



# Australasian Corrections Education Association Inc.

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

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## Welcome

Welcome to the sixth 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 (see 'key contacts' on page 10).

## About the ACEA

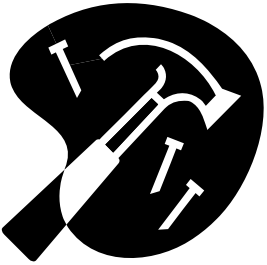
The ACEA was incorporated as an association on 17th September 2004. It builds on the work of previous associations, IFECSA and the International Forum for Education in Penal Settings (IFEPS).

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 12)

Western Australia



## First Prison based Pre Apprenticeships introduced at Wooroloo Prison Farm

The Education and Vocational Training Unit (EVTU) in cooperation with the Department of Education and Training (DETWA) has introduced the first prison based pre apprenticeship training program at Wooroloo Prison Farm. This initiative was developed as a result of a recommendation made by the EVTU developed 'Construction Industry Advisory Group' (IAG). The IAG is comprised of some of WA's largest construction building suppliers, has the backing of prominent industry stakeholders and the support of both government department and private sector representatives.

The pre apprenticeship (pre apps.) model being provided for 10 offenders is being delivered over 12 weeks of training that requires 5 weeks of community based work experience. This project will have 2 offenders, on a rotation basis, engaging in work experience with a contractor in the community while the other 8 work on prison based projects. It was decided that smaller numbers of prisoners would facilitate better training results. DETWA has allocated a further 10 'pre apps' in construction at Wooroloo after the first group, with two regional prisons planned to participate later in the year. A successful outcome will be considered a continuation by the participants on to the full apprenticeship or the placement and retention of appropriate employment within the industry post release.

Directly prior to the 'pre apps.' training, the Australian Brick and Block laying Training Foundation (ABBTF) funded a one week Stepping Out Program as a "taster" course for prisoners that had expressed interest in bricklaying. The pre apprentices were then selected from this group of participants. ABBTF also provided the work clothes to be used for the community work experience and will contribute funding toward the course fees required of each pre apprentice. Additionally, Mercy Employment, a Job Network Member (JNM), developed two DVD's that serve to give prisoners a general understanding of their and other JNM's services.

Besides the community based work experience, 'pre apps' are provided over a shorter period of time than traineeships (12 vs. a minimum of 24 wks.) and so allow prisoners serving shorter sentences at exit prisons an opportunity to participate in a work inclusive training course. This when combined with the fact that the majority of offenders serve shorter sentences presents the probability that 'pre apps' will become a more widely selected training option for an increasing number of prisoners in WA. This probability is further supported when one considers that Indigenous offenders, who make up +40% of the WA prison population, and traditionally serve shorter sentences, are increasingly participating in vocational training in WA prisons.



Victoria

## Work on improving corrections education measures for publishing in ROGS

The Report on Government Services (ROGS) is published annually (31 January) and reports on State and Commonwealth service provision against a number of frameworks for performance indicators. The framework for Corrective Services performance indicators is based on Equity, Effectiveness and Efficiency. Prisoner education sits under the Access and Equity indicators (along with participation in prison industries and other indicators)

For some years now, there has been growing realisation that the indicator for participation in education has been inadequate for two reasons: usefulness and comparability of the data.

Firstly, participation is currently measured by monthly data averaged over the 12 month reporting period or attendance on the last day of term prior to June 30 of the reporting year. These monthly average or point-in-time (“stock”) data do not provide the most useful picture of corrections education participation, as they do not reflect **throughput** data relating to prisoners undertaking education or training.

The second problem lies in the differing collection methods of jurisdictions. Differences in delivery arrangements (and therefore data collection arrangements) between jurisdictions means that the comparability of educational activity data collected for ROGS is problematic.

The National Corrections Advisory Group (NCAG), whose task it is to develop and maintain performance indicators for use in ROGS have been working on both problems for some time now.

In addressing the comparability issue, NCAG has been liaising with NCVER in an attempt to move to the use of AVETMISS data. The two confounding factors here are that AVETMISS data does not carry a flag to identify prisoner-students and that not all data on corrections education delivery across jurisdiction is captured in the AVETMISS collection (although this is increasing each year). There are encouraging signs that the National Training and Statistics Committee (NTSC) may agree to the development of a unique identifier for prisoner-students.

In addressing the usefulness issue, NCAG has been working with jurisdictional corrections education managers to develop additional indicators, which will be trialled over the next two years (as all new indicators are). The proposed new indicators are:

- ➔ Total number of student Contact Hours (SCH)/Annual Student Hours (ASH)
- ➔ Completions – number of Units of Competency (UC) completed successfully;
- ➔ Module Load Completion Rate – number of completions (as above) compared with commencements (of UC), expressed as a percentage

If you have any queries about progress or indicators, you can contact Maddy Harford, General Manager Research Evaluation and Education, Corrections Victoria at [maddy.harford@justice.vic.gov.au](mailto:maddy.harford@justice.vic.gov.au)

Victoria

National

## APPROACH TO CORRECTIONS EDUCATION AND EMPLOYMENT

Following a review of its Prison Industries program Corrections Victoria is piloting four new Industry Skill Centres in metropolitan and regional prison locations.

The Review's main recommendations centred on greater integration of education and training with prison industries in order to *"get the best out of what both the Prison Industries and prison education systems offer"*.

The Industry Skill Centres (ISC) will turn the existing Prison Industries model on its head, operating according to a new business logic, where the 'product' will be skill outcomes, rather than goods for sale. The ISCs will be measured on skill outcomes in the medium term and on post-release employment outcomes in the longer term. Supporting the ISCs will be a new Employer Liaison Broker, who will advocate employment of ex-offenders to Business and Industry and facilitate close links between employers and the ISCs.

The Industry Skill Centres are one component of Corrections Victoria's Corrections Education, Training and Work Initiative (CETAWI), which aims to improve prisoner access to corrections education

and their work readiness.

The pilots involve close collaboration between the prisons and their education providers, which will result in more on-the-job training and formal recognition of the skills acquired, particularly in industry areas where labour demand is high.

A new Ministerial Advisory Committee on Corrections Education and Employment, which will commence in the second half of 2008, will engage key players in Business, Industry, education and training, unions and the community support sectors. The Committee will advise the Minister

*"get the best out of what both the Prison Industries and prison education systems offer"*

on issues related to corrections education and employment of ex-offenders. Also, it is anticipated that members will act as

'champions' in their sectors for employment of ex-offenders.

After planning during the last three months, the pilots will commence operations in July 2008.

Further information on the Industry Skill Centres may be obtained from Prue Burns at [prue.burns@justice.vic.gov.au](mailto:prue.burns@justice.vic.gov.au)

## Work underway to increase social inclusion in VET

The National VET Advisory Taskforces are informing stakeholders about the work which is being undertaken both to address barriers to participation for all students and to make the VET system more socially inclusive.

A national consultation process has added in the development of a new and effective advisory structure for VET to better meet the needs of students with much poorer VET participation and employment outcomes than the general student population.

The consultation process resulted in a new advisory model for student equity issues. This model has been operating with three National VET Advisory Taskforces:

- VET Equity, VET Indigenous and VET Disability Advisory Taskforces

The key objectives of the Taskforces are to see improvements in the following areas for the client groups they represent:

- sustainable employment outcomes including increased levels of apprenticeship and traineeship participation and completions
- higher level qualification attainments
- effective transitions from school/community to training; training to further education or employment
- participation rates representative of each group in the population

increasing the capacity to address whole-of-life barriers to VET and employment.

visit [www.tpatwork.com/Joint\\_communique.pdf](http://www.tpatwork.com/Joint_communique.pdf) (PDF 1.5MB)

Queensland

# Helping to get lives back on track: Training and Employment Assistance in Queensland Corrective Services

Vocational education and training (VET) has an important role to play within a modern corrections system.

When combined with other pre- and post-release support programs, it can be a vital link in breaking the cycle of crime and reducing the rate of return to the corrections system.

The Queensland Corrective Services (QCS) Adult Education and Vocational Education and Training (AEVET) Branch coordinates the Agency's approach to VET.

The branch ensures VET contributes to the management of prisoners, while also providing prisoners with opportunities to gain skills which will help them gain employment upon release.

Nationally-accredited VET and literacy education, delivered by registered training organisations contracted by the Queensland Government's Department of Education, Training and the Arts, is provided to all prisoners in Queensland correctional centres.

VET focuses on the acquisition of skills that will lead to employment on release. It is available to all prisoners and is also provided to prisoners employed in prison industry areas.

Ex-prisoners in Queensland are benefiting from positive outcomes, when their VET training within the prisoner industries area is supported by other programs such as the post-release employment assistance program, Advance2Work.

The Advance2Work program is administered by QCS and funded by the Department of Employment and Industrial Relations.

Advance2Work assists prisoners throughout Queensland to gain and maintain employment upon their release. The program is delivered by external providers beginning six months prior to a prisoner's release date. Providers continue to work with ex-prisoners upon their release.

An example of how valuable VET training complemented by the Advance2Work program is reflected in the following success story.

A prisoner from Brisbane Women's Correctional Centre completed training in Engineering, Construction and Forklift. These skills assisted the Advance2Work case worker to formulate a Career Employment Pathway plan.

The prisoner was assisted upon release by the Advance2Work program to secure employment with a local welding company.

The ex-prisoner is currently employed and has now been employed for the last eight months. With the support of the employer she is continuing with accredited training.

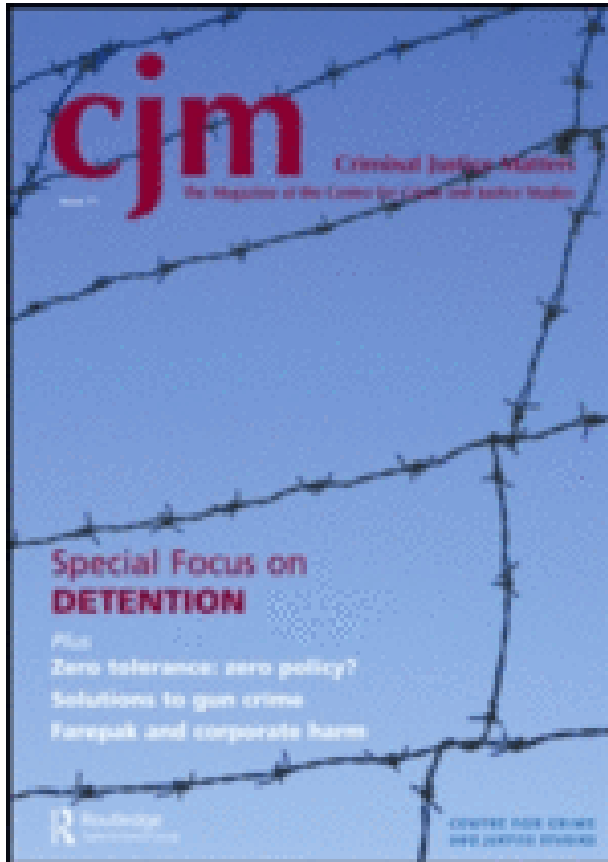
The program has registered 12,258 participants since it began in 2000. A total of 3424 of these prisoners have continued on to full time employment.

The program evaluation Callan/Gardner 2006 found that prisoners who participated in the program and VET training had a 13.8 per cent reduction in recidivism.



United Kingdom

## Criminal Justice Matters



This quarter's issue of CJM

ACEA members should have a look at Criminal Justice Matters, a quarterly magazine, of the Centre for Crime and Justice Studies at King's College London. It has just been revamped but is still a great resource for practitioners, academics, students and policy makers.

The following observation by CJM is about the UK but it generally applies internationally:

*Over the last 20 years, the criminal justice state has expanded and grown, exceeding all previous expectations and predictions. Yet, dissent and critique of these developments have been remarkably muted, and debate has focused narrowly on how best to reform, expand, or intensify criminal justice interventions. Great attention has been given to demands for more prison places, police officers on the beat, drug treatment through criminal justice, action on anti-social behaviour, and powers to fight terrorism. We have witnessed an increase in numbers of people employed by the criminal justice state and those processed by it. This has taken place with very few voices of opposition.*

*For those who want to engage in critical debate about the direction of travel, there are precious few places to turn. The national newspapers and current affairs media tend to reflect the stifling consensus currently the feature of much of the political debate. Criminological research and comment are thriving in the many academic journals that now exist in the field, but it is often remote and inaccessible for practitioners and others who are not directly involved in the academic world.*

*Criminal Justice Matters (cjm) has attempted to fill the gap by providing a space for critical analysis, debate, and the sharing of research, ideas, perspectives, and practice. Presented in a jargon-free and user-friendly format, the magazine has engaged with a range of research and policy developments relating to contemporary social, crime, and justice issues both in the UK and abroad.*

CJM can be found on:  
[www.crimeandjustice.org.uk/cjm.html](http://www.crimeandjustice.org.uk/cjm.html)

United States of America

# ...from the REENTRY POLICY COUNCIL

Reentry News Clip: [9/12/2007: New Haven Independent \(CT\): New Haven's Message To State: Help Ex-Offenders Find Work](#)

Barbara Fair was running for office in New Haven Tuesday -- but felt strongly enough about the state's broken criminal justice system to spend hours in Hartford calling for an end to the "war on ex-offenders."

Publication: [Prison Postsecondary Education: Bridging Learning from Incarceration to the Community](#)

Urban Institute (2008)

This paper focuses on prison postsecondary education programming, which attempts to address factors that contribute to incarceration and assist with reintegration into society by providing credit and non-credit college-level courses to inmates before their release from prison. Specifically, we describe several postsecondary correctional education programs primarily offered by community colleges, including programs in California, New Mexico, North Carolina, Texas, Virginia, and Washington, and identify both challenges and solutions in providing these services to inmates. We also highlight program features that may improve reentry outcomes.

Publication: [Prison-based Adult Basic Education \(ABE\) and Post-release Labor Market Outcomes](#)

Urban Institute (2008)

We use administrative data from Florida to determine the extent to which participation in prison-based Adult Basic Education (ABE) improves post-release earnings and/or employment. Utilizing a comparison group of inmates who had similar TABE scores on prison entry and a rich set of conditioning covariates, we find no systematic evidence that ABE participation is associated with higher post-release earnings. We do find, however, that ABE participation is associated with an increased probability of post-release employment. We also find that the ABE-employment relationship is the largest for ABE participants who had substantial amount of uninterrupted ABE instruction.

Publication: [The Impact of Prison Education Programs on Post-Release Outcomes](#)

Urban Institute (2008)

This paper reviews the evidence on the impact of correctional education programs on postrelease outcomes.

*“ Charting the Safe and Successful Return of Prisoners to the Community ”*

Western Australia

## Indigenous Vocational Education Training Meeting at Wooroloo Prison Farm

Wooroloo held an Indigenous Vocational Education and Training (IVET) meeting on April 17<sup>th</sup> with 28 Indigenous prisoners attending along with a number of guests from both within Corrective Services and from the outlying community. The meetings are held twice a year at each prison across the State during the months of May and November. They assist the Indigenous Education Coordinator in establishing a strong link with Indigenous educators and representatives and help inform the program delivery and curriculum decision making process in both regional and metro prisons.

This meeting was attended by former AFL footballer Chris Lewis and WA Football Commission representative Dale Ballantyne, Maxwell Jackson from the School of Indigenous Australian Studies (Kurongkurl Katitjin) at Edith Cowan University and John Keery from Silver Trowel Trade Training Centre. Corrective Services was represented by the Director of Women's Corrective Ser-

vices and Prison Farms, Indigenous Education Coordinator and the Education Research and Evaluation Coordinator, while the Superintendent, Assistant Superintendent and Campus Manager from Wooroloo represented the prison.

The meeting provided the prison and Indigenous Education Coordinator, Rose Walley, with information and recommendations on educational programs; the quality and relevance of the programs being provided or planned, and the state of the learning environment and whether it was both culturally welcoming and sensitive to Indigenous peoples. As the men's re-entry communities vary, IVET meetings incorporate information from other State departments such as Indigenous Affairs, Education and Training and Aboriginal Economic Development, as well as using Commonwealth departmental data and information in the development of Wooroloo's education and training program.

Chris Lewis was a dynamic speaker and kept the attention of the participants, as he discussed setting goals in life, being a role model for others, and the need to remain disciplined and committed to one's plans in life. Chris and Dale gave an undertaking to deliver a basic coaching course for the men at Wooroloo. Rose Walley also touched on the importance of being a positive role model and in keeping a balance in ones life between cultural responsibilities and the world of work. Max Jackson spoke about university, study and how to forge a satisfying and positive lifestyle.

The prisoners asked questions and commented on what was mentioned by the presenters, while also serving as presenters themselves as they discussed what they were engaged in at Wooroloo. While the Education Centre continues to offer a range of courses of study for Indigenous men, there is a growing participation in the practical learning offered in VET across the prison farm.



(L-R) Chris, Max, John, Rose and Dale at the IVET

## ACT's first prison: The Alexander Maconochie Centre

Julie Whellum,

### Manager Training & Development

In the past, all persons sentenced in the ACT have been sent to NSW for the period of their incarceration. When the AMC opens later this year, all sentenced prisoners will return to the ACT. To this end, staff have been visiting NSW prisons in order to collate information regarding prisoner programs including Education and VET so that continuity can be maintained for prisoners being repatriated to Canberra.

Auswide Projects will deliver education services for the AMC. Apart from a full range of vocational studies including hospitality, horticulture, administration services, IT skills, general construction and engineering, Auswide will also assist in Literacy and Numeracy skilling, job seeking skills, life skills training, arts, crafts, sports and recreation. Depending on demand, other areas such as; coaching certificates, IT personal use skills, music, painting, hair and beauty care, relationship skilling, self education/learning skills development and Occupational Health and Safety may be offered.

We would like to welcome the ACT to our growing list of regular contributors. Julie Whellum, the ACEA ACT representative, has on very short notice, sent us information on how the new prison is progressing.

We wish Julie and the ACT education and training staff the best of luck with their new adventure and I'm sure I speak for everyone when I say that we offer them our ongoing support in any way we might be able to assist them.—Ray Chavez

## Western Australian Corrective Service Awards

The Corrective Service Awards were presented on December 4, 2007. These awards are aligned to meet the Department's strategic plan which is focused on "building the foundation" of the organisation in order to meet core services. There are seven divisional Achievement and Performance Awards and three Corporate Priorities Award, plus an overall Minister's Award selected by the Minister of Justice.

The Education and Vocational Training Unit's, Reframing the Future Project, whose aim is to work with construction industry stakeholders to build a sustainable industry network model for WA prisoners was nominated for the Corporate Priority Award in the Innovation Award category. The project created an industry advisory group of industry professionals for the training and employment placement of prisoners in the building and construction industry. The recommendations of this group lead to Department of Education and Training WA agreeing to allow the EVTU to introduce pre apprenticeships for prison based prisoners for the first time in WA. It was this type of cooperation and outcome that saw the Reframing the Future project selected as the winner of the inaugural Innovation Award.

Part of winning the award was a professional development opportunity to Ray Chavez, the convenor of the Project, which he will use to attend and make a presentation on the Project at the Correctional Education Association's annual International Conference in Denver, Colorado on July 13-16. Besides making the presentation on the Project, Ray will participate with Susan Dawe, the editor of "Vocational Education and Training for adult prisoners and offenders in Australia" and Bernard Meatheringham, in a presentation to the general conference on the national VET system in Australia and how prisoners participate in that system. This invitation continues the ongoing cooperation between ACEA, CEA and EPEA in progressing the partnership to support an expansion of education in prisons across the globe.



**Ray Chavez (left) receiving his award from Ian Johnson**

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## Tasmania

Tasmania Representative TBA

# ACEA 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 2008 newsletters include:

- Edition 6—Theme: “VET and employability”
- Edition 7—Theme: “ABE and lifeskills”
- Edition 8—Theme: Health, Family and Nutrition”
- Edition 9—Theme: Indigenous and multiculturalism”

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

*Example article format:*

1. **Article heading**
2. **Overview/Relevance to Education in Prisons**  
(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?)
3. **Project Initiatives/Description**  
(inc. what’s involved in doing this?, who’s involved?, any key numbers [cost/budget, number of staff/offenders, timeframe/milestone date]?)
4. **Outcomes so far/Recommendations**  
(inc. have there been any results/feedback yet?, what will come of it (next step, next plan)?)
5. **Attach a relevant photo to accompany article**
6. **If applicable, attach relevant documents/resources/web links (for download)**  
(e.g. learning and assessment resources used throughout the project etc)



# 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 [Jo.McAlpin@dcs.nsw.gov.au](mailto:Jo.McAlpin@dcs.nsw.gov.au)