

5.5 Factor analysis

A factor analysis⁶⁸ was conducted with a number of variables that were thought might influence willingness to participate in educational programs. The following underlying components were found:

- *“Acquisition of basic skills”*, which contains items regarding skill levels – in reading, writing, and maths. From the analysis, it is evident that prisoners are most concerned about, and give poor ratings to, their skill levels in these basic areas. It appears that writing skills are those that cause the most concern.
- *“Acquisition of interpersonal skills”*, defines those items that reflect prisoners’ perceptions of their level of social skills, which in turn facilitate better interpersonal relationships.
- *“Acquisition of computer skills”*. Training and courses in computing skills in and out of prison is clearly a priority for many prisoners.
- *“Willingness to undertake education”*. Items that reflect a prisoner’s willingness to participate in educational programs, and a sense of purpose for such education.

Prisoners recognise that skills in these areas are important and needed. These factors offer a clear indication of a possible basis for programs that prisoners indicate that they need or desire as well as basic skills training.

Finding: Based on the factor analysis, the following areas of need identified by prisoners that are:

- ***Basic skills acquisition – specifically writing, reading and numeracy***
- ***Social skills to facilitate better interpersonal relationships.***
- ***Computing skills.***

5.5.1 Willingness to undertake education

Thirty-seven per cent of all prisoners had gained some form of qualifications while in prison, and almost two thirds (64%) believed that training undertaken while in prison would help them to get a job. Prisoners were asked whether they were doing an Education Centre course at the present time, and if so, which course they were currently doing. Of the 420 (40%) who said that they were

⁶⁸ Varimax rotation

doing a course, 333 specified the particular course they were undertaking. Of these, 43 per cent were taking courses in Information technology (IT), computing or clerical skills, with a further 20 per cent enrolled in literacy courses. This was evident for females⁶⁹ in particular (see Figure 20), of whom 64 per cent were enrolled in IT courses and 10 per cent in literacy courses, while for males there were around 40 per cent undertaking IT courses and 22 per cent literacy courses.

Figure 20 Courses being undertaken by prisoners

Course type	Males (%)	Females (%)	Overall (%)
N	291	42	
IT/computing/clerical	40	64	43
Literacy	22	9	20
Workplace skills non-service	11	0	10
Service skills –hospitality etc	12	2	10
Trades or craftsmanship	13	24	15
Drugs	2	0	1

For many of the prisoners (46%), the course was undertaken for personal development while, for a further 38 per cent, the reason was to learn new skills. While around one-half of all prisoners agreed that they had learned some useful practical skills from their particular educational program, it is perhaps of some concern that almost one-fifth said that they had learned nothing or very little from the course. To put this into context, however, almost two-fifths of all prisoners responded that they had learned nothing or very little from their billet work, industry or other programs.

Thirty-three per cent of prisoners said that they were on a waiting list for a course, and this was more so for female prisoners, of whom a little over 40 per cent were on a waiting list. Most prisoners were waiting for IT/computing classes (particularly females), with quite a significant number also waiting for courses in food or hospitality (Figure 21). It is noteworthy that, while a large proportion of prisoners identified literacy as an area in which they needed to improve skills, only one in five males and one in ten females were actually undertaking such courses, and no females and fewer than one in ten males were on the waiting list for such a course.

Prisoners were asked how they chose the courses they were participating in, and were able to provide multiple responses. Primarily, the course was chosen because it was a special interest (49%), however, two in five prisoners believed that it would also help them to get a job. One-fifth of respondents said that the course they were doing was all that was available, and a further one-fifth that it

⁶⁹ These data will be presented separately for males and females as the provision of programs and opportunity to participate may be different in male and female prisons.

helped fill in time. Seven per cent of prisoners said that they were doing a course because it had been suggested by Education staff within the prison.

Prisoners were also asked what particular course they were waiting for, and it can be seen in Figure 21 that the highest proportion of both male and female prisoners had been waiting for IT courses. Again, literacy courses were not high in importance for prisoners, even though literacy had been an area in which additional skills were identified as being needed.

Figure 21 Courses prisoners are waiting for

	Males (%)	Females (%)	Overall (%)
N	223	22	
Personal development	9	9	8
Literacy	7	0	7
IT/clerical/clerical	34	59	36
Horticulture	7	4	6
Art	5	4	5
Food, hospitality	18	23	19
Forklift	13	0	11
Welding/fabrication	8	0	7

Prisoners were also asked whether they had wanted to do a course but been unable to. Of the respondents, 54 per cent agreed that this was the case. Ten per cent of prisoners started a course but were unable to complete it because they changed prisons, for 20 per cent the waiting list was too long, while for six per cent the course stopped. The remaining prisoners provided other reasons for not doing a course.

Figure 22 Courses prisoners would like to do but unable to

	Males (%)	Females (%)	Overall (%)
N	283	28	
Personal development	12	4	11
Literacy	8	18	9
IT / computers	33	46	34
Small business	4	4	4
VCE, tertiary education	10	11	10
Food, hospitality	14	18	14
Fork lift	12	0	11
welding	6	0	6

Fifty-seven per cent of prisoners surveyed said that they did not feel that they were given enough information about the Education Centre courses available in the prison. As a follow-up, they were also asked to give some thought to ways in which this could be improved. The summary of responses to this item can be seen in Figure 23.

Figure 23 Prisoners' views on ways to provide better information about courses

	Males (%)	Females (%)	Overall (%)
N	353	33	
Brochures/handouts	54	67	55
Interviews	34	18	33
Information at admission	11	15	12
On-line access	1	0	1

Prisoners were asked to list other things that they felt could be useful to them. While the responses to this were very diverse, they were categorised into eight basic areas, and the responses to each can be seen in Figure 24. Two-fifths of all prisoners identified the provision of a wider range of courses as being the main area that would be useful to them, while approximately one-fifth of prisoners identified better access to courses and in particular computer courses or facilities (a further one-fifth).

Figure 24 Other areas of education felt useful for prisoners

	Males (%)	Females (%)	Overall
N	281	27	
Anything	8	4	8
More access to courses	16	33	18
Wider range of courses	41	33	40
Computing/IT skills/facilities	22	22	22
More literacy skills	5	0	5
More licensing-transport etc	8	7	8

A little over one-half of the prisoners surveyed said that they planned to do a course after their release, and overwhelmingly computer or IT courses were identified as those that prisoners would like to do. A variety of reasons were provided as to why prisoners would not do any further courses, and they responded primarily that it was more important to get a job (45%) or that it was unaffordable (14%).

5.5.2 Focus group respondents

Of the 27 participants, 17 had, and ten had not, had contact with the education centre in their jail. Almost all those who had not had such contact were in at the

Melbourne Assessment Prison where, the staff member informed me, there is no Centre as such. Seven are doing courses at the moment (IT: Woodwork; Career Education: Basic Literacy: Web Page design: Art; a Pre-release program), and 21 would like to be. Nine of these are on waiting lists, about which there was much comment, dealt with in a later section recording oral and written comments. Four are waiting for computing courses, two for English: the others include Horticulture, Zoology, Art and Food Handling. Ten had done Education Centre courses in other prisons previously. Including other prison-run courses, the mean take-up was between 2 and 5, with some having done as many as 11-15.

Their reasons for take-up were a special personal interest (14) and the feeling that that course might help them get a job (13). Four did a course to fill in time, and five because it was all that was available. When asked if they had wanted to do a course and not been able to (in any prison): nine said no, but twice as many (18) said "yes". Their reasons varied:

- For 10, it was because the waiting list was too long (five of the nine women: five of the eighteen males);
- Five because it was not available at that particular prison;
- Two because of movement between prisons; and
- One because it "just stopped".

Three women and six men had gained some qualification while in prison - the other two-thirds had not.

Twenty-one prisoners felt that they were not given enough information about availability of courses: one who felt he had been informed sufficiently supplemented this with "not that there are that many". Suggestions as to how the situation might be improved ranged from publicity/brochures (12) to admission interviews (5), and beyond: "just plain asking us what we need"; "online access"; "they should market their wares"; "a survey like this one".

Expressed views on how they felt they learned best varied by gender. Traditional classroom teaching was favoured by nine men and one woman: learning alone with a teacher available to help by four of the eighteen men, but six of the nine women.

Finding: Over 54 percent of prisoners indicated they had been willing to be involved in education, but had been unable to do so.

With regard to the educational usefulness of various aspects of prison life, there was relatively little said:

- 14 mentions for 'education' courses (plus two who entered "nothing");
- 8 for 'industry';

- 9 for 'other programs', six men referring very positively to anger management and drug and alcohol courses;
- 9 for 'billet work', four of them referring to cleaning.

In response to "what else would be useful to you", there was again a wide but not intense response: the 22 entries were derived from only half the group. Information technology skills accounted for five responses.

5.6 Gender differences

While the low number of female respondents means that some caution should be used when interpreting the findings of this section, the statistically significant areas of gender difference were that females were found to be:

- More confident than males about their language skills (both in reading and writing);
- Less likely than males to have done an education centre course at another prison, but more likely to be doing one now, more likely than males to plan to do some training after release, and more likely than males to believe that training undertaken in prison will help get a job;
- Less likely to have completed an apprenticeship, more likely to have undertaken some form of computer training, and more likely to believe that they need to have more computer training;
- Very unlikely to have obtained a trade ticket; and
- Less likely than males to have a computer in their cell.

No significant gender differences were found in male and female prisoners' perceptions of their skills in either maths or computing. Given this however, 38 per cent of males and 44 per cent of females rated their maths skills as only fair, while 69 per cent of males and 60 per cent of females rated their computer skills as non-existent or fair.

Most prisoners would like to improve their skills in the basic literacy and numeracy areas, with 61 per cent of males and 59 per cent of females wanting to improve their skills in reading, 68 per cent of males and 62 per cent of females wanting to improve their writing skills and 69 per cent of males and 77 per cent of females wanting to improve their mathematics skills.

Apart from these trends, female prisoners identified the similar needs to the rest of the respondent population.

Finding: Based on analysis of gender differences the following trends are notable:

- ***Females were found to be more confident than males about their language skills (both in reading and writing);***
- ***No significant gender differences were found in male and female prisoners' perceptions of their skills in either maths or computing; and***
- ***Most prisoners would like to improve their skills in the basic literacy and numeracy areas.***

5.7 Age differences

There were no significant differences found for perceptions of basic literacy skills by age group.

Between approximately 15 percent and 25 per cent of those in all age groups felt that their reading skills were only fair (and this was the highest for those in their early 40s, but was next highest for those in the youngest age groups), while between 17 per cent and 35 per cent of those in all age groups felt that their writing skills were only fair.

Between 30 per cent and 46 per cent of prisoners in all age groups felt that their mathematics skills were only fair (and this was highest in the lowest age groups), and between 25 per cent and 48 per cent of prisoners in all age groups classed their computing skills as non-existent. Those who were in the youngest age groups (i.e. 25 years under) did not show the level of confidence in their computer skills that would be expected from their age group, with one-quarter saying that they had no computer skills at all.

The majority of prisoners in all age groups wanted to improve their skills in literacy and numeracy, and the majority of all prisoners wanted to have computer training, except for those in the oldest two age groups.

While no other significant differences were found, other findings were:

- The majority (40%) of prisoners have undertaken between 2-5 courses while in prison;
- For those prisoners under 65 years, more prisoners have wanted, but been unable, to do a course while in prison;
- In broad terms, for those prisoners under 60, between 33 and 62 per cent of prisoners have gained some qualifications in prison;

- Approximately 56 percent of the respondents have had training outside prison;
- Of those prisoners who have completed TAFE courses at some level or another, Level 1 was the most common qualification level attained for the very young, while for those in older age groups, level 2 and particularly level 3 was also commonly attained;
- For those prisoners below 25 years, about half (43%) of those who began an apprenticeship had not proceeded beyond 1st year, and only about 20 per cent had completed;
- For those prisoners older than 25 years, approximately half (60%) or more of the respondents had completed an apprenticeship if they had started one; and
- For those prisoners under 60 years, more than half (64%) of the respondents believe a prison training course will help them get a job.

Finding: Based on an analysis of ages, the following trends are notable:

- ***There were no significant differences found for perceptions of basic literacy skills by age group;***
- ***The majority of prisoners in all but a few age groups wanted to improve their skills in literacy and numeracy, and***
- ***The majority of all prisoners wanted to have computer training.***

5.8 Indigenous status

It is apparent that the Indigenous prisoners' perception of their skills is that they are less skilled in all areas, and this is statistically significant in the areas of reading, writing and maths skills. Indigenous prisoners were also significantly less likely to have completed courses in other prisons or to have completed any other training courses outside prison or school.

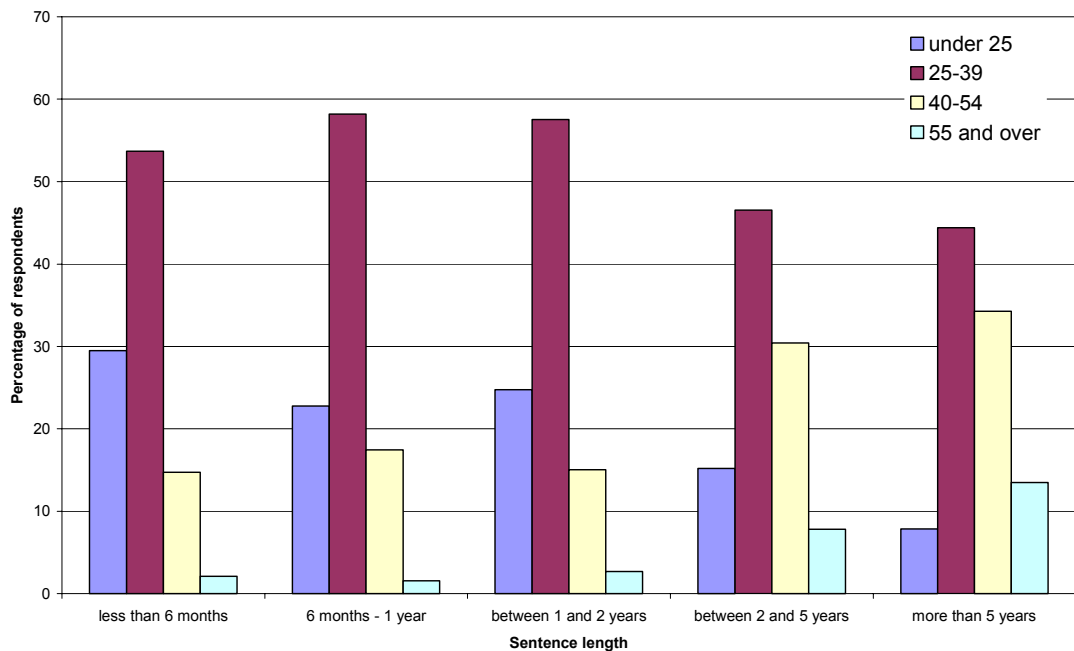
Apart from these trends, Indigenous prisoners identified similar training needs to the rest of the respondent population, wanting to improve their literacy, numeracy and computing skills.

5.9 Sentence length

Preparedness to participate in educational courses while in prison must be in some ways predicated by the length of sentence of the prisoner. In this section, a number of the key variables are analysed by sentence length.

Almost one in five prisoners are younger than 25, and a further half are between 25 and 40 years of age. Of those on short sentences (i.e. less than six months), just under 30 per cent are under 25, and 55 per cent are between 25 and 40 years of age. Around two per cent of those in the over 55 age group are incarcerated for a short period of time.

Figure 25: Sentence length by age group



Basic skills are an issue for all the majority of prisoners. Based on the analysis, it appears that those serving the shortest sentences are most concerned about their basic literacy, mathematics and computer skills. Around one-third of those whose sentence is less than six months rate their reading skills and their writing skills as poor. Those on longer sentences generally rate both their reading and writing skills as very good. However, given this, there is still a perception amongst all prisoners that their skills could be improved, with more than half of prisoners in each category wanting to improve their basic skills in reading, writing and mathematics.

Almost one-half of those serving short sentences describe their computer skills as non-existent, compared to around one in three of those serving sentences of more than five years. Curiously though, more of those serving longer sentences wish to improve their skills in this area, than those serving shorter sentences, although the majority of this latter group also want to improve their skills. Those serving longer sentences were also more likely than those on short sentences to have access to a computer in their cell or unit.

Figure 26 Desire for computer training by sentence length

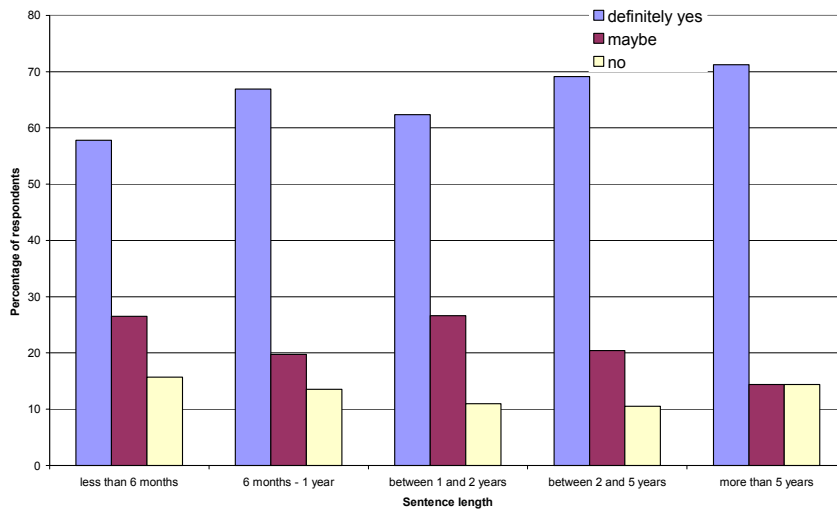
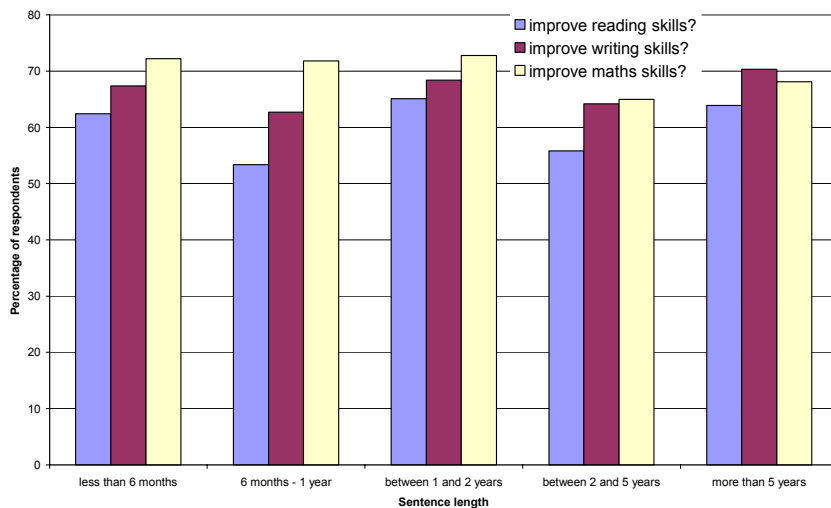


Figure 27: Desire to improve reading, writing and maths skills by sentence length



Not surprisingly, those in prison for longer sentences are more likely to have had contact with the education centre in prison (although half of those with the shortest sentences had also had contact), more likely to be currently doing an education centre course, and more likely to have done other courses in prisons. Most commonly, of those who had participated in educational activities while in prison, respondents had completed between 2 and 5 courses.

Large proportions of prisoners from all groups indicated that they had wished to do a course but been unable to:

- 43 per cent of prisoners with a short sentence and
- 63 per cent of prisoners with a sentence length of more than 5 years)

had been unable to undertake a course that they had interest. The main reason for this inability appears to be that waiting lists were too long, particularly for those prisoners with longer sentences.

Sixty five per cent of prisoners with long sentences indicated that there was not enough information provided about courses. From the survey results, it is unclear as to the reasons for this trend.

These data suggest that there is a need for basic skills courses in English, mathematics and computing to be available for all prisoners, but particularly short courses for those undertaking short sentences.

Finding: In relation to sentence length the following trends are notable:

- ***Basic skills are an issue, and it would appear to be those serving the shortest sentences that are most concerned about their basic literacy, mathematics and computer skills;***
- ***Regardless of sentence length there is a perception amongst all prisoners that their skills could be improved;***
- ***Those serving longer sentences were also more likely than those on short sentences to have access to a computer in their cell or unit;***
- ***Those in prison for longer sentences are more likely to have had contact with the education centre (although half of those with the shortest sentences had also had contact), more likely to be currently doing an education centre course, and more likely to have done other courses in prison; and***
- ***There is a need for basic skills courses in English, mathematics and computing to be available for all prisoners, but particularly short courses for those undertaking short sentences.***

5.10 Conclusion

In conclusion, prisoners are not confident of their literacy, numeracy or computing skills, and even those who think they are very good in these areas seem to think that they still need up-skilling in these areas. Though there are

some differences in the population in terms of specific demographic characteristics – gender, age, Indigenous status – all still identify that literacy, numeracy and computing remain key priorities.

There is also recognition that a large proportion of the prisoner population also require social skills development.

In terms of sentence length, those who are serving short sentences identify that they need access to education as much, or even more, than those serving longer sentences.

There seems to be a reasonable amount of publicity about education within prisons, although this is perhaps dependent on the individual prison.

There are a large proportion of prisoners who would like to do a course but have been unable to do so, mainly because of long waiting lists.

6 Education and training in Victorian prisons – the way forward

Drawing on the analysis of the current arrangements, key international trends in education and training in prisons, and the analysis of the education and training needs of prisoners within the Victorian Corrections system, this section outlines a vision for education and training in Victorian prisons. The vision for education and training builds on best practices while addressing many of issues with the current system.

Changes to current arrangements are identified, as well as options and strategies for future service delivery arrangements.

6.1 The current system

The current policy framework underpinning education and training provision in Victoria's corrections system reflects a number of different policy influences and historical factors.

Some aspects of the current arrangements reflect the policies and practices of the broader vocational education and training system. These principles and practices have evolved over the past decade and include:

- The provision of programs based on nationally recognised competency standards that meet industry needs and/or programs that provide access to the skills necessary to undertake those programs;
- External influence through independent industry training advisory bodies on priorities for resource allocation;
- A separation of purchasing and provision and the allocation of some public funding on a competitive basis; and
- A significant and growing emphasis on flexible delivery and individual choice in the nature, timing and content of programs.

However, it is clear that in a corrections environment many of these principles are difficult to apply. For example, many programs, particularly at higher levels, cannot be provided in a way that would enable full workplace competence to be properly assessed. Further, the skill development opportunities provided by many prison industries offer only limited scope for on the job training and certification of competence. While, in theory, the principles of transferability of outcomes and recognition of prior learning apply, in practice, the experience of individual prisoners suggests that those principles are often not applied or are not able to be applied.

Flexible delivery principles are also difficult to apply given the constraints of prison security and resource limitations. The limited availability of information

technology resources and the lack of intranet or Internet access⁷⁰ limits opportunities for more flexible education provision.

There is, however, evidence of sound adult education principles in the current framework, particularly in programs aimed at motivating prisoners to learn, building self-confidence and self-esteem and improving literacy and numeracy as a foundation for employment and further study.

Planning for provision is something of a hybrid compared to the arrangements that apply to VET more generally. In part, planning is based on a similar model to that applying for specific industry sectors through the development of a 'Training Plan' and the existence of a 'Corrections Education Management Consortium'.

However, whereas the training plans developed by Industry Training Advisory Boards in theory reflect industry need, the Corrections Education Annual Training Plan is driven by assessments of need by the education centres themselves (albeit in some prisons with the involvement and support of the prison management). In this sense, it is more consistent with the internal planning and priority setting process that takes place within TAFE Institutes rather than the externally driven assessment of need undertaken by Industry Training Advisory Bodies. The lack of a consistently applied educational need assessment process compounds and limits the capacity for effective planning for education and training.

The status on the individual prison training plans is also unclear in terms of their endorsement and use for planning and resource allocation. Individual prison training plans are not necessarily endorsed by the relevant prison management; indeed, the level of awareness of the plans within prison management varied from prison to prison.

Similarly, at a system wide level, the annual Corrections Education Training plan's status is unclear even though it is used to inform future resource allocation.

There are also differences between funding levels and accountability arrangements between public and private prisons under the current framework. While these differences are based on the assumptions that applied at the time the Government entered into contracts with private prison operators, these assumptions are not reflected in either the contractual arrangements or current practice. The extent to which these arrangements are historically based rather than reflecting a clear policy rationale is evidenced by the fact that, although the Dame Phyllis Frost Centre was transferred for management by a private consortium to the management of the public provider CORE, funding for

⁷⁰ It is recognised that the access to the internet for prisoners does create a significant security risk.

education is still at the same rate that applied when it was under private management.

In terms of performance management, there are a number of ‘standards’ under the current framework that apply to education provision.

However, yet though these standards exist and attempts are made to implement them, there is not a consistent and transparent set of standards applying across the whole corrections system. Further, the status of some standards is unclear. For example, a prisoner’s statutory right to education is not translated in any meaningful way into standards or provision, and this creates a tension between an expectation of access to education programs and the need to target programs to those assessed as most in need and most likely to benefit. There is no clear rationale for the use of different standards between public and private prisons, particularly as prisoners move between prisons. The current standards framework tends to be input or process focussed and lacks system wide focus on ensuring that educational outcomes are delivered for adult learners.

While there is recognition within the Corrections Education Annual Training Plan of the OCSC’s Reducing Offending Strategy and in prison education centres of the importance and benefits of individual case management as it applies to the broader rehabilitative framework, these strategies are not adequately reflected in the performance measurement framework for education.

Rather, access to education and training is driven by a combination of assessed individual needs, program availability, prison management requirements and prisoner motivation rather than assessed individual needs and the implementation of reducing re-offending strategies including individual case management. Access to higher education is ad hoc and effectively sits outside of the current framework.

In summary, the current policy and standards framework underpinning the provision of corrections education in Victoria is an aggregation of a range of policy influences and historical practices. As such, it lacks clarity and transparency and is not sufficiently integrated with the broader rehabilitation framework now applying to the corrections system in Victoria.

Program provision – while consistent with the broader funding and accountability requirements of the VET system in Australia and the devolved nature of the TAFE system in Victoria – does not reflect the systemic nature of the operation of prisons with its high degree of movement between prisons. The Pathways Policy, which was designed to address this issue, has not effectively been implemented as funding and accountability requirements create an incentive for each prisoner to be treated as a new student. Outcomes and information on prisoner learning needs and experiences are not effectively and consistently transferred with prisoners as part of their IMP.

On the basis of the current level of non completions, particularly those attributable to student withdrawals, it could not be confidently said that educational provision, as it is currently organised, is likely to make a significant contribution to the broader strategy of reducing re-offending in the Victorian corrections system. Clearly, there is significant opportunity and potential to improve arrangements so that such a contribution can be made and more positive educational outcomes achieved for individual prisoners.

6.2 A vision for the future

Educational programs and activities should be clearly and purposefully directly related to the overarching goals of the corrections system - education and training in prisons has a key role to play in assisting prisoners to secure employment and in reducing re-offending.

Education and training programs will aim to build individual prisoner capacity and resilience so that, upon release from prison, individual prisoners can secure employment and more readily be successfully reintegrated into the community.

To achieve this end, education and training will be redefined recognising prisons as learning communities. Learning opportunities will encompass not only basic skills acquisition, such as literacy and numeracy, but activities undertaken by prison industries, other prison programs aimed at increasing a prisoner's employability and reducing re-offending. Learning opportunities will include offence specific programs and personal development programs and any other opportunities for skill and knowledge acquisition or behavioural change.

The aim of education and training is to equip prisoners with the basic skills necessary for securing employment – specifically literacy and numeracy, work related behaviours and vocational skills. Other drivers for educational programs will be regarded as of lesser priority and only addressed if resources within the system allow.

Prisons will become active learning communities. Building on the differing methods and styles that typify adult learners, learning will be seen to focus on the whole individual.

6.3 Making the vision a reality

To realise the vision for education and training in prisons, the starting point is the development of an agreed joint policy framework between the OCSC and OTTE. The primary purpose of the joint policy framework should be to identify the role that education and training has to play in assisting prisoners to gain employment thus reducing re-offending.

The joint policy framework should establish the planning, funding, provision, monitoring and review approaches required to give effect to this policy goal.

A key element of the framework will be recognising the role education and training has to play at an individual prisoner level, within a prison and as part of the wider corrections system.

Guiding principles underpinning the framework should include:

1. Education and training in corrections is the responsibility of the OCSC with OTTE.
2. Education and training in prisons is a key element of the overall rehabilitation framework and is an integral part of the offender management framework.
3. The primary purpose of education and training in prisons is to reduce re-offending by equipping prisoners with basic and work related skills to facilitate employment post release and effective transition to the community.
4. Learning strategies should form part of all activities undertaken in prison to maximise opportunities for skills acquisition and to develop an educational focus within prisons and the corrections system as a whole. Education and training should complement, or be integrated with, other programs and prison industries.
5. Access to education and training should be assessed as part of the offender management framework, and incorporated into offender management plan objectives.
6. Priority should be given to prisoners assessed as having greatest learning needs in assisting them to successfully secure employment and integrate into the community.
7. Educational needs of prisoners should be regularly reviewed and reassessed as part of their offender management plan and inform pre release and post release strategies.
8. Education and training in prisons should be based on adult learning and flexible delivery principles applied in the prison environment.
9. Relevant and consistent standards should apply in all prisons regardless of provider. Outcomes should be portable between prisons and externally recognised.
10. Planning and resource allocation should be based on assessed need and planned learning pathways that will assist individual prisoners in securing employment.

Application of these proposed principles are discussed in more detail in the following sections⁷¹.

6.4 The principles in action

6.4.1 The purpose of education

A clear policy statement needs to be developed that specifies the role of education and training in assisting prisoners to gain employment and in reducing re-offending.

All education and training activity within prisons should be targeted towards these goals.

As part of the policy framework, education and training should be defined broadly to encompass any educative process or experience that results in the acquisition or enhancement of skills, knowledge and behaviours that are observable and susceptible to assessment. This definition is not only consistent with current best practice but recognises the wider needs of prisoners as identified by the educational needs survey undertaken as part of this review.

With this broader definition of education, the focus on behavioural change will be primarily on vocational skills acquisition, with a clear emphasis on the development of work related behaviours. In addition, and as appropriate, other aspects of behavioural change will be supported in a manner that is

⁷¹ It is important to note that these principles are consistent with those outlined in ANTA's National Strategy for Vocational Education and Training for Adult Prisoners and Offenders in Australia. These are:

- Recognition of training outcomes for offenders is achieved by ensuring that education and training for offenders is provided within the national training framework;
- Monitoring and evaluation of training and delivery and outcomes for offenders is provided through the National Training Framework plus effective data collection in both vocational education and training and corrections systems;
- Offender management integrates vocational education and training into offender management plans at all security levels, with pathways throughout the term of the sentence and post release;
- Client centred vocational education and training recognises the diverse profile of offenders including education and cultural backgrounds, gender and disability and provides for pathways to personal development and realistic employment opportunities for offenders;
- Training and learning support is provided to teachers and trainers and corrections staff to assist with meeting the diverse needs of offenders; and
- Professional development is essential to enable corrections and vocational education and training personnel to meet the objectives of the Strategy.

complementary to the other programs and interventions that individual prisoners may be actively involved in. This will provide maximum opportunity for behavioral change through consistent reinforcement of appropriate forms of behaviour as, and when, required by educational providers.

Recommendation 1: That OCSC establish that the primary purpose for education and training in prisons is to assist prisoners to gain employment, and thereby reduce the likelihood of re-offending. Further, education and training within prisons will be defined broadly so that the wider needs of prisoners that impact on their re-offending behaviour (such as social skills) can be addressed.

Recommendation 2: That the underpinning principles for education and training provision in corrections be that:

- 1. Education and training in corrections is the responsibility of the OCSC with OTTE.***
- 2. Education and training in prisons is a key element of the overall rehabilitation framework and is an integral part of the offender management framework.***
- 3. The primary purpose of education and training in prisons is to reduce re-offending by equipping prisoners with basic and work related skills to facilitate employment post release and effective transition to the community.***
- 4. Learning strategies should form part of all activities undertaken in prison to maximise opportunities for skills acquisition and to develop an educational focus within prisons and the corrections system as a whole. Education and training should complement, or be integrated with, other programs and prison industries.***
- 5. Access to education and training should be assessed as part of the offender management framework and incorporated into offender management plan objectives.***
- 6. Priority should be given to prisoners assessed as having greatest learning needs in assisting them to successfully secure employment and integrate into the community.***
- 7. Educational needs of prisoners should be regularly reviewed and reassessed as part of their offender management plan and inform pre release and post release strategies.***
- 8. Education and training in prisons should be based on adult learning and flexible delivery principles applied in the prison environment.***
- 9. Relevant and consistent standards should apply in all prisons regardless of provider. Outcomes should be portable between***

Recommendation 1: That OCSC establish that the primary purpose for education and training in prisons is to assist prisoners to gain employment, and thereby reduce the likelihood of re-offending. Further, education and training within prisons will be defined broadly so that the wider needs of prisoners that impact on their re-offending behaviour (such as social skills) can be addressed.

Recommendation 2: That the underpinning principles for education and training provision in corrections be that:

- 1. Education and training in corrections is the responsibility of the OCSC with OTTE.***
- 2. Education and training in prisons is a key element of the overall rehabilitation framework and is an integral part of the offender management framework.***
- 3. The primary purpose of education and training in prisons is to reduce re-offending by equipping prisoners with basic and work related skills to facilitate employment post release and effective transition to the community.***
- 4. Learning strategies should form part of all activities undertaken in prison to maximise opportunities for skills acquisition and to develop an educational focus within prisons and the corrections system as a whole. Education and training should complement, or be integrated with, other programs and prison industries.***
- 5. Access to education and training should be assessed as part of the offender management framework and incorporated into offender management plan objectives.***
- 6. Priority should be given to prisoners assessed as having greatest learning needs in assisting them to successfully secure employment and integrate into the community.***
- 7. Educational needs of prisoners should be regularly reviewed and reassessed as part of their offender management plan and inform pre release and post release strategies.***
- 8. Education and training in prisons should be based on adult learning and flexible delivery principles applied in the prison environment.***
- 9. Relevant and consistent standards should apply in all prisons regardless of provider. Outcomes should be portable between prisons and externally recognised.***
- 10. Planning and resource allocation should be based on assessed need and planned learning pathways that will assist individual prisoners in securing employment.***

6.4.2 Accountabilities and responsibilities

OCSC and OTTE need to take on active roles in the planning for education and training within corrections. They should both be represented and involved in the development of the policy framework for education and training in corrections but with OCSC having primary carriage of this task.

OCSC as the 'customer' and recipient of education and training provision should be actively involved determining the need and nature of education and training provision for the corrections system to be provided through OTTE.

In terms of infrastructure, OCSC should endeavour to ensure that the necessary physical infrastructure is available to ensure that the education and training provision can be effectively provided while OTTE needs to endeavour to ensure that the necessary resources (eg computers, books and other resources) are available to facilitate effective education provision.

OCSC should be actively involved in assisting OTTE in facilitating the funding process for education and training in the corrections system and OTTE should be actively involved in contributing to the strategies and policies that support the CLTMS.

Regular joint monitoring of education and training should be undertaken to ensure that it is contributing to reducing re-offending.

Recommendation 3: That OCSC as the 'customer' and recipient of education and training provision:

- ***be actively involved in determining the need and nature of education and training provision for the corrections system to be provided through OTTE;***
- ***be actively involved in assisting OTTE in facilitating the funding process for education and training in the corrections system; and***
- ***endeavour to ensure that the necessary physical infrastructure is available to ensure that the education and training provision can be effectively provided.***

Recommendation 4: That OTTE, as the funder and provider of education and training provision in the correction system:

- ***be actively involved in contributing to the strategies and policies that support the CLTMS as appropriate to OTTE's role;***
- ***remain responsible for providing the funding to meet the education and training needs of prisoners; and***
- ***endeavour to ensure that the necessary resources (eg computers, books and other resources) are available to facilitate effective education provision.***

Recommendation 5: That OCSC and OTTE undertake regular monitoring of education and training to ensure that it is contributing to assisting prisoners in gaining employment and thereby reducing the likelihood of re-offending.

6.4.3 Planning for education and training

Planning for program delivery should be linked, in the first instance, to the CLTMS and to the identified needs of prisoners as they relate to improving their employability.

A system wide planning approach should be developed to ensure that all prisons have access to the core programs and resources that are needed to assist prisoners to gain employment upon their release thus reducing re-offending. A key element of this planning process should involve greater coordination and integration between education and prison industries.

Prison administrators, prison industries, other program areas and education providers should take an active role in the planning process at an operational level. This will ensure that factors influencing prisoners' re-offending behaviours can be accounted for and strategies developed to address these issues.

At a systems level, an advisory mechanism needs to be established involving key stakeholders, including providers, employee and industry representatives, representatives from Community Corrections, representatives of prisoner groups and administrators academics. This mechanism will provide independent advice to facilitate future planning and resourcing requirements of education and training within the corrections system.

The advisory mechanism, accountable to the Correctional Services Commissioner, should also provide advice on key system and performance issues ensuring that education and training within the corrections system remains abreast of contemporary practices and research. Such a mechanism

has the potential to also consider the needs of unsentenced prisoners and those prisoners involved in Community Corrections either as part of their parole requirements or as part of a community order.

It is expected that the advisory body would take on many of the planning responsibilities currently undertaken by the Corrections Education Management Consortium.

In establishing the advisory body, clear terms of reference need to be established to ensure that the advisory body actively contributes to improving outcomes for prisoners by driving the planning process and evaluating the outcomes delivered in achieving the aims of the CLTMS.

Recommendation 6: That planning for education and training provision be integrated at each individual prison and involve prison management, including representatives from prison industries, other programs and education providers.

Recommendation 7: That, as part of the implementation process associated with the recommendations of the Review of Education and Training, the role of an advisory body to:

- ***oversee the planning for education and training provision in the corrections system;***
- ***drive the planning process; and***
- ***evaluate the outcomes delivered in achieving the aims of the CLTMS be explored.***

Such an advisory body should be accountable to the Correctional Services Commissioner and be established with membership drawn from representatives within both the corrections (including Community Correctional Services) and education sectors. In addition, interested key stakeholders, including prisoner representative bodies, other community service providers, employment providers and representatives from academic institutions, should be considered as part of the membership of this body.

6.4.3.1 Integrated management

To assist in translating policy and operational directions for education and training into practice, and to support effective service delivery within each prison, education staff should be represented on the prison management team in all prisons.

Though this arrangement occurs in some prisons now, it needs to occur consistently in each prison, and the contribution of education in the management of the prison needs to be formally acknowledged. Involvement of educators in prison management will aid integration and ensure that education and other activities remain closely linked and aligned.

The involvement of education providers in prison management activities is aimed at ensuring that all management staff stay abreast of new developments within the prison and that opportunities are maximised to ensure that learning opportunities can be mapped against all prison activities so as to aid in the establishment of a learning community within the prison

Recommendation 8: That education providers be represented on, and actively participate in, the senior management team of individual prisons to ensure that opportunities are maximised for closer integration between education, other prison activities and programs. As part of this process, line accountability for education staff, represented on the senior management team, should be retained with the relevant education provider. On a day to day basis, the close working relationship between education providers and the relevant program managers should also be maintained to address interface and service delivery issues.

6.4.3.2 Performance management

Planning for education and training should be linked to the assessed needs of prisoners with programs directly targeted at equipping prisoners with the skills and personal competencies to increase their opportunity to secure employment upon their release so as to reduce re-offending.

As part of a cluster of activities (including prison industries, therapeutic and other programs) that together aim assist prisoners to secure employment upon release and to reduce re-offending, an appropriate performance measurement framework should be established to assess the outcomes that are achieved.

Education and training programs should be evaluated on the outcomes achieved rather than the process by which they are undertaken. Clear targets should be established at both an individual prison level and for the system as a whole.

Performance measurement should move away from being dominated by the measurement of the number of student enrolments and contact hours to a system that is more focussed on skills and competency attainment.

Complementing this, a number of system wide indicators should be developed to assess the operations of the education and training programs from a broader perspective. Key areas of focus should be continuity of service provision across the corrections system, nature of program provision and the outcomes achieved by individual prisons.

Recommendation 9: That a performance management framework, with clear targets at both an individual prison level and for the system as a whole, be established. Performance targets should focus on clearly defined outputs and outcomes. As part of the target setting process, individual prison managers and education providers should assist in defining the performance requirements and targets and be held to account for the attainment of these performance targets.

6.4.4 Funding for education

Funding for education in prisons should remain the primary responsibility of OTTE. As indicated previously, it should be an integral component of the overarching policy and operational framework developed between the two agencies.

Funding levels should be linked to prisoner needs so that adequate access to education can be provided to ensure that prisoners' individual goals in their IMP can be addressed adequately.

There is need for funding to be allocated based on assessed prisoner needs with the proposed planning mechanisms for education informing the resource allocation process.

As an indication of the potential quantum of funding required meeting prisoners needs, some scenarios have been developed and the quantum of additional SCH estimated⁷². Even conservatively, based on current prisoner number and assuming the current standard of 4 hours of education for prisoners per week remains, there is a gap between current resource provision and that required to meet the various scenarios present regarding prisoner needs. An additional 29 – 40% increase in available SCH would be required if current operational arrangements were to apply. This additional resource requirement will be

⁷² Appendix D outlines the resource modelling work undertaken as part of the review process.

further exacerbated in light of the new prisons that are scheduled to come on-line in 2005.

Caution, however, needs to be exercised in relation to providing additional resources for education and training at this point in time based on these scenarios. Due to the lack of a clear policy framework to date within which to locate education and training provision within the corrections system, the lack of robust data available about current resource utilisation and the poor performance outcomes there is clear need to improve the effectiveness and efficiency of the current resource base before additional resources can, and should, be made available.

The starting point for this process therefore is to develop a more appropriate funding allocation and monitoring process so that the true effectiveness and efficiency of the system can be assessed and evaluated. Concurrent with this is the need to establish robust performance measures that will enable the contribution of education and training to be determined by assisting prisoners to gain employment to reduce re-offending

As part of this funding allocation process, there is need to examine the funding differential between publicly and privately managed prisons so that it does not act as a barrier to provision. It is essential that, for the future system of education and training provision for prisoners, movement between public and private prisons occurs as seamless and as smoothly as possible so as to ensure that prisoners' assessed education needs are met as effectively as possible.

Consideration should be given to exploring a new funding mechanisms that more closely links funding to assessed prisoner needs and priorities identified in individual IMPs.

Recommendation 10: That the planning processes for education and training identify the educational and training needs of prisoners, assess the future potential of the labour market, the areas of future demands and the number of prisoners to receive support, so as to influence the resource allocation process.

Recommendation 11: That OTTE investigate the feasibility of more effectively targeting funding so that it is more closely linked to the assessed educational needs of prisoners as they relate to employment and reducing re-offending behaviours.

Recommendation 12: That OCSC and OTTE investigate the funding differential between publicly and privately managed prisons so that it does not present a barrier to access for education and training support for prisoners.

6.4.5 Linking education to prison activities

The role that education and training has to play in reducing re-offending will need to be integrated into all activities within prison system; from prisoner reception to assessment to the development of an individual management plan to the provision of programs and involvement in activities to preparation for release and finally to post release activities.

6.4.5.1 Needs assessment

A comprehensive and consistent educational needs assessment for all prisoners should be undertaken upon their entry to prison and throughout their sentence. Undertaken by educational providers, the focus of the assessment process should be to identify those factors that increase the likelihood of individual prisoners gaining employment upon their return to the community and will reduce re-offending and [words missing?]. This new and consistent approach to educational needs assessment should replace already established assessment processes that have been developed in individual prisons.

Such an assessment should aim to highlight the individual prisoner's current basic skills and competencies, while also identifying areas for further development as they relate to their future employability. Attention should also be given to those social skills and personal competencies that are required for managing the demands of day-to-day life in the community.

Vocational skills assessments should be an inherent and complementary part of the education assessment process. Understanding the vocational competencies and interests of individual prisoners will provide insight into education and training opportunities that may assist these individuals in securing employment upon their release.

General areas of interest, and preferred styles of learning, should also be identified through the assessment process. These factors will provide useful guidance to practitioners in the development of individual learning programs in all aspects of the prisoners prison activities. The need to tailor learning programs to an individual's preferred style of learning and in response to their sentence duration should be seen as prerequisite for effective service delivery. For some prisoners, due to their limited sentence length and based on their assessed needs, they may need to undergo more intensive short educational modules rather than the more traditional program of service delivery.

Data gathered from the assessment process should inform each prisoner's IMP and be consistent with the principles that underpin the differentiated case management framework. This data will be used to formulate tailored programs to meet the needs of individual prisoners.

Needs of specialist groups

As part of the assessment process, and integral to education provision, the specific education and training needs of particular groups need to be recognised. Such groups include:

- Women prisoners;
- Prisoners with a disability;
- Indigenous prisoners;
- Prisoners where English is not their primary language; and
- Prisoners who are ageing.

Most importantly, education and training for these groups should be located in the wider policy frameworks targeted at responding to the unique needs of these individual groups.

For example, in relation to Indigenous prisoners, education and training within a correctional setting should be consistent with the directions embedded in the Yalca and Wurreker policy frameworks established by the Victorian Government. For women, education and training within a correctional setting should be consistent with the overarching directions being established in relation to the management and support of women prisoners by the OCSC.

Recommendation 13: That OTTE, in consultation with education providers and OCSC, identify an assessment tool for determining the educational and training needs of prisoners so that it can be applied consistently across the corrections system by all education providers. The primary focus of the education assessment should be on those factors that influence prisoners' future employment potential and reduces re-offending that can be positively impacted on by access to education. Such an assessment tool should be sensitive to the unique needs and requirements of individual groups within the prison population, eg women, youth, Indigenous prisoners, people from non-English speaking backgrounds. This assessment tool should be implemented so that it complements the wider risk assessment framework undertaken for all prisoners.

Recommendation 14: That all prisoners undergo an assessment of their education needs upon commencement of their sentence and at critical review points during their sentence, as identified in the prisoner information management system.

Recommendation 15: That the results of the education needs assessment inform the IMP for individual prisoners and the nature of education and training support to be provided for individual prisoners.

6.4.5.2 *Priority for education*

Consistent with current research and the findings from the education and training needs assessment of Victorian prisoners; the highest priority should be given to basic skills acquisition – specifically literacy and numeracy as it relates to assisting prisoners to secure employment.

Those that are the most likely to benefit from education and training programs in terms of improving their employability and reducing re-offending should have priority of access for education and training programs. In determining who is most likely to benefit, factors that should be considered based on assessed needs should be an individual's requirement for vocational and 'employability' skills development and the opportunity for personal capacity building rather than simply an individual's willingness to participate in such programs.

Participation in education and training activities will no longer be at the behest of individual prisoners; rather, it will become a valued core element of an individual prisoner's daily program based on their assessed needs. In recognition of the importance of voluntary participation of prisoners in educational programs, educational providers, along with other key staff involved in an prisoner's individual IMP, will need to actively engage prisoners who are resistant so that they are willing to participate in educational programs where their individual needs require such input.

For such prisoners who are resistant to the notion of participating in education programs, there will be need to ensure that the offerings available actively focus on engaging individual prisoners in a positive way and that the context of learning is targeted to the expressed interests of prisoners. As best practice examples clearly indicate, there will be need to ensure that educational offerings related to literacy and numeracy skills acquisition are undertaken within a context that is of interest to prisoners - often incorporated as part of vocational skills acquisition or special interest topics such as recreational activities - rather than simply provided in a context where they are the sole focus.

Access to higher education

Access to higher education should be considered within this framework and provided if it is directly relevant to the prisoners' IMP and it will assist in prisoners' securing employment and reducing re-offending.

Where a prisoner desires to undertake higher education outside of this framework, it will need to be at their own volition, and there should not be any expectation that support will be made available to facilitate such programs. Universities should be engaged to provide the necessary support required by prisoners to undertake higher education. Specifically, the 'student learning units' within Universities should take on a lead role in supporting prisoners in their studies.

Recommendation 16: That priority of access to education (based on assessed needs) be given to those prisoners with the need for basic skills acquisition in the areas of literacy and numeracy as they relate to their future employability.

Recommendation 17: That the OCSC establish a new standard for education and training provision for prisoners that is linked to assessed needs. As part of this process, the current standard for education and training for prisoners of 4 hours per week per prisoner be reviewed.

Recommendation 18: That OCSC and the Office of Higher Education in OTTE commence negotiations with the university sector to secure the necessary support required by prisoners in pursuing tertiary education where such education is part of their IMP, eg access to resources from the Student Support Units.

6.4.6 Prisons as learning communities

Learning opportunities should be developed to optimise the use of the wider environment within the prison.

All aspects of a prisoner's structured day should be recognised as having the potential to contribute to the process of learning. Opportunities for integration with other programs and activities should be used to encourage skill development.

For prisoners with high educational needs, the structured day should be able to be modified so as to enable the prisoner to be "constructively engaged" for six hours per allowing flexibility to address assessed educational needs that will aid in improving employability.

Education and training should be accepted within the prison environment as a core element of prisoner programs where individual prisoner needs demand as identified in their IMP. In such circumstances, education providers should become core participants in the individual planning and review process for prisoners.

Educational activities should be seen to be complementary to other programs, such as therapeutic and community integration programs, and consistent with each prisoner's IMP.

Prison libraries should be recognised as a key resource for educational provision supporting prisoners with their education programs.

6.4.6.1 Prison infrastructure and resourcing

Physical infrastructure within each individual prison should be designed in a way to promote learning. Most particularly, new prisons should be designed to promote the value of learning in differing environments through the use of design features that are focussed on enabling prisoners to exercise choice in the structuring of their behaviour within the prison.

For example, the location for prison industries should be designed in such a way as to enable education provision to occur on the workfloor. Prisoner units should be designed to actively promote independence (as much as is feasible within in a prison setting) so that prisoners can develop the independent living skills, such as cooking, cleaning etc, that are required when living independently in the community.

By designing prison accordingly, prisoners should be more readily able to develop behaviours that are consistent with those that are expected of adults living in the wider community. For example, prisoners should be able to organise their living arrangements in a manner consistent with prison security requirements while concurrently ensuring the quality of social integration in the available living space.

Enabling prisoners to address many of the choices they will experience upon their return to the community within a prison setting should develop their capacity and resilience to many of the pressures of day to day living that they will encounter upon their release. This process will assist the development of practical opportunities for skill and competency development upon their return to the wider community.

Resourcing

To support the focus on education and training, the materials and resources required for effective educational provision must be made available consistently across the prison system. Clear operational policies are required along with the necessary access to core resources, such as books, computers, pens, paper, so that all prisons can effectively provide, and individual prisoners can effectively participate in, targeted educational programs.

Recommendation 19: That prison management, education providers, custodial and other staff work towards creating a learning community in each individual prison aimed at promoting learning to assist prisoners to develop skills to support their future employment. To support this direction, all prisons and prison industries should be designed to maximise vocational learning opportunities for prisoners. At a minimum, this should involve:

- ***Learning opportunities for learning should be mapped against all core***

Recommendation 19: That prison management, education providers, custodial and other staff work towards creating a learning community in each individual prison aimed at promoting learning to assist prisoners to develop skills to support their future employment. To support this direction, all prisons and prison industries should be designed to maximise vocational learning opportunities for prisoners. At a minimum, this should involve:

- ***Learning opportunities for learning should be mapped against all core prison activities that form part of a prisoner's structured day to maximise the opportunity for skill development relevant to future employment opportunities. In particular, opportunities for the integration of skill development in literacy and numeracy should be of a high priority;***
- ***Education activities should be actively linked with other prison activities and, where practicable, delivered either jointly or in an integrated manner;***
- ***Training for custodial staff should recognise the role that education and training can and does play in assisting prisoners to gain employment so as to reduce the likelihood of re-offending; and***
- ***The physical layout of prisons should be designed to maximise the opportunities for integration between education and prison industries. As part of this process, the co-location of education staff with prison industries should be investigated.***

6.4.6.2 Removing disincentives

Incentives to encourage active learning should become intrinsic to prison management culture. Current disincentives for prisoner participation in education and training (such as differential and lower pay rates for education compared to prison industries) should be identified and modified within the prison⁷³.

Prison management, without threatening prison security, should support learning and participation in programs for individual prisoners in a manner that is as valued as other rehabilitative and employment related activities prison.

⁷³ The current allowances for prisoners are the subject of a review at the time of this report.

Recommendation 20: That allowances for participation in education available within prisons be at least equal to those available for prison industries and consistently applied across the corrections system.

6.4.6.3 *Integrated learning models*

Integrated learning models, based on adult learning principles and using flexible delivery methodologies, though occurring in varying degrees in the current system, should become the norm within the prison with educational staff working in tandem with program or industry managers and custodial staff to enhance education and training opportunities. This should not only increase opportunities for prisoners to acquire skills that will enhance employment opportunities and reduce re-offending, but it should also actively build support for educational activities within the prison.

6.4.6.4 *Priority for basic and vocational skills development*

Educational priorities should focus on basic and vocational skills acquisition. At the most fundamental level, priority should be given to assisting prisoners in acquiring the basic skills, such as literacy and numeracy, as they enhance employment opportunities.

Where there is a need for prisoners to undergo specifically tailored behavioural change programs, such as drug education and sex offender programs, integrated education programs should be developed to make the most of the learning opportunities available for those prisoners.

Educational and training strategies should be linked with vocational skill development. Access to training for industry supervisors and custodial staff so they can become qualified workplace assessors will assist in facilitating the operation of the prison as a learning community.

All skill development should be linked to a unifying qualification framework. Generalist Certificate I & II courses, together with RPL and RCC opportunities, should be examined as a unifying frameworks for recognising the learning of prisoners in work related skills, industry related skills, personal development skills and literacy and numeracy skills.

6.4.6.5 *Flexible delivery*

Programs should be tailored so that they are more responsive to prisoner movements within the corrections system and they are able to accommodate the

variability of individual prisoner sentences. They should be made available throughout the year as prisons are required to operate and prisoners are required to be involved in prison activities.

Opportunities for educational provision during evenings and on weekends should be investigated as a strategy for reducing the pressure on an individual prisoner's time. Such methods of provision are consistent with other models of adult education available within the community and have the potential to provide useful modelling for prisoners in preparation for their release and return to the community.

Application of peer supported learning strategies should be investigated to enhance the capacity of the system to better meet the education and training needs of the prisoner population.

Peer support programs have the capacity to enhance the delivery of educational opportunities while providing valuable role models for prisoners generally. The use of suitably skilled and experienced peer educators can assist prisoners in developing their educational skills specifically in the areas of literacy and numeracy. Qualified prisoners could be used in non-supervisory, non-disciplinary positions for the education of other prisoners, and be paid wages comparable to those of the prisoner work

Integrated systems

Systems should be established to aid the recognition of prior learning as prisoners are transferred within the corrections system. Administrative arrangements between Institutes should be modified to accommodate prisoner movements by providing increased opportunities for individuals to continue with programs they have previously commenced. Supporting these strategies should be the electronic exchange of information between prisons.

The establishment of an agreed set of priorities for learning reflecting the needs of the wider prisoner population should increase the likelihood of the continuity of service provision as prisoners move throughout the corrections system. These priorities should provide greatest emphasis to basic skill acquisition.

Recommendation 21: That Generalist Certificate I & II, courses together with RPL and RCC opportunities, be examined as a unifying framework for recognising the learning of prisoners in work related literacy and numeracy skills, industry related skills and employability skills.

Recommendation 22: That the benefit of peer support programs should be explored by OCSC, in consultation with education providers, as a means of expanding educational offerings within the prison setting and providing positive role models for prisoners.

Recommendation 23: That OTTE, in consultation with education providers

Recommendation 21: That Generalist Certificate I & II, courses together with RPL and RCC opportunities, be examined as a unifying framework for recognising the learning of prisoners in work related literacy and numeracy skills, industry related skills and employability skills.

Recommendation 22: That the benefit of peer support programs should be explored by OCSC, in consultation with education providers, as a means of expanding educational offerings within the prison setting and providing positive role models for prisoners.

Recommendation 23: That OTTE, in consultation with education providers and the OCSC, review administrative arrangements between educational providers and the prisoner information management system so that they better accommodate prisoners' movements and accommodate continuity of educational opportunities.

Recommendation 24: That OCSC, as part of their sentence management responsibilities, ensure that prisoners with high educational needs are supported and are able to continue their education, as they are transferred around the corrections system. The OCSC prisoner information system should be adapted to support this process.

6.4.6.6 Access to information technology

Contemporary educational practices should characterise all corrections educational provision through the use of 'on line' learning programs and the development of computer skills. The use of computers as part of learning programs develops essential skills that are commonly required now in employment and other day-to-day activities encountered when living in the community.

Access to electronic programs to support learning should be made available as an alternative form of flexible education provision. Recognition should be given to the importance of computer skills in aiding prisoners in gaining employment. For example, in the United Kingdom, Group 4 Falck manages Summit Media a digital media company that produces website and online marketing services to companies doing business on the web. Consideration should be given to the access to information technology through prison through stand alone computers and through the use of a secure prison specific Intranet.

Security risks should be assessed and a strategy developed to enhance opportunities for the development of information technology skills for prisoners. For example, the TAFE Virtual Campus provides an established environment

that has the potential to meet many of the educational needs of prisoners through the provision of a secure online learning environment.

Recommendation 25: That in acknowledging the value of computer skills for prisoners in assisting to secure future employment opportunities, OCSC and OTTE, in consultation with education and corrections providers, trial the use of a secure intranet for prisoners of the TAFE Virtual Campus as a means of supporting prisoners learning and encouraging skill development.

6.4.6.7 Skills and professional development

Education providers should make sure that their staff have the necessary skill sets to meet the needs of the prison population to reducing re-offending and increasing the employment potential of prisoners.

With a focus on ongoing professional development and staff interchange, education providers should ensure that staff providing education services are well equipped to meet the core program needs of prisoners in a range of settings.

In terms of professional development educators should be well equipped to support learning in basic skills such as literacy and numeracy. In addition there is need for educators to provide access to relevant vocational skills training to support prisoners in the acquisition of employment upon their release. Team building and working with multi-disciplinary teams maybe other areas of skill development worth exploring for education staff.

Recommendation 26: That education staff be actively engaged in professional development activities to ensure they have the necessary skills to provide support to prisoners to assist in securing employment and to help reduce re-offending behaviours. All educators should be able to access professional development to ensure they have the skills necessary to support literacy and numeracy development.

6.4.7 Pre release and post release programs

For prisoners drawing closer to their release from prison, education and training should become highly targeted and focussed on ensuring that those prisoners have the basic skills required to manage in the wider community upon their release. Pre release programs should include guidance on how to access information about adult community education and vocational education and training opportunities that are appropriate to the needs of individual prisoners.

Integrated with other pre release activities, such as the current employment pilot and the traineeship project, education and training should ensure that individual prisoners are linked into appropriate educational opportunities in the community where appropriate.

Post release programs should ensure that, where there are identified education and training needs, these are addressed appropriately in the community. One example of how this may be achieved is through closer liaison with the Adult Community Education sector.

The Adult Community Education (ACE) sector provides a range of educational opportunities, supports and programs for adult learners. A key goal of adult community education is to provide positive and rewarding learning experiences for adult learners that lead to improved confidence and self-esteem, learning 'how to learn' and enhanced employment and career outcomes. With a wide range of educational providers across Victoria, the ACE sector is well placed to support prisoners upon their release from prison enabling them to continue their development in the community.

To assist this transition process, where possible and appropriate, supports should be put in place to facilitate the necessary linkages with community based educational providers so that prisoner can readily continue with their educational goals.

Recommendation 27: That educational activities be integrated into all pre release and post release activities where prisoner needs dictate. Pre release programs should actively seek out opportunities for prisoners to continue their education in the community as part of the strategy to assist prisoners in securing employment and to reduce re-offending. Pre release programs should actively work with the adult community education sector to provide the necessary linkage to facilitate prisoners in the transition from prison to the community.

6.5 Implementation

To take the recommendations of the review forward, there is need for an Implementation Committee to be established to guide the change processes that will be required to give effect to the forward directions and recommendations that have been put forward.

Recommendation 28: That OCSC establish an Implementation Committee for up to 12 months to oversee and advise on the implementation of the recommendations of the Review of Education and Training in Victorian Prisons. The Implementation Committee should be comprised of representatives from OTTE, prison providers, education providers, key stakeholder groups (such as VAEAI) and representatives of the diverse groups that comprise the prison population

Recommendation 29: That, as part of the responsibilities of the Implementation Committee, a change management strategy should be developed to inform and guide the implementation of the recommendations of the Review of Education and Training in Victorian Prisons. A key element of this process should focus on establishing communication mechanisms for prisoners, providers and stakeholders.

In addition, to assist this process, an action plan has been developed that to support the implementation process. The action plan can be found in Appendix E.

A The review process

To date, the review process has involved the following key components:

- Desktop research on current policies, practices and performance related to education service provision in Victoria's prison system;
- Review of national and international literature on the provision of education in prisons and the outcomes achieved specifically in relation to the reduction in re-offending;
- Consultation with key stakeholders including:
 - relevant officers from OCSC and the Correctional Services Commissioner;
 - representatives from DE&T, OTTE, TAFE;
 - individual prisons administrators – private and public;
 - educational providers (at each prison and the individual TAFE Institutes);
 - individual specialists working in prisons eg other program staff;
 - prisoners and their representatives;
 - Adult Parole Board;
 - Victorian Qualifications Authority;
 - Andrew Jackomos, Manager, Indigenous Issues Unit, Department of Justice;
 - Peter Harris (Global Education Enterprises); and
 - Corrections Education Association of Victoria;
- Requests for submissions from stakeholders not directly consulted by the Review Team. Those invited to provide submissions included:
 - Community organisations and advocacy groups involved with OCSC;
 - TAFE Institutes not delivering in the corrections system;
 - Australian Education Union; and
 - Group Training Australia;
- Receipt of public submissions sought through public advertisement in newspapers and via the Department of Justice Website. Submissions received were from:
 - Victorian Legal Aid;
 - Prison Industry Advisory Committee;
 - Federation of Community Legal Centres;
 - Brimbank Community Centre Inc;

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- Restorative Justice Victoria;
 - The Brosnan Centre;
 - Kangan Batman Institute of TAFE;
 - AMES;
 - Thomas Embling Hospital;
 - Deakin University;
 - Individuals (4);
 - Prisoners (4);
 - Australian Institute of Criminology;
 - Monash University;
 - Opening Learning Australia;
 - Department of Justice;
 - Caraniche Pty Ltd;
 - Global Education Enterprises; and
 - Victoria Police; and
- Implementation of a comprehensive prisoner educational needs survey across the Victorian prison system. Meetings were held late September/early October at all prisons with peers, prisoner listeners and interested prisoners about how best to undertake the survey. In response to prisoner feedback, the survey tool was refined and publicity material was developed and distributed to all prisons. The publicity material was made available in English and translated into Arabic, Chinese, Greek, Italian, Turkish, and Vietnamese.
- Following approval from the Department of Justice Research Ethics Committee, the survey was undertaken towards the end of October 2002 in all prisons.
- Development and distribution of a discussion paper for consultation.

Submissions in response to the discussion paper that were received from:

- Malcolm Feiner, Resource Centre, Office of the Correctional Services Commissioner
- Mark Griffiths , Restorative Justice Victoria, Moreland Community Enterprise Centre
- Greg Waddell, General Manager, Social and Applied Sciences Group, Kangan Batman Institute of TAFE
- Phil Thompson, Manager Education and Learning Camp, Gippsland TAFE (Won Wron Prison)
- Gillian Mortimer, Distance Education Centre Victoria
- Adrian Mc Millan, Campus Manager, Ararat and Langi Kal Kal Prisons, University of Ballarat
- Ray Griffiths, Director and C.E.O.- East Gippsland Institute of TAFE in conjunction with John Myers, General Manager, Fulham Correctional Centre, Australasian Correctional Management
- Lisa Cornelius, Correctional Services Traineeships Project, Office of the Correctional Services Commissioner
- Jim Davidson, Director, Office of Training and Tertiary Education
- Janet Baker, Manager-Strategic Projects, Open Learning Australia
- Alan Scaife, General Manager, Metropolitan Remand Centre
- Dr Peter Harris, Global Education Enterprises
- A prisoner
- Pat Forward, Australian Education Union Victorian Branch
- Paul Delphine, Chief Executive, CORE
- Max Croft, JOB Futures, Manager Correctional Services Employment Program
- Lionel Bamblett and John Page, Victorian Aboriginal Education Association
- The Corrections Working Group, Federation of Community Legal Centres

In addition, three forums were conducted between 24 – 26 February 2003 – one at Dandenong, Bendigo and Melbourne. There were 49 attendees in total at the forums. The purpose of these forums was to receive feedback on the issues raised in the discussion paper. Attendees at these forums included:

- Kerrie McEvoy, ACFE (Melbourne)
- Rolene Lamm, ACFE (Melbourne)
- Elizabeth Wale, Bendigo Prison (Bendigo)
- Jane Gustus-Callanan, Bendigo Regional Institute of TAFE (Bendigo)
- Lindy Hall, Bendigo Regional Institute of TAFE (Bendigo)
- Roxy Kowal, Bendigo Regional Institute of TAFE (Bendigo)
- Michael Langdon, Bendigo Regional Institute of TAFE (Bendigo)
- Kerry Lawson, Bendigo Regional Institute of TAFE (Bendigo)
- Mark Cowie, Caraniche Pty Ltd (Bendigo)
- Sue Dain, Caraniche Pty Ltd (Bendigo)
- Malcolm Pollard, Caraniche Pty Ltd (Melbourne)
- Alina Jonas, Caraniche Pty Ltd (Melbourne)
- Millie Godkin, Deakin University Student Association (Melbourne)
- Sue Clifford, East Gippsland TAFE (Dandenong)
- Brett Thomson, East Gippsland TAFE (Dandenong)
- Amanda George, Federation of Community Legal Centres (Melbourne)
- Wayne Chrimes, Gordon TAFE - HM Prison Barwon (Melbourne)
- Marty Langenberg, Gordon TAFE - HM Prison Barwon (Melbourne)
- Rob Prossor, Goulburn Ovens TAFE/CEAV (Melbourne)
- Kevin Wyatt, Goulburn Ovens TAFE/CEAV (Melbourne)
- Jim Pascal, Goulburn Ovens TAFE/CEAV (Melbourne)
- Helen Musara, Independent (Dandenong)
- Max Croft, Job Futures (Melbourne)
- Marilyn Minister, Juvenile Justice, Department of Human Services (Melbourne)
- Ron Wilson, Kangan Batman Institute of TAFE (Melbourne)
- Vicki Joyce, Kangan Batman Institute of TAFE (Melbourne)
- Gail Pratley Kangan Batman Institute of TAFE (Melbourne)
- Kieran McCann, Kangan Batman Institute of TAFE (Melbourne)
- Yvonne Russell, Kangan Batman Institute of TAFE (Melbourne)

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- Greg Waddell, Kangan Batman TAFE (Dandenong)
- Peter Malone, Loddon Prison (Bendigo)
- Lil Beamish, Northern Region Prisons (CORE) (Melbourne)
- Debby Brien, OCSC (Dandenong)
- Lisa Cornelius, OCSC (Dandenong)
- Kelvin Anderson, OCSC (Bendigo)
- Lucy Callaghan, OCSC (Bendigo)
- Grant Johnson, OCSC (Melbourne)
- Kathya Martyres, OCSC (Melbourne)
- Paul Marden, OCSC (Melbourne)
- Janet Scarfe, OCSC/OTTE (Melbourne)
- Robin Austen, OTTE (Melbourne)
- Patricia Neden, OTTE (Melbourne)
- Tom Wallace, Prison Industries (Dandenong)
- David Cripps, Prison Industries Advisory Committee (Bendigo)
- Tony Delves, Prison Industries Advisory Committee (Melbourne)
- Dr Lisa Brodribb, Prison Industries Advisory Committee (Melbourne)
- Adrian McMillan, University of Ballarat (Melbourne)
- Robert Irvine, University of Ballarat (Melbourne)
- Margaret Cook, Victoria University (Dandenong)



B Service delivery outcomes

	Required Outcomes (per prisoner year)						
	Adult Basic Education (for prisoners identified as requiring ABE in Individual Management Plans)				Accredited Vocational Training (for Prisoners not requiring ABE in their IMP's)		Substance Abuse Education
Prison	Enrolment in ABE Modules	Module Completion	Enrolment in Voc. Training Modules	Module Completion	Enrolment in Modules	Certificate/Certificate Achieved	% of identified prisoners who received Program
Men's Metropolitan Prison	2 Modules per Prisoner Year)	1 Module (pPY)	3 Modules (pPY)	1 Module (pPY)	3 Modules (pPY)	1 Module (pPY)	100%
Rural Men's Prison	2 Modules (pPY)	1 Module (pPY)	3 Modules (pPY)	2 Modules (pPY)	5 Modules (pPY)	4 Modules (pPY)*	NIL
Metropolitan Women's Correctional Centre	1.8 Modules (pPY)	0.4 Modules (pPY)			5.3 Modules (pPY)	1.1 Modules (pPY)	NIL
Port Phillip Prison	2 Modules (pPY)	1 Module (pPY)	3 modules (pPY)	1 Module (pPY)	3 modules (pPY)	1 Module (pPY)	100%
Fulham Prison	2 Modules (pPY)	1 module (pPY)	3 modules (pPY)	2 Modules (pPY)	5 Modules (pPY)	4 Modules (pPY)	NIL

- A module is defined as 40 SCH's

C Report on focus group interviews

C.1 Introduction

Three sets of focus group interviews were held in Victorian prisons in January 2003. These visits were organised in response to a request from OCSC that the results of the general administration of the survey instrument be verified by consultations with prisoners whose capacity in English literacy was deemed to be low. Such prisoners were held to be less likely to have completed the survey, and hence possibly to have skewed or biased the results and outcomes in some way.

Five prisons were contacted, but visits could only be organised within the time available to three of them. These were Dame Phyllis Frost Centre [DPF: 9 prisoners], Port Philip [PP: 12 prisoners], and the Melbourne Assessment Prison [MAP: 6 prisoners]. Group sizes ranged from 3 to 6, and the 27 attendees were chosen by prison staffs in accordance with the literacy criterion stated above. Attendance was voluntary, and target numbers for each prison (10, 15 and 10 respectively) could not be met.

While, as will be seen below, self-reports offered by prisoners as to their level of literacy skills when completing questionnaires during the sessions are often more positive than the selection criterion might have suggested, this was not always borne out in actual practice. A self-assessment of "very good" for reading and writing was several times belied by the necessity of the interviewer helping them complete the task.

All sessions were conducted in the presence, generally unobtrusive, of a prison officer: none in the presence of Education Centre staff.

Each session had two focal activities:

- individual completion of a copy of the questionnaire (with assistance from the interviewer as required, and
- group discussion of the most salient issues concerning prison education and training from the perspective of the prisoners.

One prisoner had seen and partly completed the questionnaire previously, but had not handed her copy in for processing.

Whatever their level of writing and reading literacy, high levels of oral ability were observable in almost all prisoners, the sessions were extremely easy to propel, and all prisoners remained very task-oriented and engaged, and offered pertinent comment during quite long sessions (up to an hour and a half).

In the material presented below, italicised comments between inverted commas were written, usually by the prisoner but sometimes by the interviewer or at his

instigation to record an interesting point made in conversation. Comments in ordinary Roman were spoken, and reproduced from notes taken by the interviewer. Spelling and orthographical errors have been corrected.

C.2 Employment history profile

The pattern of results for this group mirrors the profile achieved in the main sample:

- three had never had a paid job;
- three had had casual jobs only;
- six had had part-time jobs (five of them women);
- 22 had had full-time jobs; and
- none had ever been self-employed.

Most who had had a paid job had only had one in the past five years (10), four people had had two such jobs, and seven had had three or more.

Almost half had had their last job more than three years ago, and a similar proportion had had the job for less than a year. Ten reported that being jailed was the reason for losing the job, and other reasons varied broadly - only two reported being sacked. Most had liked their last job (18), but not as many (13) would want to return to it or a similar job.

C.3 Education and training since leaving school

In and out of gaol, there was not much evidence of educational or training activity since leaving school. Only one had finished an apprenticeship or trade training, though seven others had started. Three had reached Level 1 of a TAFE certificate, three had reached Level 2, and two had reached Level 4. Four reported possessing a trade ticket, two in Forklift driving (achieved while in gaol) but the other two described their tickets as "English" and "Trade" and may be discounted. Almost two-thirds reported having done no training outside prison since leaving school.

However, half would like to get some sort of ticket while in custody, especially in Forklift driving (5), which was also the subject of considerable (and heated) conversational opinion and comment amongst the groups of males. There was some resigned resentment amongst those whose offence meant they were allowed to do the theory only ("little more than common sense", remarked one) and not the practical part of the ticket course. Others were upset that there were not more places and opportunities. Forklift tickets were seen in every group as a key way of getting employment on release: "the industry is always crying out for them." [Male, MAP]

In both male prisons, there was an exactly parallel set of conversations about the prospects and difficulties of getting a ticket in welding. One additional point made was the fact that the preliminary course in welding is not available at Fulham prison, only the Certificate 2 stage.

C.4 Expectations and needs post-release

The majority of these prisoners (17) expect to be in custody for a period less than 12 months. Eight of them do not know where they might be living, and seven of them will or may go to live with parents or family. The range of occupations which will be sought is wide, but again five of them *"don't know"* - two wrote *"anything"*. To the question of whether they thought a course or training program in prison would help them get a job (one they want or any other) the response was overwhelmingly positive: two said "no", one said "maybe" and all the rest (24) said "yes".

When asked of they planned to do any courses post-release, the group opinion was a little less positive: five said "no", four said "maybe" and 20 said "yes". Computing was the most common response as to what the course might be (6) and the range of others quite wide: three said "don't know". Whether they will do a course or not, eight rated getting a job as being more important. Ten express a lack of confidence about doing a course, seven because they have been in prison, and three because of lack of skills. *"I need \$\$"*, wrote one man, and *"I need Maths for my chosen course"* commented another, a woman.

To the questions about information needs for release, the pattern was clear: for each area, about three-quarters of the group will need information.

Figure 28: Assistance required by prisoner's pre release

Area of need	Will need information	Will not need information
Courses available	20	7
Job options	20	7
Accommodation	20	7*
Where to go for help	22**	5

* One woman added to her response: *"Before I leave"*.

** One man added to his response: *"BIG YES"*.

C.5 Oral and written comments on issues relating to education and training

Both conversation and written comments had several nodal centres. Attention focussed particularly on the chain relationship, clearly perceived, between education in prison and its possible effects on job-hunting success, thereby lessening the chances of re-offending.

C.5.1 Basic skills education

With regard to basic skills, one prisoner wrote the following comment:

I've noticed a lack in the basics of English and writing skills of most inmates and feel at the very least English should be mandatory.

Male, MAP

He followed this up in discussion with a very heated, if not entirely reasonable, disquisition on the need for the Parole Board to make study towards a Year 10 pass a firm incentive for prisoners, starting with the proposition that some such study should be mandatory for any parole. The others in the group challenged this hotly, but the consensus reached was roughly in accord with his written comment above.

An inmate in another prison would have demurred:

"At the moment you only get paid for maths and English so some people don't do courses because they have to work to survive in here. Also they tell you they have courses and when you ask to do them they don't exist at all. All they want is us to work and make money for them."

Male, PP

C.5.2 Other training and educational opportunities

One set of "other comments" summarises four of the key issues commonly discussed (underlined):

Training for forklift licence and carpentry, getting a union ticket, and getting a VCE/Year 10 pass to improve general knowledge and so my job options are more open."

Male, PP

Forklifts and other tickets have already been discussed above. The VCE often intruded into discussions. For some prisoners, it just stands a symbol of formal and worthwhile educational courses without them knowing necessarily much about it (eg. there is no VCE course in Cabinet Making, as one prisoner appears to believe): for others it occupies an important place in their educational aspirations. It was also often mentioned in open-ended responses on the questionnaires completed.

Reference to job options and opportunities was common, either specifically or more generally. Here another male, who had only ever had casual jobs as a kitchen-hand, and whose abiding interest was in computers, produced the following sequence of written and oral comments:

[Reason for choosing courses] *"to help with some social skills and to help with depression. To give some self-worth."*

[Useful things learned in gaol]:

Education courses: *"nothing new as yet"*;

Industry: *"nothing but fear"*;

Other courses: *"it's outside of Edgo, but self-help group is great!"*;

Billet work: *"how to accept being degraded."*

[What else would be useful to you?]:

"To learn some study skills and more self worth, so maybe I could survive outside without the need to re-offend just to survive."

"Maybe a course to help find out what I'm good at."

[Other comments]: *"We need something to show us that we are worthwhile and give us the tools we need to survive on our own."*

Male, PP

One topic which emerged in all the male groups was music. The therapeutic value of practical music activities was seen quite clearly, and stressed, but so too was the industrial side of it:

"I would love to get some work as a roadie. I could too. But there so much else we could learn - CD creation, mixing, DJ stuff. Not much of a security risk there, I'd say. They used to have it in one of my other prisons but they closed it down. Funding issues. It's always funding issues."

Male, MAP

Exactly the same point about closure and funding of a music program was made by a woman prisoner.

C.5.3 Comments about staffing and facilities

Inmates at DPF were eloquent on the subject of perceived inequities between the women's centre and men's prisons, both as to the number and range of courses on offer and the ease of getting into them.

Just because we've got a swimming pool and television people outside say we've got it easy. But this place has grown in numbers but there's been no increase in teachers or courses, or a bigger space."

Female, DPF

Staffing levels in Education Centres often came in for criticism, either overall, or within particular courses. "Wasting time waiting for computer support teaching" was particularly mentioned in two prisons [DPF; PP] as both a boredom issue and a resource issue:

"I've just come from my computer session. It lasts an hour and about three-quarters of that time I sit waiting for the teacher to help all the others. It's a waste - there are too many different activities in the one session. There should be one group for basics, one for web-page design and so on."

Male, PP

Movement between prisons and its impact on education centre take-up were often made. Here is one such:

"I started Small Business Management at another prison, and now I can't finish it."

Male, PP

One woman's response summarises very neatly the open-ended comments on education and training in prisons made by the group:

"I would love to get enrolled in a TAFE course. The older I get the harder it is to get into Edgo. You're waiting forever. We need a bigger centre, more staff. More spaces and opportunities to get into Edgo. Everyone's needs are different, and Edgo would help us change for the better for the future."

Female, DPF

Another woman prisoner made a comparative observation:

"Y. T. C. programs - maths, ceramics, computers and others - was a good structure. You don't get bored because you do all different things. And at Y. T. C. you had to do it - it was compulsory."

Female, DPF

To which a male prisoner would add:

"More courses, just like on the outside."

Male, PP

C.6 Conclusion

This part of the report process was instituted to investigate whether there was any real and important disparity between the responses to the questionnaire from those prisoners who completed and submitted returns, in the main administration, and those whose lack of language ability meant that they were less likely to complete or submit. Despite the small number who constitute this sub-group, the evidence seems convincing for the view that the responses of those whose language skills are weak parallel very closely those who "had their say about Edgo" in the earlier administration, with no major differences.

In matters of age, ethnicity, length of sentence or level of schooling the sub-group parallels the main group quite closely. But more importantly, regardless of age, ethnicity, length of sentence or level of schooling, these interviewees are saying the same things, with the same degrees of emphasis, about education and training in prisons. There is the same emphasis on the importance of basic and further education in writing, reading and numeracy, there is the same view of computing and information technology as a key to the future, and there is the same level of need expressed for the development of usable skills which are employment-oriented. The two groups display the same disparities of personality and educational preference - the "practical" and the "theoretical" are both well represented, as are the "loners" and the "social". However, what one might call their educational disposition is the same: "more of it, please", across a wider range, to make up for lost educational time in what would otherwise be lost personal time, while their sentence runs its course.

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D Resource modelling

	Fulltime education		Intensive education		Hours of education available for remaining prisoner population		Remaining hours available per prisoner		Additional hours required to meet standard of 4 hours per week per prisoner			
	Total potential delivery	Total delivery assuming a withdrawal rate of 10%	Total potential delivery	Total delivery assuming a withdrawal rate of 10%	Total hours available	Total hours available based on 10% withdrawal rates	Total hours per remaining prisoners	Total hours per remaining prisoners based on potential withdrawal rates	Additional hours required to meet standard of 4 hours per week per prisoner assuming a nil withdrawal rate	%	Actual hours required to meet standard of 4 hours per week per prisoner assuming a 10% withdrawal rate	%
Scenario 1: 10% of prisoners with fulltime education (15 hours per week); 15% of prisoners with intensive education (6 hours per week)	273000	245700	163800	147420	291200	334880	2.1	2.5	254800	35.0	211120	29
Scenario 2: 10% of prisoners with fulltime education (15 hours per week); 20% of prisoners with intensive education (6 hours per week)	273000	245700	218400	196560	236600	285740	1.9	2.2	273000	37.5	223860	30.75
Scenario 3: 10% of prisoners with fulltime education (15 hours per week); 25% of prisoners with intensive education (6 hours per week)	273000	245700	273000	245700	182000	236600	1.5	2.0	291200	40.0	236600	32.5

Assumptions: Prisoner population 3500; Current level of provision 728000 SCH; Fulltime education – 15 hours per week per prisoner; Intensive education – 6 hours per week per prisoner

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E Action plan

Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Establishment of mechanisms to support the implementation of the review recommendations	Recommendation 28	- OCSC to establish an implementation Committee to oversee progress in implementing the Review recommendations	1	Within available resources
	Recommendation 29	- OCSC in consultation with education providers and prison providers to develop a change management strategy to integrate the review recommendations into the wider reform program associated with the implementation of the CLTMS	1	Resource requirements identified as per individual recommendations in action plan
Establishment of an agreed policy framework for education and training in the corrections system	Recommendation 1	- OCSC to establish internal working group to develop policy framework based on review recommendation and directions outlined in the CLTMS	1	Within available resources
	Recommendation 2	- OCSC to consult OTTE during the development process to ensure alignment of framework with wider educational priorities	1	
Establishment of an agreed operational framework for education and training in the corrections system	Recommendation 2	- OCSC to establish internal working group to develop the operational policy framework based on review recommendation and directions outlined in the CLTMS	1	Additional resourcing may be required as a consequence of the physical infrastructure and resource audits to be conducted by OCSC and OTTE respectively.
	Recommendation 3	- OCSC to consult OTTE during the development process to ensure alignment of framework with wider educational operational requirements	1	
	Recommendation 4	- OCSC to audit physical infrastructure requirements to identify requirements in individual prisons to enable effective educational and training provision in light of new operational and policy framework. As	2	

⁷⁴ Priority: Priority 1 – within the next 12 months; Priority 2 – within the next 2 years; Priority 3 – within the next 3 years

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Establishment of an agreed operational framework for education and training in the corrections system	Recommendation 2	- OCSC to establish internal working group to develop the operational policy framework based on review recommendation and directions outlined in the CLTMS	1	Additional resourcing may be required as a consequence of the physical infrastructure and resource audits to be conducted by OCSC and OTTE respectively.
	Recommendation 3	- OCSC to consult OTTE during the development process to ensure alignment of framework with wider educational operational requirements	1	
	Recommendation 4	- OCSC to audit physical infrastructure requirements to identify requirements in individual prisons to enable effective educational and training provision in light of new operational and policy framework. As a consequence of the audit strategies are to be developed to address identified needs.	2	
		- OTTE, in consultation with educational providers, audit the resource requirements to enable effective educational and training provision in light of new operational and policy framework. As a consequence of the audit strategies are to be developed to address identified needs.	2	
Establishment of a robust planning mechanism to ensure that educational priorities and resourcing reflect assessed prisoner needs, IMP priorities and prisoner numbers	Recommendation 6	- OCSC, in consultation with OTTE and educational providers, to develop an agreed planning process to ensure that resources can be effectively allocated based on assessed prisoner need at the individual prisoner level, at individual prison and for wider corrections system.	1	Within available resources
	Recommendation 7	- OCSC work with OTTE to ensure that the needs of the prisoners within the corrections system are integrated and considered as part of OTTE's wider planning processes	1	Within available resources
	Recommendation 10	- OCSC to develop terms of reference, proposed membership for advisory body for education and training provision in the corrections system and accountability arrangements. As part of this process	1	Additional resources required for establishment of Advisory Body and for sitting fees

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Establishment of a robust planning mechanism to ensure that educational priorities and resourcing reflect assessed prisoner needs, IMP priorities and prisoner numbers	Recommendation 6	- OCSC, in consultation with OTTE and educational providers, to develop an agreed planning process to ensure that resources can be effectively allocated based on assessed prisoner need at the individual prisoner level, at individual prison and for wider corrections system.	1	Within available resources
	Recommendation 7	- OCSC work with OTTE to ensure that the needs of the prisoners within the corrections system are integrated and considered as part of OTTE's wider planning processes	1	Within available resources
	Recommendation 10	- OCSC to develop terms of reference, proposed membership for advisory body for education and training provision in the corrections system and accountability arrangements. As part of this process OCSC is to assess current mechanisms to determine their capacity to take on this role or to determine what functions/responsibilities need to be transferred to the new advisory body. - OCSC to seek Ministerial approval for establishment of the Advisory Body - OCSC to advertise for members and a Chairperson for the Advisory Body - Advisory body to be established by 1 July 2003	1	Additional resources required for establishment of Advisory Body and for sitting fees
Development of a resource allocation mechanism that reflects assessed individual needs	Recommendation 11	- OTTE, in consultation with education providers and OCSC, to assess the current resourcing arrangements for both public and private prisons to ensure that they are sufficiently flexible to respond to assessed prisoner needs and to facilitate continuity of educational support for prisoners as prisoners transfer around the corrections system	1	Within existing resources – may involve some re-distribution of resources between providers to ensure continuity of access to educational support
	Recommendation 12	- OTTE, in consultation with education providers and OCSC, to	1	
	Recommendation 23			

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Development of a resource allocation mechanism that reflects assessed individual needs	Recommendation 11	<ul style="list-style-type: none"> - OTTE, in consultation with education providers and OCSC, to assess the current resourcing arrangements for both public and private prisons to ensure that they are sufficiently flexible to respond to assessed prisoner needs and to facilitate continuity of educational support for prisoners as prisoners transfer around the corrections system - OTTE, in consultation with education providers and OCSC, to develop a mechanism to better accommodate prisoner movements through the corrections system and between education providers. 	1	Within existing resources – may involve some re-distribution of resources between providers to ensure continuity of access to educational support
	Recommendation 12		1	
Performance monitoring	Recommendation 5	OCSC in consultation with education providers and OTTE develop outcome indicators and data collection protocols to support the ongoing review and monitoring of education and training provision in the corrections system	1	Within available resources
	Recommendation 9			
Development of a consistent education needs assessment process for prisoners that is linked to their IMPs and the associated review processes	Recommendation 13	<ul style="list-style-type: none"> - OTTE, in consultation with education providers and with OCSC, to investigate suitable education assessment tools for use in a corrections setting - Education providers to trial proposed education assessment tool with consideration of the needs of the general prison population and the needs of particular sub-populations eg Indigenous prisoners, women, youth, people from non-English backgrounds and make recommendations for modifications prior to implementation - OTTE in consultation with education providers and OCSC to finalise an agreed assessment tool. 	2	Additional resources may be required for the development of the assessment tool and to ensure that all prisoners undergo an educational assessment. It is however expect that the need for such resourcing will be limited as there are already assessment processes in existence.
	Recommendation 14			
	Recommendation 15			
	Recommendation 16			

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Development of a consistent education needs assessment process for prisoners that is linked to their IMPs and the associated review processes	Recommendation 13 Recommendation 14 Recommendation 15 Recommendation 16	<ul style="list-style-type: none"> - OTTE, in consultation with education providers and with OCSC, to investigate suitable education assessment tools for use in a corrections setting - Education providers to trial proposed education assessment tool with consideration of the needs of the general prison population and the needs of particular sub-populations eg Indigenous prisoners, women, youth, people from non-English backgrounds and make recommendations for modifications prior to implementation - OTTE in consultation with education providers and OCSC to finalise an agreed assessment tool. - OTTE in consultation with education providers and OCSC to develop a training package for education providers for the administration of the tool - Education providers to train staff in the use of the assessment tool - OCSC in consultation with education providers and OTTE to sponsor the development of an electronic data collection process and database to support the implementation of the assessment tool - Assessment tool to be implemented 1 March 2004 	2	Additional resources may be required for the development of the assessment tool and to ensure that all prisoners undergo an educational assessment. It is however expect that the need for such resourcing will be limited as there are already assessment processes in existence.
Provision of support for higher education	Recommendation 17 Recommendation 18	<ul style="list-style-type: none"> - OCSC, in consultation with the Office of Higher Education (OTTE), undertake negotiations with the university sector to secure support for prisoners enrolled in higher education - OCSC establish a clear policy related to support for prisoners under going higher education consistent with the review recommendations and in the light of the outcomes achieved from negotiations with the higher education sector. 	2	Within available resources

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Development of a learning community with individual prisons and across the corrections system.	Recommendation 24	- OCSC to revise current sentence management policy to ensure that for prisoners with high levels of educational needs have those education needs accommodated in their movement throughout the corrections system	2	Within available resources
	Recommendation 8			
	Recommendation 19	- OCSC to issue a policy requirement to all prison providers to ensure that local education managers are represented on each individual prison's Management Team	2	Additional resources may be required to for custodial staff training, for the purposes of collocation and to maximise the opportunities for integration of educational opportunities with vocational activities.
	Recommendation 22	- Prison providers, in consultation with education providers and OCSC, should as a minimum:		
	Recommendation 21	1) mapped education and opportunities for learning against all core prison activities that form part of a prisoners' structured day to maximise the opportunity for skill development.		
	Recommendation 20	2) actively integrated education activities with other prison activities and where practicable delivered in either jointly, or in an integrated manner.		
		3) undertake training for custodial staff so they can recognise the role that education and training can and does play in assisting prisoners to gain employment so as to reduce the likelihood of re-offending.		
		4) assess the physical layout of prisons being designed to maximise the opportunities for integration between education and prison industries and to encourage the development of a learning community.	2	Within available resources
		As part of this process the co-location of education staff with prison industries should be investigated.		
		- That Education providers in consultation OTTE and OCSC investigate Generalist Certificate I and II courses together with RPL and RCC opportunities to establish a coherent and unifying framework	3	Within available resources

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Strategic priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
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Priority	Recommendation	Key Tasks	Priority ⁷⁴	Resourcing
Development of information technology awareness, skills and knowledge for prisoners	Recommendation 25	- OCSC to trial in conjunction with prison providers and education providers and in consultation with OTTE trial of the TAFE Virtual Campus	2	Pending the outcome of the trial it is likely that if the results are positive that there will be an associated resource impact in relation to computer equipment and access in individual prisons.
Development of appropriate skills for education providers	Recommendation 26	- Education providers, in light of Corrections priorities and the assessed needs of prisoners develop staff development programs to ensure that education staff are appropriately skilled to meet requirements	2	Within available resources – this will require improved targeting of available staff development resources
Integration of education into pre-release and post release strategies	Recommendation 27	- OCSC in developing pre-release and post release strategies to ensure that the ongoing education needs of prisoners are considered, and able to be integrated, into such strategies so as to facilitate the ongoing education of prisoners	2	Within available resources