EDUCATIONAL SERVICES

FOR

ABORIGINAL PRISONERS

RESIDENTIAL WORKSHOP REPORT

OCTOBER 1989

KEVIN J. BROWN
ASSISTANT DIRECTOR
(EDUCATION & TRAINING)
PROGRAMMES DIVISION
DEPT. CORRECTIVE SERVICES
OBJECTIVE:

To review and improve the current educational provision for Aborigines in New South Wales Gaols.

PROGRAMME:

DAY ONE - THURSDAY, 26 OCTOBER;

10.00am - 10.30am Welcome, introductions, objective of Workshop - Dr. Brian Noad.

10.30am - 11.00am Role and function of Aboriginal and Ethnic Affairs Unit, D.C.S. - Elena Torday.

Role and function of Aboriginal Education Unit, TAFE.

11.00am - 11.45am Identification of problems and issues in Aboriginal Education in Prisons - Kevin Brown/Louise Fenley.

11.45am - 12.30pm Background of TAFE involvement in prisons and principles of Aboriginal Education - Kevin Bates.

12.30pm - 1.30pm LUNCH.

1.30pm - 3.00pm Small groups: Strategies to deal with problems - Kevin Brown/Louise Fenley.

3.00pm - 3.30pm AFTERNOON TEA.

3.30pm - 5.00pm Small groups: Strategies to deal with problems - Kevin Brown/Louise Fenley.

5.00pm - 5.30pm Report back and assigning tasks.

6.30pm DINNER.
DAY TWO - FRIDAY, 27 OCTOBER, 1989:


9.15am - 10.00am  Associate Diploma in Aboriginal Studies - Armidale C.A.E. - Alex Apostolatos/Kevin Brown.

10.00am - 10.30am  MORNING TEA.

10.30am - 11.30am  Programmes Division Issues (I) - Brian Noad.

11.30am - 12.00pm  Drug and Alcohol Directions - Don Maxwell.

12.00pm - 12.30pm  Financial Situation for 1989/90 - Kevin Brown/David Lever.

12.30pm - 1.30pm  LUNCH.

1.30pm - 2.30pm  Issues (II) - Brian Noad/Kevin Brown.

2.30pm - 3.00pm  AFTERNOON TEA (Travel and Pay Claims - David Lever).
RESIDENTIAL WORKSHOP:

The Programmes Division organised a Residential Workshop at the Quarantine Station, North Head in association with TAFE for Thursday and Friday, 26 and 27 October, 1989 to discuss the issues of Aboriginal Educational opportunities within N.S.W. Correctional Centres.

REPRESENTATIVES:

The following representatives attended:

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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<tbody>
<tr>
<td>Sue Wilde</td>
<td>Senior Education Officer</td>
<td>Bathurst</td>
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<td>Darren Lott</td>
<td>Education Officer</td>
<td>Cessnock</td>
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<td>Peter Kirkman</td>
<td>A/Senior Education Officer</td>
<td>Goulburn</td>
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<td>Alex Apostolatos</td>
<td>Senior Education Officer</td>
<td>Maitland</td>
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<td>Bill Gollop</td>
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<td>Alysan Pender</td>
<td>Senior Education Officer</td>
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<td>Steve Taylor</td>
<td>Education Officer</td>
<td>Glen Innes</td>
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<td>Howard Cook</td>
<td>Senior Education Officer</td>
<td>Parramatta</td>
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<td>Rosemary Rouse</td>
<td>Senior Education Officer</td>
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<td>Margaret Morrison</td>
<td>Senior Education Officer</td>
<td>Silverwater</td>
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<td>Maria Trevaskis</td>
<td>Education Officer</td>
<td>Norma Parker</td>
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<td>Margaret Lightfoot</td>
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<td>Charles McKay</td>
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<td>Mark Adams</td>
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<td>Julie Fraser</td>
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<td>Lindy Cassidy</td>
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<td>Kevin Finnerty</td>
<td>Regional Education Officer</td>
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<td>Tom Power</td>
<td>Regional Education Officer</td>
<td>Classification</td>
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<td>Kevin Brown</td>
<td>Assistant Director</td>
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<td>Alison Pattinson</td>
<td>Assistant Director</td>
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<td>Don Maxwell</td>
<td>Co-ordinator D.N.A.</td>
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<td>Brian Noad</td>
<td>Director</td>
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<td>Davide Lever</td>
<td>Admin. Officer</td>
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<td>Elena Torday</td>
<td>Co-ordinator Aboriginal/Ethnic Affairs</td>
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<td>Al Dudley</td>
<td>Superintendent, Custodial Services</td>
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<td>Brian Kiehne</td>
<td>Assistant Director, Custodial Services</td>
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<td>Kevin Bates</td>
<td>Regional Aboriginal Co-ordinator Hunter</td>
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<td>Olive Mitchell</td>
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<td>Broken Hill</td>
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<td>Wendy Lewis</td>
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<td>Central West</td>
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<td>Pam Kellner</td>
<td>Aboriginal Education Unit, TAFE. H.O.</td>
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<td>Denis Mahoney</td>
<td>Head Teacher, General Studies, Cessnock</td>
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<td>Keith Grennough</td>
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<td>Kathryn Pitkin</td>
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<td>Louise Fenley</td>
<td>Senior Education Officer</td>
<td>TAFE H.O.</td>
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<td>Steve Offner</td>
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<td>Denise Andrews</td>
<td>Office of Aboriginal Affairs</td>
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INTRODUCTIONS:

Dr. Brian Noad, Director, Programmes Division welcomed all to the Workshop, particularly those from outside the Department of Corrective Services.

OBJECTIVES OF WORKSHOP:

To review and improve the current educational provision for Aborigines in New South Wales gaols. Mr. Kevin J. Brown, Assistant Director (Education and Training) Programmes Division endorsed Brian Noad's welcome and went on to point out:

"- The reason for the Workshop is because 8.1% of the prisoner population in N.S.W. are Aboriginal;
- We wish to offer the best available educational service to as many as possible of these inmates.
- And I am not satisfied that we are doing that..." 

"A large percentage would suffer education deprivation, low self-esteem, low prospects of attainment of self-respect and worth in their own communities and certainly, in the wider community. All of which associated with alcohol and drugs must result in depression and possible death.

A number of attempts have been made to offer appropriate and effective courses in N.S.W. Correctional Institutions. Whilst these have some positive results, I am not satisfied, and some of you have expressed concerns, regarding a number of aspects of the educational services offered, in particular:

- the types and content of Basic Education Courses currently available;
- the methodology used in delivery of the courses;
- lack of a needs assessment;
- some teachers attitudes and lack of understanding of Aboriginal cultures and related lore;
- lack of continuous review/support for courses;
- co-ordination of resources between organisations which have operational responsibilities.

Generally, I am of the opinion that we are pitching our sights too low, lack of professionalism in the service we offer. For the most part, I am of the opinion that we are promoting low self-esteem and lack of self-respect, rather than the reverse. I have great hopes that this Residential Workshop will right that wrong and that we finish with positive directions, aims and objectives that will up-grade our efforts to provide appropriate and effective education services to our Aboriginal inmates".

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ROLE AND FUNCTION OF ABORIGINAL AND ETHNIC AFFAIRS UNIT, DCS:

Elena Torday, Co-ordinator of Corrective Services, Aboriginal and Ethnic Affairs Unit after explaining the staffing structure of the Unit, outlined the role and function of the Unit. The following are notes to which Elena spoke:

ROLE AND FUNCTION:

Broadly speaking, the role of the Unit encompasses any specific or general issue affecting the Aboriginal or non-English-speaking client/s of the Department of Corrective Services.

Because of this broad brief, the A. & EAU is in a unique position in the D.C.S. to oversee service delivery at all levels to those two target client groups.

The Unit has input at an individual client level in terms of assisting Departmental staff in assessing the needs of an individual inmate whether they be welfare, social, educational, psychological etc.

At the same time the Unit monitors service delivery across Divisions, and assists services such as Psychology, Welfare, Custodial, Probation and Parole, Education etc., in a more appropriate and effective method of delivery to clients.

The Unit liaises regularly with outside agencies who provide services to D.C.S. clients. These include the Ombudsman's Office, Legal Aid Commission, Aboriginal Legal Service, various voluntary community based organisations and other Government bodies, including DAA, Office of Aboriginal Affairs, Ethnic Affairs Commission and so on.

The Unit also has input at a policy level. It provides advice on policy issues affecting Aboriginal and NESB inmates to the Minister, the Director-General and to other Senior Departmental Officers.

Although, at times we in the Unit despair at a somewhat unrecognized role we are in, we also are heartened by the fact that the Unit has indirect positive influence on the way services are provided to the Aboriginal and NESB clients.

At an individual client level, the Unit is in a position to lobby and negotiate on behalf of the client within the Department.

At a service delivery level the Unit provides support and advice to professional staff in ways of improving or making that service more appropriate to Aboriginal and NESB clients.

At a policy level the Unit identifies inadequacies and lobbies their ratification.

Due to limitations on my time this morning, I will offer examples of current projects the Unit is working on:
I Aboriginal Affairs Policy for the Department of Corrective Services:

Together with the Office of Aboriginal Affairs, the Unit is developing a Departmental Aboriginal Affairs Policy. The policy has the support of the Director-General.

The policy is to incorporate:

1) Philosophical statement of the Department's commitment to positive, improved service delivery to Aboriginal clients.

2) Recruitment strategies for Aboriginal staff in the Department, no Prison Officers, but increase in support staff.

3) Training in Aboriginal culture and more specifically skills-based training for Department staff who deliver services to Aboriginal clients (for both Custodial and non-Custodial staff).

4) Management of Aboriginal inmates.

The policy will be completed by the end of November, 1989 and will contain strategies for evaluation and monitoring mechanisms, performance indicators, time frames and costing.

Upon approval at Director-General and Ministerial level, the policy will be distributed to all relevant Departmental staff.

II Working Party on Aboriginal Deaths in Custody:

The Unit was instrumental in the establishment of this working party which is looking at developing strategies in implementation by the Department of relevant recommendations arising out of this Interim Report.

The working party is at its initial stages of why it is considering matters such as a buddy system for Aboriginal inmates, accommodation for requirements for Aboriginal inmates, suicide prevention reporting strategies etc.

III Post Release Programme for Aboriginal ex-Offenders:

The Ministerial approval for the Programme was received in February this year. The Programme is being independantly evaluated. The first lot of funds have been dispersed. Three programmes are run by two Aboriginal organisations and are being funded in the initial stages.

I will give you a brief outline of the programmes. (Attached are outlines of the projects).
I look forward to positive outcomes over the next two days. The fact that we are all here together is an indication that we recognize that there are improvements to be made in relation to Aboriginal people and educational programmes in N.S.W. prison system.

At the same time it is important to be cognisant of the Government's direction - which leans towards Vocational type programmes. And as policy-makers, service deliverers and co-ordinators, we must aim towards programmes that will add to self-esteem and also programmes that will equip our clients with skills they can utilize upon release from custody.

**IDENTIFICATION OF PROBLEMS AND ISSUES IN ABORIGINAL EDUCATION IN PRISONS.**

Louise Fenley, Senior Education Officer, Prison Education TAFE proposed the question - What do the participants want from the Workshop?

The problems and issues raised for discussion included the following:

1. **Identifying Educational Needs:**
   - Learning styles and teaching styles
   - Education for Post Release
   - Finding skilled Teachers to work in prisons
   - Consistency in Education both within and without the prison environment
   - Co-ordinating educational services (D.C.S., TAFE, D.E.E.T)
   - Provision of education for short-term prisoners

2. **Physical/Psychological Barriers:**
   - Racism (including prejudiced Teachers and Custodial staff)
   - Security clearance for Aboriginal Teachers
   - Gaining access to Aboriginal prisoners
   - Lack of facilities and resources
   - Need for higher Aboriginal authority within the Department

Kevin Brown, Assistant Director (Education/Training) said that there exists parameters within which we are to deliver an education service within N.S.W. prisons:
"These parameters as they now exist will not change in the near future:

1. The Education Service is within a Prison. Security has to be maintained at all times not only by Custodial staff, but by all employed within the Prison (full-time/part-time).

Classification will take place on security grounds and availability of accommodation. No prisoner will be held within an institution for education, nor will prisoners be classified to a particular institution solely for education purposes. We provide the service after classification.

2. Ministers stated priorities are:
   - Basic Education (Literacy/Numeracy)
   - Social/Life Skills (manual skills)
   - Trade Training—particularly as it relates to Prison Industries

"Every Gaol a factory, every prisoner a worker". We cannot rely upon full-time student positions.

3. Financial Resources:
   - We are not prepared to nominate a definite amount for Aboriginal studies;
   - Each institution has been given an allocation to provide inmate education services, and it is the responsibility of the S.E.O. to use these funds in co-ordination with Cost Centre Manager, and Superintendent in accordance with:
     * prisoner needs
     * institutional needs and
     * with Ministerial and D.C.S. priorities
   - In fact 11% of the amount allocated for TAFE Fees for Service is allocated to Aboriginal Education in Prisons.

4. TAFE is a creditation resource and all courses brought from TAFE must offer at least a Certificate of Attendance/Achievement.

BACKGROUND OF TAFE INVOLVEMENT IN PRISONS AND PRINCIPLES OF ABORIGINAL EDUCATION

Kevin Bates, seconded from D.C.S. to Regional Aboriginal Co-ordinator, Hunter for TAFE pointed out that in response to the Alexander Report on Post-Release Support for Aboriginal Prisoners an inter-Departmental Committee was established in 1986 to promote Aboriginal Education in N.S.W. prisons. At the same time a study by the Aboriginal Education Unit in TAFE on the...
educational needs of Aboriginal prisoners was completed. As a result of these initiatives full-time courses for Aboriginal prisoners were run at four major institutions (Cessnock, Goulburn, Bathurst and Parramatta). Part-time courses were conducted at other institutions.

All institutions adopted the general curriculum of the General Skills Programme which was developed by the Aboriginal Education Unit in TAFE to help meet the educational/training needs of adult Aborigines.

Features of the General Skills Programme, through which attempts to achieve competency in Literacy, Numeracy and problem-solving are made include:

- an appropriate teaching method "language experience approach"
- the group have power in the learning process and are able to choose what they want or need to learn
- informal classroom situation and appropriate teacher

Keeping within the parameters as explained by Kevin Brown may have a number of associated problems:

- limiting the range of needed educational avenues
- limiting the extensions of allocations of resources
- thus not meeting the needs of all Aboriginal inmates, especially the needy and the "little man".

SETTING OF A CLEAR STATEMENT OF OBJECTIVES:

Louise Fenely suggested the participants break into small groups with the purpose of coming up with a clear statement of objectives for Aboriginal Education within the prison environment. The following was the result:

OBJECTIVES

1. Give Aboriginal people the skills and knowledge to stand beside every other person in Australian Society, with their Aboriginality intact.

2. Aboriginal people have community support outside the gaol system and need that kind of community support inside, within the educational environment to enable them to make their own choices.

3. To provide Aboriginal people with basic skills in a culturally significant mode.

4. Courses based on adult learning principles with learning methods that are acceptable to Aboriginal people.
STRATEGIES TO DEAL WITH PROBLEMS AND ISSUES:

The groups were asked to reconsider the Objectives set and the problems and issues raised earlier in the day, to come up with specific strategies to meet these Objectives.

The first Objective was a general Objective that would apply to any educational opportunity that is offered to any Aboriginal adult.

A summary of discussion on strategies to meet Objectives 2, 3 and 4 is as follows:

GROUP 1: STRATEGIES FOR OBJECTIVES

OBJECTIVE 2: Establishing education support groups within Aboriginal communities in gaol:
- Aboriginal accommodation/management;
- Aboriginal only classes;
- Bringing in Aboriginal community groups to the gaols;
- Provision of tutorial instruction through Abstudy etc.,
- Raising awareness with Custodial Officers and inmates re the need for Aboriginal only programmes by:
  (a) formal Department support through Aboriginal and Ethnic Affairs Unit;
  (b) Provision of training to Custodial Officers;
  (c) Informal discussions

OBJECTIVE: 3/4 – To provide courses that are acceptable to Aboriginal community and inmates by:

(a) tapping into appropriate Aboriginal groups i.e. R.A.C.S./A.C.G./A.E.G.
- Regular meetings with R.A.C.S.
- Regular consultation with inmates
- Use of C.A.B.E.

GROUP 2:

How to implement Objective 2:

* D.C.S. needs to accept that Aboriginal students learn better in an all Aboriginal Class/environment. This is already accepted by:
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Department of Education
Department of TAFE
CAE's and Universities (enclaves)
and some Prisons

1. ensure Gaol Management will accept the above as policy (Aboriginal awareness seminars?)

2. identify Aboriginal leaders within the gaol and co-opt their support. These leaders to negotiate with Aboriginal inmates on their wants;

3. group meeting to discuss what educational programme and provider must be flexible in order to provide what groups really want (negotiate);

4. need to consider recommended student:teacher ratio is 6:1 in Basic Literacy/Numeracy classes;

5. each student needs to have an initial assessment done by teacher (student profile). This will allow for ongoing/realistic assessment;

6. it is essential to use appropriate/ongoing evaluation of student programmes by teachers and by student;

7. need for culturally relevant resources and culturally sensitive teachers who are accepted by Aboriginal community.

GROUP 3:

OBJECTIVE 1: Need to develop resources - books, videos, visiting members of the Aboriginal community within the gaols.

OBJECTIVE 2: Need to deal with discrimination by Custodial Staff (allocation of jobs, etc) and other prisoners.

OBJECTIVE 3: Need to develop programmes specifically for Aboriginal prisoners e.g. General Skills.

ASSIGNING TASKS:

The strategies for Objectives were reconsidered with the intention of assigning specific tasks to specific staff and/or groups: (the following is listed in the order of consideration, not in the order of priorities):

1. Bringing Aboriginal community groups to the gaols:

There have been a number of incidents of individual and group being excluded from entering institutions - however, there is not policy and/or guidelines established to assist Superintendents to approve/not approve of entry.

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Kevin Brown, Elena Torday and Louise Fenley will work with Custodial Services to establish policy and guidelines to facilitate Aboriginal community groups/individuals entering institutions for the purpose of providing professional educational opportunities for Aboriginal inmates.

2. Raising awareness with Custodial Officers and inmates regarding the need of Aboriginal only programmes by:
   - formal Departmental support through Aboriginal and Ethnic Affairs Unit;
   - Provision of training to Custodial Officers.

Brian Noad, Elena Torday and Louise Fenley will be working on these strategies.

3. Formal and informal discussion forums.

Kevin Brown and Louise Fenley to promote the TAFE College/Gaol Committees throughout the State, whereby formal and informal discussion forums will be a regular practice to discuss content, delivery and evaluation of programmes offered.

4. To tap into appropriate Aboriginal education resource groups, Regional Aboriginal Co-ordinators are to provide information on local resources to D.C.S. S.E.O.'s. Louise Fenley to provide current list of R.A.C.'s to Kevin Brown for distribution and Kevin Brown to provide current list of S.E.O.'s to Louise.

5. Policy statement to be included in Education Policy Statement of Departments associated with Aboriginal Prisoner Education.

Central policies to be worked on by: Brian Noad, Elena Torday and the Office of Aboriginal Affairs.

6. Gaol Management to accept policy, Elena Torday and Senior Education Officers, D.C.S.

7. Identify Aboriginal leaders for support will be the responsibility of the Senior Education Officer and Teachers.

8. Appropriate/ongoing education of students' progress by teacher and students. Teachers and Senior Education Officer to follow-up setting up Objectives and evaluation against those Objectives.

9. Funding by D.E.E.T. to be initially clarified at H.O. level and specific negotiations at the local level. Kevin Brown to follow-up with D.E.E.T. representative (Steve Offner) and to make sure S.E.O. negotiate with and tap into local D.E.E.T. resource centres.

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D.E.E.T.:  
Steve Offner of the Commonwealth Department of Employment, Education and Training presented in a very practical way the pros and cons of providing resources from his Department to Aboriginal Prisoners Education. The 'upshot' of the session and answers to questions was that providers of Prisoner Education had to make approaches to D.E.E.T. for assistance, present the request as to what is required/desired and insist on help.

Areas of possible help:
- Assessment
- Financial for Teachers and materials
- Tutorial assistance
- Staff development

DRUG AND ALCOHOL SERVICES - D.C.S.:

Don Maxwell, Co-ordinator indicated a number of resources readily available in his area of responsibility:

- location of current D & A Workers;
- D & A policy of smoking in the workplace, a policy which came into effect as of 1 August, 1989;
- N.S.W. Aboriginal gaol population 8.2%, 62% imprisoned due to alcohol. Royal Commission into Aboriginal Deaths in Custody - December, 1988, Muirhead Interim Report relates that 67.2% of all deaths are alcohol related.

(Attached are copies of two documents prepared by Don Maxwell relevant to all inmates, including Aboriginal prisoners).

UNIVERSITY OF ARMIDALE - ASSOCIATE DIPLOMA IN ABORIGINAL STUDIES:

Alex Apostolatos, Senior Education Officer, Maitland Gaol presented a comprehensive report of Clair Campbell, External Co-ordinator of the former C.A.E., Armicale, Associate Diploma in Aboriginal Studies.

The Associate Diploma was offered in N.S.W. to prisoners in the 1988 intake with six (6) students enrolling, one-third of the intake successfully completed study during the first year of enrolment.

39 students were accepted for 1989 - eleven (11) students successfully completed their first course. Fifteen (15) withdrew for various reasons, seven (7) failed, five (5) never submitted any work, one (1) currently clearing a deferred assessment. (Evaluation of Prisoner Project is attached as an appendix).

Claire Campbell (in Mater Hospital Private, Brisbane presently) and Christine Stafford have resigned from the project. The new contact person is Jim Miller (067)734330.
D.C.S. IN-HOUSE DISCUSSION/SESSIONS:

The afternoon section of the Workshop was devoted to D.C.S. in-house discussions and sessions and is the subject of another report.

Kevin J. Brown,
Assistant Director,
Education/Training,
Programmes Division.

ELEMENTS OF EFFECTIVE ABORIGINAL EDUCATION

* Respect/use the strong oral tradition.

* Decision making by the group.

* Use culturally relevant materials.

* Aboriginal teachers, or at least, culturally sensitive teachers.

* Curricula relevant to student experience.

* Informal classroom.

* Aboriginal-only classes (initially).

* Appropriate, non-formal language related to students' experience.

* RAC's consult with group, involved in teacher selection, monitor programs, etc.

* Teachers learn from students.
POST-RELEASE PROGRAM FOR ABORIGINAL EX-PRISONERS

Aboriginal Corporation for Homeless and Rehabilitation Community Services

Cecil Park project

The post-release program will be conducted at the Corporation's farm at Cecil Park.

Premises: The farm is at Lot 85, Cecil Road, Cecil Park. The location is on the western outskirts of Sydney in a rich agricultural district presently under widespread market garden cultivation for vegetables and cut flowers.

The farm comprises:

- four acres of agricultural land;
- a modern house containing an office, two bedrooms, living room and kitchen;
- separate sleeping quarters for two people;
- dormitory accommodation for twelve people, including washing facilities and toilets (this accommodation is currently awaiting renovation);
- two large, modern, steel factory buildings both containing a wide range of domestic furniture (chairs, sofas, wardrobes, beds, tables) awaiting restoration;
- one concrete slab and pre-fabricated steel materials for the construction of a third factory building;
- one building suitable as a farm shed, garage or vehicle maintenance shed.

Participants: There will normally be 12 participants who will each undertake a 13 week work experience and training program. Because of the shared sleeping arrangements, all participants will be male.

Participants will join the program as they are released from prison (that is, the intake will be staggered) and they will be provided with individual instruction and employment. They will live on the premises and receive full board. Participants will apply for support from current Commonwealth training allowances under the Abstudy scheme.

Recruitment of participants: The program's welfare officer will make a regular series of visits to prisons to discuss the program with prisoners who are soon to be released. All prisons in the state will come within the ambit of the program.

Training: The project will involve four kinds of training:

i Basic education (literacy and numeracy) offered to all participants:

ii market garden agriculture, including driving and maintenance of a tractor, soil enrichment, agriculture, marketing, planting and cultivation;

iii furniture repair and restoration, including cabinet making, welding, scat covering, leather work, varnishing, spray painting, cutting and shaping rubber foam, replacing hinges, locks and catches;

iv other training related to the particular needs and wishes and the job aspirations of individual participants.
Training providers: Training in basic education and in some agricultural and furniture restoration skills will be provided by Mt Druitt TAFE where there are already special arrangements to provide training for Aboriginal people. Contact has been made with Mr Lincoln Wood, the Aboriginal co-ordinator for Mt Druitt TAFE. Some training in agriculture and furniture restoration will be provided on-the-job at the Cecil Park farm by the program's administrative staff.

Work experience: Participants will gain work experience at the farm in either agriculture or furniture restoration. The work experience they gain will be closely tied to the training they are undertaking.

Job placement: The welfare officer and administrative staff will organise visits by Aboriginal vocational officers from CES who will discuss employment prospects individually with participants. There will also be assistance given to participants in writing job application letters and in presenting themselves at job interviews. Job placement assistance will be given towards the end of each participant's time at the farm.

According to the Education and Skills Analysis Branch of the Commonwealth Department of Employment, Education and Training, the furniture trades (cabinet maker, wood machinist, furniture polisher and upholsterer) are among the areas in which Australia has had long-term skills shortages since the mid-1970s (except for a period of labour market balance in 1983). Participants who gain skills in these areas, particularly those who are encouraged to gain additional skills through TAFE, should have good prospects for employment in this industry.

Program staff: The Cecil Park project will employ the following staff:

Welfare Officer: This is to be a full-time position paid at $25,578 p.a. Duties will include recruiting participants, focusing on welfare matters, liaising with prison authorities, the police and the Aboriginal Legal Service.

Administrator 1: This is to be a full-time position paid at $25,272 p.a. Duties include overseeing the operation of the Cecil Park farm, supervising work experience and training done at the farm, liaising with the post-release co-ordinator and the evaluation team.

Administrator 2: This is to be a part-time position paid at $12,636 p.a. Duties are to assist the full-time administrator in supervising work experience and training and to liaise with government agencies (DBET, TAFE, CES) and to assist in securing post-program employment for participants.

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Budget: The budget for Cecil Park is contained in a separate document. Total expenditure for 1989-90 is budgeted at $116,936. Some specific items in the budget are worth noting:

Capital equipment: The budget includes the purchase price of a $25,000 tractor. This item is to be used to:

i train participants in the driving and operation of a tractor to enable them to gain employment in this area; and

ii cultivate the land at the Cecil Park farm so that it is suitable for the growing of vegetables. The land is currently entirely covered by pasture and, due to the extensive preparation it needs to be made suitable for vegetable growing, the use of a tractor for a lengthy period appears to be essential for the project to proceed.

Although the welfare officer will be travelling throughout New South Wales, there is no provision for a car in the budget. This is because the Corporation's other project at Summer Hill has budgeted for a car and the two projects will share the one vehicle.

The Corporation has one query about the proposed budget: whether the salary allocation includes sufficient funds to employ replacement staff when the welfare officer and full-time administrator are on annual leave.

Expected outcomes: There are at least four potential outcomes of the project. Participants might:

i undertake further and more formal training through TAFE in the skills they gain at Cecil Park;

ii find regular employment in one of the areas in which they gain work experience or training in the program;

iii become self-employed either through contract work or as a member of an Aboriginal co-operative farm;

iv contribute to a reduction in the rate of recidivism among Aboriginal ex-prisoners.

Performance indicators: As the Cecil Park project is planned to be operated, the following performance indicators will be available to the evaluation team:

i Participant needs: Through the maintenance of records by the project administrative staff and through interviews by the evaluation team, it will be possible to assess the attendance, interest and enthusiasm of participants for the program and the appropriateness of their training and work experience. It will also be possible to compare these and subsequent indicators to the backgrounds of participants (e.g. education level, family relationships, nature of offence) to assess participants most likely to succeed within this kind of program.

ii Training outcomes: Levels of skill achieved during program; further training undertaken post-program.

iii Employment outcomes: Number and types of jobs gained by participants post-program.
iv Recidivism: A comparison of prior and any subsequent history of offences committed by participants.

v Costs of program: A study of the program's overall cost per participant related to the length of time they spend in the program. This will indicate the cost of expanding the program beyond its pilot phase and into a fully operational post-release program for Aboriginal ex-prisoners.

Suitability as a pilot project: The Cecil Park farm has been established on lines described above which make it suitable to act as a pilot project and to be evaluated according to the objectives established by the Commonwealth Department of Aboriginal Affairs for a post-release program for Aboriginal ex-prisoners.
POST-RELEASE PROGRAM FOR ABORIGINAL EX-PRISONERS

_Towri, Bathurst_

The post-release program will be conducted at the Towri residential hostel for Aboriginal people at Bathurst.

**Premises:** The premises are a former boarding school located near the Mitchell College of Advanced Education, Bathurst. The building is a large and renovated and has sleeping accommodation for 32 persons in shared rooms and single rooms. In general, the hostel's policy is to accommodate mature-age people in the single rooms and for the younger students to share.

These premises are already being used as a residential hostel for Aboriginal students who are taking courses either at Bathurst TAFE or the Mitchell College of Advanced Education.

**Participants:** There will normally be 12 ex-prisoner participants. Most will undertake a 13 week training program but Towri wants those who can undertake diploma or degree courses at Mitchell CAE to remain until they gain their formal qualification. Towri already accommodates both male and female students and would do the same under the program for ex-prisoners.

Participants will join the program as they are released from prison (that is, the intake will be staggered). They will live on the premises and receive full board. Participants will apply for support from current Commonwealth training allowances under the Abstudy scheme.

**Recruitment of participants:** The program's welfare officer will make a regular series of visits to prisons to discuss the program with prisoners who are soon to be released. The welfare officer would initially negotiate with prisons close to the hostel (Bathurst, Oberon) but all prisons in the state will come within the ambit of the program. Recruiting for Towri would have two stages. The first would involve interviews between the welfare officer and prisoners who were interested in the program. The second stage would involve an interview with a member of Towri's board of management.

**Training:** The project will involve three kinds of training:

i Basic education (literacy and numeracy).

ii a tertiary preparation course offered by Bathurst TAFE to prepare participants to undertake studies at Mitchell CAE.

iii skills-based training related to the particular needs and wishes and the job aspirations of individual participants, within the framework of the courses available through TAFE for Aboriginals.
Training providers: Training in basic education and skills will be provided by Bathurst TAFE where there are already special arrangements to provide training for Aboriginal people. Contact has been made with Ms Francis McKellar, the Aboriginal co-ordinator for Bathurst TAFE and a former Towri resident.

There is an Aboriginal Student Centre at Mitchell CAE which is experienced in guiding Aboriginal students through their tertiary education. All Towri residents who study at Mitchell have contact with this centre.

Job placement: The welfare officer will organise visits by Aboriginal vocational officers from CES who will discuss employment prospects individually with participants. There will also be assistance given to participants in writing job application letters and in presenting themselves at job interviews. Job placement assistance will be given towards the end of each participant's time at the hostel.

Program staff: Towri will employ the following staff:

Welfare Officer: This is to be a full-time position paid at $25,578 p.a. Duties will include recruiting participants, focusing on welfare matters, liaising with prison authorities, the police and the Aboriginal Legal Service.

Typist: This is to be a full-time position paid at $18,294 p.a. The typist will handle clerical and administrative work involved in negotiating with prisons and government training programs.

Budget: The budget for Towri is contained in a separate document. Total expenditure for 1989-90 is budgeted at $80,672. One item in the budget is worth noting:

Capital equipment: The welfare officer will be travelling to visit prisons using the car provided in the budget. Towri has a query about the purchase of this vehicle: is the car expected to be second-hand or new? Although the organisation is exempt from paying sales tax it does not believe it could buy a satisfactory new vehicle for the budget price of $10,000. It would like to know if the Department of Corrective Services could purchase a new vehicle under government contract on its behalf.

Expected outcomes: There are at least four potential outcomes of the project. Participants might:

i undertake further and more formal training through TAFE in the skills they gain in the project;

ii complete a tertiary preparation course at TAFE and go on to full-time study in a diploma or degree course at Mitchell CAE;

iii find regular employment in one of the areas in which they gain work experience or training in the program;

iv contribute to a reduction in the rate of recidivism among Aboriginal ex-prisoners.
Performance indicators: As the Towri project is planned to be operated, the following performance indicators will be available to the evaluation team:

i. Participant needs: Through the maintenance of records by the welfare officer and through interviews by the evaluation team, it will be possible to assess the attendance, interest and enthusiasm of participants for the program and the appropriateness of their training. It will also be possible to compare these and subsequent indicators to the backgrounds of participants (e.g. education level, family relationships, nature of offence) to assess future participants most likely to succeed within this kind of program.

ii. Training outcomes: Levels of skill achieved during program; further training or education undertaken post-program.

iii. Employment outcomes: Number and types of jobs gained by participants post-program.

iv. Recidivism: A comparison of prior and subsequent history of offences committed by participants.

v. Costs of program: A study of the program's overall cost per participant related to the length of time they spend in the program. This will indicate the cost of expanding the program beyond its pilot phase and into a fully operational post-release program for Aboriginal ex-prisoners.

Suitability as a pilot project: The Towri hostel has been established on lines described above which make it suitable to act as a pilot project and to be evaluated according to the objectives established by the Commonwealth Department of Aboriginal Affairs for a post-release program for Aboriginal ex-prisoners.
POST-RELEASE PROGRAM FOR ABORIGINAL EX-PRISONERS

Aboriginal Corporation for Homeless and Rehabilitation Community Services

Summer Hill project

The post-release program will be conducted at the Corporation's residential hostel at Summer Hill.

Premises: The premises are at the Chicka Dixon Centre, 2 Kensington Road, Summer Hill. The building is a large, renovated Victorian house which has sleeping accommodation for 12 persons. Participants will be accommodated two to each bedroom.

These premises are already being used partly as a residential hostel for Aboriginal ex-prisoners. Participation in the pilot project proposed here will involve adding a training component to the services already being provided and recruiting participants on the basis of taking part in a program of formal training.

Participants: There will normally be 12 participants who will each undertake a 13 week training program. Most participants will be male but the premises are suitable for accommodating both male and female participants.

Participants will join the program as they are released from prison (that is, the intake will be staggered). They will live on the premises and receive full board. Participants will apply for support from current Commonwealth training allowances under the Abstudy scheme.

Recruitment of participants: The program's welfare officer will make a regular series of visits to prisons to discuss the program with prisoners who are soon to be released. All prisons in the state will come within the ambit of the program.

Training: The project will involve two kinds of training:

i. Basic education (literacy and numeracy) offered to all participants:

ii. Skills-based training related to the particular needs and wishes and the job aspirations of individual participants, within the framework of the courses available through TAFE for Aboriginals.

Training providers: Training in basic education and skills will be provided by Petersham TAFE where there are already special arrangements to provide training for Aboriginal people. Contact has been made with Ms Laurel Williams, the Aboriginal co-ordinator for Petersham TAFE.

Job placement: The welfare officer will organise visits by Aboriginal vocational officers from CES who will discuss employment prospects individually with participants. There will also be assistance given to participants in writing job application letters and in presenting themselves at job interviews. Job placement assistance will be given towards the end of each participant's time at the hostel.
Program staff: The Summer Hill project will employ the following staff:

Welfare Officer: This is to be a full-time position paid at $25,578 p.a. Duties will include recruiting participants, focusing on welfare matters, liaising with prison authorities, the police and the Aboriginal Legal Service.

Budget: The budget for Summer Hill is contained in a separate document. Total expenditure for 1989-90 is budgeted at $44,578. One item in the budget is worth noting:

Capital equipment: The welfare officer will be travelling throughout New South Wales, using the car provided in the budget. The car will be shared with the Corporation's other project at Cecil Park.

Expected outcomes: There are at least four potential outcomes of the project. Participants might:

i  undertake further and more formal training through TAFE in the skills they gain in the project;

ii find regular employment in one of the areas in which they gain work experience or training in the program;

iii become self-employed either through contract work or as a member of an Aboriginal co-operative;

iv contribute to a reduction in the rate of recidivism among Aboriginal ex-prisoners.

Performance indicators: As the Summer Hill project is planned to be operated, the following performance indicators will be available to the evaluation team:

i Participant needs: Through the maintenance of records by the welfare officer and existing staff and through interviews by the evaluation team, it will be possible to assess the attendance, interest and enthusiasm of participants for the program and the appropriateness of their training. It will also be possible to compare these and subsequent indicators to the backgrounds of participants (e.g. education level, family relationships, nature of offence) to assess future participants most likely to succeed within this kind of program.

ii Training outcomes: Levels of skill achieved during program; further training undertaken post-program.

iii Employment outcomes: Number and types of jobs gained by participants post-program.

iv Recidivism: A comparison of prior and subsequent history of offences committed by participants.

v Costs of program: A study of the program's overall cost per participant related to the length of time they spend in the program. This will indicate the cost of expanding the program beyond its pilot phase and into a fully operational post-release program for Aboriginal ex-prisoners.
Suitability as a pilot project: The Summer Hill hostel has been established on lines described above which make it suitable to act as a pilot project and to be evaluated according to the objectives established by the Commonwealth Department of Aboriginal Affairs for a post-release program for Aboriginal ex-prisoners.
Drug and Alcohol Services is one of three sections (the others being Methadone and AIDS) which together comprise the Health Programmes Unit of Programmes Division.

Head Office Personnel consist of the Drug and Alcohol Co-ordinator and Support Staff including Administrative Assistant, Clerical Assistant and Staff Development Officer. Currently a Project Research Officer and a Librarian Cataloguer are also funded by D&A Services.

Institutional personnel consist of full-time Drug and Alcohol Workers and part-time Sessional Specialists. An attempt is made to provide at least some kind of Drug and Alcohol service at each gaol, subject to budgetary constraints. In most institutions, a full-time Drug and Alcohol Worker employing Sessional Specialists offers the core D&A programme, with other staff and appropriate community-based services encouraged to participate. Smaller institutions are more likely to have 1 or 2 Sessional Specialists providing a part-time service.

Currently one residential drug treatment unit, for male prisoners, is operated by Drug and Alcohol Services. This is Unicomb House, at Silverwater, which opened on 31st March 1989. Unicomb House has accommodation for 16 inmates in 8 cells. Inmates who wish to participate fully in the Drug and Alcohol programme may apply to live in the unit. Average length of stay is approximately 3 months. Other may participate in all or part of the programme if group vacancies exist.

The following section "Specific Programme Elements", outlines the principles on which all Drug and Alcohol services to prisoners are based.

Don Maxwell
Co-ordinator
Drug and Alcohol Services

10 October, 1989
1. All prisoners at all locations should have the opportunity to avail themselves of information, advice, assessment, counselling, other interventions and referral with respect to their use of legal and illegal drugs.

2. All prisoners, sentenced and unsentenced, should be adequately screened on arrival to identify those requiring a more detailed drug-use assessment.

3. All prisoners assessed as needing intervention should be encouraged to participate, as appropriate to their identified needs, in counselling or other recognised interventions specifically directed at minimizing drug-use, drug-related problems and relapse.

4. Drug and Alcohol Programmes conducted at each location should be organized using all available appropriate resources, including the D&A Worker, other civilian and custodial staff, the Prison Medical Service and community-based services such as specialist D&A agencies and self-help groups.

5. All prisoners participating in such interventions should have the opportunity to continue such involvement following re-classification and transfer to another institution.

Upon release, such prisoners should be encouraged to maintain contact with appropriate community services and self-help groups to reduce the risk of relapse.

6. Priorities in Drug and Alcohol Services within the Department should be consistent with those policies endorsed at the National and State level, and should be based on data obtained from routine screening and assessments.

7. The Draft Standards for Drug and Alcohol Services/Agencies (final report to the Ministerial Council on Drug Strategy by the Standards Working Party, 1988) represents a set of standards appropriate and desirable for D&A programmes conducted in NSW prisons. These standards shall be used as a guide for the enhancement of services and to ensure the quality of D&A services provided to prisoners.

Don Maxwell
Co-ordinator
Drug and Alcohol Services
4 September, 1989
DCS / CLASSIFICATION

COMMENTS ON EXISTING "CLASSIFICATION MANUAL" (UNDATED) REGARDING DRUG AND ALCOHOL SERVICES

BACKGROUND

This submission for the purposes of the current review of classification procedures was requested by the Aboriginal Deaths in Custody Implementation Working Party at its meeting of 21.9.89.

CH 1: NATURE AND PURPOSE OF CLASSIFICATION

1.1. "The role of the classification system is to assist in the preparation of each prisoner for his/her earliest proper release, by providing a programme facility which ensures:
   c) that the welfare needs of each prisoner and those of his/her family are notified
   d) that each prisoner is given the opportunity to develop his/her educational and employment potential".

Comment:

The need to address dependency problems is not explicitly stated despite the fact that research indicates a striking association between drug use, drug related problems and incarceration, e.g.

* 67% of prisoners stated their current change(s) were related to the use of alcohol or other drugs
* 34% prisoners said they were interested in taking part in any programme that might help them with D&A problems.
* 8% prisoners stated that gambling had been a problem for them in the past.
* 25% prisoners stated that they were currently taking medication.
* 73% prisoners reported a history of trouble with alcohol and/or other drugs.

(Reference: Selective Data from 120 Personal Description Forms. Research and Statistics Division, September 1987)

Presumably "welfare needs" (c) includes the addressing of dependency problems although this needs to be made clear.
The development of each prisoner’s educational and employment potential (d) is impossible to achieve unless .... co-existing dependency problems are addressed.

Recommendation 1

That the need for consideration and addressing of dependency problems including alcohol and other drugs be specified (1.1).

CH 2: HOW CLASSIFICATION WORKS

Recommendation 2

That "drug and alcohol services" be included amongst the possible elements of a "constructive programme" (2.3).

Recommendation 3

That "Drug and Alcohol Worker" be included in the membership of the Programme Review Committee (2.6 and 2.10).

Comment:

When D&A problems feature so significantly in inmate population and are such a prominent cause of incarceration, it is hard to understand why the PRC includes other civilian staff such as Education Officer and Welfare Officer but not D&A Worker.

The Department risks severe criticism and censure if it is seen not to regard inmate’s D&A problems as worthy of such attention.

CH 3: CLASSIFICATION GUIDELINES

Recommendation 4

That "drug and alcohol services" be included amongst the elements of the "total package" that constitutes a "programme" (3.2).

Comment:

This recommendation follows from the stated purpose of custody to "enhance, not make worse, a person’s prospects for leading a law abiding life: (3.2).
CH 4: ROLE OF THE PRC ADMINISTRATIVE ASSISTANTS

Recommendations 5

That "Drug and Alcohol Worker be included in the membership of the P.R.C. (4.1.3).

CH 5: TRANSFERS / MOVEMENT OF PRISONERS

Comment:

Because "all prisoners in (Reception Prison) are either awaiting to be classified or transfered" (5.1) it is desirable that the Reception Prison be a focal point for drug and alcohol screening and assessment so that relevant information is available to the Classification Committee to enable the most appropriate recommendations to be made.

CH 6: PROGRAMMES FOR PRISONERS

Recommendation 6

That "Drug and Alcohol Services" be included in the "total package" list of elements of a programme (6.1).

Recommendation 7

That the "Drug and Alcohol Worker" be included in the list of officers reporting on the appropriateness of day release for external programmes (6.3).

Comment:

This seems most appropriate considering that "behavioural patterns", "urine samples" and the need to predict behaviour while on day release are all relevant factors to be considered (6.3).

Recommendation 8

That the D&A Worker be included in the list of officers providing reports following an Application for Work Release Programme (6.4.4).

Comment:

Again, reports are requested from all relevant staff, custodial and non-custodial, with the curious exception of the D&A Worker (6.4.4).
Recommendation 9

"Drug and Alcohol Programmes" (6.10) is out of date and in need of revision. It is recommended that the Co-ordinator of Drug and Alcohol Services be requested to provide an up-to-date outline of D&A programmes for the next edition of the Classification Manual.

Don Maxwell
Co-ordinator
Drug and Alcohol Services

6 October 1989

To: Mr Bill Weston
Consultant, Level 19