creating productive spaces for

LEARN 2 WORK | WORK 2 LEARN

CONCEPT REPORT

UTS

designing out crime
RESEARCH CENTRE

NSW GOVERNMENT | Justice
Corrective Services

Report design: Lucy Klippan

contents

1. introduction

Purpose

The project aims to assist Corrective Services Industries (CSI) to provide spaces that enable the effective integration of educational components within vocational programs in NSW Correctional Centres. Our focus in this project will be on how Overseers, Educators and Learners use, or could ideally use, the vocational program 'space' to promote participant learning of key vocational, educational and social skills. For each CSI program, the study will seek to develop knowledge and recommendations around three core objectives:

- Create CSI program spaces that facilitate integrated programming that promotes learning of the vocational, educational and social skills required for participants to obtain and maintain employment on release

- Identify the frameworks and resources necessary for enabling teachers to integrate academic learning within vocational programs

- Establish what understanding and practice approaches are required for Overseers to engage, facilitate and lead learners in this integrated learning space

Case study sites

The project focuses on three CSI vocational industries selected to reflect the diversity of business and correctional contexts. The three case study industries are:

- Furniture Manufacturing Industry at Goulburn Correctional centre employing high security male inmates

- Hygiene Industry at Dillwynia Correction Centre employing medium and high security female inmates

- Buy-up Industry at the MSPC employing low security males inmates

Project Process

This project has a number of phases.

Phase 1: Development of a brief for the project with Corrective Service Industries. This involved obtaining an understanding of the organisational context for the project.

Phase2: Literature and practice search to become familiar with current practice in vocational education and correctional industries

Phase 3: Site visits to each case study location and workshops with industry and educational staff

Phase 4: Interviews and focus groups with inmate employees at each study site

Phase 5: Compile report describing the research findings, themes and concepts for each study site and refine with client

Phase6: Distribute the report to industry and education staff at each study site

Phase 7: Workshop with industry and education staff from each study site to review the research and codesign the final concepts for each location

Phase 8: Compile final report drawing on the research findings, codesigned concepts from the workshop and recommendations for implementation

MSPC BUY-UP INDUSTRY

DILLWYNIA HYGIENE INDUSTRY

GOULBURN FURNITURE INDUSTRY

2. vocational education literature

In developing the frameworks and knowledge to inform this project, it was important to look to the relevant practice and academic literature. Improving the language, literacy, numeracy and vocational skills within the workforce is not an issue faced solely by prison industries. It is a larger challenge for industry more broadly in Australia and internationally. A recent Industry Skills Council reported identified that in the wider Australian community 53% of industry employees have difficulty with numeracy skills and 47% have difficulty with reading skills (Industry Skills Council, 20xx). Much work is being done on how to embed education and LLN within vocational training and workplaces in a number of fields including corrections. Rather than conduct a broad review of the literature in this section, the discussion focuses on a number of academic and practice publications of particular relevance to the current study.

Vocational training and the integration of language, literacy and numeracy education

Within the vocational educational and training area, a recent Australian study investigated the different models of integrating language, literacy and numeracy education within vocational training delivery (Black & Yasukawa, 2013; Black & Yasukawa, 2014). Black & Yasukawa (2013) found it was now common to have 'integrated' delivery of LLN in VET programs, but they concluded most operate on a deficit model. Students are initially assessed to identify if they lack LLN skills and then those identified with a deficit are provided with special support to catch up and fix the LLN problem. This may involve a LLN teacher conducting special classes for identified students or having a 'hovering' role within vocational classes. Black & Yasukawa (2013; pg. 577) argue that remedial approaches where students are identified (implicitly or explicitly) as deficient often have negative impacts on students' engagement in both LLN activities and the vocational program. It is not surprising that a deficit model of LLN delivery seems the common mode within NSW prisons and associated industry programs considering its predominance in wider industry.

Counter to the deficit approach, Black & Yasukawa (2013) identified alternative models of LLN which they framed as 'social practice' approaches, where vocation-specific literacies and numeracies are embedded as a fundamental part of the training for all trainees. The everyday literacy and numeracy tasks within the vocational area are used and mapped against learning tasks for developing the skills of all trainees. Emphasises and learning may differ based on particular trainee need, but all trainees engage in LLN tasks to develop their broad LLN proficiency. Black & Yasukawa (2013) provided two examples of embedded LLN models within vocational training; the Western Australian 'Course in Applied Vocational Study Skills' (CAVSS) and what they called a 'shared delivery' model.

Course in Applied Vocational Study Skills (CAVSS)

Underpinning CAVSS approach to LLN delivery are two fundamental principles: the normalising principle, in which LLN support is viewed as an ordinary part of the VET training and something that every student is engaged in as a matter of course; and the relevance principle, which ensure LLN practices relate primarily to the vocational learning (Bates, 2004 cited in Black & Yasukawa 2013; pg. 582). In addition to these principles Black & Yasukawa (2013; pg 582) identified a number of features of the CAVSS approach:

> Team teaching – close working relationship between VET and LNN teachers where they jointly plan lessons and tag teach

> Whole group teaching – students are not withdrawn for extra assistance but taught within the whole class context

> LNN teachers participate in both the theory and practical work

> No assessment of LLN skills – there is no attempt to identify students with LLN 'problems'. The only and key measure of success is the completion of the relevant CAVSS vocational course.

Central to the CAVSS model are the educators working alongside the vocational teachers and sharing responsibilities, with the vocational context taking precedence. Interestingly, training for the implementation of the model focuses primarily on the LLN teachers building their capacity and skills for working and embedding LLN in the vocational context. There is one example of CAVSS model being implemented within vocational programs in a correctional context in WA, referred to as the Hands on Learning Program (HOLP) (Laird et al, 2005). Published information on the HOLP program is limited. We have contacted the CAVSS developers in an effort to obtain more detailed information. While there are some indications HOLP may diverge substantially from the standard CAVSS model (which in itself raises interesting considerations), there is value in obtaining a better understanding of its application within a correctional context.

Shared delivery model

Black & Yasukawa (2013) identified the shared delivery model as an alternative approach to embedding LLN education within VET courses. In the shared delivery model the vocational teacher and LLN educator are jointly responsible and accountable for all outcomes achieved by the VET students. Unlike the CVASS model, the positions of the vocational teacher and LLN educator are equal in terms of authority, necessitating a team approach to teaching and curriculum development. While classes with a greater LLN or vocational skills focus were often conducted separately, the sharing of the students LLN and vocational outcomes requires both teachers to include and fundamentally support in their practice the development of both vocational and LLN skills. The vocational context is brought to the front in the teaching of LLN skills and vice versa.

Analysis

The VET context for the above literature has similarities but also differences to the CSI industries context. The central difference is that Industries operate as functioning businesses as well as places of vocational training. Overseers currently view their roles as managers and foreman of the workplace as well as providing on the job vocational training. Overseers also do not have the same level of training in adult education as a typical TAFE or similar trades teacher. The general challenge of embedding LLN within a vocational context is, however, very similar. Thus while these models may not be directly applicable to the CSI context, they provide examples of different organisational and conceptual approaches to embedding education in a vocational training context.

2. vocational education literature

Embedding education within vocational industries in prison

Within the correctional practice field, the most impressive and relevant literature on embedding literacy and numeracy education within vocational industries emanates from the Department of Corrections New Zealand. In 2009 Correctional industries in NZ embarked on a program to deliver embedded literacy and numeracy training within Corrections' vocational courses and employment activities. The aims of the program was twofold: to improve prisoners' reading, writing and literacy; and improve vocational training outcomes and achievement of units for national qualifications (Bulliff, 2012).

To achieve these aims, Corrections NZ initially started with a pilot project providing four vocational instructors with training in the New Zealand National Certificate in Adult Literacy and Numeracy Education (Vocational) (NCALNE). This progressed to a national program that included (Bulliff, 2012):

- Training of 82 more key vocational Instructors in NCALNE (VOC) qualification

- Development of LN resources for specific vocational subjects

- Training, embeding and supporting vocational Instructors use of the Literacy and Numeracy for Adults Assessment Tool

- Developing specialist knowledge on best practice methods for improving LN amongst adult learner in correctional contexts

Over the 2008/2009 to 2011/2012 period Corrections NZ reported over 410% increase in awarded qualification from 275 in 2008/2009 to 1,154 in 2011/2012. They also reported that prisoners are more engaged in vocational training when underpinned by LN, than vocational training alone. Class retention rates increased significantly and 30% of re-assessed prisoners made a statistically significant gain in literacy and numeracy skills.

Best Practice LN Training – What Works (Bulliff, 2012; pg 25)

- Assign regular contextual reading and report writing homework – to build reading comprehension and critical thinking skills

- Project-based learning integrated with LN training increases engagement with theoretical learning

- Use Assessment Tool results to identify learners' needs and inform lesson planning and class groupings

- Have learners read aloud passages and questions and explain what they mean

- Have learners check their own projects using tapes, rulers and squares

- Set learners up to succeed with their LN assessments – "Do your best"

- Hands-on learning with manipulatives (resources, tools, objects) builds conceptual knowledge and supports further theoretical learning

- Encourage learners to persevere and succeed at learning

- Keep the learning environment positive and constructive.

Analysis

The NZ model of embedding literacy and numeracy within correctional industries has particular relevance to this project. Its reported success in improving certificate completions, inmate engagement and retention, and improvements in literacy and numeracy levels indicate it is possible to integrate numeracy and literacy within a correctional industry program. It also provides support for the use of project based learning approaches with embedded literacy and numeracy with inmate learners/employees within industries. The NZ operational model of focusing on training and improving the skills of industry overseer staff in teaching and assessing literacy and numeracy appears to be effective in their context. Further examination is required about the nature of the vocational industries in NZ corrections particularly with regard to whether they have the same production demands as many industries within the NSW system. It does appear some correctional industries in NZ are more structured around vocational training without specific production and business demands that may make overseer delivery of LNN possible. In NSW where production demands are often significant, the extra resources and expertise of educators delivering LNN with overseers may make similar outcomes possible.

3. case studies

RESEARCH METHODOLOGY

The research methodology used in this study is a multiple case study design where a mixed methods approach was used to collect data. While typical social science research methods were used, they were employed within a design research framework. Stakeholder participants were engaged in focus groups and interviews to collect information with the intention to develop themes, understanding and the generation of possibilities relevant to the design problem.

Stakeholder participant recruitment

Participants in the study at each location were inmate employees, CSI & overseer staff, and AEVTI educators. The research was subject to a Correctional Services ethics application. Participation in the study was voluntary and written consent was obtained. For tasks such as the qualitative interviews where only a subset of inmates were involved, participants were selected by supervising staff. The researchers requested staff to select as representative a sample of inmates as possible. While adequate for the current study, an approach where inmates were invited to participate in an interview at random may have facilitated greater representativeness.

Methods

Focus groups were conducted separately with overseer, education and inmate employee participants at each case study location. Broadly guiding each focus group were protocols for each participant group. The protocols outlined a set of questions about understanding how different participant groups related to the industry operations and to inmate employees' development of social, vocational and education skills within the industry. In addition, when themes and opportunities relevant to the integration of education were raised, the researchers often initiated further discussion with the group around these ideas.

Qualitative interviews were conducted with individual inmate employees in each case study location, but also overseer and education staff in some locations (often multiple focus groups were preferred amongst staff participants). Again, protocols were broadly used to guide the qualitative interviews. The protocols outlined a set of questions about understanding how different individual participants related to the industry operations and to inmate employees' development of social, vocational and education skills within the industry. When themes and opportunities relevant to the integration of education were raised, further discussion was initiated around these ideas.

A social climate survey, the Essen Social Climate Evaluation Schema for prisons (Schalast, Redies, Collins, Stacey, & Howells, 2008), was administered to all inmates employees who volunteered in each study location. Originally designed to assess social climate in secure psychiatric facilities measuring the core dimensions of 'safety', 'therapeutic hold' and 'inmate cohesion and mutual support', it was adapted for general prison populations with the same three dimensions validated (Tonkin et al., 2012). It has also been validated for Australian prison populations and used in a number of jurisdictions (Day, Casey, Vess, & Huisy, 2012). For the purpose of the current study, this brief 17 item instrument was employed to ask validated questions about safety, therapeutic value and support in each industry study location. While the normative samples are relative small for Australia (and should only be considered interim), it was possible to compare scores for each industry location with the relevant Australian prison norms. While the instrument can also be used with staff participants, we did not administer it to staff in this study because small samples of staff participants in each location would mean any estimates would be unreliable.

Administrative CSI inmate employee data was obtained from the CSI data management system on the educational and vocational background of each inmate employee in the program. This primarily included assessed literacy, numeracy and writing levels for each inmate employee. Some additional information for inmates in some industries was provided such as age, time until release, LSIr levels etc, but this was not consistently provided across the three locations. Training and education participation data was provided but there was some difficulty in identifying what training/education had occurred while the inmates were working in the industry.

Photographs and documentation were obtained, where possible, of the industry and education facilities in each case study location. In some instances photos could not be taken of specific areas due to inmates working in the space or lack of approval for the use of a camera in a particular area. Spatial layout of the industry work area was also obtained where relevant and a breakdown of the employee positions.

Analysis and presentation of research findings

The research findings are provided separately for each case study location. They include a description of the prison and industry context, an articulation of the industry workflow and inmate vocation path, as well as reporting the findings from the above methods. The data from the CSI overseers, education and inmate employee interviews and focus groups was analysed and findings provided in relation to the industry, social skills, vocational training, education and suggestions for the integration of education.

site 1: MSPC Buy-Up Warehouse Industry Research

RESEARCH PROCESS AND PARTICIPANTS

Following the methodology outlined in the previous section, the MSPC Buy-Up research for the project included three MSPC site visits with a summary of the research activities below.

Site visit 1

- a tour of a range of industries programs and facilities at MSPC

- initial discussion of how industries and education interface in the centre

- initial photographic documentation of industry workshops

- obtain written documentation related to industries

- resulted in the selection of the Buy-up Industry as the case study

Site Visit 2

- staff focus group with 6 staff and three DOC researchers in centre management, policy, education and overseeing roles

- informal interview with industry overseer

- tour of education facilities

- specific focus group with two education staff

- two hour observation of buy-up industry in operation

- additional photographic documentation

Site Visit 3

- group administration of the ESS Social Climate scale to 25 inmates

- individual interviews with 9 inmate employees

- informal interviews with two overseer staff

- two hours observation of the operation of the facility

- focus group with six inmate employees

MSPC PRISON CONTEXT

First established as a prison in 1909, the Metropolitan Special Programs Centre (MSPC) at Long Bay has been used to house a variety of prison populations throughout its history. Architecturally, it still has the feel of an early twentieth century prison with a predominance of brick buildings, but also evident is a patchwork of newer buildings over the prison estate. Its current primary purpose is the operation of a number of special programs units for male offenders including a violent offender program unit, forensic hospital unit, and a number of sex offender program units. Security levels range from low to maximum security, and both remand and sentenced offenders are housed in the facility. The largest client group are medium security sex offenders. The overall social climate of the prison felt calm, subdued and generally safe, possible due to the predominant prison population.

In terms of education, training and vocational employment, MSPC has an established AEVTI education facility and a large number of vocational industries. AEVTI has a central educational building that includes a number of classrooms, a small computer room, a library and staff offices. Possibly due to a prior purpose, its long main hallway gives the space a medical hospital feel, while the dominant aesthetic of the teaching spaces is reminiscent of those in primary schools in the 1990s. In the main prison area a number of industries are housed in adjacent spaces in a large industrial building (referred to as CSI row), including bakery, textile, print and technology industries. Additional industries in other areas include food services, packaging, maintenance and the Buy-Ups logistics warehouse selected as a case study in this project.

BUY-UP WAREHOUSE INDUSTRY

The Buy-Up Industry was established by CSI to operate the central warehousing and logistics tasks associated with providing inmates across NSW prisons the capacity to purchase basic consumer products. Once a week, inmates in NSW prisons are able to make a purchase order for a range of approved consumer products to the value of $100 using their own money. Each week the Buy-up Industry processes over 5000 separate inmate purchase orders. Orders must be received, picked, packaged and shipped back to the relevant correctional centre within the week. The business is growing and has higher production pressures than any other industry we viewed.

Within the MSPC complex, the Buy-Up Industry is located in a large, relatively new warehouse towards the rear of the complex and outside the main perimeter fencing. The Buy-up industry workforce includes 50 inmate employees and five correctional industry overseers including an industry manager. On Fridays the inmate employee workforce is reduced to 35 as the focus is re-stocking and stocktaking. To work outside the fence in the buy-up industry, inmates must have a section 6 classification. Consequently, an inmate employee must be towards the end of their sentence leading to higher turnover. The impression was that all inmate employees were in custody related to sex offences.

site 1: MSPC

## INDUSTRY OPERATIONS AND PROCESSES

Business Process

The Buy-up industry has a relatively intense business process with a weekly cycle that commences on Friday with the scanning of new orders from inmates across prisons in NSW. After additional processing by a receiving clerk, items are picked from the shelves individually for each individual order with separate processes for general groceries and tobacco. Individual orders are then separately bagged, shrink wrapped and invoices generated, and then each package is scanned before being organised for dispatch. Dispatch is organised by the centre and needs to be co-ordinated with logistic providers. Throughout the process there are various checking mechanisms to minimise errors. The picking and dispatch process run in parallel to restocking and stocktaking processes. We provide a visualisation of the primary business process.
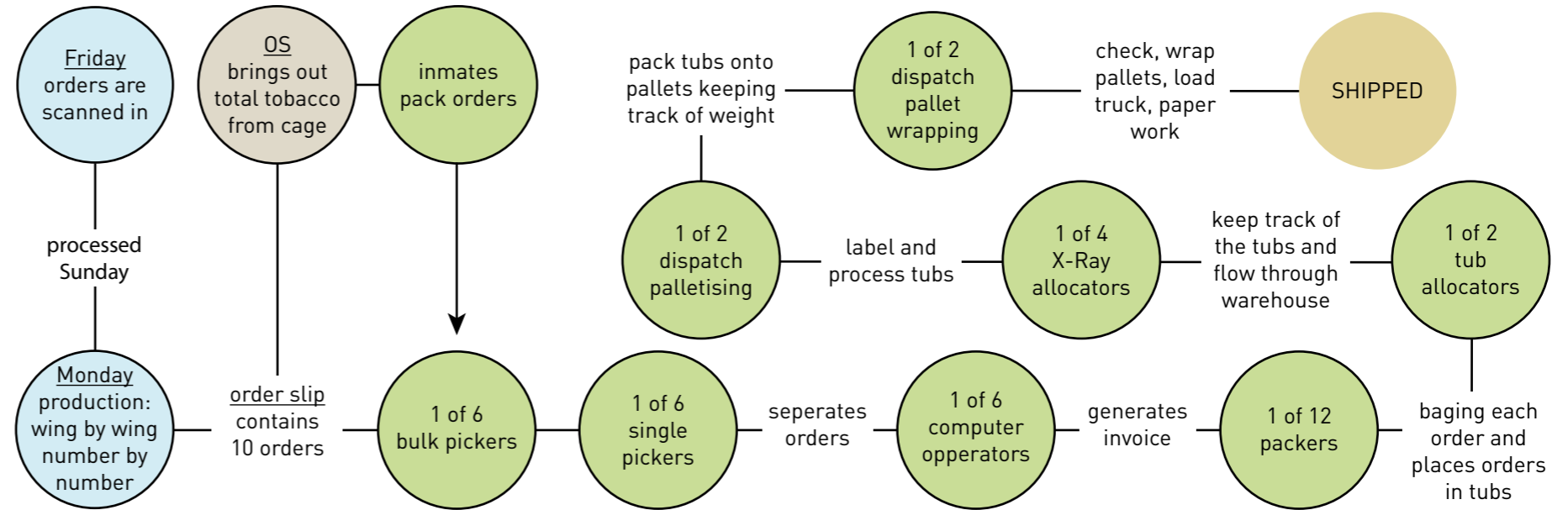
Inmate vocational path

At a fundamental level, the industry vocational path for inmates in the buy-up industry (visualised below) is similar to those in other industries. The process starts with an inmate employeeapplication and associated checks, followed by an induction process focusing on OHS and workplace practices. Inmates are assigned to specific roles according to skills and capabilities with accompanying on-the-job training. Most inmates start in more basic roles. Once inducted, there is the possibility for inmates to progress to more demanding roles, undertake traineeships and participate in education depending on availability, capabilities and motivation. Exit from the industry can be to another work area or prison, or release into the community where employment is a major intention.
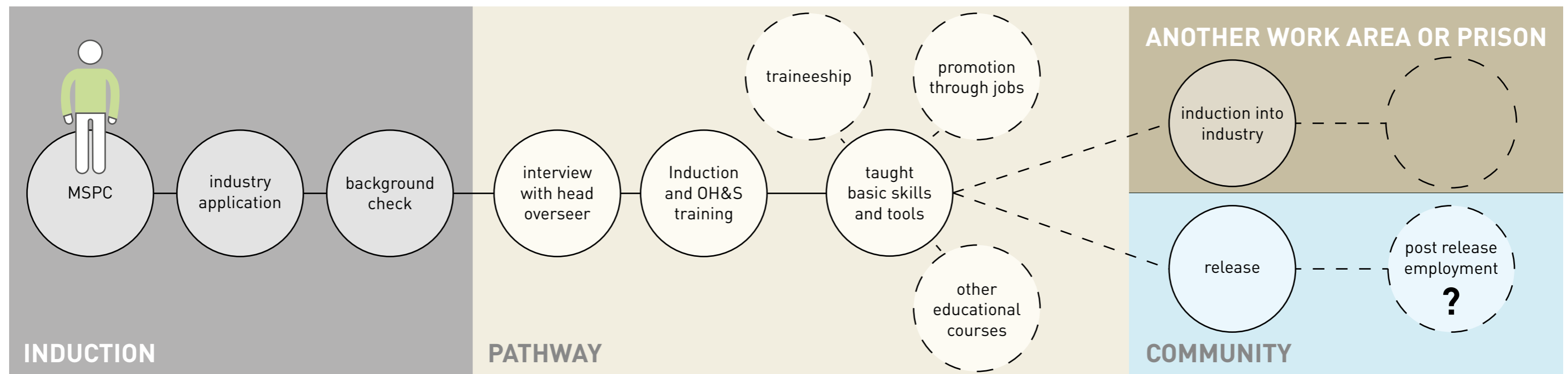
site 1: MSPC

INMATE EMPLOYEE CHARACTERISTICS

Inmate employee characteristics, primarily in terms of assessed reading, writing and numeracy levels, were obtained from the CSI employee database for the 50 inmate employee in the industry. We provide visualisations of the data and have included in these graphs those who did not have any data (blank) as excluding these inmates could give a distorted presentation of the results.
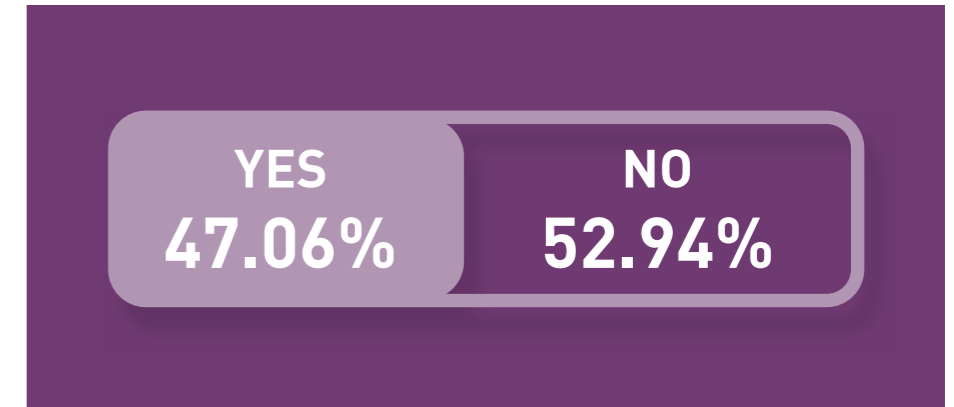
To assist in interpreting the core reading, writing and numeracy skill assessment levels, a short description based the Australian Core Skills Framework (2012) for each level is provided that draws on the associated skills support, context and task complexity achieved at each level.

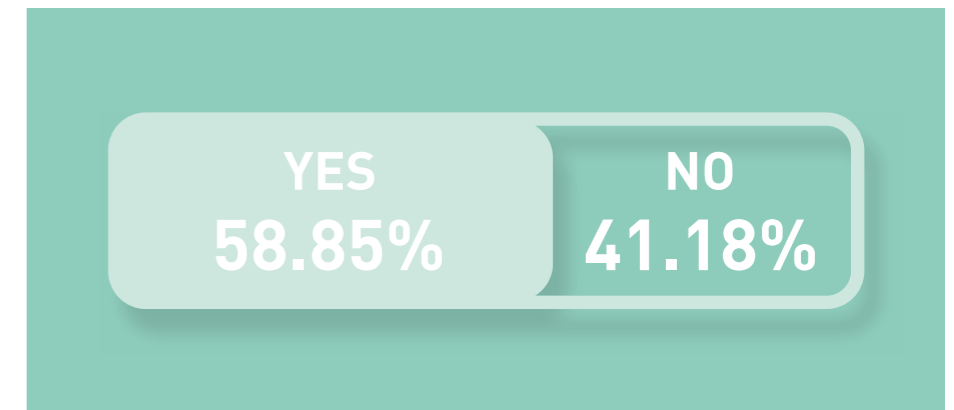| Categories	Description
NYA (Not yet achieved Level 1)	In highly familiar contexts with significant support, is able to complete simple single step tasks
Level 1	In highly familiar contexts alongside support/ experts, is able to do concrete 1 or 2 step tasks
Level 2	In familiar contexts with access to support, is able to do familiar tasks with a limited number of steps
Level 3	In a range of familiar contexts, and some unfamiliar contexts, is able to work independently using own support resources to complete tasks with a number of steps
Level 4	In unfamiliar or unpredictable contexts, is able to work independently and initiates use of established support resources to organise and analyse complex tasks.
Level 5	The capacity to adapt to range of unfamiliar contexts as an autonomous learner who accesses and evaluates support to complete sophisticated tasks
Blank	No assessment information available

Many inmates (43%) had very good, level 4 capabilities for reading. There was, however, also a relatively large group (30%), who had limited, level 2 reading skills. Inmate writing capabilities were not as high with 57% of inmates assessed at a writing level at Level 2 or below. Similarly for numeracy a large proportion of inmates (47%) were assessed at Level 2 or below.

More inmates had completed year 10 schooling (59%) than not, with a relatively even distribution of inmates who had and had previously been in custody.

FIRST TIME IN CUSTODY

YES 47.06%   NO 52.94%

COMPLETED YEAR 10 HIGHSCHOOL LEVEL

YES 58.85%   NO 41.18%

READING

43.14%
23.53%
13.73%
13.73%
3.92%
1.96%

NYA | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | blank

WRITING

27.45%
25.49%
15.69%
13.73%
13.73%
3.92%

NYA | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | blank

NUMERACY

35.29%
23.53%
11.76%
7.84%
1.96%
15.69%
3.92%

NYA | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 | blank
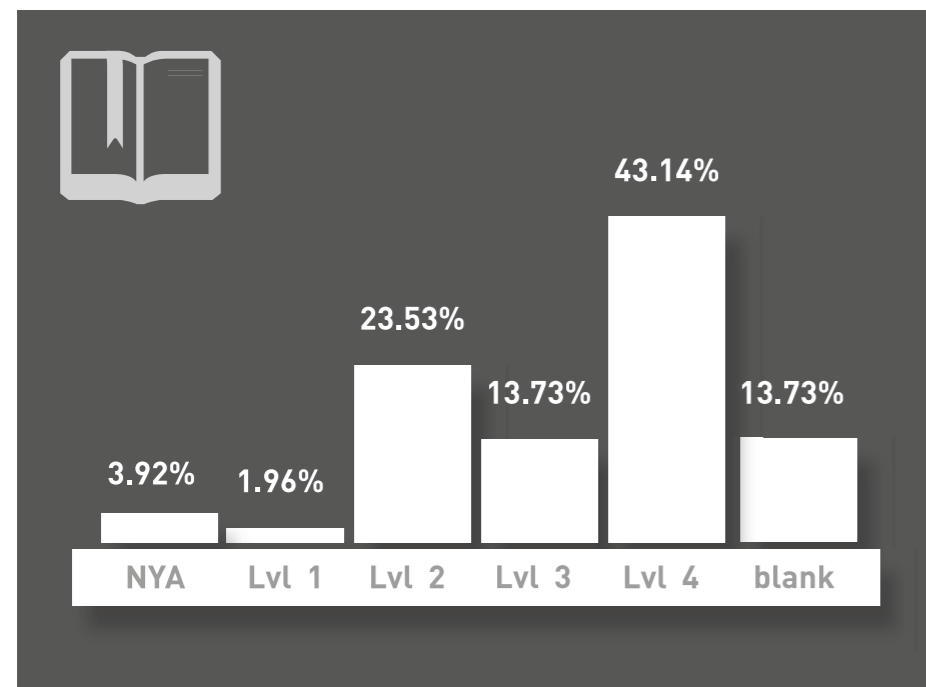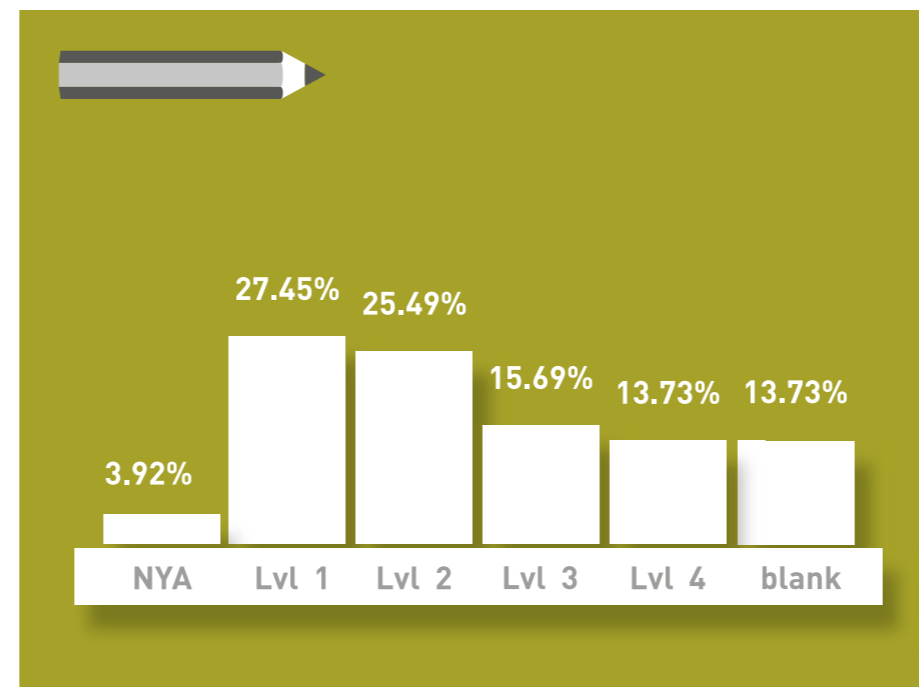
site 1: MSPC

SOCIAL CLIMATE

The Essen Social Climate Evaluation Schema for prisons (Schalast, Redies, Collins, Stacey, & Howells, 2008), was administered to all inmates employees who volunteered at the buy-up industry (n= 25). The 17 item survey assesses three core dimensions identified as being important to developing a social environment supportive of therapeutic change. The three dimensions are 'inmate cohesion and mutual support'(cohesion), 'experienced safety'(safety) and 'therapeutic hold and staff support'(hold). It has also 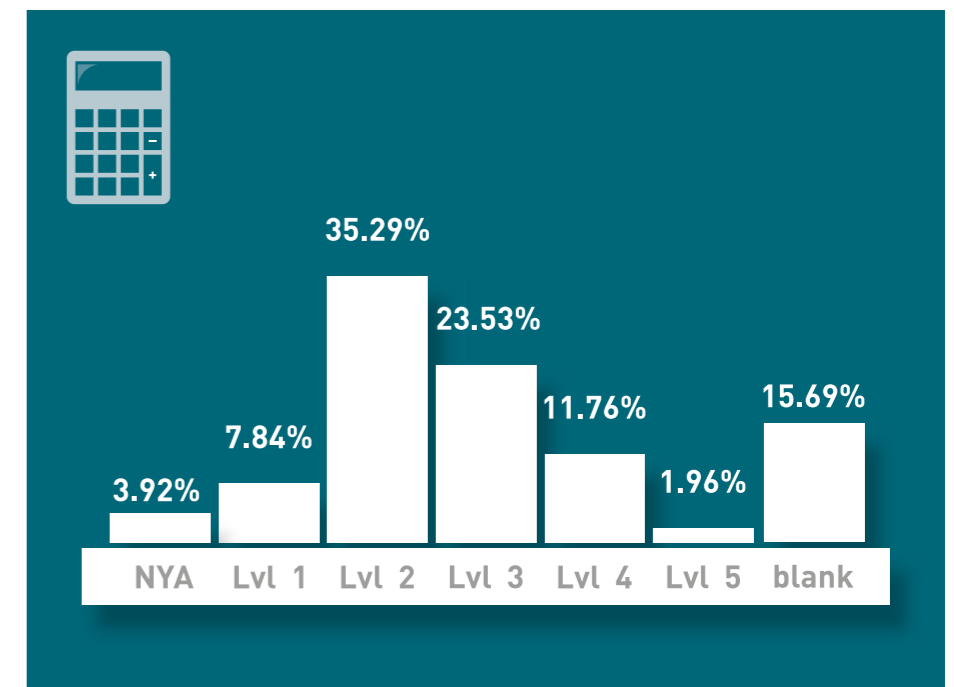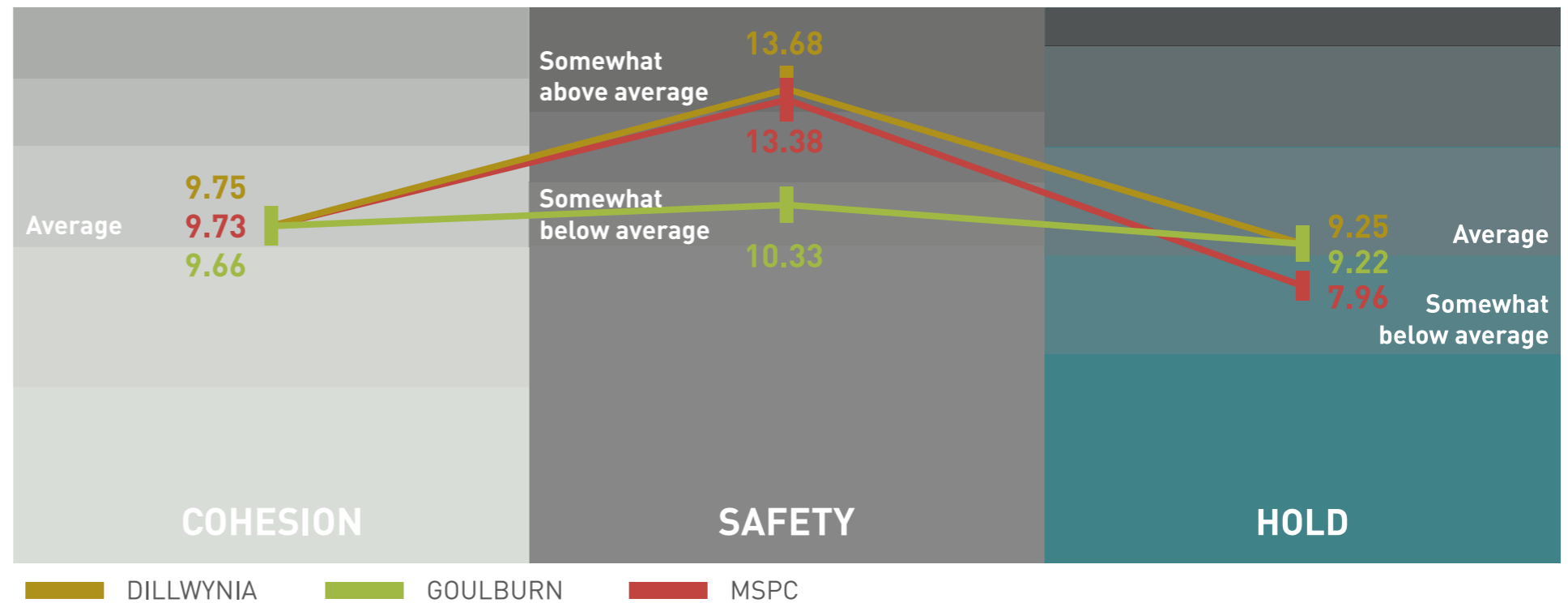been validated for Australian prison populations and used in a number of jurisdictions so there are some initial Australian prison norms available (Day, Casey, Vess, & Huisy, 2012). These norms identify scores related to the average, above average and below average prisons environment for each dimension.

The graph displays the average scores on each dimension for the three case study sites investigated in this research. The mid-point of the bars is the average, with the ends representing the 95% confidence interval around the average. The graduated shaded columns behind the line graph for each dimension represent the Australian norms obtained from draft "Manual of the Essen Climate Evaluation Schema (EssenCES) by Norbert Schalast & Matthew Tonkin (2014 – in press).

In the graph the averages for the MSPC Buy-Up Industry inmate employees are shown in red. The MSPC average for 'inmate cohesion and mutual support' was very similar to the other two industries and within the average range against the Australian prison norms. On the safety dimension, MSPC was safer than Goulburn and similar to Dillwynia. It was also somewhat above average against the Australian norms for safety in prison environments. For the therapeutic hold and staff support dimension, MSPC was below the other two industries and somewhat below average against the Australian norms.

Supporting these results MSPC inmates did appear to have good support for each other and a number reported the industry as being a safe place. The lower the therapeutic hold and staff support may be due to the fact that the buy-up industry is a very busy workplace and inmates did report finding it difficult to access staff.

Somewhat above average

13.68

13.38

Somewhat below average

10.33

Average
9.75
9.73
9.66

Average
9.25
9.22
7.96

Somewhat below average

COHESION   **SAFETY**   **HOLD**

▬ DILLWYNIA   ▬ GOULBURN   ▬ MSPC

The **cohesion dimension** relates to the perceived cohesion and positive mutual support within the inmate group. High inmate cohesion is indicated as important to create an environment conducive to positive change

The **safety dimension** relates to inmates perceptions of how safe the environment is for themselves and others. High safety is identified as key requirement in establishing an environment that enables positive change

The **hold dimension** relates to staff-inmate relationships and inmate perceptions of the supportiveness and responsiveness of staff. Positive and supportive staff-inmate relationships are considered fundamental to promoting an environment that fosters therapeutic change

FIGURE 1

RESEARCH FINDINGS

This section reports on the project participants' experiences, perceptions and suggestions as identified through the focus groups and interviews conducted as part of the research project. It focuses on responses related to the industry interface with vocational training, education, and social skills development. The findings are reported separately for inmates, CSI and AEVTI staff with the addition of general researcher observations.

Inmate employees (n=8)

Industry: Nearly all inmates reported they did not have a choice of industries at which to work in the centre. Two inmates indicated it was the only industry choice for a category 6 inmate who is able to work outside the fence. Most indicated another industry would be their first choice (often the bakery), but reported they were relatively content working in buy-up industry. Regardless of whether it was their choice, inmates consistently reported that it was a safe and busy workplace where time went quickly. In terms of what inmates didn't like about the industry, a lack of clarity around roles and processes was commonly reported, as was an inability to contribute to improving processes and a lack of feedback from team leaders and overseers. Three of the eight interviewers indicated that working in this industry would directly help them gain employment on release.

Social Skills: All inmates indicated the importance of getting along with colleagues in this industry. Due to production process, awareness of what is happening around you, communication, teamwork and solving problems was identified as particularly important. Two inmates were in relatively highly skilled positions that involved substantial responsibility and required good communication and problem solving skills. For one inmate prior work experience outside had provided him with these skills, while the other younger inmate felt that he has learnt and developed these skills in this industry. Inmates also reported that an important skill required in many of the roles was the capacity to be able to teach others. Some inmates indicated the social environment was, however, not like a real workplace on the outside, suggesting it was not as tough or demanding.

Vocational training: Inmates reported that induction into the workplace consisted primarily of a one-day training course. Subsequent to this initial training, inmates reported that the vast majority of work-related training, including training for new roles, was provided by other inmates who had more experience. Four inmates indicated they would like the workplace training to be more formal and legitimate. Some questioned whether the skills and work practices they were learning would be equivalent (legitimate) to those in a comparable outside industries. Two inmates reported they were currently enrolled in traineeships related to warehousing and logistics. Three inmates indicated they would like to obtain a forklift ticket. Two inmates indicated that traineeships were not available to them because they did not have enough time to serve. Among the younger inmates who had limited prior work experience, there was significant uncertainty about how they will develop a career and obtain employment on release.

Education: Three inmates reported literacy and numeracy skills were issues for them. One inmate attended LLN course at another centre. One inmate was participating in LLN at MSPC, but stopped doing the course due to the demands of working in the industry in a high responsibility position. This inmate said that it was difficult to get to education on time after work and that they were often too tired to engage. The third inmate indicated that they were

getting assistance from one of the overseer staff who had a particular interest in vocational education. The overseer would work with inmates on reading industry related material and, where required, made sheets that were easier for inmates to read.

Six inmates reported that they would like to receive education on the use of computers in the workplace. In addition to a general fascination with computers, there was an awareness that computer skills were now central to many workplaces in the community (and to basic life skills) and lack of these skills could impact on them significantly. A number of inmates also indicated that they would be interested in participating in other non buy-up related education, but were unaware of what was available or under the impression it was not available to them in this industry.

Education integration related ideas: Inmate participants initially found it difficult to articulate how education could be integrated into the industry. Inmates were aware of the industry time pressures and a number identified that creating time for education to occur would be a major factor in integrating more education into the workplace. Additional payment or incentives for participation in education was also raised as a way of increasing inmate involvement. There also seemed to be a general interest in being involved in projects related to improving warehouse processes and systems that could be a fruitful context for education projects.
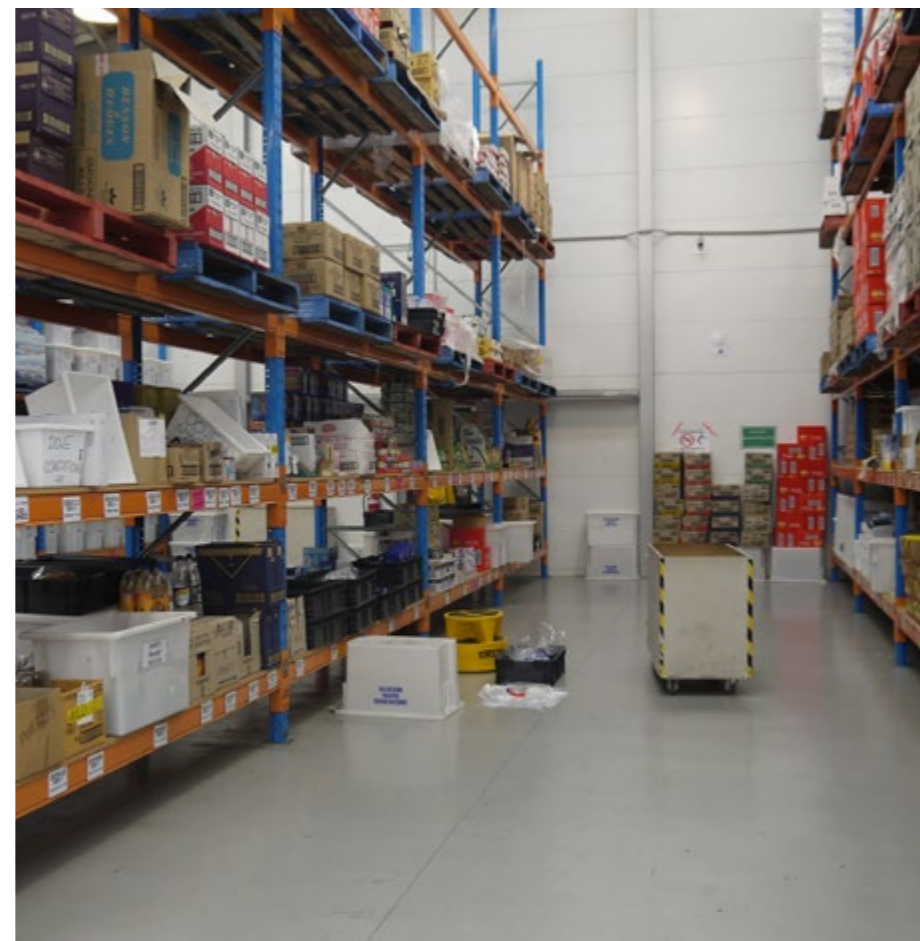
CSI staff (n= 4)

Industry: CSI staff reported Buy-up Industry is a new and rapidly expanding operation where there is immense pressures to meet the constant weekly deadlines. Overseer staff need to support a workforce culture where everyone works together to keep the operation efficient. Developing and identifying inmates in key roles is important to the operation. Approximately 12 - 18 positions require at least level 3 for reading, writing or literacy competencies.

While CSI staff are cognisant of the need and emerging requirement for industries to have a greater focus on social, vocational and education skills, the overwhelming priority with current resources is to meet deadlines.

Social skills: Fundamental to overseer positions was developing and maintaining relationships with and between inmates. Relationship management was considered to form at least 50% of their role. For some overseers having this focus on relationship management has initially been challenging as some see their role as being primarily supervisory and directive. overseer need to know inmate skills, personalities and vulnerabilities to manage the group and establish work teams who will work well together. The inmate population ranges from those with very good social skills and extensive work histories to those with very basic social skills.

Training: Basic training for inmates was reported to include initial one-day intensive induction training followed by overseer on-the-job training and supervision. Staff acknowledged the role of inmates in providing informal training and guidance to other inmates on a day-to-day basis, particularly when inmate employees changed roles. Inmates were encouraged to engage in traineeships in the related areas of warehousing and logistics, with 3-5 inmate employees on traineeships at any given time. overseer staff provide these inmates with additional specific training related to the traineeship while TAFE are involved primarily to conduct the assessments. Some overseers take a particular interest in vocational education and develop specific learning material to assist inmates.

Education: Overseer staff report that inmates with specific LLN needs can be referred to education. This is most likely to occur when lack of LLN is affecting their work performance. overseer staff recognise a reasonably large portion of the population do have LLN needs. Some overseer staff have developed on-the-job LLN resources and training for inmates.

Overseer staff indicate that having inmates employees in external education during the workday impacts on industry operations and is generally not encouraged. Education is regarded primarily as an after work activity.

Education integration related ideas: Overseer staff are, in principle, open to having more education in the workplace, but suggest that this would be difficult to achieve with current resources and production demands. The possibility of building in more formal and structured education and training on Fridays when there is a reduced inmate workforce was identified as a possibility – particularly offsite education where it would not be a distraction to stocktaking and related activities. Some overseers were supportive and identified the need for educators to spend more time in the industry space delivering LLN support and the development of LLN on-the-job resources. One suggestion was to open up the specific training provided to inmates on traineeships to a broader group of inmates. Leverage on the traineeship training already provided to provide more formal type training to the broader inmate employee group.

site 1: MSPC

AEVTI staff (n=2)

Industry: Education staff were acutely aware of the time pressures around meeting production demands in the buy-up industry. They reported a good working relationship with industry staff, but there are not formal arrangements for their involvement in the industry above providing LNN support. Educators had an understanding of the LLN levels required in the various roles in the industry, as well as the opportunities to draw on the workplace activities to develop LNN skills. staff were acutely aware of the time pressures around meeting production demands in the buy-up industry. They reported a good working relationship with industry staff, but there are not formal arrangements for their involvement in the industry above providing LNN support. Educators had an understanding of the LLN levels required in the various roles in the industry – and the opportunities to draw on the workplace activities to develop LNN skills.

Social skills: Educators were aware and advocated for the value of the industry in developing inmates' social skills. There was not a sense that teachers cuurent work within the industry extended to social skills development, although there was an element of this in all work they do.

Education: Educators reported they currently try to deliver education around quieter times in the industry including Fridays and they have also started successfully to do more on-the job education activities. Existing education relationships with inmates makes it more possible to do on-the job training. Most education is primarily LNN based. The dominant education delivery routine consists of preparation activities in the morning while inmates are within industries, followed by classes and face-to-face teaching in the afternoons. For inmates in demanding industry roles, educators acknowledged that some may be too tired to effectively participate in education after work.

Access to time with inmates and a space to conduct education were identified as the main barriers to providing education. Educators expressed interest in having more structured involvement with the industry so they are working with (not just for) the industry in supporting inmates around education. They also identified that the buy-up area was a long way from the education facilities, and that they did not have good classroom facilities for vocational education in any case.

Education integration related ideas: To increase the involvement/ integration of education within the buy-up industry, educators suggested the creation of a vocational training hub at the centre. This hub – a classroom space – would be a dedicated and welcoming space to deliver education that communicated to inmates the importance, value and enjoyment of education. They proposed that where possible inmates would attend the training hub for 1-2 weeks prior to participation in industry workshop where basic induction and assessment takes place. A major purpose of pre-industry education was to formalise processes but also enable educators to develop working relationships with inmates that could be an important conduit to future education participation. In addition to pre-industry training the training hub would be where specific industry-related classes would occur, with a focus on better utilising and formalising education activities for Buy-Up employees on Fridays.

site 2: Dillwynia hygiene industry research

RESEARCH PROCESS AND PARTICIPANTS

Following the methodology outlined in the previous section, the Dillwynia hygiene industry research included two site visits with a summary of the research activities below.

Site visit 1

- focus group with a head office CSI manager and CSI centre management

- tour of the hygiene industry stores and buy-up industry

- interview with TAFE provider for training and education on hygiene

- photographic documentation of the centre and related industry infrastructure

Site Visit 2

- group administration of the ESS Social Climate scale to 16 inmates

- individual interviews with 5 inmate employees

- focus group with two education staff

- interview with hygiene overseer staff

DILLWYNIA PRISON CONTEXT

Established in 2004, Dillwynia is a purpose-design women's correctional facility located within the John Morony Correctional Complex near Windsor. Dillwynia accommodates up to 210 minimum, medium and high security women inmates on both sentenced and remand orders. The design intention of the facility was to offer women inmates more empowerment through a more normalised living environment and a spatial layout in which the buildings face inwards onto a large garden allowing relatively free movement of inmates around the site. An initial impression of the social climate was of a relaxed, social and less custodial culture.

A number of industries operate at Dillwynia including buy-up warehouse, Greyhounds as Pets Program, yard maintenance and the hygiene industry. It was reported there is commonly a waiting list of women wanting to become employed in industries. Dillwynia also has an education facility that offers a range of educational programs and a library with an open door policy.

HYGIENE INDUSTRY

The Hygiene Industry is an internal commercial cleaning operation for the Dillwynia facility. Hygiene inmate employees carry out the routine cleaning of administrative, program and communal living areas throughout the centre. They also coordinate the laundry processes around the collection and distribution of linen and bedding.
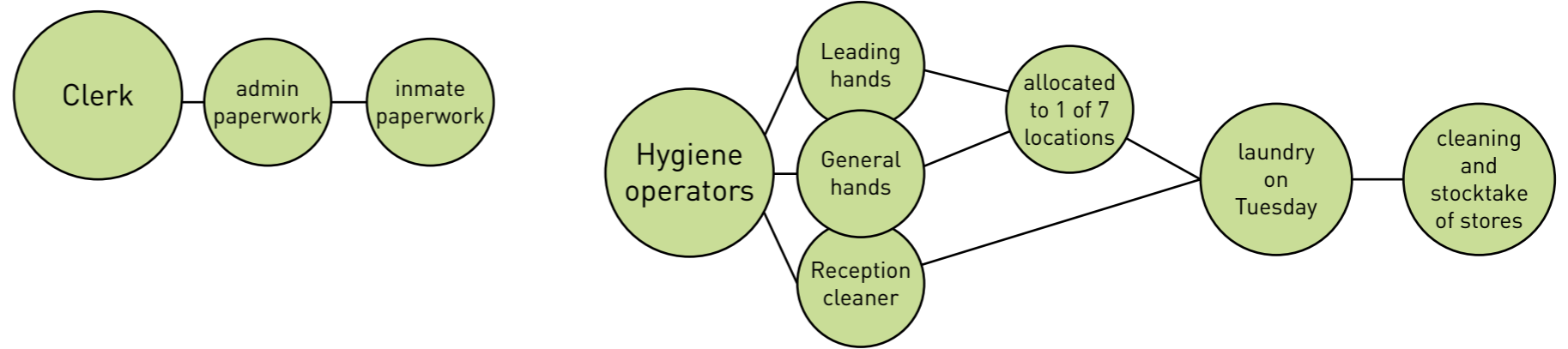
The Hygiene Industry workforce includes an overseer and up to 20 inmate employees. With the exception of the clerk/inventory position based in the cleaning store, inmate employees are organised into small cleaning teams of two with each team assigned locations around the centre to clean. Cleaning teams have substantial freedom in determining how they structure their workday and tasks. After cleaning a location, the staff member in charge of that area (i.e. office manager in administration area) will sign off on the work, indicating that the job has been done to a satisfactory standard. Inmate employees are able to also participate in a maximum of 9-hour education each week and also hold a full time position in hygiene.

site 2: Dillwynia

INDUSTRY OPERATIONS AND PROCESSES

Business Process

The Hygiene industry has rhythmic business process that is structured around the daily cleaning of 7 locations by teams of inmate employees. Teams can include leading and general hands. In addition to the cleaning teams there is a clerical and stores position that has a critical role in providing the cleaning teams with resources and maintaining linen and product stock.

Clerk — admin paperwork — inmate paperwork

Hygiene operators — Leading hands / General hands / Reception cleaner — allocated to 1 of 7 locations — laundry on Tuesday — cleaning and stocktake of stores

Inmate vocational path

At a fundamental level, the industry vocational path for inmates in the hygiene industry (visualised below) is similar to those in other industries – although possibly more formalised in Dillwynia. The process starts with an inmate employee application and associated checks, and an interview by the CSI manager. Once accepted and a place is available, reasonable intensive induction process focusing on OHS and workplace practices is provided . Inmates are assigned to specific roles according to skills and capabilities with accompanying on-the-job training. Most inmates start in more basic roles often supported by a more experienced inmate employee. Once inducted, there is the possibility for inmates to progress to more demanding roles, undertake traineeships and participate in education depending on availability, capabilities and motivation. Exit from the industry can be to another work area in Dillwynia, a different prison, or release into the community where employment is a major intention.

INMATE INDUCTION PATH

Dillwynia — industry application — background check — interview with head overseer — Induction and OH&S training — taught basic skills and tools — traineeship — promotion through jobs — other educational courses — induction into industry — release — post release employment ?

INDUCTION   **PATHWAY**   **ANOTHER WORK AREA OR PRISON**   **COMMUNITY**
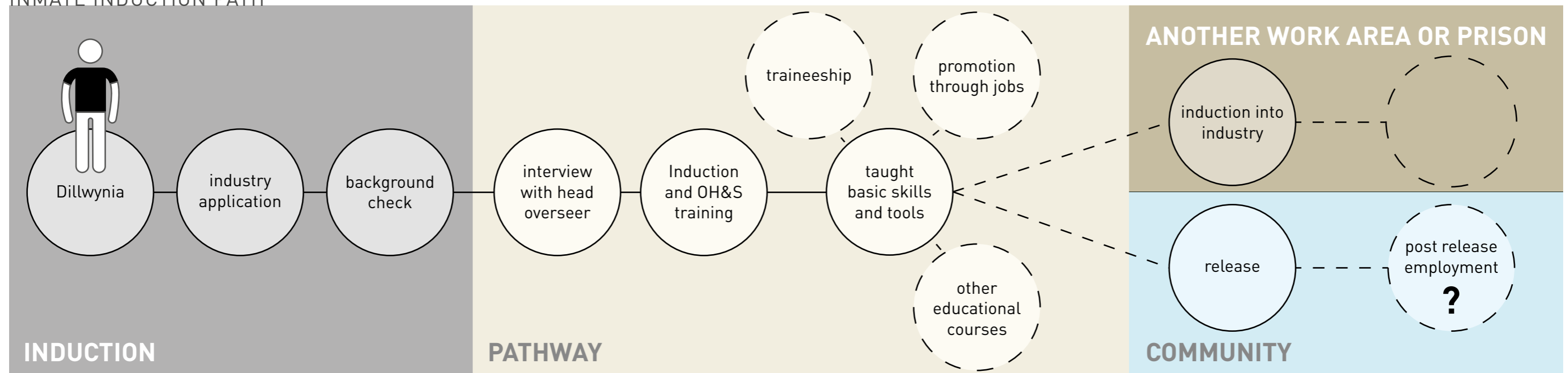
FIGURE 1

site 2: Dillwynia

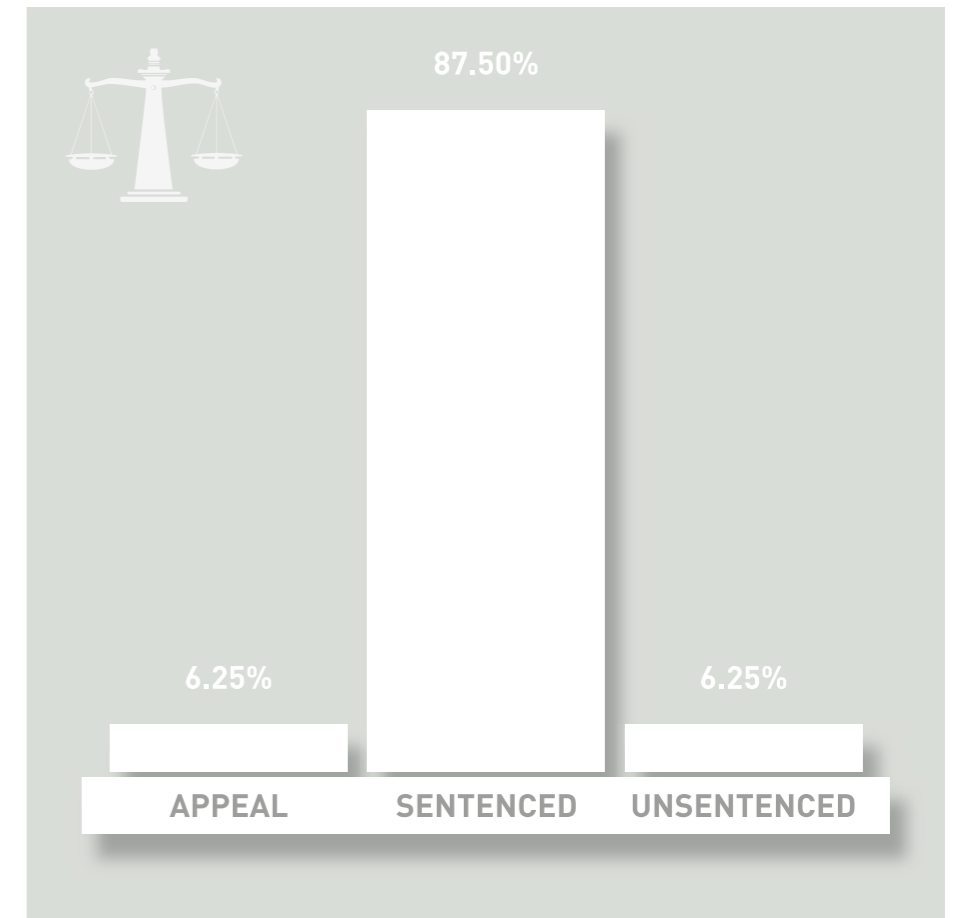## INMATE EMPLOYEE CHARACTERISTICS

Inmate employee characteristics were obtained from the CSI employee database for the 15 inmate employees in the industry. We provide visualisations of the data and have included in these graphs those who did not have any data (blank) as excluding these inmates could give a distorted presentation of the results.

To assist in interpreting the core reading, writing and numeracy skill assessment levels, a short description based the Australian Core Skills Framework for each level is provided that draws on the associated skills support, context and task complexity achieved at each level.
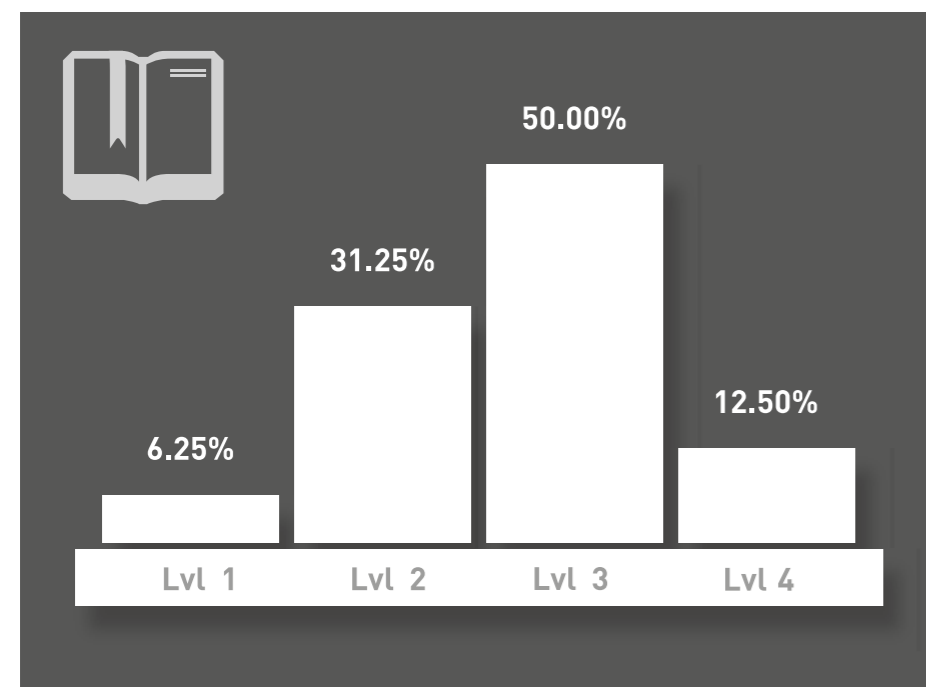
Categories	Description
NYA (Not yet achieved Level 1)	In highly familiar contexts with significant support, is able to complete simple single step tasks
Level 1	In highly familiar contexts alongside support/ experts, is able to do concrete 1 or 2 step tasks
Level 2	In familiar contexts with access to support, is able to do familiar tasks with a limited number of steps
Level 3	In a range of familiar contexts, and some unfamiliar contexts, is able to work independently using own support resources to complete tasks with a number of steps
Level 4	In unfamiliar or unpredictable contexts, is able to work independently and initiates use of established support resources to organise and analyse complex tasks.
Level 5	The capacity to adapt to range of unfamiliar contexts as an autonomous learner who accesses and evaluates support to complete sophisticated tasks
Blank	No assessment information available

The vast majority of inmates were sentenced (88%). Many inmates (63%) had good reading capabilities at level 3 or above. There was a relatively large group (38%), however, who had limited reading skills level 2 and below. Most inmates writing capabilities were level 2 (56%), with a similar result for numeracy with 56% at level 2. For numeracy, quite a large number (31%) had very limited capabilities at level 1 or below.

LEGAL STATUS

- APPEAL: 6.25%
- SENTENCED: 87.50%
- UNSENTENCED: 6.25%

READING

- Lvl 1: 6.25%
- Lvl 2: 31.25%
- Lvl 3: 50.00%
- Lvl 4: 12.50%

WRITING

- Lvl 1: 18.75%
- Lvl 2: 56.25%
- Lvl 3: 18.75%
- Lvl 4: 6.25%

NUMERACY

- NYA: 6.25%
- Lvl 1: 25.00%
- Lvl 2: 56.25%
- Lvl 3: 6.25%
- blank: 6.25%
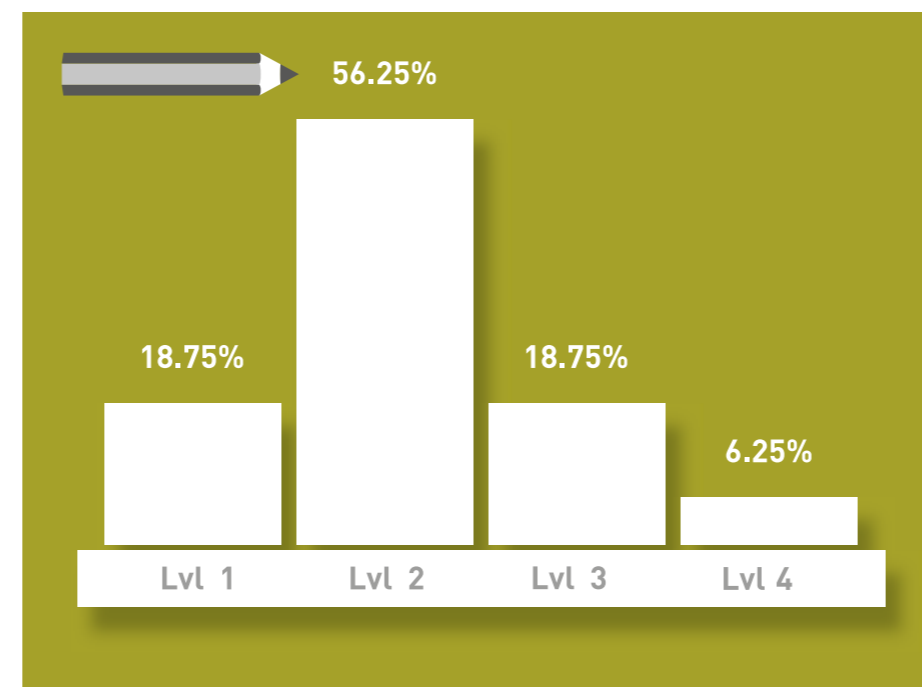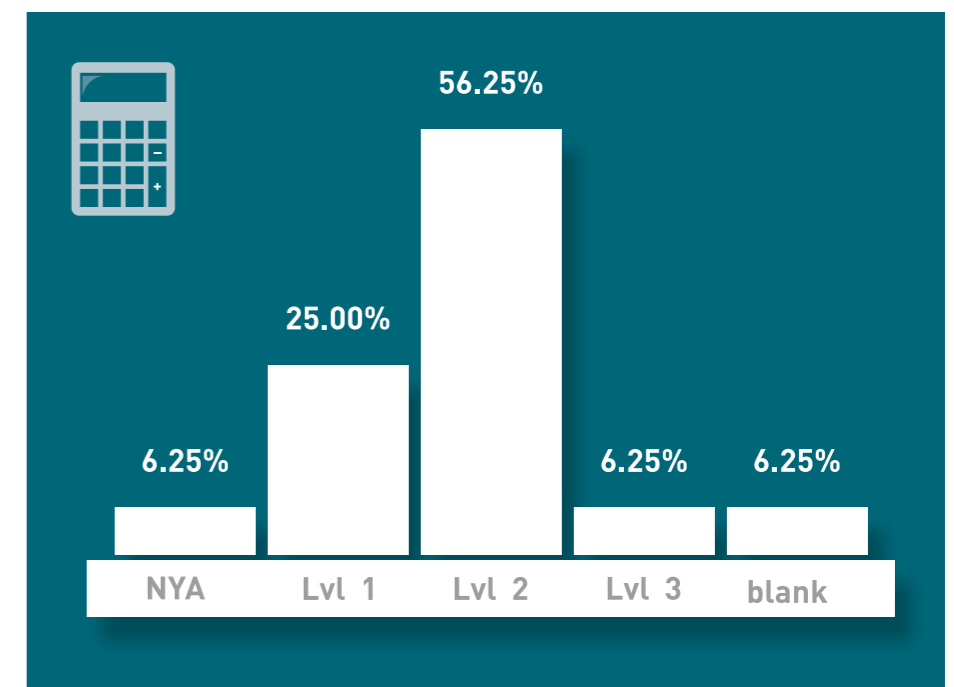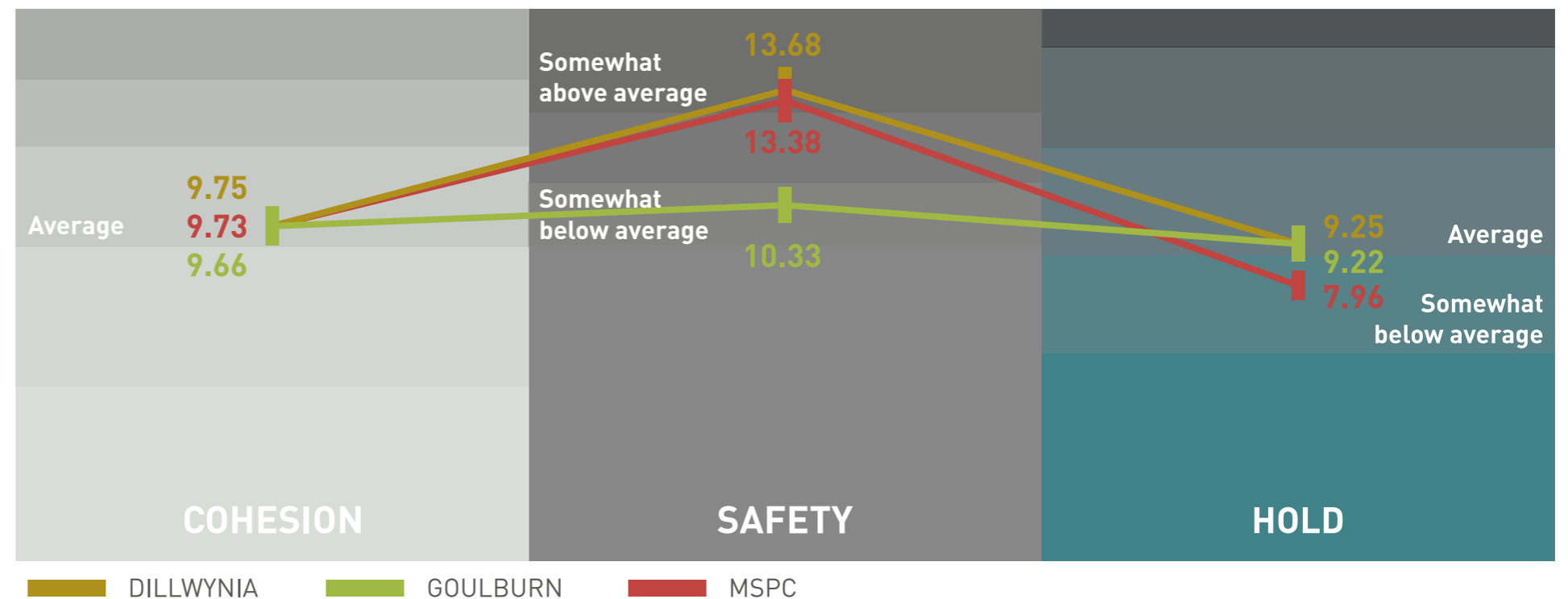
site 2: Dillwynia

SOCIAL CLIMATE

The Essen Social Climate Evaluation Schema for prisons (Schalast, Redies, Collins, Stacey, & Howells, 2008), was administered to all inmates employees who volunteered at the buy-up industry (n= 16). The 17 item survey assesses three core dimensions identified as being important to developing a social environment supportive of therapeutic change. The three dimensions are 'inmate cohesion and mutual support'(cohesion), 'experienced safety'(safety) and 'therapeutic hold and staff support'(hold). It has also been validated for Australian prison populations and used in a number of jurisdictions so there are some initial Australian prison norms available (Day, Casey, Vess, & Huisy, 2012). These norms identify scores related to the average, above average and below average prisons environment for each dimension.

The graph displays the average scores on each dimension for the three case study sites investigated in this research. The mid-point of the bars is the average, with the ends representing the 95% confidence interval around the average. The graduated shaded columns behind the line graph for each dimension represent the Australian norms obtained from the draft "Manual of the Essen Climate Evaluation Schema (EssenCES) by Norbert Schalast and Matthew Tonkin (2014 – in press).

In the graph the averages for the Dillwynia Hygiene Industry inmate employees are shown in brown. The Dillwynia average for 'inmate cohesion and mutual support' was very similar to the other two industries and within the average range against the Australian prison norms. On the safety dimension, Dillwynia was safer than Goulburn and similar to MSPC. It was also somewhat above average against the Australian norms for safety in prison environments. For the therapeutic hold and staff support dimension, Dillwynia was above MSPC and average against the Australian norms.

Supporting these results Dillwynia inmates did appear to have reasonably good support for each other and presented as feeling safe in the workplace. Therapeutic hold and staff support is also consistent with the observation that CSI staff provide a lot of support and boundary setting for inmate employees.

The **cohesion dimension** relates to the perceived cohesion and positive mutual support within the inmate group. High inmate cohesion is indicated as important to create an environment conducive to positive change

The **safety dimension** relates to inmates perceptions of how safe the environment is for themselves and others. High safety is identified as key requirement in establishing an environment that enables positive change

The **hold dimension** relates to staff-inmate relationships and inmate perceptions of the supportiveness and responsiveness of staff. Positive and supportive staff-inmate relationships are considered fundamental to promoting an environment that fosters therapeutic change

RESEARCH FINDINGS

This section reports on the project participants' experiences, perceptions and suggestions identified through the focus groups and interviews conducted as part of the research project. It focuses on responses related to the industry interface with vocational training, education, and social skills development. The findings are reported separately for inmates, CSI and AEVTI staff with the addition of general researcher observations.

Inmate employees (n=7)

Industry: Inmates generally expressed that working in the hygiene industry gave them some responsibility and structure to their day. Three of the inmates viewed the development of professional skills in cleaning as valuable as they would seek employment in the area when released. These inmates clearly regarded cleaning as a viable business opportunity for them upon their released. It was apparent that this view of cleaning as a profession was related to how the industry was structured on a day-to-day basis as well as linked to traineeships taught by TAFE. Some inmates indicated the work was not very demanding and if they were focused they could complete their cleaning work within 2 hours; indeed, some of these women appeared to suggest that they would like more work or activities to keep them busy.

Social Skills: Inmate employees reported that they mostly worked in small teams and that it was important to get along with workmates. Some inmates discussed how they would divide up the work so all in the team were happy. Some also mentioned frustrations and conflict with team members and described the ways they managed this. Embedded in the work processes was a requirement for the employees to interact with the CS staff member responsible for the area they cleaned.

Vocational training: Inmates employees reported participating in induction training with overseers when they started at the industry. Two inmates were doing Hygiene Industry traineeships and one inmate was waiting to be enrolled. A TAFE teacher both taught and assessed performance for the cleaning traineeship. Many of the inmates had completed a number of general employment and lifestyle-related training programs including Beauty Skills Training, Parenting Skills education and Fitness/ Health short courses. There was evidence of case-management around the planning of vocational training for individual inmates.

Education: Four employees were either currently enrolled in, or awaiting a place to do an education course. Computer courses were a common topic. One inmate employee was interested in doing a university degree and another a business course later in their sentence. One inmate reported issues with reading and writing and that she had enrolled in a course. A number of inmate employees suggested that there were a lot of women in custody who had real difficulties with reading and writing, but were unwilling or did not have the confidence to ask for help. They indicated that a lot of these women were the ones who were in and out of the prison. This was identified as a particular issue for Indigenous women.

Education integration related ideas: The main suggestions and discussion around increasing participation in education related to how to engage the group of women who need to develop their education skills but will not engage in education. One employee suggested providing more programming around life skills and cooking that may initially have more appeal to these more resistant women and offer them a way to build their confidence to tackle literacy and numeracy problems. Another suggestion was that the skills and knowledge of older inmates be utilised to initially engage some of the resistant and often younger inmates in learning. It was suggested that many older inmates have the life and educational skills that could break down some of the barriers to learning for the younger inmates.

CSI staff (n= 2)

Industry: The administration and operational demands of running the hygiene industry are substantial, including engaging and providing boundaries for the less motivated inmate employees. It was clear CSI staff viewed developing the social and vocational skills of inmate employees as central to the industry. Inmate industry participation presented as having strong links with case management processes and goals around improving the life opportunities of the women when released. Hygiene and cleaning are framed within the industry as a profession requiring specific social and vocational skills, and one which inmate employees could take up when released. However, it was also clearly conveyed that operational and time constraints made it difficult to run formal training or education modules for employees outside of the traineeships and induction training.

Social skills: All inmate employees in the hygiene industry are also on the work readiness program. Once a month CSI staff review all inmates against their work readiness plans. CSI staff have a clear focus on developing the women's work related social skills in the industry including the employees' ability to plan, take on responsibilities, negotiate conflict and communicate effectively with 'clients' and colleagues.

Training: CSI staff have structured and detailed training materials for the induction of inmates into the industry. A large proportion of employers come from non-English speaking backgrounds so a number of the key resources have been translated into other commonly spoken languages. Much of the ongoing workplace training occurs on the job with more experienced employees often guiding new employees.

CSI staff have a strong and supportive working relationship with TAFE who provide both class tuition and assessment for traineeships related to the hygiene industry. Discussions with the TAFE teacher indicated she employed a very engaging and tailored approach to working with women in the traineeships. CSI staff indicate that currently they have a number of prepared vocational training modules outside of the traineeship program, but they do not have the time to deliver these to inmate employees.

Education: While employed on the hygiene program, inmate employees are limited to a maximum of nine hours per week in education and programs. This policy was introduced due to problems arising from a situation where inmates attended unlimited education and were unable to meet the requirements of their jobs. Inmates are able to attend full-time paid education, although like the hygiene industry positions are limited. Inmates who have difficulties with LLN are referred to education as well as being provided with packages of hygiene resources for inmates from non-English speaking backgrounds and they try to embed LLN into the workplace.

Education integration related ideas: The challenges of resources and time for CSI industries were raised in relation to more integration of education within industries. They pointed to training modules they had developed and ideas for embedding LLN within the hygiene industry that they currently struggle to implement. The logistics and management demands of having people moving between the industry and education was also presented as a situation that can be difficult to manage.

site 2: Dillwynia

AEVTI staff (n=2)

Industry: Education staff viewed the hygiene industry as a well-managed and focused vocational program that has significant value for the inmate employees. In particular they identified that the industry is shaped and seen by employees as a very real employment opportunity when released. It was observed that CSI staff take on a mentoring role and consider the needs of the employees beyond getting the industry job task completed.

Social skills: The development of social skills was identified as one of the central features of the hygiene industry. The acquisition of these workplace skills and social competencies were acknowledged as being critically important for many women, as enablers for participation in other programming, training and education.

Training: The positive skills and attributes of the TAFE delivering traineeship were identified as a major strength of training related to hygiene. The teacher has industry experience and passion as well as having the skills to engage and educate inmates. It was identified that traineeships were not available to many inmate employees due to short length of sentence and time currently taken for completion. Speeding up traineeships was suggested as a possible option to increase access.

Education: Inmates in the hygiene industry did participate in education with some referrals for those with literacy and numeracy issues. Education staff indicated they currently work with overseer staff around any identified needs. It was suggested that without an established education relationship it was often difficult to engage some inmates in education – particularly those who required numeracy and literacy skills development. Many of the more motivated industry employees requested education in computers and other popular courses that often had waiting lists.

Education integration related ideas: Educators identified the possible value of integrating education within industry programs, but were aware of the current demands related to the operation on the industry program. It was suggested that one mechanism that may support the establishment of greater integration of education within the industry was to require all inmates to participate in a pre-vocational education course before being employed in an industry. It was proposed this would be possible as there is currently a waiting list for the industries. While it would enable education staff to obtain a better understanding of the needs and aspirations of individual inmates, critically it would allow educators to establish relationships with the inmates. These relationships would make it possible to engage more women in education and on the job LLN tuition once employees are established within the industry.

site 3: Goulburn furniture industry research

RESEARCH PROCESS AND PARTICIPANTS

Following the methodology outlined in the previous section, the Goulburn Furniture Industry research included two site visits with a summary of the research activities below.

Site visit 1

- focus group with two head office CSI managers and 6 staff including CSI centre management and education staff

- informal interviews with three industry overseers

- tour of the furniture industry shop floor

- tour of education facilities

- education focus group with six education staff

- one hour observation of furniture industry in operation

- photographic documentation of the industry

Site Visit 2

- group administration of the ESS Social Climate scale to 10 inmates

- individual interviews with 5 inmate employees

- focus group with three education staff

GOULBURN PRISON CONTEXT

Established as a prison on the current site in 1884, in the NSW government yearbook (1916, p727) Goulburn gaol was referred to as "one of the principal gaols in NSW. Its prime focus was upon the first offenders where a program of employment, educational opportunities, physical education in addition to the scheme of restricted association was credited for a relatively low level of re-offending." Since this time Goulburn gaol has been used to house a variety of prison populations with the introduction of a super-maximum security facility in 2001.

Goulburn goal currently operates primarily as maximum security prison with some low security facilities outside then main perimeter. It accommodates approximately 600 inmates in 13 yards. Architecturally, the prison is a mix of older prison buildings with the appropriation of various additional security fixtures over time. This includes fencing and basic security infrastructure as well the more recent installation of dominating high security access control and technology. Most maximum security inmates are housed in the older accommodation wings that have communal showers and open barred windows.

It is one of the only prisons where inmates are separated into prison wings along ethics lines including Aboriginal, Pacific Islands, Asian and Middle Eastern. It was explained this resulted from an extended period of violence in the prison during the 1990s. Inmates from different yards are generally unable to mix and movements of inmates around the prison are limited to eight inmates. The prison was regarded by some staff as the 'dumping ground' for non-conforming inmates in other prisons. The general impression of the social climate was more sombre and controlled than other prisons, with a heightened emphasis on safety. Lock-downs were suggested to be more common than in other facilities.

Within the maximum security section of the prison there are three main industries; furniture manufacture, Aboriginal art and upholstery. These three industries are housed in a large 1980s building separated from the accommodation wings. The main education facilities are adjacent to the accommodation wing in an older building and included a number of classrooms, library, computer room and offices.

FURNITURE INDUSTRY

The Furniture Industry primarily produces modular office type furniture such as desks, tables and shelving for government clients. In addition, it will on make one-off furniture products (mainly internal CS orders) and does also undertake work such as the production of survey pegs where opportunities arise.

The furniture workshop facility is large and includes an open workshop floor, staff and clerk offices at each end, and materials and tool storage areas. It is well equipped with modern industry standard machines including laser cutting machines. The laser cutting machines dictate the production process for most of the office furniture. There is also an area with a range of older woodwork machines but they seem to be less used.

The Industry has a workforce of four correctional overseers and up to 50 inmate employees. At the time of our research it had an inmate workforce of approximately 35. Unlike most of programs in Goulburn gaol, employees are a mix of inmates from different yards (and different ethnic backgrounds).
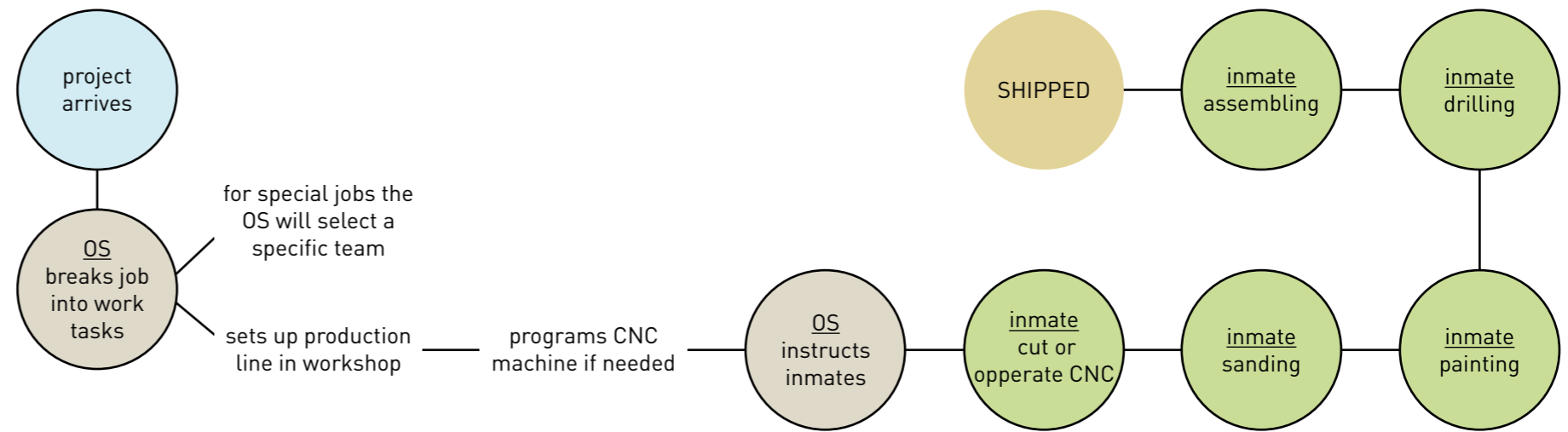
site 3: Goulburn

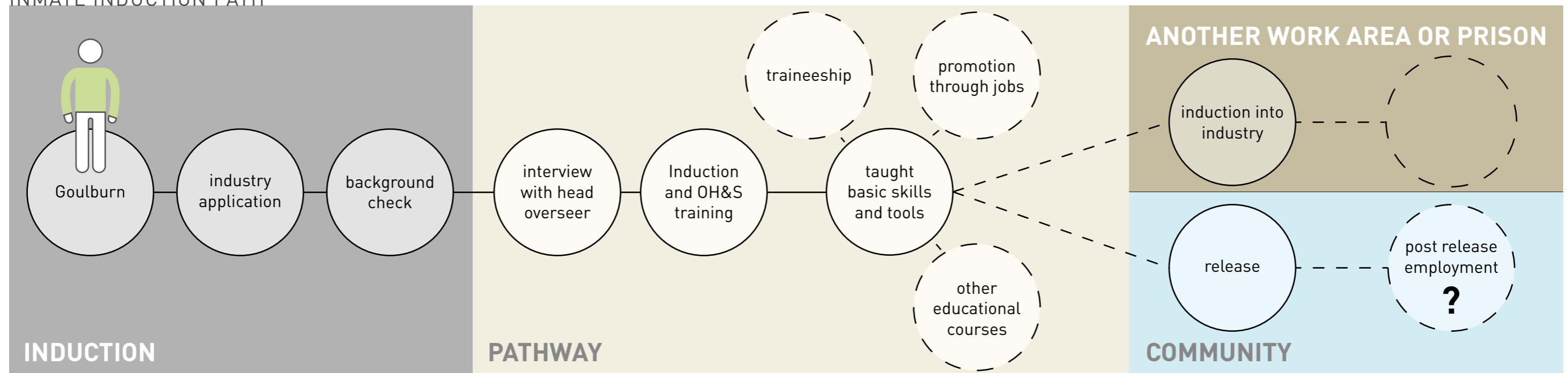## INDUSTRY OPERATIONS AND PROCESSES

Business Process

The Furniture industry has a relatively standard business process that is driven by new orders coming into the industry and the manufacturing process. The vast majority of orders are for reasonably standard furniture products that fit within normal production processes. On occasion, special orders are taken that require the development of new production processes. Standard orders typically involve project set-up and briefing of inmates, the cutting of sheet materials using the CNC machine and the sanding of the cut pieces. Pieces are then painted and drilled before assembly and shipping.

project arrives

OS breaks job into work tasks

for special jobs the OS will select a specific team

sets up production line in workshop — programs CNC machine if needed — OS instructs inmates — inmate cut or opperate CNC — inmate sanding — inmate painting

inmate assembling — inmate drilling

SHIPPED

Inmate vocational path

At a fundamental level, the industry vocational path for inmates in the Furniture industry (visualised below) is similar to those in other industries. The process starts with an inmate employee application and associated checks, followed by an induction process focusing on OHS and workplace practices. Inmates are assigned to specific roles according to skills and capabilities with accompanying on-the-job training. Most inmates start in the more basic roles such as sanding. Once inducted and familiar with the work environment, there is the possibility for inmates to progress to more demanding roles, undertake traineeships and participate in education depending on availability, capabilities and motivation. Exit from the industry can be to another work area or prison, or release into the community where employment is a major intention.

INMATE INDUCTION PATH

Goulburn — industry application — background check — interview with head overseer — Induction and OH&S training — taught basic skills and tools

traineeship

promotion through jobs

other educational courses

ANOTHER WORK AREA OR PRISON

induction into industry

COMMUNITY

release

post release employment ?

INDUCTION

PATHWAY

COMMUNITY

site 3: Goulburn

INMATE EMPLOYEE CHARACTERISTICS

Inmate employee characteristics were obtained from the CSI employee database for the 36 inmate employees in the industry. We provide visualisations of the data and have included in these graphs those who did not have any data (blank) as excluding these inmates could give a distorted presentation of the results. For 25% percent of inmates, their reading, writing and numeracy levels were blank.
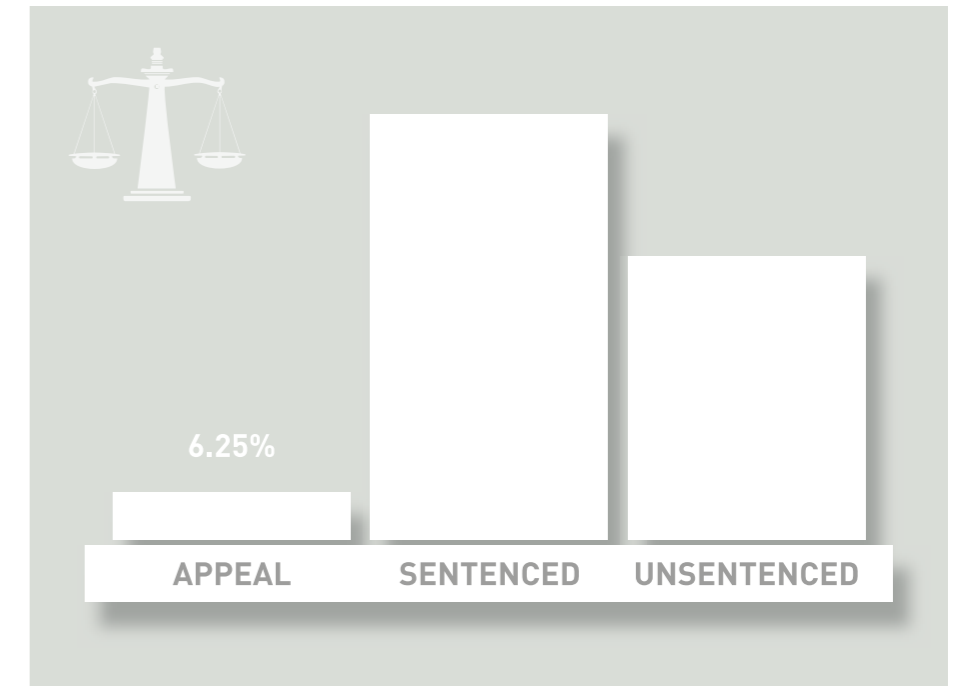
To assist in interpreting the core reading, writing and numeracy skill assessment levels, a short description based the Australian Core Skills Framework for each level is provided that draws on the associated skills support, context and task complexity achieved at each level.

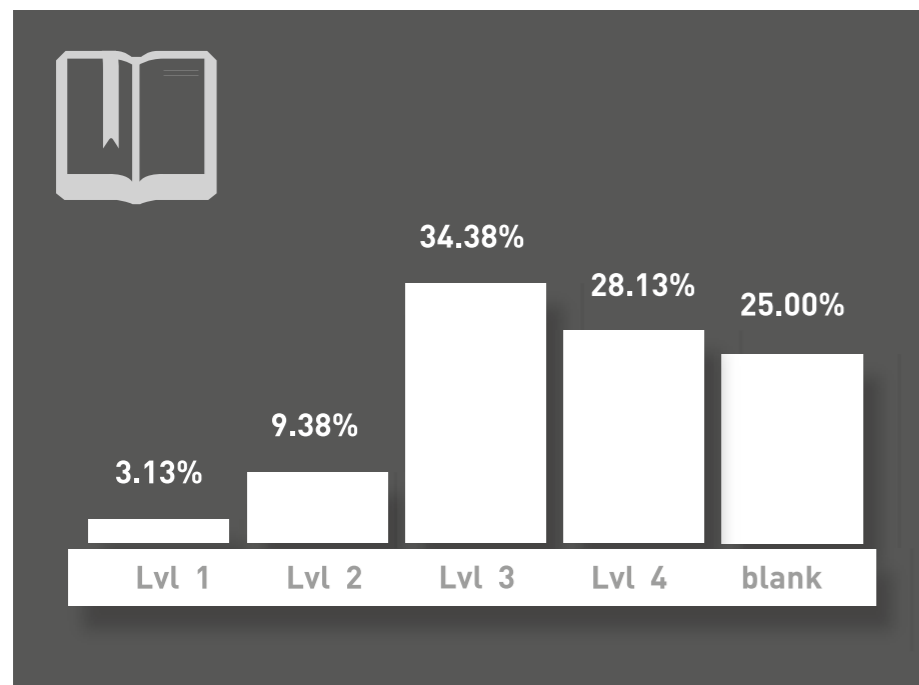| Categories	Description
NYA (Not yet achieved Level 1)	In highly familiar contexts with significant support, is able to complete simple single step tasks
Level 1	In highly familiar contexts alongside support/ experts, is able to do concrete 1 or 2 step tasks
Level 2	In familiar contexts with access to support, is able to do familiar tasks with a limited number of steps
Level 3	In a range of familiar contexts, and some unfamiliar contexts, is able to work independently using own support resources to complete tasks with a number of steps
Level 4	In unfamiliar or unpredictable contexts, is able to work independently and initiates use of established support resources to organise and analyse complex tasks.
Level 5	The capacity to adapt to range of unfamiliar contexts as an autonomous learner who accesses and evaluates support to complete sophisticated tasks
Blank	No assessment information available

Most inmates (62%) had level 3 or above capabilities for reading. Inmate writing capabilities were not as high with 36% of inmates assessed at a writing level at Level 2 or below. Similarly for numeracy 37% of inmates were assessed at Level 2 or below.

In terms of legal status, more inmates were sentenced (56%), but there was also a large number on remand (38%) .
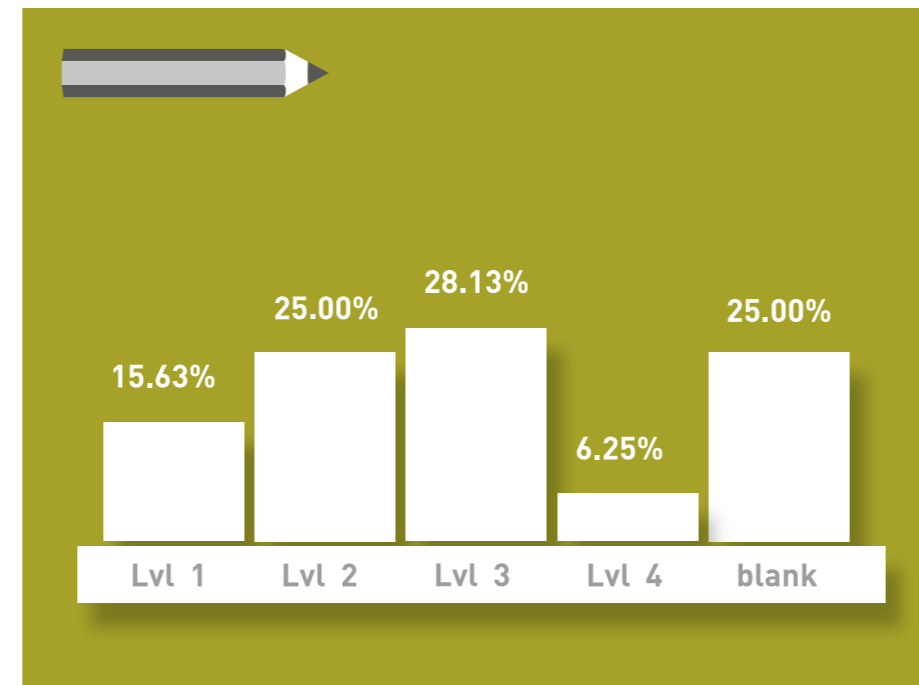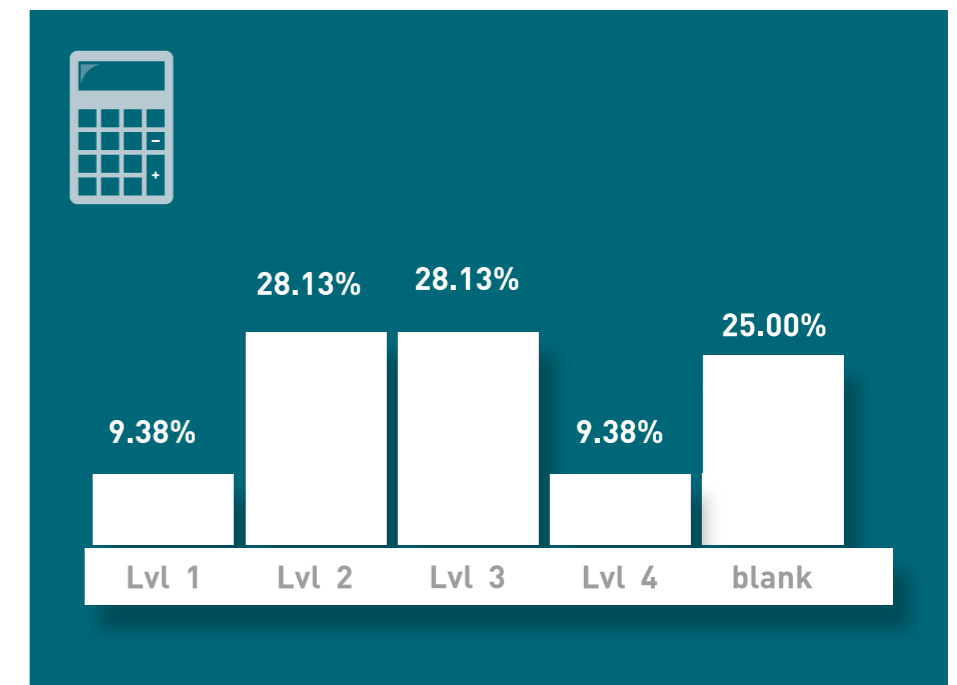
LEGAL STATUS

6.25%

APPEAL   SENTENCED   UNSENTENCED

READING

3.13%   9.38%   34.38%   28.13%   25.00%

Lvl 1   Lvl 2   Lvl 3   Lvl 4   blank

WRITING

15.63%   25.00%   28.13%   6.25%   25.00%

Lvl 1   Lvl 2   Lvl 3   Lvl 4   blank

NUMERACY

9.38%   28.13%   28.13%   9.38%   25.00%

Lvl 1   Lvl 2   Lvl 3   Lvl 4   blank
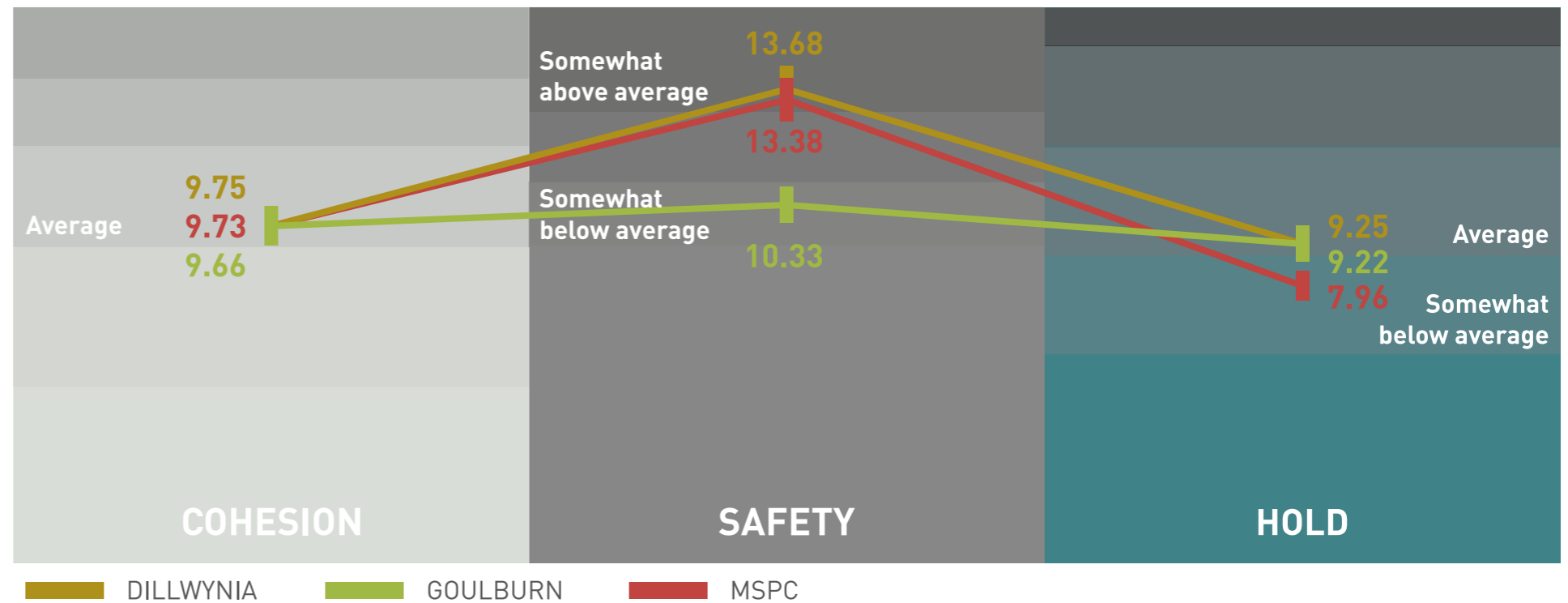
site 3: Goulburn

SOCIAL CLIMATE

The Essen Social Climate Evaluation Schema for prisons (Schalast, Redies, Collins, Stacey, & Howells, 2008), was administered to all inmate employees who volunteered at the furniture industry (n= 9; please note there was a reduced workforce on the day the survey was administered due to a sick staff member). The 17 item survey assesses three core dimensions identified as being important to developing a social environment supportive of therapeutic change. The three dimensions are 'inmate cohesion and mutual support'(cohesion), 'experienced safety'(safety) and 'therapeutic hold and staff support'(hold). It has also been validated for Australian prison populations and used in a number of jurisdictions so there are some initial Australian prison norms available (Day, Casey, Vess, & Huisy, 2012). These norms identify scores related to the average, above average and below average prisons environment for each dimension.

The graph displays the average scores on each dimension for the three case study sites investigated in this research. The mid-point of the bars is the average, with the ends representing the 95% confidence interval around the average. The graduated shaded columns behind the line graph for each dimension represent the Australian norms obtained from the draft "Manual of the Essen Climate Evaluation Schema (EssenCES) by Norbert Schalast and Matthew Tonkin (2014 – in press).

In the graph the averages for the Goulburn Furniture Industry inmate employees are shown in brown. The Goulburn average for 'inmate cohesion and mutual support' was very similar to the other two industries and within the average range against the Australian prison norms. On the safety dimension, Goulburn was substantially lower than the other two industries and somewhat lower against the Australian norms for safety in prison environments. For the therapeutic hold and staff support dimension, Goulburn was similar to Dillwynia and average against the Australian norms.

Supporting these results Goulburn inmates did appear to have reasonably good support for each other. Goulburn prison more generally, but also to a degree the furniture industry, did not present as safe as the other locations. While the environment was not as optimistic as some of the other industries, it was evident that a number of overseer staff worked very closely with inmates building rapport results in good ratings for therapeutic hold and staff support.

	COHESION	SAFETY	HOLD

Somewhat above average — 13.68

13.38

Average — 9.75 / 9.73 / 9.66

Somewhat below average — 10.33

Average — 9.25 / 9.22

Somewhat below average — 7.96

DILLWYNIA   GOULBURN   MSPC

The **cohesion dimension** relates to the perceived cohesion and positive mutual support within the inmate group. High inmate cohesion is indicated as important to create an environment conducive to positive change

The **safety dimension** relates to inmates perceptions of how safe the environment is for themselves and others. High safety is identified as key requirement in establishing an environment that enables positive change

The **hold dimension** relates to staff-inmate relationships and inmate perceptions of the supportiveness and responsiveness of staff. Positive and supportive staff-inmate relationships are considered fundamental to promoting an environment that fosters therapeutic change

site 3: Goulburn

RESEARCH FINDINGS

This section reports on the project participants experiences, perceptions and suggestions identified through the focus groups and interviews conducted as part of the research project. It focuses on responses related to the industry interface with vocational training, education, and social skills development. The findings are reported separately for inmates, CSI and AEVTI staff with the addition of general researcher observations.

Inmate employees (n=5 + fg = 10)

Industry: Most inmates viewed working in the furniture industry as a way getting away from the yards and engaging in something that is more productive. Some individual inmates reported personal motivations including a passion for woodwork and another was focused on obtaining certificates to assist in gaining employment on release. In general inmates felt the actual work was not particularly interesting or demanding, but it was good to get into a different space and a lot better than doing nothing.

Social Skills: Inmates seemed to have a sense of pride that the furniture industry was one of the only places in the prison where inmates from different yards mixed. They viewed being able to get along with others and not reacting negatively as important. Relationships with overseer staff were viewed as more positive than other parts of the prison. Three inmates talked about their participation in the industry as indicative of their intention not to return to crime when released. Two recounted that on previous sentences they had been like many others in Goulburn prison and had not participated in industries or education. They said many younger inmates get caught up in the yard politics of being an aspiring criminal.

Vocational training: Inmate employees reported participating in induction training with Overseers when they started at the industry. Two inmates had completed traineeships in cabinet making and one of these inmates wanted to do an apprenticeship. They indicated they were unable to apply much of what they had learnt in the traineeship as most of the work in the industry was unskilled assembly work. Most of the training subsequent to induction was reported to be on-the-job training with overseer staff who also assessed proficiency on different machines. One inmate employee with experience of being on a traineeship in the community wondered why TAFE teachers didn't come in and provide inmates with formal accreditation for being able to use the various machines so inmatse would have these certificate when they were released. Computer related vocational skills were identified as a common need.

Education: Two inmates indicated they had participated in education programs with an AEVTI teacher and expressed it was a good experience. One inmate employeecompleted his year 12 certificate, a bachelor's degree and was currently enrolled in a master's degree by correspondence with assistance from AEVTI teachers. He indicated that as a clerk he could do some study in down times in the industry, but the majority of work was done within his cell. Most inmates, including those with LLN issues, indicated they were interested in participating in formal education but it was not possible to do this while working in the industry. By the time they finish work, are escorted back to the yard, have a shower and then get escorted to education they only have half an hour before they need to be locked in their cells. Computer classes and education was mentioned by all inmates as something they wanted to do.

Education integration related ideas: Nearly all inmate employees indicated they would participate in education if provided within the industry space. While there is a steady stream of work, inmates suggested that the workplace is not so busy such that it would be possible for most inmates to participate in education one day a week. Many asked for education on using computers. Basic engineering type courses where you learnt how to build and make things was suggested as something that would appeal to the interests of many inmates.

CSI staff (n= 4)

Industry: On the industry floor there was very much the sense that overseers see there roll primarily as ensuring inmate employees do the work required to meet the current work orders. Inmate and staff safety was identified as a constant consideration with a request for an additional staff member. overseer staff indicated that there were a few motivated inmate employees who were central to getting work done in the workshop. For many other inmates, however, it was hard work to keep them working and required constant pressure. Getting more motivated workers was seen as important to making it a more productive workshop and allowing staff to do more training. CSI staff indicated some overseer staff currently see their role primarily as vocational educators and trainers, but this is not universal. overseer staff responses in general indicated a pessimistic, but not totally closed culture around the impact of participation in the industry on inmates' future life opportunities.

Social skills: Overseer staff said that building rapport with inmates was key to their roles. Without rapport it was not possible to have real influence over what inmates do and create a functional workshop. More so than other staff roles in the prison, overseer staff needed to know inmates and be able to develop working relationships that are very different to the relationship of guards. These relationships were required to get work done and ensure everyone's safety. Staff implied by developing these working relationships with inmates, they were in effect training inmates in workplace social skills that were grossly lacking for many.

Training: Teaching inmates how to use different pieces of machinery and training in basic furniture assembly was identified as a large part of the overseer role. For each machine, overseer staff said they had a standard training and assessment method. Inmates need to be assessed competent before using a machine. For those inmates completing traineeships, the overseer staff deliver all the on the job training and instruction. TAFE staff come into to assess competencies. With a few exceptions, most inmates are not trained in operating or programming the workshop CNC machines.

Education: Some overseer staff were aware of the industry related education being delivered by an AEVTI teacher. While somewhat supportive of more education in the workplace, overseers were unsure how this occur with current resources. Overseers also indicated that having key workers in the industry participate in education for periods of time could cause difficulties.

Education integration related ideas: While CSI staff more broadly were open and supportive of exploring ways of integrating education within the industry, it was more difficult to assess among overseer staff as they had a more pessimistic stance generally. This may have been related to other issues for staff at the time of the research.

AEVTI staff (n=2)

Industry: The education staff viewed the furniture workshop as one of the more active and positive programs within the prison. However, while staff had worked with a number of the industry employees, there was a clear sense that more broadly there were not the relationships or formal structures to support education staff to work with overseer staff around the needs of inmates. A number of staff indicated they would like to have a better understanding of the industry and associated activities so they could explore ways of working with the industry.

Social skills: Educators were aware and advocated for the value of the industry in developing inmates' social skills. There was a discussion about the complexities and challenges of any workplace, and while somewhat artificial in the custodial context, the value of engaging and developing inmates' workplace social skills should not be under-estimated.

site 3: Goulburn

Training: Education staff recognised the value of inmates undertaking vocational training and traineeships as part of their work within industries. One educator has developed and delivered education modules specifically to aid inmates within industries in achieving workplace certificates and traineeships. As a registered training organisation, education staff identified there may be opportunities for them to formally assess and provide inmates with formal recognition of the vocational skills developed in the industry.

Education: Currently within the industry most education primarily occurs through the AEVTI staff member who has developed modules for industry employees. While the goal is to integrate these modules more formally into industry training, currently it is mainly delivered on an as-needed adhoc basis. In terms of industry inmates' participation in general education after work in the industry, education staff recognised it was often unrealistic due to the limited time available.

Education integration related ideas: Overall Education staff were excited about the possibility of being involved in the delivery of education within the industry workplace. It was suggested that a physical and temporal space within the industry program for the delivery of education could be a productive way of accessing and engaging inmates in a centre where this can be very difficult. The furniture industry was identified as a rich and valuable context for developing project based learning projects. To do this educators indicated they would need to be better integrated with industry staff and would require some initial assistance and/or training in embedding education within the industry operations.

4. themes/ opportunities

INTRODUCTION

Through conducting the research a number of productive themes emerged for the further integration of education within correctional industries. The themes, or productive ideas, stem primarily from the discussions with staff and inmates employees in this research. Some are informed by the literature and the observations of the design team, but the majority of ideas originate directly from the staff and inmates. The intention is to present these as possible themes for embedding within specific industries. Some of the themes have particular relevance to some industries and not others – but many can apply across industries. We draw on these themes in articulating some initial concepts for consideration for each case study location in the next section.
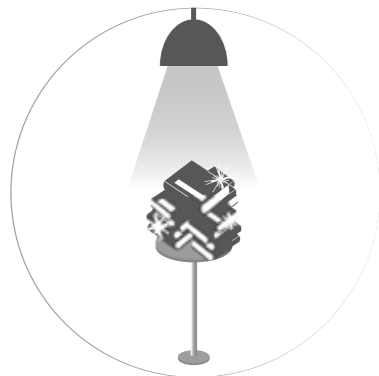
CAPTURING THE LEARNING VALUE

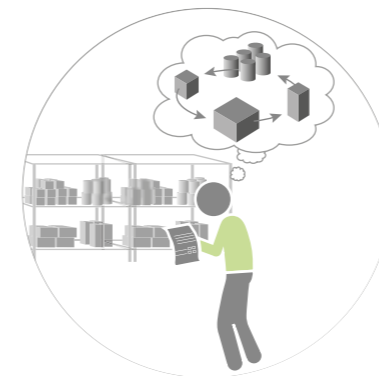**Educators working with overseers to assess and award educational certification where learning has occurred**

INCENTIVISING EDUCATION

Mechanisms for increasing the relevance, engagement and participation of inmate in education within vocational areas (linked to promotion/ pay scales; other means)
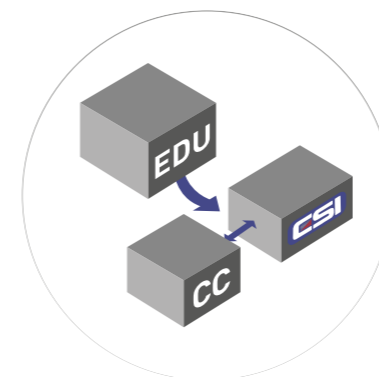
VOCATIONAL TRAINING IS EDUCATION

The training in social, vocational and academic skills of an industry is education. There is the potential to leverage and involve educators in the training of inmates in a vocational area - educators as a resource for industry staff.

INDUSTRY SPONSORSHIP AND COACHING FROM REAL WORLD EQUIVALENT WORKPLACES

Obtaining sponsorship under corporate responsibility initiatives for companies operating in the community to provide coaching and ongoing advisory responsibilities in developing the relevance of the CSI workplaces

PROJECT BASED LEARNING

Creating educational learning projects that utilise the industry as the context for learning

RE-DESIGNING WORK TASKS TO SUPPORT IMPLICIT LEARNING

In collaboration with overseers and educators, re-design specific work tasks to maximise educational, vocational and social learning. For example, inmates' involvement in discrete workplace review processes.

EMBEDDING OPERATIONAL STRUCTURES AND PROCESSES

Operational structures drive what happens in corrections – what are the operational structures needed to drive education in vocational areas in terms of routines, meeting/communications and

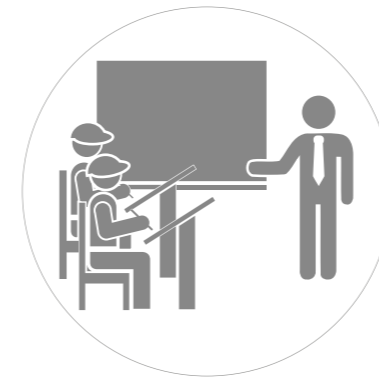## CREATING SPACES FOR LEARNING

Identifying spaces (both physical and programmatic) that enable and promote education

4. themes/ opportunities

OVERSEERS AS COACHES OF INMATE INDIVIDUAL EDUCATION

Overseers provided a role and training in taking on responsibilities is coaching inmates to achieve their personal education goals in face-to-face or distance learning
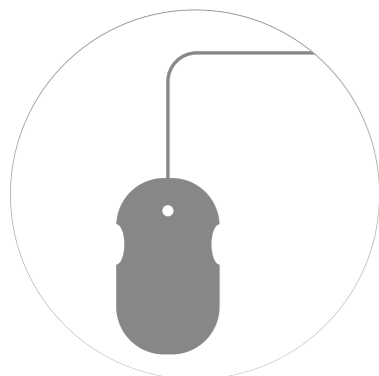
PREPARATORY VOCATIONAL TRAINING

Educational programs as precursors to participation in an industry. Educators engaging with and assess needs before inmates enter program for follow-up within program
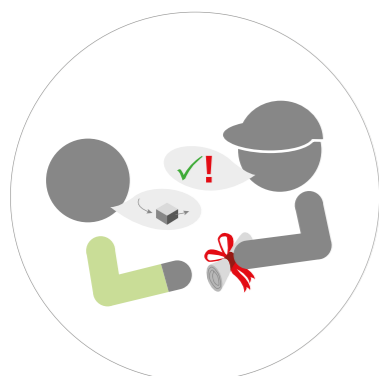
INTEGRATING VOCATIONAL RELEVANT COMPUTER SKILLS AND ACCESS WITHIN EDUCATION

Bringing CSI industry operations and training in line with requirements for employee computer literacy and familiarity in most workplace in the community

WORK READINESS

Recognising, valuing and providing certification for inmates development of social skills and work readiness in CSI workplaces. Potential to simplify development and assessment process in line with typical workplace individual workplans

OVERSEER PROFESSIONAL DEVELOPMENT

Overseer training to develop knowledge, ownership and motivation about their role in improving and facilitating inmates' development of educational skills in their industries. The overseer training would have overlaps and integration with educator training.

EDUCATOR PROFESSIONAL DEVELOPMENT

Specific educator training on curriculum development and vocational education using project based learning and vocational training models. Training could include how to embed skills development that is indicated in the research literature to be related desistance outcomes. Educators in the training design initial modules for use in their specific vocational context.

EMBED CONNECTION WITH INMATE COMMUNITY SUPPORT NETWORKS

Within industries and education develop the capacity and structures for inmates to work on 'personal special projects' that involve design of a product or resource for their family and/or support networks. Like other industries inmates would need to cover cost of materials etc, but could use facilities for these projects outside core hours.

EMBEDDING ASPIRATIONAL VOCATION AND EDUCATION STRUCTURES

Industry and education need to enable and create an aspirational environment where most inmates can develop and achieve.

MSPC BUY-UP INDUSTRY

VISIONING STATEMENT

Creation of an industry equivalent e-commerce, warehousing and logistics operation to enable inmates to gain the vocational, education and social skills to be effective employees on release

INDUSTRY ALIGNMENT

Sponsorship from large corporation (e-retail in groceries)

Make the jobs, training and education explicitly and meaningfully relevant to an outside industry by modelling the business processes and systems on an existing commercial business. This may include taking on new technologies and business processes such an online inmate ordering and product scanning

A corporation's sponsorship of the buy-up industry would come under the organisations corporate social responsibility. Sponsorship would primarily involve in-kind contributions of knowledge, guidance and mentoring. Involvement of sponsor organisation's staff's participation would represent a unique and valuable professional development opportunity.

Implicit in this approach is that inmate employees would have a clear path to employment within the sponsor organisation or other similar businesses in the community

AN INDUSTRY TRAINING HUB

Create a modern, adult learning space that is flexible and supportive of project based vocational education. It would include access to relevant vocational technology and project materials. It would be an inspiring & aspiring educational space clearly different to typical primary and secondary education spaces. The space would be located centrally at MCPC, possibly in in existing education building where a current classroom would be extensively refitted.

At the Industry training hub Fridays would specifically dedicated to buy-up industry vocational education. Friday is the regular slow day at the industry where 15 to 20 inmates can regularly be freed up from the industry.

Throughout the rest of the week, other MSCP industries would have dedicated vocational education times and well as some industry cross-over education.

EMBEDDING EDUCATION

Project based learning is a major strategy for embedding education within industries. Led by teachers, but integrally informed by overseers and sponsor, the projects will focus on the business and practice of e-commerce, warehousing and logistics. A fundamental objective of participation in these projects is learning in literacy and numeracy – but this occurs through engaging inmates employee in interesting, challenging and real projects relevant to their work.

These could include projects on:

* Developing a buy-up product review process

* Identifying what buy-up products have the highest nutritional value

* Mapping the logistics process

* Marketing an online retail service

* Saving money for the business – where are the opportunities

* Building customer relationships

* Home based e-business

FORMALISING INTEGRATION

Formalise integration of industry and education through recognized relationships between overseer staff and educators around shared responsibilities in achieving vocational outcomes with industry inmate employees.

Joint responsibilities would include:

* Identify and plan project-based learning courses

* Working with sponsor to align training, education and work tasks with industry practice

* Jointly review and re-design works tasks and processes to embed LLN learning opportunities in everyday operations

* Development of offline computer resource of industry relevant information

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MSPC BUY-UP INDUSTRY

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BEFORE

DILLWYNIA HYGIENE INDUSTRY

VISIONING STATEMENT

Creation of an industry equivalent hygiene cleaning operation with prison to enable inmate employees to gain the vocational, education and social skills to be effective employees on release

INDUSTRY ALIGNMENT

Sponsorship from large corporation involved in commercial scale cleaning (hotel chain, industrial cleaning)

Make the jobs, training and education explicitly and meaningfully relevant to an outside industry by modelling the business processes and systems on an existing commercial business. This may include taking on new technologies and business processes

A corporation's sponsorship of the hygiene industry would come under the organisations corporate social responsibility policies. Sponsorship would primarily involve in-kind contributions of knowledge, guidance and mentoring. Involvement of sponsor organisation's staff's would be a professional development opportunity that would be unique and valuable.

Implicit in this approach is that inmate employees would have a clear path to employment within the sponsor organisation or other similar businesses in the community

AN INDUSTRY SPACE

A space owned by the hygiene industry where employees can meet, relevant resources can be stored and employees can keep industry related personal belonging. The space is used to develop an industry identity and culture, creating equivalence with many outside large hygiene businesses and being a place to develop and test the social skills of employees.

EMBEDDING EDUCATION

Project based learning is a major strategy for embedding education within industries. Led by teachers, but integrally informed by overseer and sponsor, the projects will focus on the business and practice of hygiene and cleaning operations. A fundamental objective of participation in these projects is learning in literacy and numeracy – but this occurs through engaging inmate employee in interesting, challenging and real projects relevant to their work.

These could include projects on:

- Developing a suite of cleaning projects based on common household products

- Developing a cleaning business for aged care industry

- How do chemicals and surfaces interact?

- Creating saving for the cleaning industry – where are the opportunities?

- Marketing a cleaning business: what are the key messages you want to communicate? What do clients want from cleaners?

FORMALISING INTEGRATION

Formalise integration through the establishing relationships between overseer staff and educators around shared responsibilities in achieving outcomes with industry inmate employees.

Joint responsibilities would include:

- Identifying and planning project-based learning projects

- Working with sponsor to aligning training, education to work tasks with industry

- Review and design works tasks and processes to embed learning and LLN in the everyday work

- Development of offline computer resource

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DILLWYNIA HYGIENE INDUSTRY

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GOULBURN FURNITURE INDUSTRY

VISIONING STATEMENT

Creation of an industry equivalent furniture manufacturing operation with prison to enable inmates to gain the vocational, education and social skills to be effective employees on release
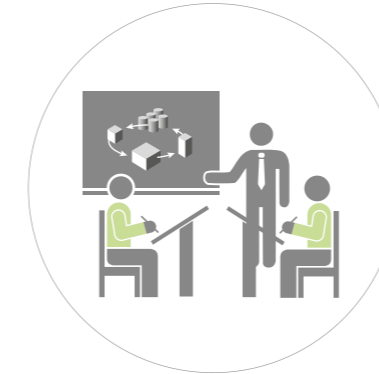
SPONSORSHIP BY LARGE FURNITURE SUPPLIER (FREEDOM FURNITURE OR SIMILAR)

Make the jobs, training and education explicitly and meaningfully relevant to an outside industry by modelling the business processes and systems on an existing commercial business. This may include taking on new technologies and business processes

A corporation's sponsorship of the furniture industry would come under the organisations corporate social responsibility policies. Sponsorship would primarily involve in-kind contributions of knowledge, guidance and mentoring. Involvement of sponsor organisation's staff's would be a professional development opportunity that would be unique and valuable.

Implicit in this approach is that inmate employees would have a clear path to employment within the sponsor organisation or other similar businesses in the community

EMBEDDING EDUCATION

Project based learning is a major strategy for embedding education within industries. Led by teachers, but integrally informed by overseers and sponsor, the projects will focus on the business and practice of furniture manufacture. A fundamental objective of participation in these projects is learning in literacy and numeracy – but this occurs through engaging inmates employee in interesting, challenging and real projects relevant to their work.

These could include projects on:

- Planning production for a new customer order
- Design (e.g. a bedside table for mass production)
- Study of material selection, finishes and testing
- Programming CNC machines
- How to reduce material costs through planning a project
- Individual 'inmate special projects' where inmates design and build a small item for family members
- Creating a project plan on a computerised aided design program
- History of furniture production techniques
- Gant charting an industry project

AN INDUSTRY TRAINING HUB

Create a modern, adult learning space that is flexible and supportive of project based vocational education. It would include access to relevant vocational technology and project materials. It would be an inspiring & aspiring educational space clearly different to typical primary and secondary education spaces. The space would be located within the furniture industry by refitting the current ad-hoc training rooms on the southern end of the industry building

FORMALISING INTEGRATION

Formalise integration of industry and education through recognized relationships between overseer staff and educators around shared responsibilities in achieving vocational outcomes with industry inmate employees.

Joint responsibilities would include:

- Identify and plan project-based learning courses
- Working with sponsor to align training, education and work tasks with industry practice
- Jointly review and re-design works tasks and processes to embed LLN learning opportunities in everyday operations
- Development of offline computer resource of industry relevant information

GOULBURN FURNITURE INDUSTRY

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Workshop

This section will describe the workshop process and outcomes to be held with staff from the three case study locations. The workshop will seek to build on the research and concepts in this document, to develop agreed propositions for further integrating education within industries.

Summary

L2W | W2L FRAMEWORK

This section will articulate a basic framework for the integration of education within CSI industries drawing on the research, the concepts refined in the workshop and the shared vision established through this project.

RECOMMENDATIONS

This section will detail specific recommendations for the implementation of concepts developed in the workshop and through this project

NEXT STEPS

This section will articulate plans for the implementation of the recommendations

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LEARN 2 WORK | WORK 2 LEARN