To investigate programs for young male prisoners –

“Treat a man as he is and he remains as he is.
Treat a man as he can and should be and he will become as he can and should be.”
Goethe
# TABLE OF CONTENTS

## INTRODUCTION

EXECUTIVE SUMMARY.................................................................................................................................. 5

KEY HIGHLIGHTS:........................................................................................................................................... 5

IMPLEMENTATION AND DISSEMINATION:........................................................................................................ 5

PROGRAMME ................................................................................................................................................ 6

PRISON AND CORRECTIONAL VISITS ........................................................................................................ 7

AMSTERDAM, NETHERLANDS.......................................................................................................................... 7

Deng Engh National Institution for boys ........................................................................................................ 7

ENGLAND, UNITED KINGDOM ........................................................................................................................ 9

GOVERNMENT PRISONS AND YOUTH INSTITUTIONS:..................................................................................... 10

H.M.Y.O.I Aylesbury ........................................................................................................................................ 10

H.M.Y.O.I. Rochester ........................................................................................................................................ 11

H.M.Y.O.I. and Remand Centre Feltham ........................................................................................................ 12

The Atkinson Unit .......................................................................................................................................... 14

PRIVATE PRISONS AND YOUTH INSTITUTIONS:............................................................................................. 14

H.M.P. Altcourse ........................................................................................................................................... 14

H.M.P. Rye Hill.............................................................................................................................................. 16

Rainsbrook Secure Training Centre ................................................................................................................ 17

COMMUNITY ORGANISATIONS:..................................................................................................................... 18

Life Change UK ............................................................................................................................................ 18

Believe .......................................................................................................................................................... 19

NEW YORK, USA .......................................................................................................................................... 20

CORRECTIONAL FACILITIES:........................................................................................................................ 20

Arthur Kill ..................................................................................................................................................... 21

Sing Sing ....................................................................................................................................................... 21

COMMUNITY CORRECTIONAL ORGANISATIONS:......................................................................................... 23

Centre for Court Innovation .......................................................................................................................... 23

Harlem Community Justice Centre .............................................................................................................. 23

Bronx Community Solutions ........................................................................................................................ 24

John Jay College of Criminal Justice ........................................................................................................... 24

Centre for Alternative Sentencing .............................................................................................................. 25

VANCOUVER, CANADA................................................................................................................................ 25

YOUTH CUSTODY CENTRES:....................................................................................................................... 25

Burnaby Youth Custody Centre ..................................................................................................................... 26

Victoria Youth Custody Centre ..................................................................................................................... 26

CORRECTIONAL FACILITIES:........................................................................................................................ 27

Fraser Regional Correctional Centre .............................................................................................................. 27

Alouette Correctional Centre ........................................................................................................................ 28

Nanaimo Correctional Centre ........................................................................................................................ 28

COMMUNITY ORGANISATIONS:..................................................................................................................... 29

Pivot Legal Centre - Hope in Shadows .......................................................................................................... 29

CONCLUSION................................................................................................................................................ 31

RECOMMENDATIONS................................................................................................................................. 32

APPENDIX 1 - LIST OF INTERVIEWS............................................................................................................. 33

AMSTERDAM, NETHERLANDS........................................................................................................................ 33

ENGLAND, UK............................................................................................................................................... 33

NEW YORK, USA........................................................................................................................................... 33

VANCOUVER, CANADA................................................................................................................................. 33

APPENDIX 2 – ALTBCOURSE TRAINING PROGRAMS .................................................................................. 35

FOINAVON EDUCATION AND VOCATIONAL TRAINING DEPARTMENT.................................................. 35

Churchill Fellowship Report 2007

Anne Hooker
Introduction

I am the Youth Development Officer at Port Phillip Prison, one of 2 private prisons in Victoria, operating on behalf of the government. In approximately December 1999, I was employed to set up a purposely designed ‘Youth Unit’ to reduce the risk of suicide and self harm within a young adult population in a maximum security prison. This unit is unique for a number of different reasons. Firstly, it recognizes the vulnerability of young offenders within a prison environment in terms of environment, social, individual, and health related issues. Secondly, the age criterion for participation in the unit (18 to 25 years of age) crosses over 2 jurisdictions within government in both Adult and Youth. Finally, it has 2 main theoretical bases in both behavioural and programs in its attempts to reduce recidivism amongst this age group.

The majority of research into “What Works” with reducing re-offending for young offenders looks at programs that address offending behaviour as a stand alone component to reducing crime in this age group. My interest has always been to expand that model and examine programs in a more holistic way that encompasses four main areas of a young person’s life. These areas include:

- Offending Behaviour
- Personal Development
- Employment
- Leisure and Recreation.

In my work, I have the privilege of witnessing young men desperate to understand the causes of their behaviour; the enthusiasm and willingness to search out any program that will assist them to become more productive members of their community. I have watched young men change their attitudes and behaviour before my eyes, and mature and develop into sensitive, considerate and thoughtful members of a community.

I was honoured and humbled to be awarded a Churchill Fellowship and provided with the opportunity to travel and investigate programs both within prisons and the community that may assist us to develop best practice techniques within our unit and Corrections as a whole. I am passionate about working with and improving the lives of young vulnerable Australians and I want to acknowledge the support of the Winston Churchill Memorial Trust of Australia for providing this opportunity.

This form of study would not be possible without the support and assistance a large range of people, mostly who have never met you or know very little about you. I owe a huge debt of gratitude to a large number of people who responded to my numerous emails, and either arranged contact points or agreed to meet with me in person, some of whom gave up a large proportion of their busy schedules to ensure that I had the required amount of observations and materials. In particular I would like to thank Femke Hofstee from Prison Fellowship for assisting in the Netherlands, Reinaldo Medina in New York, Trevor Phillipott OBE in the UK, and Selma Swaab and Doug Hillian in Vancouver.
Special thanks also to GSL Australia and the UK, my employer, who supported my application and gave me the time, and assistance to undertake the Fellowship programme.

Finally I want to thank my family and friends for allowing me to be away from home for an extended period of time and for their ongoing encouragement in pursuing my passion.
Executive Summary

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Fellowship Objective: To investigate programs for young male prisoners.

Young offenders have a number of factors that increase the risk of their further offending. These factors include, age of first offence, drug use, mental health issues, family stability, unemployment, low or poor education, and low socio-economic neighbourhood. In order to address these issues, it is my belief that we need to consider design and implementation of programs that are more conducive to engagement for young people. Further, if the desired outcome is to stop young offenders becoming adult long term recidivists, thought needs to be given to the concepts of responsibility and connectivity with the community. We need to look at programs that are truly effective in behavioural change, and demonstrate and allow young offenders the opportunity to learn and experience what we are trying to change in them.

Key Highlights:
The countries and sites that I visited were all vastly different and unique in their own right. The distinction between Australia and the sites that I visited was the overall response to prisoners need and the variety of programs that I witnessed. Some of the projects that were distinctive are presented as follows:
Her Mags tries Prison (H.M.P) Altcourse vocational programs and their kit car program
Arthur Kill Department Motor Vehicle (DMV) program
Sing Sing prison GED program and their response to vocational programs
Nanaimo Correctional Centre’s “therapeutic community” unit.

Implementation and Dissemination:
The information contained in this report will be disseminated to my colleagues throughout Australia in the following ways:
Feb 2008 – Presentations to correctional staff from Victoria, Port Phillip Prison;
Feb 2008 – Presentations to senior management from GSL;
June 2008 – Presentations to network of community organisations who work with Port Phillip Prison Youth Unit;
Publication of parts of this report in the Australian Journal of Case Management;
Printing of this report and sending it to State Ministers for Justice and COE’s of various departments of Corrective Services;
Sending the report to my network of colleagues and contacts throughout Australia;
Placement of the report into the VIC Correctional Services Academy Library;
Offer to share the resources (see section 6) which were brought back from overseas.

Recommendations from this Fellowship are made on page 31 of this report.
Programme

15 - 21 September 2007
NETHERLANDS
Amsterdam
Deng Engh National Institution for Boys

21 September – 6 October 2007
ENGLAND
London
Virgin Unite
H. M. Y.O.I. and Remand Centre Feltham
Buckinghamshire
H. M. Y.O.I. Aylesbury
Kent
H. M. Y.O.I. Rochester
Liverpool
H. M. Prison Altcourse
Warwickshire
H. M. Prison Rye Hill
Rainsbrooke Secure Training Centre
Exeter
Atkinson Unit
Life Change UK
Bath
Believe

6 – 20 October 2007
USA
New York
John Jay College
Bronx Community Solutions
Harlem Community Justice Centre
Sing Sing Prison
Arthur Kill Prison
Centre for Alternative Sentencing and Employment Services

20 October – 4 November 2007
CANADA
Vancouver
Burnaby Youth Custody Centre
Alouette Correctional Centre
Fraser Correctional Centre
Pivot Legal Society
Vancouver Island
Victoria Youth Custody Centre
Vancouver Island Regional Correctional Centre
Nanaimo Correctional Centre

For list of Interviews see Appendix 1 - List of Interviews, page 33.
Prison and Correctional Visits

Amsterdam, Netherlands

Deng Engh National Institution for boys

Deng Engh is a national institution for boys holding 200 boys aged between 12 and 23 years. They have all produced criminal behaviour or had serious issues with their behaviour, and these problems have been there a very long time. Their philosophy is ‘don’t “jail” them up, raise them up (re-educate them) – ‘Sociogroup Strategy’ or SGS, and they cater for three types of offenders:

1. Intellectually Disabled:
2. Normal functioning young boys and men:
3. Sex Offenders

All of the categories for these young men are referred to Deng Engh either by the Courts, or Social Workers working closely with the families. Those young men who are autistic or who have serious psychological problems are not placed at Deng Engh.

At Deng Engh, 72% of the young men are from foreign origins. Every cultural group receives the same program. By utilising a Social Climate, the young men are encouraged to ‘go together to do a task’. Performance of the task improves team work, and the central thing is the learning.

The boys do things they are not good at or have never tried. Contact with other people (outsiders) is dramatically reduced. This way they can concentrate on the task. Working in a group with people of their own age is very important. They will accept more things from each other than from adults. They don’t trust people who try and help them, nor do they trust adults. They work in groups as it is Deng Engh’s belief as individual therapy has not helped them previously and it is unlikely that it will help them at this point.

Programs at Deng Engh:

There are two different programs running simultaneously at Deng Engh. The Intellectually Disabled Youth complete a two years program, as it is their belief that fundamental behavioural change needs a long time. Normal Young offenders have a program of one and a half years.

These groups are not mixed. The boys do activities in a group that they can learn something from. They have to do this together. They make appointments with each other. They use their skills. If there are problems they discuss it with each other. It is their responsibility to complete the task, whatever the task may be.

Goals of Program

- To increase co-operation and team work skills (this is hard, as before they were on the whole egocentric in their approach).
- To develop social skills (to learn to take responsibility like they have never done before).
- To accept rules and structure (that are reflected in the whole of society).
- To increase self esteem (to obtain a better perspective of themselves).

**Residential Phases**

**Phase 1**

All young offenders arrive on same day (12 at a time) and once they arrive they give all of their personal belongings to the institute. They are provided with all necessary uniforms for all program activities and the first day this uniform may consist of a plastic coverall. Educators (Supervisors) wear the same uniform.

The young men are all provided with the program requirements and all activities are age appropriate, but challenging. They commence with a primitive activity such as the young men are in a ‘jungle’ and must complete various tasks, for example, finding somewhere to sleep (hay), preparing fire (warmth), food and water. They have to co-operate and work together to get things done. What is important is that they feel safe in the group.

An unexpected situation is exciting and challenging, and thus they are not thinking of the past, family and background that led them to Deng Engh. They become totally involved in the activity. By completing the task well they receive rewards in the form of more comfort.

After a couple of days they are the group is brought inside but there is nothing there – no tables no chairs etc. In the jungle they have made chairs that they are able to bring with them. This is how they learn the VALUE of things (possessions). They can also make their own chairs when they get inside if they as a group feel they should. When they demonstrate good behaviour they get more things. If one person tries to play up then the whole group suffers. They are all sent to their rooms and the supervisor removes all the chairs.

The most important thing in this phase is that they get close to each other and try to understand each other. As they are making their own environment it becomes their environment, not an environment that is imposed upon them. The supervisors are very attentive that the boys are being socially correct and appropriate.

**Phase 2**

This phase takes one year. The supervisors are leading the group but are not taking part in any activities, as it is the boys’ activities not theirs. The group experience challenging, exciting, unpredictable activities (such as Rock climbing, scuba diving, bike riding) that are good for their development. The young men have positive experiences together which are designed to develop trust and social and moral norms. Positive behaviour replaces old negative behaviours. Education is integrated into activities for example; mathematics, woodwork integrated into making tables, geography into orienteering. They can not exit the institution the first half of this phase (six months). After six months they can start taking leaves.

**Phase 3**

Boys come up with their own plans and ideas. There are both group tasks and individual tasks, but the individual tasks become more important. There is less sport, less education and more labour. Activities can be longer as concentration spans are now further developed. They can also have individual lessons and tuition. They receive social training skills sessions. They learn to negotiate and have choices to step out of dangerous
They learn also to obey and just do what you are asked to do and not question. They learn sexual education prior to any home release. The young men are provided information regarding drugs and alcohol and are allowed increased home leaves if their behaviour is good. The young men’s privileges are reduced if things start to go wrong. Educators (supervisors) now have role as a coach.

**Maritime Sector**

This is an eight months education program and Deng Engh believes it is very important that the young men can trust themselves and others. Deng Engh also sees it as important that they can accept and follow orders. Participation in this sector helps to develop social norms and expectations in the young men. They go to educational ships: Smal Agt I and Smal Agt II, where they have practical tasks that they have to perform, for example, cook, clean, paint. Deng Engh believes it helps for potential job training.

**Phase 4**

The young men are interpreting social norms and morals they have learnt and when they finish at Deng Engh they receive certificates and diplomas. They can also obtain internships outside of Deng Engh. These include painters, company helpers, metal Workers, Wood workers, Forklift drivers. They receive real life practice in the form of jobs where they are expected to be punctual. They have opportunities to become involved in sporting clubs. This helps to build up social networks. They can receive individual guidance and they are normally more open to this at this phase. Some guys go back home, some go onto another institution.

Deng Engh believes that this program reflects normal human functioning in that human beings are like an individual in a group, that is, family, school and sport. Each group consists of twelve guys and they are together for two years. Education is integrated into the tasks providing security, organizing and correcting them, regulating them, task orientated and then evaluating them. It becomes like a functional contract.

**England, United Kingdom**

During my time in England I felt it was important to experience a cross section of government prisons and youth institutions, privately run prisons and youth institutions and community agencies. This was done in order to have a true sense of diversity and innovation towards young offender rehabilitation. I also felt that it was important that I went to a variety of prisons and youth institutions, given that the age group that we are working with crosses over both categories. Interestingly, although I found that there were particular negative feelings between public and private operated prisons within the correctional staff of the two divisions, the actual experience especially in relation to programs was very similar. Neither public operated prisons nor privately operated prisons stood out as outstanding (although one of each type was particularly impressive). Both types appeared to have particular problems and issues to address that were unique to their environment and geographical location. My experience within the community sector was limited to a relatively small number of sites; however they had similar issues relating to funding and survival issues as are experienced in Australia.
The Prison Service, through the Offending Behaviour Programs Unit (OBPU), currently provides 13 different Offending Behaviour Programs (excluding Drug Treatment Programs) which have been fully or provisionally accredited by the Correctional Services Accreditation Panel (CSAP).

All prisons offer Offending Behaviour Courses: Enhanced Thinking Skills (ETS) a relatively short programme which addresses thinking and behaviour associated with offending. This includes impulse control, flexible thinking, social perspective taking, values/moral reasoning, reasoning and inter-personal problem solving. It is the program most frequently delivered, with over 40,000 offenders having completed this course within HMPS over the past 12 years. Controlling Anger and Learning to Manage it (CALM). This course is for offenders whose offending is associated with poor emotional control. CALM aims to enable participants to reduce the intensity, frequency and duration of negative emotions which are associated with their offending. These emotions include anger, anxiety and jealousy. STAR (Stop, Think, Act, and Reflect), Understanding Anger and IPRS (relationship skills), Drug Treatment courses and Sex Offending programmes are also available.

**Government Prisons and Youth Institutions:**

**H.M.Y.O.I Aylesbury**

After opening in 1847 and receiving a variety of operational changes in terms of demographics, in 1989, Aylesbury was designated as a long term young offender institution. Aylesbury holds the longest sentenced young adult males in the English prison system and it has a capacity of 440 inmates aged between 17 and 21 years. Single cells in three residential blocks, operates on a three tier regime, with no space in units for recreational or meal areas. Young prisoners obtain their meal from a servery and eat in their cells.

The regime at Aylesbury provides purposeful activity for the young prisoners in the following areas:

- Construction, including Painting and Decorating and Bricklaying up to CITB standard. Aylesbury have a purposely built workshop that offers 10 small rooms that can be completely stripped and wall papered or painted by the young men. The young men have ownership of their room and make all the decisions regarding design and implementation of the project. The program takes approximately 10 weeks but can be split into modules so as certificates can be provided at the completion of various units. The prisoners appeared to really enjoy and understand the importance of completing a program that provides skills for their future release.

- Motor Vehicle Mechanics in a purpose built facility which offers the Toyota Modern Apprenticeship. Training: Level 1 Quick fit tyres and exhaust; level 2 Service Technician; level 3 diagnostic technicians. Aylesbury has two workshop areas that have approximately 5 cars in each area, where the guys can learn the different aspects of motor mechanics. To obtain level 3 takes approximately 18 months.
• Industrial Cleaning, BICS 1 and 2. Again Aylesbury has a purposely built area that can take up to 8 young men in the program.

• Full and part-time education, a wide range of courses from basic and key skills and Art, French and Sociology at A Level.

• Physical education, with the opportunity for award based courses such as the YMCA Fitness Instructors Award, the Duke of Edinburgh Awards and a wide variety of recreational activities. They have two field area where outside teams come in and play (as part of a league) rugby, football and basketball. They complete their Duke of Edinburgh on the field as a two day, one night journey. They have an amazing gymnastics department with approximately 9 staff, and a huge gymnasium and free weights area.

• Arts and Crafts (providing goods to outside charities), Laundry, Kitchen, Gardens, Waste Management and general cleaning.

• Resettlement groups offering information on Job Clubs, housing etc

• Mentoring schemes allowing young prisoners to have support whilst returning to society.

Aylesbury has a system where the young men are locked in their cells anytime that they are not actively involved in work or a program. They are permitted to smoke in their cells only. Their cells have a single bed and a small desk and they shower in a communal shower area. They do not share cells at any time and appeared to be quite isolated. They are allowed out for ‘association’ during limited controlled times of the day, mainly during early evening. Aylesbury operates a three tier rewards scheme of base, intermediate and enhanced. Their base system prisoners get no privileges at all and are forbidden to talk to other inmates.

**H.M.Y.O.I. Rochester**

After opening in 1874 and receiving a variety of rebuilding and operational changes, in 2002, Rochester was a dedicated site for sentenced young men up to the age of 21, who are serving sentences of less than 4 years. With a capacity of 392 offenders, Rochester has a mixture of single and double accommodation cells contained on 3 Victorian style wings and a further residential unit of single cell accommodation which is used as an Induction Unit. Each Unit holds 30 young people, and one Enhanced Unit of 16. All rooms have integral sanitation and Television and all areas operate the IEP scheme (incentives and earned privileges scheme).

The prison operates the Listener Scheme for those prisoners deemed to be at risk from suicide or self-harm (normally between 20-30 prisoners involved as listeners) that is totally confidential. The listeners are not permitted to report any concerns to anyone except the Good Samaritans who also do the training. If a Listener is called to a prisoner they are not permitted to discuss with an officer any concerns they may have and the only clue that the officers have is that the listener will stay with the prisoner for a long time, all
night if required. I spoke to a listener and he felt that it was a good system and that he received adequate training. It also has an Insider Team who works on the First Night Centre. If someone is placed on a watch regime they are placed in a cell with nothing and have an officer sitting at their door the entire time. All prisoners have access to the Good Samaritans phone at any time, day or night. All prisoners are required to be escorted everywhere they go, either in small groups or as individuals.

As well as the normal prison programs, Rochester provides a work and activity based regime consisting of NVQ based work places that forms part of a wider resettlement initiative. This enables suitable risk assessed prisoners to be released on temporary licence during the day to take part in community; education and employment placements. Rochester also has weekend and evening ‘association’ with access to gymnasion and sports related activities and various Chapel based courses.

There are a number of sports and sports activities that are covered by the programme from basic skills to a gym instructor’s course NVQ level 2 in Sport and Recreation. The courses and certification are provided at differing levels offering the opportunity for progression and range from personal performance awards to nationally recognised vocational training. At present the gymnasium are an ASDAN, Open College Network, and Approved CSLA Centre and have registered with Loughborough University for distance learning. In addition to this they are currently applying for approval to become an F.A. First for Sport Qualification centre, YMCA and a Duke of Edinburgh approved centre.

Physical Education is provided for 52 weeks per year on a daily basis over a 7 day period and during the evenings over 5 days. The PE that is provided falls into several categories including those with special needs, full/part time, recreational PE, coached sports and games, generic preparation for work and substance treatment unit.

Support and advice in relation to drug issues is provided through CARATs (Counselling, Assessment, Referral, Advice, Through Care), which is available on induction. If the offender has any history or current problems with substance misuse they will work with them on a one to one basis to address this, referring him for any suitable programmes. When the offender is nearing release they will assist and put him in touch with a support worker for further support when the offender returns to the community. This is supported by a voluntary testing programme, which is based on individual prisoner needs determined by individual and frequent assessment.

**H.M.Y.O.I. and Remand Centre Feltham**

After opening in 1854 and after an amalgamation with Ashford Remand Centre in 1990/1991, Feltham became a Young Offender Institution & Remand Centre. It caters for young people from the age of 15 to 18 deemed as unsuitable or not warranting secure local authority accommodation and Young Adults from the age of 18 to 21 placed in custody by the courts. With a capacity of 764 offenders, Feltham houses Young adults and young people in different residential units. There are currently 8 units for young people. Each Unit holds 30 young people. On the young adult side there are 10 Units, 8 of which hold 56 young adults, one that holds 44 and one Enhanced Unit of 16. All Feltham units are named after birds.
Almost all the young people's rooms are for single occupation. There is a mixture of double and single accommodation on the young adult side. They are allowed out for ‘association’ during limited controlled times of the day, mainly during early evening. Once they are let out of their cells the cell is locked and they can not return to the cell until they have completed what they came out for example work, program, visit, association, shower etc. Their units have a similar layout to ours, with a central office station and 2 tiers of cells. They have a monitoring alarm system that the staff indicated was supposed to be for emergency only, but the boys buzz up for almost any reason. All rooms have integral sanitation and TV and all areas operate the IEP scheme (incentives and earned privileges scheme). There is a robust anti-bullying policy in place. Locked complaint boxes are located on each unit for young adults and young people to make complaints.

All prisoners are required to be escorted everywhere they go, either in small groups or as individuals.

Feltham provides purposeful activity for the young prisoners in the following areas:

- Construction, including Painting and Decorating and Bricklaying up to CITB standard.

- Motor Vehicle Mechanics in a purpose built facility which offers the Toyota Modern Apprenticeship. Feltham has workshop areas that have approximately 4 cars in each area, where the prisoners can learn the different aspects of motor mechanics.

- Industrial Cleaning, BICS 1 and 2. Again Feltham has a purposely built area that can take up to 8 young men in the program.

- Feltham has a radio station and they are learning how to mix and lay down tracks.

- Full and part-time education, a wide range of courses. I spoke to some young men who were participating in the IT programs on the adult side. They appeared to enjoy the program and felt that they were getting something out of it. They felt that it would help them after their release.

I was then taken to education on the youth side and the story was slightly different. They were participating in a social and political issues class and they felt that it was a waste of their time. They felt like they should be participating in programs that would benefit them more such as anger management. The young boys participate in a variety of programs for approximately 45 mins long and then they rotate to the next class. This happens all through the afternoon, and if they do not participate they do not get paid and loose their rating.

- Arts and Crafts (providing goods to outside charities), Laundry, Kitchen, Gardens, Waste Management and general cleaning.

- Resettlement groups offering information on Job Clubs, housing etc
• Mentoring schemes allowing young prisoners to have support whilst returning to society. Trailblazes operate out of Feltham and provide mentoring and one to one Life Skills Programs.

I was taken to the drug treatment unit and they had 4 young prisoners in their unit (under 18). The officers told me that the older prisoners would not go to that unit as they were not permitted to smoke in the unit due to the unit policy. The young prisoners under 18 are not allowed to smoke in any unit so it makes no difference to them.

The Atkinson Unit
One of several Secure Children’s Homes, opened in the late 1970s, they have a total of 16 beds, 10 operated on behalf of the Youth Justice Board and a further 6 beds designated for social welfare children. Children aged from 12 to 14 years or more vulnerable children up to 16 years who are deemed unsuitable to be placed in a YOI. Children are referred to the Unit if they are deemed to be a danger to themselves or others; they are remanded by the courts; or they are serving a sentence for a serious offence.

In line with the principles of Secure Children’s Homes, the Atkinson Unit has a high ratio of staff to children with 9 staff members to 16 children. The Unit staff can also have regular access to specialist workers such as an educational psychologist, a clinical psychologist and a forensic psychiatrist. They also have visits from a Chaplin as required. They have a fairly even spread of boys to girls, however they had one unit designated purely to male sex offenders. The average stay at the Atkinson Unit is 3 to 6 months and in general they find that children on remand are less settled. Each child has an individual room with toilet and shower facilities and they are encouraged to decorate the room with posters and belongings from home. Visits from family and friends are encouraged.

The Unit offers a full range of programs and education, with school age children being required to attend school (full school curriculum) for 25 hours per week. They have excellent facilities including a music room, gymnasium and fitness area (including outdoor recreation), and kitchen (where basic cooking skills are taught), computer training area, horticulture area and media and arts centre. Children who are serving a sentence are also required to undertake programs that address their offending behaviour. The staff I spoke to said that most ‘kids’ who come to the Atkinson Unit find it harder to be there than in a prison or Young Offender Institution, as they have to do programs, go to school, and get on with each other. They further commented that this type of management does work with some kids and that they have had parents contact them and thank them for their efforts in addressing their children’s maladaptive behaviours.

Private Prisons and Youth Institutions:

H.M.P. Altcourse
HMP Altcourse was the first designed, constructed, managed and financed private prison in the UK, opening in 1997. With an operational capacity of 900 prisoners, they have over 400 staff and partners to ensure that they are fully responsive to prisoner needs.
The regime at Altcourse includes the following programs and activities:

- **Full or part time Study**
  The education department is run in conjunction with City College Manchester and all courses are fully accredited. Courses are offered in English and Maths, Information Technology (A range of courses including NICAS, CLAIT and Integrated Business Technology II), Art and Music.

- **Football Academy**
  This full-time course is run for 3 months in conjunction with the gym. As well as looking at training, fitness and coaching techniques the prisoners also study for a full key skills certificate and achieve cookery and healthy living units with the open college.

- **Reading Champions**
  A number of prisoners are employed to support teachers in some of the basic skills work. They are working towards the initial certificate in teaching basic skills.

- **Day-Release**
  A large number of prisoners attend education one day a week on day-release from within the prison. They are working towards a key skills certificate which helps to improve their future employability.

- **Unit Based Education**
  Full-time education has recently been introduced on two of the residential units. Prisoners are being offered the chance, through flexible learning resource centres, to study a wide range of subjects and courses up to 'A' level standard. Exams are taken at a level appropriate to each prisoner's ability. Individual learning is assessed at regular intervals. (See appendix 1)

- **Kit Car programme**
  An initiative developed to provide them with skills and knowledge to enable them to perform basic vehicle maintenance. This program operates as a training and assessment facility. At present the workshop is constructing two kit cars - Luego Velocity XT. Each trainee receives 32 hours of training and assessment on basic motor vehicle maintenance and repair. The trainees also receive three hours of education, which enables them to develop essential numeracy and literacy skills to be able to operate effectively within the workshop. Trainees are not only offered the opportunity to develop their skills for the motor vehicle industry but also work towards City and Guilds accredited awards for key skills – communication, improving own learning and working with others. In addition, trainees can achieve awards in adult
numeracy and literacy and essential qualifications for working towards the modern apprenticeship framework for motor vehicles.

The industries area of Altcourse are also demonstrating some innovative initiatives and providing work within the prison that provides skills and qualifications and real employment training opportunities. Some of these enterprises are:

- Collection, collation and cataloguing of “Written Media” returns on behalf of the Book Industry.

- Engineering Fabrication and Powder Coat Painting Workshop. Their range currently includes manufacture of waste skips for local and national customers. Security gates fences and associated products. Custodial furniture and hardware for both the internal and external markets.

- The manufacture of bespoke PVC windows and conservatories in a partnership operation with local industry.

- Decollation and Secure Destruction of “Audio and Visual Media” for the Film and Music Industry. All materials are processed and prepared for recycling.

H.M.P. Rye Hill
Opening in 2001, Rye Hill is a private prison run by GSL on behalf of the UK government. It is a category B training prison with a capacity of 660 beds that includes a vulnerable unit of 83 beds and 2 sex offender units. It houses adult male prisoners over 21 who have a sentence requirement of 4 years with 18 months to serve (20% of whom are serving a life sentence).

Historically Rye Hill in conjunction with City College Manchester had been completing the standard literacy, numeracy, social life skills and IT classes taught in traditional classroom formats. However, they felt that offenders were difficult to engage and as a result they are now attempting to change direction in terms of their methods and types of programs being offered. This change in philosophy reflects the overall approach of integrating education, employability, and social life skills in a package that will best prepare prisoners for re-entry into the community. As such they are now offering the following programs:

- An accredited Radio Programming Course (up to level 2). The prison has built a fully equipped radio station and this course will provide training in communication, application, and number skills; improving learning and
performance; personal development; working with others; and social and life
skills.

- Pathways to Journalism (National Union of Journalist level 2 qualifications). Rye
  Hill plans to produce a magazine and provide similar training to the Radio
  Programming Course within the auspice of the Journalism Course.

- Employability Training (commencing Jan 08). Rye Hill has plans to commence
  NVQ level 2 training in Railway Maintenance, Garden Scheme and Kitchen work
  that will potentially lead to job placements upon release, utilising the embedded
  learning style program (as discussed in Appendix 1). They also have a Preparation
  for Employment program accredited by OCR level 2.

- Rye Hill has started to incorporate training into their Industrial Workshop areas
  including courses such as ESL for work, and IT for work.

- Their lifestyles course has been changed to include areas such as employability
  skills and personal relationships. This course has practical, cognitive and social
  components and is designed to compliment the offending behaviour programs run
  by the Resettlement Teams.

The Industrial Workshops at Rye Hill provide opportunities for prisoners to address issue
by teaching them the work ethic and motivating them to work in an industrial area.
Prisoners are encouraged to take responsibility for their work and training and are
provided opportunities to take on specialist roles such as peer trainers, inductors, quality
control inspectors and health and safety monitors. Training is given by the suppliers to
attain the necessary standards, output and quality demanded by individual contracts. At
present Rye Hill has 3 workshop areas and they are completing contracts in the following
areas:
  - Introduction to work (making hygiene hair nets)
  - Electronic Assembly work
  - Computer Refurbishment (complete rebuild if necessary)
  - Telephone Refurbishment

Rainsbrook Secure Training Centre
Operated by Rebound ECD, a division of GSL UK
Limited since 1999, the centre expanded to 87 beds for
boys and girls aged 12 to 17 years. The Centre is
governed by the Youth Justice Board and holds children
who are remanded (21 beds) or sentenced (66 beds) to a
Detention and Training Order (DTO) or Long Term
Detention. The most common offences are robbery and
theft, but they do have children in detention for murder,
manslaughter and sex offences.

Within 10 days of arrival at Rainsbrook there is a review of the young offender and a team
of people including the family, probation officer, the young offender and a key worker
would establish the programs required for the young offender during their stay at
Rainsbrook. Every young offender must complete 1 hour of group work in relation to offending behaviour per day, as well as 1 hour per week with their key worker on a one to one basis (covering topics specific to their offending for example; anger management, substance abuse work). The Offending Behaviour Program is a 6 month rotating program that was written and designed by the Youth Offending Services Team (consisting of psychologist, social worker, substance misuse worker, youth worker and program worker).

Education is offered in a traditional school curriculum 5 hours per day, 25 hours per week. Each child attends school with others from their unit and their syllabus is based upon assessment of their competency level. Individual tuition is available if necessary. Programs are also available in areas such as personal health, cleanliness and hygiene; cooking, meal preparation and budgeting; and keeping their bedroom tidy. There is also a gymnasium and fitness centre and Rainsbrook have recently commenced the Duke of Edinburgh scheme.

**Community Organisations:**

In the rehabilitation of young offenders, it is essential and important to look at their connectivity with the community. In our experience, this aspect of a young offenders’ rehabilitation is vital in their willingness to engage, participate in programs and their motivation to address and change their offending behaviour and attitude. As such, I felt it was important to examine community agencies that worked with offenders as part of a re-entry through care systematic approach.

**Life Change UK**

Life Change UK is a not-for-profit organisation that provides training for professionals and volunteers. They work with socially disadvantaged groups of people who are demotivated, marginalised, disenfranchised and unemployed and include offenders, ex-offenders and others who display challenging behaviour. Life Change UK evolved as a result of the closure of C-FAR, an organisation that provided an 11 week intensive community based residential training program for ex-offenders, and was forced into voluntary liquidation due to a short fall in funding from the criminal justice system.

Offering a unique approach to training, one of the features of Life Change is their willingness to develop a programme that is designed to challenge the stereotypical idea of engagement from a personal and holistic approach. Their programs are designed to enable the individual to look at the motivation behind their desire to work in this area. To consider aspects of their own lives that challenge their values, attitudes, agendas, communication styles and beliefs about the people they are working with. Life Change provides tools and skills designed to manage and promote positive change. They feel that they are best suited to presenting this given their vast previous experience with their work in C-FAR.

With limited funding coming from partnerships with training providers such as the Learning Skills Council and Devon County, although most courses have a small cost involved per recipient. They provide training in such areas as:

- Promoting and Embracing Change
• Self Development
• Effective Communication
• Introduction to Motivational Interviewing
• Introduction to Transactional Analysis
• Building of Rapport
• Dealing with Aggression
• Interpersonal Relationships
• Professional Boundaries

The interesting component of this visit was the importance of personal traits of the people wishing to engage is this type of work and the concept of having the right people for the job.

**Believe**

Believe is a mentoring and coaching charity that aims to build positive relationship between people that may have experienced difficult times in their lives (including imprisonment) and people who have not as yet had the opportunity to fulfil their potential. Believe is sponsored by a number of organisations within the community and actively seeks sponsorship and partners from both the public and corporate environment. Believe has a philosophy of working with all people regardless of their background and circumstances and they offer accredited training recognised by government in the art of mentoring and peer support. Believe is also very aware of the importance of consistency and sustainability of relationships and effectiveness of program quality and participation. Some of the programs offered by Believe are as follows:

- **Beyond (...Time to change?).** This program is commenced by adult offenders within 6 months of their release, and maintained after their release by a strong mentoring partnership for as long as desired by the participant. It encourages personal development and change, with an aim to reduce re-offending by the development of positive partnerships.

- **Beside (Being there…).** This program is a structured mentoring program for young offenders serving a community service under the auspice of the Young Offender Team and the Youth Justice Board. It aims to reduce re-offending by encouraging education and employment through positive relationship and again continues for as long as desired by the individual participant.

- **Beside Vocational.** This program is a 22 week mentoring and training program for young offenders. There are 2 intakes per year and the program accepts 25 to 35 participants in each intake. It has 2 main streams in personal development and vocational training, with the primary focus of this stream being skills that can be utilised in the construction industry. The ultimate aim of the program is to assist participants to enter into education, training or employment at the completion of the 22 weeks.

- **Become (…Knowing yourself).** This program is a residential program for 15 to 25 years old with a major focus on development of key life skills. It seeks to encourage leadership and the development of self esteem and confidence. It aims
to assist young people to identify purpose and goals for their future and create a positive attitude to achieving new skills through training and education.

Although Believe is a relatively small organisation, they have a large pool of volunteers and well established and developed partnerships within the community. They have also achieved accreditation in their training programs and appear to have an excellent relationship with government bodies that are responsible for offenders.

New York, USA

At the commencement of my Churchill Fellowship there were some advisors who informed me that I was wasting my time attempting to find meaningful and productive programs within the American correctional service. Historically, USA has been known as a country that ‘warehouses’ prisoners and it is not considered as a leader in prisoner rehabilitation. Despite this negative counsel, I was enthusiastic to investigate what was available within the prison system in New York. Given what I had heard from colleges and professionals within the system, I was reserved in what I would discover, but I felt that it was worth the effort to investigate.

It is a common known fact that over recent years the crime rate in America continues to decrease, however the incarceration rate is continuing to climb, especially for minority, racial and ethnic groups. My visits in New York focussed on prisons that normally house people convicted of a felon offence and who have been sentenced to a term of imprisonment of more than 1 year.

Contrary to what I had heard about the prison system, the community sector was receiving a large amount of praise in relation to prisoner re-entry and youth diversion programs, and I was interested to see for myself what types of programs were available.

Overall, I was pleasantly surprised to feel incredibly safe and secure in New York and welcomed by everyone I encountered. Despite being a vibrant, colourful and energised city with approx 10 million people, at no stage did I feel uneasy or at risk.

Correctional Facilities:

The Department of Correctional Services oversees all prisons in America. In recent times, vast resources have been allocated for research into re-entry and recidivism, resulting in program and policy design that reflects their findings. As a result, mandatory programs have been implemented that cover a wide range of areas including drugs and alcohol substance abuse (ASAT), aggression replacement therapy (ART), education leading to the obtaining of the GED (General Equivalency Diploma, equivalent to our VCE) and Vocational Training (as one of their findings has been that recidivism can be directly correlated to employment).

Inmates subject to sentences that have a parole period will only be seen by the Adult Parole Board every two years and since 2002, will not be eligible for parole unless they have completed the mandatory programs (including GED and Vocational Training if no viable employment or trade as assessed during orientation). Due to the high numbers of
people incarcerated in the USA, waiting lists for programs can be very long, sometimes up to 200 prisoners.

**Arthur Kill**
Located on Staten Island and built in 1969, Arthur Kill was originally designed as a drug rehabilitation centre to combat New York’s problem with heroin. In 1976 Arthur Kill was handed to the Department of Correctional Services when it became a medium security state prison. Holding 900 prisoners it is one of only 3 prisons in the state that has a specialist unit for intellectually disabled prisoners as one of its 16 dormitory style units on site. The current site still maintains specialist services in handling prisoners who are incarcerated for drug related crime, as well as military veterans.

Arthur Kill’s programs include the mandatory programs described above, as well as the following specialist program and industry activities:
- Adult Basic Education (2nd grade to 5th grade).
- Pre GED.
- Hobby Shop for IDS unit (projects, drawing, arts and crafts).
- Community Programs (such as NA, AA, Drama Program, Stress Management, Family Services).
- The Stay’n Out Program (an intensive 6 month drug program, developed, managed and staffed by former addicts and ex-offenders).
- A general and advanced Business Program (based on a fictitious business and incorporating training on investment and the stock market).
- A Computer Maintenance Program (12 month program providing qualifications relating to computer technicians. It is a requirement of the program that inmates must have completed their GED and has some basic mathematics skills as they study binary numbers and cabling).
- The DMV (Department of Motor Vehicles) Program (40 prisoners respond to the backlog of calls from members of the public on routine matters such as office location or registration requirements. Inmates do not have access to personal details of callers and they are strictly supervised by DMV staff, which are stationed on site and can intervene if required. It is a requirement of the program that they must have their GED and not have offences related to telephone-related crime, credit card or computer fraud. They receive 4 months training to participate in the program and it is a highly sought after program by inmates.)

**Sing Sing**
Built in 1825, Sing Sing covers an area of 55 acres of the east bank of the Hudson River, thirty miles north of New York City. It is so vast and large that during my visit at different times of the day I had to be transported by a small prisoner bus used to move prisoners.
around the facility in a secure manner as it is too far to walk. Now holding 1,700 prisoners, it has one of the largest free standing cell blocks in the world in ‘A-block’ amassing a huge 588 ft long holding 693 prisoners in a 4 tier single cell style (with cell bar gates as doors and little privacy) with 23 officers.

Sing Sing has an enormous history and notoriety within the correctional system both in USA and the world. The terms ‘up the river’ and ‘the big house’ both owe their beginnings to Sing Sing and even today there are plans to convert one of the original cell blocks into a museum. Commercial television and movies are still filmed within the grounds of Sing Sing and there remains much interest in all aspects of its memoirs. Sing Sing even has its own cemetery that houses some of the countries most notorious killers.

Having received re-accreditation as recent as 2007, Sing Sing today is viewed as a national landmark that is attempting to re-invent itself as a leader in the correctional industry. I found the staff to be extremely accommodating and responsive to all of my questions, allowing me full access to all areas of the prison including discussions with prisoners. I was impressed with the rapport between Correctional Staff and prisoners, and the general politeness and behaviour of the prisoners, who despite the crowded and cramped conditions appeared relaxed and responsive to program and industry activities.

Mandatory program activity as described above is a crucial part of the activities at Sing Sing, as well as specialist services as follows:

- Rehabilitation through the Arts (RTA) program. (A program designed to rehabilitate prisoners by utilising volunteers to provide training in theatre production, writing, design, acting, directing, technical and stage management.).

- Youth Assistance Program (YAP). (A program designed to provide positive guidance and directions to at-risk youth who will potential enter the criminal justice system. This program is overseen by facility staff.).

- Youth Inmate Program (YIP) (A program specifically designed for young inmates under 21 who may be particularly vulnerable. These inmates meet with a counsellor on a regular basis and are immediately placed in education and vocational training as a priority and their progress is closely monitored.).

- In conjunction with Mercy College, inmates may gain qualifications in various Bachelor Programs (eg Social and Behavioural Science). This is a privately funded program that receives no state funding but has private investors (Hudson Link), and prisoners pay $10 per year for the program. Prisoners can also complete a 1 year program in Certificate in Ministry, sponsored by the New York Theological Society and this program is conducted in the Chapel not in education.

Sing Sing provides training in vocational training that will enable an inmate to leave prison either fully qualified or ready to commence as an apprentice or work in a specified field in the following areas:

- Asbestos Removal
- Welding
- Printing
- Electrical Trades
- Computer Refurbishment
Community Correctional Organisations:

In America there is a very strong emphasis on prisoner re-entry and community programs. As such, I was eager to examine their program structures and innovation to determine if there were aspects that we could re-configure towards a correctional environment.

Centre for Court Innovation

Founded in 1993, The Centre for Court Innovation is a non-profit organisation that aims to research and develop innovative projects that test new ideas and methods. It aims to join punishment with help and works to make justice more visible and meaningful, working to aid victims, reduce crime and improve public trust in justice. The Centre’s projects include Community Courts, Drug Courts, Re-Entry Courts, Domestic Violence Courts, and Mental health Courts. It is now viewed as a leader in court reform and its practices are being duplicated around the world.

Of particular interest to me were the Community Courts and the Re-Entry Courts. Both of these courts attempt to create partnerships within the community to enhance problem solving of issues within a neighbourhood focus. They develop partnerships with residents, businesses, churches and schools to try and be pro-active in their response to crime rather than utilising traditional methods.

Harlem Community Justice Centre

Harlem Community Justice Centre has a multidiscipline function in that it has both Civil and Family Court jurisdictions. The Centre has 3 principle programs, Housing, Youth Justice and Re-Entry (with a specialist service for Juvenile Re-Entry). I was particularly interested in the Juvenile Re-Entry Program designed to link the young offender (and his family) into supports and services to enhance their prospects to become productive law abiding citizens. They must also appear before an Administrative Judge on a fortnightly basis to discuss their progress.

I was fortunate to be able to observe a Juvenile Re-Entry pre-hearing conference, where a number of professionals including drug workers, parole officers, family workers and school representatives met to discuss the young person on an individual case by case. I was then also permitted to observe the network hearings, where the Judge saw each parolee and discussed with them in a non-formal manner what they had achieved within the last 2 weeks. I was also fortunate to have the opportunity to discuss the program with the individual workers, and I was impressed with the individual attention and accountability (on both sides – parolees and agencies).

With majority of their clientele being 50% African-American and 50% Hispanic, they have a current success rate of 72%. I was advised by the Judge that Harlem Community
Justice does what they can to help, but family dynamics have been there for a long time before the court. I witnessed the Judge talk to a young parolee with compassion and genuine interest and concern and say to the young person “I hope you care enough about yourself to change” and I came away from this visit feeling renewed in my faith in the potential for the judicial system.

**Bronx Community Solutions**

In trying to take the successful Community Court model to the next level, Bronx Community Solutions has 5 operational stages: Courts (the program is available to all 43 Judges); Intake and Compliance; Social Service Clinic; Community Engagement; and Community Service. Last year Bronx Community Solutions serviced 10,500 clients, the majority of which were completing a sentence of 5 days or less in a combination of Community Service and Social Service. This was achieved with a staff of 20 including 4 volunteers.

The types of community service projects include working in partnership with the Parks Department, the Department of Transportation or community agencies to remove graffiti or clean up neighbourhoods, or distribute goods to not for profit organisations and local food banks. Social Services include mandated classes each about 2 hours in length designed to be interventional and address underlying issues relating to criminal behaviour.

During this visit I was permitted to sit on the bench of a Criminal Court alongside the Judge and observe and discuss with her the individual cases between her rulings. This was an extremely beneficial part of my Fellowship that enabled me to witness first hand the judicial system at work and the power of community partnerships and their relevance within the court system.

**John Jay College of Criminal Justice**

A senior college of the City University of New York, John Jay College has international recognition as being a leader in research and criminal justice education and it is a local training facility for law enforcement providers. The Prisoner Re-Entry Institute was established in 2005 as a part of this college. John Jay’s mission is to develop innovative practises in the field of prisoner re-entry by advancing knowledge, research and effective service delivery and fostering partnerships between government agencies and non-government organisations.

The program that I was predominantly interested in was the NYC Justice Corps which provides ex-offenders an opportunity to give back to the community whilst they are learning new skills. In collaboration with the New York City Department of Correction and NYC’s Centre for Economic Opportunity, this program works with young people aged between 16 to 24 years who have either been released on parole or are subject to probation. They will spend 6 months working on community projects decide on by the community (for example domestic violence shelters, community gardens, improving old
age homes) and learning skills to enable them to move into an internship in the last 2 months of the program. At the completion the participant would then be able and ready to obtain fulltime work. The aims of the program are to reduce recidivism, address poverty in local communities and build economic and community development. The program aims to have 360 participants per year and will be regularly evaluated by John Jay College.

**Centre for Alternative Sentencing**

For over a decade the Centre for Alternative Sentencing has been offering a service to all courts within New York as a viable option in relation to sentencing. They offer programs for people with a mental illness, young women and youth and focus on their core services of support, education and career exploration.

By providing an intensive range of support and supervision they have developed a range of programs designed to reduce recidivism and address the factors leading to criminal behaviour. One such program is the Career Exploration Program, a six month workplace development program for young offenders. This program enables participants to investigate and experience a wide range of options open to them about employment, engage in education, openly discuss and explore what work means to them, including the responsibilities and expectations of work and then obtain an internship in a position that interests them. CASES experience shows that this program helps to encourage young people to remain or re-enter education, learn about responsibility (to themselves, the group and the job), offer them choices, provide a real chance and reduce their offending behaviour.

**Vancouver, Canada**

In 1990 I completed a 1 year exchange as a Family Court Counsellor/Probation Officer in the Burnaby Family Office of Corrections. During my time there I was able to have first hand experience and co-facilitate programs that related to domestic violence. This opportunity has been invaluable for my career and enabled me to expand my knowledge and skills in the area of program design and implementation.

As a result of this initial experience, I was interested to learn if my positive encounters would continue and what advances if any had been made in the area of prisoner rehabilitation.

**Youth Custody Centres:**

In British Columbia, Canada, young offenders aged 12 to 17 (at time of offence) are managed through the Youth Justice Division of the Ministry of Children and Family Development. They provide community programs and custody centres for the care of young offenders. Each custody centre has both open and secure units, as well as a forensic psychiatric unit. Secure custody is intended for young people who have been found guilty of a serious offence, or who have persistent offending and can not be supervised either in the community or in open custody. Open custody units are for young people who are not suitable for supervision in the community and they tend to be less stringent and have more privileges.
Youth Custody Centres provide core programs in the areas of substance abuse management, violence prevention and living skills. They will also have basic programs in education, religion, recreation and leisure as well as specialised programs.

**Burnaby Youth Custody Centre**

Within days of my visit to Burnaby Youth Custody Centre, the old centre was to close and they were moving to a brand new state of the art complex. As such I was given the opportunity of not only seeing the old centre, but given a tour of the new complex prior to any young offenders moving into the centre. I was also given full access to observing and participating in a staff training session in relation the operational and security issues of the new centre. This was an extremely valuable and interesting opportunity and I am indebted to the Director and Correctional Staff for allowing me such a forthright and candid experience.

Burnaby has a capacity of 125 beds holding 100 secure bed placements and 25 open bed placements. During my visit they had 54 young people in secure custody and 17 young people in open custody. In general the ratio of young girls is approximately 10%; they have a high number of mentally challenged young people and approximately 50% are aboriginal and a high number on remand.

Each section has a separate program officer for each shift and there are also a number of volunteers from the community who also assist. All young offenders under 16 years of age must attend school and work towards their GED. Most programs are relatively short in nature and go for approximately 6 weeks in duration, as a high number of young people tend to be released to freedom or released on probation. Burnaby has the basic core programs as listed above and specialist programs in aboriginal issues, recreation (including adventure based training), work programs, art therapy program and a cooking program. They are about to implement a kennel program once they have settled in the new centre. They also have an Intensive Support and Supervision Program for young people re-entering the community.

**Victoria Youth Custody Centre**

Located on Vancouver Island, Victoria Youth Custody Centre has a relatively small capacity of only 30 beds, but it caters for a large geographical area of the entire island. On the day of my visit, they had 29 young people in custody, 16 in secure custody and 13 in open custody.

Each young person is allocated a case manager to work with them during their time in custody and determine what type of programs will best suit their needs. Victoria provides Core and Basic programs as well as specialised programs in Aboriginal youth, female youth, violence offenders, drug and alcohol issues and youth requiring mental health services.

With limited transport and facilities available on the island, it was somewhat surprising to find the large number of services and provisions available to the centre. As well as a youth probation officer to work with the young people prior to their release, they also have
access to a large number of community agencies including The Boys and Girls Club, The John Howard Society and The Greater Victoria Child and Family Counselling Services.

**Correctional Facilities:**

Adult Corrections is a division of the Ministry of Public Safety and Solicitor General, British Columbia and they deal with offenders (over 17 at time of offence) serving up to 2 years in prison. Inmates serving longer terms are dealt with by Corrections Canada and held in Federal Prisons. There are provincial jails and federal penitentiaries scattered across Canada.

After serving one third of a sentence, inmates are eligible to apply for parole. Canada also has provisions for ‘Day Parole’ where an inmate can apply after serving one sixth of his sentence to be released one a daily basis to participate in on-going community based activities to help prepare you for full parole. If granted day parole you must return to either a half way house or designated provincial jail unless otherwise specified by the National Parole Board.

Prior to being granted parole, whilst in custody an offender must participate in programs and be of good behaviour. The Core programs offered by Adult Corrections in Canada are Substance Abuse Management, Violence Prevention, Respectful Relationships, Family Violence, Relationship Violence Treatment Program, Reasoning and Rehabilitation Cognitive Skills, Sex Offender treatment and Maintenance Program and Education Upgrading. They also have 2 further programs in development in Living Skills and Employment Skills.

**Fraser Regional Correctional Centre**

Fraser Regional Correctional Centre is a Provincial Jail holding 470 prisoners and it provides the primary sentencing facility for the lower mainland. It has 15 units (including a management unit with double bunking) holding 36 to 40 inmates each unit. It also has a health care area and a segregation unit for vulnerable prisoners. It has been opened since 1990.

Fraser Regional Correction Centre runs core programs in substance abuse, violence prevention and respectful relationships. They have specialised programs in Breaking Barriers, Native Brotherhood, drug and alcohol and release preparation. They also offer education in Grade 12 GED. All programs are run in the evenings by correctional officers who are taken off line and specialise in program facilitation, as prisoners are expected to attend employment during the day. Each unit has access to the gymnasium 3 times per week in the evening.

The prison industries are connected to vocational programs and include areas such as Introduction to Trades (such as dry walling, plumbing, electrical and done in partnership with Ridge Meadow College), Carpentry, Recycling, metal shop, Kitchen, Pallet making, and Maintenance and Laundry.
Alouette Correctional Centre

Opened in April 2004, Alouette is a medium security prison holding 144 women with plans to expand to 158 and then 166 in the near future. There are 3 cottage-style units and on the day that I visited they had 91 sentenced prisoners and 48 on remand. Despite the requirement to hold remand prisoners in secure custody, at Alouette they make an exception as they feel they can assess the risk and respond accordingly. They have provision to allow mothers to have their children with them in custody whilst placed at this centre.

As they have a large percentage of prisoners who serve only 30 days or less, only 24% of the women were attending programs. Alouette has a strong partnership developed with the Ministry of Education who run the Education Upgrading program covering Grade 1 to Grade 12 including GED. Alouette runs core programs in Emotions Management, Relationship Skills, substance Abuse Program for women and Relapse Prevention. They also have specialised programs in Recreational Therapy and Spirituality workshops. They also had a very interesting program relating to the training of guide dog puppies where the women learn to care for and train puppies to a certain age before they are handed back to the Canadian Institute for the Blind for further more intensive training. Correctional officers told me that the women respond very positively to this program as it gives them a sense of responsibility.

Nanaimo Correctional Centre

During my visit to Correctional Centres in Canada I was actively encouraged by a number of people to go to Nanaimo Correctional Centre, which was not on my original programme. People told me that I would not regret the extra trip to Vancouver Island, and that their innovative programs were important to examine. After visiting their centre, Nanaimo Correctional Centre was truly one of the highlights of my Fellowship.

In 1983 Nanaimo opened as a minimum security institution, upgrading in 1997 with the addition an outer perimeter fence. Nanaimo has a capacity of 170 beds housed in units. As well as the normal Core and education programs, Nanaimo offers a range of vocational programs that include farm work, Building, Testing and cleaning fire hoses, Parks Maintenance, Forestry Projects, Parks Board Refinishing and Community Service Work.

One of the units at Nanaimo is Guthrie House, a therapeutic community within a prison. This unit operates as a true community where the prisoners have a large say in the operations of the unit on a daily basis, including operational and security measures, with consultation with Correctional Staff (who do not wear uniform in this unit). The prisoners make decisions relating to day to day running of the unit, program activity, work and roles within the unit and discipline of prisoners who do the wrong thing (including whether or not they should remain in the unit). I was introduced to a prisoner who explained the unit and the program to me and then introduced me to other participants who were all frank and honest with me regarding their participation in the unit. The unit has been operating for the last 9 months and Nanaimo has such confidence in this program that they are trying
to have an evaluation completed in the near future to ensure they are meeting the program goals and objectives. I was impressed with the relaxed but focussed atmosphere in the unit, and very pleased that I had taken the time to visit the Centre.

**Community Organisations:**

There are a number of community organisations in Canada that offer similar programs to Australia. Having lived in Vancouver some time ago, I was surprised that the city had changed as much. As a visitor, I was taken back by the large number of people who appeared homeless and destitute begging on the streets and the comments made to me that there were parts of the city that were unsafe to travel by public transport or move around in. It appears that the community agencies are struggling to support and assist the many people who approach them for assistance and this concerned me immensely. Indeed the first day that I was there I was offered drugs on the street in return for money for bus fare. I found it difficult to go past these people and not give them change, something that I was advised strongly not to do by the people that I met with.

**Pivot Legal Centre - Hope in Shadows**

Pivot Legal Society commenced in 2000 as a not-for-profit organisation that acts as an advocacy and research group for the marginalised and disenfranchised people of Vancouver. Through research and media campaigns they work to achieve social inclusion and by utilising the law aim to address the real issues affecting the real people of Vancouver. Pivot has completed research in the areas of homelessness, sex workers, policing, child apprehension and addiction.

Although I did not have any community agencies listed on my original agenda, I came across this program by accident and felt that I should make the effort to investigate it further. Whilst travelling on the sky train, I came across a man selling Calenders called Hope in Shadows. As he described this program I was taken back by the innovation and realism of the concept. Homeless and poor people are provided disposable cameras and encouraged to take photos of their lives to enter a competition, and the winners are turned into a Calender. Sales of the Calender are used to subsidise the purchase of the cameras for the following year’s competition and to provide the small financial prizes. Each sales person receives a small subsidy from the sales that they obtain. The participants receive training and support from Pivot and I was impressed with the originality and connectivity that this program encouraged, and the financial independence it promoted in the participants.

**PHOTOGRAPHER:** Janice Wreede

**TITLE:** Watching Woodward's

**DESCRIPTION:** This photograph shows photographer Janice Wreede's boyfriend John, gazing out at the construction of the new Woodward's development from the Golden Crown Hotel. Says Janice, "It was just a really neat shot of John observing his neighbourhood, his community." Since the photo was taken he has quit a drug habit, obtained a job in construction himself, and has been getting out, gaining a lot of weight. "He's been moving
on from when the photo was taken and is feeling more confident - he's happy to be back in the mainstream again."

**PHOTOGRAPHER BIO:** Janice was born in Regina, Saskatchewan. She used to take black and white photos when she was at the University of Saskatchewan for their yearbook. Janice has lived in Vancouver since the late ’70s, and in the Downtown Eastside for three years. She met John 15 years ago while working at a library, and they have been together for seven years.

**THIRD PLACE** In *HOPE in SHADOWS 2008, Portraits of the Downtown Eastside* calendar

From the Hope in Shadows collection COPYRIGHT: Pivot Legal Society, 2007

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**PHOTOGRAPHER:** Donna Gorrill

**TITLE:** Breaktime on Columbia

**DESCRIPTION:** Laura Mitchell (Carrier Band), from Moricetown, B.C., takes a break from volunteering in the kitchen at the Downtown Eastside Women’s Centre. The Women’s Centre began offering an overnight women’s shelter in November 2006, in response to the shortage of social housing for women. Laura said the woman sleeping on the sidewalk were there because they didn’t realize that the emergency shelter had recently moved to the local LifeSkills Community Centre.

**PHOTOGRAPHER BIO:** Photographer Donna Gorrill has lived in the Downtown Eastside since 2006 and was initially shocked to find herself there: "I was a feminist career woman... and facilitated life skills at a local college." Taking sociology courses helped put things in perspective. "I stopped taking it personally. A lot of [poverty] is systemic." Donna is a painter in Gallery Gachet’s Out of the Rain program.

**SECOND PLACE** In *HOPE in SHADOWS 2008, Portraits of the Downtown Eastside* calendar

From the Hope in Shadows collection COPYRIGHT: Pivot Legal Society, 2007
Conclusion

In every location that I visited staff and management were surprised at our definition of youth, however what was encouraging to me was that they were also very interested and eager to learn from us about our experiences. It appears that there is a developing interest in working with this age group and that people are beginning to consider the importance of viewing this age group as a specialist area in relation to prisoner rehabilitation.

Young people today have access to an enormous amount of information, experience and adventures, both positive and negative. This places immense pressure on them to perform and behave in an appropriate manner. Sometimes due to the burden of peers, friends, family, school and society this pressure is too much to conceive and they fail to live up to their own expectations let alone anyone else’s. If young people are to respond in a manner that is desirable, then at the very least they need to be ‘heard’. True learning and knowledge is about engagement and young people, especially those that have spent a great amount of their years in some type of government or community facility are very accomplished at working out who is genuine amongst professionals who are meant to be rehabilitating them.

Young offenders reach a point when they fail to care. They enter a facility and have already given up any hope of change and they believe that ‘no-one cares about them so why should they care about anyone’. This I have defined as the Care Factor. I believe it is vitally important to recognise this Care Factor and to counter its influence by practical demonstration (by the way of specifically designed programs) to the young person that people do care.

In all of the locations that I visited, what really stood out was the change in philosophy in relation to the types of programs on offer. Historically, Youth Corrections have primarily focussed on offending behaviour type programs designed to address issues that directly relate to their offending. In every location what was immediately evident was the shifts to not only look at offending, but also to provide meaningful skills and industries that will assist the person to obtain employment upon their release.

Especially in the young adult age, amongst offenders whom have had little or no appropriate guidance in their lives, responsibility is a concept completely foreign to them. I have held the view for a long time that if you want a young person to be responsible for their offending behaviour then you must first teach them how to be responsible in a positive non-threatening manner. If you allow a young offender to take responsibility for aspects of their lives and guide and support their development, they will engage in incorporating this concept into their everyday lives.

Young offenders are realistically at a cross roads of their lives and they will on the whole make choices based on the treatment, knowledge and support they are provided with. It should be our aim that these choices are well informed and not based on fear, peer pressure, or lack of forethought. It is important that all professionals working in this area see the potential in the individual and develop programs and practices to enhance this relationship. Young offenders need to believe that they can change their behaviour, and really want this sanction to occur.
Recommendations

As a result of my Churchill Fellowship I was provided with a substantial amount of documentation, including policy, operational manuals, program descriptions, forms and other relevant materials. I was astonished by the willingness of foreign jurisdictions in their preparedness to assist and support my study. After everything I have observed, seen and read the following recommendations are made to the Policy and Development sections of Australian Corrections.

1. Every prison makes efforts to have a specially designated youth unit or area to ensure that young people are properly engaging in program activity.

2. A review is conducted of all programs within prisons and Juvenile Detention Centres to ensure that the programs meet best practise around the world.

3. Partnerships are developed between educational centres to ensure that full accreditation and accountability is incorporated into program design and implementation.

4. Vocational Training relating specifically to employment areas that are currently experiencing a short fall in workers be developed and offered in all prisons and Juvenile Detention Centres.

5. Partnerships are developed between employers and prisons to enable a real offer of employment upon release to assist in reduction of recidivism.

6. Prisons develop embedded curriculum integrated into industrial work areas within the prisoner employment sections of their locations. (see Appendix 2)

7. Prisons and Juvenile Detention Centres should encourage and welcome community involvement and support as a means of engaging offenders and assisting to develop the Care Factor.

8. Prisons and Juvenile Detention Centres to develop programs that encourage responsibility and community involvement.
Appendix 1 - List of Interviews

Amsterdam, Netherlands
Hubertus Wilschut – P.R. and Communication, Deng Engh, National Institution for boys

England, UK
Lyn Addley – Offender Supervisor, HMYOI Aylesbury
Clem Allen – Offender Supervisor, HMYOI Rochester
Lisa – Correctional Officer, HMYOI Feltham
John McLaughlin – Director, HMP Altcourse
Yvonne Lacey – Head of Vocational Training, HMP Altcourse
Mike Owen – Programs Officer, HMP Altcourse
Lyndon Noonan – Head of Residence, HMP Altcourse
Cathy James – Director, HMP Rye Hill
Geoff Grahame-Wright – Enterprise Manager, HMP Rye Hill
Jeff King – Head of Residence, HMP Rye Hill
Edmund Fisher – Education & Training Manager, HMP Rye Hill
Trevor Philpott OBE – Director, Life Change UK
Pete Smith – Training & Programmes Development Manager, Believe
Laura Crosby – Social Worker, Rainsbrook
Mark Leese – Director, Atkinson Centre
Lorraine Conners – Assistant Manager, Atkinson Centre
Emily Sayer – Virgin Unite

New York, USA
Aeli (Yisrael) Gladstein – Coordinator of Court operations, Bronx Community Solutions
Hon. Doris M. Gonzalez – Judge, Bronx Criminal Court
John Megaw – Deputy Project Director, Harlem Community Justice Centre
William L. Wagner – Occupational Regional Supervisor, Department Of Correctional Services.
Edward M. Adler – Deputy Superintendent for Programs, Arthur Kill Correctional Facility.
Luis R. Marshall – Superintendent, Sing Sing Correctional Facility
Sally A. Kaplan – Deputy Superintendent of Programs, Sing Sing Correctional Facility.
Joel Copperman – President/CEO, Centre for Alternative Sentencing
Debbie A. Mukamel – Director, Prisoner Re-entry Institute, John Jay College of Criminal Justice

Vancouver, Canada
Douglas Hillian – Youth Justice Consultant, Ministry of Children and Family Development.
Kemal Khan – Director, Burnaby Youth Custody Services
Selma Swaab – Director Offender Programs, BC Corrections Branch
Paul J. DeRouche – Senior Corrections Officer/Programs Supervisor, Burnaby Youth Custody Services. 
Anita McDonnell – Director of Case Management, Burnaby Youth Custody Services. 
Dawn Kelly – Deputy Warden, Fraser Regional Correctional Centre 
Paul Ryan – Publications Manager, Pivot Legal Society/Manager, Hope in Shadows 
John Richardson – Executive Director, Pivot Legal Society 
Jeff R. Haas – Director, Operations, Victoria Youth Custody Services 
Rick McLeod – Disciplinary Hearing/Intelligence Coordinator, Vancouver Island Regional Correctional Centre. 
Jim Duddridge – Deputy Warden, Programs, Nanaimo Correctional Centre
Appendix 2 – Altcourse Training Programs

**FOINAVON EDUCATION AND VOCATIONAL TRAINING DEPARTMENT**

Foinavon Education and Vocational Training Department, under the name of Brookfield Training Academy, exists to provide a holistic approach to the long term education and training needs of the 180 prisoners housed on the Foinavon residential unit.

The department currently offers training and accreditation in 5 vocational trades:

- Plastering
- Painting
- Joinery
- Brickwork
- Vehicle Maintenance

Each workshop accommodates 30 learners, divided into two working groups of 15. The exception to this is the vehicle maintenance programme, which accommodates 20 learners, divided into two groups of 10. Learners attend their vocational training course for either 5 mornings or five afternoons per week, with each training session lasting 3 ½ hours.

The remainder of each learner’s working week is spent attending vocational support classes. The department currently offers support classes in 5 subjects:

- Literacy
- Numeracy
- ICT
- IAG (information Advice and Guidance Program)
- Employment Skills

**Embedded Curriculum**

All the vocational support classes deliver an *embedded* curriculum; schemes of work and session plans for each of the five different subjects are led by the vocational training programmes. Tutors delivering the vocational support subjects work with the vocational trainers to devise programmes of study that not only maximise each learners potential to achieve in their chosen vocational trade, but also to continue that success post-release.

The embedded approach was adopted because it lends itself well to the offender learning environment, were many of the learners do not possess – or even recognise the need for - the basic literacy, numeracy and ICT skills required to function effectively in society. Recognising the reluctance of these learners to *directly* address weaknesses in their functional skills and providing a curriculum that enables this to happen *indirectly*, is part of the reason for adopting this approach. Equally so, the absence of these functional skills could also prove to be a barrier to success in many learners vocational courses. Therefore,
by allowing the support curriculum to be led by and delivered in conjunction with, the vocational curriculum, functional skills are given direct relevance and purpose.

For post-release preparation, IAG and Employment specialists work with learners throughout their course to provide the necessary skills, information and guidance to enable them to continue with their success post-release, be this further study, employment or self employment.

The curriculum within the department is structured, not selective. Learners enrol on the full programme of vocational and support classes, with no opt-out. For those learners who possess skills and/or knowledge above the functional level, or those who have previous vocational skills in the relevant trade, there is a potential to become a ‘learning mentor’.

**Learning Mentors**

Learning Mentors act as classroom assistants to the class/workshop tutor. Rather than focussing on achievement of qualifications and/or skills already gained, mentors receive training and accreditation in more appropriate qualifications, for example, Mentoring in the Workplace Awards or Adult Learner Support Awards.

Equally so, for those learners whose functional skills are so low that they prevent entry to a vocational training programme, there is an alternative curriculum available. Such learners are given the opportunity to undertaken residential unit employment duties for five mornings or afternoons per week. The remainder of their working week is spent attending classes designed to directly address their lack of functional skills in order to raise their levels to the point at which they no longer prevent entry to their preferred vocational training course. This alternative curriculum ensures equality of opportunity for all learners whilst enabling a differentiated curriculum that meets the specific needs of this group of learners.