Acknowledgements

Throughout the development of this plan, many individuals from the Tasmanian Prison Service, Department of Justice, Department of Education, Skills Tasmania and other community sector organisations contributed their knowledge, understanding and opinions through face-to-face interviews, written feedback to the discussion paper and telephone conversations. They are too numerous to mention here individually, however their input was essential and they contributed significantly to the shaping of the final report. Particularly, the number of prisoners who spoke to us in a group or individually and the candid nature of their conversations relating to their circumstances and perspectives has been greatly appreciated.

Authors: Kym Goodes and Michelle Strickland
Document Design: Direct Design
Introduction 4
Background To The Development Of This Plan 6
Vision For Education And Training With The Tasmanian Prison Service 7
Our Purpose 8
Current Strengths 9
Our Challenges 11
Strategic Priorities 12
Timeframes 13
Strategic Priority One - Access 14
Strategic Priority Two – Through-Care 16
Strategic Priority Three - Infrastructure And Delivery Requirements 18
Strategic Priority Four - Accountability And Funding 20
Strategic Priority Five - Partnerships 22
Strategic Priority Six - Workforce Development and Workforce Culture 24
Governance 26
Beyond 5 Years 28
There are many challenges in providing education and training in a prison environment. These challenges should however, be seen as just that; challenges, not barriers. The custodial setting can be an ideal environment and opportunity to influence the educational and employment outcomes of often marginalised individuals. Refocusing and prioritising how we might take on this challenge will not only bring these individuals increased opportunities on release, but the reduction in recidivism combined with increased workforce productivity will benefit the whole community.

This strategic five year plan sets out an ambitious but achievable agenda, to enable education, training and employment outcomes for prisoners to take a priority focus within the Tasmanian Prison Service and beyond into Community Corrections. The primary focus of the strategic plan is increasing prisoner skill levels and their capacity to gain employment upon release. In doing this, the strategy has an emphasis on the increased level of literacy and numeracy many prisoners require to increase their participation in employment as well as every day activities within the community.

The plan acknowledges that for about 20% of prisoners, long-term employment is unlikely, and it aims to increase their life chances through literacy, numeracy and life skills focused programs. It also acknowledges not all prisoners want to engage in education, training or work-related programs. However, in contrast to the current situation, this model will provide all sentenced prisoners, on entry, with a core learning program. From this program, participation would then extend into self directed learning options supported by an individual learning plan. This shift from the current approach will provide a minimum level of learning support to all prisoners who wish to engage in this option.

The strategy ensures learning is relevant, self-directed and linked to an individual pathway plan, developed in partnership with the prisoner and focused on employment and life outcomes on release. To support this it is proposed to establish an Education and Training Liaison Officer position to support the pathway beyond the prison into the community. Prisoners will be provided with intensive support as they approach their release, including access to work-related programs and developing networks with employers and employment agencies to secure employment on release.

To achieve the plan’s goals and priorities, the Tasmanian Prison Service, Department of Education (DoE) and Skills Tasmania, through a structured governance model, will need to work in partnership at a strategic, operational and resourcing level, ensuring the implementation receives the necessary funding and workplace support required for success.

**New initiatives**

This strategic plan proposes a range of new initiatives and programs. More detail about these initiatives are in the strategies section starting on page 16.
An overview of these includes:

High level governance model. Appointment of a steering committee responsible for implementing the strategies contained within this document. This steering committee will be supported by two advisory committees to ensure that there is appropriate and ongoing communication between the high level group and those at an operational level with implementation responsibility.

Core program of learning that is available to all prisoners. This program will provide greater access to learning for those prisoners who are sentenced for longer than 6 months and wish to engage. This will provide them with a comprehensive program that will be used to form the planning for their next stages of learning.

Greater recognition of the role of Peer Literacy tutors. This initiative puts an emphasis on the important role some prisoners contribute in providing literacy support and tutoring to their peers. It recognises this role as a higher paid employment area within the prison.

New role of Education and Employment Liaison Officer. This will provide more intensive support for prisoners during their transition into the community and support them in gaining employment or enrolling in external learning programs. It will also target partnership development with external providers and businesses.

Funding

Determining the amount and the accountability for funding is essential if this plan is to be achieved. Existing investment is currently adhoc and is not consolidated either across government agencies or budget areas within agencies.

To make an immediate impact with the new initiatives and approaches contained within this plan will require approximately $2 million. This is, $1 million for education and training and $1 million for infrastructure upgrades to enable the delivery.

Although it has been difficult to gain definitive amounts of current funding, current known investment is estimated to be about $800,000. This is the total of the current 20,000 hours from Skills Tasmania which equates to about $500,000 plus the existing budget for the Prison Education and Training Unit which is estimated (based on the FTE plus on costs) to be about $300,000. Consolidating these funds and accessing other funding areas through, for example, entitlements to twelve years of education by all Tasmanians, combined with exploring other existing and new options would enable better planning and delivery. It would provide a core funding model.
background to
the development
of this plan

The plan has been developed after extensive consultation and an environmental scan of models from other jurisdictions. The consultation process has involved input from a diverse range of stakeholders including those already delivering learning programs within the prison, prisoners themselves and external providers, both government and non-government, who work across the prison system. In addition, research was undertaken to learn from approaches taken in other states. The consultation phase included:

• an initial workshop with stakeholders from education, training and justice;
• release of a discussion paper to enable input into the proposed model prior to the development of the final strategic plan;
• interviews with key individuals from the Department of Justice including within the Tasmanian Prison Service and at the various prison sites;
• interviews with external stakeholders who are delivering therapeutic, learning or work based programs to prisoners;
• visits to all Tasmanian Prison Service sites;
• a focus group with prisoners about their experiences, needs and aspirations;
• discussion with individual prisoners regarding their role as a peer tutor; and
• round table discussion with key Department of Justice, Polytechnic and Skills Tasmania staff to determine final elements of the strategy.

These discussions, combined with the environmental scan and research of what is working well in other jurisdictions has formed the basis of the model and priority directions the strategy encompasses.
To reduce recidivism and increase community safety, we provide prisoners across the Tasmanian Prison Service (TPS) with educational and vocational options and employment pathways so they can contribute productively to the Tasmanian community.
our purpose

The plan provides a strategic framework and direction that leads to improved education and skill levels and, in turn, improved employment and life skill outcomes for prisoners when re-integrating into the community.

This plan is intended to be implemented over five years and in conjunction with other government strategies including *Breaking the Cycle*, *Tasmania Skill Strategy* and the *Adult Literacy Action Plan*.

It also builds on the programs and options already delivered within the Tasmanian Prison Service and Community Corrections environments by other government and non-government providers. This plan will provide more direction and focus to these and a framework for planning and development as they continue their well-targeted initiatives.
The Department of Justice and the Tasmanian Prison Service have a demonstrated commitment to addressing the issues facing the corrections system. In recent years there has been significant investment in both infrastructure and program delivery. “Increased prisoner engagement and participation in education and training can lead to further improvement in our corrections system and a reduction of our recidivism rate. Many of the excellent programs and services already in place show great promise, but often lack the scope and scale they need to make a significant difference.”¹

**Breaking the Cycle**, the Tasmania Prison Service’s proposed strategic plan will give direction to the significant numbers of individuals and agencies who deliver services to offenders and ex-offenders, and give the people of Tasmania confidence in their future community safety. Solid policy direction will also direct the effective use of current and future resources and infrastructure.² One of the key strengths of the prison system are education, custodial and policy staff committed to giving prisoners a range of learning opportunities. The strategic directions of *Breaking the Cycle* are emerging as that strategy is developed and will provide a foundation to build on in terms of both *Breaking the Cycle* and this strategic plan for education and training.

Educational initiatives and actions at prison sites throughout Tasmania include:

- VET units and qualifications delivered by the Polytechnic;
- TCE subjects being accessed on-line and supported by teaching staff; and
- University study by a small group of prisoners through on-line learning options.

Additionally, some prisoners are studying art and others receive intensive one-on-one literacy tutoring. These all provide a foundation on which to build and enhance access.

The DoE’s *Tasmanian Adult Literacy Action Plan* for Tasmania can support and enhance this strategic plan.

Many prisoners lack the necessary literacy skills to navigate day to day life. Literacy skills help people to make the most of opportunities in life and help in solving day to day problems. “Literacy skills are important for participating in family life, the community, learning and employment, and to access essential services. Without basic literacy skills everyday tasks are harder – whether reading a bus timetable, applying for a loan, filling in Centrelink forms, getting your driver’s licence, reading the newspaper, enrolling in a course, taking medicine, applying for a job, or reading with your child. Not being able to do these important activities can add up to

---

1  Breaking the Cycle, Department of Justice, 2010
2  Breaking the Cycle, Department of Justice, 2010
a person feeling less confident in themselves and their abilities. It can also lead to experiencing higher levels of social and economic disadvantage.\(^3\)

This *Tasmanian Adult Literacy Action Plan* establishes new positions of Adult Literacy Coordinators across Tasmania. Three of the coordinators will work with Community Corrections (one in the south and one in the north) and the Tasmanian Prison Service (one based at Risdon Linc), to coordinate a team of volunteers supporting and training inmates pre and post release.

This builds on the range of volunteer literacy support already under way within the prison. This includes the significant role of inmates as peer tutors, supporting other prisoners to participate in activities that ultimately lead to increased skills and confidence in literacy.

The 2008 *Tasmania Skills Strategy* focuses on providing opportunities for everyone to participate in the workforce through access to skills training and development. It includes initiatives to support marginalised learners to access targeted, employment focused training.

---

\(^3\) Tasmanian Adult Literacy Action Plan, Department of Education 2010
There are significant challenges in delivering education and training within a prison environment. These challenges are diverse in their nature, with some practical and relating to basic planning and delivery needs and others more systemic and relating to accountability and workplace culture.

From a practical perspective, some of the following present challenges in designing, planning and delivering of programs:

- pre-existing attitudes and learning experiences of prisoners;
- the existing level of education and training of prisoners on entry into the prison;
- relocation and movement of prisoners between prison sites and security levels;
- lack of regular access for education and training providers due to lock downs and security issues;
- short term and long term sentences both providing challenges in different ways
- many prisoners have significant personal challenges in areas such as mental illness, substance dependencies and/or psychological or physical disabilities;
- lack of access to books, computers and the internet; and
- lack of access to suitable training rooms and facilities.

There are also different service priorities between the Department of Justice, in particular custodial areas, and the DoE including the Polytechnic which provide vocational education in Tasmania. This has led to uncertainty and inconsistency in accountability and resourcing of education and training programs. Addressing this challenge is critical to the long-term outcomes for prisoners.

The custodial environment and culture have been raised by many during the consultative phase as current challenges. These include:

- difficulty for training and teaching staff in accessing prisoners who are motivated and willing to learn and train;
- at times prison staff discourage external providers from engaging with the prison;
- long delays in approving prisoner participation in work release outside the prison;
- difficulty for prisoners in accessing transport to attend approved work release; and
- seemingly arbitrary ways in which policies and procedures are applied.

It is important these issues be acknowledged and addressed at a governance level if this strategy is to succeed. In particular, it is critical the government agencies involved take equal responsibility to addressing the areas relating to their “core business” to ensure the intent and outcomes of the strategy can be realised.
strategic priorities

This section outlines the priorities for the next five years to achieve the outcomes described in the vision and purpose sections of this document.

The strategy provides a framework to develop and implement each of the key priority areas. It also includes a performance management framework to ensure progress is regularly monitored and measured. Finally, it proposes a model of governance which addresses challenges relating to accountability, funding and broader systemic education and training needs, thereby ensuring implementation is effective both strategically and operationally.

The key strategic priorities for the next five years are:

Access
All prisoners will have access to learning that is relevant, self directed, and outcomes focused.

Through-Care
All prisoners will have a learning plan integrated into their sentence and release plan.

Infrastructure and delivery
The prison environment, across all Tasmanian sites will provide appropriate conditions for learning and training, best practice for e-learning and access to learning and training resources.

Accountability and funding
The DoE, Skills Tasmania and the Department of Justice will collaborate to ensure accountability and funding that is in line with the core business of each agency.

Partnerships
Collaboration between government and non-government providers to increase access to the range of programs that support prisoners across their broad and often complex range of needs.

Workforce development and workforce culture
To develop the skills of the workforce directly delivering education and training programs to the prisoners to ensure they have the necessary skills to undertake their role. Additionally, undertake training with custodial staff to support changes and therefore overcome prison workforce culture barriers.

All priorities and their outcomes will be monitored by a governance structure which is led by a multi-agency steering committee. This is described in more detail on page 26.

The following section examines each of these priority areas and proposes the actions and an initiative required to achieve each area. It identifies the performance measures that will ensure progress to implementation is monitored regularly.
The plan will be implemented in stages over five years. Some elements will depend on new funding arrangements; others will require scoping and trial.

The proposed timetable is:

<table>
<thead>
<tr>
<th>Year</th>
<th>Establishing, Scoping and Delivering</th>
<th>Continued development and delivery</th>
<th>Consolidation of delivery</th>
<th>Monitoring and evaluating</th>
<th>Fully implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Establishment of the governance group</td>
<td>Trial of full implementation of core program</td>
<td>Full implementation of physical infrastructure requirements</td>
<td>Model fully implemented at a trial stage</td>
<td>Adjustments from evaluation recommendations undertaken</td>
</tr>
<tr>
<td></td>
<td>Move to new funding and accountability arrangements</td>
<td>Continued scoping and development of new elements</td>
<td>Further increased delivery based on capacity increase in options</td>
<td>Full evaluation of all elements of the model against original plan and performance measures</td>
<td>Plan fully implemented</td>
</tr>
<tr>
<td></td>
<td>Scoping of new, existing and emerging strategies</td>
<td>Increased level of delivery across existing and new areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased access and delivery to vocational learning</td>
<td>Increased access to learning tools and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of business cases/budget submissions where necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trial implementation of some new elements in one site (i.e. pathway planning/core program)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
strategic priority one - access

All prisoners will have access to learning that is relevant, self directed, and outcomes focused.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
</table>
| Access to a core learning program for all prisoners sentenced for 6 months or longer period | Development & delivery of a core learning program that encompasses:  
  • Comprehensive assessment including RPL  
  • Pathway planning to determine goals, options, opportunities, transition and exit planning  
  • Literacy and numeracy  
  • Employability skills audit  
  • Life skills | DoE/ Polytechnic staff                                                          | **Outcome:** Successful completion of the core program with increased skills, confidence and motivation to transition into other programs  
**Outputs:** Number of prisoners who engage in the program  
Number of prisoners who progress through the core program and into further targeted learning and training  
Increased attainment of literacy/numeracy and life skills |
| Access to literacy support             | Continued development of the Literacy Co-ordinator’s role  
Increased support and development of the peer tutor role by providing increased training, internal support and recognition as “paid employment” within the prison | Literacy Co-ordinators in partnership with Education and Polytechnic staff | **Outcome:** Improved level of literacy for prisoners  
**Outputs:** Number of volunteers working with prisoners to improve their literacy  
Number of prisoners engaging in literacy support and programs  
Number of prisoners undertaking peer tutoring roles |
<table>
<thead>
<tr>
<th>Provide a comprehensive life skills and Australian Core Skills Framework program for prisoners progressing from the core program who are not requiring VET or TCE</th>
<th>Development of an intensive individualised program which focuses on the Australian Core Skills Framework areas of Learning, Reading, Writing, Oral Communication and Numeracy. Development and/or enhancement of an existing life skills program that focuses on key areas required for success upon release</th>
<th>Education staff IOM staff in conjunction with external providers funded to deliver life skills programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Increased core skills in learning, reading, writing, oral communication and numeracy at the conclusion of the program. Reduction in prisoners exiting prison with limited life skills. <strong>Outputs:</strong></td>
<td>Number of prisoners engaged in the programs. Number of prisoners completing the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a comprehensive, labour market relevant range of VET programs to increase employment opportunities</th>
<th>Based on pathway planning outcomes and current labour market information, develop an agreed set of industry related VET programs. Develop an agreed funding, delivery and assessment model.</th>
<th>Polytechnic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Increased employment outcomes for prisoners on release. <strong>Outputs:</strong></td>
<td>Increased range of VET courses available. Increased participation in VET. Increased attainment of qualifications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a comprehensive range of TCE subjects to all prisoners</th>
<th>Based on pathway planning outcomes, prisoners have access to the range of TCE subjects offered in Tasmania.</th>
<th>DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Increased TCE attainment outcomes for prisoners. <strong>Outputs:</strong></td>
<td>Increased enrolment in TCE subjects. Increased completion of TCE subjects. Increased range of subjects available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide targeted, increased access to employment inside and outside of the prison sites</th>
<th>Review the employment areas prisoners are engaged within the TPS sites. Review to cover areas including assessment against labour market demands, pathway planning goals, and existing skills sets of prisoners. Align internal work programs with the above.</th>
<th>TPS Skills Tasmania</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Prisoners are skilled in demand areas upon release. <strong>Outputs:</strong></td>
<td>Increased relevance of work to future employment outcomes. More motivated approach to work due to relevance and linkages with pathway planning.</td>
</tr>
</tbody>
</table>
strategic priority two – through-care

All prisoners will have a learning plan integrated into their sentence and release plan.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
</table>
| An individualised approach to sentence planning that integrates education and training into the key life domain areas | Further development of the overarching case management model for prisoners that integrates their custodial, personal, health and education/training/employment outcomes | IOM                 | **Outcome**: Successful transition from prison  
**Outputs**: All prisoner's have an integrated plan that encompasses all domains  
Prisoner's integrated plans are regularly monitored and reviewed against goals and outcomes  
Prisoners have access to a structured program across all domains that supports the achievement of the plans goals |
| Prisoners have access to a [Release for Work](#) placement program to gain necessary “hands on” skills and experience in the workforce (subject to security clearance) | Reassessment of current work release programs for prisoners  
Development of new policies and processes that enables increased access to work placement  
Development of more formal partnerships with job network providers who can support access to employment placements | Custodial and IOM | **Outcome**: Increased employment outcomes for prisoners on release  
**Outputs**: Seamless process for accessing work placements where security allows  
Increased numbers of prisoners accessing work placements  
Increased number of partnerships/MOU’s with employment network providers that result in work placements for prisoners |
<table>
<thead>
<tr>
<th>Strategies to achieve actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
<th>IOM and Community Corrections</th>
<th>Outcomes:</th>
<th>Outputs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prisoners are supported to achieve education, training and employment goals upon release</td>
<td>Introduction of a new role of an <strong>Education and Employment Liaison Officer</strong> who will work one on one with prisoners to negotiate and establish their post-release education, training or employment destinations</td>
<td></td>
<td></td>
<td>Successful transition from prison</td>
<td>Number of prisoners engaged with the Education and Employment Liaison Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>reduced recidivism</td>
<td>Number of successful employment outcomes for prisoners on exit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outputs: all prisoners have an integrated plan that encompasses all domains</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prisoners integrated plans are regularly monitored and reviewed against goals and outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prisoners have access to a structured program across all domains that supports the achievement of the plans goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reassessment of current work release programs for prisoners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Development of new policies and processes that enables increased access to work placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Development of more formal partnerships with job network providers who can support access to employment placements</td>
<td></td>
</tr>
<tr>
<td>Integration between welfare, health, education/ training and employment programs to enable “whole person” approaches to through-care</td>
<td>Development of a collaborative case conference (CCC) model in the 3 months prior to release to enable a coordinated approach to release needs across welfare, health and employment/education/training</td>
<td></td>
<td></td>
<td>Increased employment outcomes for prisoners on release</td>
<td>Number of prisoners engaged with the Education and Employment Liaison Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outputs: Seamless process for accessing work placements where security allows</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increased numbers of prisoners accessing work placements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increased number of partnerships/Mou’s with employment network providers that result in work placements for prisoners</td>
<td></td>
</tr>
<tr>
<td>Prisoners are supported to continue their literacy support program upon release</td>
<td>Development of a transitional model that enables continuity of support by literacy tutors after release</td>
<td></td>
<td></td>
<td>Prisoners continue with their literacy support upon release</td>
<td>Number of prisoners who are able to maintain their current tutor arrangements upon release</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outputs:</td>
<td></td>
</tr>
</tbody>
</table>
The prison environment, across all Tasmanian sites will provide appropriate conditions for learning and training, best practice for e-learning and access to learning and training resources.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of prison infrastructure that enables</td>
<td>An infrastructure audit to assess current facilities capacity across all sites</td>
<td>TPS</td>
<td><strong>Outcome:</strong> All prisoners are learning and training in purpose built areas&lt;br&gt;<strong>Outputs:</strong> Completion of audit Completion of needs analysis Development of infrastructure development plan Implementation of infrastructure development plan</td>
</tr>
<tr>
<td>appropriate learning environments</td>
<td>A needs analysis against current capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a learning and training infrastructure development plan and business case</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to enable refurbishment to meet identified needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access by prisoners and teaching/training staff to</td>
<td>Assess teaching and learning practices in other states and territories with a</td>
<td>Education and TPS</td>
<td><strong>Outcome:</strong> Prisoners and teaching and training staff have access to up to date, contemporary tools and resources&lt;br&gt;<strong>Outputs:</strong> Environmental scan of other jurisdictions Development of implementation plan Number of prisoners able to engage using IT</td>
</tr>
<tr>
<td>contemporary learning tools and resources for prisoners</td>
<td>particular focus on IT access and e-learning tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of a plan and business case to acquire appropriate, contemporary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tools and resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Development of prison infrastructure that enables appropriate learning environments

An infrastructure audit to assess current facilities capacity across all sites

A needs analysis against current capacity

Develop a learning and training infrastructure development plan and business case to enable refurbishment to meet identified needs

Outcome:

All prisoners are learning and training in purpose built areas

Outputs:

Completion of audit

Completion of needs analysis

Development of infrastructure development plan

Implementation of infrastructure development plan

Outcome:

Prisoners and teaching and training staff have access to up to date, contemporary tools and resources

Outputs:

Environmental scan of other jurisdictions

Development of implementation plan

Number of prisoners able to engage using it
The DoE, Skills Tasmania and the Department of Justice will collaborate to ensure accountability and funding.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability for education and training in TPS is</td>
<td>An agreement is signed off by heads of each agency outlining the roles and responsibilities of each agency</td>
<td>Jointly developed with DoE, Skills Tasmania and the Department of Justice</td>
<td><strong>Outcome:</strong> Education and training is seamlessly delivered in the prison based on agreement of accountability</td>
</tr>
<tr>
<td>clearly defined and documented</td>
<td></td>
<td></td>
<td><strong>Outcome:</strong> All programs delivered in the prison are planned and costed</td>
</tr>
<tr>
<td>The DoE and the Polytechnic will take core responsibility</td>
<td>The budget for current education provision including the FTE within the prison and the Skills Tasmania training hours for the VET element allocation is consolidated to enable the achievement of the core learning program and core VET program. The outcomes of pathway planning form the basis for structured quarterly learning and training plans to be developed and funded by the Polytechnic/DoE/ Skills Tasmania across VET and TCE programs.</td>
<td>DoE, Polytechnic and Department of Justice</td>
<td><strong>Outputs:</strong> Re-aligned budgets to enable achievement of the core learning program. Increased delivery of VET programs. Increased delivery of TCE. Increased access to teaching staff to enable planning and delivery of appropriate ACSF programs.</td>
</tr>
<tr>
<td>for the development and delivery of learning and training programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Justice will take core responsibility in ensuring that prison processes and systems are addressed to enable the seamless delivery of programs by education and training staff</td>
<td>Review of current internal structures, schedules and processes to provide a map of existing barriers to learning and training provision Development of a change management plan to enable systemic adjustments to provide</td>
<td>Department of Justice</td>
<td>Outcomes: Prison structures and systems are aligned to enable the seamless delivery of education, training and work related programs Outputs: Change management plan developed and implemented</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>An overarching funding model for education and training in the prison enables appropriate management, planning and delivery to occur</td>
<td>Development of a tiered funding model that provides capacity as follows: Tier 1 – Core program delivery Tier 2 – Individual program delivery for prisoners based on their pathway plan goals Tier 3 - To enable infrastructure and teaching resource adjustments in the short term</td>
<td>Developed in partnership with DoE Department of Justice Polytechnic Academies Skills Tasmania</td>
<td>Outcomes: Funding that matches the needs of prisoner’s education and training requirements Outputs: Three tiered funding model for the next five years that encompasses existing resources Exploration of additional funding opportunities including through state budget processes and access to Skills Tasmania and DEEWR funding rounds when appropriate</td>
</tr>
</tbody>
</table>
strategic priority five - partnerships

Collaboration between government and non-government providers to increase access to the range of programs that support prisoners across their broad and often complex range of needs.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
</table>
| A formal partnership with the DoE, Employment, Workplace Relations to identify shared opportunities | Work with DEEWR to develop an employment strategy in partnership with the Job Services Australia providers in Tasmania to get prisoners back into the workforce | IOM through the Education and Employment Liaison Officer | **Outcome:** Higher rates of employment for prisoners on release  
**Outputs:** Job network providers are working closely with the EELO to support employment outcomes  
Number of Job network providers working with the prison  
Geographical spread of providers working with the prison |

| Increased opportunity are enabled through strategic, structured partnership arrangements | Map State and Commonwealth Government programs that could support prisoner outcomes  
Supply/demand analysis to determine gaps and duplications from the mapping  
Approach key existing partners and identify potential partners to address needs/gaps | TPS  
DoE  
DEEWR  
FACHSIA | **Outcome:** Prisoner access to a comprehensive, timely and relevant range of support and programs  
**Outputs:** Service matrix which illustrates who, how and what is being delivered within the TPS  
Mapping across each key need area what is currently being delivered  
Assessment of current delivery vs. need to identify gaps and duplications  
Realignment of programs to suit needs |
<table>
<thead>
<tr>
<th>Resource allocations are made based on evidence of need across the key life domain areas of prisoners</th>
<th>Annual &quot;round table&quot; with key organisations and funding bodies to enable collaborative approaches to resource allocation and development of structured programs</th>
<th>Department of Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes: Funding for learning and life programs are targeted and meeting the needs of the prison cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outputs: Annual round table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased partnerships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Gain a deeper understanding of the demographics of the current prison population to inform future program planning and development |
- Partnerships with the University and national research institutions such as Australian Institute of Criminology for research on current prison population, particularly relating to educational needs and outcomes but also determinants of health, welfare factors |

- Outcomes: A targeted research program |
- Outputs: More research on the current prison population |

Future policy, planning and budget processes informed by research and evidence base
To develop the skills of the workforce directly delivering education and training programs to the prisoners to ensure they have the necessary skills to undertake their role. Additionally, undertake training with custodial staff to support changes and therefore overcome prison workforce culture barriers.

<table>
<thead>
<tr>
<th>Strategies to achieve</th>
<th>Actions required</th>
<th>Core responsibility</th>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff delivering education and training will have appropriate skills and experience required to undertake their roles</td>
<td>Assess the key skills, knowledge and understanding of staff delivering education and training in a prison environment. Develop an induction program that provides staff coming into the prison to deliver education and training with the necessary knowledge and understanding.</td>
<td>Education</td>
<td>Outcome: All teaching staff within the prison are confident and appropriately trained to work within this environment. Outputs: Number of teaching/training staff who access the induction program. Reduced turnover of education and training staff working in the prison.</td>
</tr>
<tr>
<td>Custodial officers within the TPS support and encourage the engagement and participation of prisoners in education and training programs</td>
<td>Development of a workplace cultural change strategy to address known issues and barriers that currently prevent the achievement of this area of the strategy.</td>
<td>TPS</td>
<td>Outcome: Custodial staff support prisoners to engage in learning and training. Outputs: Number of custodial staff who actively work with and support prisoners in their learning and training.</td>
</tr>
</tbody>
</table>
governance

This strategy needs strong leadership and governance.

Delivery of education and training in a prison environment is both unique and complex, in terms of the structures and processes and the often complex nature of needs of many of the prisoners.

The following model of governance is proposed:

**Steering Committee**
- Deputy Secretary – Department of Justice
- Deputy Secretary – Department of Education
- General Manager – Polytechnic
- General Manager – Academy/Colleges
- General Manager – Skills Tasmania
- State Manager – Department Education, Employment and Workplace Relations

**Advisory Group A – Chaired by the Department of Education Deputy Secretary**
Terms of reference that provides a mandate for informing the steering committee on the operational progress of the implementation of learning, training and employment programs.

**Advisory Group B – Chaired by the Deputy Secretary of Justice**
Terms of reference that provides a mandate to informing the steering committee on the operational progress of the implementation of prison infrastructure, structural adjustments to daily schedules, and workforce change management.
Steering Committee

Advisory Group A

DEVELOPMENT OF:
- Core program model
- Pathway planning
- A.C.S.F model
- VET delivery model
- TCE delivery model
- Adult literacy roles
- Education & Employment Liaison Officer role

Advisory Group B

- Facilities infrastructure
- Workforce culture
- Change management plan
- Workforce development plan
- Prison employment changes
This strategic plan outlines an ambitious and comprehensive range of change and enhancement to the current provision of education, training and employment opportunities. The following two areas are considered important in the longer term beyond the timeframe of this strategic plan. Currently budget restraints require priority is placed on the actions within this plan. In the future, expanding this focus will contribute to ensuring we continue to set a high priority agenda.

**Prison Industries**

Outside the core scope of this plan development is the area of prison industries, currently operating a successful, small scale program at the prison. These industries provide work environments that closely align with comparable industry environments in the private sector. The prison industries program offers great opportunity to increase the scope and relevance of the range of work related activities available for prisoners to undertake skills development and training.

The alignment and potential expansion of the prison industries program to the pathway planning goals and labour market skill demand areas would provide an ideal opportunity to support more prisoners to transition into meaningful employment on release.

**Expanding newly implemented models to remand and short term prisoners**

A large number of prisoners current in Tasmanian prisons are either on remand or serving short term sentences. The short term nature and constant fluctuations in numbers makes it difficult to provide any sort of structure and focused learning and/or training program. In addition, the budget requirements to deliver education and training are beyond the current capacity. It is important initially to get this investment right for sentenced prisoners of six months or more. That said, once implemented, the core program and enhanced education and training delivery, combined with the Education and Employment Liaison Officer role provide an opportunity to explore mechanisms to expand this provision to remand and short term (under 6 months) prisoners.