



11th Biennial

ACEA

Conference 2013

incorporating CIAA

The Learning Prison

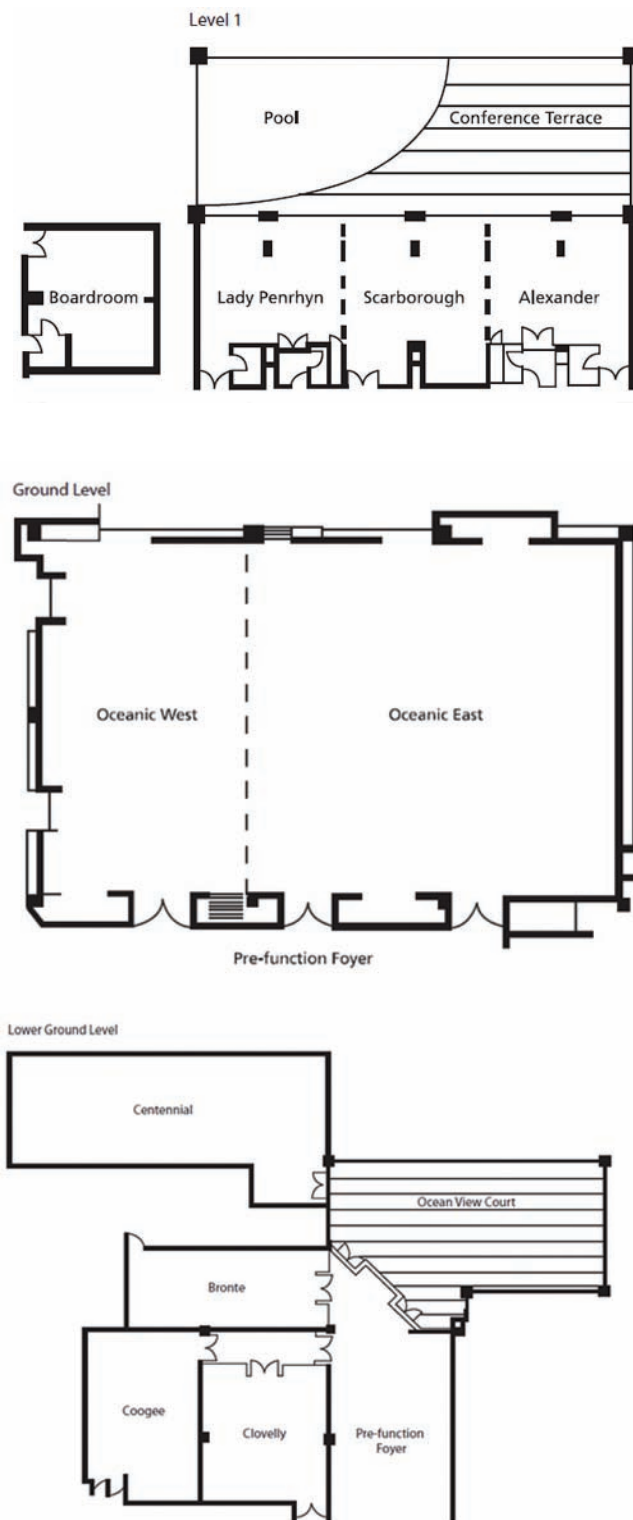
Correctional Education in the 21st Century

29 September - 1 October 2013
Crowne Plaza
Coogee Beach
Sydney Australia



Corrective Services
Attorney General & Justice

Conference Venues and Breakout Rooms



On behalf of the Australasian Corrections Education Association (ACEA) and the Correctional Industries Association of Australasia (CIAA) I would like to welcome all our delegates to the 11th Biennial ACEA International Conference: 'The Learning Prison, Correctional Education in the 21st Century'.

It has been 12 years since NSW hosted the 5th Biennial ACEA International Conference. In 2001 the conference was located in the regional city of Bathurst which is a contrast to this year's location in the beautiful coastal village of Coogee. The organising committee has worked vigorously to ensure that the 2013 conference meets the high standard set in 2001 and at previous conferences.

The partnership between corrections industries and education and training has consolidated and grown in many jurisdictions since the co-joined ACEA & CIAA Conference held on the Gold Coast in 2011. This year again members of the CIAA will participate in this integrated industries, education and training conference.

The conference theme of 'The Learning Prison - Correctional Education in the 21st Century' is forward looking and places prisoner education at the centre of the prison and the correctional system. A number of workshops on the use of digital technology and prison education building design directly address this theme. I am delighted to welcome Rachel O'Brien from the UK who has put forward a vision for a 21st Century prison in her Transitions paper and surveyed the state of learning and skills provision training in UK prisons under the Learning Prison Project.

I would like to thank all our keynote speakers who have committed their time to participate in the conference and to present information on new correctional education and training practice, research and modelling, which will add to the dialogue in Australia and beyond.

I would like to thank those practitioners and researchers who will be sharing their experience, knowledge and ideas in the conference workshops. Delegates from each Australian state and territory as well as from New Zealand, Hong Kong, the United States and for the first time South Africa, will make this a truly international conference.

Over the two days of the conference I hope you will be engaged, stimulated, perhaps challenged and inspired. The conference organisers have provided a number of social and networking opportunities outside of the scheduled sessions. A welcoming reception will take place on Sunday evening on the Conference Terrace and a gala dinner is scheduled for Monday evening in the Oceanic Ballroom. I hope that you leave the conference with new ideas to apply to your work and a network of new colleagues with whom to share future challenges and solutions.

Anthony Becker
ACEA 2013 Convenor

- 11.00am-12 noon **Keynote Address – Dr Juanita Sherwood**
Professor and Head of Australian Indigenous Education,
University of Technology Sydney (UTS), Australia
Indigenous education: it does matter!
Introduced by: Anthony Becker
Venue: Oceanic East
- 12.00pm-1.00pm **Lunch**
Venue: Ocean View Court (or Bluesalt Restaurant if raining)
Art Exhibition
Venue: Oceanic Pre-Function Foyer

AFTERNOON

- 1.00pm-1.40pm **Forum - Panel Discussion**
Prisoner education and employment in 2025
Panel Members:
Lena Axelsson – Chair, European Prison Education Association,
Sweden
Ray Chavez – Vice President ACEA, Education and Vocational
Training, Department of Corrective Services Western Australia
Rachel O’Brien – Transitions Project Director, Royal Society
for the encouragement of Arts, Manufactures and Commerce
(RSA), United Kingdom
Dr Juanita Sherwood – Head, Australian Indigenous Education,
University of Technology, NSW
Dr Steve Steurer – Executive Director, Corrections Education
Association, USA
Steve Thorpe – Director, Corrective Service Industries,
Corrective Services NSW
Facilitator: Yvonne Russell
Venue: Oceanic East

WORKSHOP STREAMS

- Stream 1** Literacy and Numeracy – Coogee Room
- Stream 2** Indigenous – Clovelly Room
- Stream 3** Industries, Vocational Training and Employment – Bronte Room
- Stream 4** 21st Century Learning – Oceanic East
- Stream 5** Juvenile – Oceanic West

1.45pm-2.15pm

Session 1

- Workshop 1** **Stream 1**
Can brain exercises be used to reduce recidivism?
Katherine Alling, Language, Literacy and Numeracy Teacher,
Goulburn Correctional Centre, Corrective Services NSW
Facilitator: Buktha Sathurayar
Venue: Coogee Room
- Workshop 2** **Stream 2** **Stream 4**
*Making the connection: Creating a pathway for
Indigenous incarcerated into higher education*
Dr Helen Farley, Senior Lecturer, Australian Digital Futures
Institute, University of Southern Queensland
Facilitator: Janelle Ridgeway
Venue: Clovelly Room
- Workshop 3** **Stream 3**
*Implementation and benefits of an offender
employment portal*
Jeremy Hildreth, Reintegration Development Manager,
Corrective Services Industries
Justin Sargent, Project Officer, Reintegration Development,
Corrective Services Industries
Facilitator: Margaret Burns
Venue: Bronte Room
- Workshop 4** **Stream 4**
*Enhancing educational opportunity for prisoners by
providing a simulated online learning environment*
Dr Tas Bedford, Associate Director (Academic Development),
Gary Orth, Principal Examiner, Tertiary Preparation Program,
Open Access College, University of Southern Queensland
Facilitator: Yvonne Russell
Venue: Oceanic East
- Workshop 5** **Stream 1** **Stream 5**
*Murrumbidgee Education & Training Centre’s
Recognising Respectful Relations*
Vanessa Akister, Teacher, David Bromhead, Principal,
Murrumbidgee Education and Training Centre, ACT
Facilitator: Kieran McCann
Venue: Oceanic West

Workshop 14 **Stream 4**

E-learning incarcerated: The social and cultural context of mobile and digital learning in Queensland Correctional Centres

Dr Susan Hopkins, Associate Lecturer, Open Access College, University of Southern Queensland

Facilitator: Yvonne Russell

Venue: Oceanic East

Workshop 15 **Stream 3**

Creating lasting change

Brent Maughan, National Manager, Industry Sectors, Department of Corrections, New Zealand

Facilitator: Kieran McCann

Venue: Oceanic West

4.00pm-4.15pm **Summary of Day 1 and close**

Facilitator: Anthony Becker

Venue: Oceanic East

4.30pm-5.30pm **Sponsorship Expo**

Venue: Court Pre-Function foyer

4.30pm-5.30pm **Juvenile Justice Educators' meeting**

Stavroola Anderson

Venue: Coogee Room

4.30pm-5.30pm **Teachers' Federation meeting**

Sharryn Usher

Venue: Bronte Room

6.30pm-7.00pm **Pre-dinner drinks**

Venue: Oceanic Pre-Function Foyer

7.00pm onwards **Gala Dinner**

Venue: Oceanic Ballroom

MC: Valentino Arico

Music: The Lurlines

TUESDAY 1 OCTOBER – DAY TWO

MORNING

6.30am-8.15am

Breakfast

Venue: Bluesalt Restaurant - Crowne Plaza guests only

7.00am-8.00am

Breakfast Meeting - ACEA Annual General Meeting

Financial members only

Venue: Southern end of Bluesalt Restaurant

7.30am-8.30am

Register and collect conference satchel

Venue: Registration desk, hotel lobby

8.30am-9.30am

Keynote Address – Dr Steve Steurer

Executive Director, Correctional Education Association (USA)

Supporting education for the incarcerated

Facilitator: Anthony Becker

Venue: Oceanic East

9.35am-10.05am

Session 4

Workshop 16 **Stream 3**

On the job training – Train the trainer

Angela Graham, Prisoner Education Operations Manager, Education & Vocational Training Unit, Western Australian Department of Corrective Services

Facilitator: Jacinta Ledlin

Venue: Coogee Room

Workshop 17 **Stream 2**

Walking together – Corrections and community in the 21st century

Louise Lynch, Aboriginal Literacy/Numeracy Teacher, Silverwater/Dawn De Loas Correctional Centre

Janelle Ridgeway, Aboriginal Literacy/Numeracy Teacher, Goulburn Correctional Centre

Facilitator: Nadene Rodham

Venue: Clovelly Room

Workshop 34 Stream 4***A space for 21st century learning in maximum security prisons***

Kevin Bradley, Fiona McGregor, Tasman Munro, Douglas Tomkin, Dr Rohan Lulham, Designing out Crime Research Centre, University of Technology, Sydney (UTS),
Facilitator: John Hargrave
Venue: Oceanic East

Workshop 35 Stream 3***The approach of Department of Correctional Services South Africa to education and training of offenders***

Hellen Leseyane, Educator, Mafikeng Correctional Centre, North West Province, South Africa; Excellence Ambassador for Education and Training
Tebello Mahlangu, Regional Co-ordinator, Formal Education, Department of Correctional Services, South Africa
Facilitator: Dr Ruth Price
Venue: Oceanic West

2.35pm-3.05pm

Afternoon Tea and Sponsorship Expo

Venue: Court Pre-Function Foyer and Ocean View Court

Art Exhibition

Venue: Oceanic Pre-Function Foyer

3.05pm-3.35pm

Session 8**Workshop 36** Stream 2 Stream 3***Northern Territory Dept of Correctional Services – Sentenced to a job – Indigenous Employment Transition Programs***

Rob Steer, Director, Industries and Employment, Offender Services, Programs and Indigenous Affairs, Northern Territory Department of Correctional Services
Facilitator: Helen Peat
Venue: Coogee Room

Workshop 37 Stream 2***Help with study costs***

Matthew Ferguson, Director of ABSTUDY, Australian Government Department of Human Services
Sarah Grasevski, Assistant Director, National Prison Service Team, Australian Government Department of Human Services
Facilitator: Helen Adams
Venue: Clovelly Room

Workshop 38 Stream 3***Custodial traineeships in the 21st century***

Marlene Lenstra, Traineeship Co-ordinator, Education & Vocational Training Unit, Western Australian Department of Corrective Services
Facilitator: David Gould
Venue: Bronte Room

Workshop 39 Stream 4***From access to success: Improving the Higher Education learning experience for incarcerated students***

Malcolm Wake, Dr Helen Farley, Dr Tas Bedford, Dr Angela Murphy, Offender Education, Southern Queensland Correctional Centre

Facilitator: John Hargrave
Venue: Oceanic East

Workshop 40 Stream 1 Stream 5***Unlocking learning – interactive literacy and numeracy courses for prevocational adolescent learners***

Neil Lloyd, Deputy Principal, Brisbane Youth Education & Training Centre, Brisbane Youth Detention Centre
Andrea Hayes, Head of Department (Curriculum), Brisbane Youth Education & Training Centre, Brisbane Youth Detention Centre
Facilitator: Dr Ruth Price
Venue: Oceanic West

3.40pm-4.10pm

Session 9

Workshop 41 **Stream 1**

Learning relationships, special education and correctional education programs

Alison O'Day, Special Education Teacher, Long Bay Correctional Complex, Corrective Services NSW

Facilitator: Helen Peat

Venue: Coogee Room

Workshop 42 **Stream 2**

An integrated approach to education and training for Aboriginal prisoners

Ray Chavez, Research and Evaluation Co-ordinator, Education & Vocational Training Unit, Western Australian Department of Corrective Services

Facilitator: Helen Adams

Venue: Clovelly Room

Workshop 43 **Stream 3**

Civilizing Incarceration

Jan Birmingham, A/Co-ordinator, Visual Arts, Long Bay Correctional Complex, Corrective Services NSW

Facilitator: David Gould

Venue: Bronte Room

Workshop 44 **Stream 4**

Compass – Engage the disengaged

John Morath, Education Consultant, Australian Council for Educational Research (ACER), Victoria

Nicola Roschko, Project Director, Australian Council for Educational Research, (ACER), Victoria

Facilitator: John Hargrave

Venue: Oceanic East

Workshop 45 **Stream 4**

Tasmania Corrections – a time for change

Dr Kay Cuellar, Senior Manager, Integrated Offender Management, Department of Corrective Services, Tasmania

Facilitator: Dr Ruth Price

Venue: Oceanic West

4:15pm-4.30pm

Conference wrap-up, evaluation and close

Facilitator: Anthony Becker

Venue: Oceanic East

Workshop 1

Can brain exercises be used to reduce recidivism?

Katherine Alling



As pressure mounts for governments to increase support services ensuring public safety while simultaneously slashing budgets, it has become evident that there is a growing need for innovative ways to address the issue of recidivism. Correctional education and therapy-based programs have shown much promise with studies reporting strong correlations between program participation and reduced rates of reoffending. However, developments in an emerging field of science known as 'neuroeducation' point to the potential for innovative approaches in the design of current practices. Research in the field of neuroscience is providing increasingly convincing support that old dogs can indeed learn new tricks. This change in attitude is due largely to research investigating 'neuroplasticity', the process by which the brain alters its structure through the growth and development of new and existing brain cells or neurons. The implications of a brain that can continue to grow and develop are enormous as it inspires new hope in attempts to rehabilitate offenders. Given that the clients within Corrective Services often report a myriad of learning difficulties, poor academic achievement, weak impulse control, poor decision making ability and cognitive distortion, it is well worth investigating alternative approaches to addressing these problems. It is the aim of the present study to explore the aforementioned implications in further detail as they can inform current educational and therapy-based practices aimed at tackling high rates of recidivism. This paper will review the literature in neuroscience, psychology and education, with particular focus placed on studies exploring the efficacy of interventions targeting specific brain functions involved in literacy, numeracy and executive functions. The findings are discussed in terms of design considerations for specific exercises that can be integrated within the current delivery of correctional education classes.

Workshop 2

Making the connection: creating a pathway for Indigenous incarcerated into high education

Dr Helen Farley



The University of Southern Queensland was recently awarded \$4.4 million to create a pathway for Indigenous and non-Indigenous incarcerated students into higher education. Depending on the experience and skills of the students, they can enter the pathway through a Certificate I, II or III before entering into a Tertiary Preparation Program, one-year Diploma of Arts or three-year Bachelor of General Studies program. All of these programs will be delivered on a version of Moodle, designed to operate without the internet, and eBook readers. Approaching release, students will be prepared for either employment or further study through specially

designed programs aimed at easing the transition from incarceration. This paper will outline the plans for this ambitious project, while considering the opportunities and challenges it will entail.

Workshop 3 **Implementation and benefits of an offender employment portal**

Jeremy Hildreth, Justin Sargent



The Employment Portal is a controlled, measurable, up-to-date and informative resource for all inmates who have access to the Offender Network in participating correctional centres. The design and implementation of the Employment Portal assists inmates to gain employment after release - a key factor in reducing recidivism. The Portal provides useful information on career planning, getting ready for employment, skills in demand and preparing applications / resumes. The Employment Portal will also assist offenders to develop an understanding of the necessary steps needed to register as an active Job Seeker and types of training programs available to further develop their skills and qualifications. It is essential that recently released offenders avoid unnecessary delays when actioning the above steps to avoid risk of re-offending and to increase their chances of securing employment or training outcomes soon after release. The Employment Portal will provide resources to help in planning this. AEVTI will provide information outlining the types of training programs available within Corrective Services NSW (CSNSW) for inmates to further develop their skills and qualifications. The portal gathers information offered by inmates to match their existing skills and qualifications against those required for a specific occupation. It is then possible to determine if career aspirations are realistic, whether relevant vocational training is available and use this to inform an offender's case plan. Job information appearing within the Employment Portal will be sourced from participating Job Service Australia (JSA) providers via a secure extranet with the main aim of building a link between Employers and Ex-Offenders (via the participating JSA providers) and therefore generating increased employment outcomes for the ex-offenders.

Workshop 4 **Enhancing educational opportunity for prisoners by providing a simulated online learning environment**

Dr Tas Bedford, Gary Orth



This paper outlines the development and trial of a project that aims to provide incarcerated students with opportunities to experience an electronic learning environment of a type increasingly used to deliver formal education programs online, especially in higher education. Generally, prisoners in Australian jurisdictions cannot

directly access such learning environments. Consequently, they are experiencing increasing disadvantage regarding their opportunity to acquire advanced education and vocational qualifications. The positive relationship between prisoner acquisition of education/vocational qualifications and reduced recidivism has been well documented in the literature. The project involves use of an internet-independent version of StudyDesk, the Moodle-based learning management system of the University of Southern Queensland (USQ). This version of StudyDesk is referred to as Stand Alone Moodle (SAM). In the partnership project between USQ, Queensland Corrective Services (QCS), Serco Asia-Pacific, and Southern Queensland Correctional Centre (SQCC), a particular USQ course SAM is being trialled with students at SQCC. In addition to describing the initial development of the project, the paper briefly canvasses the difficulties that had to be overcome in implementing the trial including the modification of the online course StudyDesk so it could function as a SAM. It then outlines intended future development of the project.

Workshop 5 **Murrumbidgee Education & Training Centre's Recognising Respectful Relations**

Vanessa Akister, David Bromhead



Early in 2012, Murrumbidgee Education and Training Centre (METC), the school within the Australian Capital Territory (ACT) Bimberi Youth Justice Centre, adopted a positive school wide behaviour support approach to promoting student learning. Following the ACT Human Rights Commissioner's earlier review of Bimberi, the METC community developed a holistic and positive child-centred approach to student development. Central to this approach are the adopted values of Martin Brokenleg and Larry Brendtro's Circle of Courage. METC has woven the Circle of Courage's four core values of belonging, mastery, independence and generosity into the Recognising Respectful Relationships (RRR), program. At its core RRR is a framework that articulates, teaches and recognises (rewards), positive behaviours related to Self, Others and Community. This philosophy and framework moves away from a deficit model of fixing flaws to a responsibility in building strengths. Combined with student's Individual Learning Plans that are also expressed in terms of the Circle of Courage's core values, RRR promotes individual and societal pro-social goals of positive regard for self and others. Within the RRR program students are assessed in each lesson on how they demonstrate the community's Respect values. The system is: transparent and timely - student achievements are immediately provided to them and a daily Respect Board displays ongoing achievements; realistic recognitions are provided according to levels of behaviour and students who are developing 'emerging respect' are also recognised; and motivating - tangible recognitions have extrinsic worth, while becoming more valued for students who demonstrate longer term respect.

Currently, seven houses have been completed and delivered to the remote communities of Hillston, Coonamble and Wilcannia. They are now occupied by local families and work has begun at St Heliers on the next houses to be built. It is hoped that Indigenous inmates who exit the program gain employment, re-establish themselves with their families and communities and stay home rather than coming back to gaol. After all there's no place like home.

Workshop 13 **Widening horizons: preliminary observations about a new university program in South Australia's Mobilong Prison**

Dr Michael X. Savvas, Salah Kutieleh



Flinders University, in partnership with the Department for Correctional Services and TAFESA, has embarked on an ambitious project to deliver its nationally renowned Foundation Studies Program (FSP) to a group of inmates at Mobilong Prison in South Australia. This innovative program has been running now for six months and all indications suggest that it will continue to run in the future. The FSP is a bridging program for people who wish to study at university but need to develop the necessary skills to cope with the demands of tertiary studies. More importantly, the program focuses on enhancing students' confidence in their abilities to use the acquired skills in their everyday life. A further aim of the Mobilong FSP is to reduce the risk of participants' recidivism through giving them alternative options for their future after being released from prison. All of the lectures and tutorials in the four topics comprising the FSP were conducted face-to-face and we negotiated the constraints on technology by providing extra computers, using staff to conduct Internet research with inmates, presaving YouTube clips to use in lectures, and engaging a university librarian to train students in more efficient ways to do online research. The students involved offered much feedback about the FSP and were generally very positive about the benefits it has given them. The low attrition rate and the high level of student engagement with the program have ensured the future support of all stakeholders for the program. The impact of the program on students' perception of their abilities and future aspirations will be the focus of a research project that will commence soon. It is an ongoing program that has evolved and will continue to do so through consultation with the participants, but it appears to be a successful initiative. I propose to talk about the basic aim and structure of the course and how students responded to it.

Workshop 14 **E-learning incarcerated: The social and cultural context of mobile and digital learning in Queensland Correctional Centres**

Dr Susan Hopkins



Projects which extend information and communications technology for prisoner education face challenges which go beyond ICT issues and relate to the social, cultural and affective climate of correctional centres. This paper has developed out of the recent trial of new mobile learning technologies including internet-independent e-readers loaded with Tertiary Preparation Program course content within five Queensland Correctional Centres. Through the application of critical theories within the sociology of education it suggests, however, technology alone cannot enhance learning unless it is embedded within a learning program which takes account of the student-prisoner's need for positive social exchange, reflection, self-growth, identity, purpose, meaning and autonomy.

While the internet and its digital cultures may carry connotations of connectedness, openness, fluidity and reinvention, incarcerated adult distance education students still confront many more traditional barriers to full participation. The challenge is to ensure incarcerated students are not left behind in this digital age and to balance institutional priorities such as order and security against opportunities for authentic, current, relevant and transformative learning experiences. One partial solution may be to include the prisoners themselves as co-researchers and co-producers of content in the design of digitised learning programs for incarcerated students.

Workshop 15 **Creating lasting change**

Brent Maughan



Too many lives in New Zealand are touched by violence and crime. At times it can feel like we're powerless to stop horrible things happening to people. But at Corrections, we're not powerless. We can make a difference and that's why we work here – to create lasting change in the lives of all New Zealanders by breaking the cycle of crime. Across the Department there is a move towards making more use of employment as a key strategy in achieving a 25% reduction in re-offending by 2017. The rebuild occurring in Canterbury after significant earthquakes has created some unique opportunities for us to embrace the employment of offenders in this District. The pace of the rebuild efforts is starting to increase and the needs of the labour market in Canterbury are changing quickly. The Department of Corrections is committed to helping with the rebuilding of Canterbury through a range of initiatives and programmes. As part of this success, Corrections has

The presentation will showcase three differing examples from WA prisons where a traineeship pathway has been planned, implemented and developed to meet the specific needs of an offender, a community industry area with skill shortages, and an internal prison refurbishment project, all of which provided an opportunity to deliver higher level qualifications.

Workshop 39

From access to success: Improving the higher education learning experience for incarcerated students

Malcolm Wake, Dr Helen Farley, Dr Tas Bedford, Dr Angela Murphy



Higher education institutions are increasingly relying on digital technologies that require internet access to support learning and teaching, particularly from a distance. Disadvantaged student groups that do not have access to the internet, such as incarcerated students, are often excluded as a result. This paper reports on a project that will develop and trial a sustainable and innovative learning management system (LMS) called Stand-Alone Moodle (SAM) that is able to operate without internet access. SAM will enable institutions to provide these students with similar course materials, activities and support available to other students, thereby improving the quality of the student learning experience. SAM will be trialled within a Queensland correctional centre and evaluated using a design-based research methodology. The findings and recommendations from the project will be disseminated to learning institutions and correctional centres across Australia to encourage equitable access to education for disadvantaged students. This paper will also report on the challenges and considerations of deploying such a system into a correctional centre. The digital literacies of staff and students, the maintenance of the technology and sufficient access to computer labs all had to be accommodated within the design of the project.

Workshop 40

Unlocking learning – interactive literacy and numeracy courses for prevocational adolescent learners

Neil Lloyd, Andrea Hayes

Students in youth detention frequently have significant gaps in their literacy and numeracy skills, a situation which makes it difficult for them to participate in mainstream schooling or access vocational training. In 2013, Brisbane Youth Education & Training

Centre (BYETC) received a grant under the national eLearning strategy to develop a suite of resources to address the 'skills gaps' of the school's students and to allow them to achieve the Certificate I in Core Skills for Employment and Training using online and interactive content. The course materials which have been developed can be deployed on any computer or tablet which supports the interactive pdf format and they have been designed with the aim of making them high interest, flexible, portable, and culturally appropriate. In particular, the resources are intended to allow students to continue studying their course in their home communities. It is acknowledged that only a very limited number of students in detention return to regular schools and it is anticipated that an engaging and familiar course may encourage students to continue their studies following their release from detention. This paper discusses the rationale for the literacy and numeracy interventions utilised and the evolution of the eLearning project.

Workshop 41

Learning relationships, special education and correctional education programs

Alison O'Day

Working in an additional support unit for people with cognitive impairments can at times challenge everyone to look at various ways to develop a cohesive and motivating learning environment. The Additional Support Unit (ASU) at Long Bay Correctional Centre, Sydney, has approximately 70 potential students who may be attending treatment programs, working on literacy and numeracy, work skills, and pre release programs. In terms of staff in the unit, there are teachers, psychologists, welfare staff and custodial officers who all work to support the development of knowledge and skills for each individual.

The development of a 'learning relationship' is critical for all teachers and students. This learning relationship develops through looking at the needs of the individual/s, resources available and the stage that a student in a correctional centre is at, for example pre-release versus remand.

Working with students with additional needs is best addressed through developing social and life skills using resources available, with some 're-jigging' to make information more accessible, as well as conversations between all staff to develop plans and support through ongoing dialogues. This workshop presents some of the barriers and work done to take mainstream programs and make them more inclusive.

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Thanks also to Jan Birmingham, Acting Co-ordinator of the Boom Gate Gallery who curated the Art Exhibition for the Conference and to the inmate artists.

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