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Reports and Training Materials

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Hello from NETTL!

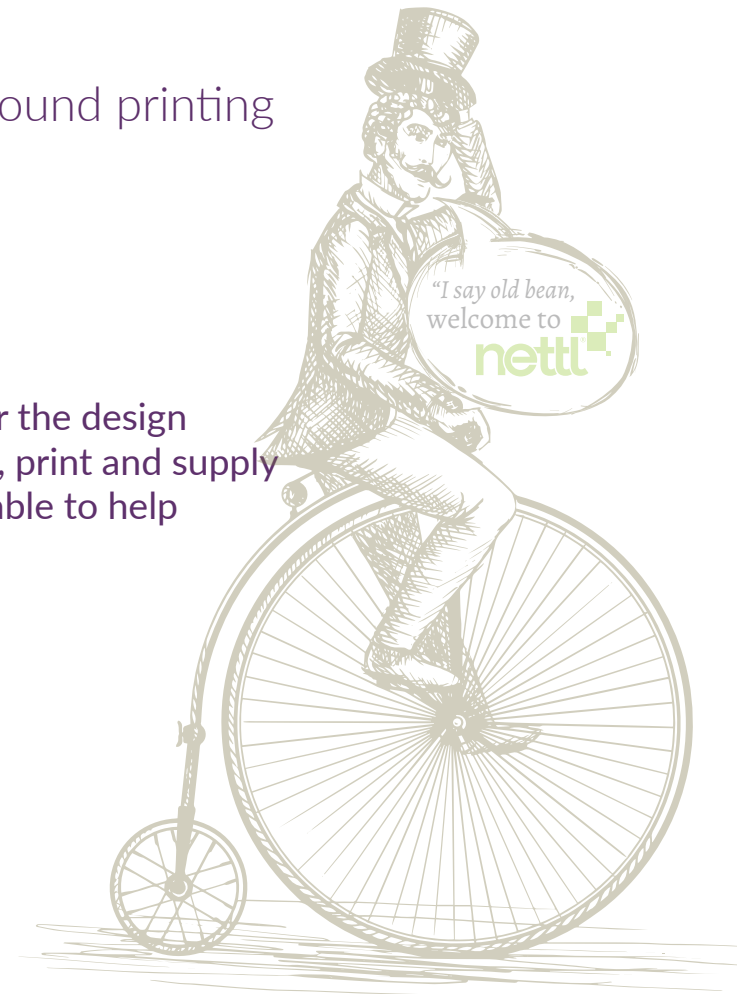
- I am the owner and design manager here at Nettl Brighton East. We are part of a large network of web, design and print studios with a central hub for production.
- We are a small creative team with experience in design & print, and also specialist skills of photography & video.
- We offer creative design for print and web, low cost fast turnaround printing and innovative ink on fabric exhibition stands.

Experience

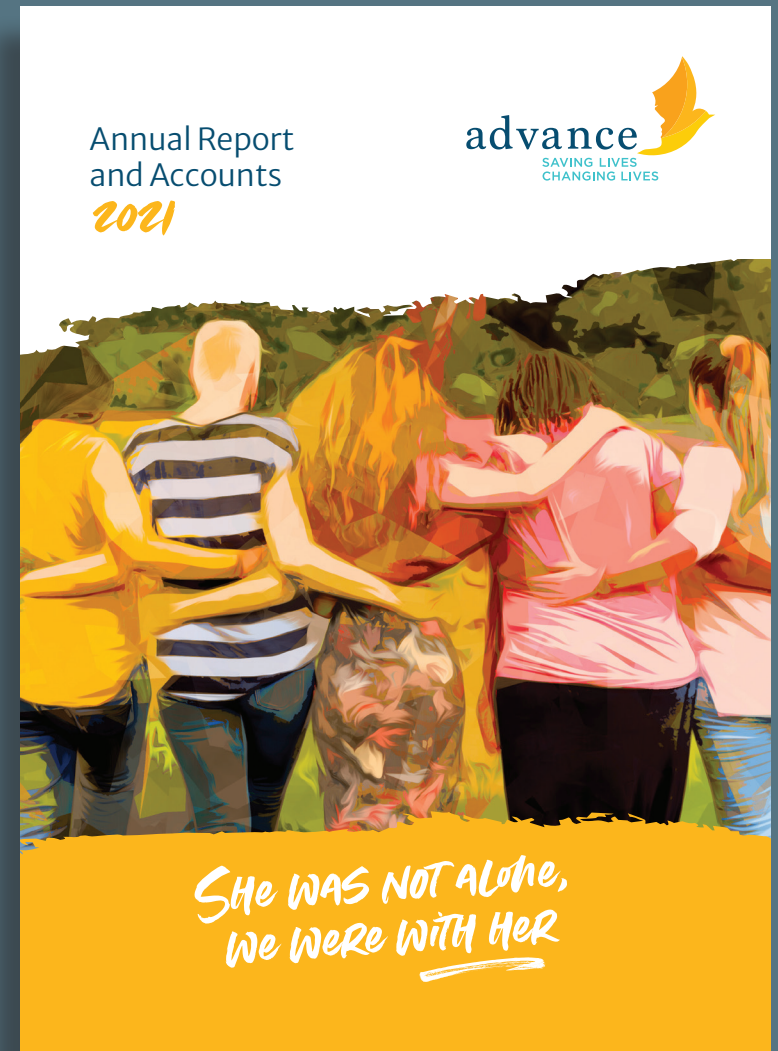
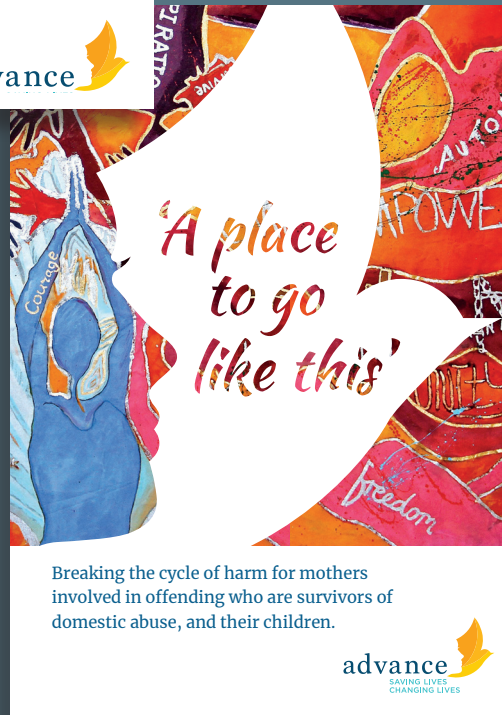
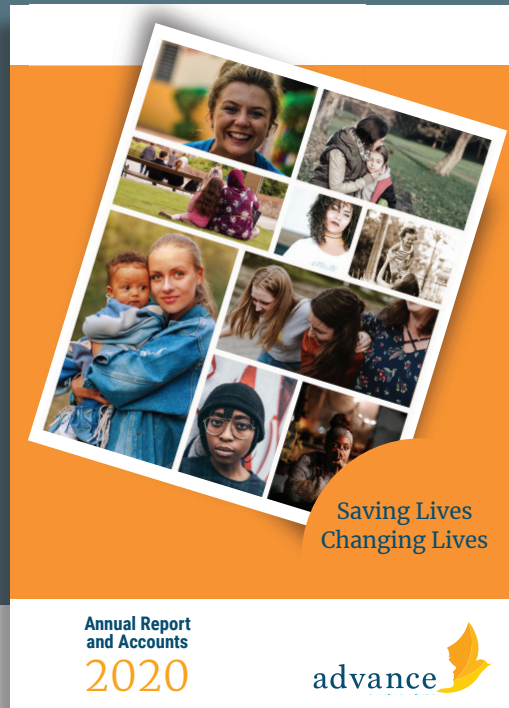
Having worked with a wide range of organisations and charities, I have an empathy for the design requirements of this sector. I have many years of experience in the design, production, print and supply of reports and training resources resulting in positive feedback from our clients. I am able to help develop projects from concept to final delivery of printed items.

“Helen is a great person to work with - calm, informed and creative. A very safe pair of hands”

DIANA RUTHVEN, COMMUNICATIONS MANAGER, BARROW CADBURY TRUST



ADVANCE CHARITY REPORTS



PRISONER LEARNING ALLIANCE BRIEFINGS



The digital divide

Lessons from prisons abroad

July 2020

Introduction

The Prisoner Learning Alliance (PLA) is a network of organisations and individuals with expertise in prison education. We use our collective voice to improve the quality and outcomes of prison education. The PLA has been advocating for increased use of digital technology in prisons for many years, and at our annual conference in 2018 our members voted for this to be our top priority.

This briefing explores the benefits that increasing access to digital technology would bring to prisoners and the communities they will return to on release, and looks at ten examples of how technology is being used as part of learning in prisons around the world.

Digital technology and exclusion

Digital technology is embedded in our daily lives, and has transformed almost every aspect of public, private and work life. We use the internet to pay rent and bills, to search and apply for jobs, to communicate, watch TV and films, read online articles, and understand the world. For most of us, it is hard to imagine our lives without internet access. However, the reality is that 11.3 million adults in the UK are digitally excluded, lacking either skills, connectivity or accessibility – and this includes our prison population.

Government research shows that it is often the most vulnerable and disadvantaged groups in society who face digital exclusion, including older people, people with disabilities, those with lower wages, prisoners and former prisoners.¹

In a world where digital technology is constantly changing and being updated, spending even a few months – let alone a few years – isolated from these changes can present huge obstacles for prisoners on release





Briefing

May 2019

Unlocking potential – three years on

In May 2016, Dame Sally Coates published her influential review - *Unlocking Potential*¹, which set out a holistic vision for prison education. Following publication of the report, the government accepted the main recommendations in principle. However changes in government and administration meant that a detailed implementation plan was not published.

The Prison Safety and Reform White Paper in November 2016 drew heavily on the Coates Report and plans were made for hugely significant changes in the way prison education was funded and governed. Governors identified the education provision they required and prisons were divided into 'lots' (groups of prisons, usually by geographical area). The PEF (Prison Education Framework) contracts were awarded to deliver core education provision. The DPS (Dynamic Purchasing System) was also introduced for governors to commission smaller bespoke education services.

In this briefing, we outline progress on the main recommendations². Overall, our assessment is that fair progress has been made in some major areas. However, it is too soon to assess the effectiveness of the new funding arrangements and the new contracts that underpin them. It is hard to give a more positive assessment until further improvements have been realised for prisoner learners.

This is a pivotal moment for prison education and the reforms need to be supported by specialist training for staff and effective data management systems if they are going to deliver as hoped. A number of recommendations have not been implemented yet and we hope that these will now be reviewed.

In this briefing, we assess progress on the main recommendations, out of a top score of three.

- 1 Every prison must use a consistent and rigorous assessment mechanism to set a baseline against which to measure individuals' academic performance and screen for learning difficulties and/or disabilities (LDD).**

Following the Coates Review the government made a clear commitment to assessing progress and attainment. From April 2019, there are now contractual requirements regarding assessment and screening of all sentenced prisoners on reception. These include an assessment of maths and English and a screening of LDDs. While screening for LDD has been implemented, roll out of the national screening tool has not yet happened and prisons are using a variety of measures. Further assessments of maths and English should now take place on transfer and prior to release.

It is a positive development that as of April 2019 the infrastructure is in place to enable this in PEF provider prisons. The centralised system means that Personal Learning Plans (PLPs) can be accessed on transfer by other providers. HMPPS have also confirmed that the intention
- 2 Every prisoner must have a Personal Learning Plan that specifies the educational activity that should be undertaken during their sentence. This should be in a consistent digital format that can follow the prisoner through the system if they move prisons.**

Progress on this recommendation has been positive and the mechanisms for funding prison education have been completely overhauled. Governors now have more control of the education provided in their prisons. They can tailor this to their specific prison populations and local jobs market. It is worth noting that the funding mechanism of 'lots' was not a recommendation made in the Coates Report, but the Ministry of Justice decided that it was more economical and straightforward than contracts with individual prisons.
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- 8 A new scheme to attract high calibre graduates to work in prisons for an initial period of two years should be introduced.**

In September 2017 'Unlocked', a leadership programme modelled on Teach First was set up. It recruits graduates to work as frontline prison officers for two years and has placed 150 officers in 14 prisons. The first cohort of officers trained through this programme does not graduate until June 2019 and so there is no data on retention, completion or progression rates yet.
- 9 The current mechanism for funding prison education should be revised so that Governors and/or providers can design a curriculum that meets the individual needs and Personal Learning Plan of each prisoner for whom they are responsible.**

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- 10 Governors should be free to design a framework of incentives that encourage attendance and progression in education.**

The Coates review identified a number of potential disincentives for prisoners around attending education. Governor input into commissioning education services means they have the opportunity to design services that engage and maximise participation in education. In theory, services across the prison can be better coordinated.
- 11 Every prison must have a consistent and rigorous assessment mechanism to set a baseline against which to measure individuals' academic performance and screen for learning difficulties and/or disabilities (LDD).**

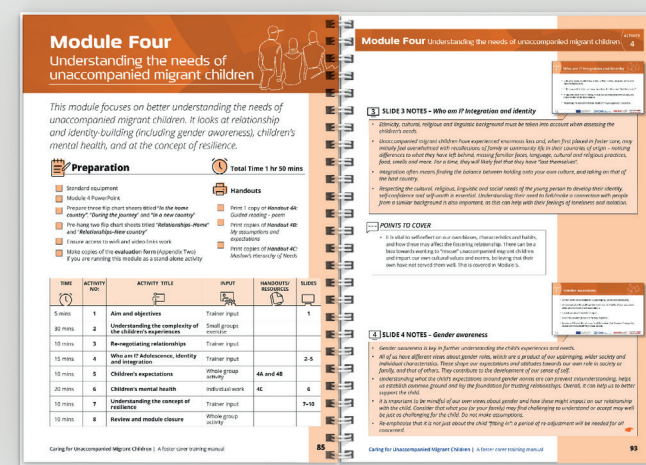
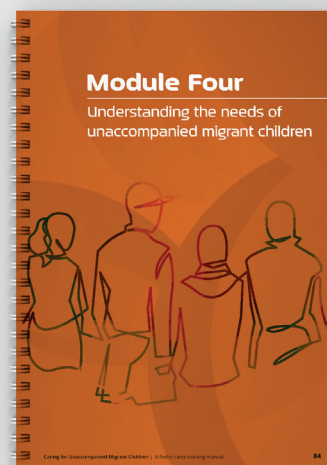
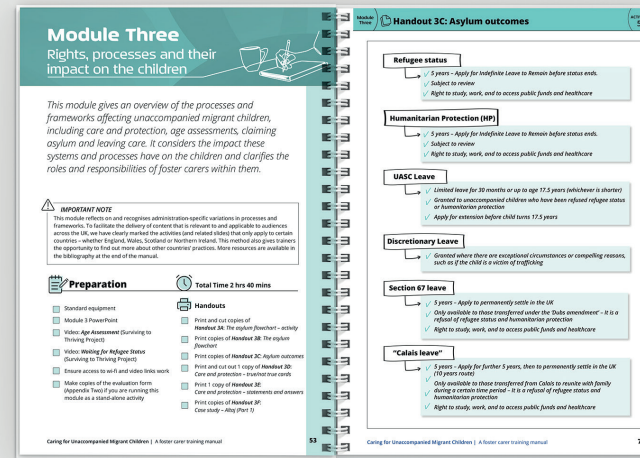
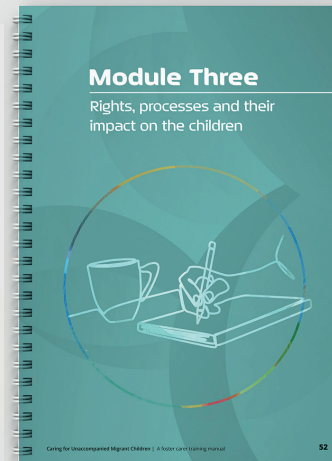
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- 12 Governors should be able to use their education budgets to fund learning at Level 3 and above.**

Level 3 (equivalent to A levels or NVQ level 3) education can now be facilitated through either the PEF or DPS commissioning system. Governors have the flexibility to decide on the variety and level of education qualifications provided in their establishment. The only mandatory requirement in the policy framework requires maths and English to be provided to 'at least level 2'. Early indications are that some prisons' current provision is very similar to the level and choice under the previous contract.



IOM TRAINING RESOURCE

Caring for Unaccompanied Migrant Children: a foster carer training package (UK) Resource pack and powerpoint slide presentations.



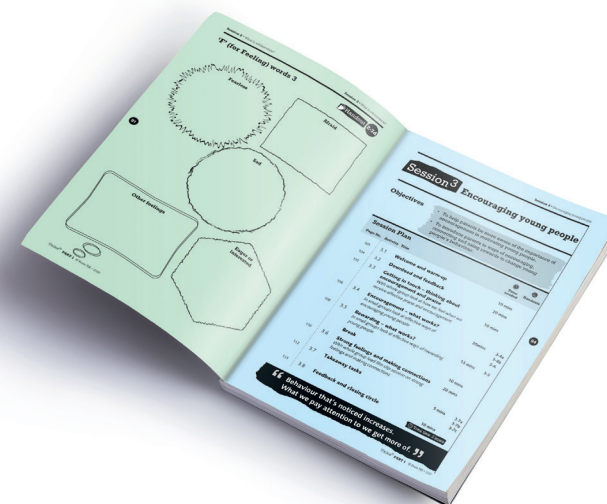
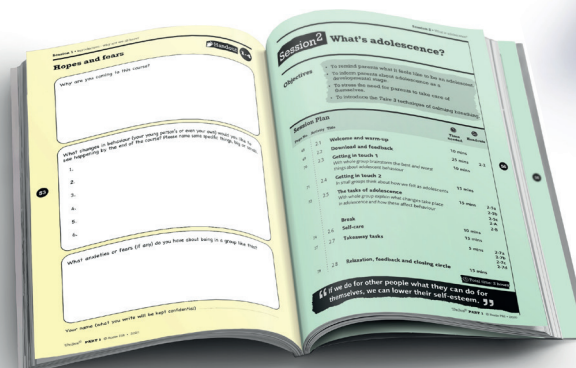
[View website](#)

TAKE 3 PARENTING PROGRAMME MATERIALS

The training pack included design of a lightweight polypropylene carry case to contain all the booklets and also a simple to use USB card with resources and film clips for trainers to use.



[View website](#)



REPORTS AND GUIDES

CLINKS VALUING VOLUNTEERS IN PRISON: A review of volunteer involvement in prisons

1 Executive summary

See also

The case studies gathered by this project give examples of how 24 different organisations involve volunteers in prison. The case studies cover:

- how volunteers are involved in each organisation's work
- what resources are used to recruit, train and manage volunteers
- what barriers to volunteer involvement have been encountered
- how these barriers have been overcome

Valuing Volunteers in prison: case studies of volunteer involvement are available on the Clinks website

1.5 Actions to support more effective volunteering

Clear roles should be identified for volunteers, and their work should be strategically integrated

1 In consultation with local partners, individual prisons should identify areas across their provision where they believe volunteer involvement could enhance their work.

2 Individual prisons should define their own minimum standards for the training, management and supervision of volunteers in a volunteering policy. The policy should set existing good practice and successful volunteering already taking place in the prison as their model where possible.

Prisons and their partners should proactively recruit volunteers from as diverse a base as possible

1 Mechanisms should be developed so that prisons can clearly communicate with local organisations which could help meet the need for services delivered by volunteers.

2 The number, role and diversity of volunteers involved in individual prisons should be recorded in order to create a benchmark against which future volunteer involvement can regularly be judged.

3 All organisations involving volunteers in prison should take steps to publicise and celebrate their achievements and the benefits of volunteering, with a view to encouraging greater volunteer involvement.

Volunteering should receive a consistent level of coordination and support

1 Individual prisons should establish their own clear volunteering strategies and volunteering policies in consultation with organisations that involve or support volunteers. This should result in the identification of resources that will be used to support volunteering and clear expectations for what different stakeholders can expect.

2 Individual prisons should review their security vetting and induction training arrangements in order to make them as volunteer-friendly as possible. Guidance and training should be given to staff and outside organisations to ensure partner organisations can share responsibility for their volunteers completing applications correctly.

1.6 Limitations

Limitations to the conclusions in this report. In the Community Rehabilitation Company supply. We were also able to establish that the service is clearly representative of the prison population as can be found in Appendix 3.

“Volunteers are a key strategic tool in engagement. They offer reassurance, a credible offer of ‘no judgement’, they develop relationships that can be seen to open up and grow in potential. And they give a different perspective – they’re outside prisoners’ ordinary experience.”

Interviewee with the chief executive of a voluntary sector organisation working in several prisons

Valuing volunteers in prison

A review of volunteer involvement in prisons



Volunteers in prison: A review of volunteer involvement in prisons

The findings

Prison volunteering has clear benefits for stakeholders

Several factors are barriers to successful volunteering

What volunteers do

Who volunteers to work in prisons

There are different delivery models for volunteering across the prison estate

Several factors support successful volunteering

2 Identified benefits of prison volunteering

services that would not exist or could not be offered without the involvement of volunteers. In other volunteers are used to support a period of continued engagement with service users who had completed an intervention delivered by paid staff.

In other organisations, volunteers are recruited to directly support the work of paid staff by supporting individual prisoners where staff members were required to deal with an entire group or class.

Example case studies

For example, in the case studies provided by HMP The Mount and HMP The Mount, volunteers support staff by providing individualised assistance to learners on different courses. At HMP The Mount, volunteers deliver courses that have been designed and accredited by the chaplaincy department at the prison. The more experienced volunteers act as course leaders, with less experienced volunteers assisting in the classroom.

The HMP The Mount Service described how volunteers enabled the more efficient deployment of staff resources. The organisation's volunteers support legal advice clinics in prisons and follow up with any necessary letter writing after the clinic. This delivers continuity of service and enables staff time to be spent where it is needed most.

The use of volunteers to add capacity was described as enhancing the quality of service that could be offered by paid staff working alone.

“It’s the contact for our relationships and parenting courses only usually covers one paid facilitator but it can be really good to have a volunteer there to help with evaluation for to deal with individuals who are difficult, like this, and so on.”

Interviewee with the regional director of a voluntary sector organisation

For more details of these projects, see the following case studies:

- Trailblazers
- Elmwood
- Feltham Community Chaplaincy Trust
- The Chaplaincy at HMP Wandsworth

2.2 Benefits for all organisations that involve volunteers

Involving volunteers also benefits organisations, both those in the voluntary sector and prisons. In the survey, volunteer managers were presented with a list of possible benefits for organisations of involving volunteers, and asked to say how important each was in their work. Table 1 presents the organisational benefits that were referred to by more than half of respondents as being important or very important.

Benefit	Percentage of respondents
Volunteers mean that we better represent our local community	95%
Volunteers make the work we do more flexible	78%
Volunteers bring a more 'personal touch'	75%
Volunteers enable us to increase	74%
We wouldn't be able to do our job without the volunteers	73%
Volunteers have a positive effect on staff morale	70%
By spending more time with prisoners, volunteers free up staff to do other things they have to do	63%
Volunteers help us cover things that it is not possible for staff to cover	57%

29% of the 74 interviewees (prison and voluntary sector staff) talked about the benefits of volunteering for service users. These centred on volunteer involvement increasing prisoners' motivation to engage further, boosting prisoners' self-worth and sense of hope, and helping prisoners focus their attention and interest on the world outside.

Interviewees also mentioned the potential for volunteers to offer a non-judgemental relationship, and described how this had the benefit of increasing engagement with services.

“Volunteers are a key strategic tool in engagement. They offer reassurance, a credible offer of ‘no judgement’. They develop relationships that can be seen to open up and grow in potential. And they give a different perspective – they’re outside prisoners’ ordinary experience.”

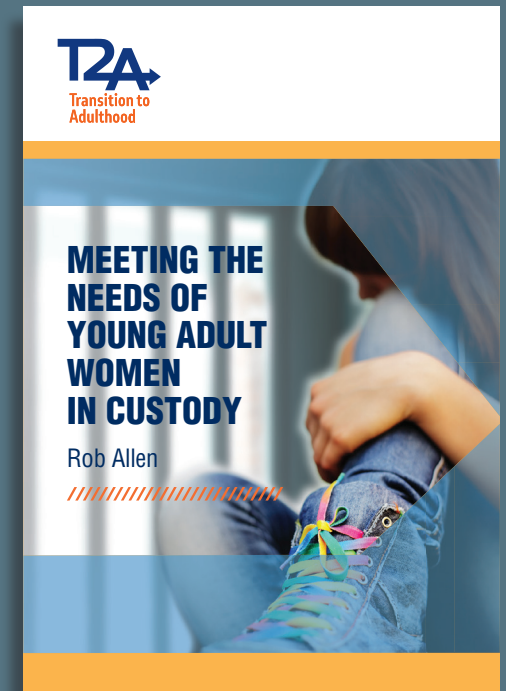
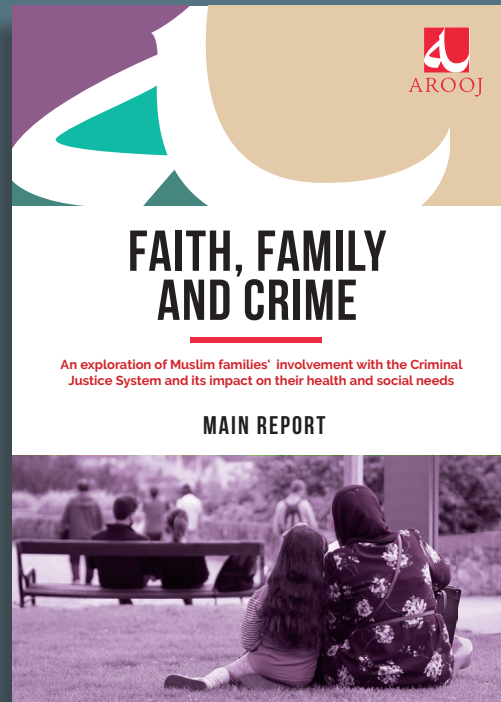
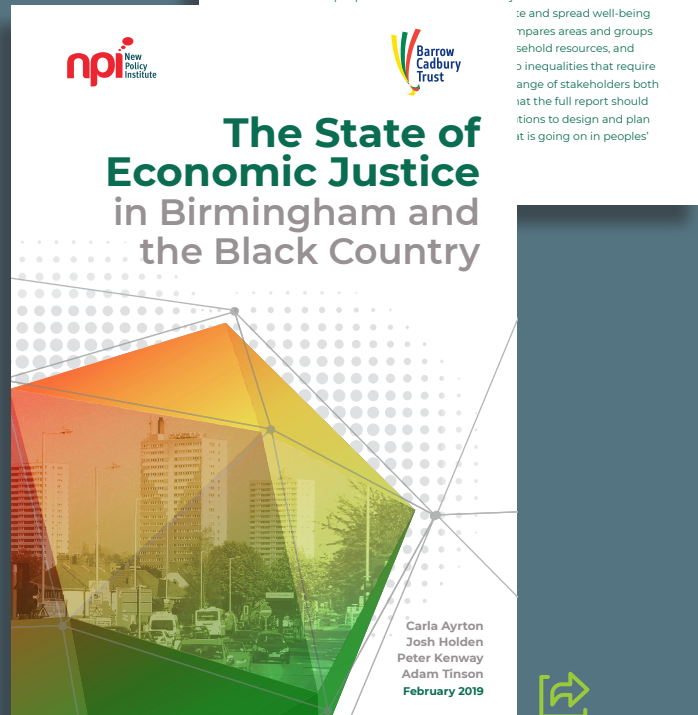
Interviewee with the chief executive of a voluntary sector organisation working in several prisons

The benefits experienced were different for different organisations, depending on what they used volunteers to do. The main benefits described in interviews and case studies could be grouped into two main themes: capacity and flexibility and offering a more personal touch.

Capacity and flexibility

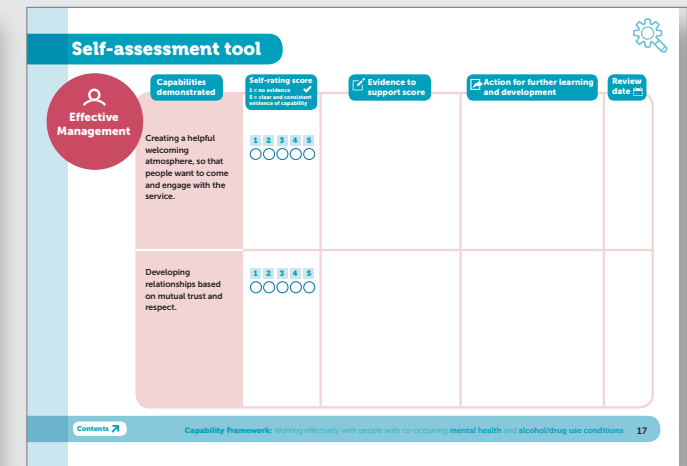
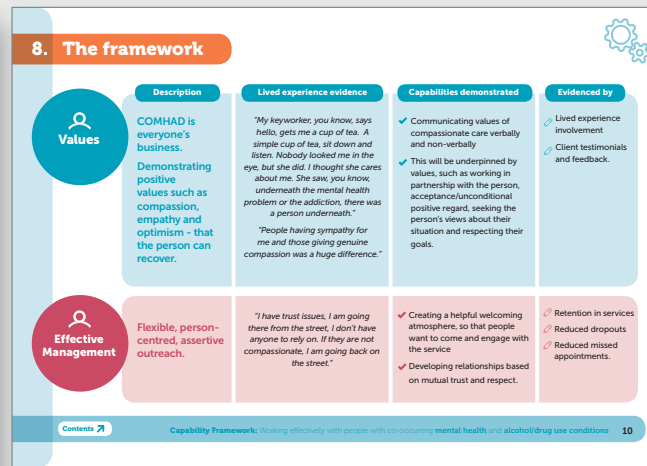
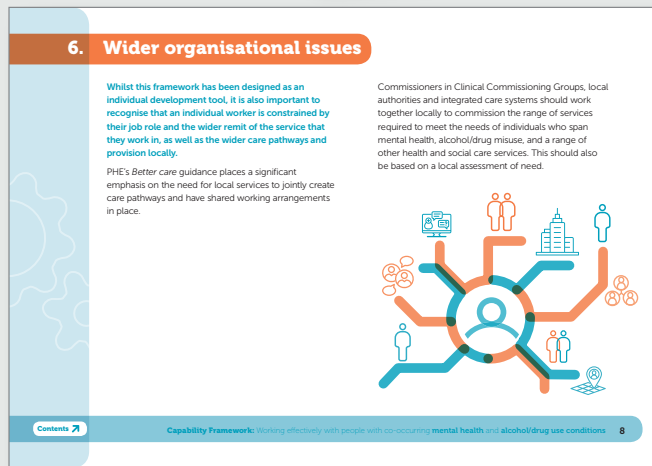
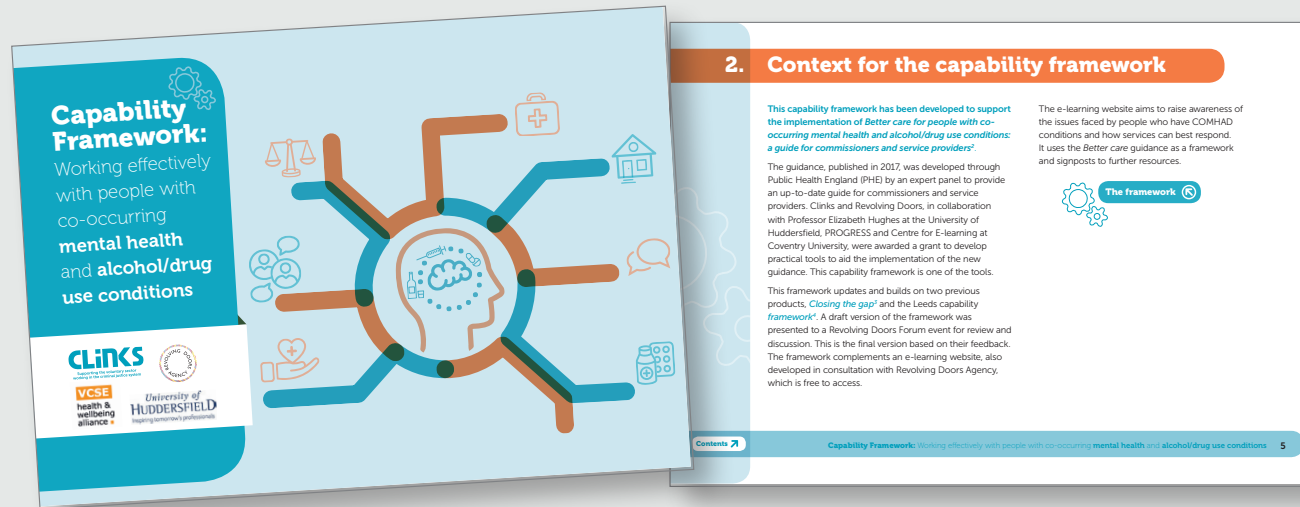
In some contexts where volunteering was well managed and supported it allowed for the organisation to have additional capacity and flexibility in their work. This was mentioned in interviews in response to an open question about the benefits of volunteering. In some cases, organisations described

REPORTS AND GUIDES



FRAMEWORK RESOURCE

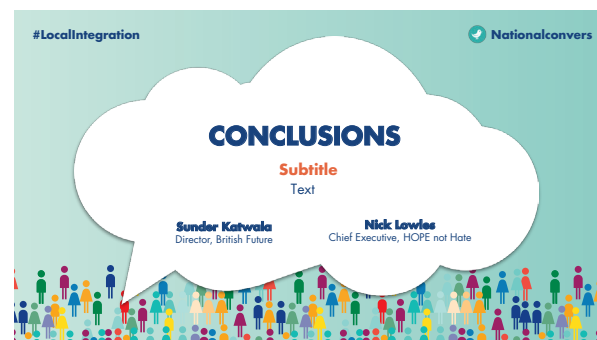
Interactive pdf resource, a capability framework developed to support the implementation of Better care for people with co-occurring mental health and alcohol/drug use conditions: a guide for commissioners and service providers.



CONFERENCE MATERIALS

Powerpoint, folder and info pack for Charity Conference.

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BRANDING ON PRINTED ITEMS

