

November 2015



CLINKS
RESPONSE

Clinks submission to the review of prison education

About Clinks

Clinks is the national infrastructure organisation supporting voluntary sector organisations working with offenders and their families. Our aim is to ensure the sector and those with whom it works are informed and engaged in order to transform the lives of offenders and their communities. We do this by providing specialist information and support, with a particular focus on smaller voluntary sector organisations, to inform them about changes in policy and commissioning, to help them build effective partnerships and provide innovative services that respond directly to the needs of their users.

We are a membership organisation with over 600 members including the sector's largest providers as well as its smallest, and our wider national network reaches 4,000 voluntary sector contacts. We also manage the National Alliance for Arts in Criminal Justice, which is a coalition of 370 members who work across art forms in a range of custodial settings and is jointly funded by the Ministry of Justice and Monument Trust. Overall, through our weekly e-bulletin Light Lunch and our social media activity, we are in contact with up to 10,000 individuals and agencies with an interest in the Criminal Justice System (CJS) and the role of the voluntary sector in the resettlement and rehabilitation of offenders.

Clinks is a member of the Prisoner Learning Alliance and as such we have also contributed and support their submission to the Review. In this response we hope to compliment that submission by raising issues of concern and relevance to the wider voluntary sector working in CJS whose activity can support educational outcomes.

About this submission

Clinks membership encompasses organisations across England and Wales. We have selected England in our response to question 2 because we could not select both options and because our response draws on the evidence compiled by the PLA in their briefing The Future of Prison Education Contracts on OLASS contracts in England. However many of the key principles we raise apply as much to education provision in Welsh prisons as to English ones.

In this response we have drawn on input and examples from our members as well as our ongoing research and work to support the sector. In compiling submissions of this kind we usually try to directly consult with our members by holding workshops or running calls for evidence. However the deadline for this response was prohibitive to doing this. Nonetheless, we have been able to include feedback and examples from a number of members including members of the National Alliance for Arts and Criminal Justice and Clinks members that work with offenders and their families.

All of the Clinks reports we reference in this submission can be accessed at www.clinks.org/resources

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Finally we would be very happy to further contribute to the review in any way we can, including facilitating contact with any of our members.

What do we need to change in order to ensure that education and training provision meets the needs and interests of all potential prison learners?

- **The need for a wide ranging curriculum**

The prison population includes a high proportion of individuals with a range of characteristics that are likely to have a significant impact on individuals' educational needs and interests:

- 47% of prisoners report having no qualifications^[i]
- 42% of prisoners have been permanently excluded from school^[iii]
- Around 5% of prisoners are educated to a level higher than A Levels, with approximately 3% having university degrees^[iiii]
- 20–30% of people in prison are estimated to have learning disabilities or difficulties^[iv]

Membership of a protected group or other minority or equality group (for instance having English as a second language) may also have an impact on educational need. Many individuals from these groups face barriers to learning and/or have lower educational attainment in the general population which will also apply within the prison population.

However it should not be assumed that membership of an equality group will automatically lead to lower educational attainment as often the picture is more complex, requiring a more nuanced approach. For instance, a PET survey^[v] found that Black, Asian and Minority Ethnic (BAME) prisoners were more likely to have some qualifications prior to prison (13% had no qualifications compared to 20% of non-BAME respondents); and were more likely to have GCSEs (50% compared to 46% of non-BAME). However they were less likely to have A Levels (17% compared to 20% of non-BAME); less likely to have degrees (5% compared to 11% of non-BAME) and less likely to have professional qualifications (5% compared with 22% of non-BAME). There were also differences between different groups within the BAME population, for example; those who identified themselves as Black Africans, Pakistani, Asian other and mixed were more likely to have A Levels.

Older prisoners, the fastest growing group in the prison population, are also likely to have specific needs, relating less to vocational qualifications and employment outcomes than may be suitable for their younger counterparts.

In addition there are a significant number within the prison population who are adequately or well qualified vocationally and academically and it is vital that their needs are also catered for; along with longer term serving prisoners who may need opportunities to progress beyond level 1 and 2 qualifications during their time in custody.

This diversity in educational attainment, need and interest points to the requirement of a wide ranging and varied curriculum. Education should be as much about personal development as the acquisition of skills and knowledge. A focus of this kind would deliver educational provision that meets the needs of such a diverse population and allow for the development of aspiration and life skills which will in turn support individuals to build effective relationships in the community and lead crime-free lives on release.



- **Coordinating education with other interventions across the state and through-the gate**

Current education contracts in England (commissioned via OLASS) pre-date the Transforming Rehabilitation reforms and the new frameworks that they have introduced. As such, as highlighted in the Prisoner Learning Alliance briefing *The Future of Prison Education Contracts*, OLASS contracts do not incentivise partnership working with local organisations in order to ensure educational progress through-the-gate.

Community Rehabilitation Companies are responsible for providing resettlement services to prisoners in the last three months of their sentence and this may include signposting to other services such as education, training and employment.^[vii] CRCs can also choose to deliver additional resettlement services in pursuance of payment by results but it is currently unclear the extent to which they are choosing to do this and whether it might include education or training activities. In addition Clinks' member's feedback is that Governors are increasingly less likely to commission non-OLASS learning and education interventions.

There are indications from Clinks' survey to track the impact of Transforming Rehabilitation on the voluntary sector that CRCs are funding some activity relating to education and learning, with 35% of respondents telling us they were funded by the CRC to deliver a service for people with learning difficulties or disabilities. In addition we have heard early reports of activity in some CRC areas to map education and other interventions that take place to ensure there are not timetabling conflicts between them. However it remains unclear how resettlement services and plans will be coordinated with other education and learning activity, overall and in terms of aligning outcomes for prisoners, and this represents a significant missed opportunity.

A further challenge to the coordination of education and training with resettlement is posed by the changes introduced to the rules governing release on temporary license (ROTL) in July 2013. ROTL provides a significant opportunity to support the continuity of prisoners learning through-the-gate and to join education and training opportunities up with resettlement plans. It also offers a clear progression route for prisoners engaged in or thinking about engaging in education or training and therefore can provide motivation.

However the changes introduced to the rules governing ROTL since July 2013 have significantly restricted its use. Clinks and the Prison Reform Trust have recently surveyed organisations providing volunteering, work, training and education ROTL placements and 65% of respondents told us that the number of individuals they have had on ROTL placements since the introduction of the changes has decreased or decreased a lot. We will be publishing the full results of this survey in January 2016 and would be happy to share these with the Review.

In addition to the need for mechanisms that link learning opportunities within the prison walls to those on the outside post-release, Clinks suggests that a greater focus needs to be placed on the provision of training and vocational qualifications which are relevant to the local economy and realistic opportunities available on release. For instance, RNIB are currently training prisoners as braille transcribers - a specialist skill which takes a long time to learn but for which there is currently very high demand. Less positively, Clinks members have previously told us of situations where the only ROTL opportunities available to individuals have related to the rural settings of the prison when in fact on release those individuals will return to inner cities. While the introduction of resettlement prisons may mitigate this to some extent, explicit links between education contracts and the provision of resettlement and through-the-gate services would strengthen this further. Clinks fully support the recommendations in the PLA briefing *The Future of Prison Education Contracts* with regards to this.

As well as ensuring through-the-gate continuity for educational provision, there is a need to ensure continuity and transference of course portfolios for individuals transferred within



the prison estate. This should be a key consideration in any plans to further devolve the commissioning of education provision.

How could we better incentivise prisoners to participate in education?

- **Positive incentives**

Many of the characteristics of the prison population outlined above mean that a large number of people in prison have had poor experiences of mainstream education. Therefore ensuring that educational activity is accessible and appealing in order to encourage participation is vital.

Clinks notes that the Secretary of State has indicated that he may consider how education can be incentivised using existing mechanisms such as the Incentives and Earned Privileges policy and early release. Clinks strongly believes in the positive effects of education in supporting desistance, and is concerned that these could be undermined by any regime that is perceived as forcing individuals to undertake such activity. Given that engagement with education in the general adult population is a choice this could also be seen to constitute a further punishment in addition to prisoners' sentences.

Therefore Clinks cautions strongly against encouraging educational activity using punitive measures and would suggest that 'carrots' rather than 'sticks' are more likely to be successful incentives. Punitive measures may have negative and disproportionate unintended consequences for individuals with, for instance, learning difficulties or disabilities and other groups. In addition, to encourage meaningful participation in educational activity it will be important to ensure that the impact of negative previous experiences, such as permanent exclusion, are not reinforced.

- **Engagement through creativity**

A wide ranging curriculum will ensure that educational activities are truly engaging. Many people in contact with the Criminal Justice System need to develop qualities and skills such as resilience, self-confidence, communication and team work. Not only are these wider life skills critical for challenging offending behaviour, but they can also act as a foundation or stepping stone on the path to engaging with more traditional forms of learning.

A significant number of voluntary sector organisations excel at providing education services which encompass more creative approaches to learning, often making use of the arts or sport to engage people and complement more traditional learning methods. Evaluation of Safe Ground's relationship education programmes which use drama, dialogue and debate found that "the drama based and experimental nature of this learning has been shown to raise the levels of confidence of groups of men, many of whom may previously have had only negative experiences of education and none of educational achievement."^[vii]

- **Embedding learning across the prison culture**

To truly incentivise and encourage learning in prisons a greater focus on education as integral to rehabilitation and desistance outcomes needs to be embedded across the prison culture. Currently education can all too often be seen as something that takes place in just one part of the prison rather than in every cell and on every wing.

The PLA have recommended in The Future of Prison Education Contracts that best practice should be established for education providers to work closely with the Offender Management



Unit and National Careers Service to ensure a coordinated approach between prisoners' learning and sentence plans and this should be overseen by the prison inspection regime. Beyond this there may also be scope for an education officer role to support this link and who would work to encourage and support learning activity and its links with the sentence plan. This could work similarly to the Care and Responsibility Officer recently suggested by the Harris Review.

One barrier to prisoners accessing education can be timetabling conflicts within the prison day meaning that individuals are pulled from education to attend other interventions. A simple way to overcome this is for mapping exercises to be undertaken with all regular providers to ensure that these timetable clashes are avoided or mitigated. In order to do this it is vital that someone in the prison is aware of all the activity taking place and available to prisoners – this is not always the case, particularly with volunteer led initiatives such as prison reading groups.

Other timetabling challenges may also remain; one example is of prisoners having to choose between participation in activities and courses run by the voluntary sector and prison work. Therefore making sure that prisoners do not have to give up paid work in order to engage with activities that support their learning and development is vital to incentivising participation in education.

Another significant obstacle for voluntary sector providers delivering non-accredited educational activities is the lack of status and recognition. This is evident in the difficulties staff and volunteers regularly encounter in ensuring sessions run smoothly including a lack of availability of supervision or escort staff and the high level of attrition or removal of participants mid-course because of security concerns or timetabling conflicts.

• **The role of prisoner's families in supporting learning**

Consideration should also be given to the role of prisoners' families in providing support for educational activity. There are a number of examples, led by the voluntary sector, of informal educational activity linking with prisoner's familial relationships to provide motivation. For instance the Write to be Heard project^[viii], run by the National Alliance for Arts in Criminal Justice, targeted 'hard to reach' prisoners and successfully engaged a significant number of participants who were not in education in writing workshops (45% of participants were not already engaged in prison education).

Persuading hard-to-reach prisoners to attend workshops was not without challenges and in particular where participants had not volunteered to attend they were not prepared to cooperate with activities. This shows the importance of voluntary engagement but also illustrates the role officers can play in supporting and encouraging individuals with lower levels of confidence to engage. A successful example of this was employed by one chaplain who approached fathers to attend a workshop on writing for children under 10 years old. As a result this workshop was attended by prisoners with little or no writing experience.

Pact's Building Stronger Families intervention embeds numeracy skills through money management modules. The appeal of prisoners learning for the benefit of their families, particularly when family members are encouraged to participate in the course too has been successful in engaging many prisoners in this and similar courses.

Similarly, a forthcoming report by Barnados provides examples of parents in prison being engaged in their children's education through homework clubs and at HMP and YOI Parc a 'Children' Showcase' which involves teachers visiting parents in the prison to discuss their children's educational progress. This exposure to helping their children with schoolwork can



provide motivation for prisoners to improve their own learning and skills.

How could we better assess and measure the performance and effectiveness of prisoner learning?

- **Learning in the context of desistance**

Assessment and measurement of the effectiveness of prisoner learning should be understood in the context of desistance theory and promoting long term resettlement and rehabilitation. Desistance theory emphasises the need for a holistic, flexible and person-centred approach to supporting people who have offended and who wish to stop. Its value in describing the process by which offenders move away from offending behaviour has been recognised in NOMS commissioning intentions and Transforming Rehabilitation. Education is one of a range of key factors that can support individuals to desist from offending behaviour and to build constructive relations back in the community after release.

Education providers should be rewarded for achieving 'intermediate outcomes' in addition to the enrolment and completion of units and qualifications. These intermediate outcomes may include prisoners engaging in informal education activity, improvements in attitudes, thinking and behaviour and improved relationships with officers, other prisoners and family members.

- **Service user involvement**

In order to assess such intermediate outcomes providers should be encouraged to involve service users in assessment and evaluation both of their own progression and of programmes as a whole. This kind of service user involvement can in itself make a valuable contribution to desistance as a process that is supported by activities which promote the development of positive self-identity and belief. Beyond individuals assessing their own progress, their lived experience of prison education also makes them best placed to be involved in the design and delivery of activities. The involvement of prisoners as peer mentors, teaching each other skills on wings, is a good example of this.

What are the most effective teaching and delivery models for education in prison settings?

- **The whole prison as a learning environment**

As outlined above, provision of a wide ranging curriculum and recognition of the whole prison environment as a place where learning can take place has potential to overcome some of the negative associations that prevent individuals from accessing education and learning effectively.

Learning opportunities could be maximised by recognising the potential of non-classroom settings and also by building curriculum measures and achievements into other activities prisoners are engaged in. For instance learning attainment could be built into the activity delivered by voluntary sector organisations such as Shannon Trust and Prison Reading groups. Both organisations work extensively throughout prisons to support the development of literacy skills outside of a classroom context. Similarly Fine Cell Work provide opportunities for prisoners to undertake focused in cell activity which supports individuals to undertake independent activity, developing self-confidence and awareness of individual potential as well specific skills. However there are significant missed opportunities in coordinating this kind of activity with education provision or using it as a bridge into other accredited courses.



- **Creative approaches**

We would again suggest that complementing traditional teaching and delivery methods with more creative approaches to learning through, for instance, the arts or sport can increase the effectiveness of prison education. For instance, Safe Ground's approach to relationship and self-awareness education uses drama, dialogue and debate. A 2009 evaluation of their Family Man programme identified a "clear educational element, grounded in a process of cognitive change, progressively activated by a series of learning exercises".^[ix]

- **Volunteers and peer mentors**

The voluntary sector has pioneered approaches to learning activity that both utilise volunteers from the community going into prisons to deliver learning activity and prisoners volunteering as peer mentors to support the learning of others. The Shannon Trust have pioneered prisoners teaching other prisoners to read supported by volunteers from the community who work with prison staff to advise, support and grow the reading plan in each prison. Delivery models such as these are not only effective in producing traditional learning outcomes such as literacy but support prisoners to build relationships with each other and encourage links between prisons and members of the community.

However it is important to recognise that volunteering is not a free resource. It requires ongoing investment to ensure quality recruitment, training, and supervision can be maintained. Without adequate coordinated contact with and support from prison staff the effectiveness of volunteer-led activity can also be diminished.

How could we make best use of different prison environments and facilities to deliver education?

We would reiterate our point made in answer to question 4 above about the importance of a greater focus on education being embedded across prison culture. This would facilitate learning opportunities to take place not just in classrooms but also on wings and in cells and recognise the educational contribution made by voluntary sector activities operating in these environments. Currently in some prisons, for instance, prison reading groups take place on wings at weekends and the volunteers that run them are not clear whether this activity is widely known about across the prison or embedded and coordinated with other learning opportunities for those who attend.

Other providers use the chapel, visits hall and programmes rooms. It is important that prisons understand the room requirements for delivering these educational activities and that there is a structure in place to timetable the use of suitable rooms.

Similarly, access to prison libraries and coordination between activity that takes place in them and educational activity could enhance both facilities. Clinks is increasingly hearing anecdotal evidence from members about the challenges prisoners face in accessing library facilities due to officer shortages. This is another example where prison culture would benefit from the embedding of education and learning as a key outcome so that changes to prison regimes do not adversely affect learning and education opportunities.

Other prison spaces can also be utilised; employing prisoners in tea bars and coffee shops/cafes inside prison is an excellent practical educational experience that gives prisoners business, customer service and enterprise skills that can be used post release. The model used by Clinks' member Jigsaw at HMP Leeds coffee shop allows the prisoners to, in theory, run their own



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business with responsibility for ordering stock, engaging with customers and researching customer needs. It may also be possible to link such activities with qualifications such as Barista training and Business Enterprise.

What is the potential for increased use of technology to support better prison education?

We fully support the PLAs assertion in The Future of Prison Education Contracts that "ICT has the ability to transform education in prison settings, as part of blended teaching model, arguably more than traditional college settings, due to the range of learner needs and interests, varied lengths of sentence, as well as time spent in-cell during evenings and weekends."

In addition, improved access to technology could improve prisoners' access to information about community provision post release. For instance the Clinks Directory of Offender Services lists over 800 organisations and projects providing support for offenders and their families, including 467 working in the field of education. However because the directory is an online resource with links to external sites listed within it prisoners are unable to access it.

What needs to change to enable technology to deliver this support?

We commend the various recommendations on technology that the PLA make in their briefing The Future of Prison Education Contracts and believe that if implemented these would enable technology to better support prison education.

How could we further improve teaching standards and continue to recruit and retain the best quality teachers in the prison estate?

As outlined elsewhere in our response we believe that education and learning should be embedded as outcomes that are integral to desistance and rehabilitation throughout the prison culture. This would enable better support from prison officers for teaching staff which would in turn improve the quality of teaching standards and support recruitment and retention.

Similarly, as we highlight in our answer to question 5, the involvement of service users in assessment and evaluation both of their own progression and of programmes as a whole can improve quality. We therefore fully support the PLA recommendation in The Future of Prison Education Contracts that education providers should have a learner voice strategy in place.

In addition The Future of Prison Education Contracts raises important points about the need for development and delivery of continued professional development for education staff and the need for educators to receive awareness training in Specific Learning Difficulties which we believe should be a key priority given the high level of learning difficulties among the prison population.

Who should be responsible for commissioning prison education, and who should be accountable, for its effectiveness and impact?

When considering who is best placed to commission prison education a number of key factors need to be considered:



- **Consistency**

It is vital that continuation of course portfolios and educational progression is provided to prisoners who are transferred between different parts of the prison estate. Commissioning frameworks need to therefore ensure a level of consistency in provision across England and Wales.

- **Leadership and accountability**

As we have raised throughout this response education and learning needs to be better embedded in prison cultures and strategies in order to communicate it as a clear priority and enable it to join up with other mutually enforcing provision and activity. As outlined by the PLA in The Future of Prison Education Contracts the Prison Governor is ultimately the only individual with whom accountability for integrating services across the regime including the CRCs, voluntary sector etc. can sensibly lie. They are also responsible for the number of prisoners engaged in 'purposeful activity' and for the daily regime and are ultimately accountable to the inspectorate.

- **Flexibility**

As well as a need for consistency education contracts also need to be sufficiently flexible to allow and encourage partnership work with local partners including the voluntary sector, and particularly smaller organisations, both within the prison and the community and to ensure that training opportunities are realistic and relevant to the local economy to which prisoners will be resettled. This means that they need to incorporate an element locally designed and needs led commissioning.

Any commissioning structure needs to take these issues into account as well as be suitable to be fully embedded within the prison culture and other strategies. We would therefore suggest that there needs to be a national framework for prison education but one that has the flexibility to engage with local partners and provide a level of autonomy to prison governors to manage contracts. On this basis we would suggest a national framework with regional level contracts that are managed at a local level by prisoner governors, who are in turn held accountable for their successful delivery and outcomes.

How could we enable commissioners of prison education to work more effectively with relevant partners?

- **Commissioning and working with the voluntary sector as partners**

As outlined throughout this response, the voluntary sector has a strong track record in providing a range of education activities in prisons, both accredited and non-accredited, and which often encompass creative approaches to learning which complement and support traditional teaching methods. However these activities and the outcomes achieved by prisoners involved in them are often not coordinated with mainstream education provision presenting a significant missed opportunity.

Clinks recommends that commissioners of prison education consider both how to ensure commissioning structures do not disadvantage the voluntary sector – Clinks' publication 'More Than a Provider' makes a number of recommendations in regards to this:



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- Provide flexible but systematic routes for all voluntary sector organisations (not just service providers) to share intelligence about emerging needs, pitch ideas and advocate for service improvements.
- Involve service users throughout the commissioning cycle, and provide commissioning and procurement teams with the opportunity to meet directly with service users.
- Commissioners from different departments and agencies should meet regularly to share what they are commissioning, collaborate on needs assessments, and develop opportunities to co-commission; and voluntary sector organisations should be proactive in proposing new and more collaborative commissioning models.
- Involve service users and voluntary sector organisations in equality impact assessments for people with protected characteristics under the Equality Act, throughout the whole commissioning cycle.
- Carefully consider the impact of contract size on market diversity and wherever possible break large contracts into smaller lots.
- Ensure that the procurement process is proportionate to the scale of the service being commissioned.
- Integrate social value into commissioning decisions, for example by purchasing from organisations that improve reintegration of ex-offenders by tackling the stigma of criminal convictions.
- Always consider both grants and contracts in the procurement of services, rather than using contracts as a default position. Use grants to support innovation and invest in the capacity of organisations to deliver services in the future.
- Ensure all potential providers have clear information about procurement processes and reasons for decision making, give advance notice of intentions to tender, and hold 'provider days' to facilitate partnership development and inform the specification.
- Carefully consider the effects of competitive tendering processes on local relationships, referral pathways and sharing of good practice.
- Where subcontracting is desired by commissioners, it should be made clear that bids will be selected and performance managed on the basis of a good supply chain, and how that will be measured.
- Maintain dialogue with subcontractors to ensure a direct line of communication with smaller providers.
- Support the development of formal and informal partnerships by providing technical support and capacity building grants.
- Ensure that decommissioning processes are carried out with good advance notice and that bidders, providers, service users and communities are provided with clear information about re-tendering and decommissioning decisions.



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We also suggest that commissioners specifically incentivise providers to work in partnership with the voluntary sector. We support the PLA's recommendations in The Future of Prison Education Contracts with regards to OLASS contracts on this issue.

In addition to partnership working with voluntary sector organisations providing educational activities within the prison, partnership working opportunities with those in the community should also be considered. This should include the voluntary sector, community groups and the private sector in order to ensure that there are through-the-gate progression routes for education and training on release.

• Co-commissioning and partnership work with other commissioners

As outlined in the recommendations above it is important for commissioners to maintain a dialogue with other commissioners and funders who are providing resources to partners. In Clinks' initial report from our work to track the impact of Transforming Rehabilitation organisations reported anxiety about the continuation of funding from trusts and foundations as they remain unclear what falls within the remit of the CRCs. Approximately one third of organisations told us that they continue to receive funding from these sources and this will inevitably include a number of organisations delivering education activity. This anxiety was reinforced at a meeting Clinks facilitated between trusts and foundations and the National Offender Management Service, indicating a risk that this substantial outside contribution towards interventions in the criminal justice system, including education and learning projects, may be withdrawn.

Assuming they are not commissioners, how can organisations such as employers, community rehabilitation companies, local colleges, universities and the voluntary sector contribute to improving the curriculum, education outcomes and employability of offenders on their release.

Throughout this response we have provided examples of how the voluntary sector currently contributes towards education outcomes and the employability of offenders. This includes through the provision of accredited and non-accredited programmes, facilitation of educational activity outside of traditional classroom settings, creative approaches to learning through the arts and sport and provision of vocational opportunities in prison shops and visiting room snack bars. This should be further developed and supported.

The voluntary sector's holistic and flexible approach to working with people who have offended also means they are excellently placed to make links between educational activity and other pathways towards desistance such as links with families. This can have a mutually reinforcing effect on both education and desistance outcomes. For instance Pact's Time to Connect and Family Literacy in Prison courses explore a father's role in children's development making an explicit link between activities that can support literacy skill development and strengthen familial relationships.

Many prisoners have been initially motivated to join Pact courses because they provide time with their families but feedback has shown that before the end of the first session they become fascinated by the skills they can learn to improve family life.

End notes

- [i] Prisoner Learning Alliance The Future of Prison Education Contracts
- [ii] *ibid*
- [iii] *ibid*
- [iv] Bromley briefing
- [v] Prisoners Education Trust (2013) Brain Cells
- [vi] Ministry of Justice (2014) Target Operating Model
- [vii] <http://www.safeground.org.uk/>
- [viii] <https://www.artsincriminaljustice.org.uk/write-be-heard-cjs>
- [ix] <http://www.safeground.org.uk/>

CLINKS

Clinks supports, represents and campaigns for the voluntary sector working with offenders. Clinks aims to ensure the sector and all those with whom they work, are informed and engaged in order to transform the lives of offenders.

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