



DEPARTMENT OF CORRECTIONAL SERVICES



Correctional Programmes Targeting Offending Behaviour



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA



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Executive Summary

The Correctional Programmes are just one of a number of endeavours which the Department of Correctional Services has embarked upon in its quest to rehabilitate offenders and reintegrate them into communities as law-abiding citizens. The aim is to join forces with stakeholders and civil society in pursuance of the common goal of inducing and supporting some type of change in the people who are participating in the programmes. The desired changes may include behavioural changes, acceptance of positive values and morals, increased knowledge, the acquisition of skills and improved mental and physical health.

The timing, duration, focus and intensity of services shall be based on the assessment of an offender's level of risk, needs, responsiveness, treatability, motivation and other relevant factors. Participation in services provided shall be based on a Correctional Sentence Plan (CSP) subject to informed consent. The Department of Correctional Services believes that the responsibility to learn rests with the individual. Offenders must accept responsibility for their offences in order to gain insight into and understanding of their deviant and dysfunctional behaviour. Offenders should accept full accountability for their own behaviour throughout participation in the programmes.

According to Inkanyezi Initiatives (2007, p12), the focus of rehabilitation and effective reintegration of offenders should be more on influencing behaviour and ultimately on facilitating individual behaviour change. Correctional programmes shall focus on raising awareness of the need to change behaviour and therefore reducing the likelihood of re-offending. Service providers and multidisciplinary team members shall be qualified and trained in accordance with their duties to ensure effective implementation of programmes.

1. Background

The responsibility of the Department of Correctional Services is first and foremost to correct offending behaviour in a secure, safe and humane environment in order to facilitate the rehabilitation process. Research, design and development of correctional programmes aimed at correcting offending behaviour are the functions of the Directorate of Correctional Programmes. The Directorate is also responsible for the development of a Correctional Sentence Plan (CSP), which has to

indicate all the interventions (services and programmes) that offenders need to be involved in, throughout their incarceration. The CSP should be based on the offenders' assessed risks and needs.

2. Mandates

The Department operates in accordance with, inter alia, the following mandates:

The White Paper on Corrections in South Africa, 2005

The Correctional Services Act, 1998 (Act no. 111 of 1998)

2.1 *The White Paper on Corrections in South Africa, 2005*

Chapter 3 discusses corrections as a societal responsibility and the following sections are highlighted:

- Section 3.3.5 provides for cooperative governance in contributing to the betterment of circumstances of families and communities.
- Section 3.3.7 provides for the creation of an environment in which offenders are encouraged to discard negative and destructive values and replace them with positive and constructive values.

Chapter 4 discusses the objectives of the South African Correctional System and the following sections are relevant to this discussion:

- Section 4.2.3 maintains that rehabilitation is achieved through delivery of key services to offenders, one of which is correction of the offending behaviour.
- Section 4.2.4 maintains that rehabilitation is best facilitated through a holistic correctional sentence planning process that engages the offender at all levels of functioning, including social, moral, spiritual and physical levels.
- Section 4.3.2 maintains that rehabilitation is the mission of departmental activities in partnership with external service providers.

2.2 *The Correctional Services Act, 1998 (Act no. 111 of 1998)*

Chapter 4 Section 41 of the Act provides for treatment, development and support services as follows:

1. The Department must provide or give access to as full a range of programmes and activities as it is practicable to meet the educational and training needs of sentenced prisoners.
2. Sentenced offenders who are illiterate or children may be com-

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- pelled to take part in the educational programmes offered in terms of subsection (1).
3. The Department must provide social and psychological services in order to develop and support sentenced offenders by promoting their social functioning and mental health.
 4. Where practically possible, the Department must provide other development and support programmes, which meet the specific needs of sentenced offenders.
 5. Sentenced offenders have the right to take part in the programmes and use the services offered in terms of subsection (1), (3) and (4).
 6. Sentenced offenders may be compelled to participate in programmes and to utilize services offered in terms of subsection (1), (3) and (4) where, in the opinion of the Commissioner, their participation is necessary, based on the nature of their previous criminal conduct and the risk they pose to the community.
 7. Programmes must be responsive to special needs of women and they must ensure that women are not disadvantaged.

3. What are Correctional Programmes?

Correctional programmes are need-based programmes that address offending behaviour. It is compulsory for all sentenced offenders serving a sentence of 24 months and longer to attend correctional programme sessions. The Department of Correctional Services has developed and sourced seven correctional programmes, viz

- Anger Management Programme
- Crossroads Correctional Programme
- Preparatory Programme on Sexual Offences
- Pre-release Programme
- Substance Abuse Correctional Programme
- Restorative Justice Orientation Programme
- New Beginnings Orientation Programme

The programmes have been simplified so they can be presented by correctional officials who have been trained to implement correctional programmes.

3.1 Anger Management Programme

3.1.1 Objective

This programme is aimed at raising offenders' awareness of the causes and symptoms of anger and teaching them how to manage

their anger. It also helps offenders to unlearn old habits associated with aggression and learn or relearn healthy ways of dealing with and expressing anger.

3.1.2 Target group

The Anger Management correctional programme is aimed at all sentenced offenders who are serving sentences of 24 months and longer, based on the needs and risks identified in the individual offender's correctional sentence plan.



3.1.3 Goals

The goals of the programme are to:

- provide participants with information on the restoration of relationships
- enable participants to compile and implement a personal anger coping plan to deal with and manage future anger response behaviour.

3.1.4 Outcomes

At the end of the programme the participant must have learned and be able to:

- understand what anger is and where it comes from
- control and manage feelings of anger in a socially acceptable manner
- understand and deal with feelings and behaviour linked to resentment, hostility, revenge and hatred
- compile and implement a personal anger coping plan to deal with and manage future anger response behaviour.

3.1.5 Structure of the programme

Programme sessions:

Session 1: Introduction to anger in anger out programme

Session 2: The facts about anger

Session 3: Where does anger come from?

Session 4: The results of anger: The anger inventory

Session 5: Dealing with anger

Session 6: Hatred and revenge

Session 7: Restorative justice

Session 8: Refusal skills – say no.

Session 9: Coping plan – Stop, think and act.

3.1.6 Programme material

The Anger Management correctional programme consists of a Facilitator's Manual and a Workbook for participants.

3.2 Crossroads Correctional Programme

3.2.1 Objective

The main purpose of the Crossroads Correctional Programme is to target offending behaviour through the implementation of basic behaviour modification techniques. The programme focuses on the causes and consequences of the abuse of alcohol and drugs and of criminal behaviour. It seeks to provide offenders with information concerning alternatives to criminal behaviour and sources for treatment of alcoholism and drug dependence. It also provides offenders with information on sexually transmitted infections and sources of treatment for them.



3.2.2 Target group

The Crossroads Correctional Programme is aimed at all the sentenced offenders who are serving a sentence of 24 months and longer based on the needs and risks identified in the offender's Correctional Sentence Plan. Ideally, the Crossroads Correctional Programme should be presented to the identified offenders upon their admission to the system.

3.2.3 Goals

The goals of the programme are to:

- equip case officers with the necessary skills to enable them to identify the need for social work, psychological, educational and spiritual or religious intervention and to refer offenders for such treatment
- facilitate the implementation of the Unit Management System which is aimed at effecting change in the lives of the offenders who are entrusted to the care of the Department of Correctional Services
- fast-track one of the key strategies enshrined in the White Paper

on Corrections by allowing all correctional officials to be more directly involved in the rehabilitation of offenders

- bring about an effective balance in all the significant facets pertaining to offenders, including their safety and security, their rehabilitation, meaningful utilization of their time, their development and just treatment
- equip offenders with the necessary knowledge and skills to enable them to become responsible, law-abiding and productive citizens to order to ensure their successful reintegration into society.

3.2.4 Outcomes

To ensure that offenders have:

- a good understanding of the crossroads programme
- a better understanding of themselves, their strengths and weaknesses
- an understanding of the impact of their choices and take responsibility for their choices
- acquired the skills necessary to prevent and manage conflict
- an understanding of the consequences of crime and criminal behaviour
- a better understanding of the consequences of substance abuse.

3.2.5 Structure of the programme

Module 1: Orientation

- 1.1 Orientation
- 1.2 Who am I?

Module 2: The crossroads

Module 3: Criminal behaviour

- 3.1 What is criminal behaviour?
- 3.2 Causes of criminal behaviour
- 3.3 Further causes of criminal behaviour
- 3.4 Consequences of criminal behaviour
- 3.5 Alternatives to criminal behaviour
- 3.6 Advantages and disadvantages of criminal behaviour
- 3.7 Positive behaviour

Module 4: Alcohol abuse

- 4.1 What is alcoholism?
- 4.2 Phases of alcoholism

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- 4.3 Causes and consequences of alcoholism
 - 4.4 The influence of alcoholism
 - 4.5 Possibilities of treatment

Module 5: Drug abuse

- 5.1 Habit-forming drugs
- 5.2 Causes of drug abuse
- 5.3 Consequences of drug abuse
- 5.4 Sources for treatment

Module 6: Sexually transmitted infections

- 6.1 Sexually transmitted diseases
- 6.2 AIDS
- 6.3 Safe sexual practices

3.2.6 Programme material

The Crossroads Correctional Programme consists of a facilitator's manual and a participant's workbook.

3.3 Preparatory Programme on Sexual Offences

3.3.1 Objective

The main objective of the Preparatory Programme on Sexual Offences is to involve sexual offenders in a correctional programme addressing their sexual offending behaviour through the acquisition of the relevant knowledge and skills.



3.3.2 Target group

The Preparatory Programme on Sexual Offences is aimed at targeting all sentenced offenders who are serving a sentence of 24 months and longer based on the needs and risks identified in the offender's Correctional Sentence Plan.

3.3.3 Goals

The goals of the programme are to:

- assist offenders to identify the possible causes of their deviant sexual behaviour
- change the offender's negative behaviour and to prevent further sexual offences

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- empower offenders with information on the biological development of human beings and the phases of the sexual response cycle
 - broaden offenders' knowledge of the legal implications of sexual offences
 - ensure that offenders understand the identity and roles of males versus females and to sensitize offenders to the issue of sexual harassment
 - assist offenders in the identification of possible precursors to sexual offending and to provide them with strategies to cope with these triggers
 - assist offenders to take responsibility for their offending behaviour by focusing on the consequences of crime as well as the restoration of relationships through Restorative Justice
 - empower offenders to resist re-offending by teaching them to reflect on their offending behaviour and to compile a coping plan for the future by identifying goals for their future and preparing them for possible setbacks that may occur.

3.3.4 Outcomes

Offenders are:

- provided with information on the phases of human development
- empowered by learning to understand and control their needs and gain insight into the sexual response cycle
- equipped with an understanding of sexuality and related concepts within the context of cultural differences
- provided with problem-solving skills, coping strategies and the ability to identify triggers to their sexual offending behaviour
- provided with knowledge of the physical, emotional and financial consequences of crime
- given the tools to prevent relapse.

3.3.5 Structure of the programme

Programme sessions:

Session 1: Introduction and orientation

Session 2: Possible causes of sexual offending

Session 3: Development of human beings: phases and the sexual response cycle

Session 4: Relevant definitions and legal implications

Session 5: Roles and identity: male versus female

Session 6: Immediate precursors to sexual offending and possible coping strategies

Session 7: Consequences of crime
Session 8: Introduction to restorative justice
Session 9: Relapse prevention

3.3.6 Programme material

The Preparatory Programme on Sexual Offences comprises of a facilitator's manual and a participant's workbook.



3.4 Pre-release Programme

3.4.1 Objective

The objective of the Pre-release Programme is to prepare offenders for successful reintegration into society by providing them with skills and information to enable them to cope with possible challenges they may have to face after their release.

3.4.2 Target group

All sentenced offenders who have release dates are obliged to have completed this programme before release from the correctional centre.

3.4.3 Goals

The goals of the programme are to:

- prepare offenders for successful reintegration into society
- provide offenders with the skills necessary to overcome difficulties associated with reintegration
- prevent re-offending and relapse
- ensure that proper support systems are in place before placement
- provide information on external resources
- restore relationships
- teach offenders to take responsibility for their own behaviour
- build self-esteem and self-confidence.

3.4.4 Outcomes

To ensure that:

- the offender understands the aims and objectives of the pre-release programme
- offenders realize their responsibility to themselves, their families, their communities and to provide for their own futures
- offenders are able to compile and implement a personal coping

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- plan to deal with and manage future challenges
 - successful social reintegration takes place
 - offenders can establish support systems and meaningful relationships
 - recidivism is reduced
 - offenders are provided with the necessary skills and after-care to enable them to adapt.

3.4.5 Structure of the programme

Programme sessions:

Session 1: Introduction and orientation

Session 2: Health education

Session 3: Financial management

Session 4: Relationships

Session 5: Restorative justice

Session 6: Finding employment

Session 7: Parole conditions

Session 8: Substance abuse: relapse prevention

Session 9: Closure/Evaluation

3.4.6 Programme material

The Pre-release Programme comprises of a facilitator's manual.

3.5 Substance Abuse Correctional Programme

3.5.1 Objective

The main purpose of the Substance Abuse programme is to help participants gain insight into the negative effects of substance abuse.

3.5.2 Target group

The Substance Abuse programme is aimed at targeting all sentenced offenders who are serving a sentence of 24 months and longer, based on the needs and risks identified in the offender's Correctional Sentence Plan.



3.5.3 Goals

The goals of the programme are to:

- help offenders overcome alcohol and drug addiction
- empower participants with information related to substance abuse and the addiction process

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- educate participants on the signs and symptoms of substance addiction
 - enable participants to have a better understanding of themselves
 - empower participants with coping skills
 - provide participants with information on how to restore broken relationships.

3.5.4 Outcomes

To ensure that offenders are equipped with:

- knowledge of the signs and symptoms of substance addiction
- a better understanding of the self (offender)
- information on how to restore broken relationships
- coping skills in relation to substance abuse and the addiction process.

3.5.5 Structure of the programme

Programme sessions:

Session 1: Introduction and overview of addictive substances

Session 2: Cycle and costs of addiction

Session 3: Causes and Symptoms of substance abuse

Session 4: Addictive habits and how to deal with them

Session 5: Dealing with addiction

Session 6: Drug refusal techniques

Session 7: Decision-making

Session 8: Relapse prevention

Session 9: Coping during recovery

Session 10: Restoration of relationships

3.5.6 Programme material

The Substance Abuse correctional Programme comprises of a facilitator's manual and a workbook for participants.

3.6 Restorative Justice Orientation Programme

3.6.1 Objective

The main objective of this programme is to orientate offenders in respect of restorative justice and to prepare them for further intervention through restorative justice programmes.

3.6.2 Target group

This programme can be presented to sentenced offenders as well as probationers, after they have undergone programmes addressing

their offending behaviour. It could also be used for all special categories of offenders, guided by the needs and risks identified in their individual correctional sentence plan.

3.6.3 Goals

The goals of the programme are to:

- empower offenders in respect of the basic concepts in restorative justice
- orientate offenders regarding the various programmes in restorative justice
- illustrate the relationship between restorative justice and rehabilitation
- introduce the concept of victim empowerment
- emphasize the importance of support systems
- illustrate the link between restorative justice and reintegration.



3.6.4 Outcomes

At the end of the programme offenders are expected to have been provided with an understanding of the:

- basic concepts in restorative justice
- factors that lead to crime and how to deal with them
- importance of changing offending behavioural patterns
- concept of restorative justice in general and within the context of the Department of Correctional Services
- relationship between restorative justice, rehabilitation and reintegration
- various programmes of restorative justice and their benefits
- concept of and insight into victim empowerment
- roles of the different support systems.

3.6.5 Structure of the programme

Programme sessions:

Session 1: Introduction to the Restorative Justice Programme

Session 2: Circumstances leading to crime

Session 3: Restorative justice and rehabilitation

Session 4: Different programmes in restorative justice

Session 5: Victim empowerment in South Africa

Session 6: Support systems

Session 7: Reintegration

Session 8: Closure

3.6.6 Programme material

The programme consists of a facilitator's manual and a workbook for participants.

3.7 New Beginnings Orientation Programme

3.7.1 Objective

The New Beginnings orientation programme is aimed at empowering offenders to be more aware of themselves and the situation around them. The programme also allows for offenders' transition into and adjustment to the correctional centre.



3.7.2 Target group

All categories of offenders can benefit from the New Beginnings programme based on the needs, risks and level of responsiveness identified during assessment.

3.7.3 Goals

The goals are to:

- empower offenders to be more aware of themselves and the situation around them
- serve as an orientation correctional programme which will help offenders to adjust properly within correctional facilities by focusing on:
 - Self-esteem
 - Decision-Making
 - Gangsterism
 - Smuggling
 - Services available in the correctional centre

3.7.4 Outcomes

The outcomes are as follows:

- a better understanding of the general overview of a correctional setting
- self-control and adequate decision-making skills
- the ability to identify one's roles in life based on the principle of importance and not urgency
- the ability to set goals for one's life
- discovering one's role in decision-making and being able to apply decision-making skills

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- understanding and knowledge of how to cope in a correctional centre
 - knowledge and understanding of the services rendered in a correctional centre.

3.7.5 Structure of the programme

Programme sessions:

Session 1: Introduction and general orientation to the New Beginnings Orientation Programme

Session 2: Human freedom: The power to choose, to respond and to change

Session 3: Four needs of our lives

Session 4: Myself and crime

Session 5: Decision-making

Session 6: How to cope in a correctional centre

Session 7: Services rendered in a correctional centre

Session 8: Closure

3.7.6 Programme material

The programme consists of a facilitator's manual and a workbook for participants.

4. Standardization of Correctional Programmes

4.1 Development of correctional programmes

The development of correctional programmes should be based on the needs identification and analysis, literature review and analysis of current practices. The analysis should determine the programme design, that is, the structure and content. The profiles of offenders will also assist in developing the relevant correctional programmes for the relevant categories of offenders.

Correctional programmes, monitoring and evaluation systems should be scientifically researched and informal research should be conducted through seminars, workshops and conferences.

4.2 Phases of correctional programmes

Correctional programmes have numerous points of contact and degrees of overlap with other types of interventions that have the essential aim of engendering individual change on the basis of personal

choice (McGuire, J: 1995). This includes education that focuses on helping individuals acquire knowledge and information. It includes training, which is designed to help people acquire manual or cognitive skills for application in their lives. All of these processes involve new modes of thinking and problem solving that are transferable across situations, and instil new self perceptions.

Phase 1: The Educational approach is didactic in nature. Participants will attend educational group sessions and will be required to do exercises on their own, which are designed to help them understand the content of each area. The focus should be on providing knowledge and information.

Phase 2: This phase should reinforce the education training of the first phase and should assist the offender to emotionally connect the educational training with his or her own experiences and life. Offenders should be provided with opportunities to talk about their behaviour, to discover different ways to deal with a situation, and activities should be provided to them to practice new behaviours. This will help offenders strengthen their self-esteem and personal resources for reintegration into the community without re-offending.

Phase 3: Monitoring and evaluation should be incorporated to assess where the person is at in the phases. Evaluation should focus on the person, the process and the product/outcome in order to determine the effectiveness of the programme. Monitoring and evaluation should be conducted at different levels of programme implementation, i.e. elementary, intermediate and advanced to determine efficacy.

4.3 Programme intensity

Correctional programmes are presented on a continuum as illustrated below, from low intensity levels such as elementary or basic to intermediate and advanced. Low intensity intervention targets the masses and high intensity intervention focuses more on individuals. The offender can access the programmes and services at different levels of the continuum depending on the needs.

Basic or elementary and intermediate programmes should be rendered by correctional intervention officials whereas advanced programmes should be rendered by professionals such as social workers, psychologists etc. Correctional Intervention Officials should be

trained in the referral process, that is, how to identify the offender who needs advanced interventions. The intensity levels of correctional programmes are determined as follows:

Correctional programmes



or

Correctional programmes



(i) High intensity and advanced interventions

High intensity programmes are recommended for offenders whose assessment has indicated a higher risk to re-offend.

- Programme delivery should be from 6-8 months
- Programmes should be closed with specific entry and completion dates.

(ii) Moderate intensity and intermediate interventions

Moderate intensity programmes are recommended for offenders whose assessment has indicated a moderate risk with need levels that are either moderate or high.

- Programme delivery should be from 4-5 months
- Programmes should be closed with specific entry and completion dates.

(iii) Low intensity, basic and elementary interventions

Low intensity programmes are recommended for low-risk offenders whose needs may range from low to moderate.

- Programme delivery should be from 2-4 months
- Programme may be open with continuous intake.

5. Mode of Presentation and Methodology

Group work is an ideal method of intervention for targeting the masses. Correctional programmes will be conducted following this method. Group work as a method of intervention is essential in bringing people with a common purpose together. The size of the group should be linked to programme intensity. The lower the intensity of the programme is, the larger the group could be. Group sizes will normally fall between 10 and 20. Such groups can be presented on a continuum from low to high intensity levels as already stated above.

5.1 Presentation by Correctional Intervention Official

In order to comply with the stipulations of the Correctional Services Act, the White Paper on Corrections and the Strategic Plan of the Department, it was necessary to appoint full-time Correctional Intervention Officials (CIOs) who are required to facilitate correctional programmes aimed at addressing offence-specific offending behaviour. Methods used during the facilitation process are:

Participatory: The official as a facilitator should ensure that all group members participate by going around the group and having each member taking a turn to share information. Skills and behaviour can also be demonstrated as a way of providing information to the group.

Interactive: The facilitators should provide an environment where there is interactive communication e.g. by avoiding lecturing as a method of presentation. The facilitators should ensure that they understand the concept of group dynamics (processes which groups go through) and that they are able to mobilize such processes throughout the life-span of the group for the benefit of each group member.

Experiential: The facilitators should implement experiential learning using the following functional aids:

- role-playing and drama
- play (use of games)
- collage
- talk (discussions such as debates on different topics of interest)
- movement (exploration of touch, non-verbal communication, dance, music and physical encounter)
- work (activities such as projects and tasks involving co-operative endeavour).

In and out sessions: The facilitators could give tasks for group participants to complete during group sessions or outside of the group.

5.2 Presentation by offender as peer-educator

Participative: The offender as a peer educator should ensure participation by all the group members by going around the group and having each member taking a turn in sharing information. The peer educator could also demonstrate skills and /or behaviour as a way of providing information to the group.

Interactive: The peer educators should provide an environment where there is interactive communication e.g. by avoiding lecturing as a method of presentation. They should ensure that they understand the concept of group dynamics (processes which groups go through) and that they are able to mobilize such processes throughout the life-span of the group for the benefit of each group member.

Experiential: The offender should implement experiential learning through the use of some or all of the following aids:

- role-playing and drama
- play(use of games)
- collage
- talk (discussions such as debates on different topics of interest)
- movement (exploration of touch, non-verbal communications, dance, music and physical encounter)
- work (activities such as projects and tasks involving co-operative endeavour)

In and out sessions: The peer educators could give group participants tasks to complete during or outside of group sessions.

6. Monitoring and Evaluation

Monitoring and evaluation tools should be integrated into every correctional programme, for example, attendance registers, evaluation forms, etc. A pre-assessment tool, specific to each programme, should be developed to determine offenders' current level of knowledge, beliefs, understanding, insight, attitude, etc in order to identify specific needs.

The efficiency of programme facilitation should be monitored and evaluated by means of the submission of evaluation reports to the relevant delegated authorities.

The evaluation of interventions will focus on the individual performance of CIOs and external service providers, and on the quality, efficiency and effectiveness of the programme.

Outcome evaluations are useful for determining the effectiveness of established programmes, but cannot be used to evaluate new programmes. The only way to evaluate new programmes is through accreditation standards.

7. Quality Assurance Committees

The Department has established quality assurance committees at National, Regional and Management Area levels of the organizational structure.

The main purpose of the Quality Assurance Committees is to quality assure, endorse and co-ordinate programmes that are going to be implemented for offenders in correctional centres. There are certain minimum standards that need to be met prior to endorsement. (Refer to the Quality Assurance Minimum Standards Manual). Programmes that have been quality assured at management and regional level should be submitted to the National Office for consolidation and updating of the national database of available programmes.

In order to maintain a standard of quality and relevance, correctional programmes shall be subjected to quality assurance processes and a programme will qualify as a correctional programme when it meets, inter alia, the criteria mentioned below. It must:

- qualify as a research based model of change
- have selection criteria
- indicate the targeted criminogenic factors
- have effective methods of delivery, including a statement of qualifications for Correctional Intervention Officials, programme facilitators and implementers
- have response from participant
- indicate the programme intensity level(s)
- indicate the frequency and the duration of the programme
- have the correct methodology of presentation

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- have programme goals, objectives, outcomes and indicators
 - have pre-programme assessment, and
 - have built-in monitoring and evaluation tools.

8. Implementation of Correctional Programmes

Implementation of correctional programmes is a challenging prospect. Training and dissemination is considered the great challenge facing implementation in the field of corrections. The assessment of the risks and needs of offenders will be undertaken by the Comprehensive Assessment Team (CAT), where after the offender's Correctional Sentence Plan (CSP) will be developed. The Chairperson of the Case Management Committee (CMC) will approve the developed Correctional Sentence Plan (CSP). Offenders will then be allocated to the relevant housing units where the structured day programme will be implemented.

Offenders will be assigned to a correctional programme based on their Correctional Sentence Plan (CSP). Case Officers must ensure that offenders attend correctional programmes, which are recommended in their CSP and Correctional Intervention Officials (CIOs) must present the programmes. All participation in correctional programmes must be based on informed consent. Pre-program assessments must be completed by the CIO or programme facilitator prior to implementation of correctional programmes and offenders must be encouraged to participate. Peer facilitators will not be expected to complete the pre-assessment tools.

8.1 Presentation of correctional programmes by officials

Correctional intervention officials (CIOs) will be utilized for programme implementation at low to moderate intensity. CIOs are to refer offenders requiring high-intensity intervention to professionals.

Case officers are to deal with day-to-day activities and refer offenders to professionals when specific risks and needs have been identified. Professionals are to implement programmes at a high level of intensity.

8.2 Presentation of correctional programmes by offenders

Offenders who are trained as peer educators should be age and

gender sensitive, for example, a female offender cannot conduct programmes in a male correctional centre and a juvenile cannot conduct programmes in an adult facility.

Language and literacy levels should be considered when selecting offenders for training as peer educators.

8.3 Training of programme implementers

CIOs will be trained in group work processes, facilitation skills, report writing, when to refer offenders, monitoring and evaluation, and the use of activity-based learning to meet learning styles of offenders.

8.3.1 Correctional Intervention Officials

The introductory course on Group Facilitation Skills could be incorporated into the basic training of correctional officials. Correctional intervention officials will be responsible for:

- utilization of the Train-the-trainer Programme
- the empowerment of officials and trainees through continuous professional development
- the provision of ongoing in-service training, and
- role-modelling and mentoring through co-facilitation with external service providers and professionals.

8.3.2 Offenders

Offenders will be responsible for:

- peer education training
- role-modelling and mentoring through co-facilitation with the correctional intervention official and external service providers.

Peer educators will only present informative sessions in respect of which they will not be expected to write process or progress reports on the offender.

8.4 Facilitation

8.4.1 Correctional Intervention Officials

Correctional Intervention Officials will be responsible for:

- co-facilitation with internal and external service providers leading to skills transfer
- facilitation on an individual basis
- collaboration with internal and external service providers.

8.4.2 Offenders

Offenders will be responsible for:

- peer education
- co-facilitation with internal and external service providers.

8.5 Presentation of correctional programmes

The following role players will present Correctional Programmes:

8.5.1. Correctional Intervention Officials (CIOs)

These are officials with a Human or Social Sciences educational background who have been trained in programme implementation. Facilitators of correctional programmes will be selected and supported in a way that enhances their well-being and reduces any risk of potential negative psychological impacts resulting from the work.

8.5.2. Offenders (peer educators)

The offenders who will be trained as peer educators must have attended and successfully completed specific programmes themselves. They must also meet the set criteria. They must liaise with the relevant case officers and programme implementers/facilitators.

8.5.3. External service providers

External service providers will render quality assured programmes according to the offender's risks and needs as identified in the Correctional Sentence Plan (CSP).

8.6 Roles and responsibilities

8.6.1 Correctional Intervention Officials (CIO):

Correctional Intervention Officials will be responsible for:

- preparation for programme implementation
- preparation of offenders for involvement in a specific programme, to determine their current level of knowledge, beliefs, understanding, insight, attitude, etc in order to identify specific needs (Each correctional programme will have a built-in pre-programme assessment form that should be completed by the CIO or programme implementer with the offender prior to the implementation of a specific programme. This will assist CIOs and programme implementers to determine the participants' level of knowledge when evaluating them at the end of the programme)
- facilitation and implementation of programmes

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- role-modelling in group facilitation
 - monitoring and evaluation of the processes and impact of the programme
 - compilation of individual process notes according to the prescribed format
 - compilation of individual progress reports at the end of the programme
 - submission of monthly statistics to the Chairperson of the Case Management Committee and progress reports to the Case Officer for filing and to CIT representatives for presentation of offenders during Case Review Team sessions
 - training and mentoring of peer educators in the conducting of group programmes
 - performance of administrative tasks that are relevant to the job
 - observation of the behaviour of individual group members and the identification of problems that warrant referral
 - Supervision of peer educators.

8.6.2 Offenders

Offenders will be responsible for:

- attending and successfully completing a specific programme before becoming peer educators
- attending and completing training in peer education
- preparation for programme implementation in collaboration with the co-facilitator/CIO
- implementation of group programmes as peer educator
- reporting to supervisor (CIO) on progress in terms of group processes and impact of the programme
- submitting statistics on a daily basis on the number of offenders who attended the specific programme (to this effect an attendance register should be completed)
- maintaining self-discipline.

8.6.3 External Service Providers

External service providers will be responsible for:

- involving offenders in correctional programmes according to their individual CSPs
- preparation of an offender for involvement in a specific programme, to determine his/her current level of knowledge, beliefs, understanding, insight, attitude, etc in order to identify specific needs, that is, completion of the pre programme assessment form that will be built into all correctional programmes

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- evaluation of the processes and outcomes of programme implementation
 - facilitation of departmental and / or own programmes
 - role-modelling through co-facilitation of own programmes with correctional intervention officials and peer educators
 - training and mentoring of correctional intervention officials and peer educators in implementing either departmental or own programmes
 - submission of progress reports on individual group members to the Head of the Correctional Centre (HCC)
 - submission of monthly statistics to the HCC on the number of offenders involved in departmental and or own programmes
 - submission of an evaluation report on the group and the impact of the programme
 - maintenance of a professional relationship with the offenders.

8.7 Competencies

8.7.1 Correctional Intervention Officials

The following skills are required:

- Facilitation/Presentation skills
- Communication skills
- Report writing skills
- Planning skills
- Interpersonal skills
- Co-facilitation skills
- Mentoring skills
- Training skills
- Networking skills
- Observation skills
- Listening skills

8.7.2 Peer educators

The following skills are required:

- Facilitation/Presentation skills
- Communication skills
- Planning skills
- Interpersonal skills
- Co-facilitation skills
- Ability to give feedback verbally
- Observation skills
- Listening skills

9. Monitoring and Evaluation

According to Inkanyezi Initiatives, the purpose of monitoring and evaluation of programmes is the measurement and assessment of performance in order to check if objectives and outcomes are achieved. The Correctional Sentence Plan (CSP) will be revised quarterly through the use of the Correctional Sentence Plan Revision Framework (CSPRF) in order to determine the progress and status of each offender's sentence plan. The CSPRF will be utilized by the Case Review Team (CRT) comprising the Unit Manager, the Case Management Supervisor, the Case Officer and the Correctional Intervention Team (CIT) Representative. Programmes should have built-in tools to monitor the quality of delivery and the long-term evaluation of outcomes.

9.1 The role of the Case Review Team (CRT)

The Case Review Team comprises:

- the Unit Manager who chairs the meeting during the Case Review session
- the Case Management Supervisor who organizes case management at unit level
- the Case Officer who provides a quarterly report to the CRT on the offender's progress
- the Correctional Intervention Official who presents a progress and detailed evaluation report on the offender with regard to programme attendance and any other behaviour change.

10. Benchmarking

Correctional programmes will be benchmarked both nationally and internationally to determine best practices and for possible development of correctional programmes.

11. Monitoring and Evaluation Methods

11.1 Correctional Programmes

Correctional programmes will be monitored through the use of the built-in tools as already stated, e.g. attendance registers. Programme material should include pre-programme assessment and evaluation measures, and a framework for evaluation of the programme's overall

delivery and short-term, and long-term impact.

The format for the evaluation of the correctional programmes is as follows:

Process Evaluation

Monitoring and Evaluation tools will be built into each programme and will be implemented throughout the programme delivery. This will determine whether the strategy or offence-specific programme is running in accordance with the aims, methods, procedures and design. The delivery of the identified programmes will be monitored for programme integrity against objectives and observable and measurable performance indicators. Programme implementers will be expected to write process reports, which will be related to the targets for change in the programme. This might include, for example, changes in skill level, problem solving ability or anger control.

Programme Evaluation

This will be conducted at the end of the programme. The pre-programme assessment form completed at the beginning of the programme will be helpful in evaluating the offenders' progress at the end of the programme sessions.

11.2 Programme Implementers/CIOs

CIOs will be evaluated by delegated supervisors and recipients of the service in the following areas:

- administration of the overall programme
- programme delivery
- report writing
- how they implement the pre-programme assessment of offenders.

11.3 Reporting

After completion of the programme, Correctional Intervention Officials (CIO)/programme implementers must write progress reports on the offenders and submit them to the relevant Case Officers, Correctional Intervention Team (CIT) representatives, and Case Management Committees (CMC). The reports will be limited to the following components:

- attendance and participation

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- analysis of progress against programme targets.

The Progress Report will be given to the case officer for filing and the CIT representative will present the progress report during the CRT sitting. The Process Report will be written on a regular basis and this will assist the programme implementers to compile progress reports. Monthly statistics will also be compiled and submitted to the Chairperson CMC on a monthly basis. Statistics will be consolidated at management area level and submitted to the Region, which will subsequently be forwarded to the National Office. Reporting templates will be developed to make sure that relevant information is collected.

12. Revision of Existing Programmes

Existing programmes will be revised by means of:

- creation and updating of a data bank of existing programmes and service providers
- liaison with the National Quality Assurance Committee to access information on available programmes
- development of criteria to align programmes according to elementary/basic, intermediary and advanced levels
- monthly reporting from Management Areas, Regions and National Office.

13. Conclusion

In order to effectively reduce re-offending, correctional programmes need to:

- be well designed
- target dynamic characteristics
- target criminogenic characteristics
- be properly implemented
- address the diverse risks and needs of special categories of offenders
- include a plan for ongoing monitoring and evaluation.

Correctional programmes will be presented by carefully selected and well-trained Correctional Officials. Ongoing training and consultation will be necessary for positive outcomes. All externally developed correctional programmes will be subjected to the Departmental Quality Assurance processes, whilst the Department will endorse internally developed correctional programmes.

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