## Hospitality education in New Zealand prisons

## Madeleine Crouth, Alison McIntosh and Tracy Harkison

Madeleine (Madz) Crouth is a postgraduate researcher at AUT and recipient of the AUT Summer Research Award 2020. Her current research focuses on critical issues of tourism and social justice.



Dr Alison McIntosh is a professor of hospitality & tourism at AUT and is supervisor to the project. Her research focuses on issues of social justice through tourism and hospitality leading to social change.



Tracy is an associate professor and programme

New Zealand has one of the highest imprisonment rates per capita when compared to the rest of the developed world. People who offend in New Zealand have a 43% chance of reoffending within the first 24 months of their release [1]. It is estimated that approximately 60% of people who offend have literacy and numeracy skills lower than the NCEA Level 1 competency, and 66% of adults have no formal qualifications [2, 3]. A focus on literacy and numeracy, support through baseline education, and specific trades like hospitality, can start to refine the options of a person who offends, further enabling them to start developing goals that will support their futures [4].

Since 2014, the Department of Corrections/Ara Poutama Aotearoa has been upgrading the prison-based educational programmes available to people who offend to achieve this. Goals have been set to integrate the in-prison education with the nationally recognised level of education along with practical elements such as kitchen work, housekeeping and other service-based vocations such as hairdressing and customer service. The courses are relatively short, ranging from six to 12 weeks, and provide key skills and the foundations for further study. Evidence from overseas has found that hospitality and, specifically, catering programmes are a tool that positively impacts the way people who offend engage with their rehabilitation; creating an experience through the sharing and giving of food is seen as a way to reintegrate and regain a sense of achievement and being of service through meaningful social connections and employment.

Our study carried out a systematic literature review of the effectiveness of hospitality training and education in correctional facilities. Evidence was found of the effectiveness of educational programmes within prisons and their positive impact on recidivism. It was also found that hospitality training initiatives, such as those provided in prison training restaurants open to the public for dining, could offer a unique opportunity that allows people who offend to change the negative public perceptions held about them. In New Zealand, we have unique tikanga-based initiatives that support people who offend to reintegrate back into the public environment and their families, with reduced reoffending [5]. The literature showed, convincingly, that education leads to opportunities for post-release employment and the ability to manage work-life balance, reintegration into society, and gain skills that support long-term prosperity [3]. Czerniawski [6] sees education as a key step in making a positive change in the lives of people who offend, especially if followed by a period of post-release support.

leader for the Bachelor of International Hospitality Management at AUT. Her research passions are hospitality education and the co-creation of luxury accommodation experiences



Our study also revealed the challenges of providing hospitality education in prisons. Prison security risks, risk of lockdowns, student mental health, lack of educational resources and support services, and lack of set-up and sustainable funding for educational programmes were seen as hindrances to the success of prison education programmes. Lack of post-release support and the negative stigma of people who offend perceived by the public and employers were further noted issues of concern. Likewise, prison culture, staff retention, general misconduct and mistrust were also cited as aspects of concern [7]. Giousmpasoglou and colleagues [8] suggested that people who offend would prefer education programmes that were carried out by external facilitators over in-prison programmes. The importance of networks between educators, support workers and employers are important in this regard.

With the hospitality industry facing a skills shortage and with its low barriers to entry, there is potential to build upon the success of existing hospitality education programmes to build skills, pride and a second chance for those who are engaging in rehabilitation. There is also an opportunity to consider tertiary pathways for these hospitality graduates and entrepreneurs. Furthermore, the Department of Corrections/Ara Poutama Aotearoa could consider the success of initiatives such as The Clink Charity training restaurants in the UK in supporting rehabilitation through hospitality training and work.

## **Corresponding author**

Madz Crouth can be contacted at: <u>madz.crouth@aut.ac.nz</u>

## References

(1) Boomen, M. Where New Zealand Stands Internationally: A Comparison of Offence Profiles and Recidivism Rates. *Practice: The New Zealand Corrections Journal* **2018**, *6* (1), 87–96. <a href="https://www.corrections.govt.nz/">https://www.corrections.govt.nz/</a> data/assets/pdf file/0005/33449/Practice Journal Vol6 Iss1 July 2018 WEB.pdf (accessed Dec 1, 2021).

(2) Corrections. *Prison Facts and statistics – December* 2020, 2020. https://www.corrections.govt.nz/resources/statistics/quarterly prison statistics/prison stats december 2020 (accessed Dec 1, 2021).

(3) Corrections. Prison Facts and Statistics – March 2020, 2020.

https://www.corrections.govt.nz/resources/statistics/quarterly prison statistics/prison stats mar ch 2020 (accessed Dec 1, 2021).

(4) Harkison, T.; McIntosh, A. Hospitality Training for Prisoners. *Hospitality Insights* **2019**, 3 (1), 5–6. https://doi.org/10.24135/hi.v3i1.52

(5) Hamer, P.; Paul, J.; Hunia, M. Hōkai Rangi: Context and Background to the Development of Ara Poutama Aotearoa Strategy 2019–2024. *Practice: The New Zealand Corrections Journal* **2021**, *8* (1), 18–22.

https://www.corrections.govt.nz/ data/assets/pdf file/0017/43208/Practice Journal 2021 Final Web Version.pdf (accessed Dec 1, 2021).

(6) Czerniawski, G. A. Race to the Bottom – Prison Education and the English and Welsh Policy Context. *Journal of Education Policy* **2016**, 31 (2), 198–212.

https://doi.org/10.1080/02680939.2015.1062146

(7) Chui, W. H.; Cheng, K. K.-Y. The Mark of an Ex-Prisoner: Perceived Discrimination and Self-Stigma of Young Men after Prison in Hong Kong. *Deviant Behavior* **2013**, 34 (8), 671–684. https://doi.org/10.1080/01639625.2013.766532

(8) Giousmpasoglou, C.; Brown, L.; Marinakou, E. Training Prisoners as Hospitality Workers: The Case of the CLINK Charity; Paper presented at the *Travel & Tourism Research Association (TTRA)* 2019: European Chapter Conference, 2019.

http://eprints.bournemouth.ac.uk/31827/1/Giousmpasoglou-Brown-

Marinakou TTRA19 conference Final.pdf (accessed Dec 1, 2021).