

# TRANSCRIPT

## LEGISLATIVE COUNCIL LEGAL AND SOCIAL ISSUES COMMITTEE

### **Inquiry into Children Affected by Parental Incarceration**

Melbourne—Monday, 9 May 2022

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**WITNESSES**

Ms Denise Jepson, President, and

Ms Lisa D'Onofrio, Prison Program Facilitator (*via videoconference*), Friends of Castlemaine Library.

**The CHAIR:** Welcome back. As I am sure you are all aware, this is the Legal and Social Issues Committee's public hearing for our Inquiry into Children Affected by Parental Incarceration.

We are very pleased to be joined here today by Ms Denise Jepson and Ms Lisa D'Onofrio, who are from the Friends of Castlemaine Library but do so much more.

Before we get on to hearing from Lisa and Denise, if I could just let the two of you know that all evidence taken is protected by parliamentary privilege, and that is provided under our *Constitution Act* but also the standing orders of the Legislative Council. This means that any information you provide during this hearing is protected by law. You are protected against any action for what you say during this hearing, but if you were to go elsewhere and repeat the same things, those comments may not be protected by privilege, and any deliberately false evidence or misleading of this committee may be considered a contempt of Parliament.

We are recording, and certainly Denise can see in the room we have got Hansard and our AV team hanging onto every word. They will produce a transcript which will be made available to you. I would encourage you to have a look at that, make sure that we did not mishear you or make any mistakes in that. Ultimately it will form part of our report and will be on the committee's website.

Denise, as the President of the Friends of Castlemaine Library, I would welcome you to start, to make some opening remarks, and thank you.

**Ms JEPSON:** Thanks very much, Fiona. I am very pleased to be here. This is one of the best things I have seen happen in recent times connected with our government. It is fantastic.

**The CHAIR:** Great.

**Ms JEPSON:** My group began the program in 2012, and we have been doing it ever since except for a bit of a hiatus this year. So first I would like to show you the video that was made by the ABC in about 2013.

**The CHAIR:** Thank you.

**Ms JEPSON:** It was *ABC Open* that made it.

**The CHAIR:** Great.

**Video shown.**

**The CHAIR:** Thank you, Denise. And would you like to tell us a bit more about it?

**Ms JEPSON:** Yes. Well, it was made in Loddon Prison, which you did visit. But all those prisoners hopefully are not there anymore, because that was made quite a long time ago, and we used some of it for our crowdfunding campaign. We bought the rights, so it has worked wonderfully well for us, that video.

Okay. You have seen the video and you have seen and talked to the prisoners, so you do know about the program, so I will be very brief. You have got my other longer dissertation. You have got that as well, with extra information, so you see how it is recording an audiobook for the child. We have used mostly CDs to do this with. But we have added USB sticks and a new thing with storing it on the cloud and sending the child a code, so we have got with the modern world, finally.

**The CHAIR:** Even in Castlemaine.

**Ms JEPSON:** Even in Castlemaine. Look, Castlemaine is full of amazing types. We do send the book as well. Some programs do not send the book, but we think it helps the kid with literacy as well. In pre-COVID times I will just mention that we were averaging 330 to 340 recordings per year, which halved over COVID

because it all had to be done via Zoom, and it was difficult. Anyway, it is all going to get back very shortly. We offer the parents a large variety of books. They can choose from a large variety of what they think their kid would like. Some of them do even ask us for particular ones, so we can sometimes do that as well. One good point about our program that does not come over on the video is that we can actually record people who are illiterate as well, or part-illiterate, nervous and do not want to say the words. Lisa, for instance, would read a sentence, and then they repeat it after her. Then her voice is edited out, and it just sounds like Dad is reading it. This is more with the dads than the mums. We have noticed over this period that the mums' literacy is much better than some of the guys.

**The CHAIR:** Isn't that interesting.

**Ms JEPSON:** It is interesting. That is what happens in schools as well. I think the girls are always better than the boys.

**Mr BARTON:** I will not dispute that.

**Ms JEPSON:** At reading, not necessarily maths. Anyway, you understand how it works. That is great. The program, when it was first started, was set up because Corrections Victoria helped us with funding—and the Victorian Legal Services Board have been wonderful for the last six or seven years funding us—and then it was to do with family connection. But we did notice that the kids were getting equally affected by the whole program as the dads were and the mums. So for us there are four outcomes, and one of them—and the most important in this context—is the better social and emotional help for the children, which we think it absolutely does deal with, and the improved relationship between the parent and child, because some of them had not that much contact with their kids. Also, reduced recidivism is a possibility for the prisoners. Catherine Flynn, who talked to you here last week or the week before—I am not sure when—did some research, her group at Monash. It seemed to prove that this sort of program worked: 82 per cent less recidivism—that is fantastic, so I thought I would just mention that offshoot—and also improved literacy for both child and parent. So it helps the child with their schoolwork, and some of them take the books to school as well.

I could just talk a little bit more on that main point—that we have come to the conclusion that the children have really been helped. It helps in developing a positive relationship with the parent and the child knows that the parent still cares for it, because they do have contact a bit, but some of them get the books very regularly. One prisoner did 18 books in a six-month period. So you can imagine the ones that are there for some time—and Lisa will be able to exemplify this a bit—do quite a few books over a period of time. And a few of them have learned to read as well. That is certainly true. And the child being able to hear the parent's voice, the missing parent—any time they can just put on their thing, and they can hear it. So that, I think, is a big thing.

My purpose really today being here is—well, one purpose is—that I would love to see the Victorian government fund this program in all prisons. Some prisons do have it already, apart from the ones we deal with, and we have helped a few set it up a bit. But I would love to see it on a permanent basis with the best possible books and the best possible program, rather than just a little bit of a program. I mean, it does not cost that much money. For us now with the proper funding it costs \$37 000 a year. At least 140 prisoners are involved in the program every year, and that pays for all the books, all the postage, all the CDs and the facilitators' time.

And to finish off I will just do a few more quotes. You have heard some from the prisoners on the video, but I have got some very good ones here as well, and you have got them all written in the other document.

It's good, they enjoy getting the books. She loves jokes and will try them out on everyone. It's been a good way to keep in touch, I haven't been able to call them now for a few weeks.

These quotes were all taken during the COVID period, not before. I mean, they could not even phone them. I do not know why. They were locked down at times, but I do not know. There are some very sad ones, really:

My boy is autistic and he really liked getting the book and listening to my voice.

...

It's been a little bridge to my family ...

...

He listens to it in the car, he talks back to me because he thinks I'm there!

It must be a very young child. Just a couple more:

Thank you. My daughter and my niece have loved this. My niece runs to the letterbox every day asking if she has a book from me. It has helped me stay connected to my family and my brother's family. You rock.

And one more—my favourite, really:

Thanks miss, they all cried when they got the CD. My missus cried, my mum cried, and my daughter loved it. I told them I'm only in prison, I'm not dead.

**The CHAIR:** Denise, it really is wonderful. It seems to be such a simple concept but has such a profound impact. I have to say, before I ask a question, my favourite was:

He said he liked hearing me laugh on the CD. He didn't want me to be sad all the time when I was in here.

We have been hearing how children quite often feel like they have got some responsibility for where their parents are, so to hear that I think was wonderful. Just to start off: what prisons are you in?

**Ms JEPSON:** Loddon and Middleton, which is the annexe to Loddon. So there are about 800 prisoners there. And Tarrengower. We helped Port Phillip set a program up, but I think when COVID started they shut it down, and they were doing the work internally. A programs officer and the computer people were doing all the work. We provided books. We got a bit of funding—the Victorian Legal Services Board gave us a bit of extra funding—for us to help Port Phillip, some of which is still there, so we will have to get back to them. But over COVID nothing happened. We also helped Ararat, and we have advised Geraldton in Western Australia, which is almost completely Aboriginal.

**The CHAIR:** Yes, great. Lisa, could I ask you, as the facilitator, about one of the recommendations—and certainly I think that this should be rolled out to all prisons. Right now it is done by outside facilitators, so people are coming into the prison. Do you think that is a better way? Do people feel more open to testing out their literacy, or lack of it, than if they were doing it with someone who was working in the prisons?

**Ms D'ONOFRIO:** I suppose there are pros and cons with that one. Certainly in my experience because I was purposely not very teacher-like—that engendered more of a trust relationship and they knew it was not about how well they read or anything like that. They were comfortable with me. I think there are certain connotations, which has happened over COVID, where prison officers actually run programs. I mean, there is a natural barrier there, I think. Also if it is run, for example, as part of a TAFE program, it has to be run to their protocols and their restrictions, and that may have pros and cons. I really think that part of the success we have had is because we have been outside of the system. Even though that has been hard—and to be honest with you, that has been hard at times, because prisons are not the most progressive institutions—I think being an outsider, while it is very hard and you need to have perseverance and dedication, also brings quite a lot of benefits. But at the end of the day, however you can get the program in there, it is more beneficial than not having a program, I believe.

**The CHAIR:** Yes, absolutely. Look, I will quickly go around because we do not have a huge amount of time. Cathrine.

**Ms BURNETT-WAKE:** Thanks. Thanks very much, Lisa and Denise. I do have a question. It is a wonderful program, and I commend you for putting it together and trying to expand it. I know that funding is an issue, but has any thought been given to doing it the other way around as well, so that the children read, record and send it back to the parent, because—

**Mr BARTON:** There would be a bunch of tough guys with tattoos crying all day.

**Ms BURNETT-WAKE:** Sorry?

**Mr BARTON:** There would be a bunch of tough guys crying all day.

**Ms BURNETT-WAKE:** I just thought of the therapeutic benefits for the children doing that and also for the parents and the connection, so a 360—

**Ms JEPSON:** We have not really thought of that, but one of the things against it has been really the privacy demands and the security demands of the prison. We have never met a child from this program—never.

**The CHAIR:** Right.

**Ms D'ONOFRIO:** Can I just add to that?

**The CHAIR:** Yes, of course, Lisa.

**Ms D'ONOFRIO:** It is very difficult. I mean, a lot of the prisoners would have liked me to meet their kids, and some of them have been in contact with me after the program, but of course that is not something that I suppose the prison system would encourage. I think with the kids too—for me doing that it would become a literacy thing, and the beautiful joy of this program is that literacy is one of the outcomes but it is not overt. It is not a school thing. It does not matter about how you can enunciate or pronounce words or whatever, it is really truly about the parents being given that gift of time and connection and bonding with their kids that they may have had but had abruptly taken away from them or that they may never have had, so it is about the parent being able, outside of the confines of what is on offer in prison, to have that deep bond with their kid, have something else to talk about, have something else to occupy them and have something physical to do. With COVID one of them would take the book that we had done and would actually read to their kid over Zoom, and that gave them an activity to do that the kid saw as fun. It was not anything about learning words or whatever, it was a fun thing that their dad could do for them, and nothing was asked of either side. Does that make sense?

**Ms BURNETT-WAKE:** Absolutely. I was just thinking more of therapeutic ways. I was thinking of this program; I think it is called Reading Eggs. I know my children did that over COVID, where you would listen and they would record. It was just a thought bubble that was going on when Denise was talking, but it makes sense with the limitations.

**Ms D'ONOFRIO:** Yes. I would love to work with the kids, because in the UK I ran a really successful program working with looked-after children, increasing their literacy as well as working with foster carers to be able to lay down the foundations for a positive literacy experience. You know, personally, working with the kids would be amazing—working with them in a creative way or working with them in a how to connect with their dad kind of way—but you know, there are limitations on that. But there are organisations who do do that in a limited way in Victoria, like Shine.

**The CHAIR:** Yes.

**Ms BURNETT-WAKE:** Thank you.

**The CHAIR:** Thank you. I will go to Rod and then Nina.

**Mr BARTON:** I think Denise first.

**The CHAIR:** Oh, sorry. Denise, did you want to—

**Ms JEPSON:** No, no. Rod.

**Mr BARTON:** You are right? This looks pretty cool. Twelve thousand bucks a year for each—you have got three prisons there you are looking after, so it works out to about 12 grand a year. Is that right?

**Ms D'ONOFRIO:** Oh, the money—there is a lot more that probably goes at the men's prison, because there are a lot more of them than at Tarrengower.

**Mr BARTON:** Right. So when we look at the prison, is the amount of people participating dictated by your funding, how much money you have got, or are we saying to some people, 'Sorry mate, we just can't handle that much'?

**Ms JEPSON:** I do not think we have ever knocked anybody back. Have we, Lisa?

**Ms D'ONOFRIO:** No.

**Ms JEPSON:** We have a target that we are supposed to reach for our funding, so that is all laid out to Corrections Victoria.

**Mr BARTON:** And you mentioned before that you had someone who had done 18 in six months or something.

**Ms JEPSON:** There was one.

**Mr BARTON:** Is there any limitation? If someone said, 'I want to do a book a week'—

**Ms JEPSON:** We might not be able to do that.

**Ms D'ONOFRIO:** Can I add to that?

**Ms JEPSON:** Go on Lisa.

**Mr BARTON:** Sorry, Lisa?

**Ms D'ONOFRIO:** The ones who are dedicated always find a way. I suspect now, because of further restrictions, it may not be as free and easy as it has been, but I suppose that is one of the advantages if you are an outsider, like me. So I am a freelancer, and even though I may not have been paid for the extra hours or whatever, because there is passion and dedication that is not just part of my job I am going to hang around there until the last guy finishes his story, because I want to do it. I mean, to be honest that is one of the differences.

And I physically have never turned anyone back. And if I have had to because there is something happening at the prison, you know, we will do it again the next time. I will make sure that I know who it is and they will get to do it. But I think more prisoners could be involved if all prison staff were on board and there was greater promotion and publicity, and also that the workers were able to talk to the men and the women to explain that, you know, 'We might be able to work with you even if English is your second language or even if you have not got the English skills'. We would love to be able to work with interpreters and that kind of thing. We would love to be able to work with Indigenous men and women, and perhaps in their culture it is more important that they tell the story rather than read a story, and that would be something that I think would get more Indigenous men involved. So there are ways and means, I think, of increasing the pool.

The other thing I wanted to add to that is with this new technology—which has taken a long time, as Denise would attest to, to get up and running, basically because of prison restrictions on privacy and confidentiality and all that kind of stuff—I think the scope is there. I think that it would be, once the systems are set up, quite appealing to roll that out to other prisons—that you have a digital copy of this reading.

**Mr BARTON:** Is it fair to say that the parents who are participating are more focused on maintaining that relationship? Are they doing it because it is good for them within the prison system? Do they get an elephant stamp or something, or anything like that?

**Ms JEPSON:** I do not think they get anything. They do not get anything for doing it.

**Ms D'ONOFRIO:** No.

**Mr BARTON:** Like, you know what I mean. That they have—

**Ms D'ONOFRIO:** They get skills.

**Mr BARTON:** I am just thinking back to when I was a kid. They are required to do certain things, but they are—

**Ms JEPSON:** Yes, but they are not required to do our—

**Mr BARTON:** not required to do this particular course or anything like that.

**Ms JEPSON:** No, no. Nothing like that.

**Mr BARTON:** No? I love it.

**Ms D'ONOFRIO:** It is all voluntary. Occasionally with other programs that we have run as part of it—because over the last 10 years this has been our mainstay, but we have done other things, like book groups and creative writing, which is all contributing to the same kind of thing—one will ask me for a certificate or a letter for parole.

**Mr BARTON:** Yes.

**Ms D'ONOFRIO:** But clearly that is not why they are doing it. I mean, actually I have never had the experience that one is not doing it because—they want to do it, that is what I am saying. They are there because they want to do it. And maybe at the back of their head that 'Oh, this might help me with something or other', but it is really that this is going to—

**Mr BARTON:** They want to maintain that relationship.

**Ms D'ONOFRIO:** It is something good and cheap. It is cheap for them too; that is the other thing. You know, I do not think this has got a big impact, but they do not have to pay for the book and the postage, so it is something that they can participate in. I think the barriers have been cultural. I often get: if one guy from a particular background will do it, then that opens the doors for the other men. Because in prison, you probably know, they tend to kind of go back and click into their ethnic groups perhaps a lot more than they would have on the outside. So cultural is a barrier. Not being confident with reading et cetera is a barrier, or not knowing about really the concept of how important it is to read to a kid or just really not knowing what the program entails. They are all kind of barriers I think, and like I said, also getting the word out there by the prison staff.

**Ms JEPSON:** Yes, that is a big thing. We put up posters, various things like that, and they are supposed to be told about the program when they first come into the prison in this sort of entry thing. They are given a pamphlet maybe, but some of them cannot read anyway or do not look at it. There are a lot of barriers, but mostly we have overcome quite a few of them.

**Mr BARTON:** Sorry, Chair. Can I just have one quick question?

**The CHAIR:** Yes, of course you can.

**Mr BARTON:** Thanks, Chair. What percentage of the population are participating?

**Ms JEPSON:** From the prison population?

**Mr BARTON:** Yes.

**Ms JEPSON:** Well, the numbers we do are about 140 men per year.

**Mr BARTON:** Out of how many?

**The CHAIR:** Well, there are 800.

**Ms JEPSON:** Out of 800 prisoners altogether.

**Mr BARTON:** Okay.

**Ms JEPSON:** It would be good if it was more, but we are funded to do 336 recordings per year, really. That is what we are funded for.

**Ms D'ONOFRIO:** And not all of those men will be fathers, although we do do grandads.

**Ms JEPSON:** Yes. They are mostly fathers—well, and mothers of course.

**Ms D'ONOFRIO:** In the prison system I do not know what the percentage of men who actually have children is. Do you know, Denise?

**Ms JEPSON:** It is just under half, I think. I did read it in fact: 40 per cent? No?

**The CHAIR:** No, I think we have got more. I think it is well over half. But I think it is this question of: are they active parents, are they the main parent? There is a variety of parents.

**Ms JEPSON:** There are. Most of the ones that we have talked to, and we got loads of these responses, are all so desperate to keep in touch with their children—desperate. And the women—of course they are. But virtually all the men are too. The ABC has done quite a few other programs about our thing too, and one of

them just dealt with some girls and daughters of a guy. They had them all on talking. It was fantastic. I do not know how they managed that, but they did. Lisa, I think it is true to say that everybody in our program—everybody in those prisons—is so keen to keep in touch with those children.

**The CHAIR:** God, libraries do good things, don't they? Nina.

**Ms TAYLOR:** It is wonderful to hear about this great work that you are doing. I used to love being read to by my parents, as I am sure people here will have as well. I was just wanting to explore a little bit more, although much of it has already been traversed—obviously this inquiry is about the children, but in turn I suppose children seeing or at least hearing their parents doing something that is very supportive and perhaps targeted at them has got to have a win-win, if you like. I was wondering for those parents how it makes them feel being able to do something which is akin to parenting, even though it is deemed fun. I heard the word 'fun' used and I thought, 'That's fantastic!'.

**Ms JEPSON:** Yes, we do try and make it fun, I have to say. Lisa has been very good at being sympathetic, because often—well, not often, but sometimes—the guys particularly will cry. They will really cry and be very emotionally upset. You have to treat them gently, and Lisa is very good at doing it.

**Ms D'ONOFRIO:** Nina, just to pick up on what you are saying, I think that the parenting aspect of it is really strong, but perhaps it is unacknowledged that the men all want to be parents in some form. Some of them have had positive experiences both in their own childhood and with their own kids and partners, and others obviously have not had such positive experiences. They are desperate for anything that is a clue as to how to become a better parent, because ultimately none of them want their kids to be like them, or they have got the best interests of the kids at heart but they do not know how to do that. It is things that might be natural to us, perhaps picking up a book or singing a lullaby or doing all the soothing, all that stuff. It is not inherent, it is not innate, it is something that needs to be modelled and taught. One of the beautiful things about this program is we have a craft element where they would design a CD cover and watching the men interact. I would sort of know when to step back, and they would talk to each other and talk about their kids and what their kids were into. And one would be like, 'I'm getting a pink piece of paper for my girl', and another one, a brave one, would say, 'What if your girl doesn't like pink?'. It allows all those conversations. I would be talking about stuff till the cows come home, but I knew that if it came from one of the other guys and they would step up and be almost like an informal peer mentor, then it would have such an impact. 'Oh, this is what it means to be a parent. Okay, well, that guy over there, he does that with his kids'. It is those kinds of things that I think have a reverberating effect.

**Ms TAYLOR:** Great. Thank you.

**Ms JEPSON:** The craft, which Lisa mentioned and I did not, they love. They love it. Lisa takes in all these little stars and little things to decorate the CD covers, and it will be cards probably in future—whoever picks the new technology, they will have a card to decorate. But they love doing it. It is a bit like little kiddie stuff. They do these beautiful designs for their kiddies. That was a thing that we had not really thought about until after we started doing it.

**The CHAIR:** When we were at Loddon but also some of the other prisons a number of the men and women talked about the difficulty they had through different orders that would come into play when they were taken into prison. So they may have had full custody of their children, but because of the crime that they had committed it meant that they had very restricted access to their children. Do you come across that barrier where they will be under a certain order which means that their access to children is restricted?

**Ms JEPSON:** Yes. We have not been allowed to send books to men's children where the man has had an IVO against him or whatever. They can do the recording I think—well, they could at some point—but that can be put aside until they have to leave prison, so it does not go to the child. Those particular few are not allowed to send anything to their children.

**The CHAIR:** Right.

**Ms D'ONOFRIO:** But the good thing about this program is that we can, if it is allowed, send a book and recording to the social worker and it gets sent out by the social worker if the kid is in long-term or short-term foster care. I have done that quite a lot. The thing with the IVOs is—I have only had a couple, but a couple of

guys have been very reticent because they can change quite quickly. Sometimes I think the fear is maybe that a parcel will go out and then the order will come in and then they will get in trouble because they have sent something out in the in-between times. Quite a lot of the time they do not know what is going on or it takes a while for the news to get to them about what is happening. But there are systems in place to make sure that contact is not had where contact should not be had.

**The CHAIR:** Yes, it seems to be a curious thing where parents who obviously had not offended against their child, had a good relationship with their child, once they were in prison they were then restricted. They have completely restricted access to children. It was quite mysterious as to why.

**Ms JEPSON:** It might have been domestic violence.

**The CHAIR:** No, not even.

**Ms D'ONOFRIO:** The men have spoken about that to me, and that is more of a recent thing. It seems that IVOs are quite easy to get in some respects. I know that from experience of working with other people, not in prison, they are quite easy to get. You can get them without having to go to court against the other person. So that is what I was saying: the men do not actually know sometimes that they have got this or why it is. And sometimes the women—this is what the men have told me, so this is just what they have said—have been told that they need to get an IVO because it will make the woman's case stronger, and that happens even if the couple have got an okay relationship. But the police have been telling them to get an IVO because it is simpler and more streamlined if anything does go to court, so the guy is going, 'Well, she didn't really have to get one' and the woman is saying, 'I didn't particularly want to get one' because, you know, there is mistrust of the system on both sides. And they have been told—and this is happened to me in my personal life with other women—that it is just easier for them to get an IVO and have that be the end of it, even if the woman may not want it. And it usually is the woman-man; it usually is that way round. So that could be something that is influencing. But this, like I said, has only been the last few years.

**The CHAIR:** Yes, I think there is another order which does seem to be something that we have not quite got to the bottom of. Are most of the participants doing it alongside a parenting course, or are some of them not ready for the parenting course and this is a good way to start that journey?

**Ms D'ONOFRIO:** The parenting courses only really came in a few years ago, and they have been a little bit hit and miss. It is not obligatory to do a parenting course and then to do this or to do mine and then to funnel into a parenting course, but I do find that because our program was quite—you know, it was a smaller commitment and I suppose it was not perhaps as intimidating as formal education, so it has been used as a stepping stone into other programs, especially literacy programs and especially TAFE. So it is important that we have those connections with the feet on the ground in TAFE to kind of say, 'Okay, how about this guy?', and we could do that kind of stuff. But the parenting is a bit hit and miss, and the guys have also had a bit of a complaint that they think that the women get a better deal and that the women have more access to their kids. What they would like is longer term, more practical parenting programs where they do not feel like they are being talked down to, where it is not like a school, where it is really experiential.

**The CHAIR:** Thank you, Lisa. I think those are really good points that you are making there. We also heard that, almost counterintuitively, men are getting more visits from their children than women are because the mother may well be the primary carer so she makes the commitment to ensure those visits happen, where when the mother is the primary carer and she is the one in prison, someone there for the kids to bring them in is sometimes less possible.

**Mr BARTON:** If grandma has become the carer and she does not drive and cannot get there, all that sort of stuff.

**The CHAIR:** Yes. Do you have any further questions?

**Ms BURNETT-WAKE:** No, I do not. It has been great.

**The CHAIR:** Thank you. It is such a positive program and we do hope that we can see it rolled out far more broadly. I think the evaluation is there.

**Ms JEPSON:** My big thing, I think, is working towards that. I am not quite sure how to go about it particularly, but this is a wonderful start. Thank you very much.

**The CHAIR:** Good start here. Thank you, Denise, and thank you, Lisa.

**Witnesses withdrew.**