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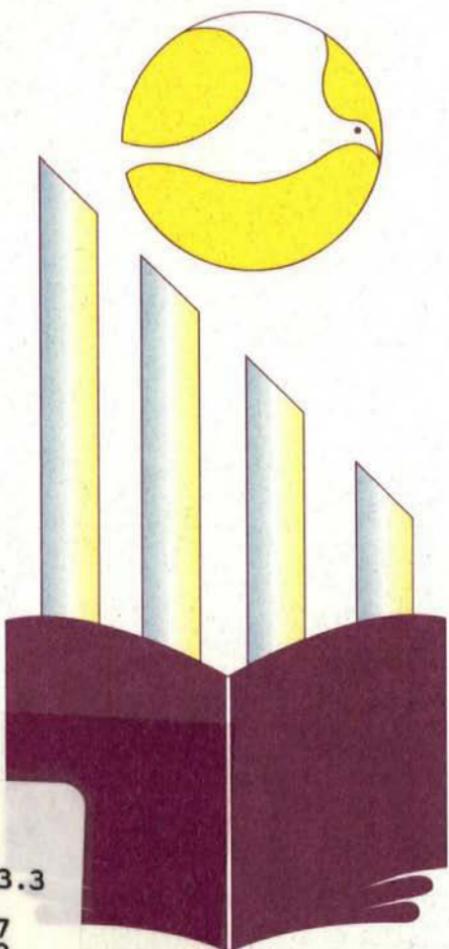
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Correctional Service
Canada

Service correctionnel
Canada

Correctional Education Programs



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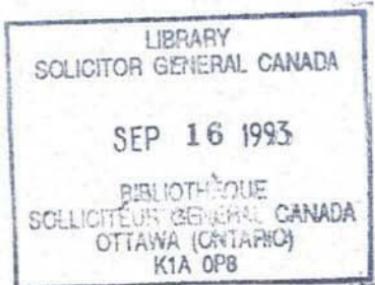


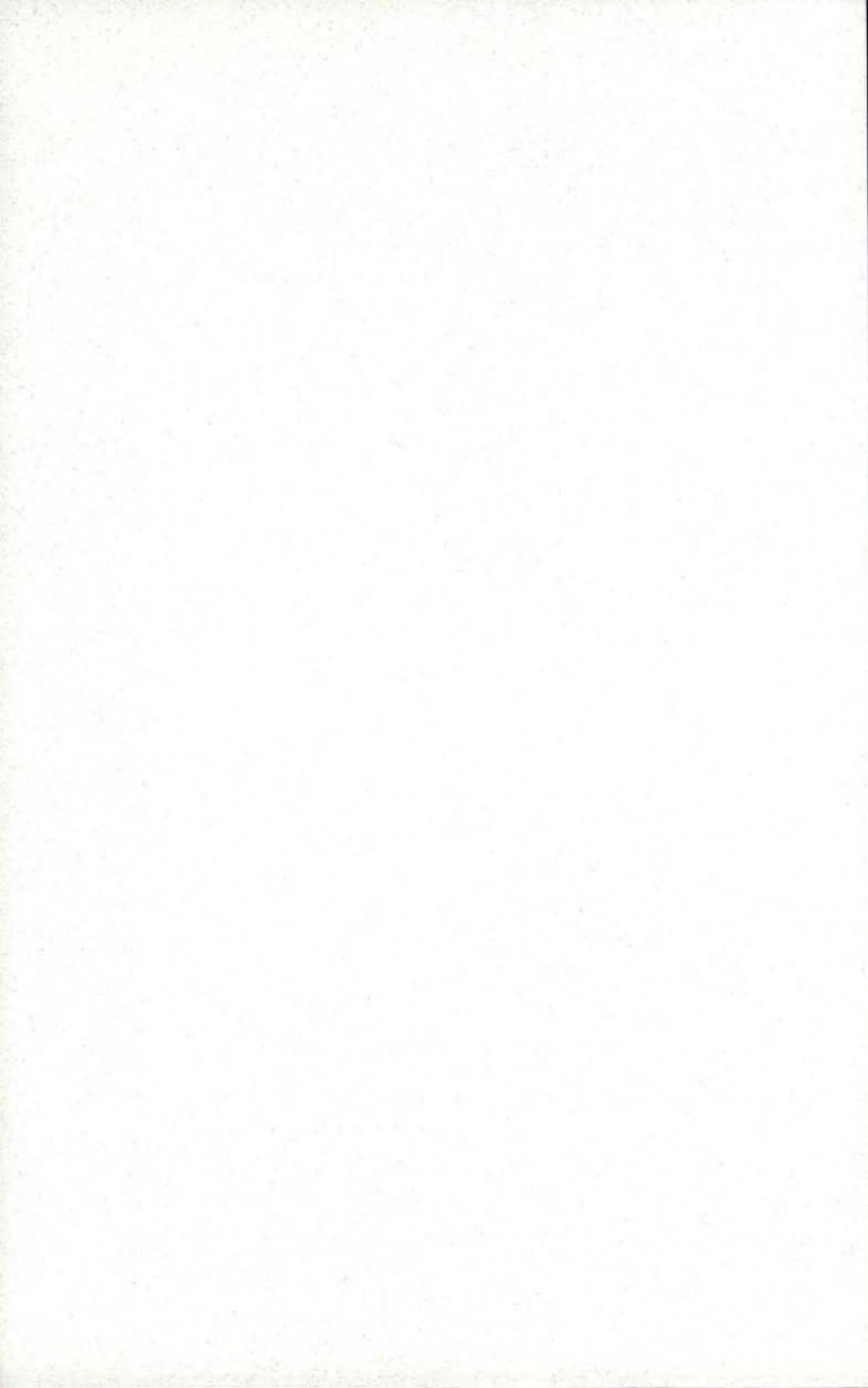


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CORRECTIONAL SERVICE OF CANADA MISSION STATEMENT

CSC MISSION STATEMENT

The Correctional Service of Canada, as part of the criminal justice system, contributes to the protection of society by actively encouraging and assisting offenders to become law-abiding citizens while exercising reasonable, safe, secure and humane control.

The Mission document has defined Strategic Objectives that articulate the goals towards achieving our Mission.

Education programs are offered, consistent with Strategic Objective 2.3 of the Mission Document which is:

"To provide programs to assist offenders in meeting their individual needs, in order to enhance their potential for reintegration as law-abiding citizens."



OVERVIEW

Offenders are provided with provincially accredited or certified programs which meet their identified education needs to assist them to reintegrate into the community as law-abiding citizens.

A broad range of educational programming is available, including:

- Adult Basic Education
- Secondary Level Education
- Vocational Education
- Post-secondary Education

Education programs are provided based on offenders' needs and priority is given to those needs targeted in the offender's correctional plan. Courses are available on a full-time or part-time basis, on-site or by correspondence. All institutional education programs are available on a 12-month basis. Up-to-date and accurate records reflecting an inmate's education registration, progress and certificates are maintained. Strong links with the community are established as efforts are made to provide continuity in the offender's educational program and to provide educational support services for offenders released in the community.

Upon arrival, offenders are assessed to establish their functional grade or achievement level in accordance with the national standardized measure of achievement and by other educational assessments such as aptitude and interest testing. The educational process includes an ongoing assessment of individual offender's needs; the development and implementation of individual education program plans to meet those needs; the provision of a clearly specified learning objective for the offender, as well as a regular assessment of the offender's progress in relation to the program plan; and program evaluation to ensure the continuing viability of the individual's educational program.

Offenders are actively encouraged to participate in institutional or community programs which meet their identified educational needs. An average of 42% (or 5,000 inmates) available for work or education participate in education programs. Education programs are perceived as a substantive aspect of the positive development of the inmate and, accordingly, are a major component of the overall programming structure provided by the institution.



ADULT BASIC EDUCATION

Upon arrival, approximately 65% of offenders test at lower than a Grade 8 completion level and 82% lower than Grade 10 level. Adult Basic Education (ABE) is the education priority of the Correctional Service of Canada (CSC) and, accordingly, maintains the highest enrollment of all education programs. ABE comprises approximately 36% of the participation in education programs.

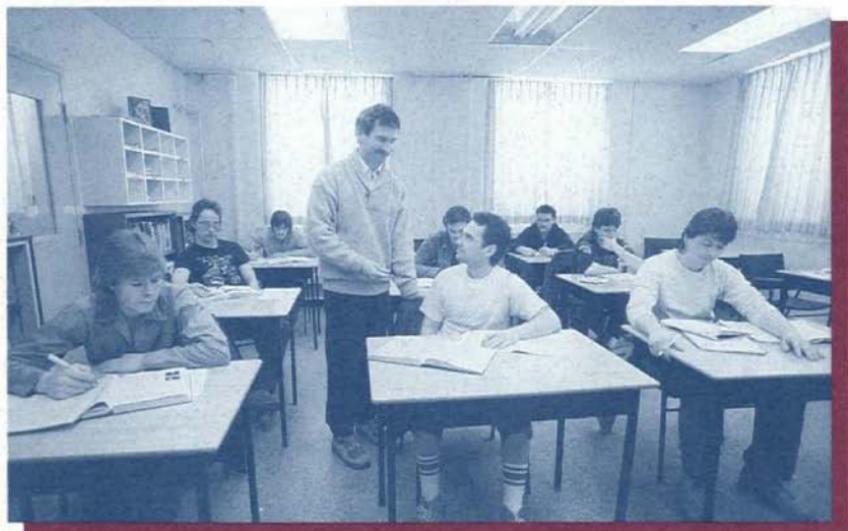
In order to adequately reflect societal realities, the ABE program has been enhanced to the Grade 10 level for the completion of the academic components in areas such as math, language or science. There is no doubt that illiteracy results in a tremendous waste in human potential. The social costs are enormous both for the offenders themselves and for their families. As well, illiteracy is an additional handicap for any released offender trying to reintegrate into the community. Those who can read and write stand a much better chance of finding and holding a job than those who are illiterate and can have further training in programs where literacy is essential for participation.

The program is available at all institutions, whatever the security level, and it is more than just a curriculum. It takes into account many factors, such as lack of motivation, that might interfere with success. Instruction can be provided not only in a traditional classroom setting, but also in small groups or through individual tutoring. Community tutors and inmate tutors are encouraged to teach offenders in one-to-one settings. CSC has incorporated modern teaching methods, such as television programming and computer assisted learning, in order to meet the needs of offenders as effectively and efficiently as possible.

Educational curriculum programs offered within institutions are provincially accredited or certified and meet the needs of offenders and objectives of correctional programming. All ABE programs are available in both official languages and special programs address the unique needs of Native offenders.

Inmate pay is currently being restructured to encourage offenders to participate in programs that address their individual needs. This means that inmates who require ABE, for example, can attain the top pay levels only through active involvement in an educational program.

CSC is determined to succeed in its goal of educating inmates to compete lawfully in the community. A research report completed in 1992 entitled "Can Educating Adult Offenders Counteract Recidivism?" concluded that specific intellectual skills that are gained through ABE training may equip offenders to deal more effectively with daily problems encountered in the community. Moreover, the sense of achievement and confidence that results from successfully completing a program may encourage offenders to make further positive changes in their lives.





SECONDARY EDUCATION - ACADEMIC

Secondary education has the objective of providing educational programs leading to secondary graduation at the Grade 12 level and improving the level of adult education for students who have completed Adult Basic Education. Secondary education comprises approximately 25% of the participation in education programs.

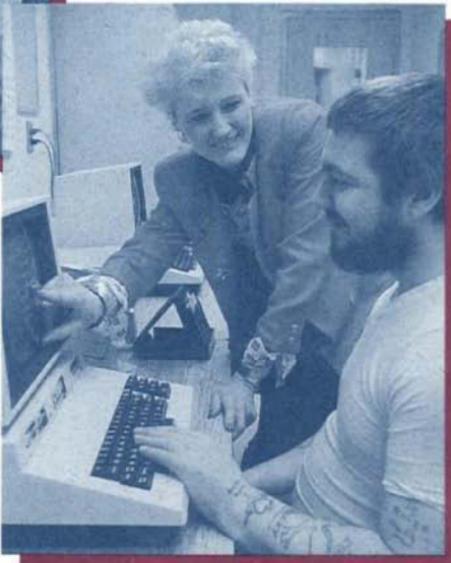
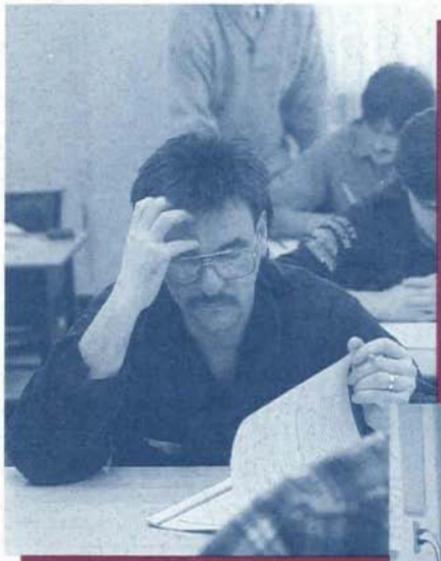
A secondary school diploma has become a prerequisite for securing lasting employment or for entry into a variety of training opportunities. Inmates in Canada's federal correctional facilities know this and, in increasing numbers, are making personal commitments to remedy deficits in this educational area.

The courses these inmates are taking are based upon the same curriculum as is used in the province in which the institution is situated. They are delivered by government and educational agency staff who have achieved required levels of provincial certification. The resources and equipment used in the classroom mirrors closely that found in facilities designed for adult learners in the community. Accreditation received upon successful course completion fulfils the requirements set by the province for a secondary school diploma.

Increasingly, secondary school courses are being made available in a variety of ways. For the inmate who wishes to address his educational deficits through normal day-to-day participation in secondary course participation, the classrooms of penitentiary schools satisfy this need. Other inmates wish to work for half a day outside the school environment while following a secondary program and this requirement is being addressed. Evening classroom sessions are also becoming more prevalent.

For the inmate who does not wish to participate in a normal educational setting, correspondence courses of provincial Departments of Education provide an attractive alternative. Frequently, inmates who begin their secondary studies in this manner achieve their diploma through a return to the classroom.

Learning is life long. The Correctional Service of Canada in making secondary school studies available to federal inmates is providing the opportunity for philosophy to become a reality.





VOCATIONAL EDUCATION

Vocational programs provide marketable work skills by which offenders will be prepared for employment in institutional work programs including Corcan and the community. The purpose of these programs is to facilitate the reintegration of offenders through having better equipped them to enter the labour market on release.

Many of the offenders entering CSC's institutions have never acquired the necessary basic skills to succeed in the labour force either in the community or, indeed, within the institutions. Many of these skills are affirmed either through provincially recognized certification and/or contribute to their personal development and sense of achievement.

Approximately 25% of all inmate students participating in educational programs are learning vocational skills. Offenders who wish to pursue vocational education are strongly encouraged to have completed at least a Grade 10 level education. At present, the training CSC provides includes but is not limited to the following:

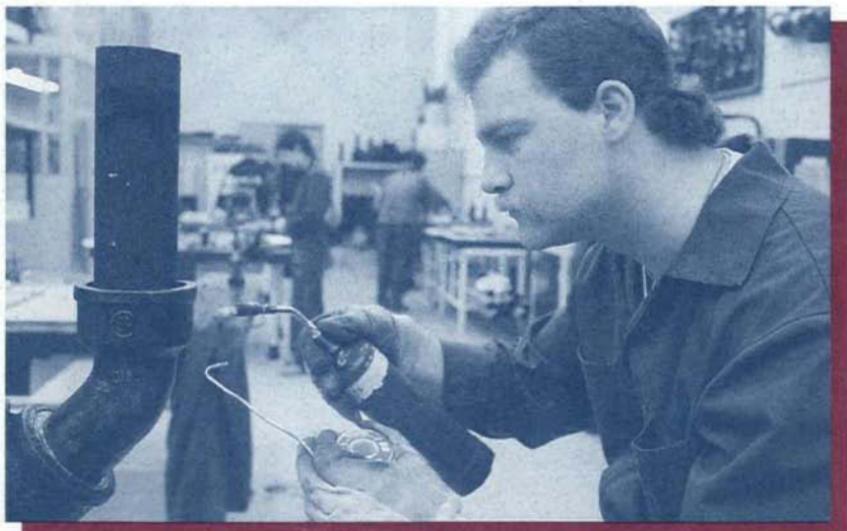
- welding/metal trades
- hairdressing
- small engines
- auto mechanics/auto body
- electronics
- carpentry/cabinet making
- upholstery
- plumbing
- cooking
- computer programming

Vocational education programs are preceded either by or include a generic skills component applicable to a number of vocational fields which addresses, as a minimum, the following topics: industrial/shop safety, personal and interpersonal skills for success in the work place.

All vocational programs are set up in modular format to allow for continuous intake and exit and to allow for easier transfer from one institution to another or to community training programs. CSC's vocational education is part of its overall educational programming.

Research has indicated that Vocational Education has a number of positive effects, namely the learning of skills useful in obtaining work and the building of self-esteem and confidence. Vocational courses are also purposeful in bridging the gap between life in the institution and life in the community.

Vocational training has been available in CSC's institutions for many years and has provided various formal learning opportunities to offenders across the country. As the education and employment opportunities in the community have changed so have those for offenders inside. In order to maintain the relevance of its vocational programs, CSC is reviewing the place which these have in the larger correctional agenda and the correctional strategies concept in particular.





POST-SECONDARY EDUCATION

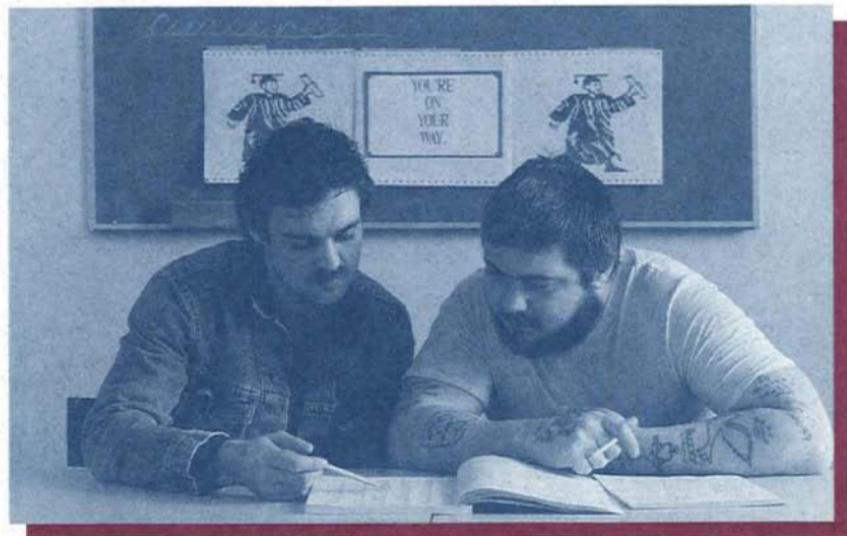
Post-secondary Education has an objective of meeting the educational needs of offenders who have completed secondary school or General Education Development (GED) and wish to prepare for their release by improving their educational level. Post-secondary education comprises approximately 14% of the participation in education programs.

Offenders may enroll in university-level courses in their institutions or participate, if eligible, through the day parole program, in lectures at universities close to their institutions. As well, inmates may study for community college/CEGEP diplomas in such program areas as law, marketing and physical education. Post-secondary education offers the opportunity to acquire a trade or profession as well as an opportunity to update trade qualifications prior to release.

Whether in the classroom or by correspondence, there is no charge to inmates or day parolees for their participation in post-secondary education programs if the following conditions are respected: criteria established by ministries of education are met; past educational records regarding completion of programs is considered satisfactory by the institution; the course is considered as a priority in the inmate's correctional plan and the course is from a recognized and accredited provincial education organization.

The provision of such post-secondary educational opportunities recognizes that the inmates must become as complete human beings as they can. They must have an increased understanding of themselves, of their fellow citizens and of the world in which they will eventually live and work. Where inmates do not have such knowledge and skills the chance is much greater that they will use the skills and knowledge of a deviant culture in efforts to cope with the world.

Does post-secondary education achieve its objectives? From a purely educational perspective this question is hard to answer. It is easier to answer when the Mission of the Correctional Service of Canada is the measuring index. A post-release study conducted in the 1980s of former participants in a Canadian program in the humanities at the university level indicated that the risk of recidivism for persons who participated in that program was only one-quarter the risk of those who participated in other programs. If able and devoted post-secondary teachers in two Canadian penitentiaries succeeded in touching, in a profound way, the minds of a significant number of inmates, then it is in the interest of all inmates, the CSC and Canadian society that post-secondary programs be available.



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