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Challenges and Potential of Correctional Education:

**An Annotated Bibliography of Literature on Innovations, Impacts and Outcomes from
Different Stakeholder Perspectives.**

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Executive Summary

The reviewed literature provides an overview of the current state of research on the impact of correctional education, specifically addressing its influence on crime prevention and rehabilitation.

The first section discusses current challenges and innovative ideas for correctional education, with a focus on North America. In the subsequent three sections, different perspectives on correctional education are presented. First, literature and studies involving incarcerated individuals are examined, highlighting the effects, challenges, and opportunities of correctional education. The focus is often on the potential connection between correctional education and the reduced likelihood of individuals returning to the correctional system, as well as the hope of securing better employment opportunities after release. The next section presents studies and literature from the perspective of correctional educators and staff. These documents primarily focus on the challenges and opportunities of correctional education from the perspective of professionals. The final section of this annotated bibliography presents statistics, evaluations, and reports at the state level, also focusing on North America, and presents key facts, figures, and ideas for the future development of correctional education.

The aim of this literature review is to contribute to the discourse on the importance of correctional education. The different perspectives clarify the existing challenges and the potential inherent in correctional education.

Literature Reviewed

Challenges, Innovations, and Impacts on Crime Prevention and Rehabilitation

Andrews, D. A., Bonta, J., & Wormith, J. S. (2011). The risk-need-responsivity (RNR) model:

Does adding the good lives model contribute to effective crime prevention? *Criminal Justice and Behavior*, 38(7), 735-755. DOI:[10.1177/0093854811406356](https://doi.org/10.1177/0093854811406356)

The authors explore the potential benefits of incorporating the Good Lives Model (GLM) into the established Risk-Need-Responsivity (RNR) framework for offender rehabilitation. They assert that, while the GLM provides a positive, strengths-based approach to rehabilitation, its fundamental principles are already encompassed within the RNR model. The RNR model highlights the importance of evaluating an individual's risk of recidivism, identifying specific criminogenic needs, and customizing interventions to address those needs. This approach has been empirically validated and widely implemented in correctional environments. Conversely, the GLM emphasizes promoting personal fulfillment and well-being as a strategy for reducing criminal behavior. It focuses on the development of personal strengths, prosocial behavior, and positive social connections. The authors argue that the strengths of the GLM are already addressed within the RNR model. Additionally, they note that the GLM's hypothesis, which proposes that enhancing personal fulfillment leads to reductions in criminogenic needs, is contrary to the RNR's established principle. The RNR model posits that addressing criminogenic needs leads to reduced recidivism, which subsequently contributes to enhanced personal well-being. The authors conclude that, although the GLM offers a positive and strengths-based approach to rehabilitation, its core principles are already integrated into the RNR model. They suggest that advocates of the GLM might benefit from the RNR's focus on empirical support and its practical application in correctional settings.

Ash, M., & Banner, D. M. (2016). Baseline study: Online oil, gas, and safety technology education for Ohio residents of a community-based corrections facility. *Journal of Systemic, Cybernetics and Informatics*, 14(3), 12-13.

The study explored the potential of utilizing online education to equip residents of a community-based corrections facility in Ohio with skills in oil, gas, and safety technology, aiming to prepare them for employment opportunities after release. The study identified four key areas for further investigation. Firstly, it confirmed the well-established idea that education plays a crucial role in reducing recidivism rates by providing individuals with valuable skills that enhance their employability and decrease the likelihood of reoffending. Secondly, the research highlighted the growing importance of integrating technology into correctional education programs to meet the demands of modern job markets, emphasizing the need to bridge the "digital divide" among incarcerated individuals to ensure their readiness for technology-driven workplaces. Thirdly, it recognized the challenge posed by the digital gap within correctional facilities, where residents may lack prior exposure to technology, hindering their participation in online education initiatives. Lastly, the study stressed the importance of tailoring educational programs within correctional settings to focus on improving residents' employability by providing them with skills relevant to real-world job opportunities, as demonstrated by the targeted approach of imparting skills in oil, gas, and safety technology in this case.

Cantrell, D. (2013). Correctional education as democratic citizenship education. *Journal of Correctional Education*, 64(1), 2-12.

The author contends that correctional education programs should extend beyond merely imparting academic skills and vocational training. These programs should also aim to cultivate the civic knowledge, skills, and dispositions of incarcerated individuals, enhancing their ability

to participate as informed and engaged citizens upon release. According to the author, correctional education can be a transformative process, empowering individuals to critically analyze their circumstances and envision positive change. Therefore, education should equip them with the knowledge and skills necessary to contribute positively to their communities and engage in the democratic process. The author posits that correctional education can serve as a tool for social justice, challenging systemic inequalities and promoting a more equitable society. Overall, this article offers a valuable perspective on the role of correctional education in fostering democratic citizenship. It encourages educators and policymakers to consider the broader social and political implications of their work and to strive to create educational programs that empower individuals to become active and engaged citizens.

Cousineau, F. D., & Plecas, D. B. (1982). Justifying criminal justice policy with methodologically inadequate research. *Canadian Journal of Criminology*, 24(3), 307-321. [DOI:10.3138/cjcrim.24.3.307](https://doi.org/10.3138/cjcrim.24.3.307)

The authors argue that the current state of research supporting changes in criminal justice policy is insufficient and potentially misleading. They identify several critical issues with the existing research, including its narrow scope, excessive reliance on quantitative methods, selection bias, and short-term focus. These shortcomings, they assert, can result in the implementation of unjust and ineffective policies, the misallocation of resources, and the erosion of public trust in the criminal justice system. According to the authors, a commitment to diverse and rigorous research methods, a broader range of outcome measures, increased transparency and replicability, a variety of perspectives, and the encouragement of critical thinking and skepticism are essential for ensuring that criminal justice policy is informed by evidence and leads to fair and effective outcomes.

Day, A. (2020). At a crossroads? Offender rehabilitation in Australian prisons. *Psychiatr Psychol Law*, 27(6), 939-949. DOI:[10.1080/13218719.2020.1751335](https://doi.org/10.1080/13218719.2020.1751335)

The author provides a critical analysis of the current state of rehabilitation programs in Australian prisons, highlighting the urgent need for substantial reform due to high recidivism rates. He identifies key challenges, including insufficient program intensity, quality, and integration, as well as a negative anti-social climate within prisons that leads to resistance to change, hindering positive development. Resource limitations and the lack of psychological and mental health support further compound these issues. The author proposes a multi-pronged approach, advocating for increased investment in evidence-based programs, improved program quality and intensity, and initiatives to create a positive prison environment. Strengthening reintegration support through post-release assistance is also emphasized for successful rehabilitation and a reduction in recidivism. The author's overarching objective is to disrupt the cycle of re-offending by comprehensively addressing both the criminal acts and their underlying causes.

De Maeyer, J. (2001). Education in prison. *Convergence*, 32(2-3), 117-129.

DOI:[10.1007/s11159-019-09809-x](https://doi.org/10.1007/s11159-019-09809-x)

De Maeyer (2001) explores the complexities of education in prison, highlighting its significance and the obstacles it faces. He notes the lack of universal access to education in prisons and discusses how political ideologies and technological advancements can impact educational initiatives within the prison system. De Maeyer delves into the relationship between poverty, surveillance, and the expansion of the penal system, cautioning against the privatization of prisons and the potential consequences it may have on incarcerated individuals and society. He critiques the focus on profit within the prison industry and advocates for a holistic approach to

addressing the root causes of incarceration. De Maeyer challenges the notion of prisons solely as institutions for punishment, advocating for a broader perspective that includes rehabilitation and social integration. He warns against reducing education in prison to vocational training and emphasizes the need for individualized, socially relevant educational approaches. De Maeyer calls for state responsibility and the involvement of civil society organizations in shaping educational initiatives within prisons, ultimately advocating for education as a tool for empowerment and social change among students.

Earwood, M. (2013). Foundations of criminal justice. *Journal of Criminal Justice Education*, 24(3), 435–437. [DOI:10.1080/10511253.2013.792460](https://doi.org/10.1080/10511253.2013.792460)

Martha Earwood reviews "Foundations of Criminal Justice," praising its departure from traditional introductory criminal justice textbooks. Unlike others that focus on describing the criminal justice system's components, this book emphasizes critical thinking and philosophical inquiry. Earwood highlights its division into five units, each challenging students to contemplate various perspectives, theories, and concepts. The book navigates through law, deviance, justice, penal social control, and criminal justice institutions, providing thorough discussions and encouraging students to apply theoretical frameworks to real-life scenarios. Earwood commends the book's inclusion of case studies, photo essays, and critical thinking questions, making it suitable for engaging class discussions. Overall, she recommends it as an ideal preface to criminal justice studies. Crystal Null reviews "Key Ideas in Criminology and Criminal Justice" by Pratt, Gau, and Franklin, applauding its exploration of the historical context and social construction of key ideas in the field. The authors analyze ten pivotal concepts, tracing their origins, acceptance, and impact on criminology and criminal justice. Null appreciates the book's clear organization, with each chapter providing historical context, thorough discussions of key

works, and insights into their societal impact. She notes the book's emphasis on critical thinking through discussion questions, enabling readers to understand the evolution of criminological thought. Null sees the book as a valuable supplement for courses on criminology and criminal justice, offering a deeper understanding of foundational concepts and their historical context. Mark R. Pogrebin's "About Criminals: A View of the Offender's World" is reviewed by Lisa Marie Vasquez, who praises its unique approach of integrating offenders' perspectives with criminological theory. Vasquez highlights the book's focus on qualitative research studies, providing readers with insights into various categories of crime from the offenders' viewpoint. She appreciates its structure, organized around criminal behavior rather than chronological theory, which facilitates applied criminological understanding. Vasquez acknowledges the book's accessibility issues for students without prior exposure to criminological theory but considers it informative and engaging for both students and curious readers. Despite lacking supplemental materials, Vasquez recommends it as a valuable resource for understanding criminal behavior and the experiences of offenders.

Fader, J. J., & Traylor, L. L. (2015). Dealing with difference in desistance theory: The promise of intersectionality for new avenues of inquiry. *Sociology Compass*, 9(4), 247-260.

DOI:[10.1111/soc4.12253](https://doi.org/10.1111/soc4.12253)

The authors argue that incorporating the framework of intersectionality, which examines the interplay of multiple social identities and their impact on privilege and oppression, is crucial for advancing desistance theory. For them, traditional desistance theories often neglect the unique challenges and opportunities faced by different groups in their journey away from crime. They suggest that, by applying an intersectional lens, researchers can gain a deeper understanding of how factors like race, gender, class, sexual orientation, and ability interact and shape individual

desistance pathways. Furthermore, intersectionality opens up new avenues for intervention and support programs. By recognizing the distinct needs and challenges faced by different groups, researchers and practitioners can develop tailored interventions that are more likely to be effective. They mention the specific challenges faced by Black women or LGBTQ+ individuals involved in the criminal justice system as examples which can inform the development of programs providing them with the necessary support to navigate these challenges and successfully desist from crime. According to the authors, by incorporating intersectionality, desistance theory can move beyond its limited focus and become a more inclusive and relevant framework for understanding desistance processes across diverse populations. This can lead to the development of more effective interventions and ultimately create a more just and equitable society.

Fazel, S., & Wolf, A. (2015). A systematic review of criminal recidivism rates worldwide:

Current difficulties and recommendations for best practice. *PLoS ONE*, *10*(6), 1-8.

DOI:[10.1371/journal.pone.0130390](https://doi.org/10.1371/journal.pone.0130390)

The authors examine the issue of criminal recidivism rates worldwide, highlighting the significant challenges associated with drawing meaningful comparisons across different countries. They conduct a systematic review of available data and found substantial inconsistencies in how recidivism is defined, measured, and reported. This lack of standardization limits the ability to understand global recidivism patterns and accurately assess the effectiveness of criminal justice interventions implemented in different contexts. One of their findings is the scarcity of reliable data. Out of the 20 countries with the largest prison populations, only 2 provided information on repeat offending rates. This highlights a critical gap and underscores the urgent need for improved data collection and reporting practices. The

authors identify the most common outcome measure used in recidivism research as the two-year reconviction rate for released prisoners. However, even this measure is subject to significant variation across countries, with different definitions of reconviction and varying follow-up periods being employed. In light of these challenges, the authors suggest establishing internationally agreed upon definitions for key terms like "recidivism event," "reconviction," and "re-incarceration" for ensuring consistency and comparability across studies. They also recommend utilizing standard follow-up periods which allows for more reliable comparisons of recidivism rates over time, irrespective of the specific country or study.

Gehring, R. T., & Wright, R. (2003). Three ways of summarizing correctional education progress, trends. *Journal of Correctional Education*, 54(1), 5-13.

Gehring and Wright (2003) offer a comprehensive exploration of the history and development of correctional education in North America, proposing three distinct frameworks for understanding its evolution. They challenge simplistic narratives by presenting: 1. Chronological Model: This framework outlines key events and milestones in the history of correctional education, highlighting its progression from early prison schools to the integration of vocational training and cognitive-behavioral interventions. 2. Schools of Thought Model: Categorizing correctional education based on dominant philosophies, this model identifies the custodial, rehabilitation, and reintegration models, each guiding different approaches to education within correctional settings. 3. Systems Development Model: This complex lens analyzes correctional education as a system within the broader criminal justice context, considering organizational structures, funding mechanisms, and stakeholder involvement over time. By employing these frameworks, the authors provide a nuanced understanding of correctional education's progress and challenges. They argue that the field has evolved beyond basic skills training to encompass rehabilitation and

reintegration efforts, emphasizing the importance of adapting educational interventions to meet the complex needs of incarcerated individuals. This multifaceted perspective informs future policy decisions and program development within correctional education, aiming for more effective interventions and successful reintegration outcomes for offenders.

Hobler, B. (1999). Correctional education: Now and in the future. *Journal of Correctional Education*, 50(3), 102-105.

Hobler (1999) offers a comprehensive exploration of the evolution of correctional education practices, focusing particularly on a successful educational program implemented in Delaware. Hobler begins by providing historical context, tracing the development of correctional education from basic skills instruction to a more holistic approach aimed at addressing social, vocational, civic, and personal dimensions. He discusses the shifting philosophies in correctional education over the decades, from rehabilitative models in the 1970s to punitive approaches in the 1980s, and a renewed focus on education in the 1990s. He underscores the importance of addressing functional illiteracy and emphasizes the need for educational programs to go beyond traditional academic instruction to foster social development and cognitive skills. Holber goes on to describe Delaware educational program, which prioritized teaching moral reasoning alongside academic skills. The program's innovative approach yielded promising results, notably a significant reduction in the state-wide recidivism rate one year post-release. Hobler outlines the program's design and methodology, highlighting its emphasis on self-development, interpersonal relations, communication skills, job and financial skills, and family values. Additionally, the program incorporated components such as anger control, conflict resolution, stress management, and Moral Reconciliation Therapy (MRT), a systematic treatment method designed to promote positive self-image and identity. The article also delves into the challenges faced by correctional

educators, including limited resources and overcrowding in correctional facilities. Despite these obstacles, Hobler argues for the value of education in reducing recidivism rates and promoting successful reintegration into society.

Jovanic, G. (2011). The role of education in the treatment of offenders. *Support for Learning*, 26(2), 79-82. [DOI:10.1111/j.1467-9604.2011.01481.x](https://doi.org/10.1111/j.1467-9604.2011.01481.x)

Jovanic's (2011) article explores the crucial yet often overlooked role of education in rehabilitating offenders, particularly focusing on the context of Serbia. He highlights the need to address the educational needs of incarcerated individuals within the broader framework of inclusive education, emphasizing the importance of ensuring access to suitable learning opportunities for this population. Recent legislative changes in Serbia reflect a growing recognition of the potential benefits of education within the correctional system. These changes signify progress towards guaranteeing the educational rights of incarcerated students, signaling a shift towards a more supportive environment for offender rehabilitation. Drawing lessons from successful initiatives in other countries, such as the United States, Jovanic suggests that Serbia's prison education system can benefit from established models. By adopting proven strategies and approaches, Serbia can enhance its educational programs for offenders and improve outcomes. While literacy and vocational training are essential components of prison education, Jovanic argues for a more holistic approach. Beyond skill development, education programs should also address behavioral modification, self-image improvement, and the cultivation of positive relationships. These aspects are crucial for reducing recidivism and facilitating successful reintegration into society.

Koo, A. (2015). Correctional education can make a greater impact on recidivism by supporting adult inmates with learning disabilities. *Journal of Criminal Law and Criminology*, 105(1), 233-270.

Koo (2015) points out a significant oversight in correctional education programs to decrease recidivism rates: the lack of adequate support for incarcerated students with learning disabilities. She draws attention to research illustrating a strong link between participation in correctional education programs and reduced recidivism rates post-release. Despite this positive correlation, Koo asserts that the educational needs of incarcerated students with learning disabilities are often overlooked. Moreover, Koo highlights the prevalence of learning disabilities among incarcerated individuals, noting a concerning lack of diagnosis and support within correctional facilities. Studies indicate a high percentage of incarcerated students have learning disabilities such as dyslexia or ADHD, which can substantially impede their ability to benefit from existing educational programs. To address this issue, Koo proposes targeted reforms within correctional education programs, including implementing early screening and identification processes for learning disabilities upon prison entry, training correctional educators about learning disabilities, offering life skills training for incarcerated students with learning disabilities for their post-prison life, and developing individualized education plans (IEPs) to ensure incarcerated students with learning disabilities receive the necessary support. Additionally, Koo calls for further research in this area, such as studies aimed at developing best practices for teaching incarcerated students with learning disabilities and evaluating the specific impact of these programs on recidivism reduction for this population.

Lichtenberger, E., & Ogle, J. T. (2006). The collection of post-release outcome data for the evaluation of correctional education programs. *Journal of Correctional Education*, 57(3), 230-238.

The article underscores the significance of post-release outcome data in evaluating correctional education programs, contrasting traditional evaluations that often focus solely on pre-release data like enrollment and completion rates. It argues that pre-release data provides an incomplete picture as it primarily reflects participation and achievement within the correctional setting, failing to capture the program's long-term impact on individuals after release. Metrics such as enrollment or completion rates may not accurately reflect successful reintegration. Highlighting the importance of tracking outcomes following release, the article emphasizes their role in assessing the program's effectiveness in achieving its goal of reducing recidivism and promoting positive reintegration. Key areas for evaluation include recidivism rates, employment patterns, and further education and training participation, which provide insights into the program's influence on long-term outcomes. Despite acknowledging the importance of post-release data, the article addresses challenges associated with its collection, such as maintaining contact with formerly incarcerated individuals and data sharing between agencies. It proposes strategies to overcome these challenges, including standardization of data collection methods, collaboration between relevant agencies, and utilization of technology for efficient data collection and tracking.

Linden, R., & Perry, L. (1982). The effectiveness of prison education programs. *Journal of Offender Counseling, Services & Rehabilitation*, 6(4), 43-58.

[DOI:10.1300/J264v06n04_04](https://doi.org/10.1300/J264v06n04_04)

The article reviews research on the impact of correctional education. For Linden and Perry (1982), despite the prevalence of these programs, there's a scarcity of evaluative studies, leading to inconclusive evidence on their effectiveness in reducing recidivism rates. According to the authors, prison education has undergone significant evolution, transitioning from religious instruction to comprehensive academic and vocational offerings aimed at facilitating successful reintegration into society. While the emphasis on education within prisons has grown substantially, further research is warranted to gauge the true efficacy of these programs. Initial studies yielded mixed results, but recent evaluations suggest promising potential for significant reductions in recidivism when programs incorporate comprehensive support services and foster a sense of community within correctional institutions. While basic academic and vocational education have long been offered, post-secondary programs have emerged more recently. In the US and Canada, prison education has evolved significantly, aiming to provide students with skills for successful reintegration. According to the authors, despite the lack of comprehensive evaluations, some insights emerge regarding the effectiveness of prison education. Incarcerated students demonstrate receptiveness to vocational and academic training, particularly within well-structured and innovative programs. However, the impact on post-release outcomes such as employment and recidivism remains uncertain, with no consistent positive effects observed. Initiatives like Project Newgate and the University of Victoria program offer optimism and underscore the importance of intensive program delivery and the establishment of alternative community structures within prisons. Additionally, providing support services upon release can facilitate continued education or employment opportunities, potentially enhancing the effectiveness of these programs in reducing recidivism.

Lockwood, S., Nally, J. M., Ho, T., & Knutson, K. (2012). The effect of correctional education on postrelease employment and recidivism: A 5-year follow-up study in the state of Indiana. *Crime & Delinquency*, 58(3), 380-396.

<https://doi.org/10.1177/0011128712441695>

This study focuses on released offenders and the question of whether there is a link between educational attainment, unemployment and recidivism. To this end, the authors conducted a five-year follow-up study (2005-2009) of around 6,500 offenders in Indiana, who were released in 2005. The aim of the study was to find out what effect education and employment have on the recidivism of offenders after release. Therefore, the researchers focused on the effects of education and employment on offender's recidivism and they studied the interrelationship between all three. The study shows a clear relationship between education, work and recidivism. The results of the study show that offenders without a high school diploma are more likely to reoffend. Looking at the numbers, the recidivism rate for offenders with a high school diploma is around 31%, while the rate for offenders with a lower diploma is 55.9%.

With these results, the authors want to draw attention to the fact that most released offenders are aware of the importance of work and that they should be given better access to education and training opportunities. The study also indicates that there is an equal need to analyze educational programs within the penal system to verify their compatibility with the requirements of employers.

Lugo, L. (2018). The 3 Rs: Raise the educational bar, reduce recidivism. *Corrections Today*, 40-47.

The article emphasizes the importance of education in reducing recidivism and increasing employability among incarcerated individuals. It discusses the challenges faced by

undereducated adults and the need for differentiated educational practices in correctional facilities. The author highlights the significance of vocational programming and suggests that delivering education in a manner resembling traditional public school classrooms fosters enthusiasm for learning among students. She explores legislative efforts aimed at improving educational opportunities for incarcerated individuals. The article presents outcomes from studies indicating the positive impact of correctional education on reducing recidivism rates and increased employment opportunities and wages. The article then discusses a case study at Mountainview Youth Correctional Facility in New Jersey, where the implementation of the Your Role in the Green Environment program is detailed. The program offers industry-based modules on sustainable construction practices. The article describes the strategies employed at this study to enhance the program, including the use of YouTube videos, manipulatives, interactive data simulations, and technology-enhanced formative assessment with Turning Point clickers. The outcomes of this program indicate positive results, with high student engagement, steady program attendance, and successful completion of the course. The article concludes by emphasizing the importance of providing relevant, engaging, and rigorous educational programming in correctional facilities to support the long-term success of incarcerated individuals.

Lutze, F. E. (2016). Corrections education at the nexus of science and practice: A history of conscience and convenience in achieving professionalization. *Journal of Criminal Justice Education*, 27(4), 509-534. [DOI:10.1080/10511253.2016.1186991](https://doi.org/10.1080/10511253.2016.1186991)

Lutze (2016) explores the historical development of education programs for corrections personnel within the criminal justice system. The core argument revolves around the ongoing tension between prioritizing ethical considerations ("conscience") and practical concerns

("convenience") in achieving professionalization for corrections staff. Lutze traces the evolution of corrections education from its early focus on preparing personnel for practical tasks within institutions, often relying on personal experience and lacking a strong theoretical foundation. In the 1960s-1980s, a "professionalization movement" called for more rigorous academic programs incorporating social science theory and ethical values for corrections professionals. The current emphasis in corrections education prioritizes "evidence-based practice," emphasizing research and data to inform corrections practices with the aim of greater effectiveness and reduced recidivism rates. However, Lutze argues that the push for professionalization faces a constant struggle between conscience and convenience. Conscience refers to the ethical dimension of corrections work, focusing on rehabilitation, promoting positive behavior change in incarcerated students, and upholding human rights. Convenience, on the other hand, refers to the practical realities of managing correctional institutions, emphasizing efficiency, security, and cost-effectiveness. The author suggests that achieving true professionalization requires balancing both conscience and convenience.

Martinson, R. (1979). New findings, new views: A note of caution regarding sentencing reform.

Hofstra Law Review, 7(2), Article 1.

Martinson (1979) offers a balanced perspective on the need for sentencing reform in the United States. While acknowledging the flaws inherent in the current system, Martinson suggests a more nuanced approach to reform, focusing on a re-evaluation of rehabilitation programs and recidivism rates. Martinson begins by highlighting the inconsistencies present in the existing sentencing practices, particularly in how individual offenders and different offender groups are treated across jurisdictions. Despite these shortcomings, he challenges the widely held belief that rehabilitation programs are universally ineffective in reducing recidivism. Instead, Martinson

proposes a reassessment of recidivism rates, suggesting that a one in four recidivism rate might not be as dire as previously assumed, thereby advocating for a more optimistic outlook on the potential of rehabilitation efforts. Regarding rehabilitation, Martinson emphasizes the importance of a critical assessment of various programs. He argues that the effectiveness of rehabilitation depends on several factors, including the type of treatment employed, the characteristics of the offender population, and the quality of the program environment. This nuanced understanding suggests that rehabilitation is not a one-size-fits-all solution and requires tailored approaches to maximize effectiveness. Moreover, Martinson explores alternatives to incarceration, such as parole and probation programs, which he believes hold promise in facilitating rehabilitation while simultaneously reducing the prison population. By acknowledging these alternatives, Martinson underscores the need for a comprehensive approach to sentencing reform. He emphasizes the importance of evidence-based strategies, calling for a careful analysis of existing systems to improve current practices and tailor rehabilitation programs and alternatives to better meet the specific needs of offenders.

Maruna, S. (2012). Elements of successful desistance signaling. *Criminology & Public Policy*, 11(1), 73-86. DOI:[10.1111/j.1745-9133.2012.00789.x](https://doi.org/10.1111/j.1745-9133.2012.00789.x)

Maruna (2012) explores the concept of "desistance signaling" as a potential transformation in criminology. He argues that desistance signaling challenges the prevailing risk assessment paradigm in rehabilitation by emphasizing individuals' intentions and actions in signaling their readiness to desist from criminal behavior. Maruna distinguishes between traditional rehabilitation models focused on treatment and correction and those centered on credentialing and restoring citizenship. He critiques the current risk paradigm for disempowering prisoners and advocates for a shift towards recognizing individuals' agency in their desistance process. Maruna

discusses the challenges faced by ex-prisoners in reintegrating into society and calls for further research to evaluate signaling models compared to treatment models. He concludes by advocating for a focus on providing meaningful opportunities for individuals to signal their desistance and regain societal trust and legitimacy.

Mastrorilli, M., Rousseau, D., & Matesanz, J. (2016). Higher degrees: Liberal arts education brings new thinking. *Corrections Today*, 78(24), 26-30.

Mastrorilli et al. (2016) advocate for the inclusion of postsecondary liberal arts education programs within correctional facilities. The traditional corrections approach focuses on identifying and correcting negative behaviors. The authors argue for a more comprehensive approach that prioritizes rehabilitation and fosters positive change in incarcerated individuals. For them, education emerges as a powerful tool for achieving this goal. Research demonstrates that prison education programs can significantly reduce recidivism rates and improve employment prospects for released individuals. Beyond these practical benefits, education cultivates critical thinking skills, personal development, and exposure to diverse ideas. The article presents the Boston University Prison Education Program (BUPEP) as a successful example. BUPEP offers a bachelor's degree program in liberal arts to incarcerated individuals. The program curriculum emphasizes critical thinking, communication skills, and exposure to various disciplines. The article highlights the positive impacts observed within BUPEP, including reduced disciplinary infractions among participants and a more positive overall institutional climate. Furthermore, BUPEP participation is linked to increased leadership and pro-social behavior among incarcerated students, along with improved success rates upon release, such as lower recidivism and higher employment. Public perception presents a challenge as well. Some may hold resentment towards programs that offer scholarships to incarcerated individuals. The

article counters this argument by emphasizing the cost-effectiveness of prison education programs. The long-term benefits, including reduced recidivism and increased tax-paying citizens, outweigh the initial investment.

McNeill, F. (2006). A desistance paradigm for offender management. *Criminology & Criminal Justice*, 6(1), 39-62. DOI:[10.1177/1748895806060666](https://doi.org/10.1177/1748895806060666)

McNeill's (2006) article proposes a paradigm shift in offender management from the traditional "treatment paradigm" to the "desistance paradigm." Critiquing the efficacy of the treatment model, McNeill highlights its limited evidence for reducing recidivism and tendency to pathologize offenders, overlooking their active role in desistance. In contrast, the desistance paradigm focuses on understanding and supporting the natural processes by which individuals stop engaging in criminal behavior. Key aspects of the desistance paradigm include acknowledging the heterogeneity of offenders and recognizing various pathways to desistance. It emphasizes the importance of positive social changes, such as stable employment and healthy relationships, in facilitating desistance. Additionally, the concept of "turning points" underscores pivotal moments in an individual's journey away from crime. Central to the desistance paradigm is empowerment and collaboration with offenders. Professionals are encouraged to view offenders as active agents of change and to work collaboratively to identify strengths, needs, and goals. In terms of implications for offender management, the desistance paradigm advocates for a strengths-based approach that builds upon existing strengths and resources. It emphasizes promoting social reintegration by supporting positive social connections, stable employment, and community belonging. Furthermore, the paradigm suggests exploring alternatives to incarceration that prioritize community reintegration over punitive measures.

Newton, D., Day, A., McGuire, J., Taylor, L., & Butler, K. (2018). The impact of vocational education and training programs on recidivism: A systematic review of current experimental evidence. *International Journal of Offender Therapy and Criminology*, 62(1), 187-207. DOI:[10.1177/0306624X16645083](https://doi.org/10.1177/0306624X16645083)

The authors examine whether vocational education and training (VET) programs can reduce recidivism among ex-offenders. By doing a systematic analysis of existing experimental studies, they aim to identify the effectiveness of these programs and potential factors influencing their success. The results of the study suggest a statistically significant positive link between participation in VET programs and reduced recidivism rates. However, the impact is neither immediate nor overwhelming. The study emphasizes a modest effect size, suggesting that other factors beyond VET programs likely play a role in driving down recidivism rates. But it's not just participation that matters; the study identifies specific program features that contribute to greater success including longer program durations, a focus on job placement, and tailored interventions addressing individual needs. The research also indicates that VET programs may be particularly effective for younger ex-offenders. Acknowledging limitations in existing research, the authors call for further investigations to refine understanding and emphasize the potential of strategically designed VET programs as valuable tools in the rehabilitation effort.

Orbis Partners. (2003). *Service Planning Instrument (SPIn)*. <https://www.orbispartners.com>

The Service Planning Instrument (SPIn) is a comprehensive assessment and case planning tool designed for use in various criminal justice settings, including adult probation, parole, custody, and related areas. It includes a 90-item tool for assessing risk, need, and protective factors, with an abbreviated 35-item "Pre-Screening" version used for initial classification decisions. SPIn draws from innovations in juvenile assessment, incorporating better links to case planning,

inclusion of protective factors, and a focus on dynamic reassessment. It emphasizes user application, linking assessment results directly to case planning and service provision. SPIn's case planning approach consists of discrete steps for selecting appropriate goals and action steps, focusing on offender motivation and progress monitoring across ten domains covering both static and dynamic factors. Key features of SPIn include the division of traditional assessment components into separate domains for clearer understanding, addressing the public's demand for increased scrutiny regarding violent behavior, evaluating substance use impact, considering social influences, and focusing on challenges in family and employment realms. It also addresses stability issues inhibiting offender adjustment and includes mental health assessment, facilitating identification of anti-social attitudes and impulse control skills crucial for predicting recidivism. SPIn incorporates protective factors, allowing case managers to capitalize on strengths and develop resources for offender success. SPIn offers flexibility for customization for different jurisdictions and criminal justice purposes, including both Pre-Screen and Full Assessment versions with software support. Training covers assessment procedures and case planning skills, with implementation support provided by experts before, during, and after training to ensure successful adoption. SPIn is offered as a service package that includes instrument customization, training, software, technical support, and validation/research services, supported by an implementation team with extensive experience in assessment, offender programming, research, and training, ensuring ongoing support and development.

Paternoster, R., & Bushway, S. (2009). Desistance and the feared self: Toward an identity theory of criminal desistance. *Journal of Criminal Law and Criminology*, 99(4), 1103-1156.

Paternoster and Bushway (2009) present a groundbreaking "identity theory of desistance" in their article, departing from conventional explanations that predominantly attribute criminal

desistance to socioeconomic factors. Their theory underscores the pivotal role of self-perception in an individual's decision to break away from a life of crime. Central to their theory is the notion of a dual self-concept, comprising the "Feared Self" and the "Desired Self." The Feared Self embodies a negative self-image associated with a criminal lifestyle, encapsulating the apprehensions and consequences an individual anticipates if they continue on the path of crime. In contrast, the Desired Self represents a positive self-image aligned with a prosocial existence, reflecting the individual's aspirations, goals, and sense of self-worth rooted in constructive choices and achievements. Desistance, according to Paternoster and Bushway (2009), occurs when there's a significant shift in an individual's self-perception, with the Desired Self gaining ascendancy over the Feared Self. This transformation can be catalyzed by various triggers, such as experiencing the repercussions of criminal actions, witnessing the consequences faced by others, establishing positive social connections, or undergoing personal growth. Unlike conventional explanations that emphasize external factors like job opportunities or social support systems, the identity theory underscores the internal psychological processes, particularly self-image, as crucial determinants of desistance. While acknowledging the importance of external circumstances, the theory highlights the need to address individuals' internal narratives to foster lasting change.

Plesničar, M. M. (2015). Why do people stop offending? Recent theories on desistance and their value in practical approaches to offenders. *Zbornik znanstvenih razprav Letnik*, 75, 191-212.

Plesničar (2015) explores the concept of desistance from crime, focusing on recent theories that explain why people stop offending. The research emphasizes the importance of understanding desistance for developing more effective approaches to rehabilitation in criminal justice systems.

It diverges from traditional models that focus solely on why people commit crimes, instead shifting its attention to why some individuals cease offending altogether. It delves into four influential recent theories on desistance: 1. The Age-Graded Theory of Social Control, by Laub and Sampson (2003), suggests that social bonds weaken with age, making crime more likely, but strong social ties later in life—such as family and work—can promote desistance. 2. the Cognitive Transformation Theory, by Giordano et al. (2002), posits that a shift in an offender's self-perception and future goals can lead to desistance. 3. The Narrative Self-Change Theory, by Maruna (2001), emphasizes the significance of developing a positive self-narrative that excludes a criminal identity. 4. The Situational Action Theory, by Wikström (2009), suggests that desistance is influenced by changes in an offender's life circumstances that reduce opportunities for crime. The article further discusses the applicability of these theories to different offender populations, acknowledging that certain theories may be more relevant for specific types of offenders or at particular stages in the desistance process.

Rose, D. R., & Clear, T. R. (1998). Incarceration, social capital, and crime: Implications for social disorganization theory. *Criminology*, 36(3), 441-480. [DOI:10.1111/j.1745-9125.1998.tb01255.x](https://doi.org/10.1111/j.1745-9125.1998.tb01255.x)

Rose and Clear's (1998) article delves into the relationship among high incarceration rates, the erosion of social capital, and the subsequent rise in crime. Their analysis builds upon the foundation of social disorganization theory, which posits that communities characterized by weak social bonds and low collective efficacy are more susceptible to elevated crime rates. One of the central arguments of the article is the proposition that social disorganization theory is insufficient in explaining the development of crucial factors such as social bonds and collective efficacy. They assert that while the theory acknowledges the significance of these elements, it

fails to elucidate their formation adequately. To address this gap, the authors introduce the concept of social capital, defined as the network of trust and reciprocity within a community. They argue that strong social capital plays a pivotal role in fostering collective efficacy by promoting cooperation, shared norms, and informal social control mechanisms. Moreover, Rose and Clear highlight the disruptive impact of mass incarceration on these social networks. They elucidate how incarceration severs individuals from their communities, resulting in weakened family and neighborhood ties. This disruption undermines informal social controls, such as parental supervision and intervention by respected community members, which serve as deterrents to criminal behavior. The authors introduce the notion of "coercive mobility" to characterize the constant flux of individuals in and out of prison. This perpetual movement further erodes social capital, as individuals struggle to reintegrate upon release due to fractured social ties, rendering them more vulnerable to engaging in criminal activities. The authors advocate for approaches that focus on reducing reliance on incarceration, particularly for non-violent offenses, and investing in programs aimed at fortifying social bonds and community networks. Additionally, they emphasize the importance of supporting the successful reintegration of formerly incarcerated individuals into society to mitigate the adverse effects of mass incarceration on social capital and crime rates.

Ryan, T. A. (1995). Correctional education: Past is prologue to the future. *Journal of Correctional Education*, 46(2), 60-65.

The article delves into the historical evolution of correctional education in the United States, emphasizing the critical need for educational intervention within the prison system. It traces the cyclical nature of correctional philosophies between punishment and rehabilitation over the centuries. The historical perspective begins with the reformatory role of prisons in the late 19th

century, advocated by the American Prison Association. While it took time for correctional education to gain widespread recognition, significant developments occurred in the late 1960s and 1970s, focusing on rehabilitation and holistic approaches. However, the 1980s saw a resurgence of punitive approaches, challenging the efficacy of rehabilitation efforts despite continued support for correctional education. In the 1990s, budget constraints and the punitive philosophy presented obstacles to educational programs, despite research indicating their effectiveness in reducing recidivism rates. Ryan acknowledges the uncertainty surrounding the future of correctional education but emphasizes the importance of continued professionalization and adherence to standards. Despite challenges, he remains optimistic about the resilience of correctional educators and the enduring value of educational programs in promoting rehabilitation and reducing recidivism.

Sarre, R. (2001). Beyond 'What Works?' A 25-year jubilee retrospective of Robert Martinson's famous article. *Australian & New Zealand Journal of Criminology*, 34(1), 38-46.

[DOI:10.1177/000486580103400103](https://doi.org/10.1177/000486580103400103)

Sarre (2001) discusses Robert Martinson's influential 1974 article titled "What Works?" and its impact on corrections policy, particularly regarding rehabilitation efforts for incarcerated individuals. Martinson's article famously suggested that rehabilitative programs had little to no effect on reducing recidivism rates among prisoners, leading to widespread skepticism about the efficacy of rehabilitation. However, Sarre highlights that Martinson's conclusions were not universally accepted, and subsequent research has shown that effective rehabilitation programs do exist. Despite this, the legacy of Martinson's article has led to a shift away from rehabilitation as a primary goal in sentencing policies, particularly in the United States. In Australia, while rehabilitation is still mentioned in sentencing policies, it often takes a backseat to other

considerations such as deterrence and community protection. Sarre concludes by emphasizing the importance of researchers qualifying their findings and remaining cautious about drawing definitive conclusions, especially in fields as complex as criminal justice.

Sharpe, G., & Curwen, T. (2012). Adult education in Canada's penal system. *International Review of Social Sciences and Humanities*, 2(2), 185-189.

According to Sharpe and Curwen (2012), adult education programs behind bars in Canada are not based on incarcerated students' past educational experiences. Instead, these programs offer a chance for anyone to participate, regardless of their background. The article argues that this philosophy is crucial for achieving positive results. The authors delve into the goals and founding principles of these programs. They point out that a key objective is to improve incarcerated students' self-worth and self-esteem. The article suggests that this boost in confidence translates into a lower likelihood of re-offending upon release. The authors also hint at the historical roots of these programs, mentioning the idea of "reformation of the fallen" as a philosophical foundation. This concept suggests that education can play a transformative role in helping students turn their lives around. In conclusion, the article asserts the importance of adult education in reshaping incarcerated students' behavior and self-perception, ultimately facilitating their successful reintegration into society. It emphasizes the significance of appropriate educational programming in breaking away from past behavioral patterns and fostering a healthy sense of self-worth and societal contribution among incarcerated students.

Stafford, C. (2006). Finding work: How to approach the intersection of prisoner re-entry, employment, and recidivism. *Georgetown Journal on Poverty Law & Policy*, 13(2), 261-281.

Stafford (2006) delves into the intricate relationship between successful prisoner re-entry, employment opportunities, and reduced recidivism rates. He begins by painting a bleak picture of the employment landscape for formerly incarcerated individuals, revealing that even before arrest, many face challenges such as unemployment, limited education, and sporadic work history. Upon release, ex-offenders encounter additional hurdles to securing employment, including stigma and discrimination associated with criminal records, a lack of marketable skills and education, and limited support systems. A central theme of the article is the strong connection between employment and reduced recidivism. Gainful employment serves as a protective factor, providing ex-offenders with financial stability, structure, purpose, and improved self-esteem. By addressing these fundamental needs, employment can significantly contribute to positive behavioral change and a commitment to a law-abiding life. Stafford proposes practical solutions within the existing correctional framework to improve employment outcomes for ex-offenders. These solutions include implementing skills development programs that equip students with job-ready skills, providing educational opportunities within correctional facilities to enhance qualifications, and facilitating comprehensive re-entry planning that addresses job search skills and resume writing

Tewksbury, R., Erickson, D. J., & Taylor, J. M. (2000). Opportunities lost. *Journal of Offender*

Rehabilitation, 31(1-2), 43-56. DOI:[10.1300/J076v31n01_02](https://doi.org/10.1300/J076v31n01_02)

The authors delve into the repercussions of the 1994 elimination of Pell Grant eligibility for incarcerated students on post-secondary correctional education (PSCE) programming within U.S. correctional systems. Over three years, the number of correctional systems offering PSCE dropped from four-fifths to just over one-half, with reductions in program diversity. Despite an increase in total enrolled PSCE students, the percentage participating actually decreased due to

rising incarcerated populations and funding limitations. PSCE funding sources are limited, primarily relying on general state funds, and the elimination of Pell Grant funding led to program alterations or closures in many systems. While some analyses showed an increase in the number of educational institutions involved in PSCE, this may be due to reporting errors or perceptions. However, surviving PSCE programs offer hope, and advocates call for their expansion and redevelopment, emphasizing their effectiveness in reintegrating participants. Reinstating Pell Grant eligibility for incarcerated students is seen as crucial. Given the growing populations and prison overcrowding, the value of PSCE programming remains essential.

Ubah, C. A., & Robinson, R. L. (2003). A grounded look at the debate over prison-based education: Optimistic theory versus pessimistic worldview. *The Prison Journal*, 83(2), 115-129. [DOI:10.1177/0032885503083002001](https://doi.org/10.1177/0032885503083002001)

Ubah and Robinson (2003) present a comprehensive analysis of the debate surrounding prison-based education programs, juxtaposing optimistic and pessimistic perspectives. Optimists advocate for education's rehabilitative potential, citing its ability to enhance employability, foster personal growth, and provide structure. Conversely, pessimists doubt its efficacy due to resource constraints, reintegration challenges, and prisons' punitive focus. The elimination of Pell Grants in 1994 intensified this debate. The authors advocate for a balanced approach, emphasizing evidence-based programs, addressing reintegration hurdles, and broadening outcome metrics beyond recidivism. Their work highlights the need for a balanced and evidence-based approach to prison-based education. By acknowledging both the challenges and the potential benefits, the article encourages critical evaluation of programs and a focus on strategies that can contribute to positive outcomes for incarcerated individuals, ultimately promoting successful reintegration and reducing the burden on the criminal justice system.

Vacca, J. S. (2004). Educated prisoners are less likely to return to prison. *Journal of Correctional Education, 55*(4), 297-305.

Vacca's (2004) article highlights the positive impact of correctional education programs on reducing recidivism rates among incarcerated individuals. It emphasizes education as a key strategy for promoting successful reintegration into society and ultimately contributing to public safety. The article discusses how education enhances employability, develops social skills, and boosts self-esteem, thereby empowering incarcerated students to make positive changes in their lives. Vacca stresses the importance of well-designed educational programs tailored to incarcerated students' needs, addressing diverse learning styles and providing a relevant curriculum. Supporting evidence and research demonstrate a clear correlation between educational attainment in prison and reduced recidivism rates. The article also acknowledges challenges such as funding, staffing, and motivating individuals, proposing solutions to overcome these obstacles. Overall, Vacca's work underscores the significance of correctional education in creating safer communities and offers valuable insights for policymakers and practitioners in the field.

Winters, C. A. (2000). Promising practices in adult correctional education. *Journal of Correctional Education, 51*(4), 312-314.

Winters (2000) examines the challenges of educating adults in correctional facilities and proposes promising practices to address these challenges. He argues that many incarcerated students have a history of academic failure and exhibit learning styles that hinder success in traditional classrooms. These styles are characterized by an "external locus of control", where incarcerated students believe external factors control their achievements, and a lack of "metacognition", the ability to self-assess and manage their learning process. The article

highlights "psycho-social cognitive teaching methods" (RTAC) as a way to improve learning outcomes for incarcerated students. These methods incorporate Computer-managed instruction, Individualized computer programs designed to remediate basic academic skills, Social/moral education, including programs that promote positive values and a sense of responsibility within students, Essay writing and language arts, activities that strengthen critical thinking and communication skills, considered crucial for effective learning. Winters emphasizes the significance of the RTAC teaching approach, which combines Remedial instruction, Tutoring, and Alternative Curriculum. RTAC personalizes education by providing targeted instruction, supplemental tutoring for those who need it, and alternative curriculum options to ensure student success.

Wormith, J. S., Althouse, R., Simpson, M., Reitzel, L. R., Fagan, T. J., & Morgan, R. D. (2007).

The rehabilitation and reintegration of offenders: The current landscape and some future directions for correctional psychology. *Criminal Justice and Behavior*, 34(7), 879-892.

[DOI:10.1177/0093854807301552](https://doi.org/10.1177/0093854807301552)

The article provides an in-depth analysis of the current landscape of offender rehabilitation and reintegration programs within correctional systems, while also offering insights into potential future directions for the field of correctional psychology. One of the primary challenges discussed is the difficulty in measuring the success of rehabilitation programs, as traditional metrics such as recidivism rates may not fully capture the impact of interventions. Wormith et al. (2007) suggest a more comprehensive approach that considers factors like improved social functioning, reduced criminal attitudes, and enhanced mental health as indicators of success. The article emphasizes the importance of evidence-based practices and introduces the "risk-need-responsivity" principle as a guiding framework. According to this principle, interventions should

be tailored to the specific risk level and criminogenic needs of individual offenders, while also considering their learning styles and cognitive abilities. By adhering to this principle, correctional psychology can optimize the effectiveness of rehabilitation efforts. Wormith et al. (2007) also explore the limitations of traditional approaches to offender rehabilitation and proposes alternative strategies. One promising direction is the incorporation of positive psychology principles, which focus on building strengths, resilience, and overall well-being within offenders. Additionally, there is a call to shift focus towards community reintegration, with an emphasis on programs that support offenders in securing employment, finding stable housing, rebuilding social connections, and accessing necessary mental health and addiction treatment services.

Incarcerated Student Perspectives: Experiences and Outcomes of Correctional Education

Batchelder, J. S., & Pippert, J. M. (2002). Hard time or idle time: Factors affecting inmate choices between participation in prison work and education programs. *Prison Journal*, 82(2), 269-280. DOI:[10.1177/003288550208200206](https://doi.org/10.1177/003288550208200206)

This study delves into the factors influencing incarcerated individuals' choices between participating in prison work programs and educational programs. It collected data through structured and open-ended interviews with 196 incarcerated students from three institutions, focusing on their choices regarding work and education programs. The incarcerated students' motivation for participating in these programs depended on their desire to improve their education beyond high school. Significant findings include differences in incarcerated students' preferences between job type and pay, work versus attending school, skilled versus unskilled jobs, and working more or fewer hours per day. Nonviolent offenders showed a greater inclination toward furthering their education compared to violent offenders. Overall, the study

suggests implications for prison administrators in optimizing incarcerated students' engagement in productive activities and educational programs to enhance their prospects upon release.

Biswalo, P. (2011). The role of adult education in the integration of inmates into society after a jail term: Practical experiences from Swaziland. *International Journal of Lifelong Education*, 30(1), 71-81. DOI:[10.1080/02601370.2011.538178](https://doi.org/10.1080/02601370.2011.538178)

Biswalo (2011) delves into the critical role of adult education programs in facilitating the reintegration of incarcerated individuals into society post-incarceration, with a particular focus on Swaziland's correctional system. The study highlights the challenges faced by ex-offenders, particularly their limited education and lack of marketable skills, which can pose significant barriers to successful reintegration and increase the risk of recidivism. He mentions the collaboration between the Department of Adult Education at the University of Swaziland and the country's Correctional Services, which aims to develop and implement targeted adult education programs specifically tailored to meet the needs of students. These programs encompass a range of offerings, including basic literacy and numeracy skills, vocational training in various trades, and life skills training covering topics such as budgeting, communication, and conflict resolution. Biswalo discusses the potential benefits of these education programs in enhancing adult learners' prospects for successful reintegration into society. However, limitations in access and staffing hinder these efforts. Needs assessments reveal the importance of practical skills for successful reintegration, yet current programs often lack effectiveness in providing incarcerated individuals with the tools needed post-release. The article emphasizes the need for holistic approaches to rehabilitation, combining vocational training with essential life skills education. Recommendations include enhancing program quality, increasing instructor involvement, and promoting lifelong learning initiatives. Monitoring and follow-up after release are crucial for

tracking progress and providing ongoing support. Ultimately, community awareness and acceptance are key to facilitating successful reintegration into society.

Boghossian, P. (2006). Socratic pedagogy, critical thinking, and inmate education. *Journal of Correctional Education*, 57(1), 42-63. [DOI:10.15760/etd.5552](https://doi.org/10.15760/etd.5552)

The author explores the potential of Socratic pedagogy to improve critical thinking skills and promote positive learning experiences for incarcerated individuals. Drawing upon a mixed-methods approach, the study demonstrates significant improvements in incarcerated students' critical thinking abilities following participation in a Socratic pedagogy program. Qualitative data reveals that students find the program engaging and challenging, appreciating the opportunity for active learning and dialogue. The research highlights several benefits of Socratic pedagogy for education, including the development of critical thinking skills, increased engagement and motivation, enhanced communication and self-expression, and the development of ethical reasoning.

Bozick, R., Davis, L. M., Steele, J. L., Williams, M. V., & Turner, S. (2014). How effective is correctional education, and where do we go from here? The results of a comprehensive evaluation. *Rand Corporation*. <https://rand.org/pubs/>

The report is a comprehensive evaluation of correctional education programs in the United States, focusing both on incarcerated adults and juveniles. The findings reveal that participation in these programs offers significant benefits, including reduced recidivism rates for adults by 43%, improved employment outcomes with a 13% increase in obtaining employment after release, and positive impacts on juveniles in terms of both recidivism reduction and educational attainment. In addition, the evaluation highlights the cost-effectiveness of correctional education, demonstrating that every dollar invested leads to a five-dollar saving in reincarceration costs

over a three-year period. The report also identifies areas where improvements are needed, including increasing access to quality programs, ensuring evidence-based and labor market-aligned program quality, addressing the needs of individuals with disabilities or limited English proficiency, integrating technology to personalize learning experiences, and focusing on reintegration beyond academics. To address these areas, the report recommends increased funding, data-driven decision making, collaboration between stakeholders, ongoing research and development, and a focus on equity to ensure all incarcerated individuals have access to quality education.

Bozick, R., Steele, J., Davis, L., & Turner, S. (2018). Does providing inmates with education improve post release outcomes? A meta-analysis of correctional education programs in the United States. *Journal of Experimental Criminology*, 14(3), 389-428.

[DOI:10.1007/s11292-018-9334-6](https://doi.org/10.1007/s11292-018-9334-6)

The authors conducted a meta-analysis of 57 studies that used recidivism and 21 studies that used employment as outcome to investigate the relationship between participation in correctional education programs and post-release outcomes for incarcerated individuals. Their research found that individuals who participated in such programs were 28% less likely to recidivate compared to those who did not. The positive effect was most pronounced for academic programs, though vocational programs also demonstrated positive impacts on post-release employment and earnings. Nevertheless, the findings indicate that incarcerated students who received correctional education were just as likely to secure post-release employment as those who did not participate in correctional education programs.

Brown, M. A., & Rios, S. J. (2014). Can a workplace credentialing program improve inmate literacy? *Journal of Correctional Education*, 65(2), 59-83.

This study employed a pre-test/post-test, single-group design to examine the impact of the Florida Ready to Work (FLRTW) program on learning gains in reading, language, and math among incarcerated individuals. The program was a computer-based workplace credentialing initiative, and its effectiveness was measured through the Test of Adult Basic Education (TABE) among 53 males residing in a work-release center. The authors found statistically significant and substantial increases in reading, language, and math scores after participating in the FLRTW program. The average grade-level equivalents increased by 3.1 to 3.5, with no moderating effects observed from race, age, sentence length, or prior incarcerations. Additionally, qualitative data revealed that participants reported enhanced self-confidence and improved job skills as a result of the program. Overall, the study suggests that the FLRTW program has the potential to significantly improve literacy skills among incarcerated individuals.

Bucklen, K. B., & Zajac, G. (2009). But some of them don't come back (to prison!): Resource deprivation and thinking errors as determinants of parole success and failure. *The Prison Journal*, 89(3), 239-264. DOI:[10.1177/0032885509339504](https://doi.org/10.1177/0032885509339504)

The authors investigate the factors influencing parole outcomes in Pennsylvania. Employing a mixed-methods approach, they combined quantitative surveys and qualitative interviews with parolees and parole violators. This comprehensive design provided valuable insights into both the objective data and the lived experiences of parolees and parole violators. They found that antisocial attitudes, poor problem-solving and coping skills, and unrealistic expectations about life after release were the primary predictors of parole failure. These findings challenge the traditional assumption that material resources, like employment and housing, are the primary determinants of a successful transition back into society after incarceration. They also found that the greatest challenge for successful parolees was managing themselves in a prosocial manner

while facing various demands and challenges from their environment. This research underscores the importance of addressing cognitive and social-emotional factors alongside material needs to enhance parole success and promote positive reintegration.

Cassidy, L., Reggio, K., Shaywitz, B. A., Holahan, J. M., & Shaywitz, S. E. (2021). Dyslexia in incarcerated men and women: A new perspective on reading disability in the prison population. *Journal of Correctional Education, 72*(2), 61-81.

The authors investigate the prevalence of dyslexia among incarcerated individuals and explore its potential impact on their academic and behavioral outcomes. The sample included 100 males and 100 females selected at random at Elayn Hunt Correctional Center and Louisiana Correctional Institute for Women. The findings show that nearly half (47%) of the participants were classified as having dyslexia. Both dyslexic and non-dyslexic prisoners reported significant academic and behavioral problems in school, leading to decreased years of schooling and high dropout rates (87%). Despite the high prevalence of dyslexia, few incarcerated individuals received formal diagnoses or appropriate educational accommodations. The author highlights the significant underdiagnosis and unmet needs of individuals with dyslexia within the prison system. He calls for increased awareness, improved access to screening and diagnosis, and the development of effective educational interventions tailored to the needs of incarcerated individuals with dyslexia.

Chappell, C. K. (2004). Post-secondary correctional education and recidivism: A meta-analysis of research conducted 1990-1999. *Journal of Correctional Education, 55*(2), 148-169.

This meta-analysis examined the relationship between post-secondary correctional education (PSCE) and recidivism rates, analyzing research conducted between 1990 and 1999. The study found a statistically significant positive correlation between PSCE participation and reduced

recidivism rates. Overall, PSCE participants had a 22% recidivism rate, compared to 41% for non-participants. This translates to a 31% reduction in recidivism risk for individuals who participated in PSCE programs. Positive effects were observed for program completers and participants (including those who didn't complete the program), suggesting that even partial involvement in PSCE can be beneficial. The findings highlight the need for greater investment in and expansion of PSCE programs within correctional settings.

Dellicarpini, M. (2006). Working with literacy-level English language learners in correctional education settings: Issues, challenges, and best practices. *Journal of Correctional Education, 57*(3), 250-267.

The author delves into the key issues, challenges, and best practices associated with working with English Language Learners (ELLs) with low literacy levels within correctional education settings. One of the primary challenges the author mentions is limited resources such as lack of adequate funding and qualified personnel in many correctional facilities. Additionally, the diverse needs of ELLs present a significant challenge, with students coming from varied backgrounds with differing learning styles, prior educational experiences, and levels of literacy in both English and their native languages. Many incarcerated ELLs have limited prior education in their native languages, making it difficult for them to acquire English literacy skills. The experience of incarceration can also affect student motivation and engagement in learning activities. Misconceptions about ELLs and cultural differences can also create additional barriers to effective communication. The author suggests technology integration to enhance ELLs' learning experience and also implementing trauma-informed practices to create a safe and supportive learning environment.

Duguid, S., Hawkey, C., & Pawson, R. (1996). Using recidivism to evaluate effectiveness in prison education programs. *Journal of Correctional Education, 47*(2), 74-85.

The authors explore the use of recidivism as a measure of effectiveness in prison education programs. They argue that although recidivism is a valuable metric, it should not be used as the sole measure of success. They advocate for a more holistic approach that considers other factors, such as educational attainment and employment outcomes. The authors conduct a case study of a Canadian prison education program, drawing on data from a variety of sources, including program records, government data, and interviews with program staff and former students. They use a scientific realist approach, which focuses on understanding the underlying mechanisms that contribute to program outcomes. This involves examining program content, teaching methods, and participant characteristics to identify factors contributing to recidivism reduction and other positive outcomes. The findings show that recidivism was significantly lower for program participants compared to non-participants, even after controlling for other factors. Educational attainment and employment outcomes were also higher for program participants. In addition, the program fostered positive changes in participants' attitudes and increased their social support networks.

Duwe, G., & Clark, V. (2014). The effects of prison-based educational programming on recidivism and employment. *The Prison Journal, 94*(4), 454-478.

DOI:[10.1177/0032885514548009](https://doi.org/10.1177/0032885514548009)

The authors examine the relationship between participation in prison-based educational programs and two key outcomes for incarcerated individuals: recidivism and employment. Using a retrospective quasi-experimental design and data from the Minnesota Department of Corrections, the authors analyze the impact of both secondary and post-secondary educational programs on

the likelihood of re-offending and finding employment after release. They found that completing a post-secondary degree program significantly reduced the risk of recidivism. Compared to incarcerated individuals who did not participate in such programs, those with post-secondary degrees were 16% less likely to be reconvicted and 24% less likely to be re-incarcerated for a new crime. However, completing a secondary degree program did not show a statistically significant effect on recidivism rates. In addition, participation in prison-based educational programs, regardless of level (secondary or post-secondary), was associated with improved employment outcomes for released individuals. Those who participated in these programs were more likely to be employed after release compared to those who did not. Additionally, individuals with post-secondary degrees earned higher wages than those without.

Edwards-Willey, J., & Chivers, K. (2005). Perceptions of inmate-students' ability to succeed.

Journal of Correctional Education, 56(1), 65-86.

The authors examine the perceptions of prison instructors regarding the academic ability and effort of incarcerated students compared to their regular college student counterparts. They compared the results of two studies conducted in 1993 and 2003 and found that in both cases, the instructors (111 instructors from Ball State University's Prison Programs) perceived incarcerated students' academic abilities as on par with those of regular college students. In addition, both studies indicated that instructors believed incarcerated students put in more effort towards their studies compared to regular students. However, while the 1993 study viewed the prison environment as conducive to the educational process, the 2003 study found instructors skeptical of the correctional system's commitment to correctional education and viewed facilities and resources as inadequate. The authors suggest that prison instructors generally view incarcerated

students as academically capable and highly motivated learners, but concerns remain regarding the adequacy of resources and institutional support for prison education programs.

Giordano, P. C., Cernkovich, S. A., & Rudolph, J. L. (2002). Gender, crime, and desistance:

Toward a theory of cognitive transformation. *American Journal of Sociology*, *107*(4), 990–1064. [DOI:10.1086/343191](https://doi.org/10.1086/343191)

The article explores desistance from crime among both male and female offenders, challenging traditional theories focused on social control. The authors analyze data from a long-term follow-up study of serious adolescent female delinquents and similar male offenders. Contrary to previous theories emphasizing marital attachment and job stability, they find that these factors are not strongly related to desistance for either gender. The article develops a symbolic-interactionist perspective on desistance, highlighting cognitive shifts as integral to the process. While acknowledging the importance of social bonds, the authors argue that individual agency and cognitive transformations play significant roles. They emphasize the active role of offenders in reshaping their identities and meanings associated with deviant behavior. This perspective complements but also extends beyond traditional social control theories. The authors also address gender differences in desistance processes, noting the limited research on female offenders. They explore factors such as race/ethnicity and the intersectionality of gender and social disadvantage. Quantitative analyses examine predictors of desistance, while qualitative narratives provide insight into individual experiences and mechanisms of change.#

Gordon, H. R. D., & Weldon, B. (2003). The impact of career and technical education programs on adult offenders: Learning behind bars. *Journal of Correctional Education*, *54*(4), 200-209.

Gordon and Weldon (2003) conducted a study to investigate the impact of career and technical education (CTE) programs on reducing recidivism rates among incarcerated individuals at Huttonsville Correctional Center in West Virginia. They obtained data from the Education Department at the correctional center for those enrolled in educational programs during 1999-2000. Their findings indicated that vocational completers had a recidivism rate of 8.75%, while students who completed both GED and vocational training reported a recidivism rate of 6.71%. In contrast, non-educational participants had a significantly higher recidivism rate of 26%. The study concluded that participation in CTE programs had a positive effect on reducing recidivism, suggesting that education is a crucial factor in promoting successful reintegration into society. Furthermore, the study highlighted the importance of providing adequate funding and ensuring the quality of education within both the prison system and the community correction system. It emphasized the need for expanding vocational and academic education to align with current employment trends and suggested using qualified prisoners to assist in educating other students. Additionally, the study called for further research to identify non-educational factors influencing post-release success and to explore the role of various communities in the practice of corrections and prison education.

Gutierrez, L., Chadwick, N., & Wanamaker, K. A. (2018). Culturally relevant programming versus the status quo: A meta-analytic review of the effectiveness of treatment of Indigenous offenders. *Canadian Journal of Criminology and Criminal Justice*, 60(3), 321-353. DOI:[10.3138/cjccj.2017-0020.r2](https://doi.org/10.3138/cjccj.2017-0020.r2)

The authors explore whether culturally tailored programs designed for Indigenous offenders can significantly decrease their recidivism rates compared to generic programs. Utilizing meta-analysis, the study combines data from existing research and reveals a positive trend. Indigenous

participants in culturally relevant programs exhibited statistically lower odds of returning to the criminal justice system than those in generic programs, suggesting promise for rehabilitation through programs incorporating Indigenous values and traditions. However, the effect size, though statistically significant, was relatively small, and methodological limitations in some studies raise concerns about generalizability. Despite these cautions, the research underscores the importance of considering cultural context in rehabilitating Indigenous populations. The authors call for increased investment in developing and implementing culturally relevant programs for Indigenous offenders. Prioritizing such programs and conducting further research to optimize their effectiveness can contribute to a more just and equitable criminal justice system for Indigenous communities.

Hall, L. L. (2015). Correctional education and recidivism: Toward a tool for reduction. *Journal of Correctional Education*, 66(2), 4-29.

Hall (2015) explores the effectiveness of correctional education programs in reducing recidivism rates. His research highlights a key limitation in traditional approaches to recidivism research. Often, studies focus on isolated factors that contribute to repeat offenses. This approach provides limited insights for developing effective interventions. Hall advocates for a comprehensive approach that explores the potential of correctional education programs in reducing recidivism rates. The study underscores that these programs offer students invaluable opportunities to earn educational credentials, such as GEDs or higher-level diplomas, thereby enhancing their employment prospects upon release. Additionally, educational initiatives equip incarcerated students with vocational skills tailored to specific job markets, increasing their likelihood of securing stable employment. Moreover, these programs stimulate cognitive development, improve problem-solving skills, and foster better decision-making abilities. Furthermore,

educational experiences contribute to personal growth, bolstering self-esteem, and fostering a stronger sense of purpose among incarcerated students. However, while simply participating in correctional education programs can be beneficial, the study suggests that program completion has a stronger impact on reducing recidivism rates. Those who complete these programs are more likely to stay out of prison upon release. To support these claims, Hall draws on data from empirical studies published between 1995 and 2010. By analyzing this data, the study strengthens the connection between correctional education and recidivism reduction. This study provides compelling evidence for the effectiveness of correctional education programs in reducing recidivism. By offering educational opportunities, fostering personal development, and equipping students with valuable skills, these programs can play a significant role in promoting successful reintegration and reducing the burden of recidivism on criminal justice systems. The study also emphasizes the importance of prioritizing program completion to maximize the positive outcomes for incarcerated students and society as a whole.

Hull, K. A., Forrester, S., Brown, J., Jobe, D., & McCullen, C. (2000). Analysis of recidivism rates for participants of the academic/vocational/transition education programs offered by the Virginia Department of Correctional Education. *Journal of Correctional Education*, 51(2), 256-261.

The study by Hull et al. (2000) analyzes the impact of various academic, vocational, and transitional programs offered by the Virginia Department of Correctional Education (DCE) on recidivism rates among incarcerated individuals released between 1979 and 1994. A sample of 3,000 records was examined to assess the relationship between participation in educational programs during incarceration and post-release community adjustment, including reincarceration and employment status while on parole/probation. The study operationalizes key terms such as

Adult Basic Education (ABE), General Equivalency Diploma (GED), and recidivism to ensure clarity and consistency in data analysis. It examines the participation and completion rates of academic and vocational programs among incarcerated students, comparing the reincarceration rates of completers and non-completers. Results indicate that completion of educational programs during incarceration is associated with lower rates of reincarceration and higher employment rates post-release. Specifically, individuals who completed academic or vocational programs had significantly lower reincarceration rates compared to those who did not participate or did not complete the programs. Moreover, a higher percentage of completers were employed for an extended period while on parole/probation, highlighting the positive impact of education on post-release adjustment and community reintegration.

Kim, R. H., & Clark, D. (2013). The effect of prison-based college education programs on recidivism: A propensity score matching approach. *Journal of Criminal Justice*, 41(3), 196-204. [DOI:10.1016/j.jcrimjus.2013.03.001](https://doi.org/10.1016/j.jcrimjus.2013.03.001)

Kim and Clark (2013) examined the effectiveness of prison-based college education programs in reducing recidivism rates. Prior studies indicated a positive association between these programs and lower recidivism, but concerns existed about self-selection bias. Incarcerated individuals who volunteer for such programs might inherently differ from those who don't, potentially confounding the results. To address this bias, the researchers employed propensity score matching. This technique creates a comparison group statistically similar to the program participants in various characteristics, except for program participation. By comparing recidivism rates between participants and the matched controls, the study aimed to isolate the true effect of the program. The analysis yielded significant results. When compared to the matched comparison group, participants in the prison-based college programs displayed a lower

recidivism rate within three years of release. This suggests that the educational programs themselves, and not pre-existing differences between participants and non-participants, were responsible for the positive outcomes. The study highlights the potential of prison-based college education programs as a rehabilitation tool. By offering opportunities for self-improvement and potentially increasing future employment prospects, these programs may contribute to reducing recidivism rates and fostering successful reintegration into society after release.

Lahm, K. F. (2009). Educational participation and inmate misconduct. *Journal of Offender Rehabilitation*, 48(1), 37-52. [DOI:10.1080/10509670802572235](https://doi.org/10.1080/10509670802572235)

Lahm (2009) explores the relationship between participation in educational programs and incarcerated individuals misconduct in correctional facilities. The study fills a gap in the literature by examining how different types of educational programs, including GED, high school, vocational, and college programs, influence behavior. Drawing on self-report data from over 1,000 individuals, Lahm employs statistical analysis to investigate this relationship while controlling for other incarcerated individual characteristics. The findings indicate that those participating in college programs tend to receive fewer disciplinary infractions compared to those involved in other educational programs. This suggests a positive influence of higher education within prisons, despite the declining emphasis on such programs due to funding cuts and other priorities like substance abuse interventions. While existing literature generally supports the idea that educational participation correlates with reduced recidivism and increased post-release employment, Lahm's study extends this inquiry to consider short-term outcomes like incarcerated individual misconduct.

LeBel, T. P., Burnett, R., Maruna, S., & Bushway, S. (2008). The 'chicken and egg' of subjective and social factors in desistance from crime. *European Journal of Criminology*, 5(2), 131–159. DOI:[10.1177/1477370807087640](https://doi.org/10.1177/1477370807087640)

LeBel et al. (2008) delve into the multifaceted interplay between subjective/internal factors and social/environmental factors in the process of desistance from crime. They leverage data from a longitudinal study involving 130 male property offenders to discern the sequence and varied impacts of these factors. The study advances the notion of a "subjective-social model," proposing that subjective states measured pre-release from prison exert both direct and indirect effects on recidivism. These subjective factors, encompassing motivation and self-concept, not only directly influence post-release social circumstances but also shape them, thereby contributing to the desistance process. The research tackles the methodological hurdle of disentangling the effects of internal and external factors on desistance. It highlights the challenge that while longitudinal studies assist in controlling for stable individual differences, they often overlook dynamic internal factors like personal goals and motivation, which are crucial for sustaining desistance. Delving into subjective factors contributing to desistance, the study identifies hope, self-efficacy, shame, and alternative identities as pivotal. Desisting offenders often exhibit a sense of agency and optimism about their future, coupled with remorse for past actions and a desire to adopt prosocial identities such as "good parent" or "provider." In sum, the study underscores the imperative of a nuanced understanding of desistance, one that integrates both subjective and social factors. It suggests that effective re-entry programs aimed at reducing recidivism rates must address both the internal and external dimensions of offenders' lives.

Lewin, K., & Grabbe, P. (1945). Conduct, knowledge, and acceptance of new values. *Journal of Social Issues*, 1(3), 53-64. DOI:[10.1111/j.1540-4560.1945.tb02694.x](https://doi.org/10.1111/j.1540-4560.1945.tb02694.x)

The authors explore the intricacies of re-education processes and the challenges encountered in changing individuals' conduct and beliefs. They emphasize the importance of understanding the nature of the re-educative process, the reasons why it is necessary, and the resistances it faces. The authors highlight the significance of re-education when individuals or groups deviate from societal norms or are out of touch with reality. They argue that such divergences are not innate but acquired, influenced by social and environmental factors. They propose that re-education involves a fundamental change in an individual's cognitive structure, values, and behaviors, akin to a shift in culture. One key aspect discussed is the relationship between perception, acceptance, and group belongingness. The authors suggest that individuals accept new values and beliefs by aligning themselves with a group that embodies those values. They stress the importance of creating an "in-group" atmosphere where individuals feel a sense of belonging and share common experiences, facilitating the acceptance of new values. Moreover, Lewin and Grabbe address the challenges inherent in changing beliefs and values. They caution against relying solely on logical arguments or rational persuasion, emphasizing that mere knowledge or experience does not necessarily lead to a change in perception. Instead, they advocate for a gradual shift from hostility to openness towards new values, facilitated by a supportive group environment. Overall, the authors highlight the complexities involved in re-education processes and underscore the importance of considering factors such as emotional attachments, group dynamics, and freedom of choice in promoting lasting behavioral change. They argue that successful re-education requires a comprehensive understanding of the interplay between cognitive, emotional, and social factors.

Manger, T., Eikeland, O.-J., Diseth, Å., Hetland, H., & Asbjørnsen, A. (2010). Prison inmates' educational motives: Are they pushed or pulled? *Scandinavian Journal of Educational Research*, 54(6), 535-547. [DOI:10.1080/00313831.2010.522844](https://doi.org/10.1080/00313831.2010.522844)

Manger et al. (2010) delve into the motivations driving incarcerated students to participate in educational programs within correctional facilities, aiming to uncover the underlying reasons behind their enrollment. By moving beyond mere observation of incarcerated students' participation, their research sheds light on the intricacies of these motivations. The study focuses on a cohort of 467 incarcerated students' enrolled in educational programs within Norway's prison system, employing questionnaires to assess their motives for participation and categorizing them into distinct groups. One primary category identified by the study is "Preparation for Life Upon Release." This category encompasses motivations directly linked to improving an incarcerated students' prospects post-release, including aspirations to enhance job opportunities, acquire necessary skills for successful reintegration into society, and increase earning capacity. Another category, "Social Reasons and Reasons Specific to the Prison Context," encompasses motivations related to the prison environment and social interactions within it, such as escaping boredom, improving social interactions with other incarcerated students', and fulfilling program requirements for parole eligibility or sentence reduction. The third category, "To Acquire Knowledge and Skills," focuses on intrinsic motivations for learning and personal development, reflecting desires to gain new knowledge, broaden horizons, and enhance existing skills. The study's findings reveal that "Preparation for Life Upon Release" emerges as the most prevalent motivation among incarcerated students', indicating a strong focus on improving reintegration prospects and future employability. Moreover, demographic factors influence motivations, with younger individuals more likely motivated by social reasons, longer-

term individuals more focused on preparation for post-release life, and educational attainment playing a role in motivations, with lower-educated incarcerated students' more inclined toward social reasons and higher-educated incarcerated students' driven by personal development goals.

Meyer, C. L., Harned, M. K., Schaad, A., Sunder, K., Palmer, J., & Tinch, C. (2016). Inmate education as a service learning opportunity for students: Preparation, benefits, and lessons learned. *Teaching of Psychology, 43* (2), 120-125. [DOI:10.1177/00986283166362](https://doi.org/10.1177/00986283166362)

Meyer et al. (2016) investigated a service-learning program where college students served as instructors for a life span development course offered to women incarcerated for long sentences.

A key focus of the research was addressing the lack of educational opportunities available to incarcerated individuals', particularly those serving lengthy sentences. This service-learning program aimed to bridge this gap by providing access to college-level coursework within the prison setting. However, to ensure the program's success, the study emphasizes the importance of thorough preparation for the student volunteers. This included training on prison protocol, safety procedures, and effective teaching methods specifically tailored for a correctional environment.

This partnership yields benefits for student instructors, supervising faculty, long-term individuals, and society at large. For the incarcerated women, the program offered a chance to benefit from an increase in self-awareness, an alleviation of boredom, and contact with the outside world. They also gained knowledge and a sense of accomplishment which contributed to personal development and increased self-esteem among the participants. Student instructors gain the chance to apply their learning and test their proficiency while engaging with a prison population, leading to a deeper understanding of power dynamics and privilege. In addition, the supervising faculty find creating such impactful experiences rewarding and can integrate them into their teaching, service, and scholarship endeavors. Additionally, experience in prison

teaching may open up funding opportunities, as outlined by the U.S. Department of Education's guidelines on partnerships between community colleges and prisons. The study concludes by highlighting the importance of ongoing communication and collaboration between faculty, students, and prison staff. It emphasizes that flexibility and adaptability are crucial when implementing such programs within a correctional environment, where unexpected challenges may arise.

Meyer, K. A., & Fels, L. (2013). Imagining education: An Arendtian response to an inmate's questions. *Canadian Journal of Education*, 36(3), 298-316.

Meyer and Fels (2013) explore the concept of education in the context of incarceration through the lens of Hannah Arendt's philosophy, particularly her notion of natality. Their work stems from a research project with women in prison, where an unexpected question from an individual prompted them to re-evaluate the purpose and potential of education within a confined environment. Their question, presented as a "what-if" scenario, challenged the researchers to consider education beyond its traditional goals. Drawing on Arendt's concept of natality – the human capacity for new beginnings and renewal – and Natasha Levinson's emphasis on nurturing this capacity within education, the authors argue that education for incarcerated individuals should foster the possibility of a future different from their past. The article highlights the tension between the incarcerated students' past experiences and the potential for a future through education. The authors acknowledge the limitations placed on education within the prison system. However, by employing an Arendtian perspective, they propose reimagining education as a tool that can cultivate critical thinking, foster dialogue, and open up a space for considering alternative narratives – all crucial aspects of human flourishing and potentially leading to a reduced likelihood of recidivism. Meyer and Fels emphasize the importance of the

"gap" between the past and the future. This gap represents the space where imagination and possibility reside. They argue that education within prisons should bridge this gap by providing opportunities for incarcerated students to examine their past experiences critically, envision a different future for themselves, and develop the skills and knowledge necessary to navigate that future.

Millsap, K. L. (2021). *Effect of increasing literacy skills to improve inmate behavior: A*

quantitative analysis [Master's thesis, St. John's University]. <https://scholar.stjohns.edu/>

This quantitative study used Quasi-experimental Single-Group Interrupted Time-Series Design to explore the potential impact of increasing literacy skills on improving the behavior of adult male incarcerated individuals' in Iowa correctional facilities between 2017 and 2019. The author defines improved behavior as a reduction in disciplinary reports received. Using data from TABE (Test for Adult Basic Education) reading assessments and disciplinary reports, the study employed multiple regression analysis to investigate the correlation between the two variables. The results of the multiple analyses indicated that the prediction of the number of disciplinary infractions were not statistically significant when assessing TABE Reading scores, age, and ethnicity. Contrary to the hypothesis, no significant correlation was found between increased literacy skills and individuals' improved behavior. The author acknowledges potential limitations, such as the use of a single reading assessment tool and the complex, multifaceted nature of both literacy and individual behavior.

Moore, A., Freer, T., & Samuel, N. (2015). Correctional agriculture as a transformative learning experience: Inmate perspectives from the Marion county Sheriff's Office Inmate Work Farm Program. *The Journal of Correctional Education*, 66(3), 16-27.

The study delves into the Marion County Sheriff's Office (MCSO) Inmate Work Farm program, which employs incarcerated individuals for labor on a 125-acre farm to alleviate the tax burden of feeding around 2,000 individuals daily. While past evaluations primarily focused on financial savings and food production, this research aims to grasp the firsthand experiences and perspectives of those participating. Through semi-structured interviews with 16 participants, the study uncovers a range of positive experiences at the farm, such as a sense of autonomy, respectful treatment by officers, and opportunities for learning and skill development. Notably, participants express acquiring new skills they believe will enhance their employability post-release, indicating a transformative learning process facilitated by program participation. The theoretical underpinning draws from constructionism and adult learning theories, emphasizing the significance of comprehending individual perspectives and experiences within the learning context. Despite acknowledging some drawbacks and challenges faced by participants, such as the nature of the work and food quality, the study concludes that the perceived benefits of the program outweigh these concerns. It suggests replicating the program in other settings and advocating for further research to track the long-term impacts on participants, including their recidivism rates and successful reintegration into society.

Papaioannou, V., Anagnou, E., & Vergidis, D. (2016). Inmates' adult education in Greece: A case study. *International Education Studies*, 9(10), 70-82. DOI:[10.5539/ies.v9n10p70](https://doi.org/10.5539/ies.v9n10p70)

Papaioannou et al. (2016) conducted a case study to explore the motivations, expectations, and challenges faced by incarcerated students' enrolled in Greece's Second Chance Schools (SCS) program. Established in 2004, the SCS program aims to reduce social exclusion by providing educational opportunities within prisons. The study examines why incarcerated students participate in the program and why some discontinue their studies. The researchers found that

individuals are driven by a combination of factors to join the SCS program. While a significant motivator is the chance to reduce their sentence length, participation also offers an escape from the drudgery of prison routine. Beyond these practical benefits, the study highlights that students value the program's potential for personal development and improved job skills. They hope that the education will increase their employability and social acceptance upon release. The research also suggests that financial difficulties are the primary reason students drop out of the SCS program. The study did not find significant evidence of barriers related to the program itself or the prison environment. This suggests that students are generally receptive to the educational opportunities provided and recognize the potential benefits. The financial barrier underscores the need for additional support systems to ensure all those who want to participate can continue their studies in the SCS program.

Paternoster, R., Bachman, R., Kerrison, E., O'Connell, D., & Smith, L. (2016). Desistance from crime and identity: An empirical test with survival time. *Criminal Justice and Behavior*, 43(9), 1204-1224. [DOI:10.1177/0093854816651905](https://doi.org/10.1177/0093854816651905)

Paternoster et al. (2016) explored the role of identity in desisting from crime, particularly how a person's self-perception can influence their decision to stop engaging in criminal behavior. Their study focused on the concept of "identity desistance", which suggests that offenders who develop a prosocial identity, one that emphasizes non-criminal behavior and positive social roles, are more likely to desist from crime. The researchers examined a specific group of offenders—serious adult criminals with drug problems who had been released from prison. To track their criminal activity over time, the researchers followed their arrest records for nearly 20 years. They then employed a statistical method called survival analysis, which is well-suited for analyzing events that occur over time, such as how long someone remains crime-free after release. The

analysis revealed a clear connection between a prosocial identity and desistance from crime. Offenders who developed a sense of themselves as non-criminal individuals were more likely to stay arrest-free for a longer period. This suggests that viewing oneself in a positive light, free from a criminal identity, can be a powerful influence on a person's decision to abandon criminal behavior. The study also considered another factor that might influence desistance: "intentional self-change". The researchers looked at whether the offenders actively sought help for substance abuse after release. Those who took concrete steps to change their behavior, such as seeking treatment for addiction, showed a greater likelihood of desistance compared to those who did not. The research suggests that interventions that help offenders develop a prosocial identity and make positive choices may be effective in reducing recidivism rates.

Pompoco, J. L., Toro-Ascuy, D., & Latessa, M. (2017). Reducing inmate misconduct and prison returns with facility education programs. *Criminology & Public Policy*, 16(2), 515-547.

[DOI:10.1111/1745-9133.12290](https://doi.org/10.1111/1745-9133.12290)

The authors examine whether access to educational programs within prisons, such as GED programs, college courses, and vocational training, can lead to reduced incarcerated individual misconduct and recidivism rates. The study demonstrated a significant decrease in incarcerated individuals misconduct incidents among those who participated in educational programs. The findings reveal a two-pronged benefit of investing in prison education. Firstly, misconduct significantly decreased among those who participated in the programs. This suggests that education fosters a more positive and orderly environment within the prison walls, contributing to a safer atmosphere for both students and staff. Secondly, the authors found that participants were less likely to return to prison within three years compared to their non-participating counterparts. This points to the potential of education as a key factor in successful reintegration

and reduced recidivism. The study proposes several mechanisms for this positive outcome: - Enhanced Cognitive Skills: Educational programs may sharpen problem-solving and critical thinking skills, leading to better decision-making within prisons and reduced impulsive behavior. - Strengthened Social Capital: Participating in programs can foster social connections and a sense of belonging among incarcerated individuals, potentially decreasing involvement in criminal activities. - Marketable Skill Acquisition: Vocational training and college courses equip students with valuable skills and credentials, increasing their employability and reducing reliance on crime after release.

Reed, D. K. (2015). A synthesis of the effects of correctional education on the academic outcomes of incarcerated adults. *Educational Psychology Review*, 27, 537-558.

[DOI:10.1007/s10648-014-9289-8](https://doi.org/10.1007/s10648-014-9289-8)

Reed (2015) conducted a review to analyze the impact of correctional education programs on the immediate academic gains of incarcerated adults, rather than focusing on recidivism rates. Their investigation targeted studies published from 2003 to 2014, specifically looking at how program participation influenced incarcerated individuals' academic abilities. The review revealed that a majority of the research centered on adult basic education (ABE) and vocational training programs. Those who participated in these programs demonstrated medium to strong positive effects on their academic achievement, as measured by metrics like standardized test scores and course completion. There was even some indication that vocational training led to collateral benefits in academic areas. The single study comparing college programs designed for incarcerated adults with traditional college programs found that incarcerated students performed slightly lower. However, even these students exhibited some improvement. In conclusion, this research suggests that correctional education programs can be a valuable tool in enhancing the

basic academic skills of incarcerated adults. However, further investigation is needed to explore the effectiveness of GED test preparation programs and to improve the overall methodological rigor of future studies.

Rosmilawati, I., Sumartono, T., & Hidayah, N. (2020). The benefit of prison education: Inmate students' self reflection. In N. A. Ismail, Z. A. Aziz, & M. R. Abdul Hamid (Eds.), *Proceedings of the International Symposium on Science and Education and Technology (ISET 2019)*, 592-595. DOI:[10.2991/assehr.k.200620.120](https://doi.org/10.2991/assehr.k.200620.120)

The authors explore the impact of prison education on young incarcerated individuals in Indonesia through the lens of the students' own perspectives. They argue that the transformation within the prison education system centers on academic advancement, offering many a second chance to catch up on missed schooling, earn credits, and even graduate high school. This progress goes beyond mere academic achievements, providing a structured and supportive sanctuary in contrast to the chaotic reality of prison life. For them, the most transformative aspect lies in the journey of self-discovery facilitated by education. Through critical thinking and introspection, incarcerated individuals confront their past choices, envisioning a different future. Acquiring new skills empowers them to take control, fostering personal growth and prompting a re-evaluation of their past and potential. The sense of community within the prison school further nurtures this inward journey, replacing isolation and stigma with a feeling of belonging and understanding. Collaboration and mutual support become essential not only as academic tools but also as cornerstones of social reintegration. However, the study acknowledges challenges, such as incarcerated individuals viewing education as a means to easy credits and resource limitations compromising program quality.

Runell, L. L. (2017). Identifying desistance pathways in a higher education program for formerly incarcerated individuals. *International Journal of Offender Therapy and Comparative Criminology*, 61(8), 894-918. [DOI:10.1177/0306624X15608374](https://doi.org/10.1177/0306624X15608374)

The author explores the role of educational programs in helping formerly incarcerated people stop criminal activity (i.e. desistance). He examined a program at a large northeastern university in the US specifically designed for this population. Through face-to-face interviews with 34 current and former students, the researcher found that participation in higher education played a significant role in propelling desistance. The program fostered a sense of personal agency in participants, meaning they felt empowered to make positive choices. Additionally, the program provided a supportive community, reducing feelings of isolation often linked to recidivism.

Education also equipped participants with valuable skills and knowledge that could improve their employment prospects and reduce the need to resort to crime. However, the study also identified challenges faced by participants. Street influences from their former social circles could pressure them back into criminal activity. Financial difficulties could create stress and make it difficult to focus on education. The stigma associated with a criminal past could create barriers to employment and reintegration. Finally, some participants faced academic challenges or difficulty adjusting to a social environment different from prison life. Despite these challenges, the study highlights the potential of higher education programs in reducing recidivism rates. The research emphasizes the need for programs to address the various challenges faced by formerly incarcerated individuals, including social support, financial aid, and academic preparation.

Tewksbury, R., & Stengel, K. M. (2006). Assessing correctional education programs: The students' perspective. *Journal of Correctional Education*, 57(1), 13-25.

Tewksbury and Stengel's (2006) study delves into the perspectives of students enrolled in correctional education programs, aiming to understand the perceived value and significance of these initiatives. Departing from traditional evaluation methods that focus solely on completion rates or recidivism reduction, the research places emphasis on the subjective experiences of student participants. In their methodology, the authors conducted a survey among students enrolled in various educational programs, both academic and vocational, within a Kentucky State Reformatory. This survey sought to gather insights into the reasons for participation, perceived program benefits, and the importance of specific program resources. The survey revealed a low level of educational attainment among individuals prior to incarceration, with motivations for enrollment varying between academic and vocational students. Key findings from the study include diverse motivations for participation, ranging from obtaining academic credentials like high school diplomas or GEDs to acquiring job skills and seeking personal growth. Students also attribute various positive impacts to the programs, such as increased self-worth, improved cognitive skills, better preparation for reintegration into society, and positive behavior change. Perceptions of program components differed by program focus, with academic students emphasizing writing and literature, while both groups valued teachers and textbooks highly. Vocational students rated instructors and program quality higher than academic students. However, despite differences, both groups expressed confidence in program completion.

Visher, C. A., & Travis, J. (2003). Transitions from prison to community: Understanding individual pathways. *Annual Review of Sociology*, 29, 89-113.

[DOI:10.1146/annurev.soc.29.010202.095931](https://doi.org/10.1146/annurev.soc.29.010202.095931)

Visher and Travis (2003) provide a comprehensive examination of the transition from prison to community, highlighting the significance of understanding individual pathways for successful

reintegration. The article moves beyond simplistic measures like recidivism rates and delves into the broader concept of re-entry, encompassing the entire process of leaving prison and reintegrating into society. Central to their argument is the recognition of individual circumstances shaping the re-entry experience. They advocate for a framework that considers pre-incarceration factors, experiences during incarceration, and post-release factors. These factors, including an individual's background, education, participation in prison programs, and access to supportive services upon release, significantly influence their ability to successfully reintegrate into society. The authors stress the importance of adopting a longitudinal perspective, tracking individuals over time to understand how these factors interact and influence their re-entry trajectory. By examining different re-entry pathways, such as successful reintegration, chronic recidivism, and delayed success, they highlight the diverse experiences individuals may face during re-entry. Challenges associated with re-entry, such as limited resources, social stigma, and fragile social networks, are also addressed. The article underscores the need for policymakers and correctional professionals to address these challenges by providing adequate funding for supportive services, combating societal stigma, and facilitating the rebuilding of social connections for formerly incarcerated individuals.

Winterfield, L., Coggeshall, M., Burke-Storer, M., Correa, V., & Tidd, S. (2009). *The Effects of Postsecondary Correctional Education: "Final Report."* In Urban Institute. Urban Institute

This is a report on a research project that examined the impact of prison-based postsecondary education on offenders. The research examined offenders during and after their incarceration. Overall, the research was conducted in three U.S. states and included interviews with incarcerated individuals, stakeholders, and prison staff to explore the rationale, impact, and

anticipated benefits of incarcerated individuals' participation in postsecondary education. Additional quantitative analysis was conducted with a sample of prisoners who had participated in postsecondary education and a comparison group of prisoners who had not participated in postsecondary education to corroborate the findings.

In all four institutions where the researchers conducted research, they encountered great enthusiasm for post-secondary education. This applies to both incarcerated individuals and stakeholders and staff. In general, it turned out that the positive influence of post-secondary education on the behavior of incarcerated individuals was an important topic in prisons. At the same time, the study found that the participating prisoners believed that participating in post-secondary education increased self-esteem. Another finding was that participants believed that post-secondary education increased the chances of employment after release and was even necessary. At the same time, however, participants also reported difficulties such as the availability of space, electronic resources or personnel.

The analysis of recidivism in connection with post-secondary education programmes also yielded results. The researchers found that, in all participating institutions, released prisoners who had participated in post-secondary education programmes were less likely to reoffend overall.

At this point, the researchers point out the limitations of the study. For one thing, it was based only on observational data; for another, students were able to choose whether to participate in a postsecondary education program and were not randomly selected; and third, the researchers had no information about the nature and structure of the postsecondary education programs.

With this report, the authors have therefore primarily succeeded in broadening our understanding of the impact of postsecondary education programs in prison. In particular, the qualitative

analysis suggests that prisoners view postsecondary education programs positively. The direct impact of postsecondary education programs on the recidivism rate of released offenders should be examined in more detail in further studies, according to the authors.

Educators and Prison Staff: Challenges and Professional Development in Correctional Education

Bhatti, G. (2010). Learning behind bars: Education in prisons. *Teaching and Teacher Education*, 26, 31-36. DOI:[10.1016/j.tate.2009.06.020](https://doi.org/10.1016/j.tate.2009.06.020)

The author explores the challenges and opportunities of providing education to incarcerated individuals. Drawing on in-depth interviews with four prison teachers, she examines the dynamics of teaching and learning in a prison setting and the transformative potential of education for prisoners. Her work highlights the marginalized positions of both teachers and students in prisons. Teachers face constraints imposed by the prison regime, limited resources, and the stigma associated with working in prisons. Students, on the other hand, carry the weight of their past offenses, the uncertainties of their future, and the often-dehumanizing conditions of prison life. Despite these challenges, the author finds evidence of resilience, hope, and transformative learning among both teachers and students. Teachers express a sense of purpose in their work, finding satisfaction in helping prisoners develop new skills and knowledge. Students, too, demonstrate a desire to learn and grow, seeking opportunities to improve their lives and prepare for a future beyond prison walls. Bhatti's challenges stereotypes about both teachers and prisoners, emphasizing their shared humanity and the potential for positive change through education. She concludes that overcoming the challenges of education in prisons requires a commitment to equity, access, and quality.

Lombardi, G. A. (2014). An interview with George Lombardi: Director of corrections for the State of Missouri. *Saint Louis University Public Law Review*, 33(2), 363-376.

The interview features George manger, the former Director of Corrections for Missouri, discussing his career path and insights on corrections and education. The interview highlights Lombardi's philosophy, emphasizing rehabilitation over solely punitive measures. He believes in providing opportunities for education, job training, and personal growth to help incarcerated individuals successfully reintegrate into society. Lombardi says that the Missouri Department of Corrections employs a comprehensive educational structure to assess and address the needs of new incarcerated individuals entering the system. Upon intake, they undergo classification and assignment assessments, which evaluate various factors including educational level, mental and physical health, and sentence structure. These assessments inform decisions regarding the incarcerated individuals' placement within the prison system. Additionally, special education programs are offered to individuals with disabilities to ensure equal access to education. Lombardi underscores the importance of education as a means to enhance public safety. He stresses that education, including vocational training and high school equivalency programs, plays a pivotal role in promoting successful reintegration into society by providing incarcerated individuals with essential skills and opportunities for employment. He also discusses the broader societal benefits of education, noting its potential to cultivate cooperative attitudes and self-esteem among students. He suggests that educational and vocational programs within correctional facilities enable individuals to develop critical social skills, which are essential for successful re-entry into society. Additionally, Lombardi highlights the positive impact of quality early childhood education in deterring individuals from involvement in the criminal justice system later in life. In addition to formal classroom education, he discusses the implementation

of restorative justice programs within correctional facilities. These programs aim to instill compassion and altruism among offenders through activities such as creating materials for children in need. He emphasizes the transformative potential of restorative justice initiatives which not only contribute to the rehabilitation of offenders but also foster a sense of purpose and self-esteem.

McAleese, S., & Kilty, J. M. (2020). "Walls are put up when curiosity ends": Transformative education in the Canadian carceral context. *Journal of Prison Education and Reentry*, 6(3), 275-293. [DOI:10.25771/5mgk-3w92](https://doi.org/10.25771/5mgk-3w92)

The authors explore the transformative potential of education in the Canadian carceral context. They argue that traditional prison education programs, often rooted in punishment and control, hinder meaningful learning and personal growth. They propose a reconceptualization of prison classrooms as "performative spaces" where critical dialogue, collaboration, and self-reflection can flourish. The authors conducted semi-structured interviews with educators and incarcerated students from three adult male prisons in Canada. Additionally, document analysis of prison education policies and program materials was undertaken. Thematic analysis of interview data and content analysis of documents were employed to identify key themes and patterns, and assess the alignment of policies and programs with transformative education principles. Drawing upon interviews with educators and incarcerated students, the research demonstrates how transformative education programs grounded in social justice principles can empower incarcerated individuals, fostering agency, critical consciousness, and a sense of belonging.

Patrie, N. (2017). Learning to be a prison educator. *Journal of Prison Education and Re-entry*, 4(1), 17-23. DOI:[10.15845/jper.v4i1.1045](https://doi.org/10.15845/jper.v4i1.1045)

Patrie (2017) dives into the challenges and crucial role of professional development for educators working within prison settings. New prison educators often face a significant learning curve due to several factors. The prison environment itself can be a culture shock, vastly different from traditional schools, requiring adjustments in teaching methods and classroom management. Educators may also lack specific skills or knowledge needed to effectively teach incarcerated students, who come from diverse backgrounds and have a wide range of educational needs. Additionally, the prison environment can present ethical dilemmas for educators, forcing them to balance the goals of rehabilitation with security concerns. To address these challenges, Patrie emphasizes the importance of ongoing professional development programs specifically designed for prison educators. These programs can equip educators with the necessary tools to navigate the unique complexities of the prison environment and become successful teachers. Training programs can address skill and knowledge gaps by providing instruction on topics such as curriculum development tailored to incarcerated students, effective classroom management techniques within a correctional setting, and strategies for teaching diverse learners. Furthermore, such programs can help prepare educators for the unique aspects of the prison environment and develop strategies to adapt to the prison culture, reducing the initial shock of transitioning from traditional schools. Training can also address the ethical dilemmas faced by prison educators, providing guidance on navigating complex situations and ensuring a balance between rehabilitation and security. Finally, mentorship programs and training sessions can foster peer support and collaboration among prison educators, reducing feelings of isolation and providing a platform to share experiences and problem-solve together.

The State's Role in Correctional Education: Reports, Program Evaluation, and Strategic Initiatives

Alberta Justice and Solicitor General. (2016). *Justice and solicitor general annual report 2015-2016*. <https://open.alberta.ca>

This report provides a comprehensive overview of the ministry's performance and initiatives undertaken to ensure safe and secure communities in Alberta. Financial accountability is a key focus, with the report emphasizing adherence to Canadian public sector accounting standards for financial statements. The Deputy Minister holds responsibility for overseeing financial administration and reporting within the ministry. The document delves into the ministry's structure, outlining various divisions, agencies, boards, and commissions. Each entity plays a specific role in upholding the justice system. Collaboration with other government ministries and community partners is highlighted as a crucial aspect of addressing safety concerns. A significant portion of the report details the ministry's results and initiatives. Crime prevention, rehabilitation of offenders, and support for vulnerable populations are key focus areas. The report showcases various initiatives undertaken to achieve these goals, including developing a comprehensive provincial safety strategy, providing mental health training for police officers, and exploring collaborative models for justice referrals. Additionally, efforts to improve organized crime enforcement services and enhance information sharing between correctional facilities and law enforcement are addressed. The report goes on to explore various performance measures used to assess the effectiveness of the justice system. Public safety is a primary concern, with the report acknowledging both positive trends in public perception of policing and feelings of safety, and areas requiring improvement, such as reducing escapes from custody. Efficiency is another focus, with initiatives aimed at streamlining traffic ticket processing, case processing times, and

bail/remand practices. The ministry's commitment to modernization is evident through its implementation of new technologies to improve correctional management and prosecution processes. Finally, the report emphasizes the importance of fairness within the justice system. Performance measures track public perception of fairness and timeliness of cases. The ministry's efforts to enhance legal aid services and provide better support for victims are also highlighted. Correctional Service Canada. (2015). *Evaluation report: Offender education programs and services*. Evaluation Division, Policy Sector. <https://publications.gc.ca/>

The report offers a comprehensive assessment of educational programs offered to incarcerated individuals within the Canadian federal correctional system. Key areas of evaluation include:

Program Impact on Recidivism: A central focus of the report is likely the evaluation of educational programs' effectiveness in reducing recidivism rates. This involves analyzing data on program participation and post-release recidivism to determine if programs contribute to lowering the chances of re-offending.

Employment Opportunities: The report may assess the impact of educational programs on offenders' employability upon release. This could involve analyzing program content related to job skills development and partnerships with potential employers to facilitate job placement for program graduates.

Positive Behavioral Change: The evaluation likely examines the influence of educational programs on behavior within correctional institutions. This might involve analyzing data on disciplinary infractions or staff reports to determine if program participation is associated with improved behavior and reduced violence.

Program Design and Curriculum: Beyond program impact, the report may also evaluate the design and content of educational offerings. This could involve analyzing curriculum alignment with offender needs, program delivery methods, and the qualifications of educational staff.

Correctional Service Canada. (2017). *CSC statistics: Key facts and figures*.

<https://www.canada.ca/en/correctional-service>

Correctional Service Canada (CSC) manages a federal correctional system with over 22,000 offenders. In 2015-2016, there were roughly equal numbers of offenders in institutions and supervised in the community. The system leans heavily towards violent offenders, with nearly 70% incarcerated for homicide, sexual assault, or other violent crimes. Life sentences and sentences between two and three years make up the majority of terms. The average annual cost of running this system per offender is significantly higher in institutions compared to community supervision. CSC employs over 18,000 staff and manages a network of institutions, parole offices, and community facilities. They've also seen a positive trend in reducing escape incidents over the past decade.

Erisman, W., & Contardo, J. B. (2003). *Learning to reduce recidivism: A 50-State analysis of postsecondary correctional education policy*. The Institute for Higher Education Policy.

<https://files.eric.ed.gov/>

The research conducted by the Institute for Higher Education Policy shows that corrections officials are finding innovative ways to support postsecondary programs in their prison systems. Despite the loss of Pell Grant eligibility a decade ago, prisoners are participating in higher education in record numbers nationwide. With additional funding and concentrated efforts to reduce the many barriers that still make it difficult for prisoners to gain access to higher education, postsecondary correctional education programs offer the potential to provide incarcerated men and women with a second chance at productive citizenship. This report is based upon several primary assumptions that reflect current research in the field of justice policy. Data collected by the federal government show that prisoners nationwide are far less educated than the

general U.S. population, and before incarceration, were significantly more impoverished. Research studies provide strong evidence that postsecondary correctional education can achieve a variety of important purposes. Higher education can improve conditions within correctional facilities, enhance prisoner self-esteem and prospects for employment after release, and function as a cost-effective approach to reducing recidivism. Educating prisoners also allows them access to the many economic and social benefits associated with higher education. Postsecondary correctional education offers a chance to break the cycle of inequality and benefit both the formerly incarcerated person and the society in which he or she lives. This report examines what postsecondary correctional education programs exist, and how corrections officials fund and implement those programs. The Institute for Higher Education Policy undertook an original survey of correctional education administrators to gather data about these questions. This report uses that survey to examine the details of postsecondary correctional education programs in the state and federal prison systems as of 2003-04. Key findings are included in this report. Recommendations include: (1) Additional funding is needed to increase the number of prisoners who have access to higher education; (2) State-level support is essential if postsecondary correctional education programs are to thrive; and (3) Building state-level support for postsecondary correctional education will necessarily involve educating policymakers and the public.

Ganley, K. (2018). *Business plan 2018-21* [Business plan of the Alberta Ministry of Justice and Solicitor General]. <https://open.alberta.ca/>

Alberta Ministry of Justice and Solicitor General. The Alberta Ministry of Justice and Solicitor General's Business Plan for 2018-2021 outlines a comprehensive strategy aimed at fostering safe communities within a fair and accessible justice system. It emphasizes a shift towards preventive

measures, addressing root causes like addiction and mental health issues through collaboration with law enforcement and social services. Outcome One focuses on reducing crime rates and enhancing public satisfaction with police services, while Outcome Two aims to support vulnerable Albertans by improving access to legal aid and enhancing victim support services. Key strategies include developing a preventive approach to criminal justice, strengthening collaboration with law enforcement, implementing a long-term legal aid plan, and addressing gaps in victim support. Performance measures track progress, including public perception of safety and satisfaction with justice services. Outcome Three emphasizes access to legal information and services, including alternative dispute resolution pathways. Key strategies involve improving the criminal and family justice systems and exploring electronic processes for driving offences. Outcome Four ensures sustainable custodial and community supervision, emphasizing accountability and support for individuals under correctional authority. Strategies include evolving rehabilitative policies, exploring new technology, advancing alternatives to incarceration, and improving the Crown bail model. Performance measures include the percentage of offenders successfully completing sentences on temporary absence and the percentage of probation officers trained in effective intervention techniques. The plan also addresses risks related to proportionality, sustainability, and evidence-based decision-making through various strategies.

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<https://open.alberta.ca>
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