

Analysis of the Path of Educational Rehabilitation of Inmates in the Context of the "Five Reforms"

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Abstract: Citizens' illegal and criminal behaviors should be sanctioned by law, and prison serves as a vital institution for both punishment and rehabilitation of inmates. After imprisonment, inmates undergo a long-term reform process aimed at transforming their mindset and behavior. Education plays a crucial role in this process, serving as the catalyst for implementing positive changes. In light of the current era, the "Five Reforms" proposal serves as the logical starting point for this study. The aim is to analyze the significance of educational rehabilitation for the inmates within this context, identify and refine the new characteristics of such programs, and propose practical paths for their education and reform. The findings from this study hold significant practical implications and provide valuable guidance for the practice of inmate rehabilitation.

Keywords: Prison, Inmates, Five Reforms, Educational Rehabilitation

1. The Significance of Attaching Importance to the Educational Rehabilitation of Inmates

1.1 Attaching Importance to the Educational Rehabilitation of Inmates is an Urgent Need for Prison Work to Adapt to the Development of the Times

Since 2012, China has entered a new stage of development. This stage is a scientific judgment of the current orientation of the country based on a hundred years of glorious development history. It provides a conclusion that points out the direction for the layout and planning of various undertakings in all fields of society. In June 2018, at the National Prison Work Conference, the reorganized Ministry of Justice proposed to "build a new pattern of reform that takes political reform as its overarching leader, and coordinate the promotion of supervisory reform, educational

reform, cultural reform, and labor reform." [1] The concept of the "five reforms" is a major deployment by the competent authorities to fully implement the spirit of important national conferences. It aims to raise the level of the work station, adhere to the bottom line of safety, practice the purpose of reform, effectively improve the quality of reform for inmates, ensure the safety and stability of prisons, and make major adjustments to China's prison work in order to adapt to the development of the times. As important institutions for the punishment and rehabilitation of prisoners, inmates should respond positively to the current issues, strictly implement the work requirements of the State, attach importance to and strengthen the education and rehabilitation of prisoners. They should also consider educational rehabilitation as an integral part of comprehensive reform and a task that needs to be carried out throughout the entire process of prisoner rehabilitation. This is an inevitable requirement for the implementation of prison work in the new era.

1.2 Attaching Importance to the Educational Rehabilitation of Inmates is an Objective Requirement for Highlighting the Functions of Prisons

Since 1949, China has explored and successfully embarked on a unique development path, summarized its practical experience to establish a scientific theoretical system, formulated and continuously improved a system that is in line with national conditions, and inherited a national culture that has developed over a thousand years. As institutions responsible for the execution of sentences, prisons have the primary mission and task of carrying out educational rehabilitation. In the past, the lack of attention to the importance and necessity of education and reform by the main body involved in the process of inmate rehabilitation has resulted in

the underutilization of education and reform within the inmate rehabilitation system. This has also greatly reduced the effectiveness of other methods of reform. Therefore, it is crucial for educational rehabilitation to be given a prominent role in the rehabilitation of inmates. It should firmly occupy the forefront, adhere to the correct direction, raise the standards and requirements of rehabilitation work, and maintain a combination of rehabilitation and education. It is essential to ensure that rehabilitation work remains focused and does not deviate from its intended course. In the new context of the "Five Reforms," maintaining the core position of education and reform provides a clear description of the responsibilities of prisons. Only by continuously promoting educational rehabilitation with distinct characteristics and themes can we steer the "Five Reforms" effectively. This will enable us to control the law enforcement initiative firmly and enhance the effectiveness of prison work.

1.3 Attaching Importance to the Educational Rehabilitation of Inmates is a Necessity to Serve National Security and Social Stability

After more than a decade of concerted efforts, China's modernization and construction have achieved a series of historic milestones, and its international standing has continued to rise. However, both the international and domestic situations remain extremely challenging. Externally, infiltration, sabotage, and interference by hostile and separatist forces are occurring one after another. Internally, various contradictions arising during the period of social transition have emerged as significant threats to national security and social stability. Prisons are an integral component of the national organization and bear significant responsibilities and missions in maintaining national security and social stability. Therefore, prison work should assume the responsibility of safeguarding national security and social stability, considering the overall situation and assuming substantial responsibilities. With a strong sense of responsibility and mission, prisons should actively implement the comprehensive concept of national security, enhance prison security and prevention measures, and ultimately achieve long-term security within prisons, thereby safeguarding

the nation's prosperity and social harmony.

2. New Features of Educational Rehabilitation of Inmates in the New Era

2.1 Creating a New Reform Situation, Building a New Pattern of Five Reforms

Since the establishment of the State in 1949, the reform of inmates in prisons has experienced a practical history of labor reform, the combination of labor reform and educational reform, as well as the implementation of three major reform methods. Currently, there is a proposal to establish a new pattern consisting of five reforms. This proposal represents a demonstration of prison work reform and innovation. A profound understanding and comprehensive comprehension of the connotation of these five reforms, as well as the logical relationship between them, are prerequisites for effectively reforming inmates in the new era. The new pattern of the five reforms emphasizes the central position of political reform. It also inherits the labor reform that has been practiced for many years, creatively integrates cultural reform, and adheres to and develops supervisory and educational reforms. This further clarifies the status, role, and relationship of the five means of reform. The five means of rehabilitation are both means and goals, and they are essential and indivisible. They form an interconnected, interdependent, and interactive organic whole, with each means of rehabilitation cooperating with each other to achieve synergy. This maximizes the function and optimizes the effect of rehabilitation, ultimately building a new model of scientific and efficient rehabilitation for prisoner individuals in the new era. The proposal of the five reforms serves as conceptual guidance, an action guide, and an important guideline for prison work in the new era. It also presents new tasks, challenges, and goals for the prison system. Furthermore, the practical history of prison reform demonstrates that education and rehabilitation, in the broadest sense, have always been the focal point of inmate reform and a crucial method for addressing underlying issues. Therefore, prison work should adapt to the current times, emphasize key areas, prioritize objectives, adhere to the objective laws of inmate reform, innovate reform

methods and approaches, and enhance the quality of rehabilitation through practical means.

2.2 The Content of the Renovation is Both Inherited and Contemporary

The rehabilitation of inmates is the primary focus of prisons, and the Five Reforms represent the core principles of inmate rehabilitation in the new era. The educational rehabilitation content for inmates in this era integrates and builds upon previous ideological education, moral education, and legal knowledge education, while also embodying the characteristics of the current times. For instance, legal knowledge education is conducted to guide inmates in understanding and adhering to the law, including the study of laws and regulations such as the Constitution, Criminal Law, and Civil Code. Moral cognition is enhanced through civic morality education, encompassing social morality, occupational morality, family values, and personal integrity. Additionally, patriotism education is implemented to foster national pride, self-esteem, and to transmit the spirit of the country. This includes the exploration of exceptional traditional culture, revolutionary culture, advanced culture, and more. In order to enhance national pride and self-esteem, and to pass on the spirit of patriotism, education is carried out. This includes promoting excellent traditional culture, revolutionary culture, and advanced culture. Additionally, in order to strengthen the sense of identity and belonging, and to help individuals understand the overall situation of national development, education on current societal topics is provided. This education aims to help individuals adapt quickly to life in society after their release from prison. Topics covered include the great achievements of the century-long struggle, the achievements of development in the past ten years, and the general plan for future modernization. The educational and reform content is designed to be consistent with the reality of the individuals being reformed and reflects the characteristics of the times. This approach not only reduces and eliminates resistance among inmates, but also effectively prevents them from becoming disconnected from society. Additionally, it guides them in establishing a correct outlook on the world, life, and values.

2.3 "Smart Prisons" Have Become an Important Vehicle for Prisons to Carry Out Their Work

The Ministry of Justice emphasized at the January 2019 meeting the promotion of constructing "Smart Prisons." It stated that modern scientific and technological means, such as big data, the Internet of Things, and artificial intelligence, would be fully utilized to integrate modern information technology with prison operations. The aim is to maximize convergence and integration, sense and analyze supervisory and correctional information resources, as well as social information resources, in order to make intelligent judgments and responses to prison work needs. To achieve this, the "intelligent prison" [2] will eventually be built with scientific and unified standards, comprehensive and accurate data and information, flexible and widely-used business applications, and intelligent and efficient judgments and early warnings. The importance, necessity, and urgency of promoting the application of modern scientific and technological achievements in various operational areas of prisons were highlighted. In recent years, the construction project for "Smart Prisons" has been extended from pilot provinces to the entire country. The work has progressed steadily with remarkable results, making it a major highlight of prison construction in the new era.

3. Practical Paths for the Education and Rehabilitation of Prison Inmates

3.1 Creating a Comprehensive and Well-Qualified Prison Police Force

Prison workers are the leaders and implementers of the rehabilitation work for inmates. Creating a prison police team of excellent quality, obedience to command, loyalty, and responsibility is crucial for achieving effectiveness in inmate educational rehabilitation. Undeniably, the current comprehensive quality of the prison police is not consistent. Middle-aged members lack high levels of self-motivation for learning and improvement, while young members lack professional knowledge and work experience. Additionally, some prisons do not sufficiently prioritize enhancing the professionalism and comprehensive quality of the educational

rehabilitation team, which severely hampers the effective implementation of inmate reform work [3]. Therefore, it is necessary to employ effective measures to enhance the comprehensive quality of prison workers. First of all, an innovative theoretical knowledge learning mode is necessary to develop strong learning capabilities. Due to the unique nature of prison work, a "regular learning + batch training" mode should be established, tailored to the actual conditions of the prison. Through regular learning, individuals can systematically grasp the theoretical knowledge required for educational rehabilitation work, including basic legal knowledge, enabling a more scientific and reasonable knowledge structure. By participating in batch training, they can stay informed about current social, international, and domestic affairs, continuously updating their knowledge system. Moreover, prison workers should emphasize the integration of theoretical learning with rehabilitation practice. They should not only comprehend the content of educational rehabilitation but also actively engage inmates in practical rehabilitation activities in a lively and interesting manner. This approach enhances the infectiousness and persuasiveness of educational rehabilitation and maximizes its function and effectiveness. Secondly, it is important to establish scientific research teams to improve the quality of research. Each step of the research process, from literature review and data analysis to interviews and surveys, should be guided by theoretical knowledge and practical exploration in the field of inmate rehabilitation. This approach allows for a better understanding of the principles governing the education and rehabilitation of inmates, ultimately enhancing the effectiveness of their rehabilitation. Through scientific research, the professional and scientific level of inmate education and rehabilitation work can be further elevated.

3.2 Introducing Social Forces to Enrich the Teaching Force

Prisoners are individuals within society before they are sentenced to prison, and the root causes of their offenses also originate from societal factors [4]. Since the ultimate goal of their release is to reintegrate into society, effective education and rehabilitation for inmates cannot be accomplished without the

involvement of social forces. To form a team of social teachers, several approaches can be taken, such as hiring public officials, university teachers, and research institution workers. Additionally, creating a pool of part-time teachers and recruiting individuals from various backgrounds who are passionate about social welfare and concerned about prison work can further enrich the educational faculty [5]. Prisons, while ensuring safety, are actively creating conditions and establishing platforms for social forces to participate. They continuously enrich the reserve resources for the socialization of educational rehabilitation for inmates. These reserve resources not only help reduce the cost of rehabilitation but also elevate the level of social integration for ex-prisoners, enhancing the effectiveness of rehabilitation efforts. Due to the complexity and specificity of the reformed individuals, prisons must carefully control the selection process and prioritize professionalism when choosing teachers. Social teachers should possess high moral integrity and exhibit civilized speech and behavior. They should have relevant knowledge to effectively educate inmates, as well as possess teaching skills to impart theoretical knowledge in an appropriate manner. These teachers play a crucial role in guiding inmates with correct ideas and utilizing relevant disciplinary knowledge to assist in inmate analysis. The introduction of social forces to educate and rehabilitate inmates can help them stay abreast of current events and avoid becoming out of touch with social development. This, in turn, lays the foundation for a smooth reintegration into society after release, reducing barriers to socialization.

3.3 Explore the Model of Graded and Classified Rehabilitation According to the Needs of Individuals

The composition of prison inmates is relatively complex. They have different life experiences before entering prison, which results in varying situations. The use of a centralized and unified mode of educational rehabilitation, without taking into account the level of rehabilitation and individual differences, can lead to adverse reactions such as "not enough" or "difficult to digest." This approach makes it difficult to achieve the goal of rehabilitation and greatly reduces its effectiveness. Therefore,

educational rehabilitation should be tailored to the needs of each individual, and a model of graded rehabilitation should be created for inmates. Graded rehabilitation is based on a comprehensive consideration of inmates' age, ideological awareness, cultural level, and other factors. It adopts a flexible rehabilitation methodology that sets corresponding rehabilitation standards and targeted rehabilitation content. This ensures that rehabilitation activities meet the individual needs of different sentenced individuals. Classified rehabilitation is based on factors such as the cause of the offense, the degree of danger, the difficulty of rehabilitation, and the attitude towards admitting guilt and obeying the law. It classifies inmates and imposes specific and different rehabilitation requirements and content on them. Graded and classified rehabilitation are closely integrated, supplemented by stage-by-stage dynamic adjustments, forming a systematic, scientific, and precise model of educational rehabilitation for inmates [6]. This model is conducive to enhancing the effectiveness of rehabilitation and achieving its goals. In practice, the implementation of graded and classified education and rehabilitation inevitably encounters cases where individual inmates are unwilling and insubordinate to reform. Prisons also need to focus on the reform of these individual inmates. Through customized and exclusive rehabilitation programs, they can prescribe the right measures to enable inmates to develop a correct outlook on the world, life, and values before their release from prison.

4. Conclusions

The new pattern of the "Five Reforms" is a new requirement for the reform of prison inmates in the new era [7]. It represents a new topic for the reform of prison inmates and showcases the wisdom and programs that China has provided to countries around the world for the reform of prison inmates. The quality of education and rehabilitation has a significant impact on the overall situation of

prison rehabilitation work and the achievement of rehabilitation goals. Therefore, it is crucial to attach great importance to education and rehabilitation. This will ensure that the work of rehabilitating sentenced individuals is "bottom-line, focused, and grounded," and efforts will be made to open up new horizons for the correctional system in the new era.

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