



Editorial

Included in volume 77 are articles from a special issue of the IJED on children's education in secure custodial settings: Towards a global understanding of effective policy and practice



The IJED has been publishing articles and special issues on education and development for 40 years. For the most part, manuscripts have focused on the economic and social results of investment strategies through formal institutions and non-formal programs for children and youth. It has not focused on the education and training for the part of the population which is incarcerated. This special issue is an attempt to make up for lost time.

Of the world's population, 10.3 million are serving time in prisons and jails either pre or post trial.¹ Over two million prisoners are in the United States, over 1 million in Europe. The rate of incarceration ranges from a low of San Marino with 6/100,000 population and Liechtenstein (31/100,000). To the highest incarceration rates in the world in Turkmenistan (552/100,000) and El Salvador (590/100,000). The highest incarceration rate in the world is that of the United States (655/100,000).

The rate of the incarcerated population who are juveniles also differs. There are 106,000 juveniles in 1771 facilities in the United States, with 48,000 in formal prisons. Approximately eighty-five percent of these are male.

Articles appearing in volume 77 include Child First, Offender Second – A progressive model for education in custody by Stephen Case, “The Institutional Shaping of Children's Education in Secure Custody: a case study of a secure children's home in England”, by Caroline Adrow, “Paying the Price: Consequences for children's education in prison in a market society,” by Ross Little, and “High Points of Learning Behind Bars for Young Women: Characteristics of positive correctional education experiences”, by Jerry Flores, Janelle Hawes and Karti Barahona-Lopez.

The IJED is grateful to Drs. Adeela Ahmed Shafi, Stephen Case and Ross Little for their work in gathering these superb articles which outline the major issues of how to educationally reach the incarcerated juvenile populations around the world, and the effect which educational efforts may have.

However, this special issue should not be interpreted as being an ‘encyclopedia’ of topics or issues. Education delivery to the incarcerated adult population, the pedagogical challenges of managing educational problems in prisons, and the particular philosophical strategies which seem most effective are all areas of under-representation in the comparative education literature. Though there is much more to do, we welcome this special issue as a beginning.

Regular articles in volume 77 include those focused on; (i) education efficiency, (ii) inter-system competition, (iii) higher education, and (iv) education inequality

With six articles, *Education efficiency* is explored in some depth in volume 77. In their article titled “Socio-Economic Impact of Closing the Rural-Urban Gap in Pre-Tertiary Education in Ghana,” Moses Ackah Anlimachie and Cynthia Avoada hold that the geographical gap is a major handicap to national development. They attempt to quantify the effect of that gap. They argue that the rural-urban gap accounts for a 50 % loss of productivity and if it could be allocated to rural education, an increase in GDP by two percent would eliminate the gap over a period of general 12 years. They conclude by suggesting that closing the rural-urban gap in education would be associated with a doubling of Ghana's GDP in ten years.

The theme of rural/urban gap continues with an analysis of Nigeria titled: “Is Nigeria Experiencing a Learning Crisis: Evidence from curriculum matched learning assessment,” by Adeniran Adedeji, Joseph Ishaku and Lateef Akanni. They argue that the lynch pin to the learning crisis in Nigeria centers on the gap between rural children in Northern Nigeria and the children in other regions.

The background literature on teacher training is divided. There is considerable evidence to suggest that a teacher's training is ineffective in raising student outcomes. However one difficulty involved in approaching this issue has been the fact that over the progression through grades, pupils are exposed to teachers with a wide variation in training. An attempt to overcome this handicap is made in the article titled; “Teacher Qualification Matters: the association between cumulative teacher qualification and students' educational attainment.” Se Wong Lee and Alice Eunjung Lee create a cumulative level of teacher training as pupils progress through the grades. They conclude that pupils who have been taught by multiple highly-qualified teachers were more likely to earn higher level educational degrees.

By virtue of having greater facilities, do larger schools help raise student achievement? In the article titled: “Primary School Size and Learning Achievement in Senegal: testing the quantity-quality Tradeoff,” Oswald Koussihouede finds that second and third graders do not perform better in larger schools but that 4th and 5th graders do perform better if they are in larger schools.

Out-of-school children consist of those who have not entered school, those who will never enter school and those who entered but dropped out of school perhaps for reasons of low quality and/or low access. These complexities challenge the reliability of the figures used for a nation's participation rate. In the article titled: “Out-of-School Children in Guinea-Bissau: A mixed methods analysis,” Jeffery Marshall, Mathilde Nicolai and Rui da Silva argue that the single figure for a country's rate of participation is misleading.

¹ World Prison Brief, downloaded April 24, 2020. These figures do not include the portion of the population in ‘re-education centers’.

In Latin America it is common to require grade one children to acquire a modicum of literacy before being permitted to pass on to grade two. Many analysts have felt that the 'bulge' in grade one caused by the many children held back was a sign of inefficiency. A consensus about this grade one bulge has led some planners to recommend a policy of social promotion. What has been the result? In the article titled: "Strengthening Early Literacy through Social Promotion Policies? Intended and unintended consequences in Costa Rica," Daniel Rodriguez-Segura concludes that social promotion policies in grade one increased repetition in grade two by 77 percent and in grade three by 24 percent. In his view, the gains in efficiency by implementing social promotion policies were wiped out by an increase in inefficiency in later grades.

Inter-System competition is another theme of the articles in volume 77. Ever since the publication of Milton Friedman's classic essay (Friedman, 1955), education policy has focused on whether private schools assisted by public finance, might raise the stakes for public schools who could lose students to the competition. In essence, would competition be a constructive stimulant to public education? Three articles in volume 77 address this issue.

In their article titled: "School Competition and Performance Indicators: Evidence from the creation of federal education institutions in Brazil," Lauana Rossetto Lazaretti and Marco Tulio Aniceto Franca find the opposite of Friedman's hypothesis. The rise of federally-assisted institutes is associated with a decline in performance in other public schools. In the article titled: "Do Private Schools Improve Public School Quality or Increase Stratification," Priyadarshani Joshi also finds that an increase in private schools do not raise student performance in Nepal's public schools and that the gap in performance is higher in areas of higher private sector growth. And lastly, in the article titled: "Education in Pakistan: Are low-cost private schools closing the gender gap," Sikander Bizenjo finds that males are more likely to attend low cost private school but that females perform better in low cost private schools.

Much attention has been devoted to the education of children with disabilities. One popular theory holds that children with disabilities are better off if they are 'mainstreamed' and educated with children without disabilities. Several articles in volume 77 address this issue.

In the article titled: "Do Inclusive Education Laws Improve Primary Schooling Among Children with Disabilities?" Bijetri Bose and Jody Heymann find that among children in Sub-Saharan Africa the effects of mainstreaming differed. The performance of children with mild disabilities increased with mainstreaming but not with children who had no ability to see, hear or engage in physical activities. In the article titled: "How Various Types of Disabilities Impact Children's School Attendance and Completion," Yifeng Luo, Yang Zhou, Suguru Diogo Amaro find that attendance and completion increase depending on the type of disability and conclude that education policy should stop treating children with disabilities as a category undifferentiated by characteristic.

The problems in *higher education* also come in for scrutiny in volume 77. In their article titled: "Stop-Out and Drop-Out: The Behaviour of the first year withdrawal of students of the Brazilian higher education receiving FIES funding," Alice Saccaro and Marco Tulio Aniceto Franca discover that older students tended to drop out more often and that this

trend increased over time. In the article titled: "Administrative Capacity Assessment in Higher Education: The Case of Universities in Vietnam," Carolyn-Dung Thi Thanh Tran, George Battese and Renato Villano raise a quite unusual topic. They ask whether all administrators are needed or whether some administrative staff add to an institution's inefficiency. In this unique approach they conclude that excess administrative staff in Vietnamese universities is about 3.4 percent and that this excess differs by location and type of university ownership. In the article titled: "We're Not a Bank Providing Support': Street-level bureaucrats and Syrian refugees youth navigating tension in higher education scholarship programs in Lebanon," Vidur Chopra finds that higher education scholarships provided to refugees favor the more advantaged. And lastly, in the article titled: "Students in Service of the State: Uncoupling student trips abroad and global competence," Heela Goren Julia Resnik, Halleli Pinson and Sylvie Lomer find that state authorities offer overseas scholarships for domestic students in hopes that they will gain global competence. From their study of this process in Israel they conclude that the lessons might well apply more generally.

Educational Inequalities are the last of the themes covered in volume 77. In the article titled: "Is Education for All? The Experiences of ethnic minorities students and teachers in north-western Vietnam engaging with social entrepreneurship," Ecern Karlidag-Dennis, Richard Hazenberg and Anh-Tuan Dinh find that the barriers to equal distribution, representation and recognition of ethnic minorities can effectively be addressed by offering them opportunities to participate in entrepreneurship programs. In the article titled: "Does Gender Matter for the Intergenerational Transmission of Education? Evidence from Rural China," Yongqing Dong, Yunli Bai, Weidong Wang, Renfu Luo and Linxiu Zhang conclude, as one might expect, that as parental educational attainment increases the education gender gap decreases.

Ever since the Coleman Report more than half a century ago, (Coleman et al., 1966) the theory has been that less privileged children will perform better in school if they are integrated with more privileged children. In the article titled: "Can Social Integration in Schools Be Mandated: Evidence from the Right to Education (RTE) Act in India," Radhika Joshi finds that children admitted to private schools under RTE usually became friends with other RTE children but that RTE students with more non-RTE friends performed better.

Summary comment

This volume of the *International Journal of Educational Development* is illustrative of health in field of Comparative and International Education. It has expanded interests into education in prisons; it has drawn from theories in economics and sociology developed decades ago and which have proven their vitality over time; and it has moved social policies into ever more delicate and sophisticated arenas.

References

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- Friedman, M., 1955. *The role of government in education*. In: Solo, Robert (Ed.), *Economics and the Public Interest*. Rutgers University Press, New Brunswick, pp. 123-144.

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