

# NEW SPECIAL ISSUE!

## Children's Education in Secure Custodial Settings: Towards a Global Understanding of Effective Policy and Practice

### SPECIAL ISSUE

Edited by

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This Special Issue is one of the first that discusses the education of incarcerated young people in an international education journal. This collection of eleven papers provide key insights with the aim of moving towards a global understanding of what effective policy and practice may look like. In examining the range of cross-disciplinary papers from a range of different cultural contexts including the UK, Germany, UAE, US, Nigeria and South Africa, we are able to illuminate some of the commonalities in the education of young people who are incarcerated as well

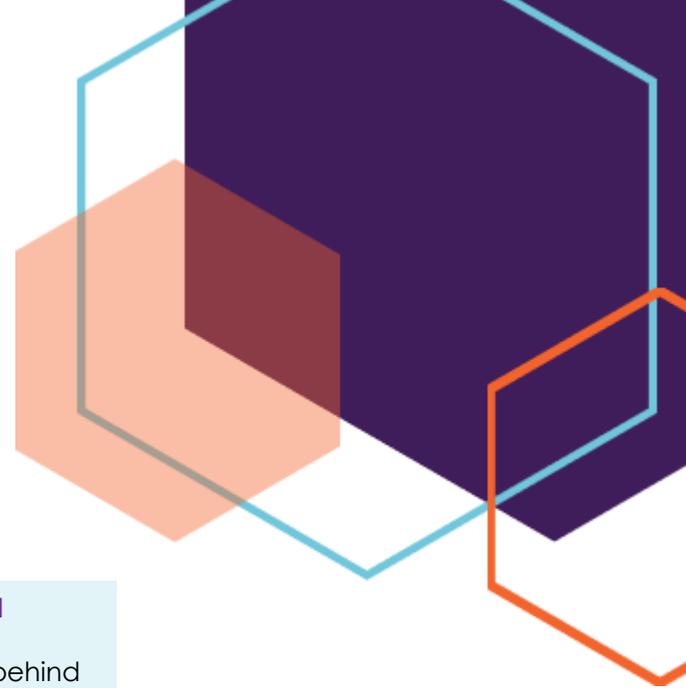
as some of the background characteristics – many of which are strikingly similar. We employed the ideas of the bio-socio-ecological systems model to explore the proximal and distal systems that interact to affect the educational experiences of the young people. into contact with youth justice face and how these are not appropriately addressed that came into sharp focus. To genuinely improve the lives of these young people, we make a bold call upon the global community (macrosystem), through the UNCRC to challenge themselves for a radical overhaul of youth justice approaches which put the child as child first and offender second in order to meet the commitment in Article 28.



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*'It is the first time for us to explore this issue.'*

Stephen Heyneman, Editor-in-Chief  
International Journal of Educational Development



## LIST OF PAPERS

Arranged according to the socio-bioecological model of Bronfenbrenner

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### Microsystem individual level

1. The impact of the secure custodial setting on re-engaging incarcerated children with education and learning—A case study in the UK. ahmed Shafi, A. (2020)
2. The institutional shaping of children's educational experiences in secure custody: A case study of a secure children's home in England. Andow, C. (2020).
3. Understanding the educational needs of young offenders: A prevalence study of traumatic brain injury and learning disabilities. Nkoana, W., Williams, H., Steenkamp, N., Clasby, B., Knowler, H., & Schrieff, L. (2020).

### Mesosystem relational level

4. High points of learning behind bars: Characteristics of positive correctional education experiences for incarcerated girls. Flores, J., Barahona-Lopez, K., Hawes, J., & Syed, N. (2020).
5. Learning walks as a chance of reintegration for young offenders in three countries of Central Europe: Belgium, France, and Germany. Koenig, K., & Knospe, Y. (2020)

### Exosystemic level (indirect level)

6. Leadership challenges in an educational program at a UAE juvenile detention center: A contextual analysis. Litz, D., Hourani, R. B., & Scott, S. (2020).
7. The hidden voices of children and young people with a parent in prison: What schools need to know about supporting these vulnerable pupils. Brookes, L., & Frankham, J. (2020).

8. Identifying the practices that reduce criminality through community-based post-secondary correctional education. Rivera, R. E. (2020).

### Macrosystem level (of contextual drivers and issues)

9. Child first, offender second—A progressive model for education in custody. Case, S., & Hazel, N. (2020)
10. The cross-cutting psychosocial and systemic barriers to holistic rehabilitation, including educational re-engagement, of incarcerated adolescents: Realities in and perspectives from Africa. Atilola, O., Abiri, G., Adebajo, E., & Ola, B
11. Paying the price: consequences for children's education in prison in a market society. Little, R. (2020).

