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Summary of articles volume 90

There is a growing sense of disquiet that the UN Sustainable Development Goals on education are unrealizable in many of the poorest countries. The implications of this conclusion have been the subject of much discussion in the IJED as well as other journals. In their 'Short Communication' titled: 'The Future of Education Aid: Three Essays' authors Nicholas Burnett, Keith Lewin and myself try to summarize our views of what to do about this. We do it by responding to four questions: (i) how should domestic revenues and other sources of recurrent finance be increased; (ii) what changes are needed in the international architecture of education and development; (iii) should education assistance be concentrated on humanitarian emergencies; and (iv) should non-emergency educational assistance be concentrated on education public goods? The purpose of these three essays is to stimulate a long overdue reconsideration of the feasibility of international education goals; needed changes in the organizations which provide educational assistance; and the role of recipient countries themselves.

Should research productivity be an important criterion of professional advancement in every university? This question was the topic of discussion in the article titled: 'Academics' Conceptions of Research and the Research-teaching Nexus: Insights from Cambodia.' Authors Kimkong Heng, M. Obaidul Hamid, and Asaduzzaman Khan find that Cambodian academics pay 'lip service' to research. They say they value research highly but rarely engage in it. The article points to the 'challenging realities' facing Cambodian academics and the national research culture which is ill-defined and imbued with unrealistic expectations.

When and under what circumstances should schools be closed during a pandemic? There is, evidently, a wide variety of professional opinion about this question. In the article titled: 'Identifying Factors Related to School Closures Due to COVID-19 in the Middle East and North Africa Region,' authors Olivia Carr, Nadia Jilani-Hyler, and Gregg Murray study the trends across countries in the MENA region. They find that 'external issues' of the temporal and geographic diffusion play the largest role. But when schools closed was also influenced by disease risk, the economy, political institutions, and woman's position in society.

University faculty are sometimes associated with conservative pedagogical traditions. Poor teaching is often suggested as being a norm. What enables university faculty to change their pedagogical approaches? In the article titled: 'Enablers of Pedagogical Change within Universities: Evidence from Kenya, Ghana and Botswana,' authors Tristan McCowan, Mary Omingo, Rebecca Schendel, Christine Adu-Yeboah, and Richard Tabulawa find that four factors make the most difference. They include (i) the kinds of driver of the initiative; (ii) the existence of a 'shared vision' or purpose; (iii) the level of resources and incentives available; and (iv) the opportunities for reflection and transformative learning.

It can be the case that national governments laude the fact that foreign students enroll in local universities. The assumption is made that the greater number of foreign students who enroll reflects the quality and prestige of the institutions. This assumption was tested in the manuscript titled: 'A Study of Academic Challenges Faced by the Western Students in Chinese Universities'. Authors Shuiyun Liu, Wenyan Liang, Masaki Onuma, and Thapanee Rithkerd find that foreign students were quite dissatisfied with the quality of the education which they were receiving. They find that western students had low motivations to adapt to the different and inferior educational environment, and yet they fail to demand improvements.

Today the world is facing an avalanche of refugees. Refugees include school children. One dilemma is where refugee children can attend school. Should they have their own schools separate from others in the community in which they now reside? Or should they be allowed to attend local public schools and be educated alongside native-born students? Many questions and dilemmas are raised by following either of the choices. For instance, if refugee children are placed in local schools, would the academic achievement of local children suffer? This is the question raised by the paper titled: 'Effects of Including Refugees in Local Government Schools on Pupils' Learning Achievement Evidence from West Nile, Uganda.' Authors Katsuki Sakaue and James Wokadala analyze the effect of government school attendance by refugee children. They find that native pupils perform worse in both English and arithmetic and that the gap widens as the concentration of refugee children is increased. On the other hand, refugee children in government schools perform as well in English but lower in arithmetic by comparison to refugee children in non-government schools.

The Bolsa Familia Program (PBF) in Brazil is widely known for helping the poor on the basis of a shared sense of responsibility. The poor are assisted with monetary support if, and only if, their children regularly attend school and maintain a passing grade. But does the PBF affect all poor children equally? This is the question raised by authors Felicia Mariana Santos and Carlos Henrique Leite Corseuil. They wanted to know if the PBF affected girls who were pregnant as much as girls who were not pregnant. They found that the effect of PBF did not differ significantly; that the PBF program did not benefit young mothers more than non-mothers.

The United Nations has designed a measure of education which can describe a nation's place on a scale by comparison to other nations. The Education Index (EI) consists of adult years of schooling compared with expected years of children's schooling. The EI across sub-Saharan Africa is low relative to other regions. But it is not uniform across African countries. What explains the variation from one African country to another in their EI? This is the question posed by authors Olaitan Adisa,

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and Patrick McSharry in their article titled: 'Female Enrollment, Child Mortality and Corruption are Good Predictors of a Country's UN Education Index'. Of all the potential factors which influence the EI from outside of the school environment, child mortality and a country's corruption are the strongest. Perhaps the influence of corruption makes sense. The more corrupt a country's public institutions, the weaker they will be and the less able to positively affect children.

In Sum.

Corruption is becoming a 'catch-all' explanation for a wide variety of development disappointments. It certainly plays a central role in the three essays on the future of development aid in education which appear

in this volume. Corruption is one of the factors which cannot be eliminated using external assistance, and one reason why nation-building through educational assistance needs to be reconsidered. In essence, it is the nation's responsibility to take charge of its own corruption problems.

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