



Editorial



Twenty-nine articles are offered in this volume of the IJED. They cover issues of educational efficiency (6), the influence of a student's social background (7), the relationships between education system and the wider community (3), education and social cohesion (4), the results of various interventions (4), problems of education corruption (2), and concerns over various technical issues (3).

1. We begin with *issues of efficiency*

For many years it has been observed that higher education institutions can no longer improve general access, equity for special social groups and academic quality by depending upon public financing alone. On the other hand, 'privatization' or 'commercialization' of higher education financing has been criticized as abrogating the public good and changing higher education institutions into income-seeking businesses. In their article titled: "Financing Higher Education in Ukraine: The Binary Model Versus the Diversification Model" authors Olga Erfort, Irina Erfort, Larisa Zbarazskaya argue that their calculations provide ample evidence that the diversification of revenue sources will help ensure both quality of higher education and will not reduce accessibility, thus suggesting that if managed correctly, diversification of higher education financing is in the interest of all stakeholders.

Branch campuses of universities in OECD countries have become common throughout parts of Asia and the Middle East. But how responsive are they to these new 'markets' where students and their needs may be so different? In the article by Shahid Nakib Bhuian titled: "Sustainability of Western Branch Campuses in Qatar: Students' Perspectives of Service Quality" it is observed that the facilities are generally under-utilized. The question is why. Students were asked the degree to which these new institutions meet their expectations. The author finds that the branch campuses focused on the traditional means of accreditation, course review and student feedback on course delivery whereas students assessed the university on the basis of service delivery, interpersonal contacts, and physical infrastructure.

Traditionally, Latin America has been characterized as a region with significant inefficiencies in education spending. However, in the article by Paola Azar titled: "The Efficiency of Public Education Spending in Latin America: a Comparison to High Income Countries," it is argued that the differences in efficiency have declined over time due to the positive effects of globalization and democracy.

One of the most important problems of teacher efficiency is their extraordinary rate of departure early in their professional careers. In their article titled: "Education for All and Attrition/Retention of New Teachers: A Trajectory Study in Chile", Beatrice Avalos and Juan Pablo Valenzuela show that teachers leave the profession for both critical reasons (such as school conditions) and for protective reasons (professional satisfaction and perception of self-efficiency).

In terms of student dropouts, in the article titled: "School Dropout at the Basic Education Level in Rural Cambodia: Identifying its Causes through Longitudinal Survival Analysis" author Yukiko Hirakawa finds that many causes considered to be typical (student socio-economic status, child labor, and parental aspirations) had little effect. What are found to have an effect include: parental divorce, relationship with friends, late school entry, grade repetition and low achievement.

In her article titled: "Delayed Primary School Enrollment among boys and Girls in Ghana" Hellen Adzo Seshie-Nasser argues that there are no poverty or gender differences with respect to delayed entry in general, but that poverty is an important element predicting delayed entry for boys in rural areas.

2. Education – community relationships

The infrastructure of highways, bridges, ports and telecommunication facilities are constructed and for the most part their effect is independent of any action performed by them. Schools and universities are different. Their effectiveness often depends on the action they take after they become operational. This implies that the relationships between education and the wider community are a critical topic for understanding educational effectiveness. In his article titled: "Partnerships and Appropriation: Translating Discourses of Access and Empowerment in Girls' Education in India" Payal Shah analyzes the discourses involved between state and NGO institutions with an eye to better understanding the degree to which the kind of discourse may affect schooling and empowerment of females. It is discovered that these discourses might be used to incorporate the structures and practices which could act as barriers to the implementation of reforms.

In his article titled: "Interrogating the Scholarship of University-Community Engagement: An African Case Study" Samuel Neba Fongwa argues that engagement can be influenced by the degree of research incentives in terms of the university's core policies and practices. In essence, if it is recognized and rewarded, community

engagement is more likely to be a recognizable aspect of faculty operations

In their article titled: “How and What Knowledge do Universities and Academics Transfer to Industry in African Low-Income Countries? Evidence from the Stage of University – Industry Linkages in Mozambique” Nelson Casimiro Zavale and Elisio Macamo point out knowledge is transferred through informal mechanisms (meetings, internships, employment, and consultancies) rather than through ‘disembodied knowledge’ (patents and technology prototypes).

3. Education and corruption

Beginning in the 1990’s in transition countries it was discovered that educational institutions could be corrupted. Faculty allowed bribes in exchange for grades; ministers allowed bribes in exchange for accreditation; admission committees allowed bribes in exchange for admission to select programs of training (Heyneman, 2004). Then it was discovered that these problems had both monetary and non-monetary aspects (better grades might be awarded to friends or family members; research data could be falsified; plagiarism became common as the technologies changed). Then it was discovered that the sum of these elements could have adverse economic consequences for the individual, the institutions and the nation (Heyneman, Anderson and Nuraliyeva, 2009) and though not identical in every part of the world, it was discovered that these processes were world-wide in experience (Heyneman, 2009, 2013).

In their article titled “The Internal Dynamics of Privatized Public Education: Fee-Charging Supplementary Tutoring Provided by Teachers in Cambodia” Mark Bray, Magda Kobakhidze, Junyan Liu and Wei Zhang investigate the tendency for public school teachers to offer private tutoring, often to their own students, in large classes on public school property. The paper discusses the ramifications of this practice, the factors which contribute to it.

In the paper titled “The Impact of Unofficial out-of-pocket payments on satisfaction with education in post-communist countries” Nazim Habibov and Chi Ho Cheung argue that private payments decline as the quality of education improves but if the quality of education deteriorates the negative impact of making unofficial payments grows.

4. Education and social cohesion

Public schools were originally constituted as mechanisms to influence citizenship (Heyneman and Todoric-Bebic, 2000). This purpose has sometimes been neglected in lieu of the significant attention being devoted to economic and human capital objectives. Now the original purpose of public school is being re-discovered (Heyneman, 2002/3). Several papers address social cohesion issues in volume 49.

Mitsuko Matsumoto explores the relationship between education and the cause of civil conflict in the paper titled: “Three Strands of Explanations on Root Causes of Civil War in Low-Income and Weak States in Sub-Saharan Africa: Implications for Education”. The argument is that some conflicts are caused by grievances; others by the low opportunity cost to rebellion; and still others by the role of the ruling elites and the state. The paper explores the ways in which education may fuel each of the causes.

Their paper titled: “To Madrasahs or Not to Madrasahs: The Question and Correlates of Enrolment in Islamic Schools in Bangladesh” M. Niaz Asadullah and Nazmul Chaudhury argue that unrecognized madrasahs are more common in rural areas but that only 7% of household have children who attend. If there is a choice of schools, religion plays only a small factor in the choosing religious schools. Rather the dominant factor in determining

Madrasah attendance is poverty. The presence of NGOs and the availability of satellite dishes also helped lower madrasah demand.

In the paper titled: “Educational Achievement at Schools: Assessing the Effect of the Civil Conflict Using a Pseudo-Panel of Schools” Silvia Consuelo Gomez Soler points out that civil conflict reduces academic achievement in both reading and Mathematics. The paper mentions that there is a negative association between intensity of conflict and levels of performance in math and language.

In the article titled: “Organic and Institutional Views of Learning in Northern Uganda: Toward a Theory of Dichotomous Education in Postwar Contexts” Alison Willis argues that teachers conceptualized learning in two ways. One was dependent on culture and village life; another was dependent on organized or institutionalized schooling. When the former was decimated by war, when family units and village life were destroyed, communities rely upon institutional education to raise children.

5. The influence of social background

As money is to economics, social background is to sociology and social policy. No characteristic of education has been more closely studied and none seems as important today. Five articles focus on social background in volume 49.

In the article titled: “Family Economic Status, Cultural Capital, and Academic Achievement: The Case of Taiwan” Shihuh-Tarnng Cheng mentions that the association between socio-economic status and academic achievement is weak but that parental cultural capital is a strong influence. In the article titled: “The Barriers and Enablers to Education among Scheduled Caste and Scheduled Tribe Adolescent Girls in Northern Karnataka, South India: A Qualitative Study” Lalitha Bhagavatheswaran, Sapna Nair, Hollie Stone, Shajy Isac, Tejaswini Hiremath, Raghavendra T, Kumar Vadde, Mahesh Doddamane, H.S. Srikantamurthy, Lori Heise, Charlotte Watts, Michele Schweisfurth, Paranita Bhattacharjee and Tara Beattie point out that there are multiple barriers to disadvantaged castes and scheduled tribes operating at the individual, family, community and school level. On the other hand there were also multiple enablers present to help them. In the paper titled: “Enabling Environments for Equity, Access, and Quality Education Post-2015: Lessons from South Africa and Tanzania,” Merridy Wilson-Strydom and Mari-Anne Okkolin find that some students are able to attend universities in spite of the low rates of participation of their gender and class and that they are assisted by numerous enablers within the school, family and community.

In the paper titled: “Does Community Involvement Affect Teacher Effort? Assessing Learning Impacts of Free Primary Education in Kenya” Julius Favourite Atuhurra argues that the policy of making public primary education free of private cost had the effect of lowering the academic achievement in general but most clearly among low income students. The declines are associated with low teacher efforts and community disengagement. In the paper titled: “Effects of Parental Health Shocks on Children’s Schooling: Evidence from Andhra Pradesh, India” Sowmya Dhanaraj points out that health shocks among poor families had adverse effects across several generations. The death or long term disease of a parent implies the inability to invest in education and the lasting impact on children of the next generation.

6. Private tutoring

Increased competition for entry into elite and specialized training has generated a significant wave of private tutoring

outside of the normal school. Two articles address this issue. In the paper titled: “Regulating Private Tutoring Consumption in Korea: Lessons from Another Failure” Hoon Choi and Alvaro Borja Choi study the changes in policy toward private tutoring in Korea. One policy called for hagwons (private tutoring academies) to reduce their operating hours. The authors discover that the hagwon curfew had no effect on demand; it did not reduce the hours of operation or the resources invested in private tutoring. They conclude that the demand for private tutoring is inelastic for high school students and that trying to reduce the supply may have negative effects on the equality of educational opportunity.

In the article titled: “Does Shadow Education Help Students Prepare for College? Evidence from Russia” Prashant Loyalka and Andrey Zakharov conclude that private tutoring increases the chances for students from high income families to attend university but not students from low income families because students from high income families attend high quality private tutoring and students from low income families attend low quality private tutoring. They conclude that low quality private tutoring contributes to inequality in college access.

7. Intervention effects

Ideas for improvement are a traditional part of the educational landscape. In the article titled: “Does Technology Improve Reading Outcomes? Comparing the Effectiveness and Cost-Effectiveness of ICT Interventions for Early Grade Reading in Kenya” Benjamin Piper, Stephanie Zuilkowski, Dunston Kwayumba, and Carmen Strigel assess the effects on reading and math of e-readers for students, tablets for teachers, and the base PRIMR program with tablets for instructional supervisors. They conclude that none of these investments improves literacy significantly above control groups and that cost considerations should be paramount in selecting ICT (information and communications technologies) in education.

In the paper titled: “National Education Systems and Gender Gaps in STEM Occupational Expectations” Seong Won Han finds no association between the uniformity of a curriculum (unstratified by math and science interests) and gender gap in STEM occupational expectations. By contrast, the availability of more curricular types at the secondary level is associated with a larger gender gap in STEM occupational expectations.

In the paper titled: “System-wide Improvement of Early Grade Mathematics: New Evidence from the Gauteng Primary Literacy and Mathematics Strategy (GPLMS)” Brahm Fleisch and Volker Schoer conclude that the GPLMS intervention is positively associated with improvements in early grade mathematics. The positive effect is attributed to the combination of lesson plans, learner resources and quality teachers. In the paper titled: “After the Big Bang: Estimating the Effects of Decentralization on Educational Outcomes in Indonesia Through a Difference-in-Differences Analysis” Jane Leer points out the long history of high expectations for the decentralizing of educational management. She concludes that the results of decentralization vary substantially given that the implementation is heavily affected by local

resources and incentives. However, the overall conclusion is that the author could find no overall effect of decentralization on achievement but a negative effect on teacher effort, particularly in rural schools and in schools with inactive school committees.

8. Technical issues

In the paper titled: “‘Sorry I forgot your birthday!’: Adjusting Apparent School Participation for Survey Timing When Age is Measured in Whole Years” Bilal Fouad Barakat argues that surveys which measure age in whole school years creates errors in estimating school participation. In the paper titled: “The Barking Dog That Bites: Test Score Volatility and School Ranking in Punjab, Pakistan” Felipe Barrera-Osorio and Alejandro Jorge Ganimian point out that test scores vary considerable from one year to the next because of changes in the school population, particularly in small schools and because of the normal variation within rather than between schools. They conclude that scores fluctuate but that school quality does not. In the paper titled: “Reconsidering Girls’ Education in Turkey from a Capabilities and Feminist Perspective” Firdevs Melis and Melanie Walker argue that the capabilities approach offers ideas for the improvement of girl’s education in Turkey which may be missing in the normal focus on policies and educational campaigns.

9. Summary

The sources of these 29 articles are diverse. In the past, articles have tended to originate from the United Kingdom or North America. But this is changing. Five of the 29 articles have been submitted by corresponding authors situated in the United States. Three have come from Spain, three from South Africa, and two from Japan. Others have come from Australia, Oman, Hong Kong, Taiwan, Switzerland, Chile, Austria, Ukraine, Kenya, India, Turkey, Colombia, Canada, Malaysia, the United Kingdom and Ghana. This new diversity illustrates the globalization of an academic scientific culture. It suggests that international education development can no longer be categorized simply into developing and developed regions of the world. Instead international education policy translates to issues and problems shared by students, schools and school systems globally.

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