



Editorial

IJED volume 64 editorial



Volume 64 appears as a double issue with regular articles along with the special issue on 'Network Analysis, Education Policy, Development' by guest, editors Francine Menashy, Toni Verger. The regular articles include one by Hieu T.M. Nguyen which shows that in Indonesia more educated neighborhoods experience less crime, fewer crimes by males. The effect is particularly important with respect to neighborhoods with higher levels of secondary, higher education. They also include a paper Caroline Dyer, Emily Echessa which highlights the long-standing problem of educating children of nomads. Stephanie Zuilkowski, Margaret Henning, Joseph Zulu, Beatrice Matafwali point out that a lenient policy toward school re-entry from adolescent mothers had the effect of lowering the possibility of pregnant girls in Zambia being forced out of school. Akanksha Marphatia, Alice Reid, Chittaranjan Yajnik point out that both maternal, household characteristics predict secondary school dropout behavior in India. They also mention that continuing in education may be highly valued than the marriage market. Community-based school management policies have often been lauded as being a means to deliver education effectively. One program in El Salvador has been particularly well known. In his analysis however, D. Brent Edwards discovers that the reality is more complex than the reputation would suggest.

Two papers are of particular importance. In their analysis of Conditional Cash Transfer (CCT) policies in Columbia, Sandra Garcia, Arturo Harker and Jorge Cuartas point out that the effect was particularly positive on aspirations for higher education for both children and parents. After one year of the CCT policy, parents were 11% more likely to have their children attend higher education and children were 20% more likely to aspire to higher education. They also find that the effect was highest for parents in the socioeconomically most

disadvantaged categories.

Many wonder what becomes of education in circumstances of civil conflict. Do schools and universities collapse or do they 'go underground' and survive on the basis of popular demand? The situation of higher education in Syria is analyzed by Sansom Milton in an article titled: "Syrian Higher Education During Conflict: Survival, Protection and Regime Security".

As in an earlier analysis in the post-Amin period in Uganda (Heyneman, 1983), educational institutions in Syria are found to have declined in quality but expanded in quantity. However, by contrast to the earlier work, educational institutions in Syria were systematically used to augment governmental security.

This first volume in 2019 is noteworthy in that it represents the IJED's commitment to new and innovative special issues as well as the publication of manuscripts regularly received as candidates for publication. In 2018, the IJED received more than 1000 candidate manuscripts. We have added Miri Yemini as our sixth Associate Editor. This year, we hope to increase the volume and the quality of what we publish and we hope to make new headway in pioneering ideas about education and development which are both unusual and unusually interesting.

Reference

- Heyneman, S.P., 1983. Education during a period of Austerity: Uganda 1971–981. *Comp. Educ. Rev.* 27 (3(October)), 403–413.

Stephen Heyneman, undefined.