



## Editorial

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**Invited Essay** This issue of the IJED opens up a conversation about education foreign aid. For more than half a century OECD countries have assisted low and middle-income countries with improvements to their systems of education. The results have been significant, but the criticisms and shortcomings, many published in this journal, have been numerous (Heyneman, 1999, 2003, 2006, 2009, 2011, 2012). But what is the status today of the aid effort in education? And what does the future hold? Should development aid in education continue unchanged or should there be a re-thinking of the whole enterprise?

We invited Nicholas Burnett to comment. In his invited essay titled “Its Past Time to Fix the Broken International Architecture for Education” he argues that the international architecture in education assistance is broken. He says it is broken in terms (i) leadership, (ii) standards and norms, (iii) knowledge; (iv) monitoring; (v) accountability and (vi) allocation of finance. These charges are serious. We will invite other contributions to this discussion. The IJED will report not only on past research in the field of education and development, but will attempt to stimulate new research and explore new options in terms of public policies.

**Regular Articles** Although the essay was invited, some regularly accepted articles in volume 68 reach equally unexpected conclusions. Completing secondary education has always been thought to augment a community’s social and human capital. However, in their article titled: “Association Between Completing Secondary Education and Adulthood Outcomes in Kenya, Nigeria, Tanzania and Uganda,” Amita Chudgar, Youngran Kim, Alyssa Morley and Jutarō Sakamoto conclude that it may not. They find that the attitudes of those who complete secondary education are no different with respect to domestic violence or having an ingrained preference for male children. They also find that graduating from secondary schools does not make one more likely to find employment. They conclude that their study raises questions about the promise and relevance of secondary education as currently delivered.

Schools in the 18<sup>th</sup> Century were places in which children were systematically beaten. Are schools of the 21<sup>st</sup> Century any different? In their article titled: “Reward or Punishment? An Examination of the Relationship between Teacher and Parent Behavior and Test Scores in the Gambia” Michael McKay and Sara Gunderson find that 70 percent

of the children report that they are beaten by their teachers. Beating of students is associated with lower test scores. On the other hand, they find that public praise by teachers and private praise by families are associated with higher test scores.

Families struggle to help their children advance in the education system but because the record of the regular school system is so problematic, private tutoring has become the norm across wide parts of Asia, Africa and the Middle East. Does it solve the problem? In the article titled: “Effects of Private Tutoring on English Performance: Evidence from Senior High Schools in Taiwan,” Chih Hao Chang reports that it does not. In fact, higher test scores are reported for students who studied on their own than for students taught by private tutors.

From Burnett’s essay to the surprising conclusions from some of the regular articles, it seems clear that field of education and development may be at a tipping point in terms of a paradigmatic shift. It may be moving away from the more is better theories of human capital popular since World War II to something more nuanced and more specific. And development policy may be shifting away from treating low income countries as dependent consumers to being fully responsible for determining their own welfare.

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