



Editorial

Volume 76 editorial



Volume 76 begins with an examination of the challenges of Russian-speaking academics from the former Soviet Union who had immigrated to Israel and who had taken up positions on the West Bank. The article titled: “Triple Exclusion: Life Stories of Jewish Migrated Academics from the former Soviet Union at a Contested University Under Siege” is co-authored by Victoria Kot, Miri Yemini and Maia Chankseliani. They describe each layer of challenge, the change in nation, language and professional culture. Interestingly, the authors find that in the case of immigrants who settled on the West Bank – a highly contested space – as a survival strategy, they often ‘de-politicized’ the West Bank conflict in their attitudes, thereby constructively contributing to the normalization of the occupied territories.

The role of private tutoring has gained considerable attention over the last few years. Some argue that it exacerbates socio-economic differences and should be controlled or even forbidden. However, in the article titled: “Private Subtractive Tutoring: The Negative Impact on Public Schooling in Myanmar,” Junyan Liu and Mark Bray describe the public system has having been handicapped by under-funding, overloaded curriculum, and massive class sizes. In effect, the article concludes that the effect of private tutoring in Myanmar is that it has helped to keep the public school system running.

Much controversy has surrounded the use of performance funding which has sometimes been characterized as being responses to international systems of university ranking. However, in the article titled: “Governments Base Performance-based Funding on Global Ranking Indicators: A Global Trend in Higher Education Finance or a Global Ranking Literature Fiction? A Comparative Analysis of Four Performance-based Funding Programs,” Edmund Adam finds something rather different. In a comparison of programs in Austria, Finland, Denmark and Sweden, the author finds that the influence of performance-based funding programs on global higher education rankings is weak and the volume of funding involved is minor.

A third issue addressed by manuscripts in volume 76 includes the question of local language instruction in Africa. The education community, often acting through UNESCO, strongly suggests that

instruction in a local language is pedagogically more effective and leads to stronger cognitive outcomes. However, the article titled: “Sustaining Literacy from Mother Tongue Instruction in Complimentary Education into Official Language of Instruction in Ghana”, authors Emma Carter, Ricardo Sabates, Pauline Rose and Albert Akyeampong reach a more nuanced conclusion. Based on their work with children who graduated from mother-tongue schools, if they entered schools which taught in another local language they made adequate progress in literacy, but if they entered schools which taught in English, they did not.

A fourth issue in Volume 76 concerns that of administrative decentralization. It is often suggested that site-based control can be more effective. Two articles address this. In the article titled: “Efficiency of Local Public Education in a Decentralized Context,” authors Ligia Melo-Becerra, Lucas Hahn, Delma Ariza and Cristian Carmona conclude that the level of efficiency gain in Columbia is quite variable, ranging from 26 % to 98 %. In the article titled: “Community Participation in School Management from the Viewpoint of Relational Trust: A Case from the Akatsi South District in Ghana,” Kazuro Shibuya concludes that where there is local community conflict and low ‘relational trust’, administrative decentralization negatively affects learning outcomes.

Volume 76 also introduces a new topic to the IJED and to International and Comparative Education more generally. This concerns the education of children and youth who are incarcerated. This volume contains a brief explanation as to why this may be important for our field and the rationale underpinning a special issue devoted to it. Three papers are included in volume 76: “Leadership Challenges in an Educational Program at a UAE Juvenile Detention Center: A Contested Analysis,” by David Litz; “The Impact of the Secure Custodial Setting on re-Engaging Incarcerated Children with Education and Learning – A Case Study in the UK,” by Adeela ahmed Shafi and “Challenges of Teaching behind Bars” authored by Jerry Flores. The special issue itself will be edited by Adeela ahmed Shafi, Ross Little, and Stephen Case.

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