



IJED volume 95 summary of articles

The first article in volume 95 concerns student misbehavior. What can be done about it? At worst misbehavior can disrupt everyone's education, including those who desire to learn in school. The standard approach is to exclude from the classroom those who are disruptive. What effect does exclusion have? In the article titled: "The Consequences of Exclusionary Discipline on School Dropout: Evidence from Chile," authors Dante Contreras, Fidel Bennet, and Matias Morales find that the consequences of expulsions can be harmful for working age male students in public schools. They also find that expelling a student in mid-semester as opposed to the end of the semester can increase the probability of dropping out of school altogether. They do not offer a solution to the problem of the students or teachers whose purpose in schooling is compromised by students who misbehave.

It is evident that students who live in areas of armed conflict and forced displacement suffer. But how do teachers cope with the insecurity, dangers, and random interruptions to their routines? In the article titled: "I always take Their Problem as Mine – Understanding the Relationship Between Teacher-Student Relationships and Teacher Well-Being in Crisis Contexts" authors Danielle Falk, Daniel Shephard, and Mary Ann Mendenhall discuss this issue with teachers in Uganda and South Sudan. They find that the well-being of teachers interacts with their relationships with students who are in stress. The relationships are not linear and have contradictions. The authors conclude with ways to support teachers in their training which can be effective on education quality in areas where armed conflict is present.

It is assumed that schools are associated with a student's future earnings, and that some types of schools have a closer association with earnings than other types. In the article titled: "Schools, Circumstances and Inequality of Opportunities in Chile," authors Victor Iturra and Mauricio Gallardo analyze three categories of schools: public, private-voucher, and private-paid. Holding independent variables constant, they find that attending private-voucher and private-paid schools systematically increases Chileans' wages.

Gender has been shown to be deeply influential. Where there is gender discrimination there are gaps in educational outcomes. But how does the size of education gender gap differ from one estimation method versus another? This is approached in the paper titled: "The Educational Gender Gap in Sub-Saharan Africa: Does the Estimation Method Matter?". Author Marcos Delprato compares controlling variables through households or through other fixed approaches, and demonstrates that inequality remains a significant barrier, but is over-estimated using the 'platforms' as defined by the SGD4. His conclusion is to investigate the more subtle, less obvious factors, less easily observed, rather than those outlined through international objectives.

It is well known that there are dropouts from schooling and that there

are many student characteristics which predict those dropouts. But do those characteristics shift as pupils get older? This is the question raised by Tam Ngo Minh Tran in a unique paper titled: "Skills and Educational Aspirations as Predictors of Secondary School Dropout in Vietnam: A Dynamic Approach". It is discovered that cognitive skills predict dropout behavior in lower secondary school, that non-cognitive skills predict dropout behavior in upper secondary school, and that educational aspirations predict dropout behavior in upper secondary school.

Child labor is well known to adversely affect school progress. In many instances however, a child's labor is an essential ingredient of a family's income. How close is the connection between family labor and school attendance? This question was raised in the paper titled: "Coffee, Child Labor, and Education: Examining a Triple Social-Ecological Trade-Off in an Afromontane Forest Landscape". Authors Tola Gemechu Ango, Lowe Borjeson, Poul Wisborg, Feyera Senbeta and Habtamu Alem analyze a region with a variation in the need for child labor in coffee production and to protect crops from animal predators. They find that some of the measures to mitigate the problem of school absenteeism were corrosive and threatened poor households. Child work in coffee production, however, comes at the cost of school attendance. This tradeoff in social justice presents a large moral challenge. The authors argue that lowering school absenteeism will promote long term development in the region. However, the process of lowering school absenteeism does not come without cost.

For the last 50 years there have been constant streams of programs and projects to assist education in low-and-middle-income countries. These have included programs to construct schools, provide reading materials, train, and occasionally assist teacher salaries. Progress has been substantial. Almost all children have an opportunity to be schooled. The problem, however, is that student learning remains low, well below the expected outcome. In a high percentage of cases, children finish school but leave illiterate.

In Keith Lewin's view, the problem in Sub-Saharan Africa is that countries receiving financial assistance do not tax themselves sufficiently to finance the education which they say they need and which they lobby donors to assist (Lewin, 2020). Parallel with Lewin's point, some have recommended a restructuring of the donor architecture in education, the essence of which would shift efforts to where they can be more effective (Burnett, 2019).

Volume 95 includes an additional set of suggestions. In the article titled: "Why Are School Systems in South Asia Seriously Under-Performing?" John Richards outlines three reasons. As in Sub Saharan Africa, the first is the low effort to tax themselves. The second is the weak commitment to governance in the public interest beyond personal or partisan advantage. The third is education corruption. One illustration is

that teachers commonly pay bribes to acquire their preferred work location. The combination of these views of Lewin, Burnett and Richards opens a new chapter in education and development. They extend the discussion beyond the obligations of donors representing wealthy countries into the arena of the responsibilities of the countries themselves.

References

Burnett, N., 2019. It's past time to fix the broken international architecture for education. *Int. J. Educ. Dev.* 31 (3), 315-18.

Lewin, K., 2020. Beyond business as usual: aid and financing education in Sub-Saharan Africa. *Int. J. Educ. Dev.* 78 (10), 102247.

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