

Round up 1:
Role of *Outliers* in Cross-country Comparative
Research of Educational Inequality

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International comparison of educational inequality – **Why Japan?**

- Most research on international comparison of educational inequality focuses on EU-North American countries.
 - Accessible data with rich background information.
 - Easy to incorporate cultural and institutional differences into interpretation of results.
- “Japan is always an *outlier*.” (E. Hanushek)
- Some developments and policies in the West are following the path of outliers.

Increasing presence of shadow education From East to West?

- *European Journal of Education, September 2020, 55(3)*
 - “Special Issue: Shadow education–Opportunity for development”
- Most studies rely on single country data or PISA
 - Entrich (2000, IJCS), Park, et al. (2016, AR Soc.)
 - PISA is taken at age 15.
 - Cross-sectional analysis at age 15 does not uncover the influence of institutional differences clearly.

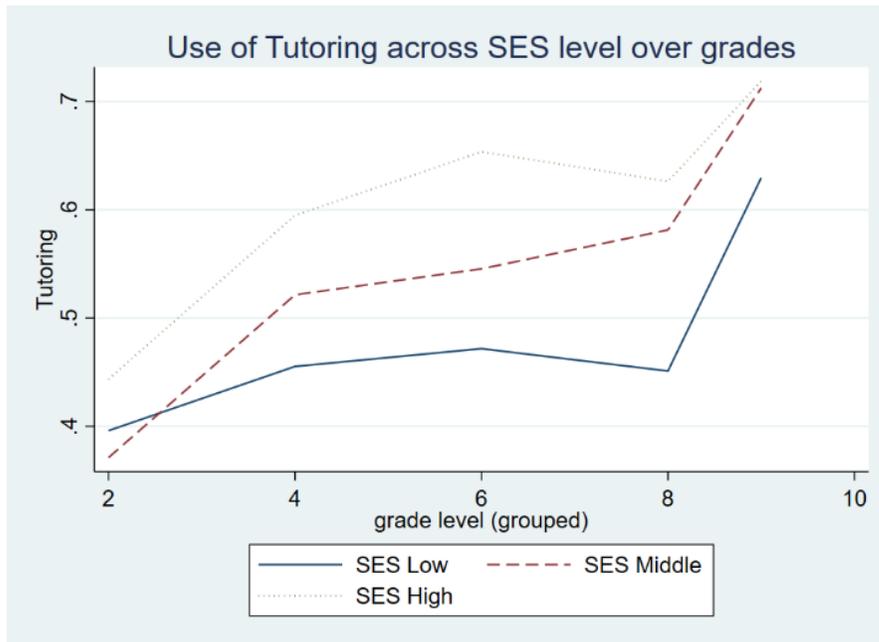
Research proposal

Shadow education use gap over the grades across DICE countries

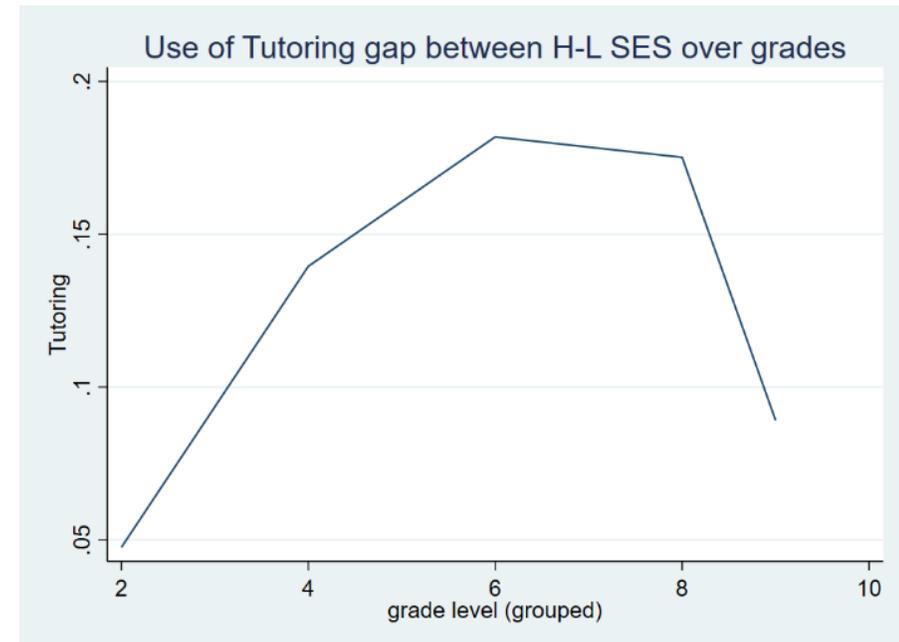
- Hypothesis
 - Shadow education use is motivated by policies relying on high-stakes exams.
- Questions
 - How does SES gap in shadow education use vary over the grades the child attends across countries?
 - Can this gap be explained by institutional differences in exams across countries?
- Method
 - Use of data with information on tutoring/shadow education.
 - Institutional information on exit exams/their test-takers/timing.

Preview of results: SES gap in shadow education use over grades in Japan

Rate of shadow education use across three groups by parental education (SES)



High-Low gap of shadow education use



Grades 5-6: time to prepare for private junior high school entrance exams for high-income families
Grade 9: time to prepare for both public and private high school entrance exams for most families

Potential benefits of including *outliers* in cross-country comparison projects

- Chance to understand institutional details
- Chance to expand imagination to potential policies and social systems beyond a “linear exploration” from EU and US.
- Chance to motivate the study of what is likely to happen in other countries in the future.

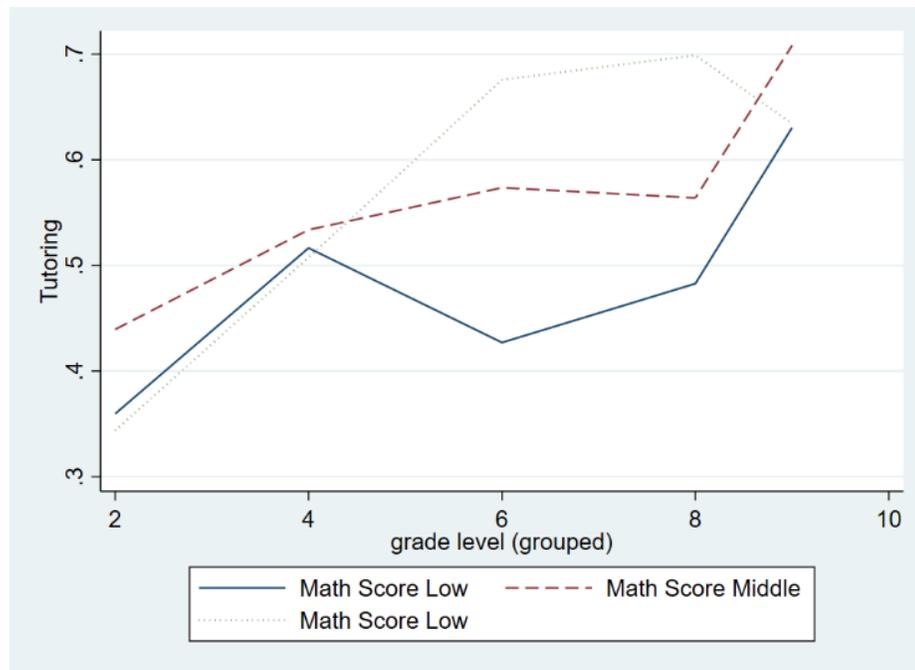
Thank you for listening!

Appendix

Achievement gap in tutoring use over grades

Source: Japan Child Panel Survey

Rate of shadow education use across three groups by the math test score



High-Low gap of shadow education use

