

Editorial

We are pleased to present the third issue of Volume 16 of the *Journal of Information Organization*, featuring the following research articles.

The issue opens with “**Spatial Clustering of the NREL PVDAQ Photovoltaic Systems: Geographic Structure of a National Performance Dataset,**” in which the authors conduct a spatial clustering analysis of the National Renewable Energy Laboratory (NREL) Photovoltaic Data Acquisition (PVDAQ) public dataset. Examining the geographic structure of 1,862 photovoltaic systems distributed across the United States, they employ latitude and longitude as clustering variables and apply three complementary unsupervised methods. The findings demonstrate that the PVDAQ network is not randomly distributed but instead exhibits a discernible geographic architecture.

The second paper, “**Cross-Country Dispersion and Inequality in Compulsory Instruction Time: Evidence from OECD Primary and Lower Secondary Education,**” measures and ranks cross-country dispersion and inequality in the allocation of compulsory instruction time across curriculum subjects at two educational levels. The authors compute six complementary indicators such as standard deviation, interquartile range, coefficient of variation, Gini coefficient, median absolute deviation, and intercountry range at both the aggregate and subject levels. The authors interpret the findings through an ex-ante equality-of-opportunity framework that treats country of schooling and curriculum category as circumstances beyond individual control, framing instruction-time inequality as a structural determinant of educational opportunity.

The issue concludes with “**Mapping ICT Skills Polarisation: A Four-Regime Typology of Basic versus Above-Basic Competency Gaps Across 49 Countries,**” in which the authors contend that discussions of digital transformation rarely interrogate the internal structure of digital competencies. Drawing on the ITU ICT_SKLS_COM_CB indicator, the analysis integrates descriptive inequality metrics (Gini coefficient, median absolute deviation, interquartile range, and a composite inequality index), principal component analysis, and dual clustering algorithms (K-means and hierarchical Ward’s method). The results reveal a pronounced structural polarisation: above-basic skills are, on average, 4.63 times more prevalent than basic skills, corresponding to an absolute gap of approximately 53 percentage points.

Finally, the contributions in this issue reflect considerable technical rigour and scholarly merit. We hope readers find them both informative and inspiring.

Editors