

INDEX

- Academic-practitioner, 81, 83–85
- Actors, 29, 64, 74–75, 78–79, 94, 122–123, 146, 151–152, 155, 158, 200–201, 205, 208–210, 217, 226, 315–316
- Asia-Pacific, 97–106
- Assumptions, 28, 31, 34, 100, 155–157, 168, 175, 179, 217, 260
- Autonomy, 77, 121, 133
- Bologna process, 121–123
- Borderlands, 146, 195–218
- Botswana education system, 257
- Botswana Examinations Council (BEC), 251–252, 263, 268–276
- Botswana language policy, 253
- Botswana Ministry of Education and Skills Development (MOESD), 251
- Botswana Sectors of Education Trade Union (BOSETU), 251, 267, 269
- Cambodia, 10, 279–303
- Canada, 73–79, 114, 130, 182, 185, 207, 209–210, 212
- Canadian Deans of Education Accord on Internationalization, 75–76
- Canadian education, 74–75
- CESE (Comparative Education Society of Europe), 119, 130, 134, 179
- Change, 46, 49, 56, 93, 97–101, 104, 108, 112, 118, 134, 147, 152–153, 157–158, 161, 171, 179, 185, 208–211, 214–215, 228–229, 245, 254, 262, 269, 315
- Civic education, 309–310, 312–313, 315, 319–320
- Civic participation, 258, 264, 310, 316, 319
- Comparative and international education, 3–23, 25–57, 61–70, 73–79, 82, 89, 91–94, 97–106, 109, 118, 127–134, 141, 145, 175, 177–178, 195–218, 309–320
- Comparative education research, 3–23, 94, 97–98, 104–105, 112–113, 117
- Comparative education, 3–23, 28–29, 31–33, 40–41, 74–75, 89–94, 97–98, 103–114, 117–124, 128–131, 133–134, 139–161, 165–188, 201

- Comparative imagination, 94
- Comparative method, 6,
 - 90–91, 110, 140
- Comparative research, 74, 78,
 - 107–108, 110, 113–114,
 - 117, 124, 133, 142–143,
 - 149–151, 159–161,
 - 175–176
- Comparative teacher training, 124
- Comparativist, 19, 25–28, 84,
 - 90–92, 94, 128, 133,
 - 148–149, 151, 177, 183,
 - 187
- Comparison, 31, 35, 37, 48, 52–55,
 - 69–70, 90–91, 93,
 - 108–111, 114, 118, 130,
 - 134, 143, 151, 152, 165,
 - 167, 171, 173–174, 176,
 - 180, 184, 201, 228, 240,
 - 245–246, 293
- Constructivism, 158, 169, 171–172,
 - 180
- Continuing education, 91, 94
- Courses of comparative education,
 - 91, 118
- Cross-cultural education, 171
- Cross-cultural issues, 57
- Cultural theory, 93
- Deep democracy and freedoms,
 - 261–264
- Definition of comparative
 - education, 29
- Demographics, 228, 290–291
- Discipline, 6, 21, 74, 89, 91, 110,
 - 112, 128, 133, 141, 146,
 - 177, 201, 232, 234, 297
- Education and Economic
 - Productivity, 228
- Education phenomena, 55
- Education policy, 10–11, 13, 66,
 - 69, 74, 134, 154
- Education system, 29, 31, 63, 74,
 - 90, 109–111, 114,
 - 132–133, 156, 165, 167,
 - 176, 195, 200, 212–213,
 - 216, 223–225, 227, 234,
 - 240, 245, 251–258,
 - 261–262, 264, 266, 268,
 - 274–275, 281
- Educational “trenches”, 82, 85
- Educational issues, 27, 29, 32, 173,
 - 187, 228
- Educational policy, 10–13, 75, 91,
 - 107, 111–113, 132
- Educational practitioners, 69, 227
- Educational reform, 92, 109, 111,
 - 131–133, 173,
 - 264, 319
- Educational scene, 94
- Educational science, 5, 118
- educational transformation,
 - language problem, 114
- Ethnomethodology, 89, 92
- Effective communication, 84–85
- Emancipatory education, 82
- Equality, 62–67, 69, 101, 281, 300
- Equity, 64, 74, 76, 78, 131, 224–225,
 - 228–229, 260, 264
- Ethical internationalization, 74, 78
- Ethnography of education, 123,
 - 154
- Fatalism, 104
- Fatalistic, 97, 106, 300
- Feminism, 64, 68, 141,
 - 149, 155
- Feminist paradigm, 89, 92
- Freire, 81, 85

- Gender roles, 285
- Gender, 61–70, 146, 154, 161, 177–178, 185, 205, 210, 215, 279–303
- Germany, 10, 127–134, 182, 185, 318
- Giovanni Gentile's heritage, 124
- Girls, 63–69, 148, 152–156, 225, 284, 288, 290, 292, 295–299, 301–302
- Global marketplace, 82–84
- Global Markets Action Plan, 76
- Global parochialism, 105
- Global, 9, 12–13, 15, 20, 22, 28–30, 62, 65–66, 69, 74–79, 82–84, 89, 91–94, 99, 104–105, 108, 110–111, 122, 145–146, 148, 152–154, 161, 173, 175, 185, 206, 217, 223, 225, 244, 281–282, 302, 311, 313–317, 319–320
- Globalization, 83, 89, 91–92, 145, 161, 175, 177, 185, 202, 217, 255, 310, 312–313, 315–317, 319
- Hegemony, 140, 147, 160, 175
- History, 21, 25, 27, 29, 39, 49, 55, 57, 79, 86, 94, 98–100, 118, 147, 167, 176, 185, 203, 213, 215, 257, 272, 288–289, 311–312, 314–315, 317, 320
- IChing, 98, 104
- Ideographic contextual inquiry, 184, 186
- Immigration, 196–199, 202, 207, 212–215
- Impactful research, 82–83
- Indicators, 4, 64–65, 122, 127–130, 223–233, 237, 240, 242–246, 282
- Institutional reorganization, 128
- Intercultural, international, and development education, 129–131
- Interdisciplinarity, 104
- Interdisciplinary approach, 91
- International education, 3–23, 25–57, 61–62, 64, 73–79, 81–83, 89, 91–92, 97–106, 109, 118, 123, 127–134, 141, 145, 154, 175, 177–179, 195–218, 309–320
- International issues, 91
- Internationalization of education, 73–79, 92, 109
- INVALSI test, 121–122
- Italian education, 121
- Italy, 10, 117–124, 182
- Jomtien, 65, 225
- Kenya, 10–14, 185, 195–198, 200–203, 205, 207–209, 214–216, 218, 223–246
- Knowledge economy, 74–75, 78, 177
- Knowledge, 5–9, 12, 14, 20, 27–28, 30–31, 34, 44, 47–48, 54–56, 63–64, 69, 73–79, 105–106, 122, 127, 129, 139–140, 142–145, 147–154, 156–157, 159–161, 168–169, 174–175, 177, 183–184, 196, 201, 203, 205, 225,

- 233, 237, 242, 244,
254–255, 265–267, 275,
281–283, 294, 302, 313,
319
- Lab use, 290–291, 295
- Large-scale international
 - comparative assessment
studies, 128–129, 131, 133
- Learner empowerment, 82
- Learning outcomes, 67, 216, 223–246
- Local, 27–28, 62, 69, 75, 78–79, 84,
93, 97, 101, 104–106, 111,
121–123, 145–146, 148,
151–154, 157–159, 173,
175, 185–186, 197, 205,
207, 216, 253, 257, 281,
298, 311, 313–317
- Marginalization, 142, 155, 160, 253
- Marketization, 77
- Metanarrative analysis, 98–99
- Metaphorical trajectories, 97–106
- Methodology and methods, 142,
166–167, 188
- Migrant refugees, 196–197,
199–206, 212–218
- Mixed methods, 9, 11, 15–16, 18,
165–188
- Narratives, 150, 155, 173, 199,
203–204, 212
- National citizenship, 310, 312–319
- Neoinstitutional theory, 112
- Neoliberal theory, 92
- Neoliberalism, 92
- Nomothetic generalizing analysis, 172
- Observation, 169–170, 230–231,
238, 241, 274, 285, 295
- Parent support, 280
- Participatory research, 156, 158
- Pedagogical attitude, 82, 120
- Performativity, 154
- PISA, 121–122, 130, 132–133, 282,
302
- Planned change, 97–98, 104
- Policy borrowing, 92
- Policy transfer, 94
- Policy, 10–13, 19, 30–32, 34–36,
38, 40–55, 61–69, 73–77,
83, 86, 91–92, 94, 98,
103–105, 107–108,
111–113, 117, 120–121,
127–130, 132–134,
152–154, 161, 173, 175,
177–178, 185, 195–196,
203, 210–211, 213,
215–217, 223, 225–227,
230, 236, 245, 251, 253,
256–258, 263, 267, 282,
311, 316, 318–319
- Policy-making, 91, 175
- Positivism, 168–169, 172, 180
- Postnational citizenship, 310, 314,
319
- Postpositivism, 169, 172, 180
- Power, authority and democracy in
Botswana, 271–272
- Practice, 3–6, 13, 19–20, 30,
61–70, 76, 86, 91, 98,
103–105, 107–108, 112,
124, 128, 133–134,
140–141, 145, 147,
152–153, 160, 175, 193,
195, 227, 233, 236–237,
241, 244–245, 258, 268,
275, 311–312,
314–315
- Pragmatism, 170–172, 179–180, 186

- Private tutoring, 240, 287, 299, 302
- Psychosocial factors, 279–303
- Qualitative data analysis, 165
- Quality of educational institutions, 228
- Quantitative data analysis, 165
- Readiness for school, 224, 228
- Reflexivity, 139–142, 145–146, 149–151, 155–157, 159–160
- Refugee education, 199–200
- Regional theory, 93
- Regional, 6, 9, 12–13, 15, 17–18, 62, 93, 105, 111, 142, 179, 182, 188, 197, 205, 226, 281–282, 302, 311, 313, 317
- Regression, 280, 290, 292
- Representation, 17, 31, 46, 50, 53, 155, 157, 159, 169, 207–208
- Research paradigms, 119, 172
- Research survey, 22, 33
- Research, 3–10, 12–16, 18–23, 25–35, 37–41, 43, 45, 47–49, 51–57, 61–65, 67–69, 74–79, 81–85, 90–92, 94, 97–99, 102–105, 107–108, 110, 112–114, 117–119, 123–124, 130–131, 133–134, 139–161, 165–181, 183–188, 193, 195–196, 203, 217, 225, 227, 233–234, 236–238, 241–244, 254, 261, 265, 268, 270, 281–283, 288, 297, 300–302, 309
- Research-praxis model, 83
- Resources, 13, 77, 99, 101, 131, 157, 197, 200–202, 205, 208, 210, 213, 216, 228–230, 233, 236, 242, 254–255, 257, 281, 283–284, 295, 299–300, 302
- Rio Grande Valley, 197–202, 205–207, 211–212, 214–215, 218
- School climate, 232–234
- School culture, 232–234
- Schools safety, 232
- School-to-work inspirations, 293–295
- Self-determinism, 104
- Setswana, Botswana Teachers Union (BTU), 251, 267
- Shanghai index, 122
- SIIVE-DGfE, 134
- Social capital, 210
- Social cartography, 91, 93
- Social justice, 63, 65–66, 69, 76–78, 85, 101, 114, 160, 170, 172, 253, 261, 316
- Social norms, 298
- Social reproduction, 68, 153
- Social science, 21, 90–92, 94, 143, 167–171, 172, 176, 178, 180, 184, 188, 300–301
- Social structures, 90, 151
- Social transformation, 82, 160
- Societal support for learning, 228
- Sociology, 5, 21, 74–75, 90, 112, 174
- Sociopolitical, 93
- Somali refugees, 214
- STEM, 279–303
- Strokes of Luck, 97–98, 105
- Subjectivity, 139–141, 153–154, 158

- Teacher education, 10–11, 13–14, 84, 92, 113–114
- Teachers' support, 286–287, 290–292, 295
- Teleology, 26, 29, 33
- Terminology, 61, 112
- Theoretical aspects, 91
- Theory of educational change, 112
- Theory, 9, 28, 30–32, 34–36, 38, 40–43, 45–51, 53–56, 62, 65–66, 68, 83, 86, 91–93, 104, 110, 112–113, 140–142, 145, 149, 152–153, 155, 158, 165–166, 172, 175, 177, 181, 183–184, 257, 267, 271, 309
- Time, 5, 8, 25, 27–28, 30, 33, 37–39, 43, 45–46, 49–50, 52, 56, 62, 70, 84, 86, 93, 98–103, 110, 121, 128, 143, 145–146, 171, 177, 181, 183–184, 208, 210, 228–229, 231–233, 236, 239, 245, 252, 255–256, 262, 264, 266, 272, 296, 311, 315
- Transfer, translation, transformation, 121
- U.S.A., 10, 32, 109, 114, 147, 152, 173, 177, 197–205, 209, 211–216, 235, 244, 286
- Unaccompanied minors, 198, 211, 214–215
- Vertical case studies, 144, 151–152
- Women, 61–65, 70, 148, 153–154, 197, 280, 283, 285, 287, 291–292, 295, 297, 299
- World bipolarity, 110
- World Council of Comparative Education Societies, 130
- World economic theory, 92
- World policy theory, 31
- World systems theory, 30, 92
- Youth, 86, 158–159, 195–218, 282, 315–316, 319