

INDEX

- AAFAQ, 257–258
 - objectives, 258f
- Abstract nouns, usage, 245
- Abu Dhabi Chamber of Commerce and Industry, 209
- Abu Dhabi Education Council (ADEC), 201, 209
- Academic freedom/research, restriction, 65
- Achievement gaps, reasons, 222–223
- Adequate Yearly progress (QYP), 14
- Agenda-setting activities, 25
- Al Saad Al Sabah, Fadya (11th Scientific Contest), 284–285
- Annual National Assessments (ANAs), 73
 - implications, 92–95
 - preparation/administration, 88–92
- Annual National Assessments (ANAs) policy
 - analysis, 71, 87–95
 - context, 82–84
 - description, 81–87
 - implementation process, 73
 - process, 86–87
 - stakeholders, impact, 84–85
 - top-down approach, 79–81
- Arab Bureau of Education for the Gulf States, 279
- Arabic
 - books/journals, USAID
 - donations, 62
 - importance, 250
- Arab League Education, Cultural, and Scientific Organization, 278
- Arab region, higher education
 - assessment tools, 50–51
 - Egypt
 - problem, statement, 57–58
 - public/private universities, 51–54
 - literature review, 59–65
 - private universities
 - public universities, contrast, 58
 - strengths/weaknesses, 56–57
 - quality, 47
 - research questions, 59
- Arab Republic of Egypt, strategic location, 47–48
- Arab Spring, 49
- Assessment infrastructure, 8
- Attrition rate, 212
- Backward mapping model, 80f
- Bahrain
 - GCC country status, 49
 - international comparison, 229t
- Bangladesh
 - analysis, 133
 - coordination, absence, 136

- corruption, 136–137
- focus, shift, 133–135
- input control, emphasis
(reduction), 135–136
- inspection systems, challenges, 153t
- management reforms, 133–135
- Benchmarking, 75–76, 213
- communities, 12–13
- process, 220–222, 233
- Big data for development (BD4D), 25
- Big data, UN approach, 26–28
- Big international nongovernmental
organizations (BINGOs),
162
- Branding, 33
- decentralization, impact, 308
- Brazil
- federal budget funds for state
and municipal schools
(FUNDEF), 308
- OECD perspective, 312–313
- student performance, 308
- System for Basic Education
Assessment (SAEB), 308
- World Bank cooperation, 307
- Brazil, China, and Russia (BCR)
- political power/economic
resources, 303
- school education, quality
assurance/evaluation, 301
- Cambodia, 142–144
- educational reforms, coordination
(absence), 142–144
- inspection, opposing view, 144
- inspection systems, challenges,
153t
- Canonical learning, cross-national
shift, 167
- Capacity building, 8
- Career decisions, 177
- Central Agency for Public
Mobilization and Statistics
(CAPMAS), 54, 66
- Central social turn, 181–182
- Centre for Higher Education Data
and Statistics (CHEDS),
207–208
- CHEDS Project, 208–210
- creation, 197–199
- decree, 215–216
- data elements, 211t
- impact, 208
- indicators, 208, 212
- jurisdictional question, 213
- variables/indicators, 210–212
- China. *See* Brazil, China, and
Russia
- OECD perspective, 313–314
- World Bank, impact, 309–310
- Coercive isomorphism, 105–106
- Cognitive Development Program.
See Oman
- Commission for Academic
Accreditation (CAA)
- branch campuses, 202
- data requests, comparison, 203t
- KHDA, overlap, 203
- statement verification, 207
- Common Data Set (CDS) Initiative,
200–201, 209
- Commonwealth of Independent
State (CIS), educational
assistance, 306
- Communicate competence, 257
- Competences, 179t
- attention, shift, 174–175
- skills/motivation/attitudes,
relationship, 177
- Core curriculum, emergence, 174

- Countries, TIMSS participation, 279–280
- Country-specific information, cross-country/international average comparisons (empirical study), 228–231
- Critical Discourse Analysis, 241–242
- Cross-country comparative analysis, methodology, 222
- Cross-curriculum competences, 174, 175t
- Cultural transformations, 164–165
- Cultures, conscious interaction, 250
- Curriculum
 - attention, shift, 174–175
 - de-territorialization/
 - denationalization, 166–167
- Curriculum Department Centre for Development (CDCD), 245
 - ELT Section, examples, 246f
- Data-based policy, 13
- Data collection
 - arrangement, weaknesses, 205–207
 - methods (UAE), diversity, 203–205
- Data-driven policy, path, 13–14
- Data-informed policy, 16
- Data, legitimacy, 6–7
- Decentralization
 - domains, 115t
 - impact, 308
 - trend, 105
- Department of Basic Education (DBE)
 - performance information provision, 75–76
 - policy authority, 79
 - teacher unions, coalition, 73
- Developing countries
 - comparison, 103
 - education quality, maintenance, 137–138
 - NPM practice, growth, 129
 - participation, growth, 74
 - primary social attainment, 110
 - SBM/autonomous school
 - management system, application, 132
 - school effects, 224
- Developing economies, analysis, 127
 - country cases, analysis, 133–152
 - inspection system, challenges, 153t
 - methodology, 129–130
- Developing Skills for Innovative Growth in the Russian Federation* report, 306–307
- Development assistance, 305
- Digital policy networks/language functions, 23–25
- Discourse
 - analysis (*See* Critical Discourse Analysis)
 - meta-communicational aspects, 23
- Dubai Health Care City (free zone), 202
- Dubai International Academic City (DIAC), 202
 - data requests
 - categories, overlap, 205t
 - comparison, 2013t
 - example, calculation exercise, 205t
 - management, data submissions, 204
 - survey, 206

- Dubai International Financial Centre (free zone), 202
- Dubai Knowledge Park, 202
- Economic development, complexity/dynamics, 173
- Editorial competitions, 282, 283–284
- Education
 - achievement gaps, accounting, 223–225
 - big data, 26–27
 - decentralization
 - domains, 115t
 - trend, 105
 - empowerment/equality, relationship, 31
 - empowerment, relationship, 176
 - evidence-based decision making, usage, 103
 - international organizations (IOs), involvement, 162
 - IO perspective, 164
 - policy
 - discourse, 24
 - documents, 7
 - lobbyists, financial contributions, 10–11
 - social media, usage, 31
 - sector, organizational culture (reform), 131
 - statistics, UOE database, 199
 - supervision, reforms (theoretical overview), 130–132
 - universality, 174
- Educational agenda
 - change, 171f
 - phases, shift, 167–171
- Educational assessment, 169
 - discussion, 178–183
 - findings, 172–178
 - international organizations, psychological turn, 161
 - methodology, 171–172
- Educational data mining (EDM), 6–7
- Educational district offices (EDOs), 115t
 - functions, scope/depth, 117
 - policies, realities (contrast), 116–117
 - structure, functions (contrast), 116
- Educational equipment, UNICEF development, 62
- Educational expansion, 172–174
 - rationales, 164–167
 - waves, 182
- Educational goals, 179t, 305
- Educational intervention, target, 173
- Educational quality, 305
 - assurance instruments, 128
 - benchmarking, 225–226
 - control, absence, 149
 - quantitative measures, 5, 15
- Educational resource centers (ERCs), 115t
 - functions, scope/depth, 117
 - policies, realities (contrast), 116–117
 - structure, functions (contrast), 116
- Education Enhancement Project, faculties, 63
- Education for all (EFA)
 - indicators, 168
 - initiative, 162, 178
- Education policymaking, globalization (impact), 303
- Egypt
 - Arab Republic of Egypt, strategic location, 47–48

- brain drain, 62
- job market, high tech competent
 - labor (absence), 64–65
- Ministry of Higher Education,
 - Strategic Planning and Project Management Unit projects, 62–63
- public/private Egyptian
 - universities, historical background, 51–53
- United States Agency
 - for International Development (USAID),
 - Arabic book/journal donations, 62
 - universities, academic freedom/
 - research (restriction), 65
- Egypt, higher education
 - literature
 - gap, 65
 - review, 59–65
 - problem, statement, 57–58
 - quality, 59
 - research
 - data collection, 66–67
 - methodology, 66–67
 - questions, 59
 - sector, evolution/history, 59
- Egyptian-Swiss Fund for
 - Development, primary
 - education amelioration, 62
- Egyptian Technical Colleges
 - Project, 63
- Emerging economies, analysis, 127
 - country cases
 - analysis, 133–152
 - inspection system, challenges, 153t
 - methodology, 129–130
- Enacted curriculum, 242
- English language teaching (ELT)
 - 21st Century for All School
 - Levels, policy, 254f
 - policy, 241
 - school levels Post-21st
 - Century, 253–257
 - school levels Pre-2001,
 - 245–247
 - role, 254
 - Section (CDCD), examples,
 - 246f
 - teachers, impact, 258–260
 - teaching/learning identities, 242
- English policy, 258
- Environmental geography, concepts,
 - 281–282
- Equality of Educational Opportunity*
 - (Coleman), 223
- Equivalent full-time student load
 - (EFTSL), 212
- European Union (EU), cross-
 - curriculum competences,
 - 174, 175t
- Evaluation and assessment, 128
 - phase, 50
 - practice, 150
- Evidence-based decision making,
 - usage (reason), 103
- Evidence-based policy, rhythmic
 - application, 1
- External comparison,
 - institutionalization, 9–11
- Externally driven internal
 - accountability, problem,
 - 11–13
- Faculty Leadership Development
 - Project, concentration, 63
- Family socioeconomic status (SES),
 - impact, 223

- Fast Track Initiative, 168
- Federal budget funds for state
and municipal schools
(FUNDEF), 308
- Flagship publications, 172
- Flying visits, 148
- Free zones, creation, 201–202
- GCI sample, performers, 65
- General Agency for the Eradication
of Illiteracy and Adult
Education Overseas,
illiteracy extermination
campaign, 61
- Georgia
 - decentralization
 - domains, 115t
 - trend, 105
 - education
 - international indicators,
110–111
 - reforms, 103–104
 - education-related indicators, 110
 - regional administrative units, 115
 - school boards of trustees (SBTs),
118
 - school decentralization process
 - comparison, 101
 - context, 109
 - discussion, 113–114
 - qualitative overview, 111–112
 - quantitative overview, 110–111
 - theoretical framework,
105–108
 - school governance, 118–120
 - South Africa, comparison, 109t
- Girls, education, 21
 - agenda, 35–36
 - policy discourses, production, 24
- Global assessment initiatives, 233
- Global Campaign for Education
Millennium Development
Goals, 171
- Global Competitiveness Index,
64–66
- Global education
 - event, 172
 - governance/effects, 180
 - IOs, impact, 163
- Globalization, impact, 303
- Global Partnership for Education,
168
- Global policies, application
(feasibility), 226
- Global Pulse, 27–28
 - visualization description, 30
- Global society, individual (cult),
182
- Governance, 179–180
 - reforms, 127
- GRM, 293–294
- Gulf Cooperation Council (GCC)
 - Al Saad Al Sabah, Fadya (11th
Scientific Contest),
284–285
 - comparison, 281
 - countries, defining, 49
 - education quality, improvement,
47
 - Middle East/North Africa,
comparison, 49–50
- Gulf countries
 - performance, problems, 222
 - TIMSS results, 229
- Hashtags, cognitive/interactional
framing functions, 24
- Heyneman-Loxley Effect, 224
- Hierarchical Linear Modeling
(HLM) method, usage, 222

- Higher education
 - data collection, 201–202
 - indicators, development, 197
 - large-scale databases, overview, 199–201
 - problem, statement (Egypt), 57–58
 - quality, 47
 - sector, reform efforts, 62
- Higher Education Enhancement Project Fund, 62
- Higher Education Landscape in Dubai, The* (KHDA), 206
- Higher Education Reform Strategy (HERS), 62–63
- Human capital
 - individual empowerment, relationship, 166–167
 - nation-state building, relationship, 165–166
- Human Sciences Research Council (HSRC) tests, 81
- Importance-performance (I-P) analysis, usage, 66
- India, 137–142
 - goals, problems, 137–140
 - inspection system, inefficiency, 140–141
 - inspection systems, challenges, 153t
 - inspector-school ratio, 139t
 - private-aided secondary schools, supervision (inspector-school ratio), 139t
 - schools
 - consequences, 141–142
 - inspectors, inspection/duties duration (comparison), 138t
 - senior secondary schools, supervision (inspector-school ratio), 139t
 - teachers, perceptions, 141
- Individual cult, 182
- Individual empowerment, 161
 - human capital, relationship, 166–167
- Individual psychosocial development/empowerment, 170–171
- Information and communications technology (ICT), 48–49
- Information and Decision Support Center (IDSC), 54, 66
- Information Communication Technology Project, 62
- In-service teachers, communication, 281
- Inspection systems, challenges, 153t
- Institute of International Education (IIE), large-scale international study, 200
- Institutional framework, 3–5
- Institution of higher education (HEI), 207–208, 215
- Integrated large-scale assessments (ILSAs), proliferation, 169f
- Integrated Postsecondary Education Data System (IPEDS)
 - comparison, 209
 - national level collection process, 200
- Inter-faith dialogue, King Juan Carlos chairmanship, 256
- Intergovernmental organizations (IGOs), 162
- International assessments, 75–76
 - aims/goals, 220–222
 - challenges/problems, 231–232
 - understanding/addressing, 232–234

- data/methodology, 222–223
- discussion, 232–234
- findings, 231–232
- local testing, examples, 220
- theoretical/conceptual
 - framework, 223–226
- International Association for the
 - Evaluation of Educational Achievement (IEA), 279
 - PIRLS, 228
 - Third International Mathematics and Science Study, 227–228
- International best practice,
 - messages, 302–303
- International branch campus, 198, 202, 213
- International education projects,
 - usage, 226
- International LSAs, 179–180
- International Monetary Fund (IMF), employee
 - role, 181
- International nongovernmental organizations (INGOs), 171, 199
- International organizations (IOs)
 - documents, sample, 187–195
 - educational agenda
 - change, 171f
 - phases, shift, 167–171
 - educational documents, 179t
 - education involvement, 162
 - psychosocial aspects, 179t
 - psychosocial turn, 182
 - structural educational expansion,
 - resonance, 163
- International Standard Classification of Education, 168
- IRBD loans, usage, 309
- Islamic faith, spread, 250
- Islamic Sciences, concept
 - (discourse), 245
- Islamic State, notion, 243
- Islamization
 - consistency, 246
 - position, weakness, 250
 - weaknesses, 247
- ISO-9000, usage, 60
- Isomorphism. *See* Coercive
 - isomorphism; Mimetic isomorphism
- Jandriah* festival, 259
- Job market, high tech competent
 - labor (absence), 64–65
- KAU, pedagogy, 258–260
- Key competences, 174
- Kingdom of Saudi Arabia (KSA)
 - context, 241, 242
 - curriculum development
 - program, *Tatweer* general objectives, 251f
 - education, 242–243
 - Ministry of Education (MoE)
 - 10-Year Plan (2004-2014), 248f
 - ELT policies, 245–246
 - general policy documents, 247–253
 - General Policy, vision/ perspectives/aspirations (2007-2013), 249f
 - Policy Document, 244f
 - policy document (AAFAQ) 2007-2032, 257–258
 - Policy Document Post-2001, analysis (Ten-Year Plan), 247–253
 - network of practices, 245

- policy documents, analysis, 243–247
 - unified curriculum initiative, 252
- Knowledge and Human Development Agency (KHDA), 201
- CAA, overlap, 203
- data requests, comparison, 203t
- Higher Education Landscape in Dubai, The*, 206
- requirements, 204
- student enrollment, 204t
- Knowledge bank, 304
- Kuwait
 - GCC country status, 49
 - PIRLS/TIMSS score, 230
- Labor market, 252
 - demand, 68
 - entry/integration, 48, 54, 177
 - outcomes, 111
- Large-scale achievement testing, 161
- Large-scale assessment (LSA)
 - systems, 2
 - assessment infrastructure, 8
 - capacity building, 8
 - conceptual framework, 3–6
 - data-driven policy, path, 13–14
 - external comparison,
 - institutionalization, 9–11
 - externally driven internal
 - accountability, problem, 11–13
 - institutional framework, 3–5
 - transhumanist framework, 5–6
- Large-scale assessment (LSA) testing, 161
- Large-scale databases, overview, 199–201
- Large-scale data, usage, 75
- Learner-centered curriculum, 247
- Learning, intrinsic value, 196
- Lebanese Association of Educational Studies (LAES), 200
- Lifelong learning (LLL)
 - concept, 166
 - context, 163, 170
 - expansion, 172–174
- Loose coupling, example, 107
- Marginalization, 173–174
- Mass educational expansion,
 - rationales (shift), 164–167
- Meta-competences, 175
- Meta-curriculum, competences, 180
- Micro-blogging, usage, 25
- Micro-policy discourse, 21, 22–23
 - discussion/implications, 41–42
 - dominant discourse, 36
 - girls, education (impact), 31–41
 - parallel pathway, 37–38
 - path, 38–41
- Middle East and North Africa (MENA), ranking, 49
- Middle East, GCC (comparison), 49–50
- Middle Technical Institutes (MTIs), improvement, 63
- Millennium Development Goal (MDG), 21
- Mimetic isomorphism, 119–120
- Ministry of Education (MoE). *See* Kingdom of Saudi Arabia
- Ministry of Education and Science (MES)
 - strategic management, 111
- Ministry of Education Policy Document, 244f

- Ministry of Higher Education
and Scientific Research
(MOHESR)
 - Federal Law No. 4/yr 1992, 215
 - mandate, 2016
 - representatives, 209
- Ministry of Higher Education,
Strategic Planning and
Project Management Unit
 - projects, 62–63
- Models schools, setup, 253
- Modernization
 - presence, 55
 - proponents, 256
- My World Survey, 28–31
 - SMS Responses, 29f
- National Assessment of
Educational Progress
(NAEP), 12
- National Authority for Quality
Assurance and
Accreditation of Education
(NAQAAE), 63
- National balanced vision, 251–252
- National Centre for Education
Statistics (NCES)
 - surveys, 200
- National economic development,
measures, 224
- National educational systems,
evidence-based policy
(rhythmic application), 1
 - conceptual framework, 3–6
- National education systems,
trickle-down effect
(UNESCO), 200
- National higher education indicators,
development, 197
- National Integrated Assessment
Framework
(NIAF), 71–73
 - opportunities, 95–97
- National reporting/assessment,
OECD (impact), 179–180
- National Research Foundation
(Buhooth Al Emirates),
 - data collection, 209
- National score
 - response, 277
 - TIMSS average, relationship,
280–281
- National Senior Certificate
(NSC), 74
- Nation-state building, 164–165
 - human capital, relationship,
165–166
- Network of practices, 256
 - emphasis, 247
- New media
 - data, 34
 - incorporation/impact, 21–22,
25–26
 - usage, 40–41
- New Public Management (NPM)
 - approach, targeted results
(achievement), 129
 - elements, 127
 - implementation, 128
 - situating, 128
- Noble lie, 78
- Nongovernmental organizations
(NGOs), 162, 199
- Nongovernmental organizations
(NGOs) tests, 74
- North Africa, GCC (comparison),
49–50
- Not-for-profit organizations, 199

- Oman
 - competitions, 282–284
 - education system, overview, 278–279
 - GCC country status, 49
 - Ministry of Education, workshop (results), 290f
 - national remedial program, 277
 - study, purpose, 279
 - PISA participation, 278–279
 - TIMSS participation, 278–281
 - TIMSS score, 230
 - Winners Award, 285
- Oman, Cognitive Development Program, 281–282
 - attitudes, 288–290
 - competition, 290–291
 - documents/interviews, 286
 - objectives, achievement, 291–292
 - practicality, 286–287
 - program tools, 282–286
 - questionnaire, 287
 - questionnaire, teacher
 - completion, 287t
 - recommendations, 292–293
 - school atmosphere, relationship, 289f
 - students, questionnaire, 287
 - studies, 293
 - support, extra activities, 285–286
 - survey results/discussion, 288–292
 - teacher questionnaire, 295–300
 - tools, 288
- Oral competitions, 282, 283
- Ordinary Least Squares regression, usage, 224–225
- Organization for Economic Cooperation and Development (OECD)
 - cross-curriculum competences, 174, 175t
 - education standards, 47
 - policy, advice, 301
 - Review for National Policies for Education, 311
 - role, 179–180
 - societies, 180
 - World Bank, comparison, 310–314
- Outcome-based education (OBE), 121
 - curriculum framework, 103
- Persistence rate, 212
- Personality, focus, 175–178
- Policy
 - borrowing, 2, 9
 - reform, 304
- Policy-making
 - evidence, 34
 - positions, direction, 80
- Post-2015 agenda
 - advocacy/branding, 33
 - development, 31–34
 - policy, WID approach, 31–34
 - digital policy networks/language functions, 23–25
 - discussion/implications, 41–42
 - engagement, 33–34
 - girls, education, 21
 - micro-policy discourse, 31–34
 - micro-policy discourse, 21, 22–23
 - pathways, construction, 32f
 - policy constructs, relationship, 31
- Post-2015 girls' education agenda, tweeting, 35–36
- Post-apartheid South Africa, policy making, 76–77

- Private universities
 - public universities, contrast, 58
 - strengths/weaknesses, 56–57
- Program data request, KHDA
 - student enrollment, 204t
- Program for International Student Assessment (PISA), 11, 74, 121
 - Brazilian student performance, improvement, 308
 - country rankings, 75
 - data
 - collection, 228
 - concern, 228–230
- Programme for International Student Assessment (PISA), 169, 220
 - international education projects, role/significance, 221
 - Oman participation, 278–279
 - projects, overview, 226–228
- Progress in International Reading Literacy Study (PIRLS), 12, 121, 219
 - data, 228–230
 - international education projects, role/significance, 221
 - projects, overview, 226–228
- Progression rate, 212
- Provincial education departments (PEDs), 80
 - EDO operation, 115–116
- Psychologicalization, 178
- Psychological turn, 161, 181–182
- Psychosocial capacities, focus, 175–178
- Psychosocial development/empowerment, 170–171
- Public domain, micro-policy discourse, 34
- Public governmental tertiary education, strengths/weaknesses, 54–56
- Public/private Egyptian universities
 - analytical comparison, 53–54
 - historical background, 51–53
- Public universities, private universities (contrast), 58
- Qatar
 - GCC country status, 49
 - PIRLS/TIMSS scores, 230–231
- Quality Assurance and Accreditation Project, 63
- Quality assurance and evaluation (QAE), 301, 305
 - mechanisms, 308
 - practices, 311
 - problematization, 305
 - proposal, 307
 - World Bank approach, 309–310
- Quality function deployment (QFD) methodology, 61
- Quality of service, provision (assessment), 65
- Reforming Education in the Regions of Russia* report, 306–307
- Regional administrative units, 115–117
 - policies, realities (contrast), 116–117
 - structure, functions (contrast), 116
- Religious/cultural issues, 260t
- Religious indoctrination, 164–165
- Road Not Travelled, The*, 49–50
- Rochester Institute of Technology Dubai (RIT Dubai), 202
- Russia. *See* Brazil, China, and Russia

- development assistance, 305
- external assistance, importance, 306
- OECD Review of National Policies for Education, 311
- QAE practices, 311
- World Bank, impact, 305–307
- Saudi Arabia. *See* Kingdom of Saudi Arabia
 - GCC country status, 49
 - international comparisons, 231t
 - Tatweer* policy, positivist analysis, 241
- Schematic knowledge, reliance, 259
- School boards of trustees (SBTs), 112, 121
- School education, quality assurance and evaluation (QAE), 301, 305
- School governing body (SGB), 121
 - comparison, 114
 - establishment, 118–119
- School levels Post-21st Century, ELT policy, 253–257
- School Levels Pre-2001, ELT policy, 245–247
- Schools
 - basic competency standards, 14
 - decentralization process, 101
 - governance, 118–120
 - modernization, 111
 - supervision, governance reforms (effects), 127
- Scientific experiments, aims, 284
- Scientific management theory (SMT), 130–132
- Secular nation-state identity, diffusion (consequences), 165
- Service Quality (SERVQUAL), 60–61
 - problems, mitigation, 66
 - questionnaire, 66
- Silicon Oasis (free zone), 202
- Skills Toward Employment and Productivity (STEP) program, 169
- Social development, complexity/dynamics, 173
- Social media
 - portfolio, 45
 - usage, 31
- Social media sites (SMS)
 - inclusion, 29
 - responses, 29f
 - usage, 25–26
- Social networking, usage, 25
- Social studies model, 166
- Socioeconomic criteria, 173
- Socioeconomic status (SES)
 - impact, 223
 - level parent, desire, 224
- South Africa, 150–152
 - analysis, backward mapping model (policy making hierarchy), 80f
 - conceptual framework, 77–79
 - decentralization
 - domains, 115t
 - trend, 105
 - Department of Basic Education (DBE), teacher unions (coalition), 73
 - education
 - international indicators, 110–111
 - reforms, 103–104
 - education-related indicators, 110
 - Georgia, comparison, 109t

- inspection systems, challenges, 153t
- inspection, teacher opposition, 151–152
- international assessments, 74–75
- National Senior Certificate (NSC), 74
- New Public Management (NPM), developmental level/ institutional capacity (combination), 150–151
- post-apartheid South Africa, policy making, 76–77
- provincial education departments (PEDs), authority, 80
- regional administrative units, 115–116
- school decentralization process
 - comparison, 101
 - context, 109
 - discussion, 113–114
 - qualitative overview, 111, 112–113
 - quantitative overview, 110–111
 - theoretical framework, 105–108
- school governance, 118–120
- school governing boards, 118–120
- top-down approaches, bottom-up approaches (contrast), 77–79
- South African Schools Act (SASA), 104
 - basis, 118–119
 - loose coupling, example, 107
- South Africa tests
 - policy context, 82–84
 - policy description, 81–87
- South East Primary Learning Metrics, 169
- Southern African Consortium for Monitoring Education Quality (SACMEQ), 12, 74
 - regional cross-national assessment, 82
 - SACMEQ 3 results, 82–83
- Soviet Union, fall, 305
- Structural educational expansion, 168
- Students
 - achievements, IO focus, 170
 - attainment, 212
 - Cognitive Development Program, 281–282
 - information sources, 253
 - projects, 282, 284–285
 - schematic knowledge, usage, 259
- Success rate, 212
- Sustainable Development Goal (SDG), 21
- System for Basic Education Assessment (SAEB), 308
- Systems Approach for Better Education Results (SABER), 10–11
- Tanzania, 144–147
 - inspection systems, challenges, 153t
 - teachers, resistance, 147
- Tatweer*
 - discourse (modernization), 256
 - emphasis, 257–258
 - general objectives (curriculum development program), 251f
 - modernization, 256
 - practice, 252
 - project, 253
 - religious/cultural issues, 260

- Tatweer* policy
 MoE general policy, vision (2007-2013), 249f
 positivist analysis, 241
- Teachers
 training, UNESCO support, 62
 weak Islamization role, 252
- Teaching English, general objectives, 255f
- Teaching English to Speakers of Other Languages (TESOL), 247
- Teaching resources/materials, absence, 225
- Technical and Vocational Education and Training (TVET), 176
- TECOM Investments, 202
- Third International Mathematics and Science Study (TIMSS), 227
 data, 228–230
 tests, development, 234
- Total quality management (TQM), 60
- Transhumanist framework, 5–6
- Travelers' tales, 13
- Trends in International Mathematics and Science Study (TIMSS), 11, 74, 121, 220, 279–280
 international education projects, role/significance, 221
 Oman participation, 278–281
 projects, overview, 226–228
 response, Omani national remedial program, 277
 scores, 281
 usage, 224
- Twitter
 impact, 26–27
 policy tool, 25–31
 usage, 22
 use features, 23t
- Uganda, 147–150
 flying visits, 148
 follow-up inspection, 148
 inspection systems, challenges, 153t
 national full inspection, 148
 routine/short inspections, partial inspections (equivalence), 148
 teachers, perspective, 149–150
- UNESCO/OECD/EUROSTAT (UOE) database, compilation, 199
- United Arab Emirates (UAE), 49
 free zones, creation, 201–202
 graduates, destinations, 206
 higher education
 data collection, 201–205
 sector, challenge, 198–199
 institution of higher education (HEI), 207–208
 lessons/opportunities, 197
 TIMSS/PISA indicators, 231
- United Nations (UN)
 new media, relationship, 25–26
 social media portfolio, 45
 Twitter consumption, contextualization, 25
 Twitter usage, 22
- United Nations Department of Public Information (UNDPI), 25–26
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 47, 278

- cross-curriculum competences, 175t
- definitions, trickle-down effect, 200
- early childhood care/education conference, 168
- teacher training support, 62
- United Nations Girls' Education Initiative (UNGEI)
 - girls (education), policy discourse (production), 24
 - policy interest areas, 29
 - Twitter, usage, 22
- United Nations International Children's Emergency Fund (UNICEF),
 - educational equipment development, 62
- United States Agency for International Development (USAID),
 - Arabic book/journal donations, 62
- Universal Annual National Assessments (U-ANAs), 73
- User-generated social media
 - content, creation/diffusion, 22
- Verification Annual National Assessments (V-ANAs), 73
- Visualizations, description, 30
- Whole-school evaluation (WSE), 151
- Women in Development (WID)
 - approach, 31–32
- Woodhouse, David, 208
- World Bank, 47, 304–310
 - OECD, comparison, 310–314
 - policy, advice, 301
 - “Russia—Education in the Transition” report, 306
 - tests, 74
 - vision, 310–311
 - World Development Report (2015), 170
- World culture theory, impact, 101
- World Education Forum (2016),
 - global education event, 172
- World Education Indicators, 168