Note: Page numbers followed by "n" with numbers indicate notes.

Academic mobility, 256–257	Author location compared to article
research on internationalization	context, 19
and, 263–264	Authorship, 6–8, 10, 14
Academic motivation and behaviors, 208	Autism spectrum of disorder (ASD), 282–283
Academic staff mobility, 264	
Access, 77–78	Best practice, 288–289
Accessible Research Cycle, 39	Bilingual teachers, 61
Accountability, 77	Bilingualism, 60–61
Action research, 39	Biology, 100
Addis Ababa Plan, 231	Bisexual people, 290
Adult literacy, 232–233	Blueprint for education development
Affordability, 77–78	in post-independent Africa
Africa	(1961), 231
education in, 226	Bologna Declaration, 257
higher education in, 134–135	Bologna Process Implementation
ICT4D application framework in,	Report (2018), 260
139–148	"Bolsa Escola" program, 121
AfricaConnect project, 143–144	Border-crossing knowledge transfer,
African	258
knowledge economy, 136	Borderless education, 75
natural and cultural heritage, 233–234	Botswana National Literacy Program
African higher education, 135–136	233
critiques of ICT4D and ICT	Boundary crossing, 16–17
applications in, 148–150	Brazil, education in, 120–121
ICT4D in, 139–148	Building capacity with public school
African Information Society Initiative	educators, 121
(AISI), 141	
Anglophone Sub-Saharan Africa	Capacity building framework, 121,
indigenous languages, 234	129, 137
Annual Review of Comparative and	Carrera Magisterial (CM), 201n23
<i>International Education</i> , 2, 5	"Centers of inquiry", 129
Anti-harassment policies, 297	Chemistry, 100
Anti-racist education, 92	Child development, 213–214
Aspiring teachers, 202n34	Child-bearing behaviors, 168–169
Assessment	Childcare, 212
and examination systems, 235	China
model, 237	curriculum guidelines in, 214
Attention deficit and hyperactive	developmental domains and
disorder (AD/HD) 282–283	learning areas in 216

ECE in, 212	reflection on current status of field,
kindergarten in, 212, 216, 222n3	12–13
learning from Nordic counterparts,	scholars, 300–301
221	teaching of, 90–91
lifelong learning process in, 219, 221	trends in, 10–12
Cisgender people, 290–291	unit of analysis, 8, 11
Cisgender people, 291	unsettled ontological assumptions
Cisnormative assumptions, 299	of field, 67–68
Co-author location, 14, 19	Comparative and international higher
Co-authored articles, 18–19	education (CIHE), 74
Coding	competition, rankings, and status,
country, 7	76
open, 75	equity, access, and affordability,
procedures, 5–6	77–78
Coding for Employment Program, 145	internationalization, 75
Colonial education, 230	partnerships, 77
Colonialism, 109	quality and accountability, 77
Columbia University, 7	regional integration and mobility,
Community, 272	75–76
of CIE educators, 92–93	trends and shifts, 74-75
imagined, 66	Comparative education, 100–101, 226
initiatives, 232	debates over content, 101-103
international community, 298, 302	debates over method, 103-105
Comparative and international	engaging in debates, 106–112
education (CIE), 2-4, 52,	understanding debates, 105-106
65-66, 90-91, 94n1, 100,	Comparative Education Instructional
111, 298	Materials (CEIMA), 91–92
advancements in scholarship of	Comparative Education Review (CER),
teaching, 91–92	101, 105–106, 108
authorship, 6–8, 10	Competition, 67, 76–77, 260
co-author country representation by	Compulsory education, 119
methodology/approach, 7	Compulsory preschool
coding procedures, 6	duration, 247–249
community of educators, 92–93	education, 245–247
current status of field, 4–5	and school education, 245
frequency of author count per	Computing, 182
article, 6, 8	Conceptual understanding for
as GSM advocates, 300	mathematics, 61
journals, 5	Consequences, 32, 292
keywords, 9–12	Contemporary progressive education
lack of theory, 68–69	scholarship, 229–230
level of analysis, 8, 11	Content analysis, 2
limitations, 20	qualitative, 215
measuring osmosis of field, 18–20	quantitative, 214–216
methodological approach, 8, 11	Content-based education, 235

Context, 60, 150	Cross-societal differences and
societal, 226–229	similarities, 4
Context paralysis, 287, 297–298	Cultur(al), 272
CIE scholars as GSM advocates,	boundaries, 215–216
300	change process, 258
contribute to cause, 301–303	cultural-historical approach, 208
documented discrimination, 291-292	distinctive features of guidelines of
education as human right, 295–296	218–219
and ethnic minorities, 298	influences, 106
GSM discrimination in schools,	setting, 259
293–294	shift, 162
GSM discrimination worldwide,	Curriculum, 233–234, 258, 272, 279
289	Curriculum guidelines
Netherlands, 292–293	dominant concept across, 216–217
protective factors in schools,	multifaceted learning in, 217
296–297	play as means for learning in,
reach and impact of schools,	217–218
294–295	D :: 1: 210
reflecting challenges of work, 299	Decision-making process, 219
reflecting dominant worldview, 299	Decolonization, 136
reflecting doubt, 299–300	Democracy, 54
schools as points of intervention,	Democratization, 228
294	Demography, 226
Continental Education Strategy for	Department of Education, 274
Africa (CESA), 141–142	Department of Human Resources
Continental initiatives, 140–142	Development, 277
Continuing diversity of school	Department of Social Justice and
structures, 251–253	Empowerment, 277
Convention on the Elimination of All	Descriptor "minority", 290
Forms of Discrimination	Developmental ideal, 135–136
against Women (CEDAW),	Diffusion of knowledge, 138
40n1	Digital literacy, 148–149
Convention on the Rights of Child	Directory of Open Access
(CRC), 36	Repositories, 150–151
Convention on the Rights of Persons	Disability, 38, 272–273
with Disabilities (CRPD), 36	Discourse analysis, 53, 139–148
Core Curriculum for Pre-School	Discrimination, 44, 49
Education (2014), 211	citing transphobic, 294
Correspondence principle, 162	demographic and, 293
Cross-border education, 75	ethnic, 298
Cross-national study	GSM, 289, 293, 297
commonalities, 166	multiple forms of, 300
examining gender equality, 162	in schools, 292
women's participation in STEM,	systemic, 295
161, 164, 166	against women, 162

colonial education, 230
equality dimension, 239
historical evolution, 229
independence, 230–231
language of learning and teaching,
234–235
methods of teaching and learning,
234
missionary education, 229-230
post-independence education
expansion and reform drive
231–232
qualitative dimension, 238–239
quantitative dimension, 237–238
societal context, 226–229
teacher education, 236
unconventional modes of expanding
supply of education, 232–234
Education(al), 32, 38, 52–53, 84, 86,
100, 102, 107, 218
aims, 213
assistance, 84
attainment in Africa, 136
equality, 239
as human right, 295–296
institutions, 281
in Latin America, 118-119
methodology of educational
planning, 68
organizations, 121, 216
preparations, 212
programs, 256
quality, 39, 124, 137
reform, 120
researcher, 288
of students with SEN in India,
273–275
systems, 209, 272
Educators, 45, 53–54, 60, 120, 122,
129, 209
Effective leadership, 122
Empirical research, 6, 20, 93
Empirical responsibility, 68
Empirical/theoretical articles, 8, 11–12
Encuesta de Proteccion Social (EPS),
202 <i>n</i> 35

Encuesta Longitudinal Docente (ELD), 202n35	internationalization policies in Europe, 260–261
Engineering, Manufacturing, and	new wave of reforms, 262
Construction Engineering	research on internationalization
and engineering trades, 182	and academic mobility,
Engineering, women's enrollments in,	263–264
173–174	strategic and regulatory framework
Ensino Fundamental, 120–121	for internationalization,
Entity-fixed effects model, 169	262–263
Entrepreneurship, 228	Family-related factors, 238
Epistemology, 103	Female labor force participation, 168,
Equal educational opportunities, 237,	181
239	Fertility, 181
Equality dimension, 239	Fetishization, 293
Equitable system, 119	Finland, curriculum guidelines in, 214
Equity, 77–78	Finnish core curriculum, 218
Erasmus Plus mobility program,	Finnish National Agency for
257–258	Education (2016), 215
Erasmus Plus program, 257–258, 264	Fixed effects model, 169
Ethnic minorities, 298	Fixed Effects Panel Regression
Europe	Models, 173, 175
internationalization policies in,	Flagship of Education for All program
260–261	(EFA program), 275
reforms of school structures in,	Flipped LISTO Program, 124
244–245	Foreign academic, 259
European Commission (EC), 257–258	Foreign aid technocrats, 148
European Free Trade Association	Framework Plan for Kindergartens, 210
(EFTA), 244	Freirean model of education, 121
European Higher Education Area	Froebelian philosophy, 219
(EHEA), 256–257	Functionalist epistemologies, 44
European higher education systems, 257	
European tradition of education, 107	Gay-straight alliances, 296
European Union (EU), 244, 257–258	Gender and sexual minorities (GSM),
European Union Agency for	288–291
Fundamental Rights	CIE scholars as GSM advocates, 300
(2013), 293	discrimination in schools, 293–294
Extremism, 44–46	discrimination worldwide, 289
	Gender(s), 289, 296
Faculty enthusiasm, 257	egalitarianism, 162
Faculty mobility, 256, 258	equality, 162
contested meaning of	essentialism, 162
internationalization, 258	expression, 293–294
as dimension of internationalization,	inequality, 162
259–260	minority, 290
internationalization and faculty	segregation, 162
mobility in Georgia 261–262	

Georgia, internationalization and	curriculum guidelines in, 214
faculty mobility in, 261–262	kindergartens in, 211, 216
Georgian education system, 261	Human capital
Gestalt, 109	approach, 203n41
Global Alliance to Monitor Learning	theory, 67, 230–231
(GAML), 30	Human rights, 36–38
Global citizenship, 67, 111	education as, 295–296
Global cultural norms, 288–289	Humboldtian model, 261
Global Education Monitoring	Hyper credentialism, 161
(GEM), 28	Hypersexualization, 293
Global goals, 288	
Global level analysis, 78	ICT for development framework
Globalization (see also	(ICT4D framework), 134,
Internationalization),	137–139
66–67, 258	conceptualizing ICT4D
of markets, 176	applications in higher
multiple forms, 52	education, 138–139
Government of India (GoI), 277–278	critiques of ICT4D applications in
Government-funded special school, 274	African higher education,
Gross domestic product per capita	148–150
(GDP per capita), 167, 181	faculty, 146–148
(OD1 por suprius), 101, 101	in higher education in Africa, 139
"Handicap", 272–273	ICT Transforming Education, 140
Hegemony, 53	ICT4D 1.0 framework, 148
Her Majesty's Stationery Office	ICT4D 2.0 framework, 148
(HMSO), 164	IOs and continental initiatives,
Heterosexual	140–142
norm, 290	policy landscapes, 140
people, 291	practice arenas, 144
Higher education (see also Inclusive	RENs, 142–144
education), 256, 262	
in Africa, 135–136	universities, 144–146
	Identity methodology, 106
conceptualizing ICT4D	Imagined community, 66
applications in, 138–139	Impact factor, 17
institutions, 134	Implementation, 284
in Nigeria, 145	of EDS 2020, 87
women's participation in STEM,	Inclusion, 163, 272
165–166	Inclusive curriculum, 297
Higher education institutions (HEIs),	Inclusive education (see also
257	Higher education), 272,
Higher-order cognitive skills, 235	275–276
Hijra, 291	comparing, 37–38
Historia Laboral y Seguridad Social,	future directions, 38–39
202 <i>n</i> 35	implementation, 279
History of education, 68	on International Human Rights
Hong Kong	Agenda, 36–39

legislation and policies toward	Inherited education system, 232
inclusive education in India,	Innovation, 93
275–276	Insider/outsider research, 109–110
through lens of developing	Institutional
countries, 272–273	resources, 261
Inclusive Education: Examining Equity	stakeholders, 87
on Five Continents, 37	Instructional
Inclusive logic, 163	resource, 93
Inclusive practices, 272	strategies, 279
in India, 279–281	Integrated Education for Disabled
Inclusiveness of higher education, 168	Children (IEDC), 275
Incommensurability, 109	Inter-American Partnership for
Independence, 230–231	Education (IAPE), 118,
India	122–124, 126
components of inclusive practices	International benchmarking, 136
in, 279–281	International community, 298
education of students with SEN in,	International cooperation, 258
273–275	International Decade for Women, 164
legislation and policies toward	International development
inclusive education in,	frameworks, 37
275–276	International dimension of field, 67
students with SEN in regular	International education, 66–67, 226, 301
primary schools, 277–279	assistance in Kyrgyz Republic, 84
Indian Affiliation for Secondary	literacy rate, 84–85
Education (ICSE), 281	MoE, 86–87
Indigenous digital instructional	and research, 258
materials, 147	Soviet attitude of education, 87–88
Indigenous knowledge, 108, 111	USAID QRP, 85–86
Individual faculty members, 259	International educator, 288, 299
Individual rationalism, 104	International financial institutions
Individualistic philosophy, 229	(IFIs), 135–136
Inductive method, 100	International higher education, 74
"Industry level" supply, 199n8	International Labor Organization
Informal mathematics, 61	(ILO), 186, 227
Information and communication	International legal norms, 36
technology (ICT), 134, 138	International Lesbian, Gay, Bisexual,
in African higher education,	Trans and Intersex
134–135	Association (2017), 289
conceptualizing ICT4D applications	International mobility, 259
in higher education, 138–139	International non-governmental
critiques of ICT applications in	organizations (INGOs), 168
African higher education,	International organizations (IOs), 134,
148–150	138, 140–142
future directions, 150-151	International reputation, 258
higher education in Africa, 135–136	International Review of Education
ICT4D, 137–145	(Assie-Lumumba), 107

International scholarship programs, 263 International similarity, 258 International Standard Classification of Education (ISCED), 244 International Telecommunications Unit (ITU), 140 Internationalization (see also Globalization), 66, 75, 256 academic mobility, 256 background and context, 256–258	Learning, 137 disabilities, 272–273 organizations, 216 and teaching language, 234–235 Learning Assessment Capacity Index, 30 Legislation/policy and regulations, 279 Lesbian, gay, bisexual, transgender, and queer people (LG BTQ people), 288
and faculty mobility, 258–264	Level of democracy, 181
Intersectionality, 290, 300, 302 Intertwined totality, 213	Liderar, Inspirary Transformar Program (LISTO Program), 118, 124–127
Jigawa State Comprehensive	Life, 229
Development Framework,	sciences, 182
145	Lifelong education/learning, 233
	Linear/quantitative expansion, 231–232
Kenya Education Network, 140	Literacy, 60, 84
Keywords, 9–12	program, 233
comparison for CIE and non-CIE	rate, 84–85
journals, 19–20	Local level analysis, 78
Kindergarten Education Curriculum	
Guide, 211–212	Macro-universal-instrumentalist
Kindergartens, 212	approach, 37
curriculum, 209	Manufacturing, 182
Knowledge, 108, 209	Marginalized
Kyrgyz Academy of Education	approach, 28, 31
(KAE), 87	groups, 111
Kyrgyz Republic	Market-oriented system, 262
education assistance in, 84	Marxist-Leninist theory, 84
literacy rate, 84–85	Massive open online courses
MoE, 86–87	(MOOCs), 261
Soviet attitude of education, 87–88	Materialistic philosophy, 229
USAID QRP, 85–86	Mathematical
Kyrgyz SSR, 84	development, 59-60
Kyrgyzstan, 86	skills, 61
	Mathematics, 182
Labor market, 31, 87, 186–188	Mathematics education, 59–60
Labor supply, 197	conceptual understanding, 61
LAE Program, 124	effective instructional practices in, 62
Language, 60	long-held assumptions, 60
Latin America, 77, 167	Measuring Inclusive Education
education in, 118–119	(Forlin and Loreman), 39
supply of teachers in, 186	Memorization, 61, 235
Latin American schools, 118	Men's enrollment in STEM, 181
Leadership, 121–122	Mental retardation, 284n2

Mercado Comum do Sul or Mercosul National level analysis, 78 (MERCOSUR), 76 National research and education networks (NRENs), 138, Meta-analysis of effects, 188 Methodological nationalism, 53 143-144 Methodology, 5–10, 17–18, 188–189 National Sample Survey Office Mexican educational system, 123 (NSSO), 277 Mexican public education system, 120 National School Climate Survey Mexico, education in, 119-120 (NSCS), 293 Micro-sociocultural-phenomenological National Youth Community Service approach, 37 Schemes, 236 Migration, 21, 256 Natural Science, women's enrollments Millennium development goals in. 173-174 (MDGs), 28, 137, 272 Netherlands, gay people in, 292–293 Ministry of Education (MoE), 86–87, New Educational Model for 120, 123, 260–261 compulsory education, 120 Nigeria higher education in, 145 Ministry of Human Resource Development (MHRD), 273 Non-CIE journals, 15, 17–18 Minorities, 53, 290 Non-profit-making kindergartens (NPM kindergartens), 211 ethnic, 298 gender and sexual, 296 Non-state actors, 148 Missionary education, 229-230 Nongovernmental organizations Mixed method approach, 105 (NGOs), 66, 189, 277 Mobility, 75-76 Norway Modernization, 167–168 curriculum guidelines in, 214 kindergartens, 216 theory, 230-231 Multifaceted learning in curriculum Norwegian Directorate for Education guidelines, 217 and Training (2017), 210, Multivariate analyses, 172 215 Municipal kindergartens, 210 Objectivity/subjectivity, 109 Nation-states, 53, 106, 111 Ontology, 102, 104, 106 Organisation for Economic to non-state actors in globalized world, 65-67 Co-operation and National Building Code guideline, 281 Development (OECD), National Core Curriculum for ECEC 54, 118, 122, 186 (2016), 211Oriental cultures, 208–209 National Council of Educational Osmosis of CIE (see also Comparative Research and Training and international education (NCERT), 275 (CIE), 13 National curriculum policy, 208 boundary crossing, 16–17 National Development Plan of CIE-related articles, 17–18 Nigeria, 146 fields of study before, 15 National educational policies, 275 measuring, 13 methodology, 17-18 National information and community infrastructure (NICI), 141 non-permeable boundaries, 14 National Institute of Open Schooling into other fields of study, 15 (NIOS), 281 permeability, 16

Panel regression, 169, 173–175, 184	Political Economy, 52–53
Pansexual people, 290	Politics, 228
Parent education, 297	"Positive" stereotypes, 293
Partnerships, 77	Positivist/humanist, 44, 92
Patterns, 135	Post-colonial, 68
Pedagogy, 209	Post-communism, 181
People-centered approach, 121	Post-conflict socioemotional learning,
Permeability, 16	90
Person's identity, 106	Post-independence education
Persons with Disabilities Act (PWD Act), 275–276	expansion and reform drive, 231–232
Perspectives, 5, 8, 14, 55, 74, 90, 92,	Post-independent Africa (1961), 231
122, 165–166, 295	Post-soviet countries, 263
Philosophy, 103	Postmodernism, 109
Physical mobility across countries, 258	Pre-primary Education Voucher
Physical sciences, 182	Scheme (PEVS), 211
Pipeline model, 186, 189, 191, 194–197	Primary education
Play and/or learning	duration, 250
analytical/conceptual framework,	eliminating primary education as
213	separate level, 250–251
changing landscape of ECE, 208–209	Private independent kindergartens, 211
cultural boundaries, 215	Privilege and minority status, 290
distinctive features of guidelines of	Process quality, 238
culture, 218–219	Processing, 182
dominant concept across curriculum	Professional development for
guidelines, 216–217	educators, 122, 124, 129
and ECE and child development,	Professionalization of field, 3, 5, 12–13
213–214	Programme for International Student
ECE and curriculum guidelines in	Assessment (PISA), 11–13,
cultures, 210–213	32, 85–86, 88, 118, 121
educational aims, 213	Project for Integrated Education for
guidelines and discussion, 215	Disabled (PIED), 275
method, 214–215	Project-based learning methodology
multifaceted learning in curriculum	(PBL methodology), 125
guidelines, 217	PROSPERA program, 120
play as means for learning in	Protective factors in schools, 296–297
curriculum guidelines,	Psychology, 16, 102
217–218	Public education, 53
weight to, 219–220	Public schools
Points of intervention, schools as, 294	Brazil, 120–121
Policy	building capacity with public
analyses, 78	school educators, 121
in practice, 276–277	Educando By Worldfund, 122–125,
Policy and Management Consulting	128–129
Group (PMCG), 264	education in Latin America,
Policymakers, 69	118–119

findings, 127–128	Right of Children to Free and
leadership, 121–122	Compulsory Education
literature review, 119	Act, 273
Mexico, 119-120	Right to Education (RTE), 273
monitoring process, 126–127	Rights of Persons with Disabilities
Pupil–teacher ratio (PTR), 187, 198n1	(RPWD), 276
Qualitative analysis, 214–215	Rio+20 Conference, 29
Qualitative content analysis, 215	Robust standard errors, 172, 174
Qualitative dimension, 238–239	RTI International, 7
Quality, 77	Russian Revolution, 261
assurance mechanisms, 257	, , ,
of education, 238	Sarva Shikhsa Abhiyan (SSA) (see
Quality Learning Project (QLP), 85–86	Flagship of Education
Quality Reading Project (QRP), 85–86	for All program (EFA
Quantitative analysis, 214–215	program))
Quantitative dimension, 237–238	Scholarship, 233
<i>Quantitudi</i> (* amienorom, 20 / 200	School
Rankings, 76	characteristics, 188
Rassias method, 122–123	climate research, 293
Reading	counselor, 288
education, 85	entrance age, decreasing, 245–246
literacy, 85	GSM discrimination in, 293–294
Reflective practice, 5	levels, 245
Reflexivity, 92	as points of intervention, 294
Reforms, 90, 136	policy and practice, 295
new wave, 262	protective factors in, 296–297
structural, legislative, and	reach and impact, 294–295
institutional, 257	reform, 245
systematic, 262	school-based discrimination, 294
Reforms of school structures in	school-based sexual health
Europe	education, 288–289
EFTA, 244	school-based violence, 295
trends in reforms of school structures	school-related factors, 238
in Europe, 244–25	systems, 186, 232, 243–244, 251–252
Refugee	transformation process, 129
education, 66	School structure, 244
integration, 78	continuing diversity, 251–253
Regional integration, 75–76	Science, technology, engineering, and
Religion, 229	mathematics (STEM), 60,
Research and education networks	118, 161
(RENs), 134	Brasil, 125-126, 128
Research in Comparative and	Mexico, 125-126
International Education, 5	women in, 163–164
Research on teachers, 46	women's participation in subfields,
"Reserve pool" of teachers, 187	173–174
Rethinking knowledge, 108	Secondary education, 248

Selection, 5, 124–125	changing scenes on ground, 281–282
Self-esteem, 208	components of inclusive practices
Self-reflection, 93, 125	in India, 279–281
Semi-skilled Labor market, 230	education of students with SEN in
Service sector, 181	India, 273–275
Sexism, 291	inclusive education through lens
Sexual health	of developing countries,
curriculum, 288	272–273
education programs, 297–298	new legislation and policies toward
Sexual minorities, 290, 292, 296–297	inclusive education in India,
Sexual orientation, 293–294, 302–303	275–276
Sexual orientation and gender identity	policies in practice, 276–277
(SOGI), 291–292	students with SEN in regular
Sexuality	primary schools of India,
alliances, 296	277–279
identities, 289	Special Interest Group (SIG), 65
Single authored articles, 18–19	"Special needs", 272–273
Single basic education, 250–251	students with, 276–277, 280,
Social capital, 238	282–283
Social characteristics of job, 188	Staff mobility, 259–260, 263
Social embeddedness, 144	Stakeholders, 256
Social marginalization, 302	Stark dichotomies, 109
Social movements, 162	State Secondary Boards (SSB), 281
re-framed women, 162	Statistics, 182
Social science formation processes, 13	Status competition, 76
Social stratification, 78	Stereotype threats, 164
Social system, 227–228	Stratification, 78, 235
Societal context, 226	Structural/structures, 16, 38
demography, 226	economic institutional, 162
economy, 226–227	educational, 87
geography, 226	models, 245
politics, 228	reforms, 244
religion and life and world	of school systems, 251
philosophy, 229	social, 103
social system, 227–228	Student(s), 272, 280
Society, 31–32, 46, 78, 165, 169, 194,	achievement, 188, 193-194
210, 228, 273	mobility, 259, 264
Sociocultural	with SEN in regular primary
aspects, 273	schools of India, 277–279
perspectives, 259	with special needs, 272–273,
Socioeconomic sector (SES), 193	276–277, 280, 282–283
Soviet	student-related factors, 238
education system, 86	Study-abroad education, 66
model, 235	Sub-Saharan Africa, 135, 226
Special education, 37	Suitability, 149
Special educational needs (SEN), 272	Sustainability, 149–150
case studies. 282–283	Sustainable development 136 218

Sustainable development goals (SDG), 28, 37, 68, 150	Teaching, 84 advancements in scholarship, 91–92
for education, 29–31	of CIE, 90–91
future for individuals with less	and learning methods, 234
education, 31–32	teaching/learning process, 258
reduction in number of primary	Teaching Comparative Education
and secondary school age	(TCE), 91
children, 31	Technical pedagogical advisers
SDG 4, 28–29	(ATPs), 124
SDG 4.1, 30	Technopositivism, 148–149
SDG 4.1.1, 30	Terminological ambiguity, 276
Systemic educational sector, 292	Theory, 12–13, 66, 68
Systemic educational sector, 272	economic, 104
Tbilisi Ivane Javakhishvili State	human capital, 67
University (TSU), 261	Marxist–Leninist, 84
Teacher and Learning International	and rules, 54
Survey (TALIS), 200n19	Time-fixed effects model, 169
Teacher education, 52, 91, 236	Total fertility rate (TFR), 168–169
relationship of research to	Transformative leadership, 118
practice, 55	Transformative learning, 122
shifts in CIE, 54	Transgender, 290
Teacher Education in Sub-Saharan	Trend(s), 244
Africa (TESSA), 236	compulsory preschool education,
Teacher education programs (TED	245–247
programs), 194	continuing diversity of school
Teacher labor markets, 185–188	structures, 251–253
Teacher supply in Latin America, 185	decreasing school entrance age,
English publications on, 191	245, 246
evidence on, 189–191	duration of compulsory school
methodology, 188–189	education, 247–249
number of articles, 191	duration of primary education, 250
search results by search engine and	eliminating primary education as
keyword, 190	separate level, 250–251
teacher labor market and, 186–188	in reforms of school structures in
Teacher training institutes	Europe, 244
(TTIs), 87	Trends in International Mathematics
Teachers, 49, 52, 54	and Science Study
attrition, 197	(TIMSS), 239
distribution, 192–194	"Triangulation" method, 105
gender, 192	Twenty-first century, 125, 212
pipeline, 194–197	Twenty-mist century, 123, 212
policies, 186	Ubuntu, 106–109, 142
quality, 187	UbuntuNet Alliance, 142, 144
quantity, 187 quantity, 187	Ultra-relativism, 109
salaries, 186–187	UN Educational, Scientific, and
shortages, 187, 191–192	Cultural Organization
teacher-related factors, 238	
teacher-related ractors, 230	(UNESCO), 140

UN Group on the Information	Women's international non-
Society (UNGIS), 140	governmental organization
Unconventional modes of expanding	(WINGO), 172, 181
supply of education, 232	Women's participation in higher
adult literacy, 232–233	education
curriculum, 233–234	additional control variables, 168-169
lifelong education/learning, 233	countries in sample, by world
UNESCO Institute for Statistics	region, 183
(UIS), 30, 186	data and sample, 166–167
UNESCO International Bureau of	dependent variable, 167
Education (2000), 246	descriptive trends, 170–172
United Nations (UN), 295	fields of study included in STEM,
United Nations Childrens Fund	182
(UNICEF), 7, 208	global rise in status of women,
United Nations Educational, Scientific	162–163
and Cultural Organization	globalization of markets, 176
(UNESCO), 166, 186, 218,	independent variables, 167–168
288–289, 292	methods, 169
United Nations International Children's	multivariate analyses, 172
Emergency Fund, 296	random effects panel regression
United States Agency for	models, 184
International Development	results, 170
(USAID), 84–85, 87, 140	robustness checking, 174–176
USAID QRP, 85–86	<u>~</u>
Universal Declaration of Human	variables, 167, 181–
	women in STEM, 163–164
Rights, 36	women's participation in STEM in
Universities, 144–146	higher education, 165–166
of Hong Kong, 7	women's participation in subfields
Urbanization, 181	of STEM, 173–174
With the Control of CAND	Women's Technology Empowerment
Virtual Learning Community (CAV),	Center (WTEC), 147
125	World Bank, 7, 68
Vision 20:2020 (see National	World Development Indicators
Development Plan of	(WDI), 166
Nigeria)	World Development Report (WDR), 68
W	World Education Forum (WEF), 29
Western culture, 209	World Health Organization, 288, 298
Western technopositivism, 134	World philosophy, 229
Western-oriented government, 262	World society perspective, 165
Women(s)	
enrollment in STEM, 181	Zimbabwe Integrated Teacher
participation in secondary	Education Course
education, 168	(ZINTEC), 236
secondary gross enrollment ratios,	Zimbabwe with Business Education
181	Partnership Agency project
in STEM, 147, 161, 163–164	(BEPA Z project), 235–236