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

Academia, 29, 40, 60, 66, 174	Australia, 72, 73
Academic achievement, 258, 259–261,	international education policies in,
263	95–96
Academic freedom, 177	Australia and New Zealand
Academic identity, 78	Comparative and
Academic women of color (AWOC),	International Education
60, 61–62	Society (ANZCIES), 72
"Academic-practitioner", 36, 38	Australian government, 126
Acculturation, 211	Author affiliation type, 9
Aceh, 209	author context, 11
"Act of Free Choice", 211	author context overlap, 11
Action Plan on Asylum and	author gender, 9–10
Migration, 189	author number, 9
Adiwiraku, 154, 156n3	methodology, 11
Afghanistan, 48, 165	unit of analysis, 10–11
Aga Khan Development Network, 177	Author context, 5–8, 11
Aga Khan Foundation (AKF), 171–172	author affiliation type, 8
All-round development of students, 280	author gender, 6
American Institute of Educational	author number, 5–6
Sciences, 41–42	methodology, 7
American international school, 82,	overlap, 7–8
84–85	unit of analysis, 6–7
Analytic mapping, 122	Author gender, 6, 9–10
Anti-Asian, 60	Author Number, 5–6, 9, 13–14
racism, 67	Authorship, 18
sentiment, 126	Autoethnography, 36
Anti-Black behavior, 65, 67	Availability, accessibility, acceptability,
Anti-Blackness, 60	and adaptability scheme
Aotearoa New Zealand, 72	("4A" scheme), 246 <i>n</i> 11
Apartheid, 223, 250, 254, 255, 257	
Arabo-Islamic conquerors, 166	Badan Pusat Statistik (BPS), 209
Argentina, right to education in,	Bahasa Indonesia, 211
233–235	Bali, 209
Argentine Constitution, 233	"Basic education + Internet" system,
Asia American Pacific Islander	285
(AAPI), 67	"Big T" theory, 40
Asylum-seeking children, 49	Bioecological theory, 187–188

Biopower, 220	Classroom management, 219, 279
Black community, 64	Co-authorship, 3
Black education, 64	Co-constructive collaboration, 31
Black Lives Matter movement, 136	Co-constructive knowledge
Black/African-American children, 254	production, 26, 29, 31
Bolivia, 245n1	Coding process, 3
Brazil, right to education in, 235–238	Colonial experience, 220
British Ministry of Education, 272	Colonial legacies, 208
Bronfenbrenner's bioecological theory	Colonialism, 213–214
of development, 187–188	Colorblind racism, 253
Buy-in, 82, 83, 89, 91	community college, 66
	Comparative and international
Cairo American College (CAC), 82	education (CIE), 36, 72
community, 90	dependency theory, 42
connectivity, 86–87	evidence-based policy research and
costs, 87	theory, 42
decision making, 88-89	New Zealand's progressive higher
implementation, 84–86	education, 44
leadership, 88–89	politics of knowledge production,
learning, 87–88	41
mask wearing, 86	research in, 42
reopening, 82–84	research-practice nexus, 43
teachers, 89–90	Comparative education, 37, 61,
Canada, international education	250 (see also Citizenship
policies in, 95–96	education)
Canada Emergency Responsive Benefits	author affiliation type, 9–11
(CERB), 96	author context, 5–8
Careers, 9, 26–27	data and methodology, 2–5
Case study, 7, 171	multiyear trends in, 12–18
Center for Disease Control and	reflections on, 18–19
Prevention (CDC), 83, 144	Comparative method, 169
Central Asia education, 162	Comparative studies, 16
Character education, 187	Competitiveness, conformity,
Chile, right to education in, 238–239	conservatism, convention
Chilean school voucher program, 137	and commerce (Five Cs), 142
China Education Policy Research	Comprehensive internationalization,
Institute of Beijing Normal	61
University, 274	Compulsory basic school education,
Chinese Education Association, 274	244
CIES, 39, 72	Conferences, 74–76, 79
Citizenship, 36, 140	Confidentiality law, 51
Citizenship education, 140	Conflict theorists' perceptions of
education under neoliberalism,	school inequities, 252–253
141–143	Connectivity, 86–87
state–subject relationship, 143–146	Consciousness, 277
subject–neoliberal state	Constitutional definitions, 230, 232–233
relationship, 141	Contemporary colony, 210–215

Corporatization, 153	Data collection, 2–3
Council of Higher Education	Data synthesis
(CoHE), 191	De facto resegregation, 254
Counter-narrative methodology, 62	De jure segregation, 254
Larissa's narrative, 64–65	Decision making, 88–89
our narratives, 63	Decoloniality, 155, 250–251, 255–257,
Pam's narrative, 66–67	265
COVID-19 pandemic, 2, 47, 60, 82,	Decolonization, 162
94, 108, 120, 140, 272	international education, 163-165
critical reflections of school	in post-soviet comparative, 163–165
experiences, 111–112	program, 210
Czech context of, 108–110	Decolonizing, 176–177
international education in context of, 95–98	Deficit theories impact on educational inequalities, 251
international student mobility	Dependency theory, 42
under, 97–98	Disciplines, 77, 140
impact of pandemic on health of	Discourse, 31, 231
Czech school, 113	academic and public, 27
preliminary review of, 114	decolonization, 162
state-subject relationship during,	mainstream education, 154
143–146	social, 31
Critical race theory (CRT), 62–63,	on vaccinations against COVID-19,
250	146
Critique	Discrimination, 255
of canonical ideas, 36	institutional, 136
of deficit theory, 250	racial and gender, 60, 67
of global capitalism, 172	Disproportionality, 258
of Turkish government's policies,	within South African schools
186	based on students' location,
Cross-border services, 121	level of poverty and home
Culturally inappropriate knowledge,	language, 261–264
98	within US Schools based on
Curriculum, 278	students' location, level
and learning resources, 279	of poverty, and home
Curriculum and assessment policy	language, 259–261
statements (CAPS), 255	Disrupted educational careers, 26–27
Cyber Home Learning system, 273	Dissemination, 231
Czech context of pandemic,	Distance education, 109, 111, 112,
108–110	114–116
Czech Republic, 108	Diverse classrooms, 267
Czech school education	Diversity, 51, 61, 67, 77, 90, 121, 164,
dispositions to coping with	235, 242–243, 267
pandemic in, 110	Divisional learning plans, 85–86
economic consequences of school	"Do no harm" principle, 146
closure, 112–113	Dogmatic part, 230
impact of pandemic on health of,	Dysfunctional schools impact on
113	educational inequalities, 252

Early career researchers (ECR), 72	Empowerment, 192
Early childhood education, 219, 237,	English as a Second Language (ESL),
244	38, 66
Ebola pandemic, 273	Epidemic, 60, 76, 88, 127
Ecological systems theory (EST),	Epistemology, 41, 142
52–54	Equitable educational opportunities,
Economic consequences of school	254, 266
closure, 112–113	Equity in education, 65, 90, 94, 101,
Education, 232	266
in conflict and crisis, 36–37, 188	Erasmus Student Network (ESN), 127
inequalities, 208	Ethnicity, 61, 63, 77–78, 133, 215,
under neoliberalism, 141–143	252–253, 255, 262, 264, 267
in outermost, 215–220	Ethno-pedagogy, 170–171
policy, 15	Ethnography, 167
practice, 272	European Association for
privatization policies, 246 <i>n</i> 10	International Education,
reform, 162	122
system in China, 272	European laws, 26
in Uruguay, 243	European Union (EU), 48, 189
Education as human right, 244	Evaluation system, 283
Education for All, 245	Existing National E-learning system
Educational barriers, 26, 29, 31	(EDUNET), 273
Educational decolonization, 162	Explanandum, 231
Educational equity, 265	Explanans, 231
Educational inequalities, 215, 216, 267	"Extractive colonialism", 213
deficit theories impact on, 251	
dysfunctional schools impact on, 252	Faculty of Education and Social Work
schools reproduce, 252	(EDSW), 36
in USA and South Africa, 255–257	"False distinction", 39
Educational information technology,	Fault lines of educational systems, 140
272	1988 Federal Constitution, 235
Educational innovation, 285–286	Federal Employment Agency, 27
Educational leadership, 82–83	Fee free education in public schools,
Educational opportunities, 136	244
Educational policies for Syrian	Feminism, 60–61
refugees, 190–191	Feminist theory, 60–61
Educational reforms, 215, 230	Finance Center for South–South
Educational research, 7, 15, 41, 166,	Cooperation (FCSSC), 3
170, 174–175, 231	Financial barrier, 195
Educational resilience, 26–27	Forced displacement, 186, 194,
Educational system, 15, 31–32, 38, 40,	Forced migration, 26, 29, 193
140, 200, 239, 243–244, 266	Foreign-language learners, 38
Educator acculturation, 211	Formal education (FE), 49–50
Egypt, 82, 87	Free Learning (see Merdeka Belajar)
Elementary education, 216	Free Papua Movement, 211
Employability, 141, 186	Freedom of education, 238

Gendered obstacles, 60	migration-related challenges and
German education system, 26	barriers for Syrian refugees,
German VET system, 26–27	193–195
Germany's VET system, refugee youth	opportunities for Syrians in Turkey,
in, 26–32	191–193
Global education, 274	policy recommendations, 200-201
Global Fun Day, 88	Syrian migration, 188–191
Global North, 2, 3, 5, 164	for Syrian Refugees in Turkey,
Global South, 2, 3, 5, 7	186–187
Globalization	weak educational backgrounds of
COVID-19 impacts on	Syrian refugees, 199–200
developments of, 120	Higher education research, 178
economic, 121, 123-124, 128	Higher education study, 39
of education, 7	"Historically Disadvantaged
transnationality in, 96	Institutions", 255
Google classroom, 117 <i>n</i> 15	Home language
Government of Egypt, 84–85	disproportionality within South
Government schools, 49	African schools based on,
governmentality, 152–153	261–264
Graduate Teaching Assistant, 39	disproportionality within US
Grassroots initiatives, 108	Schools based on, 259–261
Greece, 190	Home learning, 111, 114
refugee situation in, 48–49	Home-school support, 276
Gross domestic product (GDP), 95	Home–school online collaboration,
Guarantee of learning effect, 279	279
	Human development index (HDI),
Harmonization, 230, 243	212
Higher education (HE), 94, 120, 186	Human rights, 26, 49, 176, 188, 198,
(see also International	208, 221, 223, 230, 232, 239,
higher education (IHE))	244, 246 <i>n</i> 3
commercialization of, 123	Human rights-based approach, 232
as cross-border services, 123–124	Humanitarian, 190–191
enrollments in, 192	X1
Turkish HE students, 196–199	Identification, 77
Higher Education Funding Council	of barriers to education, 31
for England (HEFCE),	disproportional, 252
97	of educational barriers, 29
Higher education institutions (HEIs),	of educational barriers, 31
95, 166	gender, 3
Higher education policy	of stakeholders, 30
Bronfenbrenner's bioecological	Identity, 36, 41, 66, 96, 221
theory of development,	Ideological pluralism, 240
187–188	Immigrant, 144, 209, 213
challenges of Syrian migration	in VET, 28
for Turkish HE students,	Immigration, Refugees and Citizenship
196–199	Canada (IRCC), 96

Immigration and Nationality Act, 66	research methods and data
Immigration law, 27	collection, 257
Imperial Constitution of 1824, 235	schools reproduce societal
Imperialism, 214	inequalities, 252
Inclusion, 2, 28	significance of comparative and
decoloniality curriculum, 257	international education, 250
in education, 94, 101	South Africa's history of
of refugees, 54	segregation and post-
India	apartheid education,
Read Beruni's study on, 167	254–255
vaccine roll-outs in, 120	theoretical perspectives, 250
Indigeneity, 163	Inequity, 96, 101, 116, 253, 263
Indigenous peoples, 74, 78, 163, 240	Informal learning environments, 28
Individualism, 141	Information infrastructure, 278, 283
Indonesian education system, 208	Injustice, 94, 96, 208, 256, 267
Inequalities	Institutional affiliation, 3
comparability of USA and South	Integration, 48, 253–254
African Education, 257	Intensification, 152
comparing histories of educational	Intensive Education Program, 190
inequalities in USA and	Inter-agency Network for Education
South Africa, 255–257	in Emergencies (INEE), 51
conflict theorists' perceptions of	Interdisciplinary, 61
school inequities, 252–253	Internal colonialism, 251
deficit theories impact on	International Association of
educational inequalities, 251	Universities (IAU), 127
disproportionality within South	International Baccalaureate (IB), 86
African schools, 261–264	International development
disproportionality within US	organizations (IDOs), 171
Schools, 259–261	education research of, 171–173
dysfunctional schools impact on	International education, 37, 94,
educational inequalities,	163–165, 250
252	author affiliation type, 9–11
eliminating segregated schools	author context, 5–8
maintaining strengths,	data and methodology, 2–5
266–267	multiyear trends in, 12–18
historical overview, 253	policies, 94
history of US Schools, 253-254	reflections on, 18–19
methodology, 258–259	International Education Division of
impact of racist society on school	Global Affairs, 95
inequalities, 250–251	International education in context of
recommendations for diminishing	COVID-19, 95
current educational	international education policies
inequities, 267	in Canada and Australia,
reflections on USA and South	95–96
African experiences,	international student mobility,
265–266	97–98

mode of learning, 95	force, 96, 198
transnationality, 96–97	market, 26–27, 189, 195
International Education Journal:	segregation, 66
Comparative Perspectives	LaeneAs project, 29
(<i>IEJ: CP</i>), 72	real-world labs in, 31–32
International education policies in	Language, 31, 88, 168–169, 175
Canada and Australia, 95–96	development, 50
International higher education (IHE),	education, 169
120	policy, 164
economic globalization of, 121	Language barrier, 193–194
methodological issues, 122-123	Larissa's narrative, 64–65
neo-liberal mentalities in, 123	Law on Foreigners and International
International migration, 186	Protection (LFIP), 188
International NGO (INGO), 51	Leadership, 88–89
International school, 82, 88	Learning, 87–88, 282
International student mobility, 97–98	mode of, 95
International Student Support Fund,	resources, 272, 276–279, 281
99	satisfaction, 278
"Internationalisation", 37–38	Life skills, 188
Internationalization at home, 124	Lifelong learning, 50, 280
Internationalization of HE, 120	Linguistics, 151
HE as cross-border services,	
123–124	Macrotime, 187
market mechanism, 125–127	Madrasah Aliyah (MA), 216
state-supervising model, 124–125	Malaysia
"user pays" philosophy, 127–128	teaching community in, 150
Interviews, 168, 171–173	TFM, 151–152
expert, 32	virus, vaccine, and road to recovery,
in-depth interviews, 202	154–155
narrative, 32	Malaysia's affirmative action policy
qualitative, 175	(see National Economic
	Policy)
Jakarta, 209	Market mechanism, 122–123, 125–127
Junior secondary education, 216	Marxism-Leninism, 166-167
Justice, 99, 102, 167	Mask wearing, 86
	MERCOSUR, 230, 245
Kazakhstan, quality education in, 163	Merdeka Belajar, 219
Kenyan government, 273	Merit, 137, 155, 198
Knowledge production process, 27	merit-based selection, 151
"Knowledge translation", 40	Mesotime, 187
Kyrgyzstan, quality education in	Methodology, 2–5
schools in, 176	Metodichka, 166
	Microsystem, 187
Labor	Microtime, 187
child, 198, 202	Migration, 26, 29, 38, 186, 209
education, 281	of Syrian refugees, 186, 196–199

Ministry of Education and Culture	Non-governmental organizations
(MoEC), 215	(NGOs), 28, 39, 50, 165
Ministry of Education Malaysia	Non-teaching organization, 9
(MOE), 151	"Nonoptionists", 151
Ministry of Foreign Affairs (MoFA),	
191	Oceania
Ministry of National Education	CIE scholarship, 74
(MoNE), 190	education-focused events, 73
Ministry of Religious Affairs	significance of place and space,
(MoRA), 215	74–77
Mitigation policy, 82	Oceania CIES (OCIES), 72
Mixed-method approac, 15h, 123	personal positionings with(in),
Mobility, 94, 101	77–79
•	On-line teaching, 114
Nation-state need decolonization, 163	Online learning
National Board for Mental Health, 113	deepen "internet + education"
National Constitution of Paraguay, 239	application to educational
National Economic Policy, 156 <i>n</i> 2	innovation, 285–286
National educational systems, 232	literature review, 272–274
National Institute of Economics, 113	methodology, 274
National security, 238	possible solutions for current
National standards, 219	problems, 280
Native Land Act (1913), 255	research findings, 275
Necroeducation, necropolitics to,	solutions for students' problems,
220–223	280–282
Necropolitics to necroeducation,	solutions for teachers' and
220–223	principals' problems,
Necropower, 221	282–283
Negeri (see School network)	student acceptance of, 275-278
Neoliberal competencies, 152–154	transition of teaching after school
Neoliberalism, 121, 124, 141, 156n1	reopening, 283–285
education under, 141–143	Online teaching, 127, 278–273
retracing zombie, 150–151	Ontario Graduate Scholarships, 96
virus of, 154	Ontological bias, 172
New and Emerging Researchers Fono	Operations Manual, 83, 84
(NERF), 77	"Optionists", 151
New York Agreement (1962), 211	Organisasi Papua Merdeka (OPM),
New Zealand, COVID in, 37	211
Non-empirical research methods, 7,	Organization for Economic
11, 15, 18	Co-operation and
Non-formal education (NFE), 49,	Development, 121, 209
50–52	Organizational part, 230
Non-formal learning environments, 28	Otherization theory, 60
Non-formal refugee education	Otherization theory, oo
	Pacific Island country 75
COVID-19 global pandemic, 47	Pacific Island country, 75
refugee situation in Greece, 48–49	Pam's narrative, 66–67

Pandemic, 120	Primary education, 111, 235
impact on education sector,	Principals' acceptance of online
272–273	learning, 278–279
responses, 141	Private education, 240
Papua, 209	Private schools, 137, 239, 242, 274,
educational inequalities in, 215	275, 279
Papua Barat, 209	Professional identity, 153
educational inequalities in, 215	Professional teaching, 39
Paraguay, right to education in,	Professionalization, 2, 19
239–240	Protest, 60, 65, 100, 126, 136, 146
Parent Teacher Organization (PTO), 83	Proximal processes, 187
Pedagogy of the Oppressed (Freire), 252	Psychosocial support, 50–51, 188
Performance-based financing, 142	
Performativity, 153	Qualitative research, 7, 18–19
Period of time, 187	Qualitative technique, 15s, 231
Person, characteristic of, 187	Quality education for all, 215, 250,
Peruvian Ministry of Education, 273	256–257, 265, 267
"Planter colonialism", 213	Quality of education, 266
Platform technical support, 279	Quantitative methods, 3, 15
Political reform process, 212	Quebec-based businesses, 146
Port Vila conference, 74–75	
Positionality, 72, 75, 78	Race, 59-67, 255-256, 265
Post-apartheid education, South	Racial inequalities in schooling, 136
Africa's history of, 254–255	racial segregation, 253, 255, 256–257,
Post-Graduation Work Permit	266
program, 96, 99	Racialized obstacles, 60
Post-pandemic perspective, 108	Racism, 135–136
Post-Soviet comparative, international	Racist society impact on school
education, decolonization	inequalities, 250–251
in, 163–165	Real-worlds labs, 29
Post-Soviet knowledge production	for co-constructive knowledge and
approach, 170–171	transformation, 29–30
Post-Soviet scholarship, 168	in LaeneAs project, 31–32
Post-soviet Tajik education, 174–178	Recolonizing, 176–177
Postcolonial studies, 214	Refugee children, 47
Postsecondary education, 142	Refugee education, EST and, 52–54
Poverty level	Refugee Education Coordinators, 49
disproportionality within South	Refugee situation in Greece, 48–49
African schools based on,	Refugee youth, 26–27
261–264	informal learning environments, 28
disproportionality within US	lack of support structures in rural
Schools based on, 259–261	areas, 28
Practically test, 30	local stakeholders' networks, 28–29
Praxis, 40	non-formal learning environments,
Pre-registration approach, 15	28
Preferential School Subsidy Law, 137	real-worlds labs, 29–32

Regional Refugee Resilience Plan	School education
(3RP), 192	compulsory basic, 244
Registration process, 51	Czech, 110–113
Regression analysis, 278	School inequalities
Relationality, 79	conflict theorists' perceptions of,
Relative difference in composition	252–253
index (RDCI), 258	racist society impact on, 250-251
Relative percent difference statistical	School management, 111, 114, 169, 282
method (RD statistical	School network, 215
method), 257–258	School reopening, 82
Remote Learning, EdTech & COVID-	Schooling, racial inequalities in, 136
19 program, 274	Schools reproduce societal
Reopening Plan, 83, 84	inequalities, 252
Reopening Task Force, 83	School–society relations, 37
Reproduction theory, 252	Scientifically test, 30
Research ethics, 177–178	Segregation, 253–254
Research methodology, 15, 16	South Africa's history of, 254–255
Research-practice	Sekolah Dasar (SD) (see Elementary
conundrum in CIE, 39	education)
gap, 36	Sekolah Menengah Atas (SMA), 216
nexus, 43	Sekolah Menengah Kejuruan (SMK), 216
relationship, 36	Sekolah Menengah Pertama (SMP) (see
Resegregation, 253–254	Junior secondary education)
Resilience, 102, 192, 200	Self-discipline, 277
disrupted educational careers and	Self-isolation, 144
educational, 26–27	Self-management ability, 277
Right to education, 230, 232–233	"Settler colonialism", 213
Argentina, 233–235	Sexuality, 101–102
Brazil, 235–238	Signup systems, 87
Chile, 238–239	Social emotional learning, 51, 85
comparative findings, 241–244	Social exclusion, 201
method and content, 230–231	Social experimentation approach, 30
Paraguay, 239–240	Social factors, 38,. 63, 208
results, 233	Social integration, 29, 31
Uruguay, 241	Social interaction, 194
Rural areas, support systems in, 28–29	Social mobility, 137–138
Russo-Soviet colonialism, 166	social-emotional learning, 51
	Socially responsible behavior, 144
"Saltwater thesis", 163	Socio-economic status (SES), 251
School Act, 109	South Africa
School choice, 135–138	comparability of USA and South
School closure, economic	African Education, 257
consequences of, 112–113	educational inequalities in USA
School completion rates based on	and, 255–257
home location and level of	history of segregation and post-
poverty, 259	apartheid education, 254–255

South African schools based on students' location, level of poverty and home language, 261–264	Syrian refugee students (SRSs), 186 Syrian refugees, 186 financial barrier, 195 inadequacy of guidance and
South America, right to education in, 229–244	orientation, 194 language barrier, 193–194
Southern Common Market trade block, 230	migration-related challenges and barriers for, 193
Soviet Academy of Science, 166	psychological and emotional
Special Autonomy Law, 212	support, 194–195
Stakeholders' networks, 28–29	Syrians in Turkey
State-supervising model, 121–125	enrollments in HE, 192
State-subject relationship, 143–146	language support, 192–193
Stigmatization, 49	opportunities for, 191
"Structural conservatism", 30	Systemic educational systems, 250
Student	Systemic inequality, 136, 137
acceptance of online learning, 275	3, ,
disproportionality within South	Tajikistan
African schools based on	continued, adapted soviet-style
students' location, 261-264	research, 166–170
disproportionality within US	data sources, analyses, and
Schools based on students'	positionalities, 162–163
location, 259–261	education research of IDOs,
influencing factors of student	171–173
satisfaction with online	ethno-pedagogy, 170-171
learning, 276–278	knowledge production in, 162
principals' acceptance of online	post-soviet Tajik education,
learning, 278–279	174–178
student satisfaction with online	research and knowledge production
learning, 275–276	in education, 165
teachers' acceptance of online	western-style academic education
learning, 279–280	research, 173–174
Study abroad, 39, 98	"Talent reserve", 136
Subject–neoliberal state relationship,	Teach First UK, 150
141	Teach For All (TFAll), 150
Surveillance, 144, 190	Teach For America (TFA), 150
Syndemic, 60	Teach For Malaysia (TFM), 150,
Syrian migration	151–152
educational policies for Syrian	Impact Report, 153
refugees, 190–191	Teachers, 89–90
humanitarian, 190–191	acceptance of online learning,
international community meeting	279–280
Syrian refugee influx,	Teaching community in Malaysia, 150
189–190	Teaching English to Speakers of
legislative framework in Turkey,	Other Languages (TESOL),
188–189	62, 66

Teaching institution, 9	University Education Act, 255
Textbooks, 116, 168–169, 276	Uruguay, right to education in, 241
Thai, 60, 66–67	US Declaration of Independence, 253
Theorist–practitioner relationship, 39	US Schools based on students'
Theory of capabilities, 232	location, level of poverty,
Third space professional, 36–40	and home language,
"Titular" nation, 164, 167	259–261
"Trade colonialism", 213	US Schools history, 253–254
Traditional school curriculum	"User pays" philosophy, 122, 127–128
functions, 252	r r r r r r
Transdisciplinarity, 29	Vaccine roll-outs, 120
Transition of teaching after school	Vietnamese doctoral students, 98
reopening, 283–285	Giang's story, 100–101, 102
Transmigrasi program, 211–212, 221	Trang's story, 99–100, 102
Transnationality, 94, 96–97	Vuong's story, 99, 101–102
Turkey, Syrians in	Vocational education and training
enrollments in HE, 192	(VET), 26
language support, 192–193	German VET system, 26–27
opportunities for, 191	"Vocationalism", 142
Turkish HE students, 196–199	Volunteer turnover, 52
,,	Vouchers, 137
UN High Commissioner for Refugees	
(UNHCR), 47	WeChat groups, 279
UN Refugee Agency, 48	Welfare, 127
Undang Unang Otonomi Khusus	Wellbeing, 54, 89, 101,, 141, 143
(OTSUS), 212	West Papua, 208
Unit of analysis, 6–7, 10–11, 16–18	anatomy of contemporary colony,
United Kingdom (UK), 273	210–215
United Nations (UN), 210	BPS, 209–210
United Nations Children's Fund, 209	education in outermost, 215–220
United Nations Declaration of	educational problems of, 208
Human Rights, 137	from necropolitics to
United Nations Educational, Scientific	necroeducation, 220–223
and Cultural Organization,	units of analysis, 208–209
209	Western-style academic education
United Nations High Commissioner	research, 173–174
for Refugees (UNHCR), 186	White supremacy, 64
United Nations Temporary Executive	"Whiteness", 78
Authority, 211	Wira, 156n3
United States of America (USA)	Womanism, 61
comparability of USA and South	Womanist theoretical framework,
African Education, 257	60–61
educational inequalities in, 255–257	Women, 60
reflections on USA and South	of color, 61–62
African experiences,	of faculty, 60
265_266	scholars 65

Workforce, 124, 142 World Bank, 3–4, 121, 219 World Bank Group, 209 World Education Services, 98 World Health Organization (WHO), 83, 120 World Population Review, 3

Yogyakarta, educational inequality in,

209, 220

Young refugees, 26 Youth refugee, 25–26

"Zombie ideas", 150 Zombie neoliberalism, 150–151 Zombification, 152–154 Zoom, 73, 76, 114, 117*n*15