

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2016

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

Series Editor: Alexander W. Wiseman

Recent Volumes:

Series Editor from Volume 11: Alexander W. Wiseman

Volume 18: The Impact of HIV/AIDS on Education Worldwide

Volume 19: Teacher Reforms around the World: Implementations
and Outcomes

Volume 20: Annual Review of Comparative and International
Education 2013

Volume 21: The Development of Higher Education in Africa: Prospects
and Challenges

Volume 22: Out of the Shadows: The Global Intensification of
Supplementary Education

Volume 23: International Educational Innovation and Public Sector
Entrepreneurship

Volume 24: Education For a Knowledge Society in Arabian
Gulf Countries

Volume 25: Annual Review of Comparative and International
Education 2014

Volume 26: Comparative Sciences: Interdisciplinary Approaches

Volume 27: Promoting and Sustaining a Quality Teacher Workforce

Volume 28: Annual Review of Comparative and International
Education 2015

Volume 29: Post-Education-for-All and Sustainable Development Paradigm:
Structural Changes with Diversifying Actors and Norms

INTERNATIONAL PERSPECTIVES ON EDUCATION AND
SOCIETY VOLUME 30

**ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL
EDUCATION 2016**

EDITED BY

ALEXANDER W. WISEMAN

Lehigh University, Bethlehem, PA, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Group Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2017

Copyright © 2017 Emerald Group Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78635-528-7

ISSN: 1479-3679 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

LIST OF CONTRIBUTORS

<i>Bilyaminu Inuwa Bello</i>	Nigeria Northern Education Initiative (NEI) Plus, Creative Associates, Abuja, Nigeria
<i>Mary E. Brenner</i>	University of California, Santa Barbara, CA, USA
<i>Petrina M. Davidson</i>	Lehigh University, Bethlehem, PA, USA
<i>Lutine de Wal Pastoor</i>	The Norwegian Centre for Violence and Traumatic Stress Studies, Oslo, Norway
<i>Margaret M. Dubeck</i>	RTI International, Washington, DC, USA
<i>Christopher J. Frey</i>	Bowling Green State University, Bowling Green, OH, USA
<i>Roxana Ghiațău</i>	Alexandru Ioan Cuza University, Iași, Romania
<i>Amber Gove</i>	RTI International, Washington, DC, USA
<i>Adrienne Henck</i>	Association for Childhood Education International (ACEI), Washington, DC, USA
<i>Stephen P. Heyneman</i>	Vanderbilt University, Nashville, TN, USA
<i>Maryam Kia-Keating</i>	University of California, Santa Barbara, CA, USA
<i>Glenda Kruss</i>	Human Sciences Research Council, Cape Town, South Africa
<i>Reitumetse Obakeng Mabokela</i>	University of Illinois, Champaign, IL, USA
<i>Jean A. Madsen</i>	Texas A&M University, College Station, TX, USA

<i>Simon McGrath</i>	University of Nottingham, Nottingham, United Kingdom
<i>Cynthia Miller-Idriss</i>	American University, Washington, DC, USA
<i>Naomi A. Moland</i>	New York University, New York, NY, USA
<i>Moses W. Ngware</i>	African Population and Health Research Center, Nairobi, Kenya, and Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa
<i>Bjorn H. Nordtveit</i>	University of Massachusetts, Amherst, MA, USA
<i>Kata Orosz</i>	Central European University, Budapest, Hungary
<i>Laura W. Perna</i>	University of Pennsylvania, Philadelphia, PA, USA
<i>Il-haam Petersen</i>	Human Sciences Research Council, South Africa
<i>Alison Pflepsen</i>	RTI International, Washington, DC, USA
<i>Simona Popa</i>	UNESCO International Bureau of Education, Geneva, Switzerland
<i>Nitya Rao</i>	University of East Anglia, Norwich, United Kingdom
<i>Calley Stevens-Taylor</i>	Cedar Crest College, Allentown, PA, USA
<i>Rolf Straubhaar</i>	University of Georgia, Athens, GA, USA
<i>David A. Turner</i>	Beijing Normal University, Beijing, China
<i>R. Drake Warrick</i>	RTI International, Washington, DC, USA
<i>Alexander W. Wiseman</i>	Lehigh University, Bethlehem, PA, USA

Elizabeth A. Worden

American University, Washington,
DC, USA

*Muhammad
Bello Yusuf*

Nigeria Northern Education Initiative
(NEI) Plus, EDC, Sokoto, Nigeria

PREFACE

The *Annual Review of Comparative and International Education 2016* is the fourth volume in the *Annual Review* sequence. The inaugural volume was published in 2013 as a compliment to the International Perspectives on Education and Society (IPES) volume series, and next year will be the five year anniversary of the *Annual Review*. A key objective of the *Annual Review of Comparative and International Education* (ARCIE) is to systematically, reflectively, and annually review issues and perspectives in comparative and international education research. Another, equally important goal is to support the professionalization of the field of comparative and international education both academically and in the professional field broadly speaking. This is a difficult task given the fact that comparative and international education's disciplinary, theoretical, methodological, and regional foci are diverse and storied.

Although it is asserted in the preface and introductory chapter of every volume of the *Annual Review of Comparative and International Education*, one of the benefits of an annual review is that it provides an opportunity to reflect on the past, present, and future directions of the field and to both celebrate as well as constructively critique the field and its recent accomplishments. For the 2015 *Annual Review*, we have taken this as a new direction by highlighting not only the voices of leaders in the field of comparative and international education as identified by presidencies of comparative education societies worldwide, or by focusing on special interest group (SIG) leaders in the field (e.g., ARCIE, 2014), but by focusing on the published scholarship in the field of comparative and international education that was receiving the most attention during the year. In this case that target year was 2015.

The 2016 *Annual Review* consists of chapters inspired by, responding to, or critiquing highly read articles published in comparative and international educational journals from the last 12–18 months, which included most of 2015 and the last quarter of 2014. The *Annual Review* is organized by sections, which include: (1) conceptual and methodological developments, (2) research-to-practice, (3) area studies and regional developments, and (4) diversification of the field. The rationale and contents of each of

these sections can be found in the introduction to the inaugural Annual Review (Wiseman & Anderson, 2013).

Instead of inviting authors to contribute to one of these sections in uncoordinated ways, we identified prompt articles for each section as listed below. However, if authors had an article that they preferred to respond to or had another relevant topic that would further Annual Review readers' understanding of a particular comparative and international education topic or phenomenon of importance during the year in review, we also worked with the authors to identify the best fit for that piece. Most authors, however, responded favorably to the invitation to respond to a highly read article published in comparative and international education journals from the past 12–18 months. The highly read articles posed to *Annual Review* authors were as follows:

CONCEPTUAL AND METHODOLOGICAL DEVELOPMENTS

- “The stark reality of the ‘White Saviour’ complex and the need for critical consciousness: a document analysis of the early journals of a Freirean educator” by [Straubhaar \(2015\)](#).
- “The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations” by [Dubeck and Gove \(2015\)](#).
- “The World Bank and the global governance of education in a changing world order” by [Mundy and Verger \(2015\)](#).

RESEARCH-TO-PRACTICE

- “The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway” by [de Wal Pastoor \(2015\)](#).
- “Higher education and economic development: The importance of building technological capabilities” by [Kruss, McGrath, Petersen, and Gastrow \(2015\)](#).

AREA STUDIES AND REGIONAL DEVELOPMENTS

- “Exploring the students’ perceptions regarding unethical practices in the Romanian educational system” by [Ghiațău and Măță \(2015\)](#).

- “Understanding the human capital benefits of a government-funded international scholarship program: An exploration of Kazakhstan’s Bolashak program” by Perna, Orosz, and Jumakulov (2015).

DIVERSIFICATION OF THE FIELD

- “Featured Article: Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria’s *Sesame Square*” by Moland (2015).

All of these articles were identified as either the most downloaded or most cited in each of these comparative and international education journals during the period immediately preceding and during 2015. All of the authors of these highly read articles agreed to contribute discussion essays for this Annual Review, as well, which readers will see in the table of contents and in Part I: Comparative Education Trends and Directions. Part I also includes discussion essays from editors from *Comparative Education Review* (Nordtveit), *International Journal of Educational Development* (Heyneman), *Compare* (Rao), and *Prospects* (Popa). Journal editors were asked to respond to the following questions in their discussion essays:

- As an editor of a leading journal in the field, how do you define comparative and international education (CIE) for your professional and scholarly community’s context, needs, and perspectives?
- Which key theories, policies, development initiatives, practices, and other areas of study have shaped scholarship published in your journal in recent years? What trends do you expect in comparative and international education scholarship, policy and practice for 2016?

Authors of highly read articles were asked to respond to slightly different questions in their discussion essays:

- As the author of one of the most read articles related to comparative and international education in 2015, how do you frame your research within the field of comparative and international education? What other perspectives influence your research or scholarly work? Please explain.
- What key theories, policies, development initiatives, practices, and other areas of study have shaped scholarship in your area in recent years? What trends do you expect in comparative and international education research for 2016 and beyond?

These question prompts were designed to encourage reflection on the field from these experts and scholars in the field of comparative and

international education, as one more opportunity to engage in self-reflection about the field and on behalf of other scholars and professionals working in comparative and international education.

In the remaining sections of the *Annual Review*, authors responded to all of the highly read articles indicated above except for one. The Mundy and Verger article was not selected by chapter authors for comment or response. There is only one chapter as well in the *Annual Review of Comparative and International Education 2016* beyond the discussion essays that did not directly address or respond to one of the highly read articles. This exception is the chapter by Adrienne Henck on “Constructing Childhood in Global and Local Contexts: The Case of a Child-Friendly Schools Policy in Nepal”. This chapter represents area studies and regional developments during the preceding year, and does so by deeply investigating and explaining this Nepalese policy and the construction of childhood. It is an important and unique chapter, and although it does not directly reference one of the highly read articles from the past year, it is relevant and important for this annual review.

Of the chapters in Part II: Conceptual and Methodological Developments. Straubhaar (2015) is the subject of comment and response in the remaining three chapters in this section by Jean A. Madsen and Reitumetse Obakeng Mabokela in their chapter, “Critical Consciousness in the Cross-Cultural Research Space: Reflections from Two Researchers Engaged in Collaborative Cross-Cultural Research,” as well as by David A. Turner in his chapter, “Paulo Freire: The Comparative Educationist (or Not),” and by Christopher J. Frey in his chapter, “The White Savior in the Mirror.”

In Part III: Research-to-Practice, Moses W. Ngware’s chapter, “A Critical Assessment of “Higher Education and Economic Development: The Importance of Building Technological Capabilities,”” is a direct comment on Kruss et al. (2015); whereas, Mary E. Brenner and Maryam Kia-Keating’s chapter, “Psychosocial and Academic Adjustment among Resettled Refugee Youth,” is a comment and response to Pastoor (2015). As already mentioned, Adrienne Henck’s chapter in Part IV is not a comment on one of the highly read articles from 2015, but in Part V: Diversification of the Field, Cynthia Miller-Idriss and Elizabeth A. Worden’s chapter titled, “Beyond Multiculturalism: Conflict, Co-Existence, and Messy Identities,” is a comment on and response to Moland (2015).

This unique approach to the *Annual Review of Comparative and International Education 2016* is a direct result of the insightful and creative

suggestions and recommendations from the *Annual Review* advisory board. It should be made clear, however, that the advisory board deserves all of the credit for what is wonderful about these ideas, and the volume editor deserves all of the blame when those ideas are not executed properly. So, please keep that in mind as you read this volume of the *Annual Review*. The *Annual Review*'s advisory board is comprised of global leaders in the field of comparative and international education, who are active professionals in field-related scholarship and professional practice. We especially would like to recognize and thank the advisory board of the *Annual Review* for giving their time and expertise to support the *Annual Review*. The 2016 *Annual Review of Comparative and International Education* advisory board are

David P. Baker
*Pennsylvania State University,
USA*

Steven J. Hite
Brigham Young University, USA

Lihong Huang
*NOVA, Norwegian Social
Research, Norway*

Nancy Kendall
*University of Wisconsin, Madison,
USA*

Daniel Kirk
*Emirates Center for Strategic
Studies and Research, United
Arab Emirates*

Shirley Miske
Miske Witt Associates, USA

Diane Napier
University of Georgia, USA

Nikolay Popov
Sofia University, Bulgaria

Francisco O. Ramirez
Stanford University, USA

David Turner
*University of Glamorgan,
United Kingdom*

Frances Vavrus
University of Minnesota, USA

John Weidman
University of Pittsburgh, USA

Shoko Yamada
Nagoya University, Japan

This volume is published with the sincere and heartfelt thanks to the many supporters who made the *Annual Review of Comparative and International Education 2016* possible, and who contributed to enhancing the quality and rigor of each chapter, the *Annual Review*, and the International Perspectives on Education and Society series as a whole. In particular, the tireless commitment and expertise of the *Annual Review*'s editorial assistants, Petrina Davidson and Calley Stevens-Taylor, made this year's volume possible. They also deserve all of the credit and none of the blame. And, on a personal note, the editor could not have brought this year's volume to fruition without their support, intellectual rigor, and creativity. As we move towards the *Annual*

Review's five year anniversary next year, this is as good a moment as any to take the contents of this year's volume and use them to strategically and systematically reflect not only on one's own scholarship and professional practice, but on where the field is headed and what our individual and collection contributions to that development are.

Alexander W. Wiseman
Editor

REFERENCES

- de Pastoor, L. W. (2015). The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway. *International Journal of Educational Development*, 41, 245–254.
- Dubeck, M. M., & Gove, A. (2015). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. *International Journal of Educational Development*, 40, 315–322.
- Ghiațău, R. M., & Măță, L. (2015). Exploring the students' perceptions regarding unethical practices in the Romanian educational system. *International Journal of Educational Development*, 44, 1–10.
- Kruss, G., McGrath, S., Petersen, I., & Gastrow, M. (2015). Higher education and economic development: The importance of building technological capabilities. *International Journal of Education Development*, 43, 22–31.
- Moland, N. A. (2015). Featured article: Can multiculturalism be exported? Dilemmas of Diversity on Nigeria's *Sesame Square*. *Comparative Education Review*, 59(1), 1–23.
- Mundy, K., & Verger, A. (2015). The World Bank and the global governance of education in a changing world order. *International Journal of Educational Development*, 40, 9–18.
- Perna, L. W., Orosz, K., & Jumakulov, Z. (2015). Understanding the human capital benefits of a government-funded international scholarship program: An exploration of Kazakhstan's Bolashak program. *International Journal of Educational Development*, 40, 85–97.
- Straubhaar, R. (2015). The stark reality of the 'white saviour' complex and the need for critical consciousness: A document analysis of the early journals of a Freirean educator. *Compare: A Journal of Comparative and International Education*, 45(3), 381–400.
- Wiseman, A. W., & Anderson, E. (Eds.). (2013). *Annual review of comparative and international education 2013* (Vol. 20). International Perspectives on Education and Society Series. Bingley, UK: Emerald Publishing Limited.