## INDEX

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

Academic.edu, 143 Academic/academia academic achievement, materialistic values relative preeminence to, 316 academic/practice divide, 36 gatekeeping in, 4-5 practitioner, 29 publishing, 38 research, 19, 36, 38-39, 49, 51 socio-professional networking platforms, 143-144 Acceptance, 241 Access, 38-40 Accessibility, 42 Actual representation, 138 Adivasi janajati, 232, 249n1 Adjusted net enrollment ratio, one year before the official age of primary entry (ANER1P), 172–173, 175 - 178Advocacy, 271 African Development Bank (AfDB), 214 Agency, 101-102, 156, 159-160 freedom and achievement, 103 Agent perforce, 95 American educational systems, 341 ANAR1P-UIS, 181-182 Annual Review, 2, 13 Annual Review of Comparative and International Education (ARCIE), 2-3, 257 Anthropocene, 286-287 Asia Society, 56 Asian Development Bank (ADB), 214 Aspiration, 101

Assemblage of minoritarian becoming, 145 Assemblage theory, 135–140 Assemblage thinking (see Assemblage theory) Atlas Ti software, 310, 313 Australian and New Zealand Comparative and International Education Society (ANZCIES), 258 Author affiliation, 11 Author Country and Collaboration, 11 - 12Authorship, 10–11, 14 "Banking concept", 295 Basic education, 185, 211, 215, 239 Basic Needs paradigm, 96 Best practices, 37-38 Big data, 135, 137, 140, 141, 147 as deterritorializing vector in CIE, 145-146 as reterritorializing force in CIE, 140-145 Bill and Melinda Gates Foundation, 59 BL data, 121 Borgen Project, 58 Bribery, 336–338, 340–341, 344–345, 347 Buenos Aires, school choice landscape in, 310-312 Capability approach (CA), 90, 94, 96-98, 105n1 Capability empowerment approach in education, 103 Capacity building, 52, 246

Cartography, 137, 139

Center for Universal Education (CUE), 43 Central Capabilities' evaluation, 98 Centrality of person and agency. 92 Cheating, 347 Child development, 186, 210-212, 214 Choice of pathways, 261 Chomskian-era theoretical tradition of universal grammar, 290 Christianization, 287 Chronicle of Higher Education, The, 340, 343–344, 346 CIES Connect. 146 Citations, 5-6, 18, 20 Civilization, 287 CLA. 206n3 Clinical medicine model, 50 Clusters of higher education corruption, 340-342 Coaching, 198 strategies for, 199-200 Coercion. 337 Cognitive protest, 293 Collaborating, Learning, and Adapting, 204 Coloniality of knowledge, 288 Communist regimes, 337 Communities of research, 41-44 Comparative and international education (CIE), 2, 28, 36, 56, 62, 134–135, 154, 281 crisis and development, 281-282 data and methods, 10 feminist institutionalism and, 8-9 gender in, 6-8, 15-18 in IED practice, 36-38 language revolution and social change in CIE reimagination, 298–299 limitations. 18-19 and/as loci of epistemic struggles, 292 power of knowledge transactions, 297-298 professionalization of, 8 publication in, 7 researchers. 42

rethinking CIE through assemblage theory, 135-140 sites of knowledge enactment, 294-297 sources of knowledge traditions, 292-294 status and trends in field, 10–15 Comparative and International Education Society (CIES), 2-3, 90, 140, 283 Comparative education, 30, 65 *Comparative Education (CE)*, 10 Comparative Education Review (CER), 10 Comparative Education Society, 141 Comparative educational thought, 257 Comparative international education (CIE), 90 **Comparative International Education** Society, 30 Comparative method, 2, 137 Comparativists, 28, 30-32, 265 Compare: A Journal of Comparative and International Education, International Journal of Educational Development (IJED), 10 Comprehensive pre-school education, 219 Conditions range, 92-93 Connections, 138, 260 and heterogeneity principles, 137 Constitutive dimension of freedom, 93-94 Context, 233-234 Contextual complexity, 49 Correlation. 112 Corruption in higher education, 336–338 findings, 343-348 research methodology, 340-343 theoretical framework, 338-340 Cost of bifurcation, 137 of education, 74, 307 Critical theory, 97 Cross-country analyses, 129n9

Index

Cultural evolution theory, 309 Cultural identities, 291 Cultural institutions, 324 schools as. 325 Cultural survival and continuity, 261 Curriculum, 327-328 Cutting-edge, 271-273 Data, 10, 121 Data-based educational assessment, 141 De-Westernization, 299 Decentralization implications on language education policy, 246 - 247Decolonial delinking, 299 Decoloniality, 286 Decolonizing critical pedagogism, 294 Decoupling, 196 Deferred fees. 73 "Deformed" corrosive functionings, 97 Deincarceration of learning, 297 Deinstitutionalization, 297 Deinstitutionalize learning, 297 Demographic and Health Surveys (DHS), 173 Demographic changes, 80 Department for International Development (DfID), 214 Department of Education (DOE), 199 Dependency syndrome, 326 Deterritorialization, 137 Deterritorializing, 139 Developing countries, 74-77, 82-83, 104 Development of education, 286 as freedom, 94 Developmental research, 271, 272 Developmentalist universalism, 288 Diaspora, 267 Differentiation effects, 118 Dis/empowerment in Gujarat, India, 158 - 161Discourse, 158-159 in girls' education policy analysis, 161 - 166research. 154

Displacement, 326 Dissemination, 49–52 District Education Offices (DEOs), 199 Donor-funded, low-resource contexts, 48 - 49Donor-funded TPD programs, 48 Donors. 53n2 Early childhood development (ECD), 210 Early childhood education (ECE), 172-173, 210-211 analyses, 177–183 challenges and opportunities under multilateralism, 211-215 commitment to SDG 4. 2, 223-224 comparative case studies, 217-223 literature review, 173-175 methodology, 175-177 objective, 175 socio-cultural and political economy, 215–217 Early Childhood Educational Development (ECED), 211 Early grade reading, 192 and EGRA, 193–194 harnessing research evidence for policy and programs, 193 implementation, 199-200 instructional time in Nigeria, 200 - 201iterative learning toward improvement in Nepal, 200 lessons from satisficing lens, 203-206 satisficing in, 198 strategies for coaching, 199-200 teacher support in Nepal, 198–199 time as key factor in learning, 201 time for teaching and materials design, 201-202 Early Grade Reading Assessment (EGRA), 193-194 Early grade reading programs (EGRPs), 192-193, 195-196 Economic(s) of education, 72 evolution, 312 globalization, 62 "production-function" approach, 50 Education, 81, 100-103, 112, 280-281, 323-332 analytical approach, 102-103 corruption, 339 costs of. 74 data and measures, 121 and economic growth, 74-75 economics of, 72 empowerment-capability framework for, 103–104 ethnographic perspectives on, 154 - 161finance, 77-81, 80-82 findings, 121-126 global inequality, 114-115 and global norm making, 282-291 in Gujarat, India, 158-161 human capital, 72-73 hypotheses, 117-118 markets, choice, and incentives, 75 - 77methods, 119-121 past studies, 118-119 policy, 345 private and social benefits of, 73 quality, 206 reform, 232 role in post-colonial formation, 299n1 theoretical background, 115-117 trends in between-country inequality, 113 Education for All initiatives (EFA initiatives), 214 Education management information systems (EMIS), 172, 175, 181 - 185Educational access. 325 Educational achievement distribution (EAD), 78, 82–83 Educational crisis, 280

Educational efficiency, 79 Educational initiatives, 58 Educational materials in Nepal, 244 Educational policy, 307 Educational research, 50 Educational systems, 305-306 Educational thinking, 270 Educators, 56, 324 Educators' response, structural challenges and, 330-332 Efficiency, 80 Embezzlement, 341, 346 Empowerment, 2, 100-103, 156, 164 ethnographic perspectives on, 154-161 Empowerment-capability framework for education, 103-104 English as Second Language (ESL), 39 English medium education, 247–248 Enrollment, 186n12 Epistemic monolinguality, 295 Epistemic normativity of Eurocentric linguistic imaginations, 295 Equality, 2 Equity, 94 Eradicate violence, 285 Ethics, 269 Ethnically "fractionalized" societies, 290Ethnographic/ethnography, 265 in girls' education policy analysis, 161 - 166perspectives on education, gender, and empowerment, 154-161 research, 154 Eurocentric linguistic convergence, 291 Eurocentric modernity, 280 European colonial languages, 289 European-imagined boundaries, 256 Examination schooling, 128n3 Feminist ethnography, 158 Feminist institutionalism and CIE, 8-9 Fidelity, 196, 205 Fijian Vanua framework, 264

Finland, in ECE, 219-220

First International Mathematics Study (FIMS), 148n1 Fostering academic integrity, 339 Fraud, 340-341, 344-346 Free school choice, 306–307 Freedom, dimensions of, 93, 110 Fundamental human rights, 290 Gatekeeping in academia, 4–5 Gazeta, 340, 344 Gender. 2 in CIE, 6-8, 15-18 equality, 9 equity, 9 ethnographic perspectives on, 154-161 gap, 6 identity, 10 journal editorship by, 18 parity, 9 trends in education, 3-6 trends in publication, 5-6 Gendered research agenda, 9 Genealogical development, 263-264 Geographical diversity in Malaysia, 62,64 Gini, 112 Girls' education policy analysis, 161 - 166Girls' lived experiences, 154–161 Global Citizenship Education (GCE), 327 Global Classroom, 56-57 Global education finance policy, 82 **Global Education Monitoring** (GEM), 330 Global equalizer, 112, 115-116 Global Gini coefficient in educational attainment, 112 Global inequality, 123 Global migration, 326 Global Monitoring Report (GMR), 148n1, 283 Global norm making, 282-291 Global poverty rate, 91 Global South, 48, 52, 62, 90

Global standards, 64 Global Trends in Higher Education, 11 Globalization, 62, 325 Google Scholar, 143 Gross domestic product (GDP), 90, 173 Gross enrollment ratio/rate (GER), 172-173, 175-177, 179-180, 234 Growth theory, 116 Habitus, 93 Health policy, 265 Heterarchical flexible relationships, 139 Higher education corruption, 337, 340-342 organization, 340 Higher education institutions (HEIs), 336 Holism. 270 Household surveys, 173, 175, 181-183 Human capital, 72-73, 128n5, 145 Human Capital Theory (HCT), 72, 114 Human development and capability approach (HDCA), 90-94 comparison with other approach, 96-99 education, 100-103 empowerment, 100-103 empowerment-capability framework for education, 103-104 operationalization, 99-100 organization, 99-100 participatory method, 95-96 social change, 100-103 Human Development Report (HDR), 91 "Human linguistic perspective", 291 Human Poverty Index (HPI), 99 i-Talitali framework, 265, 268 i-Taukei framework (Indigenous Fijian), 266 Identity, 10 Iluvatu framework, 266 Imperialism, 287

Implementation, 199–200 Inclusive education, 2 Inclusive quality education for all, 220 Income inequality, 120 Indigenous educational practices, 295 Indigenous educational thinking, 260 Indigenous frameworks, 262–270 Indigenous languages, 289, 291, 293 Indigenous pacific research cutting-edge, 271-273 indigenous frameworks, 262-270 pacific, 258-259 pacific theory, 259-260 rethinking movement, 260-262 Individual country contributions, 124 Individual freedom, 92 Inequality, 112, 114-116 between rural and urban spaces, 222 Information Communication Technologies (ICT), 271 Inglehart's theory of cultural evolution, 309 Institute of Education Sciences (IES), 42 Institutionalization, 134 Institutionalized legitimacy, 283 Instructional scaffolding, 39 Instructional time in Nigeria, 200-201 Instrumental dimension of freedom, 93-94 Inter-Agency Standing Committee (IASC), 330 mental health and psychosocial pyramid, 331 Inter-American Development Bank (IADB), 214 Internal homogeneity, 140 International Adult Literacy Survey (IALS), 148n1 International comparative target achievements (ICTAs), 141 International development, 3, 7, 80, 155, 157, 163-164 International education, 28–30, 56–59 International education development (IED), 36 CIE in IED practice, 36–38 International educators, 29 International Evaluation of **Educational Achievement** (IEA), 148*n*1 International Institute for Educational Planning (IIEP), 338 International Labor Organization, 29 International Large-Scale Assessments (ILSAs), 142 International large-scale assessments, 141 International Monetary Fund, 129 International organizations (IOs), 58, 282, 284-285, 287 International Research and Exchanges Board (IREX), 57-58 International Review of Education (IRE), 10 International Standard Classification of Education (ISCED), 211 Internationally comparative research, 154 Intra-country comparative research, 65 Investment mechanisms, 83-84 Invisible labor, 19

Jordan, in ECE, 222-223

Kakala (*see* Tongan Kakala framework) Kaupapa Māori theory, 259 Kenya, in ECE, 220–221 Kibung framework, 271–272 Knowledge, 283, 327–328 enactment, sites of, 294–297 power of knowledge transactions, 297–298 traditions, 292–294

Language of environment, 206*n*1 of instruction, 248

ontology, 288-291 planning, 233, 241, 244 rights, 290 support, 329 Language revolution CIE and/as loci of epistemic struggles, 292-298 crisis of CIE and development, 281-282 education, 280-281 education and global norm making, 282-291 language revolution and social change in CIE reimagination, 298-299 Leapfrogging, 43 Learning crisis, 292–293 Liberal welfare state model, 216 Liberalization of school provision, 306 Liberation Theology, 90 Liberty, 78 Life skills education. 163 Limbu community, 234 Lines of segmentarity, 138 Linguistic marginalization, 288 "Linguistically fractionalized" societies, 290 Literacy program, 97 Longview Foundation, 57-58 Low-resource countries, 48 Low-resource environments, 49 Low-resource settings, research in, 50 Malaysia, 63 geographical diversity of, 64 politics in, 65-66 primary schooling in, 62–63 Malaysian education system, 64 Market economy, 75 Market-oriented reforms, 305 Mass media, 336 Materialist values, 309 Materialist values in school choice, 312 materialistic values relative

preeminence to academic

achievement. 316

preeminence of materialistic values relative security and protection, 312-313 "Me Too" movement. 3 Mean Log Deviation (MLD), 112 Measurement, 121 Media, 336, 341 reports on corruption in higher education, 343 Medium of Instruction and Languages for Education (MILE), 242 Meta-assemblage, 135, 138, 146 Metaphor, 268-269 Methodology, 48, 50-52 Migration, 323-332 Millennium development goals (MDGs), 162, 211 Ministry of Education (MOE), 198 Ministry of Education, Science, and Technology (MOEST), 220 Miraat-ul-Uroos (The Bride's Mirror), 157-158 Modern education systems, 326 Modernity, 290 Modernization, 287 Monitoring, Evaluation, Research, Learning, and Adapting (MERLA), 204, 206n3 Monolingual policy climate, 289 Mother tongue, 293, 295 Mother tongue-based MLE in Nepal, 232 context. 233-234 historical trends, 234-240 increasing English medium education, 247-248 present and emerging trends, 240-243 trends and risks in resourcing, 243-247 Motutapu, 259 Multicultural Education Review (MER), 10 Multidimensional Poverty Index (MPI), 99

Multilateral agencies, 212 Multilateralism, challenges and opportunities under, 211-215 Multilingual education (MLE), 232, 245, 288-290 limits of MLE advocacy, 288-291 Multilingualism, 232, 295, 299 Multiple Indicator Cluster Survey (MICS), 173 Multiplicity, 137 of assemblages, 139 Multiplier effects, 118 Muslim womanhood construction, 155 - 158National Early Grade Reading Program (NEGRP), 198 - 199National economy of education, 76 National Education Foundation (NEA), 58 National Educational Policy Review Committee, 64 National inequality theories, 116 National Science Foundation (NSF), "Native" educational research models, 50 Nepal iterative learning toward improvement in, 200 mother tongue-based MLE in, 232 - 248teacher support in, 198-199 Nepal National Educational Planning Commission (NNEPC), 237-238 Nepotism, 341 NER1Pest, 178, 180 Net enrollment ratio (NER), 172–173, 175–178, 184 Neutrality, 283 New York Times, The, 340, 343-344 Newspapers, 339 Newsru, 340, 344

Nigeria instructional time in, 200-201 language of environment, 206n1 Non-CIE journals, 7 Non-fidelity, 206 Non-linear trajectories of educational development, 336 Non-market benefits, 73 Non-spatial process, 140 Non-Western knowledge systems, 294 Nongovernmental organizations (NGOs), 29, 56, 58–59 Normative political HDCA theory, 98 Northern Education Initiative Plus program, 203

Oceania Comparative and International Education Society (OCIES), 258 Ola Lei framework, 267–269 Operational research, 204–205 Optimizing, 196 Oral reading fluency (ORF), 194, 205 Ordering/othering norms, 281–282 Organization for Economic Co-operation and Development (OECD), 64

Pacific, 256, 258-259 education, 257, 262 theoretical frameworks, 262-263 theory, 259-260 Pacific Indigenous knowledge, 256 Pacific Indigenous Research paradigm, 259, 263 Pacific Indigenous thought, 265, 268 Pacific Strategy, 273 Pacific Way, 258 Pan-Pacific application, 265 Paradigmatic thinking, 259-260 Participatory method, 95-96 Partnerships with end users, 44 Party-less "panchayat" system, 237 Pedagogy, 265 Pentecostalism, 297

Index

Phidim municipality, 234–235 Plagiarism, 347 Plane of consistency or immanence, 138 Plane of organization, 138-139 Pluriversality, 287 Policy, 163 action, 154 reforms, 247 talk, 154, 162 texts and experiences in girls' education discourse analysis, 163-166 Policymakers, 43, 112, 324 Political economy in ECE, 215–217 Politics in Malaysia, 62, 65-66 Positivism, 145 Post-Development of education, 286 Post-foundationalism, 145 Post-materialist values, 309 Post-materialist values in school choice. 312 post-materialistic values relative preeminence to socialization, 315-316 preeminence of post-materialistic values relative to political concerns, 314 Post-positivist scholarship, 105n4 Post-Soviet educational systems, 341 Post-structuralism, 145 Poverty, 330-331 Power of knowledge transactions, 297-298 Practice to theory, 31 Practitioners, 28-30, 43 applying theory, 30-31 capacity building, 38-40 Prah's intellectualization agenda, 295 Preprimary access, 175, 181, 185 Preprimary education, 172-173, 175-177, 180-181, 184-185 Primary school completion, 174–175 Primary schooling in Malaysia, 62-63 Private and social benefits of education. 73

Private provision of education, 306 Private schools, 76 choice, 306-307 Privatization of education, 76 Procedural rationality, 204 Productivity puzzle, 5 Professional educators, 29 Professionalization, 134 of CIE, 8 Program for International Student Assessment (PISA), 63, 127, 147–148*n*1, 327 Programme for the International Assessment of Adult Competencies (PIAAC), 148*n*1 Progress in International Reading Literacy Study (PIRLS), 148n1 Progressivism, 295 Protective security, 105n5 Provocative charge, 290 Psychosocial programs, 330, 332 Public provision of education, 306 Public school, 314 Publications, 38 in CIE, 7 gender trends in, 5–6

Qualitative, field-based educational policy research, 154 Quality, 125–126 of education, 75 Quantitative methods, 338 Quantity, 125–126 Quasi-State monopoly, 308

Race relations in Malaysia, 62 Randomized controlled trials (RCTs), 194 Re-Imagining Migration, 332 Reading Motivator (RM), 199–200 "Reasonably good" strategies, 199 Reflexivity, 260, 312, 315 "Refugee narrative", 325 Regression analysis, 338

Relationality, 136, 257, 259, 270 Relativism, 145 Relevance, 38-40 Representation for education, 286 Research areas regarding TPD, 52 challenges in low-resource environments. 49 evidence development, 193-194 findings accessibility, 51 in low-resource settings, 50 methods, 12-14 question vs. methodology, 51 scrutiny, 112 Research in Comparative and International Education (RCIE), 10 Research on Improving Systems of Education (RISE), 44 Researchers, 43, 144 recommendations for, 49-52 ResearchGate, 144 Research-practice gap, 42-44, 56-59 Research-practice partnerships (RPPs), 38 Resource teachers (RTs), 198 Reterritorialization, 137 Reterritorializing, 140–145 Rethinking, 269–270 movement, 260-262 **Rethinking Pacific Education** Initiative, 273 Review period, 271–272 RG Score, 143 Rigorous qualitative studies, 51 **RTI International.** 194 Rural girls' education, 91 Russia, higher education corruption in, 336–338

Satisficing, 192, 196–198 in early grade reading, 198 lessons from satisficing lens, 203–206 School choice decision-making, 312 School choice policies, 306 conceptual framework, 308-309 educational systems, 305-306 materialist and post-materialist values in school choice. 312 - 316methods, 309-310 mid-income parents, 307-308 school choice landscape in Buenos Aires. 310-312 School finance policy (SFP), 79 School provision, 306, 308-312 School Sector Development Plan (SSDP), 241-244 Schooling, 323-332 School-Pacific context mismatch, 271 Schools, 294 Schools as cultural institutions, 325 2018 SCOPUS data. 20 Seattle World Affairs Council, 59 Second International Mathematics Study (SIMS), 148n1 Segregation, 306-307 Self-segregation, 306–307 Social capital, 145 theory, 114 Social change, 100–103 in CIE reimagination, 298-299 and policy, 94 Social choice theory, 72 Social cohesion, 326 Social media platforms, 144 Social mobility in United States, 43 Social norms, 339 Social transformation, 154 Social vulnerability index (SVI), 310 Socialization, post-materialistic values relative preeminence to, 315-316 Socio-cultural economy in ECE, 215-217 Socio-economic status (SES), 217, 317 Solomon Islands Malaita mind, 272 Space, 268 Spillover social benefits, 73 Standardized testing, 337 Status attainment theories, 117

Storytelling, 44 Structural Adjustment Policy (SAP), 75 Structured paternalism, 308, 312 Structured paternalist policies, 309 Subsidies, 73, 77 Substantive human freedoms, 100 Subtractive schooling, 128 Surface-level cultural hierarchy, 291 Surveillance assemblage, 146 Sustainable development goals (SDGs), 3, 9, 59, 82-84, 162, 172–173, 210–212 SDG 4, 210 SDG 4.2 agenda, 212 SDG 5, 114 SDG 10, 114 Sustainable Development Solutions Network (SDSN), 172 Suva colloquium, 260 Symbolic violence, 283 t-statistic, 186n7 Teacher absenteeism, 202 capacities, 244-245 preparation, 329-330 support in Nepal, 198–199 Teacher professional development (TPD), 48 research areas regarding, 52 as unique intervention, 52 Teacher training, 52, 198, 329 curricula, 329 programs in Malaysia, 65 Teaching and Learning International Survey (TALIS), 148n1 Temal municipality, 234-235 Territorialization, 140 "The Idea of Justice" (2009), 80 Theil index, 112 Theories of national inequality, 116 Theorists, 28–29 Theory of cultural evolution, 309 to practice, 28-31 practitioners applying, 30-31

Time as key factor in learning, 201 for teaching and materials design, 201-202 Time-on-task study, 203 Tongan Kakala framework, 263–264, 268 - 269Topographical barriers, 233 Trade-off, 126 Traditional private sector of education, 307 Transatlantic Outreach Program (TOP), 59 Transformational research, 271 Transformative citizenship education, 328-329 Transformative research, 272 Transnational education project, 155 - 158Transnational empowerment discourses, 159 Transparency guarantees, 105n6 Tree of Opportunity, 260-262 Trends in CIE, 13–14 Trends in International Mathematics and Science Study (TIMS), 148*n*1

U.S. Agency for International Development (USAID), 194 Ultimate externality, 145 UN Educational, Scientific, and Cultural Organization (UNESCO), 327 Under-age primary enrollment rate, 186n7 UNESCO, 29, 214–215 **UNESCO** Institute for Statistics (UIS), 173 UNICEF, 29, 213 Unit of analysis, 13–15 United Nations, 129 United Nations Development Program (UNDP), 90 United Nations General Assembly, 232

United States (US) in ECE, 218–219 higher education corruption in, 336-338 United States Agency for International Development, 53n2 United States International Development Aid agency (USAID), 214 Universalism, 287 University of Oxford Poverty & Human Development Initiative (OPHI), 99–100 University of South Pacific (USP), 268 Unstructured Big Data, 145 Utilization-focused evaluations, 50-51

Vanua (*see* Fijian Vanua framework) Vertical vision, 62 Violence, 282 Westernization, 287 Wicked hard, 232 problems, 233, 249*n*2 Women's lived experiences, 154–161 Working arrangement, 138 World Affairs Council, 58 Global Classroom Program, 56 World Bank, 29, 53*n*2, 105, 129, 194, 212–214 World Development Indicators (WDI), 121

Xiangcun Sisters, 102-103