

## Comparative and international education

This list of titles was chosen by Nozomi Sakata, a PhD student at the UCL Institute of Education and student member of the editorial team for the *London Review of Education*. Her PhD research looks at the implementation of learner-centred pedagogy in Tanzanian primary schools.

The papers here are just some of those published in the journal about comparative and international education. The [full list of contents](#) of the journal's 15 volumes is free for browsing and searching.

- Caruana, V. (2016) [‘Researching the transnational higher education policy landscape: Exploring network power and dissensus in a globalizing system’](#). *LRE* 14 (1), 56–69.
- Chen, S.-Y. (2012) [‘Contributing knowledge and knowledge workers: The role of Chinese universities in the knowledge economy’](#). *LRE* 10 (1), 101–12.
- Frostad, P., Mjaavatn, P.E. & Pijl, S.J. (2011) [‘The stability of social relations among adolescents with special educational needs \(SEN\) in regular schools in Norway’](#). *LRE* 9 (1), 83–94.
- Garratt, D. (2011) [‘Equality, difference and the absent presence of “race” in citizenship education in the UK’](#). *LRE* 9 (1), 27–39.
- Giota, J. & Emanuelsson, I. (2011) [‘Policies in special education support issues in Swedish compulsory school: a nationally representative study of head teachers' judgements’](#). *LRE* 9 (1), 95–108.
- Green, A. (2003) [‘Education, globalization and the role of comparative research’](#). *LRE* 1 (2), 83–97.
- Huang, X.-H., Adamson, B. & Lee, J.C.-K. (2014) [‘The move to quality assurance in Chinese higher education: Tensions between policy and practices’](#). *LRE* 12 (3), 286–99.
- Katsuno, M. & Takei, T. (2008) [‘School evaluation at Japanese schools: Policy intentions and practical appropriation’](#). *LRE* 6 (2), 171–81.
- Mainardes, J. & Gandin, L.A. (2013) [‘Contributions of Stephen J. Ball to the research on educational and curriculum policies in Brazil’](#). *LRE* 11 (3), 256–64.
- Michel, S. (2015) [‘Education in Thailand: When economic growth is no longer enough’](#). *LRE* 13 (3), 79–91.
- Tang, S. & Adamson, T. (2014) [‘Student-centredness in urban schools in China’](#). *LRE* 12 (1), 90–103.

- Leoncini, S. (2014) ['Equality and inclusion of the Palestinian minority in mixed Israeli schools: A case study of Jaffa's Weizman School'](#). *LRE* 12 (3), 274–85.
- Ngware, M.W., Ciera, J., Abuya, B.A., Oketch, M. & Mutisya, M. (2012) ['What explains gender gaps in maths achievement in primary schools in Kenya?'](#) *LRE* 10 (1), 55–73.
- Ngware, M.W., Mutisya, M. & Oketch, M. (2012) ['Patterns of teaching style and active teaching: do they differ across subjects in low and high performing primary schools in Kenya?'](#) *LRE* 10 (1), 35–54.
- Oketch, M., Mutisya, M. and Sagwe, J. (2012) ['Do poverty dynamics explain the shift to an informal private schooling system in the wake of free public primary education in Nairobi slums?'](#) *LRE* 10 (1), 3–17.
- Oketch, M., Mutisya, M., Sagwe, J., Musyoka, P. & Ngware, M.W. (2012) ['The effect of active teaching and subject content coverage on students' achievement: Evidence from primary schools in Kenya'](#). *LRE* 10 (1), 19–33.
- Van Zanten, A. & Kosunen, S. (2013) ['School choice research in five European countries: The circulation of Stephen Ball's concepts and interpretations'](#). *LRE* 11 (3), 239–55.
- Warwick, I. & Aggleton, P. (2004) ['Building on experience: A formative evaluation of a peer education sexual health project in South Africa'](#). *LRE* 2 (2), 137-53
- Weymans, W. (2010) ['Democracy, knowledge and critique: Rethinking European universities beyond tradition and the market'](#). *LRE* 8 (2), 117–26.