

INDEX

- Abu Dhabi, 77, 115, 118,
129, 156
- Accredited European
Schools, 15
- Advance Levels (A-Levels),
11, 68, 95, 139
- ADvTech Group, 120
- AEFE, 15
- Africa, 21, 75, 91, 112,
120, 130, 151
- Airline model, 68
- Albrow, Martin, 37
- Alliance of International
Education, 151,
159
- American-ethos
GEMIS, 6
- Anchor school, 72
- Anglo-American Higher
Education, 95–96
- Arendt, Hannah, 30,
171
- ASEAN. *See* Association of
Southeast Asian
Nations (ASEAN)
- Asia–Pacific International
Schools Conference
(AISC), 114, 115
- Association of Southeast
Asian Nations
(ASEAN), 8, 21, 48,
49, 75, 94, 125, 133,
136, 144
emergence of, 125
trade bloc region, 75
- Assumptions–Perceptions
Model, 61
- Atlanta, International
School, 3
- Atlantic College, 35, 39
- Attention
towards reality, 31–33
towards theory, 29–31
- Attractive business model,
114
- Australia, 58, 76, 100,
150, 164
- Australian International
Schools Association, 6
- ‘The Avenues: World
School’ in Brazil,
108–110
- Bahrain, 42, 74, 77, 96,
117, 118, 120–122,
156, 163, 164

- Bahrain Mumtalakat Holding Company (BMHC), 117, 118, 120
- Bangkok Patana School, 105
- Baring Asia Pacific Equity, 42
- Bath, University of, 5, 31, 105, 154
- BBC International School, 47
- Beck, Ulrich, 86
- BE Education, 123, 162
- Belgium, 108
- Bell, Daniel, 37
- Bernstein, Basil, 30, 165
- Birth tourism, 102
- Blackstone Group, 117
- BMHC. *See* Bahrain Mumtalakat Holding Company (BMHC)
- Bourdieu, Pierre, 30–31, 52, 53, 59, 86, 88, 89, 165–167
- ‘brain-drain’, 10, 117, 126, 142, 144, 145, 148, 149, 160
- Brand of Britain, 8
- Brazil
Sao Paulo, 109
‘The Avenues: World School’ in, 108–110
- ‘Brexit’, 63, 82, 119, 127, 128, 130, 132
- Brihanmumbai Municipal Corporation, 98
- British
Columbia Offshore Schools, 6
elite private schools, 127
- British Council, 93, 131
‘Britishness’, 5
- Brunei, 77, 118
- Business model, attractive, 114
- Cambodia, 67, 70, 75, 125, 158
- Cambridge International Education (CEI), 22, 83, 95, 164
- Cambridge Primary curriculum (CIPP), 22
- Canada, 5, 6, 13, 58, 106, 144, 150
- Capital accumulation, 86
desire for cultural, 106
desire for social, 103–105
desire for symbolic, 101–103
framework, 101–110
- Career-related Certificate (CP), 13
- CAS. *See* Creativity, Activity and Service (CAS)
- The Changing Landscape of International Schooling: The Implications for Theory and Practice*, 33
- Chicago, 13

- Chicago Public Schools,
Middle Years
Programme (MYP) in,
13
- China, 75, 86, 87
Beijing, 47, 69, 71, 79,
100, 130, 148
Chengdu, 7, 40, 79, 94,
130, 142, 148
GEMIS in, 126
higher education
institutions in, 87
ISR Research 'Country
Report' on, 88
K-9 education in, 89
national curriculum, 6
primary education, 88
Shanghai, 4, 71, 76, 96,
130, 142, 148, 151
13th Five-Year-Plan on
Education, 88
Tianjin, 130, 148
Wycombe Abbey
International Schools,
123
Yew Chung Model in, 32
- China Investment
Corporation (CIC),
156
- CIS. *See* Copenhagen
International School
(CIS)
- Cities
emergence of 'tiers' of,
70–73
Tier-1 cities, 4, 7
Tier-2 cities, 85, 136
Clarendon Commission,
94
- Clarendon Commission
Schools (UK), 132
- CLVT nations, 125–126
- Cognita, 36, 38, 119–121,
146, 155, 163
- Cold War, 29, 35
- Coleman, James Samuel,
53
- Collins, Randall, 30, 166
- 'Common Core'
curriculum, 6
- Copenhagen International
School (CIS), 4, 34,
47, 64
- Cosmopolitan subjects,
32
- CP. *See* Career-related
Certificate (CP)
- Creativity, Activity and
Service (CAS), 133
- Creativity thinking, 9
- Critical thinking, 9
- Cultural capital, 9, 48, 86,
89, 106
- Cultural Theory of Risk,
50
- Death of Human Capital
Thesis, 144
- Decision-making, 50
- 'Decree 68,' Vietnam, 9
- Demand and supply,
aligning of, 137–138
- Developments in field
(since 2014), 40–41
- Diaspora, 16, 126
- Dichotomy of approach,
35

- Diploma Programme (DP), 13
- Distinction, 8, 14, 20, 36, 49, 53, 59–61, 85–101, 103, 138, 139, 144–146, 153
 personal aspect of providing, 85–87
- Douglas, Mary, 50
- DP. *See* Diploma Programme (DP)
- Dual-Guarantees Model, 49, 50, 145
- Dual-Guarantees Thesis, 143, 145, 146, 154
 emergence of, 48–50
- ‘Duality of precarity,’ emergent, 55–56
- Dubai, Philadelphia Private School, 122
- Dublin, 63, 119, 127
- Dulwich College, 5, 8, 10, 39, 40, 72, 104, 107, 129, 131, 151, 152, 158, 160, 161
- Dulwich International model, 37
- Durkheim, Emile, 30, 31, 36, 165, 167
- Economic Transformation Programme, 116
- The Economist Intelligence Unit*, 92
- Ecuador, 13, 108
- Educating champions of a just and sustainable world*, 4
- Education
 hubs, 116, 136
 Internationally British, 22
 International Schooling and, 12–19
- Education in an International and Global Context (EIGC), 12, 15
- EduReach Education*, 113
- Egypt, BBC International School, 47
- EIGC. *See* Education in an International and Global Context (EIGC)
- Elite cosmopolitan, 15
- Elite English schooling growth, 94–95
- Elite International School, 4, 32, 66, 99, 105, 121, 133
- Elite private schools
 British, 127
 England, 13
 English-based, 130
- Ellesmere College, 40
- Emergence of ‘One Field, Two Sectors’, 158–159
- Emergent ‘Middlemen’, 123–124
- Emerging contradictions, 148–150
- Emerging controversies, 148–165
- Emerging distortions, 150–152

- Emerging scope for inquiry, 165–170
- Emerging ‘Truth Prisms’, 152–155
- EMI-based education, quality-assured, 143–144
- Emile*, 34
- The End of Ideology* (Bell), 37
- England
- elite private schools in, 13
 - grammar-school style education, 68
 - IBDP in, 95
- English-based elite private schools, 130
- English-language medium of instruction, 1–7
- English Medium of Instruction (EMI), 1–7, 16–19, 92–94, 106, 108, 127, 143, 160
- See also* Globalised English Medium of Instruction Schools (GEMIS)
- English-medium school, 6, 11, 88
- English private schools, 32
- English-speaking transformational leaders, 13
- English-speaking universities, western-based, 106
- Epsom College in Bandar, 72
- Equity
- growing appeal to global private, 111–115
 - private, 36, 38, 42, 48, 49, 111–115, 117, 119–123, 139, 143, 144, 156, 157, 164
- European Schools, 15
- Excellent Education of Thailand (XET), 104
- Expectation States Theory* (Berger), 57
- Expected growth period lasting until 2027, 23–24
- Extra-National Schooling, 15
- Factors driving demand, 139–140
- Factors driving supply, 139–140
- Fajr Capital, 117, 118, 163
- Fanisi Capital Fund, 112
- Fee revenue, growth in, 25–26
- Financial Crisis of 2006–2008, 112–113
- French Lycee, 15
- French school system abroad (AEFE), 15
- Gaokao, The, 98
- Gardner-McTaggart, 8
- GATS, 24

- GEMIS. *See* Globalised English Medium of Instruction Schools (GEMIS)
- GEMS, 164
Education, 42, 47, 68, 117–120, 123, 139, 155, 163
- Geneva, International School of Geneva, 35, 37, 39, 58, 105, 151, 159
- Geneva-registered International Baccalaureate (IB), 4
- Geographical precarity, 73
- Geo-political reality, emerging, 73
- German, overseas schools, 15
- GFH Financial Group, 122
- GIAC Zone, 75, 91, 112, 133, 135, 147, 171
- Giddens, Anthony, 30, 171
- Global attribute, 4
- Global citizen, 4, 82–83, 109
- Global citizenship, 82–83
- Global Citizenship Education, 1
- Global competency, 5, 9, 38, 48, 63, 114, 133, 137, 142
- Global Educational Management Systems (GEMS) Education, 117–120, 123
- ‘Global Education City’ hub, 116
- Global Equity Schooling, emergence of, 155–158
- ‘Global in outlook’, 2
- Globalisation, 7–11, 74, 86
- Globalised English Medium of Instruction Schools (GEMIS), 2, 3, 6, 9, 16–19, 24–26, 30, 32, 34, 36, 42, 55, 57, 60, 62–63, 77–78, 80, 86, 90, 95, 98, 100, 103–104, 108–109, 113, 115, 117, 137–138, 149, 158–159, 165, 168–170
- academic positioning of, 11–12
- activity, hotspots, 8
- American-ethos, 6
- in China, 126
- deliberate exporting of, 128–132
- deliberate ‘importing’ of, 124–128
- disparaging of the nature of, 80–82
- emergence of ‘tiers’ of, 69–70
- globalisation in, 7
- growth of, 10–12, 48
- in Kenya, 112
- kindergarten, 11
- in Vietnam, 81, 125

- Globalised Non-English
Medium of Instruction
Schools (GNEMIS),
14–16, 93, 136
- Globalization, 9, 10
- Globally Advantaged
Children, 62
- Globally competence, 5
- Globally Competent Kids,
63
- Globally mobile elite, 34
- Globally-Positioned Kid,
62
emergence of, 106
- Global Middle Class
(GMC), 2–3, 7,
14–15, 39, 48, 49, 51,
98–103, 111, 131,
136, 139, 141, 144,
145, 160, 162, 163,
167–168, 170–171
emergence of new,
98–101
- ‘Global Nomads’, 58, 61
- Global peace movement, 6
- Global private equity,
growing appeal to,
111–115
- Global service class, 99
- Global Wealth Databook*
2015, 91
- GMC. *See* Global Middle
Class (GMC)
- GNEMIS. *See* Globalised
Non-English Medium
of Instruction Schools
(GNEMIS)
- Goffman, Erving, 30, 166
- Gold rush market
conditions, 11
- Government of Singapore
Investment Company
(GIC), 121
- Grammar-school style
education, 68
- GREAT Britain (brand),
128, 152, 161
- Greater Wealth, structural
aspect of, 88–89
- Growth
assumptions behind
growth, weakening of,
138–146
factors, 139–140
in fee revenue, 25–26
foundations for, 146
nature of growth
2000–2017, 19–23
in number of schools,
24–25
in number of students,
26–28
teaching staff, 26
in teaching staff, 26
- Guarantees, growth rests
on perceived, 45–47
- Gulf-based Sovereign
Wealth Funds, 141
- Habermas, Jürgen, 57
- Habitus, 52, 53, 57, 154
- Halo effect, 114
- Harrow Bangkok, 8
- Harrow School, 8, 32, 132
- HCT. *See* Human Capital
Theory (HCT)

- HEIs. *See* Higher Education Institutions (HEIs)
- HIG, 122
- Higher Education, 34, 36, 61, 155
- Higher Education Institutions (HEIs), 1
- Hong Kong, 6, 10, 14, 42, 67, 68, 71, 75, 76, 80, 111, 114, 119, 138
- Hong Kong-based Nord Anglia Education, 42
- Horizon International Academy, 79
- Horizon International College, 79
- Horizon International School, 79
- Human capital factor, 106–108
- Human Capital Theory (HCT), 53, 107
- Human rights logic, 4
- Hurtwood House, 40, 130
- IB. *See* International Baccalaureate (IB)
- IBDP, England, 95
- ICPSs. *See* International Chinese Private Schools (ICPSs)
- ‘Ideal’ mode of activity, 38–39
- ‘IDEALS’ (internationalism, democracy, environment, adventure, leadership and service), 35
- India
- The Association of International Schools in, 81
- Bangalore, 101, 129
- curriculum, 16
- Mumbai, 98, 139
- Rohtak, 71
- Indonesia, 43, 44, 51, 55–57, 62, 65, 78, 82, 147
- authorities in 2014, 56
- international schools in, 43
- Inquiry, emerging scope for, 165–170
- Inspired Group, 121
- Institutional Primary Task, 4, 34, 65, 131, 136, 153
- Internal markets, growing access to, 115–117
- International and Private Schools Education Forum, 115
- International Baccalaureate (IB), 63
- Career-related Certificate, 13
- Career-Related Programme (CP), 13
- Diploma Programme (DP), 13, 133
- Geneva-registered, 4
- ‘IB Continuum Schools’, 64
- ‘IB Educators’, 65
- ‘IB World Schools’, 64

- Middle Years Programme (MYP), 13, 22
- Primary Years Programme (PYP), 22
- programmes, 22
- public schools, 13
- International capital
 - accumulation, 108
- International Chinese-owned Private Schools (ICPSs), 51
- International Chinese Private Schools (ICPSs), 126, 127
- International curriculum, 63
- Inter-National Education*, 43, 164
- Internationalised National School, 12
- Internationalised National Schooling' territory, 63
- Internationalised Schooling and National Education (ISNE), 12–14
- Internationally British Education, 22, 96, 128
- Internationally Canadian schools, 6
- Internationally Minded Schools, 4
- International Mindedness, 4, 32, 65, 83, 133, 136, 142, 152, 156
- International Primary Curriculum (IPC), 13
- International School, Copenhagen, 4
- International Schooling and Education (ISE), 8, 14–19, 31
 - in postcolonial nation-states, 75–76
 - reimagining of, 135–137
- International School of Europe (ISE), 55, 122
- International Schools Association (ISA), 6, 35
- International Schools Partnership (ISP), 120, 146, 156, 164
- 'Investment arms', 111–112
- Investment model, emergence of short-term, 121–123
- ISA. *See* International Schools Association (ISA)
- ISC Research, 11, 17–21, 24, 36, 41, 64–67, 70, 74, 86–87, 106, 107, 137, 151, 158
 - Oxfordshire-based, 18
 - website of, 106
- ISE. *See* International Schooling and Education (ISE)
- ISNE. *See* Internationalised Schooling and National Education (ISNE)
- ISR.com, 143, 158, 169
- ISR Research, 88

- Jacobs Holdings AG, 163
 Jakarta Intercultural School, 79
 Jakarta, International School, 43, 67, 79, 147
 Japan, 13, 130
 public schools, 13
 Jeju Island, 116, 129, 130
- K-12 American curricula school, 122
 Kazakhstan, 77
 K-9 education, China, 89
 Kenya, 112, 122, 151
 GEMIS in, 112
 Kindergarten GEMIS, 11
 King's College Taunton, 40, 71, 101
 Knight, Jane, 2
- Laumann, Edward Otto, 167
 Leach, Robert, 58
 Levi-Strauss, Claude, 59
 'Local/Non-Nomadic Kid', 61
 Lukes, Steven, 29
 Lyu, Jianjun, 123
- Machin, 10
 Magnum Capital, 122
 Malaysia, 72, 74, 116
 Bandar, 72
 Iskandar, 72, 116
Malaysia Education Blueprint (2013–2025), 72
- Malvern College, 96, 130
 Mannheim, Karl, 30
 Maple Leaf Educational Systems, 6
 Mapleleaf Education Group, 69
 Maust, Marcel, 30, 166
 May, Theresa, 82, 83, 132
McKinsey and Company, 92
- Mead, George Herbert, 166
 Merton, Robert King, 166
 Meyer, John Wilfred, 37
 Middle-class Englishness, 8
 Middle class globally, growth of, 90–92
 Middle Years Programme (MYP), in Chicago Public Schools, 13
- Mumtalakat Holdings Company (BMHC), 117, 118, 120, 163, 164
- Myanmar, 160
 Star City, 72, 129
 Yangon, 72, 90, 104, 129, 149, 160
- National Curriculum of England and Wales, 2, 64, 95, 149
 National Economic and Development Authority, 72
 National Education dissatisfaction with, 96–98

- internationalised schooling and, 12–14
- National school, 12
- Nature of growth
 - 2000–2017, 19–23
- Neo-colonialism, 162
- Neo-colonial Lens,
 - emerging need for, 159–162
- Neoliberal educational policy-making, 116
- Neo-liberalisation, 135
- Netherlands, The, 58, 106
- New York, Dwight School, 130
- Nomos, 165
- Non-decisional power, 29
- Non-IB Landscape,
 - emergence of, 63
- Non-national curriculum, 2
- Nonpremium schools, 6
- Non-premium sector, 66, 67, 69, 70, 73, 78, 92, 142, 149, 152, 154, 158, 159
- Non-State Education
 - Promotion Law, 80
- Nord Anglia, 38, 42, 43, 58, 68, 119, 139, 146, 155
- OECD
 - Pisa tests, 9, 48, 132, 133
 - Programme for International Student Assessment, 133
- Ontario Secondary School Diploma, 6
- Organisational culture, 5
- Oxfordshire-based ISC Research, 18
- Parental choice, scope for research into, 167–168
- Parsons, Talcott, 59
- Partners Group Holdings (PGH), 164
- Peterson, Alec, 75
- PGH. *See* Partners Group Holdings (PGH)
- Philippines
 - development plan, 72
 - Manila, 71
- Pisa rankings of individual schools, 9
- Pisa test, 9, 48, 63
 - developing agenda of, 132–134
- Plato, 37
- Political precarity, 77–80
- ‘Post-ethical’ mode of activity, 162
- ‘Post-ideal’ mode of activity, 33–43
- Premium sector, 4, 66–70, 72, 73, 82, 114, 115, 146, 152, 154, 158, 168
 - model, 73
 - schools, 72
- Private equity, 36, 38, 42, 48, 49, 111–115, 117, 119–123, 139, 143, 144, 156, 157, 164

- Promises, foundations for growth, 143–148
- Providence Equity Partners, 122, 156
- Public school, 12, 94
- International Baccalaureate (IB), 13
- internationalisation of, 12–13
- Japan, 13
- Qatar, 74, 86
- Education City, 116
- International School of London, 3, 47, 86
- ‘Outstanding Schools Initiative’, 116
- Sherborne School, 116
- Quality-assured EMI-based education, 143–144
- Reality, 142
- lack of attention towards, 31–33
- Recession-proof, 25, 48, 113, 122, 144
- Reigate Grammar School, 96, 130, 132
- Research attention, lack of, 29–33
- Round Square Schools, 35
- Rousseau, Jean-Jacques, 34
- Rugby School, 40, 94, 146
- Russia, 75, 130, 151
- Safe assumptions, breakdown of, 56–60
- SAGE Handbook of Research in International Education*, 44
- SAGE Major Works*, 44–45
- Satellite college, 32, 94, 104, 127, 129–132, 151, 158, 161
- Saudi Arabia, 48, 74, 78, 96, 118, 124
- Schools for Children of Foreign Workers (SCFWs), 126, 127
- Sectors
- emergence of separate, 65–69
- See also specific types of sectors*
- ‘Semi-elite/premium’ sector, 158
- Short-term investment model, emergence of, 121–123
- Shrewsbury School, 32
- Singapore, 6, 10, 15, 64, 69, 74, 102, 121, 129, 150, 152, 161, 163
- Snob Goods, 101
- Social capital, 53, 60, 103–105, 139, 144, 146, 160
- accumulation, desire for, 103–105
- South Africa, 91, 120, 151
- Southbank International School, 36

- Sovereign Wealth Funds (SWFs), 38, 42, 77–78, 120–121, 141, 144, 156–157, 163
- Spectrum of approach, 36
- Spencer, Herbert, 65
- Sri Lanka, 81
- State school, 12
- St. John's International School, 121
- Stockmarket, 118, 139
- 'Structural anthropology' model, 58
- Students, growth in number of, 26–28
- Suisse, Credit, 91
- Super-elite Rugby School, Thailand, 146
- Super Global High Schools, 13
- SWFs. *See* Sovereign Wealth Funds (SWFs)
- Switzerland, 69, 105, 164
- Symbolic capital, 59, 89, 94, 101–103, 109, 139, 141, 154, 160
- TCKs. *See* Third Culture Kids (TCKs)
- Teaching staff growth, 26
- Temasek Holdings, 121
- Texas Pacific Group, 164
- Thailand, 56
 Excellent Education of Thailand (XET), 104
 Super-elite Rugby School, 146
- Thinking
 creativity, 9
 critical, 9
- Third Culture Indigenous Kids, 62
- Third Culture Kids (TCKs), 32, 58, 61–62, 103, 141
- Third-space Kids (TSKs), 102
- Tier-1 cities, 4, 7, 10, 70, 71
- Tier-2 cities, 71, 72, 74, 85, 136, 148
- Tier-3 cities, 73
- Tier-1 schools, 69
- Tier-2 schools, 70
- TNCC. *See* Trans National Capitalist Class (TNCC)
- Tonnies, Ferdinand, 36
- Trans National Capitalist Class (TNCC), 99–100, 162
- 'Truth Prisms,' emerging, 152–155
- Two-tier sector model, 67
- United Arab Emirates (UAE), 19, 51, 70, 74, 115, 118, 129
- United World Colleges, 6
- Universal pragmatics, 57
- University of Bath's Department of Education, 31

- University of British
Colombia (UBC), 5,
58, 105
- UWC South East Asia
(UWCSEA), 105
- Values-deficit, emergence
of, 162–165
- Veblen Goods, 20, 101
- Venbergen, William, 123
- Vietnam, 6, 9, 10, 48, 70,
81, 90, 120, 124–126,
130, 133, 141, 145,
148, 151, 164
- ‘Decree 68’, 9
- GEMIS in, 81, 125
- Vietnam and Myanmar:
Southeast Asia’s New
Growth Frontiers, 90
- Vision 2020, 116
- Weber, Max, 30, 31,
166
- Wellington College, 126,
129, 148
- Western-based English-
speaking universities,
106
- Westminster School, 40,
79, 94
- Whittle, Chris, 109
- World Polity Theory,
37
- Wycombe Abbey, 123,
127, 130, 132
- Yamaguchi, Kazuo, 30,
168
- Yangon, International
Schools in, 90
- Yew Chung Model, 32