

# Joan G Dejaeghere

## List of Publications by Year in descending order

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Version: 2024-02-01

35  
papers

982  
citations

567144  
15  
h-index

477173  
29  
g-index

39  
all docs

39  
docs citations

39  
times ranked

464  
citing authors

#	ARTICLE	IF	CITATIONS
1	Learning inequities in Vietnam: teachers's beliefs about and classroom practices for ethnic minorities. Compare, 2023, 53, 399-416.	1.5	1
2	Reframing Life Skills: From an Individualistic to a Relational Transformative Approach. Young People and Learning Processes in School and Everyday Life, 2022, , 73-90.	0.5	3
3	Productive Tensions in Interdisciplinary and Mixed-Methods Research on Youths's Livelihoods. , 2021, , 85-99.		1
4	Reconceptualizing Educational Capabilities: A Relational Capability Theory for Redressing Inequalities. Journal of Human Development and Capabilities, 2020, 21, 17-35.	1.2	27
5	Moving beyond employment and earnings: reframing how youth livelihoods and wellbeing are evaluated in East Africa. Journal of Youth Studies, 2020, 23, 667-685.	1.5	7
6	Education for All: How Schooling Is Creating Social Changes for Lowered-Caste Girls in Rural India. Gender and Society, 2020, 34, 951-975.	3.0	5
7	Decolonizing life skills education for girls in Brahmanical India: a Dalitbahujan perspective. Gender and Education, 2019, 31, 490-507.	1.1	8
8	A capability pedagogy for excluded youth: Fostering recognition and imagining alternative futures. Education, Citizenship and Social Justice, 2019, , 174619791988685.	0.5	5
9	A Capability Approach to Entrepreneurship Education: Fostering Recognition and Community Care to Address Inequalities for Marginalized Youth. , 2019, , 393-411.		1
10	Girls's educational aspirations and agency: imagining alternative futures through schooling in a low-resourced Tanzanian community. Critical Studies in Education, 2018, 59, 237-255.	3.3	51
11	A Capability Approach to Entrepreneurship Education: Fostering Recognition and Community Care to Address Inequalities for Marginalized Youth. , 2018, , 1-19.		4
12	Broadening Educational Outcomes: Social Relations, Skills Development, and Employability for Youth. Comparative Education Review, 2016, 60, 457-479.	0.6	26
13	Conceptualizing Youth Agency. Advancing Responsible Adolescent Development, 2016, , 1-24.	0.2	2
14	Learning to negotiate sexual relationships: a girls's school in Tanzania as a restrictive and agentic site. Gender and Education, 2015, 27, 183-197.	1.1	11
15	Ethnicity and education in China and Vietnam: discursive formations of inequality. Compare, 2015, 45, 118-140.	1.5	20
16	Context matters: A model of the factors associated with the effectiveness of youth entrepreneurship training. Prospects, 2015, 45, 533-547.	1.3	12
17	Encountering friction between liberal and neoliberal discourses of citizenship: A non-governmental organization's entrepreneurship education in Tanzania. Education, Citizenship and Social Justice, 2014, 9, 226-238.	0.5	11
18	Youth Entrepreneurship Education and Training for Poverty Alleviation: A Review of International Literature and Local Experiences. International Perspectives on Education and Society, 2014, , 33-58.	0.4	9

#	ARTICLE	IF	CITATIONS
19	Entrepreneurship education for youth in sub-Saharan Africa: A capabilities approach as an alternative framework to neoliberalism's individualizing risks. <i>Progress in Development Studies</i> , 2014, 14, 61-76.	1.0	69
20	Gender discourses in an NGO education project: Openings for transformation toward gender equality in Bangladesh. <i>International Journal of Educational Development</i> , 2013, 33, 557-565.	1.4	32
21	Education, skills and citizenship: an emergent model for entrepreneurship in Tanzania. <i>Comparative Education</i> , 2013, 49, 503-519.	1.8	13
22	High Aspirations, Limited Capabilities, Challenging Context: An Empirical Look at a Youth Entrepreneurship Training Program in a Low Income Setting. <i>World Studies in Education</i> , 2013, 14, 63-78.	0.1	3
23	Public Debate and Dialogue from a Capabilities Approach: Can it Foster Gender Justice in Education?. <i>Journal of Human Development and Capabilities</i> , 2012, 13, 353-371.	1.2	16
24	Gender and Education for All: Progress and problems in achieving gender equity. <i>International Journal of Educational Development</i> , 2012, 32, 743-755.	1.4	91
25	Educational Formations: Gendered Experiences of Schooling in Local Contexts. <i>Feminist Formations</i> , 2011, 23, vii-xvi.	0.2	5
26	What Matters for Marginalized Girls and Boys in Bangladesh: A Capabilities Approach for Understanding Educational Well-Being and Empowerment. <i>Research in Comparative and International Education</i> , 2011, 6, 27-42.	0.8	52
27	The Making of Mexican Migrant Youth Civic Identities: Transnational Spaces and Imaginaries. <i>Anthropology and Education Quarterly</i> , 2010, 41, 228-244.	0.6	26
28	Gender mainstreaming in education at the level of field operations: the case of CARE USA's indicator framework. <i>Compare</i> , 2010, 40, 441-458.	1.5	14
29	Ugandan secondary school headteachers' efficacy: What kind of training for whom?. <i>International Journal of Educational Development</i> , 2009, 29, 312-320.	1.4	18
30	Developing U.S. teachers' intercultural competence: Does professional development matter?. <i>International Journal of Intercultural Relations</i> , 2009, 33, 437-447.	1.0	61
31	Limits of and possibilities for equality: An analysis of discourse and practices of gendered relations, ethnic traditions, and poverty among non-majority ethnic girls in Vietnam. <i>International Perspectives on Education and Society</i> , 2009, , 145-183.	0.4	6
32	Development of intercultural competence among US American teachers: professional development factors that enhance competence. <i>Intercultural Education</i> , 2008, 19, 255-268.	0.4	68
33	Increasing the supply of secondary teachers in sub-Saharan Africa: a stakeholder assessment of policy options in six countries. <i>Journal of Education Policy</i> , 2006, 21, 515-533.	2.1	12
34	Assessing intercultural sensitivity: an empirical analysis of the Hammer and Bennett Intercultural Development Inventory. <i>International Journal of Intercultural Relations</i> , 2003, 27, 467-486.	1.0	174
35	Thinking not a Usual: Adding the Intercultural Perspective. <i>Journal of Studies in International Education</i> , 2000, 4, 39-78.	1.9	38