

Antoni Verger

List of Publications by Year in descending order

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Version: 2024-02-01

63
papers

1,925
citations

567281

15
h-index

434195

31
g-index

86
all docs

86
docs citations

86
times ranked

865
citing authors

#	ARTICLE	IF	CITATIONS
1	Framing and selling global education policy: the promotion of public-private partnerships for education in low-income contexts. <i>Journal of Education Policy</i> , 2012, 27, 109-130.	2.8	128
2	The rise of international large-scale assessments and rationales for participation. <i>Compare</i> , 2017, 47, 434-452.	2.1	98
3	The growth and spread of large-scale assessments and test-based accountabilities: a political sociology of global education reforms. <i>Educational Review</i> , 2019, 71, 5-30.	3.7	97
4	The World Bank and the global governance of education in a changing world order. <i>International Journal of Educational Development</i> , 2015, 40, 9-18.	2.7	85
5	New public management as a global education policy: its adoption and re-contextualization in a Southern European setting. <i>Critical Studies in Education</i> , 2014, 55, 253-271.	4.5	78
6	Nueva gesti3n p3blica y educaci3n: Elementos te3ricos y conceptuales para el estudio de un modelo de reforma educativa global. <i>Educacao E Sociedade</i> , 2015, 36, 599-622.	0.4	71
7	The emerging global education industry: analysing market-making in education through market sociology. <i>Globalisation, Societies and Education</i> , 2017, 15, 325-340.	2.6	64
8	Reforming governance through policy instruments: how and to what extent standards, tests and accountability in education spread worldwide. <i>Discourse</i> , 2019, 40, 248-270.	1.3	64
9	The World Bank and Education. , 2012, , .		57
10	Multiple paths towards education privatization in a globalizing world: a cultural political economy review. <i>Journal of Education Policy</i> , 2017, 32, 757-787.	2.8	53
11	Learning from all? The World Bank, aid agencies and the construction of hegemony in education for development. <i>Comparative Education</i> , 2014, 50, 381-399.	2.7	41
12	The governance of higher education regionalisation: comparative analysis of the Bologna Process and MERCOSUR's Educativo. <i>Globalisation, Societies and Education</i> , 2010, 8, 105-120.	2.6	39
13	The Merchants of Education: Global Politics and the Uneven Education Liberalization Process within the WTO. <i>Comparative Education Review</i> , 2009, 53, 379-401.	0.8	34
14	A origem das parcerias p3blico-privada na governan3a global da educa33o. <i>Educacao E Sociedade</i> , 2012, 33, 1133-1156.	0.4	34
15	What Are the Role and Impact of Public-Private Partnerships in Education? A Realist Evaluation of the Chilean Education Quasi-Market. <i>Comparative Education Review</i> , 2016, 60, 223-248.	0.8	34
16	Governing Education through Public Private Partnerships. , 2012, , .		30
17	How and why policy design matters: understanding the diverging effects of public-private partnerships in education. <i>Comparative Education</i> , 2020, 56, 278-303.	2.7	23
18	Making Poor Choices? Demand Rationalities and School Choice in a Chilean Local Education Market. <i>Journal of School Choice</i> , 2017, 11, 258-281.	0.8	17

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19	The business of policy: a review of the corporate sector's emerging strategies in the promotion of education reform. <i>Critical Studies in Education</i> , 2021, 62, 131-146.	4.5	17
20	Campaigning for "Education for All", 2012, , .		17
21	Measuring educational liberalisation. A global analysis of GATS. <i>Globalisation, Societies and Education</i> , 2008, 6, 13-31.	2.6	15
22	Homecoming as displacement: An analysis from the perspective of returning social scientists. <i>Current Sociology</i> , 2014, 62, 63-80.	1.4	15
23	Common standards, different stakes: A comparative and multi-scalar analysis of accountability reforms in the Spanish education context. <i>European Educational Research Journal</i> , 2020, 19, 142-164.	2.1	15
24	"All Things Being Equal?", 2012, , 125-142.		15
25	Pedagogising poverty alleviation: a discourse analysis of educational and social policies in Argentina and Chile. <i>British Journal of Sociology of Education</i> , 2009, 30, 463-477.	1.8	14
26	An Introduction to Public Private Partnerships and Education Governance. , 2012, , .		14
27	Constructing School Autonomy with Accountability as a Global Policy Model: A Focus on OECD's Governance Mechanisms. , 2019, , 219-243.		14
28	Inclusive education and social inequality: an update of the question and some geographical considerations. <i>Prospects</i> , 2008, 38, 65-76.	2.3	13
29	Manufacturing an illusory consensus? A bibliometric analysis of the international debate on education privatisation. <i>International Journal of Educational Development</i> , 2019, 64, 81-95.	2.7	13
30	Recontextualización de políticas y (cuasi)mercados educativos. Un análisis de las dinámicas de demanda y oferta escolar en Chile. <i>Education Policy Analysis Archives</i> , 0, 24, 27.	0.4	13
31	Global perspectives on high-stakes teacher accountability policies: An introduction. <i>Education Policy Analysis Archives</i> , 0, 25, 85.	0.4	13
32	La trayectoria de una reforma educativa global: el caso de la Nueva Gestión Pública en el sistema educativo catalán. <i>Educacao E Sociedade</i> , 2015, 36, 675-697.	0.4	11
33	The Development and Dynamics of Public-Private Partnerships in the Philippines' Education: A Counterintuitive Case of School Choice, Competition, and Privatization. <i>Educational Policy</i> , 2020, 34, 91-117.	2.0	11
34	La estrategia educativa 2020 o las limitaciones del Banco Mundial para promover el "aprendizaje para todos". <i>Educacao E Sociedade</i> , 2011, 32, 911-932.	0.4	11
35	Opting for Private Education: Public Subsidy Programs and School Choice in Disadvantaged Contexts. <i>Educational Policy</i> , 2020, 34, 65-90.	2.0	8
36	GATS and Higher Education: State of Play of the Liberalization Commitments. <i>Higher Education Policy</i> , 2009, 22, 225-244.	2.0	7

#	ARTICLE	IF	CITATIONS
37	Human development vis-à-vis free trade: Understanding developing countries' positions in trade negotiations on education and intellectual property rights. <i>Review of International Political Economy</i> , 2013, 20, 712-739.	4.7	7
38	Private actors and the right to education. <i>Compare</i> , 2016, 46, 976-1000.	2.1	6
39	The instrumentation of public subsidies for private schools: Different regulatory models with concurrent equity implications. <i>European Educational Research Journal</i> , 2022, 21, 44-70.	2.1	6
40	Making sense of the GATS debate: semiotic analysis of the conflicting ideas on the education/free-trade relationship. <i>International Studies in Sociology of Education</i> , 2011, 21, 231-254.	1.8	5
41	Partnering with non-governmental organizations in public education: contributions to an ongoing debate. <i>Journal of Educational Administration</i> , 2019, 57, 426-430.	1.5	5
42	Enacting accountabilities in education: exploring new policy contexts and theoretical elaborations. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 391-401.	2.3	5
43	<i>Education Policy in Developing Countries</i> edited by Paul Glewwe. Chicago: University of Chicago Press, 2014. 342 pp. \$40.00 (paper). ISBN 9780226078717.. <i>Comparative Education Review</i> , 2015, 59, 366-371.	0.8	4
44	New Public Management and Its Effects in the Teaching Profession: Recent Trends in Spain and Catalonia. <i>Perspectives on Rethinking and Reforming Education</i> , 2018, , 119-135.	0.1	4
45	The Political Turn of Corporate Influence in Education: A Synthesis of Main Policy Reform Strategies. , 2019, , 47-68.		4
46	In and out of the "pressure cooker": Schools' varying responses to accountability and datafication. , 2020, , 241-261.		4
47	The GATS Game-changer: International Trade Regulation and the Constitution of a Global Education Marketplace. , 2012, , .		4
48	EFA, civil society and the post-2015 agenda. <i>Compare</i> , 2012, 42, 881-902.	2.1	3
49	Meeting development goals: evidence from the Civil Society Education Fund. <i>Development in Practice</i> , 2017, 27, 851-864.	1.3	3
50	Economía política de la educación en tiempos de austeridad: mecanismos de gestión de la crisis en la política educativa catalan. <i>Cuadernos De Relaciones Laborales</i> , 2017, 35, 265-279.	0.3	3
51	Global governance through peer review: the Dutch experience of OECD reviews of National Policies for Education. <i>Critical Policy Studies</i> , 2020, , 1-20.	2.0	3
52	MITOS Y ASUNCIONES DE LAS ESCUELAS CHARTER: UN ANÁLISIS DE LOS COLEGIOS EN CONCESIÓN DE BOGOTÁ. <i>Educacao E Sociedade</i> , 2017, 38, 911-934.	0.4	2
53	Comparing high-performing education systems: understanding Singapore, Shanghai, and Hong Kong. <i>Discourse</i> , 2022, 43, 158-171.	1.3	2
54	Políticas, procesos y trayectorias de privatización educativa en Latinoamérica. <i>Educacao E Pesquisa</i> , 0, 45, .	0.4	2

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55	2012 World Yearbook of Education: Policy Borrowing and Lending in Education edited by Gita Steiner-Khamsi and Florian Waldow. New York: Routledge, 2011. 464 pp. \$145.00 (cloth). ISBN 978-0415-61524-2.. Comparative Education Review, 2013, 57, 344-346.	0.8	1
56	Globalization and its Main Challenges in Comparative (Adult) Education. Internationales Jahrbuch Der Erwachsenenbildung, 2017, 40, .	0.2	1
57	Teachers and the Teaching Profession in Global Education Policy Theory: A Commentary. Comparative Education Review, 0, , 000-000.	0.8	1
58	Teacher autonomy in the age of performance-based accountability: A review based on teaching profession regulatory models (2017-2020). Education Policy Analysis Archives, 0, 30, .	0.4	1
59	Pedagogising poverty alleviation: a discourse analysis of educational and social policies in Argentina and Chile. British Journal of Sociology of Education, 2012, 33, 953-953.	1.8	0
60	Introduction to Civil Society Coalitions and Educational Advocacy. , 2012, , 1-15.		0
61	Understanding the Outcomes of Advocacy Coalitions in Education. , 2012, , 157-173.		0
62	Un examen des stratÃ©gies dâ€™influence politique du secteur privÃ© sur lâ€™Ã©ducation. Revue Internationale D'education, 2019, , 39-46.	0.1	0
63	EL PAPEL DE LA OCDE EN LA DIFUSIÃ“N INTERNACIONAL DE POLÃ“TICAS EDUCATIVAS: EL CASO DE LA AUTONOMÃ“A ESCOLAR CON RENDICIÃ“N DE CUENTAS. Journal of Supranational Policies of Education (JOSPOE), 2020, , 28-46.	0.1	0