

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2022

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**ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL
EDUCATION 2022**

EDITED BY

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INVESTOR IN PEOPLE

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PREFACE

This is the 10th annual volume of the *Annual Review of Comparative and International Education*! As the first and only *Annual Review of Comparative and International Education* as a field, the 10th anniversary is a special milestone. The original goal of the *Annual Review* was to examine perspectives and identify directions for the field of comparative and international education grounded in the voices and perspectives of both scholars and professionals working in related research, careers, and communities. After 10 years of reviews covering education systems, phenomena, issues, and topics from every continent (except for Antarctica) and every major culture, society, political system, and economic context, and publishing almost every possible combination of comparative analysis, theoretical framework, political perspective, and professional scenario, the *Annual Review of Comparative and International Education* has definitely achieved its original goal.

Now after 10 years of reviewing the field, this 10th anniversary volume of the *Annual Review of Comparative and International Education* implements the most fundamental purpose of any review of the field and its work, which was a key goal of the *Annual Review* since the inaugural volume back in 2013: reflective practice. The introductory chapter as well as short introductions to each section reflect on the content of the chapters within each section in this volume as well as on the development of the field of comparative and international education in relation to each section's focus. This reflective component especially highlights any significant changes in the field during the past 10 years, and speculates on the role that the *Annual Review* may have played in documenting and perhaps influencing those changes, at least to some minor extent.

The readers of the *Annual Review of Comparative and International Education* comprise a diverse group of scholars and professionals. Stakeholders in the field of comparative and international education include researchers and academics (i.e., traditional scholars), but also include professionals working in or related to comparative and international education contexts, issues, and other purposes. These same stakeholders are the target audience of the *Annual Review*, and their priorities are reflected in the chapters that are among the most downloaded and most cited from the past decade of the *Annual Review of Comparative and International Education*. For example, the top 10 most downloaded chapters from all years of the *Annual Review* are (in reverse order):

10. "Conceptualizing Teacher Education in Comparative and International Context" by John C. Weidman, W. James Jacob, and Daniel Casebeer (2014)
9. "Psychological and Academic Adjustment among Resettled Refugee Youth" by Mary E. Brenner and Maryam Kia-Keating (2016)

8. “Doing Mixed Methods Research in Comparative Education: Some Reflections on the Fit and a Survey of the Literature” by Qiang Zha and Derreck Tu (2015)
7. “Comparative Education in Egypt: Trends, Directions, and Aspirations” by Ahmed Ismail Heggi (2015)
6. “Cross-Cultural Approaches to the Study of ‘Inclusive’ and ‘Special Needs’ Education” by Simona D’Alessio and Steven Cowan (2013)
5. “What Is Comparative Education?” by David A. Turner (2018)
4. “Teacher Education and Professional Development in Global Mathematics” by Deepa Srikantaiah and Wendi Ralaingita (2014)
3. “Schooling Inequality in South Africa: Productive Capacities and the Epistemological Divide” by Patricia K. Kubow (2017)
2. “The White Saviour in the Mirror” by Christopher J. Frey (2016)
1. “Rethinking Refugee Education: Principles, Policies, and Practice from a European Perspective” by Lutine de Wal Pastoor (2016)

These top 10 most downloaded chapters from the *Annual Review of Comparative and International Education* suggest that the readers (i.e., stakeholders) in the field are looking for information about what comparative and international education experts in the field have to say about refugee education (Brenner & Kia-Keating, 2016; Pastoor, 2016), race and inequality (Frey, 2016; Kubow, 2017), and teacher education (Srikantaiah & Ralaingita, 2014; Weidman et al., 2014) as well as the state of the field (Heggi, 2015; Turner, 2018), inclusive education (D’Alessio & Cowan, 2013), and methodology in comparative and international education (Zha & Tu, 2015).

Another snapshot of *Annual Review* stakeholder interests and readership trends is in the top most cited chapters published in the *Annual Review of Comparative and International Education* over the past decade. The most cited chapters are (in reverse order):

7. “Rethinking Refugee Education: Principles, Policies and Practice from a European Perspective Abstract Note” by Lutine de Wal Pastoor (2016)
6. “A Synthesis of Published Comparative Education Research, 2014–2015: Further Data for Reflection in Comparative and International Education Abstract” by Alexander W. Wiseman, Petrina M. Davidson, and Calley Stevens-Taylor (2016)
5. “Reflecting on Trends in Comparative and International Education: A Three-Year Examination of Research Publications Abstract” by Petrina M. Davidson, Calley Stevens Taylor, Maureen Park, Nino Dzotsenidze, and Alexander W. Wiseman (2017)
4. “Psychosocial and Academic Adjustment among Resettled Refugee Youth” by Mary E. Brenner and Maryam Kia-Keating (2016)
3. “Reflections on the Field of Comparative and International Education, and the Benefits of an Annual Review Abstract” by Alexander W. Wiseman and Emily Anderson (2013)

2. “Shifting the Discourse on Neo-Institutional Theory in Comparative and International Education Abstract” by Alexander W. Wiseman and Audree Chase-Mayoral (2013)
1. “The Role of Teachers in Quality Education in Latin America and the Caribbean: Exploring New Forms of Horizontal Cooperation Abstract” by Laura C. Engel, Michaela Reich, and Adriana Vilela (2014)

There are some familiar titles and names across both lists, which suggests that these are the areas where most stakeholders are both reading and applying the information, at least within the scholarly community. In particular, Pastoor’s (2016) chapter on refugee education within Europe and Brenner and Kia-Keating’s (2016) chapter on resettled refugee youth adjustment are both highly downloaded and highly cited. This may be a reflection of the key events of the decade in which the *Annual Review* has been publishing, but it still shows that there is a lot of attention being paid to annual reviews of refugee education and refugee youth situations, especially given the Syrian civil war, which highlighted a massive and highly visible forced migration of refugees worldwide, and other refugee-related crises taking place on the world stage during the *Annual Review of Comparative and International Education*’s first 10 years.

All of the other most highly cited chapters from the first decade of the *Annual Review of Comparative and International Education* reflect the ongoing importance of reviews and reflections on the field of comparative and international education itself (Davidson et al., 2017; Wiseman & Anderson, 2013; Wiseman et al., 2016) and the theoretical and conceptual developments in comparative and international education (Wiseman & Chase-Mayoral, 2013). This suggests that, unsurprisingly, the most relevant work published in the *Annual Review* is comprised of reflections on the field itself. Although critics may call this “navel-gazing,” there is a genuine relevance of reflections on the field, especially during this period of pre-professionalization. So, it is a positive sign for the field that stakeholders reading and citing the *Annual Review of Comparative and International Education* are paying special attention to the reviews of work published in the field, syntheses of the topics and issues being addressed by research published in the field, and critical examinations and developments of theoretical frameworks relevant to and used in the field.

This 10th anniversary volume of the *Annual Review of Comparative and International Education* also signals a shift in editorship and perspective, which is relevant and important for the development of a healthy field. After 10 years at the helm of the *Annual Review*, I am transitioning out of the chief editorship role and Emily Anderson (Florida International University) is transitioning into the role. Changes in leadership of any component of a scholarly and professional field can be potentially unsettling, but this transition is both important and significant. As a researcher and scholar in the field of comparative and international education, my specialties and field-specific background is in quantitative analysis and cross-national comparisons. I also have brought my own cumulative experiences to the editorship of the *Annual Review*, which are unique to my race, class,

gender, nationality, educational path, among other details. Emily Anderson's background and path are unique to her as well, and signify an important contrast with my own. This kind of plurality in theory, method, and experience in the editorship is an important detail that undoubtedly will bring the *Annual Review* into new territory, but this is an important shift. And, perhaps a decade from now, Emily Anderson will transition out and someone else with different perspectives, background characteristics, and educational pathways will move into that role. Although I am personally going to miss my role as editor, this move is healthy and good for the field, and the *Annual Review* could not be in better hands than those of Dr Anderson moving forward.

At the 10 year mark, it is also time to thank the *Annual Review of Comparative and International Education's* advisory board for their service. The responsibilities of the advisory board were heavy in the first few years of the *Annual Review's* existence. Developing the structure of the *Annual Review* along with the details of organization, content, publication process, and other items were among the issues that this advisory board provide expertise, advise, and frankly some of the most valuable direction and recommendations that I have every experienced professionally. So, it is with sincere gratitude and appreciation that I thank the outgoing advisory board comprised of the following scholars and professionals in the field: Monisha Bajaj, David P. Baker, Steven J. Hite, Lihong Huang, Nancy Kendall, Daniel Kirk, Shirley Miske, Diane Napier, Nikolay Popov, Francisco O. Ramirez, David Turner, Frances Vavrus, John Weidman, and Shoko Yamada. I owe all of you a drink for your service to the *Annual Review of Comparative and International Education* and to the field itself. Thank you!

I want to give credit to David P. Baker for making the *Annual Review of Comparative and International Education* an idea that became a reality. Originally, David Baker was the series editor of the International Perspectives on Education and Society (IPES) volume series when it was with another publisher, but as I transitioned into the role of series editor of IPES, Baker shared with me his vision of creating an annual review of the field of comparative and international education within the volume series. It was this vision that I and the advisory board developed into the first and only *Annual Review of Comparative and International Education*. When the volume series moved to Emerald Publishing, the development editors at Emerald were, have been, and continue to be instrumental in supporting both the vision of the series and the *Annual Review*, in particular. As the *Annual Review* moves into this next phase of its publication and the field's ongoing development, I know that David Baker and our colleagues at Emerald Publishing continue to support the mission, vision, and purpose of annually reviewing the field of comparative and international education that Emily Anderson will carry forward as the next chief editor of the *Annual Review of Comparative and International Education*.

Finally, the most personally important part of editing the *Annual Review* has been the ability to work with the following individuals on many years of the *Annual Review's* chapters, publication syntheses, and beyond. These stellar individuals are: Dr Petrina Davidson, Dr Maureen Park, Dr Nino Dzotsenidze, and Ms Obioma Okogbue. Truly thank you, Petrina, Maureen, Nino, and Obioma.

You have been and always will be among the most incredible colleagues I've ever had the pleasure of working with.

To celebrate the depth and diversity present in the field of comparative and international education and in honor of the *Annual Review of Comparative and International Education's* 10th anniversary, this year's annual review is divided into two full volumes as follows:

- Volume A, includes Part 1: Comparative Education Trends and Directions and Part 2: Conceptual and Methodological Developments.
- Volume B, includes Part 3: Research-to-Practice, Part 4: Area Studies and Regional Developments, and Part 5: Diversification of the Field.

I would be remiss if I did not personally thank Emerald for allowing these adjustments in support of the publication as well as the field as a whole. Thank you!

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CHAPTER 1

10 YEARS OF REFLECTION ON THE FIELD OF COMPARATIVE AND INTERNATIONAL EDUCATION: WHAT DIFFERENCE DOES IT MAKE?

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ABSTRACT

After a decade of comparative and international education research, evaluation, reflection, and introspection, there still may not be a clear answer to the question: What difference does an annual review of comparative and international education make? Bereday's questions regarding the field from the 1960s largely remain unanswered and what answers there are remain relatively unchanged from the initial review of the field in 2013. In this reflective piece, the editor of the Annual Review of Comparative and International Education provides a retrospective look at what the Annual Review of the field has produced as well as what has not been accomplished over the first 10 years of the Annual Review's publication. Key points are that (1) comparative and international education continues to be an affiliation-oriented rather than independent, well defined field of study and practice; (2) annual reflection on the field is meaningful even when the field seems resistant to change; (3) comparative and international education scholars and professionals alike tend to under emphasize reflective scholarship and practice and over emphasize

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critique or critical commentary; (4) there is promise for the field related to unity, debate, clarification, understanding, and encouragement; (5) the field is persistently under-professionalized; (6) the state of the field is largely unchanged since the 1960s; and (7) the organization and content of the Annual Review itself – much like the field itself – is subject to reflection and change.

Keywords: Comparative education; international education; annual review; professionalization; area studies; methodology; theoretical frameworks; reflective practice

Ten years ago, the inaugural *Annual Review of Comparative and International Education* was published. In that first *Annual Review*, the aim of reviewing the field every year was to provide consistent and systematic reflection among the scholars and professionals working in comparative and international education, broadly speaking. This reflective practice was envisioned as a way for comparative and international education scholars and professionals to both better understand and exchange ideas relevant to the field as well as to understand the field's past and future research, teaching, practice, and implementation. It was also noted that although those active in the field were good at providing focused reviews and general critiques, there was a decided lack of consistent and systematic reflection among the various communities that comprise the amalgam of disciplines, professions, perspectives, and values broadly defined as comparative and international education.

And so, for the past decade in the pages of the *Annual Review of Comparative and International Education*, comparative and international education scholars and professionals have reflected on what their definitions of the field are and what regional foci are related to comparative and international education. They have contributed chapters showcasing research studies representative of unique initiatives and changing education policies. And, they have reviewed and summarized most of the different methodologies, theoretical frameworks, educational policy reforms, and values or ethics related to comparative and international education that the field has to offer. Now, 10 years later, the question naturally arises: What difference has a decade of purposeful, consistent, and systematic reflection on the field of comparative and international education made? Or, more succinctly, what difference does it make?

The difference that the *Annual Review of Comparative and International Education* makes is dependent upon a few factors. Those factors include who reads the *Annual Review's* chapters, which content people are reading, how well or how much the content is cited, and most importantly whether scholars and professionals in the field are understanding and reflecting on their and others' contributions to the field in a consistent and systematic way because this is one of the key components to comparative and international education moving beyond being a "field" of study to being a professional as well as a scholarly "discipline." It is difficult, if not impossible, to know who exactly is reading

the *Annual Review's* chapters, but we can discover which content from the last 10 years of the *Annual Review* is being read most frequently, and which content is cited and how much. What we cannot know is the degree to which readers are academic scholars or in-the-field practitioners and professionals. We also cannot discover who is reflecting on their own practice without individuals reporting on their reflective practice and linking it back to the *Annual Review of Comparative and International Education*.

THE COMPARATIVELY GOOD, BAD, AND UGLY

Director Sergio Leone's classic epic (*The Good, the Bad, and the Ugly*) is a genre-defining Western film as much as a gripping story and morality tale. If *The Good, the Bad, and the Ugly* were an analogy for the field of comparative and international education, the characters representing these three archetypes would not be as easily stereotyped, but they would likely fall along the following lines: The Good = improved educational excellence and equity; The Bad = falling achievement or increased inequity; and The Ugly = the contradictions and siloing embedded in much comparative and international education scholarship and practice. Evidence continues to point toward the influence that the "ugly" in comparative and international education has on emphasizing what either is or is labeled the "bad" and ignoring or criticizing the "good" rather than eliminating the "bad" to expand the "good" (Lee, 2020; Takayama, 2020).

Like Leone's 1966 film, the *Annual Review of Comparative and International Education* is also a genre-defining body of work, which tells the story of the comparative and international education as an academic and professional field and addresses both the functions and ethics of education across vastly different cultures, communities, organizations, and outcomes. Ten years ago, the *Annual Review* editors lamented the "yearning to dichotomize" that threatened "the development of comparative and international education into a progressive and functional discipline" (Wiseman & Anderson, 2014, p. 10). This remains exceedingly true 10 years later. The one thing that consistent and systematic reflection on the field published in the *Annual Review of Comparative and International Education* confirms is that there is little in the realm of comparative and international education that is black and white. Ten years of reviewing the field has exposed how the field remains siloed into broad but distinct communities focused on (1) economics and development, (2) critical politics and power, (3) empirical research – both qualitative and quantitative, and (4) program implementation and practical evaluation. Comparative and international education is also siloed into academic disciplines outside of the academic discipline of education itself, where even education is not the chief among disciplines examining, researching, and implementing comparative and international education (Biesta, 2011; Wiseman & Anderson, 2014).

The ten years since the first *Annual Review of Comparative and International Education* was published has seen a proliferation – or perhaps a resurgence – of edited volume series as well as both new and open access journals in the field

of comparative and international education. In fact, the past decade has seen so much development like this that it would not be feasible to list all the new edited series or new journals here. Regardless, a review of the edited books and journals publishing in the field or closely adjacent to the field of comparative and international education quickly shows that although these edited book series and journals may provide reviews, none annually review and reflect in consistent or systematic ways meant to engender professional reflection among scholars as well as practitioners working in the field. Journals in the field tend to publish research with either an empirical, policy, or theory focus on a topic of regional, programmatic, or other special interest, while edited volumes and books provide much of the same in long-form. These approaches to research and dissemination of information related to comparative and international education are both needed and meaningful. But it is possible that few of these edited books and volumes or journals are publishing with the intention of examining trends in the field and progress toward a goal of furthering the field itself (or professionalizing the field to the point where it transitions to a discipline in its own right).

THE PURPOSES OF THE ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION

So, what is the point of an annual review in a field that is flooded with publications and content claiming to be “comparative and international education” scholarship or professional reporting, yet remains so incredibly diverse across varying – often conflicting – research paradigms, policies and politics, practical needs, and sociolinguistic contexts? Put simply, the continued point of reflection that the *Annual Review of Comparative and International Education* attempts to engender is to unify, debate, clarify, understand, and encourage. Unity is a particularly important goal of the *Annual Review* in a field that is as diverse as comparative and international education is, and which is often significantly influenced by the work of experts and others who themselves do not align themselves with the field of comparative and international education at all (see, e.g., much of the comparative and international education work coming out of sociology, political science, and economics, e.g., [Becker, 2019](#); [Bradley & Green, 2020](#); [Ross Schneider, 2022](#); [Schofer et al., 2021](#)) or who see their international or comparative interests as a personal specialization rather than membership in or affiliation with a broader community of scholars and professionals.

Debate is another goal of the *Annual Review of Comparative and International Education*, but not in the sense of non-negotiable conflict. A hallmark of scholarly and professional development is that not everyone will approach topics and issues vital to the field from the same context, perspective, values, or expected outcomes. But, in the field of education, which is tied so closely to so many parts of both individual and collective life around the world, there is often a *de facto* assumption that all scholars and professionals share the goal of improving education and its outcomes. Sometimes that means focusing on the individual students or communities, and sometimes it is more about program implementation

or cost effectiveness, but overall the assumption is that education is a good that has the potential to provide a variety of benefits both individually and collectively (Fongwa, 2019; Locatelli, 2018; Noddings, 2020). But, of course, in comparative and international education as well as in many other fields of study, disagreements, and differences often arise.

When disagreements and differences arise among scholars or professionals in the field it is not unusual for a debate to arise among individuals or factions around these issues or topics, but that debate to be clearly one-sided without representation of all relevant perspectives (e.g., Addey et al., 2017). Often there are published forums or conference panels developed to provide an opportunity for debates to occur, but in those debates it is often most productive when the intentions of all participants are recognized as supporting the overall perspective that education is an individual benefit as well as a public good (The Editors, 2004), which all who participate in the debate are attempting to develop and support regardless of the other differences that may arise. But, in comparative and international education there seem to be strands which personally attack and politicize the research and, more surprisingly, the motives and agendas of scholars and professionals conducting the research or implementing the programs (Wiseman et al., 2014). Some have accused colleagues as well as whole organizations and institutions in the field of nefarious intent (intentional as well as unintentional). This is no longer debate, but is accusation, and is not the type of debate that the *Annual Review* seeks to provide.

Debate when included in the pages of the *Annual Review of Comparative and International Education* contributes to the broader goal of the annual review, which is to clarify and understand. The synthesis of ideas, theories, research, and programmatic or project implementation and outcomes in the field is a much more productive way to clarify and build broader understanding of new methods, theories, policies, and projects to develop or build education worldwide; whereas, it is much less productive to critique without providing evidence or alternatives (Wiseman et al., 2013). Clarification in an annual review of any field of study or academic discipline is a process of identifying the intended meaning of a policy, project, or publication and comparing it to the implemented activity and eventual outcome of the policy, project, or publication. This cannot be done with supposition alone, but must be subject to the same rigorous process that empirical journals frequently use: double-blind peer review. So, the responsibility of authors publishing in the *Annual Review* is to identify the intended and implemented meaning or agenda and then either align or contrast the two (Wiseman & Anderson, 2014).

For example, the field of comparative and international education is filled with concepts and terms that are sometimes confusing or difficult to comprehend beyond the small group of scholars or professionals who engage with those concepts or terms regularly. One example is the concept of “isomorphism.” This is a concept that is frequently used in organizational and institutional analyses and describes slow change over time that leads to increasing similarities of things, processes, structures, or outcomes without those things, so on, becoming identical (Wiseman, 2022). Work has been repeatedly published by different authors

throughout the past several decades that has clarified what isomorphism is, how it can be interpreted, and what it does and does not imply (DiMaggio & Powell, 1983; Mizruchi & Fein, 1999; Wiseman et al., 2013, 2014). Yet, there are those who persist in claiming that isomorphism is the same as homogenization (e.g., Kauko & Wermke, 2018). Why is that? It is either a refusal of some to accept the explanation of experts or it is an ignorance of some to recognize the information provided by the experts.

Another example is the term and concept of neoliberalism. Neoliberalism is the boogeyman of international educational development, assessment, curriculum, and economics as they related to educational systems and campus and classroom-level applications. Yet, it is difficult to find a consistent or coherent definition of neoliberalism in the comparative and international education research literature. There are many assumptions about what it means and the negative connotation it brings with it (e.g., Mirowski, 2009), but there is also no clear or singular definition of what neoliberalism means (Wiseman & Davidson, 2021). Instead, much of the work published in comparative and international education related edited books and journals, which is related to neoliberalism and its effects on education, relies upon the notion that neoliberalism is the primary force driving most educational change (Klees, 2017; Lakes & Carter, 2011). The *Annual Review of Comparative and International Education*, however, is a venue where an understanding about neoliberalism and its role in educational change and development can be discussed, synthesized, and documented for the community of comparative and international education scholars and professionals alike to learn from their colleagues and peers about what any of these concepts, topics, and issues are.

And, with clarity and understanding comes the ability to encourage colleagues both near and far through direct and indirect interaction, response, and application. For a field that is as diverse as comparative and international education, it is needed and necessary for those researching, publishing, teaching, and otherwise “practicing” in the field of education worldwide to encourage and be encouraged. Evidence suggests that both the role and impact of emotional intelligence (EI) and socio-emotional learning (SEL) are highly impacted by encouragement, and in a field that purports or aspires to be comprised of comparative and international education professionals, the ability to encourage one another is paramount. The *Annual Review* is the ideal venue to engage in encouragement that is both professional and beneficial to individuals and the field. Encouragement through the *Annual Review of Comparative and International Education* has occurred through the editors, authors, and content. A first step to encouragement is to ask individuals or groups what they need and give them the authority to both define their needs, decide whether or not and the ways in which others might support or provide for those needs. This has been done consistently over the past 10 years by requesting comparative and international education society presidents and leaders to define the field from their perspectives and explain what the key issues, topics, and unique characteristics of the field in their regional and among their communities are in the first section of every *Annual Review* called “Comparative Education Trends and Directions.”

Professional encouragement within the pages of the *Annual Review of Comparative and International Education* also comes through the work of clarification and understanding explained above. When editors and authors take the time to synthesize and explain the key issues in the field, especially those issues that are either new or have generated some debate, then an outcome is encouragement because it helps colleagues reading the *Annual Review* to discover choices, recognize elements of the topic or issue that they are familiar with in light of new information and then make adjustments as needed to garner small victories in creating unity among otherwise distant communities in the field. For example, evidence published in previous *Annual Reviews of Comparative and International Education* shows that most of the published research in the field leans to the qualitative methods, in particular, and that a much smaller percentage relies on quantitative approaches (Wiseman et al., 2015, 2016, 2021). Yet, critiques and debates in the field are often driven by a misunderstanding that qualitative methods continue to dominate empirical research published in the field of study (Marginson, 2022; Vickers, 2020). By publishing evidence-based information about research in the field, which contradicts critiques of the field, the *Annual Review* is providing a way for readers to stretch their understanding and capacity for change. This itself is a form of encouragement because it provides the platform upon which change can be made and implemented for the same of all involved.

So, the purposes of the *Annual Review* are to unify, debate, clarify, understand, and encourage. But, the underlying goal of each of these purposes is to provide a platform for scholars and professionals in the field to engage in reflective practice and to build a more professionalized field, which may lead to comparative and international education becoming an academic and professional discipline rather than continuing to be a hodgepodge of universities, organizations, and individuals who are simply willing to work more and create more for less recognition and compensation.

THE PROFESSIONALIZATION OF COMPARATIVE AND INTERNATIONAL EDUCATION

Ten years later it is salient to revisit the importance and challenges of professionalization of the field of comparative and international education. Comparative and international education (CIE) continues to be a field comprised of part-time comparativists of education, especially outside of academia. Economics, political science, sociology, and international relations are all disciplines that have professionalized to a degree beyond comparative and international education. But, as a field comprised of scholarly academics as well as professionals and practitioners, establishing CIE as an academic discipline is only one piece of the puzzle. As a reminder, comparative and international education is not a profession because it has not been professionalized. To professionalize, a field needs to demonstrate the following: (1) control over expert knowledge, (2) control over professional education and credentials, (3) self-policing and ethical codes, (4) the ability to protect the occupational domain, and (5) full and massive control of the workplace (Wiseman & Anderson, 2014, p. 14).

There are several components of professionalization of the field that are not possible with comparative and international education because the occupational domains in the field are not exclusively comparative and international education. They overlap significantly with careers in education, economics, development, administration, research, and others. Likewise, there is no unified authoritative or central accrediting or credentialing body in comparative and international education like there is in medicine or law. As a result, there are no uniform self-policing or ethical codes in comparative and international education other than what is available in distinct organizations that fall within the scope of comparative and international education. For example, schools and universities have ethical codes related to working with children and the confidentiality and obligation to protect the privacy of those students in most organizations where youth are present.

In addition, there is no ability to protect the occupational domain in comparative and international education because the domain itself is quite broad, stretching at least across teaching, research, administration, and consulting. And, across these several broad occupational domains, the ways that comparative and international education is approached depends largely upon the specific social science discipline or regional school district or university system or administrative organization, and the list goes on. It is not possible to exclude certain occupations from entering the same space and serving the same purpose as occupations that would be focused on comparative and international education because the occupations themselves are not unique to the field.

Finally, full and massive control over the workplace is not possible due to the education component of the field in general. Education is a public affair, typically, and therefore the general public and children's parents, in particular, have access to and may both contradict or disrupt the typical day to day activities of professionals working in comparative and international education if they have a vested interest in the education their children are receiving or have some other reason to question the validity of what is being taught. In addition, those working in comparative and international education often do not have control over all of the workplace resources and spaces that they use. Instead, they rely on the provision of the organization where they work or funding and other resources from external entities. An example of this is especially clear in the education sector where school as well as universities do not have the right to expel or deny access to anyone, especially if they are parents or community members of that particular school or university.

Where the professionalization of comparative and international education must focus, therefore, is on the creation of knowledge and the training of skills related to the field. This most often occurs in university-based comparative and international education programs, where there is a specific curriculum as well as degrees or certificates that may be awarded to those who complete the designated curriculum. Although there are relatively few programs with curriculum and degrees specific to comparative and international education in universities worldwide, they do exist. However, when they do exist there is often no widespread continuity to the curriculum, readings, activities, and other elements of the knowledge, professional education, or credentials (Wiseman & Matherly, 2009).