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EDITED BY

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PREFACE

Serving as the “collective memory of the field” since its inaugural volume (Wiseman & Anderson, 2013), the introductory chapters in the *Annual Review of Comparative and International Education* have reported the results of systematic, empirical examinations of relevant research published in both comparative and international education (CIE) and non-CIE publications (e.g., Wiseman et al., 2015; Wiseman, Davidson, & Stevens-Taylor, 2016; Davidson et al., 2017, 2018). The 2019 volume’s introductory chapter (Park et al., 2020) continues this tradition by examining not only the trends in CIE research, but also the ways that gender permeates the CIE professional field as well as its scholarship. Yet, the *Annual Review* delves deeper than trends to give voice to professionals and scholars in the CIE field through discussion essays published in Part 1: Comparative Education Trends and Directions. In Part 2: Conceptual and Methodological Developments, the newest and most impactful conceptual developments or methodological approaches being used in CIE are discussed. In Part 3: Research-to-Practice, connections between theoretical-driven research and field-based practical needs and projects are examined. Part 4: Area Studies and Regional Developments specifically focuses on individual educational developments and phenomena in national education systems or regions of the world. And, finally, Part 5: Diversification of the Field addresses new directions and developments in CIE, which promise to carry CIE forward in both professional and scholarly directions.

This year Part 1: Comparative Education Trends and Directions includes voices from those working in international education, international development, local schools, international research organizations, and national or area studies. These voices highlight both the strengths and contributions CIE makes to learning, development, and change as well as the weaknesses of CIE in some areas of professional and scholarly life, which create challenges for connecting scholarship and practical applications or needs.

Part 2: Conceptual and Methodological Developments has more contributions to it than ever before in the history of the *Annual Review*. Thapa, Panigrahi, and BenDavid-Hadar’s (2020) chapter reviews recent conceptual and methodological developments in the field of economics and finance of education that are relevant to and used in CIE-related work. Seeberg’s (2020) chapter builds on human development and capability approach (HDCA) to develop a multidimensional view of human development, with implications for education policy. Eloundou-Enyegue, Tenikue, and Giroux (2020) examine the economic convergence of countries worldwide and how that influences national education systems in terms of equity and equality of education. Salajan and Jules (2020) build on assemblage theory to interrogate the role of Big Data and its impact on CIE as a field. Anderson, Khurshid, Monkman, and Shah (2020) examine opportunities to interrogate

culture in qualitative data through ethnographic and discourse approaches in gender-focused research in CIE.

The chapters in Part 3: Research-to-Practice explore challenges to early childhood education from three different perspectives and in different situations. King, Crouch, Wils, and Baum (2020) examine the accuracy of the adjusted net enrollment ratio, one year before the official age of primary entry, as a measurement of SDG 4.2. Ralaingita and du Plessis (2020) develop the concept of “satisficing” as a way to understand how early grade reading impacts are decoupled from anticipated outcomes. And, Omwami, Wright, and Swindell (2020) examine how context influences the implementation of the global commitment to early childhood education within the framing of the sustainable development goals under SDG 4.2.

Part 4: Area Studies and Regional Developments includes chapters that examine education in specific countries like Nepal as well as regions including the Pacific region and Oceania. Fillmore (2020) reviews the history, languages, ideologies, beliefs, and trends that influence multilingual education in Nepal. Sanga and Reynolds (2020) review emerging Indigenous Pacific educational research from 2000 to 2018. Odugu (2020) explores how education and social change are impacted by linguistic changes and intersections. And, Gottau (2020) dives deeply into the causes and consequences of school choice in Buenos Aires, Argentina.

Finally, Part 5: Diversification of the Field includes two chapters that examine topics that have a history in CIE research, but are leading in new directions in the early 20th century. Mosselson and Chinkondenji (2020) propose new directions in education for newcomer/migrant populations, and examine promising practices in schools for migrant youths, their peers, and their school communities. Osipian (2020) investigations how corruption in higher education in the United States and Russia is reflected in the media and draws both insightful contrasts and comparisons between these two systems.

As the summaries of each section in the 2019 *Annual Review of Comparative and International Education* suggest, the *Annual Review* is consistently and strategically committed to examining current perspectives on both research and practice in the field, while also dedicated to examining debates and directions for the field to head in the future. The goal since the inaugural volume of the *Annual Review* has been to provide a venue for review, examination, and reflection on CIE research, practice, and the connection between the two. There has also been a consistent purpose of supporting and encouraging reflective practice among CIE scholars and professionals as a way to further professionalize the field of CIE. With these goals and purpose in mind, the editorial team and the authors who contributed to this volume not only contributed to the scholarship in and professionalization of CIE, but they serve as an example for future scholars and professionals in the field.

ACKNOWLEDGMENTS

There is a tremendous amount of collaboration and hard work that go into every volume of the *Annual Review of Comparative and International Education*. The *Annual Review* is supported by one of the most committed, professional, and insightful team of scholars and educators I have ever had the opportunity to work with. The 2019 editorial team consisted of Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue. Their dedication to the development of the 2019 volume through hours and hours of communicating with authors, reviewing and commenting on submitted chapter manuscripts, formatting and finalizing chapters, and planning for the next *Annual Review of Comparative and International Education* is the reason why this 2019 volume exists and why the 2020 volume will build on its strengths and contribute as much or more to the professionalization of the field and the growing corpus of comparative and international education research.

Not only are Petrina, Maureen, Nino, and Obioma editorial assistants with the *Annual Review of Comparative and International Education*, but they are also original authors and scholars contributing to the advancement of knowledge in the field by conducting original research. Their research on published scholarship in comparative and international education looks at the historical trends in content, foci, authorship, institutional affiliation, and publication type. Their research builds on a growing data set of published research related to comparative and international education in both print and online journals published all over the world. And, through their scholarship, the evidence has shown that the field of comparative and international education and the research published by professionals and others associated with the field is of a decidedly different nature than many popular accounts suggest. This is especially meaningful when the direction that the professionalization of the field takes depends in part on what expert knowledge is valid and validated as well as the ways that scholars and professionals interact and share information.

Finally, as both the *Annual Review of Comparative and International Education* volume editor and the *International Perspectives on Education and Society* series editor, I would like to commend each of them individually for their intelligence, their insight, their commitment, their professionalism, and their scholarship. They have worked selflessly and without much rest to give the field of comparative and international education a great gift. And, on behalf of scholars, educators, and professionals working in the field of comparative and international education, thank you again to Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue.

Alexander W. Wiseman
Volume and Series Editor

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TALKING THE TALK, WALKING THE WALK: A CRITICAL EXAMINATION OF GENDER IN CIE

Maureen F. Park, Petrina M. Davidson,
Nino Dzotsenidze, Obioma Okogbue, and
Alexander W. Wiseman

ABSTRACT

Since the 1970s, gender has been a research focus in the field of comparative and international education (CIE) (Unterhalter, 2014). The extensive work on the issue of gender and access to education by academics and practitioners has proven instrumental in elevating the issue to the forefront of global educational policies (Assié-Lumumba, N. & Sutton, M. (2004). Global trends in comparative research on gender and education. Comparative Education Review, 48(4), 345–352). More recently with the goal of increased enrollment achieved and global improvements in gender parity, the focus has shifted from access to agency and empowerment (Assié-Lumumba, N. & Sutton, M. (2004). Global trends in comparative research on gender and education. Comparative Education Review, 48(4), 345–352). From policy to practice, CIE appears to advocate for inclusiveness, interdisciplinarity, and contextualization in research and practice. This chapter interrogates the assumption that CIE promotes these same concepts of gender equality, empowerment, and inclusiveness in the field itself. Through the use of data published in leading CIE journals, the following questions are addressed: How are issues of gender and power manifested and addressed within CIE-related research? Is research published in the field of CIE shifting and adjusting to changing societal gender norms? A critical examination of the role of gender in CIE scholarship and practice challenges the assumption that CIE professionals and researchers lead by example. In other

words, although CIE professionals and researchers “talk the talk”, do they really “walk the walk” when it comes to gender and education?

Keywords: Gender; comparative and international education scholarship; gendered research; citations; publications; gender parity; global trends; gender equality; feminist institutionalism; gatekeeping

INTRODUCTION

Since 2013, the *Annual Review of Comparative and International Education* (ARCIE) has covered developments in the field by rigorously and systematically examining comparative and international education (CIE)-related published research. This kind of reflective, empirical research creates an opportunity for the discussion and application of expert knowledge as it contributes to the professionalization of the field of CIE. The *Annual Review* also provides a forum for ongoing discussions, debates, and examinations of the progression of the field over time (Wiseman & Anderson, 2013). The field of CIE has been fraught with conflict from its inception (Bereday, 1960; Epstein, 1994; Manzon, 2011). In fact, even the details regarding the field’s beginnings are debated among scholars (see Kandel, 1936; Passow, 1982). While the field of CIE has historically evolved along with shifting trends in education, one thing has remained constant: ongoing debates about what is and is not “comparative and international education” (Bereday, 1967; Turner, 2019). These debates have occurred in numerous venues and platforms, including international conferences and publications (Epstein, 2016). Despite the prevalence of these ongoing debates on the status of the field, there has been little attempt to critically self-reflect on the role gender plays in CIE, with the exception of Manion (2016) in a previous volume of the ARCIE.

CIE has long been concerned with promoting inclusiveness, interdisciplinarity, and contextualization in research and practice (Phillips & Schweisfurth, 2014). Gender, equality, empowerment, and inclusive education are frequently among the top keywords in the most highly read CIE publications, indicating their prominence in published research articles (Davidson, Park, Dzotsenidze, Okogbue, & Wiseman, 2019). However, no research examines whether these same concepts of gender equality, empowerment, and inclusiveness are present in the scholarly activities and behaviors observable in the research and practice of CIE in the field. Therefore, several questions arise: How are issues of gender and power manifested and addressed within CIE-related research? Is the field of CIE shifting and adjusting to changing societal gender norms, or does it remain stagnant, despite external movements to promote equality, empowerment, and inclusion? The research reported here investigates answers to these questions by critically examining how comparative methodologies contribute to a better understanding of the role of gender in the field, and ultimately, lead to transformative practices and policies in education and research.

This research was inspired by the authors’ experiences attending various conferences, including the Comparative and International Education Society (CIES) annual conference, over the past several years. In addition, throughout

the *ARCIE* publication process, the authors and editorial team are in frequent communication with leading scholars and practitioners in the field of CIE. It is these cumulative experiences that provided anecdotal evidence of representation, inclusivity, and equality in the field. The purpose of this research, therefore, is to question the accuracy of these perceptions. This research determines if and how representation, inclusivity, and equality of gender pass between research and practice. For example, are the concepts of gender equity and equality so prevalent in the research also represented in professional and academic arms of the field? One way to examine this connection between gender-related CIE research and practice is to identify whether there are gendered topics or research methodologies. A goal of this research is to develop and present counternarratives to the hegemonic male world of academia (Monroe, Ozyurt, Wrigley, & Alexander, 2008) and the objectification of women and girls in international development, including the sustainable development goals (SDGs) (Anderson, 2016, 2018), through an examination of scholarship, practice, and theory. The overarching question is, though, whether a field, which often focuses on gender equity in policy and practice, may not itself reflect the gender-equitable discourse permeating that field.

Although there are a few studies analyzing gender and publication in the social sciences (Key & Sumner, 2019; Mayer & Rathmann, 2018; van den Besselaar & Sandström, 2017) with some even conducting an international comparison (Aiston & Jung, 2015), there is only one reflective piece (Manion, 2016) and no empirical studies examining gender and publication in the field of CIE. Therefore, we begin with a detailed analysis of the current status of gender in both the research and professional elements of the CIE field. The following section begins with a review of relevant literature on gender in education, gender theory, and the professionalization of the field. Then, we present an explanation of the methodology used to identify journals and code the data. Followed by a presentation of our findings and continuing on to a discussion on the growth, development, and trajectory of the field of CIE.

GENDER TRENDS IN EDUCATION

In the wake of the “Me Too” movement, gender-based discrimination and issues within the workplace have come to the fore (Hudson, 2018). Despite the growing attention that such issues garner, gender inequity persists within the workplace, and academia is not immune to these issues (Monroe et al., 2008). Looking at the field of higher education and academia broadly, the enrollment rates of women in undergraduate degree programs have increased over time, even in fields that were traditionally male-dominated (Bagilhole & White, 2013). In 2016, in the general field of education alone, female graduates accounted for 78% of the total population of graduates from education programs in the United States (UNESCO, 2019a, 2019b) and as Table 1 shows, in 2017, women accounted for 68% of doctorate recipients in the field of education in the United States (National Science Foundation (NSF), 2019).

Table 1. Doctorate Recipients, by Sex and Major Field of Study: 2017.

Field of Study	Male	Female	Total
Education administration	372	651	1,023
Education research	768	1,636	2,404
Teacher education	22	89	111
Teaching fields	256	652	908
Other education	103	272	375
Total	1,521	3,300	4,821

Source: NSF (2019).
Notes: N = 4,823 (Education as a broad field).

While the data show high percentages for women in enrollment and completion, this same trend does necessarily not hold when higher levels of academia or influential professional roles within academia are taken into consideration (Bagilhole & White, 2013). Research shows that women are overrepresented in lower levels of academia and underrepresented in higher levels (Bagilhole & White, 2013). This is further evidenced by the lower percentage of female teachers represented at higher levels of education, as shown in Table 2. In the United States in 2017, the percentages of female teachers for each educational level were as follows: 87% for primary, 63% for secondary, and 50% for tertiary. Data from the European Union show similar trends; females represented 63% of the PhD graduates in the field of education in 2012, but held only 21% of the top researcher positions in 2013, and, in 2014, only 20% of heads of higher education institutions were female (Directorate-General for Research and Innovation, 2015). While these studies are evidence of continued growth in female participation in the broad field of education, it is important to note that this trend does not indicate gender equality because women are not equally distributed throughout educational levels.

Gatekeeping in Academia

Gatekeeping, which includes quality control processes that monitor access to a field, provides one explanation for the gender disparity that still exists broadly within academia (Merton, 1973). The practice of gatekeeping within academia also relates to the professionalization of the field given the influence that those who have define knowledge and set standards for the field. Gatekeeping, which sets standards, outlines agendas, and controls external images of the field, is one of the main responsibilities of scientists in addition to researching, teaching, and administration (Merton, 1973; Husu, 2004). While gatekeeping is not exclusive to men, research shows that women are underrepresented in academia, which also

Table 2. Percentage of Female Teachers in the United States: 2017.

	Primary	Secondary	Tertiary
Percentage of female teachers	87.07	62.65	49.57

Source: UNESCO (2019a, 2019b).

translates to underrepresentation as gatekeepers (Brouns, 2007; Husu, 2004). While gatekeeping plays an important role in quality control processes and the professionalization of a field, it also serves as a means to control and exclude, as gatekeepers also set the parameters for acceptance (Husu, 2004; Šadl, 2009). Therefore, gatekeeping groups that are predominantly male are more likely to discriminate against female academics, which impedes their career advancement, as gatekeepers set standards for inclusion or exclusion from the field (Husu, 2004; Šadl, 2009).

While one might claim that gatekeepers make objective decisions based on academic portfolios of professionals in the field, De Paola and Scoppa (2015) conducted a study in an Italian university to understand if the gender of the evaluators had any relationship to gender discrimination in the promotion to associate and full professor using 130 competitions for promotions which included about 1,000 candidates evaluated by 650 professors. The authors found that female candidates were more likely to be discriminated against and not get promoted when evaluated by an all-male panel compared to when they were evaluated by a mixed gender panel (De Paola & Scoppa, 2015). Structures such as this, if left unaddressed, will continue to reproduce gender inequity as it broadly exists in academia.

This research builds upon these previous studies of gatekeeping in academia by examining the role gatekeeping plays in CIE by looking at gender in journal editorship. However, it does not claim to present an all-encompassing study. Rather, the goal of this study is to present an empirical snapshot on issues of gender in CIE, in order to spark further discussion and research.

Gender Trends in Publication

Publication in academia is measured largely by productivity (Cole & Zuckerman, 1984; Larivière, Vignola-Gagné, Villeneuve, Gélinas, & Gingras, 2011; Leahey, 2006; Nakhaie, 2002) and this productivity impacts various aspects of an academic's career, from gaining promotion to gaining reputation within a field (Nakhaie, 2002). Studies carried out on academia show women publishing less and receiving less research support than men in their various fields. Larivière et al. (2011) conducted research on the role that gender plays in overall success in academia. Using the entire population of Quebecois university professors as their sample, they investigated the relationship between gender and research funding, impact on the field measured by citations and allocated funding for research. The authors found that after age 38, on average, women in academia received less funding for research, published less, and were not as impactful in their fields when citations were used as a metric (Larivière et al., 2011).

In line with these findings, Nakhaie (2002) analyzed the “productivity puzzle,” which refers to the discrepancies in publication between men and women (Cole & Zuckerman, 1984, p. 219), to understand the publication trends between male and female professors in Canadian universities. Publications across two periods were measured for both male and female professors: over their lifetimes and in the last three years preceding the survey (Nakhaie, 2002). The study revealed that female professors published less both over their lifetime and in the last three years (Nakhaie, 2002). The study showed that a lot of the differences could be

explained by rank, number of years since PhD, field of study, type of university, and time set aside for research (Nakhaie, 2002). Nakhaie's study highlighted many, although not all, factors which may contribute to female professors having less research productivity than their male counterparts, with these factors relating to long-standing hegemony and systemic inequalities.

Interestingly, Leahey (2006) provides one explanation for the lower percentage of women-authored publications in academia. The study focused on the extent of research specialization as a factor that influenced gender differences in publication. The author sampled professors in the fields of sociology and linguistics and carried out simultaneous equation models to find out the importance of extent of research specialization in explaining gender gaps in publications. Extent of research specialization was found to be crucial in the explanation for gender differences (Leahey, 2006). The study found that women were specialized to a lesser extent than their male counterparts and this affected their productivity because extent of specialization was positively linked to higher research productivity (Leahey, 2006). Therefore, women specialized to a lesser extent and this accounted for the lower number of publications within their chosen fields (Leahey, 2006). The implications of this are that as a lower percentage of women publish and a lower percentage of women are represented in higher levels of academia or higher education administration, gender inequity persists and reproduces, making it harder to achieve gender parity in academia (Bagilhole & White, 2013).

Publication within one's field is important as it "makes or breaks individual academic careers" (Ward & Grant, 1995, p. 202). Decisions that are made within academia such as allocation of research funds, promotions and offers of tenure-ship, and salary increases all hinge on the number of publications and their quality (Dean, 1989; Ferree & McQuillan, 1998; Leahey, 2006). These advantages are also linked to the amount of recognition scholarship authored by women receives. As such, gendered citation patterns are another factor impacting women. Studies on citations indicate that males are more advantaged across the social sciences in accumulating citations (Dion, Sumner, & Mitchell, 2018). Further, what Rossiter (1993) deemed as the "Matilda Effect" can occur when women's research and contributions are either less recognized than or attributed to males (Dion et al., 2018).

Understanding and deconstructing the gender gap is necessary to mitigate the effects of gender bias in other areas of academia. As earlier noted, when women are evaluated for promotions in academia by all-male panels, they are more likely to be discriminated against compared to when they are evaluated by mixed gender panels (De Paola & Scoppa, 2015). Therefore, the evidence suggests that if women are constantly kept out of the top ranks of academia by gatekeepers who are predominantly male, the cycle of gender discrimination within academia persists.

GENDER IN CIE

Topics in CIE

A recent examination of gender trends in publication in political science found that women are less likely to submit their work to top journals, and that topics were

distinctly gendered, with women more likely to choose topics including race and gender, narrative/discourse, and interest groups (Key & Sumner, 2019). Extending this examination of gender trends in topics to the field of CIE is logical, given the extensive theory borrowing, boundary-crossing, and research osmosis that exists within CIE (Davidson et al., 2019). Ertl and Zierer (2017) found that CIE research topics are “becoming more similar internationally,” in part, due to the high demand of evidence-based research in policymaking and funding (Zapp, Marques, & Powell, 2017). As evidenced by the most frequently appearing keywords in CIE journals across five years, popular topics being researched are higher education, development, education policy, and gender (Davidson et al., 2018). These are also recurring themes in international development and global educational policymaking.

Previous research has shown that methodologies most frequently used in published CIE research are not dominated by large-scale assessments and comparative cross-national data studies, although there has historically been a false assumption that they are (Davidson et al., 2018; Davidson et al., 2019). An analysis of keywords by gender provides a means to identify whether there are topics in CIE that are gendered, as well as the frequency in which these topics appear in publications; this could help provide some insight into gender equality in publication.

Publication in CIE

As research and experience in the social sciences demonstrates, publication is a necessary component for professional advancement and academic prestige. Authors, seeking legitimacy, often strive to publish in the most highly ranked journals. Although recognized as imperfect, impact factors are often considered by tenure and promotion committees (Arruda et al., 2016). Hecht, Hecht, and Sandberg (1998) note that the impact factor calculation is not wrong, however it has been misused. The field of education as a whole, and CIE in particular, is influenced by the social sciences, thus rendering it a diverse field with regard to methodology and theoretical perspectives (Feuer, Towne, & Shavelson, 2002).

In terms of publication, non-CIE journals are more highly ranked (Davidson et al., 2018); therefore, CIE authors may seek the legitimacy and prestige that comes with publication in higher impact factor journals. Publishing in higher impact factor journals adds value to CVs; this also factors into tenureship decisions and performance reviews (Goodyear et al., 2009). Although this facilitates the permeability of the field, as CIE authors publish in higher impact journals that are non-CIE affiliated, the question remains: why are CIE journals less reputable and how can the field become more attractive so it retains the research and publication within the field? More importantly, if studies indicate that men continue to publish more frequently in the social sciences in general, specifically non-CIE journals, what is the significance of gender representation in publications in CIE compared to non-CIE journals? In terms of the professionalization of the field, do women continue to be relegated to the least prestigious publications and subfields? Although this research does not present a conclusive answer, the link between gender, professionalization, and publication in CIE is important to highlight and will be discussed in further detail in the following sections.

Gender and the Professionalization of CIE

Previous research has considered the professionalization of the field of CIE from the perspective of the sociology of professions (Wiseman & Matherly, 2009; Wiseman, Matherly, & Epstein, 2016). A field is considered professionalized when it has achieved “ownership” of the following: (1) expert knowledge, (2) training and credentials, (3) self-policing and ethical codes, (4) occupational domain, and (5) the workplace (Abbott, 1988; Wilensky, 1964; Wiseman & Matherly, 2009). Whereas previous research has relied on these criteria to define and explain the field of CIE, a feminist institutional lens brings a useful framework to considerations of gender equality and equity within CIE. The professionalization categories previously outlined intersect with issues of gender and power, as evidenced in the literature review. As the sociology of professions has been critiqued for adopting patriarchal and male-based perspectives (Witz, 1990), bringing in a feminist perspective through which to examine the professionalization of CIE challenges these perceptions and invites critical discourse about the status of gender within the field, as defined by journal publications.

FEMINIST INSTITUTIONALISM AND CIE

A feminist institutionalist perspective provides a useful framework for examining how gender norms operate within the field of CIE. Feminist institutionalism, a theory which evolved from a neo-institutionalist approach, supports the inclusion of women as “actors in the political processes, and the gendering of institutionalism” (Mackay, Kenny, & Chappell, 2010, p. 574). Feminist institutionalism is particularly relevant to this examination of gender and CIE as it provides a frame to examine the cultural norms related to gender in academic publishing (Kenny, 2007). This framework also provides a way to challenge the gendered assumptions of the field by examining the interplay and transfer of gender theory to practice in the field, both in academia and in practice.

The application of a feminist institutionalist approach to the research provides a means to address the professionalization of the field, interrogating the perception that the field is equitable through an examination of the deprofessionalization of education from a critical feminist perspective. Critical perspectives on gender argue that education can perpetuate inequalities (Vaughan, 2007). Although the field may appear equal and even advocate for gender equity, the feminist institutionalist approach interrogates the gender power dynamics and challenges these assumptions of equality. This approach views women as change agents in CIE, and as such provides a critique of professionalization in the field that is crucial for advancing the field. Also, an examination of gender in research and publications is an important factor to consider in order to understand who controls the research agenda. The feminist institutionalist approach allows for an examination of the role gender plays in institutions as well as the “gendered mechanisms of continuity and change” (Kenny, 2013) critical for the growth and development of the field of CIE. In particular, a feminist institutionalist