ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2022

Part A

Edited by ALEXANDER W. WISEMAN
ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2022
INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

Series Editor: Alexander W. Wiseman

Recent Volumes:

Series Editor from Volume 11: Alexander W. Wiseman

Volume 15: The Impact and Transformation of Education Policy in China
Volume 16: Education Strategy in the Developing World: Revising the World Bank’s Education Policy
Volume 17: Community Colleges Worldwide: Investigating the Global Phenomenon
Volume 18: The Impact of HIV/AIDS On Education Worldwide
Volume 19: Teacher Reforms Around the World: Implementations and Outcomes
Volume 20: Annual Review of Comparative and International Education 2013
Volume 21: The Development of Higher Education in Africa: Prospects and Challenges
Volume 22: Out of the Shadows: The Global Intensification of Supplementary Education
Volume 23: International Education Innovation and Public Sector Entrepreneurship
Volume 24: Education for a Knowledge Society in Arabian Gulf Countries
Volume 26: Comparative Sciences: Interdisciplinary Approaches
Volume 27: Promoting and Sustaining a Quality Teacher Workforce Worldwide
Volume 28: Annual Review of Comparative and International Education 2015
Volume 29: Post-Education-For-All and Sustainable Development Paradigm: Structural Changes with Diversifying Actors and Norms
Volume 31: The Impact of the OECD on Education Worldwide
Volume 32: Work-integrated Learning in the 21st Century: Global Perspectives on the Future
Volume 33: The Century of Science: The Global Triumph of the Research University
Volume 34: Annual Review of Comparative and International Education 2017
Volume 35: Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform 2018
Volume 36: Comparative and International Education: Survey of an Infinite Field 2019
Volume 37: Annual Review of Comparative and International Education 2018
Volume 38: The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education
Volume 39: Annual Review of Comparative and International Education 2019
Volume 40: Annual Review of Comparative and International Education 2020
Volume 41: Building Teacher Quality in India: Examining Policy Frameworks and Implementation Outcomes
Volume 42A: Annual Review of Comparative and International Education 2021
Volume 42B: Annual Review of Comparative and International Education 2021
Volume 43B: World Education Patterns in the Global South: The Ebb of Global Forces and the Flow of Contextual Imperatives
Volume 44: Internationalization and Imprints of the Pandemic on Higher Education Worldwide
Volume 45: Education for Refugees and Forced (Im)Migrants Across Time and Context
# CONTENTS

*About the Editor* vii  
*About the Contributors* ix  
*Preface* xv  

Chapter 1 10 Years of Reflection on the Field of Comparative and International Education: What Difference Does it Make?  
*Alexander W. Wiseman* 1  

## PART 1  
COMPARATIVE EDUCATION  
TRENDS AND DIRECTIONS  

Introduction to Part 1: Comparative Education Trends and Directions  
*Alexander W. Wiseman* 21  

Chapter 2 Trends and Directions in the 2020 Annual Review of Comparative and International Education (ARCIE): A Meta-analysis  
*Felipe F. Guimarães and Kyria Rebeca Finardi* 25  

Chapter 3 International Mobility of Academics: Science Mapping the Existing Knowledge Base  
*Mustafa Polat and Kürşat Arslan* 45  

Chapter 4 Dilemma Between Internationalization of Higher Education and Japanese Language Education: Outcomes and Issues of the Plan to Accept 300,000 International Students  
*Yuriko Sato* 57  

Chapter 5 The Impact of University Education on Regional Development: A Comparative Study of Kenya, Uganda, and Tanzania  
*Laban P. Ayiro, Samuel Muriithi and Josephine Munyao* 69  

Chapter 6 What’s in a Wave? The Content of Neoliberal Education Reforms, 1970–2018  
*Lisa Overbey* 91
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Language and Employability in Higher Education Research: A Scoping Review</td>
<td>Addisalem Tebikew Yallew and Paul Othusitse Dipitso</td>
<td>107</td>
</tr>
<tr>
<td>8</td>
<td>International Education from Theory to Practice: A Literature Review</td>
<td>Hayley H. Brooks</td>
<td>127</td>
</tr>
<tr>
<td>9</td>
<td>Adaptation, Decolonization, and Integration: Oceania and Global Trends</td>
<td>Alexandra McCormick and Seu’ula Johansson Fua</td>
<td>147</td>
</tr>
<tr>
<td>10</td>
<td>Underwhelmed by Research in Comparative and International Education</td>
<td>David A. Turner</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td><strong>PART 2</strong></td>
<td><strong>CONCEPTUAL AND METHODOLOGICAL DEVELOPMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Fieldwork with Depth: Its Implication and Future Directions of Comparative Education Research in Japan</td>
<td>Miki Sugimura</td>
<td>179</td>
</tr>
<tr>
<td>13</td>
<td>Neo-statism and Comparative Research in Higher Education: Experience from Hong Kong</td>
<td>Suyan Pan and Joe Tin-yau Lo</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td></td>
<td>235</td>
</tr>
</tbody>
</table>
ABOUT THE EDITOR

Alexander W. Wiseman, PhD, is Professor of Educational Leadership & Policy in the College of Education and Director of the Center for Research in Leadership and Education (CRLE) at Texas Tech University, USA. He holds a dual-degree PhD in Comparative and International Education and Educational Theory and Policy from Pennsylvania State University, a MA in International Comparative Education from Stanford University, a MA in Education from the University of Tulsa, and a BA in Letters from the University of Oklahoma. He conducts comparative educational research on educational policy and practice using large-scale education datasets on math and science education, information and communication technology (ICT), teacher preparation, professional development and curriculum as well as school principal’s instructional leadership activity. He is the author of many research-to-practice articles and books, and serves as Senior Editor of the online journal, FIRE: Forum for International Research in Education, and as Series Editor for the International Perspectives on Education and Society volume series (Emerald Publishing).
This page intentionally left blank
 ABOUT THE CONTRIBUTORS

Kürşat Arslan, PhD candidate, is a Lecturer in the School of Foreign Languages at Karabuk University, Turkey. He received his BA in the ELT department at Istanbul University and completed his MA studies in Educational Administration at Karabuk University. During his career, he presented papers in national and international conferences, published several research articles and book chapters. He has a particular research interest in educational administration, organizational and educational leadership, higher education studies, internationalization of higher education, refugees, and displacement studies in the educational context.

Laban P. Ayiro is the current Vice Chancellor, Daystar University, Nairobi, Kenya. He is an education expert who is recognized globally for his contribution to curriculum development, research methodology, organizational leadership, and performance. From being the Principal of several high schools, Provincial Director of Education, Deputy Director of Staff Training, Senior Deputy Director for Policy and Planning, Senior Deputy Director for Research and Curriculum Development at the Kenya Institute of Curriculum Development, he is also a former Director, Quality Assurance and Standards and Vice Chancellor, at Moi University. He is a graduate of Kenyatta University, United State University, and University of Texas A&M and a Senior Fulbright Scholar. His skills, experience, and competence in leadership and management and teaching pedagogy has enabled him to be recognized as a top performer and a role model in education leadership and management to both young scholars and education practitioners. He has also widely published and peer reviewer for leading academic journals and curriculum reviewers for Commission of University in Kenya. His role in the writing of this chapter brings practical skills and knowledge based on his experience and involvement in education, both local and international.

Paul Othusitse Dipitso is PhD candidate in Higher Education Studies at the Faculty of Education, University of the Western Cape, South Africa. His research interest focuses on the education–work nexus, particularly how graduates utilize knowledge and skills acquired in university training to succeed in the labor market. His PhD thesis examines the potential of work integrated learning in promoting graduate employability and enhanced employability skills in South Africa. He previously worked as a Teaching Assistant under the Department of Sociology at the University of Botswana, and as a Research Assistant for various research projects. He has published articles in Higher Education Research & Development, Higher Education, and the Journal of Comparative & International Higher Education. He has presented internationally at the Consortium of Higher Education Researchers Conference, nationally – Higher Education Learning and Teaching Association of Southern Africa and Education Students’ Regional Research Conference.

Kyria Rebeca Finardi is a Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and a Researcher in the Graduate Programs of Education (PPGE) and Linguistics (PPGEL) at the Federal University of Espirito Santo (UFES, Brazil). She has a Productivity (PQ) scholarship from CNPq (Brazilian National Council for Research). At the undergraduate level, her teaching focuses on pre-service English language teacher education and at the graduate level it focuses on aspects related to languages in the production of knowledge, language policies in higher education, the use of technologies in education, and internationalization. She has an extensive list of publications including the books English in Brazil and English in the South. She was the President of the Brazilian Association of Applied Linguistics (ALAB) 2018–2019, she is the Co-founder and Co-coordinator of the Ibero-America Association of Applied Linguistics (AIALA) and she is the Vice-president of the International Association of Applied Linguistics (AILA).

Felipe F. Guimarães is a postdoctoral researcher funded by CNPq (Brazilian National Council for Research) working on topics such as internationalization, language policies, multilingualism, use of technologies in education, and intercultural communication. He also works at the Division of Languages, in the International Office of the Federal University of Espirito Santo (UFES, Brazil). He received an award from the Brazilian Ministry of Education (MEC) through the “Languages without Borders” (LwB) program, for best practices in language education within higher education contexts.

Anas Hajar is a graduate of Warwick University in England, holding a PhD in language education. He has worked as a post-doctoral research and teaching

Seu’ula Johansson Fua is Tongan and lives on the main island of Tongatapu with her family. She was educated in New Zealand and in Canada. She is the Director of the Institute of Education at the University of the South Pacific, serving 12 Pacific countries that own the university.

Mehmet Karakus is Assistant Professor at the Centre for Global Learning: Education and Attainment, Coventry University, UK. He has 17 years of experience in educational research and practice. He has worked as an Associate Professor in the Department of Higher Education, Graduate School of Education, Nazarbayev University between 2019 and 2021. His research focuses on emotions and emotionality in educational administration and leadership, teacher psychology, and the well-being, personality, and job outcomes of educational leaders and teachers. He has employed advanced statistical methods for data analysis and developed many original models in his area of expertise. He also has expertise in systematic literature reviews, meta-analysis, and scientific mapping of literature. He can use SPSS, LISREL, AMOS, Stats Tools Package, MedGraph, ModGraph, NVivo, CitNetExplorer, VOSViewer, and RevMan at an advanced level. He has more than 50 articles published in peer-reviewed journals, 7 book chapters, and 31 proceedings presented at international conferences. He served as either a PI or Co-PI for six internationally funded projects.

Joe Tin-yau Lo is a General Education Program Advisor at the General Education Office and an Adjunct Associate Professor of the Department of Curriculum and Instruction at The Education University of Hong Kong. He has published extensively in the areas of comparative education, social science education, history education, citizenship education, and China studies. His recent publications have appeared in Comparative Education, Compare: A Journal of Comparative and International Education, The Pacific Review, Research in Comparative and International Education, Chinese Education and Society, Research in Social Education Series, and the Routledge Research in International and Comparative Education Series among others.
**Alexandra McCormick** leads the Masters of Education (International Stream) at the University of Sydney, and works as a researcher and lecturer, coordinating and teaching comparative and international education undergraduate and Masters units, foundation courses in the sociology of education and International Development studies. Her primary research, as a consultant and at the university, is into multi-level education policy processes globally, with a focus on actors and activities in South East Asian and Pacific contexts. Her work has been framed and informed by her mixed, ‘pluri-local’ background, and insights from critical globalization theories, with decolonial, postcolonial, and feminist approaches and theories. She taught in primary and secondary schools and non-school education contexts in Australia, China, and Japan, prior to joining the University in 2008.

**Josephine Munyao** is a lecturer in Daystar University and the outgoing Head of Department of Theology and Pastoral Studies. She holds a Bachelor of Education degree from Moi University, a Master of Divinity degree from Nairobi Evangelical Graduate School of Theology, and a PhD degree in Theological Studies from Africa International University specialized in Culture and Development. She is a Langham Scholar and an emerging publisher in her interest areas of African studies, development, and practical and transformational theology. She is currently a reviewer with African Theological Journal for Church and Society (ATJCS). As an educationist, she has a teaching and administration experience of 33 years, half of which was spent in Secondary School and the other half in the University. As a trained educationist with long interaction with the Kenyan education system and recent extensive research experience on educational investment and quality outcomes for developing countries, she brings in invaluable contribution to the writing of her chapter and editing of the final products.

**Samuel Muriithi** is a Senior Lecturer and current Director of Education programs at Daystar University. Previously, he was the Head of Commerce Department in the School of Business and Economics and former General Secretary of Fellowship of Christian Communicators in Africa and Madagascar (FOCCAM). He has over 20-years of teaching experience in strategic management, change management, cross-cultural management, and leadership, both for undergraduate and postgraduate programs. His interest in research and writing is evidenced in his books and journal articles which are widely published and read worldwide. He has also consulted for both local and international organizations in the management, research, leadership, and culture mostly among education and training organizations. He is a graduate of Rhodes University, South Africa, where he attained PhD in Management and Leadership. He also studied in Messiah College, Wheaton Graduate School, and Seattle Pacific Universities to attain various degrees in management and communications. His interest in quality teaching, leadership, and management among East African Universities has motivated him to be part of the team writing this chapter.

**Lisa Overbey** is a doctoral candidate in International and Comparative Education at Stanford University. Her work has been published in Sociology of Education and
Globalization, Education, and Society. Her research interests include education reform, global education policy, and international organizations. She has an MA in International Relations from the Johns Hopkins School of Advanced International Studies (SAIS) and a BA in History from the University of Virginia.


Mustafa Polat received his BA (2010) from the English Language Teaching Department and his PhD (2019) in the Curriculum and Instruction Department at Anadolu University, Turkey. He has been teaching at the tertiary level for 10 years, and he is currently working as an Assistant Professor at the School of Foreign Languages, Karabuk University, Turkey. His research interests lie in curriculum, instruction, foreign language teaching, language anxieties, effective learning, and internationalization of higher education. He has presented a number of papers in national and international congresses, prepared European Union projects, and published several book chapters and articles in national and international scientific journals.

Yuriko Sato, PhD, is an Associate Professor in the School of Environment and Society at Tokyo Institute of Technology, Japan. She holds a PhD degree in Human System Science from Tokyo Institute of Technology, a MA in International and Community Development from Deakin University, and a BA in International Relations from the University of Tokyo. Her research fields cover the comparative study of international student policy and the internationalization of higher education. She was awarded the Best Paper Prize of the Japan Association of International Student Education in 2013, the Best Paper Prize & the Best Presentation Prize at the 1st Asia Future Conference in 2013, and the Best Teacher Award of her university in 2007 and 2013. She has served as a committee member of Top Global University Project, International Students’ Employment Promotion Program, and other government-funded projects. She is the author of “What Influences the Direction and Magnitude of Asian Student Mobility? Macro Data Analysis Focusing on Restricting Factors and Lifelong Planning” (Compare, published online in 2021), “Asian Students’ Brain Circulation and Japanese Companies: An Empirical Study to Explore the Relationship” (Asian Education and Development Studies, Vol. 9, No. 1), and other papers & books related to international students.

Miki Sugimura is a Professor at Sophia University, Japan, where she is the Professor in charge of international education studies. Her research interests
include International Education, Comparative Education, Multicultural Education. She holds a BA in Education from Ochanomizu University and both a MEd and PhD from the University of Tokyo.

David A. Turner, PhD, is Professor Emeritus at the University of South Wales and Professor at the Institute for International and Comparative Education at Beijing Normal University. He was a high school science teacher before becoming a teacher in higher education, and has a long-standing interest in the history and philosophy of science, especially as it relates to comparative and international studies of education. This interest was first stimulated by studying for a master's degree at the University of London, Institute of Education, a program taught by some of the key theorists of comparative education, including Robert Cowen, Brian Holmes, and Edmund King.

Addisalem Tebikew Yallew is a doctoral fellow in Higher Education Studies at the Faculty of Education, University of the Western Cape, South Africa. She has a BA degree in English Language and Literature from Debub (Hawassa) University and an MA in Journalism and Communication from Addis Ababa University. She has worked in different academic and administrative positions at Hawassa University in Ethiopia for close to 10 years. She has also served as a Consultant and Trainee in International Higher Education Partnership Programs managed by Maastricht School of Management and the Finnish National Agency for Education. She has a wide range of research interests in higher education studies including policy and transformation, research and knowledge production, equity and inclusion, and multilingualism and language choice in universities. She is a recipient of grants and scholarships from organizations such as: The Council for the Development of Social Science Research in Africa (CODESRIA), Carnegie Corporation of New York, Erasmus Mundus Mobility Program, The Dutch organization for Internationalization in Education (Nuffic), and Comparative and International Education Society (CIES).
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)

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):

4. “Psychosocial and Academic Adjustment among Resettled Refugee Youth” by Mary E. Brenner and Maryam Kia-Keating (2016)
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 it’s 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:


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!

Alexander W. Wiseman