

PREFACE

This volume of the International Perspectives on Education and Society series marks the inaugural issue of the *Annual Review of Comparative and International Education 2013*. The goal of the *Annual Review* is to examine current perspectives and identify future directions for the field of comparative and international education using several essays by leaders in the field as context for the discussions and analyses in the chapters that follow. Contributed chapters each address the questions and themes discussed in these essays which include the use of new conceptual or methodological frameworks, translating research to practice, emerging area studies and regional developments, and diversification in the field of comparative and international education. The format of *Annual Review* chapters is an analytic overview of published work in the field, noting key issues and future directions, which provides a foundation for an international forum discussing of matters of comparative and international education theory, research, policy, and practice.

While there are other volumes and journals that publish reflective pieces or scholarly reviews of important developments in the field from time to time, there is no other *annual* review of the field of comparative and international education. In fact, this is the only review of its kind to thoughtfully, systematically, and annually reflect on the theory, research, and practical applications of comparative and international education. The *Annual Review* is guided by co-editors and an advisory board comprised of both established and emerging leaders in the field. By working with the *Annual Review* advisory board and seeking the input of comparative and international education leaders worldwide to develop each year's chapter topics, the chapters in this *Annual Review* both highlight the strengths in the field and the up-and-coming developments in theory, method, practice, and research.

The audience for the *Annual Review of Comparative and International Education 2013* includes and expands beyond the scholars and professionals who already consider themselves part of the field. This *Annual Review* brings together scholars, professionals, and the stakeholders connected to education at the local, national, and international levels to highlight those

developments in the field that are of particular relevance to contemporary and future educational reform and school or classroom applications. This makes the *Annual Review* particularly important not only in the academic community, but for those international development professionals in research institutes, aid or development organizations, professional educators, and the like. It is the thread from theory to research to policy to practice that connects comparative and international education scholars and professionals to stakeholders beyond the field itself, and it is one of the key advantages of an *Annual Review* of this kind.

The inaugural *Annual Review* is anchored by several essays from recognized comparative and international education experts and leaders affiliated with regional societies in the field. The chapters that follow these essays are contributed by experts in the field and from around the world who have a unique voice to contribute to each of the sections of the *Annual Review*. Chapters are all reviewed by the *Annual Review* editors to ensure that they align with the goals of the review overall, and specifically that they align with the goals for the particular section of the review in which they are included. They are also reviewed for clarity of content and quality of scholarship. If they meet these criteria, the chapters are reviewed by at least two advisory board members, who provide extensive feedback to the chapter authors in terms of each chapter's relevance to the comparative and international education field, grounding in appropriate theoretical or conceptual frameworks, implementation of relevant methodological approaches (if appropriate), and finally in terms of the style and clarity of writing. After a final round of revisions, the *Annual Review* editors make a final determination as to the inclusion of a chapter in the *Annual Review* before moving it forward in the publication process.

The advisory board members make a significant contribution to the development of the *Annual Review* structure and content guidelines. For the 2013 *Annual Review*, this contribution began with the first meeting of the advisory board in Chicago during the 2010 annual meeting of the Comparative and International Education Society (CIES) and again in San Juan, Puerto Rico at the 2012 annual meeting of CIES. Advisory board members provide valuable input into all aspects of planning and implementation of the *Annual Review* as well as to developing the system for continually moving forward with the review on a year-round basis. Each advisory board member is also in contact with their fellow board members and the *Annual Review* editors through electronic communication on a regular basis during their tenure on the board. This includes feedback on previous drafts of the table of contents, production schedule, expert authors

for chapters and sections of the *Annual Review*, as well as other significant details.

We would like to specially recognize and thank the advisory board of the *Annual Review* for giving their time and expertise to making the inaugural issue and the *Annual Review* as a whole both possible and a pleasure to be a part of for both the editors and chapter authors. The 2013 *Annual Review of Comparative and International Education* advisory board are:

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Again, we extend a sincere and heartfelt thank you to the many supporters who made the *Annual Review of Comparative and International Education 2013* possible, and who contributed to enhancing the quality and rigor of each chapter, the *Annual Review*, and the International Perspectives on Education and Society series as a whole. The development of an annual review in the field of comparative and international education is not only important to those of us who do research and teach in the field, but to all who are invested in youth and dedicated to the development and improvement of education worldwide. It is our sincere wish that this inaugural *Annual Review* and all that follow it will serve the field and all who participate in it as a tool for meaningful reflection and cross-disciplinary understanding.

Alexander W. Wiseman
Series Editor and Volume Co-Editor
Emily Anderson
Volume Co-Editor