Comparative and International Education / Éducation comparée et internationale

Volume 50 | Issue 1

December 2021

Editorial

Kumari Beck

Simon Fraser University

Eva Lemaire

University of Alberta

Elaine Teng

University of British Columbia

Recommended Citation

Beck, K., Lemaire, E. & Teng, E. (2021). Editorial. *Comparative and International Education/Éducation comparée et internationale*. 50(1). <https://doi.org/10.5206/cieeci.v50i1.14559>

Editorial, December 2021

Welcome to a new issue of *Comparative and International Education*, coming at the end of yet another difficult year, globally, marked by pandemic hardships of various kinds, climate-change initiated natural disasters, and uncertainty and unpredictability. *Comparative and International Education* has made a commitment to a broader range of topics in the scholarly fields covered in the journal to include approaches and analyses related to equity and decolonization. We invite articles that examine new and innovative theoretical frameworks and methodologies; issues related to K–12 and higher education settings in the Global South; Indigenous perspectives and issues; migration and settlement; matters relating to race, culture and language; international students; analyses of internationally designated educational programs; and K–12 and postsecondary educational policy analyses in diverse settings.

This issue features articles that address inequity and marginalization in diverse ways: a rare analysis of the experiences of LGBTQ educators working internationally, a critical look at how neoliberalism and colonialism erode the values and principles of international and intercultural learning in K–12 and higher education, the peripheral positioning of English for academic purposes programs in universities, an examination of the differentiated understanding of the concept of global citizenship education in a non-Western context, and also an analysis of the lack of consideration of gifted students' particular characteristics in different Canadian provinces.

Informed by Brambilla's concept of borderscapes (2015), a theoretical concept that informs understandings of identities and border-crossing, Robert Mizzi, Clea Schmidt, and Gustavo Moura present a fascinating account of lesbian, gay, bisexual, trans, and queer (LGBTQ) international educators who work in non-Western countries in the article "Complexity Amidst Diversity: Exploring the Lives of LGBTQ International Educators." The qualitative study interviewed 23 LGBTQ educators about their experiences teaching overseas, and the findings include insights into participants' shifting identities in the international site, on belonging, work ethic as mark of personal security, queer initiatives, and student engagement. A significant contribution to the analysis is the authors' notion of "belongingscape" to theorize the flux and fluidity of borders and belonging. The study raises important considerations such as the negative and even dangerous implications of "being out" in international contexts, and consequently the emotional toll of keeping their identities secret. The authors suggest that based on the notion that LGBTQ educators are among the most marginalized in their sector, LGBTQ educators working internationally are the most vulnerable. Recommendations were made in the article for administrators of international programs.

In "Rethinking and Reinventing Intercultural Education in Postsecondary Institutions: A Critical, Anti-Colonial Approach," Carrie Karsgaard contemplates the implementation of an intercultural extracurricular program at a Canadian postsecondary institution using anti-colonial and critical approaches. The tensions she faced in shaping an intercultural education program towards social justice and equity, and ethical ends, reflect how intercultural work in higher education institutions is dominated by the neoliberal internationalization discourse. According to Karsgaard, this shows the need to delink intercultural education from the current market approaches to internationalization and to use intercultural education as a means to resist and subvert colonialism in higher education institutions.

In “Internationalization Policies of Public Schooling and Neoliberal Discourses in Canada: A Stephen Ball Informed Analysis,” Abdelhady Elnagar uses Stephen Ball’s ideas of “policy as text” and “policy as discourse” to analyze the neoliberal motivations behind the internationalization policies of K–12 education in Canada. Elnagar argues that this neoliberal approach to K–12 education as well as the focus on internationalization that is evident in policies in Canada is creating inequity between public/private schools and public school districts in Canada. He suggests further examination on how this neoliberal approach to K–12 schooling is causing inequities.

Both articles analyze how instrumental and economically focused approaches to internationalization in education (higher education for Karsgaard and K–12 for Elnagar) have resulted in inequities in the system. An uncritical application of internationalization in each of these sectors featured in the studies results in marginalization of other groups of students in their system. There is a call from both authors to reexamine approaches to internationalization, to delink internationalization from a unitary emphasis on economic benefits, and to bring back educational goals to address these inequities. The theme of marginalization continues in the next article.

Programs in English for academic purposes (EAP) have become more common in Canadian postsecondary institutions and they serve international students as well as domestic students whose first language is not English. As authors Scott Roy Douglas and Michael Henry Landry state, these programs, along with other supports, are being offered as an entrance pathway to higher education institutions as an alternative to English language proficiency testing. In their article, “English for Academic Purposes Programs: Key Trends Across Canadian Universities,” the authors examine the positioning and use of EAP programs in English-speaking universities in Canada and they map general trends. From the program websites of EAP programs in 50 Canadian universities, the authors gathered data on the academic homes of the programs, their credit status, the fees charged, the program length, and the English proficiency requirement to enter the programs. One of the interesting findings is that EAP programs, the majority of which consist of non-credit courses, are designated a service role, and often not accorded disciplinary status in the academy. The analysis yields a critical overview of the legitimacy of EAP programs in institutions, pointing to a general marginalization of their role in the institution and subsequently, of the international students enrolled in them.

In their article entitled “Perception and Understanding of the “Global Citizenship” Concept by Pre-Service Teachers: a Switzerland-Kazakhstan Comparison,” Myriam Radhouane, Abdeljalil Akkari and Assem Temirova shed light on the Kazakh context, which is rarely featured in North American academic journals. In this exploratory study comparing the perspectives of future teachers in Switzerland and Kazakhstan, the authors show pre-service teachers’ lack of familiarity with global citizenship education. Their analysis also invites us to reflect on how this supposedly universalist concept can penetrate university communities differently in different countries, thus providing another view of the questions of unfairness and marginalization that constitute a common thread running through the articles in this issue.

Another angle from which to approach the questions of fairness and marginalization is the one proposed by Philippe Tremblay in his article, “Gifted and Talented Students in Canada: A Comparative Analysis.” The author considers the area of giftedness which, he says, “has received

increased attention in comparative education in recent years” even though, as he also points out, the literature in French on this subject is still scanty. In doing so, in our second article in French, Tremblay proposes an overview of how gifted and talented students’ needs are conceptualized and addressed in the different school contexts of Canada’s provinces and territories. By means of this article, Philippe Tremblay reminds us that inclusive education must also show an interest in students who demonstrate strong learning potentials.

To conclude this issue, we feature a review of the book “Democratic Citizenship Education in Non-Western Contexts: Implications for Theory and Research” by Leigh-Anne Ingram. The theme of the book supports *Comparative and International Education*’s efforts to include perspectives from non-Western contexts, and accordingly, to expand our field of comparative and international education.

In a year that has resulted in a greater workload for academics and a greater need for wellness, we recognize the additional time and effort that it takes for journals to maintain publication. In this context, we sincerely thank our reviewers and authors. And to you all, readers, authors, and reviewers, we extend our warmest wishes for a restful holiday season.

Kumari Beck,
Simon Fraser University
Editor, English

Eva Lemaire,
University of Alberta
Editor, French

Elaine Teng,
University of British Columbia
Journal Manager