

# Terra Colonia? The Global South in comparative and international education as reflected in the *comparative education review*

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## Abstract

The aim of this article is to provide an analysis of continuity and change dynamics in knowledge production in the field of Comparative and International Education (CIE). In addition to a general review of the field, the objective is to assess the extent and effects of dominance of the field by scholars in the Global North. The article investigates the dominance of northern hegemony in the scholarly field of Comparative and International Education, both from a literature survey of the field and from the content of analysis of articles published in the *Comparative Education Review* (CER). Strong criticism of northern hegemony was found, taking the following forms: criticism of the imposition of one model of development; criticism of foreign aid and of international agencies; anti-globalization; criticism of neoliberal economics and its impact on education; calls for the decolonization of education and of Comparative and International Education; criticism of racism in education and in CIE; lack of appreciation of indigenous knowledge systems; and allegations that scholars of the Global South find themselves on an unequal playing field. The 246 articles that were published in the CER during the decade 2010–2019 were analyzed under the following rubrics: geographical focus; authorship and themes/topics. The results indicate that while acknowledgment and criticism of northern hegemony has grown, the predominance of a Global North perspective persists. A majority of articles marked by a unique authorship pattern and geographic and thematic foci of research continue to be authored by scholars located in the North. In conclusion, the authors recommend a renewed effort to present the Global South in its true importance in the field of Comparative and International Education.

## Keywords

Comparative education, international education, global south, journal analysis, northern hegemony

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