From the Desk of the President

I am delighted to write these short remarks from the desk of the President of WCCES in the recreation of our WCCES newsletter, number one, New Epoch, under the wise leadership of Dr. Greg Misiaszek, Interim Director of Communications of the Office of the WCCES President. We want to revitalize the work of WCCES, increase virtual and presential communication between the societies and members, as well as highlight that the work we are doing is important. I thank all of you who have contributed to this newsletter.

A newsletter is like every book, article, paper or even our teaching, that we profess and publish in comparative education- like every piece of craft or art are designed by intellectual constructions. Yet once it is accomplished any writing, such as a book or newsletter, becomes a social construction. In a fascinating way, both the intellectual and the social constructions reflect each other through multiple rays of light enhancing the analysis of the reality people try to understand. In this way, our work in comparative education sheds light on complex relationships, while accepting the darkness of the shadows still with us. It is our intention that the work of the WCCES will make a modest contribution to educational theory, analysis and praxis, and that we find ways to create more communities of learning in our work. This newsletter aims to contribute to these goals, and I very much welcome its new role in communications and learning systems in comparative education.

Greeting from the Secretary General

I extend greetings to you in September 2013 on this occasion, the inaugural issue of the WCCES Newsletter. In the period since the XV World Congress in Buenos Aires, Argentina in June, we have embarked on an exciting series of new ventures in WCCES. I am working closely with President Carlos Torres to continue existing initiatives and tasks begun with past-President Wing On Lee, and now President Carlos and I together are moving forward in a wide range of new directions that are designed to enhance participation in WCCES by all constituent societies and their members, to add systematic...
Global Citizenship Education:
An Op.Ed. from Carlos A. Torres, WCCES President

Do I contradict myself?
Very well then I contradict myself,
(I am large, I contain multitudes.)

As I write this Op.Ed. I am reminded that the world of comparative education was taken by surprise, as well as very much welcomed the 2012 initiative of the U.N. General Secretary, Mr. Ban Ki-moon, entitled The Global Education First Initiative. This initiative was described in UNESCO’s documents as the following:

“Launched on 26 September 2012, the Global Education First Initiative is a five-year initiative sponsored by Ban Ki-moon, Secretary-General of the United Nations. A global advocacy platform at the highest level, it aims to generate a renewed push to achieve the internationally-agreed education goals set for 2015 and get the world back on track to meeting its education commitments.

In the Secretary-General’s own words, “when we put Education First, we can reduce poverty and hunger, end wasted potential – and look forward to stronger and better societies for all.”

This is the first time that a UN Secretary has launched such ambitious project on education in the UN system. Because it focuses on education, UNESCO is playing a major role in designing and implementing the initiative. The following are the initiative’s three pillars: 1) putting every child into school, 2) improving the quality of learning, and 3) fostering global citizenship. While the first and second pillars are quintessential to the work of comparative education as a field of teaching, research and practice; the third pillar is particularly relevant for the goals and purposes of our work in the WCCES.

What follows are my reflections after I attended UNESCO’s technical consultation on Global Citizenship Education held this year in September in Seoul. The meeting was organized and sponsored jointly by the Asian Pacific Centre of Education for International Understanding, a UNESCO Type 2 Center, and Korea’s Ministry of Education and Ministry of Foreign Affairs.

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Comparative Education Section
Czech Pedagogical Society (CES-CPS)

Ongoing activities are focused particularly on the critical reflection of comparative education (CE) research and teaching in the Czech Republic. Comparativists from the Czech Republic and beyond will meet at CES-CPS’s conference Comparative Education: Changes and Challenges held on September 26th in Prague at Charles University’s Faculty of Education. The conference will take stock of the CE research and development in the Czech Republic since 1989 and will be aimed to perspectives and strategies of the CE in the global context. Responses to the WCCES President Message and to other initiatives of the WCCES leaders are expected. A part of the conference programme will be a panel discussion on the teaching CE and discussion on current CE research being conducted at Czech Universities. Selected contributions will be published in Czech in a book under the identical title.

Activities concerning teaching CE have already started in January this year by mapping courses of CE at Czech Universities. After finding contact persons and identifying the statute of CE in study programmes, a questionnaire and data proceeding followed. A research report has been prepared and will be published in the journal of the Czech Pedagogical Society Pedagogická orientace (Educational Orientation). The report on the CES-CPS activities in the period 2010-2013 was presented to the CPS Annual Conference and will be published in the same journal.

Dominik Dvořák and Eliška Walterova, two WCCES Congress participants from the Czech Republic, have prepared a report on the XV WCCES Congress in Buenos Aires for the journal Orbis Scholae. It will be published in the Czech issue 3 of 2013.

Editors of the journal Orbis Scholae have called for research reports and studies contributing to thematic issue.

News from the Constituent Societies

Upcoming Conference:

Education, Equality and Social Harmony: Asian Experiences in Comparative Perspective
School of Education Science, Hangzhou Normal University, China, May 16-18

The relationship between education and social inequality has aroused increasingly acute concern in many Asian societies over recent years. This conference will invite participants to consider what we can learn from the experiences of developed and developing societies, within Asia and beyond, regarding the relationship between education, equality and stability or ‘harmony’ – both within particular societies, and in their relations with each other. This theme is intended to stimulate debate over what different societies can teach us regarding the balance to be struck between education’s role in promoting economically-relevant ‘skills’, and the other vital roles that it performs – in terms of political socialization, the distribution of opportunity, and the fostering of those capabilities necessary to the pursuit of a fulfilling life.

Hangzhou, famous for its scenic West Lake, was the capital of China during the Southern Song Dynasty (1123-1276). Relics of its historic past remain, and the city continues to attract large numbers of domestic and overseas tourists. Conference participants are strongly encouraged to take the opportunity of their visit here to take a day or two before or after the conference to explore the lake and some of the related sights.

Further information will be available soon via the CESA website: www.cesa.jp.

Queries may also be directed to Dr. Ye Lin of HNU (ylrihe@aliyun.com)
Education, Diversity and Democracy – concept note

If education is the way a society renews itself, then today we are at crucial educational moment in history. This educational moment can be defined in terms of contradictory pulls and pressures on society. On the one hand, there is the neo-liberal certainty which advocates that markets and only more markets are the panacea for all the problems that we are facing today; that private is necessarily good and public is necessarily bad. The demand for private schooling, including low cost private schools, the privatization of higher education and the suggestions for school vouchers are some of the examples of this process. Closely related is the renewed concern for efficiency, merit and excellence in education which is compatible with the neo-liberal agenda of allocating societal resources according to the principles of social Darwinism. On the other hand, there are processes which articulate the need to move towards a deeper and substantive democracy. The Right to Education Act and various other measures of inclusivity stand out as examples of this process. In effect these are two different ways of understanding democracy: One talks of formal democracy while the other re-imagines democracy as a strategy of redistributive justice.

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Global Comparative Education Pioneer and Archival Project

During the months of July and August 2013, Professors Erwin Epstein and James Jacob worked closely with Professor Carlos Alberto Torres to conceptualize a new research initiative for the World Council of Comparative Education Societies (WCCES) titled “Global Comparative Education Pioneer and Archival Project.” This project will be comprised of two primary initiatives: (1) a video documentary archive of comparative education pioneer members and leaders across the earth, and (2) an archival component to digitize the existing WCCES Archive that is currently housed at Kent State University in Ohio. Significant resources will be committed from the University of Pittsburgh Institute for International Studies in Education to support project administration and implementation in the video and archival production processes. It is anticipated the duration of this project will span across a three-to-four-year period.

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Comparative Education Society of India

Upcoming Conference: Annual Conference: Education, Diversity and Democracy
Kolkata, India, December 28-30

CESI is expecting a large number of participants from across India as well as a number of international delegates as well. Professor Carlos Torres, President of WCCES has kindly agreed to give the keynote address at the conference. The concept note and some of the themes that will be discussed at the conference are given in the flyer. see conference flyer on page 19-20

Sezione Italiana della CESE (SICESE)

The following book is on a research done by Sicese (in the persons of Carla Roverselli and Anselmo Paolone), for “Fondazione Intercultura” (the “American Field Service” branch of Italy.) It is about returnees from international secondary schools student exchanges, the competencies they bring home from their experience abroad, and the problems of the assessment of these competencies by the Italian school system


Council on Comparative Education of Kazakhstan (CCEK)

Every year since 2008 the council’s Board has held an international scientific conference devoted to the problems of comparative education such as the quality of education in the global and domestic practice.

On April 26, 2013 the Board hosted its fifth conference on the theme “Innovation in Education: Directions and Trends”. Prominent scientists from Russia, Ukraine, Kyrgyzstan as well as, local scientists, employees of universities and educational systems from Kazakhstan, Astana and Almaty took part in the international conference.

The conference was divided into the four following themes:

1. Ensuring the quality of education in the global and domestic practice
2. The professional competence of the teacher
3. Socialization and education
4. Innovation in the organization of training

During the breakout sessions of the conference there were discussions on such issues as improving the quality of education, methodological aspects of prediction system of education, professional development of teachers, the system of increasing the training of teachers, peculiarities of secondary and high-school education, professional competence of the teacher and students, and the spiritual and moral education of young people.

In the Press Center of the House of democracy in Kazakhstan, on April 29, 2013, there was a presentation of the book of doctor of pedagogical sciences, professor, laureate of the State Prize of the Republic of Kazakhstan, foreign member of the Russian Academy of Education, Comparative Education, Comparative Education founder in our country, the famous scientist comparativist Askarbek Kussainov “The quality of
News from the WCCES Standing Committees

Admissions and New Societies
This committee is responsible for addressing the mission of the WCCES in encouraging and supporting the creation of new professional societies focused on scholarly activities in the field of Comparative and International Education. It recruits, communicates with, and encourages new societies to be inducted as constituent members of the World Council, thereby furthering the goal of global representation in the WCCES. New societies interested in applying as a member society should submit their applications to the Standing Committee in light of the requirements for applications (as stipulated in Section 2 of the WCCES by-laws). The Standing Committee will review these documents and communicate to the WCCES Executive its recommendations.

In March 2013, the WCCES admitted the Sociedad Uruguaya de Educación Comparada e Internacional (SUECI) as its 39th member society. The Uruguayan Society of Comparative and International Education was established in 2010 by renowned and devoted scholars in comparative and international education or educational studies, based at four different universities in Uruguay. Our enthusiastic congratulations go to SUECI’s President, Professor Enrique Martínez Larruchea and colleagues.

We look forward to and welcome new societies to join the WCCES. Interested groups may contact the Chair of this Standing Committee or the member overseeing the respective world regions: Africa and the Middle East (Mark Ginsburg and/or Diane Napier); Asia (Maria Manzon); Central and Latin America (Carlos Ornelas); and Europe, Central Asia, Mongolia, Post-Soviet Region (Gita Steiner-Khamsi).

Publications Committee
Diane Napier and Suzanne Majhanovich, with the help of Norberto Fernandez Lamarra, are collecting papers for the upcoming special issue of the International Review of Education. This issue will focus on lifelong learning and papers will be drawn from thematic group 11, as well as from the keynotes and symposium on Paulo Freire with papers from Carlos Torres, Nelly Stromquist and Anne Hickling-Hudson. We already have a number of papers in hand and expect the rest by the end of September at which time, working with Steven Roche, Chief Editor of the IRE, we will begin to send out papers for blind review.

After each WCCES congress, we try to publish a number of books based on some of the thematic groups. So far we have contracts for a book in English from group 6 on educational internationalisation, academic voices and public policy to be edited by Jennifer Olson, Heidi Biseth and Guillermo Ruiz. There will also be a book featuring Spanish papers from that group and that volume will be edited by Norberto Fernandez Lamarra and Javier Valle. We also have a contract for a book on voice and language to be edited by Renee de Palma, Diane Napier and Dzewing Ngwa, as well as a contract for a book based on papers from the thematic group 10 (Voices from countries/areas in conflict or fragility) to be edited by Zehavit Gross and Lynn Davies.

Book proposals are also being prepared for volumes focusing on group 5 (New times for public education systems) to be edited by Sonia Nogeira and Felicitas Acosta; from group 7 (Voices of diversity and new forms of educational democratisation) to be edited by Régis Malet and Suzanne Majhanovich as well as from group 12 (New ways of communicating voices) to be edited by Heidi Biseth and Ines Dussel and we expect to receive contracts from Sense Publishing for these books soon. Tentative plans are also in place for books from group 1 (New theoretical and methodological voices for Comparative Education) and group 3 (New perspectives on the State, the Global and the Local).

The team in Buenos Aires is also busy collecting papers in Spanish and Portuguese for publication in a special issue of the Latin American Review of

News from the Constituent Societies

Upcoming Conference:
XIV National and Iberoamerican Congress on Comparative Education, Supranationality and Citizenship
November 2014, 18-21, Autonomous University of Madrid

The last SEEC assembly approved the celebration of the XIV Congress, in 2014, in Madrid. In this occasion, with the support of the OEI, the Congress becomes international, creating also a meeting space for all the comparative education researchers from the Iberoamerican area, hoping that Comparative Education Societies could find echo for the dissemination of their activities and the socialization of the knowledge that stems from their partners’ research activities.

see conference flyer on page 18

International Recognition of Gratitude to a Spanish Pioneer Comparatist:
Dr. José Luis García Garrido

The Spanish comparatist academic José Luis García Garrido – now Emeritus Professor– has been one of the most dynamic, enterprising and active scholars of the international panorama in the field of Comparative Education. His impact has been unquestionable in the international arena of the different continents. But, limiting ourselves to the Spanish sphere, as I will do in this article, we can only state with rotundity that the continues on page 15
Comparative Education (RELEC) edited by Norberto Fernandez Lamarra and others from his editorial team. So we have our work cut out for us.

I, Susan Majhanovich, am also pleased to announce that the book *Economics, Aid and Education. Implications for Development*, a book coming out of the Istanbul Congress and edited by myself and Macleans Geo-JaJa, has now been published and is available. This is the 4th book in the Istanbul post congress series.

**Special Projects Standing Committee (SPSC)**

**Membership:**
Over the past few months, membership in the SPSC has expanded to include six members from Canada, Denmark, Japan, Kenya and the USA. We anticipate welcoming an additional two members in the near future from societies in southern Africa and Asia. Please inform the president of your constituent society if you would like to be considered for membership in this committee.

**Current Activities:**
- To be a point of initial contact for member societies who wish to initiate new projects/proposals for WCCES consideration.
- To support increased inclusion of “marginalized” members of the WCCES community, including scholars from developing nations/regions.
- To support initiatives by member societies to expand comparative education in developing areas (such as materials development, enhanced research, and support for national/regional meetings);
- To collaborate with the planning committees of all future Congresses.

**Future Activities (includes continuing, revised and proposed activities)**
- To be a point of initial contact for member societies who wish to initiate new projects/proposals for WCCES consideration *(continuing)*;
- To support increased inclusion of members of the WCCES community that have been underrepresented historically, including scholars from developing nations/regions and scholars representing new, emerging academic fields *(proposed revision)*;
- To support initiatives by member societies to expand comparative education in developing nations/regions and/or in new, emerging academic fields (via books and materials development/distribution; enhancement of research; partial support and/or encouragement to attend national/regional meetings; and the development of cross-country collaborations to develop new comparative education programs) *(proposed revision)*;
- Offer assistance, as needed and requested by newly selected hosts for WCCES Congresses. This activity would begin with China, selected in March, 2013 to host the 2016 World Congress *(proposed revision)*;
- Liaison with Admissions and New Societies Standing Committee. Help facilitate communications via a newsletter to newly admitted societies, as well as those societies being considered for admission. Provide institutional memory (records/history) of WCCES to new societies *(proposed addition)*;
- Facilitate the development of archives for World Congresses *(proposed addition)*; and
- Consider renaming the SPSC to better reflect its new goals and perspectives *(proposed addition)*.

**UNESCO Liaison Standing Committee**

The Committee has the following four new members: Kanishka Bedi, U21Global; Arron Benavot, UAlbany-SUNY; Zehavit Gross, Bar-Ilan University; and Ruksana Osman, University of the Witwatersrand (Wits). Mark Bray remains the committee’ Chairperson, with along with Clementina Acedo (Director of UNESCO’s International Bureau of Education (IBE), Geneva) as a member.

**Pro UNESCO Statement**

The state on the following page was approved by the WCCES General Assembly that closed the World Congress denouncing the Member States of UNESCO that are not paying their membership dues as a way to reject decisions of UNESCO’s General Conference affecting the operational capacity of UNESCO to accomplish its mission and introducing a pressure mechanism that alters the nature of democratic decision-making processes, and requesting them to desist from these practices. The WCCES will send this Statement to Presidents and UNESCO National Commissions of USA, Canada and Israel. Every Comparative Education Society has been invited to do the same in their own country if applies.
**WCCES General Assembly / Pro UNESCO Statement**

Due to,

• the role that UNESCO has played, plays and will play in the support and development of education worldwide, the need to continue reaching the Education for All goals (Jomtien, 1990 and Dakar, 2000) towards 2015, and

• the unquestionable commitment that UNESCO needs to keep to the Millennium Development Goals and the post 2015 development agenda to achieve education as social right to be guaranteed by States.

The General Assembly of the World Council of Comparative Education Societies (WCCES) contends that the decision of some Member States of UNESCO not to pay their membership dues as a way to reject decisions of UNESCO’s General Conference affects the operational capacity of UNESCO to accomplish its mission and introduces a pressure mechanism that alters the nature of democratic decision-making processes.

Because of this, due to the serious global impact of these measures on the education field and social development, the WCCES General Assembly, in their meeting at the XV Comparative Education World Congress, formally requests these Member States to desist from these practices that have a negative impact on a global scale.

Buenos Aires, June 28th 2013.

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**Asamblea General del WCCES / Declaración pro UNESCO**

Atendiendo a,

• el papel que ha jugado, juega y debe seguir jugando la UNESCO en el impulso y desarrollo de la educación en el mundo, la necesidad de seguir avanzando en el logro de los objetivos de la Educación para Todos (Jomtien, 1990 y Dakar, 2000) con el horizonte de 2015, y

• el incuestionable compromiso que la UNESCO debe mantener con los Objetivos de Desarrollo del Milenio (2001) y la ya próxima agenda de desarrollo post 2015 para el logro de una educación como un derecho social a ser garantizado por los Estados.

La Asamblea General del Word Council of Comparative Education Societies (WCCES) sostiene que la decisión de algunos países miembros de la UNESCO de no pagar las correspondientes cuotas financieras como medida de rechazo a decisiones de la Conferencia General del organismo, afecta la capacidad operativa de la UNESCO para el cumplimiento de su misión e introduce un mecanismo de presión que desnaturaliza el proceso democrático de decisión.

Por ello, en virtud del grave impacto de estas medidas en el campo educativo y en el desarrollo social de los países, la Asamblea General del WCCES reunida en el marco del XV Congreso Mundial de Educación Comparada solicita formalmente el abandono inmediato de estas prácticas que impactan negativamente a escala global.

Buenos Aires, 28 de junio de 2013.
The World Council of Comparative Education Societies seeks nominations for the position of Historian to serve for a three-year period beginning in November 2013. The WCCES Historian is a Presidential appointment position, and the Historian serves at the pleasure of the President. We welcome nominations and self-nominations. A small committee consisting of the President (Committee Chair), Secretary-General, Treasurer and Vice Presidents will select the candidate.

Description of the position: The Historian is expected to work closely with the Secretary-General who is the keeper of all records and the custodian of all financial records, also with the President and Treasurer. Responsibilities will include maintaining an updated registry of all documents in WCCES both in hard copy and in digital format; managing the digitization of existing archives at Kent State University, Ohio; and liaising with all key personnel in WCCES as appropriate to secure and constantly update the archival records including past records as is necessary and feasible. The Historian is expected to attend WCCES Executive Committee meetings on a regular basis and to provide ongoing reporting.

DEADLINE for Nominations is September 15th, 2013.

Nominations for the Historian may be supported by the following information:

- A brief CV / resume of the candidate
- Details of the candidate’s experience in the WCCES are required. Knowledge of WCCES history is an asset.
- Evidence of pertinent experience and technical expertise are required, regarding managing archiving tasks and procedures including hard-copy records and digital/electronic records, and in digitizing existing hard-copy records.
- Indications of institutional financial support for travel, clerical assistance, technical support
- Endorsement of the nomination by a member society representatives and/or other established scholars in the WCCES
- Each candidate is invited to prepare a statement of up to 200 words on his/her priorities for the role of WCCES Historian.

Nominations and enquiries should be sent to:

President Carlos A. Torres (Chair of the selection committee): presidentwcces@gseis.ucla.edu
CALL for Nominations* - WCCES Treasurer

*although all 3 Calls’ deadlines have passed, WCCES wanted to inform members of these activities

The World Council of Comparative Education Societies seeks applicants for the position of Treasurer for a term beginning in November/December 2013. We welcome nominations and self-nominations. A search committee consisting of the President (Committee Chair), Secretary-General, and Vice Presidents will administer the nominations procedure.

Description of the position:
The Treasurer’s election, term, duties and responsibilities are described in the WCCES By-Laws: 4.4 The Executive Committee shall elect a Treasurer who shall receive and deposit in the World Council bank accounts membership fees, grants, endowments, special legacies, and all other monies of the Council; make disbursements consistent with warrants authorized by the President or by the Executive Committee; draft the annual budget and submit it to the Executive Committee for approval; report annually on the Council’s finances; open the Council’s books to audit on demand of the Executive Committee; and perform other duties consistent with the office. The Treasurer’s term of office shall be determined by the Executive Committee.

The Treasurer is expected to work closely with the President who approves all budgets and disbursements, with the Secretary-General who is the custodian of all financial records, also with the Finance Standing Committee in developing budgets, gaining authorization on/for disbursements, and developing protocols for funds-related elements of WCCES activities. As one of the Officers in WCCES the Treasurer is expected to attend WCCES Executive Committee meetings on a regular basis and to provide ongoing reporting, supporting principles of transparency, accountability, and prudence in all financial matters pertaining to the WCCES.

Essential experience and qualifications for the position include:
• Significant/substantial experience in WCCES business related to organization, initiatives, administration
• Significant/substantial experience in WCCES financial matters related to WCCES activities
• Pertinent experience in managing international and cross-national funds in accounts, transfers of funds, administration of budgets
• Familiarity with conventional accounting and budgeting procedures as required for performing the tasks and roles of Treasurer as stated in the WCCES By-Laws.
• Residence/location conducive to establishing the WCCES Account in a national bank.

DEADLINE for Nominations is September 30, 2013.
Nominations may be made to the Search Committee by any member of a paid-up constituent society, and accompanied by a statement signed by the candidate that he/she is willing to stand.

Nominations for the Treasurer may be supported by the following information:
• A brief CV / resume of the candidate
• Details of experience (and knowledge of the history and financial matters) in WCCES
• Evidence of pertinent experience and expertise in performing accounting, budgeting, and financial management of international and cross-national accounts and funds
• Endorsement of the nomination by member society representatives and/or other established scholars in the WCCES
• Each candidate is invited to prepare a statement of up to 200 words on his/her priorities for the role of WCCES Treasurer.

Nominations and enquiries should be sent to:
• President Carlos A. Torres (Chair of Search committee) - presidentwcces@gseis.ucla.edu
• Cc to: Secretary-General Diane B. Napier - dnapier@uga.edu
OPEN CALL - Constituent Societies of Comparative Education to Host an Annual Meeting(s) of the Executive Committee of WCCES

*although all 3 Calls’ deadlines have passed, WCCES wanted to inform members of these activities*

Following the tradition that the WCCES Executive Committee meets at least once each year in conjunction with the annual or biennial conference of a constituent society, as was announced in the March 10, 2013 New Orleans meeting and in the June 2013 meetings in Buenos Aires, this is an open call to all constituent societies. In keeping with the goals and aims of WCCES, and to extend mutual learning and collaborations with constituent societies, the presence of members of the Executive Committee attending constituent society meetings is a very important way to widen the overall spectrum of participation in WCCES, to support the hosting society or societies, and to boost participation by delegates. Since the WCCES Statutes specify that we normally meet at least once per year, we shall consider all possible venues for the Executive meetings in the years of 2014, 2015, and 2016, and given the proper conditions, the Executive Committee may meet more than one time in a given year.

We are requesting letters of intent to host the meetings of the Executive Committee in 2014, 2015 OR 2016. While the Executive will definitely meet in the XVI World Congress to be celebrated in Beijing, we may also welcome an earlier meeting of the Executive in 2016.

Parameters for a proposal or letter of invitation to host the Executive Committee:

Please address all ingredients but restrict your document to 4 pages. Please send your proposal as a Word document to President Carlos Torres at presidentwcces@gseis.ucla.edu and to Secretary General Diane Napier at dnapier@uga.edu. SUBMISSION DEADLINE: October 1, 2013.

1. Date (including specific days, month and year) and Place (city, country) of the conference for which you propose to host the WCCES Executive meetings.
   a. Clarify if this is an annual- or a biennial conference for your society.
   b. Explain if the conference is hosted by one- or several societies in collaboration.

2. Overall theme of the conference and any information related to the academic focus in sub-themes, academic programme events planned, etc.

3. Contact persons, Conference Coordinator, President of Society, Organizing Committee, etc. Please provide specific information and contact details in full.

4. Flyer: Please provide your conference flyer or announcement distributed to date.

5. Overall organization of the conference, number of participants expected, venue, and institutional and organizational arrangements (academic institutions involved; other sponsors; and the role (if any) of government institutions, international institutions, etc.

6. Links to WCCES & other constituent societies: Please explain how the WCCES Executive meeting/s in conjunction with your conference might benefit or relate to your conference (keynotes, attendance, etc.).

7. Specific WCCES activities and venue, to be coordinated with the member society conference organizers. This includes a full-day pre-conference meeting of the Executive, and also possibly an additional half-day meeting during your conference.

8. Additional information in support of your proposal: Please provide any added information that you consider significant in furthering the goals of WCCES and collaborations with your society/ies.

DECISION: Proposals will be circulated to constituent societies, standing committees, co-opted members and officers. We ask for input in the form of top two recommendations (each year); and the final decision for a given year will be made based on all factors including inputs, parameters, dates, places. Final decisions will be made by members of the Bureau and a couple of invited persons with significant pertinent experience in WCCES. Deadlines: Submissions October 1; Target deadline for input recommendations to President and S-G October 15; Final decision target deadline October 31.
Greeting from Secretary General (continued from page 1)

procedures, protections and updates to our operating systems and Statutes/By-Laws, and to enhance multiple forms of communication in WCCES. The Newsletter forms part of this new landscape of activity.

This is an exciting time indeed. We now have 39 constituent societies in the WCCES family and we are anticipating other new additions in the coming period; we have added membership in our Standing Committees and we continue to encourage wider participation by all; and there are new forms of involvement and activity across the organization in the form of societies revitalizing and growing, and joining together in ventures. Our website www.wcces.com is much expanded with regular updates from the Council and from constituent societies. I am very happy to be in close contact with so many of you in the constituent societies as I continue my involvement in many societies’ conferences and planning activities, and in our ongoing regular communications. The “imperatives and challenges” listed in my reports to the Executive Committee (in New Orleans and in Buenos Aires) reflect my determination to work hard for the Council in making it a more equitable, inclusive, multidimensional, and dynamic organization.

I would like to encourage everyone to take an ever-more active role in WCCES: within your own society and in other societies, in Standing Committees, in sharing information via our website and in the links to societies, and in planning to participate in the next World Congress, to be held in Beijing in 2016 hosted by the China Comparative Education Society (CCES).

President Carlos Torres and I extend a warm invitation to everyone to be part of the new era of dynamic activity in WCCES.

Global Citizenship Education (continued from page 2)

Global Citizenship Education

Granted, to be feasible and successful, such an ambitious project of global citizenships needs serious theoretical refinements. Moreover, I will argue that the concept of global citizenship education needs to be framed in the context of a new narrative about education, or perhaps, to follow the critique of neoliberalism that I had advanced in other places (Torres, 2011; 2013). Following this argument, the Initiative must be framed as a new common sense in education. This new common sense should be able to transform the traditional canons of culture and civics, citizenship education, as well as global education concepts that have become shifting signifiers — implying different things to different people— into a new horizon yet not fully clarified.

The third pillar of the Initiative is now being negotiated within the intellectual and institutional space of UNESCO and the U.N. systems. Like any negotiation, the concept of global citizenship is subject to polarizing forces, diverse and divergent interests, ideologies and, by implication, contestation. Tensions, conundrums, paradoxes, and contradictions signal the complex configuration of any project of this magnitude. It is a project that will be negotiated in the globalized environments of the world system and international organizations. These negotiations involve a constant dialectical interplay of national, state or provincial, regional and municipal governments, in addition to the ecology of the Local heavily compounded with the presence of national and transnational social movements. At least one element seems to be very clear: the need to remove theoretical ambiguities in the definition of this project. Fortunately, this conversation is taking place with new voices and new narratives with a possible new common sense emerging in education.

A New Educational Narrative?

A call in the midst of the crowd,
My own voice, orotund sweeping and final.

The time is ripe to launch this project. Any astute observer will agree that there are powerful forces at play in rethinking educational sciences. At the same time, current hegemonic ideological models are being challenged. This contestation contributes to forging a new consensus and new policy directions in education.

The dominance of positivism has been challenged over more than three decades by a variety of models. Despite positivism epistemology, there is little resemblance between the logic of the natural sciences and the logic of the social sciences (Torres, 2009a). In recent years a tension has became more evident between conventional scientific research oriented towards hypothesis testing, theory development (dominant in universities), and evidence-based to inform action and policy (dominant in international organizations such as IDRC, World Bank, etc.). Not surprisingly these two contrasting paradigms collide. The possibly insurmountable tensions between the policy and the research communities have not prevented causal analysis to remain the dominant model of scientific work. This model is under heavily attack by other epistemologies.

Similarly, over the last two decades, there has been an extraordinary effort to focus on comparing test scores internationally which makes cognitive learning the quintessential mission of schools. In a formidable rebuttal to this perspective, Henry Levin’s recent article argues that: continues on next page
“Around the world we hear considerable talk about creating world-class schools. Usually the term refers to schools whose students get very high scores on the international comparisons of student achievement such as PISA or TIMSS. The practice of restricting the meaning of exemplary schools to the narrow criterion of achievement scores is usually premised on the view that test scores are closely linked to the provision of a capable labour force and competitive economy. In fact, the measured relationships between test scores and earnings or productivity are modest and explain a relatively small share of the larger link between educational attainment and economic outcomes. What has been omitted from such narrow assessments are the effects that education has on the development of interpersonal and intrapersonal skills and capabilities that affect the quality and productivity of the labour force” (Levin, 2012, page 269).

Not surprising, in light of the economics of education evidence reported by Hank Levin in this article and other scholars, the emphasis on achievement scores and cognitive learning have been called into question. This new narrative seems to be emerging in international quarters, though it was quite alive and well in some universities confronting the neoliberal tradition.

Occasionally we reach a scientific impasse with scholars and policymakers unable to communicate crossing their paradigmatic fortresses. A most welcome outcome of this tension is a growing methodological plurality where dominant stochastic (random processes usually involved in the collection of random variables) and conventional statistical models are being challenged, or at least contrasted or supplemented by alternative methodologies. Such methodologies include observational models, exploratory data analysis, action research, phenomenological or qualitative research of diverse orientations.

Another outcome of this tension is the growing perspective of “intersectional studies” that links diverse ‘variables’ and spheres of social action while simultaneously bringing together qualitative and quantitative methods, or at least mixed methods of some sort to aid in the explanation of a phenomena. This intersectionality, coupled with heavy doses of intersectional analysis and interdisciplinary work, now more consolidated in distinguished disciplinary departments of social sciences and education, is leading the field closer to an understanding of relational analysis in education (Ross 2002: 407-432).

Perhaps it is my own obsession, but when one begins to analyze a specific problem with specific focus on the different dimensions of an issue, it is imperative to do so relationally to analyze the other dimensions that we typically deal with in education. We are constantly relating the economic, political, and cultural domains or spheres of praxis and knowledge, with questions connected with ethnicity, race, gender, sexuality, class, and many other ‘variables’ of the analysis. Thus adopting a relational analysis is fundamental to teaching and research and obliterates, by definition, specialization as the only basic attribute of good science, “bean counters” as the only strategy to understand reality, and instrumental rationality as the only viable course of action.

The hegemony of statistics and research from above on what feminists call ‘soft’ objectivity particularly in studies of opinions, expectations and aspirations, has been challenged via models of standpoint theory that guides towards a logic of inquiry ‘from below” (Harding, 2008, pages 114-122; 200-202). While male-centric models of inquiry have not been fully debunked, particularly in international organizations enamored with metrics of any kind –(if it breads, sneezes, or moves, measure it), educational researchers utilizing such methods cannot run the show as easier as they did in the past. Pari passu, in a male-centric, androcentric, logo-centric, and Eurocentric dominated world, governments tend to have strong doses of statistical fetishism in their policymaking. Although I suspect, and allow me to speak very personally, that statistical data for the sake of the argument research findings of any kind only reach policy implementation when they get to the right hands of the right person in the right decision-making position.

Nobody will argue against the need for empirical data and empirical studies in comparative education. What is objectionable is the predominance of rational choice, the testing movement, and the fetishism of achievement scores, which have affected education in different ways. The culture of scientism is a discourse of science that needs to be carefully inspected.

This culture of scientism, which could also be termed “scientificism,” separates culture from knowledge, dissociating also power from human interest. Science then emerges as a powerful and unchallenged principle of social rationalization, which serves only analytical goals, though eventually could be implemented in specific policies. Science seems then narrowly defined as a mixture of positivism and instrumentalism and defended on the grounds of statistical rigor and objectivity. (Torres, 2013, page 94)

A new rationality and new narratives are gaining ground in educational research departing drastically from educational patterns that we witness and that are associated with top-down neoliberal models of globalization. Still public education has been called upon to develop a new labor force to meet the rapidly changing economic demands, presenting policy dilemmas on issues concerning the privatization and decentralization of schools (Arnove and Torres 2007). This movement includes raising educational standards and placing stronger emphasis
on testing and school accountability. Decisions based on economic changes have espoused new visions for school reform in universities as well. These reforms, associated with international competitiveness, are also known as ‘competition-based reforms’ (Carnoy 1999; Torres 2009a, 2009b).

Another element of this new narrative puts into question whether it is possible to fully dissociate the normative from the analytical in the construction of scientific thought. This issue raises the importance of the notion of a good society guiding the intellectual, theoretical, meta-theoretical and empirical analysis. Today the “politicity” of education is recognized in ways that will surprise even one of its principal advocates, Paulo Freire, who argued in the early 1980s about the nature of this relationship (Torres 2009). Yet it is important to recognize that this new narrative finds it “impossible to avoid the historicity of thought and the policy prescriptions that emanate from a particular mode of theorizing.” After all, not all social constructions are equally powerful in their logical configuration, methodological rigor, or solid empirical proof; hence the need for serious analytical and scientific work. (Torres, 2011, page 180).

There is no question that this new narrative will impact the definitions of global citizenship education that will emerge from the workings of UNESCO. The next round of conversations will take place in a UNESCO FORUM to be organized in Bangkok in early December 2013. There are several ideas that will be discussed. Some of us believe that no global citizenship can be accomplished without linking it to economic citizenship. Global citizenship cannot be achieved without bare essentials including the right to a job, education, medical care, housing, and life-long learning. Some of the basic principles of global citizenship education models include not only respect for human rights, but also new models of social justice education and a planetary citizenship for environmental sustainability. The role of migration and diversity, cognitive democracy, and enhancing the proliferation of public spheres, are all preconditions for school reform promoting global citizenship education and new perspectives in lifelong learning that move beyond simply the premises of increasing competence to compete in growingly globalized markets.

Intellectually, several of us have been engaged in the conversation about global citizenship for long time. Many comparativists within WCCEs have views that are useful to share and debate in this newsletter. Hope my brief remarks constitute an invitation to our colleagues to discuss these matters fully. It is indeed a splendid opportunity for WCCEs to work closer to some of the new developments in the United Nation system and in particular UNESCO which is charged with the responsibility in developing the program. The same concept of global citizenship education is a real intellectual tour de force that should be carefully addressed by comparative educators worldwide. The time is ripe for this conversation.

Bibliography


CES-CPS news (continued from page 3)

in English focused on textbooks and teaching aids. The deadline is November 30.

Finally I would like to express my thanks to all colleagues from WCCES who congratulate me on my 70th birthday. On this occasion a jubilee book has been issued and written congratulations are included in it. The book is dedicated to comparative education and my contribution to the field.

Prague, September 12, 2013
Eliška Walterová

IIIVE.DGfE news (continued from page 3)

More Information on the Conferences

Conference Methods of Comparison – September 30th, 2013, University of Paderborn
On September 30th, 2013, a conference organized by Prof. Dr. Christine Freitag will be held at the University of Paderborn that thematizes interdisciplinary perspectives on comparison and approaches to doing it. Besides contributions from Comparative Education, colleagues from Comparative Literature and Comparative Theology will join in the discussion on key concepts and approaches to comparative methodology. More information on the conference can be found at: www.siive.de.

Winter School for Young Scholars, International comparative research in education: methodological foundations and research-practical uses – December 9th to 11th, University of Frankfurt
The Winter School will take place from December 9th to 11th, 2013 in Frankfurt am Main, Germany. It will feature contributions from senior experts and from young scholars at PhD and Postdoc levels. The objective of the winter school is threefold: first, to give young researchers the opportunity for discussion of theoretical and methodological foundations of the CIE field. Second, to enable them to expand their hands-on experience in applying comparative methods, especially with regard to the use of data from international comparative school performance studies (PIRLS, TIMSS, PISA, etc.) and other data sources (Eurostat, UNESCO, etc.) for further analysis as well as in the use of multi-level designs. Finally, it offers the opportunity for networking in the field of international of collaborative research. More information on the Winter School can be found at: www.siive.de.

Early-career researchers’ conference Education for Sustainable Development – Theoretical, conceptual and empirical perspectives, November, 8th to 9th University of Bern, Switzerland
From 8-9 November 2013, a conference on “Education for Sustainable Development – theoretical, conceptual and empirical perspectives” will take place at the University of Bern, Switzerland. This conference, organized by the Commission “Education for Sustainable Development” within SIIVE, addresses in particular early-career researchers who do research in the field of education for sustainable development. About 25 early-career researchers from Germany and Switzerland will participate and will have the opportunity to discuss their PhD projects and to exchange experiences and ideas.

DGfE Biannual Congress in Berlin Traditions and Prospects, March 9th to 12th, Humboldt University Berlin
The 2014 congress in Berlin – celebrating the 50th anniversary of the German Educational Research Association (DGfE) – will provide an occasion to examine and to reflect upon the relationship of past, present and future, the traditions and prospects, departures and transitions in the consolidation and development of education as an academic discipline, of educational research and of the education system. A great number of members of SIIVE-DGfE will be presenting papers on topics in international, intercultural and comparative education. The congress takes place from March 9th to 12th, 2014, at the Humboldt University Berlin. Call for papers and further information on the congress can be found at: www.dgfe2014.de/en/subject/.
Education is fundamentally implicated in both these renderings of democracy. There is a long tradition of scholarship which talks of the relationship between education and democracy and about the role that education can play in sustaining and nurturing democracy. Through the inculcation of right values, education was supposed to make democracy as the new common sense. Rather than being an institutional principle, democracy was to become embodied through ‘appropriate’ education. Today, as we recognize a democratic deficit in societies and nations, we need to ask what went wrong with the pedagogy of democratic ideal. The optimism and hope of National Policy on Education (1986) that education would foster a scientific and democratic temperament is today being replaced by a new mantra of education designed to produce pragmatism, obedience and a managerial way of looking at the world. At a time, when even institutional democracy in under threat from big corporations as well as from sections of ‘civil society’, we need to ask new questions about the relevance of education to this politics of new order.

But what if there was a problem with the democratic ideal itself? If democracy did not mean breaking the cycle of elite dominance, then it is worth asking whether the nature of education imparted also ended up reproducing the existing hegemony. The fact that millions of children are outside the educational experience is a pointer that something is fundamentally wrong about our educational system. And the fact that a majority among these millions are from socially and economically marginalized sections of society suggests that the educational apparatus is not sensitive enough to accommodate their experiences, their worldviews and their whole mode of being. Or perhaps the educational system is designed to exclude them. Either way, the role of education in sustaining, reproducing or changing a system of dominance, within a particular society or even between societies, needs to be interrogated.

The issue of diversity is important because it holds a mirror to democracy. Globalization and consequent explosion of migration forced most democracies to sit up and take notice of their monochromatic vision that had become the centrepiece of liberal education. Diversity is not just an issue of being sensitive to other cultural traditions; it is not just about giving space to worldviews and contexts which have remained submerged under the hegemonic trope of nation. It is also about a certain deepening of democracy, a politics towards redistributive justice and an attempt to create a just society in the Rawlsian sense of the term where a society is just to the extent that it increases the advantages of the least advantaged. This move towards substantive democracy would entail newer challenges for education. A context sensitive pedagogy, challenges emanating from a multicultural classroom and most importantly, the role of the teacher all require to be thought anew. Diversity might also have its problems when it does not translate into pluralism. A mere fetishization of diversity can lead us straight to the question of identity, which, although emancipating at times, also carries with it the potential to fall into absolute relativism. This fear has seen renewed calls for a semblance of uniformity, a core, or a root metaphor through which one can negotiate and perhaps even judge the demands of diversity, pluralism and democracy.

Influence of José Luis García Garrido has stamped an indelible track in the task and in the academic thought of the Spanish comparativists which conform the Spanish Society of Comparative Education (SEEC) which he himself has contributed to found and of which he has been President for many years.

On Tuesday the 18th June 2013, at 12.00 am, we celebrated the Tribute Act of Prof. Dr. José Luis García Garrido. The celebration took place in the Assembly hall of the Faculty of Education of the National University of Distance Education (UNED), in the street Juan del Rosal nº 14, 2800 Madrid, and was chaired by the Chancellor of the UNED, Dr. Juan A. Gimeno Ullastres, Dean of the Faculty of Educatoin, UNED; Dr. José Luis García Llamas, and the academics Dr. María José García Ruiz, UNED; Dr. Inmaculada Egidio Gálvez, University Complutense of Madrid; and Dr. Vicente Llorent Bedmar, University of Sevilla.

In the Tribute Act, the following academics took part: Prof. Dr. Ramón Pérez Juste, UNED; Prof. Dr. Winfried Böhm, University of Würzburg, Germany; Prof. Dr. Miguel A. Pereyra, Past-President of the Comparative Education Society of Europe (CESE), University of Granada; Prof. Dr. Luis Miguel Lázaro Lorente, Head of the Spanish Society of Comparative Education (SEEC), University of Valencia; Prof. Dr. Gabriela Ossenbach Sauter, Head of the Department of History of Education and Comparative Education, Faculty of Education, UNED; Prof. Dra. Inmaculada Egidio Gálvez, University Complutense of Madrid; Prof. Dr. Elisa Gavari Starkie, UNED; and a video prepared and shown by Prof. Dr. María José García Ruiz, UNED, with the counselling of Prof. Dr. Vicente Llorent Bedmar, University of Sevilla; and Prof. Dr. Javier Valle López, Autonomous University of Madrid.

The different contributions of those academics underlined the most notable features of the university career of Prof. Dr. José Luis García Garrido; his nature and features of the academic thought; the characteristics
education in the world and in Kazakhstan."

On the basis of international research assessment on the quality of education from the PISA, TIMSS, PIRLS for the last 10 years, he identified not only the prize-winners in the field of education, but also the factors that ensure their success. Kussainov identified six factors that contribute to the quality of school education ensure:

1. complies with the requirements of the international standards of education;
2. the status of teachers and their level of professional competence;
3. the accuracy of the assessment of the quality of education;
4. efficiency to the spiritual and moral education of the younger generation;
5. conducting research in the field of education; and
6. the effectiveness of the education management system.

On the basis of these factors were conducted the evaluation and analysis of the quality of the education system of Kazakhstan’s independence (1991 to the present) which made it possible to make important suggestions to improve its quality.

Leading scientists and leaders of the education system in Russia, Ukraine, Belarus, Kyrgyzstan, Uzbekistan gave positive reviews and wrote that “this is a book for the first post-Soviet space” era.


In 2013, the ranks of the Council of Comparative Education of Kazakhstan took 15 members. More information can be found on the website www.apnk.kz.

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and peculiar notes of his extensive bibliographical production; his long trajectory in the prescience of multiple national, European and world societies linked with Comparative Education, and other multiple features of his teaching and research.

There was more than 150 Spanish and foreign academics who attended the Tribute. Among the foreign academics we can cite the presence of Professors Robert Cowen and Maria Figuereido Cowen; Professors Michel Söetard and Claudine Söetard, Professor Winfried Böhm, and Professor Roberto Albarea. More than 25 academics wanted to attend the Tribute but could not, but whose personal tributes were explicitly read at the end.

The whole visualization of the Tribute Act can be done in the following webpage: www.canal.uned.es/mmobj/index/id/14328.

At the end of the Act, the Chancellor gave Professor José Luis García Garrido the Tribute Book titled Conversaciones con un maestro (Conversations with a master), prepared by more than 74 academics from more than 43 Spanish and foreign universities.

The title that we chose for the book was Conversaciones con un maestro (Liber Amicorum). With this title we aimed to elaborate a close and intimate tribute book, rigorous but moving and touching- an exchange of visions and conceptions. All together, there have participated as authors of the Tribute Book seventy four Spanish and foreign academics of more than 43 Spanish, European and world institutions.

The epistemological content of this book of 64 chapters includes, essentially, the disciplines of Comparative Education, History of Education, Sociology Anthropology and Theory of Education. The chapters are written in Spanish, English and Italian.

This volume, published by Ediciones Académicas (Madrid) constitutes a large volume of great relevant in comparative education due to the great prestige of the academics which write and participate in it. The themes of the book can be gathered in the following subjects:
• epistemology of comparative education (6 chapters);
• history of education (10 chapters);
• international studies (6 chapters);
• quality of education (5 chapters);
• Bologna Process and higher education (4 chapters);
• teacher training (2 chapters);
• right of education (1 chapter);
• music education (2 chapters); and
• diverse studies on Comparative Education subjects (26 chapters).

The great happiness of Professor José Luis García Garrido both in the Tribute Act and also in receiving the Tribute Book was for us, the organizers, a great reward that ratified and confirmed us of the value of the effort done.
The last SEEC assembly approved the celebration of the XIV Congress, in 2014, in Madrid. In this occasion, with the support of the OEI, the Congress becomes international, creating also a meeting space for all the comparative education researchers from the iberoamerican area, hoping that Comparative Education Societies could find echo for the dissemination of their activities and the socialization of the knowledge that stems from their partners’ research activities.

The Congress will be held at the Teacher Education and Training Faculty of the Autonomous University of Madrid and will be organized by the Recognized Research Group on “Supranational Education Policies” of the mentioned university, with the collaboration of the Comparative Education Interuniversity Group of Madrid.

The Congress motto will be “Education, Supranationality and Citizenship”, trying to offer reflexive arguments from Comparative Education in order to deal with the education of citizens in the new contexts of growing complexity. The creation of supranational entities can be considered as one of the defining features of such new contexts.

With news respect to the other SEEC Congresses, as the possibility of presenting posters or the celebration of sessions to present “online” communications virtually, we hope that this event can gather together as many people interested in our research issues as possible, from both sides of the Atlantic, in order to collaborate in the generation of new ideas for this knowledge society, in such a productive way as it has been made in all the previous SEEC Congresses.

¡We are looking forward to see you in Madrid!
CALL FOR PAPERS

Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition

The World in Europe – Europe in the World

June 10-13, 2014, Freiburg, Germany

The governance of education in many countries and regions of the world is currently in transition, challenging histories, remaking subjectivities and shaping possible political futures. The role of transnational actors and commercial interests in reform movements is acknowledged by policy makers and scholars alike. Indeed, the pervasive nature of economic discourses that prioritize certain forms of knowledge, teaching and learning, is changing the very nature of education itself and its potential as a vehicle for societal and personal transformation. However, national and regional economic forces do not act in isolation and must be examined in the broader context of the changing contours of the global cultural economy. Rapid and uneven processes of modernization across Europe and in many other places, for example, in North America, East Asia, North Africa and Latin America, interact increasingly with deterritorialised policy agendas, at a time when local, national and regional identity projects are in flux. These dynamics are at the centre of emerging ‘spaces’ in education (e.g. ‘European educational spaces’) in which governance can be viewed as a key field of action in which long-running political efforts to shape and order social life are consolidated, contested and remade. In the emerging educational space, governance is not simply one facet of education but, rather, the new context in which education might be envisaged and realised.

The Conference will explore the landscape of ‘educational governance’ in its broadest sense; considering new forms of steering, leadership and management, assessment and evaluation, teaching and learning, knowledge creation and the realities and possibilities for different forms of political engagement. The new spatial dynamics of education will be explored in institutional settings such as schools and universities, via professional groupings such as teachers, administrators and leaders, and from the perspective of students, young people, children and the family unit. As these spatial dynamics incorporate institutional, educational and non-formal educational processes, the governance of education beyond schooling will also be at the core of the Conference.

The following sub-themes, organised as Working Groups, have been established to explore this general problematique. These themes can also be cross-linked in any given paper:

- Governing Knowledge and the Politics of Education
- GoverningSchooling and Schools
- GoverningTeachers and Teaching
- GoverningLearning and Learners
- GoverningEducation beyond Schooling

In addition to these five sub-themes there will be a Working Group dedicated to new scholars, as well as opportunities to submit papers for a number of cross-thematic sessions.
The Conference’s overall theme will be also addressed through **Plenary Lectures** by key speakers:

- **Herbert Altrichter**, University of Linz, Austria
- **Inés Dussel**, Centre for Research and Advanced Studies (Cinvestav), México
- **Christian Maroy**, University of Montreal, Canada
- **Jenny Ozga**, University of Oxford, UK

Comparative education is uniquely situated to explore the emerging dynamics of educational governance along these thematic lines. The Conference will provide opportunity to:

- learn more about different local, national or regional educational processes and trajectories, considering them comparatively;
- share knowledge about the logics, ideologies and impacts of different techniques and regimes of governance within a diversity of regions and countries across the world; and,
- consider the extent to which these phenomena can be conceptualised as part of distinctive national or regional responses to the challenge of global educational governance.

The Executive Committee of CESE looks forward to welcoming our Members and academic colleagues from across Europe and the world. We are sure that you will enjoy our intellectually intensive programme of Plenary Lectures and Working Groups, as well as our interesting and lively social programme.

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**Conference format:** Individual or co-authored papers will be presented at the Working Groups and the cross-thematic sessions. The **deadline** for abstract submission is **February 28, 2014**.

Full papers will be considered for publication and the selected papers will be published in: a conference volume by Rotterdam’s Sense Publisher, and, a ‘special issue’ on the conference topic of the Journal *European Education*. The **deadline for full paper submission** is **July 31, 2014**.

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**Special Symposium**

**Comparative Education, International Education, and Intercultural Education:**

**Tensions, Harmonies, Contradictions**

**Contributors:**

- Robert Cowen, Institute of Education University of London, UK
- Ingrid Gogolin, University of Hamburg, Germany
- Michelle Schweisfurth, University of Glasgow, UK

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**The City of Freiburg** is a beautiful university city in southwest Germany, close to the French and Swiss borders. Surrounded by the Black Forest, the town offers a wealth of musical and cultural activities. Learning has a long tradition in Freiburg: 30,000 of its 200,000 inhabitants are students either at the University of Education, the Albert-Ludwig University, founded in 1457, the University of Music or other institutes of higher education.

**The University of Education Freiburg** (Pädagogische Hochschule, or PH for short) was founded in 1962 and gained university status in 1971. With approximately 5,000 students, it is the largest of six Universities of Education in the federal state of Baden-Württemberg. The University specializes in teacher training for primary and lower secondary school teachers leading to the German State Examination for teachers but also offers a range of postgraduate programs and doctoral degrees.

For more information about the Conference: [www.cese-europe.org/2014](http://www.cese-europe.org/2014)