



WCCES

World Council of Comparative Education Societies
Conseil Mondial des Associations d'Éducation Comparée



Dr. Diane Napier
Secretary-General, WCCES;
University of Georgia

Message from the Secretary-General: Updates after the Freiburg Meetings

This is an update following the WCCES meetings held in association with the CESE Conference in Freiburg, Germany in June 2014. It was a pleasure to see many of you who were able to attend the WCCES Executive Committee meeting on June 9th, and also the CESE Conference on June 10-13th. If you were not able to attend, we

hope that you might be able to attend the next meetings, in Madrid in November, to be hosted by SEEC and held in conjunction with the SEEC Conference and the first Iberoamerican Congress (see details at the end of this update).

The purpose of this update is to provide a synopsis of the business in the WCCES Executive Committee meeting. The agenda and all documents for the meeting were distributed to you on June 2nd. This update is also to provide some commentary on the pairing of meetings (WCCES & CESE) that afforded good attendance and interactions for both meetings, as well as good renewal of positive relations between the two organizations. CESE is the first in the series of societies to host our Executive Committee meetings, emerging from the competition initiated in late 2013 and the organization-wide voting process.

*** We would like to offer sincere thanks CESE, Professor Hans-Georg Kotthoff, Chair of the CESE Conference Organizing Committee, and all CESE colleagues for all of the arrangements that enabled our meetings hosted by CESE. We reiterate our thanks too for the*

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Ecopedagogy and Comparative Education

When humans carry out environmentally harmful acts, these acts are done to benefit some individual(s) and/or population(s). While it may seem odd to begin with this statement, it is an important starting point, since without any conceptualized benefits, individuals have no motive for such actions. This then leads to the following overall difficult, complex, and debated question that is essential in environmental education (EE):

Who benefits, who pays, and who suffers from human action that is harmful to the environment?

There are two important items to note with this question. First, the results of such actions are not always ones that are initially desired and anticipated. Second, one must recognize the continuum of such acts. Switching on a light or cutting down a part of a forest to feed one's community are both acts of environmental harm, as are actions by large transnational

Greg William Misiaszek, Ph.D., WCCES Director of Communications, Beijing Normal University (BNU)

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Editor: Greg William Misiaszek, Ph.D.
Director of Communications, WCCES
Assistant Professor, Beijing Normal University
gmisiaszek@gmail.com

delicious luncheon on June 9, the day of our full-day meeting, provided by CESE.

The business addressed in this WCCES Executive Committee meeting followed on the informal overview in the Informational Meeting in Toronto in March 2014, and in the formal meetings held in Buenos Aires in June 2013. Hence, this update aims to provide continuity of information dissemination across meetings, as we now look forward to the next meetings which will be in Madrid in November 2014.

WCCES EXECUTIVE COMMITTEE MEETING

MONDAY JUNE 9TH, 9:30-5pm. Senatssaal (KG II, 015), Kunzenweg 21, University of Education - Pädagogische Hochschule Freiburg, Germany

This was a formal meeting of the WCCES Executive Committee. Over the span of the day, 22-24 persons attended, including officers, standing committee members/chairs, and representatives or members from many constituent societies (NOCIES, CIESC, SAECE, ANZCIES, SICESE, NGVO, BAICE, SOMECE, SIIVE-DGfe, CIES, ICES, JCES, CCES, SEEC, CESE, and HERA-CES (the former HPS-CES in transition to a new society)). CESE held its business meeting on the same day & some people had to juggle their time to attend both meetings. We thank everyone for participating in the meeting.

With a very long agenda--the day was intense but productive. The full minutes of the meeting will be distributed in advance of the Madrid meetings. If you have any questions or requests for clarification of this summary, please contact S-G Diane Napier. What follows is a synopsis of the meeting and its business.

After a welcome from President Carlos Torres, S-G Diane Napier noted apologies from numbers of people who could not attend the meeting, and announced thanks to CESE for hosting the meeting. Those in attendance introduced themselves and provided some brief updates from their societies. Following adoption of the Agenda for the day, the Minutes of the three formal meetings in Buenos Aires (June 2013) & the Notes from Toronto Informational meeting were reviewed, discussed, approved. Following this, a full set of reports was presented including reports of the President, Secretary-General and Treasurer; all seven Standing Committees; and reports of the Historian, Director of Communications, and By-Laws Review Sub-Committee. Reports of the past-Treasurer and past-Historian were also included. Some business left over from particular reports, and all of the initiatives, will be addressed in Madrid in the next reporting cycle. The full minutes will contain a record of all details, discussions and arguments, and decisions/actions across the Agenda. Reports for Madrid are likely to be briefer, follow-up reports largely to update the full reporting in Freiburg.

Highlights

- A major item of business was presentation, discussion, and approval of the new budget, which forms part of a new system of financial strategic planning and operations in WCCES with transparency, full disclosure, and thorough documentation. New Treasurer Heidi Biseth presented the proposed budget, which was approved after discussion. Associated with election of the new Treasurer, the WCCES Account had to be re-established in Norway and this arduous process has been completed, as reported by Heidi.
- Another major item of business was the presentation of the application by the Haitian Association for the Development of Comparative Education (HADCE/ADECH). Admissions SC Chair Maria Manzon made the presentation. Following discussion and comment, a vote was held and SC recommendation to the Executive to admit HADCE as a WCCES Constituent Society was unanimously approved by the voting members present. We congratulate HADCE and we welcome President Aubens Femine and colleagues as the newest members of the WCCES global family.
- A third major item of business was the report and discussion of the WCCES Archives collection now moved to the University of Pittsburgh and being managed by Historian James Jacob, working in consort with S-G Napier. Digitizing of the WCCES archives has begun.
- In addition, we heard reports on several initiatives announced previously (Travel Fund, IBE Historical Textbook Collection, Global Education, and Pioneers of C/I Education Historian interviewing project).
- Personnel previously listed as "interim" were presented and confirmed: including the Historian James Jacob, and new personnel in the office of the President (the Director of Communications Greg Misiaszek, Coordinator of Global Collaborations Susan Wiksten, Assistant to the President Jason Dorio, and Legal Advisor, Eduardo Mario Favier Dubois).
- Following the sumptuous luncheon catered by CESE, the bulk of time in the heat of the afternoon was devoted to lengthy reports (and discussion) on Congress business:
 - (a) Cristian Perez Centeno (SAECE/Buenos Aires XV Congress Convenor) presented the final financial statement and report for the 2013 Congress and an account of the issues for concluding the financial arrangements with WCCES
 - (b) Baocun Liu (CCES/Beijing XVI Congress Convenor) presented updates on the issues related to

[*click to continues to page 10*](#)

corporations who dynamite the tops of mountains for coal, a process known as Mountain-Top Removal (MTR). Although the question is essential in EE, it is often ignored and/or superficially discussed. The essence of ecopedagogy is asking and re-asking this question in EE and EE research with the necessary critical depth to understand the reasons beyond and influences of such harmful acts. Rooted in critical theories and originating from popular education models of Latin America, *ecopedagogy* is EE that is centered on understanding struggles of and the connections between acts of environmental ills and social conflict (*socio-environmental issues*). Ecopedagogies have multiple definitions that are grounded in critical thinking and transformability to construct praxis within social-environmental justice models (Gadotti, 2000, 2008d; Gadotti & Torres, 2009; Gutiérrez & Prado, 2008; Kahn, 2010). It is difficult to answer this question because negative outcomes may be so effectively politically hidden; thus, considering this question through critical analysis is often systematically avoided in order to sustain socio-environmentally oppressive normative ideologies. I will discuss some of the aspects to the question of what are social and environmental justices and rights; however this important topic, as well as many others I discuss, needs a much larger space to fully elaborate upon than this newsletter offers. It is also important to note that, within frameworks of ecopedagogy, the question of “who” is not anthropocentric but is inclusive of animals (in addition to humans) and other organic entities (e.g. trees, plants), as well as the inorganic environment (e.g. mountain ranges, rivers). However, in this brief piece, I have chosen to focus on humans since we are reflective and historical subjects, as opposed to other living beings whose “activity [is] inseparable from themselves: animals can neither set objectives nor infuse their transformation of nature with any significance beyond itself” (Freire, 2005, p. 97). Lastly, ecopedagogy is not a single pedagogy or even a new pedagogy, but a critical, dialectal practice and research of EE. EE does not need to be designated at “ecopedagogy” in terminology, but the importance lies in having the pedagogical elements and essence of ecopedagogy.

The following two questions will be my focus in this article:

Why should comparativists care about ecopedagogy?

How can ecopedagogy be connected to our research and teaching?

The inherent, but often politically hidden connections between environmental devastation and human conflict are why ecopedagogy needs the field of comparative and international education (CIE) and why CIE needs ecopedagogy. This reciprocal need emerges from the goal to better our educational systems, inside and outside designated EE learning spaces, towards ending socio-environmental oppressions. Before discussing three of the many reasons for this reciprocal need, I will briefly give some reasons why many current EE models fail at achieving crucial socio-environmental transformation; and then frame ecopedagogies to achieve these needs. The three reasons on which I focus on are the following: the borderless nature of environmental effects which necessitate local and global perspectives; the multi-disciplinary, multi-level teaching and analysis increasingly needed which are inherent in CIE and ecopedagogical social-environmental analysis; and how both fields are needed to construct global citizenship education and reinvent education for sustainable development.

One essential reason why many EE models fail at needed transformation is that critical and democratic dialogue that arises from problem-posing pedagogy is lacking in many traditional EE models (Misiaszek, 2012, 2014). By “problem-posing” I am referring to teaching and research in which questions are dialectically posed and re-posed, with awareness of questions which are important but avoided and asking why they are avoided. Because of the way they present environmentally harmful acts as apolitical, neutral, ahistorical and/or non-transformative (i.e. possible solutions exist only within the fixed current social, political, and economic systems), many traditional EE models in fact sustain, rather than combat, socio-environmental oppressions. Knowledge and resulting solutions constructed from such EE models are problematic and ineffective because the root socio-environmental causes and effects are politically avoided. And, therefore, without knowing these socio-environmental issues, solutions cannot arise because the problem is not known. With the same reasoning, solutions are superficial and ultimately ineffective if the root causes of socio-environmental are not dealt with. I will focus on discussing three reasons for the close reciprocal need of CIE and ecopedagogy for the rest of this article.

The first reason is the most apparent need for CIE in ecopedagogy is rooted in the fact that the effects of environmental devastation do not respect geo-political borders. Some obvious examples of this include air pollution and global warming. To construct solutions to socio-environmental issues, teaching and research needs to be both contextually local and help determine how outside factors influence local societies’ actions, as well as how different societies affect each other. This is increasingly needed particularly due to the intensification of globalizations. *Globalizations* is pluralized here to indicate the need to analyze the contested terrain of processes of globalization from above and from below to determine the differing “affects of social change, national development, and the betterment of individuals and families in several regions of the world” (Torres, 2009, p. 11). In order to learn the politics and outcomes of individuals’/societies’ education it is essential for teachers to be dialectic and critical, and to utilize both global and local lenses (Arnove, 2007; Klees, 2008), juxtaposed with

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News from the Constituent Societies

Comparative Education Society of Hong Kong (CESHK): *New Officers*

President, Jae Park

Doctor Jae Park served as Secretary of the Society for the past two years. He holds the degree of Doctor of Education from the University of Hong Kong, where he continues as a research associate and a visiting lecturer. Doctor Park commented: "I am honoured to be elected as the President of the Comparative Education Society of Hong Kong. Comparative education is a field of academic excellence in Hong Kong and beyond, and I look forward to contributing to the further development of CESHK. To this end, I would like to help in creating a collegial decision-making environment with other members of the Executive Committee."



Vice President, Bob Adamson

Professor Bob Adamson, Head of the Department of International Education and Lifelong Learning at the HKIEd, served as CESHK President from 2000-2002 and as Vice President from 2010-12. Over the past fifteen years, he has also served the society as Treasurer, Secretary and Past President. He has written several major books in the fields of comparative education, curriculum studies and applied linguistics, and is currently researching trilingual education in China and policy-borrowing from Hong Kong by England. He commented "CESHK is a dynamic society with a strong regional presence. I am delighted to have this opportunity to be closely involved once again."

Treasurer, Peng Liu

Doctor Peng Liu, Assistant Professor in the Department of Education Policy and Leadership, holds a doctoral degree from the Ontario Institute for Studies in Education at the University of Toronto. Dr. Liu's research focuses on comparative leadership, educational policy and educational change.



Secretary, Anatoly Oleksiyenko

Doctor Anatoly Oleksiyenko is an Assistant Professor in the Faculty of Education at the University of Hong Kong.

Past President, Jun Li

Doctor Jun Li is an Assistant Professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong.



Chinese Taipei Comparative Education Society

Chinese Taipei Comparative Education Society (CTCES)

Internal and External Quality Assurance in Higher Education:

Developments and Trends in Asia

October 3, 2014

[website link](#)

Keynote Speakers:

- Professor Carlos Torres (UCLA)
- Professor Ka Ho Mok (Hong Kong Institute of Education)
- Dr. Namgi Park (Gwangju National University of Education)

Comparative Education Society of the Philippines (CESP)

Comparative Education Society of the Philippines (CESP) Annual Conference

Be on T.O.P. with Comparative Education: Trends Opportunities and Possibilities

February 28, 2014

De La Salle University

Henry Sy Hall

5th Floor Multipurpose Hall

[website link](#)

Past Event:

2nd National Conference on Comparative Education Research: Approaches and Methods

June 27, 2014

University of the Philippines

[website link](#)

Keynote Speaker: Dr. Mark Bray



Spanish Society of Comparative Education
(*Sociedad Española De Educación Comparada (SEEC)*)

**XIV National Conference of Comparative Education and
1st Iberoamerican Conference of Comparative Education**
Education, Supranationality and Citizenship

Autonomous University of Madrid,
Faculty of Teacher Training and Education

November 18-24, 2014

www.congresoseec2014.org

During the conference, the SEEC will celebrate its 20th anniversary of the society (founding from the previous Spanish Society of Comparative Pedagogy). The aim is the rigorous debate on the topic of Education, Supranationality and Citizenship through reflection and analysis of the education of citizens in the new, increasing complex globalized contexts to reveal a specific feature in the creation of supranational entities.

Journal: NEW ISSUE #23

Spanish Journal of Comparative Education
(*Revista Española De Educación Comparada, REEC*)

www.uned.es/reec

Issue Number 23 has the theme Education and Minority Groups, coordinated by Dr. Vicente Llorent Bedmar, the University of Sevilla (Spain). This issue, as well as previous ones, will be available in June 2014 at the website listed above.



Sociedade Brasileira de Educação Comparada (SBEC) Conference (6th Annual)

Processos de Privatização da Educação

August 17-20, 2014

Bento Gonçalves/RS

[website link](#)

The revitalization of the Israeli Comparative Education Society (ICES)

The international workshop "International and comparative education," held at The Hebrew University in June 2013 and hosting distinguished scholars from our WCCES community, was the first step in the process of revitalization of the Israeli Comparative Education Society (ICES), which was founded in 1986 at Bar Ilan University by Prof. Yaacov Iram and admitted to the WCCES in 1989.

At this workshop, Israeli participants voted to adopt revised by-laws and elected an executive committee. Members of the executive committee are:

- *President* - Dr. Julia Resnik, The Hebrew University of Jerusalem
- *President Elect* - Prof. Zehavit Gross, Bar Ilan University
- *Secretary* – Dr. Halleli Pinson, Ben Gurion University
- *Treasurer* – Prof. Gili Drori, The Hebrew University of Jerusalem
- *Students' Representative* – Yaron Girsh, The Hebrew University of Jerusalem
- *Founding President* – Prof. Yakov Iram, Bar Ilan University

In order to consolidate our community of scholars and graduate students, Dr. Miri Yemini and ICES leadership team are currently planning ICES's first local conference, titled "Global, international and comparative education research in Israel." The conference is scheduled for November 30, 2014, at Tel Aviv University. This conference will also serve as an occasion for the formal announcement of the renewal of the ICES and the beginning of a campaign for recruiting members for the society. In addition, the leadership team is currently working towards legal recognition of ICES as a non-profit organization and developing of a website to introduce the Society and its members.



**Australian and New Zealand
Comparative and International
Education Society (ANZCIES)**

42nd Annual Conference

***International, Indigenous and Multicultural
Imperatives for Education***

26-28 November 2014

QUT Gardens Point Campus, Brisbane

www.anzcies2014.com

The ANZCIES is pleased to invite educators, including researchers and practitioners, from around the world, and in particular, the Pacific region to participate in the 42nd Annual International Conference. We look forward to sharing intellectually productive conversations and knowledges in a welcoming and collegial environment.

Sub themes

- The following sub-themes provide avenues for inquiry:
- International partnerships in education: North-South and South-South collaboration
- Indigenous knowledges and intellectual traditions
- Cultural diversity and education
- The usefulness / role of comparative education & research in the twenty-first century
- Postcolonial and other decolonising paradigms in comparative education

Closing date for abstracts and papers for review:

1st September 2014

Acceptance Advice:

12th September 2014

Early Bird Registration Closes:

3rd October 2014



**Comparative Education
Society of India**

Annual Conference

Education, Politics and Social Change

November 16-18, 2014

North Campus, Delhi University

www.wcces.com/cesi.html :: cesidelhi2014@gmail.com

Given the complex web of education within the wider structures of society, it also stands as an entity through which larger societal concerns and changes can be examined. CESI 2014 invites theoretical and empirical papers that wish to explore the relationship of education with politics and social change.

Sub-Themes

- Globalization, Nation States and Education Reform
- Political Economy of Schooling for the Poor
- Politics of Knowledge and Educational Research
- Transformative Education and Social Change
- Social Movements and Education
- Education and Social Justice
- History of Education in Colonial and Postcolonial Societies
- Social Identities, Inequality and Education
- Politics of Religious Nationalism and Education
- Gender Equality and Education
- Childhood, Pedagogy and Curriculum
- Teacher's Work and the Educational Agenda
- Political Economy of Teacher Education
- Higher Education, Politics and Reform
- Popular Culture and Education
- Politics, Translation and Education



59th Annual Conference: Comparative and International Education Society (CIES)

Ubuntu! Imagining a Humanist Education Globally

Washington Hilton Hotel, Washington, D.C.

March 8-13, 2015

www.cies.us

The Comparative and International Education Society (CIES) seeks submissions for its 59th Annual Conference, taking place from March 8-13, 2015 at the Washington Hilton Hotel in Washington, D.C. The 2015 CIES Planning Committee welcomes quality paper, panel, poster and workshop proposals relating to the conference theme. Proposals not directly related to this conference theme but addressing issues of relevance to comparative and international education may also be submitted for consideration.

Ubuntu! Imagining a Humanist Education Globally is the theme of the 59th CIES conference. This conference theme explores an imagined future where education is a moral enterprise that develops and shapes minds to embrace humanism that is inseparable from socio-economic equality, which defines the world as a complex whole, an interconnected and interdependent ecosystem of diverse humans, nature and the planet. This vision of humanist education is in harmony with Ubuntu, which inspires a multiplicity of worldviews, indigenous epistemologies and ideological schools of thought in a world that is inclusive while fostering autonomy and humanity. It is conceived to guide academics, policymakers and practitioners and learners in different locations.

The re-imagined vision of education will be the regenerative space for positive social change. The 2015 conference offers an opportunity to reflect on and contribute to the exciting possibilities of an Ubuntu-inspired education, embodying a philosophical, pedagogical and curricula framework that is emancipatory, cultured, transformative, localized and empowering for all humanity and the globe.



The Gulf Comparative Education Society (GCES)

Fifth Annual Gulf Comparative Education Society (GCES) Symposium Held in Dubai, UAE

The Gulf Comparative Education Society (GCES) held its fifth annual symposium under the sponsorship of the Higher Colleges of Technology (HCT), Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research, and Middlesex University at HCT-Dubai Women's College (DWC) between April 8 and 10, 2014. This year's symposium, entitled "Locating the National in the International: Comparative Perspectives on Language, Identity, Policy, and Practice," examined comparative education policy issues relating to language and cultural heritage in the context of the creation of inclusive and outward looking educational spaces. It brought together around 165 academics, policymakers, and educators to compare educational policies and practices across the region and explore language, identity, and education in the GCC.

The symposium consisted of a pre-conference workshop, a keynote address, four featured panels and eleven breakout sessions with a total of over 54 presentations. The speakers came from a range of Gulf and non-Gulf countries, including United Arab Emirates (UAE), Oman, Kuwait, Bahrain, Qatar, Saudi Arabia, Yemen, Egypt, England, Australia, India, Denmark, and the United States, and represented different voices in the education sector investigating topics such as engaging students in the global classroom, locating the national in international higher education, and exploring teacher and student identity. In an effort to continue disseminating research within the GCC, the GCES also invited symposium presenters to contribute to the society's fourth volume of annual GCES conference proceedings which are made available to all society members.



Sociedad Argentina de Estudios Comparados en Educación Congress

Buenos Aires

June 25-26, 2015

www.seace.org.ar

The Argentine Society of Comparative Studies on Education (SAECE) will organize its fifth National Congress and International Meeting on Comparative Studies on Education. The Congress will be held in Buenos Aires in June 25-26, 2015.

NEW ISSUE #5:

Latin American Journal of Comparative Education (Revista Latinoamericana de Educación Comparada (RELEC))

www.seace.org.ar/relec

The issue includes a dossier on internationalization of higher education edited by Mónica Marquina set with papers submitted to XV Comparative Education World Congress (Buenos Aires, June 2013). There is also a Studies and Research section with contributions from authors with different backgrounds and theoretical approaches, related to changes at different levels of education systems and a review section reporting events and academic publications. The journal receives articles in Spanish and Portuguese.

China Comparative Education Society (CCES)

The Fifth Worldwide Forum for Comparative Education

Global Educational Reform: Internationalization, Regionalization, and Localization

September 27th -28th, 2014

Beijing Normal University, Institute of International and Comparative Education

[website link](#)

Keynote Speakers

- Professor Wang Yingjie (*Beijing Normal University*)
- Professor Gita Steiner-Khamsi (*Columbia University*)
- Professor Karen Mundy (*University of Toronto*)
- Professor Dominique Groux (*Universite des Antilles et de la Guyaneto*)



Comparative Education Society of Asia (CESA)

The CESA held its 9th biennial conference in Hangzhou on May 16-18 on the theme *Education, Inequality and Social Harmony: Asian Experiences in Comparative Perspective*. The event was hosted by Hangzhou Normal University at a venue close to the scenic West Lake, and was attended by around 250 scholars from China, other Asian countries, Europe and North America.

Keynote addresses were delivered by Professor Wang Yingjie of Beijing Normal University (President of the China Comparative Education Society); Professor Takehiko Kariya of the University of Oxford (formerly of the University of Tokyo); Professor Krishna Kumar of Delhi University (former head of India's National Council for Educational Research and Training); and Professor Paul Morris of the IOE, University of London (former President of the Hong Kong Institute of Education).

Professor Wang discussed the phenomenon of educational 'internationalisation' in contemporary Asia, emphasizing the tensions that this involves – especially relating to growing inequality, both between societies and within them. Professor Kariya discussed the emergence in post-war Japan of what has often been represented as an exceptionally equal system of public education, explaining how the financial basis for this egalitarianism arose in part as the unintended consequence of bureaucratic compromise during the 1950s. Professor Kumar's talk focused on relationship of gender to educational inequality, analyzing the cultural roots of discrimination with particular reference to the experience of Indian girls. He emphasized that legislating for equality, or preaching it, is not sufficient; education must be used to empower girls themselves actively to critique and challenge the social attitudes and stereotypical assumptions that confine them. Finally, Professor Morris spoke about Western policymakers' representations of 'Asian' schooling, and their use (or abuse) in comparative discussions of education policy. He focused especially on the way in which Shanghai's recent performance in the OECD's PISA rankings has been cited by policymakers in Britain to justify a range of market-oriented reforms to educational provision.

Papers delivered at the conference dealt with a wide range of other issues relating to educational equality or inequality, within Asia and beyond. Plans are now underway to bring some of these papers together in an edited volume and a journal special issue.

Preparations are already afoot for CESA's next biennial conference – to be hosted by the University of the Philippines, Diliman, in January 2016.



British Association of International & Comparative Education

UK launch of UNESCO's 2013/4 Education for All Global Monitoring Report, 7th April 2014.

BAICE co-funded and supported the UK launch event, held at the Institute of Education, London. About two hundred people from academic, NGO and policy making communities gathered to examine progress made on the EFA pledges, and debate the post-2015 agenda. The launch was chaired by Sean Coughlan, Education Correspondent with BBC News. Pauline Rose (Director of the 2013/4 report) presented key findings from the report and there were responses from Alan Duncan (Minister of State for International Development), Bob Moon (Emeritus Professor from the Open University) and Rob Faure (teacher in London's Tower Hamlets).

While there were celebrations, not least over the quality of the report and the substantial evidence base it provides, there were also many questions over 'what now?'. The 2013-14 presents the sobering finding that in Sub-Saharan Africa, universal primary completion will be achieved by rich boys in 2021, but not by poor girls until 2086; and that still over 774 million of the world's adults are not literate, and that very many of those are female. If 'business as usual' continues, rich boys are likely to reach universal primary education by 2030 in 56 of 74 low and middle-income countries, but poor girls will reach this in only seven of these countries. Further information at www.baice.ac.uk

Contributed by Caroline Dyer, Chair, BAICE and event co-convenor.

News from the WCCES Standing Committees

WCCES UNESCO Liaison Standing Committee

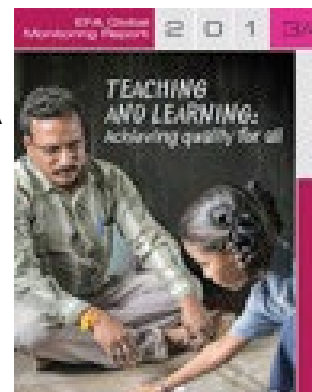
New Appointment, Director of UNESCO's EFA Global Monitoring Report



The Committee is delighted to announce that one of its six members, Aaron Benavot (pictured) has been appointed Director of UNESCO's EFA Global Monitoring Report in Paris. Aaron has been teaching at the State University of New York in Albany, and takes over leadership of the team at a crucial period as the world approaches the target date of 2015.

UNESCO's EFA Global Monitoring Report

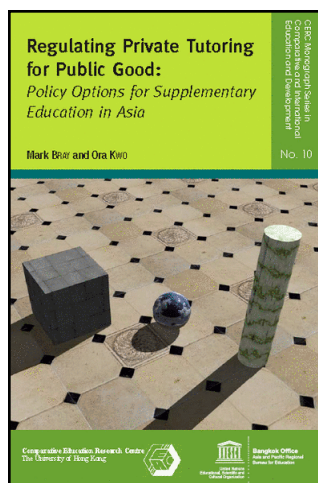
The 2013/4 issue of the Report was launched in January 2014 and focused on teaching and learning. The 2015 report will review how much the EFA movement has contributed to ensuring that all children, young people and adults have benefited from the right to an education that meets their basic learning needs, and has an open website for consultation. The WCCES has been explicitly invited to make inputs through the 7th Meeting of the Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Santiago, Chile, 21-23 May. <http://unesdoc.unesco.org/images/0022/002273/227336e.pdf>.



Books and Journals

Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia

Mark Bray and Ora Kwo



Above are the highlighted WCCES links to UNESCO and its Education for All (EFA) agenda.

A new book on this theme was launched on 31 March 2014 in UNESCO's Asia and Pacific Regional Bureau for Education, Bangkok. The book, written by Mark Bray and Ora Kwo, is entitled *Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia*.

The book points out that the so-called shadow education system of private supplementary tutoring

has great implications for (in)equitable access to quality education for all. In general, the sector is under-regulated. The book draws on comparative material in Asia and also has much relevance to other parts of the world.

Routledge and APJE are delighted to offer free access to all articles in this issue. We invite you to read the articles and hope you'll find them to be of interest and relevance. To find out more about APJE, Asia's leading educational foundation and policy journal, please visit <http://www.tandfonline.com/cape>.

<http://cerc.edu.hku.hk/book-2/regulating-private-tutoring-book-launched-bangkok>

Special Issue: *The Dialectics of Comparative Education: Issues in the Asia Pacific*

Editors: Wing On Lee and Diane B. Napier, and Maria Manzon

Enjoy free access to APJE's special issue on comparative education

[website link](#)

Asia Pacific Journal of Education, Vol. 34, No. 2 is now available on Taylor & Francis Online.

Edited by Wing On Lee, Diane B. Napier and Maria Manzon, the articles focus on fundamental issues of comparative education and their relevance to the 21st century in a broad sense, as well as their value for the Asia-Pacific region in particular.

The papers originate from the International Symposium on Comparative Education, held at the National Institute of Education of Singapore in February 2012. The symposium was a preamble to the strategic planning meeting of the office bearers and the standing committee chairs of the World Council of Comparative Education Societies (WCCES).

Routledge and APJE are delighted to offer free access to all articles in this issue. We invite you to read the articles and hope you'll find them to be of interest and relevance. To find out more about APJE, Asia's leading educational foundation and policy journal, please visit <http://www.tandfonline.com/cape>.

Education and the Reverse Gender Divide in the Gulf States: Embracing the Global, Ignoring the Local

Natasha Ridge

Teachers College Press

In this work, the author examines gender and education in the countries of the Gulf Cooperation Council (GCC) and reveals that women's participation and achievement in education is rapidly outpacing men's. Ridge refers to this situation as a "reverse gender divide" and based on timely material, further describes how GCC countries, in their desire to be perceived as modern nation states, have enacted and embraced education policies that leave no space for local policymakers to acknowledge boys' deficits. In addition to the implications for educational policy and practice, the author also explores wider social and political issues, such as the impact on the workforce and future sustainable development in the region. For more information, please visit <http://www.tcpress.com>.

Comparative education research: Approaches and methods. 2nd edition

Bray, M., Adamson, B. & Mason, M.

Hong Kong & Dordrecht: Comparative Education Research Centre & Springer

[website](#)

A particular feature of this book is the focus on different units of analysis. Individual chapters compare places, systems, times, cultures, values, policies, curricula and other units. These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field. The book includes a focus on intra-national as well as cross-national comparisons, and highlights the value of approaching themes from different angles. The work will be of great value not only to producers of comparative education research but also to users who wish to understand more thoroughly the parameters and value of the field.

Updates after the Freiburg Meetings (continued from page 2)

overall planning, finances, venue, and accommodations for the Beijing Congress.

The meeting concluded late in the day with reminders of the upcoming Madrid Executive Committee meetings in Madrid (see below) on Nov. 17th & 19th 2014, to be held in association with 22w'the SEEC Conference and Iberoamerican Congress that run from November 18th to 21st.

The CESE XXVI CONFERENCE, June 10-13, 2014

The CESE annual Conference was launched with a reception on Monday evening, June 9th. The Conference ran from Tuesday June 10th to Friday June 13th with the theme: Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition.

WCCES Secretary-General Diane Napier was invited to greet the Conference delegates in the Opening of the Conference program on Tuesday morning. S-G Napier presented a greeting to the assembled delegates and dignitaries on behalf of all in WCCES including but not limited to the Officers, Constituent Societies members and representatives, Standing Committees, Co-opted members, and other personnel.

This was an important occasion, marking the initiation of a new round of Constituent Societies hosting Executive Committee meetings, with CESE being the first in the current competition initiated in late 2013. S-G Napier offered sincere thanks to CESE colleagues, noting appreciation of the work of Hans-Georg Kotthoff (Chair of the Organizing Committee) in particular, since the arrangements to allow for our Executive Committee meeting meant additional work on top of the already substantial load of planning and logistics for the CESE Conference. The pairing of meetings had beneficial effects in the form of new combinations of delegates--several people were able to attend the WCCES meeting because it was combined with the CESE Conference in Freiburg. Likewise, numbers of WCCES representatives from a wide array of societies added to the overall delegate mix in the CESE conference and its academic programme. The academic programme of the Conference provided rich opportunities for intellectual nourishment. There were also new opportunities for making contacts and for social interactions, and for meeting other colleagues and friends. Positive relations between CESE and WCCES are hopefully cemented as a result. The manner in which we managed the logistics is a good model for planning of the next round of WCCES meetings hosted by SEEC (Madrid) in November 2014, and by SOMECE (Mexico City, May) and AFRICE (Nairobi, June) in 2015.

"SIDE MEETING" HELD IN FREIBURG: BEIJING CONGRESS PLANNING

In addition to the main meeting of the WCCES Executive Committee, a special small group side meeting took place for focused planning related to the 2016 Beijing Congress. We have established a habit of holding these side meetings particularly for Congress planning, in association with WCCES meetings, to give protected time for discussions and for face-to-face planning on next steps. We thank Lefteris Kleftedes of CESE for arranging a suitable space for this meeting.

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Beijing Congress Planning Meeting: On Tuesday June 10th, Professors Yingjie Wang (President of CCES) and Baocun Liu (Vice President of CCES and Beijing Congress Convenor) of Beijing Normal University met with the WCCES S-G Diane Napier and Treasurer Heidi Biseth, as well as Congress liaison team members Michele Schweisfurth (Research SC Chair), Brian Denman (member of Congress SC and representing Chair Halla Bjork-Holmarsdottir) and Cristian Perez Centeno (member of Congress SC and Buenos Aires Congress Convenor/SAECE). The main topics of discussion in this meeting brought issues forward from the side meeting held in Toronto in March, including an updated schedule of main tasks and timelines leading up to August 2016, preliminary planning on Thematic Groups for the Beijing Congress academic programme, finances/budget, negotiations between WCCES and CCES pertaining to the agreement for all aspects of the Congress, publications planning, venue issues, and other logistics.

The next formal report on the Beijing Congress planning status will be presented in Madrid in November.

NEXT EXECUTIVE COMMITTEE MEETINGS: REMINDERS

In Madrid, Spain, there will be two formal meetings of the WCCES Executive Committee:

- A full-day formal meeting on Monday November 17th from 9:30-5:00 pm at the Universidad Nacional de Educación a Distancia (UNED) in Madrid.
- A half-day meeting on the morning of Wednesday November 19th at the main venue of the SEEC Conference/Iberoamerican Congress—the Teacher Education and Training Faculty of Autonomous the University of Madrid (UAM).

These WCCES meetings are being hosted by- and held in association with the SEEC XIV National- and First Iberoamerican Congress (November 18-21) with the support of the OEI. We thank Profs. Luis Miguel Lázaro, Javier Valle, María José García Ruiz, and their colleagues who are already working with us on planning for our meetings in association with the larger planning effort for their Congress*.

- The Congress is 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 is “Education, Supranationality and Citizenship”

See <http://www.congresoseec2014.org/> for details of the Conference and Congress.

NOTE:

Formal consideration and decisions will be taken in the WCCES Executive Committee meetings. If you or a designated representative of your society cannot attend, you will have the opportunity to submit input and absentee votes as pertinent to the issue/s. Materials and documents will be sent out in late October/early November.

Ecopedagogy and Comparative Education (continued from page 3)

environmental educators needing these same pedagogical tools to understand the politics and outcomes of EE. Teaching and learning how globalizations affect and influence socio-environmental issues is essential in ecopedagogy but is inherently difficult to teach and learn because of its contrasting and often schizophrenic essence as described by education philosopher Douglas Kellner below.

...globalization is a theoretical construct that varies according to the assumptions and commitments of the theory in question...seen as a contested terrain, with opposing forces attempting to use its institutions, technologies, media, and forms for their own purposes. (2002, p. 301)

An example would be the need to critically examine the historical reasons for socio-environmental oppression by posing questions about who benefits from natural resources being mined from a community in one nation-state being shipped off to another. One of the many critical questions needing analysis would be: Why are so many nation-states being mined often former colonies? To be able to address this question, it is essential to consider historical framings of colonialization and neocolonialization discourses are essential in answering this question, among many other theoretical lenses (Shultz, 2014 WCCES Newsletter no. 2). With the intensification of globalizations, it is also essential that such groupings of the “who” go beyond geo-political borders (Dale, 2005). Through critical and postmodern theoretical analysis of societal groupings such as gender, race, ethnicity, class, and sexual orientation, comparativists are able to conduct in-depth, contextual analysis to determine what populations are affected in different ways. The second reason I argue is that intimately together, EE teaching

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and research need to be compared and contrasted within theoretical frameworks.

The second reason CIE is needed in EE comes from the understanding that ecopedagogical teaching and research cannot be separated, isolated into specific disciplines or theories, and/or learned from a single perspective. A *crucial research question* to understand how one's education affects her or his environmental reasoning is the following:

How and why do environmental education models teach, fail to teach, or misrepresent socio-environmental connections?

In this question I am referring to environmental education models that are formal (within schooling), non-formal (i.e. learning spaces outside of schooling) and informal (e.g. public pedagogy). Emerging from the idea that research originates from ingenuous curiosities and progresses into increased theoretical and epistemological understanding, all the while without losing the initial ingenuous essence (Freire, 1998), both ecopedagogical teaching and research have the goal to understand, challenge, and legitimize socio-environmental knowledges. New curiosities emerge in learning and research spaces through authentic dialogue, theoretical analysis, and methodological rigor that allows for possibilities of greater socio-environmental justice. The CIE field offers scholars multi-layered, multi-disciplinary, and international analysis of socio-environmental issues to help them consider "*who*" is/are "*positively*" and "*negatively*" affected by such issues and how is EE is helping or hampering their understanding? CIE scholars realize that education is a very important element in improving development (with multiple framings), but that education is one of several essential elements and that all these elements are interconnected. The larger, holistic analysis in which CIE helps to provide is essential for EE teaching and research, as emphasized by Brazilian ecopedagogue Moacir Gadotti who wrote on the need to employ what he has called a holistic planetary lens, since, as he notes, "fixing one room in a house is NOT enough... [there is a need] to include ALL rooms of the house in its different dimensions: economic, social, cultural, environmental, etc." (Gadotti, 2008c, p. 24). What Gadotti, other ecopedagogues and many CIE scholars stress is also my central argument of needing to expand and transcend common educational spheres of focus - teaching and research inside, outside, and between various disciplines including education.

Ecopedagogy practice and research need to compare and contrast different theories from various disciplines and the intersections between these theories in order to construct theoretical frameworks, from which ultimately praxis can emerge. I will mention an example from my own research conducted in Argentina, Brazil, and the Appalachia region of the United States (Misiaszek, 2012). I employed theories such as feminism, colonializations (anti-, post-, neo-), and critical race theories, which I saw as essential to understand such aspects as the unequal socio-environmental oppressions of specific populations. In addition other theories allowed me to gain a better understanding the socio-environmental politics of education, such as Freirean Pedagogy, Red Pedagogy, and other pedagogies rooted in critical theories, along with media culture theories which gave me frameworks in which I could interpret the role of public pedagogy as it related to this topic. Thus, I would argue that it is only through complex theoretical frameworks and critical analysis of limitations of one's research (including the frameworks themselves) that educational scholars can construct transformable EE practice and research; the CIE field is essential in constructing the multi-disciplinary, multi-theoretical analysis for effective ecopedagogy. With the inherent socio-environmental connections, ecopedagogy is essential in CIE when the focus is environmental justice or social justice; along with argument that these types of justices are inseparable and my utilization of the word "or" is inherently false. In this final section, I'd like to discuss the connection between the fields of CIE and EE as they relate to citizenship and sustainable development education.

The third and last reason for connections between CIE and ecopedagogy is to support the analysis and construction of global citizenship education (GCE) and education for sustainable development (ESD). In my own ecopedagogical research, I found a need for local and global citizenship education to include environmental rights education.. With the changing concepts of citizenship due to intensified globalizations, greater local and global analysis is needed to answer such questions as the following: *What are we citizens of? and What are our citizenship rights and responsibilities?* (Torres, 1998, 2002, 2013 WCCES newsletter no. 1; Shultz, 2014 WCCES Newsletter no. 2)

From the research, incorporating ecopedagogy within GCE was seen as important for the two reasons. First, increased understanding of social connections from environmentally harmful acts is inherently connected with current social and individual rights and responsibilities. Second, within the theoretical framing of planetary citizenship in which the Earth is a citizen (Gadotti, 2008a, 2008b) and, with the Earth as a citizen, Earth has citizenship rights. The CIE field allows for scholars to contextually understand how local societies and their education are affected by global socio-environmental issues; compare individual/societal utopias (i.e., hopes) with reconstructed definitions of sustainable development; and reconstruct EE from changing concepts of

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citizenship and its spheres.

Ecopedagogy situated within citizenship education allows for critical learning of what is meant when individuals state the terms “sustainable”, “development”, and “sustainable development.” The WCCES President Carlos Alberto Torres has noted the need for a new common sense and for new educational narratives due to the fact that “global educational concepts that have become shifting signifiers – implying different things to different people – into a new horizon yet not fully clarified” (2013 WCCES newsletter no. 1, p. 11). Ecopedagogy as an element of local and globalization citizenship education models also faces this same need. Although the philosophies of EE to teach to “save the planet” differs from ESD having this same goal framed within “sustainable development” differ, both pedagogical models are more cohesive when the concept of “development” is critically deconstructed and reconstructed (Gadotti & Torres, 2009; Jucker, 2004; Kopnina, 2011, 2012). Multiple participants in my research stated that there are over 70 definitions of sustainable development in Brazil; however development’s common Western framings have economics as the most important or sometimes the only concern (Misiaszek, 2011). Expert ecopedagogues stress the need for understanding “sustainable development” beyond if often neoliberal framing that places economic concerns above all else with direct connections of unequal power to questions of how and whose livelihoods are helped by development understandings (Misiaszek, 2011).

Ecopedagogies are needed to challenge single-defined sustainable development model to reinvent ESD to reinstate its original philosophical goal of countering EE models that have tended “to deal with social issues and environmental issues separately” (Gadotti, 2008b, p. 30). In other words, EE and ESD models need to be reinvented by redefining their defining terms and correspondingly, their pedagogies. CIE is needed in ecopedagogical teaching and research to compare and contrast what is being taught on citizenship and sustainable development and what are the contextual understandings from this education from local to global perspectives. Often within the increasingly globalized World, comparing Western and non-Western notions of the environment, development, and models of citizenship is essential, as well as critically understanding forms of oppression by systematic devaluing non-Western environmental knowledges and systems of EE. As well, ecopedagogy is needed for CIE within social justice frameworks to understand how these understandings are affecting environmental action, which unquestionably affects society.

In this article I only touch briefly upon three of the many reasons for interconnected work within ecopedagogy and CIE fields. The overall goal for connecting these two fields is to transform education to transform the world with social and environmental justice for all. Although other disciplinary fields beyond these two, including other fields of education, are often needed in this transformational goal, these three reasons stress how the fields of ecopedagogy and CIE needs one another. This calls for rigorous analysis on how the two fields can strengthen one another.

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Call for Contributions/Submissions :: WCCES Newsletter no. 4

We will be asking for content for the next edition of the WCCES newsletter to be distributed in late October 2014. Deadline for submission will be late September 2014. Please send Greg Misiaszek the materials at gmisiaszek@gmail.com to be considered for the newsletter.

Specific Types of Submissions

News

- From Standing Committees (maximum 250 words per news piece)
- Upcoming events/activities from Constituent Societies (maximum 250 words per event or activity)

Op Ed pieces and/or Commentary/Responses: maximum 2500 words (not including references) for Op Eds.; maximum 1000 words for Commentary/Responses

Publication Submissions: To be considered, the book must focus on comparative/international education, published within the past 12 months, and currently available for purchase/access. Publications, not directly published by WCCES, will go through the following procedures and adhere to guidelines.

- **Book reviews**
 - Reasoning: a few sentences on the book's relevance to issues concerning WCCES (to be used in considering the book's inclusion, not to be printed in newsletter)
 - Reference information
 - Abstract
 - Optional, list of possible reviewer(s)
- **New book Listing**
 - Reasoning: a few sentences on the book's relevance to issues concerning WCCES (to be used in considering the book's inclusion, not to be printed in newsletter)
 - Title
 - Author(s), Editor(s)
 - Publisher
 - Description (100-word paragraph (no bulleted list(s), including everything other than title, author(s) and publisher)
 - 1 URL to additional information (if applicable)
 - Images will be not be used
- **Calls for publication/chapter contributions**
 - These will not be printed in the newsletter. For consideration to be listed on the WCCES website please write to the webmaster.

Academic Program submissions: We are reviewing options for giving space to academic programs in the newsletter and website. For the upcoming issue, in this call, please limit text to 100 words per total (not per program) in plain text. Provide a website address for more information on the specific program and the institution logo (high resolution).

Guidelines: Please note the following on submissions

- Submit only new material, please do not duplicate information published in prior newsletters, and use the WCCES website for posting ongoing information.
- Visual submissions (photographs, graphics, etc.): please send copyright information (who is the creator/photographer, location and person(s) in photos, if published elsewhere (if applicable, more information will be requested))