



Graduate School of Education & Information Studies  
P.O. Box 951521  
Los Angeles, CA 90095-1521

April 4, 2013,

Dr. Christine Fox  
Chair of the Presidential Search Committee  
World Council of Comparative Education Societies

Dear Christine:

I have the pleasure to write to you applying for the position of President of the World Council of Comparative Education Societies. Please find enclosed the document requested. I am also enclosing a letter from Distinguished Professor and GSEIS Dean Dr. Marcelo Suárez-Orozco, and a letter from Dr. C. Cindy Fan, Vice Provost for International Studies (Interim), UCLA International Institute. Both letters show the support of my university to my candidacy.

In addition I am enclosing a letter of endorsement from CIES my home society signed by President David Baker, and a letter of endorsement from Dr. Il Hwan Chung, President of the Korean Comparative Education Society. I will be delighted to answer any questions you or the Search Committee might have.

Sincerely yours

A handwritten signature in blue ink, appearing to read "Carlos Alberto Torres", with a long horizontal flourish underneath.

Dr. Carlos Alberto Torres (Ph.D. Stanford)  
Fellow Royal Society of Canada, (F.R.S.C.)  
Corresponding Member, Mexican Academy of Sciences.  
Professor of Social Sciences and Comparative Education  
Social Sciences and Comparative Education (SSCE) Division Head  
Director, Paulo Freire Institute

**1. A brief CV/resume of the candidate, including evidence of leadership capacity (maximum 4 pages). Note that evidence of leadership skills will be an important selection criterion.**

**Carlos Alberto Torres**

One of my great pleasures in life is to work with my hands to design and build artisanal furniture and other crafted objects. As a fine woodworker, I have created pieces both large and small and have even built an entire cabin with my own hands. Building requires skill, dexterity, imagination, organization, problem solving strategies, and discipline – all qualities that embody leadership. These attributes, in turn, have informed all the major leadership roles I have played in building from the ground up a number of successful research institutes and programs in various parts of the world. These attributes are indispensable in the construction and consolidation of academic environments, initiatives, and programs. Building is the very heart of my character and my great passion, and it has enabled me to leave a mark through multiple publications in science, fiction and poetry. Structural building exemplifies a quality of leadership I value most and is evident throughout my research agenda, scholarly engagement, and administrative stewardship.

As an academic I seek to build community by drawing from my own work, as well as that of my esteemed colleagues and students. This is reflected in the sense of belonging that emerges among my own graduate students – many of whom come from around the globe – as they immerse themselves in the projects of the Paulo Freire Institute and its pedagogical and intellectual goals as well as in the Division of Social Sciences and Comparative Education at UCLA. It is my fervent hope that once they graduate they will go on building their own academic and learning communities – their own ‘furniture,’ so to speak – and their own ‘community habitat,’ elsewhere.

Like building heirloom artifacts in furniture, institutional building and the construction of communities of learning requires exquisite attention to the detail of the personalities of those involved, a fine understanding in employing frames of reference, the tools, that articulate the rules and regulations of institutions, and adherence to the theories and methods that facilitate engagement. My leadership vision is a pluralist and dialogical one, which may facilitate high productivity. I have learned these values of dialogue, freedom, and academic excellence through my own relationship with Paulo Freire as well as time spent living in a Liberation Theology commune in Argentina during the seventies while at the same time working in popular education and as a sociologist in a research institute. As a result of these values and pedagogical choices, I sought exile in 1976 in Mexico to escape the brutal repression of Argentina’s then-military dictatorship. Perhaps because my academic career developed apart from my home country, I became an academic globetrotter as a graduate student who later evolved into a scholar and professor able to communicate in different languages.

Throughout my academic career, I have combined research scholarship and teaching with educational leadership and administration. After concluding graduate studies at the Latin American Faculty of Social Science in Mexico City in 1978, I was hired as one of the first professors of graduate studies at the nascent Universidad Pedagógica Nacional (UPN), created in 1978 by an agreement between the Mexican Secretariat of Public Education and the Teacher Union amid efforts to upgrade the country’s teacher training. In this position, I contributed to the genesis of a university that grew to more than 70 campuses and 200,000 + students in Mexico. After serving for a year at the Universidad Pedagógica Nacional, I was invited to serve as Director of Research for the National Direction of Adult Education, Secretariat of Public Education. A year later I moved to Stanford to pursue my Ph.D. in International Education and Development.

Currently I am a Professor of Social Sciences and Comparative Education at the Graduate School of Education and Information Studies at UCLA. As a political sociologist of education I completed my

undergraduate work in sociology in Buenos Aires, Argentina (B.A. honors and teaching credential in Sociology, in the Jesuit Universidad del Salvador), graduate work in Mexico (M.A. Political Science, Latin American Faculty of Social Sciences) and the United States (Master of Arts and Ph.D. in International Development Education, Stanford University), and post-doctoral studies in educational foundations in the University of Alberta, Canada. I am the Founding Director along with Paulo Freire of the Paulo Freire Institute in São Paulo, Brazil (1991). Later I created the Paulo Freire Institutes in Buenos Aires, Argentina (2003), and UCLA (2002). I have been a Visiting Professor in universities in North America, Latin America, Europe, Asia and Africa, lectured throughout Latin America and the United States, including universities in England, Japan, Italy, Spain, Finland, Mozambique, Tanzania, Argentina, Brazil, Mexico, Canada, Colombia, Costa Rica, Portugal, Taiwan, Korea, Denmark, Sweden and South Africa. My academic leadership, and the contribution of my research agenda and publications to the field have been recognized by the many academic honors I have received.

Finally, my scholarship and leadership in the field have been recognized by both my home institution of UCLA as well as several international and multinational organizations: Last year I was inducted as a Foreign Fellow in the Royal Society of Canada (La Société royale du Canada), a great honor given that the 130-year-old scientific society only inducts one foreign fellow per academic period. In addition, I was recently elected Corresponding Member by the Mexican Academy of Sciences. As a teacher I have received the Distinguished Teaching Award of the Department of Education, UCLA (2012-2013). Last year I was named a Fellow of the prestigious Sudikoff Family Institute for Education and New Media, an initiative for public engagement and honor held by only a select few distinguished scholars at UCLA's Graduate School of Education and Information Studies. I contribute regularly as a public intellectual to the *Huffington Post*, as well as other media outlets.

### **Research Agenda**

I see my main contribution to the field and my intellectual leadership through the building of a research agenda over three and a half decades, which resulted in numerous substantive publications. My main areas of theoretical research focus on the relationship between culture and power, the interrelationships of economic, political, and cultural spheres, and the multiple and contradictory dynamics of power among and within social movements that make education a site of permanent conflict and struggle. My empirical research focuses on the impact of globalization processes worldwide, especially on higher education. My theoretical and empirical research has resulted in the development of a political sociology of education, highlighted in a much-heralded book with Raymond Morrow, *Social Theory and Education*. I am widely regarded as one of the world's leading authorities on Latin American education in comparative perspective, and the principal biographer of Brazilian philosopher and critical social theorist Paulo Freire.

Over the past thirty-five years, I have contributed to three fields: Latin American Studies, Political Sociology of Education, and Comparative and International Education. In my theoretical work, I have accounted for the major shifts and transformations, at both the national and global levels, that deeply impacted these fields. My book with Raymond Morrow, *Social Theory and Education Social Theory and Education: A Critique of Theories of Social and Cultural Reproduction*, is considered the standard text on theories and meta-theories in Sociology of Education. Another book, edited with Robert Arnove, *Comparative Education: The Dialectics of the Global and the Local*, now in its fourth edition (with Stephen Franz as third co-editor, 2013), is the textbook of choice for more than 50 Comparative Education programs in the English-speaking world. Another of my books, *Education, Democracy and Multiculturalism: Dilemmas of Citizenship in a Global World*, translated in several languages, suggested new agendas for these fields. All three books contain critical interpretations of cultural and social reproduction theory; theories of the state; and analyses of multiculturalism, feminism and other approaches to social diversity, inequality, and the struggle for social justice education.

Reflecting my scholarship and reputation in adult education studies, I was an Invited Expert at UNESCO's Institute for Lifelong Learning in Hamburg, Germany, contributing to the writing of the Global Report on Adult Learning Education (GRALE), 2008-2009 for dissemination at the VI Confitea, in Belem, Pará, Brazil, December 5-9, 2009. I have twice been named a Fulbright Scholar. My last Fulbright appointment was teaching at the UNTREF, in Argentina in the Fall of 2008 in a newly created Ph.D. in education. I also taught that year a course in sociology of education for the master program in Critical Pedagogy of the Faculty of Philosophy and Letters, University of Buenos Aires.

For the past decade, I have been working from a global perspective that encompasses human rights, pluralism and citizenship, wresting education away from state dominance, and the globalization of economies, communications, and labor forces. The question of educating the global citizen is at the very top of my research agenda. When we created the Paulo Freire institute in 2002 we began a comparative research project in more than 16 countries that resulted in the consolidation of an international research network, the RIAIPE, currently supported by the Alpha Program of the European Commission and that includes more than 50 European, Latin American and Caribbean universities. (See <http://www.riaipe-alfa.eu>). Understanding the educational policies of the new social democratic governments in Brazil and Argentina, and the impact of newly emerging social movements, constitutes the next empirical phase of my research.

### **Academic Leadership**

Over three and a half decades I have played major leadership and academic roles in a number of professional societies, including my home society, the Comparative International Education Society (CIES) which I joined as a graduate student in 1982, and was an elected member of the board in 1994 and President in 1996. I was also Associate Editor of Comparative Education Review (CER) during 1998-2003. As CIES President I organize one of the most successful and largest conferences in Mexico City in 1998. The Conference attracted more than 800 participants and I provided funding for more than 20 graduate students to attend the conference. I also served as liaison on behalf of CIES and the World Council of Comparative Education Societies (WCCES) and have been a keynote speaker for past WCCES World Congresses, and am honored to give a keynote address to the forthcoming meeting in Buenos Aires. As a sociologist I served twice as President for the Research Committee of Sociology of Education of the International Sociological Association (1998-2006), which I consider an honor and privilege given that past Presidents of the RCSE-ISA include such luminaries as Pierre Bourdieu and Basil Bernstein. My work in political science was recognized through being elected Vice-President of the Research Committee on Political Education of the International Political Science Association (1983-1997). As previously mentioned, I have also founded three research and action-oriented institutes, the Paulo Freire Institute, in Brazil, Argentina and USA and have also worked as a lifetime member of the *Paulo Freire Forum* to create and/or expand the institutes in diverse places, including Italy, Portugal, South Africa, and England. I currently serve as co-Director of the Paulo Freire Institute-UK at the University of Sussex, Co-Director of the Paulo Freire Institute in São Paulo, and Founding and Executive Director of the Paulo Freire Institute at UCLA.

Having served since 2008 on the Executive Committee of the Department of Education at the Graduate School of Education & Information Studies and as Division Head of the Division of Social Sciences and Comparative Education at UCLA, I possess the experience and knowledge required to work on academic affairs and in administrative and leadership roles. In addition, serving for a decade as Director of UCLA's Latin American Center, during which I reported to the Vice-Chancellor for International Studies and the Chancellor for Research, gave me a prominent leadership role at a widely regarded world-class university. My role as Director of the Latin American Center – an Organized Research Unit of the University of California System and a comprehensive Title VI Center – from 1995 to 2005 further underscores my leadership abilities, fundraising capacities, and academic integrity.

## **Publications**

I have authored or edited more than 60 books and more than 200 research articles, book chapters, and entries in encyclopedias in several languages; I speak Spanish, Portuguese, and English fluently. I have presented papers, organized panels, and served as a keynote speaker regularly for over 35 years in national and world congresses of the American Educational Research Association (AERA), Comparative and International Educational Society (CIES), World Congress of Comparative Education Societies (WCCES), International Political Science Association (IPSA), International Sociological Association (ISA), and Latin American Studies Association (LASA). Also, I am editor of the prestigious Routledge/Taylor and Francis (New York) series on Education, Social Theory and Cultural Change, and am currently co-editing with Richard Van Heertum and Liliana Olmos a new series of e-books on “Educating the Global Citizen” for Bentham Books.

I have also published several works of fiction, including a novel in Portuguese, *O Manuscrito de Sir Charles* (Lisbon, Don Quixote 2005) along with a number of books of poetry, including *Poesía perdida al atardecer* (“*Poetry Lost at the Sunset*,” Valencia, Spain, Germania, 2004). A translation of my poem “El poeta y la guerra” (the Poet and the War) was published in the section Voices of Justice in the Fall 2007 issue of *Multicultural Education*. I have also written a book of short stories in Spanish: *Cuentos de amor, de locura y de muerte* [“*Short Stories of Love, Madness and Death*”]. Valencia, Spain, Deges, Colección Cantábrica, 2004.

## **Visiting Professorships (only last five years)**

- Visiting Professor, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa, with invited lectures at the University of Cape Town, University of Johannesburg, University of Kwazulu-Natal, and UNISA, Johannesburg, June 2012.
- Visiting Professor, the London Paulo Freire Institute (LPFI), located in the Centre for Educational Research in Equalities, Policy and Pedagogy (CEREPP). University of Roehampton, London, England, U.K (2009-2012).
- Visiting Professor, as recipient of an Erasmus Fellowship, Deusto University, Bilbao, Basque Country, Spain (November 2011), and the Institute of Education, London (February 2012).
- Adjunct Professor, Danmarks Paedagogiske Universitetsskole. School of Education. University of Aarhus (2009-2014). Examples of annual lectures include: Masters in Sociology of Education, course on International and Comparative Education: Popular Education in Latin America at University of Aarhus (October 28, 2008); lecture on Paulo Freire, Critical Pedagogy and the Contributions of Popular Education at the Danish School of Education, Copenhagen, Denmark.
- Visiting Professor, Universidad Nacional Tres de Febrero, Ph.D. program in Educational Policies, Buenos Aires, Argentina, August-November, 2008-2009 as a Visiting Fulbright Professor.
- Visiting Professor, Masters program in Critical Pedagogy, course in Sociology of Education, Faculty of Philosophy and Letters, University of Buenos Aires, August-September, 2008-2009.
- Visiting Professor, Universidade Lusofona da Humanidades e Tecnologias, Lisbon, Portugal, summers 2000-2013.

## **2. Details of the candidate's general contribution to specific organization(s) supporting comparative education (e.g. WCCES, Member Society, other related organization) (maximum 2 pages)**

I have participated and presented papers in the WCCES world congresses of 1987, Rio de Janeiro, 1996, Sydney, as a keynote speaker at the 1998 Cape Town South Africa, 2001 Chungbuk, Republic of Korea, 2011, Turkey, and will participate as keynote speaker in the 2013 Buenos Aires congress. As I have indicated above, I served as a liaison on behalf of the CIES to the WCCES after my CIES presidency. Both CIES and WCCES have been central features of my professional life.

As part of my contribution to professional societies, I have chaired (1998-2003) the Commission on Education and Society of the Latin American Council of Social Sciences (CLACSO), a federation of 170 elite research centers in Latin America, setting the agenda for comparative and international education research in the region during that period. Two books resulting from this work are Torres, C.A., Paulo Freire e a agenda da educação latino-americana no século XXI. 1. ed. 2001, Buenos Aires: CLACSO and Gadotti, Moacir et al. Lecciones de Paulo Freire: Cruzando Fronteras: Experiencias Que Se Completan. Buenos Aires, CLACSO, 2002. During my presidency of the RCSE-ISA, I organized the panels of the RCSE for two World Congresses – Brisbane, Australia, 2002, and Durban, South Africa, 2006. These are just a few examples of my leadership contributions in different domains of the social sciences and comparative and international education.

I also have extensive and rich experience in academic leadership in my professional societies, both domestically and internationally. For example, I have served as Vice-President of the Research Committee on Political Education, IPSA (1983-1997). In this capacity, I participated in international and world congresses of IPSA, both presenting papers and organizing panels on political education in a comparative perspective. I have been President-Elect, President and Past-President of the Comparative and International Education Society, CIES (1994-1998), and was twice elected President of the Research Committee on Sociology of Education, International Sociological Association (1998-2002 and 2002-2006).

I served as Educational Advisor (ad honorem) of the Argentine National Congress and a member of the Scientific Commission that worked with the Secretary of State of Science and Technology in Argentina, which provided the guidelines for a new national law of science and technology, passed by the Argentinean Congress (2000-2001).

In the United States, I have served as an evaluator for the Fulbright Programs, and the program for Gifted and Talented Children of the U.S. Department of Education. At UCLA, I have served as Assistant Dean for Students Affairs, Graduate School of Education and Information Studies; Head of the Division of Social Sciences and Comparative Education, Department of Education; Chair, Committee of Academic Personnel, Department of Education; and as a member of the Advisory Committees of International Studies and Overseas Programs (ISOP), the Chicano Studies Research Center, the Pacific Rim Center, the Latin American Studies Inter-Departmental Program (IDP), and, as ex-officio, the Latin American Institute. I also served on the committee for the establishment of the César E. Chavez Center for Interdisciplinary Instruction in Chicana and Chicano Studies.

From 1995 until 2005, I served as Director of the UCLA Latin American Institute, an Organized Research Unit of the University of California. In this capacity, I conducted systematic research, lecturing and writing on Latin American politics and society. I have also written several op-ed pieces in newspapers in my native Argentina, and am a regular contributor to *The Huffington Post*. In 2006 I was featured in the Newspaper *La Opinión* as one of the most influential Spanish leaders in California (See “La Vocación de Educar. El argentino Carlos Alberto Torres es uno de los profesores de mayor rango en UCLA.” *Journal La Opinión*, Monday, March 13, 2006, pages 1, 12A).

Finally, some of my most personally significant and gratifying contributions have come through my work as Founding Director of the Paulo Freire Institute at UCLA. Reflecting my entrepreneurial spirit and in partnership with scholars from Taiwan and Korea, I have organized a series of international summer institutes through the Paulo Freire Institute which have been attended in the past seven years by more than 300 students from Taiwan, Korea, Denmark, Belize and Italy.

### **3. Details of recent published scholarly contributions to comparative/international education (maximum 2 pages). Only last five years.**

#### **Books**

Torres, Carlos Alberto *Political Sociology of Adult Education*. Rotterdam, The Netherlands, Sense Editors, 2013.

Arnove, R., Torres, C. A. and S. Franz. *Comparative Education: The Dialectic of the Global and the Local*. Lahman, Maryland, Rowman and Littlefield, 4<sup>th</sup> edition, 2013.

Torres, Carlos Alberto. *Globalizations and Education. Collected Essays on Class, Race, Gender, and the State*. Introduction by Michael W. Apple, Afterword by Pedro Demo. New York, and London Teachers College Press-Columbia University, 2009.

Torres, Carlos Alberto. *Education and Neoliberal Globalization*. Introduction by Pedro Noguera. New York, and London, Routledge, 2009.

Torres, Carlos Alberto and Pedro Noguera (editors). *Social Justice Education for Teachers. Paulo Freire and Education as a Possible Dream*. Rotterdam, The Netherlands, Sense Books, 2009.

#### **Chapters in Books and Refereed Articles**

Torres, C.A et al: "Teachers' Unions, the Capitalist State and the Contradictions of Educational Reform." Special Issue on Education et Mondialisation, Coordination: Régis Malet et Eric Mangez, *Spirale. Revue de Recherches en Education*. N° 51, January 2013, pages 133-140.

Torres, C.A. 'Critical Social Theory: a portrait.' *Ethics and Education*. Volume 7, Issue 2, 2012, Special Issue: Papers from the International Network of Philosophers of Education (INPE) Conference in Bogota, 2010. <http://www.tandfonline.com/doi/full/10.1080/17449642.2012.733590>.

Torres, C.A. "The Secret Adventures of Order: Globalization, Education and Transformative Social Justice Learning." *Asia Pacific Journal of Educational Development* 1:1 (June 2012): 17-24 (published by the National Academy for Educational Research).

Greg William Misiasek and Carlos Alberto Torres, "Ideology", in Danilo Streck, Euclides Redin, and Jaime José Zitkoski, editors. *Paulo Freire Encyclopedia*. Lanham, Boulder, New York, Toronto, Plymouth, UK, Rowman & Littlefield, 2012, pages 185-186.

Tannock, S., James, D., & Torres, C.A., "Review Symposium. Radical Education and the common school: a democratic alternative." *British Journal of Sociology of Education*, Volume 32, Issue 6, 2011, pages 939-952.

Rexhepi, J. & Torres, C.A., Reimagining Critical Theory. *British Journal of Sociology of Education*, Volume 32, Issue 5, 2011, pages 679-698.

Torres, C.A. Public universities and the neoliberal common sense: seven iconoclastic theses. *International Studies in Sociology of Education*, Volume 21, Issue 3, 2011, pages 177-197.



Torres, C.A., Dancing on the deck of the Titanic? Adult education, the nation-state and new social movements. *International Review of Education*, Volume 1 / 1955 - Volume 57 / 2011, pages 39-55.

Medel-Añonuevo, C, Torres, C.A., and Richard Desjardins (Editors). Special Issue: CONFINTEA VI Follow-up: The Challenges of Moving from Rhetoric to Action. Guest Editors: *International Review of Education*, Volume 1 / 1955 - Volume 57 / 2011, pages 1-8.

Weldon, P., Rexhepi, J., Chang, C.W., Jones, L., Layton, L.A., Liu, A., McKibben, S., Misiaszek, G., Olmos, L., Quon, A., & Torres C.A., Globalization and higher education in Southern California: views from the professoriate, *Compare*, Volume 41, Number 1, Jan 2011, pp. 5-24 (20).

Torres, C.A., Demokracija, izobraževanje in multikulturalizem. In Jernej Pikalo (UR.) Drzavljanstvo in globalizacija. Kdrzavljski vzgoji za sodobni svet. Republicke Slovenije, 2011, pages 165-205.

Richard Van Heertum and Carlos Alberto Torres. Educational Reform in the U.S. over the Last 25 Years: Great Expectations and the Fading American Dream. In Liliana Olmos, Rich Van Heertum and Carlos Alberto Torres (editors) *In the Shadows of Neoliberalism. Educational Reform in the last 25 years in comparative perspective. Bentham E-Books, 2011.*

Misiaszek, Greg William, Jones, Lauren Ila and Carlos Alberto Torres. Selling Out Academia? Higher Education, Economic Crises and Freire's Generative Themes. In Brian Pusser, Ken Kempner, Simon Marginson, Imanol Ordorika, Editors, The University and the Public Sphere. *Knowledge Creation and State Building in the Era of Globalization*, New York, Routledge, 2011.

Torres, C.A. Neoliberal Globalization and Human Rights: Crises and Opportunities, in Vandra Massemann, Suzanne Majhanovich, Nhung Truong and Kara Janigan (Eds). *A Tribute to David N. Wilson. Clamouring for a Better World*. Rotterdam, Boston, Taipei, Sense Publishers, 2010, pages 239-246.

Jones, Lauren Ila and Carlos Alberto Torres, Struggles for Memory and Social Justice Education in Latin America, *Development and Practice*, Volume 20, Numbers 4-5, June 2010, pages 567-578.

Torres, C.A. Education, Power and the State: Dilemmas of Citizenship in Multicultural Societies. In Hanan Alexander, Halleli Pinson and Yossi Yonah (editors) *Citizenship Education and Social Conflict*, London, Routledge. 2010, pages 61-82.

Torres, C.A. Introdução. La Educación Superior en Tiempos de la Globalización Neoliberal." In Antonio Teodoro (Editor) *A Educação Superior No Espaço Iberoamericano. Do Elitismo á Trasnacionalização*. Lisbon, Edições Universitarias Lusófona, 2010, pages 11-33.

Liliana Esther Olmos and Carlos Alberto Torres. Theories of the State, Educational Expansion, Development, and Globalizations: Marxian and Critical Approaches. In Robert Cohen and Andrea Kazamias (Editors). London, *Encyclopedia of Educational Research*, 2009 (Published in Portuguese, Brazil, 2013).

Van Heertum, R. & Carlos Alberto Torres. Globalization and neoliberalism: The challenges and possibilities of radical pedagogy. In M. Simons (ed.). *Re-reading education policies: Studying the policy agenda of the 21st century*. Netherlands: Sense Publishers, 2009.

Carlos Alberto Torres & Richard Van Heertum. Education and Domination: Policy and Practice Reform through a Critical Theory Lens. American Educational Research Association, 2008. *Handbook on Education Policy Research*, 2009.

#### **4. Statement of vision for the future of the WCCES and of his/her potential role as President**

The WCCES President should play a number of roles, including promoting dialogue across identities and cultures, reinforcing the scientific commitment and responsibilities of comparative education, and promoting the expansion of comparative education in the creation of new societies across the globe. The WCCES President should also incentivize comparative education societies that have lost their potency to step up to new levels of excellence. Details of my vision for a WCCES Presidency include:

##### *1. Promoting an International Dialogue in Comparative Education: Challenges and Responsibilities.*

As an author who has published extensively, my record speaks for itself. I have continually addressed what I consider the theoretical and policy ‘debts’ of comparative education. As President, I would like to work around some of these challenges to promote a more forceful comparative education in theory, research, policy, and practice. These challenges cannot be tackled by one institution or by one individual alone. We need a dialogue across cultures, identities, and institutions. If elected President, I will use the resources and visibility of UCLA, a world-class university, and the Presidency of WCCES to promote this dialogue among different communities, constituencies and stakeholders. We need at least three central foci for this dialogue: The first should bridge the gaps and the voices of the South and the North, including questions of diversity, social justice education, and multiculturalism. Another focus must bridge the gap among social movements, community organizations and domestic governments and institutions vis-a-vis the workings of international, bilateral and multilateral organizations. A third focus for dialogue should incorporate examining the possible connections between international comparative education as a field of study – including three main dimensions as outlined by my colleague and collaborator Robert Arnove: a scientific dimension, a pragmatic dimension, and a global understanding dimension – with institutions and fields concerned with ethnic studies, gender studies, and area studies. Specific goals include:

1.1. Promoting the field of comparative education as a theoretical and methodological approach and enrich the disciplines of history and social sciences.

1.2. Emphasize equity, equality and quality of education as fundamental principles of our contribution to the fields of scholarship and policy and also promote models of ecopedagogy as pathways to sustainable development. I would particularly like to emphasize the importance of class, race, gender, sexual preference and ability in the struggle for social justice education. To do so, we may consider ways to connect more organically the different groups that focus on these areas of theory, policy and practice in all national and regional societies. In short, I will seek to provide support and resources to participants within member societies seeking to gain ground within their work on gender and its intersections with race, ethnicity, class and other social identifiers. Participant-driven, this may include the creation or strengthening of a specific committee, initiative, or activity.

1.3. Because we are all enmeshed in a constant interplay between the global and local given multiple globalizations that are changing the face of the Earth, as WCCES President I would look to stimulate a national, regional, and international level of conversation of how WCCES, as an associate member of UNESCO, can intervene in the construction of comparative research and policy agendas for educational reform worldwide.

1.4. A central goal of comparative education societies is to promote high quality research that expands scholarship in the field but also impacts practice. One of the most important avenues to publish research findings is within the different journals of comparative education; in many ways these are not simply showcases but they are also gatekeepers of knowledge. WCCES should find ways to interact with journals and editors, engaging them in a number of conversations including how we can define and use comparative theory and method, how we can make the process of publication part of the public sphere of intellectual and political deliberation, and how we can coordinate efforts to enhance the visibility and quality of our journals in different societies.

1.5. Finally, as a scholar from the Southern Hemisphere who lives and works in the Northern Hemisphere, I lecture constantly in most regions of the world; I would like to bridge epistemological, theoretical,

methodological and political gaps in the North-South divider, and create new bridges of understanding and scholarship. For lack of a better phrase, I will term these dialogues “Uncommon Conversations in Comparative Education.” Organizing events (conferences, workshops, webinars, videoconferences, blogs, books, and articles) will be one of my responsibilities as President, with the aim of inviting all the stakeholders in the various associations to publish outcomes in books and videos, and seek to enhance understanding, knowledge, and scholarship in our field.

### *2. Reinforcement of the scientific commitment of comparative and international education.*

Language constitutes identities. Following the example of the International Sociological Association (ISA) or the International Political Science Association (IPSA), it is imperative that we expand the working languages of our World Congresses, which currently is the factio English. If we add Spanish and French as official working languages, it will enhance the participation not only of French and Spanish speakers but also Portuguese speaking practitioners and scholars in World Congresses; more than 60% of the papers submitted for the Buenos Aires World Congress are from the region. In the Buenos Aires congress participants have the option to present in Spanish and/or Portuguese as long as they have a PowerPoint or handout in English. The organizers are also trying to have simultaneous translations for the keynote speakers and central panels. There are funding implications, as well, because a fundamental source of revenue for the WCCES are fees charged to participants in the World Congresses. There are costs associated to this decision but also benefits galore

The institutional expansion and strengthening of comparative education in more societies in all regions is one of my key priorities, particularly creating more societies in Africa, Latin America and the Caribbean and the Middle East. I plan to participate in as many regional meetings as possible, creating more instances of regional and international dialogues in comparative education, expanding connections among research groups, and creating new instances to recognize the best, the brightest, and most productive and insightful among our member societies, scholars and practitioners. That will include a) the creation of a prize for the best teacher, and one for the best practitioner in comparative education, with documentation on each candidate proposed by national and/or regional societies, b) the creation of a prize for the best comparative education books published in Spanish, Portuguese, English, and French and/or translated into these languages, which will be awarded at the World Congress. Finally, we need to document the experiences, thinking, history and legacies in the field. The creation of a series of video-documentaries will be a priority of my administration, and produced professionally with formal intellectual guidelines. These 30 minutes videos will constitute an ongoing resource made available through the WCCES website and contribute to the teaching of comparative education.

### *3. In-between World Congresses: Institutional Initiatives*

Every World Congress creates unique opportunities for research and scholarship communication, and yet also impact policy and practice. Alas, the energy and synergy that is created by the world congresses needs to be reinforced with specific practices and policies in between world congresses. While I plan to visit each region and the majority of the societies to carry out my mandate, this plan should also be connected with the possibility of organizing mid-term meetings similar to the ones that I have organized as President of the Research Committee of Sociology of Education-ISA. These mid-term meetings should also be an opportunity for meetings of the WCCES Executive Committee, which usually take place at the CIES annual meeting. We need to diversify the locations. I will also reinvigorate the practice of pre-congress meetings in the region, with the goal of creating more enthusiasm for and participation in the World Congresses. A second initiative will be to develop a model of international and continuing consultation with societies to assess the state of the art in comparative education, teaching, research and practice. This should include ongoing surveys with university programs, professors, and administrators connected with comparative education as well as editors of comparative education reviews. In addition, I would like to set up a process of consultations with New Scholars in all national societies, with findings being incorporated into the WCCES website; they are the next generation, and their voices are essential. Their voices need to be heard, and will no doubt enhance and contribute to the transparency of the work of the societies and the WCCES.

PS: Section 4 of this package includes translations in French, Spanish and Portuguese.

#### 4. Mi visión para el futuro del Consejo Mundial de las Sociedades de Educación Comparada

El Presidente del WCCES debe desempeñar diversos papeles, incluyendo la promoción de diálogos entre culturas e identidades, reforzar el compromiso científico y las responsabilidades de la educación comparada, y promover la expansión de la educación comparada mediante la creación de nuevas sociedades en todo el mundo. El Presidente del WCCES debe incentivar a las sociedades de educación comparada que han perdido su potencia para que lleguen a nuevos niveles de excelencia. Los detalles de mi visión para la Presidencia del WCCES incluye:

##### *1.- Promoción de un diálogo internacional en educación comparada: Desafíos y responsabilidades.*

Como autor que ha publicado extensivamente, mi record habla por sí mismo. He discutido continuamente lo que considero las ‘deudas’ teóricas y políticas de la educación comparada. Como Presidente del Consejo Mundial de las Sociedades de Educación Comparada (WCCES) confrontaré estos desafíos para promover una educación comparada más enérgica tanto en teoría como en investigación, así como en políticas y práctica. Estos desafíos no pueden ser confrontados por una institución o por un solo individuo. Necesitamos un diálogo entre culturas, identidades e instituciones. Como Presidente, usaré los recursos y la visibilidad de la Universidad de California-Los Angeles (UCLA), una Universidad de primera línea a nivel mundial, y la presidencia del Consejo Mundial para promover este diálogo entre comunidades, membresías y sociedades. Propongo al menos tres focos centrales para este diálogo. El primer foco debe crear vínculos entre la voces del Sur y las voces del Norte, incluyendo cuestiones tales como diversidad, educación para la justicia social y multiculturalismo. Un segundo foco debe vincular los movimientos sociales, las organizaciones comunitarias y los gobiernos e instituciones nacionales *vis a vis* las organizaciones internacionales, bilaterales y multilaterales. Un tercer foco de diálogo debe examinar las posibles conexiones en la educación comparada como un campo de estudio—incluyendo las tres dimensiones mencionadas por mi colega y colaborador Roberto Arnové: la dimensión científica, la dimensión pragmática y la dimensión de entendimiento global—con las instituciones y campos interesados en los estudios étnicos, estudio de género y estudios de áreas. Los objetivos específicos que se persiguen incluyen los siguientes:

- 1.1. Promover el campo de la educación comparada como una teoría y/o metodología que enriquecerá las disciplinas de historia y ciencias sociales.
- 1.2. Enfatizar la equidad, la igualdad y la calidad de la educación como principios fundamentales en nuestra contribución a los campos académicos y científicos, y de política educativa, así como promover modelos de ecopedagogía como una forma de desarrollo sustentable. Quisiera enfatizar la importancia de la clase, la raza, el género, la preferencia sexual y los grupos de habilidades diferenciales en la lucha por la educación para la justicia social. Para lograr esto, tenemos que conectar de manera más orgánica los diferentes grupos que se enfocan a estas áreas en teoría, política y práctica educativa en todas las regiones y en todas las sociedades. Es decir, voy a buscar proveer el apoyo y recursos a los miembros de las sociedades que quieran ganar más espacios dentro de su trabajo en género y sus intersecciones con la raza, etnicidad, clase y otras marcas sociales. Impulsado por los participantes, esta propuesta incluye la creación o el fortalecimiento ya sea de un comité específico, una iniciativa o una actividad.
- 1.3. Ya que estamos vinculados en una interacción constante entre lo local y lo global dadas las múltiples globalizaciones que están cambiando la faz de la tierra, como Presidente del Consejo buscaré estimular la conversaciones nacionales, regionales e internacionales para articular la manera en cómo WCCES, en tanto miembro asociado de la UNESCO, podría intervenir en la construcción de una agenda de investigación y políticas en la educación comparada que puedan impactar las reformas educativas en el mundo entero.
- 1.4. Un objetivo central de las sociedades de educación comparada es promover investigación de alta calidad que expanda la erudición y el conocimiento en nuestro campo pero también que impacte en la práctica educativa. Uno de los medios más importantes para publicar resultados de investigación son las diferentes revistas de educación comparada; éstas no sólo son un escaparate para mostrar el conocimiento sino que son también guardianes del conocimiento (gatekeepers). El WCCES debe encontrar la manera de interactuar con los editores y las revistas especializadas, y entablando con ellos varias conversaciones que incluyan, por ejemplo, cómo podríamos definir y usar la teoría comparativa y el método, cómo podríamos volver el proceso de publicaciones parte de la esfera pública de deliberación intelectual y política, y cómo podríamos coordinar los esfuerzos para ampliar la visibilidad y la calidad de las revistas especializadas en las diferentes sociedades.

1.5. Finalmente, como un académico del Hemisferio Sur que vive y trabaja en el Hemisferio Norte y que constantemente da conferencias en diversas regiones del mundo, me gustaría crear puentes teóricos, epistemológicos, metodológicos y políticos entre las diferencias que dividen al Norte y al Sur, y crear a la vez nuevos modelos de entendimiento y de trabajo académico. Por no contar con otra frase más afortunada, llamaría a estos diálogos “Conversaciones pocos comunes en educación comparada.” Organizar eventos (conferencias, grupos de trabajo, webinars, videoconferencias, blogs, libros y artículos) será una de mis responsabilidades como Presidente, con el objetivo de invitar a todos los interesados en las distintas asociaciones a publicar los resultados de sus trabajos en libros y videos, buscando ampliar el entendimiento, el conocimiento y la erudición de nuestras disciplinas.

### *2. Reforzar el compromiso científico de la educación comparada e internacional*

El lenguaje constituye identidades. Siguiendo el ejemplo de la International Sociological Association (ISA) y de la International Political Science Association (IPSA), es imperativo que tengamos como objetivo expandir las lenguas en las que los trabajos son presentados en los congresos mundiales ya que el actual lenguaje de facto es el inglés. Si agregamos el francés y el español como lenguajes oficiales, esto permitirá la participación no sólo de más académicos y profesionales franco-parlantes e hispano-parlantes, sino también los luso-parlantes; más del 60% de los trabajos sometidos para el Congreso Mundial de Buenos Aires provienen de la región. En el Congreso Mundial de Buenos Aires los participantes tienen una opción de presentar sus trabajos en español o portugués, en la medida que tengan una presentación o esquema en inglés. Los organizadores están tratando de tener la traducción simultánea de las conferencias magistrales y los paneles centrales. Hay implicaciones de financiamiento, porque una fuente substancial de ingresos para el WCCES son los pagos de los participantes en los congresos mundiales. Hay costos asociados con esta decisión pero también ventajas.

La expansión institucional y el fortalecimiento de la educación comparada en un mayor número de sociedades en todas las regiones es una de mis prioridades, particularmente crear más sociedades en África, América Latina y el Caribe, y en el Oriente Medio. Planeo participar en todos los encuentros regionales que me sean posible, creando más instancias de diálogos regionales e internacionales, expandiendo las conexiones entre los grupos de investigación, y creando nuevas instancias para reconocer a los mejores, los más brillantes, los más productivos y los más perspicaces entre nuestras sociedades miembros, académicos y profesionales. Esto incluirá: a) la creación de un premio al mejor profesor, y al mejor profesional (practitioner) en la educación comparada, con documentación sobre cada candidato propuesta por las sociedades nacionales o regionales; b) la creación de un premio al mejor libro de educación comparada publicada en español, portugués, inglés o francés y/o traducido a estas lenguas, que será entregado en los Congresos Mundiales. Finalmente, necesitamos documentar las experiencias, el pensamiento, la historia y los legados en nuestro campo de estudio. La creación de una serie de video-documentales será una prioridad de mi administración, y serán producidos profesionalmente siguiendo guías intelectuales formales.

### *3. Iniciativas Institucionales entre Congresos Mundiales*

Cada congreso mundial crea oportunidades únicas para la investigación y la comunicación académica, a la vez impacta en la política y la práctica educativa. Sin embargo, la energía y sinergia que se crean en los congresos mundiales tienen que ser reforzadas por prácticas específicas y políticas específicas entre congresos mundiales. Aunque planeo visitar cada región y la mayoría de las sociedades para llevar adelante mi mandato, este plan debe vincularse a la posibilidad de organizar reuniones en el mediano plazo similares a las que organicé como presidente del Comité de Investigación en Sociología de la Educación de la ISA. Estas reuniones de mediano plazo deben ser también una oportunidad para realizar las reuniones del consejo ejecutivo del WCCES, las cuales usualmente tienen lugar en la reunión anual de CIES. Hay que diversificar las localidades de esta reunión. Busco vigorizar la práctica de reuniones pre-Congresos mundiales en la región con el objetivo de crear más entusiasmo por la participación en los congresos mundiales. Una segunda iniciativa será el crear un modelo internacional y continuo de consulta con las sociedades para evaluar el estado del arte en la educación comparada, la docencia, la investigación y la práctica. Esto debe incluir encuestas con programas universitarios, profesores y administradores, conectados con la educación comparada, así como con los editores de las revistas especializadas en educación comparada. Adicionalmente, buscaré crear un proceso de consulta con los nuevos académicos (new scholars) en todas las sociedades nacionales, con los resultados publicados en el website de la WCCES. Ellas y ellos son la nueva generación, y sus voces son esenciales. Sus voces deben ser escuchadas y, sin duda, aumentarán y contribuirán a la transparencia del trabajo de nuestras sociedades y del WCCES.

#### **4. Déclaration de vision pour l'avenir du WCCES et du rôle potentiel comme Président**

Le Président du CMAEC devrait jouer un certain nombre de rôles, y compris dans la promotion du dialogue entre les identités et les cultures, dans le sens d'un renforcement du rayonnement scientifique de l'éducation comparée, notamment en soutenant la création de nouvelles sociétés nationales d'éducation comparée de par le monde. Le Président du CMAEC a également pour mission de soutenir activement les sociétés d'éducation comparée en perte de vitesse pour leur permettre de retrouver leur niveau de rayonnement et d'excellence. Les détails de ma vision pour une Présidence du CMAEC incluent :

##### **1. La Promotion d'un Dialogue International en Education Comparée : Défis et Responsabilités.**

Mon dossier scientifique manifeste un rayonnement important dans le domaine de l'éducation comparée. Je me suis continûment investi dans l'investissement théorique et politique de l'éducation comparée. En tant que Président, je souhaite m'engager pleinement dans l'approfondissement de cette ambition scientifique, politique, mais aussi pratique pour l'éducation comparée. Ces défis ne peuvent pas être abordés par une institution ou par un individu seul. Nous avons besoin d'un dialogue renforcé entre des cultures, des identités et des institutions éloignées. Si je suis élu Président, j'utiliserai les ressources et la visibilité de mon institution, l'UCLA (Université de Californie à Los Angeles), une université très reconnue sur un plan international, et la Présidence de CMAEC, pour promouvoir ce dialogue parmi des communautés différentes et éloignées. Trois défis majeurs sont à relever. Le premier a trait à l'écart grandissant entre le Nord et le Sud, qu'il faut œuvrer à combler, et qui draine des enjeux de justice sociale et de multiculturalisme. Un autre défi est de contribuer à combler le fossé entre les formes d'organisation citoyenne et communautaire, les gouvernements nationaux, et les grandes organisations internationales, bilatérales et multilatérales. Un troisième défi tient à l'approfondissement de l'ambition de connaissance propre au domaine de l'éducation comparée. Celle-ci comprend trois dimensions essentielles, bien décrites par mon collègue et collaborateur Robert Arove : une dimension scientifique, une dimension pragmatique et une dimension de compréhension globale – incluant des liens qui doivent être affermis avec les institutions et domaines que sont les études culturelles et ethniques, la sociologie du genre, les études géopolitiques.

1.1. La promotion du domaine de l'éducation comparée, dans ses dimensions théoriques et méthodologiques, comme enrichissements des sciences humaines et sociales.

1.2. Souligner l'équité, l'égalité et la qualité de l'enseignement comme les principes fondamentaux de notre contribution au champ politique et promouvoir aussi les modèles d'eco-pédagogie comme des chemins du développement durable. Je voudrais particulièrement souligner l'importance de la classe, de la race, du genre, de la préférence sexuelle et de la la lutte la justice social en éducation. Pour cela, nous pouvons considérer des moyens de joindre plus étroitement les Groupes d'Intérêt Spéciaux existants (SIGs)

Des groupes (SIGs) qui se concentre sur ces domaines de théorie, la politique et la pratique, dans toutes les sociétés nationales et régionales d'éducation comparée. Bref, je chercherai à fournir le support et des ressources aux participants dans des sociétés d'éducation comparée cherchant à avancer sur leur travail sur le genre et ses intersections avec l'appartenance ethno-raciale, la classe et d'autres identifiants sociaux. Ceci peut inclure la création ou le renforcement d'un comité spécifique, pour soutenir l'initiative et l'action dans ces domaines.

1.3. Parce que nous sommes tous pris dans une interaction constante entre les mondialisations multiples données globales et locales qui transforment le visage du globe, comme président du CMAEC , je veillerai à stimuler un niveau national, régional et international une intervention renforcée du CMAEC, membre associé d'UNESCO, en matière de la construction de recherches comparatives en éducation, en prenant appui sur les ordres du jour des réformes éducatives dans le monde entier.

1.4. Un but central de sociétés d'éducation comparée est de promouvoir la recherche de grande qualité qui étend l'investissement dans le champ de recherche, mais aussi dans le champ de la pratique et des effets de ces recherches. Une des ambitions importantes pour publier les résultats de la recherche comparative repose dans leur diffusion dans des revues reconnues en éducation comparée. Ces revues ne sont pas seulement des vitrines mais elles sont aussi les gardiennes et les promotrices de la connaissance produite en éducation comparée. Le CMAEC souhaite mettre en œuvre tous les moyens d'un renforcement de la coopération avec ces revues et leurs comités éditoriaux, les engageant dans un certain nombre de coopérations de recherche incluant une réflexion commune sur le statut et l'usage des théories et des méthodes comparatistes, comment nous pouvons faire de ce processus partie d'élément de diffusion et de publication dans la sphère publique, et comment cette délibération intellectuelle et politique coordonnée doit permettre une meilleure visibilité et une plus grande qualité encore de nos revues dans différentes sociétés, cultures, langues.

1.5. Enfin, entant que représentant de l'Hémisphère sud qui vit et travaille dans l'Hémisphère nord, j'exerce mon activité de chercheur et d'enseignant constamment dans la plupart des régions du monde; je voudrais contribuer à combler des fossés : épistémologiques, théoriques, méthodologiques et politiques entre le nord et le sud, et je

veux œuvrer à bâtir de nouveaux ponts de compréhension. En l'absence d'une meilleure expression, je nommerai ces dialogues "des conversations rares en éducation comparée." L'organisation d'événements (de conférences, d'ateliers, de visioconférences, de blogs, de livres et d'articles) sera une de mes responsabilités en tant que Président, dans le but d'inviter toutes les parties prenantes en associations les unes avec les autres à publier ensemble des résultats dans des livres et des vidéos ; on cherchera à améliorer la compréhension, la connaissance dans notre champ d'études.

## **2. Renforcement de l'engagement scientifique d'enseignement(éducation) comparatif et international.**

La langue constitue des identités. Suivant l'exemple de l'Association Internationale de Sociologie (ISA) ou l'Association Internationale de Science Politique (IPSA), il est impératif que nous étendions les langues de travail de nos Congrès Mondiaux. Si nous ajoutons l'Espagnol comme une troisième langue de travail officielle, en plus du Français, cela augmentera sans aucun doute la participation non seulement de locuteurs espagnols, mais aussi le portugais, que ce soit à travers des praticiens et ou des universitaires, aux Congrès Mondiaux; plus de 60 % des papiers soumis pour le Congrès de Monde de Buenos Aires le sont en espagnol ou le portugais. A Buenos Aires, des efforts seront faits pour ce congrès 2013, avec la possibilité de parler en français, espagnol ou portugais, à la condition de fournir un support en anglais. Mais le congrès investit aussi dans la traduction des conférenciers en plénière. Consolider cette reconnaissance des langues, cela présente des implications, aussi, car un ressource fondamentale de revenu pour le CMAEC est lié aux inscriptions dans son congrès mondial. Il y a des coûts associés à cette décision d'élever les langues officielles de l'association, mais les bénéfices sont abondants.

Le développement institutionnel et le renforcement de l'éducation comparée dans les sociétés de toutes les régions du monde, les soutenir dans leur développement : cela constitue une de mes priorités clés, créant particulièrement plus de sociétés en Afrique, l'Amérique Latine et les Caraïbes et le Moyen-Orient.

Je planifie de participer à autant de réunions régionales que possible, créant plus d'opportunités de dialogues régionaux et internationaux dans l'éducation comparée, étendant des liens entre SIGS et autres groupes de recherche, de sorte de créer des dynamiques, de les reconnaître le mieux. Cela inclura aussi, dans une logique de dynamisation et d'émulation a) la création d'un prix pour le meilleur professeur et un pour le meilleur praticien en éducation comparée, avec une instruction des candidatures des divers candidats qui sera porté et proposé par des sociétés nationales et-ou régionales, b) la création d'un prix pour les meilleurs livres d'éducation comparée publiés en espagnol, en portugais, en anglais et en français et-ou traduit dans ces langues, que l'on attribuera au Congrès Mondial.

Enfin, nous devons travailler à documenter et capitaliser les expériences, la pensée, l'histoire et des héritages dans notre domaine. La création d'une série de documentaires vidéo sera une priorité de mon administration et produite professionnellement avec des directives intellectuelles formelles. Ces 30 vidéos de constitueront une ressource en qui sera rendue disponible pour tous, via le site Web CMAEC : cela contribuera à la diffusion et la reconnaissance de l'éducation comparée.

## **3. Congrès Mondiaux Intermédiaires et Initiatives Institutionnelles**

Chaque Congrès Mondial crée des occasions uniques pour la recherche et la communication dans notre domaine, aussi bien sur le plan de l'analyse des politiques, que des pratiques d'éducation. Toutefois, l'énergie et la synergie qui sont créées par les congrès mondiaux doivent être renforcées avec des pratiques spécifiques et des politiques des congrès mondiaux. Je planifie ainsi de visiter chaque région et la majorité des sociétés pendant mon mandat ; cela dans la perspective, que je propose donc, que soit possible l'organisation des réunions du CMAEC et de séminaires ou même des congrès intermédiaires, semblables à ceux que j'ai organisés comme le Président du Comité de Recherche de Sociologie de l'Education-ISA. Ces réunions à mi-parcours et ces congrès intermédiaires devraient aussi être une occasion pour les réunions du conseil du CMAEC. Je veillerai aussi à fortifier la pratique de réunions de pré-congrès dans la région des colloques, avec le but de créer plus d'enthousiasme pour la participation aux Congrès Mondiaux.

Une deuxième initiative sera de développer un modèle de consultation internationale et continue avec des sociétés pour évaluer l'état de l'art dans l'éducation comparée, l'enseignement, la recherche et la pratique. Ceci devrait inclure des enquêtes menées en lien avec avec des programmes de recherche et de formation universitaires, associant en conséquence des professeurs et des administrateurs connectés avec l'éducation comparée, aussi bien que les éditeurs des revues d'éducation comparée, de par le monde. De plus, je voudrais mettre en place un processus de consultation associant tous les nouveaux universitaires dans toutes les sociétés nationales, tout cela étant dans le site Web du CMAEC; ces nouveaux universitaires sont la génération qui suit et leur voix est essentielle pour le devenir de notre discipline. On doit tout mettre en œuvre pour faire entendre cette relève de l'éducation comparée, et on sera attentif à améliorer ce faisant le travail et le renouvellement des sociétés d'éducation comparée qui composent le CMAEC.



#### 4. Visão para o futuro da WCCES e de seu/sua papel potencial como Presidente (máximo 2 páginas)

##### Carlos Alberto Torres

O presidente da WCCES deve desempenhar inúmeros papéis, inclusive promover diálogo entre identidades e culturas, reforçar o compromisso científico e as responsabilidades da educação comparada, e promover a expansão da educação comparada mediante a criação de novas sociedades em todo o mundo. O presidente da WCCES deve também incentivar as sociedades de educação comparada que tenham perdido sua força para dar um passo adiante na direção de novos níveis de excelência. Detalhes da minha visão para a Presidência da WCCES incluem:

##### *1. Promoção de um diálogo internacional em educação comparada: desafios e responsabilidades*

Como um autor que tem publicado extensivamente, meu registro fala por si. Tenho continuamente expressado o que considero as dívidas teórica e política da educação comparada. Como presidente do Conselho Mundial das Sociedades de Educação Comparada (WCCES), gostaria de trabalhar em torno desses desafios para promover mais ênfase na educação comparada, em teoria, pesquisa, política e prática. Esses desafios não podem ser enfrentados por uma só instituição ou por um só indivíduo. Precisamos de um diálogo entre culturas, identidades e instituições. Como presidente, usarei os recursos e a visibilidade da Universidade da Califórnia Los Angeles (UCLA), uma universidade de classe mundial, e a Presidência da WCCES para promover esse diálogo entre diferentes comunidades, membros associados e sociedades. Proponho ao menos três focos centrais para esse diálogo. O primeiro foco deve ser a ponte entre as vozes do Sul e do Norte, incluindo questões de diversidade, educação para a justiça social, e multiculturalismo. O segundo foco deve vincular os movimentos sociais, as organizações comunitárias e governos e instituições nacionais *vis-à-vis* as organizações internacionais, bilaterais e multilaterais. Um terceiro foco de diálogo deve examinar as possíveis conexões da educação comparada como um campo de estudo – incluindo as três dimensões mencionadas por meu colega e colaborador Robert Arnone: a dimensão científica, a dimensão pragmática e a dimensão de entendimento global – com as instituições e campos interessados nos estudos étnicos, estudos de gênero e estudos de áreas. Os objetivos específicos que se perseguem incluem os seguintes:

1.1 Promover o campo da educação comparada como uma teoria e/ou metodologia que enriquecerá as disciplinas de história e ciências sociais.

1.2 Enfatizar a equidade, a igualdade e a qualidade da educação como princípios fundamentais em nossa contribuição aos campos acadêmicos e científicos, e de política educativa, assim como promover modelos de ecopedagogia como uma forma de desenvolvimento sustentável. Quero enfatizar a importância da classe, da raça, do gênero, da orientação sexual e dos grupos formados por pessoas com necessidades espaciais na luta pela educação para a justiça social. Para conseguir isso, teremos que conectar de maneira mais orgânica os diferentes grupos que se enfocam a estas áreas em teoria, política e prática educativa, em todas as regiões e em todas as sociedades. Isto é, vou buscar prover o apoio e recursos aos membros das sociedades que queiram ganhar mais espaços dentro de seu trabalho em gênero e suas interseções com a raça, a etnicidade, classe e outras marcas sociais. Impulsionado pelos participantes, esta proposta inclui a criação ou o fortalecimento de um comitê específico, uma iniciativa ou uma atividade.

1.3 Já que estamos vinculados em uma interação constante entre o local e o global dadas as múltiplas globalizações que estão cambiando a face da terra, como presidente do Conselho Mundial buscarei estimular as conversações nacionais, regionais e internacionais para articular a maneira como WCCES, enquanto membro associado da UNESCO, poderia intervir na construção de uma agenda de investigação e políticas na educação comparada que possam impactar as reformas educativas no mundo inteiro.

1.4 Um objetivo central das sociedades de educação comparada é promover investigação de alta qualidade que expanda a erudição e o conhecimento em nosso campo porém igualmente que impacte na prática educativa. Um dos meios mais importantes para publicar resultados de investigação são as diferentes revistas de educação comparada; estas não são somente uma vitrine para mostrar o conhecimento senão que são também guardiães do conhecimento (*gatekeepers*). O WCCES deve encontrar a maneira de interatuar com os editores e as revistas especializadas, e entabular com essas várias conversações que incluam, por exemplo, como poderíamos definir e usar a teoria comparativa e o método, como poderíamos tornar o processo de publicações parte da esfera pública de deliberação intelectual e política, e como poderíamos coordenar os esforços para ampliar a visibilidade e a qualidade das revistas especializadas nas diferentes sociedades.

1.5 Finalmente, como um acadêmico do Hemisfério Sul que vive e trabalha no Hemisfério Norte e que constantemente dá conferências em diversas regiões do mundo, gostaria particularmente de criar pontes teóricas, epistemológicas, metodológicas e políticas entre as diferenças que dividem o Norte e o Sul, e criar ao mesmo tempo novos modelos de entendimento e de trabalho acadêmico. Por não contar com outra frase mais afortunada, chamaria a esses diálogos “Conversas pouco comuns em educação comparada”. Organizar eventos (conferências, grupos de trabalho, web seminários, videoconferências, blogs, livros e artigos) será uma de minhas responsabilidades como presidente, com o objetivo de convidar a todos os interessados das distintas associações para publicar os resultados de seus trabalhos em livros e vídeos, buscando ampliar o entendimento, o conhecimento e a erudição de nossas disciplinas.

### *2. Reforçar o compromisso científico da educação comparada internacional*

Linguagem constitui identidades. Seguindo o exemplo da Internacional Sociological Association (ISA) e da Internacional Political Science Association (IPSA), é imperativo que tenhamos como objetivo expandir as línguas nas quais os trabalhos são apresentados nos congressos mundiais já que a atual linguagem de fato é o inglês. Se agregamos o francês e o espanhol como linguagens oficiais, isto permitirá a participação não somente de mais acadêmicos e profissionais francófonos e de fala espanhola, mas igualmente os falantes do português; mais de 60% dos trabalhos submetidos para o Congresso Mundial de Buenos Aires provêm da própria região. No Congresso Mundial de Buenos Aires os participantes têm uma opção de apresentar seus trabalhos em espanhol ou português, na medida que tenham uma apresentação ou esquema visual em inglês. Os organizadores estão tratando de ter a tradução simultânea das conferências magistrais e dos painéis centrais. Há implicações de financiamento, porque uma fonte substancial de ingressos para o WCCES são os pagamentos dos participantes dos congressos mundiais. Há custos associados com essa decisão porém há também vantagens.

A expansão institucional e o fortalecimento da educação comparada em um maior número de sociedades em todas as regiões é uma de minhas prioridades, particularmente criar mais sociedades na África, América Latina e Caribe, e no Oriente Médio. Planejo participar em todos os encontros regionais possíveis, criando mais instâncias de diálogos regionais e internacionais, expandindo as conexões entre os grupos de investigação, e criando novas instâncias para reconhecer os melhores, os mais brilhantes, os mais produtivos e os mais perspicazes entre nossas sociedades, membros, acadêmicos e profissionais. Isto incluirá: a) a criação de um prêmio ao melhor professor, ao melhor profissional (*practitioner*) na educação comparada, com documentação sobre cada candidato/candidata proposto pelas sociedades nacionais ou regionais; b) a criação de um prêmio ao melhor livro de educação comparada publicada em espanhol, português, inglês ou francês e/ou traduzido a essas línguas, que será entregue nos Congressos Mundiais. Finalmente, necessitamos documentar as experiências, o pensamento, a história e os legados em nosso campo de estudo. A criação de uma série de vídeos documentais será uma prioridade de minha administração, e serão produzidos profissionalmente seguindo roteiros intelectuais formais.

### *3. Iniciativas Institucionais entre Congressos Mundiais*

Cada congresso mundial cria oportunidades únicas para a investigação e a comunicação acadêmica, aos mesmo tempo impacta na política educativa. Sem dúvida, a energia e sinergia que se criam nos congressos mundiais têm que ser reforçadas por práticas específicas e políticas específicas entre congressos mundiais. Embora planeje visitar cada região e a maioria das sociedades para levar adiante meu mandato, este plano deve vincular-se à possibilidade de organizar reuniões de médio prazo similares às reuniões que organizei como presidente do Comitê de Investigação em Sociologia da Educação da ISA. Essas reuniões de médio prazo devem ser também uma oportunidade para realizar as reuniões do conselho executivo do WCCES, as quais usualmente têm lugar na reunião anual da CIES. Há que diversificar as localidades desta reunião. Busco dar maior vigor à prática de reuniões pré-congressos mundiais na região com o objetivo de criar mais entusiasmo pela participação nos congressos mundiais. Uma segunda iniciativa será a criação de um modelo internacional e contínuo de consulta com as sociedades para avaliar o *estado da arte* na educação comparada, a docência, a investigação e a prática. Isto deve incluir levantamento de dados com programas universitários, professores e administradores, conectados com a educação comparada, assim como com os editores das revistas especializadas em educação comparada. Adicionalmente, buscarei criar um processo de consulta com os novos acadêmicos (*new scholars*) em todas as sociedades nacionais, com os resultados publicados no website da WCCES. Elas e eles são a nova geração, e suas vozes são essenciais. Suas vozes devem ser escutadas e, sem dúvida, aumentarão e contribuirão para a transparência do trabalho de nossas sociedades e do WCCES.