



# XVII WORLD CONGRESS OF COMPARATIVE EDUCATION SOCIETIES

## THE FUTURE OF EDUCATION

MAY 20 - 24 · 2019

BARCELÓ MAYA GRAND RESORT  
RIVIERA MAYA, CANCÚN, MÉXICO

### MORE INFORMATION

-  <http://2019worldcongress.org>
-  [www.somec.mx](http://www.somec.mx)
-  [contacto@2019worldcongress.org](mailto:contacto@2019worldcongress.org)
-  [worldcongress2019@eventosyconvenciones.com.mx](mailto:worldcongress2019@eventosyconvenciones.com.mx)

PROGRAM

WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES  
CONSEIL MONDIAL DES ASSOCIATIONS D'ÉDUCATION COMPARÉE  
CONSEJO MUNDIAL DE SOCIEDADES DE EDUCACIÓN COMPARADA  
Всемирного Совета Обществ Сравнительного Образования  
世界比较教育学会联合会  
المجلس العالمي لجمعيات التربية المقارنة



Sociedad Mexicana de  
Educación Comparada





## PARTNERS





## GENERAL PROGRAM

Sunday 19	Monday 20	Tuesday 21	Wednesday 22	Thursday 23	Friday 24
	Registration 8:30 - 18:00	Concurrent Sessions 8:30 - 10:00	Concurrent Sessions 8:30 - 10:00	Concurrent Sessions 8:30 - 10:00	Concurrent Sessions 8:30 - 10:00
	Opening Ceremony and Keynote Speech - 1 09:30 - 12:00 Chichen Itzá 1y 2	Coffee Break 10:00 - 10:30	Coffee Break 10:00 - 10:30	Coffee Break 10:00 - 10:30	Coffee Break 10:00 - 10:30
		Concurrent Sessions 10:30 - 12:00	Highlighted panel 3 Chichen Itzá 1 & 4 Chichen Itzá 2 and concurrent sessions 10:30 - 12:00	Keynote Speech – 3 Chichen Itzá 1 y 2 10:30 - 12:00	Keynote Speech - 4 Chichen Itzá 1 y 2 10:30 - 12:00
	Lunch 12:00 - 14:30	Lunch 12:00 - 14:30	Lunch 12:00 - 14:30	Lunch 12:00 - 14:30	Lunch 12:00 - 13:30
	Concurrent Sessions 14:30 - 16:00	Concurrent Sessions 14:30 - 16:00	Special Session Chichen Itzá 3 Keynote Speech - 2 14:30 - 16:00 Chichen Itzá 1 y 2	Concurrent Sessions 14:30 - 16:00 WCCES EC 15:00 - 18:00 Jaguar 1	Closing Ceremony Chichen Itzá 1 y 2 13:30 - 14:30
Registration 16:00 - 19:30	Concurrent Sessions 16:00 - 17:30	Highlighted panel 2 Chichen Itzá 1y 2 and Concurrent Sessions 16:00 - 17:30	Concurrent Sessions 16:00 - 17:30	Concurrent Sessions 16:00 - 17:30 WCCES EC 15:00 - 18:00 Jaguar 1	
	Coffee Break 17:30 - 18:00	Coffee Break 17:30 - 18:00	Coffee Break 17:30 - 18:00	Coffee Break 17:30 - 18:00	
	Highlighted panel 1 Chichen Itzá 1y 2	Concurrent Sessions 18:00 - 19:30	Concurrent Sessions 18:00 - 19:30	Concurrent Sessions 18:00 - 19:30 WCCES Assembly (open to all bonafide members of constituent societies) 18:00-19:30 Chichen Itzá 1 y 2	
	Welcome Cocktail at Capitan Morgan 20:00 - 21:00		Gala Dinner at Teatro Palenque 20:30 - 23:00		

Keynote speech 1. Mmantsetsa Marope, “Shaping the future of education or shaping the future through education”.

Presenter: N'Dri T. Assié-Lumumba

Keynote speech 2. Norberto Fernández Lamarra, “Situación, debates y desafíos futuros para la Educación Superior en América Latina”.

Presenter: Ileana Rojas

Keynote speech 3. N'Dri T. Assié-Lumumba, Presidential Address, “Temporality, Human Geography and Comparative Education: A Sankofa Perspective”.

Presenter: Armando Alcántara.

Keynote speech 4. Robert Arnove, “The ethical and empirical dimensions of Comparative Education”.

Presenter: Carlos Ornelas

Highlighted panel 1. “Golden Jubilee of Partnership between WCCES and UNESCO: Reflections and Ways Forward”.

Chair: N'Dri T. Assié-Lumumba

Discussants: Lauren Ila Misiaszek and Kanishka Bedi

Panelist: Carlos Alberto Torres, Zehavit Gross, Cristian Perez Centeno, António Teodoro.

Highlighted panel 2. “Sustainable Development Goals, Human Rights and Global Citizenship Education”.

Chair: Zaira Navarrete

Panelist: Carlos Alberto Torres, Luis Miguel Lázaro, Yuwen Lai, Armando Alcántara, Ana Ancheta, Miriam Preckler.

Highlighted panel 3. “Relationality and Learning in Oceania”.

Chair: Eve Coxon

Panelist: Seu'ula Johansson-Fu'a, Eve Coxon, Rebecca Spratt, Robert Early, Ritesh Shah.

Highlighted panel 4. “Politics of Educational Reform in Latin America: Brazil, Cuba, Ecuador and Mexico”.

Chair: Mark Ginsburg

Panelist: Carlos Ornelas, Mark Ginsburg, Gilberto García Batista, Jorge Baxter, Ana Ivenicki.

Special session. “UNESCO's Futures of Education Initiative”.

Presenters: Sobhi Tawil & Noah Sobe,

Discussant: The audience.



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## I. ABOUT WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES (WCCES)

WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES  
CONSEIL MONDIAL DES ASSOCIATIONS D'ÉDUCATION COMPARÉE  
CONSEJO MUNDIAL DE SOCIEDADES DE EDUCACIÓN COMPARADA  
Всемирного Совета Обществ Сравнительного Образования  
世界比较教育学会联合会  
المجلس العالمي لجمعيات التربية المقارنة



The World Council of Comparative Education Societies (WCCES) was formally established in 1970 during the first World Congress held in Ottawa, Canada as the World Council of Comparative Education, and a year later the name was changed to its present status. The permanent secretariat of WCCES is located at UNESCO International Bureau of Education (IBE), Geneva, Switzerland.

The WCCES serves as an umbrella organization comprised of comparative education societies and UNESCO. Beginning with only six comparative education society members in 1970, the Council has grown to 36 constituent member societies in 2007 and 43 in 2019. Most members are national comparative education societies, but some are organized around global regions (e.g., Oceania Comparative and International Education Society) and languages (e.g., Association Francophone d'éducation Comparée).

The Council has retained its original organizational structure and overall purpose since it was first organized in 1970. The WCCES leadership is comprised of five officers, namely the President, Senior Vice President, Vice President, Secretary-General, Treasurer and a Bureau Member-at-Large. Member societies have single representation within WCCES on the Executive Committee. Additional leadership roles have been formed over the years, including the organization of standing committees around various themes related to specific Council-sponsored projects and activities (e.g., publications, finances, and special projects). The Historian role was added in the 1990s and WCCES historical archive was established and originally housed by Kent State University until 2014, when the WCCES Archive was transferred to the University of Pittsburgh and subsequently, to the University of Memphis. Currently, an online WCCES archive is in the making, which will be accessible worldwide soon.

World Congresses are generally held once every three years, and rotate locations. Sixteen congresses have been held since the original meeting in Ottawa. The XVII World Congress is being held at Riviera Maya in Mexico and the XVIII World Congress will be held in Cairns, Australia in July 2022.

No.	Year	Place	Theme
1	1970	Ottawa, Canada	Education and the Formation of the Teaching Profession; Educational Aid to Developing Countries
2	1974	Geneva, Switzerland	Efficiencies and Inefficiencies in Secondary Schools
3	1977	London, United Kingdom	Unity and Diversity in Education




4	1980	Tokyo, Japan	Tradition and Innovation in Education
5	1984	Paris, France	Dependence and Interdependence in Education: The Role of Comparative Education
6	1987	Rio de Janeiro, Brazil	Education, Crisis and Change
7	1989	Montreal, Canada	Development, Communication and Language
8	1992	Prague, Czechoslovakia	Education and Democracy
9	1996	Sydney, Australia	Tradition, Modernity and Postmodernity
10	1998	Cape Town, South Africa	Education, Equity and Transformation
11	2001	Chungbuk, Republic of Korea	New Challenges, New Paradigms: Moving Education into the 21st Century
12	2004	Havana, Cuba	Education and Social Justice
13	2007	Sarajevo, Bosnia and Herzegovina	Living Together: Education and Intercultural Dialogue
14	2010	Istanbul, Turkey	Bordering, Re-Bordering and New Possibilities in Education and Society
15	2013	Buenos Aires, Argentina	New Times, New Voices
16	2016	Beijing, China	Dialectics of Education: Comparative Perspectives
17	2019	Cancún, México	The Future of Education



## WCCES Past Presidents and the Current President

Presidents	Time
Joseph Katz	1970-1974
Brian Holmes	1974-1977
Masunori Hiratsuka	1977-1980
Erwin H. Epstein	1980-1983
Michel Debeauvais	1983-1987
Vandera Masemann	1987-1991
Wolfgang Mitter	1991-1996
David N. Wilson	1996-2001
Anne Hickling- Hudson	2001-2004
Mark Bray	2004-2007
Crain Soudien	2007-2010
Wing On Lee	2010-2013
Carlos Alberto Torres	2013-2016
N'Dri T. Assie-Lumumba	2016-

For more information, you can go to:  <http://wcces-online.org/>





## II. ABOUT SOCIEDAD MEXICANA DE EDUCACION COMPARADA (SOMEK)



This society was formally organized in 2004 by a group of colleagues from different Mexican universities under the initiative of scholars who were regular participants of the Comparative and International Education Society (CIES) annual conferences. During the same year, protocols were fulfilled for our affiliation to the WCCES during the XII World Congress of Comparative Education held in Havana, Cuba.

Since then, SOMEK members have been actively participating in world conferences in Sarajevo, Istanbul, Buenos Aires and Beijing, besides participating in many of the national and regional conferences celebrated in different parts of the world.

To accomplish the mission of promoting the field of comparative education, every other year SOMEK organizes a congress, which is attended by a growing number of colleagues from different parts of the country. So far they have been at the National University in Mexico City and has attracted more colleagues from abroad. SOMEK also had a relevant participation on lectures and book launching. The editorial production of SOMEK has grown to 16 books and two more are getting ready for print. Reviews of these books have been published by a number of international journals.

No.	Year	Place	Congress
1	2013	Universidad Nacional Autónoma de México, FFyL.	I Encuentro de Educación Internacional y Comparada
2	2015	Universidad Nacional Autónoma de México, IISUE.	II Encuentro de Educación Internacional y Comparada
3	2017	Universidad Nacional Autónoma de México, FFyL.	III Encuentro de Educación Internacional y Comparada
4	2019	Barceló Maya Grand Resort. Riviera Maya, Cancún México.	XVII World Congress of Comparative Education Societies: “The Future of Education” (WCCES/SOMEK)





## Past Presidents and Current President

Presidents	Time
Marco Aurelio Navarro-Leal Universidad Autónoma de Tamaulipas	2003-2005
Armando Alcántara-Santuario Universidad Nacional Autónoma de México	2005-2007
Dante José Torres-Ríos REGASA.C.	2007-2009
Sergio Martínez-Romo Universidad Autónoma Metropolitana	2009-2011
Marco Aurelio Navarro-Leal Universidad Autónoma de Tamaulipas	2011-2015
Zaira Navarrete-Cazales Universidad Nacional Autónoma de México	2015-

For more information, you can go to:



[www.somec.mx](http://www.somec.mx)



<https://www.facebook.com/somec.mx>



<https://twitter.com/EduComparada>



[presidencia.somec@gmail.com](mailto:presidencia.somec@gmail.com)  
[presidencia@somec.mx](mailto:presidencia@somec.mx)



### III. GENERAL COORDINATION OF THE XVII WCCES 2019



#### **Dr. N'Dri T. Assié-Lumumba**

President of the World Council of Comparative Education Societies  
Africana Studies and Research Center, Cornell University Ithaca, New  
York, USA.



#### **Dr. WANG Yingjie**

Senior Vice President of the World Council of Comparative Education  
Societies. China Comparative Education Society  
Beijing Normal University, China.



#### **Dr. Marco Aurelio Navarro Leal**

Vice President of the World Council of Comparative Education Societies  
Honorary President of the Mexican Society of Comparative Education  
Universidad Autónoma de Tamaulipas, México.



#### **Dr. Lauren Ila Misiaszek**

Secretary General of the World Council of Comparative Education Societies.  
Beijing Normal University, China.



#### **Dr. Kanishka Bedi**

Treasurer of the World Council of Comparative Education Societies.  
President of Indian Ocean Comparative Education Society (IOCES)



#### **Dr. Eve Coxon**

Bureau Member-At-Large of the World Council of Comparative Education Societies.  
University of Auckland, New Zealand.



**Dr. Joan Osa Oviawe**

Director of Communications  
Founder and President  
Grace Foundation for Education and Development.



**Dr. Simona Popa**

Assistant Secretary General of the World Council of Comparative Education Societies.  
UNESCO International Bureau of Education, Geneva, Switzerland.



**Dr. Cristian Pérez Centeno**

Chair of the Congress Standing Committee XVII World Congress of Comparative Education Societies  
World Council of Comparative Education Societies (Election Task Force, Chair)  
Universidad Nacional de Tres de Febrero, Argentina.



**Dr. Zaira Navarrete Cazales**

Executive President of the Mexican Society of Comparative Education  
Universidad Nacional Autónoma de México, FFyL. México.



**Dr. Carlos Ornelas**

Secretariat of the XVII World Congress of Comparative Education Societies  
Vice-president of the Mexican Society of Comparative Education  
Universidad Autónoma Metropolitana-X. México.



**Dr. Armando Alcántara Santuario**

Secretariat of the XVII World Congress of Comparative Education Societies  
Former President of the Mexican Society of Comparative Education  
Universidad Nacional Autónoma de México-IISUE. México.



#### IV. WCCES PRESIDENT'S INVITATION AND WELCOME

**Greetings! Bonjour, Hola! Nǐ hǎo, As Salam Alaikum, Priviet**

As President of the World Council of Comparative Education Societies (WCCES), I am delighted to invite you, on behalf of WCCES, to join the global community of Comparative Education and all scholars and practitioners interested in the different types and levels of education, ranging from pre-school up to the University level, to actively participate in the XVII World Congress of Comparative Education Societies that will take place in Cancún (Mexico) from May 20<sup>th</sup> to May 24<sup>th</sup>, 2019. The theme of this Congress is:  
**the Future of Education.**

Several reputable scholars and practitioners from across the globe, have defined 11 thematic groups under this general theme **of the Future of Education**. These 11 thematic groups address topics of critical importance pertaining to the future of schooling, pedagogies and curriculum, education technology, the nature of teaching and learning, teachers and students, and the relationship between education and other key social institutions such as the family and the economy particularly the meaning of work and professions, and the field of comparative education.

Submit your abstracts for individual papers and panels under any of these 11 thematic groups and also any other dimension of education that may not easily fit under these groups. The Congress will offer a platform for deliberations on the role of education, especially in comparative perspectives, in addressing effectively the challenges and fostering possibilities to promote acquisition of more relevant knowledge including technical skills and values and policies for building and sustaining a more just and inclusive peaceful world that recognizes and nurtures our common humanity, as it is captured in the **Ubuntu** paradigm. You are all invited to take part in this exciting gathering.

A team of world-renowned and highly dedicated scholars and practitioners serving as officers of the WCCES and La Sociedad Mexicana de Educación Comparada (SOMEC), which is leading the local/Mexican organizing committee with many enthusiastic volunteers, will make the Cancún Congress successful and memorable. Kindly consult the WCCES XVII Congress Website, <http://2019worldcongress.org/>, to obtain vital information including details on the submission procedure, registration, accommodation, important deadlines and sight-seeing around Cancún and other locations across Mexico. The Congress venue of Cancún is spectacularly beautiful and family friendly. We encourage you to come with your loved ones to take part in the vibrant intellectual deliberations and enjoy a memorable experience. We look forward to welcoming you in Cancún. See you there!

**Thank you, Merci, Gracias, Xièxiè, Shukran, Spasibo, and Asante Sana.**



**N'Dri Thérèse Assié-Lumumba, PhD**

President of the World Council of Comparative Education Societies  
Africana Studies and Research Center, Cornell University Ithaca, New York, USA.





## V. MESSAGE OF WELCOME. PRESIDENTS SOMECS

This century started with renewed goals for the millennium and statements about global citizenship and sustainability; but there are also new issues like migration, terrorism, wars, fuel crisis, among others, that impinge upon the present but will have strong effects upon the future and deserve special thinking and action for educators. That is why the members of each of the 44 societies that constitute the World Council of Comparative Education Societies- NGO of UNESCO, we are consider and working to achieve a better future, distant and close, of education, either with a global or local perspective.

As explained earlier, we have dedicated the theme of the XVII World Congress of Comparative Education Societies to "The Future of Education", as of 11 thematic lines: 1. Future ends of education, 2. Pedagogies for the future, 3. A curriculum for the future, 4. Teaching and learning in the future, 5. The teacher of the future, 6. The students of the future, 7. Schooling in the future, 8. Future families and education, 9. The future of work and the professions, 10. Education technology, 11. The future of comparative education.

The Mexican Society of Comparative Education feels flattered to be venue, for the first time since 1970, for the World Congress of Comparative Education Societies. We thank the President, the Bureau and the societies of the World Council of Comparative Education Societies for the confidence, support and backing for the realization of this great event. We also express our gratitude to each of the academics and educational institutions in Mexico who endorsed us.

We hope that the papers presented by the delegates of more than 77 countries in this XVII WCCES: Keynote Speakers, Papers, Group Panel, Workshops & Book Launch, as well as the interactions in the halls will pay for the construction of a better education for tolerance and Peace in the world.



### **Dra. Zaira Navarrete Cazales**

Executive President of the Mexican Society of Comparative Education  
Universidad Nacional Autónoma de México, FFyL. México.



### **Dr. Marco Aurelio Navarro Leal**

Vice President of the World Council of Comparative Education Societies  
Honorary President of the Mexican Society of Comparative Education  
Universidad Autónoma de Tamaulipas, México.

## VI. KEYNOTE SPEAKERS

### Keynote speakers 1:



**Mmantsetsa Marope, Ph.D.**

Professor

Director, International Bureau of Education (IBE-UNESCO)

Geneva, Switzerland.

**Biosketch:** Dr. Mmantsetsa Marope is the Director of UNESCO's International Bureau of Education (IBE) since July 2014. She holds a Ph.D. in Education from the University of Chicago, a Master's degree in Education from Pennsylvania State University, and a BA and a CCE from the University of Botswana and Swaziland. Within UNESCO, she has held several director positions including the Director of the Division for Basic to Higher Education and Learning. Prior to UNESCO, her work experience includes the World Bank, university teaching, academic networks, and consultancy services for governments, bilateral and multilateral agencies. She is on advisory boards of diverse academic, public, private sector institutions and development agencies. Her publications cover a wide range of areas in education. Dr. Marope holds many prestigious awards including: The World Bank Excellence Award for the Africa Region, Alumni Achievement Award from Pennsylvania State University, and Macmillan's Best Setswana Novelist Award. She is an unwavering advocate and global thought leader on the transformation of education and learning systems towards innovative and constant self-renewal, quality, impactful effectiveness, current and future development-relevance, equity, inclusion, justice, and fulfilment for all. As the Director of IBE, her resolve is to propel and sustain the Bureau's critical acclaim as the *Global Center of Excellence in Curriculum and related matters*.

### **Conference:** "Shaping the Future of Education or Shaping the Future Through Education"

The future of education has never been more debated than it is in the 21st century. Across virtually all noteworthy forums, debates echo escalating unease about the readiness of education and learning systems to prepare learners (both young and old) for the future. Most significantly, for a future whose detailed directions, challenges, and opportunities we cannot quite predict. At the core of this unease is the reality that change has become the only constant in the 21st century. It is a century of relentless, unpredictable, often disruptive waves of human-made and nature-driven change, touching all spheres of life. It has ushered issues pertaining to globalization, globalization 4.0, violent extremism, security, cybersecurity, food security, migration, immigration, displacement, climate change, unimaginable innovations, extraordinary human advancements and more. It is a century of "revolutions": the information revolution, knowledge revolution, technology revolution, and now the fourth industrial revolution (I4.0); an unimaginable accelerant to what was already an overwhelming pace of change. Combined, these factors challenge the readiness of education and learning systems to prepare learners for a complex and unknown future. They raise pertinent questions about how we can make education and learning systems future-ready. They question the competences that learners must develop, if they are to lead productive and fulfilling lives in contexts of constant change. They ask if globalization 4.0 warrants global competences that everyone must have. These questions are at the heart of curriculum, and of comparative studies of curricula contexts. Though a pertinent debate, it bears a clear risk of pushing education and learning systems into a reactive future. This begs the question how proactive should education and learning systems be? Therein lies a new debate: Shaping the future of education and/or shaping the future through education: What can comparative education offer?



## Keynote speakers 2:



### **N'Dri Thérèse Assié-Lumumba, PhD**

Professor

Africana Studies and Research Center, Cornell University, New York, USA.

President, World Council of Comparative Education Societies (WCCES)

**Biosketch:** N'Dri Thérèse Assié-Lumumba is an internationally renowned Professor of African, African Diaspora and Comparative/International Education, social institutions, gender at Cornell University (New York, USA) where she is also a member of the graduate fields of Education; Global Development, and the Cornell Institute of Public Affairs (CIPA). She is the outgoing President of the World Council of Comparative Education Societies (WCCES), Vice-President of the Scientific Advisory Committee (SAC) of UNESCO's Inter-governmental programme for the Management of Social Transformations (MOST), and past President of Comparative and International Education Society (CIES). At Cornell she has served as Director of the former Cornell Program on Gender and Global Change (GGC) and as Director of the Graduate Studies (DGS) of Africana Studies. She is a Fellow of the World Academy of Art and Science, Distinguished Visiting Professor in the Faculty of Education at the University of Johannesburg (South Africa) and Extraordinary Professor in the Education Policy Studies Department at the Stellenbosch University (South Africa), Professor at the Abidjan Business School-École de Commerce (ABSEC) at Université Félix Houphouët-Boigny in Abidjan (Côte d'Ivoire), and Research Affiliate in the Institute for Higher Education Law and Governance of the University of Houston (Houston, Texas).

She has been a Carnegie Diasporan Fellow in the Department of Sociology at the University of Ghana, a Fulbright Senior Research Fellow, a Ford Foundation/Cornell Africana Studies Fellow, Distinguished Visiting Professor at the American University in Cairo (Egypt), Visiting Professor at Hiroshima University (Japan), *Chercheur Associé* in *Centre de Recherches Architecturales et Urbaines (CRAU)* at Université Félix Houphouët-Boigny, and Resident Fellow at the UNESCO International Institute for Educational Planning (IIEP) in Paris (France). She is a member of many research networks including CODESRIA. She has published extensively articles in peer-reviewed journals on higher education, ICT, equity, gender, and knowledge production. Her authored, edited and co-edited books include *Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity*; *Millennium Development Goals (MDGs) in Retrospect – Africa's Development Beyond 2015*; *Women and Higher Education in Africa: Re-conceptualizing Gender-Based Human Capabilities and Upgrading Human Rights to Knowledge* (translated in Spanish and French with translations in Chinese and Arabic in progress); *Higher Education in Africa: Crises, Reforms, and Transformation*; *Cyberspace, Distance Learning, and Higher Education in Developing Countries: Old and Emergent Issues of Access, Pedagogy, and Knowledge Production*; *African Voices in Education. Les Africaines dans la Politique: Femmes Baoulé de Côte d'Ivoire*. She has received many academic awards and honors. She studied at Université d'Abidjan (Côte d'Ivoire), Université Lyon II (France) earning 2 *Licenses* and 2 *Maîtrises* in History and Sociology, and the University of Chicago (Chicago, USA) where she received her Ph.D. in Comparative Education (Economics and Sociology) in 1982.



**Conference:** “Temporality, Human Geography and Comparative Education: A Sankofa Perspective”. In an ever fast-paced mode of functioning of society where the technological applications of science have been facilitating instant diffusion of information across time zones, the sense of the actual and perceived connections among the three classical dimensions of time calls for a reflection in conceptualizing, designing and implementing activities including those in the arena of educational ideas, knowledge production and acquisition and policies. The conceptual rapid speed of time between the past, present, and future, compels a pause for critical examination towards a desirable change. The African/Akan guiding wisdom embodied in Sankofa is represented by a mythical bird serving for individuals, groups, and communities as “a compass ... to find themselves on the map of human geography” (Clarke 1996). Sankofa is reminder urging people to look back in order to reposition themselves to more strategically move forward in building the desired future. This future has two complementary components which are the distant future and the present future. One is too far and can be only imagined while the other is near and becomes the present which is perpetually poised to enter the universe of the past. The symbolism of the egg in the beak of the Sankofa bird denotes the future that is at the same time delicate and full of promise, encompassing the two dimensions of the future. Thus, comparative education along with its “twin” international component is challenged to contribute to at least attempting to imagine the far distant future while building the envisioned world with shared values of common humanity now.



#### Keynote speakers 4:



#### **Robert Arnove, Ph.D.**

Chancellor's Professor Emeritus of Leadership & Policy Studies at Indiana University, Bloomington, USA.

**Biosketch:** Robert F. Arnove, Chancellor's Professor of Emeritus at Indiana University, Bloomington is an Honorary Fellow and past president of the Comparative and International Education Society. He has been a CIES delegate to the WCCES and has served as chair of its special projects committee. Winner of many distinguished teaching awards, he has been a visiting scholar at universities in countries ranging from Argentina to Australia. Over the past two decades, his co-edited textbook with Carlos Torres --*Comparative Education: The Dialectic of the Global and the Local* (2113, 4th edition)--has been a leading English language introduction to the field. (The text has been translated into Chinese, Japanese, Spanish, and Portuguese.) His research has focused on sociopolitical and educational change, as well as on literacy campaigns and popular education, philanthropy and cultural imperialism, and world-systems analysis. Arnove's latest single authored text is *Talent Abounds: Profiles of Master Teachers and Peak Performers*. He has been a teachers union president, a candidate for the U.S. Congress, and the president of an experimental theater company. Having worked in Latin America, since 1962, he is very pleased to be able to return to Mexico to participate in the XVII World Congress of Comparative Education Societies in Cancun.

#### **Conference:** "The Ethical and Empirical Dimensions of Comparative Education"

In this speech, I argue for the importance of combining philosophical and social perspectives and analyses for studying education systems comparatively. I suggest how the normative and empirical dimensions of comparative education research can be employed to illuminate the nature of education-society interactions, and how education systems function with what outcomes for differentially situated populations. The extent that we do so, the more likely it is that we as educationists can contribute to better informed and enlightened educational policies and practices, as well as to more just societies. My WCCES keynote address makes the case for universal, non-comprehensive approaches to studying and teaching about who pays and benefits from educational policies and practices in specific, historical, socio-cultural and political economic contexts. In addition to highlighting challenges to comparative educators as public intellectuals, my address asks us to not only resist deterministic conclusions about unfolding global economic and educational agendas but to envision the types of futures we desire for an increasingly interconnected world.

### Keynote speakers 3:



#### **Norberto Fernández Lamarra**

UNESCO Chair "Education and Future in Latin America"

Emeritus Professor, Universidad Nacional de Tres de Febrero, Argentina.

**Biosketch:** Norberto Fernández Lamarra is Emeritus Professor, researcher (Category 1 –the maximum category in Argentina-) and national and international consultant in policies, planning, administration and assessment of education, specifically in comparative perspective and focus on Higher Education. He is also Director of Posgraduate Department at Universidad Nacional de Tres de Febrero (UNTREF) where heads: Interdisciplinary Nucleus for Professional Training and Studies in Education Development (NIFEDE –Núcleo Interdisciplinario de Formación y Estudios para el Desarrollo de la Educación-);

Posgraduate Program in Policy and Education Management;

Ph.DProgram in Policies and Management of Higher Education.

UNESCO Chair "Education and Future in Latin America" / UNITWIN Programme of UNESCO.

He is currently teaching in postgraduate programs at several universities in Argentina and in other Latin American countries.

Fernández Lamarra presides SAECE (Sociedad Argentina de Estudios Comparados en Educación)and is Coopted Member of the World Council of Comparative Education Societies.. Congress of the World Council of Comparative Education Societies (WCEES) being organized in Buenos Aires (24-28 June 2013) under the theme "New Times, New Voices: Comparative Perspectives for Education" He was vice-president of WCCES during 2010-2016.

In 2013, Noberto Fernández Lamarra won the Paulo Freire Prize to the trajectory of research in Education in Latin America of the Latin American Studies Association (LASA).



## VII. HIGHLIGHTED PANELS

### 1. HIGHLIGHTED PANEL: “Golden Jubilee of Partnership between WCCES and UNESCO: Reflections and Ways Forward”

The panel will address the following questions:

1. How has the partnership between WCCES and UNESCO fructified in the past 50 years?
2. Which specific pathways should this partnership take to benefit the world in the future?
3. What structures should be put in place to further this partnership in the future?

In view of the golden jubilee milestone of the partnership between WCCES and UNESCO approaching in 2021, it is time to take stock of the achievements made and propose ways forward. UNESCO proposed the strategic development goal number 4 with ten targets encompassing many different aspects of education. As an official NGO partner of UNESCO, WCCES has to play a significant role in supporting the achievement of these objectives. This panel, with papers rooted in Southern, critical frameworks, will discuss and propose specific ways for this golden jubilee partnership to continue to strengthen in the future.

The panel will be chaired by the current WCCES President, with the Secretary General and Treasurer serving as discussants. The session will be structured around five panelists, who would provide five unique perspectives on the partnership between the WCCES and UNESCO:

1. Immediate Past President of WCCES/Current Chair of WCCES-UNESCO Liaison Standing Committee (also, UNESCO UCLA Chair on Global Learning and Global Citizenship Education)
2. Chair of the Advisory Board of the WCCES Publications Standing Committee, who is also the UNESCO Chair in Education for Human Values, Tolerance, Democracy & Peace
3. Chair of WCCES Congress Standing Committee
4. Chair of WCCES Constitutional Standing Committee

This panel will be of great significance both for the field of comparative education as well the World Congress theme on the future of education. Both WCCES and UNESCO have contributed immensely to the field of education and their partnership will be redefining how the ambitious SDG4 of UNESCO will be achieved.

#### Chair:



#### **N'Dri T. Assié-Lumumba, PhD**

WCCES President

Professor, Cornell University,

Email: [n.assie-lumumba@cornell.edu](mailto:n.assie-lumumba@cornell.edu)



#### Discussants:



##### **Lauren Ila Misiaszek, PhD**

WCCES Secretary General  
Professor, Beijing Normal University, China.  
Email: limisiaszek@gmail.com



##### **Kanishka Bedi, PhD**

WCCES Treasurer, Co-Chair of WCCES Peace Education Task Force, and Editor, World Voices Nexus, WCCES Chronicle, Professor, San Francisco Bay, California USA.  
Email: treasurer@wcces-online.org

#### Panelist 1:



##### **Carlos Alberto Torres, PhD**

Immediate Past WCCES President  
UNESCO UCLA Chair on Global Learning and Global Citizenship Education  
Distinguished Professor, University of California Los Angeles, USA.  
Email: catnovoa@aol.com

##### *UNESCO's role as a soft power in the world system*

Drawing on the previous five years of his UNESCO Chair of Global Learning and Global Citizenship Education, Professor Torres will examine the global impact of UNESCO. He will consider how UNESCO, through such initiatives, empowers learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies, and how these goals connect with the work of the WCCES. Finally, he will discuss proposed initiatives to connect UNESCO to a series of the international network of Paulo Freire Institutes' 2021 Paulo Freire Centenary events.





**Panelist 2:**



**Zehavit Gross, PhD**

UNESCO Chair in Education for Human Values, Tolerance, Democracy and Peace  
Professor, Bar-Ilan University, Israel.  
Email: grossz1111@gmail.com

*WCCES and UNESCO together for global peace and harmony*

Drawing on her UNESCO Chair in Education for Human Values, Tolerance, Democracy and Peace, Professor Gross will first discuss her Chair, designed to promote an integrated system of research, training, information and documentation around the Chair's themes. Then, she will connect her work in the Chair with her work in the WCCES around peace education and migration, highlighting the issues that emerged in the volume she edited from the 2nd WCCES Symposium: Immigrants and Comparative Education: Call to Re/Engagement.

**Panelist 3:**



**Cristian Perez Centeno, PhD**

Chair of WCCES Congress Standing Committee  
Professor, Universidad Nacional de Tres de Febrero, Argentina.  
Email: cpccenteno@untref.edu.ar

*The importance of the creation of comparative education societies in Latin America: the role of international organizations*

Drawing on his leadership work in the WCCES and multiple constituent societies in the Latin American region, Professor Perez Centeno will explore the role of international organizations, including UNESCO, in the creation and sustainability of comparative education societies in the region.



**Panelist 4:**



**António Teodoro, PhD**

Chair of WCCES Constitutional Standing Committee  
Professor, Universidade Lusófona de Humanidades e  
Tecnologias, Portugal.  
Email: [a.teodoro@ulusofona.pt](mailto:a.teodoro@ulusofona.pt)

*Taking stock of the international influence of UNESCO (in Europe): an outline for new approaches*

Drawing on his extensive experience with international organizations in Europe, Americas, and globally, Professor Teodoro will consider UNESCO's relevance in Europe and beyond. He will take stock of UNESCO's evolution and its continued capacity to continue to realize the initial mission stipulated at its inception, highlighting potential new approaches.



## **2. HIGHLIGHTED PANEL: “Sustainable Development Goals, Human Rights and Global Citizenship Education”**

The general aim of the panel is to discuss and analyze the existing perception of the political and educational meaning of Sustainable Development Goals 2030. In particular, special attention will be given to the Sustainable Development Goal 4, and more specifically to its 4.7 target on “Education for sustainable development and global citizenship”.

This goal is framed within UNESCO’s humanistic approach that emphasizes that problems such as “human rights violations, inequality and poverty still threaten peace and sustainability”, all of them issues that are not local but global ones. Therefore, starting from this perspective, Global Citizenship Education (GCED) is seen as the optimal tool to make learners of all ages become “active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies”.

By adopting socio-political, philosophical, historical and comparative theoretical approaches, the contributions of the panel will enrich the debate on the importance of extending and consolidating the Global Citizenship Education (GCED) in formal and nonformal educational contexts.

### **Chair:**



**Zaira Navarrete-Cazales, PhD.**

Professor, Universidad Nacional Autónoma de México-Mexico.

Email: [znavarrete@filos.unam.mx](mailto:znavarrete@filos.unam.mx)



### Panelist 1:



#### **Carlos Alberto Torres, PhD**

Immediate Past WCCES President

UNESCO UCLA Chair on Global Learning and Global Citizenship Education

Distinguished Professor, University of California Los Angeles, USA.

Email: catnovoa@aol.com

*Real Utopias, Global Citizenship Education and the Human Rights Regime. The UN Sustainable Development Goals (2015-2030): A New Utopia for the Twenty First Century?*

Having developed a theory of the global commons as the foundation of a Global Citizenship Education, Dr. Torres will analyze the dominant utopias of the 20th century – the utopias of human rights, of Marxism-Leninism, and of neoliberalism, all them interrelated – and will compare them with the emerging utopia of the 21st century, the United Nations' Sustainable Development Goals (2015-2030)—particularly goal 4.7 on GCE and sustainability. He focuses on how global citizenship relates to new developments in social theory, including post-growth societies theories, resonance theories, the conditions for a good life and a good society (el buen vivir, a concept developed in Latin America), and the concept of unconditional basic income linked to models of economic sustainability. All of which may enrich the Sustainable Development Goals.

### Panelist 2:



#### **Armando Alcantara, PhD**

Professor, Universidad Nacional Autónoma de México-Mexico

Email: aralsantuario@gmail.com

*Human Rights and Global Citizenship Education in Latin America: dilemmas and aspirations*

The main objective is to describe and to analyze the state of human rights and education for global citizenship in the Latin American region, within the framework of UNESCO Sustainable Development Goals (SDG). The theoretical and conceptual perspectives derive from the Declaration of Human Rights, the theories of citizenship, the analysis of globalization and SDG. The topic of citizenship will also be analyzed within the "Global Citizen Education (GCE)" framework. The method of analysis will be qualitative, since it will be based mainly on the revision of texts and documents related to the themes of Human Rights and GCE, under the SDG framework. The main sources of information will be the documents of international organizations such as the UN and UNESCO, as well as books, journals and specialized documents on the subjects of Human Rights and education for global citizenship. The conclusions of the analysis will be aimed at covering the objectives set out in the work, identifying the main problems, dilemmas and aspirations with respect to Human Rights and GCE, within the SDG.

The topics that make up the panel (Sustainable Development, Human Rights and Education for Global Citizenship) are, in the first place, essential elements for the care of the planet, as well as for the maintenance of peace, not only internationally but also internally. In many countries, HR are still being violated and levels of violence have reached unprecedented levels and it is urgent to strengthen the exercise of citizenship, which should also be a vehicle for the advancement of modern societies without damaging the conditions and resources of the common house that is our planet.





**Panelist 3:**



**Luis Miguel Lázaro, PhD**

Professor, University of Valencia, Spain

Email: Luis.Lazaro@uv.es



**Ana Ancheta Arrabal, PhD**

Professor, University of Valencia, Spain

Email: Ana.Ancheta@uv.es



**Miriam Preckler Galguera, PhD**

Director, Paraguay Regional Office of the  
Organization of Ibero-American States (OEI)

Email: miriampg@hotmail.com

*Common goals and diversified practices: Global Citizenship Education in Europe*

The aim of our presentation is to provide an overview of the situation of Global Citizenship Education (GCED) in Europe. This is carried out by investigating and analyzing the reality of GCED, in terms of its approaches and contents, in different European countries. Methodologically, our work approaches the issue from a historical and comparative perspective. Following a historical approach, we analyze the three curricular traditions that, in our opinion, help to understand the reality of the GEC in Europe; that is to say, Education for Peace, Education in Human Rights and Environmental Education. The comparative perspective, on the other hand, allows us to analyze the situation of the GCE in the different European education systems.



### 3. HIGHLIGHTED PANEL: “Relationality and Learning in Oceania”

Each of the papers in this panel draws on the design and implementation of educational interventions funded by international aid agencies and delivered in the small island developing states of Solomon Islands and Tonga. These education-for-development interventions were delivered collaboratively by academic-practitioners from the University of the South Pacific, the University of Auckland and Victoria University of Wellington in New Zealand. Both intervention programs adopted a development approach underpinned by a shared commitment to the vision of Oceania advanced through the work of Hauofa (1993). He envisioned the Pacific Ocean as a shared post-colonial relational space, one in which the ontologies and epistemologies indigenous to the region have a crucial place in education for sustainable and transformational development.

Central to the design and implementation of each was the concept of learning, primarily for the students, teachers and school leaders who participated but also for those involved in the program’s delivery. The approach taken demanded that learning from (O’Connell, 2007) the context(s) of practice was accepted as fundamental to educational intervention and determining of both content and process; that all involved from across the various socio-cultural and educational contexts should see themselves as learners. An essential element in the development of the trusting and respectful relationships required for this approach, was the program’s acknowledgement of the relationality that is central to indigenous Oceanic societies, and of pedagogy as a relational activity.

The three presentations comprising the panel address many debates of current concern to comparative and international education. A key line of argumentation throughout is that collaborative and relational research approaches (south-north, south-south) which center the importance of culture and context (Crossley, 2010; Lee, Napier & Manzoni, 2014) are required to inform ‘education for development’ in Oceania and globally. Also maintained is that a design-based research (DBR) approach is effective in improving school leadership, teacher practice and student learning, and that by incorporating concepts and values informing the contexts worked within, DBR could inform the development of better contextualized and more adequately theorized education aid programs of the future (Jesson & Spratt, 2016).

#### Chair:



**Eve Coxon, PhD**

Professor, University of Auckland, New Zealand

Email: [e.coxon@auckland.ac.nz](mailto:e.coxon@auckland.ac.nz)

### Panelist 1:



#### **Kabini Sanga, PhD**

Professor, Victoria University of Wellington, New Zealand

Email: Kabini.Sanga@vuw.ac.nz

#### *Solomon Islands Labu: A place-based framing of educational relationality*

Education and education engagement are presented here as a Solomon Islands/Melanesia labu, a sacred and safe space within tribal Melanesian Pacific communities wherein strangers and their hosts meet and create new and expanded communities. The presentation draws on an educational leadership programme to offer new insights about place as an authentic education and engagement framework. It explores the process of storying, tok stori in Solomon Islands pijin, as a philosophy and method for people enabling and improvement. Tok stori allows people in-context to story their lives, to use a storied approach to change and or improve themselves; and to story their own futures based on their storied pasts and presents. In tok stori, people are assumed as knowledgeable and knowledge is therefore relational. A relational approach means engaging through relationships in an enabling way as well as focusing on strengthening relationship between those we are engaging with, and doing so grounded in a Solomon Islands' context, and in Solomon Islands ways of thinking and being.

For educational leaders, an important goal of storying is to open up a new world of educational leadership wherein creativity might be encouraged, allowing people to express, deepen, draw out, co-create and give meaningful shape to newer senses of educational excellence. Through this process positive pathways for people to enact change individually and collectively can be developed, tested and outcomes celebrated and used for on-going improvement. Using this place-based framing of the Melanesian labu, this presentation explores the emphatically relational nature of education, the principles of engagement and the potential learning and knowledge generation opportunities offered.

### Panelist 2:



#### **Eve Coxon, PhD**

Professor, University of Auckland, New Zealand

Email: e.coxon@auckland.ac.nz

#### *Pedagogy and Relationality*

Many educationists from the Pacific (e.g. Helu-Thaman 2004; Guthrie, 2011) and elsewhere (e.g Alexander, 2010) have drawn attention to the need for comparative educationists and those active in the international development community to abandon universalist assumptions of knowledge, teaching and learning. They recognize the depth of epistemological understandings upheld by non-western educational communities and their pedagogical implications. They call for the development of a pedagogical model that moves beyond the teaching practices upheld in western countries, and that demonstrates an understanding of how teachers' beliefs, values and practices are shaped and informed by the socio-cultural contexts in which schools exist.



This presentation highlights the ways in which the research-practitioners involved in an aid-funded intervention upheld the significance of context to understanding the domains of social relationships within which school communities exist and how these shape teachers' beliefs about and understandings of their own practices and their effects on student learning. It explores the Tongan/Polynesian notion of vaa – the socio-spatial connection between persons, a relational concept which articulates the connectedness between people - central to which are the processes of tuahi vaa, the nurturing of the spaces between in order to strengthen relationships at various levels across and within contexts (Helu-Thaman 2007). Education is acknowledged as a relational activity, one in which the space connecting researchers-practitioners and educational communities focuses on the development of contextually appropriate and robust research practices that can lead to the generation of new knowledge and understanding for improved learning.

### Panelist 3:



#### **Rebecca Spratt, PhD**

Professor, University of Auckland, New Zealand.

Email: [rebeccaspratt@fastmail.fm](mailto:rebeccaspratt@fastmail.fm)

#### *What does relationality mean for effective aid?*

The effectiveness of foreign aid for education development is an ongoing area of research and critique, running in parallel to debates about the effectiveness of aid in general. A key line of critique of the management of foreign aid is the disjuncture between the linear cause-effect, planning-centric, managerial view of development and social change that dominates foreign aid institutions, and the complex and dynamic real-world contexts to which aid relates. Common critiques of aid for education development are effects of these same issues, such as the over-emphasis on controllable inputs and top-down policy or regulatory reform based on assumed global best practice, while neglecting the actual processes of teaching and learning within classrooms and the contextual variability of those processes (Riddell & Nino-Zarazua, 2016; Tabulawa 2015). Underpinning these critiques is a more systemic issue of how foreign aid institutions think about the world in terms of pre-formed, bounded entities in contrast to a relational mode of thinking, more concerned with processes and relationships (Eyben 2010). The implications of a relational way of thinking and working for effective aid delivery are explored in this presentation. Outlined is the Design Based Research (DBR) approach to developing and implementing a contextually appropriate intervention aimed at enhancing student learning outcomes. At the heart of the DBR approach is a set of relationships: between policy makers, academics and school communities; between theory and practice, and between 'outsider' and 'insider' researcher-practitioners, thus DBR is inherently relational.





#### **4. HIGHLIGHTED PANEL: “Politics of Educational Reform in Latin America: Brazil, Cuba, Ecuador, and Mexico”**

The reform of schooling and teacher education – whether only in the form of rhetoric or also in the form of policy implementation -- has occurred in countries around the world at various intervals. Latin America countries have been no exception. This panel involves presentations based on selected chapters in a forthcoming book, edited by Carlos Ornelas: *Politics of Education in Latin America: Reforms, Resistance and Persistence*. The presentations examine reform rhetoric and reform action in Brazil, Cuba, Ecuador, and Mexico. Each presentation discusses the details of reform initiatives and critically analyzes them within their political, economic, and cultural contexts at the national and global levels. The panel considers the various purposes and consequences of these reforms of education and teacher education as well as to explore the roles played in promoting and resisting the reforms by various actors, including national government officials, teacher union leaders, civil society activists, and international organization staff. It is hoped that the panel will stimulate discussion by those in the audience about the issues surrounding past, present, and future educational reform. Those participating in the session likely can provide examples of reform efforts in other countries in Latin America and other regions of the world.

##### **Chair:**



**Mark Ginsburg, PhD**  
Professor, University of Maryland, USA.  
Email: [mginsburg49@yahoo.com](mailto:mginsburg49@yahoo.com)



**Panelist 1:**



**Mark Ginsburg, PhD**

Professor, University of Maryland (USA) and  
Universidad de Ciencias Pedagógicas “Enrique José Varona” (Cuba)  
Email: mginsburg49@yahoo.com



**Gilberto García Batista, PhD**

Professor, Asociación de Pedagogos de Cuba and  
Universidad de Ciencias Pedagógicas “Enrique José Varona” (Cuba).  
Email: presidente@apc.rimed.cu

*Education and Teacher Education in Cuba: Revolución and Perfeccionamiento*

**Abstract:** This presentation draws on published literature and government documents to examine the reforms of education and teacher education in Cuba during different historical periods. It seeks to document as well as explain the occurrence of such reforms, giving attention to both national and global economic, cultural, and political dynamics. It briefly discusses developments prior to the 1959 “Triumph of the Revolution” (Spanish colonial period, 1510-1898, and United States neo-colonial period, 1898-1958), but goes into more detail on what have been labeled as the four revolutions or perfeccionamiento initiatives in education, which began in the following years: 1961, 1975, 2001, and 2008. It also analyzes the changes initiated in the 1990s during the “Special Period in the Time of Peace.” It concludes by noting that the reforms of education and teacher education enabled Cuba to continue on its socialist path, in the face of significant challenges (not the least of which has been the blockade and other hostile actions by the U.S. government) as well as contributed to Cuba’s laudable achievements with respect access, equity, and quality of education.



## Panelist 2:



### **Jorge Baxter, PhD**

Professor, Universidad de los Andes, Colombia.

Email: [jorgebaxter@gmail.com](mailto:jorgebaxter@gmail.com)

#### *The Paradox of Power in Ecuador: Governance and Education Reform: 2007-2015*

**Abstract:** This presentation is based on research conducted on the education reforms in Ecuador during the Rafael Correa Delgado administration from 2007 to 2015. The research included semi-structured interviews with 24 individual participants from within government, including ministers, vice-ministers, and sub-secretaries, teachers and school directors from different areas of Ecuador, the teacher union, as well as civil society and international organization leaders. This presentation identifies and compares competing policy stories articulated by principal actors who were involved during this period of education reform in Ecuador. By revealing these competing policy stories, the presentation generates insights into the political and technical aspects of education reform in a context where decades of neoliberal policies eroded the state's capacity. Since the elections in 2007, President Correa has focused much of his political effort and capital on reconstituting the state's authority and capacity to not only formulate but also implement public policies. The concentration of power combined with a capacity building agenda allowed the Correa government to advance an ambitious, comprehensive education reform with substantive results in terms of both equity and quality. At the same time, the concentration of power has undermined a more inclusive and participatory approach which is essential for deepening and sustaining the reform. This presentation underscores both the limits and importance of state control over education as well as highlights the inevitable conflicts and complexities associated with education reforms that focus on quality.



**Panelist 3:**



**Carlos Ornelas, PhD**

Professor, Metropolitan Autonomous University, Mexico.

Email: carlos.ornelas10@gmail.com

*Hills and Valleys of Mexican Educational Reform: Politics and Contentions*

**Abstract:** This presentation analyzes the main political components of the Mexican educational reform of the Peña Nieto administration. It synthesizes how both the reform proposal and the reactions of diverse actors contribute to re-map the basic education system in Mexico. It draws on divergent theoretical perspectives to discuss the Mexican reform in comparison with the Global Education Reform Movement (or Germ), led by intergovernmental organizations, mostly the OECD. The presentation elaborates the issues based on three theoretical approaches. The first body of concepts derives from neoinstitutionalist sociology referred to as the world culture. This approach sees national educational reforms in a path towards the construction of a world culture that creates institutional isomorphism worldwide. The second approach, which I call cultural neo-imperialism, emphasizes concepts of domination. Authors adherent to this perspective see the intervention of the international intergovernmental organizations as part of a global tendency to make education an instrument of the neoliberal world order. The third theoretical approach is known as lending and borrowing approach. It claims that national governments and educators alike take and perhaps adapt concepts and tools from traveling policies posted in the international arena. Finally, I mix the approaches with the dynamics of the Mexican education reform, unveiling the dialectics between the national and the global.





## VIII. SPECIAL SESSION

### UNESCO's Futures of Education Initiative



**Sobhi Tawil, PhD**

UNESCO Paris, France.

Email: [s.tawil@unesco.org](mailto:s.tawil@unesco.org)



**Noah W. Sobe, PhD**

Professor, Loyola University Chicago, USA

& UNESCO Paris, France

Email: [nsobe@luc.edu](mailto:nsobe@luc.edu)

In this session representatives from UNESCO's Education Research and Foresight team will present the soon-to-be-launched Futures of Education initiative. This project is an ambitious attempt to mobilize the many rich ways of being and knowing worldwide to reflect on and generate debate on how education might need to be re-thought in a world of increasing complexity, uncertainty, and precarity.

Inequalities, violence and exclusion are bringing many societies to a point of crisis. The fragility of our planet is becoming more and more apparent. And, we must ask whether whether education can continue in a business-as-usual manner. Sadly, these varied forms of insecurity are exploited by some, thus straining social cohesion and weakening trust in institutions around the world. With rapidly changing contexts and multiple possible futures, we must reexamine and reimagine how education can contribute to the global common good.

The project will entail two inter-related tracks for rethinking the futures of education. First, the establishment of an International Commission of eminent personalities and thought leaders of diverse expertise and perspectives from the worlds of politics, academia, the arts, science and business. Second, a broad process of engagement with multiple stakeholder networks and platforms to ensure the insight of youth, educators, civil society, researchers, policy-makers, and business and technology partners. The International Commission will present its analysis and recommendations in late 2021 in the form of a report to serve as an agenda for policy debate and action at multiple levels.



The UNESCO Global Futures of Education initiative proposes that the urgency of the challenges before us seem to require a radical transformation of mindsets and of our conceptions of human well-being, development, and how to share a planet. Knowledge, learning and education broadly considered are at the heart of this transformation. The rise of artificial intelligence, big data and machine learning also raise major ethical and governance concerns about the future, especially as the promises of innovation and technological change have an uneven record of contributing to human flourishing. Despite the promise and many successes, we can expect from the 2030 agenda for sustainable development, there is still an urgent need to look beyond this horizon. Even with great advances in enrolments at all levels globally, we still must ask what education might yet become.

This forthcoming project also adopts the view that the complex challenges in our world today require innovative solutions beyond established sectoral approaches and disciplinary boundaries. The initiative will emphasize co-creation, a broad partnership and participation process, and the absence of pre-specified outcomes. The global report, and its inputs, will build on UNESCO's humanistic approach to learning and the foundation laid by previous UNESCO global reports: *Rethinking Education* 2015;

*Learning: The treasure within* 1996; and *Learning to Be* 1972. These reports have established UNESCO as the lead in the global debate on the future of education and learning. The tentative title of the 2021 Global Report *Learning to Become* signals both a continuation of this work and a departure. To think in terms of "becoming" invokes a line of philosophical and social thinking that emphasizes potentials, rejects determinism, and expresses a flexible openness to the new. The notion of "learning to become" also directs attention at the persistence of inequalities, continuing plagues of violence, and the increasing strains on a fragile planet – all of which demand that humanity become something it has not yet become.

## **IX. ORGANIZING COMMITTEE OF THE XVII WCCES 2019**

### **1. LOCAL COMMITTEE**



**Dra. Addy Rodríguez Betanzos**  
Universidad de Quintana Roo / SOMECE.



**Dr. Adolfo Soto Curiel**  
Universidad Autónoma de Baja California-FCH.



**Dra. Bertha Alicia Garza Ruiz**  
Universidad Pedagógica Nacional 192 / SOMECE.



**Dra. Catalina Guadalupe Ortiz Macías**  
Escuela Normal Fronteriza Tijuana / SOMECE.



**Dr. César García García**  
Tecnológico Nacional de México-CIIDET-SEP / SOMECE.



**Dr. Claudio Rafael Vázquez Martínez**

Universidad de Guadalajara – Vallarta / SOMECE.



**Dra. Eilen Oviedo González**

Universidad Pedagógica Nacional /SOMECE.



**Mtra. Francy Yarmid Peralta Marín**

Universidad Nacional Autónoma de México-FFyL.



**Dra. Gloria Angélica Valenzuela Ojeda**

Benemérita Universidad Autónoma de Puebla / SOMECE.



**Dr. Héctor Manuel Manzanilla Granados**

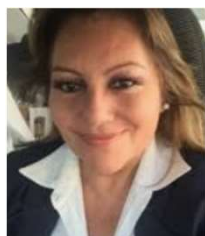
Instituto Politécnico Nacional-ESCOM / SOMECE.



**Dra. Ileana Rojas Moreno**

Universidad Nacional Autónoma de México-FFyL / SOMECE.





**Dra. Irma Alicia González Anaya**  
Secretaría de Educación de Nuevo León / SOMECE



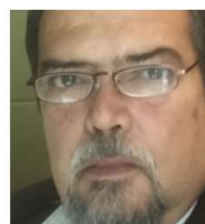
**Dr. Jorge Eduardo Martínez Iñiguez**  
Universidad Autónoma de Baja California / SOMECE.



**Dr. Jorge Luis Mendoza Valladares**  
El Colegio de Tamaulipas / SOMECE.



**Dr. José Manuel Hernández Franco**  
Escuela Normal "Rosario María Gutiérrez Eskildsen" / SOMECE.



**Dr. José Ricardo Rivera Peña**  
Escuela Normal "Miguel F. Martínez" Centenaria y Benemérita / SOMECE.



**Dr. Liberio Victorino Ramírez**  
Universidad Autónoma Chapingo / SOMECE.



**Dra. Lydia Celia Colmenares González**  
Escuela Normal Particular Profr. Gregorio Torres Quintero



**Dra. María del Rosario Hernández Coló**  
Universidad Nacional Autónoma de México-FES/SOMECE.



**Dra. María Teresa de Sierra Neves**  
Universidad Pedagógica Nacional-Ajusco / SOMECE.



**Dra. Patricia Delgado Monroy**  
Universidad Nacional Autónoma de México-FES/SOMECE.



**Dra. Patricia Ducoing Watty**  
Universidad Nacional Autónoma de México-IISUE/SOMECE.



**Dra. Rebeca Jacqueline Murillo Ruiz**  
Universidad Vasco de Quiroga / SOMECE.



**Dr. Rolando Heredia Dominico**

Universidad Autónoma del Estado de México / SOMECE.

## 2. WEB MASTER



**Ing. Armando Torres Romero**

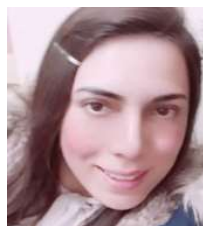
Universidad Nacional Autónoma de México-IISUE.

## 3. ADMINISTRATIVE TECHNICAL COMMITTEE



**Ana Karen Rojas Cancino**

Universidad Nacional Autónoma de México, FFyL.



**Ariadna Mireya Chávez Hernández**

Universidad Nacional Autónoma de México, FFyL.



**Lic. Carlos Alberto Reyes De La Cruz**

Universidad Autónoma del Estado de México.



**Lic. Etzel Navarro Roux**  
Universidad Autónoma de Tamaulipas.



**Ing. Gerardo Huerta Luna**  
Instituto Politécnico Nacional  
Universidad Nacional Autónoma de México, FFyL.



**Ing. Ileana Reyes Rojas**  
Universidad Nacional Autónoma de México, Ingeniería.



**Ing. Javier Reyes Rojas**  
Universidad Nacional Autónoma de México, Ingeniería.



**Lic. José Miguel Sánchez Alemán**  
Universidad Nacional Autónoma de México-FES-A / SOMEK.



**José Rafael Navarro Roux**  
University of Texas – Panam.





**Lic. Lorena Ocaña Pérez**

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**MONDAY, MAY 20**  
14:30 - 16:00 PM SESSION

### Future ends of education (Español)

Barceló Maya Convention Center

Chichen Itzá 1, 14:30 to 16:00 PM

Chair: Néstor Fabian Zambrano Castro

Participants:

- Néstor Fabian Zambrano castro; dimensión ser, soy persona única.
- Johana Arévalo Arévalo; La familia como eje central de resistencia.
- Lucía Rodríguez; Dimensiones del trabajo docente y retos para el bienestar futuro del profesorado.
- Alberto Sebastián Barragán, José Humberto González Reyes; "Configuración profesional de la docencia en México. Avances y desafíos en las décadas recientes"

### Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 14:30 to 16:00 PM

Chair: Caleb Imbova Mackatiani

Participants:

- Caleb Imbova Mackatiani, Daniel Komo Gakunga, Francis Chege Gatabu ; Learning achievement: Illusions for teacher centered approaches in primary schools in Kenya
- Thuy Tranviet; Teaching, learning and the future of less commonly taught languages (LCTLs) education
- Pinar Burcu Güner; Equity for a Good Life in Germany
- Salma Ismail; Implications for the future- A comparative study of radical pedagogy in two NGOs in South Africa.

### A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 3, 14:30 to 16:00 PM

Chair: Sarah Croché

Participants:

- Sarah Croché, Jean-Emile Charlier; Sustainable development goals in education. What resistances facing an openness and uncompromising curriculum project?
- Hugo Rangel Torrijo; Back to the future. The living curriculum in the postglobal era.
- Rami Guindi; The Impact of Liberal Arts Education on Egyptian Student Identity and Worldview: The Core Curriculum of The American University in Cairo

### Teaching and learning in the future

Barceló Maya Convention Center

Bonampak 1, 14:30 to 16:00 PM

Chair: Paul Tarc

Participants:

- Paul Tarc; Responsibility as 'loving the world.' The 'teacher of the future' for our cosmopolitan conditions.

- Emmanuel Jean-Francois; -Study Abroad as a Strategy for Transformative Learning Experience for U.S. undergraduate students
- Alba Ruth Valencia Ceballos, Claudio Vásquez; The silhouette for emotional education method in the future.
- Zehlia Babaci-Wilhite; Integrating Language and Culture as Human Rights in STEAM Subjects: Science, Technology, Engineering, Arts and Mathematics.

### The teacher of the future **Group Panel**

Barceló Maya Convention Center

Bonampak 2, 14:30 to 16:00 PM

Chair: Darlan Marcelo Delgado

Brazilian policies on technical and technological training in the context of the internationalization of education, Darlan Marcelo Delgado – Centro Estadual de Educação Tecnológica Paula Souza – São Paulo – email: prof.darlan@fatec.sp.gov.br

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Tania Barbosa Martins – Universidade Metodista de Piracicaba

### The students of the future

Barceló Maya Convention Center

Tikal 1, 14:30 to 16:00 PM

Chair: Daniel Komo Gakunga

Participants:

- Daniel Komo Gakunga, Joan M. Gathinye-Visa Oshwal, Daniel K. Gakunga, Ephantus Njoroge Ithagu-Visa Oshwal, Mohamed Yussuf-Visa Oshwal, Kenneth K. Mwiti-Visa Oshwal; The Influence of Household Factors on Girls' Access to Primary Education in Internally Displaced Persons Future Society: A Case Study(IDP) .
- Muhammad Naseem; Perspectives of Canadian youth on extremism and counter-radicalization education .
- Yi Ding; Localizing Information Literacy Education to Educate Future Chinese International Students .
- Kris Hyesoo Lee; Becoming a bona fide Cosmopolitan: Unpacking Narrative Claims of Western-situated International Students in China.



## Schooling in the future

Barceló Maya Convention Center

Tikal 2, 14:30 to 16:00 PM

Chair: Pinar Burcu Güner

Participants:

- Pinar Burcu Güner; A Good School Education for Enhancing Opportunities for Immigrant Girls in Germany.
- Shiho Tanaka; Last 10% problems seen from small ethnic minority groups; Focusing on Bangladesh's small ethnic minority group Khumi.
- Huan Yan; Building a Micro-school in a Hyperconnected World: A case study in Beijing.
- Yu Huang; Green School as a whole-school environmental education approach in Mainland China: its past, present and future.

## Future families and education

Barceló Maya Convention Center

Tikal 3, 14:30 to 16:00 PM

Chair: Leva Rouhani

Participants:

- Leva Rouhani; Education for Inclusion: Mothers' Associations in Benin.
- Katherine Robersshaw; Educational Decisions in Cross-Cultural Families: A qualitative study.
- Diego Poblete; The role of the on-line support in the challenges for the future families and education: proposal from Safe Hour platform of Todo
- Patricia Hiores; The participation of families in the management of children education schools: a comparative study between Brazil and Italy.

## The future of work and the professions

Barceló Maya Convention Center

Tikal 4, 14:30 to 16:00 PM

Chair: Evelise Antunes

Participants:

- Evelise Antunes; Doctoral programs on public health: a comparative analysis between Brazil and Chile.
- Martínez Vallejo; A Vocational Education for the future of the Spanish youth? Dual Vocational Education, the economic crisis, political games and the changes in the European political and economic structures.
- Xuemeng Cao; Enhancing the Employability of International Students: Chinese students on taught Master's programmes in social sciences.
- Davide Zotti, Andrea Carnaghi, Valentina Piccoli, Mauro Bianchi, Adrian Zongrone; The Role of Gender in Predicting Homophobic Bullying Among Italian High School Students.

## Education technology for the future

Barceló Maya Convention Center

Tikal 5, 14:30 to 16:00 PM

Chair: M. Ayaz Naseem

Participants:

- M. Ayaz Naseem, Adeela Arshad-Ayaz; Educational technology for the future: Bringing out the voices of key stakeholders in Kenya.
- Ma. Asunción Balderas Mireles; Descriptive exploratory study of the use of the Moodle platform in the school Normal Superior Profr. Moisés Sáenz Garza.
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## MONDAY, MAY 20

16:00 - 17:30 PM SESSION

### Future ends of education

Group Panel

Barceló Maya Convention Center

Chichen Itzá 1, 16:00 to 17:30 PM

Global Efforts Supporting LGBTQ Students and Emerging Conservative Contexts: Inclusion and Safety Versus Gender Ideology

Thematic Group: Students of the Future

Chair: Adrian Zongrone,

Discussant: Joseph Kosciw,

- Davide Zotti, Andrea Carnaghi, Valentina Piccoli,
- Mauro Bianchi, Adrian Zongrone; The Role of Gender in Predicting Homophobic Bullying Among Italian High School Students.
- Lina Cuellar, Juliana Martínez; From Pulpit to Politics: Gender Ideology, Children's Rights and Fear-mongering in Colombia.
- Ricardo Vallarino; The Cry Against "Gender Ideology" in Argentina: Conservative Reaction or Advance?

### Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 16:00 to 17:30 PM

Chair: Shen-Keng Yang

Participants:

- Shen-Keng Yang; Critical Reflections on the Development of Postdigital Pedagogy.
- Cimenna Chao Rebolledo; Learning, Collaboration and Knowledge Representation within a Self-Organized Learning Environment.
- Eva Hortensia Chazaro Arellano; Integration of Native Pedagogical Model. Closing the learning circle.

### A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 3, 16:00 to 17:30 PM

Chair: José Ricardo Rivera Peña

Participants:

- José Ricardo Rivera Peña; Mexico-singapore comparative study: equity through a selection system according to academic performance

MONDAY MAY 20



- Elizabeth Ocampo Gómez, Nereida Rodríguez Orozco; Curricular flexibility as lived and interpreted by University Students.
- Eduardo Lyrio; Global accounting curriculum: trends and comparison with education institutions in Brazil.

### Teaching and learning in the future

Barceló Maya Convention Center

Bonampak 1, 16:00 to 17:30 PM

Chair: Irfan Ahmed (Rind)

Participants:

- Irfan Ahmed (Rind); The implications of science teachers' epistemology and metacognition on their implementation of inquiry-based teaching approach.
- Karina Nossar; The impact of the labor insertion of the new teachers on their professional development: trends and challenges in the region.
- Pei-Fen Sung; Historical Consciousness of Pre-service Teachers in Taiwan: The Case of Teaching National Identity in a Different Way
- Jaime Ricardo Valenzuela; Systematic mapping of literature on educational innovation and educational change.

### The teacher of the future (Español)

Barceló Maya Convention Center

Bonampak 2, 16:00 to 17:30 PM

Chair: Claudio Vasquez

Participants:

- Claudio Vasquez, Alba-Ruth Valencia; Lifelong Learning of Distance Education in the Pedagogic Thought of the Teachers Education in the future.
- Bertha Alicia Garza Ruiz, The teacher of the future: towards a new curricular model in teachers' schools.
- Alma Adriana Gómez Galindo, Cecilia Guadalupe Charles Martínez; Análisis del Proceso de Desarrollo del Docente como Profesional Reflexivo: promoviendo el Pensamiento Crítico en Niños de Primaria.

### The students of the future

Barceló Maya Convention Center

Tikal 1, 16:00 to 17:30 PM

Chair: Linli Zhou

Participants:

- Linli Zhou; Cultivating Global Citizen Identity with Cross-Cultural Peer Mentoring.
- Adriana Marroquin; Pedagogical concepts and curricular designs in.

- Yuko Ryan; Academic gate opened for skilled foreigners: The outcomes of Japan's the '300,000 International Students Plan'.

### Schooling in the future

Barceló Maya Convention Center

Tikal 2, 16:00 to 17:30 PM

Chair: Eric Feng-Jihu Lee

Participants:

- Eric Feng-Jihu Lee; Comparing Policies of Schooling Excellence in Australia, England and Wales, and the United States.
- Pablo García; The challenge of educating in contexts of inequality: a journey through secondary education in Latin America.
- Mengqi Zhang; Rebuilding Higher Education: A Study on the Merger-Reorganization Reform in Contemporary French Universities.
- Zheng You; From Inward to Outward: Motivation and Features of the Chinese Universities International Branch Campuses.

### Future families and education (Español)

Barceló Maya Convention Center

Tikal 3, 16:00 to 17:30 PM

Chair: María Gloria Durán Aguilar

Participants:

- María Gloria Durán Aguilar; La salud como habilidad para la vida en el aula de clases.
- Laura Gaither; Diagnóstico de estilos de Vida y factores de riesgo de los adolescentes escolarizados.
- Angie Julieth Guayambuco Castillo; La ausencia familiar, un obstáculo para un desarrollo integral educativo.
- Yohana González; Estrategias pedagógicas para el fortalecimiento Familiar en la Escuela

### The future of work and the professions

Barceló Maya Convention Center

Tikal 4, 16:00 to 17:30 PM

Chair: Jia Song.

Participants:

- Jia Song; Strategic Responses to Teaching Quality Accountability: A Case Study of a Regional University in China from a Decoupling Perspective.
- Jairo Barbosa; Education for the job: Analysis of UNESCO proposals from the INCHEON declaration.
- Dan Wang; What Money Can't Buy? Motivating Teachers without Merit Pay.
- Tingting Yuan; A non-DAC scholarship: China's higher education provision in the global South.

### Education technology for the future (Español)

Barceló Maya Convention Center

Tikal 5, 16:00 to 17:30 PM

Chair: Alejandro Fuentes Penna.

Participants:

- Alejandro Fuentes Penna; Propuesta de Evaluación Adaptativa Diagnóstica para Matemáticas Básicas.





- Alfredo Lopez; Reto de la Cuarta Revolución Industrial para una Educación del Futuro al servicio de los ODS
- Tania Fermin Hernández; Desarrollo de habilidades metacognitivas mediante el uso de TIC en estudiantes universitarios de primer y último semestre.
- Ma. Magdalena Flores; Las competencias digitales de los estudiantes y la tecnología educativa para el futuro.

## TUESDAY, MAY 21

### 8:30 - 10:00 AM SESSION

#### Future ends of education

Barceló Maya Convention Center  
Chichen Itzá 1, 8:30 to 10:00 AM  
Chair: Andrés Fernando Valencia Mafla  
Participants:

- Andrés Fernando Valencia Mafla; Reimagining Foreign Languages Teacher Education: Murals and Literacies Education for Political Activism.
- Marielle Le Mat; Mechanisms of adopting and reformulating comprehensive sexuality education policy in Ethiopia.
- Ye Liu, Wenqin Shen, Andy Green; Perching Birds or Scattered Streams: understanding how trust affects civic engagement among university students in contemporary China.
- Sujata Srivastava; Development and Implementation of Modules for Teachers for Inculcating Values in Students at Secondary Level.

#### Pedagogies for the future

Barceló Maya Convention Center  
Chichen Itzá 2, 8:30 to 10:00 AM  
Chair: Yiyang Liu  
Participants:

- Yiyang Liu; A study on the structure, revolution and application of classroom research paradigms in china.
- Martín De Los Heros; Collaborative learning in the perspective of the theory of activity: adult education in the blended learning modality.
- Cristina Tischer Ranalli Aparecido; The World Bank Role in Legitimizing Distance Higher Education.
- Nagwa Megahed; Community-Based Learning as a Transformative Pedagogy for Youth Citizenship: Challenges And Opportunities at Universities.

#### A curriculum for the future (Español)

Barceló Maya Convention Center  
Chichen Itzá 3, 8:30 to 10:00 AM  
Chair: Myrna Blazquez  
Participants:

- Myrna Blazquez; -Diseño curricular y Program Review en la era del Big Data.
- Mónica Gabriela Portilla Portilla; Niveles de apropiación de la Educación Basada en Competencias en la formación de profesores. Casos Argentina y Colombia.
- Astrid Vizcaino Mendoza; Metodologías participativas para el mejoramiento de la calidad educativa.
- Julio Cesar González Mariño; Towards the development of a digital competency framework for the researcher professor.

#### Teaching and learning in the future

Barceló Maya Convention Center  
Bonampak 1, 8:00 to 10:30 PM  
Chair: Virginia Reyes Romero  
Participants:

- Virginia Reyes Romero, María del Carmen Trejo Cázares, Carlos Topete Barrera; The high middle level versus education 4.0. Teacher perception.
- Raghavendra Prapanna, Ritu Bala; Teaching of Hindi language and the language of possibility: a study of Hindi textbooks of Indian schools.
- Esperanza Margarita Martínez Becerra; A look at the Training of Teacher Educators.
- Gumersindo David Fariña López; Education 4.0 as innovation in the polytechnic education, challenges and opportunities. CECyT 7 Instituto Politécnico Nacional.

#### The teacher of the future

Barceló Maya Convention Center  
Bonampak 2, 8:30 to 10:00 AM  
Chair: Ruth Roux  
Participants:

- Ruth Roux; Preparing English language teachers for the future: A Delphi study in Northern México.
- (Kent) Sheng Yao Cheng; Teacher Education for the Future: What can TALIS teach us?
- Tanjin Ashraf; The nexus between teachers' experiences and math curriculum and policy reform: implications for the future in Ontario, Canada.
- Jerome Joorst; Being a teacher in a rural no-fee school in post-apartheid South Africa.

TUESDAY MAY. 21



## The students of the future Group Panel

Barceló Maya Convention Center

Tikal 1, 8:30 to 10:00 AM

Chair Adrian Zongrone

Participants:

- Adrian Zongrone; Understanding school climate and the implications for lesbian, gay, bisexual, and transgender students in eastern europe
- Joseph Kosciw ; Global Efforts Supporting LGBTQ Students and Emerging Conservative Contexts: Inclusion and Safety Versus Gender Ideology
- Jhaverbhai Patel; Various Dimensions of Basic Education among Scheduled Tribes in Gujarat: Perspective and Challenges
- LYU Keyi; Collaboration is design of learning ecology: a model of future Home-School Collaboration research by integrating traditional approaches

## Schooling in the future

Barceló Maya Convention Center

Tikal 2, 8:30 to 10:00 AM

Chair: Minoru Morishita

Participants:

- Minoru Morishita; Chinese Schools of "Refugee Villages" in Northern Borderlands of Thailand: A Case of Border Studies in Comparative Education.
- Ghassan Shughri; A Comparative Study of School Principals in Syria and Shanghai.
- Eduardo Santa Cruz Grau; Resistance to the Law of Inclusion in Chile: the media debate about schools for profit in the school system.

## Future families and education

Barceló Maya Convention Center

Tikal 3, 8:30 to 10:00 AM

Chair: Ruifang Zhang.

Participants:

- Ruifang Zhang ; Education choice and the protection of child's rights based on the interview with 10 middle class families in Beijing, China.
- Lyu Keyi; Collaboration is design of learning ecology: a model of future Home-School Collaboration research by integrating traditional approaches
- Antony Fute; Common Family Philosophy and Stability for a Centralized Educational Curriculum Assessment System: The Future Education Outcomes are Within the Present Families' Hands.

## The future of work and the professions

Barceló Maya Convention Center

Tikal 4, 8:30 to 10:00 AM

Chair: Paula Razquin.

Participants:

- Paula Razquin; Teacher labor markets in Latin America: A review of research and implications for teacher policies.
- Catarina Tomás; Supervised teaching practice in the masters of education training in portugal: the voices of the coordinators.
- Rajendra Chetty; Literacy teaching in disadvantaged schools: A social justice perspective.
- Carla Galego; University and the challenges of the Academic Profession in Portugal and Spain: analysis from higher education policies.

## Education technology for the future

Barceló Maya Convention Center

Tikal 5, 8:30 to 10:00 AM

Chair: Kevin Henderson

Participants:

- Kevin Henderson; Digital technology and perceptions on use: an analysis of higher education faculty across Asia.
- Muhammad Waqar Ahmad; Engaging Technology to Create Collaborative Partnerships for Social Change in Pakistan.
- Carolina Tapia-Cortes; Use of ICT for the administrative management of university teachers: a comparative study.
- Ellen Carm. Virtual ethnographic deconstruction of online learning in low resource higher education environments.

**TUESDAY, MAY 21**

**10:30 - 12:00 PM SESSION**

## Future ends of education

Barceló Maya Convention Center

Chichen Itzá 1, 10:30 to 12:00 PM

Chair: Patricia Viera Duarte

Participants:

- Patricia Viera Duarte; Teacher training: challenges for the future.
- Ritesh Shah; Making the promises of overseas tertiary scholarships a reality.
- Sarah Croché; Education in a universe of multiple references. What political compromise in the global sustainable project?.



## Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 10:30 to 12:00 PM

Chair Jephthe St Cyr

Participants:

- Jephthe St Cyr, Agabis Dieujuste; What types of Pedagogies for the future?
- Debora Jeffrey; The National Program of Academic Cooperation (PROCAD) - The pedagogical experiences of integral education policies in the Amazon: research and academic network between Brazilians Universities
- M. Christopher Brown II, Juwan Bennet, T.M. Graham, Christopher Knaus; Racial Equity in the United States: Improving Educational Outcomes in Schools and Society
- Joseph Kosciw; Global Movements to Document, Understand, and Improve the School Experience of LGBTQ Students

## A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 3, 10:30 to 12:00 PM

Chair: Nereida Rodríguez Orozco

Participants:

- Nereida Rodríguez Orozco; Curricular flexibility as lived and interpreted by university students.
- Jiao Wei; Curriculum for the Future: Exploration on the Change of Teaching Content.
- Leyla Radjai; Understanding Different Approaches to the Internationalization of Curriculum: The Case of Intergovernmental Universities.

## Teaching and learning in the future

Barceló Maya Convention Center

Bonampak 1, 10:30 to 12:00 PM

Chair: Carolina Gonçalves

Participants:

- Carolina Gonçalves; Teaching practice supervision's portrait in Portugal.
- Karla María Díaz López; Analysis of the competencies of the student's graduation profile and current teaching competencies in High school of México.
- Indira Quintasi; Special education in rural contexts: Challenges and policy considerations.
- Antoinette Roeloffze; Collaborative teaching to a diverse audience setting-up a jigsaw classroom: a case study.

## The teacher of the future

Barceló Maya Convention Center

Bonampak 2, 10:30 to 12:00 PM

Chair: Qian Xu

Participants:

- Qian Xu; Chinese Short-Term Training for African Teachers: Impact and Challenges.

- Donella Cobb; Moving beyond the cascade: Reimagining a quality future for teacher development.
- Nana Kodama; The Inclusion of "Diversity" in Pre-service Teacher Education Programs in Ontario, Canada.
- Rocio Faundez; First research of teachers' attitudes about diversity due to sexual orientation, identity and gender expression (SOGIE) in Chile.

## The students of the future

Barceló Maya Convention Center

Tikal 1, 10:30 to 12:00 PM

Chair: Nau Silverio Nino Gutierrez

Participants:

- Nau Silverio Nino Gutiérrez; Native groups into higher education studies: a case in the Autonomous University of Guerrero (UAGro).
- Isaías Naú Niño Castillo; Native groups into higher education studies: a case in the Autonomous University of Guerrero (UAGro).
- Jacob Elias Nino Castillo; Native groups into higher education studies: a case in the Autonomous University of Guerrero (UAGro).
- Zurit Anabel Castillo Perez; Native groups into higher education studies: a case in the Autonomous University of Guerrero (UAGro).

## Schooling in the future

Barceló Maya Convention Center

Tikal 2, 10:30 to 12:00 PM

Chair: RJ (Nico) Botha

Participants:

- RJ (Nico) Botha; Contextual influences on newly appointed principals in South African schools: Changes and challenges.
- Benjamin Green; Transformative Inclusion through the SCAR-CGFG approach.
- Peña Ramírez; The new rural multigrade school.
- Margaret Orr; A comparative international study on selection, training and evaluation of headmasters: A best practices approach.

## Future ends of education

Barceló Maya Convention Center

Tikal 3, 10:30 to 12:00 PM

Chair: Miriam Pavani

Participants:

- Miriam Pavani; The political and economic meanings of the Open and Massive Online Courses in the context of the internationalization of Education.
- Hui Feng; The development of Chinese comparative education research during forty years of reform and opening up.

TUESDAY MAY. 21



- Leping Mou; Liberal Arts Education in the 21st Century: Challenges and Future Directions.
- Beth L. Goldstein; How does China play a role in ethnic identity formation for Chinese American university students?.

### The future of work and the professions

Barceló Maya Convention Center

Tikal 4, 10:30 to 12:00 PM

Chair: Gladys Barreyro

Participants:

- Gladys Barreyro; Rankings académicos internacionales en las universidades de investigación en Brasil.
- Carolina Valero Olmedo; Comparative analysis of public science and technology policies dictated by supranational and national organizations in México.
- Maria del Rosario Hernandez Colo; Development of research abilities in university students: is action-research a methodology of the past that will continue to help us in the future?
- Kazuo Kuroda, James Williams; Globalization and the Development of Global Governance in Education

### Education technology for the future

Barceló Maya Convention Center

Tikal 5, 10:30 to 12:00 PM

Chair: Yuhan Xiong;

Participants:

- Yuhan Xiong; Analysis of Research on Social Robots for Education in East Asia: Focusing on China, Japan, and South Korea.
- Trang Pham; Analysis of Research on Social Robots for Education in East Asia: Focusing on China, Japan, and South Korea.
- Chang Liu; Analysis of Research on Social Robots for Education in East Asia: Focusing on China, Japan, and South Korea.
- Hansol Woo; Analysis of Research on Social Robots for Education in East Asia: Focusing on China, Japan, and South Korea.

**TUESDAY, MAY 21**

**14:30 - 16:00 PM SESSION**

### Future ends of education

Barceló Maya Convention Center

Chichen Itzá 1, 14:30 to 16:00 PM

Chair: Rebecca Clothey

Participants:

- Rebecca Clothey; A Diaspora in Cultural Crisis: Uyghurs in Turkey.

- Leonardo Ortiz; Sustainable development education: a tool to face future inclusion challenges in bilingual environments.
- Jean-Emile Charlier ; What political compromise in the global sustainable project?.
- Wan Yu; The "Scientization" in South East Asia between 1980 and 2010.

### Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 14:30 to 16:00 PM

Chair: Andrea Gambino

Participants:

- Andrea Gambino; Rethinking Critical Pedagogies: Learning Contexts Across the U.S. and China.
- Rhonda Di Biase; Mentoring or Monitoring: Exploring priorities of leading teachers in promoting learner-centred pedagogy in the Maldives.
- David Small; This is not who we are": Challenges to anti-racist education in the wake of the Christchurch mosque massacre.
- Sunnya khan; "Animals have Feelings, Too": The Need for Teaching Children About Humane Education.

### A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 3, 14:30 to 16:00 PM

Chair: Ana Lucia da luz Mazzardo

Participants:

- Ana Lucia da luz Mazzardo, Marilene Gabriel Dalla Corte; The curricular organization of middle school in Brazil and Chile: a challenge to integral training.
- María Esther Mendez Cadena; Agenda 2030 and postgraduate education in agricultural areas in Latin America: realities and challenges.
- Yue Chen; The Strategic Choices for the Future of Doctoral Education Quality Assurance System in China.
- Huiyan Piao; Future of Economic Education and Curriculum for Financial Literacy in China: Insights from History.

### Book Launches

Barceló Maya Convention Center

Bonampak 1, 14:30 to 16:00 PM

Chair Liz Jackson

Participants:

- Liz Jackson; Questioning allegiance: Resituating Civic Education
- Lorin Yochim; Navigating the Aspirational City: Urban Educational Culture and the Revolutionary Path to Socialism with Chinese Characteristics
- Ricardo Felix Inguanzo; El protagonista de mis sueños.





## The teacher of the future (Español)

Barceló Maya Convention Center

Bonampak 2, 14:30 to 16:00 PM

Chair: Flavio Ortega Muñoz

Participants:

- Liberio Victorino Ramirez, Patricia Delgado Monroy, Rocío A. Atriano Mendieta; La formación de maestros en las normales rurales en México. Un proyecto del siglo XX y sus retos en el nuevo milenio.
- Flavio Ortega Muñoz; Estrategias de Aprendizaje en Educación Superior: Un Estudio Comparado en Instituciones Formadoras de Docentes de Durango, México.
- Marco Navarro, Lidia Colmenares Gonzales; Los maestros y su concepto de Educación de la Ciudadanía Mundial en un contexto de frontera. México y Estados Unidos de Norteamérica.
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## The students of the future

Barceló Maya Convention Center

Tikal 1, 14:30 to 16:00 PM

Chair: Su Xiao

Participants:

- Su Xiao; Comparative Study of International Student Mobility in Russia and China under the Background of Internationalization.
- Fatima Mendes; The inclusion of a blind student in higher education.
- Claudio Vasquez; Repercussions in methodology about on families, modernization, globalization, equity and efficiency for the future.
- Tânia Martins; Considerations on Policy Analysis on the Internationalization of vocational and technological education

## Schooling in the future

Barceló Maya Convention Center

Tikal 2, 14:30 to 16:00 PM

Chair: Liz Hollingworth

Participants:

- Liz Hollingworth; A comparative international study on selection, training an evaluation of headmasters: A best practice approach.
- Irma Maria Flores Alanis; Policies and strategies surrounding the Internationalization of higher education institutions in Mexico. The management perspective.
- Ritu Bala; The pedagogical character of newspapers in the context of Indian school examination.
- Mustafa Ramazan; Educational Policy and its reflection in day-to-day Principal Leadership and Management practices in Public and Private secondary schools' in the challenging context of Afghanistan.

## Future ends of education

Barceló Maya Convention Center

Tikal 3, 14:30 to 16:00 PM

Chair: Macleans Geo-jaja, Salamatu Isiah, Pamela Hallam

Participants:

- Macleans Geo-jaja, Salamatu Isiah, Pamela Hallam; Liberating Tanzania from the Chains of Neoliberalism: The "True Generosity in Swedish and Danish Education Aid.
- Isabel Gómez, Andrés Valencia; Reimagining Foreign Languages Teacher Education: Murals and Literacies Education for Political Activism.
- Carlos Martínez Valle; A Vocational Education for the future of the Spanish youth? Dual Vocational Education, the economic crisis, political games and the changes in the European political and economic structures.
- Melissa White; The Internationalization of Higher Education and Female Transnational Academics: The Missing Voices.

## The future of work and the professions

Barceló Maya Convention Center.

Tikal 4, 14:30 to 16:00 PM

Chair: Fernanda Ziani Mendes

Participants:

- Fernanda Ziani Mendes; studies compared in emerging contexts in higher education/the social responsibility of the academic cooperation networks in the global south against agenda 2030.
- Yasushi Katsuma; Gender Issues in Technical and Vocational Education and Training (TVET) in Pakistan: A Case Study of the Government College of Technology at the Rail Road (GCT-RR) in Lahore.
- Guadalupe Francia, Silvia Edling; Neoliberal policy paradigm in Teacher Education in Argentina and Sweden: Strategy for increase quality and teacher profession status?

## Education technology for the future

Barceló Maya Convention Center.

Tikal 5, 14:30 to 16:00 PM

Chair: Silvia Valdivia

Participants:

- Silvia Valdivia; Teacher educators face the personal learning environments of their students: representations and accompaniment.
- Adriana Toala Valdez, Isaías Alvarez Garcia; The challenges of education and industry 4.0 as an alternative to viable innovation for the IPN.
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**TUESDAY, MAY 21**

**16:00 - 17:30 PM SESSION**

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### **Future ends of education**

Barceló Maya Convention Center

Chichen Itzá 2, 18:00 to 19:30 PM

Chair: Billy Fitoo

Participants:

- Billy Fitoo; TOPIC: Conceptualizing education for good citizenship in the Solomon Islands: the falafala (cultural) standard on gwaumauri'anga (good citizenship).
- Birgul Kutan, Mario Novelli; The Case of 'Academics for Peace' in Turkey: Repression, Resistance, Knowledge Production.
- Sthefanie Hernandez Salomon; Citizenship education challenges in the upper secondary level of the Mexican educational system.
- Carina Kleynhans; Is collaborative learning a suitable teaching method for first-generation learners?

### **Pedagogies for the future**

Barceló Maya Convention Center

Chichen Itzá 3, 16:00 to 17:30 PM

Chair: Spyros Themelis.

Participants:

- Spyros Themelis; Alternative pedagogies for a fairer society: a theoretical reporting of some recent projects in the Global South and North.
- Hamadullah Kakepoto; Role of United Nations in East Timor Conflict: A Comparison with Kashmir Issue.
- José Antonio Sáenz Melo; Observation model of international organizations on the management autonomy policy for public schools of basic education. The case of Mexico and Chile.
- Greg Misiaszek; Educating the Global Environmental Citizen: Comparative Analysis of Ecopedagogy in Local to Global to Planetary Contexts.

### **A curriculum for the future**

Barceló Maya Convention Center

Bonampak 1, 16:00 to 17:30 PM

Chair: Elsa Estrela

Participants:

- Elsa Estrela; What counts as school knowledge? Reflections on Curriculum Policies in Portugal.
- Andrew Swindell; If you build it, they will learn: Non-state actors envisioning and implementing sustainable schooling and curriculum amidst conflict in Myanmar.
- Yaquán Chao; The ideal type of comparative education research.

- Katiana Silva; O Processo de Construção do Projeto Pedagógico de Curso no Ensino Técnico Integrado ao Ensino Médio.

### **Teaching and learning in the future**

Barceló Maya Convention Center

Bonampak 2, 16:00 to 17:30 PM

Chair: Narendra deshmkh.

Participants:

- Narendra deshmkh; STEAM Education for Betterment of Future Generation: Opportunities and Challenges.
- Abelardo Romero Fernández; Flipped classroom: from a mass education to a personalized one.
- Chanson Lafleur; -Understand the teachers' Perspectives on Teaching and Learning, the key challenges for the future in Haiti.
- Mengping Zheng; The Influence of Centralized Training on Master's Degree Candidates with an Interdisciplinary Backgrounds.

### **The teacher of the future**

Barceló Maya Convention Center

Tikal 1, 16:00 to 17:30 PM

Chair: Zilungile Sosibo

Participants:

- Zilungile Sosibo; New directions: Preparing teachers for teaching immigrant learners in the new democratic South Africa.
- Jiale Huang; Researching Lived Experience of primary school head teachers -- Based on the Perspective of Educational Phenomenology.
- Addy Rodríguez Betanzos. Teacher training in 4 pedagogical universities in México, Colombia, Argentina and Ecuador.

### **The students of the future**

Barceló Maya Convention Center

Tikal 2, 16:00 to 17:30 PM

Chair: Daichi Ishii

Participants:

- Daichi Ishii; -Limit of College Admission Support and New Challenge of Vocational Training as Mean to Solve Opportunity Disparities in Japan.
- Peggy Kong; Understanding family disruption and support at school for immigrant children.
- Ruchira Das; The 'Burden' of Inclusion in modern schooling: Studying the children from the margins.
- Claudio Vasquez; Information and communication technology in modern education for the future.



## Schooling in the future

Barceló Maya Convention Center

Tikal 3, 16:00 to 17:30 PM

Chair: Yoshihito Li

Participants:

- Yoshihito Li; A Study on the possibility of high school's contribution to rural community in Japan.
- Hisako Inaba; Japanese University Human Resource Response to Global Competition.
- Yunfei Kang; Characteristics and suggestions on the internationalization of China's research universities under the background of "Double World-Class"
- Katsuki Sakaue; Host Population's Perspectives on the Education Response to the South Sudanese Refugee Influx in Uganda: The Case of the Bidibidi Refugee Settlement.

## Future ends of education

Barceló Maya Convention Center

Tikal 4, 16:00 to 17:30 PM

Chair: Mario Novelli

Participants:

- Mario Novelli; Learning Knowledge Production in Social Movements: Education for Peace with Social Justice.
- Alexandra McCormick; Shifting paradigms in pursuit of sustainable development goal 4: contexts, participants, and sector integration in education.
- Christopher Knaus, Rajendra Chetty; Whiteness, oppression and the decolonization of schooling.
- Maria Teresa Sierra de Neves; The current changes in the science and technology law in Mexico, compared to the present law.

## The future of work and the professions (Español)

Barceló Maya Convention Center

Tikal 5, 16:00 to 17:30 PM

Chair: Margareth Michan Djaddah

Participants:

- Margareth Michan Djaddah; Profesores involucrados... estudiantes comprometidos. (Buscar español)
- Aurora Lechuga Rodríguez; El futuro de la educación artística en universidades de las artes de América Latina: estudios comparados.
- Luis Fernando García Hernández; La reforma educativa y sus consecuencias sobre el estrés y su rendimiento laboral en el profesorado de educación básica.
- José Humberto González Reyes; Jóvenes Construyendo el Futuro: comparativo de experiencias internacionales en programas de capacitación laboral y acceso a la educación superior.

**TUESDAY, MAY 21**

**18:00 - 19:30 PM SESSION**

## Future ends of education **Group Panel**

Barceló Maya Convention Center

Chichen Itzá 1, 18:00 to 19:30 PM

Chair: Maria Lília Imbiriba Sousa Colares

Participants:

- Maria Lília Imbiriba Sousa Colares; The perspectives of integral education and full-time school in dissertations of the Education Postgraduate Program of West Federal University of Pará – PPGE/UFOPA (2016-2018)
- Antônio Carlos Maciel; The concept of integral education and the possibilities of integral polytechnic education in Manaus/Amazonas.
- Xiaojuan Yang; The Cultivation of Students' Public Spirits in Contemporary Chinese School — A qualitative study based on a primary school.
- Zehavit Gross; Employing activist Pedagogy and intercultural competence as the future of hinner Education A case study from Israel

## Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 18:00 to 19:30 PM

Chair: Rosane Sarturi

Participants:

- Rosane Sarturi; Interlocation between basic and higher education: a look at practices.
- Daniel Faas; The role of principals and teachers in creating inclusive school environments: Insights from community national schools in Ireland
- Antony Fute; Common Family Philosophy and Stability for a Centralized Educational Curriculum & Assessment System: The Future Education Outcomes are Within the Present Families' Hands.
- Maheshkumar Gamit; Education and Social change.

## A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 3, 18:00 to 19:30 PM

Chair: Philippe Tremblay

Participants:

- Philippe Tremblay; Comparative analysis of Individualized Education Plan (IEP) in five education systems in Canada and Europe.
- Jorge Eduardo Martínez Iñiguez, Evangelina López Ramírez, Jesús Adolfo Soto Curiel; Evaluation of education programs. Diagnostic and change alternative for higher education in México.

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- Judit Ruiz Lázaro; Analysis of the obligatory tests to enter university in Spain: Spanish Language and Literature, History of Spain and Foreign Language-English.
- Ruben Castillo Tabares Niveles de apropiación de la Educación Basada en Competencias en la formación de profesores. Casos Argentina y Colombia.

## Book Launches (Español)

Barceló Maya Convention Center  
Bonampak 1, 18:00 to 19:30 PM  
Chair José Alfonso Esparza Ortiz

Participants:

- José Alfonso Esparza Ortiz, José Jaime Vázquez López, Gloria Angélica Valenzuela Ojeda, Germán Pérez Galicia; Programa universitario para adultos 50 y más. estudio de pertinencia y diagnóstico de necesidades
- José del Carmen De la Cruz Hernández; Diagnóstico de violencia en el noviazgo en jóvenes de 15 a 18 años en Tabasco
- Miriam Preckler; IBEROAMÉRICA INCLUSIVA. Guía para asegurar la inclusión y la equidad en la educación en Iberoamérica
- Marco Navarro, Liberio Victorino; Educación ambiental, cambio climático y desastres naturales-sociales contemporáneos

## The teacher of the future

Barceló Maya Convention Center  
Bonampak 2, 18:00 to 19:30 PM  
Chair: Thomas Luschei

Participants:

- Thomas Luschei; The Training and Training Needs of International Baccalaureate Teachers: A Review of Recent Literature
- Miki watanabe; Comparative analysis on works of teachers between Australia, Finland, Singapore and Japan.
- Bo Ning; Principals' time allocation in Shanghai school administration context.
- kaeko Suzuki; Comparative studies of professional development – From The result of TALIS 2013.

## The students of the future

Barceló Maya Convention Center  
Tikal 1, 18:00 to 19:30 PM  
Chair: Rosa María Massón Cruz

Participants:

- Rosa María Massón Cruz, Chang Bowen; Tendencias en la internacionalización de la Educación Superior en China en su historia reciente.

- Argelia Ramírez, Juan Carlos Ortega Guerrero; Las representaciones sociales de la movilidad académica en estudiantes de licenciatura de la Universidad Veracruzana.
- Diego Matus; Los estudiantes del futuro: el papel de los jóvenes que retorna a la escuela en la educación media superior.
- Emigdio Rodríguez Alonso; Estudio comparado de los procesos de alfabetización de personas jóvenes y adultas mediante la cooperación educacional.

## Schooling in the future

Barceló Maya Convention Center  
Tikal 2, 18:00 to 19:30 PM

Chair: Rashim Wadhwa

Participants:

- Rashim Wadhwa; From Planning to Realization: Who Goes? Who Stops? What Matters?
- Rosa García-Chediak; International organizations and SAWA reforms in Mexico: a comparative study of the roles of OCDE and World Bank.
- Lu wang; Comparative study of overseas Branch Campus in the context of internationalization of higher education: opportunities, challenges and strategies.
- Qinhui Huang; how does the media influence the change of preschool education policy? — Analysis based on multiple streams theory.

## Future ends of education (Español)

Barceló Maya Convention Center  
Tikal 3, 18:00 to 19:30 PM

Chair: Teresa de Jesús Guzmán Acuña

Participants:

- Fernando Leal Ríos; el profesor del futuro y las redes sociales en educación.
- Josefina Guzmán Acuña, Teresa de Jesús Guzmán Acuña; Digital native students in the education of the 2030.
- Teresa de Jesús Guzmán Acuña, Josefina Guzmán Acuña, Edgar Zaragoza Loya; The smartphone as a technological and educational communication tool among students at the Universidad Autónoma de Tamaulipas (UAT), a descriptive research report.

## A curriculum for the future

Barceló Maya Convention Center  
Tikal 4, 18:00 to 19:30 PM

Chair: Aicha Maherzi

Participants:

- Aicha Maherzi; Goals and Curricula for Future Formal Education.

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- Sara negrete; Transformation of the Educational Model and Curricular Design of a Private University to respond the demands of the future .
- Ayleen Elizabeth Castañeda Hernandez; Transformation of the Educational Model and Curricular Design of a Private University to respond the demands of the future.
- Adriana Estrada Girón; Comparative analysis of the socio-historical conditions of valuation training and for citizenship in the curriculum of Secondary Education in Mexico and Costa Rica.

### Education technology for the future

Barceló Maya Convention Center

Tikal 5, 18:00 to 19:30 PM

Chair: Hansol Woo

Participants:

- Xiaojie Zeng; Integration of MOOC in universities
- Hatsuko Yalí Nakamura Matus; Educación universitaria mediada por tecnología y procesos socioafectivos.
- Claudio Vasquez; Methodological contextualization in the transfer of information from educational contents for the future.
- Elisa Lugo Villaseñor, Cony Brunhilde Saenger Pedrero; Seguridad ciudadana como profesión emergente en universidades públicas estatales. Estudio comparado.

## WEDNESDAY, MAY 22

8:30 - 10:00 AM SESSION

### Future ends of education

Barceló Maya Convention Center

Chichen Itzá 1, 8:30 to 10:00 AM

Chair: Yanjie Xie

Participants:

- Yanjie Xie; The Talent Distribution and Exploration Strategies in "The Belt and Road" Countries-Based on the Analysis of Talent Quality and Investment Stock.
- Wenle Yan; Seeding Change through collaboration with International organization : The IO—SHNU Programs as a Driver of Internationalization and Innovation.
- Chenghua Lin; "Customer-Oriented" Major Gifts Management Model of World-Class Universities.
- Gayleen Harrison Tarosa; The professional learning of beginning teachers in small island developing state: A Vanuatu case study.

### The teacher of the future

Barceló Maya Convention Center

Chichen Itzá 3, 8:30 to 10:00 AM

Chair: Jiani Rong

Participants:

- Jiani Rong, Yiting Wang; The Impact of Principal Instructional Leadership on Teacher Self-efficacy: The Mediating Role of Teacher Peer Relationship.
- Silvia Melina Rivera Rodríguez; Professional training and practice of the physical education teacher.
- Areli Sindilú González Garza, Silvia Melina Rivera Rodríguez; Professional training and practice of the physical education teacher.
- Yiting Wang; The Impact of Principal Instructional Leadership on Teacher Self-efficacy: The Mediating Role of Teacher Peer Relationship.

### A curriculum for the future (Español)

Barceló Maya Convention Center

Bonampak 1, 8:30 to 10:00 AM

Chair: Diosey Ramon Lugo-Morin

Participants:

- Diosey Ramon Lugo-Morin; Diseño y puesta en marcha de un posgrado en la Sierra Norte de Puebla.
- Roberto Lara Domínguez; El análisis de tendencias en el diseño de una propuesta curricular en la licenciatura de derecho para una Universidad en la ciudad de Xalapa, Veracruz.
- Claudio Vasquez; Repercussions in methodology about on curriculum, modernization, globalization for the future.

### The teacher of the future (Español)

Barceló Maya Convention Center

Bonampak 2, 8:30 to 10:00 AM

Chair: Angélica Valenzuela Ojeda

Participants:

- Edna Guzmán García, Gloria Angélica Valenzuela Ojeda, Esteban Miguel León Ochoa; La profesionalización del docente de psicología: Una construcción teórica y metodológica disciplinar.
- Norma Acevez Alcántara, Cony Brunhilde Saenger Pedrero, Elisa Lugo Villaseñor; Formación y práctica docente basada en competencias en una Universidad Pública Estatal en México. Estudio en caso
- Dora María Lladó Larraga, Jeny Haideé Espinosa Barajas; La política de inclusión y equidad en la educación en el ámbito internacional, nacional, estatal e institucional: la transformación de los sistemas educativos

WEDNESDAY MAY 22





## The students of the future

Barceló Maya Convention Center

Tikal 1, 8:30 to 10:00 AM

Chair: Sharmila Rathee

Participants:

- Canan Aratemu Çimen; -Critical Analysis of Secondary Education Placement Policies: Intentions and Outcomes.
- Sharmila Rathee; Included or Excluded? Poor Children in an Elite Private School in India.
- Xiu Lan Wan; The incentive Policies on Research of Universities in China.

## The future of work and the professions **Group Panel**

Barceló Maya Convention Center

Tikal 2, 8:30 to 10:00 AM

Chair Monica Marquina

Participants:

- Monica Marquina; The academic profession in the knowledge-based society (APIKS): an international project
- Martin Finkelstein; The Academic Profession in the Knowledge-Based Society(APIKS): An International Project
- Glen Jones; The academic profession in the knowledge-based society (APIKS): an international project
- Teresa Carvalho; Changes in the institutional conditions of knowledge production and the academic profession in Portugal (APIKS)

## Future ends of education

Barceló Maya Convention Center

Tikal 3, 8:30 to 10:00 AM

Chair: Michael Brant

Participants:

- Michael Brant; School to the street, Classroom to the community.
- Danilo Streck; A comparative study on the pedagogical dimension of participation: Brazil, Colombia and Germany.
- Lingshuai Kong; Let Teachers Become Discoverer and Constructor of Educational Knowledge:Evidence from Shanghai KONG Lingshuai.
- Heng Li; A New Approach in Abolishing Poverty: The Theoretical Path of Inclusive } Entrepreneurship Education in Chinese Universities.

## A curriculum for the future

Barceló Maya Convention Center

Tikal 4, 8:30 to 10:00 AM

Chair: Sarah Croché.

Participants:

- Sarah Croché; Sustainable development goals in education. What resistances facing an openness and uncompromising curriculum project?

- Hugo Rangel Torrijó; Back to the future. The living curriculum in the postglobal era.
- Sonia Diaz de Cossio; Transformation of the Educational Model and Curricular Design of a Private University to respond the demands of the future.
- Xu Hui; The concept of integral education and the possibilities of integral polytechnic education in Manaus/Amazonas.

## Future ends of education (Español)

Barceló Maya Convention Center

Tikal 5, 8:30 to 10:00 AM

Chair: José Concepción Aquino Arias

Participants:

- José Concepción Aquino Arias; To train undergraduate students in scientific research. The experience of four universities in southeastern México.
- Amelia Molina García, Christian Israel Ponce, José Luis Horacio Andrade; Transformation processes in higher education: a comparative view from complex thinking.
- Luis Carlos Cuahonte Badillo; To train undergraduate students in scientific research. The experience of four universities in southeastern México.
- Ileana Rojas Moreno, Patricia Ducoing-Watty; Comparative research on the area of Art Education in the Secondary Education official curriculum. The cases of France, Brazil, Colombia and México.

## Schooling in the future

Barceló Maya Caribe

Jaguar 3, 8:30 to 10:00 AM

Chair: Wing On Lee

Co-chair: Qian Zhou

Participants:

- Wing On Lee & Qian Zhou; The Emergence of a New Economic Zone in China and Its Mission for a Sustainable Model of Development: Implications for Education Development in Central China.
- Jiangtao Zhao & Nan Hao; The Quality of Higher Education in the Central Plains: Perspectives from Faculty and Students.
- Ying Liu; An Analysis of the Quality of Employment for College Graduates.
- Yonggui Dong; A Qualitative Study on the Academic Success of Rural Students in the Central Plains Region of China.



## WEDNESDAY, MAY 22

10:30 - 12:00 PM SESSION

### Book Launches

Barceló Maya Convention Center

Chichen Itzá 3, 10:30 to 12:00 PM

Chair: Sharmila Rathee

Participants:

- Jason Nunzio Dorio; The Struggle for Citizenship Education in Egypt: (Re) Imagining Subjects and Citizens
- Miriam Preckler; Globalization, Mass Education and TVET. The Influence of UNESCO in Botswana and Namibia. By Miriam Preckler (2018).
- Glen Jones; Professorial Pathways: Academic Careers in a Global Perspective
- Ana Ancheta-Arrabal; Training and professional development in early childhood education and care in the European Union.

### Pedagogies for the future

Barceló Maya Convention Center

Bonampak 1, 10:30 to 12:00 PM

Chair: Claudio Vasquez

Participants:

- Claudio Vasquez; Evaluation of Distance Education in the Pedagogic Thought of the Teachers Education for the future.
- Adriana Rodriguez Cadena, Areli Barrón Gutiérrez; Explore the beliefs possessed by University professors about why teach how they teach during the first year of student life.
- Sandra Carina Fulquez Castro; La reforma educativa y sus consecuencias sobre el estrés y su rendimiento laboral en el profesorado de educación básica.

### The future of comparative education

Barceló Maya Convention Center

Bonampak 2, 10:30 to 12:00 PM

Chair: Enrique Martínez Larrechea

Participants:

- Enrique Martínez Larrechea; Instituciones internacionales de Educación Superior: centros de aprendizaje y perspectivas globales.
- Zaleta Ramos; Colaboración educativa el futuro para México.
- Claudia Amanda Juárez Romero; Comparative analysis in Spain and México on the aims of education.
- Ileana Rojas Moreno, Patricia Ducoing Watty; Notes on categorizations and theoretical reflections for research in comparative education
- Rosa María Massón. Los estudios comparados y las innovaciones pedagógicas

### Teaching and learning in the future

Barceló Maya Convention Center

Tikal 1, 10:30 to 12:00 PM

Chair: Kavita Krishna

Participants:

- Kavita Krishna Meegama; Guru-Shishya Parampara; Facilitating Modern Encounters between Teachers and Learners, using Classical Hindu Experiential Knowledge Exchange.
- José Luis Horacio Andrade Lara; Transformation processes in higher education; a comparative view from complex thinking.
- Xiaoli Jing; Global Integration and Local Responsiveness in Managing International Branch Campuses: An Empirical Investigation of the McGill MBA Japan Program.
- Rebeca Jacqueline Murillo Ruiz; International academic mobility as a strategic ally for the performance of work and the professions of the future.

### The teacher of the future

Barceló Maya Convention Center

Tikal 2, 10:30 to 12:00 PM

Chair: Luis Medina Gual

Participants:

- Luis Medina Gual; What type of teacher am I? Characterization of teaching styles in k7-k12 Mexican teachers.
- Tung Vu; Bourdieuan's Interpreting Language Teachers' Beliefs in Fields to Grow Students' Learning Quality: The Narrative Inquiry to a Vietnamese Lecturer in Higher Education.
- Huaping Li; Becoming Globally Competent Teachers: Can Chinese and Scottish Student Teachers Move from Lived Experiences abroad to Actions for Change?
- Jiani Rong; The Impact of Principal Instructional Leadership on Teacher Self-efficacy: The Mediating Role of Teacher Peer Relationship. (Repetido)

### The students of the future

Barceló Maya Convention Center

Tikal 3, 10:30 to 12:00 PM

Chair: Adeela Arshad-Ayaz

Participants:

- Adeela Arshad-Ayaz, M. Ayaz Naseem; Perspectives of Canadian youth on extremism and counter-radicalization education.
- Yesenia Fernandez; Socio-academic Positioning and the Digital Divide: An examination of K-16 Institutional Practices that Support Marginalized/Minoritized Students and Improve Post-Secondary Outcomes
- Ariuntuya Myagmar; Differences Analysis in University Students' Perception of the Goals and Achievements in Study Abroad: In a Case of Mongolian Students in Japan.
- Gertrude Shotte; Students, Teachers and the Curriculum: A Need for Synergy.

WEDNESDAY MAY. 22



### Future ends of education

Barceló Maya Convention Center

Tikal 4, 10:30 to 12:00 PM

Chair: Joel Mukwedeya

Participants:

- Joel Mukwedeya; Enhancing global citizenship curriculum through multicultural children's literature
- Antonio Miñán Espigares; Comparative analysis in Spain and Mexico on the aims of education
- Kuanysh Tastanbekova; Past, present and future of multilingual education policy in Central Asia: is mother tongue education still the right?
- Dennis Zami Atibuni; The Past, Present, and Future of SESEMAT Programme in In-service Teacher Education and Training in Uganda.

### Future ends of education

Barceló Maya Convention Center

Tikal 5, 10:30 to 12:00 PM

Chair: Prince Paa-Kwesi Hetu

Participants:

- Prince Paa-Kwesi Hetu; The role of polycentric systems and compassion practiced as practicable love in shaping the future of education in Post-Colonial States.
- Solomon David; Transforming Teaching and Learning in Tertiary Education: Postgraduate Students' Perspectives from the United Arab Emirates.
- Brianna Kurtz; After the Storm: Best Practices in Educational Recovery after Natural Disasters.
- Chau Cao; Application and Adoption of Information and Communication Technologies (ICTs) in Education for People with Disabilities (PWD) in Vietnam.

## WEDNESDAY, MAY 22

16:00 - 17:30 PM SESSION

### Future ends of education

Barceló Maya Convention Center

Chichen Itzá 1, 16:00 to 17:30 PM

Teacher training: challenges for the future

Chair: Rosane Carneiro Sarturi

- Rosane Carneiro Sarturi; Initial teacher training: the role of the teaching initiation Scholarship Program
- Patricia Viera Duarte; Pedagogical concepts and curricular designs in Teacher Training. The case of Uruguay for the future in Mercosur.

Group Panel

- Viviane Vital Ferraz, Rosane Carneiro Sarturi; Teaching and lifelong learning: dialogues on the construction of a teacher identity process in the face of the challenges of (certain) inherited and multiple inherited violence.
- Karina Nossar Toranza; The impact of the labor insertion of the new teachers on their professional development: trends and challenges in the region.

### Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 16:00 to 17:30 PM

Chair: Emilia Askari

Participants:

- Emilia Askari; Teaching Environmental Justice in Secondary Schools: Flint, Michigan Students Respond to the Water Crisis.
- Cibeli Bertagnolli; Ações de ensino: possibilidade de maior interesse pelo estudo da Física nos cursos técnicos integrados.
- Claudio Vasquez; Repercussions in methodology about on modernization, globalization, and rhochromatic for the future

### The teacher of the future

Barceló Maya Convention Center

Chichen Itzá 3, 16:00 to 17:30 PM

Chair: Ursulla Okoth

Participants:

- Ursulla Okoth; Influence of selected management factors on strategic planning process in public secondary schools in laikipia west district, Kenya.
- Shinobu Yamaguchi, Javzan Sukhbaatar, Shengru Li; Influence of professional development activities on factors for effective educational use of ICT for primary school teachers in Mongolia.
- Yimin Gao; Make teaching more comparable: A Sino-Japanese cooperative project on Lesson Study.
- Cristian Pérez Centeno; Future perspectives on Academic Profession in Argentina from CAP and APIKS results comparison.

### The students of the future

Barceló Maya Convention Center

Bonampak 1, 16:00 to 17:30 PM

Chair: Ana Maria Benton Z.

Participants:

- Ana Maria Benton Z; Increasing diverse students' inclusion in the Future of Education. Language barriers, global opportunities, and academic success, from Mexico to Aotearoa New Zealand.
- Lorenza Villa Lever; Asymmetric Higher Education Spaces and the Configuration of Educational Aspirations of Mexican Undergraduate Students.



- Roy Y Chan; Exploring the Future of Education Abroad: Study Abroad Trends and Issues for U.S. and International Students.

### Future ends of education

Barceló Maya Convention Center

Bonampak 2, 16:00 to 17:30 PM

Chair: Luciane Pozobon

Participants:

- Luciane Pozobon; Future perspectives for higher education in Brazil: the permanence of the student in a vulnerability situation.
- David Jorge Rodrigues Hatsek; Educational policies and the influence of multilateral organizations in the democratization of management: a comparative study between Brazil and Chile.
- Kanishka Bedi; TQM for Nutrition and Quality in the Free Lunch Program for School Children in India.
- Mercedes Andres; Higher Education for the Future in Latin America. The Impact of Internationalization.

### Future ends of education

Barceló Maya Convention Center

Tikal 1, 16:00 to 17:30 PM

Chair: Vijitha Rajan

Participants:

- Vijitha Rajan; An Ethnographic Inquiry into Children's Experiences of Migration, Childhood and Education.
- Ndugu Elvis Ndugu; the future of education: on cultural and educational technologies in Cameroon (case study southern Cameroon).
- Prince Paa-Kwesi Hetu; The role of polycentric systems and compassion practiced as practicable love in shaping the future of education in Post-Colonial States.
- Youguo Jiang; Transcending the nature of cultivation: liberal arts education in China.

Barceló Maya Convention Center

Tikal 2, 16:00 to 17:30 PM

The Models and Its Practical Effect of Rural-based education research Assistance **Panel**

Chair: Chenbing Wu

Participants:

- Chenbing Wu; Ph.D. student, East China Normal University, Shanghai, China,
- Jiacheng Li; Ph.D., Professor, Shanghai Municipal Institute for Lifelong Education, Shanghai, China,
- Ying Xu; Postgraduate, East China Normal University, Shanghai, China
- Qian Liu; Rural middle school teacher, Wulong town central school, Huoqiu County, Anhui, China
- Jingxue Li; Rural middle school teacher, Wuyang middle school, Wuyi, Zhejiang, China,

#### Group Panel

### Future ends of education

Barceló Maya Convention Center

Tikal 3, 16:00 to 17:30 PM

Chair: Ruixue Xu

Participants:

- Ruixue Xu, Yanjie Xie; -A New Approach in Abolishing Poverty: The Theoretical Path of Inclusive Entrepreneurship Education in Chinese Universities.
- Antoinette Roeloffze; Collaborative teaching to a diverse audience by setting-up a jigsaw classroom.
- Kazuo Kuroda; Disability and Inclusive Education in the Context of SDGs.

### Future ends of education

Barceló Maya Convention Center

Tikal 4, 16:00 to 17:30 PM

Chair: Liz Jackson

Participants:

- Liz Jackson; Grit as an end of education: Theoretical and practical perspectives.
- Takako Mino; Humanizing Higher Education for the Future: Three Case Studies of New Universities in Sub-Saharan Africa.
- Bao Dongming; Constructing A Future Developing Model for China's Basic Education.
- Irma González; Teacher training: Mexico-Uruguay

WEDNESDAY MAY. 22

### The future of work and the professions **Group Panel**

Barceló Maya Convention Center

Tikal 5, 16:00 to 17:30 PM

Chair: Adriana Roso Lorenzoni

Participants:

- Adriana Roso Lorenzoni; A comparative analysis of the context of quality public education in Brazil and Argentina.
- Simone Gomez; University extension and curricular conception in higher education: the optics of a comprehensive study of scientific productions in Latin America
- Gabriela Barichello Mello; Emerging contexts and the quality of higher education: a comparative study about pedagogy courses in the state of Rio Grande do Sul - Brazil studies compared in emerging contexts in higher education
- Carla George; Apprenticeship Learning





## WEDNESDAY, MAY 22

18:00 - 19:30 PM SESSION

### Future ends of education (Español)

Barceló Maya Caribe

Chichen Itzá 2, 18:00 to 19:30 PM

Chair: Berenice Torres Cuapa

Participants:

- Berenice Torres Cuapa; La trayectoria escolar en el nivel medio superior: aportes para elevar la calidad educativa.
- Jorge Luis Mendoza Valladares; El futuro de la universidad pública en México: escenarios prospectivos y fuerzas del cambio.
- Linda Mercado de Michán; Preparando a los profesionales ante la incertidumbre.

### Future ends of education (Español)

Barceló Maya Caribe

Chichen Itzá 3, 18:00 to 19:30 PM

Chair: Mariby Lucio Castillo.

Participants:

- Mariby Lucio Castillo; Las competencias digitales de los estudiantes y la tecnología educativa para el futuro.
- María del Carmen Trejo Cazares; Los desafíos de la educación e industria 4.0 como alternativa de innovación viable para el IPN.
- Gonzalo Arango; Hacia una metodología integrada para el estudio diacrónico de la política de educación superior en Colombia.

### Future ends of education

Barceló Maya Convention Center

Bonampak 1, 18:00 to 19:30 PM

Chair: Fatma N Gumus

Participants:

- Fatma N Gumus; Does education really matter on students' perception of secularism?.
- Armando Alcantara Santuario, Antonio Miñán Espigares, Claudia Amanda Juárez Romero; Comparative analysis in Spain and Mexico on the aims of education.
- Michael Klein; Public-Public Partnerships: Expanding Higher Education Capacity Through Economic Redevelopment .
- Wakako Ishikawa; The Future of Public Health Education in Timor- Leste.

### Schooling in the future

Barceló Maya Convention Center

Bonampak 2, 18:00 to 19:30 PM

Chair: Margaret Heffernan

Participants:

- Margaret Heffernan; Building effective transformative student experiences: Overcoming challenges with internationalized programs.
- Kavita Suri; The Education of Nomadic Tribal Communities of Jammu and Kashmir in India: Current Issues Future Prospects.
- Claudio Vasquez; Generic skills portfolio for building the educational experience on the students for the future.

### Book Launches

Barceló Maya Convention Center

Tikal 1, 18:00 to

Chair Maria Teresa de Sierra Neves

Participants:

- Maria Teresa Sierra de Neves; Educational policies and practices in comparative perspective (Políticas y prácticas educativas en perspectiva comparada)
- Angelica Valenzuela; La administración y gestión de instituciones educativas
- José del Carmen De la Cruz Hernández; Aprender de la Investigación: Resultados de estudios educativos en distintos contextos
- Marco Navarro, Carlos Ornelas, Zaira Navarrete; Política Educativa, actores y pedagogía

### Students of the Future

Barceló Maya Convention Center

Tikal 2, 18:00 to 19:30 PM

Understanding school climate and the implications for lesbian, gay, bisexual, and transgender students in eastern europe

Chair: Joseph G. Kosciw, PhD, GLSEN, New York, NY, USA ([joseph.kosciw@glsen.org](mailto:joseph.kosciw@glsen.org))

Discussant: Adrian Zongrone, MPH, GLSEN, New York, NY, USA ([adrian.zongrone@glsen.org](mailto:adrian.zongrone@glsen.org))

Paper #1: School Climate for LGBT Students in Lithuania: Results from a National Survey

Name: Egle Kuktoraitė

Paper #2: Results of Ukrainian School Climate Survey: Experience of LGBTQ students

Name: Roman Ivasiy

Paper #3: School Experiences of LGBTI Secondary Students in Hungary

Name: Tamás Dombos





## Future ends of education

Barceló Maya Convention Center

Tikal 3, 18:00 to 19:30 PM

Chair: Hugo Rangel Torrijo

Participants:

- Hugo Rangel Torrijo; What is the future of universities in the global context of economic and ideological constraints?
- Ahmet Kuscuoglu; The relationship between parenting, socioeconomic factors and the well-being of children with and without SEN.
- Lingling Zang; The Path and Mechanism of Teachers Participating in Social Service—Based on the Empirical Study of Three Universities in China.
- Irma Alicia Gonzalez Anaya; Teacher training: teaching of english

## Future ends of education

Barceló Maya Convention Center

Tikal 4, 18:00 to 19:30 PM

Chair: Angélica Rocío Domínguez Patiño

Participants:

- Angélica Rocío Domínguez Patiño; el rendimiento de la comprensión lectora, modelado bajo el concepto de cogniciones distribuidas.
- Roger Jesús González González; Realidades de la educación científica-tecnológica rural y urbana en Yucatán.
- María del Carmen Trejo Cazares; Los desafíos de la educación e industria 4.0 como alternativa de innovación viable para el IPN.
- Berenice Torres Cuapa, Gloria Angélica Valenzuela Ojeda, Esteban Miguel León Ochoa. La trayectoria escolar en el nivel medio superior: aportes para elevar la calidad educativa

## Future ends of education

The teacher of the future

Barceló Maya Convention Center

Tikal 5, 18:00 to 19:30 PM

Chair: Sandhya Thakur

Participants:

- Sandhya Thakur; The Transformation of the Teacher's Role for Future Society: A Case Study.
- Kanchan K; Teacher Professionalism: Discourse, Contestations and Possibilities in Indian Higher Education.
- Wang Yiting; The Impact of Principal Instructional Leadership on Teacher Self-efficacy: The Mediating Role of Teacher Peer Relationship.
- Kampei Hayashi; Critical analysis of EDU-Port Japan: new phenomenon of educational colonialism.

## THURSDAY, MAY 23

8:30 - 10:00 AM SESSION

## Future ends of education (Español)

Barceló Maya Convention Center

Chichen Itzá 1, 8:30 to 10:00 AM

Chair: Matias Trujillo

Participants:

- Matias Trujillo; Call for Action in Latin America: challenges to end violence based on sexual orientation, identity and gender expression in the region.
- Sabrina Msangi; Politics of Emotions in Tanzania: Analyzing Global Citizenship Education (GCE) through Secular and Religious Lens.
- Carlos Cardoso; Revisiting the Challenges of Higher Education in Africa in the Globalization Era. A Comparative Perspective of Portuguese-speaking African Countries.
- Jacinta Hernández-Pérez ; To train undergraduate students in scientific research. The experience of four universities in southeastern México.

## Pedagogies for the future

Barceló Maya Convention Center

Chichen Itzá 2, 8:30 to 10:00 AM

Chair: Kabini Sanga

Participants:

- Kabini Sanga; Tok stori and principles of knowledge guardianship in Melanesian Solomon Islands.
- Iameche Amina; The transferability of knowledge through the CSS theory of learning.
- Hajira Zia; The Ethnic Mohajirs: An Analysis of the Role of Education in Creating, Perpetuating and Exacerbating Inequality in Pakistan.
- Xuyang Qian; Toward A Pedagogy of Listening in the Digital Age.

## Teaching and learning in the future

Barceló Maya Convention Center

Chichen Itzá 3, 8:30 to 10:00 AM

Chair: Gauri P. Hardikar

Participants:

- Gauri P. Hardikar, M. R. H Azad, Radhakrishnan Nair; Life Skills Education – An Enabler for Competency Enhancement of Marginalized Learners in Assam, India.
- Cross, Michael. Discursive space of African Renaissance in African Higher Education

THURSDAY MAY. 23



- Claudio Vasquez, Alba-Ruth Valencia, Felipe Gonzalez; Integrating Technology Education for Professional Development of Teachers for the future.
- Silvia Ochoa Ayala; Education 4.0 as innovation in the polytechnic education, challenges and opportunities. CECyT 7 Instituto Politécnico Nacional.

## Education technology for the future

Barceló Maya Convention Center

Bonampak 1, 8:30 to 10:00 AM

Chair: Héctor Manue Manzanilla

Participants:

- Héctor Manuel Manzanilla-Granados, Martha Rosa Cordero López y Marco Antonio Dorantes González; Use of holograms in Education Technologies: the case of the Holographic Museum of Computing.
- Jorge Hernández- Espinosa; Assessment in Continuing Education of the Faculty of Veterinary Medicine and Husbandry at the National Autonomous University of Mexico.
- David Moreno; Desempeños y prácticas de los actores del proceso enseñanza aprendizaje en educación superior: Una experiencia sustentada en el pensamiento complejo y el uso de las TIC.

## The future of comparative education

Barceló Maya Caribe

Bonampak 2, 8:30 to 10:00 AM

Chair: Christine Liboon

Participants:

- Christine Liboon; Strengthening Young Adult and Adult Educational Programs for Refugees in Nontraditional and Nonformal Spaces Through the Lens of Program Staff.
- Orie Sunday Kalu; niger delta development commission (nddc) assisted projects and the socio-economic wellbeing of the rural poor in southern senatorial district of abia state, nigeria.
- Poonam Batra; Comparative Education in South Asia: Contributions, Contestations and Possibilities.
- Katsura Ichikawa; Border Studies and Comparative Education: A Case Study of the U.S. – México Borderland.

## A curriculum for the future

Barceló Maya Convention Center

Tikal 1, 8:30 to 10:00 AM

Chair: Ratna Ghosh

Participants:

- Ratna Ghosh; Issues in the adult education services of young Syrian refugees in Quebec, Canada.
- Mizuho Linuma; Curriculum Development for social design Education in Higher Education

- Ntokozo Lwandle; A Review of Literature on the responsiveness of the Undergraduate Environmental Science degree to Global Environmental Problems.
- Amira Bar Shalom; Yehuda Bar Shalom The Hand in Hand School: Dealing with Adversity Within a Multicultural Context.

## The future of work and the professions

Barceló Maya Convention Center

Tikal 2, 8:30 to 10:00 AM

Chair Gabriela Rosso

- Gabriela Rosso; University Extension and Curricular Conception in Higher Education: The Optics of a Comprehensive Study of Scientific Productions in Latin America
- Marina Lara Silva dos Santos Teixeira; Studies compared in emerging contexts in higher education - emerging contexts and the quality of higher education: a comparative study about pedagogy courses in the state of rio grande do sul – Brazil
- Marilene Gabriel Dalla Corte; Studies compared in emerging contexts in higher education.
- Antonio Teodoro; A success story? A research project about Portugal and the PISA (2000-2015)

## The students of the future

Barceló Maya Convention Center

Tikal 3, 8:30 to 10:00 AM

Chair: Mitsuko Maeda

Participants:

- Mitsuko Maeda; Exam cheating in school: the experience of Cambodian students.
- Jan Stewart; Trauma-Informed Schools and Inclusive Classrooms: Supporting Refugee Children.
- Tongtong zhao; Gender differences in barriers to participation in higher education for final year secondary school students in Yaoundé Cameroon.
- Ivan Ferreira; The classrooms future: comparing the traditional and the progressivist schools.

## The future of comparative education

Barceló Maya Convention Center

Tikal 4, 8:30 to 10:00 AM

Chair: Ruichang Ding

Participants:

- Ruichang Ding; OECD's Global Education Governance: Value orientation, Mechanisms, and Challenges.
- Juan Cai. The Future Orientations of Chinese Comparative Education Research.
- Daniela Bramwell; Educational Administration Research in Comparative Education 1995-2018.
- Yiyun Hu; Development and Transformation of the Sino-Latin American Educational Cooperation in the New Era.



## Schooling in the future

Barceló Maya Convention Center

Tikal 5, 8:30 to 10:00 AM

Global Movements to Document, Understand, and Improve the School Experience of LGBTQ Students

Paper 1. Expanding Our Knowledge Base about LGBTQ Youth and Schools: Developing a Global Dialogue

Author: Joseph G. Kosciw, PhD

Paper 2. LGBTQ Student Experiences across Latin America: Comparative Results from Seven National School Climate Studies

Author: Adrian Zongrone

Paper 3. Understanding School climate for LGBTQ and gender non-conforming students in the Pacific Islands

Author: Lionel Rogers

## THURSDAY, MAY 23

14:30 - 16:00 PM SESSION

### Future ends of education (Español)

Barceló Maya Convention Center

Chichen Itzá 2, 14:30 to 16:00 PM

Chair: Elvira Martin Sabina

Participants:

- Elvira Martin Sabina; Vigencia del Manifiesto Liminar de la Reforma Universitaria.
- Elias Aguirre; La educación en las estrategias de promoción social: una revisión por las experiencias recientes en América Latina y el Caribe.
- Liberio Victorino Ramirez, María L. Montoya, Rocío Atriano Mendieta; sustentabilidad y educación superior: una mirada comparada Colombia – México.
- Jesús Márquez Carrillo; Educación religiosa o enseñanza del “hecho religioso”. El futuro de la educación laica en México, Francia y España.

### The students of the future

Barceló Maya Convention Center

Chichen Itzá 3, 14:30 to 16:00 PM

Chair: Jandhyala BG Tilak

Participants:

- Jandhyala BG Tilak; Why do Students go to Private Colleges in India? Determinants of Students' Choice of Engineering Institutions in India.
- Claudio Vasquez, Alba-Ruth Valencia; Increasing knowledge with the use of technology in university students in the future.
- Rashim wadhwa; From Planning to Realization: Who Goes? Who Stops? What Matters?
- Israel Mendes da Silva, Katiana de Lima Alves Silva, Beatriz Camilo de Arruda; expectativas dos estudantes ingressos no curso técnico em redes de computadores integrado ao ensino médio no campus Boituva-ifsp.

### The future of comparative education

Barceló Maya Convention Center

Bonampak 1, 14:30 to 16:00 PM

Chair: Ifeanyi Ariwodo

Participants:

- Ifeanyi Ariwodo; Impact of direct and indirect taxes on federal government total revenue generation in nigeria (2000-2015).
- Yueyou Xin; Higher Education Cooperation under the Context of the Belt and Road Initiative: National Images and Promotion Strategies.
- Edite Maria Sudbrack; a regulação transnacional operada pelo pisa; um estudo comparado entre portugal e brasil.
- Angélica Vences-Esparza; Policies and strategies surrounding the Internationalization of higher education institutions in Mexico. The management perspective.

### The students of the future

Barceló Maya Convention Center

Bonampak 2, 14:30 to 16:00 PM

Chair: Liu Baocun

Participants:

- Liu Baocun; Towards a Trinitarian System of Local Citizenship, National Citizenship, Global Citizenship.
- Cecilia Estrada Alvarez; University students with disabilities: family, teachers and fellows.
- Ana María Benton. “Shifting the landscape”. Tosepan Kalnemachtloyan, the indigenous bilingual school for the students of the future

### The future of comparative education

Barceló Maya Convention Center

Tikal 1, 14:30 to 16:00 PM

Chair: Amasa Ndofirepi

Participants:

- Amasa Ndofirepi; Does it matter to be an African university in the 21st century?
- Dora Fonseca; The supranational regulation of PISA in a comparative perspective between Portugal and Brazil.
- Mariusz Galczyński; ILSA literacy through data visualization: Comparing two decades of student achievement.
- Maihemuti Dilimulati; The contradictory faces of the Canadian education system – the perspectives of the highly-educated Uyghur immigrants.

### Teaching and learning in the future

Barceló Maya Convention Center

Tikal 2, 14:30 to 16:00 PM

Chair: María Elena Reyes Romero

Participants:

- María Elena Reyes Romero, Virginia Reyes Romero María del Carmen Trejo Cázares Carlos Topete Barrera; The high middle level versus education 4.0. Teacher perception.

THURSDAY MAY. 23



- Hui Zhang; The Comparison of Interdisciplinary Curriculum and Teaching in Engineering higher Education: China and France.

### A curriculum for the future

Barceló Maya Convention Center

Tikal 3, 14:30 to 16:00 PM

Chair Nancy Nayely Cano Mendoia

Participants:

- Nancy Nayely Cano Mendoia; Trend analysis: a comparative look at higher education for the construction of the curriculum. A study focused on the bachelor's degree in communication sciences.
- César José Valdovinos Reyes; Humanecer: epistemología y diálogo de saberes para la formación docente
- Ricardo Felix Inguanzo; Metacognición e innovación educativa.
- Adriana Almeida Sales de Melo; The global agenda for higher education as new sources of research for comparative studies

### The future of comparative education

Barceló Maya Convention Center

Tikal 4, 14:30 to 16:00 PM

Chair: Carla Zinn

Participants:

- Carla Zinn; educational system of Brazil and Argentina: a comparative study of current legislation.
- Jin Sun; Knowledge Structure and Research Approach of the Members of Comparative Education in China.
- Diego Vásquez; estudio comparativo de la formación técnica y tecnológica dual entre Alemania y Ecuador y su incidencia en el desempleo juvenil.
- Ana Ancheta-Arrabal; Comparative perspectives of quality and equity in early childhood education.

### Book Launches

Barceló Maya Convention Center

Tikal 5, 14:30 to 16:00 PM

Chair Carlos Alberto Torres

Participants:

- Carlos Alberto Torres; Wiley Handbook of Freire
- Greg Misiaszek; Ecopedagogy. The missing chapter
- N'Dri T. Assie Lumumba, José Cossa, Yussef Waghid; Ideological and policy convergence between Freire, Nyerere and the neo-liberal disruption
- Lauren Misiaszek; Engaging gender and Freire
- Rathna Ghosh; Gandhi and Freire

- Raymond Morrow, Carlos Alberto Torres; Re-reading Freire and Habermas: Reframing critical pedagogy

## THURSDAY , MAY 23

16:00 - 17:30 PM SESSION

### Future ends of education

#### A curriculum for the future

Barceló Maya Convention Center

Chichen Itzá 2, 16:00 to 17:30 PM

Chair: Guadalupe Francia

Participants:

- Guadalupe Francia, Silvia Edling, Bilgehan Ayik, and Christine Abagat Liboon; Children at Our Walls: Dehumanizing Discourses and Policies Challenging the Rights of Asylum-Seeking Minors in the United States and Sweden.
- Philippe Tremblay; How individualized are the Individualized Education Plan (IEP)? Compared analysis of the content and quality of the objectives presented in IEPs in Québec, France, and Belgium.
  - Rosane Carneiro Sarturi. Higher Education Evaluation: a comparative study between Brazil and Portugal
  - Veronica García Rodríguez. A curriculum for the future

### Book Launches

Barceló Maya Convention Center

Chichen Itzá 3, 16:00 to 17:30 PM

Chair José Manuel Hernández Franco

Participants:

- José Manuel Hernández Franco; Docentes en Transformación: "Redes de Colaboración Educativa, que Promocionan la Integración de los Saberes".
- Lleana Rojas-Moreno; Information and Communication Technologies in Higher Education. Policies and didactic uses (Tecnologías de la Información y la Comunicación en Educación Superior. Políticas y usos didácticos)
- Maria Magdalena Isac; Teaching Tolerance in a Globalized World
- Héctor Manuel Manzanilla Granados; Innovation in Education: Management, Curriculum and Technologies (Innovación en educación: Gestión, currículo y tecnologías)

### The future of comparative education

Barceló Maya Convention Center

Bonampak 1, 16:00 to 17:30 PM

Chair: Zaira Navarrete-Cazales, Lorena Ocaña Perez

Participants:

- Zaira Navarrete-Cazales, Lorena Ocaña Perez; Educational lag in Mexico How do we shape ourselves to comply with the 2030 Agenda of UNESCO?





- Alejandro Ortiz Cirilo; debates contemporáneos y definiciones futuras sobre educación laica en Argentina, Brasil y México.
- Liliana Zamora Alvarado. Competencias docentes para la interculturalidad y el desarrollo de una ciudadanía mundial.

### The teacher of the future

#### Group Panel

Barceló Maya Convention Center  
Bonampak 2, 16:00 to 17:30 PM  
Chair: Xinxin CAI

Participants:

- Xinxin CAI; Aspects that Should be Emphasized by Teacher Education in the Future
- Yuanyuan Zhu; A Narrative Study of Teacher's Discourse Rights and Value Choices in Multi-agent Teaching Research Activities
- Xiaojuan Yang; Teacher's
- Tien-Hui Chiang; Globalization, Neo-liberalism, Social Justice and Higher Education

### The future of comparative education

Barceló Maya Convention Center  
Tikal 1, 16:00 to 17:30 PM  
Chair: José Manuel Morales Valdés.

Participants:

- José Manuel Morales Valdés; Education reform in Chile (2014-2018) and its impact in the higher education system.
- Claudio Vasquez; Environmental education: from the perspective of scientific knowledge for constructivist learning for the future.
- Karla Irene Elizondo, Ana Loredo Meléndez, Albessa Evely González Anaya; Neuropsychological Perspective: Current Trends in Education.

### Book Launches

Barceló Maya Convention Center  
Tikal 2, 16:00 to 17:30 PM  
Chair Patricia Ducoing-Watty  
Participants:

- Patricia Ducoing-Watty; The university pedagogue in Mexico. An im-possible identity (El pedagogo universitario en México. Una identidad im-posible)
- Roy Y. Chan; The Future of Accessibility in International Higher Education (2017)

- Greg Misiaszek; Educating the global environmental citizen: Understanding ecopedagogy in local and global contexts

### Workshop

#### Pedagogies for the future

Barceló Maya Beach  
Tikal 3, 16:00 to 19:00 PM  
Participants:

**Rocheny Dorsainvil**  
**Esther Dorsainvil**  
**Matheny Delzince**  
**Runiel Dorsainvil**

- What types of Pedagogies for the future?

### Workshop

#### Future ends of education

Barceló Maya Beach  
Tikal 4, 16:00 to 19:00 PM  
Participants:

**Amira Bar Shalom**  
**Yehuda Bar Shalom**

- Using the 5 secrets of effective communication in Educational Settings

### Workshop

#### Teaching and learning in the future

Barceló Maya Beach  
Tikal 5, 16:00 to 19:00 PM  
Participants:

**Gerardo Blanco**  
**Melba Acevedo**  
**Gail Stubbs**  
**Felicia Wilczenski**

- Short-Term Study Abroad as a Strategy to Internationalize the Graduate Curriculum and Promote Institutional Engagement Across South-North Contexts

THURSDAY MAY. 23



### Workshop

#### The future of comparative education

Barceló Maya Convention Center

Chichen Itzá 1, 8:30 to 11:30 AM

Participants:

**Georgery Ciceron**

**Katianah S. H. Belizaire**

**Djimy Predelus**

**Evenson Athanase**

**Jean Jude Pierre Dit Ostane**

**Carlos Victor Molin**

**Woody Joseph**

- How could we consider the future of comparative education as a weapon to change the world?

### Workshop

#### The students of the future

Barceló Maya Convention Center

Chichen Itzá 2, 8:30 to 11:30 AM

Participants:

**Margaret Heffernan**

- Developing transcultural competencies for effective curriculum design and teaching diverse student cohorts

### Workshop

#### Teaching and learning in the future

Barceló Maya Convention Center

Bonampak 1, 8:30 to 11:30 AM

Participants:

**Myriam Aguila**

- Exploring, Discovering, and Practicing Mathematical Concepts through Music and Movement

### Workshop

#### Future ends of education

Barceló Maya Convention Center

Bonampak 2, 8:30 to 11:30 AM

Participants:

**William James Jacob**

- Building Successful Comparative and International Education Histories: Sustainable Strategies and Synergies.

### Workshop

#### Future ends of education

Barceló Maya Convention Center

Tikal 1, 8:30 to 11:30 AM

Participants:

**Antonio Teodoro**

**Adriana Almeida Sales de Melo**

- Deconstructing the global agenda on higher education evaluation

### Workshop

#### Future ends of education

Barceló Maya Convention Center

Tikal 2, 8:30 to 11:30 AM

Participants:

**Emmanuel Jean-Francois**

- Using Appreciative Inquiry as Theoretical Framework for Comparative Education Research

### Workshop

#### Future ends of education

Barceló Maya Convention Center

Tikal 4, 8:30 to 11:30 AM

Participants:

**Farah Ciceron**

- Understand the teachers' Perspectives on Teaching and Learning, the key challenges for the future in Haiti

### Workshop

#### The future of comparative education

Barceló Maya Convention Center

Tikal 5, 8:30 to 11:30 AM

Chair: Georgery Ciceron

Participants:

- Georgery Ciceron ; How could we consider the future of comparative education as a weapon to change the world?
- Katianah S. H. Belizaire How could we consider the future of comparative education as a weapon to change the world?
- Djimy Predelus; How could we consider the future of comparative education as a weapon to change the world?
- Evenson Athanase; How could we consider the future of comparative education as a weapon to change the world?



## Posters

Tuesday, May 21

Wednesday, May 22

Thursday, May 23

Barceló Maya Convention Center

Foyer, 10:00 - 10:30 AM

### Rami Guindi

- The Impact of Liberal Arts Education on Egyptian Student Identity and Worldview: The Core Curriculum of The American University in Cairo

### Liliana Oliveira

- Filosofia, Arte e Cultura

### Cavazos Martinez

- The future of science laboratories for students aged 12 to 15 in Mexico

### Mitsuko Maeda

- Exam cheating in school: the experience of Cambodian students

### Namarpreet Rodrigo

- Marginalized parents' engagement and private school responses in the context of India's Right to Education Act

### Evelise Antunes

- Comparative analysis about the student assistance policy in the Brazilian federal institutes: past, present and future

### Gabriela Gavrila

- Universities as Sustainability 'Beacons': A Comparative Study of Sustainability Efforts at Universities Around the World

### Carla George

- Apprenticeship Learning Models

### Jorge Costa

- Pedagogical Management at the University: the student's discovery.

### Meng Li

- Rethinking the role of head teacher -- based on the integrated position of class construction and subject teaching

### Fu Cheng

- Initial teacher training for Special Education in China

### Michael Brant

- Classroom to the Community, School to the Streets; Education in Social Global Action



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