

CALL FOR PAPERS

Between Paris and PISA: 200 years after the *Esquisse et vues préliminaires d'un ouvrage sur l'éducation comparée* by Marc-Antoine Jullien de Paris:

Historical Approaches to Comparative Education

Special issue of *ESC – Educação, Sociedade & Culturas*

Manuscripts due: October 31, 2016

Guest Editors

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Issue rationale

On the 200th anniversary of the publication of the first essay on comparative education by Marc-Antoine Jullien de Paris¹, *Educação, Sociedade & Culturas*, the journal of the Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto, is dedicating a special issue (to be published in 2017) to the theme *historical approaches to comparative education*.

In the definition and construction of early liberal regimes, mass education was usually viewed as based on the three R's (reading, writing and arithmetic). It was credited with the capacity to stimulate the cognitive skills of individuals and, consequently, it was defined as a political, economic, cultural and technological achievement. In light of the social contract between citizens and political authorities, the nation-state was to take the leading role and responsibility in the implementation of education policies (compulsory schooling, primary and post-primary education and training, whether formal or non-formal). The state did so by shaping or embedding, at national level, a governance model (popular among European/Western countries) based on the educational "machinery" (public financing;

¹ *Esquisse et vues préliminaires d'un ouvrage sur l'éducation comparée entrepris d'abord pour les vingt-deux cantons de la Suisse et pour quelques parties de l'Allemagne; susceptible d'être exécuté plus tard, d'après le même plan, pour tous les Etats d'Europe; et Modèle de tables comparatives d'observations, à l'usage des hommes qui, voulant se rendre compte de la situation actuelle de l'éducation et de l'instruction publique dans les différents pays d'Europe, seront disposés à concourir au travail d'ensemble dont on expose ici le plan et le but.* Paris: L. Colas, 1817.

supervision, inspection and official regulation; teacher training; curricula, syllabi, assessment, tests and diplomas; renovated technologies, resources and teaching methods, etc.). In addition, these actions were regularly “tuned” according to national and international trends.

International cooperation and comparison in education issues emerged from the very beginning as part of the endeavor of comparative education. This was particularly central to Marc-Antoine Jullien’s essay from 1817, calling on European intellectuals to collect, organize and submit data on particular systems of education. This close link accompanied the development of Comparative Education as a discipline. Education technologies and studies displayed at World Exhibitions (especially from the 1867 Paris exhibition onwards) strengthened its foundation. The establishment of the *Bureau International des Écoles Nouvelles* by Adolphe Ferrière, in Geneva, in 1894, studies on other national education systems undertaken by the United States after World War I, the circulation of specialized journals since the 1920s (for example, the *Educational Yearbook* by the Teachers College, Columbia University, between 1924 and 1944), the creation of inter-governmental organizations such as the *Bureau International d’Éducation*, in Geneva, in 1925, UNESCO under the aegis of the United Nations, in 1945, or the Organization for Economic Co-operation and Development (OECD), in 1961, reinforced this long-term trend.

António Nóvoa stated that comparative education is, at its roots, a study on the *Other*. Jürgen Schriewer stressed that this study of the *Other* never lost its self-referential value and function. This intricate *otherness* of education has, according to the aforementioned authors, been performed under different historical, theoretical and methodological trends and perspectives (to know, to understand, to construct and to measure the other) or as a mode of cognitive governance, but also derived from that which can be termed cognitive struggles – led by transnationally-oriented discourses, models and players.

Between Marc-Antoine Jullien de Paris’ essay and the results of the Program for International Student Assessment (PISA), implemented by the OECD from 2000 onwards, a wide range of theories, methods, approaches, views, technologies and political steering have emerged, as well as struggles regarding comparative education on the international scale. We welcome article proposals on different histories of comparative education and its interconnections with the internationalization of education in the following languages: French, English, Portuguese or Spanish/Castilian.

Guidelines for Submission

Manuscripts must be sent by email attachment, in Microsoft Word, to ciie_edicoes@fpce.up.pt. Articles are accepted and published in Portuguese, English, French or Spanish.

In the cover letter, please specify that your manuscript is being submitted for the special issue "Between Paris and PISA: 200 years after the *Esquisse et vues préliminaires d'un ouvrage sur l'éducation comparée* by Marc-Antoine Jullien de Paris: Historical Approaches to Comparative Education".

Submissions will follow the Journal's regular blind review process. The guest editors and ESC editor-in-chief will make the final acceptance decisions. Accepted manuscripts that are not included in the special issue (because of space restrictions) will be published in a future issue of the journal.

Authors should carefully make sure that have prepared their manuscripts in accordance with the instructions provided at [ESC website](#).

Articles should be between 6000 and 8000 words in length, including abstracts, keywords, tables, footnotes, reference list, and appendices. Each manuscript should include the title, abstract and keywords in Portuguese, English and French. Understandably, for Spanish articles, the title, abstract and keywords are also displayed in Spanish language.

The submission deadline is **October 31, 2016**.

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