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
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WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES
CONSEIL MONDIAL DES ASSOCIATIONS D’ÉDUCATION COMPARÉE
CONSEJO MUNDIAL DE SOCIEDADES DE EDUCACIÓN COMPARADA

Sociedad Mexicana de Educación Comparada
PARTNERS
# GENERAL PROGRAM

<table>
<thead>
<tr>
<th>Sunday 19</th>
<th>Monday 20</th>
<th>Tuesday 21</th>
<th>Wednesday 22</th>
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<tr>
<td>Registration</td>
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<td>8:30 - 18:00</td>
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<td>Opening Ceremony and Keynote Speech - 1</td>
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<td>Highlighted panel 3 Chichen Itzá 1 &amp; 4 Chichen Itzá 2 and concurrent sessions</td>
<td>Keynote Speech – 3 Chichen Itzá 1 y 2</td>
<td>Keynote Speech - 4 Chichen Itzá 1 y 2</td>
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<td>Special Session Chichen Itzá 3 Keynote Speech - 2 14:30 - 16:00 Chichen Itzá 1 y 2</td>
<td>Concurrent Sessions 14:30 - 16:00 WCCES EC 15:00 - 18:00 Jaguar 1</td>
<td>Closing Ceremony Chichen Itzá 1 y 2 13:30 - 14:30</td>
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<td>14:30 - 16:00</td>
<td>16:00 - 17:30 WCCES EC 15:00 - 18:00 Jaguar 1</td>
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<td>Highlighted panel 2 Chichen Itzá 1 y 2 and Concurrent Sessions 16:00 - 17:30</td>
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<td>17:30 - 18:00</td>
<td>16:00 - 17:30</td>
<td>18:00 - 19:30 WCCES Assembly (open to all bonafide members of constituent societies) 18:00-19:30 Chichen Itzá 1 y 2</td>
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<td>17:30 - 18:00</td>
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<tr>
<td>Highlighted panel 1 Chichen Itzá 1 y 2</td>
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<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
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<td>18:00 - 19:30</td>
<td>18:00 - 19:30</td>
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<td>18:00 - 19:30 WCCES Assembly (open to all bonafide members of constituent societies) 18:00-19:30 Chichen Itzá 1 y 2</td>
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<td>Welcome Cocktail at Capitan Morgan</td>
<td>Gala Dinner at Teatro Palenque</td>
<td>Gala Dinner at Teatro Palenque</td>
<td>Gala Dinner at Teatro Palenque</td>
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**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, “Situción, 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 Omelas

**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

**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 Omelas, Mark Ginsburg, Gilberto Garcia Batista, Jorge Baxter, Ana Ivenicki.

Special session. “UNESCO’s Futures of Education Initiative”.
Presenters: Sobhi Tawil & Noah Sobe,
Discussant: The audience.
CONTENT

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

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 marking, 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.

<table>
<thead>
<tr>
<th>No.</th>
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<th>Place</th>
<th>Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>1970</td>
<td>Ottawa, Canada</td>
<td>Education and the Formation of the Teaching Profession; Educational Aid to Developing Countries</td>
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<td>2</td>
<td>1974</td>
<td>Geneva, Switzerland</td>
<td>Efficiencies and Inefficiencies in Secondary Schools</td>
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<tr>
<td>3</td>
<td>1977</td>
<td>London, United Kingdom</td>
<td>Unity and Diversity in Education</td>
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<td></td>
<td>Year</td>
<td>Location</td>
<td>Theme</td>
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<td>4</td>
<td>1980</td>
<td>Tokyo, Japan</td>
<td>Tradition and Innovation in Education</td>
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<td>5</td>
<td>1984</td>
<td>Paris, France</td>
<td>Dependence and Interdependence in Education: The Role of Comparative Education</td>
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<td>6</td>
<td>1987</td>
<td>Rio de Janeiro, Brazil</td>
<td>Education, Crisis and Change</td>
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<td>7</td>
<td>1989</td>
<td>Montreal, Canada</td>
<td>Development, Communication and Language</td>
</tr>
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<td>8</td>
<td>1992</td>
<td>Prague, Czechoslovakia</td>
<td>Education and Democracy</td>
</tr>
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<td>9</td>
<td>1996</td>
<td>Sydney, Australia</td>
<td>Tradition, Modernity and Postmodernity</td>
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<td>10</td>
<td>1998</td>
<td>Cape Town, South Africa</td>
<td>Education, Equity and Transformation</td>
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<td>11</td>
<td>2001</td>
<td>Chungbuk, Republic of Korea</td>
<td>New Challenges, New Paradigms: Moving Education into the 21st Century</td>
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<td>12</td>
<td>2004</td>
<td>Havana, Cuba</td>
<td>Education and Social Justice</td>
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<td>13</td>
<td>2007</td>
<td>Sarajevo, Bosnia and Herzegovina</td>
<td>Living Together: Education and Intercultural Dialogue</td>
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<td>14</td>
<td>2010</td>
<td>Istanbul, Turkey</td>
<td>Bordering, Re-Bordering and New Possibilities in Education and Society</td>
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<td>15</td>
<td>2013</td>
<td>Buenos Aires, Argentina</td>
<td>New Times, New Voices</td>
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<td>16</td>
<td>2016</td>
<td>Beijing, China</td>
<td>Dialectics of Education: Comparative Perspectives</td>
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<td>17</td>
<td>2019</td>
<td>Cancún, México</td>
<td>The Future of Education</td>
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# WCCES Past Presidents and the Current President

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Time</th>
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<tbody>
<tr>
<td>Joseph Katz</td>
<td>1970-1974</td>
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<tr>
<td>Brian Holmes</td>
<td>1974-1977</td>
</tr>
<tr>
<td>Masunori Hiratsuka</td>
<td>1977-1980</td>
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<tr>
<td>Erwin H. Epstein</td>
<td>1980-1983</td>
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<tr>
<td>Michel Debeauvais</td>
<td>1983-1987</td>
</tr>
<tr>
<td>Vandera Masemann</td>
<td>1987-1991</td>
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<tr>
<td>Wolfgang Mitter</td>
<td>1991-1996</td>
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<tr>
<td>David N. Wilson</td>
<td>1996-2001</td>
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<td>Anne Hickling-Hudson</td>
<td>2001-2004</td>
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<td>Mark Bray</td>
<td>2004-2007</td>
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<td>Crain Soudien</td>
<td>2007-2010</td>
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<td>Wing On Lee</td>
<td>2010-2013</td>
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<tr>
<td>Carlos Alberto Torres</td>
<td>2013-2016</td>
</tr>
<tr>
<td>N’Dri T. Assie-Lumumba</td>
<td>2016-</td>
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For more information, you can go to: [http://wcces-online.org/](http://wcces-online.org/)
II. ABOUT SOCIEDAD MEXICANA DE EDUCACION COMPARADA (SOMEC)

These 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, SOMEC 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 SOMEC 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. SOMEC also had a relevant participation on lectures and book launching. The editorial production of SOMEC 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.

<table>
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<tr>
<th>No.</th>
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<th>Congress</th>
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<tr>
<td>1</td>
<td>2013</td>
<td>Universidad Nacional Autónoma de México, Ffyl.</td>
<td>I Encuentro de Educación Internacional y Comparada</td>
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<td>2</td>
<td>2015</td>
<td>Universidad Nacional Autónoma de México, IISUE.</td>
<td>II Encuentro de Educación Internacional y Comparada</td>
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<td>3</td>
<td>2017</td>
<td>Universidad Nacional Autónoma de México, Ffyl.</td>
<td>III Encuentro de Educación Internacional y Comparada</td>
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Past Presidents and Current President

<table>
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<tr>
<th>Presidents</th>
<th>Time</th>
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<tbody>
<tr>
<td>Marco Aurelio Navarro-Leal</td>
<td>2003-2005</td>
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<tr>
<td>Universidad Autónoma de Tamaulipas</td>
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<td>Armando Alcántara-Santuario</td>
<td>2005-2007</td>
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<td>Dante José Torres-Rios</td>
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<td>REGASA.C.</td>
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<td>Sergio Martínez-Romo</td>
<td>2009-2011</td>
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<td>Marco Aurelio Navarro-Leal</td>
<td>2011-2015</td>
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<td>Zaira Navarrete-Cazales</td>
<td>2015-</td>
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For more information, you can go to:

- www.somec.mx
- https://www.facebook.com/somec.mx
- https://twitter.com/EduComparada
- presidencia.somec@gmail.com
- 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.

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.
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 20th to May 24th, 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.


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 live. 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 (CIÉS). 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.
Robert Arnove, Ph.D.
Chancellor's Professor Emeritus of Leadership & Policy Studies at Indiana University, Bloomington, USA.

Biosketch: Robert F. Arnove, Chancellor's Professor Emeritus at Indiana University, Bloomington is a 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 4:

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 Postgraduate 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-); Postgraduate Program in Policy and Education Management; Ph.D Program 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
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: cpcenteno@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

*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
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.
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 & Manzon, 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
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

*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
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.

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.

Jorge Baxter, PhD
Professor, Universidad de los Andes, Colombia.
Email: jorgebaxter@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.

Panelist 3:

Carlos Ornelas, PhD
Professor, Metropolitan Autonomous University, Mexico.
Email: carlos.ornelas10@gmail.com
VIII. SPECIAL SESION

UNESCO’s Futures of Education Initiative

Sobhi Tawil, PhD
UNESCO Paris, France.
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Professor, Loyola University Chicago, USA
& UNESCO Paris, France
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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 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 / SOMEC.

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Universidad Autónoma de Baja California-FCH.

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Instituto Politécnico Nacional-ESCOM / SOMEC.

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Escuela Normal "Miguel F. Martínez" Centenaria y Benemérita / SOMEC.

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

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

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

Dra. Rebeca Jacqueline Murillo Ruiz  
Universidad Vasco de Quiroga / SOMEC.
2. WEB MASTER

Ing. Armando Torres Romero
Universidad Nacional Autónoma de México-IISUE.

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Ana Karen Rojas Cancino
Universidad Nacional Autónoma de México, FFyL.

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María del Rosario Ramírez Arce  
Escuela de Derecho Ponciano Arriaga-CREFAL.

Miguel González García  
Escuela de Derecho Ponciano Arriaga-CREFAL.

Mtro. Noé Abraham González Nieto  
Instituto Tecnológico y de Estudios Superiores de Monterrey.

Ing. Jesús Omar Machorro Bretón  
Universidad Nacional Autónoma de México, FFyL.
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 Tran Viet; 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 Vázquez; 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
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
Emerson Freire - Centro Estadual de Educação Tecnológica Paula Souza – São Paulo – email: freire.emerson@uol.com.br
Vagno Emygdio Machado Dias – Instituto Federal Sul de Minas – Minas Gerais – Brasil – email: dias.vagno@gmail.com
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Sueli Soares dos Santos Batista – Centro Estadual de Educação Tecnológica Paula Souza – São Paulo – email: suelissbatista@uol.com.br
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:
• 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 Robershaw; 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 Todó
- 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: Naseem
Participants:
- Naseem; Educational technology for the future: Bringing out the voices of key stakeholders in Kenya.
- Adeela Arshad-Ayaz; Educational technology for the future: Bringing out the voices of key stakeholders in Kenya.

Future ends of education
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
• 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.
• 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 of 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.

**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: Yiying Liu  
Participants:  
• Yiying 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 César 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.
The students of the future
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.

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 Benett, T.M. Graham, Christopher Knaus; Racial Equity in the United States: Improving Educational Outcomes in Schools and Society
• Joseph Koscim; 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 Maria Diaz López; Analysis of the competencies of the student’s graduation profile and current teaching competencies in High school of México.
• Indira Quintasí; 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 Castilo; 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.
The future of work and the professions

Barceló Maya Convention Center
Tikal 4, 10:30 to 12:00 PM
Chair: Gladys Barreiro
Participants:
- Gladys Barreiro; 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 habilites 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.

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.

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.

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.

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:
• Libero 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.

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.
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 gwaumaur’anga (good citizenship).
• Birgul Kutan, Mario Novelli; The Case of ‘Academics for
Peace’ in Turkey: Repression, Resistance, Knowledge
Production.
• Stefeanie 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
• 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.
• Yaqun Chao; The ideal type of comparative education
research.

Teaching and learning in the future
Barceló Maya Convention Center
Bonampak 2, 16:00 to 17:30 PM
Chair: Narendra deshmukh.
Participants:
• Narendra deshmukh; 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 Rodriguez 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.

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

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 Hernandez; 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.

Future ends of education
Group Panel
Barceló Maya Convention Center
Chichen Itzá 1, 18:00 to 19:30 PM
Chair: Maria Lilia Imbiriba Sousa Colares
Participants:
- Maria Lilia 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 hinher 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.
• 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.
• Angelica Valenzuela, Esteban León; La trayectoria escolar en el nivel medio superior: aportes para elevar la calidad educativa.
• 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 Autonoma de Tamaulipas (UAT), a descriptive research report.

**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.
• Qinhu 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: Angelica valenzuela
Participants:
• Angelica Valenzuela, Esteban León; La trayectoria escolar en el nivel medio superior: aportes para elevar la calidad educativa.
• 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 Autonoma 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.
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 Yali 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.

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 Maria 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.
The students of the future
Barceló Maya Convention Center
Tikal 1, 8:30 to 10:00 AM
Chair: Sharmila Rathee
Participants:
• Canan Aratemur 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.

Future ends of education
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)

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)

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.
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
- Glen Jones; Professorial Pathways: Academic Careers in a Global Perspective

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 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
Tikal 1, 10:30 to 12:00 PM
Chair: Kavita Krishna Meegama
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.
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 Heto
Participants:
• Prince Paa-Kwesi Heto; 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.

Future ends of education
Barceló Maya Convention Center
Chichen Itzá 1, 16:00 to 17:30 PM
Chair: Rosane Carneiro Sarturi
Participants:
• 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.
• 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 Nassar 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 rhochrematic 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.
• Nduge Elvis Ndode; the future of education: on cultural and educational technologies in Cameroon (case study southern Cameroon).
• Prince Paa-Kwesi Heto; 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.

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

The future of work and the professions
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.
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.
- Carolina Valero Olmedo; La política de ciencia y tecnología como elemento del dispositivo de producción científica. Un estudio comparado.

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.
- 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 19:30 PM
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)
Discussant: Adrian Zongrone, MPH, GLSEN, New York, NY, USA (adrian.zongrone@glsen.org)
Paper #1: School Climate for LGBT Students in Lithuania: Results from a National Survey
Name: Egle Kuktoriaite
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.

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.

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.
• laimeche 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.
• Amelia Molina García; Transformation processes in higher education: a comparative view from complex thinking.
• 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:
• 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.

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 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.
• 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

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 Maria Benton. “Shifting the landscape”. Tosepan Kalnemachtíloyan, 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 Galczynski; 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

Future ends of education
A curriculum for the future

Barceló Maya Convention Center
Tikal 3, 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 Aníbal Arrabal; Comparative perspectives of quality and equity in early childhood education.

The future of comparative education

Barceló Maya Convention Center
Tikal 4, 14:30 to 16:00 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.

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 Waghd; Ideological and policy convergence between Freire, Nyerere and the neo-liberal disruption
• Lauren Misiaszek; Engaging gender and Freire
• Rathna Ghosh; Gandhi and Freire

THURSDAY, MAY 23

A curriculum for the future

Barceló Maya Convention Center
Tikal 3, 14:30 to 16:00 PM
Chair: Carla Zinn
Participants:
• Nancy Nayely Cano Mendioza; 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 Valdivinos Reyes; Humanecercia: 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

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.

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 Propicien 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)
• María Magdalena Isaac; Teaching Tolerance in a Globalized World
• Héctor Manuel Manzanilla Granados; Innovation in Education: Management, Curriculum and Technologies (Innovación en educación: Gestión, currículo y tecnologías)
• 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
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 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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