

Preface to Vol. 10 Nos. 1&2 of Global Comparative Education: Journal of the WCCES

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It is our pleasure to present Vol. 10 Nos. 1&2 (September 2026) of Global Comparative Education: Journal of the WCCES!

This issue contains five articles, a book review and profiles of three eminent scholars of comparative education.

In Article 1 entitled “An Analysis of Educational Psychology Curriculum in Myanmar Teacher Education: A Comparative Study”, Ei Mon Mon Aung evaluates the Educational Psychology curriculum in Myanmar teacher education through comparative document analysis with selected international curricula. The Educational Psychology course curriculum in Myanmar teacher Education was compared with selected international curricula using the document analysis approach. The findings suggest that Myanmar could benefit from incorporating more structured guidance and counselling modules, techniques and new trends in evaluation, and psychological assessment, while retaining its research-oriented strengths.

Article 2 entitled “A Comparative Framework for Academic Freedom and Race Pedagogies across United States and Nigerian Universities” by Olukayode E. Apata presents a conceptual comparative analysis of the United States and Nigeria. Using scholarly and documentary sources and drawing on Critical Race Theory together with postcolonial perspectives, it examines how law, politics, and institutional governance shape academic freedom and the teaching of racism and racial inequality. The analysis traces how dominant power structures in both settings regulate classroom discourse about race and situates these efforts within wider struggles over historical narratives and social justice.

In Article 3 “Targeted Educational Interventions: A Systematic Review of Their Effects on Academic Outcomes for At-Promise Youth”, Ainslee Preciado presents a systematic review that examines the impact of educational interventions on the academic outcomes of at-promise youth in grades 9 through 12. To address this objective, fourteen peer-reviewed articles were analyzed to explore correlations between instructional methods, intervention characteristics, and academic outcomes, such as graduation rates and standardized test scores. Among the various approaches, hybrid interventions that prioritize enhancing academic skills while incorporating cultural and linguistic elements demonstrated the most comprehensive improvements. These findings underscore the potential of such strategies to strengthen core academic competencies, foster student engagement, and contribute to long-term educational success.

Article 4 entitled “What Is a Reflective Teacher Allowed to Question? Authorized Reflexivity and the Professional Reach of Doubt in China, Japan, and the United States” by Yunlu Wang compares nationally authoritative or nationally influential teacher standards in China, Japan, and the United States to examine what is described here as authorized reflexivity: the institutionally sanctioned reach of professional judgment. The comparison is functional rather than legal-formal. The comparison shifts attention from whether reflection is present to how standards distribute different objects, actions, and professional

locations of judgment. It also suggests a wider comparative proposition: a professional ideal can circulate internationally without carrying the same jurisdiction of professional judgment into every system.

In Article 5 entitled “Epistemic Injustice: Experiences of Myanmar (Burmese) Graduate Students in U.S. Universities”, Min Paing Moe explores epistemic injustice faced by Myanmar (Burmese) graduate students in U.S. universities, drawing on various forms of epistemic injustices, which define *epistemic injustice* as unfairness in knowledge practices affecting marginalized groups, and considering aspects of race/identity/status and classroom dynamics. The study highlights the necessity for structural reforms in institutional policies to address epistemic injustice, including faculty training in cultural competence, curriculum diversification, and the establishment of more inclusive academic and support structures. By advocating for these changes, the research informs policy development aimed at fostering equitable and just educational environments for historically marginalized international students.

Profile 1: Rates of Return, Production Functions, and State Theory: The Eclectic and Powerful Contributions of Martin Carnoy to Education Scholarship by Rebecca Tarlau and Maria Luiza Rocha Bueno, is a tribute to an outstanding scholar in our field and a towering figure in the WCCES community. Likewise, Profile 2 - Profile of a Comparative and International Education Leader Tamás Kozma by Zoltán Györgyi and Magdolna Rébay throws light on the sterling achievements of our esteemed colleague from Hungary. Last but not the least, Profile 3: Profile of a Comparative and International Education Leader: Karen Biraimah - Akosua Meets the World, showcases the unique and wonderful story of a fabulous scholar in our field, who remains grounded to earth despite her tremendous achievements.

This issue has been formatted in a new way for our articles to be easily captured by Google Scholar for indexing. In addition to being indexed in ProQuest and EBSCO, we continue to promote open and free access for our publications at the World Council of Comparative Education Societies (WCCES).

We wish you happy reading of this rich volume.