

# Preface to Vol. 9 Nos. 1&2 of Global Comparative Education: Journal of the WCCES

It is our pleasure to present Vol. 9 Nos. 1&2 (September 2025) of Global Comparative Education: Journal of the WCCES!

This issue contains thirteen articles, three book reviews and profiles of two eminent scholars of comparative education.

In Article 1 - Reforming multicultural education in Finnish early childhood education and care: A comparative study of discourses in ECEC curricula, Wang, Malet & Luo shared how cultural diversity in Finland has been considered and integrated as an enriching resource to the society. In Article 2 - From Plate to Classroom- Advancing Equitable and Sustainable Education Through Nutrition and Free Meal Initiatives, Kaur & Grover elaborate on their experiences on how free meal initiatives in Indian schools can promote inclusive educational ecosystems, contributing to broader goals. In Article 3 - Exploring Classism in International Student Exchange- Implications for Equity and Social Justice in Global Education, Cindy Yuvanov examines the intersection of international exchange and classism among U.S. students, proposing a new framework to include diverse perspectives and highlighting the use of social reproduction theory to explain persistent inequities while suggesting alternative frameworks to understand systemic classism. In Article 4- Academic Expectations: A critical analysis of Residential Care for Female Adolescents, Favinha & Chambel submit that since the instruments for recognizing academic expectations are not in use, they are measured with the adolescents through other systems, but only partially by some residential care professionals. Nevertheless, all professionals value academic expectations and describe the positive impact they have on the school process of adolescents, as well as the importance and potential of working collaboratively. In Article 5 - Segregation by Race in Charter Schools, Chandler King reviewed past studies which assess levels of segregation on a national level, a state level, a city level, a metropolitan level, a suburban level, and a rural level and assessed whether charter schools were more segregated than public schools. Article 6 - Appropriating Community Cultural Wealth through Study Abroad in Cuba by Emily Marchese et al, explores how US American graduate students conceptualize, develop and wield various forms of capital while participating in an international research course in Havana, Cuba. Article 7 - Decoding the 'Language Question'- Policies, Practices, and Transformative Trajectories in Indian Education (1947-2022) by Sushil Subham Rout, critically explores the 'language question' in Indian education, analyzing its evolution from 1947 to 2022 within the broader context of language, identity, and education. Article 8 -The "Greek PISA" Project and policy diffusion - Exploring aspects of the Greek National Diagnostic Examinations from a Comparative Education perspective by Samara, studies the national diagnostic examinations implemented in the last two years in Greek education through the lens of comparative education. Article 9 - Systematic Review on the Influence of Family Ethos and Values on Cultural Competence in Indian Schools by Manju Gera & Kavita Sharma, shared the findings that family-school collaboration is crucial in ensuring that family values are incorporated into the curriculum to enhance cultural competence. Article 10 - A Culture Map of Education Toward Collaborative Peacebuilding: A Textbook Analysis Across Ten Countries by Ayami Nakaya et al, clarifies the characteristics of peace education in ten countries (Japan, Korea, Cambodia, Indonesia, Myanmar, Bangladesh, Rwanda, the USA, Chile, and Bolivia) by capturing key characteristics using international relationship theories and agency for direct peace building at the national/international level. In Article 11 - Exploring Media-Literate Language Learning to Empower Inclusive Knowledge Ecologies for Sustainable Futures, Abdullina Yelubayeva & Perizat Yelubayeva introduce the Media-Literate Language Learning (MLLL) pedagogical framework, which integrates language education with media

literacy to create a holistic educational experience that empowers learners within inclusive knowledge ecologies and fosters a more equitable, diverse, and sustainable educational landscape. Article 12 - The Tyranny of Numbers- The Quantification of Global Goals through a Lens of Critical Realism by Manal El Mazbouh et al, explores how numbers, exercising and actualizing their causal power, have played and continue to play a fundamental though tacit role in shaping the global development agenda. Finally, Article 13 - Factors Affecting the Implementation of Internationalization Strategies in Higher Education Institutions - Global Evidence by Deshmukh, examines student movement, research partnerships, and global collaborations, providing strategic suggestions to improve international educational practices.

Profile 1: Profile of a Comparative and International Education Leader - Mark Ginsburg, 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 Kabini Fa'ari Sanga by Reynolds and Spratt, throws a light on the sterling achievements of our esteemed colleague from Solomon Islands in Oceania.

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.