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المجلس العالمي لجمعيات التربية المقارنة



4th WCCES Symposium (Virtually through Zoom)

Values Education and Emotional Learning: Broader Implications for Holistic Curriculum & Schooling during and beyond the COVID-19 Pandemic

Co-convened with

2nd International Conference of Mondial Association for Peace by Comparative Education

7th International Conference of Indian Ocean Comparative Education Society

5th International Conference of Global Africa Comparative and International Education Society

18-20 November 2021

For more than a year, the COVID-19 pandemic has continued its devastation in the world despite the advent of vaccines. The inequalities in nations have been further exposed by the way that, despite promises, vaccines have been hoarded by wealthy nations while leaving the developing nations to fend for themselves in managing this global crisis. This pandemic has also tested the leadership almost everywhere in the world by bringing their morals, values and priorities on the forefront.

Humanity has seldom faced the fundamental questions of values in earlier times before this pandemic created havoc all over the world. Social distancing norms imperative for controlling the spread of this pandemic have challenged the way people are connected with, and care or fail to care for, each other emotionally. Continual lockdowns in various parts of the world in tandem with the so called “waves” of the pandemic have resulted in school closures. Children have been deprived of their conventional education modes while being confined at their homes. Even stepping out of their homes for playing in a nearby park or with children in their own community has been restricted by parents fearing the wrath of the raging pandemic. Obviously, children are feeling caged and frustrated.

Literally, the need for values education in developing systematically caring potential and emotional learning has become evident under the circumstances dictated by various dimensions. More broadly, what has been referred in education theory, curriculum and pedagogy as social-emotional learning helps not only as a coping tool, but a philosophy and acquisition of skills in the areas of interpersonal communication and self-awareness that are major determinants of success in educational cognitive and attitudinal skills, results, outputs and outcomes. These skills, besides the cognitive acquisitions, are not purely cognitive, are fundamental and instrumental throughout life. In addition, nurturing values in children under this extraordinary circumstance has been challenging to say the least. It is critically important that comparative educationists dedicate part of their efforts in researching and reporting the best practices during this symposium.



Questions for Consideration

A number of questions, including (but not limited to) the following are raised as guiding threads for this symposium:

- How can comparative education rise to the call in the SDGs towards the promotion of the idea and requirements to nurture shared values caring for our local and global, social and physical environment in recognition of our common humanity?
- What processes are taking place and/or can be envisioned to leverage the constructive impact of the education systems in different parts of the world during and post the Covid-19 pandemic?
- How can education be conceived as an effective tool that can help achieve the humanistic values and goals?
- How can emotional learning be made an integral part of education systems?
- How can emotional learning help in inculcating universal values in human beings?

Deadline for 300 words abstract (in Microsoft Word) submission in any of the following languages: English or French: September 10, 2021. Submit through [this link](#) (you will need to open a new free Easy Chair account as an author even if you used Easy Chair for other conferences earlier). The symposium will be held virtually through Zoom.

Presenters will be invited to revise and submit their papers to one of the three WCCES publication outlets (each with its rigorous peer-reviewed process): 1) Papers of 6000 words in *Global Comparative Education: Journal of the WCCES* 2) Short papers of 3000 words in *World Voices Nexus: The WCCES Chronicle* 3) Papers of at least 6000 words as chapters in one or more edited volumes in the *WCCES-Brill | Sense book series*. Full papers must be sent for peer review latest by **March 31 2022** to publications@wcces-online.org

Thanks to our sponsors, the registration fee has been waived off for participants hailing from low and lower-middle income countries ([World Bank List of Economies, July 2021](#)) and students from anywhere in the world. For other participants, the registration fee is USD 50. Donations to support the symposium will be much appreciated and acknowledged. For more updates and announcements, please visit the [Symposium Website](#) and [WCCES Main Website](#).



Indian Ocean Comparative Education Society - IOCES



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