

INTERNATIONAL STANDING CONFERENCE FOR THE HISTORY OF EDUCATION (ISCHE). NETWORKS, INTERNATIONALISATION, AND SCIENTIFIC COMMUNICATION*

*International Standing Conference for the History of Education (ISCHE).
Redes, internacionalización y comunicación científica*

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Abstract: The objective of this study is to map the international networks of research, circulation, and scientific communication in the history of education, at a global level. In order to do so, we analyse the activity of the International Standing Conference for the History of Education (ISCHE). The focus is placed on the following: the make-up and organisation of the community of education historians; the arenas set up to encourage collaboration, debate and consensus in research in the field; collaboration among researchers, and the influence of transnational perspectives; avenues of research and areas of focus; and the communication channels by which ideas and findings are published and exchanged. The documentary sources used are the minutes of ISCHE annual congresses and general assemblies,

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alongside other research and previous studies. The main variables are: the language in which papers are published; the countries from which the authors come; international collaboration among authors; the historical period analysed; and the country or region being studied. After examining over 3600 contributions, we conclude that, globally, the international network in history of education is in good health, and there is an appetite for research with an international focus. However, there is room for improvement by promoting more extensive international collaboration among researchers, expanding the scope of research to take a supranational or even global view, and extending the study of the history of education to pre-modern times.

Keywords: History of education; academic communication; internationalisation; research; networks.

Resumen: El objetivo de este estudio es mapear las redes internacionales de investigación, circulación y comunicación científica en la historia de la educación, a nivel mundial. Para ello, analizamos la actividad de International Standing Conference for the History of Education (ISCHE). El foco está puesto en lo siguiente: la composición y organización de la comunidad de historiadores de la educación; los espacios habilitados para fomentar la colaboración, el debate y el consenso en la investigación en el campo; la colaboración entre investigadores y la influencia de perspectivas transnacionales; vías de investigación y áreas de enfoque; y los canales de comunicación a través de los cuales se publican e intercambian ideas y hallazgos. Las fuentes documentales utilizadas son las actas de los congresos anuales y asambleas generales de ISCHE, junto con otras investigaciones y estudios previos. Las principales variables son: el idioma en que se publican los artículos; los países de procedencia de los autores; colaboración internacional entre autores; el período histórico analizado; y el país o región que se está estudiando. Después de examinar más de 3600 contribuciones, concluimos que, a nivel mundial, la red internacional en historia de la educación goza de buena salud y existe un anhelo por la investigación con un enfoque internacional. Sin embargo, hay margen de mejora mediante la promoción de una colaboración internacional más amplia entre los investigadores, la ampliación del alcance de la investigación para adoptar una visión supranacional o incluso global, y la extensión del estudio de la historia de la educación a tiempos premodernos.

Palabras clave: Historia de la educación; comunicación académica; internacionalización; investigación; redes.

Sumario: 1. Introduction; 2. Materials and methods; 3. Analysis and results; 4. Conclusions; 5. References; 6. Figures.

1. INTRODUCTION

In History of Education, there is a broad community of highly active researchers, operating within a relatively dense network of communication channels, and global spaces for academics to mingle (Flek and Kuhn, 1981; Payà Rico, Duart, and Mengual-Andrés, 2016; Payà Rico and Motilla Salas, 2016; Smeyers and Depaepe,

2020). For almost 70 years, this academic community has been set up this way. Currently, it boasts no fewer than 31 scientific societies, 47 active specialised journals (Hernández Huerta, Payà Rico and Sanchidrián Blanco, 2019; Hofstetter and Huitric, 2020; Martín García and González-Delgado, 2020), and a large number of local, regional, national, and international seminars, symposia and congresses. Societies are usually national entities, set up to bring together educational historians in one particular state, and pool their research. However, international organisations such as the Baltic Association of Historians of Pedagogy have emerged, as have regional organisations such as the Society of the History of Latin American Education (SHE-LA), and ones with a global scope, such as the International Standing Conference for the History of Education (ISCHE)¹, which this article examines. It is also common for such societies to have a means of communication for members, with established academic events on topics of historical-educational interest. Also, in most cases (22), they have an organ of scientific communication in the form of a specialised periodical. Most scientific events are sponsored by national scientific societies and aimed primarily (though not exclusively) at the members of those societies. However, some such initiatives are markedly international in nature: examples include the ISCHE, the Ibero-American Congress on the History of Latin American Education (CIHELA), the Luso-Brazilian Congress on the History of Education, and the Iberian Meeting on the History of Education (Costa Rico, Malheiro, and Otero Urtaza, 2018; Hernández Huerta, González Gómez, and Pérez Miranda, 2020). In the same way as do specialised journals, scientific societies tend to focus on the history of education in a broad sense. Some publications focus on particular aspects, such as universities, childhood, or historical-educational heritage. The same can be said of some societies, which look at childhood, pedagogical thought, or historical-educational heritage (Crawford and Lewis, 2009; Hall and Roith, 2013; Moreno Martínez, 2015; Motilla Salas, 2011).

In the late 1970s, the idea of setting up a scientific association dedicated to the history of education in Europe arose, mainly in English, Belgian, and German academic circles. The idea came to fruition in September 1979, in Leuven, with the ISCHE's first event. From the outset, its focus has been on promoting research in the history of education, raising awareness about the social impact of education, and supporting the advancement of education in this area. More specifically, it aimed to provide a medium for international circulation of information in the field, to facilitate contact and to encourage collaboration between historians of education from different countries (Fuchs, 2014).

¹ The International Standing Conference for the History of Education (ISCHE) is the name given to both the Society and the congresses which it sponsors. This article's study and conclusions are based on the data analysed in the ISCHE as a congress (Droux & Hofstetter, 2014; Fuchs, 2014; Lucht, 2010).

Today, the ISCHE is legally constituted as an association, officially headquartered in Berlin. According to its current statutes, its purposes are “to foster and support academic research and education by promoting and providing support to academic research and teaching. Providing opportunities for international academic exchange and cooperation in the field of history of education, with particular emphasis on the field’s contribution to the understanding of the nature of education” (ISCHE, 2015a). The organisation is run by the General Assembly (GA) and the Executive Committee (EC).

The GA is the beating heart of the association. It channels members’ participation in the life of the organisation, and is the highest decision-making body, which makes general decisions at the annual congress. It is open to all members and is tasked with electing and, if necessary, dismissing members of the EC, deciding on financial matters, modifying the statutes, making proposals and giving recommendations to the EC on the organisation of the annual congresses. For its part, the EC is in charge of implementing resolutions made during the meetings of the GA and the general management of ISCHE. The EC consists of the President, Secretary, Treasurer, four representatives elected from the membership, a graduate student and the Editor of *Paedagogica Historica* or an official representative. The EC may further incorporate a tenth member.

The EC’s members are elected by the GA for a three-year term. They may be re-elected once for a second term (ISCHE, 2015a). Any member of the ISCHE may run as candidate for any of the positions.

Between 2007 and 2018, a total of 28 people (18 women and 10 men) have sat on the Executive Committee, hailing from 18 different countries: Belgium, Brazil, Canada, France, Germany (3), Spain, Hungary, Italy, Latvia, Luxembourg, Mexico (2 men and 2 women), the Netherlands, New Zealand, Nigeria, Portugal, Sweden, the UK (4 men and 4 women), and the USA (3)). Note the clear predominance of Europe (18) and North America (6) over other regions, such as South America (2), Africa (1) and Oceania (1).²

² Members of the EC between 2007 and 2018: Adelina Arredondo, Mexico (F); Angelo Van Gorp, Germany (M); Antonio Francisco Canales, Spain (M); Barnita Bagchi, the Netherlands (F); Béatrix Vincze, Hungary (F); Christine Mayer, Germany (F); Diana Vidal, Brazil (F); Eckhardt Fuchs, Germany (M), President 2012–2015; Frank Simon, Belgium (M), President 2006–2009; Gary McCulloch, UK (M); Grace Oluremilekun Akanbi, Nigeria (F); Ian Grosvenor, UK (M); Inés Dussel, Mexico (F); Inês Félix, Sweden (F); Iveta Kestere, Latvia (F); Joaquim Pintassiglo, Portugal (M); Joyce Goodman, UK (F); Karin Priem, Luxembourg (F); Kate Rousmaniere, USA (F), President 2009–2012; Kay Morris Matthews, New Zealand (F); Kevin Myers, UK (M); Marc A. Van Overbeke, USA (M); María del Mar del Pozo, Spain (F); Marta Maria Chagas de Carvalho, Brazil (F); Noah Sobe, USA (M); Rebecca Rogers, France (F), President 2015–2018; Simonetta Polenghi, Italy (F); Thérèse Hamel, Canada (F). Sources: ISCHE, 2007, 2007-2018, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015b, 2016, 2017, 2018b.

The ISCHE's projects and initiatives are multiple and varied, but always, they are designed to further the organisation's statutory purposes. To begin with, ISCHE has created spaces for History of Education researchers from around the globe to meet, present their work, and carry on a scientific discussion. Perhaps the most clearly defining hallmark of ISCHE is the cycle of congresses that began in Leuven in 1979, and have since been held (almost) annually in a range of venues. In total, there have been 41 ISCHE congresses to date, in 23 different countries, mostly in Europe.³ Due to the COVID-19 crisis, the one scheduled for 2020 (Sweden) was postponed to 2021. The languages admitted for contributions are usually English, French, Spanish, and German. In 2019, during the GA held in Porto (Portugal), the proposal to include Portuguese was approved (ISCHE, 2019). In addition to plenary conferences, themed panel discussions, workshops and communications, these events have, for some years, hosted Standing Working Groups: small research groups, organised around a particular topic and guided by specific research objectives, operating for a specific period. Pre-Conference Workshops, which are small meetings the day before the opening conference, but which are an integral part of the official programme, aim to spark intellectual discussions on a specific topic (ISCHE, 2018a). Although there are some sections that are relatively general, which facilitate participation, the congresses hinge around a prevailing theme. These themes are selected with a view to combining interest and intrinsic historiographic relevance with current concerns and challenges in education, for which historical perspectives could be helpful. These selection criteria can be observed in most of the major themes at the ISCHEs held between 2007 and 2018.

Despite the variety and dispersion of the central themes, a certain change is evident in the interests of the scientific community. Central themes have shifted from issues closer to the social history of education to ones more closely related to the international or global history of education: Education and Nature (2018, Berlin, Germany); Education and Emancipation (2017, Buenos Aires, Argentina); Education and the Body (2016, Chicago, USA); Education and Culture (2015, Istanbul, Turkey); Education, War, and Peace (2014, London, UK); Education and Power (2013, Riga, Latvia); Internationalisation and Education (2012, Geneva, Switzerland); State, Education and Society: New Perspectives on an Old Debate (2011, San Luis Potosí, Mexico); Discoveries of Childhood in History (2010, Amsterdam, The Netherlands); The History of Popular Education (2009, Utrecht, The Netherlands); Education and

³ Argentina (2017); Australia (1999, 2005); Belgium (1979, 1998); Brazil (2003); Czechoslovakia (1990); Finland (1988); France (1981, 2002); Germany (1984, 1995, 2007, 2018); Hungary (1982, 1987); Ireland (1997); Italy (1986); Latvia (2013); Mexico (2011); the Netherlands (1994, 2009, 2010); Norway (1989); Poland (1980, 1996); Portugal (1993, 2019); Spain (1985, 1992, 2000); Sweden (2006); Switzerland (1991, 2004, 2012); Turkey (2015); the UK (1983, 2001, 2014), and the USA (2008, 2016).

Inequality: Historical Approaches on Schooling and Social Stratification (2008, Newark, USA); and *Children and Youth at Risk* (2007, Hamburg, Germany).

In addition to the ISCHE conferences, regional workshops have also been developed without a fixed cycle. As with the annual meetings, these events aim to contribute to the development of History of Education at a global level and promote international collaboration (ISCHE, 2018a). To date, four such meetings have been held (India, 2010; South Africa, 2013; China, 2015; and Colombia, 2016). These have addressed issues of interest to the history of education in South Asia (*Learning in the Past, Research Agendas for the Future: Connecting Histories of Education, 1700–2000*); Sub-Saharan Africa (*Colonial Education in Africa: Connecting Histories of Education through Text, Image, Voice, Memory, and Word*), East Asia (*Transnational Entanglements in Education: East Asia and the West*) and the Caribbean (*Caribbean History of Education and its Transnational Entanglements*).

The ISCHE also has a set of publications: a newsletter, a specialised scientific magazine, and a collection of books. The newsletter was one of the organisation's very first initiatives, launched in 1980, then entitled *International Newsletter for the History of Education*. After several changes in editorship and several metamorphoses (Fuchs, 2014), it is still published in newsletter format. It provides information about the progress and news relating to the organisation — particularly, activities that it is staging and/or sponsoring. The book collection is another original project, but so far, only includes two volumes. Recently, it has been successfully subsumed under other parameters, in the *Global Histories of Education Book Series*, under the banner of Palgrave Macmillan. This series aims to publish monographs or multi-authored books that analyse the history of education from a “global, world, or transnational perspective” (ISCHE, 2018a). Finally, after a long and sometimes confusing relationship (Dekker and Simon, 2014), *Paedagogica Historica* has become the official organ of scientific expression of the ISCHE; a selection of contributions presented at the society's annual events are published in this journal in Special Issue format.

For over a decade, the ISCHE has paid special attention to new researchers, who are still developing or have recently completed their doctoral theses related to the history of education (Sanchidrián Blanco, Payà Rico and De Freitas Ermel, 2020, 2021). In this regard, several initiatives are particularly noteworthy. The first is the History of Doctoral Education Summer School programme, which offers participants the opportunity to present and discuss doctoral thesis projects with other doctoral candidates and renowned researchers in History of Education. The second is the establishment of research awards: one for the best presentation during the previous ISCHE — the Early Career Conference Paper Award — and another, the First Book Award, for the first independently published monograph.

In this regard, the organisation creates economically favourable conditions for novice researchers. For example, it offers reduced membership fees and congress

registrations and grants to fund travel and related expenses for participation in ISCHE events (ISCHE, 2018a). The most recent action is the ECR Thinkering Initiative, which is aimed at putting experience with digital tools and applications for research into practice in the history of education, and organising the first virtual ISCHE conference.

2. MATERIALS AND METHODS

The objective of this study is to map the international circulation and research networks in the History of Education, and the spaces for communication, representation, and social construction of scientific communities. Here, internationalisation is defined as ‘that broad and diffuse idea of scientific work, which refers to the communication and exchange of ideas, advances, criteria, and opinions between researchers and thinkers from different latitudes with diverse cultural marks and personal trajectories, which determine the prism under which to approach the problem that motivates the inquiry and enriches the perspectives of reality that is varied and dynamic’ (Hernández Huerta *et al.*, 2019). The scope includes History of Education researchers from different countries collaborating on joint works, and works that examines a geographical space that transcends the limits of the authors’ countries of origin. This will allow a holistic, more global and transnational view, observing common interests, points of coincidence and trends in educational-historical research. Thus, the work will be guided by certain initial questions: What is the proportion of collaborative research between authors from different countries? To what extent is comparative, transnational or cross-national research, or research that transcends the geographical areas of origin of the authors carried out? Are comparative-historical studies a research trend in the history of education? What defines the most common collaborations between authors from different countries? What are the most commonly used languages of scientific communication? From which countries do the researchers attending ISCHE conferences come? Etc.

This study focuses on the ISCHE between 2007 and 2018. This period has been chosen because, besides the fact that it is a quantitatively relevant sample (over 3600 contributions analysed), it illustrates the trends over a decade of research in History of Education presented at ISCHE congresses. Furthermore, the inclusion of the Portuguese language in 2019 and the fact that the Congress was not held in 2020 due to the COVID-19 pandemic justify the choice of the period. The basic documentary sources used in this research are the minutes of the annual congresses organised by ISCHE, the minutes of the annual general assemblies held during the years indicated, and other research and previous studies. The foci of interest and analysis highlight the aspects related to the styles of the scientific community in History of Education. This research seeks to articulate their commonalities, the arenas

(congresses, symposia, and summer schools) created for the participation and collective construction of historical-educational research, collaborations and transnational influences, avenues of scientific interest expressed in scientific meetings, and communication channels promoted by the ISCHE (Dekker and Simon, 2014; Rogers, 2014).

This study contributes to the efforts that the international community of educational historians have been pursuing for some years to map the condition of the history of education at a global level (FahrenHouse, 2014; Hernández Huerta and Cagnolati, 2015; Hernández Huerta, Cagnolati, and Diestro Fernández, 2015; Hofstetter, Fontaine, Huitric, and Picard, 2014).

3. ANALYSIS AND RESULTS

Next, we focus analyse the international academic production and communication in History of Education through the proceedings of ISCHE. During the ISCHE congresses between 2007 and 2018, 3602 contributions were presented, distributed between roundtables, symposia, working groups, and plenary sessions. By analysing each of these contributions, we can obtain a series of very relevant and interesting data and considerations to achieve our research objectives.

As can be seen in Figure 1, the flow of accepted works to has been relatively steady, but has been increasing intermittently. In this regard, the peaks of 2012 and 2014, which exceeded 400 communications and those of 2017 and 2018, which exceeded 500 contributions, stand out. Factors contributing to the increased numbers of submissions in these years may include: the ability to attract interest in the dominant themes at the congresses; the location where the events are held; logistical ease for researchers to take part; the university and academic tradition in history of education; the number of researchers working in this field; and existing international historiographic relations (Kuhlmann and Leonardi, 2017).

Because these events are purposely international in their scope, the authors who contribute to them come from a wide variety of backgrounds. Over the course of the 12 years covered by this analysis, 67 countries have had a presence at the congresses, though not all with the same frequency and intensity. Brazil occupies a prominent position, with 19.05 % of the total number of researchers, although Portuguese was not considered an official language of ISCHE in the period under analysis. Brazil is followed by the USA (7.04 %), Spain (6.18 %), France (5.70 %), Argentina (5.11 %), Germany (5.06 %), Switzerland (4.91 %), the UK (4.60 %), Mexico (4.23 %), Nigeria (3.64 %), Portugal (2.94 %), Italy (2.41 %), Hungary (2.30 %), the Netherlands (2.13 %), and Canada (2.08 %). Note that seven of the 15 countries with over a 2 % presence have hosted the congress on at least one occasion, which has led larger numbers of native educational historians to take part in those years.

A clear example is Argentina, which hosted the 2017 event. Similarly, a number of countries, regardless of whether or not they have hosted, have had continuous representation at all congresses (Belgium, Brazil, Canada, France, Germany, Israel, Mexico, the Netherlands, Nigeria, Spain, Switzerland, the UK, and the USA).

Possibly due to diversity of origin and therefore the languages included in these events, the language chosen by researchers for scientific communication has generally been English, which is used in 75.65 % of papers presented between 2007 and 2018. Indeed, at the 2007 and 2008 congresses, English was actually the sole language used. Spanish (14.26 %) and French (8.44 %) also have a significant presence, while German has had a minimal role (1.61 %). Note that, as with the origin of the representatives, the location of the event seems to be a key factor in the peaks registered for German (2018), Spanish (2017), and French (2012).

Cooperation between researchers has been a constant in ISCHE congresses. Each annual meeting has had contributions resulting from joint work between two or more historians of education. Such contributions stemming from academic collaboration account for 21.23 % of all work presented. On the other hand, there has been minimal collaboration between authors from institutions in different countries, although frequent (only in 2009 and 2010 was this type of work entirely absent); this category accounts for only 2.47 % of total papers presented, and 11.63 % of those authored by two or more people. When such collaborations have occurred, despite the more-than-considerable number of resulting combinations, it has generally been on a specific basis. Joint works between Brazil and Portugal (10 occasions) deserve special mention. Meanwhile, researchers have teamed up in the following combinations: Brazil/Portugal/USA (4 occasions); Brazil/USA (4 occasions), Spain/the Netherlands (4 occasions), France/Switzerland (4 occasions), Luxembourg/Switzerland (3 occasions), UK/USA (3 occasions), Germany/Spain (2 occasions), Germany/Switzerland (2 occasions), Argentina/Spain (2 occasions), Brazil/Canada (2 occasions), and Brazil/France (2 occasions). These data suggest that international alliances tend to arise through conditions of possibility, international research projects, circumstantial contacts, personal relationships, or specific situations such as research stays, which facilitate a joint project; we do not see evidence of a consolidated trend of collaboration, cooperation, and communication between countries or institutions.

In terms of communication, all the institutions in the countries examined in this study exhibit a certain proportion of correspondence and collaboration with the authors' original institutions. Thus, the list of geopolitical and cultural spaces analysed in these works is equally wide and varied, amounting to 114 units of analysis. Of these, Brazil (14.28 %), the USA (6.53 %), Argentina (4.86 %), France (4.70 %), and the UK (4.39 %) stand out in terms of representation. The following also exceed 2 % representation: Spain (4.36 %); Germany (4.31 %); Mexico (4.10 %); Switzerland (3.39 %); Portugal (2.82 %); Italy (2.51 %); Nigeria (2.38 %); and Hungary (2.06 %).

Looking at the researchers' interests, to complete this international overview, it is worth highlighting three further issues that are relevant.

The first is the low number of contributions from authors who study countries or regions other than their institutional place of origin (13.35 %). In some cases, where such research does occur, it is due to collaboration with someone from another country who studies the country where they reside, rather than to individual interest in a country other than their own.

The second is a group of contributions under the category "Not Applicable" (10.86 %), which focus on methodological, conceptual, historiographic, and/or critical approaches, and are therefore not tied to a specific geographic area.

The third is the relative dearth of studies looking at broader spaces that go beyond nation states or well-developed countries as units of analysis from a comparative, international, or transnational perspective. Such investigations account for only 7.27 % of the total. The same is found with the collaboration between researchers from different origins: circumstantially and mostly anecdotally, researchers have focused on 19 different regions:

Africa (0.55 %), German Colonial Africa (0.03 %), Central America (0.03 %), South America (0.03 %), Latin America (0.50 %), Asia (0.08 %), Colonial Asia (0.03 %), East Asia (0.03 %), Scandinavia (0.05 %), Europe (1.07 %), Europe Central (0.03 %), German-speaking world (0.03 %), German Empire (0.03 %), West, (0.03 %), Baltic States (0.10 %), Nordic countries (0.03 %), Pan-America (0.03 %), Western Societies (0.03 %), the Soviet Union (0.16 %), and over 123 different combinations of countries and/or regions.

Among these, the following have an incidence greater than one: Brazil/Portugal (13 times); UK/USA (12 times); Brazil/France (6 times); Belgium/France (4 times); Brazil/Canada (4 times); Germany/the Netherlands (3 times); Argentina/Brazil (3 times); Argentina/Brazil/Mexico (3 times); Denmark/Norway (3 times); Spain/Mexico (3 times); Finland/Sweden (3 times); Germany/Japan (2 times); Germany/Switzerland (2 times); Germany/UK/USA (2 times); Germany/USA (2 times); Latin America/USA (2 times); Argentina/Brazil/Uruguay (2 times); Argentina/China (2 times); Argentina/Spain (2 times); Argentina/France (2 times); Australia/New Zealand (2 times); Brazil/Italy (2 times); Brazil/USA (2 times); Canada/France (2 times); Canada/USA (2 times); China/USA (2 times); Europe/USA (2 times); France/Italy (2 times); France/Switzerland (2 times); France/USA (2 times); and Poland/Lithuania (2 times).

Finally, it should be noted that the bulk of the communications presented at ISCHE congresses between 2007 and 2018 focus on contemporary times; most of these (70.42 %) focus on the 20th Century. A total of 16.80 % and 8.35 % of the contributions deal with the 19th and 21st Centuries, respectively. In the latter case, they are generally related to historiographic matters, states of the art, the configuration of History of Education as an academic field and discipline, its trajectory

and situation, aspects related to teaching the history of education, and analysing current problems in education, usually from a political perspective, but in reference to historical processes. Despite the notable increase registered in 2018, there is scant interest in the modern era among researchers, representing only 3.45 % of all communications. The prominence of historical eras is fading into something purely testimonial; the distant Middle Ages only represents 0.34 %, and classical and ancient times 0.63 %.

In this regard, it is necessary to add one more consideration. Although studies focusing on the 19th and 20th Centuries (12.65 %), and the 20th and 21st (4.83 %), are frequent, most address phenomena, processes, and/or experiences that occur around the turn of a given century. This means that there is a yawning chasm in the knowledge of educational historians, with very little long-term research. In the few cases where specific eras are examined, it is the Middle Ages, classical and ancient times that are analysed.

4. CONCLUSIONS

The genesis and development of the global community of educational historians that has been built within the ISCHE, over the course of more than three decades, represents both a significant effort and a continued interest in working collaboratively and forming international networks for scientific research in History of Education (Payà Rico and Motilla Salas, 2016).

In parallel to the publication of *Paedagogica Historica*, the other major space for scientific communication that the ISCHE provides is its annual congresses. Having analysed the proceedings of these events and studied more than 3600 contributions throughout the last decade, we have been able to obtain a more global and holistic perspective on the state of the art in international research in the history of education, and reach a series of conclusions. Of these, the following are of particular note:

1) This is an eminently international circuit, where historians of education from 67 countries have participated, though with different frequency and to varying degrees. The participation of researchers from Brazil stands out, followed in descending order by those from the USA, Spain, France, Argentina, Germany, Switzerland, the UK, Mexico, Nigeria, Portugal, Italy, Hungary, the Netherlands, and Canada. The unequal presence of researchers at the congresses is attributable both to academic factors (e.g. the existence of scientific societies of history of education in the countries of origin, the tradition of university teaching/research groups in the scientific area, the availability of active research projects that finance travel expenses, etc.) and personal issues (geographical distance from the congress venues, personal interest, research stays, academic 'tourism', etc.).

2) The preferred language for scientific communication is mostly English, which is present in over $\frac{3}{4}$ of papers presented. There is also a significant presence of Spanish and French (which may be due to the fact that, during the period of interest to this study, congresses were held in countries such as Mexico, Argentina and Switzerland). German, on the other hand, has a relatively small presence. We believe the acceptance of Portuguese from 2019, due to the significant presence of Portuguese-speaking researchers (mainly Brazilians), may alter these percentages somewhat in the future, but it will not jeopardise the hegemony of English as the language of scientific communication.

3) In these contexts, the history of education is mainly *contemporary* history of education, and, in most cases, could even be referred to as the history of current education. We believe it is worth paying attention to this issue, as we think it necessary and pertinent to continue researching the ancient, middle and modern history of education as well, to counteract the tendencies of presentism in today's societies, as well as to improve the understanding and genealogy of education in the past.

4) Although there is a significant group of contributions to congresses and scientific articles proposed, developed, and published cooperatively by two or more researchers, the methods of examining the history of education continue to be largely individual. In the vast majority of cases of collaborative research between two or more authors, those authors belong to the same country of origin. The networking possibilities available today, offered by information and communication technologies and the need for further enrichment and global vision, make further collaboration among colleagues from different countries more than advisable. Connecting historians of education from other places to work collaboratively and cooperatively is one of the greatest current challenges — doing so will enrich our research and endow it with a more international character.

5) Comparative, transnational or international studies, or those that handle broader political, geocultural, or socio-historical units of analysis than nation states, are notable for their scarcity in the media universe of the history of education. The same is true with international cooperation between authors, and with those who study the realities other than those of their place of origin or work.

6) Finally, the analysis of the scientific contributions also shows a broad, continuous, and remarkably varied network of international connections, especially from European and Latin American environments, as well as in other geographical, cultural and/or linguistic regions of the international scene.

To conclude, the international network and research trends in History of Education at global level are in a good state of health, and working well. However, things could be improved in terms of some issues such as the international collaboration of researchers, global or supranational arenas for analysis, or the historical-educational study of periods other than the contemporary era.

Thus, this article recognises and values the ISCHE very highly as an international organisation (given the presence of associations and members from five continents). However, the data analysis indicates that the presence and international collaboration between the different members when participating in joint work at ISCHE congresses is unequal, and still not very significant. In other words, though the ISCHE has members and includes scientific societies from many countries around the world, their presence, participation and collaboration at the congresses could be much more significant, in view of the potential for internationalisation.

The same occurs with the volume and quality of research published in the large number of indexed and influential journals on the history of education. All this encourages us to continue examining the history of education and its scientific production, which will have to be critically and rigorously analysed to make progress, and connect such an important and relevant area of knowledge for educational sciences internationally.

5. REFERENCES

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6. FIGURES

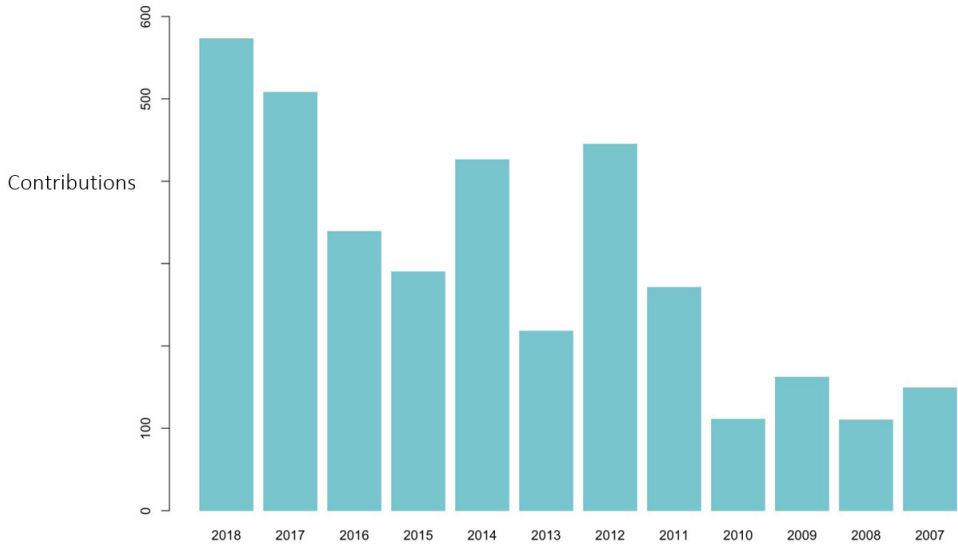


Figure 1. Number of contributions presented at the ISCHE

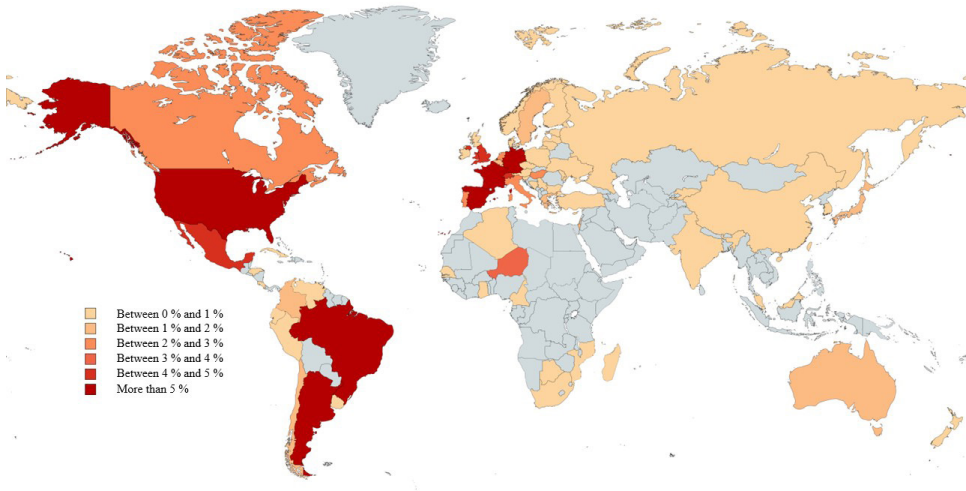


Figure 2. Speakers' country of origin (total)

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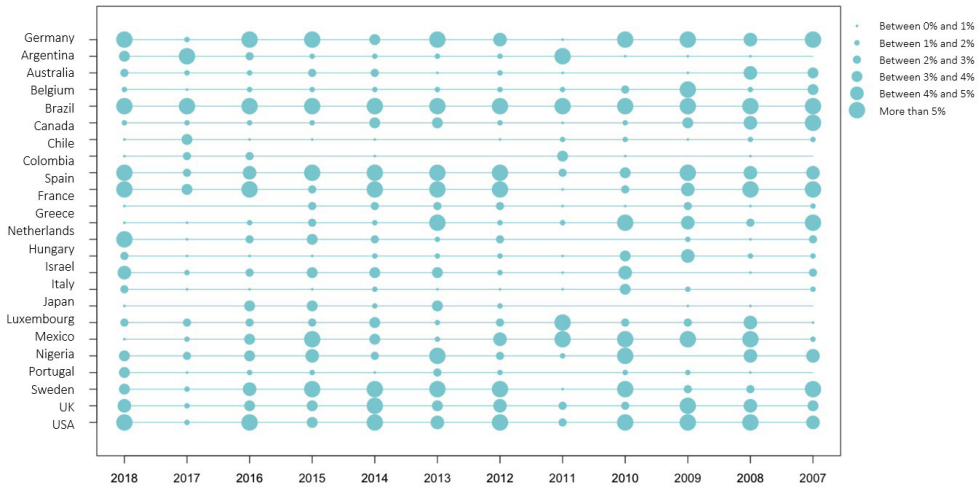


Figure 3. Speakers' country of origin (by year)

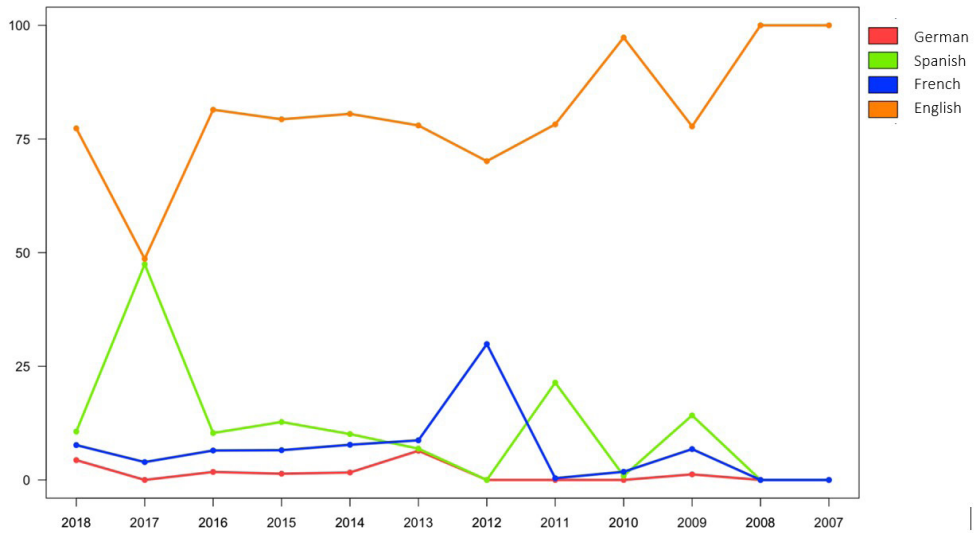


Figure 4. Languages used for communications

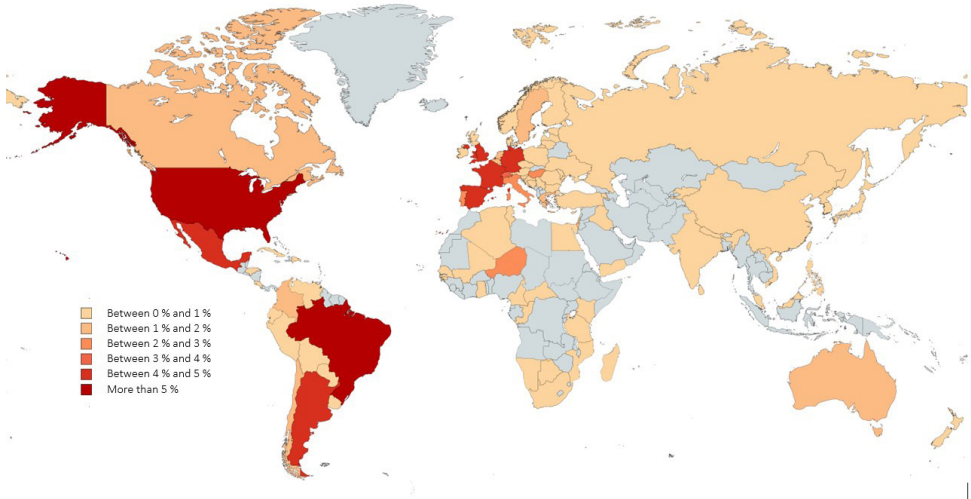


Figure 5. Country under study (total)

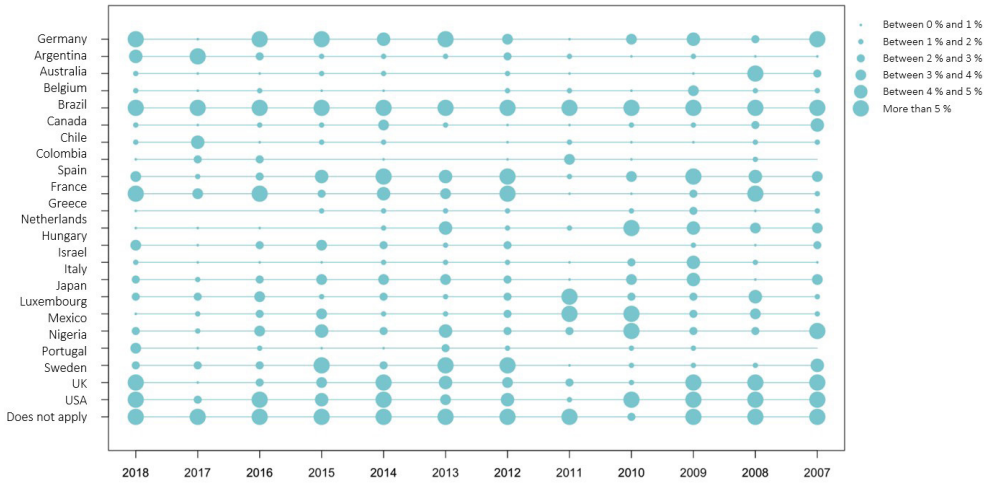


Figure 6. Country under study (breakdown by years)