has been called into existence, and is enjoying substantial (public and private) investment, to pursue a wide, and increasing, in fact open-ended, range of societal goals; in a rapidly changing world, where the need for education is increasing. In this operation, the role of the teacher and teacher education is pivotal. The corresponding field of study introducing the teacher to this international project, the rationale thereof and for understanding the place of the teacher therein, and equipping the teacher for the establishment of a (classroom) practice and professional decision taking, is that of Comparative Education. In view of the current global changes — societal changes and an international education expansion project that is both increasing in extent and is becoming more and more urgent, in response to societal imperatives — this field is currently taking a quantum leap transforming itself into Comparative and International Education, thus rendering itself of even greater significance. It is lamentable that thus far policy makers and teacher education programme designers have, in many parts of the world, too often not been mindful of the value of Comparative and International Education in equipping the teacher of the twentieth-first century for his/her role. Finally, in this age of, e.g., menacing global terrorism, in this scheme of things, inside and outside the field of Comparative and International Education, recognition should be given to Comenius as trailblazer for the idea of education as the means of establishing world peace and ameliorating the condition of humanity: the basic idea or vision that is becoming, after more than four centuries, more and more the rationale for both the international education expansion project and the education for teachers therein, as well as the fundamental rationale and inspiring vision for the field of Comparative and International Education.

References