



**INTERNAL REGULATIONS OF THE**  
***REVISTA ESPAÑOLA DE EDUCACIÓN COMPARADA (REEC)***  
**(SPANISH JOURNAL OF COMPARATIVE EDUCATION)**

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1. **Mission of the *Revista Española de Educación Comparada, REEC*, as the organ of scientific expression of the *Sociedad Española de Educación Comparada (Spanish Society of Comparative Education, SEEC)*, and for the development of the interdisciplinary field of Comparative Education.**

In February 1994, during the Ordinary Assembly of what was then the *Sociedad Española de Pedagogía Comparada* (now the *Sociedad Española de Educación Comparada, SEEC*), held in the Humanities Building of the Universidad Nacional de Educación a Distancia, (UNED), in Madrid, Spain, members took the decision to create and publish an academic journal that would serve as the scientific mouthpiece long sought after by Spanish academics of the *SEEC*. The publication would serve to share, disseminate and consolidate studies and research carried out in the field of Comparative Education. With more members than any other association of comparativists in Europe, the *SEEC* had been calling for such an initiative for years. In its role of bringing together Spanish academics dedicated to the field of Comparative Education, the *SEEC*'s prehistory dates back to the 1950s and to the Instituto de Pedagogía Comparada (1964), which was headed by Juan Tusquets and formed part of the University of Barcelona. In 1974 the first steps were taken towards the establishment of what was then called the *Sociedad Española de Pedagogía Comparada*, which for the following two decades was presided over by the academic Dr. Ricardo Marín Ibáñez. Monographic issue number 24 (2014) of the *REEC* provides a detailed account of the historical and academic antecedents of the current *SEEC*, which in 1995, thanks to the long-pursued and greatly anticipated appearance of the *Revista Española de Educación Comparada, REEC*, achieved its definitive academic and scientific consolidation.

Given that the principal domain of the *SEEC* was established, in accordance with article 5 of the association's statutes, in the Universidad Nacional de Educación a

Distancia (UNED), in Madrid, the recently created journal *Revista Española de Educación Comparada*, REEC, affiliated itself with this institution and was thus able to make use of the university's infrastructure and editorial resources. The REEC has since been coedited by the SEEC together with the UNED, and the journal's principal advocate and leader, Dr. José Luis García Garrido, holds a position as full professor at the UNED.

The essentially international nature of the discipline of Comparative Education along with the increasing affinity and overlapping of epistemological objectives and challenges of comparative academics at home and abroad – due to the phenomenon of globalization – have led to a decisive expansion of the initial objectives of the REEC, in terms of research and publishing, and to the publication's target audience. As a result, this periodical does not focus solely or even preferentially on the analysis of comparative epistemology in the Spanish context, but rather it purports to study the construction of comparative knowledge on a European and world-wide scale. The REEC is therefore fully committed to welcoming studies by domestic and foreign researchers working in the comparative discipline, these researchers being recipients of our journal as well. While articles are occasionally published in French or Portuguese, the primary languages of the REEC are Spanish and English.

As a journal, the REEC pays special attention to epistemological features found in the discipline of Comparative Education, a scientific field of great complexity that, among other attributes, is characterized by the following:

- It is a science of teleology that is at the same time theoretical and applied. Under the denomination *Comparative Education*, it works with markedly theoretical academic analyses of educational systems and processes and deals with the way that education is linked to broader social factors and elements. Under the denomination of *International Education*, the science focuses on an analysis of education in developing countries. Today the extensive network of national and international comparativists tends to work with analyses in both areas.
- From an epistemological viewpoint, Comparative Education can be seen as an asystematic field whose object of study evidences a debate between two approaches: those academics who believe this science is based on applying the comparative method to education, and those who see national education systems as the primary object of study and analysis. For the latter group, the concept of an “educational system” is better understood as a broader “social system” that takes into account the myriad forces that currently impact education, particularly in these globalized times.
- From an academic perspective, Comparative Education is an eminently interdisciplinary science whose practice is carried out in a variety of diverse theoretical frameworks. Some of the fields and disciplines whose analyses it

resorts to are Sociology, Politics, History and Philosophy, among others. Likewise, it makes use of a wide diversity of theoretical approaches and theories: historicist, culturalist, neopositivist, neo-Marxist, neo-relativist, postmodern, postcolonial, etc.

- In the current age of the 21st century, Comparative Education faces a series of challenges, particularly those having to do with a greater practical orientation of comparative research; with a greater connection between comparative research and international research; with a broadening of the discourse of Comparative Education; with bolstering multidisciplinary studies; with frameworks and units of analysis; and with new themes and priorities for Comparative Education.

Given such a notable plurality, some academics have gone as far as to affirm that “there are many Comparative Educations”. The *Revista Española de Educación Comparada, REEC*, is a periodical publication that strives to be as open and as sensitive as possible to these myriad epistemological features found today in Comparative Education. The journal showcases the research of academics who approach the field from different disciplines and areas and encourages such epistemological plurality and diversity in each one of the structural parts that comprise the publication (i.e., Monographics, Studies and Research, Documents and Bibliographical Summaries).

## **2. Editorial policy and management model of the *Revista Española de Educación Comparada, REEC***

The editorial policy of the *REEC* was designed and developed by the journal’s editors and editorial board, comprised of recognized Spanish and international comparativist academics (including specialists in publishing and translation). Said policies serve to guarantee the rigorous fulfilment of the processes involving editorial quality, scientific quality, dissemination and visibility, internationalization and a standard of excellence throughout the entire editorial process. The management model of the *REEC* rests upon three pillars that operate in an interrelated fashion: editors, authors and reviewers. The editorial policy of the *REEC* is firmly committed to the democratizing demands of today’s society of knowledge; in addition to providing open access to the publication, the journal adheres to all those ethical guidelines that serve to detect, manage and eradicate any potential incidences of editorial misconduct.

### **2.1. About the editorial policy of the *REEC***

The editorial policy of the *REEC* consists of a series of guidelines (norms, criteria, decisions) that govern the publication process in all of its aspects and stages. The editors and the editorial board of the *REEC* are in charge of implementing these policies. They are

endorsed by the *SEEC* and receive editing and publishing support from the UNED.

The different aspects and practices of the REEC's editorial policy are described in detail in the sections of the Internal Regulations that follow. The policies, meant to achieve maximum efficiency throughout the editorial process, are a product of the increasing professionalization and specialization of the editors as well as the auxiliary editorial staff.

The editorial process of the *REEC* is carried out within the framework of the *OJS* platform, a system that allows for online handling of the flow of information relating to the journal's editorial production. This system was chosen for the optimal features that it provides as an editorial system, among which are: allowing for a configuration that satisfies the demands of the Editor; the possibility of managing all of the content online; the integrated and fluid administration of the referee system, from the reception of the article to the decision regarding its publication, etc. We should also emphasize the independence and editorial integrity of the *REEC*'s leadership and editorial staff with regard to the contents of the journal, an independence that is acknowledged by the sponsoring organizations of the *REEC* (the *SEEC* and the UNED) and which includes the journal's waiving any responsibility regarding opinions expressed in the articles published. It goes without saying that all relevant decisions relating to the editorial policy of the *REEC* as well as all editorial decisions (i.e., the approval of monographic issues) require the approval of the journal's Board of Directors.

## **2.2. Figures, boards and functions in the publication of the *REEC***

The operation and essential structure of the *REEC* is built upon a management model based on principles of collegiality, plurality, professionalism and academic philanthropism that all work towards a common objective.

The individuals and organs involved in the publication of the *REEC* all strive, in their specific and respective functions, to achieve a rigorous editorial process (determining the originality of the works submitted as well as their objective evaluation by reviewers) and epistemological advances in the discipline of Comparative Education, guaranteeing at the same time the participation of the greatest possible thematic and geographic diversity of authors.

The management model of the *REEC* is comprised of an organizational chart made up of individuals and organs with specific functions:

- Managing director (or Chief Editor 1) – Content Manager (or Chief Editor 2) – Editorial Board:
  - Managing Secretary
  - Two Content Secretaries
  - One Professional Archivist
- International Advisory Committee

In addition to these positions, the *REEC* has an English language translator (for translating titles, summaries and key words) as well as IT personnel provided by the UNED, co-editor of the journal.

The **Directors** (or Chief Editors) of the *REEC* bear ultimate responsibility for the journal together with the board of directors of the *SEEC* and the Vice-rectory of Methodology of the UNED (although the responsibility of these two organs is essentially symbolic.) The Directors of the *REEC* who head the editorial staff are recognized comparativist researchers who have published and contributed significantly to the field of Comparative Education.

2.2.1. The **Managing Director** (or Chief Editor 1) carries out the following **functions**:

- Ensuring that the journal's editorial policies are kept up to date and that the *REEC*'s editorial development conforms to them in all of their elements.
- Carrying out a periodical assessment of the Internal Regulations of the journal and submitting evaluations to the Editorial Board of the *REEC* and the Board of Directors of the *SEEC* for approval.
- Keeping abreast of, and engaged with, editorial novelties, innovations and challenges that emerge from the principle agencies in the field both nationally and internationally.
- Attending the leading scientific meetings of the national and international periodical publications in the field in the capacity of institutional representatives of the *REEC*.
- Presenting the *REEC* in the indexation of the largest possible number of databases in order to give greater visibility and impact to the journal and to the articles published in it.
- Ensuring that the *REEC* meets the highest standards of quality expected and demanded by the principle agencies and scientific institutions in its realm.
- Analyzing and studying the latest bibliographical and documentary contributions in the comparative discipline.

- Keeping up to date on all matters concerning the international debate and analysis of educational policies and reforms, as well as global tendencies and perspectives on education.
- Together with the Content Director (or Chief Editor 2), the Editorial Board and the *SEEC*'s Board of Directors, studying and approving the content of each issue and the themes of the ensuing monographic sections of the different volumes, as well as proposing monographic comparative subjects that merit a priority or novel treatment.
- Designing policies dealing with conflicts of interest for authors, editors and reviewers.
- Together with the Content Director (or Chief Editor 2), presiding over the meetings of the Editorial Board and overseeing communications with the members of the International Advisory Committee.
- Together with the Content Director, informing the Ordinary Assembly of the *Sociedad Española de Educación Comparada*, *SEEC*, of the evolution and the principal measures taken with regard to the varied editorial aspects of the publication.
- In general, ensuring the informative, editorial and scientific quality of the *REEC* as well as its dissemination, visibility, accessibility and internationalization.

The **Management Secretary**, with the assistance of a **professional archivist**, performs a specialized, professional skill in the realm of Library Science and the editorial management of journals. The principle function of these figures is to help the Director of Management in carrying out his or her decisions. Particularly important is their determining and achieving the ideal presentation – in content and in form – of the journal's contents on the *OJS* platform on which the publication is managed.

**2.2.2. The Content Director** (or Chief Editor 2) has the following functions:

- Regulating the balance of the contributions in the different editorial sections of the REEC as well as reinforcing and promoting those sections that may have received less visibility.
- Regulating and strengthening the peer review process and establishing a positive communication and feedback between authors and reviewers.

- Expanding, on a continuing basis, the data base of *REEC* reviewers; this includes resorting to specialized reviewers when the specifics of a subject call for such a reviewer.
- Keeping up to date and duly informed of any possible editorial misconduct as well as periodically defining and reviewing, together with the Management Director and the *REEC*'s Ethics Committee, the journal's ethics policies.
- Protecting the integrity and confidentiality of all authors' works.
- Periodically revising and renewing instructions for authors, bringing contents that require modification up to date.
- Overseeing the evaluations of the articles submitted, assigning reviewers with academic competence in the specific field they are meant to evaluate.
- Revising the evaluations received and making a determination/resolution.
- Certifying the documents that may be required by the authors as well as dealing with other administrative duties derived from the journal's editorial activity.
- Proposing, together with the Management Director and the Board of Directors of the *SEEC*, priority subjects for monographic issues, as well as suggesting academic figures most suited to carrying out such editorial projects.
- Guaranteeing the scientific rigor, academic relevance and pertinence of the articles chosen.
- Promoting, together with the Director of Management and the *SEEC*'s board of Directors, the inclusion of new members in the Editorial Board and in the International Advisory Committee.

The principle function of the **Content Secretaries** shall be to aid the Content Director in the responsibilities described above. Specifically, they will also be in charge of receiving original works via the *OJS* platform and processing them through the anti-plagiarism detector **Turnitin** prior to their being sent to reviewers.

- 2.2.3. The Editorial Board of the *REEC*, comprised of the Management and Content Directors, the Management and Content Secretaries and the Archivist, have the following specific functions:



- Guaranteeing the on-time publication of each issue of the journal.
- Processing periodically and punctually the *REEC* contents received via the *OJS* platform.
- Determining the most appropriate and optimal presentation, in content and form, of the *REEC* contents on the *OJS* platform on which the journal is managed.
- Elaborating annual reports and periodically compiling statistical data relating to the journal's development in order for the Directors to take decisions regarding changes or continuity in the policies, strategies and the orientation of the publication.
- Ensuring that the *REEC* meets the standards of quality expected from a periodical scientific journal.

2.2.4. The **International Advisory Committee** is made up of university professors, academics, researchers and experts specialized in the area of Comparative and International Education from around the world. Members are named by the Directors of the *REEC* together with the Board of Directors of the *SEEC*. Some members of this committee also serve as editors for other periodical publications in the comparative field. Among their principal functions, members are expected to:

- Collaborate in striving to improve the scientific and technical quality of the *REEC*.
- Propose improvements in the journal's editorial policies.
- Propose new members for the editorial board and new external reviewers in addition to those already in the journal's database.
- Advocate for the inclusion of the *REEC* in databases, catalogues, collections, etc.
- Evaluate original works, should the Editorial Staff ask them to do so.
- Occasionally, coordinate a monographic issue on a subject of special interest to the *REEC*.
- Occasionally, issue an expert opinion regarding a case of misconduct detected in the journal.
- Divulge and disseminate the publication in universities and at scientific meetings.

The mandate of the figures of Management Director and Content Director of the *REEC*, as well as their renovation, will be subject to a vote by members of the *SEEC* in an Ordinary Assembly and at the instance of the *SEEC*'s Board of Directors, when this board deems it necessary.

### **2.3. Policies regarding sections**

The *Revista Española de Educación Comparada*, *REEC*, has a structural organization consisting of four sections. Each of the four sections is evaluated and revised through the double-blind system. The first section, known as the “**Monographic**”, features articles relating to a specific subject considered to be of special interest in the discipline of Comparative and International Education. The second section, titled “**Studies and Research**”, brings together articles dealing with a variety of topics within the comparative field. These are works that, while they do not fit in with the monographic section of the issue, are considered to be of sufficient relevance and quality to merit publication. “**Documents**”, as the third section is named, offers primary material that is either normative (i.e., declarations, international conventions, national laws, legal dispositions, etc.) or doctrinal (technical reports, reflections by international organisms or private institutions, etc.), allowing readers to keep informed of emerging tendencies in education in the international realm of law and doctrine. Finally, each issue closes with a fourth section dedicated to “**Editorial Developments**”, where the more notable recent work in our scientific field is discussed, including material published both in printed and electronic formats.

**Monographic Section:** The subject of the monographic section is determined either by a joint proposal put forth by the *REEC*'s Editorial Board together with the *SEEC*'s Board of Directors (who will decide upon a relevant research topic from the field of International and Comparative Education and then designate a national or foreign coordinator to oversee the section) or by the specific designation of a national or foreign comparativist academic of renown in the subject under consideration. (See the section “Monographic Proposals”). In either case, the proposal must be approved by the Editorial board of the *REEC* as well as the Board of Directors of the *SEEC*.

**Section of Studies and Research:** In the section “Studies and Research”, any researcher working in the field of International and Comparative Education is invited to publish the results of his or her research, under the condition that the work be original, unpublished and of current interest in the area of comparative science. Articles submitted must meet the terms and conditions established in the *REEC*'s “Guidelines for Authors”.

**Documents and Editorial Developments:** All researchers in the field of Comparative Education are invited to submit proposals for these sections. The journal's Editorial Board will evaluate the interest and pertinence of submissions for publication in these sections, each of which has a person in charge who can be consulted should any doubts arise.

## **2.4. Peer review process**

The *Revista Española de Educación Comparada*, REEC, has from its inception adhered to the most rigorous and systematic peer evaluation processes, following the double-blind system for all contents and articles received, whereby neither the reviewers are aware of the articles' authors nor do the authors know who the reviewers of their works are. Upon reception, articles are immediately processed by the Content Secretary and passed through the antiplagiarism program **Turnitin** in order to confirm the text's originality and detect any possible plagiarism. Subsequently, at a meeting established expressly for this purpose, contributions are revised by the Chief Editors and the Editorial Board following specific criteria (see *criteria for the formal evaluation of original submissions*). Articles that make it through this initial assessment by Chief Editors and the Editorial Board are then assigned to two external reviewers with specialized expertise in the area of Comparative Education dealt with in the article. These reviewers evaluate each article in accordance with specific criteria (see *evaluation criteria for external reviewers*) and adhering to guidelines governing specific ethical principles for reviewers (see the web page of the COPE agency - *Committee on Publication Ethics*).

## **2.5. External reviewers**

The scientific quality of the REEC is controlled by the peer review process and the requirement that the works published be original. External reviewers, as guarantors of the rigor of the works published, therefore constitute one of the pillars of the publication. Reviewers cooperate with the editorial staff in order to maintain the high standard of the articles and to help the authors by means of constructive criticism. Among the many responsibilities that reviewers are expected to satisfy are competence, confidentiality, impartiality, honesty, diligence, respect and courtesy.

The *Revista Española de Educación Comparada*, REEC, has a database of External Reviewers constituted by academics, researchers and other experts in International and Comparative Education. The policy followed by the REEC in selecting reviewers consists of elaborating its own pool of reviewers - with their name, email and areas of expertise – chosen based on suggestions by the editorial staff, by authors, and by a bibliographic study of the different experts in the different comparative topics. External Reviewers collaborate by evaluating original submissions and writing up detailed reports, in keeping with the protocol established by the REEC and shared with the reviewers. The report must recommend either the acceptance or rejection of the article for publication or its conditional acceptance after suggested changes are made to it. In this case, the reviewers are expected to verify that these changes are indeed introduced. Reviewers are to give their assessment and recommendations on aspects such as: significance, presentation, erudition, evidence, reasoning, theory, aesthetic and ethics.

The figure of External Reviewer has a yearly validity. The journal assures that the external reviewers involved in the two annual issues of the *REEC* appear on its web page. As an additional sign of acknowledgement of the reviewers' work, the Editorial Board issues a certification of the tasks performed for the journal. On their part, the reviewers commit themselves to respecting and fulfilling the *ethical criteria for reviewers* established and detailed on the *REEC*'s web page. A schematic and illustrative sample (given in greater detail on the *ethical criteria for reviewers* section of the web page) of the principles to which reviewers must adhere includes:

- External reviewers must only collaborate on submissions whose subject matter lies within the scope of their academic and research expertise.
- External reviewers must always take care, during and after the reviewing process, to maintain the confidentiality of the evaluation, avoiding any action that could put this confidentiality in jeopardy.
- External reviewers must never allow their evaluation to be influenced by the origin of the manuscript nor by factors such as its nationality, political or religious beliefs expressed, gender considerations, etc.
- External reviewers must always display an objective and constructive behavior in their evaluations, avoiding disdainful or derogatory comments.

## **2.6. Publishing ethics and the Ethics Committee of the REEC**

In the editing process of the *REEC*, ethical practices, endorsed by the *SEEC* and by the UNED, constitute an essential part of the journal's editorial culture. Currently, publishing ethics is one of the editorial elements that most concerns editors and publishers of journals. In order to address the challenges posed by editorial misconduct and to resolve the cases of breaches of editorial ethics, the *REEC* instituted several years ago an Ethics Committee made up of three academics who are specialized in the comparative field and familiarized with the guidelines concerning ethical conduct and breaches thereof.

In recent years, different national and international initiatives have been taken for the purpose of detecting and eradicating editorial misconduct (i.e., the CSIC, the FECYT, the *Committee on Publication Ethics*, Ethics Committee for Publications, *COPE*; the *Directory of Open Access Journals*, *DOAJ*; the *Open Access Scholarly Publishers Association*, *OASPA* and, among many others, the *World Association of Medical Editors*, *WAME*). All of these Associations strive to determine optimal principles of transparency and proper conduct for academic publications and are directly involved with the ethics of scientific production.

Publishing ethics directly involve three figures that constitute pillars of a journal's publishing process: authors, reviewers and editors. On the web page of the *REEC*, the "Publishing ethics" tab provides detailed information regarding the ethical commitments that each of these three human elements agree to in the

name of a transparent and conflict-free editorial process. Below is a summarized version of some of the specific ethical commitments for authors, reviewers and editors that are contemplated in this Internal Regulation and that the *REEC* is devoted to in its mission of assuring an orderly and ethical publishing process.

Authors' commitments:

- \* Authorship – Authors of manuscripts submitted to the *REEC* must pledge to include in their work's authorship all individuals who have contributed scientifically to the planning, elaboration or writing of the work submitted, in an order that faithfully reflects their level of responsibility and implication in the work. There is no place for the figure of the “ghost writer”, that is, someone who has contributed to the elaboration of the manuscript but is not acknowledged. Nor will the journal tolerate “gift authorship”, i.e., the inclusion in the list of a manuscript's authors of an individual who has not actually contributed to it.
- \* Originality and freedom from plagiarism: Authors of manuscripts submitted to the *REEC* must confirm that their work is original, that it does not contain parts taken from other authors or from works published by themselves (a practice that constitutes self-plagiarism). Authors must also attest to the veracity of the data, i.e., to the fact that empirical data has not been altered for the sake of proving a hypothesis.
- \* Multiple publications: The author shall not publish articles in which the same results appear in more than one scientific journal.
- \* Conflicts of interest and disclosure: All authors who submit manuscripts to the *REEC* must explicitly confirm the absence of conflicts of interest that may have influenced the results obtained. They are also obliged to reveal any agencies that may have underwritten or contributed to the existence of projects related to the elaboration of the article.
- \* Responsibility: All authors must accept responsibility for what they have written and to the commitment that their work is based on the latest and most relevant scientific literature on the subject in question, keeping in mind the plurality of different tendencies in academic knowledge.
- \* All editorial misconduct detected by the anti-plagiarism program **Turnitin** or by other means will be investigated by the Directors and by the *REEC* Ethics Committee, who will call upon to the authors to provide an explanation for the improper editorial practice discovered. If the Directors of the *REEC* do not find the explanation to be satisfactory, they will reject the manuscript. In extreme cases, the *REEC* will refuse any future manuscripts from the author.

\* Reviewers' commitments:

Among other obligations, reviewers will pay special attention to the following parameters of their work:

\* Contribution to editorial decisions: the essential objective of peer reviews is to help editors make decisions regarding articles that have been submitted and to help authors make improvements in the articles that they have proposed for publication. In accepting this work, which shall always be in the domain of their specialization, reviewers are committing themselves to providing a critical, honest, constructive and impartial review of an article, an evaluation that should take into account both its scientific rigor and its literary merit.

\* Confidentiality: reviewers should consider the article that they are evaluating as being a confidential document until the time of its publication, both during the process of evaluation and afterwards. In no instance may they share information contained in the article nor may they use it for their own benefit. Only in special cases – and with the prior consent of the REEC directors - may they consult with other experts in the subject matter.

\* Objectivity: the reviewer must judge the quality of the entire work objectively. Critiques should be concrete and comments, constructive. The reviewer's opinions should be adequately reasoned and devoid of hostile attitudes, while the author's intellectual independence should be respected.

\* Promptness in responding: the reviewer should work expediently and ensure that his or her report is ready in the stipulated time, notifying the Directors of any possible delays. If the reviewer considers that he or she cannot adequately evaluate the work or cannot complete the task within the agreed time frame, this must be communicated to the Directors of the REEC as soon as possible.

\* Acknowledgement of information sources: reviewers must confirm that relevant published works on a given topic are cited. To this end, they shall assess the bibliography included in the text, suggesting where necessary the suppression of superfluous or redundant references and the inclusion of others.

\* Conflicts of interest: reviewers shall only undertake evaluations that present no potential conflicts of interest, such as could arise when the article to be evaluated is closely related to research that the reviewer is working on at the time or has recently published. In such cases, or if any doubt about such a conflict of interest exists, the reviewer should renounce the work and return the manuscript to the REEC's Editorial Board together with an explanation of the motives behind the decision.

\* Editors' commitments:

Among other considerations, editors agree to adhere to the following principles in their work:

\* Impartiality: the Editorial Staff must always remain impartial in dealing with submissions for publication, respecting the intellectual independence of the authors and

acknowledging their right to contest a negative evaluation. Studies shall not be excluded because of the fact that they produce negative results.

\* Confidentiality: individuals comprising the Editorial Staff are obliged to maintain the confidentiality of all texts and contents until they have been accepted for publication. Only then may the article's title and authorship be disclosed. Members of the Editorial Staff may not use for their own research the data, arguments and interpretations contained in the unpublished works, unless they previously receive the express written consent of the original author.

\* Publishing decision: editors pledge to guarantee the selection of the most qualified and scientifically specialized reviewers to issue the most expert, critical and unbiased evaluation of the work possible.

\* Honesty: editors pledge to evaluate the works submitted for publication strictly upon the scientific merit of their contents, regardless of the race, sex, sexual orientation, religion, ethnic or national origin or political opinions of the author.

\* Conflicts of interest and disclosure: editors pledge not to use in their own research contents from articles submitted for publication without the express written consent of the author.

\* Respect for time frames: editors are ultimately responsible for meeting the deadlines of the peer reviews and publication of the accepted works, thus ensuring a timely dissemination of the texts.

\* Acceptance and rejection of manuscripts: in choosing to accept or reject a manuscript, the Editorial Board must base its decision on the reviewers' reports, which should provide clear arguments regarding the works' relevance, originality and clarity of exposition. The Editorial Board has the right to reject submitted works outright, without resorting to external reviewers, if it considers that they do not meet the journal's standards of quality, do not match the *REEC*'s scientific objectives or if they show signs of scientific fraud.

## **2.7. Frequency of publication**

The *REEC* publishes two issues per year, one at the start of each semester, i.e., in January and in July.

## **2.8. Language of publication**

Manuscripts published in the *REEC* normally appear in English and Spanish. Occasionally the journal will publish an article in French or in Portuguese.

## **2.9. Open Access Policy (AA), Copyright and Creative Commons License and DOI**

The editors of the *Revista Española de Educación Comparada, REEC*, are firmly committed to following the *Open Access (OA)* policies, which emerged in the 1990s and were ratified in the Budapest Declaration (2001), the Bethesda Declaration (2003), the Berlin Declaration (2003), the San Salvador de Bahía Declaration (2005), the San Francisco Declaration (2012), and the Leiden Manifesto (2014). The *REEC*, in keeping with the spirit of the OA movement, wishes to contribute to achieving a greater democratization of knowledge and to realizing paradigms that the modern-day society of knowledge is calling for, such as Life-Long Learning.

As an essential condition for OA, the *REEC* encourages authors, as well as those in charge of intellectual property rights, to provide free, equal, universal and irrevocable access to their work. This includes allowing other work derived from it and licensing it to be used in any digital format and for any responsible purpose. Naturally, proper acknowledgement of authorship is required. Works should also be deposited on an appropriate online platform with a standard technical format that facilitates open access, distribution, interoperability and capacity for long-term archival storage.

As regards the *Copyright* and the author's rights, the journal's editors ensure that all of the *REEC*'s articles are protected by the *Creative Commons* License.



**NoComercial Acknowledgement**

**CC BY-NC**

Derived works are permitted as long as they are not used commercially. Nor can digital works be used for commercial ends. All *REEC* articles will be marked with a *Digital Object Identifier (DOI)*, a digital identifier employed on Internet for any element that may be subject to intellectual property concerns. The *DOI* is a numerical code that identifies digital material on the Internet whose intellectual property rights are registered.

## **2.10. Policy regarding long-term digital preservation of contents**

The UNED, as the institution that co-edits the *REEC*, is studying the adoption of a policy that would guarantee the long-term digital accessibility, legibility and preservation of the repository of UNED journals for a hypothetical future scenario in which these publications, or some of them, including the *REEC*, ceased to be published. In addition to resorting to specialized external institutions such as the DOAJ (which in point 15 of its Principles of Transparency and Proper Conduct in Scientific Publications addresses this issue), the UNED is considering undertaking further basic actions such as: making security copies; converting files into a safer formats; carrying out periodical verifications regarding the files' legibility; monitoring technological developments so as to be aware of when to move the files and of the obsolescence of programs, etc. *The Keepers Registry* is a group of institutions that act as administrators of the digital content of scientific publications. The registry was developed by *EDINA*, the National Centre of Data Service of the University of Edinburgh and the International Centre



ISSN in Paris. Among the agencies participating in this project is the global network LOCKSS, with which the OJS has developed a private network for its users based on a version of the program 2.4.7..

### **3. Acceptance of articles**

All manuscripts submitted to the *REEC* for publication must be original and may not have been published before, in whole or in part, in any format. Before submitting an article to the *REEC*, authors should carefully examine the *checklist for preparing delivery* as well as the *checklist regarding ethical criteria for authors*, both of which are available on the *REEC* website. Upon reception by the editorial office, the Editorial Board, after putting the work through the anti-plagiarism program **Turnitin**, will form an initial evaluation of the manuscript's pertinence and relevance, in terms of its appropriateness within the field of Comparative Education and its meeting the established publishing guidelines.

Once these first filters have been passed, the Content Secretaries, under the direction of the Content Director, will send the manuscript to two reviewers selected on the basis of their expertise in the topic of the article. This evaluation will follow the double-blind system. In the case of a lack of unanimity in the evaluation of the work, it will be sent to a third reviewer. For the manuscript to be accepted and published, it must receive a favorable report from at least two of the reviewers. These evaluations shall be carried out under strict anonymity on all parts.

When the reviewers' evaluations of the manuscript have been received, the Editorial Board will proceed to inform the author/s of the final decision regarding the work, that is, its acceptance, rejection or suggestions for modifications.

### **4. REEC business model**

All authors collaborating with the *REEC*, will, in compliance with the Law of Intellectual Property modified by the Royal Decree 1/1996, from 12 April, hand over the rights of their work to the *REEC* free of charge, including the rights of reproduction, divulgation, distribution, transformation in any manner and public communication of the work.

Authors shall not receive any economic compensation for their published articles. Neither shall reviewers receive any form of payment for their work evaluating articles for the journal.

The *REEC* has certain fixed expenses stemming from the work of the Translator (in his or her revision and translation into English of titles, summaries and key words); of the fees of the professional Archivist who works with the Editorial Board; and of the fees derived from registering the *DOI* of the articles published. The UNED, as the co-editing institution, underwrites the *REEC*'s expenses deriving

from the *DOI* assignments of the articles, while the *REEC* assumes the expenses of the Translator and the professional Archivist.

**5. Guidelines for authors – norms for the presentation of original manuscripts for their publication in the *Revista Española de Educación Comparada*, *REEC*.**

In order to be published in the sections Monographics, Studies and Research, Documents or Editorial Developments, articles must conform to the formal rules detailed below. Collaborations that fail to adhere to these regulations will not be considered for publication by the *REEC*. The journal's principal languages of publication are English and French, but the *REEC* is open to other languages, in particular, French and Portuguese.

**Presentation.** Authors must make certain that they satisfy all of the requirements from the *checklist for preparing delivery* and from the *checklist regarding ethical criteria for authors*, both of which are available on the *REEC* website. The originals should then be sent to the *OJS* platform of the UNED: <http://revistas.uned.es/index.php/REEC> . The authors will then receive an acknowledgement of receipt confirming that the article has been received by the Secretary of the publication.

For any clarifications about this process authors may write to the email address [reec@edu.uned.es](mailto:reec@edu.uned.es). In exceptional cases where there are technical difficulties with the platform, the article may be sent to this same email address.

**Length of collaborations.** Monographic articles must be between 7,000 and 10,000 words long (including the summary, abstract, notes and bibliography). Articles destined for the Studies and Research and for the Documents sections should be between 3,000 and 7,000 words, also including the summary, abstract, notes and bibliography. Articles in the Editorial Developments section should have an extension of between 500 and 1,000 words.

**Structure of the articles.** For both the Monographic and the Studies and Research sections, articles must conform to the following structure:

- Title of the article in Spanish (in parenthesis and in font size 10, the title in English)
- Author/s and work location
- Summary in Spanish (maximum 300 words)
- *Abstract* (maximum 300 words)
- Key words (in Spanish and English) (a maximum of 6 in each language)
- TEXT OF THE ARTICLE
- Notes (if there are notes)
- Bibliographical references, which must conform to the APA regulations (6th edition)
- Academic and professional profile of the author/s. Author/s' address
- Date of acceptance, revision and review of the article.

**Summaries.** Every article must be preceded by a summary, in Spanish and English, that should follow the format IMRYD (Introduction - Method - Results - Discussion). Each of the two versions will have a maximum extension of 300 words.

**Key words.** The key words should appear after the abstract. There will be a maximum of six, in Spanish and English, and they should be separated by a semicolon. To the degree possible, these key words should be taken from the European Thesaurus of Education, <http://eurydice.org/portal/page/portal/Eurydice/TEE> or from the ERIC Thesaurus <http://www.eric.ed.gov>. These descriptors will serve for the work's inclusion – once it is published – in the corresponding international database.

**Author/s.** The academic and professional profile of the author/s should be brief (between 75 and 100 words) and should include the most relevant research carried out. The address must be complete and should include the author/s' email.

**Format.** Articles shall be sent in Windows Word format, and in Times New Roman font, size 12 Cpi, with a line spacing of 1,5.

The sections of the article shall be numbered as follows:

1.

1.1.

1.1.1.

The text shall be written without word separations, tabulations or page breaks.

**Notes.** If the article contains footnotes, these shall be indicated in the text with superscript numeration. Footnotes shall be limited to clarifying notes and they should not include bibliographical references, which are to go at the end of the article. Footnotes shall use the font Times New Roman, size 10 Cpi, with standard line spacing.

**Quotes.** Where quotes are included within the text of the article, they should conform to the following format:

- If the quote does not exceed two lines it shall be included in the text, within quotation marks.
- If the quote occupies more than two lines, it should be written within a separate paragraph, preceded by a colon, enquoted and formatted with an additional left-hand margin. It shall be written in a Times New Roman size 10 font and standard line spacing.
- In order to indicate the bibliographical reference to which a quote belongs, or to call the reader's attention to any given bibliographical reference, the author's name shall appear in parenthesis in upper-case letters, followed by a coma; after the name, the date of publication, followed by a colon, after which shall appear the page or pages referred

to in the quote. Example: (SCHNEIDER, 1993: 38). The complete bibliographical reference goes at the end of the text.

- **Bibliographical references.** These shall come at the end of the article. The veracity of all bibliographical quotes will be the responsibility of the author/s. They must appear in alphabetical order and follow the APA norms (6<sup>th</sup> edition). All bibliographical quotes appearing in the text of the article must be reflected in the “bibliographical references” section. This section should only include those sources that support research for the article, not those sources indicated for further study on the subject. Bibliographical references must follow the APA (6<sup>th</sup> edition) format described below in a reduced example:

## **Books**

### Complete work:

Surname (2nd Surname), A. A. (year). *Title*. City: Publisher.

- Book with editor/s or coordinator/s:  
Surname (2nd surname), A. A. (Ed.). (year). *Title*. City: Publisher.  
Surname (2nd Surname), A. A., Surname (2nd Surname), A. A. (Coords.). (year). *Title*. City: Publisher.
- Book with several authors. A maximum of six authors will be named: Surname (2nd Surname), A. A., Surname (2nd Surname), A. A., Surname (2nd Surname), A. A., Surname (2nd Surname), A. A., Surname (2nd Surname), A. A., Surname (2nd Surname), A. A., (year). *Title*. City: Publisher.

### Book chapter:

Surname (2nd Surname), A. A. (year). Chapter title. In A. A. Surname (2nd Surname) (Pub.), *Book title* (pp. xx-xx). City: Publisher.

## **Articles from periodical publications**

Surname (2nd Surname), A. A. (year). Title of article. *Title of publication*, vol., issue, pp. xx-xx.

## **Papers given, conferences, congresses, seminars**

Surname (2nd surname), A. A. (year). *Title of the paper*. Name of the Conference, City, Date XX-XX month.

## **Thesis**

Surname (2nd Surname), A. A. (year). *Title* (Unpublished thesis or dissertation). Name and place of the institution.

## **References in electronic format**

For references in electronic formats, which should go at the end of the bibliographical references text, the following model should be used:

EUROPEAN COMMISSION (2001): Commission Work Program for 2002  
(<http://www.europa.eu.int/comm/workprogr/2002/>), consulted 18 November 2001.

Any expression given in a language different from that of the article shall be written in cursive.

**Graphs, charts and images.** These shall be presented with absolute clarity and detail and be inserted in an appropriate place within the text.

**Editorial developments.** Reviews should meet the following criteria:

### **I. Regarding the work reviewed:**

- Preferably scientific publications or innovations in the field of Comparative Education.
- Works from the current year or the year immediately preceding that in which the review is sent.
- Relevance of the subject.
- Specialization and prestige of the author/s and the publisher.

### **II. Regarding the review:**

- Quality of text and obtention of interesting conclusions.
- Reviews may be sent in English and in Spanish.
- Font should be Times New Roman 12 point.
- Line spacing should be 1,5 point.
- Review shall not be more than 700 words.
- Review shall be preceded by a heading with the information about the work presented as follows: Surname, A. (year). Title. City: Publisher. xx pp. ISBN: xxxxxxxx.
- The name of the author of the review shall appear at the end of the text, without his or her institutional affiliation.

**Evaluation of articles.** Submitted articles will be sent to reviewers by the Content Secretaries after assessment by the *REEC* Editorial Board. External reviewers will then carry out their evaluation following the double-blind system, after which they will elaborate a report recommending the acceptance or rejection of the article based on its merits in form and content in accordance with the journal's criteria.

All authors are free to propose external reviewers. To do so they must provide the complete name and professional position of the reviewer, his or her place of work, and a brief justification of the research and teaching credentials of the proposed reviewer. Once the reviewers' reports have been received, the author will be notified of the work's acceptance or rejection or of the modifications suggested in the reviewer(s)' evaluation.

In the case that modifications are called for, once the author has rewritten the text with these changes it will be sent to the same reviewers who issued the initial reports.

**Proofreading.** Proofreading of the final electronic format of the article will be done by the authors themselves within the time frame stipulated by the Editorial Board.

**Responsibility.** The *REEC* is not responsible for the ideas and opinions expressed in published articles. The full responsibility for these lies with the article's author/s.

***The Editorial Staff of the REEC is grateful for authors' observance of these norms, which help to expedite the evaluation and editing processes.*** For further information on these questions, please contact the journal at: [reec@edu.uned.es](mailto:reec@edu.uned.es)

## **6. Proposals for monographics**

All specialists in the field of Comparative Education, Spanish or foreign, are welcome to propose to the *REEC* the publication of a monographic issue. Specialists proposing a monographic topic should justify the relevance, interest and pertinence of the subject proposed and explain the scientific contribution that warrants the publication of a series of new studies on the suggested theme. In the proposal/justification (which should be between 1,000 and 2,000 words), the author should indicate:

a.- **Antecedents:** justification of the relevance and pertinence of the topic proposed.

b.- **Proposal for a structure** (provisional) of the index of articles and possible authors (5-6 articles), emphasizing the relevance of the articles in relation to the topic and a proposed structure for the monographic. The proposal of a diversity of authors from different institutions and different countries will be taken into consideration.

Members of the Editorial Board and of the International Advisory Committee are also welcome to propose monographic subjects.

### **Functions of the Monographic Coordinator:**

The academic figure assuming the role of Coordinator of a Monographic for the *REEC* is expected to fulfil the following functions:

1. Respecting and supporting the editorial policies of the *REEC* with regard to the journal's standards of scientific and editorial quality, dissemination, visibility, internationalization and excellence.
2. Promoting and fostering the *REEC*'s ethical guidelines so as to prevent and eradicate editorial misconduct.
3. Presenting 5 or 6 articles on the subject of the Monographic adhering to the presentation guidelines established for collaborations with the *REEC*.

4. All articles shall be subjected to the journal's norms of revision and evaluation of originals and must conform to the formal and ethical commitments required of authors who wish to be published in the *REEC*.
5. Proposing external reviewers to collaborate in the evaluation of articles submitted.
6. Choosing, together with the Editorial Board of the *REEC* and the Board of Directors of the *SEEC*, the articles that will comprise the Monographic, based on the results of the evaluations.
7. Authoring the Editorial or Presentation of the Monographic.
8. Proofreading originals within the time frame established.
9. Collaborating fully with the Editorial Board, the International Advisory Board and the Board of Directors of the *SEEC* to ensure the Monographic's smooth progress.

## **7. Online submissions**

The *REEC* is published exclusively online and its editorial process is handled through the *Open Journal System, OJS*, the application for the management and diffusion of journals with open access. Authors wishing to send manuscripts to the *REEC* must be registered on the *OJS* platform and acquire a username and password in order to open a session and initiate the editorial process. It is necessary to register and to open a session in order to send a manuscript online and to verify the status of a recently sent document.

## **8. The journal is indexed in:**

### **International databases of the specialization**

IRESIE

ERA (Educational Research Abstracts)

Education Journals database. Proquest

### **International multi-disciplinary databases**

Fuente Academica Premier

IBZ online

Periodicals Index Online

REDIB (Red Iberoamericana de Innovación y Conocimiento Científico)

DOAJ (Directory of Open Access Journals)

ESCI (Emerging Sources Citation Index)

International evaluation systems: ERIH PLUS; Google Scholar Metrics: Index h5 (12) and medium h5 (16); Journal Scholar Metrics (JSM) Q3; Latindex (33 requisites covered).

International catalogues: Ulrichs, British Library, Library of Congress, Worldcat, OEI, UNESDOC, IoE London, Kings College London etc.

### **National databases in this specialization**

Redined

### **National multi-disciplinary databases**

DIALNET

ISOC

A360°

National evaluation systems: CIRC: B; ANEP: A; DICE: 28,95; CARHUS PLUS+ 2018: D; RESH: 0,109; MIAR2018: ICDS=9,9; INRECS: Q2 0,103 (47/162). Seal of quality of the FECYT in the 5<sup>th</sup> convocation (2016).

National catalogues: Cisne, Rebiun, Biblioteca Nacional de España etc.



## **9. Links and assorted bibliographical references**

### **On editorial policy:**

APARICIO, A., BANZATO, G. y LIBERATORE, G. (2016): *Manual de gestión editorial de revistas científicas de ciencias sociales y humanas: buenas prácticas y criterios de calidad*. Buenos Aires, CLACSO.



CSIC (2016): “Guía de buenas prácticas de las publicaciones periódicas y unitarias de la Agencia Estatal Consejo Superior de Investigaciones Científicas”, *For-Pro 23*. Madrid, CSIC.

DELGADO LÓPEZ-CÓZAR, E., RUIZ-PÉREZ, R. y JIMÉNEZ-CONTRERAS, E. (2006): *La edición de revistas científicas. Directrices, criterios y modelos de evaluación*. Granada, FECYT.

**On publishing ethics:**

*Committee on Publication Ethics (COPE)* –  
<http://publicationethics.org/resources/code-conduct>

*Council of Science Editors (CSE)* –  
<https://www.councilscienceeditors.org/>

*International Committee of Medical Journal Editors (ICMJE)*-  
<http://www.icmje.org/>

*World Association of Medical Editors (WAME)*- <http://www.wame.org/>

*Sense about Science*- <https://senseaboutscience.org/>

**On the field of Comparative Education in Spain and abroad:**

*Sociedad Española de Educación Comparada (SEEC)* –  
<https://www.seec.com.es/>

*Comparative Education Society in Europe (CESE)* – <https://www.cese-europe.org/>

*World Council of Comparative Education Societies (WCCES)* – <http://wcces-online.org/>

*Comparative Education* –  
<https://www.tandfonline.com/loi/cced20>

*Comparative Education Review* –  
<https://www.journals.uchicago.edu/toc/cedr/current>