

# International

*Revue internationale d'éducation de Sèvres*

# Conference

## Education in Asia in 2014: What Global Issues?

CIEP, 12-14 June 2014



The third conference of the *Revue internationale d'éducation de Sèvres* is organized by the Centre international d'études pédagogiques (CIEP) in partnership with the National College for Education Management, Higher Education and Research (ESENESR), with the support of the French Ministry of Education, Higher Education and Research (European and International Relations and Cooperation Department), the Ministry of Foreign Affairs and International Development, and French cultural and diplomatic offices in Asia (Hong Kong and Macao; Japan, India, China, Indonesia, Taipei), and the Organisation internationale de la Francophonie (OIF), and in cooperation with Editions Didier, distributor of the *Revue internationale d'éducation de Sèvres*.

For the 20<sup>th</sup> anniversary of the *Revue internationale d'éducation de Sèvres*, the CIEP is organizing on 12, 13 and 14 June 2014 an international conference entitled: "Education in Asia in 2014: What Global Issues?"

## 20 years

The *Revue internationale d'éducation de Sèvres* is celebrating its 20<sup>th</sup> birthday. It is still young in comparison with other journals, some of which are a hundred years old or more. But it is a milestone all the same if one bears in mind other journals, including some of a very high calibre, that have vanished after a few years in print.

The CIEP is the only public organization in France to publish a journal of this kind, indeed one which is in many ways unique.

Academically speaking, it is a French-language publication with authors and readers hailing from all continents and several disciplines. As such, it enables researchers, stakeholders, and decision-makers working in education systems to participate in the development of a comparative approach to educational issues. Advised by an international scientific board and overseen by an experienced editorial committee, the journal publishes articles on a range of subjects. It is included in various international indexes of journals and is also published online on the **OpenEdition Revues.org** portal.

The journal's story is also a story about people. Over the last 20 years more than 850 authors from 97 countries have contributed to the journal, weaving an unparalleled network that facilitates the discovery of new resources about subjects the journal has not yet explored. This network is strengthened through encounters between authors, readers, and members of the editorial committee and scientific board at the journal's international conferences. Like its predecessors, this third conference will be both academically enriching and an opportunity to confer with colleagues old and new.

**Alain Bouvier**  
Editor-in-Chief

### **A comparatist and pluridisciplinary approach**

Organized under the patronage of the French Minister of Education, Higher Education and Research, the conference aims to raise awareness and promote a better understanding of the educational realities of this diverse and important region. The conference also provides an opportunity to consider how Asian countries are responding to their own educational challenges, and the relevance of these responses outside Asia.

The questions asked of Asian education systems are those that comparative specialists ask the world over, but it is also important to consider the links between education, traditions and civilizations, both within Asian countries and in comparison with others. The focus of the conference is on school education.

Bringing together 40 speakers from around twenty countries, the conference is organized around the following three core strands:

- **Asia's education systems: How is school represented?**
- **Asia's education systems: Organizations, strategies and results?**
- **Education in Asia and across the world: Towards Asian models? Towards competition or cooperation?**

The conference is open by invitation to 120 French and international participants, including experts and researchers hailing from several countries and disciplines (economics, education, political science, history, sociology, geography, philosophy, arts, etc.), as well as managers from European and Asian education systems and multilateral organizations.

### **Which "Asias" are we referring to?**

While education in Asia is based specifically around two key educational experiences, that of Chinese-influenced Asia and that of the Indian traditions, other educational traditions and contexts that are less specific to Asia, such as the Muslim tradition, will also be taken into account, as well as the historical, ideological and political developments particular to each country.

The following contexts will be considered: China, Hong Kong, Korea, India, Indonesia, Japan, Laos, Malaysia, Pakistan, Singapore, Sri Lanka, Taiwan and Vietnam.

### **Organization**

The conference includes plenary sessions and workshops. The working languages are French and English. A simultaneous interpreting service is provided.

**The 12 June 2014, plenary sessions** provide participants with the necessary background: the cultural, political, historical, geographic, and economic contexts influencing education in Asia; Asian pupils' results in international assessments; and comparative methods applied to education.

**The 13 June 2014, 24 case studies** are presented in six workshops, three of which will be held in the morning (9 a.m. - midday), and three in the afternoon (2-5 p.m.).

- Workshop 1: Discourse and narratives on education
- Workshop 2: Knowledge, curricula and pedagogy
- Workshop 3: Issues and conditions associated with the funding of education in Asia
- Workshop 4: Changes in school education systems as a result of socioeconomic transformations
- Workshop 5: School and society: A matter of trust
- Workshop 6: The existence and influence of Asian models

**The 14 June 2014, plenary sessions and a round table** will provide an opportunity to summarize and discuss the previous days' lectures and workshops. The aim will be to anticipate how education systems in Asia may evolve in the future, as observed from the perspective of other regions around the world: Europe, Africa, the Americas, and Australia.

### **Publications and online content**

The plenary sessions held on 12 and 14 June 2014 are broadcast live on the web-television channel Canal C2: [www.canalc2.tv/direct.asp?idEvenement=756](http://www.canalc2.tv/direct.asp?idEvenement=756)

The 24 case studies from the workshops are published online in French and English on the website of the Revue internationale d'éducation de Sèvres (RIES):

<http://ries.revues.org/>

An extensive annotated bibliography, produced for the conference by the CIEP's Resource and Documentary Centre (CRID), and country profiles giving a broad outline of Asian education systems, are available online at [www.ciep.fr](http://www.ciep.fr)

Issue 68 of the *Revue internationale d'éducation de Sèvres* will further explore the issues discussed during the conference. It will be published in April 2015.

# Thursday 12 June 2014

## Opening and plenary sessions

2 - 2.30 p.m.

### Opening

*Mr François PERRET*, Director of the CIEP

*Mr Marc ROLLAND*, Head of European and International Relations and Cooperation Department, French Ministry of Education, Higher Education and Research

2.30 - 3 p.m.

### A conference on education in Asia

#### Approach and objectives

*Mr Alain Bouvier*, Professor, Former Regional Director of Education, Editor-in-Chief, *Revue internationale d'éducation de Sèvres*

#### The journal and its authors

*Ms Marie-José Sanselme*, Deputy Editor-in-Chief, *Revue internationale d'éducation de Sèvres*

#### Documentary and bibliographic data on education in Asia

*Ms Bernadette Plumelle*, Head of the CIEP Resource and Documentation Centre

3 - 3.45 p.m.

### The main challenges facing Asia's education systems in 2014

**Keynote lecture** by *Mr Gwang Jo Kim*, Director, UNESCO Bangkok

3.45 - 4.15 p.m.

### Epistemological reflection on comparison in the field of education

**Lecture** by *Mr Mark Bray*, Professor and Director, Comparative Education Research Centre, University of Hong Kong

4.15 - 4.30 p.m.

### Discussion with the audience

❖ 4.30 - 4.45 p.m. Break

4.45 - 5.15 p.m.

**Reflection on the figure of the master in Asia.  
Cultural and historical determinisms**

**Lecture** by *Mr Le Huu Khoa*, Professor, University of Lille, France

5.15 - 5.45 p.m.

**Asia's education systems and developmental challenges**

**Lecture** by *Mr Laurent CARROUÉ*, Inspector-General of the French Ministry of Education

5.45 - 6.15 p.m.

**Asian students' results in international assessments**

**Lecture** by *Mr Jean-Marie DE KETELE*, Professor, Catholic University of Louvain, Belgium

6.15 - 6.30 p.m.

**Discussion with the audience**

…❖ 7.15 p.m.

***Cocktail reception and buffet to mark the 20th anniversary of the Revue internationale d'éducation de Sèvres***

Friday 13 June 2014

## Workshop 1

→ Coordination

**Ms Laurence CORNU**

Professor and  
Director of the  
Department of  
Education Science,  
François-Rabelais  
University,  
Tours, France

**Mr Pierre-Louis**

**GAUTHIER**

Honorary Senior  
Education Officer,  
France

**9 a.m. - midday**

### **Discourse and narratives on education**

This workshop addresses the issue of education from the point of view of the discourses and narratives in use in different countries in order to justify the frameworks and policies of their education systems. How have new discourses been developed on the basis of foreign education models imposed by various colonising and imperialistic forces?

*Discourse on results:* Do the results of evaluations feed into discourses on education systems? In what ways?

*Discourse on the value systems that underlie education systems:* What status is accorded to cultural and historical heritage? To individual development? To the role of women? To new educational models?

*Discourse on education systems in contemporary society:* How much importance is accorded to the relationship between school and families, to the evolving relationship between centralism and autonomy, and to ethnic minorities and rural areas? What status is accorded to the teaching profession and to the transmission of knowledge and traditional and national values?

### **Case studies**

#### ■ **China**

Pr. (Mr) *WANG Xiaohui*, Beijing Normal University

#### ■ **Korea**

Dr (Mr) *Hyonjoon PARK*, University of Pennsylvania

#### ■ **Pakistan**

Dr (Mr) *Al-Karim DATOO*, Institute of Ismaili Studies, London

#### ■ **Vietnam**

Dr (Ms) *Thuy Phuong NGUYEN*, University Paris Descartes

9 a.m. - midday

## Knowledge, curricula and pedagogy

How, and to what extent, is the issue of what education systems teach a strategic matter? To what extent do traditional cultural contexts continue to shape the curriculum? We will identify the changes that have taken place over recent decades and ask which factors account for these changes, and what have been the sticking points and effects. We will consider to what extent and how these issues will develop over the coming years: Which actors have influence and decision-making powers? Does globalisation influence curricular matters?

### Case studies

#### ■ China

Dr (Ms) *ZHU Yan*, East China Normal University, Shanghai

Pr. (Mr) *Yunhuo CUI*, Professor and Director of the Institute of Curriculum and Instruction of East China Normal University, Shanghai

#### ■ India

Dr (Ms) *Padma SARANGAPAINI*, Institute for Social and Economic Change (ISEC), Bangalore

#### ■ Japan

Pr. (Ms) *Ryoko TSUNEYOSHI*, University of Tokyo

#### ■ Singapore

Dr (Mr) *Jason TAN*, National Institute of Education

→ Coordination

**Mr Roger-François  
GAUTHIER**

High Curriculum  
Council, Inspector-  
General of the  
French Ministry of  
Education, Higher  
Education and  
Research, France

Friday 13 June 2014

## Workshop 3

→ Coordination

**Ms Nolwen HENAFF**

Research Fellow,  
Institute for  
Development  
Research (IRD),  
France

9 a.m. - midday

### **Issues and conditions associated with the funding of education in Asia**

This workshop will examine the lessons that can be drawn from specific examples of education funding in Asia. In particular, we will consider how funding is distributed between different actors within the education system, taking Vietnam as our starting point; education funding for India's disadvantaged; and the basis on which aid is granted in Asian countries, notably by Japan and Korea.

#### **Case studies**

##### **■ India**

Dr (Ms) *Prachi SRIVASTAVA*, University of Ottawa

##### **■ Comparative Study**

Dr (Ms) *Shoko YAMADA*, Nagoya University

##### **■ Vietnam**

Dr (Ms) *TRAN Thi Thai Ha*, Vietnam Institute of Education Sciences

##### **■ Comparative Study**

Pr. (Mr) *Keith LEWIN*, University of Sussex

2 - 5 p.m.

## Changes in school education systems as a result of socioeconomic transformations

Asian societies, the majority of which have been marked both by traditional cultures and by various forms of colonization, have undergone a rapid transition towards economic and technological modernity. Changing needs and educational requirements have resulted in the massification and, simultaneously, commodification of education in a context of pronounced social and geographic disparities. These transformations are accompanied by reforms, raising the question of how political will and societal pressure are related: How does school adapt to changes in society? What new societal needs and requirements have been expressed in the field of education? Do changes in society have repercussions on educational objectives, content and practices?

### Case studies

#### ■ China

Pr. (Mr) *CHEN Wei*, University of Shanghai

#### ■ Korea

Dr (Ms) *LEE Hye-Won*, Korea Institute for Curriculum and Evaluation

#### ■ Laos

Dr (Ms) *Kongsy CHOUNLAMANY*, National University of Laos

#### ■ Sri Lanka

Pr. (Ms) *Angela LITTLE*, Institute of Education, University of London

→ Coordination

**Ms Odile  
LUGINBÜHL**

Honorary School  
Inspector, France

**Ms Maroussia  
RAVEAUD**

Research Associate  
University of  
Bristol, UK /  
Lecturer, University  
of Maine, France

→ Coordination

**Mr Mark BRAY**

Professor and  
Director of the  
Comparative  
Education Research  
Centre, University  
of Hong Kong

2-5 p.m.

### **School and society: A matter of trust**

Schooling has been a pillar of social structures in Asian societies for decades and even centuries. In this respect, its role in Asia parallels that in other parts of the world. However, recent decades have brought signs that families may not have full confidence that schooling by itself is adequate to meet their needs. One obvious manifestation is the expansion of the shadow education system of private supplementary tutoring. This itself has different forms in different countries. In some settings school teachers provide much tutoring, often to the students for whom they are responsible in mainstream classes. In other settings, the tutoring is provided by commercial companies. Questions addressed by this workshop will include: What are the features and implications of shadow education, and why is it expanding? What government policies are desirable in this domain? And what has been the impact in the education sector of decentralization policies and allocation of places to communities on school management committees?

### **Case studies**

#### ■ **India**

Pr. (Ms) *K. SUJATHA*, National University of Educational Planning & Administration, New Delhi

#### ■ **Malaisie**

Dr (Ms) *Husaina KENAYATHULLA*, University of Malaya

#### ■ **Taiwan**

Dr (Ms) *Prudence CHOU*, National Chengchi University, Taipei

#### ■ **Comparative Study**

*Mr Anton DE GRAUWE*, IIPPE-UNESCO

*Ms Candy LUGAZ*, IIPPE-UNESCO

2 - 5 p.m.

## The existence and influence of Asian models

The purpose of this workshop is to compare our models and our modelling processes with Asian education systems in order to make the latter more intelligible; to examine how they are evolving and the influence of foreign models; to fine-tune our implicit and explicit models regarding them; to consider the possibility that there might be a general model common to the various Asian education systems or, on the contrary, distinctive models for certain countries or groups of countries, or indeed, the possibility of a differentiation based on a distinction between urban areas and highly rural areas, or any other possibilities.

### Case studies

#### ■ East Asia

Pr. (Mr) *CHENG Kai-ming*, Professor, University of Hong-Kong

#### ■ Indonesia

Dr (Mr) *Tatang SURATNO*, Indonesian University of Education

#### ■ Japan

Dr (Mr) *Jun OBA*, Hiroshima University

#### ■ Comparative Study

Pr. (Mr) *Mark MASON*, UNESCO-IBE

→ Coordination

**Mr Jean-Marie  
DE KETELE**

Professor, Catholic  
University of  
Louvain, Belgique

**Mr Bernard  
HUGONNIER**

Former Deputy  
Director for  
Education, OECD,  
Associate Professor  
at Sciences Po  
Paris, France

# Saturday 14 June 2014

## Plenary sessions and round table

9 - 9.45 a.m.

### Round-up of workshops

**Lecture** by Ms *Nathalie MONS*, Professor, University of Cergy-Pontoise, France

9.45 - 10.30 a.m.

### Education in Asia: What does the future hold?

**Lecture** by Mr *GOVINDA*, Vice-Chancellor, National University of Educational Planning and Administration (NUEPA), New Delhi, India

10.30 - 10.45 a.m.

### Discussion with the audience

❖ 10.45 - 11 a.m. Break

11 - 12.15 a.m.

### Education in Asia in 2014: What Global Issues?

**Round table** moderated by Mr *Roger-François GAUTHIER*, with:

- Ms *Lin GOODWIN*, Professor, Columbia University, United States
- Mr *Juma SHABANI*, Professor, former director of UNESCO Cluster Office for Burkina Faso, Guinea, Mali and Niger
- Mr *José WEINSTEIN*, Professor, Diego Portales University, Chile
- Mr *Tony WELCH*, Professor, University of Sydney, Australia

12.15 - 12.45 p.m.

### Discussion with the audience

12.45 - 1 p.m.

**Closing speech** by Mr *François PERRET*, Director of the CIEP

## Steering Committee

Chairman: **François PERRET**, Director of the CIEP

Pr. **Joël BEL LASSEN**, Inspector-General of the French Ministry of Education, Higher Education and Research (Chinese)

Pr. **Alain BOUVIER**, former Regional Director of Education, Editor-in-chief of the *Revue internationale d'éducation de Sèvres*

Pr. **Mark BRAY**, Director of the Comparative Education Research Centre, Faculty of Education, University of Hong Kong

Pr. **CHEN Wei**, University of Shanghai (French and comparative literature)

Pr. **Laurence CORNU**, Head of the Department of Education, François-Rabelais University (philosophy, education)

**Bruno CURVALE**, Programme manager, Department of Cooperation in Education, CIEP

Pr. **Jean-Marie DE KETELE**, Catholic University of Louvain (education)

**Pierre-Louis GAUTHIER**, Honorary Senior Education Officer

Dr. **Roger-François GAUTHIER**, High Curriculum Council, Inspector-General of the Ministry of Education, Higher Education and Research

Dr. **Nolwen HENAFF**, Research Fellow, Institute for Development Research (IRD)

Dr. **Bernard HUGONNIER**, former Deputy Director of Education, OECD, Associate Professor, Sciences-Po Paris

Pr. **Walo HUTMACHER**, University of Geneva (sociology)

Pr. **LE HUU Khoa**, University of Lille (anthropology, sociology)

Pr. **LE THAN Khoi**, Paris 5 University (comparative education, economics)

Dr. **Odile LUGINBÜHL**, Honorary School Inspector (French language and literature), former Editor-in-chief of the *Revue Internationale d'Education de Sevres*

Pr. **Michel LUSSAULT**, Director of the Institute of Education (IFE) (geography)

**Denis MEURET**, University of Burgundy – IREDU, member of the Institut Universitaire de France (education)

Pr. **Nathalie MONS**, University of Cergy-Pontoise (sociology)

Dr. **Jun OBA**, Assistant Professor, University of Hiroshima

**Bernadette PLUMELLE**, Head of the Documentary Resources Centre, CIEP

Dr. **Maroussia Raveaud**, lecturer at the University of Maine (France), research associate, University of Bristol (UK)

**Marie-José SANSELME**, Deputy Editor-in-chief of the *Revue internationale d'éducation de Sèvres*

**Valérie TEHIO**, Deputy Head, Education and Training Division, French Development Agency-AFD (France)

# Speakers

12 June 2014



■ **François PERRET**, inspector-general of the French Ministry of Education, is director of the Centre international d'études pédagogiques. A classical literature graduate (agrégation), he has held various positions at all levels of the education system, as a high school and university teacher; head teacher; ministerial office chief-of-staff, and head of the schools inspectorate. He has researched and published many articles and reports on the subjects of school and its workings, the evaluation of education policies, the teaching of French abroad, and educational cooperation.



■ **Alain BOUVIER** is editor-in-chief of the *Revue internationale d'éducation de Sèvres*, a former member of the French High Council of Education, emeritus professor of management at the Universities of Poitiers and Sherbrooke, president of the Council of the National College of the Teaching Profession and Education (ESPE) at Créteil, and editorial director of the public management book series "Profession cadre Service public". He is the author of more than 20 books, which have been translated into several languages, and more than 150 articles. His recent work concerns the issues of the governance and regulation of education systems, cognitive management, and organizational learning (learning communities and systems). **Email:** [bouvier@ciep.fr](mailto:bouvier@ciep.fr)



■ **Gwang-Jo KIM** is Director of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok). Mr. Gwang-Jo Kim holds a B.A. degree in Public Administration from Korea University, Seoul (1978), and a Ph.D. (1994) in Education from Harvard University, U.S.A. Mr. Kim has worked in various capacities for the Government of the Republic of Korea. He assisted former President Young Sam Kim in an education reform initiative that restructured the entire Korean educational system. As Deputy Minister of Education and Human Resources Development (HRD), he coordinated national HRD policies across line ministries, and also initiated the "Global Human Resources Forum", an international knowledge-sharing platform in the areas of education and human resources development. Mr. Kim also worked as Senior Education Specialist at the World Bank on a wide range of issues in education and skills development. He is a member of various professional associations on education policy, finance and economics, and has published works in education and ICT, and educational reform in the Republic of Korea. **Email:** [gj.kim@unesco.org](mailto:gj.kim@unesco.org)



■ **Mark BRAY** is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. He has worked at that University since 1986, prior to which he was a school teacher in Kenya and Nigeria and lecturer at the Universities of Edinburgh, Papua New Guinea and London. Between 2006 and 2010, he took leave from the University to work in Paris as Director of UNESCO's International Institute for Educational Planning (IIEP). He has written extensively on aspects of administration and financing of education, and is especially focusing on the nature and implications of shadow education (private supplementary tutoring). **Email:** [mbray@hku.hk](mailto:mbray@hku.hk).



■ **LE HUU KHOA** is a sociologist and anthropologist, a professor at Lille 3 University – where he runs the master's programme "Asia –intercultural relations and international cooperation"– and a member of the group Altérité, Chaire sur l'altérité, at the Institute for Global Studies (Fondation Maison des sciences de l'homme, Paris). He is the founder and president of the Research Group on South-East Asian Immigration (GRISEA), a member of the editorial committee of the journal *Hommes&Migrations*, and the editorial director of the series "Anthropol-Asie" published by the éditions Les Indes Savantes. He is an expert advisor to the UNESCO "Fight against discrimination" programme and is also a member of the scientific board of the Cité nationale de l'histoire de l'immigration, a French national museum sponsored by the Office of the Prime Minister. **Email:** [hUU-khoa.le@univ-lille3](mailto:hUU-khoa.le@univ-lille3)



■ **Laurent CARROUÉ** is a geographer specialising in globalisation. After obtaining a PhD and the competitive *agrégation*, he worked as a university professor before becoming an inspector-general at the French Ministry of Education (history and geography section) and a research director at the French Institute of Geopolitics (IFG) at Paris 8 University. **Email:** [laurent.carroue@education.gouv.fr](mailto:laurent.carroue@education.gouv.fr)



■ **Jean-Marie DE KETELE** is emeritus professor at the Catholic University of Louvain (Belgium) and UNESCO Chair of Education Sciences at Cheikh Anta-Diop University in Dakar, Senegal. He is a research fellow at the Interdisciplinary Research Group on Socialization, Education and Training (GIRSEF) and has worked as a consultant or expert in education system reforms in many countries in the North and South. He is a member of the scientific board of the *Revue internationale d'éducation de Sèvres*. **Email:** [jean-marie.deketele@uclouvain.be](mailto:jean-marie.deketele@uclouvain.be)

■ **Laurence CORNU** is a professor (philosophy and education), head of the Department of Education Science and Training at François-Rabelais University, Tours (France), and deputy head of the grant-funded Education, Ethics, Health (Working Together and Taking Care) research unit. Her research interests, which fall within the disciplinary scope of contemporary philosophy and the political anthropology of education, extend from educational discourses to the epistemology of action. Her research involves studying forms and conditions of trust and confidence, the symbolic effects of language, and proceedings in the “impossible offices” (to education, govern, and cure), in which contemporary questions of democracy (emancipation, forms and loci of freedom) come into play with anthropological issues (“institution and education of children”, intrapersonal transmission of knowledge and values, hospitality, etc.). Alongside other journals, she is a member of the editorial committee of the *Revue internationale d'éducation de Sèvres*. **Email:** [laurence.cornu-bernot@univ-tours.fr](mailto:laurence.cornu-bernot@univ-tours.fr)



■ **Pierre-Louis GAUTHIER** is an honorary senior education officer and a member of the editorial committee of the *Revue internationale d'éducation de Sèvres*. After graduating in history, geography and linguistics (Sorbonne, Ecole Normale Supérieure de Saint-Cloud), he joined the teaching profession before becoming an education officer and then assuming training and management roles at primary teacher training institutes. In parallel, he has pursued a career as an international speaker and expert for the French Ministries of Education and Foreign Affairs and the European Commission. He has been invited by universities and governmental organizations to speak at conferences on four continents. He has published in the fields of training and international comparisons in education. **Email:** [pierre-louis.gauthier@orange.fr](mailto:pierre-louis.gauthier@orange.fr)



■ **Al-Karim DATOO** is a sociologist of education and Research coordinator at the Constituency Studies Unit of the Institute of Ismaili Studies, London. He has worked as an Assistant Professor in area of Social science and educational research (2009-2012) at the Aga Khan University-Institute for Educational Development in Pakistan. His primary research interests are: sociology of knowledge, interactions between globalization, culture and education; curriculum and cross-cultural interactions and formation of youth values. He has a Ph.D. in cultural sociology of globalization and education from McGill University, Canada. His dissertation is a pioneering effort in conducting a critical ethnography of schooling in the Pakistani context. He has a M.Sc. in educational research methodology from the University of Oxford, and the graduate program in Islamic Studies and Humanities from the Institute of Ismaili Studies. **Email:** [ADatoo@iis.ac.uk](mailto:ADatoo@iis.ac.uk)



■ **Thuy Phuong NGUYEN** is associate professor in modern history and education and a research fellow at the Research Centre on Social Connections (CERLIS) at Paris Descartes University (France). She works on issues such as colonial and postcolonial teaching, cultural decolonization, cultural diplomacy, and intercultural and transnational exchanges. In 2012 she received the Best Paper Award of the 34th International Standing Conference for the History of Education (ISCHE) in Geneva. In parallel to her research, she has worked as an expert and in educational cooperation in France and Vietnam. She also taught Vietnamese at the National Institute of Oriental Languages and Civilizations (INALCO) from 2005 to 2007. Passionate about literature and theatre, she has translated and published several French novels in Vietnamese, as well as plays that have been performed in France and Vietnam. **Email:** [ng.thuy.phuong@gmail.com](mailto:ng.thuy.phuong@gmail.com)



■ **Hyunjoon PARK** is Korea Foundation Associate Professor in the Department of Sociology at the University of Pennsylvania, USA. He received his PhD from University of Wisconsin-Madison in 2005. Park is interested in education and family in cross-national perspective, focusing on South Korea and Japan. Specifically, he has investigated how the ways in which schools and families affect children's education are contingent upon institutional arrangements of educational systems, public policy, and demographic changes. He has published a book, *Re-Evaluating Education in Japan and Korea: De-mystifying Stereotypes* (Routledge 2013) and a coedited volume, *Korean Education in Changing Economic and Demographic Contexts* (with Kyung-keun Kim, Springer 2014). **Email:** [hyunpark@sas.upenn.edu](mailto:hyunpark@sas.upenn.edu)



■ **XiaoHui WANG** has been professor at Beijing Normal University since 2002. A graduate of Strasbourg University (PhD in education science in 1988), he was assistant director of the Comparative Education Research Bureau at the Chinese Ministry of Education's Research Centre for Educational Development (1989–2002). His research focuses on educational policies, French education, and comparative education. **Email:** [wang\\_education@sina.com](mailto:wang_education@sina.com)



## Workshop 2



■ **Roger-François GAUTHIER**, inspector-general of the French Ministry of Education, Higher Education and Research, is visiting professor at René Descartes Paris 5 University (France) and a member of the French Curriculum High Council. His research, both at French institutions and as a research fellow or consultant at several international organizations (UNESCO, International Organisation of La Francophonie – OIF), entails country-specific studies or international comparisons, with a particular focus on teaching content and curricular policies. He is a member of the editorial committee of the *Revue internationale d'éducation de Sèvres*. **Email:** [roger-francois.gauthier@education.gouv.fr](mailto:roger-francois.gauthier@education.gouv.fr)



■ **Padma SARANGAPANI** is currently working at the Institute of Social and economic change in Bangalore. Earlier she worked at the School of Education, Tata Institute for Social sciences, in Mumbai. Her PhD work was an ethnography of learning in an Indian village school. Since then she has researched indigenous knowledge transmission in a tribal community and researched in various ways recent curricular reform initiatives of the Government of India and Non-Government Agencies. She has been involved with teacher education – both in and pre service – and with the development of new preservice teacher education and post graduate programmes in education.

**Email:** [psarangapani@isec.ac.in](mailto:psarangapani@isec.ac.in)



■ **Jason TAN** completed his Masters in Education in education and national development at the University of Hong Kong and his doctoral studies in comparative education at the State University of New York at Buffalo. He is currently associate professor in policy and leadership studies at the National Institute of Education in Singapore. Jason is an international editorial board member of several international journals, including *Asia Pacific Journal of Education* and *Globalisation, Societies and Education*. His most recent publications include *Education in Singapore: Taking Stock, Looking Forward*, (Pearson, Singapore, 2012). **Email:** [engthye.tan@nie.edu.sg](mailto:engthye.tan@nie.edu.sg)



■ **Ryoko TSUNEYOSHI** received her Ph.D. in sociology from Princeton University. She is presently a professor of comparative education at the Graduate School of Education, the University of Tokyo, and the head of the Center for Excellence in School Education. She engages in comparative fieldwork, especially in Japan and the United States. She advises schools on international understanding education, and whole child education. Publications in English include: *The Japanese Model of Schooling: Comparisons with the United States* (Routledge), and *Minorities and Education in Multicultural Japan* (edited with K.Okano and S.Boocock, Routledge). **Email:** [tsuney@p.u-tokyo.ac.jp](mailto:tsuney@p.u-tokyo.ac.jp)



■ **ZHU Yan** is associate Professor of Department of Curriculum and Instruction of East China Normal University, used to work in Nanyang Technological University and the University of Hong-Kong. Dr Zhu's research interests include international comparison in mathematics education, mathematics problem solving, mathematics evaluation and assessment, and textbooks analysis. Dr Zhu has been involved in numerous large-scale mathematics education research projects, including "Integrating New Assessment Strategies in Mathematics", "Secondary Analysis of the TIMSS Data for Hong Kong", "Investigation on Senior High School Mathematics Curriculum Standards", "Identifying Unique and Promising Practices in Math and Science Teacher Education in APEC Economics", etc. **Email:** [yzhu@kcx.ecnu.edu.cn](mailto:yzhu@kcx.ecnu.edu.cn)

■ **CUI Yunhuo** is Professor and Director of the Institute of Curriculum and Instruction of East China Normal University, a key research institute of humanities and social sciences of the Ministry of Education. He is also member of the National Curriculum and Materials Expert Committee for Basic Education, the National Teacher Education Curriculum Resources Expert Committee, and Vice-President of the National Curriculum Academic Committee. Dr Cui's research interests include curriculum policy, effective teaching, curriculum evaluation, etc. He has published numerous books, including *School-based Curriculum Development: Theory into Practice, Effective Teaching, Classroom Observation*, among others. **Email:** [cuiyunhuo@vip.163.com](mailto:cuiyunhuo@vip.163.com)

■ **Nolwen HENAFF** is an economist at the Development Research Institute (IRD). She has been conducting research about Vietnam since 1995, in partnership with Vietnamese research institutions. After first studying workforce mobility in Vietnam during the transition period, with a particular focus on the interactions between education, training and employment, she specialized in education. In addition to her publications, she has carried out studies for various international and bilateral organizations (World Bank, International Labour Office, UNESCO, French Agency for Development – AFD). She is currently based at the Population and Development Centre (CEPED) in Paris (IRD/Paris Descartes University/National Institute for Demographic Studies–INED), where she directs the “Education and Knowledge in the South” research strand. [Email: nolwen.henaff@orange.fr](mailto:nolwen.henaff@orange.fr)

■ **Keith LEWIN** is Professor of International Education and Development at the University of Sussex, and Director of the Consortium for Research on Educational Access, Transitions and Equity ([www.CREATE.org](http://www.CREATE.org)). He is known for his work in educational planning, economics and finance of education, teacher education, assessment, science and technology education policy in developing countries, educational aid and program evaluation. He has been adviser to various governmental, multilateral and non-profit organizations on education planning and policy. From 1995 to 2011, he was the Director of the Centre for International Education (CIE), at the University of Sussex, which he developed as an internationally recognized center for research on education and development in low income countries. He has supervised more than 40 Doctoral students and was the founding Director of the Masters Degree International Education and Development at the University of Sussex. He is an honorary professor at Hangzhou University and Beijing Normal, University. He is the author of numerous books, journal articles and reports on education and development. His is an Academician of the U.K Academy of Social Sciences and is also a Chartered Physicist. [Email: k.m.lewin@sussex.ac.uk](mailto:k.m.lewin@sussex.ac.uk)



■ **Prachi SRIVASTAVA** is Associate Professor, School of International Development and Global Studies, University of Ottawa. She holds a doctorate from the University of Oxford. She has published extensively in the areas of the privatization of education and global education policy. She coined the now widely accepted term “low-fee private schooling”, and was one of the first researchers to conduct research on this sector in India, where she has been researching for over a decade. Her work has been featured in the UNESCO *Education for All Global Monitoring Report*. She has provided expertise for a number of agencies and international NGOs. She is currently Principal Investigator on a major project on the right to education and the role of private non-state actors in India, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). She earlier served with the United Nations mission in Kosovo. Her latest book is: *Low-fee Private Schooling: aggravating equity or mitigating disadvantage?* (Symposium Books, 2013).



[Email: prachi.srivastava@uottawa.ca](mailto:prachi.srivastava@uottawa.ca)

■ **TRAN Thai Ha** received her master degree of education at the Hanoi University of Pedagogy in 1995 and has a long experience as a teacher and senior-researcher on educational development at the National Institute for Education Development. She continued her studies on pedagogy in Germany, and received her PhD degree at the Potsdam University. She has carried out a number of research projects on education development. Since 2012 she is the director of the Manpower Training Needs Analysis and Forecast Centre of the Vietnam Institute of Educational Sciences, under the Ministry of Education and Training. She works as a National Part-Time Consultant for UNESCO in Vietnam within the framework of the project “Enhance Education Sector Performance through Education Joint Sector Review (JSR)”.



[Email: hatran.vnes@gmail.com](mailto:hatran.vnes@gmail.com)

■ **Shoko YAMADA** is associate professor of education and human resource development program at the Graduate School of International Development, Nagoya University, Japan. She has conducted various researches on educational policy making and implementation in Africa and Japanese aid policies in this field. Her publications include: “Constructs of a Space of Comparative Education: Findings from a Survey of Members of Japan Comparative Education Society and Their Publications,” *International Journal of Comparative Education and Development*, Vol. 16, No. 1, 2014; “Special issue on Emergence of New Donors and Paradigm Shift in International Educational Aid: Exploring Asian Uniqueness and Diversity (Issue editor),” *Asian Education and Development Studies*, Vol. 3, Issue 1, 2014; and “The planning process of the Fourth Tokyo International Conference on African Development (TICAD IV),” *Journal of Contemporary African Studies*, Vol. 29, Issue 3. 2011. [Email: syamada@gsid.nagoya-u.ac.jp](mailto:syamada@gsid.nagoya-u.ac.jp)



## Workshop 4



■ **Odile LUGINBUHL**, honorary school inspector, founded the *Revue internationale d'éducation de Sèvres* and was its editor-in-chief from 1994 to 2002. She has pursued a career in two fields corresponding to her combined background in literature (École normale supérieure de Fontenay, literature *agrégation*) and political science (Institut d'études politiques, Paris). As a teacher and inspector, she has specialized in the teaching of French and education management, and as a research fellow at the CIEP, in the analysis of educational policies in Europe and across the world. She is the author of publications and articles in both domains. **Email:** [odile.luginbuhl@free.fr](mailto:odile.luginbuhl@free.fr)



■ **Maroussia RAVEAUD** is a lecturer at the University of Maine (France) and a research associate at the University of Bristol (UK). Her research focuses on socialization, citizenship, comparative education, teachers, primary school and qualitative methods. She is a member of the editorial board of the *Revue internationale d'éducation de Sèvres*. **Email:** [M.Raveaud@bristol.ac.uk](mailto:M.Raveaud@bristol.ac.uk)



■ **CHEN Wei** is a graduate of the French department of the Shanghai International Studies University and holds a PhD in literature (speciality: translation studies). He is currently professor of French language and literature and a PhD supervisor at this university. In addition to his role as a university professor over the last 20 years, he also published several dozen publications including monographs, articles, textbooks, and dictionaries. He is also an experienced French-to-Chinese translator and interpreter. **Email:** [alfredchen2000@163.com](mailto:alfredchen2000@163.com)



■ **Kongsy CHOUNLAMANY** was born in the countryside of Attapeu province in the southern part of Laos. She studied at the Teachers' Training School. After graduating as a primary school teacher, she became a teacher at the Government Staff Training Centre, teaching primary level mathematics and Lao language while she continued her studies at the Teacher Training College in Champasak province and at Vientiane Pedagogical University, Department of Psychology and Education. She became a teacher of this Department and continued her master-level studies in Guidance Psychology in Thailand. Through a cooperation Project with Sweden she joined the PhD program at the Umeå University, Department of Education, working on her thesis "New Methods of Teaching? Reforming education in Lao PDR". She is now Head of the Unit of Guidance and counseling at the Department of Psychology Education at the National University of Laos. She is also a manager of the Vulnerable Youth Development Association, a non-profit organization which aims to empower vulnerable young people, especially ethnic minority girls, through artistic educational mediums and community development. **Email:** [chounlamanyk@yahoo.com](mailto:chounlamanyk@yahoo.com)



■ **Hye-Won LEE** received a Ph.D. in English Language Education from the University of Southampton, UK, in 2002. As a language teacher educator, she has taught in several universities in Korea. Since 2006, she has been working at the Korea Institute for Curriculum and Evaluation (KICE). Her research interests include foreign language pedagogy (English language education), curriculum development, multicultural/multilingual education, learning support for underachievers, teacher education, classroom interaction, and more. **Email:** [jhwlee@yahoo.com](mailto:jhwlee@yahoo.com)



■ **Angela LITTLE** is Professor Emerita at the Institute of Education, University of London, where she held the Chair of Education and International Development between 1987 and 2010. She is the author and/or editor of ten books, seven special issues of journals, book chapters, journal articles and reports on the themes of Education for All, Globalisation and Education, Pedagogy, Multigrade Teaching, Assessment and Qualifications and the Political Economy of Education Reform. She has directed twelve comparative research projects in countries across Africa, Asia, Europe and Latin America, supervised thirty four research students to successful completion of their doctorates and written and directed two films. **Email:** [angela.little@ioe.ac.uk](mailto:angela.little@ioe.ac.uk)

■ **Mark BRAY** (see p. 14)

■ **Chuing Prudence CHOU** received her Ph.D. in Comparative and International Education from the University of California, Los Angeles (UCLA), and is a professor in the Department of Education at National Chengchi University (NCCU), Taipei, Taiwan. She has been a visiting professor for research and teaching on Fulbright and other programs in several universities (Miami, Harvard, Auckland, Toronto, Hawaii, Beijing Normal University, South Normal University in China, etc.). Her research interests include comparative higher education, education reforms in the global context, and education issues in the People's Republic of China. Chou has written and edited numerous publications in Chinese and English. Her book entitled *The Great Experiment of Taiwanese Education: 1987-2003*, is a well-known and widely-cited publication in Taiwan. In another book, *Taiwan Education at the Crossroad: When Globalization Meets Localization* (2012, Palgrave Macmillan), she proposes a new paradigm which attempts to promote mutual understanding and peace among nations of conflicts via educational exchanges. In her newly edited book, *The SSCI Syndrome in Higher Education* (2014, Sense Publishers), Chou confronted the issue of why the rise in emphasis on publications indexed in the Thomson Reuters' ISI citation in Asia has become a global and controversial phenomenon. **Email: [iaezpc2007@gmail.com](mailto:iaezpc2007@gmail.com)**



■ **Husaina Banu KENAYATHULLA** is a senior lecturer at the Educational Management, Planning and Policy Department, University of Malaya, Malaysia. She obtained her PhD in Economics of Education & Education Finance from Indiana University, Bloomington, USA. Her research interests include economics of education, educational finance, policy analysis and evaluation, and comparative and international education. **Email: [husaina@um.edu.my](mailto:husaina@um.edu.my)**



■ **Candy LUGAZ** is a research fellow at UNESCO's International Institute for Educational Planning (IIEP). She coordinates research activities associated with educational decentralization and participates in the development and implementation of IIEP training programmes. She has also carried out research on basic education, focusing in particular on school meals and the relationship between formal and non-formal education. She is a graduate of the Institut d'Etudes Politiques (Lille, France) and holds postgraduate qualifications in European Union and international law and the relationships between Europe and Latin America. **Email: [c.lugaz@iiep.unesco.org](mailto:c.lugaz@iiep.unesco.org)**



■ **Anton DE GRAUWE** GRAUWE is senior programme specialist at UNESCO's International Institute for Educational Planning. Among other responsibilities, he is in charge of coordinating support programmes for member states and implementing several of these programmes, in particular in Cambodia and Chad. He has undertaken research and published several studies on school inspection systems, decentralization policies, and the functioning of education ministries. He holds a master's degree from the London School of Economics and a PhD in sociology from the Institut d'Etudes Politiques (Paris). **Email: [a.de-grauwe@iiep.unesco.org](mailto:a.de-grauwe@iiep.unesco.org)**



■ **K. SUJATHA** is Professor and Head, Department of Educational Administration, National University of Educational Planning and Administration, New Delhi, India. Holding a Ph.D. in Educational Anthropology, she specialized on education of disadvantaged groups and tribes, comparative education and secondary Education. She conducted several empirical research studies on education of tribes in India and secondary education. She is the author of eight books, two of them published by the International Institute of Educational Planning/UNESCO, Paris. She also published several research papers and articles in National and International Journals. **Email: [sujakalimili@yahoo.com](mailto:sujakalimili@yahoo.com)**



■ **Jean-Marie DE KETELE** (see p. 14)

■ **Bernard HUGONNIER** has been associate professor at the Institut d'Etudes Politiques (Paris) since 2012, after having served as deputy director of education at the Organisation for Economic Cooperation and Development (OECD) from 2002 to 2012. He holds a PhD in economics and held several positions within this organization after teaching at university. He has published works on economic and education models, of which the most recent are *Changer de modèle économique* (Economica, 2011), *Le déclin de l'école républicaine* (éditions du Net, 2013), *Vaincre l'échec scolaire* (Economica, 2014). **Email: [hugonnierb@gmail.com](mailto:hugonnierb@gmail.com)**





■ **CHENG Kai-ming** is Chair Professor of Education at the University of Hong Kong. He was Dean of Education, Pro-Vice-Chancellor and Senior Advisor to the Vice-Chancellor of the University. Trained as a mathematician, he was a school teacher in Physics and Mathematics and a principal before he pursued doctoral study at the London Institute of Education. He taught at the Harvard Graduate School of Education as Visiting Professor (1996-2006). His research projects are initially about rural education in China, but have moved into reforms in various systems with attention to higher education. His current attention has been on the fundamental changes in society and their challenges to education, and therefore the attention to learning as the core business of education. He has undertaken various projects related to policy-making, legislation and institutional evaluation in various jurisdictions across continents. He has been consultant with the World Bank, UNESCO, UNICEF, UNDP and the Asian Development Bank. Currently, he is member of the National Advisory Committee on Curriculum Reform in China. He is the architect and advisor of the interdisciplinary Strategic Research Theme on Sciences of Learning at HKU. Locally he is member of the Education Commission and was instrumental in the comprehensive reform which started 1999 and is still on-going. He chaired the Advisory Committee on Teachers Education and Qualifications. He is currently Chairman of the Standing Committee on Language Education and Research. He also chairs the Hong Kong Regional Advisory Committee for PISA 2015. He writes a weekly column in the *Hong Kong Economic Journal Daily* and a monthly column in *Shanghai Education and Escuela* (Spain). **Email: [kmcheng@hku.hk](mailto:kmcheng@hku.hk)**



■ **Mark MASON** is a Senior Programme Specialist at UNESCO's International Bureau of Education (BIE) in Geneva, and Professor at the Hong Kong Institute of Education. He is the former Editor of the *International Journal of Educational Development* (Elsevier) and of the *CERC Studies in Comparative Education Series* (CERC and Springer). He was formerly President of the Comparative Education Society of Hong Kong and Director of the Comparative Education Research Centre at the University of Hong Kong. He works in the field of comparative and international education and development, from a disciplinary background in philosophy, social theory and education studies. He has published more than one hundred articles, chapters, books and journal special issues in these research areas, and his work has been translated into French, Spanish, Italian, Chinese, Japanese and Farsi. Prior to his current positions, he taught at the University of Hong Kong for ten years, and before that at the University of Cape Town. **Email: [m.mason@unesco.org](mailto:m.mason@unesco.org)**



■ **Jun OBA** is associate professor at the Research Institute for Higher Education at the University of Hiroshima (Japan). He has published many works in Japanese, French and English about school systems, education administration and funding, the management of higher education institutions, the improvement of university teaching, and the role of government in education. **Email: [oba@hiroshima-u.ac.jp](mailto:oba@hiroshima-u.ac.jp)**



■ **Tatang SURATNO** is a lecturer at the Indonesia University of Education (UPI). Before joining UPI, he was a school teacher, instructor and program developer at national teacher institutes. Since 2007, he has involved in international cooperation and dialogue. He has also directed and conducted nationwide teacher professional development programmes, as well as other innovative projects especially related to school reforms and practitioner inquiry. His research interest includes the area of teacher education and development, socio-cultural-historical aspects of teaching, learning and schooling, and policy-practice nexus in education. He has presented and published his research findings at conferences and academic publications. **Email: [tatang.suratno@gmail.com](mailto:tatang.suratno@gmail.com)**

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■ **Nathalie MONS** is professor of sociology at the University of Cergy-Pontoise (France), where her research centers on the analysis of educational public policy from an international and comparative perspective. Her work focuses on school policymaking processes, policy implementation at local level and resistance encountered, and the evaluation of the effects of reforms on pupils' skills and attitudes. She has studied OECD countries (decentralization, school autonomy, standardized evaluation of pupils' skills, personalized teaching, free choice of school, etc.). She is an expert at international organizations (European Commission, OECD) and has held various posts in Europe and Asia, including that of visiting professor at the London Institute of Education (2008–2009). Among her other roles, she is a member of the scientific board of the *Revue internationale d'éducation de Sèvres*. She has been involved in higher education evaluation and regularly appears in the media to discuss developments in school reforms. In

2012 she co-led the schools consultation initiative, instigated by the French Minister for Education to pave the way for wide-reaching school reforms. She is currently president of the National Council for Evaluation of the Education System. [Email: nmons@wanadoo.fr](mailto:nmons@wanadoo.fr)

■ **R. GOVINDA** is Vice Chancellor of National University of Educational Planning and Administration (NUEPA), New Delhi, India. Previously he has worked in the Institute of Education, University of London, M.S. University of Baroda (India) and International Institute of Educational Planning (IIEP), UNESCO. He is a member of several national and international bodies. He is on the editorial board of the 'Global Monitoring Report' for 'Education for All'; is a Consultant Fellow to International Bureau of Education; member of the Central Advisory Board of Education; and member of the National Advisory Committee on Right to Education of Government of India. His research interests include primary education and literacy, decentralized management, programme evaluation, and reforms in higher education. He has published widely on these issues in several books and journals. [Email: rgovinda@nuepa.org](mailto:rgovinda@nuepa.org)



■ **A. Lin GOODWIN** is Professor and Vice Dean at Teachers College, Columbia University, New York. She is Vice President for Division K—Teaching and Teacher Education—in the American Educational Research Association, and co-director of the joint MA program between TC and the National Institute of Education, Singapore. Dr Goodwin's publications have appeared in top education journals including the *Journal of Teacher Education*, *Review of Research in Education*, and *Teaching Education*, and she is the editor of several books. An expert in teacher education and curriculum, she has collaborated with educators in Asia, the Middle East, Europe and South America. [Email: alg25@tc.columbia.edu](mailto:alg25@tc.columbia.edu)



■ **Juma SHABANI** obtained a PhD in mathematical physics in 1986 from the Catholic University of Louvain (Belgium). He taught mathematics at the University of Burundi and has been visiting professor and research fellow at several universities in Africa and Europe. From 1988 to 2013, he served successively in the following positions: vice-rector of the University of Burundi; deputy secretary-general of the Society of African Universities; senior specialist for higher education at UNESCO; director of the UNESCO cluster offices in Harare (Zimbabwe) and Bamako (Mali); vice-president of the African Academy of Sciences and the African Mathematical Union; and chargé de mission for higher education at UNESCO headquarters in Paris. He has published more than 70 publications in disciplines such as mathematics, mathematical physics, and higher education. [Email: j.shabani@unesco.org](mailto:j.shabani@unesco.org)



■ **José WEINSTEIN** is the Director of the Doctorate in Education at Diego Portales University (Chile), where he is Professor (professor titular). His recent work has focused greatly on school leadership development and capacity improvement of vulnerable schools. He holds a sociology degree from the University of Chile and a Ph.D. in sociology from the Catholic University of Louvain (Belgium). With over 25 years of experience in research, policy making, and implementation in the topic of education, Weinstein was Chile's Undersecretary of Education (2000-2003), successfully leading negotiations with the Teachers' Union on teacher assessment and incentives. Chile's first Minister of Culture (2003-2006), he led the creation of the new governmental institution. Working for different educational institutions throughout his career, he has created and directed programs on improvement in secondary education, leadership development in vulnerable schools, and new opportunities for culture development in youth. His experience and expertise have been requested by important international organizations. He has published over 40 articles in books, reviews and periodicals focusing on education, poverty, youth and culture, and was nominated as a member of the National Council of Education (2012-2018).



[Email: jose.weinstein@udp.cl](mailto:jose.weinstein@udp.cl)

■ **Anthony WELCH** is Professor of Education at the University of Sydney. As a policy specialist, with extensive publications in numerous languages, he has consulted to several state, national, and international governments and agencies, as well as US institutions and foundations, particularly on higher education reforms. Substantial project experience includes East and South-East Asia. A Fulbright New Century Scholar on higher education (2007-8), he has also been visiting Professor in the USA, UK, Germany, France, Japan, and Hong Kong (China). His most recent books are *The Professorate: Profile of a Profession* (2005), *Education, Change and Society* (2007, 2010, 2013), *ASEAN Industries and the Challenge from China* (2011), *Higher Education in Southeast Asia* (2011), *Counting the Cost. Higher Education for Inclusive Growth in Asia* (ADB 2012). He also directs the national research project, *The Chinese Knowledge Diaspora*, and was recently part of the team conducting Myanmar's first Comprehensive Education Sector Review (CESR), the first since 1992. [Email: Anthony.Welch@sydney.edu.au](mailto:Anthony.Welch@sydney.edu.au)



## Organization



■ **Marie-José SANSSELME** is deputy editor-in-chief of the *Revue internationale d'éducation de Sèvres*, where she oversees the publication of journal issues, coordinates the activities of the editorial committee, scientific board and contributors, and monitors recent developments in international education. She has organized three international conferences: "What Schools for the Future?" (2005), "One World, One School?" (2009), and "Education in Asia: What Global Issues?" (2014). With a background in literature, she taught at a secondary school before joining the Ministry of Foreign Affairs, where she worked as a cultural attaché in Israel, and the Ministry of Culture, where she coordinated European and international projects. She is also a translator, essayist and cinema screenwriter. **Email:** [sansselme@ciep.fr](mailto:sansselme@ciep.fr)



■ **Sylvaine HEROLD** has worked at the *Revue internationale d'éducation de Sèvres* since the beginning of 2014. She contributes to the overall running of the journal and has coordinated the organization of the international conference "Education in Asia: What Global Issues?" (2014). Prior to this appointment, she worked for six years in the field of sustainable development and international cooperation, first as a socioeconomic research officer at the European Institute for Energy Research (EIFER) in Germany and then as a European project manager at a French non-governmental organization (Alliance Villes Emploi). She is a graduate of the Institut d'Etudes Politiques (Rennes, 2004) and holds a master's in developmental economics, Paris I Panthéon-Sorbonne University (2006). **Email:** [colloque.asie2014@ciep.fr](mailto:colloque.asie2014@ciep.fr)



■ **Bernadette PLUMELLE** is a senior researcher at the Centre international d'études pédagogiques (CIEP). With a background in both linguistics/language teaching and information/documentation sciences, she first worked as a teacher and then as the director of a library and multimedia centre. She is currently head of the CIEP's resource and documentation centre and, with her team conducts comparative documentary studies of educational issues. She has been a member of the editorial committee of the *Revue internationale d'éducation de Sèvres* since 2000, where her responsibilities include compiling analytical bibliographies, monitoring and writing articles on recent developments in international education. **Email:** [plumelle@ciep.fr](mailto:plumelle@ciep.fr)

## Organization

### ••• Coordination

Marie-José Sanselme, Deputy Editor-in-Chief, and Sylvaine Herold, *Revue internationale d'éducation de Sèvres*

### ••• Appui documentaire

Bernadette Plumelle, Head of the CIEP Resource and Documentation Centre (CRID)

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Editing: Marie-José Sanselme and Sylvaine Herold (French), Helen Tomlinson (English)

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### ••• With the following CIEP staff

Travel and registration: Hanane Hilal, Sylvaine Herold

Reception and accommodation: Caroline Floréan, Aurélie Nugue, Jérôme Gauthier, Françoise Le Guen and Marie-Christine Natta, as well as Fahmy Badr and his team

Documentation: Céline Brun, Federica Minichiello, Sylvaine Herold, Héléne Beaucher, Anna Polewka, Sophie Condat, Sonia Criston, Clémence Henry, Daria Sherban and Tazmeen Mamode

Press: Virginie Lamotte

Administration and accounting: Ghislaine Fourgeaud, Mélanie Petit and Patricia Tamisier – Marie-Emmanuelle Bourdenx and Olivier Artur

IT: Jean-Philippe Biasin and Rémi Girard

Graphic design: Isabelle Farès

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