

Revue
internationale
d'éducation
de Sèvres



12-14 June 2019, CIEP

INTERNATIONAL SYMPOSIUM
**The conditions for successful
education reforms**



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The conditions for successful education reforms

Under the patronage of the French Minister of Education



Partners

The 4th international conference of the *Revue internationale d'éducation de Sèvres* is organized by the Centre international d'études pédagogiques, with the support of:

- The Delegation for European and International Relations and Cooperation, Ministry of National Education and Youth
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Foreword

Although it will celebrate its 75th birthday in 2020, the CIEP is not only a venerable institution; since its founding in 1945 it has been the true crucible of French educational cooperation throughout the world.

At the instigation of the Minister, Jean-Michel Blanquer, the CIEP is today experiencing something of a reinvention, with its role and its missions strengthened, and the international work of the Ministry of National Education clearly stated – probably for the first time in many years – as an essential element of action, reflection and the art of reform. In the words of the French President, Emmanuel Macron, it is important to show that France is “an educational power” in the world, that is to say a country whose voice counts and which is listening to other nations to propose not its own “model”, but rather true cooperation, in the etymological sense of the term, in the field of education. As the pivot of educational cooperation for the Ministry of National Education and Youth, the CIEP must fully embody this new educational ambition on the international stage.

This new impetus, which will manifest itself in the coming weeks in the change in the institution’s name, from the CIEP to France Education International, is embodied in 2019 by two important events that will be held at the institution’s premises: the 4th international conference of the *Revue internationale d’éducation de Sèvres* from 12 to 14 June, followed, on 4 July, by the French-chaired G7 ministerial meeting of education ministers. These two exceptional events, one essentially intellectual and reflective, the other by nature political and action-oriented, contribute by different means to the same goal, as does our change of name. It is a question of putting education at the heart of our concerns, whether we are researchers or political or administrative leaders, and to do so in the service of the world’s citizens.

It is also the same goal that our journal has pursued since its creation a quarter of a century ago; cooperation, indeed, is at the heart of the editorial purpose of a journal whose ambition is to help us understand the major contemporary educational challenges in the world, by creating the conditions for real intellectual and fraternal emulation between researchers, experts, actors and decision-makers on these issues. It is obviously not a coincidence that this conference is taking place just a few weeks before the G7 meeting: intellectual reflection and open discussion among researchers, practitioners and intellectuals can only nourish the reflections of political leaders, who, conversely, are entrusted by citizens with the task of defi-

ning the future and paving the way by making the most of research achievements. These two almost concomitant events can therefore resonate and dialogue with one another, given how necessary it is to thoroughly understand the issues, contexts and aspirations of women and men in order to work in the field of education.

By suggesting to sixty experts from nearly thirty countries – researchers, practitioners and leaders, including several former education ministers – that they work collectively on the “conditions for the success of education reforms”, this conference will also feed into the thinking of the future France Education International around an essential question, that of timing, or rather tempo. Temporality, of course, is at the heart of any reform, but it is probably even more true in the field of education, where success can be measured only after years, if not decades. Hence the crucial importance of this constant dialogue between reflection and action, and therefore between essentially different temporalities.

This dialogue, nourished by the contribution of research and at the service of practice, will be at the core of France Education International’s work, as it will be embodied in a conference that will undoubtedly be a rich crossroads of meetings and exchange, in which thirty countries will meet in friendship for the benefit of educational communities around the world.

Pierre-François Mourier
Director General of the CIEP, soon to be renamed
France Education International

Revue internationale d'éducation de Sèvres

This international conference is the fourth organized by the Centre international d'études pédagogiques (CIEP) and its journal, the *Revue internationale d'éducation de Sèvres*. Looking at their successive themes, one can see that the conferences are becoming more and more ambitious.

In 2005, the focus was on better understanding the schools of tomorrow. In 2009, following the publication of numerous international surveys, a question naturally arose: one world, one school? Then, in 2014, under the attentive eye of researchers and experts from five continents, the focus was to collectively examine education in Asia, an original and interesting subject, but a difficult one to address.

This conference is even more remarkable because it questions the **conditions underpinning the success of education system reforms**, an issue that concerns the entire planet.

In the following text, Jean-Marie De Ketele, an emeritus professor at the Catholic University of Leuven, presents the scientific content of this conference, the way we have structured it, and our organizational plans. The conference has been prepared with the valuable collaboration of the scientific council and the journal's editorial committee. Above all, it has benefited from the scientific support of many other people who came to the CIEP a few months ago to attend a rich international preparatory seminar. In a way, this conference is the fruit of the latter.

The work conducted over the three days of the conference, from 12 June to 14 June 2019, will continue because in 2020, under the editorship of Jean-Marie De Ketele, an issue of the journal will be developed around the discussions that take place at the conference. We will further enrich this by seeking additional written contributions.

The *Revue internationale d'éducation de Sèvres* is celebrating its 25th anniversary this year. A total of 80 issues have already been published, on extremely varied topics. Mark Bray of the University of Hong Kong has noted that today the journal has become a genuine international encyclopaedia of education. This international comparative journal, which is published entirely in French, translates from several languages most of the articles it seeks. It thereby bridges different language regions and since its creation has published over 1,000 authors from 110 countries.

We are in charge of running the journal, supported by two friendly and effective teams, the journal's scientific board and editorial committee, the members of which will attend this conference. In addition and above all, the journal enjoys the valuable support of the CIEP (soon to be renamed France Education International), through its successive directors and its departments, including the Resource and Documentation Centre.

The print edition of the journal has been distributed by Éditions Didier since 2002. It is also available in digital format and can be accessed in open access on OpenEdition.org. It is the most widely consulted French-language journal on education issues, with over 2,000 visits per day on average and 700,000 in total in 2018, 80% of which come from over 100 countries. Lastly, the review is present on and well placed by the majority of search engines, which no doubt explains the above.

We will conclude with a point that is close to our heart.

The journal and its international conferences are great human and intellectual adventures. We are about to experience another one, together, over these three days. We are especially pleased to be enjoying your active and enriching participation.

Alain Bouvier
Editor-in-Chief

Marie-José Sanselme
Deputy Editor-in-Chief

Framework

The *Revue internationale d'éducation de Sèvres* (RIES) is a journal that focuses on education systems from a comparative perspective. It periodically organizes international symposia that bring together experts and researchers from many countries in order to learn from this diversity and identify common issues:

- 7–9 April 2005: “Better understanding the schools of tomorrow: Ten years of education around the world”
- 12–14 March 2009: “One world, one school? School models and globalization”
- 12–14 June 2014: “Education in Asia: What global issues?”

The success of education reforms: Why this theme in 2019?

The three previous symposia placed the spotlight on two closely related issues: which school for which world tomorrow? Why is there such a diversity of results depending on the country in question and its education system? The journal's fourth symposium, in 2019, will consider **the success of education reforms**. What success are we talking about, given that the contexts are very diversified? Why do some education systems do better than others and why do some stagnate or regress? What factors make it possible to understand why certain education systems, over a given sociohistorical and economic period, transform positively while others fail to do so? Can we identify a number of conditions that are essential if a reform is to hope to effectively and positively transform a country's education system?

Other contextual elements have become more important in recent years, with the accelerating development of many phenomena (technologies; mobility; climate-related, economic or political exoduses; pressures exerted by supranational organizations, by NGOs, by the market or by philosophical or religious authorities; and the rise of “shadow education”, among other things). These phenomena have entailed tensions between tradition and modernity, between communities turning in on themselves and openness to diversity, between the educational functions of school and those required by the way society is changing, between privileged and disadvantaged areas (supranational regions, countries, regions of a country, neighbourhoods), between private good and common good... At the heart of the issues covered by the symposium thus lies an essential question: what is meant by the success of an education system? Is this question at the heart of the country's education policy? Is there thinking around it in terms of “desired effects” (internal or external)?

1. Thinking about the meaning of success in education reforms: the meaning ascribed to the success of the education policy pursued by a country is a function of certain **priority criteria**: access to the education system and its different levels; efficiency; equity; the impact of the prescribed or hidden curriculum on the development of actors in the education system; relevance.

2. The chain of actions: this question of meaning is to be placed in relation with the **chain of actions** laid by the education system (decisions taken and their actual implementation) around such important elements as: the systemic and integrated nature of education policy; the resources (logistical, financial and human) released; curricula and modes of dissemination; governance and steering (at national, intermediate and local levels). The aim will be to highlight the coherence of these aspects in space and time, the appropriateness of their contextualization, and their impact on the commitment and the professional competencies of local actors. Particular attention will have to be paid to the actions which condition the degree of effectiveness of the actions that follow.

3. The information system to manage the education system: the existence of relevant data in terms of reliable indicators, which can be collected and are exploitable at the appropriate moments, appears to be an indispensable tool in terms of diagnosing the state of an education system, to establish a short- and long-term education policy, to control the system step by step, and to validate its effects. The question of the meaning of success, through the publicly chosen policy of desired effects and the chain of actions taken, leads on to the question of the information system needed to manage the education system: its explicit existence, content and relevance; updates and locations; authorized processing operations; uses made of it; and institutions and actors who benefit from it. Among the issues raised, one seems essential: how does data management serve the key players in the education system efficiently and in a timely manner?

■ Aims of the symposium

In a given type of context, can one identify the factors that condition the observed effects of the reforms undertaken? **Teasing out the contextualized levers for action using this type of comparative approach** is at the heart of the intended outcomes and spirit of both the international conferences and the editorial line of the *Revue internationale d'éducation de Sèvres*.

An international preparatory seminar, held on 3 and 4 May 2018, provided the outline of this programme. The symposium will focus on all regions of the world. The experts invited will be chosen on the basis of two parameters: geographical region x the degree of current success of the observed education system. It will be a question of comparing not only education systems as a whole, but also particular contexts with relatively similar characteristics. This multiplicity of contexts will underline the pertinence of the comparative approach.

Steering committee

- President: **M. Pierre-François Mourier**, Director General of the CIEP
- **Prof. Alain Bouvier**, former Regional Chief Education Officer, associate professor at the University of Sherbrooke, and Editor-in-Chief of the *Revue internationale d'éducation de Sèvres*
- **Prof. Mark Bray**, Director of the Comparative Education Center, University of Hong Kong
- **M. Eric Charbonnier**, Analyst, Indicators and Analysis Division, Education and Skills Directorate, OECD
- **Prof. Thierry Chevaillier**, University of Burgundy (Economics of Education)
- **M. Bruno Curvale**, Deputy Head, Education Cooperation Department, CIEP
- **Prof. Jean-Marie De Ketele** Catholic University of Leuven (Education), former President of ADMEE-Europe
- **M. Christian Forestier**, former Chief of Cabinet of the Minister of National Education
- **M. Roger-François Gauthier**, Honorary Inspector General at the Administration of Education and Research
- **Prof. Walo Hutmacher**, University of Geneva (Sociology)
- **Prof. Claude Lessard**, former President of the Haut Conseil québécois de l'éducation
- **Mme Odile Luginbühl**, Honorary Education Authority Inspector
- **M. Jacques Marchand**, Expert
- **M. Hughes Moussy**, Director of Research and Development, IIEP-UNESCO
- **M. Mamadou Ndoye**, former Minister of Education of Senegal, former Executive Secretary of ADEA
- **Prof. Antonio Novoa**, Portugal's Ambassador to UNESCO
- **Mme Bernadette Plumelle**, Senior Research Officer, Head of Resource and Documentation Center of CIEP
- **M. Xavier Pons**, Senior lecturer (Sociology), University Paris-Est Créteil
- **Prof. Patrick Rayou**, Paris 8 University (Education)
- **Mme Bénédicte Robert**, Director, Institut des hautes études de l'éducation et de la formation (IH2EF), France
- **Mme Marie-José Sanselme**, Deputy Editor-in-Chief of the *Revue internationale d'éducation de Sèvres*
- **M. Jean-Pierre Véran**, Honorary Education Authority Inspector
- **Prof. Jose WEINSTEIN**, Diego Portales University (Sociology), former Vice-Minister of Education of Chile

Wednesday, June 12

The conditions for successful education reforms: Questions for debate

Plenary

14 h 00 – 14 h 30 ■ Opening

Jean-Michel BLANQUER, Minister of Education and Youth, France

14 h 30 – 14 h 45 ■

Pierre-François MOURIER, Director General, Centre international d'études pédagogiques

14 h 45 – 15 h 00 ■ *The Revue internationale d'éducation de Sèvres*

Prof. Alain BOUVIER & Marie-José SANSELME, editors

15 h 50 – 15 h 30 ■ The symposium's framework

Prof. Jean-Marie DE KETELE, Catholic University of Leuven (Belgium)

At the heart of this symposium is an essential question: what is meant by the success of an education system, and why do some education systems do better than others? Can we identify a number of conditions that are essential if a reform is to hope to effectively and positively transform a country's education system? The aspiration of the symposium is to highlight a number of useful levers for action, taking into account different registers: political decision-making, the various educational actors in charge of implementation, as well as evaluation and research.

15 h 30 – 16 h 00 ■ Is the notion of educational reform still relevant today?

Prof. Antonio NOVOA, Portugal's Ambassador to UNESCO

This presentation questions the relevance of the notion of reform today, drawing upon historical analysis. This notion gained currency until the end of the twentieth century, fuelled by the movement of schooling for all and the increasingly widespread model of school organization. At the beginning of the twenty-first century, the effectiveness of reforms is gradually being questioned, bringing notions of change and public policy action to the fore. Faced with complex processes involving different actors at different levels, Antonio Novoa hypothesizes that we are living through a historic period of school metamorphosis that questions the fundamentally “national” vision of education systems and the “school model”.

16 h 00 – 16 h 30 ■ Political expectations and change management

Dr. Mamadou NDOYE, former Minister of Education (Senegal)

To a greater or lesser extent, reforms bring expectations of change in education. This leads to a diversity of types of reform: additive/quantitative, corrective/adaptive, or transformational/re-foundational. And it is not surprising to observe that the stronger the ambitions, the greater the gap between expectations and results. It should not be forgotten that any educational system is a component of a broader social system, which imposes limits on change. For example, can we build an egalitarian school system in an unequal society? Yet there are other challenges to be met, particularly change in the cultures and practices of teachers in the direction of reform as well as their resultant professional development, if we consider that the essential change is ultimately a qualitative change in school and educational learning. Should we aim for revolutionary change? Or more simply guide the long and continuous march of reforms towards a spiralling development of change, based on the results of research?

16 h 30 – 17 h 00 ■ What is a successful education reform? Sociological approaches

Dr. Xavier PONS, Paris-Est Creteil University

Our purpose is not to propose a theory of what a successful educational reform looks like, but rather to develop three simple ideas around the question of implementing reforms in this field:

- 1• Contrary to the models developed in some international syntheses seeking to distinguish the success factors of reform, there is no better way than trying something out;
- 2• Given this uncertainty, incrementalism and the occasional prioritisation of pragmatic approaches by policymakers do not seem to be genuine alternatives, especially as it remains difficult to control the overall consistency of the actions implemented based on this rationale;
- 3• A solution therefore is perhaps to seek what Patrice Duran calls “the revolution of consequences” in terms of public action.

What emerges is that a successful educational reform is not impossible, provided you put on the right glasses to see it properly. A successful education reform, it seems, is a partial public action, with limited undesirable negative effects, and one that allows a significant group of actors to coordinate themselves constructively in order to achieve common objectives... whether this leads to results or not.

17h00 – 17h30 ■ Break

17h30 – 19h00 ■ Round table

How is the question of the success of education reforms approached in different parts of the world?

Reforms in education systems reflect different cultural and economic contexts. As representatives of this diversity, the participants at the round table will tease out the consequences of this, following on from previous talks.

Facilitator: Soazig LE NEVÉ, journalist at *Le Monde*

Speakers:

- Prof. Luigi BERLINGUER, former Minister of Education (Italy)
- Dr. Odile BONKOUNGOU, former Minister of Education (Burkina Faso)
- Dr. Pablo CEVALLOS ESTARELLAS, Head of Latin American Regional Office of the UNESCO-IIEP in Buenos Aires, former Vice Minister of Education (Ecuador)
- Dr. Christian FORESTIER, former Chief of Cabinet of the Minister of National Education (France)
- MPP Mitzie HUNTER, former Minister of Education (Ontario, Canada)
- Dr. Beatriz PONT, Senior Education Policy Analyst, Education and Skills Directorate, OECD

19h00 – 19h15 ■ Discussions with the audience

Thursday, June 13

Analysis of reforms

The case studies and the conference bibliography are available online at:
<https://journals.openedition.org/ries/6658>

Workshops 1, 2, 3

What are the conditions for successful education reforms?

Workshop 1

9h30 – 12h30 ■ Delivering reforms: Acceptability and mobilizations

Coordination: Prof. Jose WEINSTEIN, Diego Portales University, former vice-minister of Education (Chile)

Rapporteur: Prof. Patrick RAYOU, Paris 8 University (France)

Case Studies

- Prof. Nina BASCIA, Toronto University (Canada)
- Dr. Dominique EPIPHANE, CEREQ (France)
- Dr. Seydou LOUA, Ecole Normale Supérieure de Bamako (Mali)
- Prof. Carlos ORNELAS, Universidad Autónoma Metropolitana (Mexico)

Decision-makers and researchers are now more attentive to the conditions for carrying out educational reforms, which in addition to being relevant and coherent require the support of numerous

and varied social actors to move from concept to application. This workshop aims to highlight the importance of these actors, who, depending on whether they are mobilized or circumvented, can often determine the success or failure of a reform.

It is obviously not possible in this context to take into account all the forces that can play a role in the design and implementation of education reforms. Here our focus will be trade unions, which have played an important role in two reforms in two countries, Canada (specifically Ontario) and Mexico. Among the questions posed by their intervention, we will consider how they were or were not associated with the reform, what was their understanding of it, how and in what direction they attempted or succeeded in amending the reforms, what mobilizations they carried out, and how they supported or on the contrary opposed the government action. The other two cases will focus on the broader social structures and forces that constitute the breeding ground for reform. They will discuss the academic success of girls, whose long-term mobilizations in France around the emancipation of women have helped to give substance to reforms enacted long ago. In the case of some African countries, on the other hand, cultures and family traditions seem to hinder the implementation of voluntarist decisions concerning their schooling and their success.

Workshop 2



9h30 – 12h30 ■ **New insights on the implementation of education policies**

Coordination: Dr. Benedicte ROBERT, Director, Institut des hautes études de l'éducation et de la formation (France)

Rapporteur: Prof. Denis MEURET, University of Burgundy (France)

Case Studies

- Dr. Brian ANNAN, Infinity Learn (New Zealand)
- Dr. Javier GONZALEZ, Summa (Education Research and Innovation Laboratory for Latin America and the Caribbean) (Chile)
- Prof. Marc GURGAND, Paris School of Economy (France)
- Prof. Andrew HARGREAVES, Boston College, USA (Ontario)
- Dr. Samyukta LAKSHMAN, Pratham Education Foundation (India)

Implementation of educational policies is both an old and a recent issue. As early as the 1960s, but especially in the 1970s, American researchers looked into the effectiveness of proactive public policies ("Head Start", busing ...) and questioned the dominant paradigm of a decision that would be made and implemented as adopted by Congress. Drawing on the concepts of the sociology of organizations and the sociology of public action, they emphasize the role of social interactions, limits to implementation, but also questions of resources and capacity-building. Around the concepts of "backward mapping", "translation" and "reinterpretation", their analyzes of public policies lead them to examine governance issues, notably through the study of policy instruments: legislative and regulatory instruments, fiscal and budgetary instruments, incentives. These analyzes find extensions in contemporary approaches around the concept of "learning from the middle" and "collaborative professionalism" and have a particular influence on the educational policy of regions / countries such as Ontario, New Zealand, India or Chile, while remaining quite unknown

in many countries, including France. The economics of education and behavioral sciences have recently made an additional contribution with research findings that can easily be translated into public policy. Social experimentations (in particular through randomized control trials) combine a proactive and well-identified public policy intervention and an impact study.

A research hypothesis is tested in context to measure its effectiveness considering the constraints of implementation. "Scaling up" raises other challenges, but this type of approach allows the development of policies based on strong scientific evidence. Older, but increasingly prevalent in public policy, behavioral sciences makes it possible to study how the recipients of public policies behave according to the nature of politics and its presentation, thus opening the door for more fine-tuned public policies. The objective of this workshop is to provide a succinct state of the art on the success factors in the implementation of reforms, and to highlight examples of transfer of these principles in the field of education policies.

Workshop 3



9 h 30 – 12 h 30

The role of funding in the failure or success of education reforms

Coordination: Prof. Thierry CHEVAILLIER, University of Burgundy (France)

Rapporteur: Yannick TENNE, Inspectorate General of National Education (France)

Case Studies

- Dr. Ariane AZÉMA, Inspector General of National Education & Prof. Pierre MATHIOT, University of Lille (France)
- Dr. Cristián BELLEI, University of Chile (Chile)
- Dr. Kassa DIAGNE, Ministry of Education (Senegal)
- Prof. Anne WEST, London School of Economics (England)

Funding issues play a central role in the design and evaluation of reforms: they can be the object of reform and/or considered as conditions for implementing reform. The case studies will consider the different situations encountered, examining the effects on the chain of actions comprising the implementation process, on the behaviour of actors, and on the results of reform (in terms of efficiency and equity). Particular attention will be paid to the following aspects: the transfer of certain burdens to certain actors; resources from external funding sources and related constraints; the transfer of resources from certain items to others; the reduction or, on the contrary, increase in the resources allocated; the share of resources allocated to innovation; the overshooting or on the contrary non-use of certain resources during the implementation of reform.

12 h 30 – 14 h 00 ■ Luncheon



Workshops 4, 5, 6

The success of education reforms: What effects are sought?

Workshop 4



14h00 – 17h00 ■ Reforming school for more equitable access to education

Coordinateur: Jacques MARCHAND, expert & Hughes MOUSSY, IIEP-UNESCO

Rapporteur: Prof. Elisabeth BAUTIER, Paris 8 University

Case Studies

- Prof. Xavier BONAL SARRÓ, University Autònoma of Barcelona (Catalonia)
- Prof. Lucia TRAMONTE, University of New Brunswick (Canada)
- Dr. Kouyaté IDRISSE, Inspector General of Education (Ivory Coast)
- Hssain OUJOUR, Director of Non-Formal Education, Ministry of Education (Morocco)

Mass access to general education (especially secondary education) is the result of strong social demand. The public policies that accompany and encourage this process generally include reforms and adaptations of education systems to accommodate new paradigms in the context of limited resources. These reforms make it possible to adapt the education system to local realities and to take charge of specific issues (such as reducing supply disparities, preventing school dropout, integrating migrants, educating ethnic minorities). These policies and reforms structure a new systemic approach to educational provision covering a wide range of areas, such as the organization of schools, infrastructure and equipment, the adaptation of curricula and the organization of teaching, training and supervision of teachers, and territorial and participative management. The workshop will consider some examples of policies and reforms in a wide variety of contexts aimed at broadening access to more inclusive education, usually based on a territorial form of education management involving the participation of a variety of actors:

- local colleges in Côte d'Ivoire (reform of the standard model for colleges, the organization of teaching into disciplinary blocks, and training and management of teachers);
- the implementation of the Educational Prosperity model for the schooling of low-income populations (illustrated with the example of the Inuit people in Canada);
- the integration of migrant populations into education systems, for example in Spain (Catalonia);
- non formal education in Morocco.

Through the comparison of these experiences of education reforms, and the analysis of their successes and difficulties, the workshop will attempt to identify their conditions of success.

Workshop 5



14h00 – 17h00 ■ Education reforms in search of quality

Coordination: Dr. Roger-François GAUTHIER, Inspector General at the Administration of Education and Research (France)

Rapporteur: Dr. Stéphane FOIN, Deputy Director, CIEP

Case Studies

- Dr. Sandra JOHNSON, Assessment Europe (England)
- François LOUVEAUX, Inspector General of Education (France)
- Prof. Manabi MAJUMDAR, Centre for Studies in Social Sciences (India)
- Antonino PETROLINO, Associazione TreeLLLe (Italy)

Quality is a word that is not historically part of the language of schools. Yet we see many countries that care about it and emphasize it in their reforms. In doing so they move in very different directions, although ones which often mix:

- Some countries speak of quality, but quality essentially defined by student results, at the central level or at the school level. But is that really quality? And what do we mean by “results”?
- Others think that quality is really about children, their well-being at school, their well-being to learn. But is quality measured in this way not in turn a little too far removed from the concern for learning outcomes?
- More and more countries think that the quality of schools hinges primarily on the relevance and coherence of what is taught to students, and this leads to curriculum policies. But is this the right path? Is a school that is more meaningful for students an appropriate idea for effective reform?
- In a number of cases, the concern for quality extends to labelling procedures, through which schools begin to move closer to other services. But is this type of design suited to the complex mission of education?

The workshop will explore two directions: the search for quality through instrumented measures (curricula, standards) or by considering the question of meaning – the quality of schools as a place of teaching / curricular issues.

Workshop 6



14h00 – 17h00 ■ Efficiency and governance: Complex interconnections?

Coordination: Jean-Pierre VERAN, Inspector of Education (France)

Rapporteur: Anne-Marie BARDI, Inspector General of National Education (France)

Case Studies

- Dr. Matthis BEHRENS, former Director of IRDP Neuchâtel (Switzerland)
- Dr. Jean-Richard CYTERMANN, Head of Inspection services, Ministry of Education (France)
- Prof. GIM Chaechun, Yeungnam University, former Vice-Minister of Education (South Korea)
- Prof. Maciej JAKUBOWSKI, Warsaw University, former Vice-Minister of Education (Poland)
- Prof. Lisbeth LUNDAHL, Umeå University (Sweden)

Efficiency is measured by the ratio of observed effects to expected effects. According to Willy Brandt (G20, 1995), governance is “a continuous process of cooperation and accommodation between diverse and conflicting interests”. Beyond this generic definition, different forms that shed light upon the “composite” character of education governance can be distinguished, depending on:

- whether governance is based essentially on the allocation of resources (instrumental), consultation mechanisms (procedural), or an educational ethic (ethics);
- whether it favours top-down, bottom-up or horizontal relations between actors, or ones that alternate at different stages of the reform process;
- whether it aims, at the different scales of actors, for compliance with what already exists or innovation.

From there, the workshop will examine the type(s) of governance best able to advance the effectiveness of an education system at different scales, depending on the political and cultural context of the territory observed. It will thus shed light upon the complex interconnections between efficiency and governance. The diversity of case studies will highlight in particular the positive, zero or negative impact of the following on the effectiveness of reform: the preferred links between the actors; the professional development of local actors and the independence conferred to them; the level targeted by the reform (national, territorial, local); the choice of those who identify the expected objectives and those who measure the observed effects.

Friday, June 14

Looking forward

Plenary

8h45 – 9h30 ■ Summary of workshops

Prof. Jean-Marie DE KETELE, Catholic University of Leuven, Belgium

Based on the talks, the round table and the case studies preceding it, this attempt at a synthesis aims to identify and articulate what the analysis of reforms can offer that is new, relevant and effective, according to the success criteria for reforms (access, quality, inclusive and efficient governance ...) set out at the beginning of the symposium or adjusted as it has developed. The concepts of reform and success will be reexamined on the basis of the debates that have taken place. Special attention will be given to the effects of consistency or ruptures in the chain of decisions and related actions, taking into account the presence or absence of data management and regulation between the different actors (managers, interfaces, local communities), both in top-down and bottom-up movements. Finally, the synthesis seeks to tease out contextualized levers for action, thanks to the comparative approach adopted throughout the entire symposium.

9h30 – 10h00 ■ Learning to improve education systems

Prof. Louis GOMEZ, UCLA / Carnegie Foundation for the Advancement of Teaching, USA

All too often, requests for improved schools translate into acquiring fancier computers and new programs. But do these acquisitions result in better outcomes for schools, teachers, and students? And for which students? Our innovations, while good for some, fail to create positive movement towards equity. Why? In this talk, I address two possible causes. First, we have popularized research regimes that narrowly focus on what does not work, rather than what works, for whom, and under what conditions. Second, schooling organizations have not developed mechanisms to sharply attend to how to iteratively improve promising programs. What is needed, beyond projects and

technologies, is a new reliance on people, the frontline workers, in schools, and on more productive norms that determine how they work together. Educational Improvement Science is a way to organize people and work, so that educators can create innovations, from the programs and technologies that are introduced to schools, that are more reliable, and better able, to produce more desired outcomes, for all students.

10 h 00 – 10 h 30 ■ **Supporting the success of education reforms: The role of an international organization**

**Ma-Umba MABIALA, Head of Education and Youth Department,
International Organization of la Francophonie (OIF)**

The International Organization of la Francophonie (OIF) provides technical and financial support to member states and governments, particularly those in the South, and in particular to support public policies and reforms in the education and youth sector. In many countries, these public policies and reforms are not producing the desired results due to, among other things, frequent changes at the head of the ministries that drive the reforms. Eager to make their mark, successive ministers are not always inclined to pursue the reforms initiated by their predecessors or cannot rely on administrations which, especially in the South, remain structurally weak and lack institutional capacity. So how can we drive changes that are likely to achieve longevity in the education sector? In countries like Madagascar and the Democratic Republic of Congo, the OIF works to facilitate a political dialogue between key actors, leading to a national pact for young people. Drawing upon the contribution of young people themselves, the idea is to promote the conditions for consensus around a common foundation of interventions that all key political actors will commit to achieve, in the short, medium and long term, so that, whatever the political changes, public policies and reforms that are initiated have a chance of succeeding.

10 h 30 – 11 h 00 ■ **Discussions with the audience**

11 h 00 – 11 h 15 ■ **Break**

11 h 15 – 12 h 45

■ Round Table Reforms tomorrow: under what conditions?

The first round table dealt with the past, with reforms, and with the current situation in which education systems find themselves. This final round table discusses their future, looking forwards to 2030.

Facilitator: Prof. Alain BOUVIER, University of Sherbrooke

Speakers:

- Prof. Abdel Rahamane BABA-MOUSSA, General-Secretary, CONFEMEN (Conference of the French-speaking Ministers of Education)
- Prof. Mark BRAY, UNESCO Chair Professor in Comparative Education at the University of Hong Kong (China)
- Dr. Eric CHARBONNIER, analyst, Directorate for Education and Skills, OECD
- Dr. Caroline PASCAL, Head of Inspection services, Ministry of Education (France)
- Dr. Alioune SALL, Director of African Futures Institute (AFI) (South Africa)

12 h 45 – 13 h 00 ■ Closing speech

Speakers



Brian ANNAN

In his early career as a teacher and school principal, Brian passionately supported children in complex cognitive, social and emotional situations. He then partnered with policy, research, school and community leaders to implement effective schooling improvement across New Zealand. As the twenty-first century unfolded, Brian visited and worked in many countries and participated in multiple global networks to move education systems on from industrial-era thinking. Brian is now diffusing useful ideas learned along the way into New Zealand communities. He is also contributing to philanthropic efforts in alternative education in the United States with an innovative learning-how-to-learn tool called Infinity Learning Maps.

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Ariane AZÉMA

An inspector general at the Administration of National Education and Research, and a graduate of the *École normale supérieure (agrégation in history)*, Ariane Azéma has been advisor to the Interministerial Delegation for Regional Planning and Regional Attractiveness (DATAR), the Director for High Schools at Île de France Regional Council, and a chief of staff at the French Ministry of Housing and Urban Planning. Alongside Pierre Mathiot, she has been given responsibility by the Minister of National Education and Youth for the Territories and Success mission relating to the reform of priority education and the territorial issues of the school system in France.

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Abdel Rahamane BABA-MOUSSA

A professor of education and secretary general of the Conference of Education Ministers of the Countries of the Francophonie (CONFEMEN), Abdel Rahamane Baba-Moussa has been a lecturer at the University of Caen (France) and at the University of Abomey Calavi (Benin) as well as a consul-

tant for Unesco and for the International Organization of la Francophonie (OIF). He chairs the Francophone African Network of Comparative Education (RAFEC) and recently published on the relationship between training and employment in Benin's education.

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Anne-Marie BARDI

Anne-Marie is an honorary National Education inspector general (France). After graduating from the École normale supérieure at Fontenay-aux-Roses with an *agrégation* in mathematics, she was a teacher and then an education authority inspector and regional teaching inspector of mathematics. She is very involved in the development of the use of information and communication technologies in education in France and abroad. She is a member of the editorial board of the *Revue internationale d'éducation de Sèvres*.

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Nina BASCIA

Professor and Chair in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education at the University of Toronto. Nina Bascia has published nine books and numerous articles and book chapters. Her research focuses on the intersection of educational policy and teachers' work. A major focus of her work is teacher unions, and she has conducted studies of over three dozen organizations in eleven countries.

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Élisabeth BAUTIER

An emeritus professor in education sciences at Paris 8 University who is very involved in research and trained in language sciences, Élisabeth Bautier has carried out research to understand the socially situated processes that underlie the construction of educational inequalities. She has also provided expertise and research and training assessment for the Evaluation Agency for Research and Higher Education (AERES) and then the High Council for Evaluation of Research and Higher Education (HCERES), for the AEQES (Wallonia-Brussels Federation). She has also been involved in national and local positions of responsibility, as head of a research laboratory, chair of the National Council of Universities (section 70), and vice-chair of the scientific board of Paris 8 University. She is a member of the scientific board of the *Revue internationale d'éducation de Sèvres*.

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Matthis BEHRENS

A primary teacher in Zurich, in the German part of the city, Matthis Behrens completed his studies in education sciences at the University of Geneva. He then worked at the Institut suisse de pédagogie pour la formation professionnelle (Swiss Federal Institute for Pedagogy in Vocational Training, ISPPF) as head of research. In 2003, he was appointed director of the Institut de recherche et de documentation pédagogique (Institute of Pedagogical Research and Documentation, IRDP). He is interested in the issues of managing and evaluating education systems. His institute participates in several innovations, contributes to the development and empirical verification of national training standards, and leads PISA surveys. He currently lives in Switzerland and Poland and occasionally works as a consultant.

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Luigi BERLINGUER

A professor of law, Luigi Berlinguer led the Departments of Political Studies and Political and Legal History at the University of Siena before becoming vice-chancellor of this university and secretary general of the Permanent Conference of Italian Rectors (CRUI). A local and regional councillor, during his various political mandates he has chaired the 14th Standing Committee (“Policies of the European Union”) of the Chamber of Deputies and has been a member of the Council of the Italian Senate for the affairs of European Communities. Minister of Public Education (in the Prodi and D’Alema governments) from 1996 to 2000, he then sat on the Supreme Council of the Magistracy and founded and chaired the European Network of Councils for the Judiciary (2004–2007). A former Member of the European Parliament, first vice-president of the Committee on Legal Affairs and a member of the Committee on Culture and Schools, he is the author of numerous publications and has received several honorary degrees from foreign universities. He is a member of the scientific board of the *Revue internationale d’éducation de Sèvres*.

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Xavier Bonal is Professor of Sociology at the Universitat Autònoma de Barcelona (UAB) and Special Professor of Education and International Development at the University of Amsterdam (UvA). He is the director of the research group *Globalisation, Education and Social Policies* (GEPS) at the UAB and Coordinator of the GLOBED Project, an Erasmus Mundus master's on *Education Policies for Global Development*. He has been a member of the EU Network of Experts in Social Sciences and Education (NESSE) and is a member of the editorial board of several international journals of education policy and educational development. Professor Bonal has widely published in national and international journals and is the author of several books on sociology of education, education policy and globalization, education and development. He has worked as a consultant for international organizations such as UNESCO, UNICEF, the European Commission, and the Council of Europe. Between 2006 and 2010, he was Deputy Ombudsman for Children's Rights at the Office of the Catalan Ombudsman.

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Marie-Odile BONKOUNGOU/BALIMA

A government official and graduate of the National School of Administration and Magistracy of Burkina Faso, she has been a civil service director general, inspector general of services, secretary general of the government and the Council of Ministers, and the ambassador of Burkina Faso to Germany. As Minister of Basic Education and Literacy (2005–2011), she led the education system reform process from 2006 to 2007. She has been teaching at the National School of Administration and Magistracy since 2015.

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Alain BOUVIER

A former Regional Chief Education Officer, an associate professor at the University of Sherbrooke, and director of the "Profession Cadre – Public Service" book series, Alain Bouvier has been editor-in-chief of the *Revue internationale d'éducation de Sèvres* for over 10 years. He has led or chaired many public bodies, chaired national and international professional organisations (ADMEE-Europe), and published around fifteen books as well as contributing to many others. He is a member of several journal editorial boards and has himself published over 150 articles. He has lectured on five continents and provided numerous training courses to teachers (mathematics, teaching of mathematics, assessment, etc.), trainers (communication, assessment, group animation, etc.) and senior managers (public management and evaluation). His current work focuses on governance, public policy evaluation, regulations, and learning organizations and territories.

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Mark BRAY

Mark Bray is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. He began his career as a secondary school teacher in Kenya and then Nigeria, before taking posts at the Universities of Edinburgh, Papua New Guinea and London. He moved to Hong Kong in 1986, but from 2006 to 2010 took leave to work in Paris as Director of UNESCO's International Institute for Educational Planning. He has also written extensively from a comparative perspective on dimensions of the shadow education system of private supplementary tutoring.

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Pablo CEVALLOS ESTARELLAS

Pablo Cevallos Estarellas is the current head of the Latin American Regional Office of the Unesco International Institute for Educational Planning (IIEP) in Buenos Aires. He holds a PhD in Pedagogy and a master's degree in Education and Critical Thinking from Montclair State University, New Jersey. One of his specializations is the study of educational reforms in Latin America. Between 2007 and 2010 he was part of the management team at the Ministry of Education of Ecuador, and from 2010 to 2013 he was the Vice-Minister of Education of that country.

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Éric CHARBONNIER

Eric Charbonnier has a postgraduate degree in economics and statistics (University of Dauphine). Since 1997, he has been an analyst in the Education and Skills Directorate at the OECD, which publishes *Education at a Glance* every year and the results of the PISA study of 15-year-old students every three years. He is actively involved in communicating with French-speaking media on all issues relating to education. For several years, he led the OECD's Education Systems Indicators Programme (INES), which provides data on the performance of the education systems of the 36 OECD countries and a group of partner countries. He is currently working on developing new indicators to assess the quality of early childhood education and care systems. He also advises policymakers to help them implement their education policies. Convinced that a statistic is often more reliable than a received idea, he runs a blog for *Le Monde* called "l'Éducation déchiffrée" (Deciphered Education).

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Thierry CHEVAILLIER

Thierry Chevaillier is an emeritus professor of the economics of education at the University of Burgundy and a researcher at the Institut de recherche sur l'éducation (Institute for Research on Education, IREDU / University of Burgundy), his research focuses on education funding, especially higher education, and prioritizes a comparative and institutional approach. He is a member of the scientific board of the *Revue internationale d'éducation de Sèvres*.

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Jean-Richard CYTERMANN

Head of the Inspection générale de l'administration de l'éducation nationale et de la recherche (Inspectorate General of the Administration of National Education and Research) (2014-2019), he has held several posts as deputy director or director within the Ministries of Education, Higher Education and Research, with responsibility for information systems, budget, and urban and rural planning. After having been technical advisor on education and higher education in the cabinet of Édith Cresson, the then Prime Minister, and later an advisor and deputy director in the private office of Claude Allègre, the Minister of National Education, Research and Technology, he was Director of Programming and Development before being appointed deputy to the Director General of Research and Innovation, the coordinator of work on higher education at IGAENR and then deputy director of the private office of Geneviève Fioraso, then Minister of Higher Education and Research. He has also been an associate professor at the École des hautes études en sciences sociales (EHESS). He is the author of many articles or contributions to books.

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Jean-Marie DE KETELE

With a PhD in education science and as emeritus professor at the Catholic University of Leuven (Belgium) and the University Cheikh Anta Diop in Dakar, where he created the Unesco Chair in Education (1994), Jean-Marie De Ketele is recognized worldwide as an educationalist of great talent. He has an honorary doctorate from several universities and has chaired the International Association of University Pedagogy and the Association pour le développement des méthodologies de l'évaluation en éducation (Association for the Development of Methodologies of Assessment in Education, ADMEE-Europe). He currently chairs the international scientific board of the CIEP's Test de connaissance du français (TCF) and that of the Conseil national pour le développement des sciences et de la technologie (National Council for the Development of Science and Technology, CNPDEST) in Dakar. His research focuses on university teaching, the assessment of learning

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An education inspector in Senegal, and a graduate of the international MBA at Paris Dauphine-Sorbonne on the management of organizations and companies, Kassa Diagne has served in schools, inspectorates and later in the central departments of the Ministry of Education as an official, technical advisor and inspector of administrative and financial affairs. Currently an independent consultant who has participated in several studies and assessments, he has been heavily involved in bilateral and multilateral project management. At present he is the coordinator of a project to improve the quality and equity of basic education in Burkina Faso.

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Dominique ÉPIPHANE

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A graduate of the Paris Institute of Political Studies (Sciences Po), and the holder of an undergraduate degree in contemporary literature, a postgraduate degree in internal relations and an *agrégation* in economic and social science, Stéphane Foin has been a professor of economics and social sciences and was a lecturer in international relations at Sciences Po Paris in 2004/2005. After being director of the Alliance Française in Mexico in 1993, he held the position of Alliance director in India (2000), and then joined the Ministry of Foreign Affairs as the head of the office managing public development aid (Directorate General for International Cooperation and Development). In 2007, he was appointed Cultural and Cooperation Counsellor at the French Embassy in Indonesia and, in 2011, in Colombia. In 2015 he was appointed deputy director of the CIEP, a position he still holds today.

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Christian FORESTIER

Currently in charge of vocational training at the Conference of University Chancellors and chair of the board of directors of the Foundation des Étudiants de France (Foundation of Students in France), he was formerly director general of the National Conservatory of Arts and Crafts (CNAM). An engineer trained at the National Institute of Applied Sciences of Lyon, with a PhD in science, he led a University Institute of Technology (IUT) and was then the vice-chancellor of the University of Saint-Etienne before holding various positions of responsibility: Regional Chief Education Officer (Reims, Dijon, Créteil, Versailles), Director of High Schools and Secondary Schools at the Ministry of National Education, Director General of Higher Education, and Chief of Cabinet of the Minister of National Education. He has also been an associate professor at the University of Marne-la-Vallée, and chair of the board of directors at Céreq. He sits on the steering committee of the Institut Montaigne. A member of the Haut conseil de l'évaluation de l'école (High Council for School Assessment) and later the Haut conseil de l'éducation (High Council for Education), he sat on the consultation steering committee of the *loi d'orientation et de programmation de la refondation de l'école* (law to direct and plan school reform, 2012). Chair of the board of the Advanced Schools of Teaching and Education (écoles supérieures du professorat et de l'éducation, ESPEs) in Créteil and French Guiana, he is also the author of several books.

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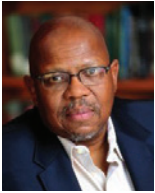


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Dr. Gim is a professor at Yeungnam University in the Republic of Korea. He received both his BA and MA in Education from Seoul National University and obtained his PhD in curriculum and educational policy from UCLA. As a professor, he has taught curriculum and instruction in the Department of Education. He has worked as education advisor to the President of the Republic of Korea, the Vice-Minister of Education in Korea, and the President of KEDI (Korean Educational Development Institute). He has also worked

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Louis GOMEZ

A professor of education (and of information studies) at the University of California, Los Angeles and a senior fellow at the Carnegie Foundation for the Advancement of Teaching, Louis Gomez is a social scientist dedicated to educational improvement. His research and design efforts are aimed at helping to support community formation in schools, and other organizations, so that they can collaboratively create new approaches to teaching, learning and assessment. With colleagues, he has worked to bring Networked-Based Improvement Science to the field of education. This work is aimed at helping the field take a new perspective on design, educational engineering, and development efforts that catalyze long-term, cooperative initiatives. The work gains much of its power because it is carried out in highly focused collaboratives that Gomez and colleagues call Networked Improvement Communities.

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Javier GONZÁLEZ

A development economist specializing in education policy, inequality and social mobility, Javier Gonzalez is director of SUMMA, associate lecturer at the University of Cambridge and a member of the Advisory Committee of the Unesco Education Global Monitoring Report (GEM Report). He has been also a senior consultant to Unesco, the World Bank and the Inter-American Development Bank, an advisor on educational policies and innovation at the Chilean Ministry of Finance, executive secretary of the Chilean Council of Ministers for Training and Human Capital Development, and director of research at the National Research and Technology Commission of the Chilean Ministry of Education (CONICYT). He holds an MA in Economics as well as an MPhil and a PhD in Development Studies (University of Cambridge).

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Marc Gurgand is senior researcher at the CNRS and a professor at the Paris School of Economics and the École normale supérieure. He is co-director of the “Public Policy and Development” master’s and scientific director at J-PAL Europe. His research, mostly based on randomized field experiments, relates to school policies as well as labour and social policies. He currently chairs the scientific board of the “Plan d’investissement dans les compétences”,

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Mitzie HUNTER

A Member of Provincial Parliament for Scarborough-Guildwood, she has recently served as the Minister of Advanced Education and Skills Development. Prior to this post, she served as the Minister of Education and the Associate Minister of Finance, responsible for pension reform. As the former CEO of the Greater Toronto Civic Action Alliance, she worked to solve some of Toronto's toughest social, economic and environmental challenges. Previous to this she was the chief administrative officer (COA) of the Toronto Community Housing Corporation, vice-president with Goodwill Industries, and a regional director at Bell Canada. She grew up in Scarborough, graduated from the University of Toronto Scarborough Campus with a BA, and completed her MBA at the Rotman School of Management.

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Kouyaté IDRISSE

After initially working as a qualified physics teacher (1982), and then as an educational advisor and an inspector of physics secondary education (2000), Kouyaté Idrissa then served as head of the Teaching and Continuous Training branch in the region of San Pédro, before being appointed inspector general (National Education) and coordinator of secondary school reform in Côte d'Ivoire. In addition, since 2011 he has been director of the Centre national de matériels scientifiques (National Centre for Scientific Materials). He is an officer of the Order of Merit of National Education and a commander of the Order of Merit of the Civil Service of Côte d'Ivoire.

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Maciej JAKUBOWSKI

Dr. Maciej Jakubowski is a policymaker, advisor, and researcher in education and labor market policy. He served as an under-secretary of state (deputy minister) at the Polish Ministry of National Education between 2012 and 2014. In 2014, he established Evidence Institute to promote evidence-based policy and online school improvement tools. Before joining the government, he worked in the OECD PISA team in Paris (2008–2012). He works at the University of Warsaw and as a consultant for international organizations and governments in Europe and Asia. His research focuses on impact evaluation methods for education and labor market policies.

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Sandra JOHNSON

An independent assessment consultant, Sandra Johnson was deputy technical director of England's Assessment of Performance Unit (APU) science monitoring programme in the 1980s, and for almost 20 years served as technical advisor to the Scottish government, supporting successive national assessment programmes. She served on advisory committees on assessment, in the UK and in Switzerland, and collaborated as assessment expert in several international aid projects. She is a fellow of the Association for Educational Assessment – Europe, and an honorary member of the European Educational Research Association's Network 9 (Assessment, Evaluation, Testing and Measurement). She is a member of the editorial boards of *Assessment in Education: Principles, Policy and Practice* and *Educational and Psychological Measurement*.

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As a senior manager in Pratham's International Collaborations Unit, Samyukta Lakshman is the team lead for the Teaching at the Right Level approach in Côte d'Ivoire. She also supports projects in Kenya, Botswana, and Mozambique, working with local partners on programme design, strengthening, and transitioning pilots to scale. Samyukta also supports pedagogical research and technological innovation. Previously, she managed Pratham's education and vocational skills interventions in India, and was a researcher at a foreign policy think tank. She holds a MA in International Educational Development from Columbia University, and a BA in History from St. Xavier's College, Mumbai.

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Soazig LE NEVÉ

A journalist specializing in education issues, in 2017 Soazig Le Nevé co-authored (with Bernard Toulemonde) the polemical essay *Et si on tuait le mammoth ? Les clés pour (vraiment) réover l'éducation nationale* (What if we killed the mammoth? The keys to (really) overhaul education), Éditions de l'Aube). The essay was republished in 2018.

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François LOUVEAUX

After graduating from the École normale supérieure at Saint Cloud with an *agrégation* in geography, François Louveaux taught for nearly thirty years in post-baccalaureate high school classes. An inspector general since 2009, he held various positions – correspondent of the General Inspectorate for the Besançon education authority, dean of the History-Geography Group – and led five missions. For two and a half years, in partnership with a university professor, he supported the establishment of the Advanced Schools of Teaching and Education (écoles supérieures du professorat et de l'éducation, ESPEs). He ended his career as an assessor for the general dean, in charge of the “teachers” remit (recruitment, training, assessment, careers).

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Ma-Umba MABIALA

Ma-Umba Mabila has more than 20 years’ international experience in technical support and management of education programmes. He has worked in Côte d’Ivoire, Haiti, Nigeria, the DRC and Togo, serving various organizations including the United Nations Children’s Fund (Unicef) and the United States Agency for International Development (USAID). For 10 years he has also been coordinating training programmes and project implementation in several countries for Johns Hopkins University. He studied communications and andragogy at the University of Montreal.

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Manabi Majumdar is Professor in Political Science at the Centre for Studies in Social Sciences, Calcutta, India. Her areas of research include politics of basic education, child labour, rural politics, social exclusion, and capability deprivation. Some of her recent publications deal with collective and private choice, shadow education in India, and schooling in Contemporary Kolkata.

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Jacques MARCHAND

Jacques Marchand has been a senior expert at the French Development Agency (AFD) within the Education Training and Employment division (2000 to 2019). In charge of the training and monitoring of investment programmes and education sector reforms for education ministries, mainly in Africa, he led the establishment and monitoring of multi-country programmes for AFD, namely Écoles et langues nationales (ELAN) and Accompagnement professionnel des enseignants (APPRENDRE). He was the thematic reference point for education from 2013 to 2018.

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Pierre Bourdès pour Inweco

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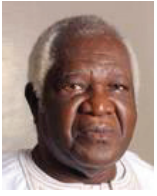
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