### Biographies

#### Day 1: 16 October 2013

**Keynote Address on Teaching and Learning in Asia-Pacific**

*Kerry Kennedy, Hong Kong Institute of Education*

Kerry J Kennedy is Research Chair Professor of Curriculum Studies at the Hong Kong Institute of Education where he is also Director of the Centre for Governance and Citizenship. His main research interests are in curriculum policy and theory and citizenship education. He has written about curriculum change and reform in Hong Kong (Changing Schools for Changing Times– New Directions for the School Curriculum in Hong Kong, Chinese University Press, 2005) and in the Asia Pacific region (Changing Schools in Asia: Schools for the Knowledge Society, Routledge, 2010 coauthored with Professor John Lee). He is the Series Editor for the Routledge Series on Schools and Schooling in Asia as well as the Asia-Europe Education Dialogue Series. His research focuses on ethnic minority students in Hong Kong and student citizenship, attitudes and values.

**Presentation of Regional Overviews**

*East Asia, Southeast Asia and Oceania – Sunhee Paik, Seoul National University*

Sunhee Paik is currently a research fellow at the Education Research Institute at Seoul National University, South Korea. She received her doctorate in education from Michigan State University. Her specialized areas include curriculum, teaching and educational policy. Prior to completing her Ph.D. programme, she worked as a research assistant for the Office of Teacher Policy at the Korean Educational Development Institute. Her current research interests include teachers’ responses to education reforms, curriculum implementation at the school level, and professional development as a policy tool.
South Asia – Anjlee Prakash, Learning Links Foundation

Educate, Innovate and Promote has been Dr. Anjlee Prakash’s mantra throughout her life. Dr. Prakash is a highly experienced educator and co-founder of one of the most successful educational companies in India. Today, her consulting experience includes departments of education, curriculum framing bodies, technology companies and developmental organizations working in the education sector. She has over 24 years of experience as a techno-pedagogic, and has played a key part in developing and launching some of the most successful CSR and philanthropic programs for partners in India.

Dr. Prakash is a founding member and currently chairperson of Learning Links Foundation, a not for profit organization. She also founded the Education Quality Foundation of India, a path breaking not for profit organization responsible for school quality accreditation.

As an educationist, Dr. Prakash has greatly contributed to furthering education in the country in various consultative roles. For three years, the Department of Computer Technology and Technological Aids at the NCERT has sought Dr. Prakash’s expertise in the field of pedagogy and she has advised them in the process of national curricula planning in the areas of research, training and development. She is also a member of the state of Haryana’s committee formulated to finalise the draft of ICT in Education Policy for the State, and has been nominated for three years as member of the Academic Council of the Central University of Jammu. In addition, she was also a part of the working group on Secondary and Vocational Education for the formulation of the 12th Five Year Plan (2012-17).

Presentation of Country Studies I

Japan – Shinobu Yume Yamaguchi, Tokyo Institute of Technology

Shinobu Yume Yamaguchi is Professor at the Global Scientific Information and Computing Center at Tokyo Institute of Technology (Tokyo Tech). She serves as a Council Member of the university while working as a planning officer for the International Office at Tokyo Tech. During 15 years of experience overseas, she received a Ph.D. from Columbia University, New York. Before taking up her appointment at Tokyo Institute of Technology, she worked for the United Nations Educational Scientific and Cultural Organization (UNESCO) as a Programme Expert. She was mainly involved in development of the education systems in China, Mongolia, Indonesia and Pakistan, with particular interest in distance education to promote human resource development. She is currently active in conducting research in the areas of ICT and Education, as well as application of ICT for management of the World Heritage Sites. She teaches graduate courses at the Department of International Development Engineering at Tokyo Institute of Technology, and also has served as an invited lecturer at the Foundation of Advanced Studies on International Development. With her international background, she works with external agencies as a committee member to promote international activities.
Nepal – Ganesh Singh, Tribhuvan University

Ganesh Bahadur Singh, Ph.D., is a reader of ‘curriculum and evaluation’ at the Faculty of Education, Tribhuvan University, Kathmandu, Nepal. He has been associated with Tribhuvan University for the last fifteen years. His involvement in the education field is in teaching, research and training. He was involved in formative research on classroom teaching and learning practices at the Nepalese primary classrooms for seven consecutive years. He has also contributed to several studies on assessment practices in the Nepalese education system. He was also involved as program developer and radio serial script writer in ‘enter-educate radio program for health workers’ for five years. He has been a consultant for ADB, World Bank, UNESCO, UNDP, ESAT/Danida, DUE/Danida, CEC/UK, NFHP, CEDPA, JHU/Nepal, JICA/Nepal, CARE-Nepal, and others. Currently he is associated with critical thinking methodology development and implementation in Nepal.

Republic of Korea – Kyung-Suk Chang, Korea Institute for Curriculum and Evaluation

Dr. Kyungsuk Chang received MAs her Ph.D. in English Education from Manchester University, U.K. She has been a research fellow at the Korea Institute for Curriculum and Evaluation since 2002. She has English teaching and teacher training experience at secondary schools and universities. Currently she works at EDU/CERI, OECD as a consultant to the project ‘Globalization Linguistic Competences’. Her research interests are action research in teaching reading, curriculum, school-focused teacher development, globalization, English in Korea, and language policy evaluation. Recent publications include the edited book (Routledge,2013) ‘The Politics of Comparison: The Global and the Local in English Language Teaching and Teacher Education’ (with D. Hayes) and the article (with M. Beaumont) ‘Challenging the traditional/communicative dichotomy’ (English Language Teaching Journal, 2011).

Thailand – Paitoon Sinlarat, Dhurakij Pundit University

Dr. Paitoon Sinlarat is currently the Vice President for Research Affairs and Professor of Higher Education in Dhurakij Pundit University, Thailand. He is also the Chairman of the National Teacher Committee of Ministry of Education. Dr. Sinlarat obtained his B.Ed. and M.Ed. in Education Administration from Chulalongkorn University and his Ph.D. in Higher Education from University of Pittsburgh, USA. His selected publications include International Higher Education Student Mobility : A Case Study of Thailand presented at the ERI – Seminar on the International Higher Education Student Mobility, organized by UNESCO Bangkok in 2011 and Public – Private Partnership in Higher Education : Thailand presented at the ERI – Net Regional Seminar on Public – Private Partnership in Higher Education and TVET organized by UNESCO Bangkok in 2012.”
**Day 2: 17 October 2013**

**Presentation of Country Studies II**

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<th>Indonesia – Muhammad Zuhdi, UIN Syarif Hidayatullah Jakarta</th>
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<tr>
<td>Muhammad Zuhdi, S.Ag., M.Ed., Ph.D. is a Senior Lecturer at the Faculty of Education, State Islamic University (UIN) in Syarif Hidayatullah, Jakarta. He has a Bachelor degree in Islamic Education from the Faculty of Education UIN in Syarif Hidayatullah, Jakarta. He obtained his M.Ed. degree from the School of Education, at the University of New South Wales Sydney – Australia in 2000. He continued his study at the Faculty of Education, McGill University Montreal-Canada and received his Ph.D. in 2006. His academic/research interests include curriculum studies, teaching and learning, multicultural education and religious education. In addition to teaching, Dr. Zuhdi is currently serving as the Director of the Language Center of UIN. His other experiences include serving as the Director of Education of Jalan Sesama (Sesame Street Indonesia) Project 2006 – 2012 (<a href="http://www.jalansesama.or.id">www.jalansesama.or.id</a>). Funded by USAID. In June 2011, Dr. Zuhdi was awarded the Australian Alumni Award for Excellence in Education for his achievements and contributions in the field.</td>
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<th>Malaysia – Zailah Zainuddin, Ministry of Education</th>
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<td>Dr. Zailah Zainuddin is a lecturer at the Institute of Teacher Education (ITE) Raja Melewar Campus, in Negeri Sembilan, Malaysia. She received her PhD in Science Education from the National University of Malaysia. She has more than 26 years of teaching experience especially in teacher training. Currently, she is the master trainer and coach for the School Improvement School Coaches (SISC) Program. In addition to teaching, she is also a consultant for action research and is often invited to speak publicly on the subject. The Ministry of Education has also awarded her with the Excellent Lecturer Award as well as the National Award for Innovative Teaching in 2011 to recognize her contributions to teacher education.</td>
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<th>Malaysia – Noraini Kassim, Ministry of Education</th>
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<td>Ms. Noraini Kassim is a Mathematics teacher with more than 31 years experience. She teaches at Tuanku Munawir Science Secondary School in Negeri Sembilan, Malaysia. She holds a Bachelor’s Degree in Science Education from the Malaysia University of Technology. At present, she is the Master Trainer and Coach for the School Improvement School Coaches (SISC) Program as well as a consultant for mathematics. She is involved in training of mathematics for teachers around the country. She has presented numerous papers on pedagogical innovations at ASEAN Technology Conference in Mathematics (2010) in China, Regional Seminar in Indonesia (2011) and during Mathematics and Science Week at the Philippines Science High School (2012). The Ministry of Education has also awarded her with the Excellent Teacher Award to recognize her contributions and innovations in improving mathematics education.</td>
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**Singapore – Mary George Cheriyan, Raffles Girls’ School Pedagogical Research Lab**

Mary George Cheriyan has a Masters with a Masters in Public Administration, from the Lee Kuan Yew School of Public Policy.

Mary has extensive experience in Gifted Education (GE) principles and practice as a teacher and subsequently, as Head of Department. Mary has also worked as the Director of Academic Studies at the Raffles Girls’ School Pedagogical Research Lab. She developed structures and processes that have facilitated school-wide implementation of the GE curriculum. She spearheaded innovations such as Curriculum Mapping, Performance Task and use of the Understanding by Design framework.

Currently, Mary is the Director of the Centre of Pedagogical Research and Learning, a flagship of the school. Mary received the National Day Efficiency Medal (2006) and the Long Service Award (2012). Mary is also a certified trainer in Understanding by Design (Wiggins and McTighe; Clayton), Developing Performance Assessment (Alberta Assessment Consortium) and Concept-based Curriculum and Instruction (Erickson).

**Presentation of Country Studies III**

**Fiji – Cresantia Frances Koya Vaka’uta, University of the South Pacific**

Cresantia is the Head of Secondary Education | Curriculum & Research at the University of the South Pacific. She teaches and supervises graduate research in the areas of curriculum studies, education in small island developing states, educational research, and education for sustainable development. Her doctoral thesis explored Pacific understandings of Education for Sustainable Development through an examination of Samoan and Tongan Heritage Arts. It explores resilience literacies, sustainability in and through education and presents ‘Tuli’ as a Pacific theory for transformative learning. Her research interests include Pacific island education & research, teacher education, ESD, Pacific arts, art as social learning; protest poetry and Pacific research and evaluation. A poet and artist, she is interested in the potential role that the arts can play in formal and non-formal education with reference to issues of resilience, sustainability and crisis in the Pacific islands. As an extension of her art engagement, she was a member of the 2012 - 2013 Commonwealth Short Story Prize panel of judges.

**India – Deepika Sharma, Learning Links Foundation**

Deepika Sharma is an Education Technology specialist interested in extending technology solutions for education opportunities to schools, particularly in remote and less served regions in India.

With over 25 years in the field of ICT and education, Deepika worked with ICT education companies in India, with partners in Middle East and South East Asia. Deepika has worked with the World Bank education initiative in the areas of curriculum design, content creation, instructional design of learning products and professional development for teachers. Deepika has completed her Masters’ degree in Education Technology from University of British Columbia, Canada and is inspired by the potential of ICT to significantly leapfrog the delivery of education in the region.

She is currently working at Learning Links Foundation as Projects Director. In her current role she engages with various education projects - design and delivery, managing quality, monitoring and assessment aspects, education management, information systems, learning with mobile devices, integration of ICTs in less served schools. Deepika is responsible for designing, managing and monitoring a variety of education projects.
Kyrgyzstan – **Duishon Shamatov, Nazarbayev University**

Duishon Alievich Shamatov is an assistant professor at the Graduate School of Education (GSE) MSc Educational Leadership programme. Duishon received his Master of Education degree in Teacher Education from Aga Khan University, Institute for Educational Development (AKU-IED) and his master thesis was titled “Reconceptualization of Assessment Practices in a Developing Country Context”. He received his PhD in Education from the Ontario Institute for Studies in Education at the University of Toronto in Canada in 2005. His doctoral thesis was titled “The Beginning Teachers’ Professional Socialization in Post-Soviet Kyrgyzstan: Challenges and Coping Strategies”. He has written several book chapters, published articles in peer reviewed journals. He also has experience conducting research and consultancies in Kyrgyzstan, Pakistan, Tajikistan and Yemen. Duishon’s areas of interest includes teacher education, curriculum development, education quality and student assessment. Prior to joining GSE, he worked as a senior research fellow at University of Central Asia in Bishkek. Duishon is a member of Comparative and International Education Society (CIES), Central Eurasian Studies Society (CESS) and European Society for Central Asian Studies (ESCAS).

Viet Nam – **Nguyen Ngoc Anh, Viet Nam National Institute of Educational Sciences**

Nguyen Ngoc Anh earned a Master of Science in Educational Leadership and Management from Dalarna University, Sweden. She has many years of experience as a teacher and a teacher trainer in teaching English as a Foreign Language in Vietnam. She is a very inspired and creative educator, building up knowledge and exploring the possibilities of integrating innovative approaches in teaching practice and engages herself in action research on the topic. She has hands-on experience with ICT as a tool for Active Teaching and Learning. Currently she is accumulating her experiences and has begun working as the international coordinator and researcher in the Viet Nam National Institute of Educational Sciences.

Synthesis of Country Studies

**Hau Fai Edmond Law, Hong Kong Institute of Education**

Dr. Edmond Law is an Associate Professor in Curriculum and Instruction Department Hong Kong Institute of Education. He has been a visiting scholar or adjunct professor at Universities of Tokyo Gagukei, Kansai and Tsukuba in Japan, East China Normal and Shenzhen in China, and Twente in the Netherlands. Dr. Law specializes in curriculum and leadership studies, language in education and activity theory. Recent publications include: Schools as Curriculum Agencies (1st editor, Sense Publishers, 2010) and Curriculum innovations in Changing Societies: Chinese Perspectives from Hong Kong, Taiwan and mainland China (In press, Sense Publishers). He is the first author of the recent journal papers and book chapters: Teacher educators’ pedagogical principles and practices (Teaching in High Education 2007) and Developing curriculum leadership in schools: Hong Kong Perspectives (Asia Pacific Journal of Teacher Education 2007), Managing school based curriculum innovations: A Hong Kong case study (The Curriculum Journal, 2010), Exploring the role of leadership in facilitating teacher learning in Hong Kong (School Leadership & Management,2011), In search of a diverse curriculum: toward the making of Postmodern Hong Kong in the 21st century (W. Pinar ed. International Handbook of Curriculum Research, in press) and Impact of leadership styles on communication networking in subject teams: a Hong Kong perspective (International Journal of Leadership in Education 2013).
Day 3: 18 October 2013

Updates on Setting the Post-2015 Development Agenda

**Alessandra Casazza, Policy Adviser, United Nations Development Programme**

Alessandra is the Focal Point responsible for MDG Acceleration; Tracking MDG Progress; MDG localization; and MDG-linked gaps in social services in support of local development for countries of Asia Pacific. This includes Regional and MDG Reporting, tracking and monitoring; outputs of the Team’s regional programmes; policy development and advocacy of knowledge products; technical and policy advisory services to support country programmes; and MDG-linked partnerships.

Alessandra has over ten years of work experience with UNDP, seven of which was spent in the Asia-Pacific region. She joined UNDP in 2000, when she took up her first assignment as a JPO, in the Timor-Leste Country Office. After spending five years in Timor-Leste, she moved to Sri Lanka, where she worked with the Country Office as advisor to the Ministry of Finance and Planning, to advance the national MDG agenda. In recent times, Alessandra has worked in New York, in the Bureau for Development Policy/Capacity Development Group. Prior to joining UNDP, she worked in New Zealand, and in her home country, Italy, with KPMG, working on Corporate Social Accountability. Alessandra holds a Master in Development Economics from the School of Oriental and African Studies (SOAS) in London.

**Massimo Amadio, Senior Programme Specialist, UNESCO International Bureau of Education**

Massimo Amadio is Senior Programme Specialist (education) and coordinator of Clearinghouse Services and Information Management at the UNESCO International Bureau of Education (UNESCO-IBE, Geneva, Switzerland). During the 1980s he worked in several Latin American countries mainly in the field of bilingual intercultural education, teacher training and basic education. He has collaborated with several international organizations (UNICEF, FAO, World Bank) as consultant and/or education specialist, and has been a member of the Technical Advisory Panel for the review of the International Standard Classification of Education (ISCED), which was adopted in the 2011 UNESCO General Conference. He is the author of many publications and chief editor of World Data on Education, an IBE database which contains the profiles of more than 160 education systems (2010/12 edition).

**Panel Discussion on Targets and Indicators for Education Beyond 2015**

**Elaine Unterhalter, Institute of Education, University of London**

Elaine Unterhalter is Professor of Education and International Development, Institute of Education, University of London. She specializes in work on equity, gender and education. She has written extensively on goals and targets associated with the MDGs, most notably the prize winning book *Gender, Schooling and Global Social Justice* (2007). She is also the co-author of the Lancet commission on the MDGs (2010), was a contributor to the Power of Numbers research project (2012-3), and the author of a number of chapters and journal articles reporting on the work of the GEGPRI (Gender, education and global poverty reduction initiatives) research project, investigating how selected MDGs were interpreted in a range of sites. In 2013 she was made the President of BAICE and delivered the Presidential address at the Oxford Conference entitled ‘Walking backwards into the future: A comparative perspective on education and a post 2015 framework’.
Kazuo Kuroda is Professor of International Education at the Graduate School of Asia Pacific Studies of Waseda University. He has long been interested in educational development and policies in developing countries, international cooperation in education and internationalization of higher education. Mr. Kuroda is also Research Fellow at the Japan International Cooperation Agency (JICA) Research Institute, Member of the Japanese National Commission for UNESCO, and Visiting Professor at the Institute of Developing Economies Advanced School (IDEAS). He also serves as a board member for Japan Society for International Development and Japan Comparative Education Society. He has also served as an editorial board member of several academic journals including the International Journal of Educational Development and Peabody Journal of Education. His current work examines inclusive education in developing countries and regionalization and globalization of higher education in Asia. Mr. Kuroda holds a BA from Waseda University, an MA from Stanford University and a Ph.D. from Cornell University.