

## Keynote Speakers

<p><b>Anna Robinson-Pant</b> Professor University of East Anglia, UK</p> <p>Paper: <i>Beyond the classroom: from education for rural transformation to learning within rural transformation?</i></p>	 <p>Anna Robinson-Pant is Professor of Education and Director of the Centre for Applied Research in Education (CARE) at the University of East Anglia. Before joining UEA, she worked for several years in Nepal - first as VSO teacher educator on the Seti Project (Education for Rural Development) in Bajhang, Doti and Bajura (1985-87), then later as VSO Deputy Director in Kathmandu (1990-93). She conducted ethnographic fieldwork in Arughat and Lalitpur (with Save US and Phect programmed) for her PhD at the University of Sussex and received the UNESCO International Award for Literacy Research in 2001 for her book entitled <i>Why eat green cucumber at the time of dying? Exploring the link between women's literacy and development in Nepal</i>. She continues to conduct research on literacy, gender, education and development - including her recent role as Global Research Coordinator for the IFAD-UNESCO project in Cambodia, Ethiopia and Egypt, 'Learning knowledge and skills for agriculture to improve rural livelihoods'. In the UK, she has researched children's decision making in primary education and the internationalization of higher education.</p>
<p><b>Archimedes T. David</b></p> <p>Vice President Academic Affairs Angeles University Philippines</p> <p>Paper: <i>Education and Social Justice: Re-Engineering Ways Towards Social Delivery</i></p>	<p>Archimedes T. David, Ph.D. is presently Professor and Vice-President for Academic Affairs of the Angeles University Foundation. He is also Visiting Professor of Oriental Philosophy and Philosophy of Science at the Mother of Good Counsel Seminary, Archdiocese of San Fernando, Pampanga in the Philippines. He holds active memberships in various international and national professional organizations like the Phi Delta Kappa International Professional Association in Education, World Council for Curriculum and Instruction, Asian Association of Christian Philosophers, Asia Pacific Network for International Education and Values Education, Philosophical Association of the Philippines, Philippine National Philosophical Research Society, National Research Council of the Philippines, Philippine Association for Graduate Education, Philippine Association for Teacher Education, Bioethics Society of the Philippines, Toastmasters International, among others. Dr. David rose from the ranks, having started as an assistant instructor in 1983. He served in various capacities in the academe-as <i>dean</i>, Graduate School &amp; Professional Studies; <i>dean</i>, College of Arts &amp; Sciences; University Registrar and Director of Admissions, among others. He has been in the teaching profession since 1983.</p>
<p><b>Bal Chandra Luitel</b> Associate Dean Kathmandu University School of Education (KUSOED)</p> <p>Paper:</p>	<p>Bal Chandra Luitel is an associate professor at Kathmandu University. Educated in Nepal and Australia and having worked in Nepal, Australia and Portugal, Bal's expertise as a transformative education researcher lies in employing multi-paradigmatic research design for portraying the problem of culturally decontextualised mathematics and science education, a protracted problem that poses a serious challenge towards an inclusive and life affirming mathematics and science education in Nepal, a country that hosts more than 92 language groups and different cultural traditions arising from Vedic, Buddhist and Animist belief systems. Bal has been working with a number of</p>

<p><i>Reclaiming Education Research For Rural Transformation: Creating Inclusive Garland(s) Through Multiple Logics and Genres</i></p>	<p>Nepali teachers and teacher educators who examine their lived experiences as students, teachers and teacher educators, thereby developing visions for fostering experiences of meaningful mathematical learning among their students. In this process, Bal's research program enables education researchers to engage with a host of research paradigms together with new analytics arising from dialectical, metaphorical, poetic and narrative logics and genres as a means for conceiving, expressing and implementing visions of an inclusive and life-affirming mathematics and science education in Nepal.</p>
<p><b>Karnam Pushpanadham</b> Professor University of Baroda, Gujarat, India</p> <p><i>Paper: Politics of Rural Transformation in India: Context &amp; Prospects</i></p>	<p>Member of the Senate, The Maharaja Sayajirao University of Baroda (2012-2013). Professor in the Department of Educational Administration. Awarded Master of Philosophy in Education in 1996 and Doctor of Philosophy in Education by the M.S.University of Baroda for the research work in the area of Decentralization of Educational Management. Worked as a Dean of Students at the Faculty of Education and Psychology, the M.S.University of Baroda, Gujarat, India during 2007-2010. Visiting Professor (2007-2008) at the Institute of International Education, Stockholm University, Sweden on Swedish Institute's Guest Scholarship for Advanced Research in Educational Leadership and Development focusing on the Head Teachers Management Training in Sweden. Worked as a Director, Education E-Learning Programme and Assistant Dean for International Affairs at the Assumption International University of Thailand during 2005-2006.</p>
<p><b>Lava Deo Awasthi</b> Director General Department of Education, Nepal</p> <p><i>Paper: Rural Transformation Through IT in schools</i></p>	<p>Born on 14 October 1959 in the district of Baitadi in the Far Western Region of Nepal, Dr Lava D Awasthi earned his MAs in Humanities and Social Sciences from Tribhuvan University of Nepal and in Applied Linguistics and TESOL from Leicester University in the UK. He did his PhD in language policy from the Danish University of Education, Copenhagen. Dr Awasthi worked in Government and non-government organizations in different capacities. Currently, he is Joint Secretary in the Ministry of Education and is the Director General of the Department of Education in Nepal. Earlier he was the Head of the Planning Division and Educational Management Division of the Ministry of Education. Dr Awasthi also coordinated the higher education functions in the Ministry. In addition, Dr Awasthi is a Visiting Faculty in Kathmandu University and Tribhuvan University of Nepal. He has authored many books and articles in education and development, language policy and planning, and English language teaching.</p>
<p><b>Manzoor Ahmed</b> Professor BRAC University, Dhaka, Bangladesh</p> <p><i>Paper: Post 2015 Education Agenda: Greening Rural</i></p>	<p>Manzoor Ahmed is Professor Emeritus at BRAC University, Dhaka. He was the founding director of the Institute of Educational Development, BRAC University. He served for over two decades in senior positions in UNICEF as Senior Education Adviser, Associate Director of Program Division, and country director in China, Ethiopia and Japan. His professional career began at Institute of Education and Research, Dhaka University; he also served as senior researcher at the International Council for Educational Development in Connecticut, USA. Dr. Ahmed went to the American University of Beirut for his undergraduate degree, and later attended Dhaka University, University of</p>

<p><i>Transformation</i></p>	<p>Northern Colorado and Woodrow Wilson School at Princeton University. He has authored several books on education and development and non-formal education. He was the lead writer of the UNESCO-INRULED report <i>Education and Training for Rural Transformation – Skills, Jobs, Food and Green Future to Combat Poverty</i> (2012).</p>
<p><b>Michael Wilson</b> Programme Leader University of Leeds, UK</p> <p><i>Paper:</i> <i>Rationality, Power and Education: Towards an Integrated Research Strategy for Rural Transformation in Nepal</i></p>	<p>Michael Wilson is the Programme Leader in International Educational Management at the School of Education, University of Leeds, UK. His research interests are in international, comparative educational leadership, management and policy with an emphasis on social justice, both in schools and the higher education sector, having published widely and presented regularly at international conferences. He has worked on the ESRC research and development initiative, 'The International Dimension in Social Research Training', and is currently working with Zhejiang University on funded research into the leadership of curricular reform in Chinese middle schools. He referees papers for seven leading educational research journals and as well as research projects for the ESRC and the Leverhulme Trust. Since 2005, he has directed leadership courses for senior Chinese university academics for the Tianjin Education Commission, and contributed to workshops for school leaders in Nepal, China and Indonesia in partnership with several national and international organisations.</p>
<p><b>Peter Charles Taylor</b> Professor Murdoch University Australia</p> <p><i>Paper:</i> <i>Transformative Education for Sustainable Future</i></p>	<p>Dr. Peter Charles Taylor is joining as a Professor of STEAM Education at Murdoch University, Australia. He has been a teacher educator and researcher at Curtin University since 1985. Earlier he served as a teacher in an Australian secondary school and a remote Aboriginal community, and in the UK taught in secondary schools, a prison and an adult education centre. One of his main interests is implementing the UN mandate of education for sustainable development of the natural environment and indigenous cultures. Peter is currently working with transformative educators in Australia, Africa and Asia to create culturally inclusive curricular policies and practices, with a special focus on indigenous worldviews. His recent publications focus on how research can draw on the Arts and Sciences to facilitate transformative professional development. His books include <i>Contemporary Qualitative Research: Exemplars for Science and Mathematics Educators</i> (Taylor &amp; Wallace, 2007) and <i>Transforming Undergraduate Science Teaching</i> (Taylor, Gilmer &amp; Tobin, 2002). Peter has undertaken consultancies in Nepal, South Africa and Mozambique, and has presented keynote addresses at international conferences in Taiwan, Russia, The Philippines and Iran.</p>
<p><b>Promptilai Buasuwan</b> Associate Professor Kasetsart University, Bangkok, Thailand</p> <p><i>Paper:</i> <i>Fostering Holistic</i></p>	<div data-bbox="505 1619 699 1871" data-label="Image"> </div> <p>Associate Professor Promptilai Buasuwan received her B.A in Social Administration from Thammasat University, B.A. in Communication Arts from Columbia College, Master's Degree in Integrated Marketing Communication from Roosevelt University, and Ph.D. in Educational Leadership and Policy Studies from Loyola University. After she finished her doctoral study she returned to Thailand and worked at the Ministry of Education as a Manager for the</p>

<p><i>Education Through a Service Learning Partnership Model</i></p>	<p>Project on Helping Disadvantaged Children. Then in 2005 she has shifted her career teaching position in the Program of Educational Administration, Faculty of Education at Kasetsart University. Since 2007 she has been holding a position of Assistant to Vice President for International Affairs of Kasetsart University. Her main research interests are quality of education, public and private partnership in education, internationalization of education, and educational policy analysis and evaluation. She has done various projects with international organizations, research funding agencies, universities networks and consortiums. She is also a core member of Thailand Evaluation Network, Comparative and International Education Society of Thailand, Institute of Local Government Leadership Development (ILLD).</p>
<p><b>Vinaygum Chinapah</b> Professor, Head IIE(Institute of International Education) Stockholm University Sweden</p> <p><i>Paper: Need of ICT for Learning and Inclusion among the Rural Nepal</i></p>	<div data-bbox="505 621 812 945" data-label="Image"> </div> <p>Vinayagum Chinapah (Sweden and Mauritius) is Professor, Chair Holder and Head of the Institute of International Education (IIE), Department of Education, and Stockholm University, Sweden since January 2009. He joined IIE in 1976 and served in different professional and research capacities from a lecturer up to the present position as Professor and Director. He had a Master Degree in Pedagogy with Honors at Charles University, Prague (1977) and a PhD in International and Comparative Education at Stockholm University (1983). He served as Deputy-Director (vice prefekt) of IIE for the period 1983-1992. Professor Chinapah took leave from IIE in 1992 to be at UNESCO Headquarters in Paris as Director of the Joint UNESCO-UNICEF International Program on Monitoring the Quality of Education and Learning Achievement which covered some 80 countries world-wide during the period (1992-2006). He also served for one year as UNESCO Regional Educational Adviser for the Arab States, UNESCO Regional Office, Beirut, Lebanon (2007-2008) before returning back to lead IIE in January 2009. Professor Chinapah is member of various research associations and research councils and author and co-author of some 70 books, chapters in books, scientific journal articles as well as some 160 reports, conference papers, training manuals and prototypes for capacity building workshops world-wide.</p>
<p><b>Wang Lu</b> Professor Beijing Normal University of China</p> <p><i>Paper: Rural Teacher Issues in China for Balanced Development of Compulsory Education in Rural Areas: Based on Empirical</i></p>	<p>Wang Lu is Professor at the Institute of International and Comparative Education, the Faculty of Education, Beijing Normal University of China. She obtained her PhD in Education at Sussex University, U.K. and subsequently worked as research officer at the Institute of Development Studies of Sussex University. She has been leading various research projects funded by the British Academy, British Council, Save the Children, as well as key research projects funded by the Chinese national level organizations. She has been working as international and national consultant for the World Bank, UNESCO and DFID on basic education projects in China. She has published widely on equity issues in basic education, access of migrant children, minority children and girls to compulsory education, school inspection and evaluation, policy and reform of British education.</p>

<i>Investigation and Policy Analysis</i>	
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