

East Asia & Pacific Education Policy Symposium

Beyond Access to Basic Education: Developing a Policy Agenda for the Next Stage of Education Development

Yogyakarta, Indonesia August 25-27, 2008

BACKGROUND

Most of the countries in the East Asia and Pacific Region (EAP) are close to meeting the EFA target of universal basic education. With this goal almost met, countries are in the process of setting their sights on new education targets. Possible new targets include raising the quality of basic education; improving readiness for schooling by expanding access to early childhood education; increasing access to secondary and tertiary education; strengthening the preparation of youth for entry into the labor market through reforming post-basic education, especially in technical and vocational education; and ensuring greater equality of educational opportunity in both access and quality by targeting the least privileged communities. But, despite rapid economic growth in the region, limited resources and capacity as well as government budget constraints require countries to make investment choices among these very appealing targets. Government must set priorities and establish new targets of access and quality for education. The setting of priorities will be guided by country development plans as well as evidence on the costs and benefits of alternative education investment options. It is in this context and at the request of several governments that this regional symposium is organized. Its main objective is to gather policymakers, researchers, development partners and other influential players for critical discussions on setting priorities, assessing tradeoffs, and making policy choices in the area “of beyond basic education.” It aims to inform education policymakers in the region on the latest evidence and thinking on the economic and social returns to different investment strategies and to assist them in this important decision-making process. The symposium is co-hosted by the Government of Indonesia and the World Bank.

TARGETED PARTICIPANTS

The symposium expects to bring together about 100 people from most countries in EAP, including high-level policymakers and implementers from government departments (e.g., MoE, MoF, planning agency), researchers, and representatives from development agencies and partner institutions as well as from civil society and the business community.

VENUE & DATES

Melia Purosani Hotel (www.melياجogja.com), Yogyakarta, Indonesia, August 25-27, 2008

OBJECTIVES AND FORMAT

To help guide the countries in the region in the process of setting priorities and strategies for the next stage of education development, the World Bank's EAP Human Development Sector has been working with countries and partners on a series of education policy symposia, including the present one. The overarching goal of these symposia is to provide an open platform that allows countries in the region to discuss and debate critical policy issues concerning them, to understand policy options and tradeoffs from global research, innovative practices, lessons learned and exchanges among themselves, and to be able to set priorities and make sound policy choices that can produce positive impacts on the country's educational development in the coming decade.

In this context, the specific objectives for this symposium are:

1. To identify key policy issues in the area of "beyond access to basic education" in the regional and country context
2. To present evidence on global trends, promising practices and lessons learned in related policy areas such as early childhood education, quality improvement, secondary education, vocational education, and tertiary education, etc.
3. To exchange perspectives, experiences, and strategy-setting processes among participating countries in those policy areas
4. To discuss and debate policy options and assess the associated tradeoffs in the identified issue areas
5. To develop a clearer idea of education priorities and associated policy developments for own country

At this symposium, there will be a high level policymaker's forum discussing education challenges facing EAP countries in the area of "beyond access to basic education". Most discussion sessions will be led by a panel consisting of top international experts who will provide global and regional perspectives on specific policy areas and country representatives who will share their country policy examples in those areas. In addition to presentations, panel debates and group discussions, there will be an opportunity for participating country teams to develop and present a priority and policy choice list with tradeoffs they have to make in the area of "beyond access to basic education" and then to get feedback from an expert panel and other participants, bringing these results home for further discussion.

RESOURCE TEAM:

Ibtisam Abu-Duhou	Senior Adviser, Education Policy & Reform and National Education Support Strategies, UNESCO-Bangkok
Arvil Van Adams	Labor Economist, former Sr. Advisor to Africa Region, World Bank
Françoise Caillods	Former Deputy Director, International Institute for Education Planning (IIEP), UNESCO
Kai-ming Cheng	Chair Prof. of Education and Sr. Advisor to the Vice-Chancellor, University of Hong Kong; Chair-Elect, International Council for Education of Teachers (ICET)
Young Real Choi	Junior Director, Korean Research Institute for Vocational Education & Training, Korea
Eric Hanushek	Senior Fellow, Hoover Institution, Stanford University
Emmanuel Jimenez	Sector Director, East Asia Human Development Unit, World Bank (Washington)
Elizabeth King	Research Manager, Office of the Senior Vice President, World Bank, (Washington)
Tom Karmel	Managing Director, National Centre for Vocational Education Research, Australia
Fangchen Lee	President & Chairman, Yung Shin Pharmaceutical Ind. Co. Ltd., Taiwan
Cliff Meyers	Regional Adviser – Education, EAPRO, UNICEF-Bangkok
Benjalug Namfa	Director of Academic and Educational Standard Bureau, OBEC, Ministry of Education, Thailand
Harry Patrinos	Lead Education Economist, Human Development Network, World Bank (Washington)
Ron Perkinson	President, Putera Sampoerna Foundation, Indonesia, and former Principal Education Specialist at the International Finance Corporation (IFC) / World Bank Group (Washington)
Nirmala Rao	Professor, Faculty of Education, University of Hong Kong
Benjalug Namfa	Director of Academic and educational Standard Bureau, Thailand
Hassan Bin Said	President and Vice Chancellor, Taylor’s University College, Malaysia
Fiona Stanley	Professor, University of Western Australia; Founding Director, Telethon Institute for Child Health Research; CEO, Australian Research Alliance for Children and Youth
Eduardo Velez	Education Sector Manager, East Asia & Pacific, World Bank (Washington)
Donald Winkler	Sr. Research Economist, Research Triangle Institute (RTI) International, and World Bank Institute (WBI)
Mae Chu Chang	Lead Education Specialist, World Bank (Indonesia)
Dandan Chen	Sr. Economist, East Asia & Pacific, World Bank (Indonesia)
Susiana Iskandar	Sr. Education Specialist, East Asia & Pacific, World Bank (Indonesia)
Rosfita Roesli	Operations Officer, East Asia & Pacific, World Bank (Indonesia)
Xiaonan Cao	Lead Knowledge & Learning Officer, Europe & Central Asia, World Bank (Washington)

PROGRAM OUTLINE:

Time	Session	Speaker / Facilitator	Format
August 25 (Day 1)			
7:30 – 8:30	Late registration		
8:30 – 9:00	Opening Remarks <ul style="list-style-type: none"> GoI Sponsors 	<ul style="list-style-type: none"> Prof. Dr. Bambang Sudibyo, M.A., Indonesian Minister of National Education Arnold-vander Zanden,, Royal Netherlands Embassy Manny Jimenez, World Bank 	Official speeches
9:00 – 10:15	Keynote Panel: Education and the Economic Competitiveness of Nations – global vs. regional perspectives <ul style="list-style-type: none"> What does research tell us about the impact of education on growth and competitiveness? How do EAP countries rank in terms of competitiveness, labor force skills, and human capital? What kind of education is needed? secondary vs. tertiary? quality vs. quantity? problem solving skills vs. rote learning? Are equity and growth consistent? 	Chaired by Manny Jimenez, including: Fangchen Lee Kai-ming Cheng Eric Hanushek Ron Perkinson	Brief speeches and dialogue
10:15 – 10:45	Coffee/Tea Break		
10:45 – 12:00	Session 1: After basic education, then what? - policy issues confronting governments in EAP <ul style="list-style-type: none"> What is the state of education in EAP [basic indicators of access, equality, and quality]? How well does education in EAP provide the labor skills required for economic growth and poverty alleviation? What are the key challenges by level of education that need to be met in order to realize goals of growth and equity? What are the education policy priorities for the next decade? 	Chaired by Dr. Bambang Sudibyo, Indonesian Minister of National Education	Facilitated panel discussion and debate
12:00 – 13:30	Lunch (theme-tables are available for special interest groups)		
13:30 – 14:30	Session 2: Investment dilemma - Expanding or refining? <ul style="list-style-type: none"> How much do EAP countries invest in education, from both public and private sources, including tutoring? How equitable is it? Is it feasible to spend more? What guidance do we have from international experience? 	Harry Patrinos	Presentation and Q/A

	<ul style="list-style-type: none"> • What are the costs of expanding access to secondary and tertiary education? • What are the options for financing the costs of expanding access? • What is the potential role of the private sector in both finance and provision? 		
14:30 – 15:30	<p>Session 3: Tradeoffs between quality and quantity – a challenging task for government</p> <ul style="list-style-type: none"> • What are the main determinants of basic education quality? • Who [i.e., income level] suffers from low quality? What is the general picture of education quality in EAP? • Why is quality important? How does it affect post-basic education? How does it affect growth and competitiveness? • What are the key factors constraining quality – teachers, governance and accountability, etc.? • What have we learned from international experience about how to raise the quality of basic education? • What is the challenge/tradeoffs facing EAP in improving quality? 	Eric Hanushek	Presentation and Q/A
15:30 – 16:00	Coffee/Tea Break		
16:00 – 17:00	<p>Session 4: Cross-country group discussion</p> <p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. What main constraints and challenges are EAP countries facing in linking education with national socioeconomic development in this globalized competitive world? 2. What should be the priorities for investment in education to promote equitable growth? 	Facilitators	Group discussion (mixed-country groups)
Evening	Welcome Reception & Dinner at Prambanan Temple		

August 26 (Day 2)			
8:30 – 10:00	Session 5: Quality starts from early childhood development (ECD) – who should invest and what are the strategies/policies in practice? <ul style="list-style-type: none"> • Impact of ECD on quality outcome of education in later life • How to close the gap between the rich and the poor? How can we translate what we know to practice? How are EAP countries responding to this challenge? • What are the options for providing ECD and their respective costs, benefits, and implementation challenges? 	Fiona Stanley Nirmala Rao Benjalug Namfa	Brief presentation, panel dialogue, and Q/A + discussion
10:00 – 10:30	Coffee/Tea Break		
10:30 – 12:00	Session 6: Options for expanding secondary education <ul style="list-style-type: none"> • Current state of accessing and financing secondary education • Implications of increased NER at the primary level for the demand for secondary education • Options for financing and reducing costs • Constraint on expansion - supply of secondary school teachers <p><u>Group discussion:</u> What 2-3 ideas do you have useful for planning the expansion of education at the secondary level?</p>	Francoise Caillods Ibtisam Abu-Duhou Cliff Meyers Assisted by facilitators	Brief presentation, panel dialogue, and Q/A Mixed group discussion
12:00 – 13:30	Lunch (theme-tables are available for special interest groups)		
13:30 – 15:00	Session 7: Skills development and balancing act at the secondary level of education <ul style="list-style-type: none"> • Global trends, different approaches, and frameworks • What is the status of secondary education and TVET in EAP? • What is the international evidence on general education vs. TVET at the secondary level in terms of impact and costs? • What good international examples do we have? 	Arvil van Adams Tom Karmel Young Real Choi	Brief presentation, panel dialogue, and Q/A + discussion
15:00 – 15:30	Coffee/Tea Break		
15:30 – 17:00	Session 8: Accessing, financing tertiary level of education <ul style="list-style-type: none"> • What is the status of tertiary education in EAP—private share, cost-recovery, diversified offerings? • Will expanded secondary lead to increased demand for tertiary? • What are the options for financing and supplying tertiary education? <p>What are good examples....especially within the EAP region...for diversifying tertiary offerings, for reducing costs of provision, for increasing private supply?</p>	Kai-Ming Cheng Ron Perkinson Hassan Bin Said	Brief presentation, panel dialogue, and Q/A + discussion
Evening	Free		

August 27 (Day 3)			
8:30 – 10:00	Session 9: Institutional capacity to deliver: governance, incentives, and accountability <ul style="list-style-type: none"> Given a chosen policy, what does it take to deliver? Which are the most important capacity issues? Is corruption a major constraint to capacity? Improving governance and accountability: options, role of transparent information, and role of civil society 	Beth King leads discussion among a mixed group of expert and country representatives	Brief presentation, panel dialogue, and Q/A + discussion
10:00 – 10:30	Coffee/Tea Break		
10:30 – 12:00	Session 10: Policy options, tradeoffs and implementation challenges <ul style="list-style-type: none"> Main messages from the previous sessions and a framework for thinking about trade-offs Process for making choices—impact, costs, capacity constraints, political challenges, sequence/timing International examples of education choices made by countries—what was their process – technocratic, participatory, political? Constraints for implementing reforms 	Don Winkler and a panel of Experts	Synthesis and facilitated discussion
12:00 – 13:00	Lunch		
13:00 – 14:30	Session 11: Priorities, tradeoffs, and policy choices (I) Country team discussion: <ul style="list-style-type: none"> Revisit the challenges and priorities of your country in the beyond basic education area Given the discussions from the previous sessions, would you change either the challenges or the priorities? What are the most important tradeoffs you see in setting your country’s education policy for the next decade? Since you can’t afford to do everything and to implement everything immediately, what would you do first? Organizing report back – 3 PowerPoint slides by each country 	Facilitators	Country team discussion facilitated by experts if needed
14:30 – 14:50	Coffee/Tea Break		
14:50 – 16:20	Session 12: Priorities, tradeoffs, and policy choices (II) Report back by country teams with questions and responses by a team of international experts and the audience.	Don Winkler and a panel of international experts	Parallel sessions or other formats
16:20 – 16:40	Recap/debriefing	Eduardo Velez	Plenary
16:40 – 17:00	Closing remarks:	TBD	
End of the Symposium			

INTRODUCTION OF RESOURCE TEAM MEMBERS

Ibtisam Abu-Duhou

Dr. Abu-Duhou is a Senior Policy Advisor for Education Policy and Reform, and UNESCO National Education Support Strategy (UNESS), at UNESCO Asia and Pacific Regional Bureau, Bangkok, Thailand. Prior to joining UNESCO, she was an Associate Professor of education economics, with research focus on the economics of education interventions. She has conducted research in areas such as resources allocation, cost-effectiveness of education, budgeting and expenditure review, financial modeling for policy and planning in education at both national and international levels, and in comparative studies in socio-economic and cultural aspects of schooling and education systems. Dr. Abu-Duhou worked extensively as a consultant with international, state and national agencies, including AusAID, World Bank, UNESCO, UNICEF, EU, and Overseas Project Victoria Cooperation, building and planning education systems, evaluating education systems, and developing policies and plans for these systems. She has worked in countries in Asia and the Middle East, as well as in the USA and Australia.

Arvil Van Adams

Dr. Adams is an economist and an international consultant on employment and training issues. Prior to his retirement from the World Bank in 2005, he was Sr. Advisor for Social Protection in the Africa Region. He has worked through his career in all Regions of the World Bank. Dr. Adams co-authored the World Bank Policy Paper on *Technical and Vocational Education and Training* (1991) and the accompanying book *Skills for Productivity* (Oxford University Press, 1993) as well as the recent book entitled *Skills Development in Sub-Saharan Africa* (World Bank, 2004). Prior to joining the World Bank in 1989, he was Professor of Economics and Director of the Doctoral Program in Public Policy, George Washington University 1979-89 and served as Executive Director of the U.S. National Commission on Employment and Unemployment Statistics 1977-79. He has in addition been a faculty member at the University of Utah and the Ohio State University.

Frncoise Caillods

Ms. Caillods is the former Deputy Director of the UNESCO International Institute for Educational Planning from which she just retired in July, 2008. She is an economist with a post graduate degree from Columbia University and has worked on school mapping and micro-planning, education and employment, technical and vocational education, education and poverty reduction. She was leading the program on secondary education expansion at IIEP. Ms Caillods authored or co-authored a number of publications, e.g., *Trends in Secondary Education in Industrialized Countries* (IIEP UNESCO, 2004), *Financing Secondary Education: Strategies for Sustainable Growth* (UNESCO-IIPE, 2001), and *Science Education and Development, Planning and Policy Issues at Secondary Level* (UNESCO-IIPE, 1997).

Kai-ming Cheng

Prior to his current positions as Senior Advisor to the Vice-Chancellor and Chair Professor of Education, Mr. Cheng used to be the Dean of Education and Pro-Vice-Chancellor at the University of Hong Kong. Trained as a mathematician and worked as a school teacher and a school principal, over the years, he has undertaken research and consultancies commissioned by the World Bank, the Asian Development Bank, UNESCO, UNICEF, UNDP and other international organizations. He has been invited to provide consultancy for the governments of the UK, Japan, India, Singapore, Lesotho, Saudi Arabia, Pakistan and Indonesia. Recently, he has extended his research interest to higher education reforms, IT development in education, qualitative research methodology, cultural dimensions of education, and has delivered keynote papers pertaining to the impact of knowledge society on education. Mr. Cheng is Visiting Professor in various Chinese universities including Peking University and the National Academy of Education Administration. From 1996-2006, he was Visiting Professor at the Harvard Graduate School of Education. He has many publications and serves on various editorial and advisory boards worldwide. He was awarded Fellowship by several academic institutions, including the London Institute of Education, the Commonwealth Council for Educational Administration, Hong Kong Educational Research Association and the Hong Kong Educational Research Association. Locally, he served on the Education Commission (1993-2006) and Chair the Advisory Committee on Teacher Education and Qualification (2002-2008). He writes a column in *Hong Kong Economic Journal Daily*. Mr. Cheng received his Ph.D. from the Institute of Education, University of London.

Young Real Choi

Dr. Choi is a Research Fellow of the Korea Research Institute for Vocational Education & Training and an adjunct professor in Kookmin University. He is also a member of the University Evaluation Committee in Korea. He has conducted research in the area of vocational education and training of Korea and Asian countries such as Lao PDR, Cambodia, Vietnam, Indonesia, Malaysia, Philippines, Thailand, and Singapore. Dr. Choi has published many articles and books with a wide range of research interests in the areas of lifelong learning, industry-school cooperation, individual training account, work-permit system, and vocational education and training system.

Eric Hanushek

Mr. Hanushek is the Paul & Jean Hanna Senior Fellow at the Hoover Institution of Stanford University. He is also Chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas and serves as a member of the Board of Directors of the National Board for Education Sciences and of the Governor's Advisory Committee on Education Excellence (California). He is an expert on educational policy, specializing in the economics and finance of schools. His on-going research spans a number of the most important areas of education policy, including the impacts of high stakes accountability and of class size reduction and the importance of teacher quality. His analyses of growth and the economic impact of school outcomes provide an economic rationale for improving school quality and for promoting more efficient use of school resources. He has published numerous articles and books. Mr. Hanushek previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. He is a member of the National Academy of Education and a fellow of the International Academy of Education, of the Society of Labor Economists, and of the American Educational Research Association. He was awarded the Fordham Prize for Distinguished Scholarship in 2004. Mr. Hanushek is a Distinguished Graduate of the United States Air Force

Academy, where he earned his Bachelor of Science Degree. He completed his Ph.D. in Economics at the Massachusetts Institute of Technology and served in the U.S. Air Force from 1965-1974.

Emmanuel Jimenez

Mr. Jimenez has held a variety of positions as an economist and manager in policy, research and operational units of the World Bank. Since early 2002, he has been Human Development Sector Director, in the World Bank's East Asia Region, where he is responsible for managing operational staff working on education, health and social protection issues. Prior to this, he held a similar position in the Bank's South Asia Region. For many years, he served in the Bank's Development Economics Department, engaged in research on a variety of topics, including education and health finance, the private provision of social services, the economics of transfer programs and urban development. He led a team that produced the *World Development Report 2007: Development and the Next Generation*. Currently, he serves as the editor of *The World Bank Research Observer journal*. Before joining the World Bank, Mr. Jimenez was on the faculty of the economics department at the University of Western Ontario in London, Canada. He received his Ph.D. in Economics from Brown University in the US.

Elizabeth King

Ms. King is the Research Manager for Public Services of the Development Research Group at the World Bank. Until the spring of 2005, she was the Lead Economist of the Human Development Unit in the World Bank's East Asia and Pacific Region. Her main research interests have been the determinants of investments in human capital, the linkages among dimensions of human capital, poverty and economic development, and the impact of education reforms such as decentralization in developing countries. Several of her studies have examined the significance of gender differences in the development process. Since joining the World Bank, she has worked on countries as diverse as Bangladesh, Colombia, Ghana, Indonesia, Nicaragua, and the Philippines, among others. Ms. King was a member of two World Development Report teams. She received her Ph.D. in Economics from Yale University and has taught economics at the University of the Philippines, Tulane University, and the University of California at Los Angeles.

Tom Karmel

Dr. Karmel took up the position of Managing Director, National Centre for Vocational Education Research in August 2002. Prior to this position he held senior appointments in the Federal government areas of education, employment, labor market research and the Bureau of Statistics. His research interests have centered on the labor market and the economics of education. He has a particular interest in performance indicators both in higher education and vocational education and training. Currently, Dr. Karmel is the President of the Economics Society of Australia, South Australia branch.

Fangchen Lee

Mr. Lee is the President and Chairman of Yung Shin Pharmaceutical Ind. Co. Ltd. and the Chairman of Pharmaceutical Industry Technology and Development Center in Taiwan. He has served as President or CEO in technology and pharmaceutical companies in the US and China. He taught at local university and is always interested in issues related to productivity and creativity in workplace. Under his leadership, his company has invested in education programs and skill training to equip employees with appropriate skills

needed for the knowledge economy at home and abroad. Mr. Lee received his Ph.D. from the University of Minnesota in the US and MBA from Tung Hai University in Taiwan.

Cliff Meyers

Mr. Meyers is the regional Adviser - Education for the UNICEF East Asia and Pacific Regional Office. He has been based in Bangkok as the Regional Adviser for 5 years and worked with UNICEF Education programs in Laos and Nepal before that. Mr. Meyers received his doctorate in education from the University of Massachusetts, Amherst in the US.

Benjalug Namfa

Dr. Namfa is the Director of Academic and Educational Standard Bureau of the Office of the Basic Education Commission at the Ministry of Education in Thailand. She has led or contributed to many basic education initiatives in Thailand, from teacher training, science and technology program, curriculum reform, ICT, to addressing educational issues related to HIV/AIDS, disaster recovery, etc.

Harry Patrinos

Mr. Patrinos is Lead Education Economist at the World Bank. He specializes in all areas of education, especially school-based management, demand-side financing and public-private partnerships. He managed education lending operations and analytical work programs in Argentina, Colombia and Mexico, as well as a regional research project on the socioeconomic status of Latin America's Indigenous Peoples, published as *Indigenous Peoples, Poverty and Human Development in Latin America* (Palgrave Macmillan, 2006). He is one of the main authors of the report, *Lifelong Learning in the Global Knowledge Economy* (World Bank, 2003). Mr. Patrinos has many publications in the academic and policy literature, with more than 40 journal articles. He is co-author of the books: *Policy Analysis of Child Labor: A Comparative Study* (St. Martin's, 1999), *Decentralization of Education: Demand-Side Financing* (World Bank, 1997), and *Indigenous People and Poverty in Latin America: An Empirical Analysis* with George Psacharopoulos (World Bank/Ashgate, 1994). He has also worked in Africa, Asia, Europe, the Middle East and North America. He previously worked as an economist at the Economic Council of Canada. Mr. Patrinos received his doctorate from the University of Sussex in the UK.

Ron Perkinson

Mr. Perkinson is the President of the Putera Sampoerna Foundation of Indonesia. He is a New Zealander who has held chairman and senior executive positions in the education sector and in multinational service companies in New Zealand, Australia, South Africa and the United States, spanning more than 25 years. Prior to 2007, he was the Principal Education Specialist at the International Finance Corporation (IFC) of the World Bank Group in Washington. His role at IFC involved assisting with the establishment of a new Global Health & Education Group focusing on private for-profit and not-for-profit education projects in developing countries. He then became the Senior Vice President of Whitney International University System (WIUS) based in Dallas, Texas until March 2008. Mr. Perkinson has rich experience in both public and private sector investments involving higher education projects, K-12 schools and Information & Communications Technologies projects. His experience includes the structuring and financing of distance education and e-learning projects in developing countries and has been involved with numerous forums for the advancement of quality and best practice in e-learning and distributed learning internationally. He has also been a keynote speaker at international conferences on the

promotion of public private partnerships at all levels of education. Prior to joining IFC, Mr. Perkinson was the Chief Executive of Multi Serve Education Trust in New Zealand – a result of the sweeping education reforms in New Zealand throughout the late 1980's.

Nirmala Rao

Dr. Rao is Professor of Education at the University of Hong Kong (HKU). She is a Developmental and Chartered (Educational) Psychologist, known for her research on child development and education in Asian cultural contexts, and has engaged in policy-relevant developmental research and aimed at increasing international recognition for Asian research in early child development by elevating its quality and visibility. She is also involved in developing Early Learning and Developmental Standards for children and evaluating the efficacy of different forms of early childhood education in several Asian countries. Dr. Rao has been a consultant for UNICEF, UNESCO and the World Bank and has published numerous articles and book chapters in the area of child development and education and has been invited to give talks in Asia, Africa, Europe, North America and South America. She was Associate Dean (2002-2005) and Acting Dean (2006-2007) of the Faculty of Education at HKU. Dr. Rao has been very actively involved in the World Organization for Early Childhood Education (OMEP) and was a member of the World Executive Committee. She is a Fellow of the Hong Kong Psychological Society and Salzburg Seminar, and a member of the Society for Research on Child Development (SRCD), International Society for the Study of Behavioral Development (ISSBD) and the National Association for the Education of Young Children (NAEYC).

Hassan Bin Said

Mr. Said is President and Vice-Chancellor of Taylor's University College in Malaysia. Prior to that, he was Director General, Department of Higher Education, Ministry of Higher Education Malaysia. He joined Universiti Sains Malaysia in 1984 as a lecturer in mathematics and later was appointed as the Deputy of Vice Chancellor (Academic) of the university in 1995, before being seconded to the Ministry of Education in 1998 as the Director of the Department of Higher Education. Mr. Said was the Governing Board member of the South-East Asia Minister of Education for the Regional Centre of Higher Education (SEAMEO-RIHED). He is a Fellow of the Malaysian Mathematical Society and the Academy of Science of Malaysia as well as a Fellow of Institute of Mathematical and Its Applications in the UK (FIMA). He has been appointed as a member of Board of Directors in various local universities and has received a number of Federal and State Honors in Malaysia, in addition to the Chevalier de l' Ordre National du Merite Award from the Government of France. Mr. Said obtained his doctorate in computer-aided geometric design from Brunel University in the UK.

Fiona Stanley

Dr. Stanley is the Founding Director of the Telethon Institute for Child Health Research; Chair of the Australian Research Alliance for Children and Youth; and Professor, School of Paediatrics and Child Health at the University of Western Australia. Trained in maternal and child health epidemiology and public health, Dr. Stanley has spent her career researching the causes of major childhood illnesses such as birth defects. Her research includes the gathering and analysis of population data for epidemiological and public health research; the causes and prevention of birth defects and major neurological disorders, particularly the cerebral palsies; patterns of maternal and child health in Aboriginal and Caucasian populations; various ways of determining the developmental origins of health and disease; collaborations to link research, policy and practice; and strategies to enhance health and well-being in populations.

Her major contribution has been to establish the Telethon Institute for Child Health Research, a unique multidisciplinary independent research institute, focusing on the causes and prevention of major problems affecting children and youth. She sits on the Prime Minister's Science, Engineering and Innovation Council as well as the Australian Statistics Advisory Council. For her research on behalf of Australia's children, she was named Australian of the Year in 2003; and in 2006 she was made a UNICEF Australia Ambassador for Early Childhood Development.

Eduardo Velez

Mr. Velez is currently Education Sector Manager for East Asia and the Pacific at the World Bank and has had a long history with the organization, including Education Sector Manager for Latin American and the Caribbean, Sector Coordinator (Human Development) for the China program, Sector Leader (Human and Social Development for Colombia, Mexico and Venezuela), Human Development Cluster Leader for Uganda and Tanzania, and Principal Education Specialist for Eastern and Southern Africa. Before joining the World Bank, he was Adjunct Director at Instituto Ser de Investigación in Bogotá, Colombia - his country of origin. He has also held an extensive academic career, including Visiting Professor at the following places: Universidad Nacional, Bogotá; Brown University; University of Connecticut; Pontificia Universidad Javeriana, Bogotá; Universidad Pedagógica Nacional, Bogotá; and at the Universidad de los Andes, Bogotá; and has written extensively on the subject of economics, education, development and sociology, including nine books and more than ninety articles in professional journals, book chapters, and research reports. Mr. Velez has a Ph.D. in Sociology from the University of Illinois in the US. His areas of interest include Sociology of Social and Economic Development, Sociology of Education, and Analysis and Evaluation of Development Programs.

Don Winkler

Mr. Winkler is Senior Research Economist at the Research Triangle Institute (RTI), International, and a consultant to the World Bank. His areas of expertise include education finance, decentralization, and institutional analysis. He has written and published widely on education decentralization, and earlier this year he organized a conference on Social Sector Decentralization at the World Bank. Prior to joining RTI, Mr. Winkler held several managerial and technical positions in the education and public sector management sectors in the World Bank. He received his Ph.D. in Economics from the University of California, Berkeley, and taught economics at the University of California and was Professor of Public Policy at the University of Southern California.

Mae Chu Chang

Ms. Chang is Lead Education Specialist at East Asia and Pacific Region of the World Bank. She has worked on education reform in many countries during her 20-year service at the World Bank, which started in East Asian countries such as China, Malaysia, Thailand and Laos in the early 1980's and then moved on to the Middle East and North Africa where she worked intensively in countries such as Iran, Egypt, Yemen, Jordan to help the governments develop comprehensive education reform strategies, including assisting the Jordan government introduce the largest education reform for the knowledge economy program in the region. She led various World Bank teams and assisted these government strategies with technical advice and financial support through projects and programs in partnership with other donors. In her current assignment as the Indonesia Country Coordinator for the Human Development Sector, she has been leading the team to assist the Government of Indonesia in developing its education sector medium-term strategy and implementing it through investments in early childhood education, teacher upgrading, tertiary education, and other areas. Ms. Chang

has won a number of awards, including a Presidential Award for Excellence for West Bank and Gaza Country Team and a Human Development Award for Excellence for her work on girl's education in Pakistan. She received her doctorate in education administration from Boston University in the US.

Dandan Chen

Ms. Chen is Senior Economist at East Asia and Pacific Region of the World Bank. She is a labor economist with research focus on human resource investment issues. Since she joined the World Bank in 1999, she has led both analytical and operational work on education sector development. After serving Africa Region for the past seven years, she recently joined the Indonesia Education Team in the World Bank's Jakarta Office and is currently leading the Team's advisory and analytical activities. Ms. Chen received a doctorate in economics from Duke University.

Susiana Iskandar

Ms. Iskandar is Senior Education Specialist at East Asia and Pacific Region of the World Bank. She has worked in the field of education since 1982, starting from a teacher, a student counselor, an education planner at a regional education office before joining the Indonesia Education Team of the World Bank. In the past ten years, she has carried out operational work on various education projects of the Bank. Ms. Iskandar received Masters degrees in international education, administration and policy analysis as well as in sociology from Stanford University.

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Mr. Cao is currently Lead Knowledge & Learning Officer of Europe and Central Asia Region after having served for East Asia and Pacific Region of the World Bank and the World Bank Institute. He has broad knowledge and international experience in education, organizational learning, knowledge management, e-learning and professional development from both the private and public sectors. He has worked on knowledge and education projects and capacity development programs in Africa, East and South Asia, the Caribbean, the Middle East, the Pacific and Europe. Mr. Cao began his career as an officer at the Ministry of Education in China and later became the Assistant Director of the National Foundation for Outstanding Faculty in China. In his academic capacity, Mr. Cao was a Teaching and Research Fellow at the Harvard Institute for International Development and at the Harvard Graduate School of Education. He has published articles, book chapters, country reports, book reviews and has presented at major international conferences. Mr. Cao received his doctorate in administration, planning and social policy from Harvard University.