

# T17P05 / Educational Policies, its Tensions, Agendas and Developments: What Can We Learn from the International Experience?

**Topic :** T17 / Sectorial Policy Topics

**Chair :** Fred Lazin (Ben Gurion University of the Negev)

**Second Chair :** Renu Kapila (Punjabi University, Patiala -Punjab. (India))

## GENERAL OBJECTIVES, RESEARCH QUESTIONS AND SCIENTIFIC RELEVANCE

In the field of educational policies, some key questions are: financing; quality of supply; access and equity; adequacy of the curriculum; performance of students and teachers and qualification of teachers. In recent decades educational policies have experienced several changes, many of them influenced by the action of international organizations, the third sector and the private sector that somehow have motivated national governments to review their plans and programs in the area. Although national realities are not the same, it is known that large-scale assessments (national and international) and their performance indicators have forced countries to review their policies in order to make their results better compared to previous editions. If the performance issue becomes central, articulating the various actions in the field of educational policy becomes the main challenge, as countries, each in their own way, have a set of policies, educational programs and actions oriented to specific questions. All these together aim to ensure that the quality of education increases. Considering the New Public Management perspective, the concern for cost efficiency associated with the obtained results has encouraged countries to undertake national assessments in order to determine whether and how their strategies to improve educational indicators have been effective. It is hoped that through the presented papers, participants have the opportunity to meet different experiences at the national level with consistent data, and theoretical discussions that may indicate how the field of educational policies is orbiting and what discourses have shaped the international agenda within the rationality that has been stimulated by the New Public Management premisses.

## CALL FOR PAPERS

We call for papers that address this discussion in the theoretical and empirical level on different perspectives and dimensions: (1) the changes at the national level, reflecting on the conditions that have influenced any route changes in the conduct of educational policy in setting agendas, participation of stakeholders and policy formulation; (2) educational policy designs focused on specific issues such as teacher training, basic and/or higher education funding, curriculum reforms, large-scale assessment, student finance and teacher qualification and its career, among other examples that are relevant and that allow comparisons between countries; (3) evaluation and monitoring of educational policies at the national level showing, by the use of qualitative and quantitative methodologies, its effects, impacts, difficulties, strengths, challenges, possibilities and scope; (4) cases of implementation of educational policies that can be considered crucial case studies (on a bottom-up approach or a top-down perspective), especially for its ability to highlight the changes in the various governments, the pattern of intervention, the perception of the agenda that shapes the educational policies and the articulation and involvement of various stakeholders.

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## Session 1 Educational Policies, its Tensions, Agendas and Developments (I)

Friday, June 30th 10:30 to 12:30 (Block B 3 - Lecture )

### **The perfomance policy on faculty development in the public universities in Vietnam**

Pham Diem (National Academy of Public Administration)

### **Educational Policy making in African Union : Between internationalization and regionalization**

Antoine Thierry MVONDO OLONGO (Pan African University)

### **THE ROLE OF TRANSNATIONAL EDUCATION ON INTERGENERATIONAL SOCIAL MOBILITY OF YOUTH IN POST-SOVIET UZBEKISTAN**

Dilmira Matyakubova (Elliot School of International Affairs)

### **International Universities in China and Uzbekistan: the Quest for Legitimacy and the Impact on National Educational Policy**

Alan P France (Westminster International University in Tashkent)

### **Provision of Functional Model of National Skill System: Case of Iran**

Mostafa Zamanyan (Technology Studies Institute)

Zahra Vazifeh

Mitra Karami-Zarandi (Governance and Policy Think Tank (GPTT))

Ali Maleki (Sharif Policy Research Institute (SPRI); Sharif University of Technology)

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## Session 2 Educational Policies, its Tensions, Agendas and Developments (II)

Friday, June 30th 13:45 to 15:45 (Block B 3 - Lecture )

### **Discussants**

Nemi Chand Goliaya (PGGCG-42 Panjab University Chandigarh,India )

### **The creation of technological sectors as a response to the crisis of socio-professional integration of graduates of higher education in Cameroon.**

Albert Richard MAKON MA MBEB (University of Douala)

### **Regulating and Promoting Quality Research in India: Assessing the Role of the University Grants Commission**

B.S. Ghuman (Former Vice-Chancellor, Punjabi University, Patiala, Punjab, India)

Mohammad Sohail (Department of Public Administration, Government Mohindra College, Patiala, Punjab, India-147001)

### **Reforms to Improve Education Accountability: Recent Experience from Beijing**

Yifei Yan (University of Southampton)

### **Access of Students with Disabilities to Higher Education in India: A Case Study of Panjab University, Chandigarh**

B.S. Ghuman (Former Vice-Chancellor, Punjabi University, Patiala, Punjab, India)

Rimpi FNU (Panjab University, Chandigarh, India)

### **Education Policy Evaluation by Governance Perspective: The Case of Creativity Education Policy in South Korea**

NAN-YOUNG KIM (Audit and Inspection Research Institute)