

Biographical Sketches of Experts from Europe

Abdel-Jalil Akkari is dean of research at the Haute École Pédagogique (Berne-JuraNeuchâtel). He has taught at the universities of Fribourg and Geneva. From 1998 to 1996, he was visiting professor at the University of Maryland in Baltimore. His main research involves the training of teachers, the education of cultural minorities, the analysis of educational inequalities and international cooperation on research in education.

Jean M. Bernard, Ed.D.

Dr. Jean M. Bernard is currently Senior Programme Specialist in Textbook Revision in the Division of Basic Education, UNESCO Headquarters. Since coming to UNESCO in 2004, she has overseen the development of a global strategy for textbooks and learning materials, and has assisted in numerous projects geared toward development of pedagogically effective textbooks consistent with the principles of peace and human rights. Before coming to UNESCO, Dr. Bernard worked as a teacher, curriculum specialist, author and editor of numerous textbooks and interactive learning media.

Alexandru Crisan, Ph.D.

Currently, Executive President of the *Center Education 2000+* (Bucharest, Romania), one of the most important independent education policy, consultancy and advising institution in South East Europe (since 1999); and Chief Executive Officer (CEO) of *Education 2000+ Consulting Ltd.* (since 2005)(member company of Mott MacDonald/Cambridge Education Group – United Kingdom); Associate Professor of Education Policy at Universities of Bucharest and University of Iasi. Senior Education Consultant to various international organisations: projects/countries of current involvement: Turkey (curriculum reform), Ukraine (curriculum reform), Moldova (WB Project development), Kosovo (World Bank Education Project development), Montenegro (School-based Professional Development of Staff; National Teacher Appraisal System); South East Europe (through IBE) – developing Inclusive Education policies through the National Curriculum; Council of Europe/European Union: Developing a General Framework for Languages of Education (Mother Tongues).

Formerly, school and high school teacher (till 1989); since 1990, Senior Research Officer at the National Institute of Education Sciences (IES) in Bucharest; Head of Curriculum Development Department at the IES (1993-1997); President of the National Board of Curriculum of Romania (1995-1999); as such he was one of the coordinators of the development of the New National

Curriculum in Romania. Adjunct Professor of International Education Policies (Post-graduate policy and curriculum studies) at Columbia University – Teachers College, New York (2003, 2004); International Education Consultant to the World Bank, OECD, Asian Development Bank, UN, PNUD, UNESCO, UNICEF, Open Society Institute (educational policies, curriculum, training, quality assurance). In this capacity, he worked in developing curricula and other reforms in Afghanistan, Albania, Bangladesh, Bosnia and Herzegovina, Brazil, Bulgaria, Croatia, Georgia, Kosovo, Moldova, Montenegro, Russia, Serbia, Tajikistan, and Ukraine.

Graduate of University of Bucharest, Faculty of Letters; Ph.D. in Educationally Applied Psycholinguistics. Professional Development grants in the USA (Harvard Graduate School of Education; Columbia University), Canada (Ontario Institute of Educational Studies), France (INALCO), UK, Netherlands, Finland etc. Author of books, studies, articles in the field, author of curriculum books, materials, guidelines (published in different languages, including Russian), co-author of over 10 school textbooks in Romania and the Republic of Moldova.

Recent publications:

Al. Crisan (Ed.). *Current and Future Challenges in Curriculum Development: Policies, Practices and Networking for Change*, UNESCO/IBE/Education 2000+, Bucharest, Humanitas Publishers, 2006. (English)

Al. Crisan (Ed.). *Four Exercises of Education Policy*. UNICEF/Education 2000+, Bucharest, Humanitas Publishers, 2006. (Romanian with English Abstracts)

Ms Irmeli Halinen

Ms. Irmeli Halinen works at the Finnish National Board of Education (FNBE) as the Director of Preschool and Basic Education Development. FNBE is the national agency in charge for development and evaluation of education in Finland and for the national core curricula in general (preschool, basic and upper secondary) education and in vocational and adult education. It is working under the auspices of the Ministry of Education. Ms. Halinen is a member of several educational committees in Finland. She is also a member of the Finnish Unesco Committee.

Ms. Halinen has Masters Degree in Education Science and also in Pedagogy and Educational Administration (teacher and school principal qualification). She has broad experience as a teacher, as a school principal and as a local administrator. She was 10 years the Head of the Education and Development Unit of Helsinki,

the capital of Finland. She is experienced teacher trainer and lecturer. Her areas of expertise are school leadership, school development and curriculum development.

Jens Naumann, Prof., Dr., MA (Econ); born 1943; studied International Relations, Economics in Germany, Western Europe, USA; 1966-1992 researcher at the Max-Planck-Institute for Human Development, Berlin, Germany (Economics and Sociology of education); 1965-1990 member of Governing Board of the German United Nations Association, 1985-1995 member of the German UNESCO Commission; since 1993 Professor at the University of Münster (education and political science, for several years Dean at the Department for Educational and Social Sciences); research interests since 1990: Education for All with special emphasis on (school)language policies in (West-)Africa; (cultural) evolution of “humanity as a whole”/ world society in a diffusionist perspective; current trends of globalization and the future of the UN-system.

Xavier Roegiers (Belgium))

Xavier Roegiers is professor on Educational sciences at the Catholic University of Louvain, in Belgium, as well as the director of BIEF.

As a civil engineer, teacher and Ph D in Educational Sciences, he is specialized in supporting educational systems in terms of elaboration of school programmes by competences, students’ learning evaluation, elaboration and evaluation of school textbooks and teachers training, searching through all of these components an increasing equity in the educational systems.

He and his team of around twenty experts (issued from northern and southern countries), currently supports the educational systems in around thirty countries, in all 5 continents. He works in close collaboration with the main educational institutions worldwide such as OIF, UNICEF and UNESCO.

For the last 5 years, he has accompanied the education African pool of experts of OIF.

He has written numerous books in the context of the competences approach within educational systems, namely and among the latest: « Une pédagogie de l’intégration », « L’école et l’évaluation » and « Des manuels scolaires pour apprendre », which have been translated to several languages, among others Portuguese Russian, Spanish Ukrainian and Arab.

Moritz Rosenmund, Prof. Dr.

Previously head of R&D Department of the Pestalozzianum, a State Agency for research and development of education, educational consultancy, and in-service teacher education, now senior researcher and lecturer at the Zurich University of Teacher Education.

Research on curriculum-making both at national and international level, documented (in English) in K. Bähr et al. (1999): *Curriculum-Making: Structures, Expectations, Perspectives*; M. Rosenmund, A.-V. Fries & W. Heller, eds. (2002): *Comparing Curriculum-Making Processes*; M. Rosenmund (2006): *The Current Discourse on Curriculum Change: A Comparative Analysis of National Reports on Education*. In: A. Benavot & C. Braslavsky, eds., *School Knowledge in Comparative and Historical Perspective*.

Besides curriculum studies, the research domain includes political culture, education in multicultural society, and lifelong learning.

Jenne van der Velde

Mr. van der Velde is working for SLO, the Netherlands Institute for Curriculum Development in Enschede. Within SLO, he is responsible for International Affairs. His tasks are:

- to support internationalising in Dutch education;
- to give SLO a more important role as a partner in European projects and activities
- to consult on demand on curriculum issues all over the world.

He is also involved in different countries. Examples are the Roma school development projects in Romania, Hungary and Bulgaria.