



International Network of Educational Institutes (INEI)

2022 Summer School

Program Introduction

The International Network of Educational Institutions (INEI) consists of eleven leading educational institutions including Melbourne Graduate School of Education, University of Melbourne; School of Education, University of São Paulo; Ontario Institute for Studies in Education, University of Toronto; Faculty of Education, Beijing Normal University (BNU); National Institute of Education, Nanyang Technological University; School of Education, University of Cape Town; College of Education, Seoul National University; University College London Institute of Education; School of Education, University of Wisconsin-Madison; Danish School of Education, Aarhus University; School of Education, Hiroshima University. INEI sets its mission to make impacts on policy decisions, influences funding and inspires research and interventions that have a meaningful impact on education locally and globally.

Within the framework of INEI, a Summer School Program has been successfully held each year by FoE-BNU since 2017. We are pleased to announce that the fifth INEI Summer School will be held virtually **from July 11th to 13th, 2022** by Institute of International and Comparative Education (IICE), Beijing Normal University. We sincerely invite you to recommend outstanding graduate students to take part in our program.

Program Theme

Global Governance in Education: Communication, Cooperation for a Shared Future

Since the outbreak of COVID-19, unilateralism, protectionism and populism keep rising globally. The world economy is under tremendous pressure and the global governance in education is also facing new challenges. As stated in “Reimagining Our Futures Together: A New Social Contract for Education” issued by UNESCO in November 2021, “Our world is at a turning point. We already know that knowledge and learning are the basis for renewal and transformation. But global disparities – and a pressing need to reimagine why, how, what, where, and when we learn – mean that education is not yet fulfilling its promise to help us shape peaceful, just, and sustainable futures.” What is the underlying logic of global governance in education and whether it needs to be reconstructed? How to keep a balance between national educational sovereignty and international education consensus? What are the roles do international organizations, the private sector and non-governmental organizations play in global governance? What’s the possible contribution might China bring for the global governance in education? The summer school will combine online and on-site lectures and webinars to discuss the following topics:



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- The Principles and Mechanism of Global Governance in Education
 - The Roles and Actions of International Organizations in Global Governance in Education
 - The Roles and Actions of Nation States in Global Governance in Education
 - The Roles and Actions of Non-state Actors in Global Governance in Education
 - Chinese Possible Contributions of the New Social Contract for Education

Eligibility

- Applicants must be graduate students (Master and PhD), OR final year undergraduate students currently enrolled in an INEI related institute.
- Major in education and its related disciplines
- Language requirement: English-speaking countries, OR, Citizens from non-English-speaking countries are required to submit official proof of English proficiency. English proficiency can be demonstrated by submitting official TOEFL(85) or IELTS(6.5) scores. If applicants do not have either one, please apply for an oral proficiency interview, which will be arranged in June 2022.
- Preferred (but not required) students who have a strong interest in applying for Master's or Doctor's Degree Programs in China in the future.

Note: In addition to the places reserved for INEI member institutions, the program is also open to students from non-INEI partner institutions and a total of 15 additional overseas participants will be recruited. Please see the Eligibility and Application Procedure as indicated.

Application Procedure

Each INEI partner institute could recommend up to 3 students to attend the 2022 Summer School. Recommendation lists shall be sent to Ms. YIN Huijuan (yinhj@bnu.edu.cn) or Ms. LI Zhaoxia (lizhaoxia_cindy@163.com) by the Dean or Associate Dean in each school.

Nominated applicants should send documents with the subject title "2022 INEI Summer School Application" to yinhj@bnu.edu.cn or lizhaoxia_cindy@163.com, including:

- Curriculum Vitae, including education experience, research experience, publications, working experience, courses taken, etc.
- Personal Statement (See Appendix)
- One recommendation letter
- Official Certificate of Enrollment at current educational institution
- Language proficiency proof (English-speaking countries submit scanned copy of passport; Non-English speaking countries submit scanned copy of language certificate according to the language requirement or a letter to apply for oral proficiency interview.)
- One scanned copy of passport bio page



Note: All documents must be in English or Chinese. If they are in other languages, a notarized copy in Chinese or English must be provided.

For students from non-INEI member institutions, please send the above materials to Ms. YIN Huijuan (yinhj@bnu.edu.cn) or Ms. LI Zhaoxia (lizhaoxia_cindy@163.com) by yourself. The organizer will screen and notify you according to the following Review Process and Admission Decision procedure.

Review Process and Admission Decision

The 2022 INEI Summer School Admission Committee of Beijing Normal University will review all the materials submitted by applicants and publicize the admission list, please see the timetable below:

Date	Item	Note
May 29, 2022	Summer School information announced	
May 29-June 3, 2022	Students consult and prepare for the application	E-mail: yinhj@bnu.edu.cn lizhaoxia_cindy@163.com
June 3-29, 2022	Send application materials	E-mail: yinhj@bnu.edu.cn lizhaoxia_cindy@163.com
June 29, 2022	Deadline for application	No late applications will be accepted
June 29-July 1, 2022	Review materials	
July 4, 2022	Publicize the admission list and send an electronic letter of admission	

Tuition Fee

Free



Course Schedule

Date	Time	Contents
July 11th (Mon.)	2:00-2:20pm	Welcome & Opening Ceremony
	2:20-3:20pm	Lecture 1: <i>Global Governance of Education: Principles and Mechanism</i> Speech by Professor SUN Jin (IICE, Beijing Normal University)
	3:20-3:30pm	Break Time
	3:30-5:00pm	Webinar 1: <i>The Roles and Actions of International Organizations in Global Governance of Education.</i> Speakers: Dr. ZHAO Yuchi (UNESCO International Research and Training Centre for Rural Education) Associate Professor ZHU Xiaohu (Shanghai Normal University) Professor LIU Ji (Shaanxi Normal University)
July 12th (Tues.)	2:00-3:30pm	Webinar 2: <i>The Roles and Actions of Non-State Actors in Global Governance of Education.</i> Speakers: Professor KAN Yue (Zhejiang University) Dr. K. C Pang (Beijing International Bilingual Academy) Dr. XIANG Xin (IICE-Zhuhai, Beijing Normal University)
	7:30-9:00pm	Webinar 3: <i>The Roles and Actions of Nation States in Global Governance of Education.</i> Speakers: Professor CAI Yuzuo (University of Tampere) Professor Aaron Benavot (University at Albany - State University of New York) Professor SHI Xiaoguang (Peking University)
July 13 (Wed.)	7:00-8:00pm	Lecture 2: <i>A New Social Contract for Education and Chinese Possible Contributions</i> Speech by Professor TENG Jun (IICE, Beijing Normal University)
	8:00-8:10pm	Closing Ceremony



LECTURE SESSIONS

1. What is Global Educational Governance? —An Ontological Exploration

July 11th (Mon.), 2:20-3:20pm

Instructor: Professor SUN Jin, Institute of International and Comparative Education, Beijing Normal University

Abstract: Global Educational Governance (GEG) came into being at the latest after the end of World War II. It refers to the activities of international community actors to jointly manage global education affairs and promote the development and exchange of education among countries. At present, the main goal of GEG is to ensure inclusive and equitable quality education worldwide and promote lifelong learning opportunities for all. The subjects of GEG include international organizations, nation-states, transnational civil societies, transnational corporations, mass media, etc. The objects of GEG cover issues of all forms of education at all levels that require joint efforts by the international community. In terms of mechanisms, GEG uses a combination of formal mechanisms (such as conventions, agreements, declarations) and informal mechanisms (e.g. best practices, international tests). In terms of effect, GEG has promoted education equity and development in various countries, but it also faces problems such as unbalanced distribution of discourse power between developed and developing countries, the insufficient authority of governance subjects, and the tendency of standardization of worldwide education.

2. A New Social Contract for Future Education and China's Possible Contributions

July 13th (Wed.), 7:00-8:00pm

Instructor: Professor TENG Jun, Institute of International and Comparative Education, Beijing Normal University

Abstract: On November 10, 2021, UNESCO released “Reimagining Our Futures Together: A New Social Contract for Education”. Under the crisis of multilateralism, the intensification of social conflicts, and the exacerbation of global inequality by the Covid-19 pandemic, the report proposes the idea of new social contract to unite all countries and the international community, and its essence is a “humanism of solidarity” rooted in the humanistic tradition that UNESCO has upheld since 1945. However, UNESCO’s humanism philosophy based on individual rationality may also be a theoretical bottleneck for global governance of education nowadays. While the humanistic spirit based on relational rationality in Chinese cultural tradition provides new ideas, thus the concept of “relational capacity” is proposed for the international community to build a real “community with a shared future for mankind”.



WEBINAR SESSIONS

1. Webinar One: The Roles and Actions of International Organizations in Global Governance of Education

July 11th (Mon.), 3:30-5:00pm

Instructor: Dr. ZHAO Yuchi, International Research and Training Centre for Rural Education, UNESCO

Associate Professor ZHU Xiaohu, UNESCO-TEC, Shanghai Normal University

Professor LIU Ji, Shaanxi Normal University

Abstract: International organizations, represented by UNESCO, World Bank and OECD, are the most important platforms for current global governance of education. Though they are all working under the framework of SDG4, their actions and roles are quite different from each other due to their own historical roots and current preference. What did they do and what are their advantages respectively? Are they cooperating with each other to make collective efforts, or restraint each other to serve their own mission? When facing the propounding changes of the world order brought by COVID 19, what are possible choices for international organizations under the crisis of multilateralism? For this webinar, we are very honored to invite Dr. ZHAO Yuchi from UNESCO-INRULED, professor ZHU Xiaohu from Shanghai Normal University, as well as a data analyst for OECD, and professor LIU Ji from Shaanxi Normal University, also participating in various education programs from World Bank, to share their stories and insights in these frontier topics.

2. Webinar Two: The Roles and Actions of Non-State Actors in Global Governance of Education

July 12th (Tues.), 2:00-3:30pm

Instructor: Professor KAN Yue, Zhejiang University

Dr. K. C Pang, Beijing International Bilingual Academy (BIBA)

Dr. XIANG Xin, IICE-Zhuhai, Beijing Normal University

Abstract: Various types of non-state actors have become a huge social organization system outside the government and market systems. Nowadays, these actors are playing an increasingly important role in global governance of education in practice, nevertheless have received much less academic attention. What non-state actors are involved in governance of global education today? In what form do they engage in global governance of education and what role do they play? How do these non-state actors interact with other actors, like intergovernmental organizations, state governments, in global governance of education? How should China better play the role of non-state actors in global governance of education? For this webinar, we are very honored to invite professor KAN Yue from Zhejiang University, Dr. K. C Pang from BIBA School, and Dr. XIANG Xin from IICE-Zhuhai, to share their stories and insights on these frontier topics. All participants are welcomed and expected to interact with the speakers.



3. Webinar Three: The Roles and Actions of Nation States in Global Governance of Education

July 12th (Tues.), 7:30-9:00pm

Instructor: Professor CAI Yuzuo, Tampere University, Finland

Professor Aaron Benavot, University at Albany - State University of New York

Professor SHI Xiaoguang, Peking University

Abstract: Global education governance refers to the activities of various actors to solve global education problems through dialogues and consultations. Though many actors are involved, nation-states always play an important and even the most important role in global education governance. nation state usually plays contradictory and dual roles in global education governance, because it is not only the subject of global educational governance, but also the main object of global educational governance. Therefore, nation states should not only safeguard their own national interests, but also contribute to the solution of global education problems; not only safeguard national education sovereignty, but also actively promote the global education consensus and cooperation; not only accept and implement the global consensus and agenda, but also contribute their own wisdom and solutions. Then many questions arise for in-depth discussion: Why are nation states the most important actors in global education governance? How can nation states promote the global consensus on the solution of global education problems while safeguarding national education sovereignty? How should nation states promote their own educational development by participating in global educational governance? Through what kinds of mechanisms do nation states participate in global education governance? How should developing countries like China participate in global education governance? For this webinar, we are very honored to invite Professor CAI Yuzuo from Tampere University, Professor Aaron Benavot from University at Albany - State University of New York, and Professor SHI Xiaoguang from Peking University to share their insights on these topics. All participants are welcome and expected to interact with the speakers.



Introduction of Speakers



Dr. LIU Baocun is a professor of comparative education and the director of the Institute of International and Comparative Education (IICE) at Beijing Normal University. He serves as president of China Comparative Education (CCES). With his specialization and research interests in comparative education, higher education, education policy and management, he has been involved in a wide range of national and international research and consultancy projects, and published more than 300 journal papers and 20 books. He has received many honours and awards for his research and teaching in the field of education, including the Ministry of Education Distinguished Professor of Changjiang Scholars Program.



Dr. GAO Yimin, Professor and Deputy Director of the Institute of International and Comparative Education, Beijing Normal University. His research field is comparative education, of which he focuses on Japanese education. His research also involves comparative studies in school administration, teacher professional development, higher education, and adult education. He published academic papers such as “An Analysis of the Reform Trend of Compulsory Education in Japan”, essays such as “The Revolution of Learning”, books such as “The Modern Destiny of Traditional Education - A Comparative Study of Educational Transformation in Modern East Asia” (Shanxi People’s Publishing House, 2014) and other works. He has served as a member of the Research Committee of the Japan Comparative Education Society (JCES), and a visiting researcher at Nagoya University (NU). He is currently one of the vice chairpersons of China Comparative Education Society (CCES).



Dr. TENG Jun, Professor and Associate Dean of the Institute of International and Comparative Education, Beijing Normal University. Teng has long been engaged in comparative education research. Her main research areas include international organization education policy, global governance of education, 21st century skills, global competence and international school. She has close cooperation with UNESCO, the World Bank, the United States, Finland and other countries. She has led and participated in more than 20 national and provincial projects, and published more than 100 papers in peer reviewed journal, as well as newspapers. Her latest monographs “Preparing to Work in International Organization”, “C+ Curriculum Guideline for International Preschool in China” and “Reconstructing Neo-Modern Curriculum: Annual Report of Innovative Practice of International Schools in China (2020)” have been published by Shanghai Education Press.



Dr. SUN Jin, Professor of Institute of International and Comparative Education, Beijing Normal University, Beijing, P.R. China. Main research interests: Educational theory and policy in Germany, theories and methods in comparative education, global educational governance, intercultural competence.



Dr. HU Yiyun is a lecturer at the Institute of International and Comparative Education, Beijing Normal University. Dr. Hu's research interests include international education, development education and education in Latin America. She has presided over and participated in more than 10 national, provincial and ministerial level projects. She has published the book *A Study of the Mechanism of Interregional Cooperation in Higher Education between Latin America and the European Union*, and she has translated the book *The Cultural Foundation of Chinese Education* written by Professor Gu Mingyuan (Chinese to Spanish). She has published articles in academic journals such as *European Journal of Education, Sustainability, Educational Research, International and Comparative Education, Higher Education Exploration, International Journal of Chinese Education*, etc.



Dr. DING Ruichang is a lecturer at Institute of International and Comparative Education, Beijing Normal University. He attained his Ph.D. in Comparative Education in 2018 at Beijing Normal University. In 2017, fully funded by China Scholarship Council, he studied at Teachers College, Columbia University for one year, as a visiting Ph.D. student. His research mainly focuses on the education policy of international organizations, global education governance, and international education. He hosts a research project funded by The National Social Science Fund of China, and has undertaken more than 10 projects. He has published more than 40 articles in academic journals such as *Education Research, International and Comparative Education, Journal of Educational Studies*, and *Tsinghua Journal of Education*.



Dr. SHI Xiaoguang currently serves as a professor in the PKU-Graduate School of Education, and one of Academic Staff at Center for International Higher Education at Peking University. He is also Vice President for China Comparative Education Society. He is mainly engaged in his academic areas, such as International Education Policy, Internationalization of HE and History of Western Universities, etc. He has authored or edited many publications in the field of his studies, such as *Rising China's Research University* so on and so forth.



Dr. CAI Yuzhuo is Senior Lecturer and Adjunct Professor at the Higher Education Group (HEG), Faculty of Management and Business, Tampere University, Finland. He has been with the HEG for 20 years and was the Acting Professor of the unit from August 2013 to July 2014. He is Co-Director of Sino-Finnish Education Research Centre and Deputy Director of Research Centre on Transnationalism and Transformation at Tampere University. He is also Editor-in-Chief of *Triple Helix* journal. He has published over 100 peer-reviewed publications in the fields of higher education administration and innovation studies.



Dr. K.C Pang, MH, Chief Director of Beijing International Bilingual Academy (BIBA), specializes in bilingual education, teacher education, curriculum development, IB curriculum design and parent education. He was founding Vice President of the Hong Kong Institute of Education, Senior Lecturer of University of Hong Kong and founding Chief Executive of Curriculum Development Institute (CDI) of Hong Kong's Education Department. Dr. Pang has led teachers developing the IBDP curricula, trained principals and teachers, examined Ph.D. theses and has conducted many masters level parent workshops. Dr. Pang has participated in more than 65 regional and international conferences, given more than 300 lectures, seminars and training courses and published more than 112 papers and books.



Dr. ZHAO Yuchi is the Deputy Director of International Research and Training Centre for Rural Education under the auspices of UNESCO, and lecturer in Faculty of Education, Beijing Normal University. He worked as a loaned expert in UNESCO Headquarters from April 2019 to October 2021, in the position as the coordinator of the UNESCO Prize for Girls' and Women's Education and the Coordinator of UNESCO-Hainan Airlines Funds-in-Trust Project. He had diversified working experiences in government, university and International Organization. With his research interest in education and international development, rural teachers' professional development and girls' and women's education, he has been invited to attend and speak in many different meetings, workshops, seminars and events at national, regional and international level.



Dr. KAN Yue is professor and Executive Dean of College of Education, Zhejiang University China. He specialized in comparative study of educational policy and his current research interests focuses on the international organizations and global governance in education, and accountability in higher education. He received his Ph.D. at Zhejiang University of China and then was a post-doctoral fellow at Beijing Normal University, China. He was a visiting scholar at Institute of Education (IOE), University of London and Graduate School of Education and Information Studies (GSE&IS), University of California, Los Angeles (UCLA).

He now served as the Director of UNESCO Research Center at Zhejiang University, Director of UNESCO Asia-Pacific Program of Educational Innovation for Development (APEID) Associate Center at Zhejiang University and Executive Secretary-general of Secretariat for Global University Network for Innovation: Asia and Pacific (GUNI-AP). He is also the Research Fellow of Center of Comparative Education Research, Beijing Normal University (Key Research Institute of Humanities and Social Sciences at Universities, Ministry of Education of China).

He is a member of Drafting Committee of UNESCO Global Convention on the Recognition of Higher Education Qualifications (2016-2019), Steering Committee of UNESCO Asia and Pacific Educational Research Institutes Network (ERI-Net) (2013 to present), Governing Board of International Center for UNESCO ASPnet (ICUA) (2019 to present), Advisory Committee of Chinese National Commission for UNESCO (2018-2021), and Oversea Qualification Evaluation Expert Group of Chinese Service Center for Scholarly Exchange (Ministry of Education) (2016 to present). He is also a member of Comparative and International Education Society (CIES) and Executive Board of Chinese Comparative Education Society (CCES).



Dr. LIU Ji, professor of Comparative Education and Economics of Education at Shaanxi Normal University, where he serves as director of the master's degree program in adult learning and leadership. He is the founding series editor of Routledge Series on Learners, Teachers, and the Economy, and author of *Teacher Labour Markets during an Era of Economic Boom* (Routledge, 2021). He earned his Ph.D. degree in comparative education and economics at Columbia University, and was a consultant at the World Bank Group and part of the 2018 World Development Report team.



Dr. ZHU Xiaohu received his master's degree in psychology in 2007 and doctorate degree in comparative education in 2016 from East China Normal University. He is a researcher at UNESCO-TEC, Shanghai Normal University. His research interests include education assessment, teacher professional development and related areas. Dr. Zhu Xiaohu's main work includes the implementation of the international large-scale education survey. As the data manager, he engaged two cycles of Shanghai Programme for International Student Assessment (PISA) from 2007 to 2014. He now works for the

research and implementation in Teaching and Learning International Survey (TALIS) in Shanghai.



Dr. XIANG Xin is an assistant professor in comparative education at BNU-Zhuhai. Her primary line of research examines how social and cultural contexts shapes the dynamics of education and the production of inequalities. She also has research projects on the migrant education policies, parenting, comparative education, and public health. Her writing has appeared in English as well as Chinese language journals including *Harvard Educational Review*, *Human Nature Behavior and Youth Studies* (Qingnian yanjiu). Dr. XIANG Xin obtained her B.A. in psychology from Harvard College and Ph.D. in Education from

Harvard University. She is also the co-founder of Guangzhou Clover Youth Development Center.



Dr. Aaron Benavot is Professor of Global Education Policy at the University at Albany-SUNY with interests in comparative education research and international education policies. For 8 years Aaron worked at UNESCO, first as Senior Analyst and then Director of the GEM Report, an independent, evidence-based report analyzing progress towards international education targets. In 2018 he served as a High-Level Expert at ECNU in Shanghai; and more recently at BFSU in Beijing. Aaron currently contributes to three projects: a 6 year study on monitoring and evaluating climate communication and education (mecce.ca), a feasibility study of global citizenship competence by APCIEU in South Korea and NISSEM, a community of academics and practitioners seeking the inclusion of global and humanistic themes and socioemotional learning in textbooks and educational materials.



Assessment and Certificate

Students are required to submit a Learning Reflection Report with no less than 3,000 words in English at the end of the program. The program committee of INEI Summer School will assess and feedback on it. The students who successfully submit the learning reflection report and get a satisfactory result will receive a certificate of completion.

Contact

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Appendix
2022 INEI Summer School
Personal Statement

Please introduce your study motivation, academic background, study/research plan and objective for future career etc.
in 1000 words.