

KEYNOTE SPEAKERS OF THE INITIAL ROUNDTABLE CONFERENCE

Special keynote participant –

H.H. the Dalai Lama Tenzin Gyatso

Ethics for the new millenium

The Ethic of Compassion.

Beyond Religion: Ethics for a Whole World

Universe in a Single Atom : The Convergence of Science and Spirituality.

Meenakshi Gopinath (WISCOMP, Delhi, India)

Ex-principal of Lady Shri Ram College, University of Delhi. The founder and incumbent director of the Women in Security Conflict Management and Peace (WISCOMP). The fourth highest civilian award Padma Shri - for contributions to Indian educational sector (2007), Qimpro Platinum Standard Award for excellence in education (2007); Celebrating Womanhood South Asian Region Recognition for social harmony (2008); Rajiv Gandhi Award for Excellence in Education; the Mahila Shiromani Award and the Delhi Citizen Forum Award.

https://en.wikipedia.org/wiki/Meenakshi_Gopinath

<https://www.nonviolentpeaceforce.org/background/people/2014-06-04-14-32-6/589-meenakshi-gopinath>

(2003). Conflict Resolution : Trends and Prospects

(2003). Transcending Conflict A Resource Book on Conflict Transformation. Women in Security Conflict Management and Peace

(2005). [Ed.] Dialogic Engagement. Women in Security, Conflict Management and Peace.

Meenakshi Thapan, (University of Delhi, India)

Professor of Sociology and Director, Delhi School of Economics, and Co-ordinator of the D.S. Kothari Centre for Science, Ethics and Education, University of Delhi a Trustee of the Krishnamurti Foundation (India) since 2012.

<https://du-in.academia.edu/MeenakshiThapan>

https://www.academia.edu/27756811/Introduction._Ethnographies_of_Schooling_in_Contemporary_India https://www.academia.edu/26393287/Life_at_School

(2006) Life at School: An Ethnographic Study (Oxford University Press, 1991, 2ed.

(2018) J. Krishnamurti and Educational Practice: Social and Moral Vision for Inclusive Education Oxford University Press

(2015) Education and Society. Themes, Perspectives, Practices (ed.) (Oxford University Press,

(2014) Ethnographies of Schooling in Contemporary India (ed.) SAGE

(2009) Living the Body: Embodiment, Womanhood and Identity in Contemporary India. (SAGE)

(2010) Contested Spaces. Citizenship and Belonging in Contemporary Times (ed.) Orient Blackswan.

(2015-2017) [Series Editor] Series on the Sociology and Social Anthropology of Education in South Asia (SAGE

(2005-2008) [Series Editor] 5 vol. series on Women and Migration in Asia SAGE.,

(2018-2022) [Series Editor] Series on Education and Society in South Asia, Oxford University Press.

Poonam Batra (University of Delhi, India)

Professor, Department of Education, University of Delhi

http://www.du.ac.in/du/uploads/Faculty%20Profiles/Education/March2018_Edu_Poonam%20Batra.pdf

Reclaiming the Space for Teachers to Address the UEE Teaching-Learning Quality Deficit in Govinda and Sedwal, India Education Report, New Delhi: Oxford, 2017.

Quality of Education and the Poor: Constraints on Learning in Michael Peters et al (Eds). A Companion to Research in Teacher Education, Singapore: Springer, 2017.

Curriculum in India: Narratives, Debates and a Deliberative Agenda in William Pinar (Ed.).

Curriculum Studies in India: Intellectual Histories and Present Circumstances, Canada: www.du.ac.in Page 3 Palgrave Macmillan, 2015.

Teacher Education and Classroom Practice in India: A Critique and Propositions, in S. Chunawala & M. Kharatmal (Eds.). The epiSTEME Reviews, volume 4, Research Trends in Science, Technology and Mathematics Education, HBCSE, TIFR, Narosa Publishing House, 2013.

Positioning Teachers in the Emerging Education Landscape of Contemporary India, in India

Infrastructure Report on Education: Private Sector in Education, IDFC, New Delhi: Routledge, 2012.

Education in Contemporary India: Perspective and Opportunities, chapter in volume on Education and Human Development: Perspectives and Vision for the Future, UNESCO, Brazil, 2012. In Portuguese.

Batra, Poonam (Ed) (2010) Social Science Learning in Schools: Perspective and Challenges, Sage Publications, New Delhi.

Christoph Wulf (Berlin, Germany)

https://en.wikipedia.org/wiki/Christoph_Wulf

In 1972 he founded the Peace Education Commission of the International Peace Research Association, later he founded the commissions Education Research with the Third World and Pedagogical Anthropology (German Society of Educational Research). He was a member of the board of trustees of the German Society for Peace and Conflict Research) In 2008 he was elected to the position of Vice President of the German UNESCO Commission. etc.

Books:

(2002) Pedagogical Anthropology

(2002) Logic and Passion

(2010) Humankind and Its Culture

(2013) Anthropology. A Continental Perspective

(2014) Images of the Human Being. Performative and imaginary foundation of Culture

(2015) [with Isabel Gil] Hazardous Future. Disaster, Representation and the Assessment of Risk

(2016) Exploring Alterity in a Globalized World

(2017) [et al.] Global Youth in Digital Trajectories

(2019) [with Resina] Repetition, Recurrence and Returns

Krassimir Stojanov (University of Eichstaett-Ingolstadt, Eichstaett, Germany)

Dean of the Faculty of Philosophy and Education at the Catholic University of Eichstaett-Ingolstadt

https://www.ku.de/fileadmin/120201/CV-Stojanov_2015.pdf

books:

Education, Self-consciousness and Social Action. Bildung as a Neo-Hegelian Concept. Routledge, 2018.

The design of the university: German, American, and 'World Class' NY, Routledge, 2016.

Bildungsgerechtigkeit. Rekonstruktionen eines umkämpften Begriffs. Verlag für Sozialwissenschaften: Wiesbaden 2011.

Bildung und Anerkennung. Soziale Voraussetzungen von Selbst-Entwicklung und Welt-Erschließung. Verlag für Sozialwissenschaften: Wiesbaden 2006.

Gesellschaftliche Modernisierung und lebensweltorientierte Bildung. (= Studien zur Philosophie und Theorie der Bildung, hrsg. von Otto Hansmann und Winfried Marotzki, Bd. 39). Deutscher Studien Verlag: Weinheim u.a. 1999 (zugleich Univ. Dissertation).

Walter Omar Kohan (State University of Rio de Janeiro, Brazil)

Full Professor of Philosophy of Education. Senior Researcher of the National Council of Scientific and Technologic Development (CNPQ, Brazil) and of the Foundation of Support of Research of the State of Rio de Janeiro (FAPERJ, Brazil). Actual Director of the Center of Studies in Philosophy and Childhood (State University of Rio de Janeiro, since 2003: www.filoeduc.org). President (1999-2001) and member of the Advisory Board of the International Council for Philosophical Inquiry with Children (ICPIC, since 2002).

(2003) Childhood. Between education and philosophy. (*in Portuguese*)

(2008) Infancia. Philosophy: the paradox of learning and teaching (*in Spanish*)

(2009) Socrates. The enigma of teaching (*in Spanish*)

(2013) The master inventor: Simón Rodríguez (*in Portuguese*)

(2013) The public school bets on thought (*in Spanish*)

(2014) *Philosophy and Childhood: Critical Perspectives and Affirmative Practices.*

(2015) *Childhood, education and philosophy: new ideas for an old relationship*

(2015) *The inventive Schoolmaster*

Renato Huarte (Universidad Nacional Autnoma de Mexico, Mexico)

<http://pedagogia.filos.unam.mx/renato-huarte-cuellar/>

<https://unam.academia.edu/RenatoHuarteCuéllar>

Professor of Philosophy of Education. President of the Latin American Society of Philosophy of Education. Member of Advisory Board of the International Network of Philosophers of Education.

(2018) Dialogue: Buber's philosophy of education revisited. – CHAPTER in: International Handbook of philosophy of education

(2012) Kant and Herbart: two visions of Pedagogy as a science between the 18th and 19th centuries (*in Spanish*)

(2013) Identity and education (*in Spanish*)

(2008) The pedagogical tradition of Kant, Herbart, Dilthey and Natorp: discussions on pedagogy as a science (*in Spanish*)

(2016) Violence and education. Five philosophical approaches (*in Spanish*)

Timo Airaksinen (University of Helsinki, Finland)

Emeritus Professor of Philosophy at University of Helsinki. Former Chair of the Department of Social and Moral Philosophy at University of Helsinki. Former Vice-president of the International Berkeley Society.

[https://tuhat.helsinki.fi/portal/en/persons/timo-airaksinen\(bbaa7582-bf5a-4ad7-877b-d48d7b94f439\)/publications.html](https://tuhat.helsinki.fi/portal/en/persons/timo-airaksinen(bbaa7582-bf5a-4ad7-877b-d48d7b94f439)/publications.html)

https://en.wikipedia.org/wiki/Timo_Airaksinen

(2018) Naturaleza y teoría política: Natural state and political theory. – [Chapter] in: Buenos Aires: Editoria de la Facultad de Filosofía e Letras

(2017) Psychology of Desire and the Pragmatics of Betterment. – [Chapter] in: Pragmatism and Objectivity : Essays Sparked by the Work of Nicholas Rescher

(2016) Blue-White Book: The Past of Finland in the Future (*in Finnish*)

(2016) Live with desire: philosophical views to the will and desire (*in Finnish*)

(2015) Deciding the digital rewrite – [Chapter] in: Uuskasvun polut: digitalisaation lupaus (*in Finnish*)

(2015) In desire: seeking happiness (*in Finnish*)

(2014) Robot Desires – [Chapter] in: A Treatise on Good Robots.

(2011) Soft and almost invisible power: Westermarck to Foucault – [Chapter] in: Secular Ethical Education

Alexander Asmolov (Moscow State University, Russia) –

Distinguished Professor of Moscow University, chair of Personality psychology

<http://asmolovpsy.ru>; <http://psy.msu.ru/people/asmolov.html>;

The founder of the scientific psychological school. The author of psychological concepts, the most influential for the Russian education in this century. The author of a historical evolutionary approach to psychology.

(1998) Vygotsky Today: On the Verge of Non-classical Psychology

http://psychologyinrussia.com/volumes/pdf/2015_4/psychology_2015_4_1.pdf

<http://psychologyinrussia.com/volumes/pdf/2013/asmolov.pdf>

http://psychologyinrussia.com/volumes/pdf/2018_3/psych_3_2018_1_Asmolov.pdf

(2012) What I think about children: education and upbringing in the changing world. (In Russian)

(2015) Education Optics: Socio-Cultural Perspectives (In Russian)

Darcia Narvaez (University of Notre Dame, USA)

Professor of Psychology

<http://www.nd.edu/~dnarvaez/>

The 2015 William James Book Award from the APA; the 2017 Expanded Reason Award; book awards in 2011; 2009; 2007; 2000.

(2017) Getting back on track to being human. *Interdisciplinary Journal of Partnership Studies*, 4(1), March 2, 2017, Online publication available

(2019). Four Arrows, Halton, E., Collier, B., Enderle, G. (Eds.) *Indigenous Sustainable Wisdom: First Nation Know-how for Global Flourishing*. New York: Peter Lang.

(2018). (Ed.) *Basic needs, wellbeing and morality: Fulfilling human potential*. New York: Palgrave-MacMillan.

(2016). *Embodied morality: Protectionism, engagement and imagination*. New York, NY: Palgrave-Macmillan.

(2016). Braungart-Rieker, J., Miller, L., Gettler, L., & Hastings, P. (Eds.), *Contexts for young child flourishing: Evolution, family and society*. New York, NY: Oxford University Press.

(2016). Annas, J., Narvaez, D., & Snow, N. (Eds.). *Developing the virtues: Integrating perspectives*. New York, NY: Oxford University Press.

(2014). *Neurobiology and the development of human morality: Evolution, culture and wisdom*. New York, NY: W.W. Norton.

(2014). Nucci, L., Narvaez, D., & Krettenauer, T. (Eds.) *Handbook of moral and character education* (2nd Ed.). New York, NY: Routledge.

(2013). Narvaez, D., Panksepp, J., Schore, A., & Gleason, T. (Eds.) *Evolution, early experience and human development: From research to practice and policy*. New York, NY: Oxford University Press.

Randall Curren (University of Rochester, USA)

Professor, Chair of the Department of Philosophy.

http://www.rochester.edu/College/PHL/people/faculty/curren_randall/index.html

<https://mitpress.mit.edu/books/living-well-now-and-future>

<http://onlinelibrary.wiley.com/doi/10.1111/imp.2017.2017.issue-24/issuetoc>

<http://press.uchicago.edu/ucp/books/book/chicago/P/bo28179129.html>

(2017) Living Well Now and in the Future. Why Sustainability Matters [Randall Curren and Ellen Metzger]

(2018) Patriotic Education in a Global Age [Randall Curren & Charles Dorn]

(2000) Aristotle on the Necessity of Public Education

John A. Weaver (Georgia Southern University, Statesboro, USA)

Professor, Department of Curriculum, Foundations, and Reading, College of Education

<https://coe.georgiasouthern.edu/cfr/wp-content/uploads/sites/2/WeaverJohnCV2017.pdf>

- (2018) Science, Democracy, and Curriculum Studies.
- (2015) (Ed.) Posthumanism and Educational Research.
- (2010) Educating the Posthuman: Biosciences, Fiction, and Curriculum Studies
- (2005). Popular Culture.
- (2003) (Eds.) SF Curriculum, Cyborg Teachers, and Youth Cultures.
- (2001) (Post) Modern Science (Education)
- (2000) (Eds). Popular Culture and Critical Pedagogy: Reading, Connecting, Constructing.

Bob Lingard (University of Queensland, Australia)

Emeritus Professor, University of Queensland. Professorial Fellow, Australian Catholic University.

Honorary Life Membership, Australian Association for Research in Education

<https://education.uq.edu.au/profile/213/bob-lingard>

Contracted: Lingard, B. Bourdieu and education. New York: Routledge.

Contracted: Smala, S., Hamid, O. and Lingard, B. Languages, Globalization and the Marketization of Schools. London: Palgrave.

(2016) Globalizing educational accountabilities

(2014) Politics, Policies and Pedagogies in Education: The selected works of Bob Lingard. London: Routledge.

(2010) Globalizing education policy. London: Routledge.

(2009). Educating boys: Beyond structural reform. London: Palgrave.

(2009) Globalizing Education Policy

(2018) Lingard, B. The global education industry, data infrastructures and the restructuring of government school systems. In Parreira do Amaral, M., Steiner-Khamsi, G. and Thompson, C. (Eds) Researching the Global Education Industry: Commodification, the Market and Business Involvement. London: Palgrave MacMillan.

(2018) Lingard, B. and Hursh, D. Grassroots democracy in New York State: Opting-out and resisting the corporate reform agenda in schooling. In Apple, M.W. and Riddle, S. (Eds) Re-imagining Education for Democracy. New York: Routledge.

(2018) Lingard, B. and Sellar, S. Shanghai, PISA performance, reference societies, projections, Asian century. In Waldow, F. and Steiner-Khamsi, G. (Eds) Understanding PISA's Attractiveness. London: Bloomsbury.

(2018) Savage, G. and Lingard, B. Changing modes of governance in Australian teacher education policy. In Hobbel, N. and Bales, B. (Eds) Teacher Education Policy and the Common Good: International Perspectives. New York: Routledge.

Scott Webster (Deakin University, Melbourne, Australia)

<http://www.deakin.edu.au/about-deakin/people/scott-webster>

Associate Professor of Education

(2009) Educating for meaningful lives : through existential spirituality

(2017) Making the unbearable bearable through existential spirituality - [Chapter] in: Multiculturalism and the convergence of faith and practical wisdom in modern society

(2016) Existential individual alone within Freire's sociopolitical solidarity - [Chapter] in: Encyclopedia of educational philosophy and theory

(2012) Educating the person for democratic participation – [Chapter] in: Surviving economic crises through education

Nirmala Rao (Asian University for women, Chittagony, Bangladesh)

Vice chancellor, Asian University for women in Chittagony, Bangladesh.

Former Pro-Director of the School of Oriental and African Studies at the University of London.

Elected Fellow of the Academy of the Social Sciences, UK.

For her services to scholarship she was appointed an Officer of OBE (the Order of the British Empire) in 2011. https://en.wikipedia.org/wiki/Nirmala_Rao

(2014) Reshaping City Governance: London, Mumbai, Kolkata, Hyderabad. Routledge

(2012) Strong Leadership and Local Democracy: Rivals or Potential Allies? [Chapter] In book: Renewal in European local democracies: Puzzles, dilemmas and options

(2008) Local Government [Chapter] In book: Britain Since 1945

(2000) The Changing Context of Representation [Chapter] In book: Representation and Community in Western Democracies

Andrew Wilkins (University of East London, UK)

<https://andrewwilkins.net>

Reader in Education in the Cass School of Education and Communities at the University of East London.

[Education Governance and Social Theory \(Bloomsbury 2018\)](#)

[Modernising School Governance \(Routledge 2016\)](#)

Margarita Kozhevnikova (Herzen State Pedagogical University of Russia. St. Petersburg, Russia)

The coordinator of the Initiative group of the project "Human education in the 3rd millennium"

DPhil, Head, Research Laboratory for social support of the personality at the Institute of Pedagogy.

(2016) Desire in Buddhism and the concept of "Child people" and "True adults" – [Chapter] in: Desire: The Concept and Its Practical Context.

(2015) The horizons of a new sociality in education [Ed., chapters] (In Russian)

(2014) The teacher with oneself. [Ed., chapters] (In Russian)

(2014) Teaching. The Buddhist Tradition of Philosophy of Education. (In Russian)

(2011) Education of man. Philosophy of Education: the Seminar. [Ed., chapters] (In Russian)