

EXPERTS

JOSEPH LO BIANCO

Joseph Lo Bianco, AM, is Professor of Language and Literacy Education at the University of Melbourne, Australia. Prior to his current role, he was Chief Executive of the National Languages and Literacy Institute of Australia and author of the 1987 National Policy on Languages. He was elected President of the Australian Academy of the Humanities in 2012, the first educator to serve in this role.

From 2011-2017, Joseph served as Research Director of the UNICEF Language and Peacebuilding initiative in Malaysia, Myanmar and Thailand, and as Senior Research Advisor for the European Commission project Languages in urban communities: Integration and Diversity for Europe (LUCIDE). He has pioneered a form of language problem solving called the Facilitated Dialogue which transforms the way language planners have traditionally interpreted language problems, grievances about language issues, and public policy processes advancing language rights. He has more than 25 books and major reports and over 130 articles and chapters.

In his work he supports international research projects in several countries on language planning, multiculturalism and intercultural education and also advises on language, culture and literacy education, the integration of indigenous and immigrant children into mainstream schools, and reconciliation and peace through education.

HYWEL COLEMAN

Hywel Coleman is Honorary Senior Research Fellow in the School of Education, University of Leeds, and also a Life Fellow of the University. Hywel works in the fields of sociolinguistics, language policy and planning, and language education, with a focus on language and development. From 2008 to 2018 he was one of the Trustees of the Language & Development Conference Series.

Hywel has undertaken language surveys in Indonesia, Uzbekistan, Tajikistan, Pakistan, Gabon, Morocco, eight countries in Francophone West Africa and, most recently, in Afghanistan. He is particularly interested in the ways in which English is often given inappropriate roles in multilingual contexts and thus constitutes a threat to national and local languages.

Since the 1970s he has spent much of his life in Indonesia. Recent research in Indonesia included a study of English as a medium of instruction (EMI) in state schools; subsequently, the Constitutional Court referred to this research in its finding that EMI is unconstitutional. He is currently investigating the language attitudes of santri (scholars/pupils) in traditional Islamic madrasahs.

MARIE LALL

Marie Lall is a Professor of Education and South Asian Studies at the UCL Institute of Education. She served as UCL's Pro-Vice-Provost for South Asia (including Myanmar) till November 2018.

Professor Lall is a South Asia expert (India, Pakistan and Burma/Myanmar) specialising in political issues and education. She has over 25 years of experience in the region. Her research interests focus on the politics of South Asia including domestic politics, political economy, foreign policy, geopolitics of energy, migration and Diaspora politics, citizenship, ethnic peace and conflict issues. She also works on education policy in India, Pakistan and Myanmar with regard to gender, ethnicity and social exclusion, the formation of national identity, and the linkage between national identity, citizenship and education. She has written widely on these topics and is the author/editor of 8 books and a monograph. Her most recent co-authored book *Youth and the National Narrative Education, Terrorism and the Security State in Pakistan* (Bloomsbury) is out in November 2019.

She has been instrumental in providing thought leadership to development agencies, policy makers and governments in the region and internationally. She has worked with the World Bank, UNICEF, the British Council, AUSAID, South Asian philanthropic bodies as well as various government ministries. In 2019 her work was honoured at the House of Commons and she was named as one of the 100 most influential people on UK-India relations. <https://indiaincgroup.com/wp-content/uploads/2019/06/100-Most-Influential-in-UK-India-relations-3rd-Edition-2019.pdf>

Professor Marie Lall completed her B.Sc. Economics and PhD from the London School of Economics and Political Sciences (LSE) and her MPhil from Cambridge University.

STEPHEN MAY

Stephen May is a Professor in Te Puna Wānanga (School of Māori and Indigenous Education) in the Faculty of Education and Social Work and Director of the Faculty's Te Tai Tokerau Campus. He is an international authority on language rights, language policy, bilingualism and bilingual education and critical multicultural approaches to education and, to date, has published 25 books and over 100 articles and chapters in these areas.

Stephen is also an Honorary Professor at the University of Tartu, Estonia, and at Taiyuan University of Technology, China.

In 2018, Stephen was awarded the McKenzie Award by the New Zealand Association of Educational Research (NZARE), the preeminent award for educational research in New Zealand. He is also the Editor in Chief of the 10-volume Encyclopedia of Language and Education (3rd ed. Springer, 2017) and a Founding Editor of the international, interdisciplinary journal, Ethnicities.

SHIVANI NAG

Shivani Nag is currently assistant professor at the School of Education Studies, Dr. B. R. Ambedkar University Delhi. She received her Ph.D. in Education Studies from Jawaharlal Nehru University, where her thesis focused on the socio-cultural inclusion of children in theories and practices of multilingual education in India. She also has master's degree in Psychology and an M.Phil. in Psychology of Education.

Between 2014 and 2016, she was assistant professor at Ravenshaw University in Cuttack; previously she taught at Lady Shri Ram College for Women, and was a research officer in National Multilingual Resource Consortium (NMRC), UNICEF funded project in Jawaharlal Nehru University.

The areas of her academic interest and research include sociocultural theories of learning and cognition, multilingual education, critical and feminist pedagogies, democratization of education with focus on processes of socio-cultural inclusion of the marginalized in school and higher education, and qualitative research methods. She was awarded 'Emerging Psychologist' by National Academy of Psychology during the XXIVth Annual Conference of National Academy of Psychology in 2014, and the Prof. Durganand Sinha Award for Best Doctoral Dissertation awarded by the National Academy of Psychology, India, in 2016.

LINDA TSUNG

Linda Tsung is Associate Professor and Associate Dean in the Faculty of Arts and Social Sciences, the University of Sydney. Her research expertise is on multilingualism, multilingual education and indigenous and minority education, topics on which she has published extensively. She has undertaken much research on minority education and multilingual education in China, Hong Kong and Australia over many years. She is one of the Chief Investigators for the Australian Research Council funded project "Maximizing the potential of Australia's language resources: exploring and developing languages across sectors, schools and communities". She was a consultant for minority education in China for Save the Children UK and has been working as a member of the multilingual education group at UNESCO.

A/Professor Tsung has also co-authored *Bilingual Education and Minority Language maintenance in China: The role of Schools in Saving the Yi Language* (Springer, 2019) and two sole authored books: *Language Power and Hierarchy: Multilingual Education in China* (Bloomsbury 2014) and *Minority languages, Education and Communities in China* (Palgrave Macmillan 2009), which have both received excellent reviews by scholars in Asia, the UK and the US.

WOOKI PARK-KIM

Wooki Park-Kim is a Korean minority rights activist born and raised in Japan. She works as a secretariat of Human Rights Association for Korean Residents in Japan (HURAK), an NGO which defends the rights of ethnic Korean minorities. She advocates for ethnic Korean students attending ethnic Korean schools in Japan and supports their struggle that seeks to protect their right to learn their own language, culture and history in their schools. She is also a lecturer of Gender Studies at Korea University in Tokyo and a jazz singer who delivers a message of importance of respecting human rights of all.

KIK PERSON

Kirk R. Person, Ph.D. (University of Texas, Arlington) came to Thailand in 1988 as a volunteer English teacher at Yonok College—and stayed! He currently works with SIL International, a global development organization focused on minority language issues. He has conducted linguistic fieldwork in Thailand, Myanmar, and China (PRC), taught graduate linguistics courses at several Thai universities, represented SIL International to the Asia-Pacific Multilingual Education Working Group and the Working Group on Education 2030 (both hosted by UNESCO-Bangkok), and served on the Royal Institute of Thailand's National Language Policy Drafting Committee. He is an advisor to the Patani Malay-Thai Multilingual Education Programme, which received the 2016 UNESCO King Sejong Literacy Prize. Recent projects include collaboration with Save the Children on a Thai-as-a-Second-Language curriculum for migrant children from neighboring countries and a book on multilingual education in Thailand's conflict-affected southern borderlands published by UNICEF.

DILNUR REYHAN

Dilnur Reyhan teaches at the National Institute of Oriental Languages and Civilizations (Inalco) in Paris, and she is also postdoctoral researcher at East Asian Studies Laboratory of Université Libre de Bruxelles (ULB). Additionally, Dilnur is the president of the European Uyghur Institute, and director of the bilingual magazine *Regard sur les Ouïghour-e-s*. Her field of research is mainly identity and nationalism in the Uyghur diaspora, but also gender studies among the Uyghurs.

Dilnur holds a PhD in sociology from the University of Strasbourg, where her thesis focused on the constitutive role of Information and Communication Technologies in the Uyghur diaspora. The sociological approach adopted in the thesis not only examines the aspects of politics and communication of this issue, but also allows a historical and geographical study which also takes into account the ideological, social, institutional and organizational points of view, as Uyghur communities abroad start to be visible and create formal organizations representing their cause.