

About the Authors

Martin Carnoy is the Vida Jacks Professor of Education and Economics at Stanford University. He is former president of the Comparative and International Education Society and is a fellow of the National Academy of Education and of the International Academy of Education. He graduated from the California Institute of Technology with a degree in electrical engineering and from the University of Chicago with a Ph.D. in economics. He has been a research associate of the Brookings Institution, has been a visiting professor at a number of universities, and has served as a consultant to the OECD, World Bank, UNESCO, UNICEF, and other international agencies. Most recent among his more than thirty books on education and economic development are *Sustaining the New Economy: Work, Family and Community in the Information Age* (2000), *Cuba's Academic Advantage* (2007), *Vouchers and Public School Performance* (2007), and *The Low Achievement Trap: Comparing Schools in Botswana and South Africa* (2012).

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Isak Froumin is a mathematician and educator by training and the director of the Institute for Educational Studies at the National Research University Higher School of Economics in Moscow. He is also an advisor to the university's president on strategic planning and international cooperation. From 1999 to 2011, Professor Froumin was the leader of the World Bank education program in Russia. His World Bank experience extended to projects in Kazakhstan, Kyrgyzstan, Afghanistan, Nepal, Turkmenistan, and India. In 2011, he was named to cochair the Russian government's expert group on the "new school" for Russia's Strategy 2020. Most recently, he was made advisor to the minister of education on educational reform. Froumin is the author of numerous books and articles on educational theory and educational reform.

Katherine Kuhns received her M.A. from the Johns Hopkins School of Advanced International Studies and her Ph.D. in the International and Comparative Education Program at Stanford University's School of Education. Her dissertation, *Globalization of Knowledge and Its Impact on Higher Education Reform in Transitioning States: The Case of Russia*, focuses on current reform efforts of the higher education system in the Russian Federation. Prior to entering the Ph.D. program, Kuhns was a Fасcell Fellow at the American Consulate General in St. Petersburg and director of the Freeman Spogli Institute for International Studies' Initiative on Distance Learning, which offered Stanford courses in international security to a network of Russian regional

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Rong Wang has a B.S. and M.A. from Peking University and a Ph.D. in education from the University of California, Berkeley. She is currently director and professor of the China Institute for Educational Finance Research (CIEFR), Peking University, and is the founding executive chairwoman of the China National Research Association for Education Financing and a deputy chairwoman of the China National Research Association for the Economics of Education. She is also the youngest member of China's State Education Advisory Committee. Professor Wang is recognized as one of the most important scholars in the field of education finance in China for her role in designing the free rural compulsory education policy and several other important education finance policies since 1999. She is the author of numerous articles on the financing of education and educational reform.