Yuri Belfali supports the Directorate for Education and Skills at the OECD in providing strategic direction to the work on knowledge generation and its policy implication concerning skills development in early childhood education, care and school systems. She oversees large scale surveys including the Programme for International Student Assessment (PISA), Teaching and Learning International Survey programme (TALIS) and thematic analyses including the development of the learning framework ‘the future of education and skills: OECD education 2030’. Yuri spent the last 20 years in France, the US, and in several countries of South East Asia, Africa, and Middle East and North Africa regions. Before joining the OECD, she worked for UNICEF as Chief of the Education Section in Morocco, and for the World Bank in the field of human development, between 2002 and 2012.

Elisa Briga is a Programme, Project and Advocacy Coordinator for the European Federation for Intercultural Learning (EFIL), the umbrella of AFS Intercultural Programs in Europe. In the past she has worked as a trainee and staff member for the European Knowledge Centre for Youth Policy at the EU-CoE youth partnership. In her spare time Elisa volunteers for the international organisation CISV International, focusing on Peace Education. She holds a Master’s Degree in International Relations and Diplomacy (University of Trieste) with a thesis on the role of youth information centres in the promotion of youth mobility.

Travis Bristol, a former high school English teacher and World Bank consultant, is a Peter Paul Assistant Professor at Boston University. With the World Bank, Dr. Bristol supported Guyana’s Ministry of Education in drafting its 2014 – 2019 Education Strategic Plan. The National Academy/ Spencer Foundation, Ford Foundation, and American Educational Research Association awarded Travis fellowships for his dissertation that explored U.S. Black male teachers’ school-based experiences and decisions to remain in or leave teaching. In 2016, the American Association of Colleges for Teacher Education selected Travis for its inaugural teacher diversity research award. His research has appeared in several journals, which include Gender and Education, Urban Education, Education Policy Analysis Archives, and Phi Delta Kappan. He is the principal investigator for the New York City Office of the Mayor’s initiative to recruit and support 1,000 male teachers of colour.

Michael Breeveld is a bilingual geography teacher at Dorenweerd College in Doorwerth, near Arnhem in the Netherlands. He has been working at Dorenweerd College for the last 8 years. He tries different ways to teach and motivate children and help them achieve a higher level. Besides teaching, Michael guides groups of exchange students in international projects about sustainability, world peace and culture. Additionally, he is a member of the research team and part of the International Office at his school, and an author of educational material.

Roberto Breeveld is a geography teacher and eTwinning ambassador (Nuffic) at Het Liemers College (Zevenaar) in the Netherlands. Roberto has been working at Liemers College for the last 10 years. In addition, he works for Nuffic, a Dutch organisation which is part of the European Commission and integrates international relations between schools. Since 2012, Roberto has led different eTwinning projects, organising virtual student exchanges across five European countries. By interacting with people from different backgrounds, his students gained new perspectives, became more open to new ways of thinking and learning, and also improved their English language and ICT skills. The experience prompted Roberto to try new and exciting approaches to teaching and learning.
Francesca Borgonovi is a Senior Analyst at the OECD. Prior to working on the *Strength through Diversity* project, she was responsible for data analysis and analytical work in the PISA and the PIAAC teams with a particular focus on: gender and socio-economic disparities in academic achievement; outcomes of migrant and language minority students; and student engagement and motivation. Her recent publications include *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence and Immigrant Students at School - Easing the Journey Towards Integration*. Francesca has been Adjunct Professor at the Paris School of International Affairs at Sciences Po and held visiting positions at the Goldman School of Public Policy at the University of California, Berkeley and the London School of Economics.

Lucie Cerna is an Analyst in the Directorate for Education and Skills, OECD, Paris and a Research Associate at the Centre for Migration, Policy and Society (COMPAS), Oxford. At the OECD, she has worked on a variety of education topics, including the governance of education, trust, national skills strategies and currently the *Strength through Diversity* project. Prior to coming to the OECD, she was a Lecturer in Politics at Merton College, University of Oxford, and an Assistant Professor in Global Challenges (Political Economy) at Leiden University, the Netherlands. Lucie has published widely on migration issues – her most recent book is *Immigration Policies and the Global Competition for Talent* (Palgrave Macmillan, 2016).

Alessandro Ferrara is a Consultant with the *Strength through Diversity* team. He graduated with a Bachelor's degree in International Economics and Management from Bocconi University in Milan, and is currently doing a master's degree in Economics and Social Sciences in Bocconi but spent at Sciences Po in Paris for an exchange last year. He became passionate about education after working for a start-up, non-profit school in Johannesburg, managing its expansion and testing the results of its innovative teaching methods.

Neda Forghani-Arani is a Senior Lecturer and Senior Researcher in the Centre for Teacher Education at the University of Vienna. Her teaching and research is centred in initial teacher education, professionalisation, and professional development with a specific interest in teaching in school settings characterised by student diversity. Her publications address issues of intercultural education, global education, pedagogical diversity competencies and migration pedagogy. Her current research is concerned with teachers' lived experience in the pedagogical encounter with diversity in order to explore answers on how to learn to teach in diverse school settings.

Pablo Fraser is an educational policy analyst for the TALIS 2018 (Teaching and Learning International Survey) project at the OECD. His research interests consist of the exploration, identification and description of current global trends in the development of quality educational policies. He has been involved in comparative and international research concerning teachers' professional development, teaching practices, and teachers' well-being. Pablo has a Ph.D. with a dual mention in Theory and Educational Policy and in International and Comparative Politics in Education from Pennsylvania State University.

Francesca Gottschalk is a consultant in the *Teacher Knowledge Survey* project at the OECD. Besides working on the Teacher Knowledge Survey, she has contributed to the *PISA-based Test for Schools* and *Strength through Diversity* projects, and her research interests include exploring potential linkages between neurosciences and education, and well-being as it relates to performance and retention in both student and teacher populations. Francesca holds a BSc degree in Human Biology from the University of Toronto, a Master of Arts in Public Policy and International Affairs from the American University of Paris, and a certificate in
international Human Rights Law from the University of Oxford.

Caitlyn Guthrie is an Education Policy Analyst with the OECD Directorate for Education and Skills, where she supports engagement efforts with OECD member and partner economies as a part of the global relations team. She has also contributed to various OECD Education Policy Reviews. Caitlyn has had diverse previous experiences including work with several non-governmental organisations (NGOs) on education issues, as well as in legislative affairs at the United States Agency for International Development (USAID).

Dominik Hangartner is Associate Professor of public policy at ETH Zurich and at the London School of Economics and Co-Director of the Stanford – Zurich Immigration Policy Lab (IPL). After pre-doctoral fellowships at Harvard University, Washington University in Saint Louis, and the University of California, Berkeley, Dominik received his PhD in Social Science from the University of Bern in 2011. In the same year, he joined the London School of Economics as Assistant Professor and was promoted to tenured Associate Professor in 2013. Since 2017, he is Associate Professor and head of the Public Policy Group at ETH Zurich. Dominik’s research combines field work and statistics to study the effects of migration policies and political institutions. He has published over 20 articles, many in leading scholarly journals such as the American Journal of Political Science, American Political Science Review, Proceedings of the National Academy of Sciences, and Science, and his research has won several awards.

Chantal Manes-Bonnisseau is the General Inspector for Modern Languages at the French general Inspectorate IGEN and the President of the Standing International Conference of Inspectorates (SICI). Prior to joining IGEN, she held a number of positions in France and abroad through which she has developed an expertise in language teaching, e-learning and international affairs and co-operation. Chantal was a teacher of English for 15 years before working for the French Ministry of Education, in the department for the development of IT in language learning. She has also held positions as a cultural attaché and head of education services at the French embassy in Washington DC, regional inspector in the educational district of Amiens, as well as deputy director at the Directorate for European and International Affairs at the Ministry of Education in Paris.

Tarek Mostafa is a Policy Analyst in the OECD Directorate for Education and Skills – PISA team. Before joining the OECD, Tarek was a senior research associate at the University College London – Institute of Education. His research spanned several areas: the analyses of educational inequalities, the assessment of educational performances and policy, and quantitative and survey methods. Tarek worked extensively on PISA and similar large scale surveys and on longitudinal surveys during his PhD and subsequent research. In addition to his research activities, he taught on several courses, supervised postgraduate and PhD students and provided consultancy services to national and international organisations. Tarek is a fellow of the Higher Education Academy in the UK and an Honorary Senior Lecturer at the UCL Department of Social Science.

Deborah Nusche is a Senior Analyst and Project Manager in the OECD Directorate for Education and Skills. She currently coordinates the OECD School Resources Review, which provides policy analysis and advice on the effective use of financial, human and physical resources in OECD school systems. She previously worked on the OECD’s thematic reviews of evaluation and assessment in education (Synergies for Better Learning), migrant education (Closing the Gap for Immigrant Students) and school leadership (Improving School Leadership). As part of these studies, she conducted country reviews in Australia, Austria, Belgium, Chile, the Czech Republic, Denmark, Mexico, the Netherlands, New Zealand, Norway, Portugal, the Slovak Republic, Sweden and the United Kingdom, leading to country-specific analysis and
tailored policy advice. Prior to this, she was a Consultant for the OECD’s project on the Assessment of Higher Education Learning Outcomes (AHELO) and a Carlo Schmid Fellow at the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

**Audrey Poupon** joined the OECD in early 2013 and has been working as the Network Coordinator for the Thomas J. Alexander Fellowship since 2015. Before working in the Directorate for Education and Skills, Audrey was a project co-ordinator in the Global Forum on Transparency and Exchange of Information for Tax Purposes. Prior to joining the OECD, Audrey worked as the communications manager for an online magazine in Paris and as a trainee for the Cultural Service of the Embassy of France in the United States in Washington DC. Audrey holds a dual degree in communications and political science from the University Michel de Montaigne – Bordeaux 3 and Sciences Po Bordeaux.

**Thomas Radinger** is a Policy Analyst with the OECD Directorate for Education and Skills. He joined the Organisation in September 2011 to contribute to the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. Thomas is a co-author of the project’s final synthesis report “Synergies for Better Learning” (2013) and took the lead in the analysis of school leader appraisal. Between October 2012 and January 2015, he was involved with the development of the OECD Education GPS, an online platform to disseminate OECD data and research on education to a broader audience. Since February 2015, Thomas has been working with the OECD School Resources Review team. He has co-authored five country review reports and the project’s first thematic report on “The Funding of School Education: Connecting Resources and Learning”.

**Ana-Maria Stan** is a Policy Officer in Directorate General for Education and Culture of the European Commission. With a background in Social Sciences, Cultural Anthropology and International Relations, Ana-Maria Stan started her career in UNESCO working on Culture and Development, and Intercultural Dialogue topics. She joined the European Commission in 2007 to work on the European Commission in 2007 to work on the European Year of Intercultural Dialogue. She has since worked in several Commission services in the education area, on topics such as organisation development, vocational education and training, multilingualism, diversity and inclusive education.