






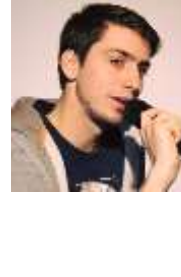











Speaker Bios

3rd Global Forum on the Future of Education and Skills 2030, 10-12 May 2021

	<p>Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030</p> <p>Suzanne has been involved in the Future of Education 2030 project since 2016 as Ireland's governmental representative and she has been Chair of the project's Advisory Group since Spring 2018. Suzanne was a secondary teacher before joining the Department of Education and Skills in Ireland.</p> <p>Her responsibilities as an Assistant Chief Inspector included leading the Department's Evaluation Support and Research Unit and, since 2016, providing advice on curriculum and assessment policy to the Department.</p>
	<p>Andreas Schleicher, Director for Education and Skills at the OECD.</p> <p>He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.</p> <p>He has worked for over 20 years with ministers and education leaders to improve education. He is the recipient of numerous honours and awards, and holds an honorary Professorship at the University of Heidelberg.</p>
	<p>Peeter Mehisto, Conference Rapporteur – Visual Creative Summary</p> <p>Peeter Mehisto (University College London Institute of Education) has sparked ideas and facilitated stakeholder co-operation that has led to the launch of substantial new public programmes. In particular, he has supported the development and management of bilingual education programmes, at the primary, secondary and/or university levels, in Asia, Mexico and Europe, including in Finland and Estonia. Estonia is one of the latest PISA stars. Currently, Peeter is researching Estonia's PISA success story. His books include three with Cambridge University Press that have been addressed to teachers, school administrators, regional and/or national officials, as well as to the research community. He has won several awards for his work.</p>
	<p>Celestyne Huang, student, Santa Laurensia Junior High School, Indonesia</p> <p>Hello, I'm Celestyne Angelina Huang, feel free to call me Nana for short. I am 15 and currently a 9th Grade student at Santa Laurensia Junior High School here in Indonesia. This is my second time here at the Global Forum, and it is a great pleasure to be able to speak in front of all of you.</p>

	<p>Dilay Kalinoğlu, student, MEF high school, Turkey</p> <p>My name is Dilay Kalinoğlu. I am an IB-DP Year 1 student from Turkey, and I am Student Advisory Group Leader for Focus Group 3. I am really thrilled to be a part of Education 2030 Project, and I am looking forward to the 3rd Global Forum.</p>
	<p>Mohammad Shehadat, student, Amala Education, Jordan</p> <p>I'm the founder of the Expatriate Student Affairs Association in Jordan, a social activist, and a student in Amala Education. I am a passionate and dedicated young professional who is active in the humanitarian field with vast experience working at different INGOs providing admin support, educational and career guidance while maintaining and keeping admin records. I'm also the founder of my own non-profit initiative to support foreign students during their studies.</p>
	<p>Kerstin Wilmans, Co-Founder + Executive Board Member, Global Goals Curriculum e.V. Berlin; leader of the OECD Future of Education and Skills 2030 Thematic Working Group #5 on engagement with and implementation of the OECD Learning Compass 2030</p> <p>Kerstin's passion is to create learning and working environments that empower people and communities to develop their full potential, collaborate effectively, and shape a sustainable future. The GGC-Team works with the German UNESCO Commission, education ministries, and other institutions to establish a new learning and working culture within schools, organizations, and communities by setting up a programme to innovatively and sustainably develop education in a whole system approach.</p>
	<p>Maxime Zwartjes, student, University of Lille, France</p> <p>I'm Maxime Zwartjes. I'm a 24-year-old student from Lille in France. When I was 15 I left school. I wasn't suited for school, I'm dyspraxic and add to that, I had many psychological problems at the time. After 3 years out of school, I decided to go back. Now I'm in university. But it was only because I joined a school that knew how to adapt to my difficulties, to my needs. Without it I would never have been able to go to university</p>
	<p>Liina Kersna, Minister of Education and Research of the Republic of Estonia (from 26 January 2021).</p> <p>She graduated from the University of Tartu with a degree in journalism and public relations and received a master's degree in educational management from the same university in 2018.</p>
	<p>Kristin Pintson, Chairman of the Board of Estonian School Students Councils' Union</p> <p>She has ten years of active experience as a member of student councils, since the 4th grade. Her favourite topics are student councils' development, exams and mental health. She currently studies at Estonian Academy of Music and Theatre.</p>

	<p>Liisa-Ly Pakosta is a mother of four. She graduated from the University of Tartu with a degree in social studies and pedagogy. Since 2015, she has been the Commissioner for Gender Equality and Equal Treatment. Liisa-Ly has deeper interest in the restoration and heritage protection.</p>
	<p>Lennart Mathias Männik, Moderator</p> <p>Lennart is a student and a policy activist. As vice-chairman of Estonian School Student Councils' Union Lennart focuses on educational policies and represents learners' point of view. Besides the volunteer work Lennart is also active in Estonian film industry and studying film production at the Tallinn University.</p>
	<p>Margus Pedaste is Full Professor at the University of Tartu, where he is leading the Centre for Educational Technology. He is also the head of Pedagogicum, a consortium for coordinating teacher education at the University of Tartu. He specializes in inquiry-based learning and educational technology in both students' learning and teacher education. He is a coordinator of the research project DigiEffect and Associate Editor of the journal Educational Research Review.</p>
	<p>Indrek Lillemägi is the director of Emili School, a community school with the goal of providing each student with a future-proof education. That means school is not just a preparation for the labour market, but supports the development of a holistically healthy person. The task of the school is to create a learning environment where that encourages discovery, research, deepening and cooperation, while maintaining and increasing the intrinsic motivation to constantly learn and contribute to society.</p>
	<p>Ana Cláudia Cohen, headmaster of Alcanena's School Cluster.</p> <p>She is the author of the book <i>Guia de Autonomia e Flexibilidade Curricular (Guidelines to Curriculum Flexibility and Autonomy)</i>. The school cluster she runs has been distinguished by innovative practices in terms of: leadership, innovative educational environments, curriculum autonomy and flexibility, STEM, having been the first school in Europe to obtain the Proficient STEM School label, and it is also one of the 9 schools which integrate the Pilot Project on digital textbooks in Portugal.</p>
	<p>Maria Conceição Pinheiro teaches French at Moimenta da Beira's School Cluster since 1995. She has coordinated the Pilot Project on Curriculum Flexibility and Autonomy in her school and she participated in projects promoting the students' voice. She is now the coordinator of the Pilot Project on Digital textbooks in Portugal</p>
	<p>Lynn Paine is Professor of Teacher Education and Associate Dean for International Studies in Education at Michigan State University (USA). She began her career teaching English in US secondary schools, and has taught as well in Taiwan and China. She works now as a teacher educator and educator of future teacher educators/professional developers, education researchers, and policy folk. Much of her research focuses on teacher learning in preservice teacher education and over teachers' careers, especially through mentoring, professional learning communities, and practice-based professional development. She currently is leading Thematic Working Group 1.</p>



Michael Kopp is an international educator with over fifteen years of experience working in schools in the United States, the Middle East, Southeast Asia, and Western Europe. He is currently the Accreditation Coordinator and Head of Social Studies at the American School of Paris, where he works closely with faculty and students in developing a comprehensive advisory program for Upper School students. He has a passion for amplifying student voice and agency in the classroom and through all



Corey Drake is a Professor of Teacher Education and Mathematics Education at Michigan State University. She received her PhD in Human Development and Social Policy from Northwestern University in 2000. Her research and teaching interests center on the roles of curriculum and teacher preparation in supporting teachers' capacity to teach elementary mathematics to diverse groups of students in transformative and justice-oriented ways. She currently is the co-leader of Thematic Working Group 2.



Joan Mackay Education Scotland, Head of Curriculum Innovation