

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 (LSE). She holds a PhD from LSE.

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). She holds a DPhil from the University of Oxford.

Anna Cristina D'Addio is a Senior Policy Analyst in the GEM Report team at UNESCO. Prior to this position, Anna worked at the OECD for more than 10 years on a comprehensive list of issues ranging from financial education and literacy, inequality, poverty, the intergenerational transmission of education and income, ageing, social protection, pensions, the life course approach to social policy and the decline of fertility, with a particular emphasis on

the role of policies. Before joining the OECD, Anna was a research professor in micro-econometrics applied to labour market/education issues and has taught and carried out research at a number of universities and institutions, including the U. of Copenhagen, the U. of Aarhus, Aarhus Business School, Catholic University of Leuven and Catholic University of Louvain-la-Neuve. She holds a PhD in Quantitative Economics (European Doctoral Program) from CORE and IRES (the Catholic University of Louvain-la-Neuve) and a PhD in Public Economics from the U. of Pavia.

Verity Donnelly is based in Wales in the UK and has a background in teaching young people with a range of additional support needs. She has worked for a local authority in the UK supporting schools and teachers. Working for the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and for the Welsh Assembly Government, Verity was responsible for advising on national policy for curriculum, assessment and qualifications for learners with additional support needs. Verity's work with the European Agency for Special Needs and Inclusive Education has included projects on Inclusive School Leadership, Raising Achievement for all Learners, Organisation of Provision in Inclusive Education and Teacher Education for Inclusion. She has also been involved in Country Policy Review and Analysis work and Agency country audits in Iceland and Malta.

Syrine El Abed earned a Civil Engineering from Ecole des Mines de Nancy in 2010 (French Grande Ecole), and is currently enrolled in the Master in Public Affairs (MPA) at Sciences Po Paris. During the MPA, she participated at designing public policies, mainly in the education sector. She worked for 6 years as a sustainability consultant at PwC in Paris and she has an extensive experience advising clients from both the public and private sectors, in France and abroad, on their sustainability strategies. More recently, she was an advisor to the Tunisian Minister of Industry and Trade.

Caitlyn Guthrie is a Policy Analyst in the OECD Directorate for Education and Skills. She is currently supporting the OECD Education Policy Reviews of Evaluation and Assessment and works part time with the OECD Strength through Diversity project. Caitlyn has worked with several non-governmental organisations (NGOs) on education issues, as well as in legislative affairs at the United States Agency for International Development (USAID).

Emma Linsenmayer recently graduated with a Master of Arts in International Relations and Diplomacy from the American Graduate School in Paris. She holds a BA in Psychology and English Literature with a minor in Law, Societies, and Justice from the University of Washington in Seattle. She also received a university degree in French Language and Culture from the University of Sorbonne Nouvelle Paris 3. Emma's graduate research explored ways the gender digital divide can be narrowed in developing countries and how women's security affects state security. During her graduate studies, she worked as an intern on the Strength through Diversity team in the Directorate for Education and Skills at the OECD, in the Political Section at the U.S. Mission to the EU (Brussels), and for Kids Empowerment, a Paris-based NGO supporting unaccompanied minors in Europe.

Todd Lubart is Professor of Psychology at the Université de Paris (LaPEA lab). He is the author of numerous books, articles and book chapters about creativity. Also, he co-authored measures of creative potential in children (EPoC: Evaluation of Potential Creativity) and adults. Todd Lubart received awards for his work on creativity including the American Psychological Association, World Council of Gifted and Talented, International Center for Innovation in Education. He directed a research laboratory focused on individual differences, human potential and applied psychology, and has been responsible for several large-scale research grants, including work on creative giftedness.

Gabriel Machlica is an economist at the Economics Department, OECD. He received his master's degree from the Bratislava Economics University in 2002. He worked at the Ministry of Finance in the Slovak Republic as a head of the Macroeconomic Forecasts and Analyses Unit before he joined the OECD Economics Department in 2014. He worked on economic surveys on different country desks including Brazil, Israel, Portugal, and Hungary and worked on issues related to education and labour market, particularly focus on the disadvantaged communities. He currently works at the Israel/Slovak desk working on country specific economic recommendation in structural policies.

Montserrat Macuer is a Political Scientist and Art Historian from Santiago, Chile. She is currently working towards her Masters degree in Public Affairs at L'Institut d'études politiques de Paris (Sciences Po), with a focus on education. Her professional background includes three years at the Permanent Mission of Chile to United Nations (NY) and working as a speechwriter at the Presidency of the Republic of Chile for former President Michelle Bachelet.

Adrienn Nyircsak is a policy officer in the Strategy and Investments Unit at the European Commission's Directorate-General for Education, Youth, Sport and Culture (DG EAC). She is responsible for horizontal coordination in the field of migration and education, and is also involved in the preparation of the future European framework for cooperation in education and training. Prior to joining the Commission, Adrienn has been a PhD researcher at Central European University, Budapest, in the field of higher education policy, focussing on the mechanisms of mutual learning in policy networks and institutional reflexivity. She is a regular presenter at academic conferences (UACES, Bologna Researchers' Conference, ECPR), and has held multiple teaching assistantships in qualitative research methods.

Anna Vitoria Perico E Santos Having completed her Master's degree in International Public Management at SciencesPo Paris last year, Anna currently works as a consultant in the Education Directorate of OECD. Involved in the development of public policies addressed to improve the social inclusion of marginalized groups and vulnerable populations, Anna is particularly interested in the impact of discrimination within educational environments and the many forms in which it can be translated. Discrimination is behind many of the drivers of bullying and school violence, including the discrimination against immigrants, LGBTQI children, children with disabilities, and many others. Moreover, during her studies, Anna has particularly tried to highlight the cross-cutting nature of gender issues and their implications in the different domains of society. Working in the intersection between gender and sexuality, she has written essays on the efficiency of gender quotas in elections in Latin America, on the discrimination against LGBTQI children within school environments in Brazil and on the multi-level violence suffered by transgender women in São Paulo.

Nikita Quarshie has joined the Directorate for Education and Skills as an intern for the Strength through Diversity Project. She is currently pursuing a Master's degree in Human Rights and Humanitarian Action at Sciences Po, Paris, with concentrations in research methods and journalism. Nikita has previously interned for NETRIGHT, a network of women's rights organisations based in Accra, Ghana. Her interests lie in gender issues, identity politics and intersecting forms of structural inequality.

Paulo Santiago is Head of the Policy Advice and Implementation Division (PAI) within the Directorate for Education and Skills. He takes a leading role in the provision of evidence-based advice on education policy to OECD members and partner countries, both collectively and individually, across all sectors of education. He also takes responsibility for the Directorate's knowledge management and mobilisation

ensuring the Directorate's work is effectively exploited across countries and within OECD. Mr. Santiago joined the OECD in 2000. As an analyst in the Directorate for Education and Skills, he assumed responsibility for a number of large scale cross-country reviews covering a range of education policy areas including teacher policy, tertiary education policy, educational evaluation and assessment, use of resources in school education and school funding. This work has generated OECD policy lines, comprehensive analytical frameworks, developmental work for future data collections as well as a wealth of information about country practices. He has also led reviews of teacher policy, tertiary education policy, educational evaluation policy and school resource use in over 25 countries. Mr. Santiago holds a Ph.D. in Economics from Northwestern University.

Ita Sheehy is the Senior Education Advisor at UNHCR, the UN Refugee Agency, responsible for global education policy, strategy and programming for refugees. Ms. Sheehy has had a long career in education, with over 20 years working in an operational context in the global south and over 15 years working at regional and global levels in development and emergency contexts. The primary focus of Ms. Sheehy's work over the past decade has been on refugee education in emergencies and in protracted crises. In line with the inclusion goal of the Global Compact on Refugees, her current work focuses on broadening partnerships to support refugee hosting communities to expand sustainable access to quality education, linking humanitarian response with longer term development solutions. Ms Sheehy is currently working on the finalisation of the Refugee Education 2030 Strategy.

Khaled Tamimy is a student in Mathematics and Physics with a keen interest and professional experience in diversity work. Khaled works as a project manager and director for Diversity Talks, a small student-led non-profit organisation, where they design and implement educational interventions and programs that

promote access, equity, inclusion and diversity for educational institutions in Amsterdam. As part of the Students-4-Students (S4S) campagne ran by the Ministry of Education and ECHO Expertise Centre for Diversity Policy, Khaled applied for project funding by the S4S-allocated budget. This funding has allowed his organisation to professionalise rapidly within the short period of a year, and has enabled Khaled and like-minded co-worker students to work as paraprofessionals in the sector. Current programs of Diversity Talks are a socially responsible thinktank called Think Impact, and a preparatory educational program for students in their last phase of secondary school called StudieHub.

Mary Tupan-Wenno is the executive director of ECHO, Center for Diversity Policy in The Hague, the Netherlands. Her professional involvement on diversity and inclusion developments in higher education started at the Dutch Ministry of Education Culture and Science. Mary has more than 25 years of experience with policy and program development to improve access and success of underrepresented groups in higher education, with a specific focus on ethnic diversity. Mary is a founding member of the European Access Network (1991) and of GAPS, Global Access to Postsecondary Education initiative (2016) and a member of the Board of both EAN and GAPS. ECHO is a non-profit organisation focusing on the development of new strategies, policy and practice to improve diversity and inclusion in higher education and the labor market. ECHO collaborates with schools, universities, businesses, governments, student- and community organisations.

Marie-Anne Valfort is a Professor at the Paris School of Economics and University Paris 1 Panthéon Sorbonne. She devotes her research to discriminations, diversity and inclusion. Marie-Anne joined the OECD in 2016 where she is in charge of the OECD work on LGBTI.

Marjolijn van der Klis works at the Netherlands Ministry of Education, Culture and

Science. As the Ministries' Chief Diversity Officer she works with the Secretary General on improving inclusion and diversity within the Ministry. Marjolijn van der Klis holds a PhD in urban geography and demography. Previously, she has both worked as a senior researcher with the The Netherlands Institute for Social Research (SCP) and as senior policy advisor on inclusive higher education at the Netherlands Ministry. Together with ECHO Expertise Center for Diversity Policy she developed the national Student-4-Student Campaign.

Ersilia Vaudo Scarpetta has been working at the European Space Agency since 1991 and she is currently Chief Diversity Officer. During her career at ESA, she held several positions, including elaboration of high-level strategy, formulation of policies, international relations, strategic analysis, relations with Member States, network with Think Tanks. From a programmatic perspective, she was part of the ESA Exploration programme, worked as coordinator of Science and Human Spaceflight activities and had the responsibility as Executive Secretary of the Science and Technology Advisory Group on Exploration in charge of exploration missions, including ExoMars. She spent four years at the ESA Washington Office in charge of relations with NASA, and was Member of the Board of Directors of Women in Aerospace US.