

SHORT BIOS OF PRESENTERS AND FACILITATORS

8th Policy Forum of the Strength through Diversity project, 18 March 2021

Manos Antoninis is the Director of the Global Education Monitoring (GEM) Report at UNESCO since August 2017 during which he led the team on the themes of accountability, migration and displacement, and inclusion. He was previously responsible for the monitoring section of the report. He coordinated the financing gap estimates for the 2030 education targets, the projections on the achievement of universal primary and secondary education completion, and the World Inequality Database on Education. He has been representing the report team in the Technical Cooperation Group on SDG 4 indicators, which he is currently co-chairing. Prior to joining the team he worked for 10 years on public finance, monitoring and evaluation projects in education in Africa, Asia and South-eastern Europe.

Luka Boeskens is a Policy Analyst in the Policy Advice and Implementation Division of the OECD Directorate for Education and Skills, where he is currently working on the School Resources Review and the Teachers' Professional Learning Study. He joined the OECD in 2015 and, since then, has been working on private education, school funding, the organisation of rural and urban school networks, as well as teacher's professional learning, career structures and working conditions. He has co-authored the School Resources Review's synthesis reports on The Funding of School Education (2017), school infrastructure (Responsive School Systems, 2018) and human resources (Working and Learning Together: Rethinking Human Resource Policies for Schools, 2019). Luka holds an MSc in Sociology and a BA in Philosophy, Politics and Economics from the University of Oxford.

Lucie Cerna is Project Leader 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.

Francesca Gottschalk is an Analyst for the Centre for Educational Research and Innovation's 21st Century Children project. She is the co-editor and contributing author of *Education in the Digital Age: Healthy and Happy Children* (2020) and *Educating 21st Century Children: Emotional Well-Being in the Digital Age* (2019). She previously worked on the ITEL Teacher Knowledge Survey. Francesca holds a master's degree from the American University of Paris in Public Policy and International Affairs, and an honours bachelor of science from the University of Toronto in Human Biology, and Buddhism, Psychology and Mental Health.

Stefaan Hermans is Director of Policy Strategy and Evaluation in the Directorate-General for Education, Youth, Sport and Culture at the European Commission. He was Head of Cabinet of the Commissioner for Employment, Social Affairs, Skills and Labour Mobility Marianne Thyssen in the Juncker Commission. Previous posts include Head of the Universities and Researchers, Skills, and Reflective Societies Units in DG Research and Innovation, and Secretary of the Employment Committee of the European Union. He also lectures on EU Affairs at the KU Leuven.

Deborah Nusche is a Senior Analyst in the OECD Directorate for Education and Skills, where she

leads several strands of work on school and teacher policy, including the Teachers' Professional Learning Study. She most recently co-ordinated the OECD School Resources Review, with the participation of over 20 countries, resulting in a series of country-specific reviews and comparative reports on school funding (The Funding of School Education), infrastructure (Responsive School Systems) and human resources (Working and Learning Together). She previously worked on comparative international studies on evaluation and assessment in education (Synergies for Better Learning), migrant education (Closing the Gap for Immigrant Students) and school leadership (Improving School Leadership) and contributed to the OECD's work on the Assessment of Learning Outcomes in Higher Education. With the OECD since 2007, she has led country-specific education policy reviews across Europe, Latin America, Australia and New Zealand. She previously worked at UNESCO.

Halsey Rogers is Lead Economist with the World Bank's Education Global Practice, having led the World Bank's global work on teacher policy, represented the World Bank in negotiations on the SDG education agenda, and co-authored the Education Strategy 2020: Learning for All. He has published widely in peer-reviewed journals and advised governments around the world on teacher effectiveness, service delivery, aid and development effectiveness, and other topics such as private tutoring and out-of-school youth. He also co-authored Growth and Empowerment: Making Development Happen (Oxford). Halsey has also served as an advisor to former World Bank chief economists Joseph Stiglitz and Nicholas Stern and as Senior Economist in the Research department. Prior to joining the World Bank, Halsey served with the Council of Economic Advisors at the White House, UC Berkeley, the Indonesian Ministry of Finance in Jakarta, and the Korea Development Institute in Seoul. He holds an AB from Princeton University, an MPP from the Harvard Kennedy School, and a PhD in Economics from UC Berkeley.

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. Paulo 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. Paulo holds a Ph.D. in Economics from Northwestern University.

Diana Toledo Figueroa is the Project Leader of the Education Policy Outlook, which is the OECD's analytical observatory of education policy. Since her arrival to the OECD in 2007, she has contributed to a wide range of OECD work on education. This includes large-scale data surveys (PISA 2006, TALIS 2008, Education at a Glance 2007-09) research on teacher knowledge and the teaching profession based on the learning sciences, thematic analysis and policy advice, or implementation and dialogue in different OECD countries. As part of her work on policy implementation, the OECD seconded her to Mexico during 2009/10. Diana has undertaken analysis on education policy reform across many education systems, leading comparative work and country-based work, and peer learning dialogue on education policy reform among senior policymakers from different education

systems. Diana holds a Doctoral Degree in Development Socio-Economics and a Master in Comparative Research on Development from the School of Advanced Studies in Social Science (EHESS, France).

Stéphan Vincent-Lancrin is a Senior Analyst and Deputy Head of Division at the Organisation for Economic Co-operation and Development (Directorate for Education and Skills). He currently leads work on education during the covid-19 crisis, but also leads OECD work on digitalization in education, notably the project on “Smart data and digital technology in education: AI, learning analytics and beyond”. He also leads work around disciplined innovation and change management, showing with the work on “Fostering and Assessing Creativity and Critical Thinking in Education” what kind of support, environment and tools school teachers and university professors could be given to improve their teaching and their students’ learning. An example of capacity development through international professional learning communities. More generally, speaking he works on innovation, research and how new trends influence the futures of learning and education policy at the schooling and higher education levels.

THE TEAM OF THE OECD STRENGTH THROUGH DIVERSITY PROJECT

Ottavia Brussino is a Consultant for the Strength through Diversity project. She holds a Bachelor's degree in International Politics and Government from Bocconi University and a Master's degree in International Development from Sciences Po Paris. Her interests are mostly in diversity and inclusion in the classroom and society, with a focus on migration. Before joining the OECD, Ottavia carried out a number of field experiences in reception centers for asylum seekers and migrants around Europe and managed an educational project in rural Tanzania. She also worked as a pro bono impact consultant for an accelerator of social enterprises in emerging markets.

Lucie Cerna is Project Leader 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.

Julia Gorochevskij is an intern with the Strength through Diversity project. She holds a Master's degree in Economic and Social Sciences from Bocconi University in Milan, as well as a Bachelor's degree in Business Administration and Management from WHU Vallendar. Julia has previously worked at the ifo Institute of Economics in Munich, as an external research consultant to the World Bank, and as an analyst in the financial sector. Her main research interests are refugee integration in education

and other policy areas, as well as the impact of intersectionality on the inclusiveness of education systems.

Cecilia Mezzanotte is a Consultant for the Strength through Diversity Project. Cecilia holds a Bachelor in International Economics and Management and a Master's in Economics and Management of Government and International Organizations Master from Bocconi University. Cecilia has previously worked at the Italian Permanent Mission to the United Nations in Geneva, focusing on Health and Social issues. Her main interests are healthcare policies and their implications for, and interceptions with, other welfare sectors.

Alexandre Rutigliano is a Consultant for the OECD Strength through Diversity project. Alexandre holds a Bachelor's degree in cultural anthropology at Aix-Marseille University and a Master's degree in Human Rights and Humanitarian Affairs at Sciences Po, Paris. He is mainly specialised on cultural diversity, children and adolescents' right to participation and education. He previously taught in primary school in Vietnam and worked in Bolivia with an NGO promoting children's rights in the country. Within the Project, Alexandre focuses on the inclusion of ethnic groups, gifted students and LGBTI students in education systems.