

MEET THE PISA FOR SCHOOLS TEAM



Joanne Caddy is a Senior Policy Analyst in the OECD's Directorate for Education and Skills where she leads the PISA for Schools project, successfully navigating the transition to digital delivery while building a global community of participating schools. Previously, Joanne led multidisciplinary OECD teams to support countries' efforts in building effective national skills strategies by fostering a whole-of-government approach to skills policy while ensuring broad stakeholder engagement in both member and non-member countries. She has also served as Counsellor and Communications Manager for the OECD Directorate for Education. Prior to this, she was a Policy Analyst in the OECD Directorate for Public Governance leading work on open government and public engagement as well as working in SIGMA on public administration reforms. She has also served as Senior Advisor for online participation in the New Zealand State Services Commission (SSC), while on secondment. Joanne holds a PhD in Political and Social Sciences from the European University Institute (Italy). She speaks Italian and French. Joanne can be found on [LinkedIn](#) and Twitter at [@joannecaddy](#).

Tanja Bastianic is an Education Policy Analyst who joined the PISA for Schools team in 2018. She regularly contributes to data analysis and serves as country liaison officer for the Russian Federation, Kazakhstan and European Schools Network, where she leads project implementation and relations with schools and education authorities. Tanja joined the OECD's Directorate for Education and Skills in 2015, and has worked on a range of projects, including on low skilled adults, apprenticeship and National Skills Strategies.

Prior to joining the OECD, Tanja worked for 10 years in the French public sector on health and social affairs, mostly within the French Monitoring Centre for Drugs (OFDT). There she led the Survey on the treatment of drug addicts and served as the Representative for France at the European Agency for Drugs.

Tanja holds a Master's degree in Mathematics from the University of Padua (Italy) and a Master's degree in Applied Statistics from the University of Paris V (France). She speaks English, French, Italian and her native Serbo-Croatian. Tanja can be found on [LinkedIn](#).





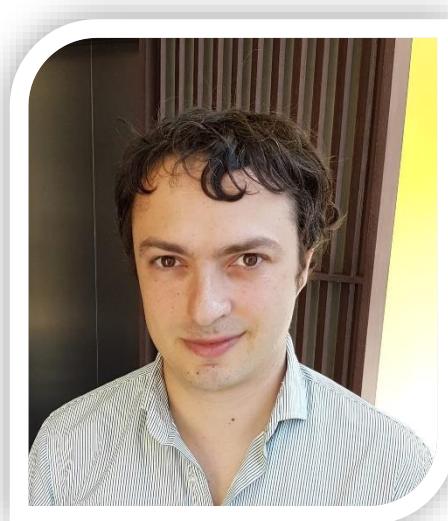
Chi Sum TSE, works at the OECD as an Analyst for the PISA for Schools project. He provides technical assistance to countries looking to implement the project, assists policy-makers and school leaders in understanding their school results and provides them with international examples to convert data into actions. In addition, he is leading the work on the development of an educator-driven international peer-learning community, which aims to facilitate exchanges on solutions for common challenges. Before working on education policies at the OECD, Chi Sum gained experience in policy fields such as social policy at UNESCO (France) and CIPPEC (Argentina); and local community development with Un Techo para mi País (Argentina) and a local NGO in Peru.

Currently, Chi Sum is reading an MSc in Educational Assessment at the University of Oxford (UK). Previously, he was an Alexandre Yersin scholarship recipient at Sciences

Po Paris (Institut d'études politiques de Paris, France) where he completed an MA in International Development. He has also pursued Master-level courses on Mercosur at the University of Buenos Aires (Argentina). He graduated with a BA in English Studies at the City University of Hong Kong (China). He speaks Mandarin, Cantonese, Spanish, Portuguese, French and Japanese. He can be found on [LinkedIn](#)

François Keglair is a Statistician at the OECD and shares his time between the PISA for Schools and PIAAC teams. In PISA for Schools, he contributes to data analysis, data quality validation and R&D. François joined the OECD in 2014 and has also worked on a range of other International Surveys managed by the Directorate of Education and Skills, including TALIS Starting Strong, PISA and SSES. This diversity of experiences has helped him build an extended knowledge of sampling theory, psychometrics and questionnaire design.

François holds a PhD in Economics from the Paris School of Economics, for which he pursued research on causal impact evaluations, political economy and special educational needs. He speaks English and French.



Tomoya Okubo is an Education Analyst in the PISA for Schools team at the OECD. He contributes to data analysis and item development while leading work on Research & Development. His interests lie in maximising the value of education assessment data for participating schools. He also leads efforts to build innovative measurement tools for the PISA-based Test for Schools, by drawing upon the PISA assessment framework.

Tomoya holds a PhD in Psychometrics from Tokyo Institute of Technology, Tokyo (Japan). He started his career at the National Centre for University Entrance Examinations in Japan and has held a professorship there since 2008. From 2018-2019 he was an Academic Visitor to the Psychometrics Centre at the University of Cambridge where he developed an online testing system. Before joining the PISA for Schools team, he was leading a national project for the digitalisation of the national examinations and assessments in Japan. During his research career, he has published numerous papers on the development of statistical modelling in academic journals such as *Psychometrika*. Tomoya can be found on [LinkedIn](#).



Nathanael Reinertsen is an Education Analyst in the PISA for Schools team. He started his career in education as a high school English and EAL/D teacher, and held positions as Head of English and Campus Coordinator at a multi-campus school. That experience taught him how important sound assessment systems are for schools, leading him to pursue further study in Assessment and Measurement. Subsequently, he took a position at the Australian Council for Educational Research as a Research Fellow in the Assessment and Psychometric Research Division. There, he worked on a very wide range of Reading and Writing assessments. He also contributed to higher education courses on assessment methods and Rasch measurement theory.

In 2020 he completed his PhD, examining the viability of simulated large-scale writing marking as professional development for preservice teachers. He has presented at international conferences on language assessment, published peer-reviewed journal articles, written e-magazine articles, and co-authored *Practical Classroom Assessment* (2nd Ed), published by Oxford University Press. He can be found on [LinkedIn](#).

Jenny Baracaldo provides project management support to the PISA for Schools team in the effective implementation of the project, as well as its development and visibility.

Prior to joining the OECD, she was a diplomat at the Colombian Embassy in France, in charge of bilateral cooperation, sports diplomacy, human rights and budget. She also worked in the private sector as project management consultant in personal development and training programs for international companies.

Jenny holds a Master's degree in Public Management from the École Nationale d'Administration-ENA (France) and a Bachelor's degree in Public Affairs and International Relations from the Externado University (Colombia). Likewise, she studied International Public Management at Sciences Po (France). She speaks English, French and Spanish. Jenny can be found on [LinkedIn](#).

