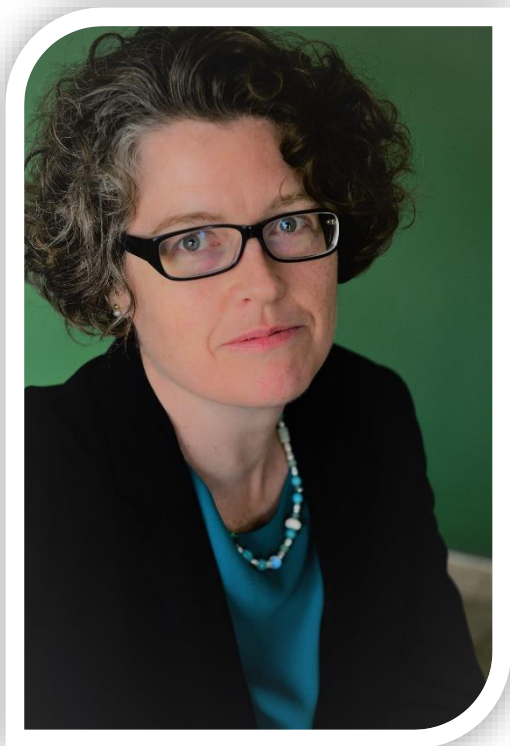# MEET THE PISA FOR SCHOOLS TEAM

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 and the United Arab Emirates 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.

Federico de Luca is an Education Policy Analyst in the PISA for Schools team since September 2019. As part of his work as country liaison officer, he manages relationships with different stakeholders, provides support to the National Service Providers throughout the project cycle, from recruitment to the production of school reports. He is also involved in data analysis, school report design and production and the post-assessment activities of the PISA for Schools project.

He joined the OECD in 2013 and has since worked at the Centre for Educational Research and Innovation (CERI) on a project on creativity and critical thinking, at the Trade and Agriculture Directorate (TAD) and at the International Energy Agency (IEA).

Federico holds a PhD in Socio-Economic and Statistical Studies from the University of Southampton (UK) and a MA and a BA in Social Statistics from the University of Padua (Italy). He has been a Research Assistant for the Universities of Barcelona (Spain), Chicago (US), Padua (Italy), Southampton (UK) and Venice (Italy), and has published work on education, the assessment of knowledge in the healthcare sector, digital generations, energy, healthcare and the impact of new technologies on everyday life. He speaks Spanish, French, Russian and his native Italian. Federico can be found on LinkedIn.

Tiago Fragoso is an Education Analyst in the PISA for Schools team. Before joining the OECD, he worked at one of Brazil's leading assessment companies within the team in charge of national large-scale basic education assessments. As part of his portfolio, he coordinated the successful implementation of the PISA-Based Test for Schools in Brazil and initial validation study in 2017. Drawing on his strong technical background in assessment design and delivery, he supports the PISA for Schools team and its partners worldwide in planning, administration and data analysis relating to the assessment.
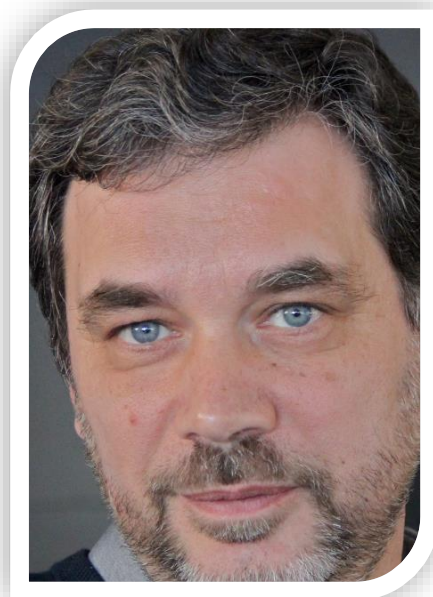
He earned a PhD in Statistics from the University of São Paulo (Brazil) and has published peer-reviewed articles in psychometrics and applied statistics. He speaks Portuguese and French. He can be found on LinkedIn.

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 on-line 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.

Gonçalo Xufre is a secondee serving in the PISA for Schools team. He is currently working on post-assessment capacity building and coordinating the implementation of project in Portugal, working with a network of schools and municipalities. Gonçalo earned a PhD from Lisbon University (Portugal) in the field of Statistical and Operational Research and has since been a professor at the Lisbon Higher Education Institute of Engineering (ISEL) of the Lisbon Polytechnic Institute (IPL). From 2011 to 2018, he served as the Director of Portugal's National Agency for Qualification and VET (ANQEP), whose mission is to coordinate the implementation of policies regarding vocational education and training for young people and adults.

Fiorella Cianchi provides day-to-day project management support to the PISA for Schools team. From managing agreements with participating countries to budget reporting and disseminating outputs, she ensures the project's effective implementation and visibility.

Fiorella holds a Bachelor's degree in Law from the University of Buenos Aires (Argentina) and a Master in Public Policy from King's College London (UK). Before joining the team at the OECD, she worked as a legal research analyst in London and as a legal officer in the Public Defender's Office in Argentina. In addition, Fiorella has experience in other policy areas such as low-income community development, which she gained during her five years at TECHO in Argentina, as well as in sustainability as a UN Volunteer. She speaks Spanish and Italian and can be found on Linkedin.

Julie Harris is the PISA for Schools Community Manager. In addition to designing and facilitating online communities, she's a writer, editor and workshop designer and facilitator with a background in psychology and information technology. Having worked with the OECD since 1995, she's a seasoned communications professional who has innovated and upskilled over the course of her career, starting out with project management, editing, building and testing websites to spearheading social media at the OECD, creating interactive workshops and training teams. Since 2005 she has worked remotely, successfully managing complex projects from distances as far away from Paris as the South Pacific. Julie's varied skillset helps her take a holistic and inclusive approach to building community, in both virtual and real-life environments - no matter where she is in time and space. She speaks French and can be found on LinkedIn and Twitter.