

ANNEX B

Composition of the review team

Beatrice Ávalos, a Chilean national, holds a Ph.D. from St. Louis University, USA and is an associate researcher at the Centre for Advanced Research in Education, University of Chile, where she leads a research group on teacher related topics. She was awarded the 2013 National Prize in Educational Sciences by the Chilean government. Between 2007 and 2010 she co-ordinated the Chilean application of the IEA TEDS-M study at the Ministry of Education. Formerly, she was Senior Lecturer at University of Wales, Cardiff and Professor of Education at the University of Papua New Guinea, and more recently has participated in the Latin American UNESCO review of teacher policies. She has carried out consultancy work for several international organisations including The World Bank, UNESCO/OREALC, the Academy for Educational Development as well as on request of countries in Uruguay and Bolivia. She has published extensively on themes related to teachers, teacher education, policy and educational development both in Spanish and English. She has also contributed with articles to several International Handbooks on Leadership, Educational Change, School Improvement, Continuing Professional Development of Teachers and the International Handbook of Teacher Education.

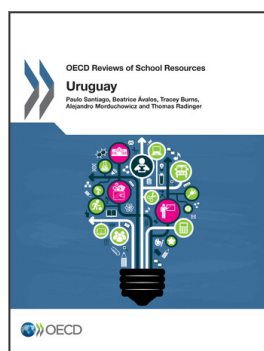
Tracey Burns, a Canadian national, is a Project Leader and Analyst in the Centre for Educational Research and Innovation at the OECD. She is responsible for the publication Trends Shaping Education 2013 and the Trends Shaping Education Spotlight series. She also leads the Governing Complex Education Systems project, which looks at the challenges that governments face in steering complex education systems and the role of knowledge in that process. Also at the OECD she has previously worked on projects on Teacher Education for Diversity, Systemic Innovation in Education, and Evidence-based Policy Research in Education. Previous to her current work she worked on social determinants of health and on education and social inclusion issues at both the OECD and in Vancouver, Canada. Tracey holds a Bachelor of Arts from McGill University, Canada and a Master of Arts and Doctor of Philosophy in Psychology from Northeastern University, United States.

Alejandro Morduchowicz, an Argentinian national, is Education Lead Specialist at the Education Division of the Inter-American Development Bank. He is based in the Country Office of Guatemala in charge of operations in that country. He is a researcher and senior economist specialised in education planning, management, public policy analysis, economics and financing. In the field of management and planning he has worked in the development and implementation of reengineering education administration systems, in the design and management of teacher careers and has carried out different studies about teacher administration, school effectiveness and sectorial planning of supply and demand.

With regard to the field of economics and financing he has participated in the design of models to optimise the efficiency of resources allocation in education. He has also elaborated studies about human capital, resources allocation in education, and equity and efficiency of public school finance. He has written many papers on the above mentioned subjects. He holds a degree in Economics from the Universidad de Buenos Aires and a postgraduate degree in Economics from the Instituto de Torcuato Di Tella.

Thomas Radinger, a German national, is a Policy Analyst with the OECD Directorate for Education and Skills. He joined the Organisation in September 2011 to contribute to the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. Thomas is a co-author of the project's final synthesis report "Synergies for Better Learning" (2013) and took the lead in the analysis of school leader appraisal. Between October 2012 and January 2015, he was involved with the development of the OECD Education GPS, an online platform to disseminate OECD data and research on education to a broader audience. As of February 2015, Thomas is working with the OECD School Resources Review team.

Paulo Santiago, a Portuguese national, is a Senior Analyst in the OECD Directorate for Education and Skills, where he has been since 2000. He is currently the co-ordinator of the OECD School Resources Review. He has previously assumed responsibility for three major cross-country reviews, each with the participation of over 20 countries: a review of teacher policy (2002-05), leading to the OECD publication "Teachers Matter"; the thematic review of tertiary education (2005-08), leading to the OECD publication "Tertiary Education for the Knowledge Society"; and a review of evaluation and assessment policy at the school level (2009-13), leading to the OECD publication "Synergies for Better Learning". He has also led reviews of teacher policy, tertiary education policy and educational evaluation policy in over 25 countries. He holds a Ph.D. in Economics from Northwestern University, United States, where he also lectured. He co-ordinated the review and acted as rapporteur for the review team.



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