

Annex C. Composition of the review team

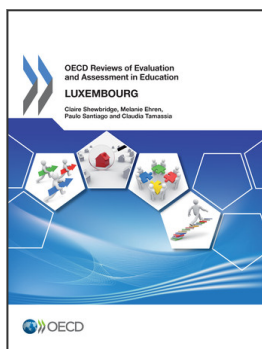
Melanie Ehren, a Dutch national, is an assistant professor, working on research into effects and side effects of accountability systems and standards-based reform. Her research started with a PhD on effects of school inspections. In this research she used novel techniques such as a policy theory evaluation to reconstruct the assumptions on effects of school inspections. Melanie participates in the International Project for the Study of Educational Accountability Systems (IPEA). In the past, she also worked as a policy advisor at the University of Amsterdam, as a programme co-ordinator on accountability and inspection at the association of Expertise on Vocational Education, Training and the Labour Market centres (Colo), and as educational manager at the University of Professional Education in Rotterdam. In that position she was responsible for the accreditation of one of the bachelor degrees.

Morten Rosenkvist, a Norwegian national, was working on the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes on secondment from the Norwegian Ministry of Education and Research at the time of the review visit. Morten has a Master's degree in political science from the University of Oslo. He has also studied at the University of Sydney. For the last four years Morten has worked as an analyst in the Norwegian Ministry of Education of Research. He is especially familiar with research relating to teachers and teacher training. Before his arrival to Paris, Morten was project manager for "GNIST" – a government initiative to recruit more and better qualified teachers to Norwegian schools.

Paulo Santiago, a Portuguese national, is a Senior Analyst in the OECD Directorate for Education, where he has been since 2000. He is currently the co-ordinator of the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. He has previously assumed responsibility for two major cross-country reviews, each with the participation of over 20 countries: a review of teacher policy (between 2002 and 2005, leading to the OECD publication *Teachers Matter*) and the Thematic Review of Tertiary Education (between 2005 and 2008, leading to the OECD publication *Tertiary Education for the Knowledge Society*). He has also led reviews of teacher policy and tertiary education policy in several countries. He holds a PhD in Economics from Northwestern University, United States, where he also lectured. With a background in the economics of education, he specialises in education policy analysis.

Claire Shewbridge, a British national, is an Analyst in the OECD Directorate for Education and is currently working for the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. She most recently worked on the OECD Review on Migrant Education working on country-specific analysis for the Netherlands, Austria and Norway and co-authored the OECD report *Closing the Gap for Immigrant Students* (2010). For five years, Claire co-ordinated the PISA thematic report series. She also led analysis of student attitudes towards science learning and the environment in the PISA 2006 survey. Her earlier statistical work with the OECD included educational enrolment, graduation and financial statistics published in *Education at a Glance*, labour force survey statistics published in the *OECD Employment Outlook* and financial statistics in the OECD's Development Assistance Committee. She co-ordinated the review and acted as *Rapporteur* for the review team.

Claudia Tamassia, a Brazilian national, is a programme administrator lead in the US-based Educational Testing Service (ETS) whose current responsibility is to co-ordinate the OECD's Programme for the International Assessment of Adult Competencies (PIAAC). Prior to that, Claudia worked with the Chicago Public Schools co-ordinating assessment for the High School Transformation Project and assisting in the development of constructed response questions for the Mathematics Benchmark Assessment and in the development of the Algebra Grade 8 Exit Exam. From 1999 to 2004, Claudia managed the successful implementation and analysis of the first two surveys of the OECD's Programme for International Student Assessment (PISA). She has also worked for the Ministry of Education in Brazil and has consulted for UNESCO and the Australian Council for Educational Research (ACER) and has authored numerous papers and publications on student assessment.



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