

## SHORT BIOS OF PRESENTERS AND FACILITATORS

10<sup>th</sup> Policy Forum of the Education for Inclusive Societies project, 29 March 2023

**Eva Arered** is the Director of Education at the Swedish National Agency for Education, where she has been working on school improvement and process support for school organisers and schools within the Government Commission *Collaboration for better schools* since 2016. Prior to her current position at the Swedish National Agency for Education, she has worked as a teacher, school leader, teacher trainer and Project Manager at Stockholm University. She has several years of experience of working at the Bridging Programme (Foreign Teachers Professional Development programme), Supplementary Education for Migrant Teachers and Preschool Teachers. She holds a MA degree in Languages Education.

**Artur Krzysztof Borkowski** is a Consultant at the UNESCO Section for Migration, Displacement, Emergencies and Education, where he works on data and statistics for education in emergencies, with a specific focus on data standards and policy. His current work focuses on understanding the data and policy on forcibly displaced populations. He has been working with partners on a global monitoring framework on education in emergencies to consolidate efforts to better support, inform and influence education programming and policies for crises-affected populations through better quality data, to progress towards SDG4 and the 2030 agenda. He holds a PhD from King's College London.

**Lily Calaycay** is a Consultant with the UNESCO Section for Migration, Displacement Emergencies and Education, where she coordinates policy work within the EiE Data & Statistics team. At UNESCO, she has worked on projects related to the inclusion of refugees in education data and policies, and early childhood care and education in emergencies. She holds a BA in International Affairs and French from the University of Richmond and is currently completing a Master's

degree in Human Rights and Humanitarian Action at Sciences Po.

**Lucie Cerna** is a Project Leader in the Directorate for Education and Skills, OECD, Paris, and an Associate Research Fellow at the Centre for Liberal Arts and Social Sciences at Nanyang Technological University Singapore. At the OECD, she has worked on a variety of education topics, including the governance of education, trust and national skills strategies, and is currently leading the Education for Inclusive Societies project. Prior to joining 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, education and skills issues. She holds a DPhil from the University of Oxford.

**Eliana Chamizo Álvarez** is a senior advisor for international affairs at the Ministry of Education of Chile, where she has been working for over 15 years. She is focusing on foreign students in the national education system. She has been working as a delegate for the OECD Education Policy Committee (EDPC) from 2009 and has collaborated actively with the Centre for Educational Research and Innovation (CERI) and the OECD Teaching and Learning International Survey (TALIS). She was the national coordinator for the Innovative Learning Environments (ILE) Project. Eliana is a history teacher and has a Bachelor's degree in History and Education. She has a Master's degree in Public Administration (MPA) from Columbia University and got the Fulbright and a government scholarship for graduate studies. She is currently finalising her Master's degree in Education, with a focus on inclusion and diversity at *Pontificia Universidad Católica de Chile* in Santiago.

**Corinne Heckmann** has been working for more than 15 years in the Directorate of Education and Skills of the OECD in the Division of Innovation and Measuring Progress where she is involved in the development of indicators on the structure, financing and performance of education systems across OECD member and partner countries. Since 2017, she has been responsible for the technical implementation of the objectives of the sustainable development goals in education (SDG4) for OECD countries. In 2020 and 2021, she participated in the development of several joint surveys with UNESCO, the World Bank and UNICEF regarding the impact of the COVID-19 pandemic in the education system. From 2022, she is part of the Technical hub on education-Ukraine emergency with UNESCO, UNICEF, the World Bank, UNHCR and the European Commission, and has just launched the second data collection on the educational management of Ukrainian refugees in OECD host countries.

**Sara Hommel** has more than 20 years of experience in global development and humanitarian response programming. She currently leads the global Mental Health and Psychosocial Support (MHPSS) portfolio for Save the Children's Department of Education and Child Protection, including Save the Children's signature global psychosocial support program HEART (Healing and Education through the Arts). Prior to joining Save the Children, Sara spent several years at the Brookings Institution where she designed and managed research and advocacy on global education policy and practice. Before her time at Brookings, she had worked with several non-governmental organisations addressing the needs of children affected by conflict and poverty in multiple countries. Sara holds degrees in Sociology and International Relations from St. Lawrence University and Central European University, and is a doctoral candidate at the UCL Institute of Education (IOE) at the University of London. Her research focuses on the impact of school-based psychosocial support programming for children affected by multiple adversities.

**Laura Limperk-Kütaru** has been working as the Counsellor for Education and Science at the Permanent Representation of Estonia to the OECD and UNESCO since 2022. In her current position, she is responsible for policies in the fields of education, science, youth and language. Previously, Laura worked at the Ministry of Education and Research of Estonia for eight years, mainly in the field of the EU and international co-operation. Her main focus has been on multilateral co-operation and facilitating the international knowledge/information transfer to the Estonian education system. For the past year the practical information exchange related to the influx of refugees into the Estonian education system has also been high on the agenda.

**Paulo Santiago** is the 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 member 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 disseminated and used across countries and within the 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, the use of resources in education and school funding. 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 PhD in Economics from Northwestern University, United States.

**Ulrike Storost** is a Policy Officer for school education in the Directorate-General for Education, Youth, Sport and Culture (DG EAC) at the European Commission. She works on the EU policy response for the inclusion of displaced children from Ukraine in education systems of EU Member States. Prior to entering the European Commission in 2012, she held various education expert positions at UNESCO, UNHCR, the Bertelsmann Foundation and the German National Academic Foundation. She graduated from university and teacher training in Germany with a professional qualification as a secondary school teacher.

## THE TEAM OF THE OECD EDUCATION FOR INCLUSIVE SOCIETIES PROJECT

**Lucie Cerna** is Project Leader in the Directorate for Education and Skills, OECD, Paris and an Associate Research Fellow at the Centre for Liberal Arts and Social Sciences at Nanyang Technological University Singapore. At the OECD, she has worked on a variety of education topics, including the governance of education, trust and national skills strategies, and is currently leading the Education for Inclusive Societies project. Prior to joining 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, education and skills issues. She holds a DPhil from the University of Oxford.

**Cecilia Mezzanotte** is a Policy Analyst for the Education for Inclusive Societies project. At the OECD, she has focused on the rationale and measurement of inclusion in education and on special education needs. Cecilia holds a Bachelor's Degree in International Economics and Management and a Master's Degree in Economics and Management of Government and International Organizations 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.

**Santiago Puerta** is an intern with the Education for Inclusive Societies project. Prior to joining the OECD, Santiago has been a student at Durham University studying Modern Languages & Cultures. He has worked as a languages assistant in a secondary school in south London, and more recently as an English Language teacher in a preparatory school in Versailles. He was born and raised in south London and is currently undertaking his year abroad in Paris.

**Daiana Torres Lima** is a Project Assistant with the OECD Directorate for Education and Skills where she contributes to the administrative support to both the Education for Inclusive Societies and the Schooling, Teachers and Teaching projects. She holds a Master's degree in History from Sciences Po Paris and a Master's degree in International Relations from Paris I Panthéon-Sorbonne. Before joining the OECD, she worked at the UNESCO Headquarters and as a history teacher in secondary schools in Brazil.

**Samo Varsik** is a Policy Analyst for the Education for Inclusive Societies project. Prior to joining the OECD, Samo worked as a senior analyst at the Education Policy Institute, an analytical unit under the Ministry of Education of the Slovak Republic, where he specialised in inclusive education policies, early childhood education and care, out-migration and quantitative analyses in an educational context. Samo was born in Slovakia and studied economics in Edinburgh and London.