

Travis J. Bristol is an Assistant Professor of education at the University of California, Berkeley. Before joining Berkeley's faculty, Travis was a Peter Paul Assistant Professor at Boston University. He is a former teacher in New York City public schools, as well as a former consultant with the World Bank and UNICEF. Travis' research is situated at the intersection of policy and practice and is centered on three interrelated strands: (1) district and school-based practices that support educators of colour; (2) national, state, and local education policies that enable and constrain the workplace experiences and retention for educators of colour; (3) the intersection of race and gender in schools. The National Academy of Education/Spencer Foundation, Ford Foundation, and AERA awarded Travis dissertation fellowships in 2013. In 2016, he received the inaugural teacher diversity research award from the American Association of Colleges for Teacher Education. In 2019, Travis received a Ford Foundation Postdoctoral Fellowship and an emerging scholar award from the Comparative and International Education Society, African Diaspora SIG. Travis holds a PhD in Education Policy from Columbia University.

Lucie Cerna is Project Leader in the Directorate for Education and Skills, OECD, Paris and a Research Associate at the Centre for Migration, Policy and Society (COMPAS), Oxford. At the OECD, she has worked on a variety of education topics, including the governance of education, trust, national skills strategies and currently the *Strength through Diversity* project. Prior to coming to 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 issues – her most recent book is *Immigration Policies and the Global Competition for Talent* (Palgrave Macmillan, 2016). She holds a DPhil from the University of Oxford.

John Crowley is Chief of Section for Research, Policy and Foresight in the UNESCO Sector for Social and Human Sciences. Since joining UNESCO in 2003 he has also been a programme specialist in social science (2003-05) and head of the communication, information and publications unit (2005-07), chief of section for ethics of science and technology (2008-11) and team leader for global environmental change (2011-14). He has published several books and a further 100 academic articles and book chapters, mainly on political theory and comparative politics. He currently leads the UNESCO Inclusive Policy Lab (IPL).

Leonard Frye is a Policy Research and Advice Intern in the Policy Advice and Implementation Division in the OECD Directorate for Education and Skills. He is responsible for data analysis and analytical work in *Strength through Diversity*. His interests are mostly in inclusive education for special education needs and teacher education and retention. Leonard holds a Bachelor's degree in Liberal Arts & Sciences from University College Maastricht and is currently pursuing a Master in Economics and Public Policy at Sciences Po Paris. Before joining the OECD, Leonard interned at the Global Policy Forum, monitoring global policy making – more specifically the Post-2015 Agenda.

Pauline Givord joined the OECD and the PISA Team in May 2018, where she was lead author for the Volume II of the PISA 2018 Initial Reports focused on issues related to equity in education. She also drafted a PISA thematic report on school choice and equity in education. Prior to joining OECD, she worked at the French Official Statistical Institute (Insee) where she was head of a unit dedicated to the quantitative methods for the evaluation of public policies. Pauline has extensive expertise in statistics and economics and is interested specifically in issues related to equity in education, segregation and school evaluations. Pauline graduated from the French Ecole Polytechnique, the Ecole Nationale de la Statistique et de l'Administration Economique (ENSAE), and holds a PhD in Economics from Sciences Po Paris.

Florence Migeon oversees the UNESCO programme on inclusion in education and has over 15 years of experience in this field. She has had extensive experience in providing support to Members States in developing inclusive education policies, strategies and practices. She has developed several methodological materials and guidelines and has conducted many training workshops on issues related to inclusion, particularly in Africa and in Central and Eastern Europe. She is passionate about human rights based approach to development and education.

Cecilia Mezzanotte is a Consultant for the Strength through Diversity Project. Having already pursued a Bachelor in International Economics and Management at Bocconi University, she is now about to graduate from the Economics and Management of Government and International Organizations Master. 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.

Emilia Roig is the Founder and Executive Director of the Center for Intersectional Justice (CIJ), a Berlin-based organisation combatting intersecting forms of inequality and discrimination in Europe. She is faculty member of the Social Justice Study Abroad Programme of DePaul University of Chicago and has taught graduate and post-graduate courses on Intersectionality Theory, Postcolonial Studies, Critical Race Theory and International and European Law. From 2007 to 2010, she worked extensively on Human Rights issues at the International Labour Organisation (ILO) in Tanzania and Uganda, at the German Agency for International Cooperation (GIZ) in Cambodia, and at Amnesty International in Germany. She is Jury member of the German Non-Fiction Book Prize 2020 and was appointed as external expert at the European Commission in 2019. Emilia holds a PhD in Political Science and Government from Humboldt University of Berlin.

Alexandre Rutigliano is a Consultant for the OECD Strength through Diversity project. Alexandre holds a Bachelor's degree in cultural anthropology at Aix-Marseille University and a Master's degree in Human Rights and Humanitarian Affairs at Sciences Po, Paris. He is mainly specialised on cultural diversity, children and adolescents' right to participation and education. He previously taught in primary school in Vietnam and worked in Bolivia with an NGO promoting children's rights in the country. Within the Project, Alexandre focuses on the inclusion of

ethnic groups, gifted students and LGBTI students in education systems.

Paulo Santiago is 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 members 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 exploited across countries and within 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, use of resources in school education and school funding. This work has generated OECD policy lines, comprehensive analytical frameworks, developmental work for future data collections as well as a wealth of information about country practices. 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 Ph.D. in Economics from Northwestern University.

Romane Viennet is a Consultant with the OECD's Implementing Education Policies Programme of the OECD Directorate for Education and Skills. She is currently co-ordinating the OECD Assessment of Wales' curriculum reform. She took part in similar assessments of school education policies in Mexico, Norway and Ireland since 2018 and co-authored an OECD working paper on education policy implementation (2017).

Romane holds a Master's degree in International Affairs and a B.A. in political science and economics, both from Sciences Po Paris. Prior to joining the OECD, she was a student advisor to the French Prime Minister on education reform priorities (2017), and worked as a social impact analyst in France and as a research assistant in behavioural economics projects in Cornell University, New York.