

South Asia Regional Conference
Using Large-Scale Assessments to Improve Teaching and Learning

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SPEAKER BIOGRAPHIES

Silvia Montoya is the Director of the UNESCO Institute for Statistics (UIS), which is the official UN repository for statistics in the fields of education, science and technology, culture and communications. Dr. Montoya has extensive experience in a wide range of national and international initiatives to improve the quality, management and use of education statistics, with a specific focus on learning assessment. With the adoption of the Sustainable Development Goals (SDGs), she represents UNESCO as the co-leader of the SDG 4, working closely with the international education community to build consensus around a core set of indicators to measure progress towards education targets.

Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris. As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES) in addition to policy and country reviews. Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He holds an honorary Professorship at the University of Heidelberg.

Dirk Hastedt is the Executive Director of the International Association for the Evaluation of Educational Achievement (IEA). He oversees the IEA's operations, studies, and services and drives the IEA's overall strategic vision. He is dedicated to developing and maintaining effective relationships with member countries, researchers, policy makers, and other key players in the education sector. Dr. Hastedt serves as the acting chair of the IEA Technical Executive Group (TEG), and is also co-editor in chief of the IEA-ETS-Research Institute's journal 'Large-Scale Assessments in Education'. He holds a Dr. Phil. in Education from the University of Vienna.

Ernesto Treviño is Associate Professor of the Faculty of Education of the Pontificia Universidad Católica de Chile, director of the Center for the Transformation of Education and principal investigator of the Center for Advanced Studies on Educational Justice at the same university. He has participated in the four studies of the Latin American Laboratory for Educational Evaluation of the UNESCO Office for Education in Latin America. He has led evaluations of early childhood programs and public policies in Latin America. His research interests focus on the intersection of policy and teaching mechanisms that produce effects on development and learning.

Moritz Bilagher is the Quality Education Team Leader and Head of NEQMAP Secretariat, UNESCO Bangkok. Prior to this, he was the head of Monitoring and Evaluation at the Global Partnership for Education (GPE), in charge of its M&E strategy, including its results framework, containing learning indicators. Before joining GPE, Moritz worked as research and evaluation specialist with UNRWA Education Programme in the Near East; the British government agency for ICT in education Becta; and UNESCO, first as Statistical Advisor at UNESCO Nairobi and then as Programme Specialist at UNESCO Regional Bureau for Education in Santiago. During this last assignment, he coordinated TERCE, the largest study on achievement of learning outcomes in the history of the LAC-region. Moritz holds an MSc-degree in Educational Research Methodology from the University of Oxford, an MSc-degree in Science Dynamics from the University of Amsterdam and is in the final phase of doctoral study at King's College London, focusing on assessment of learning in peace education, relevant to SDG 4.7.

Tara Béteille is a Senior Economist at the World Bank, where she has been working on the Bank's India and Sri Lanka education programs. She is part of the 2018 World Development Report team (Realizing the Promise of Education for Development). Tara joined the World Bank in 2010 through the Young Professional's Program. She joined the Education Practice in 2012, after working with the Independent Evaluation Group and the Chief Economist's Office (South Asia Region) from 2010 till 2012. In the education practice, her work has ranged from project design and implementation to research, covering school education through higher education. Her area of expertise includes the political economy of education systems. Tara obtained her PhD from Stanford University in 2009, specializing in the economics of education.

Marguerite Clarke is a Senior Education Specialist in the Education Global Practice at the World Bank, currently working on education and skills training programs in India. Since 2007, she has led the Bank's global work program on learning and assessment systems. She chairs the United Nations Global Alliance for Monitoring Learning Task Force for Sustainable Development Goal 4.1 (ensuring all children are literate and numerate by the end of primary and lower secondary) and is a member of the International Advisory Group for the OECD's Programme for International Student Assessment. Marguerite began her career as a classroom teacher in Ireland and also taught in China, Japan, and the USA. She has a PhD in psychometrics from Boston College and is the author of "What Matters Most for Student Assessment Systems" (World Bank, 2012).

Michael F. Crawford is a Lead Education Specialist in the World Bank Global Education Practice. He is currently responsible for management and oversight of World Bank projects and studies in the areas of tertiary education, basic education, and promotion of science and technology capacity in Vietnam and in the East Asia region. Prior to assuming his current responsibilities in 2012, he led the development of World Bank investments in university and science and technology capacity most recently in Chile, Peru, Uganda and previously in Brazil, Chile, Mexico, and Venezuela. From 2002-04, he was the Assistant to the Managing Director for Human Development. He has also led or contributed to World Bank investment and analytical work on higher education and science and technology in Tanzania, Romania, Thailand, Argentina, Guyana, and Colombia. Michael holds an MA in International Relations from the Johns Hopkins University School of Advanced International Studies and a BA in Philosophy and Mathematics from St. John's College, Annapolis, MD.

Ibu Rahmawati is a researcher at Center for Educational Assessment, Ministry of Education and Culture, Indonesia. Her work now focuses on development of a national survey on students' competency and literacy, called as Asesmen Kompetensi Siswa Indonesia (AKSI). In addition to national survey works, she has been coordinating the implementation of international studies which Indonesia participated (PISA, PIRLS, and TIMSS). She is a member of national assessment data analysis team which aims to optimize the use of assessment for learning. Rahmawati earned a master degree in research and evaluation from the University of Massachusetts and a doctorate degree in measurement from the State University of Yogyakarta.

Shailendra Sigdel is a Statistical Advisor for South Asia and is based in UNESCO New Delhi. He has been working at the UNESCO Institute for Statistics (UIS) since April 2009. His responsibilities include providing technical assistance on statistics to the countries in the different fields of UNESCO mandated areas. It includes providing support on methodological aspects of statistics and assessments to enhance the capacity of the government officials. He has organized and worked as a resource person in numerous national, regional and global workshops / seminars on education statistics and assessments. Prior to joining the UIS, he worked with the World Bank, Danish Development Agency (DANIDA), Save the Children as a consultant and employee and the Kathmandu University as a visiting fellow. He holds a Master's degree in Economics and Education Planning. He speaks Nepali, English, Hindi, and Urdu.

Rukmini Banerjee is the Chief Executive Officer of Pratham Education Foundation. From 1996, Rukmini has been with Pratham, one of India's largest NGOs working in education (www.pratham.org). She has been a member of the national leadership team of the organization and has extensive field experience both in program implementation and in research. For ten years, she was also the Director of ASER Centre (the research and assessment unit of Pratham) which is known for its Annual Status of Education Report (ASER). Initially trained as an economist in India, she did her B.A. at St. Stephen's College and attended the Delhi School of Economics. She was a Rhodes Scholar at the Oxford University and completed her Ph.D. at the University of Chicago in 1991. She did her post-doctoral work at the Population Research Centre at the University of Chicago and later worked as a program officer at the Spencer Foundation. Rukmini writes frequently on education in both Hindi and English and enjoys writing books and stories for children.

Sarah Richardson has been working in the education sector for 23 years, as a teacher, trainer, researcher and research director. She is currently living in Delhi, India, where she took on the role of inaugural Research Director at the Australian Council for Education Research (ACER) India in January 2016. In this role Sarah brings together her desire to further contribute to educational research, and to the professional development of research staff, with her fascination in cross-cultural matters. Sarah has worked for ACER for six years, based at the head office in Melbourne prior to her move to India. In her work, Sarah directs multiple research projects for clients such as the Australian Government, other national and regional governments, the Asia Pacific Economic Cooperation (APEC) Secretariat and Organisation for Economic Cooperation and Development (OECD).

Pranav Kothari is the Domain Architect of Mindspark and the Vice President of the Large-Scale Education Programs at Educational Initiatives (EI). He led the development team of Mindspark - a personalized and adaptive software for learning Mathematics and Language for grades 1-10. He led the operations of the Mindspark Centres in Delhi and government schools

of Rajasthan. Pranav has overseen various large-scale student assessments done in Bihar, Haryana and Tamil Nadu as well as the impact evaluation projects for various NGOs. Prior to EI, Pranav studied Mechanical Engineering at Georgia Tech and finished an MBA at Harvard Business School.

Fernando Cartwright is a social science researcher, software developer/architect, and psychometrician located in Ottawa. He has worked as an analyst or content developer on over 20 large scale national or international assessments, including PISA, IALS, and PIAAC. He is the architect and co-developer of the Composite Learning Index, produced by the Canadian Council on Learning, as well as the European Lifelong Learning Index, produced by the Bertelsmann Stiftung. Fernando has produced a variety of software applications related to educational measurement. These tools include IATA, a standalone psychometric analysis suite; Echo, an online item creation, test creation and delivery and data analysis application; and variety of other tools and technologies for the creation of test items and the analysis of psychometric data. His current focus is to increase the usefulness of scientific measurement methods by developing expert software systems accessible to lay users of assessment information. Fernando is also the CEO of Polymetrika Inc.

Vyjayanthi Sankar is the founder and executive director for Centre for Science of Student Learning. A Fulbright Humphrey fellow and an Ashoka fellow, Vyjayanthi regularly consults at the global level for the Brookings Institution, The World Bank, UNICEF and the LMTF. Vyjayanthi specializes in psychometrics, modern Item Response Theory, diagnostic student and teacher assessments in multiple languages, and research on social and emotional learning. As founder and Vice President of Educational Initiatives' Large-Scale Assessment Division (2003-13), Vyjayanthi pioneered Large Scale Learning Achievement studies in South Asia covering 15 million students and teachers. In 2015, Vyjayanthi carried out a landscape analysis for a regional assessment in South Asia.

Jeaniene Spink brings with her more than 20 years' experience in international development, including extensive overseas experience in government and the not-for-profit sectors. The majority of her work has focused on education sector planning, inclusive education, and education quality; including student assessment in conflict and fragile state environments. Jeaniene is a member of Global Alliance to Monitor Learning (GAML), and an active Board Member of the DFAT/Global Educational Monitoring Centre. Jeaniene plays a leading role in forging ACER's strategic partnership with the UNESCO Institute of Statistics (UIS) on the development of a set of global metrics for reading and mathematics.

Esther Care is a Senior Fellow at the Brookings Institution, Washington DC, and Professorial Fellow at the University of Melbourne, Australia. She leads the Optimizing Assessment for All study which works through TALENT in sub-Saharan Africa, and NEQMAP in Asia. The study is designed to demonstrate how best to assess 21st century skills in the context of national curricula, and show how assessment relates to the broader education structure. Esther led the Skills for a Changing World project which mapped the spread of 21st century skills agenda by national education systems, and coordinated the research of the Assessment and Teaching of 21st Century Skills (ATC21S). Esther publishes widely in academic journals and books on assessment and curriculum reform.

Urmila Sarkar is the Regional Education Adviser for the UNICEF Regional Office for South Asia and leads the organization's work with governments and partners to achieve quality education with equity for all girls and boys. Before that, she was the Education Chief for

UNICEF India. Uma began her UN career with the ILO in Geneva and then transferred to the ILO Regional Office for Asia and the Pacific in Bangkok to develop and manage their largest program portfolio, combating child labor and creating education, training and employment opportunities for young people. She has over 20 years of international experience with the UN, academia and grassroots civil society in the field of education and skills development for children and youth. She is a Canadian national and a graduate of The Fletcher School (Tufts-Harvard) and the University of Toronto.

Ramya Vivekanandan is a Senior Education Specialist at GPE, where she is the thematic lead on learning assessment and coordinates the Assessment for Learning (A4L) initiative. Before joining GPE, she worked for more than 5 years as a Programme Specialist and Team Leader for Quality of Education at UNESCO's Asia-Pacific Regional Bureau for Education in Bangkok. In this capacity, Ramya established and managed the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP). She also worked for nearly 6 years at UNESCO HQ in Paris, mostly on issues of teacher policy and teacher education and briefly on HIV and education and school health. Prior to joining UNESCO, Ramya held a number of short- and medium-term assignments supporting girls' education and teacher education in Sub-Saharan Africa, including with the Ministry of Pre-University and Civic Education in Guinea, Save the Children US in Malawi and Creative Associates International in Senegal. Ramya holds a Master's in International Education Policy from the Harvard University Graduate School of Education.