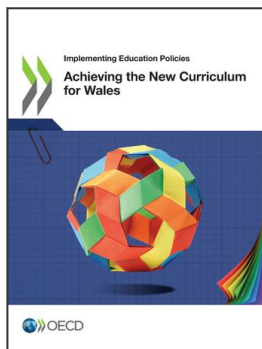


Annex A. OECD team and authors of the report

Beatriz Pont is a senior education policy analyst at the OECD Directorate for Education and Skills, with extensive experience in education policy reform internationally. She currently leads the OECD's Implementing Education Policies Programme. She has specialised in education policy and reform more generally, and in specific areas such as equity and quality in education, school leadership, adult learning and adult skills. She has also worked with individual countries such as Greece, Japan, Mexico, Norway, Sweden, the United Kingdom (Wales) and others in their school improvement reform efforts and launched the comparative series Education Policy Outlook. Previously, Beatriz was a researcher on education and social policies in the Economic and Social Council of the Government of Spain and worked for Andersen Consulting (Accenture). She studied Political Science at Pitzer College, Claremont, California, and holds a Master's degree in international affairs from Columbia University and a PhD in Political Science from Complutense University, Madrid. She has been a research fellow at the Institute of Social Sciences (Tokyo University), at the Laboratory for Interdisciplinary Evaluation of Public Policies (LIEPP, Sciences Po, Paris) and was granted an honorary doctorate from Sheffield Hallam University.

Claire Sinnema is an Associate Professor at the Faculty of Education and Social Work, the University of Auckland. Her research focuses on educational improvement, and particularly on curriculum, networks, educational leadership, practitioner inquiry and standards. Claire's research and advisory work spans the design of education-related policies, the realisation of those policies in educational settings, and the interactions amongst educators, including those in networks, as they seek to improve teaching and learning. She has a particular interest in the concept of educational systems that learn. Claire employs mixed methods approaches integrating theory of action analysis, problem-based methodology and social network analysis, and uses a range of qualitative and quantitative methods. Claire has had extensive involvement in curriculum reform work (including in New Zealand, Wales, Norway and Croatia), including national evaluations of curriculum implementation, and has served on numerous reference and advisory groups for national education agencies in New Zealand and beyond. She was appointed in 2018 to the New Zealand Government's Ministerial Advisory Group on Curriculum, Progress and Achievement and also serves as a member of the Welsh Government's Curriculum and Assessment Group. Before pursuing her academic career, Claire was a primary school teacher and Deputy Principal. See full bio: <https://unidirectory.auckland.ac.nz/profile/c-sinnema>.

Romane Viennet is a policy consultant with the OECD's Implementing Education Policies Programme of the OECD Directorate for Education and Skills. She co-ordinated the 2019 OECD Assessment of Wales' curriculum reform and has previously taken part in similar OECD assessments of school education policies in Mexico, Norway and Ireland. Romane holds a Master's degree in International Affairs and a B.A. in political science and economics, both from Sciences Po Paris. As a student, she was invited to advise the French Government on their education reform priorities in 2018-19. She has worked previously as a social impact analyst in France, and as a research assistant in behavioural economics projects in Cornell University, New York. Her research interests include education policy implementation and change processes in public policy.



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