

SHORT BIOS OF PRESENTERS AND FACILITATORS

International Conference: “Promoting a holistic approach to the integration of refugee and newcomer students: Effective policies and practices”

OECD Strength through Diversity project, 7 and 8 October 2021

Ottavia Brussino is a Consultant for the Strength through Diversity project. She holds a Bachelor’s degree in International Politics and Government from Bocconi University and a Master’s degree in International Development from Sciences Po Paris. Her interests are mostly in diversity and inclusion in the classroom and society, with a focus on migration. Before joining the OECD, Ottavia carried out a number of field experiences in reception centers for asylum seekers and migrants around Europe and managed an educational project in rural Tanzania. She also worked as a pro bono impact consultant for an accelerator of social enterprises in emerging markets.

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.

Mialy Dermish is the Executive Director of the SIRIUS Policy Network on Migrant Education and an education specialist, previously working with UNHCR. She has been a preschool teacher in Hong Kong and Kenya, an English as a Second Language teacher for migrants and refugees in London, conducted several research and advocacy campaigns around school-based issues and started her own non-profit to fund youth projects in Madagascar. Mialy holds an M.Ed in International Education Policy from the Harvard Graduate School of Education (HGSE).

Zamira Gjini holds the position of Director-General for Education Policies and Directs in Albania. She coordinates policies and strategies in the field of education, sports and youth. Zamira has an academic background in Natural/Physical Sciences and in-depth studies in educational sciences. She is a member of the PISA Steering Board as well as of the Strategic Framework for European Cooperation in Education and Training (ET 2020) groups for schools and democratic civic education. Zamira also chairs several National Committees in the implementation of the National Strategy for Development and Integration and has participated in working groups for drafting strategies and laws on, among others, national minorities, Roma communities, gender equality and people with disabilities.

Francesca Gottschalk is an Analyst for the Strength through Diversity and 21st Century

Children projects. She is the co-editor and contributing author of *Education in the Digital Age: Healthy and Happy Children* (2020) and *Educating 21st Century Children: Emotional Well-Being in the Digital Age* (2019). She previously worked on the ITEL Teacher Knowledge Survey. Francesca holds a master's degree from the American University of Paris in Public Policy and International Affairs, and an honours bachelor of science from the University of Toronto in Human Biology, and Buddhism, Psychology and Mental Health.

Anja Kittlitz is the Co-Founder & Co-CEO of SchlaU-Werkstatt for Migration Pedagogy. She studied Cultural and Educational Sciences and German as a Foreign Language. She has been working in the fields of refugee education as a researcher, teacher, further education trainer and organisation consultant. Her main focus lies on education equality, anti-racist education and critical whiteness studies. With the team of the SchlaU-Werkstatt for Migration Pedagogy, Anja develops learning materials for young newcomers, training units for educational professionals and school development programmes. She also supports schools and educational institutions to design inclusive educational offers.

Claudia Koehler studied Sociology at the University of Bamberg, Germany. She is the Executive Director of Farafina Institute and former senior researcher at the European Forum for Migration Studies in Bamberg, Germany. Her areas of expertise include migration, education, asylum, social inclusion, and youth and community development in Europe and Africa. She has conducted numerous research studies on the education and social inclusion of migrants and refugees in Europe, and on migration and

trafficking between Africa and Europe. She is a member of SIRIUS Policy Network on Migrant Education, Southern African Policy and Development Nexus (SAPDN) and Southern African Comparative and History of Education Society (SACHES).

Jody McBrien is a Professor at the University of South Florida in the School of Interdisciplinary Global Studies. During the 2021-2022 academic year, she is a Council on Foreign Relations Fellow, working as a Seconded at the OECD in the Directorate for Education and Skills. She received her Ph.D. in Educational Studies at Emory University. Her primary research is about refugee students and families, and she has conducted work in this field in the United States, Canada, New Zealand, Australia, Uganda, and Japan. Her most recent book is *Educational Policies and Practices of English-Speaking Refugee Resettlement Countries* (Brill/Sense, 2019).

Cecilia Mezzanotte is a Consultant for the Strength through Diversity Project. Cecilia holds a Bachelor in International Economics and Management and a Master's in Economics and Management of Government and International Organizations Master 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.

Nektaria Palaiologou is an Associate Professor at the Languages for Refugees and Migrants Master Programme at the School of Education of Hellenic Open University and a former Associate Professor at the School of Education of the University of Western

Macedonia. Nektaria serves as editor in chief at the international academic journal *Intercultural Education*. Currently she is the vice president of the International Association for Intercultural Education, where she previously served as a board member. Nektaria is a Scientific coordinator at many international projects in the field of Migration and Refugee Education Studies with an emphasis on inclusion.

Nóra Revai is leading the OECD Strengthening the Impact of Education Research project and is an analyst in the Artificial Intelligence and the Future of Skills project. In recent years, she played a key role in developing the OECD's Teacher Knowledge Survey. Nóra holds an MSc in Mathematics and a BA in English Teaching. She is currently completing her doctoral studies at the University of Strasbourg in educational sociology. Before joining the OECD, she was involved in the management of EU-funded international projects on school leadership at the Tempus Public Foundation in Budapest, Hungary. She had also worked as a secondary school teacher.

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.

Hanna Siarova is a Research Director at PPMI. Her main research interests are centred on inclusion and quality in education, children's rights and well-being, migration and sustainable development policies in Europe and Central Asia. During her work at PPMI she has actively contributed to and led numerous research projects on education governance, educational assessment systems, school innovation, teacher education, education for diversity, global citizenship education and education for sustainable development. Hanna was a member of the board of SIRIUS Policy Network on Migrant Education from 2015 until February 2021 and currently acts as a Deputy Scientific Coordinator of the Network of Experts on Social dimension in Education and Training (NESET).

Frederik Smets is the Education Officer at UNHCR's Regional Bureau for Europe. He works on education policies and support to displaced learners in the Europe region, with specific focus on access to education for refugees, asylum-seekers and stateless children and young people. He also develops and manages UNHCR's Teaching About Refugees teaching materials catalogue and

UNHCR's training programmes for educators in primary, secondary and higher education. Frederik worked previously in journalism, in the European institutions in Brussels and in public service in his native Belgium.

Loes van der Graaf is a senior researcher at PPMI. She works on studies and evaluations related to education, inclusion, migration, and youth policies, both in the European Union and in the development context. Her projects are commissioned by the EU institutions, as well as UN agencies such as UNICEF, UNDP, UNESCO, and ILO. Additionally, she coordinates the yearly research reports (SIRIUS Watch) for the SIRIUS Policy Network on Migrant Education, for which she is also on the Steering Committee. From 2021-2022, Loes has taken up the position of Education Focal Point for the United Nations Migration Youth and Children Platform (MYCP).

THE TEAM OF THE OECD STRENGTH THROUGH DIVERSITY PROJECT

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for, and interceptions with, other welfare sectors.

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 Strength through Diversity and the Schooling, Teachers and Teaching projects. She holds a Master's degree in History from Sciences Po Paris and in International Relations from Paris I Panthéon-Sorbonne. Before joining the OECD, she worked at UNESCO Headquarters and as a history teacher in secondary schools in Brazil.