

ANNEX B

Composition of the Review Team

Jeremie Amoroso is an Analyst in the Education Department of the World Bank, since joining in 2013. He uses his private sector experience to provide research and analytical support to multiple projects in the Europe and Central Asia region. These currently include Romania, Tajikistan, and Kazakhstan, across general and higher education. He holds a Master of Public Policy degree from the College of William and Mary's Thomas Jefferson Program in the United States. He is a Trinidad and Tobago national.

Jan Herczyński is a Senior Researcher at the Institute for Educational Research in Warsaw. He has 15 years of experience in education finance, in education policy and in formulation and analysis of education strategy. He has advised on education finance and decentralisation the Polish Ministry of National Education (1999-2001) and the Macedonian Ministry of Education and Science (2002-07), including on the development and implementation of a per student funding formula. Between 2010 and 2012, he coordinated a project on strengthening the strategic capacity of Polish local governments on education and edited the 7-volume Library of Local Government Education. He has authored reports and consulted for many short term projects on education finance, strategy and management in transition countries, including Albania, Belarus, Bulgaria, Georgia, Kosovo, the Kyrgyz Republic, Lithuania, Macedonia, Moldova, Poland, Romania, Serbia, Tajikistan, and Ukraine. He holds a Ph.D. in Mathematics. He is a Polish national.

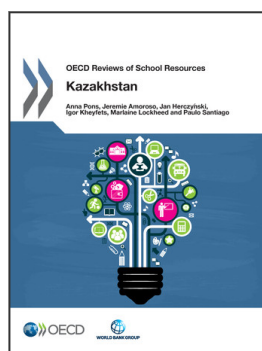
Igor Kheyfets is an Economist in the Education Department of the World Bank, where he has been since 2008. His work focuses on fiscal policy and the efficiency of resource use in education systems. He is the author of several World Bank Public Expenditure Reviews in education for countries across the Eastern Europe and Central Asia region, as well as other reports on topics covering higher education, skills, and the use of public resources. He holds a Master of Public Policy degree from Georgetown University, United States. He is an American national.

Marlaine Lockheed has over 40 years of experience advising governments, donor agencies and private organisations on reforms for education quality, gender equity and school effectiveness. She served at the World Bank for 19 years, initially as a researcher on education effectiveness, equity and quality and later holding senior management responsibilities in education policy and lending for MENA countries and in the evaluation of internal training programmes. She was furthermore appointed interim Education Director. Previously, she directed research on gender equity in schools and testing at ETS. She has served on the boards of numerous professional associations and scientific journals. Lockheed is author or editor of 80 chapters and journal articles, four journal

special issues and seven books. She has been a visiting fellow at the Center for Global Development, and has taught at Harvard, Stanford, Princeton, and University of Texas. She holds a Ph.D. in International Development Education from Stanford University. She is an American national.

Anna Pons is a Policy Analyst in the OECD Directorate for Education and Skills since 2010. She is currently involved in the OECD Accession Reviews of Colombia and Latvia. Anna has co-ordinated or contributed to reviews of the effectiveness and equity of a wide range of school systems. She is also co-author of a thematic report on equity (*Equity and Quality in Education*, 2012). Previously, Anna contributed to the work on competition policy, public integrity and transparency. Prior to joining the OECD, Anna had worked for the Higher Education Commission of the Government of Catalonia and the private sector. Anna holds a BA in Economics and a BA in Political Science from University Pompeu Fabra, Spain, and a Master in Economics and Public Policy from Sciences Po, ENSAE and École Polytechnique, France. She co-ordinated the Review of Kazakhstan and the preparation of the report. She is a Spanish national.

Paulo Santiago is a Senior Analyst in the OECD Directorate for Education and Skills, where he has been since 2000. He is currently the co-ordinator of the OECD School Resources Review. He has previously assumed responsibility for three major cross-country reviews, each with the participation of over twenty countries: a review of teacher policy (2002-05), leading to the OECD publication “Teachers Matter”; the thematic review of tertiary education (2005-08), leading to the OECD publication “Tertiary Education for the Knowledge Society”; and a review of evaluation and assessment policy at the school level (2009-13), leading to the OECD publication “Synergies for Better Learning”. He has also led reviews of teacher policy, tertiary education policy and educational evaluation policy in over 25 countries. He holds a Ph.D. in Economics from Northwestern University, United States, where he also lectured. He is a Portuguese national.



From:
**OECD Reviews of School Resources: Kazakhstan
2015**

Access the complete publication at:
<https://doi.org/10.1787/9789264245891-en>

Please cite this chapter as:

OECD/The World Bank (2015), “Composition of the Review Team”, in *OECD Reviews of School Resources: Kazakhstan 2015*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264245891-11-en>

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