

## ANNEX B

*Composition of the OECD Review Team*

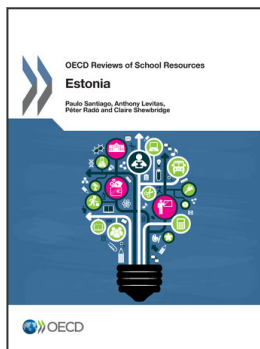
**Anthony Levitas** has been providing, for the last twenty years, analytical and political advice on local government reform to elected officials and civil servants in Central and Eastern European Countries. He helps policy makers decide what responsibilities sub-national governments should have and where they should get the money to pay for them. In particular, he provides support in designing predictable, adequate, and equitable transfer systems; in developing sound rules for local government taxation, budgeting, investment planning, and financial reporting; and in creating and regulating municipal debt markets. He has also worked extensively on school management and finance. Anthony has been instrumental in developing and implementing local government reform programmes in Poland, Macedonia, Serbia, Bosnia and Herzegovina, and Albania. He has also worked in Ukraine, Turkey, Mongolia, Georgia and Armenia. In Poland, where he has lived for most of the past two decades, he has been deeply involved with the decentralisation of primary and secondary education and until recently served as Research Director of the Ministry of Education's Local Government School Management unit.

**Péter Radó** is an expert in educational policy analysis and evaluation based in Budapest, who divides his time between university teaching and working as a consultant in Central-Eastern Europe, South-Eastern Europe and Central Asia. He is teaching courses on the analysis of education systems and educational policy. He has contributed to a number of technical assistance programmes, participated in several capacity building programmes and evaluation programmes at a European scale. He has also published more than 60 studies and books in various European languages. Between 1994 and 1996 Péter was the head of the Directorate of Civil Relations in the Ministry of Culture and Education where he was in charge of Minorities, Youth, Hungarians in the Neighbouring Countries and Non-profit Organisations. Later he was a research associate of the Research Centre of the National Institute for Public Education. From 1998 he has been working as the Assistant Director of the Institute for Educational Policy in the Open Society Institute, Budapest. Between 2003 and 2007 he was the director of the Centre for Educational Policy Analysis in Hungary. Currently he works as the senior consultant at Expanzió Consulting Ltd and continues working as an expert for various international organisations.

**Paulo Santiago**, a Portuguese national, 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, the United States, where he also lectured. He co-ordinated the review and the preparation of this report.

**Claire Shewbridge**, a British national, is an Analyst in the OECD Directorate for Education and Skills and currently working on the School Resources Review. She most recently co-authored the OECD report “Synergies for Better Learning” (2013) taking responsibility for analysis on school evaluation and education system evaluation. Prior to that, she worked on the “OECD Review on Migrant Education”, co-authoring the OECD report “Closing the Gap for Immigrant Students” (2010). For five years, Claire worked on the Programme for International Student Assessment (PISA), leading analysis of student attitudes towards science learning and the environment in the PISA 2006 survey, co-authoring “Are Students Ready for a Technology Rich World? What PISA Studies Tell Us” (2005) and co-ordinating OECD reports on excellent students, success and challenges for immigrant students, student competencies in general problem solving and mathematics. She also worked on OECD statistical publications *Education at a Glance* and the *OECD Employment Outlook*.



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