

## ANNEX B

### *Composition of the OECD Review Team*

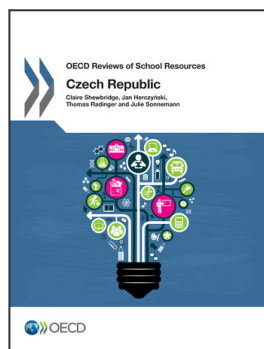
**Claire Shewbridge**, a British national, is an Analyst in the OECD Directorate for Education and Skills and currently working on the School Resources Review. She has already participated in reviews in Estonia, Lithuania and the Slovak Republic. She most recently co-authored the OECD report *Synergies for Better Learning: An International Perspective on Evaluation and Assessment* (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 various analytical reports on PISA 2000, 2003 and 2006 results. She also worked on international statistics in *Education at a Glance*. Claire is rapporteur for the OECD Review of School Resources in the Czech Republic.

**Jan Herczyński**, a Polish national, has 18 years of experience in education finance, in education policy and in formulation and analysis of education strategy. Between 1999 and 2001, he advised the Polish Ministry of National Education on the problems of education finance and education decentralisation, developed and helped implement the new per student algorithm for the allocation of education subvention to local governments. Between 2002 and 2007, Jan advised the Macedonian Ministry of Education and Science on strategic issues of education decentralisation and finance, including preparation and implementation of a per student allocation formula for categorical and block grants for education. Between 2010 and 2012, Jan co-ordinated a project on strengthening strategic capacities of Polish local governments in the education sector, and edited a seven-volume *Library of Local Government Education* (2012). Jan has been a consultant and report author in many short term projects in education finance, strategy and management in transition countries, including Albania, Belarus, Bulgaria, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Lithuania, Macedonia, Moldova, Poland, Romania, Serbia, Tajikistan, and Ukraine. His earlier professional experience included lecturer and researcher in applied mathematics at Warsaw University.

**Thomas Radinger**, a German national, is a Policy Analyst with the OECD Directorate for Education and Skills. He joined the Organisation in September 2011. Since February 2015, Thomas has been working on the School Resources Review and has already participated in reviews in Denmark and Uruguay. Thomas initially worked on the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. He co-authored the OECD report *Synergies for Better Learning: An International Perspective on Evaluation*

and Assessment (2013) taking responsibility for analysis on school leader appraisal. Between October 2012 and January 2015, he was involved with the development of the OECD Education GPS, an online platform to disseminate OECD data and research on education to a broader audience.

**Julie Sonnemann**, an Australian national, is a Fellow at The Grattan Institute, one of Australia's leading think tanks. Julie has significant experience in education policy and system design, and has co-authored a number of ground breaking reports including 'Catching Up: Learning from the Best School Systems in East Asia' and 'Making time for Great Teaching'. She recently co-authored a major international report on teacher development in Singapore, Canada, Shanghai and Hong Kong for the Bill and Melinda Gates Foundation in the US. Julie has experience in consulting and government, and began her career at the Prime Minister's Department, Canberra. She is an economist and policy analyst by training.



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