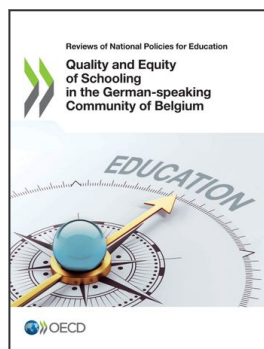


Annex A. The OECD review team

Luka Boeskens is an Analyst in the OECD Directorate for Education and Skills, where he is currently working on the School Resources Review and the Teachers' Professional Learning Study. He co-ordinated the review. Since joining the OECD in 2015, he has worked on private education, school funding, the organisation of rural and urban school networks, as well as teacher's professional learning, career structures and working conditions. He has co-authored the School Resources Review's synthesis reports on *The Funding of School Education* (2017), school infrastructure (*Responsive School Systems*, 2018) and human resources (*Working and Learning Together: Rethinking Human Resource Policies for Schools*, 2019).

Dr. Lucie Cerna is a Project Leader for Strength through Diversity: Education for Inclusive Societies in the OECD Directorate for Education and Skills, and an Associate Research Fellow at the Centre for Liberal Arts and Social Sciences, Nanyang Technological University Singapore. At the OECD, she has worked on the governance of education, trust, national skills strategies, the educational integration of immigrants and refugees, and student equity and inclusion. Prior to coming to the OECD, Lucie 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. She holds a DPhil from the University of Oxford, where she focused on the governance of high-skilled migration policies. Lucie has published widely on migration, skills and education issues; her most recent book is *Immigration Policies and the Global Competition for Talent* (Palgrave Macmillan, 2016).

Prof. Dr. Rita Nikolai is Professor for Comparative Education at the University Augsburg (Germany). Her publications include monographs on changes in the school systems in the German Laender since 1949 (*Die Unvergleichbaren*, co-author with Marcel Helbig, Klinkhardt 2015), the transformations of the school systems in the East German Laender and Berlin after the reunification (*Schulpolitik im Wandel*, Peter Lang 2018) and a volume on private school developments in different world regions (*Private Schools and School Choice in Compulsory Education*, co-author Thomas Koinzer and Florian Waldow, Springer VS 2017). Her articles and book chapters deal also with private school developments, social inequality, the role of political parties and teacher unions in school politics and changes in education regimes.



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