

24-25 SEPTEMBER 2019, LONDON

CREATIVITY AND CRITICAL THINKING SKILLS IN SCHOOLS

MOVING THE AGENDA FORWARD

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JOHN ARBOLEDA

HEAD, PRIMARY & SECONDARY
EDUCATION (EMEA), ADOBE

John Arboleda has been the Head of Primary and Secondary Education at EMEA Adobe since May 2019. With his current role, Mr. Arboleda leads the efforts to engage and collaborate with Adobe education teams, customers and partners to deliver growth in the education sector across EMEA. He focuses on engaging leadership in primary and secondary (K12) schools, local governments and Ministries of Education to share the importance of digital literacy in preparing students for future jobs by developing storytelling, creativity and critical problem solving skills.

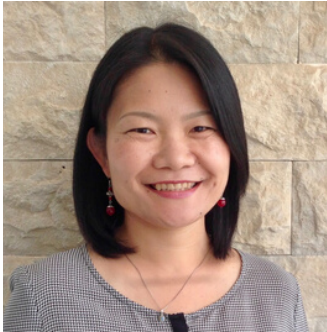
Mr. Arboleda completed his bachelor degree in Latin American studies from the University of California in Los Angeles. Subsequently, he worked for various leading educational institutions, including five years providing consulting to a variety of international clients helping to co-develop and implement new initiatives, and delivering on strategic objectives.



AJITH BASU

CHIEF PROGRAM EXECUTIVE
AGASTYA FOUNDATION
INDIA

Ajith Basu is Chief Program Executive at Agastya International Foundation. His role involves: Program Development & Management, coordination of 'Constructivism' based Teacher Training Programs, design of Impact Assessment, installation of Government of India – National Council of Science Museum sponsored 'Innovation Hub' at Agastya's campus – with an exclusive curriculum & pedagogy, coordination of 'Sarga-Samvad' – a platform where innovators, scientists, teachers, artists and creative thinkers participate to create innovative and creative pedagogies, Art & Design programs etc. In the past, he designed-coordinated Agastya's leadership of HP Catalyst New Learner (Global) Consortium which worked in across the globe, managed Giftedness' Identification Program among rural children across India with National Institute of Advanced Studies and Department of Science and Technology, Govt. of India; and designed-coordinated 'Maverick Teachers' Global Summit (MTGS) at Agastya's campus where teachers from 11 countries participated. He comes with several years of experience in Instructional Design, Creativity Training, Teacher Training and Project-Program Management.



YURI BELFALI

HEAD, EARLY CHILDHOOD AND SCHOOLS
OECD

Ms. Belfali supports the Directorate for Education and Skills in providing strategic direction to the work on knowledge generation and its policy implication concerning skills development in early childhood education, care and school systems. She oversees large scale surveys including the Programme for International Student Assessment (PISA), Teaching and Learning International Survey programme (TALIS) and thematic analyses including the development of learning framework 'the future of education and skills: OECD education 2030'. These programmes are key components of the OECD's work to help countries promote learning opportunities for all. Ms. Belfali spent the last 20 years in France, the US, and in several countries of South-East Asia, Africa and Middle East and North Africa regions. Before joining the OECD, she worked for UNICEF as Chief of the Education Section in Morocco and the World Bank in the field of human development between 2002 and 2012. She had a leadership role in advising governments for education reforms and gender mainstreaming. Ms. Belfali, holds a Master's degree in International Educational Administration and Policy Analysis from Stanford University.



IINA BERDEN

MINISTRY OF EDUCATION AND CULTURE
FINLAND

Iina Berden is a government special advisor at the Ministry of Education and Culture in Finland. She is responsible for policy governing children's culture, lately focusing especially on promoting art and cultural activities within schooldays, children's cultural centers as well as finding new approaches for young people's participation in culture and democracy-enhancing tools like the nationwide Pupil Survey. She is also responsible for EU policy concerning arts and culture. She holds a Master's degree in political science and European Studies.



USHA BHASKAR

PARTNER, TECHNOLOGY & INNOVATION
LEARNING LINKS FOUNDATION
INDIA

Mrs. Usha Bhaskar is a senior educationist and is actively engaged in enhancing skills of children and also setting up an interactive medium for school students to creatively learn science. She has been instrumental in nurturing innovation among school students by integrating technology – designing STEM activities that promote creativity, problem solving and critical thinking among school students and the ability to work with disruptive technologies.

She holds considerable years of experience in strategizing quality intervention to expand the role & methodology of imparting technology skills to the broader sections of the society and preparing them to be digital ready.

In her current capacity of a Partner she manages the Technology & Innovation vertical of the organization. Her current foray includes promoting science, technology, engineering and math education and developing a unique innovation model for youth.



MATHIAS BOUCKAERT

POLICY ANALYST
OECD

Mathias Bouckaert works in the Centre for Educational Research and Innovation (CERI) of the OECD. He is a co-author of the publication "Fostering Creativity and Critical Thinking: What It Means in School". He is currently working on the new strand of the project which investigates ways to cultivate students' creativity and critical thinking in higher education, including teacher education. Mathias holds a PhD in economics from University Paris Saclay during which he researched the potential evolutions of universities toward sustainability and the conditions for their assessment.



MICHELE BRUNIGES

SECRETARY OF EDUCATION
AUSTRALIA

Dr Michele Bruniges AM is the Secretary of the Australian Department of Education. Prior to this, she led the NSW Department of Education and Communities, one of Australia's largest state government departments with a workforce of over 84,000 staff and direct responsibility for over 2,200 schools. Previously, Dr Bruniges led the ACT Department of Education and held senior roles in the Australian Government's Department of Education, Employment and Workplace Relations. Her qualifications include a PhD in Educational Measurement and a Masters in Education. She is a Graduate of the Australian Institute of Company Directors, a Churchill Fellow and a Fellow of the Australian College of Educators and the Australian Council for Educational Leaders. Dr Bruniges is a Member of the Order of Australia, and in 2012 was recognised for her work in public policy as a joint recipient of the Inaugural 100 Women of Influence Awards. In 2015 Dr Bruniges received national recognition for her significant contribution to education as the recipient of the Australian Council for Educational Leaders (ACEL) Gold Medal Award. Dr Bruniges has also received the 2015 Sir Harold Wyndham Medal Award.



DEBORAH BULL, CBE

VICE PRESIDENT AND VICE PRINCIPAL
KING'S COLLEGE LONDON
ENGLAND, UK

Baroness Deborah Bull is a Crossbench Peer in the House of Lords and Vice President & Vice Principal (London) and Senior Advisory Fellow for Culture, at King's College London. Deborah joined King's in 2012 following a long and successful career in the arts as performer, writer, broadcaster, creative leader and commentator. She danced with The Royal Ballet for twenty years before joining the Royal Opera House Executive to develop and implement strategies for developing new art, new artists and new audiences. For over a decade she devised and presented programmes on television and radio, including the award-winning *Dancer's Body*. She has published four books, written for a range of newspapers and journals and has served on the boards of Arts Council England, the BBC and the Arts & Humanities Research Council. She was awarded a CBE in 1998 and joined the House of Lords in July 2018 where she is a member of the Select Committee on Communications.



HELEN CHARMAN

DIRECTOR OF LEARNING
VICTORIA AND ALBERT MUSEUM
ENGLAND, UK

Dr Helen Charman is Director of Learning and National Programmes at the Victoria and Albert Museum, London and Senior Responsible Officer for its £13M capital project to transform the Museum of Childhood in Bethnal Green, East London into a creative powerhouse for young people and families. A creative and cultural learning professional with a doctorate in museum education in design, her portfolio encompasses schools, universities, galleries, national museums, festival organizations, local government and charities. She was a founder member of the education team at Tate Modern (2000) and part of the directorate team that mobilized the new Design Museum, London (2007 -2016). She is a governor of Forest Hill Community School, London and sits on the Advisory Board for Chelsea Physick Garden. Chapter publications focus on design as an agent for change, including most recently 'Design Schools of Thought: Cultural Turn' in Design School: After Boundaries (Vernon Press, 2019) and Creating Creators, LEGO 2019 (Creativity Matters No.1).



ROBBIE COLEMAN

EDUCATION ENDOWMENT FOUNDATION
ENGLAND, UK

Robbie Coleman is Head of Policy at the Education Endowment Foundation (EEF), an independent grant-making charity dedicated to challenging educational disadvantage, sharing evidence and finding out what works. Prior to this, Robbie worked as an English teacher in East London. In an earlier role at the EEF, Robbie co-authored the Teaching and Learning Toolkit, an accessible summary of educational research. All of the EEF's resources, including the Toolkit and guidance on literacy, mathematics, science and a range of other topics are available at: <http://educationendowmentfoundation.org.uk/>.



PAUL COLLARD

CHIEF EXECUTIVE
CREATIVITY, CULTURE AND EDUCATION
UNITED KINGDOM

Paul Collard leads the International Foundation 'Creativity, Culture and Education' (CCE), is a scientific advisor to the OECD and a consultant to the Lego Foundation on creativity. Paul has over 30 years' experience of working in the arts and is an expert in delivering programmes that use creativity and culture as drivers of social and economic change. He joined the UK Government's flagship creative learning programme, Creative Partnerships in 2005 and played a crucial role in clarifying its purpose and streamlining the delivery of the programme in schools. In 2008, he led a relaunch of the Creative Partnerships schools programme while also assuming responsibility for Find Your Talent, the Government's pilot cultural offer for all children and young people. To manage these programmes, he created CCE, which delivered more than £50 million of Government cultural education programmes each year for five years. Paul has overseen the development of CCE from an organisation that delivered the Creative Partnerships programme in England to its emergence as an international consultancy that designs and delivers bespoke creative learning programmes in countries across the globe.



WENDY DIAZ PEREZ

GENERAL CO-ORDINATOR OF ACADEMICS
UNIVERSITY OF GUADALAJARA
MEXICO

Wendy Díaz Pérez is currently the coordinator for the transformation of language learning at the University of Guadalajara. Heading processes of teacher training, creating and implementing the internationalization of curriculum strategy through teaching content in English in Higher Education, has developed with the cooperation of Finland experts pedagogical innovations that impact High School students as well as undergraduate and graduate students.

She holds a PhD on International Relations and International Business and has more than 10 years of experience in the administration of education. Based on the Public Policy Department, she teaches at undergraduate and graduate programmes related to the Internationalization of Higher Education and Negotiations.



GARY Ó DONNCHADHA

DEPUTY CHIEF INSPECTOR
IRELAND

Gary Ó Donnchadha is a Deputy Chief Inspector in the Department of Education and Skills, Ireland. His responsibilities include leading, managing and supporting the advisory and policy work of the Inspectorate. Gary oversees inspection in Early Years education settings and he works closely with inspectors conducting the new programme of Early Years Education Inspections (EYEI). Gary's policy brief encompasses the Inspectorate's Evaluation, Support and Research Unit (ESRU) which develops inspection models for the Early Years, Primary and Post-primary sectors. Gary oversees Inspectorate contributions in the policy areas of Teacher Education, Special Education, Inclusion and Curriculum and Assessment. He works closely with the Chief Inspector and with the Inspectorate's Senior Management Group to promote a strong focus on inspection, school self-evaluation and capacity building for school and system improvement. Gary is a former board member of TUSLA (Child and Family Agency) and of the Board of Governors of the European Schools. Before joining the Inspectorate, in 1998, Gary served as an Education Officer with the National Council for Curriculum and Assessment (NCCA).



MATTHEW DOYLE

EXECUTIVE DIRECTOR, ICERP
UNITED STATES

Dr. Matthew Doyle is the Executive Director of the International Center for Educational Research (ICERP) - a global space promoting intersectionality of thought and focus on the lifelong learner. He is the Assistant Superintendent of Innovation for the Vista Unified School District. He holds a doctorate in education leadership. Dr. Doyle is responsible for leading the design and implementation of the district strategic plan, the Blueprint for Educational Excellence and Innovation, in response to State of California LCAP funding provisions. Dr. Doyle's primary focus is to create the conditions for transforming a traditional educational organization into a scalable, sustainable personal learning environment. The Personal Learning Challenge project won the Golden Bell Award from the California School Boards Association. Dr. Doyle has spent 29 years in education as a teacher, site administrator, district administrator and county administrator. His current area of strategic interest is the design and development of a learning ecosystem including prenatal to grade three systems, learning zones and building a career superhighway .



ANNE FENNEL

MUSIC EDUCATOR

UNITED STATES

Anne Fennell is the National Association for Music Education Chair for the Innovation Council in the U.S., the current Vice President of the California Music Educators Association, and the Kindergarten-Grade 12 Music Program Manager for San Diego Unified School District in San Diego, CA, USA. Her experiences include 32 years of teaching music composition and steel drum ensembles in grades 9-12, Kindergarten-Grade 8 integrated arts and music through Orff Schulwerk, and leading both vocal and instrumental ensembles in civic and professional performances as well as national conferences. She is a published author through Pearson Education, the GRAMMY Foundation, The Percussion Marketing Council, and Disney's Little/Baby Einsteins. She presents at the national AOSA and NAFME conferences, China music education conferences through the support of the International Music Products Industry (NAMM), and ISME. She has received numerous awards, including the 2017 National Teacher of the Year for Magnet Schools of America, top 10 GRAMMY Music Educator Finalist for 2016, and top 3 Music Educator award from Music and Arts 2015.



SHARON FOSTER

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY AUSTRALIA

Sharon Foster is currently the Critical and Creative Thinking Assessment Development Manager, Victorian Curriculum and Assessment Authority (VCAA), Australia. She has been seconded to this new role, from her substantive role as Manager, Victorian Curriculum F-10 Unit, VCAA. Sharon has made significant contributions in both curriculum and assessment policy and strategic directions. Her most recent work has included the development and implementation of the Victorian Curriculum F-10, which is used by all schools in Victoria. Sharon has taken the lead in the development of the existing Critical and Creative Thinking assessment tasks and commissioning a new suite of tasks.

Sharon has undertaken a wide range of roles in the education sector ranging from classroom teacher, assistant principal, regional and central roles as a senior public servant. Sharon has worked in a teacher professional learning association and has had the privilege to work on national and international programs exploring the implementation of curriculum to progress student learning. She has been a private education and communications consultant working with local, national and international companies.



CARLOS GONZALEZ-SANCHO

POLICY ANALYST
OECD

Carlos González-Sancho works as a Policy Analyst in the OECD Centre for the Educational Research and Innovation (CERI). Carlos has been involved in the CERI project on creativity and critical thinking skills since its inception and has co-led the design of the research protocol and data collection instruments. Carlos is also responsible for the international CERI survey of education information systems and for analysis on the role of data in the innovation ecosystem in education. Within the OECD Directorate for Education and Skills, Carlos has also contributed to 2015 PISA reports.

Carlos holds a PhD in Sociology from the University of Oxford, a MA in Social Sciences from the Juan March Institute and a BA in Humanities from Universidad Carlos III de Madrid, and has been a visiting Fulbright student at Princeton University.



ROLF HITSCHFELD

DIRECTOR, KOPERNIKUS LAB CHILE

Rolf Hitschfeld is Executive Director of Kopernikus Lab and Director of School Management of Kopernikus School in Frutillar, Chile. As Director of School Management of Kopernikus School he has been working with the leadership team to develop a school that fosters autonomy, collaboration and creativity delivering at the same time the Chilean school curricula, which has led to the crystallization of its own pedagogical model. As Executive Director of Kopernikus Lab, Mr. Hitschfeld promotes the development of creativity in Chile, learning from the experience of Kopernikus School and transferring it to other public, private and charter schools. He works with teachers, principals, and academic coordinators to transform primary and secondary education in order to engage children and youth with their own learning, improve its quality and develop the necessary skills to respond to current needs of both children and of society. Before joining Kopernikus School, Mr. Hitschfeld worked in schools of low-income areas in Chile and the US. He received a Master's Degree in Education Leadership from New York University. He has been awarded a Fulbright Scholarship for pursuing studies in the United States.



SIAN JAMES

PROGRAMME MANAGER
ARTS COUNCIL OF WALES
WALES, UK

Sian James is in her tenth year at the Arts Council of Wales and is currently in the role of Programme Manager for the Creative learning through the arts – an action plan for Wales. Having gained her Masters in Media at Trinity College; Sian started out as a television researcher and went on to spend over a decade working within Communications for the Arts and Heritage sectors in Wales. Sian is passionate about the arts, and its positive engagement with education- particularly within the Lead Creative School Scheme that is currently underway.



TODD LUBART

PROFESSOR
UNIVERSITÉ PARIS-DESCARTES
FRANCE

Todd Lubart, PhD, is Professor of Psychology in Paris Descartes University – University of Paris. He has a PhD in Psychology from Yale University. His research focuses on creativity, the identification and development of creativity in children and adults as well as the creative process and the impact of environment on creative work. Todd Lubart directed a research laboratory (Laboratoire Adaptations Travail Individu) and has been in charge of several large-scale national and international research projects on creativity. He has authored or coauthored research papers, books and chapters on creativity. He is the author with Maud Besançon and Baptiste Barbot of the EPOC measure of creative potential in children and adolescents, which consists of divergent -exploratory and convergent-integrative creativity tasks in multiple domains (graphic, verbal, math, science, social, music). This battery is used internationally and served in a recent OECD study of 21st century skills. Todd Lubart serves on the editorial board of several journals and has received awards for his work, including the APA Berlyne award and the creativity research award from the World Council for Gifted and Talented Children.



FEDERICO DE LUCA

POLICY ANALYST
OECD

Federico de Luca works as a Policy Analyst in the OECD Centre for the Educational Research and Innovation (CERI). He is a co-author of the publication "Fostering Creativity and Critical Thinking: What It Means in School" and is responsible for the quantitative analysis in the OECD projects Fostering Students' Creativity and Critical Thinking and Measuring Innovation in Education. He joined the OECD in 2013 and previously worked at the Trade and Agriculture Directorate (TAD) and at the International Energy Agency (IEA). Federico holds a PhD in Socio-Economic and Statistical Studies from the University of Southampton (UK) and a MA and a BA in Social Statistics from the University of Padua (Italy). He has been a Research Assistant for the Universities of Barcelona (Spain), Chicago (US), Padua (Italy), Southampton (UK) and Venice (Italy).



BILL LUCAS

CENTRE FOR REAL-WORLD LEARNING
UNIVERSITY OF WINCHESTER
ENGLAND, UK

Bill Lucas is Director of the Centre for Real-World Learning and Professor of Learning at the University of Winchester. Bill is a member of the academic team on the Durham Commission on Creativity in Education, adviser to the OECD CERI, chair of Eton's research and innovation centre, a patron of Pegasus Theatre in Oxford and a member of the LEGO Foundation's advisory board. In 2017 Bill was appointed co-chair of the strategic advisory group new PISA 2021 test of Creative thinking. Bill is currently advising the Victorian Curriculum and Assessment Authority on the implementation of critical and creative thinking and has worked extensively across Australia. Bill has authored more than 100 books and research reports. With Ellen Spencer he has recently explored how key dispositions for learning can best be cultivated in Teaching Creative Thinking: developing learners who have fresh ideas and think critically. His acclaimed critique in 2015 of education systems, Educating Ruby: what our children really need to learn, written with Guy Claxton, asks challenging questions about the future of schools.



ZEMIRA MEVARECH

PROFESSOR EMERITUS
BAR-ILAN UNIVERSITY
ISRAEL

Zemira R. Mevarech, is a full professor of education (Emeritus) at Bar-Ilan University, Israel. She was the Chief Scientist of Israel Ministry of Education, Vice Rector at Bar-Ilan University, Dean of the Faculty of Social Sciences, Head of the School of Education , coordinator of the EARLI Metacognitive SIG, and lately the president of David Yellin Academic College of Education. She participates as an expert in the OECD project "promoting creativity and critical thinking in schools". A pioneer, she developed the metacognitive pedagogy called IMPROVE that has been implemented at all levels of education, K-12, higher education, teacher education, and in ICT environments. Multiple studies documented IMPROVE strong effects on various schooling outcomes including students' mathematics reasoning, social and emotional skills, and science literacy. Her book "Critical Maths for Innovative Societies: The Role of Metacognitive Pedagogies" (OECD publication) was translated into Japanese and Spanish. Mevarech is one of the principal investigators of a big research project that investigates the integration between cognitive and social-emotional learning competencies.



GEOFF MULGAN

CEO, NESTA
ENGLAND, UK

Geoff Mulgan CBE is Chief Executive of Nesta, the UK's innovation foundation, which currently works in over 40 countries. Between 1997 and 2004 Geoff had roles in the UK government including director of the Government's Strategy Unit and head of policy in the Prime Minister's office. He has been a visiting professor at LSE, UCL and Melbourne University and senior visiting scholar at Harvard University. He is a regular lecturer at the China Executive Leadership Academy and president of the Innovation Design department of the Italian University of Design. He advises many governments around the world and recently chaired a World Economic Forum council on innovation and entrepreneurship. He is the co-founder of many organisations, including Demos, Action for Happiness, the Social Innovation Exchange and Uprising. His most recent book is 'Big Mind: how collective intelligence can change our world' (Princeton). His books have been translated into many languages.

Geoff's twitter handle is @geoffmulgan



SZILVIA NEMETH

MANAGING DIRECTOR
T-TUDOK
HUNGARY

Szilvia Németh (sociologist, educational researcher) is the managing director of T-Tudok Centre for Knowledge Management and Educational Research in Budapest. She holds an MPhil Degree in Education from the University of Cambridge, U.K. She has led and participated in various national and international research projects focusing on equity in education and on equal access to quality education of Roma. She was working as an education expert in the Cluster on Access and Social Inclusion in Lifelong Learning at the European Commission, DG EAC, and as an external expert of the Roma Education Fund. Since 2013 she has been working on implementation of the Creative Partnerships programme in Hungary, and she has been the national coordinator for OECD CERI project on "Assessing Progression on Creative and Critical Thinking Skills in Education".



KRAIYOS PATRAWART

DEPUTY MANAGING DIRECTOR
EQUITABLE EDUCATION FUND,
THAILAND

Dr. Kraiyos Patrawart is Deputy Managing Director at the Equitable Education Fund (EEF), an independently-managed public fund for equitable education and human development in Thailand. He is also Director of the Equitable Education Research Institute, an autonomous public research institution, funded by EEF, to develop innovative research and technology that lead to solutions for equitable education and human development in Thailand at local and national levels.

Since 2017, Kraiyos has been appointed as Member of the Independent Committee on Education Reform (ICER) by the Royal Thai Government. As authorized by the BE2560 constitution, ICER drafts a number of key education reform laws and makes policy recommendations to the Royal Thai Government in multiple education reform areas as indicated. Kraiyos obtained his PhD in Economics from the University of London and his MSc in Economics at the University of Warwick. Prior to his appointment at EEF he was Assistant Managing Director on policy and research at the Quality Learning Foundation and Research Fellow at Harvard Institute for Quantitative Social Science.



MARINA PINSKAYA

RESEARCHER, HSE MOSCOW
RUSSIAN FEDERATION

Marina Pinskaya, doctorate in pedagogy, finished Moscow State University in 1978. For 14 years she worked as a teacher in Moscow Waldorf School. For the last 11 years she is a leading researcher in the Institute of Education of the National University – Higher School of Economics. She participated in multiple national projects on innovation of education. She was a national coordinator of OECD's TALIS and of Creativity and Critical Thinking project in Russia.

Her professional interests are quality assessment in education, teaching and learning methods, school effectiveness and school improvement, international comparative research in education among others.



LAURA DI PIZZO

PROJECT MANAGER
AYRTON SENNA INSTITUTE
BRAZIL

Laura di Pizzo, economist and Project Manager at Ayrton Senna Institute since 2013, leading innovation projects in Education, focusing on developing summative and formative assessment tools and integral education programs to foster students' 21st century skills, such as socio and emotional, creativity and critical thinking. In this scope, she was Project Coordinate from the Brazilian team on the OECD Project on Fostering and Assessing Creativity and Critical Thinking. She also has more than 10-years experience in the 2nd sector in logistics and international trade in companies such as Nokia Networks.



RAMANATHAN RAMANAN

ADDITIONAL SECRETARY, NITI AAYOG GOVERNMENT OF INDIA

Ramanan is the Mission Director of the Atal Innovation Mission, NITI Aayog (National Institution for Transforming India) Government of India. He is the Senior Vice President of Tata Consultancy Services, prior to this he was the Managing Director & Chief Executive Officer and a member of the Board of Directors of CMC Ltd., a subsidiary of the globally acclaimed Tata Consultancy Services (TCS). Ramanan's illustrious career in the IT industry spans more than three decades when he joined TCS in 1981 after graduating from IIT Bombay in Electrical Engineering. Mr. Ramanan has also been invited as the guest of honor at convocation of various prestigious institutions. He is also a Harvard Business School Advanced Management Program Alumni and accredited by Cambridge University in Sustainability Leadership. He was also elected as the Lifetime Chair of HBS AMP187 Alumni by HBS. He is a key board member in the Defence Innovation Organisation (DIO). He received the CEO of the Year award in 2015 from CMO Asia and the Indira Gandhi Sadbhavana and Rajiv Gandhi Shiromani awards in 2005-2006 among many other accolades.



TOM RAVENSCROFT

CEO

THE SKILLS BUILDER PARTNERSHIP
UNITED KINGDOM

Tom founded the Skills Builder Partnership in 2017, after a decade as a teacher and leading Enabling Enterprise, an award-winning social enterprise. The Skills Builder Partnership brings together more than 540 schools and colleges, 130 employers and 50 other skills-building organisations around a common language and approach to building essential skills. The Partnership won the UK Social Enterprise Award for impact in 2017. Tom's was the 2009 UK Entrepreneurship Teacher of the Year. He has served as a non-executive director of Teach First and has also been recognised as one of the UK's leading social entrepreneurs by being elected an Ashoka Fellow in 2017. He holds a BA in Economics & Management from the University of Oxford. His first book, *The Missing Piece* was published by John Catt Publishing in October 2017.



THIERRY ROCHER

HEAD, OFFICE OF STUDENT ASSESSMENT
MINISTRY OF EDUCATION
FRANCE

Thierry Rocher is the Head of Office for Student Assessment at DEPP (Directorate for Statistics) at the Ministry of Education of France. He has been the Chair of IEA (International Association for the Evaluation of Educational Achievement) since January 2019. He was previously President of the Association for Educational Assessment-Europe (AEA-Europe) (2016-2018), and served as the French representative at the PISA Governing Board (2017-2018). Dr Rocher is a statistician by training and holds a doctorate in psychology, specializing in educational measurement and psychometrics.



LAMIS SABRA

CREATIVE LEARNING MANAGER
FORM
AUSTRALIA

Lamis Sabra is the Creative Learning Manager at FORM, a non-profit based in Western Australia. Before joining FORM in 2015, Lamis focused on designing and managing innovative educational programs especially for children and youth in disadvantaged, displaced and migrant communities across Asia. Lamis has worked collaboratively with schools, government, UNICEF, UNESCO, CARE, Save The Children, MercyCorps, Qatar

Foundation and other development institutions. She has field experience in Afghanistan, Bangladesh, Cambodia, Indonesia, Lebanon, Nepal, Pakistan and Yemen. Her qualifications include an MA in Social Entrepreneurship from the University of London, a BA from the American University in Cairo, Social Entrepreneurship Executive Education from INSEAD (Fontainebleau) and Diplomas in Art Therapy (Universitat Pompeu Fabra – Barcelona); Non-profit Leadership and Management from Georgetown University (Washington); and an executive education certificate in International Development from McGill University (Montreal).



FATIMA SANCHEZ

BOTIN FOUNDATION
SPAIN

Fatima graduated in Translation and Interpreting from the University of Salamanca, Spain. She was awarded two Erasmus scholarships (University of Marie Haps in Brussels and University of Heriot Watt in Edinburgh). She specialized in Social Education and went to La Sorbonne University in Paris to study French Civilization and Language. From 1997 to 2013, Fátima was the general secretary of the Social and Health Action Plan for the elderly fostered and funded by Fundación Botín for the Government of Cantabria. After that, she was responsible for the Social Development Area and later on Director of Education at Fundación Botín. Since September 2011 until 2018, she has been the Co-director of the Master's Degree in Social, Emotional and Creative Education, which takes place at the Education Faculty of the University of Cantabria. Since March 2013 she is Executive Director of Centro Botín opened in Santander in June 2017.



ANDREAS SCHLEICHER

DIRECTOR FOR EDUCATION AND SKILLS
OECD

Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD). He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments which create a global platform for policy-makers, researchers and educators to innovate and transform educational policies and practices. He has worked for over 20 years with Ministers and educational leaders around the world to improve quality and equity in education. U.S. Education Secretary Arne Duncan said about Andreas in *The Atlantic* (7/2011) that "He understands the global issues and challenges as well as or better than anyone I've met, and he tells me the truth". Secretary of State Michael Gove in the United Kingdom called Andreas "the most important man in English education", never mind that he is German and lives in France. Andreas is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded for "exemplary democratic engagement" in the name of the first president of the Federal Republic of Germany.



BARBARA SCHNEIDER

UNIVERSITY DISTINGUISHED PROFESSOR
MICHIGAN STATE UNIVERSITY
UNITED STATES

Barbara Schneider is the John A. Hannah Chair University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. She has used a sociological lens to understand societal conditions and interpersonal interactions that create norms and values that enhance human and social capital for the past thirty years. Her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood. Barbara is the Principal Investigator on the College Ambition Program. Recently, she was awarded the National Science Foundation's first-ever Partnerships for International Research and Education (PIRE) award with The University of Helsinki also funded by the Academy of Finland. Professor Schneider has published 17 books and over 100 refereed journal articles that focus on the family, social context of schooling, and sociology of knowledge. She is the past President of the American Educational Research Association, a fellow of the American Association for the Advancement of Science, and a fellow in the National Academy of Education and Association of Psychological Science.



SIR NICHOLAS SEROTA

CHAIR
ARTS COUNCIL OF ENGLAND
ENGLAND, UK

Nicholas Serota has been Chair of Arts Council England since February 2017 and is a member of the Board of the BBC. He is currently Chair of the Durham Commission on Creativity and Education and was a Board member on the recent Cultural Cities Enquiry.

He was Director of Tate between 1988 and 2017. During this period Tate opened Tate St Ives (1993) and Tate Modern (2000 & 2016), redefining the Millbank building as Tate Britain (2000). Tate also developed its national role by creating partnerships with 35 regional galleries across the UK in the Plus Tate network.



PAUL SOWDEN

PROFESSOR
UNIVERSITY OF WINCHESTER
ENGLAND, UK

Paul Sowden is Professor of Psychology, Cognition and Creativity at the University of Winchester and Visiting Professor in the School of Psychology, University of Surrey. Having planned a degree and career in law, a chance visit to see experiments in a university psychology department sparked a fascination from which he has never looked back. Reflecting Paul's own varied interests and drive to explore new things, he has published on diverse topics relating to how humans perceive, interact with and create their world. His work has taken him into the perceptual worlds of radiologists, elite sports players, and African populations, the MRI brain imaging lab, the school classroom, the countryside and into the studio and creative process of garden designers.



H.E. NATAPHOL TEEPSUWAN

MINISTER OF EDUCATION
THAILAND

H.E. Nataphol Teepsuwan completed his bachelor degree in Business Administration from Boston University, the United States and earned his master degree in Business Administration from Thammasat University, Thailand. H.E. Teepsuwan is an active member of Phalang Pracharath Party (People's State Power Party) where he served as a deputy leader in 2018. He has been appointed as the Minister of Education in July 2019.

With his current role, H.E. Teepsuwan is committed to lead education reform to equip Thai students with digital literacy in preparation for digital era and modern day's disruption. In this connection, his education policy has placed strong emphasis on enhancing Thai education system to provide quality and inclusive education for all.



STÉPHAN VINCENT-LANCRIN

SENIOR ANALYST, PROJECT LEADER AND
DEPUTY HEAD OF DIVISION
OECD

Stéphan Vincent-Lancrin is a Senior Analyst, Project Leader and Deputy Head of Division at the OECD. He works for the OECD Centre for Education Research and Innovation (CERI) at the Directorate for Education and Skills and leads its work on innovation in education and education for innovation. His current work covers the nature of education and skills that matter in innovation and knowledge societies; the fostering and assessment of students' creativity and critical thinking; the determinants of innovation-friendly ecosystems in the education sector, including digital technology, educational entrepreneurship, educational research, system and school organisation; the measurement of innovation in education. He leads several projects on "Teaching, learning and assessing creativity and critical thinking skills in education and higher education", "Smart Data and Digital Technology in Education: Learning Analytics, AI and beyond", and "Measuring Innovation in Education". He holds a PhD in economics, a master's in business management, and a master's in philosophy. He is a Marie Curie Fellow, a 2007 Fulbright New Century Scholar, and received an award from the US National Association of Assessment Directors for his work.



CARL WIEMAN

PROFESSOR, PHYSICS AND EDUCATION
STANFORD UNIVERSITY
UNITED STATES

Carl Wieman is a Professor of Physics and Education at Stanford University. Wieman has done extensive experimental research in both atomic physics (Nobel Prize in Physics 2001) and university science and engineering education (Carnegie Foundation Professor of the Year 2004). He founded PHET, which provides online interactive simulations that are used 100 million times/year to learn science and recently published a book "Improving how universities teach science". He is currently studying expertise and problem solving in science and engineering disciplines, and how this can be better measured and taught.



KIRSTY WILLIAMS

SECRETARY OF EDUCATION, WALES
WALES, UK

Kirsty Williams has been Wales' Education Minister since May 2016. She entered government following an agreement with the previous First Minister, leading a "national mission of education reform" at all levels. The current First Minister and Education Minister affirmed their commitment to this progressive agreement in December 2018, updating it with additional education priorities and responsibilities, including further education, science, research and innovation. Ms Williams leads the Government's education programme, which includes reducing infant class sizes, delivering the most equitable and progressive student support system in Europe, and transforming the school curriculum. She has been the Assembly Member for Brecon and Radnorshire since 1999, and was leader of the Welsh Liberal Democrats 2008 – 2016. She was the first female leader of a Welsh political party.



ANDRIA ZAFIRAKOU, MBE

TEACHER
ALPERTON COMMUNITY SCHOOL
ENGLAND, UK

Andria Zafirakou, a teacher at Alperton Community School in Brent, won \$1 million when she was crowned the best teacher in the world.

Andria was born in north-west London to Greek-Cypriot parents and state-educated in Brent and Camden. She is an art and textiles teacher in Brent on the outskirts of London, one of the world's most ethnically diverse places. She is passionate about education and changing the lives of young people and underserved communities through creativity.

She has worked her entire teaching career of 14 years at Alperton Community School and was promoted to Deputy Head of Art within a year of her arrival. She is now Associate Deputy Headteacher leading on staff professional development.

Using the prize money awarded by the Global Teacher prize, Andria founded a charity called Artists in Residence (AiR) with an aim to improve arts education in schools.

Andria has also been named in the top ten of The Evening Standard's 1000 Londoners List, a list of the most influential people in London.



PAVEL ZENKOVICH

DEPUTY MINISTER OF EDUCATION
RUSSIAN FEDERATION

Pavel Zenkovich, First Deputy Minister of Education of the Russian Federation. He graduated from Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation IN 1999. In the past, Pavel had served as the Assistant to First Deputy Prime Minister of the Russian Federation from 2007-2008, Deputy Director of the Press and Information Office at the Government of the Russian Federation from 2008-2012, Deputy Head of the Presidential Domestic Policy Directorate, Head of the Presidential Directorate for Social Projects from 2012 onwards, and State Secretary-Deputy Minister of Education and Science of the Russian Federation from 2017-2019. Pavel is the recipient of numerous honours and awards, including Order of Friendship, First Class Medal of the Order of Merit for the Motherland, Diploma and Certificate of Acknowledgement from the President of the Russian Federation, and Certificate of Acknowledgement from the Prime Minister of the Russian Federation.