

The World Bank and IDEA think tank of CERGE-EI in Prague in the Czech Republic invites you to an online conference:

Mitigating the Learning Losses Caused by the COVID-19 School Closures

June 21, 2022 | ON-LINE Conference

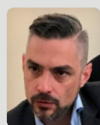
Keynote Speakers & Panelists - Bios



Harry Patrinos is the Practice Manager for the Europe and Central Asia region of the World Bank's education global practice. He specializes in all areas of education, especially school-based management, demand-side financing and public-private partnerships. He managed education lending operations and analytical work programs in Argentina, Colombia and Mexico, as well as a regional research project on the socioeconomic status of Latin America's Indigenous Peoples, published as *Indigenous Peoples, Poverty and Human Development in Latin America* (Palgrave Macmillan, 2006). He is one of the main authors of the report, *Lifelong Learning in the Global Knowledge Economy* (World Bank, 2003). Mr. Patrinos has many publications in the academic and policy literature, with more than 40 journal articles. He is co-author of the books: *Policy Analysis of Child Labor: A Comparative Study* (St. Martin's, 1999), *Decentralization of Education: Demand-Side Financing* (World Bank, 1997), and *Indigenous People and Poverty in Latin America: An Empirical Analysis with George Psacharopoulos* (World Bank/Ashgate, 1994). He has also worked in Africa, Asia, Europe, the Middle East and North America. He previously worked as an economist at the Economic Council of Canada. Mr. Patrinos received a doctorate from the University of Sussex.



Daniel Münich is Professor of Professional Practice at CERGE-EI, a joint academic workplace of the CERGE at Charles University, and the Economics Institute of the Academy of Sciences of the Czech Republic (EI) since 1998. He serves as executive director of an academic think-tank IDEA at CERGE-EI focusing on applied and policy-oriented empirical research. On top of his teaching and research in the areas of education, labour markets and R&D assessment, he has served as an advisor to various national (e.g. National Economic Council of the Government, the National Council for Budgetary Forecasts) and for international institutions (e.g. the European Commission, OECD, International Monetary Fund). For many years he leads the Euromod national team. Since 2000 he participated in numerous expert teams preparing national reforms and strategies in the areas of education, employment, and taxes & benefits. Since January 2022 he serves in the Council of Advisor to the Prime Minister of the Czech Republic and since June 2022 is a member of the new National Economic Council of the Government.



Rafael E. de Hoyos is a lead economist in the human development department of the World Bank and a founding partner of "Xaber" an NGO promoting the use of evidence to design and evaluate education policies in Latin America. He has published in peer-reviewed journals and advised governments on school-based management, evaluation policies, strategies to reduce dropout rates, and other topics. Previously, he was the chief of advisers to Mexico's under-minister of education (2008–11). Before joining the Mexican Government, Rafael worked in the Development Economics Vice Presidency at the World Bank (2006–08), at the Judge Business School at the University of Cambridge (2005–06), and as a consultant for the United Nations Economic Commission for Latin America and the Caribbean in Mexico and at the United Nations World Institute for Development Economics Research in Finland. He holds an MA in development from the University of Sussex and a Ph.D. in economics from the University of Cambridge.



Maciej Jakubowski is a policymaker and researcher in education and labour market policy. He holds a Ph.D. degree in economics and an MA in sociology from the University of Warsaw, where he works at the Faculty of Economic Sciences. His research focuses on statistical methods for policy evaluation and the analysis of international large-scale student assessments. He served as a Deputy Minister at the Polish Ministry of National Education between 2012 and 2014. In 2014, he established Evidence Institute in Poland to promote evidence-based policymaking and teaching practice. Before joining the government, he worked in the OECD PISA team in Paris (between 2008 and 2012). He currently works at the University of Warsaw, leads Evidence Institute Foundation, and works as a consultant for governments and international institutions.



Alina Sava is a Senior Education Specialist with the World Bank, based in Bucharest, Romania. Alina has more than 20 years of experience in designing, implementing, and evaluating education policies and programs. She joined the Education Global Practice team at the World Bank in 2013, after advising education reforms in Romania for more than 17 years. She has been involved in conceptualizing, designing, and implementing projects dealing with a wide range of education topics, inter alia: early warning mechanism to prevent ESL, improving access to education for vulnerable groups from rural areas, functional analysis of the VET system, higher education reform, and education infrastructure. Alina has supported education-related projects in Romania, Bulgaria, Moldova, and Uzbekistan. She is involved in tracking school reopening, collecting data related to the learning loss due to the COVID-19 pandemic, and preparing policy notes. She delivers results while collaborating with governance, social protection, disaster risk management, macroeconomics, Global Program for Safer Schools, and the International Finance Corporation (IFC). Some of the key recent papers she has co-authored include the Response Note to COVID-19 in Europe and Central Asia: Policy and Practice Recommendations, the Functional analysis of the VET sector in Romania, the Early Warning Mechanism (EWM) to prevent dropout, and Public Finance Review of Education.

Alina is an advisor for the Global Program for Safer Schools. Her research interests include equity in education, digital education focusing on classroom observation, and learning spaces in experiential education. She currently co-leads a Safer, Inclusive, and Sustainable Project and is preparing a digital education project and a school grants scheme to prevent early school leaving in Romania. Alina is a Ph.D. student in education sciences at Bucharest University. She holds a MA in Social Policies, an MBA from Tiffin University, and a BA in Economics.



Václav Korbel is a researcher at CERGE-EI's IDEA think tank. He graduated from the Institute of Economic Studies, Faculty of Social Sciences, Charles University. His research deals with education and with anti-social behavior and questions about stigmatization, where he applies his knowledge of behavioral and experimental economics.



Gunda Tire is the Head of International Assessments in Education and Youth Board of Estonia. Her responsibilities include preparation, implementation, and dissemination of international comparative studies PISA and TALIS in Estonia. She has also worked as an expert in other international educational projects with the European Commission, World Bank and UNESCO. Gunda has been the editor for four national PISA reports, written articles, and book chapters about aspects of Estonian education system and factors that matter in education.

Gunda holds a Master of Science degree in Educational Sciences from Leuven (KU Leuven) University, Belgium.



Thierry Rocher is the Deputy Director for Assessment and School Performance at DEPP (Directorate for Statistics) at the Ministry of Education in France. He is also currently the elected Chair of the IEA (International Association for the Evaluation of Educational Achievement) and a co-founding member of the international association FLIP+ e-assessment community.

Dr Thierry Rocher is a statistician by training and holds a PhD in psychology, specializing in educational measurement and psychometrics.



Amanda Spielman has been a Chief Inspector at the Office for Standards in Education, Children's Services and Skills (Ofsted), UK, since 2017. She was previously chair of the exam regulator Ofqual from 2011 to 2016, and a founding member of the leadership team at the multi-academy trust Ark Schools. Before that she spent more than 15 years in strategy consulting, finance and investment. She is a trustee of the Victoria & Albert Museum.



Hjalte Meilvang is a special advisor in the National Agency for Education and Quality in the Ministry of Education of Denmark. He is the representative for Denmark in the PISA Governing Board and an observer to the IEA General Assembly (International Association for the Evaluation of Educational Achievement). He holds a PhD in political science.



Lenora Chu is a journalist and author of the award-winning *Little Soldiers*, a narrative account of China's education system (HarperCollins). After living and working in Shanghai for a decade, she is now based in Berlin, where she covers education, politics and culture for the non-profit news organization Christian Science Monitor. With fifteen years' experience in the United States, China and Europe, her work illuminates the intersection of culture, education, and global competitiveness — a passion borne in part of growing up with Chinese parents in America. As a commentator, Mrs. Chu has appeared on NPR, CBS, BBC, and the CBC, and her articles and op-eds have been published in *The Wall Street Journal*, *The New York Times*, *The Cut*, and *Business Insider*, among others. Mrs. Chu is has given speeches and moderated discussions about comparative education, and China's education system on four continents. A former media and management consultant, she holds degrees in engineering and journalism from Stanford and Columbia universities.



Nuno Crato, GCII, GCIP, is President of Iniciativa Educação, professor at ISEG, University of Lisbon, researcher, applied mathematician, economist, educator, and writer. He holds a Ph.D. in applied mathematics, worked many years in the U.S. as a university professor and researcher, before becoming a full professor in the University of Lisbon. From 2011 to 2015 he was Portuguese Minister of Education, Higher Education and Science. During his tenure, Portuguese students achieved the best results ever in international surveys, dropout rates were reduced to a half, and mandatory schooling was increased from nine to 12 school years.

He has several works published in the fields of education, science popularization, and history of science, and numerous research papers in mathematics and statistics. His most recent books are his co-organized *Data-Driven Policy Impact Evaluation* (Springer 2019) and his recently edited *Improving a Country's Education: PISA 2018 Results in 10 Countries* (Springer 2021).

He has been consulting for education policy groups and think tanks. He is founding organizer of Lisbon Economics and Statistics of Education.



Ulkar Babayeva is a Deputy Director at the Institute of Education of the Republic of Azerbaijan. She contributes to short and long-term strategic planning of the Institute and oversees the implementation of strategic projects. Mrs. Babayeva also ensures the evaluation of existing programs and/or education policies and develops new initiatives in line with the annual action plan.

She holds the Doctor of Education degree from the Johns Hopkins University (Maryland, USA). Her research interests include educational technology, curriculum, instruction, assessment, professional learning, and instructional design.

One of her recent projects addresses the design, development, and implementation of a professional development model for school administrators and teachers to foster effective technology integration in K-12 schools in Azerbaijan.

Mrs. Babayeva is an adjunct professor in several universities both in and outside of Azerbaijan. She also leads several countrywide educational projects and serves as a review committee or jury member at several conferences, competitions, and/or forums.