

FIRST READ GLOBAL CONFERENCE: Speaker Biographical Information



YEAP BAN-HAR teaches mathematics education at National Institute of Education in Nanyang Technological University, Singapore. He has spoken about the Singapore education system at various events and conferences including one organised for the Council of Chief State School Officers in Washington D. C. In 2008 and an upcoming conference on education in high-achieving Asian countries in Spain. Ban-Har's research on mathematics assessment in Singapore has resulted in a chapter in the book *Challenging Mathematics In and Beyond the Classroom* by International Commission on Mathematical Instruction (ICMI). His research interest includes assessment, teacher development and problem solving. He graduated with a Ph.D. in mathematics education from Nanyang Technological University.



VICTOR BOLOTOV is a Vice-president of the Russian Academy of Education (PhD in Mathematics and Physics, Doctor of Pedagogy). From 1975 until 1990 he was senior teacher, associate professor at the Krasnoyarsk State University. He established and headed (1987-1990) a Psychologic-Pedagogical Department at the Krasnoyarsk State University. This Department piloted the introduction of a new strategy for teachers training based on the individual oriented concept. In recognition of a success in mainstreaming Russian teachers training, Dr. Bolotov was invited to the Ministry of Education of the Russian Federation as a Head of the Department of Teacher Training Education. In 1992 was appointed Deputy Minister, in 1993 – First Deputy Minister, in 2001 – reconfirmed First Deputy Minister of the merged Ministry of Education of the Russian Federation, in 2004 – 2008 - Head of the Federal Service of Supervision in Education and Science, in 2008 – Vice-president of the Russian Academy of Education. Dr. Bolotov has over 100 publications in the area of mathematics, teachers' training, and education reform in Russia. He made a significant contribution to the development of international programmes in Russia (TACIS programmes, World Bank Education Loan activities, Open Society Institute and British Council projects). Dr. Bolotov was one of the leading experts to develop the strategy for education system modernisation in the Russian Federation which was approved by the State Council and Government of the Russian Federation. He coordinates the experiment on the unified state examination which is an attempt to introduce an external standardized assessment in Russian education and eliminate a costly dual system of school leaving and university entrance examinations.



BOB WAIJIZIGHA CHULU is Head of Educational Foundations Department at the University of Malawi, Chancellor College. He is also lecturer in psychometrics in the same department where he teaches undergraduate and postgraduate courses in measurement and evaluation, research methods and statistics, monitoring and evaluation and item response theory. He has also taught measurement courses at the Kamuzu College of Nursing and has worked with tertiary institutions in Malawi (such as Malawi College of Health Sciences and Montfort Special Needs Education College) to build their capacity in assessment. Dr. Chulu is on advisory boards for the Center for Educational Research and Training, and Domasi College of Education. Prior to 2000, he worked as secondary school teacher for 4 years. He holds a doctorate degree from the University of Massachusetts, Amherst. He has authored a number of papers on equating high stakes educational measurements, college admission testing, Language Factor in Mathematics tests and assessment in higher education.



ERIC HANUSHEK is the Paul and Jean Hanna Senior Fellow at the Hoover Institution, Stanford University. He is best known for introducing rigorous economic analysis into educational policy deliberations including the evaluation of teacher effectiveness and the impact of cognitive skills on economic outcomes. He has produced some fifteen books and over 200 scholarly articles. He is chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas, a research associate of the National Bureau of Economic Research, and a member of the Koret Task Force on K-12 Education. He currently serves as chair of the Board of Directors of the National Board for Education Sciences. His newest book, *Schoolhouses, Courthouses, and Statehouses : Solving the Funding-Achievement Puzzle in America's Public Schools*, describes how improved school finance policies can be used to meet our achievement goals. Hanushek previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. He served in government as deputy director of the Congressional Budget Office. He is a distinguished graduate of the U.S. Air Force Academy and has a Ph.D. in economics from the Massachusetts Institute of Technology



ROBIN HORN is Education Sector Manager for the Human Development Network of the World Bank. From 2002 until 2006 he was Lead Education Specialist in the World Bank's Europe and Central Asia Region where he had lead responsibility for the World Bank's education program of analytic work and lending for Turkey. Between 1992 and 2003 he was responsible for the Bank's education program for Brazil, as well for other countries in the Latin American and Caribbean Region. During that period, he lived in Brazil. Robin Horn's work with the Bank has involved collaboration with national governments, state governments, civil society organizations, and academics in the US and across the world. His education sector research, programs, and projects have focused on education quality, learning outcomes, management, and finance for basic, secondary, and tertiary education systems. Before joining the World Bank, Dr. Horn worked as an education economist in the United States Agency for International Development and as a researcher with the private sector providing analysis and support to the U.S. Federal Government. Dr. Horn has a PhD. in Economics of Education from Columbia University in New York City.



PETER NEZHNOV is Leading Researcher at the Institute for Psychological & Pedagogical Problems of Childhood (Russian Academy of Education). In 1976, he was awarded PhD degree in psychology. In the 1970's he was member of the psychological support group for the Soviet Olympic team. Later on he was engaged in developmental psychology and developmental education research. In the 1990's Peter Nezhnov was Deputy Head of the Institute for Innovations in Education (Russian Academy of Education). He participated in several projects on educational diagnostics of pre-school and school children. He is currently one of the chief developers of the toolkit for monitoring the achievements of primary school students.

YUSUF SAYED is a Reader in International Education at the University of Sussex and a Special Professor of International Development studies at the University of Amsterdam. He is also attached to the Human Sciences Research Council, South Africa as a Senior Research Fellow. Yusuf is an education policy specialist with a career in international education and development research and has worked in numerous countries, mainly in Sub-Saharan Africa. Previously Yusuf was Senior Policy Analyst at the EFA Global Monitoring Report, UNESCO, Team Leader for Education and Skills and the Department for International Development UK, and Head of Department of Comparative Education at the University of the Western Cape, South Africa. Yusuf's research focuses on education policy formulation and implementation as it relates to concerns of equity, social justice, and transformation. He has researched, authored, and edited numerous books and published extensively in the field focusing on education exclusion and inclusion; education governance and the role of the state; equity, financing and education; education quality, assessment and teacher education. Yusuf has a PhD from the University of Bristol specialising in education policy change and transformation in South Africa.



ANDREAS SCHLEICHER is head of the Indicators and Analysis Division (Directorate for Education) at the Organisation for Economic Cooperation and Development (OECD). He also holds a professorship at the University of Heidelberg in Germany. As division head at OECD, his responsibilities include directing the Programme for International Student Assessment (PISA) and the Indicators of Education Systems programme (INES) and steering the development of new projects such as the OECD Teaching and Learning International Survey (TALIS) and the OECD Programme for the International Assessment of Adult Competencies (PIAAC). At OECD, Mr. Schleicher has also held the posts of deputy head of the Statistics and Indicators Division in the former Directorate for Education, Employment, Labour and Social Affairs (1997–2002) and Project Manager in the OECD Centre for Educational Research and Innovation (CERI) (1994–1996). Before joining the OECD, he served as director for analysis at the International Association for Educational Achievement (IEA) within the Institute for Educational Research in the Netherlands (1993–1994) and international coordinator for the IEA Reading Literacy Study, at the University of Hamburg, Germany (1989–1992). In 2003, Mr. Schleicher was awarded the "Theodor Heuss" prize, named after the first president of the German Federal Republic of Germany, for "exemplary democratic engagement" in association with the public debate on PISA. He also holds an honorary professorship at the University of Heidelberg. In 2002, he was awarded the "educación y libertad en el ámbito educativo" prize by the Spanish national association of private schools. Mr. Schleicher earned a bachelor's degree in physics and a master's degree in mathematics from Deakin University in Australia, where his master's thesis received the Bruce Choppin Award.



IGOR VALDMAN is the Director of the Center for International Cooperation in Education Development (Academy of National Economy under the Government of the Russian Federation) and was a Member of the Russian G8 expert group in Education (Saint-Petersburg, 2006). Since 2007, he has been a member of the Quality Task Team of Education For All – Fast Track Initiative partnership. From 2005-2007, he served as a senior education specialist at the National Training Foundation, and Head of the «Quality Monitoring and Education Statistics» portion of the World Bank's «Education Reform Project». Then, from 2007-2008, he continued with the World Bank as a consultant on Education. His areas of expertise include educational policy, community involvement in education, assessment in education, and educational statistics (all in secondary education). He holds a Masters Degree of Education in Educational Policy and Management from the University of Manchester.



EDUARDO VELEZ has a Ph.D. in Sociology from the University of Illinois. His field of study was Applied Social Statistics. His areas of interest include Sociology of Social and Economic Development, Sociology of Education, and Analysis and Evaluation of Development Programs. Dr. Velez has had a long trajectory at the World Bank in Washington D.C., Mexico City and in Beijing. He is currently Education Sector Manager for East Asia and the Pacific, and has been Education Sector Manager for Latin American and the Caribbean, Sector Coordinator (Human Development) for the China program, Sector Leader (Human and Social Development for Colombia, Mexico and Venezuela), and Human Development Cluster Leader for Uganda and Tanzania. He also served as Principal Education Specialist for Eastern and Southern Africa. Before joining the World Bank, Dr. Velez was Adjunct Director at Instituto Ser de Investigación in Bogotá, Colombia, his country of origin. Dr. Velez has also held an academic career. He has been a Visiting Professor at the following places: Universidad Nacional, Bogotá; Brown University; University of Connecticut; Pontificia Universidad Javeriana, Bogotá; Universidad Pedagógica Nacional, Bogotá; and at the Universidad de los Andes, Bogotá. He has written extensively on the subject of Economics, Education, Development and Sociology (has published nine books and more than 90 articles in professional journals or as chapters in books, and research reports).



ANDREI VOLKOV, Scientific Supervisor of the Center for International Cooperation in Education Development, has been Dean of the Moscow School of Management SKOLKOVO since its foundation in 2006. Dr. Volkov is a recognized expert on higher education in Russia. He is also currently serving as an Advisor to the Minister of Education and Science of the Russian Federation, where he spearheaded an Expert Team that developed a program on reforming Russia's higher education system. In 2006, he headed a group of experts from the G8 countries on Russia's initiatives in education.

Prior to joining SKOLKOVO, Dr. Volkov held a number of key positions within the academia, including:

- Vice Rector at the Academy of National Economy under the Government of the Russian Federation (2002-2005);
- Dean of the Information Systems Department and Rector of the Togliatti Academy of Management (the institution in the Samara Region widely known for its innovative experimental approach to education (1991-2002);
- Research Fellow at the Scientific Research Institute of Atomic Reactors (1984-1991).

Andrei Volkov is a professional alpinist and the President of the Russian Mountaineering Federation. He climbed Mount Everest in 1992. He graduated from the Moscow Institute of Engineering and Physics (MIFI) and has a Ph.D. in Engineering Science.



PAUL WASANGA is the Chief Executive Officer at the Kenya National Examinations Council. He is also the current Executive Secretary for the Association for Educational Assessment in Africa (AEAA), the National Coordinator of National Assessment in Kenya and the Country Director and Coordinator of the Southern and Eastern Africa Consortium For Monitoring Educational Quality (SACMEQ). With a background in Mathematics, Mr. Wasanga was appointed the Director of the Centre of Excellence for Mathematics and Science Assessment in East and Southern Africa and Mauritius. In the earlier days of his career, Mr. Wasanga taught Science and Mathematics in secondary schools in Kenya and later served as a lecturer in Mathematics and Science Education at Kenyatta University, Kenya. He holds a Bachelor of Education (Science), Master of Science in Education and a diploma in Psychometrics from Cambridge University, UK.



JERZY WISIEWSKI currently works for the International Cooperation Department of the Ministry of National Education in Poland. Previously, he held various positions in education and public administration. From 1990 – 1995, he served as the head of the International Department of the Ministry of Education being responsible for *Phare* projects. Then, from 1996 – 1997, he worked as a Project Manager in the Foundation for Public Administration Development. He was the Director General of the Ministry of National Education in 1998 - the time of launching the reform of the education system. In 2003-2006, as a head of Strategy and Structural Funds of the Ministry of Education, he coordinated the European Social Fund intervention in the education sector in Poland. For past three years, Mr. Wisniewski worked as a freelance consultant in education, human resources development and public administration, and as an expert (educational project co-ordinator) of CASE – Center for Social and Economic Research for three years. He was a member of the OECD team reviewing the educational system in Lithuania, advised the Ukrainian Ministry of Education on the reform of the system, lead the team reviewing the VET system in Croatia (ETF) and a Member of the Governing Board of the Centre for Educational Research and Innovation (OECD).

READ Technical Group Biographical Information

The READ Technical Group (TG) supports the READ Trust Fund in an advisory capacity and has responsibility for the technical quality of all assistance provided under READ, namely in terms of country-level technical assistance and sector work, country-level capacity strengthening activities, and global-level knowledge products. In line with the READ vision to bring together local functionaries and learning experts with international experts to develop country-specific solutions, members of the TG collaborate closely with the Bank Education Task Team Leader (TTL) in the READ countries, as well as local country and donor groups in these countries. For country-level work, the TG is helping to shape and carry out the work plan, working together with the Bank Education TTL and country counterparts. The TG draws on country-level experience to develop and refine on an ongoing basis a global body of knowledge, feeding back to country-level support.



LUIS BENVENISTE is Lead Education Specialist in the Africa Human Development division of the World Bank. He has studied and advised the national assessment systems of Argentina, Cambodia, Chile, Guinea, Lao PDR, Senegal, Uruguay and Vietnam. His research interests focus on teacher policies and student assessment practices. He has recently co-authored *Teaching in Cambodia* (2008), with Jeff Marshall and M. Caridad Araujo, "The political structuration of assessment: Negotiating State power and legitimacy," in A.H. Halsey, Phil Brown, Hugh Lauder & Jo-Anne Dillabough (eds.), *Education: Globalisation and Social Change* (2006) and co-authored *All Else Equal* (2003), a book on accountability and the organization of public and private schools in the United States, with Martin Carnoy and Richard Rothstein. He served as a consultant for the first regional assessment in Latin America conducted by UNESCO's *Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación*. He holds a Doctorate in International Comparative Education from Stanford University and a B.A. Magna Cum Laude in Psychology from Harvard University.



MARGUERITE CLARKE is a Senior Education Specialist in the Human Development Network at the World Bank. Previously, she held academic appointments at universities in Australia and the U.S. She also worked as a classroom teacher in the Chinese, Irish, Japanese and U.S. education systems. Marguerite's work focuses on equity and quality issues in education, particularly in relation to the development and use of assessment and accountability systems. She leads the Bank's work on learning assessment and is a member of the READ Technical Group. In addition to assisting individual countries, such as India, Jordan, Kosovo and Mongolia, to improve their student assessments, her recent projects include developing tools for evaluating the quality of assessment systems and overseeing the production of a book series on how to carry out a national assessment of educational achievement. She has a Doctorate in educational research, measurement and evaluation; a Bachelor's degree in primary education; and a Master's degree in bilingual and multicultural education. The recipient of a Fulbright Fellowship and other awards, Dr. Clarke has published extensively on university rankings; the impact of testing on teaching and learning; and the use of tests for promotion, graduation and university admission decisions. She is on the editorial board of the journal, *Theory into Practice*.



WARWICK ELLEY is Emeritus Professor of Education, University of Canterbury, New Zealand. He has a PhD in Educational Measurement from the University of Alberta in Edmonton, Canada, and has taught at primary, secondary, and university levels, in New Zealand, Canada, and England. Earlier on in his career, he joined the staff of the NZ Council for Educational Research and served as the Council's first Test Development Officer, and later as Assistant Director. He was later appointed to the staff of the University of the South Pacific in Fiji where he taught courses on assessment and trained teachers for South Pacific schools. In 1990 he served as Chairman of the IEA Survey of Reading Literacy in 32 nations and authored several reports. the main reports. While in Fiji, he became interested in raising literacy levels in developing countries and worked with local educators on the Book Flood approach. Since he retired he has worked in more than a dozen countries adapting this method in primary schools where children are learning in a second language. He has published a dozen books on assessment and literacy issues and over 100 articles in journals. He now divides his time between playing in tennis tournaments and consulting on education issues in developing countries.



ISAK FROUMIN is a Senior Education Specialist at the World Bank based in Moscow. He is leading the World Bank Education Program in Russia. This program includes support to higher education reform, introduction of information technologies into education, textbook production reform and school restructuring. He was a member of the education expert group for the President of the Russia Federation. His World Bank experience also includes projects in Kazakhstan, Kyrgyzstan, Afghanistan, Nepal, Turkmenistan and India. Since March 2008, he is also a strategic development advisor for the University - Higher School of Economics (HSE) in Moscow. He is supervising the university strategic planning and educational research program. Before joining the World Bank in 1999, he was a principal of a university laboratory school, a director of the Institute of Experimental Pedagogy and Chair of Education Theory Department at Krasnoyarsk State University in Russia. During this time, he was a director of a number of international research projects with universities from the US, Australia, the Netherlands, and the United Kingdom. Dr. Froumin holds a PhD from Latvia University (Riga). He is an editor and author of numerous books and articles on educational reform and theory of education.



AMBER GOVE is a Senior Education Researcher at RTI International. Much of her recent work has centered on the development of the Early Grade Reading Assessment, a diagnostic tool for understanding students' foundation skills in reading. To date EGRA has been used in more than 30 countries and languages to inform policy and improve instruction. Ms. Gove has more than 12 years of experience collaborating with government education departments in project design and evaluation, research and data analysis, and policy dialogue. Her research and policy interests include measures of student learning, education finance, conditional cash transfer programs, and factors affecting enrollment and attendance. As a Fulbright Scholar, she designed and conducted a study of more than 1,000 families to assess the impact of Brazil's conditional cash transfer program (*Bolsa Escola*) on student attendance and achievement. In 2007 her work with Martin Carnoy was published in book form: Cuba's Academic Advantage: Why Students in Cuba Do Better in School. Ms. Gove obtained her Ph.D. in Education and Master's degree in Economics from Stanford University.



ANIL KANJEE is an Executive Director at the HSRC currently heading the Centre for Education Quality Improvement. The focus of this centre is to provide all education stakeholders with evidence-based information to improve policy and practice for enhancing learning. His current research focuses on the development of effective assessments systems at the local and national levels to improve learning, the development and use of education indicators and the application of item response theory for test development and reporting scores. He has extensive experience in national and international studies and has authored numerous publications on educational assessment and evaluation. He is currently working on two projects with Department of Education in South Africa focusing on piloting: (i) a national indicator framework for monitoring the performance of schools, and (ii) classroom assessment tools and practices for supporting teachers improve learning.



MARINA KUZNETSOVA obtained her PhD from the Moscow State Pedagogical Institute with a specialization in speech therapy in Russian and literature. Her dissertation focused on “Peculiarities of reading instruction for children with low levels of performance.” She went on to teach at schools for children with speech difficulties. Since November 1995, she has been working as a senior researcher at the Centre of Primary Education and Institute of Content and Methods of Learning, part of the Russian Academy of Education. Additionally, Dr. Kuznetsova is currently an expert at the Institute of Educational Measurement and a reading expert in the National Team for PIRLS in Russia. Her research activities have primarily focused on methods of teaching reading, development of textbooks and workbooks on Russian language for primary schools, pedagogical diagnostics, assessment in primary education (native language and literature), and development of assessments in relation to national standards and national monitoring systems, and international assessment projects (PIRLS).



YULIA TYUMENEVA (PhD in Psychology) is Head of Education Quality Monitoring Center at the Institute of Educational Reform in the State University – Higher School of Economics. She is research analyst and expert in the fields of the developmental psychology and measurement in the education. She has got experience in secondary analysis of international databases (PIRLS, PISA) and good knowledge of national and regional educational assessment systems, as well as experience in designing questionnaires and surveys in the educational field. She is currently involved in the research projects:

- Trends of schooling achievements: investigation of the social and educational factors determining the reading literacy of Russian schoolchildren.
- Comparative analysis of relationships between background factors and reading attainment in the countries of the two types.