

OXSCIE 2018

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A

Souad Abd, Government of Sudan

Minister Souad Abd was the first women to serve as State and then Federal Minister of Education of Sudan. Today she is a lecturer for management subjects at the Sudan International University and Sudan National University.

In education she led the process of building a new strategic vision with the States ministries in assistance with national and international experts. The starting point was calling for the education conference as platform for the national strategic vision for education. The strategy resulted in many policies, and action plans for developing the education system in Sudan of which the main achievements were: 1) Curriculum reform process towards child centered orientation approach, problem solving, critical thinking, life skills materials and tools. 2) The recruitment of almost 36,000 new teachers and pre-service training programs for them. 3) Allocating 1% funding from the federal recourses to support the education system in the 18 states. 4) Launching the STEM program with

UNESCO for small scientific kits which cover 3000 secondary schools funded from government. 5) Support teaching of the English language through British Council intervention programs and by training 6,000 teachers. 6) Support the technical and vocational education in 167 technical schools all over Sudan. 7) Technical schools as special programs for out of school children. 8) Girls and child clubs as an innovative approach to deal with girls' education. 9) Focus on languages programs with different partners (Arabic / English / French). 10) Lead the improvement of technical education which targeted the youth and empowered them with life-skills. The score of the technical education increased successfully from 50% in 2012 to 70% in 2017. These results work towards the sustainable development goals (SDGS No.4)

[Amyr Ahamed, Aga Khan Foundation](#)

Amyr is the Co-ordinator for Special Projects at the Secretariat of His Highness the Aga Khan.

[Ahmed Ahmed, University of Oxford](#)

Ahmed Ahmed is a Rhodes Scholar, reading for an MSc in (Higher) Education at Lady Margaret Hall, University of Oxford. His research is focused on underrepresented students' perceptions of tuition and fees, and need based financial aid in the United States. Ahmed holds a Bachelor of Science in Biology from Cornell University. He is interested in pursuing a career in academic medicine as physician-scientist.

[Nada Al Hajri, Dubai Cares](#)

Nada Al Hajri has 10 years of experience in the international development field including consultancy for the Social Fund for Development in Yemen. Nada holds a BS in Decision Sciences and Management Information Systems (DMIS) from George Mason University. At Dubai Cares, she manages a wide variety of education programs across a number of countries and represents Dubai Cares on select global platforms including the International Education Funders Group and the Partnership to Strengthen Innovation and Practice in Secondary Education.

[Nelson Amaya Durán, OECD netFWD](#)

Nelson is netFWD Coordinator at The Organisation for Economic Co-operation and Development (OECD).

[Stephen Anderson, Ontario Institute for Studies in Education University of Toronto](#)

Stephen Anderson is a Professor Emeritus at the Ontario Institute for Studies in Education University of Toronto, and former-Director of OISE's Comparative, International and Development Education Program and Centre. His professional work focuses on school improvement, teacher development, and education leadership in Canada, the United States, East Africa, Pakistan, and Latin America. His scholarly publications appear in such journals as School Effectiveness and School Improvement, the International Journal of Educational Development, Curriculum Inquiry, the Canadian Journal of Education, the Journal of School Leadership, Leadership and Policy in Schools, the Journal of Staff Development and the Journal of Educational Change.

[Manos Antoninis, Global Education Monitoring Report](#)

Manos Antoninis is the Director of the Global Education Monitoring Report. For six years he was responsible for the monitoring section of the report. He coordinated the financing gap estimates for the 2030 education targets, the projections on the achievement of universal primary and secondary education completion, and the World Inequality Database on Education. He also represented the report as a member of the Technical Advisory Group on education indicators for Sustainable Development Goal 4. Before joining the GEMR, Dr. Antoninis worked as a monitoring and evaluation expert in education sector projects in, among others, Bangladesh, China, Indonesia, Nigeria and Pakistan.

[Alice Armstrong, Independent Consultant](#)

Alice Armstrong is an independent consultant working in the field of adolescent health and HIV. She works with a broad range of people from service providers and ministry of health, to activist and young people, to researches and academic institutions. The drive of her work is trying to ensure access to good quality health services for adolescents at risk of HIV and living with HIV. She could be doing anything from policy work with the World Health organisation, global research prioritisation exercises with the International

AIDS Society, developing tools for a community based organisation in Zimbabwe; and working with a group of young activists in South Africa to start up a national network of young people living with HIV.

The brief was quite unique in that it needed to represent her and what she does while also looking professional and contemporary. It also needed to present her in a professional light across the board to people who work in international organisations to small groups working in smaller communities. She felt very inspired by African prints and so we looked at the strong shapes and bold colours from there as inspiration. The identity we ended up with aims to show her as someone who is there to provide support. The logo looks at how the A's from her name in the logo can come together to create a striking pattern made up from the strongest shape: the triangle. Whatever pattern the triangle is arranged in will show strength and focus.

B

[Daniel Baheta, UNICEF Kenya](#)

Daniel Baheta is the Chief of Education for UNICEF Kenya Country office. He joined UNICEF in February 2011. Before coming to Kenya in December 2013, Mr. Baheta worked in UNICEF Sudan as senior Educations Specialist in Khartoum from 2011 to 2013.

Before joining UNICEF, Mr. Baheta has served in the Canadian International Development Agency, as a Senior International Development Officer from February 2006 to January 2011. As Senior International Development Officer in CIDA, Mr. Baheta served in Partnership Branch, The Afghanistan Program and in the Sudan Desk in supporting of good governance, gender, education and capacity building.

Mr. Baheta holds a Ph.D. degree and Master's degree from the University of Kyoto Japan in African and Asian Studies and International Development. He has a bachelor's degree in Political Science and Sociology from Carleton University.

He is married and has two daughters and one son. He was born in Ethiopia, and is a Canadian citizen.

[Yahia Baiza, Institute of Ismaili Studies \(IIS\)](#)

Dr Yahia Baiza is a research associate at the Central Asia Study Unit of the Institute of Ismaili Studies (IIS), London, UK. He specializes in education, Central Asia and Islamic

studies, and manuscript analysis. He has been working on, and completed, numerous research projects, focusing on education, religion, history, manuscript studies, and diaspora communities in Europe. Currently, Dr Baiza is also Bloomsbury Publishing Regional Editor for developing digital resources on education in Afghanistan.

Dr Baiza is an alumnus of the Department of Education of Oxford University, where he obtained his master's (2002) and doctoral (2009) degrees. Also, he completed a two-year post-graduate programme in Islamic Studies and Humanities at the IIS and School of Oriental and African Studies, University of London (1999-2001). In 2006 and 2007, he also served as the national representative of the UNESCO's International Institute for Educational Planning at the Ministry of Education in Afghanistan, where he led the development of the First Five-Year National Education Strategic Plan (2006-2010). Dr Baiza is also an academic supervisor for master's degree and PhD students in Britain, Turkey, and Iran, and educational consultant and analyst. He is the author of *Education in Afghanistan: Developments, Influences and Legacies since 1901*, published by Routledge in London and New York in 2013, and numerous academic articles.

[Tony Baker, RESULTS Educational Fund \(REF\)](#)

Tony Baker is the Associate Director for Global Education at RESULTS Educational Fund (REF), a citizens' advocacy organization that has been creating the public and political will to end poverty by empowering individuals to exercise their personal and political power for change since 1981. With fifteen years of experience, five in East Africa, Tony's work focuses on the right to education, global education finance, and research-to-action advocacy. As the Associate Director for Global Education, he leads REF's engagement and enhancement of bilateral and multilateral support to basic education through policy analysis and research, grassroots mobilization, and coordinated coalition action, including through REF's new flagship initiative, the Right to Education Index. Prior to joining REF, Tony worked with HakiElimu, an education and democracy rights civil society organization in Dar es Salaam, Tanzania. Tony also volunteered with the Peace Corps in Tanzania and has taken part in several issue-based campaigns stateside. He has an MA in Sustainable Development with a concentration in Policy Analysis and Advocacy from the School for International Training, where he has served as an advisor and adjunct faculty. Tony also sits on the Board of Directors of the Global Partnership for Education.

[Katy Barksdale, The Rockdale Foundation](#)

Katy Barksdale is the co-founder and President of The Rockdale Foundation, a private family foundation with a grant making emphasis in education, ethical leadership, and community. In addition to her leadership on the foundation, Ms. Barksdale serves on the Boards of the Community Foundation of Greater Atlanta, the John H. and Wilhelmina D. Harland Charitable Foundation, Restless Development USA, and Medshare International. She is a steering committee member of the International Education Funders Group and a member of the Atlanta Rotary Club. Ms. Barksdale previously practiced law, worked at CNN, The Southern Company, and was Deputy Press Secretary to U.S. Senate Majority Leader Howard Baker and Press Assistant to Sen. Herman E. Talmadge of Georgia. Ms. Barksdale completed two terms on the Atlanta Board of Education and served as Chair. She also served as Chair of Teach For America Atlanta, the Boys and Girls Club of Metro Atlanta, and Perimeter College Foundation. She was awarded the Silver Medallion Award of Boys and Girls Clubs of America, was named a Hometown Hero of Atlanta and a YWCA Woman of Achievement. She received her J.D. degree from Emory University School of Law, attended Hollins College, and earned her B.A. degree from the University of Georgia.

[Jayne Barlow, Global Centre for Pluralism](#)

Jayne Barlow is Director of Programs at the Global Centre for Pluralism's international programming.

Prior to joining the Global Centre, Ms. Barlow held several positions within the Aga Khan Development Network, including the University of Central Asia and Aga Khan Foundation in Canada and East Africa. Ms Barlow has managed a wide range of portfolios supporting the AKDN's work in rural development, financial inclusion, and health and education systems strengthening. Prior to joining the AKDN in 2002, Ms Barlow worked for 7 years with non-profit organizations involved in education sector reform in the countries of the former-Soviet Union. Ms Barlow holds a Master of Arts degree in Soviet and East European Studies with a concentration in Political-economy from Carleton University.

[Tom Beresford, The Innovation Unit](#)

Tom Beresford leads projects across Innovation Unit's education portfolio. He is currently co-leading Innovation Unit's School Design Lab – working with new and existing schools internationally to (re)design schools for extraordinary learning. Tom was part of the

research team working with the Aga Khan Development Network to renew and transform their Education Services' Outcome Charter and Education Technology Strategy. Most recently, he has worked with UNICEF sub-Saharan Africa regional offices to explore the opportunities and challenges of ICT for learning in raising outcomes for all children.

[Amy Bernath, IREX](#)

As Deputy Director of the Education Practice at IREX, Amy contributes to IREX's strategy and learning agenda for improving the quality and relevance of secondary and higher education globally. She provides leadership and technical inputs to a portfolio of education development programs, including the Training Educators for Excellence Project in the Republic of Georgia. By 2019, the Training Educators for Excellence Project will reach 14,000 secondary STEM teachers with a 2-year continuous professional development cycle designed to increase the use of student-centered methodology, classroom assessment, and differentiated instruction in safe and inclusive classroom environments.

Amy previously led IREX's office in Tajikistan, managed the Youth Theater for Peace and Youth Leadership for Peace programs in Kyrgyzstan, and supported implementation of the Edmund S. Muskie Graduate Fellowship. Prior to joining IREX, Amy taught at Berdyansk State Pedagogical University in Ukraine and at Adisadel Junior Secondary School in Cape Coast, Ghana. She holds an MA in Political Science, a BA in Political Science and a BS in Integrated Social Studies Education from Ohio University.

[Miller Bianucci, University of Oxford](#)

Miller holds an MSc in African Studies from the University of Oxford and is currently studying Comparative and International Education at the University of Oxford. Her work explores the impact of history, society, and politics on national educational systems in East Africa. Miller is engaged in the on-going discourse regarding the decolonisation of knowledge, curriculum development, and publication in Africa. Her research is concerned with ways in which historical narratives and perspectives of the continent might be reframed through educational reform.

[Andrew Bollington, viaEd](#)

Andrew Bollington is Managing Director of viaEd, a consultancy that helps foundations with an education focus to increase their impact. His career has developed in the education sector, working internationally with foundations and non-profits - particularly those experiencing rapid growth and change. Previous roles include Global Head of Research and Learning for the LEGO Foundation, Chief Operating Officer for the University of London International Programmes, and Regional Director (Africa, Europe and the Middle East) for the International Baccalaureate.

[Sara Bonetti, Education Policy Institute](#)

Sara Bonetti EdD is Associate Director of Early Years at the Education Policy Institute, an independent, impartial and evidence-based research organisation based in London (UK) that aims to promote high quality education outcomes. Sara received her doctorate in Educational Leadership with a focus on early childhood education from Mills College, in California. Her dissertation centred on the challenges of, and opportunities for, career preparedness and professional development of early years practitioners working in policy and advocacy organizations.

Sara spent the last decade working in the early childhood field in the United States, first as a teacher and then as a researcher for local government and research institutes. She led data collection efforts on topics such as funding and workforce professional development and conducted analyses on areas such as educational leadership and systems integration. In England since 2017, she continues her work by providing evidence-based research to policy-makers, particularly on topics such as workforce professionalism and structural and process elements of high quality early childhood provision.

Sara's background includes almost ten years in the field of international development as project officer and researcher, specialising in the analysis of credit and insurance markets, land reform and nutrition.

[Papa Kojo Botsio, University of Oxford](#)

Papa Kojo Botsio is a first-year student from Ghana studying for a DPhil in Comparative and International Education at the University of Oxford. His research is focused on Education and Welfare Policy particularly addressing the limited access to higher

education for economically and socially vulnerable students in Ghana. He is also co-founder of University Avenue, an Education Consultancy that provides University Applications support to Ghanaian students.

Christen Brandt, [She's the First](#)

Christen is a feminist, an activist, a self-defense instructor, and an avid troublemaker. She is the co-founder and chief programs officer at [She's the First](#), an NGO that fights gender inequality by supporting girls who will be first in their families to graduate high school and by training students to be global citizens. She's the First began as a grassroots movement in 2009, and has since grown into a worldwide movement with programs in 21 countries. STF partners with local organizations to support programming for girls, including training and grants for capacity building; the organization also trains students on more than 200 high schools and universities in 10 countries to be gender activists. In 2018, Christen and the team at STF launched the Girls First Summit to train partners and make girl-centered program design more accessible to organizations in the Nairobi area. She has led focus groups on uncovering reasons for high drop-out rates in West Africa, created a framework for understanding community priorities in rural Nepal, and consulted on pregnancy policies in Uganda. Above all else, Christen works to ensure that girls' voices are heard first.

When she isn't jet-setting on site visits, Christen teaches empowerment self-defense in Brooklyn, NY through the Center for Anti-Violence Education. In January 2016, her Facebook [post about catcalling](#) went viral, kicking off a worldwide conversation on casual street harassment that reached media outlets from Brazil to Afghanistan.

Christen started her career in magazine journalism, and worked at both *Parents* magazine and *Glamour*, where she managed the Top Ten College Women scholarship contest. She's a graduate of the S.I. Newhouse School for Public Communications at Syracuse University, where she was a student during the conception of She's the First and later graduated summa cum laude.

Erin Butler, [University of Oxford](#)

I am part of the 2017/2018 MSc Comparative and International Education cohort at Oxford. I am currently writing my dissertation and my research interests center around

bilingual, intercultural, and Indigenous education. Although presently a student, I have worked in education in various capacities. Following my undergraduate studies, I completed a Fulbright grant in Peru, during which I co-taught university courses, developed teaching resources for local educators, and partnered with a number of projects run by the US Embassy. After my Fulbright, I worked as a secondary Spanish teacher in the United States and taught English to professional baseball players from Latin America. However, I then returned to Peru as a primary teacher in an international school. During my most recent time in Peru, I was also employed by a national language program to develop curriculum before coming to Oxford in October of last year.

[Duncan Butler-Wheelhouse](#)

Duncan previously worked as chartered accountant, business management consultant, and international non-profit management. While based in South Africa, he switched career paths to secondary education.

C

[Manuel Carmelo Rosa, Calouste Gulbenkian Foundation](#)

Manuel Carmelo Rosa is a Director in Calouste Gulbenkian Foundation since 1995. He led the Foundation's programs in International Cooperation and Development, Education, Scholarships, and he is now leading the newly created program on Qualification of Young Generations.

Manuel is a lawyer by training, a degree he obtained in the Faculty of Law at the Classical University of Lisbon. As a post-graduate, he continued to further his expertise in the fields of law, public management and administration, as well as education, a passion that has accompanied him until today. He lectured on such subjects at the post-graduate level in several institutions including the Portuguese Open University where he taught courses on Education and Development in the first Masters Degree on Intercultural Relations in Portugal. Manuel has also co-authored two books on higher education and has been an invited speaker in many national and international seminars and conferences.

Prior to joining Gulbenkian Foundation, Manuel Carmelo Rosa also worked in public service in the Portuguese Ministry of Education as Deputy Director-General for Higher

Education (1986-1990), as Chief of Staff of the Secretary of State for Higher Education (5th Constitutional Government), and as Coordinator for the design and implementation of World Bank Education Projects in Portugal (1985-1989).

[Shiraz Chakera, UNICEF](#)

Shiraz Chakera is the education specialist focusing on securing quality education and improving learning outcomes in the Eastern and Southern Africa Regional Office (ESARO). He joined this role in October 2015.

Shiraz has seventeen years of experience working to improve education systems working in the UK, his home country, India and Botswana. Over his career, he has led change in the areas of pedagogy and assessment, teacher development, promoting equality of learning outcomes, curriculum development, school improvement, inclusive education systems and harnessing technology to improve teaching and learning.

Shiraz holds a Master's degree in Education and International Development from the Institute of Education, University of London. Shiraz is married with two young children and they are based in Nairobi, Kenya.

[Oksana Chigisheva, Southern Federal University](#)

Dr Oksana Chigisheva is an Associate Professor at the Department of Education and Pedagogical Sciences of the Academy of Psychology and Educational Sciences at Southern Federal University (Rostov-on-Don, Russia). Since 2017 she is a convenor of the Master program "Comparative and International Education" at Southern Federal University. She is an external reviewer for the ESF, Member of the International Advisory Board of the Bulgarian Comparative Education Society Annual International Conference, Editor-in-Chief of the International Journal of Economics and Education (Russia). Her research interests lie mainly in pedagogy and international and comparative education, adult and lifelong learning, functional literacy of researchers, transition and transformation processes in science and education. The outcomes of her research are reflected in more than 100 publications edited in Russia, UK, Bulgaria, Germany, Turkey and Sweden.

Ann Childs, University of Oxford

After obtaining a degree and PhD in chemistry at the University of Birmingham, Ann Childs taught science in secondary schools in the UK and West Africa for eleven years, seven of these as a head of chemistry and head of science.

Since 1995 she has been involved in science teacher education at Oxford University where she is a fellow of Lady Margaret Hall.

Sughra Choudhry Khan, Aga Khan Foundation

Dr. Choudhry Khan has successful experience working with the Aga Khan Development Network (AKDN) in Pakistan and in teaching and teacher education in the United Kingdom. Before working in Pakistan, she was Co-ordinator, *Access to Primary Teaching for Asian and Black People* at Edge Hill University. When working with the AKDN in educational development, her work with partners led to the first National Curriculum, Early Childhood Education; an innovative multi-agency Early Childhood Development programme and the Gilgit-Baltistan Education Strategy. Sughra also served as the first female CEO of the Aga Khan Education Service, Pakistan, steering 2200 employees and 185 schools through a time of change and long-term strategic development. In 2017, Sughra re-joined AKF (Pakistan) as Director, Education leading AKDN Education strategy development and the School Improvement Programme aiming to improve children's learning in government schools involving all stakeholders in the community. Sughra has an Ed. D in Learning, Leadership and Policy from the University of Bristol, UK. Her doctoral research '*A Lowly Creature, or a Somebody?*' investigated primary school teachers' perceptions of 'feeling valued' in the remote mountains of northern Pakistan. Her exploration of 'insider – outsider' perspectives in research is published in *Revisiting Insider-Outsider Research in Comparative and International Education* (2016).

Connie K. Chung, Independent Researcher

Connie K. Chung is a researcher and a former high school English teacher. She has written about education for the 21st century, global citizenship, and interfaith community organizing. She is a former lecturer and associate director of the Global Education Innovation Initiative at the Harvard Graduate School of Education, where she researched and managed multi-country comparative research projects about national curriculum frameworks, capacity building, and education innovations for teaching and learning in the 21st century. She is passionate about building the capacities of organizations and

people to work toward providing powerful, relevant, rigorous, and meaningful learning experiences to all children that not only supports their individual growth but also the positive development of their communities. To this end, she works with a variety of education organizations on research, policy, and practice. Her BA, EdM (Teaching & Curriculum, 1999 & International Education Policy, 2007), and doctorate are from Harvard University.

Rupert Corbishley, Aga Khan Foundation

Rupert has over ten years of experience working in the education sector. He began his career as a teacher in London, and went on to manage a national education programme covering over 50 schools across England, Scotland, and Wales. In East Africa, Rupert gained experience working on school and youth projects in Uganda, before providing technical assistance as a consultant on a variety of research, evaluation and design projects in the region. He joined AKF in 2012, and applied his expertise to manage the organization's Tanzania education portfolio - providing technical support, and developing new programming. In 2017 his role broadened to include Uganda and Kenya as AKFEA's Regional Education Advisor.

Rupert is a qualified teacher (University of Newcastle upon Tyne), and holds a Masters of Science in Violence, Conflict, and Development from the University of London (School of Oriental and African Studies).

Alice Cornish, Varkey Foundation

Alice is responsible for ensuring the technical quality of all Varkey Foundation programmes and activities.

Alice has nearly 10 years' experience working in the education sector and has designed and implemented education programmes around the world. Before joining the Varkey Foundation, she worked in the Education and Skills Consulting team at PwC and for GEMS Education Solutions.

Alice qualified as an English teacher through the UK's Teach First programme and holds a Master's degree in History from the University of Edinburgh.

[Juliana Correa, London School of Economics](#)

Currently a graduate student in Social Policy and Development at the London School of Economics, Juliana has a background in the Social Sciences with a BA and a teaching degree from the University of Sao Paulo. She has worked in Education for more than 10 years in Brazil and abroad. Her last job was as a Global Practice Coordinator for Education at Porticus and prior to that she had worked in their Latin America team as a grant manager.

[Katherine Crisp, UNICEF](#)

Katherine Crisp is an experienced leader who has worked across the private, third and public sectors. Katherine is currently working with UNICEF's Global Innovation Centre, leading the global scale up of UPSHIFT, a youth social innovation programme, designed to support marginalised young people to identify and solve problems in their communities. Formerly, Katherine was Head of Strategy & Innovation at UNICEF UK, leading development of a new strategy, designing and leading business planning and performance management processes and supporting, catalysing and enabling innovation across the organisation. Katherine initially qualified as an engineer before working as a strategy consultant for Burlington Consultants. She then worked in India on sustainable livelihood development before joining Scope, a UK disability charity. Here she led the development and financing of a number of innovative new service models to support disabled children and their families; combining this with studying Health and Social Care.

[Andrew Cunningham, Aga Khan Foundation](#)

Andy Cunningham is the Global Education Advisor with the Aga Khan Foundation based at its headquarters in Geneva, Switzerland. Andy co-leads AKF's global education portfolio, working in partnership with governments, school faculties, parents and communities to develop affordable, innovative solutions that raise the quality and accessibility of public school systems for marginalized children across 16 countries in Eastern and Western Africa, Central and Southern Asia, the Middle East and Europe. He oversees AKF's global school improvement and EdTech programming for children in primary and secondary education. Before joining AKF, Andy worked for UNICEF Kenya, the World Bank, World Learning, and the Education Above All Foundation, among others. In 2006, he co-founded the Women's Institute for Secondary Education and Research (www.wisergirls.org) in Muhuru Bay, Kenya as the first all girls' secondary boarding school

in the region. WISER is now a national leader in STEM and global health education for at-risk girls. Cunningham graduated summa cum laude from Duke University with a double major in International Comparative Studies and Chinese. He received a Masters in Comparative International Education at Oxford University with distinction and will soon finish his PhD at Oxford University. He is recipient of the prestigious Marshall Scholarship, Truman Scholarship, Robertson Scholarship, Goldman Sachs Global Leaders Award, Oxford University's Vice Chancellor's Award for Social Impact and Duke's President's Young Alumni for global leadership.

[Bethany Cunningham, Independent Mindfulness Educator](#)

Bethany has practiced mindfulness since 2001. She holds a bachelor's degree in psychology from St. Michael's College and she also has a background in education. She began teaching mindfulness in schools in 2014. Bethany works with pre-Kindergarten through Secondary School students at a variety of schools throughout her home state of Maine, USA. She is currently training students, teachers, and parents in mindfulness strategies to support a sustainable community model of compassion and understanding. In addition to her work in schools, Bethany also provides workshops and classes to organizations, businesses and individuals.

D

[Angela Dannemann, Itaú Social](#)

Angela Cristina Dannemann is a Chemical Engineer (UFBA) with a Master's Degree in Business Administration (IBMEC-RJ), and a specialist in Program Evaluation (CEATS/FIA/USP) and a mother of two young men. She is currently the Superintendent at Itaú Social Foundation. An Avina Foundation Leader, she is a Board Member at FOCO (Octacílio Coser Foundation), CI-VICO and Instituto Verdescola; a Fiscal Board Member at Casa do Zezinho, and a Member of CONSOCIAL FIESP (Social Responsibility Board at São Paulo's Industry Federation). She is also a member of ABAVE (Brazilian Educational Evaluation Association), RBMA (Brazilian Monitoring and Evaluation Network) and AEA (American Evaluation Association).

[Aqeela Dato, Aga Khan Foundation](#)

Aqeela serves as the education focal point and will help build intellectual and financial partnerships with donors, organisations and institutions to realise the AKDN education vision and funding priorities.

Aqeela joined the UK office in 2017, after spending three years with AKF India where she led the education programmes, which included designing programmes that raise the quality of public school systems, developing solutions to re-engage adolescent girls in education/employment, designing teacher-training workshops, as well as proposal development and donor management. Aqeela gained an MSc and Ph.D. in Comparative and Internal Education from the University of Oxford.

[AL Karim Dato, UCL-IOE](#)

I am a sociologist of education and school ethnographer. I hold PhD (McGill) in cultural sociology with special focus on studying globalisation, culture and education. In addition, I have done M Sc in educational research methodology from University of Oxford.

Currently, I am affiliated UCL-IOE as an Honorary Research Associate. My teaching and research interests include: globalisation and school knowledge, globalisation, curriculum and values, inter-cultural education, education for marginalized youth.

[Arianna DeLorenzi, Women Deliver](#)

Ari DeLorenzi brings more than 10 years' experience working in the public health field, focused on harnessing public policy, advocacy and partnerships to address key public health issues. As Senior Manager, Policy and Advocacy, Ari's work at Women Deliver is concentrated on managing the Deliver for Good campaign.

Prior to joining Women Deliver, Ari worked at KYNE as a Senior Manager providing strategic communications and advocacy support to clients ranging from Fortune 500 pharmaceutical companies to large foundations as well as public health non-profit organizations. Previously, Ari worked for PATH, as a Policy and Advocacy Officer, where she managed the launch of an advocacy capacity-building initiative, aimed at achieving policy changes to improve the health of women and children. The program provided support to local health program implementers and civil society groups from nearly 50 different countries. Ari also worked at Grameen Foundation, where she supported grants and credit arrangements across Southeast Asia with the goal of helping women obtain

resources needed to reach their full potential. Ari earned a bachelor's degree in International Affairs and a master's degree in public health, with a focus on health policy, from the George Washington University.

[Leticia de Rato, ProFuturo Foundation](#)

Leticia de Rato serves as Director of Institutional Relations at ProFuturo Foundation.

[Bernadette L Dean, University of Central Asia](#)

Prof. Dr. Bernadette L Dean is Head, Education Improvement Programme at the University of Central Asia's (UCA) School of Arts and Sciences. Prior to this she was Associate Dean, School of Arts and Sciences of UCA. Before joining UCA, she held numerous high-level academic roles in Pakistan, including Director of the VM Institute for Education in Karachi; Principal of St. Joseph's College for Women, Karachi; and Principal of Kinnaird College for Women in Lahore. Dean was also Associate Professor, Head of Academic and Student Affairs and Team Leader of the Citizenship Rights and Responsibilities Pakistan Programme at the Aga Khan University's Institute for Educational Development. In 2006, Dean developed the framework for Pakistan's National Curriculum and facilitated curriculum development for all subjects offered for Grades K-12.

Dean has extensive experience teaching and supervising at all levels of education, from early childhood to PhD students. She has supervised graduate students from diverse national and cultural backgrounds. Dean has presented academic papers at numerous conferences internationally, and is widely published. She has served on the boards of academic journals, educational institutions, and non-government organisations; on federal and provincial government committees; and as an education consultant to development and donor agencies including the British Council, the GIZ/GIC, UNDP, UNICEF and USAID. Dean holds a PhD in Education from the University of Alberta in Canada and a Master's in Education from the Aga Khan University, Pakistan.

[Amanda Devercelli, World Bank](#)

Amanda Devercelli is the World Bank's Global Lead for Early Childhood Development. In 2012, she launched the Bank's Early Learning Partnership (ELP), a \$30 million multi-donor trust fund that works with countries to build programs, policies and research to deliver

quality early learning. Amanda leads operational and analytical work across the Bank's portfolio, including in Senegal, Kenya, India and Pakistan. Prior to joining the Bank, Amanda worked with community-based education programs in Peru and Kenya and with NGOs promoting international development in Washington, DC. Amanda has a Master's Degree from the Harvard Graduate School of Education and was awarded the Reynolds Fellowship in Social Enterprise by the Harvard Kennedy School.

[Proserpina Dhlamini-Fisher, United World Colleges](#)

Proserpina has been an international educator for over 20 years and is passionate about the developments and direction education is taking today. Values and attitudes as well as educational models which prepare students with more than just skills and knowledge are being explored by educational development experts. Problem solving is at the forefront of learning. A generation of caring, responsible, aware and conscious students is experiencing education in a different way as inquirers. Proserpina has taught elementary to adult students although her expertise remains in secondary schools. She has been a class teacher, head of department, Outreach Coordinator, Diploma Program Regional Manager in the International Baccalaureate and Director of Education at UWC. She has lived in Swaziland USA, South Africa, Ethiopia, Switzerland, German and presently resides in Surrey in the UK.

[Nadira Dossa, HUMAN](#)

Born in Nairobi and raised between Kenya and the US, Nadira is a confluence of worlds. Her disparate life experiences have allowed her to seamlessly merge the landscapes of media, music and art to create aesthetics across various mediums — be it through film, photography, strategy, or art.

As an artist, she is inspired by nature and draws from the broad aesthetic variance she has been exposed to. As a strategist and businesswoman, her upbringing has given her a unique worldview of humanity and it's potential to organize. She loves bringing people together to create original and empowering experiences.

She is now an Executive Creative Director and Partner at HUMAN, and organization which provides partnership expertise, strategy, creative direction, and production intended to bring thought provoking and inspiring ideas to life. HUMAN's ethos is energized by advancing visions and solutions which improve the quality of life for people in communities both domestically and internationally.

HUMAN ideates, manages, and executes on collaborations and projects in various mediums such as: political or legislative campaigns, large scale immersive experiences, art, advocacy pieces, installations, photo and video production, and music.

[Rachel Dowling, Study.com](#)

Rachel serves as Senior Product Manager at study.com, an education technology company in Silicon Valley, which works to empower k12 teachers, students, and open up pathways to higher education for people who have not had access in the past

E

[Sandra Georges El Hadi, Lebanese Ministry of Education and Higher Education/Japan International Cooperation Agency](#)

Sandra Georges El Hadi is based at the Lebanese Ministry of Education and Higher Education. She is the project coordinator of an initiative funded by the Japan International Cooperation Agency aiming to enhance school-based management in Lebanese public schools. Prior to working in the public education sector, Sandra was an English instructor at the American University of Beirut, where she obtained her BA in Political Studies and English Language. She received her MSt in General Linguistics and Comparative Philology from Oxford University. Sandra is passionate about education, gender, and international development.

[Irina Elkina, Institute for Strategy of Education Development](#)

I have been working at the Institute for Strategy of Education Development (Moscow, Russia) since 2011 as a researcher at the Laboratory for Comparative Education. My research interests are related to the systems of assessment and evaluation of the quality of education and students' learning outcomes in Russia and Western European and American universities; comparative analysis of existing theories and best practices in this field. I also prepared and defended a PhD thesis "Theoretical substantiation of assessment systems under modern pedagogical approaches".

My teaching experience, student-centred approach implemented in practice led to the development the idea of using students' self-esteem and peer-esteem for the learning outcomes assessment in classroom.

Not satisfied with the research of Russian assessment technologies, I study foreign theoretical works and practical experience, especially those of universities in the UK and the USA.

At the same time, my scientific communication has brought to life contacts with universities in Russian regions, Hong Kong, Greece and some other countries, and my new position of the administrator is connected with maintaining and expanding these contacts.

[Marta Espelta, La Caixa Foundation](#)

Marta joined "la Caixa" Foundation International Programmes in 2004. She has been in charge of development and global health projects in Latin America, Africa and Asia.

From 2011 to 2015 Marta was Head of the Foundation office in Washington DC where she fostered partnerships with US foundations and international organizations and agencies.

Once back in Spain, she was appointed responsible for the digital education programme "ProFuturo" launched by "la Caixa" Foundation and Telefonica Foundation. She is also coordinator of the projects in partnership with Aga Khan Foundation in Egypt and Mozambique and the scholarship programme with the Global Platform for Syrian Students.

Marta holds a BA in English Language & Literature (Universitat de Barcelona), a Diploma in World Politics (London School of Economics and Political Science) and a Diploma in Peace Studies (Universitat Autònoma de Barcelona).

Prior to joining the Foundation she worked on cultural cooperation projects and as an Associate Lecturer in English Language Teaching at Universitat de Barcelona.

[Tracey Evans, Aga Khan Foundation](#)

Tracey grew up with parents who worked in the airline industry and spent much of her childhood on planes, bouncing from one country to the next and learning to explore new cultures from a young age.

She holds a Bachelor's degree in International Development and Global Studies from the University of Ottawa and a Master's degree in International Conflict Resolution and Mediation from Tel Aviv University. During her undergraduate degree, Tracey spent her

summers volunteering in West and South Africa on HIV/AIDS and environmental conservation projects. Afterwards, she spent eight months completing the Aga Khan Foundation Canada (AKFC) Youth Fellowship program, which sent her to Bangladesh for eight months, during which she worked with CARE Bangladesh on women's economic empowerment and rural livelihoods projects.

Tracey now works for AKFC in Ottawa as a Program Manager and manages a portfolio of education programs across East and West Africa and in Central Asia.

Margery Evans, Aga Khan Education Services

I have spent my career in teaching and educational leadership. I am an Australian with extensive knowledge of the Australian educational system after having held positions as a teacher, school principal, regional director and senior systems leader across policy and operational management, human resources and workforce planning and development within several Australian state Education Departments. Prior to coming to AKES as the Academic Director I held the position of founding Chief Executive Officer for the Australian Institute for Teaching and School Leadership (AITSL). I hold a Master's degree in Education from Melbourne University and have represented Australia on the Global Education Leaders Programme. I have served as a Board member for the Asia Education Foundation and Ruyton Girls School. In my current role I will lead the repositioning and strengthening of the professional development of teachers and school leaders, curriculum and academic programmes for the AKES school system.

F

Steven Farr, Teach For All / Global Learning Lab

Steven Farr co-leads Teach For All's [Global Learning Lab](#) which seeks, supports, and spreads insights from transformational classrooms in marginalized communities around the world. Through practitioner-driven innovations related to visions of student success, broader student outcomes, teacher actions and mindsets, and learning theory, the Global Learning Lab aims to accelerate systemic changes that fulfil the potential of students as leaders who will shape a better future for themselves and all of us.

Steven is author of *Teaching As Leadership* and hosts an online exploration of the power of education to challenge poverty at www.withGanas.org. His work has been featured in [The Atlantic](#), on [ABC Nightly News](#), and on [National Public Radio](#).

A graduate of the University of Texas and Yale Law School, Steven began his career teaching high school English and English as a Second Language as a part of the 1993 Teach For America corps in the Rio Grande Valley. He taught civil rights at Georgetown University Law Center before leading training and support for Teach For America. He joined Teach For All in 2011.

[Camila Feldberg, Itaú Social Foundation](#)

Camila serves as Development Manager at Itaú Social Foundation. Graduated in Accounting at "Universidade Presbiteriana Mackenzie" and postgraduate in Sociopsychology of Youth and Public Policies at School of Sociology and Politics of São Paulo.

[Sofía Fernández de Mesa, ProFuturo Foundation](#)

Sofía Fernández de Mesa joined the Financial Control Department of Telefónica in 1999.

In 2001, she was appointed global director of CSC, the corporate shared services initiative of Telefónica "t-gestiona". In 2004, she became director of Corporate Strategy in Atento, at that time the call center business unit of Telefónica Group, where she introduced the Corporate Social Responsibility practice as a building block of the strategic plan. She was responsible for CSR and Social Innovation in Telefónica S.A. between 2008 and 2015. During this time, she supported ICT based social impact initiatives, including the promotion of social entrepreneurship.

In 2015 she was appointed General Manager of ProFuturo Foundation, an initiative promoted and financed by Fundación Telefónica and Fundación Bancaria La Caixa. ProFuturo Foundation aims to offer access to quality education to disadvantaged children worldwide, leveraging on digital technology.

[Deborah Fry, University of Edinburgh](#)

I lead the Preventing Violence in Childhood Research work at Moray House School of Education, University of Edinburgh and co-lead the Safe Inclusive Schools Network, which is part of the UNESCO Platform for the Monitoring of School Violence and Bullying. I undertake primary research in three main areas: 1) to understand and unpack the drivers of violence against children; 2) to measure and develop regional and global estimates on the burden of VAC and case for investment in prevention; and 3) to develop, test and

evaluate interventions to prevent VAC. To date I have collaborated with partners in 27 countries, and the research has had wide impact at national levels, including changes to national legislation and improvements to child protection systems in multiple countries.

I also undertake postgraduate teaching and administration and teaches courses on research methods and child protection research and am Co-Programme Director of the MSc in Education.

Lucia Fry, Malala Fund

Lucia manages Malala Fund's programme of research and policy analysis, which underpins its advocacy and thought leadership in girls' education. Lucia joined Malala Fund from ActionAid, where she led their policy work on women's and girls' rights. Previously Lucia held senior roles at the Global Campaign for Education, Plan and VSO.

G

Caroline Gebara, The European Wergeland Center

Ms Gebara is a Senior Adviser at the European Wergeland Center. She has long-standing experiences in education, working for 15 years in citizenship and human rights education in Europe and the MENA region. Her recent work focusses on capacity building in teacher education across Europe, policy advice and monitoring and evaluation. She has been an active member in several Council of Europe expert groups including the CoE Consultative Group on HRE for Young People.

The European Wergeland Centre (EWC) is a European Resource Centre on education for democracy, citizenship and human rights education, established by Norway and the Council of Europe in 2010. The Centre's vision is to build democratic and inclusive societies. Our work addresses five areas of action: capacity building and training of education professionals, school improvement, development of new education resources, policy advice and cooperation. In 2017, approx. 40 000 educators from 28 European countries took part in EWC programmes. More information: www.theewc.org

Michael Gibbons, Wellspring Philanthropic Fund

Mr. Gibbons is the Director of the International Education and the Global Children's Rights Programs at Wellspring Philanthropic Fund. He has worked in basic education,

community development and social justice since the mid 1970s in numerous countries in Africa, Asia and Latin America. He specializes in basic and nonformal education, child rights, child development, adult learning processes, training of educators and organizational learning. He holds a Ph.D. from the Fielding Institute in human and organizational development, with a focus on organizational learning processes within educational programs. He is particularly interested in the role learning plays in personal development and social transformation.

Mr. Gibbons teaches courses in international training, education and development at The American University. He has served as associate director at Banyan Tree Foundation, country director and education advisor for Save the Children.

[Jenny Gillett, International Baccalaureate](#)

Jenny Gillett has worked for the International Baccalaureate at their global centre in The Hague for 7 years, where she currently holds the post of Senior Curriculum Strand Manager. Working in the IB's academic division, she oversees the development of the Diploma Programme philosophy and theory of knowledge courses, as well as leading on core elements such as international mindedness and approaches to teaching and learning across all four IB programmes. Before joining the IB, Jenny worked as a teacher and Head of Theory of Knowledge for 7 years at schools in the UK. She has a degree in philosophy and theology from Oxford University, and is currently in the final stages of completing her PhD in philosophy.

[Shikha Goyal, Omidyar Network](#)

Shikha is an investment adviser at Omidyar Network where she focuses on the firm's education strategy and investments across Africa.

Over the last 16 years, Shikha has worked across the development and private sector. Prior to joining Omidyar Network, she worked at the Children's Investment Fund Foundation (CIFF) where she led investment and management of programs to improve basic literacy and numeracy for children in India and sub-Saharan Africa. She was responsible for a portfolio of over \$60 million including CIFF's investment in Early Learning Partnership (a multi-donor trust fund with the World Bank), Educate Girls India (the world's first education development impact bond), and Tayari (a low cost, early childhood education model across 1,500 schools in Kenya).

Before CIFF, Shikha was at Accenture advising European utilities on M&A strategic due-diligence, operational improvement, and regulatory strategy. She started her career as an R&D engineer in an energy meter manufacturing start-up in India where she designed the company's first digital meter.

Shikha is a board observer for Spark Schools and Ubongo, and sits on the investment committee for Innovation Edge and on the steering committee for Global Schools Forum.

Shikha received a bachelor's degree in Electronics & Communication Engineering from Thapar Institute India and an MBA from INSEAD France.

[Elizabeth Grant, Aga Khan Foundation](#)

Elizabeth is the Strategic Partnerships Advisor for Aga Khan Foundation USA. In this role, Elizabeth works closely with a multi-disciplinary team at AKF USA as well as AKF's Global Programme team to cultivate relationships with private institutional and philanthropic partners for AKF and its sister agencies within the Aga Khan Development Network.

[Zoe Griffiths, Alchemy of Learning](#)

I'm a former international athlete, authentic leader, qualified teacher and socially responsible entrepreneur with sustainability rooting all that I do. I am founder and CEO of Alchemy of Learning Ltd an educational consultancy that provides edtech solutions to real world education challenges after serving as Regional Director of Life Learning; a NZ early childhood educational consultancy. My passion is for creating new innovative learning opportunities for all walks of life. People are at the heart of every decision I make. My roles as Vocational Affairs Manager at Rabdan Academy, Qualifications development specialist at ACTVET within regional governments, Education Advisor within G10-G12 in 168 UAE public schools, Head of Department in private schools and entrepreneurial experience as Company Director in the UK, UAE and NZ afford me a wide world variety of life experiences to draw upon and a well balanced set of beliefs, ideologies and values.

H

[Anjum Halai, Aga Khan University](#)

Anjum Halai is an international education expert with more than 20 years of experience in education and development in low-income countries. Her research interests are in issues of social justice in education especially marginalisation on the basis of language, gender, conflict or other forms of exclusion in education. She also has a strong and enduring interest in researching mathematics education.

She has served on the Global Education Advisory Board of the Open Society Foundation USA. She has led or co-led major international research projects including: the EdQual project with Bristol University UK; the ESRC/UNICEF sponsored 'Education and Social Cohesion in Pakistan' with Sussex University UK; and the Canadian SSHRC project in mathematics education with University of Alberta Canada. With Oxford University UK, she is currently leading in Tanzania the prestigious ESRC/DFID project 'Assessment for Learning in Africa'.

Anjum Halai pursued her doctoral studies at Oxford University UK. She sits on the editorial board of Oxford Review of Education and has published widely on issues of education in low-income countries. She is currently serving as Professor of Education and Associate Vice Provost (Research) at the Aga Khan University.

[Nesha Haniff, University of Michigan](#)

Having worked on the HIV issue since 1989, Dr. Haniff now focuses her work entirely on gender. She has spent most of her professional career on the nexus of social justice and academia, working on the frontlines using Freirean and Gramscian practice in building voice and resistance in disrupting the unabated inequalities of those kept in the margins because of culture, birth or history. Her HIV work which has been located in South Africa, the Caribbean and the US was based on an oral HIV prevention module for low literate populations. This program, called the Pedagogy of Action has reached over 20,000 persons many who still use the module today. Her new work the gender consciousness project utilizes the principle of consciousness raising—that women themselves must understand their own oppression and, more importantly, how they themselves participate in their oppression—This is a commitment to make women's injustice the work of women themselves (starting as early as possible including technology), who must develop and articulate agency through small and labor intensive work. The communities

on which the GCP focuses are girls of color who are in struggling communities or religious and ethnic minorities.

[Tom Haslett, Central Square Foundation](#)

Tom is based in the US and plays an active role in the Foundation's operations, investment programme and stakeholder management. Tom has spent much of his career managing equity investments for institutions both in large developed markets and frontier markets in Asia, Africa and Latin America. Starting 2002, he followed his passion to work on 'mission-driven' ventures by adapting his management, strategy and business skills to social development programmes in Africa and India. Since then, he has worked on a variety of purely philanthropic and impact investment programmes to support social change amongst vulnerable communities with a focus on children's health and education in Africa and India.

[Jasmina Haynes, Integrity Action](#)

Before joining Integrity Action, Jasmina has spent over 15 years focusing on poverty reduction in Africa, Balkans and Asia. She has academic background in law and internal audit.

[Jude Heaton, Global Learning Lab - Teach For All](#)

Jude is currently the director of the Global Learning Lab of Teach For All. He is helping to capture and spread insights on how to radically reimagine schools and education systems across a network of 48 partners across the world.

Prior to this, he worked at Teach For Malaysia as their programme director, and at Teach First leading their work on access to higher education and employment.

Before that he worked in the UK Civil Service in a number of roles, including as an advisor on social mobility for the Deputy Prime Minister, and helped to set up the Social Mobility and Child Poverty Commission.

He started his career in Pakistan, where he spent five years, first as a journalist and then setting up an innovative new school in Lahore with the Beaconhouse School System.

He also serves as a trustee of The Bridge Group – a not-for-profit policy association working on social mobility.

[Carl Hildebrand, University of Oxford](#)

Carl Hildebrand is a postdoctoral researcher in philosophy and a Junior Dean at University College, Oxford. Broadly speaking, his research is in moral psychology and the history of ethics. He recently completed a DPhil in philosophy at the University of Oxford, where his thesis was on Immanuel Kant's theory of moral character. Carl has taught political philosophy to graduate students in public policy at Oxford's Blavatnik School of Government; he has served as an honorary lecturer and advisor in ethics at the University of British Columbia; and he is currently working on philosophical understandings of leadership as part of the Oxford Character Project's Arts of Leading project (through The Oxford Research Centre in the Humanities).

[Georgia Hill, UNICEF](#)

Georgia is a Private Sector Partnership Specialist with UNICEF based in Nairobi supporting partnership development across Sub-Saharan Africa, particularly related to shared value partnerships and corporate engagement beyond traditional philanthropy. Her current project is on leveraging private sector resources for education in support of UNICEF's global commitment to all children learning. In addition, she has diverse experience providing technical support to innovation and technology for development initiatives in Africa, such as looking at the role of technology in improving learning outcomes. Georgia is a graduate of Oxford, and she is always pleased to return to learn and explore.

[Peter Hinton, University of Oxford](#)

Peter is a DPhil student at Kellogg College, Oxford, researching the financing of low-cost, non-state schools in Africa. He is also Senior Advisor on the Deepen programme in Lagos where 70% of children are educated by low-cost schools, and Senior advisor with capplus working with banks and mfis to service the low-cost school sector in 6 cities with an unmet drbsnd got finance if \$4.2billion.

[Jessica Hjarrand, Porticus](#)

Jessica is a technical specialist in the field of education with more than 15 years of experience. In her current role as a Senior Analyst at Porticus she focuses on strategy, programming and monitoring and evaluation. She also acts as a technical advisor to the Private Foundation Constituency of the Board of Directors for the Global Partnership for Education, supporting the role of Randa Grob-Zakhary as the Foundations Representative to the Board. Prior to this, Jessica was the Advocacy Coordinator for the Inter-Agency Network for Education in Emergencies (INEE) and also served with UNESCO in conflict affected countries including South Sudan, Iraq and Afghanistan, developing and managing programs and projects across education and freedom of expression. She has also worked on education related projects in Colombia and Nepal, and spent many years as a teacher in primary, secondary and adult education, mainly with refugees, asylum seekers and immigrants. She is based in Amsterdam.

[Alexandra Holland, Aga Khan Academies](#)

Alexandra Holland is the Academic Development Manager for the Aga Khan Academies. Over the past eight years she has supported teachers in Kenya, India and Mozambique in building IB programmes relevant to students in the developing world, preparing them to use their education to improve quality of life in their communities. She also co-ordinates work on the five Aga Khan Curricular Strands, woven into all aspects of teaching and learning at the schools: Ethics; Pluralism; Cultures; Economics for Development; and Governance and Civil Society. More broadly, Alexandra supports the AKF East Africa pilot programme, developing teachers' capacity to include Values Based Education into the Kenyan National Curriculum.

Prior to her time with the Academies, Alexandra was Director of Teaching and Learning and Chair of African Studies in the founding faculty of the African Leadership Academy in Johannesburg. In this role she worked to build more student-centred pedagogy in a faculty drawn from across the African continent, and led the development of the interdisciplinary African Studies curriculum. From 1999 to 2008 Alexandra worked at Sha Tin College in Hong Kong where she took on a variety of curriculum leadership roles, including Vice Principal. Alexandra is an IB examiner and workshop leader and contributed to the 2016 publication, 'MYP New Directions' edited by Mary Hayden, Jeff Thompson and Judith Fabian.

[Michelle Holmes, PSIPSE](#)

Michelle Holmes is the Manager of The Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE). Through the PSIPSE The MasterCard Foundation, MacArthur Foundation, Echidna Giving, Dubai Cares, and an anonymous donor are collaborating to improve the quality of secondary education and learning outcomes for marginalized populations in developing countries. The partnership supports the development and testing of innovative models, promotes efforts to expand the evidence base, and contributes to systematic change at the national, and global level. To date, PSIPSE has issued over \$60 million in grants, funding nearly 70 projects that support better access, teaching, and learning outcomes for students at the secondary level in India, Nigeria, and East Africa (Uganda, Kenya, Rwanda, Tanzania, Democratic Republic of Congo, and Malawi).

Prior to assuming this role, Michelle spent three years at the John D. and Catherine T. MacArthur Foundation where she served as Special Assistant to the Vice President of International Programs. In this role she supported the Vice President's activities in all areas related to international programs, conducting research and analysis on a range of development issues, contributing to strategy development for multiple programs, and developing special initiatives that cut across the Foundation's international program areas. Michelle's previous experience includes teaching in Leh, Ladakh, India; conducting research in Kampala, Uganda; and working with NGOs in New Orleans to coordinate engagement with Tulane University and implement the nation's first undergraduate service learning requirement in the wake of hurricane Katrina. While in high school, Michelle established Her VOICE, a non-profit focused on girls' education and empowerment. The organization ran mentoring programs linking middle and high school aged girls in Chicago and provided participants with opportunities to engage globally through initiatives that included raising funds to establish and support a school in Sindh, Pakistan.

Michelle holds an MSc in Human Rights from the London School of Economics and a B.A. in International Political Economy and International Development from Tulane University.

[Helen Hwang, Salesforce.org](#)

Helen Hwang is the Senior Director of K-12 Industry Solutions at Salesforce.org. In her role, her team looks after the product management, product marketing, and go to

market strategy for bringing Salesforce technology to help K-12 schools better connect, collaborate and support student success (ask me how!). Prior to Salesforce, Helen spent over 6 years at Google, with the last 4 years focused on the Google for Education team building out the Chromebooks business and bringing Google Apps and Classroom to schools around the world. In a former life, she has also spent time at Sesame Street, NewSchools Venture Fund, McKinsey, Digitas and Lehman Brothers. She is passionate about driving change in K-12 education to improve access to quality education for all, especially in underserved communities.

[Tina Hyder, Open Society Foundations](#)

Tina Hyder is Deputy Director of the Early Childhood Program of the Open Society Foundations, based in London, and leads OSF's early childhood development projects and grants in Africa and Asia. As Deputy Director, Tina helps forge partnerships to strengthen early childhood policies, research, networks and programs for young children and their families. Prior to joining OSF in 2009, Tina was a Global Adviser for Save the Children UK, supporting more than 50 country offices around the world to promote the rights of children affected by discrimination. Earlier work includes programming for children affected by conflict and other emergencies, and practical responses to working with refugee children.

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[Nolianga Imasiku, University of Oxford](#)

Nolianga Imasiku is a proud Zambian with a background in economic and financial engineering. She is an employee of Zambia's Ministry of Finance, currently pursuing a Master of Public Policy at the Blavatnik School of Government (BSG), University of Oxford under the Rhodes scholarship. Her interests are in finding sustainable means of ensuring quality education from primary up until university level. Nolianga believes that education is one of the most powerful weapons that one can hold, because once acquired, can never be stripped away. For this reason, it's only fair that it should be made accessible to all.

[Margaret Irving, Global Partnership for Education](#)

Margaret Irving joined the GPE Secretariat in May 2015. She is in charge of the Planning, Systems and Finance cluster in the Education Policy and Learning team, where she provides technical oversight for GPE's work on sector analysis and planning processes, education financing, and education management information systems (EMIS).

Margaret worked as an analyst in the Financial Institutions Group at UBS Investment Bank in London before undertaking a PhD in Education at Stanford University, where her research explored the dynamics of race, class and social mobility in South Africa. She also holds an MPhil in Economics from Oxford, and completed her undergraduate studies at the University of Cape Town.

J

[Diane Janknegt, WizeNoze](#)

Diane Janknegt, founder of WizeNoze BV, is part of the Inspiring Fifty Group in the Netherlands, has been selected for the worldwide list of 'The 20 Most Successful Businesswoman to Watch 2018', and won the title 'Bad-Ass Female Entrepreneur 2018' in the Netherlands. She loves working with young, passionate and inspiring people, has a proven track record in building strong and successful teams and with her positive attitude she knows how to motivate other people. She has an extensive network in the IT industry and beyond. She is happily married and proud mother of 3 kids, aged 14-12-9.

Diane Janknegt is an ex-Microsoft executive who worked for Microsoft Benelux between 1997 - 2012. In 2013 she founded the ICT start-up WizeNoze BV. Based on years of academic research, WizeNoze has developed proprietary technology to give students access to a reliable and readable internet. With this technology, called the Web for Classrooms, WizeNoze wants to disclose trusted and reading level specific content to children and wants to empower content makers to create more content that is easy to read. WizeNoze has offices in Amsterdam – The Netherlands and London -UK and aims to be the global market leader in this area.

[Sharath Jeevan, STIR Education](#)

Sharath Jeevan is the Founder & CEO of STIR Education. STIR partners with governments to reignite the intrinsic motivation of teachers and local officials within education systems, in order to sustainably improve children's learning and create self-improving

systems. STIR is currently impacting 200,000 teachers and 6 million children in over 40,000 schools in India and Uganda, within six years of inception.

Sharath is a graduate of Cambridge, Oxford and INSEAD, and received an honorary doctorate from Roehampton University for his contribution to global education. He is a Member of the Education Commission's high-level steering group on workforce issues, and is a frequent speaker at major education forums such as WISE and the Education World Forum.

[Olivia Jelley, University of Oxford](#)

I graduated from Keble College in 2002 with a BA in English Literature and am currently working on my dissertation for an MSc. in Applied Linguistics (Regent's Park College). I have been teaching ESL/EFL with a focus on academic writing since 2007, and am particularly interested in exploring identity and motivation as they pertain to the language learning experience. I speak fluent French and Spanish, and have travelled extensively in the Americas, Europe and India.

[David Johnson, University of Oxford, Centre for Comparative and International Education](#)

David Johnson is a Professorial Fellow and University Reader in Comparative and International Education and a Fellow at St. Antony's College, in the University of Oxford. He is a Chartered Educational Psychologist. He directs the Centre for Comparative and International Education and the Education and Uncertainty Research Programme. He has recently been appointed as the Programme Research Lead for the £20mil Raising Learning Outcomes in Educational Systems Research Programme funded by the Economic and Social Research Council UK (ESRC) and DFID. His remit is to maximise the scientific knowledge arising from 31 research projects under the umbrella of this programme. He has undertaken numerous large-scale studies on student learning and on the professional knowledge and capabilities of teachers and school leaders and his research has been influential in the areas of curriculum and assessment policy frameworks and teacher standards. Current research includes a longitudinal study of learning, progression, and growth in Sierra Leone (2015-2018) and monitoring learning achievement in Sudan (2012-2022).

[Stephanie Jones, Harvard University](#)

Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*. Jones' research portfolio emphasizes the importance of conducting rigorous scientific research, including program evaluation, that also results in accessible content for early and middle childhood practitioners and policymakers. Her developmental and experimental research investigates the causes and consequences of social-emotional problems and competencies; strategies for altering the pathways that shape children's social-emotional development; and programs, interventions, and pedagogy that foster social-emotional competencies among children, adults, and environments. Her policy-driven research with colleague Nonie Lesaux focuses on the challenge of simultaneously expanding and improving the quality of early childhood education, at scale (*The Leading Edge of Early Childhood Education*, Harvard Education Press, 2016). Jones serves on numerous national advisory boards and expert consultant groups related to social-emotional development and child and family anti-poverty policies, including the National Boards of Parents as Teachers and Engaging Schools. She consults to program developers, including Sesame Street, and has conducted numerous evaluations of programs and early education efforts, including Reading, Writing, Respect and Resolution, Resolving Conflict Creatively, SECURE, and the Head Start CARES initiative. Across projects and initiatives, Jones maintains a commitment to supporting the alignment of preK-3 curricula and instructional practices.

[Alison Joyner, InterAgency Network for Education in Emergencies](#)

With over 25 years' experience in international teaching, education and training, Alison started as an English teacher in Sudan, then managed education and related programmes for UNICEF, Save the Children and Oxfam GB in southern Sudan, Tibet and Sierra Leone. During five years as Sphere Project Manager, Alison led the process whereby the INEE Minimum Standards became companion standards to Sphere,

subsequently working with INEE to support the 2010 update of the Minimum Standards, and their contextualization for Vietnam. For the past 6 years she was responsible for monitoring, evaluation, research and learning for Education programmes of the Aga Khan Foundation, leading MERL support to 16 country units in Africa, Asia and Europe. She initiated research and programme development for the teacher-led support and assessment of children's social and emotional learning (SEL). This is now the focus of her doctoral research (EdD) in Kenya, with University College London Institute of Education. A case study of teachers' perspectives on SEL in one school in Kwale county, conducted in affiliation with the Aga Foundation, the research will be presented at OXSCIE 2018.

[Luke Justice, Bill & Melinda Gates Foundation](#)

Luke Justice serves as Program Manager for Bill & Melinda Gates Foundation.

K

[Nik Kafka, Teach A Man To Fish](#)

Founder & CEO of Teach A Man To Fish, Nik Kafka is a former banker who developed a passion for social change. Working on microfinance in Paraguay, he stumbled upon an innovative school aiming not only to teach the poor how to become rural entrepreneurs, but to do so as a self-financing social enterprise.

Now, through Teach A Man To Fish, he's on a mission to transform education in developing countries; bringing enterprise into schools, empowering youth with the skills to succeed in work and in life.

Close to 300,000 young people have benefited directly from Teach A Man To Fish programs across Africa, Asia and Latin America including its School Enterprise Challenge awards program.

Honoured as a Young Global Leader by the World Economic Forum, he was more recently named as one Devex's 40 Under 40 International Development Leaders in London. Wider work in the sector has included as a Trustee of Bond, the UK network of non-profit organizations working in international development, and as a judge and advisor for initiatives ranging from Ashoka's Changemakers School program, to the \$1m Global Teachers' Prize.

[Zak Kaufman, Vera Solutions](#)

Zak Kaufman is Co-Founder and CEO of Vera Solutions, a social enterprise using cloud and mobile technology to help social impact organizations worldwide work more efficiently and deliver better results. Zak has worked for 10 years at the intersection of technology and the social sector, overseeing program evaluations in Southern Africa and Latin America and architecting data systems for dozens of leading global non-profits. Since 2010, Vera has served more than 225 organizations in more than 45 countries and has grown to a team of 50 staff on four continents. Notable clients Zak has worked with include the Gavi Alliance, the Aga Khan Foundation, the Skoll Foundation, and the Elton John AIDS Foundation. Zak holds a PhD and MSc in Epidemiology from the London School of Hygiene and Tropical Medicine and a BA from Dartmouth. He has been recognized as a Marshall Scholar, Truman Scholar, Forbes 30 Under 30 Social Entrepreneur, Global Good Fund Fellow, Bluhm/Helfand Social Innovation Fellow, and winner of Dartmouth's 2018 Social Justice Award. Vera has additionally been recognized through Echoing Green, Rainer Arnhold, and Dasra Social Impact Fellowships. Zak is originally from Madison, Wisconsin and lives in Geneva, Switzerland.

[Gordana Kelava, University of Oxford](#)

Gordana joined the University of Centre for Comparative and International Education in early 2018 and serves as Communications Consultant for the International Education Funders Group (IEFG). Before moving into education, she worked as both editor and script writer for a number of television production companies in Germany.

In addition to her Master's degree in English, German and Comparative Literature from the Ludwig-Maximilians-University in Munich, she has been awarded a Master's degree in Publishing Studies from Oxford Brookes University in July 2017. Her research covers the banning of books based on their cultural relevance and the . Gordana is a co-editor of The Journal of Publishing Culture.

[Titise Kode, Vitol Foundation](#)

Titise Kode joined the Vitol Foundation in February 2018 as the Head of Education. She started her career working in gender and development which led her to work with various organisations focused on HIV/AIDS, community development and most recently

education. Prior to joining the Vitol Foundation, Titise worked at Comic Relief, as Strategic Lead for the Children and Young People's programme; overseeing a £30million grants portfolio. Previously, she was Special Advisor to the Chair of the GAVI Board and also held the post of Grants Manager at the Southern Africa Trust. Titise has served as member of the Stars Impact Award panel, and was a member of the UK governments' Independent Advisory Group on Sexual Health.

[Christopher Kutarna, Oxford Martin School](#)

Chris Kutarna is co-author of *Age of Discovery: Navigating the Storms of Our Second Renaissance*, a best-selling, internationally acclaimed book published by Bloomsbury and St Martin's Press in seven languages. Among other predictions, Chris publicly foresaw the outcome of the United Kingdom's 2016 referendum on EU membership (Brexit) and the election of Donald Trump as President of the United States.

He has been a two-time Governor General's Medallist, a Sauv  Fellow and Commonwealth Scholar, and is now a Fellow of the Oxford Martin School and an Adjunct at the Oxford Saïd Business School. Chris was formerly a consultant with the Boston Consulting Group in New Zealand, Australia and China. Chris' writing appears everywhere from *The Guardian* to *TIME Magazine* to *Vogue*. His weekly letters (samples of which appear at www.kutarna.net) are read by thousands of senior executives, journalists, academics, policy makers, business leaders...and Sharon Stone, somehow. His podcast, *The Atlas Project*, recently broke into the Top 10% on iTunes by listeners.

Chris holds a doctorate in Politics from the University of Oxford. He speaks fluent Mandarin, and in 2018, he was named a Global Top Ten Speaker on the Future of Work by London Speaker Bureau.

L

[Danny Labin, Sesame Workshop](#)

Danny Labin is the Vice President of International Projects at Sesame Workshop, the educational non-profit organization that produces "Sesame Street" and other educational media around the world. Based in New York, Danny is responsible for developing and distributing content that drives social impact with a vast network of global partners. Danny has worked across the field of educational media in various roles that span content creation, evaluation and research, project management, and international

business development. Danny has overseen several Sesame Street coproduction projects in multiple countries that have harnessed the power of media to deliver culturally relevant programming for children, parents and educators. Originally from Los Angeles, Danny holds a master's degree in education from Harvard University and has spent his career developing and implementing strategic initiatives that promote educational impact at scale.

[Ian Leggett, Windle Trust International](#)

Ian Leggett is Executive Director of Windle Trust International, which works in East and the Horn of Africa. Our work focusses us conflict-affected peoples, including refugees with programmes designed to increase access and improve quality across the educational spectrum from early years to tertiary level.

[Matteo Legrenzi, Ca' Foscari University of Venice](#)

Matteo Legrenzi teaches International relations at Ca' Foscari University of Venice. He holds a D.Phil. in International Relations and a M.Phil. in Modern Middle Eastern Studies from St. Antony's College, Oxford. He served as President of the Italian Association for Middle Eastern Studies (SeSaMO) and is a member of International Advisory Council of the World Congress for Middle East Studies (WOCMES). He helped to establish and served as inaugural coordinator of the undergraduate program in Philosophy, International Studies and Economics (PISE). He is director of the Master in Strategic Studies and International security (SSSI) and co-coordinator of the International Studies Team of the Research for Global Challenges university-wide initiative. He is member of the Istituto Affari Internazionali (IAI) and in Oxford he is Senior Research Associate at the Centre for International Studies of the Department of Politics and International Relations and Academic Visitor at St Antony's College. He served as Rector's Delegate for the Middle East and he is Director of the Center for Strategic Studies and International Politics (CeSSPI). He studied Arabic at the American University in Cairo. Before returning to Venice, his hometown, he taught in Oxford, Ottawa and Seoul winning the Capital Educators' Award in 2009 in Canada. He deals with international relations and comparative government of the Middle East, in particular the political economy, regionalism and security of the Arab monarchies of the Gulf.

Justyna Legutko, University of Oxford

I am a Master student of Applied Linguistics at the Department of Education, University of Oxford. As an English teacher, I have taught teenagers from almost every continent, and have done volunteering work in Thailand. My great passion is language education, especially in migrant contexts. I am especially interested in multilingual learners and education at the primary and secondary school level.

Okendo Lewis-Gayle, Harambe Entrepreneur Alliance

Okendo Lewis-Gayle is Founder and Chairman of the Harambe Entrepreneur Alliance (HEA) and author of Harambeans, a collection of stories of young African entrepreneurial leaders.

HEA is a network of highly educated young African entrepreneurs, who are spearheading social and business ventures across Africa – efforts which have been recognized by the Economist, Forbes, Vanity Fair, China Daily and the Queen of England.

Born in Costa Rica, raised in Italy and educated in the United States and Taiwan, Okendo has recently been admitted to the Harvard Kennedy School to continue his master's studies as a member of the prestigious Edward S. Mason Program.

The HEA stands for working together as one to unleash the potential of Africans.

Xi Lian, University of Oxford

I'm currently a fourth year DPhil student in Education and my research focus on assessing young EFL learners listening and speaking skills at primary level.

M

Rupert Maclean, College of the North Atlantic-Qatar

Professor Rupert Maclean has, since February 2016, been QAPCO Professional Chair in Vocational Studies, UNESCO Chair on TVET and Sustainable Development, and Co-ordinator of the UNESCO-UNEVOC Centre for Qatar, at the College of the North Atlantic-Qatar, in Doha. He was formerly UNESCO Chair in TVET and Lifelong Learning, Chair Professor of International Education and Director of the Centre for Lifelong Learning Research and Development at the Education University of Hong Kong. Prior to that he worked in various UNESCO Offices worldwide for some 20 years, including being

foundation Director of the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), in Bonn, Germany.

[Bronwen Magrath, IIEG](#)

Bronwen has been working for the International Education Funders Group (IEFG) since 2015. As Program Officer, she produces biweekly IIEG Updates and other written outputs, encourages IIEG subgroup collaboration, and plans membership meetings and webinars. Bronwen is also a Research Fellow at Oxford University's Centre for Comparative and International Education, where she is currently working on the ESRC/DFID-funded Raising Learning Outcomes in Educational Systems Programme Research Lead (RLO-PRL). This programme aims to increase understanding of the factors that enable or constrain learning outcomes in developing countries by identifying synergies in research approaches and findings across the portfolio of RLO grants. In addition, Bronwen consults for other global education and development organisations, including the Global Partnership for Education and the Commonwealth Secretariat.

She lives in rural Nottinghamshire with her partner, two young children, one cat, and four chickens.

[Meghan Mahoney, Educate!](#)

Meghan is the Evaluation Director at Educate!. Educate! works to transform education in Africa to teach youth the skills to solve poverty. Educate! directly implements our model in schools and partners with governments for education reforms, reaching more than 14,000 students intensively across 500 schools in Uganda and Rwanda, and more than 240,000 students more broadly. A randomized controlled trial found that the participants in the Uganda program earned double the income of a control group and saw a 64% increase in business ownership. Educate!'s vision is to reach one million students annually across 10 countries in Africa by 2024.

As Evaluation Director, Meghan sets Educate!'s strategic direction for evaluation, oversees all evaluation data collection, analysis, and communication of results, and manages evaluation projects for the organization. Prior to joining Educate!, Meghan was a Policy Manager at the Abdul Latif Jameel Poverty Action Lab (J-PAL) at MIT, where she oversaw J-PAL's Labor Markets and Youth sector and its work on cost-effectiveness analysis. Meghan holds an M.A. in Development Economics and Program Evaluation

from the Fletcher School at Tufts University and a B.A. in Economics and International Relations from American University.

[Joyce Malombe, Wellspring Philanthropic Fund](#)

Joyce Malombe is Senior Program Officer for International Children's Education Program at Wellspring Philanthropic Fund. Prior to joining Wellspring in January 2012, Joyce worked as a consultant for several organizations and held numerous positions including Senior Researcher at the University of Nairobi, Senior Social Scientist at the World Bank, Director for Africa and Middle East and coordinator for Leadership for Social Justice program for the Ford Foundation International Fellows Program, Associate Professor and Coordinator of International Community Economic Program at the Southern New Hampshire University, and Program Officer for Education at ELMA Philanthropies where she started and led programming in 9 Southern Countries. Joyce has more than 25 years of experience, receiving a BA and MA from the University of Nairobi and a PhD from the University of Western Ontario, Canada.

[Kofi Marfo, Aga Khan University](#)

Dr. Kofi Marfo is Professor and Foundation Director, Institute for Human Development, Aga Khan University. He has held positions at the University of South Florida, Kent State University, Memorial University University of Alberta, and the University of Cape Coast. A graduate of the University of Alberta, Professor Marfo's current scholarly interests are in developmental science and childhood interventions, advancing a global interdisciplinary science of human development, and paradigmatic issues in behavioral science and education research. He has published extensively in the areas of early child development, childhood disability, early intervention efficacy, parent-child interaction, and behavioral development in children adopted into North America from China.

Professor Marfo has been a Residential Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University, a U.S. National Academy of Education Spencer Fellow, and Irving B. Harris Leadership Fellow. He served on the WHO Task Force on the International Classification of Functioning, Disability and Health. He was a founding member of the Bio-behavioral and Behavioral Sciences Subcommittee of the National Institute of Child Health and Human Development (NICHD—USA). He has served the Governing Council of the Society for Research in Child Development.

Alexandra Marques, Aga Khan Foundation

Alexandra Marques, director of education at the Aga Khan Foundation Portugal, is a childhood educator, a graduate in Education Sciences and a Master in Education and Society. She is a consultant for European projects in the area of Education and has experience working in teaching, adult education, as well as in organizational training and community development in Portugal, Mozambique and Timor-Leste.

She was Chairman of the APEI - Association of Childhood Education Professionals from 2005 to 2009 and director of the magazines *Cadernos de Educação de Infância e Infância na Europa*. She served as General Director for Innovation and Curricular Development - Ministry of Education from 2009 to 2011.

Aliyya Shelley Mattos, PaperSeed Foundation

Aliyya Shelley Mattos is the Executive Director of the PaperSeed Foundation, a grantmaking organization underwritten by CellMark to strengthen educational opportunities for children and young people in underserved, resource-lacking communities around the world. She specializes in multi-sector collaboration to increase educational achievement, harnessing existing business relationships of CellMark and utilizing transactional commission in order support sustainable grassroots development work. Aliyya has more than fifteen years experience in the fields of education, international development and gender-based violence prevention. She is a graduate of the University of California, Berkeley, and has studied at Harvard Business School, the Stanford Graduate School of Business, and the University of Cambridge. Her experience includes working to mitigate on-campus sexual violence with the University of California, leveling the playing field for low-income students with Aspire Public Schools, empowering and educating indigenous girls with the Population Council and serving as a US Peace Corps Volunteer in Guatemala. She is currently on the Board of Directors for Angel Island Conservancy and Keep California Beautiful, on the Advisory Board for Girl Rising India and the Steering Committee of the International Education Funders Group (IEFG). She is enjoying seeing the world with new curiosity through the eyes of her young daughters and looks forward to sharing her work with them when they are old enough to pack their own suitcases.

[Julia McGeown, Humanity & Inclusion](#)

Julia has been global Inclusive Education Technical Advisor for Handicap International since 2013, where, together with a colleague, she oversees Inclusive Education projects in 30 countries worldwide. She is a co –chair of the Inclusive Education Task group in the International Disability and Development Consortium, and an active member of the Global Campaign for Education UK. Previously, she worked as a specialist paediatric Speech and Language Therapist for 12 years, mostly in schools (for example in mainstream schools, units and resource bases in the UK and New Zealand), and also worked in Nigeria and Uganda as a teacher trainer and lecturer for 3 years with Voluntary Service Overseas (VSO). After gaining an MSC in International Child Health from University College London, with a focus on disability in development, she developed an interest in Inclusive Education and focuses on forging stronger links between education and rehabilitation, in the IE sector.

[Caitlin McKane, Brigham and Women's Hospital](#)

Caitlin McKane is the lead Lung Transplant Nurse Coordinator at Brigham and Women's Hospital in Boston Massachusetts. Her primary role is in the evaluation and education process of all potential lung transplant patients. Caitlin is also chair of the education committee for all nurses involved in organ (heart, kidney, lung and pancreas) transplantation at Brigham and Women's Hospital. Caitlin traces her interest of education back to her mother who was an English and language arts specialist for over 40 years.

Caitlin draws inspiration from her colleagues who include accomplished authors, Daniela Lamas, MD and Atul Gwande, MD. Each one of their books provide inspiration and motivation to think thoughtfully, critically, and globally about education and healthcare.

Caitlin is an avid runner who enjoys partaking in half and full marathons.

To find peace, she turns to yoga. Caitlin currently lives in Brookline Massachusetts.

[Nicholas McKinlay, Aga Khan Foundation](#)

Nicholas has had a varied and extensive career in senior management, including social services, refugees and asylum, change management, technology and non-profits, fundraising, media and communications, humanitarian aid and international development.

He has lived in India, China, South-east Asia and Europe, and has had assignments in numerous settings across Africa, Europe, the Middle East and Asia. He has an undergraduate degree in Human Psychology and Social Policy and was awarded an MBA with distinction from the University of Liverpool. Nicholas has also completed advanced management and leadership courses at Babson College, the Indian Institute of Management and the Harvard Kennedy School.

[Michael J. Meaney, University of Cambridge](#)

Michael J. Meaney is pursuing a Ph.D. in the Economics and Sociology of Education at the University of Cambridge as a Gates Cambridge Scholar. He previously taught 8th grade Science at Isaac Middle School in Phoenix, Arizona and served as a University Innovation Fellow at Arizona State University. He holds a bachelor's degree from Georgetown University and a master's degree from Arizona State University.

[Dina Mehmedbegovic, UCL Institute of Education \(IOE\)](#)

Dina Mehmedbegovic is a lecturer on a range of UCL Institute of Education (IOE) courses at PGCE, MA and doctoral level. She was on the core IOE team developing the National English as an Additional Language (EAL) Workforce Strategy; a key staff member in the development of the new programmes addressing the needs of bilingual children: MA in Bilingual Learners in Urban Settings and PGCE EAL Pathway. Her previous roles also include: Deputy Director of the London Education Research Unit (2009-11) and the editor of the IOE publication the London Digest, with the brief of generating and sharing knowledge on key education issues in London and global cities. Her research focuses on attitudes to bilingualism/multilingualism, minority languages and positioning of languages in relation to domination, political power and language disappearance. She is currently developing interdisciplinary work with colleagues from neuroscience aimed at providing a broader evidence base for advocating cognitive benefits of bilingualism in education and life-long learning. Her concept Healthy Linguistic Diet is an innovative approach to language learning and has been endorsed by the EU Commission in their report: Rethinking Language Education, as a part of the EU Language policy review. The links to the reports and her latest publications are available on her website:

<http://healthylinguisticdiet.com/rethinking-language-education-in-eu/>

[Alim Merali, Aga Khan Foundation](#)

Alim Merali works in the General Manager's office of the Aga Khan Foundation in Geneva. Before joining AKF, his professional experience was management consulting, most recently with Boston Consulting Group in Washington, DC. He received his Bachelor of Arts, Honours Business Administration from University of Western Ontario's Richard Ivey School of Business, and Master in Business Administration from Harvard University. He is originally from Edmonton, Canada.

[Lewis Mizen, Marjory Stoneman Douglas High School](#)

My name is Lewis Mizen and I am a 17-year-old student from Marjory Stoneman Douglas. In the wake of the tragedy that occurred at my school on February 14th, I was part of the activism that grew out of my school in order to prevent school shootings in the future. I attended the 2018 GESF in Dubai and was a keynote speaker on school safety.

[Suguru Mizunoya, UNICEF](#)

Suguru is a Monitoring and Statistics Specialist working at UNICEF.

[Naseemah Mohamed, University of Oxford](#)

Naseemah is a Zimbabwean Rhodes Scholar and PhD candidate in Oxford's Department of Education. Her research interests include education and conflict and international education policy. Her dissertation focuses on the history of education and conflict in Zimbabwe and the crucial role that historical analysis plays in policy creation and the promotion of democracy and pluralism. In 2014, she graduated with an MSc with Distinction from Oxford's Comparative and International Education Department, and holds a B.A. from Harvard University. From 2015-16 she served as the director of African programmes for Harvard's Pre-Texts Initiative, an arts-based teacher training programme that promotes creativity, leadership skills and critical thinking in kindergarten through university classrooms. Naseemah is the co-founder of two organizations— Africanlvy, an organization that helps African students apply to universities, and of the Center for African Cultural Excellence and its flagship Writivism Workshop that hosts writing

workshops across the African continent and links published African writers with aspiring authors.

[Sara Montebaro, MIT Solve](#)

Sara Montebaro is the Senior Officer for Solve's Learning Community. In this role, Sara works to cultivate a robust community of innovators, cross-sector leaders, and change-makers dedicated to improving learning opportunities and access to quality education around the world. Prior to joining Solve, Sara was the Morton L. Mandel Presidential Fellow at the American Academy of Arts and Sciences where she managed the Academy's Exploratory Fund initiatives focused on education, global security, and science and technology policy. She previously worked at Partnership for a Secure America as a Herbert Scoville Jr. Peace Fellow, at the Clinton Global Initiative, and at CRCC Asia Ltd., a global recruitment consultancy firm in Beijing, China. Sara holds an MS from New York University and a BA from American University.

N

[Meghna Nag Chowdhuri, University of Cambridge](#)

I, Meghna Nag Chowdhuri, am a third year PhD candidate at University of Cambridge, currently writing her thesis on Primary school teachers' experiences of using reform-based mathematics textbooks in Delhi, India. I completed her MPhil in Mathematics Education from University of Cambridge in 2015, before which I worked in the field of Education in Delhi for over five years. As a development editor, I worked for Oxford University Press; developing and conceptualising mathematics textbooks for primary and upper primary levels. I was also involved in the Math games research study at The Abdul Latif Jameel Poverty Action Lab (JPAL), which explored mathematics readiness for pre-school children in underprivileged areas in Delhi. My research interests include mathematics curriculum development, teacher learning as well as social justice in mathematics education in the context of the global South.

[Khilen Nathwani, The Kays Foundation](#)

Khilen Nathwani is the founder and CEO of The Kays Foundation, a UK based private foundation working to improve early childhood experiences in Kenya. They invest their

resources to address systemic failures, and to improve the quality of policy, practice and funding of early childhood. Before setting up The Kays Foundation, Khilen worked in advertising before spending time in financial services and completing his Master's in Psychology. He has been the managing director of several successful multi-asset investment funds, which he continues to run alongside his work for The Kays Foundation.

[Alice Wairimu Nderitu, Women Waging Peace](#)

Alice Wairimu Nderitu has mediated peace agreements signed by 10 ethnic communities in Nakuru, Kenya, 29 ethnic communities in Kaduna State and 56 ethnic communities in Southern Plateau, Nigeria.

She is a Transitional Justice Fellow of the Institute for Justice and Reconciliation; was named 2012, Woman Peace Maker Of the Year by the Joan B. Kroc Institute for Peace and Justice, University of San Diego, USA; one of three winners of the Global Pluralism Award and the Simon Fraser University's (SFU) Centre for Dialogue recipient of the 2017/18 Jack P. Blaney Award for Dialogue.

Alice's published books include *Beyond Ethnicism: Exploring Ethnic and Racial Diversity for Educators*, approved by Kenya Institute for Curriculum Development for use in Teacher Training Colleges and *Kenya: Bridging Ethnic Divides, A Commissioner's experience on Cohesion and Integration*. She has also written book chapters in *Minding the Gap, African Conflict Management in a Time of Change*, edited by Pamela Aall and Chester A. Crocker and co-written with Swanee Hunt, WPS as a political movement, in S.E.Davies and J. True (Eds). *Oxford Handbook of Women, Peace and Security* (New York: Oxford University Press).

Alice served as Commissioner of the National Cohesion and Integration Commission in Kenya.

[Selina Neve, University of Kings College](#)

I am a student from Canada here for the summer looking to get involved however I can. As I have the privilege to attend university, I know how important education is and how inaccessible it is in Canada and across the world. In order to help spread the privilege I have been given in being educated I tutor new immigrants English and seeing their motivation and gratitude for education has further inspired me to continue to push for education for all. Having a basic understanding is integral to making someone's own

decisions and standing up for themselves. This basic right is one that should be a standard but unfortunately is not. That is why I cannot wait to here and then use information from the experts on education on what they have to suggest to continue to try to bring the basic right of education to everyone.

[Brooks Newmark, University of Oxford](#)

Brooks is currently an MSc Candidate in the Dept of Education at Oxford University. Brooks is the Founder of the Education charity A Partner in Education (www.apartnerineducation.org) and has a primary school (Umibano Primary) in Kigali Rwanda which was ranked in the top 3 Primary Schools in Kigali in 2017. He is currently building a secondary School and Teacher Training Centre in Kigali. Prior to coming to Oxford University, Brooks was a Member of Parliament in the U.K. (2005-15) and Minister for Civil Society.

[Aric Noboa, Discovery Learning Alliance \(DLA\)](#)

Aric Noboa serves as the President and Executive Producer of Discovery Learning Alliance (DLA), a nonprofit organization using the power of media to transform education and improve lives in marginalized communities around the world. DLA has created dynamic learning environments in schools in 16 countries, improving student outcomes, teacher effectiveness and community engagement. DLA also reaches tens of millions of people through mass media initiatives that change mindsets, behaviors and social norms in education, development, health, and social issues.

In an effort to use media most effectively for social impact, he produced the two most popular movies in Africa (to address HIV and TB respectively), a novel talk show format called *Discovery +* which was a hit series in Ghana, Kenya and Nigeria (to change mindsets around girls' education), and a short-form series that combines animation and live action (to develop life skills for youth). Aric is now developing new projects to improve adolescent girls' health in Southern Africa and help launch a global effort to de-institutionalize young children.

Aric established the Transformational Media for Social Impact Leadership Summit at St. George's House Windsor Castle, serves on the board of Film Aid International, and has been credited with industry honors and festival awards from Los Angeles to Zanzibar. Before Discovery, Aric was an assistant teacher, community health volunteer on a hospital

ship in Benin, and senior legislative staff to a member of the US House of Representatives.

O

[Katie O'Brian, Global Centre for Pluralism](#)

Katie O'Brian is a Program Officer in Global Engagement at the Global Centre for Pluralism in Ottawa, Canada. She works on the Centre's education program, which aims to make respect for diversity a key pillar of a values-based approach to education. She also manages the Centre's History and Memory program. Prior to this, Katie worked for the Governor General of Canada where she managed a national travelling exhibit. She also lived in Taiwan for five years where she worked as an English language teacher and conducted ethnographic field research for her MA in International Development and Global Studies (University of Ottawa), focusing on how Filipina caregivers in Southern Taiwan build community and demand the recognition of their human rights.

[James O'Donoghue, DFID](#)

James joined DFID in November 2017 as an education adviser on the education research team, where he leads their research into Early Childhood Development. Before joining DFID, James worked at the Ark Education Partnerships Group, where he led work on public private partnership and school accountability policy with the governments of Uganda and Liberia. Prior to that, James was based in Uganda for three years in several programme and policy roles with the school NGO PEAS. Previously he was a UK secondary school teacher for four years, having trained through the Teach First leadership development programme.

[James O'Donovan, University of Oxford](#)

I am currently a DPhil student at The Department of Education, University of Oxford working with Professor Niall Winters in The Learning and New Technologies Group.

My research interests focus on the use of mobile technologies to train community health workers (CHWs). I am interested in how training is delivered and financed, and how the impact of mobile assisted training is measured.

My most recent work assessed the role of on-going training and supportive supervision for CHWs in LMICs and was published in *BMJ Open* (O'Donovan J, O'Donovan C, Kuhn I, et al, Ongoing training of community health workers in low-income and middle-income countries: a systematic scoping review of the literature *BMJ Open* 2018).

Prior to moving to Oxford, I was a medical doctor based in Cambridge and I remain clinically active alongside my DPhil studies. I have previously spent time working in Uganda and Kenya with various NGOs and was Kennedy Scholar at Harvard University working with Dr. Thomas Burke at the Massachusetts General Hospital Division of Global Health and Human Rights between 2013-2014.

[Oludamini Ogunnaike, The College of William and Mary](#)

Oludamini Ogunnaike is an assistant professor of Religious Studies at the College of William and Mary. He teaches courses on Islam, Islamic Philosophy, Spirituality, and Art, as well as African and African Diasporic Religions.

He holds a PhD in African Studies and the Study of Religion from Harvard University, and spent a year as a postdoctoral fellow at Stanford University's Abbasi Program in Islamic Studies.

Professor Ogunnaike's research examines the philosophical dimensions of postcolonial, colonial, and pre-colonial Islamic and indigenous religious traditions of West and North Africa, especially Sufism and Ifa. He is currently working on a book entitled, *Sufism and Ifa: Ways of Knowing in Two West African Intellectual Traditions* and maintains a digital archive of West African Sufi poetry.

[Soudeh Oladi, Ontario Institute for Studies in Education \(OISE\), University of Toronto](#)

Dr. Soudeh Oladi recently completed a Postdoctoral Fellowship at the Ontario Institute for Studies in Education (OISE), University of Toronto. She is currently a Project Manager at OISE, University of Toronto. Soudeh received her Ph.D. from the University of New Brunswick, Canada. Her dissertation is entitled "Disrupting the Instrumentalization of Education: Unleashing the Nomadic Potential in Learners through Rumi and Freire".

Soudeh's doctoral work examines how alternative discourses can constitute as resistance to neoliberal policies that breed inequality and injustice. Dr. Oladi's interest in diversity, ethics, and educational leadership builds on an interdisciplinary record of research, teaching, and publication that she has committed to over the past several years. Her

foundations research focuses on interdisciplinary scholarship that is deeply rooted in critical pedagogy, social justice education, and anti-oppressive education as well as a critique of the instrumentalization of education that combines Eastern and Western ways of knowing.

[Yusuf Oldac, University of Oxford](#)

Yusuf Ikbal Oldac is a PhD candidate at the Department of Education at the University of Oxford, UK. He is a fully-funded scholar at Oxford Centre for Islamic Studies and a member of the Comparative and International Education research group at the University of Oxford. His research focuses on internationalisation of higher education, social justice in education, and school effectiveness and improvement. Yusuf Ikbal Oldac can be contacted at yusuf.oldac@education.ox.ac.uk.

[Jonathan Olinger, HUMAN](#)

Jonathan Olinger is the Founder of HUMAN, a global media company which creates stories, experiences and community to connect humanity. HUMAN created content has garnered hundreds of millions of views, earned media across the world's biggest platforms and inspired hundreds of thousands of actions by inspired viewers including the raising of millions of dollars for innovative non-profits and companies.

Thus, Jonathan is sought after by major media companies and the world's most visible and impactful brands. HUMAN_agency works with global companies, foundations, NGO's and intergovernmental organizations to elevate their impact and advance humanity through story.

[Bill Olsen, Rutland High School](#)

Bill Olsen became Principal at Rutland High School in 2009. He taught social studies for sixteen years in Austria, Connecticut, Barstow Memorial School and Rutland High School. He was the Assistant Principal at Rutland Middle School for four years. He has a Certificate of Advanced Graduate Study in Educational Administration from Castleton State College, a Master of Arts in Teaching from Boston College, and a Bachelor's of Arts from Holy Cross College.

Edward Oram, Educate Global Fund

Edward Oram joins us from Goldman Sachs Asset Management, where he was an analyst. Before Goldman, Edward worked at BrightGate Capital in Madrid, working across a variety of roles including marketing, business development and risk management. Edward holds the Investment Management Certificate and has a first class Bachelor's degree from the University of Bristol.

P

Farid Panjwani, Centre for Research & Evaluation in Muslim Education (CREME), UCL

Farid Panjwani is the founding Director at the Centre for Research and Evaluation in Muslim Education (CREME), UCL Institute of Education. His research spans education about inter and intra-religious diversity, interface between religious and citizenship education and the place of imagination in education. He has published widely on these themes. His DPhil from Oxford was on the role of faith schools in liberal societies. He also has an MA in Education and International Development from the University of London and an MBA from the Institute of Business Administration, Karachi. He has worked on several curriculum and teacher education projects and has acted as consultant to many organisations both nationally and internationally. He is a member of the National Commission on Religious Education.

Tom Parry, Instill Education

I have been working in the education sector for a decade. My career started in the classroom on the Teach First programme, teaching in a secondary comprehensive in Dagenham. Upon leaving the classroom, I moved to South Africa to lead Business Bridge, an organisation delivering business skills training to micro business owners. Our work was subject of a Randomised Control Trial conducted in partnership with the London Business School and the World Bank, driving us to refine an education model that delivered tangible results through cost effective programmes. In 2015, in response to the low levels of education that hold back so many South African entrepreneurs, I founded Instill Education, a teacher training initiative with a vision to transform teaching, learning and leadership in schools across the continent. Instill aims to become the leading pre- and in- service training provider for teachers and school leaders on the African continent. Once accredited, we will open a network of campuses across the continent delivering

highly practical blended programmes that not only prepare teachers to hit the ground running post-graduation, but continue to develop throughout their careers.

[Leigh A. Payne, University of Oxford](#)

Professor Payne is the Director of the Latin American Centre, School of Interdisciplinary Area Studies at the University of Oxford

[Mary Joy Pigozzi, Educate A Child](#)

Mary Joy Pigozzi is the Executive Director of Educate A Child. Before joining EAC, she served as Senior Vice President and Director of the Social Change and the Cross Sector Solutions Groups at FHI 360 where she oversaw work on international exchanges, the application of technologies, civil society and governance, social marketing, gender, knowledge management, energy, the environment, and economic development. Previously, she directed the Global Learning Group of the Academy for Educational Development. She joined AED in 2006 from UNESCO headquarters in Paris, where she was Director of the Division for the Promotion of Quality Education. Before that she was Senior Education Advisor for primary education at UNICEF and responsible for the development of both the UN system-wide Girls' Education Initiative and UNICEF's global Girls' Education Programme.

Dr. Mary was also responsible for directing the Non-Formal Information Center at Michigan State University where they coordinated a network of NFE educators from over 100 countries.

Dr. Pigozzi's expertise ranges from early childhood interventions to junior secondary school and higher education, and includes both formal and non-formal approaches. She has extensive field experience in over 70 countries.

She was born and raised in Botswana and educated in Botswana and Zimbabwe through secondary school. She earned her doctoral degree in education in the US. Dr. Pigozzi has been on the faculties of Indiana University and Michigan State University and has experience in the public and private (both profit and non-profit) education sectors. She works professionally in French.

Anjee Prakash, Learning Links Foundation

Dr. Anjee Prakash is the founder and chairperson of Learning Links Foundation, a not-for-profit dedicated to enhancing quality in education, promoting innovation and developing future ready citizens. She has over 28 years of experience as a technopedagogue which includes co-founding an organization that pioneered technology-integrated education in the country.

Guided by the mantra "Educate, Innovate, Transform," Dr. Anjee's insights on how education can be a social leveler have shaped the programs at Learning Links Foundation into outcome-focused changemakers. The Foundation is credited with the largest professional development initiative in India, impacting over 2.1 million educators and youth. Drawing on the learning from this experience, Dr. Anjee advises global organizations on improving teaching effectiveness and ushering systemic change.

Dr. Anjee believes that the right of every child is not only access to education but access to 'quality education' and founded the Education Quality Foundation of India, a path-breaking not-for-profit organization responsible for school quality assessment and accreditation.

Dr. Anjee is the recipient of several awards that pay respect to her role as a woman leader striving for excellence in education. She also holds positions of responsibility in academic, government, non-government and corporate bodies through direct participation, membership or as a consultant.

Valerie Sara Price, Global Affairs Canada

Valérie Sara Price is a Canadian diplomat currently based in Geneva, Switzerland, where she works on human rights and international humanitarian law issues. Her work includes the promotion of international legal instruments to monitor and further accountability for targeted attacks on schools in countries affected by conflict. Prior to this assignment, Valérie managed Global Affairs Canada's education portfolio in Kenya, with a particular focus on girls' education amongst nomadic and semi-nomadic communities, and supporting Kenya's first National Children's Government. She also worked for UNICEF where she was responsible for large education programmes in Somalia, which included finding innovative solutions for children from pastoralist and minority communities to access education in extreme conditions of uncertainty. Valérie is a Commonwealth Scholarship Alumni and holds a Master of Science Degree in Social Policy from the University of Edinburgh.

R

[Taufiq Rahim, Globesight](#)

Taufiq Rahim is the Executive Director of Globesight, a consultancy based in Dubai empowering social impact in the Middle East, Africa and South Asia. Working with leading philanthropic institutions on developing organizational, program, and partnership strategies, Globesight also publishes original insights on key regional issues. Taufiq has served as an Expert with the United Nations Alliance of Civilizations and Visiting Fellow at the Dubai School of Government. Taufiq previously worked with McKinsey & Company, the United Nations, and the Aga Khan Foundation. He obtained his M.P.P. from the Harvard Kennedy School and his A.B. from Princeton. He is originally from Vancouver, Canada.

[Graham Ranger, Aga Khan Academies](#)

Dr. Graham Ranger is Academic Director of The Aga Khan Academies, having joined in January 2017. He is an experienced leader of change and development in school systems in the public and private, not-for-profit, sectors. He was Director of School Support & Evaluation at The Council of International Schools (CIS) from 2012-2016, with global responsibility for all aspects of the quality assurance and development of international schools. Prior to this, Graham was Head (Director) of The British School, New Delhi, and Director of Education for the English Schools Foundation (ESF) in Hong Kong, a group of 20+ high-achieving schools, where he oversaw the introduction of the IB programmes and helped establish two new K-12 international schools. His doctorate, awarded by the University of Durham (England) in 2012, focuses on the professional development needs of Heads of international schools.

[Matt Reed, Aga Khan Foundation](#)

Matt Reed is the CEO of the Aga Khan Foundation (UK), where he oversees strategic partnerships with European and Asian governments, corporations and foundations, and multilateral institutions.

Matt has worked with the Aga Khan Development Network since 2009, serving as Director of Programmes at AKF (UK) in London and CEO of AKF (India) in Delhi.

Previously, he worked at the Getty Research Institute, the Salzburg Seminar, the MacArthur Foundation, and Keck Graduate Institute at the Claremont Colleges.

Matt Reed has a Ph.D. in European History and an M.A. in European Studies from Claremont Graduate University. During his graduate work, he was affiliated with the *Ecole des hautes etudes en sciences sociales* in Paris. His B.A. is in English, *summa cum laude*, from the University of Oklahoma.

[Nimet Rener, Aga Khan Education Services](#)

Ms Nimet Rener currently serves as the Director of Aga Khan Education Services of the Aga Khan Development Network (AKDN). She has been in post since 2010. She oversees a network of 200+ Aga Khan Schools and education programmes active in 13 countries across Eastern Africa, South and Central Asia and the Middle East. These schools serve approximately 75,000 children.

Before joining the Aga Khan Development Network in 2002 as a Senior Education Programme Officer, Nimet Rener worked as an independent education consultant focusing on early childhood development and organizational change. Her client base included local education authorities in the UK, Jersey and Ireland, voluntary organizations, international non-government organizations, social service departments and Universities. She worked as a facilitator, trainer, and executive coach to senior executives, leaders and management teams in both the corporate and education sector. Prior to that, Nimet was a pre-primary teacher and Head of an Early Childhood Centre in the UK.

Nimet Rener holds a Master's degree in Organizational Change Management from the University of Surrey UK, a Bachelor's degree in Developmental Psychology from the University of Sussex UK and a Postgraduate Certificate in Education (PGCE) from the University of London Institute of Education.

[Natasha Ridge, Al Qasimi Foundation for Policy Research](#)

Natasha Ridge is currently the Executive Director of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research. Prior to this, she was the Acting Director of Research at the Dubai School of Government. Natasha has numerous publications, including a book

entitled Education and the Reverse Gender Divide in the Gulf States: Embracing the Global, Ignoring the Local. Her additional publications include chapters in the 2016 and 2012 editions of the World Education Yearbook, as well as assorted journal articles, working papers and chapters for a wide variety of other publications.

Natasha holds a Doctorate of Education in International Education Policy from Columbia University, New York and a Masters in International and Community Development from Deakin University, Australia. She also serves as a member of the advisory group for the Mohamed bin Rashid Knowledge Foundation and is a founding Executive Board member and former President of the Gulf Comparative Education Society. Her latest research focuses on philanthropy and education in the MENA region as well as the nature and impact of father involvement in the Arab World.

[Nusrat Rizvi, Aga Khan University-Institute for Educational Development](#)

I have earned a DPhil in Mathematics Education from University of Oxford; a Master of Education (Med); and Master of Arts (by research) from Flinders University of South Australia.

I have designed/co-designed and taught/co-taught masters' and doctoral-level courses in the areas of teacher education, mathematics education, foundations of education, education processes, Curriculum and philosophy of education. I have conducted research studies and published my research in peer reviewed international journals in the areas of my teaching interest. I have supervised 14 masters' level theses and examined a dozen of Masters' theses as an internal and external examiner.

For the last several years I have been providing academic leadership of masters' programme in the university.

My research interests include exploring effective models of teaching and learning, curriculum development, pedagogical content knowledge and their influence on students' learning. I have completed funded research projects. Currently I am engaged in a nationwide study, funded by Higher Education Commission Pakistan, to explore relationship between classroom practices and student learning outcomes in Mathematics and science.

Diane Robinson, Teach For All

As Global Special Projects Lead at Teach For All, Diane works to develop the collective leadership needed to ensure all children can fulfil their potential. In her role currently, Diane is working to fundraise globally to help scale and launch new Teach For All partner programs in Africa and to build global partnerships for the network to help students and educators become globally informed.

Diane began her career in education as a first-grade bilingual teacher through the Teach For America program in Los Angeles in 1994. She went on to teach for four years before assuming the role of Executive Director at Teach For America in Los Angeles and then Hawaii. During her time as an Executive Director in both communities, Diane raised over \$10 million dollars, started new district partnerships, built a university partnership with Loyola Marymount University in Los Angeles and the University of Hawaii and helped to pilot many of the programmatic efforts that would then be scaled in other regions of Teach For America. Diane has also held national leadership roles at Teach For America, the KIPP Foundation and has consulted with leading US and global education groups like New Leaders and Global Nomads Group.

Diane has spent over 20 years at the forefront of education change in the United States and globally and is committed to seeing more students achieve their full potential through her work at Teach For All. She holds a Bachelor of Arts in political science from Vassar College, a Master of Arts in multicultural education from California State University and a Doctor of Education Leadership (Ed.L.D) from the Harvard Graduate School of Education. Diane is also a member of the Aspen Global Leadership Network.

S

Jeea Saraswati, Global Affairs Canada

Jeea Saraswati's current role is Director of Education and Social Empowerment Bureau in the Partnerships for Development Innovation Branch at Global Affairs Canada. Jeea joined the Canadian International Development Agency in 1999, which amalgamated with the Department of Foreign Affairs and Trade in 2013 and is now called Global Affairs Canada. She has worked in health policy, international summits, international financial institutions and security programs. She has also held positions in the Africa regional and Afghanistan bilateral desks, and was posted to Maputo, Mozambique as the health program lead. Just prior to joining the Partnerships Branch, she was the Deputy Director for Nutrition policy and programs in the Global Issues Branch. Jeea has degrees in

Political Science from the University of Alberta and Carleton University. She is married with two children.

[Maheswar Satpathy, Utkal University](#)

Maheswar is Assistant Professor in Psychology & Global Health at UGC Center of Advanced Study in Psychology, Utkal University, Bhubaneswar, India.

[Caitlin Schuler, Independent Researcher](#)

Caitlin Schuler is from Murfreesboro, Tennessee, U.S.A. She holds a Bachelors in Elementary Education, and a Masters in Curriculum and Instruction with a Reading Specialist endorsement. She has 8 of years teaching experience. In the United States, she has taught kindergarten and first grade in Tennessee, Florida, and Virginia. In Belize, she taught 6th grade. In the Philippines, she worked as a high school English teacher with the U.S. Peace Corps from 2008-2010. Currently, Caitlin lives in Geneva, Switzerland with her husband and two sons.

[Meredith Segal, African Development University](#)

Meredith Segal is Co-Founder and Co-President of the African Development University in Niamey, Niger. Founded in October 2017, the university is transforming exceptional and committed young people from all backgrounds across the Sahel Region into ethical leaders prepared to design and drive the development of their nations. Meredith is also an education reformer and political organizer in the United States. She founded and led Students for Barack Obama, a movement comprised of chapters at more than 1,000 colleges and universities across America; she served as one of the original 10 National Co-Chairs of President Obama's 2008 campaign. Meredith helped to create Alma del Mar Charter School in Massachusetts as Founding Director of Operations and Student Services. She then served as Chief of Staff and Director of Strategy for Match Education in Boston. Meredith earned her Bachelor's from Bowdoin College, where she received the President's Award. She earned her MPA from the Harvard Kennedy School, where she was a Gleitsman Leadership Fellow through the Center for Public Leadership, received the Lucius N. Littauer Award, and was selected Class Marshal. She was recently elected to the Alumni Board of Directors of the Harvard Kennedy School.

Sweta Shah, Aga Khan Foundation

Sweta is the Global Lead for Early Childhood Development at the Aga Khan Foundation.

Gary Shearer, The Saville Foundation

Born and schooled in Johannesburg, South Africa my career began in the IT wave in the '70's and '80's, where I was privileged to be part of the founding management team of the now listed global Datatec Group.

In 1991, I founded New York based wine trading entity Cape Classics Inc. with my brother, enjoying almost two decades of tough but stimulating global business experience & travel while opening new markets as part of South Africa's re-entry into the world.

After over 35 years of experience initiating, growing and leading businesses, I altered the trajectory of my journey, and am now privileged to be part of The Saville Foundation, working across the globe looking to support individuals and communities to enable social and individual change wherever possible.

Lara Shearer, The Saville Foundation

My career in service, enterprise and project management started in the mid 90's when I joined a leading IT company in South Africa called Dimension Data. At that stage there were only 200 personal across the country. During my exciting journey of growth with the company it grew to 10,000 personal across the world, and I gained invaluable experience in a number of disciplines within the company.

In 2006 I was approached by a smaller IT company to head up their regional office which we tripled in size over a 3-year period. Following this, I decided to make a major change in my life and I left the corporate environment to pursue my passions, founding and managing my own wine company in South Africa, and developed my talents as an artist.

My partner Gary Shearer and I both work from home, and as a result I have found myself getting involved in the Philanthropic work he does within The Saville Foundation. I am delighted to play a supportive role in this meaningful journey, utilising the skills I developed during my years in IT and general business.

I am a naturally driven individual who is fully committed to the successful implementation of all activities I undertake and have a natural desire to help, support and bring change to this world that we live in.

We are all individual threads making up the tapestry of this beautiful thing called life, and if I can add a little bit of colour and love then I have served a higher purpose.

[Nafisa Shekhova, Aga Khan Foundation](#)

Nafisa is the Global Advisor for Education at the Aga Khan Foundation. Nafisa provides strategic direction and support for AKF's global education portfolio and co-leads AKF's Education Improvement Programme. She has been with the AKDN for over 15 years in education-related management and technical roles in Afghanistan and East Africa, and as AKF's Asia education advisor. She has worked as a teacher. Nafisa holds a Bachelor's degree in teaching English as a Second Language from Khorog State University, and a Master's degree in Education (focussed on ECD) from the University of Melbourne. Nafisa is fluent in English, Russian and Tajik.

[Fiona Smith, LEGO Foundation](#)

Fiona Smith is a Director at the LEGO Foundation, whose aim is to empower children to become creative, engaged, lifelong learners. Fiona set-up the Early Learning initiative at the LEGO Foundation which aims to develop and advocate for quality early learning with partners such as BRAC in Uganda, Bangladesh and Tanzania. She has spent over 15 years working on learning and international development and half of those living and working in South Asia and East Africa.

[Doris Sommer, Harvard University](#)

Doris Sommer, Director of the Cultural Agents Initiative at Harvard University, is Ira and Jewell Williams Professor of Romance Languages and Literatures and of African and African American Studies. Her academic and outreach work promotes development through arts and humanities, specifically through "Pre-Texts" in Boston Public Schools, throughout Latin America and beyond. Pre-Texts is an arts-based training program for teachers of literacy, critical thinking, and citizenship. Among her books are *Foundational Fictions: The National Romances of Latin America* (1991) about novels that helped to

consolidate new republics; Proceed with Caution when Engaged by Minority Literature (1999) on a rhetoric of particularism; Bilingual Aesthetics: A New Sentimental Education (2004); and The Work of Art in the World: Civic Agency and Public Humanities (2014). Sommer has enjoyed and is dedicated to developing good public school education. She has a B.A. from New Jersey's Douglass College for Women, and Ph.D. from Rutgers University.

[Michael Soskil, Wallenpaupack Area School District](#)

Michael Soskil, the 2017-2018 Pennsylvania Teacher of the Year, is determined to make learning meaningful for every child and to empower students and teachers as positive change agents in their communities. As an elementary science teacher at the Wallenpaupack South Elementary School, he inspires young scientists to use their curiosity and learning to make the world a better place. In 2012, Michael's innovative work was recognized by the White House and National Science Foundation with the Presidential Award for Excellence in Math and Science Teaching. In 2016 he was named a Global Teacher Prize finalist and one of the top ten teachers in the world by the Varkey Foundation. His message of student empowerment and teaching through empathy has been shared with teachers, policy makers, businesspeople, and students around the globe. Outside the classroom, Michael is co-author of Teaching in the Fourth Industrial Revolution: Standing at the Precipice, an advisor to several NGOs and non-profit organizations focused on global education and serves as the Vice President of the Pennsylvania Teachers Advisory Committee, which is providing a pipeline to connect teacher voice with education decision makers.

[Jody Stephenson, The Rockdale Foundation](#)

Jody Stephenson is Executive Director of The Rockdale Foundation, a private family foundation with a grant making emphasis in education, ethical leadership, and community. In addition to her role with the foundation, Ms. Stephenson is the creator of The Sitter Tree, The Dress Project, and Go Shop!. She currently serves on the Board of Soaring Heights Communities and is a steering committee member of the International Education Funders Group. Ms. Stephenson is a graduate of Oglethorpe University.

[Kathy Sylva OBE, University of Oxford](#)

Kathy Sylva is Honorary Research Fellow and Professor of Educational Psychology in the Department of Education at the University of Oxford. She has conducted several large-scale longitudinal studies on the effects of early education and care on children's development, acting as a lead researcher on the Effective Pre-school and Primary Education study (EPPE/EPPSE) which following 3000 children from pre-school entry to the end of compulsory schooling. She co-led the national Evaluation of Children's Centres in England, another large-scale study on the effects of early childhood services on development. Her second interest is in parenting programmes aimed at enhancing parents' capacity to support their child's learning and behaviour. She has led three randomised controlled trials to evaluate parenting interventions, the most recent on a parent programme aimed at supporting early reading near the start of primary school. Kathy has carried out early childhood research in several low-income countries, Kathy has published 7 books and 200 papers/chapters/reports on early education/care, early literacy, and ways to support families. She has been Specialist Adviser to the UK Parliamentary Select Committee on Education 2000-2009, the National College Expert Panel on 'Standards for Early Years Teachers' in 2012. In 2014-15 she was specialist advisor to the House of Lords Enquiry into 'Affordable Childcare' and she is currently a member of the Education Endowment Foundation Evaluation Advisory Group. She was awarded an OBE in 2008 for services to children and families and in 2014 was awarded the British Education Association's Nisbett Award for outstanding contribution to educational research. She was elected Fellow of the British Psychological Society and also a Fellow of the Academy of Social Sciences.

[Emma Symonds, Aga Khan Foundation](#)

Emma Symonds is based in Kabul as the manager of the STAGES multi-partner consortium project which works to increase access to education for girls in Afghanistan. Prior to this, she worked on peacebuilding programmes focused on the former Soviet Union. She has a Master's degree in International Development.

T

[Miho Taguma, Organisation of Economic Cooperation and Development \(OECD\)](#)

Miho Taguma is Senior Policy Analyst in the Early Childhood and Schools Division of the Directorate for Education and Skills at the Organisation of Economic Cooperation and Development (OECD). She is currently the project manager of the OECD's Future of Education and Skills 2030, which aims to help countries explore different dimensions of 21st century competencies which modern education systems need to develop in students towards the world in 2030 (Project Phase 1: 2015-2018); and in a later stage (Project Phase 2: 2019 and beyond), help countries explore the learning environments and education systems that can support the development of these competencies. The project will focus on secondary level education, where relevant, including vocational education and training while recognising a life-long learning continuum. She has also been the project manager on OECD's work on early childhood education and care (ECEC). In the past, she has led various policy reviews such as on policy review on migrant education, policy review on recognition of non-formal and informal learning. During her post at the Centre for Educational Research and Innovation, she worked on "E-learning in Tertiary Education". She was also involved in the UNESCO-OECD Policy Review of Education Sector for Mauritius as a review team member. Prior to joining the OECD, she was working in the Education Sector of UNESCO, where she was working on intercultural dialogue and education projects.

[Vishal Talreja, Dream a Dream](#)

Vishal co-founded Dream a Dream (www.dreamadream.org) along with 11 others. Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach. Currently, we work with 10,000 young people, train over 5000 educators impacting over 137,500 children and young people and sensitize over 2500 volunteers through our unique Life Skills Development model.

Vishal has co-authored a paper along with Dr. David Pearson and Dr. Fiona Kennedy titled, "The Life Skills Assessment Scale: Measuring the life skills of disadvantaged children in the developing world" and published in *Social Behavior and Personality: An international journal*, Volume 42, No 2 (2014).

Vishal is an Ashoka Fellow (www.ashoka.org), an Eisenhower Fellow (<https://www.efworld.org/>) and has previously being a Founder Director of Unltd India

and Board Member of India Cares Foundation. Vishal has been recognized as an “Architect of the Future” by the Waldzell Institut in Austria. He is also an advisor and mentor to The YP Foundation and Reap Benefit and is deeply committed to mentoring start-up NGOs and young social entrepreneurs. He is a TEDx Speaker, active writer on development challenges and human-interest stories and a poet. In 2018, he was awarded the ‘Heroes of Bengaluru’ award.

[Bibi Tayyaba, University of Oxford](#)

I am a postgraduate student at the University of Oxford studying MSc in Education (Higher Education). I am a Pakistani born-and-raised in Hong Kong. Having been born into an ethnic minority (EM) family in a household of seven members, I was eager to break the vicious cycle of poverty, and seeking higher education was the only viable way. I graduated with First Class Honours in the Bachelor of Education (Hons) (English Language_Secondary) program from the Education University of Hong Kong in 2017. I aspire to be an educator and eventually serve my motherland - Pakistan in reviving its education system.

[Sehr Tejpar, Aga Khan Foundation](#)

Sehr Tejpar is a Program Associate with AKF Geneva and has 6 years of experience in global development, focusing on education and pluralism. Prior to AKF she worked for the AKDN as an educator with the Aga Khan Academies in Mombasa, Kenya and as a consultant with the Global Centre for Pluralism in Ottawa, Canada. She has a Masters in City Design and Social Science (urban development) from the London School of Economics and Political Science and is a recipient of the Graduate Programme in Islamic Studies and Humanities scholarship from the Institute of Ismaili Studies.

[Bo Stjerne Thomsen, LEGO Foundation](#)

Bo Stjerne Thomsen is the Global Head of Research in the LEGO Foundation, and part of the Leadership Team reporting to the CEO and working closely with the LEGO Foundation Board and owner family. He is responsible for the LEGO Foundation’s experience development, ambassador network, research partners and the research agenda on the long-term impact of children’s play on creativity and lifelong learning. He is also Head of the Centre for Creativity, Play and Learning, to drive the long-term

research agenda on children's play and learning across the LEGO entities. The Research Centre is reflecting the commitment of the LEGO Foundation to be a leading authority on learning through play, by collaborating with international research labs, to set an international research agenda and integrate the research into the work with corporates, international NGO's and public partners.

[Tammy Tibbetts, She's the First](#)

Tammy has a proven track record for redefining traditional philanthropy and translating her storytelling and leadership abilities into tangible impact. At She's the First, the NGO she co-founded at the age of 23, she is responsible for overseeing fundraising strategy, digital communications, and brand partnerships—and has brought in more than five million dollars to the organization. She is a sought-after speaker who keynotes events for corporations, students, and philanthropists and has done three TEDx talks.

Within eight consecutive years of leading She's the First through financial growth, her philanthropic partners have grown to include *Glamour* Magazine's The Girl Project, NoVo Foundation, Diane von Furstenberg, Marie Forleo, and Estee Lauder. At large, She's the First has transformed from a social media campaign into a movement that now reaches millions. It has directly changed life outcomes for more than 1,000 STF Scholars in 11 countries and 9,000+ students on university and high school campuses around the world.

Tammy is a first-generation college graduate who attended The College of New Jersey, earning a B.A. in journalism, summa cum laude.

[Joanne Trotter, Aga Khan Foundation](#)

Joanne Trotter is the Global Lead for Monitoring, Evaluation, Research and Learning at the Aga Khan Foundation (AKF). She has over 20 years of experience in the international development field, primarily in Latin America and Central Asia. Originally a teacher and teacher educator, Joanne is now focused on program design, management, and performance measurement. She leads AKF's learning agenda, including its collaborations with Salesforce. Joanne has overseen large-scale multi-sector initiatives in Afghanistan, Pakistan, East Africa, and Egypt on behalf of the Aga Khan Foundation and has advised several organizations including the Institute for State Effectiveness and the World University Service of Canada on their strategic partnerships, program design and development.

Samuel Tsang, University of Oxford

I am a first-year DPhil student at the Department of Education, University of Oxford. My specialism lies in language planning, comparative policy, language acquisition theories, and ethnic minority language education. I held a B.A. (First Class Hons) from the Chinese University of Hong Kong, a B.Ed. (First Class Hons) from the Hong Kong Institute of Education, and a M.Sc. (Distinction) from the University of Oxford. I am also passionate about advocacy for equitable education for all, and discussing solutions for SDG4 Quality Education with like-minded educators or relevant stakeholders.

U

Rosine Uwineza, The Kays Foundation

Rosine is a Grants Officer at The Kays Foundation.

W

Leila Walker, WizeNoze

Dr Leila Walker is an Education Pioneer with unique experience and measured success across the education field, having held senior positions in practice, research and third-sector organisations. Leila is the UK Lead for Wizenoze where she is challenging educators, worldwide, to stop saying 'Google it'. But rather to provide them with a readable web that contains only reliable and age appropriate education content - [the Web for Classrooms](#). Career highlights include the programme creation of 'Generation Global' - an international programme to counter religious extremism for the Rt. Hon Mr Tony Blair and 'iDEA' - a programme to skill young people to become employment-ready for HRH The Duke of York.

Lexie Wagner, Echidna Giving

Lexie Wagner is a program associate for Echidna Giving, where she is responsible for grants management and for supporting her colleagues across the grantmaking strategy. Additionally, Lexie provides project management for special projects at Echidna, ranging from event planning to website creation. Lexie joined Echidna in 2015. Prior to coming

on-board, Lexie worked in consulting - first for Geneva Global, a philanthropic advisory company, then later for Tideline, an impact investing consulting firm.

[Chloe Walker, University of Oxford](#)

Chloe is an educator and researcher with an interest in the intersections between education, employment, and society, particularly in Africa and the Caribbean.

While on a Rhodes Scholarship at Oxford, Chloe completed an MSc in African Studies, where she earned the prize for best Dissertation performance, for her research on education public-private partnerships in Uganda. She is nearing completion of a DPhil in Education, where her thesis examines the 'contract cheating' industry in Kenya, and its implications for microwork in the digital economy, youth unemployment, and the global higher education system. Prior to that, Chloe completed an undergraduate degree in Literary Studies and African studies at the University of Toronto, and an MPhil in Linguistics at the University of the West Indies.

Professionally, Chloe has worked across all spheres of education; as a university lecturer, secondary school teacher, and administrator for international summer programs. She has also done internships with the Inter-American Development Bank, Rhodes House, Cable & Wireless Barbados, and the Barbados Commission for Pan African Affairs, assisting with policy and communications projects. Chloe has also engaged with the NGO sector as a volunteer consultant with RSSAF (Rhodes Scholars' Sothern African Forum), and as a grant reviewer for several rounds of RSSAF grants.

[Farah Williamson, Aga Khan Academies](#)

Farah has twelve years of experience working across the non-profit, philanthropy and fundraising sectors. She is currently Head of Programmes and Partnerships at the Aga Khan Academies. Previously, she was Head of Gulf Partnerships at Plan International, one of the world's oldest and largest development and humanitarian organisations that advances children's rights and equality for girls.

Y

Ying Yeung, Oxford Policy Management

Ying is a consultant in Oxford Policy Management's education portfolio. She currently manages a DFID Lebanon programme which supports the Ministry of Education and Higher Education (MEHE) to improve the public education system, which was recently doubled in size due to the influx of refugee students. Previously, Ying was the country engagement lead for the Research for Improving Systems of Education (RISE) programme. Prior to joining OPM, Ying was embedded in the Ministry of Education and Vocational Training in Zanzibar, providing direct support to the Director of Policy, Planning and Research. Ying has lived in Mongolia, researching the impact of natural resource funded cash transfers and in Australia, where she worked in the indigenous and health sectors. Ying holds a Master's of International Development Economics from the Australian National University.

Margaret Young, Independent Consultant

I am an Independent Consultant offering consultancy in the local government sector and the NHS in the U.K., around the area of transformation and change. A qualified social worker and teacher. Specialist interests Learning Disabilities, Social Work education and training.

Z

Aashti Zaidi Hai, Global Schools Forum

Aashti Zaidi Hai has been leading GSF since its inception.

Prior to this role, Aashti oversaw a portfolio of education investments at the Children's Investment Fund Foundation (CIFF), the world's largest philanthropy that focuses specifically on improving children's lives.

She previously managed the education programme in India for the UK Government's Department for International Development (DFID). Aashti also worked at the World Bank Human Development Network and at the American Institutes for Research in Washington DC.

Aashti graduated from Smith College and Georgetown University.

Andria Zajirakou, Alperton Community School

Andria is the winner of the 2018 Global Teacher Prize. Andria teaches at Alperton Community School, a secondary school academy in the inner city borough of Brent. It's no easy task. Brent is one of the most ethnically diverse places in the country and 130 languages are spoken in its schools. Working as an art and textiles teacher and as a member of the senior leadership team tasked with earning the trust of her pupils and their families to understand the complex lives they've come from, she redesigned the curriculum across all subjects from scratch – carefully working alongside other teachers – to have it resonate with her pupils. Andria has been able to reach out to her once marginalised students to earn their trust and, crucially, establish relationships with their parents. Thanks to her efforts, Alperton is now in the top 1 to 5% of the country in terms of qualifications and accreditations. This as a colossal achievement given how low the students' starting points were and how rapidly they progressed during their five to seven years at the school, a point recognised by the national inspection team.

Mubuso Zamchiya, Luminos Fund

Mubuso is Managing Director of the Luminos Fund, an organization working to ensure all children experience joyful learning.

Fernanda Zenalli, Itaú Social Foundation

Fernanda Zanelli is a Master's degree student in Information Science at University of São Paulo. She has a bachelor's degree in Social Communication, and a specialization in Culture Policies Management and Globalization and Culture as well. Author of the study *New flows leading to opportunities – journeys of young people from vulnerable areas* and *Guide of the Black People experience – a historical tour through São Paulo*. She is currently a youth specialist at Itau Social Foundation.