

## Andrei Volkov



**Andrei Volkov** is Scientific Supervisor of the Center for International Cooperation in Education Development (CICED) of the Russian Presidential Academy of National Economy and Public Administration. He has been Dean of the Moscow School of Management, SKOLKOVO, since its foundation in 2006. Volkov is a recognized expert on higher education in Russia. He is also currently serving as an Advisor to the Minister of Education and Science of the Russian Federation, in which capacity he spearheaded an expert team that developed a program on reforming Russia's higher education system. In 2006, he headed a group of experts from the G8 countries on Russia's initiatives in education. Prior to joining SKOLKOVO, Volkov held a number of key academic positions, including Vice Rector at the Academy of National Economy under the Government of the Russian Federation (2002–05); Dean of the Information Systems Department and Rector of the Togliatti Academy of Management (the institution in the Samara Region widely known for its innovative experimental approach to education (1991–2002); and Research Fellow at the Scientific Research Institute of Atomic Reactors (1984–1991). Volkov is a professional alpinist and the President of the Russian Mountaineering Federation, and climbed Mount Everest in 1992. He graduated from the Moscow Institute of Engineering and Physics (MIFI) and has a PhD in Engineering Science.

## Ban-Har Yeap



**Ban-Har Yeap** is Principal of the Marshall Cavendish Institute, a teacher professional development institute. Concurrently, he is Director of Curriculum and Professional Development at Pathlight School, a primary and secondary school offering the national mainstream curriculum for learners with autism. Before taking up his present positions, Ban-Har taught mathematics education at Nanyang Technological University's National Institute of Education in Singapore for over 10 years. He has spoken about Singapore's education and assessment system at various events and conferences including several organized by the World Bank. Ban-Har's research on mathematics assessment in Singapore has resulted in a chapter in the book, *Challenging Mathematics In and Beyond the Classroom*, published by the International Commission on Mathematical Instruction (ICMI). His research interests include assessment, teacher development, lesson study, and problem solving. He graduated with a PhD in mathematics education from Nanyang Technological University.



# Measuring for Success

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4<sup>th</sup> READ Global Conference | May 12–16 2014 | St. Petersburg | Russian Federation

## Speaker Bios

## Luis Benveniste



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

## Viktor Bolotov



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

## Bill Boyle



**Bill Boyle** is Director of The Evaluation Business, supplying research and consultancy services for teaching, learning, and assessment developments around the world. Recently, he was Chair of Educational Assessment and Director of the Centre for Formative Assessment Studies (CFAS) at the University of Manchester, United Kingdom. Ongoing projects include developing classroom assessment models for pre- and in-service teachers in Armenia (World Bank) and designing and introducing learning assessments into Pakistan as a means to support more effective teaching and learning. From analysis of curriculum and assessment data, collected for the U.K. government over 10 years, Boyle wrote "A Curriculum without Foundation" (*British Education Research Journal* 2006), which detailed the detrimental effect "high stakes testing" was having on effective learning and child

development. Professor Boyle's recent books include *Formative Assessment Supporting Teaching and Learning* (SAGE 2013, with Marie Charles) and *Using Multimodalities and Multiliteracies to support Emerging Learners* (SAGE 2014, with Marie Charles).

## Fernando Cartwright



**Fernando Cartwright** is psychometrician, social science researcher, and software developer/architect. He has worked as an analyst or content developer on over 20 large-scale national or international skill and learning assessments and is an author in the World Bank National Assessments of Educational Achievement Series. In addition to individual-level assessment projects, such as the Programme for International Student Assessment (PISA) and the International Adult Literacy and Lifeskills Survey (ALLS) and their counterparts, he is the architect of several social measurement projects, including the Composite Learning Index, European Lifelong Learning Index, and the Third Billion Index. He has produced a variety of software applications related to educational measurement, including a stand-alone psychometric analysis suite for national assessments, web-based test-development and delivery applications, item banking, and data analysis applications. Fernando Cartwright is located in Ottawa, Canada.

## Jimin Cho



**Jimin Cho** is Senior Researcher and Head of the Department of Global Cooperation at the Korea Institute for Curriculum and Evaluation (KICE), Republic of Korea. Jimin started her professional career with KICE in 2002, taking charge of the National Assessment of Educational Achievement (NAEA). She also worked in the division for the College Scholastic Ability Test (CSAT) as the head of the Department of Planning and Analysis. Previously, she headed the Department of International Comparative Studies of Student Achievement where she coordinated the PISA and TIMSS projects. Her major experience has been in developing the framework for student assessments, and particularly in scoring and reporting in-depth analyses of various major assessments in the Republic of Korea.

## Marguerite Clarke



**Marguerite Clarke** is a Senior Education Specialist in the Human Development Network at the World Bank. She leads the Bank's work on learning assessment, including as manager of the Russia Education Aid for Development (READ) Trust Fund program and head of the SABER-Student Assessment work program. She has worked directly with, or provided advice or training to, more than 30 developing and developed countries to help them improve how they measure and use information on student learning. Prior to joining the Bank, Marguerite led academic research programs and practice groups in the areas of teaching and learning, higher education quality, and student assessment at universities in Australia (University of South Australia) and the United States (Brown University, Boston College). She also worked as a classroom teacher in the Chinese, Irish, Japanese, and U.S.

education systems and received a national teaching award from the Irish Department of Education in 1989. A former Fulbright Scholar (1995) and Spencer Fellow (2002), she received her PhD in Educational Research, Measurement, and Evaluation from Boston College (2000), and is a member of the Learning Metrics Task Force Advisory Committee, the advisory board of the UNESCO Institute for Statistics, and the editorial board of the journal, *Theory into Practice*. She is the author of "What Matters Most for Student Assessment Systems" (World Bank, 2012).



## Isak Froumin



**Isak Froumin** is an Academic Advisor of the Institute of Education, Higher School of Economics (HSE), National Research University in Moscow. His responsibilities also include advising the university on strategic planning and international cooperation. In 1987, Froumin became the youngest school principal in the Soviet Union, a position he held for 13 years. During this tenure, he made this university laboratory school (in Krasnoyarsk, Siberia) one of the best and most well known in the country. During this period, he also completed his PhD in education (at Latvia University) and became professor and chair of the educational theory department at Krasnoyarsk University. Froumin led the World Bank education program in Russia from 1999 to 2011. His World Bank experience also extends to projects in Afghanistan, India, Kazakhstan, the Kyrgyz Republic, Nepal, and Turkmenistan. In 2011 he was co-chair of the education component of the “Russia Strategy 2020” expert group. Since 2011 Froumin has been an advisor to the Skolkovo Foundation’s vice-president, and since 2012 he has been an advisor to the Minister of Education and Science of the Russia Federation and a member of the Russian delegation on the OECD Education Policy Committee. Froumin is the author of more than 250 publications, including articles and books in Russian and English. His current key research interests are development of higher education systems, university and school governance, foresight of education, and educational and life trajectories.

## Vincent Greaney



**Vincent Greaney** is coeditor of the five-volume World Bank series on national assessments of educational achievement levels, the final volume of which is due out later this year. He was lead education specialist at the World Bank, where he worked on education projects in East Asia, South Asia, the Middle East, and Africa. A former primary school teacher and Fulbright scholar, he is a member of Russia’s CISED Expert Council. He worked for 18 years at the Educational Research Centre in Dublin focusing on policy issues, curriculum, teacher training, achievement tests, and public examinations. He was elected to the International Reading Association’s Reading Hall of Fame. In recent years he has worked as a consultant in a range of countries including Armenia, Egypt, Georgia, Kuwait, the Kyrgyz Republic, Oman, Saudi Arabia, and Tajikistan. His work has been published in major journals, handbooks, and in professional books. He holds a PhD in Educational Research Measurement and Evaluation from Boston College.

## Robin Horn



**Robin Horn** is the Director for Education of the London-based philanthropic organization, CIFF (Children’s Investment Fund Foundation), a non-profit foundation that has the goal of demonstratively improving the lives of children in developing countries by achieving large-scale, sustainable impact. His responsibilities at CIFF include leadership on strategy, policy, program development, and implementation support. From 2006 to 2012, Robin was Sector Manager for Education in the World Bank’s Human Development Network. In that capacity he led the department responsible for carrying out the Bank’s efforts in education strategy, policy analysis, and program development to help countries increase the performance of their education systems. One of his main contributions was the conceptualization and launch of the Systems Approach for Better Education Results (SABER) initiative — a comprehensive package of metrics and diagnostic tools that provides countries with systematic policy analysis and guidance. Also during his tenure as Sector Manager, he led the Bank’s engagement with the Russian Federation on the establishment of the Russia Education Aid for Development (READ) program, which has provided leadership, financing, and technical assistance to help developing countries strengthen their student assessment systems. From 2002 to 2006, Robin was Lead Education Specialist in the World Bank’s Europe and Central Asia Region, where he was responsible for the Bank’s education work in Turkey. Between 1992 and 2002, he was responsible for the Bank’s education programs in Brazil. Robin’s policy work and projects have focused on education quality, learning outcomes, system management, and finance for basic, secondary, and tertiary education systems. Before joining the Bank, Robin was an education economist for the Africa Bureau of USAID and, previous to that, was a research associate in a private consulting firm providing analysis and support to the U.S. government. Robin has a PhD in Economics of Education from Columbia University.

## Anil Kanjee



**Anil Kanjee** is a Research Professor in the Department of Educational Studies, Tshwane University of Technology, Pretoria, South Africa. Previously, he served as Executive Director at the Human Sciences Research Council, where he headed both the Centre for Education Quality Improvement (2005–10) and the Research Program on Assessment Technology and Education Evaluation (2000–05). During this time, he served as the South African representative to the IEA General Assembly and was responsible for the TIMSS and national assessment studies conducted in South Africa. His current research focuses on the development of national assessment systems, improving learning practice assessment in schools, models for teacher professional development, and using information and communication technology to improve learning and teaching practices. He has worked as a consultant to education ministries in Eritrea, the Seychelles, South Africa, Zambia, and Vietnam, and has served as a technical advisor to a number of national and international organizations including JET Education Services, UMALUSI, UNESCO, UNICEF, and UNRWA. Kanjee has extensive experience in national and international studies and has authored numerous publications on educational assessment and evaluation. Currently he is working on three projects: (I) a computerized system for helping teachers improve their classroom assessment practices; (II) a framework for reporting national assessment scores to teachers and parents; and (III) a teacher professional development system delivered through mobile platforms.

## Galina Kovaleva



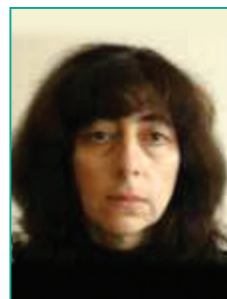
**Galina Kovaleva** has headed the Center for Evaluating the Quality of Education, Institute of Content and Methods of Education, Russian Academy of Education, since 1996. After starting her career as a secondary school physics teacher, she became a member of the national team for developing national standards and assessments in Russia. Kovaleva was involved in organizing and conducting international comparative student assessments in the country (including TIMSS, PIRLS, and PISA), developing the methodology of the Unified State Examination in Russia, developing a national system for evaluating the quality of education, and implementing assessment projects at the national and regional level. Kovaleva has a PhD in pedagogy and has authored over 90 publications in the areas of curriculum, national standards, instructional materials, and educational assessment.

## Soren Nellemann



**Soren Nellemann** is Country Sector Coordinator in the Human Development Unit of the Moscow Office of the World Bank since July, 2011. He was trained as a macro economist at the University of Copenhagen, Denmark and studied at the University of Maryland, College Park, and Georgetown University, USA. Prior to joining the Bank, he worked for the University of Copenhagen, the Department of Planning and Finance of the Ministry of Education of Denmark, Ernst and Young, UNDP, and UNESCO. While at the World Bank, Soren has held the positions of Senior Operations Officer in the Eastern and Southern African Region (1996–2003), Country Sector Coordinator in the Gulf States and Iran/Middle East and North Africa Region (2003–2009), and Senior Economist and Operational Manager of the Indonesia Decentralization Facility (Multi-Donor Trust Fund) in the East-Asia and Pacific Region (2009–2011).

## Marina Pinskaya



**Marina Pinskaya** is lead research associate at the Institute for Educational Studies, National Research University Higher School of Economics (HSE) in the Russian Federation. Before starting work in the field of educational studies, she gained extensive pedagogical experience through many years of work in the Russian school system. Pinskaya has taken part in major projects related to the modernization of the education system in Russia carried out by the national Ministry of Education. She has also participated in international comparative projects and research related to school effectiveness and school improvement conducted by the HSE. Pinskaya is the author of more than 40 scientific publications. Her professional interests include educational policy, assessment of the quality of education, and school effectiveness. She earned her PhD in 2007, defending a thesis entitled "The Portfolio as a Tool for Assessment of Individual Educational Achievements."

## Alberto Rodriguez



**Alberto Rodriguez** is the Manager for Education in the Europe and Central Asia Region, with responsibility over the World Bank's education sector program in the 30 client countries of that region. A Colombian national, Rodriguez joined the World Bank in 1997. He has worked on system-wide education reform issues, led policy dialogue, and was Project Manager for education activities in countries across Latin America, Eastern Europe, and Central Asia. Before joining the World Bank, Rodriguez was a school teacher and administrator for seven years, an administrator in a private Bank in Bogotá, Colombia for two years, worked at the High/Scope Educational Research Foundation as a Fellow and as Director of the Adolescent Division, and was the Technical Secretary of the Ministry of Education in Colombia. Over his career, he has published numerous articles on education. Dr. Rodriguez holds a BS in Industrial Engineering, an MA in Educational Administration, an MA in Public Administration, and a PhD in Educational Policy and Administration from the University of Michigan.

## Andreas Schleicher



**Andreas Schleicher** is Acting Director for OECD's Directorate of Education and Skills and Special Advisor on Education Policy to the Secretary-General. He also provides strategic oversight over OECD's work on the development and utilization of skills and their social and economic outcomes. This includes the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES). Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honors and awards, including the Theodor Heuss prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement." He holds an honorary Professorship at the University of Heidelberg.

## Artem Stepanenko



**Artem Stepanenko** is Director at the Center for International Cooperation in Education Development (CICED). Between 2005 and 2007, he held the position of Dean of the faculty of Financial Management at the innovative Tollyatti Academy of Management. He took part in scientific and practical projects on education quality assessment, monitoring of student educational achievements, innovative management, and improvement of financial literacy in the Russian Federation.

## Tigran Shmis



**Tigran Shmis** is an Education Specialist in the World Bank's Moscow office. He joined the Bank in 2007 as a Research Analyst for the Education team in Moscow. Before that, he worked in the Bank's regional Project Implementation Unit in Russia to assist the E-Learning Support Project. The project included a teacher training institute, where Shmis led a laboratory of five people for development of information and communication technology (ICT) learning materials. In parallel, he was teaching at Krasnoyarsk State University in the Psychology and Pedagogy department. Shmis holds a specialist degree (2001) as a school teacher of computer sciences and economics. He has completed postgraduate study in educational ICT and holds a candidate of sciences degree (2004) from the Russian Academy of Education (PhD equivalent). He has also completed an MA (2007) program at the Moscow branch of the University of Manchester on Management in Education and Educational Policy.

## Sergei Storchak



**Sergei Storchak** is a Deputy Finance Minister of the Russian Federation. Mr. Storchak became one of Russia's three deputy finance ministers in November 2005. He specialized in international financial relations, and was a prominent figure in negotiations over paying off Soviet-era debt. He is also credited with negotiating Russia's repayment of its debt to the Paris Club of creditor nations. His previous assignments included being in the Permanent Mission of the Russian Federation (formerly USSR) to the UN Office and other International Organizations (1988–1994). He was a Deputy Department Director in the Russian Ministry of Finance (1994–1998); Deputy Chairman of the Bank for Foreign Economic Affairs of the USSR (1998–2004); and Director of Foreign Finance Relations, State Debt, and State Financial Assets in the Russian Ministry of Finance (2004–2005). Mr. Storchak is honored with rewards from the Russian Government and the President of the Russian Federation. He has candidate's degree in economics, graduated from the Moscow State Institute of International Relations (1981) and was researcher at the Institute of World Economy and Foreign Affairs, Academy of Sciences of the USSR.

## Michael Trucano



**Michael Trucano** is the World Bank's Senior Education & Technology Policy Specialist. He serves as the organization's focal point on issues at the intersection of technology use and education in middle- and low-income countries and emerging markets around the world. At a practical working level, Trucano provides policy advice, research, and technical assistance to governments seeking to utilize new information and communication technology (ICT) in their education systems. A frequent public speaker on the use of technology in education around the world, and on ICT use for development (ICT4D) purposes more broadly, Trucano is the principal voice behind the World Bank's influential EduTech blog (<http://blogs.worldbank.org/edutech>). He regularly moderates conferences and industry events, including the annual global symposium on ICT and education in Seoul. He has also helped organize a number of FAILFaires, which explore how people and organizations can more openly talk about, and learn from, "failed" projects and initiatives, in the hope of making "success" more likely. Trucano joined the World Bank Group in 1997, first working at the International Finance Corporation (IFC) and later at infoDev. In between, he was a core member of the team that developed the World Links for Development Program, the pioneering effort in the late 1990s and early 2000s that introduced educational technologies into school systems in 22 developing countries. You can follow him on Twitter @trucano.