

## SPEAKERS' BIOGRAPHICAL INFORMATION



### **Cristian Aedo**

Practice Manager  
Education Global Practice  
Europe and Central Asia  
World Bank

**Cristian Aedo** is the Practice Manager for the Global Practice Education. Prior to that, he was a Senior Education Economist at the World Bank since 2006. He worked with the Latin America and the Caribbean Education team until 2011 and then he joined the Europe and Central Asia Education team. He is the author of studies on skills and countries skill patterns, and he has led investment loans and development policy lending focused on strengthening human development outcomes through better accountability and skill relevance. Before joining the World Bank, he was professor of economics at the Graduate Program in Economics at the ILADES/Georgetown University and Universidad Alberto Hurtado in Chile; served as the research director of INACAP; and completed numerous articles on social sectors in Latin America and the Caribbean. He holds an M.A. and Ph.D. in Economics from the University of Minnesota, United States.



### **Toktobubu Ashymbaeva**

Deputy Minister  
Ministry of Education and Science  
Kyrgyz Republic

**Toktobubu Ashymbaeva** is the Deputy Minister of Education and Science of the Kyrgyz Republic from 2014. She was a teacher of chemistry at secondary school and later a school director. Her flexibility and competencies helped her to work as a head of local education department over 10 years. Toktobubu served as the Director of SOS Herman Gmeiner Educational Complex. She attended professional

development courses in USA, Russia, Germany, and Tajikistan. She was awarded with the medal “Outstanding Worker of Education of the Kyrgyz Republic”, Certificate of Honor of Women Congress and Certificate of Honor of the Central Committee of Trade Union of Education and Scientific Workers of Kyrgyzstan.



## Raisa Belyavina

Teacher Policy Specialist  
Columbia College

**Raisa Belyavina** is an education policy expert with extensive experience in research on teacher policies in Central Asia and other countries in the former Soviet Union and around the world. She has contributed to studies on teacher quality, recruitment, and remuneration including in Armenia, Kyrgyzstan, and Uzbekistan. From 2010-2014, Ms. Belyavina was Senior Researcher at the Institute of International Education (IIE) in New York where she managed a global project to track global student mobility and conducted research on the internationalization of higher education and new trends in global education such as the rise of Massive Open Online Courses (MOOCs). Prior to IIE, Raisa was a teacher in the Republic of Korea and worked in the education sector in the United States. Raisa has a B.A. in Political Science and Russian from Columbia University and an M.A. and M.Phil in international education from Teachers College, Columbia University, where she is also pursuing a PhD, focusing on teacher policies in Kyrgyzstan.



## Alastair Blyth

Consultant Analyst  
Centre for Effective Learning Environments  
OECD

**Alastair Blyth** is an analyst at the Organization for Economic Co-operation and Development (OECD) working at the Centre for Effective Learning Environments (CELE) leading the Learning Environments Evaluation Programme. A key theme of this work is how the physical environment supports the needs of learning and developing the evidence base. He led the OECD survey on learning environments resulting in CELE’s flagship publication “Designing for Education: Compendium of exemplary Educational Facilities 2011” which draws examples from 28 countries including Australasia, Latin America, US,

Canada and Europe. He also led OECD country policy reviews in Portugal and Mexico on the effectiveness of school building modernization and renovation programs, and taken part in other OECD reviews. He led OECD project on Higher Education Spaces and Places: for learning, innovation and knowledge exchange and chaired Education Outlook on Higher Education in Australia: 2009. In 2007-2010, he led the OECD report on “Capital Funding in Educational Facilities: The role of public-private partnerships”. He has experience of working with a wide range of countries including Russia, Australia, Mexico, Japan, Korea, New Zealand as well as countries in Europe. A UK registered architect he holds degrees from University College London and the University of York.



## Claudia Costin

Senior Director  
Education  
World Bank

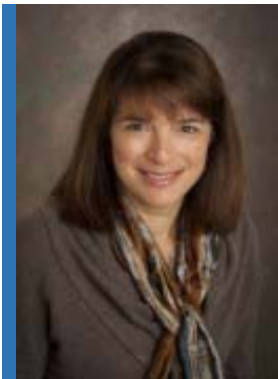
**Claudia Costin**, a Brazilian national, is the Senior Director for Education at the World Bank Group. Before joining the World Bank Group in July 2014, Claudia Costin, a Brazilian national, was Secretary of Education, Rio de Janeiro. Under her stewardship, learning results rose by 22 percent in the city. She also implemented a strong Early Childhood program, working seamlessly across sectors with the Health and Social Protection secretariats. Claudia has been vice-president of the Victor Civita Foundation, dedicated to raising public education quality. Believing in the transformational power of education, she helped create the civil society movement Todos pela Educação, also serving on its technical committee. Convinced that teacher motivation is critical for real learning, Claudia communicates with thousands of teachers using social media. Her former positions include Secretary of Culture, Sao Paulo State and Federal Minister, Public Administration and State Reform. She has also served as Executive Secretary, Helio Beltrao Institute and CEO, Promon Intelligens. Earlier, she served as World Bank Sector Manager, Poverty Reduction and Economic Management, Latin America and the Caribbean; and has also advised several African governments on public policy and state modernization. Claudia has held academic positions at the Catholic University of São Paulo, Getúlio Vargas Foundation, INSPER Institute of Education and Research, and École Nationale d’Administration Publique in Québec. She has a Master’s in Economics from the Escola de Administracao de Empresas de São Paulo of the Fundacao Getúlio Vargas.



## Andrea Guedes

Senior Operations Officer  
Education Global Practice  
World Bank

**Andréa Guedes** is a Senior Operations Officer at the Education Practice of the World Bank, with over 20 years of experience working in development in the education sector. Andréa is currently part of Eastern Europe and Central Asia's education team, working as both a team leader and a team member in various projects, albeit occasionally working in other regions. Prior to joining ECA, Andréa worked extensively in Latin American and the Caribbean region, covering a large array of social sector projects in various countries. Andréa has a BA in Economics and International Affairs from the American University in Washington DC, and a Master in Latin American Studies, focused on economics, from Georgetown University.



## Dr. Nancy G. Guerra

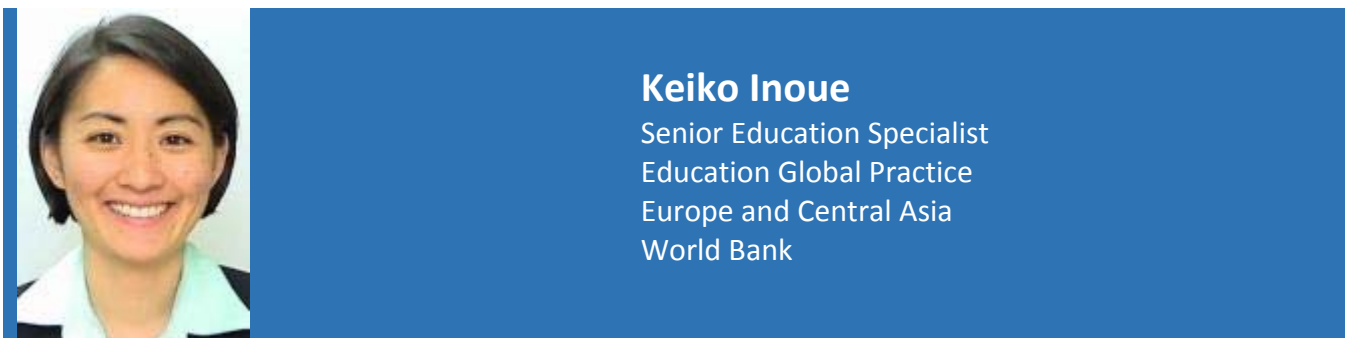
Professor of Psychology  
Associate Provost for International Programs  
Director, Institute for Global Studies  
University of Delaware

**Nancy G. Guerra.** My research focuses on understanding and preventing children's aggression and behavior problems of youth, particularly youth violence. I also am very interested in the role of culture in the etiology of behavior and implications for the design and implementation of prevention programs in the U.S. and internationally. My work is grounded in social-cognitive theory, emphasizing the role of children's thought processes and beliefs in determining and modifying behavior. I have been involved in the development and evaluation of several large scale prevention programs. Recently, as part of a CDC-funded Academic Center of Excellence on Youth Violence Prevention, I was involved in the implementation and evaluation of an evidence-based parent-child interaction therapy program for low-income immigrant Latino families, which led to the development of a home visitation child development parent training program, *Madres a Madres*, to address the unique needs of immigrant families. I also developed a competence-based cognitive-behavioral intervention for adolescents, *Positive Life Changes*, that currently is being evaluated in alternative school and juvenile justice settings in California and Connecticut. An important focus of my research is on the application of child development and

prevention research across different cultural settings and internationally. I have worked on projects funded by The World Bank, The Interamerican Development Bank, USAID, and other donor agencies over the past several years. These projects have emphasized enhancing children's development, improving educational and youth service settings, and preventing problem behaviors in Latin American and the Caribbean. Countries I have worked in include Colombia, Chile, El Salvador, Mexico, Venezuela, Jamaica, and Trinidad.



**Jean-Michel Happi** is the World Bank Country Manager for the [Kyrgyz Republic](#) as of September 1, 2014. Happi has broad ranging development experience. He has worked on issues of competition policy, privatization, governance and anti-corruption, infrastructure development and utility sector reform. He has also been involved with Bank-wide efforts to mobilize concessional financing for low-income countries, and in helping develop Bank-country partnership strategies. He has worked across many countries in South Asia, Africa, Europe and Central Asia, and Middle East. Before moving to the Kyrgyz Republic country office, he has worked as the Country Manager for Armenia. Prior to joining the World Bank Group in 1993, Happi worked as economist at the United Nations Conference on Trade and Development (UNCTAD) in Geneva. Happi, a Cameroonian National, is a graduate from the French School of Economics (Ecole Nationale de Statistique et de l'Administration Economique) and holds Post-Masters degrees in Applied Mathematics from Paris-6 University.



**Keiko Inoue** is a Senior Education Specialist at the World Bank who has worked in over 15 countries spanning East Asia, Africa, Latin America, and Europe and Central Asia. In recent years, she has focused

on the promotion of skills development and positive youth development in low income, middle income, and conflict affected countries. Her areas of research include analysis of learning outcomes as measured by the Organisation for Economic Co-operation and Development Programme for International Student Assessment (PISA) in Albania and Kazakhstan; public finance review of the education sector in Albania and Liberia; and education country status reports for Rwanda and Liberia. Most recently, she co-authored the book on Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective (World Bank, 2015). Keiko holds a B.A. from the University of Pennsylvania and M.A and Ph.D. from Stanford University.



### **Naveed Hassan Naqvi**

Program Leader  
Education Global Practice  
World Bank Central Asia Regional Office  
Almaty, Kazakhstan

***Naveed Hassan Naqvi*** is the Program Leader in the World Bank Central Asia Regional Office, Almaty, Kazakhstan. He leads the World Bank activities in Central Asia in the following areas: Social Protection and Labor; Jobs; Education; Health, Nutrition and Population; Urban, Rural, and Social Development. Prior to this position he worked as a Senior Education Economist at the World Bank. He started his career at the Bank in 2004 and has worked in the South Asia, Europe and Central Asia regions, where he has led both analytical work and lending operations. Before joining the Bank he taught Economics at the University of Durham (UK), and worked for the Government of Pakistan as the executive head of several sub-districts, supervising development work. Mr. Naqvi holds a Ph.D in Economics from University of Hull (UK). Naveed speaks English, Panjabi, Urdu, and Flemish.



### **Anna Pons**

Policy Analyst  
Directorate for Education and Skills  
OECD

***Anna Pons***, has been a Policy Analyst in the OECD Directorate for Education and Skills since 2010. Anna is currently involved in the accession reviews of Colombia and Latvia to the OECD. She has also co-



ordinated or contributed to several reviews on the effectiveness and equity of school systems, including the School Resources Review of Kazakhstan, and co-authored a thematic report on equity (Equity and Quality in Education, 2012). Previously, Anna contributed to the work on competition policy, public integrity and transparency. Prior to joining the OECD, Anna worked for the Higher Education Commission of the Government of Catalonia (Spain) and the private sector. Anna holds a BA in Economics and a BA in Political Science from University Pompeu Fabra, Spain, and a Master in Economics and Public Policy from Sciences Po, ENSAE and École Polytechnique, France.



## Juan Prawda

Education Specialist  
Consultant  
World Bank

**Juan Prawda** has accumulated over 37 years' experience contributing to the improvement of the education sector of developing countries worldwide as a Deputy Under-Secretary in the Mexican Ministry of Education, Lead Education Specialist in the World Bank, and as an independent consultant since his retirement from the World Bank in 2005 after almost 16 years tenure. Recognized for innovative programs, products, processes and contributions to education reform in about 35 countries worldwide, in particular: (i) facilitating policy dialogue in the education sector with government authorities and relevant stakeholders in developing countries; (ii) steering project preparation and supervision activities; (iii) evaluating programs; (iv) developing operational manuals and procedures; and (v) training and facilitating workshops for staff, partners, and stakeholders. He holds: (i) a Bachelors Degree in Mechanical and Electrical Engineering from the National Autonomous University of Mexico; (ii) a Masters and a PH.D in Operations Research/Management Sciences from Northwestern University in Evanston, Illinois; and (iii) a Certificate in Organizational Development from Georgetown University. He was an Associate Professor in the Graduate School of Business Administration in Tulane University in New Orleans, USA and a professor in the National Polytechnic Institute in Mexico, and the Colegio de la Frontera Norte in Tijuana, Mexico (an apex research institution in the social sciences). Before joining the World Bank in 1990, he worked for 16 years in the Mexican Government (1973-1989), 12 of those, in the Ministry of Education where he was Director General of Policy, Planning, Programming, Budgeting, and Information Systems. He is the author of 6 books (3 in operations research and 3 in education), and several related published professional articles. He lectured in the Regional Office of UNESCO in Chile from 1989 to 1997.



## Halsey Rogers

Lead Economist  
Education Global Practice  
World Bank

**Halsey Rogers** is Lead Economist with the Education Global Practice of the World Bank Group. He led the World Bank's recent collaboration with Korea on education innovation for a creative economy; his other recent areas of focus have included teacher policy, the post-2015 education agenda, the Systems Approach for Better Education Results (or SABER) program, and the World Bank's Education Strategy 2020: Learning for All. He has published in peer-reviewed journals and advised governments on teacher effectiveness, service delivery in education, aid effectiveness, development strategy, and other education topics such as private tutoring and out-of-school youth. Rogers previously served as a Senior Economist in the World Bank's central research department and as an advisor to former World Bank chief economists Joseph Stiglitz and Nicholas Stern. He has also served with the US Council of Economic Advisors at the White House in Washington, the Indonesian Ministry of Finance in Jakarta, UC Berkeley, and the Korea Development Institute in Seoul. He holds an AB from Princeton University, an MPP from the Harvard Kennedy School, and a PhD in Economics from the University of California, Berkeley.



## Paulo Santiago

Senior Analyst  
Directorate for Education and Skills  
OECD

**Paulo Santiago**, a Portuguese national, is a Senior Analyst in the OECD Directorate for Education and Skills, where he has been since 2000. He is currently the co-ordinator of the OECD School Resources Review which includes the analysis of funding, human resource management, and school network organisation in school systems. He has previously assumed responsibility for three major cross-country reviews, each with the participation of over twenty countries: a review of teacher policy (2002-2005), leading to the OECD publication "Teachers Matter"; the thematic review of tertiary education (2005-2008), leading to the OECD publication "Tertiary Education for the Knowledge Society"; and a review of evaluation and assessment policy at the school level (2009-2013), leading to the OECD publication "Synergies for Better Learning". He has also led reviews of teacher policy, tertiary education policy and



educational evaluation policy in over 25 countries. He holds a Ph.D. in Economics from Northwestern University, United States, where he also lectured.



## Elvira Sarieva

Minister of Education and Science  
Kyrgyz Republic

**Elvira Sarieva** is the Minister of Education and Science of the Kyrgyz Republic. Prior to that she was the Vice Prime Minister of the Kyrgyz Republic for Social Affairs covering health, social protection and education sectors. She led the public organization “Internews” for many years as the Executive Director. She served as the Coordinator on Caucus, Afghanistan and Central Asia at CELA Leadership Academy for young professionals. She has an extensive experience with public activities being the Chairperson of the Kyrgyz Public Television and Radio Broadcasting Company and member of the Bishkek City Council. She holds degree with honour from Bishkek Humanitarian University, graduated the Kyrgyz State Academy of Law and the Kyrgyz Academy of Management.



## His Excellency

### Temir Sariev

Prime Minister  
Kyrgyz Republic

**Temir Sariev** is the Prime Minister of the Kyrgyz Republic as of May 2015. Prior he has worked as the Minister of Economy of the Kyrgyz Republic. He is the Chairman of “Ak-Shumkar” political party. In 2000 and 2005 he was elected to the Parliament of the Kyrgyz Republic. Before joining the Government, Mr. Sariev carried on private business, was the Founder and the President of the first Commodity-Raw Material Exchange. Mr. Sariev is a graduate from the School of Economics of the Kyrgyz State National University.



## Andreas Schleicher

Director for Education and Skills, and  
Special Advisor on Education Policy to the Secretary-  
General at the Organisation for Economic Co-  
operation and Development (OECD)

**Andreas Schleicher** is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris. As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate 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, Mr. Schleicher 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 honours 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.



## Tigran Shmis

Senior Education Specialist  
Education Global Practice  
World Bank Country Office  
Moscow, Russian Federation

**Tigran Shmis** is a Senior Education Specialist of the World Bank in Moscow office. He joined the Bank in 2007 as a Research Analyst for the Education team in Moscow. Before that, he worked in regional Project Implementation Unit in Krasnoyarsk, Russia to support Bank's E-Learning Support Project. It was a teacher-training institute where he led a laboratory of five people that developed ICT learning materials and supported EMIS. In parallel, he was teaching at the Krasnoyarsk State University at Psychology and Pedagogy department. He holds a specialist degree (2001) as a school teacher of

computer sciences and economics, after graduating the University he completed the postgraduate study in educational ICTs and holds a PhD (candidate of sciences) degree (2004) from the Russian Academy of Education. Later he completed a MEd (2007) program of the Moscow branch of the University of Manchester on Management in Education and Educational Policy. Areas of research and professional interest are ECD and International Assessment work. Tigran leads a work on innovative learning environments, ECD quality initiatives, and capacity building of Russia in international development aid in education.



### **Kirill Vasiliev**

Education Specialist  
Education Global Practice  
World Bank Country Office  
Moscow, Russian Federation

***Kirill Vasiliev*** currently works as Education Specialist and Task Team Leader at the Education Global Practice of the World Bank, Europe and Central Asia region. For the last twelve years, Kirill has been involved in Russian education policy development and implementation. He has experience in working on education development issues in Albania, Kazakhstan, Kyrgyzstan and Turkey. Kirill Vasiliev research interests include skills and vocational education, as well as information and communication technology in teaching and learning. Kirill is a lead author of “Skills for Innovative Development” report for Russia, co-author of several papers and reports on tertiary education development and e-Learning policies. Kirill Vasiliev work experience also covers, but is not limited to, teaching in a Siberian high school, working as teaching assistant in Australian Geelong Grammar School, and administering a distance education courses at the Krasnoyarsk State University. He is an economist by undergraduate degree and holds Master Degree of Aberdeen University in Education Management.