OXSCIE 2018

Oxford Symposium in Comparative and International Education

Uncertainty, Society and Education

Department of Education and
St. Antony's College | University of Oxford
In partnership with the Aga Khan Foundation and
The Global Centre for Pluralism

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19th – 20th June 2018 | Keble College | Oxford University

Welcome Note

A very warm welcome to Oxford! We are delighted that you have elected to attend the second **Oxford Symposium in Comparative and International Education (OXSCIE) 2018**.

OXSCIE is an annual forum hosted by the University of Oxford's Centre for Comparative and International Education, in partnership with the Aga Khan Foundation and Global Centre for Pluralism.

It is at OXSCIE that we reflect on the work of our research programme, 'Education and Uncertainty'. The programme studies the impact of uncertainty on education theoretically and empirically; and so this year we launch a new strand of work called 'Schools2030', that seeks to follow and document the life-worlds of children and young people from 2020 to 2030.

The purpose of OXSCIE is to ask the 'big' questions about education and to probe the sometimes all too convenient answers that are offered.

This year we shall focus closely on the nature of 'new' uncertainties and their effects on the changing nature of society. Our proposition is that uncertainty reveals itself in waves - it projects and recedes, in old or new forms in tune with the political and economic 'mood'. Indeed, it is the uncertain nature of uncertainty that has significant implications for education – in its organisation, aims, and practices.
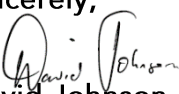
The questions for OXSCIE 2018 are **'how can we, through education, best shape and sustain a society that is at once plural and cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive?'** and **'how might we monitor and document the pathways selected by young people and their families to navigate uncertainty and society?'**.

Education, we know has a crucial place in shaping society; but it is the shape of society now and in the future that we must aim to better understand. Indeed, it is in the absence of a robust understanding of the nature of society and forces other than education that shape it, that threatens our understanding of the manner of education.

It is our task then to sharpen the questions about the role of education in societies that appear to be fracturing at the margins; and to understand and document the factors that constrain the pathways selected by schools, learners and families to navigate new and challenging social, cultural and economic pitfalls, and to find their footings. OXSCIE relies mostly on discussion in round table formats to frame sharper questions about the nature of the impact of uncertainty on education.

We hope you find your time at OXSCIE to be both productive and enjoyable.

Sincerely,

David Johnson
Director, Centre for Comparative and International Education
Department of Education and St Antony's College, University of Oxford

The Education and Uncertainty Research Programme

The Education and Uncertainty Research Programme is located in the Centre for Comparative and International Education, in the Department of Education at the University of Oxford. In partnership with the Aga Khan Foundation and the Global Centre for Pluralism, it studies the impact of global politics on the nature of society. By its nature, uncertainty has no boundaries. Political, economic and social uncertainties are enmeshed with uncertainties about our relationship with our environment, our relationship with technologies and scientific discovery, and our social and interpersonal relationships. These uncertainties seem always, everywhere to come home to roost in our schools.

The Centre for Comparative and International Education

The Centre for Comparative and International Education at the University of Oxford is an internationally recognised interdisciplinary research centre dedicated to the study of educational systems around the world. Since its inception more than 20 years ago, the Centre has advanced public dialogue about the challenges to educational change, reform and reconstruction in low- and middle-income countries, and the crises and changing faces of educational systems in other parts of the world.

Aga Khan Foundation

For more than 100 years, the AKDN has worked to ensure that students of all ages have access to quality learning opportunities. The Network operates programs and institutions across more than 25 countries reaching millions of students. As one of AKDN's five leading agencies in education, the Aga Khan Foundation (AKF) works in partnership with governments, civil society, and school stakeholders to raise the quality of education systems for the most marginalized children, worldwide.

Global Centre for Pluralism

The Global Centre for Pluralism is an applied knowledge organization that facilitates dialogue, analysis and exchange about the building blocks of inclusive societies in which human differences are respected. Founded by His Highness the Aga Khan in partnership with the Government of Canada, the Centre is inspired by Canadian pluralism, which demonstrates what governments and citizens can achieve when human diversity is valued and recognized as a foundation for shared citizenship.

What is OXSCIE 2018?

This year, we examine critically the complex intersections between education, uncertainty and the changing nature of society. The rapidly changing shape of the global political landscape has created for people everywhere uncertainties about their social, economic, demographic and climatological futures; and uncertainties about the future interact to alter the balance of society, and to threaten openness, pluralism and cohesion. Now seems a particularly important time to ask what kind of society we want, and what role education might play in achieving it.

The question for OXSCIE 2018, then, is **'how can we, through education, best shape and sustain a society that is at once plural and cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive?'** This is a complex and searching question about education and the future; about the kind of world we want, and in spite of contestation, how we might secure it. The purpose of OXSCIE is to sharpen the questions we ask of education in the face of global uncertainties and societies that seem evermore to be fraying at the margins.

Our aims for OXSCIE 2018 are three-fold:

(1) To ask what role education might play in the face of ever changing external influences that threaten the nature of society and the shared futures of citizens;
(2) To ask what it is we might expect of teaching as poverty, inequality, prejudice, discrimination, and other forms of social and spatial divisions increase rather than recede in contemporary society;
(3) To ask, as modern economies and institutions lay waste to the learning poor, how we might better understand and document the impact of uncertainty and the changing nature of society on children's lives, their learning pathways, and transitions during the first decade and second decade of life.

OXSCIE 2018 invites discussion and participation in the design of a new suite of longitudinal studies that follow and record the impact of uncertainty on the life worlds and life choices of children and young people from year 2020 to 2030 (**Schools2030).**

Our Format:

OXSCIE invites you to engage through a variety of forums and formats: keynote addresses, plenary sessions and intimate round table sessions that explore the following themes:

- Key intersections between education, uncertainty and the changing nature of society.
- The impact of uncertainty on society and on children's learning pathways and transitions during the 1st decade of life and 2nd decade of life
- The role and responsibilities of philanthropy in education and society in how to build a coalition of partnerships to support and engage learning in uncertainty.

Our Programme

Monday | 18 June 2018

18:00   20:00   **Football and Drinks: Our Informal Pre-Social for OXSCIE 2018 Delegates**
St Aldates Tavern, City Centre, Oxford OX1 1BU
Football fans can watch the FIFA World Cup match England vs. Tunisia.
Delegates are responsible for the costs incurred.

Tuesday | 19th June 2018

8:00   9:00   Coffee and Registration

9:00   9:10   **OXSCIE Opening Remarks**

             Speaker: Dr. Andrew Cunningham, **Aga Khan Foundation**

9:10   9:40   **Aims: Education, Uncertainty and the Changing Nature of Society**

             Speaker: Dr. David Johnson, **University of Oxford**
                                  Souad Abd, **Minister of Education, Sudan**

9:40   10:15   **Keynote 1: Understanding Society – Teaching for Productive Diversity**

             Speaker: Andria Zafirakou, **Global Teacher Prize Winner 2018**
             Chair: Dr. Ann Childs, **University of Oxford**

10:15   11:15   Plenary 1: Portraits of Uncertainty: Implications for Education

             Panelists: Dr. Christopher Kutarna, **University of Oxford**
                                    Dr. Stephanie Jones, **Harvard University**
                                    Nik Kafka, **Teach a Man to Fish**
             Chair: Jayne Barlow, **Global Centre for Pluralism**

11:15   11:45   Refreshments

11:45   13:15   **Round Table Discussions**

             Guiding questions: How can we, through early childhood development and
education, best shape and sustain a society that is at once plural and
cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive?
Which areas of learning should we explore during the Schools2030 research
programme and how might we do so?

Round Table 1 <u>Early Childhood Development</u>
  Dr. Kofi Marfo, **Aga Khan University**, IHD
  Professor Kathy Sylva, **University of Oxford**
  Khilen Nathwani, **The Kays Foundation**
  Chair: Dr. Sweta Shah, **Aga Khan Foundation**

Round Table 2 <u>Education Innovation</u>
  Katherine Crisp, **UNICEF Global Innovation**
  Meghan Mahoney, **Educate!**
  Gary Shearer, **The Saville Foundation**
  Co-Chair: Sehr Tejpar, **Aga Khan Foundation**
  Co-Chair: Jody Stephenson, **Rockdale Foundation**

Round Table 3 <u>Teacher Transformation</u>
  Nimet Rener, **Aga Khan Education Services**
  Sharath Jeevans, **STIR Education**
  Steven Farr, **Global Learning Lab @ Teach for All**
  Dr. Daniel Baheta, **UNICEF Kenya**
  Chair: Nafisa Shekhova, **Aga Khan Foundation**

Round Table 4 <u>Lifeworld Learning</u>
  Jenny Gillett, **International Baccalaureate**
  Dr. Oludamini Ogunnaike, **The College of William and Mary**
  William Olsen, **Rutland High School**
  Chair: Katie O'Brian, **Global Centre for Pluralism**

Round Table 5 <u>Education Policy: Human Rights and Education Policy Development</u>
  Dr. Suguru Mizonoya, **UNICEF**
  Margaret Irving, **Global Partnership for Education**
  Tony Baker, **RESULTS for Education**
  Chair: Dr. Aqeela Datoo, **Aga Khan Foundation**

Round Table 6 <u>Health and Education</u>
  Caitlin McKane, **Brigham and Women's Hospital**
  James O'Donovan, **University of Oxford**
  Julia McGeown, **Humanity and Inclusion**
  Alice Armstrong, **Consultant for Adolescent Health and HIV**
  Chair: Tracey Evans, **Aga Khan Foundation**

Round Table 7 <u>Higher Education</u>
  Rachel Dowling, **Study.com**
  Ahmed Ahmed, **University of Oxford**
  Dr. Anjum Halai, **Aga Khan University**, Pakistan
  Chloe Walker, **University of Oxford**
  Chair: Elizabeth Grant, **Aga Khan Foundation**

13:15 Delegates' Lunch at Keble College Hall

14:15 15:30 Plenary 2: Shoring-Up Society: The Challenges of Teaching in Uncertainty

Panelists: Mike Soskil, **Global Teacher Finalist, United States**
Diane Robinson, **Teach for All, Global**
Andria Zafirakou, **Global Teacher Prize Winner, UK**
Chair: Alice Cornish, **Varkey Foundation**

15:30 16:00 Refreshments

16:00 17:30 **Round Table Discussions**

Guiding questions: How can we, through early childhood development and education, best shape and sustain a society that is at once plural and cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive? What areas of learning should we explore during the Schools2030 research programme and how might we do so?

Round Table 8 Early Childhood Development in Conflict and Emergencies
Tina Hyder, **Open Society Foundation**
Danny Labin, **Sesame Street Workshop**
Dr. Sweta Shah, **Aga Khan Foundation**
Chair: Khilen Nathwani, **The Kays Foundation**

Round Table 9 Education Innovation
Margery Evans, **Aga Khan Education Services**
Michael Meaney, **University of Cambridge**
Sofia Fernandez de Mesa, **ProFuturo Foundation**
Co-Chair: Sehr Tejpar, **Aga Khan Foundation**
Co-Chair: Jody Stephenson, **Rockdale Foundation**

Round Table 10 Teacher Transformation
Dr. Stephen Anderson, **University of Toronto**
Dr. Anjlee Prakash, **Learning Links Foundation**
Michelle Holmes, **PSIPSE**
Dr. Nusrat Fatimarizvi, **Aga Khan University, Pakistan**
Chair: Nafisa Shekhova, **Aga Khan Foundation**

Round Table 11 Lifeworld Learning
Vishal Talreja, **Dream a Dream**
Dr. Doris Summer, **Harvard University**
Bethany Cunningham, **Mindfulness Educator**
Chair: Katie O'Brian, **Global Centre for Pluralism**

Round Table 12 Education Policy: Gender Responsive Approaches
Valerie Sara Price, **Global Affairs Canada**
Emma Symonds, **Aga Khan Foundation, Afghanistan**
Dr. Nesha Haniff, **University of Michigan**
Aliyya Mattos, **Paperseed Foundation**
Chair: Tracey Evans, **Aga Khan Foundation**

Round Table 13 <u>Education and Pluralism</u>
        Alison Joyner, **INEE**
        Dr. Yahia Baiza, **Institute of Ismaili Studies, London**
        Dr. Dina Mehmedbegovic, **UCL Institute of Education**
        Chair: Jayne Barlow, **Global Centre for Pluralism**

Round Table 14 <u>Philosophy of Education</u>
        Dr. Carl Hildebrand, **University of Oxford**
        Dr. Soudeh Oladi, **University of Toronto**
        Dr. Irina Elkina, **Russian Academy of Education**
        Chair: Elizabeth Grant, **Aga Khan Foundation**

Round Table 15 <u>Educational Aspirations</u>
        Juliana Correa, **London School of Economics**
        Meghna Nag Chowdhuri, **University of Cambridge**
        Maheswar Satpathy, **Utkal University and University College London**
        Chair: Dr. Aqeela Datoo, **Aga Khan Foundation, UK**

**19:00 21:30   Drinks Reception and Delegates Dinner at Keble College, Oxford
Keble College Great Hall**

Dress Code for Dinner: Business Formal.

Remarks during Dinner Courses:

Speakers: Nick McKinlay, **Director, Global Programs, AKF**
               Nimet Rener, **Director, Aga Khan Education Services**

Wednesday | 20th June 2018

8:00 9:00   Coffee and Registration

9:00 9:45   Keynote 2: Responding to Uncertainty: Pluralism in and through Education

Speaker: Alice Wairimu Nderitu, **2018 Global Pluralism Award Winner**
Chair: Jayne Barlow, **Global Centre for Pluralism**

9:45 11:00 Plenary Session 3: Navigating Society: Learning in Uncertainty

Panelists: Jeea Saraswati, **Global Affairs Canada**
            James O'Donoghue, **DFID**
            Miho Taguma, **OECD**
            Margaret Irving, **Global Partnership for Education**
Chair: Dr. Matt Reed, **Aga Khan Foundation**

11:00 11:30 Refreshments

11:30   13:00   **Round Table Discussions**
Guiding questions: How can we, through early childhood development and education, best shape and sustain a society that is at once plural and cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive? What key areas of learning should we explore during the Schools2030 research programme and how might we do so?

Round Table 16 <u>Early Childhood Development: The Pre-School Years</u>
        Fiona Smith, **LEGO Foundation**
        Amanda Devercelli, **World Bank**
        Dr. Stephanie Jones, **Harvard University**
        Chair: Dr. Sweta Shah, **Aga Khan Foundation**

Round Table 17 <u>Early Childhood Development: Cross-Cutting Themes</u>
        Caitlin Shuler, **Pre-School Educator**
        Dr. Deborah Fry, **University of Edinburgh**
        Sara Bonetti, **Education Policy Institute**
        Chair: Dr. Kathy Sylva, **University of Oxford**

Round Table 18 <u>Education Innovation</u>
        Shiraz Chakera, **UNICEF Eastern and Southern Africa Office, Education**
        Tom Parry, **Instill Education**
        Dr. Zak Kaufman, **Vera Solutions**
        Co-Chair: Sehr Tejpar, **Aga Khan Foundation**
        Co-Chair: Jody Stephenson, **Rockdale Foundation**

Round Table 19 <u>Teacher Transformation</u>
        Andrew Bollington, **viaED**
        Dr. Connie Chung, **Independent Researcher**
        Sara Monteabaro, **MIT Solve**
        Chair: Nafisa Shekhova, **Aga Khan Foundation**

Round Table 20 <u>Lifeworld Learning: The Role of Media</u>
        Aric Noboa, **Discovery Learning Alliance**
        Diane Janknegt, **WizeNoze**
        Jonathan Olinger, **HUMAN**
        Chair: Katie O'Brian, **Global Centre for Pluralism**

Round Table 21 <u>Education Policy: Systems Strengthening</u>
        Rupert Corbishley, **Aga Khan Foundation, East Africa**
        Dr. Oksana Chigisheva, **Southern Federal University, Russia**
        Dr. Bernadette Dean, **University of Central Asia**
        Chair: Tracey Evans, **Aga Khan Foundation**

Round Table 22 <u>Education and Conflict</u>
        Naseemah Mohamed, **University of Oxford**
        Dr. Aqeela Datoo, **Aga Khan Foundation, UK**
        Sandra El Hadi, **Independent Researcher**
        Lynn Schneider, **University of Oxford**
        Chair: Elizabeth Grant, **Aga Khan Foundation**

Round Table 23 <u>Uncertainty, Civil Society and Education</u>
Dr. Mary Joy Pigozzi, **Educate a Child**
Jasmina Haynes, **Integrity Action**
Lucia Fry, **Malala Fund**
Chair: Jayne Barlow, **Global Centre for Pluralism**

13:00   14:00   Delegates' Lunch at Keble College Hall

14:00   14:45   **Keynote 3: Uncertainty, Vulnerability and Learning**

Speaker: Lewis Mizen, **Marjory Stoneman Douglas High School**
Chair: Dr. Sughra Choudhry Khan, **Aga Khan Foundation**

14:45   15:45   **Plenary Session 4: Investing in Society: Educational Philanthropy in Uncertainty**

Panelists: Nada Al-Hajjri, **Dubai Cares**
Joyce Malombe, **Wellspring Philanthropic Fund**
Khilen Nathwani, **The Kays Foundation**
Angela Dannemann, **Itaú Social Foundation**
Chair: Dr. Sweta Shah, **Aga Khan Foundation**

15:45   16:00   Refreshments

16:00   16:45   **Plenary Session 5: Documenting the Impact of Uncertainty on Education: Schools2030**

Speaker: Dr. David Johnson, **University of Oxford**

16:45   17:15   **Plenary Session 6: Our PROMISE[3] for Schools2030**

Panelists: Helen Hwang, **Salesforce.org**
Dr. Zak Kaufmann, **Vera Solutions**
Joanne Trotter, **Aga Khan Foundation**
Chair: Dr. Andrew Cunningham, **Aga Khan Foundation**

17:15   17:30   **Closing Remarks**

Speaker: Dr. David Johnson, **University of Oxford**
Jayne Barlow, **Global Centre for Pluralism**
Dr. Andrew Cunningham, **Aga Khan Foundation**

There will be an informal get together at the **Turf Tavern**,
4-5 Bath Pl, Oxford OX1 3SU
All delegates are invited to attend.

Travel safely!

Speakers

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)

Nada Al Hajjri, Dubai Cares - Nada Al Hajjri 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.

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.

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.

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.

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. Cunningham graduated summa cum laude from Duke University with a double major in International Comparative Studies and Chinese. He received a Master's and PhD in Comparative International Education at Oxford University with distinction. He is recipient of the Marshall Scholarship, Truman Scholarship, Robertson Scholarship, Goldman Sachs Global Leaders Award, Oxford University's Vice Chancellor's Award for Social Impact.

Angela Dannemann, Itaú Social Foundation - Angela 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). She is currently the Superintendent of Fundação Itaú Social. An Avina Foundation Leader, she is a Board Member at AACD (Association of Assistance to Children with Disabilities), FOCO (Octacílio Coser Foundation), and Instituto Verdescola; a Fiscal Board Member at Associação Educacional e Assistencial Casa do Zezinho, and a Member of CONSOCIAL FIESP (Social Responsibility Higher Board of 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).

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.

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.

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.

Nik Kafka - Nik is the founder and Chief Executive of Teach A Man To Fish. Leaving a successful banking career in the City of London for a local microfinance institution in Paraguay, Nik discovered 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. Having helped transform this school into a replicable model, and realising the huge potential for funding education through enterprise rather than charity, he returned to the UK to found Teach A Man To Fish. Under his stewardship Teach A Man To Fish has grown into an international network whose membership now numbers over 4,500 education institutions and experts in more than 125 countries. Over 300,000 young people benefited directly from Teach A Man To Fish programmes across Africa, Asia & Latin America. Honoured as a Young Global Leader in 2009 by the World Economic Forum, he was more recently named in 2011 as one of Devex's 40 Under 40 International Development Leaders in London. He holds a first-class BSc in Chemistry from the University of Bristol, an MSc in International Development from the School of Oriental & African Studies at the University of London, as well as professional qualifications in finance.

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 nonprofits. 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.

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).

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 Sauvé 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.

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.

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.

Lewis Mizen, Marjory Stoneman Douglas High School - Lewis Mizen is 17-years-old and a student from Marjory Stoneman Douglas. In the wake of the tragedy that occurred at his school on February 14th, he was part of the activism that grew out of the school in order to prevent school shootings in the future. Lewis attended the 2018 Global Education and Skills Forum in Dubai and was a keynote speaker on school safety.

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 masters 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.

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.

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 - 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 65,000 children.

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.

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.

Sweta Shah, Aga Khan Foundation - Sweta is the Global Advisor for Early Childhood Development at the Aga Khan Foundation. Sweta provides strategic support for early childhood development. She has over 18 years of experience designing and implementing ECD and education programmes around the world. Sweta has worked for the Bernard van Leer Foundation, Plan International, UNICEF, the Inter-agency Network for Education in Emergencies and the International Rescue Committee. She has a Master's degree in International Development from George Washington University, a Doctorate in Early Learning and Development from University College London.

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.

Miho Taguma, Organisation of Economic Cooperation and Development (OECD) - Miho Taguma is a 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.

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.

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.

Winners of the 2018 Oxford Scholarships in Comparative and International Education for Essay Winners

Ahmed Ahmed	University of Oxford
Yahia Baiza	The Institute of Ismaili Studies
Andrew Bollington	viaEd
Oksana Chigisheva	Southern Federal University
Connie Chung	Independent Researcher
Rupert Corbishley	Aga Khan Foundation, East Africa
Juliana Correa	London School of Economics
Bethany Cunningham	Independent Mindfulness Consultant
Aqeela Datoo	Aga Khan Foundation, UK
Rachel Dowling	Study.com
Sandra El Hadi	Independent Researcher
Irina M. Elkina	Russian Academy of Education
Deborah Fry	University of Edinburgh
Nesha Haniff	University of Michigan
Alison Joyner	Inter-Agency Network for Education in Emergencies
Caitlin McKane	Brigham and Women's Hospital
Michael Meaney	University of Cambridge
Dina Mehmedbegovic	University College London
Suguru Mizonoya	UNICEF
Naseemah Mohamed	University of Oxford
Meghna Nag Chowdhuri	University of Cambridge
James O'Donovan	University of Oxford
Oludamini Ogunnaike	The College of William and Mary
Soudeh Oladi	University of Toronto
Bill Olsen	Rutland High School
Maheswar Satpathy	Utkal University
Lynn Schneider	University of Oxford
Caitlin Schuler	Pre-School Teacher
Doris Summer	Harvard University
Emma Symonds	Aga Khan Foundation, Afghanistan
Vishal Talreja	Dream a Dream

Chloe Walker   University of Oxford

OXSCIE 2018 Delegates

Souad Abd	Government of Sudan
Amyn Ahamed	Aga Khan Development Network
Nada Al-Hajjri	Dubai Cares
Nelson Amaya Durán	OECD netFWD
Stephen Anderson	OISE, University of Toronto
Manos Antoninis	UNESCO, Global Education Monitoring Report
Alice Armstrong	Independent Consultant
Daniel Baheta	UNICEF Kenya
Tony Baker	RESULTS Educational Fund
Katy Barksdale	The Rockdale Foundation
Jayne Barlow	Global Centre for Pluralism
Tom Beresford	The Innovation Unit
Amy Bernath	IREX
Sara Bonetti	Education Policy Institute
Christen Brandt	She's the First
Manuel Carmelo Rosa	Calouste Gulbenkian Foundation
Shiraz Chakera	UNICEF, Eastern and Southern Africa Office
Ann Childs	University of Oxford
Sughra Choudhry Khan	Aga Khan Foundation, Pakistan
Alice Cornish	Varkey Foundation
Katherine Crisp	UNICEF, Global Innovations
Andrew Cunningham	Aga Khan Foundation, Global
Angela Dannemann	Itaú Social Foundation
Al Karim Datoo	UCL-IOE
Arianna De Lorenzi	Women Deliver
Leticia de Rato	ProFuturo Foundation
Bernadette Dean	University of Central Asia
Amanda Devercelli	The World Bank
Proserpina Dhlamini-Fisher	United World Colleges, Educational Aspirations
Nadira Dossa	HUMAN Film

Marta Espelta	La Caixa Foundation
Tracey Evans	Aga Khan Foundation, Canada
Margery Evans	Aga Khan Education Services
Steven Farr	Global Learning Lab @ Teach For All
Camila Feldberg	Itaú Social Foundation
Sofía Fernandez de Mesa	ProFuturo Foundation
Lucia Fry	Malala Fund
Caroline Gebara	European Wergeland Center
Michael Gibbons	Wellspring Philanthropic Fund
Jennifer Gillett	International Baccalaureate
Shikha Goyal	Omidyar Network
Elizabeth Grant	Aga Khan Foundation, USA
Zoe Griffiths	Education Consultant
Anjum Halai	Aga Khan University, Pakistan
Tom Haslett	Central Square Foundation
Jasmina Haynes	Integrity Action
Jude Heaton	Global Learning Lab - Teach For All
Carl Hildebrand	University of Oxford
Georgia Hill	UNICEF, Eastern and Southern Africa Office
Peter Hinton	University of Oxford
Jessica Hjarrand	Porticus Foundation
Alexandra Holland	Aga Khan Academies
Michelle Holmes	The Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE)
Helen Hwang	Salesforce.org
Tina Hyder	Open Society Foundations
Margaret Irivng	Global Partnership for Education
Diane Janknegt	WizeNoze
Sharath Jeevan	STIR Education
David Johnson	University of Oxford
Stephanie Jones	Harvard University
Luke Justice	Bill & Melinda Gates Foundation
Nik Kafka	Teach A Man To Fish
Zak Kaufman	Vera Solutions
Titise Kode	Vitol Foundation

Christopher Kutarna	Oxford Martin School
Danny Labin	Sesame Workshop
Ian Leggett	Windle Trust International
Matteo Legrenzi	University of Venice
Rupert Maclean	UNESCO and College of the North Atlantic-Qatar
Bronwen Magrath	University of Oxford and the International Education Funders Group (IEFG)
Meghan Mahoney	Educate!
Joyce Malombe	Wellspring Philanthropic Fund
Kofi Marfo	Aga Khan University, Institute for Human Development
Alexandra Marques	Aga Khan Foundation, Portugal
Julia McGeown	Humanity and Inclusion
Nicholas McKinlay	Aga Khan Foundation, Global
Alim Merali	Aga Khan Foundation, Global
Lewis Mizen	Marjory Stoneman Douglas High School
Sara Monteabaro	MIT Solve
Khilen Nathwani	The Kays Foundation
Alice Wairimu Nderitu	Women Waging Peace
Brooks Newmark	University of Oxford
Aric Noboa	Discovery Learning Alliance
Katie O'Brian	Global Centre for Pluralism
James O'Donoghue	DFID
Jonathan Olinger	HUMAN
Edward Oram	Educate Global Fund
Farid Panjwani	University College London
Leigh Payne	University of Oxford
Tom Parry	Instill Education
Mary Joy Pigozzi	Education Above All
Anjlee Prakash	Learning Links Foundation
Valerie Sara Price	Global Affairs Canada
Taufiq Rahim	Globesight
Graham Ranger	Aga Khan Academies
Matt Reed	Aga Khan Foundation, UK
Nimet Rener	Aga Khan Education Services
Natasha Ridge	Al Qasimi Foundation for Policy Research

Nusrat Rizvi	Aga Khan University, Pakistan
Diane Robinson	Teach For All
Jeea Saraswati	Global Affairs Canada
Meredith Segal	African Development University
Sweta Shah	Aga Khan Foundation, Global
Gary Shearer	The Saville Foundation
Lara Shearer	The Saville Foundation
Nafisa Shekhova	Aga Khan Foundation, Global
Aliyya Shelley Mattos	PaperSeed Foundation
Fiona Smith	LEGO Foundation
Michael Soskil	Wallenpaupack Area School District
Jody Stephenson	The Rockdale Foundation
Kathy Sylva	University of Oxford
Miho Taguma	Organisation of Economic Cooperation and Development (OECD)
Sehr Tejpar	Aga Khan Foundation, Global
Bo Stjerne Thomsen	LEGO Foundation
Tammy Tibbetts	She's the First
Joanne Trotter	Aga Khan Foundation, Global
Rosine Uwineza	The Kays Foundation
Lexie Wagner	Echidna Giving
Leila Walker	WizeNoze
Farah Williamson	Aga Khan Academies
Ying Yeung	Oxford Policy Management
Margaret Young	Independent Researcher
Andria Zafirakou	Alperton Community School
Aashti Zaidi Hai	Global Schools Forum
Mubuso Zamchiya	Luminos Fund
Fernanda Zanelli	Itaú Social Foundation

OXSCIE Team

Christopher Johnson	University of Oxford
Gordana Kelava	University of Oxford

OXSCIE Volunteers

Miller Bianucci	University of Oxford
Kojo Botsio	University of Oxford
Erin Butler	University of Oxford
Duncan Butler-Wheelhouse	University of Oxford
Nolianga Imasiku	University of Oxford
Olivia Jelley	University of Oxford
Justyna Legutko	University of Oxford
Okendo Lewis-Gayle	Harambe Entrepreneur Alliance (HEA)
Xi Lian	University of Oxford
Selina Neve	University of Kings College
Yusuf Oldac	University of Oxford
Bibi Tayyaba	University of Oxford
Samuel Tsang	University of Oxford