

Katherina Hruskovec González

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RELEVANT WORK EXPERIENCE

GLOBAL PARTNERSHIP FOR EDUCATION

Washington DC | June 2018 – Present

Education Specialist Consultant x Supports the **dialogue with partners at the country level** (minister of education and relevant government authorities, multilateral organizations, and civil society organizations) and **leads grant preparation processes** for a diverse portfolio of countries, including: Afghanistan, Bangladesh, Bhutan, Bolivia, Egypt, Haiti, Honduras, Guatemala, Guyana, Kyrgyz Republic, Nicaragua, the Organization of Eastern Caribbean States (OECS), Tajikistan, Uzbekistan, Mongolia, Maldives, the Pacific Islands, Syria and Yemen.

x Participated in the preparation of initial comments to the Education Sector Plan of Uzbekistan and wrote the sections on the Education Sector Analysis, equity and monitoring and evaluation. x Contributed to monitoring and evaluation of grant implementation, by revising progress reports and contributing to the Portfolio Review.

WORLD BANK, EDUCATION GLOBAL PRACTICE

Washington DC | August 2016 – May 2018

Education Specialist Consultant x **Education Sector Analysis / Uzbekistan**: Responsible of producing **teacher policy and standards, curriculum and assessment sections of the Education Sector Analysis** of Uzbekistan. Conducted a literature review and collected data on the ground through interviews to key government officials to produce a report analyzing teacher policies and standards, the assessment framework, and the curriculum of Uzbekistan. Participated in mission to Tashkent, engaged in country dialogue with the Uzbek government, and liaised with the Country Office staff.

x **Partnership with UNESCO / Paris**: Researches, edits and conducts quality assurance of the data collected by UNESCO as part of a partnership to produce **10 Teacher policy country reports**, analyzing topics such as teacher standards, pre-service and in-service, professional development, requirements to enter the teaching profession, teacher evaluations, and incentives. Participated in missions Pa UNESCO Ta F T a .

x **Technical Assistance / Honduras**: Collaborated with the education LAC team and the country economist to produce a comprehensive **study on education sector wage bill** to guide a reform on teacher salaries. Reviewed available information, collected data on the field, interviewed key stakeholders in the Ministry of Education, and analyzed the data to produce policy recommendations.

x **Flagship Publication / Middle East and Northern Africa Region**: Supported the production of MENA Flagship publication U a a E a M Ea a N A a writing on teacher policies, school physical resources, post-secondary education, and equity in education.

- x **Technical support / Saudi Arabia:** Produced **2 policy briefs** on education policies of Chile, Mexico, Brazil, and Indonesia to help guide the Saudi-Arabian National Center for Educational Professional Development (NCEPD) as they embark in teacher policy reforms and share best practices. Prepared presentations for Task Team Leader. Supported the preparation of a proposal on education system wide reforms for the Minister of Commerce.
- x **School Finance / Haiti:** Analyzed **34 Public Expenditure Reviews** as part of a broad revision of the W Ba database to identify a school finance challenges and in policy options proposed by the Bank. Produced **SABER-School Finance Haiti country report.**
- x **SABER-Snapshot instrument:** Conducted a literature review and created database of 75 studies that examine what factors increase student learning outcomes to develop a tool to assess the effectiveness of an education system. Researched policy areas included: standards, pedagogy, information, service delivery, and accountability.

SOUTH PACIFIC COMMUNITY

Nadi, Fiji | 2018

- Teacher policy expert consultant** x Trained South Pacific Community (SPC) staff in utilizing SABER-Teachers instrument to produce a Kiribati Country report.
- x Offered a two-day teacher policy workshop to mid-level policymakers of the South Pacific Islands, including Kiribati, Vanuatu, Fiji, Nauru, Tokelau, Tuvalu and Tonga on the importance of sound teacher policies and evidence-based policymaking.

INTER-AMERICAN DEVELOPMENT BANK (IDB)

Technical assistance external consultant

Mexico City | 2018

- x Supported the production of 9 user-friendly policy briefs with an analysis of the situation of the middle and higher education levels to be handed over to the new administration by the current Sub Secretary of Middle and Higher Education. Policy recommendations were provided in the areas of governance, teachers, school-to-work transition, employability and financing.
- x Co-acted as a (2) actors to collect their inputs and edit the final compilation of the brief.

DTC Consultant Education Division

Washington DC | October 2012 – July

2016

- Knowledge, Research, and Dissemination** x Co-authored the **Sector Framework Document of Education**, which is the strategy of the entire IDB Education Division, by researching international evidence, describing challenges faced by Latin America and the Caribbean, and incorporating lessons learned, and incorporated comments throughout its approval process.
- x Assisted in development of **Education Technical Notes** for El Salvador, Honduras, the Dominican Republic, and Mexico to be used as IDB strategies. For the latter, participated in one (1) mission to El Salvador to collect relevant information. x Authored **Massachusetts Education System case study** by contributing to the design of the instrument, collecting data and conducting qualitative research to analyze how successful education systems are organized to produce quality outcomes.

- x Developed **Case Studies for Colombia and Peru** as inputs for a book on Latin American Teacher Policies. Conducted qualitative research on current teacher policies and interviewed high-ranking education authorities and experts in those countries.
- x Supported the design and implementation of a user-friendly **Education Statistics portal** as part of the IDB Data Initiative for evidencebased policy-making, by supervising the work of consultants in the project implementation.
- x Led communications team, liaised with the External Relations unit, and supervised the production of videos and the use of social media.

Co-Task Team Leader for two education programs for the Ministry of Education in Suriname

- x **Designed a \$20 million loan in Surinam** to finance curriculum reform, school infrastructure and capacity-building. Wrote inputs for the a , a a a , , R Ma , O a s Manual, and other annexes. Liaised with **internal stakeholders** and incorporated comments throughout the approval process.
- x Supported the **execution and supervision of another \$20 million loan** by participating in remote and on-site supervision meetings, reviewing non-objections C a T R a .
- x Participated in **six (6) missions to Suriname** and engaged in **sector dialogue** with high-level government authorities from the Ministries of Education and Finance, liaised with the Program Management Unit (in charge of implementing the program). x Worked with **Surinamese stakeholders** such as curriculum writers, the building commission, the teacher training institute, the Monitoring and Evaluation Office, the Examination Bureau, and the ICT unit throughout the design and execution of the loans.
- x Participated in **regular meetings with the international donor community** to align efforts to support the education sector in Surinam.
- x Tracked progress in education sector indicators in Surinam and produced **2 detailed progress and completion reports**, including activity tracking, financial data and disbursement projections, and adequate documentation of lessons learned.
- x Led the effort of Education and other Social Sector Divisions such as Labor markets, Social Protection and Health, and Gender and Diversity to gather available social sector data to produce **Surinam s Country Development Challenges Document (CDC)**, which is IDB C S a S a .

Co-Task Team Leader for Trust Funds (TF) providing grants to local organizations

- x Designed, executed, and managed the TC **Building Support for Systemic Teacher Policy Reform** (\$600,000) to offer **small grants to civil society groups** in Guatemala, Honduras, El Salvador and Dominican Republic to produce four (4) reports on teacher policies.
- x Designed and led the execution and supervision of **Regional Interactive Music Education Program** which offered a **grant of \$800,000** to Berklee College of Music to expand access to disadvantaged youth to music education in Colombia, Mexico, and Ecuador.
- x Led the d TC **Bridging the Public and Private Sectors in Education** which aimed at offering a **grant of \$400,000** to Council of the Americas to foster successful Public-Private Partnerships and hosting Regional Policy Dialogue.
- x Prepared Terms of Reference, supervised grantees, reviewed deliverables, interacted with counterparts, reported back and liaised with donors, O P , a IDB S a S a a .

INTER-AMERICAN DIALOGUE

Washington DC | May 2011 – October 2012

Program Associate and intern in the Program for Educational Reform of Latin America (PREAL)

- x Wrote a program evaluation report o PREAL B P a P a S , a a .
- x Contributed to grant reporting to USAID by supporting the preparation of progress, financial and impact reports that documented the PREAL a activities in El Salvador, Honduras, Nicaragua, Dominican Republic, and Guatemala, among others. x Drafted over 50 policy notes on a a a PREAL and partners in more than 20 countries. x Edited and translated to Spanish M a U ? a a A a a S a a A a Ga a .

LIDERAZGO Y VISIÓN CIVIL ASSOCIATION

Caracas July 2009 – July 2010

Consultant

- x Conceptualized and implemented a massive education campaign to promote Human Rights and private property rights, among youth.
- x Conceptualized and produced content for the website of the NGO <http://paisdepropietarios.org/> x Developed user-friendly content for 2,000 didactic pamphlets explaining Private Property Rights to the public.
- x Produced 5 Newsletters about the situation of private property rights in Venezuela by writing their sections and developing their design.

METROPOLITAN AGENCY FOR THE YOUTH (local government agency)

Caracas | January 2009 – July 2009

Coordinator

- x Participated in the design and implementation of public policies aimed at improving the quality of life of youth aged 12-18 years old in the Metropolitan area. Policy areas included: education, health and social services. x Led the dissemination of the age a a a . x Managed a team of three staff, including and assistant coordinator, a webmaster and a graphic designer.

NGO EXPERIENCE AND EXTRACURRICULAR ACTIVITIES

VISION DEMOCRATICA FOUNDATION

Washington DC | 2012 – present

Founder and Board Member

- x Approves the annual strategy and budget of US\$ 100,000.
- x Fundraised US\$ 7,000 from private donors. x Contributes to the design and implementation of new programs, including the advocacy, diaspora and partnerships for development.

COMMUNITY AMBASSADORS FOUNDATION

Board Member

Caracas | August 2010 - present

- x Led and managed the organization's operations, including the arbitrary imprisonment of 2 staff members and 1 alumni. x Led and managed the organization's work. x Received and managed \$15,000 Emergency Grant from Lifeline Fund through Freedom House
- x Designed successful grant proposal for 250,000 submitted in 2012 to South Day, a Belgian organization.
- x Liaises with international partners, key audiences, and leads international fundraising efforts.
- x Leads fundraising efforts and engages with partners, such as Vision Democratica Foundation and others. Raised \$24,000 to be spent in Venezuela.
- x Oversaw reach and impact of the organization, which has benefited nearly 1000 youth (direct beneficiaries) and their families (nearly 1000 more indirect beneficiaries).

Founder, General Coordinator and teacher

Caracas | January 2008 – August 2010

- x Founded Community Ambassadors Foundation which has benefitted nearly 1000 at-risk students of vulnerable communities in Caracas. Communities included: La Vega, San Agustin, Antimano, Chacao, and Petare.
- x Performed as teacher of weekly workshops to at-risk students in their schools when other volunteers were absent.
- x Conceptualized and implemented three programs of the organization in partnership with universities, local governments and private sector institutions, and designed their sustainability plan.
- x Liaised with partners including Universidad Catolica Andres Bello, Universidad Metropolitana, and Chacao Municipality.
- x Designed the organizational structure of the foundation, including the Direction of Human Resources, Academic Performance, Sustainability and Finances, and Operations. x Managed a team of 25 volunteers who taught leadership skills to at-risk youth in Caracas, Venezuela.

FUTURO PRESENTE FOUNDATION

Caracas | January 2008 – 2010

Founding Member, Member of the Advisory Board, and professor

- x Taught 5 public speaking and leadership nationwide workshops as part of a prestigious leadership and public affairs program. x Engaged with civil society through facilitating workshops on democracy and civil rights.

ANDRES BELLO CATHOLIC UNIVERSITY

Caracas | 2007

Volunteer teacher

- x Taught writing and reading comprehension skills to 25 at-risk middle school students (nearly 60 hours).

Honors Program participant

- x Selected out of 150 applicants to participate in a leadership program based on demonstrated skills, public service motivation, and outstanding academic performance.

EDUCATION

AMERICAN UNIVERSITY

Washington DC, USA | May 2012

Master's in Public Administration and Education Policy Fulbright Scholar and Barsa Scholarship grantee

- x Relevant coursework: Introduction to Public Policy, Policy Analysis, Policy Process, Quantitative Methods for Policy Analysis I and II, Economics for Policy Analysis, Development Management, Public Administration in Policy Process, Comparative Administrative Systems, Education in Latin America, Comparative Solutions to Common Educational Problems, and Finance in Developing Countries.
- x Capstone project: Managing Education Reform in Venezuela.

UNIVERSIDAD CATÓLICA ANDRÉS BELLO (UCAB)

Caracas | October 2002 – July 2007

BA in Mass Communications

- x Thesis project: qualitative research report on the Croatian immigrant community in Venezuela.
- x Honors Program. Selected out of 150 applicants to participate in a leadership program based on demonstrated skills, public service motivation, and outstanding academic performance. x Student representative. Elected with 150 votes to represent students in the Mass Communications School Council.

AWARDS, CONFERENCES AND TRAININGS

- x Participated in UNESCO T a Ta F Conference in Lomé, Togo. 2017 x Participated in training on Implementation Completion Reports (ICRs). 2017. x Received W Ba FY17 VPU T a A a for contribution to SABER: Reaching New Milestones Towards a Systems Approach in EDU. 2017.
- x Represented the IDB in the 2015 Education and Skills Forum organized by GEMS Education in Dubai, UAE.
- x Received IDB Solidarity Award granted to employees for standing out with their volunteering activities. 2013. x Awarded Fulbright Scholarship to pursue academic graduate studies in the United States. 2010. x Awarded Barsa scholarship to pursue academic graduate studies in the United States. 2010. x Ea UCAB Estudiante Integral Ucabista Award for outstanding performance in academic events and extracurricular activities. 2007.

SELECTED PUBLICATIONS

- x Edelweiss Teixeira, Janssen; Gresham, James; Liberman, Julia; Miyamoto, Koji; Chukmaitova, Dariga; Hruskovec Gonzalez, Katherina; Sadikova, Inoyathon; Ciucanu, Ioana Raluca; Ahadjonov, Iqboljon; Pomes-Jimenez, Maria; Dinlemez, Muhammet Useyd; John, Oliver
Peter Martin; Miorelli, Romina; Ramesh Vasudevan, Sharanya; Smid, Sina Johanna; Garipova, Rumiya; Eli, Sujani. 2018. Uzbekistan -
Education Sector Analysis. Washington, D.C.: World Bank Group.
<https://hubs.worldbank.org/docs/ImageBank/Pages/DocProfile.aspx?nodeid=30879803>

x Hruskovec Gonzalez, Katherina and Mejía, Carlos. 2013. SABER School Finance Haiti Country Report 2017. Washington, D.C.: World Bank Group.

<https://hubs.worldbank.org/docs/ImageBank/Pages/DocProfile.aspx?nodeid=30446195> x World Bank and UNESCO. 2015. SABER-Teachers Brazil Report. Washington DC: World Bank.

x World Bank and UNESCO. 2015. SABER-Teachers Croatia Report. Washington DC: World Bank.

x World Bank and UNESCO. 2015. SABER-Teachers Mexico Report. Washington DC: World Bank.

x World Bank and UNESCO. 2015. SABER-Teachers Namibia Report. Washington DC: World Bank

x World Bank and UNESCO. 2015. SABER-Teachers Norway Report. Washington DC: World Bank.

x World Bank and UNESCO. 2015. SABER-Teachers Singapore Report. Washington DC: World Bank.

x World Bank and UNESCO. 2015. SABER-Teachers Slovenia Report. Washington DC: World Bank.

x Vegas, E., Elacqua, G., Martínez, E., Bos, M., Hruskovec, K. (2016). Sector Framework Document of Education. IDB.

x Hruskovec, K., & Vegas, E. (2015). Cinco Dimensiones del Éxito en Educación para Venezuela. In *Diáspora de Talento: Migración y Educación en Venezuela: Análisis y Propuestas*. Caracas: TALVEN.

x Luque, J., & Hruskovec, K. (2014). Education Sector Technical Note: El Salvador (pp. 1-20). Washington DC: IDB.

x Vegas, E., & Hruskovec, K. (2013). Sector Framework Document of Education and ECD. Washington DC. IDB.

x Hruskovec, K. (2012). Educación de Calidad debe ser la meta (Op-Ed). Tal Cual and Inter-American Dialogue.

x Hruskovec, K. (2007). Alas para Libertad, qualitative research thesis on Croatian Immigrants (pp. 12-204). Caracas: UCAB.

LANGUAGES

Spanish (native), English (advanced) and French (intermediate).