

Current Position:

2022-present **Organisation for Economic Cooperation and Development (OECD)**,
Directorate for Education and Skills
Analyst in the Early Childhood and Schools Division

Work Experience and Education:

Work Experience

2021-2022 **Paris School of Economics / JPAL-Europe** (Abdul Latif Jameel Poverty Action Lab): Director, Innovation Data and Experiments in Education (IDEE).
2013-2021 **Organisation for Economic Cooperation and Development (OECD)**:
PISA Analyst/Senior Analyst (Senior Survey Methods Specialist/Chief Methodologist)
2010-2013 **Organisation for Economic Cooperation and Development (OECD)**: Analyst for CERI's Innovation Strategy for Education and Training project.
2007-2010 **JPAL-Europe** (Abdul Latif Jameel Poverty Action Lab):
Research assistant/Research manager
2006-2007 French Ministry for Labour, Research Department (**DARES**): Internship under the supervision of Dominique Goux.

Graduate Studies:

Master, Economics, **EHESS**, 2006, with *highest honors*

Diplôme, Economics and Humanities, **Ecole Normale Supérieure**, 2007

Doctorat (PhD), **Paris School of Economics**, 2006-2011

Thesis Title: “*Essays in the Economics of Education*”

Thesis Defense: 4th April 2011

Jury: Professor Eric Maurin (advisor), Paris School of Economics; Professor Barbara Petrongolo, Queen Mary University London; Professor Stefan Wolter (rapporteur), University of Bern; Professor Edwin Leuven (rapporteur), ENSAE

Undergraduate Studies:

Laurea, Economics, **Università di Pisa** (*cum laude*), 2004

Licenza, Social Sciences, **Scuola Superiore Sant’Anna di Pisa**, 2004

Selected Publications

Published research papers (peer-reviewed):

Agasisti, T., F. Avvisati, F. Borgonovi, S. Longobardi (2021), What school factors are associated with the success of socio-economically disadvantaged students? An empirical investigation using PISA data, *Social Indicators Research* 157(2), pp. 749-781. <https://doi.org/10.1007/s11205-021-02668-w>

- Avvisati, F. (2020) The measure of socio-economic status in PISA: a review and some suggested improvements. *Large-scale Assess Educ* 8, 8 (2020). <https://doi.org/10.1186/s40536-020-00086-x>
- Avvisati, F., Borgonovi, F. (2020) Learning Mathematics Problem Solving through Test Practice: a Randomized Field Experiment on a Global Scale. *Educ Psychol Rev* 32, 791–814. <https://doi.org/10.1007/s10648-020-09520-6>
- Avvisati, F., N. Le Donné, M. Paccagnella (2019), “A meeting report: cross-cultural comparability of questionnaire measures in large-scale international surveys”, *Measurement Instruments for the Social Sciences*, <https://doi.org/10.1186/s42409-019-0010-z>
- Greiff S., S. Wüstenberg, F. Avvisati, “Computer-generated log-file analyses as a window into students’ minds? A showcase study based on the PISA 2012 assessment of problem solving”, *Computers & Education*, Vol 91, pp. 92-105.
- Avvisati, F., M. Gurgand, N. Guyon, E. Maurin (2014), “Getting Parents Involved: A Field Experiment in Deprived Schools”, *The Review of Economic Studies*, Vol. 81(4), pp. 57-83
- Avvisati, F., G. Jacotin, S. Vincent-Lancrin (2014), “Educating Higher Education Students for Innovative Economies: What International Data Tell Us”, *Tuning Journal for Higher Education*, Vol. 1(1), pp. 223-240.
- Avvisati, F., B. Besbas, N. Guyon, (2010), “Parental Involvement in School: A Literature Review”, *Revue d’Economie Politique*, vol 120(5)

Books and reports

- OECD (2019), PISA 2018 Results (Volume I): What Students Know and Can Do, <https://doi.org/10.1787/5f07c754-en>.
- OECD (2018), Effective Teacher Policies: Insights from PISA, <https://doi.org/10.1787/9789264301603-en>
- OECD (2016), PISA 2015 Results (Volume I): Excellence and Equity in Education, <https://doi.org/10.1787/9789264266490-en>.
- OECD (2016), *PISA 2015 Results: Excellence and Equity in Education (Volume I)*. PISA.Paris:OECD Publishing. <http://www.oecd.org/education/pisa-2015-results-volume-i-9789264266490-en.htm>
- OECD (2015), *Students, Computers and Learning: Making the Connection*. PISA. Paris: OECD Publishing. http://www.oecd-ilibrary.org/education/students-computers-and-learning_9789264239555-en.
- OECD (2014), *PISA 2012 Results: Creative Problem Solving (Volume V)*. Paris: OECD Publishing <http://www.oecd-ilibrary.org/content/book/9789264208070-en>.
- Avvisati, Francesco, Sara Hennessy, Robert B. Kozma, and Stéphan Vincent-Lancrin (2013), “Review of the Italian Strategy for Digital Schools” OECD Education Working Papers. Paris: OECD. <http://www.oecd-ilibrary.org/content/workingpaper/5k487ntdbr44-en>.
- Francesco Avvisati, Marc Gurgand, Nina Guyon and Eric Maurin (2011), *Communication des collèves et implication des parents d’élèves*, Rapport pour le Fonds d’expérimentation pour la jeunesse.

Policy Briefs

PISA in Focus Policy Briefs (2013-2020):

- #103: “Where did reading proficiency improve over time?”
- #100: "Have students' feelings of belonging at school waned over time?"
- #95: "Is there a generational divide in environmental optimism?"
- #88: "How are school performance and school climate related to teachers’ experience?"
- #85: "In which countries do the most highly qualified and experienced teachers teach in the most difficult schools?"
- #80: "In which countries and schools do disadvantaged students succeed?"

- #75: "Does the quality of learning outcomes fall when education expands to include more disadvantaged students?"
- #69: "What kind of careers in science do 15-year-old boys and girls expect for themselves?"
- #66: "How does PISA assess science literacy?"
- #64: "Are there differences in how advantaged and disadvantaged students use the Internet?"
- #59: "Does it matter how much time students spend on line outside of school?"
- #55: "Who are the best online readers?"
- #43: "Are Disadvantaged Students more Likely to Repeat Grades?"
- #42: "When is Competition Between Schools Beneficial?"
- #38: "Are 15-Year-Olds Creative Problem-solvers?"
- #29: "Do Immigrant Students' Reading Skills Depend on How Long they Have Been in their New Country?"

(all issues can be accessed at <https://doi.org/10.1787/22260919>)

Software

Avvisati F., F. Keslair (2014), *REPEST: Stata module to run estimations with weighted replicate samples and plausible values*,
<https://ideas.repec.org/c/boc/bocode/s457918.html>

Journal referee: Economics of Education Review, Economie et Statistique, Education Economics, Journal of Human Resources, Labour Economics, Large Scale Assessments in Education.

Language Proficiency:

Italian, German (native), French, English (fluent), Polish and Spanish (lower-intermediate).