

Dr. Tarek MOSTAFA

Associate Professor in Education and Public Policy
BA, MA, PhD in Economics
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Interests

Economics of education, education policy, school improvement, quantitative methods.

Current positions:

- Since January 2022, **Associate Professor in Education and Public Policy**, University of Birmingham, College of Social Sciences, School of Education.
- Since June 2017, **Honorary Senior Lecturer**, University College London, Institute of Education, department of Social Science.

Advisory Boards:

- 2024 – Present: **Member of the advisory board** of “Strategies for Achieving Equity and Inclusion in Education, Training and Learning in Democratic Europe (STRIDE)”. A Horizon/UKRI funded project.
- 2022 – 2025: **Member of the advisory board** of “Free Expression at School? The Making of Youth Engagements with Race and Faith”. Leverhulme Trust funded project.
- 2020 – 2021: **Member of the advisory board** of “Research project: Learning loss and learning inequalities during the Covid-19 pandemic: an analysis using the UK Understanding Society data”. ESRC funded project.
- 2017 – 2021: **Specialist Advisor**, for the ESRC funded centre RELIEF (Refugees, Education, Learning, Information Technology, and Entrepreneurship for the Future).

Previous positions:

- September 2023 to August 2026, **Director of the BA Education and BA Education and Sociology programs**; University of Birmingham, College of Social Sciences, School of Education.
- June 2017 – December 2021: **Policy Analyst**, Organisation for Economic Cooperation and Development. Program for International Student Assessment (PISA).
- September 2008 – June 2017: **Senior Research Associate**, University College London, Institute of Education, department of Quantitative Social Sciences, Centre for Longitudinal Studies.
- November 2008 – September 2012: **Research Officer**, UCL Institute of Education, Faculty of Policy and Society, Centre for Research on Learning and Life Chances in Knowledge Economies and Societies (LLAKES).
- 2016 – 2017 Mentor for UCL Arena.
- 2014 – 2015: Invited lecturer at the Charles University in Prague – Faculty of Education.
- 2009 – 2012: Visiting research associate at the Moroccan Higher Education Council's National Authority of Assessment.
- Summer 2008, Research associate at the UCL Institute of Education - Centre for Research on Learning and Life Chances in Knowledge Economies and Societies (LLAKES)".

Editorial positions:

- 2023 – Present: Associate Editor of Educational Review. [Link](#).
- 2012 – 2021: Member of the editorial board of *International Education Journal: Comparative Perspectives*. IEJ is the flagship journal of the Australian and New Zealand Comparative and International Education Society (ANZCIES).
- 2014 – 2019: Member of the editorial board of the *International Journal of Social Research Methodology*.
- 2014 – 2017: Editor of the Centre for Longitudinal Studies working papers series.
- 2012 – 2016: Member of the editorial board of *Higher Education Studies*.

Referee (2007 – Present): British Journal of Educational Studies, Theory and Research in Education, Educational Review, Large-scale Assessments in Education, Public Opinion Quarterly, Journal of the Royal Statistical Society, series A; Sociology of Education; Journal of Education Policy; Social Science Research; International Journal of Social Research Methodology; Journal of Social Policy; the Comparative Education Review; International Review of Education; Asia-Pacific Education Review; Compare: A Journal of Comparative and International Education; Nordic Journal of Working Life Studies; London Review of Education; Bulletin of Economic Research; and Educational Assessment Evaluation and Accountability.

Research, Teaching and Consultancy

Research:

- September 2025 – November 2027: **Principal Investigator**. How context shapes skills at 18: comparative lessons for the UK. A Nuffield Foundation Funded project. £303,406. [Link](#).
- January 2018 – March 2019: **Lead Analyst**. Development of the Program for International Student Assessment's PISA 2021 ICT framework and questionnaire items.
- November 2016 - March 2017: **Co-Investigator** (Principal Investigator: Lisa Calderwood). Analyses of survey non-response in Next Steps (Former First Longitudinal Study of Young People in England).
- July 2015 – March 2017: **Co-Investigator** (Principal Investigator: Toby Greany). The Trends in International Mathematics and Science Study (TIMSS). Production of the national TIMSS report for England.
- March 2014 – March 2015: **Co-Investigator** (Principal Investigator: Heather Joshi). Home Moves in the Early Years: The Impact on Children in UK and US. Funded by ESRC: £421,531.
- April 2013 – September 2014: **Principal Investigator** (Co-Investigators: John Micklewright, Lucinda Platt, and Richard Wiggins). Linking cohort study data to administrative records: the challenges of consent and coverage. Call for **Methodological Innovation Projects**: funded by the National Centre for Research Methods – ESRC: £77,785.
- November 2012 - : **Co-Investigator** (project director: Susan Hallam, executive director: Lynne Rogers). British Government, Department for Education: “Evaluation of School Responsibility for Alternative Provision for Permanently Excluded Children”. In charge of the economic evaluation and the cost-benefit analysis. £792,876.
- March 2012 – June 2012: **Co-Investigator** (with Andrew Jenkins). British Government, Department for Business, Innovation and Skills: “Older adults: trajectories of learning and wellbeing” using the English Longitudinal Study of Aging. £30,000.
- June 2011 – January 2012: **Co-Investigator** (with Francis Green). Eurofound, The European Foundation for the Improvement of Living and Working Conditions. Secondary analyses of the Fifth European Working conditions Survey. Quality of work and employment: measurement results and challenges. £55,000.
- March 2010 – June 2011: **Principal Investigator** (with John Preston), European Commission, European Centre for the Development of Vocational Training (CEDEFOP). Research on the social benefits of VET for social groups and communities in a cross European context. Using the European Community Household Panel (ECHP). £80,000.
- 2007-2009 In charge of econometric studies on the EDESCO project “Education and Social Cohesion”, a National Research Agency (ANR) project.

Consultancy:

- **The Irish National Council for Special Education: Initial Teacher Education for Inclusion.** Advice on survey development and methodology (January 2015 – June 2018) £10,000.
- **The UCL Institute of Education.** The ETC Research Learning Communities project. Analysis of teacher relations data (November 2015) £4,000.
- **The Joseph Rowntree Foundation and The National Children's Bureau:** Poverty, place and children's personal and social relationships. Using the Millennium Cohort Study (May 2015) £4,000.
- **European Commission (Directorate-General for Education and Culture),** Support on development of indicators on learning to learn and creativity competences. Using PISA 2009 data (June 2011) £3,000.
- **European Commission (Directorate-General for Education and Culture), Network of experts in Social Sciences of Education and training NESSE.** Report on the Relationship between Poverty, Exclusion and Inequalities in Education (November 2009) £2,400.
- **European Commission (Directorate-General for Education and Culture), Network of experts in Social Sciences of Education and training NESSE.** Preparation of the NESSE conference on secondary analyses of international data. Educational inequality the causes and consequences: Developing an evidence base from secondary analysis of international datasets (February 2009) £2,000.
- **Transparency International, Africa Education Watch.** How corruption impacts on service delivery in the primary education sector: an assessment of the applicability of multilevel analyses (May 2008) £1,000.

Teaching:

1. Teaching at the University of Birmingham

- a) Module lead: Researching Childhood and Education. Year 2 Undergraduate.
- b) Module lead: MA education and MSc TESOL dissertations.
- c) Module lead: Education leadership degree apprenticeship dissertations.
- d) Module lead: Understanding School Improvement. MA level.
- e) Lecturer on Education Policy and Social Justice.

2. Invited Lectures:

- a) International Comparisons of Educational Attainments. UCL, Institute of Education.
- b) Quantitative methods III: Multilevel modelling. UCL, Institute of Education.
- b) Two lectures: 1) Stratification and educational inequalities, 2) Preschool education and educational attainments. Charles University in Prague.
- c) Introduction to the Millennium Cohort Study. Columbia University, New York.
- d) The economic perspectives in education policy. UCL, Institute of Education.
- e) The economic value of education. UCL, Institute of Education.
- f) Attrition in longitudinal surveys. UCL, Institute of Education.
- g) The Millennium Cohort Study workshop: Attrition and weighting in longitudinal surveys. UCL, Institute of Education.

h) Introduction to the Economics of Education. Université de la Méditerranée.

3. ***PhD supervisions, examinations, rehearsals, and upgrades***

a) *Supervision*

- Hasan Abdulnabi: School Leadership and the Use of Assessment Data for Decision-Making in School Improvement. Current.
- Sabreena Hussain: Are Apprenticeships a Genuine Alternative to University Study? an Investigation Using Administrative Data. Current.
- Lloyd Hopkins: A Consideration of Young People's Post-School Intentions During the Disruption to Education of the Covid-19 Pandemic in England, a Sociological and Sociopsychological Mixed-Methods Approach. Completed 2026.
- Diogo Amaro de Paula: Educational Experience and Identity of French Students of Different Origins. Completed in 2021.
- Andriy Dubovyk: Can Equality of Human Capital Protect Fragile States in Sub-Saharan Africa from Intrastate Conflict? Completed in 2018.
- Lorena Carrillo: Leadership, Culture and Quality Assurance Systems: their Impact in the Performance of Technological Universities in Mexico. Completed in 2018.

b) *PhD examinations*

- Fabian Barrera Pedemonte (UCL, Institute of Education): Teacher Professional Development: A Cross-National Analysis of Quality Features Associated with Teaching Practices and Student Achievement.

c) *PhD rehearsal*

- Min Bahadur Ranabhat: Determinants of Access, Participation and Learning Outcomes in Primary Education in Nepal. (2013).
- Wilson Eduan: Tracking Study Abroad Outcomes: A Longitudinal Curriculum Vitae Analysis for Global Engagements in Research. (I reviewed his quantitative methodology since his supervisors are both qualitative researchers). (2016).
- Daniel Uribe: Widening Participation in Higher Education, Policies and Institutional Settings. Cross-Country Perspectives and an Empirical Analysis of Chile. (2016).

d) *Panel member* for the PhD upgrade of five students.

- **Supervision** of more than 100 MA, MSc, and MRes students on the following courses “Economics of Education”, “Policy Analysis and Evaluation”, “Educational and Social Research MRes”, “Educational Traditions and Systems in Europe”, “Comparative Education: Theories and Methods”, and “Minorities, Migrants and Refugees in National Education Systems”. UCL, Institute of Education.

Education

2005 - 2009 **Université de la Méditerranée (Aix Marseille II)** (Aix En Provence - France)
Laboratoire d'économie et de Sociologie du travail (CNRS) UMR 6123.
PhD in Economics. Defended Publicly on the 16th of July 2009.

Summa Cum Laude.

The Anatomy of Inequalities in Attainments: An International Investigation on Stratification and Choice.

Funding: Doctoral fellowship from the French ministry of foreign affairs.

2003 - 2005 **Université Saint-Joseph (USJ)** (Beirut - Lebanon)
MA in Political Economy

MA dissertation: "The Role of Education in Economic Development: The Case of Lebanon."

2000 - 2003 **Université Saint-Joseph (USJ)** (Beirut - Lebanon)
Bachelor's degree in Economics

2000 - 2002 **Georgetown University Washington DC**
High proficiency in English, native skills.

2004 - 2005 **London Chamber of Commerce and Industry Examination Board.**
Diploma with distinction in:
Marketing
Public Relations
Selling and Sales management

Publications

Peer reviewed journal articles:

2021

- Mostafa, T. Narayanan, M. Pongiglione, M. Dodgeon, B. Goodman, A. Silverwood, R. and Ploubidis, G. (2021) Missing at random assumption made more plausible: evidence from the 1958 British birth cohort. *Journal of clinical epidemiology* <https://doi.org/10.1016/j.jclinepi.2021.02.019>

2019

- Downs, J. Ford, T. Stewart, R. Epstein, S. Shetty, H. Little, R. Jewell, A. Broadbent, M. Deighton, J. Mostafa, T. Gilbert, R. Hotopf, M. and Hayes, R. An approach to linking education, social care and electronic health records for children and young people in South London: a linkage study of child and adolescent mental health service data. *BMJ Open*. Volume 9, N 1, p. 1-12.

2018

- Mostafa, T. Gambaro, L. and Joshi, H. (2018) The Impact of Complex Family Structure on Child Well-Being: Evidence from Siblings. *Journal of Marriage and Family*. Volume 80, N 4, p. 902-918.
- Mostafa, T. and Wiggins, D. (2018). What Influences Respondents to Behave Consistently when Asked to Consent to Health Record Linkage on Repeat Occasions? *International Journal of Social Research Methodology*. Volume 21, N 1, p. 119 - 134.

2017

- Downs, J. Setakis, E. Mostafa, T. Hayes, R. Hotopf, M. Ford, T. and Gilbert, R. (2017). Linking strategies and biases when matching cohorts to the National Pupil Database. *International Journal of Population Data Science*. Volume 1, P. 348.
- Plewis, I. Calderwood, L. and Mostafa, T. (2017). Can Interviewer Assessments of the Interview Predict Future Response? *Methods, Data, Analyses*. Volume 11, N 1, p. 29 – 44.

2016

- Calderwood, L. Plewis, I. Ketende, S. and Mostafa, T. (2016). Evaluating the immediate and longer-term impact of refusal conversion strategies in a large-scale longitudinal study. *Survey Research Methods*. Volume 10, N 3, p. 9999-10011.
- Mostafa, T. (2016). Measuring the Impact of Residential Mobility on Response in Longitudinal Surveys: The Case of the Millennium Cohort Study. *Longitudinal and Life Course Studies*. Volume 7, N 3, p. 201 - 217.

2015

- Mostafa, T. (2015). Variation within Households in Consent to Link Survey Data to Administrative Records: Evidence from the UK Millennium Cohort Study. *International Journal of Social Research Methodology*. Volume 19, N 6, p. 355–375.
- Mostafa, T. and Wiggins, D. (2015) ‘The Impact of Attrition and Non-response in Birth Cohort Studies: Raising the Need to Incorporate Strategies to Handle Missingness in Longitudinal Analyses’. *Longitudinal and Life Course Studies*. Volume 6, N 2, p. 131-146.
- Jenkins, A. and Mostafa, T. (2015) ‘The Effects of Learning on Wellbeing for Older Adults in England’. *Ageing and Society*. Volume 35, N 10, p. 2053-2070.

2014

- Mostafa, T. (2014) ‘The Rise of Endogeneity in Multilevel Models: a Theoretical Assessment of the Role of Stratification.’ *International Journal of Economic Theory*. Volume 10, N 3, p. 263-274.
- Janmaat, G. Mostafa, T. and Hoskins, B. (2014) ‘Widening the Participation Gap: The Effect of Educational Track on Reported Voting in England.’ *Journal of Adolescence*, Volume 37, N 4, p. 473-482.

2013

- Jenkins, A. and Mostafa, T. (2013) ‘Wellbeing and Learning in Later Life’ *International Journal of Education and Ageing*, Volume 3, N 1, p. 9-24.

- Green, F. Mostafa, T. Parent-Thirion, A. Vermeulen, G. Van Houten, G. Biletta, I. and Lyly-Yrjanainen, M. (2013) ‘Is Job Quality Becoming More Unequal?’ *Industrial and Labor Relations Review*, Volume 66, N 4, p. 753-784.

2012

- Benbiga, A. Hanchane, S. Idir, N. and Mostafa, T. (2012) ‘Assessing the Determinants of Educational Performances of Moroccan Students’. Written in French. *Maghreb-Machrek*. Volume 211, Spring 2012, p. 69-98.

2011

- Hanchane, S. and Mostafa, T. (2011) ‘Solving Endogeneity Problems in Multilevel Estimation: An Example Using Education Production Functions’ *Journal of Applied Statistics*. Volume 39, N 5, p. 1101-1114.
- Mostafa, T. (2011) ‘Decomposing Inequalities in Performance Scores: The Role of Student Background, Peer Effects and School Characteristics’ *International Review of Education*. Volume 56, N 5, p. 567–589.

OECD reports and working papers:

2022

- OECD (2022), Student Achievement in Türkiye: Findings from PISA and TIMSS International Assessments, OECD Publishing, Paris, <https://doi.org/10.1787/c8a84283-en>.
- OECD (2022), “Policy options for stronger, more equitable student outcomes in Türkiye”, *OECD Education Policy Perspectives*, No. 63, OECD Publishing, Paris, <https://doi.org/10.1787/2c578d0c-en>.

2020

- OECD (2020), PISA 2018 Results (Volume VI): Are Students Ready to Thrive in an Interconnected World? OECD Publishing, Paris <https://doi.org/10.1787/d5f68679-e>.

2019

- OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, OECD Publishing, Paris <https://doi.org/10.1787/b5fd1b8f-en>.
- Lorenceau, A. Marec, C. and Mostafa, T (2019). Upgrading the ICT questionnaire items in PISA 2021. OECD Education Working Paper No. 202.

2018

- Mostafa, T. Echazarra, A. and Guillou, H. (2018). The science of teaching science: an exploration of science teaching practices in PISA 2015. OECD education working paper No. 188.
- Mostafa, T. and Pal, J. (2018). Science teachers’ satisfaction: Evidence from the PISA 2015 teacher survey. OECD education working paper No. 168.

OECD, PISA in focus short publications

- March 2021, Do girls and boys engage with global and intercultural issues differently?
- October 2022, Do all students have equal opportunities to learn global and intercultural skills at school?
- February 2019, Why don’t more girls choose to pursue a science career?

- November 2018, How do science teachers teach science - and does it matter?
- February 2018, What do science teachers find most satisfying about their work?
- December 2017, Is too much testing bad for student performance and well-being?

Chapters in books:

2020

- Echazarra, A. and Mostafa, T. (2020) 'What PISA Tells us about Student-Centered Teaching and Student Outcomes' in Hoidn, S. and Klemenčič, M. (eds) *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*. London: Routledge.

2014

- Mostafa, T. and Platt, L. (2014) 'Poverty and Deprivation' in Platt, L. (eds) *The Millennium Cohort Study: Initial Findings from the Age 11 Survey*. London: Centre for Longitudinal Studies.

2013

- Mostafa, T. and Green, A. (2013) 'Pre-School Education and Care: A 'Win-Win' Policy?' In Janmaat, G., Duru-Bellat, M., Green, A., and Mehaut, P. (eds) *The Dynamics and Social Outcomes of Education Systems*. Palgrave Macmillan: London.
- Green, A. and Mostafa, T. (2013) 'Convergent and Divergent Trends in Education Systems, 1990 to 2010.' In Janmaat, G., Duru-Bellat, M., Green, A., and Mehaut, P. (eds) *The Dynamics and Social Outcomes of Education Systems*. Palgrave Macmillan: London.

2012

- Mostafa, T. (2012) 'The Anatomy of Inequalities in Educational Achievements: An International Investigation Using PISA data.' In M. Prenzel, M. Kobarg, K. Schöps and S. Rönnebeck (eds) *Research in the Context of the Programme for International Student Assessment*. OECD, Springer: Berlin.

Book reviews:

- Mostafa, T. (2013) Rethinking Education for Social Cohesion: International Case Studies. Edited by M. Shuyab, *British Journal of Educational Studies*, Volume 61, N 2, p. 262-263.

Issues editorials:

- Mostafa, T. (2015) Survey Non-Response: An International Journal of Social Research Methodology Virtual Issue. *International Journal of Social Research Methodology*. Published online on 10 December 2015. [Link](#).

Reports:

2016

- Greany, T. Barnes, I. Mostafa, T. Pensiero, N. and Swensson, C. (2016). Trends in Maths and Science Study (TIMSS): National Report for England. London: Department for Education. [Link to report](#).

- Gibb, J. Rix, K. Wallace, E. Fitzsimons, and Mostafa, T. (2016). Poverty And Children's Personal and Social Relationships. London: National Children's Bureau. [Link to report.](#)

2013

- Mostafa, T. (2013). Technical Report on Response in the Millennium Cohort Study Wave 5. London: Centre for Longitudinal Studies.
- Mostafa, T. (2013). Technical Report on Response in the Teacher Survey in the Millennium Cohort Study wave 4. London: Centre for Longitudinal Studies.
- Green, F. and Mostafa, T. (2013). Trends in job quality in Europe. Luxembourg: Eurofound, Publications Office of the European Union. [Link to website.](#)

2012

- Jenkins, A. and Mostafa, T. (2012). Learning and Wellbeing Trajectories among Older Adults in England. BIS research paper N 92. London: British Government, Department for Business, Innovation and Skills. [Link to report.](#)

2011

- Mostafa, T. Edmonds, C. Preston, J. Green, A. Jenkins, A. and Chadderton, C. (2011). The Meso-Social Benefits of Vocational Education and Training for Social Groups and Communities. London: Institute of Education.

Working papers:

2015

- Mostafa, T and Wiggins, R (2015). How Consistent is Respondent Behaviour to Allow Linkage to Health Administrative Data over Time? CLS Working Paper 2015/3. London: Centre for Longitudinal Studies.

2014

- Mostafa, T. (2014). Variation within Households in Consent to Link Survey Data to Administrative Records: Evidence from the UK Millennium Cohort Study. CLS Working Paper 2014/8. London: Centre for Longitudinal Studies.
- Mostafa, T. (2014). Does Respondents' Consent Behaviour to Administrative Data Linkage Change Over Time? CLS Working Paper. London: Centre for Longitudinal Studies.
- Mostafa, T. and Wiggins, R. D. (2014). Handling attrition and non-response in the 1970 British Cohort Study. CLS Working Paper 2014/2. London: Centre for Longitudinal Studies.

2013

- Jenkins, A. and Mostafa, T. (2013). Learning and Wellbeing Trajectories among Older Adults in England. Department of Quantitative Social Science working paper N° 13-02.

2012

- Mostafa, T. and Green, A. (2012). "Measuring the Impact of Universal Pre-School Education and Care on Literacy Performance Scores". LLAKES Research paper N° 36, Institute of Education, University of London.

2011

- Mostafa, T. and Green, A. (2011). "Pre-School Education and Care - A 'Win-Win' Policy?" LLAKES Research paper N° 32, Institute of Education, University of London.

2010

- Mostafa, T. and Hanchane, S. (2010). Endogeneity Problems in Multilevel Estimation of Education Production Functions: an Analysis Using PISA Data. LLAKES Research paper N° 14, Institute of Education, University of London.
- Green, A. Mostafa, T. and Preston J. (2010). The Chimera of Competitiveness: Varieties of Capitalism and the Economic Crisis. LLAKES Research paper N° 8, Institute of Education, University of London.

2009

- Mostafa, T. (2009). The Anatomy of Inequalities in Educational Achievements: An International Investigation of the Effects of Stratification”. LLAKES Research Paper N° 3, Institute of Education, University of London.

2007

- Mostafa, T. and Hanchane, S. (2007). Educational Quality, Communities, and Public School Choice: a Theoretical Analysis. Working paper LEST. halshs-00177630_v2, HAL.
- Mostafa, T. and Hanchane, S. (2007). School choice: income, peer effects, and the formation of inequalities. Working paper LEST. halshs-00009533_v3, HAL.

2006

- Mostafa, T. (2006). The economic analyses of school choice: review and perspectives. Working paper LEST.

Conferences

Conference organisation

- Member of the scientific committee for the organization of ‘Apprentissage et Education : Conditions, contextes et innovations pour la réussite scolaire, universitaire et professionnelle’ a conference of SFERE-Provence (2018).
- Member of the peer review college for the organization of the International Journal of Social Research Methodology seminar competition (2015).
- Member of the scientific committee for the organization of the CLS Cohort Studies Research Conference (2015).

Participation in conferences

- Harvard Graduate School of Education (July 2021), **Think Tank on Global Education: Empowering Global Citizens**. Keynote: ‘Global Education for the 21st century: lessons from PISA’.
- Ubisoft Winnipeg (11 February 2021), **Women in Tech Summit**. Why don’t more girls choose to pursue a science or engineering careers? Evidence from PISA.
- Beijing, China (16 to 17 November 2019). **Sunflower International Education Forum**. Keynote on global competence education.
- Colle di Val D’Elsa, Italy (27 to 30 October 2019). **Intercultura’s Forum on Intercultural Learning and Exchange**.
- Montreal, Canada (8 10 11 of October 2019). **AFS Global Conference**. Panel discussion: Are we there yet? A hard look at the state of global competence education around the world.
- London, UK (15 and 16 of November 2018). **Conference of the Centre for Life Chances in Knowledge Economies and Societies** (UCL – IOE – LLAKES). An exploration of equity in educational attainments.

- Marseille, France (11 to 13 April 2018). **Colloque SFERE 2018** "Apprentissage et Education" Conditions, contextes et innovations pour la réussite scolaire, universitaire et professionnelle". Invited keynote speech on immigration and inequalities.
- Abu Dhabi, United Arab Emirates (7 to 8 October 2017). **Qudwa Teacher Forum**. Moderation of two teacher talks on a) teaching students with special needs, b) teaching disadvantaged students.
- Bamberg, Germany (5 to 8 October 2016). **Conference of the Society for Longitudinal and Life Course Studies**. Two presentations: a) Family complexity and child mental health, b) The CLS missing data strategy.
- Swansea, UK (24 to 26 August 2016). **International Population Data Linkage Conference**. Presentation of: Linking strategies and biases when matching cohorts to the National Pupil Database.
- Berlin, Germany (15 to 18 June 2016). **Conference of the European Society for Population Economics**. Presentation of: Can Evidence from Siblings Data Shed Light on the Impact of Family Structure on Child Mental Health?
- Brasilia, Brazil (7 and 8 March 2016). **Longitudinal Studies and their Applications in Social Policy**.
- Dublin, Ireland (18-21 October 2015). **Conference of the Society for Longitudinal and Life Course Studies**. Home moves and survey response in longitudinal studies.
- Reykjavik, Iceland (13-18 July 2015). **Conference of the European Survey Research Association**. The challenges of survey and administrative data linkage.
- London, UK (16 -17 March 2015). **The CLS Cohort Studies Research Conference**. Does respondents' consent behaviour to administrative data linkage change over time?
- Sheffield, UK (1 – 4 September 2014). **The Royal Statistical Society's Conference**. The Determinants of Consent in Linking Survey and Administrative Data.
- Ann Arbor, Michigan, USA (19 – 21 May 2014). **Panel Survey Methods Workshop**. The Challenges of Consent in Linking Survey and Administrative Data.
- Essex, UK (24-26 July 2013). **Understanding Society Research Conference**. Handling Attrition and Non-Response in the 1970 British Cohort Study.
- Ljubljana, Slovenia (16-19 July 2013). **The fifth Conference of the European Survey Research Association**. Weighting issues in panel surveys.
- San Francisco, USA (27 April – 01 May 2013). Conference of the **American Educational Research Association**. Invited presidential session on 'The Role of Research in Understanding and Addressing Poverty: An International Perspective'.
- San Francisco, USA (27 April – 01 May 2013). Conference of the **American Educational Research Association**. Symposium on 'Examining Inequalities throughout the Education Process'. Presentation of: Dissecting Educational Inequalities at the End of Compulsory Education: An International Comparison.
- London, UK (12 February 2013). **Invited presentation to the Department for Education**. Presentation of 'Measuring the Impact of Universal Preschool Education and Care on Literacy Performance Scores'.
- London, UK (18-19 October 2012). **LLAKES International Conference**. Lifelong Learning, Crisis and Social Change.
- Aix En Provence, France (13-14 September 2012). **XXII Conference of the Association of Social Economy**. Presentation of "Is Job Quality Becoming more Unequal?"

- Salamanca, Spain (18-21 June 2012). **XXV Conference of the Comparative Education Society in Europe**. Presentation of “Measuring the Impact of Universal Preschool Education and Care on Literacy Performance Scores.”
- Brussels, Belgium, (14-15 December 2011). **Seminar on quality of work and employment, organised by the The European Foundation for the Improvement of Living and Working Conditions**. Presentation and peer review of our report (Francis Green and Tarek Mostafa) on “Measuring job quality.”
- Ithaca, New York, USA (3-4 November 2011). **The Industrial and Labor Relations Review Conference: Trends in Job Quality, held at Cornell University**. Presentation of “Is Job Quality Becoming More Unequal?”
- Berlin, Germany (12-16 September 2011). **European Conference on Educational Research, organized by the European Educational Research Association**. Presentation of “Pre-School Education and Care - A ‘Win-Win’ Policy?”
- Helsinki, Finland (23-24 August 2010). **European Conference on Educational Research, organized by the European Educational Research Association**. Presentation of “Decomposing Inequalities in Performance Scores: The Role of Student Background, Peer Effects and School Characteristics.”
- Gothenburg, Sweden (11-17 July 2010). **XVII World Congress of Sociology**. New Forms and Different Levels of Social Inequality in a Modern World.
- London, UK (5-6 July 2010). **LLAKES International Conference**. Exploring Inequality and its Consequences: Education, Labour Markets, and Communities.
- Istanbul, Turkey (14-18 June 2010). **XIV World Congress of Comparative Education Societies, Bogazici University**. Inclusion and Exclusion in Education Policy and Practice.
- Rabat, Morocco (20-21 April 2010). Invited Key note speaker at the “The Evaluation of Quality and Equity in Education Systems” Organized by the Moroccan Higher Education Council.
- Kiel, Germany (14-16 September 2009). **PISA Research Conference** organized by the Leibniz Institute for Science Education and the OECD. Presentation of "The Anatomy of Inequalities in Achievements: An International Investigation on the Effects of Stratification."
- Rabat, Morocco (1-3 April 2009). **Invited presentation by The Hassan II Academy of Science and Technology**. The Economics of Education: Econometric Models and Applications for Morocco.
- Lille, France (17-19 April 2008). **The Spring Meeting of Young Economists** organized by l'Université de Lille II. Presentation of the article “Educational Quality, Communities, and Public School Choice: a Theoretical Analysis.”
- Paris, France (18 December 2007), **Institut d'Etudes Politiques**. Workshop of the national research agency's project on Education and Social Cohesion. Presentation of “Pisa 2003: a multilevel approach on the relationship between educational performance, unequal access to education and social cohesion”.
- Amsterdam, Netherlands (29 March 2007– 1 April 2007): « **First World Meeting of the Public Choice Societies** » organized by The Amsterdam School of Economics of the University of Amsterdam. Awarded a travel grant from the Public Choice society based on the quality of the paper to be presented “School choice: income, peer effects, and the formation of inequalities.”

- Marseille, France (2-4 April 2007): **First workshop of « Public Goods, Public Projects and Externalities - PGPPE »** a European Science Foundation research networking program. Presentation of the article “School choice: income, peer effects, and the formation of inequalities.”
- Marrakech, Morocco (16-21 January 2007): « **L’action du publique face aux débordements du social au Maghreb : réguler le moins d’état** », Workshop of the cooperation program in social sciences between France and The Maghreb. Presentation of my research on School choice at the Ph.D students’ workshop.
- Athens, Greece (20-23 August 2006): “**International Symposium on Economic Theory, Policy and Applications**” organized by “Athens Institute for Education and Research”. Presentation of the article “School choice: income and peer effect differentiation.”

Fellowships and Awards

- Since August 2016: Fellow of the Higher Education Academy.
- PhD defended publicly on the 16th of July 2009. Highest Honours: Summa Cum Laude.
- Doctoral Fellowship from the French Ministry of Foreign Affairs.

Memberships

- 2016 - 2017 Member of the European Society for Population Economics.
- 2015 - 2017 Member of the Society for Longitudinal and Life Course Studies.
- 2014 - 2016 Fellow of the Royal Statistical Society.
- 2012 - 2014 Member of the American Educational Research Association.
- 2007 - 2008 Member of the Public Choice Society.
- 2006 - 2010 Participant member of the « Public Goods, Public Projects, and Externalities, PGPPE », a European Science Foundation research program.
- 2005 - 2009 Participant Member of the “Education and access to the labour market” a LEST research program.
- Member of « L’association des Masters, doctorants et anciens du Laboratoire d’Economie et de Sociologie du Travail ». 2006 -2008 Treasurer of the association.

Languages and Statistical Software

English. Fluent (written and spoken).

French. Fluent (written and spoken).

Arabic. Fluent (written and spoken).

Statistical software: SAS, Stata, and Microsoft office tools.