

Blavatnik School
of Government

A YEAR IN REVIEW

Annual Report 2021–22



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No other programme in the world has such an applied focus. It's not just about learning equations or theories. It's also about networking, discussing policy challenges, considering perspectives from the private sector, NGOs, politicians and policymakers. If you're planning to introduce some kind of transformation in your country, this sort of training is important.

FRANCISCO CARRILLO MAGNA, MPP 2021

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INTRODUCTION

If I had to choose a word to describe these past twelve months, it would be ‘solidarity’. This last year has been trying for citizens and governments across the globe but here at the Blavatnik School we find ourselves more than ever being sustained by the solidarity shown by members of our community in the face of hardship.

Whether it’s the care that our colleagues have shown in making sure that everyone feels safe returning to on-site working and learning after two years of the pandemic, or helping to find housing and jobs for displaced Afghans, the School has come together for each other in extraordinary ways.

In August 2021 as the Taliban took over Kabul, the wider School community sprang into action and worked tirelessly to ensure the safety of our Afghan alumni whose roles and activism put them at risk. We had dozens of people engaged – Pakistani, UK and US alumni organising visas, shelter, transport; donors who offered financial support; and staff and faculty working around the clock to help tie all these pieces together.

Over the past year our faculty has continued to be an exceptionally collaborative group, working with colleagues across the globe to advocate for and advise on solutions to some of the world’s most pressing problems: Associate Professor Thomas Hale attended COP26 in Glasgow and, along with colleagues from around the University, launched the Net Zero Tracker which provides vital data assessing net zero targets across countries, regions, cities and companies; and Professor Dapo Akande was elected to the International Law Commission for a five-year term. His joint nomination by five countries – and the first time a candidate was supported by countries from four different United Nations regional groups – is a brilliant exemplar of the global breadth of our faculty’s reach and engagement.

Incredibly, in March 2022 the Oxford COVID-19 Government Response Tracker celebrated its two-year anniversary and it is now the world’s largest repository of global evidence relating to pandemic policies in 186 countries. It has become a vital resource for governments around the world as they begin to examine the policy lessons of the pandemic.

And as Russia’s invasion of Ukraine has unfolded, the School has used its intellectual and convening power to lead a series of panels discussing the invasion and its global geopolitical implications, and our students have been instrumental in raising funds for Ukrainian refugees.

As each new challenge arises, our alumni, current students, faculty, and supporters are always primed and ready to help, whether through activism, research, engagement with governments and even risky, in-country work supporting their fellow citizens. As you will find in the pages that follow, the School community’s deep commitment to public service, in all its various forms, has been especially evident during this past year. I hope you will find as much inspiration in each story as I have.

Ngairé Woods, Dean of the Blavatnik School of Government



OUR FACULTY

Ngairé Woods

Dean of the Blavatnik School of Government, Professor of Global Economic Governance

Mara Airoidi

Director of the Government Outcomes Lab

Dapo Akande

Professor of Public International Law Co-Director, Institute for Ethics, Law and Conflict

Eric Beinhocker

Professor of Practice in Public Policy, Executive Director of the Institute for New Economic Thinking

Eleanor Carter

Research Director (Government Outcomes Lab)

Paul Collier

Professor of Economics and Public Policy

Pepper Culpepper

Vice-Dean for Academic Affairs, Blavatnik Chair in Government and Public Policy

Federica D’Alessandra

Deputy Director, Institute for Ethics, Law and Conflict, Executive Director, Programme on International Peace and Security

Stefan Dercon

Professor of Economic Policy

Thomas Elston

Associate Professor in Public Administration

Richenda Gambles

Director of Admissions

Margarita Gómez

Executive Director of the People in Government Lab

İrem Güçeri

Associate Professor of Economics and Public Policy

Thomas Hale

Associate Professor in Public Policy (Global Public Policy)

Emily Jones

Associate Professor in Public Policy (Global Economic Governance)

Peter Kemp

Professor of Public Policy

Julien Labonne

Associate Professor in Economics and Public Policy

Clare Leaver

Associate Professor of Economics and Public Policy

Anandi Mani

Professor of Behavioural Economics and Public Policy

Ciaran Martin

Professor of Practice in the Management of Public Organisations

Kate Orkin

Senior Research Fellow in Economics and Public Policy

Anna Petherick

Departmental Lecturer in Public Policy, Director of the Lemann Foundation Programme

Roxana Radu

Departmental Lecturer in Technology and Public Policy

Karthik Ramanna

Professor of Business and Public Policy, Director of the Master of Public Policy

Isabel Ruiz

Tutorial Fellow in Applied Economics

Tom Simpson

Associate Professor of Philosophy and Public Policy, Co-Director of the Master of Public Policy

Chris Stone

Professor of Practice of Public Integrity

Maya Tudor

Associate Professor of Government and Public Policy

Adam Webster

Associate Professor in Law and Public Policy, Co-Director of the Master of Public Policy

Martin Williams

Associate Professor of Public Management

Jonathan Wolff

Alfred Landecker Professor of Values and Public Policy

Note: Faculty will sometimes be referred to by name only rather than by title in this report.

WHAT WE DO

The School's mission to improve government worldwide has never been more important than it is today.

The world faces a landscape defined by global events, and how we choose to respond to them will shape generations to come. Through our teaching, research and engagement with governments around the world, we have helped empower policymakers and governments to implement the type of measured, evidence-based solutions that are so important during times of upheaval.

As some of the turmoil wrought by the pandemic over the past two years begins to recede, there has also been room for a collective re-thinking of our priorities and ways of operating. Here at the Blavatnik School, we are actively looking forward to this exciting new horizon and engaging with leaders and governments to work together on how they can govern, lead and serve their citizens in a more just and equitable way.

OUR APPROACH

Our approach is characterised by a deep commitment to collaboration and coalition-building. Learning to build unlikely coalitions is a recurring theme throughout the MPP course and, as graduates leave the School to embark on their careers, they take with them the skills, confidence and network they need to reach across divides and find solutions to the world's most intractable issues.

Exceptional teaching is a hallmark of the University of Oxford, and we have assembled a group of faculty that are not only experts in the academic theory behind policymaking, but also have wide-ranging, high-level experience in the public sector.

Convening is the essence of what we do. We cannot solve global problems without taking global action, and everything we do comes back, in the end, to bringing leaders – future, past and present – together to work on solving the most pressing issues facing today's world.

OUR DEGREE STUDENTS

After more than a year of hybrid in-person and online teaching, we were delighted to welcome degree students to the School to attend classes.

This year, 141 students from 48 different countries embarked on our **Master of Public Policy (MPP)**, an intensive one-year postgraduate degree for current and future leaders with a commitment to public service. From a Lieutenant Colonel in the Malawi Defence Forces working to incorporate human rights and gender policy into the forces' governance, to a Colombian radio broadcaster who interviews high-level politicians for an audience of over 1 million, this year's class showcases the diverse range of backgrounds and experiences that make studying for the MPP at the Blavatnik School of Government truly unique. For further detail, see pp.18–19.

The MPP class of 2021 received the highest number of scholarships ever, with 82% of students receiving full or partial funding this year. The School is committed to ensuring that an applicant's financial situation will never be a deterrent to applying for the MPP (see pp.12–14).

Our **Doctorate in Public Policy (DPhil)** is a three-year research programme for those wanting to bring in-depth rigour to real-world issues. It has a strong emphasis on solving pressing public problems and provides robust training for understanding particular policy challenges and for evaluating, devising or implementing policy solutions. Students have the opportunity to meet and interact with prominent public policy practitioners, alongside attending seminars in the School and across the wider university.

Both our MPP and DPhil students benefit from becoming part of an extraordinary network of peers to share ideas and advice; our degree programmes are just the start of a lifelong journey of global connections and a shared commitment to public service. See pp.8–9 for further detail of our alumni community.



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I really believe in the power of research as well as deep intellectual thinking. I knew these would be part of my future but I wanted to do the DPhil in an environment much more oriented towards making change in the real world through policy.

BEN ABRAHAM,
DPhil ALUMNUS 2018

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STUDENT PROFILE

YOLISWA MSWELI

MPP 2021, South African, Poler Family Scholar

A South African leader hopes to transform her country through economic reform

For many people globally, education has the power to lift people out of poverty. Yoliswa Msweli attributes her position in life to the fact that both of her parents were able to stay in school. As a result, education has always been a critical part of her life. Although Yoliswa's education allowed her to access opportunities that would ultimately change her life, many of her relations remain in extreme poverty.

“Many people in South Africa are trapped in what we call the triple threat of poverty, inequality and unemployment. Close to 50 per cent of South African youth are unemployed. These statistics quickly become someone you know.”

Yoliswa had spent 17 years working as an accountant when she began to consider studying public policy. In her most recent role at KPMG, she established a development consulting service for working with third-sector clients and though she found this work meaningful, she could see this was not leading to substantive change on a large scale, which she attributed in large part to poor governance both locally and nationally.

In her application for the MPP, Yoliswa highlighted her personal experiences with poverty and how these have shaped her desire to serve her country, and her commitment to taking the lessons she would learn on the course back to South Africa to address the country's systemic problems. Her dedication was recognised when she was offered the Poler Family Scholarship to study the MPP.

Since arriving in Oxford, Yoliswa has been enjoying the opportunity to indulge her intellectual side. At the same time, she feels cognisant of Oxford's elite reputation, which has made her even more committed to paying her education forward after graduating.

Outside of classes, Yoliswa has been getting involved with the student-led 'Ready to Run' initiative for those who plan to run for elected office after the MPP:

“South Africa needs energy, direction and someone to take them down a certain path. I feel called to run for office.”



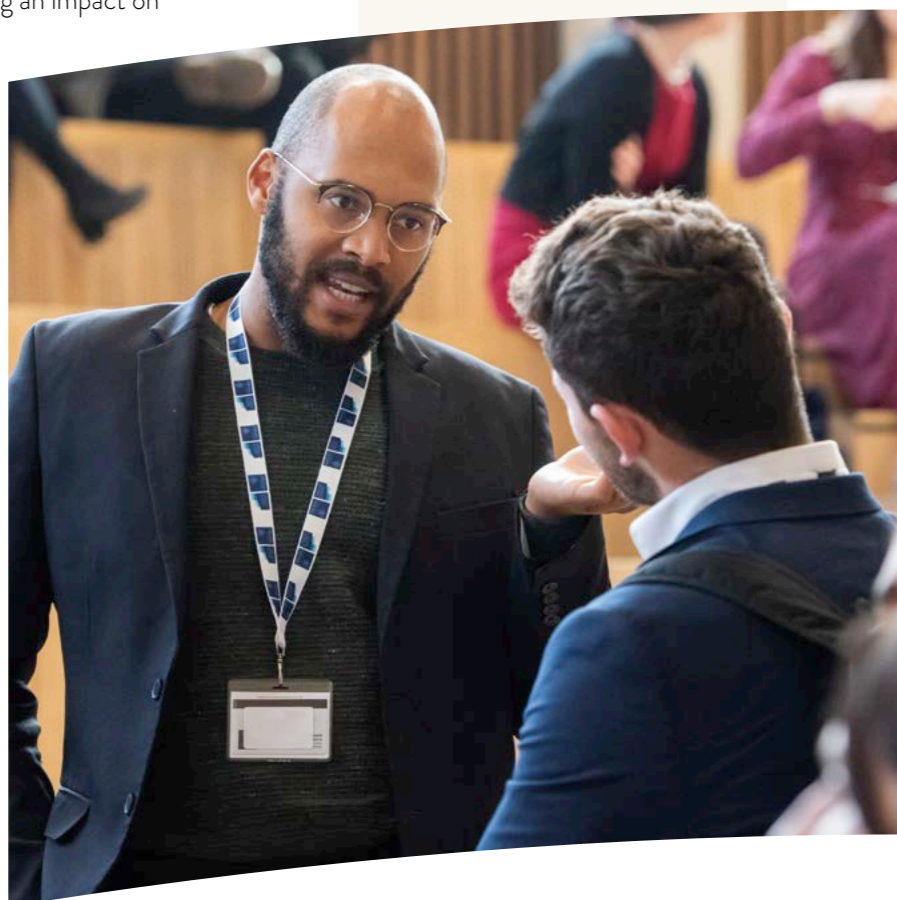
OUR ALUMNI

Studying at the Blavatnik School is the start of a lifelong journey of global connections and a shared commitment to public service.

With almost a thousand MPP and DPhil alumni and over three hundred executive alumni, this is a community that supports each other by sharing expertise, building networks and forging enduring friendships, as was demonstrated most recently when our alumni and the wider School community of faculty, supporters, friends, and colleagues, sprang into action to ensure the safety of our Afghan alumni whose roles and activism put them at risk.

We are proud that our alumni are having an impact on public policy as elected representatives and government policy officials across the globe: in the UK, Mongolia, the UAE, Denmark, Rwanda, Canada, Ukraine and New Zealand, to name a few. Other alumni are influencing the successful delivery of vital public services from posts in the third sector and multinational organisations.

And it doesn't stop there. Our alumni continue to support and engage with the School every day by, for example, becoming a mentor for other students; acting as an ambassador for the School by connecting us with future students, partners and donors; supporting the assessment process for applicants to the MPP; collaborating with faculty on research projects and attending and facilitating events; participating as a visiting expert, for example at a career-focused seminar or practical skills session; or by hosting a summer project student.



ALUMNI PROFILE

PEPE TONIN

MPP 2017, Brazilian, Lemann Scholar

Building integrity in a politically polarised government

When Pepe Tonin joined the Master of Public Policy class of 2017, his home country of Brazil had been confronting a deep political crisis since 2013. For Pepe, whose career had been focused on integrity and transparency in government – first in the Legislative Assembly in São Paulo and then at Brazil's national anti-corruption agency CGU – his time at the School was a critical period for him to evaluate his future contributions.

“Being in Oxford gave me the chance to reflect about democracy, institutions, morals and ethics in government. My own work in transparency and integrity is often manipulated by extremists, at least in Brazil, where corruption is used to build anti-democratic rules. On the MPP I also met Felipe Rigoni, who was later elected to Brazil's congress, and we spent a lot of time between classes discussing integrity and building democracy and how they are complementary.”

Though Pepe had received several offers for public policy programmes, he chose the School because of its link to Brazil through the Lemann Foundation partnership. He also felt the course's interdisciplinary nature would help him to continue building his career in anti-corruption in the public sector.

“If you think about preparing yourself to be a good public servant, you think about philosophy, law, politics, economics. At the Blavatnik School they are all part of the MPP.”

Pepe believed the future of the anti-corruption agenda would lie with international organisations and so completed his summer project at the Organization for

Economic Cooperation and Development (OECD) in Paris. Though this was an invaluable experience, Pepe missed the fast pace of working on the ground in his country where decisions can have rapid impact.

Before returning, however, he spent six months working with Anna Petherick at the School on building integrity in government research. During this time, Felipe Rigoni was elected to Brazil's National Congress and began building a joint office with two other members. The new office invited Pepe to interview for the post they had created in integrity and transparency.

After a successful interview process, Pepe was put to work in an oversight capacity on the Ministry of Education in Brazil. Pepe's team orchestrated the creation of a shadow education cabinet to hold the Ministry to account, each semester completing a report monitoring their work numbers, budget, public policies and results in terms of attendance and educational attainment. The work of this cabinet has resulted in the resignation of two Ministers for Education.

In addition to education, Pepe's role overseeing public policy implementation has spanned the areas of climate change and deforestation, digitalisation of public service, big tech regulation, building back education and health systems from COVID-19 and executive oversight.



INSPIRING PUBLIC SECTOR LEADERS, PRESENT AND FUTURE

Welcoming back in-person executive programmes as our online courses continue to thrive.

Our executive programmes are designed for leaders at the top of their organisations and for professionals and policymakers working at the forefront of policy challenges. The programmes offer an immersive, intensive opportunity to learn from world-renowned scholars and expert practitioners to fortify skills, strengthen integrity in organisations, learn from the latest evidence and build international networks.

While the pandemic prevented us from running our in-person executive programmes over the past year, we continued to keep prospective participants engaged during this unprecedented time.

Chris Stone, Professor of Practice of Public Integrity, led a free public online event featuring then-President of Afghanistan, Ashraf Ghani, and Phumzile Mlambo-Ngcuka, the head of UN Women. This unique, interactive event allowed hundreds of participants to debate with faculty and other participants the difference that good leadership can make in the world.

We ran a series of online workshops to support policy leaders work towards better management and governance of oil, gas or mineral resources, featuring Professor Paul Collier and several high-profile industry leaders including Tom Butler, former CEO of the International Council on Metals & Mining; Carole Nakhle, Director and Founder of Crystol



Energy; Sheila Khama, CEO of De Beers Botswana; and Spencer Dale, Chief Economist at BP.

We are excited for the return to in-person courses later this year including the launch of the Rising Public Leaders Programme, a new executive programme for rising leaders on a trajectory to lead their public sector organisation within the next three to seven years.

Expanding our online offerings

In the second year of offering our online courses, over 200 participants from 36 countries focused on the use of evidence when designing and evaluating policies in our Evidence in Public Policy course, and were taught skills to understand the key moral and ethical concepts that should inform public policy in our Values in Public Policy course.

Our latest course, Economics for Public Policy, will prepare public policy professionals who deal with economists as part of their day-to-day work to better understand public policy through an economic lens. The course is directed by Clare Leaver and İrem Güçeri and commenced in April 2022.

Our online courses are delivered in partnership with Pearson. For more information, visit: www.bsg.ox.ac.uk/onlinecourses

RESEARCH

Our independent and rigorous evidence-based research is the third pillar, alongside our teaching and engagement, that supports the School's mission to improve policymaking and seek practical solutions to the global challenges facing governments and societies today.

We harness the curiosity, intellect and dedication of an international community of scholars, practitioners and researchers to apply a multi-disciplinary and collaborative approach.

From our ground-breaking global tracker that provides comparative, real-time data on government responses to COVID-19 (see pp.24–25), to our global centre of knowledge on cross-sector partnerships for better social outcomes (for more on GO Lab see p.36), to the vital research to strengthen law, norms and institutions to restrain, regulate and prevent armed conflict, now needed more than ever (for more on Dapo Akande and ELAC's work, see pp.32–33), our research community is leading the way in innovative solutions to the most pressing global issues.

Informing the debate on digital trade

The global economy is digitalising rapidly: the value of cross-border data flows is outstripping the value of traditional goods trade, and technology companies have become the world's most powerful firms. Emily Jones is leading a project on digital trade, examining the



new rules that governments around the world are negotiating to govern this new phase of globalisation. Emily and her team are providing rapid-response analysis and briefings for parliamentarians tasked with scrutinising UK trade agreements, examining implications of digital trade provisions for large and small businesses, consumers and workers.

Can public opinion and media coverage sway policymaking?

The global financial crisis of 2007–2008 upended financial systems and aroused enduring popular anger against big banks. The Banklash project, funded by a grant from the European Research Council, investigates how these events, along with subsequent financial scandals, have been covered by the media and influenced public opinion in the US, the UK, Switzerland, Germany, France and Australia. Led by Pepper Culpepper (above), the research team is exploring under what circumstances the wider public, influenced by the media, develop opinions toward banking regulation, and how these factors can in turn play a role in the policymaking process.

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The MPP was a formative and pivotal moment for me professionally and personally and I made deep connections and friendships. I still interact professionally with former fellow students and professors on a monthly basis. I would not have been able to do the MPP without the support of a Luksic Scholarship.

ALEXANDER MICHIE,
LUKSIC SCHOLAR, MPP CLASS OF 2014

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SCHOLARSHIP SUPPORT

The generosity and foresight of our donors enables the Blavatnik School to pursue its mission of educating and empowering outstanding individuals.

The School's flagship programmes deliver the academic knowledge and professional skills necessary for transformational public service. We remain focused on educating the next generation of political and public leaders who will go on to improve governments, policy and practice in nations across the globe.

The MPP Class of 2021 received the highest number of scholarships in the School's ten-year history, with 82% of our 141 students, who have come from 48 countries, receiving full or partial funding.

School scholarships and other forms of philanthropic support ensure that financial barriers do not limit the opportunities available to exceptional individuals with the talent and motivation to make a difference. With the continued involvement of our supporters and friends from around the

world, we are confident of both ensuring equality of educational opportunity and sustaining excellence at the School.

Funding through the following scholarships has supported the MPP classes of 2020 and 2021 and will support MPP students joining us in 2022:

- Aig-Imoukhuede Foundation (AIG) Scholarship
- All Souls Hugh Springer Graduate Scholarship
- Beit Trust Wadham College Scholarship
- Carl and Caroline Dawson Scholarship
- Chevening Scholarship
- Chevening/Anglo American Joint Scholarship
- Commonwealth Shared Scholarship
- Duke of Cambridge Scholarship
- Eisenhower Global Scholarship

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All our work and effort here is made possible by the generosity and vision of those who give their time, wisdom and funding in support of a bold ambition to improve government worldwide. Philanthropic support enables the School to open its doors to the most exceptional scholars and researchers from a truly diverse range of backgrounds. On behalf of our students, faculty members and staff, I would like to express my heartfelt thanks to our partners, donors and friends for their commitment to supporting the Blavatnik School's mission.

PROFESSOR NGAIRE WOODS,
DEAN OF THE BLAVATNIK SCHOOL OF GOVERNMENT

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- Islamic Development Bank Scholarship
- Jaime and Raquel Gilinski Scholarship
- Jardine-Exeter Scholarship
- Jardine-Oxford Scholarship
- Joint Japan/World Bank Graduate Scholarship
- Jusoor and Saïd Foundation Scholarship
- Khazanah-Oxford Centre for Islamic Studies Merdeka Scholarship
- Kwok Scholarship
- Leaders for Global Change Scholarship
- Lemann Scholarship
- Lord Browne Scholarship in Public Service
- Luksic Scholarship
- Mo Ibrahim Scholarship
- Oxford-CREAT Group Scholarship

- Oxford Graduate Scholarship
- Oxford Lebanon Master of Public Policy Graduate Scholarship
- Oxford-Pershing Square Scholarship
- Oxford-Sheikh Mohammed bin Rashid Al Maktoum Graduate Scholarship
- Oxford Thai Foundation Graduate Scholarship
- Poler Family Oxford Graduate Scholarship
- Political Leadership Scholarship
- Public Service Scholarship
- Reuben College Scholarship
- Rhodes Scholarship
- University College Burma Scholarship
- Vicky Noon Educational Foundation Oxford Scholarship
- Weidenfeld-Hoffmann Scholarship
- Westpac New Zealand Spirit of Service Scholarship

STUDENT PROFILE

NIKUNJ AGARWAL

MPP 2021, Indian, Chevening Scholar

Pushing for interdisciplinary approaches to policymaking in India

Hailing from a small Himalayan town in India, Nikunj Agarwal remembers being surrounded by inequality for all of his life. His lived experiences cemented in him a desire to serve the most disadvantaged populations in his country, leading him first into teaching in a public school. Following this, he moved into policy work.

“My experiences for the last five to seven years have shown me that the policymaking process does not work in favour of the marginalised. I therefore asked myself what role am I playing in this now, and what role do I want to be playing in the future?”

At this juncture in his career, Nikunj knew he was passionate about justice in policymaking. He also believed that interdisciplinary approaches to policymaking would be the best way of incorporating the needs of India’s most underserved people into the policy process.

Nikunj also understood, however, that he had work to do to confront his own bias and ignorance about the world. He therefore began to consider the Master of Public Policy at the Blavatnik School of Government. The course’s emphasis on deriving lessons for good governance from countries all over the world, using a multidisciplinary approach to understand policy challenges, was a particular pull for him.

Yet he knew that without funding, undertaking the MPP would be near impossible. Through several friends in his network who had previously studied in the UK, Nikunj found out about the Chevening Scholarship and decided to apply.

“Having a fully-funded scholarship has meant I can focus my energies on the MPP programme. Without it I don’t think I would be here.”

Now that Nikunj has arrived in Oxford, he has already been impressed by the range of perspectives students have been encouraged to consider when addressing policy challenges. He has also been thinking more deeply about his long-term aims; he hopes to use the Chevening Scholarship and his time at Oxford to build a vast network of policy practitioners across South Asia and beyond who are working on interdisciplinary policymaking. In this way, he will continue to develop his ability to create sustainable policies long after his time on the MPP comes to an end.



DONOR IMPACT

The impact of philanthropy extends beyond scholarship support and is vital for maintaining the research excellence and intellectual vibrancy of the School community.

The School’s inception was thanks to a generous gift from our founding donor, Sir Leonard Blavatnik, and we are grateful to the many donors, partners, funders and friends of the School for all their support and generosity, which allows us to continue striving to improve the quality of government and public policymaking worldwide.

While we collaborate with several of our funders on shared goals, we retain absolute academic independence from all our donors and funders.

- We are most grateful for the support provided by Microsoft and the Government of Japan to the Oxford Process on International Law Protections in Cyberspace, an initiative of the Oxford Institute for Ethics, Law and Armed Conflict (ELAC) at the School. The initiative aims to identify and clarify rules of international law applicable to cyber operations across a variety of contexts, bringing together international legal experts from across the globe. Find out more about the work of ELAC on p.33.

- The generosity of the Alfred Landecker Foundation (see p.16) and the Inamori Foundation (see p.40) have enabled the School to maintain a high level of public engagement through their programme of annual lectures.
- We are deeply grateful to the Inamori Foundation, the Noah Foundation and the Tun Razak Foundation for supporting the state-of-the-art facilities which have allowed faculty, staff, students and visitors to fully engage in School teaching, events and activities.

Our partnerships

The School’s wide-reaching partnerships with institutions such as the Lemann Foundation (see pp.34–35) and the Aig-Imoukhuede Foundation (see p.44) have transformative impacts on public leadership and policymaking, both present and future, as well as on the calibre and range of the School’s public engagement initiatives.

OUTREACH AND EVENTS

Bringing the world back to the Blavatnik School.

We run around 50 public events a year. In 2021, we were able to hold in-person events again whilst ensuring our global audience could continue to join discussions remotely. In 2021–22 we heard from former Prime Minister of the UK Gordon Brown; politician and diplomat Baroness Valerie Amos; distinguished historian Professor Margaret MacMillan; French Minister of Public Transformation and Service, Amélie de Montchalin; former CEO of Google Eric Schmidt; chairman and director of McKinsey Global Institute (MGI) James Manyika; Yale professor and former legal advisor to the Obama administration Professor Harold Hongju Koh; and award-winning journalist and broadcaster Barkha Dutt, among many others with a broad range of expertise.

Topics covered in our events range from the impact AI could have upon global security and the future of capitalism, to the legacies of imperialism in the Global South and using digital platforms to empower women at work. Before the leaders of the G7 countries convened in Cornwall in June 2021, we discussed the need for an agenda that revitalises international cooperation. With the climate crisis in a critical phase, our faculty and alumni were at COP26 in November to discuss the promises made during the conference. And in honour of the UN International Day of Commemoration in Memory of the Victims of the Holocaust

in January 2022, we held the third Alfred Landecker Memorial Lecture, with Professor Norbert Frei describing Germany's handling of its Nazi past a project of societal self-enlightenment.

When the Russian invasion of Ukraine began in February 2022, we swiftly pivoted our events programme to bring together experts from economics, refugee studies, military strategy and global security to examine the consequences of the war.

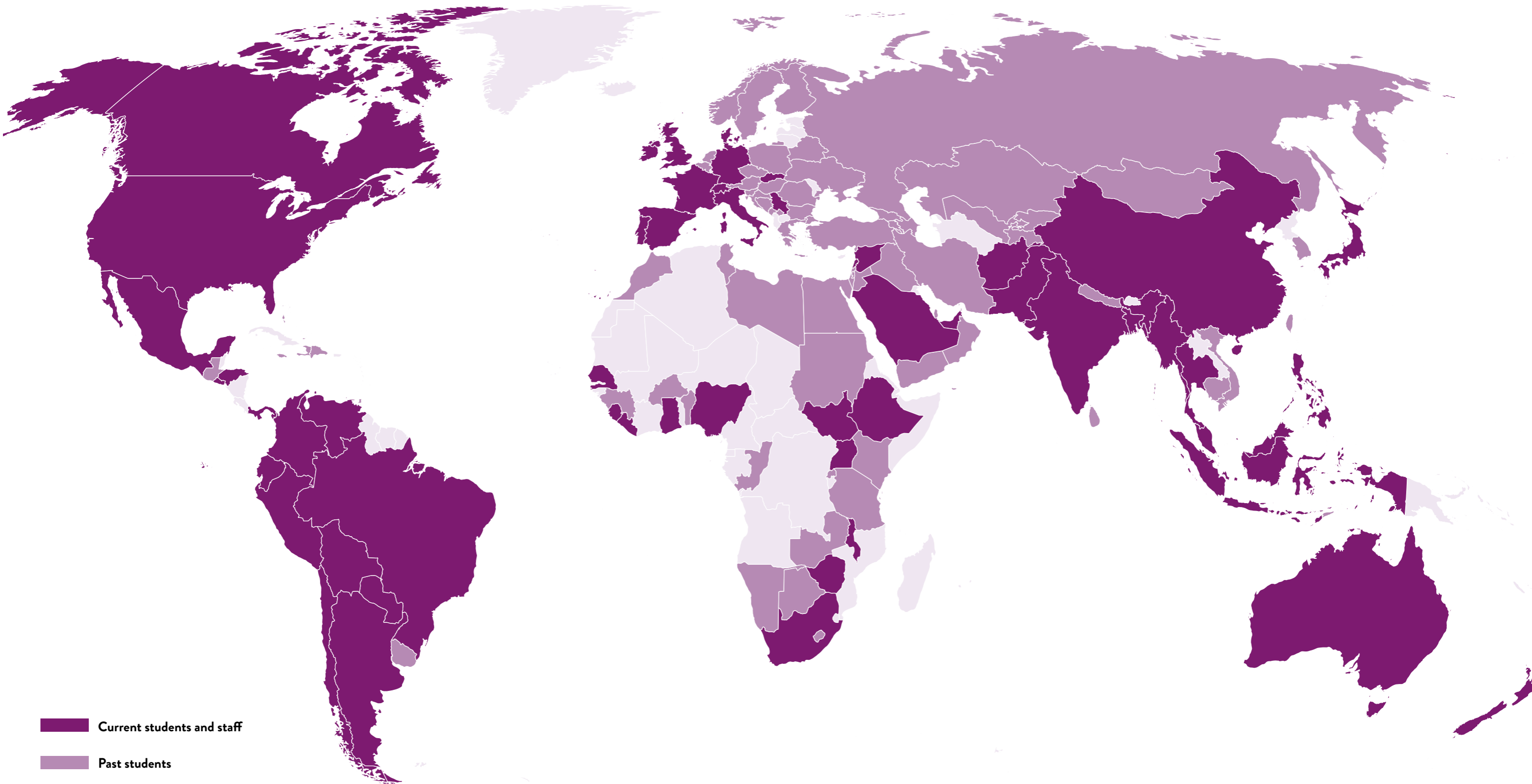
Our digital and international media engagement connects us to an even wider audience. In the last 12 months we have seen almost 560,000 visitors to our website across 830,000 visits. Our 29,000 YouTube followers from around the world viewed our videos a total of 2.3m times, spending a combined 746,000 hours watching our content. We have over 20,000 followers on both Facebook and Twitter, and over 5,000 on Instagram.

Our faculty's expertise is drawn upon extensively by the global news media, from BBC News and the BBC World Service to the *Financial Times*, *The Economist*, *The Guardian*, *New Statesman*, *The New York Times*, *The Washington Post*, CNN and Bloomberg. Coverage featuring our faculty and research explored a range of critical topics, from cybersecurity and trade to COVID-19 vaccine mandates and global net zero targets.



A GLOBAL COMMUNITY

The Blavatnik School community of students, staff and alumni represents different countries and territories. In 2021, we welcomed degree students from 56 different countries and territories.



ALUMNI PROFILE

CHERYL LO

MPP 2018, British and Hong Konger, Kwok Scholar

From wildlife activism to the UK's Cabinet Office – tackling global issues through policy and advocacy

Cheryl Lo currently works at the Cabinet Office in the UK government in a team of policy and strategy professionals focusing on the highest priority and most complex issues facing the UK. Yet Cheryl's experience before the Master of Public Policy was in an altogether different field.

"Before the MPP I spent seven years working in wildlife conservation, focusing mainly on saving the elephants and combating the illegal wildlife trade. I was working globally, starting in Asia to close down ivory markets and then in Africa to follow the whole supply chain of the illegal wildlife trade."

By gathering evidence of the illegality of the trade, strategically exposing the evidence to the media and lobbying the Chief Executive and MPs in Hong Kong's legislative council, Cheryl's team managed to secure a majority vote banning the ivory trade in Hong Kong in the context of a highly polarised parliament.

Despite her success in changing policy in Hong Kong, when campaigning internationally Cheryl was met with much more resistance. Along with these setbacks at work, she also began thinking about what the next steps in her career would be.

"Working for seven years in my dream job was amazing but I was also thinking how do I expand beyond this, where can I go and what can I do? I felt the need to push both myself and my career further and that's why I started thinking about Oxford."

Cheryl chose the MPP for its international outlook and because she felt it would take her out of her comfort zone

in terms of the knowledge and skills she would develop. Despite this, Cheryl had never even thought about working for a government before the MPP, having enjoyed the flexibility and strategy focus of working in an NGO.

"During the MPP I learned a lot about how government works. I did my summer project in Israel working on national security. It was really eye-opening seeing how the conflict had affected civilians, how they built resilience and how the government envisions the end of such a long conflict."

After this experience, Cheryl felt the time had come for her to join a government to learn how it really works and continue to drive change. When Cheryl began her post in the Cabinet Office it was "a steep learning curve". She began in the middle of the pandemic and on her second day was assigned into the UK's COVID-19 taskforce. She has since been deployed to work on Brexit and border issues.

"The structure of the Cabinet Office and the work I'm doing changes all the time which actually suits me. I'm used to working with a lot of uncertainty and without structure, and I enjoy an ever-changing working environment. I get exposed to a lot of challenging issues which has given me a real insight into how policies are made and what government needs to consider."



STUDENT PROFILE

FRANCISCO CARRILLO MAGNA

MPP 2021, Chilean, Luksic Scholar

Using innovation to fight Chile's social crisis

Many who come to study at Oxford praise the city's capacity to foster deep intellectual conversations, often with perfect strangers. For Francisco Carrillo Magna, the Blavatnik School of Government is one such place where these conversations have flourished.

Francisco joins the MPP class of 2021 as a Luksic Scholar with ten years of experience working in the government of Chile. An economist by training, Francisco's career began as an analyst in Chile's Ministry of Labour. This experience was foundational to his long-term interest in policymaking:

"A combination of luck and merit brought me into high-level policy discussions at a very young age. I was part of a team of advisors at the ministry and that experience taught me a lot about how policies are developed in the real world. You have to negotiate with others, you have to come to agreements. It's not just about the technical side of a policy but also the politics. This really got me interested in policymaking."

Choosing to take a break from this career and undertake an intensive programme of study was no easy decision for Francisco. He had been working in a demanding role at the Ministry of Social Development in Chile with high levels of responsibility that only increased

during the COVID-19 pandemic. After this intensity he felt the time had come to return to study to reflect upon how he could contribute to his country in the future.

When looking into public policy programmes, the Blavatnik School was a standout. For Francisco, "no other programme in the world has such an applied focus. It's not just about learning equations or theories. It's also about networking, discussing policy challenges, considering perspectives from the private sector, NGOs, politicians and policymakers. If you're planning to introduce some kind of transformation in your country, this sort of training is important."

The openness of the School community has made settling into this new city and programme much easier for Francisco. Learning to confront prejudices and to understand the thinking behind others' prejudices about certain topics in policy has been eye opening. Francisco also praises the value of small classes for facilitating open discussions on complex philosophical themes in a non-judgmental environment.





HIGHLIGHTS

Selected highlights from the last year,
April 2021 to March 2022.

THE WORLD'S MOST-CITED DATASET OF PANDEMIC POLICY

We launched the Oxford COVID-19 Government Response Tracker in March 2020, just a few days after COVID-19 was declared a pandemic by the World Health Organization. Two years on, comparative information is as needed as ever.



Created quickly to respond to the urgent need for data and powered by a dedicated community of hundreds of citizen scientists, the Oxford COVID-19 Government Response Tracker has established itself in the past two years as a vital tool for governments, researchers and decision-makers across the globe.

Boasting over 3,000 academic citations on Google Scholar, the tracker records real-time policies related to containment, economic support, health and vaccination in 187 countries and over 200 subnational jurisdictions. It is also the only dataset of COVID-19 policy decisions still publishing new data in 2022.

In an ever-changing policy landscape, the tracker has had to adapt quickly.

Introducing vaccine policies

With vaccines emerging at the end of 2020 and being distributed throughout 2021, the world of pandemic policy radically changed. We introduced a group of vaccine indicators in December 2021, covering vaccine prioritisation lists, which population groups are receiving vaccines and

the cost of vaccination (whether paid by individual or government); subsequently, we added an indicator to monitor 'vaccine mandates' where a government requires a certain group of people (or in some cases all adults) to get vaccinated.

Over the course of 2021, governments concentrated their efforts on increasing vaccine coverage among their population, and as part of this effort, many governments introduced restrictions that specifically targeted non-vaccinated people. Finding a way to represent this differentiation became a priority, so we introduced a way of reporting on any separate rules for vaccinated and non-vaccinated.

But vaccines are not equally distributed. The WHO reports that (at the time of writing) only 1 in 7 people in low-income countries are vaccinated, and COVID-19 vaccine inequity will have a lasting impact on socio-economic recovery in these countries. We are one of the organisations who have been providing essential data for UNDP's Global Dashboard on Vaccine Equity. Combining the latest data on vaccination with socio economic data from multiple entities including the IMF, World Bank and

UNICEF, the dashboard fills a critical gap to help understand what can be done to achieve vaccine equity.

Impact

The tracker and its data continue to attract enormous interest from the public and the media, being featured in *The New York Times*, *Financial Times*, BBC, Al Jazeera, *The Economist*, *National Geographic*, *O Globo*, *El País*, *Le Monde*, *Asahi Shimbun*, and *The Washington Post*, to name just a few. We have published articles in academic journals like *Nature Human Behaviour* and the *Journal of the American Medical Association*.

Most importantly, the data is used directly by governments, international organisations and public health agencies to inform their real-time decisions on COVID-19 responses. The feedback we get is that our data is vital to their work.

We've been providing regular updates to the UK Cabinet Office's International Comparator Joint Unit, which updates the government and Prime Minister. We've also worked regularly with the International Public Policy Observatory, providing data for their monthly global evidence scans on

COVID-19 related policy issues such as initiatives supporting women in work or negative repercussions on young adults.

We developed a 12-page memo on the political barriers to COVID-19 response that informed WHO's 2021 Global Preparedness Monitoring Board annual report; we contributed data and analysis for OECD's 'Government at a Glance' biennial report.

As long as the pandemic continues to shift and evolve, and therefore the policy responses that governments make, there will be a need for our data.

"Two years into the pandemic, we need comparative information on policy responses as much as ever. What will the 'new normal' look like? How will countries respond, if at all, to new surges or variants? As the pandemic has progressed, policy responses have continued to evolve, and we have expanded the data we track accordingly," said Thomas Hale, who leads the Oxford COVID-19 Government Response Tracker. But producing the Oxford COVID-19 Government Response Tracker is an immense effort, and the School is currently looking for funding to keep the tracker going and bolster our ability to use the data to better prepare for the future.



A GROWING COMMUNITY OF POLICY INNOVATORS

The MPP is a transformative opportunity for current and future public sector leaders.

As many countries across the world move into the ‘living with COVID-19’ phase of the pandemic, the values of good governance and international cooperation remain crucial for the efforts to rebuild societies after global crises. The Blavatnik School’s mission to promote these values in increasingly polarised times continues in particular through the teaching of our Master of Public Policy (MPP) course.

Between January and March 2022, the admissions team examined 893 applications to the course from a total of 104 countries. In addition to this exciting geographical diversity, the quality of applications has remained outstanding.

From the day that successful applicants receive their offer letters, they are welcomed into our community. By the time they join in September, all of our offer holders will have had the opportunity to connect with alumni and a member of faculty, either the Course Director Professor Karthik Ramanna or Professor Jo Wolff, Professor Ciaran Martin, Dr Emily Jones, Dr Maya Tudor (above) or Dr Tom Simpson.

The Blavatnik School community has also been adjusting to living with COVID-19. The MPP class of 2021 saw

a return to in-person teaching in the building, and we maintained the flexibility of a hybrid option where necessary to ensure that complying with government restrictions would not impact upon our students’ experience. A record 116 students from the class of 2021 received full or partial funding to pursue the course, which corresponds to 82% of the class. Funding for the class of 2021 came from external scholarships including the Chevening Scholarship along with further funding from Oxford University scholarships and from Blavatnik School of Government scholarships such as the Political Leadership Scholarship, Public Service Scholarship and the Lemann Scholarship. For further detail on scholarships, see pp.12–13.

As we prepare to welcome our next intake of MPP students in September 2022 while reflecting upon the first ten years of teaching in the School, we continue to be inspired by the growth and innovation of this global community of practitioners, a community driven by a shared commitment to serving others in pursuit of a world better led, served and governed.

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We are thrilled to offer the new MSc in Public Policy Research. It will complement our existing degree and executive education programmes that collectively seek to improve government around the globe through education, research and public engagement.

PETER KEMP, PROFESSOR OF PUBLIC POLICY AND DIRECTOR OF THE MSC

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INFORMING PUBLIC POLICY DECISIONS WITH RIGOROUS RESEARCH

Launching a new MSc degree for creating robust, applied and impactful research for public policy applications.

In 2021 the Blavatnik School invited applications for a new 12-month interdisciplinary MSc in Public Policy Research.

Founded on the belief that robust, appropriately communicated, policy-focused research can contribute to the development, design, implementation and evaluation of public policies, the degree is designed for graduates who have already completed the School’s Master of Public Policy (or an equivalent professional taught master’s degree) and who wish to work in research-related roles within government or public policy-related organisations, such as NGOs, consultancies and think tanks.

The course will be taught by faculty and academics in the School and academics from other University departments in Oxford. Teaching on the MSc will be

research-led and in particular draw on the core faculty team’s extensive experience of applied public policy research and policy impact. Senior practitioners from public policy organisations will also contribute to student learning and networking on the programme.

The programme will provide students with an outstanding education in how to conduct, commission or utilise research that can inform public policymakers and impact upon their decisions and, in doing so, the new MSc will contribute to the School’s mission to improve the quality of government and public policy making across the globe.

We are excited to welcome the first class of students taking the MSc in Public Policy Research in October 2022.

STUDENT PROFILE

MONA MURAD

MPP 2021, British, Duke of Cambridge Scholar

Championing the voices of minorities in UK policy

When Mona Murad was coming to the end of her undergraduate studies and about to join the UK civil service, she met Zahra Latif (MPP 2015) during her summer project at the Cabinet Office which made a lasting impression on Mona:

“Seeing that another British Muslim woman was doing the MPP at Oxford made me realise I could do it. I think that speaks to the power and importance of diversity and representation.”

Six years later, Mona joined the MPP after five years in the UK civil service working across various departments of the government. A Duke of Cambridge Scholar, Mona was awarded full funding for her outstanding commitment to public service in the UK.

“Having this scholarship means I can take full advantage of all the opportunities at Oxford without any worry on my back about funding my studies. Being able to join a group of outstanding UK civil servants who’ve received this scholarship is also really incredible.”

Mona’s experience in the civil service began at an interesting moment for UK policymaking. In September 2016, the UK had just voted to leave the EU and she was put to work on the UK’s exit strategy in the Department for Business, Energy and Industrial Strategy.

After a year Mona joined the UK Civil Service Fast Stream programme, a three-year training programme in which participants move around different government departments and work in a range of operational, policy

and legislative roles.

Mona worked for the Department for Business, the Department for Housing, and in the former Brexit Department.

When the COVID-19 pandemic hit in 2020, Mona was based in the Cabinet Office, the department responsible for supporting the Prime Minister and his Cabinet. In a test of her resilience and morale, Mona was deployed to help government departments create policies in the fight against the pandemic. During this effort, she advocated for considering and incorporating the differing impacts of COVID-19 on ethnic minorities into policymaking, which she considers a highlight of her career so far.

Towards the end of July 2020, Mona decided it was the right time for her to apply for the MPP so she could reflect upon her experience in government and develop sharper thinking skills and strategic awareness. Mona feels her experiences at the School have begun to open up many avenues for exploration. Above all, Mona sees her time on the MPP as an opportunity to become a better problem solver, skilled at working with a range of different stakeholders and communities to ensure maximum impact for the most vulnerable people.



ALUMNI PROFILE

BEN ABRAHAM

DPhil 2018, New Zealander

Employing rigorous research to fight the climate crisis

When Ben Abraham was applying for DPhil courses, he was already certain he did not want to pursue a traditional career in academia. As a scholar of global environmental policy, Ben believed he could have a greater impact working more directly on policy.

“I really believe in the power of research as well as deep intellectual thinking. I knew these would be part of my future but I wanted to do the DPhil in an environment oriented towards making change in the real world.”

Ben’s research focus evolved during the course of his DPhil at the School. While he originally wanted to explore how non-state climate action evolved in oil-rich states, his supervisor, Thomas Hale, encouraged him to broaden the analysis and consider the bigger questions behind this. This led to exploring how the different environmental ideologies of non-state actors were shaping the future of global climate governance.

Ben built and analysed a huge database of non-state climate action initiatives across the world, involving NGOs, local governments, businesses and multilateral institutions. This work broadened his understanding of the possible avenues through which he could make a difference after the DPhil.

Ben decided to spend some time in Beijing after graduating, having come to appreciate China’s ever-increasing role as a pivotal actor in the global fight against climate change, before going home to New Zealand in late 2019 and then to the US for work opportunities. When the COVID-19 situation began to intensify in early 2020, Ben made the tough decision to return to

New Zealand, where he had already applied for a job at the newly formed Climate Change Commission.

Ben had the opportunity to help build and shape the organisation. During his time there, he worked on the Commission’s first strategic review of the whole of New Zealand’s economy, advising how the country could meet its climate change targets.

A year later, Ben found opportunity to pursue his international interests at the British High Commission in Wellington as the UK’s advisor on climate change and COP26 in New Zealand and the Pacific.

“This role was really appealing to me. It was a fixed-term contract, so offered me a chance to have a break from working on domestic issues and get involved with the international scene again while all New Zealand’s borders remained closed.”

Ben returned in March 2022 to the Climate Change Commission, this time to work on a project reviewing a partnership between New Zealand’s agricultural sector and the government on pricing and reducing agricultural emissions.

“Given that the agricultural sector is both a massive pillar of New Zealand’s economy and a massive source of our greenhouse gas emissions, reducing emissions in this sector is really challenging. It’s highly politicised and goes to the heart of our economy and our culture.”



HOLDING NET ZERO PLEDGES TO ACCOUNT

After COP26, at least 90 per cent of the global economy is covered by some kind of net zero pledge. But are targets genuine and robust enough?

In May 2021, a Dutch court ordered Royal Dutch Shell to drastically deepen planned cuts to greenhouse gas emissions. The landmark ruling extensively cited a report on net zero targets practices published in May 2020 by Thomas Hale, Associate Professor of Global Public Policy.

As part of his focus on transnational problems and climate governance, Thomas has been working to clarify and analyse net zero commitments.

Net zero has gone from a relatively obscure scientific concept, to a demand of fringe activists, and finally to a mainstream organising principle for mitigation in record time. The Paris Agreement underlined the need for net zero, requiring states to ‘achieve a balance between anthropogenic emissions by sources and removals by sinks of greenhouse gases in the second half of this century’. But as targets and pledges proliferate, so does the need for measuring effectiveness and, as in Shell’s case, to hold those actors to account.

This is what the Net Zero Tracker sets out to do: it records and assesses net zero targets of 4,000 countries, regions, cities and companies across the globe, highlighting which ones are genuinely ambitious, comprehensive, transparent and accountable.

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The Net Zero Tracker is a critical resource for the international climate change community, especially as we hone in our focus this year on transparency and accountability.

NIGEL TOPPING,
UK’S HIGH LEVEL CHAMPION FOR CLIMATE ACTION AT COP26

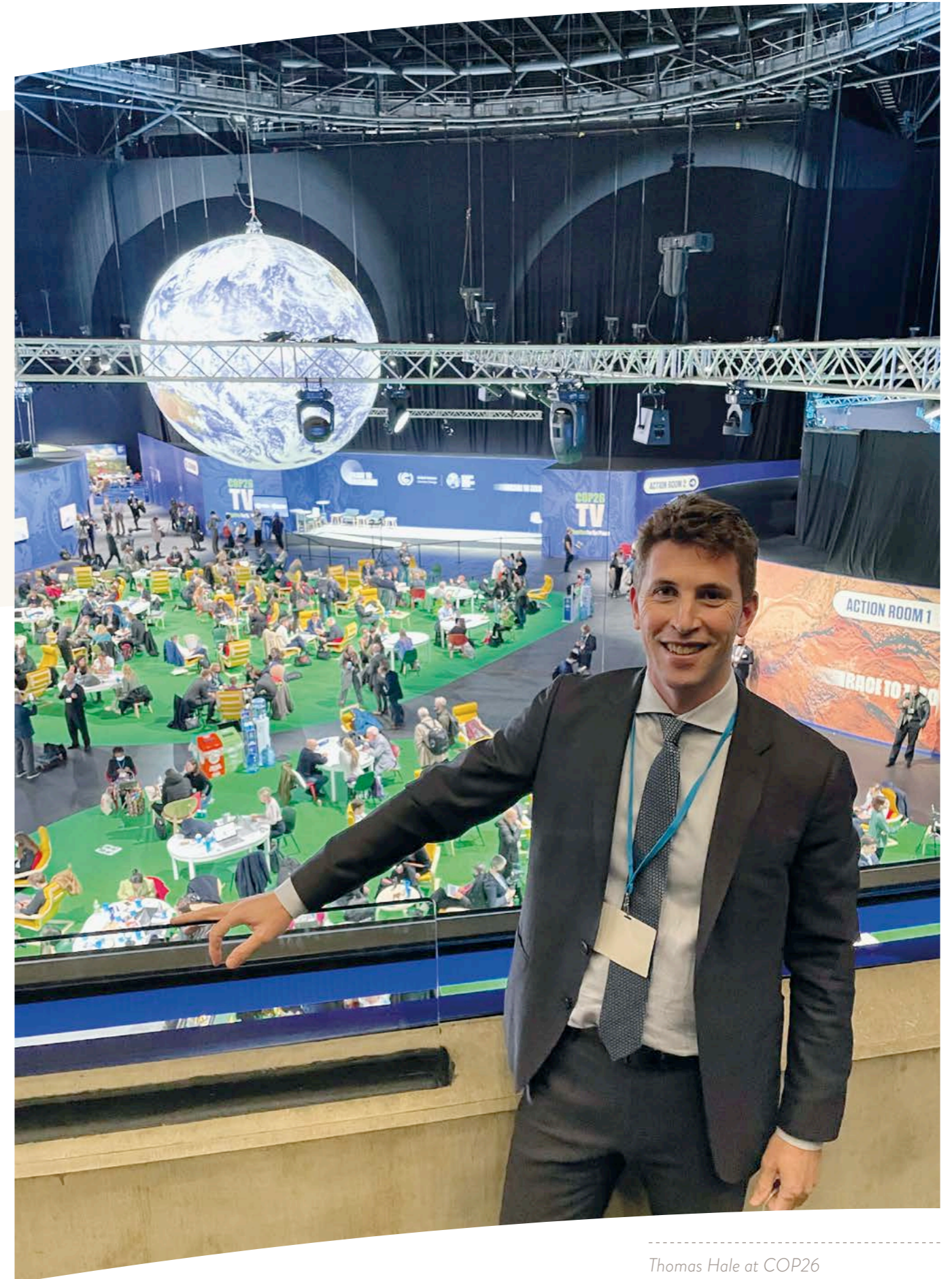
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Relying on a combination of machine learning and a global team of trained volunteers, the Net Zero Tracker monitors in real time both the quantity and quality of net zero targets and pulls it all together in an easy-to-access and publicly available source.

“From governments’ economic development plans and corporate strategies, to investors’ portfolio targets and the manifestos of regional government and city councils, the Net Zero Tracker helps us understand not just who is setting net zero targets and where, but also how vigorous and robust they actually are,” says Thomas.

Following COP26 in Glasgow, Thomas outlined in a memo the next steps for an effective net zero governance system; in his view, pledges ought to become binding pathways with sufficient short-term actions to be credible. The Net Zero Tracker is planning to expand the range of entities that it tracks and be able to carry out deep-dive analysis.

The Net Zero Tracker is a project supported by Oxford Net Zero, Energy & Climate Intelligence Unit (ECIU), Data-Driven EnviroLab, NewClimate Institute. www.zerotracker.net. Oxford Net Zero, of which Thomas Hale is one of the principal investigators, is an interdisciplinary research initiative based in the University of Oxford.



Thomas Hale at COP26



EXPANDING THE ROLE OF INTERNATIONAL LAW IN CONFLICT

Dapo Akande elected to International Law Commission.

In November 2021 Dapo Akande, Professor of Public International Law at the Blavatnik School and Co-Director of the Oxford Institute for Ethics, Law and Conflict (ELAC), was elected to the International Law Commission.

Professor Akande was jointly nominated by five countries – the UK, Japan, Kenya, Nigeria and Slovenia – the first time a candidate was supported by countries from four different United Nations regional groups. His term at the International Law Commission will start on 1 January 2023.

The International Law Commission is a United Nations body of legal experts responsible for helping develop and codify international law. It is composed of 34 members recognised for their expertise and qualifications in international law, elected by the United Nations General Assembly to serve five-year terms.

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My vision for the International Law Commission is clear: the codification and progressive development of international law can strengthen the rules on which international cooperation is based, and help promote a just and peaceful system of international relations.

DAPO AKANDE,
PROFESSOR OF PUBLIC INTERNATIONAL LAW

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WAR IN UKRAINE

On 24 February 2022, Russia began a large-scale invasion of Ukraine. As the death toll keeps rising, at the time of writing nearly 10 million Ukrainians have been forcibly displaced both in and beyond their country's borders, and economic sanctions are hitting Russia's economy.

OXFORD INSTITUTE FOR ETHICS, LAW AND CONFLICT (ELAC)

The Oxford Institute for Ethics, Law and Conflict (ELAC), based at the School, has contributed to peacebuilding and strengthening the international law around armed conflict.

Federica D'Alessandra, Deputy Director, and Kirsty Sutherland, Visiting Fellow of Practice of the Oxford Programme on International Peace and Security (part of ELAC), provided written evidence for a report on the UK's responsibility to act on atrocities in Xinjiang, China. The report recommendations from the House of Commons Foreign Affairs Committee included a strategy for atrocity prevention.

Another area of work for ELAC, this time alongside Save the Children, was the report *Advancing Justice for Children*. With one in six children globally living in areas affected by armed conflict, the report found that those committing crimes against children are rarely held to account due to a lack of prioritisation. The report explored how governments, legal institutions, civil society and UN agencies can set a new path, one which prioritises and upholds children's rights.

The Oxford Institute for Ethics, Law and Conflict (ELAC) is an interdisciplinary research programme hosted by the Blavatnik School of Government. It aims to strengthen law, norms and institutions to restrain, regulate and prevent armed conflict.

The Blavatnik School community rapidly moved to share expertise on the global geopolitical implications of the war, with Dapo Akande and Ciaran Martin providing commentary for the media on international law and war crimes, and cybersecurity, respectively. The School hosted a series of panel discussions on the initial implications of the conflict including sanctions, global security and the refugee system, and the wider economic consequences of the war. A special session on the military situation was delivered by Tom Simpson, Associate Professor of Philosophy and Public Policy and a former Royal Marine officer. Lisa Yasko, MPP alumna and elected Ukrainian MP, spoke to our students and alumni.

Call for a special tribunal for crimes of aggression

In March 2022 Dapo Akande joined former UK Prime Minister Gordon Brown and Ukrainian Foreign Minister Dmytro Kuleba in calling for a special tribunal to prosecute the crime of aggression committed against Ukraine.

At an event organised by Chatham House, Professor Akande and other prominent experts in international law such as Philippe Sands QC, Professor of Law at University College London, and Mykola Gnatovsky, Professor of International Law at Taras Shevchenko University of Kyiv, launched a declaration calling for the UK and other countries to join Ukraine to grant jurisdiction to a dedicated criminal tribunal to investigate the crime of aggression.

The declaration has been signed by 38 leading lawyers, academics and human rights campaigners, including Ben Ferencz, one of the lead prosecutors at Nuremberg.

BUILDING INTEGRITY AND CHALLENGING POLARISATION DURING A GLOBAL PANDEMIC

Faculty member Anna Petherick (opposite page) leads the Blavatnik School's Lemann Foundation Programme, a new research programme generously supported by the Lemann Foundation.

Launched in November 2021, the Programme explores what countries can learn from Brazil and vice versa, from the point of view of the people and organisations who make up the public sector as well as those who engage with it. The Programme's research and engagement plans have already attracted additional funding from sources such as the Public Policy Challenge Fund.

How did you get involved in the Lemann Foundation Programme?

The School has had a relationship with the Foundation for many years, and we have a shared mission to improve the public sector. I have studied Brazil since 2013 but always as a comparativist, which fits with the School's global view.

I was brought into the School in 2018 as a postdoctoral researcher on a project known as the Building Integrity Programme, before I moved to being a lecturer. That project was innovative in how it sought to move the anti-

corruption agenda from thinking beyond individual solutions towards more holistic ways to create institutions that are better protected against corruption in the long run. This is something that is important to Brazil, and so that work is feeding into the Lemann Foundation Programme.

What does the Programme aim to do and how?

Initially the Programme is focusing on three topics: building back from COVID-19; understanding (and countering) how political polarisation affects the delivery of public services; and continuing the School's work on integrity by placing our work in the context of existing anti-corruption efforts, and to explicitly explore what that context means for the integrity agenda.

Building back from COVID-19 matters particularly for Brazil because it's a very unequal country; a lot of building back is about thinking how inequalities have been exacerbated, and could increase, by the pandemic.

Political polarisation has also been evident during the pandemic; this period has brought into focus how, in general, public-sector outputs can be affected when there are high political barriers to coordination within the public sector.



We need to improve upon what is already out there in the world, rather than imagine we can start afresh.

How do you think the research community can help to solve such a complex problem?

Ideally civil servants should be given discretion so that they can draw on their expertise to innovate and solve problems, but they should orientate their discretion towards achieving the public institution's purpose, assuming that is a legitimate one. You can see the anti-corruption and building integrity agendas need knitting together a little more in the real world, and that is one area where research can help.

The Programme already has such strong ties to Brazil. How do you plan to reach other countries and engage them in these three thematic areas?

One of the policy areas we are working on within our building back from COVID-19 workstream is education, because schools were closed for such a long time during the pandemic. We know that even during normal school

summer holidays, children experience learning loss. When you consider that in some countries schools were closed for nearly two years, and that this has happened in countries where many adults are illiterate and therefore children don't have educational support at home, you get a sense of the impact this could have.

We've got an exciting engagement project happening this year in partnership with the What Works Hub and the Lemann Leadership Center for Equity in Education in Sobral. We are planning to invite 15 high-level policymakers from Kenya and 15 from Pakistan to come to northeast Brazil to foster an exchange of ideas in education policymaking. We've selected these three countries because there are great opportunities for knowledge exchange.

From a Brazilian perspective, Pakistan is also a highly decentralised federal education system. In Kenya, there have been interesting experiments with something called 'teaching at the right level'. This involves training teachers to be able to assess what level each child is at and how they are learning, and to adapt what they do in the classroom to try and bring everybody up as much as possible. This is one of the possible solutions to prevent these worsening inequalities from emerging after long periods of school closures.

GOVERNMENT OUTCOMES LAB'S FIRST FIVE YEARS

Becoming a global knowledge hub on outcome-based approaches.

As governments across the world look to rebuild from the pandemic, working effectively with private sector companies, charities and local communities is more important than ever, particularly when it comes to tackling issues that require wide collaboration such as homelessness or children in care.

For the last five years, the Government Outcomes Lab (GO Lab) has been looking at how governments can forge effective cross-sector partnerships. Started in 2016 as a partnership between the Blavatnik School and the UK government's then Office for Civil Society, GO Lab has become a trusted, authoritative global centre of knowledge on cross-sector partnerships for better social outcomes.

From its inception, the GO Lab has aimed to blend rigorous research with practical engagement, bridging the divide between academia, policy and practice, bringing together those who generate knowledge, and those who use it.

To mark their fifth anniversary, in 2021 the GO Lab released a report which looks at their achievements and key strengths, from getting evidence into the hands of decision makers and providing objective high-quality research that responds to practical issues, to building communities and convening partnerships, improving data quality and accessibility, and facilitating international dialogue.

An example of GO Lab's convening and knowledge-sharing powers is the International Network for Data on Impact and Government Outcomes (INDIGO), which brings together high-quality, open data on projects that



Photo: the GO Lab

aim to improve social outcomes around the world. Started in 2020, INDIGO is a 'data collaborative' representing a global community of researchers, data enthusiasts, practitioners and policymakers who are keen to use data to help governments improve social outcomes. The community regularly comes together online for meetings and 'hack and learn' events, and the INDIGO Impact Bond Dataset counts more than 1,000 users per month.

The GO Lab has also been involved with delivering a primary evaluation of the Life Chances Fund, launched as an £80m fund from the UK government's Civil Society and Youth Directorate focused on supporting the growth and development of outcomes-based commissioning through the use of social impact bonds (SIBs), by providing a top-up payment to local government commissioners. The primary evaluation culminated in the first of three reports, which analyses the application process undertaken by the Life Chances Fund and the 31 projects that were offered funding and captures the impact of COVID-19 on the projects and their initial adaptations.

COVID-19 has brought into sharp focus the way in which governments work with other sectors, increasing the urgency of improving the way that public, private and social sectors intersect. The GO Lab plans to continue growing networks and research to explore how public contracting affects social outcomes, as well as continuing to provide evidence and data on outcome-based contracting.

CASE CENTRE ON PUBLIC LEADERSHIP

The Case Centre on Public Leadership works with faculty to develop case studies that combine disciplinary research and policy teaching. Cases use difficult real-world situations to illustrate complex policy and managerial challenges; in the classroom, students discuss how they might approach the situation, applying academic theory to the case scenario while also developing key leadership skills such as analytical thinking, communication and decision-making.

The work of the Case Centre has a wide-reaching impact, as the cases are shared not only with MPP students and executive programme participants, but also with other government schools and training organisations. Since August 2019, faculty at 17 other universities have taught our cases, reaching nearly 900 students. The Case Centre also provides training to organisations on how to bring these cases and the case method to decision-makers in the field, where the judgement these cases and the case method develops can have an immediate impact. Since 2020, 50+ external faculty from 38 institutions and 20 countries have been trained to help them incorporate cases into their own teaching.

In 2021 the Case Centre developed new cases on topics ranging from contentious tax reform in Colombia to civil service performance improvement in Ghana. The Centre also ran its first hybrid two-day workshop, attended by participants from 21 institutions across 12 countries and 6 continents.

In the 2021-22 academic year, several foundations provided support for a series of case studies with a focus on leading in polarised societies. Thanks to this generosity, the Case Centre has been able to develop cases focusing on public sector leaders tackling complex challenges around the world, from Brazil to Nigeria, providing lessons for future public leaders who must navigate a world that seems increasingly divided.

We are grateful to the following for their support:

- Van Leer Group Foundation
- EkStep Foundation
- Lemann Foundation
- Ford Foundation
- Big Win Philanthropy
- Vallum Foundation

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The School's teaching mission is to produce great generalists, who can synthesise expertise from many disciplines, to exercise good political judgment. The School's research mission is to enable its faculty to pursue specialist scholarship that advances the knowledge frontier in public policy. The School's Case Centre exists primarily to bridge this gap – by providing a pedagogical channel through which faculty can teach their latest specialist research in the generalist MPP and executive education classrooms in a decision-based, action-oriented setting.

PROFESSOR KARTHIK RAMANNA,
DIRECTOR OF THE CASE CENTRE

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STUDENT PROFILE

NINA MÖGER BENGTTSSON

MPP 2021, Danish, Public Service Scholar

Fighting an urgent crisis in slow systems of government

In such politically polarised times, bringing together people with diverse backgrounds, views and values is imperative. For Nina Möger Bengtsson, this aspect of the MPP at the Blavatnik School has been particularly impressive.

“It’s exceeded every one of my wildest expectations to meet the MPP class – I have not encountered any other programme that draws such a diverse crowd of accomplished people.”

Prior to joining the MPP she had worked in an NGO, at a social start-up, in political campaigning and finally as a political advisor on climate change to a Member of the European Parliament.

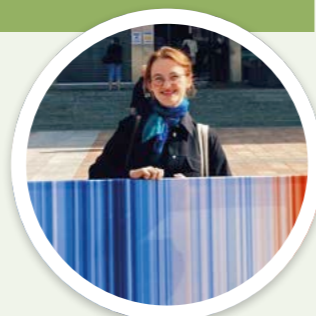
Navigating this immense bureaucracy made Nina question where she should dedicate her future efforts to have the biggest impact on climate change. Further study had been part of her plan, but what and where to study were key questions, so she applied to a range of programmes across Europe. The application process for the MPP made her realise this was the course for her.

When she received an offer from the School, funding her studies was the next big challenge. Yet her years

of unwavering dedication to climate activism since the age of 14 were acknowledged when she was awarded a Blavatnik School Public Service Scholarship.

Since coming to the School, Nina has been “blown away” by the opportunity to interact with a range of very senior people, with whom often Nina has been in total disagreement. This culture of engaging with views that differ from your own has led her to reflect upon the challenge of fighting urgent crises in slower democratic systems of government. After the MPP, Nina is unsure whether she will return first to government or the private sector. Whatever she does next, she has a firm understanding of her role:

“My parents had a saying in my family when I was growing up – you must use your abilities and opportunities to improve those of others. And I think this is also the ethos of the Public Service Scholarship.”



STUDENT PROFILE

ALLAN TORRES

MPP 2021, Brazilian, Lemann Scholar

Problem solving to promote regional development in Brazil

Allan Torres is passionate about redistribution and local development. Before coming to Oxford, he spent most of his career working in education policy in Brazil. However, the pandemic led him to re-evaluate what issues would be most important for him to tackle and positively impact his country:

“I started to read a lot about climate change and how that would affect my region, the northeast of Brazil, which is also the poorest region in Brazil. In the countryside we have droughts all year but on the coast we often have too much rain. It’s already hurting the economy a lot and will do even more in the future.”

Inspired by Brazilian congressman and alumnus of the School Felipe Rigoni, Allan decided to apply for the MPP. When he heard that the Lemann Foundation was also funding scholarships for Brazilian students he knew he would make a strong candidate. In his application Allan highlighted his vision of the opportunities that fighting the climate crisis could present for regional development:

“I’d been thinking a lot about green jobs, which could impact places in the countryside of the northeast of Brazil that don’t have great infrastructure. Building

infrastructure in renewable energy by using local workers and training them could take them out of the poverty trap.”

Since arriving in Oxford, the personal nature of the course and the wider culture of the School has continued to impress him:

“Here it’s not about competition. There are other amazing programmes out there that just focus on your own career after the course. But here, the focus is on solving problems and implementation.”

Though Allan is building the skills to become an effective policymaker in a range of different areas, the climate crisis will remain his priority when he returns to Brazil:

“Brazil’s economy has been stuck in a commodity trap and depends on commodity booms. How we navigate the climate crisis is our chance to do something about this trap and diversify our economy. I want to be part of making this change and helping my region however I can.”





THE KYOTO PRIZE AT OXFORD GOES ONLINE

The 2021 Kyoto Prize at Oxford celebrated the scientific discoveries and artistic innovations of the Kyoto Prize Laureates across the fields of astrophysics, chemistry and theatre.

Following the postponement of the event in 2020 due to the pandemic, the 2019 Laureates delivered their lectures fully online, joined by audiences logging in from across the globe.

Professor Ching Tang, whose work led to the widespread use of organic light-emitting diodes (OLEDs) in display technology, from smartphones to TVs, shared his journey of 'searching for light'.

Professor James Gunn shared the story behind his work on the Sloan Digital Sky Survey, the largest astronomical survey which has created the most detailed three-dimensional maps of the universe ever made, and reflected on the changes he has witnessed in the field of astrophysics over the decades.

The Kyoto Prize is an international award created by the Inamori Foundation and presented to individuals who have made a significant contribution to 'the development of science and civilization' and 'the enrichment of the human spirit'.

The School has been delighted to partner with the Foundation to bring the Kyoto Laureates to Oxford every year. The Inamori Foundation and the School have a shared purpose in inspiring, educating and connecting individuals who strive for the greater good of humankind and society. We share many key values: a dedication to international understanding; a passion for the pursuit of knowledge in the service of public good; and a commitment to the future of our global society. All the sessions are available to watch on the Blavatnik School of Government YouTube channel.

Ariane Mnouchkine (above), founder and director of the Théâtre du Soleil, spoke about the experiences that led her to receiving the Kyoto Prize and paid tribute to the lives and stories of others who made it possible for her to reach where she is today. She also discussed the Théâtre du Soleil's non-hierarchical approach and its deeply embedded values of community and collaboration.

For the first time the unique element of the Kyoto Prize at Oxford, the Laureates' panel discussion, was open to the public. All three Laureates engaged in conversation with Professor Ngaire Woods, exploring themes including what it means to be human in a rapidly changing world, and how we can prepare future generations for the challenges yet to come.

While raising challenging questions, the Laureates alluded to the immense potential of what humans can achieve when they collaborate and strive for the common good, which is the message at the root of the partnership between the Inamori Foundation and the Blavatnik School.



FOUNTAIN PEN, 2019

In 2021 an arresting new public sculpture was installed outside the School by one of Britain's most celebrated artists.

Michael Craig-Martin's (right) sculpture *Fountain Pen, 2019*, was commissioned to celebrate the University of Oxford's Radcliffe Observatory Quarter, where the School is based, and enliven the local environment. The public artwork is accessible to all and is intended to express the unique history of research and learning carried out in the city.

The sculpture is a vivid magenta in colour and balances strikingly on the single point of the pen's nib. Craig-Martin's sculptural works have a powerful visual impact and relationship to their surroundings, and *Fountain Pen, 2019*, echoes the circularity of the School building designed by Herzog and DeMeuron. The modern, bold aesthetic is appropriate given its location next to the School, whilst its connotations of learning and the written word echo and emphasise the cultural identity of Jericho, whose history has been so heavily shaped by the University Press and the Radcliffe Infirmary which was influential in the progress of medical learning.

“

I apply lessons from the MPP every day. It's given me a useful foundation to conceptualise how staff across government approach certain issues and how to navigate different cultures and institutions within the federal government.

MORGAN MOHR,
RHODES SCHOLAR, MPP CLASS OF 2018

”

ALUMNI PROFILE

LALITA KAPUR

MPP 2014, Australian

A diplomat shaping Australia's foreign policy and cooperation

Lalita Kapur was a career diplomat with Australia's Department of Foreign Affairs and Trade before joining the Master of Public Policy. Having already served abroad in the Australian embassy in Brazil as well as having developed expertise in the Pacific, trade policy and multilateral work with the UN, Lalita always had in the back of her mind a desire to pursue further study.

The interdisciplinary nature of the MPP, along with the practical elements of the course attracted her to the Blavatnik School.

“One of the real value-adds of the School is its connection with governments and civil services. Having many senior people regularly come to speak about how what we were studying applies to the work of government was such a great feature of the programme.”

When her time on the MPP came to an end, Lalita decided to return to the Department of Foreign Affairs and Trade, where she has remained, working in a range of high-level policy roles. As her work has involved a great deal of travel – from negotiating a free trade agreement with the EU in Brussels to attending an APEC Leaders' meeting in Lima – Lalita has managed to visit several of her classmates around the world.

In 2019, Lalita had to choose between two new job offers – one a posting to Madrid, the other a secondment to the Office of National Intelligence, a government agency informing decisions by the Prime Minister and cabinet on foreign policy and national security. And lessons from the MPP helped her decide.

“I found the negotiations course was excellent. It gave us real nuggets of wisdom you can apply to many areas of your life, like when you're making career decisions. Some of things we learned in this course I found really useful in daily interactions and non-work negotiations.”

Lalita decided to remain in Australia and work at the Office of National Intelligence, a decision she does not regret. Seeing first-hand that government decisions were being made based on her advice gave her a great deal of satisfaction in the role.

Now, she is back at the Foreign Affairs department as the Director of Indo-Pacific Strategy and Geoeconomics, working on Australia's major foreign policy strategy and geo-strategic competition.



ALUMNI PROFILE

MARK BORIS ANDRIJANIČ

MPP 2013, Slovenian

Transforming government and society with forward-thinking technology policy

A common theme Mark Boris Andrijanič has identified in his career is his tendency to join organisations or projects in their initial stages, and so play a fundamental role in building them from the ground up. An alumnus of the second ever MPP class, Mark sees his time at the School as one of these moments:

“At the time, the Blavatnik School was a brand new school and it was exciting to join the MPP at that point. I thought it would give me an opportunity to help build the School, which turned out to be true.”

After graduating from the MPP, he spent a brief stint at a think tank in Brussels but has always been drawn to the world of technology. When the opportunity to join Uber as their Head of Public Policy for Central and Eastern Europe arose, Mark knew this would be a great role for him. At the time, Uber was new to the region and Mark's work was essential in building a forward-thinking regulatory framework at the intersection of tech and transportation policy.

Mark's work caught the attention of the Prime Minister of Slovenia, who approached him with a request for him to lead Slovenia's newly formed National Digitalisation Council.

Mark therefore took a sabbatical from Uber and began to put together a forty-point plan for how to digitally transform the country's government, healthcare, education, economy, and society as a whole. Yet, when the time came to start implementing the plan, Mark found himself in frustrating talks with various ministries that were ultimately fruitless. That is when the Prime Minister offered him the post of Slovenia's first ever Minister for Digital Transformation, with the opportunity to build the ministerial department from scratch.

“Even though I had different plans, I accepted the job in government – it's rather indecent to spend years criticising the government and proposing what should be done to then say no when you actually have the chance to do something.”

The ministry has since successfully implemented 21 of the original 40 transformation measures.

Though his post was only guaranteed from outset for one year, with Slovenian general elections taking place in 2022, Mark has strong ambitions for how to create long-term digital transformation in the country with digital inclusion being his key priority. Mark's plan includes educating sections of the population whose digital skills are less advanced than younger generations, and subsidising training programmes for youth in robotics, AI and programming.

So how have the lessons from the MPP helped him in this work? For Mark, the classes on negotiations and economics were fundamental to his success in his subsequent roles. For any political decision where emotions may run high, having a solid economic understanding of the problem is critical.

“At the School you had to learn to prioritise and simplify to manage the workload and still have some fun in Oxford.”

Seeing first-hand the ways in which technology can rapidly improve lives remains a motivator for Mark in his work, which he traces back to the MPP summer project he carried out in Sierra Leone during the Ebola crisis. So, when the Russian invasion of Ukraine began in February 2022 and Slovenia's government started to mobilise support, he knew how he could contribute.

“Together with my ministerial colleagues from France and Poland, I am coordinating all of European tech support for Ukraine, ranging from Starlink satellite internet kits to servers and electric generators for Ukrainian hospitals, schools and government institutions.”



TRANSFORMING LEADERSHIP, GOVERNANCE AND PUBLIC POLICY



Photo: Story Maxima /
Aig-Imoukhuede Foundation

Since 2016, the Blavatnik School's partnership with the Aig-Imoukhuede Foundation has identified five outstanding West Africans each year who possess the talent and vision for transforming the public sector in their home countries. We are grateful to the Aig-Imoukhuede Foundation for funding scholarships for these outstanding women and men to study on the MPP. The initiative enables high-calibre individuals to act as change agents in their home countries and improve the practices of governance across Africa, thus ensuring economic growth and social justice.

Strengthening public service with intensive region-specific programmes

In September 2021 the School, in partnership with the Aig-Imoukhuede Foundation, launched its first in-country Public Leaders Programme (above). This programme offers exceptional African public servants immersive, world-class teaching, equipping participants with a range of vital leadership skills, conceptual frameworks and practical tools that will empower them to build cultures of excellence and integrity as they lead their departments and organisations through the challenges of an increasingly complex and dynamic world.

The Aig-Imoukhuede Foundation generously provided scholarships to all 49 participants from across Nigeria to attend all phases of the programme, including a week-long, in-person programme in Abuja, as well as live and asynchronous online teaching and the implementation of a project within the participants' organisation. Themes covered included governing in times of challenge and change, integrity in public life, the pitfalls in decision making, strengthening public organisations, harnessing technology, and leadership and authority.

“

The AIG Scholarship made it possible for me to gain practical knowledge and skills from a world-leading institution, and allowed me to learn from my classmates' experiences to understand the different ways in which we can be of service to one another. The impact that studying on the MPP will have on me personally is the immediate confidence boost that I always get knowing I have gained an MPP family that will last my whole lifetime, and that I can always reach out to for ideas, advice, support and collaborations.

MURJANATU MOHAMMED AUDU,
AIG SCHOLAR, MPP CLASS OF 2021

”

STUDENT PROFILE

UJUNWA OJEMENI

MPP 2021, Nigerian, AIG Scholar

Access to energy for all

As an energy sector professional, Ujunwa Ojemeni began her career in development finance and impact investing, realising early on the importance of universal access to energy and its potential to impact upon other key areas of development, such as reducing poverty. She also learned that the issues of gender and access to energy were intrinsically linked.

“Throughout my journey I noticed that the number of women in the energy sector was just not proportionate to men, and that women are more likely to suffer from lack of access to energy – this pushed my desire to help women into decision-making positions across the energy value chain.”

Consequently, Ujunwa founded the Africa Women in Energy Development Initiative (AWEDI) to connect women across the energy sector in Africa. The organisation offers mentorship, leadership training and professional development opportunities to women energy professionals.

Most recently, Ujunwa spent two years working in the public sector in an advisory role on access to energy at the sub-national level in Lagos State. During this experience she began to see the value in studying public policy:

“I had been working in the energy sector for over seven years, and then in the public sector for two years. At that point, I was working on the things that matter without all the tools I felt I needed.”

For Ujunwa, the MPP was a standout. The rich diversity of the class, the interdisciplinary nature of the course and the opportunity to get involved in the full colour of Oxford life pushed her to apply. However, she also had to think about how she would fund her studies in the UK.

When Ujunwa found out about the AIG Scholarship she instantly felt it was a good fit. She could demonstrate her leadership on access to energy within the public and private sectors, as well as her commitment to supporting women in the industry through AWEDI.

“For me, being selected gave me confidence that the work I am doing is important, but I am very much aware that it comes with responsibilities and expectations.”



GOVERNANCE AND ADVISORY ARRANGEMENTS

Management Board

Responsibilities: To govern, manage and regulate the School's strategy, budgets and senior appointments
Members include: Dean, Heads of Divisions, Heads of Departments
Meeting frequency: Three times a year, in Oxford

Strategy and Resources Group

Responsibilities: Responsible for strategy and key resourcing decisions of the School
Membership: Dean, Vice-Dean, all tenured faculty, COO and Associate Dean, Director of Finance and Resources, Director of External Relations, Director of Development
Meeting frequency: Minimum of eight times a year

International Advisory Board

Responsibilities: Advise on the strategy and priorities of the School
Membership: Globally renowned leaders from all parts of the world
Meeting frequency: Two online meetings and one in-person meeting in Oxford per year, plus ad hoc requests from the Dean for advice

Academic Advisory Board

Responsibilities: Advise on all aspects of the School's academic activities, including programmes, student engagement, faculty recruitment and development, and academic life
Membership: Deans/ Presidents/Heads of School from prominent public policy institutions around the world
Meeting frequency: Termly conference calls

Senior Management Team

Responsibilities: Delegated decision-making responsibility for operational and urgent decisions in line with the direction set by the Strategy and Resources Group
Membership: Dean, Vice-Dean, COO and Associate Dean, senior professors, Director of Finance and Resources, Director of External Relations, Director of Development
Meeting frequency: Fortnightly

FINANCIAL INFORMATION

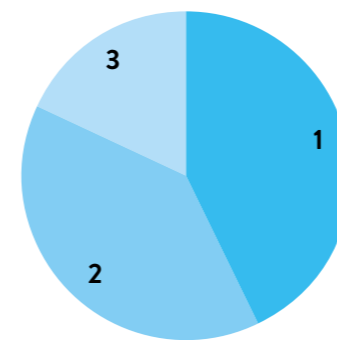
Key financial principles

- Ensure the School's financial plans enable our mission and ambition.
- Ensure long-term sustainability through building an endowment, diversifying sources of income and generating new revenue streams.
- Ensure value for money and exercise vigilance on costs in all transactions.

Highlights

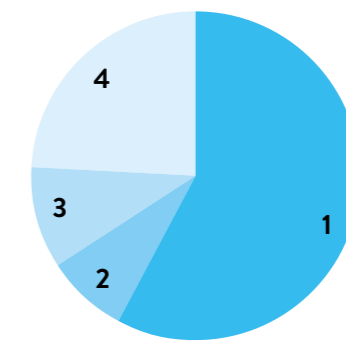
- £7.6m in teaching-related income.
- £7.1m in research-related income.
- 83% of MPP students and 89% of new doctoral students are fully or partially covered by a scholarship.

Blavatnik School income sources 2021–2022



- 1 Teaching income (43%)
- 2 Research income (39%)
- 3 Endowment, donations and other income (18%)

Blavatnik School expenditure 2021–2022

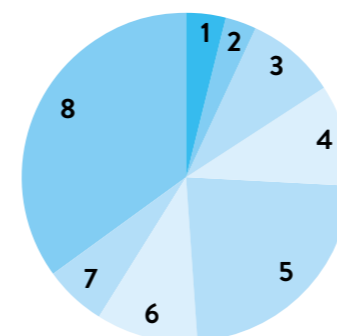


- 1 People costs (58%)
- 2 Research-related costs (8%)
- 3 Scholarships (10%)
- 4 Operating costs (24%)

Source of research awards

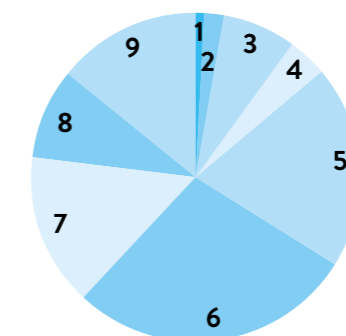
The Blavatnik School continues to diversify its research portfolio. The tables below show the balance of funding sources supporting the School.

Research portfolio by value



- 1 EU government (4%)
- 2 EU other (3%)
- 3 Non-EU charity (9%)
- 4 Non-EU other (10%)
- 5 Other sources (23%)
- 6 UK Research Councils (10%)
- 7 UK charity (6%)
- 8 UK public sector (35%)

Research portfolio by number of grants



- 1 EU charity (1%)
- 2 EU government (2%)
- 3 EU other (7%)
- 4 Non-EU charity (4%)
- 5 Non-EU other (20%)
- 6 Other sources (28%)
- 7 UK Research Councils (15%)
- 8 UK charity (9%)
- 9 UK public sector (14%)

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President of
Central European
University



Ignacio Sánchez
President
of Pontificia
Universidad
Católica de Chile

*Henrik Enderlein passed away at the end of May 2021. He had served as President of the Hertie School until March 2021, and was a valued member of the Blavatnik School's Academic Advisory Board from 2020.

INTERNATIONAL ADVISORY BOARD



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Many of our talks and events are filmed or livestreamed on our YouTube channel:

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