

BLAVATNIK SCHOOL OF GOVERNMENT



# A YEAR IN REVIEW

ANNUAL REPORT  
2022–23





We live in a fractured world. Global security problems, climate change, pandemics, migration, and financial crisis are combining to create challenges for governments which cannot be dealt with individually.

Governments must learn from other countries and cooperate in new ways. Our job is to help them.

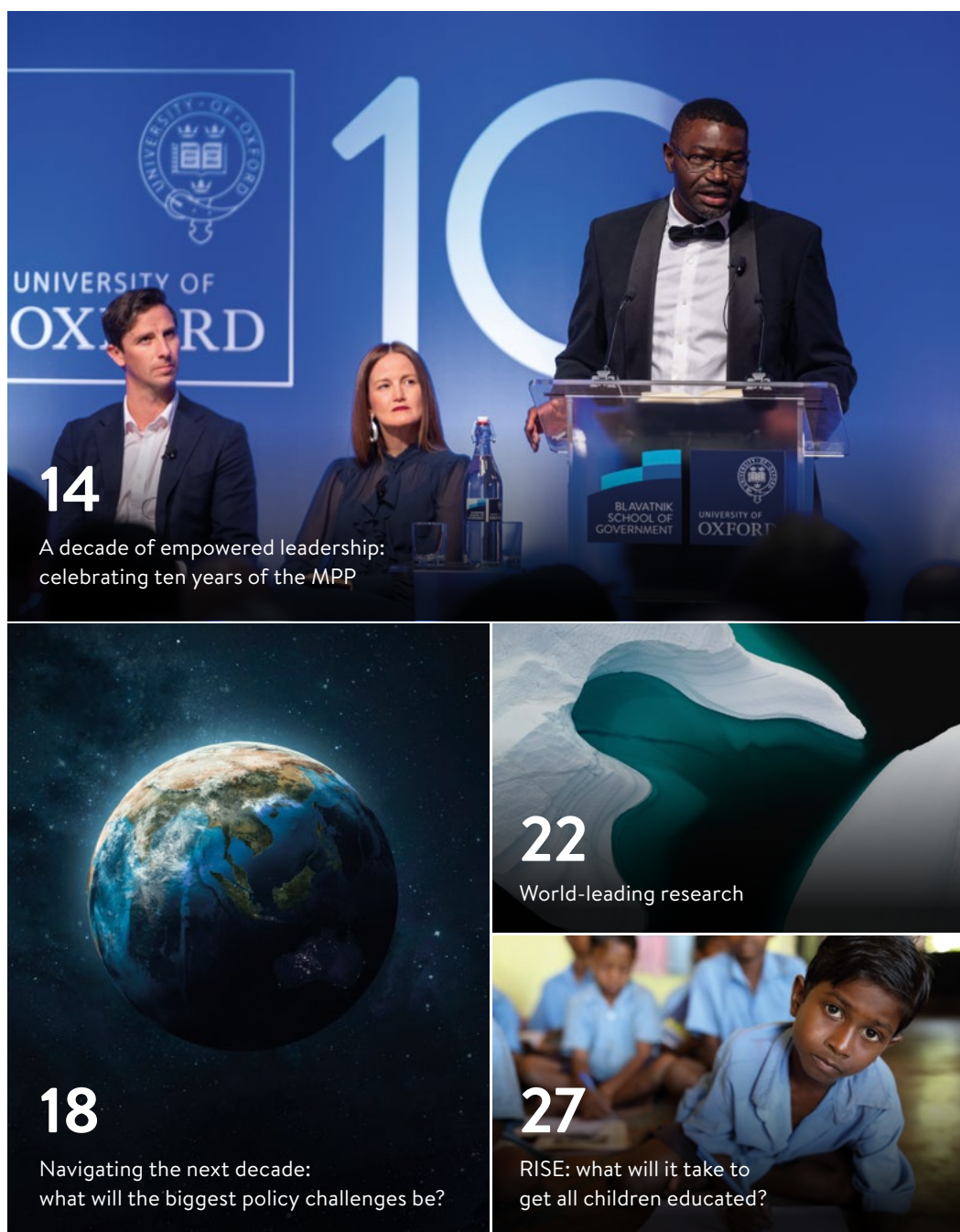
**Ngairé Woods**

Dean, Blavatnik School of Government

[Read more on page 4](#)

# CONTENTS

Annual Report 2022–23



---

<b>4</b>	A message from the Dean
<b>6</b>	Creating tomorrow's leaders today
<b>8</b>	Student views
<b>9</b>	A profound commitment: an interview with Karthik Ramanna
<b>12</b>	Scholarships
<b>13</b>	Alumni
<b>14</b>	A decade of empowered leadership: celebrating ten years of the MPP
<b>18</b>	Navigating the next decade: what will the biggest policy challenges be?
<b>20</b>	Executive programmes
<b>22</b>	World-leading research
<b>24</b>	Covid Tracker
<b>27</b>	RISE: what will it take to get all children educated?
<b>30</b>	Engagement
<b>32</b>	Advisory boards
<b>34</b>	Faculty list

---

# A MESSAGE FROM THE DEAN

In 2022 we celebrated ten years of teaching at the Blavatnik School of Government.

It was a delight to see so many of our alumni return to Oxford to celebrate with us, a wonderful opportunity to reflect upon what we have learnt and achieved, on the lasting partnerships and communities we have built together, on the inspiring stories of the impact our students are having in communities across the world, and on the direction that the School might take over the next decade.

We live in a yet more fractured world than that we encountered ten years ago. Global security problems, climate change, pandemics, migration, and financial crisis are all combining to create challenges for governments which cannot be dealt with individually. Governments must learn from other countries and cooperate in new ways. Our job is to help them.

At the Blavatnik School our work with current and future leaders continues apace as we strive to inspire and support great public service through education, rigorous independent research, and convening to foster collaboration and the building of unlikely coalitions.

Over the past few months, it's been a joy to meet up with alumni from our executive leaders' programme and our MPP on different continents, taking forward extraordinary public service: Rebecca Kitteridge leading the public service in New Zealand, Jeremiah Nyegenye and Veronicah Kibati who are guiding Kenya's Senate, Shamma Al-Mazrui, recently promoted in the cabinet of the UAE, Morgan Mohr in the White House and Catherine Wall in the US Democratic Congressional Campaign



Committee, Aaron Maniam in the Singaporean government, Xiheng Jiang, just promoted within her department at the Development Research Center of the State Council in China, Oksana Matiiash, the CEO of Teach For Ukraine who has been included in Forbes' 30 under 30 Europe list ... equally it's been a joy to hear about Iwan Walters, recently elected to the Victoria State Parliament, Zeljko Jovanovic, who is leading the Open Society Foundations' new Europe-wide independent Roma-led foundation, and Anu George, who is Secretary IV to the Chief Minister for the Government of Tamil Nadu.

Our research is informed by the needs of those in government who use it to improve public service. That's why, for example, the School's Oxford COVID-19 Government Response Tracker (OxCGRT), used by governments worldwide to inform their pandemic responses, by journalists to keep citizens informed, and by researchers to analyse what works, is the template for how governments should manage future pandemic policy response data (see page 24).

And why our recent report 'Crisis Preparation in the Age of Long Emergencies' draws lessons from countries' handling of COVID-19 and highlights improvements in crisis handling for governments.

We will continue to work side by side with senior government officials and institutions across the globe to help drive and sustain change, building cultures of excellence and integrity.

~

In our short history, scores of current or former heads of government and heads of state have passed through our doors to exchange and impart knowledge and insights.

We have created a space within the School where people can take time out from their public sector day jobs to crystallise ideas and exchange wisdom between practice and academia. Our executive education programmes offer this remarkable environment together with unique insights to help prepare senior public sector officials to lead in this increasingly polarised and complex world (see page 20).



Our faculty continue to be at the forefront in engagement and research to inform and support pressing, real-world challenges.

In the digital space, Roxana Radu has published in Global Policy on barriers to accessing e-government services, while Ciaran Martin is one of the contributors to a new UK Parliament research briefing on states' use of cyber operations and is leading a global cyber-expert panel to develop a new cyber security strategy for Australia.

On the climate front, Thomas Hale has introduced an influential model for global net zero governance in his contributions to 'The Pivot Point', a report by experts convened by the UN Climate Change High Level Champion, while Anna Petherick's Lemann Foundation Programme published a report assessing the public institutional integrity of the Brazilian government's Amazon Fund. Karthik Ramanna has been pressing his innovative environmental liability approach to accounting, in the G20, and in public and private entities.

Over the past eight years, our research programme RISE has been at the forefront of a seismic shift in global education. Led by Clare Leaver and Calum Miller, the team used innovative approaches to understanding how education systems in developing countries can overcome the learning crisis (see page 27).

And our newly endowed Dame Louise Richardson Chair in Global Security, due to be appointed early next year, will lead collaborative global research on critical priorities in global security, such as the proliferation of nuclear weapons, terrorism, ethics of warfare, and international law.

~

The story of our School is the story of an ever-growing community.

It is a community that includes our students, alumni, faculty, research and professional staff, past and present; our funders and partners; our visiting fellows and distinguished advisory boards; those across the University who made – and continue to make – the School possible; and every policymaker who has encountered our work and been helped by it. I am grateful to you all.

**I can't wait to see what the next ten years will bring.**

**Ngaire Woods**



*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.*

**Nina Möger Bengtsson**  
MPP 2021



# CREATING TOMORROW'S LEADERS TODAY

**Communities around the world want better public leadership. How can we improve how governments are run?**

Our School is one of only a few global schools of public policy in the world.

We don't underestimate the extent of the task ahead, but we know that the students who come to the Blavatnik School to study for our one-year Master of Public Policy (MPP), our DPhil in Public Policy or our new MSc in Public Policy Research will leave us ready to serve their communities and address some of the world's most pressing public policy issues.

We know that the public deserve policymakers who are not just skilled across a range of professional competencies, but also have a humane outlook and a moral compass. Our teaching reflects that by exploring the values and goals that should inform public policy.

We know too that the diversity in our classrooms – not just nationality but also age, experiences, and background – enriches our cohorts in ways that set the School apart from others.

In 2022 we welcomed an MPP class of 144 students including a Ukrainian gender-based violence activist, the Chief Inspector of Uzbekistan's anti-corruption agency, a Director from the Tokyo Metropolitan Government, two serving UK local councillors, a Uyghur human rights lawyer, the Prime Minister of Poland's Special Advisor, and the first Black Councillor to be elected in Victoria, Canada in 152 years. And for the first time we welcomed students from North Macedonia, Côte d'Ivoire, and Somalia.

## Addressing financial barriers

We believe passionately that finance should never be a barrier to studying with us. With thanks to our many partners, and together with external scholarships, 83% of our students received funding in 2022 (see page 12).

144

Students

52

Countries

83%

Funded



*I am very grateful for my scholarship, which allows me to concentrate 100% on my studies. Without it, studying the MPP might not have been possible.*

**Sebastián Tagle**  
MPP 2022

## How are we helping students take the next steps?

Blavatnik School graduates can and should play a central role in public leadership; more than 90% of our alumni told us that they are either working in the public sector, aspiring to work in the public sector, aspiring to elected office or working for not-for-profits on the issues that matter to communities and societies across the world today.

We also know that public service can be hard, and there are many obstacles that can make staying the course a challenging journey.

We thought long and hard about how we can best meet these challenges, and in 2022 we

announced an increase in our support for students to enable them to forge careers in public service.

Our new Public Service Careers Accelerator offers students access to dedicated public service careers professionals, personalised coaching, networks and workshops on topics such as running for elected office.

Our alumni are contributing by hosting students for summer placements, and as mentors, as speakers on Public Service Careers Panels covering topics such as working for multilateral organisations, and through student-led roundtables with

alumni in sectors such as tech and education.

We are also expanding the School's mentoring programme, with more senior public leaders keen to help prepare our students for public service careers, and we are developing new and more robust partnerships with public sector organisations. We're also learning from public sector employers to ensure our students continue to have the skills they most need.

As a result of the work of the Accelerator, we hope more of our graduates will play leadership roles in creating a world better led, better served, and better governed.





**Regardless of how bordered and demarcated the world might seem, there is immense potential in learning from each other.**



### Students share their views on what makes the Blavatnik School so special

#### MPP

#### 1 Florian Zarnetta, Public Service Scholar, Germany

“Pursuing politics full time is an option in the future and the MPP is the perfect programme to prepare you for this. The Foundations module makes you aware of issues you had no knowledge of and really provides a solid base for any type of career in politics.

“After just a few days of being on the course, you start to get the sense that everyone in the class is there because they bring something unique to the conversation. There are a lot of other programmes geared towards giving students policy insights which they can then take to the private sector after their studies. At the Blavatnik School you can see that everyone is committed to public service.”

#### 2 Gloria Wawira, Africa Oxford Scholar, Kenya

“My work over the years exposed me to a continental view of the policy challenges Africa faces. Many of the issues affecting one country are shared across the continent – education, healthcare,

energy, and corruption will all require a collaborative, multidisciplinary approach to resolve them. That’s what appealed to me most about the MPP.”

#### 3 Ayushi Khare, Joint Japan-World Bank Graduate Scholar, India

“For somebody like me to make it to Oxford from a small town in Madhya Pradesh is beyond imagination. For the first month I was here, I could barely believe it was really happening. Without the scholarship it would have been impossible. Many people from my background would bid their family’s entire life savings to even come close to funding themselves here. I am extremely grateful, and immensely conscious of my responsibility to pay it forward.

“When I chose Oxford, I was often asked ‘what will you learn abroad that you can apply back home in India?’. However, the Blavatnik School’s cohort is incredibly diverse and inspiring, and the classroom discussions are spectacularly international. The School made me realise that much of what the world is currently facing converges to similar challenges and questions. Regardless of how bordered and demarcated the world might seem, there is immense potential in learning from each other.”

#### 4 Denys Karlovskiy, Weidenfeld-Hoffmann Scholar, Ukraine

“I am really enjoying the programme. Being with people from completely different backgrounds has helped me build new connections I would never be exposed to otherwise. My supervisor, Jonathan Wolff, is considered a living legend in philosophy. His books were foundational texts for several courses in my undergraduate degree. We get to hear from Ciaran Martin who has managed huge security crises as the founding head of the UK’s National Cyber Security Centre. Dapo Akande is involved in the efforts to create a tribunal for the war crimes committed by Russia in Ukraine. It is a truly lifechanging opportunity to learn from these people, but the dynamics at the Blavatnik School make these interactions feel comfortable and natural.”

#### 5 Fatima Bashir, Mo Ibrahim Scholar, Sudan

“Being at the university is an experience in and of itself. Since arriving I’ve had the opportunity to attend webinars, lectures and other events with very prominent leaders. It’s very inspirational. The scholarship has opened these doors for me and broadened my

horizons. I’m very grateful to my scholarship for this and for the affiliation it gives me with Mo Ibrahim who does such amazing work on the African continent.”

#### MSc

#### 6 Logan Williams, USA

“During the MPP you hit the wave tops of a lot of different policy sectors. After the course I wanted to do some further study into how we can bridge policy and academia, focus on doing my own research and specialise in the intersection of national security and climate change. The MSc has so far been really valuable in teaching how interactions between the policy and academic worlds can make policy more effective.”

#### 7 Agnes Nakirya, Uganda

“One of the factors that drove me to return to the Blavatnik School of Government is the supportive culture and environment that is available for the students. The faculty have been so open and supportive and have been providing progressive feedback throughout the first term, which has been great as we’re newer to research.”





*There's a lot to be pessimistic about the world today. But if there's one thing that gives me cause for optimism in the human condition, it is the remarkable quality of mind and character of the students and alumni of the MPP, who come to dedicate themselves to a life of public service. Witnessing that has just been wonderful.*



INTERVIEW WITH PROFESSOR KARTHIK RAMANNA

# A PROFOUND COMMITMENT



*The professional staff who help deliver the MPP are the hidden heroes of the School. They are such an incredible group of individuals who bring so much thought and excellence and attention to detail, even at the smallest levels.*

**Karthik Ramanna**

In 2016, we were joined by Professor Karthik Ramanna from Harvard Business School, who became Director of the Master of Public Policy (MPP).

Karthik has a profound commitment to fostering supportive communities, and over the past seven years he has rocket-fuelled the School's longstanding focus on bonding diverse classes.

As he hands the MPP Director baton to Professor Thomas Hale at the end of this academic year, we asked him for his reflections on the past seven years.

*"I had spent my career teaching in a school of business, but as I looked ahead to the great challenges in the world, whether climate change, demographic shifts, or issues*

*around rising inequality and extremism, I saw these are problems that require nonlinear solutions from government: to reimagine the rules of the game, before businesses could be expected to unleash their innovative potential to create win-wins. So, as I was thinking about where to focus my energy, the idea of being in a school of government was very appealing.*

*"A mentor of mine at the Kennedy School said to me, 'you know there are only four or five great universities in the world, and the odds that one of them will start a new school of government again in your career are close to zero, so if you want to be at the beginning of something, if you want to help build something, this is your chance to do it.' This was a chance to help imagine what a programme in transformational public leadership would look like. I pinched myself when I was first asked to apply for the role."*

**Did he have in mind how he wanted to run the MPP?**

*"There were already the elements of a fantastic MPP across the core courses which had been built from the very start: economics, philosophy, politics, law, and so forth. The question was, how do you leverage the best insights from these academic disciplines to develop great policymakers and public managers?"*

*"One of the first things we did in that context was to create two new core courses, Policy Challenge I and Policy Challenge II, that would serve as bookends to the MPP programme, courses that effectively gave us the flexibility to design learning content on problem-solving in policymaking and policy administration."*

Policy Challenge I builds skills such as active listening, empathy, information sharing and critical analytical thinking, while Policy Challenge II brings together all

the learnings from the MPP to address contemporary policy dilemmas in a dynamic, multilateral simulation-type setting.

The MPP is an intensive one-year course, and it is crucial that students get to know each other and build those important relationships early on. Induction is one of the most carefully planned elements of the whole MPP programme, from problem solving, to the all-abilities rowing challenges, to drills from Sandhurst sergeants.

*"Every year we bring together 145 people from 60 or 70 different jurisdictions, ranging in age from 21 to 51, with very different lived experiences and ideologies, and very different problems that they're interested in addressing. We needed to be a little more deliberate about creating the conditions where people could teach and learn from each other and build unlikely coalitions."*

Karthik reimagined the induction experience to encourage students to become comfortable and vulnerable with each other, to begin to trust each other in a way that would last throughout the year.

*“Some students pushed back at first ... ‘we came to Oxford to talk about grand ideas, not to get on rowing machines.’ And I said, ‘we’ll have time for the grand ideas, but if we start talking about abortion or US-China geopolitics on day one, you’ll never trust each other.’*

*“Then gradually over the term in Policy Challenge I, we turn up the dial: at first you might talk about easier problems to navigate, like designing a particular VAT system, and then gradually work your way to more complex issues like race and policing. By the time students get to Trinity term, they have built the trust to focus on the big global challenges in Policy Challenge II, like how to deescalate from a massive cross-border cyber attack.”*

Karthik is currently writing a book provisionally titled *The Age of Outrage: A Radical Approach to Moderation*, which has come out of the many case studies he and colleagues have taught in the MPP. Cases use real-life scenarios to illustrate complex policy ideas and difficult managerial challenges, putting students in the shoes of public-sector leaders, helping to sharpen the analytical, decision-making and implementation skills needed in government. Karthik founded and directs Oxford’s Case Centre on Public Leadership.

**Looking back over his seven years leading the MPP, what will Karthik miss the most?**

*“The professional staff who help deliver the MPP are the hidden heroes of the School. They are such an incredible group of individuals who bring so much thought and*

*excellence and attention to detail, even at the smallest levels. These are people who, throughout the pandemic, as students dealt with so many mental-health issues, led with so much care. One of the things about the culture of the MPP that makes me most proud is that it balances very high standards of excellence with very deep empathy. That’s very hard to sustain in any organisation, and we sustain it because of the remarkable talent of our professional staff.”*

**What’s next for Karthik?**

*“My academic roots are as a specialist in accounting and economics. Over the last couple of*

*years, I have suddenly found myself in a position to help with a very technical global policy problem involving the low trust in public auditing and the urgent need for rigorous climate accounting. My next inning, still as a professor at the School, will involve driving this research into practice. That’s the wonderful flexibility of being an academic at a top-tier professional school – you can reimagine yourself every few years to chase problems at the frontiers of human endeavour.”*

As Karthik moves on to new challenges, we thank him for the tremendous MPP legacy he leaves for the next generation of public sector leaders.



*Every year we bring together 145 people from 60 or 70 different jurisdictions, ranging in age from 21 to 51, with very different lived experiences and ideologies, and very different problems that they’re interested in addressing.*

**Karthik Ramanna**



# SCHOLARSHIPS

- Fully funded
- Partially funded

## Your support can help shape excellence in public sector leadership

Scholarships are critical to achieving the School's mission of a world better led, better served, and better governed, allowing the best and brightest students who are absolutely committed to making a difference through public service to come to the School and start to build the skills, experiences, and networks they need to make that goal a reality.

Scholarships ensure a diversity of thought and experience within every cohort that encourages the building of bridges, negotiation, and idea-sharing that the public service leaders of tomorrow will

need to serve their communities on a local and global level.

This year's MPP class received the **highest ever number of fully funded scholarships**, with 73% of the class in receipt of full funding and 83% receiving full or partial funding. All our new full-time DPhil students are in receipt of funding for the three years of the course, and 83% of our MSc students are in receipt of either full or partial scholarships.

Funding through the following scholarships has supported the MPP classes of 2021 and 2022 and will support MPP students joining us in 2023. We are grateful to all our partners for the extraordinary support they offer.



## Thank you

- Aigboje Aig-Imoukhuede Foundation (AIG) Scholarship
- Africa-Oxford Initiative Graduate Scholarship
- Beit Trust-Blavatnik-Wadham Scholarship
- Black Academic Futures Scholarship
- Blavatnik School of Government Alumni MPP Scholarship
- Brasenose-Blavatnik-Marshall Scholarship
- Carl and Caroline Dawson Scholarship
- Chevening Scholarship
- Chevening/Anglo American Joint Scholarship
- Commonwealth Shared Scholarship
- Cyril Shroff Graduate Scholarship
- Duke of Cambridge Scholarship
- Eisenhower Global Scholarship
- FirstRand Scholarship
- Governor Phillip Scholarship
- Hill Foundation Scholarship
- Jaime and Raquel Gilinski Scholarship
- Jardine-Exeter Scholarship
- Jardine-Oxford Scholarship
- Jepson Scholarship
- Joint Japan/World Bank Graduate Scholarship
- Jusoor and Saïd Foundation Scholarship
- Khazanah-Oxford Centre for Islamic Studies Merdeka Scholarship
- Kwok 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
- Oxford-University College-Burma Graduate Scholarship
- Poler Family Oxford Graduate Scholarship
- Political Leadership Scholarship
- Public Service Scholarship
- Oxford-Reuben Graduate Scholarship
- Refugee Academic Future Scholarship
- Rhodes Scholarship
- University College Burma Scholarship
- Vicky Noon Educational Foundation Oxford Scholarship
- Weidenfeld-Hoffmann Scholarship
- **And a particular thank you to our founding donor, Sir Leonard Blavatnik**

# ALUMNI STORIES

Our alumni reflect on what makes studying at the School such a fundamental part of their careers

## MPP



“I can confidently say that the MPP was a truly transformational experience for me. Not only

did it challenge and transform my fundamental assumptions, but it also broadened my horizons to situate my work within the global landscape of practice and frameworks of theory.

“For example, I had never studied economic theory before the MPP, but the program sparked a curiosity and established a basis for me to read and learn on my own. I now understand better the immense influence of economics and economists on the governance of the countries where I work on the empowerment and equality of the Roma, the most numerous, resilient, and yet disadvantaged ethnic community in Europe.

“The MPP helped me become a more effective advocate than I ever was and this has resulted in some of the groundbreaking initiatives I’ve led over the past five years.”

**Zeljko Jovanovic (MPP 2016),  
Director of the Open Society  
Foundations’ Roma Initiatives Office**



“Being a researcher on development knowledge and an official engaging in

international cooperation on public policies, the ability to understand the cultural contexts, institutions, rationales and aspirations of policymakers in other countries is critical. The MPP course, with its theoretical and practical strengths combined, helped me enhance this ability that further promotes my career achievements.”

**Xiheng Jiang (MPP 2017),  
Director-General of the  
International Cooperation  
Department at the Development  
Research Center of the State  
Council, China**

## DPhil



“The DPhil is unique in its focus on finding working solutions to real problems in

addition to contributing to scholarly debates. My background from the School was even more valuable when I found myself in charge of international economic

relations of my home country as Deputy Minister of Finance. Here I found myself taking positions on behalf of Bulgaria in debates that I had previously studied, such as the need for EU fiscal capacity or a banking union. In general, however, the biggest way in which the DPhil helped guide my career is that it instilled in me a sense of public purpose coupled with the confidence to deal critically with policy questions related to my area of expertise. What I took away from the School is that academic excellence is a worthy endeavour, but it should be brought to bear on the challenges of the day – and a career in public service is surely the most impactful way.”

**Iyaylo Iaydjiev (DPhil 2014),  
former Deputy Minister of  
Finance of Bulgaria**

## Rising Public Leaders Programme



“During the Rising Public Leaders Programme it was a privilege to meet such a

brilliant cohort from across the globe sharing very similar

experiences. Regardless of where we work or live, we are being confronted with similar challenges as public servants. The diversity of solutions has shaped my thinking about public service and enhanced my knowledge on the road I need to take in handling the difficulties I face.”

**Nashiru Abdulai, Minister-  
Counsellor (Deputy Director),  
Embassy of the Republic of  
Ghana in Ethiopia,  
Government of Ghana**



“The Rising Public Leaders Programme is a programme everyone striving to become an

excellent public servant should participate in, and it will change your life. This experience will change the way you work, think, manage, build relations and effective teams and promote integrity in institutions you serve. This programme will enable you to become an inspiring leader whom others will want to follow.”

**Dominik Porvažník, Chief  
of Staff to the Prime Minister  
of the Slovak Republic**

TEN YEAR WEEKEND

---

# A DECADE OF EMPOWERED LEADERSHIP

Celebrating ten years of teaching the MPP



*What a brilliant and inspiring weekend. The community is a testament to Ngaire Woods' determination and persistence. And it was an incredible pleasure to be back in School lecture theatres talking about a united purpose of a world better led. Congratulations to Ngaire and her team.*

400

Alumni attended

Ten years ago, 38 students from 19 different countries met in a small, wood-panelled room in Oxford's historic Merton Street. They were founding members of a community driven to shape a world **better led, better served, and better governed.**

Since then, we have had the privilege of witnessing the creation of an international community that is growing and thriving, building friendships, networks, and helping and supporting each other; a new generation of public leaders committed to improving the lives of millions, and underpinning all they do with integrity and shared values.

In September 2022 almost 400 alumni returned to Oxford from all corners of the world for a weekend of celebrations to mark ten years of teaching the MPP.

A steering committee of alumni, School staff and faculty crafted a programme of activities which not only celebrated the coming together of hundreds of alumni but also offered a reminder of just how important the mission of the School is.

The weekend emphasised the appetite from our alumni to continue to do more, to represent the School as a community of advocates across the globe and to work with us as we seek new ways to deliver our mission.



Words can't describe what the reunion at the Blavatnik School of Government this weekend has meant to me. **The coming together of ten cohorts of graduates from around the world with a shared passion for policy, converging in the city of dreaming spires, was nothing short of magical.** As one friend said, if we aren't failing, we aren't trying hard enough, but we are always here to support each other. Bountiful inspiration for the road ahead!



**Discussions** on the direction of global public policy and economics.



**Focused workshops:** the art of storytelling, and managing in the age of outrage.



One message that particularly stood out was being resilient in the face of adversity. **When the going gets rough good leaders and policymakers remain strong, not lose vision, are brave enough to create inclusive spaces, hold uncomfortable conversations and form unlikely allies and coalitions for the greater good...** So many wonderful messages and stories shared throughout the weekend. Our energies replenished and inspiration renewed as we return to our countries, our professions, and most importantly the communities we serve.







**One pre-dinner panel discussion with impactful alumni interventions**, followed by a gala dinner hosted by the Chancellor of the University of Oxford and attended by alumni, faculty across the university and friends and supporters of the School.



**Four new cross-cohort alumni-led groups:** Lat-Am policy network, LGBTQIA+, education, and a network to enable alumni to share personal stories and feel supported.



**Five faculty-led intellectual exchanges:** education, health, climate, big tech and ready to run.



### **Launch of our Alumni MPP Scholarship Appeal**

We have always believed that finance should never be a barrier to studying with us. And we've worked hard to open the door to the best and brightest applicants.

So we were delighted to mark our tenth anniversary by launching the Alumni MPP Scholarship, an opportunity for our wonderful alumni to make a contribution, however small or large, to support one more student per year to study here with us in Oxford. Thanks to the generosity of our alumni and other members of the School community, we will be able to provide another talented individual with the funding they need to take up their place on the MPP programme later this year.



*Absolute pleasure to attend the Blavatnik School of Government tenth anniversary. It was great to be reminded of the School's fundamental values yet again at the event and be a part of this ever-growing community. Special thank you to Ngaire Woods and School staff for making it possible. The highlight was definitely reconnecting with old friends and professors, as well as meeting new ones. Here's to the next ten!*





# NAVIGATING THE NEXT DECADE

A SNAPSHOT OF WHAT OUR FACULTY THINK THE NEXT  
DECADE'S BIGGEST POLICY CHALLENGES MIGHT BE



**We can't work together to solve some of the biggest challenges of our time, like equality, climate change, or deep social polarisation, unless we can come together as a single 'we the people'.**

Maya Tudor

We asked our faculty to give us a snapshot of what they thought the next decade's biggest policy challenges might be.

**Dapo Akande, Professor of Public International Law, Co-Director of the Oxford Institute for Ethics, Law and Armed Conflict (ELAC)**

The biggest challenge facing the international community today is the decline of multilateralism and the retreat from the rules-based order. We need states working together and the reinvigoration of international institutions.

**Paul Collier, Professor of Economics and Public Policy**

The biggest challenge is for those left behind in areas that diverge massively from the more prosperous parts of countries.

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

The biggest challenge facing governments is the lack of proper economic regulation in technology, particularly for those companies dominating in this space.

**Stefan Dercon, Professor of Economic Policy, Director of the Centre for the Study of African Economies (CSAE)**

The biggest challenge is how to tackle extreme global poverty which is set to rise again to half a billion people over the next decade, largely in African countries.

**İrem Güçeri, Associate Professor of Economics and Public Policy**

In one word: climate. Crises emerge in different parts of the world at an unprecedented pace (natural as well as human-made disasters), contributing to rising inequality both within and across countries. Short-term pressures emerging from these crises hinder public leaders' ability to address our major long-term challenge - that is, the climate crisis.

**Thomas Hale, Professor in Public Policy (Global Public Policy)**

Governing in the climate crisis: how we track and record Net Zero targets from cities, businesses and national governments; how international institutions can become less gridlocked; and how governance tools can become better aligned to climate questions.

**Annette Idler, Director of the Minerva Programme on Global Security and Senior Research Fellow**

In the field of global security, we require global cooperation to prevent and mitigate war and insecurity that could arise from the use of new strategic resources, such as lithium or cobalt.

**Clare Leaver, Professor of Economics and Public Policy**

The most pressing policy issue is getting children learning. In low-income countries, 9 out of 10 children fail to read by the age of 10, worsened by the COVID-19 pandemic. We need a stronger commitment to foundational learning, better measurement of learning, and reforms to better support teachers.

**Anandi Mani, Professor of Behavioural Economics and Public Policy**

The poverty of attention in a state of digital addiction: can we create the space to listen to the voices of the poor and marginalised?

**Ciaran Martin, Professor of Practice in the Management of Public Organisations**

We face huge strategic challenges with chronic digital insecurity that can lead to losses of data and the disruption of public services like healthcare and energy supplies. Government, industry and academia can work together to clean up the digital environment.

**Karthik Ramanna, Professor of Business and Public Policy, Director of the Case Centre**

The most urgent crisis facing humanity is climate change. And secondly, we need a greater ability to build unlikely coalitions.

**Chris Stone, Professor of Practice of Public Integrity**

The failure of structural and ethical integrity around the world. The structures of governments, including the proper separation of powers, are collapsing. The relations between civil servants/ technocrats and politicians are collapsing. And personal integrity is collapsing, with self-interest trumping the public interest.

**Maya Tudor, Associate Professor of Government and Public Policy**

Societies need to fashion more inclusive national identities; we can't work together to solve some of the biggest challenges of our time, like equality, climate change, or deep social polarisation, unless we can come together as a single 'we the people'.

**Jo Wolff, Alfred Landecker Professor of Values and Public Policy**

The quality of governments is our biggest challenge. We won't make any progress on climate change, the war in Ukraine, or the energy crisis, for example, without constructive dialogue between all parties.

**Ngaire Woods, Dean, Professor of Global Economic Governance**

Global cooperation: how can we get countries to strengthen mechanisms of international cooperation and create a shared mission?

13

Programmes

500+

Attendees

47

Nationalities



# EXECUTIVE PROGRAMMES

Communities across the world need policymakers who can synthesise evidence, consider alternative perspectives, and work across barriers to offer practical solutions.

Our executive programmes offer unique and empowering insights to help prepare the public sector to lead in an increasingly polarised world faced with complex problems.

## What have we been up to in the past year?

- Our **Executive Public Leaders Programme**, an exclusive group of senior public sector leaders at the top of their organisations who come to Oxford for an intense fortnight, offered participants - including the Deputy Governor of the Bank of Ghana, the Attorney General of Zambia, the Secretary General of Ireland's Department of Justice, and the Chief Executive of New Zealand's Ministry for Pacific Peoples - insight from the world's leading scholars and practitioners, peer learning from counterparts around the globe, and one-to-one guidance from a team of professional coaches.
- Together with the Natural Resource Governance Institute (NRGI) we hosted our course on **Oil, Gas and Mining Governance in Emerging Markets**. 44 participants from 21 countries – including Colombia, Ghana, Uzbekistan and Indonesia – joined us to look at both the technical policy aspects of managing resources and the complex interplay between governments, companies and citizens.
- We convened the second iteration of our **AIG Public Leaders Programme** for rising mid-level stars in the Nigerian civil service. The programme, delivered both online and in person in Nigeria, aims to grow a new generation of Nigerian public sector leaders who can drive and sustain change. We also ran the first **AIG Senior Leaders Programme** for Nigerian Permanent Secretaries. We are delighted to be able to continue partnering with the Aig Imoukhuede Foundation to run these programmes. Look out for future In-country Public Leaders Programmes.
- 25 senior civil servants from across the globe – including from the UK, Nepal, Ghana, India, Romania, Slovakia, Brazil and Peru – took part in our **Rising Public Leaders Programme** which aims to strengthen the skills that upcoming leaders need to build cultures of excellence, effectiveness, and integrity throughout the institutions they lead, and across the public sector more widely.

- 30 future leaders from Black, Asian and minority ethnic communities across the UK gathered in Oxford for the **Pathway to Success** leadership and development programme in collaboration with Operation Black Vote, Magdalen College, the House of Commons and Lloyds Banking Group. Now in its fourth year, the programme is a designed to equip Black, Asian and minority ethnic individuals with the tools and knowledge required to become senior leaders in the public, private and commercial world.
- Our fourth online course, **Cyber Security for Public Leadership: Planning, Policy and Strategy** was launched, an eight-week online course exploring strategies for planning for and mitigating cyber threats. The course runs alongside our three existing online courses: **Evidence in Public Policy**, **Values and Public Policy**, and **Economics for Public Policy**.

- Our annual **Case Centre Workshop** helped those wishing to develop skills in case method teaching.

### Bespoke programmes

- We're excited to have launched a new programme this year – **Economics for Foreign Policy** – a programme for the UK Foreign, Commonwealth & Development Office (FCDO). The programme is the FCDO's flagship economic training course aimed at those who do not have formal economics training. Delivered online, the programme provides an opportunity for staff across the FCDO to improve their understanding of economic concepts and how to apply this knowledge to policy issues in their role.
- Reflecting international best practice in executive education, our new **Directors Leadership Programme** for the UK's Leadership College for

25

senior civil servants from across the globe – including from the UK, Nepal, Ghana, India, Romania, Slovakia, Brazil and Peru – took part in our **Rising Public Leaders Programme**

30

future leaders from Black, Asian and minority ethnic communities across the UK gathered in Oxford for the **Pathway to Success** leadership and development programme

Government focuses on the capabilities and knowledge needed to effectively deliver in modern government, as well as placing an emphasis on developing deep peer networks across the Civil Service and the wider public sector.

- Our **Military Judgement and Leadership** programme aims to broaden participants' understanding of the nature and challenges of military leadership.

### What's next?

- Later this year we look forward to hosting our next **Executive Public Leaders Programme**.
- We're adding a new programme to our roster, **Public Corruption Turnarounds**, an innovative programme designed for those already working against corruption in their societies.



*A strongly enriching experience, global in its outlook and very personal in a learning process that sets it apart from any other course. It has been a life-changing experience for me.*

**Shahid Iqbal Choudhary**

*Rising Public Leaders teaches us how to be efficient and ethical. It empowers us with tools and the capacity to ask the right questions, rather than giving straight answers.*

**Aleksander Siemaszko**



INTRODUCTION TO RESEARCH

# WORLD-LEADING RESEARCH

From climate change to mental health, from war to taxation,  
the topics dominating the headlines also dominate our research.



**We teach, research, and engage in ways that bring important research findings to those who can enact them, putting expertise in the service of improving governments and communities across the world.**

Our core academic team of world-class faculty (see page 34) and committed researchers cover a spectrum of disciplines relevant to good government, including politics, economics, philosophy and law.

### **Academic rigour, immediate impact**

Looking back at COVID-19 and forward to the next major crisis was a Blavatnik School theme in March 2023, the three-year anniversary of the WHO announcing a global pandemic. Our COVID-19 Government Response Tracker has now ended its real-time updates, and we looked back on its extraordinary impact so far and its relevance to the future (see page 24).

We launched a major report by Ciaran Martin and colleagues, ‘Crisis Preparation in the Age of Long Emergencies’, which sets out

how the early months of COVID-19 tested the UK’s highly-regarded crisis management capabilities to their limit, and what should be done now to prepare better for the next emergency, with lessons from the UK, Germany, Italy, Singapore and Australia.

And in 2022, work by Kate Orkin and her team in the Mind and Behaviour Research Group received a Vice-Chancellor’s Innovation and Engagement Award for work done back in 2020 in South Africa. Using evidence from research, Kate and collaborators jumped into action at the start of the pandemic to lobby for improvements to welfare policy in South Africa to reduce hunger and poverty during their initial lockdown. Their recommendations influenced the spending of 97.5 billion Rand (£4.87bn), which reached 28.5 million people. Kate’s work there is ongoing.

### **Taking research expertise into society**

Our faculty are constantly engaging with practitioners, sometimes informally, sometimes inviting them to join us as Fellows of Practice, and sometimes by advising governments and multilaterals.

In the last year Dapo Akande began work as a member of the

International Law Commission, a UN body of legal experts responsible for helping develop and codify international law; Roxana Radu joined the Advisory Group of the European Union Agency for Cybersecurity (ENISA); and Federica D’Alessandra (with Ambassador Stephen Rapp) organised and ran a panel discussion at the 51st Session of the UN Human Rights Council focused on ensuring accountability for mass atrocities.

Karthik Ramanna translated his research into real-world impact this year by establishing a not-for-profit organisation, E-Liability, which helps companies implement a new carbon accounting method to show the true carbon footprint of any given product. E- (or environmental-) liability is a new algorithm that integrates basic accounting principles with recent advances in climate science and blockchain technologies. Companies are already piloting it as a way to understand and reduce their emissions.

Turning deep scholarship into direct engagement on big issues like climate change typifies the Blavatnik School research approach. Thomas Hale’s work in the last year has ranged from publishing in *Nature Climate Change* to in-person engagement at COP27.

### **Time to focus**

Our faculty bring their expertise to the classroom for our degree and executive programmes. Each faculty member takes a sabbatical away from teaching and administrative responsibilities every few years so they can focus solely on research, often completing major publications based on years of work. The fruits of this year’s sabbaticals will be seen in forthcoming books on trust by Tom Simpson, nationalism by Maya Tudor, and public management reform by Thomas Elston, among others.

Stefan Dercon has spent part of his sabbatical disseminating the findings of his book *Gambling on Development*, which asks why, despite the overall progress in the developing world in the last 30 years (poverty down, longevity up, health improved, and many economies transformed), some countries seem to have missed the boat. He argues that the answer lies in whether or not a country’s elites make a ‘development bargain’ in which they shift from protecting their own positions to gambling on a growth-based future. By sharing and discussing the work widely, he hopes to change how people think about development, so that more countries can prosper. This is the essence of Blavatnik School research: publication is not the end point; a better world is the goal.

# COVID TRACKER

1,095  
Days of data



This year the Blavatnik School team behind the world's most-cited dataset of pandemic policy decisions concluded three years of real-time information-gathering on governments' COVID-19 measures.

What began as a classroom discussion mushroomed into a 1500-person project that, in the words of the World Health Organization Director-General, 'filled a critical gap during a global crisis.'

The Blavatnik School's Oxford COVID-19 Government Response Tracker (OxCGRT) has been used by governments worldwide to inform their pandemic responses, by journalists worldwide to keep citizens informed, and by researchers worldwide to analyse what works.

Launched in March 2020 just after the UK went into lockdown, the tracker answered the question decision-makers and the public asked constantly during the heat of the crisis: 'What are other countries doing?'

OxCGRT tracked and recorded, in real time and for every country in the world, evolving policies on lockdowns, school closures, travel restrictions, income support, vaccination programmes, mask mandates, and more. Relied on by decision-makers throughout the pandemic, it is now a huge resource for researchers and policymakers as they try to prepare for future pandemics.



*I thank you for your tremendous work over the last three years. It filled a critical gap during a global crisis. Your work shows what can be achieved when people are united by a common purpose.*

**Dr Tedros Adhanom Ghebreyesus**  
Director-General of the World Health Organization



## From the classroom to the world

The origins of the tracker show the power of diversity in the Blavatnik School classroom, and what can happen in student–faculty discussion. Just after the UK went into lockdown, Thomas Hale and Anna Petherick were convening an online MPP class. The students, representing dozens of countries, talked about what their own nations were doing in response to COVID-19. Thomas realised the potential to offer structured global insights on the developing crisis, and he and Anna created an online database with help from a willing volunteer, and asked MPP and other Oxford students to start filling it in.

‘I quickly went from thinking of OxCGRT as a fun little exercise, to realising that we could not put it down’, says Anna. ‘Our graphs were suddenly in briefings to the UN Secretary General. The *Financial Times* needed our API running smoothly because our data was automatically spilling into its live charts.’

## People power

The tracker ballooned into a project powered by 1500 volunteers from all over the globe, becoming an emblem of what can be achieved by diverse people united by a common purpose.

‘Our volunteers weren’t doing something quick and easy’, says Thomas. ‘They had to undergo detailed training on how to research a country’s COVID-19 policies and how to then code that in the database. They did that detailed policy research week in week out, meticulously entering it in the right format to the database twice a week, every week, over almost three years.’

Now, the tracker represents a vast resource that researchers, policymakers and historians will draw on long into the future. With 21 indicators for 387 jurisdictions over 1,095 days, it holds roughly 8.9 million data points.

# 1500

Volunteers from 100 countries

## THANK YOU TO ALL OUR AMAZING VOLUNTEERS



*I feel so honoured to have collaborated with so many amazing team mates.*

**Fan Su**  
China



*In 2020, while studying in Australia, I experienced how this pandemic changed everything: our lives, expectations, and dreams. But I also witnessed how the country was tackling this menace. In early 2021, I moved back to my home country [Chile] and saw how the pandemic was impacting the economies of the poorest countries and killing dozens of people every day. So when I had the chance to join this project, I saw the opportunity to make a substantive contribution to the fight against COVID-19.*

**Pedro Riquelme Gonzalez**  
Australia/Chile



*The tracker’s policy data will allow us to learn from our collective experiences of the pandemic to manage infectious diseases more effectively.*

**Nada Vidyattama**  
Australia



*Like many people, I was looking for a way to help out during the pandemic. I feel lucky to have been a part of this incredible volunteer team, and I know the data will be invaluable in helping us learn from our experiences during the pandemic.*

**Michelle Sharma**  
Canada

## From research to impact – and back

The project epitomises the Blavatnik School approach of bringing academic excellence and rigour to bear on real-world problems. The faculty behind the tracker have published multiple in-depth analyses of COVID-19 policy, including in peer-reviewed journals like *Nature Human Behaviour*, *The Lancet Public Health*, and *PLoS ONE*. And there are literally thousands of academic papers published by others using the tracker's open-access data: it has over 3,000 citations on Google Scholar, and counting.

The team will continue to analyse the dataset to better understand the different ways governments prepare for and respond to pandemics, as well as the effects of COVID-19 policies on behaviour, health, the economy, and other outcomes. The data has

an important role to play in improving our preparedness for future outbreaks, and the team works closely with Oxford colleagues in the recently launched Oxford Pandemic Sciences Institute.

But the most important impact is harder to measure: the lives saved and personal outcomes improved by the evidence-based policymaking the tracker facilitated, and by countries learning from other countries thanks to the information it freely provided. As Thomas Hale says, 'perhaps the most important lesson for me has been the extraordinary power of a group of volunteers, united by a common purpose to contribute to something bigger than themselves, to do something truly extraordinary. The whole world owes them a deep debt of gratitude.'

8.9  
Million data points

187  
Countries tracked

200  
Subnational jurisdictions

(eg the states of Brazil, India and the USA)

The Blavatnik School team created and ran the Oxford COVID-19 Government Response Tracker, and it was powered by a global army of volunteers. But its scale and impact would not have been possible without collaborators and funders. OxCGRT is indebted to its Advisory Board, and to:

**Numerous partners and collaborators,** including: the UK Cabinet Office, the UN Office for the Coordination of Humanitarian Affairs (OCHA), the World Bank, Oxford's Pandemic Sciences Institute and many other Oxford University colleagues; multiple academic partners around the world, including in Australia, Brazil, Italy, China, the USA and Senegal; the International Public Policy Observatory; Our World In Data, who produced easy-to-understand data visualisations from OxCGRT and other data sources; and Microsoft, who donated the infrastructure to power the database.

**Funders,** including: The Blavatnik Family Foundation, Roche, ESRC, Microsoft, the New Venture Fund, and PAX sapiens.



*The project was born without a single pound, dollar, or yen to its name, and we quickly realised we needed a few of those to make an impact.*

**Thomas Hale**





*The RISE programme has not only delivered rigorous evidence but also provided the thought leadership, expertise and partnerships to shift the conversation on education and to deliver tangible impacts on policy and practice.*

**Professor Charlotte Watts**  
UK's Foreign, Commonwealth  
and Development Office

RESEARCH ON IMPROVING SYSTEMS OF EDUCATION

# WHAT WILL IT TAKE TO GET ALL CHILDREN EDUCATED?

An eight-year, £43m multi-country programme co-ordinated from the Blavatnik School has changed thinking and practice in the push to get the world learning.



Dmytro Giiitukha / Shutterstock.com

After eight years, over 500 written outputs and almost 800 targeted stakeholder engagements, the Research on Improving Systems of Education (RISE) programme completed its research phase at the end of March 2023.

The programme has transformed the evidence base on what is needed to achieve greater learning in the developing world.

RISE embedded research teams in seven countries – India, Pakistan, Indonesia, Vietnam, Ethiopia, Tanzania and Nigeria – and had teams in the UK and US who researched the adoption and implementation of education reforms. A team at the School, in partnership with Oxford Policy

Management, coordinated and directed the overall programme and synthesised its findings.

The UK's Foreign, Commonwealth and Development Office (FCDO) provided £36.8m of RISE's £43m funding, alongside A\$9.85m from the Australian Government's Department of Foreign Affairs and Trade, and US\$1.7m from the Bill & Melinda Gates Foundation.

### Being in school is not enough

In the first decade of the 21st century, the focus had been on getting all children into school, and having them stay there for longer. There has been huge global progress in this area, but, as RISE Research Director Lant Pritchett said, "getting children in school was the first step, but the goals of education, something

that has been laid out as a human right since as early as 1948, were not being adequately met."

RISE research showed that, as rates of schooling shot up in the developing world, the effectiveness of education simultaneously declined, limiting the impact of the success.

Within this trend, though, there are radical differences between countries. Vietnam and Zambia, for example, have both had enormous success in increasing the number of girls in education since the 1950s. But in Vietnam, the percentage of women who can read after completing five years of education has gone up significantly, whereas in Zambia it has gone dramatically down. So while many more girls are completing five years of school in Zambia than before, only a low

proportion of them can actually read as a result. In Vietnam, by contrast, many more girls are in school, and a higher proportion of those in school become literate, meaning a much higher rate of overall literacy for the country. The RISE programme has examined why these differences between countries exist and how to implement what works.

RISE research also proved what some already suspected: big differences between what the curriculum said children should learn, what was actually being taught in the classroom, and what exams tested, leading to incoherence in achieving, and monitoring, learning goals.

### Solutions at scale

RISE studied the relationships between actors in education systems – government, organisations, teachers, principals, parents and students – both to see how changing one element has a knock-on effect on the whole, and to make recommendations for changes that will be effective at scale. One team focused specifically on how to get education reforms adopted, and another on how to get them implemented.

Through synthesising the findings of its hundreds of studies, RISE has produced five actions to accelerate progress in learning (see right), as well as practical tools to allow implementers, advisors, and policymakers to foster systems change. And its collaborative work on the ground in seven countries has directly influenced politicians, policymakers and educators.

RISE has changed how those countries and organisations who fund development will operate.



**The tools and diagnostics that RISE has produced are now being taken up by education advisors from FCDO as they work with partner governments around the world.**

**Professor Charlotte Watts**  
UK's Foreign, Commonwealth  
and Development Office



## FIVE ACTIONS TO ACCELERATE PROGRESS IN LEARNING



### **1. Commit to universal, early foundational learning**

If children do not gain foundational literacy and numeracy in the short term, they cannot attain more complex educational goals in the long term.



### **2. Measure learning reliably, regularly, and relevantly**

Education systems collect detailed data on enrolments and inputs, yet many do not use data on student learning to inform policy and improve instruction.



### **3. Align systems around learning commitments**

In many contexts, the curriculum is misaligned with children's learning levels — such that classroom lessons cater to the most advantaged children. Curriculum, exams, and teacher instruction are often poorly aligned. RISE has identified four principles for Aligning Levels of Instruction with Goals and the Needs of Students (ALIGNS).



### **4. Support teaching**

In many education systems, neither teacher training nor teacher compensation structures support teaching that cultivates student learning. It's crucial to reform teacher careers to attract, retain, and motivate quality teaching.



### **5. Adapt what you adopt as you implement**

When programmes are implemented without enough adaptation or iteration, even a technically well-designed programme may have no impact. Embrace adaptation and iteration as the key to success.

# ENGAGEMENT



We use our convening power to bring people together across disciplines and sectors to share knowledge, exchange ideas and create solutions.

We run 50+ public events a year, including lectures, seminars, talks, book launches, panel discussions and Q&A sessions.

In 2022–23 we were joined by, among others, Yannick Glemarec, Executive Director of the Green Climate Fund; Sir Geoff Mulgan, former CEO of Nesta and Director of the UK Government’s Strategy Unit; Professor Anita Allen, Henry R Silverman Professor of Law and Philosophy at UPenn, and Dame Catherine Ashton, former First Vice President of the European Commission.

In the wake of the US midterm elections, we organised exclusive sessions with former US Congresswoman Jane Harman, and CEO of the Obama Foundation and former White House Director of Political Affairs David Simas.

Throughout the year our students joined Ngairé Woods’ Dean’s Forums as she quizzed US pollster Frank Luntz, CEO of Planet Will Marshall, Ghana’s Minister of Education Dr Yaw Osei Adutwum, President Iván Duque of Colombia, and the Head of the Nigerian Civil Service, Folashade Mejabi Yemi-Esan, among others.

## Kyoto Prize

In early May 2022, in partnership with the Inamori Foundation, the Kyoto Prize at Oxford returned with in-person events for the first time since the pandemic. Through a hybrid format with attendees from across the world tuning in online we celebrated the

outstanding achievements of the 2021 Kyoto Prize Laureates: biochemist Professor Robert G Roeder (Basic Sciences), computer scientist Professor Andrew Yao (Advanced Technology) and philosopher Professor Bruno Latour (Arts and Philosophy).

## Lemann Foundation Programme

In November 2022, the Lemann Foundation Programme for the Public Sector in partnership with the Lemann Foundation brought from Brazil current and elected state governors, federal and state congresspeople, secretaries, civil society leaders, and academics to the Blavatnik School.



Over three days, participants focused on identifying the main challenges around unlocking the full human capital potential of Brazilians – and how to overcome them. With diverse political affiliation and drawing from different lines of thought, all participants came with the commitment to listen openly and discuss the main challenges facing Brazil.

Later in the year, Ngaire Woods chaired a lively panel discussion to mark the establishment of the Dame Louise Richardson Chair in Global Security. Oxford University’s Professor of International Relations Neta Crawford joined Dapo Akande and Ciaran Martin to exchange

ideas and perspectives on the future of global security.

We kicked off 2023 with a focus on the global economy. A panel discussion ‘A Shock to the System: can the global economy be saved from itself?’ examined the series of shocks in 2022 that left the global economy fragmented and in chaos, failing vulnerable countries and causing increased hardship for millions. Blavatnik School students and alumni, as well as alumni from across the University of Oxford, discussed the causes and impact of, and potential solutions to, the current global economic turmoil.

### **Alfred Landecker Memorial Lecture**

On the eve of UN Holocaust Memorial Day, we hosted our third annual Alfred Landecker Memorial Lecture, in partnership with the Alfred Landecker Foundation, given by Professor Leora Bilsky, Director of the Minerva Center for Human Rights at Tel Aviv University. Professor Bilsky returned to the forgotten impact of Rachel Auerbach, a Jewish-Polish writer, historian, and Holocaust survivor, exploring her important contribution to the Eichmann Trial (1961), where she helped shape a new conception of a victim-centered atrocity trial in the wake of World War II.



‘A Shock to the System: can the global economy be saved from itself?’ examined the series of shocks in 2022 that left the global economy fragmented and in chaos, failing vulnerable countries and causing increased hardship for millions.

# ADVISORY BOARDS



## ACADEMIC ADVISORY BOARD



**Yann Algan**  
Dean, School of  
Public Affairs,  
Sciences Po



**Douglas Elmendorf**  
Dean, John F.  
Kennedy School  
of Government,  
Harvard University



**Silvia Giorguli  
Saucedo**  
President,  
El Colegio de México



**Amaney Jamal**  
Dean, Princeton  
School of Public and  
International Affairs,  
Princeton University



**Rachel Kyte**  
Dean, The Fletcher  
School,  
Tufts University



**Xue Lan**  
Dean,  
Tsinghua University,  
Schwarzman College



**Enase Okonedo**  
Vice-Chancellor,  
Pan-Atlantic  
University



**Danny Quah**  
Dean, Lee Kuan Yew  
School of Public Policy,  
National University  
of Singapore



**Shalini Randeria**  
President and  
Rector, Central  
European University



**Ignacio Sánchez**  
Rector, Pontificia  
Universidad  
Católica de Chile



# INTERNATIONAL ADVISORY BOARD



**Maria Ramos (Chair)**  
Chair, AngloGold Ashanti Limited; former CEO, ABSA Group



**Aigboje Aig-Imoukhuede**  
Chairman, Aig-Imoukhuede Foundation



**Persio Arida**  
Former Governor, Central Bank of Brazil



**Shobhana Bhartia**  
Chairperson and Editorial Director, HT Media Limited



**Jin-Yong Cai**  
Former CEO, International Finance Corporation, World Bank Group



**Mark Carney**  
UN Special Envoy for Climate Action and Finance; former Governor, Bank of England



**William J Clinton**  
42nd President of the United States



**Sally Davies**  
Former Chief Medical Officer for England



**Mathias Döpfner**  
Chairman and CEO, Axel Springer AG



**Sarah Friar**  
CEO, Nextdoor



**Jaime Gilinski**  
Banker and philanthropist



**Philipp Hildebrand**  
Vice-Chairman, BlackRock



**John Hood**  
Former Vice-Chancellor, University of Oxford



**Andrónico Luksic**  
Chairman, Quiñenco S.A.



**Nazir Razak**  
Former Chairman, CIMB Group



**Eric Schmidt**  
Former Executive Chairman, Google



**Jessica Tan**  
Co-CEO, Ping An Group



**Hidehiko Yuzaki**  
Governor, Hiroshima Prefecture

# FACULTY LIST

## **Ngairé Woods**

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

## **Mara Airoidi**

Director, Government Outcomes Lab

## **Dapo Akande**

Professor of Public International Law, Co-Director of the Institute for Ethics, Law and Armed Conflict (ELAC)

## **Eric Beinhocker**

Professor of Public Policy Practice, 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 and Blavatnik Chair in Government and Public Policy

## **Federica D'Alessandra**

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

## **Stefan Dercon**

Professor of Economic Policy, Director of the Centre for the Study of African Economies (CSAE)

## **Pilar Elizalde**

Departmental Lecturer in Law and Public Policy

## **Thomas Elston**

Associate Professor in Public Administration

## **Flavia Galvani**

Departmental Lecturer in Public Policy

## **Richenda Gambles**

Director of Admissions

## **İrem Güçeri**

Associate Professor of Economics and Public Policy

## **Thomas Hale**

Professor in Public Policy (Global Public Policy)

## **Annette Idler**

Director of the Minerva Programme on Global Security, Senior Research Fellow

## **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**

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

## **Calum Miller**

Chief Operating Officer and Associate Dean

## **Kate Orkin**

Associate Professor in Economics and Public Policy

## **Anna Petherick**

Associate Professor of 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**

Associate Professor and Fellow in Economics (Harris Manchester)

## **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

## **Martin Williams**

Associate Professor in Public Management

## **Jonathan Wolff**

Alfred Landecker Professor of Values and Public Policy

---

# CONNECT

You can keep up to date with the School and our activities via our mailing list and social media channels.

Subscribe to our news and events newsletter which includes information about lectures, talks and seminars at the School:  
[www.bsg.ox.ac.uk/maillinglist](http://www.bsg.ox.ac.uk/maillinglist)

Read regular insights from our faculty, students and the wider School community:  
[www.bsg.ox.ac.uk/voices](http://www.bsg.ox.ac.uk/voices)

Many of our talks and events are available on our YouTube channel:

 [YouTube.com/c/BlavatnikSchool](https://www.youtube.com/c/BlavatnikSchool)

You can also find us at:

 [Twitter.com/BlavatnikSchool](https://twitter.com/BlavatnikSchool)

 [Instagram.com/BlavatnikSchool](https://www.instagram.com/BlavatnikSchool)

 [Facebook.com/BlavatnikSchool](https://www.facebook.com/BlavatnikSchool)

 [LinkedIn.com/school/blavatnik-school-of-government](https://www.linkedin.com/school/blavatnik-school-of-government)



[www.bsg.ox.ac.uk](http://www.bsg.ox.ac.uk)