



Astrid Favella

ESPERIENZA LAVORATIVA

- [10/2021 - 12/2024] **Dottoranda - cultrice della materia/teaching assistant**
Sapienza Università di Roma, Dipartimento di Psicologia dei Processi di Sviluppo e Socializzazione
Città: Roma | **Paese:** Italia
- [12/2019 - 06/2020] **Analista di Politiche dell'Unione Europea, internship**
Ernst & Young (EY)
Città: Milano | **Paese:** Italia
- [05/2024 - 07/2024] **Visiting PhD researcher, vincitore "LIVES Lifecourse Research Visitor Grant 2024"**
IDHEAP - Institut de hautes études en administration publique
Città: Losanna | **Paese:** Svizzera

ISTRUZIONE E FORMAZIONE

- [10/2024 - 12/2024] **PhD in Psicologia Sociale, dello Sviluppo e della Ricerca Educativa (curriculum: Ricerca Educativa)**
Dipartimento di Psicologia dei Processi di Sviluppo e Socializzazione, Sapienza Università di Roma <https://dppss.web.uniroma1.it/it/home-page>
Città: Roma | **Paese:** Italia | **Voto finale:** Ottimo cum laude | **Livello EQF:** Livello 8 EQF | **Tesi:** "Piani educativi di crisi: accesso, curriculum e formazione iniziale insegnanti (1996 - 2024)"
- [10/2020 - 10/2021] **MSc in Education (Higher Education)**
Dipartimento di Educazione, Università di Oxford www.education.ox.ac.uk
Città: Oxford | **Paese:** Regno Unito | **Voto finale:** Distinction | **Livello EQF:** Livello 7 EQF | **Tesi:** Transition to Higher Education and the Covid-19 pandemic: investigating the 2020-2021 first year undergraduate students' experiences from Campania, Italy
- [09/2018 - 10/2019] **MSc in Political Economy of Europe**
European Institute, The London School of Economics and Political Science <http://www.lse.ac.uk/european-institute>
Città: Londra | **Paese:** Regno Unito | **Livello EQF:** Livello 7 EQF | **Tesi:** European higher education systems under austerity, addressing the pressures of equity promotion and capacity for high skill formation policies: the cases of Portugal and the Netherlands
- [08/2017 - 12/2017] **Studente Erasmus**
Dipartimento di Scienze Politiche, Università di Copenhagen
Città: Copenhagen | **Paese:** Danimarca | **Livello EQF:** Livello 6 EQF
- [09/2015 - 07/2018] **Laurea Triennale - BSc in Politics, Philosophy and Economics**

Città: Roma | **Paese:** Italia | | **Voto finale:** 110/110 cum laude | **Tesi:** "Italian efforts and effects of flexicurity and the Danish golden triangle: a model to be further guided by in the aftermath of the Jobs Act"

VOLONTARIATO

[09/2023 – Attuale]

Mentore accademica - Studenti LSE, The London School of Economics and Political Science
Londra

[11/2013 – 06/2015]

Rappresentante Studenti / Consulta Provinciale Studenti Reggio Emilia
Reggio Emilia

RETI E AFFILIAZIONI

[09/2024 – Attuale]

Centre for Global Higher Education, UCL/University of Oxford. Membro del gruppo di Ricerca su Higher Education Students Finance
Remoto/Londra

[08/2024 – Attuale]

UNESCO Chair - Education, Growth & Sustainability. Partecipazione a rete di ricerca
Università di Ferrara

COMPETENZE DIGITALI

Le mie competenze digitali

SPSS | GEPHI network analysis | R studio | MAXQDA | Microsoft Package | Software NVIVO per l'analisi qualitativa

COMPETENZE LINGUISTICHE

Lingua madre: italiano

Altre lingue:

inglese

ASCOLTO C2 LETTURA C2 SCRITTURA C2

PRODUZIONE ORALE C2 INTERAZIONE ORALE C2

arabo

ASCOLTO A2 LETTURA A2 SCRITTURA A2

PRODUZIONE ORALE A2 INTERAZIONE ORALE A2

francese

ASCOLTO B1 LETTURA B1 SCRITTURA A2

PRODUZIONE ORALE A2 INTERAZIONE ORALE A2

tedesco

ASCOLTO B1 LETTURA B1 SCRITTURA B1

PRODUZIONE ORALE B1 INTERAZIONE ORALE B1

Livelli: A1 e A2: Livello elementare B1 e B2: Livello intermedio C1 e C2: Livello avanzato

PUBBLICAZIONI

Bridging gender gaps in STEM employment: insights from La Sapienza University Graduates

Riferimento: Lucentini, G., Bruno, V., & Favella, A. (in press). Bridging gender gaps in STEM employment: insights from La Sapienza University Graduates. Scuola Democratica, 3rd international Conference Proceedings.

European Higher Education Systems under austerity, addressing the pressures of equity promotion and capacity for high skill formation policies: the cases of Portugal and the Netherlands (2008 – 2017)

Riferimento: Favella, A. (in press). European Higher Education Systems under austerity, addressing the pressures of equity promotion and capacity for high skill formation policies: the cases of Portugal and the Netherlands (2008 – 2017). CGHE Working Papers

Initial teacher training: reconceptualizing the “failed attempts” through Comparative Historical Analysis”. Nuova Secondaria

Riferimento: Favella, A. (2024). Initial teacher training: reconceptualizing the “failed attempts” through Comparative Historical Analysis”. Nuova Secondaria. XLI (6). 51 – 54. ISSN 1828–4582

The role of individual and contextual factors in shaping teachers’ perceptions of their organizational work environment

Riferimento: Stanzione, I., Germani, S., Rossi, L., Favella, A. & Traversetti M. (2024). The role of individual and contextual factors in shaping teachers’ perceptions of their organizational work environment, ICERI2024 Proceedings, pp. 8733–8741.

Insights into teacher competency assessment: the open badge EDU framework

Riferimento: Rubat du Mèrac, E., Galliotto, M., & Favella, A. (2024). Insights into teacher competency assessment: the open badge EDU framework. 18th annual TEPE Conference Book of Abstracts

Bridging gender gaps in STEM employment: insights from La Sapienza University Graduates

Riferimento: Lucentini, G., Bruno, V. & Favella, A. (2024). Bridging gender gaps in STEM employment: insights from La Sapienza University Graduates. In: SCUOLA DEMOCRATICA (Ed.). Scuola Democratica 3rd international Conference, Book of Abstracts.

Fattori di contesto e pratica professionale: un’indagine qualitativa sui docenti neo immessi e senior di scuola primaria.

Riferimento: Stanzione, I., Favella, A., & Germani, S. (2024). Fattori di contesto e pratica professionale: un’indagine qualitativa sui docenti neo immessi e senior di scuola primaria. Q-Times Webmagazine, XVI (1), 575–591. Doi: 10.14668/QTimes_16143

Educational crisis plans: access, skill-formation and teacher training policies in the Italian secondary school system (1996-2023)

Riferimento: Favella, A. (2024). Educational crisis plans: access, skill-formation and teacher training policies in the Italian secondary school system (1996–2023). In La Marca, A., Moretti, G. & Vannini, I. (A cura di), Quaderni del dottorato SIRD (pp. 225–247).

Newly hired and senior primary school teachers: a qualitative analysis of the relation between contextual factors and professional practice.

Riferimento: Stanzione, I., Favella, A., & Giordano, I. (2024). Newly hired and senior primary school teachers: a qualitative analysis of the relation between contextual factors and professional practice. (pp. 600–609). Atti del Convegno Nazionale SIRD 2023

The transformation of teachers’ training policy in Italy: tracing changes in the aftermath of the covid-19 crisis

Riferimento: Favella, A. (2023). The transformation of teachers’ training policy in Italy: tracing changes in the aftermath of the covid-19 crisis, EDULEARN23 Proceedings, pp. 5547–5554. doi: 10.21125/edulearn.2023.1458

Caratteristiche della domanda di lavoro e valorizzazione dell'esperienza universitaria

Riferimento: Lucisano, P., De Luca, A. M., & Favella, A. (2022). Caratteristiche della domanda di lavoro e valorizzazione dell'esperienza universitaria. ITALIAN JOURNAL OF EDUCATIONAL RESEARCH, 29, 076-091. <https://doi.org/10.7346/sird-022022>

CONFERENZE E SEMINARI

LIVES – NCCR on the move Conference Geneva University, 5-6 November 2024 Paper: “Paying taxes twice? The working students’ finance and housing struggle in Italy: explaining radicality in education policy-making”

Ginevra, Svizzera

Centre for European Studies (CES) 30th International Conference of Europeanists “Radical Europe: violence, emancipation, & reaction” 3-5 July 2024, University of Lyon. Paper: “The students’ finance and housing struggle in Italy: explaining radicality in education policy-making”

Lione, Francia

WIP Seminar Series – Work in Progress Series, LIVES Research Centre on the Life course, University of Lausanne. 11 June 2024. Paper: “Educational crisis plans: explaining access and skill formation policies in Italy (1996-2024)”

Losanna, Svizzera

GOVPET PhD Workshop 2024 – “Skills mismatches and shortages: discourses, policies and politics between education, labor markets and migration” 14-15 March 2024, IDHEAP research center, University of Lausanne. Paper: “Addressing regional-level mismatches in the Motor-Valley and Data- Valley via Higher Technical Institutes (ITS): the emergence of tertiary level VET in Emilia- Romagna, Italy.”

Losanna, Svizzera

TEPE Teacher in Education Policy in Europe, 18th Annual Conference 20-22 March 2024; Aix-Marseille University, Aix-en-Provence. Paper: “Insights into Teacher Competency Assessment: the open badge EDU framework”

Aix-Marseille, Francia

European Council for Political Research (ECPR) Joint Sessions 2024 – Stream “The Politics and Policies of skill shortage” 25-28 March 2024; Leuphana University, Lunenburg, Germany. Paper: “Educational crisis plans: explaining access and skill formation policies in Italy (1996- 2024)”

Lunenburg, Germania

PhD Workshop “Skill formation and the Knowledge economy – balancing upskilling and Inclusiveness”. Università di Losanna, IDHEAP research Centre & GOVPET Research Group (“Governance in Professional Education and Training”), Leading House financed by the Swiss Government. 14- 15 March 2023. Paper: “Educational crisis plans: addressing access, skill formation ad teacher training challenges from the 2000s, through the financial crisis to the Covid-19 outbreak”

Losanna, Svizzera

XVI ESPANET Italy Conference (European Social Policy Analysis Network) “Welfare Systems in Transition: between equality and sustainability”. Session 24 “Contrasting the reproduction of segregation in the school system. How fostering educational inclusion and quality in highly polarized societies?” Milan University La Statale, 13-15 September 2023. Paper: “Educational crisis plans: explaining access policy-making in Italy (1996-2023)”.

Milano, Italia

15th Edulearn Conference “Connecting technology with education”. Palma di Mallorca Congress Centre, Palma. 2-5 July 2023. Paper – poster: “The transformation of teachers’ training policy in Italy: tracing changes in the aftermath of the Covid-19 crisis”

Palma di Mallorca, Spagna

20° ESPANET Europe – Stream 24 “Politics of Education” (European Social Policy Analysis Network). University of Vienna. 13 September 2022. Paper: “Shaping the technical and professional education system between the Motor Valley and the Data Valley: the case of the Emilia-Romagna Region” (<https://www.espanet-vienna2022.org/>)

Vienna, Austria

63° S.I.E. (Società Italiana di Economia). Torino, 20-22 October 2022. (<https://www.siecon.org/it/63a-rsa-universita-di-torino-20-22-ottobre>) Paper: “Work demand characteristics and valorization of the University experience.”

Torino, Italia

CGHE Online Seminar Series. “European Higher Education systems under austerity: addressing the pressures of equity promotion and capacity for high skill formation”

Online

[08/06/2021]

ONORIFICENZE E RICONOSCIMENTI

[11/2023] **Vincitore LIVES Visiting Researcher Grant Istituto che rilascia la qualifica: LIVES – Lifecourse Research Centre, Università di Losanna**

CERTIFICAZIONI

[17/11/2023 – 19/11/2023]

Certificate - PhD course: Process tracing methods (5 ECTS). Aarhus Fall methods Workshop, Department of Political Science, Aarhus University, DK

[06/03/2023 – 10/03/2023]

Certificate - course: Introduction to Causal Process Tracing (4 ECTS). Online, MethodsNet - University of Konstanz, DE

[27/06/2022 – 01/07/2022]

Certificate - course: Comparative Historical Analysis (1 ECTS) & Transversal afternoon methods class (1 ECTS). Radboud University Summer School, Nijmegen, NL

Autorizzo il trattamento dei miei dati personali presenti nel CV ai sensi dell’art. 13 d. lgs. 30 giugno 2003 n. 196 - “Codice in materia di protezione dei dati personali” e dell’art. 13 GDPR 679/16 - “Regolamento europeo sulla protezione dei dati personali”.

Roma, 16/01/2025