FILIPE RECCH

+1 650 8232993 ⋄ recch@pitt.edu

RESEARCH & WORK EXPERIENCE

Visiting Assistant Professor of Practice   January 2025 - current
School of Education, University of Pittsburgh   *Pittsburgh, PA*

Conduct research and teaching in educational policy, governance, and policy analysis.

Postdoctoral Policy and Research Associate   February 2022 - August 2024
Blavatnik School of Government, University of Oxford   *Oxford, UK*

Responsible for teaching policy research methodologies, mentoring students, and collaborating on international and comparative education initiatives.

Postdoctoral Researcher   September 2020 - January 2022
Stanford University   *Palo Alto, CA*

Oversee the partnership between the Lemann Center and Instituto Unibanco/Brazil.
Develop impact evaluation of Jovem de Futuro, Instituto Unibanco's main educational leadership project.

PhD Student, Researcher and Instructor   September 2015 - August 2020
Stanford University   *Palo Alto, CA*

Develop quasi-experimental and experimental research on educational policy.
Mentor and advise M.A. students on their theses, supporting students from their initial ideas to final research execution.

Project Manager   January 2015 - August 2015
Instituto Natura   *São Paulo, Brazil*

Manage the team responsible for the Conviva Educação Project, an online management tool that supports municipal departments of education in Brazil.

Chief Advisor - Strategy and Innovation   January 2011 - December 2014
State Department of Education of Minas Gerais   *Belo Horizonte, Brazil*

Support the strategic planning and management of the State Department of Education; conduct research to subsidize the decision making by the high administration; and foster innovative policies.

EDUCATION

Stanford University — Graduate School of Education   *September 2020*
Ph.D., International Comparative Education
Dissertation title: *Going Beyond Classrooms and Schools - Institutional Influences on Student Achievement: How Do Institutional Aspects of Complex Educational Systems Affect Student Learning?*
Committee: Justin Grimmer (University Chair), Martin Carnoy (Advisor), David Plank (Advisor), Vasiliki Fouka, Nicholas Bloom

Stanford University — Department of Political Science   *May 2019*
M.A., Political Science
Emphasis: Political Methodology

Fundação João Pinheiro — School of Government   *December 2011*
M.A., Public Administration
Thesis title: *Capacidade estatal para gestão e implementação da proteção básica do Sistema Único de Assistência Social (SUAS): a elaboração de um índice gerencial sintético*

Universidade Federal de Minas Gerais   *December 2009*
B.A., Social Sciences
Minor, Political Science

TECHNICAL STRENGTHS

Statistical Data Analysis:
Computational Text Analysis (e.g.: NLP; STM), Experimental and Quasi-experimental methods, Hierarchical Linear Models (HLM), Item Response Theory (IRT), Machine Learning and Survey Analysis.

Programming Languages:
R, Python, LaTeX, Stata, SQL (Beginner)

PEER REVIEWED PUBLICATIONS

Paiva, R., Xisto, J., Sobrinho, Á., Silva, A., Sarmento, F., **Recch, Filipe**, Tenório, S., Carvalho, A., Bittencourt, I., & Isotani, S. (Forthcoming). Expanding the resilience of the brazilian education system by supporting the evaluation of digital textbooks. *Humanities and Social Sciences Communications.*

Recch, Filipe, Petherick, A., Hinton, R., Nagesh, R., Furst, R., & Goldszmidt, R. (2023). Education data needs and challenges for building back from COVID-19. *Epidemics, 43*, 100673.

Machado, C. A., Campos, L. A., & **Recch, Filipe**. (2020). Race and competitiveness in Brazilian elections: Evaluating the chances of black and brown candidates through quantile regression analysis of Brazil's 2014 congressional elections. *Brazilian Political Science Review, 13.*

Carnoy, M., Marotta, L., Louzano, P., Khavenson, T., **Recch, Filipe**, & Carnauba, F. (2017). Intranational comparative education: What state differences in student achievement can teach us about improving education—the case of Brazil. *Comparative Education Review, 61*(4), 726–759.

BOOK CHAPTERS

Inácio, M., & **Recch, Filipe**. (Forthcoming). A Presidência e o Executivo no governo Lula 3. In *Governo Lula 3 – reconstrução democrática e impasses políticos.* Autêntica Editora Ltda.

Inácio, M., **Recch, Filipe**, & Valencia, C. G. (2023). The power of the administrative decisions of Latin American presidents. In *Latin America in times of turbulence* (pp. 75–105). Routledge.

Recch, Filipe, Lopes, V. B. S., & Hoogerbrugge, L. (2022). From structural reforms to controversial changes: The education policy landscape in Brazil. In *Examining educational policy in Latin America* (pp. 58–74). Routledge.

Recch, Filipe, Lopes, V. B. S., & Hoogerbrugge, L. (2021). Superando las adversidades: Cómo Ceará y Pernambuco se convirtieron en una referencia de las políticas educativas de Brasil. In *Las llaves de la educación: Estudio comparado sobre la mejora de los sistemas educativos subnacionales en América Latina- libro dos.* Fundación Santillana.

Coord.:Rivas, A., Scasso, M., Equipo Brasil: **Recch, Filipe**, Lopes, V. B. S., & Hoogerbrugge, L. (2020). *Las llaves de la educación: Estudio comparado sobre la mejora de los sistemas educativos subnacionales en América Latina - libro uno.* Fundación Santillana.

MANUSCRIPTS IN PREPARATION

Inacio, M., & **Recch, Filipe.** (2025). *The restorative presidency: Succeeding polarizing and radical presidents* [Late stages of preparation, to be submitted to Legislative Studies Quarterly].

Recch, Filipe. (2025). *Federalism and the provision of public education in Brazil: The influence of a federalist institutional design in educational equity* [Late stages of preparation, to be submitted to the International Journal of Educational Development].

Recch, Filipe. (2025). *Intergovernmental relations in a federalist system: Policy alignment and educational inequality in the state of São Paulo/Brazil* [Late stages of preparation, to be submitted to Publius: The Journal of Federalism].

Recch, Filipe. (2025). *Mid-level managerial practices and student achievement: Identifying patterns, differences and similarities in four Brazilian states* [Late stages of preparation, to be submitted to the International Journal of Educational Management].

Recch, Filipe & Muñoz-Najar, S. (2025). *Legitimate knowledge? The role of textbooks in shaping political culture - looking at the Plano Nacional do Livro Didático - PLND textbooks and school choices over time (2006-2021)* [In preparation].

OTHER PUBLICATIONS

Abrucio, F. L., Karruz, A. P., & **Recch, Filipe**. (2024). *Os desafios da política educacional nos municípios* [Op-ed published in September 2024 at Nexo Jornal]. https://www.nexojornal.com.br/os-desafios-da-politica-educacional-nos-municipios

Recch, Filipe. (2024). *Building back from COVID-19: The unequal educational impact of the pandemic on the Brazilian underprivileged population* [Policy brief written for the Blavatnik School of Government/University of Oxford].

Recch, Filipe. (2023). *Coordinating education policy in Minas Gerais/Brazil* [Case study written in partnership with the Blavatnik School of Government Case Center/University of Oxford].

Recch, Filipe. (2021). *Research report: Impact heterogeneity of project "Jovem de Futuro" 3rd generation* [Research analysis report written for the Lemann Center/Stanford University and Instituto Unibanco as part of a post-doctoral fellowship].

RECENT CONFERENCES

Araújo, A., Araújo, R., Cabral, L., Silva, L., Tomaz, H., Martins, E., Dermeval, D., Sobrinho, Á., Silva, A., Marques, L., **Recch, Filipe**, Munoz-Najar Galvez, S., Isotani, S., & Bittencourt, I. (2025). *Data-driven analysis for improving educational policies: A case in brazil's textbook program* [26th Annual International Conference on Digital Government Research].

Recch, Filipe, Pedro, A., Sarmento, F., Munoz-Najar, S., & Mello, R. (2025). *Mind the (textbook) gap: Exploring diversity and inclusion in brazilian classrooms* [Annual Conference of the Comparative and International Education Society (CIES)].

Recch, Filipe. (2024). *Intergovernmental relations in a federalist system: Policy alignment and student achievement differences in the state of São Paulo, Brazil* [International Workshops on Public Policy (IWPP4)].

Mantri, G., & **Recch, Filipe**. (2024). *"Rationalising" history, national identity, and tolerance: A study of changes in Indian school textbooks* [Annual Conference of the Comparative and International Education Society (CIES)].

Recch, Filipe & Inacio, M. (2023). *Presidential decree-making in Brazil for divergent policy goals* [European Consortium for Political Research (ECPR) General Conference].

Inacio, M., & **Recch, Filipe**. (2023). *Presidential decree-making in Brazil for divergent policy goals* [27th World Congress of Political Science (IPSA)].

Recch, Filipe. (2023). *Federalism and the provision of public education in Brazil: The influence of a federalist institutional design on educational equity* [6th International Conference on Public Policy (ICPP6)].

Recch, Filipe. (2023). *Overcoming adversity: How Ceará and Pernambuco became subnational references in educational policies in Brazil* [Annual Conference of the Comparative and International Education Society (CIES)].

Inacio, M., & **Recch, Filipe**. (2020). *Unpacking unilateral actions in Latin American presidentialism* [Annual Conference of the American Political Science Association (APSA)].

Inacio, M., & **Recch, Filipe**. (2020). *Unpacking unilateral actions in Latin American presidentialism: Administrative decrees as multi-targeting tools* [78th Annual Conference of the Midwest Political Science Association (MPSA)].

Recch, Filipe. (2020). *Intergovernmental relations in a federalist system: Policy alignment and student achievement differences in the state of São Paulo/Brazil* [Annual Conference of the Comparative and International Education Society (CIES)].

TEACHING EXPERIENCE

EFOP 2140 - Higher Education Capstone Seminar — Spring 2024 - 2025
School of Education, University of Pittsburgh — *Pennsylvania, USA*
Principal Instructor

EFOP 2090 - Capstone Seminar in Education Policy — Spring 2024 - 2025
School of Education, University of Pittsburgh — *Pennsylvania, USA*
Principal Instructor

Applied Statistics — Michaelmas (Autumn) 2023 - 2024
Blavatnik School of Government, University of Oxford — *Oxford, UK*
Seminar Leader

EDUC 200A: Introduction to Data Analysis and Interpretation — Autumn 2019 - 2020
Stanford University, Graduate School of Education — *California, USA*
Principal Instructor

EDUC 206C: Applied Research Methods in ICE III: Data Collection and Analysis — Autumn 2017 - 2018
Stanford University, Graduate School of Education — *California, USA*
Principal Instructor

EDUC 206 Seminar series: Applied Research Methods in International Comparative Education — 2017 - 2018
Stanford University, Graduate School of Education — *California, USA*
Teaching Assistant

EDUC 206C: Applied Research Methods in ICE III: Data Collection and Analysis — Spring 2016 - 2017
Stanford University, Graduate School of Education — *California, USA*
Principal Instructor

EDUC 206 Seminar series: Applied Research Methods in International Comparative Education — 2016 - 2017
Stanford University, Graduate School of Education — *California, USA*
Teaching Assistant

MENTORSHIP EXPERIENCE

Summer Internship Supervision   2022 - 2023
Blavatnik School of Government, University of Oxford   *Oxford, UK*

Supervision of 6 MPP students developing research papers and policy briefs.

Summer Internship Supervision   2021 - 2022
Blavatnik School of Government, University of Oxford   *Oxford, UK*

Supervision of 4 MPP students developing research papers and policy briefs.

International Comparative Education MA students Mentorship   2017 - 2018
Graduate School of Education, Stanford University   *California, USA*

Support 15 Master's students in the development of their MA theses, particularly those emphasizing quantitative analysis in their research.

International Comparative Education MA students Mentorship   2016 - 2017
Graduate School of Education, Stanford University   *California, USA*

Support 18 Master's students in the development of their MA theses, particularly those emphasizing quantitative analysis in their research.

PROFESSIONAL SERVICE AND COMMUNITY LEADERSHIP

Equity and Diversity working group member   2022 - 2024

Blavatnik School of Government/University of Oxford - Oxford, UK

Researcher Representative with the Division of Social Sciences   2022 - 2024

Blavatnik School of Government/University of Oxford - Oxford, UK

Coordinator of the Interdisciplinary Research Group for Latin American Studies   2017 - 2018

Center for Latin American Studies (CLAS)/Stanford University - California, CA

Academic Chair   2016 - 2017

Graduate School of Education Student Guild/Stanford University - California, CA

GRANTS AND AWARDS

National Institutes of Science and Technology Program (INCT) - Brazil   2023 - Present ($\sim$ R\$5,000,000/\$1,000,000)

INCT Qualidade de Governo e Políticas para o Desenvolvimento Sustentável - QUALIGOV
The project aims to generate interinstitutional and interdisciplinary knowledge on government quality and public policies by uniting researchers across political science and public administration. The focus is on producing impactful research through collaborations and interdisciplinary methods to advance understanding in these areas. The project, by integrating diverse research groups, seeks to deepen knowledge of Brazil's public policies across three main areas: Government and Political Institutions; Sustainable Development and Social Inclusion; and Judicialization, Justice, and Citizenship access.

National Council for Scientific and Technological Development (Conselho Nacional de Desenvolvimento Científico e Tecnológico - CNPQ/Brazil) Open Call Grant: 2023 - Present ($\sim$ R\$200,000/\$50,000)

Unilateralismo administrativo dos presidente na América Latina: seletividade regulatória e particularismo
Research grant in partnership with the Federal University of Minas Gerais.
Title in English: "Administrative Unilateralism of Presidents in Latin America: Regulatory Selectivity and Particularism".

Stanford Graduate School of Education Dissertation Grant   2020

Graduate School of Education, Stanford University (California, USA)(\$5,000)

FELLOWSHIPS

Associate Member - St Anthony's College/University of Oxford (UK)   2023 - 2024
College Advisor to postgraduate students. - *Non-Stipendiary*

Lemann Fellow   2015 - 2022

Graduate School of Education, Stanford University (California, USA) ($\sim$ \$200,000)