

# FILIPE RECCH

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## RESEARCH & WORK EXPERIENCE

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### Visiting Assistant Professor of Practice

*School of Education, University of Pittsburgh*

January 2025 - current

*Pittsburgh, PA*

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

### Postdoctoral Policy and Research Associate

*Blavatnik School of Government, University of Oxford*

February 2022 - August 2024

*Oxford, UK*

Responsible for teaching educational research methodologies, advancing equitable practices in PreK-16 education, mentoring students, and collaborating on initiatives in international and comparative education.

### Postdoctoral Researcher

*Stanford University*

September 2020 - January 2022

*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

*Stanford University*

September 2015 - August 2020

*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

*Instituto Natura*

January 2015 - August 2015

*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

*State Department of Education of Minas Gerais*

January 2011 - December 2014

*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

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### Stanford University — Graduate School of Education

Ph.D., International Comparative Education

*September 2020*

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

M.A., Political Science

*Emphasis: Political Methodology*

*May 2019*

### Fundação João Pinheiro — School of Government

M.A., Public Administration

*December 2011*

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

B.A., Social Sciences

Minor, Political Science

*December 2009*

## TECHNICAL STRENGTHS

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### 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, L<sup>A</sup>T<sub>E</sub>X, Stata, SQL (Beginner)

## PEER REVIEWED PUBLICATIONS

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- 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

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- 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

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- Inacio, M., & **Recch, Filipe**. (2024). *Unpacking unilateral actions in Latin American presidentialism: Administrative decrees as multi-targeting tools* [Late stages of preparation, to be submitted to Legislative Studies Quarterly].
- Recch, Filipe**. (2023). *Federalism and the provision of public education in Brazil: The influence of a federalist institutional design in educational equity* [Under Review, International Journal of Educational Development].
- Recch, Filipe**. (2023). *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**. (2023). *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. (2023). *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

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- 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.nexojournal.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

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- 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)].
- Recch, Filipe.** (2019). *Management practices and sub-state administration educational value-added – evidence from the state of São Paulo/Brazil* [Annual Conference of the Comparative and International Education Society (CIES)].

## GRADUATE TEACHING EXPERIENCE

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<b>Applied Statistics</b> <i>Blavatnik School of Government, University of Oxford</i> Seminar Leader	Michaelmas/Autumn 2023 - 2024 Oxford, UK
<b>Evidence and Public Policy</b> <i>Blavatnik School of Government, University of Oxford</i> Project Consultant	Hilary/Spring 2022 - 2023 Oxford, UK
<b>EDUC 200A: Introduction to Data Analysis and Interpretation</b> <i>Stanford University, Graduate School of Education</i> Principal Instructor	Autumn 2019 - 2020 California, USA
<b>EDUC 206D: Applied Research Methods in ICE IV: Master's Paper Workshop</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Autumn 2017 - 2018 California, USA
<b>EDUC 206C: Applied Research Methods in ICE III: Data Collection and Analysis</b> <i>Stanford University, Graduate School of Education</i> Principal Instructor	Autumn 2017 - 2018 California, USA
<b>EDUC 206B: Applied Research Methods in ICE II: Master's Paper Proposal</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Winter 2017 - 2018 California, USA
<b>EDUC 206A: Applied Research Methods in ICE I: Introduction</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Autumn 2017 - 2018 California, USA
<b>EDUC 206D: Applied Research Methods in ICE IV: Master's Paper Workshop</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Autumn 2016 - 2017 California, USA
<b>EDUC 206C: Applied Research Methods in ICE III: Data Collection and Analysis</b> <i>Stanford University, Graduate School of Education</i> Principal Instructor	Autumn 2016 - 2017 California, USA
<b>EDUC 206B: Applied Research Methods in ICE II: Master's Paper Proposal</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Winter 2016 - 2017 California, USA
<b>EDUC 206A: Applied Research Methods in ICE I: Introduction</b> <i>Stanford University, Graduate School of Education</i> Teaching Assistant	Autumn 2016 - 2017 California, USA

## MENTORSHIP EXPERIENCE

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<b>Summer Internship Supervision</b> <i>Blavatnik School of Government, University of Oxford</i> Supervision of 6 MPP students developing research papers and policy briefs.	2022 - 2023 <i>Oxford, UK</i>
<b>Summer Internship Supervision</b> <i>Blavatnik School of Government, University of Oxford</i> Supervision of 4 MPP students developing research papers and policy briefs.	2021 - 2022 <i>Oxford, UK</i>
<b>International Comparative Education MA students Mentorship</b> <i>Graduate School of Education, Stanford University</i> Support 15 Master's students in the development of their MA theses, particularly those emphasizing quantitative analysis in their research.	2017 - 2018 <i>California, USA</i>
<b>International Comparative Education MA students Mentorship</b> <i>Graduate School of Education, Stanford University</i> Support 18 Master's students in the development of their MA theses, particularly those emphasizing quantitative analysis in their research.	2016 - 2017 <i>California, USA</i>

## PROFESSIONAL SERVICE AND COMMUNITY LEADERSHIP

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<b>Equity and Diversity working group member</b> Blavatnik School of Government/University of Oxford - Oxford, UK	2022 - current
<b>Researcher Representative with the Division of Social Sciences</b> Blavatnik School of Government/University of Oxford - Oxford, UK	2022 - 2024
<b>Coordinator of the Interdisciplinary Research Group for Latin American Studies</b> Center for Latin American Studies (CLAS)/Stanford University - California, CA	2017 - 2018
<b>Academic Chair</b> Graduate School of Education Student Guild/Stanford University - California, CA	2016 - 2017

## GRANTS AND AWARDS

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<b>National Institutes of Science and Technology Program (INCT) - Brazil</b> 2023 - Present (~ R\$5,000,000/\$1,000,000) <i>INCT Qualidade de Governo e Políticas para o Desenvolvimento Sustentável - QUALIGOV</i> 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.	
<b>National Council for Scientific and Technological Development (Conselho Nacional de Desenvolvimento Científico e Tecnológico - CNPQ/Brazil) Open Call Grant:</b> <i>Unilateralismo administrativo dos presidentes na América Latina: seletividade regulatória e particularismo</i> 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".	2023 - Present (~ R\$200,000/\$50,000)
<b>Stanford Graduate School of Education Dissertation Grant</b> Graduate School of Education, Stanford University (California, USA)(\$5,000)	2020

## FELLOWSHIPS

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<b>Associate Member - St Anthony's College/University of Oxford (UK)</b> College Advisor to postgraduate students. - <i>Non-Stipendiary</i>	2023 - Present
<b>Lemann Fellow</b> Graduate School of Education, Stanford University (California, USA) (~ \$200,000)	2015 - 2022