

ROCÍO DÍAZ CERDA

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I am a PhD student in Education in the Critical Studies of Race, Class, and Gender group at the University of California, Berkeley, and an Education Researcher with 10 years of professional experience. I specialize in qualitative methods and have extensive experience designing and conducting research and projects. I have worked in academic institutions and in educational policy, including the Secretary of Education (Chile). I have a substantial body of publications in the field. My research interests include educational policy, gender and education, immigration and education, and school reforms.

RESEARCH INTERESTS

Educational studies, gender and education, educational policy, immigration and education, qualitative studies in education.

EDUCATION

BA in Anthropology, University of Chile 2015

Social Anthropologist, University of Chile 2016

(In progress) PhD in Education, University of California, Berkeley 2025–2030

PROFESSIONAL APPOINTMENTS

Coordinator of Strategic Management Study, Ministry of Education (Chile) 2023–July 2025

- Coordination of research and action lines of Ministry of Education's Centre for Research.
- Strategic management for the execution and fulfillment of goals.
- Resource management and organization of outreach activities.

Program Coordinator, Seminarium Educational Foundation (NGO) 2022–2023

- Coordination of counseling and training programs for managers and teachers.
- Elaboration and design of advisory programs for directors and teachers focused on educational improvement.

Researcher, Centre for Advanced Research in Education (University of Chile) 2015–2022

- Coordination and participation in educational policy and school improvement research.
- Design and implementation of research projects in education field.
- Elaboration and writing of articles and reports based on results from various research projects.

PEER REVIEWED ARTICLES

Allende González, C. I., López Leiva, V., **Díaz, R.**, & Vandecandelaere, M. (2025). Redefining grade retention: An analysis of Chile's educational policy shift towards non-automatic retention mechanisms. *Policy Futures in Education*, 23(4). <https://doi.org/10.1177/14782103241307005>

Díaz, R., Contreras, M., Ponce, T., & Yáñez, I. (2022). Free time, gender and the pandemic: An exploration of children's daily routines in the times of COVID-19 in Chile. *Children & Society*. <https://doi.org/10.1111/chso.12576>

Sanfuentes, M., Garretón, M., Valenzuela, J. P., **Díaz, R.**, & Montoya, C. (2021). Philanthropic emotional work: Papering over the cracks of unprecedented public educational reform. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/17411432211054625>

Montecinos, C., Castro, G., **Díaz, R.**, Manríquez, L., & Edwards, A. (2018). Interprofessional work in schools: Changing trajectories of vulnerability to dropout in secondary students. *RELIEVE*, 24(2), Art.M4. <https://doi.org/10.7203/relieve.24.213386>

BOOKS

Allende, C., **Díaz, R.**, López, V., & Vandecandelaere, M. (2024). Grade retention in schools of Latin America. In A. Farazmand (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance* (pp. 1–11). Cham: Springer. https://doi.org/10.1007/978-3-319-31816-5_4391-1

Bellei, C., Contreras, M., Ponce, T., Yáñez, I., **Díaz, R.**, & Vielma, C. (2021). The fragility of the school-in-pandemic in Chile. In Reimers, F. (Ed.), *Primary and Secondary Education during Covid-19: Disruptions to Educational Opportunity During a Pandemic* (pp. 79–103). Switzerland: Springer Nature.

De la Fuente, L., & **Díaz, R.** (2020). Improving academic excellence and ending selection: The challenge of reconciling quality and inclusion at Liceo A-59 in Los Angeles. In Bellei, C., Contreras, M., Valenzuela, J. P., & Vanni, X. (Eds.), *El liceo en tiempos turbulentos: ¿Cómo ha cambiado la educación media chilena?* (pp. 165–187). Santiago, Chile: LOM.

Bellei, C., Muñoz, G., Rubio, X., Alcaíno, M., Donoso, M., Martínez, J., De la Fuente, L., Del Pozo, F., & **Díaz, R.** (2018). *Nueva Educación Pública: Contexto, contenidos y perspectivas de la desmunicipalización*. Santiago, Chile: LOM.

Allende, C., **Díaz, R.**, & Valenzuela, J. P. (2017). School segregation in Chile. In A. Farazmand (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance* (pp. 1–11). Cham: Springer International.

TECHNICAL REPORTS

Marfan, J., **Díaz, R.**, & Muñoz, G. (2023). School leadership in the context of the Covid-19 pandemic: Lessons learned, challenges, and policy proposals. *Coleção Políticas Públicas em Educação*, N°4.

Uribe, M., Valenzuela, J. P., Anderson, S., Cuglievan, G., Núñez, I., Hernández, C., & **Díaz, R.** (2019). Follow-up study and systematization of critical processes in the transition of public education management from municipalities to Local Education Services (SLEP). Centro de Liderazgo PUCV, CIAE Universidad de Chile: Santiago, Chile.

Montecinos, C., Castro, G., **Díaz, R.**, Manríquez, L., & Edwards, A. (2018). Management of psychosocial support in municipal education departments and in high schools under their supervision. Technical Report N° 7. LIDERES EDUCATIVOS, Centro de Liderazgo para la Mejora Escolar: Valparaíso, Chile.

TEACHING

Lecturer, Universidad Tecnológica Metropolitana of Chile (UTEM) 2020–2021

- Professor of the course "Methodology of qualitative research" for Psychology students.

GRANTS

Díaz, Rocío (2008) Universidad de Chile Scholarship for undergraduate studies.

Díaz, Rocío (2023) Fulbright Scholarship (Equal Opportunities) for graduate doctoral studies.

Díaz, Rocío (2025) Departmental award from the Berkeley School of Education for doctoral studies.

Díaz, Rocío (2026) Tinker Field Research Grant, Center for Latin American and Caribbean Studies (CLACS), University of California, Berkeley.