

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

RISE Annual Conference 2018

Blavatnik School of Government,
University of Oxford

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Chair, Panellist, and Presenter Biographies



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Julius Atuhurra is the regional coordinator for research on What Works in Education at Twaweza East Africa – a regional initiative in Kenya, Tanzania, and Uganda working on ensuring children learn and governments become more open and responsive to their citizens' needs. Before joining Twaweza, he participated in the University of Tokyo's Global Leadership Program (GLP) leading to his education research consultancy at the World Bank in Washington D.C. in 2013. At Twaweza, he leads the design and implementation of the Positive Deviance and Curriculum Effectiveness studies. Utilising both quantitative and qualitative approaches, his research work has centred on educational development issues in the developing countries of Sub-Saharan Africa. He holds a PhD in development economics and an MA in public finance, both from Japan's prestigious economics graduate school found in Tokyo, the National Graduate Institute for Policy Studies (GRIPS).



Masooda Bano is an Associate Professor at the University of Oxford with a primary area of interest in studying the role of ideas and beliefs in development processes and their evolution and change. She builds large-scale comparative studies combining ethnographic and survey data. She is currently directing a five-year major research project: Changing Structures of Islamic Authority and Consequences for Social Change - A Transnational Review (CSIA). Prior to this she held an ESRC/AHRC flagship Ideas and Beliefs Fellowship. Under this fellowship she explored the causes of the emergence and spread of female Islamic education movements across the Muslim world since the 1970s. Between 2008 and 2016, she advised on the largest ever education sector support programme rolled out by the UK's Department for International Development (DfID) in Nigeria, leading a number of studies to understand existing education choices in the northern states of Nigeria.



Emilie Berkhout is a researcher at the Amsterdam Institute for Global Health and Development (AIGHD). She conducts impact evaluations to assess policy interventions in developing countries. Her main research focuses on the effect of policy reforms in basic education on learning outcomes in Indonesia, and she is currently pursuing a PhD in this field. She obtained her master's degree in Development Economics with distinction at VU Amsterdam in 2015.



Tessa Bold is an Assistant Professor at the Institute for International Economic Studies at the University of Stockholm. Her research is broadly in the area of development economics with particular interest in the area of education delivery and reform, the adoption of new technologies as well as informal safety nets and insurance.



Mary E Breeding is a consultant in education at the World Bank where she has worked on multiple types of education projects since 2010. Her primary areas of specialisation are teacher policy, school accountability, and monitoring and evaluation. She has also worked to provide support on a range of policy projects in the areas of student assessment and school finance. Prior to joining the World Bank, she was a Post-Doctoral Fellow at Georgetown University (2008-2010) and she held the William E. Miller Fellowship at the American Political Science Association in 2007-2008. She received her Ph.D. from American University in 2008.

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Barbara Bruns is a Visiting Fellow at the Center for Global Development. Prior to that, as a lead education economist at the World Bank, she specialised in Latin American education and rigorous evaluation of education programmes. She was the first manager of the Strategic Impact Evaluation Fund (SIEF) at the World Bank, co-authored the World Bank/IMF MDG Global Monitoring Reports of 2005, 2006, and 2007, served on the Education Task force appointed by the UN Secretary-General in 2003, headed the secretariat of the global Education for All–Fast Track Initiative (EFA-FTI) from 2002 to 2004, and has authored and co-authored many books.



Roy Carr-Hill has taught in Sussex University (1971-74), Universidade Eduardo Mondlane, Mozambique (1978-81) and the Institute of Education (1993-ongoing); worked on social indicators at the OECD Paris (1974-77); and since 1981 has been a researcher at the MRC Medical Sociology Unit Aberdeen (1981-84); Centre for Health Economics (1984-2011), School of Political and Social Sciences, Hull (1990-93). He has worked in 35 developing countries as a consultant for several of the bilateral and multilateral agencies on a wide variety of evaluation and review consultancies, spanning, education, health and justice. He is currently 20% at IoE and researches on accountability, adult literacy, rationality of drop-out, exploitation of women teachers, interplay between education and extremism; and is currently writing book on understanding social data.



Jishnu Das is a Lead Economist in the Development Research Group (Human Development and Public Services Team) at the World Bank and a Visiting Fellow at the Center for Policy Research, New Delhi. His work focuses on the delivery of basic services, particularly health and education. He has worked on the quality of health care, mental health, information in health and education markets, child learning and test-scores, and the determinants of trust. In 2011, he was part of the core team on the World Development Report on Gender and Development. He received the George Bereday Award from the Comparative and International Education Society, the Stockholm Challenge Award for the best ICT project in the public administration category (2006), and the Research Academy award from the World Bank (2013). He is currently working on long-term projects on health and education markets in India and Pakistan.



Joan DeJaeghere is Professor of Comparative and International Development Education in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota (USA) and an affiliate faculty of the Interdisciplinary Center for Global Change. Her scholarly work and professional practice are concerned with inequalities in education, particularly related to gender, ethnic and caste inequalities. She has led several multi-country education and youth research projects totaling over \$10 million funded by The Mastercard Foundation, the U.K Department of International Development and CARE. She has also been a researcher on projects with the US Department of Labor and the Gates Foundation. She has published 2 books, and more than 40 research articles and chapters. Her work has also been published in numerous reports for organisations including BE2 (Building Evidence in Education), UNICEF, UNESCO, and other NGOs and foundations working in education.



Emma Duncan is The Economist's Social Policy Editor. She has held several other posts on the paper, including Deputy Editor, and has written several special reports on universities, London, climate change and biodiversity. In 2016 she launched 1843, a sister magazine to The Economist, covering ideas, culture and lifestyle. She writes regularly for The Times and occasionally for a wide range of other publications. She contributes to television and radio programmes and takes part in conferences as a speaker and chair. She has written a book, "Breaking the Curfew" (Michael Joseph), on the politics, culture and society of Pakistan. She ran Wake Up and Vote, a campaign during the referendum on EU membership to encourage young people to vote, which produced the most successful youth-facing digital content. She is a Visiting Fellow of Nuffield College, Oxford, and a Trustee of the George Orwell Trust.

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Ricardo Estrada is an applied economist working on education, personnel, labour and development economics. He works as an economist in the Research Department at CAF (Development Bank of Latin America) in the beautiful city of Buenos Aires. Previously, he was a Max Weber Fellow at the European University Institute (2014-2016) in Florence. He holds a Ph.D in Economics from the Paris School of Economics and graduated from the Master in Public Policy at the University of Chicago.



Alec Gershberg is the Chair of the Urban Policy Analysis and Management Program at the Milano School of International Affairs, Management and Urban Policy (The New School). He is a specialist on social policy, public finance and economic analysis in both developing and OECD countries, with particular expertise in policy reform processes, institutional analysis, education finance, accountability, school governance, decentralisation, and health care capital finance agencies and their impact on the cost of capital. He received his B.A. from Brown University, double majoring in American Civilization and Literature & Society. After college, he worked in the Roxbury section of Boston for the Dudley Street Neighborhood Initiative and then taught English in Korea. He received his Ph.D. from the University of Pennsylvania's Regional Science Department. In the Fall of 2017, he will join the University of Pennsylvania with appointments in the Graduate School of Education and the School of Arts and Sciences (Sociology & Urban Studies).



Belay Hagos Hailu is an Assistant Professor of special needs education and educational psychology at Addis Ababa University. He is currently the Director of the Institute of Educational Research at the University. His research areas of interest are educational assessment, early childhood education, gifted education, counseling school children, and child protection. Currently, he is a research team member of the national education roadmap of Ethiopia (2016-2030); a research team member of the study on Early Learning Partnership in Ethiopia supported by the World Bank; a supervisor of the READ Community Outreach evaluation study in Ethiopia led by the University of Chicago – NORC; a team member on the Accelerated School Readiness led by the American Institute for Research; and a member of the RISE Ethiopia Country Research Team. He is also coordinating more than 18 educational research projects, co-authored one book, and published articles in peer reviewed journals.



Tarun Jain is an Assistant Professor of Economics and Public Policy at the Indian School of Business. His research focuses on understanding causes and consequences of human capital formation, especially in the context of fast-growing developing countries. Gender is a topic of special research interest given that women face persistent barriers in economic advancement. Current research projects include examinations of peer and network effects in public health insurance and educational achievement, the effects of language on educational outcomes, and an evaluation of an innovative school-based gender sensitisation programme on gender attitudes and outcomes of students. His research has been published in peer-reviewed journals such the Review of Economics and Statistics, Journal of Human Resources, Journal of Public Economics, Journal of Economic History and European Economic Review.



Baela Raza Jamil is the CEO of Idara-e-Taleem-o-Aagahi (ITA) center for education and consciousness and a public policy specialist. She is the former Technical Adviser to the Federal Ministry of Education Pakistan. She has worked with provincial and federal governments advising on education sector reforms and policies embedded in right to education, sector wide approaches from ECD to post-secondary education, inclusion, workforce initiatives, public private partnerships, innovations, and financing. She leads the citizens' accountability learning initiative, the Annual Status of Education Report (ASER) Pakistan, and is the founder of the Children's & Teachers Literature Festival. She is a member of multiple national and international education forums and a Commissioner to the International Commission on Financing Global Education Opportunity (Education Commission). She also serves on several advisory platforms globally.

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Michelle Kaffenberger is a Senior Research Advisor with the World Bank, where she has designed, led, and advised on dozens of quantitative, qualitative and mixed methods empirical research studies on social protection systems, education, and financial inclusion. She currently leads the Innovation and Learning Initiative and research activities for a new World Bank partnership dedicated to social protection systems change. In addition, she is a Research Fellow with the RISE Programme, where she conducts analysis of education systems, learning outcomes, and the impact of learning on health, women's empowerment and financial inclusion outcomes. She has served as research advisor and consultant to a variety of private sector and nonprofit organisations. She was research manager and lead analyst at InterMedia, an international development research organisation, and began her career establishing a new base of operations for an international nonprofit in Darjeeling, India.



Naureen Karachiwalla is a Research Fellow in the Poverty, Health, and Nutrition Division of the International Food Policy Research Institute (IFPRI). She is also a Fellow in the Consortium for Development Policy Research (CDPR) in Pakistan. Her research uses experimental and lab-in-the-field methods to test theory-driven mechanisms of improving service delivery in low-income countries, particularly in education and health. Recent work has examined promotions as incentives to improve teacher and school principal effort in China and in Pakistan, teacher performance pay in Uganda, and the delivery of a cash transfer program in Egypt and its impact on child education and health.



Janeli Kotzé is currently a researcher in the Research Coordination, Monitoring and Evaluation Directorate at the Department of Basic Education where her main research focus is on the Early Grade Reading Studies. She completed her PhD in Economics at the University of Stellenbosch, focussing on understanding the complexities of the South African education crisis and on the improvement of national policy around this issue. Prior to working at the Department of Basic Education, she was involved in a number of local and international research projects relating to the evaluation of national policy, cross-national comparisons of educational achievement, learning trajectories of children over time and the interaction between low quality schooling and child poverty, and Early Childhood Development.



Michael Kremer is the Gates Professor of Developing Societies in the Department of Economics at Harvard University. He is a Fellow of the American Academy of Arts and Sciences, a recipient of a MacArthur Fellowship and a Presidential Faculty Fellowship, and was named a Young Global Leader by the World Economic Forum. His recent research examines education, health, water, and agriculture in developing countries. He has been named as one of Scientific American's 50 researchers of the year and has won awards for his work on health economics, agricultural economics, and on Latin America. He helped develop the advance market commitment (AMC) for vaccines to stimulate private investment in vaccine research and the distribution of vaccines for diseases in the developing world. In the fall of 2010 he became the founding Scientific Director of Development Innovation Ventures (DIV) at USAID. He received his PhD in Economics from Harvard University.



Vijay Kumar Damera is currently a third year DPhil student at the Blavatnik School of Government, University of Oxford. He just submitted his thesis that evaluates the impact of India's national school choice policy and investigates the demand side of school choice. Prior to Oxford, he did a Master in Public Affairs from Princeton University's Woodrow Wilson School of Public and International Affairs. He is a member of Indian Administrative Service (IAS) and worked with the national and state governments in India for 9 years. Following the DPhil, he intends to return to India and work with the national government.

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Julia Ladics is a graduate student at Brown University, in the Master of Public Affairs programme. She wrote her senior honours thesis in development studies, where she analysed infrastructure financing and development in Nigeria. She is currently working as a short-term consultant at the World Bank in the Education Global Practice to improve education metrics for primary school teaching, and create better feedback loops for teachers during evaluations. She is analysing teacher standards documents and classroom observation tools from a sample of 32 countries. From these she will be creating raw data for statistical analysis, and writing a report on trends to inform the World Bank's own open-source classroom observation tool, TEACH, currently under development.



Clare Leaver is Associate Professor of Economics and Public Policy at the Blavatnik School of Government and Fellow of University College. Prior to this, she was a University Lecturer in the Department of Economics at Oxford and Fellow of The Queen's College. She is the Director of the Service Delivery Programme at the Oxford Institute for Global Economic Development, and Research Coordinator of RISE. She is currently focusing on incentives for educators in low and middle-income countries. Specific projects include studies of: the effectiveness of paying for locally monitored teacher presence in Uganda; the impact of paying for teacher preparation and pedagogy, alongside more standard metrics of teacher presence and student performance, in Rwanda; and the welfare consequences of school 'supply-side' responses to the Right to Education Act in India.



Phuong M. Luong is a Vietnamese lecturer of Hanoi University and a research collaborator at Vietnam Institute of Educational Sciences. She achieved a D.phil. Degree on Educational Sciences from Germany (2015) funded by DAAD. Apart from being a consultant for World Bank, UNESCO, ADB and many INGOs, she has also been a lecturer at the international course for ASEAN graduates within the new initiative "SEAMEO-DAAD Lecture Series" since 2016. She has also been coordinating the academic research co-operation projects with International Universities such as Gothenburg University, University College Dublin, etc. Her research interests are among others in educational policies and development strategies, economic change and education in the globalisation, intercultural pedagogy, schooling of minorities and multicultural citizenship.



Surayya Masood is a Research Assistant for the Education Program at the Center for Economic Research in Pakistan. She completed a B.A. in Economics from Mount Holyoke College in May 2016. Her research interests are focused on Development Economics, specifically health and education.



Kirsty McNichol has been with the Australian Department of Foreign Affairs and Trade (DFAT) and previously the Australian Agency for International Development (AusAID) for more than 10 years. Over this time, she has served in various roles including leading sectoral policy agendas in education, water, sanitation and hygiene, infrastructure, and climate change and negotiating replenishments for the World Bank's International Development Association and the Asian Development Bank's Asian Development Fund. She has also had various roles in development economics. Kirsty has also worked in various domestic policy roles in the Commonwealth Treasury and Department of Finance, including domestic taxation, the Commonwealth budget, and insurance policy. Kirsty is about to begin a term as adviser to the Executive Director in Australia's constituency office at the World Bank.

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Ezequiel Molina is an economist in the Education Global Practice of the World Bank. He works on issues of institutional reform and service delivery with research spanning the areas of governance, education, gender and poverty and inequality. Recent publications include a systematic review on the effectiveness of social accountability interventions and a paper assessing the quality of service delivery in Sub-Saharan Africa. He was part of the World Development Report 2017 on Governance and the Law. Ezequiel holds a PhD in Political Economy from Princeton University, and a B.A. and M.A. in Economics from La Plata National University (Argentina).



Sylvia Montoya became the UNESCO Institute of Statistics Director in 2015, bringing the Institute extensive experience in a wide range of national and international initiatives to improve the quality, management and use of education statistics, with a specific focus on learning assessments. She has taken a leadership role within the international education community by helping to build consensus around the standards, methodologies and indicators needed to measure progress towards Education 2030. This work entails a complete review of existing sources of information, as well as an evaluation of statistical capacity-building services needed to help Member States produce and use the resulting data. She also launched the Global Alliance to Monitor Learning and serves as Co-Chair of the Technical Cooperation Group on SDG 4—Education 2030. Prior to joining the UIS, she was the Director-General of Assessment and Evaluation of Education Quality at the Ministry of Education, Buenos Aires, Argentina.



Karthik Muralidharan is an Associate Professor of economics at the University of California, San Diego. Born and raised in India, he earned an A.B. in economics (summa cum laude) from Harvard, an M.Phil. in economics from Cambridge, and a Ph.D. in economics from Harvard. He is a research associate of the National Bureau of Economic Research (NBER), a Fellow of the Bureau for Research and Economic Analysis of Development (BREAD), a board member and co-chair of the education program at the Jameel Poverty Action Lab (J-PAL), an affiliate at the Center for Effective Global Action (CEGA), and a research affiliate with Innovations for Poverty Action (IPA). His primary research interests include development, public, and labour economics.



Agustina S Paglayan is an incoming Assistant Professor of political science and public policy at the University of California, San Diego, and a Postdoctoral Fellow at the Center for Global Development in Washington, DC. Her research examines what motivates governments to expand access to education and improve the quality of schooling, often adopting a comparative and historical lens. Her work has been featured in *The Economist*, NPR, and *The Washington Post*, among other venues. Prior to becoming an academic, she worked at the IDB and the World Bank advising governments on the design and implementation of institutional reforms to assure the quality of basic education, and building SABER Teachers, a pioneering World Bank effort to document and compare countries' teacher policies. She received her PhD in political science from Stanford University and a Licenciatura en economía from Universidad de San Andres, in Argentina.



Lant Pritchett is the RISE Research Director, a Senior Fellow at the Center for Global Development, and Professor of the practice of international development at Harvard's Kennedy School of Government. He has published two books with the Center for Global Development, *Let Their People Come* (2006) and *The Rebirth of Education* (2013), and over a hundred articles and papers (with more than 25 co-authors) on a wide range of topics, including state capability, labor mobility, and education, among many others. He is currently a visiting scholar at the Blavatnik School of Government, University of Oxford.

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Mauricio Romero is an Assistant Professor of economics at Instituto Tecnológico Autónomo de México (ITAM). Born and raised in Colombia, he earned a B.A in economics (summa cum laude) and a B.A. in mathematics (cum laude) from Universidad de los Andes, and a Ph.D. in economics from the University of California, San Diego. His work focuses on the bottlenecks that impede high-quality government provision of education, health care, and environmental protection. In conjunction to his empirical research agenda, he works on methodological issues in applied econometrics and statistics.



Jaime Saveedra Chanduvi is the Senior Director of the Education Global Practice at the World Bank Group. He rejoins the Group from the Government of Peru, where he served as Minister of Education from 2013-2016. During his tenure, the performance of Peru's education system improved substantially as measured by international learning assessments. He has led groundbreaking work in the areas of poverty and inequality, employment and labour markets, the economics of education, and monitoring and evaluation systems. He has held positions at a number of international organisations and think-tanks, among them the Inter-American Development Bank, Economic Commission for Latin America and the Caribbean, International Labour Organization, Grupo de Análisis para el Desarrollo and the National Council of Labor in Peru. Previously, he had a ten year career at the World Bank where he served as Director for Poverty Reduction and Equity as well as Acting Vice President, Poverty Reduction & Economic Management Network.



Saba Saeed is a researcher and practitioner focusing on education, women's empowerment and human rights in Pakistan. She works at a local non-profit, Idara-e-Taleem-o-Aagahi, where her work involves implementation and advocacy of large-scale interventions targeting provision of quality pre-primary and primary education to vulnerable children across Pakistan. Her research projects have focused on gender dimensions, marginalisation and equity perspectives; combating exclusion and discrimination in and around schools through broad community engagement. She also undertakes rigorous research for measuring impact of the interventions on transformations in education: learning, access and equity sensitive to gender. She holds a Master's degree in Public Policy and Governance from Forman Christian College University and a Bachelor's degree in Business Administration & Economics from Kinnaird College for Women University.



Justin Sandefur is a Research Fellow at the Center for Global Development. His research focuses on the interface of law and development in sub-Saharan Africa. From 2008 to 2010, he served as an adviser to the Tanzanian government to set up the country's National Panel Survey to monitor poverty dynamics and agricultural production. He has also worked on a project with the Kenyan Ministry of Education to bring rigorous impact evaluation into the Ministry's policymaking process by scaling up proven small-scale reforms. His recent papers concentrate on education in Kenya, and his research includes the examinations through randomised controlled trials of new approaches to conflict resolution in Liberia, efforts to curb police extortion and abuse in Sierra Leone, and an initiative to expand land titling in urban slums in Tanzania.



Youdi Schipper is research advisor at Twaweza East Africa, an initiative that works on education and issues concerning government transparency and responsiveness in Tanzania, Kenya and Uganda. He is also a senior researcher at the Amsterdam Institute for International Development. His work focuses on education reform, impact evaluation and mobile data collection. He is managing KiuFunza, a nationally representative randomized trial studying the impact of teacher performance pay and school grants in public primary schools in Tanzania. Also in Tanzania, he designed and implemented Sauti za Wananchi, the first nationwide mobile phone panel survey in Africa.

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Daniela Scur is a Postdoctoral Researcher in the RISE Programme at the Blavatnik School of Government (University of Oxford). She studies how managers make decisions about the organizational practices that they adopt in their establishments, and how these choices affect productivity and labour outcomes. More specifically linked to the RISE Programme, her work focuses on how school management practices affect student outcomes, and what the mechanisms behind this relationship may be. She is a core member of the research team in the World Management Survey and the Development WMS. Daniela received her PhD in Economics from the University of Oxford (Nuffield College) in 2018.



Pieter Serneels is Reader (Associate Professor) in Economics at the University of East Anglia. He holds a PhD from the University of Oxford. His research focuses on applied micro, behavioural and labour economics, and political economy in low income countries. He is a Research Fellow at the Institute for the Study of Labor (IZA), Oxford's Centre for the Study of African Economies (CSAE) and Department of International Development, and a Full Member of the European Development Research Network. He is also an executive member of the Center for Behavioral and Experimental Social Sciences (CBESS) at the University of East Anglia.



Richard Shukia is a lecturer in child psychology and early childhood care development and education at the University of Dar es Salaam, Tanzania in the Department of Educational Psychology and Curriculum Studies. His research interests and consultancy services are in the areas of early childhood stimulation, development and education, early literacy and numeracy development and curriculum analysis.



Abhijeet Singh is an Assistant Professor of Economics at the Stockholm School of Economics (SSE). His research focuses on topics relating to the economics of education, child nutrition and public service delivery in developing countries. He is affiliated with the CESifo Economics of Education Research Network in Munich, Nuffield College (Oxford), and the Young Lives study. Before moving to SSE, he was based at the Department of Economics at UCL. He received his doctorate in Economics from the University of Oxford in 2015.



Stephen Taylor is the Director of Research, Monitoring and Evaluation in the Department of Basic Education at the University of Stellenbosch. For the last ten years he has been doing research on education in South Africa and the surrounding region, with a focus on the links between education and economic development. He has been a Principal Investigator on several large scale evaluations, including the Early Grade Reading Study. He serves on the National Evaluation Technical Working Group, which provides guidance to the South African government's National Evaluation System. His academic work focuses on impact evaluation of education interventions, measuring educational performance and equity in educational outcomes. Before joining the Department of Basic Education in 2011, he was a consultant to the Human Sciences Research Council, the Ministry of Education in Botswana, the World Bank, UNESCO, Save the Children and JET Education Services.

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Rebecca L Thornton is an Associate Professor in the Department of Economics at the University of Illinois at Urbana-Champaign. Prior to that, she was at the University of Michigan. Her research focuses on health, education, and the status of women in developing countries. Across these topics, her work addresses core issues within Economics, including the role of subjective beliefs in decision-making and how social networks influence behaviour and beliefs. She has been the principal or co-investigator on studies in India, Jordan, Malawi, Nicaragua, Nepal, and Uganda. These studies have involved collecting longitudinal data and conducting field experiments to understand important development issues such as effective ways to improve early grade literacy. Her work has received national and international recognition with papers published in top general interest and field journals. She has received funding from a number of agencies and is an affiliate with the Abdul Latif Jameel Poverty Action Lab (J-PAL) and BREAD.



Louise Yorke is a Research Assistant at the Research for Equitable Access and Learning (REAL) Centre at the Faculty of Education, University of Cambridge. She has a BA (University College Dublin) and MSc in Psychology (Trinity College Dublin). She recently completed (submitted) her PhD at the School of Social Work and Social Policy Trinity College Dublin, which focused on the lives, experiences and choices of rural girls as they negotiate different pathways to urban secondary schools in Ethiopia. Her research interests involve the use of quantitative qualitative and participatory research methods to understand educational access and equity, social and cultural factors influencing the educational experiences and trajectories of girls and young women, and school-to-work transitions.



Fei Yuan is a Research Analyst in the Chief Economist's Office for the Africa Region of the World Bank. Her research focuses on the economics of education and education policy in developing countries. She has extensive experience managing data and synthesizing evidence to answer policy-relevant questions. She was a core team member of the World Development Report 2018: Learning to Realize Education's Promise, where she focused on gathering evidence of ways to improve learning and other cross-cutting areas in education. She holds a M.A. from the Johns Hopkins University School of Advanced International Studies (SAIS) and is an incoming Ph.D student at Harvard Graduate School of Education (HGSE).



Andrew Zeitlin is an Assistant Professor at the McCourt School of Public Policy at Georgetown University. He is also a research associate at the Centre for the Study of African Economies at Oxford University and the lead academic for the International Growth Centre's Rwanda Program. His research uses theory-driven field and laboratory experimental methods, together with the collection of observational data, to study the microeconomic mechanisms of economic development. Recent projects have applied these tools to questions of immediate policy relevance to economic development in Africa, including agricultural technology adoption in Ghana, health insurance in Kenya, public service delivery in Uganda, and property rights in urban Tanzania.