

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

RISE Annual Conference 2019

Center for Global Development

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Chair, Panelist, and Presenter Biographies



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Melissa Adelman is a senior economist in the World Bank Education Global Practice where she leads analytical and operational engagements in the Latin America and the Caribbean region. She has experience across the region in supporting countries with the design, implementation, and evaluation of programs and policies to improve access and quality in pre-primary, primary, and secondary education. She is also a Thematic Lead for Management Capacity and Service Delivery for the Education Global Practice, in which role she supports Bank teams across the world. Melissa holds a PhD in Economics from Harvard University.



Noam Angrist is the co-founder of Young 1ove, an NGO based in Botswana dedicated to scaling-up programmes backed by rigorous academic evidence that enable youth to thrive. His interests centre on bridging the gap between evidence on 'what works' and translation into scaled intervention and policy. To date, the organisation has reached over 60,000 youth in Southern Africa, run randomised evaluations in partnership with J-PAL, and signed a MOU with the Botswana government to scale-up nationally. He has conducted research at the University of Botswana, the Jameel Poverty Action Lab (J-PAL), and the World Bank, where he was part of the core team that built the Human Capital Index. He has a BS in mathematics and economics from the Massachusetts Institute of Technology and is completing a PhD at the University of Oxford. He was recognised by Forbes 30Under30, is a Global Shaper with the World Economic Forum, and was a Fulbright and Rhodes scholar.



Minahil Asim is a PhD candidate in the education policy programme at the University of California, Davis. Her dissertation work evaluates the impact of information on school and student outcomes in two different contexts: Her work with the Government of Punjab in Pakistan examines the role of information in strengthening local governance of schools by informing and mobilizing school councils, comprising of parents, the head-teacher and community members about their roles and responsibilities. Her work with the California Department of Education examines how course-taking and post-secondary outcomes are impacted by an information signal students receive about their college-readiness status in an 11th grade assessment. She has a master's degree in international and comparative education from Stanford University and an undergraduate degree in economics, with a minor in philosophy from Lahore University of Management Sciences.



Felipe Barrera-Osorio is an economist working on the economics of education. He holds a PhD in economics from the University of Maryland, United States and a BA in economics from Universidad de los Andes, Bogota, Colombia. Between 2004 and 2006, he was the Deputy Director of the Colombian think-tank Fedesarrollo. He moved to the US in 2006 to work as a senior economist at the World Bank in Washington, DC. In 2011, he joined the faculty at the Harvard Graduate School of Education as an assistant professor of education and economics. He was promoted to associate professor in 2015. He is part of the policy committee of the David Rockefeller Center for Latin American Studies and affiliated with the Weatherhead Center for International Affairs, Harvard. Since 2007, he has been part of the executive committee of LACEA's Impact Evaluation Network, which he helped to create. In 2008, he was awarded the Juan Luis Londoño Medal for research in education. The recognition is given every other year to a Colombian economist under the age of 40.



Alebel Bayrau Weldesilassie is a researcher at the Ethiopian Development Research Institute (EDRI) and member of the RISE Ethiopia team. He has also served as member of the national technical committee in different sectoral policy formulation. He has served as a lecturer on development economics and managerial economics at Addis Ababa University. He holds a PhD in economics from Hohenheim University, Germany and was a Visiting Scholar at the University of California, Berkeley, United States in 2014. His research interest broadly focuses on micro-development economics, and in particular on policy and institution economics. In addition to many sole and co-authored research reports, he has published in internationally peer reviewed economics journals. He is also member of national and international professional associations.

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Sabrin Beg is an assistant professor of economics at the Lerner College of Business and Economics at the University of Delaware. She is a development economist specialising in the economics of human capital and in political economy. She focuses on vulnerable populations in the developing world, including students and farmers. Her work includes randomised controlled trials in Bangladesh, India, Pakistan, and Ghana. Her research also uses rich administrative data to understand behaviour of politicians in developing countries and the subsequent effect on economic outcomes. She received her PhD and MA in economics from Yale University and her BA in economics and mathematics from Wellesley College.



Emilie Berkhout is a researcher at the Amsterdam Institute for Global Health and Development (AIGHD) and member of the RISE Indonesia team. She has a background in development economics, and she is currently pursuing a PhD in this field. Her research focuses on the effect of policy reforms in basic education on learning outcomes in Indonesia and on the effect of early child development interventions in rural China.



Jacobus Cilliers is an assistant teaching professor at Georgetown's McCourt School of Public Policy and member of the RISE Tanzania team. Prior to joining McCourt he worked for the Strategic Impact Evaluation Fund at the World Bank, and was also a visiting post-doctoral fellow at the Blavatnik School of Government, Oxford. His research is in the area of applied micro-econometrics for development, with a focus on basic education service delivery. Current research projects are in Kenya, South Africa and Tanzania. He has published in top academic journals such as *Science*, the *Journal of Public Economics*, and the *Journal of Human Resources*.



Jullian Cristia is a lead economist in the research department at the Inter-American Development Bank. His current research analyses how governments can promote skills development cost-effectively. He has evaluated programs that introduced technology into schools and expanded access to pre-primary education. Additionally, he has produced systematic reviews on early childhood development, the use of technology in education, and how to improve learning in primary schools. His work has appeared in the *American Economic Journal: Applied Economics*, *Journal of Development Economics*, *Journal of Human Resources*, and *Journal of Health Economics*. His research has been covered by several media outlets including *The Economist*, NPR, and Associated Press. Prior to joining the IDB, he worked as an Associate Analyst in the Health and Human Resources Division of the Congressional Budget Office. He holds a PhD in economics from the University of Maryland.



Luis Crouch is a senior economist (International Development Group) with RTI International and a member of the RISE Intellectual Leadership Team. He is a recognised international leader in providing high-level advice to governments involved in complex educational systems change. From 2011 to 2013, he served with the Global Partnership for Education Secretariat as head of the Global Good Practices Team. He currently leads work addressing important challenges in education, workforce and youth, and *Data Revolution for Development*. He provides input and oversight to key areas of work in related themes of work in the International Development Group.

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Jishnu Das is a lead economist at the World Bank's Development Research Group, where his research focuses on the delivery of quality education and health services, and member of the RISE Pakistan team. He has authored numerous education-related works, including *India Shining and Bharat Drowning: Comparing Two Indian States to the Worldwide Distribution in Mathematics Achievement* (Journal of Development Economics), and *Teacher Shocks and Student Learning: Evidence from Zambia* (Journal of Human Resources), in addition to work co-authored with Tahir Andrabi and Asim I. Khwaja. He was awarded a PhD in economics from Harvard University and a BA from St. Stephen's College in New Delhi, India. He was an author of the Learning and Educational Achievement in Punjab Schools (LEAPS) report, an extensive study of the schooling environment more than 100 villages in rural Pakistan.



Rafael de Hoyos is the lead economist in the education unit for Latin America and the Caribbean of the World Bank. He has published in peer-reviewed journals and advised governments on school-based management, evaluation policies, strategies to reduce dropout rates, and other topics, and was a member of the World Development Report 2018: *Learning to realize the promise of the education*. Previously, he was the chief of advisers to the under minister of education in Mexico (2008-11). Before joining the under ministry, he worked in the Development Economics Vice Presidency at the World Bank (2006-08), at the Judge Business School at the University of Cambridge (2005-06), and as a consultant for the United Nations Economic Commission for Latin America and the Caribbean in Mexico and at the United Nations World Institute for Development Economics Research in Finland. He holds an MA in development from the University of Sussex and a PhD in economics from the University of Cambridge.



Joseph DeStefano is the senior director of policy, systems, and governance in international education at RTI International. His 30 years of experience include the full range of K-12 education issues—from teaching and learning, to teacher professional development, school-community relations, education finance, and policy and system reform. He has advised and supported large scale reform efforts in urban school districts in the US and in ministries of education in Asia, Africa and Latin America. He has done extensive research on early grade learning, school effectiveness, community-based approaches to education, education reform, teacher supply and demand, and education finance, governance and management. He most recently has studied the education system changes that support large scale improvements in learning outcomes in Kenya and has analysed the role of private pre-schools in expanding access to early childhood education in Jordan.



Alex Eble is an assistant professor of economics and education at Teachers College, Columbia University. His research focuses on two main themes: one, understanding how children form beliefs about their own ability, and how this affects their human capital development; and two, identifying, evaluating, and studying the scalability of potentially high-leverage policy options to raise learning levels in the developing world. He holds a PhD in economics from Brown University, an MSc in development studies from the London School of Economics, and a BA in economics and East Asian languages and cultures from Indiana University, Bloomington, where he learned to read, write, and speak Mandarin Chinese.



Melanie Ehren is a professor in the governance of schools and education systems, director of research institute LEARN!, and honorary professor at University College, Institute of Education. Her academic work focuses on the effectiveness of accountability and evaluation systems and aims to contribute to a greater understanding of the interplay between accountability and the broader education system in tackling inequality and improving student outcomes. Some of her key projects are: an ESRC funded study on 'Accountability, capacity and trust to improve learning outcomes in South Africa'; an EU Erasmus+/KA2 comparative study on polycentric inspections of networks of schools across four countries; an EU-funded comparative study on the impact of school inspections in six European countries; and a Nuffield funded project on the nature, prevalence and effectiveness of strategies used to prepare pupils for Key Stage 2 maths tests.

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David Evans is a senior fellow at the Center for Global Development. He was formerly lead economist in the Chief Economist's Office for the Africa Region of the World Bank and is co-lead of the Teachers Thematic Group for the World Bank. He is a co-author of the World Bank's World Development Report 2018, *Learning to Realize Education's Promise*. He studies education, health, and social protection issues. He has designed and implemented impact evaluations in education, early child development, agriculture, health, and social protection, in Brazil, the Gambia, Kenya, Mexico, Nigeria, Sierra Leone, and Tanzania, and he has managed education projects for the World Bank in Brazil. Recent research includes *Teacher Professional Development around the World: The Gap between Evidence and Practice* and *What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Systematic Reviews*. He blogs regularly on education and other human development issues at Development Impact.



Syeda Farwa Fatima is a dual degree student at University of Pennsylvania, pursuing a PhD in quantitative methods from the Graduate School of Education and a MS in statistics from the Wharton School. Her current research focuses on measurement and evaluation of teacher quality in developing countries. Most recently, she supported psychometric analyses for the development and validation of the "Teach" classroom observation tool launched by the World Bank. She also serves as an instructor for courses on introductory statistics and survey methodology for graduate students at Penn GSE. Previously, she has worked at MDRC, United Nations Education Commission and ITA Pakistan to evaluate experimental and quasi-experimental trials in education. She holds an MEd in international education policy from Harvard University and BSc (Hons) in economics from Lahore University of Management Sciences.



Torsten Figueiredo Walter obtained his PhD in economics at the London School of Economics in January 2019 and he will join NYUAD as assistant professor in September 2020. In the meantime, he is working as a consultant for the World Bank and Precision Agriculture for Development. His research focuses on the spatial distribution of public services in low- and middle-income countries.



Paul Glewwe is one of the most widely published and cited economists working on the determinants of student learning, including household, social input, and pedagogical approach. He has been at the forefront of both the "education production function" approach and in using experimental methods (RCTs) to study the impact of education interventions. In addition, he has done extensive work on childhood nutrition and impact of early childhood factors on child development. He is a member of the RISE Intellectual Leadership Team and member of the RISE Vietnam team.



Pinelopi Koujianou Goldberg is the chief economist of the World Bank Group. In this position, she aims to strengthen the institution's connection to state-of-the-art academic research and help shape a vision of how to achieve the World Bank Group's goals of sustainable growth, shared prosperity, and a world free of extreme poverty. She brings decades of experience as an applied microeconomist drawn to policy-relevant questions in trade and development. She has exploited a broad set of methodological approaches—ranging from estimation of structural industry equilibrium models typical of the Industrial Organization literature to reduced form techniques—to provide insights into such diverse topics as the determinants and effects of trade policies, trade and inequality, intellectual property rights protection in developing countries, exchange rate passthrough, pricing to market, and international price discrimination. She is President-Elect of the Econometric Society (for 2021) and has previously served as Vice President of the American Economic Association.

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Maulik Jagnani is an applied microeconomist with interests across development economics, environmental economics, and labour economics. His research focuses on how government policies affect education and labour market outcomes; how environmental stressors affects human capital and productivity; and, how simple provision of information solves market failures in educational and environmental realms.



Sarah Kabay is a PhD candidate in international development education at NYU's Steinhardt School of Culture, Education, and Human Development. As an interdisciplinary researcher, she focuses on early childhood and primary education in both domestic and global contexts. Before beginning her doctoral program, she worked in Uganda for five years with the organisation Innovations for Poverty Action. Her current research projects include a qualitative study of social emotional learning in Niger, cost analysis of Boston's public pre-kindergarten programme, a mixed methods evaluation of a school scorecard intervention in Uganda, and a book on the Global Learning Crisis. She is a research affiliate at the Global TIES Research Center, a 2018 National Academy for Education Spencer Fellow, and a fellow in NYU's IES-sponsored Predoctoral Interdisciplinary Research Training Program in Causal Inference.



Michelle Kaffenberger is a research fellow with the RISE Programme where she analyses education systems and learning outcomes. She is also a senior research advisor with the World Bank, focusing on financial inclusion, social protection systems, and international education. She has designed, led, or advised on dozens of quantitative, qualitative, and mixed methods empirical research studies. She has also served as research adviser and consultant to the Bill & Melinda Gates Foundation, the United Nations, the Asian Development Bank, and a variety of private sector and non-profit organisations. Previously she was research manager and lead analyst at InterMedia, an international development research organisation. She began her career establishing a new base of operations for an international non-profit in Darjeeling, India.



Marieke Kleemans is an applied microeconomist with research interests in development economics and labour economics, working mostly on issues related to migration and human capital. She is an assistant professor at the Department of Economics at the University of Illinois at Urbana-Champaign. She received her PhD from the Department of Agricultural and Resource Economics at the University of California Berkeley.



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.

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Brian Levy is professor of the practice of international development at the School of Advanced International Studies, Johns Hopkins University; and academic director at the Nelson Mandela School of Public Governance, University of Cape Town. He worked at the World Bank from 1989 to 2012, including as head of the secretariat responsible for the design and implementation of the World Bank Group's governance and anti-corruption strategy. He has published widely on the interactions among institutions, political economy and development policy, including *Working with the Grain: Integrating Governance and Growth in Development Strategies* (Oxford U Press, 2014; info at www.workingwiththegrain.com) and, as lead editor and author, *The Governance and Politics of Basic Education: A Tale of Two South African Provinces* (Oxford U Press, 2018). He completed his PhD in economics at Harvard University in 1983.



Bronwen Magrath is a research fellow at Oxford University's Centre for Comparative and International Education, where she is currently working on the ESRC/DFID-funded Raising Learning Outcomes in Educational Systems Programme Research Lead (RLO-PRL). This programme aims to increase understanding of the factors that enable or constrain learning outcomes in developing countries by identifying synergies in research approaches and findings across the portfolio of RLO grants. She has also been working for the International Education Funders Group (IEFG), a network of foundations and private donors, since 2015. As program officer, she produces newsletters, position papers, and other written outputs and is currently working to formalise collaboration among philanthropic donors working in education in emergencies. Bronwen consults for other global education and development organisations, including the Global Partnership for Education and the Commonwealth Secretariat.



Raphaelle Martinez joined the GPE secretariat in 2013. She currently leads the team on policy and learning whose mandate is to mobilise and disseminate evidence and practices in the field of system strengthening, teaching and learning, as well as equity and inclusion. Previously, she was a senior education specialist in charge of planning, finance, and systems as part of the GPE Strategy, Policy and Performance team; and worked for two years as a country lead for eastern and southern African countries. She has been working in the field of education for 15 years, of which 10 were acquired as an education planning specialist at UNESCO HQ and in the field. She is a national of Argentina and holds Masters Degrees in political science and public policies, as well as education policies and planning from the Sorbonne University in Paris.



Edoardo Masset is deputy director of CEDIL. Before joining CEDIL he was deputy director and head of the London office of the International Initiative for Impact Evaluation (3ie), which he joined after working for seven years as a research fellow at the Institute of Development Studies at the University of Sussex. He is an agricultural and development economist with a long experience in conducting impact evaluations of development interventions as a researcher, as an independent consultant, and as a World Bank consultant. He also has experience of research synthesis work through a number of systematic reviews on a wide range of topics such as nutrition, health insurance, and cost-effectiveness. His core research interests include impact evaluation, rural development, education, child nutrition, poverty and inequality, and the analysis of household surveys.



Rashmi Menon is a senior associate at Evidence Action in Nairobi, where she works on the evaluation of a government-owned volunteer-led remedial education intervention. Previously, she worked at J-PAL on multiple education projects in India, including evaluations of a teacher accountability and feedback initiative, of a STEM teacher residency programme, and on the arithmetic abilities of working children. She is particularly interested in exploring interventions that improve the access to and quality of school education for disadvantaged communities, and has worked at the intersection of grassroots development, social innovation and impact evaluation. Prior to J-PAL SA, she supported advocacy and investments within school education at Central Square Foundation, and also served as a Teach For India fellow. She holds a BA in economics from Fergusson College, Pune and will be a 2021 MPA/ID student at the Harvard Kennedy School of Government.

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Barbara Mensch is a senior associate with the Population Council. She has conducted research on a broad array of public health, demographic and development issues in low income countries including analyses of: 1) the linkages between education and health; 2) the effect of a randomized controlled trial to improve girls' literacy; 3) adolescent schooling experiences and the effect on educational attainment; 4) the reliability of self-reports on sexual behaviour in demographic surveys and clinical studies; 5) behavioural issues in HIV prevention trials focusing on product acceptability and adherence; and 6) the quality of family planning services and the effect on contraceptive use. She received an MA in social and political sciences from Cambridge University and an MA and PhD in sociology and demography from Princeton University, and was a post-doctoral fellow at the Population Studies Center at the University of Pennsylvania and the School of Public Health at Columbia University.



Priya Mukherjee is a development economist, and is currently an assistant professor of economics at the College of William and Mary. Her interests lie in education and political economy, and she utilises both field experiments and non-experimental methods in her work. Her current projects are based in India, Indonesia, and Bangladesh. She received her PhD in economics from Cornell University in 2015.



Karen Mundy is professor of international and comparative education at the University of Toronto. She is a leading expert on education in the developing world. As chief technical officer at the Global Partnership for Education (GPE), she led the development of GPE's Strategic Plan 2015-2020, its Gender Equality Strategy, its Results Framework, Monitoring and Evaluation Strategy, and the publication of GPE's first two Results Reports. At the University of Toronto, she has been a Canada Research Chair and the associate dean of research and innovation. She was the president of the Comparative and International Education Society. Her research has covered the global politics of "education for all"; educational policy and reform in Sub-Saharan Africa; and the role of civil society organisations in educational change. She has published six books and more than five dozen articles and book chapters, and is a contributor to dozens of policy papers and reports. She is a two-time winner of the Bereday award.



Karthik Muralidharan is the Tata Chancellor's Professor of Economics at the University of California, San Diego (UCSD) and is a member of the RISE India team. Born and raised in India, he earned a bachelor's degree in economics from Harvard University (summa cum laude), an MPhil in economics from Cambridge University (ranked first), and a PhD in economics from Harvard University. His research spans development, public, and labour economics with a focus on improving the effectiveness of public spending in the social sector (education, health, and social protection programs). His research programme is characterised by large-scale randomised experiments conducted in partnership with governments to study the impact of programs and policies at scale. His research has been published in leading economics journals including the American Economic Review, Quarterly Journal of Economics, and Journal of Political Economy; and featured in global media outlets.



Benjamin Piper is the senior director, Africa education for RTI International based in Nairobi. He provides support to large scale education projects across sub-Saharan Africa, the Middle East and Asia. He led multi-country studies on the impact of scripted lesson plans on teacher instruction, the effectiveness of large-scale teacher professional development modalities and he is currently leading a multi-country study examining best practices in instructional coaching. He was previously the chief of party of the Kenyan national literacy program Tusome, the set of randomised control trials in Kenya called PRIMR, and the National Tablets Programme. He is currently leading a multi-country study of highly effective large-scale education programmes in collaboration with the Center for Global Development with funding from the Bill and Melinda Gates Foundation. He holds a Doctorate in education from the Harvard Graduate School of Education, and Masters' degrees in education from Harvard and Furman University.

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Lant Pritchett is the RISE research director at the Blavatnik School of Government, University of Oxford. Previously, he was a senior fellow at the Center for Global Development and professor of the practice of international development at the Kennedy School of Government at Harvard University. In 2017 he published two co-authored books through Oxford University Press: *Building State Capability and Deals & Development: The Political Dynamics of Growth Episodes*. He also published two solely authored 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, labour mobility, and education, among many others.



Shwetlena Sabarwal is a senior economist at the World Bank. She is a principal author for World Bank's World Development Report 2019, *The Changing Nature of Work*, and the World Development Report 2018, *Learning to Realize Education's Promise*. She is a core team member for World Bank's 'Human Capital Index'. She has published in the areas of education economics and labour markets. In education, her research is on learning, effort, and incentives. In labour markets, her work has focused on entrepreneurship, gender, and networks. She has led World Bank's education engagement in Tanzania, Bangladesh, and Nepal. She has led multiple education and social protection impact evaluations in Sub-Saharan Africa and South Asia. She holds a PhD in applied economics from the University of Minnesota.



Justin Sandefur is a senior fellow at the Center for Global Development (CGD) and a member of the RISE Intellectual Leadership Team. Prior to joining CGD, he spent two years as an adviser to Tanzania's national statistics office and worked as a research officer at Oxford University's Centre for the Study of African Economies. His research focuses on a wide range of topics, including education, poverty reduction, legal reform, and democratic governance.



Laura Savage is an education adviser with the UK Department for International Development's (DFID) Education Research Team, and leads on the RISE Programme for DFID. She has supported education system reform, in particular in Malawi and Bangladesh, and from a range of perspectives: for the Australian Department of Foreign Affairs and Trade (DFAT), UNICEF, Global Partnership for Education, the Organisation for Economic Co-operation and Development, and for the Ministry of Education Malawi. Her PhD at Cambridge was an ethnography of the politics of aid in Malawi's education sector.



Pieter Serneels is an associate professor in economics at the University of East Anglia. His research focuses on human capital, behavioural economics, and political economy in low and middle income countries. He provides research advice to the RISE Programme and the UK's Department for International Development (DFID) as their economics senior research fellow. He is an executive member of CBESS, research fellow at the IZA, EUDN, and EGAP, and research associate at CSAE.

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Abhijeet Singh is an assistant professor of economics at the Stockholm School of Economics. His research focuses on an analysis of education systems and interventions in developing countries and has been published in leading journals such as the American Economic Review, Journal of the European Economic Association, and the Journal of Development Economics. Prior to joining SSE, he was employed as a post-doctoral researcher at the Department of Economics at UCL and the Young Lives study at the University of Oxford. He holds a DPhil and an MSc in economics from the University of Oxford and a BA (Hons) in economics from the University of Del



Leonard Wantchekon is a professor in the politics department and associated faculty in the economics department at Princeton University and member of the RISE Nigeria team. Prior to joining Princeton University, he was on the faculty of New York University and Yale University. He is a member of the American Academy of Arts and Sciences and of the Executive Committee of the Council for International Teaching and Research at Princeton. He served as the secretary of the American Political Science Association and on the Ibrahim Index Technical Committee. He is a core partner director at the Afrobarometer Network and the founder the Africa School of Economics (ASE) in Benin. His research is broadly focused on political and economic development, particularly in Africa, and his specific interests include topics such as democratisation, clientelism and redistributive politics, resource curse, and long-term social impact of historical events.



Andrew Zeitlin is assistant professor at the McCourt School of Public Policy at Georgetown University and member of the RISE Tanzania team. He also serves as non-resident fellow at the Center for Global Development, research associate at the Centre for the Study of African Economies at Oxford University, and lead academic for the International Growth Centre's Rwanda Program. His research focuses on the interaction of social preferences and external incentives in state capacity. His recent work has focused on incentives for the provision of education in Uganda and Rwanda.
