

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

RISE Annual Conference 2016

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Presenter and Chair Biographies



Oxford Policy Management



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Ronald Abraham is IDinsight's Asia Director and a Partner with the organisation. He leads IDinsight's overall engagement portfolio and future growth in the Asia region. At IDinsight, he is engaged in evaluations in education, nutrition, governance, skills, among other sectors. Previously, he worked with Pratham and managed a state-wide learning excellence program in collaboration with the Government of Punjab. He was also an integral part of Pratham's national team that facilitates the Annual Status of Education Report. He holds a B.A. (Hons) in Economics from St. Stephen's College, Delhi University, and an M.P.A. in International Development from Harvard Kennedy School.



Tahir Andrabi is a Professor of Economics at Pomona College and a founding board member of the Centre for Economic Research in Pakistan (CERP). He has served as a member of the Economic Advisory Board of the Pakistan Ministry of Finance, a consultant to DFID and the World Bank concerning school reform in rural Sindh, and is the founding director of the Active Learning Initiatives Facility, which brought educational television to Pakistan. He is currently also leading the creation of the School of Education at Lahore University of Management Sciences (LUMS). He is a graduate of Swarthmore College and holds a Ph.D. in Economics from the Massachusetts Institute of Technology.



Salman Asim is an Economist with the Education GP Africa East and South at the World Bank. He leads analytical work on education development in Malawi and is a core member of task teams working on education operations in Tanzania and Malawi. He is also a lead researcher on a SIEF-funded impact evaluation aimed at improving community involvement in schools in Pakistan. Previously, he was a key part of the task-team implementing innovative results-based education operations in Sindh and Punjab provinces of Pakistan. His previous experience also includes working for the Development Economics Research Group on evaluations of community driven development projects. He is a Rhodes Scholar from Pakistan and holds an M.Phil. in Economics from the University of Oxford. He was recognised in 2015 by the British Council as one of the outstanding UK alumni in the US for his commitment and contributions in creating positive social change through his work on education development in Pakistan.



Luis Benveniste is the Education Practice Manager for Global Engagement and Knowledge at the World Bank. He was a co-author of the World Development Report 2012: Gender Equality and Development. His research interests focus on teacher policies and student assessment practices. His publications include *Teaching in Cambodia* (2008), with J. Marshall and M. Araujo, *Teaching in Lao PDR* (2008), with J. Marshall and L. Santibañez, "The political structuration of assessment: Negotiating State power and legitimacy," in A.H. Halsey, P. Brown, H. Lauder & J. Dillabough (eds.), *Education: Globalisation and Social Change* (2006) and *All Else Equal* (2003), with M. Carnoy and R. Rothstein, a book on accountability and the organisation of public and private schools in the United States. He holds a Doctorate in International Comparative Education from Stanford University and a B.A. (Magna Cum Laude) in Psychology from Harvard University.

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Kiran Bhatti is a Senior Fellow at the Centre for Policy Research (CPR) and is currently working on governance issues in elementary education through action research and policy. Her work is aimed at developing systems of transparency, accountability and community monitoring in education. In particular, she has focused on developing a methodology for conducting social audits of Right To Education Act (RTE) that includes finding local solutions through greater engagement with the lower bureaucracy. In the past, she was the national coordinator for RTE at the National Commission for Protection of Child Rights (NCPCR). She has served as an education expert on a range of national and international projects, including the committees that established the guidelines for merging the Sarva Shiksha Abhiyan (SSA) with the RTE. She currently serves on the Advisory Committee for Data and Management Systems at the National University for Education Planning and Administration (NUEPA). She holds an M.A. in Economics and an M.Phil. in Development Studies from the London School of Economics.



Tessa Bold is Assistant Professor at the Institute for International Economic Studies (IIES), Stockholm University. Before that, she was Chair of Development and International Economics at Goethe University Frankfurt, Germany. Her research interests include: Applied microeconomics and microeconometrics, microeconomic foundations of macroeconomics, group and network formation, contract theory, public and organisational economics, political economy. She holds a Ph.D. in Economics from the University of Oxford.



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 to, variously, AsianDB, Belgian Cooperation, DFID, EU, SIDA, NORRAD, UNDP, UNESCO, UNICEF, USAID, WHO, and World Bank on a wide variety of evaluation and review consultancies, spanning, education, health and justice. He is currently 20% at the Institute of Education and researches on accountability, adult literacy, economic rationality of drop-out, exploitation of women teachers, interplay between education and extremism; and is currently writing a book on understanding social data.



Leandro Costa is Economist at the World Bank in the Education Department. His research focuses on economics of education and public policy evaluation, particularly in the Brazilian education. He received his doctoral degree in Economics from the Federal University of Ceara (Brazil, 2010), and he was a Visiting Graduate Student at the University College London (UK, 2008).

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Lee Crawford is a Research Associate at the Center for Global Development and a Ph.D. student in economics at the University of Sussex. The main focus of his research is the improvement of Education systems. Previously he has worked as a consultant with Oxford Policy Management for a range of development agency and government clients, as an Economist for the government of South Sudan and the UK government, and on communications for Innovations for Poverty Action. He received an M.Sc. in Economics for Development from Oxford University and a B.Sc. in Development Economics from the School of Oriental and African Studies.



Luis Crouch is Chief Technical Officer at RTI's International Development Group. He specialises in education policy, decentralised finance (e.g., funding formulas), political economy of reform, education statistics, planning, and projections. He has experience in all key areas of policy analysis, from the generation of primary data, to statistical and econometric analysis, to Cabinet-level policy dialogue. He has previously worked at the World Bank and at the Global Partnership for Education. He has worked closely on South Africa's education sector funding reforms and more recently Egypt's decentralisation experiments, as well as decentralisation and other policy reforms in Peru and Indonesia. In the last few years he has become interested in early grade reading and targeted Early Childhood Development, as the key entry-points to improve education systems' response to the quality imperative. He is the author of many reports, technical papers including papers in refereed journals, and contributed to various technical books. He received an M.S. and a Ph.D. in Agricultural Economics from the University of California, Berkeley.



Duncan Chaplin is a Senior Researcher at Mathematica Policy Research. With 20 years of research and evaluation experience, he is an expert in teacher performance, evaluation, and incentive programs. He has worked with districts, charter management organisations, and non-profits to use their longitudinal data systems to create robust value-added measures of teacher performance based on student achievement. He has conducted research on many aspects of student achievement, such as dropout and graduation rates, and successfully worked with non-profits to develop and conduct random assignment evaluations of their interventions. His current projects include lead roles in the national evaluation of the Teacher Incentive Fund and the design of impact evaluations for the Millennium Challenge Account's energy interventions in Tanzania. Before joining Mathematica, he held research positions at the Urban Institute and was an adjunct professor at Georgetown University's Public Policy Program. Duncan holds a Ph.D. in Economics, from the University of Wisconsin, Madison.



Jacobus Cilliers is an assistant teaching professor at Georgetown's McCourt School of Public Policy. 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 relates primarily to questions of public service provision of basic education in sub-Saharan Africa. He is currently Principal Investigator to three different field experiments of education programs and reform – in South Africa, Nepal, and Uganda. In past research, he evaluated a community reconciliation program in Sierra Leone and conducted a field experiment on foreigner presence and generosity in Sierra Leone. He completed his M.Phil. (distinction) and D.Phil. in Economics at the University of Oxford.

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Barbara Dale-Jones is the CEO of BRIDGE, an educational non-profit organisation in South Africa. She has experience in organisational leadership and management, strategic planning and execution, project management, knowledge management, e-learning, publishing and is extensively knowledgeable and experienced in the field of education. Developing knowledge management approaches to inform school improvement practice is a key interest of Ms Dale-Jones. Her latest writing includes chapters for both *Twenty Years of Education Transformation in Gauteng 1994 to 2014* and the *Matthew Goniwe School of Leadership and Governance's handbook for district officials*. She regularly writes on education for the press in South Africa.



Ricardo Estrada is an applied economist working on education, labour and development economics. He holds a Ph.D. in Economics from the Paris School of Economics and graduated with an MA in Public Policy from the University of Chicago. In his doctoral dissertation, he used the centralised admission system to public high schools in Mexico City to study the general equilibrium effects of a change in demand over elite schools on school stratification, and the causal effect of elite schools on students' expected wages, as a novel indication of school value-added. He also evaluated – using a recent reform – the use of discretion in teacher hiring versus using a standardised test with no predictive power over teacher quality. He has worked as a consultant for international organisations, like the International Fund for Agricultural Development of the United Nations and the Population Council, and published the book *Professionals on Tent-hooks* on the labour market for college graduates in Mexico. Earlier in his career, he worked as a researcher at the think tank CIDAC and as a consultant at INSAD and Hill and Knowlton in Mexico City.



Melanie Ehren is a Reader and Programme director of the M.A. in Evaluation, Inspection and Educational Improvement at University College London Institute of Education. Her research focuses on the effects and side effects of accountability systems and particularly school inspections and high stakes testing. Recent work also looks at the interplay between accountability and system reform, particularly in decentralised, networked education systems. In the past, she was part of the OECD expert team reviewing the *Evaluation and Assessment in Education in Luxemburg* and served as the Coordinator of a three-year Erasmus+ funded study on 'polycentric inspections of networks of schools in four countries.' She holds a M.Sc. from the University of Twente.



David Evans is a Senior Economist in the Chief Economist's Office for the Africa Region of the World Bank. He coordinates impact evaluation work across sectors for the Africa Region. In the past, he worked as Senior Economist in the Human Development Department in the Latin America and the Caribbean Region of the World Bank, and as an economist designing and implementing impact evaluations in Africa. He has designed and implemented impact evaluations in agriculture, education, health, and social protection, in Brazil, the Gambia, Kenya, Mexico, Sierra Leone, and Tanzania. He has taught economic development at the Pardee RAND Graduate School of Public Policy, and he holds a Ph.D. in economics from Harvard University.

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Deon Filmer is a Lead Economist in the Research Group of the World Bank. He is a Principal Investigator on the evaluation of teacher and student incentives in secondary schools in Tanzania. He has worked extensively on issues of accountability including co-authoring a book; *Making Schools Work: New Evidence from Accountability Reforms* and was a core team member of the World Bank's 'World Development Report 2004 on Making Services Work for Poor People'. In addition to his research, he has also been involved in the operations division of the Africa region. He holds a B.A. from Tufts University and an M.A. and Ph.D. from Brown University.



Alejandro J. Ganimian is an Education Post-Doctoral Fellow at J-PAL South Asia in India and the Scientific Director of the Programa de Evaluación de Impacto en Educación at the Universidad Torcuato Di Tella in Argentina. His research employs randomised controlled trials to answer questions that are of interest to both economists and psychometricians in low- and middle-income countries and is currently serving as co-Principal Investigator in ongoing RCTs funded by the Inter-American Development Bank and the World Bank. In the past, he was a consultant for the American Institutes for Research, Grupo de Análisis para el Desarrollo (GRADE), Mexicanos Primero, the Inter-American Development Bank, the Bill & Melinda Gates Foundation, the World Bank, and the Partnership for Educational Revitalization in the Americas (PREAL). He holds a B.A. in International Politics from Georgetown University, an M.Phil. in Educational Research from the University of Cambridge, and a Ph.D. in Quantitative Policy Analysis in Education from Harvard University.



Paul Glewwe is a Distinguished McKnight University Professor in the Department of Applied Economics at the University of Minnesota. His main interests are economics of education, poverty and inequality in developing countries, and applied econometrics. In particular, his research has focused on the factors that determine academic outcomes in primary and secondary schools. Paul has conducted research on Brazil, China, Côte d'Ivoire, Ghana, Honduras, Jamaica, Jordan, Kenya, Madagascar, Malaysia, Morocco, Peru, the Philippines, Sri Lanka and Vietnam. His recent publications have appeared in the Handbook of the Economics of Education, Economic Development and Cultural Change, Journal of Development Economics, Journal of Economic Literature, Journal of Human Resources, Journal of Public Economics and World Bank Economic Review. He received his Ph.D. in Economics from Stanford University, and his B.A. in Economics from the University of Chicago.



Kara Hanson is a Professor of Health System Economics and Associate Dean for Research in the Faculty of Public Health and Policy of the London School of Hygiene and Tropical Medicine. Her research has focused primarily on the economics of health systems in low- and middle-income countries, and she has worked on health systems organisation and financing, mostly in sub-Saharan Africa, since 1988. As part of the RISE Programme, she applies her insights from the development of health systems research methods into education systems research. She is co-Research Director of RESYST – Resilient and Responsive Health Systems, which is a UK-DFID funded research consortium bringing together researchers from South Africa, Nigeria, Kenya, Tanzania, Thailand, India, Vietnam and the UK. She holds a Ph.D. in Health Economics from the Harvard School of Public Health.

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Robin Horn joined CIFF in 2014 as Director. He has been leading CIFF's work on early childhood development, including for the design and supervision of investments that incentivize governments, donors, and non-state providers – both profit and non-profit -- to deliver good quality and cost effective programs at scale. Before joining CIFF, Robin worked at the World Bank as an education sector manager where he was responsible for carrying out the Bank's efforts in education strategy, policy analysis, and program development. He also conceptualized and launched the Systems Approach for Better Education Results (SABER) initiative. Previously, he was the lead education specialist in the World Bank's Europe and Central Asia Region and responsible for the World Bank's education programs in Brazil. His policy work and projects have focused on education quality, learning outcomes, system management, and finance for basic, secondary, and tertiary education systems. Before joining the Bank, he was the education economist for the Africa Bureau of USAID.



Sharath Jeevan is the Founder and CEO of STIR Education. Prior to founding STIR in early 2012, Sharath founded Teaching Leaders, an innovative UK education non-profit that attracted over \$25m in national expansion funding, and was replicated in the US with the support of the Bill and Melinda Gates Foundation. This experience was key to helping him to realise the potential that teachers could play in leading education reform, particularly in developing countries such as India (where Sharath was born) where the lack of teacher motivation and skills are currently contributing to a learning crisis. He spends the majority of his time working with and supporting STIR's senior team across India, Uganda and the UK, and overseeing STIR's strategy and the development of key strategic and resource partnerships. He previously held senior roles at eBay UK (where he founded eBay for Charity), consultants Booz & Co, online marketplace GlobalGiving and international NGO Action Aid. He holds degrees from Cambridge and Oxford Universities and an M.B.A. from INSEAD.



Tim Kautz is a Researcher at Mathematica Policy Research. His research interests included health, education, and human capital development. In the past, he studied the returns to the General Educational Development (GED) certificate and how to integrate personality psychology and economics. He worked at the Centre for the Economics of Human Development at the University of Chicago on a dynamic model of female labour supply and an evaluation of Chicago's OneGoal program that helps disadvantaged students attend and persist in college. He holds a Ph.D. in Economics from the University of Chicago.



Geeta Kingdon is Chair of Education Economics and International Development at University College London Institute of Education. In the past, she served as a Research Fellow at the Department of Economics at the University of Oxford. She is a Development Economist and her research interests include Economics of Education, Labour Economics and the Economics of Happiness. She holds a B.Sc. in Economics from the London School of Economics and Political Science, as well as a M.Sc. and D.Phil. in Development Economics from the University of Oxford.

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Anne McLennan is an Associate Professor at the Wits School of Governance. She holds a Master in Education degree (with distinction) from Wits University and a PhD (in the governance and management of education) from the University of Liverpool. She was part of the team who established the Wits Graduate School in the early 1990s and was seconded to the Public Administration Leadership and Management Academy (PALAMA) as Deputy Director-General for Executive Development in 2009 and 2010. Her research explores the interface between governance and public service, public sector reform and the politics of delivery in (unequal and under-resourced) contexts. She has been teaching and supervising for over 20 years in the areas of governance and development.



Kitila Mkumbo is a senior lecturer and previous dean of the College of Education at the University of Dar es Salaam. He is currently on sabbatical leave heading up the What Works in Education program for Twaweza East Africa, an initiative that works on education and issues concerning government transparency and responsiveness in Tanzania, Kenya and Uganda. He has published numerous papers on education in Tanzania and has extensive relationships with officials at the Ministry of Education and the Presidential Delivery Unit. He holds a Ph.D. in Psychology from the University of Southampton.



Ritva Reinikka is the chair of the Research on Improving Systems of Education (RISE) Delivery Board. She was formerly a director at the World Bank where, over two decades, she held various positions in the Africa and Middle East and North Africa regions and the Development Research Group. Her most recent assignment was director for human development in the Africa region. She was also co-director of the 2004 World Development Report Making Services Work for Poor People. Prior to joining the World Bank, she worked at the Centre for the Study of African Economies in the University of Oxford, the Helsinki School of Economics, UNICEF, and Finland's Ministry for Foreign Affairs. She has published in peer-reviewed journals and policy-oriented outlets on public economics, service delivery in education, health, and infrastructure, governance, micro foundations of growth, and international trade. She holds a D.Phil. in Economics from the University of Oxford.



Halsey Rogers is Lead Economist with the Education Global Practice of the World Bank. From July 2016, he will serve as co-director (with Deon Filmer) of the 'World Development Report 2018: Realizing the Promise of Education for Development.' He leads the World Bank's global work on teacher policy and co-authored the new Latin America regional report, 'Out of School and Out of Work: Risks and Opportunities for Latin America's Ninis' (2016). He has represented the World Bank in UN-hosted negotiations on the SDGs and Education 2030 agenda, researched education innovation for a creative economy with the Korean government, lead the Systems Approach for Better Education Results (SABER) program, and co-authored the World Bank's 'Education Strategy 2020: Learning for All.' He has published and advised on teacher effectiveness, service delivery in education, aid effectiveness, development strategy, and other education topics. He co-authored *Growth and Empowerment: Making Development Happen* (Oxford University Press, 2006); served as Senior Economist in the World Bank's Research Department; and advised many organisations and governments.

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Caine Rolleston is Senior Lecturer in Education and International Development at University College London Institute of Education (UCL-IOE). He has worked on education and international development in a range of countries including Ghana, Vietnam, Ethiopia, Peru, India and Sri Lanka and is currently Senior Education Associate for the Young Lives comparative international study of childhood poverty, based at the University of Oxford. For Young Lives, he leads the development of school surveys and research on school effectiveness. His research interests include issues in the economics of education in developing countries, educational access and equity, privatisation, learning metrics and trajectories, longitudinal studies in education and development, cognitive and non-cognitive skills development and survey design. He received his Ph.D. from the University College London Institute of Education.



Rebecca Schendel is Lecturer in Education and International Development at University College London Institute of Education. Her research focuses on the relationship between higher education and human development in Sub-Saharan Africa, with particular emphasis on questions of pedagogy, student learning and processes of institutional change. She is currently co-Principal Investigator of a three-year study, funded by the Economic and Social Research Council and the Department for International Development (UK), which is investigating pedagogy for critical thinking at universities in Kenya, Ghana and Botswana. She holds a Ph.D. in Education and International Development from University College London Institute of Education, an M.Ed. in Higher Education from the Harvard Graduate School of Education and a B.A. in African History from Brown University.



Ben Ross Schneider is Ford International Professor of Political Science at MIT and director of the MIT-Brazil program. Prior to moving to MIT in 2008, he taught at Princeton University and Northwestern University. His recent books include *Hierarchical Capitalism in Latin America* (2013), *Designing Industrial Policy in Latin America: Business-Government Relations and the New Developmentalism* (2015), and *New Order and Progress: Development and Democracy in Brazil* (2016). He also has written on topics such as democratisation, the developmental state, education and skills, labour markets, and business groups. His work on education reform includes 'Negotiating Education Reform: Teacher Evaluations and Incentives in Chile (1990-2010)' (with Alejandra Mizala). Ben received a B.A. from Williams College, an M.A. from Columbia University and a Ph.D. from the University of California, Berkeley.



Daniela Scur is a Ph.D. Candidate in Economics at the University of Oxford (Nuffield College) and the RISE Research Communications Officer. She also works at the London School of Economics as a Research Officer for the Centre for Economic Performance and a Project Director for the World Management Survey. Her research focuses on organisational practices and their relationship with productivity and labour outcomes in both the public and private sector. In her current work, she is exploring the effect of improving school management practices on teacher value added and student outcomes. Daniela received a B.A. in Joint Specialist Economics and Political Science and an M.A. in Economics from the University of Toronto.

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Abhijeet Singh is a Quantitative Research Officer with the Young Lives study based at the University of Oxford. His published research projects have focused on evaluating the causal effects of private schooling in India on student achievement and socio-emotional skills using value-added models, on the effects of the midday meals' scheme on nutrition, on differences in student achievement in private and public sectors at the time of school entry, and on gender-based differences across a range of outcomes in multiple developing countries. He has recently focused on estimating system-level productivity of schooling across four developing countries including India. He has extensive experience on fieldwork, survey design, and survey data analysis with a specific focus on measurement of education, nutrition, and child-wellbeing. He holds a D.Phil. and a M.Phil. in Economics from the University of Oxford and a B.A. (Hons) in Economics from the University of Delhi.



Yuli Tamir is the President of Shenkar College of Engineering, Design and Art and a former Israeli Education Minister. In the past, she taught at the Philosophy Department at Tel Aviv University, and served as a Research Fellow at Princeton, Harvard, Pennsylvania and New York Universities. She has written many articles and books on liberalism, education, nationality, feminism, and human rights. During her academic career she was also involved in public activity and was a board member of the Israeli institute of democracy (1995-1999) and the Jerusalem Foundation (1998-1999). Following the 2007 elections, She was appointed Minister of Education and led the Ofek Hadash (New Horizon) Reform - one of the broadest reforms ever implemented in the Israeli education system. She worked for expanding the education budget, building thousands of classrooms in peripheral cities, as well as promoting longer school days and civics studies. She received a received a B.A. in Biology and an M.A. in Political Science from the Hebrew University of Jerusalem, and a Ph.D. in Political Philosophy from Oxford University.



Patrícia Tavares is a Lemann Visiting Fellow of Practice at the Blavatnik School of Government. She is also a faculty member of EAESP/FGV, INSPER, and Centro de Liderança Pública, and a Lecturer for Fundação Dom Cabral. She has extensive experience designing and delivering Executive Education programmes for public, private or not-for-profit organisations. Her areas of expertise include power and politics, decision making and negotiation, organizational culture, and change management. Patrícia has worked as a consultant for private and public organizations for the past 20 years, mainly in the areas of human and organizational development. She has worked as a mentor at Endeavor network and pedagogical coordinator at the not-for-profit HURRA!. She is the founder and managing partner at Nex-us Consulting and co-founder of Datapedia.info. She holds a Bachelor degree in Public Management, a Master in Government Policymaking and a Doctorate in Management from EAESP/FGV.



Samuel G. Weldeegzie is a Ph.D. fellow at the ACDE, Crawford School of Public Policy, Australian National University (ANU). He currently works as a teaching and research assistant at ANU. Prior to this, he received his M.A. degree in Development Studies (Specialization in Economics of Development) from International Institute of Social Studies of Erasmus University, Rotterdam, The Netherlands in 2011 and his B.A. degree in Economics from Jimma University, Ethiopia in 2007.