

# RISE

RESEARCH ON IMPROVING  
SYSTEMS OF EDUCATION

## RISE Annual Conference 2017

Center for Global Development  
Washington, DC

Thursday 15 June – Friday 16 June 2016

### Presenter and Panelist Biographies



Oxford Policy Management



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**Farzana Afridi** is an associate professor in the Economics and Planning Unit at the Indian Statistical Institute in Delhi. Her main area of research is development and labour economics. Her current research interests include female labour force participation, the design of public programs in developing countries, and the effects of social identities on labour productivity. She obtained her Ph.D. in economics from the University of Michigan, Ann Arbor and an M.A. in economics from the Delhi School of Economics. Her areas of interest are education, health, gender, and political economy.



**Felipe Barrera-Osorio** is an assistant professor of education and economics at the Harvard Graduate School of Education. 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 - a recognition given every other year to a Colombian economist under the age of 40. Between 2004 and 2006, he was the Deputy Director of the Colombian think-tank Fedesarrollo before he moved to the United States in 2006 to work as a senior economist at the World Bank. He holds a Ph.D. in Economics from the University of Maryland, College Park, USA and a B.A. in Economics from Universidad de los Andes, Bogota, Colombia.



**Natalie Bau** is an assistant professor at the University of Toronto and a CIFAR Azrieli Global Scholar. She is interested in development and education economics with a special emphasis on the industrial organisation of education markets. She received a Ph.D. in Public Policy and a B.A. in Economics from Harvard University.



**Amanda Beatty** is a senior researcher at Mathematica Policy Institute. She leads large-scale impact evaluations on education, early childhood, and community-driven development throughout Africa and Asia. Currently, she leads the design and implementation of a randomised impact evaluation of a community-based project which aims to reduce chronic malnutrition in Indonesia. She also serves as a principal investigator for a pilot project that seeks to promote community-led solutions to improve delivery of education in the most remote areas of Indonesia. In addition, she is a principal investigator for a project studying the impact of a nation-wide community-driven development programme in the Philippines. Before joining Mathematica in 2012, she led randomised evaluations related to early childhood education and development, community engagement in education, and teacher professional development as an economist with the World Bank in Indonesia.



**Moussa Blimpo** is an economist in the Office of the Chief Economist for the Africa Region at the World Bank. Prior to this position, he was an assistant professor of economics and international studies at the University of Oklahoma (2012-2015). He completed a Ph.D. in economics from New York University in 2010 and spent two years as a post-doctoral Fellow at Stanford University's Institute for Economic Policy Research (SIEPR). His research interest focuses on a wide range of policy relevant questions on African economies. He is the founding director of the Center for Research and Opinion Polls (CROP), a think-tank in Togo that he led between 2011 and 2015.

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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.

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**Julie Buhl-Wiggers** is a Ph.D. Fellow in the Department of Food and Resource Economics at the University of Copenhagen. Her main research interests are in the areas of economics of education and health. Her work focuses on teacher effectiveness, and inequalities in educational achievement. Currently, she is also engaged in the Northern Uganda Literacy Program (NULP) as a research assistant. She holds a B.A. and a M.Sc. in agricultural economics from the University of Copenhagen.

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**David Coleman** is Senior Education Advisor at the Australian Department of Foreign Affairs and Trade. He has extensive education for development experience in Asia and the Pacific. He previously served as UNICEF Chief of Education in Cambodia, education adviser with the New Zealand Aid Program, and education specialist with the AusAID Education Resource Facility. He holds a doctorate in international education policy and programme evaluation, and is co-author of the book, *The United Nations and Education: Multilateralism, Development and Globalisation*.

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**Claudia Costin** currently works for the Center of Innovation and Excellence in Education Policies/Getulio Vargas Foundation. Prior to that, she was the Senior Director for education at the World Bank between July 2014 and June 2016. Before joining the World Bank Group, she was Secretary of Education, Rio de Janeiro. Under her, learning results rose by twenty-two percent in the city. She also implemented an early childhood programme, working across sectors with the health and social protection secretariats. She has been vice president of the Victor Civita Foundation, dedicated to raising public education quality. She helped create the civil society movement Todos pela Educação, also serving on its technical committee. Her former positions include Secretary of Culture, Sao Paulo State and Federal Minister, Public Administration and State Reform.

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**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.

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**Pablo Cevallos Esterallas** is the Head of the International Institute for Educational Planning's (IIEP) Regional Office for Latin America. A national of Ecuador, he holds a Ph.D. in Education from Montclair State University (USA) where he was also a Fulbright/LASPAU Scholar. He has over twenty-five years of work experience in the field of education. Prior to joining IIEP, he served as Ecuador's Vice-Minister for Education (2010-2013) and Under-Secretary for Educational Quality (2009-2010). Since 2014, he has been a professor at Universidad San Francisco de Quito. His research and publications focus on educational reforms in Latin America, initial teacher education, philosophy of education, citizenship education, and the teaching of academic writing, philosophy, and critical thinking. He has taught at secondary and university levels in Ecuador and the United States, and has worked as an international consultant in Latin American countries.



**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.



**Alejandro J. Ganimian** is an education post-doctoral Fellow at the Jameel Poverty Action Lab (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. He 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.



**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).



**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. He 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.

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**James Habyarimana** is an associate professor at the McCourt School of Public Policy at Georgetown University. His main research interests are in Development Economics and Political Economy. In particular, he is interested in understanding the issues and constraints in health, education, and the private sectors in developing countries. In health, he is working on understanding the impact of policy responses to the HIV/AIDS epidemic in Africa and evaluating a number of health improving interventions in road safety and water, sanitation and hygiene. In education, his work focuses on identifying programmes and policies to improve access and quality of secondary schooling. His primary regional focus is Africa. He was also a non-resident Fellow at the Center for Global Development.

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**Jonathan London** is university lecturer of Global Political Economy - Asia at the Leiden Institute of Area Studies at the University of Leiden, Netherlands. He has previously held positions at the City University of Hong Kong and Nanyang Technological University. He is a leading scholar of contemporary Vietnam. He holds a Ph.D. in sociology from the University of Wisconsin-Madison. His research interests span the fields of comparative political economy, development studies, and the political economy of welfare and stratification. Fluent in Vietnamese, he is author of the first and only Vietnamese language blog on Vietnamese politics written by a foreigner. He has also served as an analyst for such international organisations as UNDP, UNICEF, and OXFAM.

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**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.

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**Menno Pradhan** is an economist who focuses on impact evaluation of health and education interventions in developing countries. He holds a Ph.D. from Tilburg University, and has since then worked at the VU University Amsterdam, Cornell University, and the World Bank. He has investigated the effects of health insurance, social funds, teacher training, and early childhood development interventions on human development outcomes. He also has investigated poverty more broadly, by including dimensions such as subjective poverty, health inequality, and conflict.

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**Ingo Outes-Leon** is a departmental lecturer at the Blavatnik School of Government and a junior research Fellow of Wolfson College, Oxford University. Prior to joining the school, he held a three-year British Academy post-doctoral fellowship at the Economics Department. He obtained his Ph.D. in 2013 from Oxford University, and holds M.Sc. degrees from Queen Elizabeth House, Oxford, and the London School of Economics. Much of his research is focused on issues of early child development, risk and insurance, and poverty dynamics. He explores the impact of uninsured risk on household and individual decision making in middle and low income economies, and how insurance and credit market imperfections can be overcome through social protection programmes and innovative micro-finance products.



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**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. Laura 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 Ph.D. at Cambridge was an ethnography of the politics of aid in Malawi's education sector.



**Shwetlana Sabarwal** is an economist at the Education Global Practice of the World Bank. She received her Ph.D. in Applied Economics from the University of Minnesota in 2008. Her main research interests are in the areas of economics of education and labour markets. In education, her work focuses on impacting teacher and student effort, stimulating demand for services, performance-based financing for education, and the political economy of education reform. In regards to labour markets, she is working on entrepreneurship, matching externalities, and the role of kinship networks.



**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.



**Yared Seid** is a country economist for the Ethiopia Country Programme at the International Growth Centre. His research interests are applied microeconomics, development economics, and applied econometrics, with a specific concentration on topics in human capital investment in children in developing countries. His research includes investigating barriers to primary school enrolment, analysis of delayed primary school enrolment, and assessing within household human capital spillover. Prior to joining the International Growth Centre, he held teaching and research assistant positions at Georgia State University, USA where he gained a Ph.D. in Economics.



**Liesbet Steer** is Director of Research for the Education Commission. Previously, she was a Fellow at the Center for Universal Education at Brookings, where she worked on education in developing countries. She has nearly twenty years experience in international development research and on-the-ground technical assistance. Previously, she was director of the Overseas Development Institute's (ODI) flagship programme on development progress and a Fellow of ODI's Centre for Aid and Public Expenditure (CAPE), where she conducted research on development finance and aid effectiveness, and the production and use of impact evaluations. She also directed the economic reform programme for the Asia Foundation in Indonesia, a technical assistance and research programme on local economic development and growth. She holds a M.Sc. in Quantitative Economics and Ph.D. in Development Economics.

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**Joseph Wales** is a Senior Research Officer at the Overseas Development Institute (ODI). His work focuses on the political economy of service delivery, specialising in education systems and reform. His recent work examines how political institutions and norms affect the potential for education reforms that improve learning outcomes, and the implications this has for how international agencies engage in different contexts. He is a graduate of Oxford University and the London School of Economics & Political Science. Prior to ODI, he worked in Mexico and India conducting impact evaluations for small education NGOs.



**Tjip Walker** is a Senior Policy Analyst in the Bureau for Policy, Planning and Learning (PPL) at the US Agency for International Development (USAID). Currently, he is leading Agency efforts to implement the Local Systems Framework, USAID's commitment to sustained development that puts local systems at the center of its work. In support of that effort, he works across USAID to spread good systems practice by encouraging innovation, identifying promising tools and approaches, and integrating them into Agency programming. Previously, he served as the Deputy Director of PPL's Office of Learning, Evaluation and Research where he oversaw efforts to promote thought leadership and organizational learning in Washington and in the field. His earlier USAID assignments included Technical Lead for the Office of Conflict Management and Mitigation, Senior Conflict and Governance Advisor and Nigeria Country Representative for the Office of Transition Initiatives, and Program Manager for USAID/Cameroon.



**Tassew Woldehanna** is a professor of economics and Vice President for Research and Technology Transfer at Addis Ababa University, Ethiopia. He obtained his Ph.D. in Household Economics from Wageningen University, The Netherlands. He is a development economist mainly interested in fiscal incidence, child welfare and poverty, employment, micro and small-scale enterprise development, entrepreneurship, and food security. He has published several book chapters and article in peer review journal in the area of poverty and education and health. Currently, he is a principal investigator with Young Lives, an international study of childhood poverty following 12,000 children in four countries (Ethiopia, India, Vietnam and Peru).



**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.