COMPREHENSIVE EVALUATION OF THE GLOBAL PARTNERSHIP FOR EDUCATION: TERMS OF REFERENCE AND MEMBERSHIP FOR THE INDEPENDENT STEERING COMMITTEE

For Decision

1. PURPOSE

The purpose of this document is to seek the approval from the Board of Directors on: (i) the Terms of Reference ("TOR") for the Independent Steering Committee ("ISC") for the Evaluation of the Global Partnership for Education; and (ii) the members of the ISC (Annex 2). The TOR can be found in Annex 1 and the resumes of the proposed members for the ISC in Annex 2. The proposed decision language is included below.

2. BACKGROUND

2.1 At its face-to-face meeting in November 2011, the Board endorsed the need for an effective monitoring and evaluation capacity within the Global Partnership and Secretariat and requested that the Secretariat deliver by March 31, 2012:

- The terms of reference for an independent Steering Committee to oversee an independent evaluation of the Global Partnership since the previous midterm evaluation of the Education for All Fast Track Initiative ("FTI") in 2010;
- The proposed selection criteria and process for membership in the ISC.

2.2 At the start of 2013, due to the delay for initiating these tasks, the Secretariat identified five individuals representing a diversity of expertise and experience needed for overseeing the evaluation of a partnership like the Global Partnership. These individuals were recruited on a temporary consultancy basis to develop a concept note for the overall design of the evaluation and to help the Secretariat draft the TOR for an Independent Steering Committee as requested by the Board.

2.3 On July 1, 2013 the Secretariat submitted to the Board the concept note for the design of the evaluation, the draft TOR for the ISC, and a proposal proposing that the five experts that developed the concept note and ISC TOR would be considered potential members of the ISC. Also, the addition of a sixth member was recommended.

2.4 Following receipt of comments from the Board on the draft concept note and ISC TOR, as well as for ISC membership, the Secretariat finalized the ISC TOR and is presenting it to the Board for approval.

2.5 The following six experts, representing a diversity of expertise and experience needed for overseeing the evaluation of a partnership like the Global Partnership, were identified by the Secretariat as potential members of the Steering Committee:

(i) **Dr. Birger Fredriksen (Norway)**, a leading expert on the development of education in developing countries. He worked for 20 years at the World Bank including as Director for Human Development for Africa, and 12 years at the OECD and UNESCO.

(ii) **Dr. Rasmus Heltberg (Denmark),** Lead Evaluation Officer with the World Bank's Independent Evaluation Group (IEG), responsible for IEG's work on global programs and partnerships.

(iii) **Dr. Karen Mundy (Canada)**, Professor at the University of Toronto and the Canada Research Chair in the Department of Leadership, Higher and Adult Education at Ontario Institute for Studies in Education ("OISE").

(iv) **Dr. Moses Oketch (Kenya)**, the Director of Research at the African Population and Health Research Center (on leave from the Institute of Education University of London) and an Adjunct Full Professor at the University of Pennsylvania.

(v) **Dr. Pauline Rose (Great Britain)**, Director of the Education for All Global Monitoring Report since August 2011.

(vi) **Dr. Liesbet Steer (Netherlands)**, Senior Fellow at the Center for Universal Education, Brookings institution.

2.6 In their feedback Board members raised a concern about the lack of diversity in the proposed members, with only one candidate from a developing country, and recommended including more people with this profile.

3. REASON FOR RECOMMENDATION

3.1 The TOR for the Independent Steering Committee presented in Annex 1 was finalized by the Secretariat, and built on extensive consultations with international evaluation specialists. The ISC will play a key role as an intermediary between the Board and the team contracted to undertake the evaluation. It will have the responsibility for ensuring the quality, integrity and timeliness of the evaluation and preserving the independence of the evaluation itself. In particular, the ISC will:

- provide advice and guidance to the Board about the overall design and process for implementing the evaluation;
- act as the primary oversight body in relation to the implementation of the evaluation, ensuring timeliness of all deliverables and adherence to the TOR;
- ensure the overall quality of the evaluation design and the implementation of the evaluation; and
- ensure the independence of the evaluation process.

3.2 The Independent Steering Committee will play a key role in the evaluation of the Global Partnership, as it will oversee the overall independence, quality and timeliness of the evaluation process. Based on their high profile and the quality of the work already done with the concept note, the six experts (with potentially a seventh expert), are the appropriate team for fulfilling the role of a Steering Committee. Following its approval and future appointment, this Committee will be accountable to the Board.

4. DECISION REQUESTED

The Secretariat proposes that the Board consider the approval of the following decision:

BOD/2013/10 DOC 2 – <u>Approval of the ISC TOR and the ISC Membership for the Comprehensive Evaluation of the Global Partnership for Education</u>: The Board of Directors approves:

(i) the TOR for the ISC for the evaluation of the Global Partnership for Education contained in Annex 1 of this paper;
(ii) the members of the ISC as set out in Annex 2 of this paper; and
(iii) the addition of a seventh member from a developing country.

5. NEXT STEPS

Upon approval of the ISC TOR and the membership of the Steering Committee, members will be appointed at the beginning of October. The Secretariat in coordination with the ISC will look for an additional member. The ISC will finalize the concept note and the chair will present it at the next Board meeting in November.

6. COST

The estimated cost for the ISC included in the attached TOR is US$337,000.

ANNEX 1

Terms of Reference for the Independent Steering Committee for the Evaluation of the Global Partnership for Education

September 6, 2013

1. INTRODUCTION

1.1 In line with international best practice, the Board of the Global Partnership for Education (GPE) agreed to the appointment of an Independent Steering Committee (ISC) to provide advice on evaluation approaches and practices at all levels and guide and direct the overall design and implementation of the forthcoming evaluation of the GPE (BOD/2011/11-DOC05).

1.2 This document sets out the terms of reference for the Independent Steering Committee. The ISC will play an intermediary role between the Board of the GPE and the team contracted to undertake the evaluation. It will have responsibility for ensuring the quality, integrity and timeliness of the evaluation and preserving the independence of the Evaluation itself.

2. APPOINTMENT, COMPOSITION AND GOVERNANCE OF THE INDEPENDENT STEERING COMMITTEE

2.1 The ISC will be appointed by the Board of the GPE in consultation with the GPE Secretariat. Members of the ISC will be contracted as independent consultants and paid from the evaluation budget. They will receive administrative and financial support from the M&E team of the GPE Secretariat, with the understanding that the independence of the ISC and the Evaluation Contractors will be preserved in all interactions with the Secretariat.

2.2 The ISC will be comprised of at least five individuals with expertise in the areas of international educational development, aid architecture and aid effectiveness, and evaluation practices of international development programs. Proposed members will be selected to reflect a diversity of institutional experience, and varied geographical and methodological expertise.

2.3 *Appointment of Chair*. After its appointment, the ISC will appoint a chair selected by consensus. The Chair's tasks shall include all direct communication with the Evaluation Contractor, the Board of Directors, and the GPE Secretariat on behalf of the committee; circulation of documents for appraisal and comment by the ISC; organization and chairing of ISC meetings; organization and chairing of meetings with the Evaluation Contractor and participation in meetings with stakeholders. The Chair will be consulted by the GPE Secretariat before invoices for payment and reimbursement from the Evaluation Contractor and ISC members are approved.

2.4 *Decision-making*. No substantive decisions shall be taken by the Chair without advice and consent of the full ISC. When ISC decisions cannot be made by consensus, they will be arrived at by majority vote, with the Chair holding an additional vote in the case of a tie.

2.5 *Reporting*. The ISC will be an independent body reporting to the Board of the GPE. It will provide quarterly updates to the GPE Secretariat and the Board of GPE on the progress of the evaluation. The ISC will also provide additional information when required by the evaluation process or when requested by the Board of GPE.

2.6 *Logistics, Costs and Administrative Arrangements*. The GPE Secretariat shall be responsible for establishing the contracts for the steering committee members, and will handle reimbursements for travel and other costs, based on an agreed budget and estimated level of effort. The M&E Team will also provide logistical support to the ISC. However, as noted above, the ISC shall operate independently and at arm's length from the M&E Team and the GPE Board which shall not interfere with the content and direction of the evaluation itself once the Evaluation Concept Note is approved by the Board.

3. OVERARCHING ROLES AND RESPONSIBILITIES OF THE INDEPENDENT STEERING COMMITTEE

3.1 The overarching role of the Independent Steering Committee is to:

- Provide advice and guidance to the GPE Board about the overall design and process for implementing the GPE Evaluation.
- Act as the primary oversight body in relation to the implementation of the evaluation, ensuring timeliness of all deliverables and adherence to the TOR.

- Ensure the overall quality of the evaluation design and the implementation of the evaluation, including theoretical and methodological integrity, the appropriateness of the evidence selected; the accuracy and warrant for its findings; and the framing of findings and recommendations in a constructive and objective manner.
- Ensure the independence of the evaluation process.
- Act as an independent monitor of input from stakeholders at key junctures in the evaluation process: in particular, in consultations with stakeholders at the design phase; in consultations with stakeholders after the completion of draft country studies; and in the consultations with stakeholders that will occur at the completion of the draft evaluation synthesis.
- Provide quarterly updates and information on progress to the GPE Board of Directors and the GPE Secretariat.
- Release the final evaluation synthesis to the Board of Directors.
- Make initial recommendations to the GPE Board of Directors about the dissemination and use of the evaluation report.

3.2 NB. While the ISC will have the authority to request revisions in the evaluation synthesis report and the sub-studies in the evaluation, such revisions shall only be requested based on an objective assessment of the accuracy and validity of the findings and the constructive presentation of the report's final recommendations. The Evaluation Team must be ensured the right to finalize its recommendations without interference. In the event of any outstanding disagreements on validity or tone of the findings and recommendations, these may be captured in a note from the ISC included as an appendix to the final Evaluation Synthesis Report prepared by the Evaluation Contractors.

4. DETAILED DUTIES AND TASKS ASSIGNED TO THE STEERING COMMITTEE BY EVALUATION PHASE

4.1 Phase I (Pre-evaluation design and start-up)

- Develop a draft Concept Note for consultation with the Board and other stakeholders. The Note will summarize key objectives, principals, methodological issues, scope, costs and a high level timeline for deliverables.
- Based on the Concept Note approved by the Board of Directors, write the Terms of Reference, the Request for Expression of Interest, and the Request

for Proposals that will be used in the competitive bidding process for the selection of the Evaluation Contractor.

- Work with the GPE Secretariat to ensure that the requests are widely circulated and to respond to expressions of interest by providing additional information.
- Lead the shortlisting of bidding firms and the ultimate selection of an evaluation contractor based on rigorous and objective vetting of the proposals submitted in response to the RFP. The final recommendation should be based on a face-to -face meeting with a shortlist of potential contractors.

NB. The GPE Secretariat shall be responsible for preparing the final contract with the Evaluation Contractor, and the timely provision of financial reimbursements as they are due. The GPE Board will mandate the selection of the Evaluation Contractors and GPE Secretariat will hold legal documents related to the execution of the evaluation.

4.2 Phase II (Inception)

- Provide written feedback to the Evaluation Contractor on an initial inception report/evaluation design ensuring that it meets the highest standards for rigor.
- Act as an objective observer in consultations seeking input from stakeholders, the Board, the Secretariat, and GPE partners into the evaluation design, ensuring that the evaluation design is widely understood and endorsed by members of the partnership.
- Oversee finalization of the evaluation design and work plan by the Evaluation Contractor, including through a face-to-face meeting with the Evaluation Contractor.
- Comment on the selection of case studies and other evaluation sub-components, including the preparation of a framework for the selection and implementation of country case studies.
- Ensure that a clear timeline with precise deliverables is in place to ensure appropriate implementation of the evaluation.

4.3 Phase III (Implementation)

- Mandate and review quarterly progress reports from the Evaluation Contractor.
- Review and comment in writing on intermediate deliverables and drafts according to the timeline established in the final evaluation design.
- Prepare quarterly reports on the progress of the evaluation for the GPE Board and Secretariat.
- Provide additional information when required by the evaluation process or when requested by the Board of GPE.
- Organize and attend a quarterly meeting with the Evaluation Contractors during the course of the Evaluation (may be face to face or using distance communications).

4.4 Phase IV (Completion)

- Provide a full written review and comment on the drafts of the deliverables provided by the Evaluation Contractor (including the country case studies and other sub-studies for the Evaluation). The goal of these reviews is to ensure that each component study has adequately answered the evaluation questions; provides sufficient evidence to warrant its findings; and presents findings and recommendations in a constructive mode conducive to organizational learning.
- Act as the objective observer of consultations with stakeholders at the national level when country level studies are presented to local education partners, for validation and comment.
- Act as an independent observer at the presentation of the draft Evaluation Synthesis document to the GPE Board for validation and comment.
- Make suggestions to the Evaluation Contractor for revision and organization of its findings into a final synthesis of the evaluation to be presented to the Board.
- Review and comment on the findings and recommendations of the final synthesis report.
- Work with the Evaluation Contractor to ensure a final draft is ready for translation in time according to the timeline of the approved Concept Note.

- Recommend the release of the final report and provide a final report to the Board of Directors on the integrity and quality of the evaluation, including any limitations.

5. BUDGET AND SCOPE OF WORK FOR STEERING COMMITTEE MEMBERS

A full work plan and budget for the steering committee will be developed alongside the final Terms of Reference for the Evaluation. It will include all costs related to the hiring of the Steering Committee members, and their travel. Estimated total costs are around $337,000. This cost is in line with expenses of Evaluation Oversight Committees used in other evaluations of global partnerships.[1]

[1] For example, the evaluation of the Climate Investment Funds included the costs of an Evaluation Oversight Committee and a Technical reference group with a combined budget of $350,000.

Estimated Costs of the Independent Steering Committee

Evaluation Phase	Deliverables	Total Days and other Resources	Total Days	Other Costs
Phase I Pre-evaluation start up	Concept note for Board of Directors and Terms of Reference for the ISC,	5 days Up to an additional 15 days for lead drafters = 30 + 15 days = 45	45	
	Preparation of the Terms of Reference and RFP for the Evaluation Contractor, including online and in person consultations and presentation to the GPE Board.	Up to 15 days for the lead drafters and 2 days for review by 6 team members = 15 + 12 days = 27	27	
	Selection of shortlist of contractors preparing proposals and selection of final Evaluation Contractor	5 days for all members; 12 days chair = 25 + 12 days = 37	37	
	Travel and accommodation costs for initial team meeting in DC; for Chair to make presentation to the GPE board in November 2013; and for face-to-face selection of short listed contractors. ISC meeting in DC with possible distance connection to contractors.	$20,000		$20,000
Phase II Inception	Briefing of the selected evaluation Contractor; Review of Evaluation Design/Inception Report; Participation in the stakeholder consultation on Design and Theory of Change	15 days chair 5 days other team members = 25 + 15 days = 40	40	
	Travel and logistical costs for ISC members participating in inception meeting with the Evaluation Consultants	$25,000		$25,000
Phase III Implementation	Review and comment on interim deliverables and ensure their timely submission; prepare quarterly reports on progress to the Board; attend quarterly meetings (virtual) with the Evaluation subcontractor	50 days for the chair 10 days for each steering committee member = 100 days	100	
	Travel to board meetings for chair	$10,000		$10,000
Phase IV Completion	Comment on all final drafts of deliverables and final synthesis report (in teams of 2). Advise on final dissemination of the report	40 days for the chair 10 days for 5 team members = 90 days	90	
	Observation of the presentation of country level studies to local education groups (1 team members)	3 days for 1 team member in 7 countries = 21 days	21	
	Observation of meeting for input from global level partners	1 day for 6 team members 6 days for Chair = 12 days	12	
	Travel for Presentation of draft country studies and for final report to the Board and for facilitation meetings	1 team member to each of 7 countries @ $5,000/trip Chair to final presentation @ $5,000		$40,000
Total		372 days @ $650/day	$241,800	$95,000
GRAND Total	**$336,800**			

ANNEX 2

Resumes of Proposed Members of the Independent Steering Committee

1. Birger Fredriksen 13
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3. Karen Mundy 22
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5. Pauline Rose 34
6. Liesbet Steer 37

August 2013

Curricula vita for Birger Fredriksen

Date of birth: December 21, 1942

Nationality: Norwegian

Education: M.A. (*Cand. Oecon*) in economics (1969) from the University of Oslo, Norway (focusing on macro-economic planning and econometrics). Ph.D. in Philosophy (1983) from the University of Lancaster, UK (focusing on educational planning in developing countries).

Employment:

- Norwegian Ministry of Finance: Consultant (January – September 1967). Participated in team preparing long-term projections for the Norwegian economy;

- University of Oslo: Research assistant (September 1967 – February 1968). Worked on models for projecting demand for skilled manpower in OECD countries;

- OECD. Center for Education Research and Innovation (CERI), Paris, France: Education Research Fellow (October 1969 – September 1971). Conducted a research program on "Institutional Management in Higher Education" including methods to improve planning and management processes in universities in six OECD countries;

- UNESCO, Paris (October 1971 – September 1981). Held various positions in the UNESCO Office of Statistics, including head of the Office's Education Analysis and Projection Unit. This included (i) helping countries improve their collection and analysis of education statistics; (ii) developing instruments for collecting international statistics on teachers; (iii) conducting a large number of quantitative studies for UNESCO on education development largely in developing countries (including a major study for the World Bank and for UNFPA); and (iv) conducting a series of two-week training workshops for senior government officials on the collection and use of education and demographic statistics for educational planning (totaling about 15 workshops largely in Asia and Africa over a period of three years). This was a joint project between UNESCO,UNFPA and SIDA;

- Head of Division of International Economics, Norwegian Institute of Foreign Affairs (NUPI), Oslo, Norway (October 1981 – September 1984). Recruited to establish this new division in response to the interest of examining the implication of the (then) increasing world-wide discussion of a "New Economic Order". The division's work focused on economic development in developing countries, and the role and limitations of development assistance in this regards. Also continued to conduct a number of training seminars on educational planning for UNESCO and some work for UNICEF (in Sudan);

- World Bank, Washington DC, USA (October 1984 – December 2004): Held various positions including:

  (i) 1984 – 1990: *Senior Education Planner and task manager* for World Bank-financed education projects largely in West Africa (including Burkina, Chad, the Gambia, Mali, Mauritania, Niger; Senegal, Sierra Leone);

  (ii) 1990 – 1991: *Principal Education Planner* in the Education and Employment Division of the Central Population and Human Resources (PHR) Department. Largely responsible for conducting studies on the impact of the World Bank's lending for education in developing countries, providing technical support to World Bank education task managers and organizing training activities for World Bank education sector staff to "retool" their technical skills as part of the World Bank's follow-up to the 1990 World Conference on Education for All in Jomtien. Help prepare and lead panel at the 1990 Jomtien conference for ministers of education in the Sahel countries;

  (iii) 1991 – 1994: *Division Chief* of the Population and Human Resources Division of the Sahel Department. The division (about 45 staff) was responsible for The World Bank's education, health, nutrition and population projects in 8 Sahel countries;

  (iv) 1994-1996: *Division Chief*, Macro Economic Division for Western Africa Department. This division (about 55 staff) was responsible for conducting the Bank's macro-economic analytical work and lending in West Africa;

  (v) 1996 – 2002: *Sector Director*, Human Development Department, Africa Region (AFTHD). This department (at that time about 200 staff) is responsible for The World Bank's work on and support for education, training, health, nutrition, population and social protection for all of Sub-Saharan Africa. In addition to supervising the department's staff and lending program, the work included a significant stepping up of the Bank's analytical and partnership programs in Africa, including participation in the Bank's preparation and follow-up to the 2000 Dakar conference on Education for All and the Fast Track Initiative (FTI);

  (vi) 2002 – 2004: *Senior Education Advisor to the Vice-President of the* Africa *Region*, responsible for providing strategic advice and professional leadership to the World Bank's work on education and training in Sub-Saharan Africa.

  Retired from the World Bank in December 2004.

Consultant: January 2005 – present. Largely for the World Bank, but also for UNICEF, UNESCO, FTI, the French Ministry of Foreign Affairs, NORAD, Center for the Study of International Cooperation in Education, University of Hiroshima, the *Centennial Group* and the Democratic Republic of Congo. In particular:

- World Bank: Preparation and facilitating two study tours (Singapore, Vietnam) and other knowledge exchange activities for African education policy-makers to learn

from the experience of East Asian countries. This includes being co-editor of two books published by the World Bank (see below). Also participated in preparation of, and wrote summary report on, conference for African ministers of education and of finance on "Sustaining the Education and Economic in Africa during the Crisis", organized jointly by AfDB, ADEA and the World Bank (2009). Other analytical work includes preparation of background paper on "The Evolving Allocative Efficiency of Education Aid" for the Eight Annual High-Level Group meeting on EFA held in Oslo, Norway, December 2008, leading a team reviewing the World Bank's education portfolio in sub-Saharan Africa, and being lead consultant on a major study on how to enhance the availability of affordable textbooks in Africa (ongoing).

- UNICEF: This includes presentations to UNICEF education staff (in New York and at the Regional Office for East Africa, Nairobi), and supporting joint work by the World Bank and UNICEF on the "School Fee Abolition Initiative" (including editor of a book co-published by UNICEF and the World Bank on fee abolition) and providing support for the UNICEF/UNESCO Institute for Statistics' comprehensive survey of out-of-school youth, including supporting a workshop in Brazil to plan the work in Latin America.

- Fast Track Initiative (FTI) now the Global Partnership on Education (GPE) Secretariat: This includes (i) supporting Task Force on extending the coverage of the (then) Education Program Development Fund (EPDF), (ii) preparing background paper on the pros and cons of expanding the coverage of FTI beyond primary education, and (iii) contributing to two regional capacity-building workshops for African countries that benefit from GPE funding.

- NORAD: Provided support for NORAD' role as lead agency for ADEA's "Working Group on Education Communication (COMED)" by acting as interim chair of the COMED steering committee, June 2006 – June 2007. Now advising NORAD on an ongoing evaluation of the effectiveness of Norwegian education aid channeled through UNICEF and GPE.

Other advisory tasks include:

- Member (in personal capacity) of the board of UNESCO's International Institute for Educational Planning – IEP (2006 – present);
- External advisor (2007 – 2008) for the National Education Commission for the Democratic Republic of Congo (DRC). This has been followed by several missions to support the Government, the latest in April 2012 to review on behalf of the local donor group their education plan underpinning the DRC's request for GPE support;
- Member of group French Ministry of Foreign Affair's group evaluating French bilateral education assistance (2006-2007);
- Evaluation of the Center for the Study of International Cooperation of Education in Education (CICE) at Hiroshima University (2007). This has been followed by other work for the CICE, including guest editor of October 2010 issue of their Journal of International Cooperation in Education (special issue on "aid effectiveness") and lecturing at the CICE;

- Member of a group advising the AfDB on development of a "New Approach to Capacity Development in Africa" (2009);
- Advisor, Research for Development Institute (R4D), Washington DC, on education (2007 – present);
- Have contributed to a number of international studies and fora such as the "Policy Action Group on Learning", conducted by Canadian NGO (2009 - 2010), African Development Bank Workshop on capacity-building (2010); Salzburg Global Seminar (2010 and 2011 sessions); keynote speaker at a symposium on education aid effectiveness at Hiroshima University (2011), and at the "Japan Education Forum" (February 2012 session);
- Contributed as external advisor in drafting/advising on sections of "UNESCO's Education Sector Strategy 2020" (not yet published).

Publications: Various reports and papers, mainly on education development in developing countries, mostly in Sub-Saharan Africa. Most recent (all since retirement from the World Bank):

- Co-editor of two books published by the World Bank (in preparation of and follow-up to study tours for African policy makers to Singapore and Vietnam): "An African Exploration of the East Asian Education Experience" (2008) with Jee-Peng Tan), and "Towards a better Future: Education and Training for Economic Development in Singapore since 1965" (published in 2008, with Lee Sing Kong, Goh Chor Boon and Jee-Peng Tan)
- Edited and wrote introductory chapter of book co-published by World Bank and UNICEF (2009) on "Abolishing School fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi, and Mozambique".
- Preparation of papers on the allocative effectiveness of education aid (some of these are referred to above). Guest editor of October 2010 issue of "Journal of International Cooperation in Education", published by Hiroshima University.
- Paper on "Aid Dependency Risks in the Education Sector: A Review of Issues" in "Journal of Educational Planning and Administration", New Delhi, Volume XXIV, Number 3, July 2010.
- Report for R4D Institute on "Education Resource Mobilization and Use in Developing Countries: Scope for Efficiency Gains through more Strategic Use of Education Aid" (2011).
- Report for the Salzburg Global Seminar on "Using Aid Strategically to Promote Education Development: The Need for a More Effective Global Aid Architecture" (2011);
- "Breaking the Human Capital Barrier and Attaining the 2050 Vision for Africa" (with Ruth Kagia) Background Paper on Human Development for the Africa 2050 Study prepared by the Centennial Group (2013).

Rasmus Heltberg, Profile

- Economist with 18 years of experience in operations, research and program management, of which 11 years for the Bank.
- Broad and deep expertize in development: poverty, vulnerability, social development, rural development, social protection and labor, and adaptation to climate change.
- Excellent analytical skills for applied policy analysis, extensive publication record in many development topics combined with operational, team lead, and administrative experience.
- Superb writing, presentation, and synthesizing skills.
- Core member of the WDR 2014 "Risk and Opportunity: Managing Risk for Development" team.

World Bank, 2002-present

Lead Evaluation Specialist, Independent Evaluation Group, 2013-

Coordinator responsible for evaluations of global programs and partnerships. Redefined the work program. Oversaw and participated in evaluation of GAVI. Advised programs on independent evaluations.

Core team member, World Development Report 2014 on 'Managing Risk for Development', 2012-13

Core team member and lead author for chapter on communities' risk management. Involved in report planning, messaging, writing, consultations, and dissemination.

Program Manager and Senior Technical Specialist, Social Development Department, 2007-12

- Managed the Trust Fund for Environmentally and Socially Sustainable Development (TFESSD), the premier trust fund for Bank-executed analytical work on social, poverty, environment, and climate change. Allocated $50 million. Responsible for all aspects of managing this program in coordination with Norway and Finland donors and four Bank sectors. In charge also of reporting, quality control, knowledge management, and organizing seminars and consultations.
- Realtime crisis monitoring, in charge of a 17-country qualitative research, publishing finding as *Living through Crises (edited with Naomi Hossain and Anna Reva),* World Bank New Frontiers of Social Policy series and as *Coping and Resilience* in Journal of Development Studies.
- Analytical work on social dimensions of adaptation to climate change, publications focused on community-based adaptation, social policy & adaptation. Also member of DM2009 on climate adaptation; led 'Lessons Learned' research
- Cross-support to SP reports in Armenia, Bulgaria, and Tajikistan (on social safety nets); China Eco-farming project (impact evaluation); India National Rural Livelihoods Project (food security and nutrition); Kenya (rainfall insurance); Tanzania Productive Safety Net Project (climate change & SP).
- Contributed work on social accountability as well as social development aspects of crisis, gender and household energy, and corporate reviews of strategies and DPLs.
- Innovated the use of games as a platform for client engagement.

Sr. Social Protection Economist, South Asia Human Development, 2004-07

Team leader and team member on labor, disability, safety nets, and human development reports and projects in Pakistan, Bangladesh, and Maldives. Led the SP policy dialogue and work program in Pakistan. Specific tasks included:

- **Policy lending:** team member in PRSC and provincial DPLs responsible for SP; launched a Conditional Cash Transfer pilot and set up impact evaluation (Pakistan).

- **Project lending**: TTL for the Pakistan Earthquake Disability Project & 2 related JSDF grants; team member in Disability and Children-at-risk and National SP project; TTL for IDF grant for monitoring safety net programs, designing and carrying out a special-purpose survey (Bangladesh); team member Integrated Human Development Project (Maldives)

- **AAA**: TTL for Safety Net Report (Pk); designed a special-purpose safety net survey, organized major workshops, liaised with donors and secured trust funding. Contributed to several PREM and FPD reports on poverty, SP, and labor. Helped the government write National SP Strategy. TTL for SP report and survey collection (Maldives); "lessons learned" piece on SP and disasters (regional); led regional labor market stocktaking and contributed analysis of labor markets in Pakistan and Sri Lanka.

- **Natural disaster response**: member of response teams for Maldives tsunami and Pakistan earthquake.

Young Professional, 2002-03

- Oil and Gas Policy Unit, working on household fuel use and fuel switching and petroleum revenue management.

- South Asia PREM, contributed reports on poverty, targeting and labor markets in Sri Lanka and Pakistan.

Pre-Bank Academic and consultancy experience

- *Associate Professor in Development Economics,* Institute of Economics, University of Copenhagen, 2000–02. Taught development economics to Masters and undergraduate students; supervised a large number of Master dissertations; and researched poverty and inequality. This job deepened my knowledge of teaching, mentoring, and applied econometrics with STATA.

- *Assistant Research Professor* Development Economics, Institute of Economics, University of Copenhagen, 1999–2000. My research focused on institutions and policies for natural resource management, especially forests, and relied heavily on household survey data.

- *Consultant* (environmental economics), Economic Planning Unit, PM's Secretariat, Malaysia for NIRAS, January-March 1999. Developed and conducted training in economic instruments for environmental management in Malaysia.

Education

- Ph.D., Development Economics, University of Copenhagen (Denmark), 1998. Development microeconomics and natural resource management. Independently collected data on forest management institutions in India.
- M.Sc., Economics, University of Copenhagen, with concentration in development economics, 1995.
- M.Sc., Quantitative Development Economics, University of Warwick (UK), 1994.

Publications

Peer-reviewed Publications

Climate-Responsive Social Protection, forthcoming in *Development Policy Review* (with Anne T. Kuriakose, William Wiseman, Cecilia Costella, Rachel Cipryk and Sabine Cornelius).

Coping and resilience during the food, fuel, and financial crises (with Naomi Hossain, Anna Reva, and Carolyn Turk). *Journal of Development Studies, May 2013*.

Living through Crises: How the Food, Fuel, and Financial Shocks Affect the Poor, (edited with Naomi Hossain and Anna Reva), World Bank New Frontiers of Social Policy 2012.

Greening China's Rural Energy: New Insights on the Potential of Smallholder Biogas, *Environment and Development Economics* 2013 (with Luc Christiaensen).

Anatomy of coping: Evidence from people living through the crises of 2008-11, (with Naomi Hossain, Anna Reva, and Carolyn Turk), *World Bank Policy Research Working Paper 5957*.

Community-based Adaptation: Lessons from the Development Marketplace 2009 on Adaptation to Climate Change, *Climate Policy* 11(2011) (with Habiba Gitay and Radhika Prabhu).

Addressing Human Vulnerability to Climate Change: Toward a 'No Regrets' Approach, *Global Environmental Change,*2009 (with Paul Siegel and Steen Jorgensen).

Shocks, Coping, and Outcomes for Pakistan's Poor: Health Risks Predominate, *Journal of Development Studies,* 2009 (with Niels Lund).

Natural Resources and the Poor. Introduction to a special volume of the *Journal of Natural Resources Policy Research* edited by Rasmus Heltberg. January 2010.

Malnutrition, Poverty, and Economic Growth, *Health Economics,* 2009.

Social Policies for Adaptation to Climate Change, in "*Social Dimensions of Climate Change: equity and vulnerability in a warming world*" (edited by R. Mearns and A. Norton), World Bank Frontiers of Social Development 2010 (with Paul Siegel and Steen Jorgensen).

Sri Lanka: Unemployment, Job Security, and Labour Market Reform, *The Peradeniya Journal of Economics* 2008, (with Milan Vodopivec).

Helping South Asia Cope Better with Natural Disasters: The Role of Social Protection, *Development Policy Review*, 2007.

Factors determining Household Fuel use in Guatemala, *Environment and Development Economics,* 2005.

The Growth Elasticity of Poverty, in *Growth, Inequality, and Poverty: Prospects for Pro-poor Economic Development,* OUP, 2005.

Fuel switching: Evidence From Eight Developing Countries, *Energy Economics*, 2004.

Public Spending and Poverty in Mozambique, in *Debt Relief for Poor Countries,* Palgrave Macmillan, 2004 (with K. Simler and F. Tarp) (also published as IFPRI FCND Discussion Paper 167).

The Robustness of Poverty Lines Reconsidered, *Economic Development and Cultural Change,* 2002 (with K.

Simler, C. Matusse, G. Dava and F. Tarp).

Agricultural Supply Response and Poverty, *Food Policy*, 2002 (with Finn Tarp).

Property Rights and Natural Resource Management in the Developing Countries, *Journal of Economic Surveys*, 2002.

Determinants and Impact of Local Institutions for Common Resource Management, *Environment and Development Economics, 2001.*

Fuelwood Consumption and Forest Degradation: A Household Model for Domestic Energy Substitution in Rural India, *Land Economics,* May 2000 (with Channing Arndt, and Nagothu U. Sekhar).

Rural Market Failures and the Farm Size - Productivity Relationship: Evidence from Pakistan, *World Development*, 1998.

World Bank reports and papers

Climate-Responsive Social Protection: Background Paper for the World Bank's New Social Protection Strategy (with co-authors).

Guidance Note: Incorporating Social Dimensions in the Infrastructure Recovery and Assets Platform

Approach Paper and Learning Note for India National Rural Livelihoods Mission on SP, food security, and nutrition.

Mapping vulnerability to climate change, World Bank Policy Research Report 5554 and also chapter in ECA PREM report on poverty and distributional implications of climate change in Tajikistan. http://go.worldbank.org/V5K3JBDCQ0

Social Protection in Tajikistan (policy note and chapter in Poverty Assessment)

Armenia Public Expenditure Review: A Note on Social Transfers (policy note and chapter in PER)

Scaling Up Social Accountability in World Bank Operations, SDV Note May 2009 (with Sanjay Agarwal and Myrtle Diachok)

Targeting and Poverty Impact of Bulgaria's Social Protection Programs (policy note)

Social Protection in Pakistan (formal ESW)

Social Protection in Maldives: Options for Reforming Pensions and Safety Nets (formal ESW)

Project Appraisal Document for Pakistan Earthquake Disability Project

Helping South Asia Cope Better With Natural Disasters (SASHD Discussion Paper)

Punjab Poverty and Labor Markets (input to formal ESW)

Poverty and Employment in NWFP (input to formal ESW)

Labor Markets in South Asia (Stocktaking report)

Sri Lanka Labor Market study

Guatemala: Household Fuel use and Fuel Switching, ESMAP Technical Paper

Toward Better Revenue Management in Nigeria, COCPO

Fuel Switching Reconsidered: A Multicountry Study, ESMAP Technical Paper

Dissemination (select)

- Various blogs, mostly on blogs.worldbank.org
- Many presentations at conferences and learning events
- The World Bank's Experience with Cash Support in Some Recent Natural Disasters,

Humanitarian Exchange Magazine (40) 2008, ODI.

- Numerous workshop presentations and Danish language dissemination pieces.
- Academic peer review for *World Development, Journal of Development Studies, Economic Development and Cultural Change, Environment and Development Economics, Energy Economics,* and others.

Languages and Country Experience

English (fluent), Spanish (Advanced Intermediate), Danish (Mother tongue), and French (fair).

I have worked in Armenia (1 trip), Bangladesh (2 trips), China (1 trip), India (several visits lasting up to 3 months), Kenya (1 trip), Malaysia (3 months), Maldives (4 trips), Mexico (1 trip), Mozambique (4 trips), Pakistan (16 trips), Sri Lanka (2 trips), Tajikistan (2 trips), Tanzania (2 trips), and with governments of Denmark, Finland, Norway, and the UK.

CURRICULUM VITAE

Karen Elizabeth Mundy

PERSONAL INFORMATION

Name:	Karen Elizabeth Mundy
Nationality:	Canadian
Telephone:	416 465-3614 (home); 416 831-2476 (cell)
Permanent Address:	174 Gough Avenue, Toronto, Ontario CANADA, M4K 3P1
E-mail	Karen.mundy@utoronto.ca

CURRENT APPOINTMENTS

Professor & Associate Dean, Research, International and Innovation
Ontario Institute for Studies in Education, University of Toronto, Canada

President Elect, Comparative and International Education Society (US)

CAREER HIGHLIGHTS AND ACCOMPLISHMENTS

- An award-winning scholar with a 17-year track record in research and research publication.
- Recognized expert on Education for All and on the role of international and non-governmental organizations in its achievement.
- Experienced administrator with key skills in the areas of team building, grant-based fundraising, knowledge mobilization and strategic planning for organizational change.
- Skilled public speaker with a wide network of contacts in the international development and not-for-profit worlds.
- Experienced program evaluator, including for large scale project and organizations: including World Bank African Education Portfolio Review, an 8 case study review of Hewlett Foundation programs, evaluation of UNICEF's Child to Child program in Ethiopia; USAID's education reform programs in Africa.

CAREER HISTORY

2012-Present	Professor and Associate Dean, Research, International and Innovation Ontario Institute for Studies in Education, University of Toronto, Canada 252 Bloor St. West, Toronto Canada, M5S 1V6 Led the administration and strategic research and international initiatives, including oversight of all research, professional development and commissioned activities. Part of the strategic leadership team for a Graduate Faculty of Education comprised of 125 tenure-stream faculty, with a total annual budget of $ 90 million.
2012 (Jan-July)	Interim Chair, Department of Adult Education and Counselling Psychology, OISE

2002- 2012	Associate Professor and Canada Research Chair Director, Collaborative Degree in Comparative, International and Development Education Ontario Institute for Studies in Education, University of Toronto [Cross-appointed, University of Toronto, Munk School of Global Affairs]
1996-2002	Assistant Professor, International and Comparative Education Stanford University School of Education, Stanford University, California
2010-present (2004-2008)	Founding Chair, Canadian Global Campaign for Education (CGCE) The CGCE is a network of 22 Canadian NGOs, universities, and teachers unions which supports research and policy dialogue on Education for All. http://www.campaignforeducationcanada.org/
1995-present	Research and Evaluation Consultant

EDUCATION

1996	**Doctor of Philosophy, Sociology of Education and Comparative Education** Ontario Institute for Studies in Education (OISE), University of Toronto
1992	**Master of Arts, Adult Education** **(Specialisation in Comparative Education)** Ontario Institute for Studies in Education (OISE), University of Toronto
1985	**BA (Honours), English and History** Concordia University, Montreal, Canada

SPONSORED RESEARCH and EVALUATION PROJECTS

Mundy, K. (2013- in progress). Evaluation of UNICEF's Ethiopia Child to Child Program.

Mundy, K. (2012- 2017). Impact Evaluation of DFID's Results Based Aid to Education program, Ethiopia (: Technical Lead, Aid Architecture and Process Evaluation) – Cambridge Education.

Mundy, K. and F. Menashy. (2012 – completed)). *Unfortunately Necessary or Inherently Desirable? – Understanding the World Bank's Approach to Private Participation in Education*. Open Society Foundations.

- Research project funded by the Open Society Institute
- Involves review and analysis of World Bank's education policies, research, and project portfolios – including the work of the International Financial Corporation.

Mundy, K. (2009-2010 – completed). *Appraisal of the Hewlett-Gates Foundation Support for Advocacy for Quality Basic Education in Developing Countrie*s. Flora and William Hewlett Foundation, Palo Alto California.

- Evaluation of Hewlett support for EFA advocacy at the global and national levels.
- Led a team of 6 researchers who produced 8 research products, including an evaluation of the Global Campaign for Education, and five case studies on the impact and future prospects for EFA advocacy in the U.S., U.K., Netherlands, Mali and Uganda.

Kerr, K. and K. Mundy**.** (Completed November 2010). *Improving Access and Quality of Basic Education through Aid Effective Approaches*. Canadian International Development Agency.

- Completed background review paper (29 pp.) and 5 policy tools for use by CIDA's education sector staff.

Frederiksen, B, B. Herz and K. Mundy. (February 2010). *Africa Education Quality Enhancement Review*. World Bank Africa Education Sector and the World Bank Education Anchor Unit, Human Development Network. (32 pages).

- Member of a panel that interviewed more than 50 key World Bank staff and African education thought leaders; reviewed the World Bank's African education research and lending portfolios.
- Led the preparation and writing of a final report for the Bank summarizing past accomplishments and key drivers and opportunities for its Africa education sector activities going forward.

Mundy, K. (January 2010). *Canadian aid to education in conflict affected and fragile states*. Background Paper. UNESCO EFA Global Education Monitoring Report 2010: Reaching the Marginalized. Available online at: http://unesdoc.unesco.org/images/0018/001866/186609e.pdf (48 pages).

Mundy, K. (September 2009). *Africa Education Portfolio Re*view. World Bank Africa Education Sector and the World Bank Education Anchor Unit, Human Development Network, Washington D.C., September 2009. (45 pages).

- Researched and prepared comprehensive study of the World Bank's activities in the Africa education sector between 2000 and 2009. Study included analysis of geographic and sub-sectoral trends in lending, research and policy development.
- Study was used as the foundational document for strategic planning in the region/sector.

Mundy, K. (January 2009). *Civil Society and its Role in the Achievement and Governance of Education For All*. Background Paper prepared for the UNESCO EFA Global Monitoring Report 2009: Overcoming Inequality – Why Governance Matters. (32 pages). Available online at: http://unesdoc.unesco.org/images/0017/001780/178020e.pdf

Mundy K. (September 2006 to December 2008). Civil Society, Basic Education and the New Aid Architecture: Lessons from Burkina Faso, Kenya, Mali and Tanzania. Canadian International Development Agency and the International Development Research Centre. (Final report: 68 pages).

- Directed a team of 6 researchers to conduct case studies of civil society policy roles in the basic education subsector (study included unions, parents associations, NGOs, citizen and faith groups).
- Produced 4 independent studies, three published monographs and two masters thesis from the research, available online at: **http://cide.oise.utoronto.ca/civil_society/**

Mundy, K. (August 2006-December 2007). Charting Global Education in Canadian Elementary Schools: Provincial, District and School Level Perspectives. Unicef Canada. (Final report 62 pages).

- Directed a team of 9 researchers studying schools, districts and provincial global citizenship education policies and practices. Final report was published in English and French and remains the single most cited source on this issue in Canada.

PUBLICATIONS

1. Journal Articles (Selected)

Mundy, K. & F. Menashy. (2013). Investing in private education for poverty alleviation: The case of the World Bank's International Finance Corporation. *The International Journal of Educational Development.*. http://dx.doi.org/10.1016/j.ijedudev.2012.06.005

Mundy, K. (January 2011). 全球治理与教育变革：国际与跨国教育政策过程研究的重要性 (Global Governance and Educational Change: The Importance of Research on Transnational and International Policy Processes in Education). *Peking University Education Review*, January 10, 2011, pp. 137-152.

Mundy, K. & Haggerty, M. (January 2010). "Civil society actors and the state in the achievement of Education for All – Lesson from Kenya, Tanzania, Mali and Burkina Faso." Special Issue on State/non-state relationships in achieving Education for All, Pauline Rose, guest editor. *Development In Practice*. Volume 20(4-5), pp. 484-497.

A. Benavot, D. Archer, S. Mosely, K.Mundy, F. Phiri, L. Steer, D. Wiking. (2010). International Aid to Education: Moderated Discussion. *Comparative Education Review* 54(1): pp. 105-124.

McGinty, S and K. Mundy. (2009). HIV/AIDS educators: The challenges and issues for Namibian bachelor of education students. *Teaching and Teacher Education* 25 (2009) 141–148.

Mundy, K. & Manion, C. (2008). Global Education in Canadian Elementary Schools: An Exploratory Study. *Canadian Journal of Education* 31, 4 (2008): 941□974..

Mundy, K. (2008). From NGOs to CSOs: Social Citizenship, Civil Society and "Education for All" – An Agenda for Further Research. *Current Issues in Comparative Education* 10(2), [*Refereed online journal from Teachers' College, Columbia University*], available *at* http://www.tc.columbia.edu/cice/.

Mundy, K. (2007). Global Governance, Educational Change. *Comparative Education,* 43(3), 39-58.

Mundy, K. (2007). Global Misgovernance? Unesco's Global Action Plan. *Comparative Education Review, 51*(2), 229-245.

Mundy K. (2006). Education for All and the New Development Compact. *International Review of Education, 52*, pp. 5223-5248.

Mundy, K. & Iga, M. (2003). Hegemonic Exceptionalism and Legitimating Bet-Hedging: Making Sense of the American and Japanese Approaches to the Liberalization of Educational Services. *Globalisation, Societies, Education*, 1(3), 281-297

Mundy, K. (2002). Education in a Reformed World Bank. *International Journal of Educational Development,* 22(5), 483-508.

Mundy, K., & L. Murphy. (2001). Transnational Advocacy, Global Civil Society: Emerging Evidence from the Field of Education. *Comparative Education Review,* 45(1), 85-126.

2. Books and Monographs (* = refereed)

*Green, A, Mundy, K. and B.Lingard, eds. (under contract). *Global Education Policy Handbook*. In the book series "Handbooks of Global Policy," David Held, Series Editor. Wiley Blackwell and Polity Press.

* Mundy, K. (under contract). *Engaging Civil Society in the Education Sector: Issues for Policy-Makers and Planners*. Paris: UNESCO International Institute for Educational Planning.

Mundy K. and Qiang Zha, eds. (2012). *Education and Global Cultural Dialogue: Essays in Honour of Professor Ruth Hayhoe*. Palgrave MacMillan. **324 pp.**

* Robertson, S., K. Mundy, A. Verger & F. Menashy (Eds.) (2012). *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globaliziing World.* London: Edward Elgar.

* Mundy, K. and S. Dryden Peterson, eds. (2011). *Education in Conflict: Essays in Honour of Jackie Kirk.* New York: Teachers College Press.

* Mundy, K. Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2008). *Comparative Education: Issues for Teachers.* New York & Toronto: Teachers College Press & Canadian Scholars Press. *(reprinted and translated: Mundy, K. Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2009). "Bijiao yu Guoji jiaoyu daolun: Jiaoshi Mianlin de wenti." Beijing: Jiaoyu kexue chubanshe (Education Science Press).

*Moulton, J., Mundy, K., Welmond, M., & Williams, J. (2002). *Education Reforms in Sub-Saharan Africa: Paradigm Lost?* Westport: Greenwood Press. [Co-authored book].

3. Refereed Book Chapters (Selected)

Mundy, K. & F. Menashy (2012). "The World Bank, the International Finance Corporation, and private sector participation in basic education: Examining the Education Sector Strategy 2020." In A. Wiseman & C.

Collins (Eds.) *Education Strategy in the Developing World: A Conversation about the World Bank's Education Policy Development and Revision.* Bingley, UK: Emerald Publishing, p. 111-113.

Mundy, K. (2012). "The Global Campaign for Education and the Realization of "Education for All." In Verger, A. and M. Novelli (eds). 2012. *Campaigning For 'Education For All': Histories, Strategies and Outcomes of Transnational Social Movements in Education.* Sense, Rotterdam.

Mundy, K. (2010). Education for All and the Global Governors. In M. Finnemore, D. Avant and S. Sell, Eds. *Who Governs the Globe?* Cambridge: Cambridge University Press.

Mundy, K. and M. Madden. (2009). UNESCO and Higher Education. A. Almanado & R. M. Basset, *International Organizations and Higher Education Policy: Thinking Globally and Acting Locally*? International Studies in Higher Education Series. New York: Taylor and Francis, pp. 46-63.

Mundy, K., (with M. Ghali). (2009). International and Transnational Policy Actors in Education: A Review of the Research. In D. Plank, G. Sykes and B. Schneider, Eds., *Handbook on Educational Policy Research.* The American Education Research Association & Routledge Press, pp. 717-734.

Mundy, K. (2008). Global Politics and Local Realities in the Realization of the Universal Right to Education. In S. Moore & R. Mitchell (Eds.), *Power, Pedagogy and Praxis: Social Justice in the Globalized Classroom*. Rotterdam: Sense Press.

Mundy, K. (2008). Education for All and the Comparative Sociology of Schooling. Chapter 3, in K. Mundy, K. Bickmore R. Hayhoe, M. Madden & K. Madjidi (Eds.), *Comparative Education: Issues for Teachers*. New York and Toronto: Teachers College Press & Canadian Scholars Press.

Mundy, K. & Farrell, J. (2008). International Student Assessment. Chapter 10, in K. Mundy, K. Bickmore R. Hayhoe, M. Madden & K. Madjidi (Eds.), *Comparative Education: Issues for Teachers.* New York and Toronto: Teachers College Press & Canadian Scholars Press

5. Selected Technical Reports, Policy Briefs, and Evaluations

Mundy, K. & F. Menashy. (2012). *World Bank and the Private Provision of K-12 Education: History, Policies, Practices.* Working Paper No. 40. Education Support Program of the Open Society Foundations. http://www.periglobal.org/sites/periglobal.org/files/WB_Private_Provision_K-12_%28Mundy&Menashy%29.pdf

Mundy, K., with F. Menashy. January 2012. *Organizational Hypocrosies: The Case of the World Bank and the Private Provision of Schooling*. Welfare Societies Working Paper No. 4. Welfare Societies Research Network, University of Breman. 20 pages. http://welfare-societies.com/uploads/file/WelfareSocietiesWorkingPaper-No4_Mundy.pdf?PHPSESSID=0bf8a3a1a0fc0fc5ab1e96ce6862e0ae

Mundy, K. (November 2010). *An Appraisal of the Hewlett Foundation's Grant-Making for Civil Society Initiated Advocacy under its Quality Basic Education in Developing Countries Program: Final Integrated Report*. Palo Alto CA: Hewlett Foundation. 38 pages.

Mundy, K. and Haggerty, M. (September 2010). *The Global Campaign for Education, January 2008 to February 2010: A Review*. Palo Alto CA: Hewlett Foundation.97 pages

Mundy, K. and Stalker, C. (2010, May). *Uganda Case Study: Hewlett Foundation Advocacy Appraisal for Quality Education*. Palo Alto CA: Hewlett Foundation. 45 pages

Mundy, K. and Manion, C. (2010, July). *A Review of U.S. Based Civil Society Advocacy for Quality Basic Education in Developing Countries*. Palo Alto CA: Hewlett Foundation. 63 pages.

Mundy, K and the Canadian Global Campaign for Education. 2010. "The ODA Accountability Act and the Right to Education: Implications for Canadian Aid to Education." In B. Tomlinson ed., *A Time to Act: Implementing the Canadian ODA Accountability Act, A Canadian CSO Agenda for Reform*. Ottawa: Canadian Council for International Cooperation. http://www.ccic.ca/_files/en/what_we_do/002_aid_2010_05_a_time_to_act_e.pdf

Kerr, K and K. Mundy. November 2010. *Improving Access and Quality of Basic Education through Aid Effective Approaches*. Technical Report prepared for the Canadian International Development Agency. 32 pages.

Kerr, K. and K. Mundy. November 2010. *Tip Sheets on Aid Effectiveness for Quality Basic Education*. Programming Tools Developed for the Canadian International Development Agency.

Mundy, K. 2009. *Portfolio Review of the World Bank's Africa Education Sector Activities, 2000-2009*. Technical report prepared for the World Bank, November 2009. 45 pages.

Mundy, K. & Murphy, L. (2002, September). *New Roles of INGOs in the Education for All Movement.* Assessment for the Unesco High Level Working Group on Basic Education. Paris: Unesco.

Moulton, J., Mundy, K., Welmond, L. & Williams, J. (1999). *The Implementation of Systemic Educational Reforms in Africa: Comparing Malawi, Uganda and Benin and Ethiopia.* Implementation study carried out for the United States Agency for International Development.

Mundy, K. (1999, July). *CIDA and Education: the Challenge of a New Direction.* Paper prepared for the Policy Branch of the Canadian International Development Agency, July 23, 1999.

Mundy, K. & Kittle, B. (1997, February). *Zimbabwe School Health and Nutrition Assessment*. Technical Report prepared for the Education Development Council and the Zimbabwe Ministries of Health and Education.

TEACHING (GRADUATE LEVEL)

∗ Global Governance and Educational Change
∗ Introduction to International, Comparative and Development Education
∗ Internship in Comparative, International and Development Education
∗ The Politics of International Cooperation in Education
∗ International Education Policy Workshop
∗ Politics of Education in Comparative Perspective
∗ Educational Change in Africa: Historical, Sociological and Political Dimensions

GRADUATE ADVISING AND SUPERVISION

Doctoral Thesis Completions: 9
Masters of Arts Thesis Completions: 36

EDITORIAL ROLES

Editorial Board Member:

- *International Journal of Educational Development*
- *Compare* (British Comparative and International Education Society).
- *Globalization, Societies, Education*
- *American Journal of Educational Research* (2002-2005).
- *Southern African Review of Education*. Journal of the Southern African Comparative and History of Education Society (SACHES). (2000-2003).

Series Editor: 'Education, Economic Competitiveness and Social Cohesion' [With A. Green and L. Earl of the London Institute of Education.] Palgrave MacMillan Press.

Regular Reviewer for: *Comparative Education Review; Compare; Review of International Political Economy; Canadian Journal of Education; Globalization. Societies, Education; American Journal of Educational Research; International Journal of Educational Development*; *Oxford University Press*

Curriculum Vitae

MOSES O. OKETCH, B.Ed (Hons.), M.S., PhD.

ADDRESS (Work)
Moses O. Oketch, PhD
Institute of Education
University of London
20 Bedford Way, London
WC1H 0AL
UK.

Tel: +44 (0) 20 3073 8314
Fax. +44 (0) 20 7612 6632
Mobile +44(0)7725620434
Email: m.oketch@ioe.ac.uk or oketch2002@yahoo.com

EDUCATION

University of Illinois at Urbana-Champaign, **Ph.D.,** (Emphasis in Economics of Education), 2002

University of Illinois, Urbana-Champaign, **M.S.,** (Emphasis in Economics of Education), 1999

University of Nairobi, **B.Ed**. (Hons.), 1995

ACADEMIC AND OTHER PROFESSIONAL APPOINTMENTS

- Director of Research, African Population and Health Research Center (APHRC), Nairobi-Kenya, since Dec 1, 2012.
- University of Pennsylvania (Penn): Visiting Professor, March 12th, 2012- July 15th, 2012.
- Institute of Education, University of London: Reader in Educational Planning and International Development, October, 2010-Present.
- Institute of Education, University of London: Senior Lecturer in Educational Planning and International Development, August, 2007-September 2010.
- Institute of Education, University of London: Lecturer in Educational Planning and International Development, January, 2004-July 2007.
- Institute of Education, University of London: MA Course Leader, MA in Educational Planning, Economics and International Development, 2004-present.

- Institute of Education, University of London: Module Leader, Planning for Education and Development Module, 2004-Present (face to face and online).
- Vanderbilt University, Peabody College: Research Assistant Professor of Public Policy & Education, Aug. 2002- Dec. 2003.
- University of Illinois at Urbana-Champaign, Department of Educational Policy Studies: Graduate Research/Teaching Assistant, Jan.1998- July 2002.
- University of Illinois at Urbana-Champaign, Office of Budget and Resource Planning, Deans Office, College of Education: Graduate Assistant, 2000-2002 (summers only).
- University of Nairobi, College of Education: Administrative Assistant, Principal's Office, 1996/97.
- Minyenya secondary school: teacher, 1996
- Orbit Freighters Ltd., Nairobi: Human Resources, 1995/96.
- Republic of Kenya, World Bank funded Project: Research Associate, June-August, 1995.
- Lenana High School, Nairobi: Student Teacher, May-August, 1994.
- Kwoyo Secondary School: Temporary Teacher, January-July, 1993.

Other Academic/Research Affiliations/Appointments

- Adjunct Full Professor, University of Pennsylvania (Penn) since April, 2013
- Senior Research Scientist and Program Leader, Education Research Program, African Population and Health Research Center (APHRC), Nairobi-Kenya, July 2008-August 2011.
- Senior Researcher (Economics of Education), London International Development Centre (LIDC), London- since 2008.
- Academic Researcher (Economics of Education), Center for Learning and Life Chances in Knowledge Economies and Societies (LLAKES), London-since 2008.
- Researcher (Educational Planning), Consortium for Research on Educational Access, and Transition (CREATE), University of Sussex- 2006-2011.

AREAS OF RESEARCH AND TEACHING INTEREST

- My research interest is in the economics of education and education policy analysis with reference to sub-Saharan Africa. Specifically my writing and research is around measuring the contribution of education to individuals through earning profiles and rates of return, externalities and other non – market benefits; education finance, education access and quality, and skills development and vocational education challenges, and the determinants of economic growth in SSA in relation to education and other factors of growth. More recently I have analysed and written on the utilization of private schools by the poor and opportunity to learn in schools- to understand why some schools are more effective than others in Kenya. I have also applied randomized control trial in the study of interventions that can improve learning outcomes in early grade literacy and numeracy in East Africa.

RESEARCH- PUBLICATIONS

Edited Books

Oketch, M. (2012), (Ed). *Interrogating access and learning in Kenyan schools: Empirical analysis,* London Review of Education (Special issue), Vol. 10. No. 1 ISSN 1474-8460

Moses Oketch and Moses W. Ngware (Eds.) (2012). Urbanization and Education in East Africa, African Population and Health Research Center, Nairobi (ISBN-978-9966-21-175-0). Published by the African Population and Health Research Center, Nairobi, Kenya.

Unterhalter, E., and **Oketch, M. O.** (2009), (Eds.) *The international in higher education: Dichotomies and diversity,* London Review of Education (Special Issue),. Vol. 7.1. ISSN 1474-8460, Institute of Education, University of London Press.

Amutabi, M. N., and **Oketch, M. O.** (Eds.) (2009) *Studies in Lifelong Learning in Africa,* The Edwin Mellen Press, New York (ISBN- 13: 978-0-7734-4757-8 or 10:0-7734-4757-1).

Selected Scholarly Publications in refereed Journals

Oketch, M., Ngware, M., Mutisya, M., Admassu, K., Abuya, B., Musyoka, P. (Forthcoming) "When to Randomize: Lessons from an Independent Impact Evaluation of Reading to Learn (RTL) in Kenya and Uganda" *Peabody Journal of Education*

McMahon, W.W. and **Oketch, M.** (2013). Education's effects on Individual's Life Chances and Development: An Overview, *British Journal of Educational Studies*, Vol 61, No. 1, pp. 79-107

Oketch, M., Mutisya, M., Sagwe, J. (2012). Parental aspirations for their children's educational attainment and the realization of universal primary education (UPE) in Kenya: Evidence from slum and non-slum residences. *International Journal of Educational Development*, Vol. 32, pp 764-772

Abuya, B., **Oketch, M**., Musyoka, P. (2012). Why do pupils dropout when education is "free"? Explaining school dropout among urban poor in Nairobi. *Compare: A Journal of Comparative and International Education*, 2012, 1-23 iFirst Article

Ngware, M., **Oketch, M.** Ezeh, A.C., Mutisya, M. & Epari, C. (2012), Assessing the impact of free primary education using retrospective and prospective data: Lessons from the Nairobi case study. *International Journal of Research and Method in education,* Vol. 35, No. 1, pp 71-92.

Oketch M. (2012). Interrogating access and learning in Kenyan schools: empirical analysis- EDITORIAL for the sub-special issue, *London Review of Education,* 10:1, 1-2

Oketch M., Mutisy M. Sagwe, J. (2012). Do poverty dynamics explain the shift to informal private schooling system in the wake of free public primary education in Nairobi slums? *London Review of Education,* 10:1, 3-17

Oketch, M., Mutisya, M., Ngware, M., Ezeh, A. C & Epari, C. (2010). Free primary education policy and pupil school mobility in Urban Kenya, *International Journal of Educational Research*, 49, 173-183

Epari, C., **Oketch, M.,** Mutisya, M., Ngware, M., Ezeh, A. C (2011) Factors Associated With Low Achievement Among Students From Nairobi's Urban Informal Neighborhoods, *Urban Education*, 46:5,1056-1077

Oketch M and Ngware M. (2010). Free primary education still excludes the poorest of the poor in urban Kenya, *Development in Practice,* 20: 4-5, 603-610

Oketch, M., Mutisya, M., Ngware, M. and Ezeh, A.C. (2010). Why are there proportionately more poor pupils enrolled in non-state schools in urban Kenya in spite of FPE policy? *International Journal of Educational Development,* 30:1, 23-32.

Ngware, M., M. Oketch, A. Ezeh, N. Mudege (2009). Do Household Characteristics Matter in Schooling Decisions in Urban Kenya? *Equal Opportunities International*, 28:7,591-608

Oketch, M. (2009). The Tension of Elite vs. Massified Higher Education Systems: How Prospective Students Perceive Public and Private Universities in Kenya, *London Review of Education, 7:1,*17-29

Oketch, M. (2009). Private-public mix in the provision of higher education in East Africa: Stakeholders perceptions, *Compare: A Journal of Comparative and International Education,* 39:1, 21-33.

Turrent, V. and **Oketch M.** (2009). Financing Universal Primary Education: An Analysis of Official Development Assistance in Fragile States. *International Journal of Educational Development,* 29:4, 357-365

Inoue, K. and **Oketch, M.** (2008). Implementing Free Primary Education Policy in Malawi and Ghana: Equity and Efficiency Analysis, *Peabody Journal of Education,* 83:1, 41-70

Rolleston, C. and **Oketch, M.** (2008). Educational Expansion in Ghana: Economic Assumptions and Expectation**,** *International Journal of Educational Development,* 28:3, 320-339

Oketch, M. (2007). To Vocationalise or Not to Vocationalise? Perspectives on Current Trends and Issues in Technical and Vocational Education and Training (TVET) in Africa, *International Journal of Educational Development,* 27:2, 220-234

Oketch, M. O. and Rolleston, R. (2007). Policies on Free Primary and Secondary Education in East Africa: Retrospect and Prospect, *Review of Research in Education,* 31:1, 131-158. American Educational Research Association (AERA) official Journal.

Oketch, M. (2006). Determinants of Human Capital Formation and Economic Growth of African Countries, *Economics of Education Review,* 25:5, 554-564.

Amutabi, M.N. & **Oketch, M. O.** (2003) 'Experimenting in Distance Education: The African Virtual University (AVU) and the Paradox of the World Bank in Kenya.' *International Journal of Educational Development,* 23:1, 57-73

Selected Book Chapters

Oketch, M. (2012). 'Perspectives on Lifelong Learning in Africa', in D.N. Aspin et al. (eds.), Second International Handbook of Lifelong Learning, Springer International Handbooks of Education *26, DOI 10.1007/978-94-007-2360-3_24*

Oketch, M. (2011). 'Determinants of Human Capital Formation and Economic Growth of African Countries' (reprint), in W.W. McMahon, ed. Education and Development: Major Themes, 4 volume reference work, Routledge Ltd., London, Nov. 2011 at: http://www.taylorandfrancis.com/books/details/9780415582797/.

Oketch, M.O. (2009) 'To Vocationalise or Not to Vocationalise? Perspectives on Current Trends and Issues in Technical and Vocational Education and Training (TVET) in Africa', in Rupert Maclean and David Wilson (Eds.), International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning, Vol.2 of 6, Chapter IV.2, pp. 531-546, UNESCO/UNEVOC and Springer ISBN: 978-1-4020-5280-4 (Adapted from Oketch, M. (2007) with

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Oketch, M.O., Andy G. and Preston, J. (2009) 'Trends and Issues in Technical and Vocational Education and Training (TVET) across the Globe', in Rupert Maclean and David Wilson (Eds.), International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning, Vol. 6 of 6, Chapter XII.5, pp. 2081-2094, UNESCO/UNEVOC and Springer ISBN: 978-1-4020-5280-4

Oketch, M. O. (2007) 'Promise Unfulfilled: Educational Improvement and Economic Decline in Kenya', in A. Green, A.W. Little, S. Kamat, M. Oketch and E. Vickers (authors), Education and Development in a Global Era: successful strategies for globalization, DFID UK (ISBN: 1 86192 871 8).

Oketch, M. O. and Amutabi, M.N. (2009). 'Introduction', in Amutabi, M. N and Oketch, M. O. (Eds.), Studies in Lifelong Learning in Africa, pp. 1-11, The Edwin Mellen Press, New York (ISBN- 13: 978-0-7734-4757-8 or 10:0-7734-4757-1).

Amutabi, M.N and **Oketch, M. O.** (2009). 'Reflections on the Role of Lifelong Learning in Africa', in Amutabi, M. N and Oketch, M. O. (Eds.), Studies in Lifelong Learning in Africa, Chapter 1, pp. 13-35, The Edwin Mellen Press, New York (ISBN- 13: 978-0-7734-4757-8 or 10:0-7734-4757-1).

Crowson, R., **Oketch, M. O.** (2004). 'Within-District Service Inequalities in Urban Areas: Political Challenges and Educational Consequences', in Kenneth Wong and Karen Demoss (Eds.), Money, Politics, and Law: Intersections of Conflicting Contexts in the Provision of Educational Opportunity, Year Book of the American Educational Finance Association. pp. 197-212.

Membership to professional organisations

Member Comparative and International Education Society (CIES), since 1998
Member UKFIET since 2004
Member Royal Economic Society- 2011
Member IUSSP- 2012
Member of Independent Steering Committee, Global Partnership for Education, since Jan 2013
Member of ADEA Scientific committee, Since 2012

Pauline Rose
Director, Education for All Global Monitoring Report, UNESCO, Paris
Email: p.rose@unesco.org Tel.: + 33 9 51 61 76 44

Academic qualifications

DPhil (Development Studies), University of Sussex (2002).

MSc (Economics) *Distinction,* University of London (1993).

BA (hons) Arabic and Economics – *2:1,* University of London (1998).

Key posts held

2011-present Director, EFA Global Monitoring Report, UNESCO, Paris

2008-2011 Senior Policy Analyst, EFA Global Monitoring Report, UNESCO, Paris

2007-2008 Reader in International Education, University of Sussex

Chair, Sussex Development Studies Consortium

Deputy Director, Centre for International Education

2005-2007 Senior Lecturer in International Education, University of Sussex

2002-2004 Lecturer in International Education, University of Sussex

2001-2002 Lecturer in Education and Development, School of Development Studies, University of East Anglia.

Expertise and experience

- Economics of education, social development and public policy, focusing on:
  - Financing and governance of education
  - Educational marginalisation and inequality: gender and poverty
  - Education, conflict and fragile states.
- Research and evaluation of policies of national governments and aid agencies.
- Fieldwork adopting quantitative and qualitative approaches in sub-Saharan Africa, in particular Ethiopia, Malawi, Nigeria, Uganda, Zambia; and South Asia, in particular Bangladesh, India, Pakistan.
- Management of large inter-disciplinary teams.
- Dissemination of evidence-based policy to policymakers and NGOs.

EFA Global Monitoring Report

Director:

2013/14 Education for All Global Monitoring Report: Teaching and Learning [under preparation]

2012 Education for All Global Monitoring Report: Youth and Skills: Putting Education to Work

Lead Researcher:

2011 Education for All Global Monitoring Report: The Hidden Crisis: Education and Armed Conflict Paris: UNESCO (lead author of thematic chapter on 'education and armed conflict', 416 pages)

2010 Education for All Global Monitoring Report: Overcoming Inequality - Why Governance Matters Oxford: Oxford University Press (lead author of thematic chapter on 'Raising quality and strengthening equity: why governance matters', 477 pages)

2009 Education for All Global Monitoring Report: Reaching the Marginalized Oxford: Oxford University Press (lead author of thematic chapter on 'Reaching and Teaching the Marginalized', 525 pages)

Selected other publications

Authored Book

2003 *Achieving Schooling for All in Africa: Costs, Commitment and Gender* (Jointly authored with C. Colclough, S. Al-Samarrai, and M. Tembon). Ashbourne: Ashgate Press (297 pages)

Edited Books and Special Issues of Journals

2011 Special Issue on Education and Armed Conflict, *Prospects* Vol 41 No 2

2010 Special Issue on Achieving Education for All through Public–Private Partnerships? *Development in Practice* Vol 20 No 3/4 [republished as edited book, Routledge, 224 pages]

2009 Special Issue on Non-state Provision of Education in Africa and South Asia *Compare* Vol 39 No 2: 127-299

2005 Special Issue on Decentralisation of Education, Compare Vol 35 No 2: 105-220 (Jointly edited with Caroline Dyer)

2005 Special Issue on International and National Targeting of Education' International Journal of Educational Development Vol 25 No 4: 361-475 (Jointly edited with Kenneth King)

2005 Policy Arena on International Development Targets and Education, Journal of International Development Vol 17: 97-147 (Jointly edited with Kenneth King)

Peer Reviewed Journal Articles

2012 'Education and support for democracy in Africa: Testing mechanisms of influence', *Journal of Development Studies*. Vol 48 No 4: 498-515 [Jointly authored with Geoffrey Evans]

2011 'Balancing service delivery and advocacy: Experience of non-state service providers in South Asia' *Public Administration and Development* Vol 31 No 4: 230-239 [Jointly authored with Richard Batley]

2011 'Analysing collaboration in service delivery between NGOs and states' *Public Administration and Development* Vol 31 No 4: 294-305

2010 'Collaboration in delivering education: relations between governments and NGOs in South Asia' *Development in Practice* Vol 20 No 3/4 [Jointly authored with Richard Batley]

2010 'Achieving Education for All through public–private partnerships?: An editorial introduction' *Development in Practice* Vol 20 No 3/4

2009 'Scaling up aid to education. Is absorptive capacity a constraint?' *Prospects* Vol 39 No 2: 109-122

2009 'NGO provision of basic education: alternative or complementary service delivery to support access to the excluded?' *Compare* Vol 39 No 2: 219-233

2009 'Non-state provision of education: evidence from Africa and Asia: An editorial introduction' *Compare* Vol 39 No 2: 127-134

2007 'Support for democracy in Malawi: Does education matter?' *World Development* Vol 35 No 5: 904-919 [Jointly authored with Geoffrey Evans]

2007 'Parental or policy maker misunderstandings?: Contextual dilemmas of pre-schooling for poverty reduction in Malawi' *International Journal of Educational Development* Vol 27 No 4: 458-472 [Jointly authored with Foster Kholowa]

2006 'Collaborating in Education for All? Experiences of government support for non-state provision of basic education in South Asia and sub-Saharan Africa' *Public Administration and Development* Vol 26 No 3: 219-230

2005 'Decentralisation and privatisation in Malawi – Default or design?' *Compare* Vol 35 No 2: 153-165

2005 'Decentralisation for educational development? An editorial introduction' *Compare* Vol 35 No 2: 105-113 [Jointly authored with Caroline Dyer]

2005 'Is there a fast track to achieving the Millennium Development Goal in education?' *International Journal of Educational Development* Vol 25 No 4: 381-394.

2005 'Transparency or tyranny?: Achieving international development targets in education' *International Journal of Educational Development* Vol 25 No 4: 362-367. [Jointly authored with Kenneth King]

2005 'International development targets and education: Towards a new international compact or a new conditionality?' *Journal of International Development* Vol 17: 97-100 [Jointly authored with Kenneth King].

2003 'Can free primary education meet the needs of the poor? Evidence from Malawi' *International Journal of Educational Development* Vol 23: 501-516 [Jointly authored with E. Kadzamira]

Other reports

2007 'Absorptive capacity in the education sector' Paper prepared on behalf of the Education for All Fast-Track Initiative, commissioned by DFID, Ministry of Foreign Affairs France, and Global Campaign for Education.

2006 'Supporting non-state providers in basic education service delivery' Paper prepared for DFID Policy Division.

2006 'Education and fragile states: Capturing lessons and identifying good practice. Paper prepared for OECD DAC Fragile States Group (Lead author, with M. Greeley). http://www.ineesite.org/uploads/documents/store/doc_1_82_doc_1_48_Education_in_Fragile_States_DAC_final_draft.doc

2006 'Chronic poverty and education. A review of the literature'. Background paper for the 2007 *Chronic Poverty Report* commissioned by Overseas Development Institute (Lead author, with C. Dyer).

2005 Evaluation of DFID Development Assistance: Gender Equality and Women's Empowerment. Phase II Thematic Evaluation: Education. *DFID Working Paper* 11. London: DFID. [http://www.dfid.gov.uk/aboutdfid/performance/files/wp11.pdf] (Jointly with Ramya Subrahmanian).

2004 'Political will and capacity for attaining the Gender MDG' Background paper for DFID's 2005 *Girls' Education Strategy*.

2003 'Tracking progress of the Fast-Track Initiative: Desk review of the FTI and indicative benchmarks for reform' Report for Global Campaign for Education and ActionAid. http://www.actionaid.org.uk/doc_lib/145_1_fast_track_initiative.pdf

Curriculum Vitae

Dr. Liesbet Steer

Tel: +1 703 821 1868 or +1 703 975 8555
Email: lsteer@brookings.edu
Nationality: Belgian
Address: 7017 Benjamin St, Mclean, VA

Qualifications:

2002-2005	**PhD Development Economics** - "Institutions in Transition. A Study of Private Sector Development in Vietnam's Transition."
1998-1999	University of East Anglia (UEA), Norwich, UK (dissertation): 2002-2005
	London School of Economics, London (LSE), UK (PhD course work): 1998-1999
1990-1994	**Master of Science in Applied Quantitative Economics**
	Summa Cum Laude
	University of Antwerp, Belgium
	Laureate in Economics (prize for best economics student) – Castelein & Jussiant Foundation

Languages:

Dutch	Mother tongue
English	Fluent
French	Conversational (reading: fluent)
German	Conversational
Indonesian	Conversational

Developing country residence:
Lived and worked for 10 years in East Asia: Vietnam, Indonesia, Cambodia and Laos.

Areas of expertise:

Results measurement	- Led programs and research evaluating development progress and the use of impact evaluations. - Managed introduction of results based approach to program design and systems of monitoring and evaluation at The Asia Foundation.
Development financing	- Leading education financing work at the Brookings Institution; and broader development financing research at the Centre for Aid and Public Expenditure, ODI - Led donor working group on implementing the Paris Agenda in local economic development programs in Indonesia as Director of Asia Foundation (under the Indonesian multi-donor Decentralization Support Facility).
Institutions for development	- Led research analyzing institutional drivers of development progress at ODI; doctorate focused on institutional economics - Led research and development programs in Indonesia in the areas of private sector and local economic development, domestic trade and regulatory reform. Institutional development was a cross-cutting theme.
Research/survey methodology	- Extensive experience in managing surveys for the purpose of informing policy including working with large quantitative databases and econometric models as well as qualitative surveys and building analytical and data collection capacity in developing country institutions.

Posts held:

2013-present **Fellow, Center for Universal Education, The Brookings Institution, Washington DC**

Leading the Center's research streams on (1) education financing; including international and domestic financing, aid effectiveness and innovative financing and (2) the Learning Barometer:

- Leading research on equity and financing including country case studies in Bangladesh (ongoing), Nigeria and Malawi (forthcoming)
- Leading the preparation of the Arab Learning Barometer (ongoing) and Asia and Latin America Learning Barometers (forthcoming)
- Led preparation of forthcoming research paper on "Role of multilaterals in basic education financing" for the *High Level Learning for All Roundtable "Coordinating and Financing Delivery of Education"* – September 2013
- Led preparation of 8 country papers for the *Learning for All Ministerial* – April 2013; (co) authored papers on Ethiopia and Nigeria

2008-2013 **Director, Development Progress, ODI, London**

Developed and led a 6-year research project (2009-2015) on Development Progress funded by the Bill & Melinda Gates Foundation. The project aims to better understand, measure and communicate what works in development and why. This work included providing technical direction to a large research team (+20 people) implementing case studies and data analysis on progress in education.

Research Fellow, Centre for Aid and Public Expenditure, ODI, London

Managed and contributed to various research projects on development with a particular focus on assessing development results, aid effectiveness, results based aid & impact evaluation, new aid flows and role of private actors in aid.

Projects (with commissioning organization):

- Progress towards the MDGs: MDG Report Card (Bill & Melinda Gates Foundation and UN Millennium Campaign)
- Financing Universal Primary Education: Opportunities and Constraints (The William & Flora Hewlett Foundation)
- Progress on the Aid Effectiveness Agenda and Accountability of Aid (the Commonwealth Secretariat)
- Impact Evaluation Production and Use (DFID)
- Poverty and Social Impact Analysis Review (PSIA) (World Bank)
- New Actors, New Flows: the World Bank, Private Sector and Sustainable Growth (Dutch Government)
- Review of Good Practice on Mutual Accountability at Country Level (GTZ and Working Group for Aid Effectiveness OECD-DAC)
- UK Progress Report on Making Aid Effective - case studies on Vietnam and Cambodia (DFID)

2005-2007 **Director, Economics Department, The Asia Foundation, Jakarta, Indonesia**

Managed the Foundation's largest economic research and policy program in Asia (US$3.5 million per year).

Areas of focus: governance and regulatory reform, local government service delivery, private sector development and investment climate performance measurement.
Responsibilities included:

- Designing and implementing research on local public service delivery, the investment climate and domestic trade.
- Designing and implementing technical assistance programs in Indonesia - funded by international donors and implemented in conjunction with national and international research and development institutions.
- Monitoring and evaluating results. Introduced a new monitoring and evaluation system to more accurately measure program results of implementing partners.
- Engaging with policy makers at local and national level to discuss policy reform, new program ideas, and program implementation.
- Managing a team of 15 research and program officers and consultants.
- Chairing private sector development donor working group and leading local economic reform working group under Indonesian multi-donor Decentralization Support Facility.

2001-2002 **Managed and chaired major development research seminar series. National Economics University, Hanoi, Vietnam, & World Bank**

Research seminar series for Vietnamese and international development specialists (covering topics ranging from aid effectiveness, health and education to macroeconomics and trade policy, financial sector deepening, and political economy of reform).

1999-2002 **Independent Economic Consultant based in Hanoi, Vietnam:**

Centre for International Economics, Canberra, Australia:

- Project on the Impact of Trade Liberalization/Reform in Vietnam: Regulatory Constraints to Private Sector Development (AusAID): 2001-2002. Principal Investigator. Analysis of obstacles to the responsiveness of private enterprises to changes in incentives following trade reform. Focus on the lack of institutions to support trade.
- Project on Private Sector Development and Response to Economic Reform (AusAID): 2000-2001. Team leader. Led a study in collaboration with the Central Institute for Economic Management (CIEM), a Vietnamese research institute, on the development of the private sector in Vietnam.

World Bank, Vietnam:

- Project on Employment Generation in Vietnam: 2001. Principal Investigator. Research of the private sector in Vietnam and its capacity to generate jobs. Analysis based on a survey of 400 enterprises carried out in collaboration with the Institute for Labor Studies and Social Affairs (ILSSA), Ministry of Labor.
- Project on State Enterprise Reform & Private Sector Development: 1998. Edited publication on divestiture and privatization of state-owned enterprises. Consolidated and analyzed data on the private sector in Vietnam.

International Finance Corporation (IFC), Mekong Project Development Facility, Vietnam

- Project to design SME development strategy in Vietnam, Cambodia and Laos: 1999-2000. Principal Investigator. Designed a strategy for IFC- MPDF as part of their Business Environment Program to promote development of the domestic private sector in tourism.

1998- **Researcher, London School of Economics and Political Science, London, UK**
Research on national accounts, satellite accounts and other economic measurement

1999 methods to study the impact of tourism and trade in services in the economy.

1995-1997 **Researcher, Erasmus University Rotterdam, The Netherlands**
Research project at Erasmus Business School, topics included tourism and development, globalization and cross-cultural management of tourism industry.

1994-1995 **Researcher, University of Antwerp, Faculty of Economics, Belgium**
Macro economic impact/input output analysis. Analysis of labor, tax and social effects of cultural sector.

Selected publications and reports:

Bastian, J., L. Steer & C. Berry (2013). Accelerating Progress to 2015. Ethiopia. A Report Series to the UN Special Envoy for Global Education. Working Paper. April 2013.

L. Steer, E. Gustaffson-Wright & Vy T. Nguyen (2013). Accelerating Progress to 2015. Nigeria. A Report Series to the UN Special Envoy for Global Education. Working Paper. April 2013.

Kiku Rodriguez, L, E. Samman & L. Steer (2012). Measuring Progress. A Review of Methodologies. London, ODI. *Forthcoming*

Steer, L, J. Engel, M. Vandemoortele & A. McWilliam (2011). Mapping Progress: Evidence for a New Development Outlook. London. ODI

Steer L, S. Levy, M. Geddes, A. Lemma, L. Natali, L. Phillips & D. Wu (2010). MDG Report Card: Measuring Progress Across Countries. London. ODI

Steer, L. & K. Sen (2010). Formal and Informal Institutions in a Transition Economy: The Case of Vietnam. *World Development*. Vol 38 (11), p. 1603-1615.

Steer, L. & C. Wathne (2010). Donor Financing of Basic Education: Opportunities and Constraints. *International Journal of Educational Development*. Vol 30(5), p. 472-480.

Benevot, A, D. Archer, S. Mosely, K. Mundy, F. Phiri, L. Steer & D. Wiking (2010). International Aid to Education: A Moderated Discussion. *Comparative Education Review*. Vol 54 (1), p. 105-124.

Steer,L, H. Tavakoli, C. Wathne & N. Highton (2009). Commonwealth Member Countries Progress on the Aid Effectiveness Agenda. London, ODI

Steer, L. & C. Wathne (2009). Mutual Accountability at Country Level: Emerging Good Practice. *ODI Background Note*. London, ODI.

Jones, N, H. Jones, L. Steer & A. Datta (2008). Improving Impact Evaluation Production and Use. *Working Paper 300*, London, ODI.

Steer, L. (2008). Poverty and Social Impact Analysis. Reviewing the Link with In-Country Policy and Planning Processes. (Nepal & Tanzania Case Studies). London, ODI.

Steer, L, C. Wathne & R. Driscoll (2008). Concept and Good Practice Paper on Mutual Accountability at Country Level. Report for the OECD-DAC Working Party on Aid Effectiveness. London, ODI.

Steer, L. & K. Sen (2008). Institutions in Transition. How Vietnam's booming private sector compensated for a lack of legal protection. *IPPG Discussion Paper Series 19*. Manchester, University of Manchester.

Steer, L. (2008). New Actors, New Flows: the World Bank, Private Sector and Sustainable Growth. Report for World Bank. London, ODI.

Steer, L. (2008). Financing for Development: From Monterrey to Doha. Briefing for Bill & Melinda Gates Foundation. London, ODI.

Steer, L. (2006). Business Licensing and One Stop Shops in Indonesia. Paper presented at Asia Consultative Conference on Creating Better Business Environments for Enterprise Development, Donor Committee for Enterprise Development, Bangkok, November 2006.

Sen K. & L. Steer (2005). Survey of Recent Developments. *Bulletin of Indonesian Economic Studies,* Vol 41 (3), p. 279-304.

Steer, L. & M. Taussig (2002). A Little Engine that Could…: Domestic Private Companies and Vietnam's Pressing Need for Wage Employment. *World Bank Policy Research Paper,* No 2873, August 2002. (with M. Taussig)

Steer, L. (2001). The Private Sector in Vietnam. Facts, Figures, Policy Changes and a Survey of Research Findings. Canberra, Centre for International Economics.

Steer, L. (2000). Developing SMEs in the Tourism Industry. Recommendations for IFC assistance for SMEs in Vietnam, Laos and Cambodia. IFC-MPDF, Hanoi.

Steer, L. (1999). The Economic Effects of Tourism: From Satellite Accounts to General Equilibrium Analysis. *Working Paper*. London, London School of Economics.