

PROVISIONAL INDEPENDENT TECHNICAL ADVISORY PANEL

CO-CHAIRS

Desmond Bermingham is the chief executive officer of the Australian Council for Education Research International UK Ltd (ACER UK). Desmond has over thirty years' experience of working with international organizations in the education sector in Europe, North and South America, Africa and Asia. He has held a number of senior leadership positions including: Head of Education Profession in the UK Department for International Development (DFID); Global Education Director for Save the Children International; Director of Programs, Education Above All Foundation in Qatar; and Director of Programs, Varkey Foundation and Board Chair of *Fundacion Varkey Argentina*.

As the head of the Secretariat for the Education for All Fast Track Initiative (FTI) from 2006 – 2008, Desmond was responsible for leading the rapid expansion of the FTI from 20 to 40 developing country partners and increasing donor commitments from US\$200 million to over US\$1 billion. Desmond also led the early efforts to redesign the program to promote the best practices of donor harmonization and alignment which formed the basis of the GPE Compact.

Desmond has conducted and published research in a number of areas relating to global education policy, governance and financing including a paper on Innovative Financing for Education (with Nick Burnett) and an analysis of the interaction between national education policy and global education initiatives in Ethiopia and Rwanda.

Desmond has a BA in English Language and Literature from Oxford University; an MA in curriculum and evaluation (London); an MSc in global development management (Open University); and a doctorate in international education policy (London).

Amit Kaushik joined the Indian Railways as a civil servant in 1987 after obtaining a postgraduate degree in Economics from the Panjab University, Chandigarh. Over the course of the twenty years he spent in the service, he held a variety of challenging assignments both in the Railways and outside, and worked in varied areas including administration,

investment appraisal, financial analysis, project management and industrial relations.

From 2001–2006, Amit was Director, Elementary Education, in the Ministry of HRD, Government of India, where he was associated with the development and implementation of various policies related to *Sarva Shiksha Abhiyan*, as well as India's international commitments on Education For All (EFA). Among other things, he worked closely on the 2005 draft of the Right to Education Bill, based on which The Right of Children to Free and Compulsory Education Act was passed in 2009.

He has been a consultant to UNESCO Paris, Nigeria, Iraq and Lebanon, as well as to UNICEF Iraq and Yemen, working with them from time to time on assignments related to literacy, planning for EFA, non-formal education, accelerated learning and GPE.

Since 2007, Amit has worked with several education sector organizations in the private and/or not-for-profit sector, including Pratham, India's largest primary education NGO. He also served as managing director for one of India's largest publicly listed education companies, overseeing operations in over fifty private K-12 schools.

In addition to his professional commitments, Amit has served on the boards of several organizations working in education, and participated in, or chaired, various committees on behalf of the government and industry bodies.

He is the CEO of the Australian Council for Educational Research (India), a not-for-profit research organization that undertakes commissioned educational research, large-scale learning assessments, professional development, capacity building, and program evaluation for a range of clients in India and the South Asian region.

MEMBERS

Joan DeJaeghere is professor of Comparative and International Development Education in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota (USA) and affiliate faculty of the Interdisciplinary Center for Global Change and the Human Rights Program. Her scholarship is concerned with gender and ethnic/racial inequalities in education and how they affect youth's future civic engagement, livelihoods and wellbeing.

Dr. DeJaeghere has more than 15 years of experience conducting research and informing practice on education reforms related to gender, equity, and inclusion. She has worked with governments, multi-lateral and bi-lateral aid organizations, foundations, and NGOs in strengthening education systems. She has led multi-year research studies on educational projects and systems reform, funded by DfID (FCDO, UK), DFAT (Australia), the Mastercard Foundation, CARE, Room to Read, and UNICEF/UNESCO. This work with governments and organizations has been conducted in Bangladesh, Honduras, India, South Africa, Tanzania, Uganda and Vietnam.

Dr. DeJaeghere has published 2 books, including *Educating entrepreneurial citizens: Neoliberalism and youth livelihoods in Tanzania* (Routledge, 2017) and *Education and youth agency* (Springer, 2016). A third book, *Life skills education for youth: Critical Perspectives*, is due out in 2021 (Springer). She has also published numerous articles in educational journals, including *Comparative Education Review*, *Compare*, *International Journal of Educational Development*, *Critical Studies in Education*, and *the Journal of Human Development and Capabilities*. Her work has also informed government and organizational strategic plans. She currently co-leads the country research team (Vietnam) for the Research on Improving Systems of Education (RISE) and serves as an advisory member for the Transforming Education for Sustainable Futures (TESF) network.

Myra Harrison was chief education adviser for DFID for seven years, supervising education investments mainly in Africa and Asia. Myra led in multiple roles: developing the DFID education advisory cadre as a team of senior professional specialists and assistant (junior) advisers; overseeing their postings to appropriate country offices; establishing an advisory committee of senior development academics and practitioners; and leading the concept and expansion of DFID's education research portfolio to an annual £1million budget (in 2000).

Myra has also worked for MFAT (New Zealand aid) as senior education adviser including for the Solomon Islands, Papua New Guinea and Timor-Leste, and for DFAT (Australia) as director of the Education Resource Facility (ERF), providing specialist resources for programs in the Pacific, Asia and Africa. She led the ERF's work on organizational learning and development for DFAT, which won two international distance learning awards. Also for DFAT Myra worked as quality education and systems adviser for the Access to Quality Education (AQQE) program in Fiji, leading AQEP's learning and knowledge management strand.

She has led and participated in many significant education program designs and reviews, including reviews for DFID of girls' education programs in Ghana and South Sudan (G-PASS and GESS) and for DFAT program designs for Tuvalu and PNG. She was until recently DFAT PNG's principal education adviser for foundational learning.

Myra is well aware that circumstances change quite often in the development context, including changes in budget allocations, policy, or personnel. At NZAID, and with the ERF under DFAT, she experienced major political change when both countries' aid agencies became part of their respective Departments of Foreign Affairs and Trade. In each case policy changes were mandated, and significant technical changes had to be made to operational, knowledge management approaches and document handling in mid-stream. Similar experience in partner countries, when changes of personnel in government positions take place, requires adaption, and building of new relationships.

Myra has a PhD in Educational Research and is an Honorary Fellow of the Commonwealth of Learning, having been the UK's Governor of COL for 7 years.

Florence Malinga is a specialist in education with over 35 years' experience in Uganda and more recently in the Commonwealth. She has acted as an education advisor to the Commonwealth Secretariat in London, UK as well as Commissioner for Education Planning for the Ministry of Education and Sport in Uganda. Within the scope of education, she has been responsible for designing and developing policy, aid coordination and managing sector budgets, monitoring and evaluation, building of partnerships and networks, providing technical assistance including analyzing data and trends and assisting member countries of the commonwealth to achieve the UN Millennium Development Goals in education.

Florence is an experienced education specialist who supervised the implementation of the UPE program in Uganda and many reforms in the education sector. As a planner and researcher, Florence has had special interests in aspects of access and equity of education in primary and secondary schools. She has carried out studies in Maldives and Cameroon on gender responsive classrooms, for example, and has also done extensive work on education for disadvantaged groups, focusing on nomadic populations in Africa and Asia.

Florence currently works as an independent education development consultant and has undertaken work for various organizations such as the African Development Bank (ADEA), Redi 4 Change, FHI 360, and Thuso UK. Florence holds an MA in Education Management and has completed numerous certificates in education associated with planning, policy analysis and administration.

Michael N. Mambo holds a PhD and an EDs in Policy and Planning in Comprehensive Vocational Education and an MA in Educational Leadership from Florida State University. He also holds a BSc degree in Physics and Mathematics from the University of London.

He retired from the World Bank where he was the senior education specialist and task team leader for the Malawi education programs and Zambia TEVET programs. Prior to joining the World Bank, he was the permanent secretary for Higher Education in Zimbabwe and was responsible for universities, polytechnics, technical colleges, vocational training centers and teacher training colleges.

He has conducted consultancies in early childhood education, basic education, TEVET, higher education, special needs education, and teacher education. Through this work and his qualifications he has acquired expertise in: educational administration and supervision; education sector analysis; appraisal of education sector plans; policy development and strategy development; project planning, and monitoring and evaluation; implementation of education reforms; implementation of civil service reforms; and preparation of project implementation completion reports. He has experience in Botswana, Malawi, Mozambique, Rwanda, Sierra Leone, Swaziland, Tanzania, Zambia, and Zimbabwe.

He served as board member of the UNESCO International Bureau of Education (IBE) based in Geneva; and as chairman of the Administrative Committee of the Council of the IBE; and as alternate member of the UNESCO Executive Board representing Zimbabwe.

Susy Ndarahutse is an economist by training and has spent over 20 years working collaboratively with low- and middle-income countries on analytical research, consultancy and programme implementation linked to education system reform. Her expertise lies in education policy, strategy, planning and finance and she has worked with a range of developing country governments, donors and non-governmental organisations in a capacity building context on short and long-term assignments. This included nearly four years as an embedded advisor in the Ministry of Education's Planning Directorate in Rwanda, supporting the national budget, data analysis, coordination of donor investments and the development of the first education sector strategic plan.

For many years, Susy was part of the senior management team at Education Development Trust where she had responsibility for the Trust's global work supporting education system reform. This included developing core methods on system reform, overseeing a portfolio of research and consultancy work, and ensuring quality across large international education reform programs.

Susy's work has had a particular emphasis on the most marginalized and disadvantaged including those living in countries and regions experiencing protracted crises. She has significant experience in providing evidence-based support for complex educational challenges. This has included work on how to improve learning and skills, sector wide approaches, teacher management and teacher salary issues, aid effectiveness and public financial management. She has served on the advisory group of the Education Commission's Education Workforce Initiative, the Global Compact on Learning's Research Task Force and the Inter-Agency Network for Education in Emergencies Working Group on Education and Fragility. She is currently chair of the Board of Trustees for the UK Education and Development Forum (UKFIET) which provides a pro-active forum for universities, policy-makers, non-governmental organisations, consultancy groups and professional associations working for education and development internationally to share ideas, knowledge and expertise.

Sara Poehlman is a seasoned education and early childhood development professional with +25 years experience in diverse countries and settings. She currently serves as an education policy advisor, Nurturing Care expert, education practitioner, and humanitarian supporting education during the Corona pandemic; she is an independent advisor for the Global Partnership for Education and Education Cannot Wait and for DC Public Schools Re-Opening Community Corps.

Sara previously led a portfolio of 70 countries and provided technical and strategic leadership for Save the Children, the largest children's NGO in the world, and more than 50 partners through www.idela-network.org as the senior director of Early Childhood Development. With experience bridging policy and practice, Sara has been invited to advise a number of global early childhood and education initiatives, including: the Early Childhood Development Action Network (ECDAN), Nurturing Care Framework Management Committee under WHO and UNICEF, and Global Partnership for Education's Better Early Learning and Development at Scale, and Measuring Early Learning and Quality Outcomes (MELQO) under the Brookings Institution, UNESCO and the World Bank.

During 17 years in the field, Sara worked for UNICEF as the Chief of Education in Sri Lanka, India and Niger, supporting innovations, systems-building and evidence and advocacy to improve children's learning and well-being. She served with non-governmental organizations in The Gambia, Senegal, Guinea, Sierra Leone, Benin and other West African countries working in education, emergencies and peace promotion. Sara has served as a tireless advocate for young children and families, gender equity, peace and justice. To better advise the UN Security Council and other bodies, she also helped create www.peacewomen.org.

Sara worked on US domestic issues doing anti-bias education, teaching bilingual kindergarten, supporting parent education in immigrant communities and families living in homeless shelters. She studied International Education Development at Columbia University Teachers College.

Ramahatra Mamy Rakotomalala is an education economist with over 20 years of experience in education policy development and management, having supported 33 Sub-Saharan African countries to develop education status reports or education sector analyses; prepared education development or reform policies; and co-authored several methodological guidelines supporting use of data to build sector policies. He has also supported skills development through systematic diagnosis of technical and vocational training in India and Sri-Lanka with the focus on efficiency in the transition of TVET graduates to the labor market. Through his country-based support, Mamy has realized several national policies through high-level policy dialogue between ministries of education, finance and labor, which made them implementable in respective national fiscal frameworks.

Mamy has co-authored studies on education in the Sub-Saharan Africa region including: (i) a simulation on post-primary education prepared jointly with AFD; (ii) Facing Forward: a regional comparative study on education, jointly with the World Bank, and building on the more than 30 education Country Status Reports prepared in the continent; and (iii) "A Chance for Every Child", jointly with the World Bank, which laid the analytical foundations for

the Education for All Fast Track Initiative and provided an indicative framework that has continued to guide the preparation of credible education sector plans.

He is a long-standing trainer of education technicians and managers on education analysis, policy-development as well as policy implementation and monitoring. In this role, he built a network of education experts in the countries he has supported through mentorship and learning-by-doing approach. These experts today champion the development, expansion and reform of education in their respective jurisdictions, at national and international levels.

Mamy has an MA and advanced degree in Economics. Prior to serving as a consultant, Mamy spent 14 years with the World Bank, most recently as a senior education specialist.

Richard Sack's career has spanned academic and operational work. After completing his undergraduate studies (major in Chemistry), he taught Chemistry and English in Algeria for three years and then completed his Ph.D. in International Development Education and Sociology at Stanford University. For much of the 1970s he was on the faculty of the University of Wisconsin (Madison). During that time, he was also research director at the Centre de Recherches Interdisciplinaires pour le Développement de l'Éducation at the Université Nationale du Zaïre in Kisangani where he conducted research and trained graduate students. He also taught at Université Laval in Québec, Canada. After a couple of years at the International Institute for Educational Planning, in 1981 he switched to independent consulting, working on evaluation, research, educational planning and policy analysis, and program/project development. Between 1995 and 2001, he was executive secretary of ADEA which became the most prominent public policy network for education in Africa. Upon leaving ADEA, Dr. Sack returned to the life of independent consulting, working mainly on evaluation, policy analysis, organizational analysis, program design and development, research, and writing. Both pre- and post-ADEA, he consulted mainly for the World Bank, UNESCO, UNICEF, and USAID, along with other multilateral and bilateral agencies, and consulting firms. Most of his work has focused on Africa north and south of the Sahara.. He has also worked in the Middle-East, Asia and the Caribbean.

Dr. Sack has written on a number of topics related to educational planning and policy analysis in the context of international development cooperation. This has included books, articles and reports on: the processes of educational policy formulation; monitoring and evaluation; organizational and management analysis of education ministries; educational planning; aid effectiveness; public policy networks; and the role of effective communication for educational policy-making.

Jouko Sarvi is a national of Finland where he obtained his MA in Education. He has extensive experience in leadership and technical positions in education development in Africa, Asia and the Pacific, the Middle East, and the Balkans.

His experience includes: policy dialogue on human capital development, institutional development and governance reforms with government leaders and other stakeholders; education sector planning integral with countries' economic development goals, poverty reduction programs, and human resource development needs; structural and content reforms in education subsectors, particularly modernization of teacher education and utilization of ICT for education delivery; thematic and cross-cutting strategies to support inclusive education for ensuring equitable access to education; public-private partnership strategies and models for improving the quality and relevance of education, and for cost-sharing, and innovative and sustainable financing in the sector; spearheading knowledge sharing on best practice in education.

Most recently, he served in a variety of roles at the Asian Development Bank over a 19-year period, including as Lead Education Specialist, Advisor for Education, Practice Leader for Education and Principal Education Specialist. He chaired the ADB-wide Community of Practice in Education and the Education Sector Committee.

Jouko served on strategic steering bodies of interagency organizations and partnerships, including the Board of the Global Partnership for Education and the Interagency Steering Committee of the United Nation's Asia-Pacific Program for Education for Sustainable Development. He is an alumni of the Leadership Direct Program of Harvard University Business School Publishing, and the Sustainability Leadership Program of the University of Cambridge. He has been an active member of the Comparative and International Education Society.

He (co-)authored a range of studies and publications on education reform. He also convened international conferences attended by high-level delegations of governments, leaders of education institutions, development partners, civil society, and private sector, and contributed as keynote speaker/panelist in regional and global events.

Ann Scowcroft is an independent consultant working in the fields of refugee education, education in emergencies, and humanitarian-development education response coordination, collaboration and research. She has a PhD in second language learning cognition, and over 30 years of experience in the education sector generally. Early on, that experience came from teaching in or directing formal and non-formal education programs at community, secondary and university levels in Canada. Since 2006, she has worked internationally for NGOs and UNHCR as a global refugee education technical advisor in Latin America and the Caribbean, West, Central, Southern and East Africa, the Middle East and South Asia.

The majority of her international experience has been field-focused, with fragile or conflict affected populations, and especially with refugee and internally displaced populations and their host communities. In 2016 she began to work with issues related to refugee-inclusive

global financing and planning for emergencies, and for the long years that follow emergencies for populations that remain displaced. She has recently joined the *Département de didactique* at the *Université de Québec à Montréal* as an adjunct professor, and will be involved in research, teaching and outreach related to education in emergencies. In that role she will also begin to explore how to practically address decolonized approaches to overseas education aid in the Canadian donor and INGO sphere.

She has three particular interests related to education reform, policy, planning, data and evidence. These are: issues related to language of instruction and the importance of addressing academic learning in colonial languages for rural and marginalized populations; issues related to inclusive planning in contexts where there is a history of, or current experiences of, internal or refugee displacement; issues related to government involvement in planning that can better direct and sequence humanitarian action for education outcomes that align with and contribute to national planning goals.

Anise Waljee's work ranges from educational reform, policy development, strategic planning, institutional development to inclusive education.

Anise has worked on a wide variety of countries and issues - including the Disability Trust Fund, the Aga Khan Foundation, UNESCO, UNICEF, Education for Change, The Swedish Embassy, and the Enabling Education Network. She has provided various trainings on inclusive education and conducted curriculum reviews as well as working on sector analysis and evaluation of educational programs and initiatives. One important focus is marginalized communities and she works to improve equity and access for ethnic minorities, children with disabilities, girls and women as well as rural and impoverished communities.

Working with governments and international NGOs, Anise engages with local systems and structures to expand their remit as conduits of change and often brings a cultural lense to understand the issues at hand.

She challenges the received meanings and notions of 'talent' 'aid' and 'civil society' 'development' exposing where they stand for hegemonic discourses from one community to another. Always, she works to build local capacities.

Robert West trained initially as a language teacher, later completing a master's degree in comparative education and a doctorate in philosophy of education. He attended short courses on senior secondary curriculum with the Cambridge Examinations Syndicate and in education planning at Harvard University. In recent years he benefited from on-line training, and live discussion groups, both offered by GPE and UNESCO's International Institute for Education Planning (IIEP).

After teaching English as mother tongue and as second language in secondary schools in South Africa for eleven years, he served four years as vice-principal and hostel superintendent at a secondary school in South West Africa. He then taught at a teachers' training college for three years, followed by nine years as head of a team delivering in-service training to teachers and to school administrators throughout the country.

On Namibia's independence in 1990, when the eleven ethnically divided education departments were combined in a single ministry, he supervised the introduction of the Cambridge international secondary curriculum, before serving as director of planning and development in the ministry for seven years. The planning department attended i.a. to education statistics (EMIS), monitoring and evaluation, donor coordination, and the implementation of the capital budget. During this time he served on a variety of committees and was privileged to attend several international conferences.

After his retirement, he undertook consultancy assignments in Namibia and nine other countries in West Africa, the Middle East, and East and South-east Asia. These included tasks chiefly in (1) the coordination of donor reporting in the education sector, (2) the appraisal of education sector plans (seven countries), (3) feasibility studies for and evaluation of education projects, (4) qualitative research on conditions in schools (in government- and opposition-controlled areas of Syria), and (5) the development of an interactive funding formula for allocating the Namibian education budget to decentralized regions.