



EVIDENCE-BASED EDUCATION: POLICY-MAKING & REFORM IN AFRICA
LES ÉVALUATIONS AU SERVICE DE L'ÉDUCATION: PROGRAMMES, POLITIQUES ET RÉFORMES EN AFRIQUE

Accra, Ghana

May 14-19, 2012/ 14-19 Mai, 2012

Program/ Programme

Co-hosted by Innovations for Poverty Action (IPA), Ghana Education Service (GES), The Abdul Latif Jameel Poverty Action Lab (J-PAL). This project was made possible by the United States Agency for International Development (USAID) and the generous support of the American people.

Each session will begin with a presenter exposing an issue in the education sector. A researcher will then summarize the evidence from rigorous research on the panel topic. Following will be a practitioner's response, commenting on exposed solutions, and illustrating a solution. The panels will end with a moderated discussion focused on identifying the next wave of relevant research questions.

Chaque session commencera avec un présentateur exposant un problème touchant à l'éducation. Ensuite, un chercheur passera en revue les résultats issus de recherches rigoureuses sur le sujet, suivi des commentaires d'un professionnel sur les solutions proposées, illustrant une solution en particulier par un exemple. La session se terminera par une discussion destinée à identifier les questions clés restant à élucider.

MAY 14 14 MAI	MONDAY LUNDI
9:30–10:30	REGISTRATION/INSCRIPTION
10:30–11:00	WELCOME: Keynote speech by Mahama Ayariga , Ghana Deputy Minister of Education, Cheryl Anderson , USAID/Ghana Mission Director, and introduction by Jessica Kiessel , Ghana Country Director, Innovations for Poverty Action ACCUEIL: Discours par Mahama Ayariga , Ministre Député d'Education au Ghana et introduction par Jessica Kiessel , Innovations for Poverty Action
11:00–12:45	PANEL 1: What Have We Learned About Improving School Participation? SESSION 1: Qu'Avons-Nous Appris Sur les Moyens pour Augmenter la Présence à l'École ?
	<i>Since 1980, real government expenditures on education doubled in Sub-Saharan Africa. The most consistent focus of investment has been in primary and secondary school enrolment rates, with the ultimate goal of higher levels of educational attainment. While enrolment rates in primary schools are sitting at almost 100% in most African countries, better access to primary education has not translated into similar gains in classroom attendance. There is now considerable evidence from randomised evaluations on the effectiveness of different strategies that have been used to promote student participation in school, such as deworming, school feeding, and reduced cost of education. We discuss these different strategies, the major lessons learnt from them and the implications for future education investment in this area.</i> <i>Depuis 1980, les dépenses gouvernementales réelles dans l'éducation ont doublé en Afrique subsaharienne. L'attention s'est plus particulièrement portée sur le taux de scolarisation dans les écoles primaires et secondaires, avec l'objectif final d'augmenter le taux de réussite. Bien que la scolarisation dans les écoles primaires ait atteint presque 100% dans la plupart des pays africains, l'accroissement de l'accès à l'éducation primaire ne s'est pas traduit par des gains similaires en ce qui concerne la présence</i>

	<p><i>dans les salles de classe. Il existe maintenant une quantité importante de preuves provenant d'évaluations aléatoires quant à l'efficacité de différentes stratégies qui ont été utilisées pour promouvoir la participation des élèves à l'école, telles que le déparasitage, les programmes d'alimentation scolaire ou la réduction du coût de l'éducation. Nous discutons ces différentes stratégies, les leçons majeures à en tirer, et leurs implications pour les investissements futurs dans ce secteur.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Karimu Mohammed, Curriculum Development and Replication Coordinator, School for Life, Ghana <p><u>Review of Evidence/Résumé des résultats d'évaluation:</u></p> <ul style="list-style-type: none"> • Isaac Mbiti, Assistant Professor, Department of Economics, Southern Methodist University/ J-PAL, US <p><u>Panelists/ Participants:</u></p> <ul style="list-style-type: none"> • Leah Rotich, Director of Basic Education, Ministry of Education, Kenya • Stewart Kabaka, Program Manager for Monitoring and Evaluation, Department of Family Health, Ministry of Health, Kenya • Reda Hamedoun, Infrastructure Specialist, East Asia and Pacific Region World Bank, US <i>Former member of the Royal Cabinet of the King of Morocco</i>
12:45–13:45	LUNCH / DEJEUNER
13:45–15:15	PANEL 2: Teacher Characteristics, School Governance, Accountability And Incentives SESSION 2: Caractéristiques des Enseignants, Gestion des Ecoles, Responsabilité et Incitations
	<p><i>In 2002 and 2003, the World Absenteeism Survey of six countries, led by the World Bank, concluded that teachers consistently miss one day of work out of five on average, and the ratio is even higher (one in four) in India and Uganda. Their data also find that teachers who are in school do not necessarily teach—they read the newspaper, drink tea, or chat with their colleagues. This situation has implications for learner attendance and test scores. When NGO Seva Mandir increased teacher attendance at their single-teacher schools in India, this led to more teaching, more days in schools and higher test scores. Other attempts to incentivize or oversee teacher attendance have proven less promising. Some have proposed that teachers do not teach because they do not know how to. Others hold that there is not enough pressure on teachers to teach, or assert that teachers do not have sufficient incentives to teach. In exploring which of these reasons holds true, we discuss why it is that contract teachers were more effective than regular teachers, and why a camera was more effective than a principal at monitoring teacher attendance. We further discuss whether community and school management monitoring can be effective, and under what circumstances they should be implemented to improve teacher practices and learner outcomes.</i></p> <p><i>En 2002 et 2003, l'Enquête Mondiale sur l'Absentéisme menée dans six pays par la Banque mondiale a conclu que les enseignants manquent systématiquement un jour de travail sur cinq en moyenne, cette proportion étant même plus élevée (un sur quatre) en Inde et en Ouganda. Les données montrent aussi que les enseignants présents à l'école n'enseignent pas nécessairement et à la place lisent le journal, prennent le thé ou discutent avec leurs collègues. Cette situation a des répercussions immédiates sur la participation des élèves et leur niveau d'apprentissage. Lorsque l'ONG Seva Mandir a accru la présence des enseignants dans ses écoles dotées seulement d'un enseignant en Inde, cela a entraîné une augmentation de l'enseignement, des jours de présence à l'école et des taux de réussites aux examens. D'autres tentatives pour encourager ou surveiller la participation des enseignants se sont révélées moins prometteuses. Certains avancent que les enseignants n'enseignent pas parce qu'ils ne savent pas comment. D'autres soutiennent qu'il n'y a pas assez de pression sur les enseignants pour qu'ils enseignent, ou affirment que les enseignants ne reçoivent pas les incitations nécessaires. Tout en cherchant quelles sont les vraies raisons, nous discutons pourquoi les enseignants sous contrat se sont montrés plus efficaces que les enseignants titulaires, et pourquoi un appareil photo fut plus efficace qu'un directeur d'école pour contrôler la présence des enseignants. Nous discutons par ailleurs si un contrôle mené par les communautés ou les comités d'école pourrait se révéler efficace, et dans quelles</i></p>

	<p><i>circonstances il devrait être mis en œuvre afin d'améliorer les pratiques des enseignants et les résultats des élèves.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Charles Aheto-Tsegah, Deputy Director-General, Ghana Education Service, Ghana <p><u>Exposing the Issue/Exposé du problème:</u></p> <ul style="list-style-type: none"> • Mukhtar Abdi Ogle, Principal Examinations Secretary/National Coordinator, National Assessment Center, Kenya National Examinations Council, Kenya <p><u>Review of Evidence/Résumé des résultats d'évaluation:</u></p> <ul style="list-style-type: none"> • Moussa P. Blimpo, Postdoctoral Fellow, Stanford Institute for Economic Policy Research, Stanford University, US <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Yaw Nyarko, Professor, Department of Economics, New York University, US • Mukhtar Abdi Ogle, Principal Examinations Secretary/National Coordinator, National Assessment Center, Kenya National Examinations Council, Kenya
15:15–16:45	<p>PANEL 3: What Have We Learned About Enabling Learning? SESSION 3: Qu'Avons-Nous Appris Sur les Moyens d'Amélioration de l'Apprentissage?</p>
	<p><i>While there have been large improvements in enrolment in Africa over the last two decades, there have not been simultaneous shifts in learning. Recent studies suggest that remedial education and tracking are two programs that can assist learning in the classroom, while vouchers for private schools and resources such as textbooks and flip charts are less effective. We explore why education is a lottery for many learners in underperforming schools, and how programs that achieve learning gains can help improve this situation.</i></p> <p><i>Malgré d'important progrès effectués dans les taux d'inscription en Afrique au cours des deux dernières décennies, il n'y a pas eu de retombées positives en termes d'apprentissage. Des études récentes montrent que le soutien scolaire et les classes de niveau sont deux initiatives qui peuvent améliorer l'apprentissage dans les salles de classe, alors que les bourses donnant accès aux écoles privées et la distribution de matériel comme les cahiers ou les posters éducatifs se révèlent moins efficaces. Nous cherchons à comprendre pourquoi l'éducation est une loterie pour beaucoup d'élèves dans les écoles peu performantes, et comment les programmes qui génèrent une amélioration de l'apprentissage chez les élèves peuvent contribuer à modifier cette réalité.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Dr. George Oduro, Director, Institute of Education Planning and Administration, University of Cape Coast, Ghana <p><u>Exposing the Issue/Exposé du problème:</u></p> <ul style="list-style-type: none"> • Rakesh Rajani, Head of Twaweza, Tanzania <p><u>Review of Evidence/Résumé des résultats d'évaluation:</u></p> <ul style="list-style-type: none"> • Abhijit Vinayak Banerjee, Professor of Economics, Massachusetts Institute of Technology (MIT)/ J-PAL, US <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Abdou Diao, Director of Basic Education, Ministry of Education, Senegal • Usha Rane, Regional Head, Pratham, India • Rakesh Rajani, Head of Twaweza, Tanzania

17:00–19:00	<p>COCKTAIL PRESENTATION: The Ghana Teacher Community Assistant Initiative (TCAI) PRESENTATION PENDANT L'APERITIF: l'Initiative Enseignant-Assistant Communautaire au Ghana (TCAI)</p> <ul style="list-style-type: none"> • Stephen Adu, Acting Deputy Director-General and Director for Basic Education, Ghana Education Service, Ghana • Maame Nketsiah, TCAI National Coordinator, Ghana • Honorable Abuga Pele, Executive Director, National Youth Employment Program, Ghana • Rosemond Keteku, Municipal Education Director, Adentan Municipal Assembly, Ghana
MAY 15 15 MAI	TUESDAY MARDI
8:00–8:30	WELCOME/ACCUEIL
8:30–10:00	<p>PANEL 4: Supportive Learning Through Technology SESSION 4: La Technologie Au Service de L'Enseignement</p>
	<p><i>The use of technology in the education field is becoming a major consideration as developing countries focus on improving the quality of their educational systems. Technology has the potential to improve the quality of teaching and learning in classrooms where educators are poorly educated themselves. Several countries are determinedly expanding the supply of computers in their educational institutions in the belief that schools will benefit from the use of new technologies and that students need to be exposed to them early in life. However results from randomised evaluations are mixed, and when positive, technology is often not deemed to be cost-effective in comparison to other cheaper programs, with exceptions. We review existing evidence on what works and what doesn't regarding technology in the classroom, and the reasons behind these findings. Under what circumstances is technology appropriate for the classroom, and how can evidence assist us in incorporating well designed cost-effective e-learning programs to improve schooling outcomes?</i></p> <p><i>L'usage de la technologie dans le domaine de l'éducation est en train de devenir un des éléments majeurs pris en considération lorsque les pays en voie de développement cherchent à améliorer la qualité de leur système éducatif. La technologie a le potentiel d'augmenter la qualité de l'enseignement et de l'apprentissage dans les écoles où les éducateurs sont eux-mêmes peu ou mal formés. De nombreux pays ont résolument entrepris d'étendre l'offre d'ordinateurs dans les institutions éducatives, avec l'idée que ces écoles profiteront de l'usage des nouvelles technologies et que les étudiants doivent être exposés à cette technologie dès le plus jeune âge. Cependant, les résultats des évaluations aléatoires restent mitigés, et même quand ils sont positifs, l'usage de la technologie n'est souvent pas jugé rentable en comparaison à d'autres programmes moins chers, à part pour quelques exceptions. Nous passons en revue les résultats qui existent à ce jour concernant les succès et les échecs de l'usage des nouvelles technologies dans les écoles, et les raisons qui sont à leur origine. Dans quelles circonstances l'usage de la technologie dans les écoles est-il approprié, et comment pouvons nous tirer les leçons des évaluations afin de mettre en place des programmes d'e-éducation bien conçus et rentables permettant d'améliorer l'apprentissage ?</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Fawzia Salifu Sidii, Information and Communications Technology Coordinator, Ministry of Education, Ghana <p><u>Exposing the Issue/Exposé du problème:</u></p> <ul style="list-style-type: none"> • Julian Cristia, Senior Research Economist, Inter-American Development Bank, US <p><u>Review of Evidence/Résumé des résultats d'évaluation:</u></p> <ul style="list-style-type: none"> • Paul Glewwe, Professor, Department of Applied Economics, University of Minnesota/J-PAL, US <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Shwetlena Sabarwal, Economist, World Bank, US • Namwaka Mwaikinda, Policy Analyst, Commission for Science and Technology, Tanzania • Julian Cristia, Economist, Inter-American Development Bank, US

10:00–10:20	BREAK/PAUSE
10:20–11:50	PANEL 5: Secondary Education and Girls: Directions for Future Research SESSION 5: L'Éducation Secondaire et les Filles : Pistes pour la Recherche Future
	<p><i>Many of the rigorous evaluations of education programs to date have focused on improving attendance and achievement in primary schools, but relatively less is known about improving education at the secondary level. Much of the work in this area has focused on conditional cash transfer (CCT) programs, which have been shown to be very effective at reducing dropouts. However, many questions remain. Can programs which have been proven effective at the primary level, such as scholarships or providing information about the returns to education, also improve attendance at the secondary level? Will interventions such as remedial education and computer-assisted learning work in the secondary context, where the curriculum is more complex?</i></p> <p><i>Another area of particular interest is the unique set of barriers faced by girls. While there are many explanations for why there are fewer girls enrolled than boys, less is known about what the most crucial barriers are. Further research is needed to test other possible barriers to girls' schooling and potential solutions.</i></p> <p><i>De nombreuses évaluations rigoureuses des programmes éducatifs se sont intéressées à la manière d'améliorer la présence et la réussite scolaire à l'école primaire. Par contre, on a peu d'éléments sur la manière d'améliorer l'enseignement dans le secondaire. Beaucoup de travaux ont porté sur les programmes d'allocations conditionnelles dont il a été prouvé qu'elles étaient très efficaces pour diminuer l'abandon scolaire. Cependant, de nombreuses questions demeurent. Est-ce que les programmes qui ont montré leur efficacité en primaire, comme les bourses ou l'apport d'informations sur les bénéfices de l'instruction, améliorent également l'assiduité en secondaire ? Est-ce que les interventions comme les cours de rattrapage et l'apprentissage assisté par ordinateur fonctionnent dans le secondaire où les programmes sont plus complexes ?</i></p> <p><i>Un autre domaine d'intérêt est l'ensemble d'obstacles auxquels font face les filles. Alors qu'il y a de nombreuses explications sur la raison pour laquelle moins de filles sont inscrites à l'école que les garçons, on sait peu quels sont les obstacles principaux. Des recherches plus poussées sont nécessaires pour évaluer les autres obstacles possibles à la scolarisation des filles et les solutions envisageables.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Iqbal Dhaliwal, Director of Policy, J-PAL, Massachusetts Institute of Technology, US <p><u>Review of Evidence and Research Gaps/Résumé des Résultats d'Évaluation et les Lacunes des Recherches</u></p> <ul style="list-style-type: none"> • Kehinde Ajayi, Assistant Professor, Department of Economics, Boston University, US • Rebecca Thornton, Assistant Professor, Department of Economics, University of Michigan/ J-PAL, US <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Esi Sutherland-Addy, Associate Professor, Institute of African Studies, University of Ghana, Ghana • Pamoussa F. Compaoré, Director of Studies and Planning, Ministry of Secondary Education, Higher Education and Research, Burkina Faso

11:50–13:20	<p>PANEL 6: Early Childhood Education: Directions for Future Research SESSION 6 : L'Education de la Petite Enfance : Orientations pour la Recherche Future</p>
	<p><i>There is mounting evidence that events in early years have long-lasting effects on the development of individuals. In Africa, the issue of early childhood education (ECE) is particularly relevant, as children often face a multitude of risky environmental factors (such as malnutrition, infectious diseases, poor hygiene, lack of parental stimulation, among others) which put them at risk of not developing to their full potential. A number of programs have been identified which impact child nutrition and cognitive development, many of these based on nutrition and stimulation in the home. However, there is less evidence on early childhood education programs in developing countries, particularly in Africa. We will discuss the role played by different inputs into child development programs, as well as, newer approaches that are being tested, such as parental counselling. Further discussion will emphasize questions about the cost-effectiveness of different interventions, and identifying programs that can be scaled up and sustained.</i></p> <p><i>Des preuves de plus en plus importantes montrent que les événements ayant lieu dans la petite enfance ont des effets à long terme sur le développement des individus, même tard dans leur vie. En Afrique, la question de la scolarisation de la petite enfance est particulièrement pertinente car les enfants affrontent souvent une multitude de facteurs environnementaux à risque (comme la malnutrition, les maladies infectieuses, une faible hygiène, un manque de stimulation parentale) qui leur font courir le risque de ne pas développer leur plein potentiel. Des programmes ont été identifiés comme ayant un impact sur la nutrition des enfants et le développement cognitif, beaucoup d'entre eux sont basés sur la nutrition et la stimulation à la maison. Cependant, il y a peu de résultats sur les programmes de scolarisation de la petite enfance dans les pays en voie de développement, notamment en Afrique. Nous parlerons du rôle joué par différentes données dans les programmes de développement infantile, ainsi que des nouvelles approches qui sont en train d'être évaluées, comme le conseil aux parents. Les discussions porteront ensuite sur les questions du rapport coût-efficacité des différentes interventions, et identifieront les programmes qui peuvent être généralisés et poursuivis.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Rachel Hinton, Human Development Advisor, United Kingdom Department for International Development, Ghana <p><u>Review of Evidence and Research Gaps/Résumé des Résultats d'Evaluation et les Lacunes des Recherches :</u></p> <ul style="list-style-type: none"> • Orazio Attanasio, Professor, Department of Economics, University College London, UK <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Margaret Okai, National Coordinator-Early Childhood Development Unit, Ghana Education Service, Ghana • Aziz Kaichouh, General Manager, Moroccan Foundation for the Promotion of Preschool Education, Morocco
13:20–14:10	<p>LUNCH / DEJEUNER</p>
14:10-14:40	<p>Contribution of Systematic Reviews to Understanding School Effectiveness La Contribution des Révisions Systématiques Pour Mieux Comprendre Les Systèmes Educatifs</p> <ul style="list-style-type: none"> • Philip Davies, Head of London Office, International Initiative for Impact Evaluation (3ie), UK
14:40–16:10	<p>PANEL 7: From Evidence To Action: Next Step For Scaling Up Evidence SESSION 7: De la Preuve à l'Action : Prochaine Etape Pour Augmenter l'Etendue des Résultats</p>
	<p><i>While there are still several unanswered questions, we have learned many lessons about what works and what does not in education. How can these insights be translated into actual policies and programs? How to successfully adapt successful programs from one context to another? This panel will tackle these</i></p>

	<p><i>questions by drawing on specific examples and will discuss which of the lessons highlighted during the conference are most ready for being replicated.</i></p> <p><i>Bien qu'un certain nombre de questions reste encore à élucider, nous avons appris beaucoup quant à ce qui fonctionne et ne fonctionne pas dans le domaine de l'éducation. Comment ces conclusions peuvent-elles se traduire en politiques et programmes existant? Comment adapter avec succès des programmes d'un contexte à un autre ? Cette session abordera ces questions en se basant sur des exemples spécifiques et discutera quelles leçons mises en évidence lors de la conférence devraient être répliquées en priorité.</i></p> <p><u>Chair/Modérateur :</u></p> <ul style="list-style-type: none"> • Annie Duflo, Executive Director, Innovations for Poverty Action, US <p><u>Panelists/Participants:</u></p> <ul style="list-style-type: none"> • Iqbal Dhaliwal, Director of Policy, J-PAL, Massachusetts Institute of Technology, US • Wendy Abt, Deputy Assistant Administrator, Economic Growth, Education, and Environment (E3) Bureau, The United States Agency for International Development (USAID), US • Stephen Adu, Acting Deputy Director-General and Director for Basic Education, Ghana Education Service, Ghana • Usha Rane, Regional Head, Pratham, India • Efua Chrissie Amissah-Arthur, Social Development Specialist, African Development Bank, Tunisia
16:10–16:40	<p>CONCLUDING REMARKS: Benedicta Naana Biney, Director General Ghana Educational Service REMARQUES FINALES : Benedicta Naana, Biney, Directeur Général du Ministère de l'Éducation du Ghana</p>
<p>MAY 16–19 16–19 MAI</p>	<p>EXECUTIVE TRAINING COURSE FORMATION DE NIVEAU CADRE (en Anglais uniquement)</p> <p>Speakers Include:</p> <ul style="list-style-type: none"> • Kehinde Ajayi, Assistant Professor, Department of Economics, Boston University, US • Paul Glewwe, Professor, Department of Applied Economics, University of Minnesota, /J-PAL, US • Isaac Mbiti, Assistant Professor, Department of Economics, Southern Methodist University/ J-PAL, US • Rebecca Thornton, Assistant Professor, Department of Economics, University of Michigan/ J-PAL, US • Moussa P. Blimpo, Postdoctoral Fellow, Stanford Institute for Economic Policy Research, Stanford University, US

Speaker Biographies

Wendy Abt, Deputy Assistant Administrator, Economic Growth, Education, and Environment (E3) Bureau, The United States Agency for International Development (USAID), US

Wendy Abt joined USAID in 2010 as the Deputy Assistant Administrator for the Economic Growth, Education, and Environment (E3) Bureau. Ms. Abt's portfolios at USAID have included education, private sector engagement, infrastructure, energy, entrepreneurship, inclusive finance. Prior to USAID Ms. Abt had extensive transactional experience in bank privatization and restructuring in Sub-Saharan Africa both on the buy and sell side. Prior to working in emerging markets, Ms. Abt assembled domestic investor groups to acquire control positions of undervalued or under-performing, US-based commercial banks of thrifts, serving as chairman of a high performance thrift acquired on behalf of the limited partnership after being a Managing Director at Bank of Boston (acquired by Bank of America). Her background in public policy research was initially at African America Institute in New York and subsequently at Abt Associates in Cambridge. Most recently before joining USAID, on behalf of J-PAL and IPA, she co-led a national scale-up of a low-cost approach to remedial education in Ghana.

Stephen Adu, Acting Deputy Director-General and Director for Basic Education, Ghana Education Service, Ghana

Mr. Stephen Adu is currently the Ag. Deputy Director-General in-charge of management services and also the Director for Basic Education, Ghana Education Service. Stephen is a professional teacher having served in the Ghana Education Service since September 1977. Until his current position he was the Deputy Director of the Teacher Education Division in-charge of in-service training and professional development. He spearheaded the INSET program for teachers in science and mathematics and he was a key architect of the UTDBE program by distance and Whole School Development program. Stephen has held several managerial positions at the various levels of education.

Stephen holds Master's Degree in Educational Management, Bachelor Degree in Design and Technology Education, and Diploma in Industrial Arts Education. He is currently pursuing Professional Doctorate Degree at University of Sussex, UK. Stephen is enriched with varied experiences through conferences, seminars, workshops and training programs across the world. He is very keen to the development of quality education, especially, in Ghana and he strongly believes in evidence-based education.

Kehinde Ajayi, Assistant Professor, Department of Economics, Boston University, US

Kehinde Ajayi is an Assistant Professor of Economics at Boston University. Her research interests are in the areas of economic development and the economics of education. Her current research focuses on school choice, educational mobility, and the effects of school quality on student performance. She received her Ph.D. in Economics from the University of California at Berkeley and her B.A. in Economics from Stanford University.

Efua Chrissie Amissah-Arthur, Social Development Specialist, African Development Bank, Tunisia

Efua Chrissie Amissah-Arthur joined the African Development Bank in October 2008 as the Social Development Specialist. She works on social development issues relating to the Health, Education, Gender and Urban poverty. Currently Mrs Amissah-Arthur co-tasks the Health Services Rehabilitation III Project. She also provides in-country advocacy in support of agreed international development goals relevant to the social sector ie MDGs and ensures alignment of the Bank's interventions in the social sector in Ghana. In line with the Paris declaration principles, Mrs. Amissah-Arthur monitors harmonization initiatives in the sector and participates in the donor related coordination meetings and is the co-chair of the Ghana Gender Equality Sector Group (GEST). Prior to joining the Bank, Mrs.

Amissah-Arthur worked with the Ghana Ministry of Finance and Economic Planning from 1987 to 2008. Her areas of interest in enhancing Education sector delivery in Regional Member Countries of the Bank include: promoting Gender equality in access to education; development of innovative and effective models and methodologies for teaching; financing mechanisms and increasing efficiency in spending in Education service delivery, expansion and improvement in quality of technical, vocational and education training. Efua holds an MSc. Social Science from the University of Birmingham, UK and a Bsc. (Hons) Planning from the Kwame Nkrumah University of Science and Technology, Ghana.

Orazio Attanasio, Professor of Economics, University College of London, UK

Orazio Attanasio is Professor of Economics at UCL and Research Fellow at the IFS, where he co-directs the Centre for the Evaluation of Development Policies (EDePo) and the Centre for the Microeconomic Analysis of Public Policy (CPP). Professor Attanasio is a Fellow of the Econometric Society and of the British Academy. He has been elected vice-president of the European Economic Association and will serve as its president in 2014. He has edited the Review of Economic Studies and the Journal of the European Economic Association. He is currently the editor of Quantitative Economics, a journal of the Econometric Society. He is a member of the Executive committee of the Latin American and Caribbean Economic Association and of the Council of the Econometric Society.

Professor Attanasio's research has covered life cycle consumption and saving behavior and, more recently, the study of policies in developing countries. He has acted as an advisor to the Governments of Mexico, Colombia and Chile. He has worked, among other topics, on child development and schooling decisions, pension reform, labor supply and risk sharing.

Honorable Mahama Ayariga, Deputy Minister of Education, Tertiary Sector, Ministry of Education, Ghana

Honorable Mahama Ayariga is the Deputy Minister of Education in charge of the Tertiary Sector of the Republic of Ghana. He has also served as the Deputy Minister of Trade and Industry and as the Spokesperson of His Excellency John Evans Atta Mills, President of the Republic of Ghana. From 2005 to 2009 Honorable Ayariga was a Member of the Parliament of Ghana representing the Bawku Central constituency.

Honorable Ayariga received most of his early education in Ghana and Nigeria where he attended Barewa College in Zaira in Kaduna State, Nigeria. He holds a Master of Law (LLM) degree from Harvard Law School in the United States of America and a Bachelor of Law (LLB) Degree from University of Ghana, Legon. He is also a Barrister at Law with a practicing law certificate from the Ghana School of Law. Honorable Ayariga started his career as a Teaching Assistant in Natural Resources Law and International Law at the Faculty of Law, University of Ghana and was subsequently the Executive Director of the Legal Resources Centre, which he co-founded to promote human rights, community development and social justice.

Abhijit Vinayak Banerjee, Professor of Economics, Massachusetts Institute of Technology (MIT)/ The Abdul Latif Jameel Poverty Action Lab (J-PAL), US

Abhijit Vinayak Banerjee was educated at the University of Calcutta, Jawaharlal Nehru University and Harvard University, where he received his Ph.D in 1988. He is currently the Ford Foundation International Professor of Economics at the Massachusetts Institute of Technology. In 2003 he founded the Abdul Latif Jameel Poverty Action Lab (J-PAL), along with Esther Duflo and Sendhil Mullainathan and remains one of the directors of the lab. In 2009 J-PAL won the BBVA Foundation "Frontier of Knowledge" award in the development cooperation category. Banerjee is a past president of the Bureau for the Research in the Economic Analysis of Development, a Research Associate of the NBER, a CEPR research fellow, International Research Fellow of the Kiel Institute, a fellow of the American Academy of Arts and Sciences and the Econometric Society and has been a Guggenheim Fellow and an Alfred P. Sloan Fellow. J-PAL received the inaugural BBVA Frontiers of Knowledge Award for world-class research, and Professor Banerjee received the Infosys Prize 2009 in Social Sciences and Economics. In 2011, he was named one of Foreign Policy magazine's top 100 global thinkers. His areas of research are development economics and economic theory. He is the

author of a large number of articles and three books, including *Poor Economics* (www.pooreconomics.com) which won the Goldman Sachs Business Book of the Year.

Moussa P. Blimpo, Postdoctoral Scholar, Stanford Institute for Economic Policy Research, Stanford University, US

Moussa P. Blimpo is currently a postdoctoral Scholar at the Stanford Institute for Economic Policy research (SIEPR, 2010-2012) at Stanford University. He received his PhD in economics from New York University in 2010. He served as consultant to the World Bank on various projects since 2008. His research areas include policy relevant questions in Development Economics, particularly in the Economics of Education and Public Economics in African countries. Starting this fall, Moussa will assume a position of Assistant Professor of Economics and International Studies at the University of Oklahoma. He is originally from Togo where he grew up.

Julian Cristia, Senior Research Economist, Inter-American Development Bank, US

Julian Cristia holds a PhD in Economics from the University of Maryland, where his research focused on how fertility shapes female labor market outcomes. Before joining the IDB he worked as Associate Analyst in the Health and Human Resources Division of the Congressional Budget Office. His current research involves finding effective ways to accelerate human capital accumulation in Latin America. With this larger objective in mind, he has analyzed programs that introduced technology to improve education and health, contracted out health services and expanded access to pre-primary education. Cristia has also undertaken research in areas such as the private provision of child care services, the evolution of the mortality-income gradient and the price-elasticity of energy demand. His work has appeared in publications including the *Journal of Development Economics*, *Journal of Human Resources* and the *Journal of Health Economics*.

Philip Davies, Head of the London office, the International Initiative for Impact Evaluation, UK

Dr. Davies is Head of the London office of 3ie, the International Initiative for Impact Evaluation. He has responsibilities for 3ie's Systematic Reviews program, and he represents 3ie in Europe, the Middle East, and Africa. Prior to joining 3ie Dr. Davies was the Executive Director of Oxford Evidentia, a research consultancy company that specializes in public policy analysis, monitoring. From 2000-2007 Dr. Davies was a senior civil servant in the UK Cabinet Office and HM Treasury, responsible for policy evaluation and analysis. Before joining the Cabinet Office Dr Davies was a University Lecturer in Social and Political Science at the University of Oxford, and he has held academic positions at the University of Aberdeen and the University of California, San Diego. Dr. Davies has substantive expertise in health and health care, education, social welfare, crime and justice, and international development.

Iqbal Dhaliwal, Director of Policy, The Abdul Latif Jameel Poverty Action Lab (J-PAL)- Massachusetts Institute of Technology (MIT), US

Iqbal Dhaliwal is the global head of Policy for J-PAL at MIT's economics department and the Scientific Director for J-PAL South Asia. He works with policy makers to disseminate the implications of J-PAL's research, identify new field evaluations and implement the scale-up of successful programs. He is also the co-PI on a large randomised evaluation in health and governance in five districts in India. Previously, Iqbal was a member of the Indian Administrative Service (IAS) where he worked on many public policy issues during stints as a Deputy Secretary in a state government, Director of a state-wide welfare department, and CEO of a publicly owned company. He also led one of the largest divisions (county governments) responsible for implementing development programs in the field. Iqbal holds an MPA from Princeton University, MA (Economics) from Delhi School of Economics and BA (Economics) from Delhi University.

Abdou Diao, Director, Department of Basic Education, Senegal

Abdou Diao has been the Director of the Department of Basic Education in Senegal since 2008. Before starting his current post, he worked within the Department of Basic Education as the Secretary General, Head of the Quality Division, and Inspector of Basic Education. He has over 12 years experience teaching and hold a degree from the Ecole Normal Supérieure in Dakar, Senegal.

Paul Glewwe, Professor, Department of Applied Economics, University of Minnesota/ The Abdul Latif Jameel Poverty Action Lab (J-PAL), US

Paul Glewwe is Professor of Applied Economics at the University of Minnesota, where he teaches econometrics and microeconomic analysis of economic development. His research focuses on education in developing countries, especially the factors that determine academic outcomes in primary and secondary schools. He also conducts research on malnutrition, inequality and poverty in developing countries. He has conducted research on Brazil, China, Côte d'Ivoire, Ghana, Honduras, Jamaica, Jordan, Kenya, Laos, Malaysia, Morocco, Peru, the Philippines, Sri Lanka, Turkey and Vietnam. He authored or edited four books on these topics, and has published over 50 articles in academic journals and over 25 chapters in academic books. Before coming to the University of Minnesota in 1999, he was a senior research economist at the World Bank. He received his Ph. D. in Economics from Stanford University in 1985, and his B.A. in Economics from the University of Chicago in 1979.

Reda Hamedoun, Infrastructure Specialist, East Asia and Pacific Infrastructure Unit, The World Bank, USA

Reda Hamedoun is an Infrastructure Specialist in the East Asia and Pacific Infrastructure Unit of the World Bank (Washington, DC), which he joined as a Young Professional in 2008. Prior to that, he was a member of the Royal Cabinet of the King of Morocco in Rabat, where he worked on the infrastructure and education portfolios. During his time there, he was in charge, among other projects, of launching the first Cash Conditional Transfer project in the region, of designing the National Education and Training Evaluation Instance, of setting up the Supreme Council of Education and the Moroccan Foundation for the Promotion of Pre-School Education, and contributed to the launch of the first private University in Morocco (Université Internationale de Rabat). He holds a Master of Public Policy from Harvard Kennedy School, a Masters in Management from HEC Paris, and a B.A. in History from the Sorbonne (Paris IV). *He attends this conference on his private capacity.*

Dr. Stewart Kabaka, Program Manager for Monitoring and Evaluation, Department of Family Health, Ministry of Health, Kenya

Doctor Kabaka has been working for the Ministry of Health for the last 17 years. He has worked as the District medical officer Health for 11 years and Program Manager of child health promotion for 4 years. Currently he is the Program Manager for Monitoring and Evaluation for the Department of Family Health in Kenya. He is the national coordinator for Early Childhood Development, National School Health, Child Maternal Health and Nutrition Weeks (Malezi-Bora) and Monitoring and Evaluation for the Department of Family Health. He hold a Master's Degree in Public Health in Monitoring and Evaluation (Tulane University, USA), Master's Degree in Epidemiology and Population study (Maseno University, Kenya) Bachelor's degree in Medicine and Surgery (MB, BS) (University of Nairobi, Kenya). He also holds a Post-graduate diploma in Approach to Management and Care of HIV/AIDS (Manchester University, UK) and a Post-Graduate Diploma in Sexually Transmitted Infections (University of Nairobi) and Certificate in School Health (JICA, Japan).

He is a member of various professional associations including Kenya Medical Association, Kenya Japan Alumni, Mild May International, East African Community Monitoring and Evaluation Task-Force (Chairman).

Aziz Kaichouh, General Manager of the Moroccan Foundation for the Promotion of Pre-School Education (FMPS), Morocco

Aziz Kaichouh is General Manager of the FMPS since its establishment in 2008. His rich experience is a result of working in both private and public sectors for 15 years. He contributed to the creation of the Mohammed VI Foundation for the Promotion of Social Works for Education and Training in Morocco (www.fm6education.ma), where he was the Director in charge of Organization, IT and Communication. He led different projects such as NAFIDA Program. He contributed to the setting of the Supreme Council of Education in Morocco (www.cse.ma). He is an IT Engineer (1994) and holds an MBA from ENPC Paris (2002). He is very engaged in educational and childhood issues.

Yaw Nyarko, Professor of Economics, New York University (NYU)

Yaw Nyarko, a native of Ghana, is a Professor of Economics at New York University (NYU) and the Director of NYU's Africa House and co-Director of the Development Research Institute, and Center for Technology and Economic Development. His research interests are in the area of Economic Development and Theoretical Economics, human capital as engines of economic growth, as well as on the Brain Drain and skills acquisition in the growth process. He is currently engaged in research on Technology and Economic Development. Yaw Nyarko received a B.A. the University of Ghana, and Ph.D. in Economics from Cornell University.

Isaac M. Mbiti, Assistant Professor, Southern Methodist University/ The Abdul Latif Jameel Poverty Action Lab (J-PAL), US

Isaac Mbiti is an Assistant Professor in the Department of Economics at Southern Methodist University in Dallas, Texas and an affiliate of the Jameel Abdul Latif Poverty Action Lab (J-PAL) at MIT. Previously, he was a Martin Luther King Jr. Visiting Assistant Professor at MIT and was selected as a National Academy of Education/Spencer Foundation Post-doctoral Fellow in 2010. His research in economic development and labor economics focuses on education, job training programs, migration, and the impact of technology (particularly mobile phones) on development. He has conducted research on a variety of topics including the impact of free primary schooling in Kenya, the returns to secondary school quality in Kenya, the impact of vocational training on youth livelihoods, as well as the socio-economic impact of mobile phone and mobile money transfer services (such as M-Pesa). A citizen of Kenya, he earned a Ph.D. in Economics from Brown University in 2007.

Namwaka Omari Mwaikinda, Policy Analyst, Commission for Science and Technology, Tanzania

Namwaka Omari is the policy analyst at Commission of Science and Technology (COSTECH) in Tanzania. She is currently working towards completing her PhD in Public Policy examining the disconnect between policy and practice in education sectors in Tanzania and South Africa; asking the question why are reforms not working? In her current role at COSTECH, she is tasked to shape and influence the direction and content for evidence based Science Technology and Innovation (STI) policy and other related policies for development. She has extensive experience in the education sector in Tanzania as both a researcher and practitioner having worked for both the private and NGO sectors in evaluating and analyzing the effectiveness of existing programs and proposed policy solutions.

Maame Nketsiah, National Coordinator, The Teacher Community Assistant Initiative (TCAI), Ghana

Maame Nketsiah is the National Coordinator for the TCAI programme—a large remedial education initiative in Ghana. In this role, she oversees the implementation of the interventions in collaboration with the Ghana Education Service, the Ghana National Association of Teachers and the National Youth Employment Program. She brings significant experience in planning and managing large scale multi-sector projects from her prior positions with the Millennium Villages Project and the International Planned Parenthood Federation. Maame holds a Master's Degree in Population and International Health from Harvard University's School of Public Health.

Mukhtar Abdi Ogle, Principal Examinations Secretary/National Coordinator, National Assessment Center, Kenya National Examinations Council, Kenya

Mukhtar Abdi Ogle is the Principal Examinations Secretary/National Coordinator at the National Assessment Center of the Kenya National Examinations Council. Some of his responsibilities at this post include reviewing National Assessment Center strategies, policies and procedures; developing and managing a performance based research appraisal system; updating and managing National Assessment Center Information system; and monitoring and coordinating project design, implementation of research activities and budgets. Ogle is also involved as the Treasurer of the North Eastern Professionals Association and Economic Advisor to the Islamic Foundation of Kenya. He is an Advisory Board member of UWEZO Kenya and East Africa; Education Committee Member of Kenya National Commission for UNESCO; and member of the Ministry of Education Technical Committee on the Implementation of the new Education System in Kenya. He received his Master of Arts in Community Studies (2004) from the Loughborough University in the United Kingdom and his Bachelor of Education (Arts) (1991) from Kenyatta University in Kenya.

Margaret Okai, National Coordinator for Early Childhood Education, Ghana Education Service, Ghana

Margaret Okai holds Masters Degree in Early Childhood Development (Preschool) from the Leningrad Pedagogical Institute of Russia (1987). She has a second Masters Degree in Early Childhood Development (ECD) - Leadership Training Initiative in ECD from University of Victoria, Canada, (2004). She is currently the National Coordinator for Early Childhood Education (Kindergarten Education) in Ghana with the Ghana Education Service. Her professional development concerns lie in leadership strategies for improving the well being of children in Ghana. Margaret has been the brain behind the development of Curriculum for Kindergartens 1 and 2, development of Guidelines for Establishing Kindergartens. She has participated in a lot of conferences on ECD both in country and international. Margaret has experience in coordinating all ECD issues in Ghana. Currently, she is coordinating a project on Scaling up National Quality Kindergarten Education in Ghana which is being funded by DFID. She serves as a Vice Chairperson on the National Steering Committee on ECD in Ghana that works with the implementation of the Comprehensive Policy on ECCD.

Honorable Abuga Pele, Executive Director, National Youth Employment Programme, Ghana

Honorable Abuga Pele is the Executive Director of the National Youth Employment Program which provides employment for over 390,000 Ghanaian youth. During his tenure, he has overseen the expansion of the program to put unskilled labor to use in critical service areas as well as included opportunities for skills development.

Over his entire career Honorable Pele has been involved in public service. Starting as a presiding member of his district assembly, he was eventually elected to Parliament. Between 1996 and 2008, while in Parliament, he served as convener of a number of committees, including Youth and Sports, Public Accounts, and Finance.

As a youth, Abuga Pele played professional football with prominent local Ghanaian clubs which earned him a call up to the National team. He holds a Bachelors Degree in Sociology and a Masters Degree in Development Management, both from the University of Ghana.

Rakesh Rajani, Head, Twaweza, Tanzania

Rakesh Rajani is the Head of Twaweza, meaning 'we can make it happen' in Swahili. Twaweza works across East Africa to enhance access to information, citizen agency and accountability in basic social service delivery. Until 2007 Rakesh served as the founding Executive Director of HakiElimu, Tanzania's leading citizen engagement and education advocacy organization. He serves on several national and international governance and advisory boards, including the

International Budget Partnership (IBP), Revenue Watch Institute (RWI), ONE, the Hewlett Foundation and the Foundation for Civil Society in Tanzania. Rakesh is a founding member of the Open Government Partnership and serves on its Steering Committee, and has been a fellow of Harvard University since 1998, presently with its FXB Center for Health and Human Rights. Rakesh has written and edited over 300 papers and popular publications in English and Swahili. He graduated from Brandeis and Harvard Universities in the USA.

Usha Rane, Regional Head, Pratham, India

Since 1996, Usha Rane has been one of the leaders of the teaching-learning innovations in Pratham. Mobilizing communities and catalyzing schools to deliver basic learning on scale has been one of her primary interests. Her work in 2002-2003, in the government schools in the tribal blocks of Maharashtra was a precursor to the large-scale Pratham-government partnerships that emerged thereafter in many states. Today Usha is responsible for Pratham's work in five states and she heads Pratham's Content and Curriculum Unit. Prior to joining Pratham, Usha worked for many years with Hindustan Petroleum.

Leah K. Rotich, Director Basic Education, Ministry of Education, Kenya

Mrs. Rotich is currently the Director Basic Education at the Ministry of Education in Kenya where she is in charge of policy development, implementation, monitoring and evaluation of projects/programs in Early Childhood Development and Education (ECDE), Special Needs Education (SNE), Non Formal Education, Expanding Educational Opportunities in Arid and Semi Arid Lands (EEOA), Primary Education and Primary Teacher Education. She is also getting her PhD in Project Planning and Management, specializing in Monitoring and Evaluation at the University of Nairobi. Mrs. Rotich completed her Bachelor of Science in Education at the University of Nairobi and completed her Master of Arts in Information Technology in Education at the Institute of Education at the University of London.

Shwetlena Sabarwal, Economist, World Bank, US

Shwetlena Sabarwal is an Economist at the World Bank where she works on issues relating to education service delivery in Sub-Saharan Africa. Her recent research focuses on teacher behavior, student effort, and student inputs (particularly digital technologies). She received her PhD in Applied Economics from University of Minnesota in 2008.

Esi Sutherland-Addy, Associate Professor, Institute of African Studies, University of Ghana, Ghana

Esi Sutherland-Addy, Hon D.Litt. (Winneba), Hon. Fellow of the College of Preceptors, U.K. is Professor at the Institute of African Studies coordinating the Language Literature and Drama Section. She has served on several boards, committees and commissions both in the University, nationally and internationally and was once Deputy Minister for Culture and Tourism and Higher Education. Her research interests are in written and oral literature, gender, performing arts as well as education and cultural policy. She has written over 50 books and articles including: *Gender Equity in Junior and Senior Secondary Education in Sub-Saharan Africa. (FAWE), Kenya. SEIA Thematic Study No. 8. The World Bank; Revival and Renewal: Reflections on the creation of a System of Tertiary Education in Ghana. AFTHR Technical Note No.10. The World Bank with Aminata Diaw, Women Writing Africa, West Africa and the Sahel (The Feminist Press, CUNY).*

Rebecca Thornton, Assistant Professor, Department of Economics, University of Michigan/ The Abdul Latif Jameel Poverty Action Lab (J-PAL), US

Rebecca Thornton is an Assistant Professor in the Department of Economics at the University of Michigan. Dr. Thornton completed her Ph.D. in Political Economy and Government with a joint degree from the Harvard University Economics Department and the J.F. Kennedy School of Government in 2006. Her research focuses on health and

education in developing countries using experimental research techniques. Dr. Thornton's research has involved a number of field-experiments in Africa, South Asia, the Middle East and Latin America that have covered topics such as HIV prevention, menstruation, male circumcision, conditional cash transfers, health insurance, transportation, and education. Dr. Thornton is an affiliate with the Abdul Latif Jameel Poverty Action Lab (J-PAL) whose main aims are to use experimental methods to translate research into policy action and alleviate poverty in the developing world. Dr. Thornton has extensive field experience designing and implementing these field experiments.