

Contributors

Felipe Barrera-Osorio is Assistant Professor at the Graduate School of Education, Harvard University. He applies impact evaluation methods to find causal effects of innovative programs in education. His research covers programs such as conditional cash transfers, elimination of user fees, public-private partnerships, school based management and teacher incentives, among others. Until 2011, he was Senior Economist at the World Bank, evaluating programs in Chile, Colombia, Jordan, Kenya, and Pakistan. Previously, he worked as the Deputy Director of the Colombian think-tank Fedesarrollo. In 2008, he was awarded the Juan Luis Londoño Medal – a recognition that is given every two years to a Colombian economist under 40 years of age – for his research in education. Mr. Barrera received a Ph.D. in Economics from the University of Maryland, College Park and a BA degree in Economics from University of los Andes, Colombia.

Dr. Zahra Bhanji is a Policy and Research Manager at The Learning Partnership, a Canadian education NGO. She leads the organization's national research and evaluation initiatives and multi-sector knowledge mobilization activities. Zahra was a Ph.D. Associate with the Lee-Chin Institute for Corporate Citizenship at the Rotman School of Management, University of Toronto (UT) in 2010–2011. Her research expertise includes non-state engagement and partnerships in education policy and practice. Zahra's publishing record includes articles in the *Comparative Education Review* and *Globalisation, Societies and Education*. As a lecturer, she has taught bachelor and graduate courses at OISE/UT and Humber College. Zahra also developed partnerships for the Aga Khan Foundation (AKF) Egypt and conducted research for 8 months in rural Gujarat as a CIDA/AKF International Development Management Fellow. Zahra holds a Ph.D. in Education Administration and Comparative International Education. Her research was on Microsoft's education authority in Jordan and South Africa and was funded by the International Development Research Centre.

Alexandra Draxler is an education specialist who worked for many years for UNESCO. She was the Secretary of the International Commission on Education for the Twenty-first Century (created by UNESCO), whose report 'Education: the Treasure Within' (1996) was published in more than 30 languages. Currently she is an independent consultant working on education

development policies, the use of technologies for education in developing countries and public private sector collaboration for education in developing countries. She is a member of the Council of the Consultant Fellows of UNESCO's International Institute for Educational Planning and Vice-President of the Association for the Promotion of Education.

Shailaja Fennell is a University Lecturer in Development Studies and a Fellow of Jesus College at the University of Cambridge. She has recently completed a five-year research project (2005–10) on the impact of public private partnerships in the educational outcomes of the poor as part of a DFID-funded research consortium on educational outcomes and poverty (RECOUP) in Ghana, India, Kenya and Pakistan. Her recent publications include *Rules, rubrics and riches: the relationship between legal reform, institutional change and international development* (Routledge 2009) and *Gender Education and Development: conceptual frameworks, engagements and agendas* (Routledge 2007) edited with M. Arnot. She is currently working on a monograph on the relationship between educational policy and educational providers.

Mark Ginsburg is a senior advisor for research, evaluation, and teacher development in the Global Education Center of the Global Learning Group at FHI 360 (USA); a visiting professor at Columbia University and the University of Maryland; and co-editor of the *Comparative Education Review*. He previously was a faculty member at the University of Aston in Birmingham (England, 1976–78), the University of Houston (Texas, USA, 1978–87), and the University of Pittsburgh (Pennsylvania, USA, 1987–2004). He also served as President of the Comparative and International Education Society (1990–91), Director of the Institute for International Studies in Education at the University of Pittsburgh (1987–93, 1996–2006), and Director of the Faculties of Education Reform project of the USAID-funded Educational Reform Program in Egypt (2004–06). He has published extensively on topics of policy/institutional reform, globalization, teachers' work, teacher education and policy/practice-oriented research and evaluation.

Juliana Guaqueta is an Education Specialist at the World Bank focusing on the role of the private sector in education, the regulatory frameworks that are conducive to improving quality and equity, and the impact of accountability policies on student learning. Her current work with the Education team at the International Finance Corporation (IFC) involves conducting research on education markets and trends to identify investment opportunities; carrying out competition analysis for education products and services to evaluate market viability; updating IFC's education strategy and contributing to the strategic positioning of IFC in the sector. Recently, Juliana served as a core member of the team for the World Bank's Education Sector Strategy 2020. She was also involved in creating

the framework and analytic tools for the System Assessment and Benchmarking Education for Results (SABER) initiative, and has co-authored publications on school autonomy reforms in Bulgaria and public private partnerships in the Philippines. She holds a Master's degree in International Education Policy from Harvard University, and a Bachelor's Degree in Finances and International Relations from Externado de Colombia University in Bogota, Colombia.

Joanna Härmä started working in education in India in early 2002, and earned her doctorate from the University of Sussex in 2009 for a thesis exploring parental school choice making in rural Uttar Pradesh. She is currently conducting research into private schools serving poor communities in urban and rural Nigeria for ESSPIN, a DFID-funded education programme.

Analia V. Jaimovich is a doctoral candidate in Education Policy at the Harvard Graduate School of Education. She holds a BA in Education Sciences from the University of Buenos Aires, Argentina, and an M.Phil. in Politics, Democracy and Education from the University of Cambridge, UK. Analia's academic research focuses on public private partnerships in education in Latin America. In the past, she has worked in programme evaluation and education policy analysis at the Ministries of Education of Argentina, Mexico and Peru, and the Academy for Educational Development and RTI International in the US.

Akanksha A. Marphatia has 20 years of experience in gender and education issues in sub-Saharan Africa and India. She has worked as the Head of International Education at ActionAid International and was elected to the Education For All Fast Track Initiative's Executive Board. Akanksha has been seconded to Ministerial positions; has worked as a policy specialist with UNESCO and the World Bank; a social scientist with the International Centre for Research on Women and programme officer with non-governmental organisations. Akanksha regularly lectures at universities and on expert panels on feminist macroeconomics, gender and education, and human rights. Her publishing record spans peer-reviewed journals, UN, Government and NGO reports. In 2011, Akanksha will begin her PhD in early childhood development in Brazil and India at the University of Cambridge, UK, for which she was awarded an Economic Social and Research Council fellowship. She holds a Masters Degree in International Education Policy from Harvard University, Cambridge, USA.

Francine Menashy is a Post-Doctoral Research Fellow at the Comparative, International and Development Education Centre of the University of Toronto/Ontario Institute for Studies in Education, on a fellowship funded by the Ontario Ministry of Research and Innovation. Her project focuses on global governance and the support of private sector engagement in education. Francine's areas

of research expertise include rights-based approaches to education, international education policy analysis, and conceptions of private and public goods. Her work has been published in such journals as *Globalisation, Societies and Education*, the *McGill Journal of Education* and the *Journal of Educational Thought*. In the past she has worked with an international education NGO in Laos, and as a teacher in Canada. Francine holds a PhD from the University of Toronto/OISE, EdM from the Harvard Graduate School of Education, and BA from McGill University.

Karen Mundy is an Associate Professor and Canada Research Chair at the Ontario Institute for Studies in Education of the University of Toronto. Her award-winning research has focused on the politics of international education assistance in the developing world, educational reform in Africa, the role of civil society advocacy in educational systems, and the issue of global education in North American schools. Her recent research, published in more than two dozen journal articles and chapters and in her five co-edited volumes, is concentrated on the evolution of global efforts to ensure 'education for all'; the role of the World Bank in education; and civil society activism in Africa. Dr Mundy has been a consultant for, or carried out sponsored research for, such organizations as UNICEF, UNESCO, Hewlett Foundation, the World Bank, Mastercard Foundation, the Canadian International Development Agency, the Open Society Institute, UNESCO and USAID. She is also the founder and co-chair of the Canadian Global Campaign for Education, a coalition of NGOs, teachers' unions and universities committed to advancing education for all.

Su-Ann Oh (suann.oh@gmail.com) is a Visiting Research Fellow at the Institute of Southeast Asian Studies, Singapore, conducting research on conflict, education, forced migration, exclusion and identity, and the everyday experiences of displaced children. She is a co-founder of Room to Grow Foundation (roomtogrowfoundation.org), a registered charity based on the Thai-Burmese border which provides basic necessities to migrant and refugee children living in camps and in migrant areas.

Harry Anthony Patrinos is Lead Education Economist at the World Bank. He specializes in all areas of education, especially school-based management, demand-side financing and public private partnerships. He managed education lending operations and analytical work programmes in Argentina, Colombia and Mexico, as well as a regional research project on the socio-economic status of Latin America's Indigenous Peoples, published as *Indigenous Peoples, Poverty and Human Development in Latin America* (Palgrave Macmillan 2006). More recently he led an effort to benchmarking education policies around the world. He is one of the main authors of the reports, *Making Schools Work* (2011),

The Role and Impact of Public-Private Partnerships in Education (2009), and *Decentralized Decision-Making in Education* (2009). Mr Patrinos has many publications in the academic and policy literature, with more than 40 journal articles. He has worked in Africa, Asia, Europe, the Middle East and North America. He previously worked as an economist at the Economic Council of Canada, and received a doctorate from the University of Sussex.

Susan L. Robertson is currently Professor of Sociology of Education, University of Bristol, UK. She is Director of the Centre for Globalisation, Education and Societies, as well as founding editor of the journal, *Globalisation, Societies and Education*. Susan has published widely on the globalization, regionalization and localization of education policy and practice, and the governance of education systems. She has a long-standing interest in the state and transformations of state power.

Maria Ron-Balsera is pursuing a PhD in Human Development at the Education and Capabilities School at Bielefeld University. She has experience on policy research and analysis with the Global Campaign for Education; has worked as project officer for the Right to Education Project; and produced a portal on the justiciability of economic, social and cultural rights for and the Latin American Campaign for the Right to Education. Maria was awarded a Marie Curie Eduwel Early Stage Researcher for her current PhD and the Berkeley-Tulane Fellowship for the Great Lakes, African Division at Human Rights Watch. She holds an LL.M in Human Rights from Carlos III de Madrid University and an MSC Human Rights from the London School of Economics and Political Sciences. She has written articles on how the human capital discourse and education for girls, orphans and vulnerable children in Rwanda (*Journal of International Development*), and on the use of human rights indicators for advancing the education of Roma children in Slovakia for the Education For All Global Monitoring Report.

Pauline Rose is currently Director of the EFA Global Monitoring Report based at UNESCO in Paris. Before joining the GMR, Pauline was Reader in International Education at the University of Sussex. The research on which this chapter is based draws on her previous work undertaken as part of the Non-Governmental Public Action Programme funded by the Economic and Social Research Council under Project Number RES-155-25-0045, and for the Consortium for Research on Educational Access, Transitions and Equity (CREATE <http://www.create-rpc.org>). Pauline has worked on a number of large collaborative research programmes in sub-Saharan Africa and South Asia. She has published extensively on issues that critically examine educational policy and practice, including in relation to inequality, non-state provision, financing and governance, democratization, and the role of international aid.

Prachi Srivastava is currently Associate Professor at the School for International Development and Global Studies, University of Ottawa, Canada. She obtained her doctorate from the University of Oxford in 2005, and was previously ESRC Post-Doctoral Research Fellow, University of Oxford, and Lecturer at the Centre for International Education, University of Sussex. Prachi has published widely on issues of education and international development, and was one of the first researchers to undertake original empirical work on low-fee schooling in India where she has conducted research for nearly a decade. She has published more than two dozen contributions in the areas of private non-state actors in education and development; private education; education governance and reform in developing and conflict-affected countries; and international education policy discourse. She has provided expertise and consulted for a number of international organizations including CIDA, UNESCO, and the Open Society Institute.

Justin van Fleet is a Post-Doctoral Fellow at the Center for Universal Education. His research focuses on education in developing countries, particularly the role of private sector philanthropy in financing education systems and the dynamics influencing public private partnerships. Van Fleet graduated with a PhD from the University of Maryland in international education policy and holds a Masters degree from Harvard University in the same field. His dissertation mapped the magnitude, focus and motivations of the US corporate sector's philanthropic investment in education in developing countries. Prior to joining Brookings, van Fleet founded an international education and development consulting firm based in Washington, DC. Some of his clients have included the Clinton Global Initiative University, MasterCard Foundation, Jolie-Pitt Foundation, Teach For America, US Global Campaign for Education, and the University of Pretoria in South Africa.

Antoni Verger is a 'Ramon y Cajal' researcher at the Department of Sociology of the Universitat Autònoma de Barcelona, and a research fellow at the Amsterdam Institute for Social Science Research (AISSR) of the University of Amsterdam. His PhD research on the international liberalization of higher education has been published in the book *WTO/GATS and the Global Politics of Higher Education* (Routledge 2010). His main areas of expertise are, on the one hand, global education policy and international development, with a focus on the role of international organizations and transnational civil society networks and, on the other hand, education privatization and quasi-markets in education. He has published extensively on these topics in international journals such as *Comparative Education Review*, *Globalization Societies and Education*, *British Journal of Sociology of Education*, *Revista de Educació* and *Journal of Education Policy*.