

Panelists



Luis Crouch is Chief Technical Officer at RTI's International Development Group. He specializes in education policy, decentralized finance (e.g., funding formulas), political economy of reform, education statistics, planning, and projections. He has experience in all key areas of education data analysis, from the generation of primary data via surveys and citizen input, to statistical and econometric analysis, to evidence-based, Cabinet-level policy dialogue. He has previously worked at the World Bank and at the Global Partnership for Education. He has worked closely on South Africa's education sector funding reforms, Egypt's decentralization experiments, and decentralization and other policy reforms in Peru and Indonesia. His more recent work is in early grade reading and Early Childhood Development, as key entry-points to improving quality. He has worked in more than 25 countries in a 30-year career in development, and is the author of reports, technical papers, and books.



Angela Little is Professor Emerita at the Institute of Education, University College London. She is known for her work in primary education policy and practice in developing countries as well as education planning, programme evaluation, and assessment. She has been adviser to various governmental, multilateral and non-profit organisations on education policy, planning and evaluation, including SIDA, the World Bank, DFID, UNESCO, ILO, the Ford Foundation, UNICEF, AusAid and others. Her country experience includes work in Sri Lanka, Ghana, Nigeria, Ethiopia, Zimbabwe, India, Bangladesh, Malaysia, Japan, and China. She was Professor of Education and International Development at the Institute of Education between 1987 and 2010. She is a founding member of the London International Development Centre. She chairs the International advisory group for the Young Lives longitudinal study of 12,000 children in Ethiopia, India, Peru and Vietnam.



Caine Rolleston has led the education research within Young Lives since 2011 and is a member of the RISE Intellectual Leadership Team, as well as a member of the RISE Country Research Teams in Ethiopia and Vietnam. He is based at the Institute of Education, University College London. He has worked on education and international development in a range of countries including Ghana, Vietnam, Ethiopia, Peru, India, and Sri Lanka. His research interests include issues in the economics of education in developing countries, educational access and equity, privatisation, learning metrics and trajectories, longitudinal studies in education and development, cognitive and non-cognitive skills development, and survey design, employing both quantitative and qualitative research methods.



Pauline Rose joined the University of Cambridge in February 2014 as professor of international education, where she is the Director of the Research for Equitable Access and Learning (REAL) Centre in the Faculty of Education. She is also a member of the RISE Ethiopia Country Research Team. Prior to joining Cambridge, she was Director of the Education for All Global Monitoring Report and directed two reports on youth, skills and work; and on teaching and learning. She is author of numerous publications on issues that examine educational policy and practice, including in relation to inequality, financing and governance, and the role of international aid. She has worked on large collaborative research programmes with teams in sub-Saharan Africa and South Asia examining these issues. Throughout her career, she has worked closely with international aid donors and non-governmental organisations, providing evidence-based policy advice on a wide range of issues aimed at fulfilling commitments to education for all.