

## **Research Symposium on Learning**

December 6, 2012, 11:00 a.m. - 6:00 p.m.

Hotel Palomar, National Room, 2121 P St NW, Washington DC 20036

**11:00 a.m. Registration and Lunch**

**11:30 a.m. Overview**

- ❖ Rebecca Winthrop, Senior Fellow & Director, Center for Universal Education

**Reflections on Research Strategies to Improve Learning**

- ❖ Dan Wagner, UNESCO Chair in Learning and Literacy and Director, International Literacy Institute & International Educational Development Program, University of Pennsylvania

**12:00 p.m. Non-Cognitive Skills and Social Emotional Learning**

- ❖ *Moderator:* Joan Lombardi, Senior Fellow, Bernard van Leer Foundation
- ❖ *Presenter:* James Heckman, Professor of Economics, University of Chicago
- ❖ *Discussant:* Larry Aber, Distinguished Professor of Applied Psychology and Public Policy, New York University

Closing comments on research coordination between donors: Rachel Hinton, Education Advisor, UK Department for International Development

**1:15 p.m. Coffee Break**

**1:30 p.m. Assessing Learning Outcomes**

- ❖ *Moderator:* Charles Kenny, Senior Fellow, Center for Global Development
- ❖ *Presenter:* Cesar Guadalupe, Researcher, Universidad del Pacífico
- ❖ *Discussant:* Dr. Suman Bhattacharjea, Director, Research at ASER Centre

Closing comments on the need for a learning portal: Suzanne Grant Lewis, Deputy Director, UNESCO International Institute for Educational Planning

**2:45 p.m. Coffee Break**

- 3:00 p.m. Post-Primary Education**
- ❖ *Moderator:* Josh Muskin, Senior Program Officer, Aga Khan Foundation
  - ❖ *Presenter:* Rachel Glennester, Executive Director, Abdul Latif Jameel Poverty Action Lab (J-PAL), Massachusetts Institute of Technology
  - ❖ *Discussant:* Mona Mourshed, Director, Education Practice, McKinsey & Company

Closing comments on learning and teaching for sustainable development:  
Pauline Rose, Director, Global Monitoring Report

- 4:15 p.m. Coffee Break**

- 4:30 p.m. Reaching the Most Marginalized**
- ❖ *Moderator:* Karen Mundy, Professor and Canada Research Chair at the Ontario Institute for Studies in Education, University of Toronto
  - ❖ *Presenter:* Kevin Watkins, Nonresident Senior Fellow, Center for Universal Education
  - ❖ *Discussant:* Liesbet Steer, Research Associate, Overseas Development Institute

Closing comments on real-time tracking of education data: Jean-Marc Bernard,  
Senior Education Specialist, Global Partnership for Education

- 5:45 p.m. Closing Remarks**
- ❖ Rebecca Winthrop, Senior Fellow & Director, Center for Universal Education

- 6:00 p.m. Reception (Corcoran Room)**

# Overview

## **Rebecca Winthrop**

### **Senior Fellow & Director, Center for Universal Education**

Rebecca Winthrop, a senior fellow and director of the Center for Universal Education at the Brookings Institution, is an international expert on global education, particularly in contexts of armed conflict. Her work focuses on education quality and equity, humanitarian assistance, children's well-being, forced migration, and state fragility. Dr. Winthrop works to promote equitable learning issues for young people in developing countries. She advises governments, foundations, and corporations on education and development issues, and provides guidance to a number of important education policy actors, including the UN and World Bank. Prior to joining Brookings in June 2009, Dr. Winthrop spent 15 years working in the field of education for displaced and migrant communities, most recently as the head of education for the International Rescue Committee. There she was responsible for the organizations' education work in over 20 conflict-affect countries. She has been actively involved in developing global policy for the education in emergencies field, especially around the development of global minimum standards for education in emergencies, the United Nations humanitarian reform process for education, and the evidence base for understanding education's role in fomenting or mitigating conflict.

She has served on the Inter-Agency Network for Education in Emergencies (INEE) Steering Committee, Working Group on Education and Fragility, Working Group on Minimum Standards, and Teacher Training Task Team, as well as the UN Inter-Agency Standing Committee's Education Cluster Advisory Committee, and the UNHCR's Safe Learning Environment advisory group. She has traveled widely in countries affected by armed conflict and has worked with a number of other civil society and UN agencies. She has field experience in a wide variety of contexts, including Afghanistan, Costa Rica, Croatia, Eritrea, Ethiopia, Guinea, Ivory Coast, Kenya, Kosovo, Liberia, Pakistan, Sierra Leone, Sudan, and Uganda. Dr. Winthrop was educated at Columbia University, Teachers College (Ph.D, 2008), Columbia University, School of International and Public Affairs (MA, 2001), and Swarthmore College, (BA, 1996).

## **Dan Wagner**

### **UNESCO Chair in Learning and Literacy and Director, International Literacy Institute & International Educational Development Program, University of Pennsylvania**

Dr. Wagner is the UNESCO Chair in Learning and Literacy and a professor of education at the University of Pennsylvania Graduate School of Education. He is director of the International Literacy Institute (ILI), co-sponsored by UNESCO and the University of Pennsylvania. As founding director of the Literacy Research Center in 1983, he is also director of the National Center on Adult Literacy. He received his Ph.D. in developmental psychology at the University of Michigan and was twice a visiting fellow at the International Institute of Education Planning in Paris, a visiting professor at the University of Geneva (Switzerland), and a Fulbright-Hays Scholar at the University of Paris. He is a fellow of the American Psychological Association and the American Anthropological Association. He is also director of the International Educational Development Program (IEDP) at Penn GSE.

Dr. Wagner has extensive experience in national and international educational issues, has consulted for numerous U.N. and donor agencies as well as with the U.S. government, and has worked in more than a dozen countries around the world. Dr. Wagner has more than 120 professional publications, including 20 books (translated into a half-dozen languages) across topics of literacy, basic education, child development, applied technology, and research and policy in cultural and international perspectives.

# Non-Cognitive Skills and Social Emotional Learning

## **Joan Lombardi (Moderator)** Senior Fellow, Bernard van Leer Foundation

Joan Lombard, Ph.D. is a leading national and international expert on child development and social policy. Over the past 40 years Dr. Lombardi has made significant contributions in the areas of child and family policy as an innovative leader and policy advisor to national and international organizations and foundations and as a public servant. She is currently serving as a Senior Fellow with the Bernard van Leer Foundation and a Senior Advisor to the Buffett Early Childhood Fund.

Dr. Lombardi served as the Deputy Assistant Secretary for Early Childhood Development for the Obama Administration in the U.S. Department of Health and Human Services (2009-2011). Earlier in her career she also served in various positions during the Clinton Administration (1993-1998) including as the Deputy Assistant Secretary for Policy and External Affairs in Administration for Children and Families and as the first Commissioner of the Child Care Bureau.

Outside of public service, Dr. Lombardi was the founding chair of the Birth to Five Policy Alliance, established by the Buffett Early Childhood Fund and the founder of Global Leaders for Young Children, sponsored by the World Forum Foundation.

## **James Heckman (Presenter)** Professor of Economics, University of Chicago

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, where he has served since 1973. In 2000, he shared the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel with Daniel McFadden. Heckman directs the Economics Research Center and the Center for Social Program Evaluation at the Harris School for Public Policy, and is Professor of Law at the University Of Chicago School Of Law. In addition, he is the Professor of Science and Society in University College Dublin and a Senior Research Fellow at the American Bar Foundation.

Heckman received his B.A. in mathematics from Colorado College in 1965 and his Ph.D. in economics from Princeton University in 1971. His work has been devoted to the development of a scientific basis for economic policy evaluation, with special emphasis on models of individuals and disaggregated groups, and to the problems and possibilities created by heterogeneity, diversity, and unobserved counterfactual states. He developed a body of new econometric tools that address these issues. His research has given policymakers important new insights into areas such as education, job-training, the importance of accounting for general equilibrium in the analysis of labor markets, anti-discrimination law, and civil rights. He demonstrated a strong causal effect of the 1964 Civil Rights Act in promoting African-American economic progress. He has recently demonstrated that the high school dropout rate is increasing in the U.S. He has studied the economic benefits of sorting in the labor market, the ineffectiveness of active labor market programs, and the economic returns to education. His recent research focuses on inequality, human development and lifecycle skill formation, with a special emphasis on the economics of early childhood. He is currently conducting new social experiments on early childhood interventions and reanalyzing old experiments. He is also studying the emergence of the underclass in the U.S. and Western Europe.

Heckman has published over 260 articles and several books. His most recent books include: *Evaluating Human Capital Policy*, and *Law and Employment: Lessons From Latin America and the Caribbean* (with C. Pagés), Volume 6 (Parts A and B) of the *Handbook of Econometrics* (with E. Leamer), and *Global*

*Perspectives on the Rule of Law* (with R. Nelson and L. Cabatingan). He is currently finishing a book on the problem of noncognitive skills in America.

Heckman has received numerous awards for his work, including the John Bates Clark Award of the American Economic Association in 1983, the 2005 and 2007 Dennis Aigner Award for Applied Econometrics from the Journal of Econometrics, the 2005 Jacob Mincer Award for Lifetime Achievement in Labor Economics, the 2005 Ulysses Medal from the University College Dublin, the 2007 Theodore W. Schultz Award from the American Agricultural Economics Association, the Gold Medal of the President of the Italian Republic, awarded by the International Scientific Committee of the Pio Manzú Centre in 2008, and the Distinguished Contributions to Public Policy for Children Award from the Society for Research in Child Development in 2009. He is currently Associate Editor of the Journal of Labor Economics and the Journal of Applied Econometrics. He is also a member of the National Academy of Sciences, USA; a member of the American Philosophical Society; a fellow of the American Academy of Arts and Sciences; the Econometric Society; the Society of Labor Economics; the American Statistical Association; and the International Statistical Institute.

### **Larry Aber (Discussant)**

#### **Distinguished Professor of Applied Psychology and Public Policy, New York University**

Lawrence Aber is Distinguished Professor of Applied Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development, New York University. He previously taught at Barnard College, Columbia University and at the Mailman School of Public Health at Columbia University, where he also directed the National Center for Children in Poverty. He is an internationally recognized expert in child development and social policy and has co-edited *Neighborhood Poverty: Context and Consequences for Children* (1997, Russell Sage Foundation), *Assessing the Impact of September 11th 2001 on Children Youth and Parents: Lessons for Applied Developmental Science* (2004, Erlbaum) and *Child Development and Social Policy: Knowledge for Action* (2007, APA Publications). His basic research examines the influence of poverty and violence, at the family and community levels, on the social, emotional, behavioral, cognitive and academic development of children and youth. Dr. Aber also designs and conducts rigorous evaluations of innovative programs and policies for children, youth and families, such as violence prevention, literacy development, welfare reform and comprehensive services initiatives. The media, public officials, private foundations and leading non-profit organizations frequently seek his opinion or advice about pressing matters concerning child and family well-being. In 2006, Dr. Aber was appointed by the Mayor of New York City to the Commission for Economic Opportunity, an initiative to help reduce poverty and increase economic opportunity in New York City. Currently, he conducts research on the impact of poverty and HIV/AIDS on children's development in South Africa (in collaboration with the Human Sciences Research Council), and on school- and community-based interventions in the Democratic Republic of Congo (in collaboration with the International Rescue Committee).

### **Rachel Hinton (Closing Remarks)**

#### **Education Advisor, UK Department for International Development**

Dr Rachel Hinton is the Senior Education Adviser at the UK's Department for International Development, DFID. Her PhD on the Bhutanese refugees was awarded at Cambridge University. She was the principal researcher for an ESCOR funded research programme on child labour in Nepal during her time as a Lecturer in the Department of Social Anthropology, Edinburgh. She has particular expertise in the field of refugee children, gender and education. In 1992 Rachel joined DFID in the evaluation department with a focus on Brazil. Rachel led DFID's strategy on gender and education in 2005 and chaired the UNGEI – UN Girl's Education Initiative – a partnership between DFID, the World Bank and UNICEF. Rachel's role as a DFID adviser has taken her to Nepal, India the Balkans and most recently Ghana.

## **Overview of Building Evidence on Education (BE2)**

DFID, the World Bank and USAID propose to bring together a group of bi-lateral and multi-lateral agency partners with the aim of establishing a donor working group for education research. This day-long event will focus on the state of evidence-based practice in education as well as future plans for increasing inter-agency research collaboration. The meeting has an explicit focus on rigorous research. The objectives are to:

1. Discuss the state of research and the potential for defining and advancing more rigorous research on international education.
2. Discuss the current research activities and future plans of each agency, including; thematic focus, geographic focus, and wider institutional priorities in education.
3. Understand areas of mutual interest, challenges, and potential areas for collaborative work with respect to education research.
4. Establish an international working group (Building Evidence on Education (BE2)), with a defined charter/goal, and identify illustrative activities and responsibilities.
5. Outline basic participation guidelines and procedures for implementation and sustainability of the working group.

# Assessing Learning Outcomes

## **Charles Kenny (Moderator)** **Senior Fellow, Center for Global Development**

Charles Kenny is a senior fellow at the Center for Global Development. His current work covers topics including the post-2015 development agenda, the role of technology in quality of life improvements, and governance and anticorruption. He has published articles, chapters and books on issues including progress towards the Millennium Development Goals, what we know about the causes of economic growth, the link between economic growth and broader development, the causes of improvements in global health, the link between economic growth and happiness, the end of the Malthusian trap, the role of communications technologies in development, the 'digital divide,' and corruption. He is the author of the book "Getting Better: Why Global Development is Succeeding, and How We Can Improve the World Even More." He is a contributing editor at Foreign Policy magazine and a regular contributor to Business Week magazine. Kenny was previously at the World Bank, where his assignments included working with the VP for the Middle East and North Africa Region, coordinating work on governance and anticorruption in infrastructure and natural resources, and managing a number of investment and technical assistance projects covering telecommunications and the Internet

## **Cesar Guadalupe (Presenter)** **Researcher, Universidad del Pacífico**

César Guadalupe is a social researcher with more than 25 years of experience mainly associated to educational issues and the linkage between information systems and policy-making. Since 1992, most of his activities have been focused on establishing connections between policy questions and research design, and between research results and decision making processes in civil service institutions both in his home country and at UNESCO. He has extensive experience in the field of educational statistics and assessments in diverse contexts. In his own country he has worked extensively in bilingual and deprived contexts and in UNESCO he worked in a large number of countries in most regions of the world. He is currently working on how schools (re)produce social representations about national history and contemporary affairs as to better understand how modern citizenship is developed, or not, in a given country.

César has a Doctoral degree in Education from the University of Sussex (UK) and a MA in Social and Political Thought from the same University. He initially graduated in Sociology at the Pontifical Catholic University in his home country (Peru).

## **Dr. Suman Bhattacharjea (Discussant)** **Director of Research, ASER Centre**

Suman Bhattacharjea is Director, Research at ASER Centre, New Delhi. Suman has extensive experience in the fields of education, gender, and women's rights. She has worked with government, private, non government and international organizations in several countries, including India, the United States, Pakistan and Mexico. She has taught courses on research design, gender and education and has authored or coauthored numerous articles and books in these areas.

Suman earned an undergraduate degree in Economics with Honors from Delhi University, and Masters and Doctoral degrees in Education from Harvard University.

**Suzanne Grant Lewis (Closing Remarks)**  
**Deputy Director, UNESCO International Institute for Educational Planning**

Suzanne Grant Lewis is the Deputy Director of the International Institute for Educational Planning where she supports the integration and supervision of IIEP's research programs and leads IIEP's Equity, Access and Quality Team. Ms. Suzanne Grant Lewis has over twenty-five years of experience in improving educational opportunities in the developing world, particularly in education policy and planning in Africa. In 2011, she helped launch the International Education Funders Group, a new collaborative of over 45 foundations, whose purpose is to help private donors play a catalytic role in advancing Education for All. Prior to this, Ms. Grant Lewis directed the Partnership for Higher Education in Africa, the initiative of seven private US foundations to strengthen African universities. As a Harvard University faculty member (1997-2006) she co-developed and directed the International Educational Policy Program, a skills-based Master's degree program. She also taught postgraduate courses on gender inequalities in education and education planning and policy-making in the developing world.

**Overview of Planning for Learning**

Planning for Learning is an online portal to pave the ways for improved learning outcomes. The portal is:

- a single window to comprehensive, up-to-date, relevant, and neutral information on learning issues, from primary through secondary education;
- addressed to all those wanting to find solutions for improving learning achievements: educational planners, policy-makers, civil society actors, and funders; and
- context-sensitive and responsive to local needs.



# Post-Primary Education

## **Josh Muskin (Moderator)**

**Senior Program Officer, Aga Khan Foundation**

Joshua Muskin is currently Senior Education Program Officer at the Aga Khan Foundation, based in Geneva, Switzerland, where he provides technical support and direction to programs in Central and South Asia, East Africa and the Middle East in the areas of post-primary education and training, youth development, gender equity, literacy and quality and relevance in instruction and learning. He completed in 2010 five years as Chief-of-Party of the USAID-funded Advancing Learning and Employability for a Better Future (ALEF) Project and then of the Youth Education Development Initiative (YEDI) Project in Morocco.

Dr. Muskin's career has focused on providing technical, administrative and financial oversight and direction to bilateral, multilateral and privately funded multi-year and short-term education development projects in Africa, Asia, Latin America and the Caribbean. He has designed and implemented projects in education for employment and provided technical support to improve community participation in education, girls' schooling, youth and work, entrepreneurship training, classroom-based innovation and relevance, combating child labor, teacher training, education quality, decentralized education management, adult literacy and other nonformal education, information and communication technologies for education and bilingual education. Dr. Muskin has also performed short-term design studies and evaluation activities in vocational and professional training, designed and piloted a multi-year project in primary schooling strategies to equip students for employment and to engage in social functions within their communities.

He also has experience in Field-based Comprehensive Development Program Management where he has served as lead in-country development coordinator for overseas projects, responsible for management, direction and support of program staff, relations with host country, donor and other international officials, planning, program design, implementation, monitoring and reporting, and financial management of field activities.

## **Rachel Glennester (Presenter)**

**Executive Director, Abdul Latif Jameel Poverty Action Lab (J-PAL), Massachusetts Institute of Technology**

Rachel Glennester is Executive Director of J-PAL. Her current research includes randomized evaluations of community driven development in Sierra Leone, empowerment of adolescent girls in Bangladesh, and health, education, and microfinance in India.

She helped establish Deworm the World of which she is a board member. Before joining J-PAL, she worked on debt relief and the reform of the international monetary system at the International Monetary Fund, and financial regulation at the Harvard Institute for International Development and the UK Treasury. In the mid 1990s she was part of the UK delegation to the IMF and World Bank. She has a PhD in economics from Birkbeck College, University of London, and is coauthor of "Strong Medicine: Creating Incentives for Pharmaceutical Research on Neglected Diseases."

## **Mona Mourshed (Discussant)**

**Director, Education Practice, McKinsey & Company**

Mona Mourshed is the leader of the Education Practice. She joined McKinsey in 1999. Supporting school systems, vocational, and higher education globally to raise student outcomes, Mona has led engagements in Asia, Europe, South America, the Middle East, and the United States.

For school systems, she helped design and implement reform strategies to raise student outcomes. One of those programs nearly doubled literacy rates to 86 percent at the primary school level in four years, while another program has increased instructional time for students by over 40% and raised the quality of this time. For vocational education, she helped create and implement strategies to increase private sector participation in the vocational sector, to build a post-secondary polytechnic, and to improve the employability of vocational students in the Middle East. For higher education, Mona supports institutions to raise both teaching and research quality. She has supported a large private university in Latin America to develop a research strategy consistent with its country needs, and developed a strategic plan for a large public university in the Middle East to become a leading global university within 20 years. In addition, she has benchmarked leading universities in the US, Europe, and Asia on their teaching and research quality.

Mona often writes about education and has co-authored two reports that have been widely cited in the media and by educators. Because of the breadth and insight of these McKinsey Reports, Mona has been invited to speak in over 40 countries around the world. Mona was the lead author of "How the world's most improved school systems keep getting better," November 2010; and co-author of "How the world's best-performing school systems come out on top," September 2007. She was also the lead author of *Education for Employment: Realizing Arab Youth Potential*, published April 2011, a report commissioned by the IFC, a member of the World Bank Group, and the Islamic Development Bank. This report led to the IFC's creation of a \$2 billion fund for education for employment initiatives across the region. Mona was recently included on the 2011 *Fortune* magazine 40 under 40.

### **Pauline Rose (Closing Comments)** **Director, Global Monitoring Report**

Pauline Rose became Director of the EFA Global Monitoring Report in August 2011. Prior to taking up this post, she was Senior Policy Analyst with the GMR team for three years, leading the research on the themes of governance, marginalization and conflict. Before joining the GMR, Pauline was Reader in international education and development at the University of Sussex. She has also worked closely with international aid donors and non-governmental organizations, providing evidence-based policy advice for the past 20 years on a wide range of issues aimed at fulfilling commitments to Education for All. She has worked on large collaborative research programs with teams in Sub-Saharan Africa and South Asia. Pauline is author of numerous publications on issues that examine educational policy and practice, including in relation to inequality, financing and governance, democratization, and the role of international aid.

#### **Overview of the 2013 Global Monitoring Report**

The 2013 Education for All Global Monitoring Report on Teaching and Learning for Development will show why education is pivotal for development in a rapidly changing world. It will explain how investing wisely in teachers, and other reforms aimed at strengthening equitable learning, transform the long-term prospects of people and societies.

# Reaching the Most Marginalized

## **Karen Mundy (Moderator)**

**Professor and Canada Research Chair at the Ontario Institute for Studies in Education, University of Toronto**

Dr. Karen Mundy is Professor, Associate Dean of Research 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. Dr. Mundy has worked with a wide range of international organizations, including Unicef, Unesco, Hewlett Foundation, the World Bank, MasterCard Foundation, the Canadian International Development Agency, the Open Society Foundations, and USAID. She is the Vice-President and incoming President (2014-15) of the Comparative and International Education Society.

## **Kevin Watkins (Presenter)**

**Nonresident Senior Fellow, Center for Universal Education**

Kevin Watkins is a nonresident senior fellow with the Center for Universal Education. Previously, he was the director and lead author of UNESCO's *Education for All Global Monitoring Report* after serving for three years as the director of the UNDP Human Development Report, where he led the research on reports covering the Millennium Development Goals, water and climate change. Prior to working with the United Nations, he worked for thirteen years with Oxfam, where he authored major reports on African debt, international trade and Oxfam's Education Report. He has written extensively on a wide range of development issues for the international media.

In addition to his work at Brookings, Watkins is a Senior Visiting Research Fellow with the Global Economic Governance program at University College, Oxford University. He holds a BA in Politics and Social Science from Durham University and a doctorate from Oxford University. His research focuses on education, globalization and human development.

## **Liesbet Steer (Discussant)**

**Research Associate, Overseas Development Institute**

Liesbet Steer holds a PhD in Development Economics and has over 15 years experience in international development research and on-the-ground technical assistance in developing countries. She is currently Director of ODI's flagship program on Development Progress, financed by the Bill & Melinda Gates Foundation. In this role she provides oversight and conducts research on measurement and understanding of development progress (including in education). As a fellow of ODI's Centre for Aid and Public Expenditure (CAPE), she has also conducted research on education finance and aid effectiveness. Between 1997 and 2007, Liesbet lived and worked in Vietnam and Indonesia, from where she also worked in Laos and Cambodia. Before joining ODI, she directed the economic reform program for The Asia Foundation in Indonesia, a multi-million dollar technical assistance and research program on local economic development and growth, with a particular focus on small business development. This built upon her PhD research on the astonishing growth of the SME sector in Vietnam in the 1990s in the absence of a legal framework for the private sector. Throughout her career, Liesbet has worked extensively with developing country governments, NGOs, donor agencies and has been a commentator in national and international media.

**Jean-Marc Bernard (Closing Remarks)**  
**Senior Education Specialist, Global Partnership for Education**

Jean-Marc Bernard has been a senior Education Specialist with the Global Partnership for Education (GPE) since January 2012, where he has been the lead on the development of policies and strategies to support fragile states that are, or aspire to become, GPE partners. At present, he is the acting coordinator for the Monitoring and Evaluation Team. Jean-Marc has extensive experience in education policy and planning in developing countries, including working on teacher policy with UNRWA in several Middle Eastern countries and with UNESCO in several sub-Saharan African countries. Jean-Marc holds a Ph.D. in Economics from the University of Burgundy and was a research fellow at the Institute of Research on Education (IREDU, Dijon). In addition to his extensive field experience, he has authored several publications on education policy, education reform, teacher policy, and learning achievement.

**Overview of the Global Partnership for Education's New Monitoring and Evaluation Tool: Results Forms**

The Global Partnership's (GPE) new Monitoring and Evaluation Strategy emphasizes the importance of closely monitoring Education Sector Plan (ESP) implementation. A Results Framework was developed that provides information on the goals set by GPE partners and the progress achieved toward these goals. Based on this framework, the Results form was established for country-level monitoring. It is a new tool in the form of a matrix to support sector monitoring and improve transparency and accountability. The Results form contains key sector indicators and data on the actual values for 2009–15 compared against the goals, as set in the Education Sector Plans, Joint Sector Reviews and GPE grant applications. This tool requires data collection in a timely manner and on a regular basis. The goal is to foster evidence-based dialogue at the country level in order to improve the implementation of ESPs, and thus education results.