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Professional Experience

INTER-AMERICAN DEVELOPMENT BANK, Washington, DC.

Division Chief, Education. September 2012-present.

THE WORLD BANK, Washington, DC.

Lead Economist, Human Development Department. August 2011-present.

Sr. Education Economist, Human Development Department. October 2008-present.

Sr. Education Economist, Latin America & Caribbean Region, Human Development Department. April 2006-September 2008.

Education Economist, Latin America & Caribbean Region, Human Development Department. April 2003-April 2006.

Young Professional, Middle East & North Africa Region, Human Development Department. August 2002-January 2003.

Young Professional, Development Economics Research Group. September 2001- July 2002.

Consultant, Latin America and Caribbean Region, September 1998 to July 1999.

Summer Intern, Latin America and Caribbean Region, June-August 1998.

HARVARD UNIVERSITY, Cambridge, Massachusetts.

Lecturer in Economics of Education, Graduate School of Education, Fall Semester 2001-02. Co-instructor (with Richard J. Murnane and Charles H. Abelmann) of graduate-level course on applied microeconomics and international education.

Instructor in “Microeconomics: A Policy Tool for Educators,” Graduate School of Education, Fall Semester 2000-01. Instructor of graduate-level course on applied microeconomics.

Teaching Fellow in “Education and the Economy,” Graduate School of Education, January to May 1998. Teaching Assistant in a graduate-level seminar on Economics and Education.

Teaching Fellow in “Applied Data Analysis,” Graduate School of Education, September 1997 to January 1998. Teaching Assistant in a graduate-level course on Applied Statistics.

Teaching Fellow in “Microeconomics: A Policy Tool for Educators,” Graduate School of Education, September 1996 to January 1997. Teaching Assistant in a graduate-level course on Microeconomics.

THE INTER-AMERICAN DEVELOPMENT BANK, Washington, D.C.

Consultant, Sustainable Development Department, Education Division, August 1999 to June 2000.

RESEARCH TRIANGLE INSTITUTE, Research Triangle Park, North Carolina.

Public Policy Analyst, Center for International Development, September 1992 to August 1995.

Summer Intern, Center for International Development, June to August 1992.

Education

HARVARD UNIVERSITY, Cambridge, Massachusetts.

Doctor of Education. June 2001. Graduate School of Education, Department of Administration, Planning and Social Policy.

Dissertation: “Private and Public Schools in Latin America: Students, Teachers, and School Management.” Dissertation Committee: Richard J. Murnane (Head/Advisor), Caroline M. Hoxby, and John B. Willett.

Qualifying Paper: “Will Public Funding of Catholic Schools Increase the Relative Earnings of Catholic School Teachers? Analysis of a Natural Experiment,” *approved with distinction*.

Fields:

Economics of Education
Education Policy
Applied Econometrics

Master of Education. Graduate School of Education, Cambridge, Massachusetts. June 1996.

DUKE UNIVERSITY, Durham, North Carolina.

Master of Public Policy, Sanford Institute of Public Policy, May 1993.

Coursework: Microeconomics; Microeconomics and its Policy Applications; Data Analysis; Quantitative Evaluation Methods; Ethics; Politics of the Policy-Making Process; Economic Policy Analysis of Nonrenewable Resources, Process of International Negotiation, Economic Policy-Making in Developing Countries; Economics of Education; Macroeconomics; Managing Individual and Organizational Change; Public Management; Public Policy Process in Developing Countries.

UNIVERSIDAD CATÓLICA ANDRÉS BELLO, Caracas, Venezuela.

Bachelor in Arts (Licenciado). Social Communications/Journalism, *cum laude*, November, 1991.

Authored and Edited Books

Vegas, Emiliana, Lucrecia Santibáñez and others. (2010). *The Promise of Early Childhood Development in Latin America and the Caribbean: Issues and Policy Options to Help Realize It.* Latin American Forum Series. Washington, DC: The World Bank.

Vegas, Emiliana and Jenny Petrow. (2007). *Raising Student Learning in Latin America: The Challenge for the 21st Century.* Latin American Forum Series. Washington, DC: The World Bank.

Vegas, Emiliana, ed. (2005). *Incentives to Improve Teaching: Lessons from Latin America.* Directions in Development Series. Washington, DC: The World Bank.

Publications in Refereed Journals

Vegas, Emiliana and Chelsea Coffin (2015). "When education expenditure matters: An empirical analysis of recent international data." *Comparative Education Review* (May) 59(2):289-304.

- Rogers, F. Halsey and Emiliana Vegas. (2009). "No More Cutting Class?" *The World Bank Research Digest*.
- McEwan, Patrick, Miguel Urquiola and Emiliana Vegas. (2008). "School choice, stratification, and information on school performance: Lessons from Chile." *Economia* 8(2): 1-42.
- Umansky, Ilana and Emiliana Vegas. (2007). "Inside Decentralization: How Three Central American School-based Management Reforms Affect Student Learning through Teacher Incentives." *World Bank Research Observer*, 22: 197-215.
- Vegas, Emiliana. (2007). "Teacher Labor Markets in Developing Countries." *The Future of Children* 17 (1): 219-232. Princeton, NJ: Princeton University and The Brookings Institution.
- Vegas, Emiliana, Richard J. Murnane, and John B. Willett. (2001). "From High School to Teaching: Many Steps. Who Makes It?" *Teachers College Record*. 103(3): 427-449. New York: Teachers College.
- Murnane, Richard J. and Emiliana Vegas. (1997). "The Nation's Teaching Force." *Teachers College Record* 99(1): 36-41. New York: Teachers College.

Institutional Publications and Book Chapters

- Vegas, Emiliana and Analia Jaimovich (2016). "The importance of early childhood for education and development." McGrath, Simon and Qing Gu, Eds. *Routledge Handbook of International Education and Development*. Abingdon, Oxon and New York, NY: Routledge.
- Hruskovec, Katherina and Emiliana Vegas (2014). "Qué puede hacer Venezuela para alcanzar el éxito en educación?" In Peralta, R.D., Lares Vollmer, C. and Kerdel Vegas, F. (Eds.) *Migración y Educación en Venezuela: análisis y propuestas*. Caracas, Venezuela: Fundación TALVEN.
- Alderman, Harold and Emiliana Vegas. (2011). "The Convergence of Equity and Efficiency in ECD Programs." In Harold Alderman (ed.), *No Small Matter: The Impact of Shocks and Human Capital Investments in Early Childhood Development*. Washington, DC: The World Bank.
- Vegas, Emiliana, Verónica Silva Villalobos and Amanda Epstein. (2011). "The Economic and Social Benefits of Investing in Early Childhood Development. From Programs to Policies to Build (or Strengthen) ECD Systems: Introducing SABER." In Weigt, G., ed., *Inclusive Early Childhood Development. An Underestimated Component within Poverty Reduction*. Germany: Institute for Inclusive Development.

- Rogers, F. Halsey and Emiliana Vegas. (2010). "Teachers in Developing Countries", in Brewer, D. J. & McEwan, P. J., ed. *Economics of Education*. Amsterdam: Elsevier; and in Baker, E., McGaw, B., & Peterson, P., ed. *International Encyclopedia of Education*. Amsterdam: Elsevier.
- Balu, Rekha, Harry Patrinos, and Emiliana Vegas. (2009). "Global Development Network Education Issues Paper." Available at: www.gdnnet.org.
- Vegas, Emiliana. (2008). "¿Cómo mejorar las políticas de desarrollo profesional docente a fin de atraer, perfeccionar y retener profesores efectivos?" In C. Bellei, Ed., *La Agenda Pendiente en Educación. Profesores, administradores y recursos: propuestas para la nueva arquitectura de la educación chilena*. Santiago, Chile: Universidad de Chile.
- Vegas, Emiliana. (2006). "Incentivos docentes y sus efectos en el aprendizaje del alumnado en Latinoamérica." *Revista de Educación* 340 (Mayo-Agosto): 213-241.
- Vegas, Emiliana and Ilana Umansky. (2005). *Improving teaching and learning through effective incentives: What can we learn from education reforms in Latin America?* Washington, DC: The World Bank. In ed., E. Vegas, *Incentives to Improve Teaching: Lessons from Latin America*. Washington, DC: The World Bank.
- Vegas, Emiliana and Ilana Umansky. (2005). *Improving teaching and learning through effective incentives: What can we learn from education reforms in Latin America?* Washington, DC: The World Bank.
- Gordon, Nora and Emiliana Vegas. (2005). "Education finance equalization, spending, teacher quality and student outcomes: The case of Brazil's FUNDEF." In ed., E. Vegas, *Incentives to Improve Teaching: Lessons from Latin America*. Washington, DC: The World Bank.
- Urquiola, Miguel and Emiliana Vegas. (2005). "Arbitrary variation in teacher salaries: An analysis of teacher pay in Bolivia." In ed., E. Vegas, *Incentives to Improve Teaching: Lessons from Latin America*. Washington, DC: The World Bank.
- Vegas, Emiliana. (2002). "School Choice, Student Performance, and Teacher and School Characteristics: The Chilean Case." Policy Research Working Paper WPS2833. Washington, DC: The World Bank, Development Research Group.
- Vegas, Emiliana and Juan Carlos Navarro. 2002. "Incentivos para los maestros en América Latina: Comparaciones entre los países." In Juan Carlos Navarro (Ed.), *Quiénes son los maestros? Carreras e incentivos docentes en América Latina*. Washington, DC: Banco Interamericano de Desarrollo.
- Vegas, Emiliana. 1997. "Comentarios sobre el Financiamiento de la Educación Superior en Venezuela." In Jorge Téllez Fuentes (Ed.), *El Crédito Educativo. Una Alternativa para la*

Educación Superior. Santafé de Bogotá, Colombia: Asociación Panamericana de Instituciones de Crédito Educativo (APICE).

Vegas, Emiliana, co-author with Luis A. Crouch and Carlos Gargiulo. 1995. *Policy Support Systems for Education Reform in Latin America. Syllabus and Suggested Lecture Notes*. Research Triangle Park, North Carolina: Research Triangle Institute (RTI).

Vegas, Emiliana and Gerver Torres. 1995. *Concept Paper for a Project for Training Leadership for a Modern Society in Developing Countries*. Research Triangle Institute, Center for International Development, Staff Working Papers Series. Research Triangle Park, North Carolina: RTI.

Vegas, Emiliana, supporting author with Scott Moreland. 1994. *Approaching Policy Reform in the Ethiopian Education System*. Research Triangle Institute. Prepared under the Advancing Basic Education & Literacy (ABEL) Project. Sponsored by the U.S. Agency for International Development.

Vegas, Emiliana, co-author with Luis A. Crouch and Ronald W. Johnson. 1993. *Policy Dialogue and Reform in the Education Sector: Necessary Steps and Conditions*. Washington, D.C.: U.S. Agency for International Development.

Working Papers

Vegas, Emiliana and Alejandro Ganimian. (2013). "Theory and Evidence on Teacher Policies in Developed and Developing Countries." IDB Working Paper Series No. IDB-WP-438. Washington, DC: Inter-American Development Bank.

Vegas, Emiliana and Chelsea Coffin. 2011. "SABER – FINANCE: What makes an education finance system effective?" Washington, DC: The World Bank.

Vegas, Emiliana, Juliana Guaqueta and Becky Smeardon. 2011. "SABER: System-wide Quality Assurance." Washington, DC: The World Bank.

Vegas, Emiliana, Veronica Silva and Amanda Epstein Devercelli. 2011. "SABER-EARLY CHILDHOOD DEVELOPMENT: Objectives, Conceptual Framework and Methodological Approach." Washington, DC: The World Bank.

Ganimian, Alejandro and Emiliana Vegas. 2011. "SABER-TEACHERS: What Are the Different Profiles of Successful Teacher Policy Systems?" Washington, DC: The World Bank.

Vegas, Emiliana, Alejandro Ganimian, and Lisa Kaufman. 2011. "SABER – TEACHERS: How Can We Classify Education Systems According to Their Performance on Core Teacher Policy Goals?" Washington, DC: The World Bank.

Vegas, Emiliana and Alejandro Ganimian. 2011. "SABER-TEACHERS: What Are the Teacher Policies of Top-Performing and Rapidly-Improving Education Systems?" Washington, DC: The World Bank.

Vegas, Emiliana, Agustina Paglayan, Susanna Loeb, Pilar Romaguera, Nicole Goldstein, and Alejandro Ganimian. 2011. "SABER – TEACHERS: What Are Teacher Policy Goals, How Can Education Systems Reach Them and How Will We Know When They Do?" Washington, DC: The World Bank.

Vegas, Emiliana, Agustina Paglayan, Susanna Loeb, Pilar Romaguera, and Alejandro Ganimian. 2011. "SABER – TEACHERS: Objectives, Rationale, Methodological Approach, and Products." Washington, DC: The World Bank.

Vegas, Emiliana, Miguel Urquiola and Pedro Cerdán-Infantes. (2006). "Teacher assignment, mobility and their impact on equity and quality of education in Uruguay." Washington, DC: The World Bank.

De Laat, Joost, and Emiliana Vegas. (2002). "Do differences in teacher contracts affect student performance? Evidence from Togo." Washington, DC: The World Bank.

"Teachers in Brazil: Who are they and how well do they fare in the labor market?" (2001). Washington, DC: The World Bank.

"Will Public Funding of Catholic Schools Increase the Relative Earnings of Catholic Schools Teachers? Analysis of a Natural Experiment." (2001). Cambridge, MA: Harvard Graduate School of Education.

Popular Media Articles on Research

"Among Top-Performing Nations, Teacher Quality, Status Entwined" by Stephen Sawchuk, *Education Week Quality Counts* (United States), 01/12/2012

"Por ser pobres" by Sergio Sarmiento, *Reforma* (Mexico), 04/30/2010

"No existen sistemas a prueba de balas," *El Mercurio* (Chile), 03/10/2008

"Educación: sin cambios a la vista," *La Nacion* (Argentina), 11/29/2007

"Latin American schools don't measure up" by Andres Oppenheimer, *Miami Herald*, 10/21/2007

"Bird quer educação melhor," *Gazeta Mercantil* (Brazil), 10/18/2007

"America Latina a mejorar en calidad de educación," *Portafolio* (Colombia), 10/18/2007

"To develop, region must improve education's quality, World Bank says," *Dominican Today* (Dominican Republic), 10/18/2007

"Informe BM aboga por calidad de educación," *Diario Libre* (Dominican Republic), 10/18/2007

"Educación y desigualdad social de Latinoamérica entre las peores del mundo," *Clave Digital* (Dominican Republic), 10/18/2007

“El Banco Mundial dice que mejorar educación disminuirá brecha social,” *El Día* (Dominican Republic), 10/18/2007

“Banco Mundial: Latinoamérica debe mejorar la educación,” *El Comercio* (Ecuador), 10/18/2007

“Banco Mundial pide promover educación de calidad para fomentar el trabajo,” *El Economista* (Mexico), 10/18/2007

“Pide BM mejorar calidad de educación en América Latina y el Caribe,” *Milenio* (Mexico), 10/18/2007

“Advierten sobre fallas en educación,” *El Observador* (Uruguay), 10/18/2007

Honors, Grants, and Fellowships

1 of 10 Alumni featured in Harvard Graduate School of Education’s publication, *Stories of Impact*, 2011.

Corporate Leadership Program, The World Bank, 2008-09.

Spencer Dissertation Fellowship for Research Related to Education, 2000-01.

Award for Academic Excellence from Mariscal de Ayacucho Foundation. Caracas, Venezuela. March 1992.

Fellowship from Center for Training and Development for Petróleos de Venezuela, S.A. (Venezuelan Petroleum Corporation). Caracas, Venezuela. July 1991 – July 1993.

Professional Service

- Referee service for *Applied Economics, Comparative Education Review, Economics of Education Review, Economic Development and Cultural Change, Education Evaluation and Policy Analysis, Teachers College Record, American Journal of Education, Journal of Public Economics*.
- Member, Alumni Council of the Harvard Graduate School of Education (2011-2015).
- Member, Advisory Group of the Organization of American States’ Inter-American Teacher Education Network (2012-present).

Languages

- Spanish (mother tongue).
- Fluent English.
- Proficient French.
- Intermediate Portuguese.