



Mobilizing the Private Sector for Public Education October 5-6, 2005

Participant Biographies

JOSHUA ANGRIST is a Professor of Economics at MIT and a Research Associate in the NBER's programs on Children, Education, and Labor Studies. A dual U.S. and Israeli citizen, he taught at the Hebrew University of Jerusalem before coming to MIT. He holds a B.A. from Oberlin College and also spent time as an undergraduate studying at the London School of Economics and as a Masters student at Hebrew University. He completed his Ph.D. in Economics at Princeton in 1989 and his first academic job was as an Assistant Professor at Harvard from 1989-91. Angrist's research interests include the effects of school inputs and organization on student achievement, the impact of education and social programs on the labor market, immigration, labor market regulation and institutions, and econometric methods for program and policy evaluation. Although many of his papers use data from other countries, he does not especially like to travel and prefers to get data in the mail. He is also a Fellow of the Econometric Society, and a Co-editor of the *Journal of Labor Economics*. Angrist has a long-standing interest in public-policy. In addition to his academic work, he has worked as a consultant to the U.S. Social Security Administration, The Manpower Demonstration Research Corporation, and for the Israeli government after the Oslo peace negotiations in 1994. He lives in Brookline with his wife Mira, and their two children, Adie and Noam. The Angrist family enjoys activities like hiking, skiing, skating, sailing, and eating.

FELIPE BARRERA holds a Ph.D. in Economics from University of Maryland, College Park. His dissertation analyzes the relationship between the decentralization process undertaken by Colombia during the nineties and its impact over quality of education. His areas of interest are education, labor economics, and poverty. Currently he is the deputy director for the Social Area at Fedesarrollo, Colombia.

ERIC P. BETTINGER is Assistant Professor in the Department of Economics at the Weatherhead School of Management, Case Western University where he teaches on economics of education and econometrics. His research interests include economics of education; student success and completion in college; teacher characteristics and student success in college; voucher programs both effects on academic and non-academic outcomes. He received his BA from Brigham Young University in 1996 and his PhD from MIT in 2000. Selected recent articles include with Bridget Long "Do Faculty Serve as Role Models? Estimates of the Effects of Female Faculty on Female Students", *American Economic Review*, May 2005; "The Effect of Charter Schools on Charter Students and Public Schools", *Economics of Education Review*, April 2005; and with Angrist, Joshua, Erik Bloom, Elizabeth

King, and Michael Kremer. "Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment", *American Economic Review*, December 2002.

CRISTIAN BELLEI has a Bachelor's Degree in Sociology, University of Chile, and a Master Degree in Educational Policy, Harvard University. He is currently a doctoral student of the Harvard Graduate School of Education. Since 1998, Bellei has been a permanent consultant for the United Nations Children's Fund, UNICEF (Area Office for Argentina, Chile, and Uruguay). Between 2000 and 2003 he was an advisor of the Minister of Education of Chile. He has also been sporadically a consultant of UNESCO and the Inter American Development Bank. He has taught Sociology of Education in the University of Chile. Bellei has published about 20 chapters in different books, and he has been editor of 3 books and 10 working papers. All his publications are focused on the Chilean educational system.

CARL BISTANY is a board member of SABIS® Holding and the President of Intered S.A.L and SABIS® Educational Systems, Inc., a Minnesota-based corporation. These two companies manage schools within the SABIS® School Network, currently consisting of 27 schools in eleven countries, serving 25,000 students. Prior to assuming these roles with SABIS®, Mr. Bistany spent 18 years in the United Arab Emirates working in the field of Information Technology, where he established and managed Emirates Computers, a company that grew from a three-person team to become a leading organization of 150 employees. In 1997, Mr. Bistany joined the family business, SABIS®, and was instrumental in the expansion of the SABIS® School Network in various countries. Currently, he spends a good portion of his time developing the North American and European network of schools, as well as managing the transition from a family-run business to a dynamic, global organization. Between 1997 and 2000, Mr. Bistany served as a senior member of the Executive Board of the Institute for Social and Economic Policy in the Middle East at the John F. Kennedy School of Government, Harvard University. Mr. Bistany currently serves on the Advisory Board of the Institute of Family and Entrepreneurial Business at the Lebanese American University, the first institute of its kind in the Middle East. He is also a member of the Young Presidents' Organization (YPO), the World Presidents' Organization (WPO), and the Chief Executives' Organization (CEO). Mr. Bistany holds a Masters' degree in Mathematics and Computer Science from Syracuse University – NY. He is married and has three children, one attending the Lebanese American University, another attending the University of Colorado – Boulder, and the youngest still attending one of the SABIS® operated schools in Lebanon. Mr. Bistany is an avid skier, tennis player and outdoor enthusiast, as well as a founding member of the Beirut Marathon Association.

XIAONAN CAO has broad expertise and international experience in education, organizational learning, knowledge management, e-learning and professional development from both the private and the public sectors. He used to be a Global Knowledge and Learning Manager at Capgemini, a leading global management/IT consulting firm, and currently works for the World Bank Institute, designing and delivering capacity-building programs for Africa and Asia. He has co-established an Education Knowledge Management System for the World Bank and consulted education projects in Asia, Europe, and the Caribbean. Mr. Cao was a government official at the Ministry of Education in China and managed a national foundation to support outstanding young faculty in the country. He has a B.Sc. in Nuclear Physics from the University of Science and Technology of China, a M.A. in Higher and Further Education from the University of London, and an Ed.D. in Administration, Planning and Social Policy from Harvard University.

CHRISTOPHER CERF is currently Vice Chairman of the Board, and served for eight years as the President and Chief Operating Officer of Edison Schools, Inc., the nation's largest private manager of public schools. Edison serves approximately 250,000 public school students in 20 states and Great Britain through four different channels: (1) the management of schools in partnership with school districts, (2) charter schools, (3) summer and after-school programs, and (4) achievement management solutions for school systems. Approximately 80% of the students in the 150 full-year schools managed by Edison are economically disadvantaged, as evidenced by eligibility for the federal free or reduced price lunch program, and the great majority of these schools had experienced a history of academic failure prior to beginning their association with Edison. Nonetheless, students in Edison schools are showing annual achievement gains well above national norms. Prior to joining Edison, Mr. Cerf served as Associate Counsel to President Clinton and as a partner in a Washington D.C. law firm. A graduate of Amherst College and Columbia Law School, where he was Editor in Chief of the Law Review, he subsequently served as a law clerk to Justice Sandra Day O'Connor. Prior to attending law school, he spent four years as a high school history teacher in Cincinnati, Ohio.

JORGE CELA, S.J. works with the Federación Internacional de Fe y Alegría, a movement for Integral Popular Education and Social Development whose activities are directed to the most impoverished and excluded sectors of the population in Latin America, in order to empower them in their personal development and their participation in society.

RAJASHRI CHAKRABARTI is a post-doctoral fellow at Harvard University in the John F. Kennedy School of Government's Program on Education Policy and Governance. She received her Ph.D. in Economics from Cornell University in August 2004. She also holds an M.Phil. degree in Economics and an M.A. degree in Economics, both from the Delhi School of Economics, Delhi University, India. Her primary areas of interest include public economics and public policy, economics of education and labor economics. Her current research focuses on school choice, accountability and the political economy implications of reorganization of nations. In recent work, she has examined the effect of alternative voucher designs on public school incentives and performance and whether vouchers lead to "cream-skimming". In other recent work, she has investigated the impact of secession of states on voting patterns and welfare. In ongoing research, she is investigating whether public schools behave strategically to choice and accountability provisions, the impact of the No Child Left Behind law, the efficacy of charter schools as compared to regular public schools and the implications of the phenomenon of early admissions to U.S. colleges.

PAUL DOVRE is President *emeritus* of Concordia College, and has occupied a verity of leadership position in higher education. In addition he has been a Visiting Scholar at both the Graduate School of Education and the Kennedy School of Government, both at Harvard University. His research interests have focused on religious higher education in the United States.

SUSAN M. DYNARSKI is Associate Professor of Public Policy at the John F. Kennedy School of Government at Harvard University, and uses applied microeconomics to determine the impact of government policy on individual behavior. She has recently studied the distributional impact of tax incentives for education saving. Dynarski grew up in Somerville, Massachusetts at a time when that fairest of cities was sadly lacking in coffeehouses and art studios. She received a BA in Social Studies

from Harvard in 1987 and spent six years as a union organizer at Harvard, Tufts, and the University of Minnesota. She completed an MPP at the Kennedy School in 1995 and a PhD in economics at MIT in 1999. She is a faculty research fellow at the National Bureau of Economic Research.

GUY ELLENA is the Director of the Health and Education Department of the International Finance Corporation (IFC). He is in charge of a growing portfolio of health and education investments of over \$283 million in more than 29 emerging market countries. Mr. Ellena joined the World Bank in 1986 and occupied successive operational positions as a Health Economist in several regions where he carried out policy work for the World Bank. He joined IFC's Latin America and Caribbean Department as its first Senior Health Specialist in 1998, as part of the Department's new Health Care Unit. Between April 2000 and November 2001, Mr. Ellena was the Technical Manager for the Global Practice Group for Social Sectors (now the Health and Education Department). Before joining the World Bank Group, Mr. Ellena was a researcher and health economics/policy consultant for the French Government's development agencies. He holds a Masters Degree in Economics as well as a PhD in Health Economics from the University of Aix-Marseille.

CHESTER E. FINN, JR. scholar, educator and public servant, has devoted most of his career to improving education in the United States. As John M. Olin Fellow at the Manhattan Institute and President and trustee of the Thomas B. Fordham Foundation, his primary focus is the reform of primary and secondary schooling. Finn is also a Fellow of the International Academy of Education, a Distinguished Visiting Fellow at Stanford's Hoover Institution and chairman of the Koret Task Force on K-12 Education. Formerly a professor of education and public policy at Vanderbilt University, he also served as assistant secretary for research and improvement and counselor to the secretary of the U.S. Department of Education. The author of 13 books, with William J. Bennett and John Chubb he wrote *The Educated Child: A Parent's Guide from Preschool through Eighth Grade*. He currently serves as the senior editor for *Education Next*. A native of Ohio, he holds an undergraduate degree in U.S. history, master's degree in social studies teaching, and doctorate in education policy, all from Harvard University.

ARIEL FISZBEIN is the Lead Economist in the Human Development Department for Latin America and the Caribbean at the World Bank. He is the coordinator of the Bank's Development Impact Evaluation initiative. Mr. Fiszbein holds a Ph.D. in economics from the University of California, Berkeley. He joined the World Bank in 1991 and has held several positions including that of coordinator of the Bank's program in human development for the southern cone countries in Latin America. He has published extensively on issues of social policy. His most recent publication, *Citizens, Politicians and Providers*, reviews the Latin American experience with reforms in the delivery of social and infrastructure services. He has taught at the Universidad de San Andres in Buenos Aires and was the secretary of the Latin American and Caribbean Economic Association (LACEA) between 1998 and 2005.

ROLAND FRYER is an Assistant Professor of Economics at Harvard University and a Junior Fellow in the Harvard Society of Fellows. Fryer's primary fields of interest are applied theory, applied microeconomics, and labor economics. In his research, Fryer applies the tools of economic analysis to issues of race and inequality, and has explored such topics as affirmative action, disparities in health outcomes, an empirical analysis of "acting white", the impact of crack cocaine, the measurement of segregation, and the causes and consequences of distinctively black names. In 2005 Fryer was

designated an Alphonse Fletcher Fellow, for which he will pursue research related to affirmative action, discrimination, and social economics.

ISABEL GUERRERO is director of the World Bank program in Mexico and Colombia. She has done extensive work on Latin American economic crises, the impact on productivity, and the inequalities of the legal systems in the region.

EDWARD GLAESER is a Professor of Economics in the Faculty of Arts and Sciences at Harvard University, where he has taught since 1992. He is Director of the Taubman Center for State and Local Government and Director of the Rappaport Institute of Greater Boston. He teaches urban and social economics and microeconomic theory. He has published dozens of papers on cities, economic growth, and law and economics. In particular, his work has focused on the determinants of city growth and the role of cities as centers of idea transmission. He also edits the *Quarterly Journal of Economics*. He received his Ph.D. from the University of Chicago in 1992.

CHARLES GLENN is professor in the Department of Administration, Training and Policy Studies, and Fellow of the University Professors Program, at Boston University, where he teaches education history and policy. From 1970 to 1991 he was director of urban education and equity efforts for the Massachusetts Department of Education, including administration of over \$500 million in state funds for magnet schools and race desegregation, and initial responsibility for the nation's first state bilingual education mandates and the Massachusetts sex-equity in education law. Glenn's BA and EdD degrees are from Harvard, and his PhD from Boston University.

STEPHEN GOLDSMITH is the Daniel Paul Professor of Government and the Director of the Innovations in American Government Program at Harvard's Kennedy School of Government. Stephen is also the Chair of the Corporation for National and Community Service and of the Manhattan Institute's Center for Civic Innovation. Stephen previously served two terms as Mayor of Indianapolis, America's 12th largest city. As mayor, he reduced government spending, cut the city's bureaucracy, held the line on taxes, eliminated counterproductive regulations, and identified more than \$400 million in savings. He reinvested the savings by leading a transformation of downtown Indianapolis that has been held up as a national model. Stephen was chief domestic policy advisor to the George W. Bush campaign in 2000 and was district attorney for Marion County, Indiana from 1979 to 1990. Stephen has written *Governing By Network: The New Shape of the Public Sector*, *Putting Faith in Neighborhoods: Making Cities Work through Grassroots Citizenship* and *The Twenty-First Century City: Resurrecting Urban America*.

FREDERICK M. HESS is a resident scholar and Director of Education Policy Studies at the American Enterprise Institute and executive editor of Education Next. He is known for his work on a diverse range of educational issues including urban education, accountability, charter schooling and school vouchers, educational politics, teacher and administrative licensure, local governance, competition, and school improvement. Dr. Hess's books include *Common Sense School Reform* (Palgrave Macmillan 2004), *A Qualified Teacher in Every Classroom?* (Harvard Education Press 2004), *Revolution at the Margins* (Brookings 2002), *School Choice in the Real World* (Westview 1999), *Spinning Wheels* (Brookings 1999), and *Bringing the Social Sciences Alive* (Allyn & Bacon 1999). Dr. Hess is currently a faculty associate of the Harvard University Program in Education Policy and Governance. He also serves on

the Review Board for the Broad Prize in Urban Education, the Research Advisory Board for the National Center for Educational Accountability, the Charter School Accreditation Advisory Board of the American Academy for Liberal Education, and the American Board for Certification of Teacher Excellence. From 2001-2003, Hess served on the National Working Commission on Choice in K-12 Education.

WILLIAM HOWELL is an Associate Professor of Government at Harvard University and is the Deputy Director for the Program on Education Policy and Governance. He was previously an Assistant Professor of political science at the University of Wisconsin. Dr. Howell has written widely on separation-of-powers issues and American political institutions, especially the presidency. He coauthored *The Education Gap: Vouchers and Urban Schools* (Brookings Institution Press) with Paul Peterson in 2002. Dr. Howell is the recipient of the 2001 E.E. Schattschneider award for the best dissertation in American politics, by the American Political Science Association; and the 2001 prize for the best dissertation on the presidency, by the Center for Presidential Studies at the George Bush School of Government and Public Service.

CAROLINE HOXBY is a professor of economics at Harvard University, the director of the Economics of Education Program for the National Bureau of Economic Research, a distinguished visiting fellow at the Hoover Institution, and a member of the Koret Task Force on K–12 Education. Hoxby's research has received numerous awards, including a Carnegie Fellowship, a John M. Olin Fellowship, a National Tax Association Award, and a major grant from the National Institute of Child Health and Development. She has written extensively on educational choice and related issues.

BRIAN A. JACOB is an Assistant Professor of Public Policy. His primary fields of interest are labor economics, program evaluation, and the economics of education. His current research focuses on urban school reform with a particular emphasis on standards and accountability initiatives. In recent work, he has examined the effect of school choice and high-stakes testing on student achievement, the incidence of teacher cheating within educational accountability systems, the relationship between school and juvenile delinquency, and the impact of public housing demolitions on educational opportunities for children. Jacob is affiliated with the Taubman and Wiener Centers at the Kennedy School and is a Faculty Research Fellow in the Program on Children and the Program on Education at the National Bureau of Economic Research. He previously served as a policy analyst in the NYC Mayor's Office and taught middle school in East Harlem. He received a BA from Harvard University in 1992 and a PhD in public policy from the University of Chicago.

PABLO JARAMILLO is an Industrial Engineer from National University of Colombia. He holds an MSc in Agricultural Management of the University of Reading, UK. He is also a specialist in Coffee Economy from the University Autonoma of Manizales and has a degree in Top Management from Andes University of Colombia. He is currently working as a Leader of Extension and Coordinator of Educational Programs for the National Federation of Coffee Growers of Colombia. He has plenty of experience in developing programs related to Rural Education.

THOMAS J. KANE is Professor of Education and Economics at the Harvard Graduate School of Education. His interests focus around Education Policy, Labor Economics and Applied Econometrics. He is a Non-Resident Senior Fellow at the Brookings Institution, a Faculty Research

Fellow at NBER, and was a National Fellow at the Hoover Institution, Stanford University. He is the co-founder of College Opportunity and Career Help (COACH) Program, a collaboration between the Kennedy School of Government and the Boston Public Schools.

MICHAEL KREMER is the Gates Professor of Developing Societies in the Department of Economics at Harvard University and Senior Fellow at the Brookings Institution. He is a Fellow of the American Academy of Arts and Sciences and a recipient of a MacArthur Fellowship and a Presidential Faculty Fellowship. Kremer's recent research examines education and health in developing countries, immigration, and globalization. He and Rachel Glennerster have recently published *Strong Medicine: Creating Incentives for Pharmaceutical Research on Neglected Diseases*. His articles have been published in journals including the *American Economic Review*, *Econometrica*, and the *Quarterly Journal of Economics*. He previously served as a teacher in Kenya. He founded and was the first executive director of WorldTeach, a non-profit organization which places more than two hundred volunteer teachers annually in developing countries (1986-1989).

ELIZABETH KING is the Research Manager for Public Services of the Development Research Group. Until spring 2005, she was the Lead Economist of the Human Development Unit in the World Bank's East Asia and Pacific Region. Her main research interests have been the determinants of investments in human capital, the linkages among dimensions of human capital, poverty and economic development, and the impact of education reforms such as decentralization in developing countries. Several of her studies have examined also the significance of gender differences in the development process. Since joining the World Bank, she has worked on countries as diverse as Bangladesh, Colombia, Ghana, Indonesia, Nicaragua, and the Philippines, among others. She was a member of two World Development Report teams. Ms. King received her Ph.D. in Economics from Yale University, and has taught economics at the University of the Philippines, Tulane University, and UCLA.

GEETA KINGDON is Research Officer at the Centre for the Study of African Economies, Department of Economics, University of Oxford. She completed her undergraduate degree at the London School of Economics in 1985 and her doctoral thesis at the University of Oxford in 1994. She currently lectures in Development Economics in Oxford and has previously held a lectureship at Bristol and a Research Officership at STICERD in LSE. Her research interests include Economics of Education and Labour Economics and much of her work is based on applied micro-econometric analysis of survey data. She is on the Editorial Board of two academic journals and has extensive experience in data collection, refereeing for economics journals and consultancy work for governments. She has current research projects on India and South Africa in areas of education, school quality, unemployment, and subjective well-being.

NORMAN LAROQUE is Policy Advisor with the New Zealand Business Roundtable and the Education Forum, based in Wellington, New Zealand. He also works as a consultant on education policy issues and has undertaken projects for a range of organizations, including the World Bank, the International Finance Corporation, the Government of Mongolia, DfID and the Asian Development Bank. Since 1999, he has undertaken studies in several countries, including Mongolia, the Philippines, Ethiopia, Bangladesh, Saudi Arabia, Oman, China and several African countries. Recent publications include *A New Deal: Making Education Work for All New Zealanders*, *Who Should Pay: Tuition Fees and Tertiary Education Financing in New Zealand*, *The Promise of E Learning in Africa: The Potential for Public-*

Private Partnerships (with Michael Latham) and *Private Education in the Philippines: A Market and Regulatory Survey*. He has written a large number of articles for newspapers and other publications, including *The Guardian*, *Fraser Forum*, and the *IPA Review*.

MICHAEL LATHAM has been the Principal International consultant for CfBT since 2004. Prior to this posting, from 1998 onwards he was President of CfBT Education Services Inc, the CfBT's Group's US affiliate. He has worked with CfBT for the past two decades in Asia and the USA/Caribbean in an operational and business development capacity. He has served on consultancies for bilateral and multilateral agencies in over twenty countries in Africa, Asia, and Latin America. In addition, in Malaysia, he had responsibility for overseeing the Henley Management College's business programmes. He is currently engaged on ongoing operational work in the area of Public Private Partnerships in Education. He has recently presented papers and conducted training in this field on behalf of the United Nations Institute for Training and Research, the Institute for Development Studies and the World Bank Institute. As a member of the World Bank's Economics of Education Thematic Group he worked with the EdInvest team in the development of a Handbook and Toolkit on Non Government Participation in Education. He started his working career as a teacher, first in Canada and then in Malaysia and Brunei Darussalam. For over a decade, while based in Malaysia and Brunei, he was a teacher of English as a Second Language. By the end of his time in Brunei he was the Professional Adviser with responsibility for over 150 expatriate teachers seconded into primary and secondary schools throughout the Sultanate.

BRIDGET TERRY LONG is an Associate Professor of Education and Economics at the Harvard Graduate School of Education. Dr. Long's work applies the theory and methods of economics to examine various aspects of the market for higher education in the United States. Her research focuses on access and choice in higher education, the outcomes of college students, and the behavior of postsecondary institutions. Several of her research papers examine the enrollment and distributional effects of state and federal financial aid programs. In addition, Dr. Long has studied the effectiveness of postsecondary remediation and the impact of class size and faculty characteristics on student outcomes. Dr. Long received her Ph.D. and M.A. in Economics from Harvard University and her A.B. from Princeton University. She is a Faculty Research Associate of the National Bureau of Economic Research (NBER) and received the American Educational Research Association Dissertation Award. She was awarded the National Academy of Education/Spencer Postdoctoral Fellowship for 2002-2004, and in July 2005, the *Chronicle of Higher Education* featured her as one of the "New Voices" in higher education. She has received research grants from the Spencer Foundation, Lumina Foundation for Education, and the Ford Foundation.

FRANK LYSY is the Director and Chief Economist of the Multilateral Investment Guarantee Agency's Economics and Policy group, which oversees work on assessing development impact, reviewing project risks, and ensuring that MIGA's operations are supportive of World Bank Group country strategies.

STEVEN MACHIN is currently Professor of Economics at University College London, Research Director of the Centre for Economic Performance at the London School of Economics and Director of the DfES Centre for the Economics of Education. He is currently one of the Editors of

the *Economic Journal*. Previously he has been visiting Professor at Harvard University (1993/4) and at the Massachusetts Institute of Technology (2001/2).

NEIL MCINTOSH is the Chief Executive of CfBT, Britain's largest educational charity. Since he became Chief Executive in the early 1990s CfBT has been transformed from a £7.4 million p.a. manager of English Language programmes to become the world's leading not for profit international education consultancy with a turnover of c£100 million p.a. In his role as Chief Executive Neil McIntosh is a leading contributor to the debate about diversification and public/private partnerships in the provision of education. Prior to joining CfBT Neil McIntosh was Director of Voluntary Service Overseas (VSO). Before this he was Director of Shelter, Britain's pre-eminent charity for homeless people. He created, and was the first Chairman, of Homeless International, a specialist NGO which initiates and finances innovative settlement projects and encourages inter agency cooperation in the South. Neil McIntosh is the Chairman of the UK Freedom of Information Campaign. He has written extensively on industrial relations, community development, and economics of housing. He was a local councillor for six years.

JOSE-GINES MORA is Director of the Centre for Studies in Higher Education Management (CEGES) at the Technical University of Valencia (UPV). He has a degree in Physics and a doctorate in Economics. He is the President of the European Higher Education Society (EAIR) and Deputy-Chair of the Governing Board of the IMHE Programme of the OECD, and ex-member of the Steering Committee of the European Network of Quality Assurance. He is associate editor of *Tertiary Education and Management* and member of the Editorial Boards of *Higher Education Policy* and *Higher Education Management and Policy*, and ex-Joint Editor of the *European Journal of Education*. His research is focused on Economics of Education, Labour Market, Higher Education and Quality Assurance. He is author of more than two hundred publications on these subjects and he has delivered speeches in more than two hundred and eighty institutions in thirty two countries. He has worked as adviser for higher education matters for many governments and international agencies. Currently, he is the responsible of the Commission for Quality Assessment and Accreditation in the Regional Government of Valencia.

RICHARD MURNANE is Juliana W. and William Foss Thompson Professor of Education and Society and Academic Dean at the Harvard Graduate School of Education. Richard Murnane is an economist who focuses his research on the relationships between education and the economy, teacher labor markets, the determinants of children's achievement, and strategies for making schools more effective. In his book *Who Will Teach? Policies that Matter* (with Judith Singer and John Willett), Murnane shows that teachers' salaries and certification requirements strongly affect the composition of the public-school teaching force. Murnane's *Teaching the New Basic Skills*, coauthored by MIT professor Frank Levy, explains how changes in the U.S. economy have increased the skills that high-school graduates need to earn a middle-class living, and shows how schools need to change to provide all students with the requisite skills. In spring 2004, Princeton University Press published Murnane and Levy's book, *The New Division of Labor: How Computers Are Creating the Next Job Market*. This book shows how the spread of information technology has increased the value of some human skills and decreased the value of others. It also explains how education and training programs need to respond to new labor market realities. Murnane's work experience includes three years' teaching high-school mathematics.

THOMAS NECHYBA, who received his PhD from the University of Rochester in 1994, joined the Duke faculty in 1999 after spending five years on the faculty at Stanford University. He has lectured as a Visiting Professor at the Fundacao Getulio Vargas in Rio de Janeiro and the Center for Economic Studies at the University of Munich, and he held the year-long National Fellowship at the Hoover Institution on War, Revolution and Peace at Stanford in 1998/99. Professor Nechyba is currently a Research Associate at the National Bureau of Economic Research and serves as Associate Editor for the *American Economic Review*, *International Tax and Public Finance*, and *The B.E. Journals of Economic Analysis and Policy*. He has previously served as Director of Undergraduate Studies in the Department of Economics at Duke and is currently Department Chair. His research, which has been funded by agencies such as the National Science Foundation and the Spencer Foundation, lies in the field of public economics, with particular focus on primary and secondary education, federalism and the functioning of local governments, as well as public policy issues relating to disadvantaged families.

HARRY ANTHONY PATRINOS is Senior Education Economist at the World Bank. He specializes in all areas of education, especially demand-side financing and private-public partnerships. He manages programs in Argentina, Colombia and Mexico, as well as a regional research project on the socioeconomic status of Latin America's indigenous peoples (to be published as *Indigenous Peoples, Poverty and Human Development in Latin America: 1994-2004* by Palgrave Macmillan in 2005). He is one of the main authors of the report, *Lifelong Learning in the Global Knowledge Economy* (2003). Mr. Patrinos has many publications in the academic and policy literature. He is co-author of the books: *Policy Analysis of Child Labor: A Comparative Study* (St. Martin's Press, 1999), *Decentralization of Education: Demand-Side Financing* (World Bank, 1997), and *Indigenous People and Poverty in Latin America: An Empirical Analysis* (with George Psacharopoulos, World Bank, 1994). He has also worked in Africa, Asia, Europe, the Middle East and North America. He previously worked as an economist at the Economic Council of Canada. Mr. Patrinos received a doctorate from the University of Sussex.

ROLAND PERKINSON is a New Zealander who has held positions at Chief Executive and Director level in large multinational service industries in New Zealand, Australia and South Africa, spanning more than 20 years. He was seconded to the International Finance Corporation in Yr 2000 to the role of Senior Education Specialist, to assist with the establishment of the Global Health & Education Group focusing on private education projects in developing economies. Ron is an educationalist who brings an international education business perspective to the IFC in a role that provides technical advice and assistance for private sector education projects involving K-12 schools; technical and vocational training; universities and higher education; ICT / education technology companies; plus distance education and e-learning projects in developing countries. In 1989 and prior to joining the IFC Ron was appointed as Chief Executive of Multi Serve Education Trust in New Zealand. Multi Serve was the privatized outcome of the New Zealand government's education services after the sweeping education reforms in New Zealand throughout the late 1980's. Ron was responsible for the pioneering the successful development of Multi Serve in New Zealand and its international services in seven countries, in areas of education administration, project management, academic/ professional development, and information & communications technology services.

PAUL E. PETERSON is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford University, and Editor-In-Chief of *Education Next*, a journal of opinion and research on education policy. He is a former director of the Center for American Political Studies at Harvard University and of the Governmental Studies program at the Brookings Institution. Peterson is the author or editor of over one hundred articles and twenty-two books. Three of his books have received major awards from the American Political Science Association. After receiving his PhD from the University of Chicago, he was a professor for many years there in the Departments of Political Science and Education. Peterson chaired the Social Science Research Council's Committee on the Urban Underclass and has served on many committees of the National Research Council of the National Academy of Sciences. He is a member of the American Academy of Arts and Sciences, the National Academy of Education, and has received fellowships from the Guggenheim Foundation, the German Marshall Foundation, and the Center for Study in the Behavioral Sciences. His various research projects have been supported by the Department of Education as well as the Achelis, Bradley, Bodman, Casey, Dillon, Ford, Fordham, Friedman, Gund, Hume, Packard, Olin, Rockefeller, Smith-Richardson, and Walton foundations. Most recently he was awarded the Thomas B. Fordham Foundation prize for Distinguished Scholarship, part of their Excellence in Education award program. He has also been appointed to a Department of Education independent review panel to advise the agency in evaluating the No Child Left Behind law.

GEORGE PSACHAROPOULOS holds the O'Leary Chair in the College of Education, University of Illinois at Urbana-Champaign. He is a Ph.D. in economics from the University of Chicago. He has previously taught at the London School of Economics and the University of Athens. From 1981 to 1998 he served at the World Bank conducting research on education and development.

RICHARD ROMANO is Gerald L. Gunter Professor of Economics at the University of Florida. His recent research is in the areas of economics of education and public economics. His research in education regards school-choice policies and competition among educational providers. His recent analysis of competition in higher education seeks to explain colleges' and universities' admission and financial-aid policies and the characteristics of student bodies along the higher education hierarchy. His research in public economics focuses on public choice, dual public-private provision, and properties of localities in multi-community settings. Recent research on residential zoning explains why it arises in political-economic equilibrium and how it induces stratification among communities in metropolitan areas. He served two terms on the editorial board of the *American Economic Review* and is associate editor of the *Journal of Public Economic Theory and Education Finance and Policy*. He teaches microeconomics, public economics, and applied game theory. He is married with three children and plays tennis competitively.

ROBERT J. TAYLOR started his career in the United States as a hospital administrator, working in both the public and private sectors. His international career began in 1981 when he moved to Pakistan where he served as the Director General for Commissioning for the Aga Khan University Hospital in Karachi. In 1985, after returning to the US, Mr. Taylor launched Taylor Associates International, a consulting firm specializing in healthcare organization and management in developing countries. He has since worked in over thirty countries in Asia, Africa, the Middle East, and Developing Europe. In 1997 he directed a major study of private health sector investment

opportunities for the International Finance Corporation, which helped launch IFC's entry into the healthcare marketplace. Mr. Taylor has written on public/private partnerships in health, including a chapter on "Contracting for Health Services," in *Private Participation in Health Services*, a recent World Bank publication.

GREGG VANOUREK runs his own consulting business, Vanourek Consulting Solutions, LLC (www.vanconsol.com) out of Denver, focusing on strategic planning, enterprise alignment, and leadership development. Previously, Gregg worked as SVP of School Development for K12 Inc., where he led the company's business development efforts and helped launch the company during its start-up. Other entrepreneurial initiatives include helping to launch a private scholarship program (PACE) for disadvantaged youth in Dayton, Ohio and the national education foundation (Thomas B. Fordham Foundation) that spawned it. Prior to that, Gregg was a Research Fellow at the Hudson Institute, a leading national think tank. Gregg has written a book on public charter schools, several research reports and book chapters, and dozens of articles for leading newspapers, including the *Washington Post*, *Washington Times*, *Weekly Standard*, *Investor's Business Daily*, *Seattle Times*, *San Diego Union-Tribune*, *Indianapolis Star*, *Baltimore Sun*, *Education Week*, *Washington Business Journal*, and more. Gregg holds an M.B.A. from the Yale School of Management, an M.Sc. from the London School of Economics, and a B.A. from Claremont McKenna College. Gregg lives with his wife, Kristina, in Denver where he also volunteers for the Vail Leadership Institute, Net Impact, and the Viewpoint School Alumni Council.

CECILIA MARIA VELEZ WHITE, as the current Colombian National Minister of Education, is leading, since August 2002, a project based on three key objectives: to increase coverage, to create an evaluation system for continuous quality improvement and finally, the setting of an efficient administrative model for the Colombian education system. Between 1998 and 2002, she led, as Bogotá's Secretary of Education, the administrative modernization of the sector while significantly raising enrollment rates and improving test score results in primary and secondary education. From 1990 to 1994, she worked for the Department of National Planning, first as head of the territorial Development Unit until becoming Deputy Director. During this period, she actively participated in the passing of legislation that expanded Colombia's decentralization process by transferring greater responsibility to regional and local governments. As an advisor of the National Rehabilitation Plan in 1989, head of the Planning Unit at one of the leading public mortgage banks in Colombia, BCH (1988), and subdirector of the National Bank Planning Unit (1985 -1987), Minister Vélez has dedicated most of her professional career to improve management practices in the public sector. Cecilia María Vélez, an economist, received a master's degree in economic sciences from Lovain University in Belgium and a degree in urban and regional development from the Massachusetts Institute of Technology (MIT).

CARLOS EDUARDO VELEZ has a Ph.D. in Sociology from the University of Illinois. His field of study was Applied Social Statistics. His areas of interest include Sociology of Social and Economic Development, Sociology of Education, and Analysis and Evaluation of Development Programs. Dr. Velez has had a long trajectory at the World Bank in Washington D.C., Mexico City and in Beijing. He is currently Education Sector Manager for Latin American and the Caribbean, and has been Sector Coordinator (Human Development) for the China program, Sector Leader (Human and Social Development for Colombia, Mexico and Venezuela). He also served as Principal Education Specialist for Eastern and Southern Africa Human Development. Before joining The

World Bank, Dr. Velez was Adjunct Director at Instituto Ser de Investigación in Bogotá, Colombia, his country of origin. Dr. Velez has also held an extensive academic career. He has been a Visiting Professor at the following places: Universidad Nacional, Bogotá; Brown University; University of Connecticut; Pontificia Universidad Javeriana, Bogotá; Universidad Pedagógica Nacional, Bogotá; and at the Universidad de los Andes, Bogotá. Dr. Velez has written extensively on the subject of Economics, Education, Development and Sociology (has published nine books and more than 90 articles in professional journals or as chapters in books, and research reports).

MARTIN R. WEST is a Research Fellow in Governance Studies at the Brookings Institution and a doctoral fellow in the Multidisciplinary Program on Inequality and Social Policy at the Kennedy School of Government. He is also the research editor and a regular contributor to *Education Next*, a journal of opinion and research on education policy. He is the co-editor of *No Child Left Behind? The Politics and Practice of School Accountability* (Brookings, 2003) and the author of numerous academic articles on education policy and politics. He holds a BA in History from Williams College and an M.Phil. in Economic and Social History from Oxford University. He is currently a Ph.D. Candidate in Government and Social Policy at Harvard University.

LUDGER WOESSMANN is head of the department “Human Capital and Structural Change” at the ifo Institute for Economic Research at the University of Munich. Previously, he worked at the Kiel Institute for World Economics. He received his Ph.D. from Kiel University with a thesis on "Schooling and the quality of human capital," and he holds University degrees from the University of Kent at Canterbury, Marburg University, and the Advanced Studies Program in International Economic Policy Research at the Kiel Institute for World Economics. His main research interests are in the economics of education, especially focusing on international student achievement tests, and in the effects of human capital and structural change on economic growth. He has published in the *Economic Journal*, *Oxford Bulletin of Economics and Statistics*, *Journal of Economic Surveys*, and *Applied Economics*, among others. He was awarded the EIB Prize 2001 of the European Investment Bank for his paper "Better schools for Europe" (joint with E. Gundlach) and the Young Economist Award 2003 of the European Economic Association, among other awards. In summer 2001 and spring 2002, he spent research visits at the National Bureau of Economic Research and at the Program on Education Policy and Government at Harvard University where he maintains an affiliation as a Research Affiliate. Currently, he coordinates the EU-funded European Expert Network on the Economics of Education (EENEE), a forum to promote and disseminate research on the Economics of Education in Europe.

RICHARD J. ZECKHAUSER is Frank Plumpton Ramsey Professor of Political Economy. Much of his conceptual research examines possibilities for democratic, decentralized allocation procedures. Many of his policy investigations explore ways to promote the health of human beings, to help markets work more effectively, and to foster informed and appropriate choices by individuals and government agencies. His joint papers in 2004 to 2005 include: *Social Comparisons in Ultimatum Bargaining*, *Scandinavian Journal of Economics*; *Racial Profiling*, *Philosophy and Public Affairs*; *Informational Strategy and Regulatory Policy Making*, *Minnesota Law Review*; *How Individuals Assess and Value the Risks of Climate Change*, *Climatic Change*; *Eliciting Honest Feedback in Electronic Markets*, *Management Science*; and *Aggregation of Heterogeneous Time Preferences*, *Journal of Political Economics*. Zeckhauser's current research projects are directed at pharmaceutical pricing, deception, and reputations, bad apples and bad bets in social policy, trust in Islamic and Western nations, information economics and Italian Renaissance art, the blending of negotiations and auctions, and collaborative undertakings between the public and private sectors.