

# Curriculum Vitae: Stuart Cameron

<https://stuartjcameron.github.io>

[stuartjcameron@outlook.com](mailto:stuartjcameron@outlook.com)

Stuart Cameron is a specialist in education in developing countries with over 15 years of experience in research, monitoring, evaluation, and programmes. He is currently thematic lead on equity and inclusion at the Global Partnership for Education. Previously, he was a senior consultant at a UK consultancy firm, Oxford Policy Management (OPM), and led the company's work on education for marginalized groups and educational inequalities. He specializes in mixed methods research, quantitative data analysis, evaluation of education programmes, urban poverty, and policies to improve access to education. Prior to joining OPM, Stuart was a research fellow at UNICEF's Office of Research, where he carried out quantitative and qualitative research on urban poverty, rural-urban migration, and education. Previously he worked for three years for UNESCO's *Education for All Global Monitoring Report*, researching and writing on education for marginalized groups, education in situations of armed conflict, and youth skills and work. His doctorate, from the University of Sussex, focuses on education decisions among poor urban households in Dhaka, Bangladesh. He has also worked at the Institute of Development Studies, and for the UK aid-funded Consortium for Research on Educational Access, Transitions and Equity (CREATE). He has a master's in development economics from the University of East Anglia, a postgraduate diploma in economics from Cambridge University, and an undergraduate degree in philosophy and psychology from Bristol University.

## Education

**PhD Education**, University of Sussex, UK (2006-2013). "Education decisions of the urban poor in Dhaka, Bangladesh". Attended courses on education and national development; social research methods; and qualitative research. Spent six months at BRAC University Institute of Educational Development, Bangladesh, in 2008, managing the primary research which included a survey of 1600 households, follow-up interviews with 30, and school mapping. Analysed results using a mixture of quantitative and qualitative methods, and a conceptual framework combining livelihoods with education economics. (Passed with minor corrections January 2013)

**MA Development Economics**, University of East Anglia, UK (2003-04). Courses in macro- and microeconomics for development; quantitative methods; international economic policy; education and development; and education policy for development. Developed interests in poverty and inequality, privatisation, education policy and the economics of education. Wrote dissertation, "An economic model of household educational choices," on interactions between public and private schooling and labour markets in India; this involved wide-ranging research into both discursive and quantitative literature; economic modelling; and analysis of secondary data.

**Postgraduate Diploma in Economics**, Cambridge University, UK (2002-2003) Successfully completed intense degree-level courses in macro- and microeconomics and econometrics.

**BSc Philosophy and Psychology**, University of Bristol, UK (1997-2000) Courses included political philosophy, individual and community, social psychology, developmental psychology, economic psychology, research methods and statistics. Designed, conducted, analysed results from, and wrote reports on psychological experiments. Final-year project was on attitudes towards social justice and involved questionnaire-based research.

## Employment

### **Thematic lead, equity and inclusion, Global Partnership for Education (2018-2023).**

The Global Partnership for Education, hosted by the World Bank Group, is a fund and partnership that aims to improve the quality and quantity of education financing in developing countries. Based in the GPE Secretariat's Evidence, Policy and Learning team, I led the partnership's work on equity and inclusion in education. This involved consolidating global evidence on equity and inclusion, contributing to knowledge exchange, and working across teams and with a wide range of partners to ensure that equity and inclusion are addressed in GPE's work at the country level. Achievements while at GPE have included:

- Shaping the way the GPE 2025 strategic plan talked about access and inclusion.
- Writing a working paper, *Leaving No One Behind: transforming education systems, equitably and inclusively*, which discusses how the GPE partnership can better address the right to education given ongoing challenges in access and completion.
- Developing GPE's strategic direction and specific actions in relation to human rights in order to make recommendations to the management team, and implementing the recommendations.
- Strengthening GPE research on data on disability and other marginalized groups, including through a series of webinars, publishing working papers, engaging with partner countries on disability-disaggregated statistics.
- Supporting country team leads with research and guidance on equity and inclusion issues, including through the development of an internal knowledge base and analysis of country plans and grant applications.
- Ensuring that partner countries consider evidence-based approaches to disability inclusion as a part of every activity to be funded by a system transformation grant.
- Co-leading (with UNICEF) a group on inclusion and equity for the Transforming Education Summit, convening partners to write a [thematic paper](#) on this that fed into the summit's outcomes.

### **Consultant (2013-2015), Senior Consultant and Inequalities Manager (2015-2018),**

**Oxford Policy Management.** I led OPM's work on education for marginalized groups and education inequalities, and also led on the dissemination of education work through conferences and publications. I worked as project manager, technical lead, and/or education specialist on a range of projects:

- Co-authored the *Handbook on Measuring Equity in Learning*, for UNESCO Institute for Statistics.

- Worked with Ministry of Education staff to develop learning assessments and to build capacity for data analysis as part of a secondary school improvement programme in Sierra Leone.
- Led the evaluation of the Education Sector Support Programme in Nigeria (ESSPIN), a major UK aid-funded school improvement programme. Managed a large team of consultants and fieldwork staff to carry out a school survey across six states; used findings to influence policy debates in Nigerian government and UK aid; managed other strands of the programme's monitoring and evaluation and education management information systems work.
- Advised on and later led the evaluation of the Teacher Development Programme in northern Nigeria, a mixed methods evaluation with randomized controlled trial.
- Through the Education, Data, Research and Evaluation in Nigeria (EDOREN) project, advised on evaluations and research on several other projects, including Developing Effective Private Education in Nigeria (DEEPEN) and the Girls' Education Project (GEP3)
- Led technical support to the Out-of-School Children Initiative in East Asia and the Pacific and the Middle East and North Africa. Supported country teams, UNICEF and UNESCO offices in several countries to complete national and regional studies on which children are out of school, why, and appropriate policy responses.
- Educational inequalities in the Middle East and North Africa. Co-authored a paper commissioned by UNICEF using data from household surveys and educational assessments to describe educational inequalities in the MENA region.
- Conducted rigorous evidence reviews on the costs and financing of early childhood development programmes in developing countries, for 3ie.

**Independent consultant** (Jan-Jun 2013). Worked on two projects:

- Education in the post-2015 development agenda. Worked with the Centre for International Education, University of Sussex, to analyse and summarise responses to various online and face-to-face consultations on education in the post-2015 development agenda, contributing to a report jointly commissioned by UNICEF and UNESCO.
- Education and savings groups in Ghana. Designed and carried out a qualitative research project on the effects of savings groups on education in Ghana, which was commissioned by Plan International (UK) and was used to inform their future work on savings groups.

**Research Fellow, UNICEF Office of Research at Innocenti** (Mar-Nov 2012). Designed and carried out research on education and urban poverty within the Office's Social and Economic Policy unit, with qualitative fieldwork in Bangladesh and quantitative analysis of existing household survey data in several countries.

**Research Officer, Education for All Global Monitoring Report, UNESCO** (2009-2012). Research on education, aid and international development for a major international annual report. I worked on three reports: (2012) Youth, skills and work, (2011) The hidden crisis: armed conflict and education and (2010) Reaching the marginalized. Analysed national statistics, programmes and policies; wrote report sections; and presented findings at launch events and conferences.

**Research Associate, Consortium for Research on Educational Access, Transitions and Equity (CREATE) (2009).** Analysed data and wrote the baseline report for a large household and school survey, working with colleagues at BRAC University, Bangladesh.

**Research Officer, Centre for Learning and Teaching, Brighton University (2007-09).** Research on higher education. Prepared, set up and conducted surveys and focus groups; analysed qualitative and quantitative data; conducted literature reviews; wrote research proposals.

**Research Assistant, Health & Development Information team, Institute of Development Studies (2005-07).** Designed and devised content for, and implemented, a new email bulletin for health advisors in the UK Department for International Development. Wrote online guides to latest research on health and development topics, including: health-related needs of the very poor; service delivery in difficult environments; injury and violence; corruption in health systems; health in transition countries. Responsible for monitoring and evaluation of the online services.

**Research Assistant, GDNNet, Institute of Development Studies (2004-05).** Web-based project featuring social and economic research from developing countries. Found, assessed and summarised new development research; managed and selected content for GDNNet's Africa Window.

## **Awards and membership of professional associations**

Member of the British Association for International and Comparative Education (BAICE) and the Development Studies Association.

## **Other training**

Courses: Media skills training (two days, Jan 2010 and again Feb 2011). Meta-analysis in research synthesis (ESRC-funded two day course, University of Sussex, Nov 2010).

Computer skills: Word, Excel, PowerPoint (proficient); Access (intermediate). HTML, CSS, JavaScript (proficient). Python (proficient). SPSS (intermediate), STATA (proficient), R (proficient). N\*VIVO (proficient).

## **Countries of work experience**

Bangladesh, France, Ghana, India, Italy, Jordan, Myanmar, Nigeria, Sierra Leone, Sudan, Tanzania, UK, USA

## **Publications, reports and conference papers**

(forthcoming in 2023) Inclusive education in GPE partner countries: a mapping of donor support.

(2023) Leaving no one behind: transforming education systems, equitably and inclusively. Working Paper, Global Partnership for Education.

<https://www.globalpartnership.org/content/leaving-no-one-behind-transforming-education-systems-equitably-and-inclusively>

(2022) Household survey data on disability and education in GPE partner countries. Working Paper, Global Partnership for Education.

<https://www.globalpartnership.org/content/household-survey-data-disability-and-education-gpe-partner-countries>

(2019, with colleagues) Learning Against the Odds: Evidence and Policies to Support All Out-of-School Children and Adolescents in East Asia and Pacific. UNICEF East Asia & Pacific. <https://www.unicef.org/eap/reports/learning-against-odds>

(2018, with colleagues) Setting out a conceptual framework for measuring equity in learning. *Handbook on Measuring Equity in Education*. UNESCO Institute for Statistics.

<https://uis.unesco.org/en/news/new-report-how-measure-equity-education>

(2018, with colleagues) Teacher Development Programme [Nigeria] – Endline Evaluation.

<https://microdata.worldbank.org/index.php/catalog/3413/download/46106>

(2018) Tracking, selection, and exams: Identifying sources of exclusion in public education systems in developing countries. Paper presented at the Comparative and International Education Society (CIES) annual conference, Mexico City, March, 2018.

(2017) Measuring learning and equity across and within countries. Paper presented at the UK Forum for International Education and Training (UKFIET) Conference, Oxford, September, 2017.

(2016, with colleagues) ESSPIN Composite Survey 3: Overall report. Oxford Policy Management. <https://www.esspin.org/reports/download/452-file-CS3-overall-report.pdf>

(2016) Urban inequality, social exclusion and schooling in Dhaka, Bangladesh. *Compare: A Journal of Comparative and International Education*.

<https://www.tandfonline.com/doi/full/10.1080/03057925.2016.1259555>

(2016) Teacher motivation in developing countries. Paper presented at the British Association for International and Comparative Education conference, Nottingham, September, 2016.

(2015, with ESSPIN colleagues) Improving school quality at scale. Paper presented at the UK Forum for International Education and Training (UKFIET) Conference, Oxford, September, 2015.

(2015) ESSPIN Composite Survey 2: Overall report.

<https://www.opml.co.uk/files/Publications/a0148-building-stronger-education-nigeria-esspin/esspin-composite-survey-2-overall-report.pdf>

(2015) Scaling up early childhood development without sacrificing equity. Paper presented at the UK Forum for International Education and Training (UKFIET) Conference, Oxford, September, 2015.

(2015) Do all children learn equally: inequalities in learning outcomes (in Nigeria and Tanzania). Paper presented at the Development Studies Association (DSA) Conference, Bath, September, 2015.

- (2015, with E. Ananga) Savings groups, livelihoods and education: two case studies in Ghana. *Journal of International Development*. DOI: 10.1002/jid.3067.  
<https://onlinelibrary.wiley.com/doi/full/10.1002/jid.3067>
- (2013) Education and urban poverty: how little do we know? Paper presented at the UK Forum for International Education and Training (UKFIET) Conference, Oxford, September, 2013.
- (2012) Education, urban poverty and migration: evidence from Bangladesh and Vietnam. Innocenti working papers 2012-15. United Nations Children's Fund (UNICEF).  
<https://www.unicef-irc.org/publications/679-education-urban-poverty-and-migration-evidence-from-bangladesh-and-vietnam.html>
- (2012) The urban divide: poor and middle-class children's experiences of school in Dhaka, Bangladesh. Innocenti working papers 2012-08. United Nations Children's Fund (UNICEF).  
<https://www.unicef-irc.org/publications/672-the-urban-divide-poor-and-middle-class-childrens-experiences-of-school-in-dhaka-bangladesh.html>
- (2012) Education, urban poverty, and rural-urban migration. Paper presented at the conference of the British Association of International and Comparative Education (BAICE), Cambridge, 8-10 September, 2012.
- (2011) Whether and where to enrol? Choosing a primary school in the slums of urban Dhaka, Bangladesh. *International Journal of Educational Development* 31(4): 357-366.  
<https://www.sciencedirect.com/science/article/pii/S0738059311000058>
- (2010) Access to and exclusion from primary education in slums of Dhaka, Bangladesh. CREATE Pathways to Access research monographs, no. 45. [http://www.create-rpc.org/pdf\\_documents/PTA45.pdf](http://www.create-rpc.org/pdf_documents/PTA45.pdf). Republished as chapter 5 in Manzoor Ahmed (ed., 2011) *Education in Bangladesh. Overcoming hurdles to equity with quality*. BRAC University Press.
- (2010) Education for the urban poor in Bangladesh. CREATE Policy Brief, no. 1.  
[http://www.create-rpc.org/pdf\\_documents/Bangladesh\\_Policy\\_Brief\\_1.pdf](http://www.create-rpc.org/pdf_documents/Bangladesh_Policy_Brief_1.pdf)
- (2009, with A. Hossain, M.A. Kalam, L. Uddin and M. Ahmed) CREATE Bangladesh: Community and School Study (COMSS) Baseline Report. Consortium for Research on Education Access, Transitions and Equity (CREATE)
- (2009) Education in slums of Dhaka, Bangladesh. Paper presented at the 10th UKFIET International Conference on Education and Development.
- (2008) Education decisions in the slums of Dhaka. Paper presented at the conference of the British Association of International and Comparative Education (BAICE), 4-6 September 2008, Glasgow. [http://www.create-rpc.org/pdf\\_documents/Cameron\\_Baice\\_2008.pdf](http://www.create-rpc.org/pdf_documents/Cameron_Baice_2008.pdf)
- (2007, with G. Wisker and M. Antoniou) Reshaping English: a case study of the development of discipline identity at a UK university. Paper presented at the Annual Conference of the Society for Research into Higher Education (SRHE), December 2007, and published by the Higher Education Academy.
- (2006, with J. Cameron): Economic benefits of literacy. Background paper for the Education For All Global Monitoring Report 2006  
(<http://unesdoc.unesco.org/images/0014/001459/145957e.pdf>). Republished as "Economic

benefits of adult literacy interventions". *Journal of Educational Planning and Administration*, Vol. 29, No. 4 (October 2005)

(2006, with G. Gotsadze and K. Zoidze) Health in transition countries: an overview. Article for the International Hospital Federation 2006 Reference Book.

(2006) Attempts by civil society groups to monitor health services for signs of corruption. Article for the Transparency International 2006 Global Corruption Report.

(2002) Education in India: a background. *Development in Action*, Spring 2002.