

Curriculum Vitae: Stuart Cameron

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Stuart Cameron is an independent researcher and advisor on education in developing countries with 20 years of experience in policy, programmes, research and evaluation. Before returning to consultancy in 2024, he held senior positions at the Global Partnership for Education and a UK consultancy firm, Oxford Policy Management (OPM). 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. He also 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 development economics and education in developing countries. (Passed with distinction)

Postgraduate Diploma in Economics, Cambridge University, UK (2002-2003)

BSc Philosophy and Psychology, University of Bristol, UK (1997-2000) (First class)

Projects

Projects marked with an asterisk () were carried out as a staff member of a consultancy firm, Oxford Policy Management. Others were carried out as an independent consultant.*

Project	Dates	Country	Client	Role
Integrating health and well-being into education sector planning	March 2024-March 2025	Global, Maldives, Malawi	UNESCO	Wrote a handbook and developed a training programme on integrating health and well-being into education sector planning. Piloted the programme in two countries.
Evaluation of early childhood care and development	February 2025-ongoing	Sierra Leone	Education Outcomes Fund	Team lead, responsible for overall technical direction of the evaluation.
Adaptation and piloting of tools for evaluation of early childhood care and development	April 2024-April 2025	Rwanda, Sierra Leone	Education Outcomes Fund	Team lead, responsible for overall technical direction of the evaluation. Worked with a team of 14 to adapt and pilot survey / assessment tools for evaluations of outcomes-based early childhood care and development programmes.
Verification of the Education Programme for Results (EPforR)	March 2024-ongoing	Tanzania	UK FCDO	Advised on a teacher forecasting framework developed by the Ministry of Education to plan teacher needs.
Thrive	Jan-Mar 2024	Bangladesh, Tanzania	UK FCDO, New Zealand MFAT	Advised on a multi-country research programme on early childhood care and development. Reviewed early childhood development strategy and developed terms of reference for a mid-term review in Tanzania.
Education Strategy and Business Development	May-July 2024	Global	World University Service of Canada (WUSC)	Advised on trends in education in low income countries, funding trends, and reviewed education strategy for a Canadian non-profit organization.
Evaluation of the Teacher Development Programme*	2016-2019	Nigeria	UK DfID	Advised on and later led the evaluation of the Teacher Development Programme in northern Nigeria, a mixed methods evaluation with randomized controlled trial.

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Education, Data, Research and Evaluation in Nigeria (EDOREN)*	2015-2018	Nigeria	UK DfID	Advised on evaluations and research on several projects, including Developing Effective Private Education in Nigeria (DEEPEN) and the Girls' Education Project (GEP3)
Evaluation of the Education Sector Support Programme in Nigeria (ESSPIN)*	2013-2016	Nigeria	UK DfID	Led (as project manager then technical director) the evaluation of the largest UK aid-funded foundational learning improvement programme. Managed a large team of consultants and fieldwork staff to carry out a school survey across six states in 2014 and 2016; used findings to influence policy debates in Nigerian government and UK aid; managed monitoring and evaluation and education management information systems work.
Out-of-School Children Initiative in East Asia and the Pacific*	2015-2019	East Asia and Pacific, Lao PDR, Malaysia, Myanmar, Papua New Guinea, Thailand, Timor Leste	UNICEF	Supported teams in several countries to complete national studies on which children are out of school, why, and appropriate policy responses. Wrote regional report.
Leh Wi Learn*	Feb-Nov 2017	Sierra Leone	UK DfID	Worked with Ministry of Basic and Senior Secondary Education to develop learning assessments and a school survey, and to build capacity for data analysis, as part of a secondary school improvement programme in Sierra Leone
Technical support to the Out-of-School Children Initiative in the Middle East and North Africa*	2013-2015	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.
Handbook on Measuring Equity in Learning*	2018	Global	UNESCO Institute for Statistics	Co-authored a handbook on concepts and methods for measuring equity in education and learning outcomes

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Evidence reviews on early childhood development*	2014	Global	3ie	Conducted rigorous evidence reviews on the costs and financing of early childhood development programmes in developing countries
Educational inequalities in the Middle East and North Africa	Jan-Jun 2013	Middle East and North Africa	UNICEF	Co-authored a paper using data from household surveys and educational assessments to describe educational inequalities in the MENA region
Education in the post-2015 development agenda	Jan-Jun 2013	Global	UNICEF/ UNESCO/ University of Sussex	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	Jan-Jun 2013	Ghana	Plan International (UK)	Designed and carried out a qualitative research project on the effects of savings groups on education.

Previous 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 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, listed in the table above.

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.

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, Ethiopia, France, Ghana, India, Italy, Jordan, Maldives, Malawi, Myanmar, Nigeria, Rwanda, Sierra Leone, Sudan, Tanzania, UK, USA

Publications and reports

(2024) Inclusive education in GPE partner countries: a mapping of donor support. Working paper, Global Partnership for Education. <https://www.globalpartnership.org/content/donor-support-inclusive-education-children-disabilities-who-does-what-gpe-partner-countries>

(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>

(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>

(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, 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>

(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>

(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>

(2006, with J. Cameron) Economic benefits of adult literacy interventions". *Journal of Educational Planning and Administration*, Vol. 29, No. 4 (October 2005)