

# SPEAKERS

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## **Esther Duflo, Massachusetts Institute of Technology, J-PAL**

Esther Duflo is the Abdul Latif Jameel Professor of Poverty Alleviation and Development Economics in the Department of Economics at the Massachusetts Institute of Technology and a Co-Founder and Co-Director of the Abdul Latif Jameel Poverty Action Lab (J-PAL). She also serves as the president of the Paris School of Economics and the Poverty and Public Policy Chair at the Collège de France. In her research, she seeks to understand the economic lives of the poor, with the aim to help design and evaluate social policies. She has worked on health, education, financial inclusion, environment, and governance. Esther is the recipient of the 2019 Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel, awarded jointly with Abhijit Banerjee and Michael Kremer "for their experimental approach to alleviating global poverty." Her first degrees were in history and economics from École Normale Supérieure, Paris. She subsequently received a PhD in Economics from MIT in 1999.



## **Pascal Bressoux, Université Grenoble-Alpes**

Pascal Bressoux is a Professor in education sciences at Université Grenoble-Alpes, and a permanent member of the Laboratoire de Recherche sur les Apprentissages en Contexte (LaRAC). He is also a senior member of the Institut Universitaire de France, the Teaching and Learning International Survey (TALIS) Technical Advisory Group of the Organisation for Economic Co-operation and Development (OECD), and the Conseil national d'évaluation du système scolaire (CNESCO). Pascal is also a member of the Conseil scientifique de l'Éducation nationale (CSEN). His research focuses on the effect of school environment factors on student achievement. His work aims to understand what cognitive and socio-cognitive processes are at play in student learning and which teaching systems and practices are best suited to promoting academic success.



## **Marc Gurgand, CNRS-Paris School of Economics, École normale supérieure-PSL**

Marc Gurgand is a former student of the École normale supérieure and holds a PhD in economics from the École des hautes études en sciences sociales (EHESS). He is Director of Research at the CNRS, Professor at the Paris School of Economics (PSE) and Director of the Economics Department at the École normale supérieure-PSL. He is also Scientific Director of J-PAL Europe and coordinates the IDEE research structuring facility. His research focuses on social policy and the economics of education, mainly through randomised social experiments.



## **Karen Macours, Paris School of Economics**

Karen Macours is a chaired professor at the Paris School of Economics (PSE), and senior researcher (research director) at the French National Research Institute for Agriculture, Food and Environment (INRAE). Her research focuses on agricultural productivity and rural poverty reduction in developing countries, impact assessment related to agricultural R&D, the evaluation of programs addressing households' productive and human capital investments (early childhood, health, nutrition, education) and related measurement and methodological questions. She is co-editor of the Journal of Development Economics, associate editor of the American Journal of Agricultural Economics, and co-organizer of the Virtual Development Economics Seminar Series: VDEV/CEPR/BREAD. Karen earned her PhD in Economics from the University of California, Berkeley.



## **Alejandro Maiche, University of the Republic**

Alejandro Maiche is a psychologist at the Interdisciplinary Center on Cognition for Teaching and Learning based at the University of the Republic (UR), Uruguay. His research interests include visual perception and numerical cognition, and his current work focuses on early childhood education interventions that stimulate cognitive capacities, especially around early math learning. Alejandro also previously taught and served as the director of the Center for Basic Research in Psychology at UR, where scientists from different disciplines investigate human cognition. Before returning to Uruguay, he taught psychology at the Autonomous University of Barcelona, where he also earned his PhD in psychology.



## **Rachid Laajaj, Universidad de Los Andes**

Rachid Laajaj is an associate professor of economics at the Universidad de Los Andes. His primary areas of research are technology adoption in agriculture, corruption, human capital and altruism. He studies these issues from a micro-development perspective, paying particular attention to the role of information. He received his PhD in applied economics from the University of Wisconsin Madison and did a postdoc at Paris School of Economics.



## **Rohen Shah, Behavioral Insights and Parenting Lab**

Rohen Shah is a Research Fellow at the Behavioral Insights and Parenting Lab and a Ph.D. candidate at the Harris School of Public Policy at the University of Chicago. His research evaluates the use of technology and nudging to increase parental engagement as well as the impact of tutoring on student achievement. His previous experiences include teaching math in Detroit and serving as the manager of a state-wide tutoring company in Michigan. He is a co-founder of the Ed Tech platform DiagKNOWstics Learning.



## Abhijeet Singh, Stockholm School of Economics

Abhijeet Singh is an associate professor of economics at the Stockholm School of Economics. His research focuses on topics relating to the economics of education, child nutrition, and public service delivery in low- and middle-income countries. Within education, his research focuses primarily on improving student achievement, and reducing socioeconomic inequality, in primary schooling and early childhood education. Abhijeet received his PhD in economics from the University of Oxford and a B.A. (Hons) in economics from the University of Delhi.



## Philip Oreopoulos, University of Toronto

Philip Oreopoulos is a Distinguished Professor in Economics of Education Policy from the University of Toronto and Co-Chair in Education at J-PAL. He received his Ph.D. from the University of California, Berkeley and has held visiting positions at Harvard University and the Massachusetts Institute of Technology. His current research focuses on designing and testing methods for implementing personalized learning at a scale, with the goal to meaningfully impact students' lives at a national level. His knowledge in the tutoring and education technology literature, as well as his research focus on education policy and behavioral economics makes him particularly suited for appreciating the importance of small details in program development for facilitating adoption by teachers and students.



## Peter Bergman, University of Texas

Peter Bergman is an Associate Professor of Economics at the University of Texas, Austin. He studies how information problems affect human capital decision making. Much of his research combines technology and information interventions to improve outcomes for low-income families at scale. He has conducted large-scale experiments aimed at improving parent engagement, helping families find and move to areas with better schools, improving access to financial aid, using predictive analytics to track students in higher education, and assessing discrimination in systems of school choice. Peter earned a BA in political economy from the University of California, Berkeley, and a PhD in economics from the University of California, Los Angeles.



## Liz Spelke, Harvard University

Liz Spelke is the Marshall L. Berkman Professor of Psychology in the Psychology Department at Harvard University and an investigator at the Center for Brains, Minds and Machines in Cambridge, MA. She studies both the initial cognitive capacities that emerge in human infancy, summarized in her book, *What Babies Know* (2022), and children's capacities for fast and flexible learning about objects, places, people, number and geometry. With Duflo and her colleagues, she leverages findings from the developmental cognitive sciences to create and evaluate interventions to enhance poor children's learning, and she uses findings from evaluations of the interventions to deepen understanding of how all children learn. Her awards include the Atkinson Prize in Psychological and Cognitive Sciences from the U.S. National Academy of Sciences (2014) and the deCarvalho-Heineken Prize for Cognitive Science (2016). She studied at Harvard (A. B., Radcliffe College, 1971) and Cornell University (Ph.D. 1978).



### **Hiro Yoshikawa, New-York University**

Hirokazu Yoshikawa is the Courtney Sale Ross Professor of Globalization and Education at New-York University (NYU) Steinhardt and a University Professor at NYU, and Co-Director (with J. Lawrence Aber) of the Global TIES for Children Center at NYU. He is a core faculty member of the Psychology of Social Intervention and Human Development Research and Policy programs at Steinhardt. He is a community and developmental psychologist who studies the effects of public policies and programs related to immigration, early childhood, youth development, and poverty reduction on children's development. He conducts research in the United States and in low- and middle-income countries. He has received two awards for mentorship of ethnic minority students.



### **Andrés Moya, Universidad de Los Andes**

Andrés Moya is an Associate Professor at the School of Economics, Universidad de Los Andes in Bogotá, Colombia. He serves as a Commissioner in the new Lancet Commission on Health, Conflict and Forced Displacement. He is also the Director of Semillas de Apego, a community-based psychosocial model to promote maternal mental health and early childhood development in communities exposed to conflict and forced displacement and migration in Colombia.



### **Lisa A. Gennetian, Duke University**

Dr. Gennetian is Pritzker Professor of Early Learning Policy Studies and Professor of Public Policy at Duke University. She is an applied economist whose research straddles a variety of areas concerning child poverty from income security and stability to early care and education with a particular lens toward identifying the causal impacts of child poverty on children's development. She is a co-PI on the first multi-site multi-year randomized control study of a monthly unconditional cash transfer to low income mothers of infants in the U.S. called Baby's First Years. Her recent work bridges poverty scholarship with a behavioral economic framework, applying insights from behavioral economics to design strategies to support parent and family engagement in, and enhance the impacts of, existing childhood interventions and social programs including cash transfers. Dr. Gennetian also has a body of research focused on Latino families and children, serving as a PI on several grants and a co-PI directing work on poverty and economic self-sufficiency at the National Research Center for Hispanic Families and Children.



### **Joseph Coffey, École normale supérieure**

Joseph Coffey is a postdoc in the Laboratory for Cognitive Sciences and Psycholinguistics at the ENS Paris with Dr. Alejandrina Cristia. He is interested in learning what is necessary for children to acquire language within a healthy timeframe and what mechanisms link caregiver speech to their children's later language outcomes. He is currently working with Dr. Elizabeth Spelke and Dr. Esther Duflo to produce measures of cognitive and linguistic development for children in Ghana.



## Laudine Carbuccia, Sciences Po

After completing a transdisciplinary bachelor's degree and a master's in cognitive science, Laudine Carbuccia is now pursuing a Ph.D. jointly in the sociology department at Sciences Po and the Department of Cognitive Science at ENS/PSL. Her research interests broadly revolve around the relationship between the living environments of underprivileged populations and their cognitive processes, with a particular focus on public policy, parenting, and health behaviors. To better understand how to reduce social inequalities and their perpetuation, she strives to integrate insights from cognitive science, sociology, and economics, and leverage both quantitative and qualitative methods. Currently, her doctoral research revolves around a randomized controlled trial designed to assess the impact of an intervention aimed at understanding and mitigating the factors that contribute to the socioeconomic status (SES)-based disparity in the enrollment of children under the age of three in Early Childhood Education and Care (ECEC) in France.



## Joost de Laat, Universiteit Utrecht

Joost de Laat is a Professor of Economics at Utrecht University and directs the Utrecht Centre for Global Challenges (UGlobe). He has worked on inclusive education in a variety of roles – at Porticus, a global philanthropy, but also at the education department of the World Bank where he managed its Strategic Impact Evaluation Fund (SIEF), and more recently, facilitating a 'whole child development' peer learning community connecting 80 education organizations. He is currently partnering on several ECD/education field experiments covering both foundational learning and holistic outcomes in Bulgaria, the Gambia, India, Kenya, and Rwanda.



## Cecilia I. Calero, Universidad Torcuato Di Tella

Cecilia Calera is a full professor at the School of Government, Universidad Torcuato Di Tella, and an appointed researcher at the National Scientific and Technical Research Council. Her research project, 'Little Teachers', focuses on how teaching skills develop throughout life and the relationship between the ability to teach and the learning experience itself in peer-tutoring interactions.