

# 3RD ANNUAL KIX SYMPOSIUM

October 12–13, 2022  
7:00–8:30 AM EDT

EVIDENCE-INFORMED POLICY DIALOGUE FOR SYSTEM TRANSFORMATION



## CHARLES NORTH

Acting Chief Executive Officer, Global Partnership for Education (GPE). He joined GPE in March 2019 after 32 years as a Foreign Service Officer with the U.S. Agency for International Development (USAID). Just prior to joining GPE, North was a senior advisor on Ukraine and Russia on secondment to the U.S. Institute of Peace. He was previously the acting assistant administrator in USAID's Bureau for Economic Growth, Education and Environment, 2014–2017, and senior deputy assistant administrator from February 2013. During this time, North served for two years on GPE's board of directors. North served for 17 years in USAID's overseas posts in Kenya, Sudan, Mozambique, El Salvador, and Russia, and was the USAID mission

director in Russia in his second assignment there, 2010–2013. He has held numerous Washington leadership positions, including as senior deputy director of USAID's Afghanistan and Pakistan Task Force from 2008–2010. He also served as regional director for the Western Hemisphere in the State Department's Office of the Director of Foreign Assistance (2006–2008), and as director of the Policy Office in USAID's Bureau for Policy and Program Coordination (2004–2006). North is a graduate of Wesleyan University and holds master's degrees in management from Yale University and in national security strategy from the National War College.



## DOMINIQUE CHARRON

Vice-President for Programs and Partnerships, at Canada's International Development Research Centre (IDRC), where she leads programming strategy in 5 key areas of development around the world. She has led programs on agricultural productivity and food security, innovations in animal health, reducing vulnerability to climate change, ecosystem approaches to health and

prevention of emerging public health threats. Before joining IDRC, she led research programs on public health and climate change at the Public Health Agency of Canada. A veterinarian and epidemiologist, she is the Rapporteur of the One Health High-Level Panel advising UN Intergovernmental Agencies.



## CAROLYN NOMBO

Deputy Permanent Secretary for Education in the Ministry of Education, Science and Technology (MoEST) of Tanzania. She is responsible for the supervision of Basic, Secondary and Tertiary Education. She received her PhD from Wageningen University in the Netherlands. Carolyn is a skilled

and experienced rural development and gender specialist with over 20 years' experience in community development and in the education sector. She provides gender sensitive leadership for change in education and beyond.



## JEAN-BERNARD PARENTEAU

Director General, Canadian Partnerships for Health and Social Development, Global Affairs Canada, since early 2019. He joined the Canadian International Development Agency (CIDA) in 1996 and held various positions with development programs covering Ukraine, Russia, and several Central American countries, before being posted to Lima, Peru (2002-2006), where he became the Head of Cooperation (2005-2006). He then successively occupied the positions of Deputy Director for the Tanzania Development Program, and then Director for development programming

covering a variety of Sub-Saharan Africa countries (2010-2015): Cameroon, Rwanda, Democratic Republic of Congo, Nigeria, Benin, and Burkina Faso. As CIDA and the Department of Foreign Affairs and International Trade became amalgamated to form Global Affairs Canada, Jean-Bernard took on the position of Director of Bilateral Relations for West and Central Africa (2015-2019), with the responsibility for political and trade affairs. He holds a BA (1994) and a Master's degree (1996) in Political Science (International Relations) from Université du Québec à Montréal.



## LESLIE CASELY-HAYFORD

Dr. Casely-Hayford is the Director of Associates for Change (AfC) and has over 30 years of experience working in the field of international development in Asia and Africa. She is currently the West Africa Team Leader on IDRC/KIX study on Education Innovations for Rural and Marginalized children in West Africa. She is also co team lead on a longitudinal mix method study supporting the scale up of early learning innovations in teacher training and community-based approaches. She has extensive experience conducting research, evaluations, and policy analysis in developing contexts; she has consulted for a variety of International Agencies including: The World Bank,

UNICEF, UNAIDS, UNESCO, UN WOMEN, the World Food Programme (WFP), Foreign Commonwealth Department Organisation (FCDO previously DFID), Global Affairs Canada, Danish International Development Agency (DANIDA), USAID, Concern Worldwide, CARE, Voluntary Service Overseas (VSO), among others. Dr. Casely-Hayford has conducted several longitudinal mix method research studies in the education sector; mainly in 13 countries in Sub Saharan Africa and 4 countries in South Asia. She is known for her work internationally on accelerated education programming, literacy and quality education, gender equity and social protection in Africa.



## YATTA KANU

Chief Executive Officer, Ministry of Basic and Senior Secondary Education, Sierra Leone. Dr. Kanu hails from Soro Gbeima Chiefdom, Pujehun District in Sierra Leone. She earned her PhD in Secondary Education from the University of Alberta in Canada in 1993. In 1985 she obtained her Master's degree (M.Ed) in Curriculum Studies and Educational Administration from Fourah Bay College, University of Sierra Leone; a Graduate Diploma in Curriculum Development from the University of Leeds (UK, 1983); a B.Litt in Applied Linguistics from the University of Birmingham (UK, 1987); a Diploma in Education (Dip.Ed.) from Fourah Bay College, University of Sierra Leone (1973); and a BA in English

and History from Fourah Bay College, University of Sierra Leone (1973). Dr. Kanu's career as a teacher, teacher educator, specialist in curriculum, teaching and learning, education program planner, and education researcher spans over 40 years in diverse countries including: Sierra Leone; Pakistan where she led an innovative teacher education program training Master's degree level teachers from Kenya, Uganda, Tanzania, Bangladesh, Central Asia, and Pakistan; USA; and Canada where she was Professor in the Faculty of Education at the University of Manitoba for 20 years (1998-2018).



## LYDIA WILBARD

Lydia Wilbard's life experience resonates strongly with that of the young women reached by CAMFED's programs. Completing her secondary education against great personal odds, Lydia ran several successful businesses to fund her high school and university education. As a founding member of the CAMFED Association in Tanzania in 2005, she became an active business mentor and leader within this network of young, educated women, who are united in their determination to support the next generation of children to access their right to education and be empowered

to drive change in their communities. Now, as Executive Director of CAMFED Tanzania, Lydia forges strategic partnerships with communities and government ministries to support the most marginalized girls to go to school, learn and thrive, and leads on the implementation of CAMFED's peer mentorship program, the Learner Guide Program, at scale. Awarded a competitive scholarship by the government of the United States, Lydia earned a Master's in Public Health at Johns Hopkins University. She also holds a degree from Muhimbili University of Health and Allied Sciences.



## SEMPEHO SIAFU

Acumen Fellow and the National Coordinator for the Integrated Program for Out of School Adolescents (IPOSA). He is also a senior lecturer and the head of Mass Education and Open Schooling Department at the Institute of Adult Education in Tanzania. The department conducts campaigns and programs such Empowering Girls through Education (2019), Child Early and Forced Marriage - GIRLS Inspire (2018), Mass Education on Election Expenses Act (2010), Change of Attitude to Combat HIV/AIDS (2001), Electoral Sensitization Program (1995), Agriculture and Politics (1970) and Person is Health (1973). The department develops teaching and learning materials for literacy and post-literacy programs which target people with

diverse educational backgrounds such as never went to school, school dropouts and leavers, youths, adults, and learners with special education needs. These programs include Integrated Post Primary Education (IPPE), Alternative Secondary Education (ASEP), program for youths who never attended or dropped out of school (IPOSA) and Secondary Education for Out of School Adolescent Girls (SEOSAG) programs. He supervises 26 regional centers nationwide which provide secondary education through open and distance learning mode, prevocational skills programs as well as tailor made and up-grading courses for workers.



## MAÏMOUNA SISSOKO-TOURÉ

Coordinator of the Knowledge and Innovation Exchange Program (KIX Africa 21) at the Institut de la Francophonie pour l'éducation et la formation (International Organization of La Francophonie). She works specifically on issues related to educational innovation and reform and has a wealth of experience in the field of educational

technology. In her work, Dr. Sissoko-Touré has collaborated with the ministries of education of La Francophonie member countries as well as with the various actors in the sector, with a view to supporting innovations that bring about qualitative changes in the education systems.



## HELIKANTO RAKOTOVOLOLONA

Director of Curricula and Pedagogical Research at the Ministry of National Education of Madagascar since 2019. Doctoral student in “Problematics of education and didactics of disciplines” at the École Normale Supérieure of Antananarivo, in the third year of her dissertation. Appointed KIX Madagascar Focal Point in 2020. Due to the

diverse financial and non-financial impacts of the COVID-19 pandemic on low-income households, as Director of Curricula and Pedagogical Research, she has instructed the department of studies and pedagogical research within the directorate to think of actions to reintegrate girls and young women into school.



## SALLY GEAR

Senior Lead on Gender and Education, GPE. Sally has worked in gender, education, and development for over twenty years in academia and for both government and non-governmental organizations. After completing her Master's degree she lectured in Social Development and Gender at the International Development and Policy Management (IDPM) institute at the University of Manchester. Since 2007, Sally has been an Education Adviser, Senior Education

Adviser and most recently the Education Head of Profession for the UK Department of International Development (DFID) now the FCDO. She was the organization's policy lead on Gender and Education for several years. During this period, she designed and lead the £335mn Girls' Education Challenge (GEC) program (first stage) which was the largest global fund focusing specifically on the most marginalized girls in low income and fragile affected countries.



## JO BOURNE

Chief Technical Officer at the Global Partnership for Education. In this role, she leads a team of education specialists and draws on expertise across the broader partnership to drive quality policy, strategy and program development as well as rigorous monitoring and evaluation of GPE-supported programs. She has a rich and diverse experience in education and international development having held senior positions shaping education policy and programs in the United Kingdom

Department for International Development (DFID) and most recently at UNICEF. Much of her work has concentrated on collaborating with national governments to develop, implement and monitor ambitious education strategies, while working simultaneously with key development partners to jointly put equity and learning at the heart of education plans, to finance education strategies, and to strengthen accountability for results.



## NASER FARUQUI

Director of Education and Science at IDRC where he leads a global team that helps vulnerable children and adults benefit from high-quality education and strong science systems in which women emerge as leaders, producing essential knowledge and innovations. Naser holds an Executive MBA from Queen's University, a Master's degree in environmental engineering from the University of Ottawa, and a bachelor's degree in civil engineering. His areas of expertise include education, water management, urban development and climate change, science, and innovation systems in developing countries, science diplomacy, open

science, and digital innovations for improving education, entrepreneurship, and governance. Naser oversees programs such as the Science Granting Council Initiative (SGCI), the Artificial Intelligence for Development in Africa (AI4D), and the Knowledge and Innovation Exchange (KIX) program in collaboration with the Global Partnership for Education. He is the chief architect of IDRC's Open Access to Research Outputs Policy and Chairs IDRC's Open Data Working Group. He has published widely, most recently on science, innovation, and AI.



## TERJE AKSEL SANNER

Associate Professor in Information Systems at the Department of Informatics at the University of Oslo. For the past ten years, he has engaged with the design and strengthening of public sector management information systems, primarily in

health and education in low- and middle-income countries. He is motivated by the insight that better information systems design and decentralized information use leads to better decisions and ultimately better public services.



## ALPHA BAH

Head of the Information and Communication Technologies (ICT) and Education Management Information System (EMIS) Units under the Directorate of Education Planning Policy Analysis & Budgeting, Ministry of Basic and Secondary Education in The Gambia. Responsible for the strategic management of a multi-disciplinary team of 20 nationals and internationals including

consultants and overseas volunteers as part of the day-to-day administration of the Ministry ICT and EMIS needs and demands. Mr. Bah holds an MSc in Information Technology Service Management from the University of Northampton UK, an Advanced Diploma in Business Management and Economics from Saint Mary's University in Halifax, Canada.



## RENAUD COMBA

Renaud is the Data Must Speak (DMS) Research Manager at the UNICEF Office of Research – Innocenti. Prior to joining UNICEF, Renaud worked for more than three years with Innovations for Poverty Action (IPA) based in Accra, Ghana in various research and policy positions. Before leading IPA's West Africa policy portfolio, Renaud managed several longitudinal impact evaluations in the Education sector. He was also the Education

sector lead for the IPA Ghana country office. Prior to IPA, Renaud spent several years in Ghana as a research assistant and as an interim headmaster of a private school. Renaud holds a M.A. in Human Rights and Humanitarian Action from Paris Institute of Political Studies (Sciences-Po), and a B.A. in International Development and Political Science from McGill University.



## VOAHANGY RAHELIMANANTSOA

Head of the Department of Studies and Evaluation of Educational Policies, Directorate of Educational Planning, Ministry of National Education, Madagascar. She is a planner with a background in mathematics and educational research. She has been working in the education sector and in the Ministry of Education of Madagascar for thirty years, including four years spent at the

Permanent Technical Secretariat of CONFEMEN in Dakar as a national expert in the framework to strengthen national capacities and skills in sub-Saharan African countries. Her training and experiences, focused mainly on planning, studies, and evaluation in the education system, have given her a passion for any research work based on national data or school surveys.



## MARINA DREUX FROTTÉ

Monitoring, Evaluation and Learning (MEL) Lead for the GPE KIX Europe, Asia and Pacific (EAP) Hub. Her role includes coordinating MEL data collection and analysis as well as ensuring that lessons learned from MEL are incorporated in the planning of hub's activities. In addition, she coordinates

NORRAG's portfolio on private sector engagement in education, with a focus on innovative financing for education. Her specializations include comparative and applied research on education policy and finance, as well as MEL methodologies, tools, and frameworks.



## MOOSA ADAM

Senior Policy Director at the Ministry of Education (Maldives). Starting his career as a teacher, Moosa has served the education sector in various capacities including school principal and project

coordinator for Maldives Educational Management Information System (MEMIS). He is the key person behind developing the existing student reporting and monitoring system.



## HAMIDOU BOUKARY

Senior Program Specialist with the International Development Research Center (IDRC) working on the GPE Knowledge and Innovation Exchange (KIX). Prior to joining IDRC, he was the Chief Education Specialist at the Association for the Development of Education in Africa (ADEA). From 2015 to 2019, he worked as a consultant to several continental, bilateral and multilateral organizations. He's a co-

writer of the AU's Continental Education Strategy for Africa (CESA 2016-2025) and coordinator of the recently endorsed UNESCO Global Strategy for Youth and Adult Literacy (2020-2025). He specializes in comparative international education and has expertise in education policy analysis, education systems design, policy implementation and research.



## MARGARITA FOCAS LICHT

Margarita manages the Partnerships Team at the GPE Secretariat and is currently the Acting Deputy CEO. She was the manager of the GPE Country Support Team from 2015 to 2019. Before joining the GPE Secretariat in 2011, she worked for UNICEF,

Save the Children, UNESCO, and as a teacher in Madagascar. Her work throughout her three decades long career has focused on education for marginalized children through both formal and alternative basic education.