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**EDUCATION**

2004 Ph.D., Education, Stanford University, Stanford, California  
1996 M.A., Political Science, Tulane University, New Orleans, Louisiana  
1992 B.A., Political Science, Indiana University, Bloomington, Indiana

**AREAS OF SPECIALIZATION**

International education research and policy; program evaluation; assessment; economics of education; Out-of-School Children (OOSC); school based management (SBM) and decentralization; school and teacher quality; non-profit sector

**PROFESSIONAL EXPERIENCE**

2013- Founder and Executive Director, EdCaminos ([www.edcaminos.org](http://www.edcaminos.org))  
2011-2012 Visiting Researcher, Instituto de Investigación y Evaluación Educativas y Sociales, Universidad Pedagógica Nacional Francisco Morazán, Honduras  
2008-2011 Associate Social Scientist (full-time and Adjunct), RAND Corporation, Santa Monica, CA  
1999-2003 Research/Teaching Assistant, Stanford University, Stanford, CA  
1997-1999 Researcher, UMCE Project, Tegucigalpa, Honduras  
1996-1997 Researcher, CAPS/HOPS Project, Tegucigalpa, Honduras

**Technical Advising (TA) Positions**

2019- National Assessment TA, UNICEF and MOES, Lao PDR  
2016-2019 School Based Management (SBM) TA, World Bank and MOES, Lao PDR  
2005-2017 National Assessment TA, World Bank and MoEYS, Cambodia  
2010-2011 Grade 5 Student Learning Outcomes Assessment TA, World Bank and MOET, Vietnam  
2009-2010 Russia Aid for Education Development (READ) Assessment TA, Mozambique and Angola, World Bank

**GRANTS AND AWARDS**

- 2010-2012 The World Bank (\$150,000), “ESSSUAP School Grant Impact Evaluation (Cambodia),” Principal Investigator (with Seng Bunly).
- 2009-2012 The World Bank (\$1.6 million), “Analyzing the Effectiveness of School Based Management in Indonesia,” Principal Investigator (with Georges Vernez).
- 2008 Henry Luce Foundation (\$10,000), “Displacement and Student Performance: A Follow-Up Study on the Effects of Hurricanes Katrina and Rita” (research development grant), Principal Investigator (with Rita Karam).
- 2004-2005 Academy for Educational Development (\$150,000), “Quality and Efficiency in a Complementary Middle School: The *Educatodos* Experience in Honduras,” Principal Investigator.
- 2003-2004 The World Bank (\$100,000). “School Grants and Student Performance: Evidence from the EQIP Project in Cambodia,” Principal Investigator.
- 2002-2003 Spencer Dissertation Fellowship for Research Related to Education

**PUBLICATIONS (PEER-REVIEWED)**Journal Articles

- Marshall, J.H. and T. Fukao (2019). Shadow education and inequality in lower secondary schooling in Cambodia: Understanding the dynamics of private tutoring participation and provision. *Comparative Education Review*, 63(1), 98-120.
- Marshall, J.H. and Seng Bunly (2017). School grants and school performance in rural Cambodia. *Journal of Development Effectiveness*, 9(3), 305-328.
- Marshall, J.H., C.R. Aguilar, M. Alas, R. Rápalo Castellanos, L. Castro, R. Enamorado, and E. Fonseca (2014). Alternative education programmes and middle school dropout in Honduras. *International Review of Education*, 60(1), 51-77.
- Marshall, J.H. and D. Suárez, (2014). The flow of management practices: Monitoring and evaluation in Cambodian NGOs. *Nonprofit and Voluntary Sector Quarterly*, 43(6), 1033-1051.
- Suárez, D. and J.H. Marshall (2014). Capacity in the NGO sector: Results from a national survey in Cambodia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 25(1), 176-200.
- Marshall, J.H., U. Chinna, U. Ngo Hok, S. Tinon, M. Veasna and P. Nessay (2012). Student achievement and education system performance in a developing country. *Educational Assessment, Evaluation and Accountability*, 24(2), 113-134.
- Marshall, J.H. and M.A. Sorto (2012). The effects of teacher mathematics knowledge and pedagogy on student achievement in rural Guatemala. *International Review of Education*, 58(2), 173-197.

- Marshall, J.H. (2011). School quality signals and attendance in rural Guatemala. *Economics of Education Review*, 30(6), 1445-1455.
- DiGropello, E. and J.H. Marshall (2011). Decentralization and educational performance: Evidence from the PROHECO community school program in rural Honduras. *Education Economics*, 19(2), 161-180.
- Marshall, J.H., U. Chinna, P. Nessay, U. Ngo Hok, V. Savoeun, S. Tinon, M. Veasna (2009). Student achievement and education policy in a period of rapid expansion: Assessment data evidence from Cambodia. *International Review of Education*, 55(4), 393-413.
- Sorto, M.A., J.H. Marshall, T.F. Luschei and M. Carnoy (2009). Teacher knowledge and teaching in Panama and Costa Rica: A comparative study. *Revista Latinoamericana de Investigación en Matemática Educativa*, 12(2), 251-290.
- Marshall, J.H. (2009). School quality and learning gains in rural Guatemala. *Economics of Education Review*, 28(2), 207-216.
- Marshall, J.H., M.T. Mejia R. and C.R. Aguilar (2008). Quality and efficiency in a complementary middle school: The *Educados* experience in Honduras. *Comparative Education Review*, 52(2), 147-174.
- Carnoy, M., A. Gove, S. Loeb, J. Marshall and M. Socias (2008). How schools and students respond to school improvement programs: The case of Brazil's PDE. *Economics of Education Review*, 27, 22-38.
- Carnoy, M., and J.H. Marshall (2005). Comparing Cuban academic performance with the rest of Latin America. *Comparative Education Review*, 49(2), 230-261.
- McEwan, P.J., and J.H. Marshall (2004). Why does academic achievement vary across countries? Evidence from Cuba and Mexico. *Education Economics*, 12(3), 205-217.
- Marshall, J.H. (2003). Grade repetition in Honduran primary schools. *International Journal of Educational Development*, 23(6), 591-605.
- Carnoy, M., A. Gove, and J. Marshall (2003). As razões das diferenças de desempenho acadêmico na América Latina: dados qualitativos do Brasil, Chile e Cuba. *Revista Brasileira de Estudos Pedagógicos (RBEP)*, 84, 7-32.
- Bedi, A.S., and J.H. Marshall (2002). Primary school attendance in Honduras. *Journal of Development Economics*, 69(1), 129-153.
- Bedi, A.S., and J.H. Marshall (1999). School attendance and student achievement: Evidence from rural Honduras. *Economic Development and Cultural Change*, 47(3), 657-682.
- Marshall, J.H. (1998). The political viability of free market experimentation in Cuba: Evidence from *Los Mercados Agropecuarios*. *World Development*, 26(2), 277-288.

Book Chapters and Technical Reports

Marshall, J.H. and Ung Chinna (in press). Cambodia national assessment: A summary of 10 years of student achievement results. In *Education in Cambodia*. Edited by Chhem Rethy and V. McNamara.

Marshall, J.H. and M. Alejandra Sorto (in press). What are the main challenges for learning mathematics in the Latin America and Caribbean region? In *Promising models to improve primary math learning in LAC using technology*. Edited by E. Arias Ortiz, J. Cristia and S. Cueto. Washington D.C.: Inter-American Development Bank.

Valverde, G., J.H. Marshall, and M.A. Sorto (in press). Mathematics learning in Latin America and the Caribbean. In *Promising models to improve primary math learning in LAC using technology*. Edited by E. Arias Ortiz, J. Cristia and S. Cueto. Washington D.C.: Inter-American Development Bank.

Vernez, G., R. Karam and J.H. Marshall (2011). *Status of school-based management in Indonesia*. Santa Monica, CA: The RAND Corporation. DRR5546-1-WB.

Marshall, J.H., L.S. Hamilton, J. Marsh, D. McCaffrey and B. Stecher (2009). Evaluating the OPE pilot experience: An overview for districts. In *A grand bargain for education reform: New rewards and supports for new accountability*. Edited by Hershberg, T. and C. Robertson-Kraft. Cambridge, MA: Harvard Education Press, p. 233-255

Marshall, J.H. and V. Calderón (2006). *Social exclusion in education in Latin America and the Caribbean*. Sustainable Development Department, Technical Paper Series EDU-122. Washington, D.C.: Inter-American Development Bank.

DiGropello, E. and J.H. Marshall (2005). Teacher effort and schooling outcomes in rural Honduras. In E. Vega (Editor) *Incentives to improve teaching: Lessons from Latin America*. Washington D.C.: The World Bank.

Carnoy, M., O. Dupriez and J. Marshall (2003). Education for global participation. Special chapter of Asian Development Bank's *Key Indicators 2003* report. Manila, Philippines: Asian Development Bank.

Books

Carnoy, M., with A. Gove and J.H. Marshall (2007). *Cuba's academic advantage: Why students in Cuba do better in school*. Stanford, California: Stanford University Press.

**BACKGROUND PAPERS, PROJECT REPORTS AND OTHER STUDIES**Program Evaluation

Cambridge Education (2019). MoES-UNICEF Lao PDR Education Programme: Baseline Survey 2019. Vientiane, Lao PDR: Cambridge Education, UNICEF and MoES.

- Cerdan-Infantes, P., and J.H. Marshall (2017). Lao PDR school grant impact evaluation: Final report. Vientiane, Lao PDR: The World Bank.
- Marshall, J.H. (2014). *EFA-FTI Program Evaluation: An End-of-Project Update on Implementation in the Five Quality Sub-Components*. Ministry of Education, Youth and Sports (MoES), Lao PDR, and World Bank.
- Marshall, J.H. and BN Consult (2012). *School Improvement Grant (SIG) Program Evaluation: Final Report*. Report prepared for the Ministry of Education, Youth and Sport (MoEYS), ESSSUAP and World Bank. Phnom Penh, Cambodia.
- Marshall, J.H., M. Alas, C.R. Aguilar, R. Rápalo and L. Castro (2012). *Evaluación de Impacto en los Programas Flexibles del Tercer Ciclo en Honduras*. Tegucigalpa, Honduras: UMCE/UPNFM and Inter-American Development Bank.
- Marshall, J.H. (2007). Child friendly schools: Comparisons from the CESSP student achievement surveys. Phnom Penh, Cambodia: UNICEF.
- Marshall, J.H., M.T. Mejia R., and C.R. Aguilar (2005). *Quality and efficiency in an alternative education program: Lessons from the Educadores experience in Honduras*. Project MIDEH and Academy for Educational Development (in English and Spanish).
- Marshall, J.H. (2004). *EQIP school grants program evaluation: Final report*. MoEYS/ World Bank, Phnom Penh, Cambodia.
- UMCE (2004). *Academic achievement in the PROHECO program in Honduras*. Report prepared by UMCE for the World Bank and Secretary of Education (in Spanish). Tegucigalpa, Honduras.
- Carnoy, M., A. Gove, S. Loeb, J. Marshall and M. Socias (2003). *Evaluation of MEC/ Fundescola's School Development Plan (PDE) experience: Final Report*. Fundescola/ World Bank, Brazil.
- Carnoy, M. and J. Marshall (2003). *Evaluation of MEC/Fundescola's School Development Plan (PDE) experience: Final degree of implementation report*. Fundescola/ World Bank, Brazil.
- Marshall, J.H. (1997). *An evaluation of the CAPS/HOPS teacher scholarship program in southern Honduras* (in English and Spanish). Tegucigalpa, Honduras: United States Agency for International Development/MOE.

### National Assessment

- Marshall, J.H. and T. Fukao (2017). The 2016 grade eight mathematics and science benchmarking survey in Cambodia. Phnom Penh, Cambodia: The World Bank.

Gove, A., S.J. King, J.H. Marshall and M. Socias (in progress). *A Meta-Analysis of Early Grade Reading Assessment (EGRA) Data in 20 Developing Countries*. Washington D.C.: Research Triangle Institute (RTI).

---- *Measuring Basic Skills in Developing Countries: A Review of Early Grade Mathematics Assessment (EGMA) Data in Eight Countries*. Washington D.C.: Research Triangle Institute (RTI).

---- *The Early Grade Reading Assessment (EGRA): An International Perspective*. Washington D.C.: Research Triangle Institute (RTI).

Najjumba, I. Mulindwa & J.H. Marshall (2013). *Improving Learning in Uganda, Volume II : Problematic Curriculum Areas and Teacher Effectiveness, Insights from National Assessments*. Washington, DC: World Bank.

<https://openknowledge.worldbank.org/handle/10986/13098>

Marshall, J.H. (2010). *READ Self Diagnosis Synthesis for Seven Countries*. Washington D.C.: Russian Education Aid for Development (READ) and World Bank.

Marshall, J.H., M. Im, V. Meung, N. Put, T. Soeu, C. Ung, and N.H. Ung. (2010). *Student achievement and education policy: Results from the grade three surveys 2006-2009*. Phnom Penh, Cambodia: Ministry of Education, Youth and Sports (MoEYS) and World Bank.

----- (2009). *Student achievement and education policy: Results from the grade nine survey*. Phnom Penh, Cambodia: Ministry of Education, Youth and Sport (MoEYS) and World Bank.

Marshall, J.H., S.Y. Chhun, N. Put, T. Soeu, C. Ung, N.H. Ung and S. Va (2007). *Student achievement and education policy: Results from the grade six survey*. Phnom Penh, Cambodia: CESSP and World Bank.

----- (2006). *Student achievement and education policy: Results from the grade three survey*. Phnom Penh, Cambodia: CESSP and World Bank.

UMCE (2003). *Factores asociados al rendimiento académico de los alumnos de la educación primaria en Honduras 2002*. (Factors associated with primary school academic achievement in Honduras 2002). Published by UMCE project. Tegucigalpa, Honduras.

#### Out-of-School Children (OOSC) Research

Marshall, J.H, M. Nicolai, R.S. da Silva and S. Kube-Barth (2018). *Final Report: Study on Out-of-School Children (OOSC) in Guinea-Bissau*. Bissau: Mott-McDonald/Cambridge Education and UNICEF.

Marshall, J.H., M. Abreh, S. Enyamah Mintah, F. Sule and E. Wesley-Otoo (2016). *Ghana Out of School Children: Updated analysis with district-level summaries and projections*. Accra, Ghana: Crown Agents and DFID.

Marshall, J.H. (2013). *The Status of Education in Ghana: Results From the Multiple Indicator Cluster Survey (2006-2011)*. Accra, Ghana: UNICEF.

Marshall, J.H. (2011). *An Analysis of Out of School Children in Ghana: Demographic and Health Surveys 2003-2008*. Accra, Ghana: UNICEF.

Luschei, T. and J.H. Marshall (2008). *Education Indicators in Cambodia: DHS 2000-2005*. Phnom Penh, Cambodia: UNICEF.

Marshall, J.H. (2004). *Education indicators in Cambodia: DHS 2000*. MoEYS/World Bank, Phnom Penh, Cambodia.

#### Diagnostics and Sector Reviews

Marshall, J.H. (2017). *School Autonomy and Accountability Roadmap*. Vientiane, Lao PDR: MOES/World Bank.

Tandon, P. and T. Fukao (2015). *Educating the Next Generation: Improving Teacher Quality in Cambodia*. Directions in Development. Washington, DC: World Bank.  
--- Prepared background documents and oversaw implementation of teacher and teacher training center surveys

DiGropello, E. et al. (2010). *Vietnam: High Quality Education for All 2020. Volumes 1,2 and 3*. Washington D.C.: The World Bank.  
--- Prepared background documents and review and summary chapters of edited volumes.

Benveniste, L., J.H. Marshall & L. Santibañez (2007). *Teaching in Lao PDR*. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/7710>

Benveniste, L., J.H. Marshall, & M.C. Araujo (2008). *Teaching in Cambodia*. Washington, DC.: World Bank. <https://openknowledge.worldbank.org/handle/10986/8073>

Marshall, J.H. & C. Weurfell (2006). *Baseline survey 2006: Lower secondary education in Cambodia*. Phnom Penh: Cambodia Education Sector Support Project (CESSP).

#### General Education Research

Caceres, S. et al. (2019). *Selected drivers of education quality: Pre- and in-service teacher training*. Washington D.C.: World Bank Independent Evaluation Group (IEG).

Cerdan-Infantes, P., J.H. Marshall and E. Naka (2016). Reducing early grade dropout and low achievement in Lao PDR: Root causes research and possible interventions. Vientiane, Lao PDR: Care International, Dubai Cares and World Bank.

Marshall, J.H. (2013). *Diagnóstico Sobre la Situación de la Educación Secundaria en Centroamérica y la República Dominicana*. Washington D.C.: The Inter-American Development Bank.

Marshall, J.H. (2008). Basic and secondary education in Brazil: A review.

---- (2008). Education, innovation and growth: A brief review of the evidence.

Background papers prepared for Rodriguez, A., C. Dahlman and J. Salmi (2008), *Knowledge and innovation for competitiveness in Brazil*. Washington D.C.: The World Bank.

Marshall, J.H., and M.A. Sorto (2007). Teachers' knowledge and teaching in Panama and Costa Rica, in *Improving Panama and Costa Rica's education system for the 21<sup>st</sup> century economy and society: A comparative study*. Martin Carnoy, editor. Panama: University of Pennsylvania and González-Revilla Family Education Foundation.

DiGropello, E., J.H. Marshall and R. Rapalo (2004). *The community based school management study: Evidence on progress and the impact of the models*. Washington D.C.: The World Bank.

## **TEACHING**

2004-2005 Universidad Pedagógica Nacional Francisco Morazán, Tegucigalpa, Honduras. Visiting Professor, DOE-621, Introduction to Quantitative Research Methods (doctoral level).

1999-2003 Teaching Assistant, Stanford University, Stanford, California. Graduate Level Courses: Introduction to Statistical Analysis (EDUC 200C, Susanna Loeb), Resource Allocation in Education (EDUC 222, Martin Carnoy), and Education and Economic Development (EDUC 306A, Martin Carnoy)

## **LANGUAGES**

Spanish (non-native fluency)

Portuguese (good)

Khmer, Lao (basic)

## **PROFESSIONAL AFFILIATIONS AND SERVICE**

Comparative and International Education Society

Latin American Studies Association

American Economic Association



Referee for *Economics of Education Review*; *Educational Evaluation and Policy Analysis*; *Population Research and Policy Review*; *Comparative Education Review*; *Education Economics*; *Research Triangle Institute Press*; *World Development*; *Bulletin of Economic Research*; *London Review of Education*; *European Education*; *Asia Pacific Education Review*; *Educational Assessment, Evaluation and Accountability*; and PREAL.

## REFERENCES

Dr. Martin Carnoy, Professor  
Stanford University  
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Technical Advisor  
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