

Teach Primary

TEAM AND TRAINERS

Teach Primary Team Members



[Ezequiel Molina](#)

Ezequiel Molina is a Senior Economist in the Education Global Practice and a co-Lead of the Teachers Thematic Group. His current works focuses on issues related to teacher policy, including pre-service, in-service teacher professional development, and measurement of teacher quality. He has worked on Africa, East Asia, Latin America and South Asia. In the past, Ezequiel worked in the Africa HD Economic Unit and the Poverty GP, and he was a core team member of the World Development Report 2017 on Governance and the Law. Ezequiel holds a Ph.D. in Political Economy from Princeton University, and a B.A. and M.A. in Economics from La Plata National University in Argentina. You can find more information about Ezequiel's work on his [website](#).

Ezequiel is co-Task Team Leader of the *Teach* team.



[Adelle Pushparatnam](#)

Adelle is an Education Specialist in the Global Knowledge and Innovation Unit of the Education Global Practice. She leads the Bank's work on measurement in early childhood and also leads work on the measurement and improvement of teaching practices. In addition, she engages in the work the Bank is doing in the area of socioemotional skills and inclusive education. Before joining the Bank, Adelle worked with children with autism, in both home and school settings. She also worked with Camfed, an international non-profit organization that focuses on girls' education and young women's empowerment in Africa. Adelle holds a Ph.D. in Psychology, with a focus on Early Childhood Development, and an M.Phil. in Psychology from the University of Cambridge; she has a B.Sc. in Psychology from the University of Oregon, with minors in Special Education and Business Administration.

Adelle is co-Task Team Leader of the *Teach* team.



Jenny Beth “JB” Aloys

Jenny Beth “JB” is an education consultant at the Education Global Practice. She is also manager of program development at Youth For Understanding, USA. Jenny Beth has worked in the field of international education since 2009, at which point, she served for two years as a U.S. Peace Corps volunteer in Tanzania. She has also worked with at-risk youth in the Washington, D.C. area by supporting community food growing campaigns. Moreover, she leads initiatives that promote intercultural understanding with international youth. Jenny Beth holds a B.Sc. in Biology and Environmental Science from Gordon College.

JB worked on the development of *Teach Primary* (1st and 2nd editions) and is a *Teach Primary* trainer.



Estefania Avendano

Estefanía is a consultant at the Education Global Practice. She is a team member on the *Teach*, AIM – ECD, and *Coach* teams, where she provides analytics and data management support. Estefanía has experience in programming surveys on different data collection platforms, data cleaning-analysis processes, and coordinating the implementation of large-scale field experiments (RCTs) and needs assessments. Before joining the World Bank, she worked in the humanitarian organizations REACH and Innovations for Poverty Action. Estefanía holds a B.A. in Economics from the Universidad Nacional de Colombia.

Estefanía supports the analytics and data management activities of the *Teach* team.



Emma Carter

Emma is a consultant at the Education Global Practice at the World Bank. Emma is also a Research Associate at the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge where she is currently working for the Mastercard Foundation’s Leaders in Teaching initiative, a project focused on the improvement of teaching quality in Sub-Saharan African contexts. Her PhD research in Psychology and Education examined the psychosocial experiences of disadvantaged students from ethnic minority backgrounds involved in programs aimed at identifying and developing high academic potential within Australia and the UK. Emma has also been an Advisor for the Cape York Institute for Policy and Leadership in Australia and has over 10 years of international experience as a teacher.

Emma worked on the development of *Teach Primary* (2nd Edition) and supports country implementation.



Stefano De Cupis

Stefano De Cupis is a Strategic Communications Specialist in the World Bank Group's Education Global Practice. Stefano has been working globally as a Strategic Communications and External Relations Specialist for more than 9 years with multifaceted international organizations (i.e. African Development Bank; United Nations; and others). In his role as a Strategic Communications Specialist, he supports the entire Education Global Practice and coordinates with the regions to enhance the visibility, credibility, and outreach of our work at different levels. He holds a Master of Arts in International Communication as well as a dual Master of Arts in Development Cooperation and International Relations. Stefano is fluent in Italian, English, and French and has a working knowledge of Spanish and Russian. Follow him on Twitter: @StefanoDeCupis.

Stefano coordinates the communication activities for the *Teach* team.



Ana Teresa del Toro Mijares

Ana is an ET Consultant in Education Global Practice at the World Bank. Ana is part of the *Teach* and *Coach* teams and her work focuses on teacher professional development. Ana has experience in research, learning design, and program implementation & evaluation in Mexico and in the United States, with a focus on teacher professional development, school leadership and online learning. Her previous experience includes working at Via Educacion, an education NGO in Mexico; at the Certificate in School Leadership & Management program at the Harvard Business School; and at the Global Partnership for Education (GPE). Ana has a BA in Economics and Political Science from Yale University and an EdM in International Education Policy from the Harvard Graduate School of Education, and a Graduate Certificate in Learning Design & Technology from the Harvard Extension School.

Ana works as a Program Manager for the *Teach* team and also supports country implementation.



Elaine Ding

Elaine is an Analyst in the Global Knowledge and Innovation Unit of the Education Global Practice. She is a team member on both the *Teach* and *Coach* teams. Prior to joining the Global Unit, Elaine supported work on projects in East Asia and Pacific and Middle East and North Africa regional units in the World Bank. Elaine began her career as a second-grade teacher in Washington, DC. She holds a Ed.M. in International Education from Harvard University and a B.S.F.S in International History from Georgetown University.

Elaine worked on the development of *Teach Primary* (2nd edition) and also supports country implementation.



Evan Kindle

Evan Kindle is a consultant with the Education Global Practice team. He supports the design of communication materials for the Teachers Team events and project campaigns. He has worked for the past five years within the realm of international education in project coordination and communications. He received an M.A. in international relations and an M.A. in public relations with a focus in public diplomacy from Syracuse University and he received a B.A. in psychology with a focus in early childhood development.

Evan supports the communications activities of the *Teach* team.



Diego Luna-Bazaldúa

Diego Luna-Bazaldúa is an Education Specialist in the Education Global Practice, where he supports World Bank staff and clients in building capacity in technical processes linked to the development of psychological and educational assessments. His areas of expertise are focused on psychometrics and assessment in psychology and education. Prior to joining the Bank, Diego taught at universities in Mexico and the United States. He also worked at the university entrance examinations department of the National Autonomous University of Mexico. He has received awards, grants, and honors from organizations such as the Psychometric Society, the National Council for Research and Technology of Mexico, the Fulbright Program, and Teachers College, Columbia University. He holds undergraduate and graduate degrees in Psychology and Statistics from the National Autonomous University of Mexico, and a Doctorate in Philosophy in Measurement and Evaluation from Teachers College, Columbia University. Additionally, he has post-doctoral experience in psychometric research and educational evaluation from the Lynch School of Education, Boston College.

Diego leads the analytics and data management activities of the *Teach* team.



Carolina Melo

Carolina is an education consultant at the Education Global Practice. Carolina is also a faculty member at the School of Education at Universidad de los Andes in Chile and has worked as Director of Graduate studies at the same university. She has consulted for education-focused non-profits and for Ministries of Education in several countries, developing observation measures and curriculum materials. She's also developed and implemented professional development programs. Carolina holds a Ph.D. in Education from the University of Virginia, a M.A. in Educational Psychology from the University of Arizona and has a certification in elementary education from Pontificia Universidad Católica in Chile.

Carolina worked on the development of *Teach Primary* (1st edition) and is a *Teach Primary* trainer.



Carolina Moreira Vásquez

Carolina “Carito” is an education consultant at the Education Global Practice. Before joining the Bank, she worked at the University of Virginia and John Hopkins University on projects aimed at improving teaching practices with high inference classroom observation tools. She’s also worked on projects designed to promote positive youth development. Carolina holds a M.Sc. in Educational Psychology from the University of Virginia and a B.A. in Psychology from Pontificia Universidad Católica de Chile.

Carito was part of the content development team for *Teach Primary* (2nd Edition) and is a *Teach Primary* trainer.



Abdal Mufti

Abdal Mufti is a consultant with the Education Global Practice team, supporting the development materials that facilitate the implementation of the *Teach* and *Coach* tools and resources. Prior to joining the World Bank team, Abdal worked with different provincial Governments in Pakistan and led the implementation of the World Bank Funded Third Punjab Education Sector Reform Programme (PESP III) in the Punjab province, Pakistan. Abdal led the design and the rollout of the Classroom Observation Tool (COT) in Punjab that has led to 1 million observations and support visits to 160,000 Primary School Teachers across the Province.

Abdal supports *Teach* country implementation.



Janet Omobolanle Adebo

Janet Omobolanle Adebo is a Program Assistant in the Education Global Practice, where she provides administrative and operational support to the team. Before joining the Global Knowledge and Innovation Unit, she worked with the Africa Education Team on regional and country (Ghana, Liberia, Nigeria, and Sierra Leone) projects, where she supported the team to accelerate projects disbursements and deliver results in the implementation and completion of projects. Before her rotation from the Africa Region, she provided cross-support to the Africa Human Capital Project. Janet has been in the Bank since 2009 and has also worked in the Nigeria Country Office for four years. Prior to joining the Bank, Janet worked with the International Republican Institute (IRI) and Actionaid International Nigeria. She holds a M.Ed from George Mason University and a M. FE from Abuja University Nigeria respectively.

Janet works as a program assistant for the *Teach* team.



Nidhi Singal

Nidhi is Professor of Disability and Inclusive Education in the Faculty of Education at the University of Cambridge. Nidhi’s core areas of research interest lie in addressing issues of educational inequity among marginalized groups in Southern contexts. She has worked extensively with children and young people with disabilities in South Asia and Africa. Her research has focused on the experiences of children with disabilities attending a range of

different educational arrangements, the quality of teaching and learning in these settings, and the impact of schooling on short- and long-term outcomes. Another important dimension in her work has been the development of culturally sensitive approaches in educational research. She is particularly interested in critically examining power relations in North-South research partnerships, the ethics of research dissemination, and the impact of educational research on policy making for children with disabilities.

Nidhi worked on the development of *Teach Primary* (2nd Edition).



Tracy Wilichowski

Tracy Wilichowski is an Analyst in the Education Global Practice, focusing on how teacher professional development can improve student learning in low- and middle-income countries, and on support for teachers more broadly. In this capacity, she provides research and technical assistance support to education projects and ministries of education around the world, mostly in Africa and South Asia. Before joining the Bank, she designed and evaluated development projects for technology start-ups, social enterprises, and government agencies. She also taught for two years with the Teach for America program as a secondary English and reading instructor in the Miami-Dade school district. In 2014, she was awarded a Rotary International Global Grant Scholarship to study Development Management at the London School of Economics and Political Science, where she earned her M.Sc. She holds a B.Sc. in philosophy and history from the University of Wisconsin-Oshkosh.

Tracy worked on the development of *Teach Primary* (1st and 2nd editions), and supports country implementation.



Danielle Willis

Danielle is a consultant for the Education Global Practice. She has 20+ years of experience as a print designer across a variety of industries. Danielle holds a B.A. in Graphic Design from The Pennsylvania State University.

Danielle is the principal graphic designer of the *Teach* suite of tools and is responsible for producing all the complementary graphics for the tools, including *Teach Primary*.

Teach Primary Trainers

The trainers listed below underwent a rigorous training that was facilitated by the Teach team and passed an assessment that certifies them to code and train enumerators on the Teach Primary tool.



- **Name:** Jenny Beth Aloys
- **Email:** jbdyess03@gmail.com
- **Linguistic Proficiency:** English, Swahili
- **Training Experience:** USA (January 2019), Tanzania (July 2019, September 2019, November 2020), Rwanda (July 2020), India (September 2020), Vietnam (2021)
- **Video Coding Experience:** Afghanistan (December 2017), Pakistan (February 2018), Philippines (January-February 2018), Mozambique (March-April 2018), Guyana (December 2018), Tanzania (January 2019), Afghanistan (May-June 2019), Uganda (November 2019), Rwanda (July 2020), Mongolia (November 2019), Romania (July 2020), India (September 2020), Rwanda (May 2021), Vietnam (September 2021), India (November 2021)



- **Name:** Fatima Alves
- **Email:** alves.fatima.cristina@gmail.com
- **Linguistic Proficiency:** English, Portuguese, Spanish
- **Training Experience:** Brazil (August and October 2019), Angola (August 2019 and expected in 2022), Sao Tome and Principe (expected in 2022)
- **Video Coding Experience:** Brazil (August 2019); Angola (August 2019); Peru (January 2020), Rwanda (May 2021)



- **Name:** Tamara Arnold
- **Email:** tarnoldurzua@worldbank.org
- **Linguistic Proficiency:** English, Spanish
- **Training Experience:**
- **Video Coding Experience:** Mozambique (March 2018), Dominican Republic (June 2019), Peru (January 2020), Caribe (July 2020) Romania (July 2020), Rwanda (July 2020, May 2021) Cameroon (July 2021)



- **Name:** Kesha Lee
- **Email:** llee8@worldbank.org; Kesha919@gmail.com
- **Linguistic Proficiency:** English
- **Training Experience:** Dominican Republic (June 2019), Pakistan (March 2020), Romania (December 2020), Global Train the Trainer Training (March 2021) Global Train the Trainer Training (June 2021), Pakistan (September 2021), Liberia (November 2021)
- **Video Coding Experience:** Dominican Republic (June 2019) Mongolia (November 2019), Pakistan (March 2020, September 2021), Romania (July 2020), Liberia (October 2021)



- **Name:** Carmen Maura Taveras
- **Email:** ctaverasalcantar@worldbank.org; cmtaveras24@gmail.com
- **Linguistic Proficiency:** English, Spanish
- **Training Experience:** Dominican Republic (July 2019)
- **Video Coding Experience:** Dominican Republic (July 2019)



- **Name:** Carolina Melo Hurtado
- **Email:** Carolina.melo.h@gmail.com
- **Linguistic Proficiency:** English, Spanish
- **Training Experience:** USA (February 2018), Uruguay (April 2018), Uruguay (May 2018), Chile (August 2018), Guyana (November 2018), Armenia (February 2021), OECS (May 2020), Romania (July 2020), Cameroon (July 2021)
- **Video Coding Experience:** Philippines (January-February 2018), Mozambique (March 2018), Uruguay (March and November, 2018) Guyana, (November 2018), Armenia (February 2021), OECS (May 2020), Romania (July 2020), Cameroon (July 2021)



- **Name:** Carolina Moreira Vásquez
- **Email:** cmm9mn@virginia.edu
- **Linguistic Proficiency:** English, Spanish
- **Training Experience:** Armenia (February 2021)
- **Video Coding Experience:** Philippines (January-February 2018), Pakistan (February 2018), Mozambique (March 2018), Uruguay (March-April 2018), Guyana (November 2018-January 2019), Tanzania (December 2018), Mongolia (March 2019), China (June 2019), Uganda (November 2019), Peru (December 2019- January 2020), Armenia (March 2020), Caribbean Region (April- May 2020), Romania (July

2020), Madagascar (February- June 2021), Rwanda (May 2021), Cameroon (June-July 2021), India (October-November 2021)



- **Name:** Jud Shearer
- **Email:** judshearer@gmail.com
- **Linguistic Proficiency:** English
- **Training Experience:** Tanzania (February 2019); Mongolia (April 2019); China (August 2019); Uganda (December 2019); Ethiopia (October and November 2021); Madagascar (expected in 2022)
- **Video Coding Experience:** Mongolia (March-April 2019); Armenia (March 2020); Romania (July 2020); Rwanda (May 2021); Cameroon (June-July 2021)

Past Teach Primary Team Members

The *Teach Primary* team is grateful for and acknowledges the contributions of past team members who have worked on and supported the development, validation and implementation of the *Teach Primary* tool to date:

- Patrick Biribonwa, Program Assistant
- Restituto Cardenas Jr., Program Assistant
- [Alice Danon](#), *Teach Analytics*
- [Syeda Farwa Fatima](#), *Teach Analytics*
- Cassia Miranda, Program Assistant
- [Iva Trako](#), *Teach Analytics*