

TEAM AND TRAINERS

Teach Secondary 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 the Team Leader of the *Teach* team.



[Emma Carter](#)

Emma is a consultant at the Education Global Practice at the World Bank and has co-led the design and testing of Teach Secondary. She is also a Senior 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 secondary teaching quality in Sub-Saharan African contexts. Her PhD research in Psychology and Education from the University of Cambridge examined the psychosocial experiences of disadvantaged adolescents from ethnic minority backgrounds involved in secondary school 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 has co-led the development of *Teach Secondary* and supports country implementation.



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 was part of the core team who worked on *Teach Secondary*. She is also a *Teach Primary* and *Teach Secondary* 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. In Chile, she has been involved in different qualitative research projects and currently works as a psychotherapist in her private practice. 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 worked on the development of *Teach Primary* (1st and 2nd Edition) and was part of the core team who worked on the development of *Teach Secondary*. She is also a *Teach Primary* and *Teach Secondary* trainer.



Gabrielle Arenge

Gabby is a consultant at the Education Global Practice at the World Bank and has supported the testing and development of the *Teach Secondary* and *Teach Inclusive* tools. She has also co-authored Coach resources including the *Facilitating Effective 1-1 Support* technical guidance note. She is a doctoral researcher in teacher professional learning and development at the Faculty of Education, University of Cambridge. Her doctoral research investigates the teacher professional learning processes that catalyze pedagogic change in Southern African schools. Prior to her doctoral studies, Gabby worked as an educational researcher and program designer specializing in curriculum development and adaptation of evidence-based programs for scale in Africa, the UK and the US. She continues to conduct research and design education programs with the Real-time Scaling Labs at the Brookings Institution’s Centre for Universal Education, Cambridge Curiosity and Imagination in England, and Youth Impact in Botswana.

Gabby was part of the core team who worked on the development of *Teach Secondary*.



Gill Francis

Gill is a consultant at the Education Global Practice at the World Bank and has collaborated on the design, testing and development of complementary materials for Teach Secondary. She is a developmental cognitive psychologist and is currently a Research Fellow at the Department of Education, University of York where she holds a Proleptic Lectureship. Her research investigates topics related to child development, marginalized learners, and support for teachers and teaching leading to publications. Before becoming an academic, Gill worked for over ten years as a schoolteacher in a developing country context. She is also a chartered psychologist and has a PhD in Psychology and Education from the University of Cambridge in the UK.

Gill was part of the core team who worked on the development of *Teach Secondary*.



Maria Tsapali

Maria is a consultant at the Education Global Practice at the World Bank and has contributed to the design, testing and development of complementary materials for Teach Secondary. She is also a lecturer in Psychology and Education at the University of Bristol, UK. Maria's research interests include designing learning environments to promote conceptual and procedural understanding of concepts, phenomena and skills and utilising cognitive science and neuroscience to improve educational practice. Maria has completed her doctoral and postdoctoral studies at the University of Cambridge exploring instructional design topics including the use of technology in under-resourced contexts.

Maria was part of the core team who worked on the development of *Teach Primary* (2nd Edition) and *Teach Secondary*.



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.



Estefania Avendano

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

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



Ana Teresa del Toro Mijares

Ana is a core member of the Teachers' Team at the Education Global Practice of the World Bank. Her work focuses on teaching quality, teacher professional development, school leadership, and structured pedagogy programs. 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, 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 provides program management support to the *Teach Secondary* team. She also supports implementation of the Teach tool, with a focus on helping countries integrate it into teacher professional development systems to improve teaching quality.



Carla Agustina Froy

Carla is a consultant at the Education Global Practice and provides communication supports to the Teachers' Team in designing communication materials, organizing events and dissemination activities, and developing social media campaigns. She is also the Communication Lead at Solutions for Youth Employment Program within the Social Protection and Jobs Global Practice. Carla has emphasized her professional and academic career on the intersection of communication and policy analysis, focusing on topics related to education, youth employment, and industrial productivity. She is an Argentine Fulbright Scholar with a BA in Political Science from Universidad Nacional de La Matanza, a Master in Public Policy from American University, and an Advanced Technical Degree in Journalism and Communication from Institucion TEA & Deportea.



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 was part of the core team for *Teach ECE* and *Teach Primary* (2nd edition) and also supports country implementation. She has also advised on the development of *Teach Secondary*.



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 was part of the core team for *Teach ECE* and *Teach Primary* and has advised on the development of *Teach Secondary*.



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 supports governments with the implementation of *Teach Secondary* and led the piloting of *Teach Secondary* at scale in Andhra Pradesh, India.



Danielle Willis

Danielle is a consultant for teams within the World Bank's Education Global Practice and the Health, Nutrition & Population Global Practice. While working for the World Bank for five years, Danielle has supported the efforts of Teach, Coach, Reach, LeAP, HD week, SMS GIRL, and health resilience in LAC, among others, through the design of identities, infographics, reports, and illustrations. She has 20+ years of experience as a print designer across a variety of industries. She 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 ECE*, *Teach Primary* and *Teach Secondary*.



Nidhi Singal

Nidhi is a member of the Technical Advisory Committee of the Inclusive Education Initiative at the World Bank. She is Professor of Disability and Inclusive Education at the Faculty of Education, University of Cambridge. Her 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. A full list of her publications can be found [here](#).

Nidhi has co-led the revision of *Teach* to strengthen its focus on inclusive practices in the classroom and the development of supporting supplementary materials.



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. She has also advised on the development of *Teach Secondary*.

Teach Secondary 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 Secondary tool.



- **Name:** Jenny Beth Aloys
- **Email:** jbdyess03@gmail.com
- **Linguistic Proficiency:** English, Swahili
- **Training Experience:** India (May 2022), Global (Jun 2022)
- **Video Coding Experience:** Guyana (December 2019), Uganda (November 2019), Rwanda (May 2021), India (May 2022)



- **Name:** Carolina Moreira Vásquez
- **Email:** cmm9mn@virginia.edu
- **Linguistic Proficiency:** English, Spanish
- **Training Experience:** India (May, 2022), Global (June, 2022)
- **Video Coding Experience:** India (May, 2022), Nepal (September, 2022), Zambia (September, 2022)



- **Name:** Danielle Perfect
- **Email:** danielle-perfect@outlook.com
- **Linguistic Proficiency:** English
- **Training Experience:** Tonga (September 2022), Republic of the Marshall Islands (Expected February 2023)
- **Video Coding Experience:** Tonga (July - August 2022), Republic of the Marshall Islands (December 2022 – January 2023)



- **Name:** Daniel Ta
- **Email:** dta96@outlook.com
- **Linguistic Proficiency:** English
- **Training Experience:** Tonga (September 2022), Republic of the Marshall Islands (Expected February 2023)
- **Video Coding Experience:** Tonga (July - August 2022), Republic of the Marshall Islands (December 2022 – January 2023)



- **Name:** Jud Shearer
- **Email:** judshearer@gmail.com
- **Linguistic Proficiency:** English
- **Training Experience:** Syria (January 2023, expected)
- **Video Coding Experience:** Syria (December 2022-January 2023, expected)



- **Name:** Tony Mahon
- **Email:** tony@friends.eduhk.hk
- **Linguistic Proficiency:** English, Arabic CEFR B1 level
- **Training Experience:** None to date
- **Video Coding Experience:** None to date