

Coach

COACH TEAM

Co-Leads



[Ezequiel Molina](#) is a Senior Economist and a Global Lead for the World Bank's Teachers Thematic Group. He also co-lead the [Teach](#) and *Coach* teams. He has worked on Africa, East Asia, Latin America and South Asia. Previously he worked in Africa HD Economic Unit, the Poverty GP and 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. For more information, check out Ezequiel's [research](#), [blogs](#), and [tweets](#).



[Adelle Pushparatnam](#) is an Education Specialist in the Global Knowledge and Innovation Unit of the Education Global Practice. She is co-lead of the [Teach](#) and *Coach* teams, and is also co-lead of the Bank's Scaling Up Measurement in Early Childhood team. Before joining the Bank, Adelle worked with Camfed, an international non-profit organization that focuses on girls' education and young women's empowerment in Africa. She also worked with children with autism, both in home and in school settings. 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.

Team Members

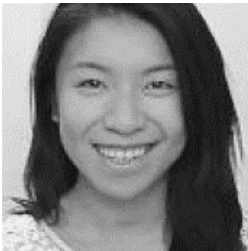


[Tara Beteille](#) is a Senior Economist and Global Lead for the World Bank's Teachers Thematic Group. She has worked in South Asia, the Caribbean, and East Asia. Previously she worked in the World Bank's South Asia's Chief Economist's Office and the Independent Evaluation Group. She was a core team member of the World Development Report 2018, *Learning to Realize Education's Promise*. Tara holds a Ph.D. in Economics of Education from Stanford University, and an M.A. in Economics from Stanford University and the Delhi School of Economics. Prior to joining the World Bank, she worked as a Post-Doctoral Fellow at the Center for Education Policy Analysis at Stanford University. Before Stanford University, she worked as Manager at ICICI Bank's Social Initiatives Group. Tara's research interests span teacher labor markets,

politics of education reform and higher education, topics on which she has published in journals such as *Education Finance and Policy*, the *Proceedings of the National Academy of Sciences* and *Nature* (forthcoming) as well as World Bank reports and chapters in book volumes.



Jayanti Bhatia is a Consultant in the Education Global Practice, where her work primarily focuses on teacher professional development and safe schools. She has worked with vast socio-economic spectrums and diverse stakeholders—corporations, governments, and non-profits, especially on projects around the holistic development of children in India, South Africa, the US, and Zimbabwe. She specializes in technical and research assistance, program and technical product management, and performance metrics. Previously during her experience as a Consultant at ZS, she played a key role in establishing and scaling the firm's Education Corporate Social Responsibility (CSR) initiatives in India. Jayanti holds an Ed.M. in International Education Policy from Harvard University and a Bachelor's in Physics Honors from Delhi University.



Elaine Ding is an Analyst in the Global Knowledge and Innovation Unit of the Education Global Practice. 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 Master's in International Education from Harvard University and a Bachelor's degree in History from Georgetown University. She is currently pursuing her Doctorate at the University of Toronto. Elaine is from Hong Kong.



Manal Quota is a Senior Education Specialist with the Education Global Practice, where she leads and supports analytical and operational projects that aim to reduce global Learning Poverty rates. Manal co-leads the Technology for Teacher (T4T) project, which supports the Global Platform for Successful Teachers by focusing on global practices for in-service teacher professional development and their intersection with technology. She also leads the Safe Schools initiative that aims to enhance the empirical and operational knowledge base for supporting positive learning environments for students and teachers. Manal has worked in the Middle East and North Africa, Africa, and South Asia regions. Manal holds an EdM in International Education Policy from Harvard University.



Ana Teresa del Toro Mijares is a Consultant in the Education Global Practice, where 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, an EdM

in International Education Policy from the Harvard Graduate School of Education, and is certified in Learning Design & Technology by the Harvard Extension School.



[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.

Collaborators

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