

**READ Regional Workshop for Africa  
December 3-5, 2012  
Maputo, Mozambique**

**Presenters' Biographies**

**Marguerite Clarke** is a Senior Education Specialist in the Human Development Network at the World Bank. She leads the Bank's work on learning assessment, including overseeing the SABER-Student Assessment knowledge initiative and providing support to individual countries to improve their assessment activities and uses of assessment information. She also heads the global work program on student assessment under the Russia Education Aid for Development (READ) Trust Fund program. Under READ, she is responsible for developing evidence-based tools and approaches for evaluating and strengthening the quality of student assessment systems. Prior to joining the Bank, Marguerite was involved in research, policy, and practice in the areas of higher education teaching and learning, higher education quality, and student assessment and testing policy at universities in Australia (University of South Australia) and the United States (Brown University, Boston College). She also worked as a classroom teacher in the Chinese, Irish, Japanese, and U.S. education systems and received a national teaching award from the Irish Department of Education in 1989. A former Fulbright Scholar, she received her PhD in Educational Research, Measurement, and Evaluation from Boston College (2000) and is on the advisory board of the UNESCO Institute for Statistics Observatory for Learning Outcomes.

**Emily Gardner** is Education specialist in in the Human Development Network at the World Bank. In this capacity she has been responsible for assisting with program implementation and monitoring the work being carried out under the READ Trust Fund. Prior to this, she worked for four years at the U.S. Agency for International Development supporting various international development programs. Emily has worked in the field of education for more than ten years – teaching English courses at various community colleges, serving as Program Coordinator for a tutoring program in Boston Public Schools, and designing the curriculum and facilitating face-to-face training sessions for au pairs in six major cities across the US. She received her Master's Degree in International Education Development at Boston University. Her thesis, "Improving the Quality of Learning in Ghanaian Primary Schools: A Teacher In-Service Training Program," focused on using multi-media to improve teacher training programs. She has spent nearly four years living and working in various parts of Africa, Europe, and Southeast Asia– Cape Verde, Ghana, Mozambique, Portugal and Thailand. Emily is fluent in Portuguese.

**Anil Kanjee** is a Professor at Tshwane University of Technology, South Africa. He has a vast experience as an independent consultant advising on student assessment. He was an Executive Director at the HSRC heading the Centre for Education Quality Improvement. The focus of this centre was to provide all education stakeholders with evidence-based information to improve policy and practice for enhancing learning. His current research

focuses on the development of effective assessments systems at the local and national levels to improve learning, the development and use of education indicators and the application of item response theory for test development and reporting scores. He has extensive experience in national and international studies and has authored numerous publications on educational assessment and evaluation.

**Julia Liberman** is an Education Specialist in the Human Development Network at The World Bank. She works on the SABER-Student Assessment initiative and provides support to countries to improve their assessment systems under the Russia Education Aid for Development (READ) Trust Fund program. Prior to joining the Bank, Julia held human capital development and management positions with various public and private companies. She also participated in founding a company that prepares students to take standardized tests. Julia received an MBA from the Johnson School of Management at Cornell University. She also received a Master of Industrial and Labor Relations degree with a concentration in Human Resources and Organizations from the School of Industrial and Labor Relations at Cornell University. Ms. Liberman is fluent in Russian.

**María-José Ramírez** is an Education Specialist in the Human Development Network at the World Bank. She has been working on the SABER-Student Assessment initiative, developing tools for evaluating the quality of assessment systems. Before joining the Bank, she was involved in key reforms of the assessment system in Chile, with responsibilities in both national and international assessments. In the Chilean Ministry of Education, she headed the data analysis unit of the assessment program (SIMCE) (2005–06) and worked as a national coordinator for TIMSS (1998–2000). She also was the College Director of Universidad Diego Portales, Chile (2007–09). She led university-level projects related to quality assurance, institutional analysis, accreditation, and academic evaluation. In the United States, she was a research assistant in the TIMSS and PIRLS International Study Center (2000–04). She received her PhD in educational research, measurement, and evaluation from Boston College (2004) and was the recipient of a Fulbright scholarship (2000) and the 2005 award for best empirical dissertation from the International Association for the Evaluation of Educational Achievement (IEA). Her work and publications focus on student assessments, education quality, and comparative education.

