

H E L E N A B A D Z I

7822 Ridgecrest Dr.
Alexandria, Virginia 22308, USA
home (703) 768-6666, fax (703)768-5657
habadzi@gmail.com
skype: habadzi

ACHIEVEMENTS AND GOALS

I spent 27 years as education specialist at the World Bank, appraising, supervising, or evaluating investments and conducting policy dialogue. To make learning more efficient, particularly for basic skills in low-income countries, I have extensively used neurocognitive research. I monitor emerging publications every day, synthesize findings into technical advice, propose actionable interventions for interested governments and donors. I am also experienced in financing and procurement issues. To do this work I have learned 19 languages up to at least an intermediate level (see below), and I have given numerous presentations for government and donor staff. Developing large-scale policies on the basis of research findings at the country and donor levels is challenging, but applications have been very successful. I am looking for challenging leadership roles to continue raising learning outcomes at all education levels.

EMPLOYMENT

World Bank, Washington, DC. 20433; January 1987- July 2013 (retired); in various positions involving expertise in education and evaluation design. I have task-managed lending operations, led large missions, held policy dialogue in many countries, evaluated many completed projects, monitored and synthesized research to develop effective means of improving learning outcomes for the poor; authored several publications. Main positions held were:

Senior education specialist, Global Partnership for Education, c/o World Bank (2009-2013). Responsible for monitoring and improving learning outcomes, disseminating technical knowledge about efficient methods to teach basic skills in low-income countries; engaging donor staff and governments in improving reading fluency; providing technical advice on literacy to countries such as Cambodia or the Gambia.

Senior evaluation officer, Independent Evaluation Group (1995-2009). Carried out qualitative and quantitative evaluations of the completed education projects in the World Bank, country assistance evaluations, interacted extensively with bilateral and multilateral donors on evaluation issues and engaged in dialogue with governments; based on evaluation findings I have authored many books and publications on improving learning outcomes on the basis of neurocognitive research. Experimented with improvements in adult literacy programs; created many audiovisual presentations illustrated by videos from field visits and given many presentations worldwide.

Education specialist, operations departments of America and Caribbean, Middle East and North Africa, South Asia (1987-1995). Appraised or supervised projects in primary, secondary, higher education, adult literacy. Led complex missions and engaged governments in policy dialogue. Authored internal Bank reports on various topics (e.g. secondary and higher education in Nepal).

Positions held prior to 1987:

Fulbright Fellow to the Escuela Superior del Profesorado in Honduras. Taught high school- and college-level courses in psychology, English, and educational research. Researched faculty

evaluations and female participation in rural schools (2/1986- 11/1986).

| | |
|--|---|
| Coordinator, Evaluation | for comprehensive schools, Ministry of Education in Athens, Greece. Directed textbook, curriculum, and product evaluation, monitored school operations and equipment selection for 14 high schools, selected and trained staff (1/1985-12/1985). |
| Visiting Scholar | at the German Institute for International Educational Research in Frankfurt, Federal Republic of Germany. Studied school effectiveness of immigrant-populated schools (9/1984-12-1984). |
| Program Evaluator District in Texas. | Research and Evaluation Department, Ft. Worth Independent School Data Analyst Developed research designs, analyzed and interpreted school program results, evaluated magnet, bilingual, and disadvantaged student programs, offered technical assistance to administrators, monitored literature (10/1980-8/1984). |
| Assistant Professor | Psychology Department, Interamerican University of Puerto Rico. Taught statistics, testing, and physiological psychology. Wrote grant proposals on rural family planning (1/1979-5/1979). |
| Evaluator | at the Universidad Nacional Abierta in Caracas, Venezuela. Developed distance education course evaluation, computer-assisted instruction and self-instructional modules, entrance examinations, and educational research (9/1977-12/1978). |
| Assistant Professor | at the School of Psychology, Universidad Catolica Andres Bello, Caracas, Venezuela. Held the experimental psychology chair. Taught evening courses in statistics, research design, instrument use, and behavior modification; directed student research, supervised graduate assistants (11/1976-12/1978). |
| Biology Teacher, School Psychologist | at the Colegio Internacional de Caracas. Taught secondary-level life science, biology, and physiology. Worked with reading disabled students, organized the testing and remediation resources of the school (8/1976-8/1977). |

EDUCATIONAL INFORMATION

PhD Psychology, University of Texas at Arlington, Arlington, Texas 76019; 8/1983.
Psychology Emphasis on program evaluation and assessment

PhD Educational Administration, University of Alabama, University, Alabama 35486; 8/1975.
Emphasis on educational finance and planning.

Master of Arts Educational Psychology The University of Alabama, University, Alabama 35486; 8/1974.
Emphasis on educational statistics and measurement.

Master of Science, Psychology, Auburn University, Auburn, Alabama 36830. 6/1973.

Bachelor of Arts, Psychology, Georgia State University, Atlanta, Georgia 30303; 6/1972.

Economics Aristoteleian University, Thessaloniki, Greece; 1969, 1971, 1985.

PROFESSIONAL LICENSES

Licensed psychologist: in Texas since 1984 (license no. 11836), in Greece since 2009

Texas Secondary Teaching Certificate, Psychologist
Equivalence of doctorates by the Greek DIKATSA.

GRANTS

- German Academic Exchange Service: research award, May 1984.
- Texas Educational Association: Grant for cross-cultural research, 1984.
- Stemmons Foundation: Matching Funds research grant, 8-12/1984.
- Fulbright Foundation: Teaching fellowship to Honduras, 2-11/1986

FOREIGN LANGUAGES

Very good knowledge of: Greek (mother tongue) English, Spanish, French, Portuguese, German, Hindi, Hebrew, Italian, Nepali, Bengali, Romanian, Arabic, Russian, Bahasa, Albanian, Sinhalese. Also studied Japanese, Lao, Khmer, Wolof. Finalist in the 1990 Polyglot of Europe contest in Brussels, Belgium.

PUBLICATIONS

Most of the publications are available at uta.academia.edu/HelenAbadzi

- Abadzi, H. The use of multivariate statistical procedures in foreign student admissions. Journal of the College Student Personnel Association, 1980, 21, 195-198.
- Abadzi, H. The training of psychologists in Venezuela. Educational Resources Information Center (ERIC), October 1980, ED 187286.
- Abadzi, H. & Florez, S. The development of the Puerto Rico Self-Concept Scale. Applied Psychological Measurement, 1981, 5, 237-243.
- Abadzi, H. Kipling's "If" as a scale of self-actualization. Paper presented at the American Psychological Association Conference in San Diego, 1985.
- Abadzi, H. & Dunkins, D. L. Do magnet schools promote both high achievement and voluntary integration? A prescription for success. Paper presented to the American Educational Research Association conference in New Orleans, April 1984, (ERIC) ED 244041.
- Abadzi, H. A Texas city magnet program: 1981-82 evaluation materials and results. Educational Resources Information Center, 1984, (ERIC) ED 233099.
- Abadzi, H. Ability grouping effects on academic achievement and self-esteem of fourth-grade students in a Southwestern school district. Journal of Educational Research, 1984, 77, 287-292.
- Abadzi, H. Ability grouping effects on academic achievement and esteem of fourth grade students in a Southwestern school district: A follow-up. Journal of Educational Research, 1985, 79, 36-40.
- Natsopoulos, D. & Abadzi, H. Is linguistic time sequence easier than simultaneity? A review of literature and some new data. Journal of Psycholinguistic Research, 1986, 15, 243-273.
- Kudat, A. & Abadzi, H. Participation of Women in Higher Education in Arab States. Washington, D.C.: Working Paper No. 870/005, Economic Development Institute of the World Bank, 1989.
- Abadzi, H. Nonformal Education for Women in Latin America and the Caribbean: Solving the Mystery of the Unreported Trainees. Washington, D.C.: World Bank; Education and Social Policy Discussion Paper Series No. 19; 1994 (1989).

- Abadzi, H. Cognitive Psychology in the Seminar Room. Washington, D.C.: Economic Development Institute, World Bank, 1990.
- Abadzi, H. Reforming Secondary Education in South Asia: The Case of Nepal. Washington, DC: World Bank South Asia Regional Series No. IDP-109, 1993.
- Abadzi, Helen. 2004. Education for All or Just for the Smartest Poor? *Prospects*, 34, 271-289.
- Abadzi, Helen. 2004. Education for All or for the Top 15%? Paper presented to the Comparative and International Education Society (CIES) conference in Salt Lake City, Utah, March 9-12.
- Abadzi, H. 2004. Strategies and policies for literacy. UNESCO working paper.
[http://portal.unesco.org/education/en/files/44329/11343562731Abadzi, H. Strategies and policies for literacy.doc/Abadzi,+H.+Strategies+and+policies+for+literacy.doc](http://portal.unesco.org/education/en/files/44329/11343562731Abadzi,_H._Strategies_and_policies_for_literacy.doc/Abadzi,+H.+Strategies+and+policies+for+literacy.doc)
- Abadzi, H., Crouch, L. Echegaray, M. Pasco, C. and Sampe. J. 2005. Monitoring Education-for-All Outcomes Through Rapid Learning Assessments: A Case Study from Perú. *Prospects*, 35(2): 137-156.
- Abadzi, Helen. 2006. Adult Illiteracy, Brain Architecture, and Empowerment of the Poor. *Adult Education and Development*, 65, 19-34.
http://www.iiz-dvv.de/englisch/Publikationen/Ewb_ausgaben/65_2005/abadzi.htm
- Abadzi, Helen. 2006. Efficient Learning for the Poor: Insights from the Frontier of Cognitive Neuroscience'. World Bank: Directions in Development.
- Abadzi, H. What we Know about Acquisition of Adult Literacy: Is there Hope?. Washington, DC: World Bank Discussion Paper No. 245, 1994.
- Abadzi, H. Difficulties of adults in acquiring fluent literacy skills. Paper presented to the American Education Research Association conference, San Francisco, April 13 1995 (ERIC ED 382 818).
- Abadzi, H. "Why we need ancient Greek and how to remember it: Comparisons between Greece and South Asia". *Filologiki*, 1994, 12, 20-24 (in Greek)
- Abadzi, H. "Does age diminish the ability to learn fluent reading?" *Educational Psychology Review*, 1996, 8, 373-395.
- Abadzi, Helen. 2003. *Adult Literacy: A Review of Implementation Experience*. Operations Evaluation Department. Washington, D.C.: World Bank
- Abadzi, Helen. 2003. *Improving Adult Literacy Outcomes: Lessons from Cognitive Research for Developing Countries*. Operations Evaluation Department. Washington, D.C.: World Bank.
- Abadzi, Helen. 2003. "Teaching Adults to Read Better and Faster: Results from an Experiment in Burkina Faso". Policy Research Working Paper Series. Washington, D.C.: World Bank.
http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000094946_03061204065027
- Royer, M., Abadzi, H., and Kinda, J. The Impact of Phonological-Awareness and Rapid-Reading Training on the Reading Skills of Adolescent and Adult Neoliterates. *International Review of Education*, 2004, (1): 53-71.
- Abadzi, H. 2005. Adult Illiteracy, Brain Architecture, and Empowerment of the Poor. *Adult Education and Development*, 2005, 65, 19-34
- Abadzi, H. 2006. Efficient Learning for the Poor. Washington, DC: World Bank.
- Abadzi, Helen. 2007. Instructional Time Loss and Local-Level Governance. *Prospects*, 37, 1, 3-16.

- Abadzi, Helen. 2007. Absenteeism and Beyond: Instructional Time Loss and Consequences. World Bank Policy Research Working Paper Series no. WPS4376
- Abadzi, Helen. 2008. Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children. *International Review of Education*; 54, 5-6, 581-604 (<http://dx.doi.org/10.1007/s11159-008-9102-3>).
- Abadzi, Helen. 2009. Community management as a development tool in the social sectors: Why more should be known before it is scaled up. Paper presented to the Comparative and International Education Society conference, Charleston, South Carolina, March 23 2009 and accepted by UNESCO Prospects.
- Abadzi, 2009. H. Instructional Time Loss in Developing Countries: Concepts, Measurement, and Implications. *World Bank Research Observer*, July 2009, 1-24.
- Abadzi, H. 2011. Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvement Prospects. World Bank. Policy Research Working Paper.
- Abadzi, H. and S. Llambiri. 2011. Selective teacher attention in lower-income countries: A phenomenon linked to dropout and illiteracy? *Prospects*, 41:491-506
- Marinelli, Chiara Valeria, Marialuisa Martelli, Prachayani Praphamontripong, Pierluigi Zoccolotti, Helen Abadzi. 2011. *Visual and linguistic factors in literacy acquisition: Instructional Implications For Beginning Readers in Low-Income Countries*. Washington, DC: World Bank, GPE Working Paper Series on Learning no. 2
- Abadzi, H. 2011. Effective Teacher Training in Low-Income Countries: The Power of Observational Learning Research. World Bank: GPE Working Paper Series on Learning No. 11.
- Abadzi, H. and Prouty, R. 2012. Discerning Shapes, Reading Words Like Faces: The Current Science of Literacy and its Implications for Low-Income Countries. *International Forum*. 15, 1, pp. 5-27
- Abadzi, H. 2012. Can adults become fluent in newly learned scripts? 2012. *Education Research International*. doi:10.1155/2012/710785
- Abadzi, H. 2013. *School-based management committees in low-income countries: Can they improve service delivery? Prospects (2013) 43:115-132; DOI 10.1007/s11125-013-9267-9*
- Abadzi, H. 2013. How to Speed Up Arabic Literacy for Lower-Income Students? Some Insights from Cognitive Neuroscience. World Bank: Global Partnership for Education Working Paper Series No. 9.
- Abadzi, H. 2013. Literacy for All in 100 Days? A research-based strategy for fast progress in low-income countries. (L'alphabétisation pour tous en 100 jours ? Une stratégie basée sur la recherche pour obtenir des progrès rapides dans les pays à faible revenu). Global Partnership for Education Working Paper Series No. 7
- Abadzi, H. 2013. Developing Cross-Language Metrics for Reading Fluency Measurement: Some Issues and Options. World Bank: Global Partnership for Education Working Paper Series No. 6.
- Abadzi, H. 2013. Education for All in Low-Income Countries: A Role for Cognitive Scientists. *British Journal of Education, Society & Behavioural Science*, 3(4), 2013

Abadzi, H. 2014. How to Improve Schooling Outcomes in Low-Income Countries? The Challenges and Hopes of Cognitive Neuroscience. *Peabody Journal of Education*, Volume 89, Issue 1 pp. 58-69
10.1080/0161956X.2014.862472

Abadzi, H., Martelli, M. & Primativo, S. 2014. *Explorations of Creativity. A review for educators and policy making*. Doha, Qatar: WISE Matters publication no. 2

Abadzi, H. & Martelli, M. 2014. Efficient Reading for Arab Students: Implications from Neurocognitive Research. Paper presented at the World Summit of Innovation in Education (WISE), November 5, 2014, Doha, Qatar.

Abadzi, H. 2014. Reading Essentials: Cognitive Science and the Gift of Fluency for All. E-course and guidebook: www.udemy.com/reading-essentials

Crabbe, R., Nyingi, M., & Abadzi, H. Sustainable textbooks. E-course and guidebook:
www.udemy.com/reading-essentials