

Anna Popova

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EDUCATION		
2016 – Present	Stanford University <i>PhD Educational Policy</i>	USA
2010 – 2011	London School of Economics and Political Science <i>MSc Development Studies (Distinction; Annual dissertation award winner)</i>	UK
2006 – 2009	University of Oxford (Pembroke College) <i>BA (Hons) Economics and Management</i>	UK
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EXPERIENCE		
Sep 2016 – Present	Stanford University – <i>Research Assistant, Graduate School of Education</i> - Co-authored and assisted Stanford professors with several research projects concerned with improving teaching through training and computerized feedback from classroom observations.	USA
Feb 2014 – Jun 2017	World Bank – <i>Consultant, Office of the Chief Economist, Africa Region</i> - Co-authored 7 policy-oriented papers on effective interventions for student learning and teacher training, the effects of cash transfers on the consumption of temptation goods, the cost-effectiveness of education interventions, and the impacts of Ebola on women and children. - Presented findings to high level audiences of academics, practitioners, and donors, and led engagement with the UK's Department for International Development (DFID) on operationalizing the policy implications of my research. - Coordinated impact evaluations (IEs) of programs in education and governance, across Africa. This involved designing funding proposals, evaluation strategies, and survey instruments, leading the implementation of IEs in coordination with government counterparts, and producing and writing up the analysis for final reports. - Led a team in the design of an instrument to classify teacher training programs, linking specific characteristics to their effectiveness at improving teacher practice and student learning.	USA
Jan 2012 – Jan 2014	World Bank – <i>Junior Professional Associate, Education, Latin America and Caribbean</i> - Identified, prepared, and supervised the implementation of results-based education quality projects on teacher policy, school based management, skills and employability, and early childhood development (ECD) in Bolivia, Colombia, Dominican Republic, and Mexico. - Established close and frequent dialogue on education with Ministries and other donors across the region, actively coordinating to reduce the overlap of activities and maximize impact on the ground, as well as to provide on-demand policy notes and recommendations. - Led the organization of two international conferences on full-time schooling and ECD, with the IDB and Ministries of Education, convening experts and policy-makers from 11 countries. - Secured funding for and organized two South-South knowledge exchanges, taking Bolivian and Dominican officials to Argentina and Uruguay to learn about science, technology and innovation and full-time schooling programs, to inform future reforms in these areas. - Managed work by a team of international consultants and data from 250 household surveys to analyze the demographic composition and evolution of youth not in education, employment, or training (NEETs) in 15 Latin American countries from 1990-2010.	USA
Jul – Dec 2011	Inter-American Development Bank – <i>Consultant, Labor Markets & Social Security</i> - Analyzed the effects of social policies on beneficiaries' labor market status using 15 years of household data from Bolivia, Ecuador and Mexico, and summarized the impacts of social policies in Latin America, critiquing the impact evaluation techniques used to identify results.	USA
Feb – Sep 2010	Xtract Energy Plc - <i>Business Analyst</i> - Created an investor presentation that raised \$3 million financing for a new investment. - Conducted a cost-benefit analysis and created a timetable of actions, guiding a takeover.	UK
Dec 2009 – Jan 2010	The Nand & Jeet Khemka Foundation - <i>Consultant</i> - Authored a report on the Foundation's 2009 Forum on Social Entrepreneurship to act as a communication material for partners, funders, and high profile participants.	India

Oct 2009 – Jan 2010	Sakhi Retail Private Ltd. – <i>Social Entrepreneurship Consultant</i>	India
	- Led a mixed-methods evaluation of the effectiveness of a smokeless cookstove program designed to boost female employment, in terms of its economic, social and health outcomes, and provided strategic guidance in light of the results obtained.	
Jul – Sep 2009	Re-emerging World – <i>Nutrition Business Analyst</i>	UK
	- Valued the size of the business opportunity in the Bangladeshi nutrition space for a large US nutritional corporation, and composed a report, concluding on the most appropriate product to develop and public partner with whom to join forces to exploit this opportunity.	
Oct 2008 – Jun 2009	Hands Up For Darfur – <i>Events Director</i>	UK
Aug 2008	UNDP – <i>Intern, Chernobyl Recovery and Development Programme</i>	Ukraine
	- Prepared a business proposal for the provision of ECD services in order to boost labor market opportunities for women in communities affected by the Chernobyl disaster.	
	- Conducted business plan writing training and English language classes at local schools.	
Sep 2007	JPMorgan Chase – <i>Intern, Worldwide Securities Services Department</i>	UK
	- Sourced settlement cycle information for market reports and updated market indicators.	
Jul 2005	The Economist Intelligence Unit – <i>Intern</i>	UK
	- Conducted research and reported on Ukrainian current affairs.	
ACADEMIC HONORS AND AWARDS	- Graduate Student Research Grant in International Development at the Stanford Center for International Development (\$15,000)	2018-2019
	- Affiliate, Stanford University Pre-doctoral Training Program in Quantitative Education Policy Analysis	2017-2019
REFEREED PAPERS	- “Does Teacher Training Actually Work? Evidence from a Large-Scale Randomized Evaluation of a National Teacher Training Program.” (Loyalka, Popova, Liu, & Shi, Forthcoming <i>American Economic Journal: Applied Economics</i>).	
	- "Cash Transfers and Temptation Goods" (Evans & Popova, <i>Economic Development and Cultural Change</i> , 65(2), 189-221, January 2017).	
	- “What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews” (Evans & Popova, <i>World Bank Research Observer</i> , 31(2), 242-270, August 2016).	
	- “Cost-Effectiveness Analysis in Development: Accounting for Local Costs and Noisy Impacts” (Evans & Popova, <i>World Development</i> , 77, 262–276, January 2016).	
	- “Healthcare Worker Mortality and the Legacy of the Ebola Epidemic” (Evans, Goldstein, & Popova, <i>The Lancet Global Health</i> , 9 July 2015).	
	- “West African Ebola Crisis and Orphans” (Evans & Popova, <i>The Lancet</i> , 23 February 2015).	
WORKING PAPERS	- “Teacher Professional Development around the World: The Gap between Evidence and Practice.” (Popova, Evans, Breeding, & Arancibia, World Bank Policy Research Working Paper No. 8572, August 2018).	
	- “Following Mexican youth: A short-run study of time use decisions” (Baron, Popova, & Sánchez-Díaz, World Bank Policy Research working paper 7534, January 2016).	
	- “Out of School and Out of Work: A Diagnostic of Ninis in Latin America” (De Hoyos, Popova, & Rogers, World Bank Policy Research working paper, January 2016).	
	- “The Economic Impact of the 2014 Ebola Epidemic: Short and Medium Term Estimates for West Africa” (with many co-authors, World Bank, October 2014).	
	- “Welfare Policies in Latin America: The transformation of workers into poor people?” (Popova, LSE International Development Working Paper, 2012).	
CONFERENCES	- Comparative and International Education Society (CIES), Mexico City	March, 2018
	- In-Service Teacher Training Workshop, World Bank, Washington DC	June, 2016
	- Centre for Study of African Economies (CSAE), University of Oxford	March, 2016
	- World Bank Education Seminar, Washington DC	April, 2015
	- UK Department for International Development (DFID), London	March, 2015
	- Centre for Study of African Economies (CSAE), University of Oxford	March, 2015
	- Comparative and International Education Society (CIES), Washington DC	March, 2015
IT SKILLS	Advanced Stata; R; LaTeX; MS Office (Word, Excel, PowerPoint, Outlook); Adobe.	
LANGUAGES	English (native); Russian (native); Spanish (fluent); French (basic); Portuguese (basic).	