



Society for International Development  
Washington Chapter



# FY 2019

## ANNUAL REPORT

Education for Development Workgroup

# TABLE OF CONTENTS

<b>1</b>	Table of Contents
<b>2</b>	Introduction
<b>3</b>	Letter from SID-Washington
<b>4</b>	FY 2019 Workgroup Co-Chairs
<b>5</b>	Event Calendar
<b>6</b>	Event Summary
<b>8</b>	Contact Us

# EDUCATION FOR DEVELOPMENT WORKGROUP

The SID-Washington (SID-W) Education for Development Workgroup is a group of individuals actively engaged in education as a tool for development. With events ranging from progress for young women to lasting educational implications of the SDGs, this workgroup aims to inform on development issues related to education.



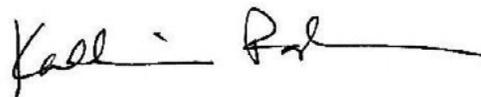
## Dear Members of the Education for Development Workgroup,

We are happy to report that we had another exciting year! As we reflect on last year, the workgroup produced great events, including [Teacher Professional Development - The Disruptors: Innovative Programs and Promising Approaches](#). We are currently working on events for FY2020, so stay tuned for more information! We look forward to providing SID-Washington's spin on the education issues in international development.

Lastly, we would like to thank former Co-Chair Stefany Thangavelu. She helped us put on many fantastic events during her tenure. We wish her the best in her future endeavors.

Thank you for your continued interest and support of the workgroups. We hope to see you at future SID-Washington events! If you have any questions, please feel free to send an email to [events@sidw.org](mailto:events@sidw.org).

Best regards,



Katherine Raphaelson



Paul A. Sherman



**Joanie  
Cohen**

Senior Advisor for Literacy and  
School Readiness,  
Creative Associates  
International

Joanie Cohen has over 25 years' experience working in international and community development, primarily in the education sector. Her expertise includes program design and development, monitoring and evaluation system development, qualitative and participatory approaches to development and evaluation, staff and organizational capacity building. She has focused her work in the areas of adult and nonformal education, basic education, adult literacy, early literacy/early grade reading and early childhood education programs primarily in Latin America and the Caribbean as well as domestically. Additionally, Joanie has taught graduate and undergraduate courses focusing on International Education, Training Design and Facilitation and Early Childhood Education. Joanie holds a M.Ed. in International Education and an Ed.D. in Educational Policy, Research and Administration from the Center for International Education at University of Massachusetts at Amherst. Joanie currently serves as the Chief of Programming and Evaluation at the U.S. Peace Corps after serving as the first Literacy Specialist there to develop the early literacy/early grade reading sector for the agency.



**Stefany  
Thangavelu**

Senior Development Officer,  
Juárez and Associates

Stefany Thangavelu is an international development specialist with 15 years of experience in program management, training, operations, and business development. Her areas of specialization include: early childhood education, gender, HIV/AIDS, child & maternal health, community engagement, youth workforce development, public private partnerships, and entrepreneurship. Prior to working with J&A, in both the Secretary's Office of Global Partnerships and the Office of the U.S. Global AIDS Coordinator at the Department of State, Stefany advanced public private partnerships and collaboration with various private sector organizations. Ms. Thangavelu also led the early advancements of Global Development Alliances as an innovative approach to work with the private sector at USAID. Stefany's commitment to grassroots and community driven development goes back to her days as a Peace Corps Volunteer in Kasungu, Malawi. Ms. Thangavelu holds a joint MA/MBA from George Washington University and completed her undergraduate studies at the College of William and Mary and the University of Ghana, Legon.

## EVENT CALENDAR

**Tuesday, September 25, 2018**

12:00PM - 12:00PM | SID-Washington

Teacher Professional Development - The Disruptors: Innovative Programs and Promising Approaches



# Teacher Professional Development - The Disruptors: Innovative Programs and Promising Approaches

Moderator: **Robert Burch**, Deputy Director, E/3 Office of Education, USAID

Speakers: **Rachel Christina**, Team Leader, Basic Education and Literacy Team/Senior Literacy Expert, EDC  
**Alison Pflipsen**, Reading Program Specialist, REACH/Global Reading Network, URC-CHS  
**Anne Smiley, Ed.D.**, Associate Director, Research and Evaluation, Global Education, Employment and Engagement, FHI 360

## Event Description: The Importance of Teachers in Developing Countries: A Series from the SID-Washington Education for Development Workgroup

Educating children can improve individual health and socioeconomic status, but learning requires more than just getting to school. If all children are to enjoy the benefits of attending and staying in school, more teachers are needed. In fact, a total of 28.5 million new teachers will be needed by 2030 for there to be universal primary education (UNESCO, October 2016). The international education community has pledged to achieve universal primary and secondary education by 2030 as part of Sustainable Development Goal 4 (SDG 4). However, about 263 million children and youth are out of school, according to recent UIS data including 25 million children of primary school age who will likely never set foot in a classroom. Further, just 14% of youth complete upper secondary education in low-income countries.

Clearly, SDG 4 requires a ‘re-think’ of the provision and quality of education and teachers. Every education system is only as good as the teachers who are in the classroom. Study after study has confirmed their critical role in improving education quality and learning outcomes, which is why SDG 4 calls specifically for a major increase in the supply of qualified teachers and more support from the international community for teacher training in developing countries (Target 4.c). This series will explore what skills are necessary in the 21st century for teachers’ worldwide, innovative approaches to teacher preparation and disruptive programs that are challenging traditional ways countries prepare teachers.

### Part 1 – Teacher Professional Development

*The Disruptors: Innovative Programs and Promising Approaches*

The first part of the series will provide examples of programs that are tackling teacher professional development through policy change, pre-service/in-service training, coaching and mentor supports, and other blended models. Panelists will share which skills and approaches are critical for continuous professional development and what some of the most effective models for addressing the skills gap have in common.

### Key Takeaways

#### 1) The Need for Innovative Disruptors

Event moderator **Robert Burch (E/3 Office of Education, USAID)** noted the importance of facilitating self-reliance in developing countries by better supporting a holistic development of their education systems. Alongside teacher professional development are many obstacles that practitioners must address including teacher absenteeism, ineffective and unequitable placement of teachers, and monitoring and evaluation of student and teacher improvements. There is an urgent need to build a skilled and stable workforce that can provide quality primary education. The development community needs innovative disruptors to reach SDG targets.

#### 2) Pre-service Teacher Training: Contributing to a Cycle of Educational Improvement

**Rachel Christina (EDC)** identified the devaluation of teachers as a root cause for the low supply of quality teachers. She noted how poor student outcomes, low pay, and long hours leave teachers with little to show for their efforts, making teaching undesirable. Noting the importance of viewing teacher professional development as an ongoing cycle that entails several related stages, Christina suggested practitioners shift their attention toward diversifying investments across these stages. This includes starting a quality cycle right at the beginning through pre-service training. Investment in pre-service and in-service

training provides a common narrative of quality expectations and systemic improvement. Pre-service training can provide more legitimacy to the profession as well as rigor and cost-efficiency to the recruitment process.

### **3) Disrupting Teacher Professional Development: Coaching in Early Grade Reading Programs**

**Alison Pflapsen (REACH/Global Reading Network, URC-CHS)** emphasized the role of coaching in teacher professional development. Coaching, as explained by Pflapsen, entails assisting with professional growth by supporting teachers in gaining the knowledge and skills needed to improve their instruction. Pflapsen argued that consistent support systems for teachers are better since periodic group training does not help teachers to adopt new practices, or to improve their instruction on a regular basis. Coaching helps the entire education system monitor progress in teacher instruction and provide training, feedback, and support to meet their needs.

### **4) Building Social-Emotional Competencies for Teachers: A Theory of Change and Skills Framework**

**Anne Smiley, Ed.D. (FHI 360)** highlighted the importance of focusing on teachers' social-emotional well-being as part of teacher professional development programs, especially those

working in crisis or conflict-affected contexts. The theory of change argues that targeted socio-emotional learning (SEL) for teachers via workshops and individual practices combined with working condition supports like supervisor initiatives, peer-learning, and teacher benefits will lead to the improved socio-emotional well-being. This will result in a more inclusive working environment and thus improve equitable retention of teachers, leading to better student outcomes and more inclusive classrooms. However, the development community still needs better evaluation techniques to examine this theory more closely.

### **5) Striving Toward Equity in Education**

Smiley and Pflapsen noted how equity in education requires a fair distribution of teachers and coaches, such that they are placed where their profile best fits the student and system. An example of how such inequity can hamper student outcomes was noted by Smiley. She pointed to a UNICEF program in Northern Nigeria that faced low attendance for girls due to a lack of female teachers in rural areas. Christina, on the other hand, noted the importance of equity and opportunity for teachers. Technology and blended-learning models can help achieve this, as practitioners may use high quality pre-service training to include marginalized and minority communities.



**For more information, contact us at [events@sidw.org](mailto:events@sidw.org).**

### **SID-Washington Staff**

Katherine Raphaelson - President  
[kraphaelson@sidw.org](mailto:kraphaelson@sidw.org)

Paul A. Sherman - Senior Programs Manager  
[psherman@sidw.org](mailto:psherman@sidw.org)

### **FY 2019 Workgroup Co-Chairs**

Joanie Cohen - Creative Associates International  
[JoanC@CreativeDC.com](mailto:JoanC@CreativeDC.com)

Stefany Thangavelu - Senior Development Officer, Juárez and Associates  
[sthangavelu@juarezassociates.com](mailto:sthangavelu@juarezassociates.com)

### **Acknowledgement**

We would like to thank former Program Associates Maame Esi Eghan and Lauren Faloni for their hard work to create this report.

## **Society for International Development Washington Chapter**

1129 20th St. NW, Suite #500  
Washington, DC 20036  
+1-202-331-1317

[@SIDWashington](#) | [#SIDWLive](#)

