# TABLE OF CONTENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Table of Contents</td>
</tr>
<tr>
<td>2</td>
<td>Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Letter from SID-Washington</td>
</tr>
<tr>
<td>4</td>
<td>Workgroup Co-Chairs</td>
</tr>
<tr>
<td>5</td>
<td>Event Calendar</td>
</tr>
<tr>
<td>6</td>
<td>Event Summary</td>
</tr>
<tr>
<td>7</td>
<td>Contact Us</td>
</tr>
</tbody>
</table>
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 re-launch our Annual Reports! We had another exciting year with events such as Positive Youth Development in Secondary Education. We are planning events for the upcoming year, so stay tuned about event announcements on our website and in our weekly newsletter.

Last year, we launched a reorganization of the workgroups and decided to rebrand to reflect current terminology. This restructure will not affect the Education for Development Workgroup directly but may affect joint events. This workgroup continues to inform on the use and implications of education in international development, especially in relation to the Sustainable Development Goals and progress for young women.

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

Best regards,

Katherine Raphaelson

Paul A. Sherman
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 an 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 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, HIV/AIDS, child and maternal health, community engagement, gender analysis, youth workforce development, public private partnerships, and entrepreneurship. Ms. Thangavelu advances Juárez & Associates’ (J&A) overall mission through business development and technical support from the Washington, DC office.
EVENT CALENDAR

Thursday, November 9, 2017
11:00PM - 12:30PM | SID-Washington
Positive Youth Development in Secondary Education
Positive Youth Development in Secondary Education

Moderator:   **Dan Baker**, Project Director and Senior Technical Advisor, IREX

Speakers:   **Betsy Brand**, Executive Director, American Youth Policy Forum  
           **Clair Null**, Senior Researcher, Mathematica Policy Research  
           **Meghan Mahoney**, Evaluation Director, Educate!

**Summary:** As more young people enter secondary education, there is growing attention to the educational needs of large youth populations. Both educators and development practitioners are beginning to consider how to merge the fields of youth development and education.

Youth practitioners promote a positive youth development (PYD) approach which addresses holistic, developmentally appropriate needs of young people with a focus on building assets. Educators in the US and other developed countries have sought to bring this PYD approach into schools and use strategies that are closely tied to adolescent development.

During this SID-Washington event, participants discussed the landscape of secondary education in developing countries and about specific strategies that have been successfully applied in the US to integrate positive youth development into middle and high school settings.

This was a joint event with the Youth in Development Workgroup.

**Key Takeaways**

1) **PYD is both a philosophy and an approach.**
   PYD views youth as assets to be nurtured and developed rather than problems to be solved. PYD involves four domains - assets, agency, contribution, and enabling environments - all working together with the aim of creating healthy, productive, and engaged youth. According to USAID, PYD approaches build skills, assets and competencies, foster healthy relationships, strengthen the environment, and transform systems.

2) **The challenges of secondary and primary education are distinct.**
   While primary and secondary education have many similarities, the latter faces a particular set of challenges which include: (1) socio-economic barriers to participation, (2) poor quality of instruction, and (3) limited relevance for employment, adulthood, and civic engagement. There has been greater momentum to focus on these challenges as reflected by the SDGs and greater opportunity to make an impact in these areas as youth who were the focus of primary education initiatives in the past decade transition into secondary education.

3) **A growing emphasis of PYD is to prepare youth for employment and adulthood.**
   PYD seeks to empower youth to be better prepared for the challenges they will face in adulthood. As a part of this effort, PYD helps to bridge the workplace skills gap, with a particular emphasis on building social-emotional skills such as problem-solving, empathy, communication, etc. that are important for the workplace and personal success.

4) **Teachers are vital actors in promoting and executing PYD programs.**
   Since teachers interact most often with secondary-school youth, they are seen to be vital actors in advocating for, delivering, and ensuring the sustainability of PYD programs. The challenge is properly training teachers to deliver PYD programming and helping them see the value of adding PYD into their curriculum.

5) **Although PYD programs have shown positive impact both in the US and abroad, further research is required.**
   A 2013 randomized control trial found that Educate! had improved livelihoods, increased business ownership, and increased leadership among its participants. Mahoney acknowledges, however, that long-term research is required to see if these effects persist into early adulthood. According to Null, in addition to research on the cost-effectiveness and scaling up of PYD programs, more evidence is needed to explore how to make secondary education more relevant.
For more information, contact us at:

events@sidw.org

SID-Washington Staff

Paul A. Sherman - Program Manager
psherman@sidw.org

Katherine Raphaelson - President
kraphaelson@sidw.org

Workgroup Co-Chairs

Joanie Cohen - Creative Associates International
JoanC@CreativeDC.com

Stefany Thangavelu - Juárez & Associates (J&A)
sthangavelu@juarezassociates.com

Acknowledgement

We would like to thank former Program Associates Lorraine Cook, Claire Elverum, and Danielle Peterson and current Program Associate Alex Reed for their hard work to design this report.