



USAID
FROM THE AMERICAN PEOPLE

2015 USAID Global Education Summit Biographies

Plenary Speakers

November 2, 2015

Day 1: 8:30am - 9:00am

2010 -2015 USAID Education Strategy - Achievements and Lessons Learned



Ambassador Alfonso E. Lenhardt - Acting Administrator, United States Agency for International Development

Ambassador Lenhardt most recently served as the U.S. Ambassador to the United Republic of Tanzania, a position he held from 2009 to 2013. From 2004 to 2009, Ambassador Lenhardt was the President and CEO of the nonprofit National Crime Prevention Council (NCPC).

He was the Senior Vice President of Government Relations for The Shaw Group from 2003 to 2004. In 2001, Ambassador Lenhardt was appointed the 36th Sergeant at Arms and Doorkeeper of the United States Senate and became the first African American to serve as an officer of the Congress. He served as Executive Vice President and Chief Operating Officer of the

Council on Foundations from 1997 to 2001.

With more than 30 years of service in the U.S. Army, Ambassador Lenhardt retired in 1997 as Major General. Ambassador Lenhardt received a B.S. from the University of Nebraska, an M.P.A. from Central Michigan University, an M.S. from Wichita State University, and postgraduate studies at the Kennedy School of Government, Harvard University, and University of Michigan School of Business. He is also a graduate of the Federal Bureau of Investigation National Academy.



Christie Vilsack - Senior Advisor for International Education, Bureau for Economic Growth, Education and Environment (E3), United States Agency for International Development

Christie Vilsack joined the U.S. Agency for International Development as the Senior Advisor for International Education in March 2013. Christie supports USAID's Education Strategy goals to improve children's reading skills, strengthen workforce development, and provide equitable access to education in crisis and conflict settings.

Christie has committed her life to education and public service. For 25 years, she taught secondary and college English and journalism. Her experience inside the classroom led to a focus on education as Iowa's First Lady, as a candidate for Congress and now as the spokesperson for USAID Education.

In her current role at USAID, Christie works with education sector partners and education leaders worldwide to build understanding of and support for international education solutions. She travels the world visiting and learning about USAID programs so she can tell the story of USAID Education to anyone she meets from Main Street to the halls of Congress.

Born and raised in Mount Pleasant, Iowa, Christie is a graduate of Kirkland College in Clinton, New York. She earned a master's degree in journalism from The University of Iowa. She and husband Secretary of Agriculture Tom Vilsack have two married sons and four grandchildren. They have enjoyed a lifetime of public service together.



The Honorable Dina Joana S. Ocampo - Undersecretary for Programs and Projects, Department of Education, Republic of the Philippines

Dr. Ocampo is a Filipino educator and researcher on early literacy. Prior to joining the Department of Education, she served as Dean of the University of the Philippines (UP) College of Education, Director of the Education Research Program of the UP Center for Integrative and Development Studies, and Chair of the Technical Panel for Teacher Education of the Commission on Higher Education. She is one of the founders of Wordlab School, Inc., a reading clinic and school that provides specialized instruction for

children with dyslexia and other related learning disabilities. She has Ph.D. in Psychology from the University of Surrey, United Kingdom and received The Outstanding Women in the Nation's Service Award in 2007 and Metrobank Foundation's Search for Outstanding Teacher in 2009.

His Excellency Maker Mwangu Famba - Minister of Primary, Secondary and Professional Education, Democratic Republic of the Congo

Maker Mwangu Famba was born on April 10, 1961 in Kitangwa, Kasai Occidental province, Democratic Republic of Congo (DRC).

Mr. Mwangu received his primary education at the Catholic mission of Ilebo. He attended high school at the November 24 Institute of Kananga in Kasai Occidental. Mr. Mwangu holds a bachelor's degree in International Relations from the University of Lubumbashi (1984). He studied Cooperation and Development at the University of Paris, Panthéon Sorbonne, and he holds a degree in International Economic Relations from the International Institute of Paris (1990). He has also studied at The Hague Academy of International



Law.

Mr. Mwangu speaks French, Lingala, Swahili, Tshiluba, and Kikongo fluently. He has some basic knowledge of English and Spanish. Prior to becoming the DRC Minister of Primary, Secondary and Professional Education, Mr. Mwangu was Deputy Secretary General of the PPRD (Parti du Peuple pour la Reconstruction et la Démocratie) from July 2006 to February 2007; Member of Parliament (MP) in 2006; and Counselor at the office of Head of State (March 2005- July 2006).

Mr. Mwangu has also served as the Senior Assistant of the Chief of Staff at the Presidency of the DRC; Vice-Governor of Kasai Occidental province; UNDP Consultant in charge of mobilization of external resources; and Chief of the Bilateral Aid Division of the Ministry of Plan and Cooperation.

Let Girls Learn



Susan Markham, Senior Coordinator for Gender Equality and Women's Empowerment, United States Agency for International Development

Susan is working to improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully in and benefit from the development of their societies. Susan comes with an extensive background in both domestic and international women's political empowerment. She most recently served as Director of Women's Political Participation at the National Democratic Institute (NDI). Susan previously directed EMILY's List Campaign Corp program and later the Political Opportunity Program to recruit, train and support women candidates running for statewide, legislative and local offices in 35 U.S. states. She also worked at the Democratic Senatorial Campaign

Committee, managed several statewide campaigns and served as a senior strategist for the Child Nutrition Initiative, California List and the New Organizing Institute. Susan started her career as a political fundraiser, serving as the finance director for the Ohio Democratic Party, and executive director of Participation 2000 (a multi-candidate political action committee). Susan has a B.A. in political science and international studies from the Ohio State University. She received her master's degree in public policy and women's studies from George Washington University.

Day 1: 9:00am - 10:00am

Panel: What We've Learned: Accomplishments, Challenges, and Lessons Learned



Patrick Collins - Senior Education Advisor, Office of Education, Bureau for Economic Growth, Education and Environment (E3), United States Agency for International Development

Mr. Collins currently serves as a Senior Education Advisor in the E3 Office of Education, providing support in the areas of international engagement as well as program and strategy design, management and evaluation to the office and USAID Missions globally. From 2010-2014 Mr. Collins served as Division Chief for Basic Education in the Office, overseeing implementation of new strategic directions in the

areas of early grade reading and access to education in countries affected by crisis and conflict. This included the hiring of new staff and development of new communities of practice for basic education and support contracts in areas such as learning outcome measurement and evaluation. Prior to this Mr. Collins served on the Basic Education team for nine years, working in the areas of strategic planning, budgeting and evaluation and overseeing several large education projects. Before moving to USAID in 2001 he worked for several for-profit and non-profit international education organizations as well as Peace Corps Headquarters. Mr. Collins has over 25 years of experience in the area of international education as well as a Master's Degree in International Educational Development from Boston University.



Alice P. Albright - Chief Executive Officer, Global Partnership for Education

Since joining the Global Partnership for Education in 2013, Ms. Albright has led efforts to strengthen the Secretariat, including a successful replenishment in 2014, two internal restructurings, the design of a new funding model and the launch of a new strategic planning process.

From July 2009 until January 2013, as a political appointee, she served in the Obama Administration as the Executive Vice President & Chief Operating Officer of the Export-Import Bank of the United States (Ex-Im Bank). While in that position; she led a significant expansion of Ex-Im Bank's operations in response to the financial and economic crises. Ms. Albright also launched a number of initiatives to modernize Ex-Im and extend its reach to underserved businesses and markets.

From 2001 to 2009, Ms. Albright served as the Chief Financial and Investment Officer for the Global Alliance for Vaccines and Immunizations (GAVI) and from 2003, additionally, as the head of GAVI's Washington, DC office. Working closely with GAVI's partners, she helped develop and implement the strategy that transformed GAVI from a start-up to one of the most successful and respected public-private partnerships working in international development. Ms. Albright led GAVI's innovative finance program which enhanced the delivery and financing of vaccines and immunization services in the world's poorest countries. Ms. Albright led GAVI's efforts to design and launch the International Finance Facility for Immunization, an award-winning program to enhance GAVI's ability to finance the purchase of vaccines. During this period, she also co-chaired the working group that designed the Advanced Market Commitment mechanism.

Ms. Albright serves on the Board of Regents at Mercersburg Academy, the Board of Directors of the UNESCO Institute of Statistics, the Strategic Advisory Group of the Hilleman Labs. She is a member of the Council on Foreign Relations. She graduated with a BA with Honors in History from Williams College, holds an MA from Columbia University's School of International and Public Affairs, and is a Chartered Financial Analyst.



Dr. Aaron Benavot - Director, Global Education Monitoring Report, UNESCO

Aaron is currently Director, EFA Global Monitoring Report (Paris). Developed by an independent team and published by UNESCO, the Report assesses global

progress towards achieving key int'l targets, identifies effective policy reforms on EFA topics and draws attention to emerging issues (en.unesco.org/gem-report/). Benavot is currently on leave from the Univ at Albany-SUNY, where he serves as Professor in the School of Education. Previously he consulted for UNESCO, its institutes, UNICEF & the World Bank.

Benavot's comparative research (see: albany.academia.edu/AaronBenavot) explores the evolution of basic education—eg, educational expansion, compulsory schooling, official curricular policies, the diversification of secondary education, curricular implementation in schools, the changing status of vocational education and the growth of national learning assessments. He has also examined education's impact on economic development and political democratization. He recently completed comparative studies of primary level mathematics and reading textbooks and curricula and another on education for sustainable development.

Benavot has co-authored or edited five books: *School Knowledge for the Masses* (w/ Meyer and Kamens); *Law and the Shaping of Public Education* (w/ Tyack and James); *Global educational expansion* (w/ Resnik and Corrales); *School Knowledge in Comparative and Historical Perspective* (w/ Braslavsky); and *PISA, Power, and Policy* (w/ H-D Meyer).

Benavot previously taught at the Univ of Georgia and the Hebrew Univ of Jerusalem and has served as a visiting professor at universities in Argentina, Japan, Germany, Italy, Malta and France. He has been a consortium partner, lead partner and evaluator in EU-sponsored socio-economic research. In 2007 he was elected to the CIES Board of Directors and later served as coeditor of *Comparative Education Review* and then CIES Secretary. He currently serves on the advisory boards of several comparative education journals.



His Excellency Valentino Achak Deng – Minister of Education, South Sudan; Executive Director and Co-Founder, The Valentino Achak Deng Foundation

Valentino Achak Deng was born in southern Sudan (now South Sudan), in the village of Marial Bai. He fled in the late 1980s during the second Sudanese civil war, when his village was destroyed by militia. Deng spent nine years in Ethiopian and Kenyan refugee camps, where he worked for the UNHCR as a social advocate and reproductive health educator. In 2001, he resettled to Atlanta, GA. As a leader in the South Sudanese diaspora, Deng advocates for the universal right to education. After the publication of *What is the What*, a novel that tells a fictionalized account of Valentino's life, he and author Dave

Eggers established the VAD Foundation to help rebuild South Sudanese communities.

In 2015 he served as a Minister of Education in South Sudan, overseeing more than 800 state run schools in addition to the VAD Foundation's private secondary school. Marial Bai Secondary School was created and is operated through the generosity of donors around the world. It has become a flagship model for holistic education in the region by incorporating sustainable agriculture, vocational training, and gender

equality into every aspect of the curriculum.



Natasha de Marcken - Director, Education Office, United States Agency for International Development/Pakistan

Natasha recently joined USAID/Pakistan as the Director of the Office of Education. She was the Director of the Office of Education in the Bureau for Economic Growth, Education and Environment at USAID/Washington. In this role, she provided technical leadership to the implementation of USAID's Education Strategy and the combined efforts of 180 education professionals in USAID's Washington bureaus and field Missions. De Marcken joined USAID as a Foreign Service Officer in 2000. From 2001 - 2005, she led USAID's education program in Guinea, focusing on education

policy, information systems, curriculum design, teacher training and community engagement. Prior to the Office of Education, she was posted to Mali and Uganda. She was a Peace Corps teacher trainer in Madagascar and a high school teacher in the United States. She is a graduate of Princeton University and holds a Master's degree from the University of Minnesota in Education Policy and Administration.

November 3, 2015

Day 2: 8:30am - 9:00am

What We Know Now - A Hard Look at the Evidence



Charles North - Senior Deputy Assistant Administrator, Bureau for Economic Growth, Education, and Environment (E3), United States Agency for International Development

Charles joined the E3 Bureau in February 2013 as Senior Deputy Assistant Administrator. As a Senior Foreign Service Officer, North most recently served as mission director in Russia, overseeing a \$60 million program. He has also held numerous Washington leadership positions, including Senior Deputy Director of USAID's Afghanistan and Pakistan Task Force, and Adviser to the Assistant Administrator for the Bureau for Asia. In his task force position, North supported two of USAID's largest programs, with a combined 2010 budget of \$4.8 billion.

Previously, North served as Director of the Policy Office in the Bureau for Policy and Program Coordination (2004- 2006), and as Regional Director for the Western Hemisphere in the State Department's Office of the Director of Foreign Assistance (2006-2008). As Regional Director, he coordinated a \$1.5 billion annual assistance budget across federal agencies, and helped launch the \$1.6 billion dollar presidential initiative to support Mexico and Central America in battling organized crime and drug trafficking. North joined USAID in 1987 and has worked for more than 17 years in overseas posts, including missions in Kenya, Sudan, Mozambique, El Salvador, and Russia. North is a graduate of Wesleyan University, and holds master's degrees in management from Yale University and in national security strategy from the National War College.



Her Excellency Khadar Bashir-Ali - Minister of Education, Federal Republic of Somalia

Dr. Bashir-Ali is the Minister of Education, Culture and Higher Education for the Somali Federal Government, she is a Somali woman who holds a PhD in Education from the Ohio State University. Dr. Khadar has worked in the education field all her life and her professional experience spans three continents. She has worked as a teacher in the Columbus Public Schools in Columbus, Ohio for 17 years, at the Ohio State University as a visiting assistant professor, at the Abu Dhabi Women's as faculty, as a Chief of Party of a USAID funded education project implemented by Education Development Center (EDC) in Somalia, as Senior Teacher Training

Advisor in South Sudan with EDC, also funded by USAID. Currently,

Dr. Bashir-Ali is the Education Sector Coordinator for Somalia and Somaliland. She coordinates all education development activities and supports the Ministries of Education in re-building, restoring and strengthening the education system in Somalia after the long period of conflict. Dr. Khadar is well respected and has an excellent working relationship with various MOE officials such as Ministries of Education of Somaliland, Puntland and South Somalia, Director Generals of Education in the three zones and various education administrators. In addition, she collaborates with international donors such as USAID, EU and DFID, World Bank and UN agencies in making sure that all educational interventions and activities planned are tailored to the needs of the Somali education systems.

Dr. Bashir-Ali has experience working in the US, the UAE, South Sudan, and Somalia. Dr. Khadar is interested in evidence based research and achieving tangible and measurable results. She was also the recipient of a Fulbright scholarship to Italy as she was completing her dissertation research. She understands education development and system building across various contexts very well and is ready to support development and nation building for her country.

Day 2: 9:00am - 10:00am

Panel: The State of the Field: How Evidence Drives Impact



Christine Beggs – Evidence Team Lead, Office of Education, Bureau for Economic Growth, Education and Environment (E3), United States Agency for International Development

Christine's team is responsible for monitoring and evaluation and knowledge management for USAID's education sector, as well as strategic measurement of the Education Strategy. Christine provides evaluation design technical assistance to USAID Missions worldwide and manages the Office of Education's strategic impact evaluation contract. Christine co-founded and co-chairs the Building Evidence in Education (BE²) Donor Working Group and sits on the Global Steering Committee for the Education in Conflict and Crisis Network. Past positions in international development include Senior Research

Analyst for Education and Evaluation at USAID and Senior Project Director at the Academy for Educational Development. She holds a B.A. in International Political Science (summa cum laude) from

DePaul University and an M.A. in International Development from The Fletcher School of Law and Diplomacy at Tufts.



Dr. Dave Evans - Senior Economist, World Bank Africa Region, Africa, The World Bank

Dave coordinates impact evaluation work across sectors for the Africa Region. In the past, he worked as Senior Economist in the Human Development Department in the Latin America and the Caribbean Region of the World Bank, and as an economist designing and implementing impact evaluations in Africa. He has designed and implemented impact evaluations in agriculture, education, health, and social protection, in Brazil, the Gambia, Kenya, Mexico, Sierra Leone, and Tanzania. He has taught economic

development at the Pardee RAND Graduate School of Public Policy, and he holds a Ph.D. in economics from Harvard University.



Dr. Rachel Glennerster - Director, Abdul Latif Jameel Poverty Action Lab (J-PAL)

Rachel Glennerster is Executive Director of the Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Massachusetts Institute of Technology. Her research includes randomized evaluations of education, health, microfinance, community driven development, agriculture, women's empowerment and governance in Sierra Leone, Bangladesh, Pakistan, and India. She serves as Scientific Director for J-PAL Africa and Co-Chair of J-PAL's Education Sector. She helped establish Deworm the World which now deworms over 150 million children a year. Previously she worked at Her Majesty's Treasury and the International Monetary Fund. She is coauthor of *Strong Medicine: Creating Incentives for Pharmaceutical Research on Neglected Diseases*, and *Running Randomized Evaluations: A Practical Guide*.

Rachel Glennerster helped establish Deworm the World, which has helped deworm 23 million children worldwide. Before joining J-PAL, she worked at the IMF and Her Majesty's Treasury. She has a PhD in economics from Birkbeck College, University of London, and is coauthor of *Strong Medicine: Creating Incentives for Pharmaceutical Research on Neglected Diseases* and *Running Randomized Evaluations: A Practical Guide*. Glennerster served as co-chair of J-PAL's Agriculture Sector from 2004-2014.



Dr. Caine Rolleston - Lead Education Researcher, Young Lives

Young Lives is a collaborative research project coordinated by a team based at the University of Oxford, which partners with a range of various government, independent and academic institutions. He joined Young Lives in 2011 from the Institute of Education in London where he was undertaking doctoral work as well as working as a research associate for

CREATE (Consortium for Research on Educational Access Transitions and Equity).

Rolleston graduated from the universities of Oxford and London and has worked on education and international development in a range of countries including Ghana, Vietnam, Ethiopia, Peru, India and Sri Lanka. His previous work has focused on issues around access to and the economic benefits of education in sub-Saharan Africa, including work on child fosterage and its impact on education; school dropouts in migrant labor; and on evaluating the global costs of 'Education for All'.

November 4, 2015

Day 3: 8:30am - 9:00am

Vision for USAID Education for 2016 - 2020



Evelyn Rodriguez-Perez - Director, Office of Education, Bureau for Economic Growth, Education and Environment (E3), United States Agency for International Development

Ms. Rodriguez-Perez is a veteran educator of 30 years. She arrived in Washington on September, 2015 as USAID's Director of the Office Education, E3/Ed. Most recently, she served in Lima Peru as the Acting Deputy Director as well as the Director of the Office of Education and Health. Her previous tours include Egypt, where she served as Director of the Office of Education, and Honduras as the Deputy Director of the Office of Human Resources.

Prior to joining USAID, Ms. Rodriguez-Perez worked for the city of Chicago as a school administrator and taught at DePaul University as adjunct staff in the School of Education. She is a returned Peace Corp Volunteer, having served in Ecuador. Following her two-year volunteer commitment, she joined the Peace Corps staff as an education trainer. Ms. Rodriguez-Perez started her career as a learning disabilities specialist and middle school teacher.

She holds a M.Ed. from DePaul University and was certified as a public school principal by the City of Chicago in 2000.



Linda Darling-Hammond - Faculty Director, Stanford Center for Opportunity Policy in Education, Stanford University

Linda is a former president of the American Educational Research Association and member of the National Academy of Education as well as the American Academy of Arts and Sciences. Her research and policy work focus on issues of educational equity, teaching quality, and school reform. She has advised school leaders and policymakers at the local, state, and federal levels. In 2008, she served as director of President Obama's education policy transition team. Her book, *The Flat World and Education: How America's Commitment to Equity will Determine our Future*, received the coveted Grawemeyer Award in 2012. Among her most recent books are *Getting Teacher Evaluation Right: What Really*

Matters for Effectiveness and Improvement (2013) and Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning (2014). Darling-Hammond received her B.A. (magna cum laude) from Yale University in 1973, and her Ed.D. in Urban Education (with highest distinction) from Temple University in 1978. She holds honorary degrees from 14 universities in the United States and abroad and has received numerous awards for her contributions to research, policy, and practice.

Day 1: 9:00am - 10:00am

Panel: A Look at the Future: Education's Role in Achieving the Global Development Goals



Christine Veverka - Education Policy and Planning Team Lead, Bureau for Economic Growth, Education and Environment (E3), United States Agency for International Development

Mrs. Veverka joined USAID as a Foreign Service Officer in 2009. From 2010-2012, she served in USAID's education office in Honduras, focusing on education policy, curriculum design, national assessment system strengthening, teacher training, youth development, and community engagement. From 2012-2013, she was posted to Afghanistan, where she monitored programs focused on education system decentralization, community-based non formal instruction, and higher education leadership and development. Prior to joining USAID, she was a Peace Corps Special Education Volunteer and trainer in Jordan and an elementary school teacher in the Bronx and Harlem in the United States. She was a founding teacher of a charter school in New York City. She is a graduate of the University of Maryland and holds a Master's degree from Fordham University.



Dr. Amit Dar, Director, Education Global Practice, World Bank Group

In July 2014, Amit Dar was appointed Director of the World Bank Group's Education Global Practice. In this role he will be overseeing the operational program of the practice and assisting in strategy development and implementation. Prior to this, he was Sector Manager for Education in South Asia, where he oversaw the lending and analytical education program for the region. Amit has worked all over South Asia on education and labor market issues. Prior to this job he was in the Anchor Unit of the Social Protection group where he worked on similar issues in Africa, Latin America, East Asia, and the Middle East. Amit holds a Ph.D. in Economics from Brown University.



Anna French - Education Policy Team Head, Human Development Department, Department for International Development

Anna joined DFID in 2001, and has extensive experience in policy development for fragile states and education provision, and leading and managing programmes in fragile states including in Somalia, Afghanistan and Pakistan. During this time she also worked for 2 years as Senior Policy Adviser on Africa in the Cabinet Office, advising the Prime Minister on UK policy to Africa.

Ministerial Dignitaries



Dr. Lava Deo Awasthi - Joint Secretary, Planning Division, Ministry of Education, Nepal

Dr. Awasthi works on strategy development and coordinating service delivery for all public and private schools under the Ministry's purview.

He lead the planning process for Nepal's School Sector Reform Program and provides the vision guiding Nepal's Sector Wide Approach (SWAp). He has initiated reform programs to improve learning outcomes in schools, with emphasis on enhancing children's cognitive development and promoting mother-tongue based multilingual education. Under Dr. Awasthi's tenure, access to Early Childhood Education and Development (ECED) services has significantly expanded.

Prior to his current position, Dr. Awasthi served in various government organizations and education institutions in different capacities. He was the Director General of the Department of Education and before that the Head of the Ministry of Education's Foreign Aid Coordination Section. Dr. Awasthi is Visiting Faculty at Kathmandu University and Tribhuvan University of Nepal where he is engaged in educational research and development.

Dr. Awasthi earned his PhD from the Danish University of Education where he focused on Exploring Monolingual School Practices in Multilingual Nepal. He also holds a Master's degree in Applied Linguistics and TESOL from coursework completed in the United Kingdom, and a Master's degree in English Literature from Tribhuvan University.



Sophea Chan - Director of Primary Education, Department of Ministry of Education Youth and Sport, Kingdom of Cambodia

Mr. Chan is responsible for leading and managing educational development at the primary level in Cambodia. His focus is on strategy, master planning, and policy at the primary level for the Child Friendly School (CFS) program. He is a national core trainer of CFS and Early Grade Reading Assessment (EGRA), developing support documents and guidelines to implement nationwide. Prior to this position, Mr. Chan served as team leader CFS, EGRA, and Change Agent of Convention on the Right of Child (CRC). He earned his Master's Degree of Education Science

from Chamroeun University of Poly Technology in Phnom Penh. He is currently working towards a Ph.D. in Literature at Royal Academy of Cambodia.



Diwaker Dhungel - Executive Director, Curriculum Development Center, Ministry of Education, Government of Nepal

Mr. Dhungel is responsible for managing curriculum and textbook development, coordinating with public and private publishers and printers, strengthening the evaluation system, and overseeing small-scale research. Prior to serving at CDC, he was a Joint Secretary at the Ministry of Education overseeing monitoring and evaluation efforts as well as the strengthening of the education management information system.

As a professional educator, he has served in a variety of capacities, from a primary school teacher and senior teacher trainer to Chief of Curriculum Development and District Education Officer in Bhojpur District. Mr. Dhungel holds a Master's Degree in Education as well as a Master's Degree in Philosophy from the Danish University of Education. He also completed his Bachelor's degree at Tribhuvan University.



H.E. Lim Sothea - Director General, Policy and Planning, Ministry of Education Youth and Sport, Kingdom of Cambodia

Mr. Sothea is responsible for policy, and planning including aid coordination, monitoring and evaluation, and the Education Management Information System (EMIS). Prior to this position, he was Director of Planning from 2011-2014 and served as a mathematics teacher at Upper Secondary in Kandal Province from 1996- 1999. He holds a Master of Education Planning and Management from International Institute of Educational Planning (IIEP), UNESCO/Paris in 2006/7. He also holds a Master of Education Management and Administration from

University of Science Malaysia, Malaysia in 2005. He received a B.A in Science of Mathematics from Royal University of Phnom Penh, Cambodia in 1995.



Chinna Ung - Director of Education Quality, Assurance Department, Ministry of Education Youth and Sport, Kingdom of Cambodia

Mr. Ung is responsible for assessing student competencies in Grade 3, 6 and 8 (National Assessment) and conducting school inspections countrywide. Prior to this position, Chinna served as a high school mathematics teacher, technical staff for Education Planning, Planning Department, and technical staff for the National Examination Office, General Secondary Education Department. He received his Master's in Education Management from the Royal University of Phnom Penh, and

Bachelor's in Mathematics from the same university.



Guy-Serge Pompilus - Director, Training and Professional Development Directorate, Ministry of National Education and Vocational Training, Haiti

Mr. Pompilus leads the efforts to improve teacher capacity countrywide. His biggest challenge is implementing reform of the teacher certification process instituted by Minister Manigat.

Trained at the University of Paris 7 (France) in mathematics, Mr. Pompilus is a former teacher of mathematics at the Faculty of Sciences of Port-au-Prince. He was also the Dean of the École Normale Supérieure, the teacher training school of the

State University of Haiti. Mr. Pompilus is a recipient of the Order of the Academic Palms (France). He advised several education ministers in Haiti and is a Board Member for a number of Haitian non-profit organizations.



Rosalina J. Villaneza - MTB-MLE Focal Person; Chief, Curriculum Development Division, Bureau of Education, Department of Education, Republic of Philippines

Rosalina J. Villaneza has a distinguished academic career. Rose is a graduate of Western Mindanao State University with a Doctor of Philosophy in Education focused on Language Teaching. Rose is also a recipient of the AUSAID scholarship program at Deakin University Melbourne, Victoria with a Graduate Diploma in Teaching English to Speakers of Other Languages (Grad.Dip TESOL), and a recipient of a USAID scholarship program on E-Learning at the University of Maryland Baltimore County (UMBC), USA, with the course Best Practices in TESOL, and has completed a short course in Multilingual Education at Payap University, Chiang Mai, Thailand.

An educator with over 30 years of experience, Rose is currently the Focal Person of the MTB-MLE program and the Early Language Literacy and Numeracy Program/ECARP, and the Chief of the Curriculum Development Division of the Bureau of Elementary Education, Department of Education, Republic of Philippines. Rose has also held the position of Head of the National English Proficiency Program of the Department of Education from 2006 to 2010.

Speakers



Modupe Adefeso-Olateju - Managing Director, The Education Partnership Centre (TEP), Nigeria

Modupe is an education policy expert with several years of research experience spanning academia and private sector research. She has led work streams on a range of education sector support initiatives funded or assisted by international donors and funding agencies such as the UK Department for International Development (DfID), World Bank, Open Society Institute (OSI) and MacArthur Foundation. She is also leading the implementation of 'LEARNigeria', Nigeria's first citizen-led household assessment of learning which is currently piloting tests in early grade literacy and numeracy.

Friedrich Affolter - Program Manager, PBEA

Friedrich is a graduate of the Center for International Education of the University of Massachusetts, from where he holds an Ed.D and M.Ed. Prior to joining PD at NYHQ, Friedrich was the education cluster lead in Sudan, as well as the peace education focal point for UNICEF Sudan's YouthLead Project. Friedrich has also worked for UNODC South Africa (2008-2010) as victim empowerment capacity development expert, and for UNDP Angola as a civic education expert (2007 - 2008), and UNDP/UN-HABITAT Afghanistan as community mobilization training advisor (2002 - 2006).

Thomaz Alvares - Data Analyst, MSI



Thomaz provides technical services to USAID/Washington related to analyzing data for measuring progress towards the Agency's education global strategy goal of improving reading skills for 100 million children in primary grades by 2015. He also provides data analysis support for projects in Egypt, Kenya, Lebanon, and Pakistan. Prior to MSI, he worked for international organizations conducting analyses for early grade reading studies and curriculum-based tests in over 10 countries in Africa and Asia. He has managed randomized controlled trial studies of microfinance-based self-help groups in rural Tamil Nadu, India and IT skills training and job placement support for high school graduates in the informal settlements of Nairobi, Kenya.



Kate Anderson - Senior Policy Analyst, Associate Fellow, Center for Universal Education, Brookings Institute

Her work focuses on early childhood care and education, learning assessment, and innovations in education data collection and use. For the past four years, she has been the technical lead for the Learning Metrics Task Force (LMTF). Prior to joining Brookings, she was a Project Director at School Readiness Consulting, where she worked with education systems to strengthen policies and practice on early childhood education.

Katharine Andrade Eekhoff Project Coordinator, FHI 360

She currently coordinates programming interventions related to leadership, service and employability for youth at risk, leading the implementation and scaling strategy for the Jovenes Constructores (YouthBuilders) program with Catholic Relief Services in El Salvador (since 2010). She has been a professor in the Department of Political Science and Sociology at the Universidad Centroamericana 'José Simeón Cañas' (UCA) in El Salvador and worked for 8 years as a senior researcher with the Facultad Latinoamericana de Ciencias Sociales (FLASCO) in Central America, involved in policy related research on topics ranging from labor markets, poverty, social exclusion, violence, governance and international migration, among others.



Dr. Katharina Anton-Erxleben - Program Analyst, USAID

Katharina supports research and advocacy efforts centered on School-Related Gender-Based Violence (SRGBV) with a focus on Africa through the Opportunities for Achievement and Safety in Schools (OASIS) program. Among other activities, she has led the development of a conceptual framework and instrument for measuring SRGBV as well as a research project on the relationship between bullying and educational achievement and works closely with USAID field offices on program evaluations. In addition, she chairs the task team on research within the Global Partners Working Group on SRGBV, convened by the United Nations Girls Education Initiative (UNGEI), and the USAID working group on SRGBV.

Monika Aring – FHI 360

Monika has deep expertise on the policies, strategies, and programs needed for developing a country's workforce, focusing on topics such as skills needed for sustainable economic development and skills gaps and assets. Her work has also looked at where development and business goals overlap to provide

opportunities for strategic partnerships, what investment strategies are most effective for skill development, and what institutional arrangements are most effective to sustain progress. She has consulted for clients including the Asian Development Bank, ILO, The Aga Khan Foundation, UNESCO, Multilateral Investment Fund (IDB), the Conference Board, the World Bank, IADB, USAID, Swedish Development Agency, and U.S. States and federal agencies.



Tamar Manuelyan Atinc - Senior Fellow, Brookings

In her previous position at the World Bank, she was Vice President for Human Development for three years, overseeing the Bank's work in the areas of education, health, nutrition, and population and social protection and labor. She represented the Bank in many global fora, including as member of Scaling Up Nutrition (SUN) Lead Group. She served in the East Asia and the Pacific region in a number of positions during a 13-year period, including Acting Director for Human Development, Sector Manager for the Poverty Reduction and Economic Management Network, and Senior Economist on China. In the Africa region, she worked for eight years as Country Economist for Cameroon and Guinea, including three years in Yaounde.

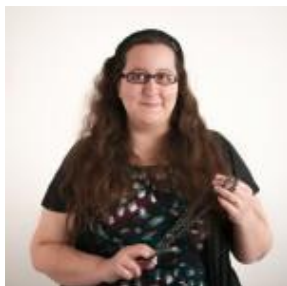
Andrew Baird - Senior Economic Growth Specialist, RTI

Andrew has more than 20 years of experience in economic growth initiatives, and particularly with workforce development, microenterprise, livelihood, agriculture, local capacity building, and new business development. He currently serves as the Program Director for Workforce and Economic Opportunities at RTI. Before joining RTI, Mr. Baird was the director of International Programs for Making Cents International, and developed programs and tools to promote economic growth in Nigeria, Jordan, Morocco, Senegal, Armenia, Paraguay, Togo, Sierra Leone, Philippines, and Mongolia. He has his Master's in International Relations from The Johns Hopkins University School of Advanced International Studies.



Sarah Banashek - Director of the Education Office, USAID/Ghana

Ms. Banashek joined USAID in 2008 as a BS-60 (Education) Foreign Service Officer. She has served in Washington, Senegal and Ghana. Ms. Banashek has a Master's Degree in International Education Policy from Harvard University and Bachelor's in British Literature from UC Davis.



Julia Bascom - Deputy Executive Director, Autistic Self Advocacy Network

Julia develops projects which look at ensuring meaningful, authentic, and respectful representation of the Autistic and disability communities throughout our society, and bridging the gap between theory vs. praxis. Julia served on the New Hampshire DD council as well on as her state's team for revitalizing statewide self-advocacy, and is the founder of The Loud Hands Project.



Lisa Bender - Education Specialist, UNICEF

Lisa has a background in humanitarian response, post-crisis transition and social programming for children and youth. At UNICEF's global headquarters, she provides technical and policy advice for the education sector with a focus on complex emergencies and fragile states. Lisa leads capacity development efforts related to Education in Emergencies for staff and partners, chairs the inter-agency Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (GADRRRES), and serves on UNICEF's Immediate Response Team.



Luis Benveniste - Practice Manager, Global Engagement and Knowledge, World Bank

Luis was a co-author of the World Development Report 2012: Gender Equality and Development. His recent publications include Teaching in Cambodia (2008), with J. Marshall and M. Araujo; Teaching in Lao PDR (2008), with J. Marshall and L. Santibaez; "The political structuration of assessment: Negotiating State power and legitimacy," in A.H. Halsey, P. Brown, H. Lauder & J. Dillabough (eds.); Education: Globalisation and Social Change (2006) and All Else Equal (2003), with M. Carnoy and R. Rothstein, which deals with accountability and the organization of public and private schools in the United States.



Jean-Marc Bernard - Deputy Chief Technical Officer, Strategy, Policy, and Performance Team, Global Partnership for Education (GPE) Secretariat

Jean-Marc joined the GPE Secretariat in January 2012. Prior, he worked first as senior education specialist for the Country Support Team and team lead for fragile and conflict affected countries, and then as team lead of the Monitoring and Evaluation Team before his current position. Jean-Marc has extensive experience in the education sector working on both analytical and evaluation work and policy dialogue. He has

worked in more than 25 countries.



Helen Boyle - Associate Professor, Department of Educational Leadership and Policy Studies, Florida State University

Dr. Boyle also holds a joint appointment with the Center for International Studies in Education Research and Development (CISERD) at FSU's Learning Systems Institute. Her research explores the evolving role of Islamic education institutions in North and West Africa and the Middle East in advancing national and international development goals with regard to education and literacy. She is currently working on a project to explore the role of Qur'anic memorization in facilitating early grade reading skills in Arabic, in Morocco.

Dr. Annette N. Brown - Deputy Director, International Initiative for Impact Evaluation (3ie); Head of the 3ie Washington office

Annette leads 3ie's impact evaluation services programs, replication program, HIV and AIDS evidence programs, and a variety of research projects on topics including youth and transferable skills and adolescent reproductive health. Until May 2012, she also served as Chief Evaluation Officer, for which she directed 3ie's evaluation office and oversaw grants management and quality assurance for all primary study research funded by 3ie. Previously she held positions at several development implementers and before that was an Assistant Professor of economics at Western Michigan University.



Jocelyn G. Brown - Deputy Administrator, Foreign Agricultural Service (FAS), USDA

In this position, she oversees USDA's international food and technical assistance programs, including the McGovern-Dole Food for Education and Child Nutrition Program, the Food for Progress Program, the Cochran and Borlaug Fellowship Programs, and numerous technical assistance projects that promote U.S. government food security and trade capacity building goals. Before serving as Deputy Administrator, she covered trade policy issues for Asia, Africa and the Middle East, concentrating on China, India, and Africa Growth and Opportunity Act agricultural policy issues. From 1998-2006, she worked directly with international organizations such as the Food and Agriculture Organization of the United Nations and the Inter-American Institute for Cooperation in Agriculture. She was a Peace Corps volunteer at the Northwest Frontier Province Agriculture University in Peshawar, Pakistan from 1988-1990. She holds an MBA with a concentration in international development from George Washington University and graduated magna cum laude from Harvard University in American Literature.

Robert Burch – Education Development Officer, Asia Bureau, US Agency for International Development

He has a wealth of experience in education, monitoring, and evaluation. He has worked in the field of education and training in the United States, Thailand, Yemen, Saudi Arabia, Egypt, and the Philippines as a teacher, teacher trainer, and evaluator of education programs. In Egypt, Robert worked as a lecturer at the Faculty of Education, Cairo University with the Binational Fulbright Commission. Robert joined USAID as a direct hire through the DLI Program in 2009. He most recently served as Education Team Leader in the Philippines, where he managed a diverse portfolio that included early grade reading, equitable access to quality education in Mindanao, and higher education with a focus on science, technology and innovation. Prior to that, he worked as a USPSC/Education Specialist at USAID/Egypt for several years. There he managed several basic and higher education programs as well as Mission education evaluations.



Santiago Cueto Caballero - Research Coordinator, GRADE, Peru

Santiago is the Country Coordinator of the Young Lives (YL) longitudinal study in Peru. With the support of DFID, this study follows the development of 12,000 children over fifteen years across four countries: Ethiopia, India (Andhra Pradesh and Telangana states), Peru, and Vietnam. Santiago is also Research Director at

GRADE, a private research center in Lima, and a member of the National Council of Education of Peru.



Manuel Enrique Cardoso - Education Specialist (Learning), UNICEF

Manuel is the organization's global focal point on learning. As such, he currently leads the development of a learning module for Multiple Indicators' Cluster Survey (MICS), and collaborates closely with regional and country offices on a number of projects related to learning and assessment.



Michael W. Carroll - Professor of Law Director, Program on Information Justice and Intellectual Property, American University

Professor. Carroll teaches and writes about intellectual property and cyber law. Professor Carroll's research focuses on the search for balance in intellectual property law over time in the face of challenges posed by new technologies. His research includes projects that identify the social costs imposed by one-size-fits-all intellectual property rights, and addresses the history of copyright in music.



Dr. Richard Catalano - Bartley Dobb Professor, Study and Prevention of Violence and Co-founder, Social Development Research Group, School of Social Work, University of Washington; President, Society for Prevention Research

For over 35 years, he has led research and program development to promote positive youth development and prevent problem behavior. His work has focused on discovering risk and protective factors for positive and problem behavior, designing and evaluating programs to address these factors, and using this knowledge to understand and improve prevention service systems in states and communities. He has served on expert panels for the National Academy of Science, Federal and State government, and foundations. He has published over 350 articles and book chapters.



Colette Chabbott - Adjunct Faculty, International Education Program, George Washington University

Colette earned a BA in economics from the University of North Carolina at Chapel Hill, an MPA (Development Policy) from the Woodrow Wilson School of Public Affairs, and a PhD from Stanford University's School of Education. Dr. Chabbott uses the sociology of organizations to study the international development field. She has published her research in scholarly books and articles, and applied it in dozens of cases for international development agencies. Her publications include, *Institutionalizing Health for All and Education for ALL: Global Goals; Innovations, and Scaling Up* (Teachers College Press, 2015); and, "Carrot Soup, Magic Bullets, and Scientific Research for Education and Development."



Dr. Catherine Chan - Professor & Department Chair, College of Tropical Agriculture and Human Resources, University of Hawaii, Manoa

Her educational training (BA, MS and Ph.D.) is in Microbiology, Plant and Soil Sciences and Agricultural Economics with a concentration in International Development respectively. She has secured over \$10 million dollars as Principal or co-Principal Investigator for her research and training activities in agricultural development, market competitiveness, trade and institutional and human capacity building. She has published 4 books and over 55 journal articles. She has received an

honorary doctoral degree from the Agricultural University in Tirana, Albania from the work she did in building the capacity of the faculty.



Rachel Christina - Director, International Basic Education and Literacy Education Development Center (EDC)

Rachel designs, implements, and evaluates research-based education initiatives around the world, with emphasis on literacy, school quality improvement, teacher and school leader professional development, and early childhood development. Rachel has overseen the refinement and strategic rollout of EDC's signature *Read Right Now!* literacy program for early grades and youth in low resource environments. She also provides quality assurance for the implementation of *Read Right Now!* in many countries including Senegal, Mali, the Philippines, and the Democratic Republic of

Congo.



Guillermo Cespedes - Senior Advisor to Global Citizen Security Programs, Creative Associates

He is a violence reduction expert with over 30 years of experience working with socially and economically marginalized youth and families across the US and in Latin America. Appointed Los Angeles Deputy Mayor/Director of the Office of Gang Reduction and Youth Development (GRYD) in 2009, he conceptualized and guided the implementation of what is considered to date, the most robust comprehensive gang violence reduction strategy in the United

States. His innovative data-driven approaches such as the Summer Night Lights Program, The Secondary Prevention Family Model, and the Triangle Incident Response led to a 49% drop in homicide rates over a five-year period. He is a former Professor of Social Work at Sacred Heart University and Adjunct Professor of Africana Studies at Cal State Dominguez. Mr. Cespedes joined Creative Associates in January of 2014 and has guided USAID implementing partners in El Salvador, Guatemala, and Honduras and Mexico in developing secondary prevention family programs aimed at reducing empirically derived risk factors for gang joining.

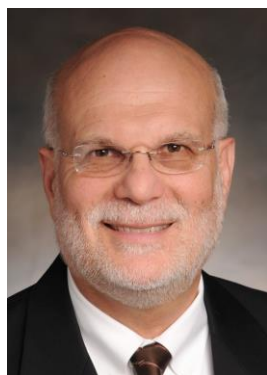
Kevin Corbin - Chief of Party: Mindanao Youth for Development (MYDev) Program, USAID/Philippines

The program is a youth livelihood improvement and civic engagement project implemented by EDC in conflict and post-conflict areas of the southern Philippines. Mr. Corbin has over 15 years of international development experience in South Africa, Egypt, Indonesia, the Philippines and Guyana with 8 years of experience managing education and youth programming in Mindanao. His sector and subsector expertise includes basic education, livelihoods, TVET/Workforce Development, and nonformal education. He has designed and led programming for a range of donors including management of technical programming, operations, strategic management and M&E. Mr. Corbin's role as Chief of Party includes ensuring that government ministries and departments are other key stakeholders are appropriately supported in taking a lead in developing the overall strategic plan for program implementation, monitoring, and reporting on progress, results achieved, and lessons learned.



Kristen Cordell, Senior Gender Advisor, Office of Afghanistan and Pakistan Affairs, USAID

Ms. Cordell has led the design of the \$216 million Promote program, USAID's largest single investment in gender equity and women's empowerment. Prior to her work at USAID, she led gender development in the Democratic Republic of Congo, Liberia, and Lebanon. She advised on issues related to sexual and gender based violence, gender and security sector reform, and empowerment strategies for women in post conflict contexts. She has authored several reports on the role of gender in post conflict reconstruction including coauthoring: Women and Nation Building (RAND, 2007).



Luis Crouch - Senior Economist and Chief Technical Officer, RTI International Development Group

Luis specializes in education policy, decentralized finance (e.g., funding formulas) and decentralization, political economy of reform, education statistics, planning, and projections. He has experience in all key areas of policy analysis, from the generation of primary data, to statistical and econometric analysis, to Cabinet-level policy dialogue. In the last few years, he has become interested in early grade reading and targeted Early Childhood Development, as the key entry-points to improve education systems' response to the quality imperative.



Carol da Silva - Senior Advisor of Basic Education, Save the Children

Carol provides thought leadership and technical guidance to basic education programming in literacy, numeracy, education in conflict and fragile environments. Carol's main areas of expertise are education in developing countries, bilingual education, and global citizenship. She has worked on education projects for USAID, The World Bank, and other international organizations. . Carol has also taught courses at the Harvard Graduate School of Education, The College of the Holy Cross, and American University, where she helped develop a new master's degree program in Bilingual Education. .



Marcia Davidson - Education Development Officer, Bureau for Economic Growth, Education and Environment (E3), USAID

Dr. Davidson currently consults on projects funded by USAID and the World Bank in early literacy in Africa, S.E. Asia, and the South Pacific. She has designed, implemented, and consulted in the development of reading interventions in multiple languages in 13 countries in Asia and Africa since 2007. She consults in the design and enumerator training for Early Grade Reading Assessments in local languages, designs coaching models and professional development training, and designed and implemented a reading course for pre-service teachers in Liberia.



Jeff Davis - Technical Director & Education Practice Area Lead, MSI

A psychometrician and mathematics educator by training, Dr. Davis began his career in assessment doing individually-administered standardized mathematics testing of young children in Africa. Currently, he is supporting USAID/Washington on measuring progress toward Goal 1, along with work on USAID-funded projects in Egypt, Kenya, Lebanon, and South Sudan. Dr. Davis has served on several international education committees for the development of standards and assessments in literacy and numeracy for GTZ, UNESCO, USAID, and the World Bank.

Dr. Thomas de Hoop - Senior Researcher, American Institutes for Research

Dr. de Hoop is currently the principal investigator on two projects, one with BRAC Bangladesh and the other with the UK Government's Department for International Development (DFID). In addition, he is the co-principal investigator for three systematic reviews concerned with the impact of self-help groups on women's empowerment, interventions to increase women's participation in higher skilled occupations, and interventions to improve reading outcomes in Latin-America. Previously, Dr. de Hoop worked as an evaluation specialist for the International Initiative for Impact Evaluation (3ie) in New Delhi, India.



David Dod - Senior Fiscal Advisor, Office of Economic Policy, USAID

David supports USAID's technical assistance activities since 2003 in the areas of tax policy and administration, anti-corruption interventions, and banking and financial-sector development. A particular goal of his team is to help field missions to launch or expand domestic revenue mobilization assistance activities, as envisioned in the US commitment under the Addis Tax Initiative, to substantially increase by 2020 such assistance to partner countries committed to achieve ambitious, medium-term development goals.



Katelyn Donnelly - Managing Director, Pearson

Katelyn is an active advisor on Pearson's global strategy, efficacy, research and innovation agenda, as well as a consultant to governments on education system transformation and delivery. She is the co-author of [Alive in the Swamp](#), *An Avalanche is Coming* and *Oceans of Innovation*, leading publications that explore the dramatic transformation of the education sector. She serves as a non-executive

director and strategic advisor for several companies across Europe, Asia and Africa. Previously, she was a consultant with McKinsey & Company.



Margaret (Peggy) Dubeck - Senior Literacy Researcher, RTI International

Dr. Dubeck is a literacy and assessment expert who aims to improve children's achievement through empirical research. Her interest in literacy research began with examining dyslexic readers learning in multilingual contexts. Since then, Dr. Dubeck has participated in the entire research cycle, including multidisciplinary randomized control trials, funding, sensitization, piloting, implementation, evaluation, analysis, and dissemination. She has extensive experience with assessments that are instructionally transparent and inform evaluations.



Guinevere Eden – Professor, Department of Pediatrics and Director, Center for the Study of Learning, Georgetown University

Dr. Eden works in the area of neuroscience with a primary focus on the brain-bases of the reading and the common learning disability developmental dyslexia. For this research, she and her colleagues employ behavioral measures and brain imaging techniques such as functional and structural magnetic resonance. Dr. Eden and her colleagues were the first to apply fMRI to the study of dyslexia and she continues to investigate the neural representation of sensory processing and reading and how it may be different in individuals with learning disabilities or altered early sensory experience.



Michelle Feist - Director of the Department of School and Community Services, FHI 360

Ms. Feist has nearly 20 years of experience supporting systemic change initiatives focused on school reform and youth development. She has provided technical assistance and professional development to hundreds of school, district and CBO partners throughout the United States. In addition to providing direct TA, Ms. Feist manages local and national networks of experts that focus on cross-site learning and sharing in areas such as middle grades reform, high school reform, dropout prevention and disconnected youth. Ms. Feist has a Master's in Public Affairs from the Woodrow Wilson School at Princeton University.



Jennifer Flemming - University of Massachusetts

Jennifer has an M.Ed in International Education Policy from the Harvard Graduate School of Education, an M.A. in Anthropology from the University of Colorado and a B.A. in Peace and Justice Studies from Tufts University. She is a doctoral student at the Center for International Education at University of Massachusetts Amherst, focusing on education in crisis and conflict settings. She is particularly interested in the role of civil society and communities in developing creative opportunities for educating refugee populations, and ultimately plans to focus her research on the Syrian refugee crisis.



Ana Florez, Education Technical Advisor and Project Director at FHI 360

Anna is leading the Post-Primary and Youth initiative at the Global Education Group at FHI 360, where she oversees program implementation and provide technical leadership in the areas of secondary education, higher education and workforce. Currently, she directs the USAID's Education for Children and Youth Project in El Salvador. This Project aims to improve educational opportunities for economically disadvantaged students in lower secondary schools (grades 7-9) and out-of-school youth living in municipalities with high crime rates. She has two decades of experience in international education and program management. Ms. Florez holds an Ed.M. in International Education Policy from Harvard University.



Antonio Mize Francisco - Education Specialist, Education, Democracy, and Governance Office, USAID/Mozambique

Antonio co-manages a Goal 1 education early grade reading project for Mozambican children, having participated in the project design and actively contributed to effective management of related integrated and independent IE, including data collection for the baseline study and subsequent Midline I and Midline II data collection, results dissemination and use by in-country stakeholders. Antonio has also been managing education contracts and grants since 2012. He participates in the mission led APS process to engage local NGOs and the IPR related G2G activities, including the contribution to the Mission-led PFMRAF process.



Dr. Paul Frank - Executive Director, SIL LEAD, Inc.

Paul has a PhD in linguistics and experience in applied linguistic research and the management of development programs in minority language communities. Paul is an experienced Bloom user and worked closely with the Bloom development team as it developed the version that won the Enabling Writers competition. He is an integral part of ongoing Bloom development.



Dr. Justin van Fleet - Director, International Commission on Financing Global Education Opportunity; Chief of Staff to the United Nations Special Envoy for Global Education, Former UK Prime Minister Gordon Brown.

Justin also serves on the Advisory Board of the Global Business Coalition for Education, works with the UK children's charity founded by Sarah Brown, Theirworld, and is nonresident fellow at the Brookings Institution. van Fleet graduated with a Ph.D. from the University of Maryland in international education policy and holds a MA degree from Harvard University in the same field.



Shai Fuxman - Protocols and Metrics Specialist, ECCN

Since 1999, Shai has worked in EDC's Health and Human Development and the Learning and Teaching divisions. He presently serves as the lead evaluator on HP LIFE—a free and open online program to prepare entrepreneurs around the world for small business success. In this role he crafts evaluation designs, develops monitoring and evaluation instruments, collects and analyzes quantitative data to ensure quality of

program design and implementation, and analyses data in reports for the funder. In addition, Shai oversees a federally funded project that assesses effective practices to promote healthy decision-making among Latino youth.

Kamau Gachigi - Executive Director, Gearbox

Gearbox is the first shared platform for modern manufacturing in Africa. Kamau is also a Board member of Numerical Machining Complex in Nairobi. Until recently, he headed the University of Nairobi (UoN) Science & Technology Park, and also established and headed the Fab Lab at UoN, which is part of the International Fab Lab network started at MIT. He also founded a Fab Lab in an economically depressed area in Nairobi. He has taught materials science to engineering students at UoN since 1999. His areas of research include activated carbon from waste and value addition of ores. He holds a U.S. patent in electronic materials, has published 10 scientific papers, 17 papers on technology and innovation, including a book chapter published by the University of Texas. HE spent 2.5 years in Japan as a researcher at TDL, and his doctorate is in Solid State Science from Penn State University.



Dr. Aulo Gelli - Research Fellow, Poverty, Health and Nutrition Division, IFPRI

Aulo's research interests lie at the intersection between food policy and nutrition, with a particular focus on evaluating the impact of child health and nutrition interventions in low-income settings. His current work includes leading the first randomised control trials of on the impact of school and pre-school meals linked to smallholder agriculture, with ongoing studies in Malawi, Mali and Ghana. His training includes a BSc in physics at Imperial College London, an MSc in neural networks at Kings College London, an MA in development economics and food security at the University of Rome, and a DPhil in epidemiology at Imperial College.



John Gillies - Director, Global Learning, FHI360

John Gillies oversees technical leadership, business development and program management for FHI 360's international education projects and scholarship and exchange programs, which operate in Africa, Asia, the Middle East and Latin America. He has more than 40 years of international development experience. Prior to joining FHI 360, he worked for the Academy for Educational Development (AED), where he held the positions of Senior Vice President and Director of the Global Learning Group.



Mark Ginsburg - Senior Technical Advisor, Research, Evaluation, and Teacher Education, Global Learning Group at FHI 360; Visiting Professor, International Education Program, College of Education, University of Maryland

Mark has provided technical assistance to projects in in Democratic Republic of Congo, El Salvador, Egypt, Equatorial Guinea, Liberia, Malawi, Pakistan, Peru, Rwanda, South Sudan, and Zambia, and was the Director the Faculties of Education Reform project of the USAID-funded Educational Reform Program in Egypt (2004-2006). Additionally, He was a faculty member at the University of Aston in Birmingham (England, 1976-78), the University of Houston (Texas, USA, 1978-87), the University of Pittsburgh (Pennsylvania, USA, 1987-2004), and Teachers College, Columbia University (2011-2013).



Gayle R. Girod - Chief Innovation Officer, Global Development Lab in the Bureau for Economic Growth, Education, and the Environment (E3), USAID

Gayle is the Chief Innovation Officer at USAID, covering legal issues for the Global Development Lab and E3 , as well as issues related to open data and intellectual property. Gayle joined the General Counsel Office at USAID in May 2011.



Lara Goldmark - Director of Private Sector Innovations, FHI360

Lara is responsible for a portfolio of projects including USAID's *Workforce Connections*, launched in October 2013 and for which she serves as Project Director. Recently Lara worked with the FSG Gold Fields mining project in Peru to develop a shared value strategy (shared value opportunities increase business competitiveness while achieving social impact). Prior to this assignment Lara managed DAI's portfolio of Private Sector Development projects, served as Chief of Party for USAID's Improving the Business Climate Program in Morocco, and founded a DAI subsidiary in Brazil.

Sonia Gomez - Education Specialist, UNHCR

Sonia works with UNHCR's Education Unit in Geneva. She has also worked with UNICEF, UNDP and as a high school teacher.



Dr. Amber Gove - Director of Research, RTI International

Amber is focused on the development of the Early Grade Reading Assessment (EGRA), a system-level diagnostic for understanding students' foundational skills in reading. Amber has more than a dozen years of experience collaborating with government education departments in project design and evaluation, research and data analysis, and policy dialogue. She has worked closely with government counterparts in more than a dozen countries—most recently in Nicaragua and The Gambia—to design and implement complex education projects and to develop plans to track project progress.

Dr. Alec Hansen - FHI 360

Alec specializes in competitiveness strategy development. He has directed competitiveness initiatives in 25 countries, using value chain analysis and collaborative methods to involve stakeholders in cluster identification and growth. His experience is evenly split between advanced and emerging economies, working in aerospace, biotechnology, electronics, food processing, healthcare, information technology (ICT), metals and machinery, tourism, textiles and apparel, and transportation industries, among others. He served most recently as Chief of Party of the USAID Jordan Competitiveness Program. Dr. Hansen is a former president, and currently serving on the Board of Advisors of The Competitiveness Institute, a nonprofit network of cluster practitioners world-wide. He holds a Ph.D. in economics from Boston University, and a B.A. in economics from the University of California at Berkeley.



Robert Hecht - Managing Director, Results for Development Institute (R4D)

Robert oversees a portfolio analyzing policy barriers and solutions related to research and development, infectious diseases, child health and nutrition, and financial protection in developing countries. His team's work focuses on

challenges and opportunities to “maximize impact and value” in global health. Focus areas include the design and evaluation of new policies and financing mechanisms to stimulate product and systems innovation; financial forecasting for health program scale up, monitoring expenditures and assessing efficiency; and assisting countries and their donor partners to transition from dependence on external support to increasing national self-reliance.

John F. Helwig - Senior Education Advisor, DevTech

John is a Senior Education Advisor. Dr. Helwig has over 35 years of experience in project management, education, community development, judicial reform, institutional strengthening, and programs for youth, research, policy dialogue, supervision, evaluation, training, teaching, workforce development and distance learning technologies. He has worked in Latin America/Caribbean, Eastern Europe, Africa and Asia.



Sieng Heng - Development Assistance Specialist (Education), Office of Public Health and Education, USAID/Cambodia

Mr. Heng has worked for USAID since July 2006. He serves as the point of contact for education programs for USAID/Cambodia and manages a number of USAID education projects. Prior to joining USAID/Cambodia, he worked for a number of international NGOs with many different responsibilities. He was a high school teacher in public school for four years, and holds a master’s degree in education from Royal University of Phnom Penh, Cambodia.



Michael Hunter - Founding Partner, Readsters

Michael found his passion for teaching struggling readers by volunteering to teach adults to read in Washington DC. Michael is co-author of Phonics Plug-In ONE, Phonics Blitz, and Phonics Boost lessons, Practice Packets for Fixing Common Phonics Confusions, and the Diagnostic Decoding Surveys. Michael presents professional development workshops in the USA and advises schools and districts on implementation of effective reading instruction. He also continues to create assessments, lessons, and other materials to help beginning and struggling readers.



Meredith Jacob - Assistant Director, Program on Information Justice and Intellectual Property (PIJIP), American University

Meredith’s work includes student outreach and advising, curriculum coordination, and academic research and public interest advocacy. Her work with PIJIP includes research and advocacy focused on open access to federally funded research, flexible limitations and exceptions to copyright, and public interest international intellectual property.



Shubha Jayaram - Senior Program Officer Results, Development Institute (R4D)

Shubha works on the education portfolio, leading projects broadly focused on improving education opportunities and outcomes. Her areas of focus include

secondary education, workforce development, youth employability, and education financing. She leads the feasibility study for a Global Book Fund, and works with partners and country consultants to analyze the feasibility and design of the proposed Fund. She is also team lead for a collaboration project to identify innovative models of skills delivery in the Latin America and Caribbean region.



Nicandro Juarez - President and Founder, Juarez and Associates

Mr. Juárez is a Certified Management Consultant, having over 40 years of experience in project direction and management. He received an MA degree from the University of California at Los Angeles and keeps abreast of current trends and events in his fields of expertise.



Tesfaye Kelemework - Senior Education Advisor, Basic Education Services Office, USAID/Ethiopia

Mr. Kelemework joined USAID/Ethiopia in September 2002. He has over 25 years of experience in education, with 20 years in educational planning, management of education programs/projects, educational policy analysis, and monitoring and evaluation of education programs/projects at the Ethiopian Ministry of Education and USAID/Ethiopia. During his service at the Ministry of Education, he co-led the preparation and implementation of the first and the second Education Sector Development Programs (ESDP-I and ESDP-II).



Dr. Stefanie Kendall - Regional Education Officer, Middle East Regional Platform

Stefanie has over 20 years of experience in education, as a teacher, researcher, and development professional. As a specialist in education reform in conflict and post-conflict contexts, she conducted research and/or designed programs in Turkey, Northern Ireland, Israel, Pakistan, Haiti, Iraq, Jordan, Morocco, and Egypt. Beyond dedication to school access, teacher excellence, and child welfare, Stefanie is interested in the ways that donors and the private sector can swiftly and effectively meet development challenges with an eye towards sustainability. She has a Doctorate in Teaching and Learning in Post/Conflict from Michigan State University that focused on integrated education, teacher practice, and policy development in contexts transitioning from conflict to stability.



Young-Suk Grace Kim - Associate Professor: Research Faculty, Florida State University

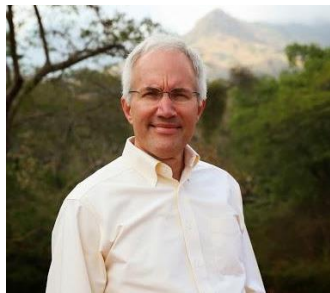
Dr. Kim is currently a Principal Investigator and Co-Investigator of several studies funded by the Institute of Education Sciences, U.S. Department of Education, and National Institute of Child Health and Human Development, and the National Research Foundation of Korea. She serves an associate editor for the Journal of Educational Psychology, and Reading and Writing: An Interdisciplinary Journal.

Dr. Evgeny Klochikhin - Senior Data Scientist, International Development, Evaluation and Research Program and the Center for the Science of Science and Innovation Policy, AIR.

Dr. Klochikhin leads the Data for Policy practice area and is responsible for the development and justification of new and innovative methods of evidence-based policy making and evaluation using advanced data science and computational techniques. He is an expert in new computational approaches for text mining and Big Data analysis, including topic modeling, information retrieval, MySQL, web scraping, and others. Dr. Klochikhin received his PhD from the Manchester Business School at the University of Manchester (UK).

Gjorgji Kushevski - Chief of Party of Youth Employability Skills Network Project, EDC

He has more than 20 years' experience in vocational education and workforce development. His professional career begins in 1993 as an IT engineer. In 1994 he continues with his career in technical vocational school as a teacher for technical vocational subjects and practical instruction. Since 1998, he has been working as education and workforce development specialist in several EU and USAID funded projects, designing and implementing activities focused on workforce development, career counselling and increasing employability skills in youth. He worked on development of several manuals, training programs and teaching materials, using his extensive experience in education, industry and the labor market.



David Kraybill - Professor, The Ohio State University Chief of Party, Innovative Agricultural Research Initiative (iAGRI)

From 2011-present, at the request of OSU, Dr. Kraybill has resided in Tanzania to serve as iAGRI's Chief of Party. iAGRI is a 6- year, \$25.5 million project engaged in human and institutional capacity building in Tanzania at Sokoine University of Agriculture and the Ministry of Agriculture, Food Security, and Cooperatives. The mission of iAGRI is to prepare the next generation of scientists, teachers, business people, and food system leaders to make Tanzania food secure.



Tatiana Laborde - Associate, Strategy and Innovation Division, Inter-American Investment Corporation

Tatiana works with the Strategy and Innovation Division of the Inter-American Investment Corporation (IIC), a member of the Inter-American Development Bank (IDB) Group, where she focuses on developing learning tools to support the growth of small and medium enterprises (SMEs) in Latin America and the Caribbean. Her projects include the development of Massive Online Open Courses (MOOCs) and the FINPYME App, a mobile application that serves as an advisor for SMEs. She is the content manager of ConnectAmericas Academy, an IDB

Group platform dedicated to promoting foreign trade and international investment, whose MOOCs have reached over 11,000 users with a completion rate of 16%.



Lisa Lahalih - Education Specialist, USAID/Jordan

Lisa is the Agreement Officer's Representative (AOR) for the Early Grade Reading and Math Project in Jordan. She is the technical lead for all basic education activities within the Education and Youth Office, which includes managing and monitoring current formal education projects and leading the design of future projects. Her focus is on strategy and policy development, basic education, curriculum reform, and teacher training. She also represents USAID in donor coordination efforts and at the Ministry of Education.



Andrew Law - Director, Open Media Unit (OMU)

Andrew's interest lie in helping people move from informal to formal learning, and in particular supporting those with little or no access to traditional formal educational. The Open Media Unit coordinates 'all the free stuff' from the OU: The strategy and commissioning of broadcasts with the [BBC](#), as well as [OpenLearn](#), [YouTube](#), [iTunes U](#), and [FutureLearn](#) activities.

Chelsea Lehman - International Education, RTI International

Chelsea began her career in International Education as an English as a second language teacher in Terrengganu, Malaysia. After finishing her teaching job in Malaysia, Chelsea taught English to a Burmese refugee group on the Thai Burma border and travelled in Southeast Asia. As a Senior Project Coordinator at ACIDI/VOCA, Chelsea worked to streamline ACIDI/VOCA's startup and closeout procedures and backstopped US government funded international development projects. Chelsea currently works at RTI International in the International Education division and backstops the USAID funded Early Grade Reading program in Nepal.

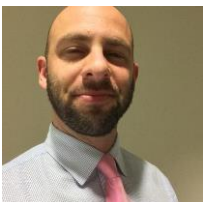
Dr. Brian Levy - Professor of the Practice of International Development, School of Advanced International Studies, Johns Hopkins University & Academic Director, Graduate School of Development Policy and Practice, University of Cape Town

Brian worked at the World Bank from 1989 to 2012, including as manager of the Africa Vice Presidency Public Sector Reform and Capacity Building Unit, and as head of the secretariat responsible for the design and implementation of the World Bank Group's governance and anti-corruption strategy. He has published widely on the interactions among institutions, political economy and development policy. His most recent book is *Working with the Grain: Integrating Governance and Growth in Development Strategies* (Oxford U Press, 2014; info at www.workingwiththegrain.com.) He completed his Ph.D in economics at Harvard University in 1983.



John Lindsay - Technical Officer, Workforce Development, FHI360

In this role he provides technical leadership in designing and implementing workforce development strategies and programs throughout the world. Mr. Lindsay's technical experience includes developing national and institutional level workforce and skills development strategies; creating practical tools for planners, managers, and staff to implement institutional strengthening; refining education and training systems including: qualification guidelines, alignment of training to standards, establishing industry-education structures, and developing training tools. Mr. Lindsay has over 10 years of professional experience in Workforce Development, Human Capacity Building, Labor Market Analysis, and Labor Migration.



Michael C. Lisman - Education Advisor, Bureau for Latin America and the Caribbean (LAC), USAID

Michael serves as the AOR for the LAC Reads Capacity Program, implemented by AIR. Prior to joining USAID in 2011, he worked at the Inter-American Dialogue / PREAL, and served in the Peace Corps in Dominican Republic. He holds an Ed.M. in International Education Policy from Harvard University and is currently a doctoral candidate in education at the Johns Hopkins University.

Stephen Luke, Ed.D., - Director, Technology, Innovation & Education, FHI 360

Stephen provides strategic direction and leadership in the area of technology, innovation and education. Dr. Luke currently manages the USAID Basic Education Program in Kosovo and has also led work for UNHCR, the U.S. Department of State, and the U.S. Department of Education. Dr. Luke offers 20+ years of experience in educational technology design & implementation. He has established expertise in both U.S. domestic (NCLB & IDEA) and international (Education for All) education policy and practice and brings to his work a specialized interest in issues pertaining to diverse & disadvantaged populations. Dr. Luke received an Ed.D. and Ed.M. from Harvard University, an M.A. from Boston University, and a B.S. from Cornell University.



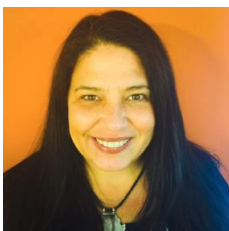
Angela Martin - Senior Counterterrorism Advisor, Africa Bureau, USAID

Angela brings over 25 years of experience designing, managing, and implementing programs for US Government agencies such as USAID, African Development Foundation and the Peace Corps, with significant field experience in West, Central, and Southern Africa, and the Balkans. She is a senior manager and policy advisor with extensive experience in developing and applying policy decisions to assure successful implementation of field-level projects. She led all aspects of the Trans Sahara Counter Terrorism Partnership (TSCTP) program start-up for USAID and has led numerous field based assessments of violent extremism risk in Sub-Saharan Africa. She directed the USAID Africa Bureau development of technical guides which serve as the foundation for all for development assistance programs to counter violent extremism (CVE) in the agency.



Charlotte V. McClain-Nhlapo - Global Disability Advisor, Social, Urban, Rural and Resilience (GPSURR) Global Practice, World Bank Group

Charlotte focuses on working with and supporting operational teams across the institution to ensure that Bank policies, programs and projects mainstreams persons with disabilities into development. She comes from USAID after serving four years as the coordinator for disability and inclusive development. Appointed by U.S. President Barack Obama in 2011 she led USAID's work on disability inclusive development, from developing policies and country strategies to technical assistance for program implementation.



Jill Meeks - Director, Education and Youth Practice, Chemonics

Jill Loran Arriaga Meeks has over 20 years of experience in education and international development. She currently manages the Access to Basic Education All Children Reading IDIQ.



Ad Melkert - FHI 360

Ad has formerly served as the UN Under-Secretary-General and Associate Administrator of UNDP. Previously, Mr. Melkert served as a member of the Board of Directors at the World Bank after a long and prominent political career in the Dutch Labour Party. He was member of Parliament and Minister of Social Affairs and Employment. He was active in the international and European youth movement and worked for the Dutch development NGO Novib. In Parliament, he was a member of the Standing Committees for Foreign Affairs and Development Co-operation. As a Minister, he led the Dutch delegations to the UN World Conference on Women in Beijing (1995) and to the International Labour Organization's annual meetings. Mr. Melkert holds a Master's degree in Political Sciences from the University of Amsterdam.



Alicia Menendez – Research Associate Professor, University of Chicago and Principal Research Scientist, NORC

Alicia is a Research Associate Professor of Economics in the Harris School of Public Policy Studies at the University of Chicago and Principal Research Scientist in the International Projects Department at NORC. Her research focuses on the micro-fundamentals of economic development. The focus of her work is investments in human capital and household behavior. She has extensive experience in leading experimental and quasi-experimental design evaluations and associated data collection and analysis.

Sarah Miller – Center for Adult and Experiential Learning

Ms. Miller has 12 years of experience working with the public sector through the K-12 education system, post-secondary education stakeholders and regional, statewide and community initiatives. Joining CAEL in 2009, she has led key initiatives with CAEL through regional education and workforce alignment strategies; employer, workforce organization and economic development engagement; development and delivery of training modules; and capacity building for various sector strategies, non-profit organizations and consortia of college partners. Prior to joining CAEL Sarah was a high school teacher of social studies in Toledo, Ohio and spent several years as a Business Consultant in the Private Sector where she worked directly with independent school districts, school district cooperatives and statewide initiatives to streamline special education planning and Medicaid programming per local and Federal guidelines.

Bryanna Millis - Senior Technical Advisor, FHI 360

Bryanna has 14 years of experience in economic research and design and implementation of tools to support private sector growth and regulatory reform. Ms. Millis is the home office technical director for the Jordan-based USAID *Local Enterprise Support Project*. She works closely with the team in Jordan on action-oriented research to improve the effectiveness of project activities and contribute to international knowledge of what works in micro and small enterprise growth and local economic development. As a

technical advisor on USAID's *Workforce Connections* project she contributed to the development of the framework and guide for labor market assessments.

Lloyd M. Mitchell - President and CEO, The Mitchell Group

Lloyd is a Vietnam Veteran with over 50 years of experience in the public, private, academic, and military sectors. Currently the Mitchell Group is implementing long-term contracts for US Government in Burkina Faso, Ghana, Liberia, Mali, Niger, Nigeria, and Tanzania.



Eleanor (Ellie) Morefield - Evaluator, Monitoring and Evaluation Staff (MES)

At MES, she primarily assists two of USDA's international food and technical assistance programs: the McGovern-Dole Food for Education and Child Nutrition Program, and the Food for Progress Program. Ellie provides monitoring and evaluation technical input to grantees' ongoing projects around the world, and also manages evaluations and develops technical guidance to help build monitoring and evaluation capacity in the agency. Prior to joining USDA, Ellie worked in both the government sector at Peace Corps Headquarters, and in the non-profit sector at Discovery Learning Alliance, strengthening internal monitoring and evaluation by focusing on data collection, management and use, and capacity building through training. Early in her career, she served as a Peace Corps Volunteer English language teacher for middle and high school students in Uzbekistan.

Caroline Moser - Independent Researcher

Caroline is an urban social anthropologist/social policy specialist whose research has focused on the assets of the urban poor, their accumulation and poverty reduction and the implementation of asset planning in cities of the south. Her research on asset accumulation has resulted in an asset framework that seeks to identify how individuals and households escape poverty by accumulating human, social, financial and productive capital and interacting and negotiating with the state, civil society, and NGOs to consolidate their gains.



Dr. Jacqueline Mosselson - Associate Professor, International Education, University of Massachusetts Amherst

She has published and presented widely on education and the wellbeing of refugee children and youth. She has worked with the INEE, Unicef, the International Rescue Committee and the World Bank on programming in EiE.



Pooja Reddy Nakamura - Senior Researcher, International Development, Evaluation, and Research, American Institutes for Research (AIR)

Dr. Nakamura's work focuses on the processes underpinning successful literacy development in multilingual contexts of the developing world. She is currently Principal Investigator of a study funded by USAID identifying the strongest predictors of reading success in urban slums and remote villages of India. She has also been involved in developing research studies in Egypt and Zambia to better understand the learning mechanisms involved in the development of literacy in diverse scripts and complex multilingual environments.



Andrea Naletto - Education Technical Adviser, Norwegian Refugee Council

Mr. Naletto has over 15 years of experience in education as a trainer, practitioner and technical adviser, particularly in emergency and post-conflict situations. He is the primary provider for technical support to the NRC education programs in the Middle East, Asia and Latin America. In his capacity as Education Technical Adviser, he contributes to the strategic development of the NRC global education program, promoting quality control and learning across countries of operations. His specific technical expertise is in alternative education programs for adolescents and youth in emergencies and fragile contexts.



Diya Nijhowne - Director of Research, Global Coalition to Protect Education from Attack

Diya oversees management of all the Coalition’s research operations and program implementation. She has over a decade of experience working on children’s rights and protection issues, including in emergency contexts. Diya served as a Child Protection Worker in Canada investigating child abuse allegations. As a Program Officer with Global Rights, an international non-governmental organization, she built the capacity of local organizations to protect human rights, designing and implementing programming for women and minorities in Afghanistan and Nepal.

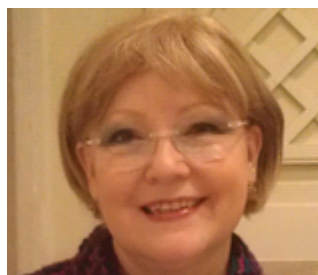
Ayo Oladini - Project Director, Creative Associates

Ayo has over 30 years’ experience working with Lagos state, the Federal Ministry of Education and on USAID and other implementing partners’ projects. He holds a Master’s Degree from the University of Lagos after graduating from the then University of Ife. He is also an alumnus of International Institute for Educational Planning and Administration, Paris. Ayo was the Chief of Party of a successfully implemented Nigerian Northern Education Initiative (NEI)—a four and half year USAID funded project in Bauchi and Sokoto states (2009-2014). He has worked extensively on issues such as, educational system strengthening, policies, orphans and vulnerable children, girls’ education, Integrated Qur’anic Education programs and internally displaced children.



Christy Olenik - Vice President, Youth Development at Making Cents International

Dr. Olenik is a youth programming expert with 25+ years of experience working on holistic youth projects in the US and internationally. She has experience leading, designing and managing projects funded by multiple USG sources and served as the Task Order Manager for the USAID Youth Development Policy, Learning and Knowledge Management Activity. She has designed, implemented, and evaluated youth programs for USAID, IDB, DFAT, local governments, and private foundations. She currently serves as Vice President, Youth Development at Making Cents International, responsible for technical leadership, service delivery and development, business development, strategy, and representation on youth development projects and positive youth development programming.



Dr. Alexandria (Sandy) Oleksy-Ojikutu - Senior Education Advisor, Bureau for Africa, USAID/Washington

Sandy has over 25 years of experience working with the United States Agency for International Development. She served USAID in Nigeria and Ghana and earned the prestigious USAID Administrator's Implementation Award in 2011 for her creative education program development in challenging circumstances during her work in Nigeria. Sandy backstops seven nations in Africa, including Nigeria. She is taking the lead on two major research activities that examine education data across African nations, focusing on reading achievement and teacher effectiveness. She leads the Bureau for Africa's efforts in higher education.

Rosemary Ortlieb-Padgett - Global Fellow for Lebanon, Office of Global Affairs at System Administration

She is the project director of the United States Agency for International Development (USAID) and Higher Education for Development (HED) BMENA initiative with Al-Kafaat University and the State University of New York (SUNY) Community College Consortium. Over three years, the project has grown in scope through a system to system affiliation between Al-Kafaat University and SUNY. Ms. Ortlieb-Padgett has worked at Nassau Community College for over 15 years as an ESL teacher, coordinator of International Student Affairs, and most recently, Associate Dean for International Education. She has worked extensively on curriculum and international policy development related to higher education, with a focus on community colleges.



Nina Papadopoulos - Team Lead, Access in Crisis and Conflict, USAID/E3/ED

Nina has worked for over 15 years promoting the right of education in conflict and crisis with a diverse range of organizations. team supporting USAID missions to ensure the effective implementation of USAID's Education Strategy, particularly the agency goal of increased equitable access to education in crisis and conflict environments. She is the co-author of the Education Cluster Coordinator Handbook, and authored a

background paper for the 2011 EFA Global Monitoring Report titled: Achievements and challenges of the Education Cluster in the occupied Palestinian territory, Somalia and Sri Lanka. For the past three years she has been an adjunct at Georgetown University in the Program on Justice and Peace Studies. Nina also represents USAID on the INEE Steering Group. As a doctoral candidate at the Center for International Education at the University of Massachusetts her work and research interests include exploring the conflict sensitivity construct and how it affects education stakeholders ability to conceptualize, articulate, design, and implement education programs that reduce conflict and increase equitable access to education.



Benjamin Piper - Chief of Party of Tusome, a national literacy program in Kenya

Dr. Piper is the Chief of Party of Tusome (2014-2018), which receives funding from USAID and DFID. Currently, he supervises the Tayari early childhood development (ECD) program, sponsored by the Children's Investment Fund Foundation (CIFF; 2014-2018). Dr. Piper led the predecessor Primary Math and Reading (PRIMR) Initiative, the National Tablet Programme, and the PRIMR Rural Expansion Programme in Kenya. With funding from both DFID (2012-2015) and USAID (2011-2014), PRIMR was a research program designed to test low-cost and scalable

approaches to improving literacy and numeracy.



Diane Prouty - Senior Advisor, Creative Associates International

Dr. Prouty supports Creative's early grade reading programs. She also holds the position of Senior Research Specialist on the School Dropout Prevention Pilot (SDPP) Program.

Phil Psilos - Asia-Pacific Technical Director, Social and Economic Development, FHI360

Phil is a recognized thought leader in the areas of economic and workforce development. He has more than fifteen years of experience working to promote private sector-driven economic growth *and* the human capital and skill development strategies to make growth more inclusive. He is responsible for business development, technical project oversight, and thought leadership. Mr. Psilos authored the "State of the Field in Workforce Development" chapter for Making Cents Inc.'s *State of the Field in Youth Economic Opportunities* in 2011-2014, and a developed, with Duke University, a framework for linking workforce development and global value chain upgrading. He is based in FHI 360's Asia-Pacific Regional Office in Bangkok, Thailand.



Usman Qureshi - Project Management Assistant, USAID/Pakistan

Usman has been with USAID since March 2013, where he is COR for the National Education Development Partners' Group Secretariat contract and alternate AOR for the \$165 million Pakistan Reading Project.

Kate Radford, War Child

Kate has over twenty years' experience, working internationally, in rights-based development cooperation, change management, programme management and evaluation and business development. Prior to commencing work in rights-based development, Kate worked internationally in private industry within the manufacturing and (ICT) service sectors. Kate is currently engaged in developing and implementing innovation projects related to child rights, including education and child protection. Kate is Programme Leader for War Child Holland's Can't Wait to Learn programme.



Dr. Khadijat Rashid - Professor, Gallaudet University

Dr. Rashid is a professor of economics and international development at Gallaudet University. Her past work has included development projects in South Africa, Ghana and Nigeria, and she is co-author and co-editor, with Audrey Cooper of, *Citizenship, Politics, Difference: Perspectives from Sub-Saharan Signed Language Communities*. Her current research interests are the intersection of economics, identity and language. She is currently Chair of the Gallaudet University Faculty, and serves as Vice President of the

Board of Rochester-based Discovering Deaf Worlds, an international development NGO.



Rebecca Rhodes - Reading Specialist, USAID

Rebecca is an accomplished educator with over twenty years of experience designing, directing, and implementing successful interventions focused on improving the quality of both formal and informal education. A former fourth-grade and seventh-grade teacher who speaks fluent French and Spanish and holds a master's degree in education policy and administration, Rebecca has worked in Guinea, Liberia, Sierra Leone, Ethiopia, Nigeria, Egypt, Madagascar, and Mali to improve teachers' and supervisors' skills, design and produce culturally appropriate instructional material, and cultivate host-country government support for sustainable improvements in educational quality. An experienced supervisor, she enjoys the challenges inherent in managing available funds and human resources to achieve program targets and considers herself privileged to have the opportunity to contribute to USAID's education sector efforts around the world. Her spare time is devoted to swimming, and hiking, preferably in the company of her beloved 11-year-old daughter, and she aspires to learn Mandarin Chinese before her 50th birthday.



Kevin P. Roberts - Deputy Director, Office of Education, USAID/Malawi

Kevin oversees the Mission's participant training activities, is responsible for reporting of all education activities, and, in close conjunction with Education Office colleagues, insures that activities are performing at optimal levels. He is the Contracting Officer's Representative (COR) for the Mission's current flagship, three-year, \$24 million Early Grade Reading Activity (EGRA) and the Alternate Agreement Officer's Representative (AOR) for the three-year, \$880,000 Lakeland College participant training activity. He co-leads the mission-wide implementation team responsible for operationalizing USAID/Malawi's CDCS innovative approach to program integration.



Jim Rogan - Education in Conflict and Crisis Specialist, ECCN

Jim has over 20 years of experience in the area of peacebuilding, (including peace building and education), governance and social services, including a number of senior management roles. Jim is a Principal at Exterior, a consulting firm he founded this year after leaving UNICEF, where he was Chief of the Peacebuilding and Recovery Section in New York. There, he led UNICEF's global agenda on peacebuilding, transition, fragile states, integrated mission planning, resilience and disaster risk reduction, and provided technical leadership to UNICEF's 14-country Peacebuilding and Education Programme.

David Rurangirwa – ICT & Education Specialist, USAID/Rwanda

Since joining, he has gained experience in project design and management and has positioned himself as the Mission Youth and Information Communication Technologies (ICT) Adviser. He is USAID/Rwanda's Education team Point of Contact for Youth, and serves as AOR for the Akazi Kanoze Youth Livelihoods Project and other Education Projects. David's training and expertise is in the areas of Information Communication Technologies for development, education in Kenya and Rwanda; youth workforce development and mobile technologies. Prior to joining USAID, David worked at the University of Rwanda as the Director of an ICT for Development Center-Rwanda Development Gateway Center.



Karen Schmidt - Independent Consultant, Global Health and Communication

Karen has lived and worked in Kenya, Tanzania, Rwanda, Senegal, Mali and France as well as in the United States. Over the past 15 years Karen has designed, implemented, managed and documented a variety of health and development projects in sub-Saharan Africa, with particular expertise in social and behavior change communication and health systems strengthening. Karen worked at Columbia University's Earth Institute from 2003 to 2012, and before that worked for Program for Appropriate Technology in Health (PATH) in Nairobi. Karen holds an MPH from Yale University, a BA in French from the University of Virginia, and an MS in Journalism from Columbia University.

Diana Rutherford- Research and Evaluation Specialist, FHI 360

With 20 years' experience in program management, monitoring, evaluation, and impact evaluation, across many issue areas including economic development, livelihoods, business development, enabling environment, rule of law, and anti-corruption, Diana is the Principal Investigator for STRIVE, a project designed to test the results of economic strengthening projects on direct and indirect beneficiaries (especially children) in the Philippines, Liberia, Mozambique, and Afghanistan, sponsored by USAID's Displaced Children and Orphans Fund.

Melanie Sany - Education Development Center

Since 2009, she has been Chief of Party of the AKAZI KANOZE youth project in Rwanda. She recently transitioned back to EDC US as Senior Technical Advisor in Youth Livelihoods and Workforce Development.



Anne Sellers - Education Technical Advisor, Catholic Relief Services (CRS)

Since 2004, she has been working in CRS/HQ as an Education Technical Advisor. Prior to her work with CRS, Anne spent several years at the World Bank/International Finance Corporation and at the Fund for Peace (a DC-based nongovernmental organization). She also worked as a math teacher in Guinea for the Peace Corps and an assistant teacher in Vermont. Anne has an MA from American University and a BA from Middlebury College. Anne has worked extensively with school feeding, providing support to CRS field offices worldwide in designing and implementing these programs with funding from USDA, USAID-FFP, and private resources. In addition to food-assisted education, she focuses on issues related to school health; early childhood development; inclusive education; and community engagement.



Jeremy Shiffman – Professor, Department of Public Administration and Policy, American University

A political scientist by training, Jeremy researches the politics of health policy-making in low-income countries. The Gates, MacArthur, and Rockefeller Foundations have funded his research, among other organizations. His work has appeared in multiple journals, including *The Lancet*, *The American Journal of Public Health*, and *Population and Development Review*. He is the inaugural recipient of the Gary and Stacey Jacobs Award for excellence in health policy

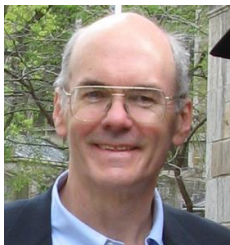
research.

Dr. John W. Shumaker – Project Director, Arizona State University

On December 1, 2014, Dr. Shumaker joined ASU as project director of the five-year, \$18 million USAID-funded Partner Center for Advanced Studies in Energy (PCASE) in Pakistan. He also is senior fellow of ASU's Center for Advanced Studies in Global Education and of the university's Institute for University Design. Prior to joining ASU, Dr. Shumaker served as a faculty member and administrator at The Ohio State University and the State University of New York at Albany. He then went on to become president at Central Connecticut State University (1987), the University of Louisville (1995) and the University of Tennessee (2002). More recently, he served as a senior advisor to universities, ministries of education and higher education and development organizations in Armenia, Afghanistan, Indonesia, Morocco, Pakistan, Palestine and Saudi Arabia.

Raif N. Shwayri - CEO, Al-Kafaat Foundation

In his capacity as CEO, he has worked to provide resources, advanced care, and educational opportunities for the most at-risk populations of Lebanon. Engaging in all sectors of education, from early intervention programs to university level studies, Mr. Shwayri has lead Al-Kafaat Foundation centers and schools to a mission of inclusion and accessibility for all people, regardless of learning differences or physical disabilities. Mr. Shwayri has significant experience in development and capacity building partnerships in the role of executive, manager and implementer. He has worked to apply development strategies where institutions of higher education are a vehicle positive societal, economic and community change. Mr. Shwayri manages financial systems at the corporate level, and has worked on policy making for NGOs in the Middle East and Europe. In addition, Mr. Shwayri recently published a book, *Beirut on the Bayou*, through the State University of New York (SUNY) Press.



Don Sillers - Senior Economist, Office of Policy, Bureau for Economic Growth, Education, and the Environment (E3), USAID

Don's current work focuses on poverty analysis and poverty measurement. His recent roles in this area include membership on the drafting team of USAID's Extreme Poverty Vision Statement, with special emphasis on the links between education and poverty reduction; USAID's lead economist on the Sustainable Development Goals for economic growth, poverty, and industrialization; developing software applications for projecting poverty statistics at the country and global level; and developing and delivering E3's training module on poverty. He recently published an Economics Brief entitled, "Is \$1.82 the New \$1.25? Choosing the Next International Extreme Poverty Line."



Ezra Simon – Team Lead, Social Development, USAID/Vietnam

His portfolio includes higher education, disabilities, and the Lower Mekong Public Policy Initiative. He previously came from USAID/South Sudan, where he led the Education Team. His applied skill set includes a strong training background, as well as experience in university-industry partnerships, girls' education, strengthening parent groups, grant making, workforce development, education for refugees and the displaced, and services for marginalized populations. Having held positions both in the field and at head offices of NGOs that are USAID partners, he became familiar with the nuts and bolts of programs. He joined USAID in 2010 after working with World Learning and the International Rescue Committee as a global technical adviser focused on education, as well as youth and livelihoods programs. He lived in Africa for over eight years, including as a Peace Corps Volunteer in the Republic of Congo. He holds a Master's degree in Comparative and International Education from Teachers College, Columbia University.

Barney Singer – FHI 360

A social change leader, experienced manager, skilled communicator and inspiring educator and trainer with more than two decades of multidisciplinary experience in the public and private sectors. With advanced degrees in both law and psychology, Barney brings a unique perspective to the design and implementation of programs in the U.S. and internationally. His areas of expertise include leadership and organizational capacity building, civil society strengthening and capacity building.

Silje Sjøvaag Skeie, Special Advisor for Education, Norwegian Refugee Council

Silje is an education in emergencies specialist, with over 10 years' experience in supporting the education needs of children and youth affected by conflict. As NRC's Special advisor for Education, Ms. Skeie is responsible for the development of NRC's global education policies and programmatic response strategies, including Accelerated Education approaches. Prior to joining NRC's global team, she designed and managed NRC's Accelerated Education programme in Somalia. Ms. Skeie holds an M.Phil in Pedagogy from the University of Oslo, Norway. She is a member of the Inter-Agency Network in Emergencies (INEE) Steering Group.

Jennifer Sklar - Senior Education Technical Advisor, International Rescue Committee

Jennifer has more than 15 years of experience working in the field of international education as a practitioner and technical advisor focused on the provision of education in conflict areas. Currently, she is responsible for developing IRC's global technical priorities in education and leading a team of technical advisors to improve the overall quality of IRC education programs. Her specific technical expertise is in social and emotional learning as well as strategies to improve girls' learning outcomes. Ms. Sklar also supports academic partners in the design and implementation of impact evaluations (quasi-experimental design) in reading and social and emotional learning.



Lisa Slifer-Mbacke - Education Practice Area Co-Leader and Technical Director, MSI

Lisa has over two decades of experience working in developing countries including serving as Chief of Party for the basic education project, Literacy

Enhancement Assistance Program (LEAP) in Nigeria. Following her post in Nigeria, Ms. Slifer-Mbacke worked for the USAID/West Africa Mission and led the design of a girls-education pilot program in Burkina Faso. The pilot program, called BRIGHT was successful in exceeding its target for girls' enrollment and retention and continued as BRIGHT 2, working within the Burkinabe Ministry of Education's ten-year education program. Ms. Slifer-Mbacke specializes in scaling up of education pilots projects and facilitates USAID/Education Office's training course, Scaling Up for Sustainability. Ms. Slifer-Mbacke has a regional specialization in Africa, speaks French and has lived in Morocco, Nigeria and Ghana.

Alan Smith - UNESCO Chair, Ulster University, Northern Ireland

Alan has completed research on education, conflict and peacebuilding for DFID, GiZ, Norad, International Alert, Save the Children, UNESCO, UNICEF and the World Bank in Bosnia, Serbia, Sri Lanka, Nepal, Burundi, Kenya, Nigeria, Sierra Leone, Uganda and Zimbabwe. He was a contributing author and adviser to the Education for All, Global Monitoring Report (2011) and a technical advisor to the UNICEF Peacebuilding, Education and Advocacy programme funded by the Government of the Netherlands. He is currently co-director of a research consortium on education and peacebuilding involving the universities of Amsterdam, Sussex and Ulster.

Dr. Rebecca Stone - Senior Researcher and Literacy Specialist, American Institutes for Research

Rebecca is a literacy specialist and technical advisor for the USAID-funded LAC READS Capacity program where she is leading work on a systematic review of evidence on early grade reading in the LAC region. She holds a Doctorate of Education in Education Policy and Leadership from the University of Massachusetts Amherst (Center for International Education).



Rachel Surkin - Deputy Director & Sr. Technical Advisor, Education Programs Division IREX

Rachel provides leadership, oversight, and technical support to a portfolio of youth, education and leadership development programs and oversees new business development in IREX's Education Programs Division. She is also the Chair of IREX's Youth Community of Practice and provides technical design support and input to IREX's education, youth development and youth leadership programs around the globe. She is committed to identifying and implementing effective approaches for holistic, youth-led, sustainable programming. Rachel has worked with youth/education/leadership development projects in the Middle East, Eurasia, Eastern Europe, and sub Saharan Africa and actively contributes to a number of youth development associations.



Dr. Roger Stanton - Research Associate, Optimal Solutions Group, LLC

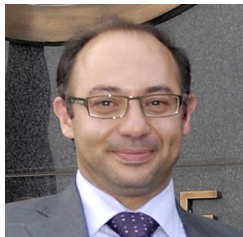
He is an analyst on the Secondary Analysis for Results Tracking contract (SART). Dr. Stanton has more than eight years of experience doing education research, and his skill set includes research design and implementation, data collection, and quantitative analysis. As the analysis and reporting task lead on SART, Dr. Stanton is primarily responsible for developing data collection methods, cleaning and standardizing data received from Missions and implementing partners, and generating documentation and data files for public use. Dr. Stanton received a Ph.D. in cognitive science and

psychology from Indiana University, and a B.S. in psychology from Arizona State University.



Dr. Christopher Steel - Acting Director, Health and Education Office, United States Agency for International Development/Guatemala

Previously, he served as a Basic Education Officer at USAID/Afghanistan (2013-2014), and as the Education and Youth Development Officer at USAID/Kenya (2011-2013). Prior to USAID, Dr. Steel served as a Fulbright Fellow in Quito, Ecuador where he led a multi-country civic education project (2010); a consultant to Education For All at UNESCO in Paris, France (2010); and as faculty member in the Strategic Data Project at the Center for Educational Policy Research at Harvard University (2009). Prior to international work, Dr. Steel served for ten years in K-12 education as a teacher, principal, and assistant superintendent in the New Jersey public schools. He holds a doctorate from the University of Pennsylvania, a master's degree from Harvard University, and a bachelor's degree from the University of Scranton.



Tatshat Stepanyan - Program Management Specialist and Social Advisor, USAID/Armenia

Tatshat leads the Social Team in the Democracy, Health and Social Reform Office and is responsible for the Pension Reform Implementation Program, LIFE Program-aiming to integrate people with disabilities into the labor market, Humanitarian Mine Clearance Program and some Government to Government projects related to the implementation of the model of the integrated social services in Armenia. Tatshat serves as a key contact person for USAID/Armenia social assistance programs for government officials at the national and local levels, donors, Diaspora organizations and local counterparts.

Louis Soares – Vice President, Policy Research and Strategy, American Council on Education

With more than 20 years of experience in postsecondary education policy and practice, he is responsible for further positioning ACE as a thought leader on emerging trends in higher education. Soares most recently served as the director of the postsecondary education program and fellow at the Center for American Progress (CAP). Prior to CAP, he served as director of business development under Rhode Island Gov. Donald L. Carcieri and as director of education and training for the Rhode Island Technology Council. Additionally, he was a small business consultant with the U.S. Peace Corps in Romania. He was appointed by Secretary of Education Arne Duncan to serve on the National Board of the Fund for the Improvement of Postsecondary Education in November 2011. He holds a master's in public administration from Harvard University (MA) and a bachelor's in business economics from Brown University (RI).



Jayanti Subba - Education Specialist, USAID/Nepal

Jayanti began her career with USAID/Nepal as the Mission Education Specialist in 2009. She managed the Early Childhood Education Program from 2009-2012 and currently manages Government to Government National Early Grade Reading Program, USAID's Business Literacy Program, which focuses on entrepreneurial skills, and Emergency Education Response for Nepal. As the Mission Education Specialist, she provides strategic planning, design and management to ensure that

USAID/Nepal's education program reflects the Agency's priorities for improving reading outcomes for public primary students across Nepal as well as the Mission in the School Sector Reform Program Sector-wide Approach (SWAP).



Haitham Taha – Chair, Graduate Program for Learning Disabilities, Sakhnin College for Teacher's Education in Israel

Dr. Taha's investigates basic cognitive and neurocognitive processes in reading and spelling among typical and disabled native Arab readers. He is implementing his main research work at the Edmond J. Safra Brain Research Center for the Study of Learning Disabilities at University of Haifa and at the Reading and Cognitive Lab at Sakhnin College in Israel.



Nancy Taggart - Youth Technical Team Lead, International Development Division, Education Development Center (EDC)

Nancy has twenty years of experience directing and managing international education, youth development, gender and information technology-related programs in Sub-Saharan and North Africa. Ms. Taggart also serves as Project Director for several youth and workforce programs including the Jordan Workforce Development Program, Guyana SKYE, and until recently, the Garissa-Youth Program in Kenya. From 2010-2012, she served as the Deputy Director of the EQUIP3 Program, a USAID- funded global mechanism that supports youth education and training projects. She holds an MA from Columbia University's School of International and Public Affairs and a BA in History from Northwestern University.

Dr. Aliou Tall - Education Office Director, USAID/Mali

Projects in the Education portfolio seek to provide equitable access to quality education and lifelong learning opportunities to children and youth in conflict affected regions of Mali. Dr. Tall has been active in development work in Africa for over 15 years. Previously, he was the Deputy Team Leader at USAID/DRC where he assisted the Government of the Democratic Republic of Congo to deliver and improve the quality of teaching and learning services in the war-torn areas of Eastern Congo. Dr. Tall taught philosophy for seven years before pursuing postgraduate research studies in the United Kingdom where he became a Doctor of Philosophy in Philosophy of Mathematical Logic.

Dr. Michael Tetelman - Principal Technical International Adviser , Education Development Center

He has over fifteen years of experience designing and managing programs worldwide that promote economic growth, strengthen government service delivery, and build human and institutional capacity. Dr. Tetelman designs and manages programs that strengthen technical and business skills and catalyze access to investment related to youth-run start-ups, particularly in the information and communications technology (ICT) sector. He also helps design and oversee labor market assessments, baseline surveys, and value chain analyses related to youth livelihoods, provides technical assistance to programs to promote agriculture as a business for rural youth, and builds local capacity for workforce development and certification. He received his undergraduate degree from Yale University, his Ph.D. from Northwestern University, and his J.D. from Georgetown University Law Center.

Dejene Tezera – UNIDO

has a M. Sc. in Agro-food process technology from Wageningen University, Netherlands. He has more than 25 years of experience in developing and implementation of programs in agribusiness sector. He worked as researcher in the Agro-technology research institute in Netherlands, team leader of an agro-industry program and then as Chief Technical Advisor for a joint UNIDO-FAO program in Jordan. Presently, he works as Chief of a Unit in Agribusiness Development Branch of UNIDO and Team Leader of the Partnership Country Program of Ethiopia. His work consists of developing projects and programs for agro-food value chains and skills development, management of technical assistance projects, developing sector strategies and providing advisory support related to agribusiness.



Ross Turner - Principal Research Fellow, Australian Council for Educational Research (ACER)

As part of Mr. Turner's leadership role within ACER's Centre for Global Education Monitoring, he is leading the development of a set of learning metrics in Reading and Mathematics that may be relevant to the global education community as a tool to support measurement of progress in literacy and numeracy achievements against the Sustainable Development Goals.



Agatha J. van Ginkel - Senior Multilingual Education Expert, SIL LEAD

Van Ginkel has many years of experience as senior multilingual education consultant with intergovernmental organizations in Africa and some recent experience in Asia. Most of her career has centered on the areas of literacy and languages, and aspects of first, second and foreign language acquisition. The last decade much of her attention has been focused on multilingual education and literacy in Africa. She has been involved in planning, monitoring, and evaluating mother tongue-based (multilingual) education programs in over 20 languages in Kenya, Ethiopia, Uganda, Tanzania, Ghana, Nigeria, and Nepal.

Dr. Rebecca Ward - Technical Adviser, Higher Education

She currently works on the USAID Morocco Career Center project that's recently launched and will be developing career centers at Moroccan universities. Previous to joining us, she was based in Zambia and managed academic partnerships in Zambia, Malawi and Botswana. Her role entailed conducting market research, curriculum development, quality assurance, and research. She did significant staff training and capacity development as many of the university's programs were just getting started in country. She also worked with the Northwest Universities Association in the UK, where she developed university and industry partnerships.

Dr. Bryan Wilson – National Skills Coalition

As State Policy Director, Bryan leads NSC's efforts to assist state-based coalitions and policymakers in the development of specific policy proposals, including providing in-depth analyses of model state

policies and proposals. He also provides assistance with policy implementation and measuring the impact of policy changes. Bryan works to align state policy activities with NSC's national policy goals, and helps to inform federal advocacy so it is consistent with the needs of states and local practitioners. He joined NSC in 2013. Prior to joining NSC, Bryan was the deputy director of Washington state's Workforce Training and Education Coordinating Board, which oversees both the state's workforce development and career and technical education programs at the secondary and postsecondary levels. Bryan holds a doctorate degree from Rutgers University, masters from the University of Oregon, and a bachelor's degree from the University of Michigan. He is based in Washington, DC.



Dr. Elisabeth Wilson - Technical Officer, Global Learning Group, FHI 360

Lis has 7 years working in international education research and programming, with particular expertise in monitoring and evaluation in conflict and post-conflict settings. She is currently supporting projects in Afghanistan, South Sudan, and Rwanda. Her PhD is in Educational Policy and Administration from University of Minnesota where her area of specialization was cross-border university partnerships in the context of international development.



Catherine Young - Director of Global Language and Development Services, SIL International

Catherine is responsible for coordinating consultant teams delivering technical assistance in over 100 countries. Catherine began her work with SIL International in the Philippines where she was involved in linguistic research and literacy and education activities with the Palawano community in southern Palawan, developing both adult literacy and children's classes in upland mountain communities.



Raya Abu Zeyad - ICT & Internship Specialist, Partnerships with Youth (PWY) Program, IREX/West Bank

Raya has worked on youth development and empowerment programming for her entire career, providing direct training and services to youth, designing and providing TOTs for trainers, developing programs and partnerships, and helping youth centers to operate effectively and sustainably. Raya manages the PWY internships program and provides specialized ICT training and programming support to PWY's partner youth centers. She provided substantial technical input to PWY's design as a representative of a partner youth center prior to joining the IREX team. Raya is also a certified youth trainer in soft skills, Leadership, Information Communication Technology (ICT) skills and currently a career consulting advisor. She is a 2011 Computer Science graduate of Birzeit University. In 2013, she represented Al-Bireh Youth Center and the Robotics Team to President Obama during his visit to Ramallah.