Sophia M. D'Angelo
+1-862-266-9870

Former teacher and teacher trainer with extensive research and consulting capacity to inform educational policy and programming in diverse areas including inclusive education, foundational literacy and numeracy, teacher professional development, curriculum design and implementation, youth and adolescent skills and empowerment, sexual and reproductive health and rights, and educational technology. Experience researching, monitoring, and evaluating issues of equity in relation to gender, disability, race/ethnicity, location, and immigration, displacement, or refugee status in both development and humanitarian contexts. Proven track record of working effectively with international and multisectoral teams in Latin America and the Caribbean (LAC), the Middle East, Africa, South Asia, and the Pacific.

Language Proficiency: Fluent in English and Spanish, Proficient in Reading Portuguese

Education and Qualifications:
2020 PhD Education, University of Cambridge, The Research in Equitable Access and Learning Centre
2017 MPhil Education, Globalization and International Development, University of Cambridge (Distinction)
2012 BA Spanish Language and Culture, Princeton University

Education Development Trust, *LAC Regional Hub Manager, GPE KIX Research* February 2022-Present
- Conducting primary and desk-based research with GPE's country offices in 10 countries of Latin America and the Caribbean in order to inform the thematic priorities of Knowledge Innovation Exchange (KIX) program.
- Co-facilitating validation exercises and contributing to three working papers, a final paper, and a blog post.

INEE, Inclusive Education Consultant
- Designing – through a participatory approach – a guiding set of principles to implement inclusive education in education in emergency (EiE) settings and humanitarian contexts.
- Synthesizing evidence to create a taxonomy of approaches for disability inclusive education in EiE settings.

Making Cents International, *Senior Youth Researcher, USAID Cross-Sectoral Youth Assessment,* August 2022-Present
- Co-leading design and implementation of qualitative cross-sectoral research in the Dominican Republic to support the USAID Latin America and Caribbean Learning and Rapid Response (LACLEARN) assessment
- Leading fieldwork in four Dominican provinces: Santiago, Puerto Plata, Dajabon, and Montecristi
- Conducting participatory research with youth (ages 10-29), and interviews and focus group discussions with diverse stakeholders, including governmental leaders (Ministry of Education, Ministry of Youth, Ministry of Work), civil society actors, and international development organizations (e.g., UNICEF, OIM, UNHCR, etc.)

World Bank, *Inclusive Education Specialist, Education Global Practice,* May 2021 – Present
- Supporting a range of assignments for the Education Global Practice's Inclusive Education Thematic Group led by Dr Hanna Alasuutari, Global Lead for Inclusive Education, Senior Education Specialist
- Co-leading a study to develop and pilot an Excel costing tool for inclusive educational technologies
- Liaising with in-country offices to design and coordinate the first ever Inclusive Education Policy Academy to support the online learning and development of policy makers based in four African countries and globally
- Supporting the Dominican Republic country office in a qualitative assessment of *Prográmate,* a project using computer-assisted technology to support math learning for ninth graders

KORE Global, *Associate,* May 2021 – Present
- Conducting a Rapid Evidence Review of the gendered impacts of COVID-19 and education disruptions on girls' and female adolescents' learning and wellbeing in the Indo-Pacific for the Australian Government's Department of Foreign Affairs and Trade (DFAT)
- Leading a gender analysis of the British Council's English and Education Systems (EES) and Schools programming in five South Asian countries (Bangladesh, India, Nepal, Pakistan, Sri Lanka)

Overseas Development Institute, *Consultant for UNICEF,* February 2022 – December 2022
- Supported UNICEF LAC regional and country offices in creating a theory of change and strategic framework to inform their programming for children affected by migration and displacement; led on all inputs related to education
- Reviewed and mapped UNICEF programming documentation and co-conducted participatory consultations with UNICEF offices and regional stakeholders

Overseas Development Institute, *Research Assistant for GAGE and ALiGN projects,* February 2020 – December 2022
- Provided technical and strategic assistance for 2 gender-focused projects on girls' education and women's economic empowerment: Gender and Adolescents: Global Evidence (GAGE) funded by the Department for International Development (DFID); and Advancing Learning and Innovation on Gender Norms (ALiGN)
- Synthesized evidence from interventions that have effectively changed gender norms shaping girls' education, sexual and reproductive health and rights, gender-based violence, and labour force participation
- Co-edited and coordinated a GAGE special issue to be published in Development Policy Review, a peer-review journal, liaising and serving as first-point of contact for academic journals and all contributing authors

Open Development & Education (ODE), *Senior Analyst,* **EdTech Hub,** *Researcher,* Sept. 2020 – December 2022
- Co-authoring a systematic literature review on teacher professional development and the use of digital technology and e-tools in developing contexts; coding and scoring quantitative and qualitative literature; and leading on the design of the conceptual framework for the journal article
- Contributing to writing quarterly reports for the Foreign Commonwealth and Development Office (FCDO)

Inter-Agency Network for Education in Emergencies (INEE), International Rescue Committee (IRC), *Consultant,* June 2021 – December 2021
- Led a team of 4 consultants to co-author a Guidance Note with action-oriented recommendations and guidelines for stakeholders to support the wellbeing of teachers working in emergency settings
- Co-designed and facilitated participatory virtual workshops in English and Spanish to engage stakeholders and gather feedback that will inform the content and structure of the Guidance Note

ODE, *Senior Analyst,* **Office of Eastern Caribbean States (OECS),** *Consultant* September 2021
- Designed a coding framework to map open educational resources across the St. Lucian national curriculum
- Co-facilitated participatory virtual consultations with primary and secondary school teachers from 8 Caribbean countries (Anguilla, Antigua, Dominica, Grenada, Nevis, St. Kitts, St. Lucia, St. Vincent) to inform the design of an online platform to access open educational resources

Sesame Workshop, *Consultant,* May 2021 – June 2021
- Advised the International Social Impact Department on equitable distance learning for formal education during a multi-day roundtable event on distance learning in low- and middle-income countries
- Provided feedback to inform a comprehensive framework that will guide International Social Impact efforts to support foundational learning and responsive parenting in the design or support of distance learning programs

Inter-Agency Network for Education in Emergencies (INEE) and **International Rescue Committee (IRC),** *Consultant,* January 2021 – May 2021
- Led a team of 3 consultants to support INEE and IRC in a mapping of policies and resources to support the wellbeing of teachers in emergency and crisis contexts, including COVID-19, armed conflict, displacement, etc.
- Liaised and served as the first point of contact between the consultancy team INEE, IRC, and the 17,000+ members that have been outreached to identify policy papers and resources for the mapping exercise
- Created a mapping tool to collate and analyze policies and resources available and to identify gaps; creating a scoring rubric to evaluate the quality of each tool based on its content, accessibility, and adaptability
- Created and facilitating research tools to engage key stakeholders in the education in emergences (EiE) sector, including an online global survey for teachers and interview tools for key informant interviews (KIIs); the survey was the most responded to survey in INEE history, with over 1,000 teacher participants

Overseas Development Institute, *Research Coordinator, British Council,* December 2020 – April 2021
- Designed and conducted research to inform the implementation of the British Council's English and Digital Girls Education (EDGE) project in 3 Latin American countries.
- Led a team of country consultants in Brazil, Colombia, and Mexico; managing all aspects of their contracts and serving as the first point of contact between country consultants, British Council country offices, and the Overseas Development Institute (ODI)
- Facilitated conversations between ODI and the British Council country partners, local authorities, federal governmental institutes (e.g., Ministry of Women), and NGOs in each of the 3 countries
- Created research tools, including online surveys, interviews and focus groups; and conducting key informant interviews with community stakeholders from each country to understand potential implementation challenges

World Bank, *Data Analyst,* November 2020 – May 2021
- Supported the Inclusive Education Initiative, a multi-donor trust fund within the Disability and Inclusion Unit of the World Bank's Social Sustainability and Inclusion Global Practice division
- Analyzed qualitative data from a global survey assessing the needs of student with disabilities, their teachers and families in response to Covid-19
- Synthesized qualitative and quantitative data; writing the final report for the Inclusive Education Initiative; and presenting the report findings to key stakeholders at the World Bank

The Dominican Republic Education and Mentoring (DREAM) Project, *Program Manager,* Sept. 2020 – Feb. 2021
- Oversaw program design and implementation of a USD$32,000 project funded by the Canadian Embassy in the Dominican Republic to advance gender equity for adolescent girls
- Created and facilitated workshops for 10 Dominican adolescent girls (14-19 years) to transform a Grassroots Soccer life skills and comprehensive sexuality education curriculum into digital content for an educational App
- Conducted community needs assessments using surveys (over 400 participants) and interviews with key stakeholders
- Managed all correspondence with the Canadian Embassy and the Canadian Ambassador in the Dominican Republic; regularly provided presentations as part of the project's monitoring and evaluation strategy.

Chemonics International, *Technical Consultant,* September 2020 – October 2020
- Led mixed-methods rapid research to monitor and evaluate issues of equity for the Manahel education programme in Syria, with particular focus on distance learning efforts since COVID-19
- Conducted primary research in the form of remote stakeholder interviews with the Gender Focal Point Officer, the Monitoring Evaluation and Learning (MEAL) officer, and Program Manager in Syria
- Synthesised quantitative and qualitative data to assess student learning outcomes and progress in relation to their location (Syrian community), age, gender, and type/number of disabilities; made recommendations to improve educational programming both for remote learning and when schools re-open
- Wrote 2 research briefs for the Foreign Commonwealth and Development Office (FCDO, previously DFID)

Chemonics International, *Technical Consultant,* March 2020 – July 2020
- Conducted a gender analysis for a Department for International Development (DFID) report; synthesised quantitative and qualitative data to analyse issues of equity for boy and girl learners, as well as men and women staff members, with attention on issues of intersectionality, including refugee status and location
- Designed a scope and sequence for 4th to 6th grade self-study numeracy and literacy curricula, as   part of a DFID-funded distance learning project in response to COVID-19

ARK Educational Partnerships Group, *Research Assistant,* November 2019 – August 2020
- Implemented systematic research protocols on literature about public-private partnerships
- Coded and classified literature in an Excel database and wrote user-friendly abstracts to be transferred to The Evidence Hub's online research database

Open Development & Education, *Consultant,* December 2018 – April 2019
- Researched successful interventions in mathematics teaching and mathematics teacher professional development in Sub-Saharan Africa and other developing contexts
- Co-authored literature review on secondary maths education and teacher professional development in Sub-Saharan Africa in general, and Cameroon specifically for the Commonwealth of Learning

Overseas Development Institute, *Research Assistant,* December 2018 – February 2020
- Researched and compiled literature for the Mastercard Foundation's secondary education in Africa flagship report; wrote background notes on a range of topics, from refugee integration policies to EdTech innovation and scalability, and teacher professional development
- Organized and oversaw team research platform in Zotero for bibliographic purposes

The Dominican Republic Education and Mentoring (DREAM) Project, *Academic Director of Summer Camp; Director of Teacher Professional Development for Summer Camp,* June 2018/2019 – August 2018/2019
- Oversaw all aspects of workflow for two 4-week summer camp programmes in the Dominican Republic, with over 60 local and international teachers, teacher trainers, and volunteers, as well as over 400 students (numbers roughly the same for 2018 and 2019); wrote final monitoring and evaluation report
- Designed a teacher professional development project for a 4-week summer camp program
- Conducted trainings for over 60 staff members on: teacher professional development, cross- cultural communication and teamwork, curriculum development and implementation

- Created original teaching and learning materials on the curriculum themes: environmental sustainability; socio-emotional skill building and conflict resolution; early grade reading

Open Development & Education, *Consultant,* October 2017 – May 2018
- Designed original teacher professional development curricula on the topics of: Teacher Codes of Conduct; Girls' Education; and Conflict-Sensitive Education – sent to Save the Children's country offices and used to train over 750 teachers in Africa, including Niger and Democratic Republic of Congo

Cambridge Hub, Social Innovation Programme, *Consultant,* January – July 2017
- Led a team of five Cambridge University students in a consulting project for a local educational non-governmental organisation to support engagement of more immigrant women
- Conducted market research in the form of questionnaires and focus groups; developed a competitor analysis, a SWOT analysis and final report with strategic recommendations for local NGO partner

Save the Children, U.K., *Research Assistant,* January – June 2017
- Wrote an international literature review on effective teacher professional development
- Conducted remote interviews with teacher trainers and program coordinators in Tanzania and analysed quantitative data from classroom observation tools
- Developed recommendations for senior advisors, based on findings from the above tasks

Research for Equitable Access and Learning (REAL) Centre, *Research Assistant,* February – July 2017
- Conducted a literature review as a background paper for a MasterCard Foundation-funded report on Secondary Education in Sub-Saharan Africa (SEIA), led by Pauline Rose and Ricardo Sabates of the REAL Centre, following the World Bank 2018 SEIA report
- Extracted quantitative and qualitative data on challenges and promising practices in the region of Sub-Saharan Africa to inform policy and future development strategies in the areas of curriculum and assessment policies, and the teaching of Science, Technology, Engineering, and Mathematics

The DREAM Project (Dominican Republic), *Education Fellow,* August 2015 – August 2016
- Coordinated 2 educational USAID funded projects serving over 250 students ages 5 to 16; coached and supervised 6 Dominican teachers in order to improve the quality of teaching
- Results of the academic school year include: an average of a 2-level increase on reading evaluations according to the Reading A-Z scale and a 19.5% increase on maths evaluations
- Managed 43 international staff members and 208 students at a four-week summer camp; surpassed all project goals, including: attendance rate of 94%, student retention rate of 93%, and significant increase in parent involvement.
- Designed and presented training workshops on pedagogy and classroom management strategies to over 20 teachers; subjects include early grade reading, literacy and numeracy
- Spearheaded culturally relevant initiative in libraries to help integrate local Haitian immigrant families

Saint David School (Dominican Republic), *Grade 5-8 Math & Geography Teacher,* August 2013 – July 2015
- Taught math in English at a bilingual school, using the Singapore approach
- Designed and implemented new American curriculum in World Cultures/Geography class
- Results include student 85% improvement rate in basic arithmetic skills, including multiplication and division; created and facilitated the first ever middle school Mathathon

Pontifícia Universidad Católica Madre y Maestra, Santiago de los Caballeros campus (Dominican Republic), *English Professor,* August 2012 – August 2013
- Taught grammar, conversation, and writing classes for university students using a communicative approach that focuses on areas of listening, speaking, reading and writing
- Student evaluations of teaching resulted in a 4.9 out of 5 rating for both semesters.

Princeton Education Research Section, *Research Assistant,* August 2011 – June 2012
- Certified and trained in the use of educational evaluation instruments for a study evaluating bilingual early education programmes in New Jersey
- Observed and assessed teacher pedagogy and classroom environments using the Classroom Assessment Scoring System (CLASS); and evaluated pre-schoolers on their Spanish and English language acquisition

Select Publications

Journal articles

D'Angelo, S. (2022). "Building resilience now and for the future: Adolescent skills to address global challenges." *Development Policy Review*. https://doi.org/10.1111/dpr.12670

D'Angelo, S, Marcus, R., Ngambo, E. (2022). "Teaching and learning for life skills development: Insights from Rwanda's 12+ programme for adolescent girls." *Development Policy Review*. https://doi.org/10.1111/dpr.12622

Baxter, M., Novy-Marx, M., & D'Angelo, S. (2022). "Improving pathways for girls and disadvantaged youth through secondary education and into work: Evidence and reflections from practice." *Development Policy Review*. https://doi.org/10.1111/dpr.12651

Hennessy, S., D'Angelo, S., McIntyre, S., et al. (2022). "Technology for Teacher Professional Development in Low- and Middle-Income Countries: A systematic review." *Computers and Education Open*. https://www.sciencedirect.com/science/article/pii/S2666557322000088

D'Angelo, S. (2021). "Effective Pedagogy in the Context of a Competency-Based Curriculum Reform: Perceptions of Teachers in the Dominican Republic." *Revista Caribeña de Investigación Educativa*. [English & Spanish].

Policy briefs and guidance notes

D'Angelo, S., Hennessy … & Zubairi, A. (2022). *Technology use for teacher professional development in low- and middle-income countries: Recommendations for policy from a systematic review.* EdTech Hub Policy Brief. https://docs.edtechhub.org/lib/7S9CUP77?utm_source=TPD&utm_medium=EdTech&utm_campaign=#TPD

INEE (2022). *Guidance Note: Teacher Wellbeing in Emergency Settings.* Inter-Agency Network for Education in Emergencies. https://inee.org/resources/guidance-note-teacher-wellbeing-emergency-settings

Reports and background papers

Hennessy, S., D'Angelo, S., … (forthcoming) *Technology use in teacher preparation and professional development in low-and middle-income countries.* Background Paper for the 2023 GEM Report. EdTech Hub.

KORE Global. (2022). *Gender Equitable Education in South and Southeast Asia and Pacific Island Countries: Comparing Girls' and Boys' Pre- and Post-COVID 19 Educational Outcomes.* Australian Government - Department of Foreign Affairs and Trade (DFAT). https://static1.squarespace.com/static/5e71760b43b5943ba1cef169/t/6387910bf599f40dbe8e8015/1669828882894/Kore+Global+DFAT+Gender+Equitable+Education+in+SSEA+and+Pacific_ACC_November+2022pdf.pdf

World Bank (2021). *Learners with Disabilities and COVID-19 School Closures: Findings from a Global Survey Conducted by the World Bank's Inclusive Education Initiative (IEI)*. Washington, DC: The World Bank. https://openknowledge.worldbank.org/handle/10986/36326

INEE (2021). *Teacher wellbeing in emergency settings: Findings from a resource mapping and gap analysis.* Inter-Agency Network for Education in Emergencies. https://inee.org/resources/teacher-wellbeing-resources-mapping-gap-analysis.

Hennessy, S., D'Angelo, S., McIntyre, et al. (2021) *Technology, Teacher Professional Development, and Low- and Middle-Income countries: Technical report on systematic mapping review*. [Technical Report] EdTech Hub. https://docs.edtechhub.org/lib/VTQDT65R

Marcus, R., George, R., D'Angelo, S., and Samman, E. (2020) *Gender, power and progress: How norms change.* London: ALIGN/ODI. https://www.odi.org/publications/17698-gender-power-and-progress-how-norms-change

Mastercard Foundation. 2020. *Secondary Education in Africa: Preparing Youth for the Future of Work.* https://www.adeanet.org/sites/default/files/sea_full_report.pdf - and background papers mapping teacher education priorities in education sector plans and the integration of work readiness skills in African secondary school curriculum

Blogs

Alasuutari, H., Barron, M., Cobo, C., D'Angelo, S., Lee, C., & Pan, Y. (2022, December 6). *Understanding the costs of accessible EdTech solutions for learners with disabilities*. https://blogs.worldbank.org/education/understanding-costs-accessible-edtech-solutions-learners-disabilities

Saavedra, Jaime, Alasuutari, Hanna, D'Angelo, Sophia. (2021) "How to strengthen disability inclusion in education? World Bank Blogs. https://blogs.worldbank.org/education/how-strengthen-disability-inclusion-education.

D'Angelo, Sophia. (2020). "25 years after Beijing: Time to kick-start a new era for gender equality through norm change." Advancing Learning and Innovation in Gender Norms (ALiGN). https://www.alignplatform.org/resources/25-years-after-beijing-time-kick-start-new-era-gender-equality-through-norm-change