



Society for International Development  
Washington Chapter



# FY 2020

## ANNUAL REPORT

Education for Development Workgroup

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# EDUCATION FOR DEVELOPMENT WORKGROUP

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



## Dear Members of the Education for Development Workgroup,

Our Fiscal Year 2020 was unusual for us, as it was for so many, ending during a global pandemic. This certainly affected our ability to deliver programming. Despite this hurdle, the Workgroup produced two excellent events: [Creating a Road for Education for All](#) and [The Nurturing Care Framework - the Education and Health Nexus](#).

We would like to thank former Co-Chair Joanie Cohen (Creative Associates International). She helped us put on many fantastic events during her tenure. We wish her the best in her future endeavors. And we welcomed Kara McBride (World Learning) as our new Co-Chair. We are excited to work with her over the coming years.

Now that we have mastered the art of virtual programming, we look forward to offering more events accessible to a wider audience and providing an even more dynamic community for interaction. We hope to see you at some of our upcoming events. You can see all of our programs on our [website](#) – and please check back often as we add new ones regularly.

Thank you for your interest in and support of SID-Washington’s Workgroups. If you have questions, comments or ideas, please send an email to [events@sidw.org](mailto:events@sidw.org).

Best regards,



Katherine Raphaelson



Paul A. Sherman





**Dr. Kara  
McBride**

Senior Education Specialist,  
World Learning

Dr. Kara McBride serves as a Senior Education Specialist at World Learning, where she provides wide-ranging support to teacher training, professional development and youth education projects, including leading the development of two U.S. State Department teacher training courses and developing online English classes for Egyptian high school students pursuing careers in STEM. Kara McBride is the home office English Specialist for Quality Instruction Towards Access and Basic Education Improvement-2 (QITABI-2) - a USAID-funded program in Lebanon - providing technical support and international best practices and research oversight on curriculum and incorporation of second language acquisition, reading methodology, and inclusive education practices in teacher training, coaching, and materials. In her time teaching at Saint Louis University, Dr. McBride led teacher training for the Department of Languages, Literatures and Cultures and published extensively on the use of technology in education and the development of intercultural competence. She holds a doctorate in Second Language Acquisition and Teaching from the University of Arizona, a master's degree in Applied Linguistics from Indiana University, and a master's in Latin American Studies from Purdue University.



**Joanie  
Cohen**

Senior Advisor for Literacy  
and School Readiness,  
Creative Associates  
International

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

**Wednesday, January 15, 2020**

9:00 AM - 11:00 AM ET | World Learning

Creating a Road for Education for All

**Tuesday, May 12, 2020**

10:30 AM - 12:00 PM ET | Online via Zoom

The Nurturing Care Framework - the Education and Health Nexus



## Creating a Road for Education for All

Moderator: **Deepa Srikantaiah, PhD**, Senior Education and Research Specialist, World Learning

Speakers: **Dr. Brent Elder, PhD**, Assistant Professor, Rowan University  
**Dr. Mary Faith Mount-Cors**, President, EdIntersect, LLC  
**Subekshya Karki**, Inclusive Education Technical Adviser, Humanity & Inclusion Nepal  
**Dr. Kara McBride**, Senior Education Specialist, World Learning

**Event Description:** In USAID’s education sector strategy, disability-inclusive education through Universal Design for Learning (UDL) has been showcased as a priority to ensure that all children are learning, especially in reading. Research shows that students who receive instruction using UDL principles make significant gains in reading (Coyne et al., 2012) and early grade classrooms that use UDL and multi-sensory practices show increases in motivation and reading comprehension skills (Brand & Dalton, 2012). This panel presentation showcased a consortium of work organized by World Learning on disability-inclusive education. Presentations included World Learning’s work in Lebanon through the USAID-funded QITABI-2 project, Humanity and Inclusion’s work on early grade reading and disability inclusion in Nepal, and EdIntersect’s work on adapting assessment tools, such as the Early Grade Reading Assessment (EGRA), for students who are blind or low-vision. Dr. Brent Elder, professor at Rowan University, served as the discussant on the panel to present a way forward and also share his experiences on international work on disability inclusion.

### Key Takeaways:

#### 1) Developing More Inclusive Education Environments

**Dr. Kara McBride** (World Learning) shared ways in which World Learning is striving to become more inclusive through programs taught and with language used. She highlighted one program in particular that is currently taking place in Lebanon to promote and integrate disability-inclusive programs into local schools. However, she spoke on the difficulty of creating a one-size-fits-all program for students who live with handicaps, visible or invisible. Dr. McBride stated that “challenges in learning and behavior are different for each student, so how do you create a program that addresses all of those challenges and motivates each student?” Once we understand such differences, we can then address the challenges these students face, and create paths forward from there. The Quality Instruction Towards Access and Basic Education Improvement (QITABI) program focuses on approaches in balanced literacy and differentiated instruction methods. Dr. McBride stated that in creating such programs, organizations must highlight patterns of learning, feature challenges, incorporate big ideas, and involve the families and teachers of students.

**Dr. Brent Elder** (Rowan University) continued to build off of Dr. McBride points in terms of working to support students based on their specific needs. In his experience, this has been the most effective approach in creating programs for students living with disabilities. Dr. Elder also emphasized that risks must be taken in the field of education, and that educators, parents, and creators of such programs must be willing to step outside of their comfort zones when crafting solutions to such issues. In his own words, Dr. Elder believes that “not creating and encouraging a culture of risk taking and training with our teachers and administrators is counterproductive to our goal.” Dr. Elder also stated the importance of involving parents in the process of their child’s learning, especially for parents of children living with disabilities. Dr. Elder strongly emphasized that no two students are the same, and that complete inclusion must be the primary task in developing any sort of educational programming.

### 2) Working with Institutional Models

**Subekshy Karki** (Humanity & Inclusion Nepal) discussed how, working with the ministry of education and other institutional models is key based on her programmatic experience. Her work is focused in Nepal, and she shared that her goal for the upcoming year was to work specifically with students grades 1-3 to improve basic reading, math, and writing capabilities. Karki hopes to create test-inclusive institutional models that can be scaled for specific groups of children with disabilities. In her experience, institutional models do not fit the needs of students who live with disabilities, so Karki suggested taking those models, improving upon them, and giving specific feedback for how they can be changed.

### 3) Promoting Dynamic Interaction

**Dr. Mary Mount-Cors** (EdIntersect, LLC) outlined her work in educational program creation in Senegal, highlighting the importance of cohesiveness among children, their families, and their classroom settings. These three factors combine to create a system of “literary ecology”, which Dr. Mount-Cors strongly believes is a better assessment of students. Using a literary exam as an example, Dr. Mount-Cors explained that a student’s poor grade on an exam is more a reflection of that student’s literary ecology, rather than of the student themselves.

Dr. Mount-Cors stressed the importance of creating programs in the primary language of individuals, first and foremost. She discussed the lack of programs in a variety of world languages, highlighting that it is unfair to expect students to adapt to programs taught in unfamiliar languages. Students are still often times mastering their primary language.

Additionally, Dr. Mount-Cors reported that her work in Senegal yielded informative results on the topic of primary language programs. In her findings, most of her students are attempting to master their basic reading competencies in their primary language, and those abilities are strengthened by consistently speaking this language at home. Through accessible educational programs taught and provided in a variety of languages matched with promoting the concept of literary ecology, Dr. Mount-Cors is hopeful that students will continue to reach their potential, inside and outside of the classroom.



# The Nurturing Care Framework – the Education and Health Nexus

**Moderator:** **Dr. Lara S. Ho, MHS, PhD, RN**, Deputy Director, Strategic Initiatives, International Rescue Committee

**Speakers:** **Matthew Frey**, Director, Global Integrated ECD/Nurturing Care Program, PATH  
**Erin Milner**, Senior Nutrition Monitoring, Evaluation, and Learning Advisor, USAID  
**Katie Murphy**, Senior Technical Advisor, Early Childhood Development, International Rescue Committee

**Event Description:** The Nurturing Care Framework draws on state-of-the-art evidence on how early childhood development can guide the most effective policies and services that will help parents and caregivers provide nurturing care for babies and very young children. The framework builds on the foundation of universal health coverage, with primary care at its core, as essential for all sustainable growth and development. It articulates the important role that all sectors, including the health sector, must play to support the healthy development of all children to develop optimally and reap maximum benefit from pre-school and formal education. In this event, panelists discussed their work with the Nurturing Care Framework, touching on how education and health intersect. They also highlighted some of the work being done during the COVID-19 pandemic.

## Key Takeaways:

### 1) Introduction

**Dr. Joanie Cohen** (Creative Associates International) set the stage for the event by giving a brief background and overview of what the Nurturing Care Framework entails. Dr. Cohen defined a nurturing care framework as a stable environment created by parents and caregivers to promote children's health and nutrition, provide safety, and give young children opportunities for early learning and interactions that are emotionally supportive, responsive, and proactive. Dr. Cohen further mentioned that the nurturing care framework was developed by the World Health Organization (WHO), United Nations Children's Fund (UNICEF), and the World Bank Group in collaboration with partnerships from the Early Childhood Development Action Network to provide a roadmap for ensuring the attainment of Sustainable Development Goals. Dr. Cohen also highlighted that the framework provides policies and services that support parents, caregivers, and families in the community to provide a safe and secure environment for children to grow.

### 2) The Nurturing Care Framework and Humanitarian Setting

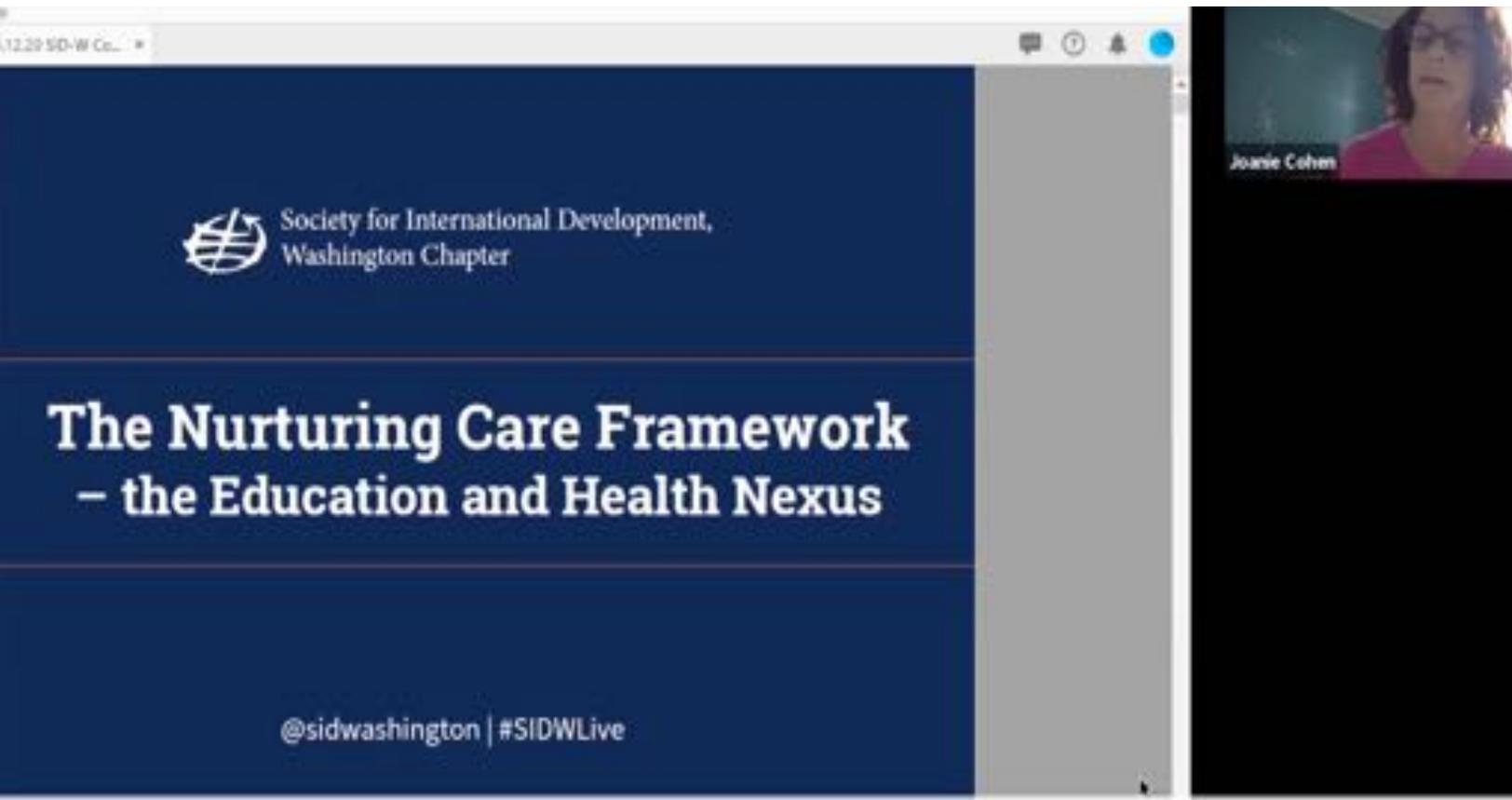
**Katie Murphy** (International Rescue Committee) shared that specific threats faced by young children in humanitarian settings include: compounding adversities, lack of prioritization and funding for early learning and responsive caregiving within humanitarian settings, limited access to services, fragmented systems, and lack of support needed for children to thrive. Murphy emphasized that early childhood is a critical time for brain development in children, and therefore, parents and caregivers need to support and create an environment that promotes early learning. Murphy also highlighted that research from the Harvard Center for Child Development found that the accumulation of persistent stress, especially in absence of safe, secure, and stable relationships with adult caregivers, can disrupt the synaptic connection and have long-term effects on a child's future health, academic achievements, and well-being. Therefore, responsive caregiving in early learning plays a critical role as it protects children from the negative effects of stress. Murphy explained how the International Rescue Committee (IRC) has partnerships with mass media workshops and is supporting the media groups by designing content on child education and television shows that are aimed to reflect the realities of children and families that have been affected by conflict crises in the Middle East.

### 3) Donor Perspective on Early Childhood Development and Nutrition

**Erin Milner** (USAID) shared that the nurturing care framework provides donors like USAID with the architecture for investing in early childhood development and evidence to make concrete connections between early childhood development and nutrition. USAID is collaborating within health, nutrition, education, and social protection spaces to implement integrated nurturing care programs and contribute to the evidence base. Milner mentioned that USAID implements the U.S Government Strategic Framework on advancing the protection and care for children in adversity. This framework focuses on building strong beginnings, putting family care first, and protecting children. Milner highlighted examples of activities that are important for nutrition and development outcomes: (1) Responsive feeding, (2) integrated nutrition and ECD Curriculum development and training, (3) supportive supervision and mentorship, and (4) growth monitoring and promotion as well as integrated management of acute malnutrition.

### 4) How Nurturing Care is Taking Root in the Health Sector

**Matthew Frey** (PATH) discussed that 66 percent of African children are at a high risk of poor development. This statistic is due to the absence of a focus on early childhood development in African countries' health systems. Frey shared that PATH began working with health ministries in Kenya, Mozambique, and Zambia to design and evaluate early interventions to promote child development in the health sector. Frey stressed that Early Childhood Development is failing in African countries due to lack of leadership in the health sector and as such, it is important to reinforce healthy parental practices and promote a change in social norms. Frey concluded that it is also important to introduce health policies and guidelines that work towards fostering child development, this can be achieved by providing efficient training to health workers and laying out guidelines that are vital for promoting development and growth in the health sector.





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**FY 2020 Workgroup Co-Chairs**

Dr. Kara McBride - World Learning

Joanie Cohen - Creative Associates International

**Photo Credit**

Paul A. Sherman - Director of Programs

**Acknowledgement**

We would like to thank Program Associates: Megan Dixon, Mikaila Harper, Lydia Henning, Shabnam Kabir, Fadima Konate, Devang Laddha, Seth Reinhard, Melina Reynoso, and Vivian Zhang for their hard work to create this report.

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