



Society for International Development
Washington Chapter

FY 2021

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,

We are happy to report that we had another productive year, with programming that was entirely virtual! As we reflect on the past year, the Workgroup produced several great events, such as **Lifelong Learning Online: Opportunities, Threats, and Strategies**, **Linking Domestic and International Education: A Discussion on Anti-racist Practices for Racial Justice in Schools** and a planning meeting. We are currently working on a new and exciting slate of events for FY 2022, so stayed tuned for more information!

After 5 years with our team, Paul Sherman, our Director of Programs, will be stepping down from his role to pursue graduate studies. Paul is still involved with SID-Washington as a Consultant. Thank you, Paul, for your effort and commitment to the Workgroups and their programming!

Stepping into Paul's role, we would like to welcome **Malavika Randive** as our new Program Coordinator. Malavika will be working closely with our Co-Chairs in planning events for the Workgroup.

Thank you for your continued interest and support of the Workgroups. We hope to see you at future SID-Washington events! If you have any questions or suggestions, please feel free to send an email to events@sidw.org.

Best regards,



A handwritten signature in black ink that reads "Katherine Raphaelson".

Katherine Raphaelson



A handwritten signature in black ink that reads "Malavika Randive".

Malavika Randive

FY 2021 WORKGROUP CO-CHAIRS



Alisa Phillips

Senior Advisor, Education, World
Vision United States

Alisa Phillips is the Senior Advisor for Education at WVUS with nearly 20 years working in the education sector. Her career began in adult education, English as a Second Language (ESL) and Spanish language teaching at the college level. Since then, most of her expertise has been in international education in the areas of material development, training and facilitation, technical support for monitoring and evaluation, primary school teacher training to improve pedagogical practices, capacity development of parent and school management groups to improve the learning environment and focusing on understanding barriers to children's learning outcomes in under resourced contexts. She has also focused her career on improving education for girls who are often marginalized from quality educational opportunities. Alisa led the development of a project model, Safe and Nurturing Schools to address social norms to support a protective learning environment that is free of school-related gender-based violence for all girls and boys. Currently, Alisa provides technical assistance to several primary education projects such as the Rwanda Home Grown School Feeding project, funded by the USDA and led by the World Food Program and READ II led by Creative Associates International and supported by USAID and World Vision's privately-funded Rwanda Unlock Literacy project, all of which focus on improving reading outcomes for girls and boys. She is also the World Vision representative on numerous committees and working groups, such as the Basic Education Coalition (BEC) Gender and Girls' Education Working Group and the United Nations Girls' Education Initiative (UNGEI) Global Advisory Committee. Alisa holds a Bachelor of Science in Spanish Language from Georgetown University and a Master of Science in Adult Education from Cornell University.



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.

Tuesday, December 1, 2020

11:00 AM - 12:30 PM ET | Online via Zoom

Education for Development Workgroup Planning Meeting

Tuesday, January 12, 2021

11:00 AM - 12:30 PM ET | Online via Zoom

Lifelong Learning Online: Opportunities, Threats, and Strategies

Wednesday, April 14, 2021

11:00 AM - 12:00 PM ET | Online via Zoom

Linking Domestic and International Education: A Discussion on Anti-Racist Practices for Racial Justice in Schools



Education for Development Workgroup Planning Meeting

Workgroup **Dr. Kara McBride**, Senior Education Specialist, World Learning
 Co-Chairs: **Alissa Phillips**, Senior Advisor, Education, World Vision United States

Event Description: The Education for Development Workgroup met on Tuesday, December 1st at 11:00 AM to plan events for the group in the next year. All members were encouraged to join and to bring ideas for event formats and topics

Key Takeaways:

Programming Discussion:

Workgroup Co-Chairs Dr. Kara McBride (World Learning) and Alisa Phillips (World Vision United States) began the event with an introduction of each participant. They then discussed the meeting agenda and their plans to host three events before July 2021. Dr. McBride and Phillips focused on the following topics:

1. Racial Justice in Education:

We are at a moment in history where we can no longer ignore racial injustice. What ideas do you have for how SID-Washington's (SID-W) Education for Development Workgroup can bring this issue to the forefront in education? How is this affecting the education systems across the world? What is our role to promote racial equity as development practitioners?

- Meeting Conversation: The group discussed the impact of racial inequality in education and how the Education for Development Workgroup could bring this issue to the forefront in the education space.

2. Training and Coaching Teachers at a Distance:

In a world affected by ongoing crisis how can we support teachers better with pedagogy, content knowledge and socio-emotional competencies? What type of teacher training is most urgently needed? What are the essentials that teachers most urgently need in their new roles? How does teacher coaching/mentoring need to change with these changing contexts? How can we use this tool to better support teachers in the most remote and disenfranchised areas of the world?

- Meeting Conversation: Participants presented thoughts on how to support teachers in an online learning space and what kind of training is most needed.

The attendees and Co-Chairs agreed that delivering digital material to teachers could be an effective strategy.

3. Lifelong Learning:

Lifelong learning is a part of SDG4, yet often ignored. How can the SID-W Education for Development Workgroup open up a discussion on this issue? How does lifelong learning intersect with childcare and workforce issues? What other topics would you like to discuss for lifelong learning to become a greater area of focus?

- The Co-Chairs asked participants how the Workgroup could address life-long learning, pointing out how it is often neglected despite its inclusion in SDG 4.4. Distance Learning in the COVID Era: As communities face uncertainty about the viability and safety of in-presence classroom activities, many school systems have begun implementing online and other types of distance learning options. Many of these options can exacerbate access inequities. What practices can reduce these negative impacts, both through online and other types of distance learning, in the areas of accessibility and caretaker involvement?
- The Co-Chairs raised the question of how the Workgroup could work towards reducing inequities emerging in online learning by addressing issues such as accessibility and caretaker involvement.

Consensus:

From this conversation, three main ideas emerge:
 (1) a two-part series on racial justice in education,
 (2) a session on remote learning, and
 (3) a session on distance learning in low-tech/no-tech contexts.
 The second or third idea could also be turned into a workshop.

Next Steps:

Based on the discussion, Dr. McBride and Phillips will compile the feedback from the meeting and coordinate with SID-W staff to roll out exciting events over the course of the next year.

Lifelong Learning Online: Opportunities, Threats, and Strategies

Moderator: **Alex Twinomugisha**, Senior Education Technology Specialist, World Bank

Speakers: **Kate Bain**, Global Program Officer, Office of English Language Programs (OELP), U.S. Department of State
Lorraine Charles, Co-Founder and Executive Director, Na'amal
Elizabeth Miller, Director, Client Solutions and Partnerships, Badgr

Event Description: COVID-19 has accelerated the expansion of online learning availability and usage. With so many resources available, there are greater opportunities for people all over the world, in both formal and informal settings, to learn about the topics of their choice. However, access and digital literacy are not equitable. Online learning's increased ubiquity is resulting in a greater gap between those who do and those who do not have access. The Education for Development Workgroup had a lively exploration of these issues with experts who have been working to bring lifelong learning opportunities to adults around the world in low-resource/low-access settings.

Key Takeaways:

1. Online Learning for Online Earning

Lorraine Charles (Na'amal) started the session explaining how Na'amal works with refugees and vulnerable populations to cultivate soft skills and an education that provides connections to employment. In recognizing the potential for refugees to work remotely, the Na'amal program has a four-step model that works to prepare individuals for remote learning:

1. The Online Program work is similar to a Massive Open Online Course (MOOC).
2. Virtual Workshops are made to complement the online program and connect learners in engaging small groups.
3. One-on-One Mentoring reinforces the skills learned in the online program, mimicking the social environment one would have while working online.
4. Remote Internships provide experience to support a future in remote work.

Charles introduced Na'amal's holistic approach for skills development that involves tying together remote work readiness, English language proficiency, and academic and technical skills to

promote remote employment and entrepreneurship opportunities. Charles stated some challenges (lack of bandwidth and connectivity) and advantages (opportunity to dignify work and provide high quality learning without the need to relocate) to online learning.

2. Online Professional English Network

Kate Bain (U.S. Department of State) provided an extensive look into the various programs within the U.S. Department of State's Bureau of Educational and Cultural Affairs that focus on English language learning and teaching. Bain described the Global Online Courses, a set of programs created through partnerships with U.S. universities and institutions that deliver courses that work well in low bandwidth areas. The Online Professional English Network (OPEN) has six main programs and offerings – including Global Online Courses – for international participants, primarily as English for foreign language educators:

1. Global Online Courses are eight-week long courses provided four times per year.

2. MOOCs are housed through Canvas and can have an unlimited number of participants.
3. Regional Online Courses are developed to meet a region's specific needs.
4. Webinars serve as an online professional development program.
5. Open Educational Resources that can be shared, used or adapted by anyone.
6. Community of Practice through alumni engagement with the program participants and stakeholders.

The Department has had success in their MOOCs, with passing rates of 35-40 percent compared to the typical 5 percent passing rate for standard courses. This success is attributed to the interactions that the alumni and educators have encouraged. Alumni often host their own synchronous sessions that are crucial for bringing online learning to life, thus creating a community in which the learners can practice and have support. Knowing that there is great value and efficacy in online learning but difficulties in accessibility, the Office of English Language Programs (OELP) created an Online Course Accessibility checklist to make content as accessible as possible both online and offline.

3. Digital Badges for Lifelong Learning

Elizabeth Miller (Badgr) explained how badges can be used to motivate and recognize learners. Miller mentioned the versatility of badges by describing their attributes:

1. Badges are persistent: They can exist outside of the platform on which they were gifted.
2. Badges are portable: They can be stored and shared in different places and ways.
3. Badges are shareable through social media, resumes, or online portfolios.
4. Badges are independently verifiable.
5. Badges can be stacked together to build larger and more meaningful credentials.
6. Badges can be skills aligned to provide context.
7. Badges are machine readable.

Among these attributes, Miller described how the awardee and provider can determine the impact of online badges and what they can represent.

The screenshot shows a Zoom meeting interface with several participants. The main content is a presentation slide from Badgr. The slide has a dark background with white and red text. At the top left is the Badgr logo, and at the top right is the text 'An Open Badge'. Below this, it says 'A badge is a digital data container that is:' followed by a bulleted list of seven attributes. To the right of the text is a diagram of a purple hexagonal badge with a trophy icon inside, and a red arrow pointing to the interior with the text 'DATA INSIDE'. The Badgr logo is also at the bottom left of the diagram.

Linking Domestic and International Education: A Discussion on Anti-Racist Practices for Racial Justice in Schools

Moderator: **Joe-Joe McManus, Ph.D.** | Associate, Delta Development

Speakers: **Daryl Howard, Ph.D.** | Specialist, Equity Instructional
Alison Mann | Early Childhood Educator; Program Director, Anti-Racist Committee, Gardner Pilot Academy, Boston Public Schools
Barbara Trudell, Ph.D. | Director, Africa Learning & Development, SIL International

Event Description: The racial unrest that shone a light on the systemic racism experienced by Black people in the United States has caused the international development community to pause and take stock of our own biases, stereotypes and cultural competence as development practitioners. As international educators, we promote equity and inclusion in schools for all children to learn. However, how should we consider issues concerning racial equity in our interactions with colleagues, educators, parents, community members, and government officials in low resource contexts around the world? How should we grapple with racial inequities in instructional content and curriculum? What racial inequities have we observed in classrooms in some of the low resource contexts where we work? While these are more common inquiries in the US education system, international educators are also reflecting on these questions to further challenge our own practice to promote racial justice in schools. This Workgroup brought together three thought leaders and practitioners working in the areas of anti-racism and equity. Two of our speakers shared their experiences working on anti-racism approaches domestically, while the third speaker discussed her expertise in partnering with linguistic minority communities in parts of Latin America and Africa.

Key Takeaways:

1) Defining Anti-racism and how it furthers racial justice in schools

Alison Mann (Boston Public Schools) shared her experience teaching at Gardner Pilot Academy as an example of what anti-racist work can look like with students, staff, families, and communities. She began her presentation by defining key terms used in her work: bias, anti-bias education, and anti-racism. The definitions for these terms emphasized actively challenging biased and racist systems. Mann continued by outlining the trajectory of the anti-racist work done so far:

- **Critical thinking and reflection:** Mann explained how action without taking time to reflect and think critically can lead to more harm. At Gardner Pilot Academy, teaching staff critically reviewed their curriculum to interrupt bias.

Mann discussed how she identified bias in books, images, and other teaching materials and shared a link to a resource to help others in this process.

- **Identity work:** Mann discussed interrupting the way society thinks about people from historically marginalized communities. She explained how one's narrative is not solely based on trauma but is full and complex. Mann recommended storytelling to give individuals agency in deciding their own identity and narrative
- **Looking at current events:** Mann detailed the importance of identifying bias in the way current events are portrayed in the media. She suggested thinking critically about how people are identified and how misidentification carries into interactions with students.

Creating an Anti-racist Committee: The anti-racist committee at Gardner Pilot Academy included teachers, students, parents, administrators, and professional leaders from the community. Mann shared that all members had an equal voice in decisions related to curriculum. She also talked about the school's Equity Audit, which evaluated the progress teachings were making in meeting the committee's goals.

2) Essential Questions for Race and Equity Work

Dr. Daryl Howard (Montgomery County Schools) discussed his work as an equity instructional specialist with a school district in Maryland (United States). Howard explained that a core component of this work is preparing district staff – from school principals to food workers and bus drivers – with the racial and cultural proficiencies needed to work with a diverse student population. His discussion centered around three points:

1. Why this work is hard: Dr. Howard explained that anti-racist work is difficult in part because people have different understandings of what racism is.

For example, a person may understand interpersonal racism but not systemic racism and how inequity ties into individual systems such as education, healthcare, media, and government.

2. Essential questions for race and equity work: Dr. Howard emphasized the need for anti-racist educators to practice continual reflection. He outlined three questions to ask oneself:

(1) How do I show up in front of young people; how do they learn as a result of our interaction?

2) What do I know about students with a different racial or gender background from myself; how do I continue to educate myself in my awareness of who they are and their experiences?

(3) How do I, understanding myself and my students, create a space where everyone feels like they belong?

3. Interrupting bias to achieve anti-racist practices: Dr. Howard talked about the district's Equity Audit, which will assess workforce diversity in Human Relations, how the district recruits, interviews, and retains employees, school culture, curriculum, and more. The results of the audit will guide recommendations for anti-racist policies at the state level. Dr. Howard also gave an overview of his work as a member of the Maryland Department of Education's Task Force on Equity and Excellence for Black Boys.

The Task Force aims to promote equity and achievement for African American male students.

3) Identifying white supremacy in International Development

Dr. Barbara Trudell (SIL International) discussed the presence of white supremacy in the field of international development. Drawing from her experience in education development programming, she shared three lessons that she has learned:

1. Globalization: Dr. Trudell explained how the process of globalization is predominately influenced by white, western systems of learning. Based on her experience overseas, Dr. Trudell discussed how societal values do not figure into the globalization agenda, and communities do not want to turn into white America.

2. Entitlement: Dr. Trudell shared multiple examples of entitlement she has witnessed from her American and western counterparts in the international development field. She urged practitioners to be more aware of their privileges, such as language, and to leave behind the notion that they have all the answers.

3. Understanding your role as a guest: Dr. Trudell recommends taking on the mindset of a guest. She explained that guests ask themselves three questions:

- (1) What do they want?
- (2) Why?
- (3) How can they help?



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FY 2021 Workgroup Co-Chairs

Dr. Kara McBride - World Learning

Alissa Phillips - World Vision United States

Photo Credit

Paul A. Sherman - Director of Programs

Screenshots from various SID-W events

Stock images from Canva

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