GLOBAL READING NETWORK

# LOOKING BACK AT 2020: GLOBAL READING NETWORK AND THE BASIC EDUCATION COALITION

The Basic Education Coalition (BEC) partnered with USAID to host the Global Reading Network (GRN) in 2020 to maintain the network's vibrancy and engagement this year.

Through this successful partnership, GRN@BEC has hosted a series of webinars, reaching over 1,000 individual participants from all regions around the world. These webinars have focused on a wide range of topics related to early grade reading programming including:

- The Global Reading Network Final Evaluation presentation was one of the first events to shift to a remote format, and it allowed members of the community to come together to learn about the key findings and recommendations from the GRN final evaluation.

- Monitoring, Evaluation and Learning series: This series of three webinars focused on global efforts, best practices, and lessons learned to strengthen MEL during Covid-19.

- Early Grade Reading in Covid-19: This webinar series included an overview of best practices, key considerations, and lessons learned for strengthening distance learning in the time of Covid-19. Following the webinar, BEC and GRN hosted an "ask the experts event" to provide network members with additional opportunities to learn from implementers in the field.

- The Return to School: The final webinar of the year brought together panelists to share their experiences with the return to school, with a particular focus on remediation, acceleration and assessment. This webinar shared best practices and lessons learned on how programs can adapt to better meet the needs of students and communities.

Throughout the year, BEC organized the sharing of numerous resources and knowledge products. Publications such as the [Using ICT to Implement Universal Design for Learning (UDL), and the Delivering Distance Learning in Emergencies](#) toolkits have been cross-published on the GRN site you maintained and have been accessed by stakeholders across the globe. Through multiple BEC-hosted discussion opportunities, network members engaged with and learned from one another to adapt programming and alter approaches to better meet the needs of the learners with which they work. Thanks to these opportunities, the GRN remained globally vibrant in the absence of funding from USAID.

2020 has been an incredibly busy year for the Global Reading Network and we thank BEC for their continued support and engagement with this network. We look forward to the upcoming transition of the Global Reading Network to the Leading through Learning award, led by Education Development Center,

Inc. In that new phase, GRN will continue to share learning, resources and best practices with our partners and community members across the globe.

Please use the following links to access the GRN@BEC webinar recordings and materials:

- [Reading Instruction in the Age of Covid-19 – Planning for the Present and Future](#)
- [Monitoring Reading Programs during Covid-19](#)
- [Evaluating/Assessing Reading Programs during Covid-19](#)
- [Learning & Adapting on Reading Programs during Covid-19](#)
- [Supporting the Return to School](#)

Thank you to the Global Network Steering Committee, who have volunteered time to provide network leadership and technical expertise. The Steering Committee has provided essential leadership and coordination for the network.

## DR. YOUNG SUK KIM:

Young-Suk Grace Kim, Ed.D., is a professor at University of California, Irvine. She received her Ed.D. at Harvard University in Human Development and Psychology with a concentration on Language and Literacy, and a minor concentration on Quantitative Policy Analysis in Education. She was a former classroom teacher in San Francisco, California. Dr. Kim's primary research areas include development of language, cognition, and literacy skills and instruction across languages and writing systems, including dyslexia and dysgraphia. Her work includes reading comprehension, reading fluency, listening comprehension, academic language, higher order cognitive skills, written composition for English-speaking children, Dual Language Learners, English learners, and children learning to read other languages (e.g., Korean, Spanish, Chinese).

## DR. MARK LYND:

Mark Lynd, STS's President and Co-founder, serves as a technical advisor for 15 projects and 30 staff in over 20 countries. Lynd began his career in education in 1983 when he taught English as a Peace Corps Volunteer in a secondary school in the Central African Republic. Since that time, he has led efforts in teacher professional development (PD), curriculum and instructional materials development, program evaluation, assessment of student learning, and education policy development in Africa, Asia, the Pacific, and the U.S. Lynd served as a long-term resident technical assistant in Namibia, where he advised the ministry of education on in-service teacher PD programming, and in Guinea/Conakry, where he developed and managed a national-level teacher PD program for USAID. Prior to founding STS in 2002, Lynd worked in Washington state as a community organizer and in Massachusetts as a participatory researcher, promoting the critical education principles of Paulo Freire. Lynd holds master's and doctoral degrees from the University of Massachusetts, Amherst.

## DR. MARGARET (PEGGY) DUBECK:

Margaret (Peggy) Dubeck, PhD, 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.

## MS. EMILY MIKSIC:

Emily Miksic works at FHI 360 as a Technical Advisor on Early Grade Learning programs. She specializes in reading education, including development of curriculum, teaching and learning materials, classroom and system-wide assessment, teacher professional development, capacity building and government systems. Her recent achievements include leadership in technical support to the USAID/Ghana Learning project team through which 700K children were taught reading in one of 11 Ghanaian National Languages of Instruction (GLOI). After only two years of implementation, the Learning program showed a tenfold increase in reading achievement on the impact evaluation (EGRA endline). Emily currently provides technical support to the National Reading Radio Program (NRRP) in response to COVID-19.

Finally, thank you to the team at the BEC, particularly Kirby Henslee and Paige Morency-Notario, for hosting the GRN this year. BEC's constant support and effort to share resources and announcements, facilitate multiple webinars and create opportunities for networking has kept the network engaged through a challenging year. With BEC's support, GRN has continued to bring together researchers, practitioners, government, and donor partners to share best practices and lessons learned.