

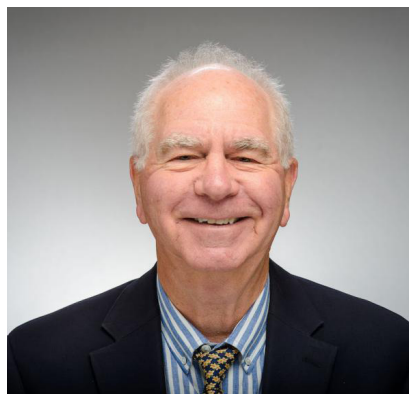


**GLOBAL CENTER**  
for the Development of *the Whole Child*

# YEAR IN REVIEW 2022



## LETTER FROM OUR DIRECTOR AND ASSOCIATE DIRECTOR



**Dear Colleagues,**

The Global Center for the Development of the Whole Child (GC-DWC) was founded three years ago with the mission of creating pathways out of adversity for the world's most vulnerable children. We have continued to build upon that foundational mission by utilizing whole child development (WCD) education approaches and innovative measurement methods to advance programs and research initiatives in 26 countries. Indeed, as 2022 comes to a close, we are invigorated by the progress of our in-country partners, global team, innovative collaborators, and generous friends, donors, and supporters.

2023 will bring even more challenges to a child's rights to quality education. UNESCO estimates **244 million children this year missed out on access to school**. With the threat of climate change making extreme weather events more common and growing economic inequality, children around the world will continue to face adversity when seeking an education. Nations need to re-engage out-of-school children and adolescents through embracing flexible learning approaches as core elements of a resilient education system.

The GC-DWC is placing greater emphasis on inclusion, resiliency, and the sustainability of our programs. In the Indian state of Telangana, where children of lower castes have often been failed by the education system, we are supporting the Social and Tribal Welfare Societies efforts to ensure these children are not left behind. In Haiti, we are championing distance learning solutions in response to the estimated two million out-of-school children. In April, 2022, we launched the Faith-based Learning Network to support research and program learning for Church and other faith community partners. We continue to utilize innovative research approaches in all our programs to address whole child development challenges to ensure our partners make evidence-based programmatic and policy decisions.

We are blessed to be part of the University of Notre Dame community and to work with dedicated individuals, communities, and organizations around the globe. We are inspired by your relentless commitments and creative strategies to create pathways out of adversity for the world's most vulnerable children. May God bestow upon each of you a bright, healthy, and peaceful new year.

In Peace,

Neil and Hannah

A handwritten signature in dark ink, appearing to read 'Neil Boothby'.

**Neil Boothby,**  
Professor and  
Founding Director

A handwritten signature in dark ink, appearing to read 'Hannah Chandler'.

**Hannah Chandler,**  
Associate Director of  
Programs





## INDIA: ENHANCING EDUCATIONAL OUTCOMES FOR MARGINALIZED CHILDREN

Research underscores that the most effective and enduring results come from project solutions that are created, understood, and championed by the people impacted. The GC-DWC's Telangana and Notre Dame based teams have therefore engaged senior Social and Tribal Welfare Society (the Society) leadership at state system, school, and teacher levels.

In 2022, Project Sampoorna has made great strides in building upon the groundwork laid in 2021. The GC-DWC team supported Society leadership to create a contextualized WCD framework, using system mapping to identify causal loops and key change levers. Society leadership and our team have since put this WCD Framework framework into action by:



Student at a Society residential school.

- Employing the Framework to review and refine all extra curricular programs.
- Redesigning teacher training programs to emphasize social and emotional skills.
- Launching the safe school initiative to address protection and wellbeing concerns.
- Embedding rapid program assessment mechanisms (REALM) in innovation schools to enhance program learning.





Project Sampoorna Teacher Workshop in November, 2022.

While academic learning was adversely affected by the COVID-19 pandemic, schools also reported significant rises in emotional and behavior problems. Much of 2022 therefore has been dedicated to enhancing safe and inclusive school cultures. School wide forums, listening circles, cooperative games, and enhanced parent engagement are hallmarks of the Safe and Inclusive School Initiative. Key success indicators are established and practical measurement approaches introduced to track progress.



Meeting with Society leadership in Hyderabad.



WCD Framework Rollout Workshop July, 2022.

Science tells us that social and emotional competencies are the brick and mortar of cognitive development: students cannot learn how to read and write if they cannot concentrate, manage emotions and behavior, or engage positively with teachers and other classmates. Social and emotional learning (SEL) skills, such as critical thinking, empathy, and perseverance, are also highly correlated with employment and wider life success. Our new teacher training program thus aims to equip teachers with the strategies, skills, and curriculum needed to ensure student growth and success, through: workshops, on-site coaching, and peer learning groups.

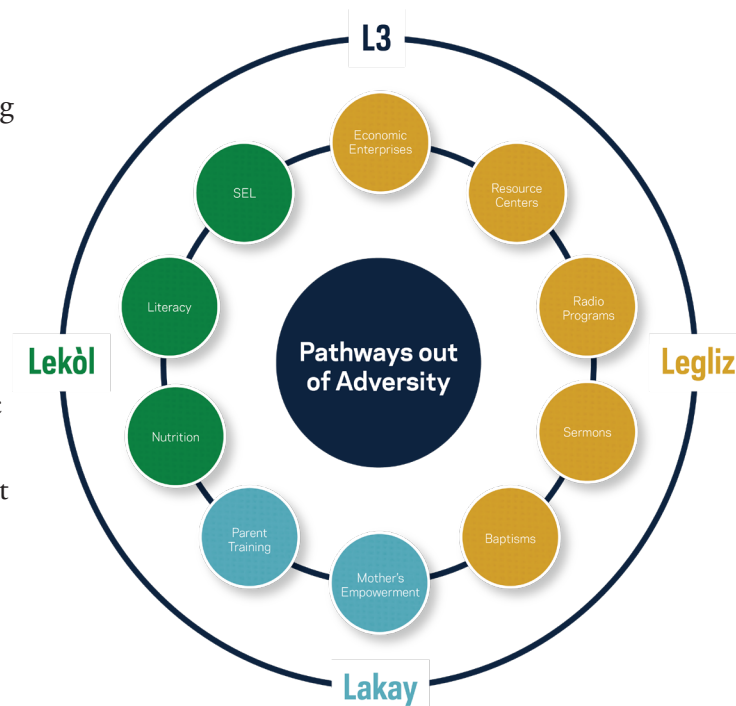




## HAITI: ACTIVATING THE PILLARS OF HAITIAN SOCIETY HOME- SCHOOL-CHURCH

What can be done to create a child development and learning system in a country that is in perpetual crisis? Where 85% of education is provided by non-state actors? This is the challenge in Haiti.

Our Haiti-and U.S.-based teams, in partnership with local parishes and communities, spent the year working to develop and embed innovative solutions into the core pillars of Haitian society: the home, the school, and the church or lakay, lekòl, legliz (L3) in Haitian Creole. In the Diocese of Cap-Haïtien in Northern Haiti, 5 innovation parishes have served as the center of several new programs focused on empowering parents, teachers, and parish leaders to support holistic child development. The goal of these innovations is to increase the prevalence of early childhood development (ECD), SEL messaging, and supportive behaviors within the school, home, and church and to align messaging across the L3 to ensure continuity of care and development within each setting.



## Parent Training

The first 1000 days of a child's life are formative for brain development. Parents play an integral role in this development by meeting basic needs, providing caring relationships, and acting as a child's first teacher. To strengthen parents' capacity to prepare their children for success, the GC-DWC created a parent training program focused on early childhood education. Training topics included the importance of the parent-child relationship, providing consistent and responsive care, linking cognitive development with social and emotional care, parent wellbeing and selfcare, and positive discipline.



Parents participating in ECD workshops.



ECD Baptismal Trainings prepare parents to care for their children both spiritually and emotionally.

## Early Childhood Education Messaging in Baptism

Baptism is a unique opportunity for the church to interface with the family as they prepare to care for a child not only spiritually, but socially and emotionally as well. The theology of love and care for God's children resonates with much of the science of healthy development. Baptism is an opportunity to engage the church in the integration of ECD messaging. This year, recognizing the leadership of priests and other parish leaders within the community, the GC-DWC created a standardized guide for ECD messaging in baptism preparation that can be shared across dioceses.

## Early Childhood Education Summer Camp

Due to an absence of appropriate teacher training and a lack of effective early childhood education techniques in pre-schools, Haitian students entering 1st grade are often not prepared to succeed. In response to these challenges, in 2022 the GC-DWC created and implemented its first early childhood education summer camp. This summer camp utilized play based learning as an instrument to transform the classroom and school culture into a fun and safe environment for children to learn.



At the ECD summer camp, games involving letters and numbers helped prepare students for success academically.



# ADDRESSING THE EDUCATION CRISIS IN HAITI

It has been a year of profound challenges in Haiti. Political unrest linked to gang violence and continued fallout from last year's devastating earthquake have emphasized Haitian learners' and their families' acute need for sustainable solutions that address a wide range of developmental needs. With students out of the classroom since August, alternate approaches have been required to fill the gap left by the absence of formal education.

## Community Resource Centers

In an effort to address the digital divide and provide communities with a space for learning outside of schools, this year the GC-DWC built two new community resource centers in Haiti's Nord Department with three more on the way. The resource centers – refurbished shipping containers equipped with solar panels, digital resources, and play-based learning materials – provide a designated space for learning outside of the classroom environment and create space for parents to actively engage in their children's learning and development.



Community resource centers offer a safe and productive place for students to learn.



Haitian Language learning materials which are context and age appropriate provide students the resources they need to flourish outside the classroom.

## Continuing Disaster Relief

In Haiti, the dire political and social situation has been exacerbated by the lasting effects of the 7.2 magnitude earthquake last year. Over 300,000 students suffered interruptions to their learning with 1,250 schools damaged or destroyed across the country, with the Southern Department the most severely affected. To address this crisis and to strengthen the resiliency of Haitian communities to future disasters, the GC-DWC has partnered with CEEC (Episcopal Commission on Catholic Education) and FEPH (Haiti Protestant School Federation) to ensure continuity of learning for affected students. Activities include building a culture of prevention with an updated emergency contingency plan, establishing mechanisms to facilitate immediate response in the event of a crisis at the local and community levels, and creating distance learning opportunities.

## Radio Programs

Like in much of the world, the COVID-19 pandemic challenged Haitian students to adapt to distance learning. Even as life returned closer to normalcy, political unrest and gang violence has kept over 2 million Haitian children out of school this year. In response, the GC-DWC has expanded and developed our radio programming used throughout the COVID-19 pandemic. These programs anchor concepts from the classroom into the daily lives of children and their families and promote child-caregiver interaction – bringing the classroom into the home.



Students getting involved by recording distance learning programming.



Distance learning through radio programming.

## Mail Boxes Etc.

The Haitian government is unable to provide financial resources to support education and in many instances families are also unable to meet even modest tuition requirements. We have therefore pivoted to potential free market solutions. This year the GC-DWC established its first Mail Boxes Etc. storefront in Cap-Haïtien. Mail Boxes Etc. Franchise (MBE) is an internationally known package shipment and printing company. The establishment and eventual expansion of MBE franchises within the country will drive local economic growth, employing and training local Haitians – creating revenue which will be fed back into Catholic Schools.



MBE storefront in Cap-Haïtien, Haiti.





## BON SEL INITIATIVE AND NUTRITION

Lymphatic filariasis and Iodine Deficiency Disorders are serious health threats in Haiti. Although they are life-altering, they can be prevented with access to fortified salt. Since 2006, the Bon Sel Initiative (BSI) has provided vital fortified salt to communities across Haiti. BSI has become a leading supplier of fortified salt, reducing the number of students and wider community members suffering from iodine and anemia deficiencies and lymphatic filariasis.

Understanding the crucial role that nutrition and food security play in not only students' physical development but also their cognitive, social, and emotional development, the GC-DWC's Strong Beginnings initiative and BSI have worked to integrate innovative nutrition and education programs into schools in order to address all aspects of a child's wellbeing.

As part of the GC-DWC's social enterprise initiatives, BSI also leverages entrepreneurship, business principles, and commercial supply chains, among others, to address complex social issues and ultimately foster sustainable solutions at local levels.





2022 Faith-Based Learning Network Colloquium.

## FAITH-BASED LEARNING NETWORK

With 85% of the world population identifying itself as “religious,” faith communities are well-positioned to promote science-based approaches to child development and learning. Indeed, they collectively provide about 45% of education globally. Given these realities, the GC-DWC founded the Faith-based Learning Network (FLN) to identify program learning needs and promote research to address critical issues across faith traditions. The FLN is composed of religious leaders, academics, donors, and policymakers from across faith backgrounds that support faith as an enabler to ensure positive child development and education outcomes.

As part of this emphasis on promoting development through Church and other faith-based systems, the GC-DWC also founded an annual colloquia series. This year’s in-person colloquium explored the convergence of faith and science as it relates to early childhood development, and also identified urgent research and learning needs:

- How do we scale up impactful faith-based approaches to child development and learning?
- What are promising practices within faith-based communities that mitigate harmful perpetuated patterns of corporal punishment and harsh parenting?
- How do we identify, inform, and engage key decision makers in our respective geographies to support faith-based approaches to early childhood development?

Looking forward to 2023, the Church and other faith-based partners have asked the GC-DWC to establish a visiting fellows program so their leaders may interact with the wider Notre Dame community. Notre Dame students have also expressed interest in a practicum, fellowships, and postdoctoral opportunities.



At the GC-DWC, we undertake applied research that is focused on utility, feasibility, and rigor. Our team partners with practitioners, researchers, and policy-makers in various low-resource and crisis contexts to ensure that research does not only add to the global evidence base about what works to address whole child development but also is usable for our partners in making programmatic policy decisions.

### Be Well Teach Well

Teachers are a key factor in student success, but there is limited literature exploring how the well-being of teachers — their affections, attitudes, and perspectives of their occupation — affect teachers' practice and students' learning in the global south. With this in mind, the GC-DWC, with support from Laser Pulse and partnering with Save the Children Uganda and the Luigi Giussani Institute for Higher Education, embarked on a two-year study to better understand Ugandan primary school teachers' well-being. The project resulted in a comprehensive framework and contextualized tool for understanding Ugandan primary school teachers' perspective on well-being and the factors that support and hinder it. Key project stakeholders included the Ugandan Ministry of Education, USAID, UNICEF, and higher education institutions, who provided critical input on the research design, process, and final products to ensure maximum utility.



## Supporting Holistic and Actionable Research in Education

While progress has been made in recent years to conduct research that strengthens education systems in developing countries, more targeted research is required to create systemic and sustainable change. Supporting Holistic and Actionable Research in Education (SHARE) — a \$40 million cooperative agreement awarded to the the GC-DWC and the Pulte Institute for Global Development by the U.S. Agency for International Development (USAID) — is conducting such research around five high-priority areas:

- **Contextually Relevant Emotional and Social Wellbeing Tools (CREST):** conducts research on children's social and emotional learning skills and teacher wellbeing that is grounded in the perspectives of teachers, children, and caregivers.
- **Language of Instruction Transition in Education Systems (LITES):** seeks to fill knowledge gaps in language acquisition by generating evidence surrounding language of instruction transitions and their relationship to learners' first and second-language literacy skills.
- **Learning to Improve Book Resource Operational Systems (LIBROS):** explores the underlying conditions that improve book supply chains and identify policy and practice pathways to strengthen the primary education level book supply chains in low- and middle-income countries.
- **Higher Education Institutions Generating Holistic and Transformative Solutions (HEIGHTS) Financial Sustainability:** aims to produce evidence-informed strategies that can facilitate financial sustainability in higher education systems, and analyzes the ways in which governments and higher education institutions mobilize public and private resources.
- **HEIGHTS Innovation Ecosystems:** explores how higher education institutions can positively influence an innovation ecosystem through a variety of roles while considering limiting factors such as resources, relationships, and social norms.



SHARE works across numerous countries including: Malawi, Rwanda, Uzbekistán, Liberia, Colombia, Honduras, Egypt, Philippines, Indonesia, Cambodia, Senegal, Mozambique, Kenya, Ghana, Uganda, and Haiti.



## Play and Learning in Children's Eyes

When children experience play as joyful, actively engaging, meaningful, iterative and socially interactive, their play is more likely to lead to deeper learning, connecting factual knowledge with real-world experiences. Now in its second year, the LEGO Foundation's Play and Learning in Children's Eyes (PALICE) is developing and validating a set of formative tools designed to help teachers in low-and middle-income countries assess and improve their practice in Learning through Play. Under FHI 360's leadership, the GC-DWC and other consortium members have created a robust and versatile set of tools specifically designed to capture the experiences and voices of children to inform the practices of teachers in Colombia, Bangladesh, and Uganda. Capturing children's voices in how they experience learning through play — in particular their diverse experiences of learning through play across ages and geographies — is an important step towards thoughtfully building educational environments that optimize play-based opportunities for learning globally.

### OUR REACH

Our efforts extended far beyond project-specific work this year.

26

#### countries of action & impact

We have embedded research and programming or collaborated with thought leaders in over 26 countries this year.

7

#### peer-reviewed publications

Our faculty and staff have published studies on social and emotional learning, positive parenting, early childhood literacy, and the efficacy of out-of-school learning.

18

#### workshops and events

We have hosted or sent guest speakers to instructional events including lectures, conferences, and workshops.

## 7 NEW COLLEAGUES JOINED THE GC-DWC IN 2022 WELCOME TO THE TEAM:



**Cassandra Bissainthe,**

Associate  
Director of  
Program  
Management  
for Continuity  
of Learning,  
Haiti.



**John Hammel,**

Communications  
Associate



**Pooja Manda,**

Field Training  
Coordinator,  
India



**Fernanda Soares,**

Research  
Technical  
Advisor for  
SHARE

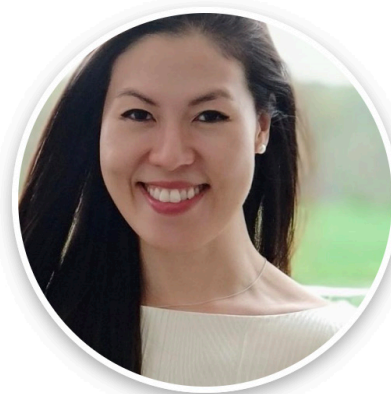
**Tamara Doucet-Larozar**

Associate  
Director of  
Language and  
Literacy



**HyoJung Jang,**

Research and  
Learning  
Advisor



**Abraham Noel,**

Field Training  
Coordinator,  
India





## GREAT THINGS ARE STILL TO COME IN 2023! HIGHLIGHTS INCLUDE:

### India:

Launching of a new University-based WCD center; hosting a WCD National Conference.



### Haiti:

Implementing an ECD Efficacy Study; creating additional school community resource centers and distance learning options; strengthening school based information systems; creating a national education information, research, and learning platform.



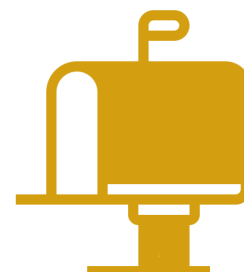
### Faith-based Learning Network:

Hosting a Washington DC based conference; completion of a faith-science book; advancing partners' research and learning agendas.



### Mail Boxes Etc.:

Solidifying the first Mailbox franchise with an expected return on initial investment of \$75,000 channeled back to Catholic schools in year one; exploring the establishment of additional franchises with similar expectations.



### Bon Sel Initiative:

Developing a distribution and processing facility in Cap-Haïtien to complement its facility in Port-au-Prince and distributing fortified salt to 3 million residents in northern Haiti, prioritizing Catholic school communities.

