

## Candidate Bio

Dr. Amy Jo Dowd, a graduate of Stanford (MA) and Harvard's Graduate Schools of Education (MEd & EdD), has been a leading voice in evidence-based practices for early learning and literacy instruction throughout her career. For the past three decades she has pioneered research into learning equity in low- and middle-income countries around the world and mentored junior staff and students to launch their careers and academic contributions.

Dr. Dowd has led rigorous research to innovate and improve practice in international education and child development. She built and led an internal research team at Save the Children to enable evidence generation that enhanced program effectiveness and ultimately supported children around the world to develop essential skills. She was instrumental in the development and field-testing of an early grade literacy intervention, [Literacy Boost](#), which transformed the way that Save the Children, World Vision, and their partners use data to support families and children to reach their potential.

Building from there, Dr. Dowd and colleagues developed, tested and scaled early grade [numeracy](#) and [preschool interventions](#). With each innovation, she coached country teams to establish evidence building systems that answered key questions about whether their new approaches were delivering the desired results for children. The evidence fueled continuous improvement in dozens of countries and promoted partnerships with ministries and communities. Within this system of ongoing inquiry, she and her team mentored more than 100 graduate students over the course of a dozen years – most of them members of CIES too – to conduct studies alongside country teams in the field or remotely by leveraging their skills to support analysis and application.

Dr. Dowd has published open-access measurement tools, peer review articles, technical guidance documents and book chapters on issues of learning measurement, equity and learning promotion interventions both inside and outside of schools. Some of her notable contributions to the field include supporting the development and validation of the [International Development and Early Learning Assessment](#) to measure school readiness in collaboration with colleagues at Save the Children, NYU Global TIES and the World Bank. In collaboration with Dr. Lesley Bartlett, she won the 2019 George Bereday award for [most impactful Comparative Education Review article](#) by looking critically at early grade reading assessments.

Most recently, Dr. Dowd led evidence work at the LEGO Foundation, taught at the University of Pennsylvania Graduate School of Education, and participated in the Global Partnership for Education's Independent Technical Advisory Panel. She currently consults for the Gates Foundation on equity, early learning investments, and implementation research, and is the Brink Foundation's Director of Research for its evidence hub on gender and learning.

Dr. Dowd has been a member of CIES since 1994. During this time, she has delivered dozens of presentations, participated in the early childhood and global literacy special interest groups, the gender and education committee, and new scholar workshops. She now hopes to contribute to the CIES community through her service on the Board of Directors.