THE 2014 MOBILES FOR EDUCATION (mEDUCATION) ALLIANCE INTERNATIONAL SYMPOSIUM: NETWORKING FAIR FOR SCALING PROJECT IMPACT SUMMARY REPORT

OCTOBER 20-22, 2014 • WASHINGTON, D.C.

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SUMMARY REPORT

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Prepared by
Keybridge Communications

Cover image of attendees at the 2014 International Symposium opening plenary, held in the Organization of American States (OAS) Hall of the Americas and the Ronald Reagan Building. Image courtesy of OAS.

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mEducation Alliance International Symposium: Networking Fair for Scaling Project Impact

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mEducation Alliance International Symposium: Networking Fair for Scaling Project Impact

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The 2014 Mobiles for Education (mEducation) Alliance Symposium: Networking Fair for Scaling Project Impact

Overview of the Event

The fourth annual Mobiles for Education (mEducation) Alliance Symposium: Networking Fair for Scaling Project Impact took place from October 20-22, 2014, in Washington, D.C. The Organization of American States (OAS) hosted the first two days of this year's Symposium in the splendid Hall of the Americas. The final day's events convened in the Ronald Reagan Building and International Trade Center.

More than 205 participants representing 26 countries and more than 115 organizations attended the Networking Fair. Plenary discussions, keynote addresses, breakout presentations, pitch sessions to mock investors, and a cocktail reception packed the schedule for the first two days. For the first time at the annual Symposium, a final half-day component featured "lightning talks" and a mEducation Alliance Exhibit Fair with over 40 project booths. Overall, the Symposium provided participants an elegant and accommodating setting to meet fellow international development professionals and to learn and exchange information about exciting initiatives focused on the broad use of technologies to improve educational outcomes, particularly in lower-resource developing country settings.

The Networking Fair would not have been possible without the generous support of our sponsors: Platinum Level – OAS, Intel, German Federal Ministry for Economic Cooperation and Development (BMZ) implemented by Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ), and USAID; Gold – UNICEF; Silver – Inter-American Development Bank, Qualcomm Wireless Reach; Bronze – World Vision, Creative Associates, and British Council. The 20 institutional members of the mEducation Alliance Steering Committee also substantially contributed to the Symposium’s design and successful delivery.

The Networking Fair sought to bring together multilateral and bilateral government representatives, non-profits, researchers, and private-sector organizations to increase knowledge exchange and possible collaboration on a broad range of information and communication technologies (ICT) used to advance education particularly in lower resource settings. For purposes of this report, these will be referred to as "mEducation" applications. Organizers hoped to facilitate new partnerships, spread successful education development models, improve project implementers’ understanding of donor objectives and concerns, and generally raise awareness of new developments in the mEducation field.

In addition to the same focal tracks as previous Symposia – namely, Mobiles for Reading, Mobiles for Youth Workforce Development, and Mobiles for Numeracy – this year’s Symposium featured an additional focal track, Mobiles for Governance in Education. The event also included new sessions on ePayments and Education, Gamification, Evidence on Learning, and the use of technologies in Complex and Challenging Educational Environments.

For this year’s Symposium, organizers brought back the popular "Pitch Sessions," which garnered rave reviews from last year’s participants. "Pitches" offered 19 project implementers the chance to present their technology-supported education projects to a panel of "mock" investors in five minutes or less. Following each presentation, the "investor" panel – comprised of representatives from public- and private-sector donor organizations such as Research Triangle Institute, Intel, British Council, GIZ, Samsung-Latin America, World Bank, Qualcomm, Korea Education and Research Information Service and the Global Partnership for Education – offered detailed feedback on how to strengthen both the "pitch" and the development project itself.

The following report provides an abbreviated description of key Symposium events including plenary addresses, working group breakout presentations, and pitch sessions.
Day One: October 20, 2014

Opening Remarks and Keynote Address

Anthony Bloome, Senior Education Technology Specialist at USAID, opened the Mobiles for Education (mEducation) Alliance Symposium: Networking Fair for Scaling Project Impact by thanking the packed audience for attending. He particularly welcomed those who had travelled so far to attend, including those from South Africa, India, Pakistan, and Norway. Bloome also gave an overview of the Symposium’s agenda and introduced the morning’s plenary speakers – Sherry Tross and Charles North – and the keynote speaker, Martina Roth.

Sherry Tross, Executive Secretary for Integral Development at the Organization of American States, expressed her hope that the Symposium would be a forum for “frank, candid” engagement that yielded “concrete initiatives” to improve access and innovation in education. She praised Symposium attendees as the “vanguard” of global education activists and challenged them to take advantage of the Symposium’s events to think about how to “translate and adapt [each other’s] programs to achieve the change” they desire.

Charles North, Senior Deputy Assistant Administrator, E3, of USAID, also thanked Symposium sponsors and participants and underscored the importance of the event by highlighting the enormous challenges that confront learners in developing countries. He stressed the importance of improving literacy among children and cited studies that have linked each additional year of schooling to a 10 percent rise in income. Attendees’ efforts, he said, were critical to ensuring that every child receives a quality education, and he pledged USAID’s support for these efforts.

North then announced a major new funding initiative on behalf of USAID. The organization will dispense $500 million over five years to improve access to education for 15 million children in conflict and crisis-affected areas. The agency will spend another $500 million over the same period to improve literacy for 100 million children. North emphasized that to reach these ambitious goals, USAID must aggressively explore innovative, appropriate, and cost-effective uses of a range of technologies.

North conceded that technology alone is not a silver bullet, an admission that was echoed many times by various speakers over the course of the Symposium. He emphasized that Symposium attendees must apply evidence-based metrics to their projects to ensure that interventions are cost-effective, sustainable, and appropriate to the local context. He concluded that attendees could overcome the daunting challenges they faced by leveraging technology in an effort to change the lives of millions of students. A full transcript of North’s address can be found in the addendum.

Martina Roth, Senior Director of Global Strategy for Intel’s Research and Policy Corporate Affairs Group, delivered the keynote address. She expounded on the “Three Cs” of education: collaboration, connectivity, and commitment. Roth stressed that if participants’ organizations didn’t collaborate with like-minded partners, if they didn’t utilize 21st-century technologies to connect students to a world of knowledge, and if they didn’t commit to sustainable, scalable models of development, then they’d fail to make a lasting impact on learners. Roth also praised Intel’s $1 billion commitment to advancing innovative uses of technology to improve teacher and student competencies in over 100 countries worldwide.

Working Group Breakout Presentations

Following the opening, welcoming, and keynote remarks, presenters and participants converged in one of the four break-out rooms organized around the four major themes for this year’s Symposium: Mobiles for Reading (mReading), Mobiles for Youth Workforce Development (mYWD), Mobile Education for Numeracy (mNumeracy), and Mobiles for Governance in Education (mGovernance).
Mobiles for Reading (mReading)

The Mobiles for Reading (mReading) Working Group is dedicated to understanding how mobile technologies can be used to improve literacy around the world. In this session, competitively selected presenters and those in attendance as general participants shared evidence of successful practices, discussed opportunities and challenges from the field, and explored potential areas for future collaboration and knowledge-sharing. Rebecca Leege, World Vision’s Project Director for their partnership engagement in the All Children Reading: A Grand Challenge for Development, facilitated the discussion.

Ayan Kishore of Creative Associates presented "mStories: Using Mobile Devices to Crowdsourc and Distribute Early Grade Reading Materials." Creative Associates decided to address the lack of relevant, appropriate, local-language reading materials by taking advantage of SMS technology, the pervasiveness of mobile phones, and a culture of storytelling. The result was mStories, a SMS-based application which facilitates collecting and sharing traditional stories among families via text messages. The format engages children in storytelling and empowers them to give feedback on the stories.

Corinne Vinopol of the Institute for Disabilities Research and Training (IDRT) presented "Mobile Software to Improve Literacy of Deaf and Hard of Hearing Children and Youth in Morocco." Corinne explained that some years ago, a Moroccan researcher approached IDRT and requested help improving education opportunities in his home country, where 86 percent of deaf children don’t attend school and there is little educational material for those who do. As a result, IDRT partnered with the Moroccan researcher and others to adapt and translate the Institute’s existing educational software, such as dictionaries, quizzes, and recognition software, into Moroccan Sign Language.

Emily Morris and Simon James of the Education Development Center (EDC) presented "eOLA-Literacy Assessment Data Collection and Analysis via Tablets." In many poor and post-conflict areas like Mali, Liberia, and Rwanda, conducting reading assessments is expensive, slow, and prone to operator error. To solve this problem, EDC implemented a tablet-based reading assessment that decreased assessment time and cost, reduced human error, and provided educators with earlier access to data.

Mike Dawson of USTAD Mobile Inc. presented "Made in Afghanistan: An Exportable Robust Mobile Learning Platform." USTAD offers educators an easy-to-use platform that allows them to design literacy lessons in multiple languages that are accessible on feature phones. The simple, open-source content framework helps supplement weak educational systems.

Ben Bain of the X-Prize Foundation presented "Global Learning X-Prize." Bain invited participants to join the Foundation’s competition to develop the most innovative open-source education tool. The grand prize winner will receive $10 million and their software will be made public in order to have the most transformative impact on access to quality global education.

Following the presentations, the presenters and participants engaged in a lively discussion about possible areas of improvement and how to best scale each organization’s respective project.

Mobiles for Youth Workforce Development (mYWD)

The Mobiles for Youth Workforce Development (mYWD) Working Group is dedicated to exploring the use of mobile technologies to increase access to employment for young people and to provide them with opportunities to develop their workforce skills. Kevin Barta, Program Officer in the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA), facilitated the working group’s presentations and discussion.

Samuel Suraphel and Shadrack Boadu of Innokiq presented "mPawa, Targeting Equal Job Opportunities for All." The staff of Innokiq, a non-profit based in Ghana, noticed that blue-collar workers lacked experience finding and applying for jobs. Employers, meanwhile, suffered from an inability to effectively vet a worker’s qualifications prior to hiring. In 2012, Innokiq sought to bridge this gap by launching mPawa, a database that matches job seekers with employers based on their previous
experience and qualifications and alerts both parties via SMS. In just two years, mPawa has helped 600 job seekers find positions. The platform boasts 8,000 active users.

Crispan Kirk and Jasmine Lataillade of OIC International presented "Empowered Africans for Retail Mobile Needs." With funding from the Walmart Foundation, OIC intends to train 12,000 men and women through its Empowered Africans for Retail Needs (EARN) program, which will help meet the growing demands for customer service employees in the retail sectors in Nigeria, Kenya, and Ghana. The presentation focused on the use of mobile applications – for example, use of DataDyne’s mobile data collection platform, Magpi, which enables organizers to track all output and outcome indicators.

Kevin Schuster of VOTO presented "Creating Equal Opportunities through Voice." VOTO’s mobile education platform offers over 25,000 subscribers a variety of health and life skills tutorials. After noticing that SMS text-message-based tutorials were reaching a primarily male audience, VOTO switched to interactive voice response (IVR) messaging to deliver equal opportunity educational programming.

Mobiles for Numeracy (mNumeracy)

The Mobiles for Numeracy Working Group, launched last year by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), aims to explore the use of a range of mobile technologies and applications to address the high demand for math programming in many countries and the lack of attention given to numeracy in the international development agenda. Marie Maier-Getz, Education Advisor at GIZ Education Section, and Michael Hollaender, Senior Advisor in the GIZ Education Section and Project Leader of the GIZ Sector Program Education, facilitated the presentations and ensuing discussion.

Abigail Bucuvailes of Sesame Workshop India presented "Play N' Learn – Using Mobile Based Tools to Improve Learning Outcomes." Sesame Workshop, the world’s largest informal educator of primary-aged children, piloted five language games and five math games that can be loaded on tablets and phones. The games increased student engagement and have yielded some positive skills gains, although more testing of the pilot project is needed prior to scaling.

Andrew Rudge of the MixIt Reach Trust presented "The Ukufunda Virtual School – Taking a Holistic View of Education." Ukufunda (a Zulu word that means growing through learning) is a joint initiative among UNICEF, South Africa’s Department of Education, and Mxit Reach. Ukufunda is a virtual school environment built upon the Mxit platform – a mobile social network with over 5 million monthly active users in South Africa. Ukufunda aims to address three broad areas: (1) Access to Quality Education; (2) Safety and Wellness of Students and Teachers; and (3) Improved Community Engagement. Through this initiative, the project organizers are exploring a range of mobile applications to create a safe learning environment where students are able to access quality educational applications as well as support information for issues including HIV, gender based-violence counselling, and career guidance.

Bhanu Potta of Microsoft presented "Mobile-first Cloud-first – Opportunities for High Schoolers at National and Global Scale." His presentation focused on lessons learned from Nokia’s Mobile Mathematics service (a custom-built learning management system cloud-hosted on Microsoft Azure) that provides high schoolers around the world with a bank of math lessons accessible via any connected device, including mobiles, tablets, and PCs. Based on a successful 2009 pilot project in South Africa (where researchers identified that users’ math competence levels increased by 14 percent on average and that 82 percent of usage occurred outside of school), this initiative is being scaled globally. Potta noted that there have been over 70,000 users who have taken advantage of the available lessons to practice their math skills.

Scott Kipp of RTI presented "Tangerine Tutor." RTI’s open software application enables educators to conduct large-scale assessments in rural or impoverished areas with limited broadband connectivity. Tangerine allows educators to customize education content online, transfer it to offline devices for conducting the assessment, and then the results are uploaded back online when convenient. The application is used in more than 30 countries in 60 languages, and to date, over half a million assessments have been conducted.
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**Mobiles for Governance in Education (mGovernance)**

The Mobiles for Governance in Education (mGovernance) track session explored the use of a range of mobile technologies and applications to improve public sector administrators’ knowledge and control of the schools and students they manage. Michael Trucano, Senior ICT and Education Policy Specialist at the World Bank, facilitated the presentations and ensuing discussion.

John Toner of the Community System Foundation presented "Finally! An Open Source Education Management Information System: Using Mobiles to Track Refugee, Vulnerable, and Rural Populations." CSF developed the Open EMIS software to strengthen governments’ data collection and accountability. The system allows officials to collect data on students by gender, age, class, and special needs on a mobile platform that uploads the information to an end database. Open EMIS has proved particularly successful in Jordan, where it has allowed officials to track the hundreds of thousands of refugee children receiving instruction in Jordanian schools.

David Noyes of World Education, Inc., presented "Supporting Data for Decision-Making Using Mobile Technology in Mozambique." In response to persistently high rates of tardiness by teachers, headmasters, and students, World Education developed the Rapid School Assessment. The assessment can be completed on a mobile device by a field team in under two hours. The data is then shared with district and Ministry of Education officials in order to identify schools that suffer from absenteeism. The Assessment is credited with identifying and helping re-open five closed schools in a single district.

Ali Inam of the World Bank – Pakistan presented "ICT-Based Mobilization of School Councils in Punjab." In Punjab province, public-school council members want to improve their children’s schools but lack knowledge on how to do so. Traditional field-team training sessions are slow and costly. In response, the World Bank developed a call and SMS-based system that provides training and follow-up tutorials to over 70,000 council members per month. Sixty-nine percent of trainees report that the technology-based system is more effective than the previous system of field visits.

Adam Smith of sQuidcard, Ltd. presented "iMlango – Mobile Devices in Harmony with Digital Transaction Technology and Broadband to Create Better Learning Outcomes for Children in Kenya." sQuidcard adapted its small-value payments card into a biometric attendance system. Essentially, each teacher and student is issued a personalized card, which can chart his or her attendance automatically when he or she swipes into school each morning. This helps reduce absenteeism. sQuidcard also hopes to improve educational access for 50,000 marginalized girls by incentivizing parents to send their daughters to school in return for $3 to $5 monthly attendance bonuses, distributed via the cards.

**Plenary Discussion – Conversation on Scale and Sustainability**

Dave Ferguson, Director of the Center for Development Innovation at USAID’s Global Development Lab, facilitated the first day’s afternoon plenary discussion on Scale and Sustainability. The panel consisted of private-sector representatives Stanley Edwards of Platypus Digital, Mark Bennett of iSchool Zambia, Richard Rowe of the Open Learning Exchange, and Roger Novak of EDCast and the Novak-Biddle Venture Fund.

The panelists first gave general advice on how to effectively scale and sustain education development projects based on their own experiences. Edwards stressed that organizations should look for ways to incorporate existing technology in new and innovative ways. Bennett emphasized the need to move away from rote learning toward inquiry-based models centered on the learner. Rowe cited the importance of partnering with local organizations. Novak reminded attendees to remain optimistic with challenging educational situations saying that “where there’s chaos, there’s opportunity” for innovative uses of technology.

Panelists then answered specific questions related to scaling, overcoming barriers and special interests, and establishing appropriate metrics. The panelists generally agreed about the need to partner with local governments and other organizations in order to scale projects – a method Edwards termed “piggy-back scaling.” They also stressed that proving a project’s potential with rigorous testing is necessary before scaling the project, both to ensure the project deserves funding and to guarantee stakeholder support.
Pitch Sessions

Participants thoroughly enjoyed the fast-paced “Pitch Sessions,” which many described as similar to the popular television show “Shark Tank™.” Each “pitch” presenter had five minutes to present his project to a panel of mock investors representing private and public-sector donor organizations. These “investors” asked questions of the presenters and provided extensive and constructive feedback.

Mobiles for Reading (mReading)

Luis Crouch, Vice President and Chief Technical Officer at RTI’s International Development Group, facilitated this session.

Wendi Dwyer and Kristen Ross of Lost Boys Rebuilding South Sudan presented "Literacy at the Well: A Non-Traditional Instructional Program to Increase Literacy in South Sudan.” The program provides literacy instruction and materials, partly via mobile technology, to women and girls at wells in the South Sudanese state of Bahr el Ghazal. Mock investors questioned the presenters regarding the extent to which mobiles are used, the challenges of teaching in local languages vs. English, metrics of success, and scalability.

Veronica Yow of Text to Change presented "Application of SMS to Enhance Mother Tongue Education and Orthography Development in Lango Sub-Region in Uganda." Text to Change’s Strengthening a Literate Society project uses SMS messaging to collect feedback on the local language materials distributed by Text to Change. Mock investors posed questions about the logistics of the project and urged Text to Change to explore a collaboration with the Ministry of Education.

Isabelle Duston and Jim Teicher of Education Technology for Development and CyberSmart Africa presented "MoToLi Score: An Innovative Approach to Reading Fluency Assessment." MoToLi Score is an open source application that offers a cheaper, easier-to-use alternative to traditional literacy tests. Students take the assessment on tablets. MoToLi Score was first tested in April 2014. However, it is based on the MoToLi Learn application, which was first designed in January 2012 to support reading in local languages with a phonic pedagogy. Mock investors asked questions regarding whether the application gives feedback, whether it could be used on smartphones instead of tablets, and its cost effectiveness.

Stanley Edwards of Platypus Digital presented "Brands for Literacy." Brands for Literacy is an initiative built upon an application that converts two pages of text into a scannable code that can be printed on any label. Any smartphone can then convert the code back into text in 57 languages. The goal of this commercial product is to convince worldwide brands to print the codes on their products, which will bring education to even the remotest, most impoverished areas of the globe. Mock investors wanted to know more about the program’s target audience, educational content, and its impact to date.

Mark West of UNESCO presented "Leveraging Mobile Phones to Facilitate Reading and Literacy." UNESCO seeks to solve the problems of illiteracy and insufficient reading material by creating a mobile phone-based platform that offers easy access to age-appropriate literature. Mock investors questioned the role parents play in accessing literature via the phones, wanted to know whether the platform would work on feature phones, and asked about connectivity requirements.

Kathy McCabe of Talking Stories presented "Talking Stories South Africa: Interactive e-Books with Fun Learning Activities to Do on Your Phone or Tablet." Talking Stories offers 64 stories in four languages that are accessible via any mobile device. Students can read the stories or play them out loud, which helps standardize pronunciation. The software already serves 500 schools, and the program is looking to expand to Brazil and India. Mock investors asked questions about story content quality control and offline accessibility.

After all presenters finished, the panel of mock investors capped the session by offering general advice. They particularly stressed the need to be clear and bold when pitching a project, to emphasize data whenever possible, and to be concise and direct.
Mobiles for Youth Workforce Development (mYWD)

Simon Gammel, Director-West Coast for the British Council, facilitated the mYWD Pitch Session.

Mike Trainum, Samuel Suraphel, and Douglas Bell of the Localization Alliance for Integral Human Development and Mansa Colabs, LLC, presented "Mobile-Based Youth Livelihoods through Co-Creating and Distributing Shellbooks." Shellbooks involve teaching and learning ‘shells’ – which can include text, graphics, audio, and/or video – created by subject matter experts for local communities to adapt or co-create in terms of their own language and cultural perspective. The program seeks to expand the concept to mobile devices in order to make it easier for communities to create and publish their own resources. Mock investors posited questions concerning the program’s sustainability, alignment with national curriculum, its place within local industry, and quality controls.

Richard Rowe of the Open Learning Exchange Inc. (OLE) presented "Learning for All: Offline Solutions in Refugee Camps." Open Learning Exchange has set up three community learning centers in refugee camps that house Somali refugees in Kenya. OLE advises and coaches the refugees on how to use the centers’ technologies to meet their local needs. Mock investors posed questions regarding the gender breakdown of program beneficiaries, content applicability, metrics, and challenges faced.

Theophilus van Rensburg-Lindzter of the Umlambo Foundation and Lucy Haagen of Fazheng International Education Center presented "Mobiliz-Ed: mLearning for Educational Success, Workforce Readiness, and Civic Engagement." They spoke about MobiPrep, a mobile platform that teaches numeracy and literacy to high schoolers via donated cell phones. Mock investors asked about the level of government support, the ability to integrate the platform with other technologies like solar power, and how to convince teachers to adopt the platform.

Mobiles for Numeracy (mNumeracy)

Marie Maier-Getz, Education Advisor at GIZ Education Section, and Michael Hollaender, Senior Advisor in the GIZ Education Section and Project Leader of the GIZ Sector Program Education, facilitated the mNumeracy pitch session.

Martine Koopman of IICD presented "An Integrated Approach: The Use of Tablets in the Classroom." IICD is working to provide schools in Malawi with low-cost tablets, local servers that allow technology in the classroom to be connected in the absence of Internet, and open-access materials for course content. IICD designed and ordered tablets from China to use in the intervention. Mock investors urged project managers to incorporate interactive content, to look into other alternatives for tablets, and to consider the feasibility of setting up local servers.

Matt York of One Mobile Projector Per Trainer presented "OMPT: Reducing Worldwide Poverty Through Video Education." The OMPT program provides training and technology kits to citizens in 10 developing countries to enable them to create and project short films. The technology kit includes a camera, projector, and solar panel recharger. Mock investors questioned whether the technology might be too expensive and expressed concern that the organization’s impact might be hard to measure because its strategic plan is constantly in flux.

Brenda Erlinger of Developments in Literacy presented "Concept Clarity for Teachers through Localized Lessons." Developments in Literacy provides Pakistani teachers with tablets that offer professional development and lesson plans. Program managers can assess the teachers’ knowledge via SMS messaging. Mock investors voiced concerns about the
transparency of the organization plan, specifically regarding content development, and how teachers adopt the new technology.

Mark Bennett of iSchool Zambia presented "iSchool: Using Low-Cost Tablet Technology to Revolutionize African Education." iSchool utilizes station rotation blended-learning models centered on low-cost tablets to improve educational outcomes. Mock investors encouraged project managers to share more data on the effectiveness of the program. They also inquired about the difficulty of new content development and the feasibility of scaling the model.

Mobiles for Governance in Education (mGovernance)

Jean-Marc Bernard, Monitoring and Evaluation Team lead at the Global Partnership for Education, facilitated the mGovernance pitch session.

Through a Skype video session, Elijah Kangwa of the World Food Program – Zambia presented "Home Grown School Feeding (HGSF) Mobile Technology (MTECH) Reporting Pilot Project." In Zambia, the School Feeding Program provides 860,000 children a regular, healthy meal. However, the logistics of providing and tracking this enormous amount of food is difficult. In response to this, the World Food Program developed a system for tracking food stocks via SMS messaging. School administrators and program officials can easily upload their data to an integrated database, which helps ensure an appropriate distribution of food supplies. Mock investors were curious about the mobile platform's cost and licensing agreements.

Kurt Moses of FHI360 presented "Mobiles for Promoting Governance and Accountability in Education – Helping the System Work." FHI360’s program offers district-level administrators a way to reduce teacher absenteeism through the use of mobile ID cards that work in an offline platform. Teachers must swipe in and out of class, and this data is linked directly to government payrolls. The mobile system eliminated $8.4 million of fraudulent salary payments in under six months. Mock investors cautioned that teacher attendance isn’t synonymous with teacher quality and asked whether the technology could be scaled up to eventually track student attendance as well.

Katherine Merseth of Save the Children presented "Early Learning and Development Assessment at Scale (IDELA): A Tale of Technology." The IDELA system utilizes Tangerine open-source software to offer educators an easy-to-use, standardized assessment for measuring early childhood development. The data can be aggregated and compared on international, national, and regional levels. Mock investors encouraged program managers to integrate the system with governments and to emphasize data more forcefully in future pitches.

Mitchell Rakusin of RTI presented "The Zambia School Gateway." RTI identified a need for more in-service support and better data reporting. They developed a mobile phone-based reporting system that allows teachers to administer literacy assessments. Principals and district officials can then quickly identify struggling schools. Among other questions, mock investors inquired about the possibility that teachers might select their best students to take the assessments, which would fail to identify struggling schools.

Closing Plenary

Simon Gammell of the British Council thanked attendees for their enthusiastic participation on Day One of the Symposium. He emphasized that the key to improving education through mobile technology is to find a way to meet the needs of the population with the device, not the device itself. He challenged attendees to form new partnerships in order to better scale projects. Gammell concluded by briefly covering his expectations and hopes for Day two.
Day Two: October 21, 2014

Morning Plenary Address

Michael Hollaender of GIZ kicked off the second day’s plenary discussion by introducing several members of the mEducation Alliance Steering Committee to speak about their organizations’ new and continuing mobile education initiatives.

Rebecca Leege of World Vision elaborated on the second round of All Children Reading: A Grand Challenge for Development (ACR GCD), which launched in February 2014 and is designed to attract and incentivize innovative uses of technology through grant and “prize” competitions to advance early grade reading. The three focal tracks of the second round are mother tongue instruction, family and community engagement, and enhancing access to instruction for children with disabilities. In addition to announcing the second round grantees and semi-finalist winners of the Enabling Writers “prize” competition in January 2015, Leege also indicated that ACR GCD will launch a new “ideation” challenge that will focus on the use of technologies to accelerate basic education delivery in crisis and conflict settings in the coming months.

Inga Dalin of Norad, the mEducation Alliance Steering Committee’s newest organizational member, highlighted a new Norwegian White Paper on teacher education. The paper focused heavily on improving professional development with the aid of digital content. Norad is exploring digital pedagogies in gaming and other areas.

Anthony Bloome of USAID underscored the importance of critically but constructively examining cost-effective, appropriate, and scalable uses of technology which can accelerate education efforts. He stressed the importance of making the case – and attracting significant funding – for rigorous and independent evaluations of promising technology-supported interventions, particularly those designed to improve learning outcomes in lower resource settings.

Mark West of UNESCO spoke about the lack of access to reading materials for millions of the world’s citizens and his institution’s work to catalyze and improve access to such materials with mobile technologies. West emphasized the particular need to reach women and girls via these technologies and announced that UNESCO’s Mobile Learning Week, to be held February 23-27 in Paris, will focus on technologies for advancing female empowerment.

Simon Gammell of the British Council underlined his organization’s focus on improving the quality of education. Gammell expounded upon a large-scale pilot project in sub-Saharan Africa that uses mobile technologies as tools to accelerate teachers’ professional development and a pilot project in Uruguay that provides students high-quality English lessons from native speakers via video conferencing on donated laptops.

Michael Hollaender concluded the plenary session by detailing GIZ’s long history of pursuing blended learning strategies.

Working Group Discussions

Following the plenary panel with mEducation Alliance Steering Committee members, attendees participated in one of four working group discussion and networking sessions. Some of the key takeaways of these sessions are outlined below.

Mobiles for Reading (mReading) Working Group Discussion and Networking

The mReading Working Group split into sub-groups to facilitate more meaningful conversations around three identified sub-themes. Rebecca Leege, World Vision’s Project Director for their partnership in All Children Reading: A Grand Challenge for Development, moderated the overall session.

Family and Community Sub-Group

The Family and Community sub-group tackled three main questions: How can organizations overcome program tracking and reporting problems? How can they increase community engagement? And what areas need further research?
The sub-group concluded that the best strategy to minimize reporting problems is to consistently reach out to beneficiaries instead of waiting for them to respond on their own.

Participants also agreed that increasing community engagement requires surveying beneficiaries to learn more about their actual needs. Additionally, organizations must target both parents and teachers to get them involved and invested in children’s education.

With respect to areas of further research, participants agreed that aid organizations and non-profits need to improve searchability across relevant project databases to enable implementers and researchers to more readily access information, particularly about what has and has not worked in terms of using technologies to strengthen family and community efforts focused on early grade reading.

**Assistive Technologies Sub-Group**

This sub-group discussed accessibility issues, specifically how to make early grade reading text and instructional material more universally obtainable by a variety of learners, including those with special needs. Participants agreed that there were a number of promising uses of audio-visual material to enable reductions of “access” problems associated with crossing cultural and linguistic boundaries. The identified areas for further research included a review of current applications available on a range of low- and high-end mobile devices; identifying “gaps” for targeted design, development, and piloting, including compressing media to circumvent obstacles of low bandwidth and limited funding constraints; and improving access to mobile-supported educational content for those with disabilities.

**Mother Tongue Sub-Group**

This sub-group highlighted parental involvement as a key factor in children’s educational progress. Members stressed the need for further research on the success and limitations of mReading technologies and expressed a desire for more information on content- and context-specific learning outcomes. Participants also raised questions about what constitutes true “mother tongue” instruction versus instruction and technology available in a familiar language.

**Mobiles for Youth Workforce Development (mYWD) Discussion and Networking**

Maggie McDonough, Director of Business Development for Souktel, facilitated this discussion.

The mYWD discussion group covered a variety of topics, including key findings from an extensive 2013 landscape review commissioned by the mEducation Alliance with the support of the MasterCard Foundation and USAID. In addition to identifying 80 initiatives related to mobile technologies in mYWD projects, the report found that blended learning models are more successful than self-direction, that SMS platforms struggle to convey complex ideas, and that too many programs lack sufficiently rigorous and independent data and evidence to support replication and expansion.

The working group then divided into four teams to tackle questions such as: How do we best reach the people who really need employment assistance? How can we most effectively identify localized content? What adaptations in mobile services do we need to make for the formal versus informal job markets? How do we build confidence among employers in mobile employment platforms?

Key takeaways from the ensuing discussions included the need to start at the policy level and work with governments. Participants also emphasized that local content is an organic resource which continuously evolves due to changing stakeholders and constant input. They also agreed that mobile technology should supplement rather than replace traditional technology and in-person employment education. They found that many employers are reluctant to fully accept or trust online and mobile certifications and credentials.
The group further agreed upon the need to develop strong networks with like-minded organizations, since many of the most promising new initiatives are poorly advertised. Members urged each other to utilize local knowledge and adapt successful principles to local contexts.

**Mobiles for Numeracy Discussion and Networking**

Michael Hollaender, Senior Advisor in the GIZ Education Section and Project Leader of the GIZ Sector Program Education, facilitated the discussion.

Marie Maier-Metz, Education Advisor in the GIZ Education Section, presented the results of the mNumeracy Landscape review ([http://www.giz.de/fachexpertise/downloads/bmzgiz2014-en-landscape-review-mobile-education-numeracy.pdf](http://www.giz.de/fachexpertise/downloads/bmzgiz2014-en-landscape-review-mobile-education-numeracy.pdf)). The GIZ Sector Programme Numeracy commissioned the review on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). The landscape review focuses on mNumeracy interventions in the early grades in low- and middle-income countries. The objective is to compile an index of best practices and lessons learned with regard to the use of mobile technologies in math instruction, teaching and learning materials, professional development for teachers, learning outcomes assessments, and parental and community involvement.

A lively discussion followed the presentation. Participants, including representatives of organizations featured in the BMZ/GIZ landscape review study (Mark Bennett of iSchool Zambia, Kathy McCabe of Talking Stories, and Carmen Strigel of RTI), conversed about numeracy-specific approaches, program costs and benefits, program monitoring and evaluation, and program scalability. The group also briefly talked about the future of the mNumeracy working group.

GIZ also informed participants about a Numeracy Webinar with the authors of the Landscape Review and Sesame Street India scheduled for November.

**Complex and Challenging Educational Environments Working Group Discussion and Networking**

Howard Williams of AIR facilitated the working-group discussion with help from Barbara Zeus of UNHCR and Edith Elliott of Noora Health.

The facilitators introduced the concept of design thinking – a problem-solving methodology based on user needs and wants. The model calls on project designers to empathize with beneficiaries, define the problem, ideate potential solutions, prototype those solutions, and then test and adapt the solutions to fit beneficiaries’ needs.

Facilitators then split the participants into four teams – two of which implemented a design thinking strategy to tackle a case study on how to protect educational progress in an Ebola-ravaged Liberia, and two of which implemented the strategy in a case study on certifying academic achievements among Syrian refugees in Lebanon.

The ensuing discussions and teamwork provided concrete experience for participants who wish to apply design thinking to their own projects in the future.

**Breakout Discussions: Cross-Cutting Themes**

Following the working-group discussions, Symposium participants joined one of the four break-out discussions on other relevant themes of interest to practitioners working in the technology for education space. These topics included Gamification, Evidence on Learning, ePayments and Education, and Online Platforms for Teachers in Quality Education.

**Gamification**

Liv Marte Norhaug, Senior Advisor at Norad, facilitated the presentations and ensuing discussion.
Robert Hawkins of the World Bank spoke about EVOKE (http://www.urgentvoke.com/), an online educational game that challenges users to become involved in solving pressing social problems. An evaluation of EVOKE shows that users’ experiences in the online game increased their internal motivation to engage in constructive social action.

Michael McCabe and Richard Edwards of CreativeU spoke about Hero’s Horizon, a game that uses a hero’s journey to develop 18 identified life skills in 42,000 youth who access the game via outreach centers in Latin America. The game is available in English and Spanish. CreativeU is partnering with universities to further evaluate the game’s success.

Adebowo Adegbembo of Genii Games spoke about Asa (“Culture”), a series of literacy-focused mobile apps for children, which are constructed to be culturally sensitive and structured around folk tales and songs. The twelve Asa apps developed to date have been downloaded 20,000 times and reach thousands of children in four Nigerian cities.

Daniel Donohue of BrainPop spoke about his organization’s comprehensive educational software platform, which is used in 20 percent of U.S. schools. BrainPop also works with Ministries of Education around the world and features educational-focused games in a variety of languages. The games, constructed around digitally animated characters and interactive content, help primary and secondary students develop higher-order skills and also provide instant feedback to educators via built-in quizzes.

Geeta Raj of Global Sleepover spoke about her organization’s interactive storybooks that offer reading materials to deaf and hard-of-hearing South African children. The storybooks contain videos of stories being translated into sign language in order to improve reading comprehension among deaf children.

Scot Osterweil of the Massachusetts Institute of Technology spoke about Xenos (http://www.xenos-isle.com/), a non-profit spin-off of the MIT Education Arcade designed to teach English to Spanish speakers. He also noted that the game-based design platform could be easily adapted to include other educationally-oriented content. In a pilot study of 200 participants, half improved their language skills by at least one grade level. That’s comparable to 12-15 weeks of classroom instruction.

Following the presentations, speakers discussed a number of challenges, such as how to frame learning outcomes in conversations with donors, how to reach difficult populations, and how to increase collaboration between organizations. They agreed on the need to explain "gamification" as an innovative change to traditional pedagogies — including exploring the use and further development of education-focused digital gaming on open-source platforms — and the need for a global adoption of "playful learning."

Evidence on Learning

This session aimed to clarify recent trends in evidence-gathering in the mEducation field. Anthony Bloome, Senior Education Technology Specialist at USAID, facilitated the presentations and discussion.

Julie Evans, CEO of Project Tomorrow, spoke about her organization’s experiences over the past seven years of field work, including a series of projects supported by Qualcomm’s Wireless Reach initiative. She emphasized that mobile technologies require a different sort of evaluation — one that provides a 360-degree perspective and analyzes students’ attitudes and aspirations.

Mark West of UNESCO spoke about his organization’s study on mobile reading in developing countries. The goal of the study was to determine who uses mobiles for reading and why. Key findings included that one-third of people surveyed would use mobiles for reading more frequently if there were greater and more frequent access to more online books and other materials. A key takeaway of the study was the need to continue creating and disseminating literacy content via mobile platforms in developing countries.
Dan Wagner, Professor at the University of Pennsylvania and UNESCO Chair in Learning and Literacy, spoke about key findings of the 2014 Mobiles for Reading landscape review, supported by USAID on behalf of the mEducation Alliance. The review, which highlighted 44 technology-supported projects to advance literacy and reading, revealed deficiencies in the way evidence of impact is currently collected — namely, the tendency of project organizers to choose convenient rather than representative samples and the tendency to place too much emphasis on the technology itself rather than the needs of end users.

Juan Hinostroza, Director of the Institute of ICT in Education of the Universidad de La Frontera and associate researcher at the Centre for the Study of Educational Policy and Practice (CEPPE), spoke about his organization’s extensive partnership with Intel. Together, they recently released a ten-year study showing that 93 percent of teachers who took a course on mobile education changed the way they teach. Intel is studying the impacts of those changes in more detail.

Robert Whitby, Deputy Head, Education Policy Team, of the Department for International Development, United Kingdom, elaborated on his organization’s recent creation of a topic guide (http://www.heart-resources.org/topic/educational-technology/) that examines the evidence of impact on learning of a range of technology-supported education projects.

After the presentations, speakers fielded questions from session participants concerning the intended target audience for evidence-collection efforts, the private sector’s level of responsibility in helping develop evidence, and examples of measurable project design and impact. Speakers agreed on the need to create tools that collect meaningful and useful evidence.

Speakers cited the problem of a mismatch between the way the public and private sectors use and view evidence. They also identified a positive correlation between increases in evidence collection and the willingness of donor organizations to fund projects.

### ePayments and Education

Camilio Tellez, Financial Sector Specialist with the Consultative Group to Assist the Poor, facilitated the presentations. Discussion focused on the use of mobile monies and ePayments to support the delivery of education in developing nations. During this session, speakers discussed the benefits and challenges of implementing ePayments.

Crispian Kirk and Jasmine Lataillade of OIC International discussed how their project, Empowered Africans for Retail Mobile Needs, has trained over 12,000 men and women for careers in retail industries. The training teaches beneficiaries to use ePayment technology, which will become increasingly prevalent as Africa develops economically.

Dan Kleinbaum of Beyonic spoke about his organization’s work in scaling operations with mobile payments. The company’s ePayment system, which is auditable and works across multiple networks, is used in over 200 schools to facilitate payments. Previously, schools were losing days of staff time due to the need to physically drive eight or more hours to pick up cash payments in person. The company identified local liquidity shortfalls as a concern.

Kathleen McGowan of USAID spoke about her agency’s recent study of ePayments for education and their potential applications, such as payments for textbooks, tuition, donations, and savings products.

Jacob Waern of Millicom spoke about EduMe, which delivers vocational education via voice and SMS messaging. Consumers pay for the services through a variety of ePayment platforms including Tigo (a telecom operator) money, scratch cards, and postpaid cards.

Speakers then took questions from the audience and discussed challenges such as integrating ePayments with local telecom, internet, and banking services, gender accessibility issues, and pricing determinations.
Online Platforms for Teachers and Quality Education

This session featured presentations in both English and Spanish. Simultaneous translation was provided. Speakers concentrated primarily on Latin America. Elena Arias Ortiz of the Inter-American Development Bank Young Professional Program facilitated the presentations and discussion.

Adriana Vilela of the Organization of American States expressed concern with the state of education in Latin America. Students from Latin America have historically underperformed their global peers on tests of problem solving and critical thinking. Part of the problem is a lack of teacher effectiveness. OAS is working to improve educators’ effectiveness through the Inter-American Teacher Education Network. ITEN’s online platform aggregates news and tools for teachers and makes applying for scholarships and grants easier.

Carlos Genatios of PASCAL spoke about the potential of open courseware, which has already reached 150 million learners at all levels in the past 11 years. PASCAL’s own courseware offers a free online action platform for high schoolers, where they can strengthen academic fundamentals and prepare for university entrance exams through the use of multimedia presentations. PASCAL also provides career guidance and network building.

Martina Roth of Intel spoke about the need for blended learning approaches to education development and emphasized that even the most effective teacher-development strategies must remain student-centered. She elaborated on Intel’s four teacher-development packets, which have reached 10 million educators.

After the presentations, speakers answered a range of questions about how to increase collaboration among their respective organizations. Speakers also emphasized the importance of following up with beneficiaries who receive professional development training in order to reinforce best practices.

Afternoon Plenary Address – Post 2015 MDGs – Public and Private Sector Participating for Scale Introduction

Christie Vilsack, Senior Advisor for International Education at USAID, facilitated the plenary discussion on public-private partnerships in education. The plenary panel included: Sherry Tross, Executive Secretary for Integral Development at the Organization of American States; Chris Jurgens, Director of Global Partnerships, USAID; Angela Baker, Senior Manager at Qualcomm Wireless Reach Division; and Leda Muñoz, Executive Director of the Omar Dengo Foundation.

Vilsack opened the discussion with a recap of USAID’s global work in advancing literacy, including through All Children Reading: A Grand Challenge for Development. She also stressed that to successfully improve literacy for millions of children around the world, organizations should invest and/or find partners with whom to collect rigorous and independent evidence of their project interventions’ impact and learn from past mistakes. A full transcript of Vilsack’s address can be found in the addendum.

Tross praised OAS’s "wide umbrella" approach to public-private partnerships and argued that private partners are essential for success, because government resources aren’t sufficient to meet the needs of education development. Tross urged participants to cast a wide net when seeking to incorporate new partners and stakeholders.

Jurgens spoke about USAID’s Global Partnerships team and approach. This partnership team, located within the Agency’s Global Development Lab, is helping to form substantive and lasting public- and private-sector engagement by harnessing the power of science and technological innovations to strengthen and accelerate existing projects, including those in education.

Baker encouraged participants to think about scalability when designing projects, since even the most promising projects will have minimal impact if they can’t eventually be scaled. That scaling often depends on successful public-private cooperation. She cited Qualcomm’s experience working with Sesame Workshop and local ministries to roll out a series of 10 educational mobile games in India.
Munoz called on participants to take advantage of the private and non-profit sectors’ expertise in research and described R&D as a “pillar” of successful programs.

Panelists agreed that it is necessary to continuously test and evaluate projects in order to improve them. They also emphasized that it is important to remain aware of the different goals and approaches of public- vs. private-sector organizations.

Table Top Networking Sessions

Following the private-sector plenary discussion, representatives from Intel, Microsoft and Nokia, Orange, Qualcomm, BrainPop, Samsung, Millicom, Duma Works, and sQuidcard served as presenters at and hosted various table top networking sessions. The sessions featured “round robin” style one-on-one and small-group discussions between the representatives and Symposium participants. Participants travelled to different rooms to speak with representatives about their shared interests and learn from their project experiences.

Closing Plenary

Emiliana Vegas, Chief of the Education Division at the Inter-American Development Bank, delivered the closing plenary remarks. She mentioned the Bank’s long history of education development projects and emphasized that all stakeholders share the common goal of an effective educational sector that produces capable, employable citizens.

The plenary session concluded with numerous positive comments from the audience. One participant labeled the Symposium a “phenomenal experience” and expressed her appreciation for the opportunity to meet so many other like-minded individuals. Another participant commented that the conference helped create a “sense of we” among the education development community. Yet another participant stressed that partnerships aren’t just between institutions but between people. She was glad that the Networking Fair was able to strengthen and forge those partnerships.

Participants then attended a closing reception hosted by IADB that provided additional networking opportunities.

Day Three: October 22, 2014

The third and final day of the 2014 mEducation Alliance Symposium and Networking Fair took place at the Ronald Reagan Building and International Trade Center in Washington, D.C., and featured a half-day Exhibit Fair and Lightning Talks. These sessions were open to the public.

Exhibit Fair

Over 40 participants showcased their mEducation projects through posters, videos, and other interactive displays and engaged in enthusiastic exchanges of information with individuals who visited the booths.

Lightning Talks

Symposium and general public participants also had the chance to listen to 22 “Lightning Talks.” The format provided organizations a chance to share their projects in fast-paced presentations with other participants and visitors whom they had not met over the previous two days.
Addendum

Keynote Address – Charles North, Senior Deputy Assistant Administrator, E3, USAID

Good morning.

On behalf of USAID, I’m delighted to add my own welcoming comments to that of Sherry’s [Executive Secretary for Integral Development, OAS] and to provide our own thanks to you [Sherry] as a representative of OAS for being the gracious hosts for this year’s, the fourth annual, Mobiles for Education Alliance Symposium at your elegant Hall of Americas building for the second year in a row.

I would also like to thank the representatives of the mEducation Alliance Steering Committee who helped plan this year’s event. I want to extend a special thanks to our sponsors: Intel, The German Government through GIZ, UNICEF, Qualcomm, and the British Council, all of whom made this fourth annual Symposium possible.

I want to thank the presenters and participants from countries around the world; some of you have come a great distance to share your experiences with your colleagues, and we are glad to have you here.

Together – in this inspired setting – we have the opportunity to share ideas and build a foundation of new partnerships to advance the uses of technology in education in developing countries.

Let me take a moment to put your work over the next few days in context.

The latest Global Monitoring Report estimates that, worldwide, 250 million children are unable to read, write, or do basic mathematics – whether or not they have been to school. In other words, 250 million children lack the foundational skills to realize their potential as individuals, as productive members of the economy, and as leaders and informed participants in society. This is a global crisis.

USAID works with a wide array public and private partners to end extreme poverty and to promote resilient, democratic societies while advancing our security and prosperity. We recognize that access to a quality education is essential to achieving these goals. We know that basic education is the key to a better life and a stronger economy. Return on investment from education is significant: A person’s earnings increase by 10 percent with each year of school completed. Education also helps ensure that economic growth is broad-based and reaches the poorest. In fact, according to UNESCO, global poverty could decline by 12 percent if students in low-income countries acquired basic reading skills in school.

USAID supports programs that provide a pathway out of extreme poverty through education – by teaching children to read, by helping youth find employment opportunities, and by ensuring that those who live in areas affected by crisis and conflict are given access to an education. Our programs work to ensure that every child is able to receive a quality education. Access is essential, and the quality of education that children and youth receive is key to improving their lifelong opportunities, in addition to improving the prospects for the future of their countries.

With this daunting challenge in mind, I am pleased to announce the launch of two education awards designed to provide worldwide support to basic education programs for children and youth. These new contract mechanisms – to be carried out by seven large and five small firms – will support up to $1 billion in activities over five years: $500 million in activities will be used to increase access to education in crisis and conflict-affected environments; and $500 million in activities will improve reading skills for children in primary grades. These contracts give us new and powerful tools in our drive to provide more than 15 million children and youth with equitable access to education, and to improve the reading abilities of 100 million children worldwide.

These are ambitious objectives – objectives that we cannot achieve without partnership with a wide range of organizations and individuals; and without innovative technology.

USAID – through our Education sector as well as through the agency’s Global Development Lab – will leverage, attract, and catalyze new partnerships to identify innovations and new technologies that together we can take to scale to achieve our targets.

Technology must, however, be in the service of our learning goals – they need to help teach children to read. We need to identify those technologies that truly make a difference: technologies that will enable teachers to be more effective. Technologies that will provide students with quality reading material in their mother tongue. Technologies that will enable and encourage them to spend more time reading. And, technologies that will improve our ability to test and track student progress.

For example, the All Children Reading: A Grand Challenge for Development, a partnership between USAID, World Vision and the Australian Government supports innovative uses of technology to accelerate early grade reading efforts. Representatives of World Vision are here in the audience as well as some of our Round One competition winners who will be contributing to sessions during the Symposium. I encourage you to find out more about this initiative and the range of partners we are attracting to accelerate learning through technology.

The challenge for all of us is to determine what works and what does not work and clarify why. We need the evidence. This is true whether we are talking about technology for schools in the United States or in Malawi. But, it is especially important in countries with few resources, harsh environmental conditions, and limited infrastructure.

It is gratifying to see that the conversations planned for this year’s Symposium will focus on the evidence of impact, particularly on learning outcomes. We must test hypotheses about new technology adding value to education efforts, and we must dedicate resources for robust and independent evaluations of the most promising initiatives. Over the next three days, we need to identify key evaluation questions and guidelines for technology interventions in the field. So, for example, in your own work, what exactly are you measuring? Is there solid evidence that the projects you are developing can raise reading or numeracy scores? What are the learning outcomes? What evidence do we have of the successful uses of technology to accelerate youth employment? We need to prove that, when compared to other education interventions, investments in technology-leveraged activities are indeed cost-effective, sustainable and appropriate for their context.

The subjects covered by the panel, pitch, and working group sessions planned for this year’s symposium are critically important to how we move forward. In addition to other important “track” themes for this year’s event, I’m pleased to note that “gaming for education” is a new session. I am also looking forward to hearing the conclusions of the session focused on the use of information and communication technology in complex and challenging environments. This session underscores the enormous global challenges we are currently facing, including the difficulties in ensuring that children and youth gain access to education during conflicts, and crises such as those playing out in Ebola-affected countries.

The overall theme for this year’s event is A Networking Fair for Scaling Project Impact. So, I hope that you will take advantage of these few days to explore, build and strengthen partnerships with your colleagues. The challenges we face in international education are daunting, but the collective energies we can harness by leveraging technology can go a long way to meet these challenges. Technology, like education, can be transformative, and change lives.

I wish you all the best of luck at this year’s Symposium, and again congratulate the organizers for putting together such a compelling program. I look forward to hearing about the outcomes that follow.

Thank you.
Show Me.

I grew up in Iowa, home of the first computer created at Iowa State University by John Atanasoff in the 1930’s. But I’m also half Missourian on my mother’s side, so the “show me” state is part of my heritage. I brought my “show me” attitude with me today.

So I challenge you to show me how the technology community can build a body of evidence to prove what works, what is scalable, what will lead to transformational change in international education.

I challenge you to show me a strategy that starts with technology in the hands of teachers and ends in the hands of children who are learning to read, along with their parents.

Between 1998 and 2007, as First Lady of Iowa, I traveled the state advocating for public libraries and the new role they were assuming as community information centers. With the help of the Gates Foundation, almost every library got two computers.

That was a good start. Then Gates made sure there were resources for upkeep and repair. Then they taught the librarians how to use the computers and how to teach others to use them. Then they came back with another wave of funding to teach the librarians how to create websites to publicize their services. They also worked to change the perception of libraries as just repositories of books and the view of librarians as timid women conducting story hours for toddlers.

Because Gates invested in people and communities, not just hardware, they were able to transform an existing static institution into a dynamic economic driver. In my state and others across the country, we were eventually able to use data to show the economic impact of a transformed public library in communities large and small.

During that time I also advocated for and won legislation in my state that would require a certified teacher librarian in every school district, because I knew that the teacher librarian was the only person in every school who actually knew how to use the technology, and could teach the teachers and the parents and the principals as well as integrate technology into the existing curriculum. Schools with certified teacher librarians are schools teaching 21st Century Skills.

In the developing world, investing in some hybrid of community librarian and/or teacher librarian will be essential if you truly want to create shared value and involve civil society in transformational change.

When I walked out of my first school on my first trip to Kenya on behalf of USAID, the leader of the local school board said, “Now thanks to your new reading program, our first graders can read better than our 6th graders. Now we want a community center where our children and teachers can get access to more books.”

As the president of my own literacy foundation, I partnered with the Verizon Foundation and The National Center for Family Literacy to create the Tech Savvy Awards in 2007. We wanted to identify best practices around the U.S. that put parents together with their children – often very young children – to learn computer skills TOGETHER. Most of the award winners were programs serving at-risk children and their families in rural areas, on Native American reservations, or in urban areas like Boston, New York, Santa Barbara and Dallas.

Research showed that children who lived with parents who were not afraid to give them access to technology would become more informed citizens, be better prepared to make choices about higher education and jobs, would learn 21st Century skills that would help them perform better in school, interact with their peers, and continue to value higher education. We should keep this in mind as we work internationally. If we’re going to introduce technology into schools we have to bring parents along, otherwise their fear of the hardware – or their distrust of how the technology will distance their children from their values – can become a barrier.
We were able to identify some solid programs around the country, and some of them were able to expand their programming thanks to the awards we gave them, but none of them were scaled to the extent that they had major impact. We also had no data that showed that they could be scaled. This seems like a lost opportunity.

I came to work for USAID because my whole professional life – 40 years in education – has been devoted to reading and writing, and I wanted to be part of a team that would teach 100 million children to read better in developing countries.

I’m convinced that we can teach 100 million children to read better if we: First, commit ourselves to investing in teachers skilled in the art and science of teaching reading; and secondly, commit ourselves to investing in teachers skilled in the art and science of incorporating technology into learning.

On that trip to Kenya for USAID, I watched a young man named Hillary using an eReader to teach a lesson to first graders. When he wanted to show the children how to pronounce a word, he would touch the screen and he and the children could hear the word being pronounced. A few miles away my boss Eric Postel was watching children using the E-readers to practice fluency. I am excited by the possibility of downloading 300 books into an E-reader, and being able to keep track of how far a child reads into a book, and whether a boy or girl prefers a certain title. This bodes well for the present in some places and for the future in others.

In Malawi I saw a tablet used to send "EGRA" – early grade reading assessment – results to the ministry. I also watched a teacher who was acting as a coach use a tablet to capture information gathered from a teacher mentee. I have heard that we are also using cell phones to do the same thing in more remote places. In addition, I know that in some places we are paying teachers with technology which means they don’t have to leave school and walk for days to get paid in cash.

In Zambia, I visited one of our Grand Challenge winners, the Lubuto Library, which has developed computer games and exercises to help out-of-school children gain some basic literacy skills. I can’t wait to see the results of our All Children Reading Grand Challenge Round Two. I am impatient to start using the winning software to enable writers to create decodable books at grade level that can be translated, localized, and downloaded to publishers in the countries where we work. The books are then printed and distributed or downloaded into tablets. With your help, our Global Book Fund and digital library on a cloud could be the ultimate scale-up for education.

It’s imperative that all of us continue to use technology in whatever way is most effective to get books – in printed or electronic forms – into the hands of children in developing countries. However, we need to learn from mistakes made in the approached the U.S. has taken to using technology in the classroom.

A colleague showed me a photo of computers piled in a corner of a classroom in Peru, dead as doornails. Teachers didn’t know how to use them or keep them running. I’ve heard the rash promises by politicians in developing countries who are promising laptops for children who have not yet learned to read.

My monitoring and evaluation colleagues tell me there is not enough independent evidence to show that computers, tablets or cell phones alone can or will teach children to read in and of themselves.

We have scarce resources, and the American people expect us to invest their money wisely. That’s one of the reasons my USAID colleagues are so keen on evaluation. It shows us what works, where we should put our first dollar, and where we can invest to scale up.

So let me repeat my challenge. How do we build a body of evidence to show us what works – not whether a pilot project is individually good, but whether it could work at the country level or the regional level. Show me the independent evaluations that will build the case for investing in hardware. Find a way for entrepreneurs who cannot afford to evaluate their fledgling companies to have access to independent evaluations of their work. Find the will from established technology companies to invest in outside evaluation, and keep it coming so that the testing keeps up with the experimentation.

I suggest a short-term, medium-term and long-term strategy all moving forward simultaneously.
In the short term, we need to use technology for mentoring and evaluating teachers, for paying teachers more fairly, for teaching teachers how to teach reading in remote places, for generating traditional books, and for getting them into the hands of kids. Right now, help us set up a Book Fund, and a digital repository of books — a "library on a cloud."

Start a fund, or find some other means to prove what is working so that in the medium term we can teach teachers how to use computers during their pre-service experiences, and also during in-service to the most willing teachers who are already teaching at the lower secondary and secondary levels in schools.

In addition to that, and in the long term (and I know long term is probably not very long in the technology world), we want to teach 21st Century skills to kids at the lower secondary and secondary levels. As less developed countries become more connected, and as we make gains in teaching children to read, we can then introduce the independent evidence that shows that tablets can increase reading fluency.

Then together we can change what it means to be a teacher, what it means to be a library, what it means to be a book, and what it means to be a reader in a tech-savvy world.

Thank you.
### Exhibit Booth Presenters

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<td>International Institute for Communication and Development (IICD)</td>
<td>Martine</td>
<td>Koopman</td>
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<tr>
<td>International Reading Association</td>
<td>Julie</td>
<td>Heifitz</td>
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<td>iSchool Zambia</td>
<td>Mark</td>
<td>Bennett</td>
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<tr>
<td>mUbuntu</td>
<td>Theo</td>
<td>van Renzsburs-Lindzter</td>
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<td>Millicom</td>
<td>Jacob</td>
<td>Waren</td>
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<td>Mxit Reach</td>
<td>Andrew</td>
<td>Rudge</td>
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<tr>
<td>OIC International</td>
<td>Kirk</td>
<td>Crispian</td>
</tr>
<tr>
<td>Open Learning Exchange International</td>
<td>Richard</td>
<td>Rowe</td>
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<td>Organization of American States (OAS)</td>
<td>Cecilia</td>
<td>Martins</td>
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<td>Platypus Digital</td>
<td>Stanley</td>
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<td>Qualcomm Wireless Reach</td>
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<td>Baker</td>
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<td>Research Triangle Institute (RTI)</td>
<td>Carmen</td>
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<td>Souktel</td>
<td>Maggie</td>
<td>McDonough</td>
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<td>sQuidcard, Inc.</td>
<td>Adam</td>
<td>Smith</td>
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<tr>
<td>Talking Stories</td>
<td>Kathy</td>
<td>McCabe</td>
</tr>
<tr>
<td>Text to Change</td>
<td>Veronica</td>
<td>Yow</td>
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<td>The Lost Boys Rebuilding South Sudan</td>
<td>Kristen</td>
<td>Ross</td>
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<tr>
<td>University of Pennsylvania</td>
<td>Heather</td>
<td>Schofield</td>
</tr>
<tr>
<td>Urban Planet Mobile</td>
<td>Will</td>
<td>Gordon</td>
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<tr>
<td>USAID</td>
<td>Laura</td>
<td>Lartigue</td>
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<tr>
<td>USTAD Mobile, Inc.</td>
<td>Mike</td>
<td>Dawson</td>
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<tr>
<td>VOTO Mobile</td>
<td>Kevin</td>
<td>Schuster</td>
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<tr>
<td>World Bank, Pakistan</td>
<td>Ali</td>
<td>Inam</td>
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# Lightning Talk Presenters

<table>
<thead>
<tr>
<th>Order</th>
<th>Presenter</th>
<th>Organization</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Martine Koopman</td>
<td>IICD</td>
<td>Teacher training in Malawi using tablets</td>
</tr>
<tr>
<td>2</td>
<td>Brenda Erlinger</td>
<td>Developments In Literacy (DIL)</td>
<td>Lesson planning on mobiles in Pakistan</td>
</tr>
<tr>
<td>3</td>
<td>Matt York</td>
<td>One Mobile Projector per Trainer (OMPT)</td>
<td>Multimedia and video education for developing communities</td>
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<tr>
<td>4</td>
<td>Samuel Suraphel</td>
<td>Innokiq</td>
<td>Mobile-supported job matching platform for blue-collar workers in Ghana</td>
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<td>5</td>
<td>Andrew Rudge</td>
<td>Mixit Reach Trust</td>
<td>Mobile platform for education and counseling</td>
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<tr>
<td>6</td>
<td>David Noyes</td>
<td>World Education, Inc.</td>
<td>Rapid School Assessment using mobile phones</td>
</tr>
<tr>
<td>7</td>
<td>Isabelle Duston</td>
<td>Education Technology for Development</td>
<td>MoToLi Score alternative mobile reading fluency assessment</td>
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<tr>
<td>8</td>
<td>Kevin Schuster</td>
<td>VOTO</td>
<td>Education through voice messaging in Ghana (expanding to Liberia)</td>
</tr>
<tr>
<td>9</td>
<td>Michael McCabe</td>
<td>Creative Associates</td>
<td>CreativeU: gamification (Hero’s Horizon) to teach life skills</td>
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<tr>
<td>10</td>
<td>Kathy McCabe</td>
<td>Talking Stories</td>
<td>Mobile platform for literacy; 64 stories in mother tongue languages</td>
</tr>
<tr>
<td>11</td>
<td>Ali Inam</td>
<td>World Bank (Pakistan)</td>
<td>School council trainings via SMS</td>
</tr>
<tr>
<td>12</td>
<td>Kurt Moses</td>
<td>FHI360</td>
<td>Mobile biometric technology to decrease teacher absenteeism</td>
</tr>
<tr>
<td>13</td>
<td>Scott Kipp</td>
<td>RTI</td>
<td>Zambia School Gateway literacy assessment</td>
</tr>
<tr>
<td>14</td>
<td>Mike Dawson</td>
<td>USTAD Mobile</td>
<td>Literacy and teacher development on mobile phones</td>
</tr>
<tr>
<td>15</td>
<td>Shelly Malecki</td>
<td>World Vision</td>
<td>All Children Reading: A Grand Challenge for Development</td>
</tr>
<tr>
<td>16</td>
<td>Corinne Vinopol</td>
<td>Institute for Disabilities Research and Training</td>
<td>Literacy tools for deaf and hard-of-hearing children in Morocco</td>
</tr>
<tr>
<td>17</td>
<td>Crispian Kirk</td>
<td>OIC International</td>
<td>Workforce development and ePayments training</td>
</tr>
<tr>
<td>18</td>
<td>John Toner</td>
<td>Community System Foundation</td>
<td>Open-source information management system for tracking student data and information (especially Syrian refugees in Jordan)</td>
</tr>
</tbody>
</table>

**mEducation Alliance International Symposium: Networking Fair for Scaling Project Impact**
<table>
<thead>
<tr>
<th>Time</th>
<th>Name</th>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Theophilus van Rensburg Lindzter</td>
<td>Learning Academy Worldwide</td>
<td>M-Ubuntu technology and job skills training for youth in South Africa</td>
</tr>
<tr>
<td>21</td>
<td>Mark Bennett</td>
<td>iSchool Zambia</td>
<td>ZEduPad low cost tablets that utilize offline lessons</td>
</tr>
<tr>
<td>22</td>
<td>Stanley Edwards</td>
<td>Platypus Digital</td>
<td>Literacy mobile app; text to code to text</td>
</tr>
</tbody>
</table>
Addendum: The 2014 mEducation Alliance Symposium Networking Fair for Scaling Project Impact Agenda

**Day 1:** OAS Main Building – Project Panel and Pitch Sessions  
17th Street and Constitution Ave. NW

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:15 a.m. – 9:00 a.m.</td>
<td>Registration</td>
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</tbody>
</table>
| 9:00 a.m. – 9:30 a.m. | Hall of the Americas  
Opening Plenary  
Welcome Remarks (OAS and USAID)  
• Sherry Tross, Executive Secretary for Integral Development, OAS  
• Charles North, Senior Deputy Assistant Administrator, E3, USAID  
What is the mEducation Alliance? What to expect over next 3 days?  
• Anthony Bloome, Senior Education Technology Specialist, USAID |
| 9:30 a.m. – 10:00 a.m. | Hall of the Americas - Keynote  
Martina Roth, Sr. Director Global Strategy, Research and Policy Corporate Affairs Group, Intel |
| 10:00 a.m. – 11:00 a.m. | Dynamic Participant Networking Session                                  |
| 11:00 a.m. – 11:20 a.m. | Coffee Break                                                           |
| 11:20 a.m. – 12:45 p.m. | Breakout Rooms: Transition to Scale – Panel Presentations             |

**mReading (Hall of the Americas) Facilitator: Rebecca Leege, World Vision**

• eOLA – Literacy Assessment Data Collection and Analysis via Tablets  
  Presenters: Simon James and Emily Morris, Education Development Center  
• Made in Afghanistan: An Exportable Robust Mobile Learning Platform  
  Presenter: Mike Dawson, USTAD Mobile, Inc.  
• mStories: Using Mobile Devices to Crowdsourse and Distribute Early Grade Reading Materials  
  Presenter: Ayan Kishore, Creative Associates  
• Mobile Software to Improve Literacy of Deaf and Hard of Hearing Children and Youth in Morocco  
  Presenter: Corinne Vinopol, The Institute for Disabilities Research and Training, Inc.  
• Global Learning XPrize  
  Presenter: Ben Bain, XPRIZE

**mYWD (Guerrero) Facilitator: Kevin Barta, U.S. Dept. of State**

• mPawa, Targeting Equal Job Opportunities for All  
  Presenters: Samuel Suraphel and Shadrack Boadu, Innokiq  
• Empowered Africans for Retail Mobile Needs  
  Presenters: Crispian Kirk and Jasmine Lataillade, OIC International  
• Creating Equal Opportunities Through Voice  
  Presenter: Kevin Schuster, VOTO
11:20 a.m. – 12:45 p.m.  Breakout Rooms: Transition to Scale – Panel Presentations (con’t)

**mNumeracy (Colon)**  *Facilitators: Marie Maier-Metz and Michael Hollaender, GIZ*
- Play N’Learn – Using Mobile Based Tools to Improve Learning Outcomes  
  *Presenter: Abigail Bucuvalas, Sesame Workshop-India*
- The Ukufunda Virtual School – Taking an Holistic View of Education  
  *Presenter: Andrew Rudge, The Mxit Reach Trust*
- Mobile-first Cloud-first – Opportunities for High Schoolers at National and Global Scale  
  *Presenter: Bhanu Potta, Microsoft*

**mGovernance in Education (San Martin)**  *Facilitator: Michael Trucano, World Bank*
- Finally! An Open Source Education Management Information System: Using Mobiles to Track Refugee Vulnerable, and Rural Populations  
  *Presenter: John Toner, Community System Foundation*
- Supporting Data for Decision-Making Using Mobile Technology in Mozambique  
  *Presenter: David Noyes, World Education, Inc.*
- ICT-Based Mobilization of School Councils in Punjab  
  *Presenter: Ali Inam, World Bank – Pakistan*
- iMlango – Mobile Devices in Harmony with Digital Transaction Technology and Broadband to Create Better Learning Outcomes for Children in Kenya  
  *Presenter: Adam Smith, sQuidcard, Ltd.*

12:45 p.m. – 2:00 p.m.  Lunch - Table Talk Sessions and Walk-Abouts

2:00 p.m. – 3:00 p.m.  Hall of the Americas

**Plenary Discussion**
Conversation on Scale and Sustainability
- *Facilitator: Dave Ferguson, Director, Center for Development Innovation, U.S. Global Development Lab, USAID*
- *Participants: Stanley Edwards (Platypus Digital), Mark Bennett (iSchool Zambia), Richard Rowe (Open Learning Exchange), Roger Novak (EDCast & Novak-Biddle Venture Fund)*

3:00 p.m. – 3:30 p.m.  Coffee Break

3:30 p.m. – 5:00 p.m.  Breakout Rooms: Pitch Sessions

**mReading (Hall of the Americas)**  *Facilitator: Luis Crouch, RTI*
- Literacy at the Well: A Non-Traditional Instructional Program to Increase Literacy in South Sudan  
  *Presenters: Wendi Dwyer and Kristen Ross, Lost Boys Rebuilding South Sudan*
- Application of SMS to Enhance Mother Tongue Education and Orthography Development in Lango Sub region in Uganda  
  *Presenter: Veronica Yow, Text to Change*
- MoToLi Score: An Innovative Approach to Reading Fluency Assessment  
  *Presenters: Isabelle Duston and Jim Teicher, Education Technology for Development and CyberSmart Africa*
- Brands for Literacy  
  *Presenter: Stanley Edwards, Platypus Digital*
- Leveraging Mobile Phones to Facilitate Reading and Literacy  
  *Presenter: Mark West, UNESCO*
- Talking Stories South Africa: Interactive e-Books with Fun Learning Activities to Do on Your Phone or Tablet  
  *Presenter: Kathy McCabe, Talking Stories*
Day 2: OAS Main Building – Partnerships for Scaling
17th Street and Constitution Ave. NW

8:30 a.m. – 9:00 a.m.  Registration

9:00 a.m. – 9:30 a.m.  Hall of the Americas
   Plenary
   mEducation Alliance Steering Committee Initiatives
   • Michael Hollaender, Senior Advisor, Education Section and Project Leader of the Sector Program Education, GIZ
   Rapid Fair Introduction of mEducation Alliance Steering Committee Partner Initiatives

3:30 p.m. – 5:00 p.m.  Breakout Rooms: Pitch Sessions (con’t)

**mYWD (Guerrero)**  Facilitator: Simon Gammell, British Council

- Mobile-Based Youth Livelihoods through Cocreating and Distributing Shellbooks
  Presenters: Mike Trainum, Samuel Suraphel, and Douglas Bell, The Localization Alliance for Integral Human Development and Mansa Colabs, LLC.
- Mobiliz-Ed: M-Learning for Educational Success, Workforce Readiness and Civic Engagement
  Presenters: Theophilus van Rensburg-Lindzter, Umlambo Foundation, and Lucy Haagen, Fazheng International Education Center
- Learning for All: Offline Solutions in Refugee Camps
  Presenter: Richard Rowe, Open Learning Exchange, Inc.
- Akazi Kanoze (Rwanda)
  Presenters: Tim Haskell and Jacob Korenblum, EDC and Souktel

**mNumeracy (Colon)**  Facilitator: Marie Maier-Metz and Michael Hollaender, GIZ

- An Integrated Approach: The Use of Tablets in the Classroom
  Presenter: Martine Koopman, IICD
- OMPT: Reducing Worldwide Poverty Through Video Education
  Presenter: Matt York, One Mobile Projector Per Trainer
- Concept Clarity for Teachers through Localized Lessons
  Presenter: Brenda Erlinger, Developments in Literacy
- iSchool: Using Low-Cost Tablet Technology to Revolutionise African Education
  Presenter: Mark Bennett, iSchool Zambia
- Tangerine Tutor
  Presenter: Scott Kipp, RTI

**mGovernance in Education (San Martin)**  Facilitator: Jean-Marc Bernard, GPE

- Mobiles for Promoting Governance & Accountability in Education—Helping the System Work
  Presenters: Kurt Moses and Sergio Somerville, FHI360
- Early Learning and Development Assessment at Scale (IDELA): A Tale of Technology
  Presenter: Katherine Merseth, Save the Children
- The Zambia School Gateway: A Scalable System for Enhancing School Feedback and Support
  Presenter: Mitchell Rakusin, RTI
- Home Grown School Feeding (HGSF) Mobile Technology (MTECH) Reporting Pilot Project
  Presenter: Elijah Kangwa, World Food Programme, Zambia (Virtual Presentation)

5:00 p.m. – 5:30 p.m.  Hall of the Americas
   Closing Plenary
   Main Lessons and Goals for Second Day
   • Simon Gammell, Director West Coast, British Council
9:30 a.m. – 11:00 p.m.  Breakout Rooms: Networking by Working Group Track

**mReading Working Group (Hall of the Americas)**  
*Facilitator: Rebecca Leege, All Children Reading Grand Challenge Partners*

**mYWD Working Group (Guerrero)**  
*Facilitator: Maggie McDonough, Souktel*

**mNumeracy Working Group (Colon)**  
*Facilitator: Michael Hollaender, GIZ*

**Complex and Challenging Educational Environments (San Martin)**  
*Facilitator: Howard Williams, AIR; Barbara Zeus, UNHCR; and Edith Elliott, Noora Health*

11:00 a.m. – 11:30 a.m.  Coffee Break

11:30 a.m. – 1:00 p.m.  Breakout Rooms: Cross-Cutting Themes

**Gamification (Hall of the Americas) Facilitator: Liv Marte Norhaug, Norad**

- EVOKE  
  *Presenter: Robert Hawkins, World Bank*
- CreativeU/LifeSkills Blended Learning for the 21st Century  
  *Presenters: Michael McCabe and Richard Edwards, Creative U*
- Asa  
  *Presenter: Adebayo Adegbembo, Genii Games Ltd.*
- BrainPop  
  *Presenter: Daniel Donohue, Brainpop*
- Mobile Multi-Media Reading Materials for the Deaf or Hard of Hearing  
  *Presenters: Geeta Raj, Global Sleepover*
- The Education Arcade  
  *Presenter: Scot Osterweil, MIT*

**Evidence on Learning (Guerrero) Facilitator: Anthony Bloome, USAID**

- Project Tomorrow  
  *Presenter: Julie Evans, Project Tomorrow*
- University of Pennsylvania  
  *Presenter: Dan Wagner, University of Pennsylvania*
- UNESCO  
  *Presenter: Mark West, UNESCO*
- DFID  
  *Presenter: Robert Whitby*
- Intel  
  *Presenter: Juan Enrique Hinostroza*

**ePayments and Education (San Martin) Facilitator: Camilo Tellez, CGAP**

- Empowered Africans for Retail Mobile Needs  
  *Presenters: Crispian Kirk and Jasmine Lataillade, OIC International*
- Scaling Operations with Mobile Payments  
  *Presenter: Dan Kleinbaum, Beyonic*
- Mobile Money for Education  
  *Presenter: Kathleen McGowan, USAID*
- Millicom  
  *Presenter: Jacob Waern, Millicom*
<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:30 a.m.</td>
<td>Breakout Rooms: Cross-Cutting Themes (con’t)</td>
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<tr>
<td></td>
<td><strong>Online Platforms for Teachers and Quality Education (Colon)</strong> Facilitator: Elena Arias Ortiz, IADB</td>
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<td>• Inter-American Network of Teacher Education</td>
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<td><em>Facilitator: Adriana Vilela</em></td>
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<td>• PASCAL: Excellence Program and Online Platform Secondary and Pre-University Education in Latin America</td>
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<td><em>Presenter: Carlos Genatios</em></td>
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<td>• Intel</td>
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<td><em>Presenter: Martina Roth, Intel</em></td>
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<tr>
<td>1:00 p.m.</td>
<td>Lunch - Table Talk Sessions and Walk-Abouts</td>
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<tr>
<td>2:15 p.m.</td>
<td>Plenary</td>
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<td></td>
<td>Conversation with Qualcomm Wireless Reach (Angela Baker), Omar Dengo (Leda Munoz), USAID (Chris Jurgens), and OAS (Sherry Tross)</td>
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<td>Post-2015 MDGs – Public and Private Sector Participating for Scale Introduction</td>
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<td><em>Facilitator: Christie Vilsack, Senior Advisor for International Education, USAID</em></td>
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<tr>
<td>3:00 p.m.</td>
<td>Table Top Networking (Refreshable Sessions)</td>
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<tr>
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<td><em>Facilitator: Sean Carroll, Creative Associates</em></td>
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<td>Microsoft/Nokia (Bhanu Potta), &amp; Orange (Erwan LeQuentrec)</td>
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<td><em>Hall of the Americas:</em> Intel (Martina Roth)</td>
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<td></td>
<td><em>Guerrero:</em> BrainPop (Gabriel Kahan), &amp; Samsung Latin America (Helvio Tadashi Kanamaru)</td>
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<tr>
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<td><em>San Martin:</em> Millicom (Jacob Waern), Duma Works (Christine Blauvelt), &amp; sQuidcard, Ltd. (Adam Smith)</td>
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<td>4:30 p.m.</td>
<td>Coffee Break</td>
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<tr>
<td>5:00 p.m.</td>
<td>Closing Plenary</td>
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<td></td>
<td>Emiliana Vegas, Chief of the Education Division at the Inter-American Development Bank</td>
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<tr>
<td>6:00 p.m.</td>
<td>General Reception</td>
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**Day 3:** Ronald Reagan Building  
1300 Pennsylvania Ave. NW, Atrium Hall

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Registration and Exhibit Set-Up Completion</td>
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<tr>
<td>9:00 a.m.</td>
<td>Exhibits and Lightning Talks</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Exhibits and Lightning Talks</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>mEducation Alliance Symposium Ends</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>mEducation Alliance Steering Committee Meeting – Invite Only</td>
</tr>
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