The 2016 Mobiles for Education (mEducation) Alliance International Symposium: From Innovation to Impact

Final Report
October 18-20, 2016 | Washington, D.C. United States Institute of Peace

Prepared by Moonshot Global Consulting LLC
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mEducation Alliance Steering Committee Members

BRITISH COUNCIL

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Department for International Development

Federal Ministry for Economic Cooperation and Development

gesci
Founded by UN IT Task Force

GLOBAL PARTNERSHIP for Education

GSMA

IDRC CRDI

ISTE Inclusive Learning Network

Norad

Peace Corps

The MasterCard Foundation

UNESCO United Nations Educational, Scientific and Cultural Organization

World Vision

WORLD BANK GROUP

WORLD WIDE WEB FOUNDATION
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The sixth annual Mobiles for Education (mEducation) Alliance Symposium: From Innovation to Impact took place October 18-20, 2016, in Washington, D.C., at the United States Institute of Peace. More than 250 participants representing 30 countries and over 100 organizations attended the event. The Symposium featured more than 70 presentations organized along three themes: crisis and conflict, education system strengthening, and youth and workforce development. As with past Symposia, the event included a variety of highly interactive sessions and formats: pitch sessions, gallery walks, plenary networking sessions, panel discussions, problem set workshops, and unconference sessions.

Symposium highlights included:

• On day one, the All Children Reading: A Grand Challenge for Development (ACR GCD) partners (the Australian Government, United States Agency for International Development, and World Vision) curated concurrent plenary sessions on “Keeping Your Literacy Innovation on Track for Scale,” which emphasized this year’s theme “From Innovation to Impact” and featured innovators and innovations to improve early grade literacy outcomes for children in developing countries.

• On day two, organizers brought back the Exhibit Fair, a format that debuted at the 2015 Symposium. Presenters from 36 organizations set up tables in the Great Hall and guided participants through highlights of their initiatives back while another 7 exhibitors facilitated hands-on technology demonstrations in nearby rooms.

• On day three, Kentaro Toyama, author of Geek Heresy and Kellogg Associate Professor at the University of Michigan’s School of Information, presented the thought-provoking keynote address “Technology by Itself Doesn’t Solve Education Problems.”

• Throughout the Symposium, participants engaged in problem set workshops, a format introduced this year to delve more deeply into challenges related to information and communications technology (ICT)-enabled education initiatives. These workshops, which were designed to stimulate discussion of strategic developments in the field, covered diverse topics ranging from “Advancing Mobile Money and Digital Finance for Education” to “Designing Inclusive, Human-centered Education Innovations to Benefit All Learners.”

More than two-thirds of participants attended all three days of the Symposium. The post-event survey showed that nearly three-quarters of respondents valued most the opportunity to network with peers engaged in similar work that leverages ICT to improve outcomes on international education initiatives. Survey participants rated the Symposium highly on both content and logistics. On a scale of 1 to 5, 88 percent of survey respondents
gave the Symposium an overall score of 4 or 5 compared to other knowledge exchange events. In other areas, the percentage of 4 and 5 ratings were:

- 87 percent: My network was enhanced.
- 87 percent: The logistic were handled well.
- 84 percent: I will apply knowledge or networks developed to my work.
- 80 percent: The plenary sessions were valuable.
- 76 percent: The pitch sessions were valuable.
- 74 percent: The gallery walks were valuable.
- 71 percent: My knowledge and skills increased.

Organizers relied on contributions of time and effort and financial resources from both mEducation Steering Committee organizations and sponsors to deliver a successful event. Steering Committee representatives played a central role in planning the event and co-facilitation of several sessions, including the problem set workshops. Five of this year’s six sponsors contributed to multiple, past mEducation Alliance Symposia, and RTI International joined as a new sponsor this year.

The following pages of this report provide more detailed descriptions of Symposium content and capture snapshots of discussion that occurred among participants. The appendixes include lists of presentations and of organizations that displayed information about their initiatives at the Exhibit Fair.
WELCOME REMARKS

Anthony Bloome, Senior Education Technology Specialist, USAID, opened the mEducation Alliance Symposium by underscoring the importance of the event as a platform for collaboration. As Bloome described the structure of the three days, he emphasized opportunities for participants to engage with one another and highlighted how the participatory nature of the event aimed at facilitating more deliberate knowledge exchange and deeper networking than is usually possible at conferences with more traditional agendas.

Ambassador William B. Taylor, Executive Vice President, United States Institute of Peace, affirmed the growth in interest in the Symposium in recent years and encouraged participants to continue their important work in identifying, testing, and scaling technology-enabled approaches that can help solve some of the world’s most pressing challenges in international education.

Charles North, Senior Deputy Assistant Administrator, E3, USAID, called for participants to embrace this year’s theme “From Innovation to Impact” and weigh the impact of the initiatives presented at the Symposium on learning outcomes. He highlighted the importance of disseminating information on and scaling new and existing technology-enabled approaches that are tested and proven as effective and raised three important questions to consider:

- How do we inspire innovators to develop technologies that address the constraints to learning?
- How do we identify the technologies that make the biggest difference in learning at the lowest
cost and that can be effective at scale—at a national, regional, or global level?

• How do we support the dissemination and adoption of effective technologies?

CONCURRENT BREAKOUT SESSIONS

Pitch Sessions — Crisis and Conflict

Facilitator: Jennryn Wetzler, Senior Program Designer, Bureau of Educational and Cultural Affairs, U.S. Department of State

Mock Investors: Dave Ferguson, USAID; Liv Marte Nordhaug, Norad; Michael McCabe, USAID

This session explored a range of mobile technologies to increase access to and improve the delivery of education for people living in the most difficult of circumstances. The audience asked questions to explore what constitutes impact in each case.

• Ayan Kishore and Kolja Wohlleben of Creative Associates presented a searchable database of worldwide ICT for refugee education efforts, which was designed for practitioners in the field to avoid duplication of efforts. Audience members pointed to possibilities of sharing information on this initiative via USAID’s Global Innovation Exchange.

• Adam Roe of Kiron Open Higher Education described an initiative to provide access to online courses to refugees. Kiron assists refugees with paperwork and provides access to courses for two years and then aims to facilitate their matriculation into accredited higher education programs. To date about 4,000 refugees have applied to participate in the initiative.

• Tudor Clee described Touchable Earth, a project aimed at improving cross cultural communication and understanding between children by delivering professionally shot ‘portraits’ through photographs and videos of children aged 7-11 from different countries. Touchable Earth intends for these portraits to be used by households and schools and has developed a partnership with Iron. Touchable Earth is careful to include girls in 50 percent of its content, and is moving toward more user-generated videos.

• Sybille Fleischmann of NetHope and Carmen Strigel of RTI International shared information on Project Reconnect, which distributes Chromebooks to 35 grantee organizations, which in turn facilitate access to information and education among refugees in Germany. The grantee organizations select the content, one of the primary objectives of which is to support German language learning that is required for refugees to stay in Germany. Some grantee organizations target women and girls, but these programs tend to be underutilized given the predominance of male refugees in Germany.
• Isabel Knight of TechChange presented their latest innovations in online education delivery. Specifically for a course on open data, TechChange has added highly interactive, gamified elements and more and simpler visualizations to increase the accessibility and appeal of course content. The aim in increasing accessibility is to promote increased use and application of open data to such important issues as community resilience. The off-the-shelf course can be delivered to individuals who pay to take the course, or a more customized version can be delivered to groups of learners from the same organization.

• Regina Nkonge of @iLabAfrica at Strathmore University provides refugees in Kakuma Refugee Camp, Kenya with access to digital classes that both train teachers and deliver content to students. The project, which is in the pilot phase, focuses on tertiary-level teachers and students, but hopes to expand into primary and secondary education.

Facilitator: Gabriel Krieshok, ICT4D Program Manager, Peace Corps

Mock Investors: Sasha Gallant, USAID; Nicole Renee Goldin, World Bank; Nancy Taggart, USAID; Josh Weisgrau, Digital Promise; Mimi Whitehouse, Accenture

This session explored a range of mobile technologies and applications to address the high demand for Science, Technology, Engineering, and Mathematics (STEM) learning. A number of presentations cited the challenge of competing priorities of STEM learning and basic literacy and life skills development. The presenters emphasized the need for two-way learning between learners and teachers and consideration of the learner’s perspective in curriculum development.

• Jessica Rothenbeg-Aalami of Cell-ED described Essential Skills on the Go, a series of ‘micro-modules’ specifically designed for minority women in the United States. These lessons, which are accessible on any type of mobile device and provide three minutes of content, can be taken over time to develop key STEM competencies. The application is learner-directed and incorporates social networks to enhance learning.

• Chistelle Scharff of mJangale/Pace University shared information about a summer and holiday program that trained 120 children in Africa in how to design and prototype wearable technology using the LilyPad Arduino technology. The organization added this project to increase kids’ engagement and learning even more than in their existing activities in programming, web development, 3D printing, and data science.
• Aakash Sethi of **Quest Alliance** described a project, which began in 2005, to develop 21st century skills and a learner-centered mindset among youth. Their blended learning MasterCoach program enables youth to earn a trainer certification through which they build facilitation skills and learn to listen and provide continuous feedback to other student learners. About 30 percent of the participants in the program have gone on to serve in leadership roles in their organizations.

• Zev Lowe of **Worldreader** described the Anasoma Project to promote gender equality and women's empowerment through mobile reading. The organization is applying a human-centered design approach to identify the best strategies to increase female readership of Worldreader Mobile, which will then be reproduced globally by 2020. The first two years will be spent on research, surveying women and testing new content and readjusting the application based on what women find empowering and engaging. In year three, Worldreader will seek partners to promote the app and provide advocacy and communication around Worldreader Mobile.

• David Bennahum of **Ready** introduced a tool that enables schools and students to make their own software using Android or iOS-powered phones or Windows or Mac computers. The Ready initiative introduces project-based learning and software development to a primary audience of children aged 9 to 14. The presentation highlighted an example of Ready at work in a computer camp for girls in Nigeria.

• Ariam Mogos shared how the **Nairobi Play Project** teaches 21st century skills to urban refugee youth by taking them through a curriculum that transfers skills to code games, websites, and apps. The initiative engages learners by applying design thinking—an iterative process of ideation, design, play, and change—and a project-based approach.

**Gallery Walks — Crisis and Conflict**

*Facilitator: Alexandra Galeitzke, Advisor, Program Education, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*

Presenters shared ways to improve education outcomes, teacher support, and peer coaching in crisis and conflict situations. Discussions focused on how various approaches contribute to creating safe spaces for learning—regardless of the learners’ environments.

• Mary Mendenhall of the Teachers for Teachers Project at **Columbia University’s Teachers College** described the use of WhatsApp to host peer support groups for educators.

• Edmund Page of the **Xavier Project** demonstrated how the Refugee Run Hubs Project supports skills development and training in areas such as basic computer
literacy, social media, graphic design, and connecting to telework opportunities.

• Aud Llman of American University of Nigeria and Doug Barry of Conover & Gould Strategy Group jointly presented results from the TechnologyEnhanced Learning for All program, which aims to increase numeracy and literacy scores through provision of radio programming, mobile classrooms, tablet computers installed with apps in English and local languages, and high-speed Internet connectivity to 20,000 vulnerable children, at-risk children and orphans aged 6-13 and adolescent boys and girls aged 14-17 in Nigeria.

• Christopher Ying of Education Development Center presented the SMS and barcode track and trace system planned for use for textbook provision in the Northern Education Initiative Plus project.

**Gallery Walks — Educational Systems Strengthening (two sessions)**

This session concentrated on peer-developed curricula for teachers and assessments of curricula. Presentations, among other things, explored ways to engage local communities to provide better access to learning materials for students of all ages.

• Kurt Moses and Andrew Goodall of FHI360 shared information on a pilot project that uses a solar-powered tablet in Tanzania to track student attendance and test scores. The mSchool Information System is designed to provide a daily recording of the educational activity in a school as well as administrative support to school leadership and teachers. The system will be rolled out to more than 4,540 public, primary schools in the seven poorest regions in Tanzania and also to schools in South Sudan and Liberia.

• Mohit Saxena and Tejeshwar Chowdury of Kaivalya Education Foundation presented an initiative that embeds graduate students in Indian public schools to provide teacher coaching and conduct research in how to leverage a unique and dedicated tech platform to make processes like student and teacher assessments, reviewing student and school data, giving feedback on lesson plans more accessible and simple to comprehend—ensuring real-time connectivity while focusing on improving students and teachers’ learning levels.

• Sarah Crampsie summarized GSMA’s experience with the Mobile Internet Skills Toolkit at a live testing workshop in Maharashtra, India. The Toolkit is designed to educate people with little or no mobile Internet skills on the value of accessing and using the mobile Internet.

**Facilitator:** Anthony Bloome, Senior Education Technology Specialist, USAID
• Bruce Walker of the Georgia Institute of Technology and Irene Mbari-Kirika of the Mwangaza Consortium shared how over the past six years, they have provided computer and technology training to thousands of Kenyan students with vision loss. Nationwide surveys have documented changes in experiences, improvements in skills, and increases in self-efficacy, self-worth, and career perspectives among these students.

Facilitator: Jerome Morrissey, CEO, Global e-Schools and Communities’ Initiative

The facilitator kicked off this session by directing gallery walk presenters to demonstrate their projects to the entire room before engaging in more targeted discussions. This ensured that all participants heard about each innovation.

• Hira Zainab of Learn Smart Pakistan introduced a blended learning solution that provides free access for both teachers and students to courses and assessments based on the Pakistani Board Curriculum.

• Andrew Ashe and Jamie Stuart of onebillion demonstrated their tablet software designed to educate children in their mother tongues in core skills of numeracy and reading. With apps currently available in more than 50 languages, onebillion will launch its new Chichewa ‘learn to read’ software in Malawi in late 2016, and in Kiswahili version in early 2017.

• Anthony Tam and Diana Gross of UNESCO and Zohra Yermeche of Ericsson elaborated upon the Connect to Learn/ICT for Education: Mobile Broadband project in Myanmar. In this project, UNESCO is supporting the delivery of ICT-pedagogy training module to Ministry of Education staff that in turn replicate it in 31 project schools in rural Myanmar. Ericsson also is providing 3G broadband wireless Internet and distributing 3,100 tablets, 186 laptops, 93 LED projectors, and English and Life Skills interactive mobile learning applications to the schools.

• Sean Carroll and Ayan Kishore of Creative Associates and State Department virtual intern Rachel Azafrani shared the Youth Action Mapper, a pilot mobile application and platform powered by GIS and designed to foster and leverage citizen energy by facilitating youth to map the places/opportunities to take action on the 17 Sustainable Development Goals. The initiative’s target is to engage youth in over 100 countries.

PROBLEM SET WORKSHOPS

“Using Tangerine beyond EGRA: Coaching, Early Childhood and M&E”

Facilitators: Megan McCune, Project Management Specialist; Scott Kipp, ICT for Education Policy and Systems; and Lauren Edwards, Project Associate, RTI International

The RTI team provided a detailed description of Tangerine®, the open source software that has been adapted to process early grade reading
assessments—such as the Early Reading Assessment (EGRA)—surveys and questionnaires. While many of the workshop participants acknowledged familiarity with Tangerine, everyone wished to learn more about the software’s advanced features including structuring the data collection component and using the coaching feedback notes to help teachers modify instruction. The group also discussed how Tangerine can be used in different languages.

Following the description, the RTI team divided participants into small groups and challenged teams to think about how to apply Tangerine best in a rural area with limited resources. The facilitators asked teams to consider questions of what data they are collecting, what observations they are making, and what they should see/discover in the process. Many groups focused on how to leverage Tangerine in teacher observations to identify areas on which teachers can be coached. Other groups emphasized the importance of taking a positive approach to providing feedback to teachers.

During the question and answer period, participants inquired about whether there were trust or mobile penetration issues. The facilitators replied that there were minimal due to the prevalence and familiarity most recipients had with the mobile money provider LoneStar MTN. There was then a discussion of past attempts to implement mobile payments in the health sector and future Ministry of Finance priorities to add pilots in four other ministries.

Ms. Braniff summarized CGAP’s work in addressing the lack of transparency and control over cash payments in the education sector and CGAP outlined new business models for e-learning and e-content, which leverage digital payments, and discussed digital finance systems to operationalize digital savings and credit solutions.

“Advancing Mobile Money and Digital Finance for Education”

Facilitators: Lauren Braniff, Digital Finance Consultant, Consultative Group to Assist the Poor (CGAP) and Suezan Lee, Education Finance Specialist, USAID

One of the most well attended presentations of the Symposium, this workshop highlighted how mobile payments for teachers have resulted in benefits to both teachers and the government: reduced absenteeism, higher morale, increased trust in the Ministry of Education, and reduced cost and processing time of transactions. Carrie Hassleback of FHI 360 and Simon Richmond of EDC described a pilot to pay 93 night school adult education teachers in Liberia through mobile money in 2012. The initiative has been expanded to 500 teachers around the country. Despite challenges with liquidity and mobile money agent availability, 80 percent of teachers wanted to continue to receive their pay through mobile money, primarily due to lower costs and increased security over traditional payment approaches.

During the question and answer period, participants inquired about Tangerine’s security protocols for storing and tracking child-centered data.

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“Modeling the Cost Structure of Digital Reading Programs”

Facilitators: Aileen Palmer, Senior Program Associate and Arjun Upadhyay, Senior Program Associate, Results for Development (R4D); and John Comings, Lead Literacy Consultant, ACR GCD
R4D developed a cost model for digital reading programs as part of the Global Book Alliance feasibility study. The facilitators guided participants through the cost model methodology, exploring how it can be applied to increase access to reading materials around the world utilizing digital technology. The model considers annual cost per student (one-time program cost plus annual program cost plus annual content cost) and breaks down component costs as follows:

- One-time costs per student are costs of the device plus cost of device distribution plus one-time teacher training plus one-time infrastructure costs;
- Annual program costs per student are maintenance per device plus storage per device divided by the number of children sharing each device plus teacher training per year divided by number of children per teacher;
- Annual content costs per student are costs per title times titles per year divided by number of children sharing

Using the example of Worldreader, the facilitators discussed strategies for organizations to apply the cost model by focusing on lowering cost drivers and extended the discussion into a cost-benefit analysis on the effects of digital reading tools on literacy outcomes. Facilitators divided participants into small groups—assigning each one an identity of content provider, implementer, or policy maker—to brainstorm how costs may change over time and scale, considering key questions on what cost components have been excluded, do not apply, are the biggest costs drivers, are likely to change over time and with scale, and can be shared across other programs.

John Comings of ACR GCD focused his presentation on soliciting feedback from participants on the need for and possible utility of a single (e.g., $10 unit) purpose device for children to take home to have all the text they need for primary school for a low cost, sufficient memory, and which could function in low light with minimal electricity or its own power source.

During the general question and answer period, participants advocated for more cases of cost transparency and inquired why the focus was on a single device (hardware) rather than on content or ICT-enabled pedagogy.

KEEPING YOUR LITERACY INNOVATION ON TRACK FOR SCALE

Facilitator: Kristi Ragan, Chief of Party, DAI, Professional Management Services Contract, Center for Development Innovation, Global Development Lab

Rebecca Leege, World Vision’s Project Director for ACR GCD, opened this Symposium-wide, interactive forum by highlighting the importance of literacy for unlocking human potential and as the cornerstone of development. Leege described ACR GCD’s dedication to understanding a range
of technologies are and might be used to improve literacy around the world. She then invited participants to walk through and participate in three “Innovation Phases” which would enable participants to look into evidence of good practices, discuss opportunities and challenges, and explore potential areas for future collaboration and knowledge sharing.

All Children Reading — Gallery Walks | Innovation Phase 1

Most of the projects highlighted in this phase focused on literacy using mother tongue, language learning, and/or materials delivery. A few of the featured projects highlighted efforts to build networks of self-generated content authorship using open sourced software. The cost-effective nature of open-source materials and the importance of tailoring skills development to learning needs also were common themes.

• “Open Educational Resources Development Program,” Benjamin Boggess, A Connected Planet. By training university student interns to use LiveCode, a rapid application development software, a Connected Planet developed over 60 apps and is getting ready to put them all online. It plans to expand throughout Haiti and digitize more content based on Haiti’s national K-4 curriculum. Currently, open-source mobile apps in Creole and French teach young students fruits and vegetables, animals, colors, shapes, and other simple lessons.

• “Tracking and Tracing Books,” Sonny Lacey, ACR GCD. ACR GCD held a prize competition to source solutions to track books destined for early grade classrooms and learning centers in low-income countries and allow stakeholders—ranging from parents to Ministry of Education—to easily access tracking information. The two systems highlighted both incorporate web-based status dashboards, easy to use features, and are designed for low-end mobile devices.

• “Mobile Phones as Learning Support Tools in Rural Zambian Schools,” Jacqueline Jere-Folotiya, Centre for Promotion of Literacy in Sub-Saharan Africa. Working in 30 schools (15 intervention and 15 control schools) with 575 learners who are struggling in classes, this initiative is implementing Grapho Game, a game that encourages literacy skills and is adaptive to the learner’s needs. The initiative also is addressing teacher-training needs though provision of web-based materials.

• “Using ICT to Scale Connect To Learn’s Evidence-based Approach to Teaching Early Grade Literacy in Telengaan, India,” Tara Stafford Ocanset, Columbia University. After finding that traditional textbooks were challenging for students to use given their limited literacy skills, the presenter highlighted this project’s use of an online platform by learners to acquire familiarity with one letter at a time; most frequently used ones introduced first. Over time, particularly with repetition of
the most frequently used letters, students then learned several words. Teachers are trained via a WhatsApp group and YouTube video. The main challenge is that the Ekstep (application) requires internet access.

• “Tablets, Literacy, and Community Engagement in Bangladesh: Learning Beyond the Classroom,” Rachel Crocker, IREX. IREX partnered with Save the Children to provide access to books and text-rich environments outside of school. The partners provided tablets and training to library staff how to use these for advancing literacy outcomes in their communities. When paired with high visitation rates, an average of 260 children and 80 adults per month, the use of these tech-enabled resources advanced reading services to those for whom there were previously not enough resources. In total, primary grade children have visited project libraries more than 30,000 times and libraries themselves have hosted over 600 reading activities attended by 14,000 children together with 5,000 parents and caregivers.

• “Learning to Read and Write in Haiti: Digital vs. Paper Content,” Sora Edwards-Thro, Kids Write. Kids Write developed a mobile app that provides primary school students with access to high-quality, mother-tongue books and the opportunities to write and share their own stories in Haitian Creole. The app includes an extensive library of images, a simple interface and the ability to export books. To allow offline access, the digital content is installed on an offline server. When a student writes a book, they can put it on the server for their whole class to access, enjoy and peer-edit. After a six-week pilot student reading scores increased by an average of 14 correct words per minute.

• “Dost Education — Beyond the Pitch,” Sneha Shethm, Dost Education. Dost is a mobile platform, available in multiple languages, that helps low-income parents in developing countries engage in their child’s education from day one. Dost is unique because it delivers action-oriented content to functionally illiterate moms through the technology already in their hands. Dost’s theory of change is to improve educational outcomes for children by empowering moms.

• “Advancing the Quality of Arabic Fluency and Literacy Globally, Rama Kayyali, Little Thinking Minds. Using 125 books sourced from regional award winning content from Lebanon, Egypt, and Saudi Arabia, this program provides children with access to a digital classroom library. This is a pioneering program because it provides learners with regionally sourced, but leveled books, which every child can access through a unique username and password, based on differentiated learning needs. Resources are organized on the LTM platform by five reading levels.

• “ICT for Early Literacy in Multilingual Settings: Evidence from Rural South Africa,” Nathan Castillo, University of Pennsylvania. The Bridges to the Future Initiative (BFI) applies a culturally appropriate, phonics-based approach to support early literacy instruction through interactive activities to reinforce letter-sound recognition and phonemic awareness, as well as sentence construction and whole-text reading. BFI offers primary school content in three indigenous African languages and English. On average, treatment group members read an additional 7.34 correct words per minute in their local language after correcting for baseline differences.
• “The Asia Foundation Mother Tongue eBook Initiatives,” Melody Zavala and Kyle Barker, Asia Foundation. The Asia Foundation’s Mother Tongue e-Book Initiative is a public reading campaign that aims to leverage the usage of tablets to facilitate children’s reading. By partnering with other organizations, such as “Library for All,” the Asia Foundation hopes to catalyze content generation for and accessibility of larger populations of early grade learners. The initiative is currently working on designing a split-screen platform that displays an online library on one side and translation tool on the other to help translation materials into local languages.

• “Assessment of Sign Language-Accessible Multimedia’s Impact on Moroccan Deaf Children’s Reading,” Corinne Vinopol, Institute of Disabilities Research Training, Inc. This project is improving the Arabic reading skills of deaf and hard-of-hearing students in grades 1-3 through provision of assistive technology and training of teachers and parents in the use of Moroccan Sign Language-supported educational materials. The software provides a dictionary of 1,500 graphics and videos, corresponding Arabic words, a publishing tool, templates for customizing printable games and puzzles, instructional strategies to use with the software, and software instructions.

All Children Reading — Pitch Sessions | Innovation Phase 2

Mock Investors: Nick Cain, Google.org; Mark West, UNESCO; Julia Firestone, Pearson; Zev Lowe, Worldreader

Innovation Phase 2 featured projects primarily aimed to providing equal access to education. A number of the solutions focused on building the capacity of local communities to produce materials as an approach to encourage engagement as well as sustainability.

• “The Ideas Box: 30 Months 17 Countries” Allister Chang, Libraries without Borders. In 2014, the Ideas Box project began delivering customized pop-up library spaces to support formal and informal education in crises, conflicts and post-disaster contexts. The Ideas Box is a portable media center and mobile classroom that fits on two standard shipping pallets and can be installed in less than 20 minutes. The box is waterproof and comes with a durable awning to protect its components from the elements, making this device ready to implement in a variety of contexts.

• “Using Data to Understand Reading Habits Amongst Children: A Digital Library Approach,” Taniya Benedict, Library for All. Library for All collects e-books from local and international publishers for students in grades K through 12. Content managers engaged in the project work with local representatives to acquire local content and put it on the platform. In Cambodia, for example, there are 147 books in Khmer and English, with over 1,000 students
using the app. In the future, the platform aims to collect data on total users, pages read, average number of books completed, gender, time spent on the platform vs. time spent on reading, the most popular books, and more.

• “Promote Early Reading with Readily Available Locally Produced Picture Storybooks,” Judith Baker, African Storybook. Africa Storybook developed an app that works on Android and iOS phones and is available free of charge and allows readers to find and read storybooks in African languages. Currently, it includes 3,241 openly licensed storybooks for early reading in 78 African languages.

• “Helping Communities Use Their Languages to Improve Their Quality of Life,” Chris Weber, SIL International. In Papua New Guinea, through the development of a simple-to-use application called Bloom, people are able to create books in their mother tongues. The technology is simple: if you can type, you can create a book. This innovation can facilitate the development of libraries in minority languages.

• “Anytime Anywhere Access to Education,” Terry Jenna and Ginny Grant, Benetech. Bookshare is the world’s largest library of over +450,000 accessible ebooks for people with print disabilities. Working with over 800 publishers to import their books directly into library, Benetech created an interface that can easily be customized to local languages. 475+ books are available in 29 languages and the library has active members in over 70 countries with the majority of the books downloaded to mobile devices.

• “Time to Learn,” Simon Richmond, Education Development Center. EDC evaluated the impact and cost-effectiveness of tablet-based literacy activities compared to workbooks. The tablets were loaded with Vernacular software, which produces Bantu language reading activities. In an RCT (N=619) of Vernacular, Vernacular significantly surpassed the workbooks in effect size (0.46 vs. 0.08), in reducing zeros scores over the control (p< .001 vs p< .05) and in cost effectiveness over the workbooks ($3.50 vs. $4.60 for letters

All Children Reading—
Gallery Walks | Innovation Phase 3

Participants in Innovations Phase 3 examined evidenced-based projects supporting early grade reading measurement and accountability.

• “iMlango,” Erik Childerhouse, and Graham Peters, Avanti Communications. Combined with ongoing teacher capacity training and in-field support, the iMlango Project provides online contents in math, literacy and life skills and low cost access to sustainable mobile communication technologies that help boost quality learning in formal school settings as well as non-traditional locations. In Kenya, the iMlango Project has improved learning outcomes of over 150,000 students, including 78,000 marginalized girls in 205 Kenyan primary schools. Focusing on advancing teachers’ digital literacy and understanding, Avanti’s iKnowledge Project aims to transform the learning environment in schools for children and adults in Tanzania through improved and sustainable ICT infrastructure, teacher development and through enhanced use of quality educational content. In its first phase, iKnowledge has connected 250 schools with satellite broadband, trained 700 school teachers and implementers on ICT and digital literacy.

• “Time to Learn,” Simon Richmond, Education Development Center. EDC evaluated the impact and cost-effectiveness of tablet-based literacy activities compared to workbooks. The tablets were loaded with Vernacular software, which produces Bantu language reading activities. In an RCT (N=619) of Vernacular, Vernacular significantly surpassed the workbooks in effect size (0.46 vs. 0.08), in reducing zeros scores over the control (p< .001 vs p< .05) and in cost effectiveness over the workbooks ($3.50 vs. $4.60 for letters
The 2016 Mobiles for Education (mEducation) Alliance International Symposium: From Innovation to Impact

correct per minute and $2.20 vs. $14.60 for words correct per minute).

• “Digital Literacy Trust: A Public-Private Partnership based on Open Innovation to Increase Sustainable Impact for Kenya’s 1.2 Million Device ‘Digischool’ Project,” Matthew Utterbackn, eKitabu and Richard King, Educational Development Trust. The presenters highlighted their efforts working with local publishers to provide government approved e-books as part of the Kenya government’s Digischool Project. They contended that this would substantially lower the cost to deliver textbooks to over 22,000 public primary schools and over 5 million students and teachers including over 5,000 visually impaired and special needs learners. The Digischool sourced devices include Windows tablets for pupils, laptops for teachers and special needs learners’ devices. At one pilot school, digital content led to a 300-percent increase in weekly school library visits and a 21-percent increase in government exam scores.

• “Open Source — A way to address the scarcity of multilingual reading resources for children,” Purvi Shah, Pratham Books. Pratham Books’ StoryWeaver (www.storyweaver.org.in) is an open source platform with digital stories is helping the transformation by providing open access to content. Storyweaver is an open source platform for access to and the creation of print and digital e-books with over 2000 stories across 46 languages from India. The stories can be downloaded through part-time online access and saved on the mobile for sharing. Stories can be created when the software is used on laptops and desktops. The stories have been read over 200,000 times.

• “Using Attendance Data to Help Bring Marginalized Girls Back to School: Finding, Trends, and Challenges from Rural Kenya,” Simon Kaniu, sQUID. To solve the problem of attendance in school, sQUID introduced an attendance monitoring and attendee payment system using mobile technology to capture student details and record their daily attendance. The system provides real-time attendance data analytics and enables stakeholders to identify patterns of non-attendance that impact school performance and raise awareness of the issues that cause non-attendance. Within this system, there are three native applications: student registration, student attendance and payment. Implemented in rural Kenya in partnership with the Ministry of Education, the project has registered 150,000 students, makes 100,000 attendance records per day and serves 12,000 student beneficiaries in 205 schools. Of the 150,000 registered students, 68,000 are girls marginalized through poverty.

• “Inclusive Literacy Learning Lab for All – The Story of the GraphoGame,” Heikki Lyytinen, University of Jyväskylä & Niilo Mäki Institute. The GraphoGame technology, which works on smartphones, tablets and computers, supports children at risk for dyslexia. It can provide content in more than 30 languages. Its efficiency in each language/orthography/cultural context has been documented in scientific publications using both behavioral and brain research. This Gallery Walk presentation shared the background of GraphoGame in Sweden as well as its current utilization in Zambia.
CLOSING REMARKS

Christie Vilsak, Senior Advisor for International Education, USAID, thanked attendees for their enthusiastic participation in the Symposium. She applauded the efforts of those in attendance and elsewhere to dynamically advance appropriate and sustainable investments in technology and education and particularly emphasized the need for collectively helping to build the body of evidence of how such investments can result in tangible improvements in the education system and on learning outcomes. Vilsak also underscored the importance of coming together as a field of practitioners to share information on how these technologies must be refined and adapted to changing contexts based on lessons learned.
PLENARY PANEL: NATIONAL ICT FOR EDUCATION (ICT4E) PARTNERSHIP

Facilitator: Liv Marte Nordhaug, Project Manager for Innovation, Norad

Discussants: Samson M. Shiwanwa, Lead Consultant and Kasonde Kembani, Lead Developer, Examinations Council of Zambia; Esther Gacicio, Asst. Director and John Kimotho, Senior Deputy Director, Kenya Institute of Curriculum Development; Dr. Leda Muñoz, Executive Director and MSc. Melania Brenes Monge, Coordinator, Omar Dengo Foundation; Umar Nadeem, Consultant, World Bank, Pakistan; Elizabeth Steer, Director, International Commission on Financing Global Education Opportunities

During this panel, discussants shared their views on what characterizes a successful ICT4E partnership, emphasizing the importance of leading with the learning outcomes that the project intends to achieve. Other takeaways from the discussion included:

1. Elizabeth Steer of the International Commission on Financing Global Education Opportunities described her perspective that the four potentially transformative areas in partnerships are results, innovation, inclusion, and finance. She cited partnerships as a useful mechanism for engaging non-state actors in education programming.

2. Umar Nadeem mentioned the importance of focusing on factors relevant to project implementation. These include either developing institutional structures through which to implement initiatives or embedding implementation into existing structures, tailoring technologies of choice to local contexts, and ensuring that timing is geared toward achieving results. Such an approach will help develop an ecosystem focused on improving the quality of education.

3. John Kimotho of the Kenya Institute of Curriculum Development posited that private sector involvement in content creation is critical to ensure that content confirms to standards and is accessible to as many learners as possible. He sees as essential the engagement of local partners to ensure alignment with learners’ needs and quality assurance. Participants echoed that large quantities of content are available, and partnerships should place more emphasis on content sharing and contextualization of ICT4E initiatives.

4. Discussants and audience members brought up the need to think broadly during partnership formation about multi-stakeholder partnerships and ensure skills building for participating partners. In the education sector in particular, synergies between the public and private sectors should be exploited in order to ensure that governments leverage innovations from the private sector, particularly from entrepreneurs, and establish a culture of experimentation as long as results measurement is included.
EXHIBIT FAIR

Anthony Bloome, Senior Education Technology Specialist, USAID, introduced the plenary-wide Exhibit Fair, which was a format repeated from the 2015 Symposium and designed to provide individuals an opportunity to network and organizations a chance to highlight their innovations. Presenters from 36 organizations set up tables in the Great Hall and guided participants through highlights of their initiatives: engaging displays and interactive discussions. Nearly 300 people gathered for the two-hour networking and learning event. Concurrently with the Exhibit Fair, an additional seven organizations hosted hands-on technology demonstrations. Table 1 lists Exhibit Fair presenters, and the section following describes the Hands-on Technology Demonstrations.
### Table 1: Exhibit Fair Presenters

<table>
<thead>
<tr>
<th>Organization</th>
<th>Presenters</th>
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<tr>
<td>A Connected Planet</td>
<td>Benjamin Boggess</td>
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<td>Aflatoun International</td>
<td>Chandra Rinie Pudjiatie</td>
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<td>American University of Nigeria</td>
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<td>Avanti Communications PLC</td>
<td>Erik Childerhouse</td>
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<td>Benetech</td>
<td>Ginny Grant, Terry Jenna</td>
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<td>Center for Educational Technologies</td>
<td>Roni Kandel</td>
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<td>Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA), University of Zambia &amp; Agora Center, University of Jyväskylä, Finland</td>
<td>Jacqueline Jere-Folotiya</td>
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<td>Cologne Game Labs</td>
<td>Emmanuel Guardiola</td>
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<td>Creative Associates International</td>
<td>Ayan Kishore</td>
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<td>Digital Literacy Trust</td>
<td>Matthew Utterback</td>
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<td>Dimagi, Inc.</td>
<td>Alexandra Morgan-Kisarle</td>
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<td>Discovery</td>
<td>Ellen Henderson-Madhavan</td>
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<td>EduApp4Syria</td>
<td>Dr. Bara Alowais</td>
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<td>Ericsson</td>
<td>Zohra Yermeche</td>
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<td>FHI360</td>
<td>Kurt D. Moses</td>
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<td>GATE Mobile</td>
<td>Dr. Helga Hambrock</td>
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<td>IDRT</td>
<td>Corrine K. Vinopol, Ph.D</td>
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<td>IREX</td>
<td>Rachel Crocker</td>
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<td>Kaivalya Education Foundation</td>
<td>Mohit Saxena</td>
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<td>Knowledge Platform</td>
<td>Hira Zainab</td>
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<td>Kukua</td>
<td>Lucrezia Bisignani</td>
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<td>Little Thinking Minds</td>
<td>Rama Kayyali</td>
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<td>Omar Dengo Foundation</td>
<td>Melania Brenes</td>
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<td>onebillion</td>
<td>Andrew Ashe</td>
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<td>Quest Alliance</td>
<td>Aakash Sethi</td>
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<td>Ready</td>
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<td>squid</td>
<td>Adam Smith</td>
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<td>TechChange</td>
<td>Emily Fruchterman</td>
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<td>The Asia Foundation</td>
<td>Melody Zavala</td>
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<td>UN Women</td>
<td>Meral Guzel</td>
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<td>UNESCO Myanmar</td>
<td>Antony Tam</td>
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<td>Universidad La Gran Colombia</td>
<td>Jhovanna Ordoñes Villegas, John Alvaro Ladio Munar</td>
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<td>University of Jyväskylä &amp; Niilo Mäki Institute, Finland</td>
<td>Heikki Lyytinen</td>
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<td>University of Nottingham</td>
<td>Nicola Pitchford</td>
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<td>World Vision, Inc.</td>
<td>Rebecca Leege</td>
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<td>Xavier Project</td>
<td>Edmund Page</td>
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HANDS-ON TECHNOLOGY DEMONSTRATIONS

Hacking Literacy: How to Engage Local Software Developers to Increase Early Grade Reading Materials

Matt Vanderwerff, Deputy Director, and Joel Turner, Senior Program Officer, IREX

IREX explained their work with the Ethiopian Ministry of Education’s “IceAddis” innovation lab centered on community engagement and technology for early grade reading. The project hosted a hack-a-thon, narrowing 40 concept notes down to 12 viable proposals. The competition, which was exclusively open to local software developers, was implemented in three steps:

1. Step 1: Bring together literacy stakeholders, software developers, and community institutions to unearth reading challenges and build consensus on content to be developed;
2. Step 2: Attract local developers to develop literacy applications;
3. Step 3: Test and rigorously refine the applications, ensuring that they are focused on development of a specific skill or concept to improve effectiveness.

Presenters took participants through two hands-on activities to test an app and to design an app. Question and answers focused on issues such as the licensing of content included in the app, the diversity of participants who joined the hackathon, whether there was a prize or any follow up with winning teams, and whether IREX guided the app development process.

Can’t Wait to Learn, Can’t Wait to Scale: A Simulation Exercise

Caitlin Moss, Senior Program Associate, R4D, and Hester Stubbe, Educational Scientist, TNO

Can’t Wait to Learn Can’t Wait to Scale presented tablet-based math lessons for learners living as refugees. The initiative, which was implemented by R4D and TNO in partnership with the Ministry of Education in Sudan, incorporates a collaborative, gamified approach to learning the national Sudanese curriculum. During the demo, participants interacted with the lessons to get a sense for how the user experience is adapted to the needs of learners in refugee camps. Plans are in place to scale the intervention into Jordan and to extend the approach to reading and writing.

Creating More Books for Children—Authoring Software Demo

Rebecca Leoge, Director, ACR GCD, World Vision; Judith Baker, Co-Founder, African Storybook; Chris A. Weber, Operations Director, and Megan Mercado, Language and Education Consultant, SIL International; and Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books

Participants at this session were introduced to a variety of authoring tools for early grade reading material development. During the demonstration participants were able to write and print their own books, in the same manner as during project implementation. “Picture storybooks” should be available in a variety of local languages to help improve literacy rates among children in many countries. Session demonstrators commonly believe that catalyzing the creation of local language materials is critical for producing a critical volume of storybook titles for young learners. Essentially, this session allowed
participants to gain familiarity with a variety of digital authoring tools for the creation of early grade reading materials including “storybooks.”

CONCURRENT BREAKOUT SESSIONS

Pitch Sessions — Education Systems Strengthening

**Facilitator:** Dhanaraj Thakur, Research Manager, Worldwide Web Foundation

**Mock Investors:** Asyia Kazmi and Alice Cornish, PWC/DFID Girls’ Education Challenge; Dave Ferguson, USAID

- Courtney Roberts of Moonshot Global presented their World Bank-funded work in the Democratic Republic of Congo with VOTO Mobile to develop and train government and end users on a social accountability platform that enables parents and teachers to provide feedback on aspects of education reform implementation and challenges government to close the feedback loop by reporting to citizens on progress. The system enables end users to dial free of charge a shortcode and run through a survey on one of three thematics: availability and quality of textbooks, school construction, and teacher absenteeism. Once their responses are recorded, government employees staffing a ‘back office’ reviews and responds to feedback and aggregates all feedback information to track education reform performance and to inform policy decisions.

- Jhovanna Ordonez of Universidad La Gran Colombia summarized experience with the Geo2Métrica software that transforms math teaching practices, particularly applying measuring skills. The app, which runs on Android devices, to date has been delivered to 160 students and 44 teachers in Colombia.

- Tae Rim Lee of Korea National Open University shared a case study on their partnership with Korean Telephone to develop a virtual knowledge-sharing platform, one of a number of projects designed to live stream lessons to open and distance learning students. The KNOU mLearning initiative demonstrates the delivery of course modules, including learning materials and quizzes, allowing primarily adult learners to engage in academic activities without time and location barriers.

- Sandeep Pillai of Amrita Vishwa Vidyapeetham (Amrita University) provided highlights on A-VIEW, which is currently being used at over 10,000 academic and government institutions in India, is an internet-based virtual knowledge sharing platform that enables teachers to have live interactions with students. A-VIEW allows teachers to use face recognition technology to take attendance and share teaching aids such as lecture notes and presentations. A-VIEW also has a feedback mechanism that allows measuring the success of courses that are offered through the platform. Some recent applications of A-VIEW were in Chennai for an engineering class taught by Indian Institute of Technology to 70,000 students and in Bombay and Karagpur for a training class taught by Indian Institute of Technology to 150,000 teachers.

- Sharmn Mahjabin and Rajesh Palit of Ethics Advance Technology Limited presented their innovation Edutubebd.com, a mobile responsive education portal focused on delivering local context and curriculum in
Bangladesh. Expert teachers from the capital city Dhaka, take LIVE classes on edutubebd.com, and students from all over the country (urban and rural) attend the live classes and participate in the discussion. Within four months of its launch, the platform received 60,000 ‘likes’ on Facebook. With seven months of launch, at least 40 percent of visitors, who on average spent more than seven minutes on the site, had download one content item from the site, and 10,000 had viewed instructional videos.

**Pitch Sessions — Education Systems Strengthening**

**Facilitator:** Ian Attfield, Senior Education Advisor, Department for International Development (DFID)

**Mock Investors:** Anthony Bloome, USAID; Nasir Qadree, Village Capital; Josh Wesigrau, Digital Promise; Alexandra Galeitzke, GIZ

The presentations in the session focused on incorporating technology to facilitate learning through communities as well as to have impact on communities.

- Elizabeth Langran of Marymount University described an initiative to promote geospatial literacy among students, to help them learn how to map their communities and help them understand the importance and interconnectedness of places as well as to help them see how actions in one area impact another. Using a variety of apps such as Ushahidi, Eduloc, Esri Collector and Esri Survey across mobile platforms, the mapping activities have engaged students at the high school, undergraduate, and graduate levels.

- Chandra Rinie Pudjiatie of Aflatoun International shared information on their project to bring a low-cost elearning platform that enables teachers to access a wide range of audiovisual materials and lesson plans on Child Social and Financial Education via tablets. A pilot activity is currently underway with ministries of education from Niger, Senegal, Cameroon, and Madagascar. The initiative leverages Raspberry Pi servers to ensure access to quality, inclusive, child-centered social and financial education for children and young people. The platform provides a training manual for teacher and 14 self-study refresher modules

- Gail Campbell of British Council presented on Taqaddam, an initiative to deliver life skills and resilience lessons to teachers and youth in Egypt, Lebanon, Bahrain, Oman, Kuwait, Qatar, and the United Arab Emirates. Through a partnership with HSBC, the program combines online learning through the Taqaddam website with practical interactive face-to-face workshops for teachers and young participants, and culminating in an exciting inter-school competition. Taqaddam has reached 1,234 students, 80 teachers in 58 schools. More than 20 percent of participating young people are girls, a reflection that investing in the personal development of young girls yields high social and economic return. The program has been designed so that it can be easily scaled up to directly reach 9,000 young people by 2018 and engage with significantly more numbers through Facebook, Google+, YouTube, Twitter, Instagram and other mobile applications.
Rita El Kadriri of Foundation Zakoura provided highlights of the first mobile one-to-one non-formal education project in rural Morocco. This pilot project is evaluating whether and how technology can enhance learning outcomes for underprivileged children. Early results from the program, which provides every child access to a tablet through which teachers can deliver lessons, are encouraging. Data show attendance rates for the project are nearly 100 percent. Thirty children taking part in the program are out-of-school and 10 percent were drop outs from the formal education system. Parental participation in monthly meetings is high at 93 percent.

Laura Agosta of IREX introduced Conelcampo, an innovative blended learning model targeted at young people in Colombia to strengthen leadership skills and enhance their participation in the agro-industrial market. The approach is to co-create a prototype for an innovative platform to address the education and employability needs of young ex-combatants in Colombia by linking them to opportunities along the agro-industrial value chain. Conelcampo will teach both soft and technical skills and employ an intergenerational learning model. To implement the program IREX has partnered with Telefonica Educacion Digital, a courseware developer with more than 40,000 hours/year of courseware development experience, and MAKAIA, a Colombian nonprofit organization that strengthens capacities for social development through international cooperation, technology, and innovation.

**Gallery Walks — Youth and Workforce Development**

*Facilitator: Juan Pablo Giraldo Ospino, Innovation and Education Specialist, UNICEF*

Presenters in this session shared information on initiatives aimed at equipping schools and learners with skills and infrastructure necessary to leverage technologies as teaching tools.

- Helga Hambrock of GATEMobile shared information, on a pilot, which is being implemented in partnership with mobile services companies, to provide free Wi-Fi and access to a suite of learning apps to support student learning in schools in Africa. The pilot aims to test whether providing lower-cost data access combined with a suite of high quality learning materials is sustainable in rural communities.

- Ana Pantelic of Fundacion Capital described the LISTA program that focuses on teaching financial literacy via mobile technologies in Latin America. A randomized control trial that assessed project impact found increased financial knowledge, greater optimism toward the future, and more trust in the community, increased ability to put knowledge into practice and resulting increased savings among participants.

- Souktel and UN Women both presented training programs in digital technology that specifically targets at-risk and marginalized populations with marketable technology skills. Meral Guzel of UN Women summarized the Virtual Skills Shoo, which is a concept for a learning platform to be established on the EmpowerWomen online community. Project organizers plan to provide a core curriculum in 21st century skills by sourcing
customized content for communities. The project is currently seeking partners. Maggie McDonough of Souktel shared information about pilot projects to teach women in Rwanda and Cambodia ICT skills. Seventy-five percent of participants successfully built an app that solved real business challenges.

**Gallery Walks — Crisis and Conflict**

*Facilitator: Liv Marte Nordhaug, Project Manager for Innovation, Norad*

This session featured solutions that provide access through low-cost digital learning methods where there is little or no connectivity. The variety of models and platforms discussed aim to deliver educational resources to vulnerable populations and those in areas of crisis and conflict.

- Emmanuel Kattan of The British Council in Argentina presented results from their project delivering English-language learning videoconference lectures. The project gives classrooms in remote areas access to teachers from abroad. In Uruguay, for example, the platform is in place in 3,500 classrooms in 500 primary schools, delivering lessons to 80,000 students. In remote areas, videoconferencing is supported by a solar powered system.

- Anwar Abdulbaki of Qatar Foundation and Mohamed Ally of Athabasca University described Aptus, a device that allows teachers to load contents onto a local server, which can be accessed by students using tablets. A study on a pilot implemented in three classrooms in the Swath region of Pakistan showed that students were very engaged on in blended learning classes facilitated by Aptus-delivered materials. The device costs $120, and the server costs $80.

- Deanna Del Vecchio of the Rumi Initiative described their initiative to provide low-cost, offline, accessible resources through a crowdsourcing model. Materials on the Rumi platform are provided via a learning cloud, but once contents are downloaded, they can be accessed online via tablets sourced from China and paid for through corporate partnerships in Canada. The target audience is Syrian refugees in Turkey.

**UNCONFERENCE SESSION**

*Management Systems International* hosted an ‘unconference’ session, a loosely structured exchange of information and ideas between participants about challenges in the ICT4E field. On the afternoon of day two, the team facilitated a discussion around topics participants contributed via a dialogue table that had been staffed since the beginning of the Symposium. A lively discussion centered around two themes and with the following key activities identified:

1. What do we want and need in evaluation of ICT4E initiatives?
   - Collection of evaluation reports
   - Ensuring that materials are accessible to the wider community including for disabled learners
   - Toolkits on education technology
   - A Community of Practice through which to share best practices and facilitate quick adoption of technologies that work
• Evaluation would be more valuable, if costs were kept down. Evaluation is costly.

• We should define the purpose of the evaluation before evaluating the innovation. The innovation has to be in a stable stage for an evaluation.

• Evaluation frameworks need to make sense for the particular innovation.

2. Is there a role for collective action on and/or advocacy for the importance of evaluation within the mEducation Alliance?

• We need to ensure that “innovation” is understood by governments.

• Create an expert crowd-sourcing forum for asking questions and sharing information

• Donors should consider whether NGOs understand M&E and whether NGO capacity around M&E should be developed.

At the end of the session, Anthony Bloome of USAID called upon participants to consider the next steps and how to continue this conversation.
DAY THREE:
THURSDAY, OCTOBER 20, 2016
Following an introduction by Anthony Bloome of USAID, Kentaro Toyama, author of Geek Heresy and W. K. Kellogg Assoc. Professor, School of Information, University of Michigan, delivered the Symposium Kenynote Address, “Technology by Itself Doesn’t Solve Education Problems. So, What Next?”

Toyama provided somewhat of a contrarian voice to a conference focused on the use of mobile technology in educational systems, challenging participants to consider the tradeoffs in emphasizing the application of technology in education. Toyama kicked off his presentation with a poll that aimed to highlight the relatively low importance of technology compared to teachers. He then shared provocative statements such as

“Technology does not solve institutional or administrative challenges.”

“As technology advances, technological literacy become less of an issue, but educational foundations become even more important.”

“Computer literacy by itself doesn’t increase job prospects.”

“A good education is akin to musical virtuosity. There are no shortcuts.”

“What’s difficult in a good education is not content or interactivity—it’s providing the right kind of motivation.”

Toyama emphasized to participants that technology does not drive social progress; it only serves as an amplifier of human conditions. To that end, he proposed that educators and development practitioners start asking different questions. He encouraged those in the plenary auditorium to think less about ensuring access to technology and instead to focus on measuring impact. He asked this audience of technology advocates to remember “Technology by itself doesn’t solve education problems,” and is “only a small piece of the puzzle.” Specially, Toyama mentioned the issue of pedagogy in teacher training and Open Educational Resources, suggesting that technology has a positive role to play in innovating these areas.

PLENARY PANEL: WHAT IS THE LEVEL OF EVIDENCE OF ICT4E?
**Facilitator:** Luis A. Benveniste, Education Practice Manager for Global Engagement and Knowledge Education, World Bank Group

**Discussants:** Kentaro Toyama, W. K. Kellogg Assoc. Professor, University of Michigan School of Information; Luke Strathmann, Senior Policy Associate, Abdul Latif Jameel Poverty Action Lab (J-PAL); Jenny Perlman Robinson, Fellow, Millions Learning Project, The Brookings Institution, Center for Universal Education; Dr. David Hollow, Project Lead, Jigsaw Consult; Dr. Nicola Pitchford, Research Lead, University of Nottingham

Following Toyama’s presentation, a panel considered how ICT4E provides unique opportunities to address education challenges and asked questions about how much evidence there is available on whether ICT-enabled interventions work. Discussants from the private sector, universities, and think tanks shared some evidence from 12 studies in India that appropriate technologies have measurable impact—particularly when there is limited access to educational materials, traditional classrooms. Discussants also cited how technology could be leveraged in the developing world to help find, pay, and train high-quality teachers and to improve the efficiency and quality of data collection for monitoring and evaluation activities in the education sector.

**PROBLEM SET WORKSHOPS**

**OER Accessibility in Local Languages | Small Conference Room**

**Facilitators:** Jennryn Wetzler, Senior Program Designer, Bureau of Educational and Cultural Affairs, U.S. Department of State, and Christer Gundersen, CTO, Norwegian Digital Learning Arena

**Discussants:** Elizabeth Vu, Implementation Lead and Laura Danforth, Implementation Manager, Learning Equality; Meredith Jacob, Assistant Director for Academic Programs, Creative Commons; Ginny Grant, Senior Product Manager and Jenna Terry, International Program Manager, Global Literacy, Benetech; Deanna Del Vecchio, LearnCloud Community Manager, The Rumie Initiative; Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books

This problem-set workshop delved into ways Open Education Resources (OER) can be made more easily accessible to global students. OERs provide high-quality educational resources that learners in areas with limited access to classroom resources can use to supplement, or in some cases replace, formal education. For example, Massive Open Online Courses (MOOCs), online courses are accessible to anyone with a computer and access to the Internet. They offer students tuition-free courses on a variety of subjects from instructors around the globe. Other, more grassroots approaches were also discussed.

Discussants shared information on their innovations.

• Learning Equality focuses on providing digital content to bridge the digital divide. They
created Kolibri, a platform that is accessed by 3.6 million learners in over 125 countries and territories. Learning Equality aims to break down barriers that organizations face to distributing content.

- Creative Commons has established standard language for open-source, free license that protect authorship while ensuring accessibility. India is leading the way on how they access OER materials and use of creative commons licenses.

- Benetech has the largest repository in the world of books in accessible format, with over 500,000 titles available in audio format and international titles standard is epub 3. Many of the resources can be downloaded in Braille and other languages.

- The Rumie Initiative improves access to education for underserved communities worldwide, through digital tools and low-cost technology, with an emphasis on ensuring that educational resources are culturally relevant or accessible to all learners.

- Pratham Books described their work in their StoryWeaver project with communities to mass-produce books in both a laminated paper and low-resolution electronic formats and distribute them by volunteers and community members to children both inside and outside the formal education system.

Presenters discussed how to implement skills-based education programs designed to help learners in crisis and conflict settings generate income. Important areas of needs identified by presenters included identification and training of potential trainers and connecting with potential employers through marketing. In the discussion, which followed, participants contrasted the challenges of implementing programs in refugee camp settings with those when learners are in rural areas. Discussants posited that creating small mentor groups might contribute to a more sustained shared commitment to students’ learning when formal, large-group learning cannot occur.

“Collecting Educational Data in the Middle of a Crisis”

Facilitator: Silvia Diazgranados Ferrans, Senior Researcher for Education, International Rescue Committee

This problem set focused on the correlation between forced evacuation and school attrition and how this skews educational data collection and decision-making in conflict environments. Participants discussed ways to better collect educational data. Among the suggestions were the use of self-reporting and household-level surveys and the incorporation of biometric data to track students who enter and exit the school system.

Designing Inclusive, Human Centered Education Innovations to Benefit All Learners

Facilitators: Elise Roy, Innovation Strategist, Designer & Public Speaker; Josh Josa, Disability Inclusive Education Specialist, USAID

Using ICT4E in Crisis and Conflict Situations

“Balancing Blended Learning for Education in Crisis and Conflict Settings”

Facilitators: Negin Dahya, Assistant Professor, University of Washington, and Lisa Deters, Education Advisor, USAID
Discussants: Mark West, Associate Project Officer, Teacher Development and Education Sector Policy, UNESCO; Rebecca Leege, Director ACR GCD, World Vision; and Nick Cain, Program Manager, Google.org

“Human-centered innovation” is a process for problem solving based on incorporating into the design of solutions how individuals actually may use materials and technologies. Human-centered design leverages observation of people’s behaviors in real-life situations in the design of sustainable learning materials for learners with and without disabilities. This approach is helpful for empathizing how learners with disabilities may approach information in unique ways. Presenters emphasized that, “everyone is a designer” and can contribute their perspectives on learning tools for a diverse set of learners and called for ICT-enabled interventions to “design for disability first.”

- UNESCO reminded participants that the United Nations formalized sustainable development goal number 4 “to ensure inclusive an high quality education for all.” Education is not currently inclusive across urban and rural populations, across genders, or those with disabilities. Mark West challenged participants to consider how ICTs could help make education more inclusive and what the most promising pathways to learning and accessing education are, which include more people. The audience raised the idea of holding a prize competition, which are good at stimulating ideas around very distant goals and transformative processes. Some audience members felt that prize competitions favor large organizations with more resources.

- Google.org devotes $100 million per year to organizations that are using technology to solve development challenges. Google can leverage the resources inside its company to evaluate technology-based projects. Google held the Impact Grand Challenge for Disabilities, a $20 million grant to expand opportunities for disabled people. Projects that were funded ranged from Bluetooth for visually impaired people to navigate around their communities to the use of mobile technologies to send educational resources to families that include people with cognitive challenges. In designing and implementing the challenge, Google.org learned three things: the importance of an inclusive process, the importance of an authentic approach, and the importance of credibility in decisions making. They were intentional to reach out to disabled communities using a global network. Once the challenge was open, employees with disabilities within Google provided feedback. Funding and partnership decisions were advanced with a thorough understanding of specific issue areas.

Rebecca Leege of World Vision wrapped up the session by leading a discussion with audience members on their takeaways. Some participants raised the issue of why are so few of us engaging with teachers in the design of tools. Others highlighted the importance of designing
competitions to provide a level playing field for smaller organizations.

**eskills4girls How to Integrate Digital Literacy in National Education Systems**

*Facilitators:* Stephen Richardson, Independent Consultant, *Synchroneity*; Alexandra Galeitzke, Advisor, Sector Program Education and Johanna Hartung, ICT Advisor, *GIZ*

*Discussants:* Maria Garrido, Assistant Professor, *University of Washington* Information School; Keith Magee, Head of Education, *Camara Education Limited*; Deepa Srikantaiah, Senior Researcher, *URC*; Dhanaraj Thakur, Research Manager, *Web Foundation*; Ruth Miyandazi, Innovation and Technology for Development Lead,, *UN Women*

Facilitators organized the eSkills4Girls workshop around a central question – ‘How do we define digital literacy?’ and framed the discussion with findings from GIZ’s white paper on incorporating ICTs into gender work/closing the gender gap in ICTs. Discussion at the beginning of the workshop covered two primary focus areas: development of STEM skills and how to involve and motivate females and girls in STEM careers and a second the gender digital inclusion gap.

Facilitators divided participants into small groups to explore five questions:

- **Forming strategic partnerships with the private sector**: This group explored issues identifying and defining successful partnerships.

- **Intersections between formal/non-formal education**: Discussion groups: This group discussed pros and cons of self-directed learning and hybrid approaches.

- **Gender sensitivity**: This group identified that it is important to engage girls with female-relevant content, to utilize safe spaces, and understand the dynamics that create the barriers [to females].

- **Defining and measuring digital literacy**: This group discussed a modular approach that starts with basic knowledge of computers from much more advanced concepts and noted that may not be necessary to develop skills in all areas.

- **The role of teachers and teacher training**: This group took the approach of starting with the learners, who is teaching them, and what enablers support their learning and learning environments.
The question and answer period brought up the issues of whether there are incentives to specifically target girls, how gender-focused programs can be measured, and the importance of defining what we consider digital literacy and the need to acknowledge that this definition will change as ICT tools change.

WORKING LUNCH

**Designing Effective Impact Evaluations for EduApp4Syria**

*Facilitator:* Liv Marte Nordhaug, Project Manager for Innovation, **Norad**

*Discussants:* Dr. Bara Alowais, Consultant, **EduApp4Syria**; Emmanuel Guardiola, Game Designer, **Cologne Game Labs**; Lucrezia Bisignani, Co-Founder and CEO, **Kukua**; Roni Kandel, Project Manager, **Center for Educational Technologies**

The EduApp4Syria roundtable discussion included five semi-finalists of this competition focused on mobile digital games for supporting literacy of the children of Syrian refugees. During this workshop, they and other attendees discussed approaches that could be used to evaluate their initiatives.

The session kicked off with grant recipients sharing personal tips for winning the grants and emphasized the importance of highlighting aligning of interests between proposals to the donor organization’s agenda.

Discussants then debated the primary focuses of the evaluations to be conducted on the initiatives. The following perspectives were considered:

- Cost effectiveness
- Functionality, i.e., whether or not it works and makes impact
- Understanding of sample size with recognition that regardless of sample size, the evaluation will say something
• Development of a Success Matrix across all initiatives
• How is one technology better than another?

“ED Learning Games Demo Session”

Ed Metz, PhD., Education Research Analyst, Institute of Education Sciences, U.S. Department of Education

Metz presented a variety of learning games developed under the Small Business Innovation Research (SBIR) Program at the U.S. Department of Education’s research arm, the Institute of Education Sciences. SBIR provides up to $1,050,000 in funding to small business firms and partners for the research and development of commercially viable education technology products. The program accepts proposals in the areas of education and special education. Among the games demoed were “virtual worlds” games, which apply an adaptive assessment model that personalizes the experience and provides a more precise estimate of the user’s skills. Metz asserted that, through learning games, students are better able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables.

“Bridging the 30 Million Word Gap Challenge”

Jessie Buerlein, Public Health Analyst, and Aaron Lopat, Chief Medical Officer, U.S. Department of Health and Human Services.

Children in low-income families are exposed to 30 million fewer words during their first four years of life. The Department of Health and Human Services announced a prize competition calling for an app that could help parents modify their behavior and expose their children to more words. Five apps have moved on to the second phase and are competing for the $100,000 grand prize. The purpose of this prize competition is to draw non-traditional actors who can provide interesting innovations. Phase Two winners included:
• Háblame Bebé, Florida International University, a mobile application that helps Hispanic families reduce the Word Gap and promotes bilingualism
• Juniper Garden’s Children’s Project, University of Kansas, a mobile application to help parents bridge the Word Gap in community settings
• VersaMe, a wearable word counting device that counts the number of words a child hears in real-time and can provide feedback to parents in real time to encourage positive behavior change
• Learning Empowers All People, a mobile app that builds a “culture of communication” in low-income homes by teaching culturally-relevant, age-appropriate language and literacy
• Aimee’s Babies, a mobile application providing video, photos, graphics, and detailed text descriptions to educate and incentivize parents to interact with their babies

mEDUCATION ALLIANCE STEERING COMMITTEE GALLERY WALKS

The mEducation Alliance Steering Committee Gallery Walks provided opportunities for participants to further engage with Steering Committee members in a format conducive to idea sharing, questions and answers, and problem solving related to such issues as implementation.
challenges and scaling up. The hour-long networking activity allowed presenters to meet with multiple funding institutions and explore ways to launch, scale, or test their potentially game-changing innovations in 2017. For a list of Steering Committee gallery walk presenters, see Appendix A.

TOWN HALL PLENARY DISCUSSION & CLOSING COMMENTS

“Do We Need a Movement for Funding ICT4E Evidence of Impact?”

Mike Trucano, Education and Technology Policy Specialist, World Bank, introduced the Town Hall Plenary Discussion by asking participants to brainstorm methods to increase funding support for evaluative studies of ICT4E projects. One idea was to create a shared database for new, innovative approaches that could be more thoroughly researched or tested at a larger scale.

Anthony Bloome, Senior Education Technology Specialist, USAID, followed Trucano and addressed the role of the mEducation Alliance and how participants can engage in the Alliance’s efforts to build M&E capacity in ICT4E. Bloome underscored that robust M&E is an essential and challenging aspect of sustainable programming in every sector; that practitioners of ICT4E-supported projects have an opportunity to effectively leverage M&E data to highlight new innovations and truly increase educational gains for all kinds of learners. Participants noted that there is an explicit understanding about the importance of M&E, particularly when NGOs apply and receive grants, but they may need assistance in their own capacity-building around M&E.

Evelyn Rodriquez-Perez, Director, Office of Education, USAID, closed the Symposium. She highlighted the importance of collective knowledge building as a prerequisite to lead to change in the world. She highlighted the importance of collective knowledge building as an imperative to show the importance of and tangible impact of investments in ICT4E.
### Steering Committee Gallery Walk Presenters

<table>
<thead>
<tr>
<th>Organization</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Council</td>
<td>Aleksandar Borisavljevic, Business Development Manager, Education</td>
</tr>
<tr>
<td>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)</td>
<td>Alexandra Galeitzke, Advisor, Sector Program Education</td>
</tr>
<tr>
<td></td>
<td>Johanna Hartung, ICT Advisor</td>
</tr>
<tr>
<td></td>
<td>Michael Hollaender, Team Leader, Sector Program Education, Health, Education, Social Development</td>
</tr>
<tr>
<td>Global e-School and Communities Initiative</td>
<td>Jerome Morrisey, CEO</td>
</tr>
<tr>
<td>GSMA</td>
<td>Albert Forn, Director of mSchools</td>
</tr>
<tr>
<td>Norwegian Agency for Development Cooperation</td>
<td>Liv Marte Nordhaug, Senior Advisor, Department of Global Health, Education and Research</td>
</tr>
<tr>
<td>U.K. Department for International Development</td>
<td>Ian Attfield, Senior Education Advisor</td>
</tr>
<tr>
<td></td>
<td>Implementing partners from PWC:</td>
</tr>
<tr>
<td></td>
<td>Alice Cornish, Girls Education Challenge Fund (No Girl Left Behind)</td>
</tr>
<tr>
<td></td>
<td>Asyia Kasmi, Girls Education Challenge Fund (No Girl Left Behind)</td>
</tr>
<tr>
<td>USAID</td>
<td>Anthony Bloome, Senior Education Technology Specialist and Director, ACR GCD</td>
</tr>
<tr>
<td>U.S Department of State</td>
<td>Jennryn Wetzler, Senior Program Designer, Bureau of Educational and Cultural Affairs</td>
</tr>
<tr>
<td>UNICEF</td>
<td>Juan Pablo Giraldo Ospino, Innovation in Education Specialist</td>
</tr>
<tr>
<td>World Vision</td>
<td>Rebecca Leege, Director ACR GCD Sonny Lacey, Lead Technical Consultant, ACR GCD</td>
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</tbody>
</table>
APPENDIX B: SURVEY RESULTS
Symposium organizers gathered feedback from participants via an email survey distributed daily and post event. In order to facilitate analysis, daily surveys included the same four questions:

1. What was your favorite session and why?

2. What was your biggest takeaway?

3. What did you learn, which you will apply to your work?

4. Was there any session you didn’t get to go to and wanted to?

### Table B-1: Daily Survey Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was your favorite session?</td>
<td>• 30%: Education Systems Strengthening Gallery Walks</td>
<td>• 31%: Plenary Panel on the National ICT4E Partnership</td>
<td>• 67%: Keynote Address</td>
</tr>
<tr>
<td></td>
<td>• 30%: Keeping Your Literacy Innovation on Track for Scale: Gallery Walks</td>
<td>• 23%: Exhibit Fair</td>
<td>• 28%: Plenary Panel: What is the Level of Evidence of ICT4E?</td>
</tr>
<tr>
<td></td>
<td>• 26%: Modeling the Cost Structure of Digital Reading Programs</td>
<td>• 23%: Hands-on Technology Demonstrations</td>
<td>• 22%: OER Accessibility in Local Languages</td>
</tr>
<tr>
<td></td>
<td>• 22%: Keeping Your Literacy Innovation on Track for Scale: Pitches</td>
<td>• 23%: Pitch Session on Education Systems Strengthening: Ian Attfield</td>
<td>• 22%: Closing Remarks: Evelyn Rodriguez-Perez</td>
</tr>
</tbody>
</table>

2. What was your biggest takeaway?

- We still have a lot to learn.
- There are many other geographies trying out similar interventions with similar results too.
- There is need to introduce low cost ICT for rural community learners.

- Cost and cutting edge are a difficult balance.
- The various platforms and software that can be used for the development of reading materials and possibilities of partnerships.

- Hearing each other and celebrating each other as women/girls in technology
- Evaluation has a time and place in innovation.
- Innovation develops due to collaborations and sharing.
<table>
<thead>
<tr>
<th>Question</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Less pilot more project or programme</td>
<td>• Need for a global vision and alliance of stakeholders to address education</td>
<td>• Potential to transform education is real, and a movement is growing.</td>
<td></td>
</tr>
<tr>
<td>• Systematic research and evaluation drives proper programme design.</td>
<td>• In between proof of concept (exciting and more management) to scaling of 30,000+ (exciting and real impact-showing) is implementation, where a lot of failure happens and where funding often dries up.</td>
<td>• Importance of collaborating with the government for scaling up</td>
<td></td>
</tr>
<tr>
<td>• Content is king.</td>
<td>• Technology development demands that governments stop playing it safe.</td>
<td>• It’s so important to recognize that there are some things that we have to tackle the old fashioned way. Tech should amplify, not skip steps.</td>
<td></td>
</tr>
<tr>
<td>• Partnerships are critical.</td>
<td>• There are lots of child-literacy and book tools available.</td>
<td>• We have a long way to go and are not adequately incorporating research into practice.</td>
<td></td>
</tr>
<tr>
<td>• Collaboration is the key.</td>
<td></td>
<td>• We need to build the evidence base to identify where technology can be useful to improve educational outcomes.</td>
<td></td>
</tr>
<tr>
<td>• There is still a lot of work to be done around common understanding and expectations on what individualized learning is all about.</td>
<td></td>
<td>• I have more ideas for funding routes.</td>
<td></td>
</tr>
<tr>
<td>• We have a ton of innovations; we need to start using them!</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Day One</td>
<td>Day Two</td>
<td>Day Three</td>
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<tr>
<td>• The opportunity that is available in Africa for content creation and teacher training is increasing, and the resources and human capital to do it area also available there.</td>
<td></td>
<td>• Keynote address highlighted the fact that the EdTech community should be aware of our respective contributions and how to most constructively challenge one another’s assumptions.</td>
<td></td>
</tr>
<tr>
<td>• There are many interesting applications - but will they work at scale?</td>
<td></td>
<td>• Keynote address raised excellent questions we need to be asking.</td>
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</tr>
<tr>
<td>3. What did you learn, which you will apply to your work?</td>
<td>• Thinking about what not to do. • The need to learn from others who have achieved a lot with the use of technology in schools • New pedagogical techniques for integrating ICT into daily teaching practice • Developing learning content using Livecode • I was amazed by the variation in the types and maturity of different programs - nice to see lots are thinking hard about M&amp;E.</td>
<td>• Considerations for low-cost tablets • Consider aspects of teacher training via ICT previously not considered in current research design • Include apps for disabled • School information systems and track and trace</td>
<td>• Make instructional materials accessible to all children including those with special needs • Messiness of scaling • Alliances are most effective challenge traditional design of programmes • It was good to learn various models.</td>
</tr>
</tbody>
</table>
### Question

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• M&amp;E should include cost component.</td>
<td>• In between proof of concept (exciting and more management) to scaling of 30,000+ (exciting and real impact-showing) is implementation, where a lot of failure happens and where funding often dries up. Collect continued feedback and improve based on M&amp;E Kenyan government’s perspective There are free, creative ways to engage people in cultural production through e-books. There are also culturally relevant e-books available free online.</td>
<td>• I learned a bit more about DFID funding mechanisms. I learned not to take technology for granted but instead take time to explain how it benefits the end users themselves. There is a lot more information, research, and reports out that needs to be consulted before moving forward with new projects.</td>
</tr>
<tr>
<td>• Considerations for scale up</td>
<td>• The need to partner more with other organizations Moving beyond digital readers toward more constructive programming</td>
<td>• 44%: eSkills4girls: How to Integrate Digital Literacy in National Education Systems</td>
</tr>
<tr>
<td>• Forge more partnerships for scale</td>
<td>• Moving beyond digital readers toward more constructive programming</td>
<td>• 42%: Advancing Mobile Money and Digital Finance in Education 29%: Modeling the Cost Structure of Digital Reading Programs 29%: Education Systems Strengthening: Jerome Morrissey, Facilitator</td>
</tr>
</tbody>
</table>
The post-event survey provided participants with an opportunity to share their impressions on the Symposium content and what they thought could have been done better. The survey also solicited ideas for post-Symposium follow up by the Alliance in the next year to maintain the momentum built at the Symposium.

Eighty-eight percent of respondents rated the quality of the Symposium “very good” or “excellent.” Sustained, high levels of attendance throughout the event were essential to support networking, and 69 percent of respondents said they attended all three days of the event. Seventy-four percent of respondents said they valued the networking opportunities while 50 percent learned about “new innovations.”

Survey participants rated the Symposium highly on both content and logistics. On a scale of 1 to 5, 88 percent of survey respondents gave the Symposium an overall score of 4 or 5 compared to other knowledge exchange events. In other areas, the percentage of 4 and 5 ratings were:

- 87 percent: My network was enhanced.
- 87 percent: The logistic were handled well.
- 84 percent: I will apply knowledge or networks developed to my work.
- 80 percent: The plenary sessions were valuable.
- 76 percent: The pitch sessions were valuable.
- 74 percent: The gallery walks were valuable.
- 71 percent: My knowledge and skills increased.

Over two-thirds of survey respondents shared overarching themes or specific session topics to be included in the 2017 mEducation Alliance Symposium. Several recurring themes emerged from the long lists of suggestions:

- Big data approaches for education systems
- Donor trends and priorities
- Evidence building/Impact of ICT4E initiatives
- Government role in providing local content and literacy/digital skills
- ICT-enabled assessment
- Increasing mother-tongue language materials availability
- Lessons learned from initiatives that have successfully scaled
- Mobile financial services in education
- Open educational resources
  - Partnerships
    - Partnerships with local stakeholders
  - Public–private partnerships
- Publishing ecosystems in developing countries
- Refugee-related application of ICT4E
- Sustainability of ICT innovations in education
- Teacher training (sustainable and cost-effective)
- Technology for disability
## Table B-2: Suggested Improvements

<table>
<thead>
<tr>
<th>Category</th>
<th>Improvement</th>
</tr>
</thead>
</table>
| **Content** | • While the event was focused on impact, many initiatives were at very early stages. For participants who attend these events frequently, I am sure that learning about these new initiatives from colleagues they have been following and seeing every year was helpful, but for someone who was there for the first time and learning from others what works and what doesn’t, I felt that the event was lacking a focus on big initiatives and on clear evidence of impact or lessons learnt.  
• I would have appreciated some ‘work’ meetings where instead of hearing about what people are doing, actual planning could be done. If there is good enough communication ahead of the conference to figure out who wants to do what with whom.  
• We appreciated the problem set workshop format, and there could be even more opportunities for this kind of “analytic” discussions in the future.  
• Potentially you could facilitate more semi-structured conversations within the conference  
• Maybe the 3rd day or 4th day can be a group session where potential collaborators can be put in a group to plan their plan of action in the desired area of work  
• More in-depth workshop and tutorials on some topics  
• Organize a track for the evaluation theme similarly to how the pitch sessions were organized in a stage 1, 2, 3 |
| **Format** | • Shorten the event  
• Might be more effective to have fewer speakers and more in-depth discussion  
• Reduce the number of concurrent sessions  
• More longer sessions covering overarching topics and follow up discussion  
• More opportunities for networking, for example, a Facebook or Linkedin group for participants to connect in advance to schedule meet ups in evenings or hands-off evening events like recommending a close bar or restaurant  
• Expand the programme for speakers. 10 Minutes are a bit too short.  
• Gallery Walks need to be more structured where the attendees get to cycle through all the presentations  
• Extend the time the participants have for meeting people illustrating their work  
• Allocate more time to speakers during their sessions |
<table>
<thead>
<tr>
<th>Category</th>
<th>Improvement</th>
</tr>
</thead>
</table>
| Post-Event     | • Think about ways to continue the conversation between events  
                 • Follow event with an online community to continue discussions                                                                 |
| Logistics      | • Record the event  
                 • Have a photo gallery of the event  
                 • Balance quality vs quantity in the future                                                                 |
| Participation  | • Greater presence of local partners from countries where programs are being implemented  
                 • Include some business organizations so that partners can engage with them for possible collaboration  
                 • Get more private sector engagement from tech giants/philanthropists Invite more participants in the different fields.  
                 • Invite more participants in the different fields  
                 • Invite more investors/donors looking to support mobiles for education work  
                 • More involvement from academia |
APPENDIX C: AGENDA 2016 MOBILES FOR EDUCATION ALLIANCE SYMPOSIUM

Due to last minute changes, there may be slight discrepancies between this agenda and the Symposium proceedings.
## Tuesday, October 18, 2016

### Schedule of Events

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 8:00 a.m. – 9:00 a.m. | Registration  
Lobby                                                                   |
|               | mEducation Alliance Steering Committee & Sponsor Table Networking  
Leland Terrace Atrium                                                  |
| 9:00 a.m. – 9:20 a.m. | Welcome Remarks  
Shultz Great Hall  
Anthony Bloome, Senior Education Technology Specialist, USAID  
Ambassador William B. Taylor, Executive Vice President, United States Institute of Peace  
Charles North, Senior Deputy Assistant Administrator, USAID |
| 9:20 a.m. – 9:45 a.m. | Plenary Networking Sessions - Shultz Great Hall                                              |
| 10:00 a.m. – 12:30 p.m. | Concurrent Breakout Sessions  
Coffee will be served between 10:30am and 11:30am in Leland Terrace Atrium. Your facilitator will designate a break-time for your session.  
PITCH SESSIONS                                                                                       |
| 8:00 a.m.       | mEducation Alliance Steering Committee & Sponsor Table Networking                         |
| 10:00 a.m.      | Concurrent Breakout Sessions                                                              |
| 1:00 p.m.       | Problem Set Workshops                                                                     |
| 2:30 p.m.       | Keeping Your Literacy Innovation on Track for Scale                                         |
| 2:20 p.m.       | Workshops                                                                                |

### PITCH SESSIONS

#### CRISIS AND CONFLICT

**Carlucci Auditorium**

**FACILITATOR:** Jennry Wetzler, Senior Program Designer, Bureau of Educational and Cultural Affairs, U.S. Department of State


"Kiron: Building Bridges to Higher Education for Refugees" Adam Roe, Chief Technology Officer, Kiron Open Higher Education
“Touchable Earth – Sharing the ‘Kid’s-Eye-View’ of the World” Tudor Clee, Founder, Touchable Earth

“Project Reconnect: How Chromebooks Support Thousands of Refugees in Germany” Sybille Fleischmann, Project Lead, NetHope, and Carmen Strigel, Director, ICT for Education and Training, RTI International

“Open Data and Crisis Response: Building Community Resilience through Gamification” Emily Fruchterman, Director of Instructional Design, and Isabel Knight, Instructional Designer, TechChange

“Kakuma Refugee Camp Case Study: Bridging the Gap for Inadequately Trained Teachers in Refugee Camps and Marginalized Areas” Regina Nkonge, Project Manager, @iLabAfrica – Strathmore University

YOUTH AND WORKFORCE DEVELOPMENT
¢ Kathwari Amphitheater

FACILITATOR: Gabriel Krieshok, ICT4D Program Manager, Peace Corps

“Personalized Learning on the Go” Jessica Rothenberg-Aalami, Ph.D., CEO and Co-Founder, Cell-ED

“Wearable Technology for Developing Markets” Dr. Christelle Scharff, Co-Founder, mJangale / Pace University

“MyQuest Trainer Tribe” Aakash Sethi, Executive Director, Quest Alliance

“Mobile Reading for Gender Equality” Zev Lowe, Senior Director, Worldreader

“Bringing Software-Making Skills to All” David S. Bennahum, CEO and Co-Founder, Ready

“Play for Intercultural Dialogue” Ariam Mogos, Founder, Nairobi Play Project

GALLERY WALKS

CRISIS AND CONFLICT
¢ Peace Links Room

FACILITATOR: Alexandra Galeitzke, Advisor, Sector Program Education, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

“Teachers for Teachers: Supporting Refugee Teachers in Kakuma through Training, Coaching and Mobile Mentoring” Mary Mendenhall, Ed.D, Project Director of Teachers for Teachers, Teachers College, Columbia University

“Refugee Led Social Enterprise Enhanced by Better Connectivity” Edmund Page, CEO and Founder, Xavier Project

“Where There are No Schools, Technology Instruction Provides an Alternative” Aud Llman Grants Administrator, American University of Nigeria, and Doug Barry, Vice President, Conover & Gould Strategy Group

“Building a Smarter System: SMS and Barcodes for Tracking Books in Northern Nigeria” Christopher Ying, M&E Advisor, Education Development Center (EDC)

EDUCATION SYSTEMS STRENGTHENING
¢ Shultz Great Hall

FACILITATOR: Anthony Bloome, Senior Education Technology Specialist, USAID

“AmritaRITE – Holistic Approach to Strengthening Education, Well Being and Promoting Gender Equality in Rural India” Prema Nedungadi, Director, AmritaCREATE, Amrita University

“School Information System–Active Assessment” Kurt D. Moses, Director, Policy and Information Systems and Andrew Goodall, Program Associate, FHI360
“Transform a District to Transform India” Mohit Saxena, Program Leader, and Tejeshwar Chowdhary, Program Manager, Kaivalya Education Foundation

“Karadi Path Magic English SLL” Viswanath CP, Founder and Director, Karadi Path Education Company, Ltd.

“Mobile Internet Skills Training Toolkit” Sarah Crampsie, Digital Inclusion, Content and Consumer Manager, GSMA


EDUCATION SYSTEMS STRENGTHENING

Small Conference Room

FACILITATOR: Jerome Morrissey, CEO, Global e-Schools and Communities’ Initiative

“Learn Smart Pakistan: Introducing Innovation in Learning and Teaching” Hira Zainab, Manager Learning Solutions, Knowledge Platform

“Unlocking Talent Through Ed. Tech” Andrew Ashe, CEO, and Jamie Stuart, CTO, ONEBillon

“Lessons From the Field: Applying the Global Experience of Connect To Learn to Scale Context-Specific ICT4E Solutions in Myanmar Secondary Schools” Antony Tam, ICT for Education Expert; Diana Gross, ICT for Education Expert, UNESCO; and Zohra Yermeche, Program Director, Ericsson

“SDG Youth Action Mapper” Sean Carroll, Director, Creative Development Lab; Ayan Kishore, T4D Director, Creative Development Lab; and Rachel Azafrani, State Department Virtual Intern, Creative Associates International

1:00 p.m. – 2:20 p.m.

Problem Set Workshops

“Using Tangerine beyond EGRA: Coaching, Early Childhood and M&E”

FACILITATORS: Megan McCune, Project Management Specialist, and Lauren Edwards, Project Associate, RTI International

Peace Links Room

“Advancing Mobile Money and Digital Finance for Education”

FACILITATORS: Lauren Branniff, Digital Finance Consultant, CGAP/World Bank and Suezan Lee, Education Finance Specialist, USAID

Kathwari Amphitheater

“Modeling the Cost Structure of Digital Reading Programs”

FACILITATORS: Aileen Palmer, Senior Program Associate; Arjun Upadhyay, Senior Program Associate, Results for Development; and John Comings, Lead Literacy Consultant, All Children Reading: A Grand Challenge for Development

Small Conference Room

2:30 p.m. – 4:45 p.m.

Keeping Your Literacy Innovation on Track for Scale Presented By All Children Reading: A Grand Challenge for Development

Shultz Great Hall

Coffee will be served between 3:30 and 4:30 in Leland Terrace Atrium.
FACILITATOR: Kristi Ragan, Chief of Party, Professional Management Services Contract, Center for Development Innovation, DAI

OPENING REMARKS: Rebecca Leege, Director, All Children Reading: A Grand Challenge for Development, World Vision

GALLERY WALKS

INNOVATION PHASE 1

“Open Educational Resources Development Program” Benjamin Boggess, Haiti Country Director, A Connected Planet

“Tracking and Tracing Books” Sonny Lacey, Lead Technical Consultant, All Children Reading: A Grand Challenge for Development

“Mobile Phones as Learning Support Tools in Rural Zambian Schools” Jacqueline Jere-Folotiya, Head of Research, and Emma Ojanen, Project Researcher, Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA), University of Zambia & Agora Center, University of Jyväskylä, Finland

“Using ICT to Scale Connect To Learn’s Evidence-Based Approach to Teaching Early Grade Literacy in Telangana, India” Tara Stafford Ocansey, Program Manager, Columbia University

“Tablets, Literacy and Community Engagement in Bangladesh: Learning Beyond the Classroom” Rachel Crocker, Program Officer, IREX

“Learning to Read and Write in Haiti: Digital vs. Paper Content” Sora Edwards-Thro, Lead Researcher, Kids Write

“Dost Education - Beyond the Pitch” Sneha Sheth, Co-Founder, Dost Education

“Advancing the Quality of Arabic Fluency and Literacy Globally” Rama Kayyali, Co-Founder, Little Thinking Minds

“ICT for Early Literacy in Multilingual Settings: Evidence from Rural South Africa” Nathan M. Castillo, Co-Investigator, University of Pennsylvania

“The Asia Foundation Mother Tongue Ebook Initiatives” Melody Zavala, Director, and Kyle Barker, Asst. Director, Books for Asia, Asia Foundation

PITCHES

INNOVATION PHASE 2

“Supporting Coaching Effectiveness, Nurturing Teacher Growth: A Case Study of Teach for Haiti’s Use of CommCare” Alexandra Morgan-Kisarale, Project Manager, Dimagi, Inc.

“Assessment of Sign Language-Accessible Multimedia’s Impact on Moroccan Deaf Children’s Reading” Corinne K. Vinopol, Ph.D., President, Institute of Disabilities Research Training, Inc.

“The Ideas Box: 30 Months, 17 Countries” Allister Chang, Executive Director, Libraries without Borders

“Using Data to Understand Reading Habits Amongst Children: A Digital Library Approach” Taniya Benedict, Programs Manager, Library for All

“Promote Early Reading with Readily Available, Locally Produced Picture Storybooks” Judith Baker, Co-Founder, African Storybook
“Helping Communities Use Their Languages to Improve their Quality of Life” Chris A. Weber, Operations Director, and Megan Mercado, Language and Education Consultant, SIL International

“Anytime Anywhere Access to Education” Terry Jenna, International Program Manager, and Ginny Grant, Product Manager for Global Literacy, Benetech

“Time to Learn” Simon Richmond, ICT Advisor, Education Development Center (EDC)


“Open Source – A way to address the scarcity of multilingual reading resources for children” Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books

“Using Attendance Data to Help Bring Marginalized Girls Back to School: Findings, Trends and Challenges from Rural Kenya” Adam Smith, CEO and Co-Founder, sQUID

“Inclusive Literacy Learning for All - the story of the GraphoGame” Heikki Lyytinen, UNESCO Chair on Inclusive Literacy Learning for All, University of Jyväskylä & Niilo Mäki Institute, Finland

“Inclusive Literacy Learning for All - the story of the GraphoGame” Heikki Lyytinen, UNESCO Chair on Inclusive Literacy Learning for All, University of Jyväskylä & Niilo Mäki Institute, Finland

“Impact on demand: A new approach to Monitoring and Evaluation” Svetlana Tarassova, Deputy Head of International Business, Whizz Education

### GALLERY WALKS

#### INNOVATION PHASE 3

“iMlango” Erik Childerhouse, Principal Consultant, and Graham Peters, Managing Director, Avanti Communications

“Anytime Anywhere Access to Education” Terry Jenna, International Program Manager, and Ginny Grant, Product Manager for Global Literacy, Benetech

“Time to Learn” Simon Richmond, ICT Advisor, Education Development Center (EDC)


“Open Source – A way to address the scarcity of multilingual reading resources for children” Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books

“Using Attendance Data to Help Bring Marginalized Girls Back to School: Findings, Trends and Challenges from Rural Kenya” Adam Smith, CEO and Co-Founder, sQUID

### Closing Remarks

Christie Vilsack, Senior Advisor for International Education, USAID

### Plenary Reception

Leland Terrace Atrium
DAY 2
Wednesday, October 19, 2016

8:00 a.m. – 9:00 a.m.
Registration
Lobby
mEducation Alliance Steering Committee & Sponsor Table Networking
Leland Terrace Atrium

“Tracking and Tracing Books Simulation” Sonny Lacey, Lead Technical Consultant, All Children Reading: A Grand Challenge for Development
Peace Links Room

9:00 a.m. – 9:15 a.m.
Recap and Announcements
Carlucci Auditorium

9:15 a.m. – 10:30 a.m.
Plenary Panel: National ICT4E Partnership
Carlucci Auditorium
FACILITATOR: Liv Marte Nordhaug, Project Manager for Innovation, Norwegian Agency for Development Cooperation

10:30 a.m. – 11:00 a.m.
Coffee Break – Leland Terrace Atrium
The 2016 Mobiles for Education (mEducation) Alliance
International Symposium: From Innovation to Impact

11:00 a.m. – 1:00 p.m.
Exhibits Fair
Shultz Great Hall
An open plenary-wide exhibit and networking session. Please see the Exhibit Fair insert for more details about individual exhibitors.

HANDS-ON TECH DEMOS

Hacking Literacy: How to Engage Local Software Developers to Increase Early Grade Reading Materials
Matt Vanderwerff, Deputy Director, IREX, and Joel Turner, Senior Program Officer, IREX
Small Conference Room

Can’t Wait to Learn, Can’t Wait to Scale: A Simulation Exercise
Caitlin Moss, Senior Program Associate, Results for Development Institute, and Hester Stubbe, Educational Scientist, TNO
Kathwari Amphitheater

Creating More books for Children - Authoring Software Demo
Rebecca Leege, Director, All Children Reading: A Grand Challenge for Development, World Vision; Judith Baker, Co-Founder, African Storybook; Chris A. Weber, Operations Director, and Megan Mercado, Language and Education Consultant, SIL International; and Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books
Peace Links Room

2:15 p.m. – 4:00 p.m.
Concurrent Breakout Sessions
Coffee will be served between 2:45pm and 3:30pm in Leland Terrace Atrium. Your facilitator will designate a break-time for your session.

PITCH SESSIONS

EDUCATION SYSTEMS STRENGTHENING
Carlucci Auditorium

FACILITATOR: Dhanaraj Thakur, Research Manager, Web Foundation

“Mobile Feedback to Facilitate Social Accountability in the Education Sector in the Democratic Republic of Congo” Courtney S. Roberts, Principal, Moonshot Global LLC.

“Geo2Métrica: Transforming Mathematics Education with mLearning” Alvaro Josser Camargo Perez, Innovation and Talent Coordinator, and Jhovanna Ordoñez, Social Project Coordinator, Universidad La Gran Colombia

“How to Best Use Mobile Learning for Open and Distance Learning” Taerim Lee, Professor, Korea National Open University

“A-VIEW: To Connect Everyone in the World for Education” Kamal Bijlani, Director, A-VIEW, and Shivasubramani Krishnamoorthy, Associate Professor, Amrita Vishwa Vidyapeetham

“Overcoming Geographical Barriers in Education through Mobile Communication Technology” Sharmin Mahjabin, Head of Marketing, and Dr. Rajesh Palit, Chief Technology Advisor, Ethics Advanced Technology Limited

1:00 p.m. – 2:00 p.m.
Lunch – Shultz Great Hall
Please note, no food or drink is allowed in Kathwari Amphitheater or Carlucci Auditorium.
EDUCATION SYSTEMS STRENGTHENING

**Kathwari Amphitheater**

**FACILITATOR:** Ian Attfield, Senior Education Advisor, Department of International Development (DFID)

“Participatory Mobile Mapping: Mapping your Community” Elizabeth Langran, Associate Professor of Education, Marymount University

“Amplifying Learning and Teacher Training Through Digital Solution” Chandra Rinie Pudjiatie, Digital Learning Coordinator, Aflatoun International

“Experimenting with Mobile Learning for Informal Education in Rural Morocco” Rita El Kadiri, CEO, Foundation Zakoura

“Rethinking Learning Processes for Youth in Rural Development: Ideas for Colombia” Laura Agosta, Program Officer, IREX

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CRISIS AND CONFLICT

**Small Conference Room**

**FACILITATOR:** Liv Marte Nordhaug, Project Manager for Innovation, Norwegian Agency for Development Cooperation

“Remote Teaching in Uruguay and Elsewhere” Emmanuel Kattan, New York Director, British Council Argentina

“Use of Mobile Technology to Make Education Accessible for Disadvantaged Groups” Anwar Abdulbaki, Online and ICT for Education Manager, Qatar Foundation, and Mohamed Ally, Professor, Athabasca University

“Mobile money system transfers for food in Gihembe Refugee Camp (Rwanda)” Eric Kayumbu, Project Lead, Horizon Logistics

“Crowdsourcing Support for Refugee Education” Deanna Del Vecchio, Education Director, The Rumie Initiative

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**GALLERY WALKS**

YOUTH AND WORKFORCE DEVELOPMENT

**Peace Links Room**

**FACILITATOR:** Juan Pablo Giraldo Ospina, Innovation in Education Specialist, UNICEF

“Young Africa School” Dr. Helga Hambrock, Instructional Designer, GATEMobile

“Empowering Youth in Emerging Markets to Build Life-Changing Apps” Maggie McDonough, Director of Programs & Strategy - North America, Souktel Digital Solutions

“Evidence of Impact: How Adults in Rural Areas of Latin America are Using Apps to Learn and Change Behavior” Ana Pantelic, PhD, Director of Business and Partnership Development, Fundacion Capital

“Virtual Skills School for Women” Meral Guzel, Empower Women Regional Coordinator for Europe, UN Women

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4:00 p.m. – 4:45 p.m.

Unconference Sessions

**Shultz Great Hall**

**FACILITATOR:** Alexandra Galeitzke, Advisor, Sector Program Education, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
### Thursday, October 20, 2016

#### DAY 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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| 8:00 a.m. – 9:00 a.m. | Registration  
>mEducation Alliance Steering Committee & Sponsor Table  
Networking  
📍 Leland Terrace Atrium  
”Tracking and Tracing Books Simulation” Sonny Lacey, Lead Technical Consultant, *All Children Reading: A Grand Challenge for Development*  
📍 Peace Links Room |
| 9:00 a.m. – 9:15 a.m. | Welcome, Recap, and Introduction  
📍 Carlucci Auditorium |
| 9:15 a.m. – 9:45 p.m. | Keynote Address  
📍 Carlucci Auditorium  
”Technology by Itself Doesn’t Solve Education Problems. So, What Next?” Kentaro Toyama, author of *Geek Heresy* and W. K. Kellogg Assoc. Professor, *University of Michigan School of Information* |
| 9:45 a.m. – 10:45 a.m. | Plenary Panel: What is the Level of Evidence of ICT4E?  
📍 Carlucci Auditorium |
| 11:15 a.m. | Problem Set Workshops |
| 1:00 p.m. | mEducation Alliance Steering Committee Gallery Walks |
| 2:30 p.m. – 3:45 p.m. | Plenary Panel: What is the Level of Evidence of ICT4E?  
📍 Carlucci Auditorium  
FACILITATOR: Luis A. Benveniste, Education Practice Manager for Global Engagement and Knowledge Education, *World Bank Group*  
10:45 a.m. – 11:15 a.m.
Coffee Break – Leland Terrace Atrium

11:15 a.m. – 1:00 p.m.
Problem Set Workshops

OER ACCESSIBILITY IN LOCAL LANGUAGES
Small Conference Room

**FACILITATORS:** Jennryn Wetzler, Senior Program Designer, Bureau of Educational and Cultural Affairs, U.S. Department of State, and Christer Gundersen, CTO, Norwegian Digital Learning Arena

**DISCUSSANTS:** Elizabeth Vu, Implementation Lead and Laura Danforth, Implementation Manager, Learning Equality; Meredith Jacob, Assistant Director for Academic Programs (PIJIP), Creative Commons; Nicole Allen, Director of Open Education, Scholarly Publishing and Academic Research Coalition; Ginny Grant, Senior Product Manager and Jenna Terry, International Program Manager, Global Literacy, Benetech; Deanna Del Vecchio, LearnCloud Community Manager, The Rumie Initiative; Purvi Shah, Head of Digital Products, StoryWeaver, Pratham Books

USING ICT4E IN CRISIS AND CONFLICT SITUATIONS
Carlucci Auditorium

“Collecting Educational Data in the Middle of a Crisis”

**FACILITATOR:** Silvia Diazgranados Ferrans, Senior Researcher for Education, International Rescue Committee

“Balancing Blended Learning for Education in Crisis and Conflict Settings”

**FACILITATORS:** Negin Dahya, Assistant Professor, University of Washington, and Lisa Deters, Education Advisor, USAID

DESIGNING INCLUSIVE, HUMAN CENTERED EDUCATION INNOVATIONS TO BENEFIT ALL LEARNERS
Kathwari Amphitheater

**FACILITATORS:** Elise Roy, Innovation Strategist, Designer and Public Speaker, and Josh Josa, Disability Inclusive Education Specialist, USAID

**DISCUSSANTS:** Mark West, Associate Project Officer, Teacher Development and Education Sector Policy, UNESCO; and Rebecca Leeger, Director, All Children Reading: A Grand Challenge for Development, World Vision and Brigitte Hoyer Gosselink, Principal, Google

11:15 a.m. – 2:30 p.m.
eSkills4girls: How to Integrate Digital Literacy in National Education Systems
Peace Links Room

Please note this session will continue through the lunch break. Facilitators will pause the session briefly to allow participants to pick up a lunch and return to the room.

**FACILITATORS:** Stephen Richardson, Independent Consultant, Synchronicity, Alexandra Galeitzke, Advisor, Sector Program Education, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and Johanna Hartung, ICT Advisor, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
DISCUSSANTS: Maria Garrido, Assistant Professor, University of Washington Information School; Keith Magee, Head of Education, Camara Education Limited; Jessica Colaço, Co-founder and Head of Talent and Technology, Brave Venture Labs; Deepa Srikantaiah, Senior Researcher, URC; Dhanaraj Thakur, Research Manager, Web Foundation; Jennifer Breslin, Innovation and Technology for Development Lead, UN Women

“ED Learning Games Demo Session” Ed Metz, PhD., Education Research Analyst, Institute of Education Sciences, U.S. Dept. of Education

Peace Links Room

“Bridging the 30 million Word Gap Challenge” Jessie Buerlein, Public Health Analyst, U.S. Department of Health and Human Services, HRSA, MCHB, and Aaron Lopat, Chief Medical Officer, U.S. Department of Health and Human Services, HRSA, MCHB

Small Conference Room

1:00 p.m. – 2:30 p.m.
Lunch – Shultz Great Hall
Please note, no food or drink is allowed in Kathwari Amphitheater or Carlucci Auditorium.

1:30 p.m. – 2:30 p.m.
Working Lunch

DESIGNING EFFECTIVE IMPACT EVALUATIONS FOR EDUAPP4SYRIA
Carlucci Auditorium

FACILITATOR: Liv Marte Nordhaug, Project Manager for Innovation, Norwegian Agency for Development Cooperation, and Dr. Bara Alowais, Consultant, EduApp4Syria

DISCUSSANTS: Emmanuel Guardiola, Game Designer, Cologne Game Labs; Lucrezia Bisignani, Co-Founder and CEO, Kukua

2:45 p.m. – 3:45 p.m.
mEducation Alliance Steering Committee Gallery Walks
Please see handout for specific locations.

Various Locations

4:00 p.m. – 4:30 p.m.
Town Hall Plenary Discussion: Do we need a movement for funding ICT4E evidence of impact?
Shultz Great Hall

FACILITATORS: Mike Trucano, Education & Technology Policy Specialist, World Bank, and Anthony Bloome, Senior Education Technology Specialist, USAID

4:30 p.m. – 4:45 p.m.
Closing Comments
Shultz Great Hall

Evelyn Rodriguez-Perez, Director, Office of Education, USAID