Presenter Bios and Presentation Descriptions

2017 Mobiles for Education Alliance Symposium
Future-Proofing Technology for Education in International Development
Washington, DC, October 5–6, 2017
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SHORT PRESENTATIONS: LEARNING IN CONFLICT, THURSDAY, 9:30-11:00

MODERATOR
Magda Berhe Johnson, M.Sc., Senior Program Manager, Head of Education and Learning Program Swedish Program for ICT in Developing Regions (Spider)

BIO
Magda Berhe Johnson is an experienced Program Manager in ICT4D. She is responsible for the Education and Learning Program at Spider. Her work involves program management and managing projects at an operational and strategic level. Magda has been at Spider since 2008. She has also worked at the Swedish International Development Cooperation Agency (Sida) as a Program Manager in ICT4D where she managed several large scale ICT4D projects. She has extensive knowledge and experience in Results Based Management (RBM) and experience in training others in the method.

“Building Back Stronger: Delivering Education in Conflict-Affected Regions of Mali”
Abigail Wilson, Senior Program Manager
CAMRIS

PRESENTATION DESCRIPTION
The current Education Emergency Support Activity is focused on providing and improving education in regions of Mali that have experienced conflict. A crucial aspect of this effort is providing communities messages via mobile phones on education as well as security, water, sanitation, and hygiene (WASH), and gender, as they apply to the educational setting.

PRESENTATION ABSTRACT
The EESA project is working to provide and improve education in regions of Mali that have experienced or are experiencing conflict. To reach the general public and maximize impact, EESA has used HNI’s on-demand, free-to-the-caller platform, 321, to disseminate behavior change messages. Members of local communities are able to proactively consult EESA’s 321 directory of messages on Education, Gender, WASH, and Security in any of the local languages: French, Bambara, Peulh, Songhai, and Tamashek. These messages have been developed by EESA participants with the cooperation of other NGOs and local organizations and have been approved by the Malian government. These messages cover a breadth of topics, including best teaching practices, how to prevent gender-based violence at school, and what teachers and students should do in emergency situations.

PRESENTER BIO
Abigail Wilson is the Senior Program Manager with CAMRIS for the Education Emergency Support Activity (EESA) program in Mali. Prior to joining CAMRIS, Ms. Wilson worked globally with Save the Children and IFES. Ms. Wilson has an M.A. in Sustainable Development and an M.A. in French.

“ICT4 Enhancing Literacy and Numeracy in Nyarugusu Refugee Camp, Kigoma Tanzania”
Dr. Placidius Ndibalema, Lecturer, Educational Foundations Department
The University of Dodoma
PRESENTATION DESCRIPTION
The project aims at producing local digital content for enhancing learning among early-grade refugee pupils. The project has developed an Android mobile application for sharing the content in the classroom. Furthermore, the project facilitates Early Grade Teachers’ capacity to develop and utilize multimedia lessons in the classroom.

PRESENTATION ABSTRACT
The findings from the baseline survey indicate that refugee children lag behind curriculum expectations, as most of them have minimal literacy and numeracy competence. Reasons include poor learning environments and teachers who lack adequate pedagogical skills for enhancing literacy and numeracy. Consequently, teaching has been dominated by “chalk and talk” which seems to hinder effective learning. On this basis, the project introduces an innovative Android mobile app for enhancing interactive learning through local digital content. The established ICT model classrooms consist of a content server, kids’ tablets, an Android Classroom Learning Management System (ACLM), and tablets connected in a Local Area Network (LAN). The ACMIL enables teachers to develop and share multimedia lessons to pupils. Teachers are also engaged in online and face-to-face professional learning programs to improve their pedagogical practices.

PRESENTER BIO
Dr. Placidus Ndibalema works at the University of Dodoma as a Lecturer in the Educational Foundations Department. He has a Ph.D. in ICT for Pedagogical Development. He works as a Project Manager at ICT4 ELN in the Nyarugusu Refugee Camp, funded by the Swedish Program for ICT in Developing Regions, SPIDER.

“Gathering Evidence, Scaling Up, Building Partnerships, Reaching Children:
Navigating Technology in Education in Emergencies Settings.”
Kate Radford, Programme Director - Can’t Wait to Learn
War Child Holland

PRESENTATION DESCRIPTION
How might we leverage the huge potential that technology promises? Explore how Can't Wait to Learn, a multi-partner program in Sudan, Jordan and Lebanon, is working step by step towards scale to provide children affected by crisis and conflict with viable and relevant learning opportunities.

PRESENTATION ABSTRACT
Can’t Wait to Learn offers vital learning opportunities to vulnerable children affected by conflict—no matter what their situation is. Within Can’t Wait to Learn, children learn by playing educational games on tablet computers. The fresh, interactive learning materials for maths and literacy are all based on official national curricula. The educational games are introduced to children in a manner fitting their lifestyle and circumstances. The custom-made games include instruction, practice, and a learning management system. This means that Can’t Wait to Learn can provide quality education to all children, no matter where they are. It can be delivered in places where there are no (or not enough) classrooms or teachers, and to both refugee and host community children. Currently, Can’t Wait to Learn is focusing on Sudan, Lebanon and Jordan, with expansion to East Africa planned in 2017.

PRESENTER BIO
Kate Radford has over twenty years’ experience, working internationally in rights-based development cooperation, change management, program management and evaluation, and business development. Kate previously worked internationally in the private manufacturing and technology service sectors. Kate is Program Director at War Child Holland’s Can’t Wait to Learn program.

“Higher Education at the Margins.”
Dr. Francis Xavier Perianayagam, S.J, Vice President for Academics and Research
Jesuit Worldwide Learning
PRESENTATION DESCRIPTION
Our programs leverage technology for education of refugees and other marginalized people (such as the poor and those internally displaced or discriminated against) in settings of political and social conflict. Librative education is focused on the formation of individuals as entrepreneurs and leaders, with the goal of social transformation. The best is given to the least.

PRESENTATION ABSTRACT
Jesuit Worldwide Learning (JWL) has been offering education since 2010, in collaboration with Jesuit Refugee Service (JRS). Our efforts began in refugee camps and later extended to the marginalized such as the internally displaced, the poor, and those experiencing social and political discrimination—in other words, those who cannot otherwise afford access to higher education.

Education is not merely conceived as informative but liberative, fostering critical thinking, resulting in socially responsible, entrepreneurial leadership, and culminating in social transformation. This is a bottom-of-the-pyramid model, where those at the periphery of the society are empowered, as leaders, to bring in a new social order of equality and dignity with human rights.

Our model is based on four cornerstones—global thinking, strategic partnerships, Ignatian experience, and high quality. We apply three cost criteria of scalability, transferability, and sustainability.

PRESENTER BIO
Dr. Francis P. Xavier is the global Vice President for Academics and Research at JWL, focused on promoting higher education to the marginalized. He studied in India, Germany, and the U.S. He has founded both an interdisciplinary research center (1995) and an engineering College (2010). He is currently the Gasson Professor at Boston College.

“Sesame Workshop International Initiatives in Humanitarian Settings.”
Daniel Labin, VP of International Projects
Sesame Workshop

PRESENTATION DESCRIPTION
The “WASH UP!” project has the potential to save lives in the most vulnerable communities by addressing the top causes of childhood illness and deaths as well as the range of social and emotional challenges facing displaced children and families. By leveraging the Sesame Street Muppet characters and enhancing learning with child-centered learning materials, activities and media, these initiatives will empower kids to be agents of change in their homes, schools, and communities.

PRESENTATION ABSTRACT
“Sesame Seeds,” an initiative delivered through mass media and direct services, will use proven techniques to measurably transform children’s learning and social-emotional skills and mitigate the effects of toxic stress. Through extensive research, Sesame Workshop and the International Rescue Committee (IRC) have developed an initiative that is intense enough to be life-changing but cost-effective enough to be scalable. Sesame Workshop is also currently working in the Syria response region with World Vision to promote positive WASH (water, sanitation, and hygiene) attitudes and behaviors among children and communities affected by the Syrian refugee crisis. This project, “WASH UP!,” has the potential to save lives in the most vulnerable communities by addressing the top causes of childhood illness and deaths. By leveraging the Sesame Street Muppet characters and enhancing learning with child-centered learning materials, activities and media, these initiatives will empower kids to be agents of change in their homes, schools, and communities.

PRESENTER BIO
Danny Labin is the Vice President of International Projects at Sesame Workshop, the educational nonprofit organization that produces Sesame Street. Danny has overseen several Sesame Street production projects in multiple countries that have harnessed the power of media to deliver culturally relevant programming for children, parents and educators.
“Digital Content for Learning Sign Language”
Simon Eroku
Information Officer & Project Manager
Digitizing Uganda Sign Language, Uganda National Association of the Deaf (UNAD)

PRESENTATION DESCRIPTION
Uganda Sign Language (UgSL) is constitutionally a recognized language in Uganda and remains an important aspect in integrating Deaf people in the community. However, learning UgSL has been limited to manual training materials that present many challenges such as difficulty in content upgrade, expense to maintain, and lack of sustainable content. With a mobile application for learning UgSL, content becomes more accessible and easier to upgrade and maintain—thus making learning fun, effective and cost-efficient.

PRESENTATION ABSTRACT
Uganda Sign Language (UgSL) is an official language in Uganda and is important for integrating Deaf people into the community. Approximately 1,200,000 people in Uganda use UgSL, and about 98 percent of UgSL users are Deaf. Teaching UgSL has been limited to manual training materials that present their own challenges in content upgrade, are expensive to maintain, and are not sustainable. The Digitizing Uganda Sign Language Project's aim is to make UgSL learning accessible through cross-platform digital content.

The project is being implemented by Uganda National Association of the Deaf in partnership with SPIDER, the Swedish Program for ICT in Developing Regions. A number of other partners are also involved: institutions of higher learning, government ICT regulatory bodies, sign language instructors, parents of Deaf children, and schools for the Deaf in Uganda.

PRESENTER BIO
Simon Eroku is the Mandela Washington Fellow, 2017. He is also the Information Officer & Project Manager for Digitizing Uganda Sign Language. Simon is a film-maker, disability rights advocate, and a passionate social innovator who specializes in inclusive communication. In 2014, Simon featured in the UNICEF State of the World Children's Report as one of the champions of innovations transforming children's lives. That same year, he was one of the UNICEF Activate talks speakers in the same year. Simon aspires to create a world free of barriers for everyone, through technology and innovation.

“Mobile Resources to Promote Teacher Efficacy in Teaching Children with Disabilities in Ethiopia.”
Carmen Strigel, Director, Technology for Education and Training
RTI (Research Triangle Institute) International
PRESENTATION DESCRIPTION
Mobile resources hold tremendous potential for supporting teachers’ professional development, attitudes, and self-efficacy in the education of children with disabilities in Ethiopia. The presentation will share some promising findings from our study on using mobile technologies to support inclusive education in Ethiopia.

PRESENTATION ABSTRACT
In 2014/2015, only 71,007 children with disabilities were enrolled in Ethiopian primary schools. The country’s inclusive education policy targeted 1.7 million children, indicating a dramatic shortfall. Reliable data on enrollment, disability prevalence, and outcomes of inclusion for Ethiopia are scarce. Existing evidence on classroom inclusion points to low teacher self-efficacy, negative attitudes, and weak pedagogical skills. Under the USAID-funded READ TA project in Ethiopia, RTI International, in collaboration with the Ministry of Education and partners, implemented an Assistive Technology Capacity Building Initiative that directly addressed gaps in teacher development and classroom materials to support vision- or hearing-impaired children in reading. Over a three-month timeframe, RTI deployed mobile phones with screening tools for vision and hearing, as well as multimedia lesson plans with disability accommodations, to 109 teachers in five regions of Ethiopia. In this presentation, we will share promising baseline and endline data on students’ vision/hearing disability prevalence, teacher attitudes and self-efficacy, and student reading outcomes.

PRESENTER BIO
Carmen Strigel is the Director of Technology for Education and Training at RTI International. Her work focuses on using technology for building capacity, fostering stakeholder collaboration, and facilitating information-based decision-making and policy reforms. At RTI she led the development of Tangerine open-source software facilitating electronic data collection, continuous student assessment, and program monitoring. She spearheads the development of CurrantMobile™, a suite of game-based assessments of employability skills. She is currently pursuing doctoral studies in educational neuroscience at Johns Hopkins University.

“Scaling Technology for Inclusive Education – Case Study 0.1 on Digital Literacy Trust (DLT), a Public-Private Partnership for Impact & Sustainability.”
Matthew Utterback, Co-Founder
Will Clurman, Co-Founder
eKitabu

PRESENTATION DESCRIPTION
Under an MOU with Kenya’s Ministry of Education, eKitabu and public and private sector partners including Education Development Trust (EDT), Benetech, and local Kenyan publishers, are collaborating to bring accessible content, technology, teacher training and assessment to the Government of Kenya’s Digital Literacy Programme (DLP) that is distributing 1.2M devices to all 21,000 public primary schools in Kenya.

PRESENTATION ABSTRACT
Leaving no one behind in inclusive, quality education for all: This presentation outlines how technology is widening educational access for Kenya’s most vulnerable students. In its partnership with Kenya’s Ministry of Education, eKitabu and its program partners are committed to achieving inclusive education targets of the United Nations’ Sustainable Development Goal (SDG) 4. Inclusive and quality education for all, the elimination by 2030 of gender disparities in education, and equal access for all students to all levels of education and vocational training.

The first milestone of the partnership is to deliver a complete set of accessible textbooks to the 10,000 Kenyan students enrolled in the government’s special needs schools for the visually impaired. The second DLP milestone is to roll out accessible textbooks to the 21,000 public primary schools in Kenya. That effort includes a digital first book chain in 2018 for Kenya’s new curriculum. The third milestone is to pilot the program and funding model in a second country, based on learning in Kenya.
PRESENTER BIOS
Matt Utterback is co-founder of eKitabu. Previously, he led the sustainable growth of Digital Divide Data, a Skoll-Award winning social enterprise in Kenya, Cambodia, and Laos, to 800 employees. Matt is a graduate of Central European University and Oberlin College.

Will Churman is CEO and co-founder of eKitabu, East Africa’s leading distributor of digital educational content. Partnered with UNICEF Innovation Fund and Kenya’s Ministry of Education, eKitabu distributes ebooks from Kenyan and multinational publishers approved for African curricula. Before eKitabu, Will created the GSMA’s Global Mobile Security Product of the Year, awarded 2012. He also won MIT's Bitcomp Competition for mobile software for the developing world. Since 1993 he has worked in Internet and mobile applications for Internet pioneers including Openwave, TimeWarner, and Netscape. Will lives in Nairobi, Kenya, with his wife and two children.

“Technology Learning for the Autistic: Providing Employability Skills for Students with Autism.”
Regina Nkonge, Digital Learning Manager
Tracy Were, Program Coordinator, @iLabAfrica Research Centre
Strathmore University, Kenya

PRESENTATION DESCRIPTION
This presentation focuses on how @iLabAfrica - Strathmore University, Kenya is using the train-the-trainer model to equip individuals on the autism spectrum with ICT skills and educate them in interpersonal and communication skills. Goals of the program are to boost students' self-confidence, help them get employment, and develop workplace coping skills.

PRESENTATION ABSTRACT
Autism is a complex developmental disorder affecting approximately 4 percent of the Kenyan population. Research shows that with the right type, level, and intensity of support, individuals with autism spectrum disorder (ASD) can work in a variety of jobs in their communities. Their strengths and talents can be nurtured to help them get employment and increase their functional and economic independence. Educational interventions can bring about skills development, support attitude change, and boost self-confidence.

With Project Autistech, Strathmore University seeks to create an environment where individuals with ASD can draw on areas of strength while training for and seeking employment in software testing and quality assurance (a field in which people with ASD are known to excel). By helping young people with ASD train for technology jobs in which they can shine, Project Autistech is delivering life-changing outcomes.

PRESENER BIOS
Regina Nkonge is the Digital Learning Manager in @iLabAfrica, a center of excellence in research and innovation at Strathmore University, Kenya. She sits on the University's Blended Learning Committee and has provided leadership in the establishment of numerous collaborations, including initiatives to bridge educational gaps in refugee camps and marginalized areas. Regina’s research interests include digital forensics, information security governance, and educational technologies.

Tracy Were is a Program Coordinator at @iLabAfrica Research Centre-Strathmore University. She has a master’s degree in Mobile Telecommunications and Innovation and a bachelor’s in Business Information Technology. She has over two years’ experience in conducting research in ICTs, trainings, and capacity-building, with the aim of using technology for development.

“Using Technology to Support and Assess Children with Disabilities.”
Kristina Solum, Director of Programs
Aimee Reeves, Program Manager
School-to-School International
PRESENTATION DESCRIPTION
STS conducted research and evaluation on four All Children Reading innovations working with students with disabilities. STS presents highlights of the approaches used and what worked to assess students who have low vision or are blind and students who are hard of hearing or are deaf.

PRESENTATION ABSTRACT
STS’s role on ACR GCD Round 2 involved finding new and innovative ways to design and administer reading assessment and additional instruments that are appropriate for children with disabilities. STS worked with grantees and engaged multiple stakeholders, language and disabilities experts to design appropriate sampling, adapt instruments for braille readers and bilingual students using a signed language, and administer electronic data collection. STS piloted new approaches that will also serve as models for future data capture endeavors, providing stakeholders in 2020 a way to better include these students in early-grade reading projects and measurement.

PRESENTER BIO
Kristina Solum has nearly 20 years of experience working in the field of international education, including teacher training, literacy curriculum development, research, and evaluation of literacy projects funded by USAID, DFID, and private foundations. Kristina served as the project director for the research and evaluation work on the All Children Reading project. She led the adaptation of EGRA and other tools for four grantees working with students who have low vision or are blind or students who are hard of hearing or deaf— including the data capture approaches used for these student populations.

Aimee Reeves is a monitoring, evaluation, and research practitioner with more than eight years of experience working in international development. Aimee has worked extensively throughout Latin America, Sub-Saharan Africa, and Southeast Asia to conduct measurement and evaluation for agriculture, food security, and education projects for USAID and private foundations – always with a focus on learning what works. Aimee managed the research and evaluation work STS conducted for the Round 2 All Children Reading grantees.

LEVERAGING EDTECH FOR LITERACY INNOVATIONS FOR 2020, THURSDAY 9:30-11:00

MODERATOR
Rebecca Lege
World Vision, All Children Reading: A Grand Challenge for Development

BIO
Rebecca Lege is World Vision’s (WV) Director for their partnership in All Children Reading: A Grand Challenge for Development. Previously, she was Director for Child Development/Protection. Rebecca also worked with World Relief, initially in Rwanda as their Director of Programs before relocating to their headquarters as Director of Global Program Operations. She has lived and worked throughout Africa and Asia for over 15 years. Rebecca also spent six years in the private sector in international human resources consulting with Fortune 500 companies. Rebecca holds a master’s degree in Science in Multinational Commerce from Boston University.

“GraphoGame™ Teacher Training Service (GG-TTS)”
Jacqueline Jere-Folotiya, Deputy Coordinator
Centre for the Promotion of Literacy in Sub-Saharan Africa (CAPOLSA)

PRESENTATION DESCRIPTION
Administered by trained teachers to second-grade slow learners in a rural sample from the Eastern province of Zambia, GraphoGame, a literacy game in a Zambian local language (ciNyanja) has created significant improvements. These improvements were observed for learners in the intervention schools, with girls performing better than boys.
PRESENTATION ABSTRACT
The GraphoGame Teacher Training Service (GG-TTS) project was implemented with University of Jyväskylä in Finland and Centre for the Promotion of Literacy in Sub-Saharan Africa (CAPOLSA) at the University of Zambia. With a project goal of improving the ciNyanja literacy skills of struggling Grade 2 learners, second-grade teachers were trained to administer GraphoGame (GG), a literacy game for children. The game was used as a mobile phone intervention to improve students’ basic reading skills. With only thirty schools included in the study (15 as comparisons and 15 as interventions), the Early Grade Assessment (EGRA) was used to assess literacy outcomes at baseline, endline and midline. The result was such that the overall learners in the intervention schools, had significantly higher gain scores compared to the comparison group across the EGRA sub-tasks; with better performance for girls than boys.

PRESENTER BIO
Jacqueline Jere-Folotiya, Ph.D., is a lecturer and researcher at the University of Zambia, Department of Psychology. She is also the coordinator for the Centre for the Promotion of Literacy in sub-Saharan Africa. She is the Vice President of the Psychology Association of Zambia and country coordinator for the International Society for the Study of Behavioural Development (ISSBD).

“Qysas (Stories): An Arabic Levelled Digital Library for Every Classroom.”
Nedjma Koval-Saïfi, Founder and CEO
INTEGRATED International (Replacing Rama Kayyali Jardaneh, Founder and CEO, Little Thinking Minds)

PRESENTATION DESCRIPTION
Responding to the need for reading materials and low literacy results in early grades in Jordan, an Arabic Levelled Digital Library was developed for use in public schools aimed at boosting literacy outcomes, under All Children Reading. We will present on the experiences and opportunities in developing, implementing and testing the app.

PRESENTATION ABSTRACT
Although there has been significant progress in raising national literacy and school enrolment rates, academic performance in Jordan is lower than expected in light of income levels and literacy rates, as demonstrated by recent poor Early Grade Reading Assessment results (2012-13). Under the All Children Reading Grand Challenge for Development, Little Thinking Minds, an award-winning MENA-based edutainment company developed an Arabic Levelled Digital Library for use in public school settings, aimed at boosting literacy outcomes. This presentation showcases the experiences, results, and opportunities associated with the development and testing of the app.

PRESENTER BIO
Nedjma Koval-Saïfi is the Founder and CEO of INTEGRATED, an M&E-specialized firm serving the development sector of MENA. Her firm has tested three literacy apps among Syrian refugees (EduApp4Syria) and Jordanian public school students (Qysas-All Children Reading). She holds a Masters and PhD (abd) from the Fletcher School of Law and Diplomacy.

“Bookshare India.”
Brad Turner, Vice President
Global Literacy, Benetech

PRESENTATION DESCRIPTION
Distribution of books in formats that can be read by children with disabilities can dramatically increase educational and employment opportunities for students with disabilities. Bookshare maximizes those opportunities by using technology to provide books in the formats they need, on the platforms they already use, and in the language they are familiar with.

PRESENTATION ABSTRACT
Bookshare believes the importance of mother-tongue education is critical for children with disabilities. Far lower percentages of children with disabilities attend schooling than those without disabilities; in the developing world, this is in large part due to the lack of accessible materials suited to their needs.
Bookshare works with local content providers and publishers to convert titles into specialized formats accessible to people with disabilities. Different formats are appropriate for different disabilities, and Bookshare provides the needed choices. We use quality text-to-speech voices for conversion of text to audio, and we can provide human-narrated audio titles for books in languages that lack a good synthetic voice.

Additionally, Bookshare books are read on industry standard platforms, enabling people with disabilities to use the platform they already own to read books. Bookshare is enabling access to knowledge by ensuring education is inclusive of all people, including those with disabilities.

**PRESENTER BIO**
Brad Turner is the Vice President of Global Literacy for Benetech. He leads Bookshare, the world’s largest library of accessible books for people with disabilities that affect their use of printed material. Brad also leads the Born Accessible effort, driving change within the publishing industry through standards and certification for accessible materials.

### “Your Child, Reading and You.”
Boureima Allaye Toure, Executive Director
Oeuvre Malienne D’Aide À L’Enfance du Sahel

### PRESENTATION DESCRIPTION
This presentation will spotlight the All Children Reading: A Grand Challenge for Development funded project, Your Child, Reading and You, implemented in Mali with the goal of making engaging families and communities in children’s literacy journey through community libraries.

### PRESENTATION ABSTRACT
Engaging parents in a child’s education can have transformative effects. Oeuvre Malienne d’Aide à l’Enfance du Sahel (OMAES) implemented the Your Child, Reading, and You (YCRY) with the goal of improving Malian children’s reading abilities. The program increases family and community members’ commitment to their children’s literacy and provides greater access to print and digital reading materials to support the reading process. The YCRY project gave students in Grades 1 through 3 and their family members access to community libraries that offered literacy activities and developed mother-tongue reading materials, including leveled books and locally sourced stories. The YCRY project also provided digital audio, texts, and interactive reading activities through the Stepping Stone application (app), a mobile delivery platform that children and family members used on low-cost tablets and mobile phones at community libraries. This presentation will highlight the successes and challenges of this project and the explore the impacts of family and community engagement on children’s reading.

**PRESENTER BIO**
Boureima Allaye Toure, a sociologist by training, is a recognized NGO leader in Mali. He has been the director OEuvre Malienne d’Aide à l’Enfance du Sahel (OMAES), a Malian NGO with decades of success mobilizing communities to participate in education since 1986 managing more than 25 local and internally funded projects across the country.

### “Reading Beyond Sight.”
Amy Mojica, Executive Director
Resources for the Blind

### PRESENTATION DESCRIPTION
Children with visual impairment need to have equal access to all printed learning materials in modes accessible to them to maximize their learning opportunities. This session highlights the use of technology and the cooperation of all players to improve reading performance of children in Grades 1-3 who are blind and low-vision.
PRESENTATION ABSTRACT
In partnership with Philippines’ Department of Education, Reading Beyond Sight project addresses ongoing challenges on book famine which limit the learning experiences of children with visual impairment. Our objective is to improve reading scores of children with visual impairment in early primary education in the Philippines. This project is designed to accomplish three result areas: availability of books in accessible formats (i.e., Braille, large print, audio); reading environments equipped with assistive technology, low vision devices and plenty of accessible books; and motivation of teachers, children and parents. Out of the 30 randomly selected schools, there were 161 students assessed at baseline and 143 students assessed at end line. The results show that the gains for students in the intervention group were significantly higher on all subtasks on both the Filipino and English EGRAs combination.

PRESENTER BIO
Amy Mojica is the Director of Resources for the Blind, Inc.. She has been involved in many program of RBI for the past 25 years including blindness prevention, rehab, early intervention, and inclusive education. She is also directly involved in several USAID projects at RBI in the Philippines.

“Improving Deaf Children’s Reading Through Technology-Morocco”
Corinne Vinopol, President
Institute for Disabilities Research and Training, Inc. (IDRT)

PRESENTATION DESCRIPTION
Improving Deaf Children’s Reading Through Technology in Morocco is a Grand Challenge for Reading project that aims to improve the Arabic reading and Moroccan Sign Language (MSL) competencies in young children. The project has created software that documents MSL vocabulary and enables users to make their own MSL-enhanced instructional materials.

PRESENTATION ABSTRACT
Improving Deaf Children’s Reading Through Technology in Morocco is a Grand Challenge for Reading project that aims to improve the Arabic reading and Moroccan Sign Language (MSL) competencies in young children. The educational situation of deaf children in Morocco is dire: Approximately 85 percent are not in school, and most teachers are untrained and have minimal signing and technology skills.

Although it is the native language of deaf Moroccans, Moroccan Sign Language (MSL) is largely undocumented. All educational materials with sign language pictures are hand-drawn. No MSL-accessible instruments exist that can assess deaf children’s reading and sign language competencies.

To address these concerns, software was created that documents MSL vocabulary and enables users to make their own MSL-enhanced instructional materials. Teachers received training in educational strategies that promote language, reading comprehension, and computer literacy. Early Grade Reading and Sign Language Assessment (EGRASLA) tools that are MSL-accessible have been created and pilot-tested.

PRESENTER BIO
Corinne K. Vinopol, Ph.D. is President of the Institute for Disabilities Research and Training, Inc. (IDRT), an R&D firm that has produced over 70 sign-language-accessible software programs and directed numerous federal government-funded projects. IDRT received a Tibbetts Award at the White House for being a model of excellence within the Small Business Innovative Research Program.

“Reading at Home: E-Stories to Strengthen Learning Outcomes.”
Karen Tietjen, Director of Instructional Systems and Governance
Creative Associates International
PRESENTATION DESCRIPTION
In rural Zambia, parents turned the phones in their pockets into engaging tales for the youngest members of their households. The Makhalidwe Athu project dispatched crowdsourced local language stories via SMS to households in areas where books are scarce. The result: oral reading fluency jumped by the equivalent of one year of schooling for young readers.

PRESENTATION ABSTRACT
The Makhalidwe Athu (MA) Project is a recently completed 12-month experiment aimed at increasing student learning outcomes in early grade reading by providing supplementary reading materials and supporting at-home reading practice through mobile phone technology. The MA Project delivered weekly SMS stories in the local language to 1,200 households in 40 rural communities in Zambia. Parents were trained to use their personal mobile phones to access SMS stories and IVR recordings and work with their children to read stories and answer comprehension questions. The culturally-appropriate SMS stories were crowdsourced from the local communities, professionally levelled for Grade 2 and Grade 3 students, and adapted to SMS format. An external impact evaluation found a .27 effect size on student oral reading fluency, the equivalent of a year of schooling.

PRESENTER BIO
Karen Tietjen is an education economist with 35 years of experience in program design, management, evaluation, and research. Director of Instructional Systems and Governance at Creative Associates International, she leads the design and implementation of early grade reading programs. She holds an M.S. in Education Economics from Florida State University.

“Our Children Learn to Read.”
Youssouf Mohamed Haidara, Executive Director
Réseau D’Acteurs Pour Le Renouveau de L’Education

PRESENTATION ABSTRACT
This presentation will spotlight the All Children Reading: A Grand Challenge for Development funded project, Our Children Learn to Read, implemented in Mali with the goal of improving early-grade reading by training teachers from 36 schools on the “balanced literacy” approach and providing ongoing support.

PRESENTATION DESCRIPTION
Réseau d’Acteurs pour le Renouveau de l’Education is a Malian nonprofit organization dedicated to improving education in the country. From 2015 to 2017, RARE implemented the Our Children Learn to Read (OCLR) project to enhance literacy instruction in Grades 1 and 2 by training teachers in balanced literacy to strengthen their skills and competencies. By improving reading and writing instruction, the OCLR project sought to improve the early-grade reading skills—specifically, pre-reading and foundational skills—of students taught by the OCLR-trained teachers. Implemented in partnership with the Malian Ministry of Education, the project promoted language instruction and reading materials in Bamanankan, a mother tongue language in the Sikasso region of Mali. This presentation will highlight the successes and challenges of this project and the explore the impacts of technology and innovation on education in Mali.

PRESENTER BIO
Dr. Youssouf Mohamed Haidara, a linguist by profession with over 24 years’ experience leading education initiatives in Mali, is the Executive Director of Réseau d’Acteurs pour le Renouveau de l’Education (RARE), a Malian nonprofit organization dedicated to improving education.

“Play, Connect, Learn.”
Siddharth Pillai, Manager, Monitoring and Evaluation
Sesame Workshop India Trust
“E-Books for Khmer”
Chhay Yuth Chhorn, Project Manager
Kampuchean Action for Primary Education

PRESENTATION DESCRIPTION
Kampuchean Action for Primary Education (KAPE) has developed a toolkit of best-of-breed learning software for Khmer literacy. And, KAPE would like to present the expansion of using technology to promote early-grade reading through E-Books for Khmer (E4K) Project that is funded by All Children Reading.

PRESENTATION ABSTRACT
Kampuchean Action for Primary Education (KAPE) has developed a toolkit of best-of-breed learning software and ICT solutions to engage and stimulate young minds as well as enable improved learning outcomes on literacy. The organization will present on the expansion of using technology to promote early-grade reading through the E-Books for Khmer (E4K) Project. Under this new program, KAPE has also expanded the use of ICT in education. The program implements the selective use of technology to promote educational efficiency, in particular m-learning and the development of ICT for Education. KAPE recognizes the need to bring Cambodian schools into the 21st century, and these solutions leverage smartphone technology’s high penetration of the Kingdom’s population.

PRESENTER BIO
Chhayyuth Chhorn is a Project Manager and EdTech Coordinator AT Kampuchean Action for Primary Education (KAPE). He is the lead on the E-Books for Khmer project, primarily in oversight and direction of activities involving the development of educational software in all projects, especially Early Grade Literacy App.

“Mundo de Libros (World of Books).”
Maria Elena Ortega-Hesles, Researcher
Que Funciona Para El Desarrollo, A.C

SHORT PRESENTATIONS: NON-FORMAL AND LIFELONG LEARNING,
THURSDAY 11:30-12:30

MODERATOR
Michael Carrier, Managing Director
Highdale Learning, Cambridge English

BIO
Michael Carrier is managing director of Highdale Consulting, and the Chair of the UK Government’s Working Group on ELT. He has an M.A. in Applied Linguistics, as well as an M.B.A., and he has worked in language education for many years in senior management at IH, British Council, and Cambridge English.

“Imagine: All Children Literate and Numerate!”
Susan Colby, CEO and Co-Founder
Imagine Worldwide

PRESENTATION DESCRIPTION
Imagine exists to demonstrate that children, with personalized technology in their hands, can become literate and numerate with little to no adult instruction. We are working with world-class app developers to pilot autonomous learning programs that allow children to learn in a personalized, efficient, and effective way.

PRESENTATION ABSTRACT
Imagine exists to demonstrate that children, with personalized technology in their hands, can become literate and numerate with little to no adult instruction. We will put tablets loaded with world-class apps in kids’ hands so they can learn in a personalized, efficient and effective way. Similar to going directly to cellular rather than laying landlines in telephony, we will leapfrog building schools and go directly to autonomous learning. Through pilot testing, we will demonstrate the efficacy of autonomous learning and gain a granular understanding of how children learn through personalized technology. With the data from pilots in different geographies, we will develop a platform to identify what works, and why, and use that data to drive continuous improvement and learning. Then, we will work with existing distribution networks and logistics companies to scale what works and translate, localize, and deliver the best solutions to communities around the world.

PRESENTER BIO
Susan J. Colby is the CEO and Co-founder of Imagine. She was previously a partner at McKinsey & Company and served as a founding partner of The Bridgespan Group and the CEO at Stupski Foundation. Susan earned a B.A. from American University and an M.B.A from Stanford Graduate School of Business.

“IP Messaging + Small, Private, Online Courses (SPOC) for Capacity Building”
Paul Newall, Technology Associate, Economic Growth
Creative Associates International

PRESENTATION DESCRIPTION
Aimed at increasing access to technical education and careers for youth on Nicaragua's Caribbean Coast, Aprendo y Emprendo works in an isolated region with few education and economic opportunities. This presentation will explore how the project is using technology--specifically web-based platforms--to provide beneficiaries with the necessary tools for educational advancement.

PRESENTATION ABSTRACT
The online diploma course (Vocación y Técnica) implemented by Creative Associates, as part of USAID’s TVET SAY project in Nicaragua has brought 85 teachers, staff, and directors of more than 8 TVET centers and universities across Nicaragua to strengthen their capacities to provide quality services to at-risk youth. In order to tackle the challenges of having a cohort with diverse backgrounds and education levels, low familiarity with technology, and tight schedules, Creative’s Development Lab designed (alongside our local partner) a comprehensive support system using simple technologies, including Webex, WhatsApp, and free website-building tools. The support system has supported great retention rates (98 percent) and
empowered the participants to own their learning process.

PRESENTER BIO
Paul Newall is a Technology Associate, Economic Growth, at Creative Associates International. Paul possesses more than 5 years of experience in international development, focusing on development finance and digital channels. Paul has his B.A. from Michigan State University and his M.A. from King's College London.

“mLearning in Support of Lifelong Learning Systems and Giving Reality to SDG 4.”
Vis Naidoo, Chief EdTech Officer
Cell-Ed

PRESENTATION DESCRIPTION
Governments and education ministries in many countries, developed and developing, face the challenge of building and managing an effective, efficient and learner-centered education system. SDG 4 has added another goal to build lifelong learning systems that reflect both formal and non-formal learning. This presentation reflects on current Cell-Ed mlearning practices and offers a unique model to support countries’ lifelong learning systems.

PRESENTATION ABSTRACT
Governments and education ministries in many countries, developed and developing face the challenge of building and managing an effective, efficient and learner-centered formal education system. Adequate resources are often the main challenge, together with skilled and experienced educators and managers. SDG 4 has added another goal in building lifelong learning systems that reflect both formal and non-formal learning. This presentation focuses on the main challenges facing countries as they develop systems to improve their citizens’ skills, knowledge, and capabilities to be economically active and socially responsible. It reflects on current Cell-Ed practices and projects which focus on using mobile learning to support literacy, numeracy, and essential skills. How do these practices address country challenges, and can this help build lifelong learning systems?

PRESENTER BIO
Vis Naidoo (Chief EdTech Officer, Cell-Ed) plays a leadership role in developing and implementing a global mlearning strategy. He is a member of the CARICOM Technical Working Group on Open and Distance Learning (ODL), a Fellow of the Institute of Public Education, British Columbia (IPE-BC), Canada and a Board member of Education without Borders. His work in South Africa and globally focused on edtech policy and applications in industry, nonprofit organizations, government, and governmental agencies.

“Theory of long-standing Conflict in Afghanistan, children’s holistic development was neglected. University of BC has created a learning technology called LIVES (Learning through Interactive Voice Educational System). This technology is proven to improve learning outcomes for many parents and is about to be publicly launched.

PRESENTATION ABSTRACT
The new m-Learning technology called LIVES (Learning through Interactive Voice Educational System) is designed with a curriculum using modern theories of multi-dimensional child development. The curriculum was implemented for 54 Afghan families. A pre- and post- multiple choice test was used to assess and compare participants’ knowledge. Evaluation questionnaires and individual interviews were conducted to assess satisfaction levels with the program. Results demonstrated
that LIVES was a suitable technology for this type of curriculum development and delivery. Curriculum on this subject was highly praised by participants and improved their knowledge significantly (p > 0.05). As an asynchronous education tool, LIVES is highly effective and less costly for mass education, particularly for those who are challenged by illiteracy and isolated by geography or cultural relations–populations such as young mothers (girls in early marriages) and women in a male-dominated society.

**PRESENTER BIO**
Shahnaz Qayumi, M.A., Chief Operating Officer of Partnership Afghanistan (Canada), a nonprofit organization. She is also the author of the book *Like You and Me*. A human rights activist, her efforts and work are on education, worldwide development, and the rights of women and children.

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**SHORT PRESENTATIONS: EDUCATIONAL SYSTEMS, THURSDAY 11:30-12:30**

**MODERATOR**
Jongwon Seo, Chief, Global Cooperation Section Future Education Research Division Korea Education and Research Information Service (KERIS)

**BIO**
Mr. Jongwon Seo is a Chief of Section for Global Cooperation in the Future Education Research Division at KERIS (Korea Education and Research Information Service). He engaged in research and field projects including Korea’s ICT in education policy study, ubiquitous-learning model schools, evaluation of ICT use in teaching and learning and the design of ICT-enhanced learning environments. Additionally, he has conducted ICT in education policy consultancy programmes for developing countries, researched international ICT in education indicators and led international collaborative projects which aim to improve ICT in education policy and build the capacity of teachers.

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**“K-12 STEM in My Regional Language Fosters Learning Anywhere and Fits Right in My Palm!”**

Bhagya Rangachar, Founder and CEO

Omar Wani, Chief Strategy Officer

Children’s Love Castles Trust (CLT India)

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**PRESENTATION DESCRIPTION**
India has a shortage of 1.2 million teachers, with 6 million more needed by 2030; with the world needing 25 million by 2030. The Children’s LoveCastles Trust (CLT) gives access to quality pedagogical resources for STEM curricula in regional languages for remote schools with shortage of teachers.

**PRESENTATION ABSTRACT**
Through a journey of experimentation, research, and testing on grassroots level for sustainability, CLT has impacted thousands of children’s lives. In India, variance by state means that content often has to be in many regional languages. Most schools have neither internet connectivity nor training/knowledge of English. This means that disparate areas have no access to translated content that urban educated people take for granted.

CLT e-Patashale ensures schools can access content in off-connectivity areas on user-friendly, SIM-enabled mobile devices. Content is loaded on tablets or on a CLT plug-and-play device/app that connects to televisions or projectors in classrooms and gives real-time data on usage. Eight thousand rural classrooms in 35 districts and three states are currently impacted.

**PRESENTER BIO**
Bhagya Rangachar is the founder and CEO of Children’s LoveCastles Trust (CLT) India. Since 1997, she has led CLT to be a
Mr. Premod Kumar Sharma is a thought leader for education, with STEM content, delivered on mobile devices to remote classrooms. She has been named one of 50 Globally Listed Social Innovators, Millennium Alliance, for low-cost innovation.

Omar Wani is the Chief Strategy Officer for CLT India. Omar is a business planner and strategist who has worked with several startups, banks, media, and technology-enabled initiatives. He is a round square scholar and holds an M.B.A from University of Technology, Sydney, Australia. Omar owns the scaling and growth initiatives for CLT.

“Using Fully Disaggregate, Near-Real-Time Data, on National Scale, to Drive Girls’ Enrollment, Attendance and More, Especially in Fragile and Low-Resource Contexts: An Approach from South Sudan.”
Howard Tytherleigh, Technical Manager
Charlie Goldsmith Associates, Ltd.

PRESENTER BIO
Howard is a technology for development specialist with twenty years’ project analysis, design and implementation experience for large and complex IT systems. Howard is the IT and technology lead for all of Charlie Goldsmith Associates’ work. Howard’s particular expertise is in database and management information systems that synchronize in real or near real time in low-connectivity contexts.

“Smart Classroom in a Poor School”
Parmod Kumar Sharma, Program Officer, Department of School Education
Government of Haryana India

PRESENTATION DESCRIPTION
The Analogue Mobile Television and Analogue Mobile Projector magnify the screen of a mobile and are based on a simple principle (without requiring electricity or a battery!). This talk will give an overview of the device and present use-cases.

PRESENTATION ABSTRACT
The Analogue Mobile Television and Analogue Mobile Projector aim at providing access to the best teaching methods and furnishing the necessities of present-day education and learning. Both devices work with the help of a mobile, and do not require any electricity. They can be used without internet, are small in size and easily portable, and sustainable and eco-friendly.

PRESENTER BIO
Mr. Parmod Kumar is State Programme Officer in Education Department, Haryana, India. He has worked to strengthen the education system. At the grassroots level he has led innovative work in ICT and mobile learning, contributing and authoring a series of books, journals and modules on education.

SHORT PRESENTATIONS: LITERACY AND CONNECTIVITY, THURSDAY, 11:30-12:30

MODERATOR
Mark West, ICT in Education Specialist
UNESCO
“Mobile Literacy Learning in Local Languages to Enable Lifelong Learning”
Liv Marte Nordhaug, Head of the Digital Empowerment Project
Norwegian Agency for Development Cooperation (NORAD)

PRESENTATION DESCRIPTION
The aim of the EduApp4Syria and the Global Digital Library projects is to make available quality digital literacy learning resources that can enable people lacking basic literacy skills to learn how to read. The resources have open-source licenses and will be available in more than 100 languages by the end of 2020.

PRESENTATION ABSTRACT
The EduApp4Syria and Global Digital Library projects provide effective digital literacy learning resources that help people learn to read independently and enter a pathway of lifelong learning. These open-source resources will be available in more than 100 languages by the end of 2020. Both projects are funded by the government of Norway and are managed in close cooperation with the All Children Reading: a Grand Challenge for Development partnership. The EduApp4Syria games are fun, engaging self-learning apps for literacy. Originally developed in Arabic by Syrian refugees, one of the games is now being localized to 100 high-impact languages. The Global Digital Library will host open-source reading materials in local languages. The goal is to host at least 50,000 titles in 100 languages by the end of 2020.

PRESENTER BIO
Liv Marte Nordhaug manages the Digital Empowerment Project in the Norwegian Agency for Development Cooperation (Norad). The goals of the project are to strengthen literacy and digital literacy skills, and to increase the availability of locally relevant digital content. The EduApp4syria innovation competition and the Global Digital Library platform are key interventions within the broader Digital Empowerment Project, and will make available open-source mobile literacy learning resources in 100+ local languages. Both EduApp4Syria and the Global Digital Library are implemented in close cooperation with the All Children Reading: a Grand Challenge for Development-partnership.

“Closing the Learning Gap to Educate Future Generations”
Sarah Hawkes, Bid Manager, International Business
Whizz Education

PRESENTATION DESCRIPTION
Whizz Education works with parents, schools, ministries of education, and donor organizations to raise standards in learning, currently specializing in maths for 5-to-13-year olds, through individualized virtual tutoring, teacher-led digital resources, and application of best practices.

PRESENTATION ABSTRACT
To date, Whizz Education has tutored over 400,000 individual students globally. Worldwide, mixed-ability classes typically have a four-year gap in math ability between the highest- and lowest-achieving students. It is Whizz Education’s goal to increase learning gains, thereby addressing the learning gap, by targeting every child’s individual needs. We believe that every child deserves a learning experience that caters to their individual needs and pace of learning.

In raising the learning gains of today’s students, we firmly believe we are future-proofing society, paving the way for the
education of the next generation.

**PRESENTER BIO**
Sarah Hawkes is the Bid Manager for International Business at Whizz Education. She has eight years' experience working in international development within the education sector. She also has experience developing education projects in East Africa, West Africa and the Middle East. Sarah brings a passion for inclusive education and for increasing learning gains worldwide.

“**What Information Access Challenges Continue to Persist in Contexts with Internet?**”
Allister Chang, Executive Director
Libraries Without Borders

**PRESENTATION DESCRIPTION**
Libraries Without Borders has created technology and developed best practices for curating content to ensure it is accurate, easy to understand, and relevant to needs. In this session, we will discuss the value of our content curation methodology in light of expanded Internet access around the world.

**PRESENTATION ABSTRACT**
The Internet has a seemingly boundless amount of information on virtually every topic under the sun. In many ways, its existence has democratized access to information. At the same time, an overwhelming amount of content is incomplete, poorly explained, or simply false. With over a decade of experience in the field, Libraries Without Borders has created technology and developed best practices for curating content to ensure it is accurate, easy to understand, and relevant to the needs of the people who need it most. In this session, we want to discuss the value of our content curation methodology in light of expanded Internet access around the world. Does content curation create value by ensuring that resources are better suited for the goals of target audiences? We will also share the different ways that BSF has used curated content to promote literacy, numeracy, digital literacy, and legal literacy in unconventional spaces.

**PRESENTER BIO**
Allister Chang is the Executive Director of Libraries Without Borders (BSF) in the United States, overseeing the development of U.S. operations. During his tenure as Executive Director, the organization has tripled in size. Chang received his master’s degree from the Harvard Kennedy School, studying NGO Administration and Social Policy.

“**Off-the-Grid: Low Cost Solar-Powered Tablet Devices Preloaded with Interactive Educational Content to Increase Access to Quality Education.**”
Lennart Meijer, Director
Sun Books Uganda, World Literacy Foundation

**PRESENTATION DESCRIPTION**
There are still 20 million classrooms in the world that remain completely off-the-grid. This number accounts for up to about a billion children who don’t have access to basic educational resources, the Internet, and electricity.

**PRESENTATION ABSTRACT**
In Gulu, Northern Uganda, teachers don’t have access to textbooks, school curricula, and teacher resources. Nor do they have access to electricity and the Internet.

Sun Books bridges this digital divide by providing interactive educational resources, such as (audio) books, story books, educational videos and games, learning applications, and valuable teacher resources such as lesson plans, student assessment tools, instructional videos and more. All the content is preloaded on solar-powered tablet devices and is aligned with both local curriculum and international curriculum, tailored to off-the-grid settings.
Sun Books focuses on local education needs, cost-effective learning methods, flexible adaptation, and elevating teachers through development, motivation, and retention. Emphasizing teacher training and supervision, Sun Books increases teachers’ ability to provide quality education in remote locations and aims to impact the lives of millions of marginalized children and youth.

**PRESENTER BIO**
Lennart Meijer is the Director of Sun Books Uganda, an initiative of the World Literacy Foundation. His expertise lies in the areas of digital literacy and education. He believes technology will transform the educational landscape and provide new opportunities for millions of children and youth left behind in the 21st Century.

**SPOTLIGHT PRESENTATIONS: LEVERAGING DIGITAL LEARNINGS FOR 2020, THURSDAY, 13:30-15:00**

**MODERATOR**
Vicki Tinio, Executive Director
FIT-ED

**BIO**
Victoria L. Tinio is Director for e-Learning of the Foundation for Information Technology Education and Development (FIT-ED), a nonprofit organization based in Manila, Philippines. In that capacity, she designs and manages the national collaboration network of public secondary schools in the Philippines called Pilipinas SchoolNet, working directly with education policy makers, school administrators and teachers nationwide. Tinio has also worked with the e-ASEAN Task Force and other regional and international organizations on ICTs in education-related activities in Cambodia, Lao PDR, Vietnam and Brunei Darussalam.

“Assessing the Impacts of the Winning EduApp4Syria Digital Games in Jordan.”
Nedjma Koval-Saifi, Founder and CEO
INTEGRATED International
Andrew P. MacNamara, Doctoral Student and Researcher
New York University

**PRESENTATION DESCRIPTION**
About 2.3 million Syrian children are out of school due to conflict. Responding to challenges posed to education, EduApp4Syria developed ICT applications to build literacy and well-being for Syrian children. The evaluation of the competition finalist apps is presented, exploring findings, opportunities and challenges associated with app use and RCTs within refugee populations.

**PRESENTATION ABSTRACT**
An estimated 2.3 million Syrian children are out of school because of violent conflict—many of whom have had no access to schooling since 2011. In response to challenges posed to their ability to learn, EduApp4Syria launched a global competition to develop innovative open-source smartphone applications aimed at building Arabic literacy skills and improving psychosocial well-being of Syrian refugee children. Two finalist apps were assessed among 900 Syrian refugee children in Azraq Camp in Jordan over the summer of 2017. This presentation elaborates on the evaluation of the two competition finalist apps findings, opportunities and challenges associated with the app use, and RCTs within a mobile refugee population.
“MOOCs for Teacher Professional Development in China.”
Bodong Chen, Assistant Professor
University of Minnesota

“Blended Learning at Scale: ELLN Digital.”
Patricia B. Arinto
University of Philippines - Open University

PRESENTER BIOS
Nedima Koval-Saifi is a development specialist, and founder and CEO of INTEGRATED, an M&E-specialized firm serving the development sector of the MENA region. She holds a master’s degree and Ph.D. from the Fletcher School of Law and Diplomacy, Tufts University, focusing on the intersection of Development Economics and Conflict Resolution.

Andrew MacNamara is an educational multimedia specialist and doctoral student in the Educational Communication and Technology program at New York University, focusing on digital learning games. He holds a master’s degree in Elementary Education and a bachelor’s in Psychology focused on Cognition.

PRESENTATION DESCRIPTION
With massive open online courses (MOOCs) increasingly available, how can we use them to support teachers in the field?

PRESENTATION ABSTRACT
How and to what extent could massive open online courses (MOOCs) support equity, quality, and efficiency in teacher professional development in China? We will present a study that examined a MOOC offered to teachers by Peking University for multiple iterations. We focused on “persistent teacher-learners,” a unique learner subpopulation who enrolled in this MOOC multiple times for potentially varied reasons. During this talk we will present findings from a rich MOOC dataset and discuss the potential of MOOCs as an alternative pathway for teacher professional learning in the Global South.

PRESENTER BIO
Bodong Chen is an Assistant Professor in the Department of Curriculum and Instruction at the University of Minnesota. He researches and publishes on computer-supported collaborative learning, learning analytics, online learning, and network analysis.

PRESENTATION DESCRIPTION
Assessing the impacts of ELLN Digital, a blended learning model for teacher professional development in early literacy and numeracy in the Philippines.

PRESENTATION ABSTRACT
ELLN Digital is a blended course on early literacy for K-3 teachers composed of interactive, multimedia courseware designed for self-study, and collaborative learning in school-based Learning Action Cells (LACs). A pilot implementation with 4,030 K-3 teachers in 240 public schools in the Philippines resulted in improved competencies in early literacy instruction. The Department of Education plans to scale this blended model of teacher professional development across the K-12 curriculum.

PRESENTER BIO
Professor Patricia B. Arinto of the University of the Philippines - Open University is the team leader of the USAID-funded Technology-Supported Teacher Professional Development project. She is also the theme adviser for MOOCs in the Digital Learning for Development (DL4D) project co-funded by the International Development Research Centre of Canada (IDRC) and the U.K. Department for International Development; and deputy principal investigator of the IDRC-funded Research on Open Educational Resources for Development (ROER4D) project.
“Effectiveness of mLearning in the TRAC+ (Total Reading Approach in Cambodia Plus) Project.”
Grace Oakley, Education Deputy Head
University of Western Australia

PRESENTATION DESCRIPTION
Grace Oakley will present findings of a study that evaluated the effectiveness, efficiency, scalability and sustainability of the mobile m-learning component of the Total Reading Approach for Children Plus (TRAC+) project in Cambodia. The study focused on the use and value of the Aan Khmer app.

PRESENTATION ABSTRACT
This presentation outlines the findings of a mixed methods study conducted by Grace Oakley, Mark Pegrum, Thida Kheang and Krisna Seng on the effectiveness, efficiency, scalability and sustainability of the m-learning component of the Total Reading Approach for Children Plus (TRAC+) project in Cambodia. The study focused on the use and value of the Aan Khmer app to complement an existing intervention, TRAC. Findings revealed positive views of TRAC+, including its m-learning component, among many teachers and students. The research also showed small but significant gains in some components of the EGRA for Grade 2 and 3 children in schools categorized as making higher use of the app. Issues identified relating to the implementation of TRAC+ and recommendations for improved implementation will be discussed.

PRESENTER BIO
Dr. Grace Oakley from The University of Western Australia has been a teacher educator and literacy and educational technology researcher for over 15 years. Her interests lie in the use of mobile devices to enhance literacy learning in children.

PANEL: GIRLS’ EDUCATION CHALLENGE, THURSDAY, 13:30-15:00

MODERATOR
John Tress, Assistant Director, International Development
PricewaterhouseCoopers LLP

BIO
John Tress is an Assistant Director at PwC, a global advisory network, and a specialist in innovative finance for development initiatives. He advised on the establishment of the Global Innovation Fund, a $250m fund to invest in innovation for social impact, and later served as its first Finance Director. A chartered accountant by training, his experience encompasses blended finance, impact investment, payment by results, development impact bonds, parametric insurance vehicles, and rapid response humanitarian finance. John is currently working for the Girls’ Education Challenge, DFID’s flagship global education initiative, where he is leading the design of a new impact investment window which will catalyse finance for social businesses in the education sector.

“iMlango - an EdTech solution to Educational Outcomes”
Erik Childerhouse, Principal Consultant
Avanti Communications Limited

PRESENTATION DESCRIPTION
iMlango is improving educational outcomes in maths, literacy and life skills for marginalized girls. The project is being delivered via satellite internet, ICT equipment, and e-learning content. iMlango operates in 205 rural government primary schools in four counties across Kenya.
PRESENTATION ABSTRACT
iMlango has been operating in 250 rural government primary schools since 2014 providing satellite internet connectivity, ICT equipment and maths, literacy and life skills eLearning content. The project is funded in partnership with the U.K. Department for International Development and led by Avanti Communications working alongside sQuid, Camara Education, and Whizz Education. Project teams work closely alongside the Kenya government, including the Ministry of ICT and the Ministry and Education. The project has so far reached over 175,000 pupils, including over 68,000 marginalized girls in Kajiado, Kilifi, Makueni, and Uasin Gishu, where our teams work closely with the schools, communities and local government personnel to improve educational outcomes for these students. The technology solution in our schools also enables us to undertake attendance monitoring and provide small value stipends to parents of low-attending pupils.

PRESENTER BIO
Erik Childerhouse is the Principal Consultant at Avanti, delivering applied technology projects aligned to the UN's SDGs to the most marginalized areas of the world using high speed satellite connectivity in Education, eHealth, FinTech and Agri-technology. Erik has 20 years’ experience in international project delivery and business development, having worked in over 85 countries.

Andrew Jones, Vice President, Global Education Programs
Discovery Learning Alliance (DLA)

PRESENTATION DESCRIPTION
As part of Discovery Learning Alliance’s (DLA) broader efforts to improve girls’ enrollment, retention and learning, DLA created the popular talk show Discovery+, as a strategic platform for social change designed to demonstrate the value of girls’ education and shift cultural norms, attitudes, and behaviors around education and gender equality.

PRESENTATION ABSTRACT
As part of Discovery Learning Alliance’s (DLA) broader efforts to improve girls’ enrollment, retention and learning in partnership with the U.K. Department for International Development’s Girls’ Education Challenge, from 2014-2016 DLA produced Discovery+, a media initiative across Kenya, Ghana and Nigeria. Coupled with investments in teacher professional development, community action mobilization, and youth clubs, DLA created a popular talk show as a strategic platform for social change designed to demonstrate the value of girls’ education and shift cultural norms, attitudes and behaviors around education and gender equality.

PRESENTER BIO
Andrew has 25 years of experience in the international development field with extensive programmatic and policy experience. He oversees the technical and operational management of DLA’s country programs, leading a team responsible for developing key relationships in country, ensuring program quality and innovation, monitoring and evaluating impact, and reporting.

“Innovation in Education: Future-Proofing Ghana's First Interactive Distance Learning Project”
Cate Noble, Chief Operating Officer
Varkey Foundation

PRESENTATION DESCRIPTION
MG Cubed, Ghana's first interactive distance-learning project, has reached the end of a successful pilot phase and has had significant impact on students' learning outcomes. The Varkey Foundation will be sharing their insights into how to future-proof innovative projects for scale-up and sustainability.
PRESENTER BIO
Cate Noble is the COO of Varkey Foundation, with 15 years’ experience in the education and public sectors, across the Middle East, Europe, South East Asia and Africa. Her expertise is in institutional strategy and design, program design and implementation. Cate was previously a Director at PwC, and Head of Development at the Education Development Trust.

“Developing the Use of eLearning to Enhance Teaching and Improve Literacy Levels in Kenyan Primary Schools”
Simon Bruce Kaniu, General Manager
sQuid

PRESENTATION DESCRIPTION
In 2017, sQuid identified several interconnected factors that negatively impacted upon pupils’ ability to develop their reading and comprehension capacities in Kenyan primary schools. This led to the development of a cohesive three-year literacy improvement strategy, which efficiently utilized eLearning tools to enhance both teacher and pupil capacities. This talk will share lessons on how eLearning can be employed to improve literacy levels in rural environments.

PRESENTATION ABSTRACT
iMlango, Kenya’s pioneering eLearning program, delivers ICT to improve Kenyan pupils’ learning outcomes, enrollment and retention. sQuid’s focus, in addition to delivering important program components such as digital attendance monitoring and digital stipend payments, within this large educational technology program was to improve pupils’ literacy levels and promote lifelong learning through eLearning. This focus led to the development of a cohesive three-year literacy improvement strategy deployed within the program, which targeted the factors inhibiting literacy attainment. The eLearning strategy centered on a two-pronged approach: enhancing pupils’ capabilities to develop their literacy skills, and building teachers’ capacity to deliver effective English lessons.

PRESENTER BIO
Simon Bruce Kaniu is the General Manager of sQuid Kenya, a subsidiary of sQuidcard Limited. He has over 17 years’ experience in financial services and digital transformation, and helped conceptualize the pioneering eLearning programme, iMlango. Simon is based in Nairobi where he is the program’s lead local project manager.

SPOTLIGHT PRESENTATIONS: SMART PLANNING, SMART LEARNING USING DATA & MEASUREMENTS, THURSDAY, 13:30-15:00

MODERATOR
Mike Trucano, Global Lead for Innovation in Education, Senior Education & Technology Policy Specialist
World Bank

BIO
Michael Trucano is the World Bank’s Senior Education & Technology Policy Specialist and Global Lead for Innovation in Education, serving as the organization’s focal point on issues at the intersection of technology use and education in middle- and low-income countries and emerging markets around the world. At a practical working level, Mike
provides policy advice, research, and technical assistance to governments seeking to utilize new information and communication technologies (ICTs) in their education systems. Over the past 15 years, Mike has been advisor on, evaluator of, and/or participant in, educational technology initiatives in over 40 middle- and low-income countries. As part of his research activities, Mike leads the World Bank’s related analytical work under its flagship Systems Approach for Better Education Results initiative as it relates to information and communication technologies (SABER-ICT).

“Can Monitoring and Coaching Continue When Donor Funding Ends”
Anne Smiley, Technical Advisor
FHI 360

PRESENTATION DESCRIPTION
What are the challenges in transferring ownership of a monitoring, reporting and coaching system from project control to the local government? Hear how the UNICEF Reading and Numeracy Activity is using mobile data collection tools and automated dashboards to ensure the sustainability of the intervention.

PRESENTATION ABSTRACT
The focus of FHI 360’s ICT4E initiative is to build the capacity of the local governments in Katsina and Zamfara states in Nigeria to run the monitoring, coaching and reporting system implemented by the Reading and Numeracy Activity (RANA) of the UNICEF Girls’ Education Project. We accomplished this goal through three key activities. First, we built the capacity of staff already on the government payroll to take over the monitoring and coaching responsibilities held by project-hired Master Trainers. Second, we transferred ownership and maintenance of the data collection and aggregation technology to the local government. Finally, we developed an automated data cleaning and reporting process to help the local government interpret and share the aggregated data. In addition to identifying and training personnel to maintain the system, the project worked with government leadership to promote buy-in and secure budget commitments.

PRESENTER BIO
Anne Smiley, Ed.D., serves as Technical Advisor with FHI 360’s Global Education team, where she leads a team of monitoring, evaluation and research specialists supporting a global portfolio of education programs. Dr. Smiley has extensive experience designing, implementing, monitoring, and evaluating international education projects funded by a range of donors including USAID, DFID, UNICEF, UNHCR, and NSF. She specializes in participatory data collection processes for education programs, including action research, formative evaluation, and monitoring fidelity of implementation. Dr. Smiley’s specializations also include education in crisis and conflict, refugee education, conflict-sensitive education, and education for orphans and vulnerable children. Dr. Smiley received her Ed.D. from Teachers College, Columbia University, in 2011.

“Smart Learning Transformation Unlocks the Future for Our Generation”
Ali Al Yafei, Information and Communication Technologies (ICT) Advisor to the Minister of Education - United Arab Emirates
Khalid Al Hammadi, Research and Development Advisor, Mohammad Bin Rashid Smart Learning Program

PRESENTATION DESCRIPTION
Helping all students derive the full benefits of technology is central to educational initiatives in the United Arab Emirates. To help schools leverage the best in educational technology, we developed the Smart School Transformation Framework (SSTF). Leadership teams are assisted in their efforts to support school improvement by evaluating and improving their use of information and communication technologies (ICT).

PRESENTATION ABSTRACT
With every technological deployment, the biggest challenge is ensuring effective adoption and use of technology to enhance the teaching and the learning experience. The approach needs to be sustainable and fully adopted by institutions. Embedding effective use of ICT into the educational system ensures a sustainable transformation--and, accordingly, drives systemic educational change. The Smart School Transformation Framework (SSTF) was the result of a holistic model designed to
guide and enable such systemic and sustainable transformation. Equipped with this framework, schools can then plan for the better use of ICT and as a result make further improvements to learning, teaching and student outcomes. There is a clear need for SSTF, not to mention its unique design principles.

**PRESENTER BIOS**

Ali Al Yafei is the Information and Communication Technologies (ICT) Advisor to the United Arab Emirates Minister of Education. In addition, he works as an advisor to the General Secretariat of the Executive Council. Mr. Al Yafei has over 21 years of experience in private and government sectors, where he has managed and led several transformation initiatives. Currently Mr. Al Yafei is engaging with the Ministry of Education (MOE) in leading the SMART MOE and SMART Learning initiatives.

Khalid Al Hammadi is the Research and Development Adviser for the Mohammad Bin Rashid Smart Learning Program (MBRS LP). There, Khalid leads the Education Change Program where he supervises various education solutions, including teacher training, change management, faculty professional development programs, curriculum reform, and the E-Maturity program. Khalid also liaises with the U.A.E Ministry of Education to pilot innovative educational development opportunities.

**“The Digital School's Strategic Plan for the Transformation of the Tunisian Educational System”**

Skander Ghenia, Program Director, The Digital School
Ministry of Education, Tunisia

**PRESENTATION DESCRIPTION**

Tunisia’s national education system is undergoing a digital transformation. This presentation explores that systemic shift, taking into account field evaluation, positioning and benchmarking studies, as well as governance and planning.

**PRESENTATION ABSTRACT**

The digital transformation of the Tunisian education system aims to forge connections in schools between information and communication technologies. Drawing from documents that have framed, directed, and detailed the reforms, this presentation will explore the following:

- Whitepaper: The Reform of the Tunisian Education System (May 2016)
- Strategic Plan for Digital Development in Schools: (March 2017)
- ICT Assessment Study: Assessing and strengthening the integration of information and communication technologies in the education system (2014)
- Strategic Direction: SNPT [Digital Solution for All] (2015)

**PRESENTER BIO**

Skander Ghenia is the Director General of Information and Communication Technologies within Tunisia’s Ministry of Education. He is also the program director of the Digital School in Tunisia. Mr. Ghenia has more than 20 years’ experience in the development of information systems.

**“Using Tablets, Training and Biometric Technology to Improve Education in Rural Zambia”**

Katherine Kerr, Vice President of External Relations
Reshma Patel, Executive Director
Impact Network International, Inc.

**PRESENTATION DESCRIPTION**

In Zambia, providing teachers with tablets, activity-based lessons, and coaching is making educational access and quality a reality for thousands of children. Hear about how the eSchool 360 program sustains high-quality, cost-effective education
year after year in rural regions of Zambia—and is currently supporting locally-hired teachers who instruct 4,000 students in 44 community schools.

PRESENTATION ABSTRACT
Every child deserves access to a great education—and the eSchool 360 program sustains high-quality education in rural schools in Zambia for less than $3 a month per student. The program provides locally-hired teachers in community schools tablets and projectors to deliver eLearning lessons, using an interactive, “learning-by-doing” curriculum. Through coaching and training sessions, teachers also build their technological and pedagogical skills. Finally, schools receive solar electricity, secure facilities, adequate school supplies, and a holistic management structure, to ensure sound, supportive learning environments. Our solution, already educating 2,300 students in nine rural schools, is currently expanding. In partnership with the American Institutes for Research, eSchool 360 will support an additional 35 schools, where rigorous, randomized controlled trials will be conducted.

In our efforts to innovate monitoring and evaluation solutions, we also recently rolled out a pilot biometric hardware program (i.e., fingerprinting) to track student and teacher attendance at two schools. The technology, by SimPrints, integrates seamlessly with mobile platforms used across healthcare, finance, education, and beyond. This pilot is the first time biometric data is being used in an international-development educational setting.

PRESENTER BIOS
Katie Kerr is the Vice President of External Relations at Impact Network. Prior to joining Impact Network, she was Vice President at Morgan Stanley, where she worked in Treasury Strategy and Operations. In 2013, Katie was a Kiva Fellow and spent eight months in the field working with microfinance partners and clients in Tanzania, the Philippines and Vietnam. Katie has planned events and led trips around the globe, traveling to over eighty countries. She holds a M.A. in Diplomacy and an M.B.A. from the University of Kentucky.

Reshma Patel is the Executive Director at Impact Network, where she strives to improve the accessibility and quality of education in developing nations. Prior to joining Impact Network, Reshma worked at MDRC, a nonprofit, nonpartisan social policy research firm serving people in low-income communities. In this role, she provided project and data management for microfinance and multi-college scholarship evaluation programs. Prior to these nonprofit roles, Reshma was a pension risk analyst at Morgan Stanley and an actuarial associate at Towers Perrin. Reshma has a Bachelor of Math degree from the University of Waterloo, and she is a Fellow of the Society of Actuaries.

GALLERY WALKS: LITERACY, THURSDAY, 13:30-15:00

MODERATOR
Dr. Eirini Gouleta, Senior Education Advisor (Replacement for Rebecca Rhodes)
United States Agency for International Development

BIO
Dr. Eirini Gouleta is a senior education advisor with the United States Agency for International Development (USAID)/E3/ED, Goal 1: Basic Education in the Global Office in Washington, DC. Eirini’s portfolio includes USAID basic education/reading programs covered by the Africa, Middle East, Latin America and the Caribbean, Europe and Eurasia, and the Afghanistan and Pakistan USAID Bureaus. Prior to USAID, Eirini worked in academia as a university professor of education at Trinity University and George Mason University in the U.S., and at the University of Macedonia in Greece and is a tenured associate professor of education. In international development, Eirini served as a senior education advisor and team leader for the provincial delivery of education in Pakistan with the UK Department for International Development (DFID) and has consulted for The World Bank, SIL Lead, USAID, the UNESCO Institute for Statistics, the Center for Universal Education at Brookings, and other national and international education and development agencies. Eirini holds a doctorate in education from the George Washington University and has published and presented internationally.

“Teaching Early Literacy Through Technology in a Multi-lingual Environment.”
Masenya Dikota, Chief Executive Officer
**PRESENTATION DESCRIPTION**

Since transitioning to democracy, South Africa has been battling with literacy problems that affect the education system. A major problem was teaching through a second language. As a champion of mother-tongue-based multilingual education, Molteno has leveraged technology to advance literacy and language attainment through the Bridges to the Future Initiative.

**PRESENTATION ABSTRACT**

Bridges to the Future Initiative is a technology-based early literacy program targeting grades 1 to 3 in English and three African languages: Tshivenda, Xitsonga and Sepedi. It’s built upon research into language and literacy acquisition and works in conjunction with the South African National Curriculum to deliver interactive activities aimed at improving the foundations for literacy: letter-sound knowledge, phonemic awareness, decoding, fluency, and comprehension. It provides instruction and practice in grammar, punctuation, and meta-linguistic strategies, and it provides immediate feedback to learners on performance.

The 40-lesson program rolled out in 50 schools during 2013-2015 under the an All Children Reading Grant. It was initially developed to work with entry-level computers, but later with tablets. Evaluation of the efficacy of the program was undertaken with six interventions and ten control schools using the Early Grade Reading Assessment (EGRA), which was adapted for project use into the four languages of the program.

**PRESENTER BIO**

Mr. Masennya Dikotla is Chief Executive Officer of Molteno Institute for Language and Literacy, a leading literacy NGO in South Africa. He is a professional teacher and teacher trainer, and has coordinated teacher education at government level. He received his M.A. from the University of Johannesburg.

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**“Curious Learning: Creating, Localizing and Distributing Mobile Apps That Let Kids Teach Themselves To Read”**

Taylor Thompson, Partnerships Director  
Curious Learning

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**PRESENTATION DESCRIPTION**

Curious Learning is a nonprofit that spun out from research at MIT showing that some children can teach themselves to read using mobile software. This presentation shares our early results and our approach of creating, localizing, and distributing free open-source software.

**PRESENTATION ABSTRACT**

Curious Learning began in 2011 as a research project to gauge the potential of self-learning on mobile devices for early literacy. In pilots, children made comparable progress to attending a US preschool and kindergarten, and some learned to read without ever attending school.

Today, we work to create and curate high quality open-source learning software, localize its language and pedagogy to be effective in a wide range of languages and cultures, and forge distribution partnerships to share this software with low-income parents who own smartphones.

This presentation shares our early research demonstrating the potential of self-learning on mobile devices, an outline of key open-source content, our results localizing an award-winning open source literacy app, and our model for sharing this software with parents.

**PRESENTER BIO**

Taylor is Partnerships Director at Curious Learning. Previously he co-founded PharmaSecure, a mobile health company, and worked as a consultant and as a researcher with Clayton Christensen. Taylor is an Echoing Green Fellow, serves on the boards of PharmaSecure and Vera Solutions, and graduated from Dartmouth College and Harvard Business School.
“Where’s the Publishing Power? Putting Communities at the Center of Book Creation.”
Rachel Crocker, Senior Program Officer
IREX

PRESENTATION DESCRIPTION
How might we disrupt typical book production pain points and put publishing power in the hands of those who most use what is published? IREX has tested an approach that combines open source software (Bloom) with public access computers to engage community educators in creating content in mother tongue languages.

PRESENTATION ABSTRACT
In 2016, at IREX we asked ourselves, “How might we better engage communities in the process of creating books in mother tongue languages (MTL) in the Philippines?” Over the last year, IREX has tested an approach that brings together existing open source software (Bloom), with existing public access computers (via libraries) to engage a broad range of public educators (librarians, teachers, daycare workers) in creating locally relevant content in mother tongue languages. Together these communities have produced over 1,000 books and engaged children in practicing reading in their mother tongues outside of school. IREX’s initiative disrupts typical book production pain points and puts publication power in the hands of those that most use what is published, so they can create materials to fit their communities’ diverse reading interests and needs.

PRESENTER BIO
Rachel Crocker is Senior Program Officer at IREX with 10 years of experience working with libraries (US and globally) as community access points for quality information and education. Rachel has an MA in International Human Rights from the Josef Korbel School of International Studies at the University of Denver.

“REACH Enabling Writers Initiative: Innovative Solutions to Developing Countries Education Problems.”
Jennifer Gerst, Reading within Reach Project Director
University Research Co., LLC

PRESENTATION DESCRIPTION
The session will provide an overview of REACH Enabling Writers Program (EW) and then highlight on EW work in six countries to create decodable and leveled books using Bloom software. The session will also spotlight on the current 8 languages books already created in five countries--Nigeria, Bangladesh, Philippines, Haiti and Indonesia--and finally look at the anticipated EW products and future vision.

PRESENTATION ABSTRACT
The Enabling Writers Initiative (EW) supports training and capacity-building for local authors to continue to create high-quality children’s books. The program is funded by the All Children Reading: A Grand Challenge for Development partners – USAID, World Vision, and the Australian government–and is being implemented by the URC-REACH Project. EW grantees use of Bloom software to create decodable and leveled books in mother tongue languages for primary children in developing countries. The books developed through these writers’ workshops are provided to national ministries of education to support provision of high-quality decodable and leveled texts for young readers. These books will also be shared through the Global Digital Library, which will make it possible for educators and families around the world to access and use quality books in first languages with young readers everywhere.
“Z’ is for Zandolin: A Kreyol-Language Mobile Education Application for Young Haitian Children.”
Charlotte Cole, Executive Director
Blue Butterfly Collaborative

PRESENTATION DESCRIPTION
Lakou Kajou (“The Courtyard Tree”) is a multi-platform educational media initiative for young Haitian children. The program’s mobile applications include games and e-books that teach literacy, mathematics, and other skills in Kreyol. Blue Butterfly Collaborative will discuss opportunities and challenges that it encountered in developing and distributing mobile applications in Haiti.

PRESENTATION ABSTRACT
Lakou Kajou (“The Courtyard Tree”) is a multi-platform educational media program for young Haitian children (4-8 years old). Based on the televised series of the same name, Lakou Kajou’s mobile education applications include games and e-books that teach children literacy, mathematics, and other skills in their home language, Kreyol.

Social media and mobile technologies are growing within Haiti, faster, by some measures, than older technologies like television. But even as usage is spreading, content in the local language—Kreyol—is lacking. There is a particular need for high-quality, Kreyol-language educational content for children. Produced in Haiti by a team of artists, producers, educators, and researchers, the Lakou Kajou applications feature contexts and characters that appeal to and are relatable to Haitian children.

PRESENTER BIO
Charlotte F. Cole, Ed.D. is executive director of Blue Butterfly Collaborative, which helps partners design, produce, and distribute high-quality educational media for children. Previously, Dr. Cole was senior vice president of global education at Sesame Workshop where she oversaw the company’s international education and research strategies in over 30 countries.

“International Reading Teacher”
Lydia Breiseth, Manager
Colorín Colorado

PRESENTATION DESCRIPTION
Learn about WETA’s International Reading Teacher (IRT) project and share your input! IRT draws upon WETA Learning Media’s deep archive of research-based content about literacy and language instruction, while capitalizing on an online audience of more than 6.4 million to give teachers worldwide some fundamental research-based tools needed to teach children to read.

PRESENTATION ABSTRACT
Learn about WETA’s International Reading Teacher (IRT) project idea and share your input! For nearly twenty years, WETA has been developing research-based content to help teachers be more effective in teaching children to read. On all our websites, we are committed to honoring mother tongue languages, respecting the cultural heritage underlying each language, and encouraging bilingual and multilingual literacy. IRT would draw upon WETA Learning Media’s deep archive of engaging content about reading instruction and language acquisition while capitalizing on an international online audience of more than 6.4 million unique visitors to give teachers worldwide some of the fundamental research-based tools they need to teach children to read and help children who struggle. Through this project, we hope that IRT will be established as an invaluable resource for teachers and that we can lay the foundation for an even deeper, more comprehensive online professional development service in years to come.
**PRESENTER BIO**

Lydia Breiseth is Manager of Colorín Colorado, the nation’s leading website serving educators and families of English language learners, where she oversees content development, multimedia production, partnerships, and outreach. Ms. Breiseth spent a year in Ecuador teaching English to graduate students with the educational exchange program WorldTeach.

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**PANEL AND PARTICIPATORY GROUP ACTIVITY:**

**THE GLOBAL DIGITAL LIBRARY, ALL CHILDREN READING BOOK CAMPAIGN, AND GLOBAL BOOK ALLIANCE, THURSDAY, 15:30-17:00**

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**MODERATORS**

Anthony Bloome, Director, mEducation Alliance and Senior Education Technology Specialist
United States Agency for International Development

Linda Hiebert, Advisor, Global Book Alliance
United States Agency for International Development

**BIO**

Anthony Bloome has served as USAID's Senior Education Technology Specialist since 2009 providing advice to HQ, Missions, and external counterparts on appropriate uses of a range of technologies to advance quality educational outcomes. He founded the Mobiles for Education Alliance in 2010 and is the Campaign Director for the All Children Reading Grand Challenge for Development. Prior to joining USAID, he worked for three years as a technology development specialist for Peace Corps and for eleven years at the World Bank in Washington, D.C., and Zimbabwe where among activities he served as the Anglophone Africa Regional Coordinator for the World Bank’s World Links for Development Program.

Linda Hiebert is the Senior Director for Global Education and Life Skills at World Vision International. With over 25 years of experience in international development, Linda’s career began as a volunteer with the Mennonite Central Committee in Vietnam. She later worked with several NGOs, including Save the Children, in Vietnam, Laos, Thailand, and Malaysia. Since coming to World Vision nine years ago, Linda has served as a program officer, the Senior Director for Asia, and the VP for Asia, Africa, the Middle East/ Eastern Europe, and Latin America. Linda has a bachelor’s degree in Nursing, and a master’s in Development from Harvard’s Kennedy School of Government.

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**“Global Digital Library - Expanding Access to Mother Tongue Learning Resources.”**

Christer Gunderson, Project Lead
Global Digital Library

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**PRESENTATION DESCRIPTION**

The Global Digital Library will increase the availability of high-quality learning resources in underserved languages worldwide for mobile, web, and print.

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**PRESENTATION ABSTRACT**

Although there have been major strides in education enrollment over the past 15 years, about 250 million children of primary school age are still unable to recognize basic letters and numbers. Worryingly, 130 million of these children attend four years or more of school and still leave without basic foundational skills. Evidence supports the role of books in improving learning and reading acquisition. Over the past few decades, donors, including bilateral organizations and private foundations, have therefore provided millions of dollars in funding and programmatic support to improve the provision and usage of books. Despite these efforts, millions of children lack access to reading books and textbooks in the languages they speak and understand. The Global Digital Library will expand access to content in underserved languages by providing openly licensed materials that allow sharing, use on mobile, web and large scale printing.
PRESENTER BIO
Christer Gundersen, is a Project Lead at Global Digital Library. He is a technology enthusiast working to unlock the full potential of the internet by promoting a free and open web; while also working as the CTO at the Norwegian digital learning arena, developing open educational learning resources and free software.

“Better Together: Building Asia's Children's Digital Library with Open Source Content”
Brian Saliba, Director, Let’s Read! Project Consultant
The Asia Foundation

PRESENTATION DESCRIPTION
Let’s Read! aspires to be Asia’s preeminent open-access, children’s library for underserved languages. The initiative empowers communities to quickly, inclusively, and cost effectively create and access libraries in their own languages.

PRESENTATION ABSTRACT
Let’s Read! aspires to be Asia’s preeminent open access, children’s library for underserved languages. The breakthrough initiative empowers communities to quickly, inclusively, and cost effectively create their own libraries. Accessible via mobile devices and print, even children out of school due to poverty, conflict or discrimination can experience the joy of reading. The Let’s Read! library features a mix of openly licensed indigenous and international storybooks, all of which can be read in a child's mother tongue. Content is sourced from within cultures through signature two-day book creation events and collaborations with local organizations and publishers to digitize existing print books. International storybooks are adapted to local contexts through communities’ use of our pioneering translation and editing app. To drive demand and distribution, we collaborate with local and international organizations and ministries, employ social and traditional media, and utilize technology to push content to third parties.

PRESENTER BIO
Brian Saliba is a consultant on The Asia Foundation’s Let’s Read! project, a rapidly growing free digital library of open-source storybooks in Asian languages and English, accessible via web and app. Local content is created through signature book creation events and by digitizing existing print books. International storybooks are adapted to local contexts by "crowds" of community members using our pioneering translation and editing app.

“StoryWeaver - Creating a Global, Scalable Platform for OER for Children”
Purvi Shah, Head of Digital Projects
Pratham Books

PRESENTATION DESCRIPTION
Pratham Books' StoryWeaver is an open-source platform with multilingual children's stories. All the content on the platform is released under a Creative Commons (CC) BY 4.0 license and can be accessed across devices. On the platform users can read, create and translate stories for free. Launched in September 2015, with 800 stories in 24 languages, the platform scaled to 4,700 stories in 84 languages in 2017.

PRESENTATION ABSTRACT
In India and other parts of the world there is a critical shortage of reading resources in the mother tongue languages. The three major problems that affect reading and literacy levels among disadvantaged children are the low number of books that are available, lack of linguistic diversity, and issues of poor access. StoryWeaver (www.storyweaver.org.in) is a collaborative
web platform that was built to address these inequities. All content on the platform is openly licensed under the CC-BY 4.0 license and the stories can be read, shared or downloaded for offline use and even printed. Today, the platform has over 4,200 stories across 84 languages; with innovations that enable people to repurpose the content into more languages and versions. With StoryWeaver our vision is to create an entirely new ecosystem of collaborative content creation that can all help solve the book drought in India, and perhaps globally too.

**PRESENTER BIO**

Purvi Shah leads all the Digital Projects at Pratham Books. In her 11-year association with the organization she has handled various functions including branding, strategy and new initiatives. She has led Pratham Books’ foray into digital products. Her current work focuses on managing StoryWeaver.

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**PRESENTATION DESCRIPTION**

This presentation will showcase the final learnings from the Read to Kids pilot which ran from 2015 to 2017 in the Delhi region of India. The project leveraged mobile phones to promote literacy and school readiness by encouraging parents and caregivers to read to and with their young children, ages 0-8.

**PRESENTATION ABSTRACT**

This presentation will showcase the final learnings from the Read to Kids pilot which ran from 2015 to 2017 in the Delhi region of India. A collaboration between Pearson’s Project Literacy, Worldreader, and Results for Development, the project leveraged mobile phones to promote literacy and school readiness by encouraging parents and caregivers to read to and with their young children ages 0-8. Read to Kids India provided training and programmatic support to 177 low-income communities throughout the urban metropolis. Through a network of activation partners that spanned education, health, and community development organizations, parents and caregivers were trained to use the Read to Kids app that provides a digital library of high quality, locally relevant books and educational materials. The project also included a public awareness/behavior change campaign to emphasize the importance of reading to children. Within 12 months, over 200,000 users accessed the Read to Kids application.

**PRESENTER BIO**

Zev joined Worldreader at the very beginning, jumping right into our first test pilot in Barcelona. Later, he would draw upon that experience to launch many of our other projects in Africa. Zev leads our research team, measuring outcomes and impact; drives Worldreader strategy as we grow and explore new ideas; and serves as lead problem-solver and way-smoother as we tackle a series of “firsts”. Zev entered the world of social enterprise when he left Goldman Sachs in London to serve as a Kiva Fellow in Indonesia, and has not looked back since. In his varied career, he has also worked as an ethnographer, a software architect, and a full-time Aikido apprentice.

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“The Looking Back: A Future Retrospective on Educating Students with Disabilities.”

Brad Turner, Vice President
Global Literacy, Benetech
PRESENTATION DESCRIPTION
Distribution of books in formats that can be read by children with disabilities can dramatically increase educational and employment opportunities for students with disabilities. Bookshare maximizes those opportunities by using technology to provide books in the formats they need, on the platforms they already use, and in the language they are familiar with.

PRESENTATION ABSTRACT
Bookshare believes the importance of mother-tongue education is critical for children with disabilities. Children with disabilities attend schooling in a much lower percentage than those without disabilities; in the developing world, this is in large part due to the lack of accessible materials suited to their needs.

Bookshare works with local content providers and publishers to convert titles into specialized formats accessible to people with disabilities. Different formats are appropriate for different disabilities, and Bookshare provides the needed choices. We use quality text-to-speech voices for conversion of text to audio, and we can provide human-narrated audio titles for books in languages that lack a good synthetic voice.

Additionally, Bookshare books are read on industry standard platforms, enabling people with disabilities to use the platform that they already own to read books. Bookshare is enabling access to knowledge by ensuring education is inclusive of all people, including those with disabilities.

PRESENDER BIO
Brad Turner is the Vice President of Global Literacy for Benetech. He leads Bookshare, the world’s largest library of accessible books for people with disabilities that affect their use of printed material. Brad also leads the Born Accessible effort, driving change within the publishing industry through standards and certification for accessible materials.

TECHNOLOGY DEMONSTRATIONS, THURSDAY 15:30-17:00

MODERATOR
Joanie Cohen-Mitchell, Chief of Programming and Evaluation
Peace Corps

BIO
Joanie Cohen-Mitchell has over 25 years’ experience working in international and community development primarily in the education sector. Her expertise includes program design and development, monitoring and evaluation system development, qualitative and participatory approaches to development and evaluation, and staff and organizational capacity building. She has focused her work in the areas of adult and nonformal education, basic education, adult literacy, early literacy/early-grade reading, and early childhood education programs. She has worked primarily in Latin America and the Caribbean, as well as domestically. Additionally, Joanie has taught graduate and undergraduate courses focusing on International Education, Training Design and Facilitation and Early Childhood Education. Joanie holds an M.Ed. in International Education and an Ed.D. in Educational Policy, Research and Administration from the Center for International Education at University of Massachusetts at Amherst. Joanie currently serves as the Chief of Programming and Evaluation at the U.S. Peace Corps after serving as the first Literacy Specialist there to develop the early literacy/early grade reading sector for the agency.

“Mobile-Based Learning Tool for Basic Arithmetic Operations.”
Sridhar Rajagopalan, Co-Founder
Pranav Kothari, Vice President
Educational Initiatives Pvt. Ltd.
PRESENTATION DESCRIPTION
Educational Initiatives Pvt Ltd presents a mobile app that automatically detects specific errors made by students while solving basic multiplication problems (like 0 x 9=9, or specific math fact errors like 6 x 7=48) and gives tailor-made problems to address these gaps as games and challenges to students.

PRESENTATION ABSTRACT
Student learning outcomes in many countries are extremely low. Many of these learning gaps widen with age, and some are based on lack of fluency in basic arithmetic operations. The errors students make are not due just to carelessness as teachers sometimes think, but also to gaps in understanding of procedure, inadequate proficiency of the math facts, or other systematic error patterns. Though several errors are observed across students, specific students seem to repeat specific errors.

Educational Initiatives Pvt. Ltd. presents an app that allows students to solve basic math operation problems on widely available smartphones in the same step-by-step way that they do on paper. The system identifies errors and areas in which a child takes too much time, and then creates new problems and challenges to fills those gaps or provide practice. This app is currently used by hundreds of students and will be publicly launched soon.

PRESENTER BIO
Sridhar Rajagopalan is a co-founder of Educational Initiatives Pvt Ltd., and currently heads its newly started U.S. operations. He has been involved in creating ASSET and Mindspark, EI’s assessment and adaptive learning offerings, and is on the Board of Pratham Gujarat and Central Square Foundation.

Pranav Kothari is Vice President of the Large Scale Education Programs at Educational Initiatives (EI). He was a member of the Mindspark product development team, which is a technology-based, personalized and adaptive learning tool for Mathematics and Language. Pranav studied at the Georgia Institute of Technology and received an M.B.A from the Harvard Business School.

“Leveraging IDELA Evidence to Change Policy and Practice for Early Learning.”
Nikit D’Sa, Advisor
Research and Learning
Sara Poehlman, Senior Director, Early Childhood Development
Save the Children

PRESENTATION DESCRIPTION
To harness International Development and Early Learning Assesssment (IDELA) evidence, Save the Children has built an online knowledge portal to gather the rich information on programs from 45 countries and 22 partners. The IDELA portal is fostering common solutions using a common metric built on an electronic platform.

PRESENTATION ABSTRACT
The International Development and Early Learning Assessment (IDELA) allows us to examine the impact of different programs for young children to figure out what works in meeting the student development guidelines (SDGs) of getting children on-track for their development and laying the foundation to meet learning goals.

By bringing together partners and evidence, the IDELA portal is creating a dialogue to find common solutions using a common metric built on an electronic platform.

In short, the IDELA portal:
- Captures and shares IDELA data.
- Links and compares evidence across countries and contexts.
- Develops a repository of country and regional data of evidence and resources.
- Establishes online and offline channels to communicate with and amongst a fast-growing number of partners.
- Highlights stories of the change in policy and practice brought through use of IDELA data.
- Promotes dialogue and exchange amongst users.
• Enables regular reporting to capture trends across programs and partners and explain how IDELA is changing policy and practice.

PRESENTATION BIO
Sara Poehlman is Senior Director, Early Childhood Development, at Save the Children, overseeing a portfolio of 70 countries and providing thought leadership for children’s NGOs. She has worked for UNICEF and with NGOs in India and several West African Countries. Sarah studied International Education Development at Columbia University Teachers College.

Nikhit D'Sa, Ed.D. is the Advisor for Research and Learning at Save the Children, where he supports country teams in the development of evaluation plans for research, designing appropriate measures and surveys, conducting formative qualitative research, and translating mixed methods findings. Mr. D’Sa received his M.A.Ed. in International Education Policy and Ed.D. in Human Development and Education from the Graduate School of Education at Harvard.

“Bloom 2020.”
Paul Frank, Executive Director
SII. LEAD, Inc.

PRESENTATION DESCRIPTION
Bloom won the All Children Reading Enabling Writers Prize in 2015 but is continuously being improved with new capabilities. What will it be like in 2020? What will it do in three years that it cannot do today? A hint: Bloom is in transition from program to ecosystem.

PRESENTATION ABSTRACT
Bloom software’s greatest strength is its simplicity: Bloom makes it simple to make simple books. But it also powerful, particularly with its decodable and leveled reader tools. One current limitation is that it has a single image library—The Art of Reading. Even though AoR contains thousands of images, authors often find it difficult to find a suitable drawing. Bloom 4.0 will accommodate multiple image libraries and already has a process developed for creating them. New libraries of quality images that are country- or region-specific will soon become available from a variety of sources.

Bloom Reader App is also under development and will enable people to read books in Bloom’s native format (HTML 5) on Android devices without the need to export the book from Bloom. A Mac version (frequently requested) is waiting in the wings. These enhancements (and more!) will move Bloom from program to ecosystem.

PRESENTER BIO
Paul Frank is Executive Director at SII. LEAD, Inc and a Bloom Master Trainer with 30 years of experience working with language issues in developing country contexts and 17 years of experience implementing language development fieldwork in Columbia. Paul holds a Ph.D. in Linguistics from the University of Pennsylvania.

“The TEST App Story: Digitizing Cambodia's Early Literacy Continuous Assessment System.”
Victoria Neff, Program Officer
World Education, Inc.

PRESENTATION DESCRIPTION
The TEST app is a literacy assessment application used in Cambodia to administer National Reading Standards. Reading Standards include skills students should master with assessments that allow teachers to identify issues and provide support. World Education and the Ministry of Education, Youth and Sport have collaborated to design and implement these digitized assessments.
PRESENTATION ABSTRACT
In the Technology for Education Systems Transformation (TEST) project, World Education has developed, tested, and implemented a digitized and automated early-grade reading continuous assessment system. The application, known as the TEST app, improves upon the previous pencil-and-paper version of the formative assessment by increasing uniformity in test administration, reducing scoring error and bias, and automatically compiling student score data to identify struggling students. These improvements promote teacher understanding and use of a Continuous Assessment System as a diagnostic tool for student learning, while facilitating teacher and student use and understanding of classroom technology. The assessment system used was developed by the Total Reading Approach for Children (TRAC) project, scaled under the TRAC+ project, and formally endorsed by the Ministry of Education, Youth and Sport (MoEYS) as National Reading Standards. World Education is currently enhancing the TEST app and transitioning it to the MoEYS for scale nation-wide.

PRESENTER BIO
Victoria Neff is a Program Officer at World Education, supporting the design and implementation of education projects in Cambodia. She has eight years of experience managing education programs, which include working on educational technology and ICT initiatives. Victoria received an M.A. in International Development from the Josef Korbel School of International Studies.

"Let Them (Really) Eat Cake: Helping the Developing World Make Their Own mLearning Apps."
Simon Richmond, ICT Team Leader
Education Development Center, Inc. (EDC)

PRESENTATION DESCRIPTION
Learn how your project can use this app-maker to create mLearning apps! No coding skills required. Free, open source software. Local staff can build apps in-country, in local language. Pedagogical templates are provided for teacher training formats, student literacy activities, assessment, and coaching exchanges. There are now 100,000 users across 4 countries.

PRESENTATION ABSTRACT
mLearning in developing context is hampered by two major obstacles: apps must run offline, and they must be built with hyper-local content to be accessible to the bottom billion.

At Education Development Center, Inc. we have developed an open source platform that surmounts both obstacles. The app-making software allows world educators to create custom mLearning apps without any coding knowledge, and exports them to devices to run offline and without user data costs. Building on the success of Stepping Stone as an mLearning platform, we have pivoted to rebuild its code base to become an open-source app maker. Educators with only basic computer skills can now assemble their own custom app from a library of pre-coded functions and pedagogical templates, populate it with their own content and local language media, and install it on participant phones. It’s currently used in four countries, as 10 different apps, and reaches over 100,000 users.

PRESENTER BIO
Simon Richmond is ICT team leader at Education Development Center, Inc. He specializes in designing inexpensive yet robust tools suitable for the conditions of the developing world. Dr. Richmond has implemented national education projects in Ghana, Malawi, and Zambia. He holds a Ph.D. in Education Technology from Old Dominion University.

TECHNOLOGY DEMONSTRATIONS, THURSDAY, 15:30-17:00

MODERATOR
Leonardo Hosh, Senior Director, Child Development and Protection
World Vision
PRESENTATION DESCRIPTION
Benefiting from web-based open geospatial technologies, the YouthMappers mission is to cultivate a generation of young leaders to create resilient communities and to define their world by mapping it. Come learn how a growing global community of student mappers are learning new skills while providing direct support to development projects around the world.

PRESENTER BIO
Chad Blevins is a Geographer with U.S. Agency for International Development's GeoCenter where he has pioneered the use of open geographic data among USAID's projects to end extreme poverty. In doing so he co-founded YouthMappers, a global network of university students mapping the unmapped parts of the world, creating geographic data to inform programmatic decisions.
PRESENTATION ABSTRACT
The ICT Inventory is an open, interactive online database of tools and projects relevant to delivering quality education in crisis contexts. This website is designed for education in emergencies practitioners, policymakers, tech developers, researchers, and donors. The database is publicly accessible; searchable by keyword and browsable by a broad range of category filters, including: cost, network requirements, location, target population, education level, and more. The goal is to make finding useful technology tools and highly relevant projects as simple as possible. The ICT Inventory allows registered (free) users to upload content via front-end forms, and users can also comment on and upvote (“Like”) entries. This website, originally conceptualized by UNHCR and FHI 360, is managed by the INEE Technology and Education in Crises Task Team, which is composed of edtech and EiE experts around the world.

PRESENTER BIO
Peter Transburg is the Senior Communications Coordinator at the Inter-agency Network for Education in Emergencies (INEE). Peter joined INEE in 2011, following six years of managing food assistance programs for the World Food Programme in DR Congo and Mozambique. Peter has a master’s degree in information management and speaks French, Spanish, Portuguese, and Lingala.

“iKnowledge”
Graham Peters, Managing Director, Avanti Applied Technologies
Avanti Communications

PRESENTATION DESCRIPTION
iKnowledge is improving access to quality education in Tanzania through the combination of high-speed internet, teacher capacity building, provision of ICT resources, and access to learning content. The project provides a platform for demonstrating the benefits of EdTech interventions in 300 primary and secondary schools.

PRESENTATION ABSTRACT
iKnowledge aims to improve access to quality education through the combination of high-speed internet, teacher capacity building, provision of ICT resources and access to learning content. The project was initiated in 2015 through the UK’s International Partnership Programme (IPP) and to date involves 300 schools in all 25 regions of Tanzania. The project is led by Avanti Communications and is implemented through a partnership with Tanzanian government, local and international partners including Camara Education Tanzania and M&E partners ACE Africa and Jigsaw Consult. Addressing SDGs 4 and 9, the project is demonstrating how remote and inaccessible schools can benefit from internet connectivity to improve access to educational resources to benefit teaching and learning.

The iKnowledge network of schools is now providing a platform for demonstrating the benefits of different EdTech interventions e.g. an internet delivered video based intervention through a partnership with Discovery Learning Alliance.

PRESENTER BIO
Graham Peters is the Managing Director of Avanti’s Government Services and Applied Technology business. He has 25 years’ experience in the ICT industry operating at the intersection between business, technology, and applications. He has been in the field of ICT-based training and education, more recently applied to education of marginalized students in schools in sub-Saharan Africa.

“Audio Translations of Children’s Books with Sparkup”
Jane Kinney Meyers, Founder and President
Lubuto Library Partners

PRESENTATION DESCRIPTION
Lubuto Library Partners use Sparkup, a device with a camera, speaker and microphone that matches book pages with sound recordings, to create oral translations of popular international literature into Zambian languages. Trial use in Lubuto’s public youth libraries has demonstrated high engagement and interest, particularly for struggling and emergent readers.
PRESENTATION ABSTRACT
Lubuto Library Partners (LLP) uses Sparkup, a device with a camera, speaker and microphone that matches book pages with sound recordings, to create oral translations that make high-quality books curated for children in Zambia available in each of the seven major local languages. Pairing Sparkup-facilitated oral translations with physical books eliminates copyright issues that constrain other approaches, and overcomes Africa’s significant problems of language diversity and limited publishing infrastructure.

LLP-Sparkup collaboration yielded development of a device that allows the reader/listener to switch among three languages. The translated books are in extremely high demand, particularly in rural areas where English is in limited use, and give large numbers of children access to published, high-interest books previously out of reach. Research suggests that pairing audio and text is a valuable strategy for struggling and emergent readers, and Sparkup is a useful tool for visually impaired children and children with learning disabilities.

PRESENTER BIO
Jane Kinney Meyers, Founder and President of Lubuto Library Partners, is a professional librarian with nearly 40 years’ experience working with African libraries as a leader and technology pioneer, which has garnered widespread acclaim from the library profession and beyond. She holds a master’s degree in Library Science.

Friday, October 6, 2017

CASE STUDY: LEARNING@SCALE, FRIDAY, 9:30-11:00

MODERATOR
Matthew L. Smith, Ph.D, Senior Program Officer
International Development Research Centre

BIO
Matthew Smith is a Senior Program Officer in the Technology and Innovation program at Canada’s International Development Research Centre. Matthew has a PhD in information systems from the London School of Economics (LSE), an MSc in Development Studies (LSE), and an MSc in Artificial Intelligence from Edinburgh University.

“Learning at Scale”
Diana Laurillard, Professor
University College of London (UCL) Institute of Education

PRESENTATION DESCRIPTION
Digital methods are unique in being able to enhance the learning experience and orchestrate learning on the large scale. The challenge now is to innovate to achieve both high quality learning and low-cost support, so that we can scale up access to learning in the Global South.

PRESENTATION ABSTRACT
The Learning@Scale project investigated the potential of online learning for scaling up access to learning in the Global South. It will be essential to (1) investigate techniques for improving formative assessment, and (2) establish credit transfer from open online course certification to conventional university courses. To manage a valid cost-benefit approach to planning learning at scale, it will be necessary to: (1) introduce activity-based costing for both conventional and online learning and teaching, (2) plan the return on investment in terms of viable income streams, and (3) optimize the trade-offs between high/low cost designs and their value to the learners. We must experiment with reducing the costs of online production, rather than under-resourcing the teaching time needed for learner support. We need policies for achieving equity in online
learning at scale through government support for a “cascade” model of professional development online with locally supported blended learning.

PRESENTER BIO
Diana Laurillard is a Professor at the Knowledge Lab, UCL since 2005. She was formerly the Head of the e-Learning Strategy Unit at Department for Education and Skills (2002-2005) and the Pro-Vice Chancellor for learning technologies at the Open University (1995-2002). Her most recent book is Teaching at a Design Science.

“Challenges for Scale Learning: A Latin American Perspective”
German Escorcia Saldarriaga, Independent Consultant
KnoWare/Exponential Mexico

PRESENTATION DESCRIPTION
Online learning seems to be an adequate answer to reach large scale communities, but local misconceptions and barriers, diversion of investments, and lack of respect for teachers challenge the opportunity. Several international alliances are required to enable the skills development needed for the future in Latin America.

PRESENTATION ABSTRACT
The session offers a discussant view from Latin America on how digital learning at scale could address the issue of equity in education. Experiences in the region challenge the proposal, considering observations on several large education projects implemented by several countries.

Online learning systems receive impacts from misconceptions and the local identified barriers. Likewise, the investment preference given by governments to technology instead of teacher development, and the slow quality assurance and accreditation processes also challenge the proposal. The inception of Massive Open Online Courses (MOOC) raises questions on the model, the cost of teaching, and the sustainability. Respect for teachers is also relevant, as is improvement of cascade replication model. International coalitions are required to help improve responses to large-scale learning with a view to the future.

PRESENTER BIO
German Escorcia is an independent consultant and counselor for several Latin American governments on learning strategies, educational reform and national competitiveness, innovation and connectivity, knowledge-based societies, and intellectual capital development. Formerly, he was the Special Projects Director at the National Research Council in Colombia and the Bureau Vice President of General Information Program of UNESCO.

“Learning at Scale for the Global South: An African Perspective”
Mary Hooker, Senior Education Specialist
Global E-Schools and Communities Initiative

PRESENTATION DESCRIPTION
Digital learning at scale is technically achievable in Africa. With broadband connectivity improvements over the last decade (through national backbone networks and regional submarine cables) there is technically enough broadband capacity that can be used to serve countries’ efforts to meet Sustainable Development Goals in general, and to facilitate interactive and equitable learning in particular.
**PRESENTATION ABSTRACT**

Many argue that the key issue to address learning quality is the quantity and quality of teachers. It is an issue that is exacerbated in sub-Saharan Africa where many countries cannot find sufficient teachers for expanding systems. In this context, experts in the fields of education and technology see an opportunity in the evolution of large scale interventions (OERs and MOOCs) to address the problem of teacher education provision that functionally works at large scale in education systems. The argument is convincing—particularly given the continental enthusiasm for technology. However, can the potential of digital technology be harnessed for digital learning at scale on the African continent? In this presentation we will contribute an African perspective to the debate on the potential of digital learning at scale to address issues of equity and quality in education systems in the Global South.

**PRESENTER BIO**

Mary Hooker, Ed.D., is a Senior Education Specialist with the Global E-Schools and Communities Initiative (GESCI) in Nairobi, Kenya.

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**GALLERY WALKS: NON-FORMAL EDUCATION AND LIFELONG LEARNING,**
**FRIDAY 9:30-11:00**

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**MODERATOR**

Michael McCabe, Agency Youth Coordinator
USAID

**BIO**

Michael McCabe serves as the Senior Associate for Capacity Development, providing leadership and support on capacity-building efforts for Creative’s programs worldwide, as well as helping oversee the CreativeU e-learning platform. McCabe was Creative’s Chief of Party in Panama, managing the $8 million Community Youth At-Risk Program. He has over twenty-four years of experience managing social and economic development programs, with expertise in program operations, project design, measurement and evaluation, training design and facilitation, grant management, public-private partnerships, and youth development. McCabe has a master’s degree in International Development from Princeton University’s Woodrow Wilson School and a bachelor’s degree from Georgetown University.

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**“Teaching and Training via Texting: A Key to Personalized Learning for Hard-to-Reach Adult Learners.”**

Camille Gommeaux, Program Director
Cell-Ed

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**PRESENTATION DESCRIPTION**

Cell-Ed offers basic essential skills to adult learners via two-way texting and audio. But how can a simple mlearning solution really allow for tailored education to meet learners’ needs? This presentation is a summary of reflection, analysis and further developments of the mobile platform, course design and data gathering to improve delivery of courses as Cell-Ed scales its delivery.

**PRESENTATION ABSTRACT**

In Cell-Ed’s application of the mlearning model to language literacy, numeracy, and work-based essential skills, we aimed to improve course delivery. To that end, we reflected on and analyzed the mobile platform, course design, and data-gathering. Increasingly, the issue of personalized learning (taking account of context and learner nuances) was raised: We determined to find out whether mobile learning really does allow for tailored education to meet different learning needs and address styles of learning. This presentation is a summary of these reflections and analysis and offers insights on how Cell-Ed’s efforts to improve and scale course delivery have influenced the curriculum, course design, and platform.
“Bits Academy: Transforming Lives Through Technology.”
Merel van der Woude, Creative Director
Butterfly Works

PRESENTATION DESCRIPTION
Bits Academy is a network of Bits Schools, spread across Africa and Southeast Asia. Bits schools train ambitious youth from underprivileged backgrounds in ICT, entrepreneurial, creative, and life skills. In an interactive presentation we will explore the characteristics that help the schools scale and flourish: both the curriculum and teaching methods and the financial model.

PRESENTATION ABSTRACT
The dynamic and fast-growing ICT sector offers great job opportunities, especially for young people who grow up in the digital age. Seizing the moment, Butterfly Works set up NairoBits in Nairobi, Kenya in 1999. It was the first of many more to come. Young people from underprivileged backgrounds face a number of challenges in finding employment or starting their own business. The Bits schools address these challenges and have been effective in educating youth to generate an income. Since 1999, Bits schools have trained over 8,000 young people. More than 80 percent gained employment or started a business themselves. The concept has proven itself, but in order to sustain it, scaling is necessary. Individual schools should train more youth, but also as a network more schools in different countries should be added.

PRESENTER BIO
Merel van der Woude is creative director at Butterfly Works social design studio. She designs education and communication solutions for social impact. As a design thinker, Merel has led co-creation processes with a wide range of participants (from youths to educators to policy makers) across Africa and Asia.

“Empowerment of Labor Force via Lifelong Learning Records, Competency Mapping for jobs and Skill Training.”
Kamal Bijlani, Director
Amrita E-Learning Research Lab
Sandep Pillai
AmritaCREATE, Amrita University

“English for the Underserved: Alternative Technology to Close the Digital Divide”
Michael Carrier, Managing Director
Highdale Learning, Cambridge English

PRESENTER BIO
Camille Gommeaux is a program manager at Cell-Ed. She oversees Cell-Ed’s technology and content teams to ensure responsive design is incorporated to continually improve product quality and customer experience.

PRESENTATION DESCRIPTION
I will outline the alternative technological solutions that can help education in low-resource contexts, dealing with the problems of accessing reliable power, connectivity, device access and open educational resources. I’ll provide examples of language education solutions for disadvantaged learners, especially in the remote and rural areas of emerging economies.

PRESENTATION ABSTRACT
Researchers have observed that the so-called “digital divide” is preventing learners in emerging economies from gaining equitable access to global education and knowledge resources. It seems clear that the lack of access to digital technology can reduce learners’ access to information, knowledge, and wider opportunities for education, skill development and employment. But new and alternative technologies can help to bridge this digital divide, providing low-cost electricity, connectivity, and educational resources to support student learning outcomes. This talk outlines this alternative technology initiative with
evidence from different projects in emerging economies and low-resource contexts. It presents research data and evidence from edtech development projects to look at how the less privileged learners in low-resource contexts can gain access to global knowledge. It also looks at primary and secondary school contexts, including rural areas, in the context of both educational infrastructure development and the provision of skills needed for economic growth.

**PRESENTER BIO**
Michael Carrier is managing director of Highdale Consulting, and the Chair of the UK Government's Working Group on E.L.T. He has an M.A. in Applied Linguistics, as well as an M.B.A., and he has worked for many years in language education in senior management at IH, British Council, and Cambridge English.

**GALLERY WALKS: TEACHER TRAINING, FRIDAY, 9:30-11:00**

**MODERATOR**
Jerome Morrissey, CEO
Global eSchools and Communities Initiative (GeSCI)

**BIO**
Jerome Morrissey is the CEO of GeSCI (Global e-Schools and Communities’ Initiative) founded by the United Nations in 2003. GeSCI’s mandate is to improve quality and access in education: to empower communities through technology-assisted learning and to accelerate socio-economic development through leadership development for science, technology and innovation driven policymaking and implementation. Prior to holding this position, Jerome was the founding director of the National Centre for Technology in Education in Ireland. He chaired an ICT Expert Strategy Group of the Irish Government to advise on policy and priorities for investments in ICT in education (2008-2013).

“Empower Teachers Through Technology.”
Shivananda Salgame, Co-Founder, Director Social Business
Guru-G Learning Labs (India) Pvt. Ltd.

**PRESENTATION DESCRIPTION**
One of the biggest challenges of the 21st century is improving the overall quality of education in schools. The first step towards handling this challenge is preparing the teachers to be better and smarter and to handle the new curriculum expectations.

**PRESENTATION ABSTRACT**
Guru-G Learning Labs focuses on empowering teachers through technology in the classroom and more specifically, helps improve the "teaching-learning" process. Guru-G is an Android application (Tablet/Mobile), which acts as an in-classroom companion for the teacher, allowing teachers, teacher trainers, and content publishers to design and deliver personalized lesson plans for effective in-classroom instruction.

Over the last two years, Guru-G has been successfully implemented across 500+ Schools in seven states in India and in five Indian Languages. The application has been widely accepted by teachers, based on the outcome, ease of implementation, the minimal training required, and the support it provides for teachers—most importantly local language support.

**PRESENTER BIO**
Shivananda Salgame is a social entrepreneur and problem-solver with over 20 years of diverse experience in IT, education, and e-Governance. He co-founded edtech Startup, Guru-G Learning Labs, focusing on empowering teachers through technology. Shivananda has been associated with several initiatives to improve education quality of education and speaks at international events.
“MOOCs and CPD for Teachers: Giving Teachers the Tools.”
Chris Cavey, Open Learning Manager
British Council

PRESENTATION DESCRIPTION
See how the British Council, through a series of MOOCs, enables hundreds of thousands of English language teachers from over 190 countries to engage with CPD. The discussion will share experiences, doubts, advice, and encouragement with a global online community on the MOOC platform and beyond.

PRESENTATION ABSTRACT
The British Council, working on the FutureLearn platform, has developed a series of MOOCs for English language teachers that have attracted over 500,000 registrations since 2015. This talk will look at the aims of those MOOCs, the principles that guided their development and delivery, and the outcomes for teachers who participated in the courses. The course design incorporated FutureLearn’s social learning model, providing teacher an inclusive experience in a wide range of contexts and situations and allowing them a platform on which to share, experiment and develop.

Find out how The British Council’s approach to moderation and delivery fostered community and added value to the course, which extended beyond the platform and led to a teacher-generated Facebook community with over 10,000 members.

PRESENTER BIO
Chris Cavey is Open Learning Manager for the British Council and leads their MOOC development. Chris has worked in English language teaching and materials development for over 20 years, working on MOOCs, podcasts, resource books, newspaper articles and TV programs for teachers and learners of English.

“Blended Learning Course on Inclusive Education.”
Heather Rice, Education Advisor
Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ) GmbH

PRESENTATION DESCRIPTION
Malawi is committed to building a more inclusive education system. With few specialist teachers and average class sizes of 68 students, this initiative requires creative solutions. The Blended Learning Course on Inclusive Education (BLINC) seeks to help teachers develop the knowledge and skills necessary to address the diverse educational needs of their students.

PRESENTATION ABSTRACT
The Blended Learning Course on Inclusive Education (BLINC) seeks to help Malawian classroom teachers develop the knowledge and skills necessary to address the diverse educational needs of their students. BLINC is developed and implemented by the Ministry of Education, Science and Technology (MoEST), with support from GIZ’s Basic Education Programme, through the consulting company consortium GOPA/common sense.

The 180 teachers participating in the course pilot each received an Android tablet with solar charger and internet SIM card. Using this technology, participants accessed self-study modules and online activities through Moodle. Discussion forums accessed through Moodle and WhatsApp Lecturers from Montfort Special Needs Education College facilitate the online discussions and activities, as well as face-to-face sessions.

By 2020, the course will have been adopted by the MoEST, and the 360 teachers who will have completed the course will be teaching more inclusively.
PRESENTER BIO
Heather Rice is an Education Advisor in GIZ’s Basic Education Programme in Malawi, managing their ICT and inclusive education component. She previously worked for GIZ in Afghanistan, and as a Peace Corps volunteer in Uganda. Heather holds an Ed.M. in International Education Policy from the Harvard Graduate School of Education.

“Leapfrogging Teacher Tools in Low-income Communities”
Seth Andrew, Global Director of Policy and Partnerships
Benjamin Hunt, U.S. Director of Policy and Partnerships
Bridge International Academies

PRESENTATION DESCRIPTION
Using cutting-edge wireless Teacher Guide technology in the primary school classroom, Bridge International Academies facilitates high-quality instructional delivery while enhancing transparency and accountability—even in the most remote areas. Since 2009, over 250,000 students have received a superior education at Bridge schools in Kenya, Uganda, Nigeria, Liberia and India.

PRESENTATION ABSTRACT
Bridge International Academies believes innovation and technology are required to transform learning. Through our approach, primary school students have achieved over 50 percent the amount of learning in some of our interventions and teacher attendance has rocketed to over 90 percent up from around 60 percent in some communities. Since 2009, over 250,000 students have received this high-quality education at our schools in Kenya, Uganda, Nigeria, Liberia and India. We develop rigorous lessons based on local curricula and provide in-depth teacher training and support programs. Our teachers deliver instruction using handheld, wireless “Teacher Guides” through which they receive professionally developed, up-to-the-minute lesson plans. The devices track lesson pacing and measure student comprehension, while also recording attendance of teachers and students. This cutting-edge wireless technology allows us to analyze a billion data points a year, enabling real-time transparency and accountability even in remote rural locations.

PRESENTER BIOS
Seth is Global Director at Bridge, where he launched a brand-new Policy & Partnerships office. He is former adviser to the U.S. Secretary of Education and recent Senior Advisor to the U.S. Chief Technology Officer in the White House. Seth received an Ed.M in school leadership and school development from the Harvard Graduate School of Education.

Benjamin is the U.S. Director of Policy & Partnerships at Bridge. Benjamin previously served at the Overseas Private Investment Corporation (OPIC) as an advisor to President & CEO, Elizabeth Littlefield, where he designed and led a number of OPIC initiatives. Benjamin attended the Rensselaer Polytechnic Institute where he received an M.S. in Ecological Economics, Values, and Policy.

SPOTLIGHT PRESENTATIONS: LEVERAGING TECHNOLOGY
TO SUPPORT EDUCATION DELIVERY, FRIDAY, 9:30-11:00

MODERATOR
Juan Pablo Giraldo Ospino, Innovation in Education Specialist
United Nations Children’s Fund (UNICEF)

BIO
Juan-Pablo’s main focus area is the innovations in education portfolio, emphasizing both generation of evidence and scale. The innovations in education portfolio cuts across many areas, such as early learning, girls’ education, education in protracted crises settings, and education technology. Juan-Pablo’s past work has included public sector reform and social protection systems. Juan-Pablo holds a
“We’re Sorry, Amazon Does Not Deliver to This Location: Track and Trace for Book Delivery”
Cate Johnson, GIS Technology Associate
Creative Associates International

PRESENTATION DESCRIPTION
How can we track project materials in real time in insecure environments? What can this data do for your project? The Creative Development Lab will share their experience of applying Track & Trace methodology for book deliveries to over 500 schools in Afghanistan.

PRESENTATION ABSTRACT
The goal of the Lab’s implementation is to identify and plug leakages in delivery processes so that the correct quantity and type of books are delivered on time to the correct schools. We aim to improve the student-to-book ratios in classrooms and provide protection on the investment in school materials. We have implemented an iterative technology we call Book Tracker, which features a blend of mobile-app-based and SMS interactions. Book Tracker stores data collected on the location and status of packages destined for schools throughout the delivery process, and pushes out actionable alerts, notifications, and daily full reports. Real-time automatic email alerts to the field team indicate missing or damaged packages, or other delivery abnormalities detected. Principals receive SMS notifications at each stage of the tracking process, accountability between the distribution vendor and the beneficiaries. Daily full reports provide real-time oversight for project leadership and partners.

PRESENTER BIO
Cate Johnson currently leads the Creative Development Lab in GIS, mapping, and location-based technology for development, working across all Creative Associates International's technical and geographic areas.

“Physical Computing for Youth: How to Achieve Sustainability”
Kolja Wohlleben, Program Associate, Education Technology
Creative Associates International

PRESENTATION DESCRIPTION
Creative Associates works with schools in the Eastern Caribbean to introduce robotics into curricula and after-school programs. The presentation is devoted to a "show and tell" of the work with schools in Saint Lucia. We will then discuss avenues to ensure that our approach remains sustainable. Audience input is encouraged!

PRESENTATION ABSTRACT
Creative Associates works with schools in the Eastern Caribbean to introduce robotics into curricula and after-school programs. Using Lego Mindstorms, we worked with secondary school teachers in Saint Lucia to develop implementation concepts for informatics, STEM, and extracurricular activities. In our first phase, we have trained ten teachers and two volunteers. Throughout the year, they will offer robotics in their schools and host a country-wide robotics competition. This presentation will be in two parts: The first part is devoted to a "show and tell" of the work with schools in Saint Lucia. The second part, in which we encourage audience input, will discuss avenues to ensure that our approach remains sustainable.

PRESENTER BIO
Kolja Wohlleben is a program associate for education technology at Creative Associates International. He worked as a middle school teacher for drama, social studies, and maths in his native Germany, before coming to the U.S. to obtain a master’s degree in International Education Policy from Harvard University.
“Towards Providing One Schoolbook Per Child Using Available Mobile and Web Based Technology”
Paul Gibbings, Textbook Publishing, Production and Distribution Consultant
Independent Consultant

PRESENTATION DESCRIPTION
Providing one textbook per child requires accurate data on schoolbook requirements captured annually from every school. The hard copy Returned Book Record (RBR) and an Excel Textbook Requirement Information Management System (TRIMS) provides a model that can be adapted for mobile and web-based systems, swiftly providing nationwide textbook needs to Ministry planners.

PRESENTATION ABSTRACT
One textbook per child in many rural schools is rare, sharing is common, books are received late, and often the requested quantities do not materialize. In several countries a hard copy Returned Book Record (RBR) is completed annually by school staff for the District Education employees to enter into a spreadsheet-based Textbook Requirement Information Management System (TRIMS). A mobile/web-based adaptation is needed to supplement the RBR/TRIMS providing swift results nationwide to the Ministry planners on how many books are required along with the weights and volumes. A precursor to any Track and Trace initiative, this system is dependent on growing mobile and computer ownership, expanding mobile signal coverage, improved power sources, and Internet access; all of which are on the increase. The core outcome of the RBR/TRIMS is to develop a system that can be adopted and adapted by any government education agency to provide national curriculum textbooks in the correct quantities, on-time and within budget.

PRESENTER BIO
Paul Gibbings is an independent consultant for textbook publishing, production and distribution, with over 40 years’ experience in the printing industry. Since 1990, Paul has been employed in developing countries assisting education ministries and donors to tackle issues related to textbook planning, production and distribution to schools. Between 1990 and 2015, he worked on education and textbook projects in Cambodia, Yemen, Iraq, Zimbabwe, Somalia, The Sudan, South Sudan, Afghanistan, and Laos PDR.

“Using OpenEMIS to Track and Monitor Non-Formal Education and Lifelong Learning.”
Ms. Sunmin Lee, Senior Program Advisor
Community Systems Foundation

PRESENTATION DESCRIPTION
The OpenEMIS initiative aims to make it easier to discover, analyse and visualize meaningful relationships and patterns in education data sets, with the ultimate goal of improving planning, policy formulation and decision-making. Based on the lessons learned in the field we will highlight recommendations moving forward when implementing education programs.

PRESENTATION ABSTRACT
The development of coherent policies and plans is crucial to bring about real and sustainable change in education systems to achieve the goal of Sustainable Development Goals (SDGs). UNESCO supports national decision-makers in developing solid and relevant education policies and in managing their effective implementation, through the OpenEMIS Initiative. The OpenEMIS initiative aims to make it easier to discover, analyze and visualize meaningful relationships and patterns in education data sets, with the ultimate goal of improving planning, and policy decisions.

The OpenEMIS initiative aims to deploy a high quality Education Management Information System (EMIS) designed to collect and report data on schools, students, teachers, and staff. The system was conceived by UNESCO to be a royalty-free system that can be easily customized to meet the specific needs of member countries. OpenEMIS Core is able to collect information specific to children with disabilities, out-of-school children and the TVET sector.
**PRESENTER BIO**
Ms. Summin Lee has extensive experience working in the UN system, having worked at UNESCO HQ, UNESCO Institute for Statistics, and UNICEF HQ. As a Senior Data Analyst, Ms. Lee applies her skills to measure impact and provides technical backstopping to CSF program activities, particularly in the areas of data science.

**CASE STUDY: LEARNING ANALYTICS, FRIDAY, 11:30-13:00**

**MODERATOR**
Cher Ping Lim, Chair Professor, Department of Curriculum and Instruction
The Education University of Hong Kong, and DI4D Principal Investigator

**BIO**
Cher Ping Lim is the Chair Professor of Learning Technologies and Innovation at The Education University of Hong Kong and the Editor-in-Chief of The Internet and Higher Education. He is the lead of the Digital Learning for Development network. Over the last two decades, he has engaged major education stakeholders at the national and international levels as his research and development partners for enhancing education equity, quality and efficiency.

“**Learning Analytics for the Global South.**”
Dragan Gasevic, Professor at Moray House School of Education & School of Informatics
The University of Edinburgh

“**Learning Analytics for the Global South: An African Perspective.**”
Paul Prinsloo, Research Professor in Open Distance Learning (ODL)
College of Economic and Management Sciences, University of South Africa

**PRESENTATION DESCRIPTION**
An African perspective on the potential and challenges of institutionalizing learning analytics in a developing world/Global South context contests a number of assumptions and claims. Institutionalizing learning analytics holds huge potential for African higher education, but learning analytics, on its own, cannot solve many of the issues facing African higher education.

**PRESENTATION ABSTRACT**
While the opportunities, challenges, and concerns regarding learning analytics are well-documented in scholarly and popular publications, it is noteworthy that the discourses surrounding learning analytics have originated with, have been shaped, and continue to be shaped by mostly North Atlantic centers of knowledge production. Contemplating the current shape, scope, and content of the discourses on learning analytics, we would be disingenuous to discount the historical and persistent effects of the global asymmetries of knowledge production and dissemination. This paper provides tentative glimpses of some of the current issues shaping the collection, analysis and use of student data on the African continent.

**PRESENTER BIO**
Paul Prinsloo is a Research Professor at the College of Economic and Management Sciences, University of South Africa, and has published articles on teaching and learning, student success in distance education contexts, learning analytics, and curriculum development. His current research focuses on student data in learning analytics, graduate supervision and digital identity.
“Learning Analytics for the Global South: The China Perspective.”
Bodong Chen, Assistant Professor, Department of Curriculum and Instruction
University of Minnesota

PRESENTATION DESCRIPTION
Since the inception of learning analytics as a scholarly field, it has been garnering significant interests among educational researchers in mainland China. The nascent development of learning analytics in China is in response to three cornerstones—quality, equity, and efficiency—highlighted in Gašević (2017). The discussion will be contextualized in the Chinese context, highlight key opportunities, and discuss foreseeable barriers and coping strategies for implementing learning analytics in China.

PRESENTER BIO
Bodong Chen is an Assistant Professor in the Department of Curriculum and Instruction at the University of Minnesota. He researches and publishes on computer-supported collaborative learning, learning analytics, online learning, and network analysis.

SHORT PRESENTATIONS: NON-FORMAL EDUCATION AND LIFELONG LEARNING,
FRIDAY, 11:30-13:00

MODERATOR
Dhanaraj Thakur, Senior Research Manager
World Wide Web Foundation

BIO
Dhanaraj Thakur is Research Manager at the Alliance for Affordable Internet. For the last 10 years, he has been designing and leading research projects on ICT policy and regulation, gender and ICTs and the socioeconomic impacts of ICTs in developing countries. He previously held faculty positions in public policy and political science in the U.S. and Jamaica. A former Fulbright scholar, he holds a Ph.D. in Public Policy from the Georgia Institute of Technology and is a graduate of the London School of Economics and the University of West Indies (Mona, Jamaica).

“Escaping the Literacy Poverty Trap - Helping Low Literacy Parents to Establish Literacy Foundations in their Children.”
Andrew Rudge, CEO
The Reach Trust

“Crowdsourced Curriculum”
Hany Attalla, Chief of Party
Catherine Honeyman, Senior Youth Workforce Specialist
World Learning

PRESENTATION DESCRIPTION
Imagine a crowdsourced curriculum: A teacher inches through the traffic on a bus in Cairo, when he feels a buzz in his pocket—a colleague has just uploaded a new chemistry lesson on pollution! Join us to learn about World Learning’s curriculum app and how teachers are using it to help solve Egypt’s 10 grand challenges.
PRESENTATION ABSTRACT
The STEM schools project, funded by USAID and implemented by World Learning in collaboration with the Ministry of Education, established 11 public high schools throughout Egypt. The project created an integrated project-based curriculum that aims to solve Egypt’s ten greatest challenges. Using Google Apps, the curriculum is cloud-based and accessible by teachers using their mobile phones from anywhere. Teachers can search the curriculum by subject, year and semester, covering the three-year secondary stage (ages 15-18) to see relevant resources, audiovisual aids, and lesson plans to help STEM teachers better understand and use the curriculum. The app also allows teachers to contribute to the curriculum, view existing lesson plans, or create new ones that are often linked to online videos, activities, and experiments. The project has been functioning for five years, and the curriculum app has been used by over 500 teachers and Ministry personnel over the past three years.

PRESENTER BIOS
Hany Attalla is World Learning’s Chief of Party in Egypt. He believes that a project’s success relies on learning how to play in a team, even if you are its leader, and grasping that technical issues are minuscule compared to project politics.

Dr. Catherine Honeyman is World Learning’s Senior Youth Workforce Specialist. She is an expert in basic education and youth workforce development, with a deep interest in improving the quality and relevance of educational experiences for children and young people around the world.

“A Digital Gaming Guidebook for Literacy.”
Kenneth Y.T. Lim, Research Scientist
National Institute of Education (NIE) of Singapore

John Comings, All Children Reading Grand Challenge for Development Lead Early Grade Reading Senior Consultant
University of Massachusetts Amherst

PRESENTATION DESCRIPTION
In 2016, Digital Learning for Development and All Children Reading commissioned the authoring of a guidebook on digital game development for early literacy learning in developing countries. This presentation will introduce the guidebook, which is intended to provide developers, designers, practitioners, researchers, education leaders, and national/ international agencies with an accessible resource on game design.

PRESENTATION ABSTRACT
In 2016, Digital Learning for Development (DL4D) and All Children Reading: A Grand Challenge for Development (ACR GCD) commissioned a guidebook on digital game development for early literacy learning in developing countries. DL4D is part of a program funded jointly by the International Development Research Centre (IDRC) of Canada and the Department for International Development (DFID) of the UK, administered by the Foundation for Information Technology Education and Development (FIT-ED) of the Philippines. ACR GCD was launched by USAID, World Vision, and the Australian government, as an ongoing series of projects which leverage technology to create scalable solutions to improve literacy of early grade learners in developing countries. This presentation will introduce the guidebook, which is intended to equip game developers, designers, practitioners, researchers, education leaders, and agencies involved in improving early-grade literacy with an accessible resource with which to think about game design.

PRESENTER BIOS
Kenneth Y.T Lim has extensive experience in curriculum design, teaching and training, and designing research interventions around the investigation of new media literacies. He was invited by UNESCO as a member of the Symposia on the Future of Education for Sustainable Development. Kenneth was also invited by UNESCO as a Plenary Speaker at the 2016 conference of the Asia-Pacific Programme for Educational Innovation and Development. Kenneth’s work has helped him posit a theory of learning around the notion of Disciplinary Intuitions—the subject of a book published in 2015 by Springer.

John Comings is the Lead Early Grade Reading Senior Consultant for World Vision providing technical assistance to All Children Reading: A Grand Challenge for Development. Dr. Comings is also a Senior Technical Consultant at World Education and an adjunct faculty member at the Center for International Education at the University of Massachusetts at Amherst. He served in the Obama Administration as an education policy advisor and was director of the National Center for
the Study of Adult Learning and Literacy. Dr. Comings is also a member of the faculty at Harvard University’s Graduate School of Education.

“E-learning in Rwanda: A Sustainable, Technology-Based Approach to Professional Development”
Nathalie Louge
FHI 360

PRESENTATION DESCRIPTION
This presentation will introduce a successful first-of-its-kind web-based course in the foundations of early-grade reading in Kinyarwanda for lower primary Kinyarwanda teachers and mentors. This is a joint initiative funded by USAID and led by FHI 360’s Mentorship Community of Practice Project (MCOP), in close collaboration with the University of Rwanda College of Education.

PRESENTATION ABSTRACT
The web-based course in the foundations of early grade reading in Kinyarwanda is a joint initiative funded by United States Agency for International Development (USAID) and led by FHI 360’s Mentorship Community of Practice Project (MCOP), in close collaboration with the University of Rwanda College of Education (UR-CE)’s new Language and Literacies center and the Rwanda Education Board (REB). This e-course is the first of its kind in Rwanda and aligns with the Ministry of Education’s ICT policy. It is a highly interactive and practical 21-week e-course aiming to provide lower primary Kinyarwanda teachers and teacher mentors with the knowledge and skills needed to teach, assess, and provide optimal classroom and out-of-classroom support to their students to learn to read and writing in Kinyarwanda.

PRESENTER BIO
Nathalie Louge is an Education technical advisor at FHI 360. Her experience ranges from instructional design of teaching and learning materials to the development of training and coaching programs in several countries. She holds a literacy certification from the University of Virginia and a master’s degree in International Education from the University of Sussex.

“English and Digital for Girls’ Education: A Double EDGED Sword?”
Helga Stellmacher, Director, English South Asia
British Council

PRESENTATION DESCRIPTION
The EDGE Odyssey program develops digital and English skills development in adolescent girls in marginalized communities. The program operates through non-formal after-school clubs facilitated by peer group leaders.

PRESENTATION ABSTRACT
The EDGE Odyssey program develops English proficiency and 21st-century skills for adolescent girls in socioeconomically marginalized communities, via non-formal, after-school clubs facilitated by peer group leaders.

The program operates according to our Theory of Change:
- **IF** adolescent girls improve their language and digital skills and their awareness of their choices and rights;
- **THEN** they can use their knowledge, language and digital skills to access information and opportunities;
- **WHICH** will enable them to make more informed and independent life choices, as is their right, in order to contribute more fully to the family, the economy and society.
- **WHICH IS LIKELY**, as their contributions become more visible and acknowledged by communities over time, to help enhance girls’ status and support the development of more equitable social structures within project contexts.

Working in partnership with local NGOs - BRAC (Bangladesh), DEF and Naandi Foundation (India) Equal Access Nepal and VSO (Nepal), we have reached 17,000 girls via 1,600 Peer Group Leaders in 747 EDGE clubs across South Asia. and learned a great deal.
Educational World
Jeremy support
low-cost repository
PRESENTATION

PRESENTATION

BIO
Mary Kay brings hands-on knowledge of global education systems and a keen eye for inclusion to her work with ECA’s Collaboratory, where she focuses on storytelling, training and facilitation, YALI Connect Camps, and the South/Central Asia and Africa regional portfolios. Prior to joining the State Department, Mary Kay spent four years as the director of an educational nonprofit in India and received the Maharashtra Human Rights Advocate Award and the Symbiosis Law School Humanitarian Medal for her work with children and families from marginalized tribes. Previously, she developed curricula and facilitated after-school programs for refugee and low-income youth in Atlanta, with an emphasis on interdisciplinary and student-centered education. Mary Kay was a Robert W. Woodruff Scholar at Emory University, where she graduated with a B.A. in French literature and music. In her spare time, Mary Kay plays the piano and French horn and enjoys nerding out over pop culture.

“Bringing Open Educational Resources to Offline Areas.”
Jeremy Schwartz, Executive Director
World Possible

PRESENTATION DESCRIPTION
Learn how students in offline areas can access a wealth of online educational resources.

PRESENTATION ABSTRACT
World Possible creates two tools that help students access free educational content in offline areas. OER2Go is an online repository of free downloadable content. RACHEL (Remote Area Community Hotspot for Education & Learning) is a small, low-cost server that brings content to classrooms anywhere. Our locally managed in-country chapters provide local content, support and advocacy in Guatemala, Sierra Leone, Namibia, Kenya, Ethiopia, and the U.S. prison system.

PRESENTATION BIO
Jeremy Schwartz serves as Executive Director for World Possible, providing vision and guidance to the organization's efforts. Before joining World Possible, Jeremy specialized in disruptive technology investing at Norwest Venture Partners. He led World Possible's early RACHEL deployment efforts to Sierra Leone in 2009.

“Connecting the Disconnected: Increasing Access to Local and High Quality Educational Content.”
Lauren Lichtman, Partnership Manager
Learning Equality
**PRESENTATION DESCRIPTION**

Some of the potential for education technology to radically transform personalized learning in connected formal classrooms has been recognized, but how can it be applied in other settings? This presentation explores personalized learning in and out of traditional classrooms and considers how the design and implementation of an offline educational platform can impact learning outcomes.

**PRESENTATION ABSTRACT**

Learning Equality creates and supports tools to enable access to high-quality educational opportunities for the disconnected world. Its first platform, KA Lite, was used globally in contexts as varied as formal schools in India, orphanages in Cameroon, prisons across the United States, refugee camps in Kenya, and First Nations community centers in northern Canada. KA Lite served as proof of concept for Kolibri, a new open-source education technology platform and toolkit supporting varied, curated and aligned content and increased pedagogical scaffolding for educators. Kolibri contains classroom management tools that support personalized learning and differentiated instruction, including student exams, automated grading, and the ability to select and align content to a learning pathway. This session explores blended and personalized learning outside traditional classrooms and considers how an offline educational platform, like Kolibri, can be an effective tool to improve learning outcomes.

**PRESENTER BIO**

Lauren Lichtman, Partnerships Manager at Learning Equality, has a passion for working together to support innovations to break down barriers to education so all children and youth have their right to quality education realized. Her work aims to uphold human rights, ranging from supporting the work of corporates engaging in education to fighting crime by investigating international financial movements. Lauren holds a M.A. in International Educational Development with a focus on Peace Education from Teachers College, Columbia University and a B.A. in Comparative Politics and a Certificate in African Studies from Princeton University.

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**“The Promise of Online Education in the Offline World.”**

Shivi Chandra, Global Curriculum Specialist
Learning Equality

**PRESENTATION DESCRIPTION**

With a challenge as daunting as encouraging Open Educational Resources (OER), the desire for a one-stop platform, organization, or service to fulfill the promise of “Open” is understandable. In this panel, six OER organizations propose that the answer isn’t consolidation, but collaboration towards an ecosystem. We discuss how we develop our unique expertise in OER work, and how we collaborate to strengthen joint efforts, complement divergent ones, and share resources.

**PRESENTATION ABSTRACT**

Even after widespread adoption, open educational resources (OER) and educational content beyond official curricula are still being introduced to many contexts for the first time, while in others they proliferate. Questions of creation, access, and quality have as many answers as there are organizations working in the OER space. How does future-proofing apply to a sector with so few antecedents in the past, and such a fragmented character in the present?

In this panel, several organizations working in the OER space share how this aspect of OER can actually empower educationalists to nurture a distributed ecosystem, bringing OER to contexts with different needs. This panel will:

- Provide an overview of differing needs in creating, sourcing, aligning, distributing, localizing, and scaling OER.
- Provide diverse perspectives on considerations affecting OER at each stage.
- Highlight examples of existing meaningful collaborations towards an OER ecosystem.
- Share insights on how each effort fits into and elevates the overall system, as well as individual OER expertise.

**PRESENTER BIO**

Shivi Chandra is the Global Curriculum Specialist at Learning Equality and leads content strategy and curriculum management for its OER-based platform, Kolibri. She has a background in curriculum design and measurement and evaluation for civic education initiatives in the developing world, formerly as a government and higher education researcher, consultant on girls’ social motivations for STEM careers with the National Science Foundation, and evaluation specialist for a USAID-funded MIT development project. She holds a masters’ degree in International Education Policy from the Harvard Graduate School of Education, and a bachelors’ degree in International Studies from Johns Hopkins University.
“Making Knowledge Accessible to All, Equally.”
Taniya Benedict, Programs Manager
Library For All

PRESENTATION DESCRIPTION
Let’s Read! aspires to be Asia’s preeminent open access, children’s library for underserved languages. The initiative empowers communities to quickly, inclusively, and cost-effectively create and access libraries in their own languages. Local content is created through signature book creation events and by digitizing existing print books. International storybooks are shared and adapted to local contexts by "crowds" of community members using our pioneering translation and editing app. Communities and partnerships drive demand, supply, distribution, and use.

PRESENTATION ABSTRACT
Let’s Read! aspires to be Asia’s preeminent open access, children’s library for underserved languages. The breakthrough initiative empowers communities to quickly, inclusively, and cost-effectively create their own libraries. Accessible via mobile devices and print, even children out of school due to poverty, conflict or discrimination can experience the joy of reading. The Let’s Read! library features a mix of openly licensed indigenous and international storybooks, all of which can be read in a child's mother tongue. Content is sourced from within cultures through signature two-day book creation events and collaborations with local organizations and publishers to digitize existing print books. International storybooks are adapted to local contexts through communities’ use of our pioneering translation and editing app. To drive demand and distribution, we collaborate with local and international organizations and ministries, employ social and traditional media, and utilize technology to push content to third parties.

PRESENTER BIO
As Library For All's Programs Manager, Taniya is responsible for designing and implementing the international strategy of the organization. Taniya officially relocated to New York from Melbourne, Australia to join the Library For All Team in January 2016. Prior to commencing this role, Taniya was a Corporate Immigration and Refugee Litigation Lawyer in Australia. She graduated with a law degree from Monash University and a Master of International Law and Development from the University of Melbourne.

“Digital Education for a Billion People.”
Deanna Del Vecchio, Head of Partnerships
The Rumie Initiative

PRESENTATION DESCRIPTION
The Rumie Initiative is a nonprofit tech startup that aims to bring the Internet’s vast range of learning content to the communities least able to access these resources but with the most to gain. Our model involves offline, low-cost tablets that feature high-quality digital content, crowdsourced from the LearnCloud; our online repository of open-licence educational material.

PRESENTATION ABSTRACT
The Rumie Initiative is a nonprofit tech startup that aims to bring the Internet’s vast range of learning content to the communities least able to access these resources but with the most to gain. Our model involves offline, low-cost tablets that collect analytic data to record usage and student progress. Rumie devices feature high-quality digital content, crowdsourced from the LearnCloud; our online repository of open-licence educational material. Partnerships in 23 countries over the last four years have provided us with robust feedback from the field that allow us to reiterate and apply lessons learned. Priority areas include education for Syrian refugees in Turkey, Lebanon and Jordan; and programs for remote indigenous communities in Canada, focused on language revitalization and mother tongue instruction.

PRESENTER BIO
Deanna Del Vecchio is Head of Partnerships at The Rumie Initiative, a nonprofit tech startup that makes access to free digital education possible for underserved communities worldwide. Her career in education has included classroom teaching from primary to post-secondary, community-based learning, teacher training, and research. Deanna has led community projects around the world and sat on a committee of the Canadian Commission for UNESCO. She is a Ph.D. candidate in Education at the University of Toronto.
“From Millions to Billions: Offline Education for Underserved Populations.”
Cliff Missen, Director
WiderNet

PRESENTATION DESCRIPTION
For billions of people lacking Internet access, offline information is proving the most practical and cost-effective to scale education projects. No need to reinvent the wheel: the eGranary Digital Library has been adopted by thousands of institutions as an all-in-one platform to deliver their content and manage their data.

PRESENTATION ABSTRACT
Collaborating with partners to develop custom handheld educational libraries for their communities--incorporating local languages, content, and curation--Pocket Libraries have dramatically increased the spread of information and access to education. Our "Stone Soup" model engages partners ready to contribute to a common tool that met broad needs while building a self-sustaining enterprise leveraging partners' financial, content, and human resources. Stakeholders refine the details of the group's vision and resources, while developing the human capacity to build, test, and monitor local collections and initiatives to spread their adoption.

Over 80 percent of eGranary installations are "repeat customers," organizations that installed one and returned to install more. This "skin in the game" model provides the strongest evidence that the solution fits their needs. In this spirit, the consortium required partners to contribute some measure of support -- both financial and management -- to the broader organization as they deploy local solutions.

PRESENTER BIO
Cliff Missen is a Clinical Associate Professor in the School of Information and Library Science at the University of North Carolina at Chapel Hill, where he leads the WiderNet@UNC research lab. He is also the director of WiderNet, a 501(c)(3) non-profit organization in Durham, NC. A TED Fellow in 2007 and a Senior Fulbright Scholar in Nigeria in 1999, Missen oversees the WiderNet’s development of the eGranary Digital Library.

GALLERY WALKS: LITERACY, FRIDAY, 11:30-13:00

MODERATOR
Daryl Edwards, Senior Advisor, International Development
Australian Department of Foreign Affairs and Trade (DFAT)

BIO
Daryl Edwards has more than two decades of experience working on public policy issues in Washington DC. At present, he works with the Embassy of Australia in the United States, where he builds relationships with US government agencies, nongovernmental organizations and private sector companies interested in international development policy. His previous experience includes designing and implementing policy advocacy strategies for the Albert Sabin Vaccine Institute, the ONE Campaign, the Bill &amp; Melinda Gates Foundation, and the Enough Project, and strategic communications strategies for private sector entities. Clarence has an expert knowledge of the US political landscape gained by working for the US Senate, fundraising for the 1996 Clinton-Gore Campaign, working as a lobbyist, and serving as a political appointee during the Clinton Administration.

“Measuring Education Quality Achievement ‘Future Proofing Our Approach”
Kurt Moses, Director, Policy and Information Systems
FHI 360

Lisa Zook Sorensen, M&E Specialist
PRESENTATION DESCRIPTION
How can mobile data be used in real time to improve the quality of programming interventions? Come learn how we made electronic monitoring work for us—providing real-time feedback, coaching, and mentoring to teachers and community members.

PRESENTATION ABSTRACT
Throughout recent decades, access to realistic and timely information on schools, teachers, students, gender parity, and the well-being of children has been challenging to manage. Information is the basis for policy, management, and action, and for information systems to be useful they must be able to produce accurate, real-time results. For World Vision the answer to this challenge has led to a partnership, creating an eMonitoring WV Approach—MEQA (Measuring Education Quality Achievement). MEQA adds additional tools to the FHI360 REACH platform to measure the quality of World Vision’s Early Grade Reading and Early Childhood Development programs. This technology also allows World Vision to collect key indicators tracking Early Grade Reading, ECD programming, Girls’ Education, and our Safe and Nurturing School initiatives. Using this mobile, tablet-based, solar-powered system, MEQA aims to empower schools and communities by identifying cross-sectoral challenges or inequalities that may exist.

PRESENTER BIO
Kurt Moses, has worked with over 600 governments or organizations, in 71 countries, at all levels of education in both the developing and developed world. Using strategic planning, organizational development, and design and implementation of improved national and decentralized information systems (IS) he supports high-mobility, stakeholder-engaging data visualization, biometrics, and open platform technology solutions. He has degrees from Stanford University and the University of Chicago, and has worked with all major international donors, as well as lectured in multiple universities.

“Planet Read.”
Brij Kothari, Schwab Social Entrepreneur and Ashoka Fellow Faculty,
Indian Institute of Management, Founder
PlanetRead and BookBox, Literacy for a Billion

PRESENTATION DESCRIPTION
India has half a billion nominally “literate,” but extremely weak readers. They cannot read Grade 2 texts, or newspaper headlines. PlanetRead and BookBox combine the power of Same Language Subtitling (SLS) with Bollywood, animation, and the omnipresent screens to ripple everyday reading, among a billion people, in a multilingual-rich and resource-poor context.

PRESENTATION ABSTRACT
India has an estimated half-billion officially “literate” people who are actually weak readers who cannot read simple texts, e.g., a Grade 2 text or a newspaper. Transitioning hundreds of millions of weak readers—schoolchildren, youth, and adults—to functional and fluent reading, is a challenge of national proportions, at the foundation of quality education, digital India, and its SDGs. Same Language Subtitling (SLS) is the idea of subtitling audio-visual content in the “same” language as the audio. There is compelling evidence that SLS on existing film songs on TV, and children’s animated stories (“AniBooks”), causes automatic and inescapable reading practice. Over time, this subconscious reading leads to measurable reading skill improvement. Brij will share how PlanetRead and BookBox are combining the power of Bollywood, animation, SLS and the omnipresence of screens to ripple out to everyday reading, among a billion people, in a multilingual-rich and resource-poor context.

PRESENTER BIO
Brij Kothari is an academic and social entrepreneur. He is a faculty member of the Indian Institute of Management, Ahmedabad, and the founder of the nonprofit PlanetRead and the for-profit BookBox.com. His research and implementation builds around Same Language Subtitling (SLS), an innovation dedicated to scalable solutions for reading, literacy and language learning.
PRESENTATION DESCRIPTION
The Unlocking Talent (UT) initiative has the goal of bringing high-quality primary education to all children in Malawi and beyond. UT uses child-focused software to equip each child with core competencies in numeracy and literacy in their own language. UT is a consortia of organizations, lead by VSO and onebillion.

PRESENTATION ABSTRACT
The Unlocking Talent (UT) initiative was launched in 2013 with the goal of bringing high quality primary education to all children in Malawi and beyond. In less than five years, UT has grown to over 100 schools in Malawi, supported by international partners like the Royal Norwegian Embassy, Comic Relief, and the Scottish Government. By the end of 2017, the UT initiative will be impacting 50,000 Standard 1 and Standard 2 learners every week. In 2016, the Ministry of Education in Malawi committed to institutionalize the UT initiative and embed it in its systems and processes with the ambition of introducing it to all 5,400 primary schools. The tablet-based intervention is being implemented in solar-powered learning centres where primary-school aged children learn on iPad Minis. The tablets are all locked to educational apps developed by onebillion, and teach a comprehensive curriculum-based course for numeracy and literacy in the child’s own language (Chichewa).

PRESENTER BIO
Dario Gentili, M.Sc., International Development, with over 20 years’ experience managing development interventions in the Pacific, Southeast Asia, and West and Southern Africa. He is currently Country Director for VSO International in Malawi and VSO’s global content lead for education technology.

“Why Bother with Curated Content in the Internet Age?”
Allister Chang, Executive Director
Libraries Without Borders

PRESENTATION DESCRIPTION
As Internet connectivity extends to even the most geographically isolated contexts, the role of curators of information are more important than ever. The challenge of getting the right information into the hands of the right people at the right time, in an accessible format, goes far beyond providing Internet access alone.

PRESENTATION ABSTRACT
The Internet has a seemingly boundless amount of information on virtually every topic under the sun. In many ways, the Internet’s very existence has democratized access to information. At the same time, an overwhelming amount of online content is incomplete, poorly explained, or simply false. With over a decade of experience in the field, Libraries Without Borders has developed best practices for curating content to ensure that information is accurate, easy to understand, and relevant to the needs of the communities where we operate. In this session, we want to discuss the value of our content curation methodology, particularly in light of expanded Internet access around the world.

PRESENTER BIO
Allister Chang is the Executive Director of Libraries Without Borders. Allister holds a Master’s in Public Policy from the Harvard Kennedy School, where he was elected president of the student government, and a B.A. in History (summa cum laude) from Tufts University.
“Promoting Global Literacy: IEA’s PIRLS Builds Educational Systems’ Capacity to Achieve Reading for Learning”
Paulina Koršnáková, Senior Research and Liaison Adviser
IEA

PRESENTATION DESCRIPTION
PIRLS provides internationally comparative data on how well children read, and it is recognized as a global metric for assessing and benchmarking reading literacy and comprehension. PIRLS collected information and strategies for learning, and is used by participants as a way to measure improvements linked to national reading literacy.

PRESENTATION ABSTRACT
PIRLS 2016 is the fourth cycle of the IEA’s Progress in International Reading Literacy Study. Study findings will be made public on December 5, 2017.

It provides internationally comparative data on how well children read by assessing students’ reading achievement. In addition, PIRLS collects considerable background information on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities.

PIRLS 2016 has included two additional initiatives extending the effective measurement of reading literacy 1) at the lower end of the achievement scale, enabling countries whose fourth-grade students were still developing fundamental reading skills to assess their students and have their results reported on the PIRLS achievement scale; and 2) to online reading performance.

ePIRLS encompasses an engaging, simulated internet environment with authentic school-like assignments and enables countries to examine online reading performance relative to the PIRLS reading achievement scales.

PRESENTER BIO
Dr. Paulina Koršnáková works as a Senior Research and Liaison Adviser of IEA, a nonprofit international scientific society that conducts pedagogical research worldwide. She is responsible for development of institutional partnerships within IEA’s mission, and facilitates networking and capacity-building to foster innovation and quality education worldwide.

“Empowering Women through Digital Literacy.”
Michelle Diecuch, Director of Programs (replacing Alesha Anderson)
ProLiteracy

PRESENTATION DESCRIPTION
Women are generally the influencers and initiators of change in their homes and communities. For this reason, it is important they aren’t left out of the digital education movement. Come learn about how ProLiteracy piloted an adult education program utilizing e-readers with low-literate mothers in rural Kenya.

PRESENTATION ABSTRACT
A child's literacy rate is highly impacted by the education level of his or her mother. Women play a key role in initiating change in their homes and communities. Many government campaigns and digital education programs are focusing today on children, yet attention must also be given to the education levels of the mothers and caregivers if these tools and programs are to be sustainable. This presentation will provide information about a pilot program ProLiteracy implemented in traditional literacy programs equipping low literate women with digital tools to access information and reading content in their native language.

PRESENTER BIO
Michele Diecuch is the Director of Programs for ProLiteracy. She is responsible for the overall strategic direction and management of ProLiteracy’s domestic and international initiatives, including professional development, membership, credentialing, advocacy and awareness efforts, and other grant and special projects that support the mission of ProLiteracy.
MODERATOR
John Mark King, Digital Programs and Materials Branch Chief, Office of English Language Programs
U.S. Department of State

BIO
John Mark King is a Regional English Language Officer and is currently the Digital Programs and Materials Branch Chief in the Office of English Language Programs. He earned an M.A. in Teaching English to Speakers of Other Languages from American University in 2003 after serving as a Peace Corps Volunteer in Uzbekistan. He was an English Language Fellow in Turkmenistan (2006-2007) and Russia (2009-2011) and also taught English in Bangladesh in 2006. Before joining the Foreign Service, he was the director of the English Language Institute at the American University of Mongolia in Ulaanbaatar.

Carolyn Lampila, Education Program Specialist, Office of Career, Technical, and Adult Education
U.S. Department of Education

PRESENTER BIO
Carolyn Lampila is an Education Program Specialist at the U.S. Department of Education (ED). Carolyn has worked at ED since 2002 and in the Office of Career, Technical, and Adult Education’s (OCTAE) Division of Adult Education and Literacy (DAEL) since May, 2016. In her current capacity, Carolyn manages the Literacy Information and Communication System (LINCS) Professional Development Center contract, one of the three contracts that support LINCS.

Evan Burke, Open Educational Resources Lead, TAACCCT Grant Program, Employment & Training Administration
Department of Labor

PRESENTER BIO
Evan Burke is a program analyst at the Department of Labor's Employment & Training Administration. He serves as the Open Educational Resources Lead and Project Evaluation Coordinator for the TAACCCT grant program. Before coming to the Department of Labor in 2015, Evan worked internationally on education, conflict transformation, and microfinance projects, including serving as a Peace Corps Volunteer in the Philippines where he developed bi-lingual, culture-localized educational resources for peer-learning programs. Evan holds a master’s degree in Sustainable Development from SIT Graduate Institute, with a focus in project monitoring and evaluation.

Danielle Witt, Online Learning Technical Officer, American English E-Teacher Program
FHI 360

PRESENTER BIO
Danielle Witt is an Online Learning Technical Officer with FHI 360's American English (AE) E-Teacher Program. In this role, she contributes to the overall technical design and implementation of the AE E-Teacher Program, including the online learning portal and associated virtual professional development opportunities. She has over 10 years of experience in education and international development, including accreditation, adult learning, and international exchanges.
PRESENTER BIO
Kate Bain, Senior Digital Media Strategist, Office of English Language Programs
U.S. Department of State

Kate Bain is the Senior Digital Media Strategist in the Office of English Language Programs in the Bureau of Educational and Cultural Affairs at the U.S. Department of State. She works on projects related to social media, domestic outreach, and the American English Webinar Series. Prior to that, she was part of the English Language Programs team at Georgetown University as the Online Projects Manager. From 2012-2014, she was an English Language Fellow in Barranquilla, Colombia, and started her career as a teacher of EL’s in Baltimore, MD.

PANEL: USING MOBILE PHONES FOR FAMILY ENGAGEMENT, FRIDAY, 14:00-15:00

MODERATOR
Julia Firestone, Social Impact Partnerships Manager
Pearson/Project Literacy

BIO
Julia Firestone is an EdTech programs specialist, developing educational interventions to serve marginalized populations globally. She currently manages partnerships and research to coordinate and evaluate the pilot phase of the Global Education Platform. In her previous role as Director of Operations with Impact Network, Julia worked with an international team to develop and implement the eSchool 360 model. Julia has a master’s degree from Teachers College of Columbia University and a bachelor’s degree from Hampshire College.

Patti Miller, Director
Too Small To Fail

PRESENTER BIO
Patti Miller is the chief executive officer of Too Small to Fail for the Clinton Foundation. Prior to joining the Foundation, Patti was the vice president of public policy for Sesame Workshop, the nonprofit producer of Sesame Street. Patti previously served as vice president of the Children and the Media Program at Children Now. She holds a master’s degree in social sciences in education from Stanford University and a bachelor's in mass communications from the University of California at Berkeley.

Wendy Smith, Director, Pre-Reading Programs
Worldreader

PRESENTER BIO
Wendy Smith is Worldreader's Director of Pre-reading Programs. She comes with over 15 years of experience working on education and child protection programs in development and conflict and affected countries. Wendy is focusing on mobile to support more parents actively reading to children and has worked for many international organizations strengthening early childhood and basic education programming.
SHORT PRESENTATIONS: MONITORING AND EVALUATIONS, FRIDAY, 14:00-15:00

MODERATOR
Katie Green, Education Research Advisor
Department for International Development (DFID)

BIO
Katie Green is an Education Research Advisor, situated within the Education Research Team in DFID. She is a Social Researcher by background, with years of experience working within the UK’s civil service, supporting the civil society agenda; creating a fairer and more equal society. She has a passion for evidence based policy making. She has a degree in Psychology and a Masters in Crime Science, where she specialised her research into countering human exploitation. She is currently leading the new and exciting EdTech agenda for DFID

“Improving Livelihoods in a Digital World: Findings from the UNESCO-Pearson Initiative for Literacy”
Nathan Castillo, Postdoctoral Research Fellow
University of Pennsylvania

PRESENTATION DESCRIPTION
This initiative shares findings from a series of case studies that uncover practical ways in which the challenges presented by increased global digitization can be addressed through a more inclusive design approach for low-skilled, low-literate communities.

PRESENTATION ABSTRACT
Information and communication technology (ICT) is fundamentally changing the way people live and work, learn and socialize. But 758 million adults in the world, including 115 million youth, still lack the basic literacy skills needed to enjoy the benefits of increasingly digitized economies and to fully participate in modern society. ICTs linked with livelihoods, work and social participation are enabling millions of users, but equally exclude hundreds of millions of other low-skilled individuals.

This initiative presents a set of guidelines for implementing with inclusive and accessible digital solutions by rigorously investigating over a dozen innovative case studies from around the world. This new model of inclusive digital design has substantially reduced the global literacy gap and is well on its way of achieving its 2030 literacy goal, meeting a major commitment of the Sustainable Development Goals.

PRESENTER BIO
Nathan M. Castillo is a Postdoctoral Research Fellow at the University of Pennsylvania and Education Consultant with UNESCO. His research focuses on educational innovation and learning assessment in developing countries. Dr. Castillo holds a master's of education from Harvard University and a Ph.D. from the University of Pennsylvania.

“Camara Zambia: Improving Computer Study Results for Girls and Boys at Junior Secondary Level.”
Steven Daly, Head of Education
Camara Education

PRESENTATION DESCRIPTION
Camara Education, in partnership with the Ministry of General Education and Irish Aid, significantly improved pass rates and grades of learners of Computer Studies by implementing a comprehensive solution delivered through a social enterprise model. The solution focused on teacher capacity development, timely educational support, technology provision and leadership
empowerment.

PRESENTATION ABSTRACT
In 2015 and 2016, Camara Education, in partnership with the Ministry of General Education and Irish Aid implemented a project that improved Computer Studies learning outcomes of girls and boys at Junior Secondary in Zambia. Preproject analysis highlighted that schools lacked the capacity to properly implement the curriculum, in terms of technology resources, teacher capacity and leadership empowerment. The solution, implemented through a social enterprise model, sought to address these identified challenges.

As a result of the project, In 2015, project schools achieved a pass rate more than 12 percent higher than the overall provincial level (76 percent to 64 percent) and 11 percent (79 percent to 68 percent) in 2016. The most significant outcome observed was the performance of female students. At the overall provincial level in the 2016 exam, a gap of over 6 percent was recorded between the results of girls and boys. In Camara project schools this gap narrowed to less than 1 percent.

PRESENTER BIO
Steven Daly joined Camara Education in 2010. He established and is responsible for running Camara Ireland, the Irish Education Hub of Camara Education. Steven has a degree in History and Politics from UCD and an M.Sc. in International Relations from the London School of Economics.

“Quality at Scale: The Reach of the Connected Learning Initiative in India.”
Judy Perry, EdTech Research and Designer
Massachusetts Institute of Technology (MIT)

PRESENTATION DESCRIPTION
The Connected Learning Initiative seeks to improve professional and academic prospects of high school students from underserved communities in India through developing and deploying active-learning curricula in math, science and English across various states in India. Outcomes suggest initial positive major shifts, and tensions regarding expectations of success at scale.

PRESENTATION ABSTRACT
The Connected Learning Initiative (CLIx) is a collaboration between Tata Trusts (India), Massachusetts Institute of Technology (MIT, Cambridge, Mass., U.S.) and Tata Institute of Social Sciences (TISS, Mumbai, India). CLIx aims to provide high school students from underserved communities opportunities for participation in quality education offerings at scale through the meaningful integration of technology.

The CLIx initiative focuses on developing and deploying active-learning curriculum modules in math, science and English in approximately 450 schools, with 30,000 students and 3,300 teachers in 8th and 9th Standards in four states in India. Additionally, a significant teacher professional development effort seeks to leverage both face-to-face and digital/virtual opportunities to provide support and engagement. Initial outcomes suggest evidence of impact, including potential paradigm shifts. However, efforts at this scale, including design, deployment, implementation, and research, surface tensions around understanding of and expectations toward short- and long-term success.

PRESENTER BIO
Judy Perry, Ed.M., is a Tech Designer/Researcher at MIT Education Arcade. Perry oversees design, development, and research for several projects involving games and simulations, and their integration into formal or informal learning settings. Perry’s research interests include location-based games, “casual” and mobile games, and digital materials which foster engagement with STEM.
MODERATOR
Ben Sylla, ED Team Lead, Evaluation
United States Agency for International Development

BIO
Ben Sylla is an international education data specialist with proven experience managing and implementing all aspects of large scale education research and data analyses. Lead USAID Office of Education initiative to monitor progress towards USAID Education Strategy targets of 100 million students with improved reading and 15 million children and youth with increased equitable access to education. He is a guest lecturer on education data and analysis to graduate level courses at Georgetown School of Foreign Service and Johns Hopkins SAIS. International experience includes professional missions to Jordan, Mozambique, Pakistan and Zambia, and personal experience living in Pakistan, Mali, Bolivia, Hungary, and Kenya.

“User Research for Scale: Redesigning Tangerine Software with Early Grade Coaches in Uganda and Kenya”
Scott Kipp, ICT for Education Specialist
RTI (Research Triangle Institute) International

PRESENTATION DESCRIPTION
Tangerine:Tutor is increasingly being used in large-scale early grade coaching programs to facilitate and enhance feedback provided to teachers. We are constantly striving to strike the right balance between usability and utility, between impactful and intuitive. This presentation discusses ongoing user research and user-centric design processes in Kenya and Uganda.

PRESENTATION ABSTRACT
Tangerine as a platform has been used by more than 50 NGOs, local community-based organizations, and other researchers. Tangerine:Tutor is used today in approximately 25,000 primary schools in Kenya by more than 1,300 instructional coaches. This year, we anticipate approximately 350 coaches in Uganda and another 100 in Malawi will begin using Tangerine:Tutor. Our primary goal in developing Tangerine:Tutor is to provide a tool that will facilitate classroom coaching and coaching accountability, ultimately for the purpose of improving instructional quality at scale. Though Tangerine:Tutor is but one component of the coaching programs where it’s used, we hope to reach this goal by paying close and constant attention to the needs of Tangerine's users, so that the software itself is adding value, and not unnecessary complexity, to the coaching system. To forward this goal, our current work in user research and user-centric design sprints is critical for our development path ahead.

PRESENTER BIO
Scott Kipp is an ICT for Education Specialist at RTI International. He leads development, use, and promotion of Tangerine®, an open-source suite of tools designed by RTI and used for assessments, coaching, and research. Previously, Scott supported USAID’s formation of the mEducation Alliance. He is currently pursuing a Ph.D. at the University of Toronto.

“EF Touch: Adapting Tangerine to Measure Executive Function in Preschool-Aged Children”
Megan McCune, Project Management Specialist
RTI International

PRESENTATION DESCRIPTION
This presentation will discuss the adaptation of Tangerine®, an open-source software designed by RTI International for offline assessment. The software is used in the administration of EF touch, a battery of interactive audio-visual tasks designed to measure executive function in preschool-aged children.
PRESENTATION ABSTRACT
“Executive function” (EF) refers to a range of cognitive skills that enable problem-solving. These include working memory, inhibitory control, and mental flexibility. The "EF Touch" assessment was designed to measure these skills and was originally administered via paper, prior to modification for use with a laptop and touch screen monitor. However, this initiative adapted Tangerine for the EF touch battery in an effort to make the assessment more portable and scalable; more dynamic, with easily customized audio/visuals, response time parameters and other data points; and open source, in the spirit of Tangerine’s accessibility. This presentation will cover the adaptation process, early pilot findings, successes/challenges encountered, and forthcoming administrations and modifications to the tool.

PRESENTER BIO
Megan McCune works with RTI International to support the development, use, and promotion of Tangerine®, including the adaptation of the software for early-grade reading assessments, surveys and questionnaires in Tanzania, Uganda, Ethiopia, Kenya, Tanzania, Cambodia, and Zambia. Megan also provides operational and financial management of international education projects throughout sub-Saharan Africa. Prior to her position with RTI International, Megan was a Grants and Contracts Officer with Relief International.

“Android Apps Help Assess Struggling Readers”
Shirin Lutfeali, Advisor for Basic Literacy and Numeracy
Save the Children

PRESENTATION DESCRIPTION
Learn how an app helps keep struggling young readers in large classes from falling behind. In early 2017, Save the Children’s USAID-funded READ project in Bangladesh piloted an Android-based app that allows teachers to conduct efficient reading assessments in class. But the app does more than assess the students—it also supports teachers in adjusting their practices to meet the needs of young readers.

PRESENTATION ABSTRACT
Save the Children’s USAID-funded READ project in Bangladesh has been working since 2014 with teachers across the country on conducting regular formative assessment in primary grades classrooms. With large class sizes, this is an arduous task, with many of the most marginalized students falling even further behind as it takes time to administer the assessment, gather the results, and identify and support struggling readers. In early 2017, the READ team developed an Android-based app and piloted it in a small number of schools. The app enables classroom teachers to conduct assessments in under ten minutes per child, has a more streamlined and easy-to-use interface, and has the ability to track changes in teacher instructional practice. Head teachers monitor the data entered by classroom teachers, and observe teachers to see what changes they are making in their teaching to address struggling learners.

PRESENTER BIO
Shirin Lutfeali is Advisor for Basic Literacy and Numeracy at Save the Children, where she provides general technical support to country offices in early grades math and reading. Shirin began her career in education as a primary school teacher in Los Angeles and New York City public schools. Since then, she has worked in numerous post-conflict and emerging democracies where she has led projects related to teacher quality and improving student learning outcomes. Shirin holds a master’s degree in Elementary Education from Teachers College, Columbia University, and is fluent in Urdu and conversant in French and Dari.