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2011 International Mobiles for Education for Development Symposium

Summary Report



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2011 INTERNATIONAL MOBILES FOR EDUCATION FOR DEVELOPMENT

Summary Report

September 2011

Prepared by:

The Aguirre Division of JBS International, Inc.

Cover images courtesy of: Worldreader, Intel, and Paul Kim (Stanford University).

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Introduction

On August 18th and 19th of 2011, USAID hosted the first International Symposium on Mobiles for Education for Development (m4Ed4Dev), in Bethesda, MD. More than 130 people participated in the event, representing a wide range of interests and backgrounds. This report summarizes the presentations, discussions and demonstrations that took place at the Symposium, and includes a detailed account of the feedback provided by participants.

USAID, Aguirre/JBS International, and the m4Ed4Dev Planning Committee elaborated this event's agenda and worked diligently to develop an appropriate agenda, select the most relevant speakers, presenters and project demonstrators. The m4Ed4Dev Planning Committee is comprised of representatives from over fifteen institutions and organizations, including: USAID, The World Bank, UNESCO, UNICEF, The Inter-American Development Bank, ISTE, CoSN, GSMA, HED, Peace Corps, U.S. Department of Education, U.S. Department of State, British Council, JBS International, University of Wolverhampton, and the Commonwealth of Learning. A complete list of Planning Committee members is included in the Symposium Program.

The Planning Committee drafted and circulated a public call for proposals to select the most cutting-edge and relevant presentations for this high profile event. The call for proposals was distributed in May, with submissions due in June. Over 20 proposals were received from 18 organizations. Proposals were randomly divided into three groups which were each judged independently by at least three members of the planning committee. Proposals under review were scored using a Likert scale, rating presentations in each of the following categories:

- Relevance to Symposium goals;
- Level of contribution to knowledge sharing (successful practices, lessons learned);
- Replicability or relevance on a broader scale;
- Quality of evidence presented;
- Level of innovation;
- Degree of interaction;
- Multidisciplinary approach; and
- Cross-cutting themes.

A smaller group of the Planning Committee then met to review all proposals received to select the most relevant submissions and group them together by thematic areas to form six breakout sessions.

The Symposium was designed to serve as an interactive knowledge sharing opportunity, and also as a forum for elaborating the role of a future m4Ed4Dev Alliance should it come to fruition. To ensure balanced and open dialog, the Planning Committee invited no more than two representatives from selected organizations and institutions to attend the event. Participants included researchers, implementers, private sector companies, U.S. Government representatives, NGOs, foundations, and other bilateral donors. A full list of participants is included in the Symposium Program.

The first day of the Symposium included opening remarks by USAID administration officials, followed by time set aside for participant networking and interaction. Participants were then free to select the breakout sessions of their choosing. Concurrent sessions were held in each of the Symposium's main thematic areas: literacy, system strengthening, and evidence and scaling up. The second day of the Symposium was designed to further increase participants' active involvement in the discussions on private sector perspectives, moving from evidence to scale, and lessons learned in alliance building. Two interactive activities were also conducted on the second day: one with small groups describing solutions

to real-world education problems using mobile technologies, and another with small groups providing their insights on potential roles for the m4Ed4Dev Alliance.

Throughout the event, participants were encouraged to visit the ICT demonstrations set up at the venue. The demonstration area showcased and highlighted many of the projects and organizations at the forefront of leveraging mobile technologies to improve education worldwide.

This report will provide one page summaries for each session of the Symposium, as well as present the feedback received from participants regarding the usefulness and quality of the event's proceedings.

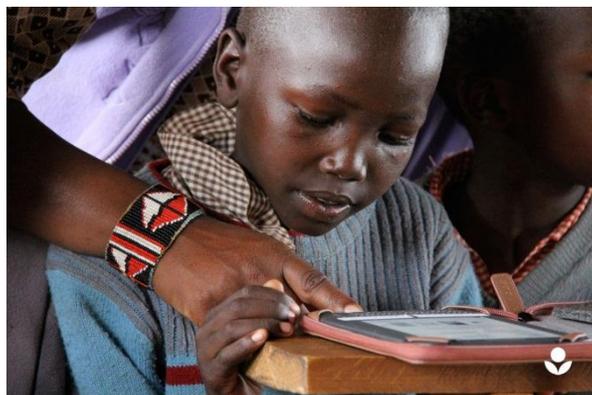
Symposium Opening Remarks

USAID Administrator Dr. Rajiv Shah provided welcoming remarks to the Symposium's participants, encouraging the group to keep learning outcomes in mind throughout the event's discussions.



As Dr. Shah explained, USAID's [Education Sector Strategy](#) (2011 – 2015) embraces three goals: improved reading skills, tertiary and workforce development, and access to education in crisis and conflict settings. Dr. Shah expressed his enthusiasm for the opportunities and possibilities that mobile technologies offer in addressing each of these goals, and voiced support for the creation of the m4Ed4Dev Alliance so that valuable opportunities become concrete realities towards improving learning outcomes worldwide.

Dr. Alex Dehgan (Science and Technology Adviser, USAID) and Anthony Bloome (Education Technology Specialist, USAID) also provided opening remarks that set the stage for the Symposium's principal focus areas and stressed the importance of keeping a holistic, ethical, and outcomes-driven approach in mind throughout the Symposium. Anthony Bloome similarly reminded the participants that the working definition of 'mobile' throughout the event would be broadly defined to include phones, mobile memory devices, tablets, handheld devices such as PDAs and radios, and e-Readers like the one pictured below.



The Worldreader project, mentioned by USAID Administrator Shah, provides e-Readers loaded with local and international content in Africa. (Image courtesy of Worldreader)

Barbara Reynolds (UNICEF) provided participants with several "tough questions" to keep in mind during the event's sessions, namely: How do we avoid traditional biases? How can we avoid collateral damage or unintended negative consequences such as attention disorders or environmental damage? How can we implement mobile technology and still be culturally sensitive and adaptable? How do we find the balance between dichotomies such the balance between profit and open access, donors versus beneficiaries? How do we spread enthusiasm for this topic?

Lastly, Paul Kim (Stanford University) reminded the audience that new technologies must be accompanied by new approaches to pedagogy. Kim gave a brief demonstration of how mobile devices can promote critical thinking skills in ways that were not previously feasible. Kim also introduced Poll Everywhere, a mobile and web-based service that would be used throughout the event to gather thoughts and feedback from participants.

Breakout Session Summaries: Literacy

Session: *Breakthroughs in Mobile Literacy (8/18, 11:30am – 12:30pm)*
Facilitator: Barbara Reynolds (UNICEF)
Presenters: Elizabeth Pfifer (Catholic Relief Services) and Jenny Aker (Tufts University):
 “Adult education, the ABC Program, and well-being in Niger”
 Scott Isbrandt (Education Development Center - EDC)
 “Road to Reading and mobile learning for youth development”
 Miles Ludwig and Robert Knezevic (Sesame Workshop)
 “Mobile phones as successful learning platforms”

Ranging from primary and secondary school learners to working adults, this session’s case studies represented a wide array of projects designed to improve literacy and numeracy by leveraging mobile technologies. Taking inspiration from grain traders who taught themselves how to read and write Hausa and Zarma through short message service (SMS), CRS in partnership with Tufts and Oxford University implemented a pilot mobile phone literacy program that uses a simple mobile phone as a learning tool. Thorough research revealed 17% higher writing test scores and 9% higher math test scores for ABC program participants.

Scott Isbrandt (EDC) discussed EducPAJE-Nièta (*Projet d'Appui aux Jeunes Entrepreneurs* or Support to Youth Entrepreneurs Project) and the PHARE (*Programme Harmonisé d'Appui au Renforcement de l'Éducation – Road to Reading*) project in Mali. PAJE-Nièta attempts to stabilize youth migrating in urban areas by providing basic education modules delivered by smartphones with interactive modules that cover a wide array of subject areas such as alphabetic sequences, math, phonetic sequences and numeracy. EDC is working to reduce the price point of these smart phones in order to increase sustainability in the program. The Road to Reading Project (PHARE) attempts to improve numeracy and literacy skills within the formal school system in Mali by addressing inefficiencies in quality and access to the school system. The program placed lesson plan content online to allow teachers to download the content onto smartphones. Miles Ludwig and Robert Knezevic (Sesame Workshop) presented on their diverse experiences using mobile phones as learning platforms. This strategy has also expanded to other media platforms including online learning tools to support and expand the outcomes obtained from Sesame’s acclaimed television programs.

The group discussion progressed from the pedagogical issues that mobiles raise to a substantive discussion on the transmission of Western cultures and values to the developing world. Children in Mali for example are taught literacy primarily through chants. The high illiteracy rate that follows by the time the children are in 4th grade suggests this pedagogical method is insufficient. Another respondent suggested that creation of content must be locally provided. Local modes of learning should be taken into account, such as oral learning traditions, while a combination of local private sector partnerships and capacity building can help ensure project sustainability.

Key take away points include the new capabilities mobiles provide in terms of increasing access to education, civic participation and content creation. Effective pedagogical methods should be coupled with encouraging local content, and must take account local modes of learning. Adaptation to local context would include capacity building, and partnerships with the local private sector. Ultimately the focus should be on the content and not the medium, and the alliance can play a role in bridging the gap between educators, the private sector and pedagogical experts to share in content creation.

Session: *Learning English on Mobiles (8/18, 3:00 – 4:15pm)*
Facilitator: Suzanne Hall (U.S. Department of State)
Presenters: Yvonne MacPherson and Tanya Cotter (BBC World Service Trust)
 “*BBC Janala: Learning English through mobiles*”
 Michael Carrier (British Council)
 “*Mobile and handheld devices in English language teaching – case studies from the developing world*”
 Sara Rhyne (WorldReader)
 “*The iRead project and eReaders for literacy development in Africa*”

Presentations in this session explored the capability of mobile devices to deliver a wealth of content to some of the world’s most difficult to reach populations. While the BBC program (“Janala”, which means ‘window’ in Bangla) and the British Council’s initiative use mobile phones, SMS platforms and audio content delivery for English language learning, Worldreader’s iRead project uses the Amazon Kindle as its means of providing troves of local and international book titles. All three programs are seeing steady success and have plans for expansion.

Approximately 26.3 million Bangladeshis have used *BBC Janala* programs to date. This program is helping to decrease the English knowledge gap between Bangladesh and other Southeast Asian countries, such as India. *BBC Janala* has created partnerships with local mobile service providers to implement the program, and *Janala* has proven to be profitable for these companies. The British Council runs 85 schools in developing nations, but also provides radio broadcasts, television programs, and online learning programs. One widely-used British Council service is “English by SMS”, which is being implemented in the Sudan with low cost subscriptions that deliver English-language content to users on a daily basis. Another British Council program, “English & Classmates,” provides hybrid tablet-laptop devices to individual children and allows teachers to control usage. Results from the pilot study of the program in Egypt showed that the device was very beneficial in the classroom.

Sara Rhyne (Worldreader) discussed her organization’s two pilots in Ghana and Kenya, where each participating student receives an e-Reader loaded with hundreds of titles. Worldreader has formed several partnerships with local publishers to help digitize their products; thereby ensuring that content is culturally appropriate and relevant. Rhyne explained that the project provides protective covers for the e-Readers and Amazon, the provider of the Kindle device used in the project, was very cooperative in replacing an e-Reader when necessary. She also added that the e-Reader’s battery can last for four weeks (with limited wireless use) with only 40 minutes to one hour of charging.

When the session’s discussion turned towards the financial viability of the presented programs, Yvonne MacPherson (BBC) noted that while it is important to make the program appealing for local mobile service providers, a purely economic approach could ultimately raise costs beyond the reach of the poor and disadvantaged, whom the programs seek to help the most. Strategies to increase the cost effectiveness of the programs were discussed, including Worldreader’s strategy of splitting costs between the NGO and publishers. Balance between the profit motive and increasing access were raised which could mean releasing apps in the developed world and using that profit to subsidize programs in the developing world.

Key takeaway points include e-reader’s capability of delivering large amounts of content in a mobile, durable format with a long battery life, the importance of cost benefits analysis in both developing content and its transmission mechanisms, balancing profit motives with increasing access, and ensuring quality content that both fosters a community of learners, and decreases a learner’s affective filter.

Breakout Session Summaries: System Strengthening

Session: *Mobiles in EGRA (8/18, 11:00am – 12:30pm)*

Facilitator: Anthony Bloome (USAID)

Presenters: Norma Evans (Education Development Center)

“Administering EGRA in electronic form for instant analysis”

Michael McKay and Carmen Strigel (RTI International)

“Literacy - it’s in our hands: mobile devices for oral reading assessment data collection”

David Stevenson (Wireless Generation)

“Reading tools in the palm of one’s hand: mobile devices in EGRA”

This session provided audience members with a first-hand look at three cutting-edge tools using mobile technologies for conducting and analyzing Early Grade Reading Assessments (EGRA). Michael McKay and Carmen Strigel (RTI International) demonstrated their organization’s new e-EGRA software package, “Tangerine.” Loaded onto a handheld tablet, the program allows educators around the world to perform EGRA efficiently. Rather than using paper tests, the evaluator is able to isolate specific errors in reading comprehension and to record and save the results of the assessment. It also empowers local educators, officials, and experts to perform assessments efficiently and at low cost. Tangerine offers compatibility with other mobile technology including iPhones, laptops, e-readers, and versions now exist in numerous languages.

David Stevenson (Wireless Generation), presented EGRA experience from urban areas of the United States. Stevenson’s EGRA mobile tool is based on the principles of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and is designed to provide a high level of detail on student performance. Similarly, the tool allows instructors to group students according to reading levels, and thus educators to identify specific students who may require a learning intervention. Progress reports can also be made for individual students and their parents, based on reading ability data aggregated by the software.

Norma Evans (EDC), a former educator, presented on the larger picture in using mobile EGRA tools. EDC’s EGRA tool is built within Microsoft Excel and tests phonics understanding, phonemic awareness, whole word recognition, alphabet awareness, and other skills. By performing the assessment, evaluators are able to diagnose skills gaps and identify remedial activities. Evans encourages using the data to compare with national standards and/or local benchmarks which allows future actions to be taken based on strong evidence and information. As a result of its accessibility and existing familiarity with Microsoft Excel, this EGRA tool can be useful at the classroom level for teachers with relatively low technical skill levels.

Key takeaway points include the ability of e-EGRA to extend in remote areas, and to automate and drive down the time and costs of data collection. Dynamic assessments are now a possibility with mobile linked devices. Localization of content is important in terms of languages, consumption of assessment outcomes by parents and teachers. Sound research practices like randomization, and large sample sizes can help researchers answer specific research questions. Panelists noted that paper tests had already been translated to local languages making it easier to shift into electronic formats. Report cards were designed to account for illiterate parents, and the EGRA tools include Unicode support to allow support for local languages while user friendly prompts would allow teachers to update these assessments without any coding knowledge. The panel mentioned that randomization would allow for statistically valid inferences even though local cultures may not be used to certain testing methods.

Session: “*Matching mLearning Deployments to Market Demands*”

Facilitator: Christine Capota (Inter-American Development Bank)

Presenters: Adele Botha (Council for Scientific and Industrial Research, South Africa - CSIR) and Steve Vosloo (mLabs Southern Africa)

“*Using mobiles for education for development: From Africa for Africa*”

Scott Frick (EDC) and Jacob Korenblum (Souktel)

“*Shaqodoon – mobiles as the key to workforce development in complex environments*”

Adele Botha (CSIR) opened the session by saying “everyone may not have a mobile phone, but they do have access to one,” noting that the digital divide around the world has changed forever due to mobiles. Botha noted that this has created a strong number of personal computer (PC) users that chose their PCs for specific functions. For Botha, this has meant that many technologically proficient individuals are moving away from PCs and towards mobile phones, which have multifunctional uses and are inherently more communicative. Botha and Steve Vosloo (mLabs Southern Africa) noted that many new applications are now being made for specific purposes within the developing world, including Dr Maths, a tutoring program in three languages offered to more than 32,000 learners in the wider Pretoria community by students of local universities. *Yoza Cellphone Stories* is another such program available for mobile devices. *Yoza* provides stories, poems and other works, and has seen high rates of use among its target population of secondary students in South Africa.

Scott Frick (EDC) and Jacob Korenblum (Souktel) presented the *Shaqodoon* project in Somalia, a country where unemployment rates often hover around 60%. The rise of mobile technologies has led many countries like Somalia to record unprecedented levels of connectivity and mobile network coverage. In response to these two conditions (high unemployment and high mobile penetration), EDC partnered with Souktel to launch *Shaqodoon* with the goal of providing access to training, internships, and work opportunities for unemployed and under-employed job seekers. The *Shaqodoon* program targets the youth population, and so far has trained nearly 9,000 young jobseekers. In the nearly three years of the project to date, approximately 80% of the participants using the service have found jobs or internships. This is particularly important given that the 15 – 24 age demographic is considerably large in Somalia, and most of these youths face unemployment after completing or leaving school. The *Shaqodoon* projects provides a vehicle for jobseekers to find prospective employment, create and send CVs, and connect with jobs and internships – all through mobile platforms. The program trains and teaches individuals various employment-related work skills, such as financial literacy and entrepreneurialism, through interactive audio instruction delivered by mp3 player devices.

This session’s presenters discussed the role that context played in shaping their programs. In South Africa, messaging and voice functions are costly, however data is relatively cheap and Botha and Vosloo’s projects took advantage of this. In Somalia, a loose regulatory environment for telecommunications led to a rapid proliferation of providers – the *Shaqodoon* project seeks to take advantage of this, while also adjusting the project design to accommodate youth with low levels of functional literacy.

Key take away points include adapting mLearning programs to user demographics, both in terms of existing devices already in the market, to popular platforms that are currently in use. Mobiles can take on the primary functions of computers in a developing context, and since developing countries have deep market penetration for mobiles, can be used to address existing issues in education. Mobile phones are particularly suited for M & E since phone transactions can be logged and is traceable, and mobile numbers can be used for longitudinal studies on program participants.

Breakout Session Summaries: Evidence and Scaling Up

Session: *“Mobiles in Complex and Challenging Systems”*
Facilitator: Roy Zimmermann (Higher Education for Development - HED)
Presenters: Kevin Meehan and David Rogers (University of Central Florida)
“Haiti, Kenya, and Afghanistan: A review of mLearning research and sustainable implementation in austere environments.”
Matthew Kam (Carnegie Mellon University)
“The Intricacies of m4Ed4Dev: The Human Development Lab’s Ongoing Experiences from India”

This session honed in on the intricacies of implementing mobile learning programs in extremely low resource environments where infrastructure, security, and human resources represent great obstacles to improving learning outcomes. Kevin Meehan and David Rogers presented on their work improving telecommunication breadth and distance learning projects in post-earthquake Haiti. For Rogers, the best way to ensure mobile learning program sustainability is to provide an affordable product; he and team members from the Institute of Simulation and Training at the University of Central Florida, have successfully done this in Kenya with the implementation of mobile learning software developed by a company he runs called *Allogy*.

In India in 2004, Matthew Kam (Carnegie Mellon University) began developing the Mobile and Immersive Learning for Literacy in Emerging Economies (MILLEE). This program takes a science-based approach to creating engaging, interactive programs with particular attention paid to cultural relevance, to help improve the reading skills of children in rural areas.

Each of the session’s presenters stressed and discussed the importance of human interaction in the facilitation of mobile learning. One participant noted that the hybrid course taught by Kevin Meehan in Haiti was effective because the first half of the class was taught in person, before shifting to distance learning. Another added that technology will never replace teacher presence in the classroom; technology should simply provide more resources to make the teaching and learning process happen more smoothly.

The discussion also dealt with the challenges present in creating culturally relevant programs and navigating the politics of language. A participant commented that it is important to accommodate a child’s mother language, while also “giving them a voice” by ensuring that he or she learns the national language or a “power” language, such as English. The presenters also identified the need for infrastructure development that allows different organizations to collaborate and cooperate more effectively when implementing programs side by side. Not only would this encourage knowledge sharing and networking, but it would also help to accelerate the process from pilot to full-fledged program. Roy Zimmermann (HED) closed the discussion by stating that many organizations have conducted pilots, so now it belies implementers to evaluate their programs in order to determine what is working and what is not, a process Zimmermann said would greatly expedite the process of pilots becoming scaled programs.

Key take away points include the importance of accounting for extant infrastructure (or lack thereof), allowing locals the freedom to create content, the importance of human interaction in facilitating learning, accommodating local cultures, and creating incentivized structures that encourages long term effectiveness. Donors can be in a synergistic relationship wherein the donors create the infrastructure while the local people create content.

Session Title: *“Mobiles for Skills Development”*
Facilitator: Michael Trucano (The World Bank)
Presenters: Niall Winters (Institute of Education, University of London)
“Supporting training using mobile phones: facilitating improved supervisory practice”
Paul Kim (Stanford University)
“Mobile technology for school improvement in rural communities in the lens of private-public partnerships.”

This session focused on how the capabilities of mobile technologies have helped extend content to remote areas, increase the quality and quantity of feedback loops, and support new pedagogical methods to increase access to and quality of education materials.

Niall Winters, discussing a program of the African Medical and Research Foundation (AMREF) in Kenya, noted that the program’s schools and centers are clustered in populated areas, meaning that rural regions must rely on Nairobi to provide the necessary supervision and continued training. A pilot program uses smart phones to allow nursing students in these remote areas to electronically turn in their nursing care plans to their supervisors in Nairobi. This allows for greater assessment since the phones record student activity. It also greatly integrates supervision with practice, allows students to have asynchronous contact with their supervisors, and allows for cross-cohort analysis to evaluate the program.

Paul Kim (Stanford University) discussed his personal experiences with integrating mobile technologies for education in rural communities. Kim focused on the worldwide impact of mobile technologies in education programs as a result of the devices’ portability, interactivity, and capabilities to streamline feedback loops. Kim described a program in Mexico that strives to improve literacy for indigenous children using mobiles whereby students can listen and simultaneously watch text on a screen. Another program in India uses interactive games for out-of-school children as an innovative pedagogical method to deliver content.

This session’s ensuing discussion focused on participatory design and the nature of scale. Winters provided a definition of participatory design and explained that it includes heavily involving the users from project outset and developing methodologies for collaborating to develop solutions in that particular context. Participants commented that achieving scale and maintaining relevance to users / beneficiaries is often quite difficult; scale suggests uniformity of any given solution, and user contexts can vary greatly even within a relatively small region.

Key take away points include the crucial need to thoroughly understanding the needs of all stakeholders before considering taking a program to scale. Participants noted that this session (and others with similar themes) represents an important change in the ICT for education field: an increased focus on skills developed (reading, medical training), as opposed to a focus on the mastery of technology itself.

Panel Discussion: Perspectives from the Private Sector (8/19,

11:30am – 12:30pm)

Facilitator: Lynn Nolan (ISTE)
Presenters: James Bernard (Microsoft), Carol Sakoian (Scholastic, Inc.)
Tonya Brillon (Marvell Semiconductors), Wayne Grant (Intel)
Kathy Hurley (The Pearson Foundation), Michael Quesnell (Nokia)

This panel focused on the partnerships that private companies engage in involving mobile technologies in education. Each panelist gave a brief description of his or her company and role and highlighted some of the partnerships and initiatives in which they are involved. James Bernard described Microsoft's *Partners in Learning* program, currently implemented in 115 countries, which focuses on advancing teaching and learning through technology, community building in the school, and professional development. Bernard stated that the key to educational change is to focus on innovations and student-centered learning for the entire education system. Bernard also spoke to the importance of teachers recognizing that students learn both inside and outside of the classroom, stating that "technology on its own is not the answer, but used correctly it can be a powerful tool."

Tonya Brilon (Marvell Semiconductors) followed by observing that the system and hardware are sometimes the easiest component of an education program using technology, but that meaningful implementation and lasting change are the real challenges. Wayne Grant (Intel) discussed his organization's *Learning Series Alliance* strategy, which focuses on educational transformation and technology purpose-built for learning. Grant's role is to design mobile technologies specifically for the education environment, and to elaborate the processes by which the integration of these technologies can lead to more student-centric instruction. He closed his remarks by asking the audience, "What should learning technology be? What should it look like?"

Representing the content publishing industry, Carol Sakoian (Scholastic, Inc.) spoke about the various challenges publishers face in with keeping up with current technologies. Kathy Hurley (The Pearson Foundation) similarly noted that bridging the gap between research and resources has become an important task to improve innovation in mobile learning, and is thus an area ripe for partnerships. Continuing the discussion of partnerships, Michael Quesnell (Nokia) discussed his company's fruitful relationship with UNESCO, which aligns with Nokia's strategy to execute at the enterprise and governmental level.

Several of the above-described panelists noted the need to move from a partnership paradigm that focuses on funding to one that focuses on value. Several panelists stated that it is important for partners to identify what they bring to the partnership so that the relationship is clearly beneficial and valuable for all parties involved.

Participants asked for the corporate perspective on challenges related to working with researchers, and the panelists responded that convincing shareholders of the value of a research project is frequently an issue. Regarding the donor community more broadly, the panelists stated that the funding process is often a little confusing for corporations, and also that multilateral donors could do a better job with communicating between their various field offices / missions concerning existing partnerships, initiatives, and funding mechanisms.

Panel Discussion: From Evidence to Scale *(8/19, 1:45pm – 2:45pm)*

Facilitator: Anthony Bloome (USAID / Office of Education)
Presenters: Chris Dede (Harvard University), David Atchoarena (UNESCO),
Carlos Ruano (Education for All / Fast Track Initiative),
Michael Trucano (World Bank), Aabira Sher Afgan (USAID / Malawi)

This session focused on the means and challenges of taking pilot projects to scale, and was opened with an observation from Chris Dede (Harvard University): going to scale in education has more to do with adaptation than adoption. Dede expressed his belief that the new education paradigm for the 21st century would come from the developing world, and that mobiles would play an important role. Carlos Ruano (EFA/FTI) stated that, particularly in fragile states, finding “magic bullets” is not a main concern, as long-term education planning is often of less importance than is simply increasing access to education for those in conflict areas. For Ruano, some of the greatest opportunities represented by mobile technologies relate to the platforms’ abilities to provide high levels of access in relatively short timeframes. David Atchoarena (UNESCO) echoed the idea that mobiles play a key role in providing access, and mentioned many factors that are important to consider when going to scale, such as national ownership, language policies, financial sustainability, engaging the national curriculum, and scaling projects within a system. Michael Trucano (World Bank) expanded on Atchoarena’s statement that scaling happens within a system, adding that one must consider whether the system can support the project activities. Aabira Sher Afgan (USAID/Malawi) noted that there are many versions of scale - the definition differs depending on whether it’s from a government’s perspective or donor’s. Often, host governments consider going to scale in the contexts of the associated long-term fiscal and human resource costs.

Participants’ comments stressed the need to keep in mind that personal relationships still play a very important role in large-scale initiatives. Participants suggested that scale will be more easily realized when ICTs are written into policy, thereby allocating a fixed budget for ICT in education. The panelists gave some examples of successful ICT implementation programs including the new ICT policies in Pakistan, Korea, and Uruguay. Another participant added that when ICT is mainstreamed, it must be monitored, which demands having a monitoring system set in place with a clear strategy for guidelines.

Other audience questions and comments focused on financial incentives and the irony of talking about scale with mobiles, given that the ubiquity of mobiles is often the impetus for many projects. One participant suggested that there are many components in mobiles for education projects and that perhaps one must disaggregate these pieces to understand the many nuanced challenges in bringing projects to scale. Participants also noted that a ‘bottom-up’ model for scale is often lacking and that ‘scale’ itself often assumes uniformity despite the uniqueness of project challenges.

Key points of this discussion include the need for frequent iteration and evaluation towards scalable projects with positive impacts. Additionally, scaled programs must not exclude out of school youth or disabled learners, two oft-forgotten niche demographics of learners where mobile devices could be very effective. As governments move towards developing ICT policies, clear guidelines for evaluation and adaptation of mobile technologies should be formulated to ensure that positive learning outcomes are attained.

Panel Discussion: Building The mAlliance *(8/19, 2:45 – 3:15pm)*

Facilitator: Michael Carrier (British Council)
Presenters: Lauren Dawes (Global System for Mobile Communications Association Development Fund – GSMA)
Jennifer Potts (UN Foundation)
Priya Jaisinghani (USAID / Office of Education)

Looking to the future of m4Ed4Dev as an alliance, three panelists representing vibrant global partnerships presented on the activities of their organizations and what is involved in the creation and sustaining of an alliance. Lauren Dawes (GSMA) spoke about how her company created a trade association of about 800 mobile network operators. The Development Fund was initiated as a way to “connect the unconnected”—to bring mobile technology to people in the most remote corners of the globe. Since then, they have been working to develop mobile networks in rural areas, and they have also expanded their work to include mobile health, mobile agriculture and mobile learning. Dawes posed the question: “Do many hands make light work or do many hands work light?” indicating that alliances must be careful to ensure that their collaborative work is in fact making outcomes more achievable. For Dawes, it is also important for an alliance to keep in mind the “but-for” concept: regularly identifying what would have not been achieved if the alliance had not been created.

Jennifer Potts (UN Foundation) presented on the work of the mHealth Alliance, founded in 2008 as a product of an association of many parties seeking solutions to improve access to healthcare, particularly for expectant mothers and newborns in developing and underdeveloped countries. When the mHealth Alliance was established, a recurrent challenge in the health field had been the inability to effectively train healthcare workers and the “brain drain” of medical professionals that often occurs in developing countries. The mHealth Alliance has been able to bring together many important practitioners, as well as involve local cultural and religious leaders in the development of programs that help to retain medical professionals in their home countries. Potts emphasized that in building an alliance, it is important to select good leaders - people that can maintain the integrity of the alliance’s vision. Furthermore, she added that sustainability is increased when programs are made profitable; when programs can generate their own funds, they become less reliant on donor support.

Priya Jaisinghani (USAID / Office of Education) discussed microfinance initiatives, such as the Alliance for Financial Inclusion (AFI) and the Consultative Group to Assist the Poor (CGAP), both created to introduce microfinance systems in developing countries. Despite initially being planned as a three year project, CGAP has been operating since 2005. AFI, launched in 2009, is a network of central banks and other financial institutions that share knowledge and experiences with a view towards improving financial inclusion worldwide.

Audience members posed several questions to the panelists regarding the intricacies of forming an alliance and particularly on how the panelists’ organizations have gauged their work. Potts stated that the mHealth Alliance created a cooperation of partners who would not have otherwise worked together, and Jaisinghani added that CGAP has been very important to microfinance innovations and development. Dawes stated that a GSMA goal was to close the mobile gender gap and reasserted the importance of identifying problems and establishing concrete goals to guarantee impact measurement.

Small Group Work: Interactive Breakout Sessions (8/19, 9:30-10:30AM)

This session was introduced by Anda Adams (Brookings Institution), Steve Vosloo (mLabs Southern Africa) and Niall Winters (University of London's Institute of Education). Adams opened the session by discussing education interventions that Brookings Institution research has shown to be effective. These interventions were not technology-specific and included, among others: maximize amount of time spent on learning, training teachers in effective methods of reading instruction, and linking pilots to existing structures and systems.

Vosloo then highlighted the *Yoza Cellphone Stories* project as an example of how a mobile technology might be leveraged towards one of the proven intervention types identified by Adams. Winters introduced the interactive activity which would engage participants in group work – each group was tasked with elaborating a problem scenario wherein a mobile technology (or combination of technologies) might be leveraged towards one of the proven intervention types identified by Adams. Winters provided the plenary with a model template for proposing their solutions, and explained the task in the context of participatory program design.

Participants then broke into nine small groups, each with a facilitator and an intervention type address. One group looked at how mobile technology might support parental and community involvement in education, proposed the use of SMS and audio technologies, both of which place less emphasis on reading and writing skills. The proposed solution involved connecting parents and teachers more thoroughly. Rather than targeting schools and students, the group felt that spreading mobile technology usability would be best accomplished by targeting the community holistically in the program design. The group identified maintaining local relevance as another major point in succeeding in bringing mobile technologies to the community.

Another group looked at the pervasive challenges in providing quality teacher training and professional development within constrained budgets. This group suggested that mobile technologies could play a role in the monitoring and evaluation systems of teacher training programs. Data trails such as the number of hours that teachers spent with the material, or the breadth of topics that they covered could act as proxy measures of their learning progress. This would improve data reliability regarding the training program's efficiency. Mobile platforms could also be used to extend teacher training courses beyond their normal time and budgetary constraints, to provide further professional development content once an initial training course has ended.

Several of the groups presented nuanced and blended scenarios representing the wide range of expertise and skills of Symposium participants. This interactive session served as a chance for participants to apply and share their knowledge while also gaining first-hand experience with participatory design principles.

Small Group Work: The m4Ed4Dev Charter *(8/19, 4:00-4:45PM)*

Using their mobile phones or internet connections, Symposium participants responded to a poll to make suggestions as to where the m4Ed4Dev Alliance should focus its efforts. Having identified these priority areas, the plenary then broke into small groups to elaborate in more practical terms how the Alliance should operate. Divided into one small group per topic, the participants sought to detail how the Alliance could:

- build fruitful and lasting partnerships with mobile operators / providers;
- ensure effective pedagogical integration of mobiles;
- promote local content production, programming & software;
- use mobile technologies to improve school and education system management;
- identify and promote best practices and cost effectiveness at scale and improve transferability across contexts;
- address ethical issues holistically.

One group suggested that the Alliance's mission focus on leveraging mobiles to benefit learners and educators worldwide, and that the Alliance could serve as a nexus for connecting the supply side with the needs of the population. This group envisioned having the Alliance aggregate the various pilots from donors and implementers to formulate recommendations for decision makers at all levels.

Regarding the ethics of the Alliance and its role in providing credibility to vetted mobile projects, participants suggested that the Alliance's review of a mobile project could help mobile operators to more quickly understand the holistic impacts of a project when considering a partnership. The Alliance could represent the donor community in collating and disseminating evidence-based ethical standards for interventions using mobile technologies for education. Participants also advocated a role for the Alliance in building relationships between content providers, donors and project implementers.

Similarly, the Alliance could be a forum for promoting technical standards of content delivery in various platforms. The group suggested that it will be important to raise awareness on information systems generally and for the Alliance to help identify best practices in the field of Education Management Information Systems (EMIS). It will be critical for the Alliance to identify what works, what does not work, where it works, and how it can replicated across the board. Also highlighted was the role of the Alliance in ensuring effective pedagogical integration of mobiles. Participants suggested that the Alliance could play a role in breaking down the barriers between informal and formal education. This group recommended that the Alliance also promote ICT policy adoption in such a way that supports effective pedagogical integration of mobiles. Concerning the m4Ed4Dev Alliance's business model, participants addressed questions relating to funding, as well as the overall mission and vision of the alliance. The group suggested that funding not be required for alliance membership. Rather, support from in-kind donations could be sought from non- governmental organizations, private sectors partners, and other interested parties.

Key takeaway points for the ensuing discussion focused on the Alliance's role in knowledge management, namely in its ability to:

- o Consolidate pilots, recommendations, best practices;
- o Can help develop hubs for knowledge-management/development at local level;
- o Identify transferable, scalable projects;

Symposium Closing Remarks (8/19, 4:45 – 5:00pm)

Maura O’Neill, Director of USAID’s Office of Innovation, provided closing remarks for the m4Ed4Dev Symposium. An entrepreneur at heart, O’Neill reflected on lessons learned in the education sector on three main points including: Millennium Development Goals (MDGs), alliances, and the concept of an inflection point for a movement.

O’Neill spoke on the establishment of the MDGs, wherein people from over 100 different countries came together to address social issues ranging from extreme poverty to lack of universal primary education. In providing youth access to education, outliers surfaced including health issues that prohibited youth from attending class.

“When outliers arise, it is critical to keep the end in mind and focus on the result” said O’Neill. To highlight this, O’Neill used the example of an aircraft flying from Seattle, Washington to Washington D.C. On average, a plane with such a path will automatically make over 3,000 flight path corrections prior to landing. Those course corrections are a necessity to get to the end result and reach the ultimate goal safely. Corrections and iterations, for O’Neill, are not trivial or bureaucratic steps, but rather critical and value-adding characteristics of success, and she encouraged the m4Ed4Dev Alliance to review its course often and with vigor.

O’Neill’s also spoke about creating alliances, focusing on the importance of working and coming together. For O’Neill, focusing on the *outcomes* of the alliance and not the actual development of the alliance itself is what will develop a successful outcome. O’Neill shared that her personal mantra is to focus on the on the ‘must have’ not the ‘nice to have.’

Speaking about the transformational promise that development can have, O’Neill said that “there is nothing that substitutes the power of evidence and the power that it works.” The advice that O’Neill offered to those at the m4Ed4Dev Symposium was to get to the inflection point quickly – the point where a real, positive and lasting impact can be made through hard work and collective effort.

“The world is counting on you, the attendees, to understand who the early adopters are who can create this inflection point to help those in need. The world will not believe that the switch is going to happen until the inflection point takes place” said O’Neill, inviting participants to look for initiatives where, with a slight correction and more guidance, the inflection point can be created. O’Neill then encouragingly reminded the participants that early adapters must have a lot of determination and persistence so that youth and adults will be able to move forward in using mobile technologies for education, and they must also have the courage to change course towards the inflection point when building the m4Ed4dev Alliance.

Feedback from Symposium Participants

Data presented in this section was collected anonymously through paper-based and online surveys administered at the end of the event and in the following weeks. Forty-six completed surveys were received, representing approximately one third of the Symposium's 136 participants¹.

General Impressions

Feedback on the Symposium's overall usefulness was overwhelmingly positive:

Overall, how useful did you find this Symposium?

Respondent	Very Useful	Useful	Neutral	Not that useful	Useless	Total
Presenter	3	2	0	0	0	5
Participant	16	18	3	0	0	37
Planning Committee Member	2	2	0	0	0	4
Total	21	22	3	0	0	46
Freq.	45.65%	47.83%	6.52%	0.00%	0.00%	

When asked specifically about which concepts or ideas participants would most likely share with their colleagues, many replied that they would be sharing the case studies and examples of projects deploying mobile technologies in education which were represented at the event. Participants' comments made specific mention of: mobiles for teacher training, mobiles for educational data collection, and mobiles for workforce development.

Similarly, many reported that the ideas and concepts they would share with colleagues related to the possibilities of building partnerships with other organizations / institutions working in this field. This can be seen as a result of the event's emphasis on participant interactivity and time devoted to networking and active discussion. Other participants' open-ended comments showed that a key take-away from the event was its emphasis on scale and the myriad issues and challenges involved with turning a project into a program or a policy – several participants noted that they felt they had learned important considerations in program design relating to mobiles in education.

When queried on which concepts, issues or thematic areas participants would like to see future m4Ed4Dev events address, 33 responses were received, indicating a high level of interest in future events that delve further into many of the themes that this Symposium addressed. Of these responses, the most common concepts suggested for future events were:

¹ Due to anonymous nature of the surveys, it is not possible to verify whether persons could have responded to both the paper survey and the online survey.

- **Private sector engagement**
- **More in-depth discussions on cost**
- **Sustainability for mobile ed. projects**
- **Local and localized content**
- **Gender and social inclusion**
- **More hands-on demonstrations**
- **Participatory design methods**
- **Peer and informal learning**
- **Standardization of content and platforms**
- **Partnership development**

Regarding the event’s logistical coordination and organization, the feedback we received was also very positive:

Overall, how would you rate the Symposium's logistical coordination and organization?

Respondent	Excellent	Good	Neutral	Not relevant	Poor	Total
Presenter	5	0	0	0	0	5
Participant	18	17	1	1	0	37
Planning Committee Member	4	0	0	0	0	4
Total	27	17	1	1	0	46
Freq.	58.70%	36.96%	2.17%	2.17%	0.00%	

Many open-ended comments and suggestions concerning the event logistics indicated that participants enjoyed and valued the time dedicated to networking and the event’s overall focus on participant interaction. Open-ended comments also revealed that some participants lamented having to choose between breakout sessions on the first day of the Symposium. Several commenters noted their pleasure with the wide range of interests and backgrounds represented by the diverse gathering of academics, donors, private sector leaders, and project implementers. Many respondents also expressed interest in accessing the event’s materials (presentations, handouts, etc.) through a website dedicated to the m4Ed4Dev Alliance.

Feedback on Specific Symposium Sessions

The Symposium’s breakout sessions on 8/18 were grouped into three themes: Literacy, System Strengthening, and Evidence & Scaling Up. Breakout sessions were held in the morning and afternoon of 8/18 when participants could choose one theme to attend for each session. Therefore, the responses below are not specific to certain sessions, only to the event’s principal thematic areas. As can be seen in the table below, the overall perception of the breakout sessions was that they were useful. The subsequent tables below show participants’ ratings of the breakout sessions by theme.

Overall, how useful were the Symposium's breakout sessions for you?

Respondent	Very Useful	Useful	Neutral	Not that useful	Useless	Total
Presenter	1	4	0	0	0	5
Participant	11	21	3	1	0	14
Planning Committee Member	2	2	0	0	0	3
Total	14	27	3	1	0	45
Freq.	31.11%	60.00%	6.67%	2.22%	0.00%	

If you attended a breakout session on LITERACY, how would you rank the relevance of the session's discussion?

Respondent	Excellent	Good	Neutral	Not relevant	Poor	Total
Presenter	2	2	0	0	0	4
Participant	4	23	3	1	0	31
Planning Committee Member	1	0	0	0	0	1
Total	7	25	3	1	0	36
Freq.	19.44%	69.44%	8.33%	2.78%	0.00%	

If you attended a breakout session on SYSTEM STRENGTHENING, how would you rank the relevance of the session's discussion?

Respondent	Excellent	Good	Neutral	Not relevant	Poor	Total
Presenter	0	3	0	0	0	3
Participant	5	8	5	2	1	21
Planning Committee Member	0	2	0	0	0	2
Total	5	13	5	2	1	26
Freq.	19.23%	50.00%	19.23%	7.69%	3.85%	

If you attended a breakout session on EVIDENCE & SCALING UP, how would you rank the relevance of the session's discussion?

Respondent	Excellent	Good	Neutral	Not relevant	Poor	Total
Presenter	1	1	0	0	0	2
Participant	2	10	5	1	0	18
Planning Committee Member	4	5	2	0	0	11
Total	7	16	7	1	0	31
Freq.	22.58%	51.61%	22.58%	3.23%	0.00%	

Feedback was also requested on the usefulness of the small group work breakout session of 8/19, “The m4Ed4Dev Charter.” This session was designed in order to solicit input from all Symposium participants on how the m4Ed4Dev Alliance should structure itself and define its priorities:

If you attended a breakout session on BUILDING THE m4Ed4Dev ALLIANCE, how would you rank the relevance of the session's discussion?

Respondent	Excellent	Good	Neutral	Not relevant	Poor	Total
Presenter	1	2	0	0	0	3
Participant	7	6	8	1	0	22
Planning Committee Member	3	0	0	1	0	4
Total	11	8	8	2	0	29
Freq.	37.93%	27.59%	27.59%	6.90%	0.00%	

Participants' general opinions were also sought on select characteristics of the various Symposium sessions, namely: active participation, exposure to new ideas, deepening of understanding, and applicability to participants' jobs. The results are presented below:

Overall, how useful were the workshop's sessions to you in relation to ACTIVE PARTICIPATION?

Respondent	Very useful	Useful	Neutral	Not very useful	Not useful at all	Total
Presenter	5	0	0	0	0	5
Participant	17	15	4	1	0	37
Planning Committee Member	3	1	0	0	0	4
Total	25	16	4	1	0	46
Freq.	54.35%	34.78%	8.70%	2.17%	0.00%	

Overall, how useful were the workshop's sessions to you in relation to EXPOSURE TO NEW IDEAS?

Respondent	Very useful	Useful	Neutral	Not very useful	Not useful at all	Total
Presenter	2	0	2	0	0	4
Participant	14	15	6	1	0	36
Planning Committee Member	3	1	0	0	0	4
Total	19	16	8	1	0	44
Freq.	43.18%	36.36%	18.18%	2.27%	0.00%	

Overall, how useful were the workshop's sessions to you in relation to DEEPENING YOUR UNDERSTANDING of issues related to your responsibilities?

Respondent	Very useful	Useful	Neutral	Not very useful	Not useful at all	Total
Presenter	2	1	1	0	0	4
Participant	14	11	12	0	0	37
Planning Committee Member	3	0	1	0	0	4
Total	19	12	14	0	0	45
Freq.	42.22%	26.67%	31.11%	0.00%	0.00%	

Overall, how useful were the workshop's sessions to you in relation to APPLYING SELECTED AREAS TO YOUR JOB?

Respondent	Very useful	Useful	Neutral	Not very useful	Not useful at all	Total
Presenter	2	3	0	0	0	5
Participant	10	15	10	2	0	37
Planning Committee Member	2	1	1	0	0	4
Total	14	19	11	2	0	46
Freq.	30.43%	41.30%	23.91%	4.35%	0.00%	

Throughout the Symposium, several organizations and implementers displayed their project work and respective mobile technologies. Time during the event was dedicated towards giving participants an opportunity to visit the demonstration area, for a hands-on and in-depth look at the various materials available. The following shows the participants' measure of the utility of the demonstration area:

If you did visit the demo area, how useful were the demos to you?

Respondent	Very Useful	Useful	Neutral	Not that useful	Useless	Total
Presenter	0	5	0	0	0	5
Participant	8	20	6	1	1	36
Planning Committee Member	2	0	1	0	0	3
Total	10	25	7	1	1	44
Freq.	22.73%	56.82%	15.91%	2.27%	2.27%	

Annex I: Opening Remarks by USAID Administrator, Dr. Rajiv Shah

“Good morning. How are you? Bright and early in Bethesda. Well I just want to thank you all for being here and thank you Alex for those kind comments and for sharing with everybody our exciting vision and portfolio activity in science, technology and innovation for development. I in particular want to thank Anthony Bloome and the rest of our education team that is here. I thank Priya Jaisinghani who has been leading our mobile banking and mobile money portfolio and mobiles for development efforts. And to thank Alex who has really spearheaded our overall scientific and technical efforts. And it's been exciting to see the great progress. And to thank so many of you for coming and participating and bringing your knowledge and expertise to this discussion. I hope to share with you a few thoughts about our work in education. And then also identify why we're so excited about this particular symposium, and maybe share with you, at my risk, a few specific ideas or requests that you take on over these next few days. So that the time and effort and energy you spend in this setting results in concrete progress forward.

You know, last February we released a significant new education strategy. It was part of a widespread effort to go through all of our portfolios of activity at the agency and to make sure that in each area we were crystal clear about the types of results we wanted to deliver for the investment of US taxpayer dollars. And at a time when it is ever more challenging to ask a country with a 9 plus percent unemployment rate to spend money abroad to provide resources to vulnerable populations, to give children educational opportunities in far flung parts of the world, we need to be crisper, more clear, and more specific about how every dollar invested generates a specific result that Americans can be proud of.

And realizing that we cannot do everything everywhere, we need to be able to focus our energies on a handful of specific outcomes and then drive our regional investments to those places that generate the most important outcomes against that goal. Those were the motivating factors of the education strategy. And the first goal in the strategy is to improve reading skills for 100 million children in primary grades by 2015. Now, it's important to highlight why we chose both a quantitative number as a goal, and to be very clear about improved reading skills.

For too long in this field we've spent time investing in and tracking process inputs. How many teachers did we train? How many students showed up in an educational environment? And we've had some real successes. We've trained a lot of teachers. And we have a lot of kids going to school today that weren't there before. In fact, I believe the number in Africa alone, over the last decade is that 40 million more kids, or that 35 more million kids are now in school. That's tremendous progress. But when we look at actual educational attainment, we have not seen the same types of dramatic results.

So we're restructuring our approach to focus on those interventions that are most likely to drive improved outcomes and measuring reading skills as the measure for primary level educational attainment. And using that to determine when we should do more teacher training or when we should less teacher training and more focus on other types of interventions, many of which I suspect you will be discussing in the next few days.

The challenge here is incredibly steep. Because, in addition to improving outcomes in school, there are about 75 million kids around the world who are not in schools at all. And more than half of them are in conflict environments, so the likelihood of getting them into a structured school environment in the very near future is relatively low. And that led us to another component of the goal for the strategy. And that was that we will focus on increasing equitable access to education in crisis and conflict environments for 15 million learners by 2015.

Now, that's a challenging goal to set. We've done a lot of innovating things to help achieve that: work on safety, and environmental characteristics in conflict settings, making sure schools and teachers exist in refugee and IDP (internally displaced persons) camps where there are, unfortunately, millions of people and hundreds of thousands of kids. But, to really achieve that goal, we're going to have to leverage new technologies that help bring educational instruction and capacity outside of classrooms and schools and into kids' homes where they live when they don't have that alternative of going to a school. And that's where I hope your ingenuity will help us achieve the target. And the third component of our strategy is to improve the ability of higher education and workforce programs to strengthen a country's development.

Over the last 15 years there has been an intensive focus on primary education. And that's incredibly important. But to some extent we've lost sight, a little bit, of the value of secondary and technical training as important parts of an overall education strategy. In fact, one study estimated that an additional year of secondary or tertiary education, on average, for population statistics, raised national output by 19% and GDP growth by .5% on an annualized basis. That just gives you a sense of the power of being able to keep kids in an educational system for a longer period of time. And in an environment like the one in Southern Sudan, where I was in just a few weeks ago, where it is unfortunately still today, more likely for a young girl born in Southern Sudan to die in child birth than to complete a secondary education.

You can imagine the power of the work you're going to do over the next few days to help expand the opportunity to those people who critically and desperately need that. We have seen some real progress. And I would point just for one anecdote to Afghanistan, where, almost against the odds, over the last 9 or 10 years we have seen a dramatic increase both in school attendance and in educational attainment. In 2001, under the Taliban, there were 750,000 boys enrolled in school and officially no girls enrolled in school. There probably were 40 or 50 thousand girls in school anyway.

Today, there are approximately 8 million kids in school. And 35% of them are young girls. And that is the kind of progress and platform upon which I hope you will build. Helping to make sure that that opportunity to now attend school is matched with the opportunity to actually learn, and those things like textbook costs, and access to curricula and the variability in teacher capacity across institutions doesn't rob those children of the unique opportunity they now have to build for themselves a better life and a better nation.

I also want to point out that as part of our strategic approach we are committed to rigorous evaluation, measurement of results, and an absolute commitment to shut down programs that are not working and

reallocate resources to ones that are. In today's budget environment, a failure to do this would be inexcusable. Because as many of you may have noticed by reading the papers or living in this country the past few weeks, we are in a tremendously tight fiscal environment. And it is precisely that tight fiscal environment that demands that we squeeze more impact, more results, and more human opportunity out of every US taxpayer dollar that we invest in this space.

So where does innovation come in? And where does the role of mobiles for development or mobiles for education come in? Well, as Alex said, you can actually define development as a condition where some societies have managed to gain access to several centuries of advances in science, technology, and innovation, designed to improve their living standards and human opportunities. And some societies, for whatever reasons, have not. And in that context, there is perhaps no more single important development intervention that has taken hold over the last 15 years than the mobile phone.

Nobody expected in 1988, in sub-Saharan Africa, when people were actively creating designs for landline systems and seeking infrastructure investment, that 15 years later, Africa would in fact be the fastest growing mobile phone market in the world with more than 350 million accounts. And that the reach of mobile connectivity in rural Rwanda would be better than the reach of mobile connectivity on the second floor of my home in Lincoln Park.

Nobody expected that, but it has changed the world. And what it has done is highlighted, that there are now a whole range of opportunities to change the human condition for those who are most vulnerable by relying on their own ingenuity and their own capacities than we had at our fingertips 15 years ago. That's why in Haiti we've invested in mobile banking and we're seeing that already catalyze significant wealth generation in a nation where banks are rare but cellphones are everywhere. We expect we'll have more than a million mobile financial transactions conducted by the end of September due to a program that we launched with the Gates Foundation just after the earthquake. That's tremendous progress.

In Afghanistan, when we started paying government employees through mobile payment systems, many of them thought they were getting a 30% raise. Because it cut out all the middlemen that are part of the process where leakage, and corruption, and graft, can actually rob the people who are making the core sacrifices to build their nation and build their future. In Ghana, students are suing e-readers to access over 80 reading titles preloaded onto those devices. And it wasn't that long ago that we were all struggling with concept of how we would ever get textbook manufacturers to lower the cost of content so that more people in this country and abroad could get access to critical curriculum and information.

Now we have tools and systems that can allow people to download thousands of titles. And we and you can figure out how to put in the hand every single child, everywhere around the world, the capacity to have all the information they need to learn and grow at low or no cost, we will have created a breakthrough that will last for generations.

So I would like to conclude with my asks of this group because we're thrilled that you're here. We're happy to be partnering with you and we hope we'll all collectively do real work these next two days. First I hope you will solidify make institutional this alliance. I also help you will rename it. Maybe that's just me, but please, if you're inclined, be vocal about that.

You know, at the end of the day, it is people who come together across different walks of life and with different backgrounds and capacities that can help achieve success. We wouldn't see the success we're seeing in mobile banking in Haiti if there hadn't been a partnership with the private sector, private foundations, regulators, and development agencies. So we need to see more of those types of partnerships and this type of alliance will bring together and make more natural that kind of dialogue and collaboration.

Second, I hope you will identify a key aspirational goal. Because you have the power to send a message to the community here and to the world at large that these breakthroughs in mobile technology and capacity have now made available the opportunity to get instructional material, content, and improved educational attainment outcomes to every child no matter where they're born, no matter what conditions in which they are raised. And there is no other tool that has been developed over decades that allows you to sort of say that. So I hope you will think hard about what you think the goal ought to be. If someone was hearing about your alliance and what it stands for, that you are able to articulate the core nature and the core equity under which you are undertaking this task by describing a very specific and aspirational goal.

Third, I hope you will identify gaps and deficiencies in current efforts to use mobile platforms, phones, e-readers, whatever you want to call them, to get content to kids in a manner that results in improved outcomes. And that's an area where I suspect there's a huge amount of expertise in this room. I would urge you to not overwhelm us with the constraints, but to pick those prioritized constraints that you think are the most important. Is it the structure of content? Is it access to the kids? Is it evaluation systems to understand what drives improvement and results and what does not? Is it the way we tend to work? Where private companies lead in the mobile space and development agencies and ministries of education and other types of partners lead in the public education space. How you bridge that may be a constraint.

But I hope you'll identify them in a fairly narrow and prioritized way, so that we can all make investment decisions to move forward and create progress.

And finally, I would ask you to really think hard about how you can build monitoring evaluation data sharing systems because like any nascent industry, there's a tremendous opportunity here, but you need to have quite a lot of experimentation and a relatively high early failure rate in order to learn what's going to be the most effective way to drive outcomes and improvement in educational attainment for kids. And I hope you'll make the space to be honest about what we're learning about different types of efforts, that this community will share data amongst yourselves and with the greater global community of people to think about and work on these issues so everyone can benefit from your learning.

And I'd like to close with just a reflection. Last night we hosted the 9th annual Iftar dinner at USAID. And it was an opportunity to reflect on the Islamic faith and culture, on Ramadan, as a moment of reflection and peace and on what we do and why we do it. And it occurred to us in that setting that USAID as an institution gets to represent a very unique mission. We get the opportunity to reflect the best of American values in the farthest corners of the globe. And when I was, just before going to medical

school, I'd worked on a tuberculosis program in a community in south India. And I would go to a very very poor community in a lush but poor rainforest in the hills in south India. We'd go to different villages and the kinds of things I saw as a kid who grew up in Ann Arbor, a suburb in Detroit, were quite shocking and quite striking. I just didn't quite realize that kids could live in the kind of abject poverty in which these kids existed.

And then one day we went to a local village and we went into a one room school house. We were distributing medicines, vaccines, things like that. And it was right in front of the school house door, and I walked into the school house and took a picture. And above this chalkboard in this one room single house, were four photographs. Three of which were of Indian independence leaders: Mahatma Gandhi, Morarji Desai, Jawaharlal Nehru. The fourth and the one in the middle was of John F. Kennedy.

And to me that was a reflection of the fact that people appreciate when we present ourselves with our best values. You know, John F. Kennedy created this institution, created the Peace Corps. And it was created with the sense that we were going to extend the very best America had to offer: our people, our young people, creativity, our capacity to innovate, our science and technology, to just genuinely help the people who are most vulnerable. And that's what we stand for.

This gathering is ultimately about, in a very tough budgeting environment, in a very tough political environment, continuing to stand for that mission. And so I am honored to be here today. I really wish you the best of luck over the next two days. I hope you will do this work seriously and deliver real progress for us. And I am confident that by working together we can actually achieve some really significant changes on behalf of the kids and on behalf of that girl in Southern Sudan who really should have the opportunity to learn and grow and be a part of the solution.

Thank you."

- Dr. Rajiv Shah, USAID Administrator

Annex II: Demonstration Area

The Symposium included an opportunity to see demonstrations of innovative new mobile technology being used for education in low resource settings.

Many of the demonstrations focused on increasing access to educational materials and developing local content. The Wider Net project demonstrated the eGranary Digital Library, an offline library network (also known as the “Internet in a box”) of over 20 million resources that allows for wireless access and uploading of original content. Worldreader, a project which digitalizes local and international content on eReaders, presented the preliminary results of their work in Ghana and Kenya and allowed participants to test the content themselves. TechCaFE’s demonstration also highlighted content creation and game customization. Wireless Generation exhibited its mobile assessment software, *mClass*, that includes instructional resources and can be used on hand-held technology.

Other exhibits showed technologies which can create networks from a few handheld devices and existing cellular networks. Frontline SMS showed technology for creating a communication hub using a computer, modem, and cellular signal. Marvell Technology Group displayed the Interactive Mobile Assessment for All, an interactive learning kit which includes a WiFi router, computer, and 7” Android tablets. The kit is available for \$200 and creates access to interactive media and content in hard-to-reach places. Similarly, Project Activate demonstrated their own learning kit which integrates the Blackboard Mobile Learn solution on hand-held devices, allowing for access anywhere there is cellular service.

In the area of mobile health education, Jhpiego, an international non-profit health organization, discussed some new innovations it has developed that combine health and education. This includes a portable high blood pressure detection device which works in low-resource settings.

The demonstration area was accessible and open throughout the Symposium and gave participants hands-on time with new technology and provided opportunities for learning about new developments that organizations are implementing in the field. Longer descriptions of each demonstration can be found in the Symposium Program, Annex III.

Annex III: m4Ed4Dev Symposium Agenda

Mobiles for Education for Development Symposium August 18 – 19, 2011

Errata Agenda - Thursday, August 18th, 2011

8:30-9:00 AM	Registration and Morning Coffee	<i>Cabinet Foyer</i>
9:00-10:00 AM	Symposium Opening and Welcome Address Anthony Bloome (USAID) Alex Dehgan (USAID) Rajiv Shah (USAID Administrator) Barbara Reynolds (UNICEF) Paul Kim (Stanford University)	<i>Cabinet / Judiciary Suite</i>
10:00-10:30 AM	Organized Networking Activity	<i>Cabinet Judiciary Suite</i>
10:30-11:00 AM	Coffee Break and Gallery Walk	<i>Cabinet Foyer</i>
11:00 AM -12:30 PM	Breakout Sessions	

Literacy

Old Georgetown Room

“Breakthroughs in Mobile Literacy”

Facilitator: Barbara Reynolds (UNICEF)

Presenters:

Elizabeth Pfifer (CRS) and Jenny Aker (Tufts University):

“Adult education, the ABC Program, and well-being in Niger”

Scott Isbrandt (EDC)

“Road to Reading and mobile learning for youth development”

Miles Ludwig and Robert Knezevic (Sesame Workshop)

“Mobile phones as successful learning platforms”

System Strengthening

Congressional Room

“Mobiles in EGRA”

Facilitator: Anthony Bloome (USAID)

Presenters:

Norma Evans (EDC)

“Administering EGRA in electronic form for instant analysis”

Michael McKay and Carmen Strigel (RTI International)

“Literacy - it’s in our hands: mobile devices for oral reading assessment data collection”

David Stevenson (Wireless Generation)

“Reading tools in the palm of one’s hand: mobile devices in EGRA”

Evidence & Scaling Up

Embassy / Patuxent Room

"Mobiles in Complex and Challenging Systems"

Facilitator: Roy Zimmermann (HED)

Presenters:

Kevin Meehan and David Rogers (University of Central Florida)

"Haiti, Kenya, and Afghanistan: A review of mLearning research and sustainable implementation in austere environments."

Matthew Kam (Carnegie Mellon University)

"The Intricacies of m4Ed4Dev: The Human Development Lab's Ongoing Experiences from India"

12:30-1:30 PM

Lunch

Cabinet / Foyer

1:30-2:45 PM

Demonstrations

Throughout Venue

2:45-3:00 PM

Afternoon Break

Cabinet / Foyer

3:00-4:15 PM

Breakout Sessions

Literacy

Old Georgetown Room

"Learning English on Mobiles"

Facilitator: Suzanne Hall (U.S. Department of State)

Presenters:

Yvonne MacPherson and Tanya Cotter (BBC World Service Trust)

"BBC Janala: Learning English through mobiles"

Michael Carrier (British Council)

"Mobile and handheld devices in English language teaching – case studies from the developing world"

Sara Rhyne (WorldReader)

"The iRead project and eReaders for literacy development in Africa"

System Strengthening

Congressional Room

"Matching mLearning Deployments to Market Demands"

Facilitator: Christine Capota (IDB)

Presenters:

Adele Botha (CSIR) and Steve Vosloo (Ind.)

"Using mobiles for education for development: From Africa for Africa"

Scott Frick (EDC) and Jacob Korenblum (Souktel)

"Shaqodoon – mobiles as the key to workforce development in complex environments"

Evidence & Scaling Up

Embassy / Patuxent Room

“Mobiles for Skills Development”

Facilitator: Michael Trucano (The World Bank)

Presenters:

Niall Winters (Institute of Education, University of London)

“Supporting training using mobile phones: facilitating improved supervisory practice”

Paul Kim (Stanford University)

“Mobile technology for school improvement in rural communities in the lens of private-public partnerships.”

4:15-5:00 PM **First Day Wrap-Up and Next Steps** *Cabinet / Judiciary Suite*
Led by Breakout Session moderators.

5:00-7:00 PM **m4Ed4Dev Symposium Reception** *Concourse Level*

Errata Agenda - Friday, August 19th, 2011

8:30-9:00 AM **Registration and Morning Coffee** *Cabinet Foyer*

9:00-9:30 AM **Opening: Applying Evidence to Practice** *Cabinet / Judiciary Suite*
Remarks by USAID, followed by speakers:
Patrick Collins (USAID)
Steve Vosloo (Independent)
Anda Adams (The Brookings Institution)
Niall Winters (Institute of Education, University of London)

9:30-10:30 AM **Interactive Breakout Sessions** *Cabinet / Judiciary Suite;
Throughout Venue*

10:30-10:45 AM **Coffee Break and Gallery Walk** *Cabinet Foyer*

10:45-11:30 AM **Review of Breakout Session Results** *Cabinet / Judiciary Suite*
Facilitator: Roy Zimmermann

11:30 AM -12:30 PM **Perspectives from the Private Sector** *Cabinet / Judiciary Suite*
Facilitator: Don Knezek (ISTE)
James Bernard (Microsoft)
Wayne Grant (Intel)
Michael Quesnell (Nokia)
Kathy Hurley (Pearson International)
Tonya Brilon (Marvell Semiconductor)
Carol Sakoian (Scholastic Inc.)

12:30-1:30 PM	Lunch	<i>Cabinet / Foyer</i>
1:30-2:30 PM	<p>Panel Discussion: From Evidence to Scale Facilitator: Anthony Bloome (USAID) Panel: Carlos Ruano (EFA/FTI) David Atchoarena (UNESCO) Aabira Sher Afgan (USAID) Michael Trucano (The World Bank)</p>	<i>Cabinet / Judiciary Suite</i>
2:30-2:45 PM	Coffee Break	<i>Cabinet / Foyer</i>
2:45-3:15 PM	<p>Building The mAlliance Facilitator: Michael Carrier Panel: Jennifer Potts (UN Foundation) Lauren Dawes (GSMA) Jody Ranck (mHealth Alliance) Priya Jaisinghani (USAID)</p>	<i>Cabinet / Judiciary Suite</i>
3:15-4:00 PM	<p>Small Group Work: The m4Ed4Dev Charter 1. John Traxler (LearningLab, University of Wolverhampton) 2. Barbara Reynolds (UNICEF) 3. Keith Krueger (CoSN) 4. Lauren Dawes (GSMA) 5. Fabiano Cruz (IDB) 6. David Atchoarena (UNESCO)</p>	<i>Cabinet / Judiciary Suite</i>
4:00-4:45 PM	<p>Reporting Back from Group Discussions Small group moderators from above.</p>	<i>Cabinet / Judiciary Suite</i>
4:45-5:00 PM	<p>Closing Remarks m4Ed4Dev Planning Committee Anthony Bloome Dr. Maura O’Neill</p>	<i>Cabinet / Judiciary Suite</i>
5:00-7:00 PM	m4Ed4Dev Symposium Reception	<i>Concourse Level</i>

Additional Speaker Biographies:

Dr. Maura O’Neill, Chief Innovation Officer, Senior Counselor to the Administrator, USAID

In the public, private, and academic sectors, Dr. O’Neill has focused on creating entrepreneurial and public policy solutions for some of the toughest problems in the fields of energy, education, infrastructure financing, and business development. Before coming to USAID, she served as a Chief of Staff and Senior Advisor for Energy and Climate at the U.S. Department of Agriculture, and before that as Chief of Staff for U.S. Senator Maria Cantwell (D-WA). Dr. O’Neill has started four companies in the field of energy, digital education, and high technology. O’Neill has received MBAs from Columbia University and University of California at Berkeley and currently serves on the faculty of the Lester Center for Entrepreneurship and Innovation at UC Berkeley. She earned her PhD at the University of Washington, where her pioneering research focused on how narrow-mindedness occurs and the errors it leads to in science, medicine, business, and political decision-making.

Barbara G. Reynolds, Senior Education Advisor, UNICEF

For UNICEF’s Education Section, Ms. Reynolds leads Planning, Monitoring and Evaluation, Capacity-Building and Knowledge Management Hub (PCK), and leads on High-Level Advocacy for Education. Ms Reynolds has worked with UNICEF for most of the last twenty years, serving as UNICEF Representative in Botswana (2007-2009), Deputy Representative – Programmes and Field Operations in Nigeria (2001-2007), Chief of Education in China (1997-2000), and Chief of Education, Children in Difficult Circumstances and Women’s Development/Gender in Angola (1991-1994), in addition to many other shorter assignments. Ms Reynolds holds a B.A. in Education (CUC), Certificate in Industrial Relations (UG), M.A. in Curriculum and Instruction (Howard), Diploma in Distance Education (IEC/London), Ed. D. in International Educational Development/Curriculum and Teaching (Teachers College-Columbia), and M.St in International Human Rights Law (Oxford). Ms Reynolds is fluent in Portuguese. She is Guyanese.

Additional Demonstrator:

TechCaFE (Technology for Customizable and Fun Education): Customizable and Fun Learning Tools for Educators and Students. TechCaFE provides educators with simple and customizable tools to make learning fun for students. The TechCaFE demo highlights content authoring and game customization options which have been prototyped by university researchers. TechCaFE is a project of the TechBridgeWorld research group at Carnegie Mellon University (www.TechBridgeWorld.org). TechCaFE currently offers four tools for teaching and practicing English literacy. This includes CaFE Teach, a web-accessible content authoring tool that teachers use to create and modify English grammar exercises. Students learn content added by teachers through CaFE Teach via CaFE Web, a web-based practice tool, or CaFE Phone, a mobile phone game. CaFE Play is a framework for customizing educational games which are displayed through CaFE Phone. We have worked with diverse user groups in Bangladesh, Qatar, Tanzania, Uruguay, and the United States in the development of this project including: primary and secondary school students and teachers, university students, migrant workers, and individuals who are deaf or hard-of hearing. TechBridgeWorld has also developed a unique Braille Writing Tutor device with several organizations and can demonstrate this tool for those who are interested.

Keywords: Content Authoring Tool; Underserved School Classrooms; Mobile Learning

Annex IV: m4Ed4Dev Symposium Program



USAID
FROM THE AMERICAN PEOPLE



*Promoting Quality Education Outcomes
through Mobile Technology*



**International Mobiles for
Education for Development
Symposium**

Washington, DC
August 18–19, 2011

Hyatt Regency Bethesda
One Bethesda Metro Center
7400 Wisconsin Avenue
Bethesda, Maryland



Greetings

Welcome to the first ever, 2011 Mobiles for Education for Development Symposium! It is with great honor that the m4Ed4Dev Planning Committee brings together such a notable group of attendees and presenters to the first International Mobiles for Education for Development (m4Ed4Dev) Symposium.

We are enormously excited by this opportunity for researchers, project implementers, and leading thinkers in the area of mobiles to come together, learn from each other, and share ideas during and following the symposium.

We look forward to your participation in the m4ed4Dev Symposium and thank you for your interest and support.

Sincerely,

The m4Ed4Dev Planning Committee



Cover photo courtesy of Nokia.

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Sponsors

A special thank you to our Sponsors



Planning Committee Members

Anthony Bloome—United States Agency for International Development

Christine Capota—Inter-American Development Bank

Michael Carrier—British Council

Lauren Dawes—Global Systems for Mobiles Association

David Ferguson—United States Agency for International Development

Suzanne Hall—U.S. Department of State

Robert Hawkins—World Bank

Carla Jimenez—Inter-American Development Bank

Don Knezek—International Society for Technology in Education

Scott Kipp—JBS International

Keith Krueger—Consortium of School Networking

Paul Kruchoski—U.S. Department of State

Rebekah Levi—JBS International

Sarah Lopez—Peace Corps

Lynn Nolan—International Society for Technology in Education

Ray Myers—U.S. Department of Education

Francesc Pedró—United Nations Educational, Scientific and Cultural Organization

Barbara Reynolds—United Nations International Children's Emergency Fund

Eugenio Severin—Inter-American Development Bank

John Traxler—University of Wolverhampton-Learning Lab

Michael Trucano—World Bank

Trudi Van Wyk—Commonwealth of Learning

Roy Zimmermann—Higher Education for Development

A special thanks to Optoma for generously providing Pico Projectors which will be on display in the demo area.

ENGLISH OPENS DOORS

The British Council works to widen knowledge of the English language and support teachers and learners of English across the world.

We provide print materials, radio, TV, web and mobile phone learning resources to support learners who do not have access to resources and teachers who do not have access to training and development.

Join **TeachingEnglish**, our online teacher community, at: www.teachingenglish.org.uk

Visit **LearnEnglish** and **LearnEnglish Kids**, our interactive websites for learners, at:
www.britishcouncil.org/learnenglish
www.britishcouncil.org/learnenglishkids

www.britishcouncil.org/english

General Information

Location of the Workshop

The International Mobiles for Education for Development Symposium is being held at the Hyatt Regency in Bethesda, MD. The address is:

Hyatt Regency Bethesda

One Bethesda Metro Center (7400 Wisconsin Ave.)
Bethesda, Maryland, USA 20814

Getting to the Workshop

By Plane

If you are traveling by plane and flying directly into Ronald Reagan National Airport, you can reach the hotel via the metro. The metro is easily accessible from Ronald Reagan National Airport, where you will take either the blue line (towards Largo Town Center) or the yellow line (towards Fort Totten). If you take the blue line, you will transfer to the red line (towards Shady Grove) at the Metro Center metro station. If you take the yellow line, you will transfer to the red line (towards Shady Grove) at the Gallery Place/Chinatown metro station. You will take the red line to the Bethesda metro station, where the Hyatt Regency is located. Cab fare from Ronald Reagan National Airport to the Hyatt Regency Hotel is approximately \$40.

If you are flying into Dulles International Airport, you can take 5A Metrobus (heading toward L'Enfant Plaza) get off the bus at the Rosslyn Metro Station. At the Rosslyn Station take the Blue Line toward Largo Town Center. Get off at Metro Center and continue upstairs, switching to the Red Line (heading toward Shady Grove Station). Take the Red Line train to the Bethesda Metro Station. A taxi from Dulles airport costs approximately \$50-\$60. The Supper Shuttle cost approximately \$30.

By Train

If you are traveling by train, you will arrive at Union Station. You can take the red line Union Station metro towards Shady Grove and will arrive at the Bethesda metro station. Cab fare from Union Station to hotel is approximately \$18-\$20.

By Metro

If you are traveling by Metro, the closest station is the Bethesda metro station on the red line. If you are taking metro from Downtown, take the red line towards Shady Grove. Exit the Bethesda metro station. Once you are at the top of the escalators, turn to the left to leave the parking area. Turn left (South) on Wisconsin Avenue and walk down the street to One Bethesda Metro Center (7400 Wisconsin Avenue), the address of the Hyatt regency. This should take about one minute.

On-site Assistance

For on-site assistance during the workshop, please contact a member of the JBS team at 202-360-6257.

Registration

Ballroom, Hyatt Regency Bethesda

Registration Hours

Thursday, August 18 and Friday, August 19
8:30 a.m. – 1:30 p.m.

Name Badges

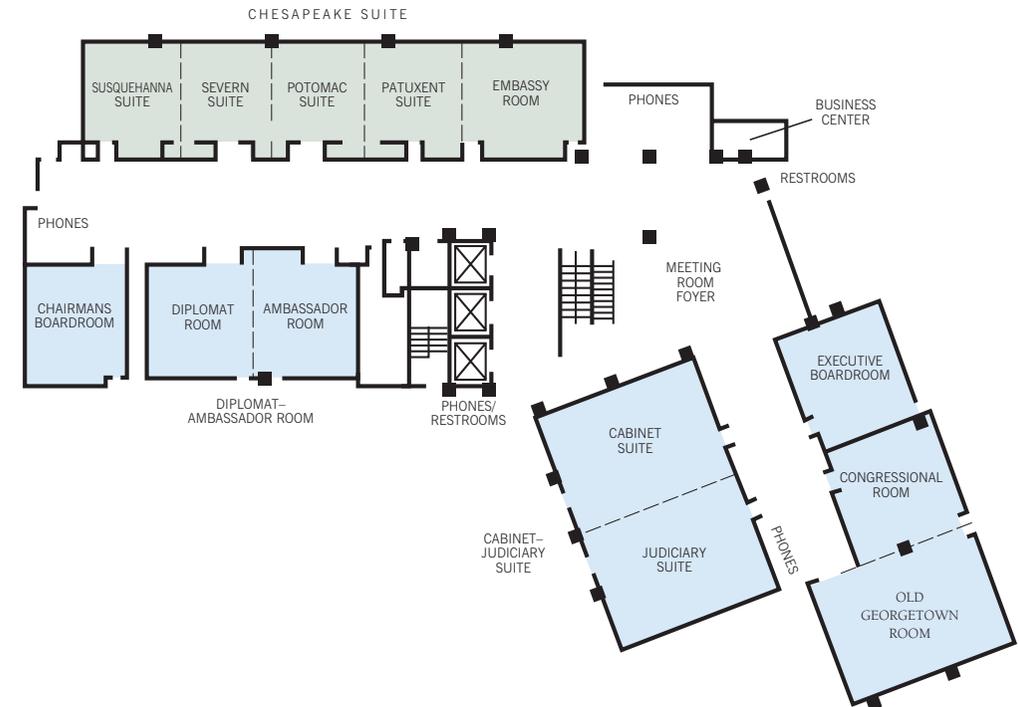
Your name badge serves as proof of your registration and is required for entry to all sessions and events for the day(s) you are registered. Please wear your name badge where it can easily be seen as you enter any activity. If you lose/misplace your name badge, please contact the Registration Desk.

Lost and Found

If you find an item that has been left behind, please bring it to the Registration Desk.

Please refer to the Registration Desk with any additional questions you may have about the Symposium.

Hotel Map



Agenda

Thursday, August 18		
8:30–9:00 am	Registration and Morning Coffee	Ballroom Foyer
9:00–10:00 am	Symposium Opening and Welcome Address	Cabinet/Judiciary Suite
10:00–10:30 am	Organized Networking Activity	Cabinet/Judiciary Suite
10:30–11:00 am	Coffee Break and Gallery Walk	Cabinet Foyer
11:00 am–12:30 pm	Breakout Sessions <i>Literacy—Breakthroughs in Mobile Literacy (Project ABC (CRS), Sesame and EDC)</i> <i>System Strengthening—Mobiles in EGRA (RTI, EDC, and Wireless Generation)</i> <i>Evidence & Scaling Up—Haiti, Kenya, Afghanistan: Complex Environments (UCF and Carnegie Mellon University)</i>	Old Georgetown Room Congressional Room Embassy/Patuxent Room
12:30 pm–1:30pm	Lunch	Cabinet/Foyer
1:30–2:45 pm	Demonstrations	Throughout Venue
2:45–3:00 pm	Afternoon Break	Cabinet/Foyer
3:00–4:15 pm	Breakout Sessions <i>Literacy—Learning English on Mobiles (BBC, British Council, Worldreader)</i> <i>System Strengthening—Matching mLearning Deployments to Market Demands (CSIR and EDC)</i> <i>Evidence & Scaling Up—Mobiles for Skills Development (University of London and Stanford University)</i>	Old Georgetown Room Congressional Room Embassy/Patuxent Room
4:15–5:00 pm	First Day Wrap-Up and Next Steps	Cabinet/Judiciary Suite
Friday, August 19		
9:00–9:30 am	Opening: Applying Evidence to Practice	Cabinet/Judiciary Suite
9:30–10:30 am	Interactive Breakout Sessions	Cabinet/Judiciary Suite; Throughout Venue
10:30–10:45 am	Coffee Break and Gallery Walk	Cabinet/Foyer
10:45–11:30 am	Review of Breakout Session Results	Cabinet/Judiciary Suite
11:30 am–12:15 pm	Perspectives from the Private Sector	Cabinet/Judiciary Suite
12:15–1:15 pm	Lunch	Cabinet/Foyer
1:15–2:30 pm	Panel Discussion: From Evidence to Scale	Cabinet/Judiciary Suite
2:30–2:45 pm	Afternoon Break	Cabinet/Foyer
2:45–3:15 pm	Building The mAlliance	Cabinet/Judiciary Suite
3:15–4:00 pm	Small Group Work: The m4Ed4Dev Charter	Cabinet/Judiciary Suite
4:00 pm–4:45 pm	Reporting Back from Group Discussions	Cabinet / Judiciary Suite
4:45 pm–5:00 pm	Closing Remarks	Cabinet / Judiciary Suite

Speaker Biographies

Anda Adams, Associate Director, Center for Universal Education, the Brookings Institution Ms. Adams focuses on early learning success research, oversees outreach and work with education advocacy organizations at the national and international levels, and manages the personnel and budget for the Center for Universal Education. Prior to that, Ms. Adams worked as a Program Associate for the Council of Women World Leaders at the Aspen Institute, as the Higher Education Policy Fellow at Women in Government, and as an education project manager with the Pastoral de la Mujer in San Marcos, Guatemala.

Jenny C. Aker, Assistant Professor of Economics, Department of Economics, Tufts University In addition to her work at Tufts University, Ms. Aker is a Non-Resident Fellow at the Center for Global Development. She works on economic development in Africa, with a primary focus on the impact of information technology on education, agriculture and health and NGO impact evaluations. Jenny received her PhD in agricultural economics from the University of California-Berkeley and has conducted extensive fieldwork in West and Central Africa.

David Atchoarena, Director, Education Sector Division, UNESCO Headquarters Mr. Atchoarena manages educational planning and policy, including education in emergency and PCPD contexts, teacher policy and development, ICT in education and the right to education. Mr. Atchoarena also oversees the International Teachers Task Force for EFA. During his career Mr. Atchoarena has worked extensively on TVET/skills development, lifelong learning and on issues related to education and rural development. Mr. Atchoarena also represents UNESCO at the Inter agency group on TVET.

Doug Bell, Program Director, e-Curriculum Specialist, International Youth Foundation (IYF) Mr. Bell is currently working on USAID's Tanzania 21st Century Primary Education Project, and is leading the design of e-curriculum for lower primary schools. As an instructional designer with 21 years experience in developing education and training programs, he frequently uses ICT-based learning innovations and specializes in customizing them to best meet local needs and contexts. He has developed programs in India, Ethiopia, Somalia, Zambia, Papua New Guinea and Laos.

Anthony Bloome, Education Technology Specialist, USAID/EGAT/ED Since February 2009, Anthony Bloome has worked as USAID's education technology specialist in EGAT/ED's global office in Washington, D.C. He provides HQ and in-field technical support and contributes to USAID's inter-agency and donor collaboration input regarding the effective use of information and communications technology in education (ICT4E). Among other initiatives, he is managing the formation of a new mobiles for education for development alliance. Prior to joining USAID, he worked as Peace Corps' global ICT specialist and as a distance education specialist at World Bank offices in Washington,

D.C. and Zimbabwe where he focused on the application of appropriate technologies for education, health and youth livelihoods development. He has an M.A. in international telecommunications with a concentration in distance education for developing countries.

Adele Botha, Principle Research Scientist, CSIR Meraka Institute

Ms. Botha is a researcher scientist in the Next Generation Networks and Mobile research group. Her research area mostly focuses on the use of Mobile Cellular Technology as alternative ICT in resource constrained environments. Ms. Botha has extensive experience in the implementation of technology in education and resource constrained mobile interactions. She has presented and published her research on various national and international platforms and serves on National and International steering committees.

Christine Capota, ICT in Education Consultant, Inter-American Development Bank

Ms. Capota specializes in the use of technology in both formal and informal education environments. Previous projects include educational content creation and distribution for digital devices such as low-cost laptops and mobile phones for Sesame Workshop. She holds an Ed. M. in Technology, Innovation and Education from the Harvard Graduate School of Education.

Michael Carrier, Head of English Language Innovation, British Council

Mr. Carrier has been involved in English Language Teaching for over 25 years, working and lecturing worldwide. He was formerly as Executive Director of Eurocentres in Washington, D.C. His special interest is technology in education, and he is Technology Editor of Modern English Teacher. He currently serves on the Board of EAQUALS, OUP's English Language Teaching Journal and CUP's Language Teaching journal.

Tanya Cotter, ELT Editor, BBC World Service Trust Bangladesh

Ms. Cotter has been at the BBC World Service Trust since 2010. She developed the English Language syllabus for the current phase of the project aimed at adult learners, and oversees development and production of interactive ELT content for mobile, web, print and television. Tanya started her career in ELT in 1991 and has previously worked for Oxford University Press, the British Council and globally as an English Language teacher.

Fabiano Cruz provides leadership and directions for sustainable technology-enabled education innovation projects at the IDB Education division. He is a computer engineer and a multitask project manager with experience several areas ranging from policy development to innovative products' implementation. In the past 12 years, Fabiano has been working on fun projects at companies such as IBM, Siemens Mobile R&D, BenQ, Nokia Institute of Technology, and others.

Lauren Dawes, Programme Manager, mLearning Development Fund

Ms. Dawes leverages more than 10 years of Project and Account Management experience to manage the full scope of the programme. Lauren has been with the Development Fund since 2008 previously working on the Green Power for Mobile programme (GPM). Prior

to working for the GSMA, Lauren was a consultant at Mobile Innovations in her native Australia.

Dr. Alex Dehgan, Ph.D., Science and Technology Advisor to the Administrator, USAID, and the head of the Office of Science and Technology within the new Bureau of Policy, Planning, and Learning

Dr. Dehgan serves as the key focal point for ensuring that USAID is the global leader on employing science, technology, and creativity to help solve traditional and persistent development challenges in novel ways. Prior to this, Dr. Dehgan served as a Senior Scientist and Policy Adviser to the Science Adviser to the Secretary of State; a Senior Adviser to Amb. Dennis Ross for the Gulf and South West Asia; and a liaison to Amb. Holbrooke for Afghanistan and Pakistan. Before his tenure at the State Department, Dr. Dehgan was the founding Afghanistan Country Director for the Wildlife Conservation Society's Afghanistan Biodiversity Conservation Program. He played a role in conducting biological surveys, writing legislation and policy, ending illegal wildlife trade on US airbases, and developing Afghanistan's national park system. Dr. Dehgan holds a Ph.D and M.Sc. from The University of Chicago's Committee on Evolutionary Biology, a J.D. from the University of California, Hastings College of the Law, and B.S. in Zoology and Political Science from Duke University.

Norma Evans, Senior Technical Advisor, EDC

Ms. Evans has over 23 years of experience in early literacy/numeracy, curriculum and instructional materials design and teacher education. She has served as Chief of Party in Madagascar and as Senior Technical Advisor for the Mali PHARE program, where she researched teachers' and students' beliefs about reading development, and teachers' reading instructional practices. She has a graduate degree in French Linguistics, and an undergraduate degree in mathematics education.

Scott Frick, International Technical Assistance Associate, EDC Inc.

Mr. Frick's expertise in youth livelihoods includes work on the Somali Youth Livelihood Program (SYLP). In addition, he has worked on developing Financial Literacy and Entrepreneurship audio programs and interactive cellular content, with USAID's EQUIP3 & Global Workforce in Transition (GWIT) mechanisms. Mr. Frick has served Google Foundation's Believe Begin Become entrepreneurship program with TechnoServe in Ghana, and a youth entrepreneurship radio pilot in Kenya.

Dr. Wayne Grant, Director, Research and Planning, Intel Corporation's Education Market Platforms Group

Dr. Grant leads a team designing technology platforms for the education market. Prior to joining Intel, Dr. Grant was the Chief Education Officer at PASCO scientific where he set corporate vision and product direction for the application of technologies to science teaching and learning. Dr. Grant holds a Ph.D. from Stanford University in the Design and Evaluation of Educational Programs.

Suzanne Hall, Senior Innovation Advisor, U.S. Department of State

Ms. Hall's senior focus in ECA is strategically incorporating online and mobile technologies into the exchange and English language spaces. She is a Foreign Service Officer and has previously served at the U.S. Mission to NATO, U.S. Embassy Bogota, Colombia and Western Hemisphere Affairs Public Diplomacy Office.

Kathy Hurley, SVP, Strategic Partnerships Pearson Education & Pearson Foundation

Ms. Hurley is an education industry veteran whose wealth of knowledge both in publishing and technology has aided Pearson with its work in promoting literacy and global recognition. Ms. Hurley is based in Washington, D.C. She currently serves on several key industry and education advisory boards, including, the Partnership for 21st Century Skills; the National Coalition for Technology in Education and Training; the Software and Information Industry Association; Association of Educational Publishers and the Consortium for School Networking.

Scott Isbrandt, Technology Associate, EDC Inc.

Mr. Isbrandt is currently a COP in Mali, and has professional training and experience in educational multimedia and ICT development. He managed Project ABC in Niger, providing functional literacy programs via cell phones to improve agricultural market information systems. Previously, Mr. Isbrandt has led the design and development of multimedia textbooks and video production for education projects in West Africa and the United States. He holds a Masters in Sustainable International Development.

Paul Kim, Chief Technology Officer and Assistant Dean, Stanford University

In addition to his work at Stanford University, Mr. Kim is one of the senior researchers for Programmable Open Mobile Internet. He is also working with numerous international organizations in developing mobile empowerment solutions for extremely underserved communities in developing countries. Mr. Kim previously served as Chairman of the Board for Intercultural Institute of California and Executive Director of Information Technology for University of Phoenix.

Robert Knezevic, Regional Director, Sesame

Mr. Knezevic joined the nonprofit educational organization Sesame Workshop in 1997 and is currently responsible for developing new international initiatives. As the Regional Director in the Strategic Partnerships & Development Group, Robert oversees the organization's initiatives in the Middle East and Brazil. Along with maintaining the programs in these countries, he is also responsible for developing public-private partnerships that assure sustainability of Sesame Workshop's mission of educating and engaging children with relevant and age-appropriate content.

Jacob Korenblum, Co-Founder and President, Souktel, Inc.

Mr. Korenblum has co-managed education programs for USAID contractors in the Middle East/North Africa region. His work as a Souktel co-founder has been profiled by PBS, CNBC,

the New York Times, and Reuters; Jacob holds an Ed.M. from Harvard University, where he also served as a Harvard Reynolds Foundation Fellow in Social Enterprise.

Miles Ludwig, VP, Managing Director of Content Innovation Lag, Sesame

Miles Ludwig oversees creative production for interactive and digital initiatives. He has led the design and development of interactive educational experiences and educational software titles for every significant technology-based platform of the last 15 years, including product lines for Mattel, V-Tech, Hasbro, Electronic Arts, Jakks Pacific, Scholastic, Nintendo, and Sony. Miles heads a team that has been awarded Emmys, Webby's and a Peabody award for Sesame Street's broadband website.

Yvonne Macpherson, Head of Development and Partnerships BBC World Service Trust Inc.

Ms. Macpherson leads Business Development and is the main representative for the BBC WST in the USA. She was Country Director for the BBC WST in India from 2007-2011 and managed a portfolio of national multi-media projects including an award winning condom normalization campaign funded by the Gates Foundation.

Dr. Kevin Meehan, UCF Haitian Studies and English

Dr. Meehan has twenty years experience in higher education development and sustainable agriculture for rural Haiti, and has partnered with the University of Fondwa (UNIF) since 2006. He has organized student educational travel to Haiti, consulted for UNIF and other Haitian schools on solar power and computer/internet capacity, and sponsored UNIF faculty as visiting scholars in residence at UCF.

Souhila Messaoud-Galusi, Early Grade Data Specialist, RTI International

Dr. Messaoud-Galusi received her doctorate and masters degree in phonetics and linguistics from La Sorbonne and has been assistant professor at University College London. She has extensive research experience in the field of language and reading acquisition in children and adults, with and without special needs. Dr. Messaoud-Galusi is currently leading early grade reading assessment (EGRA) design and implementation in Morocco and Yemen.

Dr. David Metcalf, Institute for Simulation Training, UCF

Dr. Metcalf is a fellow of the International Association of MLearning, and one of the world's leading experts in mlearning. He has been developing mobile learning resources for emerging markets, including the Moving Knowledge Engine for message-based learning. More recently, Dr. Metcalf has developed Aid Tracker to display aid requests aggregated by the Ushahidi service, and enhance coordination between response teams in disaster areas. Dr. Metcalf formerly was the Chief Learning Technologist at RWD Technologies.

Francesc Pedro, UNESCO

Francesc joined UNESCO in 2010 where he leads the team on Sector policy advice and ICT in education. Prior to that, he served as senior policy analyst at the OECD Centre for Educational Research and Innovation. He holds a PhD in public policy and a Masters degree in comparative education. His latest publications are: Are the new millennium learners

making the grade? Technology use and educational performance in PISA (2010), Inspired by technology, driven by pedagogy (2010), and Connected Minds (forthcoming).

Elizabeth Pfifer, Grants and Program Quality Coordinator, Catholic Relief Services (CRS)

Ms. Pfifer leads a team in project design and development, participatory monitoring and evaluation, reporting, and capacity building in the agriculture, health, education, and emergency sectors. She supports Project ABC, an innovative, two year program that uses mobile phones as a complement to adult education in Niger. Elizabeth has a M.A. in International Political Economy and Development from Fordham University.

Carlos R. Ruano, Education Specialist, Education for All Fast Track Initiative Secretariat, World Bank

Mr. Ruano has held responsibilities in Monitoring and Evaluation, country focal point as well as technical advisor on knowledge management and emergent technologies for learning. Previously he worked with UN agencies [UNESCO/ILO] as well as CIDA in the areas of Monitoring & Evaluation, equity and learning outcomes. He holds a Doctorate in Sociology of Education from the University of Toronto and has authored numerous publications.

Dr. David Rogers, Research Associate, the Institute for Simulation and Training

Dr. Rogers manages the mobile development team at the Institute for Simulation and Training. His team has created a number of HADR applications including the Allogy platform, which is one of the first mLearning tools to demonstrate sustainable deployment of adult education through integration with mobile banking. A graduate student at the University of Central Florida, he is currently completing his doctoral thesis, M-Learning in Emerging Markets.

David Stevenson, Vice President, Wireless Generation

Mr. Stevenson is responsible for public policy and advocacy activities at Wireless Generation, as well as partnerships with publishers, universities, and other K-12 organizations. He has led software teams, managed the product development group, and worked closely with state leaders to advance student achievement via innovative applications of technology. Prior to joining Wireless Generation, Stevenson worked at Scholastic, and as a technology director in schools in New York City and Paris, France. He holds an A.B. from Brown University.

Samuel Suraphel, Program Manager, International Youth Foundation (IYF)

Mr. Suraphel is responsible for BridgeIT, a program that uses mobile technology to transmit educational video content to under-resourced primary schools in Tanzania. He is also serves as Technology advisor on internal and program technology initiatives, including the Equip3 Youth ICT project in Kenya and Rwanda and the Tanzania 21st Century program. Prior to IYF, Samuel served in various firms working in the areas of web and mobile development.

Carmen Strigel, ICT for Education and Training Team Leader, RTI International

Ms. Strigel expertise is in pedagogic integration of ICT into teaching and learning and content development, teacher training, organizational development, and ICT policies. Ms. Strigel currently directs the Samoa School Net and Community Access Project aimed to improve secondary classroom teaching, teacher support and education administration through ICT. She also oversees the development of Tangerine™, an electronic system for EGRA data collection.

John Traxler, Director, Learning Lab, and Professor of Mobile Learning, University of Wolverhampton

Mr. Traxler's work includes looking at innovative technologies to support diverse communities of students with the University's nationally-funded Centre of Excellence in Learning and Teaching, and with the University's Centre for International Development and Training, exploring ways of using appropriate innovative technologies to deliver education in developing countries especially sub Saharan Africa.

Steve Vosloo, Impact Evangelist and Cape Town Manager, mLab

Mr. Vosloo was previously the fellow for 21st Century Learning at the Shuttleworth Foundation, where he founded the award-winning m4Lit (mobiles for literacy) project. In 2007 he was a research fellow at Stanford University, where he researched youth and digital media.

Dr. Niall Winters, Senior Lecturer, Learning Technologies for Development at the London Knowledge Lab, Institute of Education University of London

Dr. Niall's work is at the intersection of mLearning and mHealth, where he researches how pedagogical and technical innovation in the design, development, implementation and evaluation of new mobile learning interventions can support healthcare workers to learn and engage in best practice. Since 2007, he has been the principal investigator on five mobile learning for development projects and three of his PhD students are working in this area.

Roy Zimmermann, HED

Dr. Roy Zimmermann has nearly two decades of experience working in education and international development programming. He has managed and worked on international development projects funded by USAID, UNICEF, the Bill and Melinda Gates Foundation and the World Bank. In his previous position as deputy director of global initiatives at the American Institutes for Research, Zimmermann managed successful projects that improved education systems at all levels using his strategic planning and technical skills, particularly his implementation of information communication technologies (ICT) solutions. He holds a Ph.D. and master's degree in education from the University of California, Los Angeles. He also holds a bachelor's degree in history and education from Emory University. Zimmermann was a Peace Corps volunteer in Papua New Guinea. He is fluent in Spanish and Melanesian Pidgin.

Demonstration Area

The eGranary Digital Library “The Internet in a Box” Information Access for Low Bandwidth Locations

“The Internet in a Box” is an off-line information store that emulates the Internet and provides instant access to over 20 million educational resources including video, audio, books, and Web sites. It is already installed in over 380 locations. Connected to local area networks, an eGranary can serve thousands of patrons with its built-in search tools that mimic the Internet experience, including the ability to upload local content and create unlimited Web sites. The WiderNet Project, a service program based at the University of Iowa’s School of Library and Information Science, will demonstrate the use of the eGranary Digital Library over a wireless network using a wide variety of computers, including handheld 12-volt tablets and netbooks.

Keywords: Off-line; Library; Educational; Access; eGranary

FrontlineSMS: Supporting Education in the Last Mile

FrontlineSMS is a free and open-source software that enables anyone to turn a computer and a modem into a communication hub, anywhere there’s a mobile signal. FrontlineSMS has been downloaded more than 15,000 times and is being used in 70 countries in fields ranging from radio to healthcare to agriculture. This demonstration will enable people to interact with the system, using their own phones, to send and receive information related to the Symposium.

Keywords: Innovative; Grassroots; Mobile; Last-mile; Communication; Technology

Interactive Mobile Assessment for All

Marvell in conjunction with Stanford School of Education, is presenting a highly portable and inexpensive ad-hoc mobile learning solution designed for the other two billion children living in the developing region. The solution combines a wireless router + plug computer + 7” Android tablets to create an instant interactive mobile learning environment for small areas (e.g., village school, classrooms, community centers). The concept is to provide access to quality educational content by leveraging wireless technology and mobile devices. The solution can run off of a regular 120-220V wall-outlet or 12V battery from motorcycles. The learning contents could be videos, flash animations, conventional HTML, or native mobile applications. The contents could be downloaded or exchanged via cellular network while students can access the contents via built-in local Wi-Fi network. The intention of this project is to provide the complete solution for less than \$200 budget (not including student devices) and eliminate any need for technical configuration or maintenance.

Keywords: Mobile learning; Rural education; Android tablet; Plug computer

Mobile technology supporting early literacy instruction

Wireless Generation’s mobile classroom assessment software is used with more than 2 million students in the U.S. to help put children on track to early literacy success. Deployed on handheld devices, the software supports the administration of individually administered reading and pre-reading assessments, provides immediate results, and then aggregates the data on the web to support student and class instructional planning. Instructional resources include activities, links to textbook lessons, and coaching.

Keywords: Mobile classroom; Reading assessments; Literacy

Project Activate: Researching Mobile Learning Solutions for 2 Billion Children

Project Activate integrates learning management system software running on small form factor, battery-powered servers that communicate wirelessly with handheld mobile devices (smartphones/tablets). No existing internet or wireless connection is required. The result is an out-of-the-box mobile learning kit that teachers virtually anywhere can use to transform traditional education settings into highly engaging and learner-centered interactive learning environments. Using the Blackboard Mobile Learn solution, students can participate in various types of collaborative learning activities cultivating creativity, critical reasoning, and integrative problem solving - from mobile multimedia story-making to science video reporting, team-based inquiry generation and game-based knowledge exercises. The Project Activate demo presents video-based ESL learning content and recent research studies conducted from extreme rural Latin American regions.

Keywords: Learning Management System; Underserved School Classrooms; Mobile Learning

Worldreader—Books for All

Worldreader.org is a non-profit organization making “digital books available to all in the developing world.” See how using e-readers with students in Sub-Saharan Africa is changing global literacy. Worldreader’s first two projects digitally publishing local and international stories and textbooks in Ghana and Kenya and providing these texts to students via Kindles have highly successful preliminary outcomes.

Keywords: e-readers; Literacy; Global education; Digital text



Mobiles for Education for Development



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