



PHOTO BY: JON WARREN/WORLD VISION

ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT

EDUCATION IN EMERGENCIES ICT INNOVATIONS FOR CHILD LITERACY IN CRISIS AND CONFLICT

THE CHALLENGE

Goal 4 of the Sustainable Development Goals (SDGs) is inclusive and equitable quality education and lifelong learning opportunities for all. But while the UN reports that enrollment in primary education reached 91 percent in 2015,¹ meaning more children than ever are enrolled in school, significant gaps still exist.

A UNESCO report states that, "The crisis of out-of-school children is becoming increasingly concentrated in conflict-affected countries, where the proportion increased from 30 percent in 1999 to 36 percent in 2012."² Of the one in 11 children worldwide out of school, 34 million of those are living in conflict-affected countries.³ A child living in a fragile or conflict-affected developing country is nearly three times as likely to be out of school as a child living in another developing country with low education enrollment.⁴ It is also predicted that 175 million children

globally will be affected each year by natural disasters.⁵ Added to that, the world faces a shortfall of primary school teachers and the countries most in need are those affected by emergencies and disasters.⁶

1 IN 11 CHILDREN WORLDWIDE OUT OF SCHOOL



OF THOSE, 34 MILLION ARE IN CONFLICT-AFFECTED COUNTRIES

1
MILLION



ALL CHILDREN READING'S CONTRIBUTION

Since 2011, All Children Reading: A Grand Challenge for Development (ACR GCD)—a \$28 million dollar initiative of USAID, World Vision and the Australian government—has used grant and prize competitions and other modalities to attract and catalyze innovative, technology-based solutions to advance early grade reading. All Children Reading is contributing and partnering with global stakeholders and innovators to address the needs of children in crisis and conflict through the following initiatives:

SOURCING NEW SOLUTIONS

EduApp4Syria Competition

ACR GCD is a funding and technical partner of the Norway-led EduApp4Syria competition which seeks to catalyze the development of a smartphone application that can build foundational literacy skills in Arabic and improve psychosocial well-being for Syrian refugee children aged five to 10.

Partners: Norwegian Agency for Development Cooperation (Norad), Norwegian University of Science and Technology, mobile operator Orange, and the Inter-Agency Network for Education in Emergencies (INEE)

Technology to Support Education in Crisis and Conflict Settings Ideation Competition

In February 2015, ACR GCD launched an ideation competition for innovative, technology-supported solutions for providing education in one of three settings: health crisis, natural disaster, and conflict zones. Based on a competitive selection process, ACR GCD selected four first place ideas to receive up to \$20,000 each in seed funding. These innovators included:

- **THRIVE: MOBILE AND RADIO INTERACTIVE EDUCATION DURING EBOLA CRISIS - VOTO Mobile**
- **RETHINK RELIEF: BOX BASICS: MIT, D-Lab**
- **ENGAGING PERSONALIZED LEARNING FOR REFUGEES IN KENYA - Xavier Project**
- **OUTERNET TO SUPPORT EDUCATION IN UKRAINE'S CONFLICT ZONES - Outernet, Inc.**

We invite additional partners with interest in helping to advance (e.g., in-kind, financial, and technical support) and evaluate these initiatives in other settings to contact us.

Partners: Norad and the UN Refugee Agency (UNHCR)

LANDSCAPE REVIEWS

Education and Technology in Conflict and Crisis: Practices, Questions and Concerns

To improve the use of ICT4EiE, ACR GCD supported two landscape reviews (available on our website) as part of the Mobiles for Education Alliance ICT4E landscape series. The first, in collaboration with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for the German Federal Ministry for Economic Cooperation and Development (BMZ), identifies major trends, patterns, knowledge gaps and lessons learned about the use of mobile technologies in crisis and conflict settings and synthesizes key themes and considerations for practitioners and policy makers in this field. The second is a practitioner-oriented analysis on ITC4EiE in refugee camps and provides background and technical guidance.

Partners: BMZ/GIZ, World Vision International, INEE, and Creative Associates International

FOSTERING CONNECTIONS

Technology and Education in Crises Task Team (TecTT)

The [TecTT](#) is focused on the use of technology to enhance educational opportunities in emergencies and encourages diverse participation and collaboration to research, develop and advocate for the role of technologies in refugee, conflict, disaster, and other crisis contexts. All Children Reading supports the development of this task team and invites interested parties to contribute to its objectives.

Partner: INEE

1 <http://www.un.org/millenniumgoals/education.shtml>

2 Education for All Global Monitoring Report 2015. UNESCO. p. 8

3 UNESCO Institute for Statistics and EFA Global Monitoring Report, Policy Paper 22 / Fact Sheet 31, "A growing number of children and adolescents are out of school as aid fails to meet the mark." July 2015.

4 http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Overview.pdf

5 Education for All Global Monitoring Report 2015. UNESCO.

6 UNESCO EFA Global Monitoring Report, "Teaching and learning: achieving quality for all." Jan 2014.