### Speakers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Sonja Ruetzel</td>
<td>ICT4D Conference Manager, Global Knowledge and Information Management, Catholic Relief Services</td>
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<td>Robert Hawkins</td>
<td>Senior Education Officer, World Bank</td>
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<td>Rebecca Leege</td>
<td>Director All Children Reading: A Grand Challenge for Development, World Vision</td>
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### Moderator:

Q&A Panel:

- **Raphael Obonyo**, Public Policy and Youth Specialist, Diplomat; Adjunct Professor at Brandeis University; Africa Representative to the World Bank’s Global Coordination Board-GYAC
- **Anthony Bloome**, Senior Education Technology Specialist, The United States Agency for International Development (USAID)
EFFECTIVE PRACTICES: ICTS TO EMPOWER MARGINALIZED YOUTH

Rebekah Levi, ICT and Evaluation Specialist
Presentation objectives

• Effective practices for ICTs + Youth

• Types of ICT interventions for youth

• Applying effective practices to project design
Who are the most marginalized?

Photo: Arne Hoel, WB Flickr
What’s the local context?

- Assess local conditions (education, infrastructure, etc.)
- Role of private sector
- Most commonly used technology
- Role of the community
- If you build it…

Photo: Ustad mobile
How does the solution help youth?

Examples of ICTs for youth:
• Access to information/network
• Learning technical or soft skills
• Linking/matching services
• Monitoring & evaluation
Big picture considerations

- ICTs added value?
- Partners?
- Sustainability?
- BYOD?
More key considerations for youth & ICTs

- Metrics for success
- Reliability and validity
- Data sources
- Age appropriate (developmentally)
- Feedback loop
- Security
- Ethics
Design

- Understand cultural norms
- Identify & work with existing barriers
- Solutions to combat stigma

User centered design
Examples: Access to info/networks

- Reduce isolation
- Virtual libraries offline/online
- Content created by teachers
- Tutoring help
- Key information for livelihoods (mAgri)
Learning technical/ life skills

- Helping refugees
- Soft skills & technical skills building (based on demand)
- Involve private sector
- Individualized learning
Linking/matching services

- Linking employers and job seekers
- Create resumes via mobile
- Mentorship or supervision
Monitoring and evaluation or Research

• Real-time data collection
• Empowering youth to be evaluators or researchers
Questions

Thank you!

Rebekah Levi
rlevi@jbsinternational.com
EVOKE: LEADERS FOR LITERACY VISION

- Engage youth as literacy advocates
- Improve youth’s 21st century and employability skills
- Incorporate essential literacy knowledge
KEY ELEMENTS

• Narrative: A story “arc” unfolding over 8 missions

• Social Networks: Agents grow and collaborate “in game” and “outside” with the community.

• Game Mechanics: Agents create an “Evokation” -- a community-changing event, product, service -- through the course of 8 Missions.
THE “ARC”

EVOKE Progression (Arc)

Explore
Researching of ideas and inspiration.

Imagine
Sharing possibilities of a new world.

Act
Co-Production of project through collaboration.

Evoke
Co-Creation of world-changing solutions.

- Note that all four steps are applied to any given Mission. -
KEY POWERS

A. Deep Collaborator

B. Empathetic Activist

C. Creative Visionary

D. SystemsThinker
# Example of a Deep Collaborator

<table>
<thead>
<tr>
<th>Unobservable</th>
<th>Measurable</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Active Listening</td>
</tr>
<tr>
<td></td>
<td>Seeks Understanding</td>
</tr>
<tr>
<td></td>
<td>Presents Ideas in a Compelling Way</td>
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<tr>
<td>Teamwork</td>
<td>Collaborates with People with Diverse Views and Backgrounds</td>
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<tr>
<td></td>
<td>Creates Trust and Effective Teams</td>
</tr>
<tr>
<td></td>
<td>Respects Qualities of all Team Members</td>
</tr>
<tr>
<td>Networking</td>
<td>Engages Actively and Respectfully</td>
</tr>
<tr>
<td></td>
<td>Makes Connections with a Variety of People</td>
</tr>
<tr>
<td></td>
<td>Seeks and Offers Advice</td>
</tr>
<tr>
<td>Generosity of Spirit</td>
<td>Nurtures Relationships (Supports and Advocates for Others)</td>
</tr>
<tr>
<td></td>
<td>Shares Time and Resources</td>
</tr>
<tr>
<td></td>
<td>Shows Gratitude</td>
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8 STEPS TO BUILDING AN EVOKATION

1. Understand the problem
2. Work with the community
3. Define the problem
4. Create the solution
5. Communicate the idea
6. Revisit how the problem affects the community
7. Understanding interdependency between problem and solution
8. Engage the community through effective communication
CREATING ACTIVITIES

Humanitanos

4 Members 5 Followers 8 Evidences 5/40 Activities Completed

MISSIONS

1. It all starts with curiosity
THE MARKETPLACE

Players can earn Evocoin

Goods and Services available for purchase

30 - Mentor Two
30 minutes of mentoring time for elevator pitches.
Quantity: 4
BUY 75 Evocoin(s)

Cell Phone Minutes
Credit for cell phone minutes
Quantity: 15
BUY 100 Evocoin(s)

Textbooks
Textbooks and other educational materials
Quantity: 10
BUY 150 Evocoin(s)
Agent, share with the Evoke network how the challenges you have identified in your community connect to national or global issues ensuring that all children learn to read. Recall your earlier readings, for example, Chapter 5 of *Early Reading: Igniting Education for All*. Now that you have been practicing what you are learning about the global literacy challenge through your experience in classrooms or in an after-school care setting or literacy program in your local community, make sure to synthesize the theory with practice. Post to the network your key findings about the connections and differences between the local and global challenges.

**Primary Power**

- **IdeaBank - 100 points**

**Secondary Power(s)**

- **Critical Reflection - 100 points**
- **Curiosity - 100 points**
- **Imagination - 100 points**

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**CHAPTER 2
CENTRAL LONDON, 2025**

After eating a stale pastry for breakfast, Andre holstered his backpack, stepped out into the pod-lined lane and padlocked the door. All he could think about was the Hawk, but he had to go to school first.

In his pack, he carried the Hawk and its pieces in an old plastic bag, a battered old English primer, and what seemed to him to be endless pages of rote exercises he was supposed to have completed for today. But the park... the Hawk... once again, he had not done his homework. His father often pointed out that he had to make choices and face the consequences. Even though the work made no sense now, it would eventually. Sometimes his father fell asleep as he tried to help Andre with his work, or would get angry and tell him to think, to just try harder, which only made Andre feel bad.

He passed the Distribution Centre, where it was too early for the truck, and guiltily remembered that his trip to the park had cost them a few free meals, as he had not stood in line yesterday to collect their lot.
INNOVATION IS RECIPROCAL

Literacy is a global challenge. Through All Children Reading, innovators and communities around the world work interdependently to develop and test solutions to advance child literacy.
Rebecca Leege - rleege@worldvision.org

www.AllChildrenReading.org

@ReadingGCD
**Moderator:**  
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**SPEAKERS:**

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- **Robert Hawkins**, Senior Education Officer, World Bank
THANK YOU!

See you at the next ICT4D Webinar:
**Taking Action on Data**, Tuesday, December 12, 2017

Save the date for the 10th ICT4D Conference [www.ict4dconference.org](http://www.ict4dconference.org) with a Conference Track on Education