

# THE 2018 NLG EDTECH SUMMIT

## Post-Event Report



World Vision

NETHOPE



Microsoft



EU REGIONAL TRUST FUND IN  
RESPONSE TO THE SYRIAN CRISIS  
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The No Lost Generation (NLG) Tech Summit, held on 21-22 February 2018 was the latest in a series of NLG events designed to bring together humanitarian experts, private sector companies, academic institutions, investors, donors and conflict-affected youth to share current programs and solutions, and design new tech-enabled programs for young people affected by the crises in Syria and Iraq. The summit is part of the wider NLG initiative, which supports children and youth across the region affected by the conflict in Syria.

Over one third of Syrian and Iraqi refugees are between 10 and 24 years old - they are an entire generation of young people living through conflict, displacement and the resulting consequences across the region. These young people worked with NLG agencies to identify core challenges they are facing in terms of accessing education and training, securing employment and participating meaningfully in society.

To address these challenges, over 200 participants from the NLG region and further came together to network, collaborate, share ideas and learn about tech innovations that support young people affected by the Syria and Iraq crises.

## Youth focus

To ensure the Summit maintained a focus on the challenges, needs and ideas of youth and adolescents, young people themselves opened the event, outlined the key challenges for each section, showcased some of their work and participated in panel discussions.

## 200 attendees

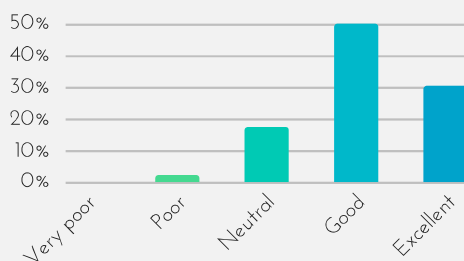
from across the tech and humanitarian/development sectors attended. There was representation from international private sector companies such as Microsoft, Cisco, Pluralsight, at least 6 governments, 9 UN agencies, around 20 INGOs, regional tech companies, SMEs, NNGOs and investors, as well as youth themselves.

## 32 exhibitors

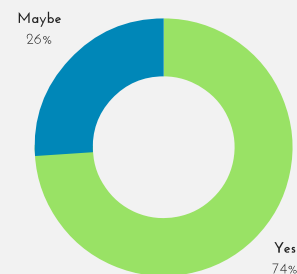
including tech companies, start-ups, UN agencies, NGOs and investors exhibited at the event. Exhibitors came from countries including Jordan, USA, Lebanon, UAE, Canada and Switzerland. See the full list of exhibitors [here](#).

### Feedback from Attendees

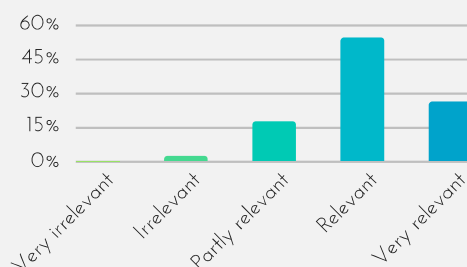
What is your overall rating of the event?



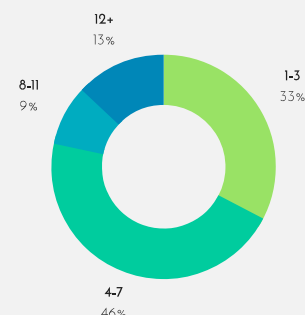
Would you attend the event again next year?



How was the content of the talks?



How many connections did you form at the event?



## KEY RECOMMENDATIONS FROM THE POST-SUMMIT SURVEY

- Create more opportunities for the audience to engage with speakers such as through live polling, questions from Twitter or more time allocated to Q&As.
- Increase opportunities for networking such as through holding an additional evening event or more time during the summit dedicated solely for networking.
- Allocate more time during the summit for workshops or breakout sessions for participants to work together on ideas and solutions.
- Hold the event in a more intimate venue or expand capacity.
- Greater focus on how the initiatives being explored relate to the host country contexts.
- Greater participation of private sector companies to ensure a better balance of attendees.

## KEY THEMES AT THE SUMMIT

### Education

How can technology can enable young people to access education opportunities and to learn skills that are relevant to the job market?

#### Key points raised

- Technology solutions need to be embedded in overall education processes but technology alone is not enough to improve learning outcomes: pedagogical structure, learner level, teacher expertise, context and curriculum are also key.
- It is essential to equip students with recognisable certifications and in-demand skills to boost their employability. Technology can play a role in supporting discovery and access to learning resources, as well as life-long learning..
- Twenty-first century skills programmes need to be scalable as they are urgently needed for employability and need to reach as many students as possible.
- Private sector, governments and others need to work together to prepare youth for the service-driven economy.
- Delivering programming on devices people already have is important for scaling of educational programs.
- New higher educational models are challenging traditional models: could they be rendering traditional learning such as degrees obsolete and are they more suited to a rapidly evolving job market?

### Employment

How do we find solutions that provide youth with access to meaningful employment opportunities and opportunities for entrepreneurship?

#### Key points raised

- Syrian women face incredible challenges working due to cultural restrictions and family obligations but often are the primary breadwinner in families.
- Employers - in some areas - have openings but do not have proper recruitment resources to be able to hire qualified youth (and *wasta* is prevalent)
- Syrian youth come with a mismatch of skills to work in the allocated/selected sectors.
- Access to livelihoods for families influences outcomes in education and child protection: negative coping mechanisms such as school dropout, child marriage and child labour severely affect outcomes for young people.

- Resources and expertise from the private sector are essential due to the scale, protracted time frame and importance of ensuring access to livelihoods.
- The private sector also has the expertise, flexibility and assets to support the emergency response, but engagement and coordination with humanitarian actors must improve.
- Given the challenges and opportunities it is important to interpret access to livelihoods broadly, including entrepreneurship, remote work, impact sourcing and pathways from learning to earning such as apprenticeships or volunteering. Social protection is also an important tool for those unable to access income earning opportunities.
- Although NGOs and others provide seed capital for youth to start businesses, loans to finance business growth are scarce. Programmes that support scaling up operations including grants should be made available as part of employment promotion strategies.
- However, more often than not, displaced populations in this region cannot legally set up their own businesses because of policy restrictions.
- Advocacy programs to reduce barriers while promoting business and entrepreneurship in the NLG region are needed. For example, it is easier and cheaper to open a company in Dubai than in Jordan which is one factor driving local entrepreneurs and employment to the Gulf.

### Participation and representation

How do we generate solutions that enable young people to find meaningful opportunities to get their voices heard, contribute to their communities, network and boost their positive representation in the media?

#### Key points raised

- Youth programmes and projects need follow up as youth initiatives that encourage participation are often short-lived and underfunded. Youth are engaged but programmes and projects end without opportunities for young people to continue the initiatives they started.
- Young people are frustrated by the lack of structures that incorporate their voice and incorporate the voices of diverse groups. They sometimes feel misled by initiatives that are labelled youth leadership, but in practice do not involve them in the actual decision making.
- Technologies such as virtual exchange provide young people with a way to network and connect with their peers abroad, allowing them to increase mutual understanding, exposing them to new knowledge and equipping them with twenty-first century skills.
- Technology provides a neutral platform for females in particular to contribute, learn and participate without the usual cultural and contextual barriers.
- Organisations and young people need to work much more closely together to ensure programmes are responsive to the needs of youth and that their engagement in the process is meaningful.

In addition to the key themes above, a number of **cross-cutting themes** were addressed throughout the two days, including **partnerships, gender discrimination, inclusivity of tech-based interventions, addressing language barriers, strengthening evidence base of interventions** and **promoting scalability**.

- Young people represent a huge resource: they have enormous energy and huge potential to contribute to their communities, the economy and to finding solutions to the challenges they face. We are not yet however, making the most of this potential.
- Youth voices have to be at the centre when developing solutions from the start and throughout - young people are constantly developing their own solutions.

- Rising to the challenges that youth face takes significant time and necessitates creating and maintaining deep understanding of a new audience
- Close integration of the humanitarian, development and private sector is key, leveraging the strengths of each.
- It is impossible to address the huge challenges facing youth in the region without the support of the private sector.
- Young females face particular cultural and contextual challenges in accessing and participating in opportunities, which must be understood and addressed to ensure their participation.

## SPOTLIGHT ON THE NETHOPE NLG TECH TASKFORCE



The NLG Tech Task Force was formed by NetHope and NLG at the 2017 EdTech Summit. The Task Force **connects experts in humanitarian response with private sector expertise and resources** to address the needs of displaced children and youth.

The Task Force is open to all global and local NGOs, private sector companies, academic institutions, entrepreneurs, and host governments. More than 50 organisations have joined since the launch.

The first phase of engagement is underway, focusing on 3 key areas:

1. Establishing collaborative information exchanges around refugee and IDP education, livelihoods, participation, and protection. **Sign up** for the NLG Tech Task Force to learn more.
2. Facilitating tech-enabled, cross-sector projects to address the needs of displaced children and youth. Specifically, the Task Force works with private sector companies, humanitarian organisations, and conflict-affected youth to co-create solutions to the education, livelihoods, participation, and representation challenges they face. The Task Force does this by applying lean and user-centered design and leveraging technology where appropriate.

### The four current projects include:

- Remote mentoring to help displaced youth learn conversational English
  - Training in in-demand skills
  - A learning companion chatbot, which makes discovery and access to learning resources easier
  - **Adobe Project 1324 Challenge**, which proactively supports conflict-affected young people across the Middle East and the globe to share their stories through creative self-expression. Project collaborators include Microsoft, Salesforce, Adobe, Pluralsight, UNICEF, NRC, Mercy Corps, and conflict-affected youth. The Task Force is using lean startup methodology and design thinking, and leveraging technology where appropriate. Read more about the projects and approach **here**.
3. Synthesising group insights into learnings and recommendations with a focus on the role that technology and the private sector can play in enabling scale and increasing quality. One of the examples of this work is **NLG Private Sector Guide: A Short Guide for Private Sector Engagement in Supporting Children and Youth Affected by the Syria and Iraq Crises**.



# OBJECTIVE 1

**Connect those working with displaced youth with new partners that can contribute resources and expertise to support expansion of services**

How was the objective met?

Over 200 people attended the event to network, share solutions and initiate new partnerships. A dedicated summit app was also created to facilitate networking. Over thirty exhibitors also showcased innovative tech solutions at the event. Exhibitors were drawn from a wide range of sectors including international private sector companies, NGOs, investors, and regional tech companies. A concerted effort was made for this year's event to outreach to regional partners - for example, three exhibitors came from Lebanon and two from UAE.

- 67 percent of attendees rated quality of other attendees at the event to be either good or excellent.
- 67 percent of attendees reported forming at least four connections at the event - with 22 percent of attendees forming at least eight.
- 40 percent of attendees thus far report the partnerships they formed have continued after the event
- 39 percent reported receiving expertise; 2 percent reported receiving technology; 13 percent received other support.
- 33 percent of attendees reported downloading and using the summit app for networking (an additional 15 percent just used it for key summit information).

Lessons learned

1. 33 percent of attendees reported forming fewer than 3 connections at the event.

Attendees suggested this could be improved by:

- Providing more opportunities for participants to network, discuss, brainstorm and collaborate during the event.
- Encouraging formation of partnerships prior to the event through releasing the app earlier.
- Holding the event in a venue that is not split into too many separate spaces.

2. 35 percent of attendees did not download the summit app:

- Attendees suggested this could be improved by having a dedicated iOS app instead of a web app for iOS.

3. More breakout sessions or longer workshops at the event would have helped foster more connections and partnerships. Next year's summit could increase length and number of workshops to engage more summit attendees in hands-on sessions during the two days. Another idea could be to have working sessions that showcase practical solutions to challenges in more depth.

# OBJECTIVE 2

**Provide a platform for displaced / vulnerable host community youth to secure resources and financial support for their business / project ideas, including one-on-one and group mentoring from private sector experts.**

### How was the objective met?

At least 20 conflict-affected young people attended the event. These young people were mostly affiliated with NRC and Mercy Corps however, a number of other attending organisations also brought small numbers of youth from their programmes. Formal funding for youth projects did not form part of the event itself however, young people took centre stage in sharing experiences and ideas as keynote speakers and attendees. Having a bilingual event, allowed the youth present to participate fully in the event.

Young people that spoke at the event were thrilled to share their experiences and have practitioners, companies and organisations listen to their voices and experience. Additionally it was an incredible opportunity to build their presentation skills by presenting in front of a large group. Youth were able to connect with companies offering services and trainings that they had not known about before.

One of Mercy Corps' youth coaches from Lebanon had dropped out of school and was serving as a coach in the centre - she loved her role in the centre but felt that she was a part of something small and could not make an impact herself. She said the conference was incredibly important - it helped her realise that there are many young people such as herself and that she is in fact making a difference and her role and voice are very important. She continues to serve as a coach and will be trained on new topics to expand her skills and teach new activities.

- Young people set the scene for each challenge outlining their perspectives, experiences and sharing of solutions
- Seven of 25 main summit sessions were either led by or featured youth perspectives.

### Lessons learned

1. Using part of future events as a platform to provide formal support for youth ideas can be one way to ensure the event is as beneficial as possible for young people.
2. Youth presentations on the challenges worked well. It would have added even more to have youth present their ideas for solutions to challenges.

## OBJECTIVE 3

**Showcase evidence-based ICT solutions that support the four challenges (education, employment, participation, gender discrimination)**

### How was the objective met?

The two days of the summit were divided into thematic blocks covering education, employment, and participation and representation. Gender was not included as a stand-alone theme but was addressed as an underlying theme through the panel discussions and through the participation of a high number of female panelists. In many of the plenary discussions speakers were invited to share with attendees information on their solutions. In addition, the more than 30 exhibitors were chosen as they had developed a MVP of a tech-based solution that meets the needs of conflict-affected youth in addressing the four challenges identified.

- 37 percent of attendees reported that the balance between the summit themes was just right.
- 41 percent of speakers on the main stage were female.

### Lessons learned

1. 40 percent of attendees wanted more focus on employment. Given this is such a pressing issue for youth, it may have been helpful to tighten the focus of the education section on education for employment. The employment section could also have been slightly more solutions-focused.
2. Some attendees reported wanting to have more private sector attendees there to showcase sustainable models and provide opportunities for sustainable partnerships. Holding either the main event or more sister events in locations where more private sector companies are based (i.e. USA) could help boost private sector representation.

## OBJECTIVE 3

**Showcase evidence-based ICT solutions that support the four challenges (education, employment, participation, gender discrimination)**

### How was the objective met?

The summit organising team tried to ensure that there was a good balance between talks that shared solutions and those that were oriented towards sharing research and evidence. In soliciting speaker applications and exhibitor applications, summit organisers ensured that only interventions with a MVP and some evidence to show they were working were chosen to exhibit or showcased on the main stage.

### Lessons learned

1. Despite efforts to include research-centred talks, only a few presentations were truly research-focused. The next event could ensure each theme is prefaced by such a talk rooted in comprehensive research to set the scene.
2. Encourage all speakers to share data and evidence during their presentations to show their initiative really works.





## ANNEXES

### Annex A: Day One Overview

**09:00 - Welcome and Introduction to the Summit - Reem, Life and Business Skills Mentor for Syrian Youth (from Syria, living in Jordan) and Mo'men, 19, Participated in technology course at youth center (from Jordan)**  
 Mo'men welcomed us to the event, while Reem shared some of her personal experiences as a youth mentor, highlighting in her words the key problems young people face.

**09:20 - Overview of the Summit - Mark Chapple Head of No Lost Generation (World Vision)**

**09:50 - The Context for Adolescents and Youth in NLG Countries - Amie Wells, Adolescents and Youth Adviser - Middle East (Mercy Corps) [see presentation](#)**

Mercy Corps described some of the key issues facing young people in the region, including the disruptive effects of conflict during a lifecycle that for young people is supposed to be one of self-development, creativity and learning. The talk addressed some of the things young people need such as protection of their rights, livelihoods opportunities and opportunities to realise their potential.

**10:05 - NLG Tech Task Force: A model for collective impact- Leila Toplic, NLG TechTask Force Lead (NetHope)**

**10:20 - Panel: Achieving a greater scale and impact through cross-sector, tech-enabled collaborations - Lindsey Kneuen, Head of Social Impact (Pluralsight); Amie Wells, Adolescents and Youth Adviser - Middle East (Mercy Corps); Barbara Bergamini, Education Adviser (Norwegian Refugee Council), Tamara Fadi Zakharia, Youth Innovation Officer (UNICEF)**

**Moderator: Leila Toplic, NLG Tech TaskForce Lead (NetHope) [see presentation](#)**

NetHope briefed on their work since their formation at last year's NLG EdTech summit in Amman and outlined how the private sector can engage with the challenges facing young people. This was followed by a panel discussion highlighting how collaborations can have impact, drawing on examples from the 4 partnerships formed at the 2017 Silicon Valley Symposium.

**11:15 - Coffee & Marketplace - Opportunity to network, see demonstrations and hear pitches at exhibitor stalls**

**11:35 - Launch of the Adobe 1324 Challenge with Mercy Corps - Leila Toplic, NLG Tech TaskForce Lead (NetHope); Amie Wells, Adolescents and Youth Adviser - Middle East (Mercy Corps) and Adobe Youth [see presentation](#)**

This session launched Defined Without Borders, an online Challenge designed by Mercy Corps with NetHope support. Defined Without Borders focuses on the issue of participation and is the first Adobe Project 1324 challenge proactively supporting and integrating refugee youth to share their stories.

**11:55 - Education Challenges: in our own words - Mohammed, 28, Online Training Facilitator (from Syria living in Jordan) and Nada, 26, Coach Coordinator (from Jordan)**

Nada and Mohammed shared their personal accounts of some of the challenges facing young people in education.

**12:10 - EdTech for Learning in Emergencies and Displaced Settings: Key findings - Luke Stannard, Research Officer (Save the Children UK) [see presentation](#)**

Save the Children presented key findings and recommendations from an important new piece of research: "EdTech in Emergencies and Displaced Settings". The findings suggest there are clear ways in which learning from researching 'EdTech' in stable contexts can be transferred to emergency settings.

**12:20 - The Degree is Dead - Hugh Bosely, Founder and Executive Director (ReBootKamp) [see presentation](#)**

Hugh Bosely's talk presented the case that new, more powerful educational technologies like eXtreme Learning are rendering traditional pedagogies obsolete by doing in four months what universities cannot do in four years.

**12:35 - Lunch & Marketplace - Opportunity to network, see demonstrations and hear pitches at exhibitor stalls**

**13:55 - Welcome Back - Mark Chapple, Head of No Lost Generation (World Vision)**

**14:00 - Panel: How technology is transforming teaching and learning - Zaid Masri, CEO (Salalem); Lea Batal, Lebanon Country Representative and Partnerships Coordinator, (Kiron Open Higher Education) [see presentation](#); Nidal Khalifeh, CEO & Founder (SAFWA and eDaura); Tom Hayton, Global Creative Director (Techfugees) Moderator: Stephen Richardson, INEE Tech TaskForce and Education Project Manager (Norwegian Refugee Council)**

The panel looked at how technology can transform teaching and learning; how it can widen access and promote quality of post-basic education/learning opportunities for youth and teachers, making sure that they acquire knowledge and skills that they can use. The panel explored how technology supports new and innovative teaching and learning methods as well as provide opportunities for continuous learning, outside of formal education.

**14:55 - Panel: Twenty-first century skills - Afnan Ali, Founder, (Eureka Tech Academy) [see presentation](#); Mike Dawson, CEO (Ustaad Mobile), Noor Homoud, Country Lead Jordan (Digital Opportunity Trust) [see presentation](#) Moderator: Mark Chapple, Head of No Lost Generation (World Vision)**

The panel looked at how technology can support youth acquiring skills in technology itself and wider 'soft' skills critical for the twenty-first century workplace. Education/learning in the twenty first century requires that life skills are considered as foundational skills at all levels of education and learning. Critical thinking, analytical approaches, interview skills, interpersonal skills, leadership and teamworking skills are all in high demand by employers but lacking in traditional education. It is important to move from focusing solely on formal schooling to promoting engagement in learning opportunities and to move to a new learning agenda. This would require moving towards a system that values and recognises skills, knowledge and life skills. Technology can support the acquisition of twenty first century skills by providing opportunities to practice them in 'safe' environments, to benefit from global expertise and advice

and through peer support. However, learning critical interpersonal skills still requires a blended approach with face-to-face interaction.

**15:50 - Coffee & Marketplace - Opportunity to network, see demonstrations and hear pitches at exhibitor stalls**

**16:05 - Employment Challenges: in our own words - Isra'a, 19, from Syria living in Jordan ; Ward, 24, Youth-Led Market Assessment participant from Jordan, AbdelRahman, 20 from Syria living in Jordan (all Youth-Led Market Assessment participants)**

Isra'a, Ward and Abdelrahman shared their personal accounts of some of the challenges facing young people when it comes to livelihoods.

**16:20 - Expanding Economic Opportunity for Displaced Youth - Matthew Hochbrueckner (Senior Officer Partnership Management, WFP) [see presentation](#)**

WFP presented on the Jobs Make a Difference Initiative, a partnership aimed at increasing economic opportunity for refugees and host communities in the region as a means of reducing dependency on humanitarian assistance. The Jobs Make the Difference (JMD) stakeholder consultation in Jordan discussed key challenges and opportunities, such as moving from crisis management to development, legislation, work permits, education, gender barriers, entrepreneurship, and private sector engagement.

**16:40 - Main Stage - Panel: Employability - Matthew Hochbrueckner (Senior Officer Partnership Management, WFP); Mohamed Jinini (CSR Program Manager, Cisco); Marianne Bitar Karam (Director of MENA Operations & Lebanon Country Director, Digital Opportunity Trust), Ayman Arandi (Head -Jordan, Hult Prize Foundation) Moderator: Leila Toplic (No Lost Generation Tech TaskForce, NetHope)**

The panel discussed various employment opportunities for youth in the region including jobs in host communities, remote work, impact sourcing and entrepreneurship. Panelists discussed what are their approaches to providing access to employment opportunities for youth in the region; the main challenges and opportunities to improve employability for youth in the region; key factors to successful multi-stakeholder initiatives between government, private sector, and UN/NGOs and how to connect learning to earning.

**Workshop: King Hussein Building, Club Room B: English Language Training: generating new ideas to improve quality and increase scale - Ben Webster, CEO (Jamiya) and Francis Randle, Senior Project Manager LASER (British Council)**

British Council Jordan, Southern New Hampshire University and Jamiya Project ran a joint session to generate new ideas and partnerships to increase the scale and quality of English language training to refugee youth. The session first presented a range of current initiatives and the most pressing challenges. Then participants self organised around several challenges with the aim of identifying new solutions and opportunities.

## Annex B: Day Two Overview

### 09:00 - Introduction to Day Two - Mark Chapple, Head of No Lost Generation (World Vision)

### 09:10 - Microsoft and Humanitarian Action: Non-profit digital transformation - Justin Nelson, Programme Manager (Microsoft Philanthropies) [see presentation](#)

Microsoft explained how as a private sector actor they are investing and partnering to make a difference in humanitarian contexts worldwide. Microsoft brings its greatest assets to affected areas during crises for both short and long term support to both humanitarian organisations and displaced people leveraging its expertise, resources, platforms and products. Microsoft presented a few examples of how digital transformation has changed the way that its nonprofit partners work. Humanitarian partners were invited to reach out to Microsoft for new opportunities for partnership.

### 09:25 - Participation & Representation Challenges: in our own words - Reem, Life and Business Skills Mentor for Syrian Youth (from Syria, living in Jordan) and Ibrahim, 29, ICT and online course facilitator (from Syria living in Jordan)

Reem and Ibrahim shared their personal accounts of some of the challenges facing young people when it comes to participation and representation.

### 09:40 - Panel: Youth perspectives on participation and representation of young people - Tiba, 23, Tech for Social Benefit Enthusiast (from Iraq living in Jordan); Wisam, 25, Volunteer Youth Trainer in Zaatari (from Syria living in Jordan); Hamza, 23, Student and Volunteer Cell Phone Repair Trainer (from Syria living in Jordan) and Nada, 26, Coach Coordinator (from Jordan)

**Moderator: Saif Atari (Capacity Building & Quality Management Nubader Team Leader, Mercy Corps)**

This panel discussion was focused on youth connections with each other and resources in the local community in Jordan. The panelists discussed the current reality of youth participation through the lens of nationality and gender and what could be done to motivate a more impactful self-expression. The young people showcased positive and successful examples of youth participation and networking and outlined their expectations of and needs from the key decision makers and stakeholders who can influence youth participation efforts. These were turned into a series of recommendations.

### 10:40 - Coffee & Marketplace - Opportunity to network, see demonstrations and hear pitches at exhibitor stalls

### 11:10 - Hands-on Employment and Education: Product testing In Zaatari- Qasem, 20, Mahmoud, 20, Tareq, 20 and Rahaf, 18 (all members of Jeeltek, a group of 6 young Syrians doing technology product testing in Zaatari Refugee Camp) and Dmitri Pasricha, Head of Deployments (Rumie) [see presentation](#)

In this session we were encouraged to join the conversation to learn from five young Syrians working as technology product testers in Zaatari Camp. The Jeeltek Team and non-profit Rumie are conducting research and gathering feedback from the Zaatari community regarding learning material, software, and hardware through a UNICEF partnership providing hands-on employment opportunities and expanding access to education in support of skill development for meaningful work.

### 11:35 - Panel: Expanding economic opportunity through entrepreneurship - Maha Kattaa, Crisis Response Coordinator, ILO; Rana Al Qrinawi (Product Development & Women's Inclusivity Manager, Gaza Sky Geeks); Jumana Alkury, Co-Founder and CEO, Instatoot; Saleem Najjar, Co-Founder (Sharqi Shop)

**Moderator: Khaleel Najjar (Program Manager, Youth Impact Lab, Mercy Corps)**

This panel looked at entrepreneurship as one of several avenues towards economic prosperity for the displaced and vulnerable youth and its impact on the wider affected community. Participants discussed the challenges facing young people in this area and drew on their own experience as young entrepreneurs or having worked with entrepreneurs.

The discussion also helped to shed light on the entrepreneurial scene in Jordan, the level of maturity achieved so far in the entrepreneurship support system, and the changes that need to be made moving forward. Participants shared various examples for the potential impact of successful start-ups on the economy.

**12:30 - Lunch & Marketplace: Opportunity to network, see demonstrations and hear pitches at exhibitor stalls**

**13:05- King Hussein Building, Club Room B: - Community Researcher MOOC Co-Design Workshop - Diana Laudrillard, Professor of Learning with Digital Technologies (University College London, Institute of Education) and Eileen Kennedy, Senior Research Associate, RELIEF Centre and the Centre for Global Higher Education (University College London, Institute of Education)**

This workshop aimed to bring together researchers, institutions and NGOs who share a common interest in strengthening research capacities in their organisations and communities, as well as individuals interested in developing their research skills. The workshop focused on how to create a curriculum and pedagogy for online and blended learning courses for 'community researchers' as a way of involving a community's members as researchers in research projects from the outset.

**14:00 - Welcome Back - Mark Chapple, Head of No Lost Generation (World Vision)**

**14:05 - Mahali Innovation Lab: Driving Community Solutions in Support of Learning - Lillie Rosen, Community Innovation Coordinator, Mahali Lab ( International Rescue Committee) [see presentation](#)**

This session introduced the Mahali Innovation Lab, how it came to identify a lack of learning as a top concern for refugee families, and the process of their design challenge to generate new solutions to that problem by engaging those most impacted by it. IRC shared the results of its community consultations, and invited participants to engage in a number of ways - from helping to define the problem, to mentoring design teams, to providing feedback during pitching events. Participants were also invited to apply for funding through the Mahali Lab.

**14:20 - Main stage: The Secrets to Creating a Successful Product using Design Thinking - Aape Pohjavirta, Chief Evangelist, Founder (Funzi) [see presentation](#)**

In this session Aape Pohjavirta discussed major global 'wicked' problems and how they are the root cause for many of the challenges we see in our immediate surroundings today. He walked through the process of creating successful, user-centered services and products and addressed techniques and methods with case examples that simplify the complex process of design thinking, making it more tangible to the audience.

**-King Hussein Building, Club Room B: Digital Identity and Citizenship: Resourceful and responsible engagement with digital communities and landscapes - Stephen Mander, Teacher Trainer (British Council)**

This session considered the skills young people need to acquire as part of their education to become responsible and resourceful digital citizens. The session looked at a variety of areas that young people need to understand, including digital safety and security, digital use and identity, digital rights, emotional intelligence and digital literacy and explored each of these areas and what this means on a practical level for youth and young people who are becoming more and more reliant on the internet for social, economic and educational activity.

**15:20 - Coffee Break: Opportunity to network, see demonstrations and hear pitches at exhibitor stalls**

**15:40 - Virtual Exchange and Cross-cultural Collaboration Showcase from the Aspen Institute Steven's Initiative - Ramzi Naja (Innovative Education Fellow, Karam Foundation); Saba Yassin (Senior Program Officer, USAID Civic Initiatives Support Programme, WGBH); Ihab Salameh (MENA Regional Director, Global Nomads Group) Moderator: Danah Dajani, Regional Manager (The Aspen Institute Stevens Initiative) [see presentation](#)**

The Stevens Initiative panel highlighted how virtual exchange can bridge the skills gap and how virtual exchange can be utilised as a tool to help young people innovate, build global competence, exchange skills and experiences. The panel elaborated on how the projects have used virtual exchange as an innovative tool to better prepare students for the future.

**16:25 - Wrap Up and Way Forward - Mark Chapple, Head of No Lost Generation (World Vision)**

**16:45 - END OF SUMMIT**