



1st Annual Solutions Summit 2017

Evidence –Based Innovation & Investment for Education



Summit Report

EXECUTIVE SUMMARY

Diversity, in depth discussions, openness, and collaborative thinking and doing are a few key phrases to describe RISE Egypt's 1s Annual Solutions Summit on Evidence-Based Innovation and Investment with a focus on education as this year's theme.

Over two days, in the heart of downtown Cairo, and in one of the most creative spaces in the city, Townhouse Gallery, the summit brought together 106 participants representing a diverse selection of members of the education scene in Egypt (summit contacts list [here](#)). Education entrepreneurs, researchers, education experts, investors, donors, and representatives of capacity building organizations came together and engaged in a series of experiences that created room for deep dialogues, knowledge sharing, and collective idea generation and exchanges of opportunities for collaboration.

In Day 1 participants were exposed to an eye opening overview of Egypt's education profile serving as a solid reminder of the challenges that exist in this vital sector of the country. Closely following that was an "educational experience to remember", an intensely emotional video stirring insightful reflections among the audience on what constitutes quality education. Next came an introduction to citizen to citizen collaboration, highlighting the potential to move forward with solutions in education when collaborations among citizens take place. A practical implementation of this happened with the mapping exercise in which summit participants collectively assembled a map of Egypt's education ecosystem pinning education interventions across the country on a large scale map on the wall. Inputs of this map lay the ground for a post summit collaborative that will take the mapping initiative forward with a number of learning partners. To gain a deeper understanding of what an evidence based approach to innovation and investment is about, participants assembled around a multi-stakeholder panel discussion representing a diversity of views around this topic and how it can be practically implemented within the Egyptian context. During the last part of the day and building on the multi stakeholder nature of this gathering, participants broke out into 4 different diverse groups, each working with an Egyptian education enterprise that presented a growth related challenge to which they needed support to overcome. The workshops witnessed highly energized interactions as participants came together and utilized their varied backgrounds and knowledge to put forward a series of action based recommendations for each of the four education enterprises (Elm, Emmkan, Fab Lab and Nubi).

Day 2 started off with a spotlight session showcasing a local best practice, Educate Me's impact study, representing a successful partnership among an Egyptian education enterprise, a global learning partner, and impact investors who were brought together through RISE Egypt as a mediating organization to enable an evidence based approach to scale-up. The discussion gave an insight into the dynamics of the impact study as perceived from the different partners and who also shared a number of key learnings with the audience. Next, came the capacity building element of the summit, with participants choosing to join one of four workshops. For entrepreneurs one workshop covered an introduction to scale up principles using the Gazelles International 4D framework (strategy, execution, people and cash), and another workshop took a deep dive into curriculum design theories covering three approaches (content-based, outcomes-based and process-based curriculums). Investors and funders got the opportunity to join a workshop dedicated to showcase impact investment strategies that can be implemented by them, learning from examples demonstrated through the discussions that took place. Researchers and education experts joined a research lab setting to come up with a toolbox of metrics to measure education quality within education enterprises and initiatives across a number of education stages and domains.

With the mindful intention and ambition at RISE Egypt to promote a culture of collaboration to leapfrog innovations in the country and to continue with the in depth dialogues and collaborative work that were started in this gathering, the last part of the summit was designed as a series of co-creation sessions around the post-summit collaboratives. In three different groups summit participants discussed ways to move forward and came up with action based recommendations around enabling monitoring and evaluation for social enterprises, generating research questions that are relevant to the Egyptian education context and creating an attractive environment for investors where impact investment strategies can be practiced.

DAY 1 - 29th November 2017



OPENING REMARKS

Speaker: Dr. Mona Mowafi, Founder & President of RISE Egypt

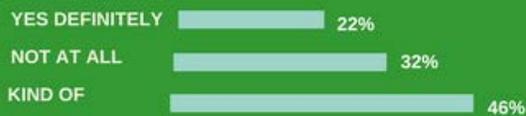
After an inspirational and colorful introductory video, Dr. Mona Mowafi gave a warm welcoming speech introducing RISE Egypt and its vision, the goals of the Solutions Summit and an overview of the two days of this collaborative gathering. Through the audience interaction platform tool, Sli.do, participants soon got engaged answering a number of poll questions about their educational experience and aspirations for education in Egypt with some thought provoking results!

THE FEELING I REMEMBER MOST OF MY FIRST SCHOOL EXPERIENCE IS ONE OF:



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I BELIEVE MY EDUCATION PREPARED ME FOR THE TRANSITION TO WORK OR TO BE AN ENTREPRENEUR AND GAVE ME THE SKILLS I NEED:



MY EDUCATION EXPERIENCE TAUGHT ME HOW TO COLLABORATE, WORK IN TEAMS, AND THINK ABOUT THE GREATER GOOD IN SOCIETY



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I BELIEVE EGYPT CAN TRANSFORM ITS EDUCATION SECTOR (FOR THE BETTER!) IN THE COMING 5-10 YEARS:



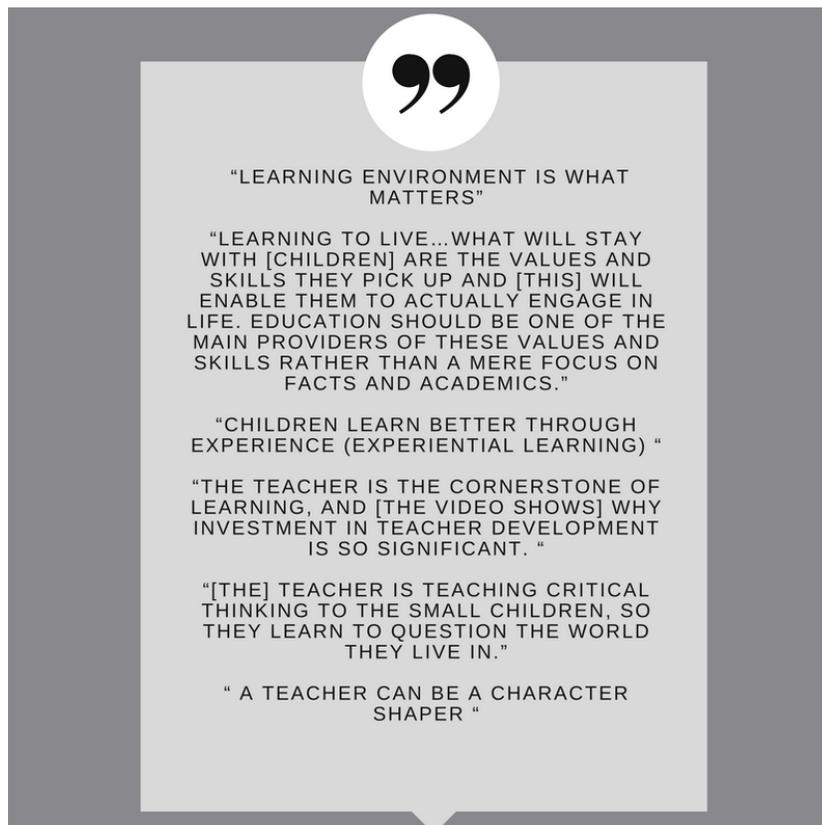
Results of poll questions answered by the audience via Sli.do tool during opening remarks

AN EDUCATIONAL EXPERIENCE TO REMEMBER + COLLECTIVE REFLECTION

Speaker: Ms. Sarah El Nashar, Senior Research Associate at RISE Egypt

Starting the session, Sarah Al Nashar presented interesting statistics that captivated the audience and kept the majority of them jotting down notes. Sarah delved into Egypt's education profile and eventually led us to a striking statistic from the latest Global Competitiveness Report 2017-2018 where Egypt ranks at 130 out of 137 countries on Quality of Education System. (presentation slides [here](#)). The audience were then invited to watch a documentary video *A Class Divided* showcasing a social experiment carried out by class teacher Jane Elliot with her third grade students. The experiment teaches students and viewers alike about discrimination and prejudice. The discussions and reflections that took place right after revealed a number of key insights from the audience on what actually is important to remember when thinking about education.

A few examples here:



CITIZEN TO CITIZEN ENGAGEMENT + EDUCATION MAPPING EXERCISE

Speaker: Ms. Noran Abdou, Research Associate at RISE Egypt

After a session of deep reflection, it was time to start thinking about moving forward. Noran Abdou introduced the audience to the concept of citizen to citizen collaboration explaining the potential that exists when citizens work collectively towards solutions both on the design and execution levels. From a theoretical standpoint Noran explained the citizen participation ladder and the types of citizen collaborations (presentation slides [here](#)) before moving on to the practical part of the session: the mapping exercise. Participants moved into an open space with a large scale map of Egypt on the wall and were asked to take part in creating a map of Egypt's education ecosystem by pinning education initiatives and institutions they represent as well as referrals that they know of. Over the course of the two days the blank white map gradually came to life with a myriad of coloured pins representing a range of education initiatives around Egypt.

Collectively summit participants **mapped 100+ initiatives covering 150+ locations** across the country's governorates. Key benefits for collaboratively working on mapping Egypt's Education Ecosystem as highlighted by participants include:

- The map gives a holistic view of the education scene in Egypt.
- It can be utilized to identify gaps where there is limited attention and intervention.
- It can help avoid replication of existing solutions (re-inventing the wheel).
- It can help spur partnerships and collaborations between different stakeholders when common grounds are identified.

Next Steps:

A list of the education interventions that were mapped during the summit will be shared with summit participants as one centralized database. The inputs will also be used to build a preliminary digital map which will then be taken further as a full-fledged mapping initiative with learning partners through a dedicated collaborative to be launched in 2018.

WHAT IS EVIDENCE-BASED INNOVATION & INVESTMENT IN EDUCATION?

Panelists:

- Dr. Laila Iskander (Former Minister of Environmental Affairs & Founding Chair, CID Consulting),
- Ms. Dalia Ibrahim (CEO, Nahdet Misr & Founding CEO, EdVentures),
- Mr. Hisham El-Khazindar (Co-founder & Managing Director, Qalaa Holdings),
- Dr. Milagros Nores (Co-Director of Research, National Institute for Early Education Research, Rutgers University),
- Mr. Christopher Schroeder (Venture Capitalist and Author of Start-Up Rising: The Entrepreneurial Revolution Remaking the Middle East),
- Mr. Mostafa Farahat (Co-founder & CEO, Nafham), &
- Ms. Dalia Said (Co-founder & CEO, El Rehla),
- Moderated by Dr. Mona Mowafi (Founder & President, RISE Egypt).

Description

A diverse group of panelists were brought together in this session to give a closer look at scaling innovations and investments within the education sector using an evidence based approach. The panel brought together the various and sometimes intersecting perspectives of researches, investors, entrepreneurs and mediating organizations around this topic. Audience were captivated throughout the entire session and asked a number of strategic questions during Q&A.

Discussion Highlights

- Education entrepreneurs Mostafa Farahat and Dalia Said spoke of a number of difficulties when implementing impact assessment owing to limited time, human capacity, financial resources, the difference in pace between academia and entrepreneurs working on the ground and lack of local resources and case studies to learn from for impact assessment.
- From the investor's perspective Hisham El-Khazindar pointed out that disseminating research is the solution to further develop the start-up scene and create opportunities for scale-up in Egypt as start-ups currently work in silos without wider connections to disseminate and share information.

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- Laila Iskandar brought in a highly interesting perspective around scaling up within education speaking of a UNICEF educational project in Egypt that was unable to scale across the country due to the absence of adequate rolling out (as the project elements got watered down) and impact assessment. The example raised the questions: what exactly can be scaled? And how can it be done?
 - From a global perspective Milagros Nores spoke about the Columbian experience of the Aieotu program which works with early childhood education and embeds monitoring and evaluation to measure quality and to continuously inform improvement needs. She highlighted the success story that enabled the scale up of the program nationally when they were able to provide evidence on the significant impact of high quality early childhood education on a child's trajectory which encouraged the private sector in Columbia to consolidate their efforts to lobby for a National Early Childhood Strategy that ensures the right of all children to early childhood education. This bottom up approach resulted in the program surviving political shifts and becoming a priority for all politicians in their national agenda.
 - The panel ended with a fruitful discussion on ways the Columbian model can inspire solutions within the Egyptian context. Building on the idea of consolidating power within the private sector, it was agreed that mediating organizations like RISE have an important role to play in bringing various educational stakeholders together and guiding the private sector to consolidate their agenda and find ways where they can contribute to national policy-making.

CROSS-STAKEHOLDER WORKSHOPPING OF EDUCATION ENTREPRENEURS



Participants were introduced to four social enterprises working within different sectors of education in Egypt and at different growth stages and were asked to select one which they would be interested to workshop in smaller breakout sessions. Capitalizing on the diversity of stakeholders within the summit, each social enterprise got the opportunity to present their specific growth related challenges and obtain a variety of insights from the cross stakeholder groups formed. The education enterprises are presented below with a summary of key recommendations contributed collectively by the summit participants.

NUBI (SECTOR: LANGUAGE & CULTURE)

Presenter: Moemen Taloush, Founder, Nubi App.

Workshop Facilitator: Amira AbdelAziz, MESAHA

Description

NUBI is the first Nubian project interested in preserving Nubian heritage and teaching the Nubian language using today's technology and tools. To do that, a group of Nubian youth decided to assemble a team and work on developing an application to teach the Nubian language in its different dialects getting more than 10,000 downloads to date. The social enterprise aims at preserving the Nubian language, connect the Nubian youth generation to their heritage and provide channels of sustainable development for the Nubian community.

Recommendations

The session was highly engaging with attendees coming up with a large number of creative ideas to further build on the project's goal of preserving the Nubi language and culture. Ideas revolved around 3 main areas:

Developing an interactive language curriculum:

- Use contextual learning (e.g. through cooking recipes, gamification and storytelling of myths).
- Introduce language exchange programs.
- Add a range of support languages (English, Arabic etc) to the app.
- Create a network by enabling geographical pinning in the app that can encourage meetups and also pair educators with Nubian speakers.
- Consult researchers and educators who have expertise in curriculum development.

Marketing and Raising Funds for the App:

- Utilize crowdfunding/ Clickfunding (e.g. baseeta).
- Outreach to global Nubian community to promote the app, and to contribute monthly donations (e.g. International Nubian Association for North America).
- Market Nubia products on app and sell it with a percentage mark-up.
- Teach tour guides Nubian.
- Establish links with service providers (e.g. booking.com, trip advisor, gazef).

Learning from local and global practices:

- Formalize and systemize crafts in Nubia learning from models such as Fairtrade and Yadayaweya.
- Promote and advocate the language by exploring the Welsh and South African models.
- Use existing elements within the Nubian community and culture such as Nubian mythology and music to promote the language.
- Promote the app through a celebrity endorsement video/concert (e.g. Mohamed Mounir).
- For tourism, apply existing models such as volunteer tourism, culture tourism and introduce Airbnb practices in guesthouses.

GIZA SYSTEMS FOUNDATION – FABLAB (SECTOR: STEM)

Presenter: Mai Al Dardeery & Mohamed El Rafei, FabLab Management Team

Workshop Facilitator: Mona Mowafi, RISE Egypt

Description

The GSF Fab Lab project is establishing open makerspaces and digital fabrication (DF) platforms in several governorates across Egypt aiming to encourage technological education, creativity, innovation, and invention and to support educators, inventors and entrepreneurs that lack access to high-tech facilities, particularly in rural areas. This is done by providing knowledge based and product based workshops and access to DF tools through fixed and mobile Fab Labs.

Recommendations

This was a highly interactive session where attendees were very intrigued and eager to help. Recommendations focused on developing the business model and pricing structure:

- Carry out market research to position and price Fablab services that would enable profitability and sustainability.
- Carry out an awareness/marketing campaign to showcase to startups the added value from using DF tools to their business.
- Work on differentiating GSF Fablab and creating an identity for the space (experience design).

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- Develop new revenue and pricing models: Charge royalty fees to start-ups that use the facilities to create their own product/ introduce membership fees/use tiered pricing for different services.
 - Explore new B2B markets: Fablab on Wheels in schools in New Cairo to provide training to teachers and an interactive space for students.
 - Hire a finance person to work on overall pricing model and financials.
 - Consider a growth strategy: Bringing in private investors or increasing pricing to facilitate growth.

EMMKAN (SECTOR: SOCIO-EMOTIONAL LEARNING –SEL)

Presenter: Ahmed Sameh, Founder and CEO of Emmkan

Workshop Facilitator: Ayman Shehata, PWC

Description

Emmkan is a social enterprise that aims to provide youth with a parallel education platform that enables them to develop their potential, thoughts, emotions, mindset, social skills, and career readiness (Socio-Emotional Learning). These SEL programs are facilitated through workshops, after school programs, camps, awareness campaigns, and community programs.

Recommendations

Attendees in the session worked on developing ideas to promote the importance of SEL in schools and other education initiatives which is one core challenge that EMMKAN is currently facing:

- Deliver SEL to parents as well as teachers to build a long-term platform for acceptance.
- Acquire feedback from parents or engage them in the workshops with the students.
- Build a visible M&E framework that shows the impact of EMMKAN's interventions (success stories to show impact) and one which informs and improves the service.
- Work on integrating SEL with formal education.
- Internally, work on team motivation by carrying out SEL training and capacity building for them (training of trainers).

ELM INTERNATIONAL SCHOOL (SECTOR: K-12 EDUCATION)

Presenters: Karim Amer , Managing Director & Sarah Ahmed, Educational Director of ELM

Workshop Facilitator: Tarek Madany, Global Appraisal Tech

Description:

ELM is an international school based in Alexandria, currently serving ages 3-12 and expanding into a full K-12 school with a mission to develop leaders of the 21st century, that are global citizens with an international mindset, respect for diversity, belief in universal human values, while honoring deeply rooted local heritage, values and language. The school's education approach is based on 3 pillars: student centered education, technology integration and internationally minded + locally rooted mindset.

Recommendations:

This workshop focused on establishing ideas to scale ELM school model and address the current barriers to scale-up:

- 3 priority areas for scale up were identified: Philosophy – Teachers – Facilities
- Develop smart alliances and collaborations as a pathway to scale up
- Consider franchising model /school management company model
- Work on continuous learning and improvement to avoid loss of quality and becoming outdated
- Consider using local resources/start-ups for training and curriculum development

DAY 2 - 30th November 2017



SPOTLIGHT: RISE EGYPT'S IMPACT EVALUATION WITH EDUCATE ME IN COLLABORATION WITH GIZA SYSTEMS FOUNDATION AND SUMMIT TECHNOLOGY SOLUTIONS

Panelists:

- Ms. Yasmin Helal (Founder & Executive Director, Educate Me),
- Christine Safwat (Director of Operations, Educate Me),
- Dr. Milagros Nores (Co-Director of Research, NIEER/Rutgers University),
- Mr. Shehab El-Nawawi (CEO, Giza Systems),
- Ms. Magda El-Sabaee (CEO, Summit Technology Solutions),
- Moderated by Dr. Mona Mowafi (Founder & President, RISE Egypt)

Day 2 started with the summit's spotlight session showcasing the impact study of social enterprise Educate Me as a local best practice model of impact evaluation. The panel represented the

stakeholders that came together to collaboratively work on this model: RISE Egypt as mediating organization, Aietou and NIEER/Rutgers University from Colombia representing a global learning partnership, Giza Systems and Summit Technology Solutions as investment partners and Educate Me as the social enterprise for which the impact study was implemented. The session started with an introductory video followed by an insightful discussion across the panel.

Discussion Highlights

- Impact assessment is a long and challenging process that requires particular focus and as a mediating organization RISE Egypt provided the needed support to enable an evidence based approach and investment in the impact study.
- Educate Me highlighted the struggle of entrepreneurs between focusing on daily operational issues and looking ahead and evaluating their impact and thus it was important to have the support to facilitate an evidence based approach that helped them see where they want to be in the long term.
- As global learning partner, Aietou Foundation presented a number of key learning lessons based on their own experience with impact assessment. The longitudinal study carried out for the foundation in Columbia proved successful as they worked on maintaining strong relationships with the participants to retain them throughout the period of the study. Also other key success factors include professional development of teachers (utilizing Theory of Change in their training), development of a software for long term assessment of children's performance and the continuous long term commitment to keep the study running.
- For Giza Systems and Summit Technology Solutions as investment partners, the key motivation to invest in the study was to enable the development of performance indicators in the social space, a fundamental aspect which is currently lacking and was also stimulated by the understanding of the importance of impact measurement in providing a solid foundation for scalability.
- In conclusion it is important to recognize impact studies results are not always 100% pleasant; yet it is important to continuously share results to give guidance to needed intervention for improvement. It is also important to keep in mind that education models take years to develop

into successful ones requiring time and effort to do so and a continuous commitment for change and improvement.

CAPACITY BUILDING WORKSHOP 1: INTRODUCTION TO SCALING UP (FOR ENTREPRENEURS)

Facilitator: Mr. Ahmed El Sherif, Managing Director, Vibrant Group

In this workshop attendees were introduced to the Gazelles International 4 Decision framework addressing 4 areas to drive sustainable business growth:

Strategy: Core components when setting a strategy include Purpose and values / Actions to live by/ Identifying core customers/The Unique Selling Proposition/Setting Profit per X.

Execution: To successfully execute strategy 3 elements need to be implemented. It starts with placing priorities for the year which sets the focus (optimum 3-5 targets/priorities per year). Next is establishing metrics at regular intervals to measure performance and set measurable targets (Key is measuring revenue margin not revenue). Finally setting meeting rhythms on a daily, weekly, monthly and quarterly basis to ensure team alignment on the first 2 elements.

People: The key questions to ask is: Do I have the right people? Optimally an organization should strive to have: a successful manager - one who is able to coach team members, a strong team with members who are closely aligned on core values and are highly productive, and finally an overall harmonious culture where every individual is responsible and is clearly accountable for his/her role.

Cash: Ensuring a healthy cash flow is vital for the sustainability of the business, one key measurement tool to consider is the cash conversion cycle, and one suggested strategy to improve cash flow is the power of the 1% financial strategy.

CAPACITY BUILDING WORKSHOP 2: CURRICULUM DESIGN THEORIES & ASSESSMENTS (FOR ENTREPRENEURS)

Facilitator: Dr. Maha Bali, Associate Professor of Practice, Center for Learning & Teaching, AUC

This workshop was mainly a discussion-based one focusing on the pros and cons of Content-based curriculums, Outcome-based curriculums and Process-based curriculums.

Insights on Content - Based Curriculum Approach:

- There is little room for creativity, innovation and individual expression.
- It raises the question of whether there is enough exposure to diversity to allow students to make choices and own judgements of the world.
- A one-size-fits-all curriculum can be discriminatory to minorities (The equity vs. equality debate).
- It ignores the social aspect of learning. Students learn best when their reflections and feelings are core to the learning process.
- It can be easily used to serve a specific agenda or context without attending to the real learning needs of the students.

Yet:

- This approach is considered the easiest to assess and prove that learning has happened versus other approaches as it shows levels and foundation of knowledge with a clear cognitive accumulation.
- It aligns with the dominant expectations of parents in society of what an education should be like.
- Most teachers are pre-conditioned to teaching with a guiding curriculum.

Insights on Outcome - Based Curriculum Approach:

- This approach again raises the question of diversity and room for individual expression where teachers may insist students do something in a certain way to ensure he/she gets the desired

outcome. Consideration for designing a learning process that is inclusive to the many different ways one outcome can be achieved was discussed here.

- The approach may be demotivating for the students if they do not reach the desired outcome.

Insights on Process - Based Curriculum Approach:

- There was some perspective that this approach faces resistance from administration and from students when trying to shift into an interactive teaching process. This led to a discussion on various strategies a professor can use against the resistance of the students and/or administration such as practicing the approach with ungraded activities to lessen their anxiety on the process, and liquefying the syllabus by engaging them in course design for example.
- It was recognized that the approach needs a teacher than can self-reflect and self-improve to guide and adapt to the process. Thus, needing more room and time to be able to practice this.

CAPACITY BUILDING WORKSHOP 3: COMPILING EDUCATION METRICS & INSTRUMENTS RESEARCH LAB (FOR RESEARCHERS & EDUCATION EXPERTS)

Facilitator: Dr. Milagros Nores, Co-Director for Research, NIEER, Rutgers University

This workshop was dedicated to establishing a framework of education metrics and tools that can be used to measure education quality in various domains.

Assessment types that were covered in the workshop included cognitive and non-cognitive metrics, literacy measurement tools, socio-emotional assessment, observation tools to measure environment and process aspects, and considering formative assessments for each individual student that are more in depth in addition to assessments that are dependent on sampling.

Key Discussion Insights

- Cognitive and non-cognitive assessments are both important testing techniques because they aid us in understanding if the child's performance is owed to his/her capabilities or because of other factors such as the family's upbringing.

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- There is no need to measure every single skill in the early years; for example math in the early years is a predictor for literacy because it is a higher order thought process that later assists in decomposing language.
 - Both observational measures looking at environment and process and child performance assessment tools need to be used hand-in-hand to tie causes and solutions to each other. For example, there could be a limited effect on math performance because no material is available and not just owing to the child's capabilities.
 - There are many tests and assessment tools that already exist – there is no need to develop any new ones. Observing other models is valuable and they can be replicated or improved on.
 - There are gains over time that are seen when assessments are conducted over regular time intervals.

Next Steps

Based on the request of workshop attendees, a preliminary document of compiled education metrics discussed in this workshop will be shared with summit participants.

CAPACITY BUILDING WORKSHOP 4: IMPACT INVESTMENT STRATEGIES (FOR INVESTORS/FUNDERS)

Facilitator 1: Dr. Mona Mowafi, Founder & President, RISE Egypt

Facilitator 2: Ms. Suzan Salem, Advisor for Business Innovation and Improving Access to Financial Services, GIZ

The workshop started with a short presentation introducing impact investing, shedding light on global and local examples of collaborations between business on one hand and social science and research on the other and highlighting the opportunities and challenges of inclusive businesses in Egypt (presentation slides [here](#)).

Investment Strategies and Structures

Discussion that followed highlighted a number of investment strategies that can be used to mobilize impact investment in Egypt:

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- Traditional strategies: Private Investment, Debt, Equity, Friends & Family, Grants, Angel Investment, and CSR.
 - Non Traditional strategies: Value chain connection where investment is made to support suppliers (e.g. the Danon/CARE model where Danon through CARE Egypt was able to reach out to small farmers in Egypt to include them in their supply chain), Crowdfunding, Shared value propositions (e.g. Drosos as a funder, Baseeta as video implementer and Helm as social enterprise collaborating on a click funding campaign to raise funds to make a public space accessible for people with disabilities), and the Donor model (e.g. GIZ risk free capital model).

Further Insights

- Intense discussions on what constitutes social impact and social enterprises raises the need for a solid definition and awareness of these concepts.
- There is a need for a shift of narrative around impact investment, highlighting investment is not just for the greater good but profit is also involved.
- CSR and donors can play a crucial role in laying the groundwork for private impact investment with a number of successful examples of donor and CSR investments discussed.
- Key challenges highlighted are the power struggles between investors/funders and entrepreneurs that are most evident in contract logistics and the need to observe timeframes and time value of money which is key to investors.

POST –SUMMIT COLLABORATIVES



In the final part of the summit, participants disbursed into cross-stakeholder working groups to collectively brainstorm ways to spur off collaboratives that will continue work beyond the summit and across the year designed to extend knowledge products, metrics and impact assessment know-how to the education innovation ecosystem in Egypt. Participants broke into 3 working groups each discussing a different topic.

1. ENABLING MONITORING & EVALUATION (M&E) AND IMPACT METRICS FOR SOCIAL ENTERPRISES

Moderator: Sherif Osman, Senior Officer, Pedagogy & Assessment, Center for Learning and Teaching, AUC

Co-facilitator: Eman El Hadary, Research & Policy Manager, RISE Egypt

The session witnessed extensive idea generation revolving around challenges of implementing M&E within the work process for educators and social entrepreneurs and thinking of ways in which those challenges can be addressed.

Key Action-Based Opportunities & Solutions Highlighted

- To initially implement M&E within social enterprises, there is a need for an external entity due to the lack of time on the part of the entrepreneurs and internal team and also due to the lack of know-how and expertise internally.
- Ideally SEs would use external party at one point but also integrate internally. For better M&E integration: allocate time and priority to M&E among operations, integrate M&E within all job roles and ensure buy in of all team members, and include data collection right from the start of a project.
- Allocate financial resources for M&E through budget allocation, including M&E as part of the service being delivered to customers and add a margin accordingly, and raising funds for M&E from funders and donors.
- Identify good quality individuals/entities that can implement M&E and impact assessment by launching a digital platform for M&E experts that would include evaluation criteria and ways to connect with them.
- Create a tool kit /basics guide to equip SEs to discuss needs and requirements with an M&E consultant.
- Promote a culture that understands and endorses M&E: Create visible reports for customers/investors, encourage acceptance of all M&E results (good and bad), connect with mentors in the field, look at best practices and successful models and have SEs share case studies together.
- Continue to discuss this topic through an online platform.

2. PRACTICING EVIDENCE -BASED IMPACT INVESTMENT

Moderator 1: Mona Mowafi, RISE Egypt

Moderator 2: Ayman Shehata, PwC

A series of ideas were developed during this session to bridge gaps between impact, investment and research and the stakeholders represented within these areas.

Key Recommendations for Implementation

- Encourage applied research questions by connecting thesis researcher writers to startups.
- Launch the education map of Egypt's Education Ecosystem to be designed as a multi layered and objective based map.
- Develop a knowledge product that makes it easier for startups to enter the education sector.
- Carry out Theory of Change and log frame trainings for enterprises.
- Work on investor education by creating awareness around best practices.
- Assist entrepreneurs with M&E capacity-building and provide access to impact-assessment tools.
- Endorse independent/ third entity research to avoid bias when carrying out impact assessment for social enterprises.
- Source funds and investment for research and train researchers to pitch to investors and entrepreneurs.
- RISE to consider a collaboration with formal education/policies
- Continue forms of conversations around specific topics through online forums/portal / Face-to-face.
- Create a summit participants sheet/directory

3. GENERATING RESEARCH QUESTIONS FOR EGYPT'S EDUCATIONAL PRIORITIES

Moderator 1: Heba El Deghaidy, Associate Professor and Chair of the Department of International and Comparative Education, Graduate School of Education, AUC

Moderator 2: Gihan Osman, Assistant Professor of Instructional Design and Technology, Graduate School of Education, AUC

Internal team Co-facilitator: Sarah El Nashar, RISE Egypt

The session started with a brainstorming exercise highlighting the different research areas within the education sector, then moving on to identify a number of challenges within the research scene and finally generating ideas around opportunities for collaboration to further develop the education research practice in Egypt.

Key Ideas Highlighted for the Collaborative

- Set a guiding research agenda that identifies priorities for education research studies in Egypt.
- Build a digital platform that connects researchers (graduate students, researchers hub) with social entrepreneurs in their respective fields.
- Organize open days “Research + SE Forum” in universities to showcase research questions for graduate students who are still deciding their research questions by engaging them with SEs in their field.
- Create a dynamic database for nationally relevant literature (e.g. academia.edu but for Egypt), also one that can translate and digitize Egyptian journals which would enable research access to non-researchers and act as a platform for bridging connections among researchers in Egypt.
- Organize training sessions for researchers to guide them to valuable research globally.

Next Steps:

Insights from these sessions as well as other sessions held during the summit are currently being used to guide the design process of the post-summit collaboratives launching in 2018. Details and invitations to join these collaboratives will be extended to summit participants in the coming period.



SUMMIT HIGHLIGHTS VIDEO

[VIEW HERE](#)

