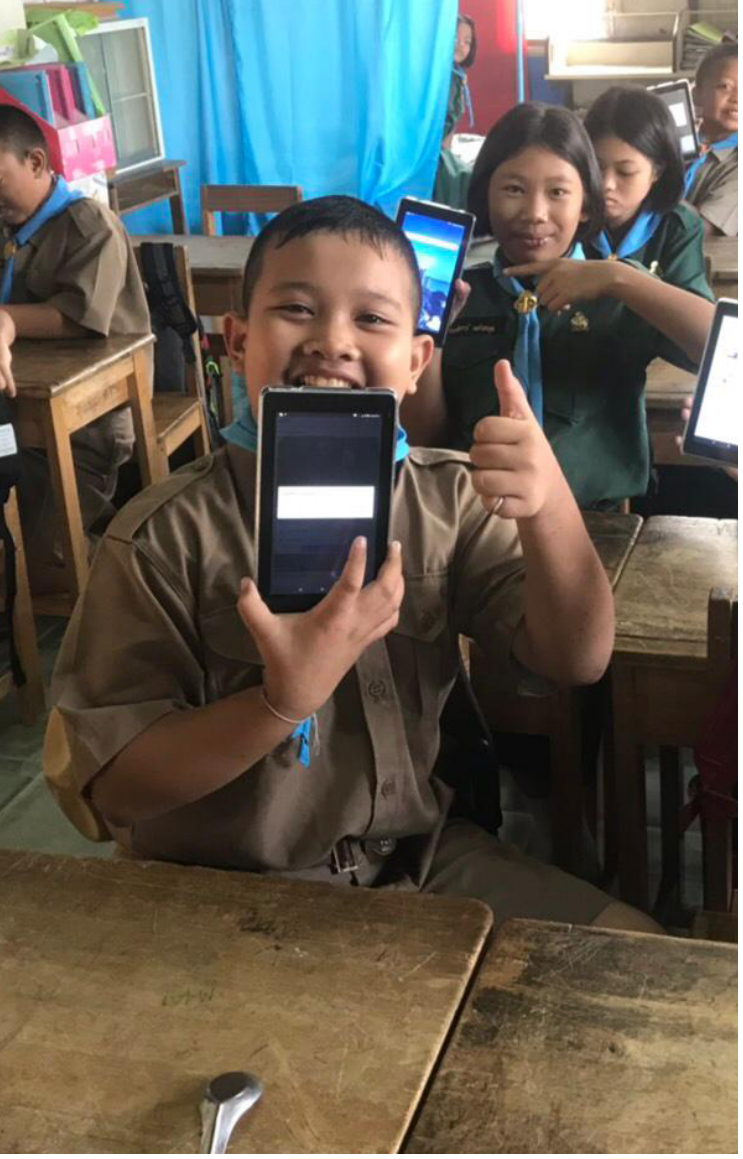

# EdTech Field Guide

## Best Practice Guidelines for the Inclusion of EdTech in School Reconstruction Projects

All Hands and Hearts
Smart Response

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## PURPOSE OF THIS DOCUMENT

This document is intended to be an overview of best practices and step-by-step guidelines for the successful selection and implementation of educational technology (EdTech) deployments within education facilities. The guidelines and suggestions follow the All Hands and Hearts EdTech program that has run alongside existing school rebuild programs developed by All Hands and Hearts. These programs have focused on formal education settings (schools) in communities impacted by natural disasters. All guidance has been written with the intention of offering assistance for all EdTech projects run by any organization looking to assist education facilities within crisis-affected settings, either in formal education settings, such as schools or more informal settings.

While this document focuses on working within crisis-affected settings and disaster-affected communities, it is understood that not all the best practices suggested here will be plausible for every scenario faced and will be impacted by the environment being worked in. However, it should help in identifying the best deployments for all the facilities evaluated.

This guide has been written without specific organizational budget and timeline confinements, but both elements should be considered in any future EdTech deployment. All information has been written with the assumption of an in-person presence at the education facility being assessed and worked on. A glossary of terms used consistently throughout this document can be found at the end of this document.

## BACKGROUND

EdTech is considered to bring about positive change in education, in terms of digital skills, motivation and learning outcomes. Yet, there is a gap in understanding its impact in emergency settings and how it should be implemented. The information within this guide has been devised following an 18-month program in which EdTech was integrated into school rebuild projects. An additional aim was to research EdTech in emergency settings, specifically disaster recovery, and develop methods of incorporation to provide the most positive impact on future students' education.

**The project was made possible with a donation to All Hands and Hearts from the Patrick J. McGovern Foundation.** The **Patrick J. McGovern Foundation** aims to explore the ways in which advances in information and technology can improve the quality of life.

## WHAT IS EDTECH?

For the purpose of this document, EdTech is referred to as the use of technological resources that facilitate learning and improved academic performance. Examples include hardware (computers, tablets, e-readers, etc.), software, audiovisual equipment, internet connectivity and/or other technology when used in an educational setting, as well as relevant technical, pedagogical and curricular support.

Although typically used within a classroom, either by students or an educator, EdTech can also be used outside the classroom. Examples of such activities include lesson planning, administrative tasks, research and producing student resources.

## PRINCIPLES OF EDTECH DEPLOYMENTS

Based on our previous work and experiences, alongside external research, we have identified the following principles that should always be applied to EdTech deployments:

1. **The best EdTech deployment is not what you can do, it's what you should do.** The goal of every deployment should be to provide technology that will give students the best possible learning outcomes; this does not always translate as the most expensive or high-tech deployment.

2. **EdTech is a tool, not a solution.** EdTech is only a tool, through which educators can expand the lessons they currently teach. Educators facilitate the learning, the technology is a means to improve upon what they can do. Educators must therefore be trained to use the technology correctly for it to have the impact.

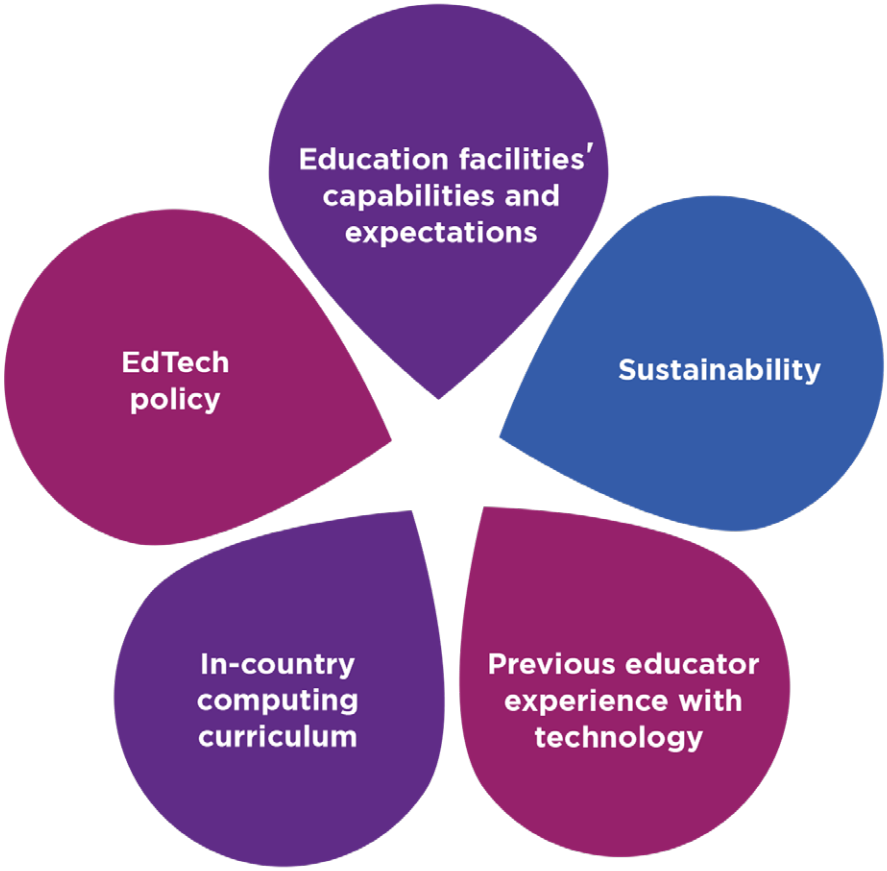
3. **Educators' opinions matter.** The opinions of educators regarding what tools they wish to use should always be the first consideration, and should not be limited to only what they could use. Every EdTech deployment needs educators' support and cooperation to be successful.

4. **EdTech must fit the education facility.** EdTech should be incorporated into an education facility and fit with its vision of how technology can be aligned with current teaching practices and schedules as seen by administrators and educators. A facility should not be adapted to fit the technology.

5. **Educators must be supported with technology.** The impact of an EdTech deployment will depend on the support, training and guidance afforded to educators regarding it's implementation. Initial and ongoing support is required to achieve the best educational outcomes using EdTech.

## Key considerations for EdTech deployments

When deploying EdTech into any education facility, five key considerations should be kept at the forefront of all decision-making processes. These five considerations, if adhered to, will increase the likelihood of the EdTech deployment being a success and providing optimal educational outcomes for the students.




## Education facilities' capabilities and expectations

It is important to have a clear understanding of what technology already exists within an education facility and the facilities currently in place to support additional technology. Factors to consider when determining the suitability of future technology include:

- What is the condition of the structure (building) of the education facility, and is it suitable to house EdTech?
- Does the education facility have access to a reliable, consistent power source that could be used to power the EdTech deployments?
- Is the education facility located within a region susceptible to extreme weather, or is it at risk from extreme weather occurrences?

- How secure are the current education facility buildings, and have there been any historical incidents of vandalism or break-ins and theft?
- What are the expectations of the facility, and what does the administration see as their preferred deployment?

**In-country computing curriculum**

Although EdTech can be limited within schools in developing countries there is often an agreed computing curriculum for students to follow, or specific digital classroom elements of learning. These should be understood and taken into consideration.

For an EdTech deployment to impact the ability of an education facility to teach computing to their students, a computing curriculum needs to be established and aligned with where possible. The following information would increase understanding of the current curriculum position:

- Does the country have a computing curriculum?
- What are the learning outcomes of the computing curriculum?
- What ages/school years have a computing curriculum?
- When was the computing curriculum established?
- Are there any plans to update the computing curriculum?
- Is there anything in the curriculum that could be a factor in deciding on an EdTech deployment (e.g., specific software requirements)?
- Does the government provide additional support via funding, training of staff, technical assistance, etc. to education facilities equipped with EdTech?

**EdTech policy**

If a country or state has a policy for the incorporation of EdTech into their classrooms, this should be understood and taken into consideration. If no policy is in place, it is important to take action to understand if there is an upcoming EdTech policy from local authorities. Any deployment should always be supportive of current policy where applicable so as to gain the additional support at the governmental level. Elements to consider include:

- Are there specific hardware models that are the preferred choice of an administration, making it easier for training and repair work?
- Are any specific software packages used to teach specific subjects or act as a classroom management system?
- Do education facilities use a distance learning method of teaching that involves recorded lessons? How are these taught, and what are these tools compatible with?
- Are there any specific differences in EdTech policy for different school levels?

### Previous educator experience with technology

EdTech should always be seen as a tool through which educators can improve upon the lessons they teach their students. As such, EdTech deployments must consider the ability of educators to incorporate any suggested technology into their teaching and the availability of training that can be provided to assist them in the period immediately after deployment. Options to consider include:

- Are there any educators trained in how to use or teach with this technology?
- What level of technical training is given to educators before they qualify, and what technology would they be comfortable using. Are there differences between IT-specific teachers and those who teach other subjects?
- Will teachers be provided with training opportunities for using the technology going forward, either through the school or government budget?
- Are there any organizations locally that can be partnered with to provide ongoing support and technical assistance to educators?
- Are there any local technicians that can assist with any issues or offer guidance on an ad-hoc basis?
- Are there differences in the training educators receive if they teach students of different ages and school levels?

### Sustainability

The success of an EdTech deployment will be partially dependent upon the long-term impact of the technology and the ability of the education facility and community to sustain it once external support is no longer available. Sustainability should be considered in the following contexts:

- Can theEdTech be repaired or replaced as required, through funds available to the education facility, for example, government or community sources?
- Is the education facility able to cover any additional, ongoing running costs associated with an EdTech deployment, including additional use of power, internet provision and climate control features added to the facility?
- Is the education facility able to cover the cost of any software initially installed as part of an EdTech deployment when the licenses expire if that software is integral to the technology deployed at the facility?
- Is the education facility able to arrange, and cover the cost of additional staff to be trained in using the EdTech technology when required?

## ESTABLISHING A VETTING PROCESS

Having a vetting process in place to understand an education facility being considered for an EdTech deployment is imperative. The long-term success of any intervention requires an understanding of which deployments are capable of providing the most beneficial educational impacts for students. There are numerous factors that help identify these deployments, and it is important to have a procedure in place to collect this information to inform later decision-making.

### Importance of vetting processes

The vetting process is vital for understanding how the five key characteristics outlined previously fit with an educational facility, and how this will determine what EdTech is deemed suitable, if any.

With multiple assessments conducted by multiple individuals, the vetting process adds consistency to how EdTech suitability is determined and ensures the best decisions in terms of what to deploy are made at all times.

### What should be assessed?

The vetting process should combine multiple elements, all of which will help indicate what type of EdTech would have the greatest educational impact. These should include:

- The current facilities available to the school, including power, internet and any technology already being utilized.
- The current size of the facility, including the number of teaching spaces and the average class size currently being taught.
- The role of the community in regard to the education facility.
- How easily and regularly the facility can generate funds through community engagement.
- The competence of the teachers at the facility in regard to using technology within their lessons, and the level of training they have received.
- How the facility wishes to use EdTech (are they looking for assistance across all subjects or is the priority to teach computing?).
- What expectations does the facility have in terms of what EdTech they would like to work with?
- How would the facility go about raising funds if required for any purpose, such as for new technology, new stationery, to fund excursions, etc.?
- Has EdTech been previously implemented, and if so, what prevented this from continuing?

**What should an assessment provide?**

Once completed, the vetting process should help identify what EdTech deployment would be suitable for a specific education facility.

The exact type of technology to be deployed will be impacted by additional factors, such as what partner organizations are in the area, what devices are available in-country, what budgets are in place and time constraints.

Although the vetting procedure may recommend a certain level of EdTech, this is based on an assessment of the facility in its current state. In circumstances where facilities will receive additional assistance that impacts the assessment recommendations, as well as EdTech, the final technology implementation may be different from the original assessment.

If the assessment determines a facility is on the border between two potential EdTech deployments, it is recommended to be conservative and implement the lower level of technology. This would offer a greater chance for the technology to be utilized completely and to have the greatest educational impact on students.

**Review our example assessment form**

## THE FOUR STAGES OF EDTECH DEPLOYMENT

There are four distinct stages that should be worked through when looking to deploy EdTech into an education facility. Three of these stages occur prior to EdTech installation, with the final stage occurring once the technology is in place. These stages are as follows:

1. **Initial in-country steps**
2. **Confirming an EdTech recommendation**
3. **Developing the EdTech deployment**
4. **Create a monitoring and evaluation process**

If any EdTech deployment is in addition to structural work for the same facility, Stages One and Two should be conducted simultaneously. Any construction plans will likely impact the information gathered at Stage One and the decision processes at Stage Two, and should thus be taken into consideration from the outset. Likewise, the inclusion of EdTech within a facility should form part of any construction assessment and taken into account when finalizing plans and schedules.

**STAGE ONE: Initial In-country Steps**

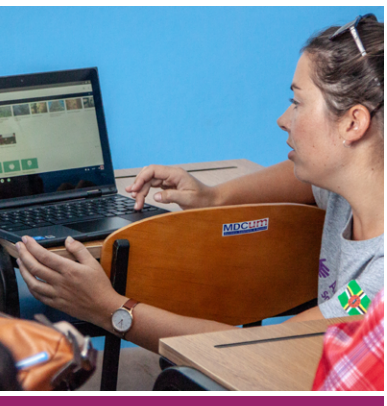
The first stage of an EdTech deployment should involve gathering as much information as possible about the facility at which you intend to deploy technology and the country in which it is located. The areas that need to be investigated align with the key considerations for all deployments. With this information gathered, the process of selecting a suitable EdTech deployment will be simplified, as you will know what type of deployment a facility is capable of hosting, what options are available in terms of on-ground support from other organizations, and what is available in the country in terms of hardware options. While it is important to gather all of this information, there is no necessary priority, and it should be possible to collect this information simultaneously.

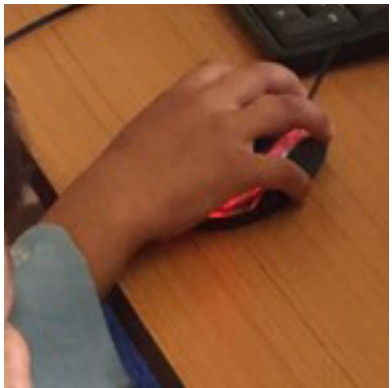
***Identify potential partners*** Working with an in-country partner, whether that be the government, a private company, or an NGO or charity, could increase the options available for EdTech deployments, and increase their sustainability with the presence of continuing in-country on-ground support.

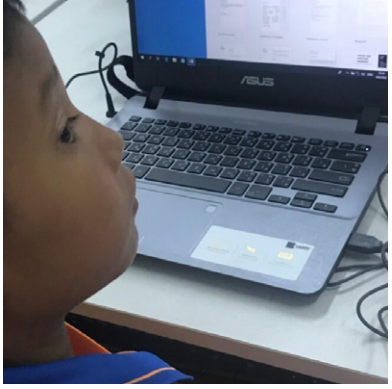
Some countries will have multiple potential partner organizations, some have limited options, and some places will not have any available. Identifying all potential partners will ensure that when it is time to decide on a deployment, all the options in terms of hardware, software, training and support are known and taken into consideration.

When identifying potential partners, it is important for the following information to be gathered on each:

- **Their offer:** What do they provide in an EdTech context that could be utilized as part of a deployment (i.e., hardware, software, training, in-country assistance, etc.).
- **Their requirements of an education facility:** What standards of any receiving education facility are required for their services to be usable? Would teachers require a certain level of training prior to deployment, is the school structurally sufficient for the level of technology supplied and are the deployments sustainable for the facility long-term?
- **Fees involved:** What costs would be associated with any potential deployment initially and long-term? What factors could impact these costs? (Even isa partner organization's product appears to be higher than any assigned budget for the project, continue to collect information in case of changes or potential future projects where the same information could become relevant.)
- **Willingness to be a long-term support:** Long-term support may not be part of the organizations normal model of work; however, it should be investigated whether there is willingness for this to be part of any partnership agreement over an agreed period of time, so to enhance







the sustainability of a deployment. Support could come in the form of repeated training sessions for educators, maintenance of equipment, software updates, etc.

Potential partners in neighboring regions can also be collected, particularly if they are working in similar environments and would see the benefits of expanding their current provisions into new territories.

***Undertake assessment of the education facility*** The education facility should be assessed to ensure that any EdTech installed is suitable and can be maintained. The following information should be obtained:

- The current largest class size
- The average number of students per class
- Projected changes in student numbers going forward
- The level of teacher competence in teaching with technology
- The presence of specific computing teachers at the school
- The number of classes/grades that use technology on a regular basis
- The security of the facility
- The construction quality of the buildings
- The local climate and its impact on technology use
- The existence of spaces in the facility that are climate controlled
- The power source the facility uses, its limitations and whether it is consistent
- Whether the education facility sees EdTech as a means to teach computing as a subject or to mainstream technology across all subjects/classes
- The facility's internet access
- How the facility increases funding when required
- The local communities involvement with the facility
- Crime-related issues in the area
- Educator's teaching goals
- The administration's willingness to incorporate technology into the teaching schedule

These assessments should be carried out visually by visiting the area, as well as talking to the school administrators, teachers and members of the local community.

***Understand EdTech policy and computing curriculum in-country*** It is important for EdTech deployments to adhere to any government or local government policy. This enables a level of consistency within the country and ensures that any deployment would receive the support of officials, hopefully prolonging the impact of the deployment. This should be done regardless of whether a policy is currently implemented at the facility.

This stage focuses on two distinct areas: teaching computing in the curriculum and the policy of using EdTech across all subjects. With the general computing curriculum, you should determine whether there is a computing curriculum for the level of education taught at the facility, i.e., primary versus secondary. Aside from the computing curriculum, it should be understood how technology is incorporated into teaching across all subjects where possible. If there is an existing best practice, or preferred model of software package, this should be incorporated into the deployment. If no best practice exists but there is a vision for EdTech in the country this should be noted and adhered to going forward.

In regard to the computing curriculum and EdTech policy, establish when these were introduced, and if they are likely to be updated in the near future.

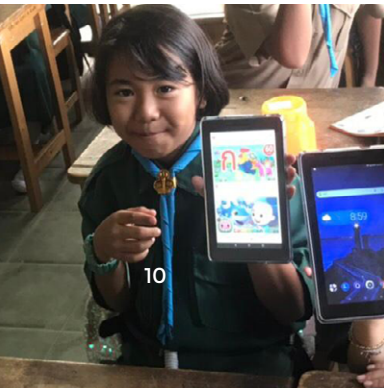
### Review our Dominica Case Study

***Identify local providers of technology*** If an EdTech deployment involves working with a partner that does not provide hardware, or if there is no partner, you must identify all local providers of technology that could be installed in the facility. At this stage, no decisions should be made regarding the level of technology that should be implemented. The information will be kept on record for any future deployments in the same area. For each provider, the following information should be stored:

- The hardware they can provide. This should include anything that would potentially be used in a deployment, such as desktops, laptops, printers, projectors, mice, keyboards, storage stations, headphones
- The cost of each device
- The specifications of each device (important for ensuring any potential software would be compatible)
- Stock levels (local businesses may not stock enough devices to be deployed in educational facilities. Confirm stock numbers, and if required, purchases can be made from different suppliers)
- The supply time from the date of order to delivery at destination
- The warranty information of all devices identified and whether there are any additional warranties available for purchase if required

***Identify compatible providers of technology abroad*** In instances where the preferred EdTech deployment is not available in the country in which the education facility is located, one solution is to deliver the required technology from abroad. Retailers that are able to ship purchases to the country should be identified, with the following information to be noted:

- Delivery time estimates to plan around when purchases need to be made to arrive at the location at a convenient time



- Costs of delivery
- The voltages of the devices being purchased and how these compare to the power source in the country. It may be necessary to purchase transformers for the devices to be installed safely

For any shipments from abroad, you also need to be aware of the regulations and fees associated with importing into the country. You will need to establish the process of collecting goods through customs and adhere to these practices.

***Identify local utility suppliers*** There could be instances when EdTech deployments incorporate more than EdTech, such as additional utilities and climate control features. If it is likely that an EdTech deployment could be restricted because of such factors, it is important to identify any potential deployments. Examples of such situations would be a facility that lacks reliable power and requires a solar solution, a facility that does not have an internet connection and requires this to be set up, or a facility where the temperature is so extreme that it would impact the technology and requires temperature regulation.

For any such possibility, the following information should be collected:

- The possibility of incorporating these into the existing educational facility structure
- Initial installation costs and continuing running costs
- Timeframes for having them installed and functioning adequately
- Additional support for any installations, such as training for solar power units
- Clear warranty information for prospective units
- Costs associated with repair visits outside of warranty, if available

***Identify local technology specialists*** For some deployments, there may not be a suitable partner organization that can provide training for educators or service for the hardware purchased. Thus, it is important to identify local support and services that could assist if problems arise. Details you should confirm include:

- What they specialize and what hardware can assist with if required
- The amount they charge for assistance
- The distance they would be willing to travel
- Whether they would be open to providing assistance for an initial period once the deployment has been installed
- Whether they would be able to travel to the education facility for repair

work, or if faulty equipment must be taken to them
- Whether they provide a training service for any equipment

**STAGE TWO: Confirming EdTech Recommendation**

Once all the information has been collected regarding the state of the education facility and the options available in terms of partnerships and in-country support, you can make a recommendation regarding what EdTech deployment would be most suitable for a prospective education facility.

***Conclude assessment procedure*** The first step is to complete the vetting procedure using the information obtained from investigating the government policy on EdTech and the education facility. This should identify a current level of EdTech deployment that the facility is best suited for that would result in the greatest educational outcomes for students.

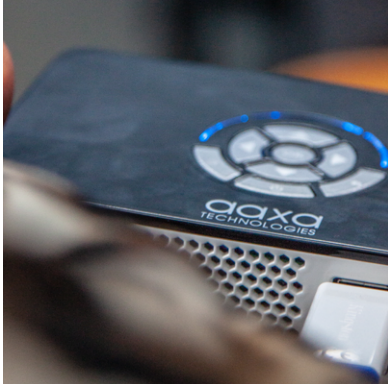
This initial recommendation should then serve as a base for the final decision. If plans are enacted that impact the facility's ability to house EdTech, then this recommendation could change.

***Review assessment findings and consider school additions to impact recommendations*** In projects where EdTech deployment is accompanied by additional work to the facility, such as construction work on the building itself, this can be considered and applied to the assessment procedure.

If a facility has been found to possess a significant challenges to implementing EdTech, identify if there are ways to rectify the issues by installing of additional technology. For example:

- Installing a power source if a facility does not have a power source that is reliable and/or powerful enough to run the necessary devices
- Installing air conditioning if the environment would otherwise be too hot for technology to run during the day
- Adding additional security measures to the building that would be used to store the technology

**Read our Nepal Case Study**




***Ensure all proposed deployments are compatible*** If a deployment combines hardware and software, it is essential to research the compatibility of these combinations to ensure the desired EdTech deployment is feasible. For example, in countries that have a preferred software to be installed within all schools, we must ensure this software is compatible with any devices being purchased.

***Confirm with any partner organization*** Once a recommendation for an EdTech deployment has been established, it is necessary to revisit any partner organizations and ensure they are willing to commit to the project and the information they supplied in the initial data-gathering phase is unchanged, in terms of responsibilities, timing and financial requirements. Working with partner organizations is always recommended, as this provides additional security and sustainability to deployments with ongoing support to ensure that any initial challenges can be easily overcome.

**STAGE THREE: Develop EdTech Deployment**

Once all the information has been gathered and a decision has been made regarding the best EdTech deployment for an educational facility a proposal should be written and agreed to by the education facility, partners and governments, where required.

***Develop proposal*** A detailed proposal, outlining every element of the EdTech deployment should be put in writing. This should include the number of devices to be purchased, any additional hardware or software, the assistance of any partner organizations and any additional training that would be incorporated. The associated timeframes should also be made clear.

The cost of all elements of a deployment should be made clear for each element, as this may be required for the education facility when registering the donation as per government policy when accepting assistance from foreign organizations. This proposal should be submitted to the education facility to ensure they are happy with what is being proposed. No deployment should be undertaken unless the administrator of the facility is completely happy with what they will be receiving. The proposal should be signed by the education facility as confirmation that they wish for with the deployment to proceed.

***Develop MOU*** The final stage before procuring of any equipment is the development of a memorandum of understanding (MOU), or a similar legal document. This document should be signed by all the parties involved, including the education facility, NGO and partner organizations and governments,

if they are involved in the project. The MOU outlines exactly what will be installed as part of the deployment, and states the responsibilities of all parties. Financial commitments are stated with agreed timeframes where money will be due over a longer period of time.

**View our Memorandum of Understanding (MOU)**

If any party wishes to pull out of any agreement, the consequences of such an action are also incorporated. Before signing, all parties should be afforded time to review the document. Once signed, a final copy should be reproduced and held by all parties.

***Purchase EdTech and additional equipment*** Once all the MOUs are developed and signed, EdTech purchases can be made. In regard to hardware, it is beneficial to have this ordered and delivery arranged as soon as possible as this is typically the first requirement of setup. If partner organizations offer educational software, it will take time for the unit to be ready to download and install. This time must be factored in.

When ordering software, as this will be downloaded as opposed to physically collected, payment should be held off until the deployment is ready. Software licenses often run for a 12-month period, so we do not want to start a license until the software can be used.

The purchase of any additional equipment should also be made, such as climate control features or additional security measures required to ensure the facility is ready to house the technology. If this has been determined necessary for a specific facility, it is important that the technology not be used until this equipment has been installed, regardless of the EdTech arrives earlier.


***Investigate prospect of maintenance fund*** One way to assist with the long-term sustainability of an EdTech deployment is to have a maintenance fund agreement in place once the installation is complete that commits numerous parties to providing a fixed amount of money to a maintenance fund. This would only be used to rectify issues with the EdTech if any arise. The funds could be used for repairing equipment, replacing equipment and all associated costs of doing so, including calling out technicians or travelling to get repairs done.

At least two parties should always contribute, those being the organization that installs the EdTech, and the facility that has received it. If possible, including other parties, such as any partner organizations and the local government, would be beneficial to the overall fund. The amount that is contributed should be equal

for all parties, but it must be a figure that the education facility can afford. It would also be possible to have regular installments paid in if necessary.

If agreed, the fund should be put into writing and signed by all participating parties. The funds themselves should be put into an account only the facility has access to, ideally with two signatories required to withdraw.

**View our Maintenance Fund Agreement**

### STAGE FOUR: Create a Monitoring and Evaluating Process

Any EdTech deployment should be accompanied by a standardized monitoring and evaluation (M&E) process. This process ensures all deployments have had the intended impacts as set out at the start of the project and to monitor those impacts over time. The findings from any M&E process will help identify areas for improvement going forward and ensure any learnings can be applied to future projects. If the objectives have not been reached, this will also potentially offer an opportunity to revisit the deployment and make changes if required.

To assess the EdTech deployment, objectives must be set to be tested against. When carrying out different EdTech solutions across multiple deployments, it is important to ensure that key objectives will be relevant across all projects. Individual objectives for specific deployments can also be established if necessary.

It is important to develop indicators that will demonstrate if the objectives were met. This could be a simple question for one objective, or the answers from multiple questions can be used to derive the necessary information.

**Review our example EdTech objectives and indicators.**

Once the objectives and indicators are confirmed, the questions for the education establishments can be put into written survey form to be shared with each deployment as necessary. Although it is possible for the survey to be hosted online because some deployments may be offline, a procedure must be in place for these questions to be asked face to face, by telephone, etc. Once collected, the information can then be inputted online so the data across all deployments are stored together for analysis.

## SUMMARY OF KEY CONSIDERATIONS

In all stages of an EdTech deployment, it is vital to continually refer back to the key considerations of EdTech deployments and ensure that these have been adhered to.

- **Education facilities' capabilities and expectations.** Does the technology to be installed at an education facility fit with the capabilities of that facility, and align with the vision that the government and educators have for it?
- **Computing curriculum.** Does the country the facility is located within have an established computing curriculum, and is this relevant to the education facility being worked with, and the recommended EdTech deployment?
- **EdTech policy.** Is there a government policy regarding EdTech used in education facilities that should be aligned with, either via hardware or software? If not, are there any deployments that would be preferable from an administrative perspective?
- **Educator competency.** How well equipped are educators in using EdTech, and how much training they have previously received? What would they feel comfortable using to assist with their teaching and what additional training is available for them?
- **Sustainability.** Once installed, how likely will it be for the education facility and its local community to maintain the EdTech deployment? Would they have the means to repair and/or replace the technology when necessary, and can new educators be trained in how to incorporate it into their teaching?

With the focus of this field guide being on working with educational facilities in emergency settings, it is acknowledged that it may not be possible to adhere fully to the best practices outlined in this document. However, it should always be the intended aim for education facilities to receive the EdTech deployment that will offer the greatest educational outcomes for students, irrespective of the environment.

## GLOSSARY OF TERMS

The following are terms used throughout this document:

- **EdTech:** Technological resources that facilitate learning and improved academic performance. Examples include hardware (computers, tablets, e-readers, etc.), software, audiovisual equipment, internet connectivity and/or other technology when used in an educational setting, as well as relevant technical, pedagogical and curricular support.
- **Deployment:** The combination of all technology installed at an education facility related to EdTech. This includes hardware and software, as well as any additional equipment that aids its functioning, for example, climate control equipment, solar power, etc.
- **Education facility:** The location where EdTech will be deployed to aid with the education of students. This can incorporate formal settings, such as schools, or informal settings, such as community centers.
- **Educator:** Any individual who administers educational lessons to students in formal or informal locations.
- **Administrator:** Any individual responsible for the day-to-day running of an education facility, for example, head teachers.
- **Computing:** This refers to all terms to cover the teaching of computers and computer theory in any country. This includes any in-country-specific class titles, such as ICT, IT, computer studies, etc.

## ACKNOWLEDGMENTS

All Hands and Hearts would like to thank every organization it has worked with to-date on our EdTech program. The positive impacts we have been able to make on schools and communities in the aftermath of natural disasters would not have been possible without their continued support.

In particular, we would like to acknowledge the contribution of the Patrick J. McGovern Foundation. Their financial support has allowed us to build upon the work we are already committed to doing with restoring and repairing education facilities around the world to incorporate technology to positively impact the communities we work in.

We are also grateful for the partners we have worked with, who have enabled us to incorporate EdTech into our school programs, and we hope we can continue building these relationships moving forward.

All Hands and Hearts
Smart Response

**AllHandsAndHearts.org**

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