ALL
CHILDREN
READING:
GRAND CHALLENGE
FOR DEVELOPMENT

All Children Reading

A Grand Challenge for Development

Final Report

September 2023

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Acronyms and Abbreviations

ACR GCD	All Children Reading: A Grand Challenge for Development
BWB	Begin with Books
CCTV	Closed-circuit television
CEO	Chief Executive Officer
CFM	Child Functioning Module
CFM-TV	Child Functioning Module - Teacher Version
CLA	Collaborating, Learning, and Adapting
CMG	(ACR GCD) Challenge Management Group
CWIN	Child Workers in Nepal
DL4D	Digital Learning for Development
DEC	USAID Development Experience Clearinghouse
DFAT	Australian Department of Foreign Affairs and Trade
DPO	Disabled Persons' Organization
EDC	Education Development Center, Inc.
ECE	Early childhood education
EdTech	Education technology
EGRA	Early Grade Reading Assessment
EGRSLA	Early Grade Reading Sign Language Assessment
EPUB	Electronic publication
FCDO	Foreign, Commonwealth and Development Office
FSL	Filipino Sign Language
GCD	Grand Challenge for Development
GDL	Global Digital Library
GEC	Girls Education Challenge
GEM	Global Education Monitoring Report
GRN	Global Reading Network
ICT	Information and communications technology
IDELA	International Development and Early Learning Assessment
INEE	Inter-Agency Network for Education in Emergencies
ITTs	Indicator tracking tables
KAPE	Kampuchean Action for Primary Education
KICD	Kenya Institute of Curriculum Development
KSL	Kenyan Sign Language
LTM	Little Thinking Minds

MANAD	Malawian National Association for the Deaf
MEL	Monitoring, evaluation, and learning
MERL	Monitoring, evaluation, research, and learning
MoE	Ministry of Education
MSL	Malawian Sign Language / Moroccan Sign Language
NAT	National Achievement Test (Philippines)
NGO	Non-government organization
Norad	Norwegian Ministry of Foreign Affairs/Norwegian Agency for Development Cooperation
NTID	National Technical Institute for the Deaf
NTNU	Norwegian University of Science and Technology
POG	(ACR GCD) Partnership Operations Group
PM	Project manager
PSG	(ACR GCD) Partnership Strategy Group
Q&A	Question and answer
QA	Quality assurance
R2R	Ready2Read
R&D	Research and development
RBI	Resources for the Blind, Inc.
RIT	Rochester Institute of Technology
RSL	Rwandan Sign Language
SAT	Scalability Assessment Tool
SD	Secure digital
SLSC	Sign Language Storybook Cohort
SOFL	Sign On For Literacy
STS	School-to-School International
TLM	Teaching and learning materials
UDL	Universal Design for Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WAY	Deaf World Around You
WCAG	Web Content Accessibility Guidelines
WV	World Vision (covers WVUS, WV Australia and WV International)
YCRY	Your Child, Reading, and You

A Grand Challenge
Overview

Launched in 2011,

All Children Reading: A Grand Challenge for Development (ACR GCD) was a partnership of the United States Agency for International Development (USAID), World Vision and the Australian Government. The objective of ACR GCD was to **advance EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts.**

ACR GCD organized its work around six focus areas including: **Underserved Languages, Children with Disabilities, Foundational Literacy, Family and Community Engagement, Education in Emergencies,** and **Education Data**.

ACR GCD by the Numbers

3.3 million children reached in 49 countries

More than **130,000** teachers and caregivers trained to support young readers

50 research and evaluation items created — relating to EdTech and children's literacy

materials created in **113 languages** — including books in braille and 12 sign languages

1.8 million teaching and learning materials produced, and **3.3 million** distributed

More than **1,213** applications received — 550 of which were from developing countries

14 competitions and **3 rounds** of funding

94 grants or prizes awarded — 35 of which were from developing countries

ACR GCD Solutions

ACR GCD produced a variety of high quality innovative, impactful, opensource solutions, guides, and toolkits that can be used or adapted to improve reading outcomes for children in low-resource contexts.

Explore them here.

About ACR GCD

Background

ACR GCD was one in a suite of USAID's <u>Grand Challenges for Development</u> designed to mobilize governments, companies, and foundations to source new solutions, test new ideas, and scale what works to solve development problems. Launched in 2011, the Grand Challenges for Development initiative is rooted in two fundamental beliefs about international development:

- **Science and technology, when applied appropriately, can have transformational effects.**
- **Engaging the world in the quest for solutions is critical to instigating breakthrough progress.**

The ACR GCD partnership was founded by USAID, World Vision, and the Australian Government (the founding partners) to engage the world in the identification, creation, and adoption of new solutions to address specific barriers to children's literacy, and to accelerate early grade reading attainment. The objective of ACR GCD was to **advance education technology (EdTech) innovation and research to improve reading outcomes for marginalized children in low-resource contexts.**

In 2013, World Vision began serving as the fund manager for ACR GCD. In this role, World Vision was responsible for effective coordination of the ACR GCD partnership and management of ACR GCD activities.

ACR GCD was the longest-running grand challenge in education spanning over 12 years, 2011-2023. The $25 million USD Grand Challenge consisted of three rounds of funding in 14 thematically and geographically targeted prizes and awards (in Round 2 and Round 3). ACR GCD identified and supported innovators to improve and implement their solutions for addressing specific barriers to children's literacy.

Mechanisms for Achieving ACR GCD Objective

Round 1 used a grant funding mechanism to seek solutions that would: improve the design, production, distribution, and use of high-quality, appropriate teaching and learning materials; and improve the quality and increase the accessibility of education data and evidence to support decision-making, transparency, incentives and accountability.

Round 1
(2011-2013)

Round 2 focused on digital solutions to increase access to teaching and learning materials by calling for innovations in the areas of creating and delivering mother-tongue language instruction and reading materials; providing technologies, approaches, and content to help families and communities support early grade literacy; providing ongoing educational opportunities for children in crisis and conflict situations; and enhancing early grade reading outcomes for learners with disabilities. Prize competitions in Round 2 included: EduApp4Syria; Technology to Support Education in Crisis and Conflict; Enabling Writers; Tracking and Tracing Books; Big Ideas - Mobiles for Reading; Book Boost: Access for All Challenge; Sign On For Literacy; and the No Lost Generation Summit Tech Prize.

Round 2
(2013-2019)

Round 3 shifted from piloting and testing EdTech innovations toward supporting effective EdTech innovations in their efforts to scale-up. Programming areas focused on increasing access to books in underserved languages, and for children with disabilities. A new focus area was introduced in this round to ensure pre-primary aged children receive improved literacy support, stimulation, and instruction. Prize competitions included: Begin with Books, Digital Books in Action, Sign Language Storybooks in Action, UnrestrICTed, and Ready2Read.

Round 3
(2019-2023)

ACR GCD completed operations in September 2023.

ACR GCD employed the following mechanisms to achieve its objective of advancing education technology (EdTech) innovation and research **to improve reading outcomes for marginalized children in low-resource contexts.**

- **Competitions (in the form of cash prizes and grants)** were run to source localized solutions—such as digital applications, accessible books, and guidance documents—to address specific literacy challenges for marginalized children in target geographies.

- **Acceleration and scaling technical support** were provided to promising innovations and innovators to expand the reach of teaching and learning materials and approaches.

- **Research and evaluation activities** were conducted to assess the impact of ACR GCD-funded solutions and contribute to the education and EdTech knowledge base.

- **Communication and convenings** were used to disseminate evidence from solutions that work, to amplify and integrate lessons learned from awardees, and to catalyze engagement with other partners and donors.

Innovators

Across the three rounds of competition, applications were received from 1,213 innovators, nearly half of whom (550) were from developing countries. Ninety-four awards were made, 35 to applicants from developing countries, across a variety of types of organizations such as international and local NGOs, including Disabled Person's Organizations (DPO), start-ups, small- to medium-scale private sector organizations, and universities. A list of organizations awarded ACR GCD prizes or grants is in Annex A.

Partner Engagement

One of the four components of ACR GCD Round 2 was developing partnerships with other bilateral and multilateral donors, private sector corporations, universities, and NGOs. This resulted in prize competition and research collaboration. These partners included UNHCR, mobile network operator Orange, Intel, Arizona State University, the Norwegian Ministry of Foreign Affairs/Norwegian Agency for Development Cooperation (Norad), and the Foreign, Commonwealth and Development Office (FCDO) Girls' Education Challenge (GEC), the Institute for Development Research Center, and Mobiles for Education Alliance members. In Round 3, ACR GCD worked closely with local DPOs in implementing and guiding those prizes associated with increasing the availability of accessible books. An additional $4.3 million was contributed by these partners.

> ACR GCD received applications from **1,213 innovators**— nearly half from developing countries— and made **94 awards.**

Geographic Reach

Highlighted countries on the map indicate where ACR GCD activities were implemented. It should be noted that several global initiatives were also undertaken that are not represented geographically.

Click on any of the boxes overlaying the map to read about "Spotlights" within this report that feature specific ACR GCD solutions.

Syria, Turkey, Lebanon, Jordan, Iraq, Greece, Italy
EduApp4Syria
Sustaining Education and Literacy Opportunities for Children Affected by Conflict and Crisis

Read More

Nepal
Ready2Read Challenge
Strengthening Foundations for Literacy to Improve Early Childhood Learning

Read More

Mali
Your Child, Reading, and You (YCRY)
Mobilizing Families and Communities to Support Children as They Learn to Read

Read More

Kenya, Rwanda, Malawi
Book Boost Access for All Challenge
Enhancing Literacy Learning for Children with Disabilities

Read More

Philippines, India, Lesotho, Nepal, Morocco
Inclusive Assessments
Leveraging Data to Support Decision-Making, Analysis, and Accountability in Education

Read More

Philippines
Reading Beyond Sight
Enhancing Literacy Learning for Children with Disabilities

Read More

ACR GCD Three Rounds, Prizes and Competitions

| Round 1 | Round 2 | Round 3 |

Timeline 2011 – 2023

Prizes and Competitions:
- EdTech and Teaching and Learning
- Improved Education Data
- Enabling Writers
- Grant Competitions
- Tracking and Tracing Books
- Tech in Crisis & Conflict
- Mobiles for Reading
- EduApp4Syria
- No Lost Generation
- Sign On For Literacy
- Book Boost
- Begin With Books
- UnrestrICTed
- Ready2Read
- Digital Books in Action
- Sign Language Books in Action

Focus Areas:
- Teaching and Learning Materials
- Books in Underserved Languages
- Children with Disabilities
- Foundational Literacy
- Family and Community Engagement
- Education in Emergencies
- Education Data

Through the extensive qualitative and quantitative research conducted on ACR GCD projects, consultation with ACR GCD awardees and collaborators throughout the implementation of grants/prizes, and as part of the 2023 Global Education Monitoring (GEM) report consultation process, the following recommendations emerged. These can be used to guide funding decisions, project design, and research priorities for similar initiatives in the future.

Recommendations

Using EdTech to Support Reading and Language Development of Marginalized Learners

Organize strategic distribution and training plans for digital book library usage.
Targeted regular promotion, collection maintenance, and new book creation or adaptation is necessary to pique initial interest in reading the books and sustain engagement. Digital book use is new to many, especially teachers using digital books in a classroom or reading club setting. Targeted training focused on how to use digital books in a classroom, how to rotate devices, and often how to use devices is necessary to ensure the books are used to their full potential.

Broaden distribution of online resources beyond parents and direct caregivers.
Members of the community and libraries should be included in teaching and learning materials distribution so they can provide children with access to online resources when a parent is not available. Posting materials on YouTube is another way to increase access to EdTech resources.

Strengthen knowledge on what dosage of literacy content needs to be offered through projects to significantly impact student reading outcomes.
With an individualized login, technology offers the potential to track each child's experience with electronic content, providing critical details on how much each child reads, how fast they read, and which content is most popular. This data could provide critical information to strengthen project design and better correlate the quantity of content and user experience with content to reading outcomes.

Consider limitations of existing information and communications technology (ICT) infrastructure in target areas and options for distributing content to users when selecting technologies.
Innovators should assess both the infrastructure (such as internet connectivity and bandwidth to download software applications and literacy content) and the availability or access children, families, and schools have to devices. Adherence to digital content standards, including maximum file sizes, is also essential to ensuring smooth dissemination and use of teaching and learning materials.

Incorporate ICT training, particularly for adults, in contexts where technologies are not widespread.
Across projects, adults expressed challenges using and/or troubleshooting technologies, which sometimes limited their ability to provide a quality learning experience for themselves or students. Funders should look for projects that provide sufficient attention to reading development capacity building and training for adult participants.

Engage experts with disabilities to design, lead, and participate in the work as much as possible.
People with disabilities should be involved/employed at all levels in all projects, but particularly for projects focused on supporting and empowering children with disabilities.

Photo: Fundacion Proacceso

The transformative effect of seeing 'people like me' in leadership and expert advisor roles cannot be underestimated in contexts where people with disabilities are marginalized.

Invest in inclusive learning assessments.
Use the resources and processes shared in ACR GCD's Inclusive Assessment Technical Brief to ensure all learners are included in assessments and can demonstrate their reading abilities and learning needs. Prioritize investment in appropriate assessment and monitoring tools which are also inclusive and advocate that governments ensure the use of inclusive assessments at all levels of the education system.

Taking EdTech Solutions to Scale

Ensure award types/ mechanisms are appropriate for the innovation stage.

EdTech solutions require appropriate testing, adaptation, marketing, promotion, training, socialization, and use before market uptake can be expected. Award types must be carefully selected to allow for adaptation, risk, failure, acceleration. Also important is appropriately incentivizing developers and users for the specific purpose and stage in the innovation life cycle.

Utilize Creative Commons/ Open licensing to enable future scale-up.

Ensuring that books produced under any EdTech project use open-source software, fee-free (or zero cost) access, and Creative Commons licensing enables those books to be adapted and contextualized by anyone, for any language. In contexts where education budgets are limited and resources are not available for children with disabilities, open source materials are a pathway to expanding teaching and learning resources without having to develop materials from scratch or purchase specialized devices. Content

can be adapted without cost and used in classrooms with simple devices like handheld projectors. Those ACR GCD awardees that used open-source software and Creative Commons licensing experienced the greatest scale up of their products.

Provide innovators technical assistance to determine the pathway for sustainability and scale.

Support should be provided to assist innovators to think through how their product will be sustained (for example, adopting a subscription-based model to fund future upgrades/updates). Assessment of scalability should critically examine the maturity of a solution, intended pathway for scale, and scalability-enabling conditions across five dimensions: effectiveness, equitability, market demand, financial sustainability, and transferability.

Involve key stakeholders

Key stakeholders, such as the government, potential clients, and possible funders should be involved from the start of the project so they can support scaling efforts if the innovation proves successful.

Strengthening Design, Implementation, MERL, and Locally Led Development

Incorporate funding to support local implementing organizations.

When working with local implementing organizations, consider incorporating funding for capacity building and organizational strengthening. Many local groups are not formally structured and have little to no experience in the requirements of implementing internationally funded projects. Ensuring these groups are supported to become prime contractors takes deliberate action, focus, funding, and time.

Ensure competition design encourages and facilitates proposals from local organizations.

Consult with innovators to identify and address barriers to competition participation from local groups. Introduce flexible submission and implementation requirements and pursue ongoing consultation with and feedback from participating organizations. Ensure processes are inclusive—for example translate competition details into other languages, and have question and answer (Q&A) sessions in other languages, such as French, Spanish, and sign language. Communicate competition announcements through channels that reach potential awardees 'where they are' such as through social media, local listservs, at events that target specific populations, and through key community influencers.

Consider using external monitoring, evaluation, research, and learning (MERL) expertise to support design and research of innovations, and to strengthen the capacity of local implementing partners to not only implement a set design, but to learn from, adapt, and make data driven decisions.

Partner with reputable, external research organizations to ensure sufficient, high-quality evidence is produced that confirms the efficiency and effectiveness of innovations identified through the Grand Challenge. Such partners could also be employed to provide support to local implementing partners in project design, monitoring, and evaluation.

Looking Forward

Ongoing Access to ACR GCD Education Technology Solutions

ACR GCD leaves behind a collection of resources to reach young readers around the world and to support caregivers, teachers, and education authorities in developing a culture of reading for children.

Solutions identified over the course of the Challenge are available in more than 100 languages, including several sign languages and braille. Thousands of open-source books are now available in dozens of underserved languages, formats, and levels on platforms such as SIL LEAD's Bloom Library, Bloom Reader, and eKitabu's Open Digital Library.

Also, mobile applications that teach foundational reading skills, such as Feed the Monster and Antura and the Letters, can be downloaded for free use on Android and iOS phones.

Given a dearth of high-quality research on EdTech solutions for marginalized learners, ACR GCD supported studies that provide salient lessons on developing and scaling technology-based innovations that are focused on mother-tongue reading and instruction, family and community engagement, and children with disabilities.

ACR GCD also supported technical briefs to share lessons learned. For example, ACR GCD co-authored a technical brief based on ACR GCD-funded adaptations of early grade reading assessments (EGRA) into braille and sign language.

In partnership with Rochester Institute of Technology's National Technical Institute for the Deaf (RIT/NTID), ACR GCD also developed standards for creating materials in sign language along with video training lessons and a signed reference guide. These are available on RIT/NTID's Deaf World Around You (WAY) Platform.

These studies, tools, and reports are accessible through the ACR GCD website or founding partner knowledge sharing platforms such as USAID's Development Experience Clearinghouse (DEC) or USAID's EducationLinks.

In response to the increased interest in inclusive education, as this report is published, ACR GCD and Benetech are collaborating to launch a working group focused on the use of EdTech to promote inclusive education globally. The Inclusive Education Working Group will address gaps in identifying and sharing best practices around how EdTech can be used to create and support inclusive and accessible education solutions and programs for students with disabilities. The members of this group include service providers, non-governmental organizations (NGOs), funders, researchers, and technology companies from both the global north and global south.

Creating Impact

Over the course of the ACR GCD, the founding partners identified six areas around which to align competition themes and program outcomes.

Jump to a section using the links below.

Underserved Languages

Driving the development and use of accessible books in underserved languages

Family and Community Engagement

Mobilizing families and communities to support children as they learn to read

Children with Disabilities

Enhancing literacy learning for children with disabilities

Education in Emergencies

Sustaining education and literacy opportunities for children affected by conflict and crisis

Foundational Literacy

Strengthening foundations for literacy to improve early childhood learning

Education Data

Leveraging data to support decision-making and analysis and accountability in education

Creating Impact

In the decade prior to the ACR GCD, and over the course of its implementation, technology evolved rapidly in use and design. For example, cell phone customers tripled globally between 2011 and 2023 (Statista, 2023); functionality on personal devices expanded exponentially; and the use of apps became mainstream. However, rising numbers of users didn't necessarily mean an increase in access to learning technology. Innovations through the ACR GCD aimed to increase user accessibility.

The objective of ACR GCD was to advance EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. Each activity undertaken worked towards this objective, or in support of the ecosystem that contributes to improved reading.

> ACR GCD aimed **to advance EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts.**

Developing over the course of ACR GCD's implementation, the founding partners identified six focus areas against which to align the work and outcomes of competition rounds and research efforts: Underserved Languages, Children with Disabilities, Foundational Literacy, Family and Community Engagement, Education in Emergencies, and Education Data. These focus areas reflected the education priorities of one or more of the founding partners.

Results in this Impact section are presented under these six areas. More detailed exploration of each focus area can be found on the ACR GCD website, and many of the resources produced under these focus areas can also be found on USAID's Development Experience Clearinghouse (DEC) or EducationLinks.

Driving the Development and Use of Accessible Books in Underserved Languages

ACR provided engaging and accessible reading materials to help children get excited about reading and fuel their interest in practicing reading at school and at home.

Photo: Sesame Workshop India Trust

Research shows that children experience greater reading success if they start to learn in a language they use and understand, yet millions of children around the globe lack the opportunities or resources to learn to read in their local languages.

The majority of ACR GCD's grants and prizes focused on addressing this obstacle through prizes such as Enabling Writers, Book Boost: Access for All Challenge and Sign On For Literacy. As a Grand Challenge for Development, ACR GCD focused on improving reading for the most marginalized children in the world. Over its lifetime, ACR GCD helped shift donor and implementer focus toward the needs of marginalized children who use underserved languages, such as children from ethno-linguistic minorities, and children with disabilities (including children who are deaf or hard of hearing, or those who are blind or have low vision). These children are often excluded from formal education or are attending school but not learning.

In Round 1, ACR GCD began by seeking diverse innovators working to increase availability and use of mother-tongue teaching and learning materials (TLM), and to improve the effectiveness of teacher training. In Round 2, ACR GCD focused grants and prizes on EdTech and its potential to alleviate barriers such as limited access to books for marginalized populations, including children in conflict and crisis contexts, and children with disabilities. In its third and final round, ACR GCD funded an ambitious attempt to spur accessible, digital book production in a select group of over 30 underserved languages, including 12 sign languages, in Africa and Asia.

In Round 3, ACR GCD launched the Begin with Books prize, a competition challenging global innovators to assemble cost-effective packages of high-quality, open-source, Creative Commons-licensed, accessible books in underserved spoken and signed languages. ACR GCD awardees uploaded the books they developed to the Global Digital Library (GDL), a free web-based platform with high-quality early learning resources available in more than 100 languages.

Bloom

Created and maintained by SIL LEAD, Bloom software enables the creation, reading, and storage of digital books. Bloom Library is a global collection of over 14,700 free books in 600 languages to read, listen to, or download and print. To support learning, Bloom Library provides access to supplemental and co-curricular reading materials across multiple levels. The Bloom Reader App allows children, their teachers, and parents to view books on mobile devices or tablets, with or without the internet.

In 2015, through ACR GCD's Round 2 Enabling Writers Prize, SIL LEAD added features to Bloom enabling local authors to create leveled and decodable books. A follow-on award in 2019 through ACR GCD's Book Boost: Access for All Challenge enabled SIL LEAD to add tools to make accessible books. Features include automatic leveling and "decodability," sign language video, audio, magnification, content filtering/distraction

reduction, export to other platforms, text to speech, publicly available usage statistics, and reading comprehension questions. ACR GCD funded the creation of 4,500+ books in Bloom Library, including books in official national languages, regional languages and dialects, languages of instruction (in schools), and English. The ACR GCD collection even includes seven languages that are in the group of languages without any official status.

At the time of this report's publication, Bloom software is the only open-source book writing software that can be used offline and can guide the production of decodable text and leveled readers in any language—including sign languages—features that would not have been possible without ACR GCD funding. The software also includes a "talking book" function that enables authors to record audio enabling users to not only adapt text and illustrations, but also audio, video, and accessibility.

> "Children don't need complicated books. They need pictures and text that are appropriate to their culture, age, and reading ability. **Bloom helps people write this kind of book by taking the focus off the technology and its bells and whistles and letting people concentrate on what they want to communicate to children.**"
>
> **— Paul Frank**
> *Bloom Program Director,*
> *SIL International*

Underserved Languages

Key Accomplishments

"Sniffles"
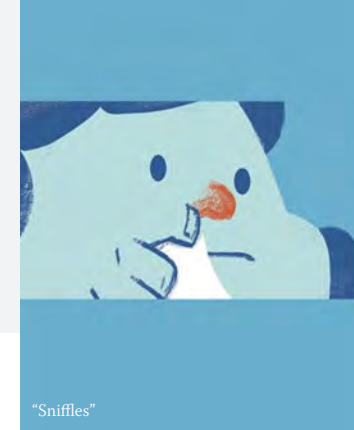
1 **Increased availability of teaching and learning materials in underserved sign languages**

ACR GCD funded creation of books in 12 sign languages. This included the first ever books in Fijian, Malawian, Malian, Nepali, Papua New Guinea, Samoan, and Somali Sign Languages.

2 **Supported early grade reading materials with health messaging during COVID-19**

The COVID-19 pandemic saw diverse book partners working together to accomplish a common goal to create and adapt books with COVID-19 health messaging. For example, SIL LEAD uploaded into Bloom the story and graphics of "Sniffles", a book developed by Pratham Books and made available on their Storyweaver platform. SIL LEAD then translated it into three Malian languages (French, Soninke, and Senoufo) as part of their Begin with Books prize award. Other ACR GCD awardees (eKitabu, RIT/NTID, and The Asia Foundation) translated these and other open-source books with COVID health-related messages into more than 15 additional underserved languages, including sign languages.

3 **Created high quality digital books**

The Begin with Books prize supported the creation of high-quality digital books that included a range of accessibility features, including audio, alt text (image description), sign language videos, and highlighted text. Awardees also established parameters of video compression and resolution that would allow large book files to be condensed for improved download times and transferability, to create the most accessible book in the smallest file size possible.

MUNDU JWAKUMBIKA JWANGU MMWE

Mwampaka ŵanace amenyanile ni COVID-19

YAO

IASC
Inter-Agency Standing Committee

Lessons Learned

— **Open or Creative Commons licensing is key to facilitating greater distribution and use of digital books.**

Most books on Bloom and all books funded by ACR GCD required open/Creative Commons licensing so the books could be adapted/contextualized by anyone for any language. This provision supports greater scalability of the books, through easier and more affordable replication.

— **Effective distribution strategies are necessary to ensure that teachers/families are made aware of the content created, and that it is used/read.**

SIL LEAD and partner organizations used a variety of distribution strategies to increase book usage such as printing books to be used in community-based reading clubs; distributing digital books via WhatsApp or SD card; paid advertising via Facebook; giving presentations at official Ministry of Education events; and door-to-door advertising via community mobilizers. Strategies such as these saw exponentially more app/book usage than others who did not promote their books and/or implement targeted distribution strategies.

— **Quality assurance (QA) processes are necessary for digital book production.**

Digital books require both traditional publishing QA (copyediting, design, etc.) as well as metadata analysis to establish compliance with Web Content Accessibility Guidelines 2.0. To do this correctly requires specific expertise, a significant budget, and adequate lead times.

Enhancing Literacy Learning for Children With Disabilities

Children and youth with sensory, physical, or learning disabilities are two-and-a-half times more likely than their peers to never go to school. Where disability intersects with other barriers, such as gender, poverty, or remoteness, the risk of exclusion is greater still.

Student using CCTV.
Photo: Resources for the Blind

Global literacy rates for adults with disabilities are as low as 3 percent, and only 1 percent for women with disabilities (United Nations: Academic Impact). UNESCO estimates that globally there are between 93 and 150 million children living with a disability, 80 percent of whom live in developing countries. "Children and youth with sensory, physical, or learning disabilities are two-and-a-half times more likely than their peers to never go to school. Where disability intersects with other barriers, such as gender, poverty, or remoteness, the risk of exclusion is greater still" (UNESCO, 2023). Education systems often do not accommodate these children's needs. In addition to a lack of suitable transportation and infrastructure, inadequate teacher training, insufficient learning support, and a dearth of quality learning resources all present obstacles to the attendance and full participation of children with disabilities in formal schooling.

From Round 2, ACR GCD identified and supported the development and scaling of some of the most promising EdTech solutions for addressing barriers that prevent children with disabilities from learning to read. Several prizes focused specifically on testing innovations for children with disabilities (Sign On For Literacy; UnrestrICTed), however in the selection criteria for all awards from Round 2 onwards, ACR GCD sought applications that articulated benefits for children with disabilities or were grounded in Universal Design for Learning principles.

> "ACR GCD was one of the first [education programs] to integrate children with disabilities into an EdTech agenda – a major milestone for the sector.
>
> **— Rebecca Leege**
> *CEO Worldreader and former ACR GCD Director*

Reading Beyond Sight

Student with Low Vision reading on computer.
Photo: Resources for the Blind

Ma'am Jen and Alexa.
Photo: Resources for the Blind

The Reading Beyond Sight project was implemented in the Philippines from 2014 to 2017 by Resources for the Blind (RBI). The project engaged learners with disabilities through a combination of targeted assistive technology support, parental awareness training, and advocacy to government. Examples of these assistive technologies include desktop computers loaded with Zoomtext software, magnifying CCTVs that enabled reading large-print text, and DAISY players.

Reading Beyond Sight had a positive impact on the literacy skills development of children who participated in the intervention compared to those in a control group.

In 2018, Filipino Sign Language (FSL) was recognized as the official national sign language of the Filipino Deaf, requiring the inclusion of FSL as the medium of instruction for Filipino students who are deaf. In 2019, RBI scaled their approach through the USAID-funded Gabay Project in the Philippines. RBI focused on identifying and enrolling students who are blind, deaf, or deafblind in school; improving reading performance by providing inclusive education resources at school and at home (particularly during COVID-19 school closures); and supporting parents and teachers to learn FSL. Since 2019, Gabay has strengthened education access for people with disabilities in the three target provinces by nearly tripling the enrollment of deaf and blind children from 135 students in 2019 to 395 students in 2022.

> My pupils, particularly Alexa, are always excited about reading the stories and she can even share the stories with her sibling. Also, because of Alexa's improved reading skills, she can now create simple stories on her own. She became inquisitive and eager to learn things that she does not understand.
>
> **— Ma'am Jen**
> *Resource Teacher, Philippines*

Digital Story Time

Through the Book Boost: Access for All Challenge and the Sign On For Literacy prize, ACR GCD funded Nairobi-based eKitabu to adapt more than 100 early grade books into accessible EPUBs, including 51 with embedded Kenyan Sign Language (KSL) and Rwandan Sign Language (RSL). In response to COVID-19, eKitabu rapidly built on these materials to produce Digital Story Time, a daily, 30-minute broadcast for children and families.

> "We were excited when the Ministry of Education (MoE) in Kenya approached us to ask if we had any content that could be used during this crisis. Because of the work All Children Reading supported us to produce through Book Boost and Sign On For Literacy, we had high-quality, accessible content ready to quickly respond to the needs of the Ministry."
>
> — **Matt Utterback**
> *Co-founder of eKitabu*

Photo: Malawian National Association for the Deaf

Though eKitabu had planned for 20 episodes, the Kenyan MoE requested a minimum of 25 episodes. Given the demand, the stories were also added to the Kenya Institute of Curriculum Development's (KICD) learning activities.

In 2023, through the scaling and use focused Sign Language Books in Action prize competition, the Malawian National Association of the Deaf (MANAD) worked with eKitabu to produce over 20 Digital Story Time episodes for the national Malawian TV broadcasting station which agreed to provide free airtime for these episodes.

> "There must be an intentional effort to provide access, accommodate needs, and adjust new learning environments to serve all students, and this is the role that Digital Story Time is playing."
>
> — **Leah**
> *Kenyan mother of son, Mark, who is deaf*

Children With Disabilities

Key Accomplishments

1 **Increased the number of accessible books**

Across the life of ACR GCD, awardees added more than 1,500 accessible titles (and versions, for example e-braille) through a variety of online platforms. These books had features such as text magnification, audio description of pictures/graphics, and sign language video. Some were "born accessible," that is created with these features, which is preferable to trying to retrofit books for accessibility. For some languages, such as Malian and Somalia Sign Languages and Tumbuka in Malawi (where human-narrated audio books were produced), it was the first time books for children who are deaf, blind, or have low vision had been created. Many books included features to make them accessible to children who have low vision or are blind, and children who are deaf or hard of hearing.

Learning to use the computer to edit videos and insert them in Bloom books. *Photo: Esaie Kamaté*

2 **Strengthened Ministry of Education practices**

In Nepal, the Center for Education and Human Resource Development at the Ministry of Education, Science and Technology approved the ACR GCD-funded teacher training module on Universal Design for Learning (UDL) and EdTech. This was the first time UDL had been formally incorporated into teacher training modules in Nepal. In Rwanda, ACR GCD worked with government representatives from the Rwandan Ministry of Education to strengthen support for reading assessments for children who are deaf or hard of hearing, and blind or have low vision. Discussions were also held on support for assessments for children with intellectual disabilities.

3 **Conducted a Child Functioning Module — Teacher Version (CFM-TV) Validity Study**

Globally, data on early grade learners with disabilities is not widely available. In 2016, the Washington Group and UNICEF released a Child Functioning Module (CFM) (UNICEF, 2022) designed to produce cross-nationally comparable estimates of the number and proportion of children with functional difficulties. The CFM consists of two questionnaires, administered to a child's mother or primary caregiver. In Round 3, ACR GCD supported the CFM-TV Validity Study in Nepal which explored how the CFM-TV performs when implemented by teachers. Results were compared to those recorded by medical screeners using CFM to interview parents. The study contributes to global evidence on the usefulness of the CFM-TV for providing data on students with disabilities in school settings.

4 **Developed Standards for Sign Language Storybooks**

ACR GCD supported the development and publication of a set of standards for the creation of sign language storybooks. There are both a comprehensive set of guidelines in English and a condensed visual reference guide in International Sign Language on the Deaf World Around You platform. The Standards for Sign Language Storybook guidelines provide protocols and guidance on sign language storybook production in any resource setting.
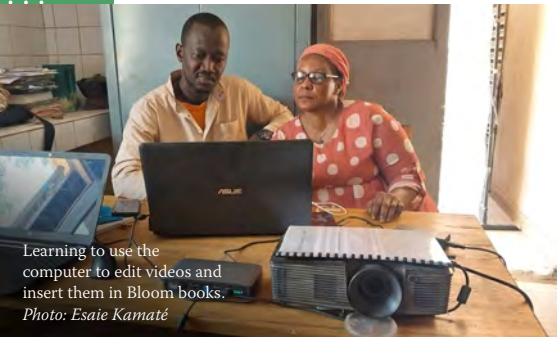
Children With Disabilities

Lessons Learned

— **Engaging and supporting parents is critical to success.**

There are significant social stigmas facing children with disabilities, and families are often unaware of how to mitigate these stigmas and support their children's learning. In many cases, children with disabilities are sent to specialized schools where family engagement is limited or nonexistent. To achieve sustainable change and reduce the barriers facing these students, organizations should provide support for parents so that positive learning experiences can be extended into the home. In Round 2, RBI provided quarterly sensitivity and skills training plus monthly follow-ups for parents and caregivers whose children were participating in the Reading Beyond Sight Project. These workshops provided an opportunity for parents to gain a better understanding of their children's capabilities and learn how best to support their education. Parents expressed their profound gratitude for these opportunities to learn and to engage with other parents. MANAD also trained parents and caregivers and set up a parent-run committee that met monthly to share insights on supporting their deaf children in their learning.

— **Engagement with government stakeholders, NGOs and Disabled Persons Organizations at all levels can enhance project rollout and potential for future scaling.**

When the local governments recognize and support quality, specialized learning experiences for students through official policy it greatly improves learning conditions for children with disabilities. In the absence of these conditions, NGOs, or organizations for parents of children with disabilities can play a key role in raising awareness of the challenges faced by students with disabilities and of the solutions that may help them. In Malawi, ACR GCD awardee Malawian National Association of the Deaf (MANAD) has been a strong advocate for making sign language education more accessible and accepted. In 2023, MANAD was invited by the Ministry of Education and Directorate of Special Needs Education to become a representative on their Inclusive Education Technical Working Group. This is a first for a local DPO in Malawi, and one that is critical to locally led action for sustainability solutions. Engaging with government stakeholders during implementation sets up greater opportunities for future scaling.

— **Organizational capacity to support students with disabilities greatly impacts the quality of an intervention.**

While expertise in inclusive education is relevant for all projects, a lack of familiarity with the issues and possible solutions may present acute challenges during implementation for organizations that support students with disabilities. Organizations (from Ministries of Education to non-governmental organizations and civil society partners) should engage technical advisors and experts knowledgeable of contextual challenges to design comprehensive interventions that address the many barriers facing children with disabilities.

— **Representation of persons with disabilities in leadership and technical expert positions can be transformative.**

In multiple ACR GCD projects focused on literacy for children with disabilities, project participants were notably impacted by the presence of local and international experts with disabilities who were training leaders and technical advisors. Students, their parents and teachers, and Ministry of Education officials who had not previously been exposed to educated professionals with a disability reported that the opportunity to see this type of success perceptions about the contributions made by people with disabilities.

Foundational Literacy to Improve Early Childhood Learning

The earliest years of a child's life (ages 3 to 6 years) present tremendous opportunities to support the development of literacy and life skills that form the foundation for a lifetime of learning and fulfillment. Numerous research studies point to the power of early childhood education as an equalizer for children who live in low-resource contexts, strengthening the possibility of breaking the intergenerational cycle of poverty. Yet in many contexts, access to these pre-primary learning opportunities is low, and only one in five children in low-income countries have access to preschool (World Bank, 2023).

While some of the solutions identified in earlier ACR GCD competitions could be used with kindergarten and pre-kindergarten children, in 2020 ACR GCD launched the Ready2Read Challenge seeking solutions targeted at children of pre-primary age in low-resource contexts and aiming to strengthen children's readiness for school. In addition to targeting key foundational language and literacy skills—including alphabetic knowledge, phonological awareness, expressive vocabulary, and comprehension—solutions were sought to support parents, caregivers, teachers, and/or facilitators with resources and tools to assist in filling gaps in early learning among children.

> **The earliest years of a child's life (ages 3 to 6 years) present tremendous opportunities to support the development of literacy and life skills that form the foundation for a lifetime of learning and fulfillment.**

Ready2Read & Play

In Nepal, early childhood education (ECE) enrollment is low, especially among the poorest 20 percent of citizens, where less than half have access to any type of ECE resources (UNICEF, 2022, p. 8). Children are therefore often ill-equipped to successfully start and stay in school, and families do not have the resources to provide any meaningful support to remedy the situation.

Funded through the Ready2Read Challenge, The Asia Foundation and its implementing partner, Child Workers in Nepal (CWIN), implemented the Ready2Read & Play project, creating 30 weekly ECE lessons aligned to the Government of Nepal's early childhood education curriculum. The modules encouraged caregivers to support the development of foundational literacy skills in the home. In addition, community mobilizers provided weekly training for caregivers in the Kirtipur municipality. The Asia Foundation used social media to broadcast the lessons through its Let's Read Nepal Facebook page.

The modules encouraged caregivers to support the development of foundational literacy skills in the home.

The Ready2Read & Play curriculum has been approved by the Nepali Ministry of Education's Center for Education and Human Resource Development.

> "The program helped engage my children more in reading. In addition, this has helped us to spend more time with our children and improve our (both parents and children) reading and language skills.
>
> — *Parent using Ready2Read & Play*

Foundational Literacy
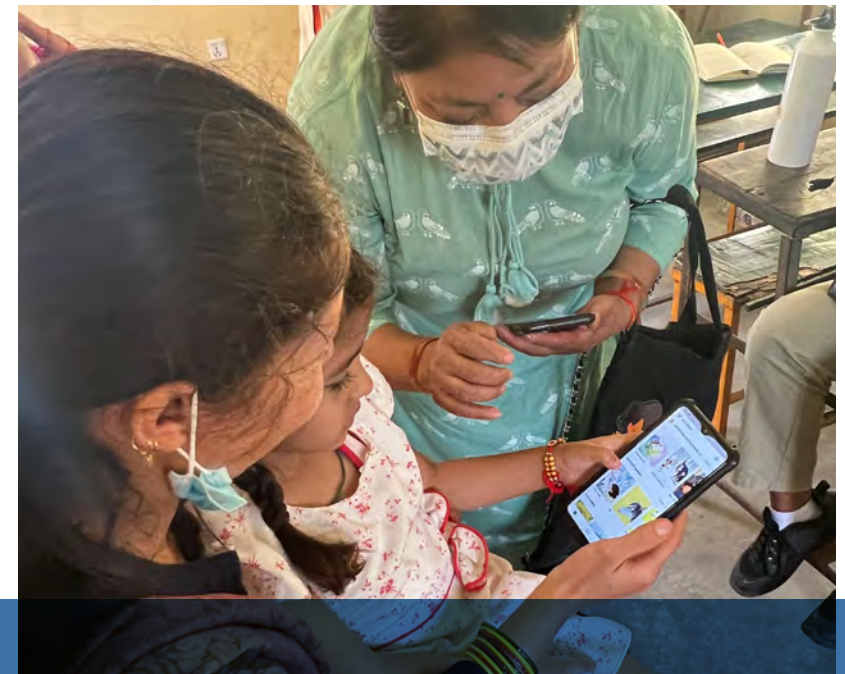
Key Accomplishments

1 **Increased parents' and caregivers' understanding of how to support their children's learning and development**

A consortium headed by ILC Africa ran The Talking Book: Improving Literacy Among Pre-Primary Learners in Rural Malawi (Talking Books) project with funding from the Ready2Read competition. The project aimed to increase foundational literacy skills among pre-primary learners using Amplio Talking Books, which are durable, low-cost, battery-operated interactive radios that hold hours of content and can record usage activity. The project also aimed to enhance the at-home learning environment through provision of guides and activity sheets to support parents in supplementing Talking Books. The project evaluation showed that there was a statistically significant increase in parents reporting more frequent and varied interactions with their children's learning. There was also an increase in the level of agreement among parents/caregivers on the role that they can play in their child's education.

2 **Strengthened desire for locally relevant and accessible supplementary ECE materials**

Under the same Talking Books project in Malawi, post-project implementation survey data showed that more than 70 percent of participating ECE centers were still using the provided EdTech (Talking Books) and supporting materials. The feedback from the ECE providers was that the devices are easy to use, and they appreciated that the materials are all available in their local language.

Key Accomplishments

3 **Developed resources to support foundational literacy development for deaf or hard of hearing children in collaboration with local deaf partner organizations**

Resources developed include a Shared Multilingual Reading Strategies module, a Sign Language Rhyme and Rhythm module, and six storybooks for use at school and home. The materials were piloted in Fiji, Papua New Guinea, and the Philippines and will be available in English and International Sign Language for further use and replication.

4 **Produced sign language books for pre-school to grade 2 in six local sign languages**

The World Around You: International Collaborative Multilingual Sign Language Books project, run by RIT/NTID, created and adapted early-grade supplementary reading materials in Indonesian (Jakarta) Sign Language, Fijian Sign Language, Filipino Sign Language, Papua New Guinean Sign Language, Samoan Sign Language, and Somali Sign Language.

Lessons Learned

— **Working with local and national educational authorities from the onset promotes sustainability.**

Those awardees that worked closely with local leadership from the outset saw the best uptake of their solutions into Ministry of Education curricula, policy, and support mechanisms.

— **Despite rapid growth in mobile phone use, barriers still exist in many areas where the world's most vulnerable children are located.**

For pilot or proof-of-concept stage interventions, necessary devices may need to be provided. Successful scaling of any solution requiring access to devices needs to plan for how individuals and institutions can sustain availability, maintenance, security, replacement, and updating of these devices.

Mobilizing Families and Communities to Support Children as They Learn to Read

Photo: Sesame Workshop India

Beliefs, perceptions, and life-context variables can impact parents' ability and willingness to support their child's learning.

Family and community engagement is a key factor contributing to children's educational achievement (McNeal, 1999; Scribner, et al., 1999). Families who engage with their children's education encourage their children to spend more time learning and increase their motivation to learn.

However, there are many factors that impact families' ability or willingness to support their child's learning. These factors include parents' motivational beliefs, including their sense of responsibility for their children's educational outcomes and their sense of efficacy (i.e., whether they believe their involvement is likely to have a positive influence); perceptions of invitations to engage, including those from schools, teachers, their children, or other actors; and life-context variables, including parents' understanding of their own skills and knowledge, time or energy, and local culture of family involvement in education (Hoover-Dempsey, et al., 2005).

For children who are out of school, including children who are displaced by crisis and conflict, girls, or children with a disability who are prevented from going to school, family and community support may be the only education resource available. In 2020, when the COVID-19 pandemic left more than 1.5 billion students out of school, a focus on engaging parents was paramount.

Recognizing the critical and often underutilized role of families and communities, ACR GCD sourced and tested innovative, fun, and often play-based approaches for engaging and motivating caregivers to support children's reading.

Your Child, Reading, and You

The Your Child, Reading, and You (YCRY) project aimed to improve Malian children's reading abilities— specifically pre-reading and foundational skills—by increasing family and community members' commitment to their children's reading abilities and by increasing access to print and digital reading materials that supported reading acquisition.

YCRY gave students in grades 1 through 3 and their family members access to community libraries that offered literacy activities and developed reading materials in the local language, including leveled books and locally sourced stories. The project also provided digital audio, texts, and interactive reading activities through a mobile delivery platform used on low-cost tablets and mobile phones at community libraries. A trained volunteer librarian led reading activities, including games, songs, and reading practice. They also visited homes to show parents how to engage in reading with their children.

Participants in the YCRY project showed greater improvements in pre-reading and foundational skills over the life of the project than their peers who did not participate. Students participating in YCRY—who attended libraries that provided access to tablets and mobile phones with the Stepping Stone app and digital reading content—appear to have benefited most from the project.

Key Accomplishment

1 **Developed reading apps that improved literacy skills of individual learners and their siblings**

A recent World Bank study that distributed cell phones preloaded with ACR GCD-funded resources Feed the Monster and the Global Digital Library to 3,000 children in Northern Nigeria indicated that these literacy apps used at home had a spillover effect. Siblings—including sisters— had increased literacy skills at just a slightly lower percentage than that of the primary user.

Photo: Sesame Workshop India Trust

Family and Community Engagement
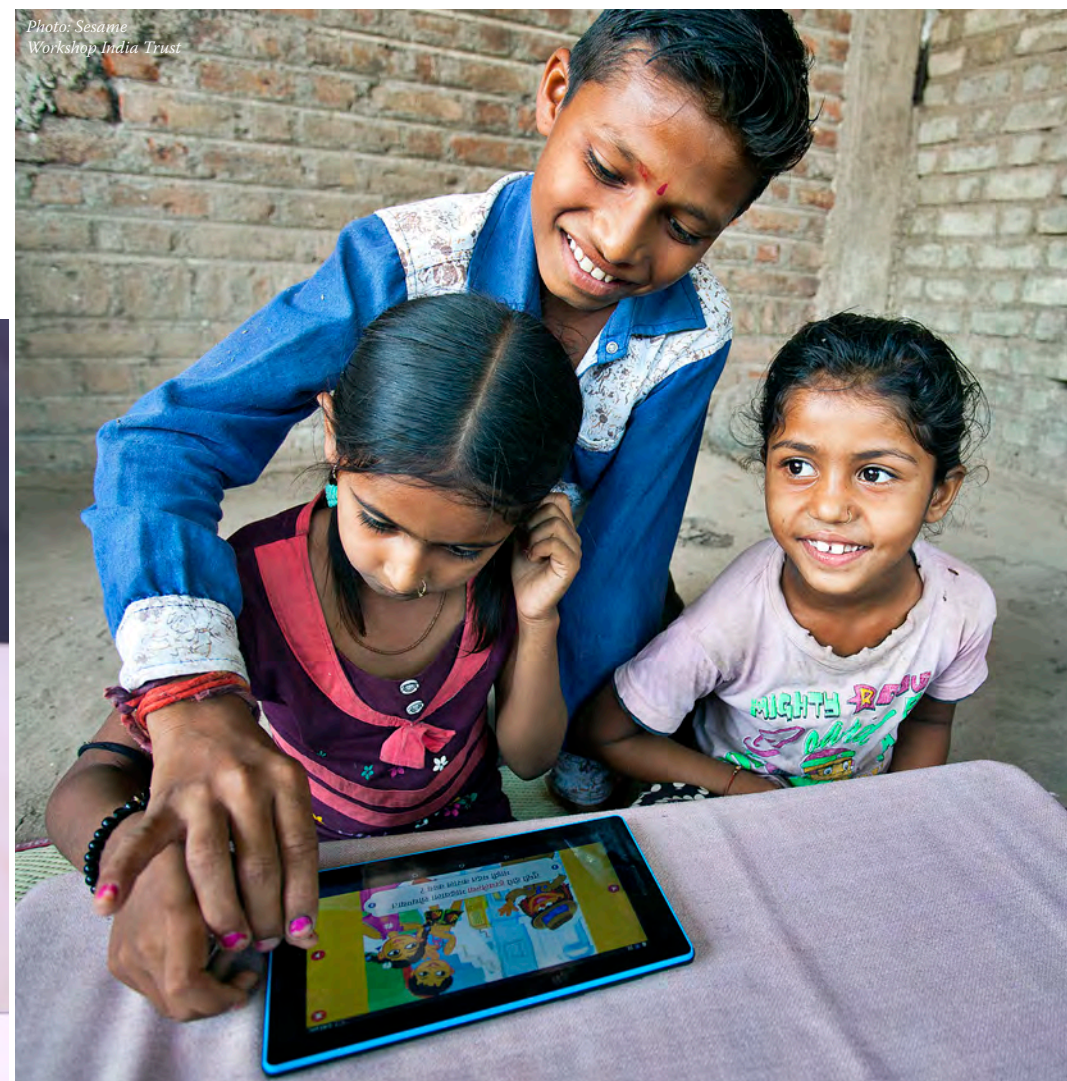
Lessons Learned

Photo: Sesame Workshop India

— Extending reading support into the community and homes increases levels of engagement.

End-of-project interviews with parents and caregivers from Round 2 projects in Zambia, Mali, Mexico, and India, underscored the benefits of providing reading projects outside of the traditional school environment. Parents and caregivers noted that, prior to participating in the activities, they did not believe their children's reading was something they could support; instead, many thought that learning happened at school—a cultural barrier that often discourages families from engaging. By introducing parents and caretakers

into their children's reading development process, conditions are created that can change traditional views regarding parents' and caretakers' roles in their children's education.

— Library-based interventions can broaden access to books and create a culture of reading.

Projects that were library-based interventions (physical libraries) allowed for participation from the wider community and were accessible to children and community members who were not direct beneficiaries of the ACR GCD projects. Anecdotal evidence collected through end-of-project interviews with families and communities involved in YCRY and the Mundo de Libros Mexico, respectively, suggested that these projects may have helped promote a reading culture in the wider community. In Mali, so many children and community members beyond the project's participants attended the YCRY libraries that there was oversubscription and librarians had to limit the greater community's access.

— Parents and caregivers could be unable to supply their children with devices to access EdTech resources.

Parents' phones can be a good way to distribute educational content and increase parent/child interaction. This approach, however, is not without

challenges. When children were reliant upon their parents' or caretakers' technology to access reading materials, if parents were busy or not at home, children could not access the literacy content. Also, if the technology was broken or uncharged, children's access to the intervention was limited.

— Engagement with and support for parents of deaf or hard of hearing children is extremely important to success.

Engagement with parents of deaf or hard of hearing children leads to increased understanding of how they can successfully support the literacy and sign language development of their children. As a participating parent in PNG said: "I would not have any knowledge of how to help my child if it was not for your great work and what your team was doing for our children."

Sustaining Education and Literacy Opportunities for Children Affected by Conflict and Crisis

Even prior to the COVID-19 pandemic, 127 million primary and secondary school-age children and young people living in crisis-affected countries were out of school in 2019 (UNESCO, 2023).

By the end of 2021, children and families displaced by war, violence, persecution, and human rights abuses stood at 89.3 million, up eight percent from a year earlier and well over double the figure of 10 years ago, according to UNHCR's annual Global Trends report. In addition, every year, 175 million children globally are expected to be affected by natural disasters, including floods, cyclones, droughts, heatwaves, severe storms, and earthquakes. Over a 50 year period, climate change has driven an increase in frequency and severity of extreme weather events.

127 million primary and secondary school-age children and young people living in crisis-affected countries were out of school in 2019.

ACR GCD funded numerous solutions aimed at supporting children's learning during and in the period immediately following disruptions such as conflict, displacement, natural disasters, pandemics, and migration, among others. ACR GCD addressed the educational and psychosocial needs of children affected by conflict, natural disaster, or health crises by sourcing solutions for use in out-of-school contexts and contributing to research to improve the use of technology in education in emergencies.

Feed the Monster and Antura and the Letters

The civil war in Syria put at risk the education of more than 2.3 million children who were "displaced within Syria; living as refugees in Turkey, Lebanon, Jordan, and Iraq; or in transit camps in countries like Greece and Italy. Many Syrian children have endured multiple traumas and high levels of stress, affecting their ability to learn. In addition, Syrian refugee children attending school in a new country are often being taught in a language they do not speak or understand. These complexities and others stress the urgency for finding innovative, scalable solutions to this education crisis" (Comings, 2018).

The EduApp4Syria competition was launched in January 2016 as a challenge to game developers and pedagogical experts around the world to create smartphone applications that can build foundational literacy skills in Arabic and improve psychosocial well-being for Syrian out-of-school children aged 5 to 10. The competition was coordinated by the Norwegian Agency for Development Cooperation (Norad) in cooperation with the Norwegian University of Science and Technology (NTNU), mobile operator Orange, the Inter-Agency Network for Education in Emergencies (INEE), and ACR GCD.

Curious Learning was a winner of the EduApp4Syria competition, with its downloadable learning games, Feed the Monster and Antura and the Letters. These open-source games were designed not just to improve basic Arabic literacy among users, but also children's psychosocial wellbeing. With high rates of smartphone usage among refugee families, all that was required to download the free games was a wi-fi connection, at which point children would have unlimited, offline access to the instruction provided through the apps. An evaluation of Feed the Monster and Antura and the Letters found *inter alia* that both games resulted in positive learning outcomes across all age groups and genders, and appeared to have supported the development of positive social outcomes.

Key Accomplishment

Lessons Learned

1 **Scaled up literacy apps in more than 50 languages**
Both Feed the Monster and Antura and the Letters have scaled to more than 50 different languages. Extending beyond Syria, the apps are now being used globally and have been adapted to support out-of-school learners in other conflict-affected areas like Afghanistan, Ukraine, and neighboring countries hosting them.
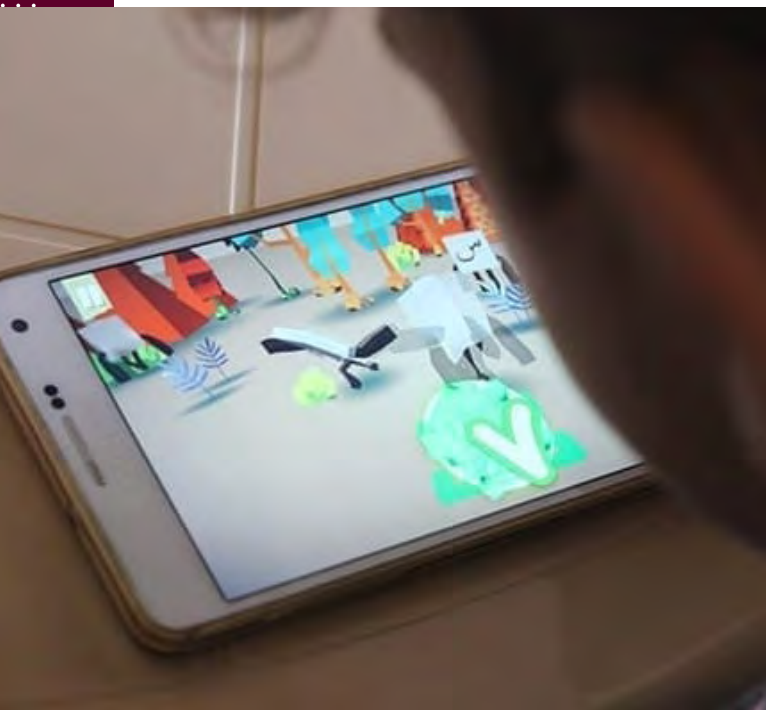
In 2018, **Little Thinking Minds** implemented the Let's Live in Harmony multimedia project in 100 public schools in Jordan as part of the Ministry of Education's work to provide an innovative approach to addressing the educational needs of children. The project focused on instilling social values and improving social cohesion through multimedia learning. This resulted not only in an increase in literacy performance and awareness of social-cohesion vocabulary, but also an increase in social and collaborative behavior among Syrians and Jordanians children attending double-shifted schools (UNICEF, 2019).

— **Open-source software allows apps to be quickly adapted to other languages.**
Feed the Monster quickly expanded from two languages to 50 when Curious Learning used the public Github code that was originally created under EduApp4Syria. This not only enabled rapid usage among Syrian Refugee populations, but also ensured use in future crises like the COVID-19 pandemic and the Ukraine War.

— **Online learning resources fill gaps during periods of remote learning.**
When the COVID-19 pandemic led to the rapid closure of schools across the globe, creating a learning crisis where 82% of the world's learners were no longer in traditional schooling or education programs, ACR GCD's online learning and education technology solutions were ready to reach children who were forced into remote learning.
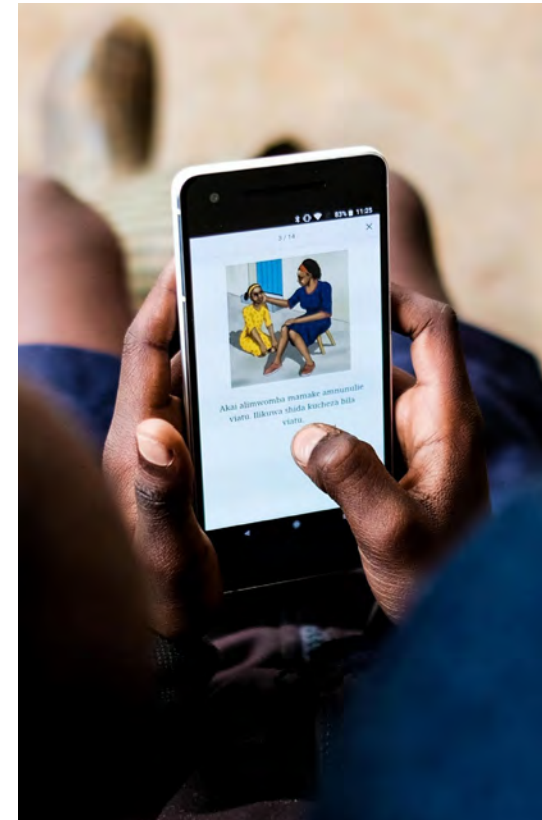
Leveraging Data to Support Decision-Making, Analysis, and Accountability in Education

Photo: Jillian Slutzker — Zambia Makhalide Project

Reliable and timely data enables decision makers to plan, and to respond quickly to problems. Teachers must have access to student assessment data to provide individualized learning; administrators need teacher performance and attendance data to inform personnel management; and Ministries of Education require budget and expenditure data to inform school-level budgets, textbook provision, and appropriate support for children with disabilities.

Education data was a specific focus area in the ACR GCD Round 1 Grant Competition which funded innovators addressing the lack of education data to support analysis, transparency, and accountability.

In Rounds 2 and 3, ACR GCD required all grant awardees to provide data relating to reading skills, using the Early Grade Reading Assessment (EGRA) for children in grades 1 through 3, and the International Development and Early Learning Assessment (IDELA) tool for pre-primary children. Emphasizing the importance of inclusive education, ACR GCD also adapted assessments to measure reading outcomes for children with disabilities.

> **Reliable and timely data enables decision makers to plan and to respond quickly to problems.**

Inclusive Assessments

RBI students who are blind or have low vision.
Photo: Resources for the Blind

[Inclusive assessments](#) are essential for children with disabilities, ensuring that these children's learning outcomes are measured validly and reliably. EdTech can help support inclusive assessments. However, the World Bank reports that learners with disabilities are largely excluded from assessments in low-resource contexts.

In the Philippines, India, Lesotho, and Nepal ACR GCD-funded projects enabled children with disabilities to demonstrate their true aptitude and achievement level when using inclusive assessments. For example, children who used braille materials in the ACR GCD funded Reading Beyond Sight project in the Philippines had significantly higher gains than comparison group peers on both the Filipino and English EGRAs.

In Morocco, ACR GCD coordinated the development of the first known adaptation of an Early Grade Reading Sign Language Assessment (EGRSLA) for children who are deaf/hard of hearing, making the internationally recognized literacy assessment accessible to children who use Moroccan Sign Language (MSL). [The evaluation report](#) from this project implemented by the Institute for Disabilities Research and Training and École Nationale Supérieure des Mines de Rabat, showcases how they adapted assistive technology to allow educators to easily create and publish MSL-supported materials. The study included newly developed MSL vocabulary and reading comprehension subtasks and results showed a statistically significant difference between baseline and endline scores on the MSL vocabulary assessment for grade 2 students.

> " The work started through ACR [GCD] in adapting the EGRA through the Reading Beyond Sight project highlighted the importance of doing research on [reading assessments of] learners with disabilities and proved that they can be part of these assessments, instead of being excluded... The influence ACR [GCD] is having in engaging governments, bilaterals and other partners on the needs of children with disabilities does not happen with many projects. The motion and movement we've seen as a result of ACR [GCD] feels unique. "
>
> **— Aimee Reeves**
>
> *Senior Technical Advisor, School-to-School International*

RBI. *Photo: Resources for the Blind*

Key Accomplishments

Lessons Learned

1 **Introduced cloud-based systems for data collection and SMS speed communication**

In Senegal, Malawi, and Rwanda, data from standardized tests could take up to one year before being communicated to schools. Human Network International introduced DataWinners, a cloud-based system for data collection, analysis, and dissemination, transforming paper forms into digital questionnaires so that data could be submitted in seconds using SMS, smartphones, or the Internet. In the Philippines, Education Development Center, Inc (EDC) used low-cost mobile phone technology to enable time-efficient transmission and analysis of student National Achievement Test (NAT) scores at the school level. Results were so promising that the Department of Education requested the program be scaled through the USAID-funded Basa Pilipinas program, reaching more than 1,200 schools.
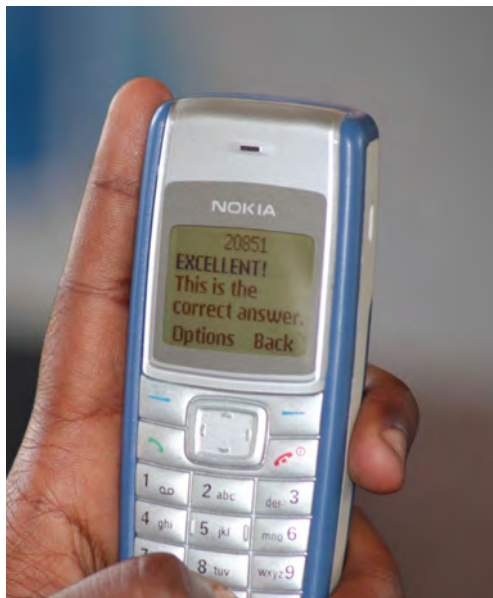
2 **Developed system to benchmark student progress**

In Cambodia, World Education, Inc. and the Kampuchean Action for Primary Education (KAPE), developed an easy-to-use benchmark assessment system that identified which students were falling behind. The benchmarks were linked to the curriculum and gave teachers the lessons and page numbers in readers that correspond to the specific literacy skill. These grade 1 and grade 2 benchmarks were rolled out to government schools throughout Cambodia.

— **Implementation challenges can impede collection of data that could be used to better understand individual learning outcomes.**

EdTech has the capacity to capture individual user experiences, such as the content accessed, exposure amount, quiz and question responses, and progression through difficulty levels. However, whilst awardees could track device usage, it was usually not tied to specific learners for reasons such as issues with passwords and multiple users on the same device. As a result, it was not possible to conclude how much the use of EdTech was impacting an individual child's reading scores.

— **Cloud-based systems may not be sustained by governments even if they improve efficiency.**

Schools often wait for up to 12 months to receive the results from their students' national test scores. SMS and related database systems can reduce the wait time by six to eight months. SMS distribution of stories to parents' phones can have positive impacts on children's reading scores through increased parent/child interaction. However, it is often assumed that the government will take over such systems in the long term, and this is not always possible or desirable for local governments.

Expanding Influence

Beyond improving literacy outcomes, from the beginning of its second round of competitions (2014), ACR GCD proactively sought to influence the early grade reading space more broadly, including catalyzing action to expand the appropriate use of EdTech in children's literacy programs; providing a model for investment to USAID, the Australian Department of Foreign Affairs and Trade (DFAT), and other bilateral agencies; and contributing to the EdTech evidence base.

The approach to achieving these objectives was threefold:

1 **Contribute to the body of evidence** to support decision making and investment in technology-based literacy approaches through research and evaluation.

2 **Convene stakeholders** to catalyze collaboration, share knowledge, and identify opportunities to apply ACR GCD's technology tools.

3 **Integrate solutions** and/or lessons learned from ACR GCD into founding partner programming to improve their impact.

Contributing to the EdTech Body of Evidence
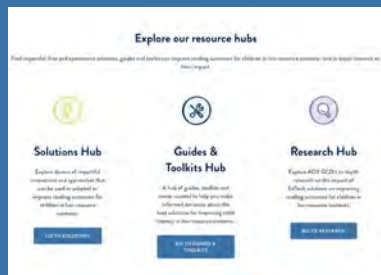
Key Accomplishment

Increased the research on EdTech innovation and implementation of literacy projects for marginalized learners

To address the shortage of evidence available on effective practices in the use of EdTech for promoting early grade reading, research was added as one of ACR GCD's four pillars (along with grants, prizes, and communication/convening). Over the lifetime of ACR GCD, a remarkable amount of work was produced around the use of EdTech in children's literacy, including baseline reports, case studies, and project evaluations of individual solutions, as well as landscape reviews, technical briefs, and guidance documents. These resources can be accessed at the All Children Reading website, and many are available on USAID's EducationLinks site and/or the Development Experience Clearinghouse (DEC). Also, see Annex B for a listing of ACR GCD research resources.

Tracking by ACR GCD reveals that the most cited ACR GCD research report is Technology-based Innovations to Improve Early Grade Reading Outcomes in Developing Countries. Produced at the end of Round 2, the research aimed to understand the ability of technology-based innovations to improve the literacy skills of early grade learners.

Another popularly cited resource is the Guide to Developing Digital Games for Early Grade Literacy for Developing Countries (2018). This guide was commissioned jointly by ACR GCD and Digital Learning for Development (DL4D). The guide is intended to assist game developers, literacy experts, and the staff of agencies interested in funding the development of digital games for early grade literacy learning.

The 2023 Global Education Monitoring (GEM) Report: Technology in Education concept note, posed the question: What do we know about the role of technology in addressing each of the education challenges identified with respect to access, equity, and inclusion? ACR GCD hosted a virtual event with more than 30 current and former ACR GCD awardees and GEM report researchers and conducted in-depth follow-up interviews with 11 awardee organizations. The ACR GCD GEM Consultation Report captures the consultation meeting and interviews.

The Technical Brief Towards Equity in Assessment: Making Standardized Learning Assessments More Accessible for Learners with Disabilities was published in May 2023. Co-authored with the Girls' Education Challenge (GEC) Fund Manager, funded by the UK Foreign, Commonwealth and Development Office (FCDO), the brief aims to share lessons that implementers, assessment designers, and researchers have learned by including learners with disabilities in standardized summative learning assessments. It also aims to encourage others to commit to including learners with disabilities in learning assessments and to provide recommendations on how to measure these learners' learning outcomes more validly and reliably.

Lesson Learned

— **A strong social media presence, over numerous channels, increases the dissemination of EdTech news and research.**
This was particularly useful when COVID-19 shut down in-person events. Skills in delivering training via virtual platforms can be useful in reaching a wider audience, particularly those who are unable to afford the cost of in-person attendance.

2

Convening Stakeholders

In 2014, a communications strategy was developed aiming to establish an EdTech for literacy community, increase the number and global participation of competition submissions, and increase attendance and global participation at events. An external media relations firm was hired to pursue media placements, distribute press releases, and establish ACR GCD social media profiles on Twitter, Facebook, YouTube and LinkedIn. The ACR GCD website became an effective tool to promote competitions, events, awardees, and solutions. A blog and monthly eNewsletter established ACR GCD thought leadership in EdTech.

ACR GCD actively participated in, or hosted, in-person and virtual events to raise its profile and disseminate learnings, solutions, and announcements. Key amongst these in terms of their reach, global participation, and "ripple effect" were the following events:

- **Digital Innovation for Child Literacy Summit and Showcase, Melbourne, Australia, 2015**
  This Summit showcased ACR GCD's mission and awardees to the Australian EdTech and child literacy sector for the first time.

- **Gates Grand Challenges Annual Meeting, Washington DC, USA, 2017**
  As a fellow Grand Challenge for Development, ACR GCD was invited to organize and host the only non-health track (which was on child literacy).

- **3rd International Conference of the World Federation of the Deaf, Budapest, Hungary, 2017**
  This event, targeted to the global deaf community, provided the platform to launch the Sign On For Literacy prize. The prize was announced on Facebook Live, in sign language, by deaf presenters representing USAID and prize collaborator, World Federation of the Deaf.

- **Leveraging Technology for Early Grade Reading in Africa Workshop, Pretoria, South Africa, 2018**
  This event brought together education policy makers from Ministries of Education, USAID and World Vision education officers, private sector representatives, and EdTech specialists to discuss the benefits and challenges of implementing EdTech solutions in their context. The event also allowed innovators to showcase their EdTech solutions.

The COVID-19 pandemic curtailed ACR GCD's ability to host in-person events, so webinars were rolled out from 2020 to 2022.

Gates Grand Challenges Annual Meeting, Washington DC, USA, 2017.

Leveraging Technology for Early Grade Reading in Africa Workshop, Pretoria, South Africa, 2018.

Leveraging Technology for Early Grade Reading in Africa Workshop, Pretoria, South Africa, 2018.

Key Accomplishments

Led EdTech for literacy events and actively particpated in conferences and forums

ACR GCD hosted, presented, and/or exhibited at nearly 150 in-person and virtual events. This made ACR GCD one of the lead convenors in the international development EdTech space.

Fostered creation of the Global Digital Library

ACR GCD promoted the idea of developing a digital library for reading resources. In 2014, ACR GCD convened an ideation meeting of more than 30 EdTech stakeholders, at the Library of Congress, in Washington DC. ACR GCD and the Norwegian Agency for Development Cooperation (Norad) subsequently conducted joint feasibility work in 2015 and 2016, which led to the creation of the Global Digital Library, managed by Norad.

Promoted innovations that impacted policy and practice

Support from ACR GCD allowed awardees to not only test their solutions but also to gather the proof-of-concept data required to influence government policy and practice. "[S]ome GC innovators were able to achieve broader impacts on the wider system beyond the innovation ecosystem and beyond original expectations. In ACR GCD, a Morocco based EdTech organization was able to create a systemic change in Morocco by influencing the government to change education policy to become more inclusive and accessible for children with disability" (USAID, 2021, p. 56).

Lessons Learned

— **Reliance on a single "champion" to carry integration of innovations is risky.**

For innovations to be adopted throughout a single organization or within a community or sector, the sole responsibility should not belong to one "champion." If/when this advocate moves on, the risk is high that the innovation will be dropped. Both widespread support and multiple advocates with deep understanding of an innovation are needed for uptake and longevity of an innovation.

— **Marketing and dissemination strategies for solutions should be addressed as competitions are being designed.**

Waiting until after an innovation was sourced, rather than exploring potential markets and how a solution would be maintained and disseminated as part of the prize design and awardee selection, creates a lag in uptake at best and a product without a market at worst.

Final ACR Edtech Expo plenary with the three founding partners (from left to right) Luke Hartley (DFAT), Margaret Schuler (WVUS), and LeAnna Marr (USAID) with panel moderator and Chief of Party, Sergio Ramirez.

Integrating Solutions

Education donors need to be deliberate in ensuring their procurement and programming are inclusive of the priorities and needs of vulnerable children. In Round 3, ACR GCD rolled out a detailed integration plan with each of the founding partners, aiming to increase the exposure of ACR GCD within each founding partner organization through communications and training events. In some cases, solutions piloted under ACR GCD were incorporated into partners' education programming.

Education donors need to be deliberate in ensuring their procurement and programming are inclusive of the priorities and needs of vulnerable children.

Key Accomplishment

Disseminated ACR GCD solutions and research through founding partners' networks

USAID disseminated solutions and research to headquarters and mission education staff through internal listservs, newsletters, the Global Reading Network (GRN) website, LinkedIn page, as well as showcasing Ready2Read through gatherings around USAID conferences and Community of Practice.

DFAT disseminated solutions and research to headquarters and post education staff by sharing content through DFAT channels, including social media, newsletters, and leadership talking points. ACR GCD team members presented a session on EdTech to DFAT education field staff during the DFAT Education Policy Forum.

World Vision shared ACR GCD solutions and research with staff through its internal Community of Practice for Education. World Vision's global education experts incorporated links to ACR GCD solutions (Deaf World Around You, Bloom, Let's Read Asia, eKitabu App and Feed the Monster) into the redesign of Unlock Literacy, World Vision's core project model focused on early grade reading. As a result, World Vision Georgia used Feed the Monster in its support program for Ukrainian refugee children, and World Vision Rwanda used digital accessible books developed under Book Boost and UnrestrICTed in its reading camps.

Photo: Fundacion Proacceso

Lesson Learned

— The uptake of EdTech solutions into programming is neither organic nor straightforward.

Inclusion of EdTech into traditional literacy programming requires ongoing promotion and support, particularly during the design phase, to ensure adequate budget is available for all aspects of implementation–from purchase of devices to training to ongoing maintenance/coaching. Even when the literacy programs were those of the founding partners, the inclusion of EdTech solutions met with obstacles presented by internal processes and practice.

Scaling Solutions

The USAID Grand Challenges for Development *Meta-Evaluation: Final Evaluation Report* defines a pathway to scale as being "the journey an innovation takes from being an untested idea to being implemented and used by significant numbers of people.

Steps along the pathway can be characterized as follows: **Ideation**; **Research and Development**; **Proof of Concept**; **Transition to Scale**; **Scaling**; and **Sustainable Scale**." (International Development Innovation Alliance, 2017).
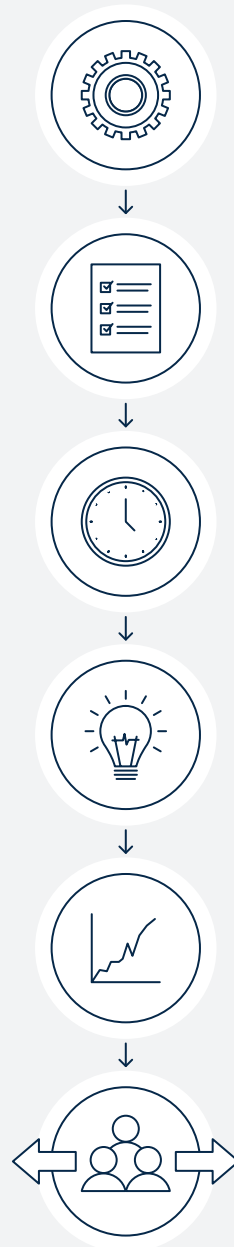
Concept Development
Articulation of the basic technical and financial feasibility of an approach and/or initial design of a product

R&D
Basic research, applied R&D, testing redesigning of an innovation, technology, or approach

Initial Piloting
Small-scale, real-world, and experimental application of an innovation, technology, or approach to evaluate feasibility, time, cost, adverse events, and other effects

Early Adoption
Technical validation and early proof of adoption carried out, and product/approach has some customers/early adopters

Market Growth
Innovator has proof of adoption/uptake in multiple markets, has acceleration partnerships established, and is moving toward a growing user/customer base

Wide-Scale Adoption
Innovation has proven its ability to reach a large customer base

Pathways to Scale taken from Powering Agriculture: An Energy Grand Challenge for Development

In Rounds 1 and 2 of ACR GCD, grantees implemented small-scale, literacy-focused, proof-of-concept or pilot projects. For Round 2 projects, an important consideration after each project was the feasibility of replicating or expanding the technology-based innovation and project models to a different or larger population or area. To inform this decision, in Round 2, School-to-School International (STS) conducted a scalability assessment for each project based on seven parameters adapted from the USAID funded Scalability Assessment Tool (SAT) developed by Management Systems International. STS collected and analyzed data from end-of-project interviews, EGRA results, literature reviews, project monitoring and evaluation (M&E), and cost data to evaluate the potential for scale under each parameter. The results of the scalability assessments, reported in Technology-based Innovations to Improve Early Grade Reading Outcomes in Developing Countries, were intended to inform program staff, stakeholders, and donors about key parameters to consider before scaling these specific project models and technologies.

In Round 3, the intention was to identify possible pathways for taking literacy innovations to scale, and therefore to target grants and prizes to innovators with 'mature' solutions—proven concepts that had been piloted and were ready to be taken to scale. The intention was to share what works among awardees, and work with other education program implementers and funders to raise awareness of the project components and conditions proven to support/accelerate scaling. ACR GCD identified four key scaling paths that were pursued in Round 3:

* Source new, mostly mature innovations, with specific emphasis on scalability.

* Offer follow-on investment to support selected winners in taking their solution to the next stage of growth.

* Integrate ACR GCD solutions into founding partners' education programs – expanding the reach within the same country as the ACR GCD award had been implemented, and/or into new contexts.

* Engage with Ministries of Education to understand their needs, raise their awareness of evidence-based EdTech for literacy innovations, and support their decision making for adopting technologies.

STS built upon previous scalability work from Round 2 to adapt the Scalability Assessment Tool for Round 3. This Round 3 ACR SAT was a combination of quantitative measures and qualitative reflections, based on a self-assessment, and grounded in current literature. The SAT required that awardees critically examine the maturity of their solutions, intended pathway for scale, and scalability-enabling conditions across five dimensions: effectiveness, equitability, market demand, financial sustainability, and transferability. There was an assumption for Round 3 that solutions were more mature – that the concept development, research and development, and initial piloting stages were complete, or more advanced than eventually turned out to be the case.

Lessons Learned

— Supporting innovations to scale is an iterative process.

It is important to understand from the beginning what a project needs to do to improve their scalability. Exploration of scalability can be included in the baseline so that during implementation, the focus can be on testing whether an intervention has potential for scale or is successfully scaling. In addition, there needs to be continuous focus and discussion around scale during an intervention.

— Achieving scale depends on the maturity of the innovation or solution.

For a proof of concept or pilot innovation, the focus should be on building evidence that the solution can be implemented with fidelity and that the theory of change holds. For more mature innovations or solutions, the focus should be around exploring if it can be replicated on a larger scale or in different contexts.

— Taking solutions to scale requires significant time and support.

As noted in USAID's Grand Challenges for Development Meta-analysis, "[t]aking innovations to scale often requires significant financial support beyond the limits provided by Grand Challenges," and "it should be noted that timelines for scaling are significant…" (USAID, 2021, pp. 23-24). In Round 3, which had scalability as a focus, only one prize (UnrestICTed) awarded more than $500,000 to individual awardees—a figure which is more suitable to an early-stage grant (USAID, 2021, p. 24). The Securing Water for Food (SWFF) Grand Challenge committed approximately 30 percent of their budget

Photo: Agora Center

towards the technical assistance required to support innovations going to scale, and hired Kaizen Company as a Technical Assistance Facility (TAF) to oversee this support. The SWFF Final Evaluation found that "[i]nnovators strongly appreciate[d] the dedicated support of the TA Facility and … 74 [percent] of innovators cite[d] the TAF as being decisive in its contributions towards their success and outcomes." For ACR GCD, funding for scale-up support was around 4 percent of the budget and technical assistance was provided by the Challenge Management Group.

— Virtual support does not diminish the value of field-based meetings.

Plan for field-based meetings to foster program understanding, capacity building, and networking related to sustainability and scaling.

Photo: Jillian Slutzker -
Zambia Makhalide Project

As with the impact and influence that ACR GCD hoped to achieve and exert over the course of its implementation, the way the partnership was managed, governed, and operated also developed over time. Lessons were learned from the earlier rounds of competition, and led to changes in how this Grand Challenge was structured and to the processes used to interact with awardees.

"Thanks to ACR GCD's partnership model, we were able to deliver services to the most marginalized."

— **Sergio Ramirez**
Chief of Party

Governance, Partnership Model, and Operations

Governance and Management

In Round 1, lead representatives from each of the founding partners—USAID, World Vision, and the Australian Government—set the direction of and managed the Challenge. USAID managed the fund, including the award process, and each partner oversaw specific awardee implementation. In Round 2, a steering committee was established, made up of several key representatives from each founding partner, to take over setting and monitoring the strategic direction for ACR GCD. In addition, in Rounds 2 and 3, World Vision also served as the Challenge Manager. The challenge management role included competition design, proposal review, awardee selection and overall award and performance management.

From 2019, the founding partners communications designated three Partnership Governance Groups to provide strategic and operational advice and decision making. Each group drew on different partner organizational stakeholders, as needed, to broaden the engagement within each founding partner. Additionally, the role of each founding partner in various activities was delineated as part of the annual work planning process and detailed in each specific project plan, setting realistic and achievable expectations that matched the founding partners' unique capacities and resources. This enabled resources and activities to be channeled towards the most strategic priorities.

Partnership Strategy Group

Reviews and approves the ACR GCD strategy and champions and promotes ACR GCD within their respective organizations, the wider education sector and across sectors

Partnership Operations Group

Develops and operationalizes the ACR GCD strategy and ensures the effective implementation of the program, including identifying and mitigating risks

Challenge Management Group

Manages ACR GCD funds, oversees compliance and quality assurance; partner engagement; and executes the strategy

Partnership Strategy Group

The Partnership Strategy Group (PSG) was comprised of senior leaders from each of the founding partner organizations. At the highest level, the members reviewed and approved the Round 3 strategy and annual work plan, ensured strategic alignment for each of the founding partners, and served as internal and external champions for ACR GCD. Members of the PSG were instrumental in guiding ACR GCD to success by positioning ACR GCD strongly within their respective organizations, the wider sector, and other sectors such as health, water, and sanitation as appropriate.

Partnership Operations Group

The Partnership Operations Group (POG) was composed of ACR GCD point people and technical reading and literacy experts from each founding partner organization. The POG oversaw the development and operationalization of the ACR GCD work plan and proposed (to the PSG) changes required to the ACR GCD strategy. As their organization's key liaison, the POG members worked closely with the Challenge Management Group directly supporting activities as agreed on in the annual work plan and drawing on additional expertise and contributions as needed. The POG supported the achievement of ACR GCD's success and impact by effectively and efficiently crafting and operationalizing the ACR GCD strategy.

Challenge Management Group

Previously called the Fund Manager (in Round 2), World Vision provided an experienced, efficient, and flexible mechanism to manage and leverage the pooled funding of ACR GCD founding partners. The Challenge Management Group (CMG) executed the strategy and procured relevant technical assistance or expertise as needed to achieve agreed upon outcomes. The CMG led processes to support the effective functioning of the Partnership Strategy and Operations Groups. The founding partners acknowledged the dual role of World Vision being both a founding partner and the CMG and outlined a set of guiding principles and objectives to promote equity between the three partners, with clear decision-making authority to ensure World Vision could engage as an equal partner, while still acting as the CMG.

USAID's Grand Challenges for Development Meta-evaluation Final Evaluation Report noted that ACR GCD had engaged effectively with USAID Missions, contributing to the sustainability of solutions once ACR GCD funding had ceased. ACR GCD "was successful in this way, securing funding from USAID Mali Selective Integrated Reading Activity (SIRA) to establish 42 additional community libraries and provide household training on reading games and activities in more than 300 communities." Further, this partnership expanded the "collaboration [of USAID Missions] with local ministries and initiatives" as with the Ministries of Education in Jordan (incorporating digital books into the COVID-19 response from awardee Little Thinking Minds), and in Morocco around inclusive education (USAID, 2021, p. 50).

Lesson Learned

Having a Challenge Management Group enabled ACR GCD to contribute beyond simply funding implementation. The CMG consistently highlighted the work of ACR GCD awardees through its social media platforms, convened stakeholders, and presented at key conferences and events. The CMG worked closely with awardees which increased trust and allowed quick and effective pivots in project activities, such as the shift to working on COVID-19 related teaching and learning materials in 2020. The activities of the CMG also had an impact on the ecosystem in which children's literacy programming operates. For example, they increased the number of partnerships between public and private organizations, leading to increased funding for prizes and research. The ACR GCD CMG also strengthened collaboration between awardees and implementing partners working on similar EdTech sub-sectors. For example, the CMG guided the establishment of the Sign Language Storybook Cohort in Round 3, which led to the creation of Standards for Sign Language Storybooks.

Monitoring, Evaluation, Research, and Learning (MERL)

Based on lessons learned in Round 1, in particular the need to further develop a more robust evidence base focused on the efficacy and scalability of EdTech innovations or solutions for students with disabilities, ACR GCD Rounds 2 and 3 recruited STS "to streamline and standardize reporting and build capacity of the awardees" (USAID, 2021, p. 55).

ACR GCD valued learning through innovation and shared results of its funded research and evaluation broadly, making it a particular focus in Round 3. To put this focus into practice, ACR GCD and STS, its Rounds 2 and 3 MERL partner, developed several key documents to operationalize the MERL strategy:

- **A Results Framework** that detailed how ACR GCD would measure the impact of its investments, as well as ACR GCD's unique impact as a Grand Challenge for Development to scale effective ACR GCD-funded solutions which improve reading and/or language skills.

- **Indicator reference sheets** that would articulate what each indicator in the Results Framework should measure, how to measure it, and why it should be measured.

- **Awardee-level Monitoring, Evaluation, and Learning (MEL) plans** that awardees collaboratively designed that guided implementation and evaluation of the ACR GCD-funded innovations.

- **A Learning Agenda** that outlined strategic learning questions that ACR GCD founding partners desired to answer over the course of Round 3.

- **A Collaboration, Learning, and Adapting (CLA) Framework** that provided a structure to ensure ACR GCD founding partners and awardees had regular opportunities to share knowledge and experiences and adapt their designs or implementation approaches based on their learning or changing circumstances.

Taken together, these MERL documents helped ACR GCD systematically collect information—quantitative and qualitative—from ACR GCD founding partners, awardees, and stakeholders to identify any necessary adaptations

needed during implementation to ensure Round 3 initiatives were working toward improving reading outcomes for marginalized children.

STS conducted baselines and endlines for Rounds 2 and 3. In addition, STS provided valuable MEL support to awardees. The USAID Grand Challenges Meta-evaluation noted that, "ACR GCD awardees spoke highly of the support they had received from the MEL partner in standardizing their tools and data collection practices. One ACR GCD awardee, who successfully scaled their solution, felt that putting impact and learning at the center of implementation aided scaling up more than anything. This demonstrates the importance of good MEL systems to support innovation: it should be about far more than reporting upwards" (USAID, 2021, pp. 55-56).

In Jordan, ACR GCD awardee Little Thinking Minds (LTM) collaborated from the proposal stage with Integrated Services, a local organization specializing in MEL. The collaboration strengthened the project portfolio by bringing in diverse and unique perspectives as well as adding to the rigor of the research. Furthermore, while other grantees tended to hire MEL firms for baseline and endline data collection, Integrated Services offered on-the-ground, continuous monitoring, learning, and refinement to LTM's Qysas project.

Lessons Learned

— Change brought about through innovation can take time.
It was perhaps unrealistic to expect that children using the solutions to immediately have radically better results than peers, particularly where original implementation timeframes were shortened (for example, due to bureaucratic delays or disruptions due to COVID-19). Nevertheless, ACR GCD aspired to learn through the process of implementation, and tempered expectations as circumstances changed.

— MERL documents may need to be altered to match implementation realities.
At strategic junctures, support reflection and adaptation of MERL plans. This means, for example, allowing awardees to alter intervention designs or MERL requirements (indicators, types of data collected) as circumstances change or implementers learn about challenges with their design in specific contexts. ACR GCD recognized it could have used reflection and adaptation activities to more strategically alter awardees' MERL plans as circumstances changed and there were challenges in specific implementation contexts.

— Adapting MERL design to the specific challenges each awardee faces, emphasizing collecting data can help awardees better understand and improve implementation.
Support should be provided in developing robust but flexible designs, as well as monitoring and evaluation plans that build a body of evidence for the innovation and that facilitate the process of taking innovation to scale. Avoid having too many indicators and focus on measuring a few things well. Ensure there is time in the project implementation to analyze and visualize data. Use rapid feedback loops to facilitate taking action (such as adapting project design) based on these analyses.

Catalyzing Collaboration

In 2019, ACR GCD made the decision to use the Collaborating, Learning and Adapting (CLA) framework to facilitate communication between awardees and partners and call attention to the need to modify programming during implementation in Round 3.

CLA proposed a structure to ensure ACR GCD awardees as well as the ACR GCD founding partners had a regular opportunity to collaborate, share knowledge and experience, and to adapt designs or implementation approaches based on ongoing learning or changing circumstances. There were two streams of CLA activities: one with awardees and one with ACR GCD founding partners.

The CLA Approach included the following steps:

1. **Commitment**
   To ensure awardees were brought into the CLA approach and felt supported to share challenges and make mid-implementation pivots, ACR GCD dedicated time to explaining the framework and purpose of CLA, including mentioning CLA in competition documents, during start-up workshops, and in regular program management meetings.

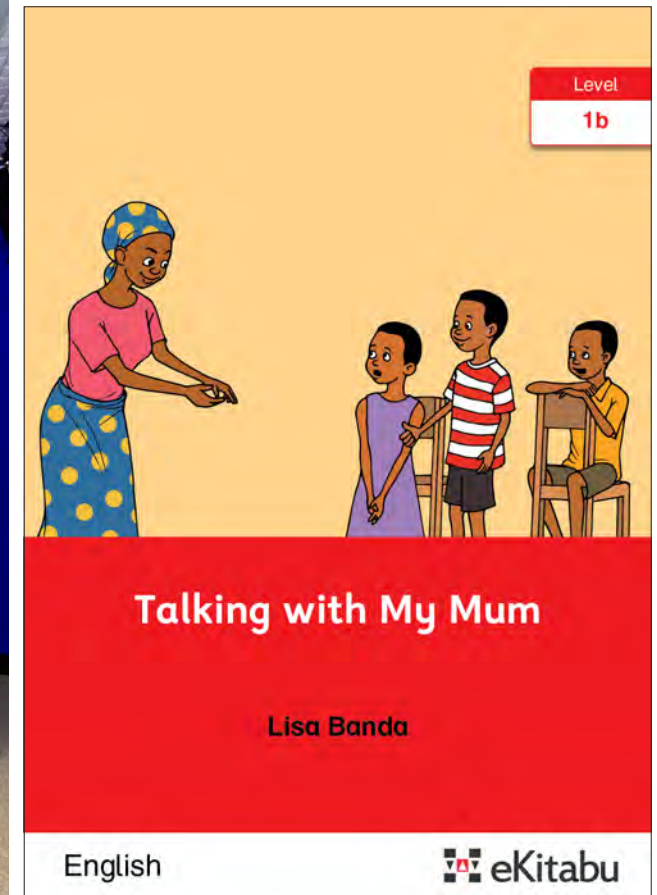2. **Awardee pause and reflect sessions**
   ACR GCD's MERL Partner, STS, convened bi-annual CLA pause and reflect sessions with awardees. These sessions were intended to provide a chance for awardees to consider alternative design or implementation strategies based on learnings shared in these meetings. They were held without any ACR GCD staff, to maintain confidentiality.

3. **Adaptation**
   Following those sessions, STS met with ACR GCD and presented pause and reflect session feedback with the expectation that the Challenge Management Group would act before the next session by making changes.

Sign Language Storybook Cohort

An example of ACR GCD responding to the needs expressed by awardees was CLA pause and reflect sessions. CLA facilitated the growth of leadership capacity of local partners. Recognizing the need to support deaf-led expertise and mentoring, the ACR GCD Challenge Management Group also helped establish the Sign Language Storybook Cohort (SLSC), a working group that uses Slack as their communication platform to share ideas and support each other and their local DPOs. RIT/NTID was funded to convene and lead the group.

The SLSC spurred co-learning among the Begin With Books (BWB) awardees and strengthened their capacity to create high-quality storybooks in local sign languages by providing technical assistance through in-person and recorded training, and virtual coaching support. The collaboration and learning between awardees also resulted in the creation of new content that addressed social inclusion and heightened the visibility of children with disabilities and their family members.

In 2023, the SLSC validated these standards as they concluded their book production, and the lessons learned have been incorporated into the Standards for Sign Language Storybooks guidance in support of the creation of more sign language teaching and learning materials globally.

Lessons Learned

— Pursuing in-person opportunities promotes more holistic understanding between stakeholders.

Where possible, include in-person activities to promote a more holistic understanding of the implementation context and deepen relationships between funder, awardee, and implementers. This is particularly important in the inception phases, but where possible, face-to-face meetings at regular and/or key junctures throughout project implementation would be beneficial.

— Collaborating, Learning and Adapting approach requires planning, focus, and follow up.

The implementation of a CLA approach in Round 3 was successful in keeping awardees, ACR GCD project managers and founding partners focused on the learning agenda. There was benefit in being able to integrate lessons learned from awardees into future competition design and funding decisions, and in raising awareness of challenges that necessitated changes, such as extensions to award timelines. The outcomes of at least one awardee-level CLA process resulted in the local creation of a coalition that helped strengthen implementation.

However, using CLA requires deliberate management prior to and throughout implementation, such as setting expectations on what type of requests can be acted on, clearly defining the responsibilities of each level of the governance and management structures, and closing feedback loops.

Locally Led Development

When ACR GCD first began, locally led development did not have the same focus in the development and humanitarian aid community as it does today. As the priority to strengthen and directly fund local partners grew, ACR GCD analyzed lessons learned and refined its approach to each competition.

Although Grand Challenges are non-traditional and therefore more flexible funding mechanisms, barriers still prevent local organizations from submitting proposals and receiving funding. In early rounds, local innovators were encouraged to apply for funding, but most competitors were US-based. Barriers such as advertising (where and how the Challenge was advertised); complex, written English-only submission requirements; and limited familiarity with multilateral procurement regulations, often deterred local innovators and implementers from applying or successfully competing for grant funding.

To address these barriers, during Round 3 implementation, the ACR GCD CMG made the following changes to some of its competition designs:

1. **Revised competition guidelines to include Sign Language proposals**
    In 2022, additional funding from one of the founding partners (World Vision) supported the Sign Language Storybooks in Action competition that focused on the distribution, promotion, and use of the 1,000+ accessible digital books created under the BWB prize. ACR GCD adapted competition requirements to solicit submissions from local deaf-led organizations/DPOs, including allowing sign language (English captioned) proposal

submissions since English is typically a third or fourth language for sign language users. This was a first for each of the ACR GCD founding partners.

2. **Introduced flexible submission requirements and engagement with local organizations prior to submission**
    Feedback from BWB awardees led to further adaptations to make the competition process more inclusive. Changes included: translating competition details into other languages; and, allowing Q&A submissions in other languages, including sign language video, thus reducing competition barriers for DPOs; capacity building from previous awardees; extended lead times; and offering a competition webinar, with interpretation support, to improve both the number of submissions as well as the confidence level of local competitors.

3. **Targeted advertising via local social media and local listservs**
    Initial advertising ACR GCD for the BWB prize yielded 34 applications but only nine from target countries and none from local DPOs. Following feedback from BWB awardees, in subsequent competitions, ACR GCD focused on Facebook as the center of subsequent competitions and increased ad spending on the platform. ACR GCD also targeted local listservs and organizations working with children with disabilities leading to 11 of 17 applications from local organizations for the Ready2Read competition and seven of seven applications for the Sign Language Books in Action competition from local DPOs.

As a Grand Challenge, ACR GCD had more flexibility in its requirements than traditional mechanisms with more stringent procurement regulations. The CMG was able to use milestone-based awards with local partners to reduce the compliance and reporting burden often associated with other funding mechanisms. Beyond securing an award, dedicated staff supported awardees through targeted capacity building in milestone development and completion. After the Sign Language Books in Action prize winners were notified of their awards, the Project Manager (PM) worked closely to guide the local DPOs through the milestone development process and modify scopes of work and timelines to support improved outcomes.

ACR GCD staff also worked closely with the World Vision finance department to establish guidance on how to best forecast and front load milestones to avoid budget shortfalls and activity stoppage for small, local DPOs with limited reserves. This resulted in improved efficiency under a compressed timeline to avoid multiple contractual modifications or activity completion delays.

Malawian National Association for the Deaf

In the span of three years and amid a global pandemic, the Malawian National Association of the Deaf (MANAD) evolved from a small, local, disabled persons organization (DPO) to a growing regional leader. This significant evolution was driven, in part, by the organization's participation in projects funded by ACR GCD that made a deliberate attempt to develop the capacity of local, deaf-led DPOs and, ultimately, put locally led development into practice.

> " If we truly want to make aid inclusive, local voices need to be at the center of everything we do. "
>
> **— Samantha Power**
> *USAID Administrator*

Having received support through the expertise of and training by the Rochester Institute of Technology/ National Technical Institute for the Deaf (RIT/NTID) and the Sign Language Storybook Cohort (SLSC), MANAD was in a position to win one of two Sign Language Books in Action prizes, through a competitive process that was open to BWB DPO sub-grantees. The award, along with a small technical assistance award, moved beyond the production of accessible digital content to the actual distribution, promotion, and usage of the content. This allowed MANAD to train educators to employ digital devices with sign language story books into their curriculum across seven schools for the deaf in Malawi, getting the content into the hands of deaf learners, their teachers, and families.

As a key participant in the Begin with Books Accessible Publishing Workshop, MANAD deepened their relationships with local publishers, World Vision Malawi, and the Directorate of Special Needs Education. These connections furthered MANAD's goal of making sign language education more accessible through collaborative enrichment of all facets of the book chain in Malawi. As USAID Administrator Samantha Power noted in USAID's Localization Vision and Approach, "If we truly want to make aid inclusive, local voices need to be at the center of everything we do."

Recognizing MANAD's skills, World Vision Malawi partnered with MANAD to support the achievement of World Vision's inclusive education goals. The two organizations worked together to retrofit books created by World Vision Malawi with sign language videos and human-narrated audio to ensure they were accessible to children with disabilities. The books, which are available on Bloom Library, were used in World Vision-supported reading camps.

> " ACR GCD's Sign Language Books in Action prize has brought to light new resources and ways for Deaf students to learn. Teachers have also remarked that accessible digital books have proven helpful in improving the literacy skills of their students. Promoting Malawian Sign Language Books project will leave a footprint where other partners will learn from and continue with efforts to achieve full and meaningful inclusion through the use of MSL... [and strengthen] MANAD's agenda of raising MSL recognition to the level where it will be equal to spoken languages. "
>
> **— Sekerani Kufakwina**
> *Advocacy Committee Chairperson/ACR GCD Sign Language Books in Action Team Lead, MANAD*

Lessons Learned

— Flexible funding mechanisms such as Grand Challenges can reduce barriers for local innovators.

Beyond driving innovation, Grand Challenges can also pilot approaches to implementing aid sector agendas, such as locally led development. Although more than one third of ACR GCD's 94 awards were made to organizations from the global south, and ACR GCD refined its approach to each competition based on feedback from awardees, barriers still prevented many local organizations from submitting proposals and receiving funding, in particular DPOs and local disability service providers. Barriers such as the complexity of English-only submission requirements and limited familiarity with multilateral procurement regulations likely deterred local innovators and implementers from applying or successfully competing.

— Allowing proposals in sign language enables a more inclusive design process.

For the Sign Language Books in Action competition, ACR GCD adapted competition requirements to create a flexible and inclusive design process in order to solicit submissions from local deaf-led organizations. However, of seven submissions, only one local DPO submitted a combined package of written English narrative along with supporting videos in English captioned Malawian Sign Language. Future solicitations would benefit from feedback channels to understand how to improve the process to ensure DPOs are clear on the requirements and also feel they can evenly compete with SL/captioned submissions against other submissions that may be in written English.

— Adapting the application process can increase the viability of proposal submissions.

The ACR GCD CMG solicited feedback from Begin with Books awardees on how to improve competition submission overall. Recommendations included translating competition details into French and allowing Q & A submissions in French, which could reduce competition barriers for Francophone DPOs. Further reflection revealed the need for adequate lead times and potential inclusion of a competition webinar, with interpretation support, to improve the number of submissions as well as the confidence level of local competitors so that their submissions could be equally viable.

— Investing in local and targeted advertising can help reach critical innovators.

In previous competitions, such as Sign On For Literacy (SOFL), ACR GCD engaged a Deaf-led communication firm and spokesperson to effectively reach and engage the Deaf community. Investing in a Deaf-led communication firm's expertise to guide messaging and prepare content that appropriately addressed and reached the Deaf community aided in the successful reach of promotion materials for the prize. The firm also connected ACR GCD to a Deaf spokesperson for the prize and provided training to the spokesperson on International Sign to better reach the global Deaf Community. Similar efforts, tailored to the local context, would likely lead to increased participation in solicitation opportunities.

— Technical support to local innovators can ease challenging contracting requirements.

Beyond securing an award, one enabling factor that supported the successful implementation of awards by local DPOs was the assignment of a PM from the CMG to guide the local DPOs through the milestone development process, and work with them to modify scopes of work, work plans, and timelines to support improved outcomes. The PM also worked directly with the World Vision finance department to establish guidance on how to best forecast and front load milestones to avoid budget shortfalls and activity stoppage for small, local DPOs with limited reserves. The implementation of milestone-based awards, with intentionally staggered funding tranches to support planned activities, resulted in improved efficiency under a highly compressed timeline, limiting the number of contractual modifications needed and activity completion delays.

Photo: Little Thinking Minds

ACR GCD EdTech Solutions

This is a curated list of solutions funded by ACR GCD during its 12 years of implementation. These solutions were selected from dozens of others based on their continued use and relevance to supporting literacy for the most marginalized children, including those with disabilities. For further information, please contact the innovator directly.

3Asafeer App – 100 Adventures in Science & Life	African Storybook	Antura and the Letters	Bloom Library	Bloom Editor	Bloom Reader
Bookshare	Deaf World Around You	Digital Story Time	eKitabu Cloud Reader & App	Feed the Monster	Global Digital Library
GraphoGame	KitKit School	Leaders for Literacy	Let's Read Asia (reader and library)	OpenEMIS Logistics	Qysas
Same Language Subtitling	SEMA/SIMA	Signs and Smiles	Smartbooks	Ustad Mobile	

Annexes

Annex A — ACR GCD Rounds, Awards, Awardees, and Projects

Round 1

Grant Competition

Across
South Sudan
Teaching Children to Read Using Low-Cost Digital Audio Players as Supplemental Instructional Tools for Both Children and Teachers

Africa Educational Trust
Somalia
Enhanced Reading Skills for Somali Early Beginners

American Institutes for Research
India
Facilitating Reading Acquisition in Multilingual Environments

The Asia Foundation
Timor Leste
Labarik Aprende Lee (Children Learn to Read)

Center for Civil Integration & Inter-Ethnic Relations
Georgia
Development of Bilingual Literacy in Minority Schools in Georgia

Drakkar Ltd.
Rwanda
Improving Reading and Writing Capacity in Primary Grades

Eco-Development
Bangladesh
Let the Children Read in Their Own Language and Culture

Ecole Superieure d'Infotronique d'Haiti
Haiti
Digital Content Creation for Creole Learning to Improve Reading Skills in Primary School

Education Development Center, Inc.
Philippines
Improved Collection and Use of Student Reading Performance Data

FHI 360
Malawi
Timawerenga! (We Can Read!)

Friends of Matènwa
Haiti
Mother Tongue Books: Learning to Read in Haiti

Georgia State University
South Africa
Partnerships Achieve Literacy

Human Network International
Ethiopia, Malawi, Rwanda, Senegal
DataWinners

Initiative Africa
Ethiopia
Action research approach to improving student reading using early grade reading assessment results and student test data to improve classroom instruction

Lubuto Library Partners
Zambia
LubutoLibrary: Zambian teaching and learning materials for the digital age

Molteno Institute for Language and Literacy
South Africa
Bridges to the Future Initiative

Perkins International
Ghana
Promoting Literacy for the Visually Impaired

Planet Read
India
Putting Children's Reading Literacy on a Path to Lifelong Practice and Improvement

Pragya
India
Dynamic (and Decentralized) Education Information System for Planning & Improvement: A Solution for Marginalized Schools

Pratham Education Foundation
India
Literacy Numeracy Achievement Through Periodic Learning Camps

Olinga Foundation for Human Development
Ghana
Enlightening the Hearts Literacy Campaign: Training for Transformation

Open Learning Exchange - Ghana
Ghana
Ghana Reads

Save the Children Malawi
Malawi
Tiwerenge Ndi Ana Athu

Save the Children Sri Lanka
Sri Lanka
Special Needs Action Pack for Struggling Readers

Sesame Workshop Initiatives India Pvt. Ltd.
India
Learn to Read - Read to Learn

Round 2

Step by Step Benevolent Foundation
Armenia
Diagnostic Instruments for Better Informed Literacy Instruction in Primary Grades

University of Nairobi ComTech
Kenya
Early Grade Reading Instruction Curriculum

Urban Planet Mobile
Uganda
MobiLiteracy Uganda: Testing and Proving the Efficacy of SMS with Audio in Developing Literacy-Rich Home Environments in Western Uganda

Whiz Kids Workshop
Ethiopia
Tsehai Loves Learning

Worldreader
Ghana
iREAD2

World Education, Inc.
Cambodia
Total Reading Approach for Children

YMCA Senegal
Senegal
Harnessing Youth Volunteers as Literacy Leaders

Grant Competition

The Asia Foundation
Afghanistan
Using Technology to Improve Primary Grade Reading in Afghanistan

Agora Center, the University of Jyväskylä
Zambia
GraphoGame Teacher Training Service

Benetech
India
Bookshare India

Catholic Relief Services
Lesotho
Literacy for Visually Impaired Persons

Creative Associates International
Zambia
Makhalidwe Athu ('Our Way of Staying')

Institute for Disabilities Research & Training
Morocco
Moroccan Sign Language Assistive Technology for Reading Improvement of Children who are Deaf/Hard of Hearing

Kampuchean Action for Primary Education
Cambodia
E-Books for Khmer

Little Thinking Minds
Jordan
Qysas (Stories): An Arabic Leveled Digital Library for Every Classroom

Oeuvre Malienne d'aide a L'Enfance du Sahel
Mali
Your Child, Reading, and You

Que Funciona para el Desarrollo AC
Mexico
Mundo de Libros (World of Books)

Reseau d'Acteurs pour le Renouveau de l'Education
Mali
Our Children Learn to Read

Resources for the Blind, Inc.
Philippines
Reading Beyond Sight

Sesame Workshop India Trust
India
Play.Connect.Learn

No Lost Generation Tech Summit Prize

Asafeer Education Technologies
Global
100 Adventures in Science & Life

Big Ideas@Berkeley: Mobiles for Reading Challenge (2014/15)

Dost Education
India
Breaking the Cycle of Illiteracy by empowering mothers

Big Ideas: Mobiles for Reading Challenge (2015/16)

College of William & Mary
Haiti
Creating Decodable Readers in Haitian Creole

Monash University
Global
MyReadingTablet

UC Berkeley
Global
Padhne.De

Technology to Support Education in Crisis & Conflict Settings Prize

Outernet, Inc.
Ukraine
Outernet to Support Education in Conflict Areas

Xavier Project
Kenya
Engaging Personalised Learning for Refugees in Kenya

Viamo
Ghana
VOTO Mobile

Stanford Learning, Design and Technology Program
Uganda
Rethink Relief: Beyond Boxes

Enabling Writers Prize

SIL International
Global
Bloom

Ustad Mobile
Global
Readability for eXeLearning

Unleash Kids
Haiti
iLoominate

Tracking & Tracing Books Prize

John Snow, Inc.
Global
TrackNTrace

Community Systems Foundation
Global
OpenEMIS Logistics

Sign On For Literacy Prize

eKitabu
Kenya
Studio KSL

Rochester Institute of Technology - National Technical Institute for the Deaf (RIT/NTID)
Philippines
World Around You

Manos Unidas
Nicaragua
Senas y Sonrisas (Signs and Smiles)

Enuma
Tanzania
KitKit School: Sign Language Project

Gallaudet University Motion Light Lab, Visual Language and Visual Learning
Global
SignShare

Book Boost: Access for All Challenge

SIL Lead, Inc.
Global
Enhancing Bloom to Boost Accessible Books for All

eKitabu
Global
Driving Local Development of Born Accessible Titles in Kenya

The Asia Foundation
Global
Expanding Born Accessible Books in Asia

World Education, Inc.
Nepal
Reading Equality with Accessible Design

EduApp4Syria Prize

Apps Factory
Global
Feed the Monster

Cologne Game Lab
Global
Antura and the Letters

Kukua
Global
Sema

Round 3

Begin with Books

The Asia Foundation
Laos, Nepal, Papua New Guinea
Let's Read Asia

eKitabu
Malawi
Open Books Malawi

Rochester Institute of Technology - National Technical Institute for the Deaf (RIT/NTID)
Fiji, Indonesia, Papua New Guinea, Philppines, Samoa, Somalia
World Around You: International Collaborative Multilingual Sign Language Books

SIL LEAD
Mali
Livres Numeriques Pour Nos Enfants au Mali (Digital Books for Our Children in Mali)

Ready2Read

The Asia Foundation
Nepal
Ready2Read and Play

ILC Africa
Malawi
The Talking Book: Improving Literacy Among Pre-Primary Children in Rural Malawi

RIT/NTID
Fiji, Papua New Guinea, Philippines
Project TREE: Transforming Reading in Early Education for Deaf Children

UnrestrICTed

eKitabu
Rwanda
Supporting children with disabilities to build literacy in and out of school

Save the Children
Papua New Guinea
Yumi Read Together

World Education, Inc.
Nepal
Leveraging Existing Accessibility Resources in Nepal

Digital Books in Action Prize

Curious Learning
Global
Feed the Monster

SIL LEAD
Global
Bloom Library

Sign Language Books In Action Prize

Malawi National Association of the Deaf
Malawi

Deaf Boholanos Society
Philippines

Annex B — ACR GCD Evaluations and Research

Case Studies

Guide to Developing Digital Games for Early Grade Literacy for Developing Countries

CLA Strengthens Efforts to Improve Language and Learning for Children with Disabilities

Landscape Reviews

Leveraging Technology for Education of Refugees and Internally Displaced Persons: Context

Leveraging Technology for Education of Refugees and Internally Displaced Persons: Turning Challenges into ICT4E Opportunities

Leveraging Technology for Education of Refugees and Internally Displaced Persons: Designing Effective ICT Initiatives

Landscape Review: Education in Conflict and Crisis How Can Technology Make a Difference?

Impact Evaluations

Assessing the Impact of Literacy Learning Games for Syrian Refugee Children: An executive overview of Antura and the Letters and Feed the Monster Impact Evaluations

Assessing the Impact of Literacy Learning Games for Syrian Refugee Children (Arabic)

Feed the Monster Impact and Technical Evaluation

Antura and the Letters Impact and Technical Evaluation

USAID Impact Evaluation of the Makhalidwe Athu Project (Zambia)

Project Evaluations

Technology-Based Innovations to Improve Early Grade Reading Outcomes in Developing Countries

Supporting Technology-Based Innovations to Improve Early Grade Reading Outcomes for Students Who Have Low Vision or are Blind

Engaging Families and Communities to Support Student Reading Skills Development

Institute for Disabilities Research and Training & École Nationale Supérieure des Mines de Rabat Evaluation Report

Little Thinking Minds Evaluation Report

Resources for the Blind Evaluation Report

Sesame Workshop Evaluation Report

Qué Funciona para el Desarrollo (QfD) Evaluation Report

Kampuchean Action for Primary Education Evaluation Report

Agora Center Evaluation Report

Benetech Evaluation Report

Catholic Relief Services Evaluation Report

Oeuvre Malienne d'aide à l'Enfance du Sahel

Réseau d'Acteurs pour le Renouveau de l'Education Evaluation Report

Round 1 Report

Ready2Read Challenge The Talking Book: Improving Literacy Among Pre-Primary Learners in Rural Malawi Project Evaluation

An Evaluation of the Integration of M-learning in Total Reading Approach for Children Plus (TRAC+)

ACR GCD May 19, 2022 Consultation Report: 2023 GEM Report on Technology and Education

Ready2Read Challenge Ready2Read & Play Project Evaluation

Youth Volunteers Can Contribute to Significant Reading Gains: Evidence from the HYVALL Project in Senegal

Play.Connect.Learn Impact Research Summary

Leveraging Existing Accessibility Resources in Nepal (LEARN) Project Evaluation Report

Facilitating Reading Acquisition in Multilingual Environments in India (FRAME-India) Final Report

Alpha Test Report

Yumi Read Together (YRT) Project Evaluation Report

Other Publications

Rwanda Early Grade Reading Assessment for Learners with Disabilities Adaptation Workshop Process Report

Towards Equity in Assessment: Making Standardized Learning Assessments More Accessible for Learners with Disabilities

Create a World of Deaf Readers: Standards for Sign Language Storybooks

Child Functioning Module - Teacher Version (CFM-TV) Validity Study

Creative Associates International Baseline Report

Institute for Disabilities Research and Training & École Nationale Supérieure des Mines de Rabat Baseline Report

Little Thinking Minds Baseline Report

Resources for the Blind Baseline Report

Sesame Workshop Baseline Report

Qué Funciona para el Desarrollo (QfD) Baseline Report

Kampuchean Action for Primary Education Baseline Report

Agora Center Baseline Report

Benetech Baseline Report

Catholic Relief Services Baseline Report

Oeuvre Malienne d'Aide à l'Enfance du Sahel Baseline Report

Réseau d'Acteurs pour le Renouveau de l'Education Baseline Report

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