BEGIN WITH BOOKS

ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT PRIZE

Competition Opens: October 7, 2019

Questions due: October 23, 2019 (12:00 pm ET)

Closing Date: November 15, 2019 (12:00 pm ET)

ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT   USAID FROM THE AMERICAN PEOPLE   World Vision   Australian Aid   GLOBAL BOOK ALLIANCE

Begin with Books

Prize Competition Document

Contents

Acronym List

ACR GCD	All Children Reading: A Grand Challenge for Development
EGIDS	Expanded Graded Intergenerational Disruption Scale (EGIDS)
EPUB	Electronic Publication File Format
ET	Eastern Time
GBA	Global Book Alliance
GDL	Global Digital Library
HTML	Hypertext Markup Language
MICS	Multiple Indicator Cluster Survey
PDF	Portable Document Format
QA	Quality Assurance
SL	Sign Language
STEM	Science, Technology, Engineering, Math (STEM)
URL	Uniform Resource Locator
WCAG	Web Content Accessibility Guidelines

Glossary

Cost-Effective   The package of books that uses the Eligible Approaches to develop the most economical combination of books for each level (Pre-primary, Kindergarten, Grades 1 & 2) which meet the Solution Requirements.

High-Quality   Titles that meet the Solution Requirements.

Library Materials   Decodable and levelled reading resources for children's independent reading and more complex texts that adults can read aloud for children.

Prize Competition Summary

A child's path to opportunity begins with literacy, and literacy begins with books. Join this global competition to create books for children in languages they use and understand.

Literacy leads to better health, broadens employment opportunities, and creates safer and more stable societies. However, more than 387 million children are not expected to read or do basic math by the end of primary school.[1] For the more than 93 million children with disabilities globally, learning outcomes are even lower, as they are less likely to go to school and have access to accessible learning resources. Building on a child's language foundation, books pave the way for future success in life. Despite the importance of books in learning to read, there is a global shortage of books available for those learning to read in many languages and in accessible formats. The severe shortage these children encounter is known as the "book gap."

To address this challenge, All Children Reading: A Grand Challenge for Development (ACR GCD), in collaboration with the Global Book Alliance (GBA), launched the Begin with Books prize competition challenging innovators globally to assemble cost-effective packages of high quality, accessible digital books for beginning readers in more than 30 designated underserved languages (spoken and signed) used in more than 15 countries. As part of the prize competition, solvers will be required to upload the books they develop to the Global Digital Library (GDL), a mobile and web platform offering a collection of high quality, open educational early grade reading resources in languages that children and their communities globally use and understand. The platform also facilitates translation and localization of GDL resources to more than 300 languages and growing.

Solvers will assemble cost-effective packages of high quality, accessible digital books for beginning reading practice in eligible languages for each year of a child's literacy development (including Pre-Primary, Kindergarten, Grades 1 and 2) and upload them to the Global Digital Library.

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[1] UNESCO Institute of Statistics. (2018). Education Database. Available at: http://data.uis.unesco.org/#.

Background

Why are books in languages children use and understand important?

Having the opportunity to engage with books is known to boost a child's literacy. Literacy is a cornerstone of development, placing children on a path for future success in school, employment, health and society. Children need to read approximately 50 books per year to practice reading (although estimates vary)[2] and children growing up in homes with at least 20 books get three years more schooling than children from homes without books.[3] Beginning with books, we can ensure more children are prepared to reach their full potential—while simultaneously accelerating progress across multiple global development goals.

Research shows that children experience greater reading success when learning in their local spoken or signed language. According to UNESCO, children taught in a language they understand are more likely to enroll and succeed in school; their parents are more likely to communicate with teachers and participate in their children's learning; girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often; and children in multilingual education tend to develop better thinking skills compared to their monolingual peers.

Providing engaging and accessible entry-level books in underserved languages is essential to empowering and supporting these children on their path to literacy. While there is no large-scale global data on book availability in local languages, low availability of these materials can be deduced from a USAID study that surveyed African language teaching and learning materials in 11 countries and found that even for languages that had more than a million speakers, there was an extremely limited number of titles.[4] [5] Despite the importance of books in learning to read, there is a global shortage of books available for children in many languages and in accessible formats. The severe shortage these children encounter is known as the "book gap."

In many countries, children are taught and take tests in languages they do not use at home, hindering the early acquisition of critically important reading and writing skills. Textbooks, when available, are much less useful if learners have difficulty reading them, further expanding

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[2] Results for Development Institute and International Education Partners Ltd. (2016). Global Book Fund Feasibility Study. Available at: https://www.r4d.org/resources/global-book-fund-feasibility-study/.

[3] Evans, M. D., Kelley, J., Sikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. Research in Social Stratification and Mobility, 28(2), 171-197.

[4] RTI International. (2015a). Data for Education Research and Programming (DERP) in Africa. Reading Materials Survey. Final Report. USAID: Africa Bureau Education Division.

[5] M.D.R. Evans, Jonathan Kelley, Joanna Sikora, Donald J. Treiman, Family scholarly culture and educational success: Books and schooling in 27 nations, Research in Social Stratification and Mobility, Volume 28, Issue 2, June 2010, 171–197, Science Direct.

the book gap. Despite the importance of books in boosting foundational literacy skills, there is also a global shortage of books for children in accessible formats. For the estimated 19 million children globally that are blind or have low vision[6] or the millions of children with other disabilities that impact their use of traditionally printed material, the shortage of quality books in accessible formats is even more severe. Open license educational resources and new technology can make learning materials more widely available, including in local languages.[7] Current technologies, if leveraged at scale, also provide the potential for publishers to produce books that are accessible and designed for reading by everyone, including those with print disabilities.

How can books support a child's path to literacy?

Acquisition of a first spoken or signed language is essential for early childhood development and a building block for learning to read. A child's path to literacy begins before they are born and continues throughout their life. Each step of the path requires appropriate and engaging books in the spoken or signed language they use and understand. The Begin with Books prize competition will focus on books to support Pre-primary, Kindergarten, Grade 1 and Grade 2 literacy development. On the GDL these digital books will be categorized as Library Materials, however they can be used by anyone, including teachers.

Pre-Primary - The single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school.[8] The greatest amount of brain growth occurs between birth and age five. In fact, by age 3, roughly 85% of the brain's core structure is formed.[9] Exposure to natural and accessible language at an early age is paramount for early childhood development and promotes cognitive and literacy development for the rest of a child's life. However, in many countries, children lack vital interactions with adults in their homes such as parental support for reading for enjoyment, exposure to sign language for deaf and hard of hearing children, as well as appropriate play and learning materials to stimulate their learning and development. In 76 countries with available Multiple Indicator Cluster Survey (MICS) data, only 15 percent of children under age five have three or more children's books at home.[10]

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[6] World Health Organization (WHO). "Visual Impairment and Blindness." 2014. Available at: https://www.who.int/en/news-room/fact-sheets/detail/blindness-and-visual-impairment.

[7] Global Education Monitoring Report. "If you can't understand, how can you learn." 2016. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000243713/.

[8] National Commission on Reading. Ferst Readers. 1985. Available at: https://ferstreaders.org/how-to-help/adopt-a-reader.

[9] "Lifetime Effects: The High/Scope Perry Preschool Study Through age 40." Ypsilanti, MI: High/Scope Educational Research Foundation, 2005.

[10] A World Ready to Learn. United Nations Children's Fund (UNICEF). 2019. Available at: https://www.edu-

For the purpose of the Begin with Books prize competition, these digital books will be considered Level 1 (a)[11] supporting Pre-Primary beginning readers and will have less than 100 words/signs, high frequency words/signs, word/sign repetition, short sentences, large fonts, text and pictures that support each other[12].

Kindergarten - In Kindergarten, most children should have developed language skills and knowledge. They are expected to know that print carries meaning, what written language looks like, that letters are associated with sounds/handshapes, the sounds/handshapes that letters make, that using words/signs can serve various purposes, and how books work.[13] However, the millions of children who use underserved languages lack language exposure and are not surrounded by print-rich environments, limiting their ability to develop these foundational skills necessary to learn to read.

For the purpose of the Begin with Books prize competition, these digital books will be considered Level 1(b)[14] supporting Kindergarten beginning readers and will have between 101-250 words/signs, high frequency words/signs, word/sign repetition, short sentences, large fonts, text and pictures that support each other.

Grades 1-2 - By the time most children have completed the first and second grades, they should have naturally developed the following skills: reading a variety of simple texts, applying word-analysis skills while reading, understand elements of literature (e.g., author, main character, setting), and use correct and appropriate conventions of language when responding to written text. Unfortunately, this is not the case worldwide since an estimated 387 million children and youth will not be able to read or do basic math, even though more than two-thirds of them have attended four or more years of school.[15]

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links.org/sites/default/files/media/file/A-world-ready-to-learn-2019-eng%20.pdf.

[11] The reading levels included on the GDL are from the Storyweaver, https://storyweaver.org.in/reading_levels. The subsets are designed to emphasize the need for very simple books to support beginning readers prior to primary school.

[12] An example of a Level 1 (a) book can be found here: https://www.readinga-z.com/book.php?id=388.

[13] Koralek, D. & Collins, R. (December, 1997). How Most Children Learn To Read. On the Road to Reading: A Guide for Community Partners. America Reads Challenge, U. S. Department of Education.

[14] The reading levels included on the GDL are from the Storyweaver, https://storyweaver.org.in/reading_levels. The subsets are designed to emphasize the need for very simple books to support beginning readers prior to primary school.

[15]UNESCO Institute for Statistics. 2017. More than one-half of children and adolescents are not learning worldwide. Fact Sheet. Paris: UNESCO. http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en2017.pdf

For the purpose of the Begin with Books prize competition, these digital books will be recognized as Levels 2 and 3 [16] supporting Grades 1-2 readers and will have between 250-1500 words/signs, increasingly longer sentences, simple concepts and engaging plots.

There are nearly 7,000 languages globally. Every time books are created in a new language, it opens a pathway to learning for the millions of children who use that language. Join the global competition to create books for children in languages they use and understand.

Who is seeking solutions?

All Children Reading: A Grand Challenge for Development (ACR GCD) in collaboration with the Global Book Alliance (GBA) launched the Begin with Books prize competition seeking solutions to close the book gap.

All Children Reading: A Grand Challenge for Development
All Children Reading: A Grand Challenge for Development (ACR GCD), established in 2011 as a partnership between the U.S. Agency for International Development (USAID), World Vision and the Australian Government, advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. The global initiative focuses on sourcing new solutions, testing new ideas, and scaling what works.

Global Book Alliance
The Global Book Alliance is a partnership of donor agencies, multilateral institutions, and civil society organizations that are committed to bringing books to every child in the world by 2030. The Global Book Alliance was established to ensure the world's children have access to quality books in a language they understand so they can learn to read, read to learn and develop a love of reading. For the Begin with Books prize competition, ACR GCD is collaborating with the Global Book Alliance and USAID's Africa Bureau.

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[16] The reading levels included on the GDL are from the Storyweaver, https://storyweaver.org.in/reading_levels.

What is the Begin with Books Prize?

The Begin with Books prize competition will fund the most cost-effective, high-quality, accessible digital books in eligible languages for each year of a child's literacy development (Pre-primary, Kindergarten, Grades 1 and 2) and upload them to the Global Digital Library. For the purpose of this competition, high-quality is defined as: books that meet the Solution Requirements. This prize aims to exponentially increase the availability, access and use of books for every child in a language they use and understand.

Eligible Languages for Book Creation

Books must meet the Solution Requirements, and book packages must be assembled in one or more of the following underserved languages:

Eligible Languages*		
Country	**Language**	**Estimated total # of language users in the country**
Malawi	Lamwe Yao Sena Tumbuka Malawian Sign Language	2 million 1.8 million 468,000 2 million SL users TBD
Zambia	Tumbuka Tonga Lozi Zambian Sign Language	1.5 million 1.5 million 600,000 SL users TBD
Indonesia	Sundanese Indonesian Sign Language	42 million SL users TBD
Philippines	Cebuano Hiligaynon Filipino Sign Language	16 million 9.3 million SL users TBD
Nepal	Tamang Nepalese Sign Language	1.3 million SL users TBD
Laos	Lao Laos Sign Language	4.2 million SL users TBD
PNG + Pacific Islands	Any local language Any local sign language	
Bangladesh	Bangladeshi Sign Language	SL users TBD
Jordan	Jordanian Sign Language	SL users TBD

Lebanon	Lebanese Sign Language	SL users TBD
Syria	Syrian Sign Language	SL users TBD
Somalia	Somali Somali Sign Language	16.6 million SL users TBD
Mali	Soninke Sénoufo (Mamara) Kassonke (Xaasongaxango) Malian Sign Language	1.2 million 738,000 700,000 SL users TBD

*The languages and numbers of users on this list are estimates and include some of the most underserved languages globally as determined by Ethnologue, with Expanded Graded Intergenerational Disruption Scale (EGIDS) levels 0-4.

Eligible Approaches to Assembling Digital Book Packages

Solvers can choose different approaches to creating packages of digital books and develop a combination of books that demonstrates creativity and cost efficiency. For this competition, cost-effective is defined as the package of books that uses the Eligible Approaches listed below to develop the most economical combination of digital books to support all four reading levels (Level 1a, Level 1b, Level 2 and Level 3) which meet the Solution Requirements.

- **Previously developed books adapted for language, level and/or context** (including books currently available on the GDL) and in alignment with the Solution Requirements (minimum of 200 books) representing all four reading levels.[17]
- **Previously developed books adapted to meet digital accessibility requirements** in alignment with the Solution Requirements (minimum of 200 books) representing all four reading levels.
- **New books**, when previously developed books are not available or appropriate and in alignment with the Solution Requirements (maximum of 50 books) representing all four reading levels, with an emphasis on Level 1a (Pre-Primary) books.
- **Sign Language-enabled books** that provide stories in the local sign language with any local written languages in the eligible countries and in alignment with the Solution Requirements (minimum of 50 books) representing all four reading levels.
- **Any creative combination of the above packages**.

Approaches should consider current availability of books and the level of access that children have to books - whether in hard copy or using technology. Considerations include the current inventory of books in the language used as well as the quality and level of the existing books. New books should only be created when existing books cannot be adapted or translated.

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[17] An alternative minimum number of books will be considered if appropriate justification is provided.

Demonstrating How the Books Will Be Used

This prize competition is focused on ensuring books are available and accessible in the Eligible Languages. Ensuring the books will be used is also a priority. All Solvers are required to submit a Use Plan outlining how the books will be used after they are produced, including partnerships necessary to implement the plan. Although funding is currently unavailable for the implementation of the Use Plan, preference will be given to submissions that ensure the appropriate mechanisms, partnerships, and plans are in place for effective implementation of the Use Plan. Additional funding may be available in the future for the implementation of the Use Plan.

Funding Available for Prize Awards

Funding is available across three tracks to award solutions in one or more of the eligible spoken and signed languages. One or multiple awards may be given in each track.

- **Track 1:** Most cost-effective, meets requirements (Africa), up to $300,000
- **Track 2:** Most cost-effective, meets requirements (Asia & the Pacific), up to $300,000
- **Track 3:** Most cost-effective, meets requirements (Sign Language), up to $300,000

What are the Solution Requirements?

The proposed solution must provide a robust, cost-effective approach to assembling packages of high-quality, accessible digital books in an eligible language(s). Packages must include the appropriate number of books (including decodable books) to support each year of a child's literacy development (Pre-primary, Kindergarten, Grades 1 and 2) and be uploaded to the Global Digital Library. A timeline for book creation will be agreed upon at the time of award, and all books should be uploaded to the GDL within a maximum time frame of two years from the award date.

1. All books (both fiction and non-fiction) must adhere to Best Practices in Developing Supplementary Reading Materials and Strengthening Gender Equality and Inclusiveness in Learning Materials, which recommend the inclusion of:
   - Male and female characters in non-traditional roles
   - Female protagonists
   - Children with disabilities as protagonists
   - Diverse characters, including positive representations of minorities (ethnic, linguistic, religious)

2. All books must meet the GDL requirements for Library Materials, including accessibility, leveling and quality assurance (QA) as detailed in the hyperlinks below:
   - Web Content Accessibility Guidelines (WCAG)
   - Library Content Import Guidelines (Required file formats are: HTML5, EPUB3

& PDF). High resolution files with crop marks will also be required.
- Metadata Guidelines
- Quality Assurance Standards for all Library Materials and the Specific QA Standards for Leveled Library Books. Leveling and Decodability requirements are detailed below.

GDL Leveling Requirements	The books have been leveled within the range 1-4 in accordance with a GDL leveling approach.
	If a different leveling system is used either nationally/regionally then the Solver must document how this will be correlated to the GDL levels.
	Illustrations/pictures are of high quality and relevant for the text.

GDL Decodability Requirements	The book uses simple, easy to decode words.
	The book has 75% – 80% of words that are decodable based on previous phonics instruction.
	The book incorporates a few sight words.
	Length of sentence and overall text is appropriate for beginner readers.

3. All books must include the Creative Commons Attribution License (CC BY) for both the content and illustrations. All illustrations should be available in SVG (Scalable Vector Graphics).

4. For Track 3, the books must be usable by children who are deaf, their family members, educators and/or other community members who engage with children who are deaf/hard of hearing in learning. The Use Plan must include engaging families, teachers, the Deaf Community, and hearing community in using the books must be included.

Approaches which incorporate the following themes are encouraged:

- Science, Technology, Engineering, Math (STEM) content
  - **S**cience = natural world/seasons/zoology
  - **T**echnology = featured within storyline
  - **E**ngineering = machines, basic concepts of gravity or force
  - **M**athematics = counting, numbering days of week/month/year
- Biodiversity and Conservation
- Healthy behaviors (handwashing, healthy eating, etc.)
- Social emotional learning
- Positive parent/child engagement
- Human Rights

Resources

The following list of Resources are hyperlinked to support the development of quality proposals. Solvers are encouraged to reference any relevant Resources in their proposal.

- [Creative Commons Explainer Video & Toolkit](#)
- [Accessible EPUB Toolkit](#), eKitabu
- [Accessible Publishing](#), Accessible Books Consortium
- [Guidelines for Creating Accessible eBooks](#), All Children Reading: A Grand Challenge for Development
- [Guidelines for Creating Accessible Images](#), All Children Reading: A Grand Challenge for Development
- [Good Stories Don't Grow on Trees](#), A Guide to Effective Costing of Storybooks in the Global South, Early Literacy Resource Network
- [Tips for Creating Accessible EPUB3 Files and web content for the GDL](#), Benetech & GDL

Application Process Overview

Please submit any questions related to the Begin with Books prize competition to ACRGCD@worldvision.org before 12:00 pm ET on October 23, 2019. Responses will be provided on the Begin with Books Prize Competition page of the ACR GCD website. All proposals must be submitted online at: https://allchildrenreading.submittable.com/submit by 12:00pm ET on Wednesday November 15, 2019. Proposals submitted by email will not be accepted. All required sections must be completed. Incomplete applications will not be reviewed. After the closing date:

- Submissions will be evaluated by a team of expert reviewers, using the Judging Criteria below.
- Solvers may be required to provide additional information on their submission to the judging panel in response to specific questions.

By submitting, you are providing ACR GCD & GBA with a non-exclusive license to use any information contained in your submission (excluding personal identifying information), irrespective of whether your submission receives an award. Please see the Terms and Conditions for further information.

Submission Requirements

All written responses must be in English, single-spaced, with a one-line separation between paragraphs and 12-point Times New Roman font. The files can include URLs that provide access to additional information. Submissions must include the following:

Organization Profile
Name [primary contact person]
Country [primary contact person]
Email Address [primary contact person]
Contact telephone number (including country code) [primary contact person]
Name of Organization
Organization location (country)
Type of Organization

Requirement #1 - Executive Summary
This section shall be a succinct ONE-page summary of the proposed approach to assembling the most cost-effective package of high-quality, accessible digital books in an eligible language(s) for each year of a child's literacy development. The Solver shall include an overview of the problem, the book language(s), proposed budget and timeline.

Requirement #2 - **Technical Approach**

Describe the approach to assembling the most cost-effective package of high-quality, accessible books in an eligible language(s) for each year of a child's literacy development (Pre-primary, Kindergarten, Grades 1 and 2), which meet the Solution Requirements. The approach should include responses to the following items as rationale for the proposed approach. *(Maximum: three pages)*

1. **Describe the Solver's approach to assembling the most cost-effective package** of high-quality, accessible books in an eligible language(s) for each year of a child's literacy development (Pre-primary, Kindergarten, Grades 1 and 2), which meet the Solution Requirements. (Maximum: three pages)

2. **Give an overview of the current book situation in the targeted languages,** including if available: number of books currently available in the selected language(s) at each reading level, the values and messages represented in the existing stock of books and their licensing/copyright.

3. **Propose a detailed approach to assembling the package of digital books.** Please address the following questions: why was this approach chosen, and what will the package of books include (breakdown of adapted books, new books or sign language-enabled books for each level)? Which books currently available on the Global Digital Library will be adapted for the proposed language**?**

4. **Outline a process to ensure the appropriate leveling of the books,** whether new books or adapted from another language.

5. **Propose an approach to quality assurance of the books,** including who will review the books to ensure they are appropriately adapted for the context, including the selection of images and word and/or sign choice.

Requirement #3 - Use Plan

Describe the proposed Use Plan for the books after they are available on the GDL. The plan should consider the following questions. *(Maximum: one page)*

1. Will local authors, translators, illustrators and/or publishers be engaged to build their capacity to produce cost-effective, high quality, accessible books?

2. After books are created and uploaded to the GDL, how will they be accessed, downloaded or printed for children to use? What barriers exist? What organizations and/or partners will serve as intermediaries between the children and the books?

3. Where and how often will children use the proposed books (i.e. classroom, community library, home, bookstores, corner stores, etc.)?

4. How will family members, schools, or communities participate in reading activities with children using these books?

5. Will key stakeholders be engaged in the use and/or approval of the books? How?

6. What types of messaging and channels will be used to promote the use of the books?

Requirement #4 - Solution Requirements
Acknowledge that the proposal meets each of the [Solution Requirements](#) This section will include prompts in the submission platform to acknowledge each requirement, state related experience and provide relevant examples (if any)*.*

Requirement #5 - Information Flow Diagram
Provide an Information Flow Diagram (e.g. a flow chart or other activity diagram) for your solution *(Maximum: one page).* This diagram should display the logical flow of the content creation and/or adaptation process, followed by the flow from creation to quality assurance to distribution and usage. The diagram should also include the applicable timelines and resources required.

Requirement #6 - Cost Estimate
Assemble a cost estimate for the proposed package of books and an explanation of why this is the most cost-effective approach *(Maximum: two pages)*. Use the Begin with Books Cost Estimate TEMPLATE to provide detailed costs for the proposed approach to adaptation, contextualization and/or production of digital books which meet the Solution Requirements. A one-page narrative should accompany the spreadsheet which includes a description of the proposed milestones, timeline and affordability as compared to current production processes.

Requirement #7 - Capacity Statement
Describe your capacity, experience, and partnerships *(Maximum: one page)*. This description should state your capacity to implement the proposed approach, as well as your experience developing digital books in the proposed language(s) including adaptation, contextualization and production for the proposed local community. If you have no previous experience with the community for which you plan to assemble a package of books, please state the types of partners that would be required to do so and note any such partnerships already in place. The document can include URLs that provide access to additional information demonstrating your capacity. Letters of support are encouraged and can be uploaded in the Optional section.

Requirement #8 - Sample Books
For Tracks 1 and 2 - Upload samples of books previously created or adapted by your organization in the chosen language.

For Track 3 - upload files or provide links to sign language video stories your organization previously developed. Videos can be submitted in any signed or spoken language (including International Sign) but must also include English translation either as video subtitles or as a written transcript.

Requirement #9 - Timeline
Provide a timeline that outlines the milestones and completion dates for the book packages. The first milestone should be within six months of award and all books should be completed within two years from the date of award. (maximum: one page)

(Optional) Upload any additional supporting documents or figures *(max: three files)*.

Judging Criteria

Submissions will be given a score for each criterion. The maximum score is 150 points.

Functionality (40 points)

1. The proposal clearly states the number of digital books that will be developed in the targeted language(s), at each level (Level 1a, Level 1b, Level 2 and Level 3).
2. The proposal clearly states <u>how</u> packages of cost-effective, high-quality accessible digital books will be assembled, including the proposed models and mechanisms, and provides a rationale for the proposed approach.
3. The proposed timeline aligns with the two-year timeframe and appears realistic.
4. The sample books reflect best practices for developing supplemental reading materials.
5. Track 3 only: The proposal provides samples of sign language video stories that will realistically support sign language enabled learning.

Quality Assurance (20 points)

6. The proposal states a clear, thorough process for ensuring the proposed books meet the Web Content Accessibility Guidelines, including the four WCAG 2.0 Principles: Perceivable, Operable, Understandable and Robust.
7. The proposed approach to Quality Assurance details how the books will meet the GDL General Quality Assurance standards for All Library Materials.
8. The approach to levelling is clear and the proposed approach to Quality Assurance details who will review the books to ensure they are appropriately leveled if another levelling system is used, the proposal notes how these levels correspond to the GDL levels.
9. The technical approach includes how the requirements will be met for each appropriate accessible file format (HTML5, EPUB3 & PDF), including metadata and CC BY licensing.

Cost (20 Points)

10. The budget spreadsheet and one-page narrative explain the cost-effectiveness of

the selected approach, an in-depth understanding of all the costs and why this is the most economical process for accessible book development. The cost per book, organizational overhead costs,[18] associated costs for the quality assurance process and any cost savings should be identified and supported with data.

Capability (20 points)

8. The capacity statement and sample books provided demonstrate the solver's experience with developing high-quality early grade books in local languages.

9. The sample books provided demonstrate the solver's ability to produce high quality digital and accessible books.

Sustainability (30 points)

10. The plan demonstrates a thorough knowledge of the context and a plan to work with local authors, translators, illustrators and/or publishers to build their capacity and ensure cost-effectiveness, high quality and accessibility in future book production.

11. The use plan includes appropriate partnerships to reach and meet the needs of end users (e.g. children, parents and teachers).

Supplemental Points (up to 20 extra points)

12. *All Tracks:* Does the solution <u>dramatically</u> increase the availability of high-quality accessible books in the eligible languages for children in Pre-primary, Kindergarten, Grades 1 or 2?

13. *All Tracks:* Local organizations are encouraged to apply and will be given supplemental points.

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[18] Good Stories Don't Grow on Trees. Early Literacy Resource Network. 2019. Available at: https://www.edu-links.org/sites/default/files/media/file/Good%20stories%20don%27t%20grow%20on%20trees% Butcher, Levey & von Gogh. Good Stories Don't Grow on Trees. 2018. Available at: 20v2.pdf

Annexes

Annex 1: Terms and Conditions

Terms Used
Seeker: All Children Reading: A Grand Challenge for Development, a partnership of World Vision (WV), the United States Agency for International Development (USAID), the Australian Government and the Global Book Alliance.
Solver: The individual, team or organization making a submission to the competition.
Submission: Refers collectively to the Intellectual Property Rights and other information contained within an entrant's submission.

Conditions
1. **Eligibility.** We are unable to award cash prizes to suppliers of goods and services that do not meet the nationality and source definitions as referenced in 22 CFR 228.11 and 12, specifically geographic code 937. Geographic code 937 currently excludes Cuba, Iran, Libya, and North Korea.
2. **Submission Period.** Entries will be accepted from October 7, 2019 to November 15, 2019 at 12:00 PM EST. Any submissions after this date and time will be rejected without exception.
3. **Transmission of Submission.** ACR GCD will make reasonable efforts to transmit Submissions to the judges; however, if the content of the submission is not appropriate, ACR GCD and the Seeker reserves the right to exclude the proposed idea from the competition without warning.
4. **Additional Assistance**. By submitting your Submission, you thereby agree to provide reasonable assistance and additional information concerning your submission to the Seeker, if requested.
5. **Acceptance of Submission and License to Use.** ACR GCD will notify you within a commercially reasonable period after November 15, 2019 whether your Submission has been selected by the Seeker for an Award. The Seeker will use an expert judging panel to judge all Submissions against the Judging Criteria and determine which Submission(s) best addresses the Solution Requirements. The Seeker has absolute and sole discretion to determine whether to accept your submission, or any submission, and whether to make an Award, or multiple Awards. Solver acknowledges and agrees that ACR GCD is not responsible for and has no liability for selection of a winning solver. Solver further agrees to hold ACR GCD legally harmless regarding selection of a winning solver. Solver agrees to hold ACR GCD legally harmless for any advice it may provide as to the quality or suitability of submitted solutions and agrees to waive any claim against ACR GCD for Solver's failure to win an award. The meeting of the Solution Requirements does not automatically mean that the Submission will be eligible for an Award. Submissions and descriptions thereof may not include trademarks or trade names of corporations or entities without the permission of their owners.

6. **Representations and Warranties.** Solver represents and warrants that:

All information provided by you regarding yourself and, if applicable, your business ("Solver Information") is true, accurate, current, and complete information and you will maintain and update the Solver Information to keep it true, accurate, current and complete.

If you are an individual representing a business or other entity, you are authorized to enter into this Agreement on behalf of that business or entity.

Unless otherwise disclosed in the Submission, you are the owner of the Submission and the Submission does not infringe or violate any patent, copyright, trade secret, trademark or other third-party intellectual property rights.

Solver warrants that all Submissions under this Agreement including any intellectual property Solver brings under this Agreement, does not and will not violate, infringe or misappropriate any intellectual property rights of any third party, governmental or judicial authority and does not infringe any copyright or other proprietary rights, including the right of privacy or publicity. Further, such Submissions shall not contain material that is scandalous, libelous, obscene, or knowingly violates rights of privacy or publicity, or any other rights of any person, firm or entity, or is contrary to the laws of the United States or the country such work is performed in.

By entering, you represent and warrant that:

      i.   Your entire Submission is an original work by you and you have not included third-party content (such as writing, text, graphics, artwork, logos, photographs, dialogue from plays, likeness of any third party, musical recordings, clips of videos, television programs or motion pictures) in or in connection with your Submission, unless (a) otherwise requested by ACR GCD and/or disclosed by you in your Submission, and (b) you have either obtained the rights to use such third-party content or the content of the Submission is considered in the public domain without any limitation.

      ii. No person or entity other than you has any right, title or interest in any part of your Submission;

      iii.   Unless otherwise disclosed in the Submission, the use thereof by ACR GCD the exercise by ACR GCD of any of the rights granted by you under this Agreement, does not and will not infringe or violate any rights of any third party or entity, including, without limitation patent, copyright, trademark, trade secret, defamation, privacy, publicity, false light, misappropriation, intentional or negligent infliction of emotional distress, confidentiality, or any contractual or other rights.

      iv.   You have all the rights, licenses, permissions and consents necessary to submit the Submission and to grant all the rights that you have granted to Seeker hereunder, including the right for the Seeker to use and develop derivative works of and from the Submission.

      v.   All persons who were engaged by you to work on the Submission or who appear in the Submission in any manner have:

      a.   Given you their express written consent to submit the Submission for unlimited, royalty-free use, exhibition and other exploitation in any manner and in any and all

media, whether now existing or hereafter discovered, throughout the world, in perpetuity;

    b.   Provided written permission to include their name, image or pictures in or with your Submission (or if a minor who is not your child, you must have the permission of their parent or legal guardian), and you may be asked by ACR GCD to provide permission in writing;

    c.   No claims for payment of any kind, including, without limitation, for royalties or residuals, has no approval or consultation rights or any rights of participation arising out of any use, exhibition or other exploitation of the Submission; and

    d.   Not been and are not currently under any union or guild agreement that results in any ongoing obligations resulting from the use, exhibition or other exploitation of the Submission;

 vi.   By entering, you agree that: (i) all Submissions become Seekers property and will not be returned; (ii) Solver (and its authorized representatives) have the unlimited right to alter and/or edit the Submission or any part or element thereof; and (iii) Seeker and its licensees, successors and assigns have the right to use any and all Submissions, and the names, likenesses, voices and images of all persons appearing in the Submission, for future advertising, promotion and publicity in any manner and in any medium now known or hereafter devised throughout the world in perpetuity.

    vii.   To receive an Award, Solver will not be required to transfer their intellectual property rights in a Submission to Seeker; however, Solver retained rights are subject to the following rights granted by Solver under this Agreement:

    a.   All digital content will be made public under the Creative Commons Attribution license (CC BY).

    b.   And Solver understands, recognizes and accepts that Seeker has access to, may create or has created materials and ideas which may be similar or identical to the Submission in concept, theme, idea, format or other respects. You acknowledge and agree that Seeker shall have the right to use such same or similar materials, and that you will not be entitled to any compensation arising from Seekers use of such materials. If your entry is identical or like the Submission of another Solver, Seeker reserves the right, at the sole discretion of the Seeker, to either score one Submission higher than the other subject to the Challenge Requirements and Judging criteria or to randomly choose a Submission from all of those submitted which respond to the Challenge Requirements.

7. **Indemnification.** Solver agrees to indemnify and hold harmless the Seeker and any of its affiliates or subsidiaries, and all of the directors, officers, agents, contractors, volunteers and employees of the Seeker and such affiliates and subsidiaries, against any and all claims, losses, expenses or liabilities, including, but not limited to, injury, death and/or damage to property, which may arise in the performance of this Agreement, except to the extent that such claims or liabilities arise from the gross negligence of Seeker or its affiliates or subsidiaries.

Solver will defend, indemnify and hold harmless the Seeker, its Affiliates, and their respective directors, officers, employees and agents from and against all Claims to the extent that such Claims arise out of or relate to:

The breach of any representation, warranty or covenant by Solver contained in this Agreement;

      i.   The negligent or willful acts or omissions of Solver or its partners resulting in any bodily injury or death to any person or loss, or damage to tangible or intangible property; and

      ii.   Solver (or its partners) infringement, misuse or misappropriation of any third- party IP rights; Solver (or its partners) failure to comply with applicable laws, rules or regulations.

8.   **Amendments.** The Seeker reserves the right to amend these terms and conditions, change the awards on offer, or revise the timeframes for or cancel the Challenge, at any time. Solvers will be notified of any such changes by email to the address which they have notified to the Seeker, and/or on www.AllChildrenReading.org, but will be bound by the changes from the time they take effect, whether such notification is received.

Annex 2: Begin with Books Cost Estimate TEMPLATE

Begin with Books - Detailed Cost Estimate Template

Application Title:

Categories	Unit Cost	Unit Type	Units		Total
Project Management					
				$ -	$ -
				$ -	$ -
				$ -	$ -
Sub total				$ -	$ -
Approach 1 - Adapting Books					
Adapting/ Translating				$ -	$ -
Writing				$ -	$ -
Illustrating				$ -	$ -
Design & Layout				$ -	$ -
Editing/Proofreading				$ -	$ -
EPUB creation/digital upload				$ -	$ -
				$ -	$ -
Sub total				$ -	$ -
Approach 2 - New Books					
Design & Layout				$ -	$ -
Editing/Proofreading				$ -	$ -
EPUB creation/digital upload				$ -	$ -
				$ -	$ -
Sub total				$ -	$ -
Approach 3 - Sign Language Books					
Design & Layout				$ -	$ -
Editing/Proofreading				$ -	$ -
Video creation and filiming				$ -	$ -
				$ -	$ -
Sub total				$ -	$ -
Quality Assurance					
Levelling				$ -	$ -
Acccessibility				$ -	$ -
Revisions				$ -	$ -
Sub total				$ -	$ -
Other Direct Costs					
				$ -	$ -
Sub total				$ -	$ -
Total Direct Costs				$ -	$ -
Indirect Costs				$ -	$ -
				$ -	$ -
Grand Total				$ -	$ -
Unit Cost per book					