ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT

UnestrICTed
Challenge
LITERACY & LEARNING WITHOUT LIMITS FOR ALL CHILDREN

Announcement

June 25, 2020

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

Overview

[All Children Reading: A Grand Challenge for Development](#) seeks to co-create, co-design, co-invest, and collaborate with innovative organizations (hereafter referred to as Solvers) to leverage forward-thinking Information and Communication Technology (ICT) for education solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities in eligible countries. Solvers will be invited to participate with ACR GCD, and relevant country collaborators, in response to specific Opportunities issued under this Challenge Announcement to improve language and literacy outcomes for children with disabilities. Amidst the current COVID-19 crisis, ACR GCD sees an urgent need for innovative ICT solutions that are grounded in Universal Design for Learning (UDL) to ensure that all children have access to learning opportunities both in and outside of school.

Funder

The funder is ACR GCD, a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government.

Announcement Type

This Challenge Announcement serves to inform the public of ACR GCD's intent to collaborate with Solvers to strengthen the global response to language and literacy development for children with disabilities in low resource contexts. This is not a call for proposals. Challenge Opportunities, released separately, will outline specific requirements for Solvers to express interest, propose solutions, and co-design concepts that may be eligible for funding. The Terms and Conditions of this Challenge Announcement apply to each subsequent Opportunity. Multiple awards are anticipated. The amount of resources made available under this Challenge Announcement will depend on the concept papers received and the availability of funds.

This Challenge Announcement and future Opportunities can be downloaded from the ACR GCD website at https://allchildrenreading.org/competition/unrestricted-challenge/. Issuance of this Announcement does not constitute an award commitment on the part of ACR GCD, nor does it commit ACR GCD or any of its funding Partners to pay for costs incurred in the preparation and submission of Expressions of Interest (EOIs). Further, ACR GCD reserves the right to reject any or all EOIs received.

Response Date

The response date, as well as instructions for Solvers, will be indicated in each individual Challenge Opportunity.

Eligibility Information

Public, private, for-profit, non-profit organizations, and disabled people's organizations, as well as institutions of higher education, public international organizations, non-governmental organizations, U.S. and non-U.S. government organizations, and

international donor organizations are eligible under this Challenge Announcement unless otherwise stated in the Opportunities. Individuals are not eligible to apply. All organizations must be determined to be responsive to Opportunities under this Announcement and sufficiently responsible to perform or participate.

Cost Sharing or Leveraging

Whether cost share and/or leverage are required will be determined by the individual Opportunity. Nothing in this Announcement precludes reasonable cost sharing, leveraging, or other exchange of resource arrangements, and Solvers are encouraged to suggest creative approaches to resourcing projects. Significant levels of verifiable cost share or leveraging are encouraged as one of the indicators that a solution is ready to be scaled.

Overall Purpose

This competitive, multi-stage challenge will consider ICT solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities at scale. Any solutions selected for implementation will be required to comply with ACR GCD's evaluation requirements and work with ACR GCD's monitoring, evaluation, research and learning (MERL) partner, School-to-School International. ACR GCD will identify potential Solvers with recognized expertise to co-create, co-design, and co-invest in the development of best approaches for administering appropriate ICT solutions designed specifically for children with disabilities, their parents, and their teachers in eligible countries.

Opportunity Information

The UnrestrICTed Challenge will address the following:

> **PROBLEM**: More than 93 million children globally have a disability. Of those children with disabilities who reside in countries with high poverty levels, at least 90 percent do not attend school, and fewer girls with disabilities attend school than boys. A lack of suitable transportation and infrastructure, inadequate teacher training, insufficient learning support, and a dearth of quality learning resources prevent children with disabilities from attending or fully participating in school, leaving them further behind their peers' academic and social development. The COVID-19 pandemic has exacerbated these challenges, and deepened the need for quality ICT solutions to support learning for all children in and out of school.

> **CHALLENGE**: ACR GCD seeks to scale ICT for education solutions that will ensure children with disabilities benefit from language, literacy, and learning support grounded in UDL at home and at school. The three focus area-specific goals for the UnrestrICTed Challenge are:
> 1. Children have access to and engage with ICT solutions, grounded in UDL principles[1], to develop language and literacy skills.

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[1] USAID. (2019). Using ICT to Implement Universal Design for Learning. https://www.globalreadingnetwork.net/resources/using-ict-implement-universal-design-learning.

2. Teachers are better prepared to nurture language and literacy skills of children with disabilities through UDL principles and technologies.
3. Parents and communities have an increased understanding of how to support the language and literacy skills development of children with disabilities, and access to the tools to do so.

To help design solutions that will achieve these goals, ACR GCD will collaborate with Solvers through the following staged process:

Stage 1 - Expression of Interest	In Stage 1, Solvers will submit an EOI in response to an Opportunity at https://allchildrenreading.org/competition/unrestricted-challenge/. EOIs are generally short and contain responses to specific requirements noted in the Opportunity, such as the specific focus area, the expected impact, any partner and resource relationships, and possible funding available from ACR GCD and/or other partners. ACR GCD will perform an initial review of the ideas presented in the EOI. ACR GCD may also reach out to potential Solvers to request an EOI for Stage 1.
Stage 2 - Co-design	For EOIs that meet the Evaluation Criteria, ACR GCD will issue an invitation to co-design in Stage 2. Working together, ACR GCD and Solvers will design a Concept Paper which details how the co-designed approach will achieve the focus area goals, comply with evaluation requirements and leverage existing pathways to scale. During this stage, Solvers will determine additional complementary organizations and resources required. Beginning in Stage 2, all Solvers will be required to work with School-to-School (STS). The Concept Paper, about 10 pages, will further detail the solution initially provided in the EOI.
Stage 3 - Evaluation	Concept Papers developed in Stage 2 will be reviewed by a Judging Committee consisting of technical experts from USAID, World Vision, the Australian Government, and elsewhere as needed. The Judging Committee will recommend which Solver(s) should move to the Award Stage. The Judging Committee will recommend revisions/additions, as well as potential collaborators and resources for co-investment.

ACR GCD will review the Judging Committee's recommendations and consider other information, such as resource availability, preliminary partner responsibility assessment, and ACR GCD priorities. ACR GCD will then work with the winning Solver(s), identified by the Judging Committee, to finalize the Concept Paper including revisions to the technical approach, capacity, management and organization, and budget which will constitute the final Scope of Work for the award. |
| Stage 4 - Award | World Vision, on behalf of ACR GCD, will negotiate and issue awards to the winning Solver(s). |

General Criteria for Consideration

Each individual Opportunity issued under this general announcement will specify criteria for selection. This section provides general information on ACR GCD's priorities for solution consideration. Responses will not be evaluated against each other, but solely against the evaluation criteria from this Announcement and subsequent Opportunities.

Decisions regarding ACR GCD's pursuit of a particular project, solution, or relationship will take into consideration available evidence, data, and resulting analysis. Proposed ICT solutions and related approaches must demonstrate prior impact on the language and literacy development for children with disabilities in low resource contexts.

ACR GCD is focusing primarily on solutions that are ready to transition to scale. Therefore, data and evidence must indicate that significant impact can be achieved at a lower price point, a business or other implementation model is being tested and sustainability is demonstrated, any legal or regulatory challenges are understood as part of a market strategy, and the quality of the solution or impact will not be significantly affected by expansion or widespread adoption. Solutions that demonstrate such evidence will be reviewed for endorsement to scale in one or multiple eligible countries.

The reputations of organizations, their past performances, as well as the managerial and technical ability of the person or team of people engaged in the endeavor are significant considerations in assessing the potential and the risks associated with each award.

Specific Rights Reserved for the ACR GCD Partnership

Specific rights are reserved for ACR GCD, in addition to rights described elsewhere in this document or by law or regulation, including:

- The right to select for negotiation and award all, some, one, or none of the responses received for Opportunities issued under this Announcement.
- The right to make awards without discussions, or to conduct discussions and/or negotiations, whichever is determined to be in ACR GCD's interest.
- The right to accept responses in their entirety or to select only portions of responses for award or co-investment.
- The right to select for award an instrument type that is appropriate to the specific development context, partner relationship, and concept selected for award.
- The right to co-create concept papers with one or more Solvers under each Opportunity issued, when it is in the best interest of ACR GCD.
- The right to request any additional, necessary documentation upon initial review. Such additional information may include, but is not limited to, a further detailed EOI, budget, and representations and certifications.
- The right to fund or co-invest in phases, with options for continued work at the end of one or more of the phases.
- The right to remove Solvers from award consideration should the parties fail to reach agreement on award terms, conditions, and cost/price within a reasonable time, or the Solver fails to timely provide requested additional information, or ACR GCD believes it is in its best interest.

Award Information

- Awards under this Challenge Announcement will be based on responses to individual Challenge Opportunities which provide the specific requirements at each stage of the challenge.
- Awards under this Announcement will be made to Solvers on the basis of their ability to further ACR GCD's goal of improving language and literacy development of children with disabilities in low resource contexts. ACR GCD seeks existing applications of ICT solutions that are ready to transition to scale to provide the best value to ACR GCD and have the potential to substantially contribute to this goal.
- Responses identified for negotiation may result in an award. World Vision, on behalf of ACR GCD, will determine award type and negotiate with awardees.
- The standard clauses or provisions for awards are generally prescribed by law and regulation, which will vary by award type. Information regarding clauses and provisions will be offered to the Solver when the award type is identified.

UnestrICTed Challenge

LITERACY & LEARNING WITHOUT LIMITS FOR ALL CHILDREN

Opportunity #1 - Request for Expressions of Interest

Challenge Opens: June 25, 2020

1st Round Questions Due: July 2, 2020 (2:00 pm EDT)

2nd Round Questions Due: July 9, 2020 (10:00 am EDT)

Closing Date: July 20, 2020 (2:00 pm EDT)

UnrestrICTed Challenge

Opportunity # 1 - Request for Expressions of Interest

Acronym List

ACR GCD	All Children Reading: A Grand Challenge for Development
BAA	Broad Agency Announcement
DFAT	Department of Foreign Affairs and Trade (Australian Government)
DPO	Disabled People's Organization
EOI	Expression of Interest
GCD	Grand Challenge for Development
ICT	Information and Communications Technology
MTSS	Multi-Tiered Systems of Support
NGO	Nongovernmental Organization
PNG	Papua New Guinea
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
WBG	World Bank Group
WV	World Vision

Opportunity Summary

Problem: More than 93 million children globally have a disability. Of those children with disabilities who reside in countries with high poverty levels, at least 90 percent do not attend school, and fewer girls with disabilities attend school than boys. A lack of suitable transportation and infrastructure, inadequate teacher training, insufficient learning support, and a dearth of quality learning resources prevent children with disabilities from attending or fully participating in school, leaving them further behind their peers' academic and social development. The COVID-19 pandemic has exacerbated these challenges, and deepened the need for quality ICT (Information and Communications Technology) solutions to support learning for all children in and out of school.

Challenge: All Children Reading: A Grand Challenge for Development (ACR GCD) seeks to scale ICT for education solutions that will ensure children with disabilities benefit from language, literacy, and learning support grounded in UDL at home and at school. The three focus area-specific goals for the UnrestrICTed Challenge are:

1. Children have access to and engage with ICT solutions grounded in Universal Design for Learning (UDL) principles[1] to develop language and literacy skills.
2. Teachers are better prepared to nurture language and literacy skills of children with disabilities through UDL principles and technologies.
3. Caregivers and communities have an increased understanding of how to support the language and literacy skills development of children with disabilities, and access to the tools to do so.

ACR GCD requests an Expression of Interest (EOI) from organizations (Solvers) that wish to take part in a collaborative process to co-create, co-design, and co-invest in forward-thinking ICT for education solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities in eligible contexts.

This request for EOI is not the qualification stage of the UnrestrICTed Challenge. Rather, EOI submissions (Stage 1) are requested from Solvers with evidence-based approaches to improve reading for children with disabilities which utilize technology, materials, processes, methods, devices, or techniques that can transition to scale in eligible contexts. If accepted, Solvers will be invited to participate in a virtual co-design event (Stage 2) to develop a concept paper with users and a broad range of country-specific stakeholders to design a successful and sustainable approach that will improve language and literacy for children with disabilities. Winning concept papers will be evaluated (Stage 3) and may be eligible for individual awards of up to USD 1 million (Stage 4).

Background

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[1] USAID. (2019). Using ICT to Implement Universal Design for Learning.
https://www.globalreadingnetwork.net/resources/using-ict-implement-universal-design-learning.

Why are children with disabilities not learning how to read?

The world is facing unprecedented education challenges due to COVID-19. The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates more than 1.5 billion children and youth globally have been impacted by school closures and stay-at-home orders.[2] Now more than ever, governments and Ministries of Education are seeking ICT solutions that will ensure the continuation of children's education. However, as households turn to distance and virtual learning, issues of infrastructure, connectivity, privacy, security, and accessibility are of utmost concern. Furthermore, the world's most marginalized children – such as those with disabilities – are at even greater risk of falling behind their peers' academic and social development.

This educational shortfall began long before COVID-19. Globally, six out of ten children and adolescents are not learning at minimum proficiency in reading, totaling more than 387 million children. In April 2019, United Nations Children's Fund (UNICEF)[3] reported more than 175 million children (around half of pre-primary-age children globally) are not enrolled in pre-primary education. Consequently, many children around the world are not learning foundational literacy skills, contributing to what the World Bank Group (WBG) has termed a 'Learning Crisis' that threatens countries' efforts to build human capital.[4] Without foundational reading skills, children often fail to thrive later in school or when they join the workforce. This learning crisis is especially severe for children and youth with disabilities due to low enrollment rates; limited access to information, communication, and learning materials in classrooms; as well as inequitable curricula and assessment routines.[5]

For children with disabilities, their experience in school depends heavily on physical accessibility, multi-modal accessibility, and communication opportunities. Without equitable policies, trained teachers, informed and engaged parents, and invested stakeholders, the educational and social development of children with disabilities is often interrupted or worse, unaddressed. COVID-19 has exacerbated these barriers for children with disabilities. However, increased adoption, use and support of ICT solutions, explicitly those that are grounded in Universal Design for Learning, by these children, their teachers and parents, can offer access to education that wasn't previously available and at a lower cost and/or higher quality.

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[2] UNESCO. "Global Education Coalition." April 30, 2020.
https://en.unesco.org/covid19/educationresponse/globalcoalition.
[3] UNICEF. (2019). Press Release.
https://www.unicef.org/press-releases/175-million-children-are-not-enrolled-pre-primary-education-unicef.
[4] World Bank. (2019). Learning Poverty. https://www.worldbank.org/en/topic/education/brief/learning-poverty.
[5] Banes, D., Hayes, A., Kurz, C., Kushalnagar, R. (2019). Using ICT to Implement Universal Design for Learning. USAID.

What is Universal Design for Learning?

UDL[6] is a framework that guides the design of learning experiences to proactively meet the needs of all learners. UDL, which operates on the assumption that barriers to learning are in the design of the environment and not in the children, helps educators ensure that the greatest range of students, including children with disabilities, can access and engage in learning. At the heart of the UDL framework is the following set of principles for curriculum development and instructional practice:

- Use of **multiple means of *engagement***, wherein the tasks and approaches that most motivate each student to connect with learning are identified and leveraged;
- Use of **multiple means of *representation***, to afford all children every opportunity to encounter and interact with skills practice and curricular content through a mix of visual, auditory, tactile, concrete, representational, and abstract means;
- Use of **multiple means of *action and expression***, empowering children to learn and do through whatever means are easiest for them.

The UDL framework is embedded within the concept of inclusive education, which focuses on principles of equality and social justice to ensure all children have access to quality education. As an international movement, inclusive education has moved away from simply focusing on mainstreaming children with disabilities into classrooms, to a profound shift in curriculum, pedagogy, and comprehensive school development for *all* learners.[7] These advances in education policies are challenging dominant disability stereotypes across many cultures, one of which is the myth that a child with disability cannot learn.

In a UDL environment, children rarely do the same task in the same way at the same time. The need for teachers to have clear goals and flexible options remains consistent in every classroom. To better operationalize the core principles of UDL, teachers and administrators may find the Multi-tiered System of Support (MTSS) useful. MTSS defines three modalities of student engagement, content representation, and student action and expression. Designing and implementing classroom activities that are student-centered can improve the quality of instruction not just for children with disabilities, but for all children in the classroom. However, these methods can prove to be challenging for teachers in low resource contexts who endure significant barriers, such as poor infrastructure, inadequate teacher training, and disproportionate teacher-to-student ratios. Technology can play an important role in helping educators overcome these obstacles to deliver quality instruction to their students.[8]

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[6] Ibid., 9.
[7] GLAD Network. (2017). GLAD Infographic on Inclusive Education.
https://gladnetwork.net/search/resources/glad-infographic-inclusive-education
[8] eKitabu. (2018) Technology for Inclusive Education: Mapping Accessibility Tech for Literacy.
https://drive.google.com/file/d/1tSJtjJm5k8SMt-IERMS4yDDURFZzmwS_/view?usp=sharing;

How can Information and Communication Technology leverage Universal Design for Learning?

ICT for education gives critical attention to the information needs of humans in problem-solving tasks via the provision of a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. ICT for education, specifically accessible and assistive technologies, are effective tools to support learning, facilitate access to information, and increase communication and motivation for children. These technologies offer opportunities to develop skills in many settings, with potentially unrestricted access to learning materials, depending on licensing arrangements, as well as access to electricity and internet. For example, widespread growth in the availability of smartphones and tablet devices has established a familiar, available, and accessible platform upon which to build. However, while there is growing support for ICT for education solutions in low- and middle-income contexts, the full range to which technologies can benefit children with disabilities and promote inclusive education has not adequately explored.

Challenge Overview

Who is seeking solutions?

ACR GCD, established in 2011 as a partnership between the United States Agency for International Development (USAID), World Vision (WV), and the Australian Government (DFAT), advances EdTech innovation and research to improve reading outcomes for marginalized children in low resource contexts. Technology, when applied appropriately, can instigate breakthrough progress in advancing child literacy around the globe and that the collective work of diverse partners – governments, for-profit and non-profit organizations, foundations, and others – can accelerate that progress.

What is a Grand Challenge for Development?

Grand Challenges for Development (GCD) mobilize governments, companies, and foundations around important issues. Through these programs, public and private partners bring in new voices to solve development problems. They source new solutions, test new ideas, and scale what works.[9] ACR GCD seeks partners, problem solvers, and scalable solutions to address these problems and improve lives. In this approach, ACR GCD articulates problem statements, not predetermined solutions, and invites a broader range of actors to engage in solving these challenges.

What type of solutions is ACR GCD seeking?

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[9] USAID. (2020). Grand Challenges for Development. https://www.usaid.gov/grandchallenges

ACR GCD seeks to scale ICT for education solutions that will ensure children with disabilities benefit from language, literacy, and learning support grounded in UDL at home and at school. The three focus area-specific goals for the UnrestrICTed Challenge are (see Annex 3 for required indicators):

1. Children have access to and engage with ICT solutions grounded in Universal Design for Learning (UDL) principles,[10] to develop language and literacy skills.
2. Teachers are better prepared to nurture language and literacy skills of children with disabilities through UDL principles and technology.
3. Parents and communities have an increased understanding of how to support the language and literacy skills development of children with disabilities, and access to the tools to do so.

Solutions should:

- Introduce or build on existing UDL approaches;
- Have a substantial impact on or reduce one or more barriers that prevent children with disabilities from learning to read;
- Enable or provide for low-cost alternatives to the status quo;
- Enhance uptake, acceptability and provide for sustained use of service;
- Be focused on multiple disabilities;
- Be scalable in low resource settings, specifically the eligible contexts for this Challenge.

To achieve these goals, ACR GCD seeks to co-create, co-design, co-invest and collaborate with innovative organizations (hereafter referred to as Solvers) to leverage forward-thinking ICT for education solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities in the eligible contexts. Solutions should be country-specific and the Solver should be aware of the strategies and types of collaborators (i.e., local Disabled People's Organizations (DPO), Nongovernmental Organizations (NGOs), government, private sector, etc.) necessary to efficiently transition to scale. Solutions should enhance cross-sectoral efforts such as food security, early intervention, rehabilitation and include social and behavioral change strategies. Solvers will be required to show proof of a needs assessment and demonstrate their understanding of the specific user needs in the intended context. Due to the implications of school closures in response to COVID-19, solutions should support learning both in and out of school, for example, in situations where children are out of school for extended periods.

Any solutions selected for funding will be required to comply with ACR GCD's evaluation requirements and work with ACR GCD's monitoring, evaluation, research and learning

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[10] USAID. (2019). Using ICT to Implement Universal Design for Learning.
https://www.globalreadingnetwork.net/resources/using-ict-implement-universal-design-learning

(MERL) partner, School-to-School International.

Which contexts are eligible?

ACR GCD will prioritize EOIs for the following contexts: **Nepal, Papua New Guinea (PNG) and the Pacific Islands, and Rwanda.** Other eligible contexts include: **Bangladesh, Indonesia, Laos, Malawi, and the Philippines**. Solutions that have already been implemented in these contexts are preferred, but Solvers may also propose solutions that were tested in other similar contexts that can be successfully transitioned to scale.

On which age groups is this competition focused?

ACR GCD seeks solutions that support the development of language and literacy skills for children with disabilities. This is in an effort to prevent children with disabilities from succumbing to 'learning poverty', which the World Bank Group defines as not being able to read and understand a simple text by age 10.[11] Since children with disabilities commonly begin school at a later age than their peers, ACR GCD will consider solutions designed for children in lower primary grades, regardless of their age.

What is the award process?

The Challenge will follow a four stage process, similar to USAID's Broad Agency Announcement (BAA), supporting Solvers from the initial EOI to final award and through implementation.

Stage 1 - Expression of Interest (June - July 2020)	Solvers will submit an EOI. Solvers with EOIs which meet the criteria/eligibility stated within the Opportunity will be invited to Stage 2. Resource Organizations will also be invited to participate in the co-design process.
Stage 2 - Co-design (August 2020)	Stage 2 involves collaboration, co-creation, and co-development of a Concept Paper which details the specific solution, approach to implementation, pathways to scale, and compliance with evaluation requirements. ACR GCD will schedule a co-design workshop with appropriate collaborators, DPOs, and NGOs in the eligible contexts. The co-design process will be conducted virtually.
Stage 3 - Evaluation	A Judging Committee will review submitted Concept

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[11] World Bank. (2019). Learning Poverty. https://www.worldbank.org/en/topic/education/brief/learning-poverty

(September - October 2020)	Papers based on the evaluation criteria noted in the Stage 2 Opportunity document (forthcoming).
Stage 4 - Award (September - October 2020)	World Vision, on behalf of ACR GCD, may negotiate and issue awards of up to USD 1 million to Solvers with winning concept papers at the final stage of the Challenge.

What to submit for Stage 1 - Expression of Interest

Interested organizations have two options to participate in this Challenge: as a Solver or a Resource Organization.

Submission Requirements

<u>Requirements for Solvers</u>

Solvers with ICT for education solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities at scale, should submit an EOI. Please submit any questions related to the **UnrestrICTed Challenge EOI** to ACRGCD@worldvision.org before 2:00 pm EDT on July 2, 2020. Responses will be posted at https://allchildrenreading.org/competition/unrestricted-challenge/ on the ACR GCD website no later than July 9, 2020. ==Additional questions may be submitted by 10:00 am EDT on July 9, 2020 and will be posted on the ACR GCD website by July 13, 2020.==

All EOIs must be submitted online at: https://allchildrenreading.submittable.com/submit by 2:00pm EDT on July 20, 2020. EOIs submitted in any other way will not be accepted. Solvers are encouraged to review the questions in the Submission platform prior to drafting responses. All responses must be inserted directly into the text boxes which correspond to each question. All required questions must be answered. The responses can include URLs that provide access to additional information. Supporting information may be uploaded where indicated. Responses must adhere to the word limits in the submission platform. **EOIs must include the following:**

   I.   **Title of the Solution.**

   II.   **Solver's Name and Contact Information.**
        A. Name [primary contact person]
        B. Country located [primary contact person]
        C. Email Address [primary contact person] & Alternative Email Address
        D. Telephone Number (including country code) [primary contact person]
        E. Name of Organization

F. Organization Location (country)
G. Eligible Country for Implementation
H. Type of Organization

III. **Problem Statement.** Explain your ICT solution's direct linkage to the Problem Statement, which specific disabilities your solution is designed for and why the Solver is interested in working with ACR GCD to address the problem.

IV. **Description of the ICT Solution and evidence of impact.**
A. Describe your ICT solution, how it improves language and literacy skills for children with disabilities, and supports their parents and teachers through Universal Design for Learning.
B. Describe the data and evidence that demonstrates the Solution has a significant positive impact on language and literacy skills for children with disabilities in low-resource contexts. Evaluation reports, needs assessments and other relevant evidence should be uploaded as separate files.
C. ACR GCD understands that ICT solutions should not be implemented unless it demonstrates impact at a lower price point than currently observed, significantly improves target outcomes compared to current approaches, and/or demonstrates impact for a previously unreached demographic. Please describe why your ICT solution should be implemented in the intended context.
D. Describe the solution's demonstrated sustainability, how any legal or regulatory challenges will be addressed as part of a market strategy, and how the quality of the impact, product, or service will not be significantly affected by expansion or widespread adoption.
E. Describe any other relevant information, such as intellectual property rights associated with the proposed solution, etc.

V. **Description of the Scaling Strategy.**

A. Describe the scalability and sustainability of the proposed solution by noting the influencing factors that will enable or constrain the scaling process.[12]
B. Please provide the total estimated cost and predicted required inputs to scale the solution (i.e., technology equipment, software, organizational design features deployed in a classroom or other setting, infrastructure such as computers/mobile devices per student, internet access, teacher skills, children's skills, parent/community capacity building, etc.) to achieve the intended impact. An excel file may be submitted to support the narrative explanation. Please note that total estimated costs are expected

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[12] The International Development Innovation Alliance. (2017). Insights on Scaling Innovation. https://static.globalinnovationexchange.org/s3fs-public/asset/document/Scaling%20Innovation%20DIGITAL%20C OPY.pdf?C719lAFtMThwNbUpdcs4TeYl5vYa2u9p

to change during Stage 2.

VI. Experience and Partnership Expectations.

    A. Describe the Solver's (organization) relevant experience and past performance applying ICT solutions that demonstrate the highest potential to dramatically improve language and literacy for children with disabilities at scale Ensure your response also answers the following: :

        1. What challenges have you overcome to successfully implement the solution?
        2. What challenges remain to achieve the intended impact at scale?

    B. Describe the types of collaborators and/or specific partners needed to support your solution at scale. EOIs may include information on specific organizations necessary to support the solution, the strengths they bring, and/or any ability you have to provide matching and verifiable resources. Or, the EOI may identify the type of organizations the Solver intends to partner with during Stage 2 - Co-design. Recognizing that partnerships with local organizations and DPOs are critical to success, Solvers must describe how they will leverage these organizations to best serve the intended children with disabilities in the proposed context.

    C. Describe any potential cross-sectoral impact of the proposed solution and the social and behavioral change strategies that should be implemented alongside the proposed solution.

Requirements for Resource Organizations

Organizations that do not have a solution ready to transition to scale, but can contribute technical or contextual expertise in Stage 2 may register an interest to voluntarily participate in the Co-design process at: https://allchildrenreading.submittable.com/submit by 2:00pm EDT on July 20, 2020. No payment will be offered to resource organizations at this time. ACR GCD is committed to ensuring that co-designed Concept Papers are responsive to the needs of users and therefore invites participation from diverse collaborators. All registrations will be reviewed and those which are eligible will receive an invitation to the Co-design process from ACR GCD.

I. Contact Person's Name and Information.
    A. Name [primary contact person]
    B. Country located [primary contact person]
    C. Email Address [primary contact person]
    D. Telephone Number (including country code) [primary contact person]
    E. Name of Organization
    F. Type of Organization

G. Name of Eligible Context (country)

    II.   **Problem Statement.**
A. Explain the technical expertise your Organization can contribute to addressing the Problem Statement and why your Organization is interested in collaborating with ACR GCD to address the problem.
B. Respond to the following questions:
1. Specific to your context (country/region), what support is most critical to improving language and literacy for children with disabilities?
2. Specific to your context (country/region), what barriers could prevent ICT solutions from dramatically improving language and literacy for children with disabilities?

    III.   **Description of Organizational Relevance.**
A. Describe your organization's relevant experience in supporting Universal Design for Learning solutions.
B. Describe the organizational relevant experience and past performance related to the Goals of this Challenge.

Judging Criteria

EOIs from Solvers will be given a score for each criterion below. The maximum score is 30 and each Criteria has a maximum score of 10. Competitive EOIs must meet the threshold of 15 points to be invited to Stage 2.

1. **Criteria 1 (Impact)**: The data and evidence provided indicates that the ICT solution had a significant impact on language and literacy for children with disabilities in the eligible contexts.
2. **Criteria 2 (Scale):** The response demonstrates the solution's unique ability to achieve this impact at a lower price point, with a sustainable business model, and an understanding of any challenges to achieving the desired impact at scale. The response also details how the quality of the solution will not be significantly affected by expansion or widespread adoption.
3. **Criteria 3 (Experience)**: The response demonstrates the Solver's contextual and technical understanding, organizational relevance, past performance, and proposes collaborators necessary to dramatically improve language and literacy for children with disabilities at scale

After the closing date:

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

By submitting, you are providing ACR GCD with a non-exclusive license to use any information contained in your EOI (excluding personal identifying information), irrespective of whether your EOI receives an award. Please see **Terms and Conditions** and **Overall Purpose and Specific Rights** below for further information.

Annexes

Annex 1: Terms & Conditions

Terms Used

Funder: All Children Reading: A Grand Challenge for Development, a partnership of the United States Agency for International Development (USAID), World Vision (WV), and the Australian Government.

Resource Organization: An organization with relevant technical or contextual expertise interested in participating in Stage 2: Co-design.

Solver: The individual, team or organization making an EOI submission to the challenge.

Submission: Refers collectively to the Intellectual Property Rights and other information contained within a Solver's EOI.

Conditions

1. **Eligibility.** We are unable to provide awards to Solvers from policy restricted countries, which currently includes Cuba, Iran, Iraq, Laos, Libya, North Korea and Syria. Award funds cannot be provided to suppliers of goods and services that do not meet USAID's nationality and source definitions as referenced in 22 CFR 228.11 and 12, and are from an advanced developing country as listed in USAID's geographic code 937.

2. **Submission Period.** EOIs will be accepted from June 25, 2020 to July 20, 2020 at 2:00 PM EDT. Any EOIs submitted after this date and time may be rejected.

3. **Transmission of Submission.** ACR GCD will make reasonable efforts to transmit EOIs to the judges; however, if the content of the EOI is not appropriate, ACR GCD reserves the right to exclude the proposed solution from the competition without warning. ACR GCD will notify the Solver if the EOI does not advance to the next Stage.

4. **Additional Assistance**. By submitting your EOI, you thereby agree to provide reasonable assistance and additional information concerning your EOI to ACR GCD, if requested.

5. **Acceptance of Submission and License to Use.** ACR GCD will notify you within a commercially reasonable period after July 20, 2020 whether your EOI has been selected by ACR GCD to advance to Stage 2. ACR GCD will use an expert judging panel to evaluate all EOIs against the Judging Criteria and determine which EOI(s) best addresses the Solution

Requirements. ACR GCD has absolute and sole discretion to determine whether to accept your EOI, or any EOI, and whether to make an award, or multiple awards, or no award in Stage 3 and 4. 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 EOI will be eligible for an award. EOIs 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 EOI, you are the owner of the EOI and the EOI does not infringe or violate any patent, copyright, trade secret, trademark or other third-party intellectual property rights.

Solver warrants that all EOIs 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 EOIs 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 EOI 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 EOI, unless (a) otherwise requested by ACR GCD and/or disclosed by you in your EOI, and (b) you have either obtained the rights to use

such third-party content or the content of the EOI 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 EOI;

iii.   Unless otherwise disclosed in the EOI, the use thereof by ACR GCD and 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 EOI 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 EOI.

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

a. Given you their express written consent to submit the EOI 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 EOI (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 EOI; 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 EOI;

vi.   By entering, you agree that: (i) all EOIs become Seekers property and will not be returned; (ii) Solver (and its authorized representatives) have the unlimited right to alter

and/or edit the EOI or any part or element thereof; and (iii) Seeker and its licensees, successors and assigns have the right to use any and all EOIs, and the names, likenesses, voices and images of all persons appearing in the EOI, 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 EOI to ACR GCD; however, Solver retained rights are subject to the following rights granted to ACR GCD by Solver under this Agreement:

      a. All digital content (paid for with an ACR GCD award) will be made public under the Creative Commons Attribution license (CC BY).

      b. And Solver understands, recognizes and accepts that ACR GCD has access to, may create or has created materials and ideas which may be similar or identical to the EOI in concept, theme, idea, format or other respects. You acknowledge and agree that ACR GCD shall have the right to use such same or similar materials, and that you will not be entitled to any compensation arising from ACR GCD's use of such materials. If your entry is identical or like the EOI of another Solver, ACR GCD reserves the right and has sole discretion, to either score one EOI higher than the other subject to the Requirements and Judging Criteria.

7. **Indemnification.** Solver agrees to indemnify and hold harmless ACR GCD and any of its affiliates or subsidiaries, and all of the directors, officers, agents, contractors, volunteers and employees of ACR GCD 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 ACR GCD or its affiliates or subsidiaries.

Solver will defend, indemnify and hold harmless ACR GCD, 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.** ACR GCD 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 provided to ACR GCD, 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: Overall Purpose and Specific Rights

Overall Purpose and Specific Rights are noted in the Challenge Announcement.

Annex 3: Required Indicators for the UnrestICTed Challenge

#	Indicator	Type	Source	Additional Disaggregates
FA1 Objective: Children with disabilities benefit from language, literacy, and learning support grounded in Universal Design for Learning (UDL) at home and at school				
FA1.1	Percent of learners who demonstrate increased reading and/or language outcomes	Impact		
FA1.2	Percent of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2	Impact	USAID ES.1-47	
FA1.3	Number of learners with improved educational experiences as a result of access to EdTech solutions	Impact		
FA1.4	Number of learners with improved educational experiences as a result of access to UDL experiences in the classroom	Impact		
Goal A: Children have access to and engage with EdTech solutions grounded in UDL principles to develop language and/or literacy skills				
FA1.A.1	Number of learners in primary schools or equivalent non-school based settings reached	Output	USAID ES. 1-3	
FA1.A.2	Number of learners with disabilities who have access to EdTech solutions	Output		
FA1.A.3	Number of teaching and learning materials provided	Output		New/Not-New
FA1.A.4	Percent of learners who use EdTech solutions as intended	Outcome		
FA1.A.5	Percent of learners who report that EdTech solutions meet their needs	Outcome		
Goal B: Teachers are better prepared to nurture language and/or literacy skills of children with disabilities through UDL principles and technologies				
FA1.B.1	Number of teachers who are trained on UDL principles	Output		
FA1.B.2	Number of teachers who are trained to use EdTech solutions	Output		
FA1.B.3	Percent of teachers who use EdTech solutions as intended	Outcome		
FA1.B.4	Percent of teachers who increase the number of UDL principles they use in their classroom (practice)	Outcome		
FA1.B.5	Percent of teachers who demonstrate increased knowledge of UDL principles (knowledge)	Outcome		
FA1.B.6	Percent of teachers who show improved beliefs about the ability of UDL to support the language and/or literacy skills of learners with disabilities (attitude)	Outcome		
FA1.B.7	Percent of teachers who show improved beliefs about the ability of EdTech solutions to support the language and/or literacy skills of learners with disabilities (attitude)	Outcome		
Goal C: Parents and communities have an increased understanding of how to support the language and/or literacy skills development of children with disabilities, and access to the tools to do so				
FA1.C.1	Number of parents and community members who are trained to use EdTech solutions	Output		
FA1.C.2	Number of parents and community members who are trained on how to support the language and/or literacy skills of children with disabilities	Output		
FA1.C.3	Number of parents and community members who use EdTech solutions as intended	Outcome		
FA1.C.4	Percent of parents and community members who feel more prepared to support the language and/or literacy skills of children with disabilities (attitude)	Outcome		
FA1.C.5	Percent of parent and community members who show improved beliefs about the ability of UDL to support the language and/or literacy skills of children with disabilities (knowledge/attitude)	Outcome		
FA1.C.6	Percent of parents and community members who have improved knowledge of how EdTech solutions support the language and/or literacy skills of children with disabilities (knowledge)	Outcome		