



Ready2Read Challenge

Competition Opens: February 9, 2021

Questions due: February 17, 2021 (2:00 pm ET)

Closing Date: March 9, 2021 (2:00 pm ET)

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Ready2Read
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Acronym List

ACR GCD	All Children Reading: A Grand Challenge for Development
CC BY	Creative Commons Attribution License
ECE	Early Childhood Education
EdTech	Educational Technology
EST	Eastern Time
GDL	Global Digital Library
MEL	Monitoring, Evaluation, and Learning
MERL	Monitoring, Evaluation, Research, and Learning
MICS	Multiple Indicator Cluster Survey
NICRA	Indirect, Administrative, or Negotiated Indirect Cost Rate
PDF	Portable Document Format
PNG	Papua New Guinea
QA	Quality Assurance
STS	School-to-School International
SVG	Scalable Vector Graphic
TOC	Theory of Change
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
URL	Uniform Resource Locator
USAID	United States Agency for International Development
WV	World Vision

Challenge Summary

Problem Statement: Despite several decades of focusing on improving access to quality education for ALL children, learning outcomes remain disappointingly low. According to the World Bank, fewer than half of the world’s school-aged children are learning to read on grade level or gaining basic numeracy skills. Since more than 85 percent of a child’s brain is already developed by age 6, investing in high-quality pre-primary education may be an effective way of addressing the learning crisis. Early learning opportunities can have a significant impact on children’s school readiness, the foundational academic and non-academic skills essential for supporting grade-level learning. While the evidence on the importance of early learning opportunities is compelling, 175 million boys and girls globally are not enrolled in pre-primary education during these vital years of their lives. In low-income countries, nearly 8 in 10 children – 78 percent – are missing out on this opportunity.¹

For marginalized children, the learning crisis is even more severe.² One-half of the pre-primary school-aged population live in conflict-affected states; however, humanitarian aid investments in pre-primary are meager. 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 accessible learning resources. COVID-19 has further exacerbated the crisis, as millions more children worldwide have missed out on early childhood education (ECE) due to the closure of childcare and early education facilities. Sustainable Development Goal 4.2 aims to ensure all girls and boys have access to quality ECE as a foundation for primary education. However, investment in pre-primary education is declining globally.³ Current ECE spending in low-income countries provides only 11 percent of the resources needed.⁴

Challenge Statement:

To address this problem, All Children Reading: A Grand Challenge for Development (ACR GCD) is launching the Ready2Read Challenge, with the belief that innovative evidence-based EdTech solutions (products and surrounding programs) have the potential to complement existing investments in pre-primary education or fill the gap where investment is limited. The Ready2Read Challenge seeks context-appropriate and effective EdTech solutions that build foundational language and literacy skills for marginalized children in eligible low-resource contexts. Solvers may propose existing or adapted EdTech solutions and accompanying activities for children ages 4-6 and their parents/caregivers/ECE facilitators to progressively build and measure foundational language and literacy skills. One or multiple awards of up to \$350,000 are available for Submissions that meet the Solution Requirements, as determined by the expert judging panel. Additional incentive prizes may be available to awardees who demonstrate foundational skills growth within the 13-month award.

¹ A World Ready to Learn. UNICEF. 2020. <https://www.unicef.org/media/57926/file/A-world-ready-to-learn-advocacy-brief-2019.pdf>

² Supporting the Youngest Refugees and Their Families. Moving Minds Alliance. 2019.

<https://movingmindsalliance.org/wp-content/uploads/2019/12/moving-minds-brief-supporting-the-youngest-refugees-grf2019-web.pdf>

³ Leaving the Youngest Behind. 2nd Edition. Theirworld. April 2019.

<https://theirworld.org/resources/detail/leaving-the-youngest-behind#section-2>

⁴ A World Ready to Learn. UNICEF. 2020. <https://www.unicef.org/media/57926/file/A-world-ready-to-learn-advocacy-brief-2019.pdf>

Background

[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 believes technology, when applied appropriately, can instigate breakthrough progress in advancing child literacy around the globe. ACR GCD also believes the collective work of many diverse partners—governments, for-profit and nonprofit organizations, foundations and others—can accelerate that progress.

Recognizing that many of the barriers to early reading skills development in low resource contexts can be mitigated through use of individualized learning technology,⁵ Ready2Read complements ACR GCD’s suite of more than 10 Challenges. The Ready2Read Challenge seeks EdTech solutions (products and surrounding programs) that support children’s foundational language and literacy skills development. The objective for ACR GCD’s Foundational Literacy focus area is “Pre-primary children benefit from reading and/or language support provided through context-appropriate EdTech solutions.” Three goals are associated with this objective:

- **Goal A:** Pre-primary children receive improved reading and/or language support, stimulation, and instruction.
- **Goal B:** Parents and communities (including ECE facilitators) have increased awareness and knowledge of the importance of developing their pre-primary child’s reading and/or language skills.
- **Goal C:** Parents and communities (including ECE facilitators) use EdTech solutions to support reading and/or language skills development and actively engage in pre-primary children’s learning.

Foundational language and emergent Literacy skills open the gateway to reading. Acquisition of a first spoken or signed language is essential for ECE and a building block for learning to read. A child’s path to literacy begins before they are born and continues throughout their life. 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.⁶ Exposure to natural and accessible language at an early age is paramount for ECE and promotes cognitive and literacy development for the rest of a child’s life. However, in many countries, children lack vital interactions with adults, 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.

The literacy skills that children develop prior to school entry – such as oral language, phonological awareness, reading of logos, and concepts of print – are sometimes referred to as pre-literacy or emergent reading skills. Ensuring that all children learn to read is a goal shared by educators worldwide because they understand that reading serves as a gateway through which children acquire knowledge in

⁵ Technology-based Innovations to Improve Early Grade Reading Outcomes in Developing Countries. All Children Reading: A Grand Challenge for Development. 2017. https://allchildrenreading.org/wp-content/uploads/2019/07/Summative-EdTech-for_Literacy-Web-2.pdf

⁶ Lifetime Effects: The High/Scope Perry Preschool Study Through age 40. High/Scope Educational Research Foundation, 2005. https://nieer.org/wp-content/uploads/2014/09/specialsummary_rev2011_02_2.pdf.

writing, math and content-area classes. Children’s skills related to print knowledge, phonological processing and oral language are independent predictors of later literacy development. Further, several specific skills – including alphabet knowledge and phonological awareness – not only correlated with later literacy but also maintained their predictive power even when the role of other variables, such as age, IQ or socio-economic status were accounted for.⁷

Other important enabling factors include an introduction to books and being read to at home prior to beginning school.⁸ 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. Open license educational resources and new technology can make books more widely available, including in local languages and accessible formats.¹⁰ Books are part of the solution, but require varied supplemental activities focused on the development of oral language and emergent literacy skills to be effective.

Parents/Caregiver and ECE Facilitators are essential. In addition to being a child’s first teacher and protector, parents and caregivers are the cornerstones of any quality ECE intervention. The experiences within the first and immediate ecosystems of nurture, care, and support lay the foundation for future lifelong learning and wellbeing. Strengthening caregivers’ sense of confidence and competence around raising young children is crucial for children’s development, as they spend most of their time at home. This includes understanding how they can engage their children in ways that stimulate their foundational literacy skills. There is overall consensus that “the single most powerful context for nurturing care is the immediate home and care settings of young children, not only provided by mothers but also fathers and other family members,”¹¹ and community caregivers, including ECE facilitators.

In many low-resource contexts, especially in conflict and crisis situations including the current COVID-19 pandemic, tools and coaching for parents, caregivers and ECE facilitators to support learning remains a significant gap. Many different ways to reach learners are necessary, as are different ways to reach parents and siblings, including low-tech and no-tech options.¹² ECE facilitators are often not able to access systemic training or support to nurture learning, including effective and play-based emergent literacy activities. Parents and ECE facilitators may have experienced trauma themselves and/or may be unaware of the support they are able to provide their children. Compounding this is the fact that all children, especially those in crisis situations, are reliant on parental and caregiver support as sources of resilience. As such, Ready2Read seeks solutions that provide parents, caregivers and ECE facilitators with coaching support, resources, and tools to assist in filling these gaps in early learning with their children. Successful solutions must include a solution (product + program) that showcases appropriate use in ways that DO NOT exacerbate the digital divide, but can bridge barriers and gaps in support,

⁷ Overview: MELQO: Measuring Early Learning Quality and Outcomes. UNESCO. 2017. <https://unesdoc.unesco.org/ark:/48223/pf0000248053>.

⁸ National Commission on Reading. *First Readers*. 1985. <https://firstreaders.org/how-to-help/adopt-a-reader>

⁹ A World Ready to Learn. UNICEF. 2019. <https://www.edu-links.org/sites/default/files/media/file/A-world-ready-to-learn-2019-eng%20.pdf>

¹⁰ If you can’t understand, how can you learn. Global Education Monitoring Report. 2016. <https://unesdoc.unesco.org/ark:/48223/pf0000243713/>.

¹¹ Richter, L.M., Lye, S.J., and Proulx, K. (2018). Nurturing care for young children under conditions of fragility and conflict. In J.F. Leckman and P.R. Britto (Eds.), *Towards a More Peaceful World: The Promise of Early Child Development Programmes*. *New Directions for Child and Adolescent Development* 159: 15.

¹² Nine Takeaways from HelpDesk Reviews of Covid-19 Education Response. EdTech Hub. 2020.

<https://edtechhub.org/2020/08/31/nine-takeaways-from-helpdesk-reviews-of-covid-19-education-responses/>

especially for the most vulnerable children.

Eligible Countries

ACR GCD will prioritize EdTech solutions proposed for implementation in the following contexts: **Nepal, Papua New Guinea (PNG) and the Pacific Islands, Bangladesh, Indonesia, Laos, Malawi, Zambia, the Philippines, Somalia and the Syrian Context (Jordan, Lebanon and Syria)**. 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 adapted.

Target Age Groups

ACR GCD seeks solutions that support the development of foundational language and literacy skills for children ages 4-6. This is in an effort to prevent children from succumbing to “learning poverty,” which the World Bank Group defines as not being able to read and understand a simple text by age 10.¹³

Solution Requirements

In general, the Solutions funded through the Ready2Read Challenge are required to:

1. Introduce or build foundational language and literacy skills (Alphabetic knowledge, Phonological awareness, Expressive vocabulary, Listening comprehension);
2. Provide pedagogically appropriate, play-based support for children ages 4-6;
3. Enable or provide low-cost alternatives to the status quo;
4. Adhere to recommended screen time limits for children ages 4-6 (if children are the users);
5. Ensure parents/caregivers/individuals with low literacy levels can use the Solutions;
6. Include an appropriate method for measuring skills growth;
7. Be sustainable in low-resource contexts, meaning low-tech solutions will also be considered;
8. Be open source and therefore usable by any organization (Include the Creative Commons Attribution License (CC BY) for design, content, illustrations, training materials, etc.)
9. Include approaches for involving parents/caregivers, facilitators, etc., in actively reading to children (For solutions that include texts as a core component).
10. Use or adapt existing content before creating new content.
11. Ensure that any books used (both fiction and non-fiction) adhere to Best Practices in Developing Supplementary Reading Materials and Strengthening Gender Equality and Inclusiveness in Learning Materials, which recommend the inclusion of:
 - a. Male and female characters in non-traditional roles
 - b. Female protagonists
 - c. Children with disabilities as protagonists
 - d. Diverse characters, including positive representations of minorities (ethnic, linguistic, religious)

¹³ Learning Poverty. World Bank. 2019. <https://www.worldbank.org/en/topic/education/brief/learning-poverty>

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](#)
- [Measuring Early Learning Quality and Outcomes](#)
- [A World Ready to Learn](#)
- [Web Content Accessibility Guidelines](#)
- [Learning through Play Framework](#)

Application Process Overview

Please submit any questions related to the Ready2Read Challenge to ACRGCD@worldvision.org before 2:00 pm ET on February 17, 2021. Responses will be provided on the ACR GCD website [here](#). By submitting, you are providing ACR GCD 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 Submissions must be submitted electronically via [Submittable](#) by **Tuesday, March 9, at 2:00 p.m. EST**. Submissions not completed through Submittable will not be accepted. Solvers are encouraged to review the questions in the submission form 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 form.

Submissions must include the following:

1. Executive Summary (one page)

The Executive Summary must include a one-sentence description of the proposed EdTech solution, a summary of the proposed approach, and how the proposed Solution and approach will build the required skills for pre-primary children in the geographic location(s) proposed for implementation. The Executive Summary should also include the proposed partners and the total proposed budget.

2. Technical Approach (five pages)

- Solution Description** - The Technical Approach should clearly describe the solution (product + program) and how the proposed approach will meet ACR GCD's goals for the Ready2Read Challenge. The Technical Approach must describe the components of the solution and how the solution will build the required skills and meet the Solution Requirements. To ensure sustainability, the proposed solution must be scalable by others, outside of those proposed for

this funding. Describe any features of the solution that embed Universal Design for Learning principles and/or support the needs of children with disabilities.

Solvers who will be producing, adapting or translating books will be required to upload them 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. All books must meet the GDL requirements for Library Materials, including accessibility, leveling, and quality assurance (QA). More information on these requirements will be provided during award negotiations. All EdTech solutions, materials, books, etc., must also include the Creative Commons Attribution License (CC BY) for both the content and illustrations.

b. Theory of Change (TOC) Template - Please fill out and submit Annex 1 as indicated in the submission form. Solvers should also provide a narrative description summarizing their solution (Product components + activities) and how they see those leading to the outcomes and impacts outlined in the TOC. This narrative can provide evidence about how those impacts might be realized and the expected time frame based on past implementation lessons and reports.

c. Draft Work Plan - The Technical Approach must include a draft work plan (not included in the page limit) which also outlines activities over the 13-month implementation period, including adaptations for implementation due to COVID-19. The work plan should indicate any development and testing time necessary for all components of the solution, including components outside of the Solver's control.

d. Intellectual Property - Solvers must describe any relevant information related to intellectual property rights associated with the proposed solution and any parts of the solution implemented by other proposed partners.

e. Dependencies - Solvers must describe any external dependencies, either through software, partners, or other structures that are integral to the full realization of the solution. If there are no external dependencies, this must be stated clearly and further illustrated in the Sustainability Strategy.

Winning Solvers will be required to work with School-to-School International (STS), ACR GCD's Monitoring Evaluation Research and Learning (MERL) partner. STS will work with the winning Solvers/Consortiums to refine the expected impact through individualized Monitoring, Evaluation and Learning (MEL) Plans and will conduct external evaluations of each funded solution.

4. Sustainability Strategy (one page)

Building on the information submitted in the TOC template, the Sustainability Strategy should describe how the solution currently addresses five dimensions of scalability (Effectiveness, Equitability, Market Demand, Financial Sustainability and Transferability) and the Solver's ultimate vision for sustainability.

Describe the sustainability, beyond ACR funding by answering the following questions: How will the solution be maintained, updated, serviced etc, after ACR funding ends? Is the vision for the solution to be implemented across multiple sites within a region, across a local region or province, or nationally? Would it be scaled vertically, horizontally, through diversification, or spontaneously? What partners and what government support is necessary to sustainably implement?

5. Proposed Method for Measuring Skills Growth (one page)

Solvers must propose appropriate and valid methods for measuring learners' skills growth building upon existing literature and research on measurement of emergent literacy and language skills. The methods must be appropriate for the proposed solution (product + program). The Solver should propose tools that can be administered to provide routine, formative feedback to Solvers on progress towards reaching learning goals. Additional incentives may be available for Awardees who demonstrate foundational skills growth within the 13-month award.

6. Management Plan (one page)

A Management Plan should be included and must outline the proposed Prime and Sub responsibilities, including individual roles and tasks, demonstrating how the Solver and partners will effectively and efficiently organize, mobilize, and manage the necessary resources to implement the proposed Technical Approach to achieve the expected results for the sustainable future.

- a. Management Plan Graphic - A graphic representation (e.g., an org chart) of the proposed management plan must be uploaded as a separate file where indicated in the Submission Form.
- b. Solver Background & Experience - This section must include the background and expertise of the Solver and proposed partners to substantiate their specific role in this project.
- c. Level of Effort - This section must outline any level of effort estimates (percentages) for Solver staff and any partners that must undertake management or mitigation of external dependencies as well as ongoing implementation of the solution.

7. Budget

Budget Narrative - The budget narrative must describe the costs associated with each activity in the proposed approach, represent an in-depth understanding of all the implementation costs, and clearly state the cost of any EdTech products including use, support, maintenance, updates etc. Solvers must also articulate the cost per child¹⁴, and explain why it is the most economical approach for sustainability and scalability. In addition to activities, specific allocations should be outlined for the following items:

- a. **MEL** - Solvers are expected to conduct rigorous, ongoing monitoring of their solution to learn and adapt during implementation and to report against ACR GCD's standard indicators. Winning

¹⁴ Cost Analysis Guidance for USAID-funded Education Activities. 2020.
https://www.edu-links.org/sites/default/files/media/file/USAID%20Cost%20Analysis%20Guidance_Final%20Feb20.pdf

Solvers will also be required to engage and collaborate with ACR GCD’s MERL partner, STS, who will design and oversee an evaluation of the solution. Solvers may not propose a separate research partner, and 10% of the Solver’s total budget must be allocated to MEL.

b. **Cost Share** - Solvers must indicate what cost share resources (5%) are available, including those from the submitting organization and those from third party businesses, donors, foundations, or other organizations. Cost Share (cash or in-kind) should be detailed in the Budget Narrative.

c. **Negotiated Indirect Cost Rate (NICRA)** - Please include a current NICRA in the Summary Budget and upload appropriate documentation where indicated in the Submission Form. **If the Solver or any subs do not have a NICRA, shared costs must be included in the budget line items for the Prime and any subs.**

Summary Budget (1 page, using table format provided) - Solvers must upload a budget of up to USD 350,000, where indicated in the submission form, using the Budget format below.

Work Plan Activities	Estimated Costs					Total
	Labor	Equipment Materials	Consulting	Travel	Shared Costs	
Subtotals						
Monitoring & Evaluation Must account for 10% of Subtotal:						
NICRA						
Sub Total						
Cost Share (in addition to subtotal)						
Grand Total						

Full Detailed Budget (Excel) - Building from the activity-based Summary Budget format above, Solvers must upload a Full Detailed Budget where indicated in the submission form. The Full Detailed Budget must be broken down by month and include separate tabs with detailed budgets for any proposed subs including specific line items for shared costs, consultancies, and travel.

Evaluation Criteria

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

Technical Approach (Total - 100)

Solution Description (20)

1. The proposed solution (product + program) is pedagogically appropriate, embeds play-based pedagogy and is appropriate for low-resource settings.
2. The Solver demonstrates understanding and clearly states how the solution will help the intended users (pre-primary age children, their parents/caregivers and/or ECE facilitators) build the required skills.
3. The proposed Work Plan is thorough and clearly describes how the approach will be implemented over the 13-month time frame.
4. The Solver provides sufficient evidence and/or data that indicates the Solution will achieve the intended impact for children ages 4-6.

Theory of Change (20)

5. The TOC reflects an accurate understanding of the intended users, how they will receive the solution, and how the intended users change their behaviors to improve reading.

Measuring Skills Growth (20)

6. The proposed methods for measuring learners' skills growth are appropriate and valid, and build upon existing literature and research on measurement of [emergent literacy and language skills]. The proposed tools can be administered frequently enough to provide routine, formative feedback to Solvers on progress towards reaching learning goals.

Sustainability Strategy (15)

7. The Solver demonstrates knowledge of the required inputs, relationships, and partnerships to sustain the proposed solution beyond ACR's investment (e.g. technology equipment, software, organizational design features deployed at home or other non-formal setting, infrastructure such as devices per student, internet access, parent/caregiver/facilitator skills, children's skills,

parent/community capacity building, partnerships with telecommunications providers, etc).

Management Plan and Experience (25)

9. The Solver/Consortium includes the appropriate organizations (e.g. Solver, implementing partner, technical support, etc.) necessary to ensure the proposed solution and approach achieves its intended impact.

10. The Solver and partners have some relevant experience implementing the proposed solution's intended impact in similar contexts.

Budget (Total - 30)

11. Cost per child is appropriate or an explanation is provided for how costs might reduce over time.

12. The Budget and narrative clearly explain the costs of the proposed approach, represent an in-depth understanding of all the costs necessary to achieve the desired impact, and explain why the approach is the most economical to build the required skills.

Supplemental (Total - 20)

12. The judges may allocate up to 20 Supplemental Points to Solvers who include appropriate local partners, include Universal Design for Learning, and/or supports the needs of children with disabilities, or who demonstrate the ability to attract additional investment in the Solution.

Annexes

Annex 1: Theory of Change Template

Please download the Theory of Change template from Google Drive [here](#) and upload where indicated in the Submission Form. If you have trouble downloading, please email acrgcd@worldvision.org and we will send you a copy.

Annex 2: Required Indicators

#	Indicator	Type	Source	Additional Disaggregates
Focus Area 3 Objective: Pre-primary children benefit from reading and/or language support provided through context-appropriate EdTech solutions.				
FA3.1	Percentage of children who demonstrate increased reading and/or language skills*	Impact		
FA3.2	Percentage of children with improved educational experiences as a result of access to ACR GCD programming*	Impact		
Goal A: Pre-primary children receive improved reading and/or language support, stimulation, and instruction.				
FA3.A.1	Percentage of children attending an early educational program (formal or informal) in the year prior to starting primary school	Output	DFAT	
FA3.A.2	Number of learners in pre-primary schools or equivalent non-school based settings reached*	Output	USAID ES.1-53	
FA3.A.3	Number of teaching and learning materials (TLMs) provided using EdTech solutions*	Output		New / Not New
FA3.A.4	Percentage of pre-primary children who demonstrate they have the reading and/or language skills to be ready for school	Outcome		
FA3.A.5	Percentage of pre-primary children who use EdTech solutions as intended*	Outcome		

Goal B: Parents and communities have increased awareness and knowledge of the importance of developing their pre-primary child's reading and/or language skills.				
FA3.B.1	Number of parents and community members who are trained on how to support the reading and/or language skills of pre-primary children*	Output		
FA3.B.2	Percentage of parents and community members who have improved knowledge of how to support the reading and/or language skills of pre-primary children (knowledge)*	Outcome		
FA3.B.3	Percentage of parents and community members who feel more prepared to support the reading and/or language skills of pre-primary children (attitude)	Outcome		
FA3.B.4	Percentage of parents and community members who use ACR GCD-promoted techniques to support the reading and/or language skills of pre-primary children (practice)*	Outcome		
Goal C: Parents and communities use EdTech solutions to support reading and/or language skills development and actively engage in their pre-primary children's learning				
FA3.C.1	Number of parents and community members who are trained to use EdTech solutions*	Output		
FA3.C.2	Number of parents and community members who use EdTech solutions as intended*	Outcome		
FA3.C.3	Percentage of parents and community members who show improved beliefs about the ability of EdTech solutions to support the reading and/or language skills of pre-primary children (attitude)	Outcome		
FA3.C.4	Percentage of parents and community members who have improved knowledge of how EdTech solutions support the reading and/or language skills for pre-primary children (knowledge)*	Outcome		
FA3.C.5	Proportion of children 6 years and under who have access to reading materials in their home	Outcome	World Vision	
FA3.C.6	Percentage of children 0-8 years old who are read to or who regularly read at home	Outcome	DFAT	
FA3.C.7	Proportion of parents and caregivers who promote learning for children aged 3 to 6 years*	Outcome	World Vision	

Annex 3: Terms and Conditions

Terms Used

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

Solver: Any U.S. or non-U.S. organizations 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 935.
2. **Submission Period.** Entries will be accepted from February 9, 2021 to March 9, 2021 at 2:00 PM

EST. Any submissions after this date and time may 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 March 9, 2021 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 Seeker's 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 assignees 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, 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.