



# All Children Reading: A Grand Challenge for Development

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## Quarterly Report: Round 2 Fund Management

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## **Executive Summary**

The second quarter of FY16 reflected significant ACR GCD profiling opportunities at the “Bridging the Education Gap for Syrian Refugee Children” event hosted by Deputy Secretary of State, Antony Blinken at Stanford University, CIES in Vancouver, UNESCO’s Mobile Learning Week in Paris and the Enabling Writers’ Workshop in Ethiopia. Our team also conducted grantee field visits to Zambia, Mexico and Jordan. The Tracking and Tracing of Books scoping trip to Malawi was also conducted, which provided invaluable feedback in the software development process and highlighted the importance of the community’s voice in the process. Early Grade Reading Assessment (EGRA) adaptation, assessor training, and baseline data collection continued for ACR GCD grant-funded projects in India and Zambia. Related to Education in Emergencies, ACR GCD supported the development of two key landscape reviews in collaboration with GIZ, INEE, and Creative Associates International. While launched in March 2016, they will be fully profiled in Q3 through events and webinars. Private sector engagement increased through discussions with Worldreader, Room to Read, Pearson, Orange and Microsoft, all companies are open to collaboration with ACR GCD on specific activities such as Writers Workshops, enhancement of Chekov to include leveled and decodable features, and enhancing accessible features for children with disabilities. Notably our listserv has nearly tripled in size from just over 1,000 when we began Round 2 to more than 2,700 and our Twitter following has nearly reached 1,400.

## **Activity Progress Update**

As Fund Manager, World Vision (WV) is responsible for the coordination, support, and management of Round 2 funding in the focus areas of: mother tongue instruction and reading materials, family and community engagement and children with disabilities. Please find below a progress update for each project activity.

### **OBJECTIVE 1 - COORDINATION OF ACR GCD ROUND TWO FUND MANAGEMENT: SECOND ROUND OF THE ACR GCD GRANTS AND PRIZES ARE CARRIED OUT AND MANAGED EFFECTIVELY**

In consultation with the ACR GCD Partners, WV is expected to carry out the following activities as Fund Manager, based on decisions by the ACR GCD Steering Committee (ACR SC) and as feasible within funding constraints:

**Activity 1.1 Prize Implementation and Hosting:** This quarter demonstrated progress on Tracking and Tracking Books through the scoping trip in Malawi; a final draft narrative for EVOKE, a youth social innovator digital game on literacy; and the first Enabling writers workshop in Ethiopia. In addition, ACR GCD supported the Big Ideas Competition proposal review process. Significant time was also spent providing technical support to Norad on the EduApp4Syria prize design and communication strategy.

**Prize #1: Enabling Writers** – This quarter focused on a number of key roll-out activities. The week of January 25 – 29 the first international ACR GCD-funded writer’s workshop took place in Addis Ababa, Ethiopia, in partnership with Save the Children Ethiopia, and was supported by the attendance of Deborah Backus, SIL and URC. The workshop included pedagogy training on creating supplementary reading materials and an in-depth overview of the Bloom software. The

event brought together 36 participants, including Ministry of Education personnel, and resulted in the development of around 60 draft books in six languages. Additionally, ACR GCD released an RFP for a Bloom user experience (UX) review and after further reviewed, decided to withdraw the RFP and pursue alternative options. During conversations with Orange in Paris, potential interest in supporting a UX review of Bloom was discussed and will be pursued in the following quarter. Enabling Writers activities this quarter also focused heavily on engagement with URC and USAID on the launch of the Enabling Writers Implementation RFP and preparation for the Indiana University engagement event both of which will take place in Q3.

**Prize #2: Global Reading Materials Repository** – This quarter focused on review of the Natoma Group report recommendations and participation of several consultative meetings. In addition, the Natoma Group presented their recommendations at CIES as a panelist of the Global Book Fund session. Next steps are being led by USAID.

**Prize #3: Big Ideas@Berkeley/Mobiles for Reading (2014-15)** – *No further updates are anticipated as this prize has closed.* Winner profiles can be found [here](#).

**Prize #4: Tracking and Tracing Books** – ACR GCD organized a scoping trip in Malawi for February 1-5, hosted by WV Malawi and USAID Malawi. As a result of the trip, Community Systems Foundation (CSF) and John Snow, Inc. (JSI) have proposed to consolidate efforts into one system; each contributing their expertise to create a more robust and efficient model for roll-out. Agreement to this merger is being reviewed by our legal team, but all partners are encouraged by this development. The first of two field tests of the full system is scheduled for summer 2016.

**Prize #5: Digital Literacy to Strengthen Community Literacy Efforts** – *No new updates.*

**Prize #6: Technology to Support Basic Education in Crisis and Conflict Setting** – ACR GCD launched this ideation challenge on January 29, 2015 in collaboration with the United Nations High Commissioner for Refugees (UNHCR) and the Norwegian Agency for Development Cooperation (Norad). Three of the four winners have been provided with fixed obligation grants of \$20,000 to pilot their innovation in 2016 and the projects are underway in Kenya, Ukraine and Sierra Leone (as detailed in **Activity 1.3**). The final grant has yet to be awarded due to recommended changes in project design.

**Prize #7: Big Ideas/Mobiles for Reading (2015-16)** – The Mobiles for Reading prize full proposals were received on March 9, 2016. One promising application was reviewed and will be announced by UC Berkeley on May 4, 2016.

**Prize #8: Children with Disabilities** – ACR GCD continues to explore a prize activity that will facilitate access to reading materials for children with disabilities. Several meetings with UNICEF occurred this quarter to discuss a potential partnership on a global accessible textbook initiative. A face-to-face meeting at UNICEF is scheduled for next quarter to further outline this collaboration.

**Prize #9: EVOKE** – Kathleen Goonan, sci-fi author, completed a final draft of the narrative along proposed quests. These are now being reviewed by the graphic artist. In addition, partners met to discuss a target country for implementation, marketing materials and budget considerations. The target for launch remains Autumn 2016.

**Prize #10: EduApp4Syria** – As a partner of this prize competition, ACR GCD provided substantial technical assistance in the prize design and communication strategy during this quarter. The competition launched on January 29, 2016 both in Norway as well as in the opening remarks of Deputy Secretary of State, Antony Blinken, at the Bridging the Education Gap for Syrian Refugee Children event in Silicon Valley. The competition closed on April 1, attracting 78 submissions from 30 countries. ACR GCD members have been asked to participate in the review process in early Q3.

**Activity 1.2 Grant Competition:** Grant termination and project close-out for ChildFund Afghanistan, in light of contextual challenges in Afghanistan, was completed this quarter. Close-out activities for Studio ADC continued throughout the quarter as final submission of completed deliverables was pending. This should be fully completed by early next quarter. The USAID Mission in India identified an additional \$100,000 for project activities related to children with disabilities. Identifying Benetech as an ideal candidate, Benetech was requested to develop a supplementary proposal for this funding and several iterations of feedback and review was provided by WV. The final version has been approved by WV and coordination on next steps will take place next quarter. The proposal includes the development of an additional 500 accessible books in Indian languages to be placed on Benetech’s Bookshare platform.

Ongoing grant program management and capacity building activities are detailed in the following sections.

**Activity 1.3 Management of innovation and scale-up funding windows:** WV continues to provide program management support to all grantees. This generally involves at least monthly discussions with each grantee focused on fidelity of implementation (FOI), monitoring and evaluation, grant agreement adherence, budgeting, and marketing/media opportunities for grantees. School-to-School International (STS), has also provided significant support to the ACR GCD grantees to improve their M&E plans and tools. As many of the projects are in pilot stages, it has become increasingly clear that the product development timeline has been significantly longer than anticipated. Thus, reducing the time of intervention and potential for impact. In considering future ACR GCD grant funding opportunities, it should be noted that pilot projects may need longer than 24 months for development and implementation or only innovations beyond the proof of concept stage should be considered.

Ideation prize implementation is underway in Kenya (Xavier Project/Eneza Education), Ukraine (Outernet) and Sierra Leone (Voto/Mobile Ticha). The launch of the Xavier Project and voucher distribution for Eneza Education’s Shupavu 291 study tool was a resounding success. In the first month, roughly 800 students completed 25,000 quizzes. ACR GCD and Xavier Project representatives held meetings with education sector staff at the World Vision Kenya National Office to identify opportunities for future partnerships and to align efforts. Regular meetings between these stakeholders will continue as the project progresses.

Outernet held their kick-off event with local librarians in February and has since installed Lighthouse technology, which is operating in five local libraries. Voto Mobile Ticha is finalizing their student recruitment process and curriculum development and will launch a 10-week series of science-focused content this summer. ACR GCD and Voto Mobile representatives have

reached out to education sector staff at the World Vision Sierra Leone National Office to discuss the current education sector priorities as well as plans for the launch of the Voto Mobile Ticha project.

**Activity 1.4 Technical support and capacity development:** Significant technical and capacity-building support continued as projects transitioned from baseline assessment to implementation and FoI activities. Grantees were provided with a cost analysis tool and FoI tracking tool. While the initial training on each was conducted by STS, ACR GCD provided ongoing feedback, review and support to grantees. ACR GCD, USAID Morocco and IDRT continue to collaborate on the development of an approach to measure reading abilities in Modern Standard Arabic for children who are deaf/hard of hearing and use Moroccan Sign Language (MSL). An in-country technical design team has been identified to support the adaptation of reading assessment tools to enable MSL-translated administration and MSL responses from the students. This is an exciting new territory for ACR GCD and provides a unique opportunity for innovation and partnership in our work for children with disabilities.

Three field visits were conducted by ACR GCD this quarter. In January, Shelly Malecki visited the Agora Center and Creative Associates in Zambia to refine the interventions and strengthen partnerships. A well-facilitated, one-week EGRA assessor training was conducted by STS with the Agora team. Several useful conversations around FOI, a major component of our technical assistance to ACR GCD grantees, led to changes in implementation and monitoring for both grantees.

In February, Shelly Malecki and Michelle Oetman visited the QFD project in Mexico to work on their intervention preparation, marking and branding, M&E and Work Plan. We had the opportunity to meet with QFD's staff including their assessors, psychologists, and literacy expert and project manager in addition to the two Principal Investigators. They visited three digital libraries— Ecatepec, Nezahualcoyotl, and a rural library—where QFD will house their children's books libraries and pilot their innovation. Going to libraries is not a common activity among middle class families and there is generally not a culture of reading. School libraries, as we saw firsthand, stopped receiving supplemental reading materials from the government in 2008 and rarely loan books to students. Michelle interviewed children and parents at several different libraries to learn more about their participation in the program, their interest in reading and the environment they live and learn in. She collected stories which will be featured in blogs next quarter and captured photos.

In March, Deborah Backus and Michelle Oetman visited Jordan-based grantee Little Thinking Minds (LTM). LTM hosted a project showcase to demonstrate use of the e-library platform to ACR GCD partners and other local partners that have provided funding, technology support and tablets. Despite facing challenges related to bandwidth and IT specifications on in-school devices, the project is progressing well. School administrators, teachers and students expressed strong satisfactions with the platform and the students enjoy reading a wide variety of books and taking the associated quizzes. The project proposed placing 50 books on the e-library but have sourced over 100 books. LTM is working on their business plan for sustainability post the ACR GCD grant and is looking to expand volume and begin developing books in-house.

**Activity 1.5 Learning Agenda/ Activity 1.6 Monitoring and Evaluation:**

STS continues to provide strong M&E technical support to grantees, shifting this quarter from predominantly EGRA adaptation and baseline preparation to data analysis, costing analysis preparation and FoI capacity building. Baseline data collection has been completed for all ACR GCD grantees, with the exception of ones planned for IDRT in September and Sesame Workshop in May who are redoing their baseline as a result of their sampling flaws during the initial collection. Baseline reports for all other grantees are either completed (Benetech, Little Thinking Minds, Catholic Relief Services, Resources for the Blind) or in the final stage of drafting and will all be completed next quarter. Grantees with internal capacity drafted the first version of the reports and then revised the reports through an iterative process with STS. This collaboration builds the capacity of grantees for future baseline work, though it lengthens the time to finalize a report.

On February 16, STS conducted a webinar on costing analysis. This included the distribution of a costing analysis tool to be included in quarterly budget submissions and training on the use and importance of this tool for project scaling. STS developed a FoI tracking tool on which each grantee was trained and provided ongoing support through approximately five consultation calls and ongoing document feedback. Through these discussions, it is clear that many of the projects have faced challenges in implementing the project as originally intended. This is the result of various factors including teacher resistance to application of consistent methodology and unexpected technology issues. With these challenges have come project implementation delays. As we explore with each grantee the schedule for end line data collection and end-of-project field visits, it is clear that many projects would benefit from an extended intervention period. WV is working with each grantee to explore cost, timing and research implications, should the project be extended, and will have a plan in place early next quarter.

STS is also working with the ideation prize awardees to optimize each design and to identify common standard indicators across each project.

As noted last quarter, ACR GCD partnered with International Development Research Center (IDRC) and Fit-Ed on their [call for proposals](#) for research on Digital Learning for Development in Asia. The result of this call did not yield applications focused on literacy. It was therefore agreed by ACR GCD Partners to draw on previously-funded projects and identify two Round 1 projects—World Education, Inc.’s Total Reading Approach for Children (TRAC) in Cambodia and PlanetRead’s Same Language Subtitling project in India—that meet the research requirements. A request for proposal on TRAC was put forward and submissions are due early Q3. However, Same Language Subtitling is on hold as it awaits confirmation by the Government of India on airing programs. In addition, all partners agreed to move forward on a guidebook to effective digital gaming development for literacy in developing countries. An RFP to fulfill the guidebook development will be launched in Q3 based on the framework and research conducted this past quarter. This opportunity allows ACR GCD to diversify its research on ICT4Literacy.

**Activity 1.7 Communications:**

WV coordinates bi-weekly teleconferences with the communication colleagues at USAID E3, DAI, and Melwood Global regarding events and communication activities. Due to a change in

staffing, no representative from the Global Development Lab has been available to join the calls this quarter.

In addition, the following communication activities were conducted this quarter:

### Marketing & Communication collateral

- **ACR GCD Disability Info Sheet** was created, providing an overview of grantee projects, prize competitions, and the EGRA adaptation work done in this area.
- **ACR GCD Education in Emergencies Info Sheet** was created, providing a comprehensive summary of our prize competitions, landscape reviews and Task Team involvement in this area.
- **Bloom Flash drives** were developed for distribution of the software at Enabling Writers events
- **Global Reading Networks CIES passport** – ACR GCD submitted their CIES presentations for inclusion in GRN’s passport (listing all presentations related to early grade reading) which was distributed at CIES.
- **ACR GCD January eNewsletter** - [Competition opportunities, software updates & upcoming events](#)
- **ACR GCD February eNewsletter** - [EduApp4Syria competition, upcoming events, funding and more](#)
- **ACR GCD March eNewsletter** - [Call for Proposals, tech in EiE Landscape Review, award nominations & more](#)

### Media Placement(s)

- March 28, 2016 - [Join our EduApp4Syria Competition](#) – *reliefweb*
- March 16, 2016 - [7 Ways to Apply Tech to Refugee Children](#) – *Devex*
- March 9, 2016 - [Reaching Refugees](#) – *EdSource* – *The Buzz*
- February 21, 2016 - [Innovative mother tongue instruction helps get all children reading](#) – *Global Partnership for Education*
- February 19, 2016 - [Virtual Education in Conflict Zones](#) – *Project Syndicate*
- January 22, 2016 - [Benetech’s President has a Call to Action for Inclusion](#) – *Devex*
- January 4, 2016 - [Opening Literacy to All: Using technology to help children who are blind in developing countries](#) – *EdTech Digest*

### ACR GCD Blog Post Placement(s)

- February 21, 2016 - [Innovative mother tongue instruction helps get all children reading](#) – *Global Partnership for Education*

### Blog Posts on ACR GCD Website

- [Listen up! Radio and mobile phones used to improve children’s literacy in Zambia](#)

### Social Media

Established in February 2014, the [@ReadingGCD](#) twitter handle has now attracted 1,392 followers. We appreciate the creation of original social media content and retweeting conducted by our partners.

### **WV Internal Promotion**

The EduApp4Syria competition was promoted to World Vision US via the employee intranet and an announcement was included in the newsletter distributed to World Visions global Education and Life Skills community of practice.

### **Activity 1.8 Events:**

All Children Reading hosted and attended the following events to showcase our activities and engage potential solvers and partners.

### **Bridging the Education Gap for Syrian Refugee Children - Stanford University, California: January 29, 2016**

Hosted by Deputy Secretary of State, Antony Blinken's at Stanford University, this workshop convened leaders in the tech and education sectors and philanthropy focused on addressing the challenges of providing education for Syrian refugee children. During his opening remarks, Blinken made the official US announcement of our EduApp4Syria competition.

### **Welcome reception for Bill Costello, Minister Counsellor, International Development - Embassy of Australia, Washington DC: February 11, 2016**

ACR GCD was invited to this reception by Daryl Edwards, from the Embassy of Australia. Deborah Backus and Rebecca Leege attended and had the privilege of meeting Minister Counsellor Costello and Daryl, along with colleagues from USAID's Global Development Lab. ACR GCD anticipates welcoming these colleagues at the ACR GCD partners meeting in June 2016.

### **CIES, Vancouver, Canada: March 6-10, 2016**

All Children Reading was represented at CIES with the following presentations:

- [Achieving Early Grade Reading for Children with Visual Impairment: A Case Study for Lesotho](#) by grantee, Catholic Relief Services
- [Leveraging technology for education in crises: An exploration of the diverse challenges to inform future practice](#), a presentation about the Landscape Review ACR GCD co-sponsored
- [Reading and Assessment for Children with Disabilities to Support Inclusive Education](#) presented by Shelly Malecki, STS and grantee IDRT.

All Children Reading also had a booth in the exhibit area and was included in the Global Reading Network's passport which was distributed to promote all early grade reading presentations.

### **UNESCO Mobile Learning Week – Paris: March 7-11, 2016**

All Children Reading was a sponsor of this year's MLW and had a featured exhibit area at the venue. In addition, ACR GCD was represented at the following workshops/symposium:

- Technology and a global book fund: Strategies to put quality books into the hands of early grade learners (All Children Reading)
- Education on the Move: Technology for Quality Education in Refugee Settings (*GIZ presenting on our Landscape Reviews*)

- Keynote address (*Sashwati Banerjee - Executive Director of grantee [Sesame Workshop](#)*)
- The development of basal electronic readers to improve the reading scores of young Cambodian children (*Chhorn Chhayyuth & Run Ul of grantee, [Kampuchean Action for Primary Education](#)*)
- Mobile technology to improve deaf educational access to science, technology, engineering and mathematics (*Soudi Abdelhadi of grantee, [École Nationale Supérieure des Mines de Rabat](#)*)
- StoryWeaver: Using open source and mobile friendly technologies to create access to multilingual reading resources for children (*Purvi Shah of Round 1 grantee, [Pratham Books](#)*)
- Technology-Based Reading Approaches for Children with Disabilities (*All Children Reading*)
- Xavier Project and Eneza Education partnership: [promoting quality learning for refugees in Kenya](#) (*Daniel Njuguna of prize competition winner, Xavier Project*)

#### **Activity 1.10 Website Management:**

The following updates/additions were made to the website:

- [Resources](#) – multiple resources have been added to the website including our ACR GCD Info Sheets, policy papers and reports.
- [EduApp4Syria prize competition](#)

**Activity 1.11 Catalyzing Global Action in support of solving the ACR GCD problem:** ACR GCD partners agreed to delay the establishment of an advisory board until review of ACR GCD’s continuation post September 2017. Each agency is respectively reviewing its long-term strategic interest in ACR GCD, with further partner discussion planned in June 2016. The partners recognize the tremendous platform ACR GCD represents to continue attracting innovative approaches to improving literacy in development countries as well as the partnership mechanism it offers.

#### **OBJECTIVE 2 - ACR GCD PARTNER ENGAGEMENT: ACR GCD FOUNDING PARTNERS ARE FULLY INFORMED, CONTRIBUTING TO, AND PARTICIPATING IN DECISIONS AND VARIOUS ACTIVITIES OF ROUND 2.**

WV continues to appreciate the support offered by USAID, World Vision Australia, the Australian Government and contractors DAI (including Melwood Global), STS and InnoCentive. The collaboration, contributions, and participation provided by colleagues at the Global Development Lab is also appreciated.

#### **Activity 2.1 ACR GCD Founding Partners coordination and consultations meetings**

Partner meetings are coordinated monthly by WV, with participation from USAID, the Australian Government and WVAus. WV also coordinates bi-weekly teleconferences, with communication colleagues at USAID E3, DAI, Melwood Global and the Global Development Lab, regarding events and communication activities. In addition, WV is coordinating an in-person ACR GCD partner meeting for June 13-15, 2016 in Washington, D.C.

### **Activity 2.2 Facilitate decision-making throughout award process**

All ACR GCD Partners were involved in key decision-making that included EduApp4Syria, Big Ideas Mobiles for Reading, and disability prize competitions, design planning, events and strategic planning on new activities.

### **Activity 2.3 WV will request and coordinate efforts to be conducted by the Founding Partners in support of Round 2.**

As mentioned above, WV is most appreciative of the support provided by the Partners, notably support in strategic planning, grantee monitoring, prize design, event planning and communications.

### **Activity 2.4 Coordinate with USAID to support and integrate activities with USAID’s other contractual mechanisms.**

As the Fund Manager for Round 2 and as a Cornerstone Partner, WV has strategically engaged with the Global Development Lab. WV also works with USAID contractor, URC, on the Enabling Writers roll-out as well as Tracking and Tracing Books. In also continues to proactively engage with NORC, where appropriate, in their support to Creative Associate’s project in Zambia.

WV convenes bi-weekly communications conference calls with members of the USAID E3, DAI and Melwood Global media and communications teams to coordinate and strategize communicating activities for core activities and explore areas of collaboration with other E3 and Lab activities.

ACR GCD has promoted USAID (including ECCN, Global Reading Network and URC) events, CoP initiatives, and reports via social media, our website, and eNewsletters.

ACR GCD also submitted reporting to USAID’s Global Development Lab on the design, status, outcomes and impact of ACR GCD prize competitions completed or in progress, for USAID’s report to Congress on funding disbursed through a prize competition mechanism.

### **OBJECTIVE 3 - PRIVATE SECTOR ENGAGEMENT: INCREASE PRIVATE SECTOR ENGAGEMENT IN ACR GCD THROUGH FINANCIAL AND TECHNICAL CONTRIBUTIONS IN ORDER TO FOSTER INVESTMENT IN THE SCALING OF INNOVATIONS.**

Progress has been made in attracting new partners to ACR GCD activities. Key conversations with Pearson, ASU/The World Bank and renewed engagement by Orange in this last quarter are likely to lead to collaboration opportunities. As previously noted, Partners are encouraged to attract foundations and private sector investment and/or new partners to enhance and scale innovations.

### **Activity 3.1: Conduct outreach to private partners.**

Discussions continued around prize designs with previously identified partners: Norad, NTNU, INEE, GIZ, Creative Associates, and ASU/The World Bank.

Over the last quarter five new potential partnerships opportunities have developed.

- **Pearson** Meetings in Paris during UNESCO’s Mobile Learning Week resulted in three potential partnership activities:
  - Co-sponsored themed Writers Workshops in one or two countries focused on STEM, gender, or other topics
  - EVOKE, youth social innovator digital game on literacy, which could be implemented in English as a global campaign/advocacy initiative to draw youth into positive social action to support literacy efforts in their communities; as well as launched at a country level. Countries proposed to date for a potential consideration include the Philippines, Kenya, Rwanda, and Brazil. This would also be in partnership ASU/The World Bank.
  - Tracking and Tracing Books – WV Australia has a relationship with Pearson Australia and anticipates shipping at least one 40ft container of books to our first field test location in Malawi this summer. The ACR GCD team is reviewing whether or not the timing of the shipment will align with the field testing of the T&T system in Malawi.
- **Microsoft**
  - Renewed contact has opened conversations on Microsoft hosting Bloom software on their platform of literacy resources as well as assessing if the design features of Chekhov, Microsoft’s authoring tool, can embed decoding/leveling functionality. Conversations between technical developers will be held on April 29<sup>th</sup>.
- **Orange**
  - While not new to supporting ACR GCD, the following activities were discussed for collaboration in our meeting in Paris:
    - Bloom UX Review
    - Writers Workshop in Mali and/or Jordan
    - E-payment Scoping report
    - Technical expertise in enhancement of Tracking and Tracing system and/or support of disability prize design.
- **UNICEF**
  - As part of our disability research and outreach, significant time has been spent with UNICEF in review of their universal design tablet project. ACR GCD will be meeting with them in NYC to discuss further collaboration on their proposed project roll-out as well as supplementary activities that align with our pursuit of a disability prize competition. ACR GCD anticipates future partnership with UNICEF on disability activities.
- **Worldreader**
  - Provide Bloom software training at Worldreader Digital Reading Summits.
    - April 4-6 Accra
    - April 12-13 Kenya
  - Worldreader would like to be able to invite staff to one of our Bloom Writers Workshop
  - Would love to have access to the mother tongue books created through ACR GCD ...especially Haitian Creole.

- Willing to host a mReading CoP meeting for west coast at their office
- Expressed some interest in working together on a prize...possibly the disability prize.

**Activity 3.2: Increase private sector contributions.**

None applicable in Q2.

**Activity 3.3: Link grantees with promising innovations to potential donors/stakeholders for scale up.**

None applicable in Q2.

**Personnel**

None applicable in Q2.

**Budget:**

An SF 425 accompanies this report.

**Next Quarter Plans:**

Please find below highlights of key activities that will occur in Q3 2016:

- Develop strategy and timeline of Children with Disabilities prize
- Announce winner of Big Ideas/Mobiles for Reading competition
- Announce finalists for EduApp4Syria competition
- Events and webinars to profile our two EiE landscape reviews
- Finalization of all grant project baseline assessments (IDRT pending)
- Develop grantee end-of-project timeline plan inclusive of exploring cost, timing and research implications
- Monitoring/communications visits to Philippines - by the USAID Mission and DFAT (April)
- Completion of all baseline reports
- Launch of RFP for guidebook to effective digital gaming development for literacy in developing countries
- Host ACR GCD Annual Partners Meeting

**Conclusion**

Q2 reflected a significant investment of time to prepare for our presentations at CIES and UNESCO Mobile Learning Week, technical assistance and communication support for the EduApp4Syria competition, and field visits. The Tracking and Tracing Books prize competition progressed rapidly this quarter as findings from the Scoping Trip were incorporated into the software design in preparation for field testing this summer. The Bloom software roll-out process was officially launched this quarter with an in-country writer's workshop and the development of the "Writers Workshop" RFP, launched in April 2016. WV continues providing capacity building and technical support to improve the research design and implementation of grant projects. This close coordination is providing significant learning opportunities, based on both challenges and successes, of using technology to support literacy.