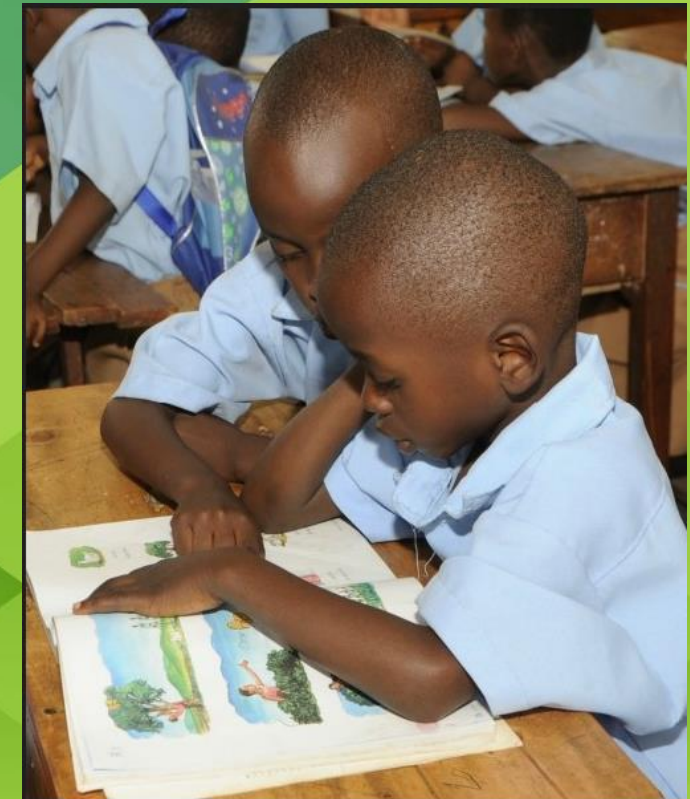


Foundational Learning Knowledge Café

Books for All: How to Ensure Every Child Has the Texts They Need to Learn to Read



April 20, 2023

The Accelerator Program : Providing “Oil” to the Foundational Learning Engine



in partnership with the Bill & Melinda Gates Foundation, FCDO, UNESCO’s Institute of Statistics, and USAID

The Program provides **recognition and technical and financial assistance** to help countries improve foundational learning skills, particularly **early grade reading**.

It **complements the participating governments’ existing efforts** by providing support to key activities to maximize the engine’s impact.

Initially working with: State of Ceará, Brazil; Kenya*; Mozambique*; Niger*; Edo State, Nigeria*; Pakistan; Rwanda*; and Sierra Leone

Accelerator Hypothesis:

- Leverage strong political will to improve outcomes (**commitment**)
- Set explicit foundational learning targets (**focus**)
- Ensure evidence-based plan with financing (**plan**)
- Strengthen implementation capacity (**support**)
- Review progress regularly, adapt, and learn from each other (**accountability**)
- Maintain political commitment and enhance stakeholder engagement (**advocacy**)

Agenda

Welcome by the Accelerator Program	Saamira Halabi, Sr Education Specialist, Accelerator Program co-TTL
Opening and introductions	Scherezad Latif, Practice Manager, HAWE2
Presentation on the Book Supply Chain and World Bank support	Penelope Bender, Lead Reading Specialist, consultant
Lessons learned from Rwanda	Tihtina Zenebe Gebre, Senior Education Specialist
Lessons learned from Niger	Stanislas Honkuy, Education Specialist
Lessons learned from Mozambique	Lucia Nhampossa, Senior Education Specialist
Summary and Resources	Penelope Bender
Q&A, discussion and concluding remarks	Scherezad Latif

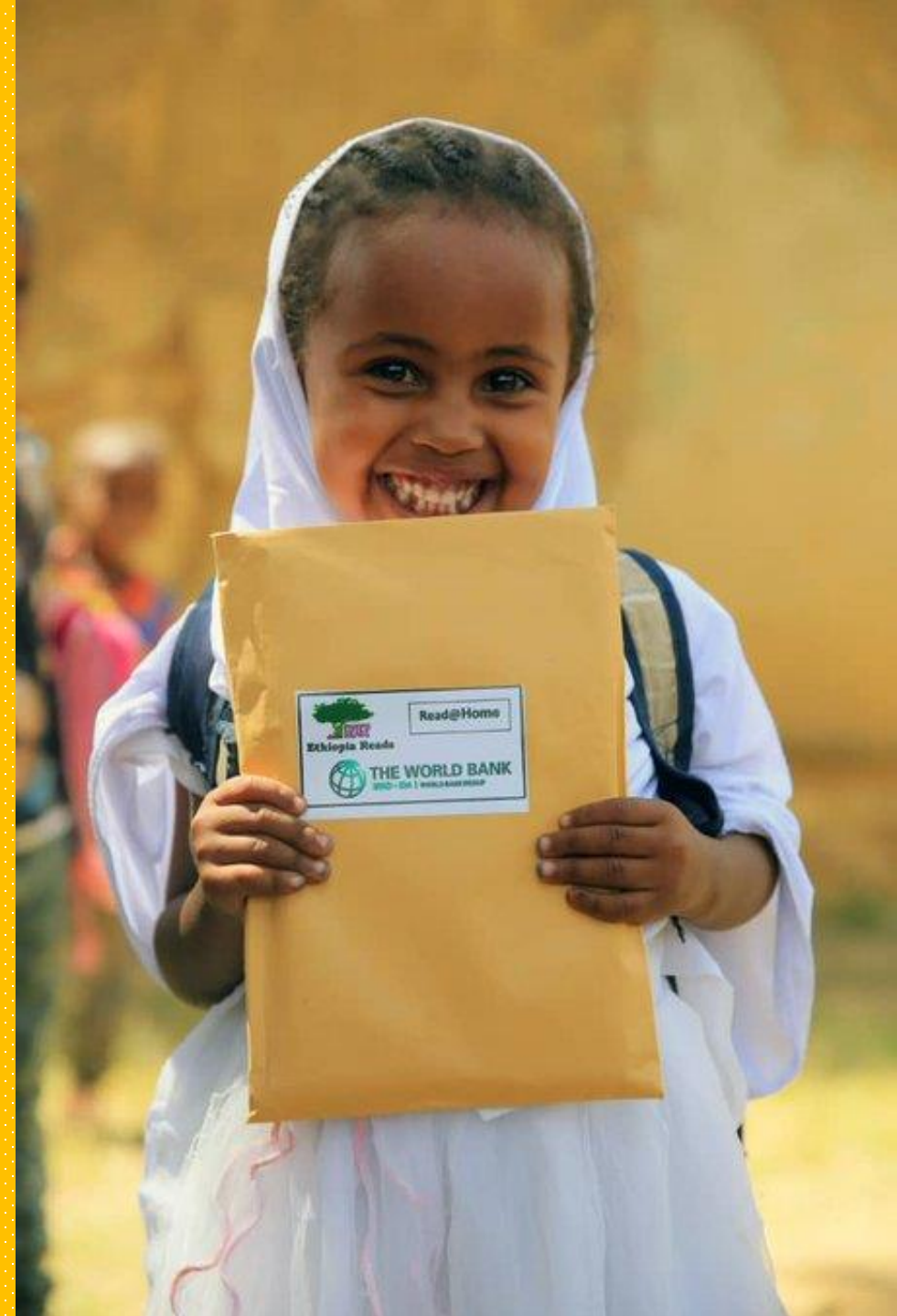


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Getting the Right Books to All Children at the Right Time:

Strengthening Book Provision in World Bank Projects

Penelope Bender
Lead Reading Specialist
April 2023

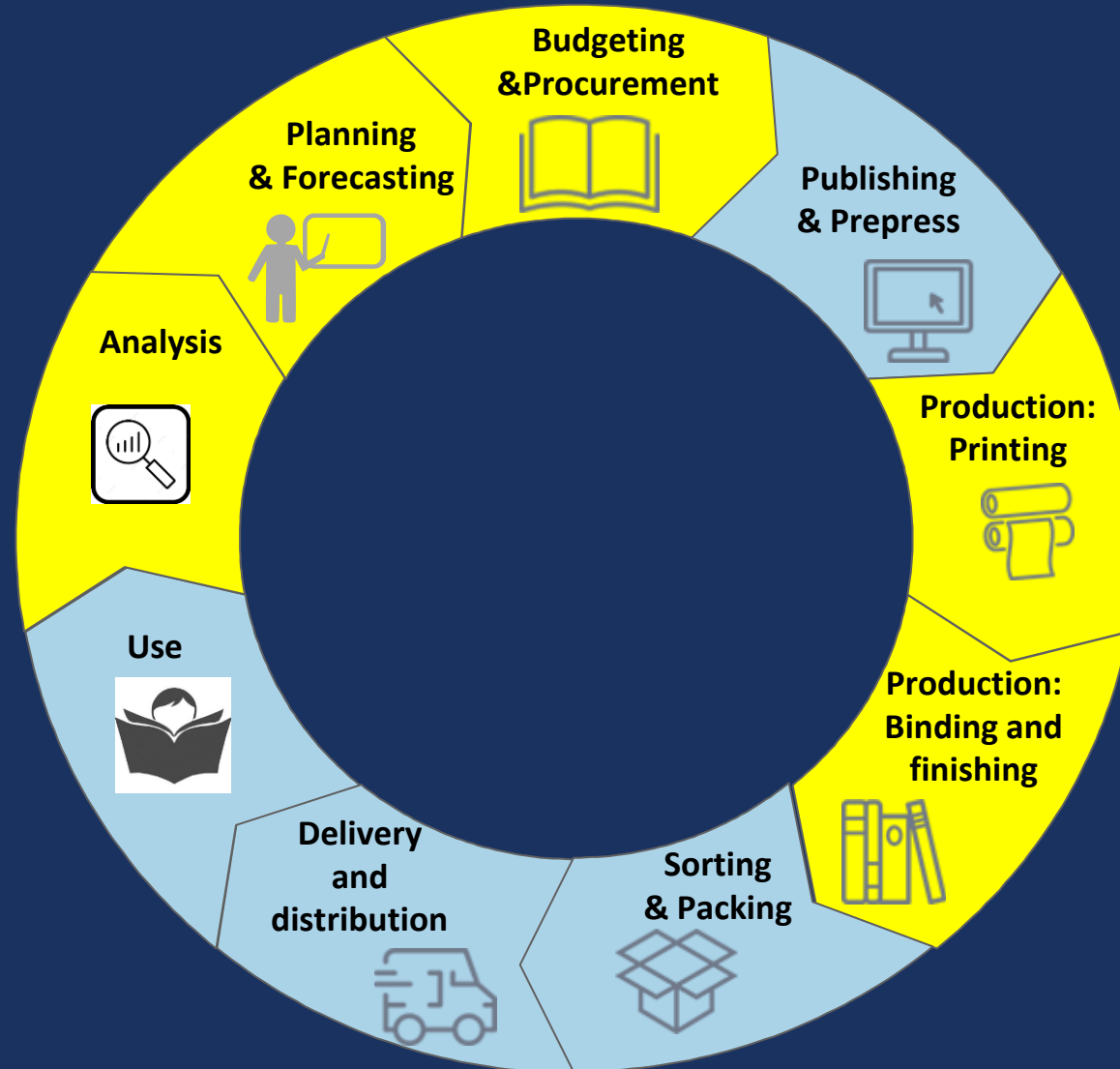


Improving Foundational Literacy and Numeracy and Reducing Learning Poverty Requires Three Kinds of Books:

- Reading and math textbooks: 1 per subject, per child
- Teacher's guides: 1 per subject, per teacher
- Books for reading practice (fiction and non-fiction): At least 50 per class

These books must be in a language students understand, at their instructional level, designed based on evidence (the “science of reading”), and available at the beginning of every school year

Books Reach Classrooms through the Book Supply Chain



Planning to Production



Project Management

- Ensure adequate financing
- Develop and maintain realistic timelines
- Coordinate between actors

Publishing

- Develop content
- Ensure files are ready to print on time, including resolution, margins, rights.

Printing

- Provide correct and reasonable specifications.
- Provide files on time.

Binding/Finishing

- Choose binding that fits the size and expected life of the books.
- Choose finishing that fits the life and use of the books.

Packing to Delivery



Pick and Pack

- Determine how books will be packed prior to printing to reduce costs and delays.
- Have books picked and packed at point of production to reduce loss during delivery.
- Books should be labelled, wrapped and strapped to reduce loss during delivery.



Delivery and Distribution

- Provide distribution plans when printing procurement begins.
- Contract professional logistics companies.
- Use tracking and tracing systems to monitor distribution.



Distribution Verification

- Verify distribution by auditing a sample of distribution locations immediately after distribution and at later intervals.

Use to Analysis



Use

- Ensure that schools and teachers receive an adequate number of books.
- Ensure teachers are trained to use books.
- Include use of books (not presence of books) in coaching, supervision, and inspection protocols.

Stock Management and Replenishment

- Develop and implement simple systems to manage books stocks in schools.
- Develop and implement replenishment programs.

Analysis

- Include government, development partners, and providers in after-action consultations.
- Document lessons learned, both good and bad.
- Share lessons learned, including challenges.

Key Areas of World Bank Support

Planning and Forecasting

- Coordinating book procurements in the country over the life of the project
- Ensuring planned project procurement fits this national plan
- Reviewing budgets to ensure sufficient financing
- Determining book quantities and delivery timelines

Title Selection

- Determining which titles are needed for textbooks, teacher guides, and reading practice
- Determining needed language(s) and levels
- Locating or developing those titles

Procurement

- Training procurement staff
- Developing procurement timelines and documents
- Ensuring competitive, transparent procurement
- Supporting procurement timelines

Distribution Monitoring

- Using a track and trace system for distribution monitoring
- Conducting a sample-based distribution audit
- Developing stock management protocols at school level

Use

- Ensuring book use is built into lesson plans and teacher guides
- Supporting teacher professional development on book use
- Building incentives based on book use at home and school
- Implementing a book replenishment plan

SAHEL READING INITIATIVE

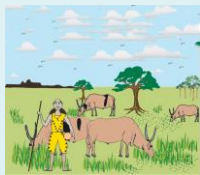


Activities

- Inventory of storybooks in Nigerian languages
- Selection of openly licensed, print-ready books
- Technical workshops to adapt
- Revision and design
- Re-printing and distribution of story books
- Guidance on procurement and printing
- Delivery and utilization in community soon

Data

- 700,000 books in Hausa, Zarma and French
- Low prices made it possible to double number of books
- 5 regions out of 8
- 500 schools
- 130,000 students / 70,000 in Grade 1&2
- 3 NGOs for implementation





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Mozambique: 10 Success Factors in Reducing Printing Costs and Key Lessons

Lúcia Nhampossa

April 20, 2023

Good Procurement → Good Prices and Quality

1. Make procurement predictable
2. Consider separating printing and publishing
3. Use correct, complete, and standard technical specifications
4. Require Polyolefin binding in most cases
5. Select the correct Incoterms to better manage delivery risks
6. Advertise **WIDELY** and provide adequate time for bid submission
7. Make it easy to obtain the bidding documents
8. Answer questions from suppliers promptly
9. Set reasonable timelines
10. Build procurement capacity in the government and in the Bank team



But...there could be some challenges and here are some lessons

- **Keeping/Improving procurement capacity of MoE is probably the most important out of the 10 factors:** a change on technical assistance policy resulted in reduced capacity to manage procurement in the MoE, leading to systematic delays and increased prices.
- In capacity constrained settings, **adopting multi-year framework agreements** can help reducing the burden over stretched procurement departments, while keeping good prices and quality.
- Printing quality books efficiently is great, but not enough to have them in the hands of the children and teachers: book's distribution to schools can be a huge challenge, especially in low infrastructure context and limited accountability structures. **Track and Trace Systems and incentives** to key stakeholders for timely delivery can help.

Key lessons to date from Read@Home procurement support

- Thousands of open licensed titles in hundreds of languages have been developed over the last decade—but they're not always perfect. Build in time to review.
- Prices drop when procurement is conducted correctly, allowing teams to buy thousands of additional books.
- Distribution monitoring remains an issue; R@H is developing a low cost, simple, open source, QR-code based tracking system that will be ready this summer.
- Book use must be built into lessons, teacher professional development, and supervisor's expectations.
- Strengthening book supply chains is iterative. Remember Mozambique and persist!

We're Here to Help:

Resources from Read@Home, REACH, and the Global Book Alliance

Your sources for guidance and tools to:

- Analyze the existing book supply chain and develop a prioritized strategy
- Select and/or develop high quality books in the languages children need
- Figure out how many books you need and how much they should cost
- Survive procurement from beginning to end
- Ensure your books get where they're supposed to go
- Help parents and caregivers engage children in reading
- Support teachers in the use of textbooks, teacher's guides and reading books
- Improve book chains with every cycle of book provision



Results in Education for All Children (REACH) Trust Fund

GLOBAL BOOK ALLIANCE



early
learning
resource
network

The Early Learning Resource Network

(a Read@Home initiative)

Go to the ELRN website to find:

- Openly licensed, **print-ready** books (textbooks, teacher's guides, and books for reading practice) in multiple languages to download, translate, adapt, and print at scale.
- Guidance and tools for book procurement, book design, open licensing, and other aspects of large-scale publishing and printing programs.
- Materials for programs to engage parents and caregivers.
- The ELRN houses more than 2,000 books and resources with new content being added every day.
- New course for book designers coming in May.

<https://www.earlylearningnetwork.org/>



early learning resource network

Selecting and Developing Quality Books

READ@HOME Materials Guidance



Photo: ©UNICEF

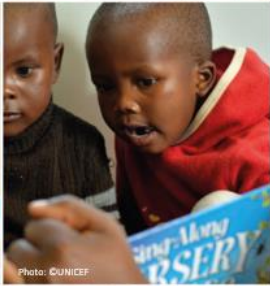


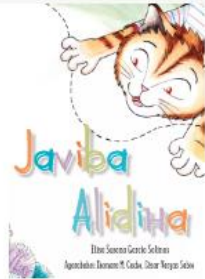
Photo: ©UNICEF



early learning resource network

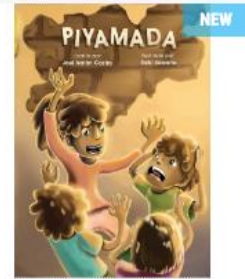
BOOKS LANGUAGES COUNTRIES LEVELS GUIDANCE PUBLICATIONS ORGANIZATIONS Q

Select books from any country >



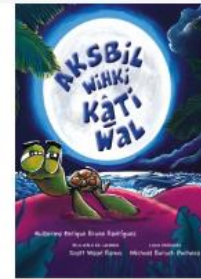
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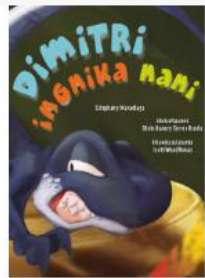
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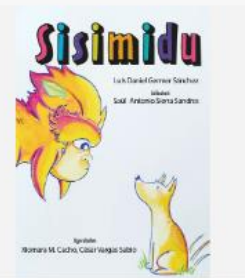
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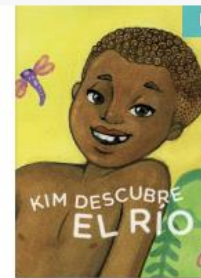
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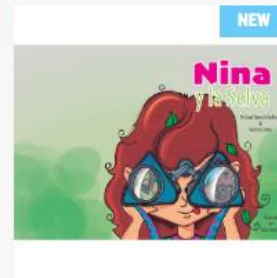
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Kim Descubre el Rio
Spanish, Honduras

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Nina y la Selva
Spanish, Honduras

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VIEW ALL





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Support for Book Procurement



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BOOKS LANGUAGES COUNTRIES LEVELS GUIDANCE PUBLICATIONS ORGANIZATIONS Q

PROCUREMENT SUPPORT

Read@Home supports countries and teams with just-in-time technical assistance to complement country efforts to: (i) source, select, and procure quality reading and learning materials for children in appropriate languages and accompanying materials for parents and caregivers; and (ii) improve efficiency and reduce costs in book procurement and distribution.

The team has produced a range of global public goods, including:

[Read@Home: Using the World Bank Bidding Document for Books](#)

This Guidance Note is designed to support government and World Bank teams in preparing accurate and complete bidding documents for books, evaluating proposals, and awarding contracts.

Author: Jung-Hwan Choi
Publisher: World Bank Group

DOWNLOAD

[Incoterms and Insurance: Guidance for World Bank Procurement of Textbooks and Reading Books](#)

The Incoterms rules have become an essential part of the daily language of trade.

Author: World Bank
Publisher: World Bank Group

DOWNLOAD

[Read@Home Guide for Writers, Illustrators, and Designers of Books for Young Readers](#)

This Guidance Note was created for the Read@Home project to help writers, illustrators, and designers create books for young children to share with their families at home. Of course, such books may be used in schools as well. In either case, these will be enjoyable books that children will want to read, so they will learn to love reading and develop the life-long habit of reading.

Author: World Bank
Publisher: World Bank Group



READ@HOME PROCUREMENT SUPPORT

10 SUCCESS FACTORS IN THE PROCUREMENT OF
PRINTING OF TEACHING & LEARNING MATERIALS
The Case of Mozambique
June 2021

Low cost, high quality printing of teaching & learning materials¹ (TLM) requires well-designed and highly competitive procurement. Since 2010, Mozambique has implemented a range of measures to reduce costs over time, making its printing procurement possibly the most competitive in Africa. As a result, printed pages purchased by Mozambique cost less than half of those purchased across the channel in Madagascar. Many other countries are also paying overly high unit costs for TLM. Mozambique's success story can be replicated elsewhere by introducing the following success factors.



SUCCESS FACTORS IN MOZAMBIQUE

Success Factor #1: Make Procurement Predictable
Mozambique developed a medium-term textbook provision schedule as part of the education project's Implementation Plan. The schedule mapped curriculum revision by grade level and the corresponding procurement of textbooks. It showed the reordering and phase out of books of the outgoing curriculum and the procurement of books in time for the introduction of the incoming, revised curriculum. Quantities were planned to include projected enrollment growth and book replacement needs. The plan made it possible to budget the funds and time for procurement, making the procurement cycle predictable for government and bidders over multiple years.

¹ Teaching and Learning Materials: textbooks, teacher's guides, and supplementary materials, including storybooks, non-fiction reading books, and workbooks.



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Support for Parents and Caregivers

Read@Home

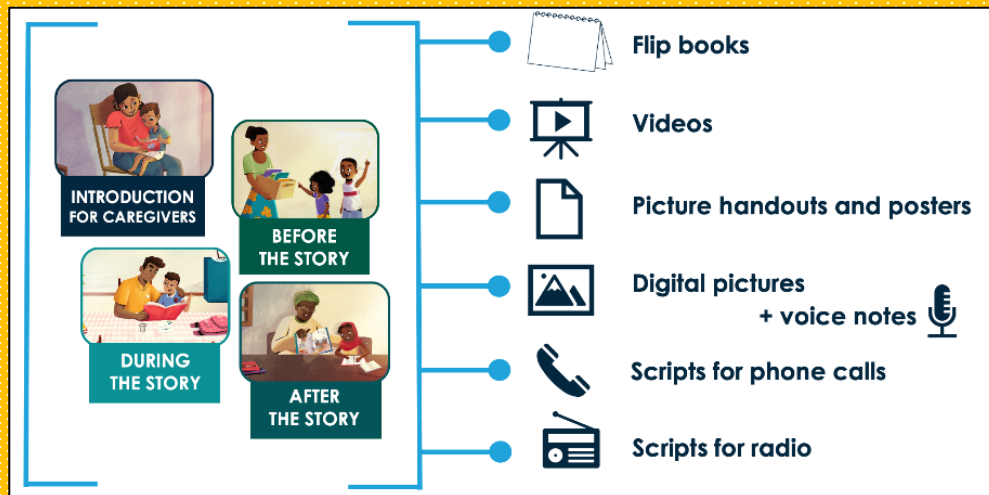
ORIENTATION BOOKLET FLIP BOOKS ANIMATION VIDEOS HANDOUTS DIGITAL IMAGES POSTERS RADIO

BROWSE OUR RESOURCES

ORIENTATION BOOKLET	FLIP BOOKS
ANIMATIONS	DEMONSTRATION VIDEOS
HANDOUTS	DIGITAL IMAGES AND VOICE NOTES
POSTERS	MATERIALS FOR RADIO

Read@Home: **Guidance for Caregivers**
FACILITATOR FLIP BOOK

WORLD BANK GROUP



Videos

Animations

- 2-5 minutes each (shorter clips also available)
- Available in English, French, Portuguese and Spanish

1. Introduction (02:22) 2. Before the Story (01:59)

3. During the Story (05:02) 4. After the Story (02:19)

Real-life demonstration videos

- Three videos with a voice-over explaining the techniques demonstrated in the video

DEMO 1

- Setting up a reading activity
- Asking questions about the characters and events
- Demonstrating, discussing and explaining emotions
- Making connections between the book and the child's world

DEMO 2

- Making connections between the book and the child's world
- Using the pictures and other household objects to help children understand different categories (e.g., shapes and colors)

DEMO 3

- Listening to child read aloud and asking them questions about what they are reading
- Discussing new words or concepts
- Reinforcing learning
- Involving other family members



Resources and support:
Read@Home team
pbender@worldbank.org



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<https://www.earlylearningnetwork.org/>

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<https://www.worldbank.org/en/programs/reach>

THANK YOU



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