

ALL
CHILDREN
READING:
A GRAND CHALLENGE
FOR DEVELOPMENT

Technology to Support Effective Education Systems



Anthony Bloome,
Senior Education Technology
Specialist, USAID



USAID
FROM THE AMERICAN PEOPLE



ALL CHILDREN READING GRAND CHALLENGE

Grand Challenges for Development are rooted in two fundamental beliefs about international development:

- Science and technology, when applied appropriately, can have transformational effects; and
- Engaging the world in the quest for solutions is critical to instigating breakthrough progress.

ACR GCD is an ongoing series of competitions that leverages science and technology to create and apply scalable solutions to improve literacy skills of early grade learners in developing countries.

INNOVATION IS RECIPROCAL

Literacy is a global challenge. Through All Children Reading, innovators and communities around the world work interdependently to develop and test solutions to advance child literacy.



GLOBAL BOOK FUND PARTNERS

Title Development: Enabling Writers

Title Access: Global Reading Repository

Supply Chain Management: “Track and Trace”

ENABLING WRITERS

Benefits of the Software

- Use the software to quickly develop books relevant to your own work in early grade reading
- Schools, teachers, authors and others can use the software to develop local language early grade reading books
- **Current RFP submissions due May 13th**

#EnablingWriters

Let's grow a library
Bloom

writing made simple...

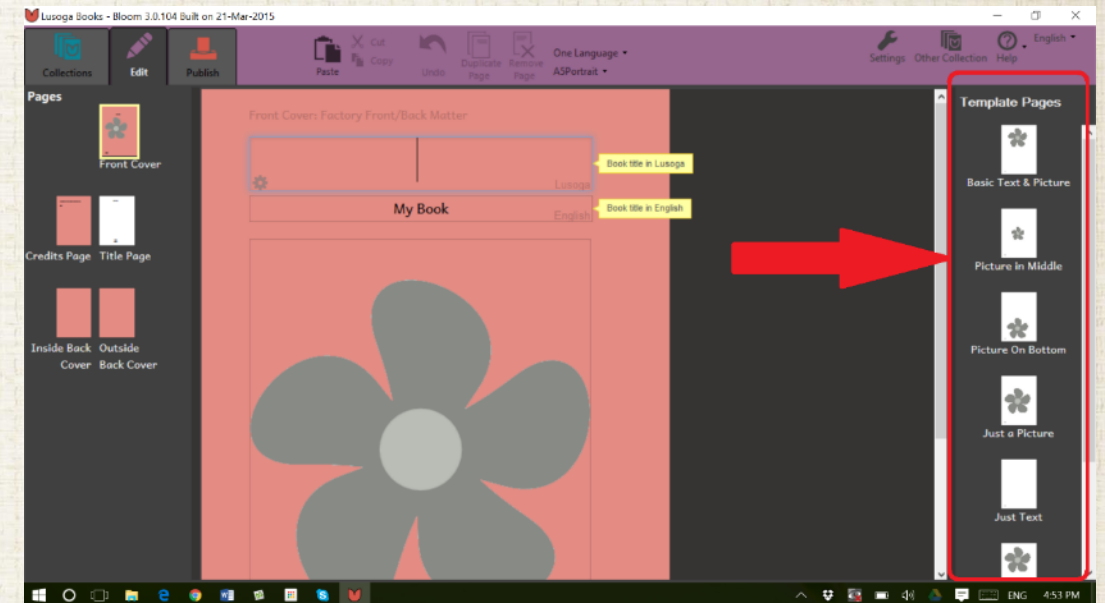
ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT

Enabling Writers is a \$100,000 prize competition to incentivize the development of software that helps writers draft texts to improve reading skills of children in developing countries.

www.allchildrenreading.org

WHAT DOES BLOOM OFFER?

- Templates and Books Ready to Adapt to New Languages
- Accommodation for a variety of content and interface languages
- Can be configured for language-specific decodable stages and levels



IN-COUNTRY SOFTWARE TRAINING

Lessons Learned

Bloom Software Training January 25-29, Ethiopia

- A defined scope and sequence is needed for each language to be supported in the workshop
- A leveling scheme should also be in place
- The training should fit into a broader context — an existing reading program where participants are prepared to write SRMs
- If there are established criteria for SRMs in the context of the training, those should also be available
- Incorporate artists to sketch images to enhance materials



Baraton Boontu
kesumaa wajin.



ሁለቱም እንስሳቱን ለመግደል ተዘጋጁ፤ ዝናብ መዝናብ ጀመረ፤ ጎርፍ በዝቅተኛው ዋሻ መግባት ጀመረ፤ ጎርፉ አንበሳውን አንበሳውን ይዞ ወደ ሁለተኛው መግቢያ ወሰደው፤ በከፍተኛው ዋሻ ግን ምንም ጎርፍ አልገባም። ቀበሮ ም ብቻዋን ግመልንና ላምን ለራስዋ አደረገች።



ህዝብ ለድርቅ ተጋለጠ።

Illino caused famine and displacement.

ህዝቢ ንድርቁ ተሳጢሑ።

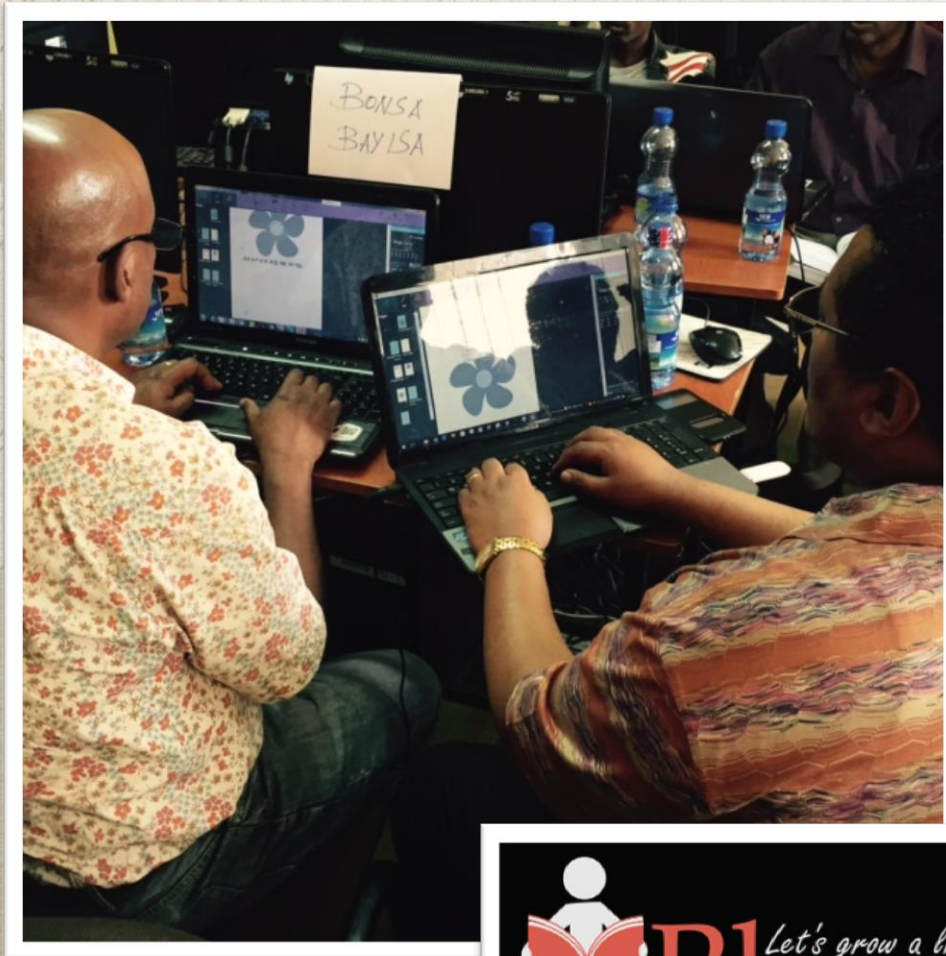


ትምህርትቤቶች ተክል ለመትክል ተስማሙ።

Schools expressed their deep concern and reach consensus to plant trees.

አብያተ-ትምህርቲ ተኸሉ ንኸትክል ተስማሙ።

GLOBAL ROLL-OUT



- **URC RFP** – **May 13th** deadline
 - identified countries/languages – multi-track (3 awards)
 - high priority country track (1 award);
 - and individual partner country track (4 awards)
- **EcoSystem** – complementary roll-out
 - Community-driven
 - Multiple partners
 - Themed workshops (e.g., S.T.E.M., gender)
 - University engagement
 - Accessibility



GLOBAL READING REPOSITORY

- **OBJECTIVE:**

- To provide easy access to print-ready mother-tongue (MT) textbooks and SRMs

- **MEANS:**

- A searchable digital library (DL)

- **METHODOLOGY**

- Document review
- Stakeholder interviews
- Review of 10 DLs offering books
- Assessment of current tools / good practices



FINDINGS

- **MIX OF CREATIVE COMMONS (OPEN) CONTENT & PROPRIETARY — HIGHLY DESIRABLE**
 - Strong support for inclusion of national / local publishers
 - Creative Commons **critical** for cost, modifications
- **QUALITY CERTIFICATION — HIGHLY DESIRABLE**
 - Increase efficiency / effectiveness of discovery
- **RESOURCES ALLOCATED FOR CONTENT INTAKE — DESIRABLE (RECOMMENDED)**
 - Accurate metadata, quality certification, reading level
 - Open and managed processes
- **LOW-BANDWIDTH OPERATION— HIGHLY DESIRABLE**
- **ACCESSIBILITY – DESIRABLE (RECOMMENDED)**

NEXT STEPS – 6 MONTHS

- **FIRST STAGE DESIGNS**
 - Preliminary material identification/acquisition
 - Collation
 - Discoverability
- **EXPLORING OPPORTUNITIES FOR PARTNERSHIP**
- **ORGANIZING ACTIVITY AREAS FOR WORKING GROUPS**
 - Technology
 - Content
 - Accessibility

THE PROBLEM

To learn to read,
students need
books

(textbooks and
supplemental reading
materials).

Unfortunately,

even when books are
purchased,
they often do not arrive at
schools.

ABOUT **HALF OF**
TEXTBOOKS ARE WASTED
IN SOME SSA COUNTRIES
AND **20% ANNUAL LOSS**
AND DAMAGE IS NOT
UNUSUAL¹.

Cost: Damage and waste
caused by poor warehousing
and distribution
systems is an important
contributor to high textbook
costs and low availability.



¹Fredriksen, Birger; Brar, Sukhdeep; Trucano, Michael. "Getting Textbooks to Every Child in Sub-Saharan Africa." The World Bank. 2016

THE PRIZE COMPETITION

Finalists

60 submissions
from 25 countries

- 4 North America
- 2 South America
- 5 Africa
- 5 Asia
- 8 Europe
- 1 Australia



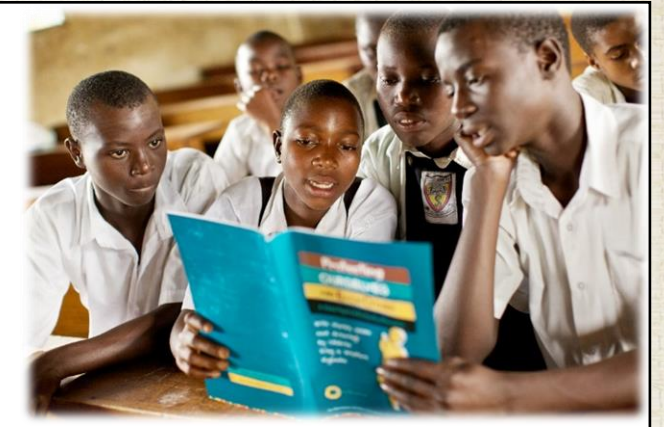
Community Systems Foundation (CSF)
Ann Arbor, Michigan



Community Systems Foundation



John Snow, Inc. (JSI)
Boston, Massachusetts



John Snow, Inc.

AN INTEGRATED INTERVENTION

Components

- Smartphone reads barcodes at each stage of delivery process
- Data stored on the cloud or in-country servers
- Access through a web-based dashboard for Ministry of Education and donor officials
- Stakeholders can ask and receive answers to the four questions by text or by voice (using a phone tree)



SEEKING A SOLUTION

How can we design a system that allows a stakeholder, with a simple feature phone to:

- ✓ Obtain answers about the book delivery status
- ✓ Directly contact the person responsible for delivering books to a school

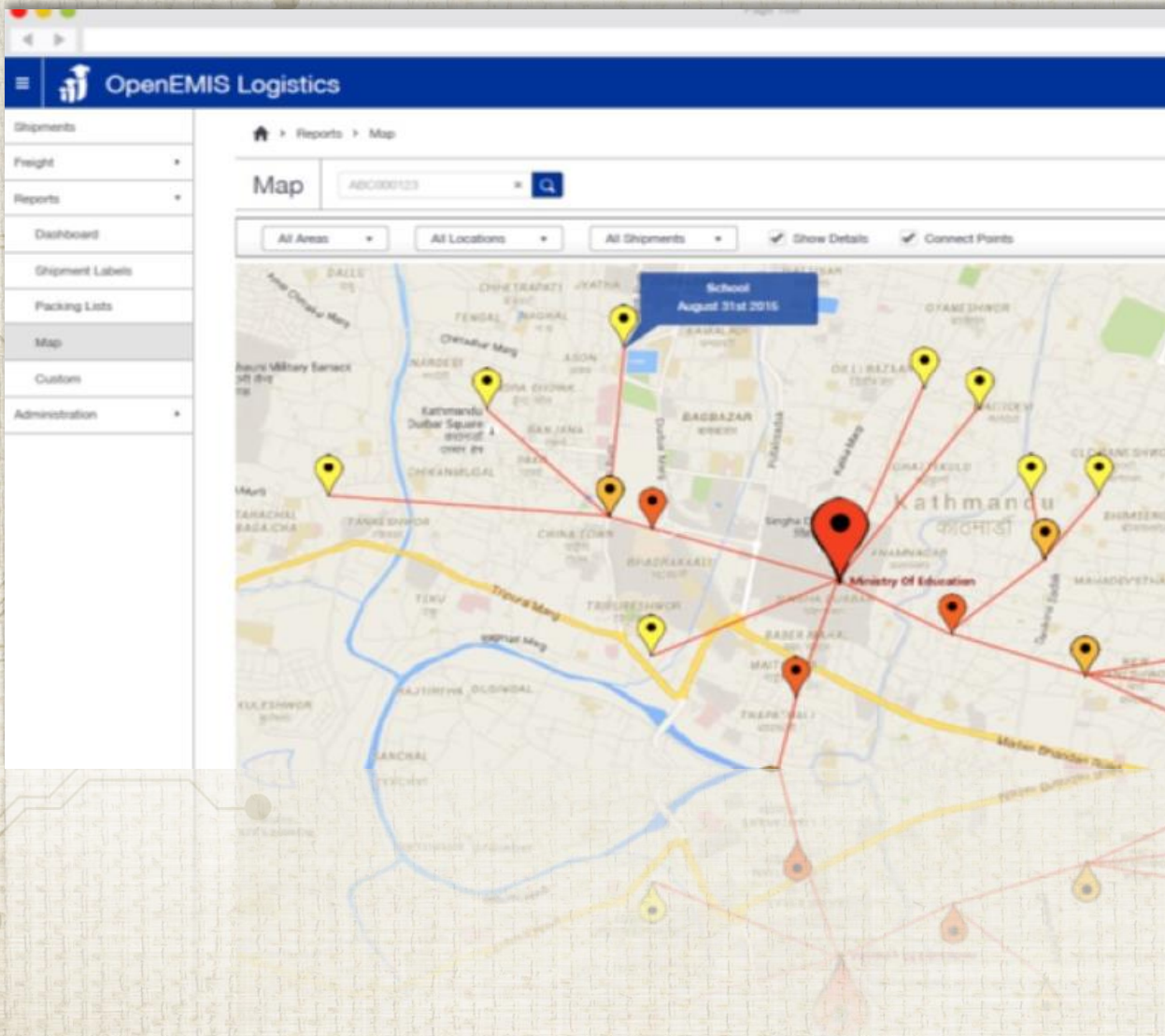


Questions that Should be Answered

1. What books should arrive at this school?
2. When should the books arrive?
3. Where are the books now?
4. How can I contact the person responsible for this shipment?



T&T USER INTERFACE



Your child was registered in C-0003, and will receive the following textbooks: Evaluation a systematic approach.

Your order "[283716395](#)" is dispatched, and should be delivered on "2015-10-20".

Order expected delivery date has been updated to "2015-10-20".

Text Message Send

Order expected delivery date has been updated to "2015-10-20".

ROLL-OUT TIMELINE

February 2016

Scoping Trip

- ✓ Members from ACR (USAID & World Vision), JSI and CSF traveled to Malawi
- ✓ Stakeholder Meetings held with Ministry of Education, printers, distributors, non-education sector colleagues and community members
- ✓ Laid the groundwork for Field Test

1. What software refinements are needed prior to field testing?
2. Were assumptions about the system accurate?

Summer 2016

Field Test

- ❑ Initial field test will be in Malawi
- ❑ Goal will be to track and trace a percentage of an actual distribution
- ❑ Will involve integrated CSF and JSI systems
- ❑ Test the system use with all actors in book distribution processes

1. How can the field test align with upcoming procurements?
2. What preparations are necessary for field testing?

Early 2017

Roll Out

- ❑ Final software refinements
- ❑ Marketing and promotion of the software system
- ❑ Determine goals for roll-out and an implementation plan for use in multiple contexts
- ❑ Tracking and Tracing software will be open-source and available to all

1. What mechanisms will allow for the most widespread use of the tracking and tracing system?
2. How will the system be promoted?
3. What does handover look like?

Key Activities

Questions

CONTACT

FOR MORE INFORMATION:

ANTHONY BLOOME
ABLOOME@USAID.GOV



www.AllChildrenReading.org