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FROM THE AMERICAN PEOPLE

# Solving the Global Learning Crisis: A Global Book Fund

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@USAIDEducation



#LetGirlsLearn

#endpoverty

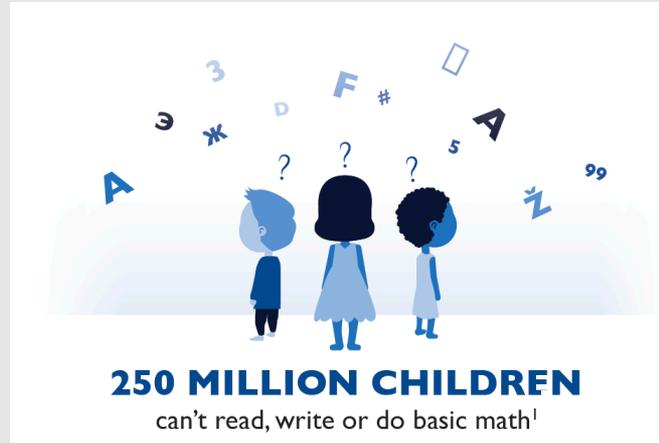


## There is a Global Learning Crisis

In many countries,  
more than

**50 %**

of students **can't**  
**read a single**  
**word** after several  
years of school.



This hidden  
epidemic costs  
governments and  
economies

**US \$129**  
**BILLION**



## Books are essential for learning to read



*‘Studies using a variety of research methodologies find that **textbooks and learning materials** show the **highest incidence of impact** for improving primary school outcomes in many developing countries.’*

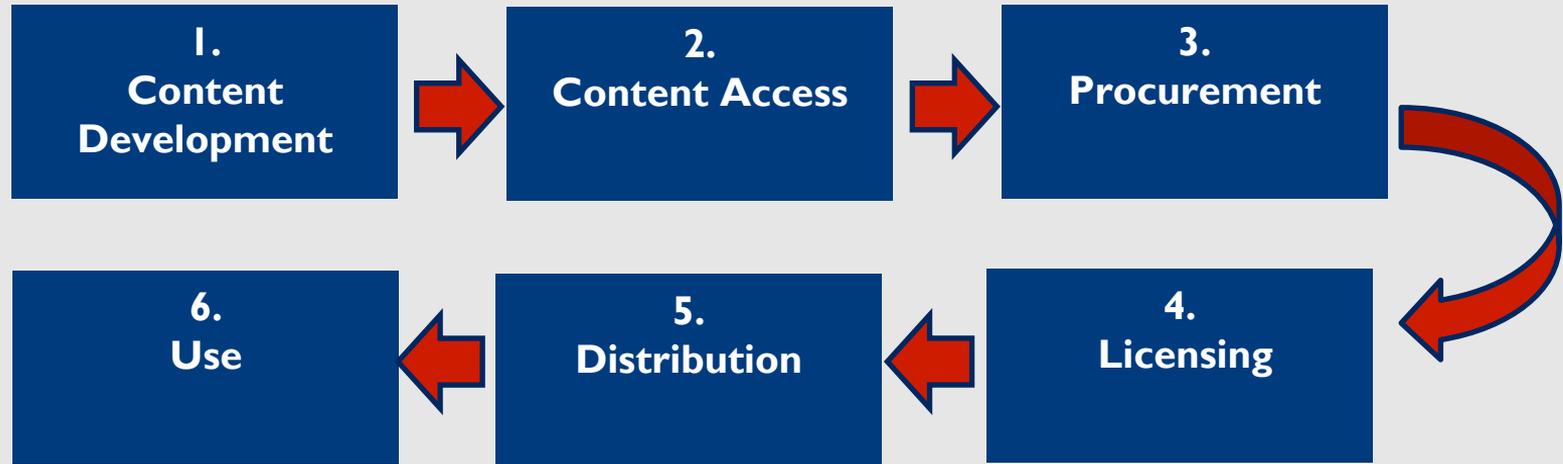


## And books are not available

- There are not enough books in **languages children know**.
- Books are not available across borders and languages.
- Book costs are too high.
- Distribution systems are inefficient.

Country	Percentage of Children Tested with 1:1 Textbook Access
Malawi	27%
Zambia	23%
Kenya	18%
Uganda	17%
Zimbabwe	15%
Tanzania	4%

**A Global Book Fund would address each link in the book chain:**



# Book Chain Challenges

## 1. Content Development

- Lack of high quality books in many countries
- Lack of books in languages students speak and understand
- Content production traditionally complex
- Copyright and licensing barriers

## 2. Content Access

- Books are unavailable cross-project, cross-country, and cross-language
- Existing titles cannot be “re-versioned” for different languages/cultures
- Books disappear post-project

## Book Chain Challenges

### 3. Procurement

- Demand and funding are erratic
- Purchases are uncoordinated
- Costs vary hugely cross-country
- Technical specifications do not optimize cost-effectiveness

### 4. Licensing

- Open licensing not widely used
- “Automatic” copyright restricts reuse
- NGOs and donors have often restricted reuse, revision, adaptation

## Book Chain Challenges

### 5. Distribution

- Textbooks and materials go astray at all levels of the system
- Lack of transparency and accountability leads to rent-seeking, which in turn is a disincentive to create more efficient, less corrupt distribution systems
- No globally accepted “home” for early grade reading material
- Print copies stored wherever/however and eventually ruined
- Digital copies not systematically assembled and often cease to exist

### 6. Use

- Even when books get to a school, they don't always get into classrooms
- The recurrent costs and actions associated with replenishing the supply are rarely taken into account

## Solutions: Developing a Global Book Fund

- Partnership
- Title Development: Enabling Writers
- Title Access: Materials Inventories and Licensing
- Title Access: Global Reading Repository
- Supply Chain Management Development/"Track and Trace"
- Country proof of concept activities
- Procurement and Finance
- Improving Use: Core programming

# The Solution: A Global Book Fund

## Access to quality reading materials:

- improves literacy rates
- reduces income and gender inequality
- supports the development of stable and more prosperous societies



## How Can YOU Get Involved?



**Join the Steering Committee or Advisory Group**



**Participate in global and regional concept development meetings**



**Contribute to the Enabling Writers rollout, use CC licensing, contribute to the Global Reading Repository**

Contact Penelope Bender ([pbender@usaid.gov](mailto:pbender@usaid.gov)) for more information

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