

STREAMLINING SUCCESS THROUGH SYSTEM-WIDE EFFORTS:

EMPOWERING EVERY CHILD WITH QUALITY BOOKS BY IMPROVING THE BOOK SUPPLY CHAIN

March 11, 2024



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PARTNERS



Cambodia



Honduras



UPMFM (Universidad Pedagógica Nacional Francisco Morazán)



Rwanda



University of Rwanda

PANEL ORGANIZATION

- LIBROS study overview (10 mins)
- Cambodia case study (15 mins)
- Honduras case study (15 mins)
- Rwanda case study (15 mins)
- Cross-country synthesis (10 mins)
- Questions and discussion (25 mins)



Universidad
Pedagógica Nacional
Francisco Morazán



University of Rwanda

SUPPORTING HOLISTIC & ACTIONABLE RESEARCH IN EDUCATION (SHARE)

- Cooperative agreement between USAID and the University of Notre Dame, implemented alongside partners in higher education (2020-2025)
- SHARE gathers, translates, and produces data and evidence that are accessible to inform decision making in global education.
- Guided by USAID's Learning Agendas, SHARE provides access to exceptional evaluation, research design, and research expertise to support USAID programs around the world.



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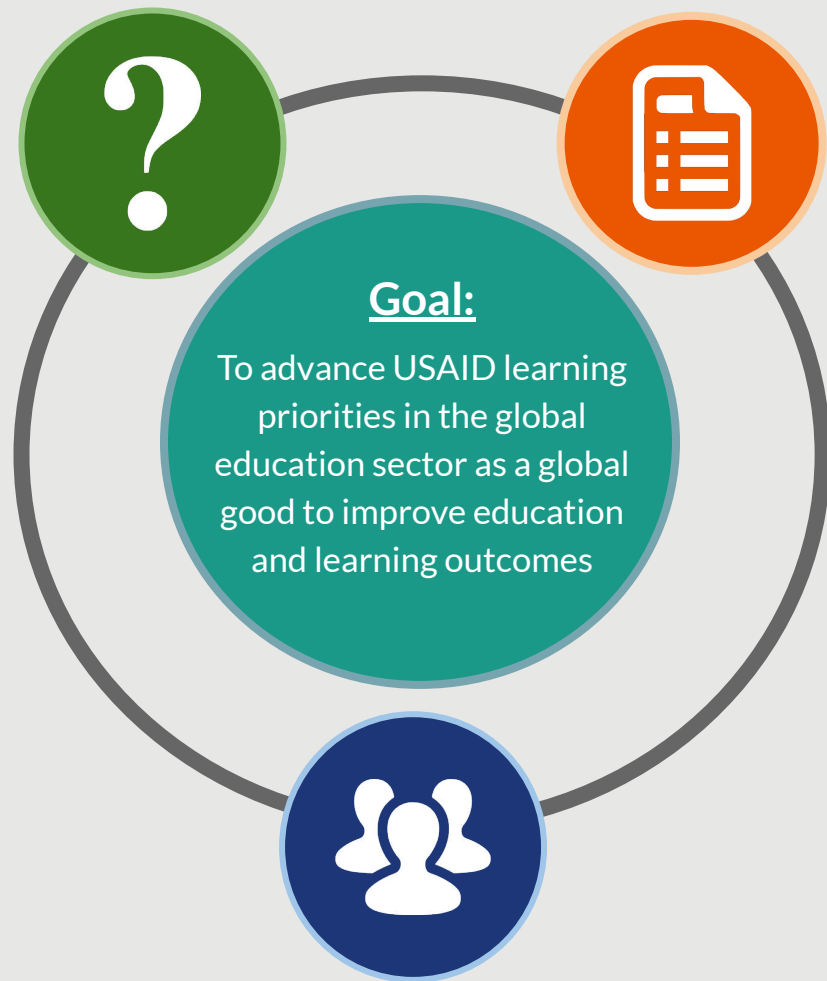
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GLOBAL CENTER
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SHARE RESEARCH STUDIES

- Advance USAID education sector learning priorities through targeted research.
- Strengthen evidence ecosystems to generate, translate, and use data to inform programmatic and investment decisions while addressing USAID learning priorities.
- Provide highly specialized technical assistance to design and implement education research in support of Mission/Bureau Buy-ins.



LEARNING TO IMPROVE BOOK RESOURCE OPERATIONAL SYSTEMS (LIBROS)

- Exploring policy or practice strategies that could enhance **book supply chains** at the primary education level
- Exploring ways to disseminate these strategies across various contexts

USAID Foundational Skills Development LEARNING AGENDA QUESTIONS



Systems Strengthening

1. What are the most critical factors within a system that result in children and youth becoming literate and/or numerate?
2. What works to strengthen the financial and technical capacity of country education systems—to ensure learners gain solid foundational skills?

Sequencing of Interventions



3. When resources are limited, what is the appropriate sequence of intervention across levels and skills to ensure learners gain solid foundational skills?



Education Contributions to Other Development Outcomes

4. What, if any, relationship exists between learning outcomes in primary and secondary schools and positive development-related externalities (e.g., reduced gang violence, reduced migration, and reduced violence extremism) amongst youth?

Pre-Primary Education



5. What pre-primary outcomes are most important for ensuring improved foundational skills amongst all learners in later years?

Language of Instruction



6. How can countries most effectively address issues related to language of instruction to improve learning for all students?



Coaching and Mentoring

7. What characteristics (dosage, frequency, method of delivery, position and characteristics of the coaches/mentors, etc.) are most associated with teacher coaching and mentoring that leads to improved teacher performance and learning outcomes?

Books and Materials



8. What market shaping approaches are most effective for ensuring a sustainable supply of the optimal number of quality books and reading materials for all learners?



Pre-Service and In-Service Teacher Education

9. What are the most effective ways to improve the quality of pre-service teacher training across the various contexts in which USAID works?
10. What in-service training modalities and/or content ensure the transition of improved teacher knowledge to improved classroom instruction across the various contexts in which USAID works?

BOOK SUPPLY CHAIN: A series of activities and processes through which readers receive textbooks and trade books.



RESEARCH SITES & QUESTIONS

Track & Trace

Staff Development

Partnerships in Title
Development and Use



Cambodia



Honduras



Rwanda

- What are the characteristics and perceived impacts of the select strategy?
- How and under what conditions was the strategy developed and implemented?
- What challenges were encountered, and what additional support is required?

RESEARCH GOALS

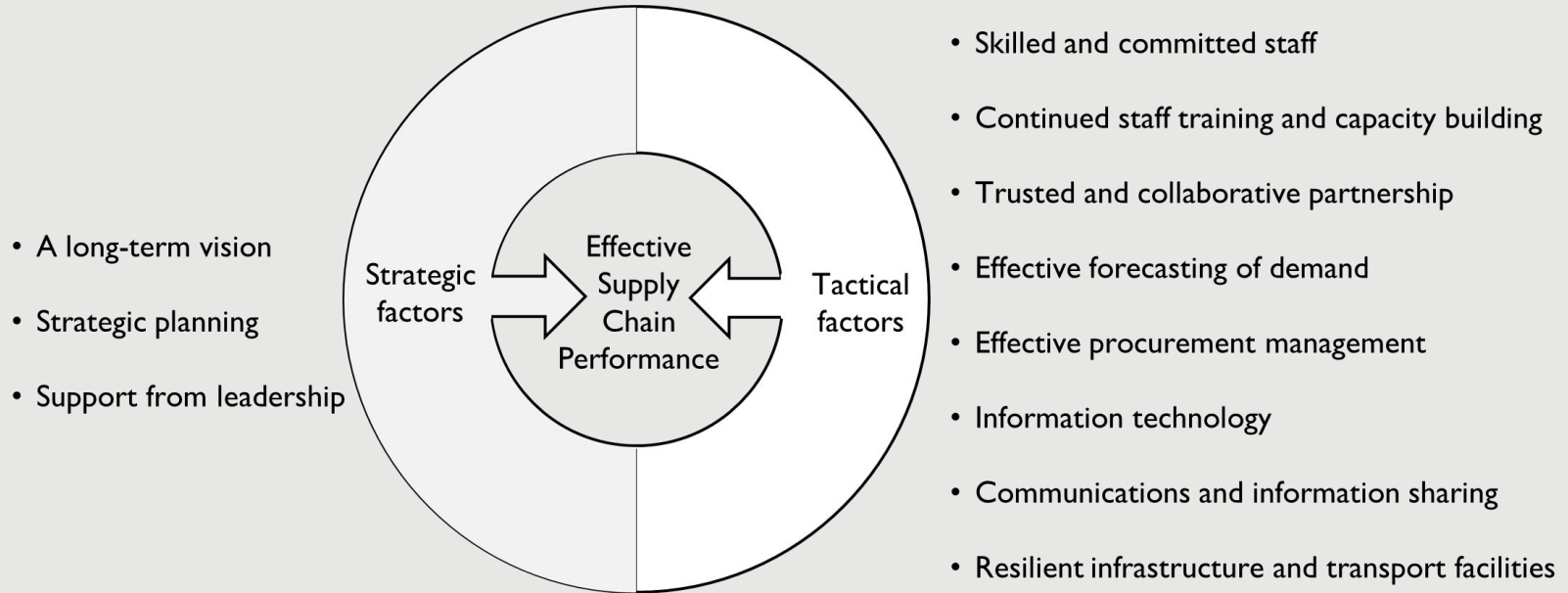
GOAL 1

Within-country: What has worked, *how* and *why*?

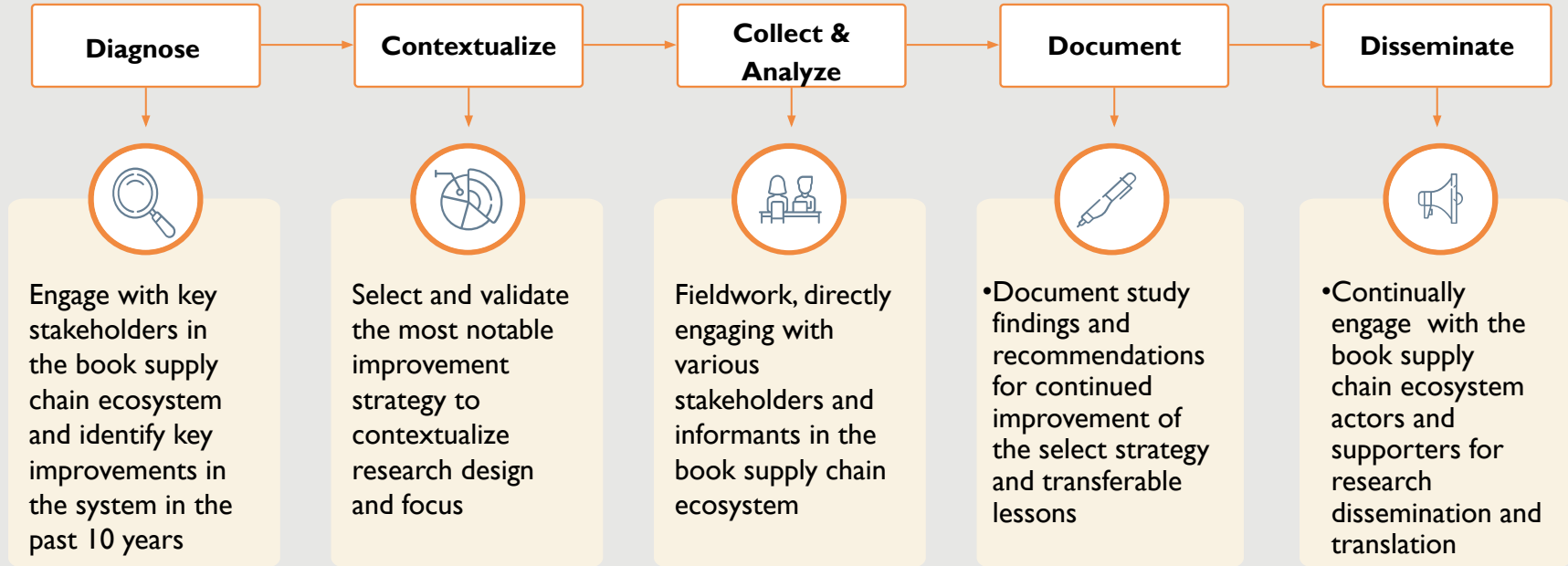
GOAL 2

Cross-countries: What *strategy options* exist, and how might we *transfer* them to other contexts?

CRITICAL SUCCESS FACTORS: Essential factors or activities necessary for an organization, system, or project to achieve its goals.



RESEARCH PHASES



FROM STRENGTH WITHIN: LOCAL CAPACITY STRENGTHENING FOR SYSTEMIC BOOK SUPPLY CHAIN IMPROVEMENT IN HONDURAS

IHER



HONDURAS CONTEXT

INDICATOR	DATA
Area	112,492 km ²
Population	9.1 million
GDP. Per Capita	\$2,816
“Poor” Population	52% (13% extreme poverty)
Economical activity	Agriculture and forestry



HONDURAN EDUCATIONAL SYSTEM

INDICATOR	DATA
Students (Pre-School, Elementary School and High School)	1.8 million
Teachers	60,000
Schools	23,000
Multigrade Classrooms	60% (approx.)
No water service	18%
No electricity service	44%
No internet service	97%



The Honduran educational system presents serious problems in coverage and learning levels.

The lack of educational support materials for student use, such as textbooks and workbooks, is not new in Honduras.

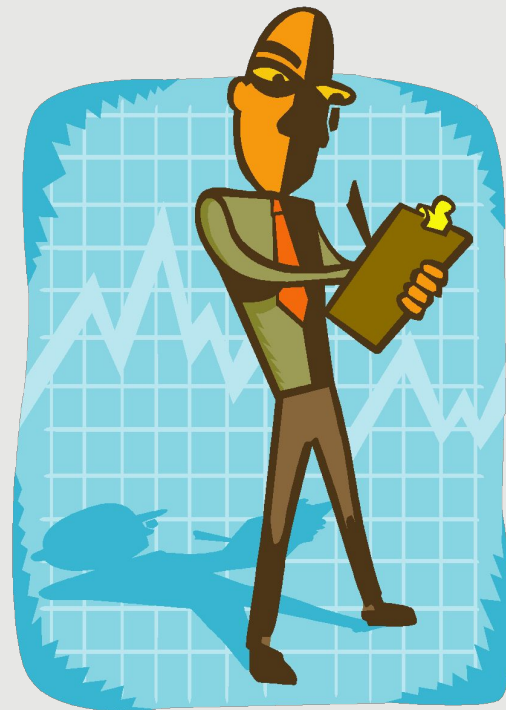
It has been pointed out repeatedly for years: **Serious planning problems regarding the quantities to be printed, the dates of distribution and arrival at educational centers, as well as the effective use in classrooms.**



RESEARCH PURPOSE

Identify factors behind the development and uptake of these strategies in order to identify successful policy and/or programming strategies and supportive implementation conditions that can help improve primary-level book provision in the three study countries and potentially other low- and middle-income countries (LMICs)

The country-specific focus was the development of local capacities in relation to the Supply Chain of primary grade textbooks.



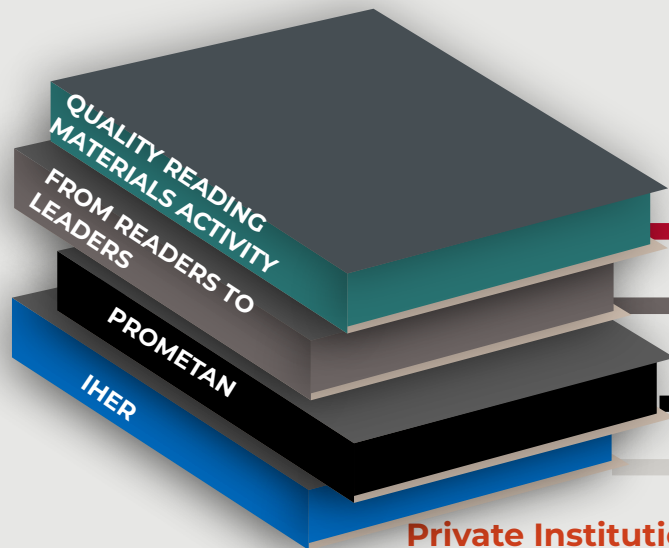


Number	RESEARCH QUESTIONS
1.	What are the characteristics and perceived impacts of a specific strategy designed to improve the book supply chain?
2.	How and under what conditions was the improvement strategy developed and implemented?
3.	What challenges were observed and addressed during the process? What additional supports are required for the success of the book chain improvement strategy?

METHOD

STAGE	TECHNIQUE	PARTICIPANTS	PURPOSE
1. DIAGNOSTIC	Document review and interview with key informants.	- Documents on Supply Chain from the last 10 years. - More than 30 national and foreign key informants from a dozen units of the Ministry of Education and projects, several of them already separated from their government work.	Elaborate a diagnosis of each dynamic in each phase of the Book Supply Chain during the last decade.
2. DIAGNOSIS VALIDATION	In-person workshop with team dynamics and construction of agreements in plenary sessions	In-person meeting with around 30 national and foreign experts who have worked on the topic in Honduras.	Validate the diagnosis of the 6 phases of the Book Supply Chain.
3. CONSULTATION WITH EXPERTS	Individual interviews(in-person and virtual).	31 key informants from a dozen institutions and projects that have worked on the issue of books in the country in the last decade.	Based on the diagnosis prepared, reflect on the research questions with key informants.

HONDURAS: FOUR PROJECTS/INSTITUTIONS



- **USAID**
Its initial purposes were to influence the book supply chain in Honduras.

- **USAID**
Strengthening the curriculum and training of teachers in literacy. But USAID assumed part of the tasks associated with the book chain.

- **JICA**
Contribute to reducing the high failure rates in the subject of Mathematics. To achieve its objectives, PROMETAM developed the Teacher's Guide (GM) and the Workbook (CT) for boys and girls from first to ninth grade.

Private Institution

- aimed at improving access for children who were outside of traditional formal education. It has specialized in developing textbooks in all phases of the school book supply chain.

OUTCOMES

1. The vision related to the topic of school books was modified, moving from a conception of “acquisitions” to a Supply Chain

In Honduras, recently, in 2019, the issue of school textbooks was frequently viewed within the Ministry of Education (SE) as a purchasing issue, as a problem limited to “acquisitions”, without an understanding global supply chain.

The development of a “Supply Chain Manual of Pedagogical Tools and Learning Resources” (SE, 2020), which became an official document of the Ministry of Education, when it was published and disseminated as such.

OUTCOMES

2. The improvement strategy applied to train the staff of the Ministry of Education (SE) at its different levels was the participatory methodology with a “Learning by doing” approach.

In almost all the cases considered in the study, a participatory “learning by doing” methodology was applied (understood as an active strategy that is based on experience to assimilate concepts through actions).

OUTCOMES

3. Challenges and necessary support: Due to the high staff turnover, the Ministry of Education still lacks the technical units and trained personnel to manage the Supply Chain of school textbooks.

The first great challenge is related to the lack of organizational units in the structure of the Ministry of Education that are responsible for the different phases of the Supply Chain, which is associated with a second challenge, the lack of trained personnel in these topics. . This occurs due to the high turnover of technical personnel in the Secretariat, which reduces the impact of having trained personnel.

RECOMMENDATIONS

- The first recommendation is related to the **creation of organizational units in the structure of the Ministry of Education** that could be responsible for the different phases of the Supply Chain, which is associated with a second recommendation.
- The need of **permanent training to the Ministry of Education personnel** (not temporary personnel). This condition is necessary because, although the projects/institutions train personnel in their areas of operation and in several cases, ME personnel at the central and regional level, the high turnover of technical personnel in the ME reduces the impact of having trained personnel.

RECOMMENDATIONS (cont.)

- Additionally, another recommendation is associated with the relevance of those who have been trained for the design of textbooks. **Teachers that teach in and students being taught in multigrade classrooms, which represent almost 30% of the total in-school population, should be considered.**
- Finally, the need for an **annual national budget allocation** that ensures the implementation of what is planned regarding textbooks; without this condition, medium or long-term planning on this topic cannot be developed.

A member of the Book Advisory Board, Don Mario Argeñal, who is also a Deputy of the National Congress, presented in September 2022, a Draft Legislative Decree to organize the Book Supply Chain in the Ministry of Education and allocate specific funding annually.





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CULTIVATING A READING GENERATION:

COLLABORATIVE EFFORTS AND MULTILATERAL PARTNERSHIPS IN MAKING QUALITY BOOKS AND A READING CULTURE FOR CHILDREN IN RWANDA



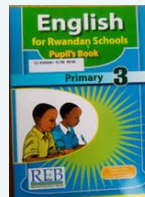
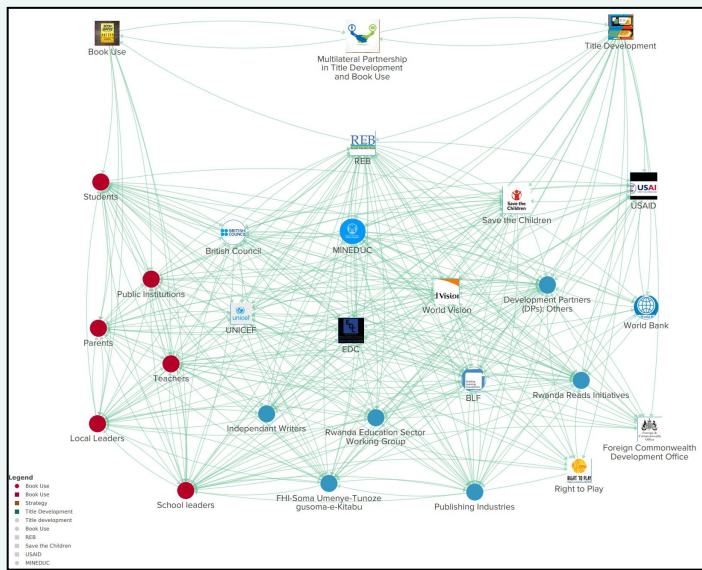
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Learning to improve book resource operational systems (LIBROS)

Cultivating a Reading Generation: Collaborative Efforts and Multilateral Partnerships in Making Quality Books and a Reading Culture for Children in Rwanda



I. Research questions



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1. What are the *characteristics* and perceived *impacts* of the multilateral partnership to improve title development and use (TD&U) in Rwanda?
2. How and under what conditions was the partnership developed and *implemented*?
3. What *challenges* were encountered, and what *additional support* is required for the fuller success of the partnership to enhance TD&U?

II. Background

Rwanda: A country of thousand hills

- Location: East- Central Africa region
- Population: 13,246,394 (2022)
- Size: 26338 km²
- Languages: Kinyarwanda, English, French

Education: Toward education for all

- High enrollment: 95.2% (2022)
- CBC curriculum (2015)
- Book shortage due to the changes in language of instruction and curriculum, and growing population.

Notable achievement in last 10 years:

- Pupil-textbook ratio of 1:1 in some subjects
- Improvement of reading culture.



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Pupil-to-textbook ratio	2018	2019	2020/2021	2021/2022
Kinyarwanda	1:1	2:1	1:1	1:1
English	1:1	1:1	1:1	1:1
Mathematics	2:1	2:1	2:1	1:1

III. Methodology

Phase 1: Initial Evidence Diagnostics: Desk review-KIIs-Survey

Phase 2: Diagnostic workshop: Identification of the improvement strategy:
Multilateral partnerships in book production and book use.

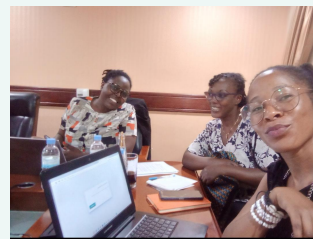
Phase 3: BSC improvement strategy

25 KIIs on Title development with key actors :

- Government: MINEDUC, REB, NESA
- DPs: USAID, UNICEF, Save the Children, EDT, ...
- Industry: RCBO, EDC...
- Schools leaders

27 FGDs on book use in 10 schools (185 participants).

- Private: 3
- Public: 7
- Rural: 4
- Urban: 5
- Semi-urban: 1



IV. Findings



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- Organizations & their roles
- Characteristics of the partnerships
- Notable impact
- Implementation framework
- Key challenges

I. Organizations included in the partnerships and their roles



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Actors Category	Key Actors		Main Roles & Achievements
Government	MINEDUC		Governing agency, planning, coordination
	REB		Planning, development, procurement, production, distribution, validation
	NESA		Monitoring, evaluation
	UR		Development, evaluation
	Local government		Distribution
Development Partners	- Implementors - Funders		Funding & implementing the funded projects
Implementing Organizations	- FHI 360 - AEGIS TRUST - Chemonics Intl - Save the Children	- EDT - UNICEF - World Vision - British Council	- Need analysis, books production & distribution, - Training local actors on title development, - Establishing community libraries, and reading clubs - Strengthening schools and community actors in book use.
International Funders	USAID - Uburezi Iwacu _ World Vision - Tunoze Gusoma _ FHI360 & Save the Children - Ibitabo Kuri Twese: EDC - Soma Umenye _ Chemonics International		- Mureke Dusome _ Save the Children - Itegere Gusoma _ UNICEF - L3 Project _ EDC - MCOP Project _ FHI360
	FCDO		- Building Learning Foundations (BLF) _ EDT & British Council - Rwanda Children Book Initiative (RCBI) _ Save the Children
	World Bank		Reading Ready project: Save the Children & Global Digital Library
Private Industry	- RCBO - Education Development Consult - Master Consultancy and Editing Center - Freelance writers, illustrators & designers		Production & distribution of titles: - Content creation, illustration, and design, - Validation (REB) and mass printing, selling (DPs, REB, book shops), - Distribution at schools and in community libraries.
Schools and community	- Schools community - Local community actors		Promoting book use & Training/ mobilization of local actors on book use
Schools	HTs, DOS, Teachers, Librarians, Learners		- Reception of books from REB and partners, - Manage books & ensure their integration in teaching and learning.
Local Community	- Parents/caregivers - Opinion leaders - Learners		- Promoting use of materials in the community libraries and at home. - Engaging actors: reading clubs volunteers, parents committees, community councils, Head of the village and Head of zone.



2. Characteristics of the partnerships



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Republic of Rwanda



Ministry of Education



Strong coordination
toward national
priorities

MINEDUC coordinates all partner activities through the education sector working group (ESWG). Within the ESWG, there are smaller technical working groups and strategic oversight committees.



Mutual
complementarity
among partners:
funding, capacity
building, ...

"Yes, we had some training with Save the Children, some with Rwanda Education Board, we had some with a university from the UK Boston University that did training in collaboration with our organization on textbook writing, illustration and designing ... We did trainings with some editors on picture books. World Vision as well, trains publishers on inclusion so that their books include all categories of children including those with disabilities" (KII, Industry).



THE WORLD BANK

World Vision



Save the Children®



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Joint action in needs
assessment and
planning for title
development

Grassroots coordination/collaboration via ESWG

3. Notable perceived impact created by the partnerships (1)



Contribution of Save the Children 2013/2018
(<https://encr.pw/oFfgU>)

1. Developed contextual relevance in title content
2. Improved book availability and accessibility
3. Enhanced book use, reading culture & good outcome

1

"Children who like reading novels are more disciplined compared to those who don't read. This is because nowadays, in books, there are stories that have moral lessons that change the behaviors of the children" (KII, SEI).

2

"10 years ago, ...The books were typically for teachers and school leaders, not for the students to bring home Nowadays, you can see children heading home with not just one, but sometimes two books, one for stories and another for their subjects." (FGD, Teachers)

3

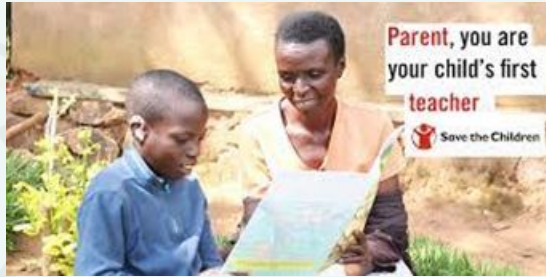
National literacy month: writing and reading competition P 4 to P 6. Soma Rwanda initiative of MINEDUC & DPs

Notable perceived impact created by the partnerships (2)



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4. Engagement of parents to support learners (books for children)
5. Established book monitoring & management system
6. Initiated process for developing titles for children with special needs



4

"Before, parents did not take care of knowing what their children are studying at school but for now, parents are encouraged to go o the school library to borrow at least 4 or 5 books for their children to read at home" (FGD Parents)

REB SCHOOL LIBRARY GUIDELINES



USAID Soma Umenye

February 2020



5

"We monitor how books are borrowed ... We consult where they register the people who borrowed the books and those who returned them. It is in this way that we get more information on how books are used or not." (KII, NESA Official).



6

"...we digitized books and include sign language...and audio. After, we developed a mobile app called the EDC Soma ... anyone with Android device can download it and enjoy our books for free" (KII, EDC)



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4. Implementation framework of the partnerships

- Clearly articulated *vision* by MINEDUC
- Good *coordination* /oversight role of MINEDUC/REB

Strategic
factors

**Multilateral
partnership in
titles
development
and use**

Tactical
factors

- Utilization of *working groups* to strengthen collaboration around TD and BU activities
- DPs *engagement of the government* to facilitate implementation activities
- DPs carrying out *needs assessment* as a first part of engaging the government
- Partners' *collaboration* among themselves

"In terms of training publishers for example next month, Tunoze Gusoma-USAID, will be collaborating with another USAID funded project called UBUREZI IWACU (Homes and Communities) under World Vision. We are under FHI 360; we are going to train together because we have worked on the guideline together. On the development of the guideline, though we led the process, we invited other partners... We brought on board technical experts from MINEDUC, NESAs, University of Rwanda as well and other partners working in the area of literacy". (KII, DP).

"... the coordination mechanism is grounded within the ESWG which is chaired by the Permanent Secretary of the ministry of education and co-chaired by UNICEF". (KII-09)

5. Challenges observed and addressed during the partnerships



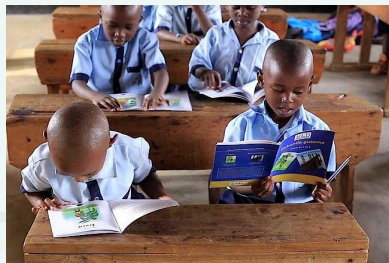
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Challenge	Mitigation strategy
Copyright/ intellectual property for textbooks	Copyright belonging to Government
Slow review and approval process of the content	Work in teams of writers, illustrators, designers, reviewers & validation by REB
Abrupt changes in the language of instruction (2009, 2011, 2019) & need of textbooks	Translation of textbooks and content review
Curriculum change (CBC 2015) and lack of appropriate books	In-house book production initiative and DPs intervention
Textbook handling, management, and loss of books	Trainings schools' leaders & librarians in book management

"In 2019, REB in partnership with the British Council under the Building Learning Foundation (BLF) initiative acquired 115 copyrights from publishers that enabled in-house editing and alignment of textbooks to the CBC. The first copies of these textbooks were printed and delivered to schools starting from fiscal year 2020/21". (Kagina, 2023)



V. Conclusion and recommendations



Main achievements

- Availability of books at schools and communities
- Improved reading culture

Recommendations for further support

- ⬆ More titles for 1:1 ratio in all subjects
- ⬆ Libraries : school & community
- ⬆ Printing industry: Costly & Low capacity
- ⬆ Parents engagement in rural areas
- ⬆ Books for children with disabilities

Key audience

- Gov & DPs
- Gov
- Industry & DPs
- DPs & Gov
- DPs

CROSS-COUNTRY SYNTHESIS

GOAL 1

Within-country: What has worked, *how*, and *why*?

GOAL 2

Cross-countries: What strategy options exist, and how might we *transfer* them to other contexts?

SYNTHESIS I: PLAUSIBLE STRATEGIES

**Digital
Track & Trace**

**Stakeholder
Development**

**Multilateral
Partnerships**



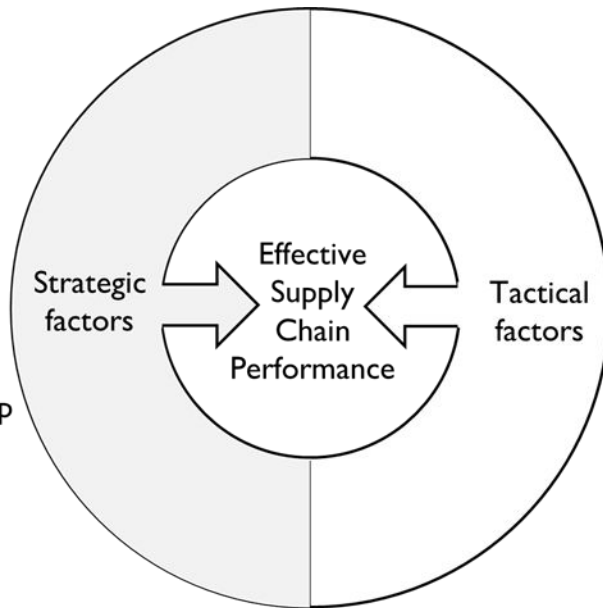
SYNTHESIS 2: WHAT DOES IT TAKE TO TRANSFER?

Digital Track & Trace

Stakeholder Development

Multilateral Partnerships

- A long-term vision
- Strategic planning
- Support from leadership



- Skilled and committed staff
- Continued staff training and capacity building
- Trusted and collaborative partnership
- Effective forecasting of demand
- Effective procurement management
- Information technology
- Communications and information sharing
- Resilient infrastructure and transport facilities

DISCUSSION

- Providing high-quality books to children requires a robust and efficient book supply chain (BSC).
- Enhancing specific or overall aspects of the BSC can be achieved through various viable strategies, including Track and Trace in Cambodia, capacity building among BSC actors in Honduras, and multilateral partnerships in title development and use in Rwanda.
- The global success of these strategies hinges on long-term vision, strategic planning, and government commitment, alongside coordinated support and collaboration from other partners.



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CHANGING PERCENTAGE
PERCENTAGE



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Thank you!

Please contact Andrea McMerty-Brummer
(amechen1@nd.edu) for questions.



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MARY'S
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