



# Digital Reading Integration Toolkit

June 2021

**A guide for libraries and community centers interested in launching digital reading programs to support their community.**

# How to use this toolkit

This toolkit is divided into five modules designed to support you in your digital reading journey. You can read all five, or choose the pieces that are relevant to your needs. You can navigate between modules by clicking the links in the table of contents to guide you to the relevant section. If you have printed the toolkit, simply navigate to the page number of the section of interest. The five modules include:

## Module 1: Why Digital Reading?

This module outlines the reasons for bringing a digital reading program into your library or community with recommendations on how to select a site, considerations before entering into a digital reading project, and ways digital reading can support learning.

## Module 2: Getting Stakeholder Buy in on Digital Reading Programming

This module outlines how to encourage stakeholder buy-in and support for your digital reading program. It will walk you through some proven methods for using digital reading to leverage funds for your library or school and advocate for your digital reading program.

## Module 3: Acquiring Digital Content

This module outlines how to work with publishers to acquire digital content. It also provides a list of digital content curation services and open-source digital content libraries where you can download free content for your reading program onto available digital devices.

## Module 4: Incorporating Digital Reading Into Your Library

The largest of the modules, Module 4 outlines how to design and implement a successful digital reading program for libraries from planning to launch, training, and roll-out. Read through this module before you design your project to help guide you through your planning and implementation process.

## Module 5: Sustaining Your Digital Reading Program

This module provides some tips for how to sustain your digital reading program including allocating funding for device replacements and new content acquisition, tips and tricks for acquiring necessary funding from stakeholders, and how to responsibly recycle broken devices.

*If you are interested in additional support for your digital reading program, please reach out to Worldreader to find out more about partnership opportunities so we can help bring your digital reading project to life: [info@worldreader.org](mailto:info@worldreader.org).*

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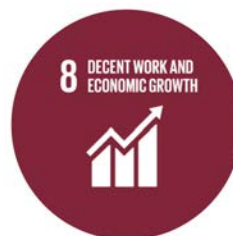
# Module 1: Why Digital Reading?

*This module outlines the reasons for bringing a digital reading program into your library or community center with recommendations on how to select a site, considerations before entering into a digital reading project, and ways digital reading can support your community.*

Having a digital reading device is like having a library in your hands. Digital reading gives library patrons access to an instant library of books that never closes. The goal of a digital reading program is that people in your community will read more and read better.

Digital reading can support your community by:

- Providing locally-relevant books,
- Increasing patronage at your library,
- Building local partnerships with surrounding schools and community centers,
- Realizing cost-savings due to increased delivery efficiencies and reductions in print costs,
- Using data systems that provide real-time feedback and user tracking on reading behavior,
- Providing accessible content to those with print disabilities.
- Strengthening digital literacy skills
- Contributing towards the UN Sustainability Goals and development agenda.



Globally, digital reading has the power to accelerate progress towards the Sustainable Development Goals (SDGs) by supporting improvements in school readiness, early grade reading outcomes, critical thinking, digital skills development, social-emotional learning, gender equality, and workforce readiness.



**Keys to a Successful Digital Reading Program:**

1. [Identify a demand](#)
2. [Follow the recommended site selection criteria](#)
3. [A dedicated project manager to oversee the intervention and sustain the program.](#)
4. [Sustainable funding streams](#)

**Recommendations - Library Selection Criteria Checklist**

- **Sufficient** demand for books, not readily available or prohibitively expensive in print.
- **Sufficient** infrastructure to support device charging or funding to procure a solar charging station
- **A project** manager interested in managing the devices and training patrons on usage.
- **Review** local assets and financial resources to strengthen the service at the community level and determine an approach to outreach and community engagement.
- **Funding** streams or government buy-in to provide continued support for digital reading.

**Sample Spotlight of success**

Worldreader has supported a number of successful library projects around the world. The [LEAP Pilot](#) and [LEAP 2.0](#) at scale with the Kenya National Library Service demonstrate how a successful digital reading program can be designed and implemented to support your library system. You can access reports from both of these projects at:

**[www.worldreader.org/learnings](http://www.worldreader.org/learnings)**

## 1.1. Identifying a demand

Digital reading programs should be designed to meet the needs of the population it aims to serve. The following factors are important to consider before establishing a digital reading program in your community:

1. What types of books are needed and for what purpose?
2. Are there digital reading devices available in the community? If not, can they be acquired or provided by a partner or donor? (This includes e-readers, tablets, computers and mobile phones)
3. Can mobile phones be used as tools for learning in your community?
4. Is there a demand for books to support outreach activities in your community to nearby schools, prisons or community centers?
5. Does the population you are serving include those with print disabilities who require accessible content?
6. Could your library benefit from automated reading data on the reading behavior of library patrons or students?
7. Is the final version of an educational resource being distributed or is it likely that changes and regular updates will be needed?

These are just a few guiding questions that can help you determine whether a digital reading program is right for your community. If you answer yes to any of questions 2-7, digital reading programs are likely a good fit for your community.

When assessing the need for books, you can refer to online catalogs of digital resources and talk to your local book suppliers to determine whether print or digital books are more cost-efficient for your library and whether the resources your patrons need are easily available in digital formats. For a list of digital book providers refer to [Module 3: Acquiring Digital Content](#).

A digital reading device can add hundreds of books to your library in a highly portable device, providing greater variety and more robust library offerings for your patrons. Research suggests that choice in reading materials enhances reading motivation and engagement (Teich, 2019, p.3)<sup>1</sup>. Digital reading is also more private than reading a paper book. It allows readers to enjoy and access the content they want to read without shame or stigma about their reading level, or content choices.

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<sup>1</sup> Teich, A.G. (2019). *How Ebooks Can Increase Student Reading Time and Positively Impact Achievement*. OverDrive Education.

## 1.2. Site Selection Criteria

### **1.2.1. Is there regular electricity available for charging digital reading devices? If not, is there funding for a solar charging option available?**

Digital reading devices such as tablets, ereaders, and mobile phones require electricity in order to power on. They can be charged through regular electricity in your community, or a solar charging unit that can be procured in most city environments. A digital reading program should only be pursued in communities where one of these options exist, or there is an opportunity to fundraise for a solar charging device.

Different charging requirements exist for different types of devices. The table below outlines a few commonly used devices and the frequency of electricity that is needed. Charging each device typically takes between 2-3 hours.

Type of Device	Recommended Frequency of Charge
Kindle E-Readers	Once a week to every other week
Android Tablets	Once daily to every 5 days <sup>2</sup>
Mobile Phones	Once daily or every two days

### **1.2.2. Is there a safe space to store digital devices in your library or community center?**

Since digital devices can typically be sensitive to dust and water, it is good to have a safe place to store them when not in use like a locking cabinet or bookshelf. The ability to build or supply such a space is a good characteristic of a digital reading site.

### **1.2.3 A librarian willing to manage the devices and train patrons on usage.**

So much of the success of a digital reading program in libraries stems from a dedicated librarian to oversee the project and integrate the digital books into the library services. Without this support, the digital books are likely to sit in a box and go unused. Talk to the librarian at your selected site to make sure they understand the value of the digital books and how they can be properly integrated into their library programming. For more information to guide this process see [Module 4: Incorporating Digital Reading Into Your Community](#).

<sup>2</sup> Worldreader tablet testing:

<https://confluence.worldreader.org/pages/viewpage.action?spaceKey=Admin&title=Tablet+Battery+Test+-+Feb+2019>

### **1.2.4. Interest in community outreach with digital books**

One of the biggest advantages to a digital reading program is the ability to easily transport thousands of books out into your community. Rather than receiving a collection of books that has to live in one place, digital readers and tablets allow you to easily lend thousands of books to neighboring schools, community centers, prisons, health centers, and other community institutions who may benefit from the books. A strong library site will have a librarian, teacher, or project manager willing to support these outreach efforts and some funding to support transportation to and from these outreach activities.

### **1.2.5. Funding streams or government buy-in to provide continued support for digital reading**

Ensure your chosen sites have enough community financial support to sustain the project for the foreseeable future. Planning for sustainability from the outset is incredibly important to ensure the digital reading program will be able to continue to acquire new books, devices, and support as needed.

## **1.3. A Dedicated Project Manager**

The success of any digital reading program, as any project, is a dedicated project manager to guide implementation, and carry the project forward. The most successful digital reading projects have dedicated project managers who are willing to be trained as trainers, inspired to advocate for digital reading in their surrounding communities, and have a good working relationship with the librarians, teachers, and other site-level implementers who will be working alongside them.

## **1.4. Sustainable funding streams**

Like any reading program, books become obsolete and eventually damaged and need to be replaced. When planning for a digital reading program in your community, identify potential methods for sustainable funding streams that can be engaged to support the program and act as targets for local fundraising and advocacy efforts. Putting in place a monitoring and evaluation framework to track the success of your digital reading program can be a good support for acquiring sustained funding for new digital books and new devices and staff training.

In [Module 2](#) you can learn more about tools for getting stakeholder buy-in and fundraising for a digital reading program in your community.





## Module 2: Getting Stakeholder Buy in on Digital Reading Programming

*This module outlines how to encourage stakeholder buy-in and support for your digital reading program. It will walk you through some proven methods for using digital reading to leverage funds for your library, school, or community center and advocate for your digital reading program.*

Keys to successful stakeholder buy-in:

1. [Dedicate time to advocate for digital reading within your community](#)
2. [Map stakeholders in your community to develop a framework for stakeholder engagement](#)
3. [Align project with relevant national or regional goals and curricula](#)
4. [Design projects collaboratively with local stakeholders](#)
5. [Push for sustainable budget support and funding](#)

### Recommendations

1. Leave ample timing or flexibility in your project work plan to account for the time it will take to advocate to stakeholders.
2. Present a policy statement<sup>3</sup> upfront to get endorsement from the district, rather than having to go back and get approval later on.

### Sample Spotlight of success: LOCAL Zambia

When Worldreader began scoping partners in Zambia for the [LOCAL project](#), it became apparent that there was a clear roadblock to students using the public libraries in the form of fees they were charged for library use. Worldreader staff knew this would be a barrier to the success of the

<sup>3</sup> A policy statement is an organization-level document that prescribes acceptable methods or behaviors within your library or institution. It should outline the vision for your institution, what the intended purpose of the digital reading program will be and how it will be integrated into your service offering.

3. Research national and local education and innovation policies and targets to find alignment with areas that your digital reading program can support.
4. Obtain evidence of local buy-in and programmatic success to present to stakeholders.
5. Build a sustainability budget that includes buy-in from local stakeholders to carry the project forward after the initial launch such as ensuring budgetary allocation by Ministry, department or local councils during the annual budgeting process to avoid ad hoc requests.

project that aimed to reach young learners with local language early grade reading content to support their learning, so they set out to advocate to the local library councils to remove the fee requirement for young children so that they could use the library resources free of charge. In order to convince the councils to drop the fees for children, the Worldreader team pointed to evidence from past projects in Kenya, Malawi and Uganda (see [LEAP 2.0 Final Report](#)) of how it would support patronage at the library and the e-reading program would help the library systems to form partnerships through outreach activities.



## 2.1. Dedicate enough time to advocate for digital reading within your community

Depending on your relationship with local stakeholders, whether a regional, local, or national government council, you will want to allocate an appropriate amount of time for some back and forth negotiations to acquire buy-in from stakeholders and design a digital reading program that responds to the needs of the community. In Kenya, as part of the LEAP project, acquiring buy-in delayed the project start by a few months, but resulted in a much stronger collaboration with the Kenyan National Library Service and a clear project sustainability plan at the outset of the project. Such delays are not uncommon, but it is important to be clear about your policy statement upfront, in order to get endorsement from the district without having to cause delays to get approvals midway through a project. Be clear about your digital reading program deliverables and the resources you will need from local stakeholders in order to properly execute your project.

Advocacy will be an on-going exercise as different stakeholders enter and exit the community. Try to form relationships with stakeholders that will allow you for introductions to replacements in the event that a key stakeholder is planning to leave the community or their position of influence.

## 2.2. Map stakeholders in your community to develop a framework for stakeholder engagement

In order to identify the key stakeholders in your community, ask the following questions:

1. Who do you need to impact?
2. Who or what are their circle of influencers?
3. Whose goals align with the goals of your reading program or institution?

Starting with **who you need to impact**, think about the goals of your reading project. Are you looking to get more school-aged children reading? Are you looking to provide new resources for youth and adults in your community? Is your project focused on providing resources in local languages? The impact goals of your project will determine what types of stakeholders you should consider engaging. The people you are trying to impact are also stakeholders in your project and their support and interest in the project should be at the top of your stakeholder map.

When thinking about who or what might be their circle of influence, let's use the example of a library project focused on school-aged children (ages 6-14) reading more. Some influencers for these children may include:

- Parents and caregivers
- Teachers and school leaders
- Religious leaders
- Peers and mentors
- School Parent-Teachers Associations (PTAs)

These stakeholders should be added to your stakeholder map or matrix.

Once some of these key influencers are outlined, think about who in the community's goals align with your own, take into account who in the community may be able to provide support for your project. Some stakeholders may include:

- Local business owners
- Corporations working in your area with corporate responsibility interests related to education, reading, or dissemination of information
- Local political bodies like community councils or library and education commissions
- Local leaders such as community chiefs, mayors, governors etc. who may have influence over available funding opportunities for your institution

All of these relevant stakeholders should be listed in a similar matrix to the one below:

<b>Stakeholder</b>	<b>Influence (High, Medium, Low)</b>	<b>Interest (For, ambivalent, against)</b>
Local Council/ Community leaders	High	Ambivalent
Teachers	Medium	For
Parents/Caregivers	High	For
Local business owners	Low	Ambivalent

Next, you will need to take some time to **assess** the influence and interest of these stakeholders. Various scales can be used to evaluate the stakeholder influence and interest. The above example uses a scale of low-medium-high to evaluate influence and for-ambivalent-against as a scale for interest in your project or project goals. Part of this scoping exercise will involve the funding mechanisms of these stakeholders to assess whether they can be potential funders to support or sustain your digital reading intervention.

As you build out information on these stakeholders, be sure to be careful about keeping any personally identifiable **information secure and confidential** so that no one is at risk.

## 2.3. Align project with relevant national or regional goals and curricula

Every local and national government has set targets for themselves that they would like to meet, whether they are contributions to the UN Sustainable Development Goals or contributions towards improvements in the national, regional, or local education system. It is important to be clear on what these goals are before approaching stakeholders so that you can align your digital reading program with these goals and clearly outline how your project will contribute towards these stakeholders successfully meeting their goals.

For example, with the LOCAL project in Zambia, Worldreader was able to successfully advocate to local Zambian library councils to support the digital reading program because library efforts clearly aligned with Zambia's 7<sup>th</sup> National Development Plan (7NDP) and the 2030 Sustainable Development Goals, specifically goals of literacy, inclusion, and building 21st-century skills. It was similarly important to library stakeholders that the LOCAL project was designed to provide local language content for the early grades, since Zambia has a policy of local language education for P1-P3. This same advocacy point was used to form partnerships with the Ghana Library authority where the government has instituted mandatory local language education policies for the early grades.

## 2.4. Design projects collaboratively with local stakeholders

It should go without saying, but a community will know best what it needs for itself. Digital reading programs, like any innovative intervention should be designed in collaboration with the communities it is designed to serve. Collaborative planning should include the design of the project book list, training, and project management, scaling and sustainability plans. Seeking local design input early on will demonstrate your commitment to local stakeholders and the value you hold in their inputs and insights. It further shows that your intentions are geared towards supporting the community and this requires first listening to the community and gathering feedback on their needs and concerns, before moving ahead with project design and roll out.



## 2.5. Push for sustainable budget support and funding

Digital reading programs, like any intervention, require a certain amount of continued investment in order to keep them going and maintain relevant reading resources for your community. Being upfront about the budgetary needs that will be required to purchase new books, replacement devices, follow up training for staff, and any desired programmatic expansion in the future will help stakeholders better understand what you are presenting to them and provide a starting point for negotiating needed financial support.

Where necessary you may be able to align the goals of your project with the funding interests of your stakeholders to build a stronger and more sustainable partnership and network of supporters. This might include offering to add reading content to the collection that aligns with their interests, or supporting different types of reading activities with target communities the stakeholders are interested in supporting, like a vulnerable population in your community, incarcerated youth or local schools.

In order to successfully encourage financial support from stakeholders it is important to carry evidence of past digital reading projects from Worldreader (see the [LEAP 2.0 Final Report](#) as an example) and clearly demonstrate the results you anticipate from the program. Some examples of successes from the LOCAL project observed in Ghana, Zambia and Uganda include increases in library patronage, drastic increases in community outreach activities, the development of partnerships with local schools, early learning centers, prisons, and religious centers. Digital reading programs also improved the content available in the project libraries, and devices can be leveraged to download freely available content through some of the links provided in [Module 3](#) of this Toolkit.

### Resources for Stakeholder Engagement

1. Praxis Framework Stakeholder Management Plan. Available at <https://www.praxisframework.org/en/method/stakeholder-management-plan>
2. IFLA, Interest and influence: identifying your stakeholders available at <https://www.ifla.org/node/5712>
3. Worldreader (2020). LOCAL Final Project Report. Available at <https://comms.worldreader.org/wp-content/uploads/2021/02/LOCAL-Final-Project-Report.pdf>



## Module 3: Acquiring Digital Content

*This module outlines how to work with publishers to acquire digital content and build a digital content pricing model. It also provides a list of digital content curation services and open-source digital content libraries where you can download free content for your reading program onto available digital devices.*

### Keys to digital content acquisition:

1. [Conduct a content needs assessment](#) for your institution or region
2. [Assess the sources of the content you wish to acquire](#) before you make the acquisition.
3. Understand your options for [ways to acquire digital content](#) either directly from publishers and authors, through a content aggregator or e-book distributor, digital subscription service, or through open-source content providers.

### Recommendations for Assessing Digital Content

Ensure the content is:

1. Relevant
2. Searchable
3. Digital Friendly
4. Ingestible/available in a machine readable format
5. Curated - the book has gone through some quality assurance measures

### Spotlight of Success: Local language digital content acquisition for the early grades

As part of the LOCAL project in Ghana, Worldreader sent publisher relations managers to conduct landscape reviews of early grade reading content in local languages. Based on the landscape review results Worldreader acquired 60 titles in Fante, Asante-Twi, and Ewe from Ghanaian publishers, to support libraries in the Volta, Ashanti and Central regions, provisioning 450 e-reading devices, each loaded with 200 books in the selected mother tongue languages and English.

On average, librarians estimated that 24% of the reading done by their patrons was using local language content.

<p>6. Trustworthy - the sources and credentials of the author are valid and the source has the legal right to distribute the content.</p>	<p>When asked why they felt the use of local language content was necessary, most teachers and librarians responded that it is incredibly important for the children to read in the local language, as it helps them to understand their culture, as well as helps develop their reading skills in both English and the local language.</p>
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## 3.1. Conducting a Content Needs Assessment

### 3.1.1 Determine what type of content is needed at your institution

Determining what content is needed at your institution can be done in several ways. You may already know where gaps in content exist, but we recommend taking a calculated approach to determining what content to focus on acquiring. Take a survey of your library patrons, track requests as they come in, reference local school curricula and learning plans to align content, get feedback from community stakeholders including teachers and community and health workers.

Consider the language needs of your readers and determine whether books are available in the languages they speak and understand. If not, what content-language is best suited for your environment?

When conducting your needs assessment, take into account the reading levels of the readers in your community. What complexity of content is most relevant to them? Picture books, chapter books, textbooks? Make sure you acquire content that is both at their level and more advanced so that they have content that will push them to read more and learn new vocabulary and subject-matter. [USAID](#) and [the Global Reading Network](#) provide good resources<sup>4</sup> for more information about book leveling and content that is appropriate for children learning to read.

### 3.1.2. Develop a content acquisition plan

The final output of your needs assessment will be a content acquisition plan that outlines what types of content are needed, where you might acquire this content,

<sup>4</sup> USAID. (2013). Books that Children Can Read: Decodable books and book leveling.

Retrieved from

<https://www.globalreadingnetwork.net/sites/default/files/eddata/Books%20that%20Children%20Can%20Read.pdf>

and how much budget you have to acquire the content. Section 3.2. Can support the content acquisition plan by providing a list of places where digital content is available for free and paid acquisition.

## 3.2 Assess the sources of the content you wish to acquire

### 3.2.1 How to Assess a Source for Public Domain, CC, Open Access

#### 1. Relevance

Will the content be relevant for the audience? What are the requirements from the Programs Team or Schools and Libraries Team? Does the Project have specific requirements around relevancy and preferred countries of origin?

#### 2. Searchable

Can we find what we need? This is especially true if it is a large set of content. It should be structured in a way we can analyze from a high-level.

#### 3. Digital Friendly

Will the content look good digitized and adapt to different screen sizes? Will it be costly to transform to the format required by the Product or Production Team?

#### 4. Ingestible

Will it be costly to get the content? Is the content available in a machine readable, computer friendly, or digital friendly format? Does it already have a copyright page and other front matter? Does it need a cover image or new illustrations? Do the open rights apply to ALL of the content within the file or is just the text itself open content?

#### 5. Curation

Can we rely on the quality or consistency of the content? Does the source hire professionals to screen and curate the content? Are there any other quality assurance measures applied to the content?

#### 6. Authority

Can we trust this source? What credentials do they have? Can you confirm they have the legal right to distribute the content freely?

### 3.2.2 Is it legal?

Digital content, like any book, can be replicated and re-produced without the copyright holder's consent. While this isn't common, it is important to check the licensing model of the digital books you acquire to make sure that you can legally

be using the content in your library or school. The below list provides some information about different licensing models that can help you assess the validity of digital books.

### **Creative Commons**

This is the most common type of content we can use and will find useful. The ability to include Creative Commons (CC) content in your collection depends on the type of CC license it has. For example, not all CC licenses allow for derivatives or alterations to the original content.

This website gives an overview and resources to help you determine what type of CC license it is and what rules apply:

<https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples/>. The type of CC license should be found in the front matter of the eBook file (which is sometimes found at the end of the book).

### **Public Domain**

It takes time, domain expertise and creativity to find relevant content that is in the public domain since public domain books are old and often outdated. Rules for Public Domain content vary per country.

A good overview of the public domain process is available at:

<https://www.streetlib.com/2016/08/11/publishing-public-domain-books/>

### **Open Access**

Open Access (OA) is more specific to research and educational resources. The content will state it is Open Access (OA) and have a CC license or description of the type of OA content it is. More information about OA content is available at :

<https://sparcopen.org/open-access/>

### **Digital Rights Management for Paid and Borrowed Content**

Digital Rights Management (DRM) can be used to restrict access to digital books and other digital content so that only authenticated users can view the content. If your use of a certain digital book or collection of books is not lawful, you may be served with a takedown notice to remove the content from your platform before you are fined by the copyright holder for violation of the copyright and unlawful reproduction of the book(s) in question. Similar to paper books, it is illegal to distribute digital books without authorization from the copyright holder or third party distributor providing the content.



## 3.3 Options for Digital Content Acquisition

### 3.3.1. List of E-Book Distributors and Stores by Region

This list of eBook distributors and eBook retailers can support you with digital content acquisition. If you have existing partnerships with local publishers and distributors, reach out to them first to find out what kind of digital content they have to offer from their collections. Your content acquisition plan should outline what type of content you need, who can provide that content, and when you can expect it to reach your library, school, or institution. Note that this list is not comprehensive, but meant as a starting point to aid in your content acquisition process.

The following distributors are a good place to start for some free and some paid content:

#### Distributors

An eBook distributor stores and also sells books in digital formats. They often provide both paid and free or open-source content. The following distributors have books available for download to digital devices on their websites.

- [African Books Collective](#) - African Books Collective (ABC) is an African owned, worldwide marketing and distribution outlet for books from Africa including scholarly, literature and children's books. The collective is comprised of publishers from 22 African countries.
- [Snapplify](#) - Snapplify is at the forefront of edtech solutions in Africa, and specialises in enabling digital learning for individuals and institutions by establishing a marketplace for digital education content, related educational services, and devices. As a pan-African edtech company, Snapplify strives for radical inclusion to level the playing field and equip individuals across emerging markets with the world-class tools they need to collaborate, innovate and thrive.
- [Lulu](#) - Lulu offers you the expertise, independence and flexibility to create, buy and share what you love with the world. We are passionate about providing a remarkable experience for you to tell stories, share knowledge and fulfill your creative potential. Since introducing self-publishing in 2002, Lulu.com has empowered creators in more than 225 countries and territories to produce nearly two million publications. Lulu.com is available in six languages: English, French, Spanish, German, Italian and Dutch.
- [Bibliotheca](#) - bibliotheca is dedicated to the development of library management solutions that help sustain and grow libraries around the world. Their products are designed to provide a welcoming, intuitive and seamless experience for those that use the library, wherever they happen to be – at home, on the move or within the walls of the library itself. From their comprehensive range of library-based digital, RFID, Electromagnetic

(EM) Tattle-Tape and hybrid solutions, to our cutting-edge digital eBook and eAudiobook lending service, bibliotheca's goal is to enhance the overall importance of libraries, empowering them to reinvent their services and encourage lifelong learning today and well into the future.

- [Digitalback Books](#) - Digitalback Books is a virtual library platform offering readers instant digital access to a comprehensive collection of stories from across Africa and its diaspora. We passionately believe in the importance of preserving one's literary heritage and making it as accessible as possible. Their license agreements with publishers and institutional collaborations with public, academic and community libraries have enabled them to champion easier access to books by and about Africa.

### eBook Stores by Country

An eBook store provides a repository to purchase and download books from an online library of content. The following list provides some eBook stores by country and the links to the websites where digital content can be procured.

Ghana:

- BookNook - <https://booknook.store/>

Kenya:

- eKitabu - <http://www.ekitabu.com/>
- Kytabu - <http://kytabu.com/>
- EduVOD - <https://www.eduvodafrika.com/>
- Global Storymakers - <https://globalstorymakers.com/buy/>
- Snapplify Kenya - <https://www.snapplify.co.ke/>
- Eneza - <https://enezaeducation.com/> - basic teaching and learning materials via mobile phones. Also available for Ghana and Côte d'Ivoire.
- eLimu - <http://e-limu.org/> - interactive educational content and content for teachers.

Nigeria:

- Okada Books - <https://okadabooks.com/>
- Bambooks - <https://bambooks.io/>

Iberia & Latin America:

- Libranda - <https://libranda.com/servicios/ibiblio/>
- Casa del Libro - <https://latam.casadellibro.com/>
- Metabooks - <https://metabooks.com/en/home/?refreshGeo=1> - Brasil and Latin America
- Librerias Ghandi - <https://www.libreriagandhi.net/> - Latin America only

India:

- Stones 2 Milestones - <https://www.stones2milestones.com/>
- Katha - <https://books.katha.org/catalogues/>

- Pratham Books - <https://store.prathambooks.org/>

International:

- Kobo - <https://www.kobo.com/us/en/ebooks>
- Overdrive - <https://www.overdrive.com/> - The most dominant retailer in the United States public library market with a full digital library available.
- TotalBoox - <http://www.totalboox.com/libraries> - Digital books for libraries.
- Baker & Taylor - <http://www.baker-taylor.com/library.cfm>
- Amazon - <https://www.amazon.com/> - for books purchased on Kindle devices or through the Kindle Application.

### 3.3.2. Paid direct to consumer *subscription models*

Subscription models allow individual users or organisations to pay for access to their collections. The content creators are then paid based on use. The type of access and use is defined differently across platforms.

Under the paid direct to consumer model, the user or organization pays a subscription fee to access reading content. Some of these platforms may require a credit card to purchase books.

- Scribd - <https://www.scribd.com/> - Bundling news, audiobook, and eBooks. Scribd is all about getting great content to every reader in the world — whether it's from major publishing companies or self-published authors.
- Kindle Unlimited - <https://www.amazon.com/Browse-Kindle-Unlimited-Books/b?node=9069934011> - A subscription to Kindle Unlimited gives you access to borrow from a large selection of titles without due dates for a monthly subscription fee. An Amazon.com account is required.
- Kobo Plus - <https://www.kobo.com/us/en/choose-your-country> - only available for select markets including India and South Africa. See full list [here](#).
- Cengage Unlimited - <https://www.cengage.com/unlimited/instructor/> - A textbook publisher with a large catalog of content available in 40 countries.

### 3.3.3. Profit, library *subscription*

In this model, a library pays for an open subscription to a book or set of books, per use, with a cap on how many times a book can be checked out in a month. This model typically involves a monthly cost for libraries to provide the book to library patrons. This cost is per book purchase and can either be structured as single use (sometimes with a cap on copies per year), or multi-use eBook (usually with a 1 year limit). There is also the option of Evidence Based Acquisition under these models that include unlimited use, but from a pre-selected and continually curated collection of content.

- [MackinVIA](#) - 2019 industry award winner, with digital books and audiobooks for PK-12 education focusing on the United States, but available internationally. Book search and purchase engine: <https://search.mackin.com/>
- [Taylor & Francis](#) - Taylor & Francis Group publishes books for all levels of academic study and professional development, across a wide range of subjects and disciplines including Humanities, Social Science, Behavioral Science, Law, and the Built Environment as well as Natural Science, Technology and Medicine. Their complete print and ebook collection is available at [www.routledge.com](http://www.routledge.com), where you'll also find extra resources for authors and instructors. Institutional customers can manage their ebooks content and browse titles at [www.taylorfrancis.com](http://www.taylorfrancis.com).
- [Ex Libris/ProQuest](#) - <https://www.exlibrisgroup.com/> - International with a focus on University Education.

### 3.3.4. Hybrid Content Providers

These providers mix free with paid content:

- [Booksmart - bebooksmart.org](#) - The BookSmart reading solution brings the power and joy of reading to schools, educational programs, and homes. BookSmart starts with a [free base collection](#) of 100+ great local and international books available on mobile phones with the option of upgrading to premium paid collections for school and home, curated to partner needs.
- [eKitabu](#) - <https://shop.ekitabu.com//kenyan-syllabus.html> - Books from Kenyan and Rwandan publishers, quality accessible content for visually impaired readers, with a mix of free and paid digital content.
- [Digital Public Library](#) - <https://pro.dp.la/ebooks>- provides a large library of free and paid digital content from international publishers.
- [Perlogo](#) - <https://www.perlogo.com/> - Provide a mix of free and paid digital books from educational publishers.
- [Sora](#) - <https://meet.soraapp.com/> - OverDrive's subscription based reading application. OverDrive provides digital books to 75 countries worldwide.
- [Stones2Milestones](#) - <https://www.stones2milestones.com/> - paid book subscriptions designed for India at a reduced cost for low-income schools.
- [Okada](#) - <https://okadabooks.com/> - Nigerian book provider that both sells digital books and provides them free to Nigerian classrooms and libraries in low-income communities.

### 3.3.5. Free Digital Content Resources

The below content providers have freely available content for use in schools and libraries around the world. Much of it is focused on early grade reading content and books in local languages.

- [Worldreader](#) - [read.worldreader.org](http://read.worldreader.org) - provides a free library of books in over

52 languages available on mobile phones through a web or Android application.

- [African Storybook Project](https://www.africanstorybook.org/) - <https://www.africanstorybook.org/> - The African Storybook website has thousands of openly licensed free picture storybooks in the languages of Africa for children's literacy, enjoyment and imagination. It also has tools for the translation, adaptation and creation of picture storybooks for children aged two to ten (early childhood and first three years of primary school).
- [BookDash](https://bookdash.org/tag/cape-town-2-dec-2017/) - <https://bookdash.org/tag/cape-town-2-dec-2017/> - Gathers creative professionals who volunteer to create new, African storybooks that anyone can freely translate, print and distribute. In this way, we have vastly reduced the costs involved in putting high-quality books in children's hands and hearts.
- [Bookshare](https://www.bookshare.org/cms/Bookshare-me/what-does-it-cost-) - <https://www.bookshare.org/cms/Bookshare-me/what-does-it-cost-> Bookshare provides books for the print disabled. Content is enhanced to meet DAISY compliance standards and perform well on digital devices with audio, screen reading, and other accessible technologies.
- [Internet Archive Open Library](https://archive.org/details/inlibrary?sort=-publicdate): <https://archive.org/details/inlibrary?sort=-publicdate> - The Internet Archive, a 501(c)(3) non-profit, is building a digital library of Internet sites and other cultural artifacts in digital form. Like a paper library, it provides free access to researchers, historians, scholars, the print disabled, and the general public through digital book lending and access.
- [Global Digital Library](https://home.digitallibrary.io/) (GDL) - <https://home.digitallibrary.io/> - The GDL collects existing high quality open educational reading resources, and makes them available on web, mobile and for print. By the end of 2019 the GDL will offer resources in at least 45 languages, and by the end of 2020 the goal is to provide 100 languages. The platform also facilitates translation and localization of GDL-resources to more than 300 languages. The GDL is aimed at many different types of users and the platform is open for everyone.
- [Nal'ibali](https://nalibali.org/story-resources) - <https://nalibali.org/story-resources> - Nal'ibali (isiXhosa for "here's the story") is a South African national reading-for-enjoyment campaign to spark children's potential through storytelling and reading that provides an online archive of early grade reading books, rhymes, and storycards in mother tongue languages and English.
- [Storyweaver](https://storyweaver.org.in/) - <https://storyweaver.org.in/> - Storyweaver is a digital repository of multilingual stories for children from Pratham Books based in India. It provides access to an endless stream of stories in mother tongue languages and English for young readers to read and enjoy.
- [Collaborate](http://collaboratecommunityprojects.org/projects/books/) - <http://collaboratecommunityprojects.org/projects/books/> - provides a collection of wordless books for pre-reading and second language learners (early grade and high low, young adult wordless books) free of charge from South African creators.



- [All Children Reading's list](#) - A list of innovators working to create books in underserved languages.
- [Bloom Reader](https://bloomlibrary.org/#/landing) - <https://bloomlibrary.org/#/landing> - SIL Lead's [Book Library](#) offers books from around the world for you to translate into a local language. With a single click, shell books are downloaded to your computer, ready to use even when you're offline. Got a book you'd like to share? Just add a major language translation (e.g. English, French, Thai) and then tell Bloom to upload it to the online library.
- [Kolibri](https://learningequality.org/kolibri/) - <https://learningequality.org/kolibri/> - Kolibri makes high quality education technology available in low-resource communities such as rural schools, refugee camps, orphanages, non-formal school systems, and prison systems.
- [Asafeer](http://3asafeer.com/) - <http://3asafeer.com/> - Arabic books and reading games for refugee children. The [Asafeer app](#) now offers children and families free access to reading content, as well as a premium service to schools that includes tracking and analytics, lesson plans, and interactive exercises.
- World Around You - <https://deafworldaroundyou.org/Stories> - Open source software that enables communities to create literacy content in local and national sign languages to be shared via an open-content digital library of folktales.
- [Let's Read](https://reader.letsreadasia.org/?uiLang=4846240843956224) - <https://reader.letsreadasia.org/?uiLang=4846240843956224> - An early learning app that aims to teach all children early reading, writing and math with a focus on books in Asian languages created locally.

### **3.3.6. Public Domain and Open Access Content**

- [Project Gutenberg](http://www.gutenberg.org/catalog/) - <http://www.gutenberg.org/catalog/> - Project Gutenberg was the first provider of free electronic books, or eBooks and it continues to provide free, open access and digital public domain books to the public.
- [Unpaywall](https://unpaywall.org/) - <https://unpaywall.org/> - Access to open source scholarly articles and resources for researchers and scholars. It can be integrated with an internet browser to unlock thousands of articles.
- [Wikisource](https://en.wikisource.org/wiki/Main_Page) - [https://en.wikisource.org/wiki/Main\\_Page](https://en.wikisource.org/wiki/Main_Page) - Provides public domain content in multiple languages. Audio book versions with real voice actors are available through wikisources as well.



## Module 4: Incorporating Digital Reading Into Your Library

*This module outlines how to design and implement a successful digital reading program in your library from planning to launch, training, and roll-out.*

### Keys to incorporating digital reading into your library:

1. [Sufficient Planning Time](#) to ensure proper stakeholder buy-in and project setup. Worldreader recommends 3-6 months for planning activities, prior to project launch.
2. [Effective Training and Capacity Building](#): Effective digital reading integration requires technical knowledge, pedagogical knowledge, and content knowledge.
3. [Reliable Management](#): Like any successful project, digital reading projects require dedicated management and time to ensure the project is run smoothly and consistently.
4. [Systems, policies and procedures](#): Appropriate policies and procedures should be well documented before the program launch phase. This includes engaging the appropriate stakeholders to establish policies and procedures for things like how to check out digital readers, how long patrons can keep devices, and breakage and loss policies.
5. [Community Engagement](#): Successful library reading programs design a community outreach plan that suits the needs of the community that it serves. Community engagement starts from the outset of the program, when it launches, and continues to evolve to serve the reading needs of the community.

### Recommendations

- Host a community launch event to engage and inform the community about your digital reading program
- Ensure sufficient and continued training for staff
- Monitor and evaluate your program
- Iterate your project based on user feedback to make sure the digital reading intervention and digital books are meeting the needs of patrons.



### Sample Spotlight of success: LOCAL Zambia

In partnership with the African Library and Information Associations and Institutions (AfLIA), and under the leadership of Library Association of Zambia (LIAZ), Worldreader launched the Local Content for African Libraries (LOCAL) project in Zambia in June 2018. Ending in

September 2019, the project paired digital technology and locally-created e-books with extensive training, capacity building, and support to help ten Zambian libraries develop the resources and knowledge they need to support children's access to local storybooks and content in their mother tongue. Worldreader acquired 30 titles in Nyanja and Bemba from Zambian publishers, to support libraries in the Lusaka and copper belt regions, provisioning 500 e-reading devices, each loaded with 200 books in the selected mother tongue languages and English. Successes of the project include:

1. **Increases in patronage and membership.** By the second month after deployment, patronage had tripled. Based on the numbers reported, on average the patronage in the ten libraries was 3,439, up from 828 at baseline, partially due to project advocacy among stakeholders to remove library fees for children.
2. **Positive impact on reading.** During baseline, 26% of children reported having a favorite book. At endline, 96% of the children sampled reported to have favorite stories that they either knew the title of and/or could retell.
3. **Increase in promotion of local language use.** On average, librarians estimated that 40% of the reading done by their patrons was using local language content, even though local content only made up 33% of the digital books available.
4. **Successful community engagement and outreach.** Over the duration of the LOCAL project, libraries conducted a combined 234 outreach activities reaching 9,919 readers as of June 2019. Most outreach activities involved local schools and community gatherings. During outreach, librarians collaborate with teachers and local leaders to organize activities like read alouds, storytelling and group role reading using the e-readers.

Challenges included:

1. **A disconnect between language policy framework and practice.**

According to the Zambia education curriculum framework of 2013, Zambian children are to be taught in a familiar Zambian language. However, despite the fact that 79% of children surveyed stated that they felt reading local language books was important, only 27% reported having read books in their local languages that reporting week, indicating that the practice of reading in local languages is not as widespread.

2. **Scarce resources associated with conducting outreach activities.**

The main resource requested was means of transportation, or funding to acquire transportation, in order to travel to outreach destinations.

3. **Request for additional devices.** Librarians requested more digital readers to keep up with demand, while teachers desired more devices to match class sizes during outreach activities.

## 4.1. Sufficient Planning Time

Sufficient planning time is needed to ensure the success of your project. Planning should include:

1. Identifying goals for your digital reading project and identifying any barriers you may need to address in order to achieve those goals
2. Reaching out to relevant stakeholders to negotiate buy-in and sustainable support for the project
3. Designing and planning for training activities including the number and frequency of training needed
4. Planning for how the digital books can be integrated into your existing book catalogue including launch events and programming at your library
5. Designing a monitoring and evaluation framework for digital reading

Three to six months is recommended to conduct these activities and ensure the success of your digital reading intervention.



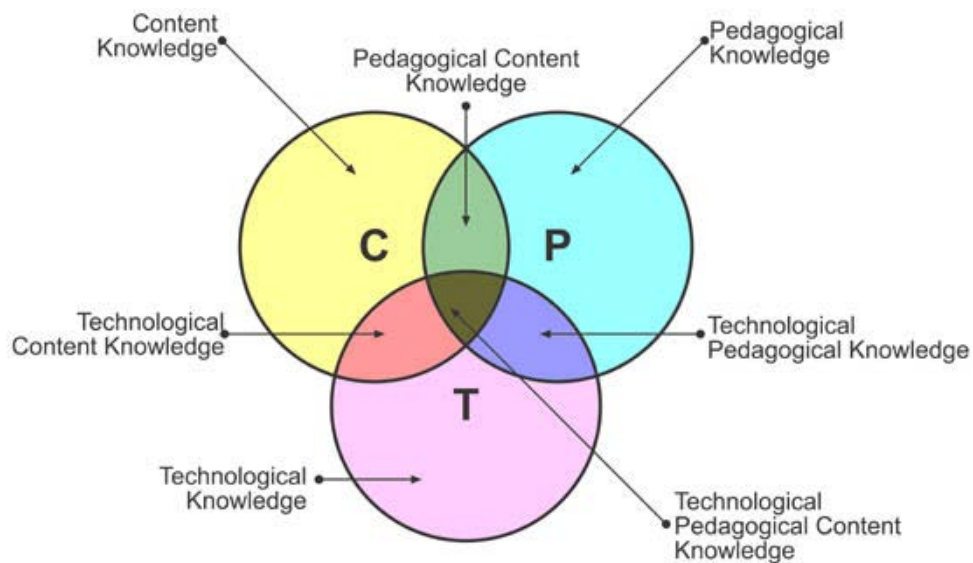
### **Sample of Success: Integrating Digital Reading into the Kenyan National Library Service (knls)**

In 2015, Worldreader and knls **deployed 3,000 e-readers containing a total of 600,000 e-books to all 61 public libraries across Kenya.**

With a focus on collaboration from day one, Worldreader and knls were able to build a Memorandum of Understanding (MOU) and scope of work that clearly outlined roles focusing on the strengths of each organization and plan for sustainability at the outset. In a reflection of one of the realities of nationwide scaling, negotiations over these terms delayed the project start by six months, but ultimately led to a much stronger partnership and programmatic design. Knls took full responsibility for incorporating the program into its long-term strategic plan, investing in capacity-building and training of its current and future staff and allocating funding to sustain the program after the initial two year project implementation period. Combined with Worldreader's commitment to the provision of low-cost e-readers loaded with e-books in Kiswahili and English for all 61 libraries and comprehensive capacity building for librarians, the two organizations supported each other's efforts, and played to their known strengths.

## **4.2. Effective Training and Capacity Building**

Effective integration of digital reading into existing programming, requires a fair amount of capacity building and training of library staff. The TPACK framework can help guide thinking around technology integration by outlining some key principles for successful technology adoption and integration into the existing environment. Figure one illustrates that successful technology integration requires a unique blend of **technological, pedagogical and content knowledge (TPACK)**.



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This means that successful library integration requires librarians to be trained in three areas:

1. **Technical device training:** How to technically use and troubleshoot the devices
2. **Reading activity training and community outreach:** How to successfully integrate reading activities into the library environment and surrounding community through outreach
3. **Booklist integration:** What books are available on the devices and how they can be used to improve existing library resources and support patrons' needs.

Depending on the nature of your digital reading program, these elements may change. For example, the technical training will depend on the type of device and digital reading platform being used. Likewise, pedagogical knowledge will depend on the target demographic for the digital reading program since early childhood interventions require different instructional approaches from school-aged children, youth and adults. Likewise, content knowledge should be tailored to the focus of the digital reading program. With the LOCAL project<sup>5</sup>, for example, content was focused on books in local languages for the early grades, so librarians were required to provide support for young readers in local languages.

<sup>5</sup> The LOCAL project was a partnership between Worldreader and the African Library and Information Associations and Institutions (AfLIA) to bring local language content on digital devices to libraries in Ghana, Zambia and Uganda. See the final report: <https://comms.worldreader.org/wp-content/uploads/2021/02/LOCAL-Final-Project-Report.pdf>



Worldreader recommends having technical, pedagogical, and content experts directly train project managers early and often. For projects that will be managed by a librarian, this means beginning with training for librarians. Training should be a continuous process so that new staff are trained on digital reading program management as part of their on-boarding. The project managers and librarians trained early on in a project should be equipped to train others at their library or library support organization, and new staff in the future, using training manuals and guides as a reference.



During training activities, both trainers and those being trained should have the correct digital reading device in their hand and are able to walk through each of the steps together. Trainees should also be allowed to sign out devices and take them home to practice between training activities.

### **Digital reading technical trainings and supporting materials typically include:**

- Digital reading device basics - what is a digital reading device and what is a digital book?
- Caring for a digital reading device
- Turning on the digital reading device
- Understanding the icons and prompts within the digital reading environment or application
- Finding books within the application or digital reading environment
- How to read a digital book including turning pages and searching for locations.
- Tips including how to preserve battery life by keeping devices offline when wifi is not in use, how to avoid deleting content on the devices, display settings, and dealing with passcodes.
- Special features that vary depending on the device and reading application such as how to look up words in the built-in dictionary, use the vocabulary builder, highlight words, changing text size and font, restarting devices, and using accessibility features such as text-to-speech or audio books.

### **Library Reading activity training includes:**

- How to prepare for reading activities in your library
  - Encourage Individual Reading
  - Understanding Patrons' Learning Styles
  - Understanding Patrons' Diverse Reading Abilities
  - Planning Ahead

- Recruiting Peer Mentors
- How to conduct reading activities in you library
  - Setting ground rules
  - How to conduct a reading session
  - Common questions to help students and patrons reflect on a story
  - Maintaining order during reading activity sessions
  - How to ensure equity during reading activities
- Sample reading activities and practice
  - Sample reading activities include group role reading, read alouds, choral reading, guest reading, and role play. For more ideas about reading activities for your library you can visit a number of resources starting with those listed in [Annex 4.1](#).

### **Community outreach training should include:**

- How to plan and design a community engagement plan
- Identifying the barriers to community engagement
- Identifying key stakeholders in your community
- Designing an implementation plan
- Implementing your outreach solution

Community engagement plans should focus on the goals of your reading program and how you want to achieve them through community outreach. For example, a project focused on improving early grade reading in local languages might seek to engage parents and caregivers in the surrounding community to support reading activities with their children in their mother tongue or conduct outreach to local religious institutions and schools to provide reading resources for their communities.

### **Content expertise training; Booklist integration:**

The final training piece should be conducted together with a content expert for your project, when possible. It will involve training on how to incorporate the digital books into your existing library or how to incorporate the books into a school or community curriculum, etc. This type of training might include:

- An overview of the books available within the digital collection
- How to build digital collections of books and direct patrons to them in your library
- The different uses of the content and how it can be used to respond to patron requests for information or storybooks.
- What books are available on the devices and how they can be used to improve existing library resources and support patron's needs.

## 4.3. Reliable Management

Building a digital reading program in your community first and foremost requires dedicated management and time to ensure the success of the project. Reliable management should be secured and trained during the initial planning phase of the project since they will be responsible for project oversight and managing responsible integration of digital reading into your library system.

Managing a digital reading project is an ongoing job made up of various responsibilities. It includes ensuring the devices are functional and safe at all times, implementing policies on device use, and running activities to keep patrons engaged. On average, a library should devote at least 20 hours a week to the program.

Project management responsibilities will include:

1. Device charging and storage
  - a. Build or set up a charging station for your reading devices
  - b. Ensure the charging station has access to electricity and is placed in a secured location.
  - c. Ensure devices are always charged and stored in the charging station when not in use.
  - d. Safely store the devices at night when the library or school is closed, preferably in a locked container or cupboard.
2. Inventory management
  - a. Manage receipt and distribution of your digital reading devices
  - b. Troubleshoot common challenges that come up (such as frozen screens)
  - c. Develop and execute a charging schedule to ensure devices are continuously charged.
  - d. Conduct regular checks to ensure devices are functioning and books or tablet applications have not been deleted.
  - e. Develop and implement a damage and loss policy with your staff
  - f. Count devices at the end of each day to ensure no one has returned an empty case
3. Project management
  - a. Provide training, assistance, and supervision for other staff, students, and patrons at the beginning of the program and when necessary.
  - b. Lead policy formulation related to scheduling use of reading devices, checkout procedures, care and replacement policies, etc.
  - c. Manage use of the devices during working hours.
  - d. Lead program monitoring and reporting, as required, and reach out to project stakeholders as needed

- e. Develop a sustainability plan for your digital reading program that includes considerations towards financial, operational, programmatic and environmental sustainability, and supports the broader sustainability goals of the library system.
4. Outreach activities
    - a. Organize community outreach and launch events early in the project to inform local leaders, parents, and community members of the digital reading program.
    - b. Coordinate regular outreach activities to nearby schools, community resource centres, and other neighboring institutions in need of books.
    - c. Charge devices prior to conducting outreach activities, and plan for reliable transport of the devices.
    - d. Take inventory of the devices before and after outreach to ensure no devices have been misplaced.

## 4.4. Systems, Policies and Procedures

Appropriate policies and procedures should be well thought out before the program launch phase. You should engage the appropriate stakeholders to establish policies and procedures for things like:

1. How to checkout digital reading devices for use during the day
2. How long patrons can keep a digital reading device while in the library
3. Device sharing schedules and procedures for outreach to schools and classrooms
4. Overnight borrowing of devices by patrons, students, and partner institutions
5. Breakage and loss of digital reading devices
6. Frequency of refresher trainings for staff
7. Overnight storage of digital reading devices

It is extremely important to establish policies on how devices are used at the very start of your program. To do this, ask yourself, fellow librarians, and other key stakeholders some of these key questions:

- Must a patron or student be trained before they can use a digital reading device?
- Must a patron have a library card or other registration before they can use a digital reading device?
- Should a patron or student be required to sign a pledge form (endorsed by parent) before they can use a digital reading device?
- Should a patron or student be required to agree to a loss/breakage policy before they can use a digital reading device?

- Will we restrict use of digital reading devices to just the library or school?
- If we allow patrons to take digital reading devices home, for how long may they keep the devices for (One day? Over weekends? One week? A month?)
- Should we allow patrons to borrow half of the devices and keep the other half in the library or school at all times?
- What will we need to do to adapt our current borrowing system to include digital reading devices?
- What will be the expectations if we are to lend digital reading devices out to our partner schools?

Here are examples of device usage policies Worldreader has observed at libraries implementing digital reading programs:

Library	Who can borrow an e-reader?	Process for borrowing an e-reader?	Who can borrow overnight?
Library A	All patrons, teachers and community members	Sign-out required only after school hours	Library staff and volunteers and registered patrons who visit the library regularly - 1 week limit, with parent approval.
Library B	All trained patrons (registered and non-members)	Sign-out always required at the reception	Library volunteers and staff only - one night limit
Library C	All trained patrons (registered and non-registered members)	Sign-out always required individual use; group activities do not require sign-out	Not allowed

The best way to develop these policies is to get stakeholder buy-in early. Therefore, we recommend that you hold a stakeholder meeting before you launch your digital reading program where you discuss these critical questions with parents, teachers, schools, library management, and other stakeholders.

## 4.5. Community Engagement

Successful reading programs design a community outreach plan that suits the needs of the community that it serves. Community engagement starts from the outset of the program, when it launches, and continues to evolve to serve the

reading needs of the community while keeping them excited and involved.

Steps to implementing a community engagement plan are outlined in the training and capacity building section of this module. They include:

- Identifying the barriers to community engagement
- Identifying key stakeholders in your community
- Designing an implementation plan
- Implementing your outreach solution

It is important that we first **identify the blockades to achieving our goals** before coming up with a way to overcome them. Using Worldreader's LOCAL project as an example, the aim of the project was to support reading in local languages for the early grades through digital reading in community libraries. In order to succeed in this aim, librarians had to get their communities excited about reading in the local language. The first step to achieving this goal was to identify the barriers to creating excitement about reading in the local language both for children and adults in the library communities.

For example, one barrier to the LOCAL project in Zambia and Ghana was the inability to read in the local language by both children and librarians<sup>6</sup>. The project introduced digital reading devices with local language storybooks to project libraries. There was a strong reported interest in local language content, particularly during outreach activities. However, when asked about the high discrepancy between the use of English and local language content, the main reason that librarians reported as a cause for limited local language use was that many children, and even the supporting librarians themselves, could not read the local language.

Once barriers have been identified, you can **identify the key stakeholders in your community** who can help to overcome those barriers. In order to do this, begin by asking the following questions:

1. Who do you need to impact?
2. Who/ what are their circle of influencers?

Some examples of key stakeholders to target for outreach include:

- Parents and caregivers
- Religious leaders
- Local business owners
- School Leadership and Parent Teacher Associations
- Local government officials

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<sup>6</sup> Worldreader, LOCAL Ghana Final Report, 2018 and LOCAL Zambia Final Report, 2019.



In order to overcome the barrier of librarians who didn't know how to read during the LOCAL project, librarians in Ghana engaged local religious leaders who had been taught to read bibles to their constituents in local languages. These leaders were engaged to conduct reading sessions with children at the library to read the local language digital storybooks available at the library, in place of the librarians themselves.

Once you have identified relevant stakeholder influencers for your project, and related places of influence, you can then proceed to design a solution that includes leveraging the influencers (and places of influence) you have identified. Holding **launch events** are an effective way to begin your community engagement. You can either hold your launch event at your library, or look for a more centralized location like the local marketplace or a nearby school to gather as many community members as possible. The goal of the launch event is to inform the community about your digital reading program and how digital books can be leveraged to support them in their work and studies. It is important to invite all your identified key stakeholders to this event so that you can garner their interest in your project and approach them to support outreach efforts. This support may include asking for funding for transportation to conduct outreach in surrounding schools or community centers, or simply volunteer support to conduct reading activities at your institution.

In order to design your outreach events you need to:

1. Identify the leaders you need to bring on board to execute the plan
2. Determine the logistics
3. Design an agenda

Whose buy-in do you need? For example, if you are going to hold the event at the marketplace, you may need to identify the chief market woman to get her buy-in. You may also need to help her understand why the project is important for the community and why the market should be involved. Are you going to have students at the gathering? If so, then you may also need to seek the buy-in of the local education administration and the school's administration or head teacher.

**Determining your logistics** is an important part of outreach planning. For example, if you are going to hold the event at the market, there are a lot of factors to consider, including (but not limited to):

- Transportation of materials to and from the event
- How many seats are you going to have in the place?
- Do you need a PA system?
- Do you need to mount a stage?
- How would the children assemble at the market grounds?
- Who do you need to invite and how would they assemble at the market ground?

- Do you need other supplies (including digital reading devices and/or mobile phones to access digital books for sample reading activities)?

These logistics should be carefully thought through and addressed prior to the event.

Each of your **outreach events should include an agenda** so that you are clear on the purpose and timeline of the event. Start by thinking about what you are ultimately trying to achieve with the event and which aspects must occur in order for it to be successful. With that in mind, think about how much time you are going to spend overall and how much time you need for each individual aspect of the event. It is important to note that organizing a launch event at the marketplace or even at a church is not the only way to engage your community. Keep in mind that in order to engage your community around digital reading, it will likely take more than one event. You need to explore several solutions and then settle on those that work best for you.



### **Spotlight on Engaging Parents and Caregivers to Read with Their Children**

Parents are a child's first teacher. Simple parent-child activities, such as telling stories and reading to children, considerably enhance early learning<sup>7</sup>.

In order to engage parents and caregivers to read with their children the following goals are important to keep in mind, and can be conducted through a series of engagement events for parents at PTA meetings, or through a widespread media campaign that leverages social media, radio, and television when resources allow. Your campaign should:

- Raise awareness on the crucial importance of the early years in the child's life among parents (and other caregivers) of children in preschool up to grade 2.
- Introduce storytelling as a simple activity all parents can do to help their children learn.
- Inform parents of the stories read every week by teachers or librarians to children so that they can follow along and read them together at home on their mobile phone.
- Promote digital books as a resource to gain access to free books on any mobile phone (see [www.bebooksmart.org](http://www.bebooksmart.org) or search for

<sup>7</sup> Mol & Bus, 2011; Bus et al., 1995; Cunha & Heckman, 2007; High and Klass, 2014.

- BookSmart by Worldreader in your Google Play store as an example).
- Encourage parents and caregivers to tell stories and read to children frequently
  - Build a strong link between the classroom and the child's home

*Reference: Worldreader Kids School-to-Home Campaign Toolkit, 2017.*

### **Creating a comprehensive community engagement plan**

Remember, community engagement is about continuously working collaboratively with community members and community groups. As such, you will need to design a comprehensive community engagement plan where you implement many different solutions over the course of time so you can continue to keep the local community aware of the project and its successes. Do not think that you will overcome all barriers by simply holding one event in the community. Worldreader recommends designing a community outreach calendar to schedule various outreach and engagement activities with your community throughout the year.

Alongside scheduling outreach to bring digital reading devices to surrounding schools and community centers, some possible activities include:

- A quarterly “read-a-thon” at your library, where the community is invited to come to the library and spend time exploring the digital books. This will allow people who wouldn’t normally have access to digital reading devices a chance to hold them and experience the technology first-hand. If parents attend, they’ll become more invested in keeping these devices safe and available for their children, as well as potentially allowing their children to read through resources like the [Worldreader App](#) or [BookSmart](#) on their phones!
- Hold an end-of-the-year celebration at your library featuring patrons or students reading from the digital reading devices as part of the entertainment. Provide beverages as well as other performances and music.
- Bring in a “Guest Digital Reader” from the community. This can be a community elder, a parent, or a local businessperson. You can schedule an event where they will come in and read a story to library patrons.

## Annex 4.1. : Reading Activities to Support Learning to Read

- [Reading Rockets 25 Activities for Reading and Writing Fun](https://www.readingrockets.org/article/25-activities-reading-and-writing-fun) (visit <https://www.readingrockets.org/article/25-activities-reading-and-writing-fun>)
- English as a second language (ESL) Reading Activities for Kids and Adults (visit <http://eslexpat.com/esl-reading-activities/>)
- Make Reading Fun: A Guide for Foundation Phase Teachers by MIET Africa (available at <https://www.mietafrica.com/wp-content/uploads/2016/09/Make-reading-fun-A-guide-for-Foundation-Phase-teachers.pdf>)
- Guide to Teaching Reading at the Primary School Level by Kemba A. N’Namdi at UNESCO (available at <https://files.eric.ed.gov/fulltext/ED495644.pdf>)
- Read, Write, Think resources from the International Literacy Association and the United States National Council of Teachers of English at <http://readwritethink.org/>
- Oportunidad, Fundacion Educacional Spanish language resources at <http://www.fundacionoportunidad.cl/rie>
- Colorín Colorado, Spanish- English bilingual resources at <https://www.colorincolorado.org/>

## Annex 4.2. : Additional Resources for Libraries

### Digital Integration Resources

#### Principles for Digital Development:

<https://digitalprinciples.org/principle/build-for-sustainability/>

The Principles for Digital Development are nine living guidelines that are designed to help integrate best practices into technology-enabled programs and are intended to be updated and refined over time. They include guidance for every phase of the project life cycle, and they are part of an ongoing effort among development practitioners to share knowledge and support continuous learning. [The Digital Principles](#) were created in a community-driven effort, the result of many lessons learned through the use of information and communication technologies (ICTs) in development projects. All are encouraged to use them.

#### Guidelines for the Introduction of Electronic Information Resources to Users

by American Library Association (ALA), 2019

<http://www.ala.org/rusa/resources/guidelines/guidelinesintroduction>

Guidelines from the Reference and User Services Association of the ALA on integrating new technology into public libraries. This resource has sections on planning, training, publicity, and assessments.

**Webinar: E-books - Decisions, Decisions, Decisions** by EIFL, 2012.

<https://www.eifl.net/resources/eifl-webinar-e-books-decisions-decisions-decisions>.

Overview of the many things to consider when integrating digital reading into library collections, as well as best practices.

**Webinar: Introduction to Digital Literacy** by EIFL, 2015.

<https://www.eifl.net/resources/eifl-webinar-introduction-digital-literacy>

Provides an overview of what digital literacy is and why it is important in the digital age, particularly for young people.

## Youth Engagement Resources

**Youth Project Toolkit: A Resource for Youth Leaders and Youth-Serving Professionals** by IREX

<https://www.irex.org/resource/youth-project-toolkit-resource-youth-leaders-and-youth-serving-professionals>

The Youth Project Toolkit provides youth leaders and youth-serving professionals with 16 step-by-step project models for engaging young people in the community. Each of these models has been implemented successfully by youth in Russia through the Youth Competencies Development Program (YDCP), funded by USAID. Most of the suggested activities are centered around youth leadership, with some focusing on career networking and writing.

**Teen Programming Guidelines** by the American Library Association (ALA). 2015.

<http://www.ala.org/yalsa/teen-programming-guidelines>

ALA Guidelines for implementing programs geared towards teens and youth. This is a good source for guidance when developing library programming for youth and has a vast amount of resources and links provided, including toolkits, for each section of the guidelines.

**Effective Training: Essential Principles, Approaches, and Process** by IREX, 2014.

[https://www.irex.org/sites/default/files/node/resource/effective-training-principles-approaches-process\\_0.pdf](https://www.irex.org/sites/default/files/node/resource/effective-training-principles-approaches-process_0.pdf)

This guide offers a framework for making training more inclusive and impactful. It complements IREX's guide to strengthening organizations.

**Teen Literacies Toolkit** by the American Libraries Association (ALA), 2017.

[http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/TeenLiteraciesToolkit\\_PRI\\_NT.pdf](http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/TeenLiteraciesToolkit_PRI_NT.pdf)

Gives a detailed overview of the many different forms of literacy as well as examples of how best to engage teens and encourage them to develop multiple literacies.

## Resources for Engaging Caregivers and Their Children

### **Hacking Literacy: How to Engage Local Developers, Content Creators, and Libraries to Improve Reading Outcomes** by IREX, 2016.

<https://www.irex.org/sites/default/files/node/resource/hacking-literacy.pdf>

IREX created this guide after realizing that local technology communities could be much better integrated into early reading efforts through careful planning and engagement. The guide is rooted in lessons learned while implementing technology for early reading programs. The preamble has some useful pieces around the importance of engaging parents and caregivers to read to their children with recommended indicators on p. 23.

### **Libraries Improving Literacy of Pre-School Children** by EIFL, 2015.

<https://www.eifl.net/system/files/resources/201510/ethiopia.pdf>

A case study that details the impact of encouraging parents to read with their children and how libraries can be leveraged to accomplish this by providing activities geared to families

### **Public Libraries: A Vital Space for Family Engagement** by ALA, 2016.

[http://www.ala.org/pla/sites/ala.org.pla/files/content/initiatives/familyengagement/Public-Libraries-A-Vital-Space-for-Family-Engagement\\_HFRP-PLA\\_August-2-2016.pdf](http://www.ala.org/pla/sites/ala.org.pla/files/content/initiatives/familyengagement/Public-Libraries-A-Vital-Space-for-Family-Engagement_HFRP-PLA_August-2-2016.pdf). Highlights how family engagement is important to children's literary (and overall academic) development. Explores how libraries play a vital role in encouraging family engagement and ways libraries can do so.

### **Ideabook: Libraries for Families** by ALA, 2016.

<https://globalfrp.org/content/download/73/436/file/IdeaBook.pdf>

Provides a research-based framework for family engagement at libraries and why it is important, as well as gives examples of programming for the many different ways libraries can engage families.

### **Guidelines for Children's Library Services** by IFLA.

<https://www.ifla.org/publications/guidelines-for-children-s-library-services?og=8708>. The purpose of these Guidelines is to inform decision makers, to give guidance to the international library community about children's needs and rights on information, literacy and reading and to help public libraries implement high quality children's services They are aimed at practising librarians, library administrators and decision makers, and the students and lecturers of library and information faculties.



## Gender Inclusivity Resources

**Creating Supportive Learning Environments for Girls and Boys: A Guide for Educators** by IREX, 2016.

[https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys\\_2.pdf](https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys_2.pdf). Creating Supportive Learning Environments for Girls and Boys helps teachers, administrators, and communities make classrooms and schools more gender inclusive. This resource is designed to help youth of all genders succeed. Has a section on gender sensitive materials and textbooks.

**Women and Technology: Increasing Opportunity and Driving International Development** by IREX, 2015

<https://www.irex.org/sites/default/files/node/resource/women-and-technology-testimony.pdf>. This testimony summarizes what IREX has learned from working with women, girls, and technology. It also outlines ways that policymakers and development professionals can promote more equitable access to technology.

## Community Engagement and Advocacy Resources

**Toolkit: Libraries, Development and the United Nations 2030 Agenda (Revised version - August 2017)** by IFLA, 2017.

<https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-un-2030-agenda-toolkit-2017.pdf>. Designed to get libraries involved in national advocacy initiatives for the Sustainable Development Goals. Also of interest to libraries advocating at the local level.

**Public Library's Golden Pathway to Successful Service: Understanding Community Needs** by EIFL, 2016.

<https://www.eifl.net/resources/paper-about-importance-community-needs-assessment-designing-public-library-service>. Provides a roadmap for successful development of new services in public libraries. Strong focus on community engagement and community-led programming. This resource provides community needs assessment models and methodologies and new service development models.

**Communities Have Challenges, Libraries Can Help: A Step-by-step Guide to "Turning Outward" to Your Community** by ALA, 2015.

[http://www.ala.org/tools/sites/ala.org.tools/files/content/LTCGettingStarted\\_DigitalWorkbook\\_final010915.pdf](http://www.ala.org/tools/sites/ala.org.tools/files/content/LTCGettingStarted_DigitalWorkbook_final010915.pdf). Workbook that provides tools that are designed to help libraries strengthen their role as community leaders and bring about positive change in their communities. It entails taking steps to better understand communities; changing processes and thinking to make conversations more community-focused; being proactive to community issues; and putting community aspirations first.

## Capacity Building, Library Standards and Spaces

### **Professional Development for Young Librarians Matters: An Initiative for Young African Library Innovators** by EIFL, 2019.

[https://www.eifl.net/system/files/resources/201906/aflia\\_2019\\_conference\\_paper\\_final\\_feb15.pdf](https://www.eifl.net/system/files/resources/201906/aflia_2019_conference_paper_final_feb15.pdf). Outlines effective peer-to-peer training strategies for inspiring innovation in libraries, changing mindsets, and encouraging motivation. Focus on encouraging library usage through new services, including ICT literacy training and community engagement, with examples.

### **IFLA Current Standards** by IFLA, 2019. <https://www.ifla.org/node/8750>

IFLA standards are internationally reviewed, published and regularly updated documents. Each IFLA standard reflects current consensus on rules, principles, guidelines, best practice or models for a particular activity or service. IFLA standards in their diversity of styles and subject matter provide optimum benefit for the international library community. Standards are established by IFLA professional units who work in collaboration and by consensus.

### **Small Libraries Create Smart Spaces** by ALA, 2018.

[https://www.dropbox.com/s/2xby8oev1xl6q21/ALA\\_2018\\_basket-of-community-discovery-tools.pdf?dl=0](https://www.dropbox.com/s/2xby8oev1xl6q21/ALA_2018_basket-of-community-discovery-tools.pdf?dl=0) Discovery tools for how to engage the community around the design of a library program, alternative ideas to conducting a survey. Tips might be applied for small libraries who want to tailor their e-reading program to community needs. They also include a link to resources for creating smart, shared spaces that accommodate a number of different patrons.

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## Module 5: Sustaining Your Digital Reading Program

*This module provides some tips for how to sustain your digital reading program including allocating for device replacements, new content acquisition, and tips and tricks for sustainable funding and responsible device recycling.*

### Keys to sustaining your digital reading program:

1. Develop a [sustainability framework](#) at project outset
2. Design for [programmatic sustainability](#)
3. Design for [operational sustainability](#)
4. Design for [financial sustainability](#)
5. Consider [environmental sustainability](#): Recycling and reuse of broken devices

### Recommendations

- Continue monthly monitoring in order to bring positive programmatic results to funders.
- Support future outreach activities for librarians
- Consult with schools and other partner institutions to provide on-going support for the project
- Work to identify a network of volunteers to help sustain the project.

### Sample Spotlight: Sustaining Digital Reading within the Kenya National Library Service

In 2015 the Kenya National Library Service (knls) incorporated digital reading throughout all 61 of Kenya's public libraries. In order to sustain this programming past the initial partnership with Worldreader, knls took steps to take over full ownership of the program from the start. The partners' collaborative steps towards this goal included knls' financial buy-in, joint leadership training, co-created booklists, close-out and sustainability

planning sessions, and a final training of the trainers event. While Worldreader remains a knls partner, the day-to-day management has been knls' responsibility since 2018. With support from knls, Worldreader developed a demobilization plan for project closeout that included final library visits by Project Assistants to provide every library a final support session and communicate the transition plan. Worldreader also worked closely with knls' Monitoring and Evaluation Team to refresh the monthly monitoring forms and plan for continued data collection and reporting. Knls budgeted for sustainability as well, including the hiring of seven new ICT officers from 2016-2017, to support libraries with hardware and troubleshooting and continue active support to librarians. Additionally Worldreader and knls produced a suite of short training videos highlighting three main e-reader modules: device navigation, user experience, and troubleshooting. The videos complement existing training resources, and knls staff at both the headquarters and library level can use them to refresh their own training, instruct new librarians, or guide patrons.

(source: LEAP 2.0 Final Report available at:

[https://comms.worldreader.org/wp-content/uploads/2018/07/LEAP-report\\_digital.pdf](https://comms.worldreader.org/wp-content/uploads/2018/07/LEAP-report_digital.pdf))

## 5.1. Developing a Sustainability Framework from the Outset of a Project

A successful digital reading program should continue to enrich your community even after the first year of the project. Right from the program outset, it is important to develop a framework for continued support for the program. Considerations include how you can design a project that has sustainable programmatic elements that allows you to achieve the set goals. This may include measures around librarian turnover (operational sustainability) or funding to procure replacement devices (financial sustainability). This means that for every decision taken to do this activity or that activity, you should be asking:

1. Can we sustain an activity like this long term ?
2. Can we find the funding to keep this going for many years to come ?
3. Are we committed to making this happen?

Sustainability comes down to thinking about how to ensure the continuity of every decision and element of your project with respect to the four major aspects of the program: **programs, operational, financial and environmental.**

## 5.2 Designing for Programmatic Sustainability

Begin your framework by thinking about the elements necessary for programmatic sustainability:

1. How can you ensure that activities created to achieve the goals of the program continue beyond year one?
2. How can you ensure that staff and community mobilizers continue to have access to the resources they need to reach out to the community?
3. How can you continue to improve the structure of the activities running in your digital reading project to achieve the needed results?

Your project will be made up of a number of major activities. The activities will be designed to suit each community and will be expected to run over a long period of time to accomplish the set goals of the project or institution. Your sustainability framework should outline these activities and what you need to do to ensure that the activities are accomplishing your goals and can be sustained for many years to come.

For example, to accomplish the goal of increased library engagement and patronage by adults and children in the community, a monthly Mother Tongue Reading Durbar could be a great activity to implement. This type of activity is well suited since it focuses on bringing together children, parents, caregivers and other community members to do various reading activities in the local language and English. The expense for an activity like this would constitute:

- The cost of creating awareness and sending out reminders in the days leading to the event through the community's information centre or through the local radio station;
- The cost of resources that will be used in the library for these activities: pencils, markers, papers, cardboards, print materials, etc.;
- The cost of hiring a P.A system, chairs, canopies to organize the event for the expected crowd;
- Salary for staff to conduct these activities at a time which is most convenient to bring the community together. If during the holidays, compensation may be needed to motivate staff.

To ensure the continuity of an activity like this year after year, you would have to:

1. Establish policies that ensure staff are conducting these activities every month;
2. provide the requisite funding needed to run this activity.

In order to ensure the continuity of community programs such as a monthly

reading festival you may need to design this activity differently from the outset. For example, the activity could be designed to leverage community collaboration like a local school network, radio station, bank, business, religious institution, or other community group whose institutional goals align with the goals of the activity. Building a collaboration with one of these groups could help to alleviate the costs of the activity and provide support for the organization of the monthly event. Outreach activities can be made more effective by consulting with key stakeholders to **schedule set times for outreach** to other institutions like schools or libraries. Better outreach planning will enable more effective integration of digital reading into existing programming or lesson plans.

Integrating **monthly reporting** into your program design can be a good way to help sustain your digital reading programming. This level of accountability can help to motivate project managers and staff to continue improving the digital reading program and work to integrate new digital reading activities into your institution. Further, sustained technical support can be structured and informed by data submitted through regular reporting<sup>8</sup>.

#### **Sample Monthly Reporting Indicators Include:**

1. Number of patrons visiting the library (divided into target age groups)
2. Number of students accessing the digital reading devices
3. Number of times the devices are borrowed in and outside the institution
4. Number of outreach activities conducted
5. Number of people reached during outreach activities
6. Number of patrons/partner organizations enrolled at the library
7. Number of reading activities conducted
8. Time spent reading digital books
9. Number of books opened and read
10. Number of broken devices
11. Number of lost or stolen devices

By tracking these types of indicators in monthly reports you will be able to see the effects your digital reading program is having on your community and institution over time. This data can be used to adjust your programming and seek funding for sustaining and expanding your program.

<sup>8</sup> From Worldreader. (2019). LOCAL Zambia final report. Worldreader: Kenya.



## 5.3 Designing for Operational Sustainability

Operational sustainability includes all the logistical and operational elements you need to plan for in order to keep your project running for years to come. This includes device and book management, technical support, supervision and oversight, and continued staff capacity building.

### 5.3.1 Supervision and Oversight

Supervision and oversight include systems that allow you to continue to effectively monitor programs and collect feedback from the ground. This may mean, for instance, approximately 4 planned monitoring visits annually by the managing body. This can also include building monitoring questions specific to the digital reading program into your institutional monitoring framework so that you continue to provide feedback on the project and its efficacy.

### 5.3.2 Device Management

Sustainable device management requires considerations for inventory management, device replacements, technical troubleshooting and device updates and content downloads.

A sustainable process for **inventory Management** will include training staff on an inventory management system to track devices in all the project institutions and clearly writing these processes into staff job descriptions so that responsibility for inventory management is clear. In a library setting, for example, each library should have a designated librarian in charge of daily inventory management or a clear schedule rotating these responsibilities among library staff.

Devices may occasionally require **troubleshooting** due to screen freezes and other device malfunctions. A staff member or regional technical support team should be put in place to be trained on how to properly troubleshoot devices and be given the contact information for a technical expert and guidelines for how to report device breakage or malfunctions in case malfunctions go beyond their capacity or skill set.

In case devices break and cannot be fixed, your sustainability plan should include policies around **device replacement**. Work with your original device supplier to outline the cost of replacing broken or lost devices. In order to cover replacement costs, will you need to hold patrons accountable to pay a fee for broken or lost devices? Do some research to find other digital reading device suppliers in your area to compare replacement pricing models.

Your devices may require firmware updates or there might be a need to download

new content onto your devices. These activities will require **access to the internet**. How can you ensure access to the internet for these occasions? Will funding be necessary to access the internet or create a local hotspot? If so, these activities should be budgeted for.

### **5.3.3 Staff Turnover and Training**

Staff changes are inevitable at any institution. It is important to put a plan in place for training new staff who will be managing or supporting your digital reading program. Think about:

1. What kind of support and training will these persons require?
2. Who will be responsible for conducting this training?

Sustainable digital reading programs often identify a cohort of **digital reading champions** to provide on-going training for new and existing staff. These digital reading champions can begin to take over training exercises before the original trainers have left the project in order to ensure they have built the necessary skill set to provide training on their own, before supporting trainers are no longer available.

**Refresher training sessions** for staff are a good way to keep your digital reading program fresh and available to library patrons or students. You may identify new best practices to share with staff as your project progresses, or introduce new elements to your digital reading activity programming that can be introduced during refresher training sessions.

In order to build these training events into your sustainability framework, think about what training activities you will need to have vs. those that would be nice to have and outline your budget accordingly to build in a frequency of recurring training that you can afford to support. How can you ensure staff are abreast of the skills needed to continue running reading activities, outreach activities and support the overall increased enthusiasm around reading?

Using the example of a library system, are there ways for libraries to support each other at the branch level? Can libraries that are more advanced in their digital reading project support training for libraries that are newly launching a digital reading program or looking to revitalize and improve their program?

Training, like other activities in your digital reading program, has funding implications and thus needs to be well thought through to ensure continuity beyond the initial year of the project in order to ensure that your project can continue to meet its goals.

## 5.4 Designing for Financial Sustainability

For both programmatic and operational sustainability, financial sustainability is a critical component. It is necessary to think and plan ahead for the annual and monthly costs associated with your digital reading project in order to ensure it can last long into the future. In order to accomplish this financial sustainability, it will likely be important to re-engage stakeholders from the outset of your project in order to garner their financial support.

Digital reading costs can be broken out into the following categories, as an example:

- Utilities (electricity, internet, etc.)
- Device costs
- Training
- Supervision
- Activities
- Outreach and events

To view a sample digital reading project budget, view [Appendix A](#).

To offset some of these costs and plan for the future, digital reading devices can be used to **conduct outreach and mobilize resources** for your project. Taking devices with you to meet with stakeholders and allowing them to see the devices and digital books themselves, is a great way to get stakeholder buy-in and financial support for your project. For example, you might champion your project for library resources from local councils or political leaders who are interested in improving resources for their community and ensuring access to books for students and lifelong learners.

Holding **fundraising events** to showcase your digital reading project can also be an effective way to get donations to sustain your project. Likewise, more regular financing like library or school fees can be used to support the project into the future.

Early project findings through **monitoring data** showing increases in library patronage or improvements in student reading scores as a result of your digital reading program can also be an effective way to encourage financial support for your digital reading program.

**Leveraging community volunteers** to support reading activities can also help offset some of your operational and programmatic costs. For librarians this may be leveraging the support of local teachers to run reading activities and for teachers this may mean leveraging librarians to support students with reading activities at the library. Community volunteers and champions from religious groups and schools can also be leveraged to support learning at your institution.

Engaging the expertise of local community members is an important goal of community outreach activities that can help to sustain your digital reading program.

Revisit [Module 2: Getting Stakeholder Buy-In on Digital Reading Programming](#) for more ideas about engaging stakeholders in your community.

## 5.5 Considering Environmental Sustainability

Digital devices break. When they break and cannot be fixed, it is important they are properly disposed. Digital devices can contain chemicals and materials that are not safe to burn or dispose of using traditional means. Furthermore, many of the components used to make digital reading devices can be recycled and reused to fix other devices or build new ones.



### Spotlight: Worldreader's E-waste Recycling Initiative

In 2015 Worldreader began partnering with e-waste management company [City Waste Recycling](#), a reputable e-waste management company in Ghana's capital. City Waste Recycling began operations with recycling plants in Ghana in 1999 and expanded with an e-waste recycling pilot plant in 2010. They maintain an active role in the community with over 500 employees, many of whom are women. The company dismantles the devices and transfers the metal parts to a government facility for processing and the plastics for recycling through City Waste Recycling's local melting process in Accra. The plastic melted will then eventually be turned into bottle caps, chairs, or other items, depending on their density and other physical properties.

There are a number of responsible device recycling programs around the globe. In order to plan for the environmental sustainability of your digital reading project, you can make a list of device recycling suppliers in your area and figure out your options for recycling and reuse of broken devices. Make sure to **form a plan and policy for your institution around responsible disposal of broken devices.**

## Annex 5.1 : Sample Budget

Line Item		Assumptions	Base Units	Rate	Total
<b>Year 1 specific Expenses</b>					
A	Charging Stations		1	xxx	xxx
B	Community Launch Event		1	xxx	xxx
Total Project Launch Cost					<b>xxxx</b>
<b>Yearly (ongoing) Project Cost</b>					
C	Electricity		12	xx	<b>xxx</b>
D	Refresher Training		1	xxx	<b>xxx</b>
E	Library Activities	Activities in the library		xxx	
	Outreach Activities	Visit to schools		xxxx	
F	Internet		12	xxx	<b>xxxx</b>
G	Annual Reading Summit Participation	Participation by 3 librarians	2	xxx	<b>xxx</b>
H	Supervision	4 visits per year from national, 4 visits by regional head			<b>xxx</b>
	National Supervisors	4 visits per year from national	x	xxx	xxx
	Regional Supervision	4 visits from regional head to branch libraries	x	xxx	xxx
I	Digital Reading Devices				<b>xxx</b>
	Device replacement	1% breakage(One device projected to break in 2nd year from our experience)	0.5	xxx	xxx
	Accessory replacement	4% breakage (replace broken cables in year 2)	2	xx	xx
	Additional E-books	10 ebooks per year (500 e-books)	500	x	xxxx
Total Ongoing (Yearly) Cost					<b>xxxx</b>
Fixed cost + Ongoing Yearly Cost per Library					<b>xxxx</b>