



# Read@Home: How can we ensure all children grow up as readers?

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# Reading is the gateway to lifelong learning



- Becoming a reader is a complex process which starts long before children reach primary school age
- Children in homes with many books get **3 years more schooling** than children from bookless homes

**Effective literacy instruction in school is crucial, but...**

- **Oral language development starts at birth**
- **Time at school is not enough.** Children need opportunities and support to practice reading

**Too many children are growing up without the books and support they need to become readers and learners**

# The Read@Home Initiative:



**Expands access to quality reading and learning materials**



**Reduces the cost of books and increases efficiency of procurement and distribution**



**Increases opportunities for children aged 0-12 to practice reading at home and at school**

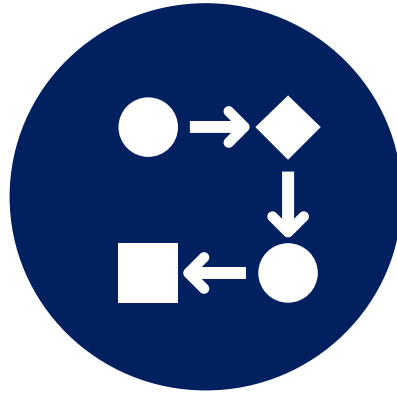
# Read@Home provides support to address the challenges that constrain access to books and opportunities to read



Support to source, select, develop & procure **quality reading materials**



Support to select & develop materials for caregivers & support partnerships to **engage caregivers & communities**



Support to improve the **efficiency of quality of the book supply chain** across countries & **lower the unit costs of books**

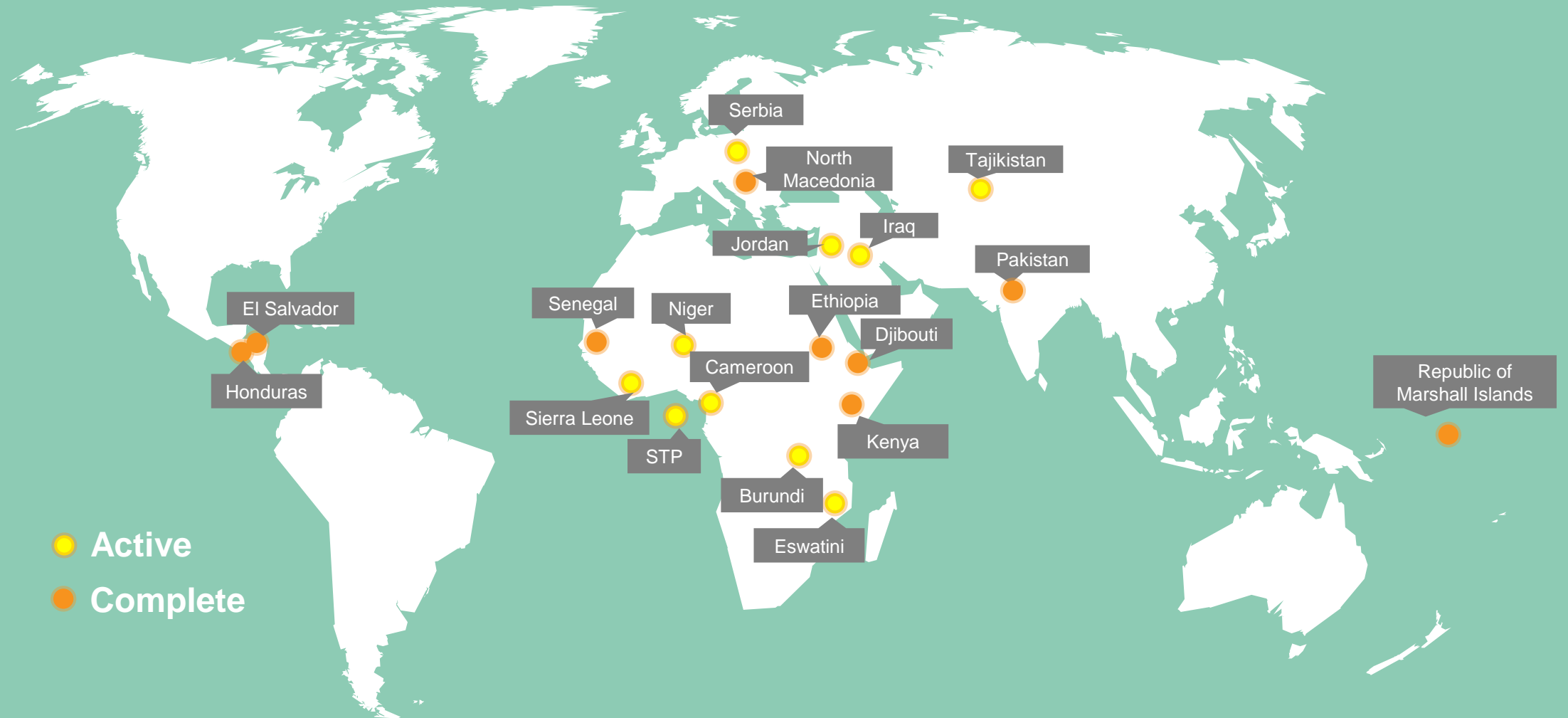


**Open-source solutions** to address specific challenges and support implementation, including **track-and-trace** and the **Early Learning Resource Network**

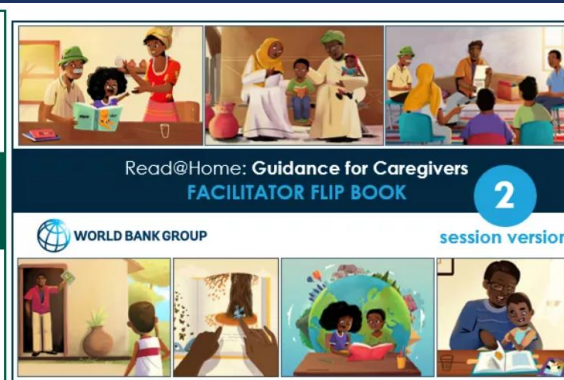
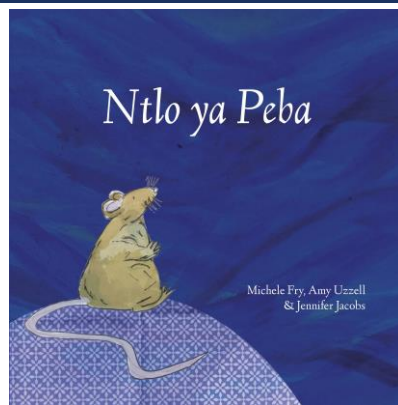


**Guidance** to identify and procure reading materials effectively, engage caregivers and implement Read@Home efforts.

# Read@Home has worked with 19 countries to date



# Range of tools and guidance available informed by country work



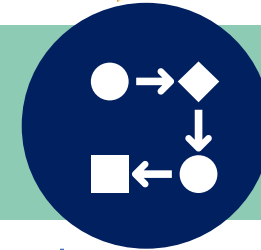
## Developing and selecting books

- [Read@Home manual](#)
- **Print-ready books**, textbooks, teacher guides (multiple languages)
- [Guidance note on producing reading books](#)



## Engaging parents and caregivers

- [Pack of customizable resources](#) including pictures, animations, voice notes, and radio scripts
- **More to come...**



## Procurement and distribution

- [Print cost calculator](#)
- Technical specifications for [reading books and textbooks](#) (including complete sample specs)
- [Copyright guide](#)



# Challenge: *Few (or no) appropriate books*

## Variety of strategies available to source, select and develop quality books

### Book development

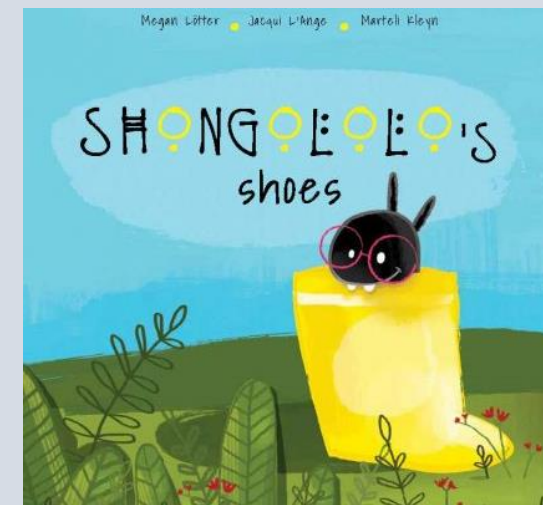
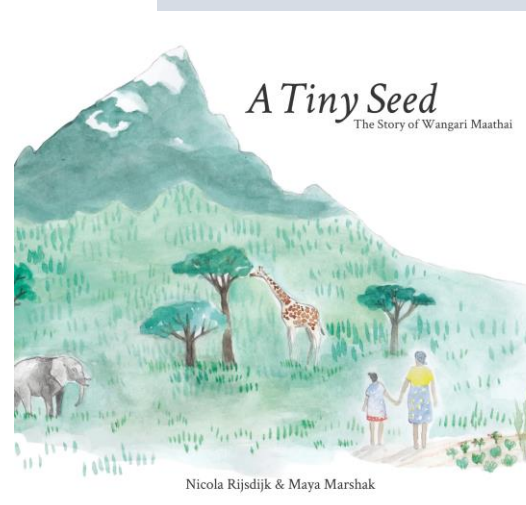
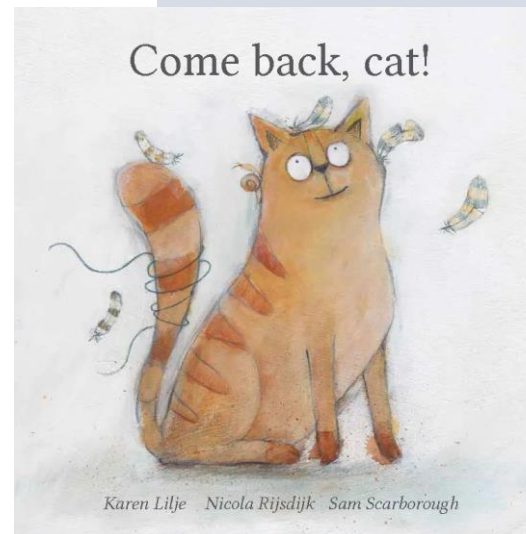
- Cameroon: Reaching 240,000 preschool children (including refugees) with books in Sango, Baka, Bassaa, Lamnso, Akose and Shupamum
- Honduras: First storybooks in Miskito and Garifuna
- São Tome and Principe: Developed 25 storybooks to reach all children from preschool to 6th grade and the poorest 10% of families

### Open source titles

- Sierra Leone: Leveraging titles by local authors to reach all P1 students in 2 districts

### Publisher partnerships

- Ethiopia: Books in six Ethiopian languages selected with Regional Education Bureaus to rapidly reach 26,000 conflict-affected families



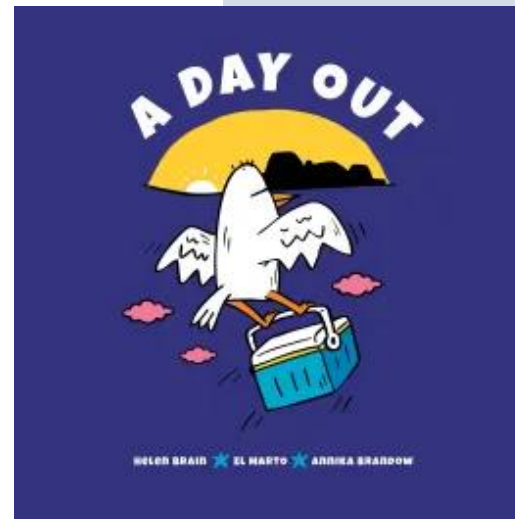


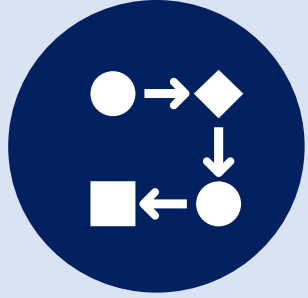
# Challenge: *Books require lots of technical work to be print-ready*

## Early Learning Resource Network (ELRN) created to make open-source materials freely available

- >4,600 open-source books available in 55+ languages (and growing)
- Download book files that are ready to adapt and send to the printer
- Collections available from Book Dash and Room to Read
- Books from Read@Home country efforts available (Sao Tome and Principe, Honduras)
- Search by language, country, level, publishers

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





# Challenge: *Books are expensive and don't arrive on time*

## Procurement and distribution management strategies bring down costs and increase transparency

### Procurement

- RMI: Lowered cost of books from \$9-\$19 per title to <\$2
- Serbia: Use of open source reduced unit cost from \$1.50 to \$0.30

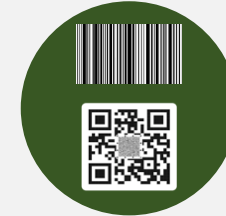
### Track and trace

- Low cost app developed to track books from printer to schools and communities
- Sierra Leone: Pilot will trace shipment of new literacy materials for >1m children in grade 1

## Core track and trace steps:



Confirm distribution list



Print bar codes / trackers on boxes of books



Train staff and others involved in distribution



Scan boxes and monitor distribution



**Challenge:** *Limited exposure to books before school age; little instruction time in school*

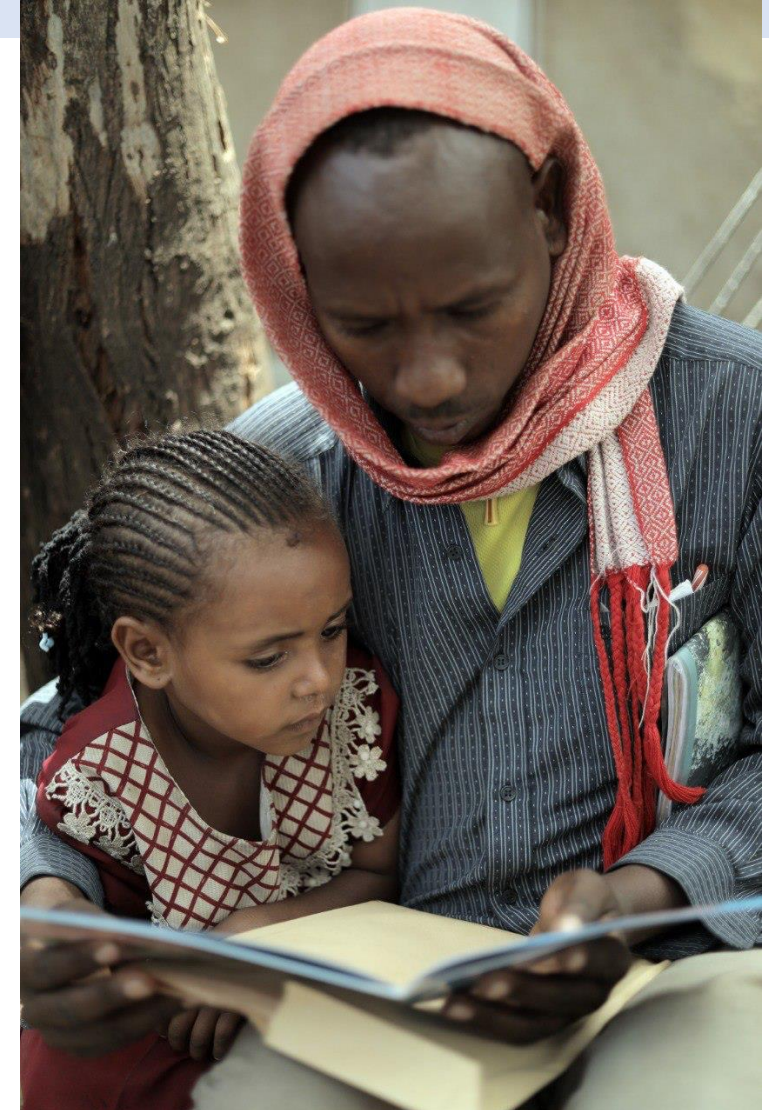
## Parent and caregiver involvement is critical

### Training and upskilling education workforce

- Cameroon: 150 District Inspectors trained on caregiver engagement strategies → cascading to teachers and school staff across country

### Awareness raising

- RMI: Book distribution to families of 3-5 year olds (including remote islands) alongside by home visits and radio messages
- Jordan: National awareness-raising campaign to reinforce importance, desirability and attainability of reading to young children



# Senegal: *Tackling learning poverty with early reading*

## Context



- 69 percent of children in learning poverty in Senegal (even before COVID)
- Multiple investments to expand quality learning services

## Approach

- Books in Arabic, French and seven Senegalese languages
- Distribution through preschools, community ECD centers and nutrition platforms
- Partnerships with 5 NGOs and National Nutrition Development Council
- Community reading groups, parent groups, home visits and local radio to bring books to life
- Building on WB operations
  - Senegal Investing in Early Years for Human Development
  - Senegal Project for Improvement of Education System Performance

**2 million children reached, covering 50 percent of children aged 0-6 in 7 out of 14 regions with lowest early childhood development (ECD) outcomes**



# Ethiopia: *Building bridges back to learning with storybooks*

## Context



- COVID-19 and conflict left schools across Ethiopia shuttered or destroyed and decimated gains to developing the education sector
- 90 percent of children in learning poverty (even before COVID)

**2024 pilot reached 26,000 families in conflict affected areas with storybooks alongside support for caregivers**

## Model

- Scaled 2021 pathfinder which distributed 45,000 books in 3 Ethiopian languages to IDP areas in 4 weeks
- Books in Afan Oromo, Amharic, Tigrigna, Afar Ar Shinasha and Gumuz distributed to families with children aged 0-5
- Selected and trained facilitators from education staff (teachers, education supervisors, heads of woreda)
- 26,000 caregivers attended orientation sessions and small group follow ups

**RESULTS: Significantly higher engagement with literacy activities from participating families compared to control group**

- +29 percent children read book on own
- +14.8 percent caregivers read books or looked at picture books with child
- +10.3 percent caregivers told stories to child



# Five takeaways from five years of Read@Home

1. This is a model that works

2. There are many entry points to reach children, families and caregivers

3. Flexibility and adaptability are key

4. Getting procurement and distribution right are vital to expand access sustainably and at scale

5. It's not just about reading at home – children need support to read everywhere, starting from birth

