Report on a Workshop on Open Licensing and Digital Disruption in Early Literacy in the Developing World
Held on 26 & 27 January 2017
Johannesburg, South Africa

Introduction

Workshop participants came primarily from Africa (Ghana, Kenya, South Africa, and Uganda), with two from Asia (India and Sri Lanka) and two from the USA. Participants came from international and national NGOs and local commercial publishers. They included content creators, librarians, and publishers, coming from both the non-profit and commercial sectors. Most participants, but not all, were familiar with open licensing at the start of the workshop, but with varying degrees of knowledge. Participants, their organizations, and countries are listed below.

Workshop participants

Masennya Dikotla (Molteno Institute for Language and Literacy, South Africa)
Cornelius Gulere (Friends of African Village Libraries, Uganda)
Lily Nyariki (Association for the Development of Education in Africa, Kenya)
Akoss Ofori-Mensah (Sub-Saharan Publishers, Ghana)
Salome Otami, via Webex (University of Education, Winneba, Ghana)
Mahesh Pathirathna, via Webex (Room to Read office in Sri Lanka)
Alisha Berger (Room to Read, USA)
Lea Shaver (Indiana University, Robert H. McKinney School of Law, USA)
Suzanne Singh (Pratham Books, India)
Tessa Welch (South African Institute for Distance Education, South Africa)
Yalew Zaleke (CODE Ethiopia)

Consultants

Ken Harley (External Evaluator, South Africa)
Lisbeth Levey (Consultant, Israel)

NBA Staff

Neil Butcher
Cathy MacDonald
Kirsty von Gogh

Background

In 2015, NBA received a grant from the William and Flora Hewlett Foundation to explore the potential for open licensing in enhancing the availability of mother-tongue early-literacy reading resources in the developing world. This research covered the impact of open licensing on the early reader ecosystem, emerging innovations, and the implications for the supply and use of early literacy reading materials in low income countries.[1] In late 2016, NBA received a follow-on grant to continue this work

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[1] Butcher, N., Hoosen, S., Levey, L. & Moore, D. (2016). *The Impact of Open Licensing on the Early Reader Ecosystem*. See http://www.nba.co.za/impact-open-licensing-early-reader-ecosystem for full report and a report summary.

and carry out both desk case studies and action research in a few countries. The work being carried out by NBA complements the Global Book Alliance (GBA), which is led by the US Agency for International Development and other donors. The GBA[2] is a multi-stakeholder, international effort to transform book development, procurement, distribution and usage to get books for more children, through new solutions and innovations.

As part of the NBA grant, this workshop brought together key players in the field as part of the process, to create a forum for key players in early literacy from the global South[3] to exchange ideas and develop a shared action research agenda for open licensing in early literacy.

Although there were some 'formal' presentation, the agenda primarily group discussions, directed by broad questions around digital disruption such as: How is the introduction of technology into the places where we work affecting the way that we work? What are the implications for early literacy, in areas such as quality of materials, printing and distribution? In addition, participants presented on their early literacy activities, as well as sharing various documents of relevance before and throughout the workshop.

Key issues raised

Book hunger

The whole early literacy ecosystem requires stimulation; 'book hunger' is stronger than people think. Thus, we need a multi-faceted approach to alleviate book hunger. In the United States, children have the highest reading scores when books are available in the home. We need to give children access to books in more places than in just schools; and encourage people to see the value in books. Community and other libraries in Africa and elsewhere attempt to do just that. In addition, we need books that will inculcate a child's love of reading. This is why storybooks are so important.

In addition, in many countries, access to reading materials is tightly controlled by governments, which often limits the diversity of available books. Thus, while schools are an essential part of the overall early reading ecosystem (which includes the entire value network, from creation to print and digital distribution to access[4]), it is essential to ensure that strategies to alleviate book hunger are not exclusively focused on schools as points of distribution, as there are often significant constraints to this distribution channel and a very heavy emphasis on the formal curriculum.

Content creation

Many mother-tongue languages are under-served in book publishing in the global South. Commercial publishers compete for market share for the 'big' languages (for example, English and Kiswahili in Kenya and Tanzania; English, Afrikaans isiZulu and isiXhosa in South Africa). In many instances,

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[2] For more information, see http://globalbookalliance.org/.
[3] It is acknowledged that the 'global South' is, in many ways, a problematic descriptor for the voices represented at this workshop, both because some participants are not based in the southern hemisphere and because the term implies homogeneity of interests when, in fact, early literacy players in developing countries come from widely varying contexts and face very different challenges. However, the term is used in this report as a shorthand to refer to early literacy organizations that are working primarily in developing countries and have historically struggled to gain sustained equal access to global debates and planning processes in the early literacy sector.
[4] See page 9 of Butcher, N. et al. (2016). *The Impact of Open Licensing on the Early Reader Ecosystem Summary Report.* Accessed at
http://www.nba.co.za/sites/default/files/Early%20Literacy%20and%20Open%20Licensing%20Summary%20Report.pdf

governments have ineffectual policies, if they have them at all. In Kenya, for example, children in the first three grades are meant to learn in their mother-tongue language, but resources are unavailable; this is true in other African countries, as well. In Ghana, parents who want to purchase storybooks for their children, want them to be written in English. African Storybook (ASb) is attempting to meet the mother-tongue challenge by producing openly licensed content in underserved languages in Africa, as is Story Weaver in India. In India, teachers from a Tibetan school translated Storyweaver stories into Tibetan, which is an unrecognized language in India, and is reportedly generating some income by selling these translations to schools. They were able to do this because Storyweaver uses a Creative Commons licence that permits free adaptation, translation, and distribution without asking permission.

The quality of stories and translations needs to be monitored and maintained, which raises several important questions. What do we do about issues such as languages having different words for the same things? Or languages which do not share words for the same concepts? Or languages with emerging orthographies, where even governments disagree on standards? Some, but not all, content is created by professional authors, illustrators, and editors. Are there usable criteria for judging quality? Can there be criteria?

ASb has three evaluation levels—the lowest is for community contributions, where stories are uploaded onto the website by anyone and are not edited or checked for quality; content is double-checked and peer reviewed when it is editorially reshaped, including by commissioning illustrations and translations; and the third is for stories created by the ASb team that undergo the full quality assurance process. But can quality control be over emphasized? What is important? Are there different quality assurance criteria for teaching children to read and write as opposed to providing a child with an interesting and enjoyable story? It was agreed that we cannot be arbiters of quality in languages that we do not understand. Quality in this regard needs to be understood at two levels. There is both a more objective quality: grammar, spelling, that a story broadly means the same thing in one language and another (i.e. that the translation is not just direct, but keeps the essence of the story), and a more subjective quality: if we like the plot or character, moral or theme; if we think children will like it in one culture or another.

We can try to describe what we consider to be a good approach to translation and encourage translators to engage with that[5], but there will not always be universal agreement because of the nature of language and differences in the use of a language across different communities. On translation quality, where does one draw the line? A community may agree on a word, but a governmental official does not approve of it and wants to use another word. One participant said that the priority ought to be on how to translate existing stories into many languages and how to determine delivery methods. Being able to seamlessly share content across different digital platforms will help. The sooner stories are available digitally, the quicker they can be translated and otherwise adapted. Translation is important, but story creation creates identification and ownership that is different from the process of translation. The key is to have easy-to-use and inexpensive tools to empower local people to run the process of writing and translating stories. It is also important to have training on writing and translating, as well as standards for people to read and with which to engage. Training is also needed for illustrators, given the importance of pictures in telling the story. This kind of sequential visual storytelling is very new to many artists in developing publishing industries, and needs to be taught and nurtured.

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[5] Pratham Books has a translation masterclass video and translation guidelines available on the Storyweaver platform. See https://storyweaver.org.in/tutorials and https://storyweaver.org.in/translation_tools_and_tips

Production and distribution

Distribution is still problematic, but children need books in their hands, available digitally, in print, or both. Why does a bookseller network exist in some countries and not in others? For example, Kenya has a large bookseller network that operates in markets across the countries and could be an ideal vehicle for selling cheap, openly licensed local early literacy stories, but similar networks do not exist in many other countries.

Printing remains essential to effective distribution, both by publishers and on demand in schools and in libraries. Although many for profit publishers still print overseas, that is not always the case anymore. In Ghana, for example, the government now requires that all school books it commissions be printed locally. To this end, it has eliminated VAT on paper and ink for government-commissioned orders[6] New possibilities require testing. For example, can local printing both reduce costs and support an indigenous print industry? Under what circumstances, if any, can on-demand printing, particularly small print runs for localized languages, reduce costs and what needs to change to improve its cost-effectiveness? Is it feasible to pool jobs—same book but for more than one publisher? What role can new print technologies play?

Printing continues to be important, but some solutions may include a hybrid model of print and digital delivery. We must step away from thinking about traditional forms of distribution. Print is important but alternative methods of production and delivery are available. Digital methodologies (for computers and mobile devices) are increasingly popular. Although some countries still have significant challenges related to power, some libraries in Uganda use solar power. Not every child needs a tablet or other mobile device, although Kenya is rolling out a project to provide inexpensive tablets to school children.[7] ASb uses a computer and an LCD projector to screen stories from its website. The wall serves as a screen. Mobile phones equipped with SD cards loaded with stories give children an opportunity to read many stories. Storyweaver has been using SD cards, which are cheap, have lots of memory, and do not require an Internet connect to great effect. It's also possible to buy cheap mobile phone screen magnifiers, which is being done in India. (There are 900 million mobile phones in India.) Another option may be to give a community a starter pack of equipment and devices to stimulate innovation.

Migrating print content onto digital platforms is not always easy because there are not open standards that have been defined. This would be an important step in data migration onto a common platform, and would need to consider the following: ePub is seen by many as the 'gold standard' for an electronic book; many books are produced using proprietary fonts; there needs to be a standard for tagging of books, to make them searchable, as well as archiving; file optimization for storage; renegotiating copyright contracts to include digital rights, global rights and lifetime rights; changing to CC licences. Many older files were designed in a variety of now obsolete programmes and associated high-resolution images may have been lost. Proper asset management is essential to move digital projects forward. Room to Read has spent two years creating a digital archive, collecting and evaluating

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[6] In 1950 Unesco member states ratified a protocol on the importation of educational materials, to which Ghana is a signatory. According to the protocol, books and other educational materials are not to be taxed in any way, but paper and ink are not included in the protocol. Go to http://portal.unesco.org/en/ev.php-URL_ID=12074&URL_DO=DO_TOPIC&URL_SECTION=201.html. A 1976 amendment to the protocol specifically mentions an exemption for "paper pulp, recycled paper, newsprint, printing inks, glue, etc., as well as machines for the processing of paper, and printing and binding machines. While the materials for book production are granted unconditional exemption, the machines benefit from exemption only if machines of equivalent technical quality are not manufactured in the country of importation." Go to
http://portal.unesco.org/culture/en/files/24430/11018963553guide_florence_en.pdf/guide_florence_en.pdf

[7] Even the most inexpensive android tablet is not cheap in many parts of Africa. In Uganda they can cost $500, in Ethiopia they cost between $350 and $450.

available assets from its country offices. These results, coupled with gathering updated copyright contracts, means that only a percentage of their overall design files are ready to be converted to ePub without additional design or legal work.

Power and connectivity are problems almost everywhere, but particularly in rural communities. ICT challenges impact how we share information, how we create content and adapt it, and how users use content. As examples of responses to this, ASb has put in place offline content development and adaptation tools, as well as offline ways to access its resources, while Storyweaver is making use of SD cards to distribute stories.

Open Licensing: Potential and challenges

Not everyone is equally familiar with open licensing, as well as its opportunities and threats. Thus, it will be useful to raise awareness amongst publishers, authors, and others in the early literacy ecosystem need about issues concerning the use and creation of openly licensed materials. Although there are challenges, there can also be benefits across the whole spectrum of players.

With digital publishing and open licensing, the locus of control is distributed because people can adapt or translate content to the point where the original is not recognizable, even though the original publication must always be acknowledged. This gives a book exposure that a single publisher cannot not give it. Diversity is stimulated through sharing. There is exponential republishing of content and the experience of story popularity metrics enhancing discoverability on the Storyweaver platform suggests that good content seems to be discovered quickly in social media platforms. This means we must have the right mechanisms in place to ensure quality. What is controlled editorially is very different from what happens when the book goes out to the community to be adapted. The trade off with impact, scale and footprint is a small one but it is important to consider these issues.

Importantly, though, we must not oversimplify the discussion. It is not about open licensing *versus* all-rights-reserved publishing. Little funding is available for content creation of any sort. Thus, top-down imposition of open licences by donors and government may have the effect of destroying the already fragile business models of many local content creators. The reverse is also true—top down imposition of requirements, particularly by governments, to license with full copyright, all rights protected, (and often to cede that copyright to the government concerned) is not helpful either. If early literacy is seen as just the first step in creating truly literate societies, with vibrant local cultural industries, building effective business models is a non-negotiable requirement for sustainability – and open licensing protagonists have a responsibility to demonstrate that open licences can form a sustainable part of such new business models.

Use

There are different benchmarking criteria for books used in schools and storybooks produced to promote the joy of reading. The two are not necessarily mutually exclusively, but they can be. In much of Africa, books for schools, including storybooks, are procured by central governments and governed by rigorous policy guidelines. This centralized 'quality control' can stunt organic language growth and the growth of local culture, while the legitimate need of governments to ensure that procured materials are acceptable to curriculum and disparate stakeholder groups can come at the expense of creativity. To circumvent this problem, while remaining sensitive to the challenges that governments face in procuring materials for schools, parallel distribution channels should be fostered. In Uganda, for example, the storybooks used in community libraries do not have to be allied to government curricula. In Ethiopia, where there are well-functioning school libraries, storybooks are published in line with government curricula. Are there differences in reading enjoyment and proficiency? What lessons can be learned?

Community libraries need to play a more central role when we discuss use. Although many schools in developing countries either do not have libraries or under-use them, libraries located in communities contribute to promoting a reading culture in both children and their families. We heard numerous examples of cases in which storybooks and other resources are locked up because teachers are afraid that they will get lost or damaged. The same is not necessarily true for libraries not attached to schools. Furthermore, libraries can acquire books that are not approved by government and are not a part of the official school curriculum.

Also important to explore is the role that teacher educators and teacher training colleges can play in training teachers to instil a joy of reading in their pupils? All too often, teachers are instructed to teach in preparation for test-taking. Can both be accomplished? Can school systems play a more active role in promoting local authors and having them visit schools to help to instil a love of reading?

Who pays the costs?

We need to understand the real costs of content creation, so that, if governments or donors want to commission openly licensed books, publishers and other content production organizations will know how much money is required to fulfil a commission. Maintaining the vitality of the content creation industry is very important, so that publishing can work for children. We must not hide publishing costs just because materials are openly licensed. What are conditions for getting people to create a lot of good content? How are local content creation agencies encouraged and sustained? Three NGOs that are using open licensing (Storyweaver, ASb, and Molteno Institute for Language and Literacy[8]) are all donor funded. What happens if donor funding is withdrawn? We should avoid going down a path where financial sustainability is ignored. Linked to this, how do we develop local skills of writing, illustrating and translating?

Funding: the role of donors and governments

Funding flows often do not work to the benefit of the local ecosystems that we are talking about. An internationally funded project may dump large quantities of books or create them without engaging local publishers, instead of ensuring sustainable local publishing ecosystems. And heavy dependency on external support can be dangerous, a vulnerability to rapid change. Can online platforms lower barriers to entry for new content creators? Are tools that teachers can modify and use themselves very helpful?

When digital publishing and elearning discussions take place, it is often the case that government officials retreat from discussions. There is an aversion to taking risks in governments, which exacerbated by special interest groups using technology and social media to criticize government programmes (with the result that any innovation that might invoke criticism is avoided in favour of practices that are already entrenched in the system). This applies to authors and publishers in OER discussions. How can we open up the discussion to encourage key role players in the ecosystem to consider the use of open licensing without that discussion feeling threatening?

Governments and donors should not fall into the trap of believing that investments in content creation can come down because of open licensing. Typically, creation of high quality materials remains highly underfunded at all levels of the educational system in the global South, a problem reinforced by the small size of the book-buying public in many countries. A template of all the costs that go into creating early literacy resources, populated by content creators, could help international donors to understand

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[8] Molteno is a non-profit language and literacy organisation that develops literacy through teaching and learning materials, as well as providing institutional training and classroom mentoring to developing communities in Africa. Molteno is moving towards an open licensing business model for their content. For more information, see http://www.molteno.co.za/.

how to budget properly for open licensing, by giving them practical insight into all of the costs involved in the process and making a decision on the scale of a project based on these costs.

A related problem is that government and donor spending is increasingly driven by an accompanying need to prove 'impact', which – in early literacy – is typically measured exclusively in terms of standardized test results based on a formal, approved curriculum (such as the EGRA or Early Grade Reading Assessment). However, many of the benefits of literacy will not be seen until much later in a child's educational career, benefits that may not be fulfilled through a narrow focus on literacy skills. Thus, there is a need to develop a stronger narrative that points to the failure of many existing formal educational initiatives to lead to long-term improvements in literacy rates to argue the case for more holistic approaches to building early literacy, including an emphasis on building a love of reading or a habit of reading. These would ideally be accompanied by longer-term impact evaluations that measure impact over a longer period and across more diverse metrics. Ideally, these should incorporate measurement of the habit/love of reading and seeking to provide empirical evidence that such habits leads to further skills development.

Resources are, of course, not the only problem, as there also problems of perception, both within the education system and in broader society. For example, computer skills are often valued by parents but not necessarily books, particularly local-language books that are read for enjoyment. How do parents make decisions about using scarce financial resources?

Bringing it all together

Workshop participants concluded that the participating network, with new players brought on selectively, might most usefully function as a network of people that early literacy practitioners working in the global South can go to with requests. This group can help to coordinate an agenda, but the fact that the network has no formal status is an advantage as it offers flexibility. Too much of the voice of the Global South is channelled through these very formal processes, which often leads to consensus-based positions that represent a lowest common denominator. In addition, too often, the voice of the global South is channelled through very formal processes involving events and conversations organized by the global North, resulting in a scattershot impact rather than a strong common voice. Conversations between players in the global South should be driven by their needs and objectives, not by an agenda defined in the global North.

The workshop affirmed that the way forward in early literacy in the global South can be print and digital. It can be commercial and non-profit. A hybrid model. The problem is big enough for everybody to find a role for themselves. If literacy is constrained to the formal education system, the marginalization will continue. Research should focus on alternative strategies to enhance the effectiveness of mother-tongue resources, specifically storybooks for enjoyment, in marginalized languages.

Moreover, we need to understand each player's role in this new ecosystem. For example, maybe social publishers, funded by donors, could take on more of the risk of developing new content, and mobilizing volunteers to contribute books and illustrations, and commercial publishers print and distribute those books that prove themselves to be most popular. Another strategy might be to take titles from a publisher's backlist and to release those books under open licences. Still another would involve licensing low-resolution content openly, whereas high-resolution content would be purchased in print runs from the publisher. These strategies could draw attention to publishers and help them increase their sales.

Recommendations and next steps

1) The informal network established at this workshop should continue to collaborate, sharing ideas and communicating regularly to deepen mutual understanding of challenges and priorities and to see where there are intersections of interest that are worth lobbying for jointly. However, this should not occur at the expense of the voices of the individual initiatives, each of which should continue to protect its own interests as appropriate. But, through such collaboration, it is hoped that a strong common voice for the global South might pervade global discussions on early literacy.

2) Given pressures on the time and resources of each organization, it was proposed that different individuals might choose to play a leading role in the three technical groups of the GBA, to ensure that there is distributed representation across each. Likewise, a commitment was made to sharing feedback and notes from discussions, so that those who are unable to participate can stay in touch with the process. We will then ask people for input and work to set the agenda within these technical groups to what is relevant to the global South as well as the North.

3) More structured sharing of information was identified as a high priority. From this perspective, the following ideas were suggested, amongst others:
   a) Using the early literacy ecosystem framework presented by NBA in its research report to document, collect, and distribute best practices in different areas of the ecosystem. This should serve, amongst other priorities, to illustrate how it is becoming increasingly possible to disaggregate the individual elements of the ecosystem to design more innovative and flexible responses to different contextual challenges. To support this process, there may also be merit in creating a generic PowerPoint slide deck that can be used for advocacy purposes.
   b) Develop a structured template identifying the cost of every component in the storybook creation and use ecosystem and then populate the template with actual costs derived from the activities and experiences of participants.
   c) Share available resources on training in content creation and translation, so that participants can learn from and build on successful training initiatives.
4) To facilitate sharing of information, develop a simple portal that can be used by early literacy players in the global South to share their best practices, resources, toolkits, etc and to enable rapid interaction to find local content creators, translators, editors and illustrators.

5) Focus on raising awareness amongst relevant stakeholders in early literacy in the global South (publishers, NGOs, governments, etc) about open licensing. Vehicles through which this might be achieved include:
   a) The Working Group on Books and Learning Materials of the Association for the Development of Education in Africa (ADEA);
   b) The Council of Management meeting of the African Books Collective (ABC);
   c) The Africa regional meeting for the International Board on Books for Young People (IBBY);
   d) Collaboration with Room To Read and Asia Foundation at US regional IBBY meeting;
   e) A joint workshop with ADEA at the next Nairobi International Book Fair.

6) Document non-scholastic metrics for tracking progression of reading outside schools as a measure to evaluate reading culture. The focus of this would be to invent and standardize a scale of reading culture, building on work already done by participants. For example, Pratham Books measured attitude toward reading, time spent on reading, who they read books with. Room to Read has come up with a habit of reading score, and also tests title recognition by seeing if children recognize and can distinguish between titles that are in the library and made-up titles which are not.

7) Implement targeted research activities to deepen knowledge and understanding about key issues. Specific areas identified for further research include:
   a) Work on development of sustainable African libraries. In Uganda, community libraries and, in one instance, a rural private primary school library are one of the most effective models for instilling a love of reading in children and their families. CODE Ethiopia and Room to Read work with government and school libraries to accomplish the same objective. Research might explore How do these two different approaches compare with one another? What are the challenges and success stories? What lessons can be learned? This research would thus seek to document, analyse, and compare the full range of library practices.
   b) Explore the feasibility of automated sharing content between open platforms as a way of sharing resources to function as a more sustainable alternative to the increasingly outdated idea of establishing a single, centralized repository or digital library of stories. To the greatest extent possible, this would be done in collaboration with the GBA's Global Digital Library activities.
   c) Conduct a case study on training. This study will explore the role training plays in the work of three major early-literacy NGOs (Room to Read, CODE International, and ASb). We are interested in training for authors, illustrators, editors, and librarians. This study has two major goals—the first is to document what is available; the second is to promote resource-sharing, which would enhance and expand efforts already underway.

Appendix One: Workshop Agenda

Workshop Objectives

- Provide a forum for key players in early literacy (pre-school to Grade 3) in the developing world to share ideas and discuss relevant issues pertaining to open licensing and digital disruption
- Explore possible common perspectives on open licensing and digital disruption that might be articulated to strengthen the voice of literacy players from the 'global South' in the international early literacy discourse
- Discuss how a South-driven ecosystem for early reading content can be built without too much duplication
- Define a suitable action research agenda to explore further the implications – positive and negative – of open licensing and digital disruption on the activities and business models of early literacy organizations, and particularly those from the global South

Workshop Activities

Session	Time	Focus
Day One		
	08:30 – 09:00	*Arrival and Registration*
Day 1 Session 1	09:00 – 09:30	*Welcome and Introduction* • Introduction to workshop • Introductions to participants and their organizations (2-3 mins each) • Overview of agenda • Agree workshop parameters
Day 1 Session 2	09:15 – 11:00	*Setting the Scene* • 'The impact of open licensing on the early reader ecosystem' – presentation of research by Neil Butcher and Liz Levey • Roles for social publishing in early literacy – presentation by Lea Shaver • Plenary Q&A
	11:00 – 11:15	Break for Refreshments

SESSION	TIME	*Focus*

Day 1 Session 3	11:15 – 13:00	*Open licensing: opportunity or threat?*
		• Break into groups to discuss possibilities and pitfalls of open licensing in early literacy in the developing world, guided by the following key questions (but with freedom to explore others as appropriate):
		  - Should we see open licensing as a threat to the livelihood of early literacy organizations in the developing world or as a great new opportunity and why? Does this apply equally to all different types of players in the sector?
		  - How should we respond to efforts by donors to require sharing of funded materials under open licences and similar calls by governments to take over copyright of resourcesliz?
		  - Are there sustainable ways to ensure that the costs of publishing literacy resources are fully met when books are published with open licences?
		  - How can we strengthen the role of the global South in discussions on open licensing?
		  - Can collaboration between developing world players help to mitigate risks and create new business possibilities? Is this practical?

	13:00 – 14:00	Break for Lunch
Day 1 Session 4	14:00 – 15:15	*Open licensing: opportunity or threat? Plenary feedback* • Groups provide feedback on group discussions • Plenary discussion • Extract common perspective and identify points of difference
	15:15 – 15:20	Refreshments in venue to enable continuation of session

Day 1 Session 5	15:20 – 17:00	*The effects of digital disruption*
		• Identified participants share examples of how digital disruption and open licensing has affected the way in which they work:
		  - Storyweaver
		  - Molteno
		  - African Storybook
		• Plenary discussion on implications for early literacy organizations and possibilities for increased South-South collaboration

	18.30	*Workshop dinner for all participants*
Day Two		
Day 2 Session 1	09:00 – 09:15	*Review of progress on day one* • Confirm achievement of day one objectives • Raise concerns about outstanding issues still requiring discussion

SESSION	TIME	*Focus*
Day 2 Session 2	09:15 – 10:15	*Additional perspectives* • Introducing the ADEA Working Group on Learning Materials and the forthcoming ADEA Triennial – Lily Nyariki • Printing early literacy materials in Ethiopia: A case study – Yalew Zeleke • International printing: the case study of Sub-Saharan Publishers – Akoss Ofori-Mensah
Day 2 Session 3	10:15 – 10:30	*Strengthening the voice of the global South in international literacy discussions* • Plenary introduction to session – Neil Butcher
	10:45 – 11:00	Break for Refreshments

Day 2 Session 3	11:00 – 13:00	*Strengthening the voice of the global South in international literacy discussions*
		• Break into groups to discuss the following issues:
		  - Is there a need to strengthen the voice of the global South? If so, why?
		  - What are the key international processes in which a stronger voice for the global South is needed (both in engaging with donors and governments)?
		  - What are some key messages that should be formulated and shared?
		  - What opportunities exist for stronger South-South collaboration?
		  - How can we ensure these processes help to improve the quality of early literacy resources?
		• Return to plenary to share results of group discussion

	13:00 – 14:00	Break for Lunch

Day 2 Session 4	14:00 – 15:15	*Strengthening the voice of the global South in international literacy discussions*
		• Continue plenary discussion, adding consideration of the following questions:
		  - How can a global ecosystem for early reading content be built without too much duplication?
		  - Who else should be brought into this type of discussion?
		  - What channels of communication are required to create a stronger voice for the global South?

	15:15 – 15:30	Break for Refreshments

SESSION	TIME	*Focus*

Day 2 Session 5	15:15 – 16:30	*Action research and licensing issues*
		• In groups of three, consider the following questions:
		  - Flowing from the workshop deliberations, what are the most important issues that require further research to help us to understand how literacy in the global South can benefit most effectively from open licensing and digital disruption?
		  - Who should participate in that research and what methodologies are needed?
		• Bring group brainstorms back into plenary to craft initial research ideas

Day 2 Session 6	16:30 – 17:00	*Taking the Process Forward* • Summarizing points of consensus and difference • Is it worth retaining discussion amongst this group? And should the discussion be widened to include others? • What are the immediate next steps, if any, to take the discussions forward?