

One Book Many Futures: Girls' Stem & Language Book Bank

Reusable learning resources for girls in conflict-affected communities of the North West Region of Cameroon.

1. Introduction.

Implementing Organization: Global Welfare Association (GLOWA)

Project Title: One Book Many Futures: Sustainable Girls' STEM & Language Book Bank

Location: Bamenda, North West Region of Cameroon

Initial Target: 150 girls, Primary 1–6

Initial Duration: 12 months

Primary Beneficiaries: Girls from economically vulnerable and conflict-affected households

Thematic Areas: Girls' education, foundational learning, STEM education, literacy and language development, education equity.

Implementation Model: Reusable textbook Book Bank with structured circulation, tracking, maintenance, recovery and redistribution

Summary

Access to quality learning materials remains a significant barrier for children from economically vulnerable households in conflict-affected communities in the North West Region of Cameroon. Girls affected by displacement, poverty, disrupted schooling and other vulnerabilities continue to face additional challenges in accessing the textbooks and supplementary learning resources required to participate effectively in education.

One Book Many Futures proposes a practical and sustainable response: establishing a sustainable STEM & Language Book Bank through which textbooks are purchased, catalogued, allocated to girls, tracked throughout their useful life, recovered after use, maintained and redistributed to subsequent cohort of learners.

The initial 12-month pilot shall provide approximately **150 girls in Primary school** with access to grade-appropriate learning resources in Mathematics, Science/STEM and key language/reading subjects. Rather than treating textbooks as one-time distributions, the project will manage them as **reusable educational assets** capable of supporting multiple cohorts.

The project will establish a structured system covering needs assessment, textbook selection and procurement, cataloguing and coding, distribution, learner and teacher orientation, utilization monitoring, recovery, condition assessment, repair, inventory and redistribution.

The central proposition of the project is that **One book can support many learners, and one investment can create learning opportunities for multiple cohorts of girls.**

The pilot will generate evidence on utilization, recovery, condition, learning-resource access and cost per learner-year, providing a basis for continued circulation and potential expansion to additional schools and communities.

2. Background and Context

Education in the North West Region of Cameroon has been significantly affected by prolonged conflict and displacement. School interruptions, household economic pressures and population displacement have created additional barriers to consistent access to education and learning resources.

For children from low-income households especially girls, the cost of textbooks can be a significant obstacle to effective participation in schooling. Even where a child remains enrolled, the absence of essential learning materials can limit opportunities to read, practice mathematics, explore science concepts and reinforce lessons outside the classroom. Girls face additional constraints related to household poverty, displacement, care responsibilities and gender-related expectations. These barriers significantly affect both school participation and the ability to engage consistently with subjects such as mathematics and science.

Foundational language skills are equally important. Strong reading and language competencies support learning across the curriculum, including STEM subjects. Girls therefore need access not only to STEM textbooks but also to appropriate language and reading resources.

Existing education-support interventions frequently provide learning materials as one-time distributions. While such support can address immediate needs, there is an opportunity to create a more sustainable model in which educational resources remain in circulation and benefit successive cohorts.

One Book Many Futures responds to this opportunity by establishing a Book Bank in which textbooks are treated as shared, accountable and reusable educational assets.

3. Problem Statement

Many girls in conflict-affected and economically vulnerable communities face barriers to obtaining the textbooks and learning resources necessary to support their education.

Households experiencing poverty, displacement or loss of livelihoods may have difficulty meeting the recurring cost of school materials. This usually leave girls sharing books, relying solely on classroom access, using outdated materials or studying without appropriate textbooks. The consequences extend beyond access to physical books. Limited access to learning resources also limits opportunities for independent reading, homework, revision and practical engagement with mathematics and science.

At the same time, conventional textbook distribution can have limited longevity when books are provided without systems for tracking, recovery, maintenance and redistribution.

The challenge is therefore not simply; **“How can more girls receive books?”**

It is also **“How can one investment in learning materials continue benefiting girls beyond the first cohort?”** One Book Many Futures addresses this second question by establishing a managed system for the repeated circulation of appropriate educational resources.

4. Project Rationale

The project is based on five interconnected considerations.

4.1 Access to learning materials

Girls need reliable access to appropriate textbooks and reading materials to reinforce classroom learning and study independently.

4.2 STEM participation

Mathematics and science require repeated engagement and sustained practice. Consistent access to relevant textbooks provides girls with additional opportunities to practice concepts and develop confidence.

4.3 Foundational language skills

Language and reading resources support literacy and learning across subjects, including STEM.

4.4 Sustainability

A textbook does not necessarily have to serve only one learner for one academic year. With appropriate management, many books can be reused by several learners over multiple cycles.

4.5 Cost efficiency

The project will measure not only the number of girls initially reached but also the number of subsequent learners benefiting from the same educational assets. This will allow GLOWA to examine the longer-term value of the Book Bank model.

The project therefore shifts the focus from **Purchase → Distribute → Finish**

To **Assess → Procure → Catalogue → Use → Recover → Maintain → Redistribute → Reuse**

5. Overall Goal

The goal of the project is to improve equitable access to quality learning resources for girls in conflict-affected communities of the North West Region of Cameroon through a sustainable, reusable Book Bank model.

6. Specific Objectives

Objective 1

Establish and operationalize a sustainable STEM & Language Book Bank providing appropriately selected and catalogued learning resources to vulnerable girls.

Objective 2

Provide 150 girls in Primary school with access to grade-appropriate Mathematics, Science/STEM and language/reading textbooks and related learning resources.

Objective 3

Increase opportunities for girls to engage with STEM and language learning through improved access to learning materials and structured reading/STEM activities.

Objective 4

Establish a functioning system for textbook tracking, recovery, maintenance and redistribution to subsequent cohorts of beneficiaries.

Objective 5

Generate evidence on the feasibility, educational value and sustainability of a reusable Book Bank model that can be expanded to additional schools and communities.

7. Target Beneficiaries

Direct beneficiaries

The initial pilot will reach approximately **150 girls** prioritizing those who experience one or more of the following vulnerabilities:

- Economically disadvantaged households;
- Internally displaced households;
- Households affected by conflict-related livelihood disruption;
- Irregular school attendance;
- Limited access to textbooks;
- Girls at risk of educational exclusion;
- Other locally identified barriers to sustained learning.

Selection will be conducted transparently in collaboration with participating schools and community stakeholders.

Indirect Beneficiaries

The project is expected to benefit:

- Parents and caregivers through reduced pressure to purchase certain learning materials;
- Teachers through improved availability of learning resources;
- Schools through strengthened resource-management systems;
- Future cohorts of girls who receive redistributed textbooks;
- Communities through increased support for girls' education.

Over time, the number of beneficiaries can exceed the initial 150 girls because the same books will be circulated to subsequent learners where their physical condition and educational relevance permit.

8. Project Components

Component 1: Needs Assessment and Book Bank Design

GLOWA will conduct a targeted assessment with participating schools and communities to identify:

- Priority grades;
- Priority subjects;
- Existing textbook gaps;
- Number of eligible girls;
- Relevant curriculum requirements;

- Available school/community resources;
- Appropriate book quantities;
- Storage and management requirements.

The assessment will inform procurement and establish the baseline for the pilot.

Component 2: Procurement and Establishment of the Book Bank

GLOWA will procure appropriate textbooks and learning resources based on identified needs.

Resources will be selected according to criteria including:

- Curriculum relevance;
- Grade appropriateness;
- Age appropriateness;
- Subject relevance;
- Educational quality;
- Durability;
- Suitability for repeated use;
- Publisher/edition relevance;
- Accessibility for intended learners.

Each book will receive a unique identification code and be entered into the Book Bank catalogue.

Component 3: Distribution and Learning Support

Books will be allocated to participating girls according to grade, subject, need and availability.

Girls, parents/caregivers and teachers will receive orientation on:

- The purpose of the Book Bank;
- Appropriate book use;
- Care and storage;
- The shared nature of the resources;
- Return procedures;
- Reporting damaged and/or lost books.

Teachers will be encouraged to integrate the resources into classroom learning, homework, reading and revision.

Where feasible, GLOWA will facilitate structured reading and STEM engagement activities to complement textbook access.

Component 4: Tracking, Recovery and Maintenance

Every book will remain an accountable Book Bank asset throughout its useful life.

GLOWA and participating schools will maintain records showing:

- Book identification number;
- Subject and grade;
- Current user/location;
- Issue and return dates;
- Physical condition;
- Repair history;
- Redistribution history;
- Retirement or replacement status.

At the end of the relevant learning cycle, books will be recovered, inspected and classified as:

- Ready for redistribution;
- Requiring minor repair;
- Requiring significant but feasible repair;
- Beyond economical repair;
- Lost/not returned.

Appropriate books will be repaired and returned to the active inventory.

Component 5: Redistribution and Future Cohorts

Recovered and maintained books will be redistributed to subsequent learners. The Book Bank will therefore operate as a continuing cycle:

Procure → Catalogue → Allocate → Use → Recover → Assess → Repair → Redistribute → Reuse

The number of subsequent learners benefiting from the original investment will be tracked as a core sustainability indicator.

9. Theory of Change.

If vulnerable girls have sustained access to appropriate STEM and language learning resources; and if those resources are supported by structured use, teacher engagement and learner orientation; and if textbooks are systematically tracked, recovered, maintained and redistributed; then girls will have greater opportunities to engage with learning, practice mathematics and science, strengthen language skills and develop confidence; while the same educational investment can benefit multiple cohorts over time; thereby contributing to more equitable and sustainable access to education for girls in conflict-affected communities.

10. Expected Outputs

By the end of the initial 12-month pilot, GLOWA expects to have:

1. Established one functioning Girls' STEM & Language Book Bank.
2. Conducted a learning-resource needs assessment.
3. Procured and catalogued appropriate textbooks.
4. Provided approximately 150 girls with access to grade-appropriate resources.
5. Established unique identification and tracking for Book Bank resources.
6. Oriented girls, teachers and parents/caregivers on book stewardship.
7. Implemented structured textbook utilization monitoring.
8. Established school-level Book Bank focal-person arrangements.
9. Recovered and assessed books at the end of the pilot cycle.
10. Repaired economically repairable books.
11. Conducted an annual inventory.
12. Established a mechanism for redistribution to subsequent cohorts.
13. Documented lessons and evidence for potential expansion.

11. Expected Outcomes

The project is expected to contribute to:

- Increased access to essential learning resources among vulnerable girls;
- Greater opportunities for girls to practice mathematics and science;
- Increased engagement with reading and language learning;
- Improved confidence in selected STEM learning areas;
- Reduced pressure on vulnerable households to purchase certain textbooks;
- Improved stewardship and utilization of educational resources;
- Longer useful life of textbooks through maintenance and redistribution;
- Increased numbers of learners benefiting from the same educational investment;
- A tested and documented model for reusable educational resource management.

The project will not assume that textbook access alone produces improvements in academic performance. Learning outcomes will be monitored alongside other relevant factors, and findings will be interpreted cautiously.

12. Implementation Approach

The project will use a participatory school and community approach involving GLOWA, participating schools, teachers, girls, parents/caregivers and relevant community education stakeholders.

The implementation cycle will be:

ASSESS → PROCURE → CATALOGUE → DISTRIBUTE → LEARN → MONITOR → RECOVER → MAINTAIN → REDISTRIBUTE → SCALE

GLOWA will provide overall project management, procurement oversight, safeguarding, MEAL, financial accountability and technical support.

Participating schools will support local storage, circulation records, utilization and recovery.

Teachers will support educational use, care and monitoring.

Girls will be primary users and stewards of the books.

Parents/caregivers will support appropriate storage and timely return while avoiding punitive approaches that could disadvantage economically vulnerable families.

13. Sustainability

Sustainability is central to the project design.

The Book Bank will establish mechanisms for:

Asset sustainability

Books will be coded, tracked, maintained and redistributed.

Institutional sustainability

Participating schools will have designated Book Bank focal persons and standardized management procedures.

Financial sustainability

GLOWA will explore donor sponsorship, private-sector partnerships, publisher partnerships and a modest replacement/maintenance reserve to support future book replacement.

Community ownership

Girls, parents, teachers and schools will be oriented around the concept of books as shared community educational resources.

Educational sustainability

Annual reviews will consider curriculum changes, approved textbook requirements, editions, relevance and physical condition.

Replication

The pilot will generate documented procedures, indicators and lessons that can support expansion to additional schools and communities.

The long-term objective is to establish a model in which a donor's initial investment continues generating educational value through multiple circulation cycles.

14. Gender and Inclusion

The project is intentionally designed around girls' educational access.

Priority will be given to girls experiencing economic, conflict-related or displacement-related barriers.

The project will promote equitable access across grades and ensure that resources are age and grade appropriate.

Girls will be encouraged to engage with mathematics and science without reinforcing gender stereotypes.

Where feasible, additional barriers affecting girls with disabilities or other vulnerabilities will be considered during beneficiary selection and implementation.

The project will also engage parents and teachers because sustainable improvements in girls' education require supportive learning environments beyond the individual learner.

15. Safeguarding and Child Protection

GLOWA will apply its safeguarding standards throughout implementation.

Key measures will include:

- Safe and age-appropriate engagement with children;
- Appropriate consent/assent procedures;
- Confidentiality of beneficiary information;
- Secure handling of personal data;
- Safe distribution and collection procedures;
- Appropriate staff and volunteer conduct;
- Accessible reporting and referral mechanisms;
- Protection against discrimination, humiliation or stigmatization.

Book recovery procedures will be supportive rather than punitive, particularly where non-return is associated with displacement, poverty, school interruption or other circumstances beyond a child's control.

16. Monitoring, Evaluation, Accountability and Learning

GLOWA will use a practical MEAL system combining quantitative monitoring, school records, beneficiary feedback and periodic review.

Key indicators will include:

No	Result Area	Illustrative Indicator
1	Access	Number of girls receiving access to Book Bank resources
2	Equity	Percentage of beneficiaries meeting vulnerability criteria
3	Resources	Number of textbooks procured and catalogued
4	Tracking	Percentage of books with complete circulation records
5	Utilization	Frequency of textbook use
6	STEM engagement	Participation in STEM-related learning activities
7	Language	Participation in reading/language activities
8	Recovery	Percentage of issued books returned
9	Reuse	Percentage of returned books suitable for reuse or repair
10	Maintenance	Percentage of economically repairable books repaired
11	Redistribution	Number of books redistributed to subsequent learners
12	Reach	Number of subsequent learners benefiting from the original inventory
13	Learning	Change in selected learning/confidence measures, where feasible

The project will also examine cost per learner-year rather than relying only on cost per initial beneficiary. For example, if one textbook is successfully used by several girls across several years, its educational value extends beyond the initial recipient.

17. Risk Management

Key risks and mitigation measures include:

Risk	Mitigation
Books are lost or not returned	Unique IDs, circulation records, orientation and supportive recovery procedures
Books are damaged	Learner/teacher orientation, protective covers and repair mechanisms
Curriculum changes make books obsolete	Annual review of curriculum and relevant textbook requirements
Low utilization	Teacher engagement, monitoring and structured reading/STEM activities
Displacement interrupts circulation	Flexible return arrangements and updated records
Household poverty affects book care/return	Non-punitive procedures and caregiver engagement

Inadequate storage	Secure, dry and controlled storage arrangements
Procurement of inappropriate books	Needs assessment and curriculum-alignment checks
Data/privacy risks	Minimal data collection, beneficiary codes and controlled access
Security deterioration affects implementation	Context monitoring, adaptive scheduling and safeguarding procedures

18. Partnerships

The project shall seek to establish partnerships with the following amongst others:

- Participating primary schools;
- Local education stakeholders;
- Publishers and textbook suppliers;
- Education-focused foundations;
- Corporate social responsibility programs;
- Bookstores and educational businesses;
- International education organizations;
- Philanthropic donors;
- Community organizations and parent groups.

Partnerships may support textbook procurement, discounts, donations, storage, learning activities, technical assistance and future expansion.

19. Implementation Timeline

Months 1–2

- Project inception
- School/community consultations
- Needs assessment
- Beneficiary-selection framework
- Baseline data collection
- Procurement planning

Months 2–4

- Textbook selection
- Procurement
- Receipt and verification
- Coding and cataloguing
- Storage preparation

Months 4–5

- School orientation
- Teacher and caregiver orientation
- Beneficiary orientation
- Book allocation and distribution

Months 5–10

- Book utilization
- Reading/STEM activities
- Monitoring
- School-level tracking
- Beneficiary feedback
- Safeguarding monitoring

Months 10–11

- Return sensitization

- Book recovery
- Physical verification
- Condition assessment

Months 11–12

- Repairs
- Inventory reconciliation
- MEAL review
- Lessons learned
- Redistribution planning
- Sustainability and scale-up planning
- Donor reporting

20. Sustainability and Scale-Up Pathway

The pilot will be designed as the first cycle of a longer-term model.

Year 1: Establish and test the Book Bank.

Years 2–3: Increase circulation, improve maintenance systems and expand to additional learners/schools where resources permit.

Years 3–5: Develop a larger network of participating schools and potential education/private-sector partners.

Expansion will be based on evidence rather than predetermined scale targets. GLOWA will assess recovery rates, utilization, educational relevance, management capacity, cost per learner-year and community demand before expanding.

21. Indicative Results Framework

Level	Result	Illustrative Indicator
Impact	More equitable access to learning resources for vulnerable girls	Increased sustained access to relevant learning materials
Outcome 1	Girls have improved access to STEM/language resources	50 girls access appropriate books
Outcome 2	Girls use resources more consistently	Reported/observed utilization
Outcome 3	Book Bank resources remain in circulation	Return and reuse rates
Outcome 4	A sustainable management model is established	Functioning tracking, maintenance and redistribution system
Output 1	Book Bank established	One operational Book Bank
Output 2	Books catalogued	100% of active books assigned unique IDs
Output 3	Stakeholders oriented	Girls, teachers and caregivers reached
Output 4	Books recovered and assessed	Annual recovery and condition assessment completed
Output 5	Books redistributed	Reusable inventory allocated to subsequent learners

Targets will be finalized following the baseline assessment and procurement plan.

22. Indicative Budget Structure

A detailed budget will be developed based on the number of participating schools, textbook prices, quantities and local logistics.

Indicative budget lines include:

1. Needs assessment and baseline
2. Textbook procurement

3. Book identification, coding and cataloguing
4. Storage and basic equipment
5. Book protection and maintenance materials
6. Orientation and community engagement
7. Reading/STEM learning activities
8. Monitoring, evaluation, accountability and learning
9. Project coordination and administration
10. Safeguarding and data protection
11. Communication/documentation
12. Book repair/replacement reserve
13. Transport and distribution/recovery logistics

The budget will prioritize direct educational value while maintaining sufficient resources for the management systems that make reuse possible.

23. Value for Money

The project's value-for-money proposition is based on **reuse and circulation**, rather than simply the number of textbooks initially purchased.

The project will track:

Cost per initial beneficiary

and, more importantly:

Cost per learner-year generated by the Book Bank.

A textbook that serves one girl for one year provides one learner-year of access. A textbook that remains relevant and usable for five girls over five years potentially generates five learner-years of access from the original acquisition.

Actual results will be measured rather than assumed.

This approach allows GLOWA and its partners to understand whether the Book Bank model can provide sustained educational value from a relatively modest initial investment.

24. Organizational Capacity

Global Welfare Association (GLOWA) is a Cameroon-based organization working with vulnerable communities, including women, girls and children affected by conflict, displacement, exploitation and other forms of vulnerability.

GLOWA's experience in community protection, girls' empowerment, education, safeguarding, livelihoods and community-based programming provides a foundation for implementing the Book Bank model.

The project will draw on GLOWA's existing program-management, safeguarding, MEAL, community-engagement and partnership systems.

25. Conclusion

One Book Many Futures: Girls' STEM & Language Book Bank seeks to address a practical education challenge through a model designed for longer-term value.

The project recognizes that providing a textbook to one child can address an immediate need, but creating a system through which that textbook can subsequently support other children can extend the value of the original investment.

The Book Bank will therefore combine **access, learning, accountability, maintenance and reuse**.

The initial 150-girl pilot will establish the system, test its effectiveness and generate evidence for future expansion.

The project's central proposition is:

One book. One investment. Multiple learners. Many futures.