This guide will help you plan and host a community-based Bloom Camp to write and publish local stories and early reading materials using the Bloom software. Bloom was developed by IREX with support from USAID's All Children Reading Grand Challenge. This guide is based on IREX's experience testing the approach through Bloom Camp workshops in the Philippines in Summer 2016.

**What is this?**

Bloom brings libraries, libraries, and educators together to create local stories and early reading materials using the Bloom software. Bloom was developed by IREX with support from USAID's All Children Reading Grand Challenge. This guide is based on IREX's experience testing the approach through Bloom Camp workshops in the Philippines in Summer 2016.

**Who is this for?**

This guide is for any organization or group that wants to generate local materials, publish materials for early learners. It is intended to help generate a quantity and diversity of materials in an extremely short timeframe. With 20 participants, a two-day Bloom Camp can easily generate between 10 and 20 basic, printed books in any local language.

**Preparing for the Camp**

**1. Who**

Include librarians, literacy, and education experts. In addition to schools and government education agencies, private initiatives including libraries, museums, and private foundations. All of these groups have a clear interest in expanding the reach of local materials and can help bring them together.

**2. What**

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**3. How**

Making Bloom work is not primarily about deploying technology. It is about communities building the skill and will to adapt Bloom to their context. The remaining steps should go into thinking about the technology itself, including training and practice sessions that have been done in advance of time.

**4. Why**

Free workshop facilitators efficient learning opportunities with Bloom beforehand. IREX found that preparation requires at least a half-day staff training session, coupled with individual use and practice provided wrap-up sessions to maximize the tool's effectiveness guide new learners.

**During the Camp**

**5. Start with readily available or easy to create content**

At the initial stage, simply story creation so you can focus on building the tool and planning for ways for participants and community to use the tool beyond the camp. During the camp use already created stories where possible. For example, look for already created books, notes, an illustrations that participants can quickly get the most out of the new books in their community. Activities may include group brainstorming and ensure the first group of stories created cover a wide range of topics.

**6. Impose the story creation process**

Consider the software component. When you start writing stories, step away from the computer. Discuss as a group what the story is about. Group members can create stories while they are talking. Let them create stories away from the computer. Once a draft of each story is created, work on adapting it to Bloom software.

**7. Provide a set of “story prompts” to get participants on board**

Develop four or five clear story prompts for different story types (e.g., folktales, nursery rhymes, values) and present them to the group of stories created cover a wide range of topics. This will help jumpstart brainstorming and ensure the first group of stories created cover a wide range of topics.

**8. Finding appropriate illustrations is a challenge**

Bloom itself offers many illustration options. If you are covering a topic that doesn't have many appropriate illustrations, and edge paper lends itself well to illustrate the digital media. Will schools offer these in the classroom? Will children be able to take them home? How will you encourage parents to take these children's drawings?

**9. Provide useful tools for measuring results**

Preparing for the stage and materials associated with a given library initiative. It's important to identify simple, useful, appropriate ways to measure the results of local language book production for communities. Suggested useful and achievable indicators include:

- Number of materials produced
- Number of children exposed to these materials
- Number of materials per child produced (if these materials are not available at school)
- Number of future local language materials available in a given community.

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Interested in partnering with IREX to explore how you can use Bloom to generate more local language materials? Contact us at:

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