

# A Grant Proposal Seeking Funding from The Global Partnership for Education (GPE) for 20 HP Chromebooks for students in Nucchu, Bolivia



Cover Photo: Photograph of Bolivian children at a day at school.

December 15, 2023

Submitted by Mia Klotz on behalf of the World Librarians Organization

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December 15, 2023

The Global Partnership for Education  
701 18th Street NW  
Washington D.C. 20006

Dear Board of Trustee Members,

It is with great pleasure that I submit this grant proposal to The Global Partnership for Education on behalf of the U.E. German Busch Primary School in Nucchu, Bolivia for 20 new HP laptops. The main objective of this proposed project is to provide a transformation in education for the students who are limited in educational resources. This school in Bolivia struggles to gain educational resources because of their lack of access to the internet and a lack of finances to pay for these resources. Through the World Librarians program, we have already worked in the past with schools, hospitals, and refugee camps in Malawi and Kenya, Africa to provide them with free, openly licensed educational material. The World Librarians has been looking to expand outside of Africa, and I have wanted to start an initiative to provide the children in Nucchu, Bolivia with 20 laptops to begin our process of working with a school to send them educational resources.

Through this grant, we hope to be able to provide the students in the U.E. German Busch School with resources and information that was not accessible to them before. Not only do these students lack resources to learn, but also if they wish to continue their education through highschool, they have to commute an hour walk to the school located in Yotala, Bolivia. Due to many factors that contribute to their lack of resources, we are seeking \$4,000 for 20 HP laptops.

In order for this initiative to be successful in providing laptops for the students of the Nucchu School, it is necessary the funding of this proposal is from a reputable foundation that values their commitment to help education transformation in the most

vulnerable countries. If you have any questions or thoughts about the initiative or our proposal, please call me at 774-261-5162 or email me at [mklotz@umass.edu](mailto:mklotz@umass.edu) .

Thank you for your time and consideration,

Mia Klotz

# Table of Contents

<b>1. Statement of Problem .....</b>	<b>4</b>
<b>2. Statement of Request.....</b>	<b>6</b>
<b>3. Description of Proposed Work.....</b>	<b>8</b>
a. Objectives.....	9
b. Accessibility through the RACHEL.....	10
c. Impact and Sustainability.....	12
d. Timeline.....	15
<b>4. Qualification of Personnel.....</b>	<b>17</b>
a. Initiative Developer.....	19
b. Teachers in Bolivia.....	21
<b>5. Budget.....</b>	<b>23</b>
<b>6. Summary.....</b>	<b>26</b>
a. Appendices of Figures.....	27
b. Bibliography.....	29

# 1. Statement of Problem

The U.E. German Busch School, situated in Nucchu, Bolivia, grapples with a profound challenge—limited access to essential educational resources crucial for fostering a robust learning environment. This educational institution operates within an environment devoid of internet connectivity, resulting in a substantial barrier to accessing diverse online educational materials and technological tools essential for modern education.



Figure 1: Photograph of a U.E. German Busch teacher holding a sign that says, "Thank you very much teacher Michelle for the visit to Bolivia. Welcome to Nucchu, the children greet you."

Furthermore, financial constraints significantly hinder the school's ability to procure technological infrastructure and educational resources, further impeding the students' educational journey. The absence of openly sourced, tailored educational materials that align with the school's curriculum exacerbates this challenge, restricting the breadth and depth of the educational experience offered to its students. Consequently, this scarcity of resources perpetuates educational disparities, hindering the students' ability to compete globally and limiting their opportunities for academic and professional growth.

The impact of these challenges on the learning landscape of the U.E. German Busch School is profound. Students face limitations in accessing modern educational resources critical for their academic advancement and holistic development. The lack of comprehensive learning materials restricts their exposure to diverse educational content and curtails the acquisition of essential 21st-century skills necessary for success in an interconnected world. Addressing these obstacles is crucial to empower the students and educators of U.E. German Busch School, bridging the gap in educational resource accessibility and ensuring a more equitable learning environment.

In response to these challenges, the proposed initiative seeks to introduce a remote area community hotspot for education and learning utilizing the RACHEL device.

Additionally, the provision of 20 HP laptops aims to provide equitable access to these resources, empowering both students and educators with the necessary tools and materials to enhance the learning experience and mitigate the existing educational resource inadequacies.

## **2. Statement of Request**

I am writing to request funding support for an important educational initiative aimed at providing essential resources to the U.E. German Busch School in Nucchu, Bolivia. Our goal is to equip the school with 20 HP Laptops and establish a sustainable educational platform utilizing the RACHEL device from World Librarians, an organization based at the University of Massachusetts Amherst.

At the U.E. German Busch School, students face significant limitations in accessing modern educational resources due to the absence of internet access and a lack of financial means to procure necessary learning materials. To bridge this digital gap, we aim to provide these students with access to an array of educational resources through the RACHEL device.

The collaboration with World Librarians enables us to extend our proven initiative, previously successful in African schools, to the U.E. German Busch School in Bolivia. With your support, we seek a grant totaling \$4,000 to acquire 20 HP Laptops. This funding will allow us to travel to Bolivia during the upcoming summer with the RACHEL device, serving as a remote area community hotspot for education and learning.

Upon arrival, our mission will be twofold: first, to connect the RACHEL device, which houses a wealth of curated educational content, and second, to provide hands-on training to the school's teachers on utilizing this platform effectively. Additionally, we aim to distribute the 20 HP Laptops among the students, ensuring each one has direct access to the educational resources available on the RACHEL device.

This comprehensive approach will not only facilitate the acquisition of technological resources but also empower the teachers and students to leverage these tools for enhanced learning experiences. Moreover, it will lay the foundation for a sustainable educational environment, allowing these students in remote areas to access invaluable educational materials and broaden their academic horizons.

My involvement with World Librarians has demonstrated the transformative impact such initiatives can have on educational institutions facing resource challenges.

We are committed to ensuring transparency in the utilization of the grant funds, providing detailed reports on the procurement process, training sessions conducted, and the direct impact on the students' learning experiences.

Your consideration of our grant request is deeply appreciated. Your support will play a pivotal role in empowering these students with the tools and resources they need to excel academically and pave the way for a brighter future.

### **3. Description of Proposed Work**

The proposed project aims to bridge the educational gap in Nucchu, Bolivia, by providing essential resources to the U.E. German Busch School through the collaboration of World Librarians, an organization affiliated with the University of Massachusetts Amherst. This initiative seeks to equip the school with technological infrastructure and educational materials, thereby empowering students and educators with access to vital learning resources.

This rural school currently lacks access to internet connectivity and up-to-date technology, severely limiting the educational materials available to students. My project will provide 20 HP laptops plus a RACHEL device—which acts as a remote area community hotspot for education and learning—to enable free access to open education resources.

Over the 2024 summer, I will travel to Nucchu to deliver and help set up this equipment, as well as train the school's teachers on utilizing the RACHEL device and integrating it into their curriculum. The RACHEL contains materials equivalent to an entire library, focused specifically on educational resources relevant to primary and secondary schooling. By connecting this device to the laptops we will provide, all students at the U.E. German Busch School will have access to a wealth of information and tools to enable quality learning.

The total budget for providing the HP laptops, RACHEL device, and travel expenses is \$4,000. Your funding will empower these students in Nucchu to access educational content they have so far been deprived of due to lack of internet connectivity and resources. This access to open education materials will greatly enrich their studies and enable them to reach their full academic potential.

## a. Objectives

1. **Procurement of Laptops:** The project intends to acquire 20 HP laptops for the students of U.E. German Busch School in Nucchu, Bolivia. These laptops will serve as invaluable tools to facilitate digital learning and access to educational materials.
2. **Implementation of RACHEL Device:** Through the utilization of a RACHEL (Remote Area Community Hotspot for Education and Learning) device, the project aims to establish a localized educational hotspot. This device will contain a wealth of educational content, curated to align with the school curriculum and cater to diverse learning needs.
3. **Capacity Building for Teachers:** The project will involve a visit to Nucchu, Bolivia, during the summer, where the team will demonstrate the setup and operation of the RACHEL device. Furthermore, hands-on training sessions will be conducted for teachers, empowering them to utilize the resources effectively within their teaching methodologies.
4. **Deployment of Resources:** Upon successful installation of the RACHEL device and teacher training, the 20 HP laptops will be distributed among the students. This distribution will ensure equitable access to the educational resources available on the RACHEL device, fostering an environment conducive to enhanced learning outcomes.

## b. Accessibility through the RACHEL

The RACHEL device, acronymically named as Remote Area Community Hotspot for Education and Learning, stands as a transformative educational solution for the U.E. German Busch School in Nucchu, Bolivia. Beyond its provision of Kalibri, Britannica, and Wikipedia, the RACHEL device boasts an additional pivotal feature that significantly amplifies its impact: the ability to host custom, pre-downloaded educational content. This feature empowers us to curate and preload tailored educational resources directly onto the device before its deployment at the school in Bolivia. By doing so, we can ensure that the students have access to a spectrum of educational materials specifically aligned with their curriculum and learning objectives. What's more, this is not a static provision of resources; after delivering the RACHEL device, we will maintain the ability to continue supporting the school by remotely sending new educational content.



Figure 2: An image of the RACHEL device.

The RACHEL device serves not only as an initial catalyst but also as a sustainable educational gateway, allowing us to seamlessly transmit and update content over time. This ongoing support ensures that the students and educators at the U.E. German Busch School have the flexibility to access new learning materials, stay updated with relevant educational content, and adapt their resources to evolving educational needs, enhancing their learning experiences far into the future.



Figure 3: Dzaleka Refugee Camp in Malawi, Africa celebrating receiving the RACHEL.

## c. Impact and Sustainability

### **Impact:**

1. Enhanced Access to Quality Education: The project's primary impact lies in democratizing access to quality education for the students of U.E. German Busch School in Nucchu, Bolivia. By providing laptops and installing the RACHEL device, students gain access to a vast repository of educational resources spanning various subjects, languages, and skill levels.
2. Improved Learning Outcomes: Access to diverse educational content will cater to different learning styles and abilities, fostering a dynamic learning environment. The resources available via the RACHEL device will supplement classroom teachings, encouraging self-paced learning and deeper understanding of subjects.
3. Empowerment of Educators: The training sessions provided to teachers regarding the RACHEL device's utilization will not only enhance their technical skills but also empower them to integrate technology effectively into their teaching methodologies. This will facilitate more engaging and interactive lessons, leading to increased student engagement and academic success.
4. Community Engagement and Enrichment: Beyond the immediate impact on students and teachers, the project will foster community engagement by involving parents and local stakeholders in understanding the importance of technology-enhanced education. This collaborative effort will further support and reinforce the students' learning experience.

### **Sustainability:**

1. Teacher Capacity Building: The project's sustainability lies in its focus on building the capacity of educators. By training teachers on using the RACHEL device and integrating its resources into their teaching, the project ensures continued and

effective utilization of technology in the classroom even after the project's completion.

2. Long-Term Resource Access: The provision of laptops to students ensures continued access to educational resources beyond the project's timeline. By directly placing these tools in students' hands, the project aims to create a lasting impact, allowing students to explore, learn, and grow even after the initial implementation phase.
3. Local Ownership and Support: The project emphasizes collaboration with local stakeholders and community members, fostering a sense of ownership and responsibility. This local support will be instrumental in the sustainability of the project, as it encourages ongoing engagement and maintenance of the implemented technological infrastructure.
4. Evaluation and Feedback Mechanisms: Implementing evaluation mechanisms to assess the project's impact and gathering feedback from teachers, students, and community members will aid in refining and adapting the project strategies. This adaptive approach ensures that the project remains relevant and responsive to the evolving needs of the school community.

In summary, the project's impact spans across immediate educational benefits for students to empower teachers and foster community engagement. Its sustainability is anchored in capacity building, local ownership, and continuous access to resources, ensuring a lasting positive impact on education at U.E. German Busch School in Nucchu, Bolivia.

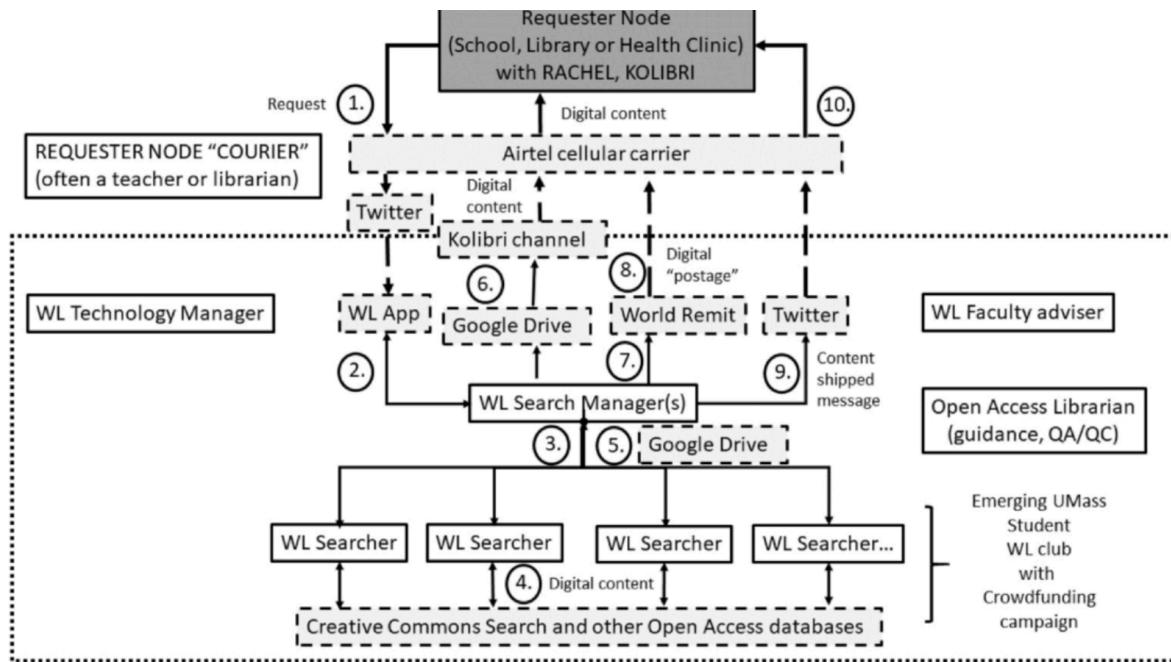


Figure 4: The Structure of the World Librarian socio-technical workflow.

## d. Timeline

### Phase 1: Preparatory Work (February - May)

- February - March: Grant Application and Approval
  - Research and identify suitable grant opportunities.
  - Prepare and submit grant applications to potential funding sources.
  - Await responses and secure necessary funding.
- April: Logistics and Planning
  - Confirm grant funding and finalize budget allocation.
  - Coordinate travel arrangements and logistics for the trip to Bolivia.
  - Procure necessary equipment, including HP Laptops and the RACHEL device.
- May: Curriculum and Content Preparation
  - Collaborate with World Librarians to curate educational content for the RACHEL device.
  - Develop a training curriculum for teachers at U.E. German Busch School.

### Phase 2: Implementation (June - August)

- June: Travel to Bolivia
  - Travel to Nucchu, Bolivia, with the RACHEL device and laptops.
  - Liaise with school administrators and stakeholders.
- July: Training and Implementation
  - Conduct training sessions for teachers on utilizing the RACHEL device and integrating its resources into the curriculum.
  - Set up the RACHEL device as a community hotspot for educational content.
  - Distribute HP Laptops to students and provide guidance on their use.
- August: Evaluation and Follow-up
  - Assess the effectiveness of the implementation.
  - Gather feedback from teachers and students regarding the usability of the resources.

- Provide additional support or training as needed.
- Document outcomes and lessons learned for future reference.

#### Phase 3: Post-Implementation (September - October)

- September: Reporting and Documentation
  - Compile a comprehensive report detailing the project's execution, impact, and outcomes.
  - Document success stories, challenges faced, and best practices.
- October: Dissemination and Future Planning
  - Share project outcomes and insights with stakeholders, including the grant provider and World Librarians.
  - Begin discussions on potential future collaborations or expansions of the initiative.

## **4. Qualification of Personnel**

### **Charlie Schweik (Co-founder of World Librarians, Professor at UMass Amherst):**

Charlie Schweik, as a co-founder of World Librarians and a distinguished professor in the Department of Environmental Conservation and the School of Public Policy at UMass Amherst, brings invaluable expertise in open-source software communities garnered over two decades. His extensive research and experience underscore a deep understanding of global information access disparities, emphasizing the mission's core: empowering the global south to request information that aligns with their specific needs. Charlie's vision places paramount importance on bridging the information gap, ensuring that the resources provided are not dictated by preconceived notions but rather by the genuine requirements of the communities being served.

### **Theresa Dooley (Scholarly Communications Office at W.E.B. Du Bois Library, UMass Amherst):**

Theresa's role in the Scholarly Communications Office at W.E.B. Du Bois Library positions her as an expert in open access and openly licensed materials. Her profound knowledge and expertise in navigating the legal frameworks of open access materials allow the team to deliver legally sound and freely accessible resources to the schools partnered with World Librarians. Theresa's contribution ensures that the materials provided are not only accessible but also ethically sourced and compliant with licensing regulations.

### **World Librarians Club Searchers:**

The team of searchers within the World Librarians Club comprises dedicated individuals proficient in identifying and sourcing specific educational materials based on the requests received from schools. Their adeptness in navigating various databases, repositories, and information networks equips the team to fulfill the precise resource needs articulated by the partner schools. These searchers play a pivotal role in ensuring that the materials procured align closely with the requirements of the targeted educational institutions, contributing directly to the initiative's success.

### **Positive Contributions:**

- Charlie Schweik's expertise ensures that the project remains grounded in its core mission, emphasizing community-driven requests for information.

- Theresa's proficiency in open access and licensing guarantees the ethical and legal sourcing of materials, facilitating the delivery of freely accessible resources.
- The World Librarians Club searchers' proficiency in information retrieval directly contributes to meeting the specific resource demands of partner schools, ensuring tailored and relevant material procurement.

Collectively, the diverse expertise and skills brought by Charlie, Theresa, and the World Librarians Club searchers form a cohesive and knowledgeable team capable of effectively addressing the unique challenges faced by schools in accessing educational resources in underserved regions.



Figure 6: Photo taken at the Open Access Week: World Librarians Panel of Charlie Schweik, Theresa Dooley, Mia Klotz, and Samantha O'Connor.

## a. Initiative Developer

As a dedicated member of World Librarians and serving as the Search Manager for the past year, I have honed a multifaceted skill set and gained invaluable experience in addressing the challenges associated with providing educational resources to underserved communities. My qualifications as the initiative developer stem from the following key areas of expertise and experience:

**Understanding of Community Needs:** Through my extensive involvement in World Librarians, I have gained a profound understanding of the diverse needs of communities in different geographical regions. I recognize the significance of considering factors such as language, culture, and unique educational structures when tailoring educational resources to suit these communities' specific requirements.

**Effective Communication and Collaboration:** Over the course of my tenure, I have developed robust communication channels and established meaningful collaborations with schools and stakeholders in underserved areas. Utilizing platforms like WhatsApp, I have efficiently facilitated communication with couriers and school representatives, ensuring a continuous flow of information and addressing any challenges that may arise promptly.

**Adaptive Problem-Solving:** Confronting obstacles arising from cultural differences, language barriers, and distinct school structures, I have acquired adept problem-solving skills. I have learned to navigate these complexities by fostering open communication channels that encourage schools to voice their needs and concerns, allowing us to tailor our support accordingly.

**User-Centric Approach:** One of our paramount objectives at World Librarians is to provide communities with digital resources that align with their specific interests and requirements. Through my role as Search Manager, I have championed a user-centric approach, emphasizing the importance of delivering content that directly addresses the topics and subjects desired by the communities themselves, rather than presuming their needs from a Global North perspective.

**Commitment to Empowerment and Inclusivity:** I am deeply committed to empowering communities through education. My approach focuses on inclusivity, ensuring that educational resources are not only accessible but also relevant, culturally sensitive, and conducive to the holistic development of individuals within these communities.

My experiences within World Librarians, coupled with my role as the Search Manager, have equipped me with the skills, insights, and dedication necessary to spearhead initiatives aimed at providing tailored, relevant, and impactful educational resources to underserved communities worldwide. I will also be assisted when traveling to Bolivia by Charlie Schweik who was the co-founder of World Librarians and has great expertise in setting up the RACHEL and making schools operable with their new technology.

## b. Teachers in Bolivia

Teachers in Bolivia, particularly those at the U.E. German Busch School in Nucchu, play a pivotal role in shaping the educational experiences of their students. While dedicated and committed to their students' success, many of these educators operate within a system constrained by limited resources and technological infrastructure. They often face challenges in accessing comprehensive educational materials and resources vital for enriching their teaching methods.

Despite their minimal familiarity with the processes and workings of World Librarians, these teachers have shown a genuine enthusiasm and eagerness to collaborate. A couple of months ago, I initiated communication with them, reaching out to introduce the initiatives and resources that World Librarians could offer. During these interactions, the teachers expressed their eagerness to work together and their aspiration to enhance the educational resources available to their students. Their positive response demonstrated their recognition of the need for better resources and their willingness to embrace new avenues that could potentially transform the educational landscape at their school. While their knowledge about the specific workings of World Librarians might be limited, their proactive attitude and openness to collaboration signify a strong foundation upon which to build a meaningful partnership.

Their expressed desire to work with us signifies an opportunity to bridge the gap between their aspirations for better resources and the expertise and support that World Librarians can provide. This collaboration not only showcases their dedication to improving the educational experience for their students but also highlights their openness to innovative solutions and external support that could greatly benefit their teaching methodologies.

As we move forward with the proposed project, our engagement with these teachers will be crucial. We will aim to provide comprehensive training sessions and hands-on guidance, ensuring that they are equipped with the necessary knowledge and skills to leverage the resources offered by World Librarians effectively. By fostering a collaborative environment and sharing expertise, we can empower these teachers to

integrate new technologies and educational resources into their teaching practices, ultimately benefiting the students and the broader educational community at U.E. German Busch School.

## 5. Budget

Here is a quick overview of the budget for this project. Below is also the budget template provided by GPE.

### 1. Procurement of Laptops:

- 20 HP Chromebook, Chrome OS Intel Celeron Laptops: \$200 per laptop x 20 laptops = \$4,000

Total Cost for Laptops: \$4,000

(Note: This cost covers the purchase of 20 HP Chromebook laptops to be distributed among the students at U.E. German Busch School.)

### Funding Sources:

- The \$4,000 for the purchase of laptops will be specifically allocated from the grant requested.

### Other Project Costs (to be covered through donations and fundraising):

- Travel Expenses for On-Site Implementation: Estimate costs for travel, accommodation, and related expenses for the team visiting Bolivia during the summer to implement the project and conduct training sessions for teachers. Detailed breakdown to be determined based on specific travel arrangements and prevailing rates at the time of planning.
- RACHEL Device and Associated Technologies: RACHEL has already been purchased and any additional technological infrastructure required for setting up the educational hotspot at the school will be paid for through donations.

# BUDGET TEMPLATE

## Program development GRANT

NOTE TO THE USER	
<p>The purpose of this template is to assist applicants in costing their program development activities and to provide reasonable assurance that the budget is appropriate. Once completed, it should reflect a coherent set of activities for developing a program for GPE grants for system transformation while consolidating both domestic and development agency funding sources.</p>	
<p>The template is best visible when the zoom is set at 80 percent. Instructions become visible when clicking on the upper right-hand red corner of the cells at the top of each column. The template can be adapted to fit the specific program design.</p>	
<p>If the the program development amount requested from GPE is more than US\$200,000, use the second tab of this template to provide a justification for why exceptional efforts and resources are needed for the development of the program.</p>	
<p>In the "Overview" section of this budget template, please include names and contact information (email and phone number) of representatives of grant agent, coordinating agency and ministry of education.</p>	

BUDGET DETAILS				
#	Activity	Expected result or output	Time frame	Cost description
1	Purchasing 20 HP Chromebook Laptops	Provide students in Nucchu, Bolivia with laptops.	5 months till they can get delivered	\$200/laptop x 20 laptops=\$4,000
2				

Figures 7 & 8: A budget template provided by GPE to request funds for 20 HP laptops, leading to a total request of \$4,000.

## 6. Summary

The proposed initiative by World Librarians aims to address the significant educational resource challenges faced by the U.E. German Busch School in Nucchu, Bolivia. This school encounters obstacles due to the absence of internet access, financial constraints, and a scarcity of tailored educational resources aligned with its curriculum, limiting students' academic growth and opportunities. To combat these challenges, World Librarians plan to implement a transformative solution. Through the use of the RACHEL and providing the students with laptops, we aim to ensure equitable access to educational resources, empowering both students and educators with essential tools for enhanced learning experiences.

Central to the success of this initiative are key personnel contributing their expertise. Charlie Schweik, co-founder of World Librarians and a professor at UMass Amherst, brings a wealth of experience in open-source software communities and emphasizes the mission to empower the global south in requesting relevant information. Theresa, an expert from the Scholarly Communications Office at W.E.B. Du Bois Library, ensures the ethical procurement of freely accessible resources, adhering to legal standards. Moreover, the dedicated team of searchers within the World Librarians Club excels in sourcing tailored educational materials based on specific requests from schools, directly contributing to fulfilling the school's unique requirements.

The positive contributions of these personnel align with a community-driven approach to resource access, legally compliant material procurement, and precise fulfillment of school needs. The grant proposal seeks \$4,000 for the purchase of 20 HP laptops, with additional project costs intended to be sourced through donations and fundraising endeavors. Ultimately, the collaborative efforts and expertise brought forth by World Librarians aim to empower the U.E. German Busch School, bridging the educational gap and fostering a more equitable and enriched learning environment for its students.

## a. Appendices of Figures

Cover Photo:

Photo by Michelle Klotz.

Figure 1:

Photo by Michelle Klotz.

Figure 2:

<https://rachel.worldpossible.org/>

Figure 3:

Photo taken by Charlie Schweik, <https://worldlibrarians.org/>

Figure 4:

Schweik, Charles M., et al. "World Librarians: A Socio-Technical System Providing Library Search Services to Offline Schools and Libraries in Malawi." *World Development Perspectives*, Elsevier, 3 Sept. 2020,  
<https://www.sciencedirect.com/science/article/pii/S2452292920300540>. Accessed 15 Dec. 2023.

Figure 5:

Li, Catharine. "UMass World Librarians Discuss Impact of Connecting Underserved Communities to Educational Resources." *Massachusetts Daily Collegian*,  
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Figures 7&8:  
Screenshot of Budget Template.

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