GLOBAL BOOK ALLIANCE

Trainer's Guide
Module 1: Planning & Forecasting

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Acknowledgements

The Global Book Alliance (GBA) would like to extend its sincere thanks to the stakeholders across the education sector—including staff from Ministries of Education, donor agencies, and implementing partners; the private sector, including publishers, printers, and distributors; and teachers, parents, and community leaders—for their contributions to eliminating global illiteracy. Much of the content for this module was developed using Tony Read's *Where Have All the Textbooks Gone*? The GBA also thanks Vincent Bontoux, Julianna Nielsen, and Lily Nyariki for their technical expertise in writing this module and to the reviewers who provided their expertise to ensure the accuracy of its content.

The GBA strives to ensure that books are available, appropriate, affordable, and accessible to all, recognizing that high-quality reading materials are critical to ensuring that all children can learn to read and read to learn in languages they understand.

The GBA training modules aim to provide guidance to help various stakeholders improve book supply chains in their contexts to make this vision a reality.

Acronyms and Abbreviations

EMIS	education management information system
ERM	essential reading materials
GBA	Global Book Alliance
GDL	Global Digital Library
LoI	language of instruction
LMIC	low- and middle-income countries
MLMP	minimum learning materials profile
MoE	Ministry of Education
PPP	public-private partnership
SCAs	supply chain analyses
TLM	teaching and learning material
USAID	United States Agency for International Development

Glossary of Terms

Term	Definition
Bid:	A competitive request for submissions, usually for educational books or manuscripts or for supply and/or consolidation services or for printing services, usually organized by a government and/or donor agency. Bids can be for printing only, for authorship, for publishing services on existing manuscripts, for existing titles off the shelf, for full origination services, for consolidation and distribution, or for a combination of the above.
Bookseller:	A trading company, organization, or individual with a significant part of the business activity concerned with selling books. A bookseller need not operate from a bookshop, hence briefcase booksellers or pavement or veranda booksellers.
Book trade:	The totality of organizations and individuals in the business of creating, manufacturing, publishing, promoting, selling, and distributing books.
Competitive supply:	Goods and services in competitive supply are alternative products that a business could make with resources of land, labor, and capital.
Curriculum:	The skills and knowledge that students must learn.
Distribution:	The process by which goods are moved efficiently and cost-effectively from the supplier to the purchaser.
Distribution system:	The totality of facilities, equipment, systems, staffing, transportation, etc., which enables a supplier to deliver goods effectively to the total market. Individual companies have distribution systems, and the effectiveness of these systems determines the profitability and thus the future of the company. Many governments also have monopolistic distribution systems, often for textbooks, but different rules apply to governmental and commercial distribution systems.
Distributor:	Company that is responsible for transporting books from the warehouse to the customer. Distributors often also take responsibility for payment, for packing, and for the documentation connected with the transport.
Education management information systems:	An education management system that collects data and uses the data to inform decision-making.
Essential reading materials:	Decodable, leveled, and supplementary readers are collectively described as "essential reading materials" (ERMs). All are required elements for reading acquisition, but each plays a different role.
Leveled readers:	A set of books organized by level of difficulty, based on the complexity of the words, sentences, content, and other factors.
Market research:	In the context of the book trade, research into a market (geographic) or market sector (e.g., computer book opportunities) or a combination of the two as the basis for investment in the development of a new title or a new list of titles or the expansion into a new market area.
Minimum learning materials profile:	An agreed-upon list of the minimum teaching and learning materials (TLMs) needed by students and teachers for all students to achieve the learning objectives of the curriculum. This includes TLMs for early grade

Term	Definition
	reading, essential reading materials (leveled readers, decodable readers, and supplementary reading materials).
Monopoly:	The exclusive possession or control of the supply of or trade in a commodity or service.
Order:	A request or requirement for goods to be supplied, normally provided in writing; the quantity of goods supplied.
Origination:	The processes involved in creating a book or publication. These normally include writing, artwork, picture research, permissions, design, page layout, etc.
Parastatal textbook producers:	Fully or partially state-owned corporation or government agency.
Print run:	The quantity of books to be printed.
Publish:	The process of organizing the development and production of a publication for distribution and sale.
Publisher:	A company, an organization, or sometimes an individual that organizes the development and production of a publication for distribution and sale.
Storage:	The act of storing or the state of being stored. Also, the physical space used for storing things.
Store:	A place where stocks or supplies are kept. See also "warehouse." A warehouse implies a building designed for storage purposes. A store implies a place where goods are stored, regardless of whether it was designed for storage. A store can also be a retail shop (e.g., a bookstore).
Supplementary readers:	Materials used for reading practice. They may not be decodable or leveled, and they do not directly tie to the school curriculum.
Teaching aids:	Instructional materials intended to assist the teacher in presenting the curriculum. Teaching aids can be teacher's guides, wall charts, wall maps, flash cards, science kits, slides, audiotapes, educational software, etc.
Teaching and learning materials:	A generic term for the full range of potential educational materials that are typically provided to schools, including textbooks (pupil or student books), teacher's guides, teacher's aid, supplemental reading materials, e-readers, reference books, workbooks, work cards, and audio-visual materials. For early grade reading, it also includes leveled readers and decodable readers.
Textbook:	A book intended for students that is planned and written to cover the concepts, content, and skills needed by a defined course of study.
Unit cost:	The total cost of publishing or manufacturing divided by the number of copies produced; thus, the cost of one unit.
Warehouse:	A large building to store goods or materials. See also "store."
Wholesaler:	An organization, company, or individual who buys goods in quantity from the original suppliers for resale to retailers.
Workbook:	Ancillary material to a textbook; a consumable book in which the student is encouraged to write and do exercises and activities that are linked to the textbook.
Work card:	A sheet of card, often laminated for protection and long life and usually printed on both sides, that has educational or training exercises and activities intended for student use. Work cards can be used with any age group but are probably more often used with very young children.

List of Materials

Session	Materials
1. Introductions and Training Objectives	1. Flip charts, markers, sticky notes
2. Development of a TLM Policy	1. Flip charts, markers, sticky notes 2. Handout 1: Book Provision Model in Country
3. Planning and Financing for TLMs	1. Flip charts, markers, sticky notes 2. Handout 2: Calculating Cost of Textbook Provision
4. Procurement and Evaluation of TLMs	1. Flip charts, markers, sticky notes 2. Handout 3: Tanzania Institute of Education Storybook Evaluation Form 3. Handout 4: Sample Bid Timetable 4. Multiple copies of a storybook 5. Multiple copies of curriculum for primary school
5. Wrap-Up and Reflections on the Workshop	1. Flip charts, markers, sticky notes 2. Handout 5: Evaluation Questionnaire
6. (Optional) Digital TLMs	1. Flip charts, markers, sticky notes 2. Handout 6: Digital TLMs Quality Assurance

Introduction

The purpose of the book supply chain (BSC), as it pertains to textbooks and essential reading materials (ERMs), is to ensure that every child has the critical tools she/he needs to learn to read. Reading and literacy play an important role in helping a child develop the skills needed for improved economic and health outcomes and for her/his own civic advocacy. It is important to give children access to books as well as time to engage in guided independent reading. Reading should include a variety of genres and levels of difficulty roughly matching each child's interests and abilities. Providing this kind of access has been directly tied to children gaining better vocabulary, fluency, and comprehension skills.[1]

The BSC consists of several key functions that play essential roles in increasing children's literacy by ensuring sufficient access to appropriate reading materials (see graphic below). The primary components of the BSC are planning and forecasting, title development, publishing and printing, procurement and purchasing, distribution management, and active use. Each phase is executed by a variety of actors (government, private sector, and private citizens) who must collaborate to create a functional, cost-effective BSC.

The book industry is essential in ensuring that the "right books are made available at the right time to all children."[2] A vibrant book publishing industry is key in making available quality, relevant, and appropriate early grade ERMs (decodable and leveled readers, as well as supplementary reading materials) and textbooks. The industry is also responsible for producing books that are available in multiple means of representation to be accessible to all learners, in all

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[1] Harvey, S., and Ward, A. 2017. *From striving to thriving: How to grow confident, capable readers.* Scholastic. http://teacher.scholastic.com/products/pdfs/Intro-From-Striving-To-Thriving.pdf?eml=TSO/eb/20170920//TW/ST/AD//&linkId=43071495;

[2] Burns, M. S., Griffin, P., and Snow, C. E. (Eds.). 1999. *Starting out right: A guide to promoting children's reading success.* National Academies Press.

their diversity, with books available in printed, braille, audio, and sign language storybook formats. If there are not enough of these materials and if these materials are not accessed and used effectively, learning will suffer.

This module is the first in the BSC series, and it focuses on planning and forecasting. It is essential for a Ministry of Education (MoE) to make decisions on several key topics. These include:

- Determining how it will fund and provide teaching and learning materials (TLMs),[3] including ERMs, to schools
- Developing guidelines and parameters for the relationship between curriculum and accompanying teaching and TLMs
- Making decisions around how TLMs will be developed
- Ensuring that accurate estimations of current and projected enrollments are made
- Establishing a list and costing of TLMs needed to meet the needs of the curriculum

In an education system with a public-private partnership (PPP), where private sector publishers create the books, an MoE must also establish a carefully constructed and transparent tender and evaluation system for approval of books to be used in the system.

Recent supply chain analyses (SCAs) conducted by the Global Book Alliance (GBA) in Zambia, Malawi, Nigeria, Cambodia, and Tanzania have found that there are very few supplementary readers and virtually no decodable or leveled readers in homes and schools. The studies similarly revealed challenges in planning: Few current TLM policies exist, and planning and forecasting for materials is often impacted by a lack of current enrollment data and a growing population. In many places, corruption have eroded donor trust in public sector financial management. This has led donors to work through parallel systems, and their efforts have generally been restricted to certain areas within the book sector and tend not to be part of a considered and cohesive plan for development of the book sector. Module 1: Planning and Forecasting will highlight the key policy issues involved and explain the most likely implications of different kinds of policy approaches and decisions.

This module also covers the following: the need for a teaching and learning materials policy; what constitutes a teaching and learning materials policy and the role of key stakeholders; what constitutes a minimum profile for TLMs, including the range and use of TLMs, the various models of TLM provision, and how PPPs work to support TLMs.

These elements represent the key components that any educational planner needs to know to provide quality, relevant, appropriate, and affordable TLMs to satisfy the curriculum needs. Although these elements are similar across the globe, the educational, social, and economic conditions of the communities will determine the final plan.

Many countries focus on the provision of textbooks and teachers' guides. However, textbooks by themselves do not provide everything that children need in order to learn to read or to achieve the objectives laid out in the curriculum. It is therefore imperative that government and donor

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[3] TLMs include all the types of education materials that are typically provided to schools, including textbooks (pupil or student books), teacher's guides, teacher's aids, supplemental reading materials, e-readers, reference books, workbooks, work cards, audio-visual materials, etc. For early grade reading, it also includes leveled readers and decodable readers.

policies relating to the provision of TLMs include a specific focus on ERMs, including leveled and decodable books and other supplementary materials.[4]

Module 1 contains activities to engage participants to ensure that the topics covered are well understood and to stimulate creative thinking among participants. References are also provided as footnotes on relevant pages to help participants deepen their knowledge on technicalities that the training could not cover.

By the end of this module, participants will be able to:

1. Explain the importance of planning, forecasting, and costing in the book chain
2. Describe the various elements of a national book policy
3. Explain the importance of establishing minimum profile of TLMs
4. Describe the key stakeholders in the education book sector
5. Differentiate the different models of book provision, including centralized vs. decentralized supply methods
6. Explain the procurement and evaluation process for TLMs

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[4] Read, A. 2011. *Guidance note. A DFID practice paper. Learning and teaching materials: Policy and practice for provision*. Department for International Development.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67621/lrng-tch-mats-pol-prac-prov.pdf

Notes on Using This Module

How to Use This Module

This module is for trainers as they prepare for and carry out the training. Trainers should review the material in this module and in the accompanying PowerPoint (PPT) presentation. The presentation has been created from the content in this module, but it does not contain all the content. Therefore, it is important that trainers read through the *Trainers' Guide* in full and master the content before the training. The presentation can also be adapted and added to by trainers as they prepare to conduct the training.

Module Organization

Each session is broken down as follows:
- **Rationale:** Why the material in the session is important. Trainers should read and fully understand the rationale in order to present the content of the session well.
- **Objectives:** These should be presented briefly at the start of each session.
- **Time Breakdown:** This guides the trainer to ensure the training stays on time.
- **Materials:** This include all materials needed to complete the session.
- **Preparation:** This highlights planning tasks that the trainer must do prior to conducting the training.
- **Procedure:** This section tells the trainer how to present the content and the activities that follow.
- **Content:** The content for each session is broken down and labeled throughout the session. The activities and the content make up the heart of the session.
- **Activities:** These are designed to make the training as participatory and interactive as possible. Trainers are encouraged to adapt these to fit the training context.

Participants

Participants for this module, as with all modules in this series, will vary. However, the training is aimed at staff throughout the MoE and others in the BSC such as publishers, printers, and procurement and distribution specialists. It is also relevant for those involved in training teachers and those responsible for developing strategies for working with parents and communities. The training is also aimed at United States Agency for International Development (USAID) education team staff and implementing partners and staff from other donors.
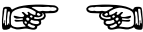
Sample Agenda

Session #	Name	Description	Time (minutes)
1	Introductions and Training Objectives	Paired introductions, sharing expectations	30
2	Development of a TLM Policy	Slide presentation, small-group work, paired brainstorming	65
3	Planning and Financing for TLMs	Slide presentation, small-group work, paired brainstorming	90
4	Procurement and Evaluation of TLMs	Slide presentation, individual assignment, small-group work	80
5	Wrap-Up and Reflection on Workshop	Individual reflection and sharing, module evaluations	35
6	(Optional) Digital TLMs	Slide presentation, small-group work	40

Time (Total): 5 hours (with an optional extra 40 minutes)

Legend

The following symbols are provided to assist trainers as they plan for and conduct each session in this module.

Icon	Description
🗎	**Rationale** – Provides the basis for the activities and links it to prior and subsequent sessions.
✔	**Objectives** – Action-oriented objectives are stated for the module as a whole and for each session.
🕐	**Duration** – Time allotted for each session. Includes a *time breakdown* that divides the session further to help with timing.
✏	**Preparation** – Highlights planning tasks the trainer must do before the training.
🗒	**Materials** – List of the materials the trainer must use during each session.
↻	**Procedure** – Outlines for the trainer the facilitation process to be used.
📖	**Content** – Presents key content to address during each session.
✍	**Activity** – Highlights a task participants will do.
☞ ☜	**Trainer's Notes** – To be used by the trainer in planning and carrying out each session.
✋	**Handout** – Indicates that the trainer should distribute a photocopied document to participants.

Session 1: Introductions and Training Objectives

🗎 *Rationale*

At the start of the workshop, participants and the training team have the opportunity to get to know one another, establish a positive and collaborative working environment, and discuss workshop ground rules. Participants will also share their expectations for the workshop and go over the objectives of the workshop.

✓ *Objectives*

Upon completion of the activities of this session, participants should be able to:
- Outline key administrative matters and the agenda for the workshop
- Articulate the shared ground rules for behavior during the workshop
- Share the objectives for the training

(See **Supplementary Activity** at the end of the session for more information to share with participants on the BSC).

🕐 *Duration:* 30 minutes

Time Breakdown

Activity 1.1 – Partner Introductions	10 minutes
Administrative Matters, Agenda, and Ground Rules	5 minutes
Activity 1.2 – Sharing Expectations	10 minutes
Training Objectives	5 minutes
Supplementary Activity (optional)	(10 minutes)
Total:	30–40 minutes

🗒	**Materials** 1. Flip charts, markers, sticky notes

Getting Started

✍ Activity 1.1 – Partner Introductions (10 minutes)

Conduct an activity to have participants introduce themselves. Make the activity as active as possible. For example, have participants stand in a circle. Ask them to walk directly across the circle and pair up with someone they have not interacted with before. Give them three minutes to get to know each other using prompts such as *find out one thing you have in common, share*

one thing no one else knows about you, or any other quick ice breaker. Then ask them to introduce each other to the larger group.

⟨⟩ *Procedure*

Administrative Matters and Agenda Review (5 minutes)

Explain to participants any logistics and administrative arrangements for the workshop, and share the agenda for the day using the PowerPoint (PPT) presentation (Slides 4–5) or printed copies of the agenda.

Workshop Ground Rules

Develop ground rules for the workshop; they should include the following (Slide 6) plus any other rules agreed upon by the group.

Workshop Ground Rules

1. No side conversations.
2. Telephones must be silenced.
3. Participants and trainers **all** have the responsibility of ensuring that sessions begin and end on time.
4. Respect the viewpoints of others and allow everyone the chance to speak. Remind those who like to participate to allow more reserved members to provide their feedback, since everyone has something to contribute for the benefit of others in this workshop.
5. Speak loudly so everyone can hear.

Ask participants if they accept the proposed rules and if they will commit themselves to the rules for the duration of the training.

Expectations

Invite participants to carry out **Activity 1.2 – Sharing Expectations** (Slide 7).

✍ Activity 1.2 – Sharing Expectations (10 minutes)

It can be valuable for both participants and the trainer if participants share their expectations for the training. Ask participants to share their responses to the following prompts: *When you were invited to this training. How did you think you might benefit from it. What are you hoping to learn or gain through the training?*

Go around the room asking for volunteers to share their expectations. Capture participants' contributions on flip charts, and tell participants you will return to the expectations at the end of the training.

Training Objectives

Present the objectives for the training (Slide 8), and take any questions from participants.

Training Objectives

By the end of this module participants will be able to:

1. Explain the importance of planning, forecasting, and costing in the book supply chain
2. Describe the various elements of a national book policy
3. Explain the importance of establishing minimum profile of TLMs
4. Describe the key stakeholders in the education book sector
5. Differentiate the different models of book provision, including centralized vs. decentralized supply methods
6. Explain the procurement and evaluation process for TLMs

✍ **Supplementary Activity (10 minutes)**

If time allows and the BSC is a new concept to participants, take an additional 15 minutes at the beginning of the session to introduce the BSC by:
- Showing the following video that explains what the BSC is and why it is important: https://youtu.be/9XMkNnaaBZ8 (Slide 9)
- Sharing the diagram found in the PPT Slides to provide an overview of the BSC. You may also ask participants to note if the supply chain for books in their country is similar to this one or how it may differ.

Lead a brief discussion on where participants see the biggest challenges in the BSC in their country context.

Session 2: Development of a TLM Policy

▤ *Rationale*

In this session, participants will be introduced to the concept of a TLM policy. A TLM policy forms the basis of a nation's book provision system, establishing the overall system for TLM publishing and setting the guidelines for both curriculum and its accompanying TLMs.

✔ *Objectives*

Upon completion of the activities of this session, participants will be able to:
- Describe the key stakeholders in the education book sector
- Describe what an effective TLM policy includes
- State why it is important for countries to establish TLM policies
- Explain the importance of the relationship between TLM policies and the curriculum
- Identify different models of book provision systems and describe the differences

🕐 *Duration:* 65 minutes

Time Breakdown

Introduction to TLM Policies	20 minutes
Key Stakeholders in a Healthy Education Book Sector	15 minutes
Models of a TLM Book Provision System	15 minutes
Activity 2.1 – Book Provision Model in Country	15 minutes
Total:	65 minutes

🗒	***Materials*** 1. Flip charts, markers, sticky notes 2. **Handout 1: Book Provision Model in Country** for Activity 2.1

✏ *Preparation*

Make enough copies of ✋ **Handout 1** for several participants to share.

Introduction to TLM Policies

❨❩ *Procedure*

Using Slides 10−17, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants.

📖 *Content*

What Is in a TLM Policy?

A TLM policy allows each MoE to efficiently plan and forecast its BSC by giving it visibility and consistency. The MoE, and sometimes the government at large, typically sets a TLM policy. The major goal of a TLM policy is to plan and carry out a coordinated, sustainable supply chain (from curriculum design to TLM delivery and use) that will offer TLMs that are relevant to the curriculum and with the best value to all learners and teachers.

The policy should include the broad principles of the BSC (mainly who does what and the types of books that students need to achieve the learning objectives of the curriculum). It should be divided into a general section which includes objectives, and a more practical section which includes the strategies to meet those objectives.

A good policy includes the following as objectives:
- A sound, manageable curriculum
- Appropriate teacher training
- Affordable, accessible materials
- Realistic distribution practices

The strategies section should include the following:

- Roles and responsibilities
- TLM evaluation processes
- Publishing policy
- Procurement policy
- Distribution of TLMs
- Managing TLM use

The Need for a TLM Policy

A well-designed TLM policy can help raise the quality of education by aligning curriculum, textbooks, ERMs, and other materials; teacher competencies; and assessment systems.

A continually updated TLM policy can ensure allocation of budgets to textbooks, supplementary reading materials and digital materials; make sure curriculum, classroom processes, and learning objectives are coordinated; and bring innovations to the teaching and learning process.

Issues to consider in developing a TLM policy include:

- Private sector versus parastatal textbook producers
- Book provision models: centralization, decentralization, and hybrid
- Local language policies and literacy
- Monopoly versus competitive supply
- A non-restrictive definition of what constitutes a TLM (including ERMs, for instance)
- Funding of textbooks and other materials
- Tendering, bidding, and evaluation systems
- Provision of classroom and school libraries to enhance the teaching and learning environments
- Use and conservation of materials

Ideally, the development of a TLM policy and curriculum design is followed by the development of a minimum learning materials profile (MLMP), which is discussed in the next session, outlining which TLMs will be used. However, the process is not always a linear one.

Implications of Curriculum Design and Language of Instruction on TLMs

A well-designed TLM policy starts with a sound curriculum. The relationship between a curriculum and a textbook is critical and needs to be carefully considered from the start. A curriculum has a significant impact on the cost of the system and thus the affordability and sustainability of offering TLMs. For example, the curriculum decides the number of subjects that need textbooks and teachers' guides; overloaded syllabuses can also affect unit textbook costs. Ideally the cost of TLMs should be a core part of any curriculum review. Since the lifespan of a book is typically about three to four years, ideally a curriculum review would be timed to coincide with this lifespan.

Because of the potential impact on costs, language of instruction (LoI) policies should also be developed at the same time as the curriculum and TLM policies. Many countries have many LoIs; thus choosing a local language to use in lower primary grades has financial implications, along with the obvious political and pedagogical considerations. The use of many local languages increases the average unit costs of offering textbooks, especially in the early grades. This may also reduce print runs for ERMs, which would also increase unit costs and increase the costs.

Choosing many LoIs in a national TLM policy could also be a disincentive to potential publishers of educational materials in local languages. There is a risk that smaller language groups would be less well served than larger language groups. The costs are even greater if other primary curriculum subjects—such as math, social studies, science, and agriculture—also need textbooks in many local languages.

For curriculum designers and those responsible for developing TLM policies, particularly for primary schools, these factors need to be taken into account:

- Curricula or TLMs should be engaging:
    - Primary schools should have various attractive and stimulating reading materials at the right level and in the right language for new readers.
    - TLMs should focus on active speaking and listening as the foundations of achieving literacy.
- TLMs should be designed so students have enough time for listening, speaking, reading, and writing.
- In low- and middle-income countries (LMIC), training of primary teachers should include the following:
    - LOI-specific training
    - How to use TLMs
    - Teaching how to read and write
    - Use of active student participation in lessons
    - Ensuring that existing TLMs are used in class and not just locked in school storerooms

The prevalence of primary education curricula with many subjects and overloaded content specifications reduces the time in early grades when students should focus primarily on literacy and numeracy by practicing their listening, speaking, reading, and writing skills. Also, due to the

many subjects being taught, the cost of having TLMs to support these curricula increases significantly.

There is a clear and urgent need for developing curricula, TLMs, and teaching and learning strategies that more accurately address the current school realities and are more supportive of often untrained or under-trained primary teachers working in challenging learning environments.

Key Stakeholders in a Healthy Education Book Sector

◯ *Procedure*

Using Slides 18−22, present the material. Take care to define any terms that may be new to participants. Address any questions and discuss comments from participants.

📖 *Content*

The BSC is made up of different professions, each with its interests, challenges, and needs. Slide 19 shows all of the stakeholders in a traditional BSC, with the government[5] being central in ensuring the success of a book industry because it makes rules and regulations that govern the industry. MoEs do so by establishing policy, setting standards, and evaluating all materials to be used in schools. Users and consumers are primarily teachers, students, and parents, who are key stakeholders in the BSC.

Governments: The regulators responsible for the supply of TLMs through the establishment and monitoring of policy and provision of funding. They make laws, develop curriculum, may create materials or offer tax incentives for others to create them, and are responsible for training and supporting reading promotion through school and institutional libraries by budgeting and providing funds.

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[5] The government is only central to the entire BSC in countries where the only schoolbooks printed and sold are in mass quantities. In countries where there is a strong private sector that operates entirely independent of government, then governments would not play as central a role.

Authors: Originators of ideas and manuscripts.

Publishers: Publishing generally encompasses contracting with authors, along with all of the steps of title development (writing, editing, illustrating, graphic design, and page makeup). It also includes the ownership, licensing, and marketing of intellectual property. In the case of a private sector publisher, publishing is a for-profit business. Where state publishing exists, the MoE staff generally create the curriculum and accompanying textbooks.

Printers: Printing refers to the manufacturing process, whereby the final PDF is transformed into a printed, bound book by means of ink and paper, a printing press, and binding equipment. Sometimes private publishers have their own printing presses, but more often, they contract out the printing. In the case of a state publisher, books may be printed by a state printer or tendered out to a private printer.

Distributors and wholesalers: These entities deal directly with publishers to bring all publishers' books under one roof to make it easy for booksellers to quickly get the stocks they need.

Booksellers: A key stakeholder in the book chain, booksellers are the ones who bring books into close contact with users, consumers, and readers. They are found in small towns across the country and so play a critical role in disseminating information to rural schools.

Libraries and archives: These are institutional consumers who purchase in bulk and contribute to the sustainability of publishing as a whole. As consumers, they frequently purchase through booksellers. They are key in promoting the reading culture and recording and keeping titles for research and posterity.

Users, Consumers, and Readers: Individuals, including parents, teachers, and students, who purchase to read for leisure or educational purposes.

Models of a TLM Book Provision System

⟨⟩ *Procedure*

Using Slides 23–26, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants.

Once all questions are answered, put participants in small groups to complete **Activity 2.1** – **Book Provision Model in Country** (Slides 27).

📖 *Content*

Centralization, Decentralization, and Hybrid Models[6]

Along with decisions about curriculum design, a TLM policy should include information on the book provision model the country wishes to follow. Best practice in the provision of textbooks and other books to schools in LMICs has been the subject of extensive debates. Is it better to

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[6]Read, T. 2015. *Where have all the textbooks gone?: Toward sustainable provision of teaching and learning materials in Sub-Saharan Africa.* Directions in Development. World Bank.
https://openknowledge.worldbank.org/handle/10986/22123

maintain state control over the publishing of a nation's books (centralized system) or to allow the private publishing sector to take part (decentralized system)?

The diagram below from the Association for the Development of Education in Africa (ADEA) Working Group on Books and Learning Materials outlines the continuum of centralized to decentralized models described above.[7]
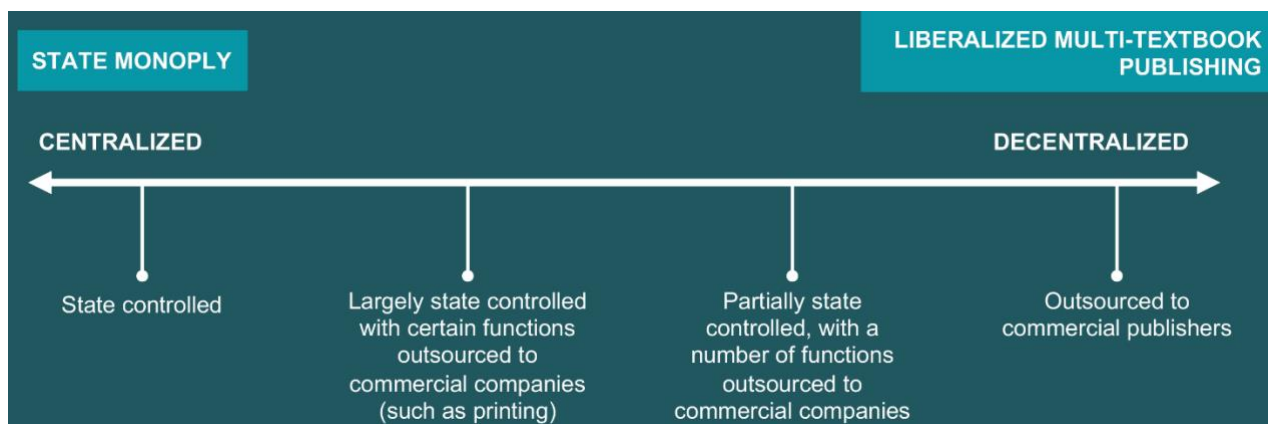
Centralized supply is associated with monopoly textbook provision systems (either commercial or state) and is based upon a central authority deciding how many titles and copies each school in the country needs. As it is challenging for a centralized authority to know the current supply situation in every school in the country, centralized supply methods tend to be characterized by considerable inaccuracy and increased waste of scarce resources. Many education management information systems (EMIS) try to collect data on school textbook stocks, but the data are often inaccurate. Also, the cost and management burden of keeping individual school stock records centrally can be high. However centralized systems can allow economies of scale when purchasing huge numbers of books.

Decentralized supply methods tend to be associated with competing alternative textbooks and school-based selection and ordering; a school must order what it needs within the limits of an annual per capita purchasing budget. The Ministry of Education still plays a central role, in determining the curriculum, and approving all books used in its schools, with the books developed by private sector publishers.

As a general rule, decentralized ordering by individual schools tends to be a more accurate reflection of school needs and to be less wasteful of scarce resources. Some countries have experimented with decentralized approaches (for example Tanzania, Zambia, Ghana, and Cameroon), but they generally choose among textbooks that were pre-selected by the MoE at the national level. Decentralized ordering and supply require accountable distribution systems where the distributors are paid on proven successful delivery. When there is no accountable distribution system, or where schools are not able to pay for sufficient books, then the benefits of decentralized ordering can be negated by a system that fails to deliver the materials ordered by the schools.

Depending on circumstances, the MoE might choose a **hybrid supply model** that incorporates elements of centralized and decentralized models. Some elements can be state controlled, while

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[7] Brickhill, P., Chirwa, C., and Lindahl, B. 2005. *Changing public/private partnerships in the African book sector*. ADEA Working Group on Books and Learning Materials.

others are outsourced. For example, the MoE may choose to centralize orders from schools and districts and then deal directly with publishers, printers, or their agents. The decision to use the hybrid model depends on the country context and costs.

✍️ **Activity 2.1—Book Provision Model in Country (15 minutes)**

Put participants into small groups. Provide groups with **Handout 1: Book Provision Model in Country**. Ask groups to read about the three different models. Answer any questions they might have about centralized, decentralized, and hybrid models. Ask each group to discuss the benefits and drawbacks of each model. Then ask participants:
- *What type of model do you think is used in your country?*
- *Does the model work in your context? Why or why not?*

Private Sector versus Parastatal Textbook Producers

( ) *Procedure*

Using Slide 28, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants.

📖 *Content*

Publishing capacity varies from country to country. The decentralization trends of the 1990s saw the textbook publishing role move more and more from the state to the private industry in many LMICs. The move was prompted partly by the challenges of the state to provide quality, cost-effective books and the desire to move decision-making further away from the bureaucracy of the central office and more toward the district and school levels to increase transparency and efficiency.

The track record of state textbook allocation via state publishing, state printing, and state distribution companies has not been good, and by the end of the 1980s, most state textbook provision systems were experiencing serious challenges. During the 1990s and up to the present, state textbook provision systems have widely been replaced by the involvement of international nongovernmental partners and the private sector and, in particular, by private sector publishing.

The main challenges of state textbook provision were widely perceived to be:

- Poor quality textbooks
- Poor financial management
- Inertia of government stakeholders
- Poor physical production standards
- Irregular, inaccurate, and ineffective book distribution
- School complaints of books that arrive late and in insufficient quantity

Ideally private sector textbook publishing in LMICs can boost the supply of local children's and general book publishing, although in many LMICs, there has not been a real market for ERMs. As

a result, the private sector actively supports the development of local culture and provides support for literacy in local, regional, and international languages. In a number of countries, the availability of diverse local publishing companies also provides an opportunity for the expression of different political, economic, and social viewpoints, which underpins an active democracy.[8]

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[8] Read, T. 2015. *Where have all the textbooks gone?: Toward sustainable provision of teaching and learning materials in Sub-Saharan Africa.* Directions in Development. World Bank. https://openknowledge.worldbank.org/handle/10986/22123

Session 3: Planning and Financing for TLMs

▤ *Rationale*

In this session, participants will learn how governments determine their TLM financing mechanisms—how they will pay for the nation's books, collect enrollment data, and define the types and quantities of TLMs that will be needed to fulfill the needs of the curriculum.

✔ *Objectives*

Upon completion of the activities of this session, participants will be able to:
- Explain the different ways in which TLMs are financed
- Describe the importance of an EMIS
- Describe what should be included in an MLMP
- Cost out TLMs using a standard formula

🕐 *Duration:* 90 minutes

Time Breakdown

Introduction to Financing for TLMs	10 minutes
Defining a Minimum Learning Materials Profile (MLMP) of TLMs	30 minutes
Activity 3.1 – MLMP of TLMs in Your Country	20 minutes
Costing of TLMs	10 minutes
Activity 3.2 – Calculating the Cost of Textbook Provision	20 minutes
Total:	90 minutes

🗒	**Materials** 1. Flip charts, markers, sticky notes 2. Handout 2: Calculating Cost of Textbook Provision for Activity 3.2

✏ *Preparation*

Make enough copies of ✋ **Handout 2** for each pair to have one.

Introduction to Financing for TLMs

( ) *Procedure*

Using Slides 29–33, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants.

📖 *Content*

Once the TLM policy and curriculum are defined, a government needs to decide how it will supply and finance the TLMs called for. There are five basic modalities for providing TLMs:

1. Free government supply to schools
2. School purchasing or ordering with government funding
3. Parental purchasing
4. Textbook rental fees paid by parents
5. Government provision of limited supplies with parents responsible for additional supplies

The majority of Sub-Saharan African countries have not maintained the required investment in basic TLM supplies to satisfactorily underpin the educational process.[9] Donors have stepped in to provide support. However, donor interventions have generally been project-based and aimed at emergency interventions and, as such, do not provide a sustainable and lasting solution.

TLM financing systems should be affordable, sustainable, and predictable. Below are the requirements to building such a system:

Affordability

- Clear and consistent policies on funding (who will pay and for what?)
- A clear understanding (based on market research) of what government and parents can realistically and consistently be expected to contribute
- A realistic curriculum and syllabus design, which has been costed so that year-on-year funding implications are clearly understood and accepted and are within the affordability parameters defined by market research
- A minimum profile of TLMs needed to deliver the curriculum, which is also within agreed-upon affordability limits
- The application of cost-reduction strategies if so required

Sustainability

- Reliable year-on-year funding up to projected budget requirements and available at the time needed
- High rates of collection if parents are expected to contribute (e.g., via annual rental fees)
- The consistent achievement of assumed book life targets (so that textbooks and materials do not wear out before replacements arrive)

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[9] Da Cruz, A. J., George, T. A., Gnahare, F. Z., Kouakou, F. Z., Mendonca, P., Schlabi, C., Simao, M., and Read, A. 1998. Financing textbooks and teacher training materials. Perspectives in African book development series. Paris: Working Party on Books and Learning Materials, Association for the Development of Education in Africa. As cited in Read, T. 2015. Where Have All the Textbooks Gone? Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa. Directions in Development. World Bank Group.

- The consistent achievement of low levels of loss and damage (through efficient distribution, effective system management, good school management and storage, and care and conservation, which in turn requires adequate training and effective supervision)

Predictability

- Consistent policies that have been carefully researched, well designed, and implemented without major changes over time so that MoE officials, teachers, students, and parents all understand how the system works
- Full and regular consultation with all major players in the system, particularly if significant changes are planned or envisaged
- Good lead times for any required inputs (e.g., new textbooks for a new curriculum) or significant system changes
- A distribution system that is accurate, reliable, and (preferably) based on school-level decision-making and management

Until governments can finance their own TLMs, donors should keep these parameters in mind and strive to provide funding that is steady and predictable, rather than project-based, to allow a government to plan for TLM provision in a sustainable, timely, and affordable manner.

> **Senegal's Success in Textbook Provision**
>
> The Senegalese textbook provision system is among the most balanced and best performing in Francophone Africa. Over decades, the Government of Senegal, donors, and the private sector have developed a TLM policy that has resulted in a regular budget, a transparent procurement system, and well-planned distribution, monitoring, and auditing. Textbook and ERM procurement in Senegal also involves a sophisticated Public-Private Partnership. One of the positive consequences of this configuration is that Senegal now has an ample, varied, and agile textbook publishing industry, deeply rooted in its national traditions, while knowing how to enter international partnerships.

Defining a Minimum Learning Materials Profile (MLMP) of TLMs

◯ *Procedure*

Using Slides 34−41, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants.

Once all questions are answered, put participants in small groups to complete **Activity 3.1 – MLMP of TLMs in Your Country** (Slide 42).

📖 *Content*

Using an EMIS to Assess TLM Needs

Accurate enrollment figures are critical to determine how many copies of each title will be needed. The collection of such data is typically done by an MoE's Department of Planning. Many governments use an EMIS. An EMIS is a system for "the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy analysis and formulation, planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers

at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities."[10]

An EMIS contains data such as enrollment, teachers, and supplies created via annual (or periodic) censuses and tallies of school data, sometimes augmented by population data or other similar data needed to create the access and flow indicators of an education system (such as gross enrollment ratios, net enrollment ratios, and estimates of completion ratios for each level).

A properly designed and managed EMIS gives accurate current and projected student enrollment, which allows for an assessment of current and future TLM needs.

The Minimum Learning Materials Profile (MLMP)

The minimum learning materials profile (MLMP) of TLMs is an agreed-upon list of the minimum TLMs needed by students and teachers for all students to achieve the learning objectives of the curriculum; this includes ERMs (leveled readers, decodable readers, and supplementary reading materials). To achieve an affordable profile of the materials needed for effective curriculum delivery, all new curricula should be accompanied with its own MLMPs as the basis for a calculation of the TLM cost implications of the curriculum design.

Typically, the MLMP should include the student-to-textbook ratios (e.g., 1 per student, 5 per class, or 1 per teacher); assumed life expectancy, and assumed loss and damage rates. The MLMP is also usually specified by grade level and by subject. If the curriculum is to be effective in increasing student achievement, it must have an MLMP that is affordable to the government or to parents, and it must be sustainable. When government funds are not sufficient, they must reach out to development partners to fund the MLMP.

Studies[11] have shown that low student-to-textbook ratios are critical to student learning, although many LMICs struggle to meet low ratios. Although a high student-to-textbook ratio can be compensated by a highly structured teachers' guide for some subjects, this is not the case for early grade reading, where the ratio is perhaps most important. In order to learn to read, children must have physical access to the books they need.

Curriculum developers, materials developers, and policymakers need to have a clear school, classroom, teacher, student, and parent profile in mind when establishing the MLMP. This requires an understanding of the conditions under which the objectives and outcomes of the curriculum must be achieved, as well as a good knowledge of the pros and cons of different types of TLMs and what they can reasonably be expected to deliver. The steps to develop an MLMP are as follows.

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[10]UNESCO. 2008. *Education for all by 2015: Will we make it? EFA Global Monitoring Report 2008.* https://unesdoc.unesco.org/ark:/48223/pf0000154743

[11] Majgaard, K., and Mingat, A. 2012. *Education in Sub-Saharan Africa: A comparative analysis.* Washington, DC: World Bank.

No.	Steps to Develop a Minimum Learning Materials Profile (MLMP)
1	Curriculum and syllabus designers specify the required materials for (a) teachers and (b) learners to complete the learning objectives set in the curriculum.
2	Analysis of cost resources and implications of recommendations and comparison with available financial resources.
3	Conduct evaluation focused on usability, impact on outcomes, time on task, etc. (This includes classroom observations: what teachers and students do in class and what they enjoy and discussions with teachers and learners.)
4	Revise list of learning materials.
5	Conduct second cost analysis and budget comparison.
6	Consider cost reduction strategies as necessary (e.g., textbook loan/rental, amortization, book life extension, reduce wastage in distribution.)
7	Finalize MLMP.

The table below is a sample of a possible MLMP, depicting the ratio, quantities, assumed life of books, and costs for first-grade teaching and learning resources. The unit text cost would allow an MoE to project costs for providing books to all its first-grade students. More information on this costing analysis is found below.

Costs of Basic Book Provision for P1[12]

Item	Rate	Quantity	Assumed life (yrs)	Unit cost (US$)	Total cost (US$)	Annualized cost (US$)
Textbooks	1/student	3x70	4	2.50	525.00	131.25
Teacher's guides	1/class	6x1	4	2.50	15.00	3.75
Class teachers' guide	1/class	6/1	4	3.00	18.00	4.50
Story anthology	1/class	1	4	5.00	5.00	1.25
Teachers resource book	1/class	1	4	5.00	5.00	1.25
Reading books	1/class	70	4	0.75	52.50	13.13
Total Cost	n/a	n/a	n/a	n/a	620.50	155.13
Cost per student	n/a	n/a	n/a	n/a	n/a	2.22

Uganda Case Study

The following case from "Where Have All the Textbooks Gone?: Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa" describes the approach Uganda's MOE took to addressing the needs of teachers and learners in lower-primary through its MLMP. In 2006, Uganda's MoE developed an MLMP for the country's new Thematic Primary Curriculum.

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[12] Read, T. (2015). *Where have all the textbooks gone?: Toward sustainable provision of teaching and learning materials in Sub-Saharan Africa.* Directions in Development. World Bank.

The MLMP was developed by a group made up of curriculum developers from the National Curriculum Development Centre and teachers drawn from all regions of the country. After discussion, the group decided to prioritize teacher support materials in lower primary classes. These were specified as:

Teachers	Students
- Simple and easy-to-use teachers' guide with detailed daily lesson plans - A teacher's resource book with traditional rhymes, singing games, word games, and ideas for low- or no-cost student activities—provided in nine local languages	- An anthology of stories to read to children—at least one story per school day - Large-size, large-print wall charts specially designed to illustrate key curriculum themes that will encourage student discussion, speaking, and listening as the basis for vocabulary enhancement - Sheets of poster card and marker pens so that teachers could make their own posters and "big books" Student materials were also specified by the group as follows: - No textbooks for P1–P3[13] - Picture books - Decodable readers - Big books - Simple readers—both leveled readers and readers for free reading - Durable, reusable work cards

According to the authors, the Uganda MLMP provided direct support to literacy and numeracy and provided unqualified teachers with easy-to-follow instructions. By avoiding textbooks in nine local languages for the first three grades, costs were significantly reduced so that emphasis could be placed on providing students with interesting, attractive, and stimulating reading books.

Below are USAID guidelines[14] for provision of high-quality materials – one of seven components that evidence shows are critical to fostering reading acquisition for all:
- Essential reading materials (Decodable readers, leveled readers, supplementary reading materials) are designed specifically for reading instruction in languages students use and understand outside of school.
- The book per student ratio is 1:1.
- All books are available, accessible, appropriate, and affordable, and of high enough quality to render them durable.
- Every student has access to fiction and non-fiction story books, all of which are language- and level-appropriate.
- Learners with disabilities have accessible texts available.
- Teachers have structured teacher's guide that aligns with the curriculum and textbooks.

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[13] USAID generally recommends the provision of textbooks for its early grade reading programs.
[14] USAID. 2019. *USAID Office of Education Brief: USAID reading matters conceptual framework*.

✍ **Activity 3.1—MLMP of TLMs in Your Country (20 minutes)**

Put participants in small groups. Tell participants to imagine that they have been asked to develop an MLMP for a new curriculum for primary schools in their country. Ask them to use Uganda's example as they discuss the following questions.

Based on their context (classroom sizes, number of teachers, etc.), ask the following:
- *Were you surprised by the choices the Ugandan government made?*
- *What materials are the same as in your country?*
- *Are there any other materials you think would be needed that were not considered in the case of Uganda?*
- *Do you see any challenges in procuring or using any of the suggested materials in your context? How could these challenges be addressed?*

Costing of TLMs

〔〕 *Procedure*

Using Slides 43–45, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss any comments from participants. Once all questions are answered, put participants in small groups to complete **Activity 3.2 – Cost of Textbook Provision** (Slide 46).

📖 *Content*

Below is a formula for establishing the cost of providing all students in a system with the necessary TLMs. To estimate the projected cost of TLM provision for all students in a system with the necessary TLMs, the following basic formula can be used or adapted as needed:[15]

$$\frac{a*b*c*d*e}{f*g} = \text{Total cost of books}$$

Where:
   a = Number of primary students (Total number of students projected to be enrolled)
   b = Number of required textbooks per student (This is the total number of textbook types, such as mathematics and leveled readers. The formula assumes that the textbooks cost the same – if the costs differ, this formula should be done for each type of textbook)
   c = Unit textbook cost
   d = Annual loss/damage rate (If you expect to lose 10% of the textbooks, this value would be 1.1)

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[15] The formula provided covers only textbooks and teachers' guides, but it can be easily adapted to cover supplementary reading materials, teaching aids, etc.

e =   Allowance for teachers' copies (This is the number of copies reserved for teachers – likely 1 or 2 copies. It is calculated as a ratio of teacher copies to the number of students, plus 1. For example, 1 copy for the teacher in a class of 33 students = 1:33+1 = 1/33 + 1 = 1.03)

f =   Book life assumption (The number of years the books are expected to last before new ones will replace those)

g =   Target book per student ratio (Expected ratio of students per book. For example, one book per student = 1:1 = 1/1 = 1. And, one book per 2 students = 1:2 = ½ = .50)

As an example, the following assumptions in the table below apply to the above formula.

Basic Textbook Costing Assumptions

Item	Description	Assumption (example)
a	Number of government school students G1–G9	1.3 million
b	Number of required textbooks per student	5
c	Unit textbook cost	2 USD
d	Annual loss/damage rate	10% of stock per year
e	Allowance for teachers' copies	1 teacher book for each subject per 33 students[16]
f	Book life assumption	4 years
g	Target book per student ratio	1:1[17]

According to this hypothesis, the recurrent annual cost of textbook provision for all levels of primary education should be:

$$\frac{1,300,000 \text{ students} * 5 \text{ textbooks} * \$2 * 1.1 * 1.03}{4 \text{ years} * 1} = \$3,682,250$$

☞ 🖎   **Activity 3.2 – Calculating the Cost of Textbook Provision – 20 minutes**

After walking participants through the use of the formula above, put participants into pairs and provide them with **Handout 2**. Ask pairs to calculate the recurrent annual cost of textbook provision based on the information in the handout. Ask pairs to share their answers once all groups are done. The answers for the three cases are below-share these with participants if they differ from what they got.

Country A: 1,500,000*5*3*1.05*1.03/5*1 = US$4,866,750
Country B: 1,100,000*6*5*1.1*1.0222/2*0.5 = US$37,105,860
Country C: 800,000*3*6*1.03*1.05/1*0.333 = US$46,767,567.60

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[16] One book per 33 students means that the total number of books to be provided amounts to 3% of the total enrollment, which leads to "e" = 1.03 in the formula that follows the table.
[17] MoE needs to provide for the 10% of books that cannot be reused from one year to the next, which leads to "g" = 1.1 in the formula following the table.

Session 4: Procurement and Evaluation of TLMs

🗏 *Rationale*

In a PPP system, in which an MoE sets the curriculum and private sector publishers supply the books, it is critical to establish and manage a tender and evaluation process that is open and transparent and that allows all stakeholders a level playing field as they develop TLMs. In this session, participants will learn more about how this is done.

✔ *Objectives*

Upon completion of the activities of this session, participants will be able to:
- Explain the procurement process for TLMs
- Describe the evaluation process for TLMs

🕐 *Duration:* 80 minutes

Time Breakdown

Procurement of TLMs	20 minutes
Evaluation of TLMs	20 minutes
Activity 4.1 – Evaluating TLMs	40 minutes
Total:	80 minutes

<table>
<tr><td rowspan="6">🗒</td><td>

Materials
1. Flip charts, markers, sticky notes
2. Handout 3: Tanzania Institute of Education Storybook Evaluation Form
3. Handout 4: Sample Bid Timetable
5. Multiple copies of the same or a few different storybooks
6. Multiple copies of curriculum for primary school

</td></tr>
</table>

✏ *Preparation*

Gather several copies of storybooks for primary school children for Activity 4.1. The curriculum should be for the same level as the storybook. (See Trainer's Notes for Activity 4.1 for more details.)

Make enough copies of 🖐 **Handout 3** and 🖐 **Handout 4** for each participant to receive one.

Procurement of TLMs

⟨⟩ *Procedure*

Using Slides 47–54, present the material. Take care to define any terms that may be new to participants. Answer any questions and discuss comments from participants. Once all questions are answered, put participants in small groups to complete **Activity 4.1 – Evaluating TLMs** (Slide 55).

📖 *Content*

An effective curriculum document is the basis of the MLMP and the books that will be developed. Ideally, the curriculum and syllabus should clearly outline the teaching goals and learning standards. This information will help develop TLMs that are creative, not ones that just mirror the syllabus (which encourages rote memorization).

Procurement of TLMs

In a PPP system, an MoE sets the curriculum and standards, and then private publishers create the content and produce the TLMs. These books are typically chosen for schools through submission and evaluation processes. These processes have different standards, objectivity, and effectiveness, however.

A procurement process—also known as a "call for proposals," "invitation to bid," "tender," "request for quotations," or "request for proposals" (all are ways for publishers to bid on a contract)—has learning specifications based on the curriculum. The procurement process should include:

- Any additional pedagogical specifications that are needed
- Evaluation criteria for the TLMs
    - Ideally, textbook evaluation should evaluate the books for these qualities:
        - Rigorous content
        - Clear presentation
        - Durability
        - Price
- Physical specifications (paper weight, cover, number of pages, etc.)

Realistic bidding timetables and delivery deadlines need to be agreed upon and given to publishers and distributors as early as possible. This will give them plenty of time to develop, print, and distribute the new materials in time for the new school year. The more time that publishers, authors, and designers/illustrators have to work on textbooks and ERMs, the better the quality of the materials that schools, teachers, and students will get.

MoEs should:
- Conduct curriculum reviews every five years. The publishing bids that accompany the curriculum review should also be on a five-year cycle. Doing this will ensure that schools have the books they need on a timely basis.
- Aim for a classic publishing bidding system. In this system, publishers are invited to submit either a whole manuscript or two to three lessons from their learner's book and teachers' guide, along with technical specifications.

- Develop streamlined tender procedures and evaluation methodology and criteria that result in a limited list of MoE-approved TLMs, around three is best, from which schools can select the books they need.

Evaluation of TLMs

Two approaches to evaluation are applied in most contexts:
- **Threshold evaluation,** in which all titles that meet minimum standards are approved for competitive selection by individual schools. A threshold evaluation often leads to problems when too many titles are approved, which can confuse teachers, delay print runs, and increase unit costs.
- **Competitive evaluation,** in which a predetermined number of titles are approved if they achieve the minimum standards specified. The number of titles approved can vary from just one (monopoly supply) to three, four, or even in some cases, five or six, although approving so many is not advisable. The list of approved titles is determined entirely by the competitive evaluation scores, with the top-scoring qualified titles up to the established limit achieving approved status.[18]

All approved lists should be time bound so that they are regularly rebid and refreshed with new and improved titles. This provides opportunities for other publishers to enter the market and existing publishers to update their titles.

When using competitive evaluation systems, it is critical to use strong management and record keeping systems to ensure security, transparency, and fairness. Under this system, publishers will have to spend considerable sums of money in preparing their textbook and other instructional materials proposals, and they have a right to expect that the management systems will be strong enough to ensure that their submissions are correctly handled, secure, and confidential.

Below are the steps that need to be taken to ensure the smooth running of an evaluation process:

Prior to the evaluation
- Develop training modules for bid management and bid evaluation. Ensure that there is a trained cadre of evaluators.
- Develop detailed, realistic bid timetables.
- Publish the evaluation criteria so that publishers understand how their work will be evaluated.
- Establish the balance of technical and financial weighting. For example, the technical aspects could be weighted at 70% and the financial at 30%. The technical evaluation should be handled separately from the financial evaluation. Request a cap on future price hikes on the price stated by the bidder at the submission stage.
- Ensure that there are no conflicts of interest. Evaluators should not be authors of any textbook. This requirement can be difficult to achieve, but it is possible by recruiting motivated teachers and training them as evaluators.

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[18] Read, T. 2015. *Where have all the textbooks gone?: Toward sustainable provision of teaching and learning materials in Sub-Saharan Africa.* Directions in Development. World Bank. https://openknowledge.worldbank.org/handle/10986/22123

- Ensure a secret and secure evaluation location.
- Ensure a manageable list of evaluators (five to seven per panel).
- Nominate a non-scoring evaluation panel chair (moderator).
- Ensure that the process is managed by a full-time evaluation manager

During the evaluation
- Ensure evaluations are anonymous.
- Create detailed mark sheets (including decision guidelines), which direct evaluators' attention to specific detailed criteria and sub-criteria. Aim for objective marking, following the criteria set in the procurement documentation. Sub-criteria could be organized around the following headings:
  - Conformity to curriculum
  - Content (relevance, accuracy, topicality, sufficiency, appropriateness, level, organization and sequencing, links with other subjects, gender balance, national diversity, activities and exercises, methodology, skills development, problem-solving, etc.)
  - Language (simplicity, readability, accuracy, appropriateness, editorial quality)
  - Design and presentation (clarity and attractiveness of page format and layout, accuracy and relevance of illustrations, quality and interest of illustrations, ease of use, balance between text and illustrations)
  - *Teachers' Guide* (help with class assessment, additional content, multi-ability support, low-cost or no-cost ideas, cross-referencing, methodology, assistance with planning and presentation, and technology support)

✍ **Activity 4.1 – Evaluating TLMs (40 minutes)**

Put participants into small groups. Tell them that they have been chosen to conduct an evaluation of primary school storybooks. Provide each participant with **Handout 3.** Ask them to review the resource *Guidelines for Writing and Evaluating Storybooks* from the Tanzania Institute of Education as a group: https://www.tie.go.tz/uploads/documents/en/1646815101-Guidelines%20for%20Writing%20and%20Evaluating%20Story%20Books%20(1).pdf .

The guidelines provide evaluation criteria for evaluating children's books as well as helpful background on how to write and evaluate high-quality children's books. Tell them that normally evaluation of books is done individually but for this exercise, they will work in groups to look at a book and the national curriculum and evaluate the book against the criteria provided in **Handout 3.**

Give the groups 30 minutes to work and once groups are done with the activity, have them share their evaluation for the book and their reasoning for their results. Take any questions participants may have on evaluating books.

Once the discussion is over, distribute **Handout 4**. Tell participants that the handout provides a sample of the tasks and schedules for a typical tendering and evaluation procedure for books. Share that process typically takes 18 months from start to finish. If there is time, discuss with participants how long the process takes in their country.
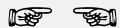
☞ ☜	***Trainer's Notes*** – If Evaluation Guidelines and or Criteria exist in the country context you are in, use these Guidelines or Criteria as a replacement for **Handout 3.**

Session 5: Wrap-Up and Reflections on the Workshop

📑 *Rationale*

Through the earlier sessions, participants have learned about the role of planning and forecasting in the BSC. In this session, participants will reflect on their learning, review their expectations, and provide their evaluation of the training.

✔️ *Objectives*

Upon completion of the activities of this session, participants will be able to:
- Articulate how they will use what they have learned in the training in their work
- Provide feedback on the module

🕐 *Duration:* 35 minutes

Time Breakdown

Activity 5.1 – Taking Action and Expectations Review	20 minutes
Evaluation	15 minutes
Total:	35 minutes

📝	**Materials** 1. Flip charts and markers 2. Handout 5: Evaluation Questionnaire

✏️ *Preparation*

Display Participants expectations on the walls of the training room or via PPT slides. Review **Handout 5**: **Evaluation Questionnaire**. Be sure to make enough copies for all participants.

( ) *Procedure*

Share Slide 57 Complete the module by conducting **Activity 5.1 – Taking Action and Expectations Review.** Once it is completed, hand out the Evaluation Questionnaire, and ask participants to complete it and hand it in before leaving the training. Explain that the evaluation is anonymous and will be very helpful in improving the training in the future, so their candid feedback is welcome. Set up a basket or an envelope at the front of the room where participants can place their evaluations when finished. Thank participants for their participation.

✍ Activity 5.1 – Taking Action and Expectations Review (20 minutes)

Ask participants to first reflect individually on the following questions: *What actions would you like to take to improve the BSC in your individual contexts? What is one thing you will take and apply from this training in planning and forecasting that would help to ensure high-quality books are in the hands of more children?* Then ask them to share their action steps with others at their table. Finally ask each table group to share one or two actions discussed.

Then, using the flip charts where you recorded participants' expectations at the start of the training, ask participants to reflect on to what extent they feel their expectations have been met through the training. Answer any remaining questions they may have.

Session 6 (Optional): Digital TLMs

▤ *Rationale*

In this session, participants will be introduced to the reasons why countries are considering the introduction of TLMs in digital formats, including some of the advantages and disadvantages of using digital TLMs.

✔ *Objectives*

Upon completion of the activities of this session, participants should be able to:

- Explain why TLMs in digital formats are being explored globally
- Describe the advantages and disadvantages of digital TLMs
- Explore some solutions to disadvantages of digital TLMs
- Outline quality assurance criteria for open education resources

🕐 *Duration:* 40 minutes

Time Breakdown

Introduction to TLMs in Digital Format	15 minutes
Activity 6.1 – Going Digital in Country	10 minutes
Open Education Resources	5 minutes
Activity 6.2 – Digital TLMs Quality Assurance	10 minutes
Total:	40 minutes

🗒	**Materials** 1. Flip charts, markers, sticky notes 2. Handout 6 for Activity 6.2

Introduction to TLMs in Digital Format

↔ *Procedure*

Using Slides 59–65, present the material. Take care to define any terms that may be new to participants. Address any questions or comments from participants.

Once all questions are answered, put participants in small groups to complete **Activity 6.1 – Going Digital in Country** (Slide 66).

📖 *Content*

Why Traditional TLMs Are Costly

Since 2003, over 220 million books have been distributed in primary schools in Global Partnership for Education countries.[19] Despite this, a few years ago, a World Bank study highlighted that there simply weren't enough textbooks for most students in Africa, and those that were available were too expensive. At the secondary level, availability was an even greater challenge.[20] Thus, even as countries work toward achieving better learning outcomes for children through systemic reform, the affordability and availability of textbooks remain persistent challenges.

While textbooks are not the only factor influencing student learning outcomes, their unavailability deprives students of another learning resource and of the opportunity to develop their reading skills. The lack of textbooks also deprives teachers of much-needed teaching support. The scale of the problem is worsened due to rapid student population growth. The supply of textbooks is simply unable to keep up with demand, and costs can be prohibitive for low-income families.[21]

One of the major barriers to textbook provision in countries is the cost. For example, in Sub-Saharan African countries, the following factors impact the retail price of commercially produced books at different stages of textbook production:

1. **Production costs** account for about one-third of retail price. These costs include prepress work, paper and other raw materials, printing, and binding. These further break down into 14% for origination, 12% for raw materials, and 10% for printing and binding.
2. **Publishers' overhead, marketing, and profit** account for about a quarter of the retail price.
3. **Booksellers' discounts** also take about a quarter of the price. Although this factor only applies if the books are supplied through the retail book trade.
4. **Distribution costs** account for about a tenth of the retail price, depending on the role of the publishers, booksellers, and MoEs in distribution.
5. **Authors' royalties** also account for about a tenth of the retail price.[22]

To address the lack of TLMs in schools, digital formats are being considered in countries globally. The use of technology has the potential to change how individuals can access information. Low-cost reading devices, for example, can provide learners access to hundreds of different titles. Depending on the device used, digital content can be presented with audio, video, and animations, which are interactive and engaging.

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[19] Global Partnership for Education. 2012–2013. All Children Learning Report. 2012-2013-GPE-AnnualReport.pdf (globalpartnership.org)

[20] Trucano, M. 2012. *What happens when all textbooks are (only) digital? Ask the Koreans!* http://blogs.worldbank.org/edutech/korea-digital-textbooks

[21] Fredriksen, B., and Brar, S. 2015. Getting textbooks to every child in Sub-Saharan Africa: Strategies for addressing the high cost and low availability problem. World Bank Group. http://dx.doi.org/10.1596/978-1-4648-0540-0

[22] Ibid.

TLMs in digital format have both advantages and disadvantages that should be taken into consideration when countries are deciding whether or not to introduce content that can be only accessed using digital devices.

Advantages of Digital TLMs
- Access to a wide variety of content (books, magazines, etc.) in multiple languages
- Interactive and engaging content
- Includes tips and information for teachers who need support teaching the content
- Reduces inequity by providing greater access to reading materials in countries where books are not readily available
- Available on different platforms, such as mobile phones and laptops, as well as the option of printing
- Potential for mitigating barriers for individuals with learning disabilities, such as hearing and visual impairments, depending on if materials are made accessible
- Can mitigate gaps in learning during a crisis, such as conflicts or pandemics

Disadvantages of Digital TLMs
- Infrastructure needed to use digital technologies effectively is not universally available, including:
  - Lack of Internet connectivity: In lower-income countries, only 26.3% of the urban and 11.8% of the rural populations had access to the Internet in 2019.[23]
  - Internet bandwidth or speed is slow.
  - Schools don't have enough capacity to enhance learning and teaching using digital devices due to inadequate hardware and software.
  - Shortage of power supply required to use and charge devices.
- While devices are much more accessible, the costs of certain devices in countries are less affordable, including hardware replacement and maintenance.
- Digitalization has made it easy to copy, replicate and sell the works of a copyright owner without permission.
- Lack of training for teachers and students on using technology and devices in the classroom.
- Fear of breakage or theft; teachers locking up devices instead of using them in teaching and learning.
- Potential for inequity among disadvantaged groups due to a lack of Internet connectivity and/or access to digital devices.

Solutions to Disadvantages of Using Digital TLMs
- To close the digital divide in education and leverage the power of technology to accelerate learning, reduce learning poverty, and support skills development, a focus must be placed in bridging the gaps in the following:
  - Digital infrastructure: Ensure that there are affordable Internet connectivity, devices, and software.

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[23] ITU Publications. 2020. *Measuring digital development, facts and figures*. https://www.itu.int/en/ITU-D/Statistics/Documents/facts/FactsFigures2020.pdf

- Human infrastructure: Understand that provision of devices is not enough and that building teacher capacity, student skills, and parental support are all crucial for digital learning. The focus on providing Internet access and devices for learners should not overshadow the importance of preparing teachers to teach effectively with technology. Understanding the digital skills of a population will determine how innovative the technology can be or what type of training will be required.
    - Logistical and administrative systems to deploy and maintain tech architecture: Ensure the right systems and that investments in technology are appropriate for long-term growth and innovation.
- Holistic and long-term planning in country:
    - A variety of actors, including those outside the education sector such as the Ministry of Technology and telecom authority, and representatives of the technology industry should be consulted during policy formulation and the decision-making processes.
- Countries should not try to replace all traditional TLMs:
    - Instead of replacing all printed TLMs, determine what is missing and find digital content that complements traditional TLMs. Some countries have explored hybrid models, where content is provided through both traditional and digital formats of TLMs. For example, Korea had a plan to introduce digital books in all classrooms by 2015, but Korean educators expressed concerns about the potential negative effects of too much screen time. The government decided to not go fully digital, and so both traditional and digital textbooks are being used in Korean classrooms.

Governments and other actors, such as the private sector and international organizations, should work together to develop comprehensive strategies that will reduce the digital divides in education and ensure sustainability for all.

✍ Activity 6.1 – Going Digital in Country (10 minutes)

Divide participants into small groups. Tell participants that they have just been informed that schools in their country could close in a month due to another COVID-19 variant. No reopening date has been set yet. The country has gone through one COVID-19 outbreak. However, the MoE is better prepared this time and has come up with distance learning solutions, including teaching and learning through the use of technology. Teachers in grades 1 to 3 will have access to digital resources that they can use to teach remotely. Every student in each grade will also be allowed to borrow a device filled with digital content to learn at home.

Ask participants to discuss:
- *What are some of the challenges that might come up when teaching and learning using digital content and devices?*
- *What are some potential solutions to these challenges?*
- *What will teachers and students need to be successful in teaching and learning during this time?*

Open Education Resources

( ) *Procedure*

Using Slide 67, present the material. Take care to define any terms that may be new to participants. Address any questions or comments from participants. Once all questions are answered, put participants in small groups to complete **Activity 6.2 – Digital TLMs Quality Assurance** (Slide 68).

📖 *Content*

Global Digital Library

Open educational resources are materials for teaching or learning that have been released under a license that allows them to be freely used, changed, or shared with others. Organizations have developed several open resources platforms recently.

The Global Book Alliance and its partners have created the Global Digital Library (GDL) (https://digitallibrary.io/. The GDL collects existing high-quality, open educational reading resources and makes them available on the Web, on mobile devices, and for print. As of the creation of this training resource, the GDL now offers 6,500+ books in over 90 languages.

Just like traditional TLMs, there is a vetting process for which resources to include on this platform. The GDL has developed quality assurance standards as minimum criteria for accepting or rejecting various types of reading materials submitted for upload. The two main content categories for the GDL are Classroom materials and Library materials.

1. **Classroom materials:** These books are aligned to national curricula and have been government approved for use in the classroom. They fall into two sub-categories:
    o Decodable books
    o Leveled books
2. **Library materials:** These include materials for children's independent reading and more complex texts that adults can read aloud for children. Most of the resources are books, but the GDL also links to some digital literacy games. They fall into three sub-categories:
    o Decodable books
    o Leveled books
    o Read-aloud books

✍ **Activity 6.2 – Digital TLMs Quality Assurance (10 minutes)**

Divide participants into small groups. Provide each group with **Handout 6**. Tell participants to examine the quality assurance criteria that must be met to be uploaded into the GDL. Ask participants to discuss the following questions in their groups:

- *Are there any quality assurance criteria that you think are missing (refer to 4, Procurement and Evaluation of TLMs, for guidance)?*
- *What do you think the minimum quality standards should be for textbooks uploaded to GDL? Based on those criteria, would you consider books on the GDL appropriate for children in your country?*

Once all groups are done, ask participants to share their feedback.

Appendices

Session 2

Handout 1: Book Provision Model in Country

Centralized Model	Decentralized Model	Hybrid Model
Government, usually through a ministry or agency, will, for instance, develop and approve book manuscripts, procure publishing and printing services, and then acquire and distribute the books to the schools without involving local districts or the private sector.	Government and private sector have separate, defined roles to ensure efficient book provision. Government can, for example, evaluate and approve manuscripts and books to be used, procure publishing and printing, and then assign schools and local government districts the job of acquiring the books for their students.	This model incorporates elements of the centralized and decentralized models. For example, the government may choose to centralize orders from schools or districts and then deal directly with publishers, printers, or their agents. Distribution and delivery would be made through the private sector (1) by publishers to district education offices and from there to schools, (2) by distributors and/or booksellers directly to schools, or (3) from publishers through booksellers for purchase by parents or delivery to schools. For example, one can have centralized production but decentralized printing and acquisition, as in Sudan, which is totally state monopolistic. Or one can have private production and centralized acquisition, as in Mongolia.[24]

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[24] Richard A. B. Crabbe, R. A. B., Nyingi, M., & Abadzi, H. 2014. *Textbook development in low income countries: A guide for policy and practice.* The World Bank.

Session 3

Handout 2: Calculating Cost of Textbook Provision

$$\frac{a*b*c*d*e}{f*g} = \text{Total cost of books}$$

a = Number of primary students (Total number of students projected to be enrolled)

b = Number of required textbooks per student (This is the total number of textbook types, such as mathematics and leveled readers. The formula assumes that the textbooks cost the same – if the costs differ, this formula should be done for each type of textbook)

c = Unit textbook cost

d = Annual loss/damage rate (If you expect to lose 10% of the textbooks, this value would be 1.1)

e = Allowance for teachers' copies (This is the number of copies reserved for teachers – likely 1 or 2 copies. It is calculated as a ratio of teacher copies to the number of students, plus 1. For example, 1 copy for the teacher in a class of 33 students = 1:33+1 = 1/33 + 1 = 1.03)

f = Book life assumption (The number of years the books are expected to last before new ones will replace those)

g = Target book per student ratio (Expected ratio of students per book. For example, one book per student = 1:1 = 1/1 = 1. And, one book per 2 students = 1:2 = ½ = .50)

Country	No. of required textbooks per student	Number of government schools' students grades 1–9	Annual loss or damage rate	Unit textbook cost	Allowance for teachers' copies	Target book-to-student ratios	Book Life
Country A	5	1.5 million	5% of stock	$3	1 for 33 students	1:1	5 years
Country B	6	1.1 million	10% of stock	$5	1 for 45 students	1:2	2 years
Country C	3	800,000	3% of stock	$6	1 for 20 students	1:3	1 year

Session 4

Handout 3: Tanzania Institute of Education Storybook Evaluation Form[25]

Appendix IV:

Tanzania Institute of Education Storybook Evaluation Form

GENERAL INFORMATION:

Title of Book: _____

Manuscript Code Number: _____

Number of Pages: _____

LEVEL and GENRE OF BOOK (Tick as appropriate):

Level:

Genre:

Tick appropriately and put comments for your mark.

EVALUATION CRITERIA	Not Acceptable	Below Average	Average	Good	Excellent	Evaluator's Comments
	0	1	2	3	4	
1. TEXT CONTENT						
1.1 Appropriateness of story/ text/theme for target audience						
1.2 Interest level for target audience						
1.3 Appropriateness of length for target audience						
1.4 Characterisation						
1.5 Setting						
1.6 Plot/structure (logical flow)						
2. PRESENTATION						
2.1 Quality, attractiveness, and appropriateness of cover for target audience						

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[25] Tanzania Institute of Education. 2021. *Guidelines for writing and evaluating storybooks*. Ministry of Education Science and Technology. 1646815101-Guidelines for Writing and Evaluating Story Books (1).pdf (tie.go.tz)

	Not Acceptable	Below Average	Average	Good	Excellent	
2.2 Appropriateness of page design & layout for target audience *(including placement and amount of text on page)*						
2.3 Quality, relevance and appropriateness of illustrations for target audience						
2.4 Illustrations clearly support the text						
2.5 Appropriateness of font & font size for target audience						
2.6 Appropriate and accurate use of colour for target audience						
2.7 Title relevance and connection to the story						

EVALUATION CRITERIA	Not Acceptable	Below Average	Average	Good	Excellent	Evaluator's Comments
	0	1	2	3	4	
3. LANGUAGE						
3.1 Correct use of grammar						
3.2 No use of bad language, e.g. swearing						
3.3 Appropriateness of language patterns, vocabulary and sentence structure for target audience (simplicity of language)						
4. EDITORIAL						
4.1 Absence of typos and other errors						
4.2 Correct use of punctuation and writing convention						
4.4 Consistent use of language (dialect consistency)						

5. PROMOTION OF POSITIVE VALUES (FICTION ONLY)						
5.1 Integration of a social value or skill (equality; environment, moral/ integrity, tolerance, respect)						
5.2 Appropriateness of the way in which the social message or skill is addressed for target audience						
5.3 Absence of bias in illustrations, characters and plot						
6. FACTUAL ACCURACY (NON-FICTION ONLY)						
6.1 Facts are accurately presented						
6.2 Facts are appropriate						

NB: For fee structure see the Guidelines for submission of educational materials available at www.tie.go.tz.

TOTAL MARK:

    NB:

1. **If a NON- FICTION book scores 61.6 or more out of 88, (70% or more) it has passed.**

2. **For a FICTION book, if it scores 67.2 or more out of 96 (70% or more) it has passed. (This is because Fiction books must not be marked for factual accuracy.)**

General Comments & Recommendations_____
_____
_____

APPROVED
APPROVED WITH MINOR CORRECTIONS
APPROVED WITH MAJOR CORRECTIONS
REJECTED
Name of Evaluator: _____
Signature: _____
Date: _____

Session 4

Handout 4: Sample Bid Timetable

Activity	Deadline
Appointment of the bid administrators; training for these entities/persons	February to March 2022
Finalization of the textbook bidding, evaluation, and selection system (complete with an evaluation methodology, a marking system, and a management manual)	February to April 2022
Training sessions for publishers: how to respond to the new textbook bids	May 2022
Official endorsement of the new curriculum (*if any*)	May 2022
Formal textbook submission announcement to publishers and in the national press (through the Procurement Unit)	May 2022
Conference for publishers considering submission	June 2022
Writing, preparation, and adaptation of manuscripts by authors and publishers; design, lay-out artwork, typesetting, and preparation of full laser proofs, bound samples, and printed page proofs for submission	June 2022 to January 2023
Pre-selection, training, and final selection of evaluators	January 2023
Deadline for submission of publishers' proposals for evaluation and approval	January 2023
Completion of evaluation by TLM Unit	February 2023
MoE official approval of TLM Unit recommendations	March 2023
Final date for appeals	April 2023
Announcement of final awards by TLM Unit and preparation for signature of contracts with successful publishers	May 2023
Printing	June to July 2023
Delivery by successful publishers at the designated MoE warehouse of advanced copies	End July 2023
MoE checks that the advanced copies comply with the physical specifications of the samples submitted for evaluation	End July 2023
Final green light by MoE for the distribution by publishers of their books up to school level.	End July 2023
Distribution by publishers of their books down to school level	August to October 2023

Session 5

Handout 5: Evaluation Questionnaire

Thank you for participating in the Global Book Alliance's Planning and Forecasting training. Your comments and feedback on the training will help improve future sessions. Please take some time and answer the questions below as fully and honestly as you can. All your responses will remain confidential. Thank you.

1. To what extent has your knowledge of Planning and Forecasting increased? Please answer on a scale from 1 (my knowledge has not increased) to 4 (my knowledge has substantially increased).

   1: My knowledge has not increased.
   2: My knowledge has increased just a little (less than I would hope to get out of a training).
   3: My knowledge has increased moderately (as much as I would hope to get out of a training).
   4: My knowledge has substantially increased (more than I would expect to get out of a training).

2. To what extent will you be able to use what you have learned? Please answer on a scale from 1 to 4.

   1: Not at all
   2: Rarely
   3: Sometimes
   4: Often

3. What parts of this module were most useful in helping you understand the role of [insert the name of training] in the BSC? What made it useful?

4. What parts of this module were least useful in helping you understand the role of Planning and Forecasting in the BSC? What made it not useful?

5. How satisfied were you with the delivery of the training?

      1: Not at all satisfied
      2: Somewhat satisfied
      3: Extremely satisfied

6. What would you suggest to improve the format or delivery of the training?

7. Please provide any other comments:

Session 6

Handout 6: Digital TLMs Quality Assurance

The quality assurance (QA) standards below serve as minimum criteria for accepting or rejecting various types of reading materials submitted for upload to the Global Digital Library (GDL). The two main content categories for the GDL are Classroom Materials and Library Materials.

Classroom Materials: This content category covers decodable and leveled reading books that are aligned to the national curriculum and have been government approved for use in the classroom.

QA standards that apply to all content in this category follow.[26]

Item for Verification	Description
Government Approval	The book has been approved by the relevant government for use in the classroom either as core or as supplemental reading material
Language Quality	There are no spelling or grammar errors
Visual Format Quality	Illustrations are clear and provide support to the text
Appropriate Content	- The book represents different gender, racial, ethnic, majority and minority groups, including people with disabilities, without bias and avoid stereotypes in the text or illustrations - The book demonstrates positive behaviors or attitudes that do not go against values for peacebuilding, concern for others, or good citizenship

Decodable books: When content is submitted to the GDL as decodable books for instructional use, it should be assessed and verified that the books align with the criteria indicated below, in addition to the QA Standards referred to above.

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[26] Global Digital Library. Global Digital Library n.d.

QA Standards for Decodable Classroom Books[27]

Item for Verification	Description
Decodability	● The book aligns directly with a curriculum that incorporates a systematic scope and sequence of skill instruction ● The book uses simple, easy to decode words ● The book has 75 to 80% of words that are decodable based on previous phonics instruction ● The book incorporates a few sight words ● Length of sentence and overall text is appropriate for beginner readers

Leveled Books: When content is submitted to the GDL as leveled books for instructional use, it should be assessed and verified that the books align with the criteria indicated below, in addition to the QA Standards referred to above.

QA Standards for Leveled Classroom Books[28]

Item for Verification	Description
Leveling Quality (in relation to leveling guidelines for the relevant language)	● Number of syllable(s) per word is appropriate for the given reading level ● The words used in the story are easily understood by children at the given reading level ● Sentence length is appropriate for the given reading level ● There is appropriate sentence type and structure for the given reading level ● Text density is appropriate to the given reading level
Appropriate Content	● The story is relevant to children and includes activities familiar to them ● The story plot is engaging to children ● The story is presented clearly and logically, with sentences and paragraphs that are coherent

[27] Global Digital Library. Global Digital Library n.d.
[28] Global Digital Library. Global Digital Library n.d.

Library Materials: This content category covers decodable and leveled reading resources for children's independent reading and more complex texts that adults can read aloud for children. Most of the resources are books, but the Global Digital Library also links to some digital literacy games. Within the Library Materials category, there are three sub-categories of books: decodable books, leveled books and read-aloud books.

In some languages the GDL library materials have been government approved.

QA standards that apply to all books in the Library Materials category follow.[29]

Item for Verification	Description
Language Quality	There are no spelling or grammar errors
Appropriate Content	- The story plot is engaging to children - The book represents different gender, racial, ethnic, majority and minority groups, including people with disabilities, without bias and avoid stereotypes in the text or illustrations - The book demonstrates positive behaviors or attitudes that do not go against values for peacebuilding, concern for others, or good citizenship

Decodable books: All decodable books in the Library Materials category are, for the time being, in the process of being government approved for classroom use. As long as this remains the case, this content will be verified in accordance with all general and specific QA standards for decodable classroom books except the requirement for government approval. When government approval is ready, these resources will be transferred to the Classroom Materials category.

Leveled books: The leveled books in the Library Materials category follow a less granular and more generic leveling approach than the books verified for classroom use. The GDL levels for this category are based on the leveling approaches used by two large providers of reading content: Pratham Books and African Storybook, where resources for independent reading are leveled from "Emergent readers" to "Level 4." The GDL has assessed and approved these leveling systems. To ensure consistency, leveled content submitted by other providers must therefore also be leveled from emergent readers to level 4, and the provider must submit its leveling approach to the GDL for approval ahead of, or together with, submitting any content.

When content is submitted to the GDL as leveled library books, it should be assessed and verified that the resources align with the criteria indicated below, in addition to the General QA Standards referred to above.

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[29] Global Digital Library. Global Digital Library n.d.

QA Standards for leveled library books[30]

Item for Verification	Description
Leveling quality (in relation to the leveling system used by the provider	The books have bene leveled within the range 1-4 in accordance with a GDL-approved leveling approach
Visual Format Quality	Illustrations/ pictures are of high quality and relevant for the text.

Read-aloud books: Read-aloud books are either at a more advanced reading level than Pratham's or African Storybook's level 4, or they are not leveled at all. There are no specific minimum standards for this category, beyond the general quality standards for all books in the Library Materials category.

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[30] Global Digital Library. Global Digital Library n.d.