

GLOBAL BOOK
ALLIANCE



Trainer's Guide

Module 6: Distribution Management

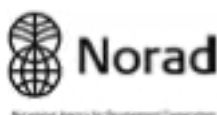
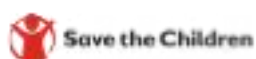


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The GBA strives to ensure that books are available, appropriate, affordable, and accessible to all, recognizing that high-quality reading materials are critical to ensuring that all children can learn to read and read to learn in languages they understand.

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

BOL	bill of lading
BSC	book supply chain
EMIS	education management information system
ERM	essential reading materials
ETA	estimated time of arrival
ETD	estimated time of departure
GBA	Global Book Alliance
GIS	geographic information system
Incoterms®	International Commercial Terms
IT	information technology
LMICs	lower and middle-income countries
MoE	Ministry of Education
NGO	non-governmental organization
POD	proof of delivery
PPT	PowerPoint presentation
RFQ	request for quotation
SCA	supply chain analyses
SOR	schedule of requirements
SRM	supplementary reading material
TnT	Track and Trace

Glossary of Terms

Term	Definition
Bid:	<p>A competitive request for submissions, usually for educational books or manuscripts, for supply and/or consolidation services, or for printing services. A bid is usually organized by a government and/or a donor agency.</p> <p>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.</p>
Bill of lading:	The bill of lading (BOL) is a required document to move a freight shipment. The BOL serves as a receipt of freight services, a contract between a freight carrier and shipper, and a document of title.
Bookseller:	<p>A trading company, organization, or individual with a significant part of the business activity concerned with selling books.</p> <p>A bookseller need not operate from a bookshop, such as a briefcase bookseller, pavement bookseller, or veranda bookseller.</p>
Bookshop:	A retail establishment open to the public in which the sale of books and book-related items are the dominant activities.
Competitive bid:	A submission or a request for submissions to take part in a competition according to rules, procedures, and evaluation methodologies established by the organization (generally the government or a donor) responsible for launching the bid.
Consolidation:	<p>The process of collecting supplies from many different suppliers and sorting and re-packing them into packages for end users. In the educational book trade this process usually refers to the procurement and collection of books from many (several) different publishers and re-packing them into packages for individual schools or institutions.</p> <p>Consolidation usually, but not universally, implies procurement and delivery services in addition to pure consolidation activities. Large-scale consolidation is normally considered to be a specialist activity.</p>
Copy:	The written text, including illustrative matter, of a publication or advertisement.
Delivery instructions:	The instructions relating to all aspects of delivery which are provided by the purchaser to a supplier. The instructions may cover the type of transportation to be used, the package marking system, packing instructions, the size of individual parcels, and the required documentation.

Term	Definition
Delivery note:	A receipt offered by a delivery organization for signature by a purchaser as evidence that the consignment has been delivered accurately as ordered and without damage. The delivery note (also called a “proof of delivery”) also records the date of delivery, which can be important in avoiding liquidated damages (penalties) for late delivery in donor- or government-funded contracts.
Distribution:	The process by which goods are moved efficiently and cost effectively from the supplier to recipients.
Distribution costs:	The costs associated specifically with distribution. These costs generally incorporate warehousing and storage costs as well as transportation costs.
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 government and commercial distribution systems.
Distributor:	A company that is responsible for the transporting of books from the warehouse to the purchaser. Distributors often also take responsibility for payment and for packing, documentation, and records connected with the transport.
Durability:	The characteristic of being hard wearing and long lasting. Durability is a very desirable characteristic in schoolbooks intended for use in many lower-and-middle income countries, where the environment may be harsh or storage facilities inadequate, as it enables extended book life and thus the possibility of amortizing costs.
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 readers. All are required elements for reading acquisition, but each plays a different role.
Freight:	Transportation from supplier to purchaser.
Freight costs:	The costs of transportation.
Incoterms® rules:	The International Commercial Terms (Incoterms®) are a set of 11 individual rules issued by the International Chamber of Commerce which define the responsibilities of sellers and buyers for the sale of goods in international transactions. Of primary importance is that each

Term	Definition
	Incoterms® rule clarifies the tasks, costs, and risks to be borne by buyers and sellers in these transactions.
In stock:	Publications stored in a warehouse or other facility that are immediately available for sale and supply.
International competitive bid:	A competitive bid in which suitably qualified local, regional, and international companies may participate.
Inventory:	A listing of stock quantities for every item maintained in stock. Frequency of inventory depends on predetermined guidelines based on the supply chain level.
Invoice:	An itemized list that records the products or services provided or purchased, the total amount due, and a method for paying for those items or services.
Layout:	The way in which a printed page is arranged.
Order:	A request or a requirement for goods to be supplied that is normally provided in written form; the quantity of goods supplied.
Order form:	A printed form used for the specific purpose of writing out orders.
Origination:	The processes involved in initiating a book or publication. These normally include writing, artwork, picture research, illustrations, permissions, design, page layout, etc.
Packing list:	Indicates all packed titles and their respective quantities.
Policy insurance coverage:	Offers protection against potential losses caused to the shipment during transit.
Print run:	The quantity of books to be printed.
Production department:	The department in a publishing company that is responsible for print and paper buying and for the cost and quality control of the printing and paper, binding, and other physical aspects of the book.
Project:	A development term. It implies a package of specified activities agreed upon between the government and donor(s) and to be completed in an agreed upon time period in pursuit of a limited number of agreed upon development objectives for which finance is provided by the donor(s).
Publish:	The process of organizing the development and production of a publication for distribution and sale.
Publisher:	A company or organization (or sometimes an individual) that organizes the development and production of a publication for distribution and sale.

Term	Definition
Request for quotation:	A business process in which a business solicits quotes from suppliers and contractors for a specific task or project.
Schedule of requirements:	<p>The schedule of requirements covers, at a minimum, a description of the goods and services to be supplied and the delivery schedule.</p> <p>The objective of the schedule of requirements is to provide sufficient information to enable bidders to prepare their bids efficiently and accurately, and in particular, the price schedule.</p>
Shrink wrapping:	A thin plastic film that is heated to enclose books and shrinks on cooling to form a tight package.
Stock control:	The process of controlling the level of stock to ensure that there are enough to supply purchaser requirements while simultaneously attempting to avoid tying up funds unnecessarily in slow-moving stock.
Storage:	The act of storing or the state of being stored. It is also 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, irrespective of whether it was designed for storage purposes. 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 necessarily directly tie to the school curriculum.
Teacher’s book (manual):	A book written specifically for teachers that is frequently designed to accompany a textbook and generally provides additional subject information, ideas to assist teacher presentation of specific topics, suggestions for specific content-related activities, suggested tests, etc.
Teaching aids:	Instructional materials intended to assist the teacher in the presentation of the curriculum. Typical teaching aids can be teacher’s books, wall charts, wall maps, flash cards, science kits, slides, audio tapes, educational software, etc.
Textbook:	A book intended for students, which is planned and written to cover the concepts, content, and skills required by a defined course of study.
Track and Trace:	An IT-supported system that provides real-time information on the delivery status of the four steps of book distribution.

Term	Definition
Vouchers:	Payment orders issued instead of cash, usually for books (by schools, bookshops, etc.).
Warehouse:	A large building in which goods or materials are stored. See also "store."

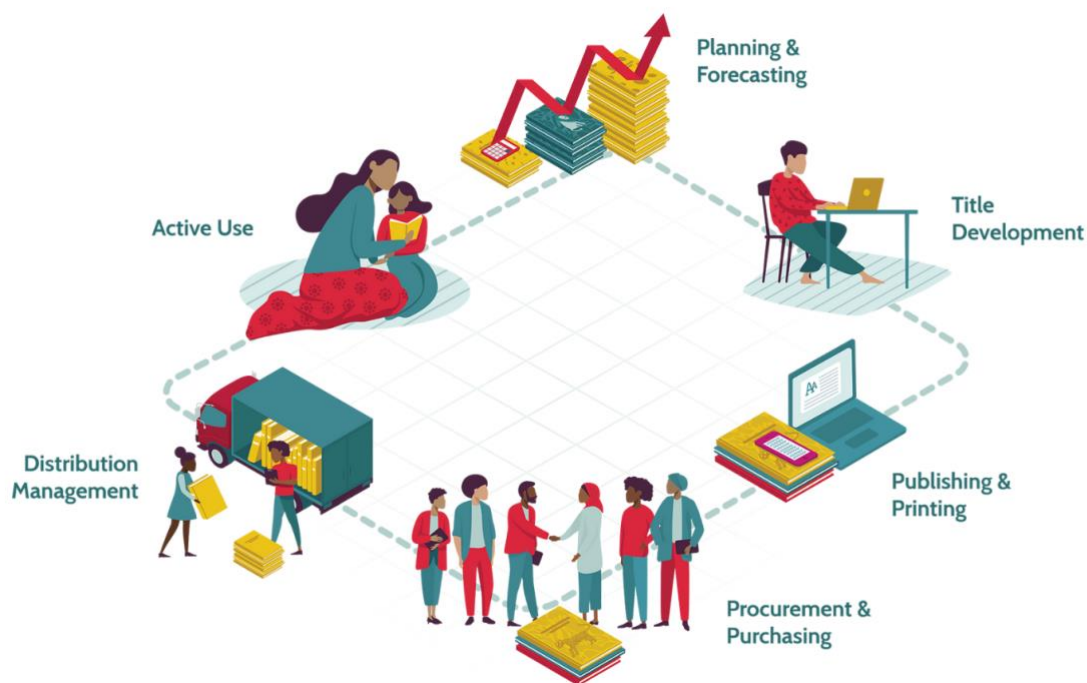
List of Materials

SESSION	MATERIALS
1. Introductions and Training Objectives	<ol style="list-style-type: none"> 1. Notecards 2. Flip charts and markers
2. Introduction to Distribution	<ol style="list-style-type: none"> 1. Flip chart, markers, sticky notes 2. Handout 1: Quality Checkpoints 3. Handout 2: Case Studies
3. Four Steps of Distribution: Packing, Transporting, Warehousing, and Delivery	<ol style="list-style-type: none"> 1. Flip chart, markers, sticky notes 2. Handout 3: Distribution List 3. Handout 4: Box Label 4. Handout 5: Packing List 5. Handout 6: Invoice 6. Handout 7: Incoterms® rules 7. Handout 8: Book Stock Management 8. Handout 9: Proof of Delivery 9. Handout 10: Distribution Tracking 10. Handout 11: Distribution Troubleshooting Case Study
4. Track and Trace	<ol style="list-style-type: none"> 1. Flip chart, markers, sticky notes 2. Handout 12: Shipping and Distribution Tracking
5. The Role of Private Booksellers	<ol style="list-style-type: none"> 1. Flip chart, markers, sticky notes
6. Wrap-Up and Reflections on the Workshop	<ol style="list-style-type: none"> 1. Flip charts, markers, sticky notes 2. Handout 13: Evaluation Questionnaire

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, 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 also is responsible for producing books that are available in multiple means of representation to be accessible to all learners, in all their diversity, with books available in printed, braille, audio, and sign language storybook

¹ Harvey, S. & 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., & Snow, C. E. (Eds.). 1999. *Starting out right: A guide to promoting children's reading success*. National Academies Press.

formats. If there are not enough of these materials and these materials are not accessed and used effectively, learning will suffer.

Recent supply chain analyses (SCAs) 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 SCAs reveal multiple problems in book distribution, such as issues related to tracking books through the distribution chain, seasonal and weather challenges, and books not making it from district offices to schools.

Distribution management encompasses the organization, oversight, and activities involved in moving books from the point of origination to the point where learners access them, and includes packaging, inventory, warehousing, and logistics. Distribution- the process by which goods are moved efficiently and cost effectively from the supplier to recipients- is a crucial component throughout the entire children's book supply process and plays an essential role in contributing to its success. This training module presents aspects of the distribution process to ensure that ERMs are delivered into the hands of children.

However, in almost all lower- and middle-income countries (LMICs) the heart of the book trade is in school textbook supply, which represents 80 to 90 percent, or even more, of the total book market. Therefore, while the module refers to ERMs and their distribution, in many countries, the severe lack of these types of learning materials means that there are not separate channels for distributing ERMs. The processes of distribution of textbooks and any available ERMs are therefore very similar, and consequently textbooks and ERMs are referenced throughout the module.

This module mostly tackles the task of distribution to the **education sector**, where books, most often textbooks, are printed with the specific destination of schools and classrooms. However, it also discusses accessing the **private sector** to support the distribution of textbooks and ERMs.

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

1. Articulate and understand the four steps of distribution to get books from the printer to schools
2. Describe how a Track and Trace system can work to more effectively and efficiently ensure that books are delivered to schools in a timely fashion
3. Explain the most common issues found in distributing textbooks and ERMs and to inform and discuss the best practices for distribution of ERMs
4. Define strategies for accessing the private market through booksellers and distribution of ERMs

The module contains activities to engage participants and to ensure that topics covered are well understood. References are also provided at the end of most sessions to help participants deepen their knowledge of technicalities that could not be covered during the training.

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:** Explains 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 includes 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 Ministries of Education (MoEs) and others in the BSC, such as publishers, printers, 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 #	Session Name	Description	Time (mins)
1	Introductions and Training Objectives	Paired introductions, slide presentation, sharing expectations	30
2	Introduction to Distribution	Slide presentation, small group activity, case studies	60
3	Four Steps of Distribution: Packing, Transporting, Warehousing, and Delivery	Slide presentation, small group activity	70
4	Track and Trace	Slide presentation, small group activity	30
5	The Role of Private Booksellers	Slide presentation, small group activity	35
6	Wrap-Up and Reflection on Workshop	Individual reflection and sharing, module evaluations	35

Session Time (Total): 4 hours and 20 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 <i>time breakdown</i> 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 outset 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.

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



Objectives

Upon completion of the activities of this session, participants will 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



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
Workshop Objectives	5 minutes
Supplementary Activity (optional)	(10 minutes)
Total:	30 or 40 minutes



Materials –

1. Notecards
2. Flip charts and markers

Getting Started



Procedure

Present the material below and carry out **Activities 1.1 – Partner Introductions** and **1.2 – Sharing Expectations**.



Content



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 with whom they have not interacted 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.

Administrative Matters and Agenda Review

Explain to participants any logistics and administrative arrangements for the workshop and share the agenda for the day using the 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

Ask participants if they accept the proposed rules and if they will commit themselves to them 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 the expectations they arrived with at 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. Understand and articulate the four steps of distribution to get books from the printer to schools
2. Describe how Track and Trace can work to more effectively and efficiently ensure that books are delivered to schools in a timely fashion
3. Explain the most common issues found in distributing textbooks and ERM and to inform and discuss the best practices for distribution of ERM
4. Define strategies for accessing the private market through booksellers and distribution of ERM



Supplementary Activity (10 minutes)

If time allows and the BSC is a new concept to participants, take an additional 10 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>
- Share the diagram (Slide 9) 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 with participants on where they see the biggest challenges in the BSC in their country context.

Session 2: Introduction to Distribution



Rationale

In this session, participants will be introduced to stakeholders in the distribution system and various distribution models. Book distribution strategies and channels vary according to the local context and who is responsible for distribution. For textbooks and ERMs, distribution is often the most difficult stage in the BSC.



Objectives

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

- Describe the specific characteristics of and the stakeholders in the distribution system
- Outline the main issues in textbook and ERM distribution and how to mitigate them



Duration: 60 minutes

Time Breakdown

Introduction to Textbook and ERM Distribution	15 minutes
Challenges in Textbook and ERM Distribution to the Education Sector	5 minutes
Activity 2.1 – Analyzing Gaps in the Distribution System	15 minutes
Strategies for Improved Distribution	5 minutes
Activity 2.2 – Case Studies: Defining National Distribution Methods	20 minutes
Total:	60 minutes



Materials –

1. Flip chart, markers, sticky notes
2. Handout 1: Quality Checkpoints
3. Handout 2: Case Studies



Preparation



Print **Handout 1: Quality Checkpoints** and **Handout 2: Case Studies** for each participant.

Introduction to Textbook and ERM Distribution



Procedure

Using Slides 10–17, present Introduction to Distribution. Take care to define any terms that may be new to participants.



Content

Distribution is the process that textbooks and ERM follow to reach the hands of their users from the printing house. Distribution is usually handled by private companies that specialize in logistics and distribution, but sometimes it is done by the MoE, with the addition of day laborers. Distribution consists of four steps, as shown in the graphic below:



Distribution in the education sector follows different channels and may have different constraints than those governing trade book distribution. This is due to the specific characteristics of ERM publishing, as well as the array of stakeholders involved in getting these materials into students' or teachers' hands. The four steps are a simplified description, as the transporting and warehousing may not be necessary and further packing could occur at the warehouse. How distribution occurs is highly contextual and requires solid understanding of the systems and physical environment in which the distribution will occur.

Distribution of books through the private sector (i.e., private book sellers) follows the same steps as distribution through the education sector except for delivery. Delivery in the private sector involves fewer books through individual bookstores, whereas distribution through the education sector involves the delivery of hundreds or thousands of books to many schools. This session focuses primarily on distribution through the education sector; issues related to the private sector are covered in **Session 5**.

Final Quality Check Points

Distribution is a crucial step in getting ERMs in the hands of children. Without careful planning, books can be delayed or lost. The process and quality checkpoints below can assist in ensuring that distribution is done well and books arrive at their delivery point on time.³ See also **Handout 1**.

³ Graphic created by the author.

Process and quality check points

1	Printing	<ul style="list-style-type: none"> The printer is responsible for the quantity check during the production and packing process. An inspection certificate can be provided by an inspection company or a quantity and quality inspection can be executed by the buyer (random check of the # of books in a box, # of boxes, etc.) before shipping.
2	Container loading	<ul style="list-style-type: none"> The printer prepares the shipping documents. Packing list for each container (# of books, # of boxes, gross weight, net weight, etc.). Bill of lading for each shipment (All information for export and import process, quantity, weight of each container, shipper and consignee information, value, etc.).
3	Container shipping	<ul style="list-style-type: none"> The weight of each container is verified by the shipping line before departure and can be compared with the weight calculated and declared by the printer. Shipping documents are checked by the shipping line and the custom authority at departure.
4	Container arrival at port of destination	<ul style="list-style-type: none"> Containers are lead sealed before leaving the printing plant and can be opened only by authorities or buyer's representative at destination. Shipping documents are checked by the custom authority at arrival. Custom authority can request an inspection or weighing of the container before allowing the import. Documents must comply with the reality!
5	Offload at warehouse	The company in charge of the container offloading (or a representative of the buyer) must check the number of boxes in each container and compare with the packing list provided.
6	Loading into trucks	<ul style="list-style-type: none"> The distributor in charge of the issuance of delivery document: Delivery note for each truck with # of boxes per school Signed proof of delivery for each school
7	Delivery to schools	<ul style="list-style-type: none"> POD signature by the headmaster: Quantity check Quality of boxes Comments on the POD

Distribution Methods

There is an almost infinite array of possibilities when it comes to establishing a textbook and ERM distribution method. How it is done depends on numerous factors, including where books are being planned (i.e., centralized vs. decentralized), where books are being printed, the roads, the climate, the availability of trucks of necessary size, the availability of warehouses, and when books are needed. Textbook and ERM supply and distribution are conducted differently throughout LMICs. Examples can fall broadly under the two categories: centralized and decentralized distribution.

Centralized Approaches

The MoE leads the distribution in a centralized process, also called “supply-led model” or a “push model,” by organizing the procurement and distribution of textbooks and ERMs at the central level and notifying regional education offices of the decisions made. A centralized distribution system is based upon a central authority deciding how many titles and copies each school in the country requires. The main challenge is that it is difficult for a centralized authority to know the current textbooks and ERM supply situation in every school in the country; thus, a centralized model can be disadvantaged by inaccuracy and waste of scarce resources. Many education management information systems (EMISs) attempt to collect data on school textbook stocks. But practical experience suggests that the data are not as accurate as needed for ERM procurement and distribution. Other highlights of this approach include:

- Physical bookshops
- “Seasonal” bookshops, “suitcase booksellers”
- Libraries
- State distribution of books required by the national curriculum
- Donor-led book development and distribution

Decentralized Approaches

In a decentralized process, regional education offices or schools have funding allocated from the MOE to manage the procurement and distribution including the determination of the distribution schedule with the publishers. While the examples may be similar, the difference is whether the MOE or the schools lead the process and negotiate the decisions with the publishers.

Decentralized supply tends to be associated with multiple choice of textbooks and schools make their own selection of books based on their needs. Sometimes no limit is placed on the number of titles and the quantities that schools could order. However, in most LMICs finances are sufficiently constrained that some limitations are imposed either in the allocation of central procurement funds or through annual per capita budgets for individual schools.

Generally, decentralized ordering by individual schools tends to be a more accurate reflection of school needs and to be less wasteful of financial and human resources than in centralized systems. Decentralized ordering and supply require accountable distribution systems where the distributors are paid on proven successful delivery. If there is no accountable distribution system, then the benefits of demand-led ordering can be negated by failure to deliver the materials ordered by the schools. Other highlights include:

- Distribution up to school level by bid-winning publisher as decided by the regional education office or schools.
- Partial distribution by bid-winning publisher to the regional/district level delivery and then local authorities finalize distribution from the regional/district level to schools as decided by the regional education office or schools.
- Decentralized supply via local book trade.

For all methods of distribution, the requirements to achieve an efficient textbook and ERM distribution system are the same, even if the chosen approach is more state-run or commercially based.

The key priorities for any distribution of textbooks and ERMs include:

1. Adequate, timely, and predictable financing of textbooks and other ERMs
2. Reliable information on school locations, enrollment numbers, and requirements
3. Effective, trained, and experienced management using good (and preferably computerized) management systems
4. Access to adequate and appropriate storage and transportation facilities
5. Effective verification, monitoring, and supervision of the whole process
6. The ability of the purchaser to hold a distributor (usually a private logistics company) accountable and thus to correct errors quickly and at no cost to the schools and/or the purchaser

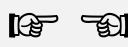
Challenges in Textbook and ERM Distribution to the Education Sector

Procedure

Use Slide 18 to present the challenges in distribution systems. Take care to define any terms that may be new to participants. Ask them if they have questions; then once all questions are answered, do **Activity 2.1 – Analyzing Gaps in the Distribution System (Slide 19)**.

Content

Textbook and ERM supply in many LMICs represent a difficult, but not intractable, problem. There have been many interesting and hopeful developments in the past 10 to 15 years, and there are now clear signs that the right lessons are being learned, and solutions are being applied by many governments and donors. Each country represents a different set of educational, political, social, and economic infrastructure factors; therefore, there is no universal quick fix for the creation of effective and sustainable book distributions systems that will provide on-time, accurate, and cost-efficient provision of instructional materials to schools. The development of good systems will take time and need well-planned transitional policies. This is particularly the case where commercial wholesaling and retailing networks have to be re-created after many years of being ignored and excluded.

	Trainer's Notes – Tell participants that planning and forecasting of the BSC is covered in the Planning and Forecasting Module . Encourage participants to look at that module to learn more.
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In most LMICs, there is often a need for improvement in the following areas of distribution:

- Up-to-date and accurate information on the number of schools, their location (especially using geographic information system [GIS] mapping), the status of the roads and accessibility during the rainy season, and the number of enrolled students in each grade requiring textbooks and ERMs.
- Basic stock control, stock movement, and management systems at every level of the distribution system.
- Security and weatherproofing of the books during transport to prevent the possibility of theft or damage from rain or dust during transportation.
- Adequate and well-maintained storage facilities at district levels and/or at school levels.
- Adequate financing of the distribution system, particularly at the district level, to get books that last step from district offices to the schools. (In centralized systems, when estimating a budget for distribution, consider that delivery can vary from 30 percent of the cost of a book to as little as 10 percent, for example, 24 percent in Vietnam). However, this can be a challenge given that there is often inadequate funding for ERMs themselves.
- Effective monitoring and supervision or auditing.

Many textbook and ERM distribution systems in LMICs encounter difficulties, which can lead to very high levels of stock loss and damage, which therefore contributes to sub-standard textbook-to-pupil ratios in a majority of LMICs.

In many countries, ERM distribution remains in the hands of the MoE, even though MoEs rarely have the necessary resources (up-to-date school-level data, human resources, finances) available to perform this function well. The difficulties can start with flaws at the planning stage where often out-of-date or inaccurate data⁴ affect the accuracy of textbook or ERM needs. Further down the chain, it is a best practice for distribution management to be conducted using well-designed and computerized databases, management systems, and staff who are trained to use them. However, the following constraints should be considered as you use these types of resources:

- Training gaps remain within distribution staff at MoEs.
- Training is rendered more difficult by the high staff turnover in schools, districts, and headquarter departments responsible for distribution management.
- There is a lack of tablets or Internet connection to track the textbooks and ERMs in real time.



Activity 2.1 – Analyzing Gaps in the Distribution System (15 minutes)

The main gaps in ERM distribution identified in the previous section will be used for this discussion. Divide participants into small groups. Focusing on ERM distribution, ask each group to select three main gaps discussed above that they have experienced.

After the small group discussion, have each group report on the following:

- *Which of the gaps have you experienced?*
- *What were the effects of the gaps and what are some possible actions for improving and reducing the negative effects?*

Strategies for Improved Distribution



Procedure

Use Slide 20 to present strategies for improved distribution. Take care to define any terms that may be new to participants. Ask participants if they have questions and then use Slides 21–23 for **Activity 2.2 – Defining National Distribution Methods**.

⁴ Experience has shown that schools sometimes report different enrollment numbers to different governing bodies (depending on how funding decisions are made) and at different points of time (i.e., at the beginning of the school or when enrollment numbers settle).



Content

Below are some possible strategies that can be employed to improve poor textbook and ERM distribution:

1. When tendering procurements of textbooks and ERMs, include distribution costs to schools to pass the distribution burden from MoE to publishers, printers, and distributors in the private sector.
2. If the wholesale or retail book trade in a country has the necessary capacity, national coverage, resources, and professionalism, procure their services to lead the distribution process. Where textbooks are published commercially, booksellers, in collaboration with publishers, can deliver directly to schools. A consideration in choosing this option for distribution is the issue of potentially increased costs for distribution. Unfortunately, in most lower-income countries, bookseller networks are weak, making this a less likely option in the near future. With few branches in rural and remote areas that do not have the capacity to lead the distribution process, this is not a viable option in many countries.
3. Tender school-level distribution to professional logistics companies, from a national or regional warehouse, rather than relying on government resources. The costs associated with distribution from a central warehouse vary from USD\$10 to USD\$40 per school depending on the geography and the security conditions of the country.
4. Devolve textbook and ERM ordering and budgeting to the regional level or school level instead of the national level:
 - Devolution brings the process closer to the end users and the end users closer to the authority responsible for the timeliness and accuracy of the deliveries.
 - Local authorities and schools represent a pull factor to monitor the proper and timely delivery of textbooks.
 - Economies of scale can be obtained even at a regional level if textbooks and ERMs are procured on an annual basis of one book per learner because the enrollment is large. In addition, the national language policy can be applied more easily as there is usually only one or two languages per region rather than a higher number of languages used across a country.
 - At the school level, schools could be given cash budgets, based on actual enrollments, to manage their own textbook stock and replacement orders or vouchers. Textbooks and ERMs could be procured from local publishers or booksellers. Additionally, the MoE could add limits, such as only allowing textbooks and ERMs on a list of MoE-approved books.
 - Schools, as end users, can monitor the efficiency of delivery and help avoid losses in transit, whether the losses are through corruption or mismanagement.

However, distribution is highly contextual, and distribution planning and implementation must be tailored to the country context.



Activity 2.2 – Case Studies: Defining National Distribution Methods **(20 minutes)**

Present two national case studies using Handout 2 and Slides 20–21. Then divide participants into groups and provide each group with one case study (Handout 2) found in the Appendix.

Ask groups to define the main features of the textbook distribution system in their case study country. Questions to consider:

- *What are some of the issues in the cases and possible solutions?*
- *Do any of the issues in these cases resemble your context?*

Once groups have discussed, bring them back to plenary, and ask each group to share their findings. Answer questions participants may have about the cases or the content you have just shared.

Session 3: Four Steps of Distribution: Packing, Transporting, Warehousing, and Delivery



Rationale

In this session, participants will learn about the four steps for books to be physically distributed and the issues encountered in the distribution process. Common mistakes, such as conflicting instructions and lack of precision, are frequent in book distribution and can heavily affect the success of execution.



Objectives

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

- Describe the challenges encountered in the distribution process and share their own experiences
- Articulate the packing, shipping, and transportation process and describe best practices
- Describe the warehousing and distribution process and describe best practices



Duration: 70 minutes

Time Breakdown


Step 1: Packing	10 minutes
Activity 3.1 Box Labeling	10 minutes
Step 2: Transporting	10 minutes
Step 3: Warehousing	10 minutes
Step 4: Delivery	10 minutes
Activity 3.2 – Distribution Troubleshooting Case Study	20 minutes
Total:	70 minutes



Materials –

1. Flip chart, markers, sticky notes
2. Handout 3: Distribution List
3. Handout 4: Box Label
4. Handout 5: Packing List
5. Handout 6: Invoice
6. Handout 7: Incoterms® rules
7. Handout 8: Book Stock Management
8. Handout 9: Proof of Delivery
9. Handout 10: Distribution Tracking
10. Handout 11: Distribution Troubleshooting Case Study

Preparation

 Print **Handouts 3–11** for each participant or group of participants for Activity 3.1 and Activity 3.2.

Step 1: Packing

Procedure

Use Slides 24–32 to present the objectives, the steps to distribution and the first step of distribution: packing. Ask the participants if they have questions and, once answered, show the video on packing (Slide 29). Ask the participants if they have questions on the video, and once answered, have participants complete **Activity 3.1 – Box Labeling** (Slide 33).

Content

Starting with a Distribution List

Once the need for books to be distributed is identified, the first step is to prepare a distribution list (**Handout 3**). The distribution list is the consolidated list of schools to be delivered to, organized by geographic divisions and subdivisions, with the types and number of books each school will receive. The entity responsible for each phase of distribution would also get a copy of this list.

How to Pack Books

Books are almost always packed in cardboard boxes. The recommended weight for a box is 15 kg to ensure that almost anyone can handle it. The cardboard box must be resistant to moisture and stapled, not glued, on the side to ensure durability. Glue can come undone in rain, dust, extreme heat, or humidity. If climate resistant packing is not used, books may be lost or damaged.

It is also recommended that a minimum of five-ply cardboard boxes be used to avoid damages to the books. Five millimeters of empty space must be left around the books (except on top) when they are placed in the box. The box must always be filled up to the top to prevent the box from being crushed during transportation or storage. Fill material, such as paper waste, can be used to fill the empty space or the size of the box can be reduced manually to adapt its size to the content of the box.

The box must be labeled according to the instructions provided by the purchaser. At this point, boxes are either being shipped from one country to another or are being prepared for distribution to schools. The label must be printed on water resistant paper, glued on the box, and contain at least the following information:

- School region/province/county
- School city name
- School name and identification number
- Book project name
- Total number of boxes for the school
- Number of the box out of the total number of boxes

Other information that could be considered are titles of books, numbers of each title of books, class name, and purchaser contact information.

Packing

In 80 percent of the cases, only one book title is packed in one box. When multiple titles are mixed in a box, this is called “assorted packing.” The best practice is to be very explicit in a tender or request for quotation (RFQ) on the packing of books. Boxes should be the correct size for the books, be sturdy, filled correctly, sealed, and properly labeled to support the book tracking. All boxes must be sealed with a reinforced Kraft paper tape with a minimum width of 70 mm, suitable for cardboard boxes. If the books are printed overseas and require an assorted packing, one of the solutions to mitigate the risk of incorrect packing is to have the packing executed in the country of intervention, just before the final distribution. This method allows representatives of the MoE, donors, or non-governmental organizations to oversee the packing operations and its accuracy.

The table below is an illustrative time and cost estimate of packing, including both labor and materials.

Packing Summary

Number of Cardboard Boxes	1,000	10,000	25,000
Cost Estimate	USD\$800	USD\$8,000	USD\$ 20,000
Time Estimate	1 day	10 days	2 weeks



Activity 3.1 – Box Labeling (10 minutes)

Put participants into small groups. Ask them to select one spokesperson. Give each group the box label found in Handout 4. Tell participants to find three pieces of missing information. Ask each group, one after the other, to present their findings. Ask them:

- *Do you think the boxes would have been delivered correctly with this label?*
- *What can be done to ensure labels are correct?*

The correct answers to this activity:

Missing from the label are the region, the city, and the total number of boxes.

Steps 2, 3, and 4: Transporting, Warehousing, and Delivery

Procedure

Use Slides 34–53 to present the remaining steps of distribution. Ask the participants if they have questions and, once answered, have participants complete **Activity 3.2 – Distribution Troubleshooting Case Study** (Slides 54–55).

Step 2: Transporting

Sea, Road and Air Transport

Transporting is the step in which books are sent from the printer to the next destination, by either sea, road, air, or a combination of two or all of these. After the packing of the books, the cardboard boxes are loaded into dry containers for overseas shipment, for airfreight, or onto trucks in the case of land transportation. This step is not necessary if printing is done in-country. In this case, the books would either go to the warehouse (Step 3) for further packing, or they would be distributed (Step 4) to their final destination.

Two sizes of containers are commonly used, 20 feet (6.06m) and 40 feet (12.2m). They can carry a 22,000 kg and 27,000 kg payload respectively (exact amounts may vary depending on shipping lines). However due to the average book bulk, only 17,500 kg can be loaded in a 20-foot container with the size of the book being the limiting factor instead of weight. The payload of the 40-foot container is mostly restricted to 24,000 kg due to road transportation regulations that limit weight.

The table below summarizes each possibility.

	20 foot		40 foot	
	Maximum payload	Payload with books	Maximum payload	Payload with books
Without pallets	22,000 kg	17,500 kg	24,000 kg	24,000 kg
With pallets	23,000 kg	15,000 kg	24,000 kg	24,000 kg

The shipping costs of a 40-foot-long container is 50 percent higher than the costs of a 20-foot-long container.

Sometimes purchasers request that boxes be stacked on wooden pallets and then loaded in containers. However, pallets take up unnecessary space and payload that could be used to load additional books. For this reason and for most shipments, the boxes are directly stacked into the container.

The advantage to loading the container without pallets is that the number of books transported in a 20-foot container can be increased by 17 percent, which is a substantial cost saving in large book procurements. It is also important to point out that forklifts are practically non-existent in LMICs due to their high costs compared to a manual labor force. When developing a distribution timeline, it is important to take note that the unloading of pallets by manual labor will take additional time and should be allocated appropriately regarding the size of the shipment (approximately one day per container, including the checking of the packing list).

Recommendations for transporting

Loading a Container

- Before loading a container, the container must be verified that it is watertight.
- The loading should be done in accordance with the final destination following the logic of country/region/country/final destination.

Recommendations for transporting

- Empty space in the width and length of the container should be avoided to reduce the risk of damaged boxes. If the container cannot be filled up with books, airbags and belts must be used to secure the boxes.
- A detailed packing list noting the number of boxes and books, as well as their weights, must be issued. The packing list is one of the mandatory documents to custom clear a container. An incomplete or inaccurate packing list can generate critical issues and delays at customs (**Handout 2: Distribution List**).

Road Transportation (from an Out-of-Country Printer)

- Road transportation of textbooks and ERMs can be done with different sizes of trucks. The size and payload of the truck must be adapted to the consignment, the road, and weather conditions. The cost per kilometer for a truck ranges from USD\$1 to USD\$3 per kilometer.
- For containers, empty space between the boxes must be avoided to prevent boxes from shifting and being crushed during transport.
- A detailed packing list must be issued (**Handout 5**).

Airfreight

- Airfreight is extremely costly, between USD\$3 and USD\$8 per kilogram, which means USD\$1 to USD\$3 per book. This mode of transport should be avoided if possible because it increases the cost of a book by a minimum factor of 10.
- The environmental costs of using airfreight should be considered.
- Avoiding the use of airfreight requires planning well in advance to leave time for the slower modes of transportation for books to arrive in good time.

In the three previous cases, if the books are crossing a border, they must pass through customs to be cleared. Depending on the country of final destination, various documents are required. However, the documents listed below are crucial in international trade to ensure that exporters receive payment and importers receive the books:

- a) Packing list (see **Handout 5**)
- b) Bill of lading
- c) Insurance coverage
- d) Invoice (see **Handout 6**)

Incoterms® rules

- Another key element to avoid potentially costly mistakes during the transportation of books is to define the appropriate Incoterms® rules of the transaction between the seller and the purchaser. Incoterms® rules clarify the tasks, costs, and risks for purchasers and sellers and must be included in the contracts and invoices exchanged. Incoterms® rules are issued by the International Chamber of Commerce (**Handout 7: Incoterms® rules**)

Insurance

In most book projects, the distributor must submit an insurance certificate confirming that the book supply contract is covered for 110 percent:100 percent of its value, plus an additional insurance policy for risks of distribution post-customs clearance (10 percent is standard). While

most insurance policies of an overseas book supplier or printer cover risks until the port of entry of the country, it is very rare that the same insurance will cover risks of distribution after customs clearance. A best practice is for the printer or distributor in charge of the local delivery of books to purchase an extra policy to cover any damages arising during those operations.

Transporting Best Practices

A best practice for shipping containers of books is to work with a professional shipping company with good references of similar experiences. Choosing a shipping option that is the lowest cost may not be the best value if the books are damaged during shipping. Additionally, ensure all documents have been reviewed for accuracy to support a successful shipment and customs clearance to avoid any delays in the distribution.

Step 3: Warehousing

Storage of books is often a necessary step in the distribution process. If the MoE or purchaser does not have a warehouse, this would be done by renting space from a private company. Warehousing may even be necessary at different stages of the distribution process, both before actual delivery starts and at a regional or district level where textbooks and ERMs are received by the relevant education offices before they reach individual schools.

The storage of books before delivery may be necessary in the following cases:

1. The books are produced but cannot be distributed immediately.
2. The packing of the books is not executed by the printer.
3. Books arrive in dry containers and need to be unloaded to organize the distribution.

In these three cases, storing must be done in a watertight warehouse with enough space to facilitate warehousing operations. The warehouse must be easily accessible and allow trucks to maneuver easily. The floor must be flat and clean in order to facilitate the movement of boxes.

A minimum of one square meter is required to store approximately 2,000 books. If book boxes need to be sorted or if the packing is taking place in the warehouse, additional space must be planned for.

A very important element is that each book entry or exit from the warehouse must be immediately logged into a central register or database (**Handout 8: Book Stock Management**).

For temporary book projects, involving less than 1 million books, a register in paper form or a basic Excel spreadsheet may be used. For larger projects or permanent book storage, it is essential to implement an information technology (IT)-supported warehouse management system to:

1. Organize the storage space
2. Register movements of boxes or pallets within the warehouse
3. Guarantee an accurate inventory
4. Plan and organize deliveries and distributions
5. Issue administrative documents such as loading lists or delivery notes/proof of delivery (POD)
6. Plan labor requirements

Every store entry or exit must be accompanied by a detailed packing or delivery list verified and signed by the warehouse manager and the transporter. A precise real-time book inventory is also crucial to justify and claim losses incurred in case of fire or floods.

Warehousing Best Practices

Best practices for storage of books include ensuring that the books are protected, and the inventory is well managed with a system to trace all books. Again, choosing a storage option that is the lowest cost may not be the best value if the books are damaged or lost.

Step 4: Delivery

Delivery refers to the last activity in the logistics process that brings the books to their final recipients. It can be carried out by different entities, including the MoE or private operators. Books are delivered to districts or schools who are responsible for distributing them to the final recipient, the learners.

In some countries, distribution expenses can represent up to 50 percent of the total cost of a book procurement. The high costs of warehousing and distribution in some countries are mostly due to the limited transportation infrastructure or security issues. This significant budget impact is also one of the reasons that it is important to budget for the distribution during the book project design phase to avoid budget issues. It is also important to be very explicit on the delivery points and the delivery schedule before awarding the work to a distribution services supplier, as misunderstandings can cause unexpected costs or delays. In most cases, delivery starts from the warehouse where the supplier delivered the books.

Steps in the delivery process if procuring services from a private distributor:

1. **Define the distribution schedule of requirements (SOR) or delivery schedule.**
The distribution SOR must be planned at the time of the book project design. The way the distribution is organized will have an impact on the book production timelines and priorities; the size, weight and number of the boxes; and the number of final destinations to be delivered to. The SOR mainly consists of the distribution list provided by the MOE, complete with the weight and volume information provided by the book supplier (**Handout 3: Distribution List**).
2. **Send the SOR to potential suppliers of delivery services and request a distribution plan.**
The plan must indicate an estimated time of departure (ETD) and an estimated time of arrival (ETA), both of which should take into account various factors such as climate, road conditions, truck availability, and truck loading capacity of the warehouse. It is recommended to ask several suppliers to develop a distribution plan for comparison purposes.
3. **Evaluate the proposals and award the contracts** to one or more private logistics companies.
4. **Contact the recipients to confirm each delivery date and prepare a loading plan** to ensure the trucks can be loaded without waiting time.
5. **Prepare loadings lists and proof of delivery (POD)**
For each truck loading, a POD must be issued to the truck driver who will sign it to confirm that the boxes have been loaded (**Handout 9: Proof of Delivery**). It is recommended that

the POD includes all the information needed for both administration/logistics and technical/monitoring purposes to avoid duplicate forms (i.e., the number of books expected, the number of books received, the difference between expected and received, grade level, language, parents/school management committee members, etc.). It is also a good practice to include a comments section in the POD so that recipients can indicate if there were any problems with delivery or if the number of books is sufficient.

6. **Register store exits using the signed loading lists.**
7. **Track the deliveries** by asking the supplier to fill the daily distribution tracking sheet (**Handout 10: Distribution Tracking**).
8. **Collect PODs and pay the delivery** only after receipt of all PODs.

The POD ensures that books have reached their final destination as requested. Ideally, books should be sent directly to schools to avoid boxes of books being stored at regional or district education offices. Through monitoring after delivery, the use of the books by children in the classroom can be confirmed.

Delivery Issues

The “last mile delivery” is the transportation of the books from warehouses to their final destination-schools. This step is often the most challenging part of the delivery system and is crucial to ensuring that books are in the hands of children.

Common issues encountered during the delivery include:

- No truck loading list
- Truck size not adapted to the road or weather condition
- Book recipient not available for the delivery
- Recipient not checking the content of the boxes
- PODs are not filled in or are incomplete
- Recipient does not receive what expected
- “Leakage” or when books intended for schools end up being sold on the black market

Delivery Best Practices

Best practices for delivery to the intended recipient, usually a head teacher at a school, include ensuring the security and protection of the books while in transport and confirming the documentation or tracking of the books to reach the expected destination. Communicating directly with schools is also key to ensuring that the book delivery is met with the proper signatory to receive the books. A representative from the school management committee or parent-teacher association can witness and help verify the arrival of the books as directed in the documentation. By also making sure books are available in bookstores, this deters those who would sell them on the black market.

If the recipient does not receive what they expected or what they need (i.e., to accommodate late enrollment or damaged books), redistribution may be necessary. In order to do this as quickly as possible and so avoid disruption of teaching and learning, it is important to have frequent communication between schools and the distributor during the distribution process. For example, distributors or recipients can take a photo of the POD with comments on what the redistribution needs are. Another possibility is to send the distributors with extra books, if available.



Trainer's Notes – Note for participants that information on addressing the systemic barriers to books reaching the hands of the learners can be found in the **Active Use Module**. Encourage participants to look at that module to learn more about last mile delivery and use of books in schools.

Also see the case study below on using financial incentives for last mile delivery of textbooks. Share this article with students as appropriate:
<https://static1.squarespace.com/static/5cb1f6beaadd34703fcc968c/t/604799877340445f8b643fa7/1615305106969/Zambia-Can-Financial-Incentives-Improve-the-Last-Mile-Delivery-of-Textbooks.pdf>

Time Required for Book Distribution

The time required for the distribution of books depends on:

- The printing location versus the final destination
- The road and security conditions
- The availability of logistics companies

The table below provides illustrative examples based on in-country experiences of the time required to distribute books, starting from either a port or a warehouse in the capital city to schools nationwide.

Example of Nationwide Distribution of Books

	Malawi	Democratic Rep. of Congo	Rwanda	Togo
Step 1 Packing	3 weeks	4 weeks	2 weeks	2 weeks
Step 2 Transporting	1 to 6 weeks	4 to 12 weeks	1 to 6 weeks	1 to 4 weeks
Step 3 Warehousing	2 weeks	4 weeks	2 weeks	1 week
Step 4 Delivery	6 weeks	16 to 20 weeks	6 weeks	5 weeks
Estimated Cost	USD\$50 per school	USD\$200 per school	USD\$30 per school	USD\$25 per school



Activity 3.2 – Distribution Troubleshooting Case Study (20 minutes)

Put participants into small groups. Ask them to select one spokesperson. Give each group a copy of **Handout 11: Distribution Troubleshooting Case Study**. Tell participants to read the case study and discuss the solutions they would employ during planning, and which forms or systems they might use to better track distribution. Provide feedback on their solutions and discuss using the following prompts:

- *How does poor planning for distribution affect schools, learners, and possible MoE budgets?*
- *Which of the steps mentioned in this section—packing, transporting, warehousing, and deliver—is the most difficult to do effectively and why?*

There are no set “correct” responses, but here are some illustrative solutions:

- Use recent data.
- Communicate with schools on enrollment numbers for planning, and then communicate regularly for updates in enrollment and during distribution.
- Specify packing on the contract to mitigate the risk of damaged books.
- Use a POD with 2 signatures.
- Use a decentralized ordering and selection system.
- Consider use of Track and Trace (**Session 4**).

Session 4: Track and Trace



Rationale

In this session, participants will examine Track and Trace (TnT) systems and some of the barriers to their use in LMICs. MoEs, donors, and NGOs often lack information about the number of books produced and distributed to schools. TnT enables MoEs to accurately account for the number of textbooks and ERMs distributed to each school.



Objectives

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

- Describe the challenges with TnT systems
- Articulate solutions to challenges within TnT systems



Duration: 30 minutes

Time Breakdown

Status on Use of Track and Trace	10 minutes
Activity 4.1 –The Use of Track and Trace in Cambodia	20 minutes
Total:	30 minutes



Materials –

1. Flip chart, markers, sticky notes
2. Handout 12: Shipping and Distribution Tracking



Preparation

Prepare a flip chart and the video *The Use of Track and Trace in Cambodia*.



Print **Handout 12: Shipping and Distribution Tracking** for each participant.

Status on Use of Track and Trace



Procedure

Using Slides 56–61, present the content. Ask the participants if they have questions, and once all questions are answered, show the video and lead a discussion in **Activity 4.1 – The Use of Track and Trace in Cambodia** (Slide 62).



Content

TnT provides an effective way to address many of the challenges encountered in the distribution of textbooks and ERMs to children in schools. TnT is a process that captures the current and past

location and time of a unique item, which in the context of the BSC, is usually a book or a box containing books. An IT-supported TnT provides real-time information on the delivery status of the four steps of a book distribution.

While there are various versions of TnT systems, the overall process has three main features:

- Timely data reporting in projecting book needs for budgeting and procurement by the central MoE
- Real-time tracking of the distribution of books, providing visibility of issues (delayed, missing, or damaged books) so timely action can be taken
- Engaging school communities to confirm receipt of books and conduct classroom spot checks post-delivery to ensure books are available

Since 2015, several IT-supported TnT tools for the BSC have been developed and tested in the field by donors, NGOs, or implementing partners. While those trials demonstrated good results, they have not yet been tested or implemented for large long-term book supply.

One of the main challenges to getting an IT-supported TnT system fully functional countrywide is that each country has its own list of specific implementation challenges. Some of the challenges facing countries wanting to implement an IT-supported TnT system country-wide include:

- Internet connectivity, which is a barrier to getting real-time information in pockets of the country without Internet access
- Multiple languages, which adds additional complexity to setting up the system using multiple translations
- Lack of a smartphone or even a mobile phone by distributors, head teachers, or other recipients, which is necessary to register the books as having arrived at the intended destination
- Government regulations prohibiting the usage of a cloud server that keeps the data
- Volumes of books in many countries are too low

All of these parameters make it difficult for MoEs to use a standardized TnT system.

Another reason TnT programs are not widely used in LMICs is that the volume of books in many of these countries is still too low to justify MoE resources required to continuously develop and support such a tool for distribution. Increased coordination on book projects between MoEs and development partners would improve this situation as the maintenance costs could be distributed across a higher number of books.

As already suggested above, implementing a TnT solution requiring IT resources for one-off or small projects can be costly and time consuming. For book projects involving less than 2 million books, there are other solutions that could be employed, including:

- Monitoring the project progress with the shipping and distribution tracking sheets (**Handout 12**)
- Comparing the quantities provided at the various process steps

- Performing a final delivery check by conducting an “on call survey,” which consists of calling each recipient to verify that books were received as planned

Various official documents required for the loading, exporting, importing, unloading, warehousing, and distribution of books are issued during the transportation and distribution of the books. These documents all provide the exact numbers and weights of the books at the different stages of the process and allow the purchaser to compile these numbers and verify if the quantity of books received matches the quantity of books purchased. In case of discrepancies, an analysis of the documents should indicate where the loss of books took place.

Conducting a final “on call survey” of the POD receipts submitted by the distribution company is relatively cheap with a cost of approximately USD \$5,000 for a country with approximately 4,000 schools.



Activity 4.1 – The Use of Track and Trace in Cambodia (20 minutes)

Show the video on the use of Track and Trace by World Education in Cambodia: [Track and Trace World Education Cambodia – YouTube](#) (5 minutes, 9 seconds).

Ask participants:

- *What is the feasibility of a Track and Trace system in your context?*
- *In the absence of a full Track and Trace system, what are some steps to improve tracking whether books are in the hands of readers?*

Session 5: The Role of Private Booksellers



Rationale

Book distribution in the private sector can vary according to the type of book being distributed and sold. Textbooks and ERMs can follow a sales model, where marketing, competition, and retail sales play a substantial role. In contrast, distribution of textbooks and ERMs procured by the education sector does not require any marketing and may not have competition as an MoE-approved learning material. This session describes the ways that consumers can access books through the private sector.



Objectives

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

- Define strategies for accessing the private market for distribution of textbooks and ERMs through booksellers



Duration: 35 minutes

Time Breakdown

Distribution in the Private Sector	20 minutes
Activity 5.1 – Increasing Access to ERMs	15 minutes
Total:	35 minutes



Materials –

1. Flip chart, markers, sticky notes



Preparation

Prepare a flipchart for **Activity 5.1 – Increasing Access to and ERMs**.

Distribution in the Private Sector



Procedure

Using Slides 63–66, present the content. Ask the participants if they have questions and once all questions are answered, do **Activity 5.1 – Increasing Access to ERMs** (Slide 67).



Content

In the private sector, the key actors are publishers and booksellers. Publishers are creating new textbook and ERM content for the market. They can choose to sell directly to the public, targeting parents and teachers looking for supplemental reading materials provided at school; sell to

booksellers; or sell directly to the MoE. The publisher may work with a distributor to support the marketing and sales of the textbooks and ERMs to generate interest in the titles.

Distribution of newly created textbooks and ERMs by a publisher could include:

- Mail/Internet sales: Enable selling to defined targets, such as teachers. This depends on the possibility to acquire updated files and the reliability of the postal service, thus making mail order less suitable for LMICs.
- Use of a distributor: Hiring a distributor who takes on the tasks of sales projection, marketing, and providing feedback on the title to the publisher.

The benefit of working with a distributor is that the publisher only deals with one client, the distributor, with one delivery address and one invoicing stream, instead of having to deal with a multiplicity of individual client accounts found through door-to-door sales or Internet orders.

Role of Booksellers in Distribution

The bookseller is the publisher's only sales partner capable of presenting a vast selection of books and advising the consumer. For the publisher, working with a bookseller is often the best way to understand their market as the bookseller interacts with the book-buying public and therefore better understands their textbook and ERM needs.

The bookseller:

- Acts as an intermediary between the publisher and book market
- Promotes books from different publishers, encourages competition
- Makes books more accessible
- Provides important market feedback to publishers
- Assists in developing a reading culture

It would be unwise to design book provision programs without booksellers, especially ERM-based projects, because of the promotional role booksellers are able to play as well as the territorial networks they have often developed in various countries.

Role of Marketing in Distribution

Educational publishing is a resource-intensive industry that manufactures large numbers of books and relies on mass print runs to amortize high initial development costs. Therefore, it is essential for a private educational publisher to carefully assess the market in order to publish a product that is needed, adopted, and thus will be purchased by the public and increase children's access to textbooks and ERMs.

Educational publishers can take advantage of their know-how in education to tap into the related, potentially profitable area of textbooks and ERMs. ERMs cover all educational materials that are not part of the compulsory textbook or non-textbook requirement in a class, such as grammars, encyclopedias, dictionaries, and fiction and non-fiction children's books.

Publishers of textbooks and ERMs find themselves at the crossroads of trade publishing marketing and educational publishing marketing. From the educational publishing side, they can directly contact schools via sales representatives with the use of sample copies. The textbook publishing side allows them to use classic promotional material, such as direct mail and catalogs.

In a market situation where textbooks and ERM are being bought, not in bulk by governments, but by schools and communities, educational publishers have a series of outlets at their disposal to reach their final consumer. Some of them include:

- **Independent bookshops offering book supply:** These bookstores typically specialize in trade single-copy sale but welcome educational materials as a reliable way to increase supply turnover. MoE-approved materials generally sell regularly to parents supporting their children's learning.
- **General educational suppliers:** These vendors offer all schools' material needs, including stationary, physical education equipment, globes, other school supplies, and books. Even though books typically account for less than 10 percent of their turnover, general educational suppliers are useful because they produce a substantial annual catalog and are often easily accessed by the public
- **Educational suppliers specializing in books:** Educational suppliers specializing in books can provide a more focused, better service than general educational suppliers. They will try to add value to the service such as a showroom with several publishers' inspection copies or pre-selected reader packs for the public.
- **School bookfairs:** These bookfairs are a way for publishers to sell directly to schools. Publishers generally like school book fairs because there is no middleperson involved, be it on the selling (no bookseller) or buying (parents are there to buy, but children can express their tastes directly). Parents and teachers organize the sales themselves with the school often getting a percentage on the sales, but at a far lower discount than would be awarded to a bookseller.
- **Library suppliers:** As their name implies, library suppliers are geared towards librarians, who can come to the supplier's warehouse and choose the books off the shelves. When choosing a library supplier, the librarian should not only look at the price, but also at the service provided, such as accurate bibliographical reference and possibility of returns.



Activity 5.1 – Increasing Access to ERMs (15 minutes)

Put participants into small groups. Ask them to select one spokesperson. Ask the groups to discuss:

- *Where do teachers, learners, and parents access ERMs outside of schools?*
- *What are the barriers to accessing ERMs through the private market?*
- *Is distribution of ERMs available outside of bigger cities?*
- *Are the prices of ERMs on the private market accessible to many or just a few?*
- *How could the private sector partner with MoEs to increase access to ERMs to all?*

Ask each group to present their findings and discuss their answers.

Session 6: Wrap-Up and Reflections on the Workshop



Rationale

Through the preceding sessions, participants have learned the role of distribution 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 6.1 – Taking Action and Expectations Review	20 minutes
Evaluation	15 minutes
Total	35 minutes



Materials –

1. Flip charts, markers, sticky notes
2. Handout 13: Evaluation Questionnaire



Preparation

Display expectations on the walls of the training room or via PPT slides.



Review **Handout 13: Evaluation Questionnaire**. Be sure to make enough copies for all participants.



Procedure

Share Slide 68. Complete the module by conducting **Activity 6.1 – Taking Action and Expectations Review** (Slide 69). Once 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 for the future, so their candid feedback is welcome. Identify 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 6.1 – Taking Action and Expectations Review (20 minutes)

Ask participants to first reflect individually on *What actions would you like to take to improve the BSC in your individual contexts* and *What is one thing you will take and apply from this training in the area of distribution which 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 participant 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 that may arise.

APPENDICES

Session 2

Handout 1: Quality Checkpoints

Process	Quality Check Points
Printing	<ul style="list-style-type: none">• The printer is responsible for the quantity check during the production and packing process.• An inspection certificate can be provided by an inspection company or a quantity and quality inspection can be executed by the buyer (random check of the # of books in a box, # of boxes, etc.) before shipping.
Container loading	<p>The printer prepares the shipping documents.</p> <ul style="list-style-type: none">• Packing list for each container (# of books, # of boxes, gross weight, net weight, etc.).• Bill of lading for each shipment (All information for export and import process, quantity, weight of each container, shipper and consignee information, value, etc.).
Container shipping	<ul style="list-style-type: none">• The weight of each container is verified by the shipping line before departure and can be compared with the weight calculated and declared by the printer.• Shipping documents are checked by the shipping line and the custom authority at departure.
Container arrival at port of destination	<ul style="list-style-type: none">• Containers are lead sealed before leaving the printing plant and can be opened only by authorities or buyer's representative at destination.• Shipping documents are checked by the custom authority at arrival.• Custom authority can request an inspection or weighing of the container before allowing the import. Documents must comply with the reality!
Offload at warehouse	<p>The company in charge of the container offloading (or a representative of the buyer) must check the number of boxes in each container and compare with the packing list provided.</p>
Loading into trucks	<p>The distributor in charge of the issuance of delivery document:</p> <ul style="list-style-type: none">• Delivery note for each truck with # of boxes per school• Signed proof of delivery for each school
Delivery to schools	<p>POD signature by the headmaster:</p> <ul style="list-style-type: none">• Quantity check• Quality of boxes• Comments on the POD

Session 2

Handout 2: Case Studies

Case Study 1

Are producer-oriented book subsidies and grants an efficient option for book distribution for the most vulnerable populations?

Context: Haiti's Ministry of Education (MoE) finances and manages the system-wide procurement and distribution of textbooks and school materials using two types of support mechanisms. Numbers and titles of textbooks are selected by an MoE committee of internal and external members. The two mechanisms for providing textbooks are:

- **Subsidies:** Paying the publisher part of its production costs (between 60 and 70 percent) using direct money transfer to the producer (publisher). Theoretically, a book that is worth 100 Haitian gourde (HTG) would only cost 30–40 HTG for the end-buyer (parents).
- **Grants:** Textbooks are made available for free to schools, especially underprivileged and/or rural schools.

For nearly a decade, USAID has supported early grade learning in Haiti. For most of this time, USAID has been directly providing books to hundreds of schools nationwide. USAID projects do not typically work with the existing Ministry systems, but factor distribution into project budgets.

About the evaluation: In 2020, USAID/Haiti commissioned a landscape review of the Haitian distribution industry in the education sector. The goal was to analyze the MoE's textbook distribution through subsidies and grants for the 2019/2020 school year. Due to the security situation, the review was limited to five schools, all within the capital; however, much was learned about the overall process.

Results: Overall, it was found that only a small proportion of students, especially from rural areas, benefited from the subsidy and grant policy, as the number of available copies was fewer than the overall enrollment. This was due in part to the MoE's challenge of getting accurate enrollment data from schools, but there were also inefficient monitoring mechanisms.

An analysis of the subsidy mechanism revealed that many of the subsidized and granted books ended up being sold by booksellers to be resold at more than the initial value. Due to this, the subsidized books were limited in the formal bookstores. Some parents reportedly stood in line for hours to get required textbooks, fearing that stocks would run out. Others, however, went straight to booksellers and ended up paying above the labeled price. Furthermore, it was found that many students in the schools visited did not have textbooks.

Case Study 2

Is quality control a reasonable trade-off for textbook distribution efficiency in a centralized distribution system?

Context: The Solomon Islands Ministry of Education's Education Resource Unit (ERU) distributes free student textbooks and teachers guides to all registered primary schools throughout the archipelago. There are four permanent officers in the ERU unit, and up to 70 temporary staff are hired during the picking and packing period, which occurs in the ERU's central warehouse. Distribution to the 40 zones is contracted to local shipping companies through a competitive process. Distribution transport networks operating out of the capital Honiara may involve air, boat, road, and carriers to get books to schools.

The ERU uses EMIS enrollment data to estimate the number of textbooks needed for each school. In 2015, there were 122,806 students in 699 schools on 24 islands.

To ensure distribution quality, ERU policy dictates that an ERU officer must accompany distribution to each school, and delivery forms must be signed by the ERU officer and a school administrator.

About the evaluation: In 2015, Australia Aid commissioned a study to review book distribution options that would be more reliable in the transport-challenged environment of the Solomon Islands. Four islands and 11 schools were visited to evaluate the quality and efficiency of the last distribution of textbooks, which occurred in June 2015.

Results: The picking and sorting was conducted on a school-by-school basis in Honiara. The first leg of distribution was efficiently managed, with distribution from Honiara to the 40 zones managed by 40 different agencies. However, there were several challenges in the last mile distribution. First, the ERU rule of having an official present caused distribution to take several months. Although the purpose of this is to ensure quality control, this was unrealistic due to the limited number of permanent staff.

Second, school officials were not informed of the delivery date and so were sometimes not on site when delivery occurred, which caused further delays.

Finally, schools in urban areas did not receive sufficient books, while some schools in rural areas had 10 extra books. Instead of using enrollment data, the ERU used a method in which all rural schools received 20 books per class/school, and all urban schools received 25 books. However, it was found that textbooks were generally available to students, which suggests that ERU quality control was effective.

Session 3

Handout 3: Distribution List⁵

[illegible]

⁵ Form created by the author.

Session 3

Handout 4: Box Label

Nganzo Primary School

Main Street, behind old Post Office

Ngororero Zone

Grade 1 Mathematics: 25 copies

Grade 2 Mathematics: 25 copies

Box #17

Contact: Ms. Muhelo 99554321

Session 3

Handout 5: Packing List⁶

ORIGINAL

PACKING LIST 1							
EXPORTER: PRINTER LTD. Airport Road, Mumbai INDIA TEL: + TIN Nr: Service Tax No.:			INVOICE No.: 1002000147		INVOICE DATE: 12.01.2021		
			BUYER'S ORDER/CONTRACT NO. & DATE: 2670/1B/2021 12th January 2021		Exporter Ref. TEC NO. 0508078907		
Consignee: Education Development Center Lilongwe Office Lilongwe Malawi			BUYER: Education Development Center Lilongwe Office Lilongwe Malawi				
PreCarriage by BY ROAD		Place of receipt by PreCarrier ICD DADRI		Bank Details: XYZ BANK MUMBAI 110001 (INDIA) Account No : 00003928 Swift Code : BPPBPP			
Vessel/ Flight No./ MARINA II		Port of Loading MUMBAI					
Port of Discharge BEIRA		Final Destination LILONGWE					
Mark & Container No. GVMU-5234562 / Seal G3456897		No./ Kind Of Carton 1501					
Description of Goods (HS Code: 49011010) Printed Books			TOTAL CARTON PER CONTAINER	TOTAL PCS. PER CARTON	TOTAL QUANTITY IN PCS.	NET WEIGHT (Kgs)	GROSS WEIGHT (Kgs)
Text Books Material Grade 1, 2 & 3 (HS CODE AS PER MAAWI : 49011000)							
LOT	Book	Container No					
	BOOK GRADE 1	GVMU-5234562	502	50	25100	9336	9820
	BOOK GRADE 2		988	40	39520	11539	12090
	BOOK GRADE 3		11		582	230	350
Total			1501		65 202	21 105	22 260
Declaration: We declare that this Packing List shows the actual weight of the goods describe and all particulars are true and correct.					For PRINTER LTD. (Authorised Signatory)		

⁶ Form created by the author.

Session 3

Handout 6: Invoice⁷

INVOICE-SAMPLE					
EXPORTER: (Name) (Address; contact number) TIN Nr: Service Tax No. :		INVOICE No.:		INVOICE DATE:	
		BUYER'S ORDER/CONTRACT NO. & DATE:		Exporter Ref. TEC NO.	
Consignee: (Name, address, contact number)		BUYER: (Name, address, contact number)		Terms of Delivery and Payment Delivery : (Name) Delivery Address : (address) Payment : (terms of payment)	
Pre-Carriage by		Place of receipt by Pre-Carrier		Bank Details XYZ BANK (address) Account No : Swift Code :	
		Port of Loading			
Port of Discharge		Final Destination			
Mark & Container No.		No./ Kind Of cartons			
Description of Goods (HS Code: 49011010) Printed Books				Quantity (IN PCS.)	UNIT PRICE (USD)
(Description of materials) (CODE AS PER (country) :)					
LOT	BOOK				
TOTAL:					
TOTAL AMOUNT:					
Total amt in words:					
Declaration: We declare that this invoice shows the actual price of the goods describe and all particulars are true and correct.				For PRINTER LTD. (Authorised Signatory)	

⁷ Form created by the author.

Session 3

Handout 7: Incoterms® rules⁸



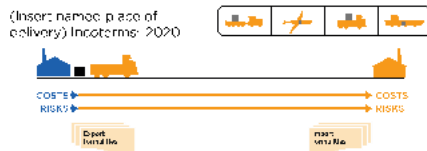
TRANSPORT OBLIGATIONS, COSTS AND RISKS

Blue indicates seller's Gold indicates buyer's Green indicates mixed or shared

RULES FOR ANY MODE OR MODES OF TRANSPORT

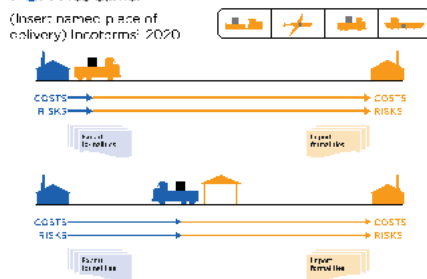
EXW Ex Works

(Insert named place of delivery) Incoterms® 2020



FCA Free Carrier

(Insert named place of delivery) Incoterms® 2020



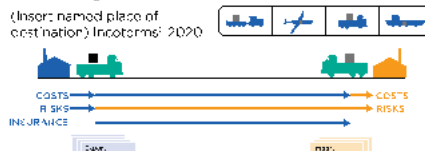
CPT Carriage Paid To

(Insert named place of destination) Incoterms® 2020



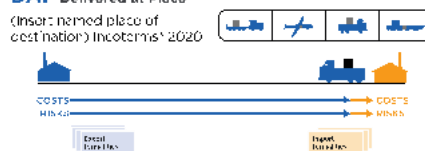
CIP Carriage and Insurance Paid To

(Insert named place of destination) Incoterms® 2020



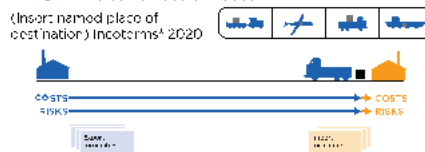
DAP Delivered at Place

(Insert named place of destination) Incoterms® 2020



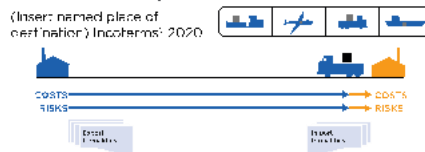
DPU Delivered at Place Unloaded

(Insert named place of destination) Incoterms® 2020



DDP Delivered Duty Paid

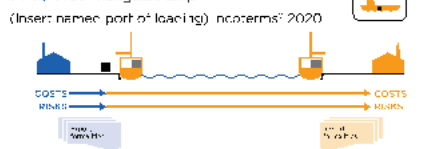
(Insert named place of destination) Incoterms® 2020



RULES FOR SEA AND INLAND WATERWAY TRANSPORT

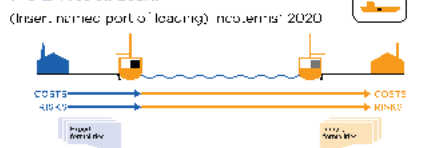
FAS Free Alongside Ship

(Insert named port of loading) Incoterms® 2020



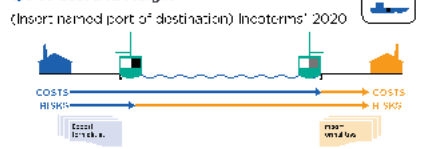
FOB Free on Board

(Insert named port of loading) Incoterms® 2020



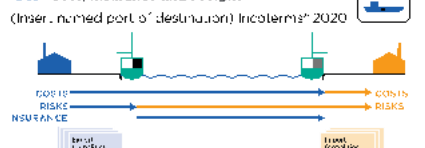
CFR Cost and Freight

(Insert named port of destination) Incoterms® 2020



CIF Cost, Insurance and Freight

(Insert named port of destination) Incoterms® 2020



WARNING: This chart is not intended to be used alone, and should always be used in conjunction with the Incoterms® 2020 rule book.

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Session 3

Handout 8: Book Stock Management⁹

[illegible]

⁹ Form created by the author.

Session 3

Handout 9: Proof of Delivery¹⁰

Delivery Note									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Customer Name/Nr.:</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 2px;">Contract/Order Nr.:</td> <td></td> </tr> </table>					Customer Name/Nr.:		Contract/Order Nr.:		Address:
Customer Name/Nr.:									
Contract/Order Nr.:									
					Phone Number: Email:				
DELIVERY INFORMATION									
SUPPLIER			DESTINATION						
Name:			Name:						
Address:			District/Sector:						
Contact Name:			Contact Name:						
Phone Nr.			Phone Nr.						
Comment:			Comment:						
VEHICLE									
Truck:	Trailer:	Exit Date:	Exit Time:	Comment:					
BEFORE DEPARTURE PLEASE COMPLETE:									
Name & stamp of the shipper:	Signature of the shipper at departure:	Name of the Driver.	Signature of the Driver at departure:	Comment:					
DELIVERY DETAILS									
Good details:	Packing Weight (Kg):	Packing Unit	Quantity:	Delivered quantity:	Delivered Weight:				
			TOTAL:						
Delivery Time & Conditions									
Delivery Date	Delivery Time:	Goods Conditions:		Accepted:					
				Nonaccepted:					
				Accepted with Reserve:					
DELIVERY COMMENTS									
Name of the Driver:	Signature of the driver:	Received By:	Signature of the receiver:	Comments:					

¹⁰ Form created by the author.

Handout 10: Distribution Tracking¹¹

[illegible]

¹¹ Form created by the author.

Session 3

Handout 11: Distribution Troubleshooting Case Study

In 2022, the MoE in Country X distributed primary school English and mathematics textbooks to all primary schools. The MoE used a centralized ordering and distribution approach. The MoE used 2020 EMIS data and added 10 percent to approximate the number of students in 2021 — reasoning that enrollment likely decreased due to COVID-19 in 2020, but it has likely increased since then. Furthermore, the MoE's budget could not support a total number of books higher than that.

Below are the problems that occurred after distribution:

- 10% of schools reported receiving more books than was needed.
- 27% of schools reported receiving fewer books than was needed.
- Among those who received few than needed:
 - 40% of schools reported they did not receive the number of books the MoE communicated that they would receive.
 - 60% could not verify whether or not they received the books the MoE intended because the person receiving the books did not get official communication from the MoE.
- 4% of schools reported to the MoE that a significant number of books were damaged.
- 30% of school reported that the books did not arrive on time.
- The MoE refused to pay the logistics company the full cost of the contract because of the above problems, but the logistics company insisted that all books reached their destination. There was no documentation with two signatures.

For each of these problems, discuss the solutions you would employ during planning, and which forms or systems might be used to better track distribution.

Session 4

Handout 12: Shipping and Distribution Tracking¹²

[illegible]

¹² Form created by the author.

Session 6

Handout 13: Evaluation Questionnaire

Thank you for participating in the Global Book Alliance's training on Distribution Management. 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 distribution 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 distribution in the book supply chain? What made it useful?

4. What parts of this module were least useful in helping you understand the role of distribution in the book supply chain? 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: