

## Webinar 2: Handout 14

### Planning for early grade reading materials printing, distribution and storage

#### Plan for printing

- Long before materials are ready to be printed, actions should be taken to identify a printer.
- Printing procurement is usually made through a competitive bidding process, which should begin up to 3 to 4 months before materials are ready to be produced. Regulations and preferences regarding materials procurement should be carefully reviewed and agreement reached among all relevant stakeholders.
- Steps in the materials procurement process include drafting a request for bids that includes specifications on the resources to be produced, reviewing bids and selecting the top candidate based on transparent criteria. Key information that needs to be known at the time a request for bids is made includes:
  - Student-book or classroom-book ratio (i.e., number of books to be provided per student or per classroom)
  - Total number of each resource to be produced
  - Size of the book (e.g., A4, B1, B2, etc.)
  - Paper type/weight for cover and inside pages
  - Printing color (black and white, color cover only, full color)
  - Type of binding
- Before printing begins, ask the printer to submit an example of each resource to be printed. During printing, continue to monitor the quality of the resources.

#### For more information on printing specifications for EGR materials, consult

- blueTree Group. (2014). *Best practices for developing supplementary reading materials*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/best-practices-developing-supplementary-reading-materials>
- Yurt, C. (2016). *Everything You Ever Wanted to Know About Book Production: International Printing Specifications for Print-Ready Files*. Presentation for the Global Reading Network, May 26, 2016. Available at <https://www.globalreadingnetwork.net/resources/book-production>

#### Plan for distribution

- A critical aspect of materials development and use is how to get books from a warehouse into schools.
- Depending on the context, needs and size of the program, distribution may be undertaken directly through a project, by the government or contracted out to a third party, such as a courier company.

- Explore different options with stakeholders to identify the most cost-effective, scalable and sustainable approach.
- Note that distributing materials during a small pilot is likely to be different than for a national program, though a pilot provides an opportunity to test different approaches.
- Consider how technology can facilitate and support quality control of book distribution.
- Develop a materials allocation plan that specifies the titles and quantities of materials allocated for each geographic area and school, based on the student-book and/or classroom-book ratio, number of teachers and number students of each school.
- Someone at the school level should sign off and verify that books were delivered and received.

### **Planning for storage**

- Even before materials are distributed to schools, a plan needs to be in place for properly storing and tracking them.
- Where and how resources are stored in schools may vary; however, it's important to encourage teachers and principals to store materials *in the classrooms where they will be used*, since that will facilitate more frequent use of the materials by teachers and children.
- A “check out” system may be needed in some situations where materials need to be stored centrally to track their movement and use.

It's not uncommon for teachers and school authorities to “ration” materials use, out of fear that they will get damaged or lost—and that they will not be replaced. Thus, targeted efforts may be needed to encourage teachers and schools not to let early grade reading materials sit in closets or on shelves. In addition to identifying where books can be safely stored, best practices on how to minimize damage and maintain books should be provided.