

GLOBAL BOOK ALLIANCE



Supply Chain Analysis

Jordan

March 18, 2022



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Table of Contents

List of Acronyms and Abbreviations.....	vii
Executive Summary and High-Level Recommendations.....	1
High-Level Recommendations	4
Summary of Recommendations by Book Supply Chain Phase.....	6
Planning and Forecasting.....	6
Title Development.....	6
Publishing and Printing.....	6
Procurement and Purchasing.....	7
Distribution Management.....	7
Active Use.....	7
Introduction.....	9
Methodology.....	10
Contextual Drivers of the Teaching and Learning Materials Challenge.....	11
Scale of the Teaching and Learning Materials Challenge.....	11
Contextual Drivers	11
Geography, Climate	11
Transportation Infrastructure.....	12
Electricity.....	12
Connectivity.....	12
Demographics.....	13
Economy.....	13
Educational System.....	14
Key Policy Documents.....	15
Quality of EGR Education.....	17
Book Supply Chain Analysis.....	18
Supply Chain Overview: Six Strategic Phases.....	18

SCA Phase I: Planning and Forecasting	19
Estimating Demand	19
Forecasting	22
GBA Findings: Planning and Forecasting/Strengths	22
GBA Findings: Planning and Forecasting/Weaknesses.....	22
GBA Recommendations: Planning and Forecasting	22
SCA Phase II: Title Development	22
Development of Books and TLMs by NGOs, Foundations, and Donors.....	23
The Development of TLMs for Teacher Training to Mitigate COVID-19–Specific Situations	25
GBA Findings: Title Development/Strengths	26
GBA Findings: Title Development/Weaknesses	26
GBA Recommendations: Title Development.....	27
SCA Phase III: Publishing and Printing	27
Textbook Publishing	27
Essential Reading Materials Publishing.....	30
Production of Books for Learners with Disabilities	31
Printing and Binding	32
GBA Findings: Publishing And Printing/Strengths	33
GBA Findings: Publishing And Printing/Weaknesses	33
GBA Recommendations: Publishing And Printing.....	33
SCA Phase IV: Procurement and Purchasing	34
Government Procurement Policy	34
Textbooks: Tenders for Printing	34
Purchases of Books from Private Publishers, NGOs, and Others.....	35
GBA Findings: Purchasing/Strengths.....	35
GBA Findings: Purchasing/Weaknesses	35
GBA Recommendations: Purchasing.....	36
SCA Phase V: Distribution Management	36
MoE Warehousing and Distribution	36
Distribution by NGOs and Foundations.....	37
Distribution for Trade Books (Books for General Readership).....	38

GBA Findings: Distribution Management/Strengths.....	38
GBA Findings: Distribution Management/Weaknesses.....	38
GBA Recommendations: Distribution Management.....	38
SCA Phase VI: Active Use	39
Active Use in Schools.....	39
Active Use in Communities.....	41
GBA Findings: Active Use/Strengths.....	42
GBA Findings: Active Use/Weaknesses.....	42
GBA Recommendations: Active Use.....	43
Conclusions	44
Annex 1: Textbook Policies	45
Annex 2: A Minimum Profile of TLMs	48
Annex 3: Models For Book Provision	50
Annex 4: Templates For Textbook Bidding	53
Annex 5: An Official Structure To Coordinate All The Initiatives Undertaken By Various Foundations/NGOs Producing Books in Jordan	54
Annex 6: Research Purpose And Research Questions	55
Annex 7: Research Instruments And Methodology	56
Annex 8: Jordan, Reading And Book Projects	60
Annex 9: List Of Persons Interviewed In Chronological Order	72
Annex 10: List Of Persons Interviewed In Book Supply Chain Phase	77
Annex 11: Project Background	83
Annex 12: Bibliography	84

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD	continuing professional development
ECE	early childhood education
EGR	early-grade reading
EMIS	education management information system
ERMs	essential reading materials
ERSP	Education Reform Support Program
FD	field directorate
GBA	Global Book Alliance
GBAIA	Global Book Alliance in Action
GoJ	Government of Jordan
ICT	information and communications technology
JOD	Jordanian Dinar
KG	kindergarten
KG1	Kindergarten 1
KG2	Kindergarten 2
MENA	Middle East and North Africa
MoE	Ministry of Education
MPTLM	Minimum Profile of TLMs
MSA	Modern Standard Arabic
NCCD	National Center for Curriculum Development
NGO	Non-governmental organization
NRC	Norwegian Refugee Council
QRTA	Queen Rania Teacher Academy
RAMP	Early Grade Reading and Mathematics Project
RFQ	request for quotation
SCA	supply chain analysis
TLMs	teaching and learning materials

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USAID	United States Agency for International Development
WLR	We Love Reading

EXECUTIVE SUMMARY AND HIGH-LEVEL RECOMMENDATIONS

This Book Supply Chain Analysis (SCA) for Jordan was conducted on behalf of the Global Book Alliance (GBA) by the USAID Global Book Alliance in Action (GBAIA) project. For the purposes of the analysis, the *book supply chain* is defined as a six-phase process:

1. Planning and forecasting
2. Title development
3. Publishing and printing
4. Procurement and Purchasing
5. Distribution management
6. Active use

FIGURE 1. THE SIX PHASES OF THE BOOK SUPPLY CHAIN



There are many different definitions of **essential reading materials**, and what is considered *essential* at one stage of learning will be less so for another. For the purposes of this report, we use the following terms and definitions, per USAID guidance:

Decodable, leveled, and supplementary readers (collectively described as **essential readers**) are all required elements for reading acquisition, but each plays a different role.

- **Decodable readers** are reading materials in which all words are consistent with the letters and corresponding phonemes that the reader has been taught. These readers are sequenced in accordance with the order in which letters are taught in the school curriculum, and progressively increase in difficulty.
- **Leveled readers** are a set of books organized by level of difficulty, based on the complexity of the words, sentences, content, and other factors.
- **Supplementary readers** are those used for reading practice; they may not be decodable or leveled, and they do not tie directly to the school curriculum.¹

1 Definitions are adapted from USAID, *2020 Compendium of Standard PIRS for Education Programming*.

The Book Supply Chain Analysis focused on the supply of essential reading materials (ERMs) needed for successful literacy acquisition by children in primary school grades 1 to 4. The SCA was commissioned to inform the work of the GBA as well as that of the Jordanian Ministry of Education (MoE), USAID/Jordan, and other key development partners in the country.

A team of GBAIA researchers conducted the SCA primarily virtually, because of the COVID-19 crisis, from July 2020 through September 2020. After desk research, the research team interviewed and gathered information from stakeholders including ministries of the Hashemite Kingdom of Jordan, donors and their implementing partners, publishers, printers, distributors, primary school staff, and civil society groups.

Jordan has an active and vibrant children’s book publishing sector, enhanced by the many international organizations that are working in education and health to create children’s reading materials. Reports indicate that certain types of books are widely available in Jordanian schools: 99.3% of Jordanian students have textbooks, and 67.6% of classrooms have additional reading materials.²

Although the quantity of books in many classrooms meets international norms, the mix of book types, including decodable and leveled readers for the youngest grades, is often inadequate for teaching beginning students to read. This, combined with some 30%-35% of classrooms functioning *only* with textbooks, creates inequities that improvements to book supply chains can address.

2 Helen Boyle, Samah Al Ajjawi, and Yuanyuan Xiang, *Topical Analysis of Early Grade Reading Instruction*, Learning Systems Institute, Florida State University for RTI International. April 2014.

The book issue is part of a larger set of challenges that limit literacy. Until recently, teachers have not been trained in early-grade reading techniques that use explicit phonics instruction. Because of this historical lack of an explicit phonics approach, leveled and decodable readers are still an unfamiliar concept in Jordan, and ERMs are not included in the MoE's textbook procurement system. Because the MoE doesn't procure these kinds of books, they aren't produced en masse, and because they're not produced en masse, they're not procured, which leads to a vicious cycle and a broken chain of supply and demand.

Teaching also has not taken into account the important role of reading aloud to children. This is critical, given the situation of diglossia in Jordan, in which students speak a dialect of Arabic at home but learn to read Modern Standard Arabic when they start school.³ Exposure to oral Modern Standard Arabic, which could be provided through reading aloud to children, has been proven to lift literacy rates among Arabic speakers.

Books are too expensive for many low-income families, and reading for pleasure is not common, which leads to reduced demand for books at home. This means that a child's only exposure to print is during school hours, which are too short a window of time in which to acquire reading skills.

The traditional definition of literacy has rested on recitation of Qur'anic texts; only recently has the emphasis shifted toward a definition based on deriving meaning from text. In addition, the content of children's books can be poor, with serious spelling and grammatical mistakes that reduce public perception of the quality of these books, and may reduce demand.

Libraries, which could fill the gap left by lack of books at home, are not very attractive; while libraries in private schools tend to have books and learning resources for all ages, most libraries are stocked with books that either do not interest or address the needs of students or that have quickly deteriorated. Less educated parents tend to give all importance to the textbook and do not encourage their children to borrow and read books for general reading pleasure.

Although the recently established National Center for Curriculum Development (NCCD) has a mandate to create materials for children with less severe disabilities, and plans are in place to hire an inclusive education specialist, no materials currently exist for learners with disabilities.

The Syrian refugee crisis (as well as the influx of refugees from Yemen, Somalia, Iraq, and Palestine) has prompted an outpouring of support from the international community. Jordan is the scene of multiple, innovative, and successful initiatives by donors, nongovernmental organizations (NGOs), and foundations in the realm of educational publishing. However, these efforts are inadequately coordinated and thus can't be fully exploited for routine use in schools.

On a positive note, the MoE recently made Kindergarten 2 (the second year of preschool) compulsory, and stresses the importance of reading aloud to preschool children. In addition, the MoE recently began revising its curriculum: the MoE and NCCD has developed a new Arabic Language Framework,

3 Ibid.

and textbooks will be developed, with the input of the USAID-funded Early Grade Reading and Mathematics Project (RAMP) program, to be in schools by the 2022-2023 school year.

In summary, classrooms in Jordan have unequal access to affordable, appropriate, accessible ERMs, and home environments can't compensate. The book supply chain needs improvement to afford all of Jordan's children equal access to the books they need to learn to read.

High-Level Recommendations

- With the support of the GBA, the Government of Jordan (GoJ) should consider a procurement law that would unify the procurement regulations (currently different for each ministry). This would provide Jordanian publishers and printers with more clarity for planning their activities over one or several years.
- With the support of GBA partners, the GoJ should strongly consider developing a National Book and Textbook Policy to clearly guide the actors involved in book provision on issues such as the delimitation between the public and private sectors, funding, and distribution. [Annex 1](#) of this report is an overview of the key elements and considerations in a comprehensive book policy.
- The GBA partners should support training all actors in the Jordanian book supply chain to create leveled and decodable readers.
- With the support of GBA partners, the MoE should strongly consider incorporating ERMs in the revised Arabic Language Framework as an integral part of teaching and learning in this subject. Arabic instruction should be expanded to 90-120 minutes daily to provide time for language, reading, and writing development.
- The NCCD should establish a Minimum Profile of teaching and learning materials (TLMs) that includes both textbooks and ERMs. GBA partners should support the GoJ to build on the existing private publishing base in Jordan, developing and implementing a policy to provide ERMs to schools and refugee environments annually. This policy would entail a recurrent line for ERMs provision in the national budget (with both national and donor funding), a launch of bids to regularly procure ERMs (both new titles and off-the-shelf purchases) for schools, and the creation of an approved ERMs list to allow for a gradual move toward choice at the school level.
- The MoE, education sector donors, NGOs, and foundations active in the book sector should establish a TLMs and ERMs Dedicated Budget Account to plan, coordinate, pool, and fund all the book-related initiatives at work in the Kingdom.

- School libraries should be created or upgraded and librarians trained and given a specific status (along the model of the Cultivating Inclusive School Learning Environments activity in partnership with Queen Rania Teacher Academy, which supported the development of Model Community Schools with enhanced libraries and relevant activities). The GoJ should build on the existing network of school libraries (fed by sufficient and regular funding) and create regular events for children’s books to target the younger audience.⁴
- To address the various recommendations found in this SCA, we recommend that the GBA partners should create training materials and train teachers and others on all aspects of the book chain.

4 MoE has plans to organize in-school, after-school, and summer extracurricular and co-curricular activities.

SUMMARY OF RECOMMENDATIONS BY BOOK SUPPLY CHAIN PHASE

Planning and Forecasting

GBA recommends the following:

1. That the MoE, with support from GBA partners, establish an agreed-upon Minimum Profile of TLMs by grade level to deliver the new curriculum learning objectives. The profile should include both core textbooks and ERMs. (See Annex 2.)
2. That donors support the work of the MoE to carry out the United Nations Educational, Scientific and Cultural Organization's (UNESCO's) recommendations to improve the Education Management Information System.

Title Development

GBA recommends the following:

1. That donors support the recent work of the NCCD in creating decodable and leveled readers. They should coordinate by doing the following:
 - » Organizing writers' workshops to develop capacity for authors and illustrators
 - » Encouraging more cooperation with publishers from other Arab countries (e.g., through the participation of book fairs or study tours)
2. That the NCCD consider creating ERMs as part of the new textbook programs to fulfill the revised Arabic Language Framework
3. That the highly developed private publishing sector be leveraged for title development of ERMs.

Publishing and Printing

GBA recommends the following:

1. That the MoE encourage the successful and meaningful initiatives that exist for digital ERMs. They could, for example, create a Jordanian portal of digital ERMs, supported by partners such as the Global Digital Library, AHS Foundation, United Nations International Children's Emergency Fund (UNICEF), et al.

Procurement and Purchasing

GBA recommends the following:

1. That the GBA partners support the GoJ, including not only the Ministry of Education but also other relevant government authorities, in adopting a unified national procurement law for the whole Kingdom, rather than the current system of ministry-specific procurement rules, in order to give bidders more clarity and visibility on current and future bidding operations. We have included reference documents on best practices in this report's annexes and recommend a review of the World Bank textbook procurement documents, available online.
2. That the MoE move, in the longer term, toward publishing specific bids for decodable ERMs.

Distribution Management

GBA recommends the following:

1. That payment schedules to publishers be standardized and respected.
2. Track and Trace: That a Track and Trace system be instituted, which uses a mobile app and SMS to facilitate data collection and confirm book deliveries.

Active Use

GBA recommends the following:

1. That the MoE build on the existing network of school libraries, starting by providing a working recurrent budget based on estimated needs, giving guidelines and training to librarians on how to use the reading periods they shall be leading, and allocating specific library time slots for students. This necessitates a thorough review of the current stocking of libraries and types of books needed. Although there is no international standard for the number of books needed, the American Library Association estimates that a highly effective school library will have 15-20 books per child.
2. That the MoE, with support from GBA partners, create regular, evidence-based events for children's books to get younger students in contact with books and reading, and would build on work that began under USAID's RAMP contract. Events would be for broader literacy and reading exposure, emphasizing storytelling, reading aloud, and "read with a parent" activities, rather than competition. This will support involvement of children whose reading skills are not yet strong enough to derive any learning from competition.
3. That the MoE, with support from GBA partners, incorporate training on using and managing textbooks and ERMs into teachers' pre- and in-service training (including the practicum), and into the in-service leadership training for principals and supervisors.

4. That the GBA train teachers with digital access on using the Global Digital Library, which collects high-quality open educational reading resources and makes them available on the Web and on mobile devices, and for printing. The Global Digital Library currently offers 6,000+ books in 72 languages (<https://digitallibrary.io>).
5. That the GBA and GoJ look at sustainability issues and the “divide” between MoE work and NGO work where books are concerned, to coordinate their efforts and ensure that the work of projects like RAMP are incorporated into the system in a sustainable manner.

INTRODUCTION

This report documents the findings of a book supply chain analysis (SCA) conducted by the Global Book Alliance (GBA) in Jordan in 2020. Because there is no functioning supply chain for essential reading materials (ERMs), the GBA analyzed the supply chain for textbooks for children in primary grades 1 to 4, drawing evidence from the wider system where implications were relevant. The report takes as a starting point the research and evidence on the importance of high-quality texts and materials in reading skills acquisition. This includes the necessity of ensuring that children have access to level-appropriate and language-appropriate materials in sufficient quantity, and at the appropriate time in the school year, and that teachers and parents understand and support the use of these materials for literacy acquisition.

High-quality texts and a range of reading materials are key to fostering reading skills acquisition for all students.⁵ To ensure that every student learns to read, not only are textbooks required, but every student must also have access to ERMs in a language they understand. Per USAID guidance,⁶ a copy of decodable text, whether packaged together in one textbook per learner or in a set of readers, should be provided to each learner in all grade 1 classrooms and should always be available to grade 2 learners. For higher grades, decodables are only a required part of this package if assessment data demonstrate that children's reading levels are so low as to indicate a need for such material. For leveled readers, when a complete set of leveled paragraphs and stories are bound together in one book, each learner should have a copy of the compilation. If materials are provided in sets of books, no more than three students in a classroom should share each set. A set of leveled readers should include no fewer than one book per week of the school year. Supplementary readers can be provided at the classroom level. Sets should include no fewer than one supplementary book per week during the school year.

As has been found in other studies,⁷ in Jordan most available data and evidence on the publishing and procurement process, as well as on teaching and learning materials (TLMs) for primary students learning to read, is about textbooks. There is little information and data related to ERMs, even though there is a good deal of development and production of children's books in Jordan (including an entire library of books in Arabic published by Scholastic). Therefore, in the case of Jordan, which enjoys a professionally run and active private publishing industry, this lack reflects gaps in the importance awarded to ERMs as part of Ministry of Education (MoE) policy, as well as in all aspects of the book chain in Jordan. Jordanian publishers, were they to receive training in writing and publishing leveled and decodable readers, have the skills to produce them.

5 *Global Book Fund Feasibility Study Final Report*, April 2016.

6 *USAID 2019 Education Reporting Guidance*, 2019.

7 *Global Book Fund Feasibility Study Final Report*, April 2016.

The report identifies strengths and weaknesses in each link of the book supply chain, and it provides recommendations to ensure that all learners can access sufficient, appropriate, high-quality reading materials in order to improve reading outcomes in Jordan.

Methodology

To analyze the Jordanian book supply chain, the GBA team conducted key informant interviews and surveys by virtual conference calls, face-to-face meetings with participants when possible, and secondary research and qualitative data collection exercises. Rigor and validity was ensured throughout this qualitative research: To triangulate, we asked each question of multiple interviewees and did not report a finding unless it had been confirmed by at least two. We also verified any sensitive information with external sources to avoid the need to cite a particular interviewee.

The interviews were largely held remotely, via telephone and Skype, Ring Central, or Zoom, because of the COVID-19 pandemic.

The team of two international and two local consultants held 41 stakeholder meetings with key actors in the sector including ministry representatives, donor personnel, implementing partners, publishers, and printers. More details on the methodology, the protocols used, and list of interviews can be found in [Annexes 7, 9, and 10](#).

CONTEXTUAL DRIVERS OF THE TEACHING AND LEARNING MATERIALS CHALLENGE

Scale of the Teaching and Learning Materials Challenge

Reports indicate that books are widely available in Jordanian schools: 99.3% of Jordanian students have textbooks, and 67.6% of classrooms have additional reading materials.⁸ Nonetheless, these figures point to the inequities around appropriate reading materials for children: Over 30% of classrooms have no additional reading materials beyond their textbooks, and very few decodable or leveled readers are regularly supplied to classrooms.

Literacy levels have historically remained low, because of the lack of appropriate reading materials and because teachers had not until recently been trained in early-grade reading (EGR) techniques.⁹ The RAMP project has been providing training and the most recent Early Grade Reading Assessment results (published in the RAMP Endline report, 2019) show significant gains in foundational skills and comprehension.¹⁰

Contextual Drivers

Geography, Climate

Jordan is situated in the Middle East, bordered by Saudi Arabia, Syria, Israel, the West Bank, and Iraq.¹¹ The country occupies an area of approximately 37,138 square miles including the Dead Sea. Jordan is mostly an arid plateau and while not completely landlocked, it only has a short coastline at the Strait of Aqaba.

According to the World Bank, Jordan is likely to face many climate vulnerabilities in the future that could severely impact the distribution of books. Incidents of flooding are common in Jordan and can be very damaging, as many are flash floods. Floods in Jordan claim lives and destroy infrastructure, such as roadways. The chances of flooding are expected to increase over the next 10 years. Jordan will also be challenged with rising temperatures leading to an increased likelihood of droughts that can intensify the severity of flooding across the country.¹²

8 USAID, EdData II, Task Order 15: Data for Education Programming in Asia and Middle East, Topical Analysis of Early Grade Reading Instruction, 2013.

9 Ibid.

10 USAID Early Grade Reading and Mathematics Initiative (RAMP) 2019 Endline Survey Report, 2019.

11 <https://www.cia.gov/the-world-factbook/countries/jordan/>.

12 <https://climateknowledgeportal.worldbank.org/country/jordan/vulnerability>.

Transportation Infrastructure

Jordan has a diverse transportation infrastructure, and multiple trade routes in Jordan extend into surrounding countries, which facilitates the outsourcing of printing by government and private publishers.¹³ Main roadways in Jordan exceed 7,200 km; however, recently, some of the major corridors of the Kingdom of Jordan have suffered from deteriorated conditions attributed to the lack of maintenance, which has resulted in severe operational and safety constraints along those corridors. Jordan ranks 68 out of 137 countries on road quality. Stakeholders report, however, that the road quality does not appear to impact delivery of books. Other transportation infrastructure in Jordan includes one seaport located on the Red Sea, two railway corporations, which transport mainly mining products, and three international airports.¹⁴ This indicates that bringing in printed books from international printers is not an issue.

Electricity

In 2020, 100% of the total population, rural and urban, had access to electricity. Despite the high level of access, Jordan witnessed several blackouts in many regions during days with extreme temperatures.¹⁵ These outages can last for hours, but printers report that they are able to work steadily: Central Press has a generator, for example, and Feras Press uses solar panels to supplement the electrical grid.

Connectivity

Over half (66.79%) of Jordan's population has access to the Internet; the country is ranked 71 in the world in levels of connectivity. According to the World Bank, "In Jordan, many children have [Internet] access, but universal access has not yet been achieved. Over 16% of students in Jordan lack internet access, 16 percentage points below the [Organisation for Economic Co-operation and Development, OECD] average, while one-third do not have a computer that can be used for schoolwork, 25 percentage points below the OECD benchmark. Looking in more detail, this digital gap is found mostly in low-income households: less than 30% of students from the lowest economic status groups have a computer for schoolwork, and only about 50% can access the internet."¹⁶ This gap makes it difficult to incorporate digital materials into the educational system in any systematic manner and reinforces existing societal inequities.

The price for Internet service is one of the top issues that impedes access. In 2017, an annual survey conducted by the Department of Statistics found 17.3% of residents in rural areas and 9.5% in urban areas do not have access to the Internet due to the high prices. In recent years, the price for Internet service has dropped because of competition; however, sales tax on Internet services continues to

13 <https://www.britannica.com/place/Jordan/Resources-and-power#ref23349>.

14 <http://documents1.worldbank.org/curated/es/732281550761075724/pdf/128627-ACS.pdf>.

15 <https://energysustainsoc.biomedcentral.com/articles/10.1186/s13705-019-0224-1>.

16 <https://blogs.worldbank.org/arabvoices/covid-19-and-digital-learning-preparedness-jordan>.

increase.¹⁷ The price for a monthly home broadband subscription ranges from 16 Jordanian Dinar (JOD), which is US\$22, for a data allowance of 75 GB to JOD 26 (US\$37) for an allowance of up to 1,000 GB.¹⁸

In 2020, Jordan had 8.23 million mobile subscribers, about 77 subscriptions per 100 inhabitants equal to 81% of the total population. The number of subscribers increased by 1.7% from January 2019.¹⁹ Most of these subscribers (85%) are using a smartphone, or phone that can connect to the Internet and run apps.²⁰ Fifty percent of Internet users in Jordan say they do not own a computer or tablet at home, but they do have a smartphone.²¹ The relatively high levels of connectivity in Jordan open doors for innovative, technology-based solutions for providing book access, but inequities in access would further disadvantage students most in need.

Demographics

The population of the Kingdom of Jordan is 10.6 million, including 3 million non-Jordanians.²² The country has recently been exposed to demographic shocks: Exposure to regional conflicts has resulted in substantial increases in its resident population, including inflows of approximately 1.4 million people from Syria since 2011, which strains the resources of the educational system, including the provision of TLMs. Domestic financing cannot cover all the needs, and so donors have stepped in to support the MoE with book provision.

Economy

USAID says of the economy:

Jordan's economy benefits from its well-educated population, strategic location, world-heritage tourism sites, and a reputation for stability in a turbulent region. The economy grew steadily from 1999 to 2008 as the Government of Jordan promoted economic reform with social and political development. However, the global economic crisis and more recent regional instability have marked a ten-year period of slow growth and decline in per-capita incomes, creating social unrest. This would imply that more families fall into the lower income category of those who cannot afford to buy books for their children.

Jobs are not being created fast enough to absorb a young, growing, and educated workforce. Businesses in Jordan face a challenging regulatory environment, high production costs, and limited access to capital and services that could support innovation and growth. Jordanians

17 <https://freedomhouse.org/country/jordan/freedom-net/2019>.

18 <https://www.justice.gov/eoir/page/file/1180611/download>.

19 <https://datareportal.com/reports/digital-2020-jordan>.

20 <https://www.pewresearch.org/internet/2019/03/07/use-of-smartphones-and-social-media-is-common-across-most-emerging-economies/>.

21 <https://www.pewresearch.org/internet/2019/03/07/use-of-smartphones-and-social-media-is-common-across-most-emerging-economies/>.

22 K. Abdullah and A. Taddese, *EdTech in Jordan: A Rapid Scan* (EdTech Hub Country Scan). 2020. DOI: 10.5281/zenodo.3911128.

need resources and opportunities to succeed in an increasingly global economy.²³ One of the challenges posed by the prevailing economic conditions is that publishers are unable to find capital to invest in their businesses. This restricts the growth of the publishing sector, and limits the publishing options for the production of essential reading materials.

Educational System

Basic education is free for Jordanians of Jordanian fathers and registered Syrian refugees,²⁴ as is, generally, secondary education in public schools. Jordan's publicly funded formal education system consists of three cycles:

1. Preschool: kindergarten 1 (KG1) and kindergarten 2 (KG2)²⁵
2. Compulsory basic education: grades 1 to 10, ages 6 to 15
3. Non-compulsory secondary education: grades 11 and 12, ages 16 to 17

Pre-primary, primary, and secondary levels of education are the responsibility of the MoE.

The percentage of total government expenditure that is directed to public education has been decreasing. In 2019, Jordan's public expenditure on education was 3.1% of gross domestic product compared to 3.91% in 2015.²⁶ Jordan's public spending on education is lower than the Middle East and North Africa (MENA)'s average of around 4.75% of gross domestic product²⁷ and below that of most countries in the region, including Egypt, Tunisia, and Morocco.²⁸ A 2019 Budget Brief published by United Nations International Children's Emergency Fund (UNICEF) and the Jordan Economic and Social Council²⁹ states a total estimated budget of JOD 1.16 billion for the education sector in 2019. This amounts to 12.54% of the estimated total government expenditure. Ninety percent of Jordan's education expenditures cover running costs (largely salaries), including nominal increases in the budget in response to demand and population growth. The annual national budget allowance for the provision of textbooks ranges between JOD 15 million and JOD 16 million (US\$21 million to US\$22.5 million). Given that the number of students in basic and general secondary education (be it government, private, or United Nations Relief and Works Agency schools) amounts to 2 million, the average per student textbook allocation stands at slightly more than US\$10. However, this figure does not include money for ERMs, and the overall education expenditures leave no room for them.

23 <https://www.usaid.gov/jordan>

24 But not for students without relevant residency, passports, and UNHCR registration papers.

25 KG2 is compulsory as of 2020.

26 UNICEF, and Economic and Social Council, GoJ, *Budget Brief 2019 Public Education Sector In Jordan*. December 2019. World Bank Education Statistics.

27 World Bank Education Statistics.

28 IMF PER 2018.

29 UNICEF, and Economic and Social Council, GoJ, *Budget Brief 2019 Public Education Sector In Jordan*. December 2019. World Bank Education Statistics.

We recommend that a full inventory of all TLMs be conducted to identify and address the existing gaps.

Key Policy Documents

Key policy documents in the education sector include the following:

- Jordan Vision 2025: Human Resource Development Strategy 2016–2025 (discussed later in this report)
- The National Strategy for Higher Education and Scientific Research (2007–2012)
- Jordan National Social Protection Strategy (2019– 2025), Executive Development Programme 2018–2020
- Government Priorities’ Action Plan (2019–2020)
- Jordan Response Plan 2018–2022
- The Education Strategic Plan (ESP 2018–2022) by the MoE (discussed later in this report)

None of these documents are focused on ERMs.

In addition to developing the list above, the MoE, with the support of the Early Grade Reading and Mathematics Project (RAMP) and Queen Rania Foundation, is developing a National Arabic Literacy Strategy. At the time of the writing of this report, a steering committee has been created and the strategy is still in the early stages of development. RAMP expects it to be finalized by the end of 2021. The National Center for Curriculum Development (NCCD) will incorporate insights and recommendations from this document as it develops new Arabic language textbooks.

Key Education Indicators

Key Education Indicators	2015-2016	2016-2017	2017-2018	2018-2019
Total Country Population ³⁰	9.55 million	9.77 million	9.95 million	10.10 million
Total Primary Enrollment ³¹	1.04 million	1.10 million	1.13 million	1.14 million
Boys	535,062	564,908	579,209	586,203
Girls	514,612	541,703	554,773	560,999
Gross Enrollment Rate: Primary ³²	78.56%	80.77%	81.46%	81.8%
Boys	79.18%	81.51%	82.19%	82.48%
Girls	77.93%	80.02%	80.71%	81.1%

30 <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=JO>.

31 <https://databank.worldbank.org/reports.aspx?source=Education%20Statistics>.

32 <http://uis.unesco.org/en/country/jo>.

Key Education Indicators	2015-2016	2016-2017	2017-2018	2018-2019
Net Enrollment Rate: Primary ³³	76.8%	80.1%	80.9%	81.2%
Boys	77.3%	80.6%	81.5%	81.8%
Girls	76.2%	79.5%	80.2%	80.6%
Quality Indicators				
Pupil-to-Teacher Ratio: Primary ³⁴	18.4	21	18.5	16.4
Primary Completion Rate ³⁵	72.07%	71.34%	72.7%	81.67%
Boys ³⁶	72.04%	71.59%	73.15%	81.8%
Girls ³⁷	72.09%	71.07%	72.23%	81.53%
Transition Rate to Lower Secondary ^{38, 39}	N/A	62.63%	63.12%	65.19%
Boys ⁴⁰	N/A	61.67%	62.1%	64.4%
Girls ⁴¹	N/A	63.61%	64.16%	66%
Repetition Rate: Primary (grades 1-6)	1.48%	1.32%	1.15%	0.90%
Boys ⁴²	1.72%	1.45%	1.22%	1.1%
Girls ⁴³	1.25%	1.19%	1.08%	0.70%
Gender Parity Index for primary enrollment ⁴⁴	1	1	1	1

While many factors may influence the less than perfect primary completion rate (81.67%) and current transition rate to lower secondary school (65.19%).

33 <http://uis.unesco.org/en/country/jo>.

34 <https://databank.worldbank.org/reports.aspx?source=Education%20Statistics>.

35 https://www.theglobaleconomy.com/Jordan/Primary_school_completion_rate/.

36 <https://data.worldbank.org/indicator/SE.PRM.CMPT.MA.ZS?view=chart>.

37 <https://data.worldbank.org/indicator/SE.PRM.CMPT.FE.ZS?view=chart&locations=JO>.

38 <http://uis.unesco.org/en/country/jo>.

39 Other sources have varying completion rates.

40 <http://uis.unesco.org/en/country/jo>.

41 <http://uis.unesco.org/en/country/jo>.

42 <https://data.worldbank.org/indicator/SE.PRM.REPT.MA.ZS?view=chart&locations=JO>.

43 <https://data.worldbank.org/indicator/SE.PRM.REPT.FE.ZS?view=chart&locations=JO>.

44 <https://databank.worldbank.org/reports.aspx?source=Education%20Statistics>.

Quality of EGR Education

Between 2015 and 2020, with the support of USAID and FCDO, the MoE’s RAMP worked on improving the quality of EGR and mathematics instruction and on improving students’ performance through both teacher training and the development and distribution of TLMs for KG2–grade 3 reading and mathematics. The initiative has reached 2,550 public schools with KG2–grade 3 classes and 650,000 students in these grades.

The 2018 Jordan RAMP initiative midline survey⁴⁵ found that in 2012 and 2014, National Literacy and Numeracy Surveys indicated that the majority of Jordanian children in the early grades were not reading with comprehension, and that “children were not developing key foundational literacy skills largely because teachers had not been specifically trained in teaching early grade reading using an approach that develops phonemic awareness and provides deliberate instruction focused on phonics, fluency, vocabulary, and comprehension . . . Early grade reading instruction in Jordan also does not take into account the important role that reading aloud to children (both at school and at home) plays . . . An analysis of the curriculum in use in 2012, revealed that: Despite grade 3 children not performing well on the letter-sounds reading task, this skill was not being addressed in the curriculum after grade 1.”

RAMP has shown substantial progress in students’ mastery of important sub-skills in reading. In its Endline report, RTI stated, “RAMP successfully produced reading and mathematics performance gains for students in both G2 and G3 over the life of the program. The largest reading gains were achieved in the more foundational letter sound, syllable sound, and invented word subtasks.”⁴⁶

However, the sub-skills on which RAMP was not able to progress (fluency and comprehension) are the ones that make a non-reader a reader, and are ones that cannot be developed without exposure to either print or digital ERMs. For the education system to take the next step from the foundation RAMP has laid, the Jordanian supply chain will have to improve vis-à-vis the production and distribution of ERMs. Without that, we may continue to see low fluency and comprehension results that will negatively impact students’ progress in the upper grades, even if teacher training in reading improves.

Teacher Training: Jordan has approximately 90,567 teachers, including 15,000 in KG2–Grade 3. All early grade teachers in Jordan have received training in literacy skills by the RAMP program.⁴⁷

Training in reading instruction, even of the highest quality, is of little use if all of the needed types of reading materials are not equitably available to students. Improvements and standardization of book supply chain functions for schools will help teachers make the most of any reading training they receive.

45 Jordan RAMP Midline report.

46 Jordan RAMP Endline report.

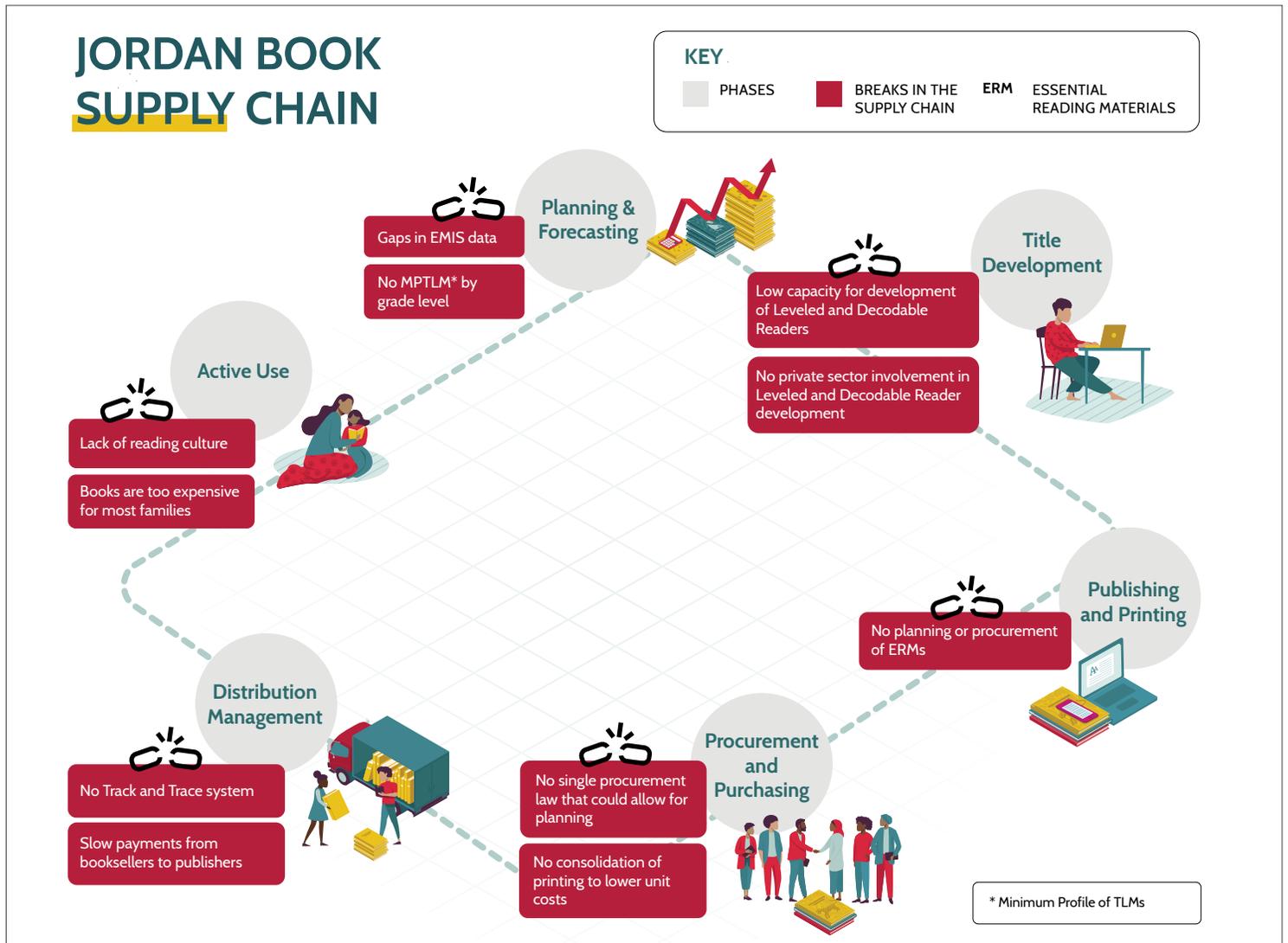
47 Ghawi, Ghalia. *Jordan’s 2018 National Teacher Survey - Methodology*. Jordan Ministry of Education and the Queen Rania Foundation for Education and Development, 2021, <https://www.grf.org/en/what-we-do/research-and-publications/jordan%E2%80%99s-2018-national-teacher-survey-methodology>.

BOOK SUPPLY CHAIN ANALYSIS

Supply Chain Overview: Six Strategic Phases

The Jordan book SCA examines the six strategic links in any book supply chain. An effective book supply chain requires accurate forecasting and planning, high-quality title development in languages and formats children can use and understand, access to those titles by publishers and printers, a functioning distribution system to deliver books, and appropriate knowledge and support to ensure use and to build a population of active readers. Each of these phases is summarized with a section on recommendations, findings, and discussion. In each, we separate our discussion of textbooks from our discussion of ERMs.

FIGURE 2. PHASES OF AND BREAKS IN THE JORDAN BOOK SUPPLY CHAIN.



SCA Phase I: Planning and Forecasting

Planning and forecasting is recurring/cyclical work carried out by both governments and publishers to assess need and demand for books, and to arrange for the financial and material resources to meet that demand. In order to do this, ministries of education need timely information not only on enrollment, but on projected enrollment and realistic estimates of book wastage over time. Publishers must plan for and be prepared to respond to demand from ministries and schools, as well as from parents who may purchase books for their children's reading practice. For an MoE, the collection, management, analysis, and use of data on need and demand, and provision, of books is an integral part of education planning. For the publishers, it is market research. For both, accurate and timely data collection is of key importance for a functioning book supply chain.

In Jordan, an education management information system (EMIS) exists. However, it is not yet updated to be fully functional. Planning is also hampered by lack of connection between planning for curriculum development and planning for the accompanying textbook development. There is currently no ministry-led planning and forecasting for the distribution of ERMs to classrooms in Jordan.

Estimating Demand

To gather data on demand, Jordan uses OpenEMIS, a system developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and managed at the Queen Rania Center for Education and Information Technology (QRC). The Center cooperates with all MoE departments, at the central level and in the field. All schools and field directorates (FDs) have access to EMIS; they can thus have access to the system and enter and collect whatever data they need.

In theory, FDs fill out a separate electronic template in February and March for the FD's needs in TLMs, including ERMs and all other learning materials. The forms include enrollment figures, actual stock, and actual needs of TLMs. School information forms (in paper or by electronic means) are sent to the planning directorate. All learning materials are paid for centrally.

In addition, the Directorate for Strategic Planning provides decision makers with up-to-date information on population growth, and estimates on the needs of new schools, classrooms, teachers, etc.

The directorate plays its role in submitting requests for school books, stationery, maintenance, materials, teachers, and furniture to the planning department in the central MoE. It then convenes a meeting of specialized committees to ascertain the needs and the availability of budget; discusses the results with the directorates and approves them; or decides to hold field visits to ascertain the needs.

In the summer of 2020, needs reports were discussed remotely because of the COVID-19 pandemic and school closures. Each school principal then received approvals and timing for the reception of books or supplies.

Should the ministry decide to establish a new school, the planning directorate liaises with the supplies department to supply the school with books and supplies, according to the academic level of the school and in coordination with the FD.

A January 2019 assessment by UNESCO of the Jordan EMIS found the following:

Data quality including issues of data completeness, accuracy, and validity remain an important challenge to the integrity of OpenEMIS, as well as the ability to use the data for evidence-based decision-making. OpenEMIS should be officially designated as the only authorized source of statistical information inside MoE. Furthermore, not all OpenEMIS features are actively used by the MoE causing gaps in the data collection and analysis.⁴⁸

The following table shows the expected outcomes of the system overhaul that UNESCO recommends. It demonstrates that estimations of demand vary in their accuracy across Jordan. It is also of note that the system is keyed to textbook demand rather than ERMs. If, as the system improves, it can be structured to take ERMs' needs into account, this could reduce inequities in classroom book supply in Jordan.

48 UNESCO, OpenEMIS in Jordan Frequently Asked Questions. December 2020. https://en.unesco.org/sites/default/files/final_emis_faq_en.pdf.

EMIS Expected Outcomes by 2022

System Functionality	Reporting Features	Capacity Building
<ul style="list-style-type: none"> ➤ The system is upgraded to the latest version. ➤ Backlog of required changes/enhancements deployed and bugs fixed. ➤ The school formulation card, which the planning department uses to plan school resources, is fully automated. ➤ Students have a disability assessment in OpenEMIS. ➤ New hardware is fully operational with disaster recovery plan in place. ➤ Database and application security issues are fixed. ➤ No loading issues during critical periods such as during assessment periods, or start of the school year/ semester. ➤ All school-related reports and dashboards are automated into OpenEMIS, and customized reports are available (including the school report card, SDDP KPIs and dashboard and the EMIS school statistical forms). 	<ul style="list-style-type: none"> ➤ Statistical digest process vastly simplified. ➤ All regional and sub-regional MoE staff are using reports and dashboards for strategic planning (ex: School report card is developed and EMIS statistical data validation forms are automated). ➤ Schools have attendance analysis reports, learning outcomes analysis reports, and automated SDDP KPI framework. ➤ The content of the OpenEMIS web portal will be fully updated, and disseminated. 	<ul style="list-style-type: none"> ➤ Central office staff trained on data analysis and using data for strategic planning. ➤ QRC EMIS team is capable of managing, maintaining the system and integrating it with other systems. ➤ Education Strategic Plan KPIs and dashboards are visible across MoE departments and education stakeholders. ➤ Ministry has institutionalized the EMIS policy in terms of human resources, budget, operational manual, and legal framework.

Forecasting

Forecasting for book provision involves arranging the financial and material resources to meet demand. It depends on a well-planned curriculum development process, which defines precisely when textbooks will be available to meet the needs of a particular curriculum. According to the NCCD's 2020-2025 forward plan,⁴⁹ the NCCD (which will be discussed more fully in the Title Development section of this report) will complete all syllabi for all subjects for all grades by 2025, following a year-by-year strategic plan for developing and completing the entire new curriculum. As of the writing of this report, it has completed the curriculum framework for Arabic, and the plan is to have Arabic textbooks in schools for the 2022-2023 school year for grades 1, 4, 7, and 10. One year later, textbooks will be available for grades 2, 5, 8, and 11, and the next year for grades 3, 6, 9, and 12. In this manner, students will grow up with the new curriculum.

GBA Findings: Planning and Forecasting/Strengths

- The Queen Rania Center is a professionally run organization that constitutes an important asset in the Jordanian EMIS.
- UNESCO is working to further improve the EMIS, to result in more accurate data.
- The NCCD has a clear plan for curriculum and textbook development.

GBA Findings: Planning and Forecasting/Weaknesses

- Some gaps and flaws still exist in the quality of data collected for the EMIS, per UNESCO.

GBA Recommendations: Planning and Forecasting

GBA recommends the following:

1. That the MoE, with support from GBA partners, establish an agreed-upon Minimum Profile of TLMs (MPTLM) by grade level to deliver the new curriculum learning objectives. The profile should include both core textbooks and ERMs. (See [Annex 2](#).)
2. That donors support the work of the MoE to carry out UNESCO's recommendations to improve the EMIS.

SCA Phase II: Title Development

Title development refers to the creation of texts and books intended to support acquisition of reading skills in languages children use and understand. The process of title development begins once an author has been selected (or in some cases, a complete manuscript has been chosen for publication) and continues until the final PDFs of the book are sent to the printer. It is a process that calls upon the skills of pedagogical experts, writers, editors, graphic designers, illustrators, proofreaders, page layout

⁴⁹ Interview between NCCD and the consultant, October 2020.

specialists, and others. The function of title development for ERMs can be carried out by publishers, whether state or private, and as is often the case in developing countries, by donors and non-governmental organizations (NGOs) that step in to provide these materials where they do not exist.

In Jordan, children's books are created by the many NGOs and donors working in the country, which will be discussed in this section, and by private publishers, which will be discussed in the next. The concept of leveled and decodable readers is not well-understood in Jordan, although a committee has recently been formed (including members of the MoE, the NCCD, and RAMP) to develop criteria for kindergarten (KG) through grade 3, and in 2020, the NCCD formed a committee to develop decodable readers for KG1 and KG2.

Development of Books and TLMs by NGOs, Foundations, and Donors

The Syrian refugee crisis has caused an outpouring of international support for both the refugee and the general population, with many NGOs stepping in to aid the education sector. NGOs, foundations, and donors have played a critical role in producing TLMs and reading materials, both print and digital.

The following table describes a few examples of materials created by NGOs. We recommend that a full inventory of all TLMs be conducted to identify and address the gaps. If, simultaneously, the production and distribution of ERMs can be better integrated into the ministry's formal systems, such an inventory could become a useful tool for schools and education authorities in selecting ERMs for all classrooms and learners in Jordan.

TABLE 3

Organization	Type and Number of Materials	Target
Little Thinking Minds	Qysas is a digital application containing 126 interactive, leveled Arabic e-books with comprehension questions and assessments.	KG through grade 3 refugee students in 100 public schools in Jordan. Little Thinking Minds is expanding through refugee centers in Jordan and Lebanon and seeks to grow throughout Arabic-speaking regions.
Room to Read	<p>600,000 copies of new supplementary Arabic children’s books.</p> <p>Room to Read developed 20 original children’s book titles in partnership with over 40 local authors and illustrators and in collaboration with three Jordanian publishers—Dar Al Yasmine Publishing, Jabal Amman Publishers, and Majdalawi Masterpieces.</p> <p>Thirty thousand copies of each book title were distributed.</p>	Every public primary school in Jordan received four copies of each book title; refugee camps and disenfranchised communities throughout the country received the remaining copies.
RAMP	The initiative equipped each classroom with a set of supplementary story books, which children can borrow to read at home (300,000 story books distributed in the Reading Incentive Program), plus 600 decodable readers and leveled reader kits for all schools.	<p>Each semester, each grade 1–grade 3 student in 2,550 schools received a reading workbook and a mathematics workbook to practice their foundational skills in the classroom and at home. More than 1 million workbooks provided to children every year.</p> <p>RAMP established 1,500 community-based libraries (reading groups), where volunteers read stories.</p>

Organization	Type and Number of Materials	Target
Education Reform Support Program (ERSP)	During the project, the ERSP will develop and distribute 11,000 early childhood development activity packages for parents to use at home and will train over 800 existing KG teachers, as well as newly appointed teachers, on all updated modules.	Parents Existing KG teachers Newly appointed teachers
Norwegian Refugee Council (NRC)	NRC focuses on providing remedial classes and homework/revision support in the core curriculum subjects covered in school: Arabic, mathematics, English, and science. NRC prepares its own curriculum materials and resources that are based on the official Jordanian curricula for each grade level.	Two learning centers run by NRC in the refugee camps of Azraq and Zaatari

The Development of TLMs for Teacher Training to Mitigate COVID-19–Specific Situations

During the COVID-19 pandemic, the MoE has been shifting toward distance learning.⁵⁰ This step happens within the Supervision and Educational Training Management Directorate. Teachers are taught how to do the following:

- Record videos.
- Evaluate them according to certain criteria.
- Follow up on the educational content.
- Broadcast it on the Jordanian TV channel and Darsak platform.⁵¹
- Follow up on television broadcasts.
- Follow up on the performance of educational supervision departments in the field.

50 The MoE had plans to roll out a blended learning approach for continuing professional development, which still maintains specific online and in-person trainings with communities of practice and coaching and mentoring.

51 Darsak is an official e-learning portal that offers short video clip courses for grades 1 to 12.

Specialized teams from the Department of Educational Supervision and from the FDs are assigned to develop training materials (such as activity booklets for each subject), and after they review, evaluate, and approve these materials, the specialized team starts the training sessions. Teachers are trained to develop educational aids according to the school’s capabilities and the financial allocations for this purpose.

The MoE recently developed these:

- A Student Activity Guide to enrich student learning at home (introduced after students’ attendance was suspended because of the COVID-19 pandemic).
- EGR and mathematics Teacher Guides—developed with technical support from RAMP—and the reading/writing and mathematics student workbooks. Students receive these workbooks each semester to consolidate their foundation skills in these subjects.
- Electronic teaching materials to enrich activities, for the main subjects (sciences, Arabic, English, and mathematics), in partnership with the NCCD. These online materials were first produced in response to the COVID-19 pandemic, but now they are printed and provided to each student as part of the curriculum in math, Arabic, and English. MoE calls this set of materials the “Recovery Program.”

Any teaching materials or programs developed by NGOs must go through this directorate so that the committee can review and accept them before any implementation. Technical teams from this directorate from the field have received training to prepare and review any learning or training materials.

GBA Findings: Title Development/Strengths

- The MoE recently formed a committee to holistically look at leveled readers and to develop a set of criteria in November 2020. This committee’s participants are curriculum specialists (MoE and the NCCD) as well as RAMP education specialists. Its task is to develop criteria for the new decodable readers for grades KG2–grade 3.
- The MoE worked swiftly to address the COVID-19 crisis by creating electronic platforms and digital materials.
- There is a strong NGO/civil society donor involvement, producing many titles.

GBA Findings: Title Development/Weaknesses

The concept of decodable and leveled readers is still not well-known, and so capacity for developing them among book sector actors remains low.

GBA Recommendations: Title Development

GBA recommends the following:

1. That donors support the recent work of the NCCD in creating decodable and leveled readers. They should coordinate by doing the following:
 - » Organizing writers' workshops to develop capacity for authors and illustrators
 - » Encouraging more cooperation with publishers from other Arab countries (through the participation of book fairs, for instance, or other study tours).
2. That the highly developed private publishing sector be leveraged not only by NGOs but also by the GoJ for title development of ERMs.

SCA Phase III: Publishing and Printing

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

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

In Jordan, textbooks are generally published by the NCCD. Supplementary Readers and a few Leveled Readers are published by Private Publishers. Only one publisher of Decodable Readers could be found. Both the NCCD and the private publishers generally outsource their printing.

Textbook Publishing

A curriculum determines the content and structure of a textbook. In Jordan, the curricula for each subject are in development, and so textbooks are still being created.

Curriculum Development

The NCCD was established in 2017 with the mandate of developing all curricula, textbooks, and exams for preschool, basic, and secondary levels, as well as the Tawijhi (the General Secondary Education Certificate Examination). The NCCD is financially and administratively independent of the MoE but is expected to coordinate with it. It is connected to the prime minister, and is overseen by a council with a president appointed by royal decree for three years, and members including ministers of education,

the president of the Jordan Academy of Arabic, the grand mufti of the Kingdom, and the Teachers Union Syndicate.⁵²

In 2018, the MoE wrote in its Education Strategic Plan that the original “general and specific curriculum and evaluation frameworks and outputs were developed for each subject in 2013. The general consensus is that there is a need to reform the curriculum and assessment system in order to ensure that schools move away from rote learning and develop higher level thinking skills.” The NCCD thus embarked in 2018 on a five-year plan to revise the curricula to focus on critical thinking skills and more dynamic and student-centered teaching methods.

For EGR, two USAID reports documented the limitations imposed on the development of literacy skills by traditional methods of teaching: *Topical Analysis of Early Grade Reading Instruction* in 2014 and *Arabic Literacy and Numeracy State of the Art Conference Desk Review* in 2019. They recommend teacher training in phonemic awareness skills, phonics, decoding, and morphological awareness, and also that teachers be trained to manage classroom time so that it includes both time for children to be read to, and time for them to read silently.⁵³

The 2019 report speaks to the critical need to address issues relating to diglossia, and the importance of reading aloud to children to expose them to Modern Standard Arabic (MSA) in order to overcome the difficulties posed by it:

The linguistic situation of diglossia across the Arabic-speaking world presents children with a singular difficulty. They learn to talk and think in a local dialect of Arabic, which varies by country, but they must learn to read and write in Modern Standard Arabic, which they learn in school. Indeed, some scholars have posited that MSA is effectively a second language for Arabic-speaking children. Diglossia presents challenges to teachers in choosing the language they use in the classroom and in some cases their own understandings of the complexities of MSA. . . . dealing with diglossia and mitigating its effects in the classroom may improve the gaps in students’ reading capabilities in Arabic.⁵⁴

If a curriculum for Arabic does not take into account the issues involving diglossia, it will be less effective than if it does.

52 <https://www.jordantimes.com/news/local/law-passed-national-centre-developing-curricula>, <https://kingabdullah.jo/en/news/royal-decree-appoints-members-curriculum-centre’s-higher-council>.

53 Helen Boyle, Samah Al Ajjawi, and Yuanyuan Xiang, *Topical Analysis of Early Grade Reading Instruction*, Learning Systems Institute, Florida State University for RTI International. April 2014.

54 Helen Boyle, *Arabic Literacy and Numeracy State of the Art Conference Desk Review*, Social Impact, Inc. September 2019.

In Jordan, Early Grade Reading Assessment scores have been rising, except for the grade 3 fluency levels, which have dropped, and reading comprehension, which remains low.⁵⁵ The 2019 USAID report points this out:

Reading comprehension has not improved as rapidly or consistently in Arabic speaking countries as we would perhaps like to see. Hence, it is a “gap” in student learning. All the factors discussed above impact students’ ability to achieve reading comprehension. Further, gaps in how these factors are mitigated and/or taught in early grade classrooms in Arabic speaking countries directly impact the development of reading comprehension skills. Hence, strategies to improve comprehension rest on developing clear and direct instructional strategies and accompanying materials to use with early grade students. Comprehension strategies can be more difficult for teachers to incorporate into their lessons and they often involve instructional configurations that are harder for teachers to manage such as pair work, group work, silent reading, modeling their own comprehension strategies, which they might not feel confident about, going into inferred meaning, etc.⁵⁶

The NCCD has completed an approved Arabic Language Framework, including all grades of Arabic instruction. As noted in the Forecasting section, it expects that textbooks will be developed for grades 1, 4, 7, and 10 for the 2022-2023 school year, with other grades following over the next two years. The NCCD will coordinate with the RAMP program to ensure that its curriculum aligns with that of the RAMP Arabic Literacy Strategy documents. In upper grades, USAID’s TAP program is working in Grades 4-10 on supporting curriculum reform and developing supplemental materials.

Jordan places an increasing importance on preschool instruction and on the development of literacy skills development, and in 2020-2021, KG2 became compulsory. This should ensure that children have developed pre-reading skills by the time they enter grade 1.

Textbook Development

For the development of textbooks, the general rule is that the NCCD publishes them. Within the NCCD, the same teams who prepare the general framework for curricula (as well as general outputs for each subject assessment) then develop teachers’ books and textbooks that correlate to the curriculum. This process will be followed for the upcoming textbooks for digital skills, Islamic education, and Arabic.

The overall development of curricula and textbooks within the NCCD takes approximately one year. First, committees of experts are convened to develop the curriculum framework. The development of a framework takes four to five months, and then the approval process (by the higher Council for Curricula as well as the Education Council) can take four to five more months.

This development process has had some variations. In the case of the math and science textbooks for grades 1 and 4 in 2017, private publishers were, in an unusual case, invited to participate.

55 Helen Boyle, Samah Al Ajjawi, and Yuanyuan Xiang, *Topical Analysis of Early Grade Reading Instruction*, Learning Systems Institute, Florida State University for RTI International. April 2014.

56 Helen Boyle, Arabic Literacy and Numeracy State of the Art Conference Desk Review, Social Impact, Inc. September 2019.

Five international publishers competed to develop the materials, and HarperCollins was chosen. HarperCollins developed the textbooks based on the Jordanian curriculum, and then a committee within the NCCD worked to localize and contextualize them. The publication timetable for the books was too brief to allow for field testing or revision of the materials, with the result that, after the books' publication, teachers and the field had many negative comments, complaints, and feedback. In November 2018, at the beginning of the first year of the new curriculum and textbooks, primary school students, parents, and teachers throughout the Kingdom held a protest near the MoE against the first- and fourth-grade mathematics and science HarperCollins textbooks. The NCCD agreed to look into the complaints about the first-semester materials and to review the books accordingly.

The NCCD expects to issue another tender, this time for off-the-shelf books, for English language textbooks. They will purchase a series and then a committee will localize it.

These realities show how complicated it can be to complete and provide even textbooks, let alone ERMs. Recommendations for streamlining some of these processes appear at the end of this section.

Essential Reading Materials Publishing

Jordan has a very active publishing market for children's literature, catering to the middle and upper class (and so, not reaching a majority of children). A dozen publishers are in existence; the research team met with seven of the main publishing houses. This provided the study with a relatively accurate view of the title development structure for children's literature (i.e., supplementary readers, as opposed to leveled and decodable readers, for which there is no market in Jordan).

Among these seven publishers, the average annual production of new titles per publisher per year is quite high, at 20–50, and backlists hover around 100 to 150 titles (for all types of titles).

There is virtually no co-publishing activity with publishers from other countries, which is relatively unique,⁵⁷ given that Jordan sits in the middle of a large Arabic-speaking region (although one of the publishers is a subsidiary of a Saudi company). For instance, in Central America, Salvadoran publishers will partner with a colleague across the border in Guatemala or, if they are looking for a larger market, in Mexico or Colombia. An exception to the general lack of co-publishing activity in Jordan is the 20 titles that Tazweed (a venture capital company) published with publisher Sami Mansoor, from Gaza.

The number of people on the payroll at each publisher ranges between 4 and 20, with a median of around 10. Apart from this, Jordanian publishers hire freelance authors and illustrators from other Arab countries or Jordan itself.

Jordan has a publishers union, created in 1993. Its official purpose is to regulate the publishing and distributing sectors in the Kingdom. In September 2019, the head of the Jordanian Publishers Union, Fathi Al Biss, told the website *Publishing Perspectives* that "the Jordanian market is too small to generate large sales of books, and so our publishers depend on multiple Arabic markets, which are

57 Smaller countries in the midst of a same-language geographic area typically tend to cooperate, compensating for their limited size by the larger language basin they are part of.

suffering of serious problems.” As in many developing countries, the lack of textbook market and of support from donors, which create their own parallel book development processes, create a difficult financial environment for private sector publishers.

Of the seven publishers that the team met, three said they were buying rights abroad: One publisher buys from several Lebanese publishers (this company also sells rights to publishers in the Gulf area). Two publishers stated that they buy rights from colleagues in France, UK, USA, and Italy; they also sell to all Arab countries.

On the whole, Jordan can thus rely on quite a solid private publishing industry. A whole ecosystem of publishers, authors, and illustrators exists, with a publishers association to support it.

One publisher in Jordan, Majdalawi Masterpieces, has published decodable readers. Several others have produced “leveled” readers (by which they mean leveled according to grades):

- El-Salwa Publishers
- Dar Al-Manhal Publishers
- Alyasmine Books
- Central Press
- Samha Publishers
- Rama for Education

The assets of these publishers could be better leveraged for the development of ERMs, with proper alignment of MoE and private publishing resources and knowledge.

Despite the challenges outlined above, all publishers but one claimed that their turnover had gone up over the last five years, between 15% and 30%. However, because 1) leveled and decodable readers are not well-understood; and 2) publishers are limited to trade books, publishers are not creating books specifically geared to teaching reading to children or to providing a continual supply of ERMs to all Jordanian classrooms.

Production of Books for Learners with Disabilities

Jordan passed a disability rights law in 2017, but according to Human Rights Watch in 2019, has not provided funding to the ministries, including the MoE, to carry it out. Jordan has almost 500,000 children with disabilities, and according to the Higher Council for the Rights of Persons with Disabilities, the educational system excludes thousands. The director of the council, Prince Mired, stated in 2019, “Unfortunately almost all of our governmental and private schools are not equipped for inclusive education; almost all lack school structure, designed curricula and teachers’ training.” The MoE Education Strategic Plan states that a curriculum and assessment team will produce books and resources for learners with special needs, and projects the completion of materials by 2022-2023. It remains to be seen, however, what the actual timeline for production of accessible materials for all schools will be in Jordan.

Printing and Binding

Two of the publishers we talked to have an in-house pre-press and printing operations, but most publishers outsource their printing, either to printers in Jordan or internationally to Egypt or Saudi Arabia (due to cost or capacity issues). One publisher has its own printing press in Beirut, as it can print at lower cost in Lebanon.

The locally based members of the research team could visit the main printing operations in Jordan: Central Press and Feras Press. Both are large companies working on a broad range of products. Their machinery is up to date, including sewing equipment, which is often missing in developing countries, even though it is indispensable for producing books.

Central Press is a privately owned printing house (with no publishing arm) founded in the early 1960s; it is also one of the first paper traders and a leading supplier of paper in Jordan. It has a pre-press department using commonly used software in the industry such as Adobe Suite (Photoshop, Illustrator, and InDesign), in addition to imposition software used in signatures such as Heidelberg Prinect to serve a complete print workflow. It has a specialized CTP department encompassing two fully automated lines. With a focus on commercial printing, the printing department has up-to-date printing machines, such as Heidelberg's 5-color + Coating Offset Speedmaster XL 106, which is capable of mass-printing titles such as textbooks.

Established in 1987, Feras Press expanded its operations in 2019 and moved to a multimillion-dollar printing facility covering an area of about 4,000 square meters. Its pre-press department uses standard desktop publishing programs such as Adobe Illustrator, Photoshop, CorelDraw, or Freehand. It also has the latest Heidelberg equipment.

These printers do not encounter issues in hiring skilled staff; they train staff on the job and can also invite Heidelberg trainers to the site. Electricity supply from the grid is said to be steady (even though Central Press has a generator, to be on the safe side). Feras Press, on the other hand, does not have a generator but uses solar panels; it also recycles the paper and the water to be used in the production process.

The National Press, contrary to what its name might imply, is privately owned and boasts up-to-date equipment and a good track record in pricing and timely delivery, which explains why it is often awarded large government print jobs.

Judging by the printing markets that were attributed to the three printers visited, it would be safe to think that any would be able to respond to a government tender to produce enough ERMs for nationwide use.

A full cost evaluation should be carried out to determine where the best and most cost-effective printing can be procured.

GBA Findings: Publishing And Printing/Strengths

- Jordan has a relatively sizeable, diverse, and successful publishing industry that is professionally run and experienced in publishing educational materials (although not ERMs). With support from EGR specialists, this general publishing competence could be leveraged to produce high-quality ERMs.
- The NCCD has completed an Arabic Language Framework for all grades and will develop textbooks for grade 1 by the 2022-2023 school year. The textbooks will incorporate input from RAMP's work in EGR.
- With the support of RAMP, the NCCD formed a committee in 2020 to develop decodable readers for KG1 and KG2, and with proper support by curriculum specialists in EGR, should be able to do so.
- Jordanian publishers are constantly turning over.
- Jordan has a representative trade association whose voice is being heard.
- Jordan has at least two global-size printers; one can provide thread-sewn jobs.

GBA Findings: Publishing And Printing/Weaknesses

- A lack of systematic bundling of textbooks and ERMs by the MoE: ERMs are purchased from local/regional or international (foreign languages) publishers, and the MoE's curriculum department has never tried to develop ERMs. The MoE only sets the criteria to vet ERMs that have been purchased off the shelf. If it included ERMs in its procurements and tenders, setting standards and criteria and outsourcing them, it would allow private publishers to develop them and start to develop more competence in this area.

GBA Recommendations: Publishing And Printing

GBA recommends the following:

1. That as part of the high-level recommendation to establish a national book policy, the MoE should build on the existing private publishing base in Jordan to develop and implement a policy to provide ERMs to schools annually.
2. That the MoE encourage the already existing, successful, and meaningful initiatives that exist for digital ERMs. It could, for example, create a Jordanian portal of digital ERMs, supported by partners such as the Global Digital Library, AHS Foundation, UNICEF, et al.
3. A full cost evaluation should be carried out to determine where the best and most cost-effective printing can be procured, whether locally or internationally.

SCA Phase IV: Procurement and Purchasing

Procurement and purchasing is the acquisition of books and texts to support reading acquisition. In the education sector, the largest procurer of books is often the government, which will select vendors, establish payment terms, negotiate contracts for per unit and print run prices for reading materials, and issue payment to vendors. Purchasing may also involve non-standard financing models, such as the use of Advanced Market Commitments or purchasing consortia. Individual teachers, families, and students are also book consumers and may purchase books depending on their ability to pay for them.

In Jordan, the MoE entity that is responsible for procurement is the Supplies and Procurement Directorate.

Government Procurement Policy

Each ministry has its own set of procurement and purchasing guidelines. Therefore, each bid follows its own regulations, and these depend on the donor's specific requests, timeframe, drop-off location of goods, coverage of project, number of ministries involved. The regulations differ across ministries, and the elected government may change or update them. For instance, MoE uses procurement guidelines No. 28 of 2019, which have been implemented since November 2019 (it replaced and cancelled the previous ones, No. 32 of 1993).

Textbooks: Tenders for Printing

Because the content development of the textbooks, from curriculum through the final print-ready PDFs, is handled by the NCCD, the only tenders issued are for printing.

Printing and distribution of textbooks is managed by the Curriculum and Textbooks Directorate and Supplies Management departments within the MoE. The MoE has a recurrent budget line for textbook printing (but not for ERMs), which, according to the NCCD, is sufficient to provide for the needs of schools.

Actual bidding documents issued by MoE to tender its printing jobs (through the bidding departments, local and international bids in the administration, as well as bids whose value exceeds JOD 40,000 (\$56,418 US) through the Governmental Procurement Department), though on file at the ministry, are difficult for the general public or researchers to access, so it is difficult to know what the standards and specifications are.⁵⁸ Because the offers submitted by bidders and the technical report on submitted offers are considered confidential, access requires approval from the supplies and procurement management director. The research team could only gather that the Curriculum and Textbooks Directorate determines the bids' specifications and special conditions. Bidders make the

58 This is the case, however, in the developing world for most bids issued on national budgets. Donor-funded bids such as the World Bank's are by definition more accessible because of transparency requirements, but Jordanian printing bids are funded by the MoE's own budget.

offers, which technical panels then evaluate. The market is awarded to the printer that has met all the technical conditions and specifications at the lowest price.

When textbooks are supplied to the MoE, they are scrutinized by a specialized reception committee. This committee ensures that the final product complies with the technical requirements in the bid and that it fulfills the quantities specified in the award decision and purchase order.

Purchases of Books from Private Publishers, NGOs, and Others

Private publishers, NGOs, and donors directly produce non-textbook materials such as ERMs, although, as emphasized above, rarely as a result of a ministry-led procurement. There is some collaboration among these entities: Some NGOs purchase books from local and regional publishers. Other organizations work with local content developers, such as Little Thinking Minds and We Love Reading (WLR).

To be allowed into schools, readers have to be vetted by the NCCD. The department has a criterion grid, mainly aimed at “cultural” aspects (language, morality, religion). Once an ERM title is recommended, it has to go to the Education Board for final approval.

The two examples of this selection process that researchers for this report could identify are donor- and NGO-led:

1. Current endeavor by USAID to procure tens of thousands of copies of ERMs for about \$1 million+ (through direct budget support to GoJ): RAMP is currently part of a joint committee with the NCCD to vet ERMs’ titles.
2. Decodables are typically not produced in house by MoE (except in 2020, for the first time, as a tool for the KG curriculum). In cooperation with MoE, RAMP/USAID will buy decodables from a private publisher and assist MoE with the piloting exercise in grades 1 and 2 in 600 schools.

For all intents and purposes, the MoE does not routinely use this selection process to identify and procure ERMs for all schools.

GBA Findings: Purchasing/Strengths

- MoE regularly issues printing bids.
- There appears to be sufficient budget to cover the textbook needs of all schools.
- The MoE reports that the bids follow international procurement standards: technical specifications and financial offer, evaluating committee, verification of delivery compliance vs. bid requirements.

GBA Findings: Purchasing/Weaknesses

- Lack of a single procurement law that would unify the procurement regulations, and therefore provide Jordanian publishers and printers with more clarity for planning their activities over one or several years.

- Bids are issued annually or biannually, thus not allowing larger print jobs to be consolidated, which would possibly bring unit prices down. Printing is a heavy industry, whose unit prices are driven down by larger quantities: the more you print, the less you pay.

GBA Recommendations: Purchasing

GBA recommends the following:

1. That the GBA partners support the GoJ in the adoption of a unified national procurement law for the whole Kingdom, rather than the current system of ministry-specific procurement rules, in order to give bidders more clarity and visibility on current and future bidding operations. We have included reference documents on best practices in the annexes to this report, and recommend a review of the World Bank Textbook Procurement documents (available online).
2. That the MoE move toward publishing bids, at least as far as specific, decodable ERMs are concerned.

SCA Phase V: Distribution Management

This phase encompasses the organization, oversight, and activities involved in moving books from the point of origin to the point where learners access them, and includes packaging, inventory, warehousing, and logistics.

Worldwide, even when challenges related to title development and procurement have been addressed, books may not make it to the classrooms and the children they are intended to benefit, or may not make it in time. This can happen for a myriad of reasons, including challenging conditions of climate and geography, inadequate transportation infrastructure, unrealistic distribution budgets and timelines, corruption in the supply chain, and more.

In Jordan, the Supplies and Procurement Directorate manages distribution for school books and educational materials. NGOs, donors, and private publishers have their own separate distribution channels.

MoE Warehousing and Distribution

Supplies and Procurement Directorate

Every year, each school principal sends the number of books needed to the FDs, and FDs provide the MoE with their yearly plan (using an electronic form). Each FD receives its allotment of books accordingly and liaises with the schools, so that each school receives the textbooks it needs as per the official orders they sent to the FD.

All textbooks are stored in the ministry warehouse and distributed to the FD according to the volumes needed and the official distribution letters from the FD and the MoE. The MoE's main warehouse is in Al-Moqablain, the textbooks warehouse in the Central Region. There are two more warehouses: one in the North (Irbid's textbook warehouse) and the other in the Center (Zarqa'a's textbook warehouse). The South and part of the Center FDs depend on the main warehouse in Al-Moqabalain.

The MoE has a reception committee that coordinates with the finance office. Once the textbooks arrive at the warehouse, a committee receives them and a vehicle moves them to the FDs that same day.

The supplies and procurement management director stated that "in order to facilitate the communication, the MoE has set up a WhatsApp group that includes all head of departments, and warehouses' keepers. Whenever a shipment is sent, I take a picture of it and then send it to them on the group. I share any changes we are implementing to the group. You feel as if they have become one family. It has become more of an operations room. If one directorate lacks copies for one of its titles, we contact another directorate to ask them if they have any extra ones they could transfer. It provides easier movement, beside the official communication means." If the government produced ERM's such as leveled and decodable readers, this system could be used to distribute them, although it could be further improved by moving to a fully digitized Track and Trace system.

Distribution by NGOs and Foundations

NGOs generally do not use the ministry's distribution network for their ERM's; they generally just take advantage of the visits they are making to their areas/schools to deliver their materials, as the distribution is at a small scale, and it is difficult for the MoE to organize for such small programs and activities. Here are examples of distribution strategies by various NGOs:

- For the previously noted Room to Read project, 30 thousand copies of each book title were distributed: every public primary school in Jordan received four copies of each book title; refugee camps and disenfranchised communities throughout the country received the remaining copies.
- The Norwegian Refugee Council (NRC) distributes directly to the two learning centers it runs in the refugee camps of Azraq and Zaatari.
- From August to November 2018, Bibliothèques Sans Frontières and the Danish Refugee Council installed six Ideas Boxes around Ma'an and Karak to serve some of the 80% of refugees who live in urban and peri-urban areas of the country, far from camps. The Ideas Box is a mobile "pop up" multimedia center and learning hub that provides educational and cultural resources to communities in need, including refugees and displaced persons in camps around the globe, and underserved communities in developed countries. Within 20 minutes of unloading the box, users have access to a satellite Internet connection, digital server, a power generator, 25 tablets and laptops, six HD cameras, one large HD screen, board games, arts and crafts materials, hardcover and paperback books, and a stage for music and theatre.

Distribution for Trade Books (Books for General Readership)

Most publishers told the team that they distribute their trade books, including children’s literature, to international schools through their own network and fleet of vehicles and sometimes through dedicated sales teams. They also sell at book fairs (in Amman, and others in the Arab world).

The booksellers are granted a 40%-50% discount, with invoices due in 60 days or 90 days, but also 6 months or 12 months. Payment schedules vary a great deal in Jordan. Publisher-to-bookseller sales sometimes lead to very long payment terms (up to one year), which is very detrimental to publishers’ cash flow but also to the booksellers’ commercial aggressiveness: a bookseller has no incentive to move stock quickly, knowing that he might have up to one month to pay his supplier. This adds an element of sluggishness to the book trade, with a possible lack of dynamism that reflects on the book chain as a whole.

GBA Findings: Distribution Management/Strengths

- MoE and NGOs state that all books are distributed properly and on time. The research team was not able to verify that claim through direct observation, but Jordan benefits from being a compact country with substantial transportation infrastructure, and without any major logistical challenge. A Track and Trace system would help further improve efficiency in distribution. According to the RAMP team, who knows the field quite well, the textbook distribution system is efficient and well-organized.
- Eighty percent of schools receive their textbooks before the school year starts; this allotment of books is generally sufficient (although of course, this does not include ERMs, as they are not planned for through the system). The other 20% are generally those in remote, difficult-to-reach areas; in these areas, books may be delayed a couple of weeks. The research team was not able to ascertain an average number of weeks that a delay might continue.

GBA Findings: Distribution Management/Weaknesses

- Slow payments from booksellers to publishers
- No Track and Trace system

GBA Recommendations: Distribution Management

GMA recommends the following:

1. That the MoE, with support of GBA partners, conduct a thorough field study of the distribution of both textbooks and ERMs, reviewing the logistics of the supply chain (vetting, printing, warehousing, distributing) within the ministry, donors, and NGOs to determine possible improvements,⁵⁹ especially to the inequities in the system. (Because of COVID-19, no such on-the-ground study was possible during this SCA.)

⁵⁹ According to MoE officials, the distribution system is currently working satisfactorily.

2. That the MoE encourage timely payment schedules to publishers by booksellers.
3. Track and Trace: That a Track and Trace system be instituted, which uses a mobile app and SMS to facilitate data collection and confirm book deliveries.

SCA Phase VI: Active Use

Active use refers to the effective use of books by learners and their teachers, as well as by children’s families and caregivers. The impact of adequately providing essential and supplemental reading materials on children’s development of reading skills hinges on effective book use in classrooms and homes.

Factors that impact book use, both inside and outside of school, are therefore essential considerations in analyzing the book chain. Evidence has shown that teachers and families often lack knowledge of the importance of reading practice and how to support it effectively. Further, unstable book supplies and penalties for book damage can lead teachers to restrict access to books, and delays in distribution mean that teacher trainings occur without any of the materials teachers will be using in the classroom.

In Jordan, active use is limited by a number of factors, including high price of books, lack of proper teacher training, and poor libraries.

Active Use in Schools

The Development of Modules for the Teacher Development Training Program

Almost 80% of RAMP’s activity is devoted to the professional development of teachers, focusing on the improvement of student performance in reading and math in KG–grade 3 (as the gains incurred over the past five years are currently being lost).

Together with MoE, RAMP has developed a national teachers’ professional development program:

1. A preservice induction training
2. An ongoing in-service training consisting of a series of modules in reading instruction and math instruction
3. A coaching program, where supervisors go to schools with tablets and collect information on teacher and student performance

These programs may be delivered either face to face or online.

These documents, uploaded to MoE, are also a way for MoE to manage the supervision of its school system, and to evaluate which schools are doing well or poorly, how resources can be better allocated, etc. They have therefore resulted in a blend of formal training and informal in-school coaching.

RAMP trains teachers on different reading and math teaching strategies, and works with the MoE to sustain the RAMP student workbooks for reading and math. It also provided extracurricular reading materials for teachers and trained teachers on how to use these reading materials, and it trained supervisors to follow up on teachers' practices and fidelity of implementation of these materials and practices.

During their class visits and observation, MoE supervisors assess 1) whether teachers use TLMs, and 2) how effectively they are using them. In 2020, evaluations showed that up to 75% of teachers used TLMs regularly.

Libraries

The primary problem with libraries is lack of training in library science. In his paper "Understanding School Library Education and Library User Education in Jordan,"⁶⁰ Raid Jameel Sulieman, an associate professor at the Al-Hussein Bin Talal University in Jordan, stated this:

In Jordan, there are many issues that limit the educational role of libraries, where there is no systematic studied achievement of libraries, and the common belief remains that the educational pedagogical process relies solely on the textbook, where there is neither in the public nor private framework for all in curricula or textbooks a course for library education. . .

School libraries in Jordan suffer from many problems that stand in the way of libraries in achieving their goals; one of the most important issues that stops school libraries from achieving their objectives is not having a specialized curriculum, official activities for library skills or programs like other curriculums, and that there is no specialized course dedicated to library education, and that is the result.

Despite all the national and regional conferences, seminars and workshops which have been held in Jordan by the ministry and other institutions concerned with school libraries, such as the Library Association, which concluded recommendations urging the need to systematize library education and highlight the importance of activating the role of libraries in education, these recommendations were not taken into consideration and the Ministry of Education has focused instead on the formal aspect of school libraries.

According to key informant interviews/focus group discussions, school libraries are not very attractive, stocked with books that either do not interest the students or that have quickly deteriorated. Books don't take into consideration the students' needs in each grade and age group. School libraries tend to focus on books for seventh- and eighth-graders, neglecting younger ages, who need to grow up understanding the importance of reading. Schools suffer from low budgets (financial allowances do exist for each school to stock the libraries, and are calculated according to the number of students in each grade).

60 *Athens Journal of Mediterranean Studies*, Volume 2, 2016, Issue 3.

USAID supported in-service training programs for librarians through the Cultivating Inclusive School Learning Environments activity in partnership with Queen Rania Teacher Academy (QRTA). USAID's Early Grade Reading and Mathematics Initiative is rolling out in-service training for librarians, teachers, and principals on readers. The philosophy of the project is that librarians should have formal continuing professional development (CPD) that combines modules from the leadership training as well as specific training modules from the QRTA and RAMP modules. All librarians should have access to the induction and in-service trainings toward formal CPD. In alignment with the leadership and non-teaching career path (CPD/ranking systems), RAMP will roll out in-service training for librarians, leveraging work done by QRTA. However, the holistic package for librarians requires further work.

As part of its upcoming 10,000 book procurement, USAID is also preparing for an important wave of librarians' training.

Active Use in Communities

Children's books can be of high quality in terms of illustrations, but the content can be poor, with serious spelling and grammatical mistakes that reduce public perception of the quality of these books, and may reduce demand.

High prices are a problem; for example, if a family has two or three children of varying ages, it will be difficult for the parents to provide them with books when they are already struggling to try and cover the basic needs. For them, it represents a financial burden. The *Jordan Population and Family Health Survey 2017-18*⁶¹ asked mothers "about the number of children's books or picture books they have for their youngest child under age 5. The results show that most young children in Jordan do not have access to books in the household. Only 16% of children under age 5 have three or more children's books present in the household, and only 1% have 10 or more children's books present in the household. The proportion of children under age 5 living in households with three or more children's books decreased from 23% in 2012 to 16% in 2017-18."

NGO and Donor Initiatives

Multiple donor and NGO initiatives are working to support increased and improved books use across Jordan. A few key initiatives are highlighted below:

1. Rana Dajani, the founder of WLR, explained the challenge of reading to the Australian paper *The National* in November 2019: "The problem was not a lack of books. Jordanians are literate, they read for school and for religion, but it's a different kind of reading." She went on to say: "When parents read to their kids, there is an association between security and happiness and reading. Children grow up loving to read."

To foster reading outside of academic and religious contexts, Rana Dajani started organizing "reading aloud circles" for children in her neighborhood of Amman. This personal project

61 Department of Statistics Amman, Jordan; The DHS Program ICF, Rockville, Maryland, USA.

turned into an organization in 2009 that now trains others to read aloud (not in schools, even though many volunteers are teachers) and to encourage volunteers to build libraries throughout Jordan. WLR has won several awards over the past decade and has expanded to more than 50 countries and trained more than 7,000 adults to teach children. More than half of those adults have gone on to establish their own libraries. It is difficult to find recent statistics about the reach of WLR in Jordan. According to UNESCO “in Jordan alone, WLR has trained 700 women, created 300 libraries and had a direct impact on 10,000 children (60 percent of them girls), indirectly reaching another 50,000 individuals”⁶² as of January 2014.

2. In September 2018, French NGO Bibliothèques Sans Frontières and Jordanian NGO Jordanian Hashemite Fund for Human Development joined forces to install an Ideas Box in one of the community centers in Amman. Bibliothèques Sans Frontières has also simultaneously worked to adapt the Ideas Box to the linguistic and cultural needs of refugee and host populations. The first Ideas Box was deployed in April of 2015 in the Azraq refugee camp, setting up psychosocial activities proposed by CARE. In October of 2016, another Ideas Box was deployed in the Zaatari refugee camp, in the learning center of the NRC.
3. RAMP and Queen Rania Foundation have just started helping MoE develop a National Arabic Literacy Strategy (early November 2020). At the moment, it is still in the very early stages: a steering committee has just been created. RAMP expects the strategy to take at least a year to finalize.

GBA Findings: Active Use/Strengths

- As limited as it might be, there is a budget for each school to stock its library.
- In-depth donor-funded programs—such as RAMP, Enhancing the School Management and Planning, or Cultivating Inclusive and Supportive Learning Environment—have been working closely with MoE to improve active use patterns in reading and library attendance in Jordanian primary schools.
- NGOs such as WLR or Bibliothèques Sans Frontières are promoting a reading culture and making books more accessible to all communities.

GBA Findings: Active Use/Weaknesses

- Lack of importance placed on reading in Jordan. Reading is seen as strictly for academic and religious purposes.
- Donor-funded book programs are extensive in Jordan but vary in sustainability.
- Books are too expensive for many families.
- School libraries are not used to their full potential and lack adequate, recurrent funding. Training in library science is lacking.

62 <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/we-love-reading-jordan>.

GBA Recommendations: Active Use

GBA recommends the following:

1. That the MoE build on the existing network of school libraries, starting by providing a working recurrent budget based on estimated needs, giving guidelines and training to librarians on how to use the reading periods they shall be leading, and allocating specific library time slots for students. This necessitates a thorough review of the current stocking of libraries and types of books needed.
2. That the MoE, with support of GBA partners, create regular, evidence-based events for children's books to get younger students in contact with books and reading, and would build on work begun under USAID's RAMP contract. Events would be for broader literacy and reading exposure, emphasizing storytelling, reading aloud, and "read with a parent" activities, rather than competition.
3. That the MoE, with support from GBA partners, incorporate training on using and managing textbooks and ERMs into teachers' pre- and in-service training (including the practicum) and into the in-service leadership training for principals and supervisors.
4. That the GBA train teachers with digital access on the use of the Global Digital Library, which collects high-quality open educational reading resources and makes them available on the Web and on mobile devices, and for printing. The Global Digital Library currently offers 6,000+ books in 72 languages. <https://digitallibrary.io>
5. That the GBA and GoJ look at sustainability issues and the "divide" between MoE work and NGO work where books are concerned, to coordinate their efforts and ensure that the work of projects like RAMP are incorporated into the system in a sustainable manner.

CONCLUSIONS

Even though the conditions of the research, limited by the constraints of COVID-19, denied consultants access to “live” schools and field work, a few features stand out:

- Jordan suffers from inequity in access to appropriate, affordable, accessible books in classrooms, particularly ERMs.
- Jordan has a diverse and professional private publishing industry, internationally active, and at the heart of the publishing ecosystem of the Arab world. However, these undeniable assets are unable to be fully exploited. The MoE should consider initiating a policy that would allow a regular flow of ERMs to school libraries and classrooms, incorporating their procurement and use into the new Arabic Language Framework, and with a recurrent ministry-approved budget.
- At the moment, MoE and the NCCD are developing Jordanian textbooks in a state publishing mode. There is an opportunity to develop a national book policy, encompassing all TLMs. Such a document would rule on the model for producing TLMs in the Kingdom: State publishing, or one of the many modes of private-public partnership with publishing bids, and purchasing/publishing bids for ERMs. If the Public Private Partnership (PPP) option is preferred, a series of implementing measures should be taken, including forward planning, comprehensive criteria and marking grids, procurement procedures, etc.
- Jordan is the scene of multiple, innovative, and successful initiatives in educational publishing, mostly initiated by donors, NGOs, or foundations. It is not common to see a country of 10 million inhabitants with such potential in TLMs, coming from such a variety of sources. What is missing, though, is proper coordination and planning to not waste these precious resources. MoE should consider synchronizing and planning its curriculum and textbook/ERMs publishing schedules and budgets; donors, NGOs, foundations, and GoJ should pool and coordinate their efforts to bring quality textbooks and ERMs to all schools in the Kingdom, including refugee environments.

ANNEX 1: TEXTBOOK POLICIES

Textbook policies constitute the indispensable basis for a sound TLMs supply chain:

While there are different styles of textbook policies (short, wordy, detailed, principled, etc.), a wide range of issues need to be included and decided.

1. Planning and forecasting

Various issues must be looked at within a textbook policy:

- The extent of the PPP as part of the TLMs supply chain
- Non-restrictive definition of TLMs (should include ERMs, for instance)
- Single vs. multiple choice textbooks
- Centralized vs. decentralized supply
- Bidding systems
- Classroom and school libraries and the provision of reading materials
- Language(s) of instruction
- Conservation and usage

2. Title development

TLMs are typically written by teams of writers who combine academic authority and classroom experience.

In a private publishing environment, TLMs developers work in a highly collaborative way. In more state publishing environments (such as Jordan's, currently), some developers may only have a notional role within the writing team, so that each of the appropriate institutions is represented.

3. Publishing and Printing

Publishing

External vs. in house activities: around the world, writing and manufacturing are usually outsourced. However, some governments and publishing organizations will prefer having manuscript development and even printing kept in-house. In these cases, it is not uncommon for the roles of curriculum development, textbook writing, and editing to be combined into one individual or group. This is widely regarded as a less effective method of working because it diminishes or removes the creative role of interpreting the curriculum to develop an effective textbook, and the critical role of the editor who improves the manuscript.

The management of the publishing process has two basic approaches:

- a. A linear approach, in which each task in the publishing process is handled in sequence. This is common in many MoE publishing houses.
- b. An integrated teamwork approach, in which the full range of required skills are applied from conceptualization through the stages of planning, writing, development, and production to the finished book.

Printing

- Choosing between international vs. local printing, considering timelines and project goals
- Relationship with bidding policy for country/project
- International vs. local manufacturing schedule, based on the right criteria
- International book supply chain market and players, taking all factors into account
- Manufacturing lead times in relation to the manufacturing location
- Pros and cons of each printing technology

4. Procurement and Purchasing

- Overview of the different procurement types and their respective challenges
- Understanding the challenges encountered by local, regional, and international suppliers with regard to the depth of the scope of work
- Actual raison d'être of a good procurement system: minimum physical production specifications and price as part of the evaluation criteria and issue of the "drop-off point"
- Differences between a tender and an RFQ (request for quotation)

5. Distribution/Delivery

Definitions

Distribution = all physical tasks needed to bring the book to the customer

A distributor's role

Three types of circuits from the publisher to the final buyer:

1. Publisher to Buyer
2. Publisher to Bookseller to Buyer
3. Publisher to Distributor to Bookseller to Buyer

Once the book is printed, the publisher has to get it to the reader:

1. What does the publisher do himself?
2. What does he delegate?
3. What are the different options?

6. Active Use

Deciding on the following:

- Issuing the books for a class, a term, a school year
- Giving the teacher, the student, or the principal the responsibility for the books
- Building school library or reading time into the curriculum

ANNEX 2: A MINIMUM PROFILE OF TLMs

The first step in a textbook strategy is to decide what the MPTLM should be to deliver the curriculum, including accurate quantification and forecasting of TLMs in line with their projected lifespans.

Definitions

- TLMs by category: for example, textbooks, teachers' guide, e-textbook, learning object, DVD, CD, Internet, intranet, reading books, reference books, topic and non-fiction books
- TLMs by source: for example, existing product available in international/national languages for immediate purchase; existing product available for use or purchase in another language; existing product that requires some change to make it suitable for use in country; materials that will need to be developed specifically for the national curriculum
- TLMs procurement strategy: for example, purchases, reprint rights, translation, adaptation, translation and adaptation, origination in-house, origination by competitive bid

The Concept of the Minimum of TLMs

MoEs should establish an agreed-upon MPTLM by grade level needed to deliver the specified curriculum learning objectives:

- The MPTLM is an agreed-upon minimum list of learning and teaching materials needed by learners and teachers in order for most learners to achieve the learning objectives of the curriculum.
- The MPTLM is qualified with quantities (one per learner; five per class; one per teacher, etc.), assumed life expectancy, and assumed loss and damage rates.
- The MPTLM is specified by grade level and by subject.
- The MPTLM must be affordable to government and/or parents, and it must be sustainable.

Establishing an MPTLM is a *step-by-step* process that can be conducted within the NCCD with some external support and assistance:

1. Curriculum and syllabus designers' specifications of their required materials for (a) teachers, and (b) learners
2. Analysis of cost implications of recommendations and comparison with available financial resources
3. Pilot testing and/or micro-testing with evaluations focused on usability, impact on outcomes and time on task, etc.
4. Classroom observations: what teachers and students do in class, what they enjoy

5. Discussions with teachers and learners
6. Revised list of learning materials
7. Second cost analysis and budget comparison
8. Cost reduction considerations (both cash flow and amortized cost)
9. Final MPLTM

ANNEX 3: MODELS FOR BOOK PROVISION

Procurement and Purchasing

What does it mean?

- The goal of TLMs procurement is to acquire quality books and quantities needed, at affordable prices.
- To avoid mis-procurement, an understanding of strategies is necessary.
- Each donor has its own procurement guidelines; the World Bank's is typically used as "the standard" and harmonized with those of other multilateral development agencies.
- All procurement bids should include minimum physical production specifications and price as part of the evaluation criteria. Failure to do this leads to a shorter book life and higher prices.
- Good examples of bid documentation and evaluation methodologies, instruments, and criteria for different types of procurement are readily available.
- Highly technical field and terms: Incoterms; technical specification; binding and packing rules; ready-to-print files, ownership transfer; custom clearance; distribution; pick and pack, etc.

What does it require?

Publisher competition: The selection of TLMs for use in schools derives from the national curriculum. Publishers are eager to compete in the publishing and supply of TLMs, which must meet curriculum requirements.

Educational publishing can mean big print runs and lucrative business for publishers who get it right and manage to go through the hurdles of selection and procurement. The initial developmental costs for a series of TLMs will be high, because they know they must produce quality TLMs to beat their competitors. They will therefore do this:

- Commission well-qualified authors, who can command high royalties or fees.
- Spend money on design, illustrations (often in color), and paper and cover quality.
- Usually also trial the prototype TLMs before they are published.

Publishers will be asked to meet defined minimum standards:

- The content should meet curriculum and syllabus requirements.
- The content should be of the right academic and reading levels and be appropriate to the target region (so should take into account geographic, cultural, religious, and other local factors).

- Design and illustrations should be appropriate for the level and subject. Production quality should achieve the minimum required standards of text paper, cover materials, and binding.

How to recoup the publishers' development costs?

- By offering high-quality and appropriate TLMs.
- By selling the series of TLMs into the target market over a number of years:
The most successful TLMs can continue to sell in large quantities for 20 to 30 years (or even more), with minor revisions.

Selection of books

Different methods of selection are used around the world:

- Free selection by each individual school (as in most of Europe, but also Haiti)
- Selection by schools from an approved list (as in Senegal or Kenya)
- Selection by a district, region, county, city, or town for all of its schools from an approved list (as in many of the states of the USA)
- Government selection for a whole country, either from a recommended shortlist or of specified single titles/series (as in Jordan and some other countries in the Middle East)

Publishers are anxious to have their books selected for use, so there is fierce competition among them.

When there is selection by schools, publishers will promote strenuously to the schools.

When there is an approved list, publishers will compete to get their TLMs on the list. Price will be a major factor in competition.

Contract execution, monitoring, and penalties

- Monitoring supplier performance during contract execution to improve project outcomes
- Milestones check, how to crosscheck supplier information, how to track shipments and distribution
- How to set up penalties at bid document level
- Contract tracking templates for all contract steps
- Good procurement, which requires good, professional supervision
- Contract performance tracking for publishing, printing, shipping, and distribution

Processes and procedures

Key steps in procurement process: from the notice to the contract, covering publishing, printing, and distribution

Key elements of a procurement and their implications on a book project

- Certain procurement elements—like technical specifications, proper timeline scheduling, incoterms, custom clearance, insurance—have a huge impact on the success of book projects.
- Incoterms; technical specification; basis printing, binding, and packing rules; ready-to-print files; ownership transfer; custom clearance.
- Templates and forms.
- How to decide between separated or combined procurement of publishing, print, and distribution.
- Minimum requirements to be able to enter the bid.
- Contents of a minimum package for bidders.
- Issues in evaluation management.
- General and technical evaluation.
- Content and presentation.
- Evaluation.
- Scoring and weighting.
- Presentation of tender and RFQ documents.

Policy options

There are two broad approaches to evaluation:

- A threshold evaluation, in which all titles that meet minimum standards are approved for competitive selection by individual schools.
- A competitive evaluation, in which a predetermined number of titles may be approved if they achieve the minimum standards specified. The number of titles approved can vary from just one (monopoly supply) up to three, four, or even six (Kenya, Cameroon pre-2018). The list of approved titles is determined entirely by the competitive evaluation scores, with the top-scoring qualified titles up to the established limit achieving approved status.

ANNEX 4: TEMPLATES FOR TEXTBOOK BIDDING

For a long time, textbook publishing bids have caused a problem among procurement specialists, due to their hybrid nature: the product to be procured is both “physical” (thus falling into the “Goods” category) and “intellectual” (this would be the “Services” category).

The World Bank has developed an exhaustive and relevant template for textbooks, addressing the different publishing and copyright options. This template can be accessed on the World Bank’s website:

<https://www.worldbank.org/en/projects-operations/products-and-services/brief/procurement-standard-documents-archive.print>

Scroll down to the following header:

Procurement of Textbooks and Reading Materials - April 2015

There are links to textbook bid templates in English and French.

ANNEX 5: AN OFFICIAL STRUCTURE TO COORDINATE ALL THE INITIATIVES UNDERTAKEN BY VARIOUS FOUNDATIONS/NGOS PRODUCING BOOKS IN JORDAN

It is suggested that an official structure to coordinate book production activities conducted by donors or foundations would improve the provision of appropriate reading materials in Jordan.

An example is seen in Burkina Faso, where the Special Treasury Allocation Fund (CAST in French) is a joint fund fed by five donors: Swiss Cooperation, AFD, Canada, UNICEF, Luxembourg Cooperation, plus the GPE, for a total of \$21 million in 2018. The CAST accounts for 15% of MENA's (MoE) budget. The priorities of the CAST are determined by MENA: currently the quality of education.

The CAST is subject to a financial audit on the traceability of expenses (through a Burkinabè accounting firm), as well as on unjustified or ineligible expenses—which may have to be reimbursed.

Similar to targeted sector budget support, this modality is aligned with national procedures. Therefore, it de facto respects the principles of alignment, harmonization, and appropriation by national institutions of operations and funding allocated to the education sector.

Beyond the terms of allocation of financial resources, the functioning of the CAST also promotes the sector approach with MENA and donors, by promoting political and technical dialogue on key sector issues and monitoring of sector performance.

ANNEX 6: RESEARCH PURPOSE AND RESEARCH QUESTIONS

The purpose of the GBA book SCA is to ascertain the strengths and weaknesses of the book supply chain in each of the countries visited, to provide an analysis of the particular country, and to contribute to global understanding of the challenges facing book supply chains in developing countries. These challenges are not the same in any two countries, but by investigating eight countries diverse in size, geography, and culture, the GBAIA research will shed light on common challenges that the appropriate stakeholders can address.

Outcomes from the research will be recommendations for Jordan to strengthen its supply chains and, at the end of the GBAIA research, guidelines to enable stakeholders—governments, donors, implementing partners, United Nations agencies, and NGOs—to investigate any national book supply chain and identify opportunities for improvement. The findings of all SCAs can be used to present options and inform decisions for strategies with quantifiable indicators of achievable outcomes.

Using a project framework that had been agreed on by the GBAIA team, with material input from the GBA Steering Committee and USAID, the following research methodology was planned.

Methodology

The team used a combination of primary and secondary data collection methods. Primary data were obtained from key informant interviews with stakeholders in the book supply chain at the country level. The list of respondents can be found in [Annex 9](#) and [Annex 10](#) of this report.

The research was conducted in six steps:

1. Preliminary remote meetings between the Washington, D.C.-based stakeholders, and the consultants based in Bangkok, Paris, and Amman to define the scope of the research and its practical modalities.
2. Desktop research was conducted to identify relevant documents and reports.
3. Interview guidelines and protocols were developed as well as a list of potential interviewees in three main categories: government, NGOs, private stakeholders (publishers, printers, and distributors).
4. A total of 41 stakeholders were interviewed during the research.
5. The raw data were then analyzed, and a report was drafted based on the various components of the Book Supply Chain Jordan.

Despite the COVID-19 pandemic restricting face-to-face meetings, all stakeholders were readily available virtually and provided relevant input for the book SCA.

ANNEX 7: RESEARCH INSTRUMENTS AND METHODOLOGY

The method of collecting information was through consultation and interview with a range of stakeholders who were formed into six groups according to main areas of involvement:

1. MoE
2. Planning and EMIS
3. Donors and Implementers
4. NGOs
5. Publishers, Retailers, and Wholesalers
6. Printers and Binders

Protocols

Five protocols were used for research in Jordan. They were numbered and titled as follows:

1. INTERVIEW PROTOCOL 1 FOR MINISTRY OF EDUCATION OFFICIALS
2. INTERVIEW PROTOCOL 2 FOR PUBLISHERS
3. INTERVIEW PROTOCOL 3 FOR RETAILERS AND WHOLESALERS
4. INTERVIEW PROTOCOL 4 FOR PRINTERS
5. INTERVIEW PROTOCOL 10 FOR NGOs

All are available, but for reasons of space one sample is given here: Interview Protocol 2 For Publishers.

INTERVIEW PROTOCOL 2 FOR PUBLISHERS

GENERAL INTRODUCTION

- A. Ask for permission to record
- B. Ask whether the report can use the interviewee's name or identifiable job designation
- C. Briefly introduce GBAIA and the SCA including purpose and methodology and how the information will be used
 - a. State that the outcomes needed are
 - b. What happens in theory?
 - c. What happens in fact?

- d. What are the things that are working well?
 - e. What are the bottlenecks?
 - f. What is the timeline for these links?
- D.** Show and explain as necessary the supply chain major link by major link
- E.** Demonstrate the stakeholder's part in the SC

SPECIFIC QUESTIONS

YOUR PUBLISHING HOUSE'S PROFILE

- Director, owner
- Date of creation
- Main areas?
- Member of the Publishers' Association?
- Titles in the backlist? New titles published every year?
- Co-publishing activity? How many titles? Who with?
- Do you sell/buy rights? Please elaborate
- Annual turnover? Evolution over the last 5 years?
- Number of staff per department (editorial, sales, DTP, others)
- Authors: profile, hiring, type of contracts
- Illustrators: profile, hiring, type of contracts

INTERNAL ORGANISATION CHOICE OF SUPPLIERS

- Pre-press: Integrated / externalized?
- Printing: Integrated / externalized?
- Choice criteria for printers: proximity? Costs? Lead times?
- Main printers you are working with?
- Cost breakdown for a book (ex: 128 pages, 1 color, 4 colors)

SALES POLICY

- What are your distribution networks?
- How many booksellers are you working with on a regular basis? (do you sometimes provide government agencies or libraries directly?)
- What level of discount do you practice with booksellers?

- Mode of payment to booksellers?
- Sales strategies: book fairs? Advertising? Visits to schools?
- Logistics to physically distribute in country: national distributors

PROCUREMENT

- Do you work with International Publishers and use their books?
- If private publishers develop the manuscripts, which government entity evaluates and selects these? Are the manuscripts evaluated anonymously or not?
- Is there international competitive bidding or national? If international, what is the threshold?
- What are the production specifications in the printing tenders?
- Is price a criterion for selection/approval of a book?
- What is your experience with open-source materials like GDL (Global Digital Library)?
- Do you create digital books?
- Are there enough staff with competences for writers, designers?

PRINTING

- Are the materials printed by private or by public printers?
- Is the majority of TLMs printed in-country or abroad? Is there a local preference in the selection of printing bids?
- What are the quantities you print when you publish a book?
- Do you pay premium prices due to low quantities and high paper prices?
- Is there a functional publishers' association?
- What are the roles and responsibilities of the association?
- How many members does the association have?

DISTRIBUTION

- Do booksellers play a role in the distribution materials or is this done by the central government, or the publishers, or distribution companies? Bookshops?

COSTS

- Are Teaching and Learning Materials (TLMs) provided for free or do parents have to buy or rent them? Or is there a combination: part of the books are provided for free and part are bought/rented by parents (this can also differ between primary and secondary school) (in general private schools are required to purchase their own books)?

- If they are provided for free, who finances them? The central government and/or donors?
- Are books provided centrally or is the system decentralized? In a central system the government supplies the books and buys and distributes them from a central point to schools. In a decentralized system the government (sometimes with support from donors) provides financing to districts or schools who independently buy the books they need. The schools or districts manage a TLM bank account for the money received by government or the purchase/ rental fee of parents. Money is paid based on school capitation grants. If they do not have money in an account, they would have purchase orders/vouchers.
- What are the costs of textbooks and other teaching and learning materials? This can vary significantly but can you give some examples?
Give two / three examples. A5, 60 pages, FC, 80gsm and A5, 160 pages, FC, 80 gsm
- What are different cost factors? Author royalties, publisher's overhead costs (salaries, rent, investment, editing time etc.) and profit, printing costs (overhead, raw materials, rent, salaries, profit etc.), bookseller discounts (which include money for booksellers to distribute books to schools as well as their profit) or fee for distribution companies.
- Is financing for TLMs affordable, stable, predictable and are suppliers paid in time?
- Is there auditing of payments/purchases and actual delivery?

ANNEX 8: JORDAN, READING AND BOOK PROJECTS

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Abdel Hameed Shoman Foundation	N/A	The Abdul Hameed Shoman Public Library	N/A	Abdel Hamid Shoman Foundation was established in 1978 by Arab Bank.
		Knowledge Path Library (KPL)	2013–ongoing	This program targets children ages 3-16. It receives visits from schools, centers, associations, and individuals. It offers narrative readings, interactive activities, children's books signing, courses and workshops, clubs.
		Children's Mobile Library	1998–ongoing	Support of the children's mobile library, in collaboration with the Haya Cultural Center since 1998. The library tours around distant and remote areas in Jordan to provide library services in general, and reading services in particular, especially for children without access to libraries in major cities. <i>Keywords: Libraries, book title creation (support on)</i>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Kaizen Company	USAID	USAID-funded Enhancing School Management and Planning (ESMP) project	2019-2023	<p>The project's goal is to improve the Jordanian school management and planning process, and the quality of the school environments in Jordan, by providing assessment expertise, technical assistance, capacity-building, collaboration facilitation, and training to the MoE, Ministry of Public Works and Housing, targeted stakeholders, and other counterparts to improve management systems and procedures used by the GoJ for the planning, implementation, and utilization of public schools in Jordan.</p> <p><i>Keywords: data management, capacity-building</i></p>
Little Thinking Minds	USAID, Australian AID, World Vision (All Children Reading Grand Challenge)	QYSAS	2014-2017	<p>QYSAS is an application with over 100 leveled books geared toward primary year students that aims to improve the reading ability of Jordanian students in low-resource public schools, promote literacy, and improve EGR scores.</p> <p><i>Keywords: Supplemental reading materials, e-books</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Ministry of Education	World Bank	Education Reform Support Program-for-Results	2017-2025	<p>The development objective of the Education Reform Support Program-for-Results is to expand access to early childhood education (ECE), and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children. The PFORR program supports a sub-portion of the government program (NESP) across four key result areas:</p> <ul style="list-style-type: none"> ➤ Expanded access and improved quality of ECE ➤ Improved teaching and learning conditions ➤ Reformed student assessment and certification system ➤ Strengthened education system management

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Ministry of Education (cont.)		Strengthening Accountability for Improved Education Services in Jordan	N/A	<p>The development objective of the Strengthening Accountability for Improved Education Services in Jordan project is to improve governance of the education sector through the establishment of an accountability and quality assurance mechanism that will incentivize stakeholders in the system to improve learning in Jordan's public schools.</p> <p>The additional financing will support these following components: (1) establishment of the education quality and accountability unit (EQUA); (2) capacity-building for the EQUA; (3) knowledge exchange; (4) communications for advocacy and awareness; and (5) project audit.</p> <p><i>Keywords: Teaching and learning conditions, quality assurance</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Norwegian Refugee Council		Safe and Inclusive Schools Program (umbrella program), Better Learning Program, Learning Centers	2013	<p>The goal of the program is to support students (ages 6 to 12) to manage their stress to bring better learning outcomes, focusing on psychosocial aspects and in developing students' self-efficacy and self-competency. Activities mainly focus on working with teachers and in learning centers within refugee camps.</p> <p>There is a digital component (phone app, Kitabna, and Big Bad Boo resources) related to Better Learning Program that helps teachers to refresh content. The training sessions enhance the package with digital components. The digital component is not a standalone; it is an additional tool.</p> <p>NRC's learning centers offer remedial learning support to supplement formal school classroom teaching and learning in the core subjects (Arabic, mathematics, English, and science), as well as access to psychosocial support, ICTs/e-learning, art, library and creative play facilities, and other recreational activities.</p> <p><i>Keywords: E-Books, digital apps, refugees, psychosocial support</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Plan International (PI)		Strengthening Literacy and Numeracy Skills and Providing Psychosocial Support and Life Skills (program focus)		<p>Plan International has educational kits for children registered inside Plan's centers whether in the hosting communities or in the camps, and all use of these kits depends on funding and the community needs.</p> <p>PI is implementing remedial education using TLMs (its own developed remedial curriculum, lesson plans, visual aids) to improve basic learning skills of children who struggle in the centers inside the community-based organizations, in the host community and in Azraq Camp.</p> <p><i>Keywords: Children with disabilities, refugees, remedial education</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
RTI	USAID/ UKAID	USAID Early Grade Reading And Mathematics Project (RAMP)	2015–2019 Extension	<p>The goal is to improve the quality of EGR and mathematics instruction and improve students' performance with these actions:</p> <ol style="list-style-type: none"> 1. Develop and distribute improved learning materials to every K2–grade 3 classroom in Jordan. 2. Train teachers, principals, supervisors, and FD and MoE administrators to provide more effective instruction. 3. Promote community participation in reading and mathematics education. 4. Support nationwide adoption of EGR and mathematics policies, standards, curricula, and assessments. <p><i>Keywords: Early-grade reading, textbooks, mathematics, teacher training</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Save The Children	USAID	Education Reform Support Program (ERSP)	2009-2014	<p>ERSP worked in partnership with Creative Associates and was a support to the MoE. Save the Children's component on ECE aims specifically to do the following:</p> <ul style="list-style-type: none"> ➤ Build the capacity of teachers, principals, and supervisors in order to provide high-quality ECE to children at the KG level. ➤ Work together with the MoE in reviewing the ECE policies to ensure that adequate criteria, standards, and systems for ECE are in place. ➤ Improve children's readiness for school, the physical learning environment; build the capacity of the ECE staff at both the central and field level; and encourage the parents to participate in their children's development.

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
Save The Children (cont.)		Humanitarian Response for Education (Syrian refugees)	N/A	<p>The Humanitarian Response for Education aims to respond to the needs of Syrian children residing in host communities and refugee camps. Save the Children has introduced education programs in this effort:</p> <ul style="list-style-type: none"> ➤ Early childhood development (0–under 6 years old): provide access to protective, inclusive, and participatory early childhood educational programs. This includes the development of local institutions and community-based organizations’ capacity and the provision of age-appropriate educational materials and support for Syrian children. ➤ Basic education (6-14 years old): enhance a physical learning environment and the education infrastructure. The program also builds public schools’ staff capacity to apply child-focused education and class management approaches in areas with high concentrations of Syrian refugees. <p><i>Keywords: Early childhood education, materials, physical learning environment</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
UNICEF		Development and provision of learning materials during school closures and to refugee camps.	N/A	<p>In Zaatari camp, UNICEF and USAID/RAMP have provided students in grades 1-6 with a learning package: a combination of workbooks and stationery, including USAID/RAMP materials for grades 1-3 and UNICEF-supported materials for grades 4-6.</p> <p>In King Abdullah park camp, UNICEF has also delivered tablets loaded with educational materials. UNICEF is preparing to deliver the printed workbooks to some vulnerable groups of children in double-shifted schools in the host community.</p>
		Quality preschool		UNICEF supports quality preschool education and stimulating caregiving services for all children. This includes supporting the government to achieve the universalization of KG2 by 2025 through opening new KG classrooms in refugee camps and in community-based centers across Jordan, and mainstreaming play-based and child-centered learning in the curriculum and teacher training.
		Inclusive education		<p>UNICEF is supporting the government to build a more inclusive and accessible education system for all children. This includes making all public schools inclusive by 2028.</p> <p><i>Keywords: Supplemental reading materials, preschool, refugees</i></p>

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
We Love Reading		We Love Reading Program	2006-ongoing	<p>The program includes three components:</p> <ol style="list-style-type: none"> 1. WLR ambassadors' training where local volunteers are trained in the skills they need to implement the read-aloud method, as well as build capabilities in social entrepreneurship. 2. WLR online training, an interactive training for volunteers who cannot join in person. Volunteers must submit a video of themselves reading as a final assessment. Volunteers are expected to start a library in their neighborhood to become a WLR Reading Ambassador. 3. WLR Training of Trainers targeting NGO partner staff. These trainings aim to teach participants to facilitate WLR trainings for future Reading Ambassadors and provide access to WLR training materials and coaching.

NGO/Agency/ Implementing Partner	Donor	Project/Program	Dates	Description
We Love Reading (cont.)		Children's Books Development	2006-ongoing	<p>The program collaborates with local writers, illustrators, designers, and publishers to create relevant and age-appropriate content for children. Book topics include environmental awareness, empathy, gender, non-violence, disabilities, and refugees.</p> <p><i>Keywords: Book title production, volunteering, read out loud</i></p>
World Vision	USAID, AusAID	Education for Better Lives	2013	World Vision (WV) worked with Little Thinking Minds to build an online, early-grade Arabic literacy learning platform with different reading levels supported by after-school literacy clubs for students.
		Remedial Education Project	2014-ongoing	<p>This successful model of integration and remedial learning for school-aged Syrian and Jordanian children uses TLMs (WV's developed remedial curriculum, lesson plans, visual aids) to improve basic learning skills of children who struggle in public schools.</p> <p><i>Keywords: Refugees, e-books, remedial learning, teaching and learning materials</i></p>

ANNEX 9: LIST OF PERSONS INTERVIEWED IN CHRONOLOGICAL ORDER

No.	Organization	Individual	Position	Date	Location
1	RTI International, implementing the Early Grade Reading and Mathematics Project (RAMP)	Patrick Fayoud	Chief of Party	June 22, 2020	Ring Central
2	Kaizen Company, implementing the Enhancing School Management and Planning (ESMP) project	Shaun McNally	Chief of Party	June 29, 2020	Ring Central
3	UNICEF	Tomoya Sonoda, Jane Courtney	Education Manager, Education Specialist	July 1, 2020	Ring Central
4	Integrated International	Nedjma Koval	CEO	July 6, 2020	Ring Central
5	Abdel Hamid Shoman Foundation	Rim Qutishat	Head of Business Development and Partnership Section	July 21, 2020	Ring Central
6	Al-Ahliyyah Co. (publisher)	Ahmad Abu Toaq	Deputy CEO	July 23, 2020	In person
7	Dar al-Hayat Co. (book supplier)	Khalid Jojo	CEO	July 23, 2020	In person
8	The Central Press (Printer)	Maher Hammad	Sales Manager	July 26, 2020	In person
9	Feras Press (printer)	Bader As-Safadi	Director/Owner	July 26, 2020	In person
10	Norwegian Refugee Council	Fabio Mancini	Education Specialist	July 27, 2020	Ring Central

No.	Organization	Individual	Position	Date	Location
11	Aalam ath-Thaqafah Co. (publisher)	Hisham Khattab	Director/Owner	July 28, 2020	In person
12	Dar Osama Co. (publisher)	Nabeel Abu Haltam	Director/Owner	Aug. 5, 2020	In person
13	Tazweed Co. (publisher)	Ibraheem al-Fa'oori	Director/Owner	Aug. 5, 2020	In person
14	Al-Yazoori Co. (publisher)	Zaid al-Yazoori	Director/Owner	Aug. 6, 2020	In person
15	Arab Literature Co. (publisher)	Bassam Arif	Sales Manager	Aug. 6, 2020	In person
16	We Love Reading	Rana Dajani	Founder	Aug. 8, 2020	Ring Central
17	Save the Children	Carol Jadoun	Inclusive Education and Early Childhood and Care Development Advisor	Aug. 9, 2020	In person
18	Plan International Jordan	Muna Abbas	Regional Director	Aug. 9, 2020	In person
19	Ghad al-Ajyal Co. (publisher)	Zaid at-Tellawi	Director/Owner	Aug. 10, 2020	In person
20	University Book Centers, Co. (book supplier)	Osama Kasim	Director/Owner	Aug. 10, 2020	In person
21	Redwan Co. (publisher)	Ayman Abu Faris	Director/Owner	Aug. 13, 2020	In person

No.	Organization	Individual	Position	Date	Location
22	Little Thinking Minds	Rama Kayyali	Founder	Aug. 18, 2020	In person
23	National Center for Curriculum Development	Dr. Mahmoud Al Massad	Executive Director	Aug. 25, 2020	In person
24	Ministry of Education: Training and Supervision	Dr. Joma'a Al Soud	Supervision and Mentoring Department Director	Aug. 30, 2020	In person
25	Ministry of Education: Curriculum	Dr. Mohammed Kenanah	Director of Textbooks and Curriculum Management	Aug. 30, 2020	In person
26	Ministry of Education: Curriculum	Dr. Osama Jaradat	Head of Arabic Language/ Textbooks and Curriculum	Aug. 30, 2020	In person
27	Ministry of Education: Curriculum	Dr. Zayed Al Okur	Head of School Books Directorate (Curriculum)	Aug. 30, 2020	In person
28	Ministry of Education	Dr. Sami Al Mahasees	Director of Education Management	Aug. 31, 2020	In person
29	Ministry of Education	Dr. Musa Ghnaimat	Manager of Students Affairs Directorate	Aug. 31, 2020	In person
30	Ministry of Education	Dr. Ahmad Masaafeh	Manager of General Education Directorate	Aug. 31, 2020	In person
31	Ministry of Education: Supplies and Procurement	Dr. Mohammad Abu Hujailah	Supplies and Procurement Management Director	Aug. 31, 2020	In person

No.	Organization	Individual	Position	Date	Location
32	Ministry of Education: Supplies and Procurement	Afaaq Abu Rumman	Directorate of Supplies/ Department of Receiving Schools Books	Aug. 31, 2020	In person
33	Queen Rania Center for ICT	Marwan Turman	Head of Information Technology Directorate	Sept. 6, 2020	In person
34	Ministry of Education: Planning	Dr. Yousef Abu Al Shaar	Director of Planning & Educational Research Management	Sept. 6, 2020	In person
35	Ministry of Education	Dr. Yaser Al Omari	Head of Educational Research Directorate	Sept. 6, 2020	In person
36	Ministry of Education: Development Coordination Unit	Dr. Khawla Hattab	Development Coordination Unit Coordinator	Sept. 6, 2020	In person
37	Ministry of Education: Development Coordination Unit	Lama Al Natour	Head of Development Coordination Unit	Sept. 6, 2020	In person
38	Ministry of Education: Early Childhood Directorate	Dr. Alia Arabiat	Early Childhood Directorate	Sept. 10, 2020	In person
39	World Vision	Elias Abu Ata	Communications Officer		By email
40	Al-Noor Printing Press	Osama Abbasi Mohammad Abbasi	General Manager Chief of Party	Sept. 28, 2020	By phone
41	The National Printing Press	Hani Samman	General Manager	Sept. 30, 2020	By phone

No.	Organization	Individual	Position	Date	Location
42	NCCD	Hind Al Hindaw	Advisor - Policy and Strategy Coordination	March 22, 2021	Zoom

ANNEX 10: LIST OF PERSONS INTERVIEWED IN BOOK SUPPLY CHAIN PHASE

No.	Organization	Individual	Position	Date	Location
Phase I: Planning and Forecasting					
1	RTI International, implementing the Early Grade Reading and Mathematics Project (RAMP)	Patrick Fayoud	Chief of Party	June 22, 2020	Ring Central
2	Al-Ahliyyah Co. (publisher)	Ahmad Abu Toaq	Deputy CEO	July 23, 2020	In person
3	Aalam ath-Thaqafah Co. (publisher)	Hisham Khattab	Director/Owner	July 28, 2020	In person
4	Dar Osama Co. (publisher)	Nabeel Abu Haltam	Director/Owner	Aug. 5, 2020	In person
5	Tazweed Co. (publisher)	Ibraheem al-Fa'oori	Director/Owner	Aug. 5, 2020	In person
6	Al-Yazoori Co. (publisher)	Zaid al-Yazoori	Director/Owner	Aug. 6, 2020	In person
7	Arab Literature Co. (publisher)	Bassam Arif	Sales Manager	Aug. 6, 2020	In person
8	Ghad al-Ajyal Co. (publisher)	Zaid at-Tellawi	Director/Owner	Aug. 10, 2020	In person
9	Redwan Co. (publisher)	Ayman Abu Faris	Director/Owner	Aug. 13, 2020	In person
10	Ministry of Education	Dr. Sami Al Mahasees	Director of Education Management	Aug. 31, 2020	In person
11	Ministry of Education	Dr. Musa Ghnaimat	Manager of Students Affairs Directorate	Aug. 31, 2020	In person

No.	Organization	Individual	Position	Date	Location
12	Ministry of Education	Dr. Ahmad Masaafeh	Manager of General Education Directorate	Aug. 31, 2020	In person
13	Ministry of Education: Planning	Dr. Yousef Abu Al Shaar	Director of Planning & Educational Research Management	Sept. 6, 2020	In person
14	Ministry of Education	Dr. Yaser Al Omari	Head of Educational Research Directorate	Sept. 6, 2020	In person
15	Ministry of Education; Development Coordination Unit	Dr. Khawla Hattab	Development Coordination Unit Coordinator	Sept. 6, 2020	In person
16	Ministry of Education: Development Coordination Unit	Lama Al Natour	Head of Development Coordination Unit	Sept. 6, 2020	In person
Phase II: Title Development⁶³					
17	Abdel Hamid Shoman Foundation	Rim Qutishat	Head of Business Development and Partnership Section	July 21, 2020	Ring Central
18	The Central Press (printer)	Maher Hammad	Sales Manager	July 26, 2020	In person
19	Feras Press (printer)	Bader As-Safadi	Director/Owner	July 26, 2020	In person
20	Norwegian Refugee Council	Fabio Mancini	Education Specialist	July 27, 2020	Ring Central

63 Includes all publisher interviews mentioned in Phase I: Planning and Forecasting

No.	Organization	Individual	Position	Date	Location
21	Little Thinking Minds	Rama Kayyali	Founder	Aug. 18, 2020	In person
22	Ministry of Education: Curriculum	Dr. Mohammed Kenanah	Director of Textbooks and Curriculum Management	Aug. 30, 2020	In person
23	Ministry of Education: Curriculum	Dr. Osama Jaradat	Head of Arabic Language/ Textbooks and Curriculum	Aug. 30, 2020	In person
24	Ministry of Education: Curriculum	Dr. Zayed Al Okur	Head of School Books Directorate (Curriculum)	Aug. 30, 2020	In person
25	National Center for Curriculum Development	Dr. Mahmoud Al Massad	Executive Director	Aug. 25, 2020	In person
26	Al-Noor Printing Press	Osama Abbasi Mohammad Abbasi	General Manager Chief of Party	Sept. 28, 2020	By phone
27	The National Printing Press	Hani Samman	General Manager	Sept. 30, 2020	By phone
Phase III: Publishing and Printing⁶⁴					
28	Al-Ahliyyah Co. (publisher)	Ahmad Abu Toaq	Deputy CEO	July 23, 2020	In person
29	Aalam ath-Thaqafah Co. (publisher)	Hisham Khattab	Director/Owner	July 28, 2020	In person
30	Dar Osama Co. (publisher)	Nabeel Abu Haltam	Director/Owner	Aug. 5, 2020	In person

64 Includes all printers interviews mentioned in Phase II: Title Development.

No.	Organization	Individual	Position	Date	Location
31	Tazweed Co. (publisher)	Ibraheem al-Fa'oori	Director/Owner	Aug. 5, 2020	In person
32	Al-Yazoori Co. (publisher)	Zaid al-Yazoori	Director/Owner	Aug. 6, 2020	In person
33	Arab Literature Co. (publisher)	Bassam Arif	Sales Manager	Aug. 6, 2020	In person
34	Ghad al-Ajyal Co. (publisher)	Zaid at-Tellawi	Director/Owner	Aug. 10, 2020	In person
35	Redwan Co. (publisher)	Ayman Abu Faris	Director/Owner	Aug. 13, 2020	In person
36	The Central Press (printer)	Maher Hammad	Sales Manager	July 26, 2020	In person
37	Feras Press (printer)	Bader As-Safadi	Director/Owner	July 26, 2020	In person
38	Al-Noor Printing Press	Osama Abbasi Mohammad Abbasi	General Manager Chief of Party	Sept. 28, 2020	By phone
39	The National Printing Press	Hani Samman	General Manager	Sept. 30, 2020	By phone
Phase IV: Purchasing					
40	Ministry of Education: Supplies and Procurement	Dr. Mohammad Abu Hujailah	Supplies and Procurement Management Director	Aug. 31, 2020	In person

No.	Organization	Individual	Position	Date	Location
41	Ministry of Education: Supplies and Procurement	Afaaq Abu Rumman	Directorate of Supplies/ Department of Receiving Schools Books	Aug. 31, 2020	In person
Phase V: Distribution Management					
42	Dar al-Hayat Co. (book supplier)	Khalid Jojo	CEO	July 23, 2020	In person
43	University Book Centers, Co. (book supplier)	Osama Kasim	Director/Owner	Aug. 10, 2020	In person
Phase VI: Active Use⁶⁵					
44	UNICEF	Tomoya Sonoda Jane Courtney	Education Manager, Education Specialist	July 1, 2020	Ring Central
45	We Love Reading	Rana Dajani	Founder	Aug. 8, 2020	Ring Central
46	Save the Children	Carol Jadoun	Inclusive Education and Early Childhood and Care Development Advisor	Aug. 9, 2020	In person
47	Plan International Jordan	Muna Abbas	Regional Director	Aug. 9, 2020	In person
48	World Vision	Elias Abu Ata	Communications Officer		By email

65 Includes the Abdel Hamid Shoman Foundation, Norwegian Refugee Council.

No.	Organization	Individual	Position	Date	Location
Other					
49	Kaizen Company, implementing the Enhancing School Management and Planning (ESMP) project	Shaun McNally	Chief of Party	June 29, 2020	Ring Central
50	Integrated International	Nedjma Koval	CEO	July 6, 2020	Ring Central
51	Ministry of Education: Training and Supervision	Dr. Joma'a Al Soud	Supervision and Mentoring Department Director	Aug. 30, 2020	In person
52	Queen Rania Center for ICT	Marwan Turman	Head of Information Technology Directorate	Sept. 6, 2020	In person
53	Ministry of Education: Early Childhood Directorate	Dr. Alia Arabiat	Early Childhood Directorate	Sept. 10, 2020	In person

ANNEX 11: PROJECT BACKGROUND

The Global Book Alliance

The lack of access to quality and appropriate materials provides an insurmountable barrier to learning, resulting in over 600 million children and adolescents who are not learning the basics of reading and mathematics. In part, this is because 40% of young learners cannot access an education in a language they understand because materials are not available in their schools or communities, or the books simply do not exist in those languages.

To help address the issues around this lack of materials, the GBA⁶⁶ has been established to provide research, support, and training to stakeholders. A partnership of donor agencies, multilateral institutions, and civil society organizations, the GBA was established in 2018 to bring together global education partners to end illiteracy through a coordinated effort that addresses the challenge of the growing book gap.

In order to support the GBA, the USAID GBAIA project is a three-year initiative (2019-2022) that works with the members of the GBA as well as with ministries of education, education partners, the private sector, and diverse other stakeholders to improve national book supply chains through identifying, promoting, and supporting innovations, best practices, and policies that will change the way books are created, procured, and provided.

As part of the research carried out under GBAIA, book SCAs are being conducted in nine countries to identify country-specific strengths and challenges related to book provision, and to enhance the global knowledge base around promising practices across the book supply chain.

The SCAs are conducted by a team of international and national experts who meet with a range of stakeholders, including staff in ministries of education and other government agencies, suppliers of books to KG and primary school children, NGOs, and other private sector actors such as transport companies. The SCA research consists of background data gathering and desk research followed by approximately two to three weeks of in-country and/or virtual meetings and subsequent follow-up with recommendations and report writing. Research will be followed by activities that build stakeholder capacity to implement steps to improve book supply chain functions in the respective countries.

66 <https://globalbookalliance.org/>.

ANNEX 12: BIBLIOGRAPHY

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