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INTRODUCTION

Most learning and teaching materials (LTM s) used by schools in Rwanda are textbooks, but schools increasingly also have reading books, dictionaries, grammar books, atlases, maps and wall charts and other materials. To include all books and other learning and teaching materials we refer throughout this handbook to LTM s, meaning textbooks and other materials.

This handbook gives some advice and ideas about how LTM s are provided to schools, how best to use them in classrooms and their management, storage, conservation and repair. There will be continued discussion and training about the best ways to use books in teaching and learning to implement the competence-based curriculum.

This handbook is subdivided into three parts:

Part I: The Provision and Delivery of LTM s to Schools which explains the delivery system

Part II: Using learning and teaching materials in the classroom

Part III: Learning and Teaching Materials Management, Storage, Conservation and Repair which gives guidance to schools on how to manage, store and care for LTM s.
PART I: THE PROVISION OF LTM s FOR SCHOOLS

1. HOW LTM s ARE PROVIDED TO SCHOOLS

The Rwanda Education Board (REB) has altered the system of providing schools with LTM s. This part explains how the system now works and what the school needs to do.

1.1. Changes in the provision of LTM s to schools

The changes in the way LTM s are provided to schools:

- Schools no longer select and order the LTM s, REB select and order the LTM s for each school. From 2016, and for the next few years at least, this system will replace school selection and ordering.

- Three textbooks, with accompanying Teachers’ Guides, in each subject at each grade, will be selected by REB. The textbook which scores the highest when REB evaluates the new books will be the textbook which will be provided in the biggest quantities to schools. The next two best scoring books will be supplied also, but in smaller numbers, to be used as additional teaching materials.

- REB will order LTM s for schools according to enrolment each year. The orders are consolidated and managed by the REB, Curriculum, Production and Materials Department (CPMD), using specially designed software programmes.

- The publishers are paid by REB.

- Publishers are responsible for delivering the textbooks and other LTM s to the schools. The price of LTM s include transport fees.

1.2. Supply Guidelines & Targets

- Textbooks and Teachers’ Guides – The ratios for book to students will vary but the Ministry aims to reach 1:1. Textbooks are in Kinyarwanda for Pre-Primary and Primary Grades 1-3. From Grade 4 they are in English.

- Atlases and Dictionaries – selected per grade levels for each class

- Reading Books – including fiction, poetry, drama and non-fiction in English and Kinyarwanda, for all grades although most materials for primary Grades 1-3 will be in Kinyarwanda. REB will try to supply all grade levels in sufficient quantities that every student should be able to borrow a variety of different reading books

- Grammar Books in English & Kinyarwanda
• Anthologies of Poetry and Stories
• Stories for teachers to read to young children
• Wall Charts for Pre-primary, P1-3 and Science Wall Charts for Social Studies and Science and Elementary Technology
• Flash cards etc

All these books and LTM s were approved by the subject evaluation panels on the following principles:

• Conformity to Rwandan curriculum specifications
• Content suitability
• Accurate and accessible language at the right level for students
• Good, practical support for teachers through teachers' guides that follow the new Rwandan curriculum and national values
• Good page design and relevant illustrations
• Paper, binding and printing specifications designed so that the books will last several years.

2. WHAT SCHOOLS SHOULD DO

2.1. Providing Information

The Head Teacher must ensure that the annual enrolment survey forms have been filled in accurately and returned quickly to the DEO or SEO. The school enrolment statistics will be carefully checked as part of the monitoring of the project. Schools with secondary schools enrolment will be required to provide additional enrolment data by subject.

Schools with internet access will be able to view their own school data on the LTM MIS (Learning Teaching Materials Management Information System). Schools without internet connectivity can request information from the SEO/DEO.

2.2. Putting Management Systems in Place

It is very important that all schools manage their textbook stocks as efficiently as possible. This means both keeping records of LTM s received and issued to teachers, students etc, and also keeping the LTM s in good conditions.

All schools should maintain basic, standard systems of stock management for textbook and other LTM s.

Details and advice on management systems and for storage, conservation and repair are in the handbook Learning and Teaching Materials Management, Storage, Conservation and Repair

2.3. Feedback on LTM s

Although all the approved LTM s have been carefully read by the subject panels appointed by REB, and selected after evaluation, the school will still need to record whether the textbooks suit their needs, are easy to use and have the right language levels and whether they include any
errors. For other LTMs they should also record which reading books and LTMs are most useful to the teachers and appeal to the students.

- Teachers should record their findings about the LTMs and collect them in a comments file to report to send to REB. It may be useful to consider the following points: Content of books
- How appropriate is the vocabulary and general language level?
- Is the presentation of topics clear and easy to understand?
- Are the content and activities relevant to the children's needs and interests?
- Does the teachers' guide fit the needs of your teachers? Does it provide good ideas that can be easily introduced into classes?
- Are there any errors (record these)

Illustrations and layout
- Are the illustrations clear, appropriate and attractive?
- Is the size of the book suitable? (e.g. large size textbooks are sometimes difficult if a school doesn't have enough desks and chairs for students to use)

Exercises and Activities
- Are the exercises and activities clear?
- Do they encourage pupils to think for themselves and apply their knowledge?
- Are they interesting and relevant for your school?
- Do the activities encourage the development of different skills and attitudes?
- Do the exercises/activities encourage children to work both on their own and in groups?

Durability

Will the book last in your school? Overall Assessment
- What are the books' strong points?
- What are the books' weak points?

3. RECEIVING AND CHECKING LTMS

Publishers will deliver all LTMs that have been ordered by REB for the school, direct to the school. This is part of the contract that all publishers on the Approved Book List have signed with REB. Publishers will therefore deliver to the schools and schools should not have to go anywhere to collect their LTMs. If the Head Teacher is absent, then the deputy or another person approved to check the delivery must check in detail whether the delivery is correct and only sign if it is correct.

Schools do not have to pay for the LTMs, this is done by REB.

3.1. Preparation for delivery

In order for publishers to deliver to schools, the schools must agree with the Publisher on the date and time of the delivery, and must keep to this arrangement
2.4. Delivery day

When the LTMs are delivered to the school, the delivery must be checked by the Head Teacher and one other member of staff.

On delivery of LTMs, the publisher will give the Head Teacher a Confirmed Delivery Certificate (CDC) to sign (see proforma 1). This shows all the titles and quantities ordered. The Head Teacher must check that the correct titles and quantities have been delivered.

They must also make sure that all LTMs delivered are in good condition and not damaged.

If there are mistakes on the deliveries (quantities and titles or damage) this information must be written onto the CDC by the Head Teacher and signed by both Head Teacher and publisher. There are 4 copies of this CDC, the publisher keeps one, the school keeps one, one is sent to the DEO and one to REB.

If the LTMs delivered and the CDC exactly match the REB list of titles and quantities the Head Teacher or Deputy Head Teacher should sign and stamp all copies of the CDCs including the publisher’s copy.

The school copy of the CDC should be filed in the Textbook File.

What schools should do if the delivery is not correct:

If the delivery is not correct, the Head Teacher (or appointed Representative) cannot sign the CDC but should list what is wrong on each copy of the CDC. If necessary they must make a list on all CDC copies, of everything that has not been supplied and of any damaged books that need to be replaced. The record of missing, wrong or damaged books should be signed by the Head Teacher and the publisher and each must keep a copy and attach it to the CDC. The Head Teacher should file this list of missing books in the Textbook File. The publisher will then have to return with the correct books and only then can the Headmaster sign a CDC to enable the publisher to be paid.

If a delivery is completely wrong, the publisher will have to take it away and return with the correct LTMs, but if there are only some mistakes, then the school should keep the correct part of the delivery and just send back the incorrect items with the publisher after completing the Quantity Received column on the CDC.

If for some reason the subjects or grades of LTMs ordered and delivered are incorrect for the school, the school should inform REB and the DEO and ask for advice.

A report on the delivery should be sent to the DEO and REB once all LTMs are delivered.
RWANDA COMPLETED DELIVERY CERTIFICATE FOR TEXTBOOKS AND TEACHERS' GUIDES

DRAKKAR LTD has successfully completed the delivery of the textbooks and teachers' guides listed below in good condition and without damage and in conformity with the school order.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Grade Level</th>
<th>Type</th>
<th>Title</th>
<th>Approved List Number</th>
<th>Order Qty</th>
<th>Delivered Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P1</td>
<td>Pupil's Book</td>
<td>Tuvumve, Tuvuge, Dusome, Twandike, Duhanje mu kinyarwanda</td>
<td>TB00011</td>
<td>852</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>P1</td>
<td>Teachers guide</td>
<td>Tuvumve, Tuvuge, Dusome, Twandike, Duhanje mu kinyarwanda</td>
<td>TB00012</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>P4</td>
<td>Pupil's Book</td>
<td>Ikinyarwanda</td>
<td>TB00029</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>P4</td>
<td>Teachers guide</td>
<td>Ikinyarwanda</td>
<td>TB00030</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

School Comments

Publisher Comments

CDC Check

Head Teacher Signature:
PART II: USING LTM s IN THE CLASSROOM

1. ISSUING THE BOOKS TO THE LEARNERS

The most important thing to do is to ensure that the students receive and use the textbooks and other LTM s and that they are not left lying in cupboards or boxes. If there are good systems to use and care for the books and materials, Head Teachers and teachers should not worry about giving them to the students.

A record must be kept to show which materials have been issued to which students, when they are returned and if any are missing. (See the handbook on Management, Storage, Conservation and Repair mentioned above.).

2. ENSURING THE MAXIMUM USE OF THE TEXTBOOKS AND LTM s

2.1. Planning

If a teacher is planning a lesson on a certain section of the textbook she/he will need to look through that section before the lesson. The Teacher’s Guide which accompanies the textbook should help them with this planning, which is why it is important that each teacher has a copy of the Teacher’s Guide as well as a copy of the textbook for each subject.

The teachers will need to think about how they are going to use the textbook and ask themselves the following questions:

What will the students need to learn and understand in this section?

What questions can I ask them to make sure they understand?

What activities can I give the learners to make the lesson interactive and interesting?

How can I relate the lesson to what they already know?

How should they work: individually, in pairs, in groups or whole class?

Is some extra support or other LTM s (Charts, flash cards etc) needed for the lesson? How and when to use them efficiently?
2.2. Organizing

There may not be enough books to give one to every student or even to share one textbook between two or three students. In this case, the teacher will need to organize the lesson so that students don’t have to copy everything from the blackboard. One way can be for the students to work in groups. This means the textbooks are more effectively distributed and can encourage collaborative learning and provides an opportunity for the teacher to work with individuals and small groups.

If the textbook should to be used for homework, the teacher will need to make sure that students without books are not disadvantaged. The teacher can set all homework a week in advance so that the students can arrange to share books, or homework can be is based on work which has already been done in class and thus does not need a textbook.

2.3. Understanding

If teachers are not confident about some of the concepts in the textbook they should first go to the Teacher’s Guide for help. If there isn’t one, or if it does not answer their questions then they should ask help from a school colleague, or a teacher in a nearby school. If there is a Teacher Training College near to the school, a tutor from there should be able to help. Teachers need to do all that they can to ensure that they fully understand all the topics that they are teaching.

2.4. Evaluating

It is important that teachers evaluate the textbooks and LTMs as they use them. For example a book might cover some difficult concepts too quickly and the teacher needs to recognize this and give pupils extra help. Teachers also need to evaluate their own teaching based on the textbook. Teachers should consider ways of adding to or varying the approach suggested in the textbook. Any mistakes or difficulties in particular books should be noted to inform REB to consider when the next textbook order is placed. In the handbook Provision of LTMs to Schools there is a check list for teachers to use when commenting on LTMs so that comments can be sent to REB to tell publishers to make corrections.

3. STUDENTS USING TEXTBOOKS

Textbooks should be fully used by the students in the class. Teachers need not and should not do everything in the textbooks for the students. The students may need help with language but should be encouraged to read the texts and carry out the activities and exercises on their own or in small groups. The teacher should become more of an organiser of students’ learning than the presenter of the contents of the textbook. This way, students develop the skills needed for studying, including improved reading skills.
Schools will receive not only one textbook title for each subject and grade. The highest evaluated textbook will be bought for all schools but there will also be a number provided of two other titles which were also highly evaluated. In addition to the textbook supplied in the most numbers, copies of these alternative textbooks can be studied and used as references and additional sources of exercises and ideas. This also stops students from thinking that everything about a subject is contained in one textbook.

In this case of course the teacher needs to have studied the alternative textbooks to decide what sections are relevant to the lesson.

Information is carried in many ways in addition to the printed words. Students need to develop the skills of understanding pictures, diagrams etc. All pictures in a textbook have a teaching or learning purpose, either illustrating the text or making additional points or developing skills or to encourage students to talk and describe the pictures or write about them. Pictures may make the text attractive but that is not their only purpose. The pictures in the textbooks should be used in different ways as teaching aids. Wall charts can be used to illustrate lessons.

All teachers, whatever their subject, should take responsibility for developing the students' language skills, the vocabulary used in that subject and for developing neat handwriting.

All students must be encouraged to do the activities, exercises and experiments. They must also learn to follow the instructions given in the textbooks.

4. GROUP WORK IN THE CLASSROOM

4.1. Advantages of Group Work
- Students work more independently.
- More students actually speak and carry out the activity.
- It encourages cooperation in learning.
- Problem solving involves all the students instead of just one or two class leaders.
- Shy students can contribute better in small groups than in large classes.
- It develops leadership skills

4.2. Disadvantages include:
- Classes may become more noisy and difficult to control.
- Group work needs skilful class management.
- Clever students may dominate a group (But more so for whole class learning.)
- It is difficult for the teacher to monitor all students at the same time.
- It can take more time than whole class activities.
- Furniture, which is sometimes difficult to move, may make it difficult to arrange students in groups.

Some teachers misunderstand group work and think they are using group work when one group answers a question, followed by the next group answering. But group work means all groups
working simultaneously. If teachers find group work difficult to control then they can introduce it slowly, perhaps just allowing short periods for group work at first. They should tell the groups how long they have for the group work. The best way of controlling a class doing group work is to make sure that everyone understands what they have to do and is interested in the work.

Teachers can form the groups according to the situation, perhaps by mixing higher and lower ability students in some subjects, more confident with less confident, boys and girls etc.

The teacher needs to move around the class watching and listening to the groups, assisting where necessary and assessing the activity and the students.

Group work is essential for many of the activities in the textbooks. If the activities are not done in groups, then only a few are able to carry out the activity while the rest just watch.

5. USING READING BOOKS

Early literacy is fundamental to all Education because all learning in all subjects depends upon fluency in reading and writing and students do not learn easily or with much enjoyment if all they have to read is textbooks. Schools should encourage all students to develop the reading habit by having as many books as possible for every age. If possible, each student should be able to choose a new book to read every week. It is better for schools to buy many single copies of different reading books than to buy class sets of one or two reading books.

In pre-primary and lower primary grades teachers can read the children stories from the books, perhaps at the end of the day. By reading stories and showing pictures, pointing out key words and asking questions the teacher will build up the students' confidence in their own reading and comprehension, which in turn will support word recognition skills, vocabulary acquisition and comprehension.

A story can be made by the teacher into a big book, with big pictures and large print which the teacher can share with many children.

Young children learn most of their vocabulary and language structures indirectly as a result of listening to parents, family, teachers and other children and, increasingly, as they get older, from reading. Young children love to imitate and they love to learn new words. When teachers read stories aloud to their class it provides opportunities for the children to learn new words and sentence structures in an interesting and entertaining way.

After the story the children can be put into small groups to discuss different parts of the story or they can draw pictures to illustrate parts of the story and some of the illustrations can be put on the classroom wall to help create a literate environment in the classroom.
In primary grades where learning to read and the development of a real interest in reading should be priority objectives, it is important that the walls of the classroom should be covered in text and pictures that are interesting for the children. Wall charts and maps should be put on the walls and used. The text and pictures are not just for display. They also need to be regularly used by the teacher and by the children. Examples of the kind of things which go to make up a literate classroom are:

(a) Animal charts – these can be created by cutting pictures out of magazines or, if the teacher is gifted, drawing simple pictures, with the name of the animal written in clear large writing alongside. Similar posters can be created on other topics such as ‘Transport’ or ‘Birds’ or ‘Sport’ or ‘Weather’ etc.

(b) A Birthday chart – this should show the birthdays of each child in the class in chronological order. Each child’s birthday can be celebrated with a small ceremony with songs or rhymes, etc.

(c) News of the week – children should be encouraged to talk about things which have happened to them. In the pre-reading stage, they can draw pictures and the teacher can add simple text to the pictures to explain what they mean. When children have learned to read and write, ‘news of the week’ can be a short text accompanied by pictures. Children can be encouraged to produce short pieces over the weekend for display on a Monday morning.

(d) Duty charts – these should show the names of children with different duties that they have to perform. The chart should involve different children doing different things every week. Thus, at a fixed point in the week, the children will need to look at the duty chart to find out who is responsible for what jobs.

(e) Displays of children’s work – this should be renewed frequently. It’s not necessary for every child’s work to appear every week but it is necessary to make certain that every child has some work displayed regularly.

(f) Awards – the teacher can create a number of different awards which can be updated regularly. Typical awards could be “Most Improved Student”, “Most Punctual Student”, “Best Story”, “Best Drawing”, “Best Poem”, etc.

Silent reading is a simple technique that teachers can use, perhaps at the beginning of the day. Silent reading should be a time when children or students of any age can enjoy themselves in reading books or even in just looking at the pictures. A silent reading book should, if at all possible, be chosen by the student themselves. This is easier if there is at least a small classroom book collection or ‘reading corner’. If there are not enough published reading books available in the classroom, then teachers and some parents can make their own by cutting out pictures from magazines and writing simple story text to make something interesting and stimulating for the child.
6. PARENT PARTICIPATION

It is important that parents should be as involved as they can with getting books and other LTMs into schools and using them as fully as possible. Schools should hold a meeting to inform parents about the importance of handling LTMs with care. Parents can help influence their children to treat the books carefully. Much damage to books is caused on the way to and from school so parents can help with repair of books and other LTMs (See the handbook on Management, Storage, Conservation and Repair).

Schools usually work much better with enthusiastic parent involvement.
PART III: LTM's MANAGEMENT, STORAGE, CONSERVATION AND REPAIR

1. MANAGING YOUR LTM STOCK

It is very important that all schools manage their textbook stocks as efficiently as possible. This means both keeping records of LTM's received and issued to teachers, students etc, and also keeping the LTM's in good condition.

1.1. Keeping Basic Record Systems

All schools should maintain basic systems of stock management for textbook and other Learning and Teaching Materials (LTM's).

If your school has a good system of managing and recording LTM stock, then this section of the handbook may not be needed, but it should be read because there may be useful ideas that schools can copy. For schools that do not have a good system, this section should be read carefully so that the systems described can be copied. There are examples at the end of this handbook which can be copied or adapted.

All schools should have basic Stock Registers which record what LTM's are received and issued and returned. There can be a different register for textbooks and for reading books and other LTM's. These are easy to make from an exercise book.

- The School LTM Receipt Register (Format) record all textbook, teachers' guide and other LTM stock received or / and already in the school. This register must show the type of LTM, title, publisher and quantity of all LTM's received, plus the date of receipt. Every time new LTM's are received, the titles and quantities are recorded in the pages of this register (See Annex 1).

- The LTM's stock Report Format is used at the end of term and year. The report intends to inform decisions related to LTM's purchasing and ordering. It shows the total number of LTM's per type, subject and grade. It also indicates the quantities issued to learners/teachers and their status (returned, not yet returned, lost or damaged) and the stock balance (See Annex 2).

- The LTM's Issue Register Format A and B is used whenever textbooks are issued to teachers or to students for use in class or at home. The register records the student's name and class, date of issue, the titles, codes and the date of return. There is a comments section to record the condition of books when they are returned and the signature of the person who received books back. The person who borrows the LTM's will always have to sign. (see Annex 3)
• Each school may have different arrangements for how long textbooks can be kept by students. If teachers wish to issue textbooks to students for more than just one class period, teachers or librarians should record and keep a unique registration number/code for each LTM against the name of each student.

In addition, each school should provide the following:

• The LTM File — in which all correspondence about LTMs, letters from REB about supply, and Confirmed Delivery Certificates (CDCs) must be kept safely

• The School Textbook Stamp — each school must have a textbook stamp, which must carry the name and address of the school plus spaces for the date and the registration number of the books and LTMs.

• All LTMs received must immediately be entered into the School LTMs Register. Each individual book should be stamped and given a registration/code number. All books should be stamped on the title page, and also on other pages to prevent books being stolen or sold. Schools may also stamp a ‘secret page’ (whose number is only known by the head teacher and the staff member responsible for the book store) near the end of the book and on the top, bottom and outer edges of the book.

Maintaining good stock records is the first step to good LTM management. Every school should always know exactly how many and what LTMs it has and what condition they are in. Every school should know the whereabouts of all LTMs.
1.2.  **Unique LTM Book Registration / code Numbers**

Some schools already use code numbers for each book. As an example of registration/ code numbers, if a school receives/ purchases 30 copies of a Maths P3 textbook, every copy should be stamped on several different pages and the unique registration number of that copy of the book should be written in the space provided for in the stamp. The registration/ code number should include at least the following information: **Subject- Publisher- Number out of total received and the year**.

Thus each Maths P3 textbook would carry registration/ code numbers as follows: Math-MK-1/30-2016; Math-MK-2/30-2016; Math-MK-3/30-2016 etc, up to Math-MK-29/30-2016 and finally Math-MK-30/30-2016. When students or teachers borrow LTMs, the teacher/librarian/storekeeper should record, the unique registration/ code number of each LTM item alongside the name of the borrowing student.

1.3.  **Using the LTM Issue Register**

The **LTM Issue Register** (see **Annex 3**) should be used to record all movements of books in and out of the school book store/ library.

There are two types of LTM issue Register:

- The LTM issue register A is used when individual students / teachers borrow LTMs

- The LTM Issue Register B is used when a teacher borrows LTMs for the whole class. This is more relevant in primary schools especially for lower primary.

2.  **STORING THE BOOKS/LTMS**

2.1.  **The Textbook/LTM Storage Room**

It is best if every school has a member of staff (a teacher, librarian or storekeeper) in the school that is responsible for the store, the safety and condition of the LTMs and also the management of how LTMs are issued to teachers and students and returned. This person or people should also manage the school’s LTMs loss and damage policy.

Every school must have an adequate Textbook and LTM Store in good condition. The store should have the following characteristics:

- It must be large enough to easily store all of the books and LTMs owned by the school so that they are tidy and accessible;

- It should be large enough to enable students and teachers to move around it easily to collect and return items. Remember – if it is difficult to get into and out of the school store it will not encourage teachers to use the LTMs;
- It should have sufficient light to clearly see the contents during working hours;
- It must be secure. There should be a strong coor with a strong padlock, securely attached to the door and side walls. Windows should have bars, if possible covered with wire mesh. However, the windows must open, in order to ventilate the room. A watchman should be employed to take care of security when the school is empty (nights, holidays, and weekends);
- Curtains will prevent direct sunlight from damaging the books;
- It must be weatherproof. Water or damp is very bad for LTM, so the roof must not leak. If the storeroom has an outside door, it should not allow rainwater to enter;
- It should have a concrete or cement floor to minimize dust and termites, which harm LTM. If the floor is wooden it needs to be kept clean;
- The storeroom must have sufficient shelving for all of the books and other LTM. Some items e.g. wall charts and wall maps are often best stored in upright wooden racks, which are easily made locally;
- Before you put books into your storeroom, make certain that the store is clean and tidy. Stack the books in neat piles. Don't make the stacks too high or they will fall over and get damaged;
- All books in the storeroom should be individually cleaned and dusted at least once a month. Moving the books regularly keeps them free of termites, other insects and mice. Regular cleaning prevents fungi and mould.
- It may be helpful to appoint some senior students to assist the person in charge of the store to help keep the books and the storeroom neat and tidy.
- A full stocktaking of books should be done at the end of every term. This means collecting in all the books that you have issued during the term, noting books which have been lost and damaged, bringing all your stock records up to date and then counting every book in the store to make sure that book numbers agree with your records.
- Books and other LTM must be used in class but will last longer if they are well looked after. REB Inspectors will check that books and storerooms are being kept in good condition and that stock records are up to date when they make inspection visits to schools.

The shelving is important for keeping your books in good condition. The shelves should have the following characteristics:
- The shelves may be wood or metal but should be painted where possible and the surface should be smooth (to avoid scratching and damaging the book cover)
- There should be enough space between each shelf, so that books do not get squashed
- If the shelves are made of wood, the legs of the shelves should be painted with anti-termite paint, at least 30 cm up the legs
- There should be enough space (35 cm) under the bottom shelf to be able to clean the floor easily
- The top shelf should not be too high, so that all students can reach books easily.
- Shelves should if possible be moveable. If they are fixed to the wall they may encourage the spread of damp, and of termites and other insects. Shelves that can be moved away from the wall allow you to clean behind them easily.
- Label all the shelves with clear, strong labels which are large enough to read easily in the lighting conditions, so that the storekeepers know exactly where to find everything and where to replace returned items
- The shelves should be wider than the books. The books should not hang over the edge of shelves.

2.2. **Is your Store up to standard?**

To enable an assessment to be made on the suitability of your Store, complete the checklist below:

<table>
<thead>
<tr>
<th>Does your Store ...................</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have enough space for all of your books and LTM?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>2. Have enough space to access stock easily?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>3. Have sufficient light to work easily?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>4. Have a strong and secure door?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>5. Have window bars covered with wire mesh?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>6. Have weatherproof roof, walls, doors and windows?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>7. A dust free floor of concrete, cement or boards?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>8. Have anti-termite paint on walls, shelving and around windows?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>9. Have sufficient shelving?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>10. Have special storage areas for special items e.g. wall charts?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>11. Have clearly labeled shelves and storage areas?</td>
<td>YES/NO</td>
</tr>
<tr>
<td>12. Have no unnecessary items in store e.g. bicycles, cement etc?</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
13. Have good decorative standards

13 'YES' answers = the perfect store
8-12 'YES' answers = a good store but some problems that need attention
3-7 'YES' answers = there are serious storage problems, which require the urgent attention of the Head teacher, the SMC and the parents
Less than 3 'YES' answers = the store is seriously below standard and must be upgraded immediately. Report the matter to Head teacher, SMC and parents and invite the DEO/ZIS to visit the school to discuss possible solutions

3. CONSERVATION AND REPAIR OF BOOKS

Books are an expensive but vital learning resource. Books can be made to last by conserving and repairing them within the school. Ideally a book should last for at least four years.

There are four aspects of making books last well.

- Borrowing systems
- Storage
- Conservation and Handling
- Repair

Borrowing systems and storage are covered in the first pages of this section/part of the handbook. All textbooks and other LTM will suffer some damage as part of normal use. Current Ministry of Education LTM policy aims to achieve 4 to 5 years of textbook life. If a school can make its textbooks last for longer than the expected life span, there will be more LTM supplies in the school and this will have an impact on student performance and learning achievement.

Each school should decide what to do when books are lost or damaged too badly to be repaired. Schools should consider that whatever policy they decide, it should not stop students from borrowing and using the books. Loss and damage should be prevented wherever possible but no penalties should put difficulties in the way of Education.

The management and borrowing system is fully covered in the previous section, if books are to benefit the maximum number of children it is very important that both teachers and learners understand the book borrowing and monitoring system. (i.e. the LTM’s receipt and Issue Register). This should be the focus of a staff meeting and part of the lesson for pupils on book conservation.
3.1. Conservation and Handling

Textbooks and LTMs are expensive and can easily be damaged so conservation and repair are important activities in all schools.

All teachers, parents, students, and particularly those responsible for storing, issuing and monitoring book condition, should know the following rules:

1) General Principles

- Keep all LTMs away from water, damp, dust and dirt
- Keep all LTMs free of insects, vermin (rats and mice) and fungus
- Regular dusting and cleaning of stock is an excellent and simple way to conserve LTMs
- Always clean and dry before putting books away in the store
- Never issue anything for use without entering it into the Stock Registers. Teachers must always sign for LTM taken out of store. Students must always sign for any item borrowed from a class teacher except when materials are issued at the beginning of a class and collected at the end
- Never leave LTM stocks unattended. They can easily disappear

2) Special Rules for Textbooks, Teachers’ Guides and Reading Books

- At the beginning of every term all the students in the school should have a lesson on how to look after books properly. This is best taught by the class teacher who can then monitor the way the books are looked after during the term (see the Box on Book Care, below)
- The head teacher should conduct a meeting with all teachers and students emphasizing the need to both use and care for the school’s books
- Make certain that all teachers, students and parents understand that there is a school policy on the loss and damage of textbooks and that everyone knows what the policy is.
- Ensure that all books issued to students and teachers are covered with plastic covers or strong paper. If strong paper is not available, then newspaper may be used.
- If the covering gets damaged it should be replaced immediately. This is much easier than replacing the actual book cover!
- Teachers should set a good example and all teachers’ books (in fact any book used by a teacher) should be well covered at all times.
- Textbooks and other LTMs belonging to the school should not be written in.
- When books are not in use they should be kept in a safe, clean, dry place – preferably in a book case or on a bookshelf
- Class teachers should be encouraged to inspect textbooks regularly. Damage caught at an early stage can be mended.
- Put sticky tape down the joint between the cover and the first page, and the cover and the last page, as soon as the book is received.
- The way pages of a book are turned can limit its life. Teachers and pupils should turn the pages of a book carefully, using the thumb and index finger.
- If books are taken home, they must be carried in bags. Even a carrier bag provides some protection from bad weather and dust. Bags can be made out of local materials. However, books should not be pushed into bags which are too small as this can damage them. Teachers will need to inspect bags to make sure that they will protect, rather than damage the books.
- Pupils should be encouraged to respect the books and never throw them around or leave them on the floor.
- Try to get the children to wash their hands before classes. This is not only hygienic, but also helps to protect the books.

### Simple Book Care Rules for Students

1. Always make sure books are well covered
2. Keep books away from water and damp
3. Always carry books to and from school in a waterproof and dustproof bag, which is big enough for the books that you have to carry.
4. Take care not to put too many books in a bag at the same time. Paperback books can be strong and durable but they suffer if folded or pushed roughly into over-crowded school bags
5. Keep your books clean. Most of them have varnished and laminated covers and the covers can be wiped clean with a slightly damp (not wet) cloth
6. Always use your books with clean, dry hands. The dust, grime and sweat on your hands will damage the text pages. Paper is easily damaged by water and damp, so never use a book with wet or sweaty hands
7. Always open books carefully using the top outside edge of the page to avoid tearing
8. Never bend books back against the spine
9. Never press out the middle of the book to make it stay open when flat
10. Never use books as weapons or missiles
11. Never write in books

These rules should be made into a poster and placed in every classroom. All students should be reminded of them every term.

### 3.2. Repair

Even with the very best care, textbooks will from time to time suffer some damage, but with care they should remain usable so long as they are complete. Book life will always be improved wherever there are regular inspections (at least once a month) so that damage can be repaired before it becomes serious.
From your own experience as a teacher/librarian, you already have a good idea of what the weak parts of a book are. The main problem areas are the spine and the cover. The spine can be damaged due to opening and closing the book frequently. The cover becomes damaged from exposure to light, sweat, dust, water, friction, and general handling.

Of course, there are other problems, but it is the spine and the cover that are most important in maintaining a long book life.

Basic Book Repairs

Basic book repairs need to be performed with care but are quite straightforward

The commonest problems with books are:

- The text block separates from the cover either because of poor gluing of poor quality stitching or because of heavy use and lack of care. The cover may be re-attached with a large sewing needle and fine, strong thread. A different sewing technique may be required for different kinds of binding. If there is difficulty in getting the needle to go through thicker books, the needle may be heated until it is red hot, so that holes for the thread may be burned through the text paper. A minimum 10 cm needle, high quality thread and a thimble or cork are recommended.

Alternatively, you can simply glue the cover back in place. Use glue that is suitable for paper and card. After applying the glue, press the spine and hinges firmly with your fingers, then place the book under a heavy weight for an hour or so in order to let the glue dry completely.

- The complete cover has been lost. Replace it with a piece of card or heavy paper. You could even use the cover from an exercise book. Cut the card precisely to the correct shape – if it is not exactly the right size, the cover will be weaker. Now score lines where the spine will be. Make hinges about 1 cm from the spine. You can use the blunt side of scissors to score the hinge, and a ruler to keep the score straight. The score must be absolutely straight in order that the hinge can open perfectly. Finally, glue the spine and hinges to the book block. Try to make sure that you don’t get glue outside the hinge area.

If only the front or back cover has been lost, you should check the remaining part of the cover. If it is well secured, leave it in place but cut a new cover to cover the whole book, as in the technique above. This is stronger than sticking a piece of card onto one face of the book only. An alternative is to make a plastic cover for the book after sticking one face of the cover. This will protect the repair.

- The inside cover of the textbook separates from the text block where it joins the first and last pages. This can be mended by using clear, sticky tape to stick the cover onto the front and back pages. If the problem is serious it may require stitching as in (a), above.
If sections have been detached or if the binding has come unstuck, make a series of holes inside the edge of the book block, then sew the book block together again using a needle and strong thread. Finally glue the cover back in place.

In order to do this repair effectively, you need to make the holes close together, and keep the stitches tight when you sew. Before making the holes and before starting sewing, make sure that you have placed all pages squarely in the book and in the correct order. After you've made the holes it's too late to re-position the pages.

You can use a long thin nail, spike or needle to make the holes in the book block. You could ask a carpenter to make a handle for the nail, so that you can heat the nail in fire while you work. This will help the nail or needle to pierce the book block.

This technique is not recommended for books with more than 160 pages, because you may do even more damage to the book block while attempting to make the holes.

- The back spine may break because the book has been folded back on itself or because of poor quality binding. A cracked or broken spine can be reinforced with clear, sticky tape. Sometimes the cover may pull through the stitches if the cover card is soft or if the stitches are too tight. Re-sewing as in (a), above, is recommended. Sometimes pages may detach from the centre of the book if the paper is poor quality, if the stitching is badly done or if the book has been used roughly. Re-sewing as in (a), above, is recommended
- **Pages can be torn with careless usage.** They can be repaired with care using short pieces of a clear, sticky tape to follow the line of the tear. Be aware though, that clear sticky tape will dry out and crack after a short while. You may find brown tape or masking tape stronger, even if it looks less attractive. However, for repairs to text pages, clear sticky tape is the only option so that the text of the page will remain visible.

Water damage, termite and vermin damage and heavy page marking in pen are generally impossible to repair.

**Keeping the cover on the textbook is essential to long book life.**

### Basic Repair Kit for Books and Other LTM's

1. A 10 cm sewing needle
2. A plentiful supply of high grade sewing thread (the type used in boot and shoe repairs works well).
3. A cork or thimble for pushing the needle through many pages.
4. Clear tape (Scotch Tape or Sellotape); 2.5 cm wide for cover repairs and 1 cm for repairing torn pages
5. Paper, card or plastic to make book covers.

### CHECKLIST - Using and Maintaining the Textbooks

Fill in this checklist as you complete each activity related to using and maintaining your textbooks. REB inspector will come to check your store and your Textbook File to confirm that everything has been completed.
<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was your storeroom thoroughly cleaned and made tidy before the books and other instructional materials were put inside?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you keeping it clean and tidy every month?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your books neatly stacked and the shelves labeled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a storekeeper or someone who is responsible for the store? Name (s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you appointed students to help the storekeeper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you keeping your Textbook Stock / Issue Register up to date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you issuing the textbooks /LTM to the teachers/students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you instructed the students and teachers in book care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you holding monthly book inspections and repairing damaged books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you held a parents meeting to ask for help in repairing books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are parents helping to repair books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all books covered?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are teachers setting a good example by covering their own teacher’s books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have a policy on what to do if students lose or damage books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do staff, parents and students know what the policy is?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Subject Grade</td>
<td>Type of LTM</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Teachers guide</td>
<td>Chemistry SI</td>
<td>Textbook</td>
</tr>
<tr>
<td>Wall chart</td>
<td>Numeracy N1-N3</td>
<td></td>
</tr>
</tbody>
</table>

---

Received books:

| Total Number of | | |
|-----------------|----------------|
| 2               | 2              |

---

Annex 1: School LTM's Register (Format)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status and Number of LMTs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued</td>
<td>20</td>
</tr>
<tr>
<td>Returned</td>
<td>19</td>
</tr>
<tr>
<td>Lost</td>
<td>1</td>
</tr>
<tr>
<td>Issued</td>
<td>2</td>
</tr>
<tr>
<td>Returned</td>
<td>2</td>
</tr>
<tr>
<td>Lost</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annex 2: LTM Report Format</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LTM Title</td>
<td>Subject</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

---

Note: The table contains data for various subjects and grades, indicating the status (issued, returned, lost) of the LMTs.