

**NEPAL**

**Basic and Primary Education Programme Phase II  
Establishment of a Professional Publishing Capacity for BPEPII**

**Seminar 12: Educational Materials Writing Practice Intermediate Level  
22 November - 3 December 1999**

**Roy Bevan and Murray Macrae**

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22 November - 3 December 1999**

**Roy Bevan and Murray Macrae**

**International Book Development  
305-307 Chiswick High Road  
London W4 4HH  
tel: (00 44 181) 742 7474  
fax: (00 44 181) 747 8715  
e-mail: [ibdLtd@compuserve.com](mailto:ibdLtd@compuserve.com)**

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## **1 Introduction**

The seminar in *Educational Materials Writing Practice: Intermediate Level (Intermediate Authorship for brevity)* was the twelfth in a series supporting the building of capacity for professional publishing within the Basic and Primary Education Programme, Phase II (BPEPII). Terms of Reference (TOR) for the seminar are provided at Annex A.

### **ABBREVIATIONS**

BPEPII	Basic and Primary Education Programme, Phase II
BPEDU	Basic and Primary Education Development Unit
CDC	Curriculum Development Centre
DANIDA	Danish International Development Agency
DoE	Department of Education
ECD	Early Childhood Department
HMG	His Majesty's Government
HT	Headteacher
IBD	International Book Development
KMD	Kathmandu
NFE	Non-Formal Education
PE	Physical Education
PPC	Primary Publishing Cell
TOR	Terms of Reference



## 2 Seminar Programme

The seminar was delivered during the period 22 November to 3 December, each working day lasting from 9.30 to 2.30 p.m., usually in two sessions.

With regard to paragraph 2 of the TOR:

- a) all but one of the participants had attended either the 1998 or 1999 *Basic Authorship* seminar;
- b) none of participants brought any on-going work with them;
- c) in view of (b) above it was not appropriate to divide participants into three groups;
- d) the trainees decided that it would be most appropriate to present an intermediate course with inputs on personal development in creative writing and the development of educational materials other than textbooks.

Further details and the full seminar programme are provided in Annex B.

Seminar inputs, including those mentioned in the TOR, were illuminated through a series of nine writing exercises. The list of seminar hand-outs in Annex C indicates the nature and extent of the programme. [Full sets of these hand-outs were presented to the Primary Publishing Cell (PPC) and to the Director General, Department of Education, and representatives of DANIDA and IBD on 3 December 1999.] Annex D, page proofs for two Grade 2 Readers, is a sample of the outputs produced by two groups of participants.



### **3 Participants**

There were 17 participants, 5 of whom (29%) were women. Annex E contains a list of participants, their addresses, current job responsibilities and writing experiences.

To determine the writing experience of the participants and to ensure the relevance of the seminar content, a survey was conducted. The results are presented in Annex F. In view of the general lack of experience with Supplementary Readers, Workbooks and Worksheets, it was considered that concentration on those materials was most appropriate.



#### **4 Evaluation**

A post-course evaluation was conducted on 3 December. Annex G contains a summary of questionnaire returns. 78% of the candidates noted that the seminar had made either an 'excellent' or 'good' contribution to their personal development and to their ability to develop writing materials. Unexpected outcomes were mentioned: most notably that the course had built capacity in planning ability and teamwork and that individual confidence had been built. This was borne out in discussion with the participants.

A closer look at the returns indicates that a future seminar should concentrate more on the development of worksheets and on writing about events.

During the final working session of the seminar the participants discussed the nature of any follow-up inputs that may be arranged. They noted the importance of providing examples or models of good educational writing from other countries. See *Recommendations*.



## **5 Observations**

### **5.1 Working Conditions**

- a) Photocopying was promptly, cleanly and accurately done.
- b) All stationery and whiteboard materials were supplied.
- c) The teaching room was barely adequate:
  - the whiteboard did not clean properly and was precariously propped on chairs;
  - some lights were not working;
  - desks were so close to one wall that it was difficult to access some participants for individual tuition.

### **5.2 Participants**

- a) Some participants were advised of the seminar too late to be able to attend from the beginning. Two arrived on Wednesday 24 November; one on Thursday 25th.
- b) During the first week some participants were required for duties by their departments and so tended to drift in and out of sessions. This improved during the second week.
- c) Apart from (b) participants attended well and on time, played a full part in sessions, worked assiduously both individually and in groups and produced numerous written outputs.
- d) Participants generally improved their creative writing ability over the seminar period.



## **6 Recommendations**

The following recommendations are based on discussions with participants and officers in the BPEPII, analysis of Seminar 12 evaluation and with reference to the *BPEPII Program Implementation Plan 1999 – 2004* (Draft Main Report, Ministry of Education, HMG, February 1999).

### **6.1 Follow-up Seminars**

Two possible sets of follow-up seminars were identified:

#### *(a) Advanced Authorship*

- Aim: To produce about 30 Supplementary Readers for future publication.  
Participants: To include *all* of those in the *Intermediate Authorship* seminar.  
Duration: Two weeks.  
Facilitators: To have experience of development of Readers.  
To include an interpreter.  
Justification: Skills development through work on real tasks.

[This seminar could be the basis for a scheduled sequence of seminars incorporating *writing* (this proposal) leading to *editing* leading to *design* leading to *production*. This might also be regarded as a pilot for producing other kinds of educational materials in future.]

#### *(b) Repeat Basic-Intermediate-Advanced Cycle*

- Aim: To increase the national writing resource.  
Participants: To be selected from those who are currently commissioned as authors but who have not attended the previous authorship seminars.  
Duration: Two weeks per seminar.  
Facilitators: To have international experience of conducting authorship courses.  
To include some members of the Advanced Group as trainee facilitators.  
To include an interpreter.  
Justification: To augment the writing pool allowing for wastage and increases in requirements for written educational materials of all kinds.

### **6.2 Participant Selection**

Where possible:

- All participants should be given full release from normal duties during seminars.
- Participants should be notified of seminar dates at least one month in advance (to enable work in progress to be assembled).

### **6.3 International Facilitators**

Where possible:

- International Facilitators should have at least one working-day in-country before beginning seminar work (to acquaint themselves with the writing context, primary schools and the PPC).

### **6.4 Small Resource Library of Written Educational Materials**

Participants proposed the establishment within the PPC of a small resource library containing published examples of good educational writing. They believed that this would provide useful models of good practice. The trainers agree.



**TERMS OF REFERENCE**

**SEMINAR 12**

**EDUCATIONAL MATERIAL WRITING PRACTICE – INTERMEDIATE LEVEL**

**22 NOVEMBER – 3 DECEMBER 1999**

1. Prepare materials for a seminar entitled “Educational material writing practice, Intermediate Level” and teach the seminar from Monday 22 November – Friday 3 December 1999.
2. This writing workshop should be for writers who have participated in the 1998 seminar or its repeat, “Authorship and Group Writing” (October 1999). The writers will be allocated to one of 3 groups – e.g. adult training package development, teacher training, primary school textbooks – with Nepalese resource person (to be identified by BPEDU, Nepal). They will either bring concurrent work with them to the seminar or be given a writing task and work on it at the seminar. The seminar will emphasise writing within the context of curriculum development, not isolated from the educational context.
3. The objective of the seminar is to develop further the participants’ writing skills, to assist them in organising their materials and to move them towards writing in an interesting manner and geared to the particular readership.
4. Write a brief report on activities and recommendations on future training needed.



## Seminar Programme

### Seminar 12: Intermediate Authorship

*Roy Bevan and Murray Macrae*

The programme focused on two major themes: personal development of creative writing skills (writing about people, places and events and writing stories) and materials development (readers, workbooks and worksheets). Participants were encouraged to produce a variety of written exercises that were marked overnight and returned with comments.

Each working day was divided into two sessions: 9.30 – 11 a.m. and 11.30 a.m. to 2.30 p.m. (including lunch).

These are designated (1), (2) below.

#### Day 1: Monday 22 November 1999

- (1) *Introduction: Seminar Purpose*  
Personal Development – Creative Writing  
(people, places, events, telling stories)  
Materials Development (Readers, Workbooks, Workcards)
- (2) *Writing Task 1*  
Description of a person

#### Day 2: Tuesday 23 November 1999

- (1) *Review of Writing Task 1;*  
*Review of Basic Authorship Seminar*  
Creative and the factual approaches to writing
- (2) *Writing Task 2*  
'Fem Fem', based on the Man Man extract of V S Naipal

#### Day 3: Wednesday 24 November 1999

- (1) *Review of Writing Task 2*  
*Materials Development: Supplementary Readers*  
The role of the Supplementary Reader  
Planning a 12-page Grade 1 or 2 Supplementary Reader
- (2) *Writing Task 3*  
Drafting and revision of 12-page Reader  
Emphasis on group discussion and materials development

5p.m. *Meeting with*

Erik Winther-Schmidt	Chief Adviser, BPEP
Vibeke Jensen	Education Adviser, BPEP

**Day 4: Thursday 25 November 1999**

- (1) *Review of Writing Task 3*  
*Review of Participants' past and future writing experience*  
Planning the reader
- (2) *Writing Task 4*  
Describing a Place [theme and plan in English; writing in Nepali]  
Group discussion and materials development

**Day 5: Friday 26 November 1999**

- (1) *Completion of Booklet*  
Booklet sent to design section (Navindra Rajbhandari, Design Manager PPC and Trygve Hansen, consultant design specialist)
- (2) *Writing Tasks 5 and 6*  
Writing about an Event  
Writing instructions (in advance of Workbook writing next week)

**Day 6: Monday 29 November 1999**

- (1) *Materials Development: Workbooks*  
Concept, Purpose and Function and Constraints
- (2) *Writing Task 7*  
Production of Workbook pages (Grade 1 or Adult Learner level)

**Day 7: Tuesday 30 November 1999**

- (1) *Story: Its Value in Education*  
At all levels and across all subjects
- (2) *Writing Tasks 8*
  - (a) To write a personal account based on real event
  - (b) To consider Materials Development while writing
  - (c) To write a modern short story

**Day 8 Wednesday 1 December 1999**

- (1) *Continuation of Task 8(c)*
- (2) *Completion of Task 8(c)*  
Selected readings from task outputs (in Nepali, Sanskrit and English)

**Day 9 Thursday 2 December 1999**

- (1) *Materials Development: Worksheets*
- (2) *Writing Task 9*  
Devise worksheets in either mathematics, geography or science making use of the average Nepali school environment

**Day 10 Friday 3 December 1999**

(1) *Seminar Evaluation & Round Up*

(2) *Presentation of Certificates*

3 p.m. *Meeting with*

Vibeke Jensen  
Carmelle Denning

Education Adviser, BPEP  
Director, IBD



### Hand-outs

The hand-outs in the following table were distributed to all participants. The majority formed a basis for talks, discussion and activities; others were produced by the participants themselves as a result of brainstorming, mind-mapping and similar group inputs. Sets of handouts were presented to PPC, DANIDA and IBD on Friday 3 December 1999.

<b>Hand-out</b>	<b>Extent</b>	<b>Brief Description</b>
(1) Seminar Outline	2 pp	Mind Maps
(2) Seminar Course Notes	37 pp	Extensive notes, comprising: <i>Revision of Basic Seminar</i> <i>Writing descriptions of People</i> <i>Writing descriptions of Places</i> <b>Writing descriptions of Events</b> <i>Telling a Story</i> <i>Writing Stories</i>
(3) Writing Instructions	1 p	Paper cutting and folding
(4) Workbooks	1 p	Mind Map
(5) Writing Tasks: Stories	2 pp	Mind Maps
(6) Worksheets	4 pp	Sample Work Sheets
(7) Work Cards	15 pp	Sample cards and rationale <i>(previously circulated in Basic Writing seminars)</i>
(8) Robert and the Spider	1 p	A story
(9) Questionnaires	2 pp	Participants' experience Course Evaluation



## Samples of Participants' Work

The following pages contain draft page proofs for two Grade 1/Grade 2 Readers. The readers were developed by two two-person groups of the course participants and illustrated by a free-lance illustrator, courtesy of the Design Department of PPC.

*Meera and her Puppy*

*The Butterfly Chase*























### The Participants by Address, Job Title and Responsibilities

<b>NAME</b>	<b>ADDRESS</b>	<b>JOB TITLE - RESPONSIBILITIES</b>
1. Ms BIJAYA RIJAL	Curriculum Development Ctr Sanothimi, Bhaktipur, KMD 01-630588 (off) 412021 (res)	Training Officer - Curriculum Development Centre Developing curriculum and textbook and teaching/learning materials
2. DIK BAHADUR RAI	Curriculum Development Ctr Sanothimi, Bhaktipur, KMD 01-630588, 01-630797	Curriculum Officer (Social Studies) - CDC Developing curriculum, text books, teachers' guides and other teaching materials
3. GAJENDRA LAL PRADHAN	Curriculum Development Ctr Sanothimi, Bhaktipur, KMD 01-630588, 01-630797	Deputy Director (Health and PE) – CDC Textbook writing, Teacher Training, Organisation of national sports activities; Planning District level sports
4. HARI GAUTAM	BPEP CDC, Sanothimi, Bhaktapur, KMD 610572	Editor - Editing of CDC textbooks, magazines, curricula and other materials published by CDC
5. HARI PRASAD LAMSAL	Dept of Education Sanothimi, Bhaktapur, KMD 01-630110	Section Officer - Basic and Primary Education Section Production of training packages on HT management training and others; Conducting training programmes
6. JAYA PRASAD LAMSAL	CDC, Sanothimi, Bhaktapur, KMD 611288	Curriculum Officer - Development of reading materials for children; training primary teachers
7. Ms KALPANA KHANAL	Women Education Section  427782	Training Officer – Women Education Section Conducting training and writing training manuals
8. MADHUSUDAN TRIPATHI	NCNFE Secretariat, Sanothimi, Bhaktapur 611288	Assistant Specialist - Preparing training manuals and training trainers for NFE programmes
9. MANA RAJA RAJOPADHYAYA	Ka-3/817, Lagan, Dlachhi Tole, KMD -3 253638, 254103	Curriculum Officer (mathematics) - Design and development of curriculum and textbooks for lower and higher secondary levels
10. Ms MEERA SHARMA	Women Education Section  427782	Training Officer - Women Education Section Writing training manuals Conducting training
11. NAVIN KUMAR SINGH	Curriculum Development Ctr Sanothimi, Bhaktipur, KMD 01-630588, 01-630797	English Curriculum Officer – Curriculum Development Centre Developing curriculum, textbooks, teachers' guides; Co-ordinating CDC activities in English
12. NIRMAL NEUPANE	Department of Education	Administrative Officer -
13. PRADEEP KUMAR LAMA	CDC, Sanothimi, Bhaktapur, KMD 610572, 612188	Curriculum Officer - Writer of primary level teachers' guides in creative arts
14. RAJENDRA SIJAPATI	Non-Formal Education Cntr Sanothimi, Bhaktapur, KMD 631288 (off) 631280 (fax)	NFE Trainer – Non-Formal Education Centre Conduct and supervision of training
15. Ms RENUKA PANDEY	DoE, Child Education Section 470103	ECD Trainer - Early Childhood Education Section Producing training materials, training in curriculum contents
16. SHAMBU PRASAD DAHAL	CDC, Sanothimi, Bhaktapur, KMD 610577, 610588	Curriculum Officer - Writing and editing children's books and many articles
17. Ms USHA HAMAL	Non-Formal Education Cntr Sanothimi, Bhaktapur, KMD 631288 (off) 543201 (res)	Section Officer – Non-Formal Education Centre Training, Supervision, Writing of textbooks, training manuals, teachers' guides and materials to develop awareness



## Participants' Educational Writing Experience: Past and Present

### Results and Analysis

Please indicate your past and present educational writing experience (whether as sole author or co-author).

<b>NAME</b>	<i>All 17 participants completed the Questionnaire</i>			
TICK IN THE BOXES AS APPROPRIATE [ 3 ]				
(1) Some of my previous work has been published.			<b>YES</b>	<b>NO</b>
			<i>15/17</i>	<i>2/17</i>
(2) My publications include:				
<i>Numbers of participants completing boxes shown</i>				
	<b>Previously:</b>		<b>I am now working on:</b>	
	<i>For Govt</i>	<i>Privately</i>	<i>For Govt</i>	<i>Privately</i>
<b>Textbook(s)</b>	12	2	10	2
<b>Workbook(s)</b>	5		8	1
<b>Teachers Guide(s)</b>	9		10	1
<b>Worksheet(s)</b>	1	1		
<b>Work Card(s)</b>	1	1		
<b>Reader(s)</b>	3		3	
<b>Teachers Pack(s)</b>	10		5	
<b>Poster(s)</b>	6	1	3	
<b>Official Report(s)</b>				
<b>Others (please say)</b>				
articles	1	2	1	2
songs	3		1	

#### Analysis

- (1) One participant had neither written materials nor was in the process of writing materials.
- (2) The table gives the impression that many of the participants have been or are currently involved in writing educational materials. However, discussion with the participants revealed that:
  - a) at most, involvement was as a co-author;
  - b) in many cases the participants acted as monitors and evaluators of materials written by commissioned authors. Some of the group had occasionally been commissioned as authors, but frequently authors are drawn from the university, training college and teacher cadres.



## Evaluation Summary

### BPEP II SEMINAR 12 INTERMEDIATE AUTHORSHIP

Name (optional) .....

The purpose of this questionnaire is to get feedback to make course improvements in future.

16 of the 17 participants completed the questionnaire. Results are summarised below.

#### Personal Development

Please assess the contribution of the seminar to your personal development as a creative writer.  
Use the scale: 1 (excellent), 2 (good), 3 (satisfactory), 4 (barely adequate), 5 (poor).

<i>Creative Writing</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Writing about <b>People</b>	3	8	5	-	-
Writing about <b>Places</b>	6	7	2	1	-
Writing about <b>Events</b>	3	7	4	2	-
Writing <b>Stories</b>	4	11	1	-	-

#### Materials Development

Please assess the contribution of the seminar to your ability to develop the materials shown in the table.  
Use the scale: 1 (excellent), 2 (good), 3 (satisfactory), 4 (barely adequate), 5 (poor).

<i>Materials</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Readers</b>	5	1 0	1	-	-
<b>Workbooks</b>	2	1 1	3	-	-
<b>Worksheets</b>	1	9	6	-	-

3 What do you consider you gained most from the seminar?

*ability to write stories (6 participants); improved personal development (5); capacity built in planning/organisation (4); confidence built (3); improved general development in writing educational materials (3); ability to write work books (2); improved visualising (1); improved general development in writing techniques (1)*

4 How do you feel the seminar might be improved?

*provide models/examples of good educational writing materials from other countries (5 participants); course should be longer (5); course is fine as it is (2); give more practice in writing (2); less disturbance from being called away to do official duties/make the course residential (2); allocate writing tasks in advance/insist people prepare materials in advance (2); provide a better room/working situation (1); consider other creative writing forms such as poems and songs (1)*

[If there is anything else you would like to say about the seminar, please do so overleaf.]

*Thank you for attending and for completing this questionnaire.*

*Roy Bevan, Murray Macrae*