

**NEPAL**  
**Basic and Primary Education Programme II**  
**Manual on Textbook Provision Experiments**  
**Revised February 2000 – FINAL VERSION**

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## A. IMPLEMENTATION OF THE TEXTBOOK DISTRIBUTION EXPERIMENTS

### 1. BACKGROUND TO ALL THE DISTRIBUTION EXPERIMENTS

#### 1.1 The textbook distribution systems for the experiments

All of the experiments concern the school as the unit, which then has to distribute books to students (see Section A2 for descriptions). The experiments are as follows:

Local Purchase Orders (LPO) (Experiment 1) Re-used textbooks (Experiment 2) Bulk distribution (Experiment 3)
JEMC Coupon (Experiment 4)

Experiment 4, JEMC Coupon, has been the distribution system in Nepal since July 1999. There is therefore almost no action required under “implementation”, but it will be evaluated under the same conditions as the other 3 experiments which first have to be implemented.

#### 1.2 Districts for the experiments

Each of the distribution experiments will be tested in three different districts<sup>1</sup> from July 2000 for 2 school years. Each distribution experiment will include one terai, one hill and one mountain district, as shown below.

	Terai	Hill	Mountain
<b>Eastern</b>	Jhapa* (Ex. 2: Re-use)		Taplejung (Ex. 4: JEMC Coupon)
<b>Central</b>	Chitwan* (CPE) (Ex. 3: Bulk distribution)  Parsa * (Ex. 4: JEMC Coupon)	Kavre (Ex. 2: Re-use)  Kathmandu (Ex. 4: JEMC Coupon)	
<b>Western</b>		Lamjung* (Ex. 1: LPO)	Mustang * (Ex. 3: Bulk distribution)
<b>Mid Western</b>		Surkhet* (CPE) (Ex. 3: Bulk distribution)	Jumla (Ex. 1: LPO)
<b>Far Western</b>	Kailali* (Ex. 1: LPO)		Darchula * (Ex. 2: Re-use)

\*BPEP district

CPE=Compulsory Primary Education district

Therefore, Experiments 1-3 will first be implemented in the experimental districts, summarised as follows:

Experiment 1	Local Purchase Orders (LPO)	Kailali Lamjung Jumla
Experiment 2	Re-used textbooks	Jhapa Kavre Darchula
Experiment 3	Bulk distribution	Chitwan Surkhet Mustang

<sup>1</sup> These pilot districts were approved by Mr Giri, Secretary for Education, in a meeting with BPEDU, JEMC and the DoE at 2.00 p.m. on Wednesday September 1<sup>st</sup>, 1999

### 1.3 Timing of the Distribution experiments

The distribution experiments will be introduced into the pilot district from July 2000. Up to July 2000, preparation activities are necessary. The distribution experiments will be monitored and data collected for a minimum period of 2 years. An evaluation report will be submitted to the MOE in July 2000 for consideration and future policy decisions (see Section B).

### 1.4 Enrolment Data

The enrolment data are derived from BPEDU data from 1997 which have been extrapolated for 2000 roll numbers on the basis of historic growth rates. More detailed enrolment data for each of the experimental Districts will be provided by the Field Co-ordinators as soon as the preparation work for implementing the distribution experiments is underway (between February and June 2000 – see Section A2).

### 1.5 Distribution of experiment textbooks

For the experiments on JEMC Coupon and LPOs, the usual Sajha system will be used (sales agents and retailers). For the experiments on re-used textbooks and bulk distribution, Sajha will be contracted to provide storage and transportation services to the districts.

### 1.6 Management of the experiments

Advisory and Monitoring Committee

*Supervision of all activities relating to the textbook distribution experiments, including the upgrading of JEMC*

Chairman

Director General, DoE

Members

Director General, CDC

Co-ordinator, BPEDU

Director, JEMC

Marketing Director, Sajha

Director, Higher and Secondary Section, DoE

BPEP II: PAT Programme Officer and Education Advisor

Research and Development Section, DoE

Production and Distribution Manager, Primary Publishing Cell

Secretary

Deputy Director, Educational Material Development Section, DoE

#### Experimental distribution management group (EDMG)

*Day to day responsibility for the implementation of the distribution experiments*

Chairman

Director, Higher and Secondary Section, DoE

General manager

Deputy Director, Educational Material Development Section, DoE

Experiment Managers (EM)

4 management and publicity specialists (one for each of the 3 experiments to be implemented and one for the current JEMC Coupon system)

District Co-ordinators

12 School supervisors or retired teachers or secondary school teachers or university graduates (at least 30 years old, one for each experiment implementation district, drawn from the districts)

Field Workers

School supervisors or retired school teachers or secondary school teachers  
(in each experimental district, drawn from the districts)

Experiment Secretary

1 secretary/computer operator

(The implementation of the JEMC Coupon system is the responsibility of a *Primary Textbook Distribution Task Force (PTDTF)*, which comprises Director General CDC, Managing Director JEMC, Managing Director Sahja; the DoE has just taken over the day to day management from the CDC. The above management (EDMG) and advisory committee are in charge of the distribution experiments and are therefore separate.)

## **1.7 Job descriptions**

### **(a) General Manager**

- Manage the introduction of the 3 textbook distribution experiments and the special activities in the 3 experimental districts for the JEMC Coupon system
- Liaise with JEMC and with Sahja and contract Sahja for special textbook consolidation and distribution work required by some of the experiments. (This may also be done through JEMC.)
- Oversee all the work of the Experiment Managers
- Ensure the implementation timetable is respected for all the experiments, that activities are executed on time and progress chase when necessary
- Visit the experiment districts from time to time
- Authorise activities as needed for the individual experiments
- Control budgets
- Liaise with BPEP
- Write a report in July 2000 on the implementation of the experiments in the 9 districts, which covers activities, achievements, problems encountered, timetable and management, special information on the districts and schools, and also the activities in the 3 districts where JEMC Coupon is to be evaluated.
- Report to the Advisory and Monitoring committee and act as its Secretary.

### **(b) Experiment Managers**

- Be responsible for the introduction of one experiment in 3 districts/ or, for the JEMC Coupon districts, for the special activities in the districts.
- Follow the experiment plan, get all documents prepared and duplicated
- Inform all concerned in the districts and initiate publicity and information meetings in the districts.
- Train District co-ordinators and Field workers, instruct them and monitor their work.
- Ensure deadlines are met for the preparation activities to implement the experiment
- Under the General Manager, authorise payments for necessary activities in the districts.
- Advise General Manager on progress and problems.
- Prepare a status report in July 2000 on the introduction of the textbook experiment.

### **(c) District Co-ordinators**

- Manage the work of the Field Workers
- Attend publicity meetings, give support and information.
- Visit some schools, explain new textbook distribution system and collect enrolment data.
- For the Re-use experiment, move textbooks from Resource Centres which have too many to Resource Centres which have too few, in preparation for the 2<sup>nd</sup> year.
- Report to Experiment Manager, inform him about completed activities and dates.

### **(d) Field Workers**

- Attend publicity meetings, give support and information.
- Visit all schools twice (once for the JEMC Coupon preparation) up to the beginning of the school year, explain new textbook distribution system, distribute school rubber stamps, and collect enrolment data (Experiment Data Form and Exam Results Form).
- Keep a journal of all visits which records:
  - Date and hour of visit
  - Institution visited and people seen
  - Purpose of visit

- ❑ Completed Daily Attendance Form:

DAILY ATTENDANCE FORM		
Date.....		
School.....		
Zone/Cluster.....		
Class	Numbers attending today	
	Boys	Girls
1		
2		
3		
4		
5		

- ❑ Distance from previous location, time taken, method of transport, cost and receipt.
- Report to District Co-ordinator, inform him about completed activities and dates.

(e) Experiment Secretary

- Type on the computer all the documents required for the experiments.
- Do other secretarial work as required

**1.8 Training for Experimental Distribution Management Group (EMDG)**

- (a) Management training for General Manager and Experiment Managers (and, to represent the Advisory and Monitoring Committee, for Research and Development Section, DoE, and Production and Distribution Manager, Primary Publishing Cell)

The Staff College will be asked to design and conduct a special 3-day training during early March 2000 at Sano Thimi. The content of the training will be "Project Management" and will include:

- Basic project management: tasks to be performed, who performs them, who monitors and supervises, timetable for tasks
- Information flow, passing information in a concise form Relevant management techniques and management documents
- Timetabling
- Monitoring progress against plans
- Budget planning and control
- Structuring of information delivery (e.g. of public meetings, field worker training session)
- Staff training techniques
- Publicity campaigns
- Planning and writing publicity materials

(b) Field Staff Training

Task training for District co-ordinators and Field workers

(i) Sano Thimi (3 days during April 2000) for District co-ordinators.

Training given by PAT-BPEP, General Manager and Experiment Managers to include:

- Primary school textbooks (with copies)
- Manufacture and sales arrangements
- Problems encountered to date
- Objectives of experiment
- Specific responsibilities of District co-ordinators
- Strategy for the experiments
- General conditions of working with BPEP

(ii) District Training (3-5 days per district during April/May 2000 for Field workers)

Training given by the Experiment Manager in each district to include:

- Main features of the Experiment
- Detailed strategy
- Responsibilities of District Co-ordinator
- Responsibilities of Field workers

- Management documents
- Experiment data form
- Publicity activities
- Giving general information
- Travel and subsistence arrangements and administrative matters
- Questions and practice

**1.9 General management budget**

- (a) Staff College to design and give 3-day management training.  
Budget = R.15,000.
- (b) Experiment secretary/computer operator to do all typing, photocopying and assist with appointments, reservations, etc. Based in Primary Publishing Cell. Approximate duration – 6 months from January 2000 to July 2002.  
Budget = R.24,000
- (c) General Manager budget for visits to the districts where new distribution systems are being tested: 9 districts x 2 visits each, + 3 JEMC Coupon districts x 2 visits each  
Budget = R.80,000 for travel and subsistence.

**1.10 Preliminary activities to set up experiments**

February 2000      Appoint Advisory and Monitoring Committee.

Confirm Deputy Director, Educational Material Development Section, DoE, as General Manager of Experiments.

Select and appoint 4 staff members of the DoE as Experiment Managers.

Hire 1 secretary/ computer operator for 6 months (until end July 2000).

Contract Staff College to design training course in project management for the General Manager and Experiment Managers

Decide on how to get boxes/ cupboards for book storage in the Reuse Experiment to schools (eg, BPEP School construction department to draw up plans for manufacture and give schools budget, or, buy in bulk in the district centres, or, supply to schools as flat packs to be re-constructed?)

Get 3,000 x 2 copies (so that the schools can keep their own copy) of the “Experiment Data Form” printed (see 2.1.4, 2.2.4, 2.3.4). Also, get some copies of the “Daily Attendance Form” printed (Field Workers will later write this up in their journals of school visits). Later, all of the documents needed for the introduction of the experiments will be printed and paid for by the Project; the documents are shown in this implementation plan (eg, the “Exam results form”, the Sajha receipts for the Re-use and for the Bulk experiments, etc).

Contact the DEOs in the experimental districts to tell them that the General Manager and Experiment Manager will be visiting in March 2000.

## 2 INDIVIDUAL PLANS FOR THE IMPLEMENTATION OF THE DISTRIBUTION EXPERIMENTS

### 2.1 Experiment 1: Local Purchase Orders for schools

#### 2.1.1 Action

Local Purchase Orders (LPO) do not require security printing. The security comes through the existence of carbon copies. Because the LPO consists of 3 copies, with the same serial number, it is possible to verify a copy and guard against forgery.

The DEO must get accurate figures on school enrolments to write down the number of textbooks needed on each school's LPO and to request the right amount of cash from CDC/DoE to pay the Sajha agents and retailers. The Experiment Manager will assist the DEO to get accurate figures by doing a survey of the numbers of students. This information will also be used by JEMC to instruct Sajha about the number of textbooks required in the experimental districts. The Experimental Manager will begin a publicity and information campaign in each of the experiment districts. It will be continued by the District Co-ordinator and Field workers who will be hired and trained.

The Experiment Manager will give the DEO a stock of 3-part LPOs which are printed with textbook titles by class. The DEO will fill in one LPO for each school, keep the bottom copy and give the other 2 copies to the school. The school will use the LPO to "buy" books. Neither parents nor schools will handle cash. The school will keep one copy of the LPO and give the other to the sales agent/retailer. The sales agent/retailer will submit the LPO and the invoices between him and the school (to show the books which have been supplied to the school) to the DEO. The DEO will then pay cash to him.

#### Local Purchase Order (LPO)

<b>No. 123,456</b>						
<b>LOCAL PURCHASE ORDER (LPO) FOR PRIMARY SCHOOL TEXTBOOKS</b>						
Ministry of Education						
<b>District .....</b>		<b>DEO.....</b>		<b>Resource Person/ Supervisor.....</b>		
<b>Name of school.....</b>			<b>Headteacher.....</b>			
<b>Name, signature and date of authority issuing LPO.....</b>						
		<i>Number of textbooks allocated (DEO)</i>	<i>Number of textbooks received</i>	<i>Date textbooks received</i>	<i>Number of textbooks still due</i>	<i>Signature of school authority and school stamp</i>
GRADE 1	Nepali Maths Social Studies	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	
GRADE 2	Nepali Maths Social Studies	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	
GRADE 3	Nepali Maths Social Studies	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	
GRADE 4	Nepali Maths Social Studies English Environment	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	
GRADE 5	Nepali Maths Social Studies English Environment	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	
Signature of school headteacher for receipt of LPO from DEO: .....						

If the sales agent/retailer does not supply all the books which the school has been allocated, the retailer can take the LPO and invoice to the DEO to receive cash for the number of books supplied. The school takes its copy of the LPO to the DEO to exchange it for another LPO for the missing books. This may be necessary because the sales agents/retailers may not have enough books in stock to supply the school with all the textbooks allocated. They may need to receive the cash for the books which they have bought and sold so that they can buy more books from Sajha.

In each school, all the textbooks will be stamped with a rubber stamp provided by the Experiment Manager and the date when the school received the book will be recorded on it as follows:

*Rubber stamp*

<input type="checkbox"/> name of school ..... <input type="checkbox"/> district <input type="checkbox"/> BPEP II <input type="checkbox"/> date book received by school .....
--

After the books are stamped and dated, the school can give them to the parents/ guardians/ students. The parents/ guardians/ students will sign a register book to show that they have received the textbooks and the date on which they received the books. This register/ receipt book will be drawn up in the school on an exercise book (following a one-page model left with each school):

*Textbook receipt book*

Date	Name of student	Textbooks received	Signature of parent/ guardian/ student

2.1.2 Areas for trialling and numbers (1996 statistics)

	Kailali (1 <sup>st</sup> district)	Lamjung (2 <sup>nd</sup> district)	Jumla (3 <sup>rd</sup> district)
No. of schools	357	357	114
Grade 1 students	23060	17306	7675
Grade 2 students	11462	7060	1484
Grade 3 students	10508	5959	1092
Grade 4 students	10788	5785	572
Grade 5 students	8880	4891	744

2.1.3 Management of the experiment

The Experiment Manager (LPO) will be in charge of the introduction of this experiment in the three districts. During the Experiment Manager's first visit (March 2000) to the districts, he will select Field workers and a district co-ordinator for each district:

For Kailali district, 7 Field workers, each responsible for about 50 schools.

For Lamjung district, 9 Field workers, each responsible for about 40 schools.

For Jumla district, 6 Field workers, each responsible for about 19 schools.

2.1.4 Survey of numbers of students

From data from three sources, the Experiment Manager will finalise the number of textbooks needed in the experiment districts. He will give these numbers both to JEMC (for JEMC to contract Sajha to distribute enough textbooks to the experiment districts) and also to the DEOs in the experiment districts so that they can get the LPOs filled in accurately. The three sources are:

- (a) During the Experiment Manager's first visit to the experiment districts (March 2000), he will get data on schools and enrolments by class and by sex from study of DEO records, from visit reports by school supervisors and from records from RPs.
- (b) At the District Meeting (March 2000), the Experiment Manager will give copies of an "experiment data form" to the RPs and school supervisors. The RPs and school supervisors will circulate the experiment data forms to schools and collect them ready for the Experiment Manager's next visit (April 2000):

*Experiment data form*

<b>EXPERIMENT DATA FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers at first registration		Numbers enrolled today	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

- (c) One month before the next school year (i.e. June 2000), the District Co-ordinator will ask the Resource Persons/ school supervisors through the DEO to get final exam results from the schools. The results give the total numbers per class of boys and girls who sat the exam, who passed and who failed. These are reliable data and show what numbers of students can be promoted up to the next class at the beginning of the next school year. (But it does not account for repeaters, drop-outs and does not provide a figure for grade 1.) The following form will be distributed during the 2<sup>d</sup> visit to the districts by the Experiment Manager and will be completed in June:

*June exam results form*

<b>EXAM RESULTS FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers of exam sitters		Numbers passed	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

2.1.5 Publicity campaign

(a) DISTRICT MEETING

- Timing: March 2000, for one day in each of the three experiment districts' headquarters
- Leader: Experiment Manager (accompanied where possible by the General Manager)
- Participants: DEO, all RPs/ school supervisors, members of the District Development Committee (DDC) and of the District Education Committee, Sajha Regional Office and sales agents and retailers (35 retailers in Kailali, 7 agents in Lamjung, 2 agents and 4 retailers in Jumla), one local representative from each of the 4 teachers associations, a few members from Village Development Committees and from School Management Committees.

Objectives: Information seminar  
 Explain objectives of experiment, special features of the experiment, and timing  
 Roles of the Field workers and District co-ordinator, to be recruited in the experiment districts  
 Collection of enrolment data  
 Schools to be given rubber stamps for books  
 Publicity activities and sector publicity committees to be formed under the chairmanship of DDC members

(b) PUBLICITY MEETINGS

(i) DEO publicity meeting

Timing: April-May 2000 for 2 hours in the DEO's offices  
 Leader: Experiment Manager with District co-ordinator and Field Workers  
 Participants: DEO, RPs and school supervisors, and DDC members  
 Objectives: Explain special activities of the experiment  
 Timetable of events  
 Distribute INFORMATION SHEETS

(ii) Publicity committee meetings

Timing: April-June 2000, for 2 hours in each Resource Centre or each sector headquarters  
 Leader: DDC member and RP/ school supervisor, supported by the District co-ordinator and Field worker  
 Participants: Parents, headteachers and teachers in the sector/Resource Centre area  
 Objectives: Explain special activities of the experiment  
 Timetable of events  
 Distribute A2 POSTERS to headteachers

(c) SAJHA BRANCH OFFICES

The Experimental Manager will give the Sajha Regional Office in Kailali and other branch offices responsible for the experiment districts a set of INFORMATION SHEETS to distribute to their agents and retailers at least 1 month before the beginning of the school year.

(d) A2 POSTER

The Experiment Manager will be in charge of the writing and production of an A2 POSTER for distribution to all schools, RCs, DEO headquarters, etc, in the experimental districts. The poster will be targeted to parents, teachers and headteachers. It will explain to them what they should do for the July 2000 school year and tell them that they can get further information from the District co-ordinator (through the RCs/ DEO headquarters).

(e) INFORMATION SHEET

The Experiment Manager will also be in charge of the writing and production of an INFORMATION SHEET targeted to RPs, school supervisors, DDCs, District Education Committees, DEOs, Sajha agents and retailers. It will tell them about the experiment in textbook distribution and explain to them how the textbooks will reach the schools. It will describe the role of the Sajha sales agents and retailers and how they will get paid for providing textbooks to schools. It will tell them how to fill in the LPO.

2.1.6 Step by step plan, schedule and responsibility (February – June 2000)

Date	Activity	Responsibility
February 2000	Select Experiment Manager (LPO) from staff of DoE	DoE
February	Get EXPERIMENT DATA FORM (2.1.4.b) printed in enough copies for LPO experiment (828 schools + 10% margin = 1,000 forms)	Experiment manager (EM)/ General Manager (GM)
End February	Contact DEOs to agree district meetings to take place in March	EM

Early March (3 days)	EM receives MANAGEMENT TRAINING (1.8.a)	General manager (GM) to liaise with Staff College to give training
2 <sup>nd</sup> week, March	<i>Travel to 1<sup>st</sup> district</i>	EM
2 days, 2 <sup>nd</sup> week, March	DISTRICT MEETING (see 2.1.5.a)  Get ENROLMENT STATISTICS (2.1.4.a) while in the district.  Distribute EXPERIMENT DATA FORMS (2.1.4. b) to RPs/ school supervisors.  Inform DISTRICT CO-ORDINATOR about Sano Thimi training (1.7.c/d; 1.8.b.i)	EM EM EM EM
3 <sup>rd</sup> week, March	<i>Travel to 2<sup>nd</sup> district</i>  Repeat activities in 2 <sup>nd</sup> district	EM
4 <sup>th</sup> week, March	<i>Travel to 3<sup>rd</sup> district</i>  Repeat activities in 3 <sup>rd</sup> district	EM
4 <sup>th</sup> week, March	<i>Return to Kathmandu</i>	EM
1 <sup>st</sup> week, April	Inform Janak & Sajha on provisional number of textbook sets for experimental districts. This will be calculated on the basis of the enrolment data from the districts.  Get Janak production schedule for all primary school textbooks. Find out how many sets of textbooks Janak can guarantee to deliver to Sajha for the experimental districts. Make arrangements for publicity campaign in the experimental districts (2.1.5)  Finalise texts of all pieces of documentation for: (i) the LPO forms (2.1.1) (ii) publicity (2.1.5) (iii) management of experiment (2.1.3, 2.1.1) (iv) 910 individual SCHOOL RUBBER STAMPS (2.1.1) (v) June exam results form  Get them printed/ manufactured.  Give INFORMATION SHEET (2.1.5.e) to Sajha head office to explain the LPO system and how it will affect Sajha agents and retailers.	EM  GM EM/ GM EM  GM/ PPC Production and Distribution Manager EM
Early April (4 days)	District Co-ordinators come to Sano Thimi, for FIELD TRAINING (1.8.b.i)	GM, EM
3 <sup>rd</sup> week, April	<i>Travel to first district</i>	EM
3 <sup>rd</sup> – 4 <sup>th</sup> week, April	FIELD WORKER TRAINING (1.8.b.ii)  Liaison with relevant Sajha branch Give them the INFORMATION SHEET (2.1.5.e)  Give the LPO forms to the DEO and explain the system to the accounts department.	EM EM EM

	Collect EXPERIMENT DATA FORMS left behind during March visit and to be filled in by schools.	EM assisted by RPs/ school supervisors
	Distribute JUNE EXAM RESULTS FORM (2.1.4) to RPs and supervisors.	EM
	Give materials for publicity and the school rubber stamps to District co-ordinator for circulation to publicity campaign meetings (2.1.5) and to schools through RPs and School Supervisors	EM, District co-ordinators
	Start PUBLICITY MEETINGS (2.1.5.b.i/ii)	
4 <sup>th</sup> week, April	<i>Travel to 2<sup>nd</sup> district</i>	EM
1 <sup>st</sup> – 2 <sup>nd</sup> week May	Repeat activities in 2 <sup>nd</sup> district	EM
1 <sup>st</sup> – 4 <sup>th</sup> week, May	Continue publicity meetings in 1 <sup>st</sup> district.	District co-ordinator
2 <sup>nd</sup> week, May	<i>Travel to 3<sup>rd</sup> district</i>	EM
3 <sup>rd</sup> – 4 <sup>th</sup> week, May	Repeat activities in 3 <sup>rd</sup> district	EM
3 <sup>rd</sup> week May – 2 <sup>nd</sup> week June	Continue publicity meetings in 2 <sup>nd</sup> district	District co-ordinator
4 <sup>th</sup> week May	<i>Return to Kathmandu</i>	EM
1 <sup>st</sup> – 4 <sup>th</sup> week June	Continue publicity meetings in 3 <sup>rd</sup> district	District co-ordinator
June	Get school exam results (2.1.4.c) in all experiment districts. Compare numbers with school data forms, etc. Advise Sajha on resulting numbers of textbook sets required in the district.	District Co-ordinators
July	In all experiment districts, check that DEOs have received DoE textbook funding.  Check that Sajha offices have received textbook sets.	District Co-ordinators

### 2.1.7 Activities in preparation for school year 2001/02

From May-June 2001, the General Manager and the Experiment Manager (LPO) will work again on the experiment. They will visit the experiment districts once again to meet and spread information and documents to the DEOs, all RPs/ school supervisors, members of the District Development Committees (DDC) and of the District Education Committees, Sajha branches and sales agents/ retailers, teachers associations, some Village Development Committees and School Management Committees. The experiment districts must be reminded that the LPO system will be used for the distribution of textbooks for another school year. For that purpose, the Experiment Manager will give the DEOs/ Resource Persons further sets of LPOs and more A2 posters and Information Sheets. The Resource Persons and School supervisors will be requested to hold publicity meetings to inform all schools and parents that the LPO will continue to be the textbook supply system and that schools must again stamp and date all textbooks received.

## 2.2. Experiment 2: Re-use of durable textbooks

### 2.2.1 Action

Durable textbooks will be supplied to schools so that the textbooks can be re-used the following school year by a new set of students. The headteacher will himself/herself be in charge of them and, if necessary, will appoint a teacher to manage the stock of books. Students will be lent a set of textbooks and will return them at the end of the school year. Each school will need a storage box or cupboard so that the returned books can be kept safely at the end of the school year and before they are given to the new class of students at the beginning of the next school year.

The Experiment Manager must ensure through the District Co-ordinators and Field Workers that each school has received its storage box.

The textbooks will reach the Resource Centres by special delivery by Sajha. The RP will inform the DEO of the number of textbooks which Sajha has delivered. From there, it is the schools' responsibility to collect the textbooks.

Sajha will give each schools the number of textbooks authorised by the DEO from numbers provided by the District Co-ordinator from the Experiment Manager. The DEO issues school receipts in 4 copies to the Resource Centres. (One copy for the DEO, Sajha keeps the 2<sup>nd</sup> copy, the 3<sup>rd</sup> copy goes to JEMC, and the 4<sup>th</sup> copy also goes to JEMC for eventual presentation to CDC/DoE and payment.) If all the schools have not collected their books within one month of delivery to the Resource Centre, then Sajha takes all the receipts to the DEO for authorisation for payment for all of the books delivered. It is then up to the DEO to chase the schools which have not collected their books. Any leftover books will remain in the Resource Centres for distribution to schools the following year.

<i>Resource Centre memo to DEO about textbooks received from Sajha</i>		
Date	Signature of RP and name of Resource Centre	
Books received by RP from Sajha		Number of textbooks received
GRADE 1	Nepali Maths Social Studies	
GRADE 2	Nepali Maths Social Studies	
GRADE 3	Nepali Maths Social Studies	
GRADE 4	Nepali Maths Social Studies English Environment	
GRADE 5	Nepali Maths Social Studies English Environment	

<i>School receipt for textbooks collected (4 copies)</i>		
Name of school		
Date	Signature of DEO	
Date	Signature of head teacher	
Books received from Sajha		Number of textbooks received
GRADE 1	Nepali Maths Social Studies	
GRADE 2	Nepali Maths Social Studies	
GRADE 3	Nepali Maths Social Studies	
GRADE 4	Nepali Maths Social Studies English Environment	
GRADE 5	Nepali Maths Social Studies English Environment	

All the durable textbooks manufactured by JEMC will be delivered to the Resource Centres. The extra textbooks not needed according to the enrolment data will be stored at the Resource Centres/DEO until the following school year (July 2001). The Experiment Manager will make a list of numbers of extra textbooks and their locations. The number of textbooks to be stored will be the number of textbooks left over after the schools have collected their books. The District co-ordinator will be responsible for moving textbooks from Resource Centres with too many textbooks for the schools to Resource Centres with too few textbooks. The Experiment Manager will authorise the transportation budget for moving textbooks – if it is necessary. The books left over after these adjustments will then be distributed in July 2001 to cover textbook loss for the next school year.

(At present, the number of extra textbooks is not known. This will be discussed in July/August 2000. Replacement textbooks to cover loss may be created through (i) enough copies being printed by JEMC in the first printing, (ii) JEMC being given more paper in 2001 to manufacture further copies of durable textbooks, (iii) ordinary textbooks being supplied as this is an experiment to find out how many copies of durable textbooks will be re-used from year to year.)

The headteacher in each school will manage the durable textbook stock using textbook stock control documents (to be provided by the Experiment Manager). (If necessary, the documents could be drawn up in an exercise book.) They consist of:

- a “School Textbook Stock Book”,
- a set of “Class Student Allocation Books”,
- a “Parent/Guardian Agreement Register”, and
- a School Rubber Stamp.

When the school receives its durable textbooks, it must register them on page 1 of the School Textbook Stock Book and then stamp and number each one (School Rubber Stamp). When this is done, the correct number of textbooks are allocated to each class teacher using pages 2-20 of the School Textbook Stock Book. The class teacher writes the student’s name, the date and the condition of the textbook on the textbook as shown by the School Rubber Stamp and enters the same information in the Class Student Allocation Book. Finally, the parent/ guardian signs the “Parent/Guardian Agreement Register” to show that they understand that the books must be returned and agree to do so.

The School Textbook Stock Book has on its 1<sup>st</sup> page “Number of textbooks received” and on the next 19 pages “Stock by book”:

*School Textbook Stock Book, page 1: Number of textbooks received*

	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>Number/ Date</b>	<b>Number/ Date</b>	<b>Number/ Date</b>	<b>Number/ Date</b>	<b>Number/ Date</b>
Nepali					
Maths					
Social studies					
Science					
English					

The above page 1 is to record the number of durable textbooks received by grade and by subject and the date when received.

*School Textbook Stock Book, pages 2-20: Stock by book*

<b>TITLE AND CLASS:</b>			
<b>Date</b>	<b>Number of textbooks received/ returned</b>	<b>Number of textbooks lent to students</b>	<b>Balance of textbooks in stock at school</b>

The above page is for one textbook title by grade. Each textbook will have its own page in the School Textbook Stock Book – a total of 19 pages. It is to monitor and record the number of textbooks by class and by subject in stock in the school and the number lent to students. The first row to be filled in is copied from page 1 and this is the “starting stock”. Every time textbooks are either lent to students or returned to the school, they must be recorded with the correct date on the day they are lent or returned.

The “Class Student Allocation Books” (below) is a book that is needed for each class. It is to record, for each student in a class, the textbooks lent and returned and what condition they were in when lent and when returned:

*Class Student Allocation Books*

<b>GRADE 1</b>	<b>Date &amp; textbooks lent (subject and book number)</b>	<b>Comment/ condition of books when lent</b>	<b>Date &amp; textbooks returned (subject and book number)</b>	<b>Comment/ condition of books when returned</b>
<b>Student's name</b>				

*School Rubber Stamp*

In each school, all the textbooks will be stamped with the rubber stamp provided by the Experiment Manager. It will give school information, and on it the school will record the users of the textbook and the stock number of the textbook:

<i>Name of school .....</i>		
<i>District .....</i>		
<b>BPEP II</b>		
<b>Date given to student</b>	<b>BOOK NUMBER</b> .....	<b>Condition of book on return: N/G/S/P</b> (New/ Good/ Satisfactory/ Poor)
	<b>Name of student</b>	

*Parent/Guardian Agreement Register*

After the books are stamped and dated, the school will give them to the parents/ guardians for the students. The parents/ guardians will sign a register book to show that they have borrowed the textbooks for their child, the date on which they received the books, and their agreement to return the books to the school:

<b>Date</b>	<b>Name of student</b>	<b>Name of parent/ guardian</b>	<b>Textbooks received</b>	<b>Signature of parent/ guardian agreeing to return the textbooks in good condition at the end of the school year</b>

2.2.2 Areas for trialling and numbers (1966 statistics)

	<b>Jhapa (1<sup>st</sup> district)</b>	<b>Kavre Palanchok (2<sup>nd</sup> district)</b>	<b>Darchula (3<sup>rd</sup> district)</b>
No. of schools	292	474	242
Grade 1 students	33000	26041	9375
Grade 2 students	19420	15167	3342
Grade 3 students	18174	9969	2705
Grade 4 students	18796	8542	2233
Grade 5 students	21107	7667	2311

2.2.3 Management of the experiment

The Experiment Manager (Re-use) will be in charge of the introduction of this experiment in the three districts. During the Experiment Manager's first visit (March 2000) to the districts, he will select Field workers and one District co-ordinator for each district:

- For Jhapa district, 8 Field workers, each responsible for about 36 schools
- For Kavre district, 14 Field workers, each responsible for about 34 schools
- For Darchula district, 12 Field workers, each responsible for about 20 schools

2.2.4 Survey of numbers of students

From data from three sources, the Experiment Manager will finalise the number of textbooks needed in the experiment districts. These numbers will be given to JEMC so that Sajha can deliver them to the Resource Centres. (Note that if there are any surplus durable textbooks, these should be divided up in proportion to the number of students in each district and delivered to the Resource Centres for storage until the next school year.) The three sources are:

- (a) During the Experiment Manager's first visit to the districts (March 2000), he will get data on schools and enrolments by class and by sex from study of DEO records, from visit reports by school supervisors and from records from RPs.
- (b) At the District Meeting, the Experiment Manager will give copies of an "experiment data form" to the RPs and school supervisors. The RPs and school supervisors will circulate the experiment data forms to schools and collect them ready for the Experiment Manager's next visit (April 2000):

<b>EXPERIMENT DATA FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers at first registration		Numbers enrolled today	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

- (c) One month before the next school year (i.e. June 2000), the District Co-ordinator will ask the Resource Person/ school supervisor through the DEO to get final exam results from the schools. The results give the total numbers per class of boys and girls who sat the exam, who passed and who failed. These are reliable data and show what numbers of students can be promoted up to the next class at the beginning of the next school year. (But it does not account for repeaters, drop-outs and does not provide a figure for grade 1.) The following form will be distributed during the 2<sup>nd</sup> visit to the districts by the Experiment Manager and will be completed in June:

*June exam results form*

<b>EXAM RESULTS FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers of exam sitters		Numbers passed	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

## 2.2.5 Publicity campaign

### (a) DISTRICT MEETING

- Timing: March 2000, for one day in each of the three experiment districts' headquarters  
Leader: Experiment Manager (accompanied where possible by the General Manager)  
Participants: DEO, all RPs/ school supervisors, members of the District Development Committee (DDC) and of the District Education Committee, several Sajha sales agents (or, if none in the district, retailers), one local representative from each of the 4 teachers associations, a few members from Village Development Committees and from School Management Committees.
- Objectives: Information seminar  
Explain objectives of experiment, special features of the experiment, and timing  
Roles of the Field workers and District co-ordinator, to be recruited in the experiment districts  
Collection of enrolment data  
Schools to be given rubber stamps for books  
Publicity activities and sector publicity committees to be formed under the chairmanship of DDC members

### (b) PUBLICITY MEETINGS

#### (i) DEO publicity meeting

- Timing: April-May 2000 for 2 hours in the DEO's offices  
Leader: Experiment Manager with District co-ordinator and Field Workers  
Participants: DEO, RPs and school supervisors, and DDC members  
Objectives: Explain special activities of the experiment  
Timetable of events  
Distribute INFORMATION SHEETS  
Some textbooks will not be delivered to schools, but stored at the Resource Centres/DEO, to replace lost textbooks in July 2001

#### (ii) Publicity committee meetings

- Timing: April-June 2000, for 2 hours in each Resource Centre or each sector headquarters  
Leader: DDC member and RP/ school supervisor, supported by the District co-ordinator and Field worker  
Participants: Parents, headteachers and teachers in the sector/Resource Centre area  
Objectives: Explain special activities of the experiment  
Timetable of events  
Distribute A2 POSTERS to headteachers

### (c) TRAINING MEETINGS

- Timing: After the publicity committee meetings in the Resource Centres and sector headquarters (see b.ii above). April-June 2000.  
Leader: RPs/ school supervisors supported by Field worker  
Participants: Headteachers and teachers: they will sign an attendance register to make sure that all schools have received this training.  
Objectives: Train to manage the book stock and use the stock control documents.  
All the documents will be printed in advance.

### (d) SAJHA BRANCH OFFICES

The Experimental Manager will give the Sajha Branch Offices for and in the experiment districts a set of INFORMATION SHEETS to distribute to their agents and retailers at least 1 month before the beginning of the school year. Amongst other things, this will explain that the job is to deliver textbooks to the Resource Centres in Jhapa, Darchula and Kavre, and to get the schools to sign receipts when they come to collect the textbooks.

### (e) A2 POSTER

The Experiment Manager will be in charge of the writing and production of an A2 POSTER for distribution to all schools, RCs, DEO headquarters, etc, in the experimental districts. The poster will be targeted to parents, teachers and headteachers. It will explain to them what they should do for the July 2000 school year and tell them that they can get further information from the District co-ordinator (through the RCs/

DEO headquarters). The poster will emphasise that students can only borrow the books from the school and that they must return the books at the end of the school year.

(f) INFORMATION SHEET

The Experiment Manager will also be in charge of the writing and production of an INFORMATION SHEET targeted to RPs, school supervisors, DDCs, District Education Committees, DEOs, Sajha agents and retailers. It will tell them about the experiment in textbook distribution and explain to them how the textbooks will reach the schools. It will describe the role of Sajha and how delivery agents get paid for delivering textbooks to the Resource Centres and then giving the right number to the schools which come to collect. It will emphasise the need for schools to manage and safeguard the textbook stock which has to last several years.

2.2.6 Step by step plan, schedule and responsibility

<b>Date</b>	<b>Activity</b>	<b>Responsibility</b>
February 2000	Select Experiment Manager (Re-use) from staff of DoE	DoE
February	Get EXPERIMENT DATA FORM (2.2.4.b) printed in enough copies for Re-use experiment (1008 schools + 10% margin = 1,100 forms)  Decision on storage box/cupboard for schools.	Experiment manager (EM)/ General Manager (GM)  Advisory Committee/ PAT/GM
End February	Contact DEOs to agree district meetings to take place in March	EM
Early March (3 days)	EM receives MANAGEMENT TRAINING (1.8.a)	General manager (GM) to liaise with Staff College to give training
Early March	Duplicate plan for book storage cupboard in 1,100 copies for all schools.  Give EM budget for local manufacture of storage cupboards to take to districts	EM  PAT/ GM
2 <sup>nd</sup> week, March	<i>Travel to 1<sup>st</sup> district</i>	EM
2 days, 2 <sup>nd</sup> week, March	DISTRICT MEETING (see 2.2.5.a)  Give storage cupboard plans and budget to DEO/ Resource Persons for them to be manufactured by next visit.  Get ENROLMENT STATISTICS (2.2.4.a) while in the district.  Distribute EXPERIMENT DATA FORMS (2.2.4. b) to RPs/ school supervisors.  Inform DISTRICT CO-ORDINATOR about Sano Thimi training (1.7.c/d; 1.8.b.i)	EM  EM  EM  EM
3 <sup>rd</sup> week, March	<i>Travel to 2<sup>nd</sup> district</i>  Repeat activities in 2 <sup>nd</sup> district	EM
4 <sup>th</sup> week, March	<i>Travel to 3<sup>rd</sup> district</i>  Repeat activities in 3 <sup>rd</sup> district	EM
4 <sup>th</sup> week, March	<i>Return to Kathmandu</i>	EM

1 <sup>st</sup> week, April	<p>Give number of durable textbooks needed in the experiment districts to JEMC. This will be calculated on the basis of the enrolment data from the districts.</p> <p>Inform Sajha about the durable textbooks which will be delivered to Resource Centres in the 3 districts.</p> <p>Inform GM about the schools and enrolments in order to finalise the number and size of the steel storage boxes in each of the districts.</p> <p>Decide with PAT office about the manufacture and delivery of the steel boxes.</p> <p>Make arrangements for publicity campaign in the experimental districts (2.2.5)</p> <p>Finalise texts of all pieces of documentation for:</p> <p>(i) “School Textbook Stock Book”, a set of “Class Student Allocation Books”, a “Parent/Guardian Agreement Register” (2.2.1)</p> <p>(ii) publicity (2.2.5)</p> <p>(iii) management of experiment (2.2.3, 2.2.1)</p> <p>(iv) 1,008 individual SCHOOL RUBBER STAMPS (2.2.1)</p> <p>Get them printed/ duplicated/ manufactured.</p> <p>Give INFORMATION SHEET (2.2.5.f) to Sajha head office to explain textbook re-use and how it will affect Sajha agents and retailers.</p>	<p>EM advises PAT which gives order to JEMC</p> <p>EM</p> <p>EM/ GM</p> <p>EM</p> <p>GM/PAT</p> <p>EM</p> <p>GM/ PPC Production and Distribution Manager</p> <p>EM</p>
Early April (4 days)	District Co-ordinators come to Sano Thimi for FIELD TRAINING (1.8.b.i)	GM, EM
3 <sup>rd</sup> week, April	Give budget to EM for delivery of textbooks from Resource Centres and DEO to schools	GM
3 <sup>rd</sup> week, April	<i>Travel to first district</i>	EM
3 <sup>rd</sup> – 4 <sup>th</sup> week, April	<p>FIELD WORKER TRAINING (1.8.b.ii)</p> <p>Liaison with relevant Sajha branch Give them the INFORMATION SHEET (2.2.5.e)</p> <p>Collect EXPERIMENT DATA FORMS left behind during March visit and to be filled in by schools.</p> <p>Give materials for publicity and the school rubber stamps to District co-ordinator for circulation to publicity campaign meetings (2.2.5) and to schools through RPs and School Supervisors</p> <p>Start PUBLICITY MEETINGS (2.2.5.b.i/ii; 2.2.5.c)</p> <p>Check on progress on storage boxes/cupboards</p>	<p>EM</p> <p>EM</p> <p>EM assisted by RPs/ school supervisors</p> <p>EM</p> <p>EM, District co-ordinator</p> <p>EM, District co-ordinator</p>
4 <sup>th</sup> week, April	<i>Travel to 2<sup>nd</sup> district</i>	EM
1 <sup>st</sup> – 2 <sup>nd</sup> week May	Repeat activities in 2 <sup>nd</sup> district	EM

1 <sup>st</sup> week, May – 4 <sup>th</sup> week June	Continue publicity meetings in 1 <sup>st</sup> district.	District co-ordinator, assisted by Field workers
2 <sup>nd</sup> week, May	<i>Travel to 3<sup>rd</sup> district</i>	EM
3 <sup>rd</sup> – 4 <sup>th</sup> week, May	Repeat activities in 3 <sup>rd</sup> district	EM
3 <sup>rd</sup> week May – 4 <sup>th</sup> week June	Continue publicity meetings in 2 <sup>nd</sup> district	District co-ordinator, assisted by Field worker
4 <sup>th</sup> week May	<i>Return to Kathmandu</i>	EM
1 <sup>st</sup> – 4 <sup>th</sup> week June	Continue publicity meetings in 3 <sup>rd</sup> district	District co-ordinator, assisted by Field worker
June	Get school exam results (2.2.4.c) in all experiment districts. Compare numbers with school data forms, etc. Advise Sajha on resulting numbers of textbook sets required in the district.	District Co-ordinators
July	Check that Sajha offices have delivered textbooks to Resource Centres; and that the remainder of the textbooks are being stored at the Resource Centres/ DEO for the next school year. Inform the EM of the number of textbooks being stored in each place.  Check that all schools have got their storage cupboards and have collected their textbooks.  Check that all schools know how to use the textbook stock management forms.	District Co-ordinators, assisted by Field workers

### 2.2.7 Activities in preparation for school year 2001/02

From March-April 2001, the General Manager and the Experiment Manager (Re-use) will work again on the experiment. They will visit the experiment districts once again to meet and spread information and documents to the DEOs, all RPs/ school supervisors, members of the District Development Committees (DDC) and of the District Education Committees, Sajha branches and sales agents/ retailers, teachers associations, some Village Development Committees and School Management Committees. The experiment districts must be reminded that the Textbook Re-use system will be used for school year July 2001. For that purpose, the Experiment Manager will give the DEOs/ Resource Persons more A2 posters and Information Sheets. The Resource Persons and School supervisors will be requested to hold publicity meetings to inform all schools and parents that:

- (a) textbooks should be collected by schools at the end of the school year and then re-used in July 2001;
- (b) schools should continue to use the School Textbook Stock Books, the sets of Class Student Allocation Books and the Parent/Guardian Agreement Registers;
- (c) schools can collect some extra textbooks to cover loss and these must be stamped with the School Rubber Stamp, and then the student's name and date must be written on the book where the Stamp indicates.

The DEO and Resource Persons will be authorised to give to each school which comes to collect textbooks in July up to 20% of the original consignment of the school. (These textbooks will have been stored in the Resource Centres or at the DEO from the previous school year.)

## 2.3 Experiment 3: Bulk distribution

### 2.3.1 Action

For this bulk distribution experiment, the Experiment Manager will get school enrolments in the districts (as for the other experiments) and compare them with the enrolment information which is available from the EMIS for the two CPE districts (Chitwan and Surkhet); for the third district (Mustang) there will be no EMIS for

comparison. The Experiment Manager will give the DOE/CDC the numbers and, with the authority of the DOE/CDC, give JEMC a list of the schools, their Resource Centres and districts, and the number of textbooks for each school. JEMC will sub-contract Sajha to deliver the consignments to the correct Resource Centres in the three districts and then to give them to the schools which come to collect them. The RP will inform the DEO of the number of textbooks which Sajha has delivered. The DOE/CDC will then pay JEMC for textbooks, consolidation and delivery.

The schools will be responsible for collecting their books from the Resource Centres. If there are any books remaining after one month in the Resource Centre, Sajha will take the school receipts to the DEO for authorisation for payment. The DEO will issue school receipts to the Resource Centres in 4 copies: 1<sup>st</sup> for the DEO, 2<sup>nd</sup> for Sajha, 3<sup>rd</sup> for JEMC, 4<sup>th</sup> for JEMC for presentation to CDC for payment. The Resource Centre also informs the DEO about the stock of books after one month and about the schools which have not collected. The books will stay in the Resource Centres until the following school year under the authority of the DEO and will be subtracted from the total books going to the Resource Centre for the following year.

<i>Resource Centre memo to DEO about textbooks received from Sajha</i>		
Date	Signature of RP and name of Resource Centre	
Books received by RP from Sajha		Number of textbooks received
GRADE 1	Nepali Maths Social Studies	
GRADE 2	Nepali Maths Social Studies	
GRADE 3	Nepali Maths Social Studies	
GRADE 4	Nepali Maths Social Studies English Environment	
GRADE 5	Nepali Maths Social Studies English Environment	

<i>School receipt for textbooks collected (4 copies)</i>		
Name of school		
Date	Signature of DEO	
Date	Signature of head teacher	
Books received from Sajha		Number of textbooks received
GRADE 1	Nepali Maths Social Studies	
GRADE 2	Nepali Maths Social Studies	
GRADE 3	Nepali Maths Social Studies	
GRADE 4	Nepali Maths Social Studies English Environment	
GRADE 5	Nepali Maths Social Studies English Environment	

(If there are books to be stored in the long term at the Resource Centre, the DEO will inform the District Co-ordinator, who will inform the Experiment Manager so that some budget for storage is given by the District Co-ordinator to the Resource Centres.)

In each school, all the textbooks will be stamped with a rubber stamp provided by the Experiment Manager and the date when the school received the book will be recorded on it as follows:

<input type="checkbox"/> name of school ..... <input type="checkbox"/> district <input type="checkbox"/> BPEP II <input type="checkbox"/> Date book received by school .....
--

After the books are stamped and dated, the school can give them to the parents/ guardians for the students. The parents/ guardians will sign a register book to show that they have received the textbooks for their child and the date on which they received the books :

*Parent receipt book*

Date	Name of student	Textbook received	Signature of parent/ guardian/ student

2.3.2 Areas for trialling and numbers (1996 statistics)

	Chitwan (1 <sup>st</sup> district)	Surkhet (2 <sup>nd</sup> district)	Mustang (3 <sup>rd</sup> district)
No. of schools	360	385	66
grade 1 students	28180	21144	1099
grade 2 students	14815	9902	405
grade 3 students	12756	7930	328
grade 4 students	11951	7125	326
grade 5 students	10763	6486	261

2.3.3 Management of the experiment

The Experiment Manager (Bulk) will be in charge of the introduction of this experiment in the three districts. During the Experiment Manager’s first visit (March 2000) to the districts, he will select Field workers and one District co-ordinator for each district:

For Chitwan district, 7 Field workers, each responsible for about 50 schools.

For Surkhet district, 10 Field workers, each responsible for about 40 schools.

For Mustang district, 5 Field workers, each responsible for about 13 schools.

2.3.4 Survey of numbers of students

From data from four sources, the Experiment Manager will finalise the number of textbooks needed in the experiment districts. These numbers will be given to JEMC so that Sahja can deliver packages of books for each school to the Resource Centres. The four sources are:

- (a) During the Experiment Manager’s first visit to the districts (March 2000), he will get data on schools and enrolments by class and by sex from study of DEO records and from records from RPs.
- (b) At the District Meeting, the Experiment Manager will give copies of an “experiment data form” to the RPs. The RPs will circulate the experiment data forms to schools and collect them ready for the Experiment Manager’s next visit (April 2000):

<b>EXPERIMENT DATA FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers at first registration		Numbers enrolled today	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

- (c) The Experiment Manager will consult the enrolment statistics in the EMIS for Chitwan and for Surkhet.
- (d) One month before the next school year (i.e. June 2000), the District Co-ordinator will ask the Resource Persons through the DEO to get final exam results from the schools. The results give the total numbers per

class of boys and girls who sat the exam, who passed and who failed. These are reliable data and show what numbers of students can be promoted up to the next class at the beginning of the next school year. (But it does not account for repeaters, drop-outs and does not provide a figure for grade 1.) The following form will be distributed during the 2<sup>nd</sup> visit to the districts by the Experiment Manager and will be completed in June:

*June exam results form*

<b>EXAM RESULTS FORM</b>				
School..... Zone/Cluster.....Date.....				
Class	Numbers of exam sitters		Numbers passed	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

2.3.5 Publicity campaign

(a) DISTRICT MEETING

- Timing: March 2000, for one day in each of the three experiment districts' headquarters  
 Leader: Experiment Manager (accompanied where possible by the General Manager)  
 Participants: DEO, all RPs/ school supervisors, members of the District Development Committee (DDC) and of the District Education Committee, several Sajha sales agents (or, if none in the district, retailers), one local representative from each of the 4 teachers associations, a few members from Village Development Committees and from School Management Committees.  
 Objectives: Information seminar  
 Explain objectives of experiment, special features of the experiment, and timing  
 Roles of the Field workers and District co-ordinator, to be recruited in the experiment districts  
 Collection of enrolment data  
 Schools to be given rubber stamps for books  
 Publicity activities and sector publicity committees to be formed under the chairmanship of DDC members

(b) PUBLICITY MEETINGS

(i) DEO publicity meeting

- Timing: April-May 2000 for 2 hours in the DEO's offices  
 Leader: Experiment Manager with District co-ordinator and Field Workers  
 Participants: DEO, RPs and school supervisors, and DDC members  
 Objectives: Explain special activities of the experiment  
 Timetable of events  
 Distribute INFORMATION SHEETS

(ii) Publicity committee meetings

- Timing: April-June 2000 for 2 hours in each Resource Centre or each sector headquarters  
 Leader: DDC member and RP/ school supervisor, supported by the District co-ordinator and Field worker  
 Participants: Parents, headteachers and teachers in the sector/Resource Centre area  
 Objectives: Explain special activities of the experiment  
 Timetable of events  
 Distribute A2 POSTERS to headteachers

(c) SAJHA BRANCH OFFICES

The Experimental Manager will give the Sajha Branch Offices for and in the experiment districts a set of INFORMATION SHEETS to distribute to their agents and retailers at least 1 month before the beginning of the school year.

(d) A2 POSTER

The Experiment Manager will be in charge of the writing and production of an A2 POSTER for distribution to all schools, RCs, DEO headquarters, etc, in the experimental districts. The poster will be targeted to parents, teachers and headteachers. It will explain to them what they should do for the July 2000 school year and tell them that they can get further information from the District co-ordinator (through the RCs/ DEO headquarters).

(e) INFORMATION SHEET

The Experiment Manager will also be in charge of the writing and production of an INFORMATION SHEET targeted to RPs, school supervisors, DDCs, District Education Committees, DEOs, Sajha agents and retailers. It will tell them about the experiment in textbook distribution and explain to them how the textbooks will reach the schools. It will describe the role of the Sajha sales agents and retailers and how they could get paid for delivering textbooks to schools.

2.3.6 Step by step plan, schedule and responsibility: February –July 2000

Date	Activity	Responsibility
February 2000	Select Experiment Manager (Bulk) from staff of DoE	DoE/PAT
February	Get EXPERIMENT DATA FORM (2.3.4.b) printed in enough copies for LPO experiment (811 schools + 10% margin = 900 forms)	Experiment manager (EM)/ General Manager (GM)
End February	Contact DEOs to agree district meetings to take place in March	EM
Early March (3 days)	EM receives MANAGEMENT TRAINING (1.8.a)	General manager (GM) to liaise with Staff College to give training
2 <sup>nd</sup> week, March	<i>Travel to 1<sup>st</sup> district</i>	EM
3-4 days, 2 <sup>nd</sup> week, March	DISTRICT MEETING (see 2.3.5.a)	EM
	Get ENROLMENT STATISTICS (2.3.4.a) while in the district. This enrolment information will be used to compare with EMIS information (also the EXPERIMENT DATA FORMS when completed)	EM
	Distribute EXPERIMENT DATA FORMS (2.3.4. b) to RPs/ school supervisors.	EM
	Inform DISTRICT CO-ORDINATOR about Sano Thimi training (1.7.c/d; 1.8.b.i)	EM
3 <sup>rd</sup> week, March	<i>Travel to 2<sup>nd</sup> district</i>	EM
	Repeat activities in 2 <sup>nd</sup> district	
4 <sup>th</sup> week, March	<i>Travel to 3<sup>rd</sup> district</i>	EM
	Repeat activities in 3 <sup>rd</sup> district	
4 <sup>th</sup> week, March	<i>Return to Kathmandu</i>	EM

1 <sup>st</sup> week, April	<p>Inform JEMC &amp; Sajha on provisiona l number of textbook sets for experimental districts. This will be calculated on the basis of the enrolment data from the districts. Get quotation from Sajha on the cost of consolidation into school consignments and delivery to the Resource Centres in the district.</p> <p>Make arrangements for publicity campaign in the experimental districts (2.3.5)</p> <p>Finalise texts of all pieces of documentation for:  (i) Publicity (2.3.5)  (ii) management of experiment (2.3.3, 2.3.1)  (iii) 811 individual SCHOOL RUBBER STAMPS (2.3.1)</p> <p>Get them printed/ manufactured.</p> <p>Give INFORMATION SHEET (2.3.5.e) to Sajha head office to explain how bulk distribution of textbooks will affect Sajha agents and retailers and that delivery services will be needed from the Resource Centres to the schools</p>	<p>EM</p> <p>EM/ GM</p> <p>EM</p> <p>GM/ PPC Production and Distribution Manager</p> <p>EM</p>
Early April (4 days)	District Co-ordinators come to Sano Thimi, for first stage of FIELD TRAINING (1.8.b.i).	GM, EM
End 1 <sup>st</sup> week April	<i>Return to districts.</i> Inform Field workers about Field Worker training.	District Co-ordinators
3 <sup>rd</sup> week, April	<i>Travel to first district</i> FIELD WORKER TRAINING (1.8.b.ii)	EM EM, assisted by District Co-ordinator
3 <sup>rd</sup> – 4 <sup>th</sup> week, April	<p>Liaison with relevant Sajha branch Give them the INFORMATION SHEET (2.3.5.e)</p> <p>Collect EXPERIMENT DATA FORMS left behind during March visit which have been completed by schools.</p> <p>Give materials for publicity and the school rubber stamps to District co-ordinator for circulation to publicity campaign meetings (2.3.5) and to schools through RPs.</p> <p>Start PUBLICITY MEETINGS (2.3.5.b.i/ii)</p>	<p>EM</p> <p>EM assisted by RPs</p> <p>EM</p> <p>EM, District co-ordinator</p>
4 <sup>th</sup> week, April	<i>Travel to 2<sup>nd</sup> district</i>	EM
1 <sup>st</sup> – 2 <sup>nd</sup> week May	Repeat activities in 2 <sup>nd</sup> district	EM
1 <sup>st</sup> – 4 <sup>th</sup> week, May	Contin ue publicity meetings in 1 <sup>st</sup> district.	District co-ordinator
2 <sup>nd</sup> week, May	<i>Travel to 3<sup>rd</sup> district</i>	EM
3 <sup>rd</sup> – 4 <sup>th</sup> week, May	Repeat activities in 3 <sup>rd</sup> district	EM
3 <sup>rd</sup> week May – 2 <sup>nd</sup> week June	Continue publicity meetings in 2 <sup>nd</sup> district	District co-ordinator
4 <sup>th</sup> week May	<i>Return to Kathmandu</i>	EM

1 <sup>st</sup> – 4 <sup>th</sup> week June	Continue publicity meetings in 3 <sup>rd</sup> district	District co-ordinator
June	Get school exam results (2.3.4.c) in all experiment districts. Compare numbers with school data forms, etc. Advise Sajha on resulting numbers of textbook sets required in the district.	District Co-ordinators
July	Check that Sajha offices have delivered textbooks to Resource Centres; and that textbooks have been taken to schools.	District Co-ordinators assisted by Field workers

### 2.3.7 Activities in preparation for school year 2001/02

From May-June 2001, the General Manager and the Experiment Manager (Bulk) will work again on the experiment. They will visit the experiment districts once again to meet and spread information and documents to the DEOs, all RPs/ school supervisors, members of the District Development Committees (DDC) and of the District Education Committees, Sajha branches and sales agents/ retailers, teachers associations, some Village Development Committees and School Management Committees. The experiment districts must be reminded that textbooks will again be delivered in bulk to schools. For that purpose, the Experiment Manager will give the DEOs/ Resource Persons more A2 posters and Information Sheets. The Resource Persons will be requested to hold publicity meetings to inform all schools and parents and remind schools that they must continue to stamp and date textbooks received.

## 2.4 Experiment 4: JEMC Coupon

### 2.4.1 Action for school year 2000/01

This is the current system of textbook distribution. It does not therefore need introducing as an experiment. But there are five actions to be taken in order that it can be evaluated along with the other three experiments.

The Experiment Manager must:

- (a) contact the DEOs to organise a district meeting to explain the forthcoming evaluation:

#### DISTRICT MEETING

- Timing: March 2000, for one day in each of the three experiment districts' headquarters  
 Leader: Experiment Manager (accompanied where possible by the General Manager)  
 Participants: DEO, all RPs/ school supervisors, members of the District Development Committee (DDC) and of the District Education Committee, several Sajha sales agents (or, if none in the district, retailers), one local representative from each of the 4 teachers associations, a few members from Village Development Committees and from School Management Committees.  
 Objectives: Information seminar  
 Explain objectives of experiment, special features of the experiment, and timing of evaluation  
 Roles of the Field workers and District co-ordinator, to be recruited in the experiment districts  
 Schools to be given rubber stamps for books  
 June exam results to be collected

- (b) get the School Rubber Stamps manufactured (1,280 stamps) and delivered to the schools with instructions to stamp and date every textbook which is given to a student:

<input type="checkbox"/> name of school ..... <input type="checkbox"/> district <input type="checkbox"/> BPEP II <input type="checkbox"/> Date book received by school .....
--

- (c) get an example page of the “Textbook Receipt Book” printed (1,280 + 10% margin = 1,400 copies) and instruct the schools in how to make their own receipt book out of an exercise book and then how to use it:

*Textbook receipt book*

Date	Name of student	Textbooks received	Signature of parent/ guardian/ student

- (d) take them to Parsa, Kathmandu and Taplejung, and instruct the District Co-ordinators, who will train a few Field workers to visit the schools. The Field Workers will take them to the schools and explain how they must be used on the textbooks distributed during school years 2000/01 and 2001/02.

	Parsa (1 <sup>st</sup> district)	Kathmandu (2 <sup>nd</sup> district)	Taplejung (3 <sup>d</sup> district)
No. of schools	271	734	275
grade 1 students	25295	57823	13009
grade 2 students	9836	25913	5034
grade 3 students	7396	23501	4350
grade 4 students	6645	22371	3865
grade 5 students	5010	20057	3290

Under the Experiment Manager (Coupon), the three districts will be prepared for the evaluation. One District co-ordinator will visit schools and also be in charge of several Field workers for each district:

For **Parsa** district, 2 Field workers, each responsible for about 100 schools and District co-ordinator responsible for remaining 70 schools.

For **Kathmandu** district, 5 Field workers, each responsible for about 130 schools and District co-ordinator responsible for remaining 80 schools.

For **Taplejung** district, 4 Field workers, each responsible for about 60 schools and District co-ordinator responsible for remaining 35 schools.

- (e) One month before the next school year (i.e. June 2000), the District Co-ordinator will get the Field Workers to get final exam results from the schools. The results give the total numbers per class of boys and girls who sat the exam, who passed and who failed. These are reliable data and show what numbers of students can be promoted up to the next class at the beginning of the next school year. (But it does not account for repeaters, drop-outs and does not provide a figure for grade 1.) The following form will be distributed during the 2<sup>nd</sup> visit to the districts by the Experiment Manager and will be completed in June:

*June exam results form*

EXAM RESULTS FORM				
School..... Zone/Cluster.....Date.....				
Class	Numbers of exam sitters		Numbers passed	
	Boys	Girls	Boys	Girls
<b>ECD (Early Childhood Development)</b>				
1				
2				
3				
4				
5				

2.4.2 Action for school year 2001/02

The Experiment Manager will visit the experiment districts to meet with the District Co-ordinators, DEOs, Resource Persons and school supervisors. The District Co-ordinators will instruct all schools to continue stamping and dating the textbooks received and to continue registering parents/ students who receive the textbooks.

## B. EVALUATION OF THE TEXTBOOK DISTRIBUTION EXPERIMENTS

### 1. EVALUATION REQUIREMENTS

#### 1.1 Evaluation Outputs

The distribution experiments will be monitored and data collected for a minimum period of 2 years in order to evaluate the four systems of textbook supply and make recommendations to the MOE in July 2002. Each year, there will be a report on progress (*Progress Report*) with interim conclusions. At the end of the experimental period, a *Summative Report* will analyse the performance of each experimental model and recommend a national approach to textbook distribution based on the progress reports and data collected.

A research/ evaluation firm outside the MOE will be contracted to monitor and evaluate the four textbook distribution systems over two years, starting from July 2000, and to submit two Progress Reports and one Summative Report.

#### 1.2 Questions to be addressed in the evaluation

Each of the four systems is to be evaluated individually and then a comparative evaluation amongst the four systems and recommendation is to be made.

The following schedules of questions are not exhaustive, but present the type of information to be surveyed and analysed:

CLASS SCHEDULE	
LPO	Enrolment, boys/girls Attendance on the day of the visit, boys/girls Number of books, owned by boys, owned by girls Number of books not rubber stamped and reason Number of book missing by class and subject How many missing because not enough supplied originally and because supplied but lost Condition of books Specific damage to books Type of class: mats/ desks/ overcrowded/ open place
Re-use	<i>as for LPO plus:</i> Age of usable books
Bulk	<i>as for LPO</i>
JEMC coupon	<i>as for LPO</i>

HEADTEACHER SCHEDULE	
LPO	Preferred system of textbook supply and reasons Examination of LPOs, number received and when, how they were used to get textbooks from Sajha agents/ retailers Problems encountered this year How and through whom were textbooks given to students Examination of Parent/Guardian Agreement Register Book storage facilities in school
Re-use	Preferred system of textbook supply and reasons Any complaints about using old textbooks (year 2) More textbooks available now or not Textbooks in better physical condition when received Problems encountered, eg, managing books, storing books, giving books to students, collecting books back from students, filling in paperwork How and through whom were textbooks given to students Book storage facilities in school Examination of School Textbook Stock Book, Class Student Allocation Books, Parent/Guardian Agreement Register
Bulk	Preferred system of textbook supply and reasons Problems encountered this year Textbooks in better physical condition when received

	How and through whom were textbooks given to students Parent/Guardian Agreement Register Book storage facilities in school
JEMC coupon	Preferred system of textbook supply and reasons How were coupons used to get textbooks from Sajha agents/ retailers Problems encountered this year How and through whom were textbooks given to students Parent/Guardian Agreement Register Book storage facilities in school

<b>PARENTS SCHEDULE</b>	
LPO	How were textbooks received Better or worse than last year and reasons Problems with textbook supply Child has complete set of textbooks or not Textbooks in better physical condition when child received them than last year or not
Re-use	<i>as for LPO plus:</i> Child prefers new stronger books or has not noticed the difference
Bulk	<i>as for LPO</i>
JEMC coupon	<i>as for LPO</i>

<b>DEO SCHEDULE</b>	
Textbook distribution easier this year than last year or not, and reasons Do Resource Persons/ school supervisors prefer this year's system or not Textbooks got to schools more quickly or not Comments on DEO role in this year's distribution	

<b>RESOURCE PERSON/ SCHOOL SUPERVISOR SCHEDULE</b>	
Role played in textbook distribution this year Did textbooks reach schools more quickly this year than last year or not Did schools understand the textbook supply system What problems were encountered this year Preferred system	

<b>SAJHA AGENT/ RETAILER SCHEDULE</b>	
Role in textbook distribution this year Problems encountered Preferred system	

<b>SAJHA BRANCH AND HEAD OFFICES SCHEDULE</b>	
Role in textbook distribution this year Problems encountered Did agents, retailers and schools understand the system Did textbooks reach schools more quickly than before Preferred system	

<b>JEMC SCHEDULE</b>	
Problems of textbook manufacture, both normal and durable textbooks Schedule problems Management, cash flow issues, etc	

**DoE SCHEDULE**

Critique of past systems of textbook distribution  
 DEO comments and reports on JEMC Coupon distribution system  
 DoE comments on 4 systems of textbook distribution  
 Issues of cost, timetable, school/DEO/ Resource Centre storage, monsoon, etc

**1.3 Data Collection**

Information from the following sources, with the following minimum data collection schedules, is required in each of the 12 experiment districts (with variations as stated) and with other concerned organisations:

- Classes  
Annually, 2 visits to each class, 1<sup>st</sup> visit after the beginning of the school year; 2<sup>nd</sup> visit in the 2<sup>nd</sup> term.
- Headteachers  
Annually, 1 visit to each school's headteacher in the 2<sup>nd</sup> term.
- Parents  
Annually, 1 visit to a minimum of 2 parents per school.
- Sahja sales agents/ retailers  
Annually: 1 visit to at least 4 agents and 4 retailers in Kailali, Lamjung, Parsa and Kathmandu districts and to at least 2 agents in Jumla and Taplejung districts; 1 visit to at least 4 agents/retailers in Jhapa, Kavre, Chitwan and Surkhet districts and to at least 2 agents in Darchula and Mustang districts.
- DEOs  
Annually, 1 visit to the DEO in each district in the 2<sup>nd</sup> term.
- Resource Persons/ School supervisors  
Annually, 1 visit to at least
- DoE  
Annually, 1 interview with the Advisory and Monitoring Committee for the textbook distribution experiments, with the Director, Administration, Planning and Physical Services Division, and with the Deputy Director, Educational Material Development Section.
- Sahja  
Annually, 1 interview with the Marketing Director, Head Office, and 1 interview with the officer in charge of the school textbook distribution to the experiment districts in each of the relevant Branch offices.
- JEMC  
Annually, 1 interview with the Director in charge of manufacturing school textbooks, including the manufacture of durable school textbooks, and 1 interview with the Director in charge of business relations with Sahja.

**1.4 Book monitoring**

To be able to identify and monitor the use and movement of books bought in the experiments (Local Purchase Order for schools, re-used textbooks, bulk distribution, JEMC coupons), all schools have been given a rubber stamp to stamp and date each book before giving them to the students. As a result of this, the evaluation should include an investigation of textbook durability, textbook re-use, textbook life, student:textbook ratios in class, percentage loss and damage rates over one and two school years. The rubber stamp gives the following information:

- |   |
|---|
| <input type="checkbox"/> name of school<br><input type="checkbox"/> district<br><input type="checkbox"/> BPEP II<br><input type="checkbox"/> Date book<br>received by school<br>..... |
|---|

## **2 TERMS OF REFERENCE FOR EVALUATION GROUP**

1. Evaluate the three textbook distribution experiments to be introduced into primary schools from July 2000 (Local Purchase Orders, Re-used textbooks, Bulk distribution) and the existing system (JEMC coupon) on the same basis with the objective of making a recommendation to the MOE on the best system to adopt.
2. Collect data for this purpose from all the schools involved in the experiments and other interested parties. This should include data from (a) the experimental districts: classrooms, headteachers, parents, sales agents and retailers, District Education Officers, Resource Persons/supervisors, and from (b) the Department of Education of the MOE, Sahja and Janak Education Materials Centre. The minimum schedules of data collection are listed above under "1. Evaluation requirements".
3. Record data collected on a computer program so that statistical information can be provided as required. Provide analysed information for each experiment district on enrolment and attendance, types of schools and facilities, textbook:student ratios, rates of textbook loss and damage.
4. Prepare a progress report after the first school year (June 2001) and after the second school year (June 2002) and submit to PAT office, BPEP. Each report should cover monitoring activities undertaken, major quantitative findings, stakeholders' majority opinions, problems encountered in conducting the evaluation and problems observed in the implementation of the experiments (including the JEMC coupon scheme), and recommendations on changes needed for continuing the experiments.
5. After the end of the 2<sup>nd</sup> school year of the experiments, prepare a summative report which evaluates each of the experiments (including the JEMC coupon scheme), makes a comparative evaluation among the 4 experiments and makes recommendations to the MOE on the system to be introduced, together with any caveats/amendments to be made before the introduction of the new system. The Summative Report must include a consideration of costs, efficiency, schedules, human and other resource requirements, acceptability to schools and the RPs, inspectors and parents of the four systems. The Summative Report should be submitted to PAT office, BPEP, by the end of July 2002.