

Nepal Basic and Primary Education Programme II

Textbook Provision Experiments

Progress and Status Report and Plan for Year 2 of Experiments

9-20 January 2001

Carmelle Denning

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The visit to Nepal for the textbook provision experiments took place from 9-20 January 2001 and was the last in the contract to International Book Development for the first year of support to the experiments. The objective of the consultancy was to monitor progress, including the state of the evaluation of the experiments, and to plan for the second year when the experiments will be continuing. They are scheduled to end in June 2002.

The consultant worked closely with the PAT Danida Office and with the General Manager of the Experimental Distribution Management Group, the latter especially for the planning of the second year activities in the 12 experimental districts. In addition, the consultant had several meetings with the JEMC management. With the PAT Office, the consultant discussed the revised evaluation methodology submitted by EastConsult, the group which won the contract to evaluate the textbook provision experiments, attended a meeting of the Advisory and Monitoring Committee on 17 January to report on progress, and had a debriefing meeting at the Royal Danish Embassy on 19 January. In addition, the Primary Publishing Cell updated the consultant on the status of publishing and publishing skills in the primary education departments and offices.

Abbreviations

BPEP II	Basic and Primary Education Programme II
CDC	Curriculum Development Centre
DoE	Department of Education
DEO	District Education Office/Officer
EDMG	Experimental Distribution Management Group
JEMC	Janak Education Materials Centre
LPO	Local Purchase Order
PAT	Programme Advisory Team, Danida
RC	Resource Centre

2.1 Overview

The three new textbook provision systems – Local Purchase Order (LPO), Re-use of Durable Textbooks (Re-use), Bulk Distribution of Textbooks (Bulk) – were successfully implemented in nine districts in July 2000. A further three districts with the national system – JEMC Coupons – were successfully prepared so that the national system could be comparatively evaluated with the three new systems. (Statistics on the districts are reproduced in Appendix 1.)

JEMC provided the textbooks for all the experiments and the national system. These were the normal textbooks except for those used in the Re-use districts which had to be durable textbooks, capable of being used by several succeeding cohorts of students.

A consultancy group, EastConsult, was contracted to conduct the evaluation of the four systems of textbook provision. The contract signature was later than planned because of the need for clarification and revision of aspects of EastConsult's proposal. This means that the Progress Report on the beginning of the 1st year of operation of each of the provision systems will be based on 10% of EastConsult's sample of 906 schools in the 12 experiment districts.

2.2 LPO system

There was a delay in CDC sending all the textbook money to the LPO districts. It is understood that about 20% of the money is still due and that the final information on numbers of textbooks was received late. In Year 2, the textbook money must be released to the LPO districts in the 1st quarter of the financial year and the General Manager of the experiments has the responsibility for providing information on enrolments to CDC – and hence the amount of money needed in the LPO districts.

Two stages of LPO form were needed in Year 1 because textbook distribution went in two stages. The first stage provided about 80% of students with textbooks – these were the numbers that were derived from the June examinations and are reasonably reliable for grades 2-5, but not for grade 1. The second stage made up for the increased enrolments and for grade 1. In the future, the EMIS information will be available in October of each year and will provide a rational basis on which to supply textbooks in a second stage of distribution.

No re-issue of LPOs were made because the DEOs did not understand how to use them to cope with suppliers' shortfalls in supplying the textbooks ordered for a school. At this point, it is not known whether the suppliers had complete textbook sets for the experiment districts (and thus no re-issue of the LPO form was necessary) or whether some other way was found of coping with a shortfall. This is something which EastConsult, the evaluation group for the experiments, should report on.

2.3 Re-use system

In the Re-use districts, the RCs were supplied with cupboards and racking expressly to store surplus durable books so that they would be easily accessible to schools at the beginning of Year 2. Unfortunately, the surplus durable textbooks manufactured at JEMC were not delivered to the RCs along with the books for immediate distribution at the beginning of the 2000 school year. They are still being stored at JEMC which has now been asked to get them delivered to the RCs. The General Manager will manage this process with the backing of the PAT Office.

JEMC performed well on the manufacture of the durable textbooks and it is expected that the number manufactured (608,000) will be sufficient to cover additional books needed in Year 2 of the Re-use experiment for increased enrolments and replacement books for those lost or destroyed during Year 1. The number distributed for Year 1 was 503,872 and this leaves 104,000 durable textbooks for Year 2, just over 20% of the number distributed in Year 1. Once the surplus textbooks are distributed to the

RCs, information will be available if there are titles which are in short supply. Generally speaking, 20% replacement copies should be enough for Year 2 of the experiment.

In addition, there is still durable text and cover paper in store at JEMC which would make another 250,000 books. This paper was originally planned for the manufacture of durable textbooks for grade 1, but grade 1 had to be excluded from the Re-use experiment because the textbooks had been designed to be consumable, one-use workbooks which students wrote in. Some of the paper may be used for reprints if there are shortages in any particular titles for Year 2. Otherwise, the paper may be needed if the Re-use experiment continues for a third year. This would be worthwhile because the life of the durable textbooks would normally be three years, or even four years if the school management of the book stock is good and if students carry the books home in bags.

The Sajha agents caused problems because they wanted to distribute the books from their shops rather than from the RCs in the Kavre and Jhapa districts which was in the plan. (There has been no information yet on what happened in Darchula district because it is so difficult to reach.) In Jhapa, the grade 1 textbooks (non-durable) were distributed from Sajha agents' shops, while grades 2-5 textbooks (durable) were distributed from the RCs; the DEO was new and did not know that this was not in the plan. Some district training has therefore been included for Sajha agents in the Year 2 preparations. Although they attended the various publicity meetings in the districts in Year 1, this was clearly not sufficient.

The role of Sajha in both the Re-use and the Bulk districts in the Terai has been questioned: is Sajha needed? Could the RP not arrange for the textbooks to be allocated to schools? However, at this point, there should be no change and, in any case, the RPs could perform an even more important role in monitoring and criticising Sajha agents' activities.

The rubber stamp which was supplied to Re-use experiment schools only had a space for the name of one student who was issued with the book. It was originally intended that the stamp would have enough space for all three years of use of the book and there would eventually be three students' names recorded. As it is, schools must now stamp their books again for the name of the second user of the book to be recorded.

For Year 2 of the Re-use experiment, the critical point is the management of the book stock, not its distribution. Students must return their books before the June examinations and in the Year 2 plan this will be monitored. It is, of course, a critical area for EastConsult to monitor too.

2.4 Bulk system

This is the most straightforward of the systems and generally went according to plan. Difficulties were caused by the Sajha agents who did not know their role and wanted to distribute books from their shops rather than from the RCs. In the preparation for Year 2 of the experiment field training for them has been planned (see Appendix 6).

2.5 JEMC Coupon system

The special activities for the experiment were few – rubber stamps for the books issued, parent receipt and collection of the June exam results. These were accomplished.

2.6 Evaluation of the experiments

The consultant and the PAT Office had a preliminary meeting to discuss the methodology for the evaluation with EastConsult, which won the contract to do the comparative evaluation. It was agreed that 906 schools would form the sample for the evaluation and that the Inception Report would be ready by mid-February. The main contact for EastConsult will be the General Manager who will be backed up by the secretary/computer operator who is being provided for the preparation and implementation of Year 2 of the experiments (Appendix 6).

3. MATTERS NEEDING ATTENTION

3.1 Change in the national system for textbook provision

Since 1999, when the MOE made the request for Danish support for the experiments, the MOE has split the national provision system for primary school textbooks into two. This has not affected the 12 experiment districts. In the remaining 63 districts, a reformed “reimbursement” system was introduced in July 2000 into 42 districts in the Terai and Hills, while the remaining 21 districts continued with the JEMC Coupon system. (The JEMC Coupon system is the subject of the evaluation to be conducted in 3 of the 12 experiment districts.) The results of the evaluation of the experiments will be known in July 2002, but the reformed reimbursement system is not included in the evaluation. The evaluation results will therefore not cover one of the current systems being practised in Nepal today.

The Deputy Director, Educational Material Development Section, DoE, has recently submitted to the World Bank for clearance a proposal “to identify the shortcomings” in the reformed reimbursement system in order to improve its operation in school year 2001-02 (see Appendix 2). He reports that the MOE plans no further changes in textbook provision systems until the results of the evaluation are known. In the meantime, he is concerned to improve the operation of the reimbursement system. For example, it is reported that, six 6 months on, parents have still not got back the money they spent on textbooks.

It is important to know at this stage whether the MOE will want the reimbursement system evaluated along with the other four systems, because when the evaluation recommendations are made, the MOE will want to change the national systems to whatever is the best system. It would be possible to take action for the July 2001 school year to provide a comprehensive evaluation, if need be. It would be possible to include a reimbursement district (or 2 districts – Terai and Hills) in the evaluation from July 2001, if minor preparation activities are started in April. However, it may not be necessary because the reimbursement system had a thoroughly bad reputation which is referred to in MOE documents for BPEP II.

3.2 Key MOE staff changes

Year 1 of the experiments is proceeding well. But there have been changes of key staff in two of the experiment districts. In both Jhapa and Kavre (Re-use districts) the DEOs have been transferred, while in Kavre the Field Co-ordinator has also been transferred. It is said that the replacement DEOs are good, but this change of staff goes against the MOE’s agreement not to move key staff during donor projects.

Year 2 implementation will require more attention as a result. The two districts will need more help and follow-up.

3.3 JEMC management systems

JEMC has still not implemented three key management systems: costing and estimating, production management, quality control. This is in the context of JEMC’s lack of modern management practices. Its role in the manufacture of durable textbooks for the experiment was good and has ended, but it remains the only permitted (and possible) manufacturer of textbooks in Nepal. It has made a request to the PAT Office for additional parts for the equipment provided for the project which would increase its output or reduce spoilage and it also wants a study tour for its managers to a Singapore printing house to see the management systems in a well-run printer.

Although its role in the experiments has come to an end – the textbooks it will manufacture for school year July 2001 are the ordinary non-durable ones – the objectives of the project will not have been met until the management systems are normal practice within JEMC. For, when the evaluation is completed and the MOE makes its choice of provision systems, JEMC will be unable to cope with the increased output if durable textbooks are required, while for non-durable textbooks it will continue to

manufacture poor quality textbooks (both physically and for readability) which are late and expensive. JEMC has stated that it intends to introduce the systems and needs more time.

It is worthwhile pursuing the objective of assisting JEMC to use the management systems since it affects national textbooks, probably the most cost-effective tool for improving the quality of education. In addition, it would be very useful if JEMC had implemented the costing and estimating system among its management reforms as it will provide more accurate costing information for the evaluation of the textbook provision experiments at the end of Year 2. JEMC's present costing for textbooks is reproduced in Appendix 3.

3.4 Textbooks for migrating students

A problem for textbook availability remains for migrating students who do not take their textbooks with them. It is hoped that EastConsult will identify a solution at the end of the evaluation period (end of Year 2) and one idea is outlined in Appendix 5. For the problems of grade 1 enrolments and of repeaters, the requirement for birth certificates for grade 1 enrolment will help and the spread of liberal promotion will remove repeaters.

3.5 Badly printed durable textbooks

If any badly printed durable textbooks are encountered in the three Re-use districts (Jhapa, Kavre, Darchula), they should be returned to the RCs and exchanged for good ones – the RCs will be holding stocks of replacement durable textbooks (grades 2-5). Sajha should then collect the books and return them to JEMC. Statistics on badly printed books will be important when EastConsult evaluates the Re-use system. It would also be useful if EastConsult could get some idea of the percentage of badly printed non-durable books.

3.6 Need for flexibility in distribution in some districts

Although each experiment has its blueprint plan of action, it is quite likely that some districts will thrive on a more flexible approach. A case of this was found, for example, in Chitwan where poor school mapping had led to a few RCs being sited in places which were inconvenient to some schools. With the help of the DEO, a way of facilitating textbook distribution was agreed in 2000. The evaluator, EastConsult, should take account of these district by district variations and decide if they are within the "spirit" of the experiment. It is important that in the evaluation minor deviations are not judged to be major impediments to the practicability of one system or the other.

3.7 Use of the EMIS in textbook distribution

One of the major problems in textbook distribution is the lack of reliable figures on student enrolments. This is more of a problem where individual students own their textbooks, as in the old Reimbursement system and the JEMC Coupon system. If the school owns the books, as in the Re-use system, then it is possible for the school to make up for shortfalls in textbook availability by having students share textbooks. This is more possible where the textbooks are durable and can be used for several years.

The new EMIS will be valuable to textbook distribution whatever the provision system that is finally chosen. Progress so far is that at the end of September 2000 schools in all 75 districts received their census form from the RCs. It was assumed that it would take 2 months to enrol all students. The forms had to be returned within 15 days to the RPs, to the DEOs (where there is one person responsible for the EMIS in the district), to the Regional Education Departments, and finally to the DoE by February 2001. The statistics will then be published in April/May 2001. Copies of the completed school census form are kept by the school, DEO, Regional Education Department, and the Statistics Section of the DoE. For the next school year, it will be slightly different: in September – October 2001, the RPs will do a summary and this will be passed to the Statistics Section by February 2002. The objective is to have a single data system whose information will be used for textbook distribution, teacher posts, etc.

The EMIS information reflects the situation when the enrolments are the greatest. After that time, there are drop-outs and these have been reflected in the June exam results figures which have been collected for the textbook provision experiments. For textbook distribution, until there is some stability in student enrolments – drop-outs diminish and repetition vanishes thanks to liberal promotion – there will be two distributions of textbooks. The first will be in July at the beginning of the school year and will probably cover about 80% of eventual enrolments as they are based on the June exam results. The second will be in October and will be based upon the increase picked up in the EMIS for that current year.

4. PLAN FOR YEAR 2 OF THE EXPERIMENTS AND RECOMMENDATIONS

4.1 Year 2 plan

The consultant and the General Manager EDMG planned the preparations necessary for Year 2 of the Textbook Provision Experiments and produced a document, *Preparations For Year 2, January-October 2001* (Appendix 6), which describes and schedules the activities from now until October 2001. (The background information is contained in the initial planning document, *Manual on Textbook Provision Experiments, Final Version, February 2000*.) The Year 2 plan also identifies the short-term staff needed for the centre and the experiment districts. These are Experiment Managers, Field Co-ordinators, Field Workers and a secretary/computer operator for the General Manager.

According to the feedback received, it is better to use school supervisors and pay them an incentive, as before, because they will stay in the system and because their work is better than that of some retired teachers who were used in Year 1.

The role of the Resource Persons has still to be defined. They were deliberately left out of the implementation in Year 1 because MOE planned the emphasis of their work to be quality in schools rather than administration. In Year 2 they have been given more of a role, especially as the Resource Centres are being used for textbook distribution in both the Re-use and the Bulk experiments.

Similarly, the role of Sajha has been questioned in the Terai – but it is important for the RP to monitor and criticise textbook distribution which could not happen if Sajha did not have a role in some of the experiments. It should be noted that in Year 1 some Sajha agents did not know their role – this is being addressed in the Year 2 planning by training Sajha managers for the experiment districts.

The Year 2 planning includes a step which depends upon the fast completion of EMIS data by the schools in October 2001. In Year 2, as in Year 1, textbook distribution will be in 2 steps – about 80% of the textbooks will be supplied in July, based upon the numbers of students who take the June exams, while up to about 20% of the textbooks *may* be supplied in October, based on the EMIS data. This conforms to the MOE objective of having a single data system, the EMIS, for a variety of activities and should also encourage schools to return their EMIS forms quickly.

The 2001 EMIS form will be a short one. When a long form is once again given to schools, however, it would be useful to include questions on storage and cupboards for books for the textbook provision exercise.

Basic foreign technical assistance for the period up to and including receipt of EastConsult's comparative evaluation (March 2001 – July 2002) has been estimated in support of the Year 2 plan and the ultimate objective of the textbook provision experiments. It is listed in Appendix 7.

4.2 Recommendations

1. The MOE should be asked for some clarification on the re-introduction of the Reimbursement system and the implications for the conduct and recommendations of the textbook provision experiments. In particular, to remove the possibility of incomplete data, the MOE should be asked if it would like to see the Reimbursement system evaluated. (If it does, there will be urgent preparation activities needed for a Terai and for a Hill district. The MOE should confirm that it is recognised that reimbursement in Mountain districts is impractical.)
2. Further technical assistance in support of the preparation and conduct of Year 2 of the textbook provision experiments and to assist in the review of EastConsult's interim and final evaluation reports should be provided. The recommended programme is given in Appendix 7.
3. Support should continue for JEMC to assist it to introduce the three management systems which will help it to improve quality, reduce costs and increase efficiency. However, this depends upon reaction from JEMC – a checklist of recommendations made by the print specialists provided through Danida support is given in Appendix 4. For the moment, therefore, it is recommended

that technical assistance be provided in March 2001 to ascertain progress at JEMC and to recommend (or not) further inputs until the end of 2001. The programme of recommended foreign technical assistance for the textbook provision experiments (Appendix 7, part a) includes only a March consultancy visit targeted at JEMC. If it is clear then that JEMC is committed to the management systems, it is recommended that further technical assistance is provided, and possibly also a senior management study tour to Singapore, as outlined in Appendix 7, parts b and c.

5. OUTSTANDING ISSUES: THE PRIMARY PUBLISHING CELL AND SUPPLEMENTARY READING MATERIALS

5.1 Primary Publishing Cell

The PPC (Primary Publishing Cell) was created and trained to bring quality, efficiency and cost control into the publishing activities of the primary education offices and sections. “Liaison editors” in the offices/sections were trained to fulfil agreed terms of reference and to work collaboratively with the PPC. PPC was provided with offices and equipment, including computers, and the offices/sections were provided with computers. A specially-written computerised publishing management system was provided to plan the annual publishing programme, allocate and control costs, schedule and monitor progress. This program linked all the primary offices/sections and the PPC.

An indication of the work which PPC is doing is given in Appendix 8, which is the publishing programme for the current year of all the primary education offices/sections with substantial publishing activities.

There remain problems with the staffing and functions of the PPC and with the use of the computerised publishing management system:

- (a) MOE has not provided the PPC with the necessary staff – editors, designers, computer operators. This obviously reduces the services which the PPC can perform for the primary curriculum section (their main task) and the other offices/sections.
- (b) Most seriously, the PPC has lost its publishing manager who had skills, experience and understanding of the publishing function and the publishing needs of primary education. The present chief of the PPC is an Under Secretary, but has received no training in publishing. This affects the role which the PPC can play in improving the publications for primary education as a whole.
- (c) Primary curriculum section and the other offices/sections do not use the PPC appropriately. The MOE has not laid down the official working norms and the collaborative working which was agreed in the design of the publishing capacity. Budgets and payments for services provided by the PPC to the sections are a further cause of difficulties in the working relationship.
- (d) The computerised publishing management system is now unused. If it were used, it would provide a training in itself in the stages in the development and publishing of educational materials. Without a professional chief to the PPC, no one has the authority combined with the knowledge and understanding of the system to get it used, not only within the PPC but also among the offices/sections.

To address these problems and to ensure that Danida’s past support is exploited to the maximum, the following is recommended:

- Evaluation of the shortcomings of the publishing function in primary education against the objectives and plans
- Request to the MOE to return the former publishing manager (Mr Dhungel) when his course in Denmark has come to an end (this year) or to appoint a permanent publishing manager who will be trained
- Request to the MOE to formalise the inter-relationships between the PPC and other offices/sections which do publishing and make them mandatory, including budgetary provisions
- Technical assistance inputs to update the mandate and collaboration between the PPC and the primary education offices/sections, to train newcomers in the offices/sections, to update and refresh the three existing PPC professional staff, to train new PPC staff, and to get the computerised publishing management system used across all the publishing cells/ offices/ sections.

Further information and proposals can be provided by IBD as needed.

5.2 **Supplementary reading materials**

This was the third area of BPEPII concerning published materials. Several “Book Flood” experiments (eg, Fiji, Sri Lanka) have demonstrated the impact of an adequate supply of supplementary reading books on reading levels, reading interest, vocabulary acquisition, comprehension and writing skills. It is understood that to date in Nepal only 18 supplementary reading books have been published and supplied to schools. Their use in schools has not been monitored, nor have there been orientation and guidance sessions on their use in schools.

A pilot project is recommended for support by Danida. This would:

- develop and publish suitable books,
- design programmes for their use in schools,
- train teachers to use the reading books in their classes,
- evaluate their impact on learning with a view to providing the MOE with the evidence to seek support to generalise reading book use and the practical information needed to integrate supplementary reading materials into everyday classroom life.

The textbook provision experiment districts where storage cupboards have been provided for schools would be particularly suitable for a pilot project.

IBD can provide a detailed proposal for a pilot project on supplementary reading books if requested.

APPENDIX 4

RECOMMENDATIONS FOR JEMC FROM PRINT SPECIALISTS, AUGUST-DECEMBER 2000

Activity	Date started	Date finished
1. Air conditioning and self-closing doors for the prepress computer room (Cowan, September 2000, p.17)		
2. Mobile waste paper containers at all points where waste paper is created (Cowan, September 2000, pp. 10,17)		
3. Translate quality control manual in Nepalese (Cowan, September 2000, p.17)	<i>Done</i>	<i>done</i>
4. Create team of technically qualified quality controllers (Cowan, September 2000, p.18)	<i>Done</i>	<i>done</i>
5. Appoint a senior member of JEMC management to be responsible for all quality control (Cowan September 2000, p. 18)	<i>Done</i>	<i>done</i>
6. Implement quality control in all areas: <ul style="list-style-type: none"> • Computer/imagesetter • Film preparation • Platemaking • Printing • Folding • Collating • Sewing • Binding of sewn books • Binding of side-stabbed books • Stacking and storage of standard books • Stacking and storage of durable books 		
7. Clean and keep unused modern equipment under covers (Cowan, December 2000, p. 5, Ashe December 2000, p.2)		
8. Improve stacking, storage and transport of books so that they are not damaged (Cowan December 2000, p.5, Ashe December 2000, p.2)		
9. Implement a machine maintenance programme (Cowan December 2000, p. 12)		
10. Use paper testing equipment to produce evidence of poor quality of paper from Everest and Brikuti and ask them to improve the quality (Cowan December 2000, p.11)		
11. Ensure that the paper testing manual is available for all who use the paper testing equipment and, if necessary, translate it into Nepalese (Ashe September 2000, p.11)		
12. Hold regular meetings for discussing production progress (Ashe December 2000, p.3)		

13. Implement the production management system and ensure that the production management manual is available for all who need it and translate it into Nepalese, if necessary (Ashe September 2000, p.7)		
14. Calculate cost rates (Ashe September 2000, pp.7, 9)		
15. Estimate manning levels for running the costing and estimating system and appoint a team to implement it (Ashe September 2000, p.13)		
16. Implement the costing and estimating system and ensure that the manual on costing and estimating is available for all who need it and translate it into Nepalese if necessary (Ashe September 2000, p.7)		

APPENDIX 5

TEXTBOOKS AND MIGRATING STUDENTS

To overcome the problem of migrating students into Chiwan and Surkhet districts during the school year:

1. Get numbers of schools and students in each RC in Chitwan and Surkhet and calculate number of cupboards and racking needed to store about 10% of grade 1 textbooks and 5% of grades 2-5 textbooks.
2. Make decision about whether to supply storage to the 3 sub-distribution places in Chitwan.
3. Launch tender for manufacture and delivery of cupboards and racking for RCs in Chitwan and Surkhet districts.
4. Inform RPs and DEOs about the use of the cupboards and racking and how to allocate books during the school year.
5. Instruct JEMC/Sajha to deliver 10% extra grade 1 textbooks and 5% extra grades 2-5 books to Chitwan and Surkhet RCs.
6. Schools in Chitwan and Surkhet collect additional books from RC for migrating students who enrol between November and April. Headteacher brings Enrolment register and Textbook receipt book (with parents'/guardians' signatures) as proof. Headteacher fills in Migrated students textbook form and RP countersigns.

Migrated students textbook form

<i>Migrated students textbook form (2 copies – for RP and for DEO)</i>					
School.....			Zone/Cluster.....		
Date.....					
Signature of Headteacher					
Signature of RP					
Class	Numbers at first registration		Numbers of additional students		Names of additional students
	Boys	Girls	Boys	Girls	
ECD (Early Childhood Development)					
1					
2					
3					
4					
5					

APPENDIX 7

TECHNICAL ASSISTANCE RECOMMENDED FOR SECOND YEAR OF TEXTBOOK PROVISION EXPERIMENTS

(a) Textbook Provision Experiments – Technical assistance recommendations

The following programme of technical assistance will support the preparation for and conduct of Year 2 of the experiments, a review of the comparative evaluation report and initial planning for the introduction of a national system.

Date and duration	Task
March 2001 3 weeks	Verify costing and estimating system and production management system have been introduced into JEMC. Support and training. Verify quality control system is in operation.
May 2 weeks	Preparation for Year 2 of the textbook provision experiments in 12 districts with DoE. Review of EastConsult's 1 st progress report.
September/October 2 weeks	Progress review of Year 2 of experiments, and monitoring of 2 nd stage of textbook supply.
November 2 weeks	Monitoring experiments in the districts.
December 2001/January 2002 2 weeks	Review of EastConsult's progress report and experiment progress review
July 2002 3 weeks	Review of EastConsult's recommendations. Implementation planning.
July 2002 2 weeks	Review of JEMC management practices, efficiency and cost reduction. Report on JEMC's capability to perform role in MOE's chosen textbook provision system.

(b) JEMC – Technical assistance recommendations

This programme of technical assistance for JEMC is dependent upon JEMC's introduction of appropriate management systems and the verification of this in the first of the tasks listed (March 2001) in the programme of technical assistance in support of the textbook provision experiments (a above).

Date and duration (2001)	Task
April 2 weeks	Review installation of quality control system in JEMC, check and correct its operation as necessary. Provide on the job training.
May 3 weeks	Further support and training in JEMC to costing and estimating and production management systems. Identification of general management training needs and plan for study tour (see c. below)
May/June 2 weeks	Monitor the operation of the quality control system at JEMC at the peak of textbook production. Modify design of system as necessary, agree it and an implementation schedule with management.
September 2 weeks	Seminar on practices JEMC observed on study tour and application to JEMC. Management support and on the job training for managers.
December 2 weeks	Management support and training in JEMC. Efficiency and cost reduction emphasis.

(c) JEMC – Study tour for printing house management practices (September 2001)

Provided that the management systems have been successfully introduced into JEMC and JEMC is using them as planned, it would be beneficial for the senior management of JEMC to visit a textbook printing house in Singapore, for example. Probably up to 8 managers should make the trip for up to 2 weeks after the textbooks for school year 2001-02 have been completed (September 2001). The objective of the visit would be to see the management systems in operation in a highly professional printing house and to take notes on the general management in which particular systems (quality control, costing and estimating, production management) are embedded.

APPENDIX 6

NEPAL BPEP II: TEXTBOOK PROVISION EXPERIMENTS PREPARATIONS FOR YEAR 2, JANUARY - OCTOBER 2001

Year 2 starts with the beginning of the school year in mid-July 2001.

The Progress Report by EastConsult (for the comparative evaluation of the experiments) will be available in April 2001. Therefore, certain additional activities may have to be added to the step by step experiment plans (see pages 3-11) in May 2001. The following staff must be hired to support the experiments General Manager and trained.

(a) Staff needed for Year 2

Secretary/computer operator for the General Manager – for 10 months (February – November)

4 Experiment Managers (*see table below for timings and duration*)

12 Field Co-ordinators

89 Field Workers

Experiment Manager	District	Field Co-ordinator	Field Workers
LPO 2 months: April - May	Kailali	4 months: April – June and October 2001	10 FWs x 1 month in June 10 FWs x 1 month in October
	Lamjung	4 months: April – June and October 2001	12 FWs x 1 month in June 12 FWs x 1 month in October
	Jumla	4 months: April – June and October 2001	9 FWs x 1 month in June 9 FWs x 1 month in October
RE-USE 2 months: April - May	Jhapa	4 months: April – June and October	9 FWs x 1 month in May 9* FWs x 1 month in October
	Kavre	4 months: April – June and October	14 FWs x 1 month in May 14* FWs x 1 month in October
	Darchula	4 months: April – June and October	12 FWs x 1 month in May 12* FWs x 1 month in October
BULK 2 months: April - May	Chitwan	4 months: April – June and October	8 FWs x 1 month in June 8* FWs x 1 month in October
	Surkhet	4 months: April – June and October	10 FWs x 1 month in June 10* FWs x 1 month in October
	Mustang	4 months: April – June and October	5 FWs x 1 month in June 5* FWs x 1 month in October
JEMC COUPON 2 months: end April – end June	Parsa	3 months: April – June	-
	Kathmandu	3 months: April – June	-
	Taplejung	3 months: April – June	-

* 1 Field Worker will support 1-3 RPs.

LPO 2

<p>June</p> <p>June</p> <p>June - October</p>	<p>D. TEXTBOOK NUMBERS</p> <p>1. FCs have given June exam results forms to RPs during the DEO meeting (early May) for distribution to headteachers. (See C.)</p> <p>2. Collect completed June results forms from schools. Check that they are correctly completed and that the headteacher understands how to get the school's textbooks in July.</p> <p>3. Inform JEMC and Sajha, the DEO and General Manager EDMG about numbers of books to go to Sajha for each district based on the June exam results forms from the schools.</p> <p>4. Based on past experience of EMIS enrolments in October 2000, approximately 20% extra books will be sent to the Terai district (Kailali) and the Hill district (Lamjung) to cover the EMIS enrolments in October 2001.</p>	<p>FC/FWs</p> <p>FC</p> <p>GM/JEMC</p>
<p>July</p> <p>July – Sept</p> <p>October</p> <p>October</p> <p>October</p>	<p>E. COMPLETING THE LPOs</p> <p>1. DEO fills in the First LPOs for each school. He uses the enrolments recorded in the June exam results form to decide the numbers of textbooks. The FC assists him.</p> <p>2. If the Sajha agent/retailer does not have enough textbooks for a school's LPO, he must fill in the column marked "Number of textbook still due". The school then takes the LPO to the DEO. With the help of the FC, the DEO fills in another First LPO for the number of textbooks not supplied and gives 2 copies to the school. The school uses the next First LPO to "buy" textbooks from a Sajha agent/retailer which has the needed books.</p> <p>3. If necessary, DEO fills in the Second LPOs for each school. He uses the difference between the enrolments recorded in the June exam results form and the EMIS form to allocate further textbooks, if too few textbooks have been allocated in the First LPO. The FC assists him.</p> <p>4. Second LPO distributed to schools through the RCs, under the management of the RPs assisted by the FCs/FWs.</p> <p>5. Schools go to Sajha agents for more books, as allocated on the Second LPO.</p>	<p>DEO/FC</p> <p>Sajha agent/ school/ DEO/ FC</p> <p>DEO/FC</p> <p>FC/FW Schools/ Sajha</p>
<p>October</p> <p>October</p>	<p>F. EMIS INFORMATION</p> <p>1. Schools return census forms to RPs.</p> <p>2. RPs pass information on school enrolments to DEO (<i>not</i> in a summary form) so that DEO can use it for second allocation of books to schools using Second LPO. (See E.)</p>	<p>RP/schools</p> <p>RP/DEO/FC</p>

RE-USE 1

RE-USE OF DURABLE TEXTBOOKS

Date	Activity	Responsibility
Jan – April	<p>A. DISTRIBUTION OF REMAINING DURABLE TEXTBOOKS TO THE RCs</p> <ol style="list-style-type: none"> 1. Ask JEMC how many durable textbooks are stored in their premises. 2. Calculate the number of books for each of the RCs in Jhapa, Kavre and Darchula. 3. Inform the RPs and DEOs that the books are to be stored in the cupboards and racking provided to the RCs. The books are only to be given to schools from mid-July 2001. 4. Contract JEMC/Sajha to deliver the books to the RCs. 	GM/PAT office
Jan - March	<p>B. DOCUMENTATION</p> <p>Documents to be revised and reprinted:</p> <ol style="list-style-type: none"> 1. Brochure. Add information on additional textbooks for enrolment increase in October. 2. RC memo to DEO on books supplied through Sajha 3. School receipt for books collected from RCs 4. Parent/guardian agreement register book model – 1 per school <p>New document to be printed: Textbook loss form</p> <p>Textbook record register (stock book and allocation to students) – copies still available from GM</p>	GM
Early April	<p>C. MANAGEMENT</p> <ol style="list-style-type: none"> 1. Contact DEOs to give programme of activities (publicity, meetings and documents) and agree dates for district activities. 2. Ask DEO to appoint an FC. The same FC should be used if he was good. If not, the DEO should use a school supervisor who will stay in the system (and should receive an incentive payment as before). 3. Send documents to DEO – brochures, RC memo, school receipts, parent/guardian agreement register, textbook record register 	GM

RE-USE 2

<p>April</p> <p>Early May</p> <p>May</p>	<p>D. PUBLICITY/TRAINING IN THE DISTRICTS</p> <p>1. Meeting at the DEO for RPs and school supervisors. DEO: Chairman of meeting EM: Information and training on management of the durable textbooks stored in the RCs and in the schools, record keeping in the schools, reason for rubber stamping of textbooks, how schools can get further copies of durable textbooks FC: Distribution to RPs and school supervisors of (i) brochures for distribution to headteachers, (ii) parent/guardian agreement register for distribution to headteachers, (iii) textbook record register for distribution to headteachers, (iv) textbook loss form for distribution to headteachers, (v) RC memo to DEO (for RPs' use), (vi) school receipt for books collected from RCs (for RPs' use)</p> <p>2. Meetings at the RCs for headteachers. RP and EM/FC give training to headteachers on textbook collection and storage, record keeping, reason for rubber stamping of textbooks, getting further copies of durable textbooks at the RCs in October. The EM will do a few RC-based training sessions in each district to help the FC, whose primary responsibility it is to support the RP.</p> <p>3. Visits to all schools. Monitor return of books by students and storage in cupboards already supplied. Monitor completion of management documents by school and rubber stamping of textbooks. Give information and training as needed.</p>	<p>DEO/EM/FC</p> <p>RP/EM/FC</p> <p>FC/FWs</p>
<p>October</p> <p>October</p>	<p>E. EMIS INFORMATION</p> <p>1. Schools return census forms to RPs.</p> <p>2. RPs use information on school enrolments for allocation of additional durable textbooks to schools, if necessary. This will depend upon the difference between the number of textbook sets given to a school for school year 2000-01 and the enrolments in October 2001. FC/FWs assist RPs.</p>	<p>Schools</p> <p>RP/FC</p>

RE-USE 3

F. ADDITIONAL AND REPLACEMENT DURABLE TEXTBOOKS TO SCHOOLS		
October	1. Schools come to RCs to collect <u>additional</u> durable textbooks based on increased enrolments. The number of textbooks to be given is the difference between the number of students recorded in the EMIS form and the number of textbook sets given in the year 2000.	Schools/RP/FW
October	2. In addition, schools can be given <u>replacement</u> textbooks for those which have been lost or damaged so that they are unusable. Schools which want replacement textbooks must bring their textbook record register and textbook loss forms (see below). The textbook record register must be properly maintained and must account for the textbooks which have been lost or destroyed by students by reference to the textbook loss forms. The RP, with assistance from the FC/FW, will accept or reject requests for replacement textbooks up to a maximum of 10% of the original number. Any number greater than 10% replacement textbooks must be submitted to the DEO who will discuss the case with the GM.	Schools/RP/FC/ FW
October	3. RP is assisted by FW to give the books to the schools and keep records during 2-week period.	RP/FW

RE-USE 4

Textbook loss form

<i>Textbook loss (3 copies: school, RP, DEO)</i>			
Name of school		Name of cluster	
Date	Signature of head teacher		
Date	Signature of RP		
Date	Authorisation by DEO for more than 10% replacement textbooks		
<i>Name and grade of student</i>	<i>Textbook lost/destroyed</i>	<i>How and when was textbook lost/destroyed?</i>	<i>Signature of parent/guardian and date</i>

BULK 2

<p>June</p> <p>June</p> <p>June – October</p>	<p>D. TEXTBOOK NUMBERS</p> <p>1. FCs have given June exam results forms to RPs during the DEO meeting (early May) for distribution to headteachers. (See B.)</p> <p>2. Collect completed June results forms from schools. Check that they are correctly completed and that the headteacher understands how to get the school’s textbooks in July.</p> <p>3. Inform JEMC and Sajha, the DEO and General Manager EDMG about numbers of books to go to Sajha for each district based on the June exam results forms from the schools.</p> <p>4. Based on past experience of EMIS enrolments in October 2000, send approximately 20% extra books to the RCs in the Terai district (Chitwan) and in the Hill district (Surkhet) to cover the EMIS enrolments in October 2001.</p>	<p>FC/FWs</p> <p>FC</p> <p>GM/JEMC</p>
<p>July</p> <p>October</p>	<p>E. COLLECTION OF TEXTBOOKS BY SCHOOLS</p> <p>1. Sajha agents deliver the textbooks to the RCs (and, if authorised by the DEO, to sub-centres) and stay for 2 weeks to distribute them to schools which come to collect.</p> <p>2. Where school enrolments have increased between June and the October EMIS, schools collect further copies of books from the RCs. FC/FW assists RP to give textbooks to schools. RP gives information on textbooks collected by schools to the DEO.</p>	<p>Sajha</p> <p>RP/FC/FW</p>
<p>October</p> <p>October</p>	<p>F. EMIS INFORMATION</p> <p>1. Schools return census forms to RPs.</p> <p>2. RP, assisted by the FC, uses the information on school enrolments to allocate further books to schools. (See E.)</p>	<p>Schools/RP</p> <p>RP/FC</p>

JEMC COUPON

Date	Activity	Responsibility
Jan - April	A. DOCUMENTATION Documents to be revised and reprinted: 1. June exam results form 2. Textbook receipt form (model – 1 per school)	GM
April	B. MANAGEMENT 1. Contact DEOs to give programme of activities (publicity, meetings and documents) and agree dates for district activities. 2. Ask DEO to appoint an FC. The same FC should be used if he was good. If not, the DEO should use a school supervisor who will stay in the system (and should receive an incentive payment as before). 3. Send documents to DEO.	GM
Early May May May May	C. PUBLICITY/TRAINING IN THE DISTRICTS 1. Meeting at the DEO for RPs and school supervisors. DEO: Chairman of meeting EM: Information on the 2 documents to be used, reason for rubber stamping the textbooks and role of Sajha FC in Parsa only: Distribution to RPs of (i) June exam results form for distribution to headteachers and completion, (ii) textbook receipt form for distribution to headteachers 2. (a) Meetings at the Parsa RCs for headteachers. RPs give information to headteachers on the use of the 2 documents, return of the June exam results form to the RP, reason for rubberstamping the textbooks. FC gives support and additional information if needed. (b) Meetings at school sectors in Taplejung for headteachers. FCs give the 2 documents to headteachers. FCs give information to headteachers on the use of the 2 documents, return of the June exam results form to the school supervisor, reason for rubberstamping the textbooks. School supervisors attend meetings for their information and instructions on giving the completed June exam results forms to the FCs. (c) Meetings at school sectors in Kathmandu for headteachers. EM/FCs give the 2 documents to headteachers. EM/FCs give information to headteachers on the use of the 2 documents, return of the June exam results form to the school supervisor, reason for rubberstamping the textbooks. School supervisors attend meetings for their information and instructions on giving the completed June exam results forms to the FCs.	DEO/EM/FC RPs/FC FC/ school supervisors EM/FC/ school supervisors

