

Nepal Basic and Primary Education Programme II

Textbook Provision Experiments

Progress and Status Report

10-21 December 2001

Carmelle Denning

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International Book Development Ltd
305-307 Chiswick High Road
London W4 4HH
tel: + 44 (0)20 8742 7474
fax: + 44 (0)20 8747 8715
e-mail: enquiries@ibd.uk.net

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1 INTRODUCTION

The visit to Nepal for the textbook provision experiments took place from 10 to 21 December 2001 and continued the support to the evaluation of the textbook provision experiments. The objective of the consultancy was to review the status of Year 2 of the textbook provision experiments and to examine progress on the comparative evaluation of the four systems being conducted by EastConsult, the company contracted to evaluate the experiments.

The consultant worked closely with the PAT Danida Office, with the General Manager of the Experimental Distribution Management Group and with EastConsult. In addition, the consultant met with Sajha, responsible for the distribution of the textbooks, and attended a meeting of the Advisory and Monitoring Committee on 21 December to report on progress.

Abbreviations

BPEP II	Basic and Primary Education Programme II
CPE	Compulsory Primary Education
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
RP	Resource Person

2 YEAR 2 OF THE TEXTBOOK PROVISION EXPERIMENTS AND BEYOND

2.1 Year 2 progress

Although the school year began officially in May 2001, only the Kathmandu district among the 12 experiment districts actually started the new school year then. The others started in July 2001 and the primary school textbook distribution to the experiment districts also started then. However, the summer vacation takes place from mid July to mid September and the next school year is scheduled to begin in the second week of April 2002. The number of teaching weeks in Year 2 of the experiments is therefore unclear.

Among the experiment districts, Jumla (Local Purchase Order) and Mustang (Bulk) districts take a winter vacation rather than in the summer. Their schools are closed from mid December until mid February. Presumably the summer vacation is correspondingly shorter, but information is imprecise.

Because of the Maoist threats, many private schools in the experiment districts were closed for the beginning of Year 2 (May-July 2001) and their former students flooded the state schools. With such a large enrolment it was difficult to cope with the textbook distribution. There were therefore delays in Year 2 in getting the textbooks to the students. The General Manager (EDMG) reported, nevertheless, that all students except in Surkhet (Bulk) now have the textbooks.

Bulk districts

In Surkhet, the steep escalation in the number of students in urban areas created a problem as a very large number of extra textbooks were needed. The distribution of textbooks at the school level from the RCs was conducted correctly in Year 2: the Sajha agents stayed in the RCs, as they were supposed to, and distributed the textbooks to the schools which came to collect.

The (new) co-ordinator for the experiment in Chitwan decided that it was unnecessary to use school-level distribution sub-centres (as had been done in Year 1 – three were used) in addition to the RCs. The distribution was reported to have worked out satisfactorily. (Nevertheless, the quality of school mapping and the choice of RCs are important considerations in deciding whether school-level distribution from the RCs can work efficiently.)

Re-use districts

In Jhapa and Kavre (Re-use) some new durable textbooks had to be provided. These consisted both of “additional” textbooks to cater for increased enrolments and of “replacement” textbooks to make up for books lost or damaged beyond repair by the end of Year 1. JEMC had manufactured a further 270,000 durable textbooks, using imported glue but paper still in stock from the original high-quality paper supplied in 2000.

In Year 2 the distribution at the school level was done differently: the RPs – not Sajha – distributed the durable textbooks from the RCs. The General Manager plans to pay the RPs NRp.1,000 as a reward for 3 years’ work at the end of the period. (The RPs have already been told that they will continue with the Re-use system in Year 3.)

In the Re-use districts, since the return of the durable textbooks to the schools at the end of the school year is critical, the General Manager of the textbook provision experiments will tell the schools to keep records of the durable textbooks returned. (There are various inducements for the students to return the books, such as not giving students their examination results until they return the books.)

LPO districts

It was reported that the CDC had not given enough money to Kailali district to pay for the textbooks distributed by Sajha. Kailali is a big district and the shortfall is about 30%. This means that either the small retailers are not being paid (those that did not get credit from Sajha) or that Sajha itself is not being paid. The Government budget is not enough for Kailali because the Kamaiya are getting special facilities in Kailali and the closing of the private schools has pushed extra students suddenly into the state system.

The other two districts received more or less enough money to pay for the books. However, Lamjung district experienced some shortage, not because of the Kamaiya, but because of the private schools closing in the headquarters area.

JEMC Coupon districts

Kathmandu district had no problem in Year 2 and students got their textbooks immediately. Taplejung district also had no problem; the EMIS was correct, although there is a tendency for enrolments to decrease in the district – which makes certain that there are enough textbooks for the students! However, those textbooks or the coupons or cash for the textbooks are needed in other districts.

Parsa district needed extra textbooks, based on the EMIS enrolment. The first distribution of textbooks was done between 15 August 2001 and 15 September and the second distribution, based on the EMIS, was done between mid-October and mid-November 2001.

2.2 Use of the EMIS for calculating the number of textbooks needed

The EMIS should become the primary source of all statistics needed for a variety of educational purposes, including the estimation of textbooks needed round the country. For the textbook provision experiments, however, other methods of getting enrolment information were used. The more successful one was found to be the schools' statements about the number of students sitting the end of year exam (formerly in June, now in March). This gave reasonably accurate information on student numbers entering grades 2-5 (especially because of the liberal promotion policy in the CPE districts). For grade 1, the number of students completing the grade 1 course is only known after the event (they are promoted to grade 2), as is the number entering grade 1 and then dropping out. There is no system that can accurately predict this since it depends upon Government policy and how rigorously the policy is applied.

The EMIS information was used in the experiments for the second distribution of textbooks in October (when the school year began in July). This made up for shortfalls in the number of textbooks distributed as a result of the exam sitters data and the informed guesswork necessary for grade 1 textbooks. Additional books distributed during the second distribution are reported to be very roughly 20% of the whole amount.

The EMIS system works as follows:

- Data collection forms are sent out to the schools 2½ months after the start of the school year. The reason for this is that students can legally change schools within 2 months of the start of the school year.
- With the start of the school year now 13 April, the EMIS forms will go to schools on 1 July.
- Schools fill in the forms, discuss and finalise the data with the RPs who collect the data after August (because of the rains, the schools close down in August).
- In September the RPs transmit the data to the DEOs who put all the school data together.
- In October the district data go to the Regional Education Departments for regional integration.

- In December/January the information is given to the DOE (Statistics Department).
- In August/September (i.e., more than 1 year later) the DOE publishes the school statistics.

To speed up the process, the DOE is planning to computerise EMIS information gathering. A series of pilot phases began in 1999 with the help of the international NGO, Save the Children UK. 10 districts are in the pilot which is using computer-assisted data collection to record demand side data, rather than supply side. One of the current problems is getting email connections, although dial-up connections are possible. In 5-6 years time, the DOE hopes to cover all 75 districts with this faster data collection technology.

One of the special characteristics of enrolment in Nepal is migration from the mountains to the Terai and to the hills. The Statistics Department reported that Mustang district has lost 1.7% of its population over 6 years because of such migration. Down in Morang the effects are in reverse as it has “minus dropout” rates because of the immigration.

For textbook provision, the fact has to be faced that it will not, until there is effective CPE across the whole country (and only then with reliable data on migration rates for each district), be possible to dispense with the second distribution of textbooks for primary schools. The EMIS should continue to be used for the second distribution. (But the first distribution may have to be based on the data on the March exam sitters.) This second distribution and the use of an EMIS (even a speeded-up one) highlight the usefulness of having additional textbooks waiting in the districts, ready for distribution when the legal limit to school-moving has been reached and the EMIS data are filled in. Since the RPs have a role in assisting in and collecting the EMIS data from the schools, the RCs may well be a suitable place to store these additional textbooks.

However, that cannot be the complete solution to the whole problem of quantities and locations. For one of the problems for the MOES is that it does not want to invest in textbooks which are being stored unused and unwanted in some RCs in the country while other RCs have no additional textbooks to respond to the needs in schools (which may have just experienced a wave of immigration). Perhaps some highly trained and skilled textbook administration could be useful (in addition to RC storage), which has the authority to order the textbooks where they are needed in association with the EMIS, DOE, CDC, JEMC, Sajha.

2.3 Schedule of activities up to the introduction of the new textbook provision system(s)

As mentioned above, the MOES has brought forward the start of the 2002-3 school year to 13 April 2002 and it is understood that this April time is now to be the start of future school years. In the light of this, the consultant has drawn up a draft timetable from now until the target date for the introduction of the new textbook provision system (or systems), which is reproduced in Appendix I. Given the critical role of the General Manager of the textbook provision experiments, it is necessary for him to have clerical assistance for a further 6 months or so, up to and including the proposed workshop for the MOES to discuss the findings of the evaluation (see below and Appendix IV).

One of the activities, scheduled for completion in March 2002, is the report on the Reimbursement system of providing primary school textbooks. The Deputy Director of the Educational Material Development Section of the DoE had started work on the study in 10 districts. He was transferred to Doti as DEO during the consultant’s visit and therefore the completion of the report falls to his replacement. It might, however, be useful for him to return for a week from Doti to work with his replacement on the report. In any case, the deadline for the report must be March 2002 as it will be needed by EastConsult in their comparative evaluation.

Many of the key dates in the timetable concern the experiment evaluation activities rather than the implementation of the experiments and these dates are therefore discussed in section 3 below. The results of the evaluation will be contained in the final comparative evaluation report and this is timetabled for July 2002. In order to facilitate discussion and MOES decision making, a workshop to be held outside Kathmandu (but in the Valley) would be very useful. This should take place in July/August 2002. Following on from the workshop, the MOES should reach a decision in September 2002. This would give enough time for the preparation of an implementation plan and for preparation activities before the start of the new system or systems in April 2003.

It is clear that there is not enough time to introduce the selected provision system for the forthcoming new school year, April 2002, even though the collection of data for the evaluation of the impact of the four systems on the schools and the districts will have ended. The schools in the experiment districts will have some stability (and a further chance to understand a textbook provision system which may, indeed, turn out to be the national system – or one of the national systems) if they continue with the system which they were using in the experiments. They would then adopt the official system (or carry on with it) when the MOES makes its decision. Since the new system will be one (or more) of the four being experimented, it may even be possible to use some of the officials in the relevant districts to train the rest of the districts in the country.

Carrying on with the existing system would also make maximum use of the durable textbooks being used in three of the experiment districts. The remaining durable textbooks, not yet distributed to schools, will be used to the full. There will be no further cost for textbooks. The cost of printing the remaining durable textbooks for grades 2-5 (Re-use districts) has already been paid, the books have been printed by JEMC and are awaiting distribution for school year 2002.

3 PROGRESS ON THE EVALUATION

It is already clear from EastConsult's evaluation work that the implementation of the three new systems (Re-use of durable textbooks, Local Purchase Orders, Bulk distribution to Resource Centres) has not been "according to the book" in all schools. Some schools, some Resource Centres, some DEOs have introduced their own variations – with the best of motives. The evaluation will be made more complicated by this, although some of the variations of the four systems may be worth retaining.

EastConsult evaluation work

Missing so far from EastConsult's work is the "focus group" meetings. These are important for getting qualitative information from a variety of interested parties, such as parents and RPs. The focus group meetings should place the emphasis on parents and teachers. The General Manager mentioned that it was said that students only attended school when they could get their textbooks – this is a critical point to be discussed with parents and teachers. In addition, it would be useful to know about the real school term, about the number of used books that are given to students (not the durable textbooks, of course, but the re-use of non-reusable books), and the RPs' reactions to the RC being the centre of textbook distribution operations. EastConsult confirmed that it would be conducting these during the period 15 January – 15 February 2002 (see Appendix I). The General Manager and the consultant discussed with EastConsult the agenda for the focus group meetings (see Appendix V).

The consultant and the PAT Office expressed concern to EastConsult at the recording of and simple arithmetic operations done to the data collected in Year 2. (Totals added up wrongly, unclear table and column headings, etc.) EastConsult recognised the mistakes made and gave assurances that these would be corrected and not repeated.

There was a misunderstanding between EastConsult and the consultant on the 1st Progress Report. The consultant during the previous consultancy visit (May 2001) had provided a detailed critique of the draft 1st Progress Report and had been expecting it to be revised in line with the comments (see consultant's report 20 May-1 June 2001). Unfortunately, this was not the understanding of EastConsult and the work had not been done. The consultant, after discussion with the PAT Office, agreed with EastConsult that the 1st Progress Report results and their interpretation should be part of the comparative evaluation report and that a revised 1st Progress Report would not be required now.

In view of this misunderstanding, the PAT Office recommended that a clear statement of agreements reached with EastConsult should be drawn up before the consultant's departure and a copy given to EastConsult. This is reproduced in Appendix I. This appendix shows the next steps and the agreed timetable to the end of the evaluation (July 2002). In addition, it shows the agreement that the second round of experiment district visits for Year 2 will include the 926 schools offered by the EastConsult bid (and the focus group meetings mentioned above).

EastConsult schedule for data collection in the experiment districts

EastConsult is continuing with the second year of the comparative evaluation of the four textbook provision experiments. The end of data collection activities in the districts will be the start of the new school year, April 2002. This will be preceded by the end of year examinations in March 2002 and this may therefore be a difficult time for field work in the 926 schools to be visited for a second time in Year 2 of the evaluation. The window available for school visits is even smaller in those two experiment districts (Mustang and Jumla) which take their main holiday during the winter months and also in parts of Darchula. Appendix V contains a possible agenda for information to be collected from the schools and RCs in the experiment districts during the 2nd visit of Year 2.

Re-use system

One of the important tasks for the evaluation of the Re-use of durable textbooks system is monitoring the collection of the durable textbooks after (or at or before) the end of year examinations. The EastConsult Year 2 Progress Report should cover this. As was mentioned in section 2.1 above, more copies of durable textbooks were distributed in Year 2 (additional books to cover growth in enrolments and replacement books to cover lost/destroyed books). It is very important that the EastConsult evaluation distinguishes between the 2-year old durable textbooks (distributed in 2000) and the 1-year old durable books (distributed in 2001).

Bulk system

For the evaluation of the Bulk system, EastConsult should consider the question of storage of textbooks in the RCs – is it desirable, is it feasible, what are the human resources, materials and costs implications? (The books to be stored will be the ordinary non-durable textbooks.)

Evaluation report timetable and inputs by consultant

The target date for the 2nd Progress Report from EastConsult is May 2002. At that time the PAT consultant will visit the Project to study the report and to give feedback, along with the Advisory and Monitoring Committee and others, to EastConsult for the draft comparative evaluation report.

The target date for EastConsult's draft comparative evaluation report is June 2002. The PAT consultant will send feedback from the UK for EastConsult to revise it and produce the final comparative evaluation report in July 2002.

The final comparative evaluation report is due from EastConsult in July 2002. The PAT consultant will visit the Project to study the report and to give comments to EastConsult. EastConsult may have then to make further revisions very quickly.

The PAT office recommends an MOES workshop to discuss the recommendations of the EastConsult comparative evaluation report. EastConsult should be invited to the workshop to present the findings in July/early August 2002.

Comparative evaluation indicators

The consultant and the General Manager drew up some draft comparative evaluation indicators (Appendix II) which were then given to the Advisory and Monitoring Committee for possible feedback. EastConsult was asked to submit its comparative indicators by 31 December 2001 and these are reproduced also in Appendix II.

4 RECOMMENDATIONS

4.1 Year 3 continuation of the textbook provision systems

There is not enough time to introduce the selected provision system for the forthcoming new school year, April 2002, and therefore *it is recommended that the 12 experimental districts should carry on with the current systems* until the MOES makes its decision about the national system(s) and the preparations for the switch-over are made – the target date for the switch-over would be April 2003. The schools in the experimental districts will have some stability and a further opportunity to understand a provision system before most of them have to change over once again; the remaining durable textbooks will be used to the full.

If this is agreed by the MOES and by Danida, the cost implications are estimated in Appendix III and amount to NRp. 5.75 million.

4.2 Workshop to discuss the recommended provision system

After EastConsult has submitted its final comparative evaluation report, *it is recommended that Danida support a 1-day workshop to assist the MOES in reaching a decision on the textbook provision system* to use from April 2003. About 50-60 participants should include Secretary of Education, Special Secretary, Planning, some DEOs (including the experiment districts), some RPs, JEMC, Sajha, some headteachers, teachers, parents.

If this is agreed by the MOES and by Danida, the cost implications are estimated in Appendix IV and amount to NRp. 170,000.

4.3 Continuity in staff for the textbook provision experiments

It is understood that the new General Manager for the textbook provision experiments, who is also Deputy Director of the Educational Material Development Section of the DoE, is in this post only temporarily. *It is recommended that the new General Manager is kept in this post at least until the MOES makes its decision on the new national textbook provision system or systems.* This may be until September 2002.

It is also recommended that the General Manager continues to have a clerical assistant for about the next 6 months up to the end of the proposed workshop (4.2 above).

It is also recommended that when the MOES makes its decision, the former General Manager of the textbook provision experiments (now DEO in Doti) is invited back to the DoE to work on an implementation plan for the new system nationwide along with the new (temporary) General Manager.

4.4 IBD consultancy input

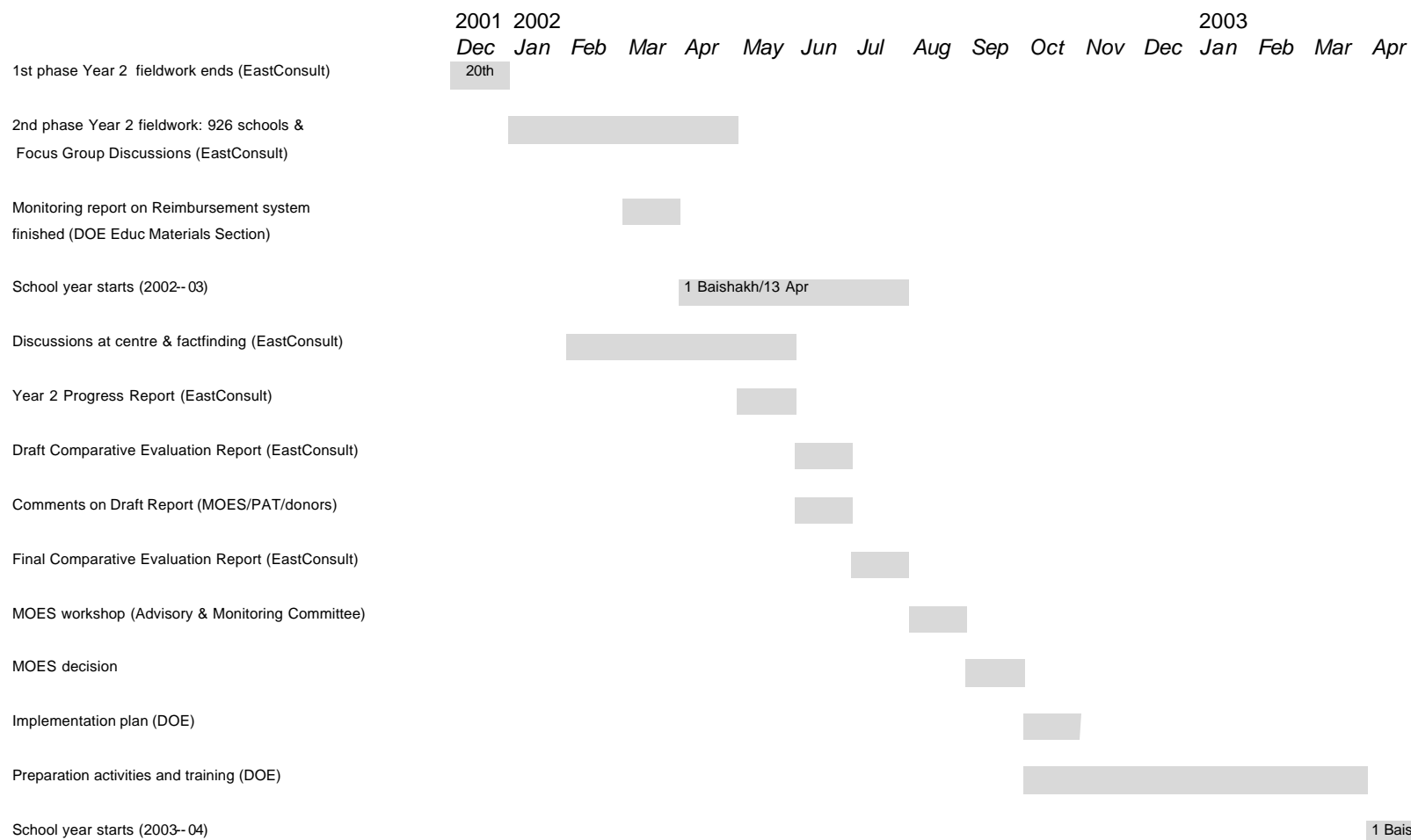
On the basis of the timetable for the period from now until the start of the chosen textbook provision system (Appendix I), *it is recommended that the final IBD input in the current contract is divided into 1 week's work in the UK to comment on the draft comparative evaluation report from EastConsult (due June 2002) and into 2 weeks' work in Nepal in July 2002 when the final comparative evaluation report is submitted* (studying the report and assisting in the workshop recommended in 4.2 above).

In addition *it is also recommended that Danida support the MOES in its planning for the implementation of the new system(s) for the country by providing foreign technical assistance* to work with Nepali counterparts in drawing up an implementation plan, once the MOES has made its decision on the textbook provision system (or systems) to be used in the whole country.

APPENDIX I
PAT-EASTCONSULT AGREEMENTS ON EVALUATION OF TEXTBOOK
PROVISION EXPERIMENTS IN BPEP II (19 December 2001)

1. The Year 1 findings (statistics and interpretation) will be part of the final comparative evaluation report.
2. The second stage of the Year 2 fieldwork, including 2nd visits to the 926 schools in the sample and Focus Group Discussions in each experiment district, will start from mid-January 2002 and go on to April 2002, when the new school year starts.
3. PAT office is concerned at the quality of the statistics for the 2nd part of Year 1. There are inaccuracies and contradictions which need explanation. None of the statistical non-parametric tests have been applied to the data. All this has been conveyed to EastConsult.
4. PAT office and the DOE have offered suggestions on the evaluation indicators, agenda for the Focus Group Discussions and content of the 2nd visits to the 926 schools. However, the final responsibility for the content is EastConsult's. The deadline for the PAT office to see the finalevaluation indicators is 31 December 2001.
5. PAT office has drawn up a timetable (herewith) which gives the key dates for the various activities.
6. The Reimbursement system monitoring report to be completed by the DOE will be given to EastConsult by the end of March 2002 so that its information can be referred to in the EastConsult comparative evaluation report, if relevant.
7. The target date for the 2nd Progress Report from EastConsult is May 2002. At that time the PAT office consultant will visit the Project to study the report and to give feedback to EastConsult for the draft comparative evaluation report.
8. The target date for the draft comparative evaluation report is June 2002. The PAT office consultant will send feedback for EastConsult to revise it and produce the final comparative evaluation report in July 2002.
9. The final comparative evaluation report is due from EastConsult in July 2002. The PAT office consultant will visit to study the report and to give comments to EastConsult which may require further revisions to be done very quickly.
10. The MOES plans to have a workshop to discuss the recommendations of the EastConsult comparative evaluation report. EastConsult will be invited to the workshop to present the findings in July/early August 2002.

DRAFT -- FOR DISCUSSION
BPEP II: EVALUATION OF TEXTBOOK PROVISION EXPERIMENTS
TIMETABLE FOR PERIOD TO THE START OF THE SELECTED PROVISION SYSTEM (as at 18.12.2001)



**APPENDIX II
COMPARATIVE EVALUATION INDICATORS**

**CONSULTANT/GENERAL MANAGER'S COMPARATIVE EVALUATION INDICATORS – AS
SUBMITTED TO THE ADVISORY AND MONITORING COMMITTEE**

1. Cost
2. Financing requirements, cash flow
3. Textbook manufacture
4. Complete sets of textbooks at the start of the school year
5. Ability of system to cope with incorrect enrolment data which comes in 2 stages (March/April exam sitters, September EMIS)
6. Textbook distribution
7. Effect of Nepal's geography (mountain-hill-Terai and East-West)
8. Understanding of the system
9. Acceptability of the system, especially by guardians and schools
10. Administrative and management requirement (human resources, skills/training, paperwork): start-up and recurrent; and transparency
11. Educational effects, if any

INDICATOR	SOME CRITERIA (NOT EXHAUSTIVE)
1. Cost	Costs: a) Textbooks b) Distribution c) Special storage d) System documentation e) Special payments/ incentives/ fees f) Training First costs and recurrent – including amortised – costs
2. Financing requirements, cash flow	
3. Textbook manufacture	Textbook manufacture: a) Availability of raw materials b) Financing requirement and duration c) Availability of necessary machinery d) Production output e) Production schedule
4. Complete sets of textbooks at the start of the school year	Did students get the textbooks by the beginning of the school year? How much later? Was there any effect on schools getting <u>sets</u> of textbooks?
5. Ability of system to cope with incorrect enrolment data which comes in 2 stages (March/April exam sitters, September EMIS)	Student-textbook ratios: a) At the beginning of the school year b) When first distributed c) At the end of the school year Ease of getting additional textbooks for increases in enrolment Dependence on accurate enrolment data. Time(s) when the enrolment data are needed. Accurate enrolment data in time for textbook manufacture and textbook distribution
6. Textbook distribution	

<p>7. Effect of Nepal's geography (mountain-hill-Terai and East-West)</p> <p>8. Understanding of the system</p>	<p>Understanding of the system by:</p> <ul style="list-style-type: none"> a) DOE b) JEMC c) Sajha d) DEOs e) RPs f) Headteachers g) Teachers h) Parents i) Students <p>Proportion of schools/RCs/Districts doing the system properly Variations to the system found in a district. What variations and where and why? Practical changes needed to make the system work better</p>
<p>9. Acceptability of the system, especially by guardians and schools</p>	<p>Re-use: Acceptability of used books by parents and students</p>
<p>10. Administrative and management requirement (human resources, skills/training, paperwork): start-up and recurrent; and transparency</p>	<p>Human resource requirement (number) and special training needed</p> <p>Re-use: Textbook management in RCs:</p> <ul style="list-style-type: none"> a) Performance of Sajha in allocating books to schools a) Keeping records b) Storing replacement and additional books c) Distributing replacement and additional books to schools d) Liaison with DEO on books allocated to schools <p>Re-use: Textbook management in schools:</p> <ul style="list-style-type: none"> a) Allocation to students a) Checking condition of textbooks b) Getting textbooks back at end of school year c) Keeping records <p>Bulk: Textbook management in RCs:</p> <ul style="list-style-type: none"> a) Performance of Sajha in allocating books to schools a) Keeping records b) Liaison with DEO on books allocated to schools
<p>11. Educational effects, if any</p>	<p>Were the textbooks in use for a greater part of the school year than normal? Percentage of textbooks lost/damaged beyond use: were they replaced? If not, then students had to share books/do without. Ease of getting replacement textbooks for lost/damaged books Re-use: Any increase in motivation to learn through using more attractive durable books?</p>

EASTCONSULT COMPARATIVE EVALUATION INDICATORS

Ref. No. EC\343\13366

December 27, 2001

Mr. Ivan Arnbjerg
Education Sector Assistance Program – PAT
Danida – BPEP II
Ministry of Education
Keshar Mahal
Kathmandu.

Re: Evaluation Indicators

Dear Sir,

The following are the indicators that will be used in the final evaluation of the Textbook Provision Experiments:

1. Cost (financial) including textbooks, distribution, special storage, system documentation, special payments and trainings.
2. Cash flow
3. Textbook Production Schedule
4. Text books received by the students
 - i. How early?
 - ii. In complete sets?
5. Ability of system to cope with incorrect enrolment data which comes in 2 stages (EMIS can be used if it will be made available by PAT Office in time).
6. Textbook Distribution – (timely or otherwise?)
7. Effects of Nepal's varied terrains (Mountain – Hill – Terai as well as East-West) in terms of time taken, physical condition of the books and transportation cost.
8. Understanding of the system.
9. Acceptability of the system especially by guardians and schools.
10. Administrative and management requirement (human resources, skills/training, paperwork) start-up and recurrent
11. Educational effects, if any.

While evaluating, the valuable suggestions of Ms. C. Denning under “Some Criteria” will be taken into consideration with some modification as required.

I hasten to take this opportunity in thanking Ms. C. Denning, Mr. S. R. Bista and yourself for your valuable participation in discussions, which were very helpful indeed.

With Regards,

Sincerely Yours,

U. M. Malla
Team Leader

APPENDIX III
BUDGET FOR YEAR 3 OF THE TEXTBOOK PROVISION SYSTEMS

The following items and budget (estimated) will be needed for Year 3 of the 4 provision systems:

Sets of 3 Grade 1 ordinary textbooks for about 1,125 schools/ 70,000 students in the Re-use districts (Darchula, Kavre, Jhapa)	Set of books = Rs 63.20	Rs 4,424,000
Delivery of textbooks for grades 1-5 from the district headquarters to the 75 Resource Centres in the Re-use districts (Jhapa, Darchula, Kavre) and to the 40 Resource Centres in the Bulk districts (Surkhet, Chitwan, Mustang)	Jhapa 21,588kg Kavre 19,532kg Darchula 7,196kg Chitwan 54,484kg Surkhet 34,530kg Mustang 1,130kg	Rs 965,700
Administration documents: For 9 districts (not needed for JEMC Coupon districts) For central level	Rs 36,000 Rs 10,000	Rs 46,000
One day information meeting at DEO in 9 districts for 20 staff/district, plus RPs (164 total in 9 districts): Daily allowance/staff Refreshment/staff Stationery/district Logistic support/district	 Rs 200 x 344 Rs 50 x 344 Rs 400 x 9 Rs 300 x 9	 Rs 68,800 Rs 17,200 Rs 3,600 Rs 2,700
Evening information meeting at Resource Centres in 9 districts for headteachers: Stationery/Resource Centre Refreshment/staff	Rs100 x 164 Rs 50 x 3,000	Rs 16,400 Rs 150,000
General Manager and Experiment Managers visits to 9 DEOs: Travel to DEOs for 1 staff Daily allowance for 3-day visits	Rs 5,000 x 9 Rs 1,200 x 9	Rs 45,000 Rs 10,800
Total		Rs 5,750,200

The cost of printing the remaining durable textbooks for grades 2-5 (Re-use districts) has already been paid, the books have been printed by JEMC and are awaiting distribution for school year 2002. The cost of all textbooks for the Bulk, Local Purchase Order and JEMC Coupon districts will be met by the Government budget.

APPENDIX IV
BUDGET FOR MOES WORKSHOP

The workshop should take place outside Kathmandu but in the Valley. It would take one complete day. About 60 participants should be invited, including the DEOs of the experiment districts and a few Resource Persons from the Re-use districts and the Bulk districts. All should be given a copy of the EastConsult final comparative evaluation report (in English) and there should also be a summary prepared which would be available also in Nepali.

Documentation (60 copies of report, agenda and summary)	Rs 500 x 60 participants	Rs30,000
Refreshments (3 meals) and hire of hall	Rs 1,000/person	Rs 60,000
Travel and daily allowance for DEOs (11) and RPs (9)	Rs 4,000 x 20 persons	Rs 80,000
Total		Rs 170,000

APPENDIX V
POSSIBLE AGENDAS FOR THE 2ND VISITS TO SCHOOLS/RESOURCE CENTRES
AND FOR THE FOCUS GROUP MEETINGS IN THE EVALUATION

Agenda for 2nd visits to 926 schools to be done by EastConsult, January-April 2002

LPO	RE-USE	BULK	JEMC COUPON
How long did it take to get the LPO form from the DEO? How did it reach the school?	How and when was the school informed that it could go to the Resource Centre to collect <u>replacement</u> textbooks for those lost or damaged beyond use and to collect <u>additional</u> textbooks for extra students?	How and when was the school informed that it could go to the Resource Centre to collect textbooks?	How long did it take to get the Coupon from the DEO? How did it reach the school?
How did the books get to the school, who paid and how much did it cost?	How did the books get to the school, who paid?	How did the books get to the school, who paid?	How did the books get to the school, who paid and how much did it cost?
	For each grade 2-5: a) How many <u>additional</u> textbooks were received? What percentage is that of the enrolment for each grade? b) How many <u>replacement</u> textbooks were received? What percentage is that of the enrolment for each grade?		
Did the school only give textbooks to those students who had bags?	Did the school only give textbooks to those students who had bags?	Did the school only give textbooks to those students who had bags?	Did the school only give textbooks to those students who had bags?
Do any schools use old textbooks until the new textbooks arrive?	Do any schools use old textbooks until the new textbooks arrive?	Do any schools use old textbooks until the new textbooks arrive?	Do any schools use old textbooks until the new textbooks arrive?
Did teachers use the student textbooks more in their teaching? Did students use the textbooks for longer than normal? (contact time)	Did teachers use the student textbooks more in their teaching? Did students use the textbooks for longer than normal? (contact time)	Did teachers use the student textbooks more in their teaching? Did students use the textbooks for longer than normal? (contact time)	Did teachers use the student textbooks more in their teaching? Did students use the textbooks for longer than normal? (contact time)
	What was your experience of managing the stock of durable textbooks, keeping records and following up students who damaged or lost their books?		

Does school ask students to return textbooks at end of school year? Number of textbooks returned to school	Method of ensuring that students return durable textbooks Number of durable textbooks returned to school	Does school ask students to return textbooks at end of school year? Number of textbooks returned to school	Does school ask students to return textbooks at end of school year? Number of textbooks returned to school
Physical condition of textbooks – can they be used next school year?	Physical condition of 2-year old durable textbooks – will they last another whole school year?	Physical condition of textbooks – can they be used next school year?	Physical condition of textbooks – can they be used next school year?
	Storage of durable textbooks (adequate?)		

Resource Centres:

RE-USE	BULK
How many books stored in the RC? What % is that of enrolment in the RC's schools? How were schools told to come and get additional and replacement books? How quickly did they come?	How were schools told to come and collect their textbooks? How long did the Sajha agent stay in the RC to distribute the books to the schools? Were Sajha agents busy all the time they were in the RC? Did all the schools come in time?

Agenda for Focus Group Meetings in each Experiment District to be done by
EastConsult, January-April 2002

1. Introduction, explanation of objectives of meeting, description of the textbook provision system
2. Advantages/disadvantages of the system in use
3. Suggested improvements: (i) by the participants themselves, (ii) by others
4. Specific questions:

LPO	RE-USE	BULK	JEMC COUPON
How convenient was it for the school to get textbooks? What were the problems?	Do you like the distribution of textbooks from the Resource Centres?	Do you like the distribution of textbooks from the Resource Centres? What storage is there in the RCs which could be used to keep textbooks?	How convenient was it for the school to get textbooks? What were the problems?
Parents – Do you wait until there are textbooks before you send your child to school? What difficulties do you have with this textbook provision system? What changes would make things better?	Parents – Do you wait until there are textbooks before you send your child to school? What difficulties do you have with this textbook provision system? What changes would make things better?	Parents – Do you wait until there are textbooks before you send your child to school? What difficulties do you have with this textbook provision system? What changes would make things better?	Parents – Do you wait until there are textbooks before you send your child to school? What difficulties do you have with this textbook provision system? What changes would make things better?
	What did teachers, parents and students think of re-using the textbooks? Do you think they found the durable textbooks more attractive? If they did, do you think the students found it easier to learn?		
Did you have students migrating to or from your district? If so, what happened about their textbooks?	Did you have students migrating to or from your district? If so, what happened about their textbooks?	Did you have students migrating to or from your district? If so, what happened about their textbooks?	Did you have students migrating to or from your district? If so, what happened about their textbooks?

Were the schools able to get complete sets of all the textbooks they were allocated? If not, how was this overcome? Did Sajha submit for payment LPOs for less than the allocated number of textbooks? Did the DEO write another LPO for these schools?	Did the schools get complete sets of all the textbooks from the Resource Centres in the first year?	Did the schools get complete sets of all the textbooks from the Resource Centres?	Were the schools able to get complete sets of all the textbooks they were allocated? If not, how was this overcome?
For Year 3, what changes would you like and why? (<i>Identify who is proposing the change.</i>)	For Year 3, what changes would you like and why? (<i>Identify who is proposing the change.</i>)	For Year 3, what changes would you like and why? (<i>Identify who is proposing the change.</i>)	For Year 3, what changes would you like and why? (<i>Identify who is proposing the change.</i>)

5. Further suggestions and comments