

Table 34 is perhaps the most controversial of all. Especially the last columns. Differently from the previous decades, authors' and translators' fees are negotiable, often treated confidentially. Furthermore, authors increasingly tend to receive royalties, established in percentage of the income for the book. Nonetheless there is something like a typical amount per sheet, in a given period (in our case in the year of 2000). It is rather unlikely that a translator in Armenia is valued about 50 times more than one in Bulgaria ... yet a substantial difference must exist. (Also it must be borne in mind that this index combines two factors: the translator's fee and the average price of a local academic book.) Notwithstanding these difficulties, the data lend themselves to interesting conclusions. And since they are put on display on the web, they also lend themselves to comments and motions for eventual rectification.

The Textbook Market

The following items of the questionnaire relate to school textbooks:

| # | Item | Remark |
|----|--------------------------------------|---|
| 17 | Textbooks (%) | Share of textbooks in total sales. |
| 34 | VAT on textbooks (%) | Books used as course books in the education system; textbooks. |
| 53 | Pupils in primary (№) | Explain, how 'primary' and 'secondary' school levels are defined in your country. The two should cover schooling before 3 rd level (higher education). If you have difficulties, combine the two categories. |
| 54 | Pupils in secondary (№) | |
| 55 | New titles in primary (№) | How many new textbooks, with separate ISBN, were published for 1 st level in 2000? |
| 56 | New titles in secondary (№) | |
| 57 | Copies in primary (№) | How many copies were printed for 1 st level in 2000: new titles and old ones (reprints) together? |
| 58 | Copies in secondary (№) | |
| 59 | Share of new titles in primary (%) | From 57, from newly printed copies, which was the proportion of newly published titles (Line 55)? |
| 60 | Share of new titles in secondary (%) | |
| 61 | Old copies in primary (%) | In what proportion did pupils learn from used, second-hand textbooks in 2000? |
| 62 | Old copies in secondary (%) | |
| 63 | Textbook ownership | Are textbooks purchased or rented? If paralel models exist, give proportions. |
| 64 | Textbook burden at 6 (\$) | What is the average cost of buying (renting) the entire textbook package for a first grade pupil? |
| 65 | Textbook burden at 16 (\$) | What is the average cost of buying (renting) the entire textbook package for a 16-year-old pupil? |
| 66 | Textbook distribution | When and how are orders collected? When and how do copies get to the pupils? |
| 67 | State support | Describe in what forms the state supports textbooks. If available, give figures. |

Table 35: Basic data on textbooks

| Question # | 34 | 53-54 | 55+56 | 57+58 | 59 | 60 | 61 | 62 | 64 | 65 |
|------------|----|-------|-------|-------|----|----|----|----|------|-------|
| ALB | 20 | 368 | 20 | 3746 | 5 | 19 | 23 | 30 | 7,0 | 9,2 |
| ARM | | 580 | 59 | 34 | 29 | | 84 | | 0,0 | 40,0 |
| AZE | 0 | 0 | 1 | | | | 70 | | 0,0 | 22,4 |
| BOS | | 0 | 248 | 823 | 65 | 72 | 36 | 40 | 32,0 | 84,0 |
| BUL | 20 | 1070 | 165 | | 30 | 92 | 70 | 70 | 18,4 | 37,7 |
| CRO | 0 | 601 | 314 | 15 | | | | | 35,0 | 80,0 |
| CZE | 5 | 1720 | | | | | | 50 | 72,5 | 85,5 |
| EST | 0 | 217 | | | 25 | 25 | 75 | 75 | 23,0 | 58,0 |
| GEO | 0 | 720 | 9 | 105 | 8 | 8 | | | 10,0 | 20,0 |
| HUN | 0 | 1347 | 317 | 9171 | 35 | 25 | | | 33,5 | 57,0 |
| KYR | 20 | 789 | 20 | 503 | 14 | 8 | 86 | 92 | 6,0 | 35,0 |
| LAT | 0 | 789 | 248 | 835 | | | | | 28,0 | 93,0 |
| LIT | | 530 | 66 | 553 | 2 | 13 | | | | |
| POL | 0 | 7990 | 984 | 41380 | 70 | | 35 | 15 | 23,0 | 65,0 |
| ROM | 0 | 3000 | 342 | 11200 | 23 | 50 | 0 | 0 | 0,0 | 25,0 |
| RUS | 0 | 19499 | | | 55 | 18 | | | 12,0 | 28,0 |
| SLK | 10 | 927 | 306 | 5008 | 46 | 47 | | | 6,5 | 10,8 |
| SLN | 8 | 286 | 191 | | 96 | 58 | 90 | 65 | 60,0 | 140,0 |
| TAJ | 22 | 1750 | 10 | 1440 | 25 | 8 | 85 | 70 | | 8,0 |
| UKR | | | 742 | 1026 | 26 | 46 | 9 | 19 | 15,1 | 22,6 |
| YUG | 17 | 1038 | 82 | 6275 | 16 | 6 | 25 | 65 | 22,0 | 36,7 |

Table 36: New titles in primary education

| | |
|-----|----|
| SLN | 96 |
| POL | 70 |
| BOS | 65 |
| RUS | 55 |
| SLK | 46 |
| HUN | 35 |
| BUL | 30 |
| ARM | 29 |
| UKR | 26 |

| | |
|-----|----|
| EST | 25 |
| TAJ | 25 |
| ROM | 23 |
| YUG | 16 |
| KYR | 14 |
| GEO | 8 |
| ALB | 5 |
| LIT | 2 |

Questions 59 and 60 aimed to assess the dynamics of rotation of school-books. Respondents were required to tell that in textbook production for the two levels of education how many per cent were copies of new titles. The questions were somewhat awkward: they hoped to specify the amount of new titles among actual copies.

The scope of Tables 36 and 37 could hardly be larger. Slovenia claims that nearly all copies in primaries belonged to new releases, a complete regeneration of the offer. Any country over 50% maintains practically the same.

Table 37: New titles in secondary education

| | |
|-----|----|
| BUL | 92 |
| BOS | 72 |
| SLN | 58 |
| ROM | 50 |
| SLK | 47 |
| UKR | 46 |
| HUN | 25 |
| EST | 25 |

| | |
|-----|----|
| ALB | 19 |
| RUS | 18 |
| LIT | 13 |
| TAJ | 8 |
| KYR | 8 |
| GEO | 8 |
| YUG | 6 |

The pace of replacement of textbooks must be an important indicator of any school system. The definition has a number of pitfalls. First of all the category of “new”. Ideally textbooks are being continuously corrected and revised. It is not clear if the practices in the various countries of giving new ISBN –or keeping the original- are comparable. Besides, this question was asked for the first time: reliable picture about the mobility of a market requires a minimum of two years. Due to these ambiguities Table 36 and 37 do not lend themselves to further interpretation.

Table 38: Copies per pupil

| | |
|-----|------|
| ALB | 10,2 |
| HUN | 6,8 |
| YUG | 6,0 |
| SLK | 5,4 |
| POL | 5,2 |
| ROM | 3,7 |
| LAT | 1,1 |
| LIT | 1,0 |
| TAJ | 0,8 |
| KYR | 0,6 |
| MAC | 0,2 |
| GEO | 0,1 |
| ARM | 0,1 |

New textbook copies, printed in 2000, divided by the number of pupils.

Only 13 respondents had or risked an answer to the number of new copies. Provided the figure is right, 2000 must have witnessed a massive influx of textbooks into the Albanian schools.

Table 39: Used copies in primary

| | |
|-----|----|
| SLN | 90 |
| KYR | 86 |
| TAJ | 85 |
| ARM | 84 |
| EST | 75 |
| BUL | 70 |
| AZE | 70 |
| BOS | 36 |
| POL | 35 |
| YUG | 25 |
| ALB | 23 |
| UKR | 9 |
| ROM | 0 |

How many per cent of textbooks used at school are second-hand copies, used previously by another pupil?

The variance is as big as in the previous couple of questions. It is still an open question whether it is due to a variance of facts or a variance of interpretation. The roundness of most figures implies estimation; from a few countries, however, exact figures arrived (etc. Ukraine in both cases).

The highest figure tells us that 92% of textbooks used by teenage pupils in Kyrghizia are serving their second term at least. While the respondent from Romania reports that this practice is unknown in that country.

Table 40: Used copies in secondary

| | |
|-----|----|
| KYR | 92 |
| EST | 75 |
| TAJ | 70 |
| BUL | 70 |
| SLN | 65 |
| YUG | 65 |
| CZE | 50 |
| BOS | 40 |
| ALB | 30 |
| UKR | 19 |
| POL | 15 |
| ROM | 0 |

Similarly to the pace of replacement of titles, this issue also appeared for the first time, and it is too early to attempt at judgments on the basis of the data received. It would be of course too ambitious to tell what are the optimal figures or ranges; it is not over-ambitious, however, to come to grips with national or regional facts and characteristics.

Table 41: Financial burden of parents at primary

| | | | |
|-----|------|-----|------|
| CZE | 72,5 | UKR | 15,1 |
| SLN | 60,0 | RUS | 12,0 |
| CRO | 35,0 | GEO | 10,0 |
| HUN | 33,5 | ALB | 7,0 |
| BOS | 32,0 | SLK | 6,5 |
| LAT | 28,0 | KYR | 6,0 |
| EST | 23,0 | ROM | 0,0 |
| POL | 23,0 | ARM | 0,0 |
| YUG | 22,0 | AZE | 0,0 |
| BUL | 18,4 | | |

The average cost of acquiring the necessary textbooks for a 6-year-old pupil in US dollars.

Predictably, there is a rather close correlation with the general economic level. A notable exception is Bosnia-Herzegovina, although the next table shows that the actual burden may not be that hard as one presumes from the rank list of Table 41. The top position of Czech Republic is ironic in the view of the relative cheapness of books in the general market. Especially striking is the difference from closest neighbour Slovakia.

Table 42: Salaries and cost of textbooks at 6

| | | | |
|-----|------|-----|-----|
| GEO | 30,8 | CRO | 9,6 |
| CZE | 20,5 | POL | 9,5 |
| KYR | 20 | ALB | 5,8 |
| HUN | 16,2 | SLK | 3,9 |
| BUL | 16 | ARM | 0 |
| LAT | 15,6 | AZE | 0 |
| RUS | 14,6 | LIT | 0 |
| BOS | 12,8 | ROM | 0 |
| SLN | 11,1 | TAJ | 0 |

The table is an index composed of responses given to questions 2 and 64: what percentage of an average monthly salary goes to buying the textbook kit of a 6-year-old child?

Czech are still high but topped by poor Georgian families, where nearly one third of a month's salary is needed for the schoolbooks. The countries with 0 are those, where the state provides textbooks free of charge. There are mixed practices in many places: e.g. in Hungary a large number of municipalities take charge of paying for the books in the lower grades.

Table 43: Financial burden at secondary

| | | | |
|----------------|-------------|-----|------|
| SLN | 140 | YUG | 36,7 |
| LAT | 93 | KYR | 35 |
| CZE | 85,5 | RUS | 28 |
| BOS | 84 | ROM | 25 |
| CRO | 80 | UKR | 22,6 |
| POL | 65 | AZE | 22,4 |
| EST | 58 | GEO | 20 |
| HUN | 57 | SLK | 10,8 |
| average | 47,9 | ALB | 9,2 |
| ARM | 40 | TAJ | 8 |
| BUL | 37,7 | | |

The average cost of acquiring the necessary textbooks for a 6-year-old pupil in US dollars.

This is a replica of Table 41, adapted to 16 year-olds. Slovenia juts out: a set of textbooks at this age group costs almost three times as much as the arithmetic mean in these 20 countries. Of course, parents in neighbouring Austria, at half an hour's drive from Ljubljana, would be pleased with the 140 dollars; at the other end of Austria, there is another ex-communist capital, Bratislava, where the price of a similar kit is reported to be 10,8 dollars!

Table 44: Salaries and cost of textbooks at 16

| | |
|----------------|-------------|
| ARM | 160,0 |
| KYR | 116,7 |
| TAJ | 84,2 |
| GEO | 61,5 |
| LAT | 52,0 |
| AZE | 48,8 |
| average | 41,4 |
| RUS | 34,0 |
| BOS | 33,6 |
| BUL | 32,9 |
| HUN | 27,5 |
| POL | 26,9 |
| SLN | 25,8 |
| CZE | 24,2 |
| ROM | 22,7 |
| CRO | 21,9 |
| ALB | 7,7 |
| SLK | 6,5 |

Similarly to Table 42, the absolute burden is translated into a relative one, percentage of an average monthly salary.

The cost of 40 dollars, which is near the average on the scale of countries, is a huge burden for average Armenian families: over one and a half month's salary. The westernmost countries of the region seem to be settled around 25%; this might imply that spending a fourth of an average income on the textbooks of a 16-year-old pupil is a "normal" phenomenon, and a target for less fortunate countries.

Ordering and distribution

The questions on textbook distribution mechanisms produced very different answers. Although one open question is not really appropriate to learn the prevailing systems in details, it appears that the 22 countries are divided between the two basic models by 50-50. In half of them the books are bought and owned by the families (pupils, students), in the other half they are property of the school (school library) and are lent to the pupils.

Both groups are furthermore divided roughly by half. In about half of the first group (say, a quarter of the 22 countries) the state does not provide substantial subsidy to the publisher or the families concerned (Croatia, Georgia, Latvia and Yugoslavia); in the rest subsidies go to the publishers. In Albania the government covers 50% of the printing costs.

Where schools lend books, in about half of the cases no (or insignificant) renting fee is applied. In other countries the fees are supposed to cover the expense of the book in 3 years (Slovenia), or 4 years (Armenia, Estonia, Russia).

Similarly varied are the procedures of ordering and distributing textbooks. In 2000 these ranged from total freedom of market forces (e.g. Bulgaria), to very sophisticated systems of commissioning publishing (Lithuania). In at least four countries special state enterprises do the distribution of textbooks: Albania, Lithuania, Slovakia and Yugoslavia.

Printing

Data on the state of the printing sector were collected twice by the OSI surveys: on 1997 and 2000. In the latest questionnaire the following items inquire about printing:

| | | |
|----|-------------------------------|--|
| 68 | Large print run price (\$) | Average printing price per book copy, 250-page paperback, 10 000 copies, excluding paper. |
| 69 | Short run printing price (\$) | Average printing price per book copy, 250-page paperback, 1000 copies, excluding paper. |
| 70 | Print-on-demand price (\$) | Average printing price per book copy, 250-page paperback, with print-on-demand technology. |
| 71 | Print-on-demand | Describe the situation; is this technology used, by whom, what are the prospects etc. |
| 72 | Printing export (%) | In what proportion is the country's book printing capacity used for export: printing books for foreign publishers? |
| 73 | Printing import (%) | What is the share of books printed abroad (from Lines 7, 57 and 58)? |
| 74 | Price (rank) | Questions 75-78 analyze the reasons for choosing import printing. Write rank-numbers 1-4 (or 1-5, if you fill in Line 78, too) to express order of importance. E.g. if you think quality is the most important factor, put 1 in Line 76. |
| 75 | Reliability (rank) | |
| 76 | Quality (rank) | |
| 77 | Speed (rank) | |

Table 45: Data on book printing

| | 10 000 price \$ | 1000 price \$ | POD price \$ | Export % | Import % | Price rank | Reliability rank | Quality rank | Speed rank |
|-----|--------------------|---------------|-----------------|----------|----------|------------|---------------------|--------------|------------|
| # | 68 | 69 | 70 | 72 | 73 (8) | 74 | 75 | 76 | 77 |
| ALB | 1,40 | 1,80 | 1,70 | 0 | 4 | 4 | 2 | 1 | 3 |
| ARM | 0,40 | 0,60 | | 5 | 10 | 1 | 4 | 2 | 3 |
| AZE | 0,90 | 1,10 | 1,10 | 0 | 1 | | 1 | 1 | 1 |
| BOS | 1,80 | 2,60 | | | 18 | 1 | 2 | 4 | 3 |
| BUL | 4,25 | 4,53 | 4,81 | 1 | 0 | 3 | 2 | 1 | 4 |
| CRO | | 2,50 | 2,00 | | 5 | 1 | 2 | 3 | 4 |
| CZE | | | | | | 1 | | 2 | |
| EST | 5,72 | 8,58 | | 15 | 20 | 2 | | 1 | |
| GEO | 0,50 | 1,00 | | 4 | 8 | 1 | 3 | 2 | 4 |
| HUN | 0,74 | 1,48 | | 7 | 23 | 1 | 2 | 4 | 3 |
| KYR | 1,25 | 2,75 | | | 7 | 1 | 4 | 2 | 3 |
| LAT | 0,35 | 1,40 | 5,20 | | | | | | |
| LIT | 0,70 | 3,50 | 3,00 | | 10 | 1 | 4 | 2 | 3 |
| POL | 1,00 | 2,50 | 3,50 | 4 | 25 | 2 | 3 | 1 | 4 |
| ROM | 0,64 | 0,87 | 4,00 | 0 | 11 | | 1 | 1 | 1 |
| RUS | 0,32 | 0,75 | | | 7 | 4 | 1 | 2 | 3 |
| SLK | 1,04 | 1,30 | | | 0 | 1 | | | |
| SLN | 0,82 | 1,59 | | 21 | 4 | 2 | 3 | 4 | 1 |
| TAJ | 2,83 | 1,70 | 2,09 | | 80 | 4 | 3 | 1 | 2 |
| UKR | 0,30 | 0,55 | | | | 1 | 3 | 2 | 4 |
| YUG | 0,59 | 0,70 | | | | | | | |