

# **Support to Basic and Primary Education**

**His Majesty's Government  
Ministry of Education**

## **NEPAL**

**THE CTA OF BPEP II's  
BI-ANNUAL REPORT NO. 14  
1 January - 31 July 2000  
TO ROYAL DANISH EMBASSY**

**Danida**  
104.Nep.39

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Ivan Arnbjerg, Acting Chief Adviser  
BPEP II

## KEY DATA

**Country:** Nepal

**Project Title:** Basic and primary education Programme (BPEP II)  
(EDUSAP: Education Sector Assistance Programme)

**Report No:** 14 Danida Ref: 104.Nep.39  
Account No: 505-3221-6

**Period covered:** 01. 00 – 07. 00 2000

**Prepared by:** Ivan Arnbjerg  
Acting Chief Adviser

**Date:** 08 - 2000

**Next report due:** 02 - 2001

**Danida grant\*\* :** DKK 300,000,000

<b>Contribution in US\$ mill:</b>	<b>Budget 1999/2000</b>	<b>Estimated Expenses Up to July 2000</b>
Danida	6.95	4.58
- Regular US\$ 4.60mill		
- Direct US\$ 2.35mill*		
HMG	0.60	0.34
Others: CIP Donors		
IDA	3.30	1.59
EU	2.40	1.16
NORAD	2.80	1.36
FINNIDA	0.90	0.43
Non-CIP Donors		
UNICEF	NA	0.18
JICA	NA	NA

**Source:** Budget: ASIP 1999-2000

**Expenses:** DOE Estimation of Cash Requirement FY 00/01

\* MOES & DOE Activities, JEMC Upgrade for durable textbooks, Procurement of vehicles, Primary Publishing Cell & PAT Operation

\*\*DANIDA TA (Long Term Advisers) is over and above DANIDA Grant to BPEP II

**Government agreement signed** 29th May 1998

**Project period** 1998– 2003  
(should be adjusted to 2004)

**Implementing agency** Department of Education under  
Ministry of Education,  
Kathmandu, Nepal

## PROGRAM OBJECTIVES

The programme is pursuing the consolidation of the objectives of 1st Development Phase (1993-1998) i.e. to provide universal primary education to all children of Nepal. In line with the World Declaration on Education for All, the focus of BPEP II is to provide access to quality primary education for all in a sustainable manner.

Instead of the former earmarking of funds towards specific components and activities, all core investment donors (CIP-donors) have now agreed in principal to the “basket”-funding modality (total co-funding within all components). All donors have released funds to the basket but co-funding of areas outside the basket has still not been agreed to.

The overall program target is national covering. In the first year of BPEP II (99/2000), programme expansion took place from 40 to presently 48 districts. However, a number of components such as district education planning are already covering 75 districts.

## IMMEDIATE OBJECTIVES AND PROGRESS WITHIN THE 17 COMPONENTS

In the Annual Strategic Implementation Plan FY 1999-2000 (ASIP), the entire programme is broken down into 17 components, which are grouped under three main headings: 1) improving learning achievement, 2) Improving access and participation, and 3) improving capacity building. As CTAs last report, this report follows the ASIP-structure<sup>1</sup> and are given below:

### **Component 1: Physical school facilities**

**The objectives:** Schools physical environments are well maintained so as to improve the teaching-learning and health situations and protect the large investment in physical structures. To involve local authorities in maintaining schools. To improve access and reduce over crowding in classrooms, and provide proper sanitary installations. To ensure that new construction is earth-quake resistance and cost effective and only build according to need.

**Strategies:** To establish a regular maintenance habit of schools based on local community involvement and contribution and by involving VDCs in supporting schools regular maintenance.

Introducing the Schools Physical Improvement Programme (SPIP), where schools physical basically needs are established.

Improve existing new classroom design by development of new design and construction method.

**Activities:** Conduct awareness workshops for local authorities and school managers. Establishing and training of a maintenance teacher at each school in maintenance planning and in practical minor repairs. Each school will be provided with management and technical manuals and a small toolbox with repair kits included.

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<sup>1</sup> For further details, please refer to the ASIP-report of September 1999 itself.

Testing of how to involve VDCs in supporting schools regularly maintenance, both financially and technical.

Survey schools need for external environment development (toilet, water - if possible, compound, fence, site development, plantation etc.), rehabilitation of existing worthwhile classrooms and new construction of classrooms based on eligible criteria's so as to ensure only schools in need receive additional classrooms.

Producing new designs and testing there of for possible introducing of new classroom design.

**Progress:** The 2 DW (MS) attached to BPEP have in 2 districts, each 3 VDCs completed the training of DDC staff, VDC chairman and technician, SMC and headmasters and maintenance teacher in the new maintenance approached, where VDC will be requested to contribute to schools regular maintenance.

Construction of the steel structure for the new earthquake design completed. The local communities have almost completed the "community" part and the evaluation in progress. Design of new DOE building at Sano Thimi in progress.

Pre-qualification for manufacturing/supplying of material for new classroom design in progress. 3,000 SPIP survey completed and rehabilitation has been carried out in 6 districts. Two feeder girls hostels repaired and construction of 2 DEO buildings in progress.

### **Component 2: Alternative Schooling:**

The **objectives** of this component is to try out a number of modalities for easing access for disadvantaged children to obtain the overall programme goal of universal access to primary education. Two modalities being tried out on a piloting basis are school out-reach programme and flexible schooling. The objective of the Out-reach program is to provide grade 1 to 3 schooling opportunities for children living far away from the school or who are excluded from the school for other reasons. 50 centers have been started in 9 districts. The objective of the flexible schooling program is to provide learning opportunities corresponding to primary education grade 1 to 5 to working children in urban, semi-urban and rural areas through a condensed package using a non-formal education strategy. 50 centers have been started in 9 districts. Out of School Program (OSP) is a continuation of BPEP-I and following the same strategy.

**Strategy/activity/progress:** Out-reach-programme was started as scheduled, but there seems to be problems with the location of the program sites. Often they are situated very close to a school, or even in schools, and seem to be used more as a mean to ease overcrowded classrooms than actually providing opportunities to children in remote areas. The start of the flexible schooling program was delayed due to late preparation of learning as well as training materials for facilitators. OSP was also delayed. The program was scheduled to run for a period of 9 months but actual implementation period has only been around 6 months. One of the major problems is that NFEC does not have a comprehensive monitoring system at district as well as central level and knowledge about what is going on therefore seems to be of a more anecdotal type than actually based on facts.

### **Component 3: Education of Girls**

The **objective** of this component is to increase girls' enrollment and retention through providing various types of incentives. These activities are particularly targeted to areas with low girls' GER. To facilitate girls' participation in secondary education, the feeder

hostel programme will be continued/revitalized and secondary education scholarship has been provided to 1000 girls. Those programs are expected to help to enlarge the group of potential female teachers, especially in the remote areas, and eventually support the implementation of the HMG policy on having minimum one female teacher per primary school.

**Strategy/activity/progress:** The strategy of this component is to launch a multi-pronged incentive scheme and to mobilize communities and NGOs to participate in the implementation of the scheme. Present status: Criteria and budget has been developed for the incentive programme and distributed to the districts. Songs for advocacy purposes have been collected. Two out of five feeder hostels have been renovated and small amounts of funds distributed to buy quilts and kitchen utensils, and workshops have been conducted in order to make girls students facilitators of development. Orientation training to hostel warden, head master and DEO has been completed. Criteria have been developed for upgrading the feeder hostels and a phased strategy adopted.

Regarding the Secondary School Scholarship Programme, criteria for scholarship awarding has been worked out and a budget has been distributed. However this happened very late and it is doubtful if this first year of secondary education scholarships have had any impact.

In collaboration with BPES two one-day gender awareness training seminars of senior and junior level professional staff in MOE/DOE was conducted at the end of the FY. No reports from these seminars are yet available.

WES has been conducting activities in accordance with PIP and ASIP. However, it has to be mentioned that considering that girls' are consisting the largest share of out-of-school children the efforts and resources put into improving girls' enrolment, retention and outcome of primary education are modest. The idea when BPEP-II was designed was that gender issues should be part and parcel of all other components. It is however difficult to monitor to what extent this happens. None of the other components (except NFE/women) seems to be explicit about their targets in terms of girls/women.

#### **Component 4: Special focus Groups:**

The **objective** is to increase enrollment and retention of primary school age children of disadvantaged groups through the launching of awareness programmes in those communities where the special focus groups are and to conduct motivational programmes in order to increase the demand for education.

**Strategy/activity/progress:** The strategy is to identify special focus groups and their needs, to conduct workshops on VDC level in order to involve the community and to make parents aware of the importance of education. 5 districts (Shiraha, Ilam, Bardiya, Kanchenpur and Rupandehi) have been identified, tools have been developed for survey and orientation programme has been completed. The component is progressing according to plan.

#### **Component 5: Special Education**

The **objective** of this component is to contribute to the improvement of enrolment, retention and completion rates of primary children by implementation of a national special education programme catering for the needs of children with minor physical

and intellectual disabilities. The educational needs of disabled children have as far as possible to be met in regular school settings.

**Strategy/activity/progress:** The main elements of the strategy are to ensure primary education for children with disabilities by establishing resource classes, resource centres and assessment centres in order to integrate children with disabilities in normal school settings and furthermore to develop more inclusive schools.

In consequence of this strategy awareness campaigns, base line surveys in the districts, teacher training programmes, training of trainers and development and production of educational materials has been carried out in co-operation with disability NGO's and other institutions.

Moreover an inclusive education core team has been set up and a pilot on inclusive education has been started in Banke district.

Caused by the transition from BPEP I to BPEP II and the evaluation of the impact of the strategy and activities during BPEP I, the special education component has been in a process of changing strategy from a resource class approach to a more inclusive home school approach. The changing of approach has apparently provoked some confusion and incomprehension between SES and the collaboration partners both in the ministry and among disability NGO's.

### **Component 6: Early Childhood Development**

The **objective** of the ECD programme is to contribute to overall development of children through the establishment of Community Based Early Childhood Development Centers (Bal Bikas Kendra, BBK) involving as far as possible the communities. Besides giving children a holistic early childhood care and preparing them for school, the objective is also to get under-aged children out of grade 1.

**Strategy/activity/progress:** The strategy is to develop and get approved a national ECD policy, and to inform the VDCs and local communities of the new modality of BBK. A training package for ECD teachers has been developed.

During the past year ECD activities have been initiated/conducted in 41 districts. On the recommendation of the donors, May 2000, DOE has fielded missions in June and July to assess the situation with a view to limiting community based ECD activities to 20 districts. The outcome of this assessment is yet to be finalized. One of the main problems is that the Centers are not community based, but still located in schools and serve more as pre-primary classes than early childhood development centers. Proper monitoring, backstopping and evaluation in this piloting phase of the BBKs has been a problem with such a large program coverage. There is a need to strengthen capacities at central level to cope with the demands and planning for ECD.

### **Component 7: Community Mobilization**

The objective of this component addresses the issue of non-enrolment, low retention and low promotion rates through the involvement of the community in school planning, and developing a feeling of ownership among local stakeholders.

**Strategy/activity/progress:** The strategy is to establish VECs, SMCs, and involve NGOs, CBOs and other local organization in planning and implementation of BPEP activities. Local level community mobilization should be budget and initiated.

Discussions are on-going on testing different types of SMC modalities and pilots are planned to be carried out in FY 2000-01. The Education Act for revising SMC and establishment of VECs is in the process.

### **Component 8: Literacy**

The **objective** of this component is to address the learning needs of women in the age-group 15-45, who have not had a chance to go to school or have dropped out before reaching a sustainable literacy level through delivery of twelve months packages. The first 6 months of the package focus on basic literacy skills, the second 6 months on functional literacy and skills training.

**Strategy/activity/progress:** The strategy is to develop and produce reading materials for the 12 months package and select and train facilitators. Books and training materials have been produced, training of facilitators completed and literacy classes have started in some districts. The program has been seriously delayed due to fund release and thus delays in getting the new materials ready. The program period has thus been cut which probably has serious consequences for the quality of the program output. A CERID study assessing the impact of NFE programs has been conducted and the report is under preparation. Few resources and little time has been reserved for this study and it is questionable to what extent it can provide useful recommendations for improving the programs.

### **Component 9: Curriculum and Text Book Development**

The **objective** of this component is to develop, produce and distribute curriculum materials for all primary grades as well as supplementary teaching-learning materials and books and explore the possibility of establishing and strengthening school libraries.

**Strategy/activity/progress:** Working and advisory groups will be formed and new materials will be tested in schools. All main activities: Development of curriculum in optional subjects, development of workbooks in Grade 1, produce and print content elaboration is completed. Development and distribution of supplementary reading materials completed according to plan.

### **Component 10: Continuous Assessment**

The overall **objective** of this component is to put in place a system of monitoring children's learning achievement on a continuous basis in order to detect shortfalls in teaching/learning and facilitate the successful implementation of the liberal promotion policy.

**Strategy/activity/progress:** The strategy is to form advisory and working groups and to test materials in the districts, to train teachers and to develop a system of continuous data collection. The scale of the piloting within the 5 districts is still under discussion. Master trainers have been trained and they have trained RPs and teachers.

### **Component 11: Recurrent cluster-based training**

The **objective** of this component is to provide recurrent teacher training (whole school approach and modular modalities) to all teachers through formalized training at the resource center and school visits by resource persons in order to provide on the spot professional back-up to teachers.

**Strategy/activity/progress:** The strategy is to establish Resource Centers each covering a cluster of schools. The sizes of these clusters vary from 15 until more than 30 schools. At district level recurrent teacher training (any 10 days modular training) has been completed as scheduled (total 52,000 teachers).

The Resource Person, who is supposed to provide technical support to teachers in schools also has to carry out the re-current training in the center, and has been a key person in the formulation of district plans. In addition RP also has responsibilities in mobilizing communities, looking after NFE, special education etc. The time a RP can actually spend on supporting teachers is very limited, and this has implications for raising learning achievement of children. The need for RPs to be working more with teachers in schools was identified during an ILP workshop on RCs. However, to translate this into reality appears to be problematic. There is a need for seriously looking into the functioning of and the impact of the RC-system - it is considered as one of the cornerstones in BPEP II. The concept of Lead Resource Center is still under discussion. A 30 days job induction-training package for RPs has been developed by NCED.

#### **Component 12: Certificate Teacher Training**

The main **objective** is to provide basic ten months in-service training, to improve the present evaluation system of teacher training, to develop crediting schemes for recurrent training and to develop guidelines for teacher licensing systems.

**Strategy/activity/progress:** A 330 hours training for 2,931 primary teachers and 1 month training package for headmasters has been carried out through the 9 Primary Teacher Training Centers. Further, 10,087 teachers have been trained through the Distance Education Center.

#### **Component 13: Strengthening of Department of Education**

The main **objectives** are to strengthen and equip MOES and DOE physically, to establish an EMIS and providing training to key personnel in managing it.

**Strategy/activity/progress:** The strategy is to assess and identify equipment and physical needs, to decide on procurement procedures, to develop EMIS and provide training of field staff in its use. Procurement plans are currently being developed.

#### **Component 14: District Education Planning**

The **objective** is to assist the Districts in building capacity in prioritizing educational provisions putting a focus on disadvantaged groups and addressing most pressing problems. This will be done through strengthening DEOs, preparation of district education plans and strengthening EMIS/PMIS.

**Strategy/activity/progress:** A participatory approach will be embarked upon in order to have school improvement plans developed by VECs and SMCs to feed into an overall district education plan. 8 out of 12 planned districts have been involved in preparing SIPs/SPIPs.

By mid-February 2000 all 75 districts had submitted a DEP to DOE. As expected the Plans were of varying qualities. This was not surprising since they were prepared under extreme time pressure and DEOs/PCs were only given 4 days of training. (A note describing more extensively the DEP process is attached). Overall the plans are mini-

PIPs and there is little local touch. DEPs also seem to have played a minimal role in the allocation of funds for FY 2000-01.

FINNIDA funded TA to revise guidelines for DEPs in April 2000 to what extent these guidelines will help to bring back on track the DEP process is at this point in time unknown.

In PAT's view there still seems to be a huge need for substantive training inputs both at district and central levels to make DEPs a useful tool, which reflects local needs. All parties should have a clearer understanding of their role in a decentralized system. The entire process is suffering from a lack of a clear-cut policy on decentralization. The phasing of improving DEPs as suggested by the donor mission in May is still pending. It seems that no progress has been made so far on the identification of national resource institutions, which are to develop and provide training of trainers in district planning.

### **Component 15: Local Capacity Building**

The **objective** is to strengthen capacity building at local level, to increase managerial capacity and to develop sustainability of school programs aiming at upgrading key persons at the community level (head teachers, VECs, and SMC members) through bottom-up planning, establishing school level EMIS. **Strategy/activity/progress:** The strategy is to prepare a manual for master trainers and train master trainers on this basis, establish school based EMIS and prepare and revise SIPs. Training manual and awareness materials are being developed. There is a lack of coordination between different organizations/sections of MOES regarding the management training of H-masters.

VEC's and SMC's in some districts have not been established and this has hampered the training activities under this component.

### **Component 16<sup>2</sup>: CIP-programme management**

**Strategy:** to provide financial support to establish PMIS and FMIS and to retain qualified and skilled BPEP I staff.

### **Component 17: TSAG**

The **objective** is to provide technical support to the implementation of BPEP II. Meetings are called on *ad hoc* basis, but TSAG should in principle meet bi-monthly. TSAG is still struggling to find its optimal form. Since April only one meeting has been held. The statements of the May donor mission's Aide Memoire, has caused some confusion and disturbance among TSAG members. In the ASIP for FY 2000-01 a budget of 5.5 millions Rupees has been allocated for studies/research proposed by TSAG. This means that TSAG is expected to take on a new implementing role, which as far as PAT understands was never the intention.

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<sup>2</sup> Components 16 and 17 are - in spite of their names - not programme components in any real sense of the word, but tools to manage the overall programme.

## **CROSS-CUTTING ISSUES**

### **Progress :**

Establishment of DOE:

The problems reported by CTA in his last report on the merging of BPEP-I into DOE still remains. It is recommended that more resources are put into strengthening the team building efforts in DOE, for instance by designing short training courses in management for senior staff (including section chiefs) with appropriate follow-up.

BPEDU has now been dismantled and the functions have been transferred to different sections in MOES/DOE. The Research and Development Unit (R&D), DOE, which has taken over some of the physical location of BPEDU Keshar Mahal, is now providing secretariat functions to TSAG as well as implementing a number of studies plus one pilot (LRC).

### **Overall assessment of programme implementation FY 1999 - 2000:**

It has to be noted that the "lions share" of 1999-2000 funding was spent towards the end of the FY , and has most likely had consequences for the quality of various program activities as many seems to be have "rushed" through to meet the deadline. It is anticipated that this also will happen next year since app. 40% of the funds have been planned to be spent during the last trimester. Many of the planned activities have been so much delayed that funds were not spent according to time plan.

More flexibility in the implementation of activities mentioned in PIP is needed since this is an almost three year old document and many of the activities need to be looked at from a new angle and some are no longer relevant.

Apart from R&D section also Special Education and Women's Education sections are located outside the DOE, Sano Thimi. This is a major problem since these are all cross-cutting sections who ideally need to be in touch with all other sections, as well as CDC, NCED, NFEC on an almost daily basis. The physical dislocation of these sections leads to some degree of exclusion, and is not conducive to promoting collaboration across sections.

The teacher training policy issue is still unresolved and this poses a threat to the entire idea of introducing quality education in Nepal.

Collaboration between many of the sections in the planning and implementation of activities is minimal.

### **Inputs**

**HMG:** The share of the regular educational budget stands at 13.7% for the present FY of which a percentage well above 55 is earmarked for basic and primary education. (Last FY was 12.5%/ 51%).

MOE has appointed quite a number of permanent staff to DOE, however, there are still shortcomings, i.e. still a good number of staff in DOE is temporary. If their contracts are terminated the program will be in serious difficulties, especially SES, PPC, NFEC and WES and others.

### **Donors:**

Monthly local donor meetings have been initiated under the Chairmanship of The Royal Norwegian Embassy. Regular meetings with the DEO and the MOES are now being conducted.

Hearing of all donors before the World Bank gives 'no-objection' to DOE has been established.

### **Danida:**

ILP: 25 MOE officials are currently undertaking academic studies at the Danish University of Education (DUE) in Copenhagen (formerly RDESE), 6 of whom are in the Ph.D. program and 19 of them in the Master's Program. One of the students had to drop out from the program due to personal reasons. Modules 1 through 3 have been completed, while modules 4 and 5 are in progress. All the students have successfully passed the first three modules.

A Study and Resource Center (SRC) has been set-up within the premises of the Ministry of Education and Culture (MOE&S) in Kathmandu to provide tutorial assistance to the students. Four tutors continue to provide tutorial support and lectures. In addition, special lecture sessions are arranged on themes relating to the students' research topics and other general areas of interest.

Two workshops were held in January 2000, one on 'national teacher education curriculum' and the other on 'resource center development.' Altogether 51 delegates from various institutions within the MOE&S participated in the workshops. The DUE faculty along with PAT advisors and ILP coordinator facilitated in the conduct of the workshops.

A comprehensive institutional analysis study is being undertaken aiming at identifying the capacity building needs of MOE&S and its constituent bodies as well as those of the educational personnel. Based on the findings of the study, a long-term human resources plan is to be developed.

Under the non-formal education component of ILP, two studies are being undertaken. One of the studies aims at studying children's learning strategies in out-of-school settings, while the other constitutes formative evaluation of the alternative schooling and school outreach program.

Under ILP, technical assistance was provided to the Non-formal Education Center (NFEC) to orient the district level NFE focal persons to the approaches, principles and methods of non-formal education.

Under the ILP programme the PAT office is funding Master courses for several MOES staff at Nepalese universities.

Textbook Experiments: DOE has started the 4 different textbook distribution modality at district level and providing of store facilities at cluster and school level for re-useable textbook in progress.

Strengthening of JEMC: Pre-press (computer and software) and Paper testing equipment, has been delivered and installed. Training has been conducted by IBD.

Re-useable textbook: Different machines (8 nos.) have been delivered, some machines are operational, however installations of the most essential machines are pending/in progress. Training of JEMC staff to follow. The supply and installation of the machines is delayed and distribution will therefore be delayed with app. 1 month. IBD has started the training of JEMC staff in book production management and planning.

### **Assumptions and Risks**

**Immediate risks:** As mentioned above if rumors about firing of temporary staff turns out to be true then the implementation of the program will be severely hampered.

**Long-term risks:** The accumulated experience of decentralization in Nepal is very modest and it poses a long term risk to the successful outcome of BPEP II that its strategy is totally dependant on successful decentralization. In light of the current economic, political and social crisis prevailing in Nepal HMG may not in the future be able to honor its present commitment to education. In addition, if HMG does not make a decision to only let trained teachers enter the teaching cadre, provide sufficient in-service training programmes for untrained teachers and make sure that teachers spent time in classrooms teaching. Therefore, it is considered doubtful by PAT that quality education will be offered through the Government-aided schools in Nepal if such issues not are solved.

### **Major problems**

Frequent changes and transfer of key staff at central and district level still continue to pose major problems for the smooth implementation of the program.

### **Recommended actions**

**Danida:** One of the major problems for successful implementation of a government program like BPEP II is the politicization at all levels (especially teachers/RP) with respect to nominations, transfers, promotions etc. Considering the strong commitment from all the donors towards making BPEP II a success it is recommended that DANIDA and the other donors start addressing the structural problems which hamper educational development in the public sector.

As indicated above a precondition for a successful implementation of BPEP II will be a much stronger technical MOES/DOE, which has fully understood the role as back-

stopper/facilitator for the implementation of district level activities. The first 12 months of experience with DOE indicates that there are major problems in the internal organization in DOE and its role vis-a-vis the districts. Very concrete, on-the job management training provided to the top-management staffs of MOES/DOE may help to ease these difficulties. This should be initiated as soon as the Institutional Analysis has been finalized.

### **Review and Evaluation**

A joint donor mission (May) and a donor workshop in February 2000 were carried out under the leadership of NORAD. The next mission has been planned for last two weeks of November 2000.

It is PAT's impression that MOES/DOE is not given enough possibility during the mission to process the Draft Aide Memoire. This has resulted in confusion at national level about the meaning of/intentions behind Aide Memoire recommendations and opportunities to discuss issues were missed.

### **Programme Advisory Team (PAT)**

The BPEP Programme Advisory Team (PAT) consists of:

One Chief Adviser (Danish expected arrival 1 October 2000)

One Education Adviser (Danish – replaced in September 1999)

One Special Needs Education Adviser (Danish position has been filled from 1 August)

One Physical Planning and Maintenance Adviser (Danish)

One Senior Programme Officer (Nepalese)

One Administration & Finance Officer (Nepalese)

PAT holds regular meetings, chaired by the Chief Adviser who also circulates an agenda prior to the meeting. Minutes are prepared thereafter, pointing out further responsibilities of PAT-members when called for. This procedure is considered standard practice of sound management and information sharing, which PAT – so far in vain – has encouraged MOE/DOE to copy. The minutes of PAT are circulated to DG/DOE and the three other directors in DOE and to Danish Embassy for information. The Finnish adviser is also attending PAT meetings.

Since the introduction of the basket modality, PAT provides technical assistance to all areas of Department of Education and thus, the bi-annual report of the CTA to RDE covers all 17 components from this report onwards.