

Support to School Education in Nepal

**Semi-annual progress report no. 3
July – December 2005**

**On
Danish Direct Funding
To
Ministry of Education and Sports, Nepal**

**Submitted by
Education Sector Advisory Team**

Abbreviations

ADB	Asian Development Bank
AIT	Asian Institute of Technology
AIM	Asia Institute of Management
ASIP	Annual Strategic Implementation Plan
AWP&B	Annual Work Plan & Budget
BPEP	Basic and Primary Education Programme
CC	Coordination Committee
CDC	Curriculum Development Centre
CLA	Central Level Agencies
CPN-M	Communist Party Nepal - Maoist
DEO	District Education Office
DFID	Department for International Development (UK)
DKK	Danish Kroner
DLF	Danish Union of Teacher
DOE	Department of Education
EFA	Education for All 2004-09
EI	Educational International
EMIS	Education Management Information System
ESAT	Education Sector Advisory Team
ETC	Educational Training Centre
HIV/AIDS	Human Immune-Deficiency Virus/ Acquired Immune Deficiency Syndrome
HMG/N	His Majesty's Government of Nepal
ICBP	Institutional Capacity Building Plan
ICT	Information Communication Training
IIEP	International Institute of Educational Planning
INGO	International Non Governmental Organisation
LRC	Lead Resources Centre
MoU	Memorandum of Understanding
MOES	Ministry of Education & Sports
MTR	Mid Term Review
NCED	National Centre for Educational Development
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organization
NIEPA	National Institute of Educational Planning and Administration
OCE	Office of the Controller of Examination
PRSP	Poverty Reduction Strategy Paper
SC	Steering Committee
SESP	Secondary Education Support Programme 2003-09
SIP	School Improvement Plan
SLC	School Leaving Certificate
TA	Technical Assistance
TEP	Teacher Education Project
TOR	Terms of Reference
TUN	Teacher Union of Nepal

UEN	Uttdanningsforbundet, Norway
UNICEF	United Nations Children's Fund
VCDP	Vulnerable Community Development Plan
VDP	Village Development Plan
VDC	Village Development Committee
VEP	Village Education Plan

Executive summary

The period saw few new activities started up financed through Danish direct funding.

Yet, activities started, represented in several instances the culmination of several years of preparatory activities. This goes for the literacy mapping activity, for the finalisation of the institutional capacity building plan National Centre for Educational Development (NCED) as well as the linkage between Danmarks Lærerforening (DLF, the Danish union of teachers, the Teachers Union of Nepal (TUN), Education International (EI) and Ministry of Education and Sports (MOES).

The literacy mapping is part of an effort that started in 2001, when Non-Formal education Centre (NFEC) published the first literacy map of Nepal, funded through direct funding. From here to a development of adequate policy and strategy for non-formal education, and further to the launch of new need based planning in 30 districts.

The institutional capacity building plan of NCED has been developed by NCED's own officers. The development lasted approximately 18 months and involved officers from the entire NCED system as well as MOES. The making of the plan marks a step forward with regard to sustainability of future activities, the sense of ownership and not least a boost for the institutional self-confidence.

Contacts were sought between the MOES and DLF already in 2002 and again in 2004. However, the formation of the TUN in March 2005 meant that an institutional linkage between the three partners could be established. In the process, it was also decided to have participation from the world union of teachers, EI, in particular the regional office in Kuala Lumpur, Malaysia.

Besides these three innovative activities, it is reported that the School leaving Certificate (SLC) research programme submitted its recommendations to the Steering Committee and the National Curriculum Framework was approved by the Curriculum Council.

Several other activities were carried out during the period. The total expenditure amounts to approximately DKK 3.2 million. The budget covers the entire reporting period, whereas the *expenditure is for the period until November 2005 only.*

Whenever feasible, activities are documented and can be found at www.esat.org.np

Introduction

Danish support to the school education sector in Nepal consists of contributions to pool/joint funding and direct funding.

Danish direct funding is a strategic supplement to the sector budget support (pooled and basket funding) to achieve the objectives of the sub-sector plans: Education for All 2004-09 (EFA) and Secondary Education Support Programme 2003-09 (SESP). EFA and SESP form the two components of Denmark's support to school education.

The EFA pool funding, utilising a sector budget support modality is undertaken in a joint arrangement with Norway, Finland, DFID and World Bank. Currently, HMG/N provides 75.5% of annual expenses and donors 24.5% on a pro rate basis¹. The Danish contribution for EFA amounts to DKK 200 million of which 20% or DKK 40 million is allocated for direct funding, Danida.

SESP is co-funded in a basket modality with the Asian Development Bank (ADB) and HMG/N (His Majesty's Government of Nepal). Distribution of expenses is 40% for Denmark and ADB respectively and 20% for HMG/N. The Danish grant of DKK 265 million consists of 80% for the basket and 20% or DKK 53million for direct funding.

In total, the Danish grant for the education sector in Nepal for the years 2003-09 amounts to DKK 465 million². This semi-annual progress reports records status of activities undertaken through direct funding only. The report also documents the final and closure of activities of Basic and Primary Education Programme II 1998-2004 (BPEP II).

The report falls in two parts.

The first part consists of a narrative executive summary of development in the education sector and with regard to Danish direct funding. After presenting principles for Danish direct funding and the policy of the Steering Committee for capacity building and development, the semi-annual report pays attention to critical issues and key developments for the education sector that also form and contribute to the context and background for Danish activities in the sector. This particular part focuses – as a general rule - on information that is not reflected in MOES status reports. Next follows a brief description and assessment of the impact of Danish direct funding for capacity building, supplemented by an overview of key financial information. The narrative part of the closes with a summary of issues concerning Danish direct funding that it is recommended to the Steering Committee to deal with.

The second part consists of tabled basic information on activities and progress related to individual components as well as the quarterly financial reporting.

¹ Current shares (fiscal year 2004/05); Denmark: 18,7%, Finland: 9,3%, Norway: 15,4%, DFID: 23,3%, WB: 33,3%

² Excluding BPEP II final contributions

Part I

Change through capacity building

Danish direct funding is a strategic supplement to the overall institutional capacity building in the education sector. This means enabling institutions to provide outputs that are responsive to the educational needs of beneficiaries and hereby enhance socio-political accountability. Further, the capacity building focuses on enabling of institutional and systemic learning in order to enable change and implement reform activities in the education system in a sustainable manner.

Direct funding supports the overall efforts through a focus on changes in outputs, and reporting attempts to record of the actual achievements in capacity to deliver. The correlation between plans, budgets, expenditure and achievement is an important vector for the institutional learning.

This also goes for factors in the education that drive or/and constrain the structural and institutional development for change and reform. To provide adequate perspectives and better sense to corrective measures, attention will be given to contextual elements that influence the feasibility of change and reform.

An education system is characterised by being the public service that reaches out to most people. This is also the case in Nepal. Institutions, as parts of the education system, form an organisational network, meaning that all institutions are linked to and dependent on other institutions and in ways that vary with subject, the relational context, formal, informal etc. The formal relationships vary with changes in the administrative balances of authority and personalities.

A functional perspective – focusing on purely internal administrative rationality like organisation of work processes, divisions of labour, administrative technologies etc – will be insufficient to understand the dynamics in which capacity building takes place, hence leading to misinterpretations of success and failure.

Finally, the reporting on outputs of capacity building, funded through Danish direct funding focuses on traditional organisational elements such as leadership and commitment, complements to (development of) strategies, policies and plans, administrative tools and mechanisms, institutional change and restructuring of division of work. However, due to the aforementioned concept of capacity building, reporting will also attempt to take into account socio-political issues of the environment, deemed necessary for a comprehensive and holistic understanding of education, including shifts in structures and balances.

Critical issues and key developments for the education sector

A unilateral ceasefire was announced by the CPN-Maoist on the 4 September 2005 for a period of 3 months. This brought relief to many and an improvement in the work situation. Going on field visit became easier and more feasible.

The positive political development during the period was in November, the CPN-M and the seven parliamentary party entered into a 12 point understanding for peace and democracy. The CPN-M extended their unilateral ceasefire for one more month (until beginning January 2006). The CPN-M Chairman announced that the Maoist “appreciate, in principle, the Basic Operating Guidelines agreed upon by the United Nations and bilateral donors involved in development activities in Nepal”³. Taken at face value, the Basic Operating Guidelines are now recognised by the Government as well as the Maoists. It could mean a widening of the scope for development activities.

Local elections were announced and are supposed to be conducted in beginning February 2006. The immediate effect on education is that the announcement means a halt to transfers of senior staff.

Despite the positive developments, the CPN-M affiliated student organisation still enforced numerous closures of schools, in particular targeting schools transferred to community management and private schools⁴.

Indications are that schools – despite positive development concerning the evolution of the conflict – are still not exempted from conflict related activities.

Consequences of enrolment drive, taking place in collaboration between UNICEF, World Education, DOE and ESAT, are becoming clearer. It seems that a massive influx of new entrants at all levels, but in particular Grade One and by girls, has been a major initial outcome of the campaign. As a result of the “School Enrolment Programme” implemented by MOES this year, enrolment figures have grown exponentially.



The picture of Bhanu Lower Secondary School in Udayapur where this year alone 715 students have enrolled in Grade One.

³ Statement by Prachanda, chairman of CPN-M on 22 December 2005. The Basic Operating Guidelines can be viewed at www.denmarknepal.com/danida/BOGEnglish.htm

⁴ NEPAL SAMACHARPATRA reports on 4. December 2005 that 39 schools are closed in Dadeldhura and 18 in Nuwakot.

“in the last three months around 600 new admissions have been made due to the campaign launched by the District Education Office under the “School Enrolment Programme,” says the Headmaster of the school Mr Irfan Ahamed. The enrolment of the students has increased but the classrooms have not increased.

Even in normal circumstances, we need at least five primary school teachers, but at present we have only four primary school teachers and one lower secondary school teacher,” says Mr Irfan Ahamed. “After the students increased we have been provided with 3 additional teachers but this is not sufficient,” says the headmaster”⁵.

Last year the school had admitted 120 new students. At national level, enrolment figures seem to be up by 20% or more. Variations are seen among districts.

Whereas the campaign was quite successful, the challenge is now to keep children in schools and administratively adjust to the increased numbers. This could mean more teachers, more and better school facilities, textbooks and other teaching-learning materials as well as more flexible mechanisms to plan for educational activities and adjust to changes.

Traditionally, Danish direct funding have been made available for civil society organisations also – whether national or international – if it was deemed relevant and justifiable with regard to service delivery and/or the quality of services. Many of the most marginalized groups like children with disabilities, Dalits etc. in education are primarily reached out to through NGO or INGOs.

At the end of the reporting, consultations were conducted between MOES and development partners. The EFA consultations, expanding from the agreed brief consultations, became a full review, which ended by the partners not giving financial indications for the coming fiscal year. The financial indication could be given due to late submission of documentation necessary to assess progress of activities and financial consumption. It is expected that parties will meet again in January 2006 to make a new attempt to settle the matter.

At the end of the EFA consultation, UNICEF announced that it is committed to join the Joint Financing Arrangement with some of its educational envelope from the fiscal year 2006/07.

The SESP mission finally confirmed the budget items for 2005/06. This approval was preceded by a very extensive budget analysis of the joint basket funding in the months of August and September, supported by ESAT. The budget analysis confirmed the spending during the first years of the programme, including initial reposting to and rearticulating of budget lines. The work is still not finished and it was be anticipated that further resource investment is necessary to provide a full and clear picture of the actual status.

⁵ Adopted from Himal Magazine, Nov. 2005

One SESP mission issue was the drafting of terms of reference for the Mid-Term Review (MTR) in 2006. Despite an ADB pre-MTR mission in August where the objective and necessary documentation for the MTR was discussed numerous meetings in September and October did not lead to a release of a request for the MTR, accompanied by a terms of reference.

During the SESP mission, the Secretary of MOES announced a shift in the MTR ambitions. The intention was not any longer to go for fundamental changes of implementation modalities (inevitably including a revision of programme objectives) but to see to rather incremental changes if and when they are needed to speed up implementation, monitoring and reporting.

Simultaneously, ADB announced that MOE had requested for a \$25 million loan to bridge an anticipated transitional gap in the fiscal year 2008-09 for SESP apart from covering investments in EFA.

MOES issued draft terms of reference for the MTR on the 19 December 2005. A formal request for the MTR is still outstanding.

The Technical Review team presented the outcome of the strengthened verification of activities in the education sector. Through a comprehensive survey of 992 schools, the report attempted to verify MOES information, collected through the Flash processes as well as financial submissions obtained through Financial Comptroller Generals Office. The basic data for the review report can be viewed at www.trse.edu.np/esat (a preliminary location due to the ongoing development of the software). From here, standard templates can be downloaded and custom-made tables be produced, inviting for further study, analysis and documentation.

The World Bank presented an outline for the support to higher secondary and higher education, requested by MOES. The request will have implication on a number of activities undertaken with relation to SESP.

The progress for the ADB supported development of a school sector plan was reported during the EFA consultation. Assistance through direct funding for the school sector plan development was continued during the period.

Results for capacity change

The period witnessed a relative decline in the number of activities undertaken through direct funding. During the mission, a meeting was held between MOES and representatives of the Ministry of foreign Affairs and the Embassy with regard to taking informal stock of activities. It was agreed that several initiatives have been taken over the years in those areas have produced many useful results, but in general they have not led to kind of systematic long-term development schemes as was originally envisaged.

Examples of areas in which (a) action has previously been taken (but has not been continued in longer-term development schemes) or (b) are in need of development of this kind are:

Physical Planning and Monitoring, School Mapping, EMIS, ICT, Inclusive Education, NCED, CDC and OCE.

Plans and reports have been produced in those areas. The parties agreed that this documentation will need to be revisited and, more importantly, plans be reactivated where relevant. A green light was needed from the MOES authorities in charge to go ahead with the relevant activities.

ESAT was asked to identify those initiatives that are most promising and in need of quick follow-up. Through consultations with institution heads, institutional capacity development plans should be drawn up in other areas – on the understanding that they will be continued in the longer-term (if proved feasible). ESAT will present a brief summary of institutional needs for capacity building to the Steering Committee at its next meeting. The presentation will be done on the understanding that the needs will be catered for and continued in the longer-term through institutional linkages funded by Danish direct funding. The next meeting is expected to take place last week of January 2006.

The job profiles for 3 Danish funded advisors were revised and a request for advisor assistance submitted by MOES on 17 November 2005. Announcements for recruitment of a senior Advisor (N1), a Senior Educational Planning Advisor (N2) and a Monitoring Advisor were published on 17 December 2005.

The above-mentioned meeting noted that the new Danida advisors have job descriptions specifically related to institutional capacity development. This means that they will help to identify needs in this regard, and assist in making contact to relevant professional individuals and institutions (in Nepal, regionally or internationally) that can enter into collaboration schemes with their Nepalese counterpart institutions (DOE, NCED, CDC etc.).

Literacy mapping and the social mobilisation pilot were continued, stepping into a new phase of the development. NFEC has carried out a detailed analysis of the literacy situation in the country based on 2001 census data with technical support from ESAT. A 5 Year Indicative NFE/Literacy Plan was developed by NFEC with a long-term policy objective of promoting literacy, basic education and non-formal education. This NFE plan is inclusive with the school improvement plan (SIP), the Village Education Plan (VEP), and the Village Development Plan (VDP). The development of the plan was supported by Danish direct funding.

The EFA core document emphasizes that at the grass-root level, VEP is the starting point of bottom-up planning. As such, provision has been made in ASIP 2005/06 to develop 600 VEPs in 30 low literacy districts. The developed VEPs will be taken as a basis for implementing literacy and other educational programs.

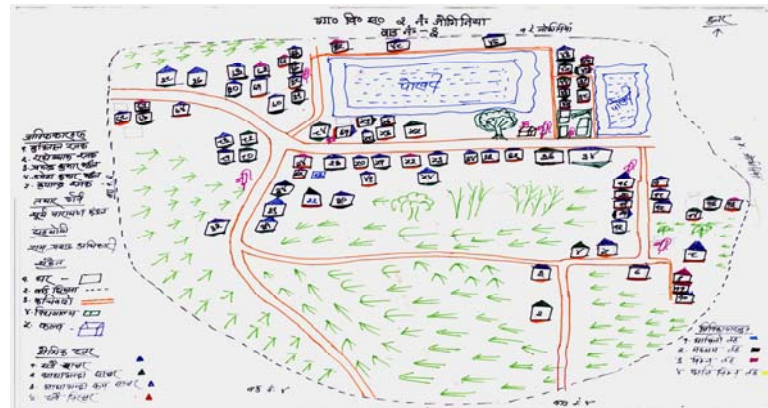
Towards the above provision of 600 VEPs, need-based VEPs were developed in some VDCs of Rupandehi, Rasuwa and Doti Districts on a pilot basis.

Earlier piloting of the literacy VEP in Rupandehi, Rasuwa and Doti earlier was based on purely PRA method. It was considered not only an event of data collection but process of social mobilization and community participation Information for planning was gathered

through discussion with key informants locally involving local community. Outcome of the pilot project were development and preparation of master trainers in PRA method, Training manuals for VEP preparation and a model of VEP, which is proposed to replicate in other VDCs in the districts. It was learnt that in VDCs with large population, gathering information through key informants is not adequate for planning. Household survey method was found appropriate here.

With experiences and good practices from the pilot project, Non-formal Education Centre (NFEC) proposed to develop VEP in 600 VDCs in 30 low literacy districts. Some 400 VEP will be developed through direct funding and the remaining 200 VEP will be developed through regular budget of coming year (2005/06).

Below is an example from Joginiya VCD 2, ward no. 3 in Saptari district of the outcome of the literacy mapping process



The social map is used to present local resources on a map such as households, temples, schools, Roads/trails and other physical facilities within the community. To gather information regarding local resources, this is one of the best methods to be used. The main objective of resource mapping is to have an idea about resources of an area and to provide its inhabitants a clear idea regarding its resources. Joginiya-2 VDC, located at 15 kilometres east of the Saptari district headquarter, Rajbiraj, was selected for piloting based on the census analysis and consultation with DEO officials. The population of the VDC is 4,454 individual from diversified ethnic groups of Terai origin. Most are Mandal, Yadav, Dalits and Muslims.

To prepare the social resource map of each ward in Joginiya 2 VDC, local people selected an open place where many people could gather and work. They initiated discussions about their area and its resources. They prepared a map drawing a boundary of the area and put up some easily identified places of the area including roads, public utilities and households. Information collected from the household survey was presented to the local people and confirmed/validated after discussion. Each household was given a unique colour based on ranking in terms of literacy status and economic status of the family. All the people actively participated in preparing the social map.

The VEP prepared for Yoginiya 2 VDC by the local community was approved by the Village Development Committee. The VEP was then forwarded to the DEO for necessary support in program implementation.

Based on the census analysis, 870,000 individuals above the age of 6 are illiterate in 600 VDCs of 30 low-literacy districts. The figure accounts for 13.2 percent of the total number of illiterates of the country and 26 percent of the total number of illiterates of these 30 low-literacy districts. Out of these, 250,000 are school aged (6-14 Years) children out of school and 620,000 adults (15-45 years) are illiterate.

It is expected that some 600,000 illiterates will be benefit directly from the activities and the activity provide some valuable experience to NFEC with regard to implementation of similar need-based activities.

Upon completion of this plan, the adult learners will have two openings. They can either opt for continuous learning by taking up self learning packages or they can take the route to need based income generation programs. For children aged 6-14 years, NFEC will be continuing the three programs viz., school outreach program for 6 to 8 years children; flexible school program for 8 to 10 years of age.

The social mobilisation for the literacy mapping has been allowed to run practically unhindered by parties to the conflict.

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Activities with regard to NIEPA and IIEP are still outstanding.

While the last activity proposed – “an advanced course on bottom up educational planning methodologies” - under the NIEPA linkage has not yet been carried out, financial obligations to NIEPA for this contract have been fully met and the budget for this activity has been exhausted. NIEPA and DOE need to complete the pending activity at the earliest and additional funds will have to be allocated for providing logistical support for the advanced course.

For the first time, 3 officers from MOES, DOE and the District Education Office in Saptari participated in the IIEP summer seminar, held in Paris, France. The topic for the seminar was “PRSP and the education sector”. Participating officers are expected to be part of the team that are going to revise the education section of the Nepalese PRSP sometime 2006. During participation in the summer course, initial concurrence was made between DOE and IIEP that IIEP should assist through an institutional linkage to develop school mapping techniques and capacity. Experiences learned should be documented as the last activity of the current linkage.

Support has been given to draft a terms of reference for the linkage, but it has not yet materialised.

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NCED is mandated responsibility in relation to human resource development for the entire MOES. As primary step, it was decided in 2004 to develop an institutional capacity for

NCED. Subsequently, NCED has currently finalized a 6-year Institutional Capacity Building Plan (ICBP) with focus to build capacity in its own institutional operation system.

The concept of the plan emphasizes a process by which individuals, groups, and organizations within NCED system enhance their core capabilities to identify and meet development needs, issues and challenges in a sustainable manner.

The plan itself was developed by a group of NCED officers, supported through direct funding.

The key focus areas of the plan are

- Improve institutional policies, plans and practices
- Change procedures and working mechanism
- Sharpen management structure & instruments
- Develop leadership and accountability in each individual
- Continuous learning by experience
- Upgrade knowledge/skills, work ethics and motivation of professionals

This is going to be achieved among other through developing and implementing need-based training and other forms of staff development programs, again facilitated by establishing networking and institutional linkages with excellent resource institutions. Based on a systematic analysis, plan activities devised are organized under five broader thematic areas.

1. Theme Development of Management and Administration
2. Theme Research and Development
3. Theme Coordination and Networking
4. Theme Physical Infrastructure, equipments and technology
5. Theme Human Resource Development

Seen the magnitude of plan prophecy and the envisioned activities, NCED intends to adopt a strategy of establishing institutional linkage with regional and global resource institutions for securing professional facilitation to materialize the plan. Based on preliminary examination, Asian Institute of Technology (AIT) in Thailand has been identified as a Head Institution responsible for regional coalition and facilitating the entire linkage process for the period of at next five year at the beginning.

AIT is supposed to facilitate:

- Linking up with regional institutions like Asian Institute of Management (AIM) in Bangalore, SEAMAO RECSAM in Malaysia, AIM in Philippines and other potential institutions
- Identifying jointly with NCED staff additional partners and present action plan with cost estimation to NCED for approval

- Facilitating the development of 20 Teacher Master Trainer in lower secondary and secondary subjects-English, Maths, Social Studies, Science and Physical Education & Environmental science
- Facilitating the professional exchange of knowledge and experience from excellent regional institutions with regard to administration and further development of subject teaching mentioned and coordination of the teaching with curriculum development, textbook revision and management of examination
- Entering into coordination with other TA, such as Teacher Education Project (TEP), assistance for conflict transformation, reform of examination system and the assistance to establish social dialogues between representatives of teachers and HMG/N

Main activities of the linkage will broadly remain as,

- Joint development of training programs between all partners
- Execution of training program
- Follow up of training programs
- Assistance to post training activities
- Support to establish learning cycles for continuous development
- Inclusion of demands from the stakeholders as a ground for private-public partnership

NCED will work jointly with AIT at different stages of execution, such as planning, administration, monitoring, and post input activities as well as organise domestic training programs to be conducted with technical support from the external experts under the agreement. HMG/N rules and norms will be utilised to manage activities under NCED coordination in order to ensure highest degree of sustainability. Most of the training programmes will take place in-country

Initial discussion with AIT has proven successful. Between parties it is agreed that activities will be concrete and practical, delivering (immediate) tangible outputs. Identification and development of activities should depart from already existing knowledge and strengths of NCED. (Training) activities should focus on training NCED staff to identify needs and how to manage the responses rather than doing the job for NCED.

An incremental approach, working with processes and focused on improving activities will be the immediate objective of the linkage. NCED will be involved as an organisation and not only few individuals and that a strong degree of coherence would be needed in deliveries. AIT would bring resources from AIT itself as well as outside AIT.

Based upon the discussion, it was decided that

- A planning workshop takes place in Kathmandu in January 2006. The duration would be 6-7 days and include visits to ETC/A/B/Cs.
- A TOR for the workshop should be developed as soon as possible – based on this AIT would develop a design for the workshop
- The outputs of the workshop should initially be focused at i) develop a plan of activities, ii) a statement of NCED involvement, iii) an initial identification of local resources to be

involved (could be a pilot private-public partnership peer arrangement), iv) the drafting of an MoU v) and a contract between AIT and ESAT and

- Preparatory exchange for the workshop outputs i) – v) should be initiated between AIT and NCED as well as AIT and ESAT as soon as possible

Focus of the activities under the linkage will be on capacitating NCED and its allied organizations- 34 Educational Training Centres (ETCs) and 200 lead Resource Centres (LRCs) (under establishment). Major portion of the budget incurred for linkage program will be managed through NCED ASIP by pooling funds from EFA, SESP and TEP. ESAT will be requested to cover the funding gap and to cover cost for those activities that cannot be spent under government regulation through direct funding as a last resort

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The Danish Union of Teachers (DLF) signed a two-year contract starting 1st September 2005 with the Danish Ministry of Foreign Affairs to support the social dialogue process between the MOES and the Teacher Union of Nepal (TUN). This should be done in close cooperation with Education International (EI) and ESAT.

MOES and TUN developed the objectives for terms of reference with the assistance of ESAT. The TOR can be divided into two overall areas:

- Contribute to improving the communication and cooperation between MOES and TUN
- Strengthen the capacity of TUN to participate constructively in this social dialogue process.

In order to formulate and plan activities, representatives of DLF and EI visited Nepal September 2005. Activities relating to a Social Dialogue Planning Meeting were attended by senior ranking representatives of MOES and TUN. Based on joint discussions, it became clear that there is a genuine and mutual interest in improving the communication and cooperation, which is a pre-condition for any social dialogue process. Participants articulated a clear understanding of the social dialogue concept and a common understanding of the most relevant and realistic subjects to address in a social dialogue process.

A direct outcome was a decision to form a joint Coordination Committee (CC) between MOES and TUN. It was also decided that MOES is responsible to arrange the first CC meeting during the November 2005, which could have the following agenda:

- 1) Agree on composition, role and tasks of the Coordination Committee
- 2) Finalise the draft MoU and identify who will be the signatories
- 3) Revise the work plan for Social Dialogue activities (and suggest a budget) in accordance to the comments and suggestions gathered within TUN and MOES
- 4) Be informed on the activities planed by TUN Central Committee to strengthen the capacity of TUN
- 5) Form the three proposed Sub-Committees
- 6) Propose dates for a Stakeholder Conference and the joint MOES/TUN seminar(s) on Communication and Negotiation Skill Building

Further a draft work plan for TUN capacity building activities were been developed. A second draft will be further developed with the assistance from EI and Uttdanningsforbundet, Norway (UEN). Attempts are

- To finalise the planning process and assist in producing a comprehensive work plan for TUN capacity building activities, including a detailed budget and the needs of logistical and technical assistance.
- To facilitate the process of developing a strategy for TUN in general and regarding the social dialogue process in particular.
- To initiate the process of developing a TUN education policy.
- To meet with the Coordination Committee members to discuss the developments of the social dialogue activities and the way forward.

The finalised work plan will be forwarded to DLF and ESAT for comments and suggestions. UEN will at the same time inform TUN what activities UEN will be able to fund. Based on this EI and DLF will recommend what ESAT should fund and what logistical and technical support will be needed.

On request from MOES, ESAT will facilitate the first meeting of the CC.

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Continuous efforts have been invested in the development of the national curriculum framework. The Curriculum Council of the Curriculum Development Centre (CDC) has still not approved the framework.

Another major activity with regard to the “Curriculum and examination” objective of SESP was completed in beginning of September, when the School Leaving Certificate (SLC) research programme came to an end. A summary of finding and the main report was submitted to the Steering Committee for its further action. Translation of the summary and lay outing of the main report is on going at the time of reporting. When the translation has been completed satisfactorily, it will be presented to the Minister of Education and Sports for his further consideration.

The Office of Controller of Examinations (OCE) has already initiated some of the smaller and administratively feasible recommendations.

CDC and OCE have individually requested support to initiate minor capacity building activities as well as support for more comprehensive and long-term development planning for the institutional capacity as it was seen in the case of NCED.

Outstanding issues comprise a number of activities and report submissions that are not approved and/or have been adopted by the MOES.

A selection of these is:

The Human Resource Development plan was requested in 1999 and finalised in 2002. It still awaits approval by the MOES. The supplement, prepared for the SESP as part of the Interim Project, funded through Danish direct funding, is also awaiting approval. The content of the plans has not explicitly been reflected in the ASIP and AWP&B. The same goes for the Institutional Analysis, finalised in 2001 and the Situational Analysis of Faculty of Education of 2002. These were part of the same complex of proposed capacity building activities for MOES under BPEP II.

Formative research for secondary education was prepared for the SESP as part of the Interim Project in 2003, funded through Danish direct funding. The research, to be facilitated through an institutional linkage programme, has not yet been initiated.

The joint HIV/AIDS assessment, supported by European Commission, UNICEF and Denmark, was carried out in 2003. The recommendations from the assessment have not yet been reflected in the ASIP and AWP&B.

The Gender Audit, jointly supported by European Commission, UNICEF and Denmark, was carried out in 2001-2002. The recommendations from the audit have not yet explicitly been reflected in the ASIP and AWP&B.

In 2003, DOE requested assistance to improve capacity for “Physical Planning and Monitoring” through an institutional linkage. Comprehensive preparatory activities were undertaken in Nepal and abroad. A report was submitted in 2004, recommending purpose, scope and modalities of the institutional linkage. University of Lund, Sweden has kindly accepted to head a global coalition. However, MOES/DOE has yet to decide to request the formal establishment of the linkage and hence the capacity building.

In 2003, MOES requested the development of a comprehensive “IT Master Plan”, outlining implementation and funding of an administrative IT support systems for *all* agencies of the Ministry. The plan includes development of specialised software for, say administration of the School Leaving Certificate (SLC) examination administration, networking and software for Curriculum Development Centre and alike. Denmark committed to fund the gap between estimated cost and regular Government funding, obtained through the ASIP. However, the MOES is still to approve the plan, its recommendations, reflect these in the AWP&B and request funding of the gap.

In 2003, MOES requested, as part of an ADB inception mission and attended by the Danish Embassy, that direct funding should be utilised to fund a review of “Teacher Management Systems” and “Teacher Support Systems”. Carried out by local consultants, reporting to a Steering Committee, chaired by the MOES, reports were submitted inside the deadlines in 2004. However, the MOES is still to approve the recommendations and reflect these in the AWP&B.

As part of the formal requirements for the implementation of the EFA 04-09, preparation of a Vulnerable Community Development Plan (VCDP) was supported in collaboration with the World Bank. The VCDP has been posted on the MOES web-page, but it is not clear to what extent recommendations will be reflected in the AWP&B.

A brief presentation of key financial data

The SESP budget for the six months between July to Dec 2005 was DKK 1.45 million. The total disbursements during this period amounted to DKK 1.47 million⁶ which included expenditures of DKK 1.38 million already booked under the various direct funding activities, advances of DKK 0.09 million towards activities yet to be finalized and exchange differences.

The total disbursement of DKK 1.47 million deducted from the total receipts⁷ of DKK 2.5 million left us with a closing balance of DKK 19,43,630 on 31st December 2005.

The total expenditure during this period is 95.17% of the corresponding budget. The disbursement for this reporting period is 2.77% of the total SESP direct funding grant and the total utilization of the SESP grant till 31st Dec 2005 is 17.41%. Therefore, out of the total SESP grant of DKK 53 million 82.59% is still unspent.

The BPEP budget for the six months between July to Dec 2005 was DKK 24.79 thousand. The total disbursements during this period amounted to DKK 113.42 thousand which included expenditures of DKK 9.61 thousand already booked under various direct funding activities and advances of DKK 103.81 thousand towards activities yet to be finalized.

The total disbursement of DKK 113.42 thousand deducted from the total receipts of DKK 750.45 thousand left us with a closing balance of DKK 637,040 on 31st December 2005.

The total expenditure during this period is 38.77% of the budget for the same period. The disbursement for this period is 0.11% of the total BPEP II direct funding grant (2003 – 2009) and the cumulative disbursement from June 1998 till June 2005 is 97.98% of total BPEP II direct funding grant. Therefore, out of the total BPEP II grant of DKK 105 million 2.02% is still unspent.

The EFA budget for the six months between July to Dec 2005 was DKK 0.52 million. The total disbursements during this period amounted to DKK 1.94 million which included expenditures of DKK 0.44 million towards EFA activities, 0.91 million towards TRSE activities⁸ and 0.59 million towards advances.

The total disbursement of DKK 1.03 million for EFA and DKK 0.91 million for TRSE deducted from the total receipts of DKK 2.06 million and 1.19 million respectively left us with a closing balance of DKK 1.31 million on 31st December 2005.

⁶ ESAT follows a cash system of accounting. Hence, for reporting purposes the activity expenditures reflected in the financial statements (Annex 11 C) do not include advances, dues and differences due to changes in exchange rates.

⁷ Total receipts = bank balance brought forward from the previous period, transfers from the Danish Embassy, interest on bank balance, refunds from advance settlements

⁸ The Technical Review of School Education is not an EFA activity but an independent activity funded by Embassy of Denmark. However, the funds for this activity are managed by ESAT through its EFA bank accounts. Hence, the closing bank balances reported reflect both EFA as well as TRSE balances.

The total EFA expenditure during this period is 84.62% of the corresponding budget. The disbursement for this reporting period is 2.58% of the total EFA direct funding grant and the total utilization of the EFA grant till 31st December 2005 is 2.58%. Therefore, out of the total EFA grant of DKK 40 million 97.42% is still unspent.

This financial reporting corroborates with the six monthly reports on FORB2 for each month from July to December 2005.

Details of expenditure under direct funding activities is attached here as the quarterly financial report Annex 11 C.

Problems and proposed solutions

It has been reported earlier that the Steering Committee would need to debate activities for and processes of approval for institutional capacity building. During the December 05 SESP mission, MOES and the Danish Embassy agreed that a brief summary of plans, supplemented by new needs should be prepared and presented to the Steering Committee by ESAT.

Proposed solutions for issues concerning specific activities are recorded in the tables below.

Part II

Education in Nepal – Danish Direct Funding

Programme name:

Semi-annual Progress & Financial Report:

Reporting Period:

Support to School Education in Nepal

No. 3

July – December 2005

National partner(s): Ministry of Education and Sports	Contact details:
Programme manager: Director General Janardin Nepal	Department of Education,
Components:	
Education for All 2004-09	Department of Education, Director General (from October 05) Janardin Nepal
Secondary Education Support Programme 2003-09	Department of Education, Director General (from October 05) Janardin Nepal
Basic and Primary Education Programme II 1998-2004	Department of Education, Director General (from October 05) Janardin Nepal
Starting Dates: EFA 2004-09 15 July 2004 SESP 2003-09 14. March 2003 BPEP II 1998-2004 29. May 1998	Last report: Semi-annual report no. 2 January – June 2005
Expected completion dates: EFA 2004-09 15. July 2009 SESP 2003-09 14. March 2009 BPEP II 1998-2004 15. July 2004	

Status of implementation of Danish direct funding activities

Component	Status	Reason for delays	Proposed action
EFA 2004-09	Activities are being implemented	No delays	
SESP 2003-09	Activities are being implemented	In general, only very few delays due to imperfect planning and implementation modalities	See below
BPEP II 1998-2004	Few activities are due for settlement so final audit can be conducted and BPEP II closed	MOES has not yet submitted a signed transfer of property for furniture and equipment delivered. The Danish Embassy submitted a kind reminder in November 05.	See below

Any major deviations and problems related to the implementation of Danish direct funding activities for components

Components	Problems	Recommendations to Steering Committee
SESP 2003-09		
Output 1:	The Curriculum Council has not yet approved the draft national curriculum framework	It is recommended that MOES interacts with CDC to present the framework for the Councils approval
BPEP II 1998-2004		
Output 1:	The final activity of the NIEPA institutional linkage on district planning has not yet been planned	It is recommended that the final seminar should either be planned or cancelled and NIEPA informed accordingly
	The final activity of the IIEP institutional linkage for EMIS and school mapping has not yet been planned	IIEP has consented that final activities (description of lessons learned) should be carried out without further delay.
	As the Council for NFEC is not functional, the developed policy and strategy cannot be approved and implementation.	MOES is recommended to enter into a dialogue with NFEC on how to manage the issue.
Output 2:	Delays, beyond what can be	Issue have been raised with

	academically argued, are experienced with regard to finalisation of academic programmes.	Kathmandu University and MOES. However, more could be done from the parties to ensure finalisation of studies.
Output 4:	Acknowledgement of transfer of property for furniture and audiovisual equipment for MOES is pending	The SC is recommended to debate terms and conditions for procurement and subsequent transfers of property

Outstanding issues/problems and follow-up

Issue/problem	Agreed solution/follow up, incl. timing	Responsible agency	Status
Approval of policy and strategy for non-formal education	The issue is recommended to be the subject of deliberations between MOES and NFEC	MOES	
Approval of the national curriculum framework	The issue is recommended to be the subject of deliberations between MOES and CDC	MOESM	
A number of plans, recommendations as well as need for new initiatives for capacity building seem not to be decided upon and/or implemented	The SC will debate the issue in January 06	Steering Committee and ESAT	
Acknowledgement of transfer of property is pending	MOES should inform why it cannot submit the transfer acknowledgement	MOES	

Annex A.

About Danish direct funding

Direct funded activities are targeted at institutional capacity building and development, mainly in form of logistic and/or technical assistance through institutional linkage arrangements and short-term specialist consultancies for specific purposes. Activities eligible for direct funding can originate from all stakeholders in the education sector.

During the negotiations for development assistance to the education sector between Nepal and Denmark, the provision of direct funding has been agreed as a mechanism for quick and flexible access to funds with a view to facilitating institutional capacity development. The intention is to enable the MOES/DOE and its constituents to carry out innovative and developmental activities, obtaining national, regional and global assistance, linkage and networking services, undertaking surveys, studies and other activities of a similar nature.

Danish direct funding amounts to DKK 40 million for EFA and DKK 53 million for SESP⁹.

Danish direct funding is utilized according to the principles of sector-wide approach in education. Technical assistance (TA)/direct funding is synchronized with pooled as well as non-pooled programmes to fulfil unforeseeable technical gaps, and will be related to the Annual Strategic Implementation Plan (ASIP) and the Annual Working Plan and Budget (AWPB).

TA and direct funding for programme support through both long and short-term provisions for the implementation of education development activities will be coordinated with all development partners under the leadership of the MOES to link directly to national programmes and activities in the education sector. The use of TA and direct funding in education will be guided by His Majesty's Government of Nepal (HMG/N's) Foreign Aid Policy 2002 and the Code of Conduct for Partnership in Education 2004.

Planning for direct funding assistance is a joint and collaborative process with participation of Education Sector Advisory Team¹⁰ (ESAT) and all relevant stakeholders. The Steering Committee, chaired by the Secretary of MOES approves the activities for Danish direct funding.

Activities carried out through direct funding are monitored by the implementing agencies in collaboration with stakeholders. The focus of monitoring is on results (progress, outputs, outcome and impact), the process leading to the results, and assumptions underlying plans and activities.

⁹ The aggregate equals \$14.5 million.

¹⁰ The designation was changed from Programme Advisory Team (PAT) when Danida support for secondary education was initiated in 2003.

The “programme office” - ESAT – has a focus on institutional capacity building in general and rolls this out through:

- facilitation identification of needs and coordination of inputs of external expertise for institutional capacity building (primarily within the framework of institutional linkages),
- assistance in designing coherent multidisciplinary approaches to human resource development activities in sectoral institutions at all levels,
- promotion and facilitation of production of local knowledge through research and other forms of knowledge production,
- contribution to effective coordination of technical programs and initiatives between HMG and other donors within the educational sector as such.

The advisors and programme officers of ESAT advise with a view to develop a conducive environment for design and implementation of HMG/N education reforms.

The rationale for provision of the four advisers is that they relate to the school education sector in its totality (and not specifically to Danish support). The advisors and programme officers are strategically located within the counterpart institutions, which made advisors’ expertise and skills accessible to the system, in close collaboration, sharing of knowledge, and learning between the advisors and officers in the MOES. The job descriptions for advisors are developed in close collaboration between the MOES, the counterpart institution and ESAT.

To make the best possible use of human resources and expedite requests for funding without delay, an annual activity plan and budget for the use of direct funding is approved by the Steering Committee.

ESAT together with the MOES, DOE and Central Line Agencies (CLA) staff identify needs and activities that will facilitate implementation of the ASIP and secure planned targets. Based on the identified needs and jointly with the DOE, CLAs and ESAT compiles the plan of action and sends it for concurrence to the Ministry and the Danish Embassy.

The ESAT activity plan and budget is revisited thrice a year in order to keep it abreast to the changed needs.

The plan consists of general principles for ESAT assistance and a list of activities to be funded through direct funding. After compilation, the list of activities is presented to the heads of CLAs and, in particular, to the Director General of DOE as the manager of EFA and SESP. Then the plan is forwarded to the MOES for approval by the Secretary and/or the Minister of the MOES.¹¹ Once the plan is approved, it is put into practice with provisions for updating as per the changed requirements.

ESAT has developed working procedures, guidelines and norms in consultation with MOE to specify procedural and operational details.

¹¹ The Steering Committee is formed according to the Danida Aide Management Guideline, 2003

The question of TA coordination has been taken up several times, but not yet resolved. MOES has announced that it is working on a plan, which will be consulted with donors. So far, coordination has mainly been done by pooling donors trying to keep each other informed about TA (exchange of TOR, information in meeting etc.).

Direct funding is reflected in the HMGH/N's Red Book system, and monitored through Government's regular review framework. Regular reporting of direct funded activities is the responsibility of counterpart institutions(s).

Direct funding is audited semi-annually and annually by an auditor appointed by the Danish Embassy.

Achievements to objectives of components July – December 2005

Components	Annual output indicators	Targets	Results	Budget – 000 DKK	Expenditure – 000 DKK
SESP 2003-09					
Output 1: Institutional capacity building and development	Identify needs, prepare and coordinate inputs of external expertise	Development of 3 rd Education regulation in preparation of implementation of PRSP	Final settlement	74	61
		Establish an informed social dialogue between TUN and MoES, transforming conflicts into professional assistance for the development of education	A joint work programme and a draft memorandum of understanding for the social dialogue as the first linkage activities involving DLF, EI and UEN apart from TUN and MoES. An international exposure is conducted jointly between 7 officers from TUN and MoES. Equipment assistance is being considered	132	63
Output 2: Individual capacity building and development	Assist design of multidisciplinary approaches to human resource development activities	Strengthen general academic and research capacity	Stipends for 9 students enrolled in MA/M.Phil/Ph.D programmes at Kathmandu University	22	18
Output 3: Creation of knowledge assets for educational planning	Facilitate research and other forms of knowledge production	To prepare documentation for reform of examination system	Submission to the Steering Committee of 14 study report, including a summary of main findings and recommendations as well as a main report.	496	447

Output 4: Collaboration with other stakeholders to implement activities	Contribute to coordination and implementation of programs and initiatives	To assist in preparation for the School Sector Approach policy plan	3 consultants are contracted to assist ADB and MoES carry out field work for the School Sector Approach preparation	17	0
		Maintaining a functional publishing cell	Funding of operational cost	4.5	5

Achievements to objectives of components July – December 2005

Components	Annual output indicators	Targets	Results	Budget – 000 DKK	Expenditure – 000 DKK
EFA 2004-09					
Output 1: Institutional capacity building and development	Identify needs, prepare and coordinate inputs of external expertise	Capacity building program for district and regional educational offices for Flash II reporting	Orientation and training of 182 officers in Kathmandu, Biratnager and Nepalgunj for 75 districts	223	190

Output 2:	Assist design of multidisciplinary approaches to human resource development activities	To strengthen general academic and research capacity	Participation of an officer from MoES, DoE and the District Education Office in Saptari in IIEP's summer course on PRSP and education	124	31
Output 4: Collaboration with other stakeholders to implement activities	Contribute to coordination and implementation of technical programs and initiatives	Support for Developing of VEP's in 30 low literacy districts	Development, printing and distribution of training materials and manuals for training, inclusive of training of master trainers.	174	93

Achievements to objectives of components July – December 2005

Components	Annual output indicators	Targets	Results	Budget – 000 DKK	Expenditure – 000 DKK
EFA 2004-09					
Output 1: Institutional capacity building and development	Identify needs, prepare and coordinate inputs of external expertise	Capacity building program for district and regional educational offices for Flash II reporting	Orientation and training of 182 officers in Kathmandu, Biratnager and Nepalgunj for 75 districts	223	190
Output 2:	Assist design of multidisciplinary approaches to human resource development activities	To strengthen general academic and research capacity	Participation of an officer from MoES, DoE and the District Education Office in Saptari in IIEP's summer course on PRSP and education	124	31

Output 4: Collaboration with other stakeholders to implement activities	Contribute to coordination and implementation of technical programs and initiatives	Support for Developing of VEP's in 30 low literacy districts	Development, printing and distribution of training materials and manuals for training, inclusive of training of master trainers.	174	93
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Annex 11 C Quarterly financial report to the Representation [Programme name]

Programme period: July to Dec 2005
 National implementing agency: ESAT
 Financial Year: 2005
 Status as at: 30-Dec-05

Representation File
 no.:

**Amount in '000'
 DKK**

S.N.	Components/Outputs	Original budget in DKK thousand	Total disbursements per end of report in DKK (July-Sept 05) [b]	Total budget this quarter (July-Sept 05) [c]	Balance on current year's budget [c - b = d]	Total disbursements per end of report (Oct-Dec 05) [e]	Total budget this quarter (Oct-Dec 05) [f]	Balance on current year's budget [f - e = g]	Total balance on current year's budget [d + g = h]	Total Expenses for July to Dec. 2005 DKK. [e + b] = [i]	Total budget for the period [c + f] = [j]
A	EFA										
104100	Support for developing of VEPs in 30 low literacy districts		10.59	8.26	-2.32	123.16	165.29	42.13	39.81	133.75	173.55
106100	Capacity building program for district and regional education offices for Flash II reporting		113.40	123.97	10.56	76.60	99.17	22.57	33.13	190.01	223.14
106200	Capacity building programme -PRSP course		30.82	82.64	51.82	27.26	41.32	14.06	65.88	58.09	123.97
	ESAT operating Exp(exchange)		94.03	0.00	-94.03	-40.20	0.00	40.20	-53.83	53.83	0.00
200000	Monitoring and Review		176.00	1,112.89	936.90	736.48	145.87	-590.61	346.28	912.48	1,258.76
			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total	40,000.00	424.84	1,327.77	902.92	923.30	451.65	-471.65	431.27	1,348.15	1,779.42

Cash Flow Statement	
Particulars	Total
Balance brought forward from last year(EFA)	0.00
Balance brought forward from last year (ITR)	0.00
Cash received reporting year to date(EFA)	2,062.00
Cash received reporting year to date(ITR)	1,190.23
Sub-total	3,252.23
Programme expenses year to date(EFA)	1,027.38
Programme expenses year to date(ITR)	912.48
Closing balance	1,312.38

Balance on grant for Coming years		
Original grant in DKK'000 "		40,000.00
Less	Total Disbursement till June 2005	0.00
Less	Total disbursement (July to Dec 2005)	1,403.79
	Balance on Grant	38,596.21

SESP

S.N.	Components/Outputs	Original budget in DKK thousand	Total disbursements per end of report in DKK (July-Sept 05) [b]	Total budget this quarter (July-Sept 05) [c]	Balance on current year's budget [c - b = d]	Total disbursements per end of report (Oct-Dec 05) [e]	Total budget this quarter (Oct-Dec 05) (f)	Balance on current year's budget [f - e = g]	Total balance on current year's budget [d + g = h]	Total Expenses for July to Dec.. 2005 DKK. [e + b] = [i]	Total budget for the period [c + f] = [j]
B:	SESP										
100104	Preparation of implementation of PID strategy		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200400	Lay basis for reform of examination system		428.61	454.55	25.93	32.25	41.32	9.07	35.01	460.86	495.87
200300	Assistance to CDC to develop a national curriculum framework		4.21	6.20	1.98	0.00	0.00	0.00	1.98	4.21	6.20
200500	Maintaining a functional publishing cell		2.59	4.13	1.54	2.86	4.13	1.27	2.81	5.45	8.26
300300	Improve quality and responsiveness of teacher training		0.00	0.00	0.00	56.05	0.00	0.00	0.00	56.05	0.00
300500	Development of institutional capacity building plan for NCED		134.36	165.29	30.92	4.99	41.32	36.33	67.25	139.36	206.61
400800	Strengthen general academic and research capacity		16.94	20.66	3.72	1.65	1.65	0.00	3.72	18.59	22.31
400401	Development of 3rd education regulation		60.96	74.38	13.42	0.00	0.00	0.00	13.42	60.96	74.38
400404	Monitoring and Review		-7.34	0.00	0.00	0.00	0.00	0.00	0.00	-7.34	0.00
400502	Compile and present information on the status of secondary education		1.56	2.07	0.50	0.00	0.00	0.00	0.50	1.56	2.07
400900	MTR-SESP		3.91	4.13	0.23	8.68	4.13	-4.55	-4.33	12.59	8.26
300600	Capacity building of TUN-Exploratory visit		7.02	8.26	1.24	70.24	123.97	53.73	54.97	77.27	132.23
500001	ESAT Admin/Operation		232.45	247.93	15.48	195.58	247.93	52.35	67.83	548.53	495.87
	Total	53,000.00	885.29	987.60	94.97	372.31	464.46	148.20	243.17	1,378.09	1,452.07

Cash Flow Statement

	Particulars	Amount
	Balance brought forward from last year:	910.90
Add	Cash received reporting year to date:	2,501.84
	Sub-total	3,412.74
Less	Programme expenses year to date	1,469.11
	Closing balance	1,943.63
	Closing balance as per Navision	1,943.63

Balance on grant for Coming years	
Original grant in DKK'000"	53,000.00
Less	Total Disbursement Till June 2005
	7,806.67
Less	Total disbursement (July to Dec 2005)
	1,461.80
	Balance on Grant
	43,731.53

S.N.	Components/Outputs	Original budget in DKK thousand	Total disbursements per end of report in DKK (July-Sept 05) [b]	Total budget this quarter (July-Sept 05) [c]	Balance on current year's budget [c - b = d]	Total disbursements per end of report (Oct-Dec 05) [e]	Total budget this quarter (Oct-Dec 05) (f)	Balance on current year's budget [f - e = g]	Total balance on current year's budget [d + g = h]	Total Expenses for July to Dec.. 2005 DKK. [e + b] = [i]	Total budget for the period [c + f] = [j]
C:	BPEP										
C.33	ESAT Admin/Operation		9.61	24.79	15.18	0.00	0.00	0.00	15.18	9.61	24.79
	Total	105,000.00	9.61	24.79	15.18	0.00	0.00	0.00	15.18	9.61	24.79

Cash Flow Statement

	Particulars	Amount
	Balance brought forward from last year:	745.91
Add	Cash received reporting year to date:	4.54
	Sub-total	750.45
Less	Programme expenses year to date	113.42
	Closing balance	637.04

Programme Manager

Balance on grant for Coming years	
Original grant in DKK'000"	105,000.00
Less Total Disbursement Till June 2005	102,760.01
Less Total Disbursement (July to Dec 2005)	9.61
Balance on Grant	2,230.38
[signature]	_____
