

BASIC AND PRIMARY EDUCATION PROGRAMME PHASE 2
ESTABLISHMENT OF A PROFESSIONAL PUBLISHING CAPACITY

4th monitoring and progress review

**Carmelle Denning
1-8 December 1999**

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Appendices

1. Outline programme of UK training attachments for the Primary Publishing Cell
2. Report of the Primary Publishing Cell on the UK attachment training

The 4th Monitoring and Progress Review took place between 1-8 December 1999. The purpose of the visit was to assess the development of publishing skills in the Primary Publishing Cell and in the other BPEP sections, with special concern for improvements in the publications over the last year. Another purpose was to examine the staff requirements for the PPC and the effectiveness of the liaison editors in the BPEP sections. Finally, the review was intended to propose a continuation of publishing training in response to outstanding needs.

The consultant's visit coincided with several publishing training courses which had been delayed through the change in government earlier in 1999. The consultant was thus able to discuss progress, outstanding needs and future activities with a range of different parties – BPEP management, BPEP Section chiefs, PPC staff and the liaison editors from the Sections and several trainers. This report describes the findings of the consultant and sets out a recommended training and development programme for the rest of the year 2000, bearing in mind that BPEP management and Section chiefs have recommended June 2000 for the beginning of further training inputs.

Abbreviations

BPEP II	Basic and Primary Education Project, Second Phase
BPES	Basic and Primary Education Section
BPMCS	Book Progress Monitoring and Costing System
CDC	Curriculum Development Centre
CPE	Compulsory Primary Education
CRC	Camera Ready Copy
DTP	Desktop Publishing
JEMC	Janak Education Materials Centre
LAN	Local Area Network
MOE	Ministry of Education
NFEC	Non-Formal Education Centre
PC	Personal Computer
PCS	Primary Curriculum Section, CDC
PPC	Primary Publishing Cell
SES	Special Education Section
WES	Women's Education Section

2 DEVELOPMENT SINCE THE LAST REVIEW

2.1 Publishing Training, May-December 1999

Since May 1999, practice-based training has been provided for the following groups:

• Print costing, scheduling and paper	PPC Publishing manager, production manager, assistant production manager, design manager; liaison editors from the BPEP Sections.
• Cost-effective planning and management of the publishing programme	Liaison editors, some Section chiefs.
• Authorship and group writing	Educational material writers (untrained)
• Editorial work, intermediate level	PPC editor, liaison editors
• Educational material writing practice, intermediate level	Writers (with basic training/experience)
• Design and DTP	PPC designers and computer operators, freelance illustrators, short seminar for PPC editor and liaison editors
• Targeting and adapting publications for different reader groups	PPC editor and liaison editors

In addition, two reviews of the computer installation and operation both in the PPC and in the Sections were undertaken as well as a review of textbook distribution (which culminated in a recommendation, accepted by the MOE, to conduct an experiment in textbook distribution options). Three monitoring and progress reviews were conducted, the first in April 1999 before the training programme had begun, the second in early September to re-plan the remainder of the training programme, and this, the final review for the end of the programme.

2.2 Publishing Training in the UK, 18 October–12 November 1990

A four-week publishing training programme in the UK was organised for the Editor, Design Manager and Production Manager of the PPC. The outline programme is reproduced in Appendix 1 and the report by the PPC trainees is in Appendix 2.

Where possible, all three staff of the PPC went to the same institution, although the programme was individually planned for each person within the editorial, design or production area. The programme included on-the-job training and work experience, as well as presentations in both educational and general publishing houses, printing houses, repro and design houses, a photographic agency, a paper mill and the Publishing Studies Department of Oxford Brookes University.

The PPC staff were given a number of publications from the institutions visited to go into the professional publishing library to be established in the PPC in Sano Thimi. In addition, other publications were bought for the PPC library out of the budgetary allowance.

The training provided gave a comprehensive picture of educational publishing and its problems, while providing examples of good practice and organisational structure. Since each person went to a variety of institutions connected with his job and responsibilities in the PPC, some of the staff expressed an interest in doing an in-depth placement in one institution for about a month.

2.3 PPC Functioning

In the last review (September 1999), a problem which had arisen because of the study leave of the PPC's publishing manager, who was also the chief of the Primary Curriculum Section, was mentioned. The plan of how the PPC and the PCS would work together – with the PCS's publications being the primary responsibility of the PPC – was not being followed with consequent effects on the quality of PCS publications. Now there is better co-operation and ad hoc meetings between the two, but no regular meetings. The PPC editor is now handling PCS publications and the PCS has formed a task force to write the manuscripts for local languages. The PCS has a new chief who was not aware before of the role that the PPC should be playing for the PCS. Although co-ordination and co-operation have improved, the PCS is still selecting its own printing houses for publications (apart from the formal curriculum textbooks which are printed by the JEMC). The PPC production manager should be doing this and he has been trained to do it, whereas no one in the PCS has received training in choosing print specifications, buying printing services and managing print production.

In its work with the Sections, two tasks are not being done as they should be by the Sections. Firstly, the PPC is still receiving manuscripts which are patched together out of pieces of typing and pieces of handwriting. The job of typing manuscripts on computer disk is the responsibility of the Sections, the one exception being the manuscripts of the PCS. Secondly, the concept of "passed for press" (ie, no further corrections can be made) is not understood by the Section chiefs and so some CRC is passed backwards and forwards between the PPC and the Sections with more and more changes being demanded by the Sections.

These two malpractices are making the PPC inefficient, because it does not have enough staff to perform these tasks for the Sections.

The PPC staffing is still inadequate. It is understood that the PPC is on the point of getting a new designer. However, the problem of too few computer operators is serious and a Nepali language editor is still needed. (The Publishing Manager, who is on three years' study leave, used to do some of the Nepali language editing.) In the immediate, the staffing situation is about to be made even worse because of the forthcoming four-month scholarship in Denmark for one of the computer operators. This is occurring during the peak period for the PPC, February-April. The PPC will not be able to do the word processing generated by other Sections which do not present their manuscripts on disk.

Computers in the PPC are the subject of a separate report (David Parker, December 1999). Here it should be noted that the assistant production manager is improving his computer skills. Training for some members of the PPC is still necessary in basic computer programs such as Word. The situation is not satisfactory with regard to the publishing management computer program (BPMCS), which was intended to link up the PPC and the Sections and to guide them through the stages of the publishing process, while emphasising the need to adhere to schedules and cost-estimates. The BPMCS has been loaded onto only one computer in the PPC and networked to none of the Sections. This has prevented it from being used and now the training in its use must be given once again to the Sections. (Full details are given in the computer consultant's report.) By contrast the Design department is using its computers (Mackintoshes) well. The DTP training on the Macintoshes has been sufficient to start the design department off well.

On the budget for the PPC, BPEP is giving extra support for the payment of freelance illustrators who have been working on the books of the Sections. This is overcoming the immediate problem of payment and budgetary responsibility, while the principles of payment for services and responsibility for services are worked out. In brief, the PPC performs services for the other Sections; the work sometimes involves employing freelance illustrators and sometimes is a matter of time spent and materials used within the PPC. For the freelance staff hired, the Sections should allocate money from their budgets to the PPC so that the PPC can pay directly for the specialised staff it has to hire on behalf of the Sections. These amounts should be put in the Sections' budgets and handed over to the PPC at the beginning of the new fiscal year. On the question of payment for the time and consumable materials which the PPC expends on the Sections' publications, the simplest way of dealing with this is to create an overheads budget for the PPC.

2.4 Publishing Skills Development in the BPEP Sections

The liaison editors who have been in place since the beginning of publishing training (autumn 1998) have improved their publishing skills. This can be seen in the quality of the content of the publications. This has been remarked on by some Sections chiefs and by some publishing trainers (with "before" and "after" experience). The latter have commented on the improvement in both the technical knowledge and the treatment of publications of the experienced liaison editors.

As recommended in the previous Review, replacement liaison editors are being appointed from among the permanent staff and they began publishing training in November 1999. For example, there were seven new liaison editors and eight existing liaison editors in the "intermediate editorial" training programme (November-December 1999). Fortunately, there has been continuity in the availability of publishing skills from the liaison editors in all of the BPEP Sections, despite staff changes.

The computers for the Sections were being installed in the Sections in December 1999. It is therefore too early to say whether Sections will now improve the presentation of their manuscripts (on disk and on hard copy) when given to the PPC. The presentation of manuscripts, as explained in 2.3 above, has not been satisfactory. Part of the reason is that typists/computer operators are common to the DoE as a whole and do not belong to particular sections. The typists are reported to be unwilling to type manuscripts and are busy doing administrative

documents. They asked for extra money to do manuscript typing, but this was refused. The liaison editors have no influence over the typists. The Section chiefs need to establish some authority for the liaison editor in working with DoE typists. Now that the computers are in place in the Sections, staff and liaison editors will need training on the basic programs (Word) and on the use of the publishing management program, the BPMCS. (See computer consultant's report.)

In the PCS, all of the staff should be trained in the Word program (although the PCS does not have computers). PCS staff should go to the PPC for computer practice and for doing jobs on the computers. This will promote closer work between the PCS and the PPC.

The PCS, TSS and BPES have planned new schedules for the development of their publications. The NFEC's publications are very late and the PPC is giving priority to the first six books of the NFEC.

3 OUTSTANDING ISSUES AND PUBLISHING DEVELOPMENT NEEDS

3.1 Clarification of the role of the PPC with regard to the Sections

As mentioned in Section 2, new staff in the DoE Sections do not know how to work with the PPC. The methods of working were discussed and agreed when the reform of publishing activity was undertaken. This culminated in the creation of the Primary Publishing Cell linked to the Sections by liaison editors and sharing the various publishing tasks. One of the responsibilities of the Sections is to submit fully agreed and properly edited manuscripts which are typed on disk (Word program). Others include signing and authorising page layouts/draft CRC as “passed for press” (that is, no more changes so that the PPC can produce final CRC), allocating a budget to the PPC to get illustrations and CRC, and using the publishing management programme (the BPMCS).

In general, the DoE Sections still do not understand the role of the PPC. The liaison editors who are the link between each Section and the PPC have not been able to explain to the Section chiefs the roles and responsibilities of each side. In part, this is a problem of the number of new staff and the creation of the DoE. A briefing session on the role of the PPC and the role of the liaison editors of the Sections will help to resolve some difficulties. This could be done during another review, with support from the PPC.

The briefing session would explain to both Section chiefs and liaison editors that, since computers have been delivered to the Sections, only typed manuscripts in the form of disk and hard copy will be accepted in the future by the PPC and that the discipline of “passed for press” has to be introduced. The experienced liaison editors already know these things as they have received training, so it is a problem of authority and of inexperienced liaison editors. The liaison editors have to defer to the Section chiefs even though this leads to inefficient publishing practices.

To help clarify publishing roles, the PPC should be given job descriptions. (They already have unofficial statements of their tasks.)

3.2 Print buying by the PPC for the PCS

Since the PPC was designed to be the publisher of primary curriculum materials, no one in the PCS received publishing training nor, most importantly, training in print buying. The PPC should be identifying and selecting the printers, negotiating prices and schedules and checking the quality of printers’ work and their compliance with instructions. This is important because the PCS has no competence to do the work.

3.3 New Staff Training

Because of the number of new staff who have already joined the DoE, there is a particular short-term need to repeat some of the training for the benefit of newcomers. There will always be staff movement, of course. In the medium term, the PPC should take on the job of introducing and training new staff in publishing practices and PPC requirements. New staff to be trained will mostly be new liaison editors, although from time to time Section chiefs will need information and orientation sessions.

3.4 Computer Training

Within the DoE as a whole and for a couple of staff in the PPC, computer skills still need to be developed. The requirement is both for training in the Word program and for training in the operation of the publishing management program. (This is covered fully in the computer consultant’s report.)

3.5 PPC Staffing Level

The PPC is still not up to strength. Eight established posts had been agreed. It is hoped that the designer post is about to be filled and the Nepali language editor post also needs to be filled as soon as possible. In addition, however, because of the need for authority in dealing with the demands and expectations of the Section chiefs, it

may be necessary to appoint an Under-secretary to lead the PPC in the absence of the Publishing Manager for another two years' study leave.

3.6 PPC Premises and furniture

The DTP and design report (November-December 1999) lists, amongst other things, minor alterations needed to the PPC offices. A plan cabinet is needed to store artwork flat. At present artwork is being left on the top of cabinets as there is nowhere else large enough for it. A plan cabinet usually consists of about 7 drawers and its dimensions are roughly 1m high x 85cm wide x 60cm deep. (When in the future the PPC produces its laid-out pages electronically on disk, there will be little physical artwork to store.) Also needed are filing cabinets, either two four-drawer filing cabinets or lateral cabinets for the office of the Publishing Manager.

3.7 Summary of major recommendations from publishing trainers' reports

Authors

1. Advanced authorship workshop to write supplementary reading book manuscripts for publication. This will enhance skills development through work on real tasks.
2. Basic and intermediate writers workshop to be repeated from time to time. This will increase the pool of trained educational authors available to primary education.
3. A small collection of published examples of good educational writing to be established in the PPC. This will provide authors with useful models of good practice.

Editorial

4. Basic editorial seminar to be repeated for the benefit of new liaison editors and other newcomers to the DoE whose work is concerned with preparing documents for circulation. This will improve the standard of content, clarity and coherence of documents.
5. Advanced editorial seminar for the PPC editor and liaison editors who participated in the Intermediate editorial seminar. This will further develop editorial skills, follow up the work done on house style and its application, and provide an opportunity to revise the main points of earlier editorial seminars and the seminar on adaptation skills, following the editors' own agenda.
6. Short course for the PPC Editor on giving editorial training and workshop leadership skills. This will provide sustainability of the editorial and publishing skills which have been taught over the last year. New staff in the DoE will then have a local resource for designing and delivering active training programmes to develop editorial skills.

Design and DTP

7. Design and DTP office to have minor improvements to desks, lighting and airconditioning and to be more carefully controlled against atmospheric pollution. This will protect computers and enable staff to work more efficiently.
8. Software (Adobe Illustrator, OmniPage, antivirus protection, Comic Strip Factory), publications and typefaces to be bought. The software will make working on the Macintoshes easier and is compatible with existing equipment, while the publications will enable design staff to produce higher quality work. The Latin script typefaces and more Nepali fonts will give greater variety and different effects to the publications.
9. More design staff to be hired. This includes designers, DTP operators and an illustrator to get the publications designed and ready for press on time and to a good standard.
10. Training in preparation of publications for printing in colour for the PPC. This will complete the DTP competence of the PPC when 4-colour publications are needed.
11. Work experience training for the Design manager. This will enable him to judge which practices are most beneficial and could be adopted in the PPC.

Computers

12. Extra memory to be bought for the Macintosh DTP system. This will reduce the incidence of computer crashes.
13. A senior person to promote and follow up the use of the publishing management computer program (BPMCS). This will spread its use and keep its information up to date within the PPC and the Sections. The use of the BPMCS will then lead to greater understanding of the stages of publishing, on-time publications and control of costs.

14. Retraining in the BPMCS for all publishing staff in the PPC and in the Sections. World Distribution, the supplier, has agreed to do this.
15. Computer review mission to ensure that BPMCS is being used effectively and to train a suitable person in the PPC and in the Sections, as necessary.

4 RECOMMENDATIONS FOR A TRAINING AND DEVELOPMENT PROGRAMME FOR THE YEAR 2000

4.1 Publishing workshop for the development and adaptation of supplementary school books

Basic technical knowledge of educational publishing and practice in educational publishing skills development have been provided through the training programme of 1999. As endorsed by the publishing trainers, a publishing workshop is the ideal way to proceed with skills development. This will enable the participants to do real work while experienced educational publishers comment and guide. The advantage of the publishing workshop is that real materials for use in primary schools will be developed while DoE staff improve their publishing skills.

The type of material to be developed in the publishing workshop should be supplementary reading books. International research evidence indicates that the availability of an adequate supply of attractive and stimulating reading materials, supported by some simple classroom strategies for their use, can have a considerable impact on reading levels, reading interest, vocabulary acquisition, comprehension and writing skills. In many Nepalese primary schools textbooks (where they are available) dominate and there is little alternative reading material targeted to primary school children.

4.1.1 Objectives of the Publishing Workshop

- To provide a collection of attractive and stimulating reading books, the *PPC Readers* collection, to primary schools to encourage an interest in reading, to develop strong reading habits and to increase curriculum subject-based understanding.
- To develop further the publishing skills of publishing management, writing, evaluating, editing, designing, illustrating, production and print buying, and monitoring school delivery.

4.1.2 Target grades for supplementary school books

The books developed and published should be for grades 2-5. The reason for the exclusion of grade 1 is that students are already fully occupied with adapting to the school process, enrolment numbers are very high and unstable and students have not yet learnt how to look after their books. For grades 4 and 5 some English language titles should be bought off-the-shelf from foreign publishers while for grades 2-5 short reading books in Nepali should cover reading for pleasure and topics within the curriculum for those grades.

4.1.3 Numbers of Titles and Copies

There are about 22,000 schools in Nepal, some of them large and with several classes of the same grade. Since the existence of the Resource Centres and the training planned by the TSS are important to the dissemination and use of the reading books, only the schools in the BPEP districts will receive reading books. The aim of the supplementary reading book workshop is to provide a variety of titles for each week of the effective school year (say, 25-30 titles) in a small number of copies for each school. Therefore, the workshop activities should develop or adapt or buy off the shelf a maximum of 25,000 copies of each of 25 titles for each grade 2-5. (The maximum number of titles for all grades will, of course not be reached as it will take several publishing workshops and is dependent upon the budget available.)

4.1.4 Production and design quality

The reading books will be attractively designed and illustrated with some 4-colour illustrations. They should be printed on good quality paper and have strong covers in order to last for several years. Since the books will have a small number of pages, they can be saddle stitched. The number of pages of each book will be 16, 24 or 32 (multiples of 8 pages to ensure economic manufacture).

4.1.5 Subjects and specifications for the reading books

The subjects should be a mixture of fiction and non-fiction; the non-fiction should consist of topic books related to the curriculum at each grade. While most will be in Nepali, some fiction titles for grades 4 and 5 should be in English. Decisions on what the publishing programme will be for the workshop will be made by the publishing management of the PPC in association with a publishing trainer – this will be one of the training activities. Similarly, the specifications for the books will be discussed and drawn up by the publishing management of the PPC in advance of the evaluators and the writers beginning their work. (The number of words will be strictly limited so that each book fits into the standard print production multiple of 8 pages.)

4.1.6 Teacher guidelines

The publishing workshop will also develop simple guidelines for teachers on how to use the books. Following the “Book Flood” experiment in Fiji, two useful techniques are:

- (a) The teacher read a story to the students during one period in the week. Follow-up activities can then include answering questions, re-telling the story, acting out the story, suggesting different endings, etc.
- (b) Students select their own reading books for one period and read them silently. Follow-up activities can include re-telling the story, writing a short version of the story, etc.

The guidelines should be included in teacher training packages and in training of resource persons in the resource centres (links with the TSS and the BPES).

4.1.7 Publishing workshop programme

The process to be followed consists of the following steps:

- (i) Invite publishers in Nepal, Indian sub-continent, UK, of primary school reading materials to submit books for exhibition and evaluation. Some of them may be bought off the shelf and supplied to schools, while others may be adapted and/or translated and a Nepalese edition published. Publishers will be informed that either of these are possible and will be asked to submit prices and terms for each possibility.
- (ii) Hold an exhibition of the books at Sano Thimi and invite educationalists to it. This will expand ideas on the variety of educational materials possible in schools.
- (iii) Run an educational book evaluation workshop and select titles from the exhibition which should either be bought off the shelf or adapted or translated and adapted. These will be put in priority order as not all will be included in the workshop. A description of each will be written which will include grade, fiction/non-fiction, subject matter, relation to curriculum, length of book, cost.
- (iv) Draw up a publishing plan for the workshop. This will list the number of adapted books, the number of books to be originally written, the number of books to be bought off the shelf, the proportion of fiction to non-fiction for each grade 2-5, the proportion of books for each curriculum subject for each grade 2-5; the schedule; and the cost.
- (v) Run a writers’ workshop for the creation of original books. The publishing management will give briefings and specifications to the group of writers.
- (vi) Run an adaptors’ workshop for the priority titles out of those selected in the evaluation workshop. The publishing management will give briefings and specifications to the group of adaptors.
- (vii) Run a workshop for writing teachers’ guidelines.
- (viii) Approval meetings to consider each completed manuscript and decide if it is suitable for publication.
- (ix) Edit manuscripts (both original and adapted).
- (x) Design and illustrate edited manuscripts.
- (xi) Proof-read and check pages.
- (xii) Get printers’ quotations for completed CRC and select and contract printers.
- (xiii) Plan the training of teachers and Resource Persons in association with the TSS and BPES and the delivery of reading books to schools through the Resource Centres.

Date	Activity and duration	Participants	Leader/trainer
April 2000	(i) Invite publishers to submit primary school reading books for exhibition and evaluation		PPC management
June 2000	(ii) Book exhibition (1 week)	Staff at Sano Thimi, teachers from nearby primary schools	PPC management
June 2000	(iii) Evaluation workshop (2 weeks)	Editors and other staff from the DoE Sections	Evaluation specialist (foreign)
June 2000	(iv) Draw up a publishing plan (½ week)		PPC management with publishing manager (foreign)
July 2000	(v) Writers' workshop for the creation of original books (2 weeks at same time as Activity vi)	Authors trained from previous seminars	Author trainer (foreign)
July 2000	(vi) Adaptors' workshop (2 weeks at same time as v)	Editors and writers (with some training)	Editor (foreign)
July 2000	(vii) Workshop for writing teachers' guidelines (1 week)	Staff from TSS	Author trainer (foreign)
July – August 2000	(viii) Approval meetings (1 day each to consider 10 manuscripts)	Publications Board of 5 members made from staff from PCS, BPES, TSS	PPC with publishing manager/ editor (foreign)
July – August 2000	(ix) Edit manuscripts (1 day per manuscript from time of completion and approval of each manuscript)	Liaison editors	PPC Editor with Editor (foreign)
July – August 2000	(x) Design and illustrate (1 day per manuscript)		PPC Design department
July -August 2000	(xi) Proof-read and check (1 day per manuscript)	Liaison editors, authors	PPC with Editor (foreign), Production specialist (foreign)
August – September 2000	(xii) Select and contract printers		PPC Production manager with Production specialist (foreign)
August 2000	(xiii) Plan training and delivery of reading books		TSS, BPES, PPC Distribution Manager

4.2 Revision and advanced level publishing training and progress reviews

After the publishing workshop, the following additional training and consultancy from foreign specialists are recommended (see sections 3.3 and 3.7 above):

Date	Activity and duration (reference to report)	Participants	Trainer/consultant
October 2000	Computer review and ad hoc training. 2 weeks. (3.7.15)	PPC and BPEP Sections	Computer systems specialist (foreign)
October 2000	Monitoring and progress review. 1 week.		Publishing development specialist (foreign)
November 2000	Training in preparation of publications for printing in colour. 2 weeks. (3.7.10)	PPC Design department	DTP specialist (foreign)
November 2000	Short course on giving editorial training and workshop leadership skills (to provide sustainable local resource for designing and delivering active training programmes to develop editorial skills). 1 week. (3.7.6)	PPC Editor	Editorial specialist (foreign)
November 2000	Basic editorial seminar to improve the standard of content, clarity and coherence of documents. 2 weeks – follows on from above. (3.7.4)	New liaison editors and other DoE staff concerned with preparing documents for circulation	Editorial specialist (foreign) with PPC editor
May 2001	Advanced editorial seminar. 2 weeks. (3.7.5)	PPC editor and liaison editors who participated in the Intermediate editorial seminar	Editorial specialist (foreign)
June 2001	Basic/ intermediate writers workshop. 2 weeks. (3.7.2)	New/ inexperienced writers (basic) or writers with some experience/ training (intermediate)	Author (foreign) with PPC Editor
June 2001	Monitoring and progress review. 1½ weeks.		Publishing development specialist (foreign)

4.3 Foreign training

The three senior members of the PPC benefited from a foreign publishing training programme in 1999. For the Design manager, the need is now for work experience for about a month in an educational publishing house. The same sort of intensive programme of work experience and on the job training would also benefit the PPC Editor. It is therefore recommended that they go on one-month attachments to an educational publishing house, either in Singapore or again in the UK, after the publishing workshop, during mid-September – mid-October 2000.