

UNCLASSIFIED

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

Project Paper

NEPAL

GIRLS' ACCESS TO EDUCATION
(367-0151)

USAID/NEAPL

UNCLASSIFIED

GIRLS' ACCESS TO EDUCATION
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GLOSSARY OF TERMS

AID/N	-	Agency for International Development/Nepal
DEO	-	District Education Officer/Office
DWE	-	Division for Women's Education
EHR	-	Education and Human Resources
GATE	-	Girls' Access to Education
GON	-	Government of Nepal
HMG/N	-	His Majesty's Government of Nepal
LOP	-	Life of Project
MOEC	-	Ministry of Education and Culture
NCP	-	National Commission on Population
NFY	-	Nepali Fiscal Year
NPC	-	National Planning Commission
PCV	-	Peace Corps Volunteer
PDIS	-	Project Development and Implementation Support
PIL	-	Project Implementation Letter
PIO/T	-	Project Implementation Order/Technical Assistance
PVO	-	Private Voluntary Organization
SLC	-	School Leaving Certificate
SMC	-	School Management Committee
TA	-	Technical Assistance
UNDP	-	United Nations Development Programme
UNICEF	-	United Nations International Children's Emergency Fund
USAID	-	United States Agency for International Development
WEC	-	Women's Education Center
WEU	-	Women's Education Unit

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number	DOCUMENT CODE 3
2. COUNTRY/ENTITY Nepal		3. PROJECT NUMBER 367-0151		
4. BUREAU/OFFICE Asia		5. PROJECT TITLE (maximum 40 characters) Girls' Access to Education		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 03 30 90		7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4) A. Initial FY 85 B. Quarter 3 C. Final FY 86		

8. COSTS (\$000 OR EQUIVALENT \$1 =)						
A. FUNDING SOURCE	FIRST FY 85			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	402	172	574	1133	417	1550
(Grant)	(402)	(172)	(574)	(1133)	(417)	(1550)
(Loan)	()	()	()	()	()	()
Other U.S.	1.			160		160
	2.					
Host Country		10	10		302	302
Other Donor(s)						
TOTALS	402	182	584	1293	719	2012

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPRO- PRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	690	706				1550		1550	
(2)									
(3)									
(4)									
TOTALS						1550		1550	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each) 740 610	11. SECONDARY PURPOSE CODE 612					
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)						
A. Code	R/EDW	BWW				
B. Amount	1550	1550				

13. PROJECT PURPOSE (maximum 480 characters)

To improve girls' access to education in Nepal.

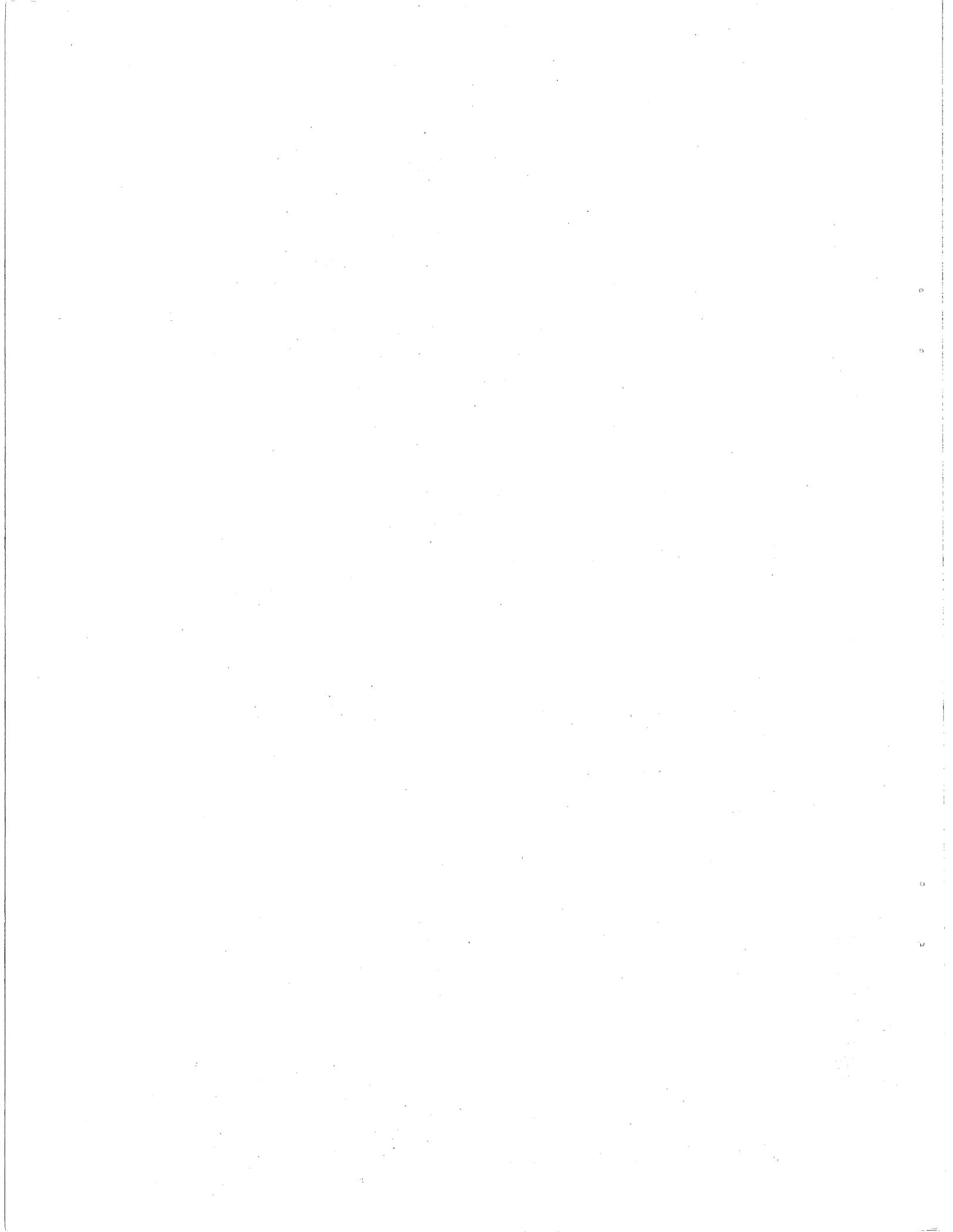
14. SCHEDULED EVALUATIONS	15. SOURCE/ORIGIN OF GOODS AND SERVICES
Interim MM YY MM YY Final MM YY 1 0 8 6 0 4 8 8 1 0 8 9	<input checked="" type="checkbox"/> 000 <input checked="" type="checkbox"/> 941 <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment.)

Raymond E. Dropik
Raymond E. Dropik
USAID/Nepal Controller

4/30/85
Date

17. APPROVED BY	Signature <i>Janet C. Ballantyne</i>	18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY
	Title Janet C. Ballantyne Acting Director USAID/Nepal	



I. EXECUTIVE SUMMARY

A. Grantee and Implementing Agency

The Grantee will be the Government of Nepal (GON) and the Implementing Agency will be the Ministry of Education and Culture (MOEC).

B. Proposed Budget

1. Proposed Amount of AID Grant	:	\$1,550,000
2. Proposed GON Input	:	\$ 302,000
3. Proposed Peace Corps Input	:	\$ 160,000
4. Total Project Budget	:	<u>\$2,012,000</u>

C. Purpose of Grant

To improve girls' access to education in Nepal.

D. Brief Project Description

The Girls' Access to Education (GATE) Project is a pilot effort to assist the MOEC to increase female participation in education through support of the Division of Women's Education (DWE) with linkages to rural Women's Education Centers (WEC) in 30 communities in two predominantly rural districts. The WECs will have two components: (1) a locally staffed and managed preschool, and (2) a facility for nonformal supportive programs which respond to locally identified disincentives for school participation by girls. The WECs will typically be simple buildings, constructed with voluntary labor, designed for approximately twenty preschool children and two locally selected and trained preschool leaders. Local education officials and parents will form a Steering Committee to support GATE activities. The preschool will be intended for both boys and girls between the ages of three and six years, giving all a chance to improve both cognitive and non-cognitive skills, thereby increasing their chances of attending, and staying in school. The DWE extension team of Field Coordinators in both of the project districts will be assisted by Peace Corps Volunteers. The project will provide training and equipment to the DWE, as well as a long term technical advisor and short term advisors to assist in the areas of curriculum development, early childhood education, training, monitoring and evaluation. The central level DWE will also establish a national inventory of education and training opportunities for girls and women, as well as long range educational plans and initiatives based on the experience of GATE.

II. PROJECT AUTHORIZATION

Girls' Access to Education
Project No. 367-0151

- A. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Girls' Access to Education Project (the "Project") for Nepal (the "Cooperating Country") involving planned obligations not to exceed \$1,550,000 in grant funds over a five year period from date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is from the date of initial obligation until March 30, 1990.
- B. The project consists of support for a Division of Women's Education within the Ministry of Education and Culture of His Majesty's Government of Nepal (HMG/N) for the establishment of rural community-based cooperative preschools in Women's Education Centers in order to increase girls' access to education.
- C. The Project Agreement(s) which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with A.I.D. regulations and delegations of authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate:
1. Source and Origin of Commodities, Nationality of Services
Commodities financed by A.I.D. under the project shall have their source and origin in Nepal or in countries included in A.I.D. Geographic Code 941 except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have Nepal or countries included in A.I.D. Geographic Code 941 as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of Nepal or Code 941 countries.
 2. Condition Precedent to Additional Disbursement
Prior to disbursement subsequent to one year following execution of the Project Grant Agreement other than for technical assistance, or the issuance of any commitment documents under the Project Agreement other than for technical assistance HMG/N shall furnish in form and substance satisfactory to A.I.D. evidence that HMG/N has established a

Division for Women's Education within the Ministry of Education and Culture, which shall include at least three permanent administrative positions and support staff; and that HMG/N has filled these positions with appropriate personnel.

3. Covenants

HMG/N shall covenant, except as the parties shall otherwise agree in writing, that HMG/N will :

- a. prepare annual Project budgets for and provide funds and other necessary support to the Project on a timely basis according to such annual Project budgets.
- b. provide USAID/Nepal with detailed Project progress reports in English within two months after the end of each Nepali fiscal year during the life of the Project.

D. Waiver

- 1. A waiver of the requirement that the Cooperating Country contribute 25% of the cost of the Project is hereby approved pursuant to sections 110(a) and 124(d) of the Foreign Assistance Act of 1961, as amended, on the basis that the Cooperating Country is a relatively least developed country and that financial constraints prohibit the Cooperating Country from fully meeting this requirement.

Signature: Janet C. Ballantyne
Janet C. Ballantyne
Acting Director
April 30, 1985
April 30, 1985

Clearances:

- A/DD:GLewis [Signature]
- PRM:SBanskota S.B.
- FM:RDropik [Signature]
- AM:JHester [Signature]
- PDIS:DClark [Signature]
- RLA:SAllen (in draft)

III. PROJECT RATIONALE AND DESCRIPTION

A. Project Rationale

1. Perceived Problem

Nepal, one of the poorest countries in the world, cannot afford to maintain 50% of the population as objects of rather than agents of development. This emphasizes the compelling need to prevent the emergence in Nepal of yet another generation of illiterate mothers.

Girls and women in Nepal are educationally disadvantaged. Nationwide approximately one girl in four is enrolled in school and only 27% of all primary school students are female. The majority of those are living in urban and semi-urban areas. Enrollment drops to about 15% in secondary schools. Actual attendance rates are lower. The overall female literacy rate in Nepal is estimated at 11.5% compared to 35% for men. While these figures represent substantial improvement over the past thirty years, clearly new rigorous measures are necessary.

Despite women's role as farmers with important decision-making inputs within the rural household and their influence on the attitudes and behavior of future generations, they are largely isolated from agricultural, family planning and health extension services by illiteracy. The urgency of this situation is reflected in major development indicators: a population growth rate of 2.7%, a lower female life expectancy than that of men; high female and infant mortality rates, and declining nutritional status. In addition, since women have important roles as farmers, the problems of declining agricultural productivity cannot be adequately solved until women are able to be fully incorporated into the development process.

High drop out and repeater rates in the first class indicate inefficiency in the educational system. The first class is clogged with repeaters and older children, as well as younger siblings who have not yet reached school age, but attend school with older children for lack of other care. Many children entering the system are unprepared in the necessary cognitive and non-cognitive skill areas, and are socially unable to make the adjustment to school. Disappointed parents and discouraged children withdraw from the system before literacy/numeracy are attained. Moreover, overcrowded classes and inadequate teacher training mean that before leaving school, many children never pass the threshold level of knowledge that would prohibit them from relapsing into illiteracy.

In recognition of the importance of formal education for women, the GON, through the National Commission on Population, has established time-specific targets to achieve increased female enrollment percentages at primary, lower secondary and secondary levels. The MOEC has been assigned the task of formulating comprehensive programs to this effect.

Education and training institutions at all levels in Nepal are increasingly aware of the importance of female participation, and special scholarship schemes, quotas and targets have been established, but regularly fall short because of the lack of female applicants and the lack of communication and coordination efforts to match available girls with available opportunities. Only interventions at the earliest possible level can have the long term impact of increasing female participation throughout the system.

Recent research in school participation in Nepal identifies reasons for low participation rates:^{1/}

(a) Economic constraints - Young girls' economic value in the home remains high in predominantly rural areas and increases as they grow older. Although there are regional variations in the type of work conducted by girls, major responsibilities fall to the school age girl. Daughters are responsible for the care of younger siblings, providing for their health and safety, preparing food, fetching water and other tasks which bear directly on the health and nutritional status of the entire family. Mothers' time is stretched between field work and other household tasks, leaving little time to supervise daughters' work.

School costs include tuition fees at the lower secondary and secondary levels, and supplies and uniforms at primary level. (Tuition is free until grade five and text-books are provided for grade one through three in rural areas.) Additional fees may be levied at all levels by the local School Management Committee, a community group responsible for school management and teacher employment. In some areas low family income was the most important reason reported for parents not educating their children.

(b) Socio-cultural constraints - Parents, uneducated themselves, are more easily convinced of the economic gains that can accrue with an educated son than with an educated daughter. Another parental perception is

^{1/} Acharya and Bennett, "The Status of Women in Nepal", CEDA, Tribhuvan University, with AID/Nepal funding, Kathmandu, 1979.
CERID, "Determinants of Educational Participation in Rural Nepal", a study prepared under support from World Education Inc. (Boston) and AID/W, 1983.

that since girls are to be given away in marriage the educational benefits to the family will be lost. Conservative parents are anxious about the casual interaction of boys and girls at coeducational schools. Only 9.2% of all teachers in Nepal are female. The scarcity of female teachers gives rural girls and their families few positive educated female role models. Thus, school is perceived as a male-dominated institution. Another disincentive to female education is the practice of early marriage which persists in rural areas, shortening girls' educational opportunities and raising fertility rates.

2. GATE Project Response

Numerous experimental models for increased girls' education are currently operative in Nepal under the auspices of varied groups. For example, UNICEF has built hostels for secondary school girls, the National Commission on Population has a direct cash subsidy scheme, a PVO runs early morning literacy classes for out-of-school girls (see Annex F). All these programs recognize a strong need for follow-up research and evaluation to assess their effectiveness against actual enrollment data.

The establishment of a Division for Women's Education (DWE) within MOEC will demonstrate GON support for increasing female educational opportunities by developing a coordinating network to improve the effectiveness of educational initiatives across the GON and among donor agencies and PVOs. The improved institutional capacity to gather, analyze and disseminate information and to plan programs based on that information will strengthen the integration of women into all development sectors.

At the field level, 30 Women's Education Centers (WECs) will serve several functions. They will establish rural preschools to address the childcare burden of school age girls and to provide a stimulating educational environment for boys and girls between the ages of three and six. Participation in the program by children and parents will help to establish the school-going habit before other negative factors intervene. The WECs will also serve as a forum for implementation of supportive programs which respond to locally identified disincentives to school participation for girls. The number and nature of these programs will vary from site to site, but programs may include nonformal education programs and literacy training for adults, establishing common grazing grounds, home-based cooperative childcare for infants, program on

first aid and nutrition for girls, early morning classes for out-of-school girls, and adaptation of school hours to home chores.

The very few existing preprimary programs are primarily accessible to the urban elite at private kindergartens, or the children of district officials in the day care centers at district headquarters. The rapid growth of private preprimary schools in urban areas increases the disparity between urban and rural education and places rural children at a disadvantage. Demand for safe and stimulating child care has increased rapidly as communities have seen successful examples of cooperative preschool centers recently organized through the support of UNICEF and Save the Children. Their early efforts have shown a number of things based on several years experience in about 20 villages;

- Parents and communities want preschools and will build and support them;
- Locally hired, mature women with little schooling can be trained for roles as respected, effective preschool leaders;
- Primary school teachers reported that children who have attended preschool are more likely to attend primary school, stay in school, and do better than their less prepared peers;
- In each existing program, girls make up 50% or more of the enrollees of the centers;
- School age girls (in communities with day care centers) are less apt to bring their younger siblings to school with them;
- News and interest spreads rapidly and each new center in an area quickly spawns several more.

The GON recognizes that girls and women in Nepal are educationally disadvantaged. The Sixth Five-Year Development Plan (1980-1985) attaches considerable importance to the development of the education sector as part of its strategy to meet the minimum basic needs of the population and to support development in other sectors. The Sixth Plan Education Policy specifies, "Special emphasis will be laid on opening avenues of education to as many women as possible."

Providing girls and women access to education also responds to AID policy worldwide. On the benefits of women's education, the AID Policy Paper on Women in

Development quotes the World Bank's 1980 World Development Report:

Educating girls may be one of the best investments a country can make in future economic growth and welfare even if girls never enter the labor force. Most girls become mothers, and their influence on their children is crucial; in health, in nutrition, and in fertility. Education delays marriage for women, partly by increasing their chances of employment; and educated women are more likely to know about and use contraceptives.

The Asia Bureau Strategic Plan (1983) states:

We are keenly aware of the importance of female education to development achievements in a wide variety of areas. Though still exploratory we may be able to identify feasible activities in that area.

The proposed project responds to AID/Nepal's strategy of promoting the status of women through programs which enhance their abilities to enter the mainstream of society. The Nepal 1986 Country Development Strategy Statement (CDSS) outlines a program oriented towards the problems of an overwhelmingly rural society and economy. Specific development objectives are to: increase rural productivity and income levels, improve natural resource management, and broaden access to basic services, particularly health and family planning. The program strategy includes integrated, multi-sectoral programming, reducing the population growth rate and collaboration with other donors.

B. Project Description

1. Project Goal

The goal of the project is to improve women's socio-economic status through improved education.

2. Project Purpose

The purpose of the project is to improve girls' access to education in Nepal. The project will: (1) address specific constraints to school participation for girls by establishing rural women's education centers (WECs), including a preschool component and a nonformal education component; (2) develop models for community based and supported preprimary education; and (3) improve the institutional capacity of the MOEC to coordinate, manage and administer womens' education programs.

3. Project Output

(a) The Establishment of Women's Education Centers (WECs)

During the five year life of the project replicable community-supported WECs will be established in approximately thirty rural communities in two districts.

The preschool component of the centers will specifically address the indirect cost of schooling to the household unit by lessening the childcare burden of school age girls. They will provide a stimulating comprehensive preschool program designed to increase the likelihood of success in subsequent schooling and improve retention rates. The direct involvement of parents in the classroom will effect attitudinal change about the importance of schooling, especially for girls. The nonformal education activities of the WECs will be supportive of the overall purpose of increasing girls' access to education while responding to locally determined priorities. Two rural Districts have been selected for this initial pilot effort based on careful consideration of factors of low school, especially female enrollments as percentages of the population, and implementation considerations to mutually support ongoing USAID project (RCU 367-0132 and Rapti 367-0129), Myagdi and Pyuthan Districts share low female (26% and 18%) enrollment rates, remote status, some (although not principal) USAID infrastructure support and strong traditions of active community participation. Specific sites will be selected based on proven community need and commitment to GATE project purposes. Remote areas and disadvantaged caste and ethnic groups will be targeted.

(1) Preschool Component

Under the supervision and management of parents who make up local WEC Steering Committees, a cooperative preschool program will be established in a building built with volunteer labor (some material provided by the project) which will include facilities for approximately 20 children, and office/classroom space for nonformal education supportive activities. With the assistance of the GATE project field coordination team (the DWE field coordinators and Peace Corps Volunteers) the WEC Steering Committee will nominate local women for training as preschool leaders who will undergo initial two month training followed by semiannual refresher workshops and regular on-site training by field staff and a training consultant.

These preschool leaders, following a phased training program, (see Annex D) will be responsible for the preschool program: material development and acquisition, motivation for enrollment, day-to-day running the preschool and the center, monitoring enrollment and attendance patterns, participating in the WEC Steering Committee, and reporting regularly to the field coordinators. Other functions may be added as the

individuals receive additional training. Initially these preschool leaders will be paid entirely by the project, with project support diminishing over a three year period with each community subsequently picking up the entire cost. Parents will be expected to assist in the classroom on a regular basis, and contribute labor and food. A nominal tuition fee will be charged to defray operating expenses.

Eligibility of children to participate in the program will be established for both boys and girls between the ages of three and six years and will be contingent upon parent support of the center and school enrollment of elder siblings if there are any.

(2) Nonformal Education Component

The local WEC Steering Committee, together with the field coordinators, will identify and develop supportive activities which specifically address locally identified disincentives to school participation for girls. Communities can rely on the resources available through the central DWE for successful models and information on existing related programs. These supportive activities may include participation in adult literacy programs; establishing a school garden scheme; establishing a communal grazing scheme; establishing "girls clubs" to promote health and nutrition practices; home-based infant care cooperatives; the adaptation of the school calendar to daily schedules to accommodate household labor requirements and seasonal farm labor requirements; the establishment of a reading resource center. A small program fund will support these activities with the approval of the WEC Steering Committee and the DWE program officer.

After several years of operation it is expected that the WEC will be used as a local resource center for extension and training activities carried on by other organizations in the fields of agriculture, resource management, health and family planning, rural production credit, and income-generating activities. Information on scholarships, hostels, trade training and continuing education will be gathered by the DWE and disseminated through the local WEC. Organizations and educational institutions seeking female applicants will also use the WEC to distribute literature, brochures and application forms.

(b) Increased Institutional Capacity within the MOEC: Division for Women's Education (DWE)

The project will support the establishment of DWE which will provide permanent on-going administrative and

coordination support as well as policy development and guidance in areas related to education for girls and women in Nepal. The DWE will have the capacity to monitor and evaluate on-going programs and projects related to womens' education. With the ability to gather, analyze and disseminate information on opportunities, scholarships, "success stories" across sectors, ministries and donor agencies, the DWE will be able to affect policy and program decisions related to female education, thereby better enabling organizations to reach the target of increased female participation. Eventually the DWE will advise in areas including increasing enrollment rates, improving retention rates, planning implications of increased universalization of education, textbook and curriculum and economic impact of improved female literacy rates.

The managerial and administrative capacity within the MOEC will be strengthened by the trained personnel and field extension structure developed under the GATE project. Project personnel will provide direct links between the policy, research and evaluation activities of the DWE and the operational functions of the WECs including (1) establishing a monitoring and evaluation system, and (2) curriculum development and training activities at the preprimary level. The DWE will also gather information from the WECs and offer support and guidance to local communities based on experience elsewhere.

4. Project Inputs

(a) Technical Assistance

The project provides for the services of one long-term technical advisor to be resident in Kathmandu and stationed in the MOEC to work with the DWE over a 30 month period. Frequent field travel to the two designated districts will be a vital part of his/her work.

Short-term (15 months) technical assistance will be required in the fields of early childhood education, curriculum development, preschool teacher training, educational monitoring and evaluation, and community education. (See Annex E.)

A locally hired consultant will begin soon after Grant Agreement signing to oversee "start-up" activities, assist in MOEC organization effort, prepare early implementation documents, arrange for field site selection and district level hiring.

Peace Corps Volunteers will be assigned to work in the project districts with the field coordinators and as part of the DWE extension team. Four volunteers with skills and experience in the areas of early childhood education and nonformal education will be recruited and trained along with the field coordinators. A second phase of four replacement volunteers will join the project after the initial terms of service are completed.

(b) Training

Short-term training will be provided at third country training institutions with programs in the field of early childhood education. The project also includes incountry training for Field Coordinators, Peace Corps Volunteers, and Preschool Leaders.

(c) Construction/Commodities

Following successful community efforts to donate suitable land, assemble materials and begin construction of WECs, additional building materials unavailable locally may be supplied by the project, following recommendation by the field support team. Office support equipment will be provided for the DWE and curriculum materials and radios will be provided at the WECs. Preschool leaders will be encouraged to listen to the Radio Education Teacher Training (367-0146) broadcasts.

IV. COST ESTIMATE AND FINANCIAL PLAN

In response to the financial issues of the 7/21/84 PID approval cable (State 214772) the project has been designed with the following features:

- Recurrent costs will be supported by the participating villages in a self-help effort, thus dividing the recurrent cost burden between MOEC and the participating villages. The project is designed so that these costs will be easy to assume because of (a) the decreasing AID contribution to preschool leaders salaries; (b) the low salary pay scale; and (c) the nature of the interventions at the local level which can be replicated by the villagers themselves.
- Technical Assistance costs have been kept at a minimum level needed to achieve project objectives.

Table 1 presents a summary breakdown of AID funded inputs. Table 2 shows foreign exchange and local currency required for each component. Table 3 presents the cost of project outputs. Table 4 presents project expenditures by fiscal year. Table 5 presents a planned obligation schedule. All local costs are calculated at the current rate of U.S.\$ 1 = NRs. 18.40.

Justification for a waiver of the 25% requirement (FAA, Section 110(a)) is provided in the Implementation Plan.

TABLE 1
SUMMARY OF AID CONTRIBUTIONS OVER THE LIFE OF THE PROJECT

<u>TECHNICAL ASSISTANCE:</u>		*\$ 645,000
1.	Long-term: 30 p/m @ \$11,000	\$ 330,000
2.	Short-term: 15 p/m @ \$11,000	\$ 165,000
3.	Local Consultants	\$ 150,000
<u>TRAINING:</u>		*\$ 164,500
1.	Short-term: 30 p.m. @ \$4000	\$ 120,000
2.	Field Coordinators:	\$ 8,500
3.	Peace Corps Volunteers:	\$ 8,000
4.	Preschool leaders:	\$ 28,000
<u>CONSTRUCTION:</u>		*\$ 124,000
1.	Materials: 30 schools	\$ 124,000
<u>COMMODITIES:</u>		*\$ 54,500
1.	Vehicles: 1 @ \$11,000	\$ 11,000
2.	Spare parts:(20%)	\$ 2,500
3.	Fuel & Maintenance	\$ 9,000
4.	Office Equipment:	\$ 17,000
5.	Preschool Furnishings:	\$ 6,000
6.	Educational Materials	\$ 7,500
7.	Rádios: 30	\$ 1,500
<u>OTHER COSTS:</u>		*\$ 252,100
1.	Salaries:	
	Central Staff	\$ 17,100
	Field Coordinators:	\$ 20,000
	Preschool leaders:	\$ 15,500
2.	Seminars/Meetings	\$ 20,000
3.	Curriculum Development:	\$ 40,000
4.	Evaluations:	\$ 110,000
5.	Audit:	\$ 11,000
6.	Nonformal Ed. Project support	\$ 18,500
<u>INFLATION:(5% LC, 10% FX)</u>		*\$ 205,899
<u>CONTINGENCY:(approx. 8.4%)</u>		*\$ 104,001
<u>PROJECT TOTAL:</u>		*\$ 1,550,000

TABLE 2
SUMMARY OF COST ESTIMATES AND FINANCIAL PLAN
(US \$000)

SOURCE	AID		*	HC		*	PC	
	FX	LC		FX	LC		FX	LC
TECHNICAL ASSISTANCE	645	0	-	-	-	-	-	-
TRAINING	120	45	-	-	-	-	-	-
CONSTRUCTION	0	124	0	161	-	-	-	-
COMMODITIES	23	31	-	-	-	-	-	-
OTHER	106	146	0	82	160	0	0	0
SUB TOTAL	894	346	0	243	160	0	0	0
INFLATION	150	56	-	12	-	-	-	-
CONTINGENCY	78	26	-	47	-	-	-	-
TOTAL FX + LC	1122	428	0	302	160	-	-	-
TOTAL PROJECT COST	1550		302		160			=\$2012

TABLE 3
COSTING OF PROJECT OUTPUTS/INPUTS
(US \$000)

PROJECT INPUTS	PROJECT OUTPUTS		
	DWE	WEC	TOTAL
AID APPROPRIATED	818	732	1550
HOST COUNTRY	120	182	302
PEACE CORPS	0	160	160
TOTAL PROJECT COST	938	1074	2012

TABLE 4
PROJECTION OF EXPENDITURES BY FISCAL YEAR
(US \$000)

<u>FISCAL YEAR</u>	<u>AID</u>	<u>HC</u>	<u>PC</u>	<u>TOTAL</u>
FY 85	178	10	10	198
FY 86	398	30	40	468
FY 87	410	88	40	538
FY 88	307	117	40	464
FY 89	167	35	30	232
FY 90	90	22	-	112
TOTAL PROJECT COST	1550	302	160	2012

TABLE 5
PLANNED PROJECT OBLIGATION SCHEDULE BY FISCAL YEAR
(US \$000)

<u>FISCAL YEAR</u>	<u>OBLIGATIONS</u>	<u>EXPENDITURE</u>	<u>PIPELINE</u>
FY 85	574	178	396
FY 86	976	398	974
FY 87	-	410	564
FY 88	-	307	257
FY 89	-	167	90
FY 90	-	90	0
TOTAL	1550	1550	

V. IMPLEMENTATION PLANA. Workplan

Placement of a permanent Division for Women's Education staff will begin in June, 1986. The initial workplan will cover the NFY 2042/43 (mid July 1985 to mid July 1986). Development of this and all subsequent workplans and budgets will follow the standard GON trimester system; all releases of funds to be made in accordance with established USAID/GON procedures.

B. Implementation/Construction Plan

The proposed life of project will be five years from the date of signing the grant agreement. Most project activities will be completed during the first three and one half years, allowing an additional year of village level support development and intensive evaluation and project review at the central level to develop policy recommendations for GON replication and expansion.

Activities under this project will focus on two areas.

1. The strengthening of the capabilities of the Ministry of Education and Culture (MOEC) at the central level in coordination, research and evaluation, planning and policy development on women's education activities. This will be accomplished through a Division for Women's Education (DWE) established in the central offices of the MOEC.

2. The development of a model for rural community based women's education. Over the life of the project 30 rural centers will be established to coordinate programs designed to increase women's access to education, especially the early primary years. Included in the centers will be: preschool programs; programs to keep girls attending who are already enrolled; and non-formal education activities for women who have never entered the formal educational system. The effectiveness of these interventions will be systematically evaluated.

Women's Education Centers (WECs)

During the LOP, 30 model WECs will be established, fifteen in each of two districts. Because of the importance of establishing a model which is effective in rural areas, none of the centers will be built in the district centers. Initial sites within the two districts will be selected based on evidence of community interest in development activities. Districts with ongoing USAID development programs will be selected. One district within the Rapti Zone (367-0129)

(Pyuthan) and one in the RCU Project (367-0132) area (Myagdi) are selected, based on factors of low enrollments, coordination within USAID, and remote status. The request for a WEC must come from a School Management Committee. The application may be submitted to the field coordinator and the DEO. Approval will be made following a site visit by the field coordinator and completion of the WEC Worksheet Form indicating adequate consultation and support within the community. Two centers will be established during the first year of the project, twelve the second year, and sixteen in the third year. The exact location of project sites, including villages, and building sites will be decided at district and local levels.

All centers will include a non-formal education component and a preschool program. The community itself as represented by the School Management Committee and WEC Steering Committee, with assistance from the field coordinators, will design the specific programs which will operate at its WEC.

Construction of the WEC

Most building materials and labor will be donated by villagers. Following a graduated plan of volunteer construction efforts, the project will provide selected building materials unavailable locally. Buildings will be simple and similar to those currently built by villagers.

According to this plan, AID-supplied materials will be delivered only after local construction has begun. Each site will be visited at least twice by field coordinators and full reports will be made to DWE/MOEC and AID/N.

C. Justification for Waiving the Recipient Country 25 Percent Contribution Requirement (FAA, Section 110(a)).

The Mission has determined that the host country contribution of less than 25% is adequate. Specific conditions considered for granting the waiver include the following:

1. Pilot and Demonstration Nature of the Project:

The GATE project was conceived so that the initial capital investment is sufficient to set the project in motion and to sustain its existence through the generation of local self-help contributions. This has been done by focussing the project on the perceived needs of people to be satisfied by preschools as discussed in the Social Soundness Analysis. The project is a pilot and demonstration project based on the calculated financial risk that self-help measures and community generated financial support will come forward. The assurance is based not only on the pioneering experience of other donors in the field but on USAID/Nepal's experience over the last thirty-five years in responding to the educational needs of Nepal.

2. MOEC Financial Constraints and Priorities:

The MOEC's total budgetary resources are extremely scarce and it would be unrealistic to expect any significant diversion of the resources from current priorities (i.e., improvement of primary and secondary education and reinforcing the University system) into non-formal and preschool activities which are additive to its existing functions. Nor would AID/N encourage such diversion given the needs for quantitative and qualitative expansion in these on-going activities. The project rather proposes to set in motion a system of WECs which would be largely supported through community contributions on a cash and in-kind basis, with minimum budget outlay at central MOEC level. It is believed that such a system has the highest probability of successful replication, given severe central funding limits.

D. GATE Project Summary Implementation Schedule

(note: WEC Development Plan - Project Development File outlines recurrent procedures for WEC site expansion and development.)

<u>Date</u>	<u>Action</u>	<u>Responsible Agency</u>
4/85	PP Approved	USAID/GON
5/85	Grant Agreement signed	USAID/GON
6/85	RFP for technical assistance issued	USAID
6/85	Finalization of NFY 2042/2043 work plan	GON/USAID
6/85	Local TA hired	USAID/GON
7/85	2 Field coordinators hired by GATE	USAID
7/85	Conditions Precedent fulfilled by MOEC	GON
9/85	TA proposals received	USAID
9/85	Kathmandu conference	GON
10/85	WEC steering committees formed in initial villages	Local
11/85	TA contract executed	USAID
11/85	Field coordinators & PCVs set up residence in home districts	USAID/Peace Corps
11/85	PCVs sworn in; begin GATE training	Peace Corps
12/85	Initial sites selected for 6 WECs	USAID
12/85	Short-term TA (preschool leader trainer designs, implements training)	USAID/GON
12/85	Short-term consultants submit preschool curriculum & training plans	USAID/GON
12/85	Short-term consultant submits monitoring and evaluation plans	USAID/GON

1/86	Long-term TA arrives for 30 month tour	USAID
1/86	Short term consultants arrive: plan pre-school curriculum, develop monitoring and evaluation plan	USAID/GON
1/86	WEC Steering Committees nominated Preschool leaders begin training	USAID/GON
2/86	First 2 WEC preschools opened	Local
3/86	TA & MOEC prepare annual project report and workplan	USAID/GON/MOEC
3/86	Semiannual project report of DWE submitted to USAID	MOEC/GON/USAID
3/86	Monitoring system established-school enrollment and retention data	GON/DWE
3/86	NFY Work Plan developed	GON/DWE/TA
9/86	Submission of Semiannual Project report	TA/GON
10/86	First Evaluation	USAID/DWE
10/86	Additional 12 communities selected for WECs	USAID/Local
11/86	Pre & In-service Preschool leaders training	GON/DWE
2/87	First Project Evaluation	USAID
2/87	Annual Project Work Plan	TA/GON
3/87	Opening of 12 new WECs	Local
3/87	Submission of Semiannual Project report	TA/GON
3/87	NFY Work Plan developed	GON/TA
9/87	Submission of Semiannual Project report	TA/DWE
10/87	Additional sixteen sites selected, Steering committees formed, leaders trained, inservice training	USAID/Local
2/88	Annual Project Work Plan	TA/USAID/DWE
2/88	Supportive programs functioning at WECs	Local
6/88	Departure of TA after completion of tour	USAID
3/88	Opening of 16 WECs	Local
3/88	Submission of Semiannual Project report	TA/GON
3/88	Project audit	USAID
3/88	NFY Work Plan developed	DWE
4/88	Second Evaluation	USAID/DWE
9/88	Submission of Semiannual Project report	GON
2/89	Annual Project Work Plan	USAID/DWE
3/89	Submission of Semiannual Project report	GON
3/89	NFY Work Plan developed	DWE
9/89	Submission of Semiannual Project report	GON
10/89	Final Project Evaluation - U.S. Consultant	USAID
2/90	Annual Project Work Plan	USAID
3/90	Submission of Final Project Report	GON

E. Procurement and Contracting Plan

Procurement of equipment locally available under the project will be undertaken by the MOEC Project Manager (LWF Program Officer), upon the issuance of appropriate Project Implementation Letters (PILs) by USAID/Nepal. All offshore procurement of TA and commodities requiring foreign exchange will be undertaken by USAID/Nepal. To insist on host country contracting and procurement would put excessive demands on a overburdened administrative and managerial structure at MOEC. Similar judgements were recorded under the RETT II project (367-0146).

A contract with a university or other education institution, and/or a for-profit private firm, with previous experience in areas of nonformal education, early childhood education, education planning and administration will be let to provide for the long-term (30 months) Project Coordinator (Project Advisor) and short-term TA (approximately 15 months). The GON and USAID/N encourage and welcome in this activity the participation to the fullest extent possible of minorities and women, both as individuals and as members of contracting firms or universities. In this respect, it is anticipated that the contractor will make every reasonable effort to identify and make maximum practicable use of such personnel. The support contractor will not be responsible for external evaluation or local project expenditures.

The following services will be procured by USAID/Nepal with assistance from the technical advisor:

- A local consultant in preschool teacher training to provide training to project-supported preschool leaders..
- A locally hired technical advisor to facilitate "start up" activities.
- Project evaluations.

A.I.D. will provide selected building materials as needed in support of those materials supplied by the villages.

USAID/Nepal will contract locally for one (1) external evaluation. A formal, summative evaluation will also be required and AID/Washington assistance for the procurement of evaluation services will be requested.

In addition, Peace Corps will be responsible for placement of eight PCVs, four in each of the two target districts spread over the life of the project. PCVs with a background in early childhood education will serve as community development volunteers.

F. Methods of Implementation & Payment

<u>Type of Assistance</u>	<u>Method of Implementation</u>	<u>Method of Payment</u>	<u>Pre-Payment Review</u>	<u>Post-Payment Review</u>	<u>Audit</u>	<u>Internal Control</u>	<u>Comments</u>
<u>Technical Assistance</u>							
Direct Contract	For Profit Contractor or Education institute	Direct Payment	PO/ACO	PO	IG or Contracted Auditor	Good	Includes TA, Evaluations & Audits.
<u>Training</u>							
Placed by	Direct	Direct Pay (to participating School)	PO/TA	N/A	IG	Good	
<u>Commodities</u>							
Host Country Procurement	Purchase Order Contract for Commodities	Direct Reimbursement	HC/PO	PO	HC	Good	Includes all local procurement classroom furniture, utencils, building material
AID Procurement	AID/Nepal Purchase Order	Direct Pay	PO	N/A	IG	Good	Includes all off shore country procurement.
<u>Construction</u>							
Commodity Support	Self-help	In kind contribution	N/A	N/A	N/A	Good	Project funds used to provide materials to local communities to build their own WECs

Women's Education Centers: Expansion Plan

		Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
District A	New	1	6	8	0	0
	Total	1	7	15	15	15
District B	New	1	6	8	0	0
	Total	1	7	15	15	15
<u>Totals</u>						
New Centers		2	12	16	0	0
Total Centers		2	14	30	30	30
Enrollments		40	280	600	600	600

VI. SUMMARY OF ANALYSES

A. Financial Analysis:

A major consideration of financial feasibility is whether the GON can meet recurrent costs. In assessing the financial capability of the GON, it is necessary to look into the budgetary trends of the government, its revenues and its regular and development expenditures which reflect the capacity of the government to absorb the project's incremental recurrent cost.

Fiscal trends show that although there is a growth in total revenues (average of 13.3% over the past five year period), the rate of revenue increase is less than the rate of increase in recurrent expenditures (21.8% over past five year period). Therefore, budget deficits are increasing. The growing gap between revenue and expenditure is being increasingly met by foreign aid flows, and domestic borrowing. It is imperative that future projects introduce measures and interventions for increased community participation and responsibility and also to introduce cost recovery/user charge measures as GATE has.

In the education sector, during the period of 1979/80 - 1984/85, expenditures averaged approximately 10% of total public sector expenditures. Primary education currently receives roughly one third of the education budget and secondary education receives 15%. Almost half of the education budget is allocated for the category "others" which includes finances for Tribhuvan University, teacher training, district education programs, women's hostels and a host of donor-assisted education project and special programs throughout Nepal.

In view of the relatively low percent (10%) of resources devoted to the education sector, the GATE project has been specifically designed to minimize any recurrent costs which will extend beyond the completion of A.I.D. funding. Village level preschools will, by design, be self-financing by the completion of the project. The only continuing cost to the GON will be support to the DWE. The financial outlay to support this unit is estimated at \$6,000/year (1985 prices). In view of the fact that the estimated GON regular budget for education in 1984/85 is \$9.1 million, the GON should easily be able to continue financial support to the DWE beyond the end of this project.

B. Social Soundness Analysis:

Girls and women of Nepal will be the primary beneficiaries of the project. Educated girls and women not only have the knowledge of health, family planning, improved agriculture methods, nutrition and resource management, but they can also communicate these subjects to future generations.

Direct immediate beneficiaries of the project include the approximately 600 rural preschoolers, and residents of 30 rural communities from the impact areas during the life of the project. Residents of WEC program areas will benefit from increased access to educational opportunities, in particular early childhood education and supportive programs for education for girls and women.

The social soundness feasibility of the project is based on its ability to build on expressed concerns found within rural Nepal as well as within the GON. The project balances these concerns with locally designed programs to focus activities on meeting targetted goals to increasing girls' participation in education.

The Social Soundness Analysis in Annex G analyzes how the project will attain these objectives.

C. Administrative/Institutional Analysis:

The GATE Project will be implemented by the MOEC.

The MOEC is responsible for formulating, implementing and monitoring educational programs throughout the country. Planning and policy-making occurs at the central level, and implementation and monitoring is supervised at the regional and district levels.

A District Education Office (DEO) is located in each of the 75 districts in Nepal. The DEO is responsible for monitoring the operation of schools in its district, including distribution of grant funds, representation on School Management Committees and payment of teachers.

School Management Committees (SMC)

With increasing efforts on the part of the MOEC to decentralize, School Management Committees (SMC) have re-emerged with an enlarged role in the supervision and monitoring of schools. Each school, under the supervision of a SMC, receives a grant from the District Education Office. This committee is responsible for the selection and hiring of teachers, fund-raising, and maintenance of the school building.

Management

The GON has established targets to achieve increased female enrollment percentages at primary, lower secondary and secondary levels. The MOEC has been assigned the task of formulating comprehensive programs to this effect. The MOEC lacks a central unit through which such programs can be coordinated, evaluated, and analyzed as to their impact on women's access to education. Consequently, there is duplication of effort and waste of resources in small, isolated attempts to develop effective programs. In the absence of a coordinating unit, programs effecting women's education may be found dispersed throughout the Ministry and across the GON.

The New Division for Women's Education (DWE)

For the MOEC to continue its designated role in educational policy development, supervision and program implementation in the field of women's education, it must strengthen its institutional capabilities. Within one year of project authorization, a DWE will be established at the central level which can coordinate and advise the Ministry regarding programs that relate to girls' and women's education.

Therefore, as a condition precedent to subsequent disbursements to this project, a Division for Women's Education will be created within the MOEC within one year, with permanent staff positions and individuals permanently assigned to these positions.

The project will support research and evaluation capabilities in the MOEC and will establish a clearinghouse for information on both formal and non-formal education and training opportunities for girls and women in Nepal.

The functions of the DWE will include the following: monitor and evaluate ongoing projects; supervise field extension team who oversee WECs; gather, analyze and disseminate data on education and training opportunities; and coordinate efforts among donors and GON offices.

Staffing under the GATE Project

A number of new temporary and permanent positions will be established with the GATE Project. The professional staff include: DWE Coordinator, Program Officer, Research and Evaluation Officer, and three Field Coordinators, (assisted by Peace Corps Volunteers). Detailed staffing patterns and job descriptions are in Annex H.

The Field Coordinators and PCVs will work in project districts as advisors to the WEC Steering Committees, responsible for maintaining information flows to and from the DWE, carrying out baseline surveys, overseeing the preschool programs and motivating the Steering Committee.

Preschool leaders will be nominated and trained locally, with salary support initially provided by GATE, diminished over three years as communities increase support. The WEC Steering Committees will oversee the preschool program, the supportive projects and develop funding schemes for supporting the program after GATE.

D. Technical Analysis

GATE recognizes the need to strengthen the research, coordination and information exchange functions in the central MOEC while establishing field based centers. A worldwide review of research and evaluations confirmed the importance of (1) preprimary education to successful schooling; (2) alleviating the work burden of school age girls; and (3) involving parents and communities in educational programs to effect attitudinal change about the importance of education, especially for girls.

The "Report on the Comparative Functionality of Formal and Non-formal Education for Women",^{1/} compares formal and non-formal educational programs in a number of AID recipient countries. The recommendation which emerges is that women's access to the formal educational system is critical and any other type of educational program is second best. No alternative program can offer the benefits available to recipients of formal educational degrees. Girls of appropriate age must be brought into the formal educational system.

A three-year study^{2/} of factors influencing educational participation in Nepal determined that the sex of a child was the single most important predictor of educational participation. Boys have a participation rate which is 33% higher than girls.

Proposed GATE activities respond directly and/or indirectly to these factors while promoting a long range stimulant to increased participation in education by girls, parents, and communities.

Preschool Program Objectives:

- The establishment of a pattern of school attendance among participants, especially girls.

^{1/} Derryck, Vivian, "The Comparative Functionality of Formal and Non-Formal Education for Women: Final Report", USAID, 1979.

^{2/} CERID, "Determinants of Educational Participation in Rural Nepal", Kathmandu, 1983.

- The improvements of the overall hygiene, health, and nutrition of the participating children through regular screening, coordination with local health personnel, nutrition education, basic first aid, establishing personal hygiene habits.
- The establishment of basic skills necessary to perform well in primary school, including age appropriate cognitive and motor development skills and socialization.
- The training of selected local women as preschool leaders and the introduction of educational methods to parents which can be used at home.

WEC Supportive Activities

Community support activities will be the responsibility of the WEC Steering committee with assistance from the field coordinators and DWE program officer. The activities will focus on stimulating interest and activities in women's education among villagers and local government officials, publicizing existing programs and coordinating those programs at the local level. Possible supportive activities may include: the establishment of adult literacy programs; labor/time saving techniques and programs to lessen girls' work burden.

E. Economic Analysis

The GATE project offers a low cost alternative to increasing girls' access to education, building upon proven models of community participation in constructing and maintaining local education facilities. The project is designed to respond to community level needs, and actual interventions will be determined at that level; it is therefore not possible to predict specific microeconomic or macroeconomic benefits at this initial stage. Baseline data will be collected early in project implementation, and three planned evaluations during the five year LOP will document progress. Annex J provides the economic justification for the project.

F. Environmental/Energy Analysis

The project will not have a significant impact on the natural and physical environment. This project primarily consists of providing educational services and institution building activities. The only component with any potential environment impact is the construction of 30 small school buildings, utilizing local materials for all construction. In the two target districts local construction materials consist of stone mined from nearby barren lands, and timber. Each building will utilize the equivalent forest timber production from one quarter to one half hectare of land. The environmental impact of constructing 30 small school buildings is negligible considering the resources available to villages in the area. However, during construction, care will be exercised when extracting rock and timber to ensure that landslides and erosion do not occur.

VII. CONDITIONS PRECEDENT AND COVENANTS

A. Conditions Precedent to Disbursement

First Disbursement. Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made for any project activities other than technical assistance, HMG/N will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

A statement of the name of the person(s) holding or acting in the office of HMG/N specified in Section 8.3, and of any additional representatives, together with a specimen signature of each person specified in such statement.

Additional Disbursement. Prior to disbursements after July 1987, or to issuance by A.I.D. of documentation pursuant to which disbursements will be made for any purpose other than to finance technical services, HMG/N will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

Evidence that HMG/N has established a Division for Women's Education within the Ministry of Education and Culture, including at least three (3) permanent administrative positions and other support staff, and has filled these positions with appropriate personnel.

B. Project Covenants. Except as the Parties may otherwise agree in writing, HMG/N will:

Prepare annual project budgets and provide funds and other necessary support to the Project on a timely basis according to such annual Project budgets;

Support activities of the Division for Women's Education in carrying out the Project through Women's Education Centers, establishing a comprehensive monitoring and evaluation structure, and promoting continuing cooperation among line ministries, donor agencies and private voluntary organizations in female education activities;

Provide USAID/Nepal with detailed project progress reports in English within three months after the end of each Nepali fiscal year during the life of the Project, i.e., within three months of July of 1986, 1987, 1988, 1989 and 1990.

VIII. MONITORING, EVALUATION, AUDIT PLANS

A Project Officer in the Project Development and Implementation Support Office of AID/Nepal will have primary responsibility for project monitoring. Information gathering and processing will take place throughout the life of project and will be done through regular meetings with the MOEC/DWE, regular site visits, meetings with field personnel and community level steering committees, WEC progress reports, annual GON workplans and budget preparations, and technical assistance contractor reports.

The AID/N Project Officer will make frequent site visits, especially during initial phases of site preparation to review progress and make decisions regarding project implementation.

AID/N will participate in the process of preparing the annual DWE/WEC budgets and workplans, during which workplan targets and budget requirements will be determined. During the course of the Nepali fiscal year, the Project Officer will budget project expenditures and workplan accomplishments. The AID payment process and financial review procedures are summarized in the Cost Estimate and Financial Plan.

The technical assistance contractor will be required to submit semi-annual project progress reports and other reports as required. The DWE coordinator will prepare an Annual Project Progress Report at the end of the Nepali fiscal year. The Report will contain details on how GATE programs are: influencing local primary school attendance rates for girls; supporting effective pre-primary programs; mobilizing community level participation in non-formal programs; coordinating data gathering and processing at the DWE and assisting GON/MOEC in their overall efforts to improve women's educational opportunities in Nepal. The Report will also include details on the expenditure of AID project funds. Regular consultations with project Peace Corps Volunteers will be scheduled.

This reporting will rely heavily on a strong, simple field level monitoring and data gathering format to be developed by the DWE with assistance of TA advisors, during the first year of this project. Field coordinators will be trained in the application of this format, and will then train WEC preschool leaders to gather needed data at monthly intervals in the field. Data will include those areas outlined in the baseline data survey, undertaken at the initial selected sites by the field coordinators and DWE senior staff. All monitoring and evaluation activities are designed to complement and support the Project Impact Assessment Plan (see Annex K).

MONITORING PLAN

<u>Information</u>	<u>Source</u>	<u>Method</u>	<u>By Whom</u>	<u>How Often</u>
<u>Field Level</u>				
1. Primary school enrollment M/F	Primary school	Records	Head-master	Monthly
2. Primary school leaving, drop-out rates M/F	Primary School	Records	Head-master	Monthly
3. SMC activities progress	SMC/DEO	Minutes	Field Coordinator	Quarterly
4. WEC activities	SMC	Minutes	Field Coordinator	Quarterly
<u>a. WEC building</u>				
Site selection	SMC	Reports	Field Staff	Once
Materials procurement	Steering committee	Reports	Field Staff	Once
Construction	1. Steering Committee 2. AID/N	Reports Site visit Reports/ Site visits	Field Staff Project Officer	Once Periodically
<u>b. Preschool activities</u>				
i. Teaching staff selected/trained	1. SMC/WEC Steering Committee 2. DWE-trainers	Site visit Reports	Steering Committee Field Staff DWE	On-going
ii. Materials made, distributed	1. DWE trainers steering committee	WEC visits	Leaders/parents	Monthly
iii. Student enrollment/attendance	Leaders/Steering Committee	Records	Leaders Field Staff	Monthly
<u>c. Supporting NFE Activities</u>				
	WEC Steering Committee SMC	Records Minutes	Field Staff	Periodically
<u>Central level/DWE</u>				
1. MOEC/DWE Office Operation Project Report	TA	Reports/meeting	TA	Semi-annually
2. Annual Workplan	DWE	Reports	DWE Coordinator	Annual/ NFY

EVALUATION PLAN

AID/Nepal and DWE/MOEC will conduct internal evaluations and reviews upon the preparation of the annual project report by DWE. The National Commission on Population will be invited to participate in the evaluation and reviews which will focus on progress and implementation, major problems affecting the project and progress towards realizing objectives of the project, focussing specifically on those benchmarks noted in the Project Impact Assessment Plan (Annex K).

In addition, three project funded external evaluations are planned; one in the second year of the project (FY 1987) after the establishment of the first WECs, and another the following year, and a third summative evaluation near the end of the project period. The first evaluation will primarily focus on progress made and program impacts, to determine if work-plans are being effectively developed and implemented in terms of overall project purposes and to make recommendations based on the progress to date. The second and final evaluations will review project achievement of stated goals and purposes, identify specific strengths and weaknesses in the WEC/DWE program and make recommendations to the MOEC for the actions/improvements which may be taken to further strengthen women's education and the DWE.

The project will also develop a program for the systematic evaluation of programs within the 30 rural WECs. This will include a survey research program to collect program description and data on existing women's education programs in Nepal, to be carried out by DWE. Where no data are available on effectiveness, a plan will be developed to collect cursory data by the DWE research and evaluation officer with assistance from the long-term advisor and a short-term technical advisor on evaluation. Preliminary data will be analyzed and an ongoing program of project research will be developed. The schedule of all subsequent project implementation activities will be integrated with the project research program. Data collection systems will be developed for the target panchayats, and staff will be trained and assigned data collection responsibilities.

AUDIT PLAN

Project funds are budgeted for a mid-term audit of project activities utilizing the services of a contract audit team. The on-going project may be audited by the AID/Inspector General (AID/IG). AID/Nepal's financial management staff may also conduct limited financial reviews during the life of the project.

ANNEX A

84 State 214772

SUBJECT: Girls' Access to Education PID (367-0151)

1. PID approved by APAC 7/13/84. Following comments are provided as guidance for PP preparation.
 - A. Although PP will be Mission authorized, DAA/ASIA requested Mission send early copy of draft PP for circulation in AID/W for review and comment. If appropriate, an informal project committee will be convened to review it.
 - B. PID scope is large and expansive, outlining variety of project activities. APAC endorsed all objectives outlined in PID, however, is sceptical that all can be accomplished in the relatively short project time frame (5 years) and sustained financially thereafter by GON. Mission rep. concurred should limit the project to the highest priorities, focussing inputs and interventions as much as possible on these priorities.
 - C. No evidence is provided that GON financing will be forthcoming once A.I.D.'s role in the project is complete. APAC concerned that GON might not meet recurrent costs for teacher support (cash incentives), pre-school/day care program, or multi-purpose use of pre-school facilities. Working with other donors, recommend PP structure within the pilot program a system for local financing for these types of projects and outlining a financial system for funding support which can be replicated in other education projects for Nepal.
 - D. APAC felt that project, even if limited to highest priorities might be underfunded. Mission should explore if necessary possibility of increasing LOP budget by approximately 25-30 percent. APAC felt some use of population funds, if available, appropriate. FYI: AID/W exploring possibilities of tapping other funding sources such as S&T/ED, S&T/POP and PPC/WID for additional funds. Will advise.
 - E. APAC examined whether project funds allocated for expatriate technical assistance are too high. Suggest that in design phase Mission look closely at this and perhaps scale back both total number of months of TA required as well as bring down total expatriate assistance level to below 25 percent of total LOP cost. If, however, the scope of the project needs to be expanded, then a more comprehensive TA effort would be in order. In addition, APAC noted related experience in pre-school program, notably in India, and suggests Mission explore possibility of increased training opportunities, drawing if possible on facilities and experience in India.

F. PID unclear on subject of pre-school objectives. PP should fully explain what is planned for the pre-school program. In what context it will be used, whether it will be formal or non-formal and for what age groups the program will be designed.

G. PP should fully explore question of economic disincentives as well as the constraint posed by parental attitudes to their daughters attending primary school. While PP should address these issues, it is not expected that appropriate answers can be found immediately to solve the constraints. However, drawing on expertise available from ASIA/TR, S&T/ED and PPC/WID these issues should be examined and discussed in the PP.

H. As proximity to school is of great importance in Nepal, PP should discuss where it plans to locate new project schools, how large they will be and, how many girls may have access to regular primary schools as a result. Small scale, easy access schools are highly advisable.

I. If it is determined during design phase that vehicle waiver is necessary, one should be provided to AID/W for approval in advance of project authorization, unless waiver amount is within USAID delegated authority. (At present, Mission has authority to authorize up to Dols. 50,000 for vehicle waivers and this amount may be increased in the not too distant future. You will be notified if such a change is made.) In addition, Host-Country contribution as outlined in PID facesheet does not meet 25 percent requirement. GON contribution should be increased or Mission should provide justification for a waiver of Host Country 25 percent contribution to AID/W for approval, again in advance of project authorization. See HB 3, Chapter 2, App. 2G.

J. Mission should review possibility of using 8-A firm or other type of organization covered by Gray Amendment as the technical assistance contractor.

K. S&T/ED very interested in working with Mission as a participant in the improving the efficiency of education system project which can provide support to Girls' Access Project as well as provide more comprehensive planning and analysis efforts. David Sprague, S&T/ED, discussed these possibilities with J. Ballantyne and A. Lewis.

A N N E X B

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

AID 1020-28 (7-71)
SUPPLEMENT 1

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE PAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project:
From FY 1985 to FY 1990
Total U.S. Funding \$1,550,000
Date Prepared: February 12, 1985

Project Title & Number: Girls' Access To Education, #367-0151

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>1. To improve women's socio-economic status through improved education.</p>	<p>Measures of Goal Achievement:</p> <p>1. In the long-term, among project participants and their offspring, substantial and sustained reduction in female illiteracy rates, and fertility rates.</p> <p>2. Improvements in nutritional and health status.</p> <p>3. Increased labor (largely agricultural) productivity.</p> <p>4. Greater female participation in development initiatives.</p>	<p>1. Census and population figures.</p> <p>2. MOH records.</p> <p>3. MOA records.</p> <p>4. GON/USAID records.</p>	<p>Assumptions for achieving goal targets:</p> <p>1. Mothers who attend school themselves are more inclined to send their own children to school.</p> <p>2. Increased female education is a precondition to: --lower fertility rates, --improvements in nutritional and health status, --increased labor productivity, and --greater female response to development initiatives.</p>

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

AID 1020-28 (7-71)
SUPPLEMENT I

Life of Project:
From FY 1985 to FY 1990
Total U.S. Funding \$1,550,000
Date Prepared: February 12, 1985

Project Title & Number: Girls' Access To Education, # 367-0151

PAGE 2

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>To improve girls' access to education in Nepal.</p> <p>The Project will:</p> <ol style="list-style-type: none"> 1. Improve girls' access to education by breaking the cycle of female illiteracy by intervening at the pre-primary level. 2. Address constraints to school participation by girls. 3. Develop a replicable model of community based preprimary education. 4. Improve the institutional capacity at MOEC to manage women's education programs. 	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ol style="list-style-type: none"> 1. WECs built, staffed and functioning. 2. School-age girls relieved of child care responsibilities to attend school. 3. Attendance in preschools leads to increased female attendance in primary schools. 4. Preschoolers provided with a stimulating, safe care, preparation for success in school. 5. Preschoolers developing school-going habits, including pre-reading, and pre-numeracy skills and hygienic personal habits. 6. Other community development efforts supported indirectly by the cooperative community preschool and resource center. 7. Neighboring communities develop "unsponsored" centers. 	<ol style="list-style-type: none"> 1. WEC records on enrollment and retention in preschools and primary schools. 2. Parental attitudes and community support monitoring surveys. 3. PO site visits. 4. Sample surveys. 5. Project evaluations. 6. Appraisal of increases in DWE database. 7. Number of programs planned and executed, efforts coordinated and publications disseminated. 	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> 1. That girls who attend preschool will enter primary schools, stay in primary school longer and will do better than girls who do not attend preschools. 2. Continued high level GON interest in the commitment to female school attendance. 3. Effective leadership of the DWE and its secretariat. 4. Removal of the childcare constraint frees girls to attend school.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

AID 1020-28 (7-71)
SUPPLEMENT I

Life of Project:
From FY 1985 to FY 1990
Total U.S. Funding \$1,550,000
Date Prepared: February 12, 1985

Project Title & Number: Girls' Access To Education, # 367-0151

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>8. <u>DWE/MOEC</u> Institutional capacity increased to: --develop and plan female education programs, --manage and coordinate efforts among donors and HMG offices, --conduct information gathering, --publish and disseminate information on education opportunities for women.</p>		<p>Assumptions for achieving purpose:</p>

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

AID 1020-38 (7-71)
SUPPLEMENT I

Life of Project: _____
From FY 1985 to FY 1990
Total U.S. Funding \$1,550,000
Date Prepared: February 12, 1985

Project Title & Number: Girls' Access To Education, # 367-0151

PAGE 3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <p>1. Establishment of rural community-based Womens Education Centers.</p> <p>2. Increased institutional capability within the MOEC/DWE.</p>	<p>Magnitude of Outputs:</p> <p>1. Necessary and Sufficient to Achieve Purpose:</p> <p>WEC 30 preschools located, designed, constructed, furnished and operating,</p> <p>60 preschool teachers recruited and trained,</p> <p>12 person years of field coordination and training,</p> <p>16 person years of PCVs and training,</p> <p>1 preschool curriculum developed and disseminate</p> <p>2 evaluations,</p> <p>30 radios procured and distributed,</p> <p>2. <u>DWE/MOEC</u> 45 person months of T.A.,</p> <p>30 p/m of short-term training,</p> <p>1 vehicle, spare parts, fuel, maintenance, office supplies and documents,</p> <p>18 person years of administration (GON).</p>	<p>1. Direct observation of implementation of strategies, policies, programs and activities flowing from DWE to WECs.</p> <p>2. Project evaluations.</p> <p>3. Periodic reviews.</p> <p>4. Evaluation of published materials, programs executed.</p> <p>5. DWE project records.</p>	<p>Assumptions for achieving outputs:</p> <p>1. That communities will support preschools and participate locally in the project.</p> <p>2. GON continues commitment to and support of DWE.</p>

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 1985 to FY 1990
Total U.S. Funding \$1,550,000
Date Prepared: February 12, 1985

AID 1020-38 (7-74)
SUPPLEMENT I

Project Title & Number: Girls' Access to Education, # 367-0151

PAGE 4

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<u>Inputs:</u>	Implementation Target (Type and Quantity)		Assumptions for providing inputs:
<u>USAID/Nepal:</u>			
1. Technical Assistance	\$ 645,000	1. DWE, USAID Controller and Contractor financial records.	1. Appropriate technical assistance personnel will be available.
2. Training	164,500		2. Qualified trainees will be available.
3. Construction	124,000		3. Communities can assemble building materials and construction centers with volunteer labor.
4. Commodities	54,500		4. Commodities will be delivered in a timely manner.
5. Other	252,100		
Contingency	104,001		
Inflation	205,899		
AID TOTAL	<u>\$1,550,000</u>		
<u>GON:</u>			
1. Construction (materials support)	161,000	1. DWE records.	
2. Other costs (salaries, etc.)	82,000	2. WEC records.	
Contingency	47,000		
Inflation	12,000		
GON TOTAL	<u>\$ 302,000</u>		
<u>PEACE CORPS:</u>			
1. Volunteer Support			
(16 volunteer years)	160,000		
PEACE CORPS TOTAL	<u>\$ 160,000</u>		

ANNEX C

DETAILED BUDGET/COST ASSUMPTIONS

I. Purpose:

This annex includes three tables which provide a detailed breakdown of costs used in project budgets and analyses for the AID contribution (Table 1), the GON contribution (Table 2) and the Peace Corps contribution (Table 3). The narrative portion relates the cost assumptions to the per unit amount or time required for each project input. All per unit cost assumptions were developed during an in country cost survey conducted in September 1984. All local costs are in U.S. dollars converted at the rate of US\$ 1 = NRs. 18.40. Amounts are rounded up to the nearest \$500.

II. AID Funded Contributions (Table 1)A. Technical Assistance:

Long-term and short-term technical assistance was calculated on the basis of \$11,000 per person month. Long-term technical assistance is required for 30 person months. Short-term technical assistance is required for a total of 15 person months. A locally hired technical advisor will assist in early implementation activities.
Total: \$645,000

B. Training:

1. Short-term:

One person month of short-term training in the Asia or Middle East region costed as follows:

31 days of per diem:	\$1,500
Training fee:	\$1,000
Travel and misc.:	\$1,500
Total	\$4,000/month/participant

Thirty months of short-term training is programmed evenly over the life of the project assuming that opportunities and candidates would be identified in an ongoing fashion. Total: \$120,000

2. Field Coordinators and Peace Corps Volunteers:

Cost of training for one week for Field Coordinators and PCV is \$200 per participant for a one week period. Four Field Coordinators will be required. A total of eight Peace Corps volunteers will be required during the life of the project. Two weeks training per person required per year.

3. Preschool leaders:

(a) Pre-service training for one month is based on a flat rate of \$200 per participant. Initial training will last two months.

(b) In-service training is based on the same rate prorated on a weekly basis or \$25 per week per participant. In-service training will last for two weeks per year. Subtotal: \$15,600.

C. Construction Materials:

1. Material costs:

Material cost for the preschools estimated at \$4,100 per school. Centers are estimated to be approximately 450 square feet.

D. Commodities:

1. Vehicles:

One four-wheel drive vehicle @ \$11,000 to be procured in year one. Total: \$11,000.

2. Spare parts:

Cost is 20% of vehicle cost.

3. Fuel and Maintenance:

Cost is 15% per year of vehicle cost.

4. Office supplies and equipment:

Office supplies and equipment at a total cost of \$17,000 to supplement GON contribution in this area include the following:

Computer system	\$5,000
VHS/VCR System	\$4,000
Photocopying	\$8,000
Equipment & Supplies	

5. Preschool Furnishings and Utencils:

Blackboard, desk, chairs, cooking utencils estimated at \$200/center.

6. Educational Materials:

Costed at \$50 per center per year including the following types of items: color crayons, teacher's registers, nailcutters, drawing paper, tape, thumb pins, thread and other arts and crafts supplies.

7. Radios:

Thirty radios provided one to each WEC, at a cost of \$50 each per preschool center.

E. Other:

1. Salaries: Personnel costs to GON and AID are based on the equivalent salaries of similar GON civil services grade:
 - a. WEC Field Coordinators -- \$900 per year. Salary includes Field Allowance of 25% of salary.
 - b. WEC Preschool Leaders, (AID and community), costed at \$104 per nine month school year. For each WEC, AID will fund, 100% of Preschool Leader salaries the first year, 75% in year two, 50% in year three, 25% in year four and zero thereafter.

In Kathmandu and at the District and Local level cost of meetings and seminars are estimated at \$2,500 each. Total: \$20,000.

- c. Central Level Staff Support. Total \$17,100.
2. Nonformal Education Program Support fund costed at an estimated \$200 per center per year. This could include funding for preschool garden seeds and supplies, a food or incentive program to promote education as decided by the participating communities. Total: \$18,500.

F. Inflation: A rate of 10% compounded annually for foreign exchange and 5% for local costs.

G. Contingency: Approximately 10%.

III. Host Country Contributions (Table 2):A. Construction:(Community)

1. Land purchase:

Land purchase or donation (in kind contribution) to be borne by the local community costed at \$2500 per lot for each preschool.

2. Labor costs:

Locally supplied labor (in kind contribution) costed at 40% of the unit cost of construction materials cost.

3. Maintenance costs:

In kind contribution costed at \$250.00 per WEC per year.
Total: \$26,500.

B. Other:

1. Salaries (MOEC): Total \$28,900
2. Office Support: (Detailed breakdown of office furnishing, equipment and support costs are available in the project development file).

C. Inflation: Five percent compounded annually.

D. Contingency: approximately 8.4%.

IV. Peace Corps Contribution (Table 3):

A. Volunteers: (16 person years).

Peace Corps contribution costed at \$10,000 per year per volunteer.

Table 1
GATE Budget Inputs - AID funded by Fiscal Year
(U.S. Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90	TOTAL
Technical Assistance							
Long Term (30 p/m)	25,000	132,000	132,000	41,000	0	0	330,000
Short Term (15 p/m)	22,000	55,000	55,000	33,000	0	0	165,000
Local Consultants	75,000	75,000					150,000
Subtotal	122,000	262,000	187,000	74,000	0	0	645,000
Training							
Short Term (30 p/m)	0	30,000	30,000	30,000	30,000	0	120,000
Field Coordinators	500	2,000	2,000	2,000	2,000	0	8,500
Peace Corps Vols.	0	2,000	2,000	2,000	2,000	0	8,000
Preschool Leaders	500	1,000	6,500	11,000	6,000	3,000	28,000
Subtotal	1,000	35,000	40,500	45,000	40,000	3,000	164,500
Construction							
Building Materials	0	8,500	49,500	66,000	0	0	124,000
Subtotal	0	8,500	49,500	66,000	0	0	124,000
Commodities							
Vehicles	11,000	0	0	0	0	0	11,000
Spare Parts (20%)	2,500	0	0	0	0	0	2,500
Fuel & Maint.	0	2,000	2,000	2,000	2,000	1,000	9,000
Office Equip.	17,000	0	0	0	0	0	17,000
Preschool Furnishings	0	500	2,500	3,000	0	0	6,000
Education Materials	500	500	1,000	2,000	2,000	1,500	7,500
Radios	0	1,500	0	0	0	0	1,500
Subtotal	31,000	4,500	5,500	7,000	4,000	2,500	54,500
Other Costs							
Salaries:							
Central Staff	1,500	6,500	5,360	3,740	0	0	17,100
Field Coordinators	1,000	3,000	4,500	4,500	4,500	2,500	20,000
Preschool Leaders	0	500	3,000	5,500	4,000	2,500	15,500
Seminars, Meetings	2,000	4,000	4,000	4,000	4,000	2,000	20,000
Curriculum Development	5,000	15,000	10,000	5,000	5,000	0	40,000
Evaluations	0	0	15,000	0	45,000	50,000	110,000
Audit	0	0	0	11,000	0	0	11,000
NFE Project Support	0	500	3,000	6,000	6,000	3,000	18,500
Subtotal	9,500	29,500	44,860	39,740	68,500	60,000	252,100
TOTAL	163,500	339,500	327,360	231,740	112,500	65,500	1,240,100
Inflation (5% LC, 10% FX)	0	31,575	56,606	56,628	42,750	18,340	205,899
Contingency (Approx. 8.4%)	14,734	26,371	26,408	18,650	11,274	6,564	104,001
GRAND TOTAL	178,234	397,446	410,374	307,018	166,524	90,404	1,550,000

Table 2
 GATE Budget Inputs - GON funded by Fiscal Year
 (U.S. Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90	TOTAL
Construction							
Land	0	7,000	42,000	56,000	0	0	105,000
Labor	0	2,000	12,000	16,000	0	0	30,000
Maintenance	0	500	3,500	7,500	7,500	7,500	26,500
Subtotal	0	9,500	57,500	79,500	7,500	7,500	161,500
Other Costs							
Salaries	0	0	2,640	7,260	12,500	6,500	28,900
Office Support	8,000	10,000	10,000	10,000	10,000	5,000	53,000
Subtotal	8,000	10,000	12,640	17,260	22,500	11,500	81,900
Total	8,000	19,500	70,140	96,760	30,000	19,000	243,400
Inflation (5%)	0	975	3,507	4,838	1,500	950	11,770
Contingency	2,556	9,389	13,750	14,904	3,334	2,897	46,830
GRAND TOTAL	10,556	29,864	87,397	116,502	34,834	22,847	302,000

ANNEX D

GATE TRAINING PLAN

The project technical assistance contractor (TA) together with the DWE will arrange project funded training and workshops. GATE project activities rely heavily on regular training, and upgrading and refresher courses at all levels of operation, from the DWE to village committees. The project will fund three types of training: (A) Short-term training at Asian/Near East institutions, (B) Pre-service and in-service training, and (C) Workshops and conferences. Short-term third country training will improve local capabilities in related fields of early childhood education especially preschool teacher training. Pre-service and in-service training will promote continual development and increased effectiveness of the field level programs. A series of workshops and conferences at the central and district/village level involving development officers, extension workers, School Management Committees (SMC) and Women's Education Center Steering Committee members will also be organized. The workshops, conferences, etc. will help ensure support from the sectoral agencies and outside agencies to GATE project activities.

A. Short-term training

Training institutions in India, Pakistan and Israel have facilities for short-term participants in related fields of study. The three DWE permanent staff, all field coordinators, and preschool leaders and district level education officials will be eligible for preschool teacher training, child development, curriculum development, health and nutrition status monitoring. Appropriate programs will be selected by the TA with AID approval during the course of project implementation.

B. In-Country Training1. Field Coordinator's Training

Both the pre and in-service training will be organized and conducted by the MOEC/DWE.

Field coordinators will be provided training over a period of four years. Pre-service training will be held for a period of two weeks to include: project orientation responsibilities and duties, supervisory methods, reporting methods and acquaintance of women's education status. The second part of the training will be conducted at a rural village site, to include: apprenticeship, intensive introduction to and practical experience in early childhood educational objectives, preschool teaching methodology,

instruction of supervisory and reporting methods for general operation of a preschool center, and community leadership, motivational techniques and strategies.

Semiannual in-service training will be conducted. All field coordinators will take part in preschool leader training to be conducted in the project districts and Kathmandu alternatively.

2. Preschool Leader Training

Pre-service training will be broken into parts to allow for practice teaching between sessions and to break down content into easily comprehended "packages" suitable for semi-literate village women. Over a period of five years 60 preschool leaders will be trained, including observation and practice-teaching at a rural preschool. Practice training for subsequent trainees will be provided at the first WECs.

The in-service training will be conducted semi-annually. Training will be held in home districts and to the extent possible it will be held at their WEC centers. Locally contracted consultants will provide this training.

The DWE and Field Coordinators will organize and conduct workshops and conferences to help introduce WECs and solicit support and cooperation from the various agencies.

1. District Level Workshops: To be conducted in the first year of the project in each of the project districts to include District Education and Development Officer.
2. Village Level Workshop: The Workshops for the SMC members and leaders from the WEC project sites will help SMC and local school teachers play an active role in project activities and further define/develop their roles in decentralized educational planning. An illustrative list of the in-country training programmes is available in Project Development files.
3. WEC Steering Committee Workshop: The purpose is to help members understand their role in management of a WEC. The training will include leadership training, decision-making, planning, budgeting and program development, as well as technical aspects of GATE-supported activities.
4. Conference: A conference in Kathmandu will be organized shortly after project obligation. The half-day conference will include high level officials and representatives from relevant organizations, ministries and agencies. The conference will introduce GATE project activities initiatives.

C. Short-Term In-Country Training Programs

In-country visits to training and educational institutes where girls and women are being trained on non-traditional professions will help change parental attitudes and community norms towards girls' education and improve community support for project activities.

Technical assistance jointly with DWE and field coordinators will organize talk programs in each WEC center. Outstanding female teachers and/or students, female extension workers (agriculture, health, forestry), SFDP representatives from various technical and trade institutions and organizations will be invited to visit and speak at WECs.

In-country tours of institutions where early childhood education and technical training and educational programs where girls and women have been successfully integrated will help convince parents and community members of the importance and usefulness of girls' education. Participants for the in-country tours will be selected from among the parents and school communities who have made extraordinary efforts towards establishing and running of the WEC.

Technical Assistance PlanTechnical AssistanceA. Long Term

One long-term technical advisor will be funded under the project for a total of 30 months. This individual, resident in Kathmandu, will serve as consultant to the DWE and will advise the MOEC on issues related to women's education and GATE project activities. Activities will include working with the MOEC in all activities related to women's education: policy and planning, administration, curriculum development, teacher training, evaluation and research.

The TA will advise on curriculum development, materials development procurement, preschool policies and goals. He/She will be responsible for preparing regular reports to AID/Nepal and responding, as required, to requests for information.

Together with the DWE coordinator, the TA will develop an information management system and help coordinate in the rural WEC's and assist in the development of training programs for the field coordination team and all staff.

B. Short-term Technical Assistance1. Research and Evaluation (6 months)

Two short-term consultants will be provided in research and evaluation, over two three-month periods. These individuals, working with the DWE research and evaluation officer, will design the GATE research and evaluation program to be implemented in the rural WECs and formulate a reporting system which allows the various components to be evaluated in a simple regular way. Broad guidelines are developed in the Project Impact Assessment Plan (Annex K). Information management systems will be designed to support the DWE "clearinghouse" and evaluative functions.

2. Early Childhood Education (6 months)

Six months of technical assistance will be funded in areas of early childhood education. Advisors must be skilled in preschool curriculum design, teaching methods, and the development of teaching materials from local materials. They will assist in the design

and participate in the implementation of the training program for the field coordination team and pre school leaders.

3. Materials/Curriculum Development: (3 months)

A consultant will work with DWE staff, and leader trainers in the design and distribution of age appropriate materials made from locally available materials.

C. Local Consultants

1. Preschool Education Consultant

A local expert in preschool education will be identified to assist in and the implementation of training programs for field coordinators and preschool leaders.

2. Research and Evaluation

These project evaluations are scheduled during the LOP. Local consultants will be contracted to work with expatriates to carry out evaluations.

3. Technical Advisor

A locally hired technical advisor will be contracted as soon as possible following grant agreement signature to assist the MOEC and district level officials in early project implementation activities, including: workplan development, training survey, field coordinator selection/training, initial site selection.

Relevant Projects in Nepal1. National Commission on Population/Nepal Projects

Two projects aimed at increasing school enrollment and attendance of girls were begun by the NCP, through the MOEC and the District Education Officers. A cash award program in three Far Western Districts is targetted directly at individual attendance by girls in all levels of schooling, grades 1-10. Girls achieving an attendance level of 80% each month receive a cash award, beginning at Rs. 5/month in the primary schools and increased to Rs. 20/month in the lower secondary schools and Rs. 30/month in secondary school. Other direct assistance to girls at every level consists of exercise books, pencils and school supplies.

A school award program is in operation in four zones of Nepal and promotes competition between districts within each zone. Districts compete in having the highest percentage of girls in attendance. The school with the highest girl attendance record within the district receives a Rs. 10,000 cash award.

2. Small Farmers Development Programme/Agricultural Development Bank of Nepal

This project, which operates in 31 districts, organizes 10-15 small farmers into cohesive groups to meet and cooperate in activities to generate income.

The SFDP project anticipates the establishment of 280 women's groups involving 3,500 women and 50,000 children under the age of 5. Forty-four rural child care centers are to be established, designed to provide basic health services as well as mental and physical development activities. Each center is being staffed by a full-time child care attendant, selected from the community. At present, ten are in operation.

The centers are run as "Mothers' Cooperatives", and payment to attend is in the form of food grains, etc. UNICEF provides training, supervision and supplies simple kits to each center.

3. Non-formal Education to Promote Rural Development in Nepal/World Education, Inc. (367-0144)

Project objectives are (a) defining and refining curriculum materials and methodologies for use in MOEC literacy programs, (b) training "literacy trainees" and an administrative staff to institute field programs, and (c) conducting village level literacy classes. The first field cycle of the project began in 1983 in five selected districts. This experience was

extended to six districts in early 1984. Literacy classes are conducted two hours per day in the evening, six days per week for six months' duration. The MOEC is encouraged by the results thus far and specific plans have been made to develop a nation-wide program involving 30 districts comprised of 750 classes by 1985, and a goal of institutionalizing this program by the end of 1986 when a total of 45 districts will be conducting 1,125 classes. Special emphasis is being placed on the creation of village level Non-formal Education Committees to oversee their own adult education program. Although only about 40% of the class enrollees thus far have been female, illiterate women and girls in every district are being encouraged to participate.

4 Equal Access of Women to Education Project/Education for Girls and Women in Nepal

UNICEF has assisted the Institute of Education and the MOEC in increasing the number of female teachers in rural primary schools. The project was launched in 1970 and had as its objective encouraging more girls to attend school by providing a female teacher, and in raising the level of community interest in female education by demonstrating the employment opportunities effected by education. A series of Teacher Training Hostels were established in 4 districts and girls have been recruited from remote areas for 10 months' training.

An important element of the program is that girls have been assigned teaching positions in their home districts to serve as role models for other girls and women. The centers although not operating at full capacity, have had 1,129 girls participate in the program between 1971 and 1984, 75% of whom have joined the teaching profession and it is estimated that two-thirds of them have returned to their home districts to teach.

A UNESCO/NORAD follow-on project is providing 16 "feeder" hostels and upgrading courses at the secondary level to prepare girls from remote areas to continue their education leading into teacher training.

5. World Bank Primary Education Project

This project is aimed at strengthening the MOEC and improving primary education in Nepal. The project's basic activities will include:

- a. Establishing two new units within the Curriculum Textbook and Supervision Development Center of MOEC which will have full responsibility for all educational training and materials production.

- b. Strengthening and supporting MOEC research capabilities to undertake major studies of primary schools, teacher training and evaluation.
- c. Developing and implementing an integrated training program for primary teachers, supervisors, headmasters, DEOs, the community and parents.
- d. Developing educational materials, manuals and guidelines for use in the various training programs.
- e. Upgrading physical facilities at the regional and district levels, while giving limited support for school construction in selected areas.

Almost \$17 million will be spent on this pilot project aimed at improving primary education in six of Nepal's 75 districts.

6. UNICEF Child Care Centers Project

The objectives of the UNICEF childcare program are to:

- a. Provide a good environment for children up to six years of age while their parents work and while older siblings attend school.
- b. Provide one meal each day to the children and to educate mothers in improved nutrition.
- c. Monitor children's health and provide "models" of good child care in remote areas.

Preschool teachers are also trained to conduct mothers' classes to be supplemented by a home visitation program.

In 1982-83, 20 centers were opened to serve 300 children.

7. Education for Rural Development/Seti Zone

This UNDP/UNESCO/UNICEF sponsored project is being implemented by the MOEC involving direct participation of Seti Zone Officials, district level officials, and teachers and villagers throughout the five project districts. The basic objective of the project has been to convert the education system into a real force for rural development. "Resource Center" schools have been identified in geographic relation to a group of 6-12 satellite schools within walking distance. Physical improvements have been made together with textbook revision, production of new materials and effective systems of furnishing supplies and equipment. Teacher training centers have been established and teachers are being trained for

improved instruction and in community development and non-formal adult literacy. Functional literacy programs designed to reach 6,000 out-of-school girls and up to 12,000 adults have been developed. Simple "reading centers" are being established by villages and supplied with appropriate level reading materials.

8. Save the Children, USA: Community Based Integrated Rural Development

The goal of the project is to improve the social, economic and environmental conditions of children and their families in selected communities in Nepal. The child care centers in six villages of the Gorkha District are but one aspect of SCF's total approach to integrated rural development.

The broad objectives of the day care centers are (a) to improve the nutritional status of the children, (b) to increase the amount of time the mothers could devote to other essential activities, and (c) to improve the child's attendance and performance in primary school upon his or her attaining school age. These objectives have been further broadened to include the motivation of parents' continued interest in child development through education, and to increase the status of local women by providing them employment in the Centers.

SCF established the following pre-conditions to encourage village responsibility:

- a. Donation of land and construction of a building.
- b. Provision of firewood and portering of food when it was donated.
- c. One day per month work from each mother.
- d. Contribution of 1 Rupee per child per month.

Annex G

SOCIAL SOUNDNESS ANALYSIS

I. Sociocultural Environment

A. Who lives where?

Nepal is one of the poorest nations in the world. Average annual per capita income is approximately U.S.\$170.00. Over 90% of the people are engaged in agricultural pursuits.

Nepal is land-locked, sharing borders with India and China. The export and import of goods and services are difficult, and domestic and international travel are both expensive and limited. Nepal is a Hindu Kingdom which absorbs an eclectic mix of Buddhism, Islam and Animism. While Nepali is the mother tongue of less than two-thirds of the population, three-fourths of the people can speak it. There are 11 other languages and several dialects spoken. Nepali and English are taught in the schools from grades 1 and 4 respectively.

This varied topography and the level of subsistence efforts it demands presents difficulties in providing equal educational access to rural children and adults. Living standards of a majority of the rural population are tending to remain static or are declining. This condition is largely due to the population pressure on the land, periodically destructive monsoon rains and the massive deforestation in overpopulated areas. Resultant soil erosion and the increasing shortage of fodder and fuel are making rural existence even more difficult.

Increasingly men leave home for employment and women have to walk farther to collect firewood and fodder and work longer in the fields to get enough produce to feed the family. The increasing absence of parents means that the time traditionally devoted to child rearing is being superceded by life sustenance activities.

The child mortality rate is one of the highest in the world. Fifty percent of the children die before the age of five years. Population is expanding at an annual growth rate of 2.7%.

Traditionally mothers have had child-care responsibilities but in present rural communities, no one member is assigned sole responsibility for young children so the task invariably falls on someone who is free from other chores. Sometimes grandmothers or fathers attend to the children when the mother is out in the field, but

often older siblings are left to watch the children and prepare food for the family. All too often young children are left on their own in the house.

B. How are they organized?

The country is divided into five Development Regions embracing 14 governmental zones which are comprised of 75 districts. The districts are further divided into panchayats, some 29 town panchayats and approximately 4,000 panchayats of two or more villages. Panchayats are further divided into wards.

A Chief District Officer is in charge of each district. The MOEC has District Education Officers, who in turn have school supervisory personnel, head-masters, and teachers employed in operating the schools. Local communities form School Management Committees which have administrative responsibility for the school, including teacher recruitment, hiring and firing.

C. Education in Nepal

Modern education in Nepal was founded on a skeletal system that enrolled fewer than 9,000 children. The few girls who received any education at all did so under a tutor or outside the country.

Following the overthrow of the Rana regime in 1951, the newly established government recognized the importance of education as a means for spreading Nepali as a common language, for the development of literacy skills, and for developing attitudes required for a more unified and modern nation. A process of expanding educational opportunities was begun. Community schools sprang up, built by parents who selected and paid local teachers.

At the apex of the present educational system stands Tribhuvan University, a large diversified institution with many campuses. In 1971, the National Education System Plan (NESP) established the Institute of Education (IOE), bringing teacher training under the auspices of Tribhuvan University. At that time, the government increased its role in primary schools with a commitment to provide all primary schools with trained teachers and salaries based on a uniform salary scale.

There has been dramatic growth in education over the past three decades. The number of primary school students has increased from the initial 8,500 to over one million, enrolling approximately 66% of the age cohort.

The formal school program encompasses ten years of instruction, (grades 1-10) followed by an examination for a School Leaving Certificate. There are now some 10,000 primary schools (grades 1-5), 4,500 lower secondary schools (grades 6-7) and 9,000 secondary schools (grades 8-10). Separate technical schools are being developed by the MOEC.

D. Major Problems

1. Financial Support for Education

The GON Regular and Development budget allotment proportion to education (approximately U.S.\$25 million) is small in comparison with other developing countries, representing approximately 10% of the total national budget. As much as 35-40% of this education allotment is spent in supporting Tribhuvan University. Primary education receives about 33% of the total. Primary education is free. The government pays 75% and 50% of the lower secondary and secondary teachers' salaries, respectively. Fees are charged to students and textbooks must be purchased by them. School costs are often supplemented with contributions from local private resources including land endowment, voluntary labor, and other in-kind contributions. Grants are furnished to the District Offices from the MOEC budget, which are co-mingled with the locally collected fees. Limited resources are used to maintain what is often a growing sub-standard school program.

2. Rapid Expansion-Quantitative Growth

Local pressure for building new schools and upgrading existing ones has resulted in a marked decline in the quality of education as measured by SLC examination scores and the numbers of untrained teachers employed. The MOEC must strive to balance this demand for more schools with the need for qualitative improvement of instruction, more and better teacher training, educational materials supply, building improvements.

At least one-third of the school age population is not enrolled. With an overall literacy rate of 22% and important development programs dependent on education, there is no question about the need for additional schools, for innovative motivations for attendance, and for improved accessibility, especially for rural and female students.

3. Curriculum Quality and Relevance

The curriculum is uniform with few variations to reflect the heterogenous nature of the country. Textbooks and instructional materials are limited to the required curriculum. Supplementary instructional materials and equipment are insufficient in most schools. Blackboards are a luxury in many schools.

4. Quality and Qualifications of Teachers

Many new teachers are needed to meet expanding enrollments. The teacher-pupil ratio is steadily increasing, especially in primary schools where approximately two-thirds of the teachers are employed. While 9% of teachers are female, approximately two-thirds of the female teachers are under-qualified, that is, less than 10th grade pass. The percentage of trained teachers is declining. Despite significant bonus pay, few trained teachers work in primary schools in remote areas. To maintain the present teacher-pupil ratio, it is estimated that 3,000 new under-qualified teachers must enter the system annually to meet the needs created by expansion and teacher replacement. Continuous efforts and innovative techniques of recruitment and inservice training of teachers are imperative. AID supported Radio Education Teacher Training II (367-0146) is at present the only primary level training.

5. Vocational Training

Attempts to incorporate vocational and technical education into the secondary school program have met with limited success due to the limited preparation afforded, the limited job opportunities and the desire of traditional SLC pass students to enter higher education.

6. Literacy training

In 1984 the literacy rate of Nepal was less than 22%. Among women the national rate stands at 12%. In rural areas this figure is considerably lower. Non-formal adult education programs have been encouraged, directed toward better equipping adults with attitudes and skills that will result in better management of their lives in relation to health, nutrition, agricultural practices, child care, and family planning.

7. Increasing Community Support for Education

Decentralization efforts through District level budgeting and control, and through the panchayat and village level school management committees are some steps which have been taken to make education a local activity.

E. Educational Priorities of the GON

The major education objective of the Seventh Plan (1985 to 1990) states:

"PRIMARY AND SKILL-BASED EDUCATION AND ADULT EDUCATION: Literate and skilled labor is a pre-requisite to the all-round development of the nation. For this reason any attempt directed at providing literacy and skill to the greatest number of people within the shortest possible time is a matter of national priority."

This major objective is further amplified to put special emphasis on literacy, to upgrade the standards of education, to emphasize female education and to enhance the supply of skilled manpower.

II. Educational Status of Women and Girls

A. Attitudes

Literacy, even as an indication of the exposure to modern ideas, is crucial to the status of women. Literacy gained, however, does not mean literacy retained. Female literates are concentrated in the urban areas where reinforcement activities are more likely, and school accessibility more pervasive.

Nepal compares unfavorably with other nations of South and Southeast Asia in terms of women's education. Consequently, women of Nepal, who are the mainstay of Nepal's agricultural economy, have been excluded from development opportunities and benefits.

Within a non-monetized home existence, home chores and marriage are priority concerns for girls over education, careers, and earning capacity. Caste, clan and family alliances, as well as traditionally accepted male dominance, help shape the attitudes of girls and women in regards to their own importance and the importance of being educated.

Various studies reveal that, some parents question the value of educating girls who are to be given away in marriage. Girls are often dissuaded from attending school because they are needed to help in child care, cattle grazing and other household and farm work as they grow older.

B. School Attendance

In 1954, less than 5% of the eligible girls were in school. By 1980, this situation had improved significantly. Recent research reports about 300,000, or 25% of eligible girls, enrolled in primary schools. These national averages do not reflect the conditions in the rural areas where the percentages are much less. In these areas, high drop out and repeater rates in the first grade indicate much wastage in the educational system. Many children entering the system are unprepared in the necessary cognitive and non-cognitive skill areas, and are socially unable to make the adjustment to school. Disappointed parents and discouraged children withdraw from the system before literacy/numeracy are attained. It is reported that the wastage at the primary school level, caused by repeaters and dropouts, reaches as high as 90%.

C. Disincentives to School Participation

1. The cost of education, both indirect and direct, is consistently identified as the primary reason for the non-enrollment of girls. Costs include both direct cost in rupees, and indirect costs to the home and family for the loss of contributed labor by girls. Household work include child care, meal preparation and other household duties, procurement of food, fuel, and fodder, and agricultural work.

The Status of Women in Nepal reports that girls in the age range of 5-8 work an average 3.39 hours per day, while girls between the ages of 10-14 contribute as many as 7.31 hours/day, approximately twice that of their brothers and almost equal to an adult male (7.41 hrs.).

2. The problem of school availability particularly in rural areas of Nepal, relates to geography, time and the health and nutritional status of girls. The distance between school and home, and the terrain that must be traversed, are obstacles for many students. The distance in the rural hill and mountain areas often exceeds three kilometers.

Girls often have to carry smaller children with them to school. School hours and the schedule of the school year often conflict with the home employment of girls. Health and malnutrition is a general problem in rural areas, and is clearly related to the strength and energy levels of small girls attempting to carry the triple yoke of physical work at home, child care, and school attendance and study.

3. The problems of relevance and quality. The obscure relationship between what a girl studies in school and her daily life at home brings into question the worth of education for both her parents and herself.

School related factors of ethnicity and language of the teacher, teacher absenteeism, irrelevant school curriculum, lack of instructional materials, absence of physical facilities (playground and sports equipment), crowded classrooms were found to be the major factors for poor attendance and high attrition rates.

4. The problem of attitudes. Economic status, caste and ethnic background, the level of parents' education, and the parents' exposure to modern ideas and activities tend to formulate attitudes toward school attendance.

Parental attitudes towards education are based on traditional family patterns of life, perceptions, and experience. The school is often viewed as a distant, irrelevant male-dominated institution with little or nothing of value to offer the community. There are fears in some areas that an educated girl will turn her back on the religious and cultural heritage of the parents, or may become a difficult daughter-in-law.

III. Motivation for Participation in Project Activities

Rural agricultural families rely on the contributed labor of all the members while struggling to provide greater opportunities to the next generation. Under the GATE Project, parents who participate in the planning, building and management of women's education centers will receive, in turn, stimulating child care for young children (age 3-6). As nonformal supportive programs develop in response to local initiatives, community awareness of the importance of education to girls and women will increase, thereby increasing support and demand for further education and training opportunities

and services. Parents assisting in the preschool classroom will be directly exposed to and involved in the education process.

IV. Participation

To the fullest extent possible, the village level beneficiaries themselves will participate in project implementation and designing program elements, monitoring and evaluation. With the assistance of the local school management committee, women's education center steering committees, made up of two parents, the locally identified preschool leaders, a ward representative and a school teacher will manage the preschool center and design and implement complementary support activities which correspond to local concerns and priorities in education.

V. Spread Effects

GATE will establish a field-based community cooperative preschool model, simply designed, easy to manage with gradually reduced project funding support over three years to facilitate the replicability of similar centers by local communities in other areas of Nepal. The long-range human resource development implications of improving access to education are difficult to measure. Small scale existing projects have demonstrated numerous examples of rapid acceptance and adoption of the cooperative preschool model by neighboring communities.

VI. Social Consequences and Benefit Incidence

A. Social Impact

The project will have an impact on rural people especially girls and women, in site areas in the short-run and nationally in the long run. It may be felt in the following ways:

1. Educated mothers are more apt to take advantage of agricultural innovations, health and nutrition information, and to send their children to school.
2. Increases in rural agricultural productivity is a common result of increased female education. As education increases, so does acceptance of improved methods of farming and agriculture.
3. With an educated female population the rural development programs in forestry and resource management will be more effective in reaching rural communities.

4. Educating girls delays marriage, and a delayed marriage translates into a reduced fertility rate. Educated girls, with more options, tend to see more easily the benefits of fewer healthier children.
5. The preschool program will provide an environment for the intellectual development of children, and lessen the hazards of accidents.

B. Benefit Incidence

1. Direct Beneficiaries

Direct beneficiaries of the project include the rural pre-schoolers (boys and girls) attending thirty preschool centers, sixty community preschool leaders and the parent community. The establishment of WEC preschool and nonformal supportive programs will help free girls who have childcare responsibilities to attend school while preschoolers will develop school going habits; and reinforce their cognitive and social skills to enhance their further participation and success in school.

2. Indirect Beneficiaries

Indirect beneficiaries include rural communities and District Panchayats. Eventually, rural communities will have an increased level of skilled and educated women who will be better able to contribute to farm productivity and economy and have a healthier family and village environment.

District Panchayats with an educated and skilled population will have an enlarged pool of effective workers--teachers, extension agents, etc. The project will make a significant contribution to the development responsibilities of its Panchayats according to the New Decentralization Act to be implemented during the Seventh Five Year Plan period (1985-1990).

ANNEX H

ADMINISTRATIVE/INSTITUTIONAL ANALYSIS

The GATE Project will be implemented by the Ministry of Education and Culture (MOEC).

A. Organization of the Ministry of Education and Culture

The MOEC is responsible for formulating, implementing and monitoring educational programs throughout the country. Table 1 provides a description of this administrative organization. Table 2 describes the administrative structure in its central offices. Planning and policy-making occurs at the central level and implementation and monitoring is supervised at the regional and district levels.

1. National Education Committee: responsible for designing comprehensive educational policy and planning for Nepal.
2. Regional Directorates: located in each of the five development regions, responsible for the coordination and implementation of educational programs in the region.
3. District Education Offices (DEO): located in each of the 75 districts in Nepal, includes school supervisors and is responsible for monitoring the operation of district schools including distribution of grant funds, representation on School Management Committees, payment of teachers.
4. School Management Committees (SMC): with increasing efforts on the part of the MOEC to decentralize, the SMCs have re-emerged with an increasingly important role in the supervision and monitoring of schools. Each school is under the supervision of a SMC which receives a grant from the DEO to operate its school. Members usually include the ward chairman, school headmaster, social workers/representatives from the community, and sometimes, the village mayor. This committee is responsible for the selection and hiring of teachers, fund-raising, and maintenance of the school building.

B. Management

In recognition of the urgency and importance of formal education for women, the GON, through the NCP, has established time-specific targets to achieve increased female enrollment percentages at primary, lower secondary and secondary levels. MOEC has been assigned the task of formulating comprehensive programs to this effect.

Many integrated development program in Nepal now contain small scale programs to increase opportunities for women,

either to facilitate entry into the formal school system, nonformal education programs, or through technical training activities. The MOEC lacks a central unit through which these many programs can be coordinated, evaluated, and analyzed as to their impact on women's access to education. Consequently there is considerable duplication of effort and waste of resources in small isolated attempts to develop effective programs.

In the absence of coordinating unit, programs effecting women in education may be found dispersed throughout the Ministry structure and across the GON (see discussion in Annex H).

The New Division for Women's Education (DWE)

For the MOEC to continue its designated role in educational policy development, supervision and program implementation in the field of women's education, it must strengthen its institutional capabilities in this area. The MOEC must develop increased capabilities in research and evaluation, and information management and dissemination. A division must be established at the central level which can coordinate and advise the Ministry regarding programs initiated at all levels and in all sections of its administrative structure that relate to increasing girls' and women's access to education.

The Women's Education Unit (WEU/UNICEF)

A Women's Education Unit (WEU) has recently been established within the MOEC. This unit operates as a project office responsible for several UNICEF funded projects including Education of Girls and Women in Nepal (EGWN), a secondary upgrading and teacher training project. As a project office, the WEU is supervised by a liaison committee consisting of representatives from the MOEC and UNICEF/Nepal, chaired by the Secretary of Education and Culture.

It is unlikely that the unit as it is currently structured and staffed would be able to provide the flexibility and breadth necessary to adequately advise the Ministry on broader women's educational issues. To achieve this objective it is important that the MOEC develop a unit with an administrative structure and staff adequate to carry out the MOEC's ongoing projects, the activities specified under this project, and additional activities which might be anticipated relative to future women's education projects. Under the GATE project, a Division for Women's Education will be created within the MOEC with permanent staff positions.

C. GATE Project and Related Activities of the Division for Women's Education (DWE)

The DWE will gather information relating to educational opportunities for women at all levels of formal education as well as training programs in vocational and trade schools.

The functions of the DWE may include the following: monitor ongoing projects; supervise field extension team who oversee WECs; gather, analyze and disseminate data on education and training opportunities; coordinate efforts among donors and GON offices. Following may illustrate some of the possible activities of the Division for Women's Education:

- a. Develop and keep current an inventory of existing projects and project literature related to female education initiatives, primarily in Nepal and secondarily elsewhere in the world.
- b. Develop a "reference list" of workable, experimental models for design and operation of pre-primary and NFE components in response to field requests including: modular, adaptable building designs; scholarships and awards; curriculum development; communal grazing schemes; establishment of adult literacy programs.
- c. Develop a monitoring format to assess parental attitudes and girls' school-going habits.
- d. Make policy recommendations based on acquired experience on the effects of GATE and other programs (especially pre-primary education) on primary school enrollment and retention rates.
- e. Provide guidance to field level WECs in preschool leader recruitment and training; funding schemes (vegetable gardens, "guthis"); nutrition monitoring; parental involvement, educational materials. Process and evaluate applications from villages requesting a WEC installation.
- f. Develop and keep current an inventory of all educational (formal and non-formal) and training opportunities for girls at the secondary and tertiary levels, including duration, costs and tuition, housing, scholarship availability, application procedures, selection criteria, job opportunities.
- g. Report to MOEC, AID/N, National Planning Commission and National Commission on Population on a regular basis to provide current analysis and information on project activities.

h. Organize training and workshops (See Annex D, training plan).

D. Preliminary Evaluation/Baseline Survey

Many women's educational programs in Nepal have not yet been evaluated and their effectiveness with respect to increasing women's access to education is not known.^{1/} Consequently, the DWE with TA assistance, will undertake the preliminary evaluation of these programs. The results will also be compiled, analyzed, and incorporated into the design and operation of the WECs. A system will then be established for the ongoing collection and analysis of data from new projects in this area. The applicability, effectiveness and efficiency of these techniques can thus be continually evaluated, refined, and data from these operative models can be fed back into the data base established in the DWE.

Division for Women's Education: Central Staff

1. The Division for Women's Education Coordinator

The Coordinator will be responsible for all activities in the DWE. He/she will also advise the Ministry on policy and planning, annual workplans, supervise professional staff, coordinate information exchange with the GON and donor agencies. The long-term advisor will act as counterpart to this officer.

The person chosen by the MOEC to coordinate the DWE should have interest and experience in women's educational programs and academic credentials and experience sufficient to permit work at the Under Secretary or Joint Secretary level.

2. Program Officer

This person will report to the DWE Coordinator and will supervise field level personnel. He/She will be responsible for the design and implementation of the WECs. He/She will develop community participation programs, preschool curriculum and teaching materials, and preschool supervisors' training programs. He/She may also assist in the collection of information and develop an information management system for the rural WECs.

^{1/} For further discussion of on-going projects, see Annex F, Relevant Projects in Nepal.

He/She should have interest and experience in preschool education, non-formal education and administration and have educational credentials which will permit him/her to work as a Project Supervisor in the MOEC system. It would be preferable if he/she had some experience in rural education and experience teaching at the primary level in rural areas.

3. Research and Evaluation Officer

This person will be responsible for developing the research and evaluation programs. He/She must have previous experience in designing and implementing research programs. He/She should also have had some field experience in data collection .

The research and evaluation supervisor will supervise the coordination activities and the information gathering and dissemination network between and among institutions. Inventories will be developed and maintained by this officer. One managerial assistant and one peon will provide office support.

Field Coordination Team

1. Field Coordinators

Two people will work as DWE extension workers (two additional coordinators will be added in year two of the project as numbers expand). Two will live in each of the project districts and will work with Peace Corps Volunteers. The field coordinators must be educated and have experience in organizing activities in rural areas. To facilitate cooperation and communication with community members, efforts will be made to choose women who already live in the district in which they would be working.

The field coordination team will be responsible for encouraging community interest and participation in WEC activities. When villages request activities which are not currently available, the field coordination team will try to arrange to provide them by contacting relevant field representatives, local authorities and the DWE/MOEC for models, "lessons learned", assistance.

If a community is interested in opening a new WEC, the field coordination team will meet with the villages and the School Management Committee to

explain the procedures. They will assist in setting up a WEC steering committee and work with it in planning the WEC, and later work extensively to help monitor and supervise the programs and activities of the center.

All preprimary activities will come under the field coordinator, who is responsible for assisting and supervising the Preschool Leaders in the areas of materials development, enrollments, curriculum, arranging in-service training etc. The field coordinator will also have responsibility for coordinating training for WEC preschool leaders and evaluating their performance.

The field coordination team will participate in the design and implementation of district level workshops to promote GATE activities and objectives.

2. Peace Corps Volunteers

Peace Corps Volunteers will be recruited to work in community development and preschool education. Each PCV will serve as a counterpart and advisor to a Nepali Field Coordinator. Volunteers will be recruited and offered both Peace Corps and project specific training. Responsibilities of the PCV will be to assist and advise the field coordinator on all activities for which he/she is responsible, especially as a professional educator supervising and evaluating the preschool educational component.

3. The Women's Education Center Steering Committee

The WEC Steering Committee will typically consist of these six members. It will be established by the SMC as a first step to developing a WEC. They will have responsibility for supervising the WEC, recruiting teachers, helping to establish a management system for the day-to-day running and maintenance of the center and promoting GATE goals within the community.

The goal of the field coordination team will be to gradually turn over increasing responsibility to the WEC Steering Committee. At the time the WEC is opened, the WEC Steering Committee must begin formulating a plan to support the WEC after project financing is phased out. AID/N will support teacher salaries and materials at a diminishing rate over three years. Following this, the committee will assume full responsibility for the management, operation, support and supervision of the WEC.

4. WEC Preschool Leaders

Preschool leaders will be selected by the WEC Steering Committee from the community in which the center is located. (These women must have some educational experience to enable them to plan and keep records.) Previous experience in community leadership activities is preferred. These women must be energetic, outgoing, and must demonstrate patience and affection in working with children. The WEC preschool leader will report to the WEC Steering Committee.

The preschool leaders will supervise the preschool program in the center. They will receive initial and inservice training to help them in diverse activities which may include working with parents, recruiting children, teaching, working with the WEC Steering Committee, supervising parent volunteers, preparing curriculum materials, coordinating health program with District Health Post or with village health officials, keeping records, communicating with field coordinators.

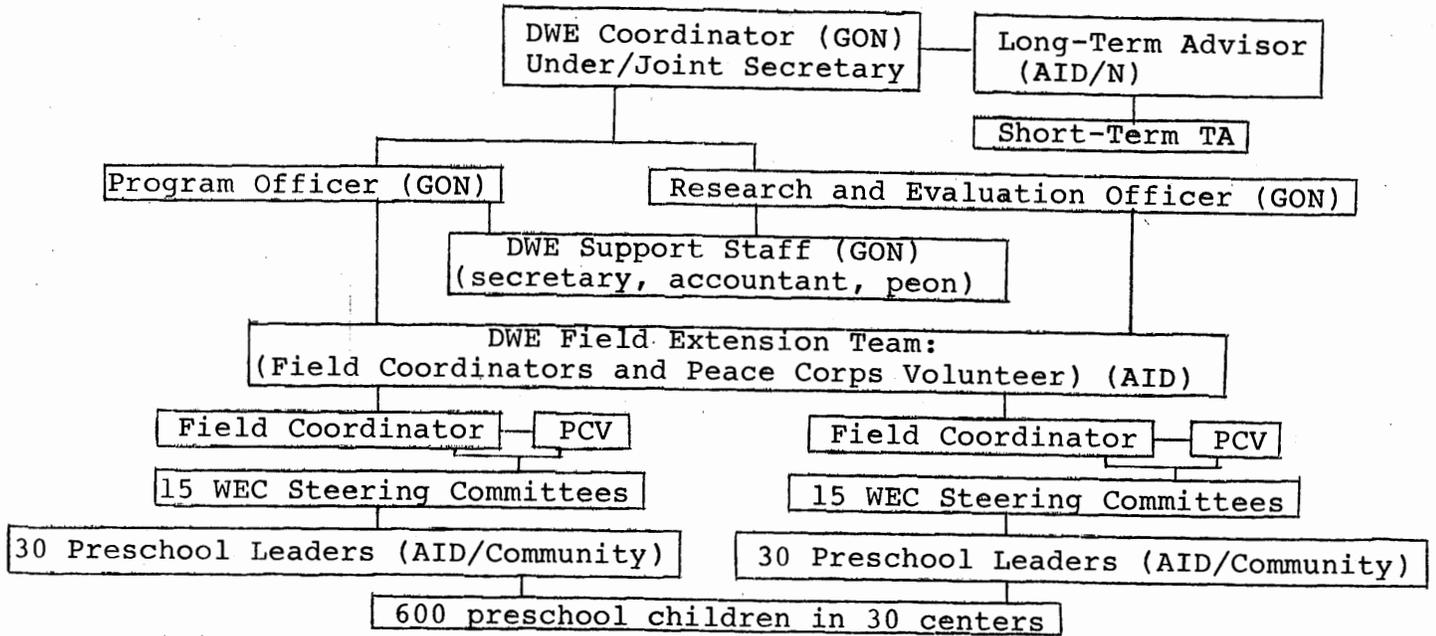
Preschool leaders will be nominated, hired, and trained as a paired team, keeping in mind that as wives and mothers they will have other responsibilities and will be able to "cover" for each other during training, maternity leaves, etc. The part-time nature of their teaching day (usually 10 A.M. - 3 P.M. during the school year) allows for household and farming tasks. The salary level reflects this part-time responsibility.

5. Cooperative Participation by Parents

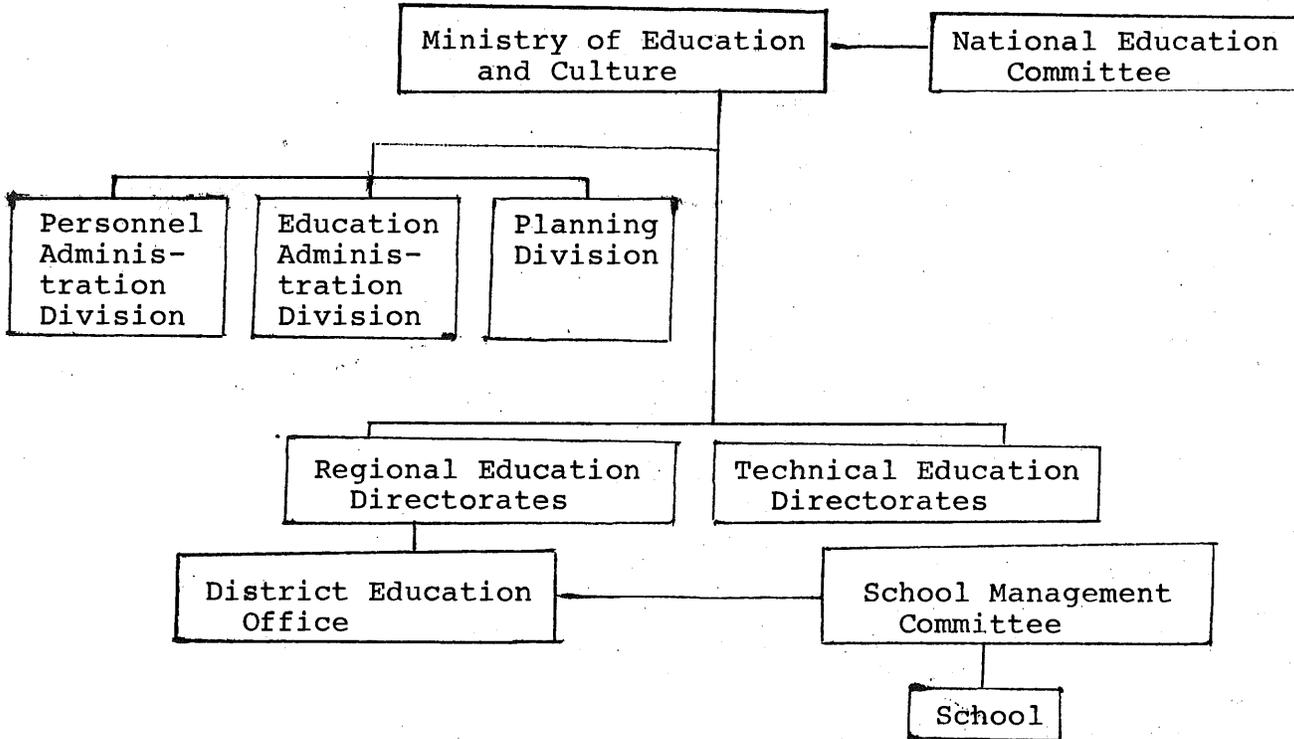
Parents of children enrolled in the center will regularly contribute to the operation and maintenance of the WEC. Every family will provide either labor, food, and/or in-class assistance on a regular basis. Parents will receive some limited training from the preschool leader and the field coordination team will arrange special parent training sessions.

The effectiveness of this system will be evaluated as a part of the total program evaluation. The use of parents who are not paid should (1) provide an opportunity to teach parents health and education methods used in the WEC; and (2) reduce the operating costs of the WEC. Parents who participate in the preschool may increase their understanding of education and better appreciate its value for their daughters.

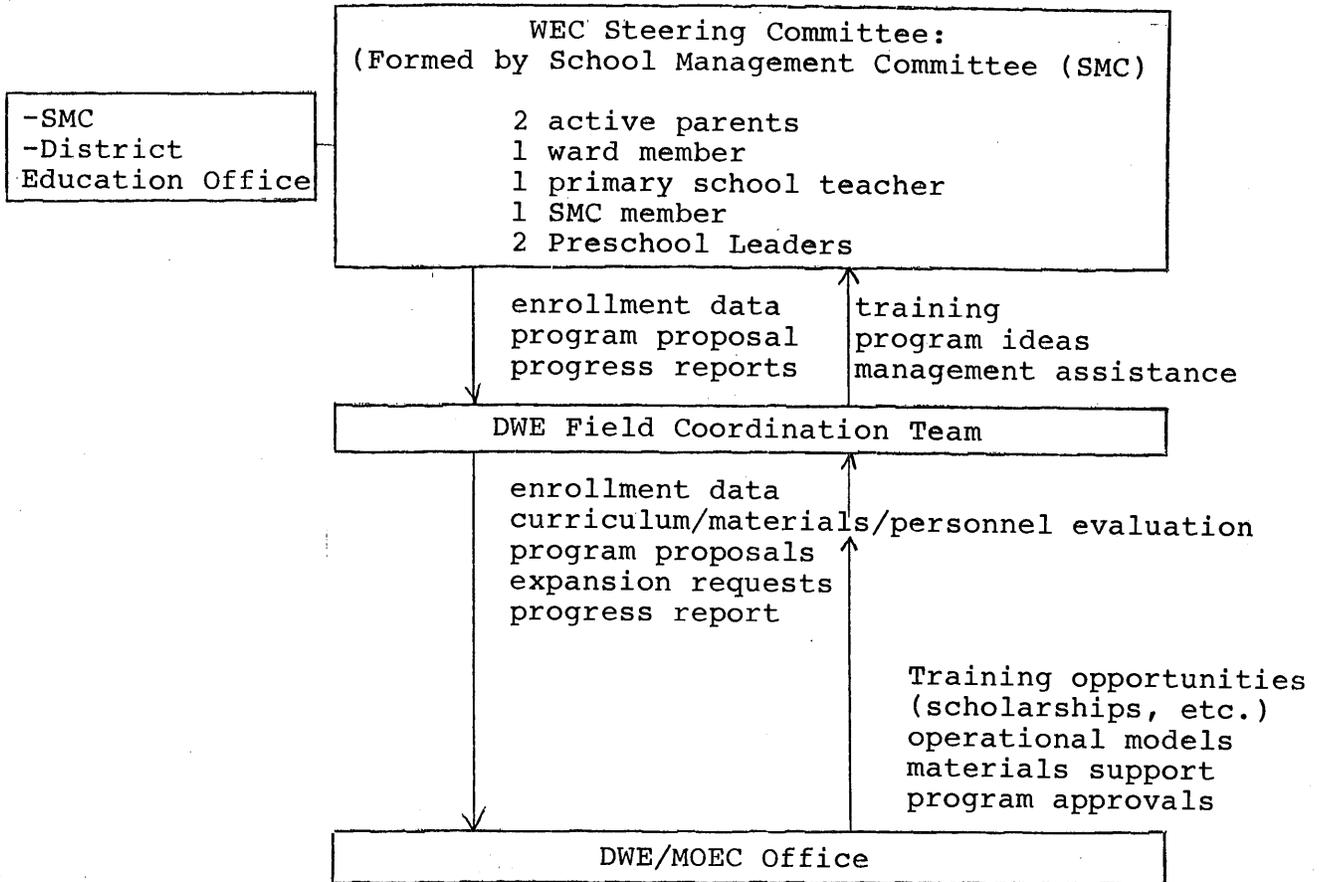
GATE Project Staff
Organization Chart



Administrative Organization of Education



Information Management
WEC/DWE Communications



Staffing Under the GATE Project

A number of new temporary and permanent positions will be established with the GATE Project. A list is provided in Table 4 and an administrative structure is described in Table 5.

Table 4
Staff Proposed under GATE Project

<u>Staff</u>	<u>Number</u>	<u>Funding</u>
Coordinator DWE	1	GON-MOEC
Program Supervisor Officer	1	GON-MOEC
Research and Evaluation Officer	1	GON-MOEC
Secretary	1	GON-MOEC
Management Assistant	1	GON-MOEC
Accountant	1	GON-MOEC
Peon	1	GON-MOEC
Field Coordinator	4	AID/N
Peace Corps Volunteer	8	US Peace Corps
WEC Preschool Leaders	60	AID/N/Village
Long-term Technical Advisor	1	AID/N
Short-term Technical Advisors		
Research & Evaluation	1	AID/N
Information Management	1	AID/N
Preschool Education	2	AID/N
Curriculum Development	1	AID/N
Local Consultants		
Technical Advisor		AID/N
Preschool Teacher Training		AID/N
Research and Evaluation		AID/N

ANNEX I

TECHNICAL ANALYSIS

I. Process

During the course of project development, the problem of low female school participation rates in Nepal was thoroughly studied by the AID/N project design committee with the help of a pre-PID consulting team from the International Center for Research on Women (see report, "Accelerating Female School Participation in Nepal" in Project Development files), informal consultants and advisors from AID/W, PVOs, UNICEF, GON, Peace Corps and individual researchers.

This research served to (a) focus attention on possible appropriate interventions to alleviate disincentives to school participation by girls and families, and (b) highlight a number of small scale projects currently operative in Nepal designed to increase girls' access to education. It was deemed appropriate to strengthen the research, coordination and information exchange functions in the central MOEC while establishing field based centers responding to the most strongly felt need: childcare and early childhood education. A worldwide review of research and evaluations confirmed and re-confirmed the importance of (1) preprimary education to successful schooling, (2) alleviating the work burden of school age girls, and (3) involving parents and communities in educational programs to affect attitudinal change about the importance of education, especially for girls.

II. Female Education

The "Report on the Comparative Functionality of Formal and Non-formal Education for Women", ^{1/} compares formal and non-formal educational programs in a number of AID recipient countries, and with historical data on the development of rural education for girls and women in the US.

Eleven recommendations emerged from the study, including:

1. Six to fourteen year old girls should be encouraged to enter formal school by broadening the access of girls and women to the formal system.
2. AID recipient countries should be encouraged to enact legislative requiring parity of access to education by sex by a specified target date.

^{1/} The Comparative Functionality of Formal and Non-formal Education for Women: Final Report, AID, Office of Women in Development, January, 1979, Vivian Lowery Derryck, pg. 172.

3. Because of past neglect, special compensation may be necessary to quickly upgrade female education, especially in terms of curriculum revision.
4. The need to interface formal and non-formal programs is critical for women so that outstanding non-formal program completers can have an opportunity for further education in the formal system.

The recommendation which emerges again and again is that women's access to the formal educational system is critical and any other type of nonformal educational program is second best. No alternative program can offer the benefits available to recipients of formal educational degrees.

A three-year study has recently been completed which examines factors which influence participation in education in Nepal ^{1/}. This study determines that the sex of a child was the single most important predictor of educational participation. Boys have a participation rate which is 33% higher than girls. Other factors which were found to influence the participation were:

1. Father's Education: The increment of one year's schooling in father's education is likely to increase the possibility of children's participation in education by 4.5 percent.
2. Distance to school discourages parents to send their children, particularly the girls, to school. In the primary age group, there is a decrement by 2.5 percent in educational participation for every kilometer between the child's home and school.
3. Age Disparity: A significant proportion of children in primary schools are overage for grades they are in. An increase in one year of age is associated with the probable increment in educational participation by four percent.
4. Household labor: Being engaged in earning activity reduces a child's chance of participating in formal education by 33 percent. Children's involvement in household activities, which is a very common affair in rural communities, adversely affects their participation in education. Primary school age children who help with the household have a 9.5 percent reduction in school participation.^{1/}

^{1/} "Determinants of Educational Participation in Rural Nepal", Research Center for Educational Innovation and Development, 1984, Kathmandu, Nepal, page iii.

Those factors that were particularly influential in girls' participation rates were the average educational status of the adults in the household, the per capita income, and the "attitude towards modernity."

III. GATE Activities: Response

A. Parental Attitudes

Since most parents in the rural areas have had little or no formal education they have only a vague idea about what goes on in a classroom, and what kinds of skills can be acquired there. In WECs, parents will participate in the development of teaching materials and regularly assist the teacher in classroom activities. Skills acquired under these conditions could generalize to activities in the home. Parents also participate in the management of the school and in the hiring of teachers.

Another way to bring parents into the education system is through non-formal adult literacy programs. Some educational programs are available through a variety of sources; however in the rural areas it is difficult to publicize these programs and many programs are greatly under-utilized.

B. Distance to School

This variable was found to be a particularly strong disincentive for girls' participation in education. The MOEC has established one primary school for every ward in Nepal. When land was available, some efforts were made to locate the school equidistant from the villages in that ward.

A WEC which is located geographically next to a primary school can also establish closer links to the formal educational system. Girls dropping their younger siblings at the preschool are already at the primary school. The headmaster and primary school teachers teaching nearby may be more aware of women's educational activities next door. They may then be more likely to motivate their female students to stay in school.

C. Age of Entry Into School System

The normal age of children entering into the school system in Nepal is six. However, many children enter the school system late, especially girls. Not only is the overage child less likely to be interested in teaching activities designed for younger children, but girls' economic value to her family increases rapidly with age.

This problem suggests that the GATE project must begin working with girls at a very young age, before there are competing demands on their time.

D. Prerequisite Skills

Children tend to enter the system without the pre-skills necessary to perform well in the primary school system. Nepali is the medium of instruction in primary education in Nepal, yet many children enter the school system without adequate Nepali language skills. There are many repeaters at the lower grade levels. The delay in progress through the educational system has the most serious consequences for girls.

Efforts are currently underway to improve the quality of curriculum materials and instructional methods in the primary school system. In many countries, children are sent to learn many of the prerequisite skills for reading and math before they enter grade one. In Nepal, the entire responsibility for this has been placed on a perhaps inadequately trained grade one teacher.

IV. Preschool Program

A comprehensive preschool program for boys and girls between three and six years of age will be established at each WEC. Where possible, the center will be established on or near the grounds of a primary school to facilitate the transfer of teaching methodology and to reinforce the relationship between preschool attendance and primary school enrollment and attendance. The preschool will be staffed by two preschool leaders who are nominated by the WEC Steering Committee and trained under this project. They may be mothers of children enrolled in the preschool. Prerequisites for enrollment include: (1) age of child (2) school enrollment of elder school age siblings if there are any (3) parental willingness to assist in the classroom and other activities and (4) health screening. The preschool will be operated by the WEC Steering Committee which will be responsible for overseeing the building of the center and for maintaining its programs and physical facilities.

Preschool Center Objectives:

1. The establishment of a pattern of school attendance among participants, especially girls.
2. The improvement of the overall hygiene, health, and nutrition of the participating children through regular screening, coordination with local health personnel, nutrition education, basic first aid, establishing personal hygiene habits.

3. The establishment of basic skills necessary to perform well in primary school including age appropriate cognitive and motor development skills and socialization.
4. The development of a model for community child care techniques, i.e. cooperative care to relieve the childcare burden of women and girls.
5. The training of selected local women as preschool teachers and the introduction of educational methods to parents which can be used at home, thereby affecting parental attitudes towards schooling.
6. The establishment of child-to-child programs which can serve to strengthen and support the child care, first aid, safety and health skills of older girls.

Preschool Curriculum

The preschool curriculum will be designed to establish prerequisite skills for mathematics, reading, and concept formation as well as activities designed to increase fine motor and gross motor skills.

Within a clean and structured classroom environment, children will strive to develop a strong self-image, respect for others and property, the ability to name and order things around them, respect for nature (including their own bodies) and learning. Guided, but not dominated by the preschool leaders, children at all levels will have the opportunity to individually explore the school environment, selecting appropriate materials and equipment to challenge or reassure them, to work in small groups to develop verbalization skills and socialization, and in large groups to develop school going readiness social skills (taking turns, attention span).

Much of the curriculum will be based on and adopted from the program currently being run effectively in child care centers operating under the Save the Children Fund/U.S.A. and UNICEF. (See Annex F for descriptions of these centers.) The preschool curriculum will be developed during the first year of the project by DWE staff with assistance from a long-term technical advisor who is an expert in pre-primary education, in consultation with local experts in this field.

Preschool Materials

All curriculum materials will be made from locally available materials by WEC teachers, community members and parents of enrolled children. Training in materials development will be provided as part of the preschool teachers' training by the field coordination team.

WEC Health/Nutrition Program

The WEC preschool leader and field coordinators will work with the District Health Post and/or Village Health Workers. If there is a health post nearby, WEC teachers may fix specific days, when the children will travel to the post to receive immunization and health check-ups.

If the health post is too far away, staff from the health post will visit the WECs on a regular schedule.

WEC Supportive Activities

Community development activities will be primarily the responsibility of the Field Coordination Team with supervision from the DWE program officer. The activities will focus on developing interest in women's education among villagers and local government officials, publicizing existing programs and trying to coordinate those programs in the project panchayats. Funding for supporting projects comes from the WEC project support fund established at each WEC, to be used at the discretion of the Steering Committee and Field coordinators. At the village level the Field Coordination team will be responsible for the following activities:

1. Coordinating WEC activities with previously established programs by village level workers in adult literacy, non-formal education, women's development officers, village health workers.
2. Working with the School Management Committees, District Education Officers, headmasters, and teachers to increase their interest in women's education and their support for the WECs.
3. Working with villagers to increase participation by women in educational activities and encourage their involvement in the WECs.
4. Helping women in the villages to determine which types of educational programs would best meet their needs and working with relevant program representatives to try to provide these educational opportunities through the WEC.
5. Meeting with villagers who would like to develop WECs in their community as a part of the site expansion program to discuss the contribution which they would have to provide to establish and maintain a center.

Possible supportive activities may include:

1. Establishment of Adult Literacy Programs to reinforce GATE goals in female education.
2. Labor saving techniques. Additional programs may be devised to lessen girls' work burden, for example, communal grazing schemes, water supply systems, fuel-efficient smokeless ovens, or home-based infant care programs may further enable girls to attend school.

ANNEX J

ECONOMIC ANALYSIS

The benefits of increased access to education, whether for boys or girls are difficult to quantify with any precision. Assigning values to what are essential qualitative outputs would, of necessity, be arbitrary and most probably misleading. What is more important to recognize in the case of improving access to education is that there are enormous costs to society in not improving literacy rates, in not giving rural inhabitants the educational tools to make informed decisions which affect their own lives and livelihoods, and in not providing skills which are needed for rational rural and national development.

It is frequently argued that education is a "quality of life" factor, and that an individual's educational attainment level affects his/her own prospects and potential within society. Equally true, however, is that societies' own prospects and potential are dependent upon attaining a critical mass of educated citizens. Research in all parts of the world clearly shows a positive correlation between education and economic development; in the last decade the literature of development has shown that women's participation in the economic development process is a vital part of that process, and all too often access to education limits this crucial role.

Limited and unequal educational attainment of women/girls have severely restricted their potential participation and contribution to Nepal's economic development. Women represent half of the productive labor force of the country. In rural farm families, which constitute 90% of the economy of the country, they are the backbone of the subsistence household production system. Women contribute 67% of the farm family household production as compared to 33% by men; women also make a substantial proportion of the important agricultural decisions and contribute 49.5% of total household income. Girls between the age of 10-14 years contribute 3.6% of the income during their average 7.31 hrs/day at work.^{1/} Children between the age of 5-9 years, particularly the girls, make substantial contribution to household labor requirements for animal husbandry and child care. Without adequate education women will not be able to make use of improved innovations and technology needed to improve agricultural productivity.

Underlying low female participation in education are a host of interrelated factors. Foremost among these are such economic factors as the direct and indirect costs of sending girls to school, parental attitudes, conflicting school hours with work schedules, etc.

^{1/} The Status of Women in Nepal, Acharya and Bennett, CEDA, Tribhuvan University, Kathmandu, 1981.

The GATE project aims not only at increasing girls' participation but will also generate community participation and responsibility and provide a base for institutional proliferation to better focus women's education in the Nepalese education and extension systems. The establishment of field based coordination systems at the Women's Education Centers will improve efficacy and efficiency of existing programs.

Economic benefits of education, especially at the pre-primary level are not easily quantifiable and do not lend themselves to a cost-benefit analysis or internal rate of return calculations. The benefits that will accrue due to the project can be specified in terms of direct benefits quantifiable in terms of output and those benefits which, indirectly, have positive impact.

DIRECT BENEFITS

Through the timely application and implementation of GATE inputs the following are the direct benefits which will accrue from the project:

1. A target population of approximately 600 children between the ages of three and six years (of which at least 50% will be girls) enrolled in the WEC will receive the benefits of a quality preschool program. It has been established that mental and physical development of children within this age group is crucial to later development. Through various educational materials and social interaction, the motor and mental development of these children will be improved. It has been found in the few small-scale programs in Nepal, e.g. Save the Children Fund, UNICEF, that the academic and social performance in primary school of children who have previously attended preschool centers were better than other children 1/ Results from a recently released 22 year study in the U.S. stated, "quality preschool programs give children (particularly from disadvantaged families) life-long benefits, including better chance of finding jobs and going to college." 2/
2. Because of the pre-school program and the other programs there should be substantial increase in the enrollments in primary school in target districts. In some of the SCF Program areas 100% of the children from day care centers have gone on to the primary school. It is assumed that a high proportion of preschoolers under GATE will go on to enroll in primary school.

1/ See SCF Evaluation field-visit notes.

2/ High Scope Educational Research Foundation.

3. WEC nonformal education programs may include programs for school girls, or establishment of flexible school hours to facilitate girls' attending school who otherwise would be kept away on account of their child care, farming and household responsibilities. It is expected that enrollment of girls will be increased by at least 50% (of the current enrollment rates) in the project implementation areas. ^{1/}
4. The project will also have direct impact in reducing/eliminating the dropout rates again basing assumptions on recent literature which shows dropout rates can be reduced by assisting communities to see the benefits of education, particularly for girls.

INDIRECT BENEFITS

Along with the direct benefits accruing from the project there are indirect benefits which can be identified at three levels -- the household, the community, and the national level.

1. Household Level Benefits

- a. Preschool children will receive safe, stimulating care at WECs thereby lessening the household child care burden, reducing accidents, and improving health status.
- b. The family will benefit from the educational attainment of school girls who will be given the opportunity to become more productive during their hours at home, allowing them to assist parents in writing, making calculations, planning, and accepting technological innovations, which will improve household income.
- c. Attainment of education will provide better off-farm employment and education opportunities for girls. At present there are few girls and women from rural areas who possess basic skills which qualify them for jobs in extension services or allow them to present themselves as candidate for higher level training opportunities.

1/ This increase in enrollment rate can be safely assumed based on the study made by NEW ERA, "Impact of Free Text book Distribution Programme (FTDP) on Primary School Enrollment in Nepal, 1982". The study recorded an increase of enrollment by 68.2% in remote areas, 29% in the hills and 100% in the terai due to FTDP.

2. Community level

- a. Parental attitudes regarding the importance of schooling have been found to be important correlates of school participation. The WEC programs (adult literacy, etc.) and the formal schooling of girls will help to remedy the negative parental attitude towards girls education.
- b. Demonstration of the positive impact of girls education through female teacher role models, improved access to further training etc. will have a long lasting effect in the community's perception of the value of education.
- c. The formation and management of the WEC Steering Committees will require active participation of the rural community in shouldering the responsibility for promotion of education for girls. In the process, the WEC will also acquire skills of management and administration.

3. National Level

- a. The increase in the number of girls with school education increases the possibilities of fulfilling manpower requirements.
- b. Often the extension programs with technological innovations (in agriculture, health and family planning) have left out women, because of their isolation and lack of education. With the increase in girls'/women's education and literacy, they can participate more effectively in such programs and contribute significantly to the success of such programs/projects.
- c. Increases in the numbers of educated girls may have a direct impact on the increase in the annual agricultural output. In general, education increases the use of modern inputs and extension services and makes farmers more innovative. In Nepal, it has been found that increase in annual farm output in the Terai Region, as a result of four years of education, was 20.4 percent.^{1/}
- d. Increased education for girls is a prerequisite for improving levels of health and sanitation and for contributing to the reduction of Nepal's high fertility rate. The GATE project will establish and test a model of increased participation in formal and non-formal

^{1/} "Education and Agricultural Efficiency in Nepal", prepared by the World Bank (Pudasaini, 1982).

education which will have a significant impact on the health, sanitation and fertility in the project districts, although these are long term benefits which cannot be measured over the life of this pilot effort.

Cost Effectiveness

The approach taken by the GATE project is to emphasize community participation as an in-kind contribution to the financing of the WECs in rural areas. This approach has the following advantages: (1) it makes the proposed interventions financially feasible in that it does not place unrealistic demands upon already scarce GON budgets; (2) it enhances the communities' sense that the interventions are ones which respond to their own felt needs, and they are not imposed from the centralized bureaucracy; and (3) by minimizing cash contributions it enhances the possibilities of wide scale replication.

Despite the GON's commitment to increasing girls' access to education, the financial resources available from MOEC for this purpose are extremely limited. The massive geographic expansion of primary schools which has taken place in Nepal over the course of the past two decades has stretched MOEC resources to the point where any additive responsibilities which require further financial outlays are out of the question. Recognizing this, GATE project preparation has looked for the least cost solution, which requires minimum central level annual operating expenses, and puts the burden of WEC operations and maintenance upon the rural inhabitants who will benefit from the planned interventions.

As pointed out in the financial analysis, the only continuing cost to the GON is approximately \$6000 per year, to support centrally contracted (and eventually permanent) personnel assigned to the project. Operating costs of the individual WECs are calculated at approximately \$295 per year, which includes pre-school leaders' salaries, maintenance, replacement of materials, and a small fund (about \$25 per year) for new materials. It is further estimated that the WEC itself will receive an income (in cash and kind) of between \$70 and \$100 annually which would reduce the out-of-pocket expenses for the WEC to somewhere around \$200 per year. While this is a substantial amount of money in the context of rural Nepal, experience has shown that communities and parents are willing to pay substantially more for pre-school child care alone, particularly if in-kind contributions are appropriate, as they are in this case.

The projected costs for the WECs compare favorably to the costs of other similar programs (day care centers) carried out by Save the Children, ADB, and the Business and Professional Women's Club of

Nepal (BPWC). The day care centres run by UNICEF/ADB cost about \$1950 per year, and the BPWC day care center operates at \$1179 annually. The GATE project presents an attractive least cost opportunity, which will be monitored to ensure that replicability assumptions are valid.

Annex K

PROJECT IMPACT ASSESSMENT PLAN

The Project Impact Assessment Plan is designed in close coordination with the GATE Monitoring and Evaluation Plans, outlined in the Project Paper.

These plans are designed to establish simple tools to provide information on a regular basis on project impact in four areas of concentration of project efforts.

Most of the day-to-day monitoring tasks will be undertaken at the field level, by Women's Education Center (WEC) Preschool Leaders, Field Coordinators and community steering committees. This information will be regularly reported to the central level Division for Women's Education (DWE)/MOEC, to the Research and Evaluation Officer, who is responsible for data analysis, research coordination and information dissemination to, from and among WECs.

Project purposes imply four broad indicators of project impact. Although impact of education projects in the broadest sense cannot easily be measured in the time span of less than a generation, the following benchmarks indicate project impact in GATE site areas:

I. Increase in primary school participation rates

Data surveys in the selected site districts to be undertaken by field coordinators as part of the approval process will provide baseline data for school participation rates for both boys and girls of school going age. Project initiatives include the active participation of primary school teachers in monitoring attendance, repetition, and attrition rates, sex-disaggregated to measure projected differential impact on girls. We expect a minimum of 20% increase in female participation and a 10% increase in male participation rates at the early primary level. Presently girls make up 27.6% of primary school enrollee. WEC Preschool graduates will be "tracked" throughout the 5 year life of project and participation and attrition rates will be measured against a "control" village with no preschool facilities.

II. Community participation and acceptance of Women's Education Centers

A. Preschool Component

WEC steering committees will be formed in villages, building materials gathered, nominated leaders trained, centers constructed, educational materials

designed and built, children regularly attending and parents regularly assisting in classrooms supportive funding schemes prepared. These indicators of acceptance and active participation will be regularly assessed (see Monitoring Plan). An eighty percent average attendance rate is targetted. Approximately fifty percent of the attendees will be girls.

B. Supportive Activities: NFE

- Supportive educational programs designed to promote women's education (ex. adult literacy programs, special girls classes, child to child programs) will be planned and initiated at WECs. At least one program will be running at each center (on the average) after one year of operation.
- Rural extension agents (JTs, community forestry, health and family planning) use the WEC as a rural base for contacting women.
- Education, training opportunities, applications and scholarship information is regularly received from relevant GON and donor agencies and training institutions, coordinated at DWE/MOEC and disseminated by field coordination teams.

III. Replicable models of community based cooperative preschools are established in rural areas

Within a year of the establishment of a WEC, leaders from other communities initiate similar facilities in their communities. It is expected that each GATE center will spawn an average of one "unsponsored" neighboring center. The DWE will monitor replication and adaptation of the GATE model.

IV. Increased institutional capacity at the MOEC to coordinate and support women's education initiatives in all sectors

Three permanent professional staff members and additional support staff in the DWE, supported by GATE sponsored participant training, inventory, evaluate, coordinate and disseminate data and information relating to women's education initiatives throughout Nepal - all levels, across sectors, among Ministries and donor agencies. These analyses are reflected in annual planning exercises. Line agencies regularly channel information through the DWE, which is then disseminated to field operations including, but not limited to the WECs. MOEC/DWE will regularly monitor frequency and level of use of information services offered by MOEC/DWE.

- V. Regular Assessments of the Results of the Training Programs to be evaluated by the trainers, preschool leaders and WEC management committees.

- VI. Small-Scale Surveys of Villagers' Attitudes toward the value of education, especially the females. These will be undertaken annually by DWE field staff.



His Majesty's Government

MINISTRY OF FINANCE
Bagh Durbar,
KATHMANDU
NEPAL

June 7, 1985.

His Majesty's Government
Ministry of Finance

Dear Dr. Ballantyne:

His Majesty's Government of Nepal (HMG/N) hereby requests USAID/Nepal support for the Girls Access to Education activities to be implemented by the Ministry of Education and Culture.

We understand that this support will help to enable HMG/N to improve women's socio-economic status through improved education.

Sincerely yours,

(Babu Ram Shrestha)
Under Secretary

Dr. Janet C. Ballantyne
Acting Mission Director
USAID
Nepal.

