

Proj. 3670124 (2)
 P-

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT PAPER FACESHEET
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION COD ("X" appropriate box) **PD-AAD-048-B1**
 Original Change
 Add Delete

DOCUMENT CODE: 3

2. COUNTRY/ENTITY: **NEPAL**

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER: **367-0124**

5. BUREAU: a. Symbol: **ASIA** b. Code: **04**

6. ESTIMATED FY OF PROJECT COMPLETION: **FY 81** 5

7. PROJECT TITLE SHORT (stay within brackets): **Education Skills Training Project**

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION: a. INITIAL **12/76** b. FINAL FY **81**

9. ESTIMATED TOTAL COST (\$000 or equivalent, \$1 =)

a. FUNDING SOURCE	FIRST YEAR FY			ALL YEARS		
	b. FX	c. L/C	d. Total	e. FX	f. L/C	g. Total
AID APPROPRIATED TOTAL	\$64	-0-	\$64	\$498	\$10	\$508
(Grant)	(\$64)	(-0-)	(\$64)	(\$498)	(\$10)	(\$508)
(Loan)	(-0-)	(-0-)	(-0-)	(-0-)	(-0-)	(-0-)
Other 1	-0-	-0-	-0-	-0-	-0-	-0-
U.S. 2	-0-	-0-	-0-	-0-	-0-	-0-
HOST GOVERNMENT	-0-	\$1	\$1	-0-	\$205	\$205
OTHER DONOR(S)	-0-	-0-	-0-	-0-	-0-	-0-
TOTALS	\$64	\$1	\$65	\$498	\$215	\$713

10. ESTIMATED COSTS/AID APPROPRIATED FUNDS (\$000)

a. Appropriation (Alpha Code)	b. Financial Purpose Code	c. Primary Tech Code	FY 76		FY 77		FY 78		ALL YEARS	
			d. Grant	e. Loan	f. Grant	g. Loan	h. Grant	i. Loan	j. Grant	k. Loan
	B684	660	\$64	-0-	-0-	-0-	\$107	-0-	\$508	-0-
TOTALS			\$64	-0-	-0-	-0-	\$107	-0-	\$508	-0-

11. ESTIMATED EXPENDITURES: -0- -0- \$12 -0- \$55 -0-

12. PROJECT PURPOSE(S) (stay within brackets) Check if different from PID/APP

To increase ability of the National Education Committee, Ministry of Education, and supporting structures to manage a cost effective education system, with special reference to improved planning and financing procedures, improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and a more rational system for testing and evaluation of students and the educational system.

13. WERE CHANGES MADE IN BLOCKS 12, 13, 14, or 15 OF THE PID FACESHEET? IF YES, ATTACH CHANGED PID FACESHEET.

Yes No

14. ORIGINATING OFFICE CLEARANCE

Signature: *Burton C. Newbry*
 Title: Chief, Office of Human Resources Development

Date Signed: mo. day yr. **05/05/76**

15. Date Fetched in AID/W, or For AID/W Documents, Date of Distribution: mo. day yr.

PROJECT PAPER (PP)
EDUCATION SKILLS TRAINING PROJECT
Project Number 367-0124

USAID Mission
Kathmandu, Nepal
May, 1976

TABLE OF CONTENTS

	<u>Pages</u>
Part I. <u>Summary and Recommendations</u>	1
A. General Data, Including Face Sheet	1
B. Recommendations	1
C. Brief Description of the Project	1
D. Summary Findings	2
E. Project Issues	2
Part II. <u>Project Background and Detailed Description</u>	3
A. Background and Justification	3
B. Detailed Description	8
Part III. <u>Project Analysis</u>	18
A. Technical Analysis	18
B. Financial Analysis and Plan	21
C. Social and Economic Analysis	24
D. Women in Development	26
E. Benefit to the Rural Poor	26
Part IV. <u>Implementation Arrangements</u>	27
A. HMG and AID Administrative Arrangements	27
B. Implementation Plan	28
C. Evaluation Arrangements	30
D. Conditions, Covenants, and Negotiating Status	31
<u>Annexes</u>	
A. Project Design Summary-Logical Framework	
B. Project Performance Network Chart	
C. Checklist of Statutory Criteria	
D. Project Description Proposed for the Project Agreement	
E. Functional Descriptions of Duties	

PROJECT PAPER
Education and Technical Skills Training Project

Part I. Summary and Recommendations

A. General Data, Including Face Sheet

1. Face Sheet

The Face Sheet precedes the Table of Contents.

2. Project Development

Burton C. Newbry, Sector Development Officer, and Leslie A. Dean, Program Economist, Office of Human Resources Development, USAID/Nepal.

3. Executing Agency

His Majesty's Government of Nepal (HMG), Ministry of Education.

4. Grantor

Agency for International Development (USAID).

B. Recommendations

1. USAID Contribution (Grant)

\$508,000 for life of project.

2. HMG Contribution

\$204,500 for life of project, covering travel on Royal Nepal Airlines Corporation (RNAC), salaries of participants and those receiving in-country training and going on observation tours, pre-departure expenses, related expenses of the Institute of Education at Tribhuvan University, and salaries for staff and materials required in implementation of this project.

3. Total Project Costs

\$712,500

C. Brief Description of the Project

The project will be a five year grant project which involves the training of host country nationals, the purpose of which will be to

provide training in special fields of education needed to support Nepal's National Education System Plan (NESP). These areas of training include education financing, education planning, education research, education techniques and innovation (particularly in technology), and educational evaluation. In addition to providing fixed-term (18 month maximum) post graduate training at a U.S. university for approximately six or seven educators per year for three years, the project will provide for one third country observation tour annually for approximately five senior Nepalese educators, each observation tour being of about one month duration; and for 12mm of short term education consultants, each consultancy being for a maximum of two months.

This training will be structured in such a way as to achieve the project's purpose, namely, to increase the ability of the National Education Committee (NEC) (the basic educational planning unit in HMG), the Ministry of Education, and supporting structures to manage a cost effective education system, with special reference to (1) improved planning and financing procedures, (2) improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and (3) a more rational system for testing and evaluating student progress and evaluating the educational system.

D. Summary Findings

The technical, financial, economic, and social analyses completed in this Project Paper (see Part III) indicate that this is a sound project which is ready for implementation. Further, the project meets all applicable statutory criteria (see Annex C, Checklist of Statutory Criteria).

E. Project Issues

We believe there are no major outstanding issues or serious problems. The project design is not complex, and the structure of the project has been fully discussed during the design by HMG and the Mission. Participant training is a type of assistance with which this Mission and HMG have had considerable experience, and we anticipate no serious obstacles in project implementation.

The most critical issue to project success, of course, is the ability of HMG to recruit suitable candidates. This issue has been thoroughly discussed with the Ministry of Education at a high level, with University officials, and with the National Education Committee. The Member-Secretary of the National Education Committee has personally studied the question, both by soliciting informed judgements of University, Ministry of Education, and National Planning Commission officials, and by making his own assessment of the pool of candidates. The judgement of the Member-Secretary, and the judgement of other

officials whom he consulted, is that given the priority accorded to the Project by HMG, and given the relatively large pool from which to select, HMG will have no difficulty recruiting and assigning suitable candidates for this training. The Mission concurs with this judgement.

To assure that returning participants will be properly utilized, i.e., that they will have meaningful positions awaiting them in which they can effectively utilize their knowledge, an annual training plan will be prepared by the Ministry of Education which will include the particular functional slot the returning participant will fill and the use to which the skills will be put. The consultancies by U.S. specialists will further help to assure proper utilization of participants and a supportive and cooperative milieu in which to work. These measures, along with project monitoring, evaluations, and thorough orientation of supervisory personnel will be adequate to assure the proper use of participants' newly acquired knowledge. This is discussed in more detail in Part II.B. (Detailed Description).

Part II. Project Background and Detailed Description

A. Background and Justification

The idea for this project came from the Ministry of Education, which was concerned that many urgent but special training requirements were not being addressed, and from Dr. Arthur Coladarci, Dean of Stanford University School of Education, and a USAID Consultant, who believed that the shortage of adequately trained professionals in certain areas in the Nepalese education sector was a serious constraint on developing a better, more cost-effective educational system.

The bulk of the educational manpower training provided to Nepalese in the past by foreign aid donors has been in specific fields related to particular project activities, not to overall educational planning and administration. This has been true not only of USAID's programs but other donor programs as well. This project is designed to offer training in precisely those priority skills which have not been and are not presently being provided. In 1974, only 15 participant training slots from all donor agencies were given to professional education, and only one of these was in an area related to this project.

The basic rationale for this project rests on the newly recognized importance of education to the overall development process in Nepal (as articulated in the National Education System Plan (NESP) and explained in USAID/Nepal's Development Assistance Proposal) and on the need for additional trained manpower in certain critical educational

fields in order to implement the NESP. Under the NESP, education has been thrust to the fore and focused on serving national development. Education is no longer seen simply as a conveyor of traditional, classical wisdom. Nor is education viewed as a luxury to be enjoyed only by the elite. Rather, it is to be extended to Nepal's remote rural population (through traditional and non-traditional innovative techniques), "vocationalized," and made relevant to Nepal's development needs. In the words of His Majesty King Birendra on the occasion of his coronation, "In the final analysis, we believe that it is education which is the mainstream of development." Through the involvement of rural peoples in education, greater equity among castes/classes can be achieved, as well as greater participation among rural peoples and the poor in the process and benefits of development. The solution of development problems facing Nepal, such as the serious problems in agriculture, can be assisted through extension of rural education. Thus education must be at the forefront of development.

Some of the major criticisms of the traditional education system, stated in the National Education System Plan are: (1) educational institutions have been concentrated in the urban areas; (2) access to education has been confined largely to the urban elite; (3) urban elite trained in urban centers have avoided going to the rural areas; (4) leadership has not been generated in rural areas; (5) poor attendance and high drop-outs have characterized the backward rural areas; (6) education has been academic, theoretical, and without a practical component which would relate it to Nepal's development needs; (7) innovative methods, such as radio, have not been used effectively to reach rural populations. The NESP articulates an approach to these problems, but translation of goals into an implementable program requires skills not currently available in Nepal.

The NESP then, while providing an excellent philosophical framework for educational development in Nepal, is not an implementing document. Philosophically, it agrees with AID's view that all citizens should be brought into the development process, and that to do this, they must be provided with basic practical education, i.e., that body of knowledge, attitudes, and skills necessary to contribute effectively to and participate in a developing society and economy. It recognizes that if Nepal is to reach the rural poor with its very limited resources, there must be a quantum leap in education employing highly innovative approaches, in addition to an expansion of the traditional system. This requires a refinement in educational thinking, new skills, innovative thinkers and planners, educational economists, and personnel with skills to develop evaluative techniques. In short, better research and evaluation to develop and test more relevant and cost effective education, and improved management support to finance and administer these systems are necessities.

As Mission's FY 1975 Development Assistance Program (DAP) points out, lack of sufficient administrative and management skills, and lack of adequate planning data are critical shortages and severely restrict the ability of HMG to carry out the goals of NESP.

The lack of adequate educational data is particularly critical, for this results from the lack of qualified personnel to identify the data needs, to develop techniques for organizing and analyzing the data, to plan for its utilization, and to feed it into the system. Further, the difficulties stemming from weak administrative and management skills is compounded by a dearth of the supporting technical skills necessary for sound decision-making. Until a well-trained, competent cadre of technical people exist to do the background work on which educational decisions can be based, management will be operating without adequate technical knowledge. For example, until personnel with sound training in educational economics and educational financing are available, serious "knowledge gaps" at the management level will exist, and planning and implementation will be inadequately supported by the limited resources. While there is general concern with questions of how to finance educational expansion, there is not the expertise necessary to carry out the economic and related analyses required for sound educational planning and the efficient marshalling and utilization of scarce national resources.

Similarly, there is concern over the question of how education can be provided to remote and rural areas, and a general agreement that "innovations" must be tried, but there is little professional skill which can be brought to bear on this matter.

Another major concern is the evaluation system currently in operation, and while efforts are being made to reform the system, again qualified personnel to design and implement effective evaluation are needed. Research is necessary in such areas as education financing, the relevance of the curriculum, teaching methods, tests and measurements, and many other areas--and the continuous evaluation of on-going activities with feedback and modification is needed for a dynamic, effective program.

In short, Nepal is at a critical stage in its educational development, for it finds itself without enough trained personnel to translate the NESP into the kind of educational system it wants and needs. An overview of the educational establishment, both in the Ministry and the University, reveals critical shortages of trained personnel--and in many cases a complete absence of such personnel--in areas which are crucial to the development of a rational educational system.

To date, the Government of Nepal has done well in expanding its educational system from not even a rudimentary public educational system in the early 1950's to the system that exists today. However, they are now experiencing difficulties in implementing the NESP. Further progress in expansion, and particularly improvement in the quality and relevance of education, will be unnecessarily difficult, if possible at all, unless Nepal improves the management capability of its educators and increases the educational skills and capabilities available with the education sector. The need for better management skills and more personnel trained in particular education areas would exist even if HMG desired only to maintain the present numbers of students and quality of education. However, in view of the Government's goal of expanding quality education to a larger percentage of the rural population in the face of an expanding population, the need for better management and improved skills is urgent.

A number of Nepalese educators have been trained abroad, including the two principal architects of the NESP and a few key personnel in the Ministry of Education (MOE), the National Education Committee, and the university system (Tribhuvan University, which has numerous campuses spread around Nepal). However, education training programs in the past have concentrated on specialized academic fields in which AID provided advisory personnel, such as industrial arts, guidance, home economics, and major academic areas. They did not address the areas covered by this project.

The educational training to be provided by this project cannot yet be met by in-country training facilities. While the Institute of Education, which is a part of the University structure, has made considerable progress in the past two decades, the bulk of its energy is directed toward teacher training. It has not been able to provide training in most of the areas noted in the above paragraph simply because it lacks the requisite trained professional manpower.

In short, while there are highly qualified, highly trained educators in Nepal, virtually none are trained in fields toward which this project is directed. If such skills are not developed, continued improvement and expansion of education along the lines envisaged by the NESP will be extremely difficult. On the other hand, the institutional structure exists for making use of these skills, the three basic institutions which carry out educational planning and policy formulation being the Ministry of Education, the National Education Committee (the basic educational planning and policy formulation unit of HMG), and the National Planning Commission (the Nation's overall planning organization). Each therefore requires a minimum expertise in those areas over which it has major policy and planning control. Secondly, the University fills a vital training,

consultancy, and implementation role, and must be in a position to supplement and support the policy institutions as educational plans are made and implemented.

It is anticipated that over the life of the project, approximately the following personnel will have been trained: 5 in education economics; 3 in education planning; 5 in testing and evaluation; 4 in educational research; and 3 in education innovation and technology (non-formal education and radio). The National Planning Commission is expected to add to its staff 2 education economists, and 1 education planner. The National Education Committee will strengthen its planning capability by adding 1 education economist, 1 education planner, 2 education researchers, and 2 specialist in education innovation and technology. The Ministry of Education will add 1 education economist, 1 education planner, 3 specialists in testing and evaluation, 1 in educational research, and 1 in education technology and innovation. The University Institute of Education will add 1 specialist in education economics, 2 in testing and evaluation, and 1 in education research.

The National Education Committee (NEC) was formed concurrently with the promulgation of the NESP, and carries a heavy responsibility: "to implement the National Education System Plan." Specifically, its functions are to:

1. Formulate policies and issue directives.
2. Coordinate the functions of Tribhuvan University, the Ministry of Education and other ministries concerned with enforcing the NESP.
3. Evaluate the progress of the entire education program.
4. Report to His Majesty the King on educational progress.
5. Clarify the Plan as and when required.

In practice, the NEC is the major educational planning and policy formulating body of Government. Its critical needs are for education economics, educational planning, educational evaluation, education technology, and educational research. Its planning unit currently has none of these skills, and there are none available in-country.

The Ministry of Education works directly with the NEC, with some personnel having overlapping functions in order to assure fullest coordination. The MOE has four divisions: the Planning Division, the Administrative Division, the Technical Division, and the Evaluation Division. The Planning Division, which is responsible for program, manpower, statistics, and budget has great need for expertise in economics, budgeting, and statistics. The Evaluation Division has an equally great need for research personnel, while the Technical

Division's critical shortage is for expertise in testing and evaluation.

The function of the National Planning Commission is to work with the various ministries to finalize a coherent national development plan in terms of national goals and within economic constraints. It in effect serves as the coordinating mechanism for the coordination of planning efforts.

Thus, personnel trained under this program would feed directly into the overall national planning mechanism of Government, and will be active forces in developing a rational plan and an implementing strategy for translating the goals of the NESP into reality.

E. Detailed Description

The Education and Technical Skills Training Project will be a five year grant project, ending in FY 1981.

1. Educational Training

This project will consist of three components: academic and leadership training; consultancies to Nepal; and observation tours in Asia.

a. Academic Training

Academic training will be to provide post-graduate training at a U.S. university in selected fields of education required to meet the goals of Nepal's National Education System Plan. These fields include education planning, education economics and finance, curriculum evaluation, testing, and education technology, which are the subject areas necessary to educators in Nepal if the educational structure is to expand in a rational manner, and if those individuals responsible for the educational system are to have the requisite skills in management, planning, and administration.

Academic training would provide fixed-term post-graduate training of 18 months maximum, 18 months having been selected because in the view of HMG and the Mission this would provide sufficient time for qualified participants to develop requisite skills in the various subject areas. HMG has firmly stated that skill acquisition rather than degree attainment is the objective; however, 18 months will ordinarily be enough to enable most candidates to complete a master's degree.

To indicate the kinds of responsibilities training programs must address, Annex E presents functional descriptions of duties for several positions.

It is important that every effort be made to ensure that all participants will find a favorable environment in which to work on their return. Such an environment will be determined largely by the understanding displayed by supervisors of returned participants, and general understanding of colleagues. Thus, prior to the training program, principal supervisors will be oriented to the program and to what it is designed to do. This orientation will be carried out in conjunction with the visit of the representative of the U.S. university. Furthermore, prior to or immediately after the return of the participants, there will be further orientation of the immediate supervisors to the training, and a review of reasonable expectations. Again, this will be conducted by the American university representative.

Upon return to Nepal, all participants would also be required to conduct research projects and write papers on various educational problems relevant to Nepal.

> A U.S. university will be selected through standard contracting procedures to provide the required academic training. A representative of this university will visit Nepal annually to assist in determination of the fields of training needed for each annual cycle, to participate in the identification of individuals who will undergo training, and to participate in support training activities. Students will be selected primarily from the Ministry of Education, Tribhuvan University, and the National Education Committee. The U.S. university selected to carry out this project will pass on final student selection.

The selection process will involve: (1) the identification by HMG of a pool of possible candidates; (2) the screening of these candidates by HMG and representatives of the U.S. university to eliminate those who could not qualify (based on detailed information from the U.S. university as to entrance requirements); (3) the determination of a final list of candidates, preferably containing a principal candidate and two alternative candidates; (4) submission of that list of candidates to the selection and admission committee of the U.S. university. This process should normally start 15 months in advance of the date selected for the initiation of training in the U.S., with individual participant papers provided to the U.S. university not later than February if training is to begin the following September.

The U.S. university will designate a seminar leader for each cycle of trainees who will act as coordinator and counselor to the participants, and who will conduct a continuing seminar which will meet regularly throughout the training; this seminar will serve as the unifying force and core activity of the students. It will focus attention on Nepalese education and development problems, and require participants to relate their studies to those problems and to the respective positions each will fill on his return to Nepal. Each participant will, of course, pursue separate academic programs at the same time, with each of those academic areas having been carefully selected and outlined prior to the departure of the participant from Nepal. All participants who expect to complete a master's degree must have completed all academic work prior to leaving the U.S. institution.

Once annually a senior HMG official will visit the U.S. university to participate in the seminar, evaluate the program, and help to insure the relevance of the training to Nepal's needs.

In order to help ensure that returnees are effectively used, an annual training plan for the project will be prepared by the Ministry of Education and the U.S. contracting institution and concurred in by USAID. This training plan will specify the administrative organization needing the training, the particular functional slot the returnee will fill, the use to which the skills will be put, and the relationship of the training to HMG needs.

Each year, probably in June, the training program for the following year (i.e., beginning 15 months hence) will have been drawn up and be ready for review by a specialist from the U.S. university. This specialist will be selected for his/her ability to review training programs with HMG and to conduct training programs during the summer for support personnel in specialized areas.

b. Consultancies in Nepal

The second aspect of the educational training element of this project provides short-term consultancies in Nepal by specialists from the U.S. contracting institution. Such consultants will serve as resources to HMG in policy formulation, seminars in specialized fields, orientation of supervisory personnel, or in such capacities as may be mutually

agreed on. For example, one specialist tentatively identified for early consultancy will be in the area of tests and measurement, and his consultancy period will be devoted to the development of a structure and program that will increase the effectiveness of the returnees. This consultancy will normally continue for approximately two months each summer (to coincide with the summer recesses for specialists coming from the U.S. university).

c. Third Country Observation Tours

In addition to providing fixed-term academic training and in-country consultancies, the project will also provide for short, third country observation/training tours to Asian educational facilities and institutions. These tours will be designed to meet very specific goals. The basic purpose will be to expose Nepalese educators at the policy level to educational planning systems, innovative approaches to education--particularly in non-formal education and radio--and approaches to economic and budgetary constraints and practices. SEAMEO countries and institutions will be the focus of these observation tours, for in these countries and institutions is a broad array of ongoing programs in non-formal education, educational innovation, and radio education. Other countries, such as Korea, will also be visited to provide for exposure to new approaches to education in that country. Australia, which has the oldest and the most successful program in radio education for remote rural populations might also be considered.

To help ensure the most effective utilization of third country observation tours, a coordination committee will be formed in HMG to assist in arranging and approving itineraries for third country observation tours, and to select those personnel who will go on tours. This committee will be comprised of representatives (preferably at the Joint Secretary level or higher) from the Ministry of Education, the National Education Committee, the Institute of Education, and the National Planning Commission. Additionally, a USAID/N representative and HMG Project Director will be on the committee. The committee will meet twice a year, or more frequently if necessary, with at least one meeting to be held during the time of the summer consultancies so that the U.S. educational specialist may also attend the meeting of the coordination committee.

These three project elements--US participant training, short-term consultants, and study tours in Asia--are designed as a coordinated whole. The participant program must provide returning participants with a specific slot in which to work, a meaningful role in the educational structure which utilizes their training, and sufficient support talent to make them productive. Exposing policy level people to innovative educational practices, educational planning activities, educational technology, educational finance problems, etc., through study tours in Asia will help in building a body of support at the policy level for individual programs and trainees. This will help to assure that trainees operate on their return in an atmosphere conducive to maximum productivity.

At the same time, these factors will give the returnees increased job satisfaction, improved job motivation and productivity, improved advancement potential, and a greater willingness to stay in government service.

2. Overall Project Design

The basic project design is outlined below. The Logical Framework, Annex A, presents a detailed review of the project goal and purpose, outputs, inputs, verifiable indicators, and assumptions.

a. Goal

The project is designed to better enable the HMG to expand education opportunities in Nepal for the rural poor in terms of the underlying objectives of the National Education System Plan.

Measures of Goal Achievement

The achievement of the goal can be measured by a variety of measures which will indicate a considerable expansion of educational opportunities and facilities, particularly in rural areas, a qualitative improvement in education, and an increase in the percentage of students taking courses supporting Nepal's development. The specific measures utilized, which are listed in the Logframe, include school enrollments, numbers of trained teachers ("trained" is a minimum of eight years general education plus one semester of education courses), numbers of student taking vocational courses, new approaches to rural education, increased use of educational materials, and percentages of girls in schools.

Targets being utilized in three of these measures merit comment. The three targets are: (1) the enrollment in primary school will increase from 392,000 in 1973/74 (39% of the primary school age population) to 556,000 in 1979/80 (51% enrollment ratio) to 696,000 in 1982/1983 (60% enrollment ratio); (2) the enrollment in lower secondary education will increase from 157,000 in 1973/74 (13% enrollment ratio) to 279,000 in 1979/80 (21% enrollment ratio) to 419,000 in 1982/83 (30% enrollment ratio); and (3) the enrollment in upper secondary education will increase from 60,000 in 1973/74 (8% enrollment ratio) to 86,000 in 1979/80 (9% enrollment ratio) to 137,000 in 1982/83 (13% enrollment ratio).

The targets in (1) through (3) above are projections given in a 1975 UNESCO study entitled "Nepal-Education and Development." These projections are essentially based upon enrollment growth trends over the period 1965/66 to 1973/74, with the rate of growth then increased by 50 percent to reflect improved efficiency and increased capacity of the educational system. These projections are considerably below the targets given in the NESP (included in the Fifth Five-Year Education Plan) for 1979/80, which states 737,000 students instead of 556,000 for primary, 368,500 instead of 279,000 for lower secondary, and 147,000 instead of 86,000 for upper secondary. However, in view of various constraints existing on the capacity to expand the educational system (efficiency, teacher supply, and financial resources), and a review of past performance of the educational system, the UNESCO projections are believed to be realistic as targets at the goal level for this project. Even the UNESCO projections, though significantly below the NESP projections, will nonetheless be difficult to attain.

b. Purpose

The purpose of this project is to increase the ability of the National Education Committee, the Ministry of Education, and the supporting structures (Tribhuvan University, including all campuses, MOE regional offices and district supervisors, etc.) to manage a cost effective education system, with special reference to (1) improved planning and financing procedures, (2) improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and (3) a more rational system for testing and evaluation of students and various aspects and components of the educational system.

Achievement of this purpose is a priority goal of HMG in the educational field, because with rapidly increasing requirements and costs throughout government, and resulting budgetary pressures, cost effective education is increasingly essential. Failure of the government to expand education in a cost effective and rational manner will result in insufficient funds to meet expansion costs (infrastructure, personnel, training, materials, etc.), low quality education, or both.

The end-of-project status will be indicated by a number of conditions (see Logframe). Essentially, personnel working in the educational structure in decision and policy making positions will be better trained and more effective, with increased training in fields such as education economics and financing, education research, education planning, curriculum and teaching method evaluation, educational technology and innovative educational techniques. The increased training will be reflected in a refined capacity of the National Education Committee (NEC) and MOE to plan, experiment with, and research educational problems, and a system for serious efforts in these areas will be institutionalized. This increased staff capability might be reflected by the following type of staff members:

- Educational Planner
- Educational Economist
- Specialist in Educational Innovation
- Educational Researcher
- Educational Technologist

Improved personnel and institutional capabilities will also be reflected in better systems for collecting, analyzing, and utilizing educational data, with more accurate and useful data resulting. This data will be used much more effectively in educational planning, design, and management than is presently possible.

Better planning and administration will be evident. Alternatives for educational expansion will have been tested, in terms of costs and benefits, and HMG will be able to make more rational decisions concerning expansion. A rational plan for continued improvement of the NESP will have been developed, as well as a revised set of tools for testing and evaluation of students. Nepalese educational institutions will have developed closer professional linkages with other Asian educational institutions, both national and regional (e.g., SEAMEO), especially with regard to innovative education experiments.

c. Project Outputs

Project outputs will be almost entirely trained personnel, as outlined in the Logical Framework, though there will also be research projects completed by academic participants on various Nepal-oriented educational problems. These trained personnel, working in responsible positions throughout the education system, will utilize their new skills in education planning, management, research, and administration to achieve the project purposes.

Specifically, as was noted earlier, this project will result in 20 personnel who have received approximately 18 months of training in the U.S.: 5 in education economics; 3 in education planning; 5 in educational testing and evaluation; 4 in educational research; and 3 in education innovation and technology. It will also result in 25 policy/supervisory personnel having been given short-term training through observational tours to Asian countries and SEAMEO institutions. Finally, it will result in refined organizational structures, refined training procedures, and a refined understanding of basic education planning and analytical tools through the approximately 4 or 5 university consultancies.

d. Project Inputs

Inputs to this project will be provided by USAID and His Majesty's Government of Nepal.

a) USAID Inputs

USAID will supply approximately 360mm of long term U.S. training; 50mm of observational tour training; and 12mm of consultancy from the U.S. contract institution. USAID will monitor the project and facilitate project implementation and evaluation as appropriate, but its role will be minimal. HMG will carry the major responsibility for project implementation.

USAID will provide in-country processing service to HMG and to the U.S. university. These services will include notification of participants, language testing, securing of bio-data and credentials, etc. Training will be mutually arranged by HMG and the U.S. university, and will not be processed through AID's Office of International Training.

USAID will also provide a total of \$508,000 in project financing for:

- (1) Financing for participant training at U.S. university (\$359,800),
- (2) Financing for consultancies (\$84,900), and
- (3) Financing for Asian observation tours (\$63,300).

b) HMG Inputs

HMG will carry the major responsibility for project implementation. It will provide: personnel and procedures to determine training needs and select participants; funds for travel of participants within Nepal; funds to pay for air transportation from Kathmandu to that point nearest the training site which is served by RNAC; salaries of participants employed by HMG while they are in training; funds to cover local and incidental costs related to preparing participants for the training program, i.e., transportation and per diem costs of bringing participants to Kathmandu for testing and pre-departure orientation, language training, and medical exams; and funding for contracting a local consulting firm to assist with annual project evaluations.

HMG inputs for this project, totaling \$204,500, are summarized as follows:

(1) Financing for participants receiving training at a U.S. university	\$108,700
(2) Financing for training in Nepal conducted by U.S. specialists	28,200
(3) Financing for Asian observation tours	12,100
(4) Financing for other costs	55,500
Total	<u>\$204,500</u>

Details on costs of the project are in Part II.B. 4. (Inputs) and the Logical Framework, Annex A.

3. Length of Project

The length of this project (from signature of Project Agreement to completion of services performed pursuant to implementation documents issued under the terms of the ProAg) is five years.

4. Linkages and Assumptions

If the assumptions in the project prove to be valid, the project should progress without serious difficulties, with inputs resulting in outputs, outputs resulting in the achievement of purpose, and purpose contributing significantly to the achievement of the sector goal.

In this project, the inputs should readily be converted to outputs, i.e., the training will provide trained people. These outputs should result in achievement of project purpose for a number of reasons: (1) the magnitude of the outputs, i.e., the number of persons trained and research projects completed, is sufficiently large in terms of the Nepalese educational system that the persons involved can have a strong impact; (2) persons being trained will all be assigned to decision-making or policy level positions; (3) training is being conducted to assure a supportive, cooperative environment in which returning participants will work; (4) the project purpose has the full support and backing of HMG; (5) The assumptions given in the Logical Framework Matrix at the input, output, and project levels are all reasonable and will probably prove to be valid; and (6) returning participants will have acquired the knowledge and techniques necessary to know what changes are desirable and necessary in order to achieve the project purpose: a favorable environment (items 1 through 5 above) should enable them to make those changes.

The linkage connecting the purpose and goals is clear and definite. Achievement of the project purpose is essential if HMG is to expand education to rural areas, improve the quality and relevance of education, and bring education more into line with Nepal's development needs. Further, once the project purpose has been achieved, the resulting qualitative and quantitative improvements in educational knowledge, educational professionalism, improved institutional capabilities, and management skills and data will certainly contribute significantly towards achievement of the sector goal. Indeed, the present absence of these elements in sufficient quantities is one of the main restraints keeping HMG from

achieving its sector goals.

One of the assumptions at the goal level states that "the government's budgetary situation will be such that the educational infrastructure necessary for expansion will be built, and the materials and manpower necessary for expansion can be procured." Should this assumption be invalid, the goal will not be achieved, even if the project purpose were achieved. There is no reason at this point to assume that budgetary conditions will prohibit achievement of the goal; however, it is a critical point of which both USAID and HMG are cognizant, and one of the most important factors in deciding to utilize UNESCO projections as measures of goal achievement rather than the NESP goals (see Part II, Section B. 1) was that limited funding availabilities may well preclude attainment of the NESP goals. The high priority given to education by HMG will, to some extent, shield this project and the education sector should serious governmental budgetary problems develop.

Part III. Project Analysis

A. Technical Analysis

This project will provide training in critical areas to a nucleus of Nepalese educators, in order to increase both their numbers and their capabilities. The professional staff of the Ministry of Education, including regional offices and district supervisors and the National Education Committee, and the Institute of Education, including all campuses, currently supports an educational system with low participation rates; e.g., 39% primary school enrollment and 13% secondary school enrollment. During the next five years, HMG hopes to sharply increase these figures. In order to do so, the number of primary school teachers will need to increase by at least 7,000; the number of lower-secondary teachers by 5,000; the number of secondary teachers by 2,000; and the number of pre-vocational teachers by 1,000.

If these numbers of teachers are to be trained, the staffs of the Institute of Education and its campuses must increase by at least 50%. And if the teachers are to be adequately supported by the Ministry of Education, there must be significant increase in its professional staff. Further, if the expansion of the educational system is to be rational and cost effective, the educational expertise, planning and management capabilities of professional educators needs to be increased.

The bulk of additional staff members in the foreseeable future will be new graduates from Nepal, none of whom will have had advanced professional training. This project will address itself particularly to increasing the planning and related skills of these new

professionals, as well as of those currently working in the sector. As an illustration of the need for newly trained educational manpower, one can look at Nepal's education policy-making and planning institution, the National Education Committee. The NEC's present professional staff members have the following academic backgrounds: two Ph.D's, one in sociology and one in education, and four Masters level degrees, two in science, one in political science, and one in economics. Only one has formal academic training in education and none has training in educational economics, educational planning, educational management, or other related policy subject matter.

Training of Nepalese educators abroad appears to be the most desirable means of obtaining this training, since adequate graduate training facilities in education are not available in Nepal. HMG views the training of Nepalese specialists generally as one of the most important contributions that foreign aid can make, and is in fact attempting to place much greater emphasis on training in both bi-lateral and multi-lateral assistance agencies. The value of foreign university training is indicated by the fact that virtually all leadership spots in HMG are filled by persons who have studied overseas, and a substantial number of these were trained in the U.S.

During the period 1952-1975, USAID has sent 191 participants to the U.S. for long term training (six months or more) in the field of education. The vast majority of these participants have remained in the education field and provide a core of trained educators for Nepal's education system. However, further participant training as outlined in this Project Paper is still essential if the education system in Nepal is to effectively expand its size, quality, and relevance.

This type of participant training will impart to Nepalese educators the most recent educational technology available. The seminars will help to further relate this training to the particular needs of Nepal, and careful planning by both the U.S. university and the Ministry of Education will help to ensure the usefulness, appropriateness, and relevancy of courses being taken by participants. The third country tours of educational institutions by policy-level personnel will help Nepalese educators personally see how educational innovations are applied in other developing countries. And finally, in-country training by U.S. specialists will bring educational technology and innovations to an even wider group of persons, while the in-country training environment will help the U.S. specialists make the training relevant to the needs of the Nepalese.

One critical factor of this project design is the ability of HMG to recruit each year 6 or 7 candidates for participant training in

the U.S. who are qualified for graduate level study in a U.S. university. Since these participants will be involved in pre-departure training (part time) at Tribhuvan University for up to 8 or 10 months, plus approximately 18 months in the U.S., and finally up to 2 or 3 additional months (part time) in Nepal finishing research projects, all 20 participants will be involved in the program on either a full or part time basis at its peak.

Obtaining this number of qualified candidates will require a serious effort by HMG, for not only is the total number of 20 participants involved in this project a significant number, but in addition for a short time all of these persons will be involved in training simultaneously. The National Education Committee has studied the pool of candidates, and has given assurances that recruitment will not be a major problem, nor will the short term drain on affected institutions. The recruitment ground for these participants includes the Ministry of Education, the National Education Committee, the National Planning Commission, and Tribhuvan University. The suitability of these candidates will be further assured by intensive English language training and appropriate course work at Tribhuvan University. Representatives of the U.S. university who visit Nepal each summer will assist in selection of participants and determination of pre-departure training necessary for each participant. This type of close coordination and review by U.S. university representatives of each potential participant will assure that each person is up to the standards required by the U.S. university.

Removal from the staffs at MOE, the NEC and Tribhuvan University of so many officials simultaneously will have some impact upon the operations of the institutions involved, but this is not expected to be serious; this impact will be minimized by judicious selection of participants and careful timing of their training.

The total projected cost of this project, both HMG and USAID inputs, is \$712,500. Considering the benefits of this project, and its vital role in expanding education qualitatively and quantitatively in Nepal, the cost of this project is justified. Participant training in other countries and in Nepal has been one of the most widely utilized and most effective types of assistance. The careful, yet straightforward and uncomplicated design of this project will ensure not only its value and benefit to Nepal, but will help to ensure that HMG has the capability to implement this project.

The environmental implications of this project are negligible.

This project meets the requirements for grant assistance specified in FAA Section 611 (a) and (b).

B. Financial Analysis and Plan

Following is the Summary Cost Estimate and Financial Plan for this project. For other detail on inputs, see also the Project Paper Facesheet; Part II B. 4; and the input section of the Logical Framework (Annex A).

SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(U.S. Dollars and Nepalese Rupees)

1. USAID Inputs*

a. Financing for participant training at U.S. university	\$ 300,400 (FY 76 - FY 80)
b. International travel for participants	\$ 46,200 (FY 76 - FY 80)
c. Financing for U.S. consultants to Nepal	\$ 84,900 (FY 76 - FY 80)
d. Annual trips for HMG official to U.S. university	\$ 13,200 (FY 76 - FY 80)
e. Financing for Asian observation tours	\$ 63,300 (FY 77 - FY 80)
<u>Total USAID Project Input</u>	<u>\$ 508,000 (FY 76 - FY 80)</u>

In calculating cost estimates for participant training at a U.S. university, the following data has been used:

Annual Cost to USAID for Each Participant

(1) Tuition and fees	\$ 3,000
(2) University overhead	\$ 1,500
(3) Living expenses	\$ 4,000
(4) Miscellaneous study expenses	\$ 600
	<u>\$ 9,100</u>

These cost estimates for USAID participant training are based upon AID/Washington's most recent standard cost figure for FY 1976 (AIDTO Circular A-322, dated 6/4/1975), and modified upward somewhat based upon particular factors in this project (the requirement for special staff to conduct a seminar, graduate student assistance, contractor overhead, etc.).

*Assumes 7% annual inflation factor.

Other cost estimates given above are based upon unit costs as follows:

International travel for participants

Round trip tickets--excluding the portion paid by HMG--cost approximately \$2,000, or assuming an 18 month stay in the U.S., \$1,400 on an annualized basis.

Financing for U.S. consultants in Nepal

Each man month, including salaries, per diem, and university overhead, is estimated at \$5,000. Round trip tickets are estimated at \$2,000.

Annual trips for HMG official to U.S. university

Trips are estimated to last 2 to 3 weeks (including travel time). Costs cover round trip ticket (\$2,000) and per diem.

Financing for Asian observation tours

Costs include per diem costs of \$40 per day for 30 days for 5 people and international travel costs estimated at \$1,000 per person.

2. <u>HMG Inputs (\$1 = Rs.12.45)*</u>	<u>(In 000's)</u>
a. <u>Financing for participants receiving training at U.S. university</u>	<u>Rs. 1,353.8 (\$ 108.7)</u>
(1) Funds to pay for air travel on RMAC from Kathmandu to point nearest training site	Rs. 47.5 (\$ 3.8)
(2) Salaries of participants	Rs. 900.0 (\$ 72.3)
(3) Funds for travel of participants within Nepal	Rs. 78.8 (\$ 6.3)
(4) Clothing allowance	Rs. 50.0 (\$ 4.0)
(5) Funds to cover costs related to preparing participants for U.S. university	Rs. 270.0 (\$ 21.7)
(6) Costs for annual visit of HMG official to U.S. university	Rs. 7.5 (\$ 0.6)

*Includes 12% annual inflation factor.

(In 000's)

b. <u>Financing for training in Nepal conducted by U.S. specialists</u>	<u>Rs. 351.2 (\$ 28.2)</u>
(1) Costs for HMG staff assistance	Rs. 110.6 (\$ 8.9)
(2) Salaries of trainees	Rs. 137.5 (\$ 11.0)
(3) Funds for travel of trainees in Nepal	Rs. 103.1 (\$ 8.3)
c. <u>Financing for Asian observation tours</u>	<u>Rs. 150.3 (\$ 12.1)</u>
(1) Salaries of HMG officials going on tours	Rs. 62.5 (\$ 5.0)
(2) Funds for travel of officials in Nepal	Rs. 9.9 (\$ 0.8)
(3) Funds to pay for international air travel possible on RMAC	Rs. 77.9 (\$ 6.3)
d. <u>Financing for other costs</u>	<u>Rs. 691.3 (\$ 55.5)</u>
(1) Salary of project liaison person	Rs. 90.0 (\$ 7.2)
(2) Staff costs for preparing and reviewing annual training plan	Rs. 30.1 (\$ 2.4)
(3) Costs for contracting consulting group for project evaluation	Rs. 171.2 (\$ 13.8)
(4) Other costs not covered elsewhere (miscellaneous staff costs, not listed above, involved in project planning, coordination, implementation, evaluation, etc.; medical exams; travel costs for non-trainees; office and classroom space; postage; etc.)	<u>Rs. 400.0 (\$ 32.1)</u>
<u>Total HMG Project Input</u>	<u>Rs. 2,546.6 (\$ 204.5)</u>

3. Combining USAID and HMG inputs,
total project costs are:

USAID	\$ 508,000
HMG	\$ 204,500
Project Total	<u>\$ 712,500</u>

The cost estimates for HMG reflect estimates compiled by USAID and reviewed and concurred in by the Ministry of Education. We believe them to be reasonable.

Total HMG contributions are calculated to be approximately 29% of total project costs over the period of active AID involvement.

C. Social and Economic Analysis

The ultimate beneficiaries of this project will be the children of Nepal as educational opportunities are expanded, especially in the rural areas. Further, since there is a considerable income differentiation in Nepal between urban and rural areas, it is the poorer segment who will receive a proportionately larger benefit from this project. Females, as part of the school age group population, will also benefit proportionately more than males since a goal of the NESP is to increase participation in education by girls.

A recent draft ILO report, The Challenge for Nepal: Growth with Employment, stated that "...the basic educational standards of the population will be raised by the rapid expansion and qualitative improvement of primary schools. We feel that in the long-run these policies will help to achieve a more equal regional development and income distribution". (Emphasis added.)

As education has expanded into rural areas during recent years, village people, i.e., the rural poor, have increasingly recognized the value of education for their children and have been increasingly interested in school for their children. And though girls remain a distinct minority in primary and secondary schools, the percentage of girls attending school and their absolute numbers will both increase as rural education becomes more widespread and the benefits of it continue to be increasingly recognized and desired.

This project, by assisting HMG to improve the quality and relevance of education available in rural areas, will accelerate this trend of recognition by village people of the desirability of educating their

children, both boys and girls. This process is reinforcing, resulting in increasing interest in, appreciation of, and participation in education by the rural poor.

A lesser, though still significant, effect of this project and the resulting expansion of educational facilities will be increased central government ties with the rural areas of Nepal, and a greater feeling in rural areas that the government is doing something for rural peoples as well as urban. There will be greater participation, involvement, and sharing by the rural population in the process of development in Nepal, and a greater feeling among rural peoples of national identity. In a country with roads and communications as sparse as they are in Nepal, and in a country where remote villagers going to Kathmandu state that they're going to "Nepal", this factor of increased rural participation and government ties is not insignificant.

The role and relevance of education in nation-building and in economic development have been repeatedly and positively demonstrated. Studies, for instance, have clearly indicated the relationships between educational levels and income distributions; relationships have also been demonstrated between increased educational levels and regional growth.

This particular project is expected to have significant economic returns especially because it will "...bring education more into line with Nepal's development needs". Essentially this means increased "vocationalization" of education, i.e., placing increased emphasis upon vocational courses such as agriculture, wood-working, metal working, animal husbandry, forestry, agronomy, etc. This increased "practicality" of education will give rural economic development increased impetus, will provide an increased pool of semi-skilled and skilled labor, and will result in increased income and higher standards of living for those receiving vocational training. One important aspect to note concerning vocational training is that the resulting knowledge has value in both the urban and rural areas, and the increased labor force can fill manpower requirements in both areas. This contrasts to a more traditional and classical type of formal education which tends to channel persons from rural to urban areas. This is not to imply that formal academic training has no value in rural areas, for it unquestionably does, however, in a country with over 90% of the population dependant upon agriculture for a living, increased emphasis upon subjects such as animal husbandry, forestry, and agronomy is desirable. This project will help to achieve this increased emphasis through providing better trained personnel to effect the necessary changes outlined in the National Education System Plan.

The structure of this project also appears to be the approach to expansion of education in Nepal that will cost the U.S., as donors, the least amount and yet still remain effective. Obviously, foreign assistance could expand education greatly--and rapidly--by funding the building of schools and the provision of educational materials. This approach has been used in a number of countries, though it is an expensive approach and occasionally leaves the host country without the know-how and manpower to effectively operate and maintain this infrastructure. Foreign assistance could also be used to fund an extensive number of U.S. educators to assist in planning and implementing expansion of education in Nepal, and even assist in teaching of classes on a wide scale. For obvious reasons of financing, low cost-benefit ratios, and political sensitivities, this alternative is not valid. All in all, training of host country educators, abroad and in-country, is the project alternative that makes the most sense from an economic point of view and will have the optimum longrun impact on improving the Nepalese educational system.

D. Women in Development

As was noted above, since a goal of the NESP is to increase participation in education by girls, the project will affect females more than males. Because of the importance attached to the subject of education for females, the NESP is quoted at length:

"The Constitution of the Kingdom of Nepal provides for equality of men and women in solemn reaffirmation of the healthy Nepalese social traditions, which enjoin no purdah system nor any other form of segregation on grounds of sex. Under our age-long social customs, women take part in daily life on terms of complete equality with men. In view of these things, preference will be given to coeducation under the NESP." HMG is encouraging the recruitment of women into teacher training programs, and has elevated a few women to positions of prestige in Government, for example the Director of the Library, Tribhuvan University, and an assistant dean of the Institute of Education. Further, this project will endeavor to recruit women into the training program.

E. Benefit to the Rural Poor

Running through the NESP and other documents of HMG is the theme of bringing the rural poor into the development process, making them a part of Government, and providing the benefits of society to them. As has been noted earlier in this paper, most of the major objections of HMG to the Nepalese education system was that it denied education to the rural poor, was urban oriented, catered to the elite, etc.,

and it should be noted that strong support for the NESP comes from minorities. The Ministry of Education is actively developing non-formal education as a device to open up training in rural areas, with radio as one very promising technique for reaching rural people. If the goals of the NESP are not met, it will be the rural people who will suffer most. HMG is determined that this will not happen.

Since the NESP addresses the problem of providing education for the rural poor, since this project is directly related to increasing the ability of HMG to carry out the planning and do the analysis necessary to carrying out the NESP, and since each participant will fit directly into a slot in one of the key institutions, each slot will contribute to realization of the end-of-project status as outlined in the log-frame.

Part IV. Implementation Arrangements

A. HMG and AID Administrative Arrangements

The direct role of USAID will be minimal. USAID will monitor the project and facilitate project implementation and evaluation as appropriate. USAID will also offer in-country participant training support and services.

HMG will maintain primary responsibility for the project: i.e., for determination of fields of training and selection of university personnel to carry out summer consultancies. Most of the detailed planning, administrative work, liaison contacts with USAID and the U.S. university will be handled by the Ministry of Education.

Frequent contact by AID/Nepal personnel with senior MOE personnel has enabled us to evaluate the capacity of MOE to handle the primary responsibility within Nepal to implement this project: based upon this contact we are confident that the MOE has the requisite capabilities.

The unique feature of this project will be selection of a U.S. university to assist HMG in carrying out its role. The university selected must be willing to work with HMG and the Mission in designing a program which is responsive to the specialized requirements herein outlined. This university will assume responsibility for the U.S. training; work with HMG on the identification of fields of training each year; help plan pre-U.S. experiences in Nepal for trainees and in some cases participate in pre-departure seminars; provide one or

more specialized consultants each summer for planning, follow-up activities, and conducting training programs in Nepal; provide a student advisor/seminar leader for the U.S. training; and help plan and approve short tours for educational leaders in selected Asian countries. A university representative will also work closely with HMG in the final selection of nominees for participant slots since it is anticipated that those nominated will have to meet the entrance requirements of the university in order to be admitted.

USAID and HMG will sign annual Project Agreements obligating the total dollar requirement for the overseas training and summer consultancies. These funds will go into a contract with the selected university, and will be used for payment of travel, tuition, living expenses, miscellaneous study expenses, and administrative expenses for the university.

After project approval and obligation of funds, a contract will be negotiated with an American university. This implementing university will be one with overseas experience, one which is willing to commit the requisite resources and time to undertake such a scheme, and one which is willing to design a program which will meet the specialized requirements of this project. HMG will participate in the selection of the university.

B. Implementation Plan

Following is the currently projected implementation plan for the Education Skills Training Project.

<u>Date</u>	<u>Activity</u>
May 1976	Submission of PP to AID/W.
May 1976	Approval of PP.
June 1976	Signing of Project Agreement.
June/Sept. 1976	1. Visit to U.S. by Nepalese official from MOE to help in selection of U.S. university. 2. Selection of university to implement project and signing of contract with funds for first year of training.

<u>Date</u>	<u>Activity</u>
August/Oct.. 1976	<ol style="list-style-type: none">1. Visit to Nepal by university representative(s) to work with USAID and HMG on training plan and consultancy arrangements.2. Nomination and selection of first group of trainees.3. Concurrence in selection of trainees by university.
Oct. 1976/July 1977	<ol style="list-style-type: none">1. In-country processing of participants.2. Intensive pre-training programs at Tribhuvan University.
Summer 1977	<ol style="list-style-type: none">1. U.S. specialist will visit Nepal to conduct in-country training program and review annual training program.2. U.S. specialist will review project progress, help with continuing planning, help with Annual Project Evaluation, and help HMG in the final selection of second group of nominees for participant slots.
Aug./Sept. 1977	Departure of first group of 6 or 7 participants.
Spring 1978	Visit to U.S. university by Nepalese officials to review progress of project.
Summer 1978	<ol style="list-style-type: none">1. U.S. specialist will visit Nepal to conduct in-country training program and review annual training program.2. U.S. specialist will review project progress, help with continuing planning, help with Annual Project Evaluation, and help HMG in the final selection of nominees for participant slots.
Aug./Sept. 1978	Departure of second group of 6 or 7 trainees.
Jan./Feb. 1979	Return to Nepal of first group of trainees.

<u>Date</u>	<u>Activity</u>
Feb./April 1979	<ol style="list-style-type: none">1. First group of trainees will complete research reports if not completed while in U.S.2. First group of trainees return to positions pre-selected for them.

The cycle will continue in this same manner until three groups of 6 or 7 trainees (totaling 20) have rotated to the U.S. (The last group of participants will return to Nepal in approximately January 1981.) During this period, third country observation tours will also take place (one tour per year for 5 officials).

See also Annex B, Project Performance Network Chart, which further illustrates the implementation schedule.

C. Evaluation Arrangements

During the implementation of this project, there will be continuing monitoring and evaluation by USAID, by the U.S. university, and by MOE. Annual evaluations will review accomplishments to date, the rate of progress relative to baseline data, progress "milestones", and planned targets, and analyze the need for changes in project design.

USAID/Nepal and HMG will provide for participation in the Annual Project Evaluation by an outside party not involved with the project, for example, a local research or consulting firm such as New ERA (New Education Reform Associates) or CEDA (Center for Economic Development and Administration). The Annual Project Evaluation will be conducted by a project committee, with the participation of USAID and the participating university. Reviews will normally be scheduled to coincide with the summer consultancies.

Based upon the results of these annual reviews, **corrective** measures, if necessary, can be taken to remedy project deficiencies. These evaluation procedures will be further clarified and outlined in the Project Agreement (see draft attached) to assure that all parties **fully** understand their respective roles and responsibilities for evaluation.

Following the return of the last group of participants, there will be a final project evaluation which will review total project accomplishments against outputs and the end-of-project status in the log-frame.

D. Conditions, Covenants, and Negotiating Status

There are no special covenants or conditions required in the Project Agreement. HMG is fully familiar with this project, as they have been closely involved in project design, and AID/Nepal expects no unusual difficulties in negotiation, drafting and signing of the Project Agreement.

ANNEXES

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Annex A

Life of Project: 5 years

From FY 76 to FY 81

Total U.S. Funding: \$500,000Date Prepared: May, 1976Project Title & Number: Education Skills Training Project, 305-0174

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>Measures of Goal Achievement</p>	<p>Major Means of Verification for All Indicators will be Annual Project Evaluations.</p>	<p>Assumptions for achieving goal targets:</p>
<p>To expand education opportunities in Nepal for the rural poor in terms of underlying objectives of the National Education System Plan (NESP).</p>	<p>a. Number of primary school enrollments will increase to 496,000 in 1982/83 (60% enrollment ratio).</p> <p>b. Number of lower secondary school enrollments will increase to 419,000 in 1982/83 (30% enrollment ratio).</p> <p>c. Number of upper secondary school enrollments will increase to 137,000 in 1982/83 (13% enrollment ratio).</p> <p>d. Percentage of trained (certified) primary school teachers will increase to 60% by 1982/83.</p> <p>e. Percentage of students taking vocational courses will increase.</p> <p>f. Texts and other educational materials will be more widely utilized in primary and secondary schools.</p> <p>g. Percentage of girls in primary school will increase to 23% of total enrollment by 1982/83. (See baseline data on page 5 of Logical Framework.)</p>	<p>a-e. Statistics available through the Ministry of Education Annual Report.</p> <p>f. Studies and papers completed at the Ministry of Education and Tribhuvan University.</p> <p>g. Discussions with appropriate personnel in MOE and schools. Review of education budgets.</p> <p>h. Statistics available through the Ministry of Education's Annual Report.</p>	<p>a. A stable political situation will exist.</p> <p>b. Continued government commitment to the underlying objectives of the NESP.</p> <p>c. Continued emphasis by the government on need for improved administration.</p> <p>d. Government's budgetary situation such that the educational infrastructure necessary for expansion will be built, and the materials and manpower necessary for expansion can be procured (in coordination with local efforts).</p> <p>e. Funds to meet recurring costs will be made available by local and national governments.</p> <p>f. Motivation for rural families to send children to school will be maintained.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Annex A
Life of Project: 5 years
From FY 76 to FY 81
Total U.S. Funding \$508,900
Date Prepared: May, 1976

Project Title & Number: Education Skills Training Project, 367-2124

PAGE 2

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>To increase the ability of the National Education Committee, the Ministry of Education, and supporting structures to manage a cost effective education system, with special reference to: (1) improved planning and financing procedures, (2) improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and (3) a more rational system for testing and evaluation of students and the educational system.</p> <p>New approaches to education for rural areas (notably through radio) will have been researched, for both in-school and out-of-school use.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>a. Nepalese educational institutions will have developed professional linkages with various educational institutions (e.g., SEAMEO), especially with regard to innovative education experiments.</p> <p>b. National Education Committee will have developed a refined capacity to plan, experiment, and to research and evaluate educational problems.</p> <p>c. A refined system for collecting, analyzing and utilizing educational data will have been developed, with more accurate and useful data resulting.</p> <p>d. Alternatives for educational expansion will have been tested, in terms of cost effectiveness.</p> <p>e. A rational plan for continued improvement of the NESP will have been developed.</p> <p>f. A revised set of examination tools will have been developed.</p> <p>g. Planning cells in the NEC and/or MOE will be functioning and providing planning and educational efforts.</p> <p>Note: The above conditions should be achieved by FY 1981.</p>	<p>Major means of verification for all indicators will be Annual Project Evaluations.</p> <p>a. Discussions with personnel from MOE, National Education Committee, Tribhuvan University, U.S. specialists, and those returning from tours of Asian educational institutions and organizations.</p> <p>b. Discussions with appropriate HMG personnel, non-governmental personnel in the educational field, and U.S. specialists working in Nepal.</p> <p>c. Review of quality, variety, and utilization of educational data being collected.</p> <p>d. Same as c. above, and review of available reports and studies.</p> <p>e. Review of revisions to NESP and implementation procedures.</p> <p>f. Review of examination tools that have been developed. Discussions with appropriate personnel.</p> <p>g. Discussions with appropriate HMG personnel and non-governmental personnel in the educational field.</p>	<p>Assumptions for achieving purpose:</p> <p>a. Trainees will return to Nepal.</p> <p>b. Skills and knowledge acquired during training can be and will be adapted to Nepal.</p> <p>c. Personnel trained will remain in the service of the educational structure.</p> <p>d. Continued government commitment to the underlying objectives of the NESP.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Annex A
Life of Project: 5 years
From FY 76 to FY 81
Total U.S. Funding \$508,000
Date Prepared: May, 1976

Project Title & Number: Education Skills Training Project, 367-0124

PAGE 3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <p>a. Middle and upper level personnel trained at U.S. university in fields relating to educational planning, finance, research, evaluation, etc. and employed in Nepalese educational system.</p> <p>b. Policy level personnel familiar with educational systems and educational innovation in Asia through use of short tours.</p> <p>c. Personnel trained in-country by short-term U.S. specialists.</p> <p>d. Research projects completed on various educational problems (one completed by each participant).</p>	<p>Magnitude of Outputs:</p> <p>a. Approximately 20 persons trained in the U.S., ordinarily for 18 months and to the M.A. level, or 6-7 persons per year. First participants depart in Summer 1977. Last participants return early in CY 1981.</p> <p>b. Approximately 25 persons familiarized with Asian educational systems, or approximately 5 persons per year.</p> <p>c. Approximately 75 persons trained in-country, or approximately 15 persons per year.</p> <p>d. Approximately 20 research projects completed, or 6-7 per year.</p>	<p>Major means of verification for all indicators will be Annual Project Evaluations.</p> <p>a. USAID training records. University and MOE annual reports.</p> <p>b. MOE annual reports and USAID records.</p> <p>c. U.S. specialists' and MOE annual reports.</p> <p>d. MOE records and review of completed research documents.</p>	<p>Assumptions for achieving outputs:</p> <p>a. HMG supports the project as agreed with adequate manpower, money, and materials, and will take the necessary administrative action to implement the project.</p> <p>b. Sufficient numbers of qualified candidates can be identified each year to enter training.</p> <p>c. Adequate arrangements can be made for Asian tours with third countries.</p> <p>d. Participants selected for training will be suitable and can successfully complete university academic work.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

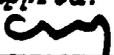
Annex A
Life of Project: 5 years
From FY 76 to FY 81
Total U.S. Funding \$508,000
Date Prepared: May, 1976

Project Title & Number: Education Skills Training Project, 307-1124

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Inputs:</p> <p><u>USAID</u></p> <p><u>Project Financing</u></p> <p>a. Financing for participant training at U.S. university.</p> <p>b. International travel for participants.</p> <p>c. Financing U.S. consultants.</p> <p>d. HMG trips annually to U.S.</p> <p>e. Financing for Asian observation tours.</p> <p><u>Other Support</u></p> <p>a. Project Officer will monitor project, working with HMG and U.S. university.</p> <p>b. USAID/Nepal Training Branch will assist in processing of participants.</p>	<p>Implementation Target: XXXX XXXX XXXX XXXX</p> <p><u>USAID</u></p> <p><u>Project Financing</u></p> <p>a. \$301,400 (FY 76 - FY 80)*</p> <p>b. \$46,200 (FY 76 - FY 80)</p> <p>c. \$84,900 (FY 76 - FY 80)</p> <p>d. \$13,200 (FY 76 - FY 80)</p> <p>e. \$63,300 (FY 76 - FY 80)</p> <p><u>Total USAID Input - \$508,000</u> (FY 76 - FY 80)</p> <p><u>Other Support</u></p> <p>a. Project Officer time not charged against project (FY 76 - FY 81).</p> <p>b. Training Branch time not charged against project (FY 76 - FY 81).</p> <p>*Dates represent years for fund obligation.</p>	<p><u>USAID</u></p> <p>USAID financial records.</p>	<p>Assumptions for providing inputs:</p> <p>a. HMG will be able to recruit every year for 3 years 6 or 7 new participants who can qualify for graduate admission to the U.S. university selected.</p>

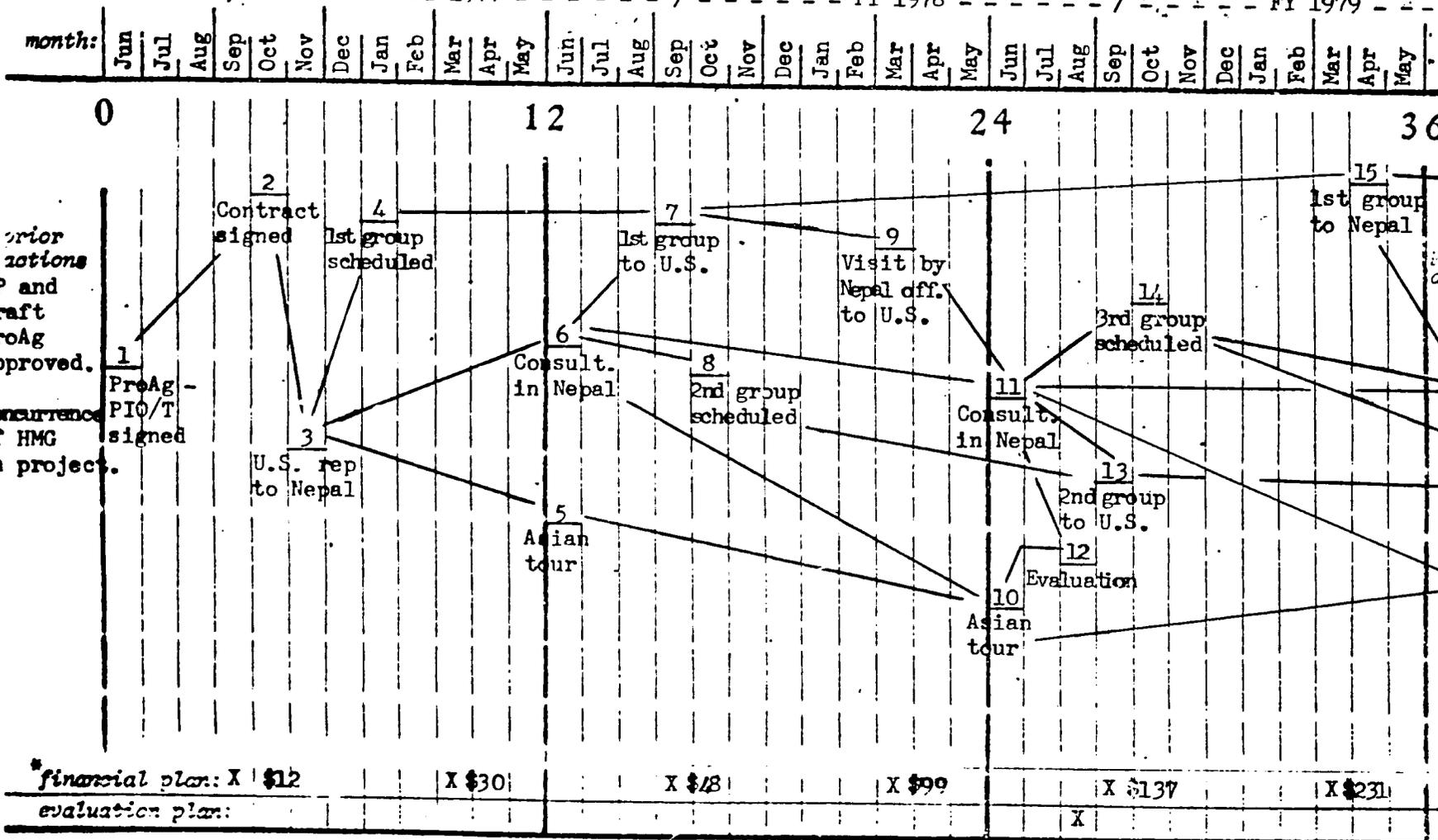
Project Performance Network Chart

FORMICA D

country:	project no:	project title:	date:	/ I / original / / revision #	apprvd:
Nepal	367-0124	Education Skills Training Project	5/5/76		
<u>CPI NARRATIVE</u>					
1.	6/15/76	ProAg and PIO/T signed	24.	3/15/81	Asian observation tour begins
2.	10/15/76	Contract signed with U.S. university	25.	4/1/81	Final consultancy to Nepal begins
3.	11/1/76	U.S. university representative visits Nepal to work on training plan and consultancy arrangements	26.	4/15/81	3rd participant group returns to Nepal and scheduled for assignments
4.	1/1/77	1st group of participants selected and scheduled for pre-training courses	27.	5/30/81	Project completed with increased ability in National Education Committee and Min. of Education to manage a cost effective education system
5.	6/15/77	Asian observation tour for Nepali officials begins	28.	5/30/81	Final evaluation completed
6.	6/15/77	U.S. university specialist begins consultancy in Nepal			
7.	9/1/77	1st participant group departs for U.S.			
8.	10/15/77	2nd group of participants selected and scheduled for pre-training courses			
9.	3/1/78	Visit to U.S. university by Nepalese official to review progress			
10.	6/15/78	Asian observation tour begins			
11.	6/15/78	Consultancy in Nepal begins			
12.	8/15/78	Preliminary evaluation completed			
13.	9/1/78	2nd participant group departs for U.S.			
14.	10/15/78	3rd group of participants selected and scheduled for pre-training courses			
15.	4/15/79	1st participant group returns to Nepal and scheduled for assignments			
16.	6/15/79	Asian observation tour begins			
17.	6/15/79	Consultancy in Nepal begins			
18.	8/15/79	Evaluation completed			
19.	9/1/79	3rd participant group departs for U.S.			
20.	4/15/80	2nd participant group returns to Nepal and scheduled for assignments			
21.	6/15/80	Asian observation tour begins			
22.	6/15/80	Consultancy in Nepal begins			
23.	8/15/80	Evaluation completed			

country: Nepal	project no: 367-0124	project title: Education Skills Training Project	date: 5/5/76	/ X / original / / revision#	PFT appr <i>cm</i>
-------------------	-------------------------	---	-----------------	---------------------------------	-----------------------

FY: / I.Q. / - - - - - FY 1977 - - - - - FY 1978 - - - - - FY 1979 - - - - -



* (\$000's)

CHECKLIST OF STATUTORY CRITERIAI. COUNTRY PERFORMANCEA. Progress Towards Country Goals

1. FAA ^{SS} 201 (b)(5), 201 (b)(7),
^{SS} 201 (b)(8), 208. Discuss the extent to which the country is:
 - (a) Making appropriate efforts to increase food production and improve means for food storage and distribution.

The Fifth Development Plan (1976-1980) puts major stress on increased food production and improved marketing of agricultural products.

Nepal provides tax benefits to foreigners investing in needed development projects.
 - (b) Creating a favorable climate for foreign and domestic private enterprise and investment.
 - (c) Increasing the people's role in the developmental process.

Villagers in parts of Nepal are building schools, water systems and farm-to-market roads. This is on a modest scale so far but is an appreciable start.
 - (d) Allocating expenditures to development rather than to unnecessary military purposes or intervention in other free countries' affairs.
 - (e) Willing to contribute funds to the project or program.

The HMG will contribute \$204,500 to the Education Skills Training Project.
 - (f) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements; and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.

The monarchical system in Nepal is gradually broadening. The HMG is allowing greater freedom of expression, although the press is still largely government-controlled. There is a Parliament with some, if limited, effective powers. Entrepreneurs operate fairly freely. The government is seeking Western advice in legal matters, taxation, finance, private enterprise, and information services.

- (g) Responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

The HMG has strengthened its commitment to development in recent years, and has shown a new willingness to take meaningful self-help measures in order to carry out the Fifth Five Year Plan.

B. Relations with the United States

- 1. FAA § 620 (c). Is the government indebted to any U. S. citizen for goods or services furnished or ordered where:

No such indebtedness is known to exist.

- (a) such citizen has exhausted available legal remedies, including arbitration, or
- (b) the debt is not denied or contested by the government, or
- (c) the indebtedness arises under such government's, or a predecessor's unconditional guarantee?

- 2. FAA § 620 (e) (1). Has the country's government, or any agency or subdivision thereof:

No to first question. Second question not applicable.

- (a) nationalized or expropriated property owned by U. S. citizens or by any business entity not less than 50% beneficially owned by U.S. citizens,
- (b) taken steps to repudiate or nullify existing contracts or agreements with such citizens or entity, or
- (c) imposes or enforced discriminatory taxes or other exactions, or restrictive maintenance or operation conditions? If so, and more than six months has elapsed since

such occurrence, identify the document indicating that the government, or appropriate agency or sub-division thereof, has taken appropriate steps to discharge its obligations under international law toward such citizen or entity? If less than six months has elapsed, what steps if any has it taken to discharge its obligations?

3. FAA § 620 (j). Has the country No.
permitted, or failed to take
adequate measures to prevent,
the damage or destruction by mob
action of U.S. property, and
failed to take appropriate
measures to prevent a recurrence
and to provide adequate
compensation for such damage or
destruction?
4. FAA § 620 (1). Has the government No.
instituted an investment guaranty
program under FAA 211 (b)(1) for
the specific risks or inconverti-
bility and expropriation or
confiscation?
5. FAA § 620 (o): Fisherman's No.
Protective Act of 1954, as
amended, Section 5. Has the
country seized, or imposed any
penalty or sanction against, any
U.S. fishing vessel on account
of its fishing activities in
international waters? If, as a
result of a seizure, the USG has
made reimbursement under the
provisions of the Fisherman's
Protective Act and such amount
has not been paid in full by the
seizing country, identify the
documentation which describes
how the withholding of assistance
under the FAA has been or will be
accomplished.

6. FAA § 620 (g). Has the country been in default, during a period in excess of six months, in payment to the U.S. on any FAA loan? No.
7. FAA § 620 (t). Have diplomatic relations between the country and the U.S. been severed? If so, have they been renewed? No, to first question. Second question not applicable.
8. App. § 106. Describe any attempt made by the country to create distinction because of race or religion in granting personal or commercial access or other rights otherwise available to U.S. citizens generally. None.

Relations with Other Nations and the U.N.

1. FAA § 620 (i). Has the country been officially represented at any international conference when that representation included planning activities involving insurrection or subversion directed against the U.S. or countries receiving U.S. assistance? No, as far as known.
2. FAA ~~XX~~ 620 (a), 620 (n); App. §§ 107 (a), 107 (b), 116. Has the country sold, furnished, or permitted ships or aircraft under its registry to carry to Cuba or North Viet-Nam items of economic, military, or other assistance? No, as far as known.
3. FAA § 620 (u); App. § 114. What is the status of the country's U.N. dues, assessments, or other obligations? Nepal is not in arrears in its obligations to the U.N.

D. Military Situation

1. FAA § 620 (i). Has the country engaged in or prepared for aggressive military efforts directed against the U.S. or countries receiving U.S. assistance? No, as far as known.

2. FAA § 620 (s). What is (a) the percentage of the country's budget devoted to military purposes, and (b) the amount of the country's foreign exchange resources used to acquire military equipment? Is the country diverting U.S. development assistance or P.L. 480 sales to military expenditures? Is the country diverting its military expenditures? Less than 9% of the country's budget is devoted to external defense and security purposes. Little foreign exchange is used to acquire military equipment.

PROPOSED PROJECT AGREEMENT

PROJECT TITLE: Education Skills Training Project

I. Project Description

This project is a new multi-year project whose objectives, as detailed below, are designed to assist in the continuous improvement of Nepal's education system, basically through training of host country nationals. This Project Agreement obligates initial U.S. dollar funding for participant training in the U.S., training in Nepal, third country observation tours in Asia, and necessary administrative costs pursuant to this project. Subject to the availability of funds, it is anticipated that it will be revised annually or as necessary, in order to provide additional required funding and to reflect any necessary revisions in the overall scope or direction of the project activity.

A. Statement of Purpose

This project is designed to increase the ability of the National Education Committee, the Ministry of Education, and the supporting institutions to manage a cost effective educational system, with special reference to three particular aspects of the educational system: first, the improvement of planning and financing procedures; second, improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities; third, a more national system for testing and evaluating students and other aspects of the educational system.

It is anticipated that achievement of these project purposes will contribute to the ability of the Government of Nepal to attain the underlying objectives of the National Education System Plan (NESP) by providing research, planning and administrative improvements with special reference to expanding educational opportunities in rural Nepal and for the poor, improving the quality of education, and bringing education more into line with Nepal's development needs.

B. Project Activities

The funds provided in this Project Agreement will primarily fund training of host country nationals in the areas described in I.A. above. Specific project activities will include the following:

1. Long-term academic training at a U.S. university for host country nationals in certain areas of education pursuant to the purposes of this project outlined above and short-term leadership training (subject to the availability of qualified candidates).

2. Short-term specialized training in Nepal of host country nationals by education specialists pursuant to the purposes of this project as outlined above. This training is to provide training for selected support staff in the Nepalese educational structure.

3. Third country observation tours in Asian countries for Nepalese officials pursuant to the purposes of this project. These tours will expose policy level personnel to innovative educational practices, educational planning activities, educational technology and finance, and other areas as mutually agreed upon.

II. Project Administration

General Administration

1. The direct role of USAID will generally be minimal, and HEG will maintain primary responsibility for the project: e.g., for the determination of specific training, selection of university personnel to carry out summer consultancies, and detailed planning and administrative work.

2. This project will be under the general policy guidance of and be coordinated by the Secretary of Education, HEG. The Secretary, assisted by the Project Director, will achieve the necessary coordination with the National Education Committee, Tribhuvan University and USAID/Nepal.

3. The Secretary of Education will appoint a Ministry of Education official as Project Director. The Project Director will be responsible, subject to the policy guidance of the Secretary of Education, for the day-to-day administration and direction of the project.

4. The Sector Development Officer, Office of Human Resources Development, USAID/Nepal, will serve as USAID/N representative.

5. Specific project actions will be in accordance with plans and understandings jointly developed between the HEG Project Director and the USAID/N Project Coordinator and incorporated into this Project Agreement by reference.

6. The USAID/N Training Branch will provide its normal in-country participant training support.

7. The Ministry of Education will prepare an annual training plan, with the assistance of the contracted U.S. university, to be concurred in by USAID.

III. Project Financing

A. USAID/E Contribution

1. Academic and Non-Academic Training

USAID/E will provide funding for academic training at a U.S. university, including living expenses for participants, tuition, fees, university overhead, study expenses, and round trip travel (to and from the point closest to the university served by IMAC); funding for costs and support of U.S. education specialists on summer consultancies, including in-country travel (including air) as may be necessary, international travel, and housing; funding for per diem and international travel (excluding travel possible on IMAC) to the U.S. university contracted so that Nepalese officials may review project progress and discuss other project affairs.

2. Third Country Observation Tours

USAID/E will fund all international travel (excluding travel possible on IMAC) and per diem while individuals are out of Nepal.

B. HEG Contribution

1. Contribution-in-Kind

HEG will provide office space, classrooms, materials, textbooks, and equipment necessary for the training and processing of participants, those going on third country tours, and those being trained in-country; office space, materials, and equipment necessary for the education specialists to properly conduct their summer consultancies.

2. Salaries

HEG will provide funding to pay salaries for all participants while in training (either in U.S., third countries, or Nepal); those receiving in-country short-term training; those on third-country observation tours; Nepalese officials on official visits to U.S. university; the Project Director; Tribhuvan University staff essential to pre-departure training programs; all clerical and other staff costs in HEG or Tribhuvan University essential to project implementation.

3. Other Costs

HMG will provide funding for travel on HMAG to and from that point nearest the U.S. university or other place where participants will be going for study; funding for all necessary travel of participants, trainees, and HMG or Tribhuvan University staff personnel within Nepal; any necessary clothing allowances for participants; funding for contracting a consulting firm to assist in annual project evaluations; funding for necessary medical exams and vaccinations for those going out of Nepal; funding for visas, passports, or other steps incidental to going overseas; funding for English language training preparatory to going overseas.

4. Minimum HMG Contribution

HMG will assure that its contribution to this project, including contributions-in-kind, will total at least 25 percent of total project costs.

IV. Other Provisions of the Project Agreement

A. Relation of U.S. Assistance to Other Donor Assistance

It is understood that U.S. assistance to the activities covered by this Project Agreement will be provided only insofar as such assistance does not duplicate assistance provided by any other aid donors.

B. Joint Reviews and Related Reporting Requirements

The HMG Project Director and the USAID/N Project Coordinator will jointly prepare annually, with revisions quarterly or as necessary, an operational work plan outlining the substantive actions to be taken by each party during the period toward the attainment of project objectives and targets. At the end of each quarter, the HMG Project Director and the USAID/N Project Coordinator shall hold a review of the project to determine whether the project has achieved the listed actions and targets.

A quarterly Review Report shall be prepared outlining the progress in achieving the actions and targets in the Project Agreement and work plan, explaining why any significant quarterly actions and targets have not been met during the quarter under review, and making any recommendations which the Project Director and USAID/N Project Coordinator feel are required. The fourth quarterly review and its report in each year shall cover the entire year's activities.

C. Selection and Role of U.S. University

A U.S. university will be selected by USAID and HMG to provide the training outlined in this Project Agreement. Representatives of the U.S. university will work closely with HMG in selection of fields of study, identification and selection of participants, and organizing and conducting the in-country training programs.

D. Arrangement of Third Country Observation Tours

A coordination committee will be formed in HMG to assist in arranging and approving itineraries for third country observation tours, and to select those personnel who will go on tours. This committee will be comprised of representatives (preferably at the Joint Secretary level or higher) from the Ministry of Education, the National Education Committee, the Institute of Education, and the National Planning Commission. Additionally, the SAID/N Project Coordinator and HMG Project Director will also be on the committee. This committee will meet twice a year, or more frequently if necessary, with at least one meeting to be held during the time of the summer consultancies so that the U.S. educational specialist may also attend the meeting of the coordination committee.

E. Project Evaluation

The initial formal evaluation of this project will be during the first summer following the departure of the first group of participants to the U.S. university contracted under this project. The primary vehicle for the evaluation of this project will be the Annual Project Evaluation, to be conducted normally each summer after the first evaluation in order to coincide with the summer consultancies. USAID/N and HMG will attempt to have participation in the Annual Project Evaluation by a third party not involved with the project, such as a local research or consulting firm. Thus, reviews would be conducted by appropriate officials from USAID/N, HMG, the participating university, and the organization contracted to assist with the evaluation. Based upon the results of these reviews, corrective measures, if necessary, will be taken to remedy project deficiencies and alter, reschedule, or revise project activities.

Project Agreement

Implementing Document Waiver

1. The provision for the simultaneous sub-obligation of funds for technicians' contract by issuance of a PIO/T is hereby waived (Handbook 19, chapter 1). The sub-obligating PIO/T can be issued at any time up to six months after the issuance of this Project Agreement.
2. The provision for the simultaneous sub-obligation of funds for participants by issuance of PIO/P's is hereby waived (Handbook 19, chapter 1). The sub-obligating PIO/P's can be issued at any time up to twelve months after the issuance of this Project Agreement.

Charles R. Grader
Director
USAID/Nepal

FUNCTIONAL DESCRIPTIONS OF DUTIES

To indicate the kinds of responsibility training programs must address, the following functional descriptions of duties are given:

BASIC FUNCTIONS OF EDUCATION PLANNER

1. Central point of coordination for nationwide data gathering and analysis.

a) Students: Enrollments, retention, repeaters, drop-outs, graduates and participation of females.

b) Teachers: Composition, age and sex distribution; teacher/pupil ratios, qualification and professional competence, salaries, status, pre-and in-service training, teacher supply and demand.

c) Plant and Facilities: Adequacy, functional suitability and utilization of instructional space, laboratories, workshops, libraries, residential and office accommodation furniture, equipment and ancillary services such as transportation, health services, scholarship and loan programs.

d) Administration and Supervision: Organizational and procedural aspects, efficiency, functional adequacy and professional competence.

2. The Implementation of the Education Policy: Responsible for developing national plans for education. This involves analysis of the following elements:

a) Policy, references

b) Targets

c) Achievements

d) Short-falls and problems

3. Adjustments and Changes Required: Responsible for linking educational planning to overall national economic plans.

a) Realistic assessment of availability of resources

b) Determination of constraints and operational barriers

c) Feasibility testing

d) Testing internal and external efficiency

- e) Changes required in view of financial, political, administrative, economic and social realities
- f) Analysis of qualitative aspects: structure, content, method, etc.
- g) Identification of alternative strategies
- h) Revision of targets
- i) Mobilization of additional resources

BASIC FUNCTION OF EDUCATIONAL ECONOMIST

1. Reviewing the contribution of the education and training system towards the achievement of Nepal's economic development goals and objectives for rural and industrial growth.
2. Reviewing the manpower needs by economic sub-sector, region and province and the effective demand for trained manpower as compared to the system's ability to supply such manpower.
3. Making an assessment of educational trends, employment and income; i.e., the distribution of school graduates in the labor force and estimates of the employment by age group and educational assessment.
4. Reviewing the projections of current school and labor force participation rates by age group and expected income and recommendations to remedy surpluses or shortages.
5. Analyzing the cost of financing education; i.e., the past trends of capital and recurrent expenditure on education and training in both the private and public sectors, the contributions of the various levels of Government to total public expenditure on education unit costs and ways to reduce these and the financial implications of the new Education Policy.
6. Determining costs of educational technology.
7. Reviewing implications of population growth of educational expenditure by panchayat.