

[Appendices]

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1. Member List of the Study Team

Preparatory Survey 1

Mr. Hiroyasu TONOKAWA	Team Leader	Basic Education Group, Human Resource Department, JICA
Ms. Chie ESAKI	Planning Management	Basic Education Group, Human Resource Department, JICA
Masayuki OMOTE	Procurement Management	Japan International Cooperation System
Mr. Fumitomi FUJITA	Chief Consultant/ Architectural Plan/ Educational Plan/ Cost Estimate I	Fukuwatari & Architectural Consultants Ltd.
Mr. Tadashi OGAWA	Deputy Chief Consultant/ Architectural Plan	Fukuwatari & Architectural Consultants Ltd.
Mr. Rajendra M. SINGH	Material Procurement Plan/ Cost Estimate II	Fukuwatari & Architectural Consultants Ltd.
Mr. Eiichi SADAMATSU	Chief Consultant/ Capacity Development	Save the Children Japan
Ms. Atsuko TSURUTA	Education Policy 1/ School Management 1	Save the Children Japan
Ms. Ayano SUZUMURA	School Management 2	Save the Children Japan
Dr. Mariko SHIOHATA	Education Policy 2/ School Management 3	Save the Children Japan
Mr. Sajeev GUPUTA	Community Mobilization	Save the Children Japan

Preparatory Survey 2

Mr. Mitsuyoshi KAWASAKI	Team Leader	Chief Representative, JICA Nepal
Mr. Takeshi MATSUYAMA	Planning Management	Assistant Director, Grant Aid Project Management Division 2, Financing Facilitation and Procurement Supervision Department, JICA
Mr. Fumitomi FUJITA	Chief Consultant/ Architectural Plan/ Educational Plan	Fukuwatari & Architectural Consultants Ltd.
Mr. Tadashi OGAWA	Deputy Chief Consultant/ Architectural Plan	Fukuwatari & Architectural Consultants Ltd.
Mr. Eiichi SADAMATSU	Chief Consultant/ Capacity Development	Save the Children Japan
Ms. Atsuko TSURUTA	Education Policy 1/ School Management 1	Save the Children Japan
Dr. Mariko SHIOHATA	Education Policy 2/ School Management 3	Save the Children Japan

2. Study Schedule

Preparatory Survey 1

JICA, JICS and Consultant for Material Procurement

			JICA	JICS	Procurement Consultant		
			Team Leader/ Coordinator	Procurement Management	Chief Consultant/Architectural Plan/ Educational Plan/Cost Estimate I	Deputy Chief Consultant	Procurement Plan/ Cost Estimate II
			Hiroyasu TONOKAWA Chie ESAKI	Masayuki OMOTE	Fumitomi FUJITA	Tadashi OGAWA	Rajendra M SINGH
1	3/19	Sat			TG641 NRT10:45→15:45BKK		
2	3/20	Sun			TG319 BKK10:30→12:45KTM Discussion with JICA, Internal meeting		Survey on Procurement Affairs/Questionnaire, Internal meeting
3	3/21	Mon			Presentation of Inception Report/Questionnaire, Discussions with DOE/PSS		
4	3/22	Tue			Survey on Procurement Affairs/Questionnaire		
5	3/23	Wed			Survey on Procurement Affairs/Questionnaire		
6	3/24	Thu			Discussions with DOE/PSS on Implementation systems of Procurement, Construction and Monitoring		
7	3/25	Fri			School Visit in Lalitpur		
8	3/26	Sat			Internal meeting, Interview to the manager of SISM		
9	3/27	Sun			Discussion with PPMO, Survey on Procurement Affairs		
10	3/28	Mon	Tokyo to BKK		Survey on Procurement Affairs/Questionnaire		
11	3/29	Tue	TG319 BKK10:30→12:45KTM Discussion with JICA, Internal Meeting		Discussion with JICA, Internal Meeting		
12	3/30	Wed	Courtesy Call to MOE, MOF Discussion with Embassy of Japan, Presentation of Inception Report to DOE			Visit DOE/PSS, Survey on Procurement Affairs	
13	3/31	Thu	Discussion with DOE (Tonokowa) Visit UNICEF, Move to Danusha (Esaki)	Discussion with DOE		Visit UNICEF, Discussion with DOE	Visit DOE/PSS, Survey on Procurement Affairs
14	4/1	Fri	Survey on Procurement Affairs (Tonokawa) Site Visit (Esaki)	Interview with JICS local office, Survey on Procurement Affairs, Interview with World Bank			Survey on Procurement Affairs, Interview with World Bank
15	4/2	Sat	Move to KTM(Esaki) Preparation of MM	Internal Meeting Preparation of M/M			
16	4/3	Sun	Preparation of M/M, Internal Meeting				Survey on Procurement Affairs
17	4/4	Mon	Discussion with DOE on draft Minutes	Survey on tax, customs at MOF, Survey on tax exemption procedure at IRD			
18	4/5	Tue	Discussion with DOE on draft Minutes, Signing the Minutes, Report to JICA Nepal Office	Discussion with DOE on draft Minutes, Interview with JICS local office		Spec and Procurement plan, Cost by Nepalese	
19	4/6	Wed	Report to Embassy of Japan & JICA office, TG320 KTM13:30→18:15BKK TG640 BKK22:10→	Report to Embassy of Japan & JICA office, Survey on procurement plan	Survey on Spec and Procurement plan of Materials, Cost by Nepalese side		
20	4/7	Thu		Spec and Procurement plan of Materials, Cost by Nepalese side, Interview with			
21	4/8	Fri		School visit in Dhading, Move to Kaski			
22	4/9	Sat		School visit in Kaski, Move to Kathmandu			
23	4/10	Sun		Spec and Procurement plan of Materials, Cost by Nepalese side, Interview with			
24	4/11	Mon		Report to & Discussion with JICA & Japanese Embassy, Interview with Manufacturer			
25	4/12	Tue		Internal meeting, Sorting out collected information			
26	4/13	Wed		Discussion with DOE, PSS on (Items to be covered by Nepalese side, Implementation plan, organization for the Project, etc.			
27	4/14	Thu		Internal meeting, Sorting out collected information			
28	4/15	Fri		Discussion with DOE, PSS on (Items to be covered by Nepalese side, Implementation plan, organization for the Project, etc.			
29	4/16	Sat		Internal meeting, Sorting out collected information			
30	4/17	Sun		Interview with Manufacturer, Collection of Quotations			
31	4/18	Mon		Discussion with DOE·PSS, Collection of Quotations			
32	4/19	Tue		Signing on Technical notes TG320 KTM13:30→18:15BKK TG640 BKK22:10→		Signing on Technical notes	
33	4/20	Wed		→06:10NRT			

Consultant for Technical Assistance

		Chief Consultant	School Management ③/ Education	School Management ①/ Education	School Management ②	Community Mobilization
		Eiichi Sadamatsu	Mariko Shiohata	Atsuko Tsuruta	Ayano Suzumura	Sanjiv Gupta
3/14	Mon			TG643 NRT 11:30 - BKK 16:30		
3/15	Tue			TG319 BKK 10:30 - KTM 12:45, meeting at Save the Children		
3/16	Wed			Fly to Biratnagar, meeting at SC Eastern Regional Office		
3/17	Thu			Field Survey in Udayapur District		
3/18	Fri			visiting DEO Udayapur, Fly back to KTM		
3/19	Sat		Tokyo to BKK	Documentations, etc.		
3/20	Sun		TG319 BKK10:30- 12:45KTM	PM: Meeting at JICA office		
3/21	Mon		Explanation of Inception Report at DOE, Meeting with DOE			
3/22	Tue		AM: Documents, etc., PM: Fly to Nepalgunj			
3/23	Wed		Meeting at DEO Bardiya & meeting at SC Mid-Western Regional Office			
			Meetings with PNGOs, visit to local primary schools			
3/24	Thu		Meetings with PNGOs, visit to local primary schools			
3/25	Fri		Meeting a SC Mid-Western Regional Office and with PNGOs			
3/26	Sat		AM: Transfer to Butwal (Nawalparasi), PM: Meeting with PNGOs at SC Western Regional Office			
3/27	Sun		Meeting with PNGOs, Visit to local primary schools in Nawalparasi			
3/28	Mon	BKK to Tokyo	Visit to local primary schools in Nawalparasi			
3/29	Tue	TG319 BKK10:30- 12:45KTM	AM : Fly back to KTM, Documentation PM: Meeting at JICA office			
3/30	Wed	AM: Courtesy call to MOE & MOF, PM: Discussion of the I/C Report at DOE				
3/31	Thu	AM: Visit to UNICEF	AM: Meeting at DOE PM: Meeting at DOE	AM: Visit to UNICEF	AM: Visit to UNICEF	AM: Visit to UNICEF
4/1	Fri	Visiting DEO Danusha visit to local primary	Analysis of Data, Documents	Visiting DEO Danusha visit to local primary	Visiting DEO Danusha visit to local primary	Visiting DEO Danusha visit to local primary
4/2	Sat	AM: Meeting with ASAMAN (PNGO), PM: Fly back to KTM, Meeting on evaluation of Grant	AM: Data analysis PM: Meeting on evaluation of Grant Assistance	AM: Meeting with ASAMAN (PNGO), PM: Fly back to KTM, Meeting on evaluation of Grant	AM: Meeting with ASAMAN (PNGO), PM: Fly back to KTM, Meeting on evaluation of Grant	AM: Meeting with ASAMAN of PNGO PM: Fly to KTM
4/3	Sun	Drafting minutes, Internal Meeting				
4/4	Mon	AM: Meeting with DOE PM: Visiting to	AM: Meeting with DOE PM: Visiting to	AM: Meeting with DOE PM: Visiting to	AM: Meeting with DOE PM: Visiting to	AM: Meeting with DOE PM: Visiting to
4/5	Tue	Signing minutes, Report to JICA office				
4/6	Wed	TG320 KTM13:30- 18:15 BKK, TG640	Meeting among SC staff, Data analysis			
4/7	Thu	06:10 NRT	Visiting NGO, Meeting concerning selection of schools targeted at DOE			
4/8	Fri	Inspection of Grant assistance Project for provision of classrooms in Dhading District				
4/9	Sat	Documentation, etc.				
4/10	Sun	Documentation, etc.				
4/11	Mon	PM: Report to JICA office				
4/12	Tue		TG320 KTM13:30- BKK18:15	Documentations, etc.		
4/13	Wed		TG660 BKK14:20- HND22:30	Meeting with DOE, Documentation, etc		
4/14	Thu			TG320 KTM13:30- BKK18:15		
4/15	Fri			TG676 BKK07:35- NRT15:45		

Preparatory Survey 2

		JICA	Consultants
1	9/11(Sun)	Tokyo to Bangkok	
2	9/12(Mon)	Bangkok to Kathmandu Internal meeting in JICA Nepal Office	
3	9/13(Tue)	Courtesy Call to MOE Courtesy Call to MOF Meeting with DOE Courtesy Call to Japanese Embassy	
4	9/14(Wed)	Discussion with DOE on M/M	
5	9/15(Thu)	School Visit (Lalitpur) Discussion with DOE on M/M	School Visit (Lalitpur) Supplementary survey
6	9/16(Fri)	Discussion with DOE Report to JICA Office	Supplementary survey
7	9/17(Sat)	Meeting in JICA Office Leave Kathmandu for Bangkok (Matsuyama)	Meeting in JICA Office
8	9/18(Sun)	Bangkok to Tokyo	
9	9/19(Mon)		Supplementary survey Signing on Technical Notes
10	9/20(Tue)		Leave KTM(Tsuruta)
11	9/21(Wed)		Leave KTM (Fujita, Ogawa, Sadamatsu)
12	9/22(Thu)		Leave KTM(Shiohata)
13	9/23(Fri)		Bangkok to Tokyo

3. List of Parties Concerned in the Recipient Country

Preparatory Survey 1

Ministry of Finance		
	Under Secretary, Foreign Aid Coordination Division	Mr. Tilakman Singh Bhandari
Inland Revenue Department		
	Director	Mr. Rajendra Paudel
Ministry of Education		
	Secretary	Mr. Janardan Nepal
	Joint Secretary, Planning Division	Mr. Arjun Bahadur Bhandari
	Section Officer, Planning Division	Mr. Narayan Shrestha
Department of Education, DOE		
	Director General	Dr. Lava Deo Awasthi
	Director, Planning & Monitoring Section	Mr. Hari Prashad Bashyal
	Section Officer, Research & Educational Information Management Section	Mr. Deepak Sharma
	Senior Divisional Engineer, Physical Services Section (PSS)	Mr. Jhapper Singh Vishokarma
	Engineer, Physical Services Section (PSS)	Mr. Ram Hari Dahal
Public Procurement Monitoring Office		
	Joint Secretary	Mr. Mukti Narayan Poudel
	Director	Mr. Bishnu Raj Dhakal
District Education Offices, DEO		
	District Education Officer, Udayapur	Mr. Om Bahadur Katuwal
	District Education Officer, Bardia	Mr. Jaya Prasad Acharya
	District Education Office, Program Officer, Nawalparasi	Mr. Buddha Ray Basayal
	District Education Officer, Dhanusha	Mr. Sadanand Jha
Schools		
Laritpur		
	Kalika Primary School (PS), Lamatar, Headmaster	Mr. Bishnu Rajthala
	Balkumari PS, Sainbu, Headmistress	Ms. Sushila Rajbhandari
	Bani Bikash PS, Chapagaun, Headmaster	Mr. Jala Krishna Singh
	Saraswati LSS, Lele, Headmaster	Mr. Krishna Timilsina
Dhading		
	Indrayani Lower Secondary School (LSS), Gauri Bhanjyang, Headmistress	Mrs. Suraj Shrestha
	Khanigaun PS, Khanigaun, Headmaster	Mr. Keshab B. Shrestha
	Khanigaun PS, Khanigaun, Chairman SMC	Mr. Ishwar Thapa Magar
	Khanigaun PS, Khanigaun, Resource Person	Mr. Bhupendra Shrestha
Kaski		
	Lila LSS, Bhunchi, Pokhara, Chairman SMC	Mr. Uma Nath Devkota
	Sitala Devi SS, Sitala Devi, Pokhara, Teacher	Mr. Bishnu Shrestha
	Sanskrit SS, Bagar, Pokhara, Teacher	Mr. Bishnu P. A
International donors , NGO		
UNICEF		
	Chief, Education Section	Ms. Eva Ahlen
	ECD Specialist, Education Section	Mr. Shiva L. Bhusal
	WASH Project Specialist?	Mr. Namaste Lal Shrestha
World Bank		
	Education Consultant	Dr. Mohan Prasad Aryal
	Procurement Specialist	Mr. Shanmbu Prasad Uprety
Finnish Embassy		

Action Aid	Program Coordinator	Mr. Bhola Prasad Dahal
World Education	Education Program Manager	Ms. Indra Gurung
Japanese Embassy	Country Director	Mr. Chij Kumar Shrestha
JICA Nepal Office	Third Secretary	Asami Nakabai
	Chief Representative	Mitsuyoshi Kawasaki
	Senior Representative	Toru Take
	Representative	Maiko Takeuchi
	Program Officer	Krishna Prasad Lamsal
JICS Project Office in Kathmandu	Assistant Project Manager	Ryuichi Ueshima

Preparatory Survey 2

Ministry of Finance	Joint Secretary, Foreign Aid Coordination Division	Mr. Lal Shanker Ghimire
Ministry of Education	Joint Secretary, Planning Division	Mr. Janardan Nepal
	Under Secretary, Program and Policy Analysis Section	Mr. Hari Prasad Lamsal
	Section Chief / Under Secretary, Foreign Aid Coordination Section	Mr. Narayan Shrestha
	Under Secretary, Foreign Aid Coordination Section	Mr. Radha Krishna Ghimire
Department of Education, DOE	Director General	Mr. Mahashram Sharma
	Director	Mr. Dilli Ram Rimal
	Deputy Director	Mr. Deepak Sharma
	Under Secretary	Mr. Shanker Bdr. Thapa
	Deputy Director	Mr. Balaram Timalisina
	Deputy Director	Mr. Naina Singh Dhami
	Under Secretary	Mr. Krishna Dhungana
	Director, Admin Division	Mr. Murari Bahadur Karky
	Director, Educational Administration	Mr. Kamal Prasad Pokharel
	Senior Divisional Engineer, Physical Services Section (PSS)	Mr. Jhapper Singh Vishokarma
	Engineer, Physical Services Section (PSS)	Mr. Ram Hari Dahal
Japanese Embassy	Third Secretary	Asami Nakabai
JICA Nepal Office	Representative	Maiko Takeuchi
	Program Officer	Krishna Prasad Lamsal

4. Minutes of Discussions

① Field Survey I

**MINUTES OF DISCUSSIONS
ON PREPARATORY SURVEY ON THE PROJECT
FOR
CONSTRUCTION OF PRIMARY SCHOOLS
IN SUPPORT OF SCHOOL SECTOR REFORM PROGRAM
IN
NEPAL**

In response to the request from the Government of Nepal, the Government of Japan decided to conduct a Preparatory Survey on the Project for Construction of Primary Schools in Support of School Sector Reform Program in Nepal (hereinafter referred to as "the Project") and entrusted the survey to the Japan International Cooperation Agency (hereinafter referred to as "JICA").

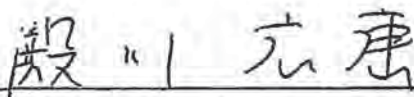
JICA has sent Nepal the Preparatory Survey Team (hereinafter referred to as "the Team"), which is headed by Mr. Hiroyasu Tonokawa, Director of Basic Education Division 1, Basic Education Group, Human Development Department, JICA and is scheduled to stay in Nepal from March 29 to April 5, 2011.

The Team held a series of discussions with the officials concerned of the Nepalese Side and conducted field survey.

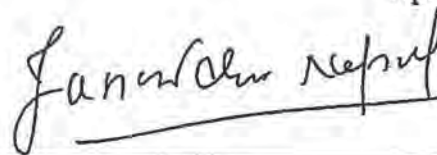
In the course of discussions and field survey, both parties confirmed the main items described on the attached sheets.

Kathmandu, Nepal

April 5 2011



Mr. Hiroyasu Tonokawa
Leader,
Preparatory Survey Team,
Japan International Cooperation Agency



Mr. Janardan Nepal
Joint Secretary,
Ministry of Education

ATTACHMENT

1. Objectives of the Project

This Project aims at supporting School Sector Reform Program in Nepal by improving learning environment and expanding access to basic education through procuring construction materials for school physical facilities and furniture as well as technical assistance for improvement of school management to maximize the effect of school construction.

2. Purpose of the Preparatory Survey

The purposes of this preparatory survey were to discuss the Japan's Grant Aid Scheme with the Nepalese side and to formulate the Project to satisfy the conditions of the Japan's Grant Aid.

The implementation of the project would be finally determined by the Government of Japan based on the result of this survey.

3. Responsible and Implementing Organization

The responsible organization of the Project is Ministry of Education (hereinafter referred to as "MoE") and the implementation agency is Department of Education (hereinafter referred to as "DoE"), MoE. The organization chart of the implementing organization is shown in ANNEX 1.

Physical Services Section (hereinafter referred to as "PSS") is in charge of the construction component and Program and Budget Section is in charge of the overall coordination of the Project including the technical assistance component.

4. Project Sites

Both sides agreed on the candidate districts of the Project as shown in ANNEX 2 based on the following criteria. However, the final decision on the districts to be covered by the Grant Aid will be made by the Japanese side after further study in Japan.

- Accessibility
- Districts not covered by the previous Japanese Grant Aid projects
- Demand/Needs of new classroom construction based on Flash Report II 2066/67
(Required number of classrooms and student-classroom ratio)
- Regional balance
- Synergy effect in collaboration with JICA technical cooperation projects

It is noted that the level of intervention by technical assistance in the target districts will vary taking into consideration of the synergy effects with the current JICA's technical cooperation. The Nepalese side requests all the target districts to be covered by technical assistance.

5. Project Components

After discussions with the Team, the items described as follows were finally requested by the Nepalese side. However, the final decision on the items to be covered by the Grant Aid will be made by the Japanese side after further study in Japan.

5-1. Final Project Components requested for School Physical Facility Construction and their Priority

Components	Priority
Materials for Construction of Classrooms, Furniture	1
Materials for Construction of Sanitation Facility and Water Supply Facilities	2

5-2. Final Project Components requested for Technical Assistance

- Strengthening of the capacity of School Management Committee (SMC) and District Education Office (DEO) staff for planning and implementation of School Improvement Plan (SIP) and participatory school constructions etc.
- Strengthening of the capacity of teachers for quality education

5-3. An Item for Further Consideration

The Nepalese side requested motorbikes for construction supervision in the target districts. This request will be carefully examined considering the shortage of means of transportation especially in Tarai areas. The Japanese side will decide its necessity after further observation in the rest of the field survey.

6. Japan's Grant Aid Scheme

6-1. The Japan's Grant Aid Scheme for Community Empowerment described in ANNEX 3-1, 3-2 and 3-3 was discussed and agreed by the Nepalese side during the Survey.

6-2. The Nepalese side assured to take the necessary measures, as described in ANNEX 4, for smooth implementation of the Project.

7. Schedule of the Survey

7-1. The Consultant members of the Team will proceed to undertake further studies in Nepal until 19th April, 2011.

7-2. JICA will prepare the draft report in English and dispatch a mission in order to explain its contents at around August, 2011.

8. Other Relevant Issues

8-1. Priority Issues to be Addressed by the Project

Both sides agreed that the priority in the Project would be put on the improvement of the learning environment for basic education (Grade 1 – Grade 8).

8-2. Scheme for the Project

The Project will be formulated under the scheme of “Grant Aid for Community Empowerment” which is different from “Grant Aid for General Projects” adopted in the previous Grant Aid projects.

8-3. School Selection Criteria

Both sides confirmed that the target schools would be selected based on the standard criteria of the Nepalese side described in ANNEX 5. Additional criteria can be added according to the necessity as the result of the field survey. The number of schools which would be finally covered by the Project would be determined depending on the Project budget secured in Exchange of Notes, the outcome of Detailed Design, tenders and budget execution.

8-4. Contents of Technical Assistance

Both sides agreed that the tentative contents of the technical assistance would be as attached in ANNEX6. However, the final decision on the contents of the technical assistance will be made by the Japanese side after further study in Japan.

8-5. Avoidance of Duplication with SSRP Pool-Funded Program

Both sides agreed that the schools covered by the Project for the construction of classrooms would not be covered by SSRP pool-funded program in the same Nepalese fiscal year because the introduction of two different implementation modalities in the same fiscal year would cause the confusion in the target schools.



8-6. Budget and Personnel from the Nepalese Side

The Nepalese side assured to allocate necessary budget and personnel for the implementation of the Project and maintenance of the facilities constructed by the Project, including the following items.

- Construction contracts with school management committees
- Installation of depots
- Transportation of Materials from depots to construction sites
- Procurement of local materials easily available near school sites and labor
- Construction of facilities
- Supervision and monitoring of construction
- Assignment of sufficient numbers of construction engineering personnel to ensure the quality of the school physical facility construction
- Maintenance of facilities.

8-7. Countermeasure for the arsenic problem

Nepalese side assured to take necessary measures to deal with arsenic contamination problems in all schools where water supply facilities are provided by the Grant Aid.

8-8. Tax Exemption

With regard to the implementation of the Project, the Nepalese side committed to take appropriate measures to exempt custom duties, value-added tax, and other fiscal levies which may be imposed in Nepal.

8-9. Security for Japanese nationals

The Nepalese side committed to take all necessary measures to assure security of Japanese nationals engaging in the Project.

8-10. Necessary Data

The Nepalese side has agreed to provide the necessary data, information and materials by April 7, 2011.

END

ANNEX 1: Organization Chart of Department of Education

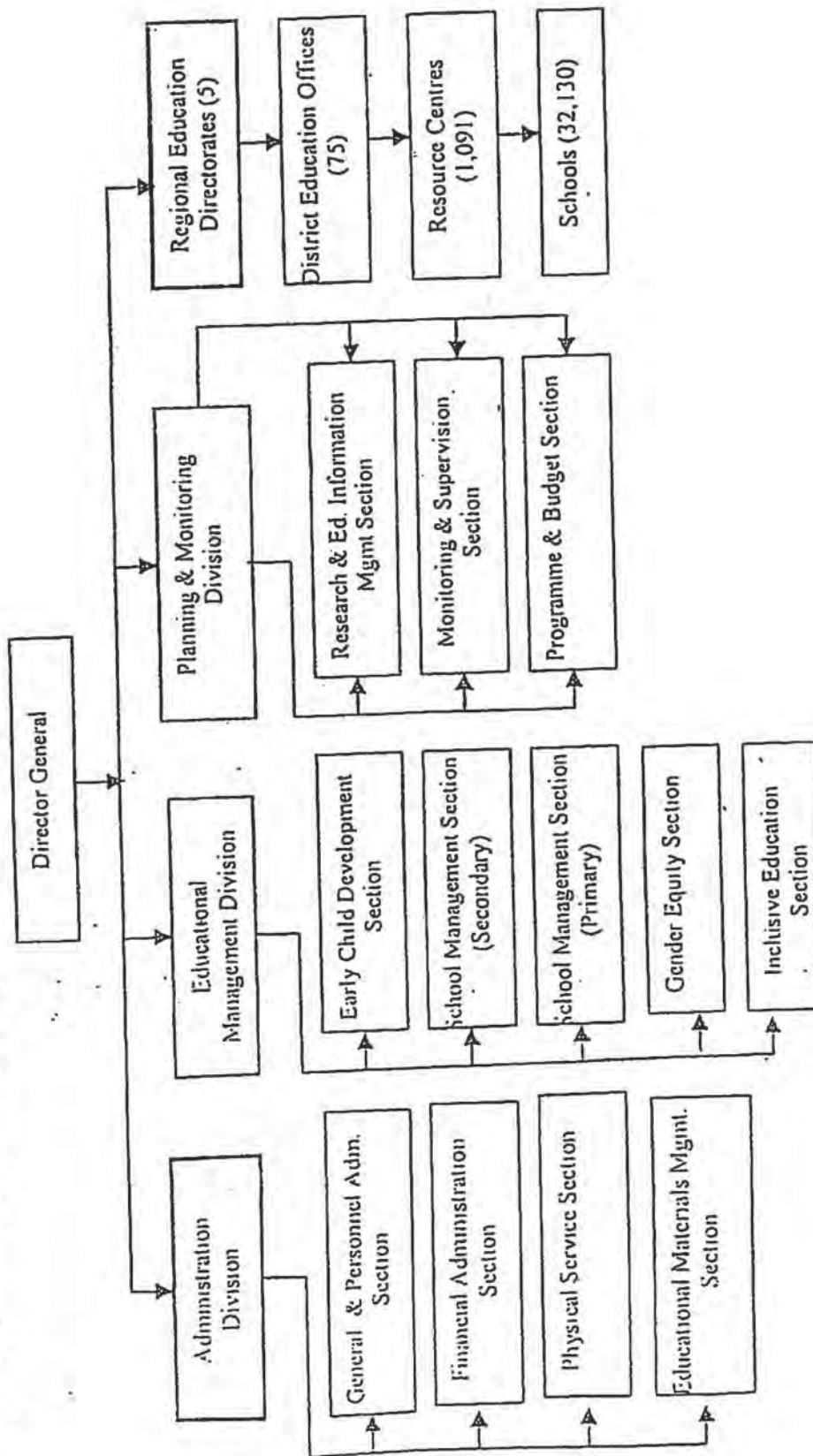
ANNEX 2: Candidate Districts



- ANNEX 3-1: Chart of the Project Implementation Organization Under the Japan's Grant Aid for Community Empowerment
- ANNEX 3-2: Grant Aid for Community Empowerment of the Government of Japan
- ANNEX 3-3: Flow of Funds for implementation under the Japan's Grant Aid for Community Empowerment
- ANNEX 4: Major Undertakings by Nepalese Government
- ANNEX 5: Criteria for selecting target schools
- ANNEX 6: Draft Outline of Technical Assistance

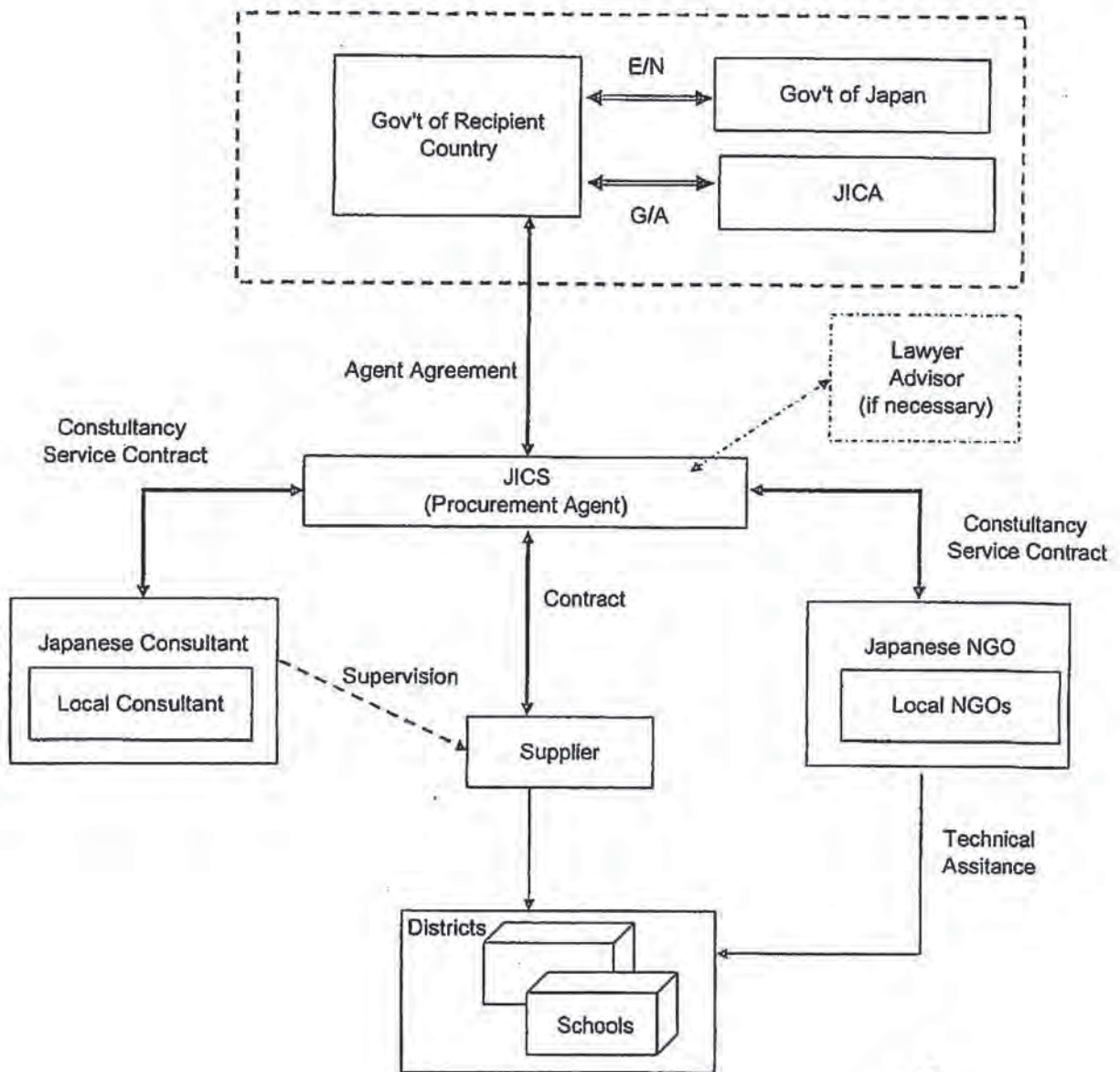


ANNEX 1: Organization Chart of Department of Education



8

ANNEX 3-1 Chart of the Project Implementation Organization Under the Japan's Grant Aid for Community Empowerment



ANNEX 3-2

Grant Aid for Community Empowerment
of the Government of Japan
(Provisional)

The Government of Japan (hereinafter referred to as "the GOJ") is implementing the organizational reforms to improve the quality of ODA operations, and as a part of this realignment, the new JICA law was entered into effect on October 1, 2008. Based on the law and the decision of the Government of Japan (hereinafter referred to as "the GOJ"), JICA has become the executing agency of Grant Aid for Community Empowerment (hereinafter referred to as "GACE").

The Grant Aid provides the government of a recipient country (hereinafter referred to as "the Recipient") with non-reimbursable funds to procure the facilities, equipment and services (engineering services and transportation of the products, etc.) for economic and social development of the country under principles in accordance with the relevant laws and regulations of Japan. The Grant Aid is not supplied through the donation of materials as such.

1. Procedures for GACE

GACE is executed through the following procedures.

Application	Request made by a recipient country
Survey	Preparatory Survey conducted by JICA
Appraisal & Approval	Appraisal by the Government of Japan and JICA, and Approval by the Japanese Cabinet
Determination of Implementation	The Notes (hereinafter referred to as "E/N") exchanged between the Governments of Japan and the recipient country
Grant Agreement (hereinafter referred to as "the G/A")	Agreement concluded between JICA and a recipient country
Implementation	Implementation of the Project on the basis of the G/A

Firstly, the application or request for a GACE Project submitted by the Recipient is examined by the Government of Japan (the Ministry of Foreign Affairs) to determine whether or not it is eligible for GACE.

Secondly, if the request is deemed appropriate, the Government of Japan entrusts JICA (Japan International Cooperation Agency) to conduct the Preparatory Survey,

using a Japanese consulting firm.

Thirdly, the Government of Japan and JICA appraise the Project to see whether or not it is suitable for Japan's GACE, based on the Preparatory Survey report prepared by JICA, and the results are then submitted to the Japanese Cabinet for approval.

Fourthly, the Project, once approved by the Cabinet, becomes official with the Exchange of Notes (E/N) signed by the Governments of Japan and the Recipient.

Simultaneously, the Grant will be made available by concluding a Grant Agreement (hereinafter referred to as "G/A") between the Government of the Recipient Country or its designated authority and the Japan International Cooperation Agency (JICA). JICA is designated by the Government of Japan as an organization responsible for the proper execution of the Grant.

Procurement Agent ("the Agent") is designated to conduct the procurement services of products and services (including fund management, preparing tenders, contracts and so on) for GACE on behalf of the Recipient. The Agent is an impartial and specialized organization and shall render services according to the Agent Agreement with the Recipient. The Agent is recommended to the Recipient by the Government of Japan and agreed between the two Governments in the Agreed Minutes ("A/M").

2. Preparatory Survey

1) Contents of the Survey

The aim of the Preparatory Survey ("the Survey"), conducted by JICA on a requested Project ("the Project"), is to provide a basic document necessary for the appraisal of the Project by the Government of Japan and JICA. The contents of the Survey are as follows:

- (1) Confirmation of the background, objectives, and benefits of the Project and also institutional capacity of agencies and communities concerned of the recipient country necessary for the Project's implementation;
- (2) Evaluation of the appropriateness of the Project to be implemented under the Grant Aid Scheme for Community Empowerment from a technical, social and economic point of view;
- (3) Confirmation of items agreed upon by both parties concerning the basic concept of the Project;
- (4) Preparation of an outline design of the Project ;
- (5) Estimation of cost for the Project ; and
- (6) Preparation of reference documents for tender.

The contents of the original request by the Government of the recipient country are

not necessarily approved in their initial form as the contents of the Grant Aid project. The Outline Design of the Project is confirmed considering the guidelines of Japan's Grant Aid scheme.

JICA requests the Government of the recipient country to take whatever measures are necessary to ensure its self-reliance in the implementation of the Project. Such measures must be guaranteed even though they may fall outside of the jurisdiction of the organization in the recipient country actually implementing the Project. Therefore, the implementation of the Project is confirmed by all relevant organizations of the recipient country through the Minutes of Discussions.

2) Selection of Consultants

For smooth implementation of the Survey, JICA uses registered consulting firms. JICA selects firms based on the proposals submitted by interested firms. The firms selected carry out a Preparatory Survey and write a report, based upon terms of reference set by JICA. The consulting firms used for the Survey shall be nominated as a responsible Japanese consultant (hereinafter referred to as "the Japanese Consultant") for proceeding construction supervision for the Project under the Agent in order to maintain technical consistency. The Japanese Consultant shall organize an appropriate construction supervision team utilizing local consultants.

3) Result of the Survey

The Report on the Survey is reviewed by JICA. The appropriateness and feasibility of the Project is confirmed, JICA recommends the GOJ to appraise the implementation of the Project.

3. Implementation of GACE after the E/N and G/A

1) Exchange of Notes (E/N) and Grant Agreement (G/A)

After the project approved by the Cabinet of Japan, the E/N will be signed between the GOJ and the Government of the recipient country to make a pledge for assistance, which is followed by the conclusion of the G/A between JICA and the Government of the recipient country to define the necessary articles to implement the Project, such as payment conditions, responsibilities of the Government of the recipient country, and procurement conditions.

2) Procedural details

Procedural details on the procurement of products and services under GACE will be agreed upon between the Recipient and JICA at the time of the signing of the G/A.

Essential points to be agreed upon are outlined as follows:

- a) JICA executes the Grant by making payments of the amount agreed upon in the E/N and pays serious attention to ensure the accountability on proper and effective use of the Grant for the Project.
- b) The products and services shall be procured and provided in accordance with "Procurement Guidelines of Japan's Grant Aid (Type I - C)".
- c) The Government of the recipient country shall conclude an employment contract with the Agent.
- d) The Government of the recipient country shall designate the Agent as the representative acting in the name of the Government of the recipient country concerning all transfers of funds to the Agent.

3) Focal Points of JICA's "Procurement Guidelines of Japan's Grant Aid (Type I - C)"

a) The Agent

The Agent is the organization which provides procurement services of products and services on behalf of the Recipient according to the Agent Agreement with the Recipient. The Agent is recommended to the Recipient by the Government of Japan and agreed between the two Governments in the A/M.

b) Agent Agreement

The Recipient shall conclude an Agent Agreement, within two (2) months after the date of entry into force of the G/A, in accordance with the A/M. The scope of the Agent's services shall be clearly specified in the Agent Agreement.

c) Approval of the Agent Agreement

The Agent Agreement, which is prepared as two identical documents, shall be submitted to JICA by the Recipient through the Agent. JICA confirms whether or not the Agent Agreement is concluded in conformity with the E/N, the G/A, and the JICA's Procurement Guidelines of Japan's Grant Aid for Community Empowerment, and approves the Agreement. The Agent Agreement concluded between the Recipient and the Agent shall become effective after the approval by JICA in a written form.

d) Payment Methods

The Agent Agreement shall stipulate that "regarding all transfers of the fund to the Agent, the Recipient shall designate the Agent to act on behalf of the Recipient and issue a Blanket Disbursement Authorization ("the BDA") to conduct the transfer of

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the fund (Advances) to the Procurement Account from the Recipient Account."

The Agent Agreement shall clearly state that the payment to the Agent shall be made in Japanese yen from the Advances and that the final payment to the Agent shall be made when the total Remaining Amount becomes less than 3 % of the Grant and its accrued interest excluding the Agent's fees.

e) Products and Services Eligible for Procurement

Products and services to be procured shall be selected from those defined in the G/A.

f) Consultant Firms

In principle, the consultants (physical persons or juridical persons including universities, NGOs, and others with expertise and experience) that will be employed to do detail design and supervise the work for the Project / the Programme may be Japanese nationals recommended by JICA, for the purpose of maintaining technical consistency with the preliminary examination and other related studies, conducted prior to the signing of the G/A.

g) Contractor & Supplier Firms

In principle, Firms of any nationality could be contracted as suppliers as long as the firm satisfies the conditions specified in the tender documents.

h) Method of Procurement

In implementing procurement, sufficient attention shall be paid so that there is no unfairness among tenderers who are eligible for the procurement of products and services. For this purpose, competitive tendering shall be employed in principle.

i) Tender Documents

The tender documents should contain all information necessary to enable tenderers to prepare valid offers for the products and services to be procured by GACE. The rights and obligations of the Recipient, the Agent and the Suppliers of the products and services should be stipulated in the tender documents to be prepared by the Agent. Besides this, the tender documents shall be prepared in consultation with the Recipient.

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j) Pre-qualification Examination of Tenderers

The Agent may conduct a pre-qualification examination of tenderers in advance of the tender so that the invitation to the tender can be extended only to eligible firms. The pre-qualification examination should be performed only with respect to whether or not the prospective tenderers have the capability of accomplishing the contracts concerned without fail. In this case, the following points should be taken into consideration:

- (1) Experience and past performance in contracts of a similar kind;
- (2) Property foundation or financial credibility; and
- (3) Existence of offices, etc. to be specified in the tender documents.

k) Tender Evaluation

The tender evaluation should be implemented on the basis of the conditions specified in the tender documents. Those tenders, which substantially conform to the technical specifications, and are responsive to other stipulations of the tender documents, shall be judged in principle on the basis of the submitted price, and the tenderer who offers the lowest price shall be designated as the successful tenderer.

The Agent shall prepare a detailed tender evaluation report clarifying the reasons for the successful tender and the disqualification and submit it to the Recipient to obtain confirmation before concluding the contract with the successful tenderer. The Agent shall, before a final decision on the awards is made, furnish JICA with a detailed evaluation report of tenders, giving the reasons for the acceptance or rejection of tenders.

l) Additional Procurement

If there is an additional procurement fund after competitive and / or selective tendering and / or direct negotiation for a contract, and the Recipient would like an additional procurement, the Agent is allowed to conduct an additional procurement, following the points mentioned below:

(1) Procurement of the same products and services

When the products and services to be additionally procured are identical with the initial tender and a competitive tendering is judged to be disadvantageous, the additional procurement can be implemented by a direct contract with the successful tenderer of the initial tender.

(2) Other procurements

When products and services other than those mentioned above in (1) are to be

procured, the procurement should be implemented through a competitive tendering. In this case, the products and services for additional procurement shall be selected from among those in accordance with the E/N and the G/A.

m) Conclusion of the Contracts

In order to procure products and services in accordance with the G/A, the Agent shall conclude contracts with firms selected by tendering or other methods.

n) Terms of Payment

The contract shall clearly state the terms of payment. The Agent shall make payment from the "Advances", against the submission of the necessary documents from the Firm on the basis of the conditions specified in the contract, after the obligations of the Firm have been fulfilled. When the services are the object of procurement, the Agent may pay certain portion of the contract amount in advance to the firms on the conditions that such firms submit the advance payment guarantee worth the amount of the advance payment to the Agent.

4) Major Undertakings to be taken by the Government of the recipient country

(a) In the implementation of the Grant Aid Project, the recipient country is required to undertake such necessary measures as the following:

(1) to secure lots of land necessary for the implementation of the Project and to clear the sites;

(2) to provide facilities for distribution of electricity, water supply and drainage and other incidental facilities necessary for the implementation of the Project outside the sites referred to in (a) above;

(3) to ensure prompt customs clearance and to assist internal transportation in the recipient country and to assist internal transportation therein of the products;

(4) to ensure that customs duties, internal taxes and other fiscal levies which may be imposed in the recipient country with respect to the purchase of the Components as well as the employment of the Agent be exempted/be borne by its designated authority without using the Grant and its accrued interest;

(5) to accord Japanese nationals and / or nationals of third countries, including such nationals employed by the Agent, whose services may be required in

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connection with the supply of the Components such facilities as may be necessary for their entry into the recipient country and stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.);

(6) to ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project;

(7) to bear all the expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project; and

(8) to give due environmental and social consideration in the implementation of the Project.

(b) Upon the request of JICA, the Recipient shall provide JICA with necessary information on the Project.

(c) With regard to the shipping and marine insurance of the products procured by the Project, the Recipient shall refrain from imposing any restrictions that may hinder fair and free competition among the shipping and marine insurance companies.

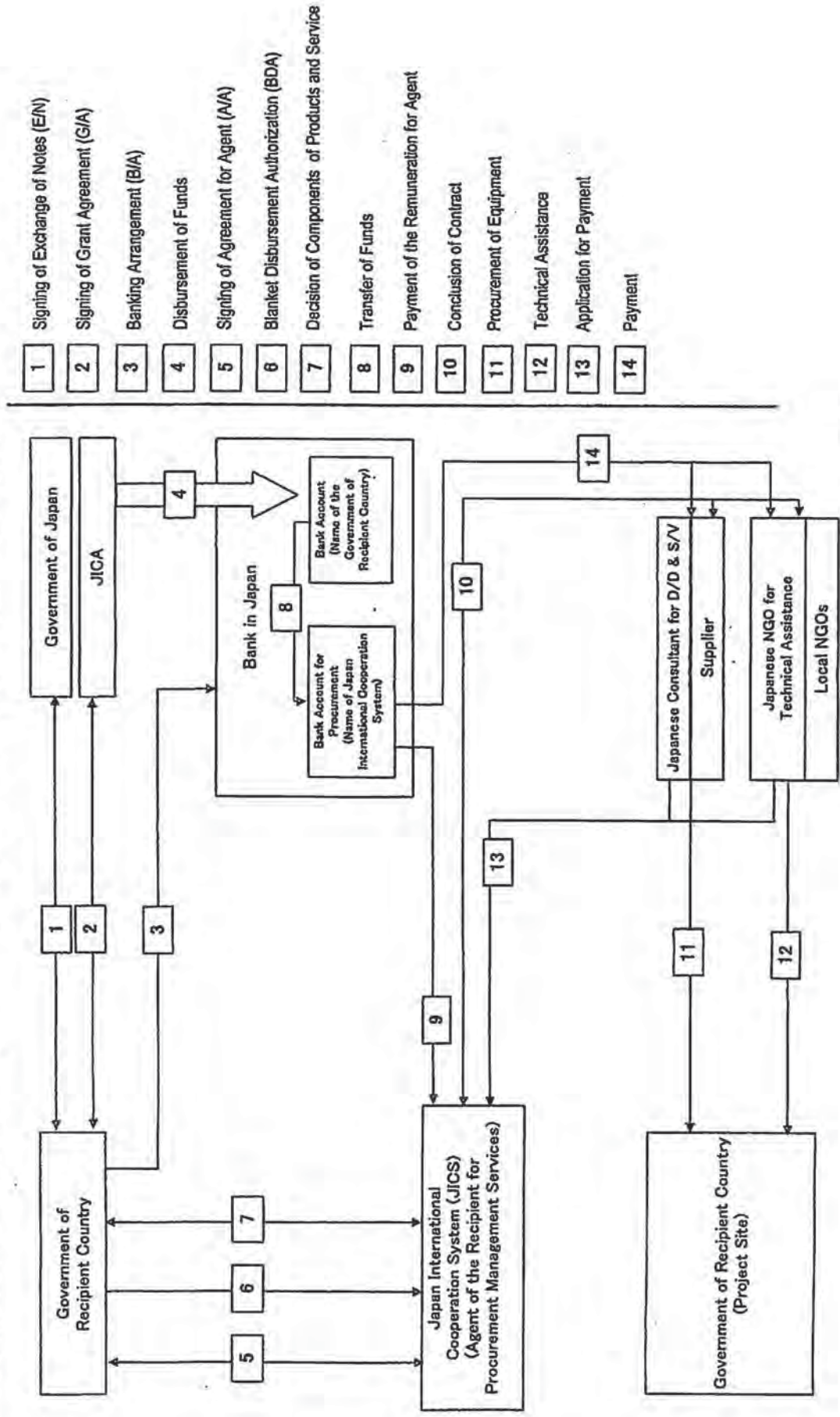
(d) The products procured by the Project shall not be exported or re-exported from the recipient country.

(e) The Recipient shall ensure that any official of its government does not undertake any part of the Japanese nationals' work and / or the work of nationals of third countries on purchase of the Components.



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ANNEX3-3 Flow of Funds for Implementation under Japan's Grant Aid for Community Empowerment



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ANNEX 4 Major Undertakings by Nepalese Government

No.	Items	To be covered by Grant Aid	To be covered by Recipient Side
	To ensure prompt customs clearance and to assist internal transportation in the recipient country and to assist internal transportation therein of the products		
1	1) Marine (Air) transportation of the Products from Japan to the recipient country	⊗	
	2) Tax exemption and custom clearance of the Products at the port of disembarkation		⊗
	3) Internal transportation from the port of disembarkation to the project site	⊗ to depots	⊗ to schools
2	To ensure that customs duties, internal taxes and other fiscal levies which may be imposed in the recipient country with respect to the purchase of the Components as well as the employment of the Agent be exempted/be borne by its designated authority without using the Grant and its accrued interest.		⊗
3	To accord Japanese nationals and / or nationals of third countries, including such nationals employed by the Agent, whose services may be required in connection with the supply of the Components such facilities as may be necessary for their entry into the recipient country and stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.)		⊗
4	To ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project		⊗
5	To bear all the expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project		⊗
6	To bear the commissions to the Japanese bank for banking services based upon the B/A		⊗

(B/A: Banking Arrangement, G/A: Grant Agreement)

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ANNEX 5 Criteria for selecting target schools

School Sector Reform Program (SSRP)

School Selection Criteria for the construction of New Class Room

Prioritize the schools of the district according to the following formula

$$\text{A) Enrollment of Dalit Students (X)} = \frac{\text{Total \# of Dalit Students in Basic Level}}{\text{Total \# of Students in Basic Level}}$$

Weightage of X = 25%

$$\text{B) Enrollment of Girls Students (Y)} = \frac{\text{Total \# of Girls Students in Basic Level}}{\text{Total \# of Students in Basic Level}}$$

Weightage of Y = 30%

$$\text{C) Ratio Students between Class A and Class 1 (Z)} = \frac{\text{Total \# of Students in Class A}}{\text{Total \# of Students in Class 1}}$$

Here, class A means class 3 for the school which runs class 1 to 3; class 5 for the school which runs class 1 to 5 and class 8 which runs class 1 to 8.

Weightage of Z = 30%

D) Necessity (a)

- a) Damage of school by wind/cyclone, fire, flood, earthquake and other natural calamities
- b) Urgently to be renovated school on the basis of physical survey of the school
- c) Situation of merging of two or more schools due to the geographical nearness and very low numbers of students and such reasons

Weightage of (a) = 15%

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Total Weightage

$$\text{Index: } 0.25 X + 0.3Y + 0.3Z + 0.15a$$

- Give the first priority to the school which got highest index and prepare the list of all schools up to basic level giving last priority for lowest index.
- Give the lower priority to the school which got huge grant for the construction of school not from the government resource (different embassy, N/INGOs, Ex-army organization etc)
- Give the lower priority to the school which has not formed SMC, PTA, and not submitted the report of social and financial audit.
- Give the lower priority to the school which got the new classroom construction under the regular building construction.
- Give the lower priority to the school which has enough number of class rooms, library, conference hall etc.
- Give the lower priority to the school which has not sufficient land for the construction of class room.
- Do not select the school which was not completed the construction work of previous as well as not followed the assigned standards of the construction work.
- Select stepwise Gumba/Bihar, Madarsa, Gurukul, MLE schools of religious/traditional nature which got the approval from the government.



ANNEX 6 Draft Outline of Technical Assistance

Draft Outline of Technical Assistance

The overall objective of the technical assistance is to improve the learning environment of children and to achieve quality education in target schools by strengthening School Management Committee (SMC) members, education administrators, and teachers in the run-up to classroom construction. This will be done through continuous enhancement of their capacity, especially in the field of School Improvement Plan (SIP) development, implementation and monitoring and evaluation.

The specific objectives are:

- 1) To strengthen capacity of School Management Committee (SMC) to plan, implement, monitor, and evaluate School Improvement Plan (SIP) with regard to classroom construction and improvement of quality education.
- 2) To strengthen capacity of DEO (DEO/SS/RP) to facilitate participatory planning, implementation, monitoring, and evaluation of SIP.
- 3) To strengthen capacity of teachers so that they will become more capable of assessing educational needs of their students and to provide quality education through the improvement of their teaching skills.

A proposed schedule of technical assistance is:

1st year: preparation for classroom construction

- (1) Baseline survey in the target districts.
- (2) Selection of target schools in collaboration with DEO. This will be based on selection criteria to be developed and on the baseline survey result.
- (3) SIP TOT for DEO staff (SS/RP), NGOs and VDCs Secretary.
- (4) SMC/PTA Training.
- (5) SIP development and upgrading focusing on classroom construction, maintenance planning, and improvement of learning environment
- (6) Facilitation of community resource mobilization to prepare community contribution part in classroom construction.

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2nd year: classroom construction, teacher training and monitoring

- (1) Provision of child-friendly classroom materials for G1 and G2 classrooms, including carpets and round tables.
- (2) Teachers training with particular focus on Active Teaching and Learning, Child Friendly Teaching, Learning without Fear, and Continuous Assessment System, as appropriate.
- (3) Monitoring with regard to classroom use and school attendance.
- (4) Regular review, monitoring and annual update of SIP.
- (5) Social audit.
- (6) End-line survey.

The level and extent of TA will vary according to the community's capacity and its readiness. Some districts and schools may not need all the activities listed above because of their previous efforts and interventions made by DOE/DEO as well as various DPs including INGO/ NGOs. In such cases, the TA activities will take place on selective basis.



**PREPARATORY SURVEY ON THE PROJECT FOR
CONSTRUCTION OF PRIMARY SCHOOLS
IN SUPPORT OF SCHOOL SECTOR REFORM PROGRAM IN NEPAL**

**TECHNICAL NOTE
ON MATERIALS PROCUREMENT PLAN**

19 April 2011
At Kathmandu Nepal

Based on the Minutes of Discussions dated 5th of April 2011 between Mr. Janardan NEPAL, Joint Secretary, Ministry of Education and Mr. Hiroyasu TONOKAWA, Team Leader of JICA Preparatory Survey Team (hereinafter referred to as “the Team”) on the Project for Construction of Primary Schools in support of SSR Program (herein after referred to as “the Project”), the consultant of the Team in charge of Material Procurement Plan (herein after referred to as “the Consultant”) carried out further survey and held discussions with Physical Services Section, Department of Education (herein after referred to as PSS) to confirm as follows:

1. Project Components

1-1. Water Supply and Sanitation Facilities

Since a school shall have, as a principle of SSR program, a good combination of classrooms, furniture, water supply facilities and sanitation facilities as a package to provide an appropriate educational environment, PSS proposed that the on-going SSR sub-program by pool fund for constructing large numbers of water supply and sanitation facilities throughout the country should be well coordinated to the Project so that the limited resources of Japan’s Grant may be concentrated to the maximum for providing classrooms and furniture, thus realizing a good combination of school physical facilities in the target districts of the Project. Hence, both sides agreed that, upon the selection of the target schools of the Project, Nepalese side would survey the necessity of water supply facilities and sanitation facilities in each of the target schools to allocate such facilities by pool fund as per the necessity.

The summary of the SSR sub-program stated above are shown in ANNEX-1.

2. Standard Designs of Classroom Blocks

2-1. Main Structural System

PSS and the Consultant share the same views that the main structural system applied to the standard design for the previous project by Japan’s Grant Aid (2008/2009), which is

an earthquake resistance structure with steel pipe trusses and posts, would still be the best choice for the Project as well among the present standard designs of DOE. However, the details may be reviewed for minor alterations in order to reduce the cost as well as to improve the easiness of production, transportation and erection work.

2-2. Non Structural Components

Based on the results of the Field Survey I, the Consultant is going to review the details of the non-structural components of the standard designs on the following items:

- Size and installation details of transparent sheets in order to reduce excessive ventilation in winter.
- Partition wall between classrooms to decrease noise disturbance to each other
- Details of window grills to prevent for children trespassing through the gap of grills
- *Consider the possibility of providing thermal and sound insulation on roof.*

3. Standard Designs of Classroom Furniture

3-1. Classroom Furniture for Phase 1 of the Project

The Consultant will review the present standard design of furniture by DOE in order to improve the durability, easiness of erection work, etc.

3-2. Classroom Furniture for Phase 2 of the Project

Under the technical assistance for the Project, new concepts of furnishing classrooms for lower grades are supposed to be introduced with a combination of carpeted floor and round tables instead of long tables and benches. Number of such classrooms, designs and furnishing of such materials will be covered by the technical assistance component. Once the number of such classrooms is determined by the technical assistance consultant, the modality of procuring such materials will be discussed between the technical assistance consultant and the Consultant for Materials Procurement Plan.

4. Tax Exemption

While the Consultant has obtained information how to exempt customs duty and VAT, the procedure for exempting excise duty remains ambiguous. PSS will kindly find the detailed procedures for exempting excise duty including the time scales for them and inform the consultant of them soon.

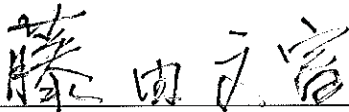
5. Matching Fund of Nepalese Government for the Project

PSS confirmed that the matching fund of Nepalese Government for the school construction projects by Japan's Grant Aid in the past was arranged as an independent budget from pool fund of other donors and that the matching fund for the Project will also

be arranged in the same way. The procedure will be in the sequence as stated below, which will fit the tentative project implementation schedule stated in the Inception Report of JICA without any problem:

- 5-1 Budget allocations for the next fiscal year are planned in the district level in January
- 5-2 Budget allocations are discussed in the Central level from February and DOE is to prepare and submit the budget plan through Ministry of Education to Ministry of Finance by the end of March
- 5-3 The Ministry of Finance proposes the Budget to the Parliament in April for approval.
- 5-4 The Parliaments approves the budget with possible changes in May.
- 5-5 The Ministry of Finance will give the authority to each Ministry in June.
- 5-6 MOE gives the authority to DOE and (through DOE) to DEOs in July.

END



Mr. Fumitomi FUJITA
Chief Consultant, Architectural
Plan, Educational Plan
Preparatory Survey Team,
Fukuwatari & Architectural
Consultants Ltd.



Mr. Jhapper Singh Vishokarma
Senior Divisional Engineer,
Physical Services Section (PSS),
Department of Education

ANNEX-1

The current sub-programs under SSRP are as follows.

In the SSRP 2009-15 document (2009), the target number of schools is 7,000 under "Improvement of External environment of schools", for which DOE develops programme guidelines and allocates budget through ASIP process. Accordingly, DOE constructed 4,500 units (587 units in the 8 target districts) in FY2009/10. From FY2010/11, DOE introduced gender & disabled friendly toilets and strengthened this sub-program, thus 10,362 units (1,264 units in the 8 target districts, of which 670 units are for gender & disabled friendly toilets) in total are under planning/construction in FY2010/11. Schools can choose either toilets, water supply systems, or both based on their demands by flexibly utilizing the fund of "Improvement of External environment of schools" from DOE.

Various designs of the toilets are prepared by DOE to fit the demands and conditions of schools including single-unit type, double-unit type, and 12 types for gender & disabled friendly toilets. Improvement of External environment will not always implemented along with the new classroom construction so that schools can construct physical facilities considering their capacity as well as urgency of each facility, based on the SIPs.

School Construction / Plan under SSRP

S. No.	Particulars	Constructed/Planned in the fiscal years					
		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
1	Classroom construction under pool fund Schools (Nos. of Classrooms)	3,330 (8,770)	2,565 (5,730)	3,480* (7,920)*	-	-	-
2	Sanitation & water facility under pool fund Nos. of Schools	4,500	10,362	7000*	-	-	
3	School construction under JGA	-	-	-	1 st yr	2 nd yr	-

Note: * - Proposed


**MINUTES OF DISCUSSIONS
ON PREPARATORY SURVEY ON THE PROJECT
FOR
BASIC EDUCATION IMPROVEMENT
IN SUPPORT OF SCHOOL SECTOR REFORM PROGRAM
IN
NEPAL**

In response to the request from the Government of Nepal, the Government of Japan decided to conduct a Preparatory Survey on The Project for Basic Education Improvement in Support of School Sector Reform Program in Nepal (hereinafter referred to as "the Project") and entrusted the survey to the Japan International Cooperation Agency (hereinafter referred to as "JICA"). Based on the result of the survey conducted from March to April 2011 and subsequent technical examinations conducted in Japan, JICA prepared the Draft Preparatory Survey Report.

In order to explain the contents of the report and discuss with the officials concerned of the Government of Nepal, JICA sent the Survey Team (hereinafter referred to as "the Team"), which is headed by Mr. Mitsuyoshi KAWASAKI, Chief Representative of JICA Nepal and is scheduled to stay in Nepal from September 12 to September 17, 2011.

As a result of discussions, both sides have confirmed the main items described in the attached sheet.

Kathmandu, Nepal
September 23, 2011



Mr. Mitsuyoshi KAWASAKI
Leader,
Preparatory Survey Team,
Japan International Cooperation Agency



Mr. Janardan NEPAL
Joint Secretary,
Ministry of Education

ATTACHMENT

1. Contents of the Draft Report

The Nepalese side agreed and accepted in principle the contents of the draft report as explained by the Team.

2. Japan's Grant Aid Modality

The Nepalese side understood the Modality of Japan's Grant Aid for Community Empowerment of the Government of Japan.

3. Components to be covered by the Project

3-1. Both sides agreed on the list of components to be covered by the Project as shown in ANNEX-1 and ANNEX-2. Both sides also agreed that materials procured by the Project are for classroom buildings and furniture.

3-2. Both sides agreed that in case of surplus or shortage of the Project budget during implementation, the volume of materials will be modified by adjusting the number of schools in Group 1.

4. Major Undertakings taken by the Nepalese side

4-1. The Nepalese side assured that it shall take necessary measures as described in ANNEX-4 of the Minutes of Discussions signed by both parties on the 5th April 2011 and as indicated in ANNEX-3 of this Minutes of Discussions.

4-2. Both sides understood that proper use and maintenance of the facilities are indispensable for their long-term use. The Nepalese side will take care of this matter.

5. Consultative Committee for the Project

5-1. Both sides agreed that the Consultative Committee for the Project needs to be formed for overall coordination of the Project. The detail of terms of reference will be described in the Final Report.

5-2. Both sides agreed that the members of the Consultative Committee for the Project are as follows;

- Representatives from Department of Education of the Government of Nepal
- Representatives from JICA Nepal office
- Advisor: Japan International Cooperation System (JICS), Japanese consultant, INGO

6. Procurement of materials

In the previous discussions held last March and April between the Nepalese side and the Japanese side, it was discussed that materials will be separately procured for



schools in Group 1 and Group 2. However, based on the technical examinations by the Japanese side, both sides agreed that materials for all the target districts will be procured in one time.

7. Project Cost Estimation

The Nepalese side understood that the Project cost estimation described in ANNEX-4 was not final at this stage and would be set and approved by the Government of Japan after thorough examinations.

8. Other relevant issues

8-1. Final Report of the Preparatory Survey

JICA will finalize the report in accordance with the result of discussions and forward it to the Government of Nepal by the end of November 2011.

8-2. Confidentiality of the Information Related to the Project

Both sides confirmed that all information related to the Project shall not be released to any outside parties before concluding all contracts for the Project. Furthermore, both sides agreed that the estimated cost of the Project as described in ANNEX-4 shall never be duplicated or released to any outside parties before concluding all contracts for the Project.

8-3. Title of the Project

Both sides confirmed that the title of the Project has been altered to " The Project for Basic Education Improvement in Support of School Sector Reform Program in Nepal" from "The Project for Construction of Primary Schools in Support of School Sector Reform Program in Nepal".

ANNEX-1 Components to be covered by the Project (Material Procurement)

ANNEX-2 Expected Outcomes and Main Activities of Technical Assistance

ANNEX-3 Major Undertakings by Each Government

ANNEX-4 Project Cost Estimation



ANNEX-1 Components to be covered by the Project (Material Procurement)

	District	Classroom Block Terai Type	Classroom Block Hill Type	Furniture (Long Desk & Bench Set)	Furniture for Low Grade* (Round Table)
Group-1	Sunsari	50	0	1,400	0
	Sarlahi	50	0	1,400	0
	Dhading	0	50	1,400	0
Group-2	Danusha	40	0	0	800
	Mahotari	40	0	0	800
	Nawalparasi	40	0	0	800
	Banke	40	0	0	800
	Kailali	40	0	0	800
	Total	300	50	4,200	4,000

*Carpet Flooring is to be included




ANNEX-2 Expected Outcomes and Main Activities of Technical Assistance

<p>Outcome 1: District-level education officers' capacity to support school management will be strengthened. (Group 1 & Group 2)</p>	<ul style="list-style-type: none"> ◆ Review of capacity development projects conducted in the past and development of the training plan for the Project. ◆ Training for SSs, RPs and DEO officers concerning SIP, SMC and child-friendly learning environment. ◆ Follow-up of training activities.
<p>Outcome 2: Child-friendly learning environment is established in target schools. (Group 2)</p>	<ul style="list-style-type: none"> ◆ Baseline study [1] for target school selection. ◆ Baseline study [2] for gathering data concerning monitoring indicators at selected schools. ◆ SIP training for SMC/PTA members by SS/RP. ◆ Classroom construction: preparation and supervision by SMC/PTA members. ◆ Resource mobilization for classroom construction by SMC/PTA members and head teachers. ◆ Child-friendly equipment (tables and carpets) for lower grade classrooms, covered by procurement component.
<p>Outcome 3: School management capacity of SMC/PTA is improved in target schools. (Group 2)</p>	<ul style="list-style-type: none"> ◆ Formation of SMCs and PTAs (at target schools where such groups do not exist.) ◆ Provision of trainings to SMC & PTA members as to SIP participatory formulation, SSA, and social audit. ◆ SIP workshop at schools. ◆ Regular updates of SIP by SMC/PTA. ◆ Child Club workshop at RC and follow up by SSs and RPs. ◆ Exposure visit to other districts by teachers and SMC/PTA members.
<p>Output 4: Teachers' capacity is strengthened in target schools. (Group 2)</p>	<ul style="list-style-type: none"> ◆ Teacher trainings on child-friendly and child-centred education. ◆ Student Assessment System training. ◆ Exposure visit to model schools for teachers and SMC members.



ANNEX-3 Major Undertakings by Each Governments

	Item	By GON	By GOJ
1	Conclude the following agreements; - Exchange of Notes (E/N): Ministry of Finance & Embassy of Japan - Grant Agreement (G/A): MOF & JICA Nepal - Banking Arrangement (B/A): Bank in Nepal & Bank in Japan - Agent Agreement (A/A): DOE & JICS (Procurement Agent)	●	●
2	Conduct surveys necessary for finalizing the target schools, prepare a list of target schools and number of the facilities therein according to the criteria of the Nepalese side, and according to the conditions stated in the report, and submit the list to the Japanese side as follows. 【For Group 1】 Within two months after the Exchange of Notes is concluded or four months before the public announcement of the tender 【For Group 2】 Target schools will be selected based on the results of the Baseline Survey [1]. The survey will be conducted by the PNGO in each district in collaboration with DEOs and INGO.	●	
3	Ensure proper construction management including appointment of engineers, sub-engineers, and depot managers in order that efficient management of the Project is realized including technical guidance to communities, supervision, and monitoring of construction.	●	
4	Conclude the contracts with the communities concerned on construction works under the project before starting construction.	●	
5	Bear the cost of skilled labor and local transportation of materials necessary for the construction of schools under the Project.	●	
6	Encourage community participation including the supply of unskilled labor, local building materials, and local transportation in order that materials and equipment procured are used properly.	●	
7	Provide proper depots for the Project area.	●	
8	Ensure prompt unloading and customs clearance of products purchased from outside Nepal under the Grant Aid, if any.	●	
9	Transportation of materials other than bricks from factories to depots		●
10	Transportation of materials from depots to schools	●	
11	Transportation of bricks from factories to schools		●
12	Exempt Japanese nationals and local suppliers from customs duties, internal taxes including VAT, excise duties and fiscal levies, which may be imposed in Nepal with respect to supplies of products and services under the Agent Agreement with JICS and other agreements and contracts made by JICS for the Project.	●	

13	Accord Japanese nationals whose services may be required in connection with supplies of products and services under the Agent Agreement with JICS and other agreements and contracts made by JICS for the Project, such facilities as may be necessary for their entry into Nepal and stay therein for the performance of their work.	●	
14	Provide necessary permissions, licenses, and other authorizations for the implementation of the Project, if necessary.	●	
15	Bear all expenses other than those to be borne by the Grant Aid within the scope of the Project.	●	
16	Ensure the facilities concerned are used properly for the planned purposes.	●	
17	Present to the Government of Japan report(s) on how the materials provided under the project have been used as stated in 2) Works covered by the Government of Nepal" of 2-4-3 Scope of Works of the report.	●	
18	Bear the commissions to the bank in Japan for banking services based on Banking Arrangement (B/A)	●	
19	Bear the cost for Monitoring of DOE/MOE staff for Technical Assistance	●	

GON: the Government of Nepal

GOJ: the Government of Japan

ANNEX-4 Project Cost Estimation

The provisional cost of the Project is estimated as below in accordance with the estimation conditions in (3) below. The cost would be further examined by the Government of Japan for the approval of the Grant.

(1) Cost to be borne by the Japanese side

This part is closed due to the confidentiality.

(2) Cost to be borne by the Nepalese side

Total Cost: Approx. NRs. 224.1 million

(By the government: NRs 142,652,929, by the SMC: NRs 81,439,171)

	Item	By GON (NRs)	By SMC (NRs)
1	Preparation of the Project, Recruitment of Engineers and Sub-engineers	10,270,260	
2	Arrangement of Depots	8,736,000	
3	Transportation of construction materials from depots to sites	5,500,000	
4	Collection of Local Materials(stones, gravels, sands)	8,226,655	42,810,185
5	Procurement of Labor and Construction Work	32,259,480	37,882,020
6	Stationary, Motorbikes and Fuel for Supervision of Construction	1,856,000	
7	Construction of False Ceiling	75,804,534	746,966
	TOTAL	142,652,929	81,439,171

*GON: the Government of Nepal

(3) Conditions of cost estimation

Month & Year of estimation: April 2011

Exchange Rate: 1US\$ = 83.48 Yen , 1US\$ = 71.7978NRs , 1NRs. = 1.1627Yen

Cost estimation is based on the Grant Aid Project system of the Government of Japan.

**PREPARATORY SURVEY ON THE PROJECT FOR
BASIC EDUCATION IMPROVEMENT
IN SUPPORT OF SCHOOL SECTOR REFORM PROGRAM IN NEPAL**

**TECHNICAL NOTE
ON MATERIALS PROCUREMENT PLAN**

19 September 2011
At Kathmandu Nepal

As a part of the discussions made between the Government of Nepal and JICA Preparatory Survey Team (hereinafter referred to as “the Team”) on the Project for Basic Education Improvement in Support of School Sector Reform Program (herein after referred to as “the Project”) from 13 to 19 September, the consultant of the Team in charge of Material Procurement Plan (hereinafter referred to as “the Consultant”) had discussions with Physical Services Section, Department of Education (herein after referred to as PSS) to confirm as follows:

1. Project Sites

1-1. Target schools in Group 2 with Classrooms for Lower Grade Classes

It is planned that all of the classrooms to be constructed in Group 2 districts are to be used for lower grade classes and they will have carpet floor and round tables in order to be suitable for child friendly teaching activities. Such classes shall be identified at the same stage as the target schools are finalized.

1-2. Depots

1) Number of Depots for the Materials

Based on the experience in the past JGA projects, it is estimated that the number of the Depots will be 2 per district; in total 16 for all the 8 target districts.

2) General Requirements for Depots

- Depots are to be accessible by Trucks
- Depots will have a warehouse(s) that is/are suitable for the storage of Cement, CGI Sheets, Door and Window Shutters, Fittings, etc., the total floor area of which being around 1.5 sq/m per the target school that it serves for.
- Depots will have an open yard(s) that is/are suitable for the storage of Steel Structural Members, Reinforcement Bars, etc., the total floor area of which being around 30 sq/m per the target school that it serves for.



3) Locations of Depots

Once the target schools are finalized according to the Annex-3, Item 2 of the Minutes of Discussion, the location of the depots shall be decided soon thereafter.

1-3. Alteration of the Project Sites (Target Schools and/or Depots)

Both sides understood that, once the project sites are finalized, they should not be easily altered unless the alteration of sites is inevitable for a good reason. In case of some additional cost becomes necessary because of an alteration(s) of the sites during the implementation of the procurement of the materials, such additional cost is to be borne by the Nepalese side under the initiative of DOE.

2. Control of Deliveries of Materials

2-1. Deliveries of Materials from Depots to School Sites

Both sides understood that the deliveries of materials from depots to the school sites should be well controlled so that the deliveries of the materials from supplier to the depots may be done smoothly in accordance with the prescribed delivery schedule of the procurement contract.

2-2. Additional cost caused by the alteration of delivery schedule

In case of some additional cost becomes necessary because of an alteration(s) of delivery schedule caused by the Nepalese side, in principle, such additional cost is to be borne by the Nepalese side under the initiative of DOE.

3. Solution of Problems

Both sides understood that, in case a problem arises regarding the procurement of materials, such a problem will be solved by DOE's initiative in consultation with the Consultant and/or the supplier. Even in case the problem is connected with the SMC, for instance, some excess costs are imposed regarding the transportation of bricks from chimney to school sites, supplier shall not deal with such a problem directly with the SMC but shall claim the matter to DOE and the Consultant for the settlement of it.

4. Office Space in DOE for the Consultant to use during implementation of the Project

The Consultant sought the possibility of utilizing some part of the office space of DOE as the Consultant's exclusive use for the Project during the implementation of the Project. PSS confirmed that a conference room of DOE will be available for temporarily uses for holding the monthly progress meetings etc., but that there will be no space in the DOE's office available for the Consultant to do routine work every day.

5. False ceiling of the Classrooms

Both sides agreed that the installation of the false ceiling of the classrooms should not be a compulsory item but should be an option that SMC of each target school may choose at their discretion. The Consultant presented a detailed drawing of the false ceiling. Both sides agreed to revise it to increase the ceiling space making the ceiling surface be around 150mm from the bottom of rafters so that the thermal insulation effect be increased. The consultant will revise the drawing and send it to PSS soon.

6. Facilities Covered by the Nepalese side

Both sides, in collaboration with each other, estimated tentative numbers of the facilities that are to be covered by the Nepalese side and the costs as shown in the table below:

Estimated Numbers of Facilities to be covered by the Nepalese Side and Costs

Group for T/A	District	Construction Plan 2011/12 under SSRP pool fund (nos. of schools)		Total nos. of schools in a district including grade 1-12 (b)	Ratio of coverage by sanitary program (c)=a/b	nos. of target schools for the Project (d)	Estimated nos. of sanitary facilities at target schools (e)=c x d	Cost of construction by GON (Rs.200.000/ set)
		*Sanitary facilities (a)	Classroom blocks					
Group-1	Sunsari	120	57	482	24.9%	50	12	Rs.2,400,000
	Sarlahi	108	58	432	25.0%	50	13	Rs.2,600,000
	Dhading	142	57	568	25.0%	50	13	Rs.2,600,000
Group-2	Danusha	79	43	316	25.0%	40	10	Rs.2,000,000
	Mahotari	77	44	306	25.2%	40	10	Rs.2,000,000
	Navalparasi	114	58	507	22.5%	40	9	Rs.1,800,000
	Banke	75	38	303	24.8%	40	10	Rs.2,000,000
	Kailali	126	65	508	24.8%	40	10	Rs.2,000,000
Total		841	420	3,422	24.6%	350	87	Rs.17,400,000

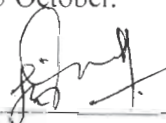
*including girls' & boys' toilets & water supply

7. Bidding Documents

The Consultant presented a draft Bidding Documents to PSS. PSS will make comments on it soon, hopefully by 30th of September and at latest 15 October.



Mr. Fumitomi FUJITA
Chief Consultant, Architectural Plan,
Educational Plan
Preparatory Survey Team,
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Consultants Ltd.



Mr. Jhapper Singh Vishokarma
Senior Divisional Engineer,
Physical Services Section (PSS)

5. Technical Assistance Plan

1. Project Background

In response to the Dakar Framework for Action adopted at the World Education Conference held in Senegal in 2000, the Government of Nepal developed *Education for All (EFA) Programmed* and implemented it between 2004 and 2009. Through this program, the government committed itself to achieving universal primary education for all by the year 2015.

On completion of the EFA program in 2009, the government launched the School Sector Reform Programmed (SSRP), aimed at achieving the EFA goals. It also adopted a new policy to extend the period of basic education from five to eight years, combining five years of primary education with three years of lower secondary education. The rationale for this new policy is that as the primary net enrolment rate has risen (93.7 % as of 2009/10 EMIS), there will be greater need for secondary education in the near future. Since secondary education has been neglected relative to primary education, there is an urgent need for its improvement, expanding access and enhancing quality.

Of the total 20,926 primary schools in the country, only 61% can be called complete in the sense that they enroll students from Grade one to five (Flash Report I 2009/10). With the introduction of SSRP, there is a need to consider how these schools should be prepared to have additional three grades.

Although the overall primary enrolment has improved in recent years, retention rate is limited. For example, the promotion rate from Grade one to Grade two was only 63.5% in 2009/10. As many as a third of Grade one students either repeat or drop out before they promote to Grade two. Therefore there is a need to find ways of improving quality of education in order to retain children in schools after their first enrolment.

There is an increasing emphasis towards decentralization including in the field of education. Whereas the central government maintains its mandate for resource allocation, actual operation of schools including classroom construction is delegated to the district and even to the community level mechanisms. Hence there is an urgent need to strengthen capacity of those mechanisms such as district education officers (DEOs), school management committees (SMCs), teachers and community members to handle issues concerning school management and quality education.

2. Project Objectives and Scope

This project is aimed at improving the learning environment for children through classroom construction, and strengthening capacity of School Management Committees (SMCs). This will be done through a series of teacher trainings on child-friendly and child-centered education in eight districts. The districts were selected based on the requests for the construction of new classrooms from the districts, student-classroom ratios, accessibility, and a regional balance.

In building new facilities each fiscal year, the Department of Education (DOE) announces the number of classrooms to be constructed in each of the 75 districts based on the government's

criteria. Recipient schools prepare for and undertake the construction themselves, usually overseen by school heads and SMCs. Although the fund is provided by DEO, the school needs to select a construction company and arrange the transportation of building materials². It is often the case that schools and communities end up bearing a greater burden than initially expected, as construction incurs a wide variety of work and expenses. For instance, many schools wish to build boundary walls for security reasons, but DEO usually does not provide a budget for such a purpose. Those schools that cannot mobilize their own resources properly end up having poorly built classrooms, failing to procure adequate materials or in selecting a good construction company with essential skills.

Schools are also entitled to receive money for educational purposes from Village Development Committee (VDC) and community-based user groups. If SMCs are fully responsible towards their duties, resource mobilization can be successful, making their schools strong and viable. By contrast, when SMCs are poorly informed and lack resources, they are unlikely to improve the quality of their schools.

In addressing the problems of overcrowded classrooms especially in lower grades, it is important not only to increase the number of classrooms, but also to examine non-physical aspects of schools such as quality of teaching and assessment. By creating child friendly classrooms -- both physically and pedagogically --, the project aims to provide environments for children to learn effectively, leading to higher primary education completion rates.

The project has set three major objectives as follows:

- To strengthen capacity of district-level education officers by providing training on capacity enhancement of SMCs and child-friendly techniques so that they will be able to support SMCs in an effective and sustainable manner;
- To raise community members' awareness as to the importance of participatory development of School Improvement Plan (SIP) and of school management in relation to the classroom construction; and
- To improve the quality of education especially for lower grades children (G1 to G3) through teacher training in child-friendly teaching and Active Teaching Learning (ATL) methods.

3. Target Districts and Grouping

The project will be carried out in the districts of Sunsari, Sarlahi, Dhading, Mahottari, Dhanusha, Nawalparasi, Banke and Kailali. These districts have been divided into two groups based on the following criteria:

- The district with the previous experience of education projects of similar type;
- and

² To construction one unit, consisting of two classrooms, the DOE provides NRP650,000 to each school.

- The availability of a local NGO with similar education project experience.

Those districts, which do not meet both criteria, belong to Group 1, whereas those, which meet both, belong to Group 2.

Sunsari, Sarlahi, Dhading fall under **Group 1 (G1)**.

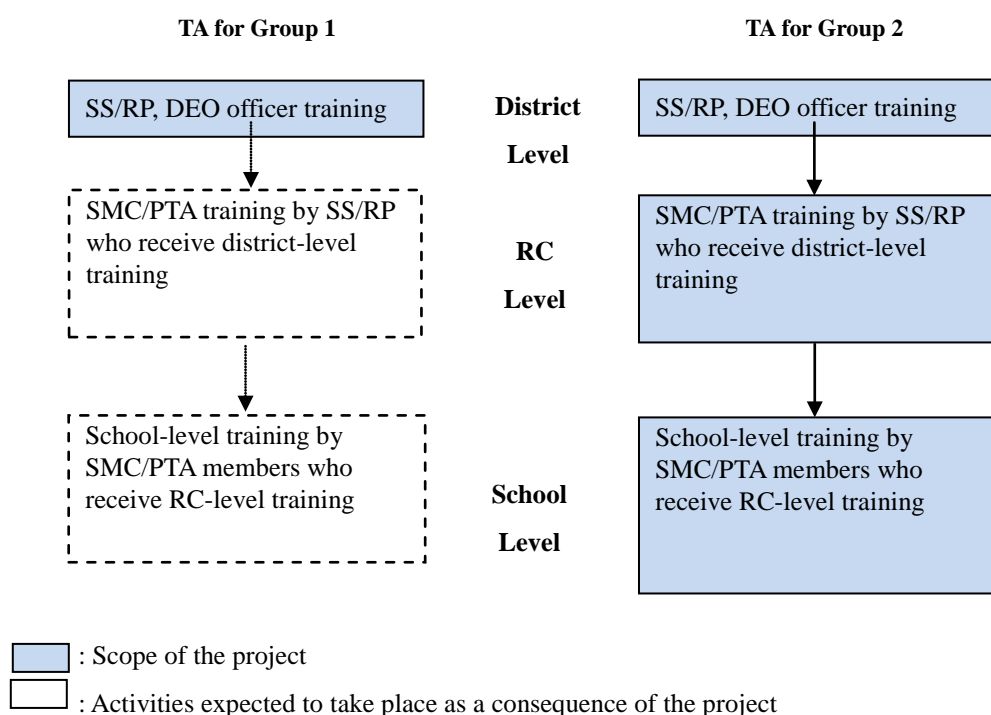
Mahottari, Dhanusha, Nawalparasi, Banke and Kailali fall under **Group 2 (G2)**.

In the G1 districts, the project will target district-level education officers,; School Supervisors (SSs), Resource Persons (RPs), and DEOs.

In the G2 districts, in addition to the district-level training, Resource Centre (RC) and school-level training involving SMCS and community members will be targeted for training. The training will include community mobilization in the run-up to the classroom construction, workshops on participatory development of SIP for SMC and PTA members, and lower grade teacher training in Child-Friendly Teaching and Active Teaching Learning (ATL) pedagogy.

In the G1 districts, the training will start in the first year. The participants are expected to support communities in the classroom construction, drawing on what they learnt from the series of trainings. In the G2 districts, the training both at the district and the school levels will start in the first year. The classroom construction will start in the second year in all the districts.

Whereas the project intervention in the G1 districts is limited to the district level, the trainings are expected to equip the DEOs with the knowledge and skills to provide necessary support at the RC and school levels. This is visualized as follows.



Target schools in the G 2 districts will be selected based on the results of the baseline survey that will be conducted at the initial stage of the project. The schools will be chosen in consultations with DEO, SS/RP and the material procurement consultant team. In addition to the government criteria, the following issues will be considered in selecting schools for this project:

- Pupil-classroom ratio is considerably high;
- Number of out-of-school children is high in the VDC;
- Number of students in the past three years is stable;
- The school did not receive government or NGO assistance in classroom construction for the past two years;
- SMCs and PTAs are established; and
- The school will accept the conditions for construction..

As a limitation, if target schools are geographically dispersed in the district, the effectiveness and efficiency of the project may be reduced. This point will be taken into account in school selection.

4. Project Targets and Expected Outcomes

Project goals, target, and outcomes are set as the following.

Project Goal:

Quality of basic education is improved in the target districts.

Project Target:

School management and the learning environment for basic education are improved in the target districts.

Expected Outcomes:

- 1) District-level education officers' capacity to support school management is strengthened.
- 2) Child-friendly learning environment is established in target schools (physical aspect of learning).
- 3) School governance capacity of SMC/PTA is improved in target schools.
- 4) Teachers' capacity is strengthened in target schools.

5. Project Activities

Group 1: District Level Training in Sunsari, Sarlahi, Dhading

(a)Participants

All SSs and RPs in each district in addition to three DEOs as follows:³

District	No. of SS and RP	No. of DEO	Total
Sunsari	18	3	21
Sarlahi	17	3	20
Dhading	27	3	30

(b)Facilitation

Workshops will be organized and initiated by DEO in collaboration with DOE and INGO/PNGO. Two staff members from DOE are expected to participate in the workshops in each district.

The facilitators will extract experience of each participant and let them share their opinions and issues, rather than giving one-way lectures. As the workshop will take place every 6 to 7 months, each participant is expected to set his or her goal and plan his or her school-support activities for the following period accordingly. The plan will be concerned with school support activities. Each participant will share his or her plan with other participants. In the following workshop, the plan and achievement will be reviewed. The participants will also share the specific issues arising from their experience in classroom constructions.

(C) Detailed Schedule

【Preparation】

- i). From April 2012, the PNGO team in each district will spend one month conducting needs assessment of DEO staff including SSs and RPs to identify what is needed in terms of capacity building for school management support. This will be done by reviewing previous trainings which they attended and interviewing the DEO staff. The results will be reported to and shared with INGO. INGO will collect necessary information at the central level⁴.
- ii). Based on collected information, INGO/PNGO will prepare a capacity development plan for SSs and RPs in collaboration with DOE. The INGO/PNGO team will present the draft plan to DEOs of the three districts. The team will modify the plan if necessary.
- iii). The team will prepare a training material, using existing manuals and other related documents.

【Implementation】

Project Preparation will start from April 2012. Four workshops (w/s) will be held in each district

³ The numbers of SS/RPs are based on those numbers specified in Annual Strategic Implementation Plan (ASIP).

⁴ Various agencies (such as UNICEF) have supported capacity building of DEO staff. A review of these trainings will be conducted to avoid duplication. The project will provide trainings focusing on the areas and fields which are prioritized by the DEO staff.

during the project period. These workshops will be followed by the final workshop in Kathmandu where all the participants from the three districts will get together in order to reflect on and share their experiences, lessons, and challenges. This will be an opportunity for those who will be involved with sustainable school management after the phase out of the project.

【Tentative workshop contents】

- 1st w/s: around July 2012 (prior to the construction) 3 days.
1st day: Induction and introduction of participants. Lecture by a DOE member about meaning and role of SIP, and collaboration between DOE and schools as to SIP development.
2nd day: Sharing experience of classroom construction and community mobilization among participants.
3rd day: Planning and presentation of each participant's activities for the following six months.

- 2nd w/s: around January 2013 (during the construction) 2 days.
1st day: Review of activities during the previous six months by participants. Lecture by DOE staff on SSRP and community mobilization.
2nd day: Planning and presentation of each participant's activities for the following six months.

- 3rd w/s: around August 2013 (around completion) 2 days.
1st day: Review of activities during the previous six months by participants. Lecture by DOE staff on SSRP and community participation.
2nd day: Planning and presentation of each participant's activities for the following six months.

- 4th w/s: around January 2014 (follow-up of the construction) 2 days
1st day: Review of activities during the previous six months by participants. Lecture by DOE staff on child-friendly education and child-centered education.
2nd day: Planning and presentation of each participant's activities for the following six months.

- Special w/s: around September 2014, Kathmandu, 2 days.
1st day: Presentation on school and community support activities by representatives. Lecture by DOE on education data management.
2nd day: Group session on SMC capacity building.

The workshop content will be elaborated based on the needs assessment. At this stage following items are likely to be included:

- ♦ Importance of SIP and its roles, collaboration between DEO and school concerning SIP participatory development

- ♦ Community participation
- ♦ Ways of strengthening SMCs
- ♦ Issues concerning classroom construction at the school level
- ♦ Meanings of child-friendly and child-centered pedagogy
- ♦ Ways of improving quality of education statistics at the district and school levels

【Follow-up activities】

- Monitoring and evaluation will be jointly conducted by DOE/DEO and the INGO/PNGO team.
- Mid-term follow-up
In early 2013, the INGO/PNGO team will interview participants about relevancy and effectiveness of the capacity building efforts that they have gained through the workshop.. Around ten SSs and RPs will be selected as samples in each district for interview. DOE and the INGO/PNGO team will make a judgment as to the necessity of modification of training contents based on the interview results.
- Final evaluation
Around two or three months before the completion of the project (July to August 2014), INGO/PNGO members will visit participants to learn about the impacts of workshops on their daily activities. Around ten SSs and RPs will be selected as samples from each district for interview. This will also include observation of SSs and RPs' interaction with school members.
- Publication of booklet
Based on the whole workshop activities as well as interviews, the INGO/PNGO team will prepare a draft report about capacity building of education officers, which will include lessons learnt and future prospects. This will be finally published as a booklet and shared with the government, other INGOs/NGOs and donors. The publication will be made in Nepalese and English.

Group 2: District Level and School Level Training in Mahottari, Dhanusha, Nawalparasi, Banke and Kailali

(a)Participants

<District level training>

All SSs and RPs in each district in addition to three DEOs as follows:

District	No. of SS and RP	No. of DEOs	Total
Mahottari	14	3	17
Dhanusha	16	3	19
Nawalparasi	20	3	23
Banke	13	3	16
Kailali	21	3	24

<RC level training>

The SSs and RPs who will be trained at the district level training above will in turn train two representative members of SMC and PTA from each target school at Resource Centers (tentatively 40 schools per district). SSs/RPs and PNGO will coordinate with the schools so that the participants from all the target schools under each RC will be able to get together.

<School level training>

SMC and PTA members, teachers, community members, parents and children of the schools will be selected for training on classroom construction (40 schools in each district).

(1) Schedule and activities

The district-level training for Group 2 will share the same concept and activities with those for Group 1. In the Group 2 districts, however, those SSs and RPs who receive the district-level training will in turn provide training at the RC level for SMC and PTA members with support of PNGOs. SSs and RPs are expected to practice what they learnt at district-level workshops by passing on to school committee members; and issues arising from school-level workshops will be discussed and shared at district-level workshops.

<District level training>

1. April 2012: Needs assessment by PNGO in each district
2. May 2012: Preparation of a capacity building plan by INGO/PNGO
3. June-July 2012: INGO/PNGO will present the plan to DEO to obtain consents as to its content. INGO will finalize the plan accordingly after a consultation with DOE.
4. September 2012: 1st w/s (3 days)
5. February 2013: 2nd w/s (2 days)
6. Mid 2013: mid-term follow up
7. September 2013: 3rd w/s (2 days)
8. March 2014: 4th w/s (2 days)
9. August 2014: 5th and final w/s (2 days) Joint session (participants from Dhanusha & Mahottari in Janakpur; participants from Nawalparasi, Banke & Kailali in Nepalgunj), 2 days
10. Mid-2014: final evaluation

<RC level & School level training>

- ♦ June-July 2012:
 - Drawing on existing EMIS data, DEO, INGO and PNGO will jointly conduct a baseline survey in each district for school selection [Baseline Survey 1].
 - Based on the results, target schools will be selected by DEO, SSs/RPs, material procurement consultants, INGO and PNGO (around 40 schools per district).
- ♦ September 2012:
 - For each selected school, INGO/PNGO will conduct a baseline

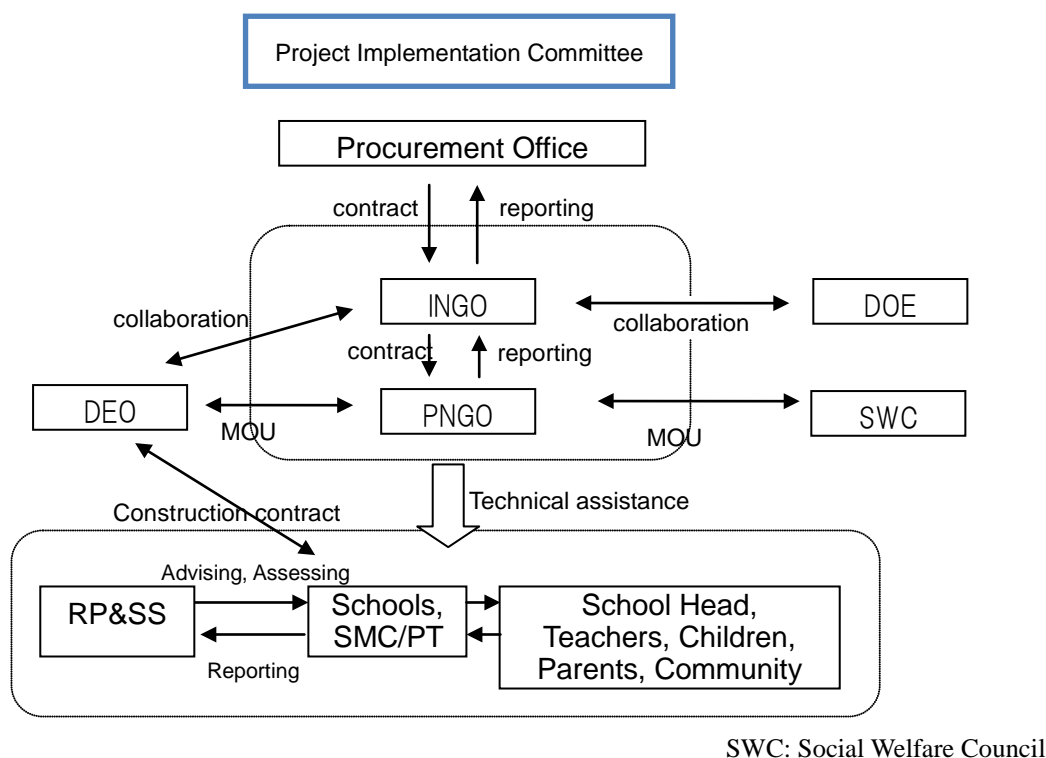
- survey to collect data for monitoring and evaluation purposes [Baseline Survey 2]. The collected information will also be used to develop capacity building plans, suitable for various school situations.
- At this stage, if schools without SMC/PTA are selected, formation of such committees will be encouraged by PNGOs.
- ◆ October 2012 to September 2013 (pre-construction) & October 2013 to June 2014 (during construction):
 - SIP training (at RCs and at schools)
 - SSs/RPs give training on participatory development of SIP to representatives from SMCs/PTAs of target schools. The training will be supported by PNGO/INGO. The training will be given three times, each for four days.
 - SMC/PTA members will organize workshop at their own schools on SIP development. The workshop will take place three times, each for three days.
 - Each school is expected to update its SIP regularly.
 - Classroom construction workshop (at RCs)
 - Workshop on resource mobilization, classroom operation & maintenance, improvement of learning environment, and social audit. Workshops will take place three times during the project period, each for three days.
 - Child Club workshop (at RC and schools)
 - Workshops on children's participation in school governance and child-friendly environments. Twice during the project period, 3 days for the initial workshop and 2 days for the refresher workshop.
 - SSs/RPs will visit schools to monitor and follow up CC activities at schools.
 - Teacher Training (at RC)
 - Training on Active Teaching and Learning and Child Friendly Teaching for G1-G3 teachers from target schools. This will be done in collaboration with DEO, having SSs/RPs as facilitators.
 - Three teachers from each school. Five days for the initial training and two days for the refresher training.
 - SSs/RPs will visit schools to monitor and follow up participant teachers.
 - Student Assessment System (SAS) training (at RC)
 - Four teachers per school, three days for the initial training and two days for the refresher training.
 - Exposure visit of teachers and SMC members to model schools in another district
 - Five days, 12 members (5 SMC members, 5 teachers, 1 RP and 1 SS) per district.
 - ◆ During the construction
 - Supervision of construction by SMC members. Whereas DEO's engineers and overseers will provide technical support to schools, RP/SS will provide support as for non-physical aspects of the construction such as social audit and resource

mobilization.

- Each school will organize resource mobilization as necessary.
 - Introduction of equipment for child-friendly classrooms through material procurement (round table, wall charts, etc.)
 - Final evaluation.
 - Establishment of a monitoring mechanism by DEO, SSs/RPs: Drafting up follow-up plans incorporating log-frame indicators and means of verifications so that DEO will be able to follow up project outcomes after the completion of the project.
 - A draft report about community education and empowerment of SMCs based on project experiences will be prepared by INGOI/PNGO. This will be published as a booklet and will be shared with the government, other NGOs and donors.
- ♦ October 2014:

6. Stakeholders

The relations of those who will be engaged with the project is visualized as below.



7. Workflow

Planned activities described above are further developed as follows.

		Group 1 (Sunsari, Sarlahi, Dhading) District Level Training		Group 2 (Mahottari, Dhanusha, Nawalparasi, Banke and Kailali) District Level Training, Workshop at RC and School Levels	
		For	[District Level] ♦ Sunsari: 21 SS/RP & DEO officers ♦ Sarlahi: 20 SS/RP & DEO officers ♦ Dhading: 30 SS/RP & DEO officers	For	[District Level] ♦ Mahottari: 17 SS/RP & DEO officers ♦ Dhanusha: 19 SS/RP & DEO officers ♦ Nawalparasi: 23 SS/RP & DEO officers ♦ Banke: 16 SS/RP & DEO officers ♦ Kailali: 24 SS/RP & DEO officers [RC Level] Representing SMC/PTA members, teachers, and children of target schools. [School Level] SMC/PTA members, head teacher, teachers, children and parents.
		By	[District Level] ♦ Two DEO officers ♦ Two INGO members ♦ One PNGO team at each district	By	[District Level] ♦ Two DEO officers ♦ Two INGO members ♦ One PNGO team at each district [RC Level] ♦ Those SSS/RPs who receive district-level training will organize workshops for SMC/PTA members at RCs. This will be supported by PNGOs. [School Level] ♦ SMC/PTA members who participate in RC-level workshops will organize their own workshops at their schools. This will be supported by PNGOs. ♦ The same PNGO will be in charge of district, RC, and school-level trainings and workshops.
Year/Month				[District Level]	[RC Level] [School Level]
Y E A R 1	April-May	♦ Needs assessment by PNGO, reviewing previous training contents. ♦ Preparation of training plan by PNGO/INGO. ♦ Development of training manual using existing materials. [a]		♦ Needs assessment by PNGO, reviewing previous training contents. ♦ Preparation of training plan by PNGO/INGO. ♦ Development of training manual using existing materials. [a]	
	June				♦ Baseline survey 1 for selection of target schools, drawing on EMIS data.
	July-August	♦ 1 st workshop, three days in each district [b]			♦ Selection of schools based on the survey results. [r]
	September			♦ 1 st workshop, three days in each district [c]	♦ Baseline survey 2 for selected schools, collecting data for setting monitoring indicators. [s] ♦ SMC/PTA formation in schools where there is no such committee. [ad]

	October			<p>[Prior to and during the construction at RCs and Schools]</p> <ul style="list-style-type: none"> ♦ SIP training at RC; three times, 4-day training each time. [t] ♦ SIP orientation; three times, 3-day training each time. [u] ♦ Target schools update their SIP regularly. [ae] ♦ Classroom construction workshop at RC; resource mobilization, operation & maintenance, learning environment improvement, social audit. Three-day training for three times. [v] ♦ Child Club workshop at RC and schools. Three-day plus two-day. [w] ♦ Teacher training at RC; ATC & CFT. [x] ♦ SAS training, four teachers from each school. [y] ♦ Exposure visit of teachers and SMC members. [z]
	January	♦ 2 nd workshop, two days in each district [d]		
	March		♦ 2 nd workshop, two days in each district [e]	
	Early 2013	♦ Review of training workshops conducted so far by interviewing participants. Revision of training plan if necessary and appropriate. [f]		
Y E A R 2	Around June		♦ Review of training workshops conducted so far by interviewing participants. Revision of training plan if necessary and appropriate. [g]	<p>[During Construction]</p> <ul style="list-style-type: none"> ♦ Supervision by SMC, supported by DEO engineers and overseers. SS/RP will support in social auditing and resource mobilization. [aa] ♦ Schools will conduct resource mobilization as appropriate. [af] ♦ Introduction of child-friendly equipment to classrooms. [ab] ♦ Final evaluation ♦ Establishment of monitoring mechanism by DEO, RP/SS and preparation for follow-up plan integrating indicators [ac]
	August	♦ 3 rd training two days in each district [h]		
	September		♦ 3 rd training two days in each district	
	October			
	January	♦ 4 th training two days in each district [i]		
	March		♦ 4 th training two days in each district [k]	
		July-August	♦ Final evaluation: Interview and observation of training participants in each district by INGO/PNGO, as to the impacts of workshops on SS/RPs' daily activities. [l]	
Y E A R 3	September	♦ Special final workshop in Kathmandu; two days. [o]	♦ Final evaluation: Interview and observation of training participants in each district by INGO/PNGO, as to the impacts of workshops on SS/RPs' daily activities. [p]	
	Around September	♦ Preparation and publication of a booklet, "community school and education: the challenge of decentralized education management". [g]	♦ Preparation and publication of a booklet, "participatory community education". [g]	

8. Roles of each stakeholder

Stakeholder	Roles
JICS (Procurement Agency)	<ol style="list-style-type: none"> 1. Contract with INGO 2. Reporting to JICA
DOE	<ol style="list-style-type: none"> 1. Management of overall project activities <ol style="list-style-type: none"> 1-1 Sharing information with other stakeholders 1-2 Organizing kick-off meeting 1-3 Planning and scheduling of district-level training in collaboration with INGO 1-4 Participation in district-level training & delivery of lectures 2. Facilitation of project activities <ol style="list-style-type: none"> 2-1 Regular contact with DEOs 2-2 Placement of necessary staff personnel 3. Follow-up activities <ol style="list-style-type: none"> 3-1 Establishment of follow-up mechanism
INGO	<ol style="list-style-type: none"> 1. Preparation stage <ol style="list-style-type: none"> 1-1 Review of previous projects for district-level training and development of training plan in collaboration with PNGO 1-2 Examination of existing training materials 2. Starting period stage <ol style="list-style-type: none"> 2-1 Sharing information on activities with relevant stakeholders 2-2 Development of training materials after examining existing ones 2-3 [Group 1] Participation in district-level training 2-4 [Group 2] Baseline survey 2-5 [Group 2] Selection of target schools 2-6 Planning of the following activities 3. Supervision of project activities <ol style="list-style-type: none"> 3-1 [Group 1&2] Monitoring of district-level trainings 3-2 [Group 2] Monitoring of school-level activities 3-3 Overall monitoring 3-4 Preparation for mid-term evaluation 4. Evaluation <ol style="list-style-type: none"> 4-1 Overall management of activities 4-2 Monitoring of individual project activities 4-3 Establishment of follow-up mechanism 4-4 Preparation of final report and publication of booklets
PNGO	<ol style="list-style-type: none"> 1. Preparation stage <ol style="list-style-type: none"> 1-1 Information sharing 1-2 Needs assessment of district-level training 1-3 Sharing ideas about district-level training with DEO 1-4 Preparation of training manual in collaboration with INGO 2. District-level training [Group 1&2] <ol style="list-style-type: none"> 2-1 Informing participants of training in collaboration with DEO 2-2 Preparation and implementation of training in collaboration with DEO and INGO 2-3 Monitoring 3. School-level training [Group 2] <ol style="list-style-type: none"> 3-1 Baseline survey for school selection 3-2 Information sharing with selected schools in collaboration with DEO 3-3 Supporting SS/RP in RC & school workshops

	<ul style="list-style-type: none"> 3-4 Information sharing with schools about the project 3-5 Cooperation with DEO engineers and overseers 3-6 Cooperation with and reporting to INGO 4. Follow-up <ul style="list-style-type: none"> 4-1 Monitoring of activities of SS/RP at RC and school 4-2 Monitoring of social aspects of classroom construction 4-3 Mid-term and final evaluation 5. Reporting <ul style="list-style-type: none"> 5-1 Reporting to DEO and INGO
DEO	<ul style="list-style-type: none"> 1. Management of overall project activities <ul style="list-style-type: none"> 1-1 Information sharing 1-2 Participation in district-level training plan preparation (mainly done by PNGO/INGO) 1-3 Participation in district-level training 1-4 Facilitation of baseline survey [1][2] 1-5 Selection of schools in collaboration with INGO/PNGO, SS/RP, procurement team 1-6 Cooperation with SS/RP for RC and school level workshops 2. Facilitation of overall project activities <ul style="list-style-type: none"> 2-1 Provision of support and information to target schools and RCs 3. Management of construction <ul style="list-style-type: none"> 3-1 Construction demonstration workshops 3-2 Placement of engineers and overseers to construction sites 4. Follow-up <ul style="list-style-type: none"> 4-1 Post-construction monitoring
SS/RP	<ul style="list-style-type: none"> 1. Management of overall project activities <ul style="list-style-type: none"> 1-1 Information sharing (including the roles to be played by engineers and overseers) 1-2 Participation in district-level training 1-3 Participation in baseline survey [1][2] 1-4 Selection of schools in collaboration with INGO/PNGO, DEO, procurement team 1-5 School level training in collaboration with PNGO for SMC/PTA members and teachers at RCs 2. Regular contact with target schools and RCs 3. Collaboration with schools and SMCs with regard to classroom construction <ul style="list-style-type: none"> 3-1 Support of schools in classroom construction by providing advice as to resource mobilization and social audit 4. Follow-up <ul style="list-style-type: none"> 4-1 Post-construction monitoring
School, head teacher, teachers [Group 2]	<ul style="list-style-type: none"> 1. Participation in baseline survey [2] 2. Sending SMC/PTA representing members to RC-level workshop on SIP development, classroom construction and other issues. 3. Participatory development of SIP and its regular updates 4. Conducting social audit 5. Participation in teacher training 6. Participation in exposure visits to another districts 7. Facilitation for establishing Child Clubs 8. Preparation for classroom construction in collaboration with SMC

SMC and PTA [Group 2]	<ol style="list-style-type: none"> 1. Participation in baseline survey [2] 2. Participation in RC-level workshop on SIP development, classroom construction and other issues. 3. Participatory development of SIP and its regular updates 4. Conducting social audit 5. Facilitation for establishing Child Clubs 6. Participation in exposure visits to another districts 7. Preparation for classroom construction in collaboration with SMC
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9. Procurement

Following the government's regulation, the INGO will work through national NGOs (i.e. PNGO) which are active in the district, school and grass-root levels..

The INGO is expected to select PNGOs which have the capacity of providing advice to communities regarding classroom construction, along with skills in providing support for community mobilization. Those NGOs which have worked for other Japanese projects in the past or those provided technical support for classroom building using the pool-fund will be given priority.

10. Schedule

Shown in the implementation schedule.

11. Deliverables

(1) Written materials

- Workshop material for district-level training. This will be prepared drawing on the existing materials used in similar projects in the country.
- Baseline survey report
- End-line survey report

(2) Monthly reports to JICS, quarterly reports (both in English)

(3) Booklets on education project in Nepal (2 titles)

- 1) Provisional title: Lessons learnt from capacity building of district-level educators
- 2) Provisional title: Empowering community members for quality education

12. Cost to be shared by the Nepalese government

- ◆ Monitoring Cost (transportation, allowance and accommodation fee) for counterparts

JICA SSRP Basic Education Project

<Project Period : April 2012 to December 2014 (tentative)>

Target Area: Sunsari, Dhanusha, Mahottari, Sarlahi, Nawalparasi, Banke, Kailali Districts

Project Summary	Indicators	Means of Verification	Assumptions
<p>Overall Goal: Quality of basic education is improved in the target districts.</p>	<ol style="list-style-type: none"> 1. Primary learning achievement is improved in target schools (for Grades 3 &5). 2. Student survival rates (from Grade 1 to 5) are improved in target schools. 	<ol style="list-style-type: none"> 11. Districts' EMIS and school statistics 12. Districts' EMIS and school statistics 	<p>Political and socio-economic situations in the target area will be maintained.</p>
<p>Project Target: School management and the learning environment for basic education are improved in the target districts.</p>	<ol style="list-style-type: none"> 1. Ratios of schools which carry out at least three activities specified in SIP. 2. Ratios of schools which carry out social audit. 3. Ratios of schools which receive appropriate assistance from DEO (scholarships, textbooks, regular visit by SS/RP). 4. Enrolment ratio in target areas. 5. Degree to which parents and children are satisfied with their schools. 	<ol style="list-style-type: none"> 1. DEO and school interview 2. DEO and school interview 3. DEO and school interview 4. DEO and school interview 5. Focus group discussion with parents and children 	<p>Political and socio-economic situations in the target area will be maintained.</p>
<p>Outcome 1: District-level education officers' capacity to support school management will be strengthened.</p>	<ol style="list-style-type: none"> 1. Frequencies with which SSs and RPs visit schools to provide support and advice. 	<ol style="list-style-type: none"> 1. Interview at DEO and schools 	
<p>Outcome 2: Child-friendly learning environment is established in target schools.</p>	<ol style="list-style-type: none"> 1. Classroom condition (furniture, material) 2. Grade-wise teaching (not multi-grade teachings) 3. Student-classroom ratios. 4. Student-furniture (desk and chair) ratios. 5. Student-textbook ratios. 	<ol style="list-style-type: none"> 1. School observation & interview 2. School interview 3. School interview 4. School interview 5. School interview 	
<p>Outcome 3: School governance capacity of SMC/PTA is</p>	<ol style="list-style-type: none"> 1. Ratios of schools in which SMCs and PTAs are 	<ol style="list-style-type: none"> 1. School, SMC & PTA statistics, 	

<p>improved in target schools.</p>	<p>established within one year.</p> <ol style="list-style-type: none"> 2. Frequencies with which SMC and PTA meetings take place. 3. Level of participation by SMC & PTA members in SIP and monitoring methods (ECM, SSA, Social audit) trainings. 4. Ratios of schools which develop their SIPs in a participatory manner. 5. Level of SIP formulation and its updates. 6. Extent to which resources are mobilized and used appropriately at the community level. 7. Numbers of support groups established at the community level (other than SMC/PTA). 	<ol style="list-style-type: none"> 2. School, SMC & PTA statistics, school interview 3. School, SMC & PTA statistics, school interview 4. School, SMC & PTA statistics, school interview 5. School, SMC & PTA interview 6. School, SMC & PTA statistics, school interview 7. School, SMC & PTA statistics, school interview 	
<p>Output 4: Teachers' capacity is strengthened in target schools.</p>	<ol style="list-style-type: none"> 1. Level of participation in child-friendly education trainings by target school teachers and their levels of practice. 2. Students' attendance rates (by grade and by gender) 3. Promotion rates from G1 to G2 and G2 to G3 4. Learning achievements. 5. Extent to which corporal punishment is banned. 6. Extent to which code of conducts is respected. 	<ol style="list-style-type: none"> 1. School interview & Interview with students 2. School statistics 3. School statistics 4. School interview 5. School interview 6. School interview 	

<p>Activities:</p> <p>1. <i>District-level education officer training</i></p> <p>1-1. Review of capacity development projects conducted in the past and development of the training plan for this project.</p> <p>1-2. Training for SSs, RPs and DEO officers concerning SIP, SMC and child-friendly pedagogy.</p> <p>1-3. Follow-up of training activities.</p>	<p>Inputs:</p> <p>Japan side:</p> <p>(1) Experts</p> <p>(2) Training cost:</p> <p><u>For Group 1: Sunsari, Sarlahi, Dhading</u></p> <p><u>District-level education officers training</u></p> <ul style="list-style-type: none"> ◆ Needs assessment costs x 3 districts ◆ Training workshops 3 districts x 5 times (DSA, venue rental fee, lecture fees) ◆ Mid-term monitoring costs x 3 districts ◆ Final evaluation costs x 3 districts 	<p>Nepal side:</p> <p>(1) Counterpart personnel</p> <p>(2) Monitoring cost</p>	
<p>2. <i>Child-friendly learning environment</i></p> <p>2-1. Baseline study [1] for target school selection & Selection of target schools.</p> <p>2-2. Baseline study [2] for gathering data concerning monitoring indicators at selected schools.</p> <p>2-3. SIP training for SMC/PTA members by SS/RP.</p> <p>2-4. Classroom construction: preparation and supervision by SMC/PTA members.</p> <p>2-5. Resource mobilization for classroom construction by SMC/PTA members and head teachers.</p> <p>2-6. Child-friendly equipment (tables and carpets) for lower grade classrooms.</p>	<p><u>For Group 2: Dhanusha, Mahottari, Nawalparasi, Banke, Kailali, District and School-level training</u></p> <ul style="list-style-type: none"> ◆ Needs assessment costs x 5 districts ◆ Training workshops 5 districts x 5 times (DSA, venue rental fee, lecture fees) ◆ Child-friendly learning environment & SMC/PTA School management training costs x 40 schools x 5 districts ◆ Baseline survey [1] costs x 5 districts ◆ Baseline survey [2] costs x 40 schools x 5 district ◆ Mid-term evaluation costs: 5 districts ◆ Final evaluation costs: 5 districts 		

<p>3. <i>SMC/PTA School management</i></p> <p>3-1. Formation of SMCs and PTAs (at target schools where such groups do not exist.)</p> <p>3-2. Provision of trainings to SMC & PTA members as to SIP participatory formulation, SSA, Social audit.</p> <p>3-3. SIP workshop at schools.</p> <p>3-4. Regular updates of SIP by SMC/PTA.</p> <p>3-5. Child Club workshop at RC and follow up by SS/RP.</p> <p>3-6. Exposure visit to another districts by teachers and SMC/PTA members.</p>			
<p>4. <i>Teachers' capacity building</i></p> <p>4-1. Teacher trainings on child-friendly and child-centered education.</p> <p>4-2. Student Performance Assessment training.</p> <p>4-3. Exposure visit to model schools for teachers and SMC members.</p>			

6. Confirmation Survey on the Facilities Constructed

1. Introduction

If the project will be implemented and funded by the Grant Aid of Japan for Community Empowerment, the Japanese side will procure and deliver the major construction materials to the depot centers (bricks will be delivered at school sites). The local transportation, as well as the construction work, will be carried out and managed by the communities themselves, under the guidance and supervision of the Government of Nepal.

The government of Japan would confirm whether the materials procured by the Japanese side have been properly used or not. This could be formulated through a formal report from the Government of Nepal; for various reasons, however, this has previously been difficult to obtain in time.

Therefore, in the previous school construction project funded by the JGA, the selected Japanese consultant has been responsible for carrying out such confirmation surveys, based on the facilities that have been employed for the project. This proved effective, not only in order to make accurate confirmations on how the construction materials were used for the facilities, but also in obtaining useful technical information on how to improve the project implementation system. Thus, it will be appropriate to do a similar survey for this project as well, in order to achieve the following effects:

1) Timely and accurate information to confirm if construction materials have been effectively used in accordance with the P/S report

The survey report will be submitted to both the Japanese and the Nepalese governments.

2) Giving timely guidance to communities on how to remedy the defects in construction work

The surveyors will give the necessary guidance to the communities immediately upon finding defects in the construction work.

3) Timely countermeasures by the Government of Nepal for defects in construction work

The consultant will inform the DOE of defects upon finding them, in order for the DOE to take the necessary measures to alter them in time.

4) Useful Information for improving an implementation system of the project

The survey report will include an evaluation and recommendations, based on the implementation system of the project.

In order to achieve the effects stated above, the confirmation survey will be done in the following

manner.

2. Objectives of The Survey

The rationale of the survey is to confirm the delivery of the construction materials provided under the Japan's Grand Aid. The rationale is further to certify that the schools have in fact received the construction materials and to further certify that the materials have been properly used in the intended manner. The survey will then provide information on the completion of the construction work and explore the strengths and weaknesses of the implementation procedure, including community participation.

The survey will address the following issues:

- Physical conditions of the facilities constructed
- Use of the materials provided under the project
- Use of the facilities constructed under the project
- Physical conditions in general of all schools
- Key educational data of the schools
- Construction management system, applied by the communities
- Financial aspects of the project
- Preference of, and potential issues/challenges experienced by the communities in transporting the materials and in carrying out the construction work
- Communities' suggestions on the design, technology and usage of the local materials
- Other comments that regard the communities

3. Methodology

Engineers, preferably those who worked during implementation of the project, will be carrying out the survey. They will therefore visit the schools and gather information through a questionnaire, and by inspecting the facilities constructed. Photographic records of the facilities will also be gathered. For the consistency of the quality judgment of the completed facilities a joint pre-trial survey will be carried out at the beginning of the survey.

It may not be possible to cover each and every individual school if the security in the districts will weaken, during the period of the survey. Therefore, coverage of the survey by site inspection will be 85%, and the remaining 15% or less may be handled by collecting information from the people responsible for the construction at the sites.

Detailed questionnaires will be developed and a detailed survey proposal will be made before the survey is conducted.

4. Organization of The Survey Team

A team leader with two assistants and a number of surveyors will lead the survey. There will be

one survey engineer appointed to each district.

5. Report on The Survey

- A draft report will be prepared in English and will be submitted to the DOE as well as to JICA for comments.
- The final report will then be prepared in order to develop and revise the draft report, incorporating appropriate comments given by DOE and JICA.

6. Program of The Survey

The survey will be carried out according to the tentative program, attached. The dates and the schedule will be worked out in detail. The confirmation survey will begin after monsoon. As a general guide, the table below shows the activities of the confirmation survey and the approximate time it will take for its completion. The length of it is calculated in weeks.

Tentative Time Schedule

Activities	Time in Weeks
Preparation of Survey Plan, Preparation for Survey	3
Joint Trial Survey	1
Confirmation Survey, Site visit	7
Data Entry	4
Data Analysis & Draft Report writing	3
Presentation of Draft Report, Review, Finalization, Submission	0.5
Total	18.5

7. Principles for Developing the Survey Items in Detail

Plans for data processing and forms of survey will be prepared in order to collect and analyze the following:

- Physical Conditions of Facilities Constructed under the Project
 - The surveyor rates the performance of the overall construction work into 4 grades, excellent, good, acceptable and poor for each of the Classroom Block, RC and Toilet.
- Use of Materials Provided under the Project
 - The surveyor rates the performance of construction works in 4 grades, excellent, good, acceptable and poor for each of the Classroom Blocks.
 - Brick Masonry
 - Truss Installation
 - Doors and Windows including fittings

- Roofing
 - Mortar/Finishing
 - Painting
 - Construction Work in total
 - Arsenic Testing (and countermeasures taken in the case of Arsenic found to be above the acceptable limit)
 - Installation of Water Supply Facility
 - Fixing of Donation Board
 - Classroom Furniture
- Use of Facilities Constructed under the Project
 - The surveyor records the status of the following:
 - Provision of Classroom Furniture to the classrooms (sufficient, some or none)
 - Occupants of classrooms (grade, number of students)
 - Use of purposes other than for classroom (how many times per month)
 - General maintenance of classrooms
 - User of toilet (male teachers, female teachers, male students, female students)
 - General maintenance of the toilets
- Overall Physical Conditions of the Schools
 - The surveyor records the situations on the following items:
 - Land area of the school compound
 - Total number of classrooms, Teachers' room and others
 - Total number of toilet booths
 - Total number of water supply taps
 - Existence of boundary fence
 - Number of classrooms to be further rehabilitated
 - Total number of classroom furniture (number of seats)
- Key Educational Data for the Schools
 - The surveyor records the situations on the following items:
 - Number of teachers (male, female, total)
 - Number of students (by grade)
 - GER (Boys and Girls), NER (boys and girls)
 - Distance to the commune of teachers (max, min. average)
 - Distance between the school and students' residence (max, min. average)

- Construction Management System Applied by The Communities

The surveyor records the status of the following items:

- Who was the site manager: (headmaster, other teacher, member of SCAC, VDC member, local contractor, others)
- Details of sub-letting with amounts (local transportation, entire construction work, brick masonry, truss installation, wood work, mortar, others)
- Visit by DOE overseer (how often: was that enough? Yes/No...why?)
- Visit by DOE/FAC engineer (how often: was that enough? Yes/No...why?)
- Any difficulty in receiving bricks at site? (Yes/No... why?)
- Any difficulty in finding skilled labour? (Yes/No...why?)
- Any difficulty in collecting local materials? (Yes/No...why?)
- Who provided non-skilled labour?
- Cost of non-skilled labour
- Who provided (or collected) local materials
- Cost of local materials

- Financing of Project by The Community

The surveyor records the status on the following:

- Total amount of money collected for the Project including from DEO
- Total amount of money spent for the Project
- Total amount of money collected other than from DEO for the Project
- Sources of the funds with each amount (attendance charge of students, donations, others)
- Amount received from DEO for the construction
- Amount spent for Construction
- Amount received from DEO for local transportation
- Amount spent for local transportation

- Period of Construction:
- Preference of, and problems/difficulties experienced by the communities in transportation of Materials and Construction Work if any.
- Suggestions on Design, Technology and Use of Local Materials by the Communities
- Other Comments by the Communities

7. References

Title	Publisher / Author	Original	Year
Statistics			
Nepal District Profile 2006	NIDI	data	2006
School Level Educational Statistics of Nepal Consolidated Report 2009(2066)	DOE	Original	2010
Flash I Report 2066 (2009-2010)	Ministry of Education Department of Education	data	2009
Community Educational Management Information System (CEMIS) 2067 (2010)	Child Development Society Nepal/ Save the Children	Original	2010
Education			
Independent Technical Review of Teacher Education Project 2002-2009 Final Report	National Center for Educational Development	Original	2009
Preparing for Effective Implementation of School Sector Reform Plan 2009-2015: Teacher Development Policy Guideline	National Center for Educational Development	Original	2011
Education for All 2004-2009: Core Documents	Ministry of Education and Sports	Copy	2003
Joint Evaluation of the Paris Declaration Phase II 2010 Nepal Country Evaluation Draft Final Report	National Evaluation Team Ministry of Finance	data	2010
School Sector Reform Program Fy 2009/10 To Fy 2015/16 Annual Strategic Implementation Plan and Annual Work Plan and Budget, Fiscal Year 2010/11	Ministry of Education Department of Education	data	2010
Framework for Developing 3-Year Interim Education Plan 2064/065-2066/067 1 st draft	Ministry of Education and Sports	data	
Education For All Secondary Education Support Program School Sector Reform Program Second Higher Education Project	Ministry of Education Department of Education	data	2009
Education for All – Nepal: Review from a conflict perspective	Tony Vaux et al.	data	2006
A Study on the Financial Management of Department of Education, District Education Office, School; and Tracking of School Grants (Especially, Sip And Rahat Grants) Final Report	Santwona Memorial Academy Educational Research Center	data	2009
FINAL REPORT National Assessment of Grade-V Students	Ministry of Education Department of Education	data	2008
Mother Tongue Intervention at Primary Level: A Study Report Submitted to Research and Education Information Management Section	Ministry of Education Department of Education	data	2005
A Study on the Identification of out of School Children and Possible Measures for bringing them into Formal and Non-Formal Education System	Ministry of Education Department of Education	data	2009
A Comparative Study of School Cost between Community and Institutional Schools Final Report	Ministry of Education Department of Education	data	
Unesco National Education Support Strategy(Uness) Nepal 2008-2013	UNESCO Kathmandu	data	2008
Construction			
Alternative type designs for school toilets (child, gender & disabled friendly school toilets) Proto type designs with options	DOE	Original	2011
Standard Bidding Document, Procurement of Goods, National Competitive Bidding(NCB)	PPMO	Original	2010
Standard Bidding Document, Procurement of Works, National Competitive Bidding for above 6 million rupees (NCB)	PPMO	Original	2010
Alternative Type Designs for Classroom Construction (vol.1 & 2)	DOE	Original	2009