

**PROPOSED**

**GRANT ASISTANCE**

(Financed by the Japan Fund for Poverty Reduction)

**TO**

**AFGHANISTAN**

**FOR**

**COMMUNITY-BASED GENDER-SENSITIVE BASIC EDUCATION**

**FOR THE POOR**

**August 2002**

## **CURRENCY EQUIVALENTS**

(as of 15 August 2002)

Currency Unit – afghani (Af/Afs)

Af1.00 = \$0.000025

\$1.00 = Afs40,000

## **ABBREVIATIONS**

ACBAR	–	Agency Coordinating Body for Afghan Relief
ADB	–	Asian Development Bank
AACA	–	Afghanistan Assistance Coordination Authority
CNA	–	Comprehensive Needs Assessment
ICSP	–	Initial Country Strategy Program
JFPR	–	Japan Fund for Poverty Reduction
MOE	–	Ministry of Education
NGO	–	nongovernment organization
PCU	–	Project Coordination Unit
TA	–	Technical Assistance

## **NOTE**

In this report, "\$" refers to US dollars.

## CONTENTS

	Page
I. INTRODUCTION	1
II. BACKGROUND AND RATIONALE	1
A. Poverty, and Socioeconomic and Education Constraints in Afghanistan	1
B. Need for Innovative Community-Based, Gender-Sensitive Basic Education Services	3
III. THE PROPOSED JFPR PROJECT	6
A. Objectives	6
B. Scope	6
C. Costs and Financing	11
D. Implementation Arrangements	11
E. Impact Assessment	13
F. Risks, Assumptions, and Assurances	15
IV. THE PRESIDENT'S RECOMMENDATION	16
APPENDIXES	
1. Project Framework	17
2. Project Structure	20
3. Map	21
4. JFPR Budget Matrix	22
5. Fund Flow Arrangements	23
6. Implementation Arrangements	24
7. Poverty Impact Assessment	25

### SUPPLEMENTARY APPENDIX

Detailed Cost Estimates

## I. INTRODUCTION

1. Afghanistan is one of the poorest countries in the world. Many years of civil war have devastated the economy, destroyed economic and social infrastructure, eroded social capital, created pervasive gender inequality, and traumatized the majority of the people. Approximately, 60% to 80% of Afghanistan's people live in poverty with purchasing power of less than a dollar per day.<sup>1</sup> Poverty is further aggravated by the lack of public infrastructure and opportunities, particularly in the social sector. Worst affected by all this are the women and children. Without substantial investment and innovative approaches for sustainable child development, without building on the potential of a new generation, poverty in Afghanistan cannot be reduced and the country will have no future. To be successful in its challenging loan portfolio for basic education development for poverty reduction in Afghanistan, the Asian Development Bank (ADB) needs to (i) pilot new approaches in the education sector; (ii) test workable institutional arrangements that can build on stronger partnership between nongovernment organizations (NGOs) and a not yet fully functioning government sector; and (iii) be innovative in governance-related issues, and persuasive as well as focused to include cross-cutting dimensions, such as poverty reduction, gender, and labor market, in project designs. The Japan Fund for Poverty Reduction (JFPR) is an excellent tool to pilot suitable approaches for poverty reduction, particularly in the education sector, which is important for child development and the future of Afghanistan.

2. ADB approved the initial country strategy and program (ICSP) for Afghanistan in May 2002. The ICSP presents ADB's strategic focus and assistance for reconstruction of Afghanistan; it will be updated during the preparation of a full country strategy and program in 2004. The ICSP highlights ADB's comparative advantage to promote basic education in Afghanistan as a major investment for sustainable poverty reduction. An initial proposal for a community-based basic education project was discussed with the Ministry of Education (MOE) by the Comprehensive Needs Assessment (CNA) Mission, which was jointly led by ADB and Afghanistan Assistance Coordination Authority (AACAA), in February 2002. At the Government's request, the Project was included as one of the quick impact projects in the CNA report. The detailed design of the Project has been prepared in close consultation with MOE and AACAA. On 28 June 2002, the Government of Japan approved funding for the Project from the JFPR. The project framework is in Appendix 1.

## II. BACKGROUND AND RATIONALE

### A. Poverty, and Socioeconomic and Education Constraints in Afghanistan

3. **Child Development.** Afghanistan has one of the worst child development indicators in the world and probably the worst in Asia. In 1999, more than 49% of children under 5 were malnourished, and the infant and under-5 mortality rates (per 1,000 live births) were extremely high at 147 and 220. Less than half of the population was literate; women, in particular, were substantially disadvantaged with the female adult illiteracy rate estimated at 80%. Less than one third of the girls were going to school and less than one fifth were enrolled in secondary education. Children are particularly affected by skin and waterborne diseases, which are mainly due to the lack of safe drinking water in an environment that is without trees and watersheds. Beyond the clan and family support, the country has no social protection system. Afghans,

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<sup>1</sup> Estimates used for poverty analysis are based on data presented in the ICSP as well as on data obtained by the Preliminary Needs Assessment (PNA) Mission in Education in 2001, and Comprehensive Needs Assessment (CNA) Mission in Education in 2002. ADB was the lead donor for both PNA and CNA Missions.

especially children, are exposed to the many dangerous mines that are not yet defused and/or mapped throughout the country. The routes to school are insecure in many areas. Many children are traumatized by the long period of conflict. Investing in children, and particularly in education, is one of the most effective ways of bringing about social and economic development. Education for the poor reduces poverty and brings social stability and a new future for Afghanistan.

4. **Poverty Status.** Although reliable statistics on poverty are not available for Afghanistan, the poverty status of most of the families is obvious. About 80% of the population in the country and those returning are in need of urgent assistance, as cereal production declined by 50% between 1998 and 2001. The daily wage of an agricultural laborer is about \$0.62–\$0.86, which normally supports a family of six, while the average daily civil service salary for a family of similar size is about \$1.33–\$1.5. Life expectancy is about 40 years. Nearly two thirds of adults are illiterate (close to four fifths of women), and, in 1999, less than one third of Afghan children were enrolled in school. Nonmaterial poverty as reflected in physical and social insecurity; isolation; marginalization; alienation; and ethnic, religious; and gender discrimination, places many Afghans deeper in poverty.

5. **Education for Postconflict Development.** The potential of a revitalized education system to contribute to the resolution of Afghanistan's many difficult problems is immense. Education is at the core of the long-term program to rebuild the country, enabling progress in all other development arenas. Education will build the human and social capital needed for economic development, as well as serve as a key vehicle for promoting peace, tranquility, stability, and social cohesion, the foundations of nationbuilding.

6. **Demand for Education and Complexity of Needs.** While the capacity to deliver education services has been severely constrained, demand for education is surging and is extraordinarily complex. About 4.5 million children are of primary school age, however, estimating this population accurately is difficult in the present situation. The high unmet demand for education after the Taliban rule is seen in the throngs of parents and children seeking to register for school, sometimes at schools that are little more than rubble. Girls' schools are overflowing. Complicating the estimation of the school age population is the difficulty of determining the exact geographical location of the likely demand. The geographical location of school-age populations is in flux, with an estimated 3.5 million refugees in Iran and Pakistan and over 1 million internally displaced persons within Afghanistan. Predicting how many refugees and internally displaced persons will return is difficult, and whether they will return to their place of origin. Earlier projections of the United Nations High Commission for Refugees (UNHCR's) of 1.2 million people returning annually in the next 2 years will be far exceeded with the present rate of return. Some of the refugees will return to their original homes, but many will move to the cities. Some of the refugee children have attended schools run by NGOs in Pakistan, some have attended government schools in Iran, and many have had no schooling. Returning families whose children have started education will want them to continue, and many others will want a fresh opportunity for their children. However, as the numbers and destinations of the migrant populations are hard to predict, the actual number of students registering over the next 2 years in any given locality can easily vary by tens of thousands.

7. **Education for All.** While the challenge of meeting the demand by traditional school-age students is huge, these children represent only a part of the complex education equation. The lack of opportunities for education and the disruption caused by war, migration, and economic hardship has created an entire generation with limited or disrupted education. The last cohort of students who graduated from high school in a year without war and civil strife are now over 40

years old. The number of children, youth, and young adults whose education was disrupted, or never begun, since 1990 can be conservatively estimated at 8 million to 9 million. While the majority have had little or no education, perhaps 2 million have started, but not completed, primary school and secondary school. Some of them need and want to complete their primary schooling, while others need to complete secondary school to be eligible for many jobs. Some may want to enter university, or attend vocational training to obtain a certificate and a job. The oldest of the post-1990 students are now almost 30 years old, while the youngest are still children. The number of people in their 30s, whose education was interrupted by the jihad in the 1980s, is comparably large. The range of educational needs of these groups is enormous.

8. **Education for Disadvantaged and Other Special Groups.** Within these groups, are subdivisions of children, youth, and adults with special circumstances and special needs. Integrating former soldiers into the economy and civilian life through vocational and skills training is a high priority for stabilizing the nation and protecting the peace. Demobilized child soldiers and youth are particularly difficult to reintegrate into the formal schooling system. But without education and job training programs and economic opportunities, former combatants are highly likely to return to warlord armies, or turn to banditry. The potential number of this group is unknown, but, as an example, an estimate of 25,000 to 30,000 ex-child soldiers in Kandahar alone gives an indication of the potential scale of the problem. Other hard-to-reach groups include war widows, orphans, women and girls, children with disabilities (many caused by the war), street children, nomadic groups, and many others, with the total number of affected people in the millions. All of these groups require educational services that are tailored to their particular needs to ensure access.

9. **Need for Expansion of Formal and Nonformal Education.** The challenge of expanding the education system to meet the needs of the diverse unserved population is highly complex. To substantively meet the education needs of the population, Afghans must greatly expand the education infrastructure and seek innovative and cost-effective mechanisms for delivering a broad spectrum of formal and nonformal education services.

10. **Ownership and Commitment.** While the challenges are enormous, the positive aspects of the situation must be acknowledged. An atmosphere of excitement, expectation, and determination pervades schools throughout the country. Parents are keen to return the children to school. This commitment to education will be an important force for rebuilding the system.

## **B. Need for Innovative Community-Based, Gender-Sensitive Basic Education Services**

11. **Basic Education for Postconflict Era.** Basic education<sup>2</sup> is a major priority area of the Government as well as much of the international assistance community.<sup>3</sup> This high level of interest is justified by its importance in the education cycle and the size of the problem. The long period of turmoil has devastated the Government's ability to provide education and training services. Basic education needs to be refocused to serve better the needs of the postconflict era, and to engage communities more in the reconstruction and provision of basic education

<sup>2</sup> Basic education is defined as education including formal primary education for children as well as nonformal education for youth/adults.

<sup>3</sup> Basic education was identified as a key priority area by the CNA Mission in Education in February 2002. The Mission was co-led by ADB and the Afghan Assistance Coordination Authority and consisted of education specialists from ADB, World Bank, Islamic Development Bank, European Community, United States Agency for International Development, and United Nations group represented by United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization.

services. The strategic and efficient use of scarce financial resources, including external assistance, will be critical to meeting the demands and challenges of the education sector. One of the major priorities for initial investments is the rapid mobilization to reinstate basic education. The mobilization requires provision of classrooms, learning materials, and capable teachers through rapid training programs, rehabilitation of existing structures, and use of alternative learning spaces. Meeting the mobilization needs will require the aggressive use of multiple delivery channels and rebuilding the minimum capacity at central and provincial levels to implement and monitor basic education. The range of policy issues and critical concerns related to basic education is broad, including the full spectrum of access issues (gender, rural/urban, children with disabilities, out-of-school populations), quality and relevance (curriculum and textbook revision, teaching methodology, and classroom management), and institutional structure (decentralization, community participation, role of NGOs). The process of developing a coherent set of policies, institutions, and support programs will require substantial efforts by the Government.

12. **Some of the Worst Indicators in Basic Education in the World.** Of an estimated 4.5 million children of primary school age, approximately 900,000 boys and 90,000 girls are in primary school, a gross enrolment rate is 38% for boys and 3% for girls, and a gender ratio is 10:1. While the 5-year Taliban prohibition of girls' education is the cause of the massive gender imbalance, problems of gender inequity are also based on cultural patterns and preceded the Taliban. In a situation like in Afghanistan, the net enrolment at the primary level is much lower than gross enrolments due to the presence of over- and underaged children enrolled in school. The average gross intake rate at the entry grade is estimated as 40.5% overall, and as low as 11% for girls. Only about 43 children complete primary school for every 100 who enroll in first grade. The average repetition rate is 7.5% for both boys and girls. On average, it takes a boy 10 years and a girl 15 years to complete the primary cycle. These statistics are distorted by the conditions of the recent past, but improved data will become available over the coming months and years.

13. **Flexible Delivery Channels for Basic Education.** The school system consists of 6 years of primary education serving children aged 7–13 years. Several delivery channels are available for education, particularly at the primary level, including government, community, home-based, and NGO schools. Mosque schools provide basic religious and moral instruction for boys and some girls, and *madrassahs* provide organized religious teaching for boys and young men. Radio instruction has been extensively used for both children and adult learners, in particular through British Broadcasting Corporation programs. Approximately one third of the estimated 3,600 primary schools are supported by NGOs, covering about 10% of the estimated primary school population in rural areas in the eastern and northern parts of the county. Only about 600 primary schools are exclusively for girls.

14. **Need for School Infrastructure in Basic Education.** With the destruction of infrastructure during the years of conflict, primary schooling took place in school buildings and varying forms of alternate learning spaces, including homes, common community spaces, mosques, and outdoors. Approximately 60% of the schools are considered "shelterless," with classes conducted in borrowed or destroyed facilities. As many as 80% of the school buildings are estimated to be in need of extensive repair. Most of existing schools are seriously underresourced in terms of facilities, equipment, teaching-learning materials, and supplies. School size varies from single-classroom structures in villages to multistory, multiple-room urban schools serving thousands of children. Most schools are either of cement or mud-brick construction. Approximately one third of schools have no identifiable water source, and less than 15% have toilets for children's use. The special needs of girls and female teachers are not

addressed in the design of school infrastructure. Government primary schools vary in size and school population, ranging from an average pupil-teacher ratio of 14:1 in small rural schools to 100:1 in large urban schools. In high-density urban areas, schools have a combination of primary, secondary, and high school sections. The majority of school buildings require rehabilitation or even complete reconstruction. In Kabul City alone, MOE estimates that close to 80 primary schools need varying levels of reconstruction and rehabilitation.

**15. Need for Gender-Sensitive Basic Education Services.** Many young adults, particularly girls, have never had a chance to attend school and lack the knowledge and skills to earn a productive living. Lack of education and skills precludes them from contributing to and benefiting from Afghanistan's reconstruction. Under the old regime, girls have been systematically excluded from education. Girls' education and a gender-sensitive approach to basic education needs to be consciously promoted. There is a need to pilot the upgrade or installation of facilities for girls (including water and sanitation), promote a gender-sensitive curriculum and female teacher training, and support better access of poor girls to schools through community-based scholarship programs for girls and protection mechanisms to assure safe transportation to schools. Such pilots should include an awareness campaign at the community level to promote the benefits of girls' education. Girls' education is a high priority also at the policy level. This is not a separate issue, in light of the abysmal indicators and recent history in Afghanistan. Cultural sensitivities regarding girls' education, and their mobility and visibility, remain fundamental issues requiring clear policy guidelines in terms of school types (home schools, single-sex government schools, girls' sections in mixed schools), the recruitment and deployment of female teachers, and incentives for female teachers and girls to encourage retention.

**16. Basic Education Needed for Out-of-School Population and Special Groups.** Given the challenges of reconstruction of Afghanistan, support must be provided also for basic education and training of the out-of-school population and special groups. This requires accelerated formal education programs with flexible delivery modes to enable children and youth to complete equivalency certificates or to rejoin the formal school stream. It requires also nonformal education in literacy, job-related and life skills training, and employment-generation for diverse groups. In addition to traditional schooling arrangements for school-age children, alternative mechanisms will be required for out-of-school children and youth (i.e., working children, street children, and former child combatants), for whom a combination of psychosocial support, basic education, and apprenticeships is necessary. While these children could be placed in the category of nonformal skills training, it is important to give them an opportunity to complete a basic education equivalency program or a transitional program to catch up with their age group cohort and be mainstreamed back into secondary school. Alternative delivery mechanisms for formal basic education that emphasize accelerated learning with flexible delivery spaces and schedules (i.e., evening, self-study) are needed to address the needs of a large segment of the population. An initial social assessment will be necessary at the early implementation stage of community-based interventions to guide the development of operational strategies to take account of possible differences in perspective, needs, and priorities for basic education among ethnic groups, and to overcome any specific constraints some groups might face in benefiting from such interventions on account of their sociocultural identity.

**17. Rapid School-Based Teacher Training for Basic Education.** The production of new academically qualified teachers for the system will be very limited in the immediate future because virtually all preservice teacher training institutions have been damaged or destroyed and have no current crop of students. As the reestablishment of traditional teaching colleges will

be costly and time-consuming, short-term measures for rapid school-based teacher training and deployment of potential teachers by communities are critical.

18. **Roles of Communities and NGOs in Basic Education.** Another high priority is to incorporate the roles of communities and NGOs in the education process in both short- and long-term strategies. Both need to be integrated as an extension of government services. Community involvement is a proven effective strategy in improving school quality and student motivation and attendance. NGOs are both an essential delivery mechanism and a valuable resource for developing effective education practices. In addition, many have had long experience delivering education in Afghanistan, even during the Taliban period. Several years ago, NGOs, including NGOs active in education, established the umbrella Agency Coordinating Body for Afghan Relief (ACBAR). NGOs working in Afghanistan are required to register with ACBAR, and ACBAR monitors their operations. The existence of such an umbrella organization is an additional advantage for donor assistance aiming to involve NGOs and build the capacity of NGOs to work with the Government. ACBAR can be one of the forums for the capacity building of NGOs. Its comprehensive database will be a useful resource for identifying potential NGOs for the education sector.

### III. THE PROPOSED JFPR PROJECT

#### A. Objectives

19. **Objectives.** The long-term goal of the Project is to reduce poverty by equipping the young people of Afghanistan, particularly girls, with values and education that stimulate their self-help capacities for overcoming poverty. The purpose of the Project is to pilot a sustainable and comprehensive approach to community-based, gender-sensitive basic education in postconflict poor Afghanistan. To achieve this purpose, activities will be financed under the Project supporting the following objectives:

- (i) build capacity and strengthen partnerships between the Government, schools, NGOs, and communities, for participatory planning and development of basic education for the poor;
- (ii) increase access to basic education, particularly for poor girls;
- (iii) improve the quality of basic education for children in poor communities, particularly for girls and other disadvantaged groups;
- (iv) promote innovative community and NGO partnerships for integrated child and youth development services focusing on reconciliation and development in a postconflict society;
- (v) support, where possible, income generation schemes related to school rehabilitation and furniture production; and
- (vi) support policy discussions to the pilot scheme developed under the JFPR Project to a broader coverage through follow up ADB loans.

#### B. Scope

20. **Holistic Approach.** A "whole school development" approach will be applied in the Project, i.e., planning and implementation for school development will be holistic taking into account the development needs for appropriate physical facilities, equipment, and materials, as well as human development needs in terms of adequate and qualified teaching staff, school management, and community support.

21. **Utilization of Experience of Communities and NGOs.** School facilities have largely been destroyed during the years of conflict and demand for new and/or rehabilitated school infrastructure is high. However, upgrading school facilities and building school furniture, in particular, must be sensitive to the already degraded environment. With the follow-up loans in the education sector, the demand for school furniture and equipment will be substantial. At the same time, the use of environment-friendly, low-cost, local building materials will need to be maximized for sustainability and to protect scarce environmental resources. In this regard, during the years of conflict, many NGOs have gained valuable experience in supporting communities in implementing innovative community-based education services. The approach of the Project is to utilize such experiences and develop efficient mechanisms for partnerships between the Government, communities, and NGOs for the development of community-based basic education.

### 1. Principles

22. Seven principles will be adopted in the project scope.

23. **Demand-Based Comprehensive School Development Approach.** The implementation context in postconflict Afghanistan will evolve over the coming years. Hence a process project design was adopted for the Project to adequately meet evolving needs. The Project will advocate a demand-based, community planning approach. Hence, emphasis will be placed on the role of broader participation processes, such as village development committees, for education development, or equivalent broader approaches appropriate in the context of Afghanistan's communities, instead of the narrower and more conventional parent-teacher association approach. The Project will follow a programmatic approach in which subprojects will be proposed by NGOs and local governments for financing under the JFPR Project according to agreed criteria. The Project will also promote development of innovative concepts by NGOs. Such project concepts can include peace education and conflict resolution mechanisms through adult education and training (including for excombatants), integrated early childhood development, and other innovative solutions proposed by communities and NGOs. This demand-based and NGO-focused approach is necessary given the changing environment in Afghanistan, as well as the low government capacity.

24. **Gender-Sensitive Education.** To address the severe gender disparities in basic education, special attention will be given to the development of education services for girls returning to school. This will include girl-friendly school facilities, and financial incentives scheme targeted to parents of girl pupils, particularly those who live far away from school and cannot meet the expenditures of safe travel to school. Also, support to female teachers will be provided. The Project will pilot such by upgrading or installing facilities for girls (including water and sanitation), promoting a gender-sensitive curriculum and female teacher training, and supporting better access of poor girls to schools through community-based scholarship programs for girls and protection mechanisms to assure safe transportation to schools. Appropriate learning materials for girls will be developed and utilized. Building on the United Nations Children's Fund (UNICEF)-assisted Back-to-School Campaign, a community awareness campaign promoting the benefits of girls' education will also be developed.

25. **Community Involvement.** The Project will advocate a strong participatory community planning approach. Hence, emphasis will be placed on working with broader village development committees in education development, or their equivalent that is appropriate in the context of Afghanistan's communities. Joint Government-community-NGO strategies will be

emphasized for implementation of school reconstruction as well as for strengthening the sustainability of education development and school maintenance.

26. **NGO Support.** Recognizing the articulated demand for basic education at the community level is very important. The individual subprojects will be proposed through communities or NGOs. Given that the Government has so far indicated a positive, but cautious approach to working closely with NGOs, the support to the MOE-NGO partnerships through the Project will be an important innovation and highly important in informing the other government sectors of the advantages of such partnerships. If an appropriate model can be developed under the Project that has significant visibility, other donors can use this as a precedent. In the long-run, however, the role of international NGOs as implementing agencies needs to be phased out and Government capacity built up in partnership with projects such as this. In addition, at the implementation level, the Project will invite proposals from NGOs under selection criteria that include innovativeness, implementability and partnership with the local governments.

27. **Partnerships.** In line with these principles of community involvement and NGO support, joint Government–community–NGO strategies will be emphasized for implementing school reconstruction as well as for strengthening the sustainability of education development and school maintenance. Employment generation in school communities will be supported through assistance to developing craft skills and small-scale entrepreneurship for construction of school buildings and production of furniture by using environment-friendly and low-cost local materials. The Project will also employ a process approach by promoting strong partnerships between MOE and major international NGOs that have significant operational experience in education in Afghanistan. One or more major international NGOs will be engaged to work with the Government to coordinate and contract community-based NGOs that will provide education development services. The Government–NGO partnership will invite and screen proposals from community-based NGOs addressing development of basic education, and accordingly contract NGOs to implement community-based basic education projects. Given that a large number of children and young adults have missed the opportunity to obtain basic education, innovative approaches to provision of nonformal education services, including literacy, basic skills, life skills, environment education, and peace education, will be supported.

28. **Capacity Building, Project Management and Impact Assessment.** The Project will also facilitate capacity building for Government–NGO partnerships, as well as for project management and participatory monitoring. In particular, project monitoring will play an important role, given the risk of political interference. The Project would place strong emphasis on a transparent monitoring process that involves the NGOs and communities. Action research strategies will be employed to systematically record the experiences gained in the subprojects and to ensure that the experiences will feed into policymaking and planning for basic education. The Project is expected to have minimal adverse environmental impacts, and in fact may result in improved sanitary and health conditions for school children and teachers, especially by upgrading and installing sanitation facilities in schools. Consistent with the JFPR approach, an independent local institution will be engaged under the Project to prepare a poverty impact assessment of the Project.

29. **Ownership to Cover a Visible Geographical Scope.** Due to the special conditions in Afghanistan, where the Government is under substantial pressure to balance the interest of many warlords who are likely to destabilize peace and development, there is an urgent need to quickly implement projects in representative areas of most of the districts in the country. A community-based pilot project that would focus only on one province or district would probably

fail, as there will probably be little support for upscaling. To prepare a sustainable pilot project, the JFPR project will be implemented in a number of districts of Afghanistan, representing conflicting groups. Such an approach would support the stabilization of the central and local governments, and at the same time, provide for ownership to up-scale the pilot under future loan conditions. The districts to be included are still being discussed and will be finalized during the inception of the Project by the MOE-NGO partnership steering committee. Despite this wide geographic coverage, the Project remains a pilot due to its innovative community-based approach and components, as well as the implementation arrangements that promote a partnership between central and local governments, as well as communities and NGOs.

## 2. Main Components

30. The project framework is presented in Appendix 1. Appendix 2 provides a chart of the project structure. Six main project components will be implemented.

31. **Component 1: Community-Based Basic Education Planning and Management.** The activities will assist and facilitate the empowerment of selected communities to participate in planning, managing and monitoring the development of basic education in line with their education needs. Capacity building in participatory processes and gender-sensitive, community-based school planning will be provided for community members, head teachers and teachers, and district and provincial education officers. Planning activities include the development of criteria jointly with the community for selecting poor girls to be given stipends under the Project to facilitate their safe travel to school and continuous access to basic education services within the particular community.

32. **Component 2: Community-Government Partnership for School Reconstruction.** As part of community-based school planning, communities and schools will be encouraged and assisted in the preparation of detailed plans for physical renovation, rehabilitation, and reconstruction of school buildings according to the needs of in the particular community. Planning will be linked to concurrent ADB technical assistance (TA) to MOE. The TA will assist MOE and provincial education offices to establish a system for school mapping; to identify the needs for physical upgrading of school buildings; and to coordinate, plan and manage school construction activities countrywide.<sup>5</sup> Appropriate school furniture made from environment-friendly, low-cost, local materials will be provided. Capacity building for skills development and entrepreneurship will be provided to facilitate employment creation through school construction and furniture-making schemes in the communities. Teachers' housing will be given special attention, particularly in remote rural areas. Construction works will follow environmentally sound practices to minimize waste and mitigate impacts during and after the construction periods.

33. **Component 3: Provision of Essential Teaching and Learning Equipment and Materials.** The school development plans prepared jointly by schools and communities will identify needs for essential teaching/learning equipment and material for both formal and nonformal basic education, in line with communities' education needs.

34. **Component 4: School-Based Teacher Training.** The production of new academically qualified teachers for the system will be very limited in the immediate future because virtually all

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<sup>5</sup> The TA for MOE is part of a TA cluster for \$14.5 million: ADB. 2002. *Technical Assistance to Afghanistan for Capacity Building for the Reconstruction and Development*. Manila. The TA for MOE is for \$1.15 million, implementation will commence in August 2002.

preservice teacher training institutions have been damaged or destroyed and there are no students. As the reestablishment of traditional teaching colleges will be costly and time-consuming, short-term measures for rapid school-based training and deployment of potential teachers by communities are critical. The activities under this component will pilot school-based teacher training schemes for basic education and other means of teacher deployment by communities, in line with the education needs of communities. Particular attention will be paid to the training and deployment of female teachers. The plans for school-based teacher training will be incorporated in the joint development plans of the schools and communities.

**35. Component 5: Innovative Demand-Based Education Approaches to Nonformal Education and Training.** The Project will encourage innovativeness in providing basic education services for various disadvantaged groups and nonformal education needs of the postconflict era. The activities under this component may relate, but are not limited, to early childhood development, life skills, employment skills, peace education, and environment education. New areas may be identified depending on the specific nonformal education needs in the communities. Target groups will mainly be out-of-school youth, including demobilized young combatants.

**36. Component 6: Project Management, Monitoring, and Impact Assessment.** The Project will support MOE-NGO partnerships in education, and undertake extensive focused capacity building activities to strengthen education project management, enhance transparency through participatory community-based monitoring, and monitor poverty reduction through poverty analysis and poverty impact assessment.

**37. Eligibility.** The Project will follow a programmatic sector approach. Subprojects will be proposed by NGOs and local governments for financing under the Project according to preset criteria. Subprojects to be selected will meet the following eligibility criteria: (i) the development proposed under the subproject must have a likelihood of being replicated or expanded based on the experiences and lessons learned from the subproject's implementation; (ii) the proposed subproject must have adequate plans for monitoring and evaluating the implementation experiences; (iii) the proposed subproject must meet the geographic and poverty-focused criteria; and (iv) the proposed subproject must be coordinated with basic education development activities funded by another donor or NGO that may have commenced work in the same community.

**38. Geographic Focus.** The Project will be implemented in the 10 priority areas identified by the Government. These areas have been selected on the basis of vulnerability, potential number of returning internally displaced persons, and regional balance. The 10 priority areas are the Shomali Plains, Darisuf Yak-aw-Lang in Central Bamiyan, Khawajaghart-Lazarbajh, Takhar-Badakshan, Mazar region, Horat Ghur, Kandahar, Pakita-Paktia, Eastern Ninghar, and Jalozal. These areas are in 16 provinces throughout the country. In total, about 150 communities out of 10,000 in 300 districts will benefit from the education reconstruction activities of the Project. The 10 priority areas represent three of the five political streams in the country. The Project will be implemented in places where the peace and security situation allow it. A second JFPR project will be proposed later, to pilot the approach in more difficult regions in Afghanistan. Appendix 3 includes a map that presents the geographic focus of the project.

**39. Criteria for Project Selection.** Only subprojects meeting all the above-mentioned eligibility criteria will be eligible for competitive selection for financing. Project selection will then be undertaken in an iterative bottom-up process based on transparent weighted criteria, and independent scoring by a selection committee comprised by MOE and the major international

NGO(s) to be contracted by ADB to facilitate the partnership of MOE and the NGOs. Details of the project approval process will be agreed to by the MOE-NGO partnership steering committee upon inception of the Project, and be subject to ADB approval.

### C. Costs and Financing

40. The estimated project cost is about \$4.5 million equivalent, of which \$4.0 million equivalent is proposed for JFPR financing. About 7% of the total project costs, including the contribution of JFPR and others, will be for project component 1 (participatory and gender-sensitive community-based school planning and management); 43% for component 2 (renovation, rehabilitation and reconstruction of primary schools); 7% for component 3 (provision of essential teaching/learning equipment and materials); 1% for component 4 (school-based teacher training); 11% for component 5 (other innovative demand-based education approaches to nonformal education and training); and 31% for component 6 (project management, community-based monitoring, and impact assessment). A summary of cost estimates (input-output matrix) is in Appendix 4, and detailed cost estimates are in Supplementary Appendix A (available upon request).

41. **Process Characteristics.** Given the process design and bottom-up, demand-based, participatory approach of the Project, the allocations may have to be adjusted during implementation. However, any adjustments of allocations between budget lines to be made will remain within the scope and components of the Project as originally defined, and the ceiling of the JFPR grant in the total budget (\$4.0 million) will not be exceeded.

42. **Justification.** The Project is relatively large compared with other JFPR projects because in Afghanistan (i) virtually all schools have been destroyed, necessitating a wide area focus; (ii) the needs of girls who have been denied education over the past 5 years are immense; (iii) focusing the Project on only a few areas could exacerbate regional tensions and inequities; (iv) it is inappropriate to burden MOE with small projects, rather economies of scale need to be promoted; (v) several international NGOs have extensive experience in operating in Afghanistan and have the capacity to implement projects on a relatively large scale.

43. **Cost-Sharing.** MOE has agreed to contribute 6.6% of the total project costs. In addition, the contribution from civil society will be 3.7% and from poor/communities 0.8% of the total costs. The contribution of the poor/community-beneficiaries will be mainly in kind, e.g., in the form of labor and materials; where desired, beneficiaries may also contribute in cash.

44. **Contribution by the Poor.** The contribution of the poor/communities beneficiaries will be mainly in kind, e.g. in form of labor and materials, to successfully complete the subprojects together with NGOs.

### D. Implementation Arrangements

45. **Timing.** The Project will be implemented over a 2 years. Anticipated starting date is 1 October 2002 and closing date 30 September 2004.

46. **Executing Agency.** AACA, the overall Coordinating Agency for all development aid in Afghanistan, will oversee the Project. MOE will be the Executing Agency (EA) and will provide policy support and overall supervision.

47. **Steering and Management Committees.** A project steering committee will be established with members from AACA, MOE, project provinces, and the international NGO(s) to be engaged as coordinator(s) of the MOE-NGO partnership. The steering committee will provide guidance and support for the Project, and meet on a monthly basis. In selected steering committee meetings, other donors will be invited to ensure efficient consultation and coordination. A separate management committee, with MOE and coordinating NGO(s) as members, will be established to address more focused technical issues, such as screening of proposals for subprojects submitted by implementing NGOs, and to meet as often as necessary.

48. **Project Coordination Unit.** The international coordinating NGO(s) will establish a project coordination unit (PCU). The coordinating NGO(s) through the PCU will coordinate the implementation together with MOE and facilitate MOE-NGO partnership arrangements. The PCU will work under the general guidance of MOE, and closely with the management committee. In addition, one of the senior officers at MOE will be designated as the project counterpart manager, as counterpart working in the PCU with the staff of the international coordinating NGO(s). The international coordinating NGO(s) will be contracted by ADB to facilitate and coordinate project implementation, to undertake financial administration of the project funds, and to provide capacity building to MOE and community-based implementing NGOs. Flexible procedures will be employed for the selection of the international coordinating NGOS(s). The selection will be based on the preset criteria including experience in basic education in Afghanistan, and organizational capacity and human resources of the NGO. Given the urgent need for assistance to basic education in Afghanistan, approval for advance action for recruitment will be sought to speed up the commencement of the Project.

49. **Implementing Agencies.** The implementing agencies of the subprojects will be the community-based NGOs and local governments to be subcontracted by the MOE-NGOs partnership in line with the sector approach. In addition, implementing agencies will include local research institutions.

50. **Fund Flow Arrangements.** The international coordinating NGO (s), to be contracted by ADB, will have the responsibility of disbursing funds to the subprojects. Project funds will flow directly from ADB to a JFPR imprest account(s) held by the international coordinating NGO(s). Upon approval of subprojects, the international NGO(s) will arrange for the transfer of funds to the implementing NGOs of the subprojects. The imprest account will be replenished by ADB, upon request, to meet the 3-month resource requirements of the Project's activities, in line with the work plan approved by the Management Committee. The fund flow arrangements are presented in Appendix 5.

51. **Disbursement.** ADB will transfer funds to a national-level imprest account(s) held by the international coordinating NGO(s) to initially cover the cost of 3 months' activities. The minimum sum to be maintained in the imprest account will be agreed upon between ADB, MOE and the international coordinating NGO(s) during the inception of the Project. This minimum sum can be raised during project implementation, depending on the work plans and funding needs. After the Management Committee has approved a subproject, the international coordinating NGO(s) will transfer the necessary amount for the approved subproject to the implementing agencies, which include community-based NGOs. As poor communities cannot advance funding, an agreement will be made between the Government and ADB to authorize the international coordinating NGO(s) to release upfront the funds to community-based NGOs on the basis of quarterly activity plans and spending projections received from them. Such projections will serve also as a tool for monitoring activities and disbursement.

52. **Withdrawal Procedures.** The steering committee will meet regularly to endorse the 3-month work plans and budget prepared by the international coordinating NGO(s) in consultation with MOE. After approval of the work plan by ADB, the international coordinating NGO(s) will prepare ADB withdrawal applications, in line with the work plan.

53. **Counterpart Funds.** The Government's counterpart funds will be channeled through the Government's treasury system as decided under the counterpart loan agreements. Separating fund flow arrangements between Government and ADB-JFPR financing will guarantee greater transparency and accountability. Before project inception, ADB and MOF will work out a detailed formula for the fund flow that will form part of the project implementation manual.

54. **Monitoring.** Appropriate monitoring arrangements will be built into the project and will be conducted at several levels. MOE and the PCU will be responsible for the overall monitoring. The subproject proposals will include clear workplans with indicators for monitoring progress. International and domestic NGOs will also provide monitoring. The possibility of using a performance-based contract with the participating NGOs will be explored. Performance-based contracting will require efficient monitoring. In addition to continuous monitoring by MOE and the PCU, monitoring by independent institutions will also be undertaken. Participatory monitoring involving communities will be highly encouraged to increase the transparency of the use of funds and implementation.

55. **Procurement and Consulting Services.** Procurement of goods and services under the Project will be undertaken in accordance with ADB's *Guidelines for Procurement*, with economy, efficiency, and fair competition. The majority of the items to be procured under the Project carry standard prices (e.g. construction materials, labor inputs for civil works, equipment, and teaching and learning materials). Project consultants, mainly local NGOs and research institutions, required to provide technical and other assistance, will be hired by the implementing agencies using direct selection procedures, in consultation with the MOE and the PCU, and in accordance with ADB's *Guidelines for Selection of Consultants* and other arrangements for the recruitment of domestic consultants acceptable to ADB. The terms of reference of such consultants will be summarized in the project implementation manual to be prepared by the PCU for project inception. The manual will detail the implementation and procurement arrangements.

56. **Reporting.** The PCU will prepare on a quarterly basis draft reports on the implementation progress of project components to MOE with a copy to ADB. Based on these reports and comments, MOE will prepare semiannual progress reports to be submitted to ADB. A project completion report will be submitted by MOE no later than 6 months after the physical completion of the Project. All reports will comprise an assessment of the Project's poverty impact and benefit monitoring, as well as suggestions for improving project implementation. The submission period for audited project accounts to ADB will be 9 months from the end of the fiscal year. ADB will finance, through the Project, annual audits by an independent audit company acceptable to ADB.

57. Appendix 6 presents the implementation arrangements of the Project.

## **E. Impact Assessment**

58. **Social Development for the Poor.** The Project will have a significant impact on poverty reduction through the development of sustainable basic education services with participation of the broader community in education development. The Project will have special focus on girls

coming from poor families by providing assistance to ensure access to basic education. In providing basic education, the medium- to long-term employment opportunities of the children are improved. The Project will also support employment generation and nonformal education initiatives in poor communities, in particular. A summary of the Project's expected impact on poverty reduction is in Appendix 7.

59. **Benefits Beyond the Children.** Demobilized young combatants, overage boys and girls, and other out-of-school youths will benefit from the innovative approaches to be supported in the Project. Education and training will be provided through nonformal means that will ensure social and employment relevance to promote poverty reduction and social harmony.

60. **Targeting Poor Girls.** The Project will give particular attention to the needs of girls' education, and will increase the gross enrollment ratio of girls in project schools and girls completion rates in primary education. The girls' stipend component will assist about 7,000 poor families that are sending their girls to schools for a minimum number of days per month by providing \$1 per month. The stipend will be for up to 24 months. The families will be from areas farther from the school location that makes sending girls to school a more difficult household decision. Under the Project, up to 250 children in each community will benefit from access to primary education; over 37,000 children in total will be served.

61. **Investing in Education Can Generate New Income and Employment Sources.** The Project has a special component to support a new economic development for alternative school furniture making and school building. Building up such a new economic development is particularly important in the context of a country with high environmental destruction and few skills to produce such products. In particular, reconstruction and furniture provision will support employment creation and training activities. Community members will learn, if not hone, their construction and furniture-making skills that will increase their income-earning capacity. Reconstruction and furniture-making will generate income-earning opportunities for many communities participating in the Project. The Project will lay the foundation to meet a substantial demand for such products arising from expansion of school reconstruction activities. The expanded activities can be supported through ADB loans and through assistance from other donors to the education sector. Approximately, 3,000 jobs can be directly generated through this Project in the construction industry, and 15,000 in the school furniture and school equipment industry.<sup>6</sup> An estimated 30% of this new employment generated will provide family income on a more sustainable basis (i.e., more than 6 months) by producing skilled workforce for reconstruction and furniture-making, also for schools that will be built through funding from ADB loans and other donors.

62. **Stabilizing the Peace Process.** The Project will be implemented in the 10 priority areas (para. 38) of the Interim Administration of Afghanistan, which were selected on the basis of vulnerability, potential numbers of returning internally displaced persons, and regional criteria. In total, about 150 communities will benefit from the education reconstruction activities of the Project. As the Project follows a comprehensive approach involving not only students but the whole local community and potential entrepreneurs, it has a strong effect on stabilizing the peace process in the selected areas. Moreover, the school curriculum includes peace education features, that are of utmost importance for the sustainability of the peace process.

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<sup>6</sup> This estimated on the basis of 150 schools that may be rehabilitated. This would create per school about 20 short-term jobs (for estimated 12 months) for school construction and additional 100 for school equipment (toilets, installations, furniture).

63. **Participatory Development.** The Project will promote a participatory and bottom-up planning and decision-making process in which members of poor communities will be directly involved as decision makers. The Project will promote the role of poor communities in the development of quality and equity of basic education in a holistic manner. The project approach will ensure greater community ownership in education, advocate cost-sharing between the Government and communities, and increase sustainability of the outputs and impact in the long term. Ample attention will be given to the development of participatory implementation monitoring by the communities. In addition, the concurrent ADB grant TA, which has already been agreed upon with the Government, will build the Government's capacity to monitor school reconstruction programs and assess their impact and sustainability (footnote 5).

64. **Support to Government and NGO Partnerships.** The Project will facilitate the implementation of partnerships between MOE and NGOs, and support through NGOs the development of community-based, gender-sensitive basic education. The Project will also facilitate cooperation among various stakeholders, including education authorities at national, provincial, and district levels, communities, local and international NGOs.

65. **Sustainability.** The Project will contribute to increasing the communities' ownership of investments in education that will increase the likelihood of project outcomes being more sustainable. Participatory approaches increase commitment and ownership. The whole school approach and broad community involvement in planning of basic education services along communities' needs will lead to more realistic, needs-based, bottom-up planning and costing, and increase the probability of sustainable development through implementation of such plans.

## **F. Risks, Assumptions, and Assurances**

66. **Capacity.** The implementation of the Project faces significant risks. First, in over two decades of conflict, Afghanistan has had little experience with externally funded projects. To assure successful implementation, eligibility criteria and implementation guidelines and procedures will need to be carefully developed. The Project will provide capacity building for community empowerment helping communities to participate fully and proactively in planning, management, implementation, and monitoring of education. The Project is process oriented. To minimize the risks arising from MOE's weak capacity in working with NGOs and the weak capacity of communities to participate, the Project will emphasize their respective capacity building.

67. **Governance.** The decentralization of funds and authority requires transparency and accountability. Good governance is essential for the Project's success, yet in Afghanistan the governance processes are only now being reestablished after the prolonged conflict. A major risk is the misallocation of resources, since MOE and communities have limited experience in implementing demand-driven projects. The continuous and proactive participation of local communities in planning, managing, implementing, and monitoring project activities will enhance transparency and accountability, improve ownership and sustainability, and help ensure that the Project will reach the targeted beneficiaries. Furthermore, the MOE-NGO partnership will closely monitor project activities.

68. **Risks Can be Minimized.** The Project's innovative approach may cause delays in implementation. However, this risk is minimized by the strong commitment of all the parties involved. Risks will be further minimized through participatory project planning, implementation, and monitoring that will be supported by the Project, NGOs, and communities. The strong links and coordination with the concurrent ADB-funded TA that will build capacity at MOE and

provincial education offices for nationwide school reconstruction will further mitigate implementation risks.

#### **IV. THE PRESIDENT'S RECOMMENDATION**

69. The President recommends that the Board approve ADB administering grant assistance not exceeding the equivalent of \$4,000,000 to the Government of Afghanistan to be financed on a grant basis by the Japan Fund for Poverty Reduction for Community-Based Gender-Sensitive Basic Education for the Poor.

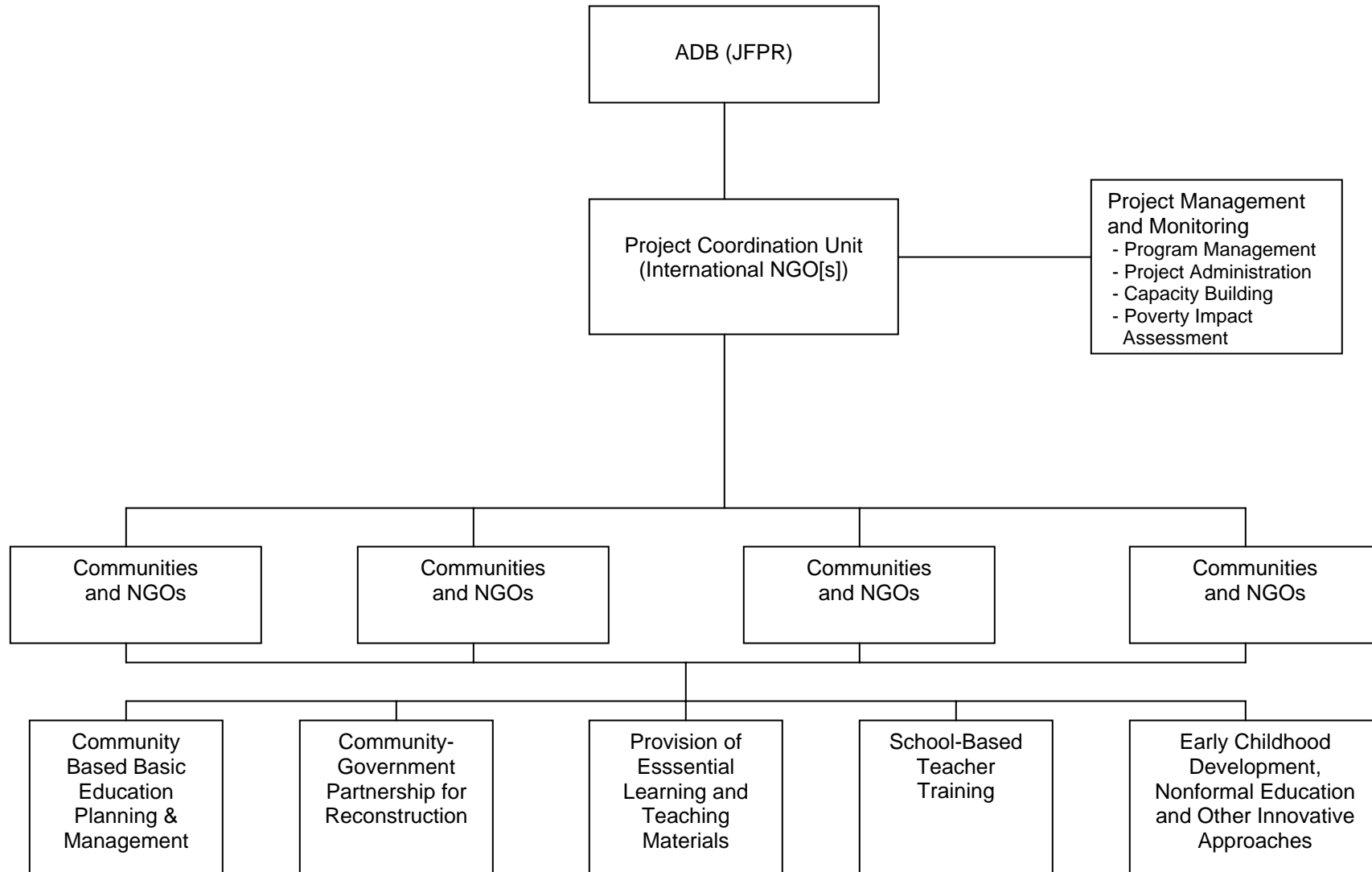
## PROJECT FRAMEWORK

Design Summary	Performance Indicator/Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>Goal</b> Reduce poverty by equipping the young people of Afghanistan, particularly girls, with values and education that stimulate their self-help capacities for overcoming poverty.</p>	<ul style="list-style-type: none"> <li>• Increased enrolment and attendance, especially of girls</li> <li>• Improved likelihood of employment</li> <li>• Increased opportunities for financial sustainability for poor schools</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data</li> <li>• Project completion reports</li> </ul>	<p>The Government is committed to delivering basic education, especially to girls and other underserved groups.</p>
<p><b>Purpose</b> Pilot a sustainable and comprehensive approach to community-based, gender-sensitive basic education in postconflict rural poor Afghanistan.</p>	<ul style="list-style-type: none"> <li>• Increased gross enrolment rates in the targeted communities</li> <li>• Schools meet minimum service standard</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data</li> <li>• Project monitoring reports</li> </ul>	<p>Government and communities are committed to working together toward comprehensive, community-based, gender-sensitive basic education.</p>
<p><b>Components/Outputs</b></p> <p>1. Community-based education planning, management, and monitoring</p> <p style="padding-left: 20px;">a. Participatory and gender-sensitive education planning</p> <p style="padding-left: 20px;">b. Stipend scheme for girls from poor families</p> <p>2. Community-government partnership for reconstruction</p> <p style="padding-left: 20px;">a. School rehabilitation/reconstruction</p> <p style="padding-left: 20px;">b. Housing for teachers</p>	<ul style="list-style-type: none"> <li>• Community action plans for basic education are developed and implemented</li> <li>• Over 7,000 girls receive stipends in the course of the Project</li> <li>• 150 communities rehabilitate or reconstruct their schools</li> <li>• Accommodations for teachers are provided where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation plans, progress reports of the implementing nongovernment organizations</li> <li>• Records of the stipend scheme, progress reports of implementing NGOs</li> <li>• Records of school rehabilitation or construction, teacher accommodation, delivery of furniture, and employment creation</li> </ul>	<p>Community-based education planning, management, and monitoring will be supported by adequate government policies and procedures.</p> <p>Security situation in communities will be conducive to implementation of community-based development of education.</p> <p>Community-government partnerships will be supported by adequate government policies and procedures.</p>

Design Summary	Performance Indicator/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>c. Provision of appropriate school furniture</p> <p>d. Employment creation through the development of craftsmanship or small-scale entrepreneurship</p>	<ul style="list-style-type: none"> <li>• 150 schools are provided appropriate basic school furniture</li> <li>• Furniture craftsmanship is encouraged where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports of implementing NGOs</li> </ul>	<p>Security situation in communities will be conducive to implementation of such partnerships.</p>
<p>3. Provision of essential learning and teaching equipment and materials</p>	<ul style="list-style-type: none"> <li>• 150 schools, including its students and teachers, are provided with essential learning and teaching equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Records of delivery of equipment and materials</li> <li>• Progress reports of implementing NGOs</li> </ul>	<p>The security situation will be conducive for efficient procurement and delivery of the equipment and materials without delay.</p>
<p>4. School-based teacher training</p>	<ul style="list-style-type: none"> <li>• 5 teachers, on average, in each school receive school-based teacher training for 4 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of teacher training</li> <li>• Progress reports of implementing NGOs</li> </ul>	<p>School-based teacher training will be supported by adequate government policies and procedures. Security situation will be conducive for implementing school-based training events.</p>
<p>5. Early childhood development, nonformal education, and other demand-based innovative approaches</p>	<ul style="list-style-type: none"> <li>• Communities in the selected 10 regions implement demand-based approaches to early childhood development and nonformal education.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of innovative approaches</li> <li>• Progress reports of the implementing NGOs</li> </ul>	<p>Innovative approaches will be supported by adequate government policies and procedures, and demand for such approaches will remain high in communities. Security situation will be conducive for implementing such approaches.</p>
<p>6. Project management, participatory community-based monitoring, and poverty impact assessment</p>	<ul style="list-style-type: none"> <li>• Communities, assisted by NGOs, manage and monitor projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of project management</li> <li>• Progress reports of project management</li> </ul>	<p>Security situation will be conducive for undertaking adequate project management, monitoring and impact assessment activities.</p>

<b>Design Summary</b>	<b>Performance Indicator/Targets</b>	<b>Monitoring Mechanisms</b>	<b>Assumptions and Risks</b>
<p><b>Inputs</b></p> <ol style="list-style-type: none"> <li>1. Stipend fund</li> <li>2. Civil works</li> <li>3. Equipment, machinery, materials, and other capital cost</li> <li>4. Supplies</li> <li>5. Training, workshops, seminars</li> <li>6. Consulting services</li> <li>7. Project management</li> <li>8. Other project inputs</li> </ol>		<ul style="list-style-type: none"> <li>• Project monitoring data and other progress reports</li> <li>• Review mission reports</li> <li>• Project accounts</li> </ul>	<p>Counterpart resources are provided on a timely basis.</p> <p>Procurement and contracting arrangements are well-managed</p>

## PROJECT STRUCTURE



ADB = Asian Development Bank, JFPR = Japan Fund for Poverty Reduction, NGO = nongovernment organization.

**AFGHANISTAN**  
**PILOTING COMMUNITY-BASED**  
**GENDER SENSITIVE EDUCATION FOR THE POOR**  
**PROPOSED PROJECT COVERAGE**



02-2111 RM

**COMMUNITY-BASED GENDER-SENSITIVE EDUCATION FOR THE POOR**

**Budget Matrix**

(\$)

Project Components <sup>b</sup>	Component 1 - Community-Based Basic Education Planning and Management	Component 2 - Community-Govt Partnership for Reconstruction	Component 3 - Provision of Essential Learning and Teaching Materials	Component 4 - School-Based Teacher Training	Component 5 - ECD, Nonformal Education, and Other Innovative Approaches	Component 6 - Project Management and Monitoring	Total (Input)	Percent of Total Project Cost
<b>1. Revolving Credit Facilities:</b> (e.g., stipend fund for girls)	275,000						<b>275,000</b>	6.1%
<b>2. Civil Works:</b> (e.g., preparation, construction and O&M of schools, and related costs)		750,000					<b>750,000</b>	16.7%
<b>3. Equipment, Machinery, Materials, and Other Capital Costs:</b> (e.g., powertools, compactors, vehicles, furniture, audiovisual equipment, construction materials)		675,000			75,000		<b>750,000</b>	16.7%
<b>4. Supplies:</b> (Consumable items for specific project activities, e.g., textbooks, learning materials, school supplies for children, teachers and the school, other reading material, etc.)			245,000	10,000	225,000		<b>480,000</b>	10.7%
<b>5. Training, Workshops, Seminars:</b> (e.g., rental for venue, travel, food, and lodging for participants, training facilities and other related costs)	23,500	263,500	15,000	30,000	200,000		<b>532,000</b>	11.8%
<b>6. Consulting Services:</b> (e.g. for impact assessment, research and special studies, specialists, contractors, engineers, and related costs such as travel and accommodation)						240,000	<b>240,000</b>	5.3%
<b>7. Project Management:</b> including management of specific components by PMU and IAs. (e.g., wages for staff, office equipment, rental and O&M, recurrent costs); no financing of government services as EA						648,000	<b>648,000</b>	14.4%
<b>8. Other Project Inputs:</b> (For other specific project inputs that cannot be included in any of the above categories)							<b>0</b>	0.0%
<b>9. Contingencies (0-10%</b> of total estimated costs, that can be utilized for any of the above categories that, due to unforeseen circumstances, may require additional funds during implementation. Use of Contingencies requires prior approval from ADB)						325,000	<b>325,000</b>	7.2%
<b>Subtotal JFPR financed</b>	<b>298,500</b>	<b>1,688,500</b>	<b>260,000</b>	<b>40,000</b>	<b>500,000</b>	<b>1,213,000</b>	<b>4,000,000</b>	88.9%
Percent by Component (JFPR Financing)	7%	42%	7%	1%	13%	30%	100%	0.0%
Government contribution	7,500	100,000	25,000	15,000		150,000	<b>297,500</b>	6.6%
Civil society and others' contribution	7,500	100,000	42,500	5,000		10,000	<b>165,000</b>	3.7%
Contribution of the poor		37,500					<b>37,500</b>	0.8%
<b>Total Project Costs</b>	<b>313,500</b>	<b>1,926,000</b>	<b>327,500</b>	<b>60,000</b>	<b>500,000</b>	<b>1,373,000</b>	<b>4,500,000</b>	100.0%
Percent by Component (Total Project)	7%	43%	7%	1%	11%	31%	100%	

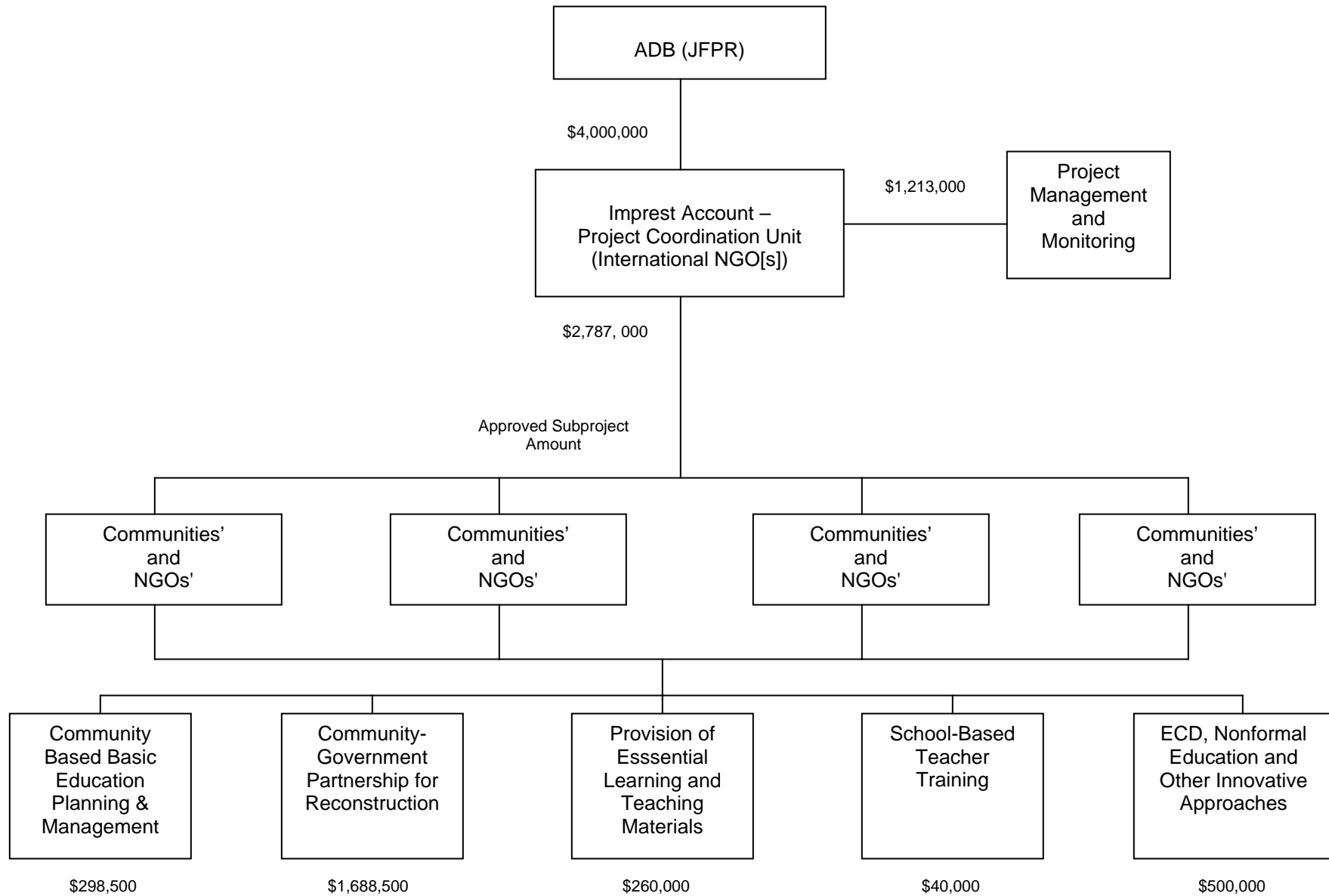
EA = Executing Agency, ECD = early childhood development, IA = implementing agency, JFPR = Japan Fund for Poverty Reduction, O&M = operation and maintenance, PMU = Project Management Unit.

<sup>a</sup> Detailed information required for Government of Japan and Controllers.

<sup>b</sup> This information will be derived from the specific project components.

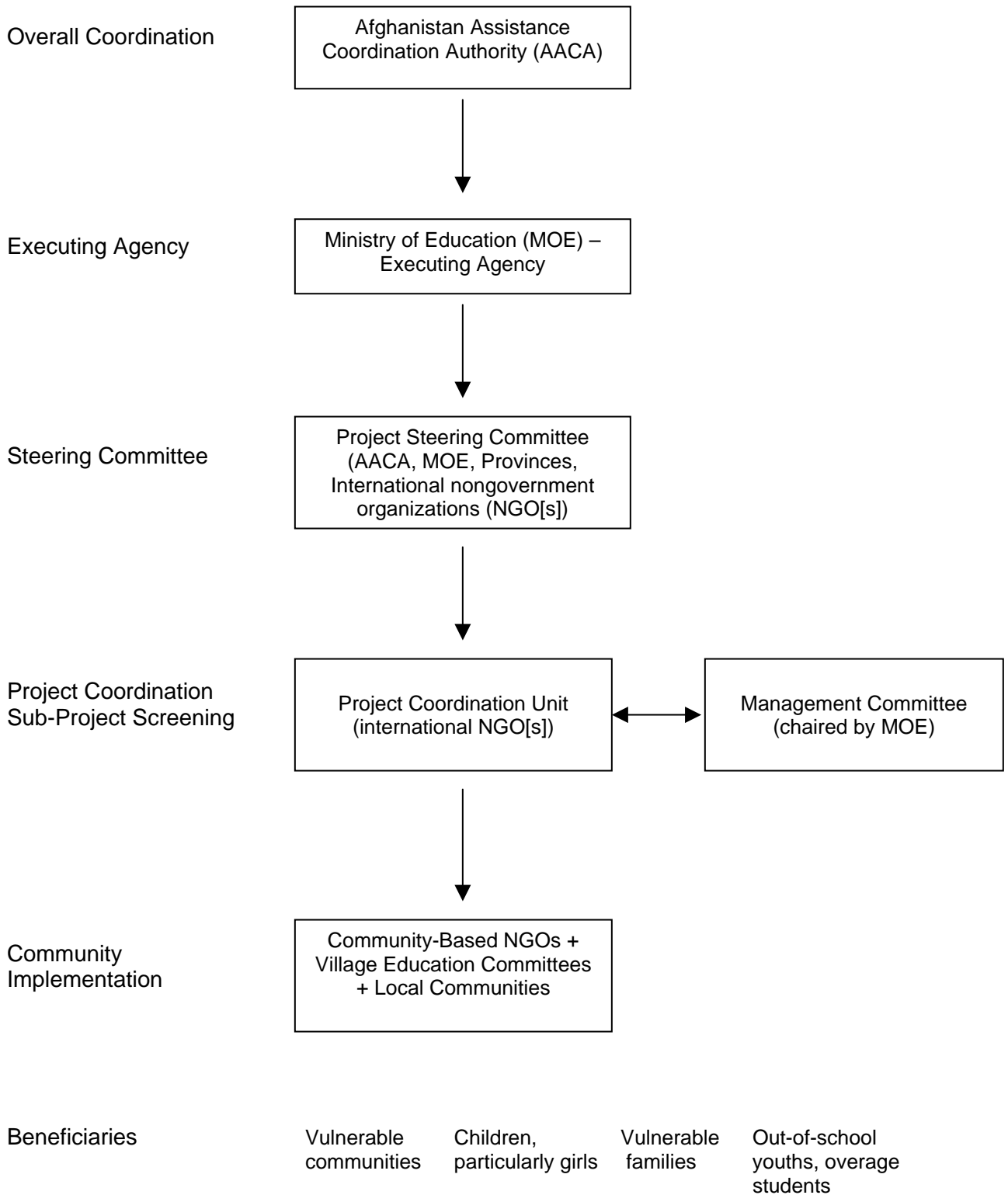
Source: Asian Development Bank estimates.

## FUND FLOW ARRANGEMENTS



ADB = Asian Development Bank, ECD = early childhood development, JFPR = Japan Fund for Poverty Reduction, NGO = nongovernment organization.

### IMPLEMENTATION ARRANGEMENTS



## POVERTY IMPACT ASSESSMENT

1. Reliable poverty statistics for Afghanistan are not available. However, approximately 60% to 80% of the total population are living on less than \$1 a day or consuming less than the minimum United Nation's Food and Agriculture Organization daily kilocalorie requirement; of the approximately 23 million Afghans, about 13.8 to 18.4 million are living in poverty. The average daily wage of an agricultural worker is about \$0.62 to \$0.86 for a family of six. The average civil servant receives \$40 to \$45 per month. While no systematic study is available on the correlates of poverty in Afghanistan, information suggests that it is associated with the sharp slowdown in economic growth and the collapse of employment opportunities during the years of war.
2. The Project will have a significant impact on poverty reduction through the development of sustainable basic education services with participation of broader community in education development. The Project will have special focus on girls coming from poor families by providing assistance to ensure access to basic education. In providing basic education, the medium- to long-term employment opportunities of the children are improved. The Project will also support employment-generation and nonformal education initiatives in poor communities, in particular.
3. Geographically, the Project will be implemented in the 10 priority areas of the Interim Administration of Afghanistan, which were selected on the basis of vulnerability, potential numbers of returning internally displaced persons, and regional balance. The 10 priority areas include the Shomali Plains, Darisuf Yak-aw-Lang in Central Bamiyan, Khawajaghart-Lazarbajh, Takhar-Badakshan, Mazar region, Horat Ghur, Kandahar, Pakita-Paktia, Eastern Ninghar, and Jalozal. These areas are in about 16 provinces throughout the country. In total, about 150 communities will benefit from the education reconstruction activities of the Project.
4. The girls' stipend component will assist about 7,000 poor families that are sending their girls to schools for a minimum number of days per month by providing \$1 per month. The stipend will be for up to 24 months. The families will be from areas further from the school location that makes sending girls to school a more difficult household decision. Up to 250 children in each community will benefit from access to primary education; over 37,000 children in total will be served.
5. Reconstruction and furniture provision will support employment creation and training activities. Community members will learn, if not hone, their construction skills and furniture-making skills that will increase their income-earning capacity. Reconstruction and furniture making will generate income-earning opportunities for many communities participating in the project.
6. Demobilized young combatants, out-of-school youths, overage boys and girls, and other out-of-school youth will benefit from the innovative approaches to be supported by the Project. Education and training will be provided through nonformal means that will ensure social- and employment-relevance to promote poverty reduction and social harmony.