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Peru

BID/UNICEF Social Development Program

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Plan of Operations

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ABBREVIATIONS

CIBIs	Child Welfare Information Committees
CRAEI	Resource Center for Training in Preschool Education
CRIV	Information for Life Resource Center
EPC	Evaluation and planning committee
FONCODES	Social Assistance and Development Fund
INABIF	National Family Welfare Institute
INTE	National Institute for Educational Television
MCED	Minors in Especially Difficult Circumstances
NGO	Nongovernmental organization
PAICRUM	Project for Integrated Assistance to Rural Communities and Marginalized Urban Areas
PAIGRUMA	Program for Integrated Assistance through Women's Groups
PIETBAF	Family-based Program for Early Stimulation
PROANDES	Andes Regional Program to Combat Poverty
PRONOEI	Preschool Early Education Program
UNICEF	United Nations Children's Fund

IDB/UNICEF SOCIAL DEVELOPMENT PROGRAM
OF ASSISTANCE TO LOW-INCOME GROUPS

(TC-93-02-47-3)

EXECUTIVE SUMMARY

REQUESTING AGENCY: The requesting agency and beneficiary is the Ministry of the Presidency. Projects 2 and 3 described in Annex II will be executed by the Ministry of Education, while Project 1 of the same Annex will be carried out by the National Family Welfare Institute (INABIF). In all three cases, the United Nations Children's Fund (UNICEF) will provide technical cooperation, administer the Bank's resources and contribute to the financing of the program.

DATE OF REQUEST: June 15, 1993.

EXECUTING AGENCY: Same as requesting agency.

BENEFICIARIES: The beneficiaries of the program will be: (a) children in urban neighborhoods and settlements on the outskirts of 15 of Peru's cities who must engage in survival activities while being exposed to high-risk situations and excluded from the education and health services that could better their living conditions; (b) children up to six years of age who are not receiving adequate care to ensure normal growth and development for their age; and (c) women — especially those with children — whose poverty and marginalization blocks access to education and the basic information that they need to care for their families and improve their labor productivity.

FINANCING:

IDB-SPTF nonreimbursable resources:	US\$ 6,300,000
Local contribution:	US\$19,040,000
Total:	US\$25,340,000
Execution period:	48 months
Disbursement period:	54 months
Local contribution includes US\$550,000 provided by UNICEF.	

ENVIRONMENTAL CLASSIFICATION: In its meeting of July 20, 1993, the Environmental Committee classified the program as a Category II operation.

OBJECTIVES:

The program proposes: (i) to take direct action in the form of short-term measures aimed at developing integrated assistance programs for children engaged in survival activities in urban neighborhoods and settlements on the outskirts of 15 of Peru's cities; (ii) to help increase the availability of day-care services for preschoolers (up to six years of age) by supporting the creation, start-up and financing of a national system of children's nurseries (Wawa Wasi) to link public services with the capacity represented by organized women's groups and community associations; and (iii) to promote improvements in the living conditions of disadvantaged mothers, along with the educational and information services available to them.

DESCRIPTION:

To attain these objectives, the program will undertake three projects each of which will include efforts to strengthen the support system, including NGOs and public sector institutions alike, as well to identify and apply appropriate methods that will make it possible to increase the coverage of day-care services to meet future demand. The three projects that will make up the program are: (1) comprehensive support for working minors and street children; (2) support for the improvement and expansion of preschool education; (3) basic informal education and information on health, nutrition and child development for women below the poverty line.

BENEFITS:

Projects 2 and 3 in the above paragraph will enable the Ministry of Education, NGOs and community organizations to participate more effectively in preventive action through the comprehensive assistance program for children up to six years of age, and the program to provide community access - especially by mothers - to information on assistance systems intended to improve living conditions for children. Project 1 will provide a mechanism for protection and counselling of children who are engaged in survival activities on the streets of Peru's cities, or who have no other home than those same streets.

RISKS:

To achieve the objectives of the program it is essential that the Peruvian government provide the necessary financing - especially the funds needed to cover the cost of salaries - through the budgets of the Ministry of Education and the National Family Welfare Institute (INABIF). For this reason, one of the conditions precedent to the first disbursement is that the requestor undertake to ensure that these institutions will receive the necessary budget

allocations over the next four years to carry out the program.

**STRATEGY OF THE
BANK IN PERU:**

During the programming mission in March of this year, the Peruvian government and the Bank agreed that one of the three priorities for the Bank's financing would be to help improve living conditions among those segments of the population with the least resources, both through programs that will have an immediate impact, and by means of others intended to lay the foundations for medium to long-term government action in the social sectors. It is in the context of this agreement that the operation referred to in this document has been included in the program of loans and technical cooperation for 1993.

I. BACKGROUND

A. General facts

- 1.1 Peru is undergoing its worst economic and social crisis in this century. Its production sector and economy in general have proven incapable of maintaining existing levels of employment, much less generating new jobs. In 1987, some 54% of the economically active population (EAP) was fully employed, whereas by 1991 this figure had dropped to 15 percent. Over this same period, unemployment among the EAP rose from 37% to 78%, while open unemployment went from 5% to 7%.
- 1.2 Peru's population was estimated at 22.5 million in 1992 and is projected to reach 26.3 million by the year 2000. The country's cities are growing at an accelerated pace and in a haphazard manner, forming illegal settlements (pueblos jóvenes) with makeshift dwellings and, in most cases, no water, sewerage or electricity service. Lima with its 6.7 million inhabitants accounts for nearly a third of the country's population.
- 1.3 This situation has a crushing effect on families and is hardest of all on children. Fully 54% of Peru's 22.5 million people live in extreme poverty, among them 8 million children under the age of 15.
- 1.4 These circumstances have led to an increase in the process of family breakdown and crisis as families have had to make successive adjustments to their strategies for earning a living. As a result, many children have been forced to shoulder economic responsibilities at an early age and with little or no preparation, abandoning their studies and — all too often — their homes as well.
- 1.5 At the same time, the economic adjustment being carried out by the current administration has included cutbacks in social sector spending. A severe reduction in staffing levels has weakened State services as the public sector undergoes reorganization. The government's aim is to expand coverage and improve the quality of services through community participation in the financing and management of social services, as well as through direct investment under the Social Assistance and Development Fund (FONCODES).
- 1.6 One positive note in all this is Peru's long tradition of community participation, as seen in the way grass roots organizations, NGOs and churches have sought to organize demand by those in need and put them in touch with the appropriate public services.

B. The problem of working minors and street children

- 1.7 In 1990 there were estimated to be some 400,000 children and adolescents under 18 years of age forced to develop survival strategies in Lima, i.e. by working in the informal sector and/or

engaging in criminal activities including theft, drug trafficking, prostitution, etc. A survey taken in Lima at the beginning of 1993 (based on a sampling of 500 working youths) indicated 39% growth in this category over the previous year. This points to a rise in child labor in urban areas, not counting the reliance on child labor within the home itself.

- 1.8 The more extreme (and much less common) result of family breakdown and crisis is the existence of children who live on the streets, growing up in an environment where their safety and their physical and emotional stability are under constant threat. The psycho-affective development of these children is marked by extreme insecurity, and the conditions under which they live is conducive to their participation in marginalized and frequently criminal activities which endanger their health and safety.
- 1.9 The children who work, and especially those who live in the streets, run a multiplicity of risks in their daily activities. These children are under enormous tension and both physical and emotional stress owing to their constant efforts to earn money and avoid the dangers that surround them. They constitute a large and growing segment of the population which is at high risk and which urgently requires help from the State and from society at large.
- 1.10 Several countries in Latin America which have similar problems with street children have mounted projects and programs that adopt the unconventional strategy of sending educators into the streets. These innovative experiments provide an important example and basic guidelines for possible application in Peru. The Bank has supported this type of project in Central America and Brazil under the Program of Assistance to Minors in Especially Difficult Circumstances.

C. The problem of preschool education

- 1.11 Preschool education for children under six years of age has taken on great importance over the past ten years in Peru where it is offered in two forms: in-school kindergarten programs (60%) and preschool programs outside the school system (40%). Of the country's 4,250,000 children in the under-six age bracket, less than 2% of those under the age of three, and less than half of those between three and six, can be accommodated by Peru's day care services.
- 1.12 Peru's tradition of community participation has enabled its grass roots organizations, NGOs and churches to organize demand in this area and provide the necessary labor, materials and local teachers. Community day care is being organized at present in marginalized urban areas, but lacks trained personnel and the resources to provide food for the children.

- 1.13 There are also some private day care experiments in poorer areas. These are generally unregistered and informal in their operations, although the mothers pay to have their children looked after.
- 1.14 The third type of day care service is run by the State. The Ministry of Education operates the Preschool Early Education Program (PRONOEI) which provides preschool education for 3-6 year-olds in marginalized urban settlements and rural areas for 3-4 hours per day. This program is deemed a more economical and effective method of providing preschool care than working through the traditional centers.

D. The problem of women living below the poverty line

- 1.15 Four out of five Peruvians unable to read and write are women, and 17% of the country's female population is illiterate. The illiteracy rate among urban women is 8% (400,000 females); in rural areas the figure rises to 46% or 900,000 women in absolute terms.
- 1.16 Among city dwellers, the vast majority (80%) of women who cannot read and write have migrated from rural areas with little or no help in adapting to urban life - a formula conducive to poverty and violence.
- 1.17 Females make up 40% of the work force (EAP) and 42% of those employed in agriculture.
- 1.18 Traditionally, women have shown a great capacity to organize in combating problems in health, nutrition, basic services and housing. There are over 7,000 self-help community kitchens in operation in Peru, benefiting some two million people in all, and in Lima alone there are 9,000 Vaso de Leche Committees providing milk for 1.3 million needy children.
- 1.19 The women in these groups need information on what support systems are available in health, education and housing that could help alleviate their poverty. They do not have the minimum infrastructure required for access to such systems.
- 1.20 These groups would be prepared to undertake income-generating projects as well, but generally lack the financial resources and technical support necessary to carry them out.

E. The Bank's participation and experience

- 1.21 Together with UNICEF, the Bank has participated in programs to aid street children in the five Central American countries and Panama under the Program of Assistance to Minors in Especially Difficult Circumstances.
- 1.22 Approval has been given recently for an operation to provide technical cooperation enabling the Prefecture of Rio de Janeiro to

participate in a global program of assistance to street children in that city.

- 1.23 In conjunction with UNICEF, the Bank is financing preschool education projects in areas of extreme poverty in rural Ecuador and Peru as part of the second stage of PROANDES.
- 1.24 The second stage of PROANDES also includes education projects for rural women being carried out in Bolivia, Peru, Ecuador, Colombia and Venezuela.
- 1.25 Since all of these projects are still in their initial stages, there are as yet no evaluations of them that could be used in the design of the projects included in this proposal.

F. The program and the Bank's strategy in Peru

- 1.26 During the programming mission in March of this year, representatives of Peru and the Bank agreed that one of the three priority areas for the Bank's financing should be helping to improve living conditions among the poorest segments of the population through programs that have an immediate impact, and others intended to lay the foundations for medium to long-term government action in the social sectors.
- 1.27 In line with this strategy, the Bank has already approved health and sanitation projects and is now studying an education program and a project to provide financing for FONCODES. The latter will strengthen the mechanisms for coordination between actions intended to have an immediate impact, and other social programs which will have medium to long-term effects. The program proposed in this document could be supplemented by FONCODES should small investments not foreseen in the program's budget be required. For fiscal 1993, FONCODES has earmarked US\$500,000 for preschool education projects in rural areas of the Andes, and US\$1 million for similar projects in urban areas through municipalities.
- 1.28 It is on this basis that the operation referred to in this document has been included in Bank's loan and technical cooperation program.

II. OBJECTIVES

A. General objective

- 2.1 The program proposes: (i) to carry out direct, short-term activities that will provide comprehensive assistance for children who work or live in the streets of urban areas and settlements on the outskirts of the country's major cities; (ii) to help increase the coverage of care available for preschool children (up to six

years of age) by supporting the creation and financing of a national system of children's nurseries (*Wawa Wasi*) that will coordinate public and private day care services with the efforts of organized women's groups and community organizations; and (iii) to stimulate the process of improving educational levels and conditions for women, including access to the basic information necessary to care for their families and raise the productivity of their income-generating activities.

B. Specific objectives

- 2.2 To help provide for the care and protection of working minors and street children using a street teaching method 1/ designed to reduce the risks that threaten their overall development, strengthen family and social ties where possible, and offer them health and education services.
- 2.3 To help increase the coverage of day care services for preschool children (under six years old) by developing programs for children in the under-three bracket in community nurseries, while expanding and improving care for children in the 3-6 age group under the Preschool Early Education Program (PRONOEI). Both programs will be part of the national system of children's nurseries (*Wawa Wasi*). This system will have the secondary benefit of enabling women below the poverty line to join the work force without at the same time having to abandon their children.
- 2.4 To help raise awareness among the two million women living in extreme poverty in Peru concerning literacy and the basic information needed to better their living conditions and those of their families, under a proposal that will provide access to informal basic education and improvement of their labor productivity.

III. DESCRIPTION OF THE PROGRAM 2/

A. General description

- 3.1 The projects included in this document will provide the Peruvian government with the technical assistance it requires to undertake a program it has defined, with support from UNICEF, to initiate and/or expand certain activities on behalf of low-income groups.

1/ See Annex II, Project 1.

2/ Annex II contains profiles of the three projects which make up the Program.

B. Program components

- 3.2 The objectives mentioned above will be achieved by means of a program made up of the three projects described below, which will be executed, supervised and evaluated by the Ministry of Education (projects 2 and 3) and the INABIF (project 1), with continuous technical cooperation provided by UNICEF as the program's specialized executing agency.

1. Assistance to working minors (boys and girls) and street children

- 3.3 This project will institute a series of institutional, educational and health care activities over a wide region of the country to contribute to the development of children and adolescents who work in the streets of Peru's main cities and who, in some cases, live in the streets. It is intended to improve their economic situation and strengthen their family ties.
- 3.4 One of the main activities involves training 360 street teachers who will mobilize services offered by public and private agencies to assist working minors.
- 3.5 The project will provide advisory services to conduct a diagnosis of the situation for the purpose of improving educational services for minors at drop-in centers, and promoting the program in the participating cities. Street teachers will be trained and minors will be taught to improve the returns from their work. Equipment and materials will be provided for the drop-in centers.
- 3.6 The project will be executed by the INABIF, an autonomous agency of the central government created to develop programs for the protection and care of minors in especially difficult circumstances and for assistance to low-income families. The Institute is attached to the Ministry of the Presidency, Office of the Deputy Minister of Social Affairs.
- 3.7 The INABIF is currently conducting a pilot project in Lima with 26 street teachers, which has allowed it to identify the areas that need support to expand activities. To enable the INABIF to carry out this new mission, the project provides for technical assistance for its institutional strengthening, including advisory services and training for its permanent staff, and reinforcement of its capacity to evaluate and follow up on its activities.
- 3.8 Project activities will be carried out in 15 cities 3/, providing assistance for and helping to protect and develop some

3/ Lima, Callao, Cuzco, Chimbote, Piura, Chiclayo, Trujillo, Arequipa, Tacna, Iquitos, Huancayo, Puno, Pucallpa, Ica, Ayacucho and Cajamarca.

12,000 children between 6 and 17 years of age through systematic and continuous actions by 360 street teachers. At the same time, inter-agency and community support mechanisms and policies will be activated in order to reduce the risks and effects of marginalization to which these children are exposed. One hundred and twenty drop-in centers will be established in the project cities to provide future support for working minors.

- 3.9 To carry out project activities Bank resources will be used to contract advisers and experts; pay for training courses for educators, workshops, technical meetings and information sessions; supply drop-in centers with equipment and materials; provide training and counselling for working minors to help them improve their income-generating activities (this will require some training in the handling of credit under appropriate terms and conditions); and facilitate inter-agency coordination and the strengthening of NGOs, community-based organizations and all other institutions expected to cooperate in achieving the objectives of the project. The reimbursable resources will be administered by UNICEF in 60 of the 120 drop-in centers. Each center will receive up to US\$2,000 and it is estimated that the loans granted will average US\$20 each. The experience acquired may eventually enable them to organize sufficiently to gain access to other sources of credit, such as the Bank's Small Projects Financing Program.
- 3.10 In carrying out this project, special methods will be identified for dealing with the problems of adolescent girls - understanding their sexuality and basic health care. Teenage mothers will also be given information enabling them to look after the health and development of their children. To carry out this special program for girls who are working or living in the streets, women will be enlisted to work in the project as street teachers.

2. Preschool education project - national system of children's nurseries (Wawa Wasi) 4/

- 3.11 The children's nursery system (Wawa Wasi) will provide care for children under six, which is a critical period for their psychological and physical formation. The project is expected to improve the likelihood that these children will join the education system starting at six years of age, and remain in it.
- 3.12 To achieve the objectives proposed under this project, activities will be limited to Lima, Callao and 13 other departmental capitals at the start. Later, the project will be expanded to include rural areas in these same departments.
- 3.13 It is estimated that the four-year project will benefit some 650,000 children in the under-six age bracket, and more than

4/ Quechua for "nursery".

120,000 women who are living under the poverty line. Plans also call for the mobilization of public sector institutions and establishment of an intersector body to coordinate between the Ministries of Health, Education and Agriculture, the National Family Welfare Institute (INABIF), the Ministry of the Presidency and the churches.

- 3.14 This coordinating body will determine the rules for and set in motion the national system of children's nurseries, which will comprise a number of local networks providing preschool care. A demonstration project will be established in each of these networks, and training will be offered for the mothers who provide the day-care services. For the training activities, 20 resource centers for training in preschool education (CRAEIs) will be established.
- 3.15 As part of the project, care will be provided for children up to three years of age through a network of in-home nurseries that will provide them with food, monitor their growth and provide early stimulation.
- 3.16 To carry out this activity, the project proposes to offer consulting services on the organization and administration of social projects, early stimulation, linguistic and communications techniques; provide training through national, provincial and local workshops; equip the daycare homes; and improve the capacity to monitor and evaluate the project.
- 3.17 For the creation of day-care services, 770 positions will be established for day-care workers in family-based comprehensive early stimulation programs, plus 25 new educational coordinator positions.
- 3.18 The Preschool Early Education Program (PRONOEI) will be expanded and strengthened to assist children between the ages of three and six. The project provides for technical assistance for specialists, professors and day-care workers; in-service training for the personnel that will care for the children; and the production of materials for use by teachers and children.
- 3.19 This project will be carried out by the Ministry of Education's National Directorate for Promotion, Participation and Educational Development, the government agency that operates the Preschool Early Education Program (PRONOEI) first launched in 1968. Under that program, the Directorate maintains a public network including 60 specialists, 21,000 teachers in educational centers, over 2,000 educational coordinators and 17,000 day-care workers. The 17,000 PRONOEI centers provide care for 345,000 children for 3-4 hours per day. The project will expand and consolidate this program, creating positions for an additional 1,000 day-care workers and 75 more educational coordinators.

- 3.20 Bank resources will be used to contract advisers and experts; pay for in-service training for the directors and mothers who will staff day-care centers; supply educational materials for community education centers; provide resources to finance distance education activities in areas where access is difficult; and cover the costs incurred in coordinating project activities with public and private services in other sectors such as health and housing.
- 3.21 The project will not involve a great deal of construction since efforts will be made to establish the CRAEIs and drop-in centers within Ministry of Education facilities or existing community centers. It is estimated the US\$3 million will be spent by the municipalities and the Ministry for renovations and remodelling over the four-year course of the project.

3. Informal basic education and information for women (Education for Life)

- 3.22 This project will enable efforts to be undertaken to provide women living in critical poverty with the information and training they require to carry out their societal roles more effectively.
- 3.23 The project will include - among other subprojects - a literacy campaign and an information program to be carried out by organized women's groups in 14 departments. The objectives of the literacy subprogram will be to lower the illiteracy rate among women in the Libertadores-Wari region (Chanka subregion) from 69% to 30%, and to teach some 50,000 women in poor urban settlements in Lima-Callao to read and write. The information subproject is expected to reach around two million women living in extreme poverty.
- 3.24 The project will provide consulting on communications, ethnography, linguistics, and the design and production of educational materials; literacy coordinators and teachers will be trained; national provincial and local workshops will be held; audiovisual and conventional equipment and materials will be provided; and project monitoring and evaluation capacity will be boosted.
- 3.25 This project will be carried out by the Ministry of Education's National Directorate for Promotion, Participation and Educational Development. The Directorate will coordinate with other sectors and maintain links between services offered by government programs, NGOs, churches and the private sector. In particular, it will target these services to women living in extreme poverty and to improving the conditions under which they join the work force, through both formal and informal activities.
- 3.26 To carry out project activities, Bank resources will be used to contract advisers, especially communications experts; pay for training courses, seminars and workshops for women; finance literacy campaigns; and supply the equipment and materials needed for project activities. No new construction will be required since

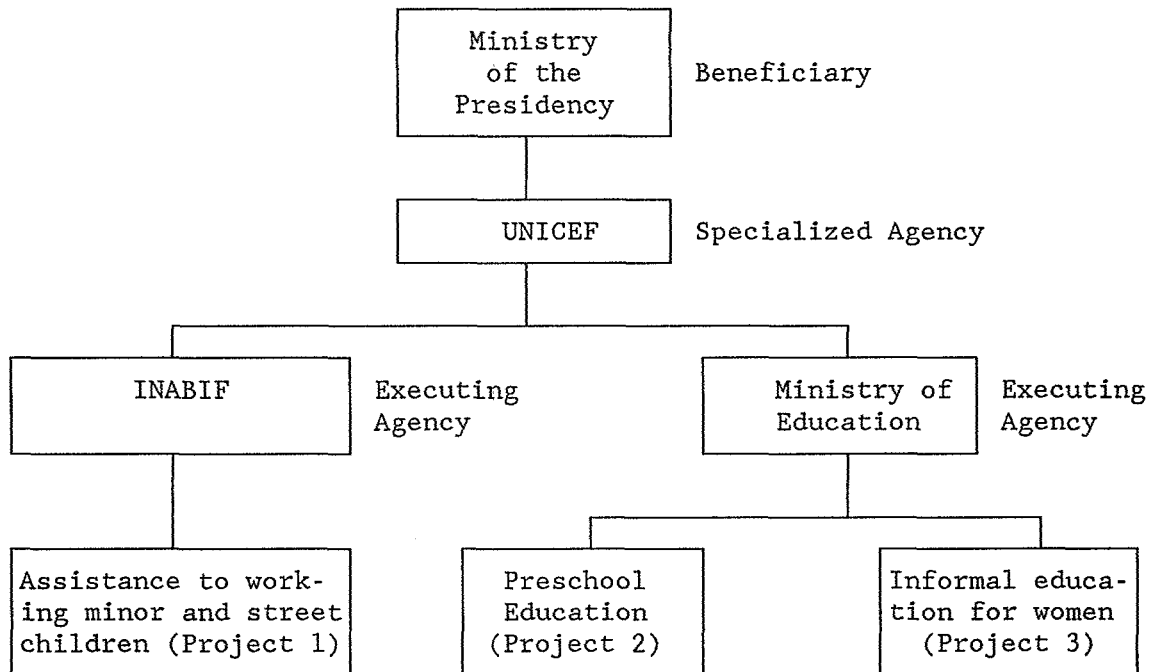
this project will make use of existing school buildings, community centers and facilities provided by NGOs and churches.

C. Program execution

1. Agency responsible for carrying out the program

- 3.27 The beneficiary will sign an agreement with the Bank, and a letter of agreement with UNICEF designating the latter as the specialized executing agency for the program and setting out UNICEF's commitment to provide project financing in an amount equivalent to US\$550,000 over a four-year period. UNICEF will take responsibility for managing the Bank's resources and for coordinating the program jointly with the Ministry of Education (projects 2 and 3) and the INABIF (project 1). UNICEF's duties are described in Annex I.
- 3.28 The agreement between the Bank and the beneficiary will contain a commitment to provide local contributions for each of the three projects.
- 3.29 Thirty days prior to the annual meeting of the evaluation and planning committee (EPC), UNICEF will prepare an annual operating plan for each of the three projects, with the help of the national counterpart agencies. These plans will specify the activities to be carried out, potential participation by other agencies, costs and financing and the schedule of work to be carried out in each quarter. The plan for 1994 must be submitted to the Bank before the first disbursement under the program. The plans for 1995, 1996 and 1997 must be submitted to the EPC, described in paragraph 3.33 below, by the end of the preceding calendar year.

Organizations responsible for execution



2. Coordination

- 3.30 The UNICEF office in Lima, Peru, will act as the specialized executing agency under the terms of reference included in Annex 1 (a).
- 3.31 UNICEF will assign an officer to serve as program coordinator, carrying out the duties set out in the terms of reference established in Annex 1 (b).
- 3.32 The coordinator will have the cooperation of officials designated by the Ministry of Education and the INABIF.
- 3.33 The Bank will establish an evaluation and planning committee (EPC) to be made up of representatives from the Bank, the Ministry of the Presidency's International Cooperation Secretariat, UNICEF and the national counterpart agencies. The EPC will meet at the close of each year during execution of the program and will be responsible for reviewing and approving the annual operating plans referred to in paragraph 3.29 and evaluating the activities carried out during the year just ending.
- 3.34 The Operations Department, through its Division OP3/OD9, will be the Bank unit responsible for execution of the program. However,

it is the project team, formed to process the request which led to the formulation of the present document, that will monitor the program in coordination with the Bank's Country Office in Peru.

3. Monitoring

- 3.35 UNICEF will be responsible for constantly monitoring the program through its office in Lima, with the help of the Ministry of the Presidency's International Cooperation Secretariat and the representatives of the government bodies mentioned in paragraph 3.32.
- 3.36 The project team and the Bank's Country Office in Lima may carry out monitoring activities in consultation with UNICEF-Lima whenever they deem warranted during the calendar year.

4. Reports

- 3.37 The following reports are to be prepared under the responsibility of the coordinator in UNICEF's office in Lima and submitted to the Bank by the Ministry of the Presidency.

(a) Initial report. This report must be submitted prior to the first disbursement and will include the following information:

- A copy of proof that the letter of agreement between the beneficiary and UNICEF has been duly signed and submitted to the Bank for examination and approval.
- Name of the UNICEF official that will act as program coordinator.
- Name and title of the officials designated by the Ministry of Education and the INABIF to represent them during the execution of the program.
- Terms of reference and requirements for the position of evaluation specialist.
- Terms of reference for the final evaluation studies and the nature of the information to be gathered for the ex post evaluation, and the frequency with which it is to be collected.
- Annual operating plan for 1994.

(b) Quarterly progress reports. These will be forwarded to the Bank by the coordinator and presented at the EPC meeting for the respective year. Each report will describe how the objectives under all three projects are being achieved, the activities that have been carried out, contracting and

procurement, and any other circumstance affecting the execution of the program in a significant way.

(c) Final report. This report must be submitted within three months after the date of the last disbursement and will include the following three parts:

- A final financial report providing a detailed breakdown of both the Bank's and UNICEF'S financial contributions to the program, prepared by the auditors for UNICEF;
- A financial report specifying the contributions made by counterpart agencies and, where applicable, by communities; and
- A report evaluating the achievements of the program according to the agreed terms of reference and the criteria set out in the Bank's document entitled "New Procedures for Preparation of Final Reports" (December 1991).

(d) Ex post evaluation. The Bank will carry out an ex post evaluation, the timing of which will be coordinated with the beneficiary and UNICEF.

D. Disbursement and use of the Bank's resources

- 3.38 The Bank's resources will be disbursed to UNICEF in new Peruvian soles upon request by the beneficiary and subject to the requirements set out in the annual operating plan.
- 3.39 When the conditions precedent to the first disbursement have been met, the beneficiary may request that the Bank set up a revolving fund in an amount not to exceed 10% of its contribution, and will provide the Bank with the number of the account in Lima into which the funds are to be deposited.
- 3.40 The US\$60,000 allocated under the budget for the ex post evaluation will be administered by the Bank.
- 3.41 The UNICEF office in Lima will administer the resources provided under the contribution, select and hire personnel, and procure the necessary goods and services to carry out the program in accordance with its policies and procedures, provided they are not incompatible with the policies and procedures of the Bank. In the event that incompatibilities arise during execution of the program, UNICEF and the Bank will consult in order to resolve such discrepancies in a mutually satisfactory manner.
- 3.42 Given the nature of the operation, the contracting of services will not exceed US\$250,000, and the procurement of goods will be held to under US\$1 million.

- 3.43 In contracting services under the program, UNICEF will endeavor to set salary levels which are consistent with those offered in Peru's labor market.

E. Cost and financing

- 3.44 The total cost of the program has been estimated as the equivalent of US\$25,340,000, of which the Bank will contribute an amount equivalent to US\$6.3 million from the SPTF; UNICEF will contribute US\$550,000 from its general budget; and the rest, or an amount equivalent to US\$18,490,000 will be provided by the beneficiary through the co-executing agencies.
- 3.45 The technical cooperation provided will be nonreimbursable for both the Bank and UNICEF.
- 3.46 The following tables show the breakdown of costs under the program by project and activity.

1. Costs per project (thousands of US\$)

Components of program	IDB	Local counterpart	UNICEF	TOTAL
Project 1. Assistance for working minors and street children	1,170	6,153	100	7,423
Project 2. Preschool education	3,150	11,709	250	15,109
Project 3. Informal basic education for women	1,920	628	200	2,748
Ex post evaluation	60	—	—	60
TOTAL	6,300	18,490	550	25,340

2. Cost per activity (in thousands of US\$)

Activity	IDB	UNICEF	Local contribution	TOTAL
1. Specialized agency				
a. Coordination	—	300	—	300
b. Consultants	765	120	209	1,094
c. Training	855	60	476	1,391
d. Equipment & materials	3,010	35	10,693	13,698
e. Monitoring & evaluation	410	35	80	525
f. Salaries	—	—	3,478	3,478
g. Construction and repair of facilities	—	—	3,000	3,000
h. Training in handling of credit	120	—	105	225
i. Promotional activities	170	—	330	500
j. General expenditures	646 ^{5/}	—	159	805
8. Ex post evaluation	60	—	—	60
98. Contingencies	264	—	—	264
TOTAL	6,300	550	18,490	25,340

F. Local contribution and program continuity

- 3.47 During the four-year program execution period, the government will contribute the equivalent of US\$19,040,000, including a UNICEF contribution of US\$550,000 equivalent. These resources will be distributed as shown in the preceding table.
- 3.48 Once execution is completed, the government will be in a position to continue the activities on a similar scale, since it will only have to keep up payments for food, salaries, and possibly equipment replacement, since in the initial period institutional strengthening will have been provided for the executing agencies, and the basic equipment will have been installed. The current budget levels of the INABIF and the Ministry of Education suggest that program continuity can be maintained. It is worth noting that

^{5/} 12% of the Bank's contribution (except contingencies).

at present Peru allocates 7% of its education budget to early education.

IV. BENEFITS AND RISKS

- 4.1 It is to combat the problem of working minors and street children that the other two projects under the program have been developed. Preschool education is seen as a preventive measure for ensuring that boys and girls under the age of six achieve normal physical and mental development, while improving the likelihood that they will start school at age six and reducing the risk of their dropping out to become street children or to work.
- 4.2 Project 1 is expected to help some 12,000 working minors (6-17 year-olds) in urban neighborhoods and settlements on the outskirts of 15 of Peru's cities. Project 2 will reach some 650,000 children in the under-six age bracket, and more than 120,000 women living below the poverty line.
- 4.3 The project to assist working children will include as a special benefit a mechanism to provide protection and counselling for children engaged in survival activities on the street and those who have no other home than the streets. This mechanism will be incorporated into the National Family Welfare Institute (INABIF) which can continue to provide care for the children after this program has been completed.
- 4.4 Teaching mothers to read and write, and providing them with an information system that respects their cultural values while teaching them how to care for their families will without question help them fend off the situation in which their children could become, at a young age, victims of the process of family breakdown rooted in poverty and ignorance. The information and literacy subprojects are expected to reach around two million women.
- 4.5 The two education projects will commit the Ministry of Education to taking a leadership role in preventive measures aimed at assisting children who are living in extreme poverty, and will also mobilize communities, NGOs and churches to coordinate their actions so as to maximize results.
- 4.6 The success of the program, which is intended to mobilize both human and financial resources in the public sector and in participating private sector organizations, will depend primarily on how well the coordination mechanisms function and the availability of the appropriate local counterpart resources. To ensure against possible risks in these areas, UNICEF will participate actively throughout the execution period in all aspects having to do with coordination, and the Ministry of Education and

the INABIF will be required to show proof of their commitment to provide the local counterpart funding during the four-year period required to carry out the program. The counterpart allocation for 1994 will be a condition precedent to the first disbursement of the Bank's resources.

- 4.7 One additional benefit is that the program has been designed in such a way as to enable the country to continue to keep up similar levels of attention for these low-income groups, with its own resources.
- 4.8 The program will be subject to the risks inherent in pilot projects inasmuch as some of the methods to be used have never been employed in Peru, and project organizers can only draw on the experiences of similar projects in other countries of the region, particularly those carried out under UNICEF.

V. EVALUATIONS

- 5.1 An annual evaluation will be made of the three projects using the criteria established for each of them described in Annex II.
- 5.2 The annual evaluations for the first three years will be submitted to the evaluation and planning committee established in accordance with paragraph 3.23. The final evaluation, which will be presented as part of the final report, will be conducted according to the guidelines established in the Bank document entitled "New Procedures for Preparation of Final Reports" (December 1991).
- 5.3 The Bank will carry out an ex post evaluation, the timing and terms of reference for which will be agreed with the beneficiary and UNICEF before the first disbursement of the Bank's contribution. To cover the cost of conducting this evaluation, an amount equivalent to US\$60,000 has been allocated under the budget to be administered by the Bank.
- 5.4 To ensure consistency in the evaluation process, a portion of the Bank's contribution will be used to contract a specialist who will review all of the evaluations prepared during the four years of the program. The cost of this service (equivalent to US\$64,000) is divided among the budgets of the three projects. The terms of reference and requirements for this position must be approved by the Bank prior to the first disbursement of its contribution.

PROPOSED RESOLUTION

PERU. NONREIMBURSABLE TECHNICAL COOPERATION FOR A
PROGRAM FOR ASSISTANCE TO LOW-INCOME POPULATIONS

The Board of Executive Directors

RESOLVES:

1. That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, to enter into such agreement or agreements as may be necessary and to adopt such other measures as may be pertinent for the execution of the plan of operations referred to in Document AT- with respect to a non-reimbursable technical cooperation with the Republic of Peru for a program for assistance to low-income populations.

2. That up to the equivalent of US\$6,300,000, in new soles, is authorized for the purposes of this resolution, chargeable to the resources of the Social Progress Trust Fund.

3. That the above mentioned sum is to be provided on a non-reimbursable basis.

UNICEF TERMS OF REFERENCE FOR THE LETTER OF AGREEMENT
BETWEEN THE BENEFICIARY AND UNICEF

1. Date for the signature of the letter of agreement: Prior to the first disbursement of the Bank's contribution.
2. Signatories: Ministry of the Presidency and UNICEF.
3. Effective period of the letter of agreement: Four and one-half years beginning on the date the contract is signed.
4. Duties of UNICEF:
 - (a) To provide support for the program's three projects in technical and administrative aspects.
 - (b) To coordinate the actions of the Ministry of Education and the INABIF, with those of the public sector entities, NGOs and other institutions participating in the program.
 - (c) To administer the resources provided by the Bank, establishing a special bank account for this purpose.
 - (d) To keep the counterpart funding accounts.
 - (e) To advise on the selection and hiring of the consultants required for the projects, and to sign their contracts on behalf of the beneficiary.
 - (f) To advise on procurement of the equipment and materials needed to carry out the program, and make purchases on behalf of the beneficiary at its request.
 - (g) To take an active part in the organization of training activities under the three projects.
 - (h) To establish criteria for approving resources to be used to provide training for working minors in the handling of credit, and maintain accounting controls over the resources earmarked for this purpose under project 1.
 - (i) To participate in the preparation of annual operating plans, and the annual and final evaluations that are conducted.
 - (j) To cooperate with the Bank in the ex post evaluation, ensuring that the appropriate information is compiled as agreed prior to the first disbursement.

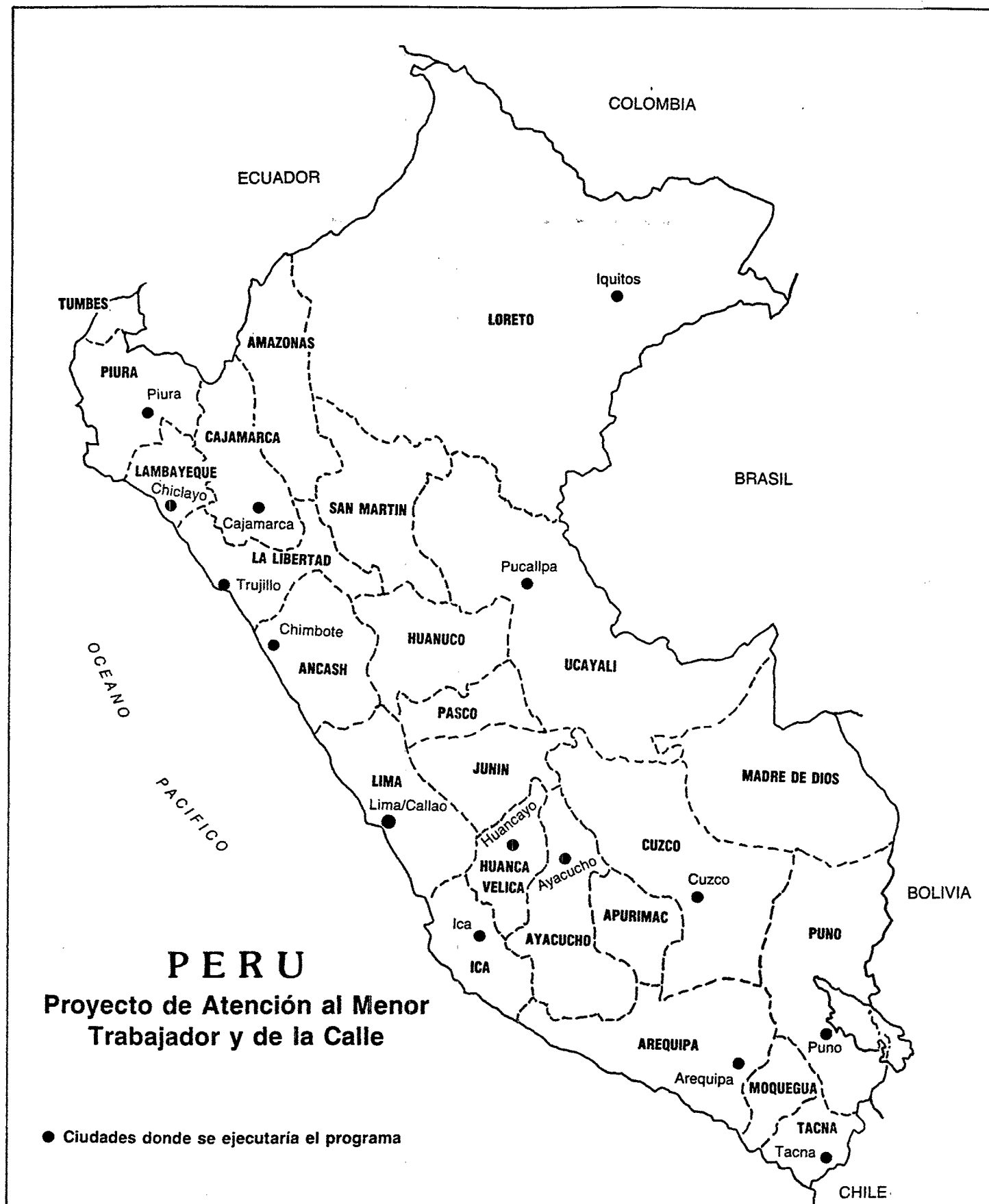
ANNEX I

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- (k) To provide advisory services in technical and/or financial areas for the preparation of all reports that the beneficiary must submit to the Bank.
5. Designated personnel: To carry out its duties, UNICEF will designate a coordinator under the terms of reference set out in this Annex and make use of staff members in its Lima office who specialize in education programs and assisting minors in especially difficult circumstances.
6. Compensation for UNICEF: In recompense for the duties listed under 4 above, UNICEF will receive an amount in new Peruvian soles equivalent to US\$727,000, which represents 12% of the Bank's contribution (excluding contingencies). This amount is included in the budget as part of the Bank's contribution under the heading "General expenditures".

TERMS OF REFERENCE OF THE COORDINATOR

- A. Duration of the contract: 4 years
- B. Party letting the contract: UNICEF
- C. Duties:
 - 1.1 Following are the duties to be carried out by the coordinator:
 - (a) To ensure compliance with the provisions of the letter of agreement that the beneficiary signs with UNICEF, designating it as the specialized executing agency of the program.
 - (b) To prepare the annual operating plan in coordination with national counterpart agencies and NGOs that will participate in the execution of the project, and to submit the plan to the Bank - through the beneficiary - for consideration by the evaluation and planning committee.
 - (c) To assist in the selection and in the formulation of recommendations for the hiring of project personnel, and in ensuring that they have the necessary logistical support to carry out their duties.
 - (d) To participate in the organization and/or execution of training activities at the national and local levels.
 - (e) To coordinate preparation of teaching materials and publications, avoiding any duplication of effort with the activities of other projects.
 - (f) To make recommendations concerning the purchase and distribution of equipment among participating organizations, ensuring proper maintenance.
 - (g) To ask the beneficiary to submit for the Bank's approval any changes that may be required in the agreement between the government and the Bank.
 - (h) To prepare or supervise the preparation of the reports referred to in paragraph 3.37 of this document, and to submit them to the Bank through the beneficiary.
 - (i) To coordinate the interim and final evaluations of the program.



Este mapa, preparado por el Banco Interamericano de Desarrollo, no ha sido autorizado por ningún órgano competente y su inclusión en el documento de préstamo tiene por objeto exclusivo indicar el área de influencia del proyecto que se propone financiar.

PROJECT 1: ASSISTANCE TO WORKING MINORS AND STREET CHILDREN

I. BACKGROUND

- 1.1 As a result of the severe economic crisis which has left Peru unable to create jobs and made it necessary to cut back on social expenditures, the country's cities have developed pockets of extreme poverty in which the process of family breakdown has intensified.
- 1.2 There are approximately eight million children under the age of 15 living in abject poverty in Peru. In the capital of Lima alone, some 400,000 minors have been forced to develop survival strategies based on working in the informal sector, begging and/or engaging in criminal activities such as theft, prostitution and drug trafficking. The Juvenile Section of the Police, the Ministry of the Interior and the National Family Welfare Institute, as well as numerous NGOs, have mounted programs from time to time, all of which have been partial solutions at best.
- 1.3 One thing all these entities agree on is the need for a program to assist adolescent and younger street children, to steer them into jobs in the formal sector and thus bring them into mainstream society.
- 1.4 INABIF has begun to experiment in this area by sending 26 street teachers into Lima, who identified 12 areas for action and 5,000 minors who work on the streets of that city. Based on this experience, the INABIF is proposing to expand the program and add health and education services to the assistance it provides.

II. OBJECTIVES

- 2.1 The overall objective of the project is to help provide assistance and protection for working minors and street children through a nontraditional approach of sending educators into the streets, in order to reduce the risks that threaten these youngsters' overall development, strengthen family and social ties and provide access to the educational system and health services.
- 2.2 The specific objectives of the project are:
 - (a) To increase the ability of working minors and street children to detect and avoid the risks that arise in the course of their daily activities.
 - (b) To augment the opportunities for working minors and street children to develop income-generating strategies based on socially acceptable activities.

- (c) To build up conditions that contribute to the sustainability of the educational process for children and that will ensure their continuing participation, whether in the school system itself or in less formal programs.
- (d) To strengthen their family ties and the processes by which children assert their personalities, self-assurance and self-esteem.
- (e) To generate a framework of institutional support for working minors and street children to ensure greater access to basic health services and provide specific protection and assistance mechanisms at the local and national levels.
- (f) To incorporate the use of street teachers into national and local projects intended to assist and protect working minors and street children.

III. DESCRIPTION OF THE PROJECT

A. Geographical scope and beneficiaries

- 3.1 The project, which will benefit some 12,000 boys and girls, who are working adolescents and street children between 6 and 17 years of age, will be carried out in the following 15 cities: Lima, Callao, Cuzco, Chimbote, Piura, Chiclayo, Trujillo, Arequipa, Tacna, Iquitos, Huancayo, Puno, Pucallpa, Ica, Ayacucho and Cajamarca. The nature of the project is such that it can be expanded to include other cities in Peru as well.
- 3.2 The project will provide direct assistance for children in 120 urban zones with the highest concentration of street children, such as market areas. Forty of these zones are located in Lima, while the other 14 cities chosen for the program contain an average of six zones each. It is estimated that 360 street teachers in all will be required, who will be added gradually in the course of the program (see Appendix to this proposal).

B. Strategy

- 3.3 To achieve the objectives listed above, it is proposed that the project act along the following lines:
 - (a) To help develop the children's ability to control risks and devise strategies for generating income by means of socially acceptable activities, strengthen their family ties and encourage them to continue their education.
 - (b) To promote the flow of institutional support for working minors and street children that will include developing specific assistance and protection mechanisms by government agencies,

and incorporating the street teaching method into the plans and programs carried out at the local and national levels.

- (c) To develop the technical and administrative capacity of the INABIF, which will provide institutional support and promote policies, standards and guidelines intended to orient and elicit initiatives to assist working minors and street children. The project calls for active involvement by public agencies, local governments, private institutions and NGOs.
- (d) To encourage programs that provide direct assistance for children and are carried out in an open environment — specifically, in the locations where they live. The street teachers will establish direct, ongoing, respectful and committed relationships with the children, and provide them with guidance, information, training, advice, support and resources. The phases of the work to be carried out by street teachers are described in the Appendix to this Annex.
- (e) To promote a nontraditional method of assisting working minors and street children by simultaneously attacking four aspects of the social conditions under which they live:
 - (i) control of risks (marginalization, accidents, physical mistreatment, sexual exploitation and abuse, diseases, muggings, enticement into practices damaging to their health, teenage pregnancy, stress) through the provision of criteria, instruments and information, and promotion of the development of mechanisms for protection and assistance in their own environment;
 - (ii) sustainability of their economic activities by providing them with guidance, training and resources;
 - (iii) continuation of their education by reinforcing their participation in the education system, neutralizing the factors that conspire against them and developing activities that will help them see the value of their educational efforts; and
 - (iv) strengthening of their family ties by helping them to overcome the primary conflicts that are weakening ties to their families.
- (f) To build upon the experience gained in urban areas with the greatest concentration of working minors and street children. To this end, the first operation in each city will consist of an initial survey to identify such children and set the goals for coverage in each case.

- (g) To promote and facilitate participation in each project by those members of the community who share in the concern over the problem of working minors and street children.

C. Project activities

1. Preparations:

- (i) Designate the directors and technical team for the project.
- (ii) Design six methodology modules for the work of street teachers, covering the following topics:
 - risk control, with particular emphasis on girls, where appropriate;
 - handling of income-generating activities;
 - educational support;
 - assertion and self-esteem;
 - creation of drop-in centers; and
 - participation by the community and other institutions.
- (iii) Design in-service training courses for street teachers, professional staff, directors of public and private institutions, and members of NGOs participating in the project.

2. Activities during the four-year execution period of the project

- (i) Conduct a survey to obtain information on working minors and street children in 120 urban zones in order to identify those with the greatest concentrations of such children, for purposes of carrying out the project and setting specific coverage goals.
- (ii) Establish local networks of institutions in each of the 15 cities selected for the project. These institutional networks will function as executing bodies for the project, with the active participation of local governments, public and private sector institutions, and NGOs.
- (iii) Hold two annual workshops for those responsible for the local institutional networks set up under the project.
- (iv) Provide in-service training for 360 street teachers in the handling of the six methodology modules to be used in project 1.
- (v) Provide local institutional networks with technical support for adapting basic methodology to the specific conditions experienced by children in the different cities selected.

- (vi) Provide local institutional networks with advisory services for the execution of the project.
- (vii) Promote and equip a drop-in center in each of the 120 urban zones. These centers will be premises in the community where the street teacher provides minimum services for children. The premises will also serve as a focal point for community efforts to support project activities.
- (viii) Organize an annual fundraising drive at the national level seeking private donations in support of working minors and street children.
- (ix) Maintain close coordination between the Ministries of Health and Justice, departments of the National Police, the municipalities and community organizations in order to respond to specific cases of physical mistreatment, abuse, accidents and children's diseases.
- (x) Carry out the following activities aimed at increasing the chances that working minors and street children will sustain income-generating strategies based on socially acceptable activities:
 - training and guidance for working minors and street children in the application of a money management module aimed at improving their economic activities; and
 - creation of a training program on credit, and provision of technical assistance to help working minors and street children improve their income-generating strategies.
- (xi) Carry out the following activities aimed at building up conditions that contribute to the sustainability of the educational process for working and street children and that will ensure their continuing participation in either the school system itself or less formal programs:
 - coordinate efforts with the public and private educational services in order to encourage participation by working minors and street children in the formal or informal education system;
 - working in coordination with the Ministry of Education, promote the creation of a curriculum suited to the interests, requirements and possibilities of working minors and street children; and

- organize remedial programs and supplementary recreational and educational activities in the 120 drop-in centers.
- (xii) Carry out the following activities aimed at strengthening family ties and the processes by which children assert their personalities, self-assurance and self-esteem:
- identify the primary conflicts that are undermining relationships between such children and their families;
 - organize group discussions with the families of working minors and street children in the 120 zones identified under the project; and
 - counsel and support initiatives by family members to improve relations within the family.
- (xiii) Carry out the following activities aimed at generating a framework of institutional support for working minors and street children, and ensuring that they have greater access to basic health services:
- organize a national public awareness campaign each year to rally community and institutional support in the 120 zones selected for the project; and
 - consult and coordinate with public and private institutions at the local and national levels on adapting basic services to assist working minors and street children.
- (xiv) Carry out the following activities aimed at ensuring that the street teaching method is incorporated into local and national projects:
- conduct four annual campaigns to publicize the results of street teaching experiments; and
 - organize five annual events at the national level to provide information on the method used in the project, aimed at government policy makers, private institutions and NGOs.

IV. COST AND FINANCING

- A. The total cost of the project has been estimated as the equivalent of US\$7,423,000, to be financed as follows:

(in thousands of US\$)

Activity	IDB	UNICEF	Local contri- bution	TOTAL
1. Specialized agency				
a. Coordination	—	100	—	100
b. Consultants (study and advisory service)	105	—	209	314
c. Training	245	—	476	721
d. Equipment and materials	300	—	4,148	4,448
e. Revolving fund (US\$2,000 x 60 centers)	120	—	105	225
f. Promotional costs	170	—	330	500
g. Monitoring and evaluation	60	—	80	140
h. Street teachers	—	—	646	646
j. General expenditures	120	—	159	279
98. Contingencies	50	—	—	50
TOTAL	1,170	100	6,153	7,423

B. Use of resources provided by the Bank and UNICEF.

		IDB	UNICEF
a.	Coordination 14 months work by the head of the projects to aid minors in EDC x US\$6,000 (8 field trips/year x 4 years) at US\$500	84.0 16.0	100.0
b.	Consultants i. 6 consultants to prepare 6 program and methodology modules for counting and statistics on minors/2 months per consultant x 6 x US\$1,500 ii. study: - count of minors (includes transport, refreshment, materials & processing for each zone) US\$130 x 100 zones - data bank/initial operation in 100 zones iii. direct aid for minors/strengthening of ed. support in drop-in centers run by volunteers/includes transport and materials iv. consultants' promotion and assistance activities	18.0 13.0 15.0 4.0 55.0	
c.	Training i. in-service training for street teachers/360 teachers ii. refresher workshops/371 teachers iii. training for working minors	76.0 34.0 135.0	
d.	Equipment and materials for 120 centers/includes furniture, bathrooms, showers and shelving. Estimated cost/center US\$2,500	300.0	
e.	Training in credit/US\$2,000 x 60 centers (loans to minors to develop income-generating activities)	120.0	
f.	Promotional campaigns: i. national campaigns/one per year ii. local awareness to support centers iii. seminars/1 per year with participation of NGOs & churches to exchange views	48.0 102.0 20.0	
g.	Monitoring and evaluation i. consultant on evaluation ii. supervisory visits iii. evaluation workshops	22.0 8.0 30.0	
h.	General expenditures 12%	120.0	
98	Contingencies	50.0	
SUB-TOTAL		1,170.0	100.0
TOTAL		1,270.0	

C. Local contribution

- 4.1 INABIF's budget for the year 1993 is equivalent to US\$5.7 million, of which US\$5.6 million is provided from the federal treasury, while the remaining US\$0.1 million comes from its own income. Using these figures, it estimated that INABIF will be able to

contribute the equivalent of US\$6.1 million to the execution of this project over the four-year period.

APPENDIX

PHASES OF THE WORK TO BE CARRIED OUT BY STREET TEACHERS

1ST PHASE: CONTACT AND ENROLLMENT

This phase begins when working minors or street children are located, and ends with the individual's request to enroll in the program. Duration: 2-3 months.

I. General objectives

- 1.1 The goal of this phase is: (i) to motivate the children to join the program, and (2) to establish a link or relationship of confidence between the teacher and the individual child.

II. Specific objectives

- 2.1 To enable teachers to take part in and familiarize themselves with the dynamics of the street, and the various elements and/or agents that make up the environment of the working minor.
- 2.2 To enable teachers to become a permanent and desirable part of the everyday life of the working minors, developing a friendship and a relationship of confidence.
- 2.3 To have the minors in question recognize the teacher as part of a program designed to support their personal development.
- 2.4 To have the minors themselves ask to join the program.

III. Strategy adopted

- 3.1 The teacher will walk through the assigned sector in order to identify working minors and the other persons in their environment. Initially, the teacher will not intervene but will carefully observe and keep a detailed record of everything that happens and everyone present in the sector.
- 3.2 Important data to gather on the minors themselves include: number of working minors in the sector; daily routine of minors; places, times and types of group activities; and usual behavior of the minors.
- 3.3 After this stage (which will last for one week), the teacher will establish contact with the adults regularly present in the area in

order to obtain information on the minors, opinions on their status and needs, and where applicable, an indication of the adults' willingness to help the minors. Later, the teacher will establish informal contact with the working minors and, eventually, as they become used to his or her presence, the teacher will develop recreational activities and begin to provide information on the project. At this point, specific locations will be chosen in agreement with the minors where they can meet.

IV. Activities of this phase

- Observation and systematic inspection of the area.
- Identification of working minors.
- Informal discussions with adults in the area.
- Informal conversations with working minors on the street.
- Suggestion of games and sports activities on the street.
- Choosing a meeting place on the street.
- Spreading of information on the program among minors and in the sector.
- Selection of areas for establishing the drop-in centers.
- Obtaining of basic data on the minor.
- Referrals for any health needs.

V. Indicators

- 5.1 At this stage, the teacher will indicate the number of minors that:
- (a) have been contacted by the teacher, compared to the total number of working minors in the area;
 - (b) the teacher addresses by name, or the equivalent;
 - (c) the teacher has to approach to maintain contact;
 - (d) approach spontaneously when the teacher enters the sector;
 - (e) participate in recreational activities;
 - (f) help organize the recreational activities;
 - (g) show up at the meeting places when invited by the teacher (including the number of meeting places and the number of minors who regularly show up there);
 - (h) maintain a continuing relationship with the teacher without the latter having to seek them out;
 - (i) have made spontaneous requests to the teacher (requests should be classified under the headings of health, education, personal or confidential, family-related, work-related, having to do with money, and others); and

(j) have specifically asked to join the program.

2ND PHASE: DEVELOPMENT

This phase begins with the enrollment of the minor in the program and constitutes the central stage in which the whole series of training activities and assistance programs are carried out. Duration: 2 years.

I. General objective

- 1.1 To lay the foundations upon which to build a life plan for the minor in which, beginning from his or her initial situation, the minor can become a useful member of society with full access to its services.

II. Specific objectives

- 2.1 To strengthen the ties between minors and their families so that they do not deteriorate, possibly leading to abandonment of the home for life in the street.
- 2.2 To strengthen the sense of group as a natural support and space for the social integration of the minors, in which the norms of social harmony prevail and the socialization process moves steadily towards more constructive behavior.
- 2.3 To reinsert these minors into the educational system or help them remain there, and to convince them of its importance as a place of learning and socialization.
- 2.4 To help minors obtain technical training to develop their abilities, raise their incomes and shorten their hours of work.
- 2.5 To help them develop self-esteem and independence in all activities and at all times, so as to increase their commitment to their own development.
- 2.6 To give special attention to nutrition and health needs, particularly in the case of adolescent girls.
- 2.7 To promote the creation of drop-in centers for the program to assist minors, which will also serve as a rallying point for the community.

III. Strategy adopted

- 3.1 In this phase, the teacher must be more systematic and rigorous owing to the multiplicity of activities required to achieve the above objectives. Priority should continue to be given to activities carried out on the street – but not exclusive priority since it is at this stage that the center for working minors comes

into operation and will begin to become a new focal point for the minors. The teacher will take a more assertive role in street activities, constantly promoting the use of the various services available to minors and accompanying them on initial visits. Similarly, the teacher will promote group discussions on various topics of interest to the minors, from their formative role to awareness of the environment in which they live. In the "center", the teacher will facilitate development of a group dynamic based on the initiative and participation of the minors themselves, encouraging them to adopt it as their space and work to build it up.

- 3.2 Visits to the families of minors will form part of the teacher's daily routine. The systematic surveying of information, together with planning, monitoring and evaluation of the process, are other necessary tasks to be carried out in this phase. At this point, the teacher will encourage a closer, more permanent relationship with the child in order to pursue, elicit and promote his or her awareness of the changes that are necessary - while bearing in mind always that the ultimate goal is to develop the individual's independence.

IV. Activities of this phase

- Preparation of a directory of community services.
- Referral of educational requests.
- Promotion of vocational training activities.
- Collection of additional information on the lives and families of minors.
- Visits to the families of minors.
- Holding of group discussions with the families of minors.
- Promotion of group living as a space for the social integration of the minors; establishment of the center for working minors as a new focal point for children working on the street.
- Attraction of new minors to the program with the help of those already involved (spreading the word).
- Continuation of sports and recreational activities.
- Attention to nutrition and health needs.
- Channelling of cultural or artistic requests, etc.
- Continuation of the effort to raise awareness and distribute information on the program in street children's environment.

V. Indicators

A. Individual development

- 5.1 The teacher will record the number of minors who have undergone changes in the following aspects:

(a) Personal appearance: hygiene, personal care.

- (b) Interpersonal relationships: level of aggression, group camaraderie.
- (c) Personal assessment: self-perception of the minor.
- (d) Independence: aspects in which they develop initiatives on their own, or maintain a level of dependence.

B. Group development and organization

- Number of groups into which the minors in the program are organized.
- Principal activities for which the minors meet regularly (compare this to the 1st phase).
- Number of minors that form groups to discuss problems relating to their work.
- Cases in which minors have met to suggest changes in the project.
- Number of minors who meet with the teacher in attendance, versus those who meet on their own (specify the situation in each case).
- Number of groups formed on their own initiative to discuss needs in the areas of recreation, artistic-cultural development, their rights and/or interests, etc.
- Number of groups that take their decisions by majority vote, exchange ideas through pressure from some group members and/or under individual leadership.
- Manifestations of solidarity within the groups (compare this to the 1st phase).

C. Family membership

- Number of families that have been visited by the teacher.
- Number of families that have expressed the desire to support the development of their children.
- Number of families that respond regularly to invitations to attend meetings under the program.
- Number of families that visit the drop-in center or seek out the teacher at their own initiative (give reasons).
- Number of minors who indicate that relations with their families have improved (indicate the main reasons given).

D. Remedial education

- Number of working minors that drop out of school.
- Number of minors that ask the teacher to help them register in an educational center.
- Number of minors that return to their studies as a result of the teacher's efforts.
- Number of minors that are up to date in their school attendance.

- Number of minors engaging in educational activities with the teacher or at the drop-in center.
- Number of minors who improve their grades as a result of the activities to strengthen their school work.

E. Vocational training

- Number of minors who have requested some form of vocational training.
- Number of minors who are participating or have participated in some form of vocational training to which they were referred by the program (specify type and location of training, as well as the age of the child).
- Number of minors who are regular in their attendance at the training program (versus the number of drop outs and the main causes for them).
- Number of minors who have expressed the desire to find work in the area in which they are receiving training.

F. Utilization of services through referrals under the program

- 5.2 Number of minors who make continuing use of services in the areas of nutrition, health, recreation, bulletin boards, remedial courses, help with school work and others.

3RD PHASE: INDEPENDENCE

This phase begins when the minors have achieved indicator values showing that they have completed the development phase, and ends with the individual's decision to withdraw from the program. Duration: 6-8 months.

I. General objective

- 1.1 To build upon what has been achieved during the development phase so that the minor is able to conduct his or her life plan in a fundamentally autonomous manner, independent of the project.

II. Specific objectives

- 2.1 To reinforce what the minor has achieved in the course of the project.
- 2.2 To encourage the minors to reflect on the changes in their lives, thereby internalizing the process they have undergone.
- 2.3 To bolster the minors' ability to make use of the education, health and recreation services on their own.
- 2.4 To strengthen the minors' ability to organize themselves into groups outside the program.

- 2.5 To help minors find jobs in the formal sector.
- 2.6 To encourage the minors participating in this phase to train as assistants in the continuation of the program.

III. Strategy adopted

- 3.1 In this final phase, teachers will begin to distance themselves from the minors, no longer accompanying them directly but rather monitoring the main dimensions and aspects of their lives from a distance and in a more indirect manner. This step will be introduced gradually while affirming the friendship developed with the individual child, in order that the process not be perceived as abandonment by the teacher.
- 3.2 At the same time, the teacher will be strengthening the children's ties to the original group and encouraging them to join other groups and institutions in the community.
- 3.3 This process must include individual reflection and group discussion (encouraged by the teacher) of the overall experience during membership in the program in a manner that will reinforce what has been achieved and promote the development and consolidation of each minor's "life plan", whether the latter covers the short, medium or long term.

IV. Activities of this phase

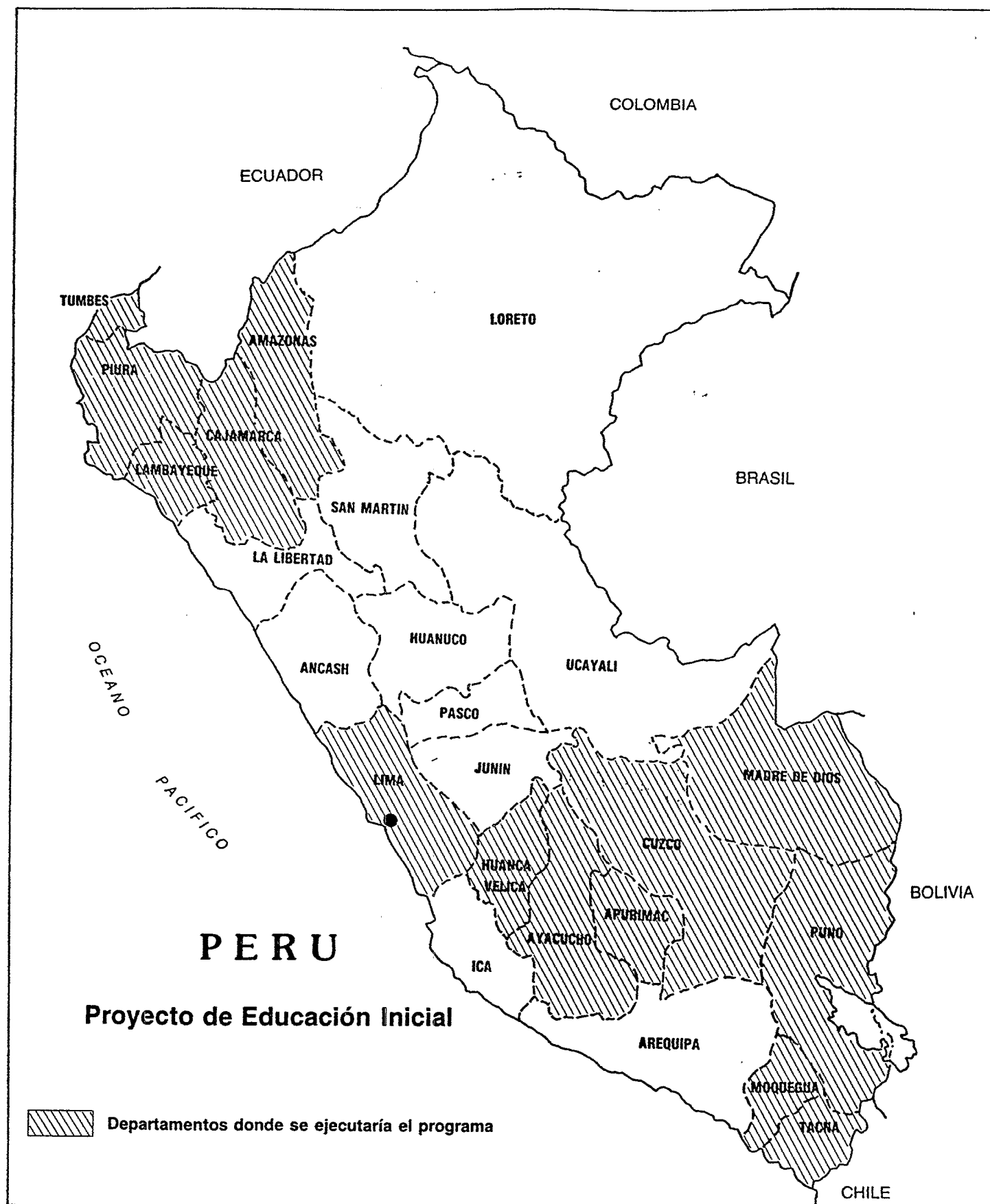
- Refer requests for jobs in the formal sector to appropriate sources.
- Promote group activities outside the program.
- Cooperate in expanding organizational activities into other functional areas and zones.
- Encourage and assist individual minors in exploring their personal reflections.
- Conduct workshops to exchange experiences with other groups in the project.
- Continue to monitor the members of the program in the following aspects: their state of health, family status, academic performance and job situation.
- Delegate responsibilities to minors, assigning them to conduct activities with groups in the 1st and 2nd phases of the project.
- Help set up alternative group living arrangements for minors who do not live with their families.

Distribution of street teachers per city

City	Number of street teachers				TOTAL
	Year 1	Year 2	Year 3	Year 4	
Lima-Callao	30	30	30	30	120
Cuzco	5	5	5	5	20
Chimbote	6	6	6	6	24
Piura		5	5	5	15
Cajamarca		5	8	8	21
Ayacucho		5	10	10	25
Arequipa		5	10	10	25
Huancaya		8	8	8	24
Trujillo		5	5	10	20
Pucallpa			8	8	16
Ica			5	10	15
Chiclayo				10	10
Iquitos				10	10
Puno				10	10
Tacna				5	5
TOTAL	41	74	100	145	360

EXECUTION SCHEDULE

ACTIVITY	Year 1		Year 2		Year 3		Year 4	
Preparatory	X							
Ident. minors	X		X		X		X	
Creation instit. networks	X	X						
Workshops for networks	X	X	X	X	X	X	X	X
Training for educators		X	X	X	X	X	X	
Consulting for networks		X	X	X	X	X	X	X
Training and center equipment		X	X	X				
Annual campaigns		X		X		X		X
Assistance in income gen.		X	X	X	X	X	X	X
Curriculum prep.		X	X					
School supplement		X	X	X	X	X	X	X
Workshops for families		X		X		X		X
Dissem. of methods		X	X	X	X	X	X	X
Evaluation		X		X		X		X



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PROJECT 2: PRESCHOOL EDUCATION
NATIONAL SYSTEM OF CHILDREN'S NURSERIES (WAWA WASI) 1/

I. Background

- 1.1 In Peru there are 4,250,000 children in the under-six age bracket, and some 1.5 million of them live in conditions of extreme poverty. The day-care services for children under three serve less than 2% of the infants in this age group, and less than half of the country's 3, 4 and 5 year-olds can be accommodated by existing services. Because of the economic situation and violence, the government does not have the resources to provide the basic services required in the new settlements within cities and must direct its efforts instead to expanding and improving the quality of services through community participation and by means of direct investment through the Social Assistance and Development Fund (FONCODES).
- 1.2 Peru has a historical tradition of community participation and organization, especially among women. The community-based organizations, NGOs and churches have sought to organize demand and direct those in need to the appropriate public services. In this way, the human and financial resources which the State can devote to preschool education are being supplemented by participating communities that provide labor, materials and local teachers.
- 1.3 Care for children under six whose mothers work is provided through various systems.
- 1.4 There are community day-care experiments being carried out in marginalized urban zones. In their simplest form, these consist of informal arrangements in which a woman in the community acts as care giver, looking after a small group of children, primarily on a reciprocal basis. Such arrangements receive no technical assistance or nutritional support from either the public institutions or the NGOs.
- 1.5 There are also some private day-care experiments in poor areas, in which mothers pay for services and leave prepared meals and a change of clothes for their children. The great majority of these nurseries are unregistered and operate on an informal basis without receiving either technical aid or nutritional support, although a few have contact with some limited health services.
- 1.6 The other type of day-care services are what may properly be called the community programs. Some of these services receive technical

1/ Wawa Wasi is the quechua term for "nursery".

assistance and nutritional support from municipalities, churches or NGOs. They are run by local promoters whose salaries are paid by the community and/or a cooperating agency, and they also have access to public education and health services. Mothers making use of these services pay for them in either cash or labor, and provide prepared meals for their children.

- 1.7 The Ministry of Education operates the Preschool Early Education Program (PRONOEI) which includes a public network of 60 specialists, 21,000 teachers in preschool education centers, over 2,000 educational coordinators and 17,000 day-care workers, and provides 3-4 hour of care per day for children aged three to six in rural areas and marginalized urban settlements. The day-care workers - generally young men or women who have completed high school - are appointed on the basis of a proposal submitted by the community, and have charge of 12-20 children. Most of the PRONOEIs are linked to one of the Vaso de Leche committees.
- 1.8 The PRONOEI was created in 1968 with the help of Caritas and UNICEF. It was originally called *Wawa Wasi* (the Quechua phrase for nursery) and was set up to provide infant care in rural areas. The basic idea was to have the community participate directly in selecting and supporting the day-care worker. In expanding its initial education program, the government adopted this model as a more effective and economical means for providing preschool care outside the traditional educational centers.
- 1.9 There are currently 17,000 PRONOEIs providing care for 345,000 children in the 3, 4 and 5 year-old age group, which represents 49% of the country's preschool-age children. The PRONOEI is clearly the best option to follow in expanding day-care services, despite its evident deterioration in recent years owing to inadequate resources and the lack of effective and permanent means of training.
- 1.10 The Family-based Program for Early Stimulation (PIETBAF) and the Program for Integrated Assistance through Women's Groups (PAIGRUMA), both of which were developed to improve home care for children under the age of three, now have different levels of quality and efficiency, and are considered too costly.

II. Relationship to other projects

- 2.1 The preschool education project will receive supplementary support from a number of sources, particularly the basic education for women project (project 3 in Annex II) and the National Nutritional Support Program.
- 2.2 It will receive support as well from the initiatives taken by the churches to support day-care services through food programs and the training of the day-care workers employed by PRONOEI.

- 2.3 Numerous foundations - Save the Children (Canada and England), Radda Barnen (Sweden) and Bernard Vanheer (the Netherlands) - have provided day-care worker training programs and are expected to continue supporting preschool services in Peru.
- 2.4 NGOs such as the Programa de Educación Rural Andreia, Tarpuy, Sur, el Taller de los Niños, TACIF, Tarumba, Acción PRO-CUNAS, Proyecto Nuestros Niños and the Community of Universidad Católica have developed preschool projects and helped in the formulation of the project presented in this document.

III. Objectives

A. General objective

- 3.1 To help increase the level of care available for preschool children in the under-six age bracket - preferably from families in extreme poverty where the need to ensure the child's full development is greatest - by supporting the creation and operation of a national system of children's nurseries (*Wawa Wasi*) to coordinate public and private day care services with the efforts of organized women's groups and community organizations.

B. Specific objectives

- 3.2 The project will provide care for around 650,000 children in the under-six age group, and over 120,000 women living below the poverty line. Following are its specific objectives:
 - (a) To assist in the creation and operation of the national system of children's nurseries (*Wawa Wasi*).
 - (b) To help create and place in operation some 20,000 community education nurseries to provide day-care services for children under three. This measure will benefit approximately 200,000 children.
 - (c) To expand the PRONOEI network and other services for 3, 4 and 5 year-olds by 25% and improve the quality of service provided. This will provide for an additional 90,000 toddlers, bringing the total served to 432,000 children.
 - (d) To mobilize public opinion and promote local agreements for integrated child development among preschoolers in 48 provinces in a total of 14 of Peru's departments.
 - (e) To systematize available information on the growth and quality of - and the demand for - day-care services for preschool-age children.

- (f) To enable some 120,000 women with preschool-age children who will receive care under the expanded services, to enter the job market.

IV. Description

- 4.1 To achieve these objectives, action will be taken in 14 departments spread over six regions of Peru:

- The Grau Region: Departments of Tumbes and Piura
- The Northeastern Marañon Region: Departments of Cajamarca, Amazonas and Lambayeque
- The Lima-Callao Region: Lima
- The Libertadores-Wari Region: Ayacucho and Huancavelica
- The Inka Region: Cuzco, Apurimac, Madre de Dios
- The José Carlos Mariategui Region: Puno, Moquegua, Tacna

- 4.2 The following activities will be carried out in the regions listed above:

- 4.3 Creation of an intersectoral coordinating body made up of representatives of the Ministries of Education, Health and Agriculture; the National Family Welfare Institute, the Ministry of the Presidency and the churches. The mandate of this body will be to design, regulate and place in operation the national system of children's nurseries (*Wawa Wasi*).

- 4.4 Simultaneous mobilization of organized women's groups, NGOs, academic centers and local governments in support of municipal plans for preschool care.

- 4.5 Provision of advisory and training services to facilitate the execution and monitoring of the project.

- 4.6 The project will be carried out in three stages over a four-year period as indicated below:

- (a) First stage: Start-up and launching of the project (1 year)

The first stage of the project is intended to lay the foundations for operating the national system of children's nurseries (*Wawa Wasi*). It will include general design of the system, the legal provisions for its creation and organization, and formulation of regulations to ensure uniformity in its operations.

National coordination will be established under intersectoral agreements at the national, regional and local levels, and technical arrangements will be set up in the various bodies.

Within each departmental capital, a human settlement will be chosen for demonstration purposes and the following model project will be undertaken:

- (i) Retraining of educational coordinators.
- (ii) Registration of children and services.
- (iii) Creation of a parents committee.
- (iv) Announcement of training and selection of mothers to work as care givers in the day-care services.
- (v) Training of PRONOEI day-care workers.
- (vi) Establishment of the local support network for the national system of children's nurseries (*Wawa Wasi*).
- (vii) Provision of educational materials for community education centers and PRONOEIs.
- (viii) Monitoring of the programs.

4.7 The training will begin with the specialists of the departmental technical teams on preschool education, and then continue with personnel from the bodies at successive levels of the system. To support this training and assist in the production of materials, 20 resource centers for training in preschool education (CRAEIs) will be created.

4.8 The instruments will be designed and the study of child raising practices and patterns will begin in eight selected locations. The system to be used in monitoring and evaluating the project will also be designed.

(b) Second stage: Consolidation of the system (2 years)

4.9 This stage will include activities to strengthen and expand the system. Children and services not covered in the first stage will be enrolled, and capacity will be expanded through the creation of 1,600 day-care services for children under three and 3,000 PRONOEIs for children who are 3, 4 or 5 years of age.

4.10 In addition, support will be provided for other accredited public and private day-care centers and services in disadvantaged areas. To this end, the training program will be expanded including increased focus on infant development. Distance education courses will be started for remote areas.

4.11 In coordination with the basic education for women project (project 3 in Annex II), mothers will be given training on infant

development so that they can provide care for children in their homes.

- 4.12 At the same time, the studies on child raising practices and guidelines will be expanded and the results of the earlier studies will be publicized to improve services. An evaluation of this process will be carried out to obtain feedback and make adjustments to project objectives.

(c) Third stage: Extension of the project (1 year)

- 4.13 At this stage the project will be extended throughout the selected areas. To do this will require new agreements and meetings to ensure uniformity and balance among subregional programs. The commitments of community-based organizations and parent committees will be reinforced in order to assure the continuity of the program.
- 4.14 Basic equipment will be supplied to all new services. Training activities for the personnel in charge of preschool programs will be expanded; existing CRAEIs will be strengthened and new ones created to produce educational materials.
- 4.15 Distance education programs for remote areas will be continued and expanded.
- 4.16 Comparative studies and a national summary of findings under the research on child raising practices and patterns will be distributed.
- 4.17 In the final stage of the project, an evaluation of the process will be conducted and the final report will be published.

V. Project activities

- 5.1 The project can be divided into five primary activities: establishment of the national system of children's nurseries (*Wawa Wasi*); support for creation of day-care services for children under three; strengthening and expansion of day-care services for 3, 4 and 5 year-olds; support for promotional campaigns to raise awareness of early childhood development; and monitoring and evaluation of the project.

A. Establishment of the national system of children's nurseries (*Wawa Wasi*)

- 5.2 This will include, among other activities: designing the system and preparing regulations at the national and local levels; linking the system to those agencies in the health sector responsible for maternal and child health, and child development and growth;

training of Ministry of Education officials and specialists; and providing support and coordination at the municipal level.

B. Support for creation of day-care services for children under three

- 5.3 This will begin by recognizing the various existing day-care services, improving safety and upgrading the ability of their personnel to promote the psychosocial development of children. Particular efforts will be made to encourage the creation of services similar to those of the community education centers. These centers are created by committees of families with working mothers who entrust their children to one mother in the community who has been trained as a care giver and who looks after the children in her home for a modest fee. The parents committee manages the program and provides all necessary food so that the care giver is not required to prepare meals, thus reducing the risk of accidents and freeing her to concentrate fully on the children. This component includes the following activities:

(a) Identification and measurement of demand using the following procedure:

- (i) The subregional teams will establish the critical areas in which to start the project.
- (ii) They will take an inventory of families and children in the project areas, after consulting with local officials and seeking the help of the municipality.
- (iii) They will encourage the formation of associations of parents with children under six years of age.
- (iv) They will hold meetings to discuss the purpose, operation, advantages and requirements of day-care services; organize parents committees and establish the rates to be paid to the care giver per child. They will encourage study meetings and discussion of materials distributed by the system.
- (v) They will survey existing services and sign agreements and create links with the preschool staff specializing in early education.

(b) Selection and training of mothers to serve as care-givers:

- (i) According to the financial circumstances of the parents, and in coordination with the local team, the number of services to be offered in a given area will be determined and a list of potential care-givers will be compiled.

- (ii) Potential care-givers will undergo six training sessions of three hours each. This training will include guidelines on child rearing, hygiene, health, nutrition, child development and early stimulation. Beginning with the fourth session, officials of the parents committee and the local team will visit the homes of candidates.
 - (iii) Final selection of care-givers will take into account how they do in the training program and how secure the individual's home is in terms of the safety of the children. The educational coordinators will be responsible for monitoring the training given, the PRONOEI day-care workers will promote continuous self-training exercises among the care-givers selected for the system.
- (c) Organizing day-care services in the homes of selected care-givers:
- (i) Each community education center will provide care for 6-10 children according to the financial circumstances of the families and the capacity of the mother who will serve as care-giver.
 - (ii) The system will provide the basic equipment (bedroll-mattress, water drum, table and chairs, play materials) for each day-care center. Loans will be provided to care-givers whose homes lack indoor plumbing, or where their facilities require repair.
 - (iii) The parents committee will decide which community kitchen or neighboring family is to be responsible for preparing meals for the day-care center.
 - (iv) The parents committee will see to it that the day-care services that have been set up are duly registered with the municipality and the nearest health clinic.
- (d) Local agreements will be signed:
- (i) Between the parents committee responsible for the day-care services and the community kitchens, Vaso de Leche committees or other nutritional support programs in the area, for the provision and preparation of meals for the children.
 - (ii) Between the parents committee and local producers and businessmen's associations.
 - (iii) With nearby schools, for the collection and recycling of materials that can be used for games, mobiles or other devices to stimulate preschool children.

(iv) With young people's groups, for helpers to assist care-givers in their homes.

(v) With local communications groups, to create an atmosphere conducive to full development of the children.

C. Strengthening and expansion of day-care services for 3, 4 and 5 year-olds

5.4 The purpose of this activity is to strengthen the existing network of PRONOEIs: increase their number; experiment with expanded schedules and verify the effects of such expansion; improve the links with in-school preprimary programs; upgrade the training of specialists, education coordinators and day-care workers; create bodies to produce local materials, both prototypes and materials for direct use; and standardize child rearing practices and patterns. The activities under this heading include the following:

(a) In-service training for day-care workers, including those in the health sector and in churches, and community leaders in the form of:

(i) Practical courses to be given twice each year for all three levels: specialists, educational coordinators and day-care workers.

(ii) Support for cooperative learning groups formed by education coordinators and day-care workers. This support will combine follow-up from the CRAEIs (where information, technical materials and guides for the exchange and processing of experiences can be consulted) and meetings with groups and experts.

(iii) Distance education for the day-care workers and education coordinators working in remote areas.

(b) Strengthening and creation of CRAEIs. The resource centers for training in preschool education are facilities equipped with books, documents and manuals on training, plus equipment and tools for producing educational materials for children in the under-six age group. These will be run by a specially trained educator who will provide guidance in the adjustment and reproduction of models, coordinate the schedules for use of the facilities, promote local collection and recycling of materials that can be used to create games and other educational materials for the PRONOEIs and day-care services. This activity will include:

(i) Improving the basic equipment of the 20 CRAEIs, adding carpenter's tools, audiovisual production gear, basic

printing and binding equipment, and technical teaching materials.

- (ii) Organizing 22 new CRAEIs.
- (iii) Producing models for the development of fine motor skills, and symbolic and mathematical-logical functions.
- (iv) Providing inputs needed for reproducing the models locally.
- (c) Expanding the timetables and providing new services under PRONOEI, and promoting new experiments, appropriate to the specific contexts, for meeting the needs of children whose mothers work full-time. Areas in which the work of volunteer adolescent and youth groups involved in the programs can complement that of the day-care workers will be emphasized.
- (d) Investigating child rearing practices and patterns. The general features and practices of child rearing in the different cultural contexts in which the children grow up will be studied. Attempts will be made to mitigate the adverse effects of social adjustment that is inappropriate for a given context, especially among migrant children. To do this instruments will be developed and tested for use in identifying and standardizing the child rearing practices and guidelines in the work of education coordinators and day-care workers, and a set of research guides will be distributed.

D. Support for promotional campaigns to raise awareness of early childhood development

- 5.5 The activities in support of promotional campaigns to raise awareness of early childhood development are complementary with those of the informal basic education for women project (project 3 in Annex II) which attempts to help mothers and ensure the development of their children. Local means of communication will be linked, such as the community kitchens, street theater groups, newsletters and bulletin boards, and the services of specialists in communications will be provided.

E. Monitoring and evaluation

- 5.6 Monitoring and evaluation will be carried out through the support provided for the creation and operation of a national network of monitoring sites in locations where the system will operate. These sites will receive instructions on the type of information and the manner in which it is to be recorded on special forms. Information will be gathered at three times (beginning, midpoint and end) so that the full impact can be assessed. The beneficiary mothers will participate permanently in the evaluation of the service.

VI. Cost and financing

6.1 The total cost of the project has been estimated as the equivalent of US\$15,109,000, to be financed as follows:

A. By activity:

(in thousands of US\$)

Activity	IDB	UNICEF	Local contri- bution	TOTAL
1. Specialized agency				
a. Coordination	—	106.0	—	100.0
b. Consultants	300.0	50.0	—	350.0
c. Training	470.0	40.0	—	510.0
d. Equipment and materials	1,616.0	30.0	6,480.0	8,126.0
e. Salaries of personnel	—	—	2,229.0	2,229.0
f. Construction and repairs	—	—	3000.0	3000.0
g. Monitoring and evaluation	270.0	19.0	—	289.0
h. General expenditures (overhead)	319.0	—	—	319.0
98. Contingencies	175.0	5.0	—	180.0
TOTAL	3,150.0 20%	250.0 2.5%	11,709.0 77.5%	15,109.0 100%

B. Use of resources provided by the Bank and UNICEF.

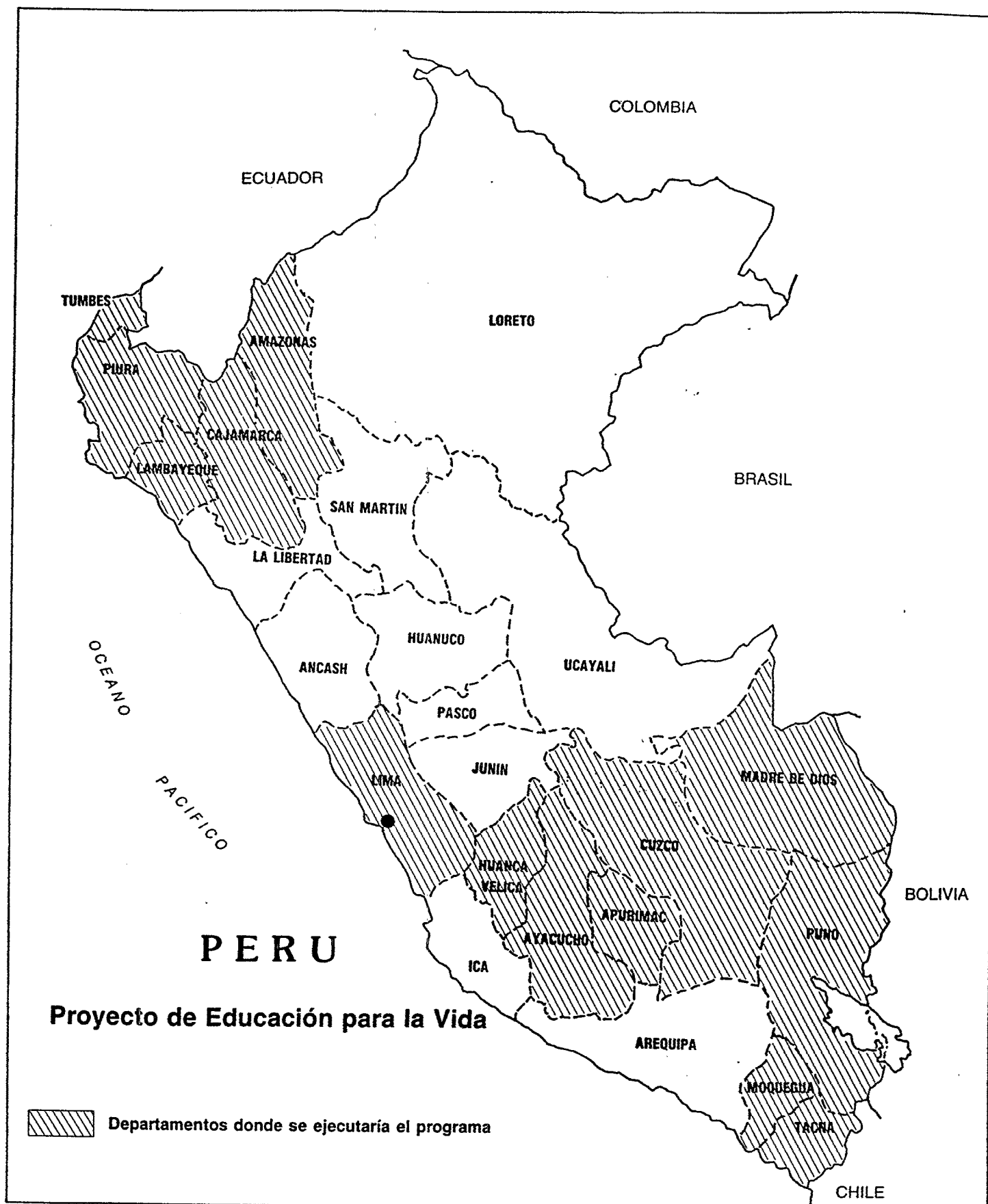
		IDB	UNICEF
a.	Coordination 1 coordinator: 24 p/m x US\$4,000 20 field trips: 5 per year x 4 yrs x US\$500		96.0 10.0
b.	Consultants i. technical consultants: 16 p/m x 14 departmental sites ii. field trips: 3 per yr x 4 yrs x 14 sites x US\$238 iii. international specialist in managing social programs: 3 p/m x US\$5,000 iv. training specialist: 12 p/m x US\$1,666 v. communications specialist: 8 p/m x US\$1,750 vi. specialist in early childhood development: 9 p/m x US\$1,660 vii. specialist in linguistics: 4 p/m x US\$2,500	201.0 40.0 20.0 14.0 15.0 10.0	35.0 15.0
c.	Training i. annual national workshop for 14 departmental teams: 4 x US\$18,000 ii. department workshops: 14 sites x 4 years x US\$714 iii. two provincial workshops: 2 x 70 provinces x 4 years x US\$250 iv. annual local workshops: 400 x 4 years x US\$100 v. 1680 national training days x US\$42 vi. grants and assistantships	72.0 140.0 160.0 72.0 26.0	40.0
d.	Equipment and materials i. strengthening of 20 CRAEIs to produce educational materials: US\$1,500 each ii. equip. for 50 new CRAEIs: US\$3,500 each iii. basic equipment (preschool supplies) for 20,000 home units x US\$37 iv. material for furniture building: 70 CRAEIs x 4 years X US\$72 v. basic early stimulation sets for day-care services: 20,000 x US\$150 vi. basic sets/PRONOEIs: 20,000 x US\$10	175.0 740.0 201.0 300.0 200.0	30.0
g.	Monitoring and evaluation i. support for planning processes: 70 provinces x US\$252 ii. supervisory visits (national): 2 visits per year x 4 years x US\$1,050 iii. two supervisory visits (departments) per year: 2 x 4 years x 14 teams x US\$100 iv. four provincial visits per year: 4 x 4 years x 70 teams x US\$20 v. participatory evaluation workshops (midterm and final): 14 x 2 x US\$100 vi. consultant on evaluations vii. consultant on child rearing practices	177.0 22.0 28.0 20.0 23.0	8.0 11.0
h.	General expenditures 12%	319.0	
98	Contingencies	175.0	5.0
SUB-TOTAL		3,150.0	250.0
TOTAL		3,400.0	

C. Local contribution

The local contribution in an amount equivalent to US\$11,709 will be used for: provision of nutritional support for the day-care services (US\$6,000), materials to build furniture for the community (US\$480), salaries for new personnel for four years (US\$2,229), and construction and repairs to local facilities for four years (US\$3,000).

D. Execution schedule

ACTIVITY	Year 1		Year 2		Year 3		Year 4	
Creation of system	X		X		X		X	
Creation of nurseries		X	X	X	X	X	X	X
Strengthen and expand PRONDOEIs	X	X	X	X	X	X	X	X
Social mobilization		X	X	X	X	X	X	X
Monitoring	X	X	X	X	X	X	X	X
Evaluation		X		X		X		X



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PROJECT 3: INFORMAL BASIC EDUCATION AND INFORMATION
FOR WOMEN (EDUCATION FOR LIFE) 2/

I. Background

- 1.1 Approximately two million Peruvian women are unable to read and write, and some 1.5 million have not completed primary school. Of this total, 71% live in urban slums, and the rest in rural areas. Furthermore, 39% of these women (some 665,000) are heads of household responsible for their own and their children's support. Since 80% of these women have migrated to the cities from the countryside, their child rearing and homemaking practices are mostly those of the traditional campesina and therefore ill-suited to an urban context.
- 1.2 Rural illiteracy is especially rampant in the valleys of the Andes. In the Chanka subregion, which has the worst level of poverty and the highest illiteracy rate in Peru, 69% of those unable to read and write are female. In this subregion, the school system is stymied by the lack of a sustained policy on intercultural, bilingual education, and the failure to come up with a learning model that takes into account cultural child rearing patterns, the traditional division of labor among the sexes and other aspects of the indigenous cultures.
- 1.3 The speed up in migration produced by the violence has overwhelmed the cities' ability to accommodate newcomers, making life difficult for more recent arrivals. In Lima and Callao there are shantytowns made up almost entirely of new migrants, where people from the same region tend to cluster together, repeating or even increasing the percentages of female illiteracy that prevail in their province of origin.
- 1.4 There is little demand in the urban labor market for the sorts of skills and abilities possessed by rural women on arrival in the city. The only employment immediately accessible involves work as domestics or as street vendors. Both of these are low-paying and call for long hours of work, making it difficult to obtain more education. These working conditions frequently interfere with child raising as well, particularly in the case of children under six years of age.
- 1.5 Access to what is termed "education for life" is severely limited in the poorest communities. On the one hand, information on

2/ UNICEF defines "education for life" as the imparting of knowledge that will provide the individual with the basic information to handle everyday problems in the fields of health, education, generation of income, etc.

preventive medicine and health in general is sporadic and only becomes more intensive during immunization campaigns or epidemics. And on the other hand, literacy and literacy follow-up materials are scarce and provide little information or training in basic activities for families. Finally, although Peru has a public network of specialists, community promoters and literacy experts under the Ministry of Education, and a system of outreach workers and extension agents operating under the Ministries of Health and Agriculture, there are few links between these systems and the community education and information networks.

- 1.6 Thousands of women's groups have been organized at the initiative of local women, as well as under government and nongovernmental programs, as part of the revival of the country's communal tradition in which the poorest segments of the population band together for survival and to improve the quality of life in their area. These groups are responsible for operating the community kitchens, the Vaso de Leche program which provides milk for needy children and local women's and children's rights programs, and are ready to undertake fundraising projects and projects to improve community services. However, they do not receive enough technical support and have limited access to financial resources, which prevents them from carrying out successful income-generating projects that could better their difficult living conditions.
- 1.7 To date, no one has made full use of the education sector's technical capacity to frame messages that will get through to this audience, nor has anyone drawn upon the potential of the radio and television networks to broadcast such messages. The education sector includes a National Institute for Educational Television which has the equipment needed to produce these messages, but whose facilities are being underused due to a lack of financial resources and specialized technical assistance. At the same time, various local radio and television stations, and even some national broadcasting networks, have indicated that they are prepared to broadcast information aimed at women living in poverty free of charge, provided that the messages produced meet the technical standards and formats appropriate for their stations and networks.
- 1.8 The failure to make use of local educational capabilities and alternative means of communication to impart basic education for life materials is equally evident. The communities in question, whether in rural areas or urban settlements, have their own traditions and instruments of communication. The latter do not ordinarily carry educational messages, primarily because of lack of training on the part of those responsible for putting them together, a shortage of materials that could be used to produce such messages, and the absence of opportunities for communication teams within the communities to share experiences.

II. Other national programs

- 2.1 In the early 1970s, a systematic adult education program was launched under the Reforma Educativa Peruana, aimed at improving the level of information available to mothers and their families, and promoting their participation in the community. This program had five components: formal primary and secondary school evening adult education programs; special vocational certification programs, and extension, educational television and literacy programs.
- 2.2 The first of these was very popular in the 1980s, attracting many who had dropped out of the school system and meeting the educational needs of the graduates from literacy programs. However, this adult education program had its limitations in that it tended to rely on the same teaching methods used for children. It is important to note that women currently account for 70% of all night school students, and that night school remains one of the resources by which urban working women can get ahead.
- 2.3 The special vocational certification program was originally developed outside the school system as a means of making use of technical resources in the communities themselves in order to give poor people the opportunity to qualify for productive trades. However, increasing registration over the first four years of its existence exceeded the program's limited capacity and it was gradually taken over by the school system. This resulted in a drop in the technical capacity of teachers - without attracting any more funding for equipment. Today, enrollment has fallen off badly and many of the occupational specialties hold little attraction for women in the poorer segments of society.
- 2.4 The extension program was intended to mobilize adults living in the area and local institutions so that they would constitute an educational community capable of determining its own information needs and skills, and of arranging to satisfy them. With its close ties to community organizations, this program established very effective coordination between sectors and took care to disseminate information on topics having to do with family development. After operating for five years, the program was replaced by another type of project which did not achieve the same results.
- 2.5 The educational television program, operating out of the National Institute for Educational Television (INTE) and transmitting over Peru's National Radio and Television Broadcasting Network, acted in support of the other programs discussed here. It produced five types of programs, including those aimed at: recapturing traditional knowledge, promoting participation in community life, providing basic information on health and safety, imparting basic education and teaching literacy. It included audience participation programs and open line broadcasts. The gradual dis-

mantling of the National Radio and Television Broadcasting Network and the reduction in budget allocations for the INTE have undermined this program.

- 2.6 The literacy program included the recruitment and training of literacy brigades, and equipping them with basic teaching materials to work with groups set up under the program with the community organizations. To date the illiteracy rate has fallen by 10%, but the program has been weakened by a lack of basic literacy materials.
- 2.7 In the second half of the 1980s, the Project for Comprehensive Assistance to Rural Communities and Marginalized Urban Areas (PAICRUM) was launched under the Peru-UNICEF Cooperation Program for the purpose of helping women and children. By working with community authorities, the PAICRUM was intended to link organized women's groups with the public adult education network. The success achieved at its 18 locations led to the institutionalization of the PAICRUM proposal for basic education for women.
- 2.8 The lessons learned through the PAICRUM include the need for the inter-agency cooperation in promoting community organizations; the need to work directly with organized women's groups; the need to focus on the provision of care for children, basic services and raising income levels; the need for recognizing and training community promoters; the need for simple materials and brief but intensive training sessions; and the need to bring local means of communication into play.
- 2.9 Under the Program for Mobilization of Women and Infant Survival (supported by UNICEF), organizers learned to establish committees to act as liaison between government programs and the NGOs for the purpose of coordinating mass media campaigns with local actions involving alternative communication, and to ensure that the service is evaluated from the users' perspective.

III. Objectives

A. General objective

- 3.1 This project seeks to provide two million women living in extreme poverty with an opportunity to learn to read and write, plus basic information that will enable them to improve their own and their families' living conditions.

B. Specific objectives

- 3.2 To provide institutional strengthening for the National Directorate for Promotion, Participation and Educational Development, together with local operational units of the Ministry of Education; and to

help to coordinate efforts with other ministries, churches and NGOs in order to establish an effective and permanent network for imparting education for life.

- 3.3 To reduce female illiteracy from 69% to 30% within the Libertadores-Wari-Chanka subregion, and to teach 50,000 women in the marginalized urban settlements of Lima-Callao to read and write.
- 3.4 To support: the production of messages containing family and other information directly related to the basic education needs of poor women, through local communications processes; the incorporation of such messages into the programs broadcast by the mass media, and in materials distributed by the government and the NGOs; and, finally, the organized and participatory reception of such messages.
- 3.5 To support training activities and exchange of experiences between organized groups of women, giving priority to 14 departments in the following six regions:
 - The Grau Region: Departments of Tumbes and Piura
 - The Northeastern Marañon Region: Departments of Cajamarca, Amazonas and Lambayeque
 - The Lima-Callao Region: Lima
 - The Libertadores-Wari Region: Ayacucho and Huancavélica
 - The Inka Region: Cuzco, Apurímac, Madre de Dios
 - The José Carlos Mariátegui Region: Puno, Moquegua, Tacna
- 3.6 To prepare and place in operation a system for monitoring educational activities through the so-called third channel, and to use this means for project follow-up.

IV. Description

- 4.1 The project will be carried out on the national level, with emphasis on the six priority regions, through a network of 15,000 cooperative learning groups.
- 4.2 The literacy component will concentrate on the Chanka subregion and the Lima-Callao area.
- 4.3 To achieve the objectives listed above, activities will be carried out in three stages as follows:
 - A. Start-up stage (1 year)
- 4.4 The following activities will be undertaken in this stage:
 - (a) Creation of the main project team.

- (b) Action to set up intersectoral coordination with NGOs and churches.
- (c) Creation of the basic National Institute for Educational Television (INTE) team and defining its obligations with respect to the child welfare information committees (CIBIS) that will operate in 14 of the country's 24 departments.
- (d) Meetings to prepare and distribute the rules governing joint work with the public sector and participating churches and NGOs.
- (e) Specialized training for adult educators and handing out of materials.
- (f) Enrollment of organized women's groups and the projects they wish to carry out.
- (g) Preparation of files containing profiles of these projects and specific recommendations concerning their financing by the Social Assistance and Development Fund.
- (h) Printing and distribution of a literacy primer for Lima-Callao.
- (i) Ethno-linguistic studies for the literacy campaign in the Chanka subregion.

B. Development stage of the project (2 years)

4.5 This stage of the project will include the following activities:

- (a) Start-up of the literacy subproject at the district level in the provinces of Andahuaylas and Chincheros with the training of literacy workers, printing and distribution of the primers in the Chanka dialect of Quechua, and work with the cooperative learning groups in the subregion.
- (b) Start-up of the information subproject with production of messages for the culturally distinct audiences of Quechua and Aymara-speaking areas, creation of information for life resource centers (CRIVs) and holding of inter-community meetings of organized women's groups.
- (c) Monitoring of the projects funded by FONCODES.

C. Consolidation stage (1 year)

4.6 At this stage, the following activities will be carried out:

- (a) Production of messages at the local level, and systematic review and drawing of general conclusions concerning the experience.
- (b) Evaluation and dissemination of results by means of meetings and publications.

V. Activities

5.1 Activities will be carried out in five project areas: institutional strengthening and coordination; literacy program; educational communications, support for organized women's groups, and monitoring and evaluation.

A. Institutional strengthening and coordination

5.2 Activities in this area will include: support for central coordination; concerted action at the intersectoral level and with the private sector; support for local coordination; raising awareness among the authorities, particularly social-sector and municipal authorities; and preparation and distribution of rules intended to improve project development.

B. Literacy program

5.3 This program includes a study and research aimed at ensuring that the materials prepared are culturally relevant; training for teachers in the public school system and educators in the churches and NGOs, by means of workshops on literacy and refresher sessions; production of materials including the printing, purchase and distribution of 50,000 primers and 1,800 literacy kits for teachers; and promotion of cooperative learning groups.

5.4 To prevent erosion of literacy skills, the creation of post-literacy groups will be encouraged through projects of local interest such as those involving fundraising activities or management of services. These groups will be supported through the public adult education network by a combination of public sector teachers and experts, NGOs and churches. The CRIVs will also cooperate by providing materials and information in written form.

C. Communication of basic information

5.5 This program will include strengthening of the National Institute for Educational Television for the production of 24 radio messages and five videos; support for the child welfare information committees (CIBIS) aimed at setting up press conferences; support

for plays, singing performances, puppet shows, newspapers, murals, etc. produced by community communication groups; production and design of audiovisual messages; and publication of a manual on family health, psycho-affective development and nutrition.

D. Support for women's groups

- 5.6 This part of the project will include among its activities: workshops to support organized women's groups to enable them to join the information for life program; inter-community meetings to promote the exchange of experiences; coordination between women's groups and the Social Assistance and Development Fund; organization and support of the CRIVs; and follow-up at the local level.

E. Monitoring and evaluation

- 5.7 Activities in this area are intended to ensure proper execution of the project, measure its impact, promote the creation of local information networks on which to base decision making, and to provide linkages through a central coordinating body. The activities will include monitoring the following project indicators:

- (a) Coverage of the literacy program within a given region: percentage of women participating compared to the total number of potential participants.
- (b) Women becoming literate: percentage of women passing a literacy test at the end of the course, compared to the total number of women taking part in the literacy program.
- (c) Acquisition of basic knowledge: percentage of women who pass a simple test on the knowledge needed for the development and well-being of their families, compared to the total number of women taking part in the literacy program.
- (d) Acquisition of information: percentage of women who pass a simple test on basic information, compared to the total number of women taking part in the literacy program.
- (e) Participation in the national *Wawa Wasi* child care project: percentage of women's groups starting children's nurseries under this program, compared to the total number of groups participating in the project.
- (f) Promotion of productive projects: percentage of women's groups that identify an income-generating project and take the first steps toward putting their ideas into practice, compared to the total number of women's groups participating.

- (g) Intersectoral coordination: number of networks created at the provincial level that plan and carry out activities under the information for life program in a coordinated manner, compared to the number of provinces in which the project is carried out.
- (h) Design and implementation of mechanisms for supervision: agreement will be reached within and between local networks, and with the central coordinating body, on those mechanisms for supervision which are best suited to regional peculiarities, but which at the same time permit monitoring of the general progress of the project and assessment of the general indicators of its success. It is understood that while coordination of networks of cooperating government and non-governmental organizations will be on a subregional basis, planning will be done at the municipal council level. The following three elements are the minimum requirements for monitoring: reports by promoters to participating agencies; reports submitted by participating organizations to the local network on a bimonthly basis; and quarterly reports from the local network to the central coordinating body. The need for annual reports from the network of users is also taken into consideration. These reports will be supplemented by visits to the field.
- (i) Establishment of mechanisms for measuring the impact of the messages produced: special monitoring sites where focus groups will be established to verify that the messages have been received and to measure the impact of the campaigns carried out. These groups will reflect five different cultural settings: established marginal settlements in urban areas; marginal settlements consisting of newly arriving migrants; rural Spanish-speaking areas; rural Quechua-speaking areas; and rural Aymara-speaking areas.

Financing will be included to pay for meetings of these focus groups, testing materials, transportation costs, preparation of reports by those in charge and organization of material on specific campaigns for each cultural setting.

- (j) In addition to annual reviews, the following three evaluations will be carried out:
 - (i) A first evaluation aimed at assessing local operations and determining the effectiveness of the current literacy system managed by promoters working for the government. This has been requested to provide the basis for subsequent decision making concerning possible reorientation of the regions and programs used.
 - (ii) The second evaluation is to be carried out in 1995 and will assess the efficiency of the literacy and basic information

subprojects, for the purpose of guiding their future development.

(iii) The third evaluation will be conducted in 1997 to assess the impact of the project.

VI. Cost and financing

6.1 The total cost of the project has been estimated as the equivalent of US\$2,748,000, to be financed as follows:

A. By activity:

(in thousands of US\$)

Activity	IDB	UNICEF	Local contri- bution <u>3/</u>	TOTAL
1. Specialized agency				
a. Coordination	—	90	—	90
b. Consultants	260	70	—	330
c. Training	130	20	—	150
d. Equipment and materials	1,170	—	25.0	1,195
e. Monitoring and evaluation	80	20	—	100
f. Salaries	—	—	603.0 <u>4/</u>	603
g. General expenditures	196	—	—	196
98. Contingencies	84	—	—	84
TOTAL	1,920	200	628.0	2,748

3/ In addition, the INTE will provide equipment for use in the project.

4/ Salaries of literacy specialists working directly on the project.

B. Use of resources provided by the Bank and UNICEF

		IDB	UNICEF
a.	Coordination 1 coordinator: 20 p/m x US\$4,000 5 field trips: 5 per year x 4 yrs x US\$500		80.0 10.0
b.	Consultants i. communications specialist: 16 p/m x US\$2,500 ii. specialist in ethnography: 24 p/m x US\$2,500 iii. field trips by ethnographer: 3 per year x 4 years x US\$1,600 iv. Quechua specialist to produce and verify messages: 8 p/m x US\$2,000 v. TC/formation & coordination of intersectoral network in 14 departments vi. Aymara specialist to produce and verify messages: 8 p/m x US\$2,000 vii. consultant to develop proposal for CRIVs: 9 p/m x US\$2,000	40.0 60.0 20.0 16.0 90.0 16.0 18.0	70.0
c.	Training i. national kickoff workshop for literacy coordinators & those in charge of ed. program (municipal): 42 participants ii. departmental workshops: 36 participants per workshop, 1 per year x 4 years x 14 depts. x US\$72 iii. annual provincial workshops for 300 govt (20) and nongovt (20) trainers in literacy, community org. & project execution: 75 prov x 4 years x US\$250 iv. national workshop at project midpoint for 54 participants from ed. sector, municipalities, NGOs and churches	15.0 40.0 75.0	20.0
d.	Equipment and materials i. basic sets for 1500 Inform. for Life Resource Centers (CRIVs): US\$400/set (incl: docs, sound equip & furniture) ii. basic kits for 1500 literacy promoters (includes: blackboard, erasers, light, etc.) US\$66.70 each iii. audiovisual production equip (incl: camera, tape recorder, VHS and monitor, video recorder & cassettes) US\$3,571 (one per department) iv. reading & writing primer in Spanish: 20,000 primers x US\$2 each v. reading/writing primers in native language: 30,000 primers x US\$2 each vi. guides for literacy promoters: 1,500 guides x US\$10 each vii. printed materials for CRIVs: 1,500 sets x US\$40 viii. allocation for local purchase of material: 1,500 x US\$150 ix. audiovisual supplies (film, cassettes, videotapes, batteries, etc.)	600.0 100.0 50.0 40.0 60.0 15.0 60.0 225.0 20.0	
g.	Monitoring and evaluation i. consulting specialist in evaluations ii. supervisory visits by officials at national, departmental and provincial level iii. departmental evaluation workshops with teachers and users: one at the midpoint & one at end of project iv. production, publication and distribution of reports	22.0 42.0 16.0	20.0
h.	General expenditures 12%	96.0	
98	Contingencies	84.0	
SUBTOTAL		1,920.0	200.0
TOTAL		2,120.0	

C. Local contribution

The local contribution in an amount equivalent to US\$628 will be used to pay the salaries of literacy promoters (US\$603) and provide equipment for the INTE (US\$25).

D. Execution schedule

ACTIVITY		Year 1		Year 2		Year 3		Year 4	
1.	Launching	X	X						
1.1	Central team	X							
1.2	INTE team		X						
1.3	Training adult ed.		X						
1.4	Enrolment of women's orgs.	X							
1.5	Prep. prod. proj. for FONCODES		X						
2.	Development			X	X	X	X	X	X
2.1	Literacy subprogram			X	X	X	X	X	
2.2	Message prod.			X		X			
2.3	Monitor. prod. projects			X	X	X	X	X	X
3.	Consolidation								
3.1	Message prod.							X	
3.2	Evaluation								X

UNICEF

I. Mandate and organization

- 1.1 The mandate of UNICEF is essentially the same as that conferred upon the agency in 1946: to protect the lives and promote the development of children. The greater a child's vulnerability, the higher the priority given to helping it.
- 1.2 While it forms an integral part of the United Nations system, UNICEF is a semiautonomous agency with its own governing body, the Executive Board, and secretariat.
- 1.3 The Board is made up of 41 members elected by the Economic and Social Council to a three-year term of office based on a rotation system that takes due account of "the geographical distribution and representation of the six most important contributing and recipient countries".
- 1.4 The Board sets policy for UNICEF, reviews its programs, approves funding for the agency's cooperation work in developing countries and operating expenses. In addition to special sessions, the Board sits for a two-week period each year.
- 1.5 The Executive Director, who is responsible for the administration of UNICEF, is appointed by the Secretary-General of the United Nations at the recommendation of the Executive Board. Mr. James P. Grant has been Executive Director of UNICEF since January 1980.
- 1.6 Under the general supervision of the UNICEF representative in the country, program officials help the pertinent ministries and institutions in each country to prepare and carry out the programs in which UNICEF cooperates. The regional offices of Abidjan, Amman, Bangkok, Bogota, Nairobi and New Delhi provide the specialized assistance and coordination necessary to execute these programs.
- 1.7 UNICEF's offices in New York, Geneva, Copenhagen, Tokyo and Sydney provide services for the Executive Board, develop and direct policies, oversee the management of financial, human and information resources, verify operating accounts, disseminate information, and maintain contact with donor governments, nongovernmental organizations and National UNICEF Advocacy Committees.

II. Strategy

- 2.1 The first and most secure means of protecting children is their parents, particularly the mother. Their second line of defense is the local community. In its efforts to protect children, as well

as in its cooperation programs, UNICEF tries to underscore the importance of services that are based in the community itself -- services which are planned and supported by members of the community, who also run them.

- 2.2 This strategy based on community services is particularly important in the search for the most practical and economical means of improving the lives, protecting the health and ensuring the growth of children. UNICEF believes that it will be possible to reduce the mortality, disability and morbidity rates among infants and toddlers by half within one decade if community services can be expanded and the number of volunteers and paid community workers who operate these services can be increased.

III. Financing

- 3.1 All of UNICEF's funding comes from voluntary contributions made by governments, intergovernmental and nongovernmental organizations and private parties. Most of these contributions go into UNICEF's general revenues, while others may be allocated for supplementary projects approved by the Board, or for emergency relief or rehabilitation operations. UNICEF does not hold any reserves for funding such recommended projects, depending instead upon future donations to its general revenues to cover these costs. However, the agency does maintain a contingency fund to cover temporary imbalances between monies received and expenditures, as well as to absorb the difference between estimated income and expenses.
- 3.2 The Executive Director authorizes the necessary expenditures to meet the commitments approved by the Board for the financing of programs and for the budget. In the case of national programs, approved costs are set out in agreements negotiated from time to time between each government and UNICEF.
- 3.3 Although most of its financial resources are contributed by governments, UNICEF does not have "member countries" or a set budget. Nevertheless, virtually all countries -- whether developed or developing -- make annual contributions to the agency which, together, make up three quarters of its income.
- 3.4 Despite its limited financial resources, UNICEF is one of the most important sources of cooperation for national programs and services that benefit children in the developing world. However, the funding that it obtains and uses is but one part of a broader objective: that of encouraging other organizations and governments to allocate more national and international resources to services which are intended to increase the well-being of children in developing countries. It is in this sense that UNICEF's longstanding and well-established role as a rallying point for support from the industrialized world has done more to protect

children and promote the adoption of policies beneficial to them, than any financial importance it has or may attain in future.

IV. Relations between the Bank and UNICEF

- 4.1 On December 19, 1991, the Board of Executive Directors approved the Bank's participation together with UNICEF in the financing of a subregional project in the countries of Central America and Panama, to develop a Program of Assistance to Minors in Especially Difficult Circumstances.
- 4.2 The Resolution allocated an amount equivalent to US\$3,075,000 in nonreimbursable funding for the SPTF program.
- 4.3 The respective agreement was signed by the Bank and UNICEF on March 5 of that year, with execution of the program to begin immediately.
- 4.4 In November 1992, the Board of Executive Directors approved technical cooperation in an amount equivalent to US\$4 million to help finance the second stage of the Andean Subregional Program to Combat Poverty. To this end, resources equivalent to US\$3.1 million from the Social Progress Trust Fund, and up to the equivalent of US\$900,000 from the net income of the Fund for Special Operations, were approved. UNICEF is acting as specialized agency and is contributing US\$3.5 million to project financing.