677-0021 (2)
PD-AAF-129-B1

Action Memorandum for the Acting Mission Director

From : Ray Fontaine

OPG

Subject : CARE Rural School Construction OPG (677-0021)

Problem : Your approval is required to execute a grant of ~~$ 303,000 to~~ CARE for the Rural School Construction project (677-0021)

14p

Discussion

A. Description of the Project

1. Project Purpose

In consideration of the fact that only 10 % of the Chadian population is literate, that 90% of the persons receiving some education never reach secondary or thehnical schools, and that elementary education itself is not imparting practical knowledge likely to help students to improve their lives, the Government of Chad in June 1974 committed itself to the reform of elementary education. After all elementary school teachers received new training, the Government began to introduce teachers of practical skills into primary schools and to construct workshops. In support of this program, AID project 677-0005 is financing the construction of twenty-seven workshops which will also be utilized for the functional education of adults in the neighborhood. In addition the GOC is attempting to replace the unsanitary, dilapidated, and crowded school facilities with buildings that are more conducive to teaching and learning.

In support of this reform program and at the request of the Government, CARE/Chad proposes to replace inadequate school facilities with better structures where there already exist student bodies and teaching staffs.

The project, which will be started in FY 1978, will provide five fully furnished schools of six classrooms each and five teachers'offices. CARE/Chad will provide 30% of the cost of this project (after having financed by itself the construction of five complete schools) and the GOC will pay the teachers' salaries and all administrative costs.

2. Conformance to AID Country Strategy

This OPG proposal is in keeping with AID's fundamental interest in improving rural training and developmental capabilities both in non-formal and formal educational approaches. This proposal seeks to tie formal and non-formal education to agricultural productivity.

3. Beneficiaries

The direct unficiaries of the project will be poor children in rural areas, approximately 1500 per year and 37,500 during the liftime of the school buildings.

B. Financial Summary

1. The total grant will be $ 315,000 during FY 1978.

2. Overall dollar breakdown:

Commodities	245,439
Personnel	13,000
Operational costs	56,561
	315,000

3. Host Country and other Donor

GOC - personnel salaries per year	50,000
CARE	149,032
	199,032

4. The IEE is negative and no future environmental analyses are needed.

C. Additional Data

1. According to State 086211, no waiver is required for purchase of construction materials.

2. Attached is the memo of AID engineer certifying that all requirements of section 611A of the FAA have been met.

3. The responsible officer for the project is Ray Fontaine.

Recommendation :

1. That you sign the IEE.

2. That by your signature you approve the proposed grant project.

Approved

Disapproved

Date 23 MAY 78

CARE PROJECT PROPOSAL

Country: Chad

Project Title: Rural School Construction

Period: 1978

Prepared by : George H. Radcliffe

677-201
0021

1. Introduction

In June 1974, considering the fact that only 10% of the Chadian population was literate, that 90% of these literate persons never reached secondary or technical schools and that even the elementary education was not imparting practical knowledge likely to lead students to improve their lives, the Government of Chad committed itself to the reform of elementary education. First, all elementary school teachers received new training. Then the Government began to introduce teachers of practical skills into primary schools and to construct workshops in those schools. These workshops are to be utilized also for the functional education of adults in the neighborhood. In addition, the GOC is attempting to replace unsanitary, dilapidated, and crowded school facilities with buildings that are more conducive to teaching and learning.

In support of this reform program and at the request of the government, CARE/Chad proposes to replace on a modest scale inadequate school facilities with better structures where there already exist

student bodies and teaching staffs. The project, which will be started and completed in FY 1978, will provide five fully furnished schools of six classrooms each and five teachers' offices. Selection of school sites will be made according to strict criteria outlined in section 4. This project will result in approximately 1,500 rural poor children per year receiving an elementary education made practical by the reform.

2. Project Design

Statement of Problem

Since 90% of Chad's 4.2 million population is illiterate and 87% live outside of urban centers, the rural population is overwhelmingly illiterate. In September 1976, of the 842,000 children of elementary school age, 640,000 or 76% were not attending classes. Moreover, of the children who enroll in elementary schools, only 6% reach the first year of secondary schools and less than 1% complete high school. In 1976, only 18,400 teen-agers were in secondary or technical schools. Thus, among the relatively few fortunate Chadians who have received any classroom education, all but a very small percentage have received only elementary education.

In addition, the educational system until very recently was not concerned with the needs of the majority of the pupils in primary schools who left

schools frustrated and lacking in any training relevant to their adult lives. The vast majority acquired no knowledge related to how they might derive a basic living from subsistence agriculture and certainly no instruction on how to participate in the agricultural cash economy.

Besides the deficiencies in the educational system, there is also a serious inadequacy of primary school buildings. In certain areas, a tree provides shelter for the students seated on the sand. Schools are often made of woven grass mats or adobe, and desks and chairs in most schools consist of logs or piles of adobe. Moreover, even where there are permanent school buildings made of concrete blocks, they are often in a poor state of repair. In a recent national seminar, the need of elementary classrooms was estimated at 1,034.

Goal

The goal of this project is to further the reform of elementary education by providing in locations selected for intensive reform and where there already exist student bodies and faculties, better school facilities to which will be attached workshops (financed by AID project 677-0005) wherein practical skills will be taught to children and adults in rural areas.

Project Activities

During FY 1978, all thirty classrooms and five teachers' offices will

be constructed in five rural villages.

3. Project Overview

Project Development

In consideration of the serious shortage of adequate primary school buildings, the Government of Chad (GOC) and CARE/Chad entered into an agreement in March 1975 by virtue of which CARE committed itself to build ten schools of six classrooms each and ten teachers' offices. At first, it was hoped that the GOC would be able to make a contribution but soon this became impossible because of budgetary constraints. Because of urgent need of schools, CARE continued construction until in July 1977 a total of five schools and five teacher's offices had been completed. During this time, however, the cost of construction increased substantially and CARE now finds itself unable to continue the project without assistance from AID.

Project Strategy

In view of the problems mentioned above, the GOC has taken steps to improve the education situation and system. First with the help of UNESCO, 2,500 teachers have received training to improve their effectiveness.

A second step towards increasing the literacy of the Chadian population

is the provision of schools. Although the Government would like to reserve a greater portion of the national budget for education, only 10% can be set aside for that purpose. Moreover, all of this is reserved for the salaries of the personnel employed by the Ministry of Education (including teachers) and for school supplies. No funds remain for the construction of schools.

In an effort to increase available school facilities, the Government has requested assistance from external sources. In response, the UNDP has already built 18 classrooms (three schools) of a projected total of 36 schools to be built over the next three years. The World Bank has indicated an interest in providing a loan for the construction of 48 schools of varying numbers of classrooms, pending an evaluation of the UNDP building program. Even though the anticipated assistance of the UNDP and the World Bank materializes, it will fall far short of satisfying the total need for elementary classrooms which, in a recent national seminar, was estimated at 1,034. A small portion of that need would be fulfilled by the provision of thirty additional classrooms under this project.

A third step towards reducing the high illiteracy in Chad was taken by the Government of Chad when it committed itself in July 1974 to a reform of primary education. At first 20 schools were selected as pilot schools for the introduction of the reform and later 36 other schools will be added to

the program.

Besides introducing new pedagogical programs and curriculum, the reform integrates the school into its milieu through the use of existing groups (agricultural associations, parents - teachers associations). In addition, the reform introduces practical work, particularly in the agricultural domain, in order to make the school a continuing education community center with emphasis on production.

In support of this reform, AID has made a grant to the government of Chad under project 677-0005 entitled "Comprehensive Human Resources Development". One part of the grant will provide the Institut National des Sciences de l'Education (INSE), which is responsible for the reform of elementary education, with five technicians, three of whom will focus on the education of adult men and women in rural areas. Under the same project, funds are being provided for the construction of 27 annexes to elementary schools, wherein practical, functional education will be given to the rural school children and adults in the vicinity.

The Director of INSE, responsible for the reform of elementary education, has expressed the desire of attaching these annexes to schools in good condition such as would be the schools built with the proposed grant. Moreover, CARE has been asked to undertake the construction of the 27

annexes. Thus if CARE would construct annexes funded under AID project 677-0005 and schools financed by an OPG at the same sites, the two projects would be complementary and both supportive of the reform of elementary education and adult functional education.

Project Impact

It must be assumed that what has already taken place will continue to happen, namely, that people who will see the CARE-constructed schools will desire and make efforts to obtain better school buildings in their own villages. Moreover, it is evident that more spacious and comfortable classrooms fully protected from the elements are conducive to better teaching and learning. In addition, these schools will be built with annexes wherein practical skills and functional education will be imparted to rural children and adults. This kind of education will most certainly have an influence on the rural development of the village and in ever-widening circles on the neighbouring communities.

Project Continuity

The classrooms and the teachers' offices are built with durable materials: namely, concrete and metal. The buildings are expected to stand 25 years with the minimum maintenance which is guaranted by the local community as a precondition for site selection.

Project Constraints

The construction of the schools would be delayed if, for one reason or another, materials could not be procured on schedule. In the present situation, however, no delays are anticipated. If the OPG is obtained during the first months of FY 1978, the construction will be completed before the rainy season which normally starts in June.

4. Project Implementation

Preimplementation Conditions

Since an agreement has already been signed with the GOC, and since the CARE project manager is already on hand, CARE is ready to start the construction of five additional schools. Before breaking ground, all that is required is the selection of sites. The GOC and CARE have agreed upon the following criteria for site selection. First, there must already exist a teaching staff and a student body of at least 200 students.

Second, the community must have expressed a desire and willingness to participate in the project and to supply unskilled labor and locally available materials such as sand, rock, and gravel free of cost. Third, the community must have agreed to assume full responsibility for the protection and maintenance of the completed facility. Fourth, there must be a well-functioning parents-teachers association within the benefitting community.

Implementation Plan and Schedule

An employee of CARE, who is a graduate of Eastern Ontario Institute of Technology and who has had ten years of construction experience, will be in charge of the project. Subcontracts will be given to several local entrepreneurs who recruit skilled and unskilled workers and supervise them under the vigilant eye of CARE's project chief. CARE itself purchases most of the building materials and transports them in its own trucks to the construction site.

The implementation plan is as follows:

a. First month: selection of subcontractors who provide workers; purchase of materials and transportation to site; excavation.

b. Second month: laying of foundations and floors.

c. Third month: construction of walls.

d. Fourth month: erection of roof; hanging of windows and doors; painting and landscaping.

Technical Considerations

AID consultant engineer, Robert M. Duncan, has reviewed and approved the construction plans. To date CARE has constructed over twenty similar structures of which five are schools. This type of construction is well understood by Chadian entrepreneurs and workmen engaged by CARE.

Since the buildings are constructed almost entirely out of concrete and

metal, their lifetime is estimated at 25 years. Schoolchildren and their parents can easily insure the small amount of maintenance required for these buildings.

Procurement Requirements

In the past CARE has been able to purchase all commodities for similar constructions in Chad. A list of materials is provided in annex A.

Personnel Requirement

The project manager is a CARE international employee with long experience in construction work. This person is in place. No additional technician will be required.

5. Project Evaluation

Final Goal

The goal of this project will be achieved when rural children are being taught in the five completed schools. A visit can verify this accomplishment. It is anticipated that the schools will be functional shortly after their completion. At the end of the project CARE will provide a completion report including information on sites, costs, and community participation.

6. Project Funding

Financial plan is provided in the attached Form MYP-1-2A. Since CARE intends to start the construction of several schools simultaneously, bulk purchases will be made at the outset. Moreover, the major portion of all funds will be expended within four months of the start of the project, and, barring unforeseen delays, all funds will have been expended and the project will be completed by 1 June 1978.

Financial Plan

A. Materials and Equipment		
In-country purchase		385,982
B. Personnel and Other Costs		
Personnel salaries and support costs	21,489	
Vehicle maintenance and fuel	20,725	
Other costs	11,567	
		53,781
Total exclusive of overhead		439,763
Overhead		24,269
Grand Total		464,032
C. Summary Funds Requested from AID		
Materials and equipment	245,439	
Vehicle maintenance and fuel	20,725	
Personnel salaries and support costs	13,000	
Other costs	11,567	
Overhead	24,269	
		315,000
D. CARE generated		149,032