

GUINEA-BISSAU

PRIMARY TEACHER TRAINING

{657-0003}

PROJECT PAPER

Authorized: June 30, 1976 - \$694,000

Amended: March 6, 1978 - \$62,000

Amended: September 27, 1978 - \$1,740,000

Total LOP - \$2,516,000

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Appendix 5A to HB 3, Part I
(TM 3:19)

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">C</div> A = ADD C = CHANGE D = DELETE	PP 2. DOCUMENT CODE 3
3. COUNTRY/ENTITY Guinea-Bissau		4. DOCUMENT REVISION NUMBER <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">1</div>	
5. PROJECT NUMBER (7 digits) <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">657-0003</div>	6. BUREAU/OFFICE A. SYMBOL AFR	B. CODE <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">06</div>	7. PROJECT TITLE (Maximum 40 characters) <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">PRIMARY TEACHER TRAINING</div>
8. ESTIMATED FY OF PROJECT COMPLETION FY <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">811</div>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">777</div> B. QUARTER <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">3</div> C. FINAL FY <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">810</div> (Enter 1, 2, 3, or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$1 -)						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	506		506	1,928	588	2,516
(GRANT)	506		506	1,928	588	2,516
(LOAN)						
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY					306	306
OTHER CONOR(S)						
TOTALS	506		506	1,928	894	2,822

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>77</u>		H. 2ND FY <u>78</u>		K. 3RD FY <u>79</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) PC	620	634		506					
(2) EH	620	634				610		1,300	
(3)									
(4)									
TOTALS				506		610		1,300	

A. APPROPRIATION	N. 4TH FY <u>80</u>		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	Q. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) PC					506		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> MM <u>09</u> VV <u>80</u> </div>
(2) EH	100				2,010		
(3)							
(4)							
TOTALS	100				2,516		

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1
 1 = NO
 2 = YES

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID 'W, OR FOR AID 'W DOCUMENTS, DATE OF DISTRIBUTION												
SIGNATURE														
TITLE	DATE SIGNED													
James O'D Maher Country Development Officer	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>MM</td><td>DD</td><td>YY</td> </tr> <tr> <td align="center"> </td><td align="center"> </td><td align="center"> </td> </tr> </table>	MM	DD	YY				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>MM</td><td>DD</td><td>YY</td> </tr> <tr> <td align="center"> </td><td align="center"> </td><td align="center"> </td> </tr> </table>	MM	DD	YY			
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Id. L. Bonk

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET TO BE COMPLETED BY ORIGINATING OFFICE		1. TRANSACTION CODE ("X" appropriate box) <input checked="" type="checkbox"/> Original <input type="checkbox"/> Change <input type="checkbox"/> Add <input type="checkbox"/> Delete	PP <hr/> DOCUMENT CODE 3
2. COUNTRY/ENTITY Guinea Bissau		3. DOCUMENT REVISION NUMBER	
4. PROJECT NUMBER 657-0003	5. BUREAU a. Symbol b. Code AFR 1	6. ESTIMATED FY OF PROJECT COMPLETION FY 7 9	
7. PROJECT TITLE - SHORT (stay within brackets) <input type="checkbox"/> Primary Teacher Training <input type="checkbox"/>		8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION a. INITIAL ^{mo.} 6 ^{yr.} 76 b. FINAL FY 7 6	

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

a. FUNDING SOURCE	FIRST YEAR FY <u>76</u>			ALL YEARS		
	b. FX	c. L/C	d. Total	e. FX	f. L/C	g. Total
AID APPROPRIATED TOTAL	694		694	694		694
(Grant)	(694)	()	(694)	(694)	()	(694)
(Loan)	()	()	()	()	()	()
Other 1.						
U.S. 2.						
HOST GOVERNMENT						
OTHER DONOR(S)						
TOTALS	694		694	694		694

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

a. Approp-riation (Alpha Code)	b. Primary Purpose Code	c. Primary Tech. Code	FY <u>76</u>		FY <u>77</u>		FY <u>78</u>		ALL YEARS	
			d. Grant	e. Loan	f. Grant	g. Loan	h. Grant	i. Loan	j. Grant	k. Loan
PC	620B	634	694						694	
TOTALS			694						694	

11. ESTIMATED EXPENDITURES -0- 222 294 ~~694~~

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

1. Expand the capacity to train primary school teachers.
2. Improve the quality of the teacher training facilities and staff.

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

Yes No

14. ORIGINATING OFFICE CLEARANCE		15. Date Received in AID/W, or For AID/W Documents, Date of Distribution	
Signature <i>E. Dennis Conroy</i> 6/18/76		mo. day yr. 	
Title E. Dennis Conroy Director, Office of Regional Affairs			
Date Signed mo. day yr. 6 18 76		mo. day yr. 	

I. Face Sheet Data and Recommendations--

A. Face Sheet Data

B. Recommendations

The summary recommendations for the revised Guinea-Bissau Primary Teacher Training Project proposed herein are as follows:

- Incremental funding of total project costs amounting to \$2,515,500. FY 1977 funding totaled \$506,000. FY 1978 \$609,500, FY 1979 \$1,300,000, FY 1980 \$100,000.
- Waiver of FAA Section 636(i) to permit Geographic Code 935 procurement of vehicles.
- Waivers of prevailing source and origin policies to permit Code 935 procurement of equipment, materials and commodities.
- Waivers of source and origin requirements for construction services.
- Local currency authorization for the procurement of shelf items, not to exceed \$400,000.
- Extension of the term "local" to include Portugal and Senegal for purposes of shelf item procurement.
- Environmental Negative Determination.

The requested waivers are detailed in Annex III, Procurement Plan and the Initial Environmental Examination is attached as Annex II.

Because implementation of the project will extend beyond the three-year statutory limitation for capital assistance projects, notification to the Congress of this intent is required.

Because Guinea-Bissau is one of the poorest countries in the world, and is regarded as the lowest on the quality of life index, a waiver of Section 110(a) of the FAA is requested.

II. Project Background and Detailed Description

A. Project Background

The Government of Guinea-Bissau (GOGB) has identified education and agricultural development as its principal priorities. That the AID development assistance strategy concurs with these priorities is demonstrated by the proposed project, an AIP in rice production, and an agricultural development project. By concentrating assistance in these sectors, AID is directly helping the GOGB meet its objectives of improving economic, social, and political conditions in the young nation by lowering the illiteracy rate and increasing food production.

The original project paper for Primary Teacher Training is herein revised to incorporate a number of changes based on in-house assessments and further work in the field. These revisions reflect both the changed conditions in Guinea-Bissau since the original paper was written in 1976, and also the more detailed knowledge AID has gained through experience and additional study. The basic goal and purpose -- and means for achieving them -- have changed only slightly. The project has been expanded, however, to meet the expected requirements for primary teacher training in Guinea-Bissau for the foreseeable future and to fit the priorities of the GOGB.

According to the original project paper, total project costs were estimated at \$694,000. This total included \$200,000 for the construction of a teacher training center in Bissau, and \$30,000 for the renovation and expansion of a teacher training center on the island of Bolama. It has since been found that cost estimates were based on figures up to ten years old, and that the extent of the renovation/construction work required at Bolama was not understood. Cost estimates for this phase of the work are now \$408,000 for Bolama and \$982,000 for Bissau.

Also responsible for this six-fold increase in construction cost requirements has been the need to increase floor space in order to accommodate the number of students to be enrolled at the two schools. The major increase is at the Bissau center. The original paper estimated that 1000 square meters were required for a center with a student body of 300. Architect and consultant estimates say that the minimum required for a school of this size is 2,100 square meters. In addition, the GOGB request is for a school having an enrollment of 400 students. This will require floor space totaling 2,730 square meters.

The original project included financing for technical assistance, and this has been used to fund two educational consultants and an architect who is working with the Department of Public Works A&E Division on construction planning for the centers. These consultants have proved most useful in focusing project specifics and detailing costs for this project revision.

During May and June 1977, a project-financed educational planning consultant visited Guinea-Bissau and made recommendations for the design of the Bissau Teacher Training Center and for school equipment. These recommendations have been further refined by AID, another education consultant, and an architect, and they form the basis for the recommendations made in this project revision. From the work of the consultants, it is evident that to provide the teacher training centers with minimally adequate equipment and supplies will cost considerably more than was originally estimated in 1976. This is another reason for a substantial revision of the original project proposal and the increased project cost.

AID planning for the project, as shown in the FY 1979 ABS, estimated eventual project costs of \$2,156,000, including \$506,000 from the special Congressional Authorization under Section 496(a) of the FAA of 1975. The project as proposed herein will require an increase of \$359,500 to \$2,515,500.

Obviously, it has not been possible to adhere to the implementation schedule envisioned in the 1976 PP. A new implementation plan has been developed for this revision. It estimates project completion by the end of calendar year 1981 or the first quarter of FY 1982.

B. Detailed Description

1. Project Goal

The Guinea-Bissau Primary Teacher Training project is designed to meet the pressing need to expand, quantitatively and qualitatively, the corps of primary teachers in Guinea-Bissau. This must be done if the project goal of extending to the people of Guinea-Bissau the opportunity for a basic education is to be met. It is on the achievement of this goal that much of the hope for future development, social stability, and the growth of an aware population will rest.

A basic education is herein defined to mean a primary education of five years that will include instruction in basic hygiene and nutrition as well as

reading, writing, and arithmetic

Because 90 per cent of Guinea-Bissau is rural/agrarian, the GOGB has included in its primary education framework a philosophy of the worth of agriculture and the teaching of agricultural skills to improve production. While not a major part of the primary teacher training curriculum, each of the training centers will have an agricultural plot attached to it. These plots of land will not only bring agriculture into the curriculum, but also will develop, in those who are being trained to be teachers, a sense of the importance of agriculture to Guinea-Bissau.

Since 90-95 per cent of the people in Guinea-Bissau are illiterate, and over two-thirds of its primary teachers unqualified, goal achievement will take a long time. However, one would hope to see a perceptible decline in the rate of illiteracy very soon after completion of the project.

2. Project Purpose

The immediate need is to establish conducive environments for teacher training. This will be accomplished by improving and constructing the necessary physical facilities at Bolama and Bissau. Bolama is an existing facility with an enrollment of approximately 140. The facility has neither an adequate physical plant nor sufficient equipment. The teacher training center in Bissau will be a completely new facility which will more than double the number of primary school teachers Guinea-Bissau graduates each year. Expansion and improvement of the physical learning environments, then, form one part of the project purpose.

The second part of the project purpose is to improve the quality of the instruction at the teacher training centers. At present, the teachers at these schools are, for the most part, only nominally better trained than the students whom they are training. Since there are no people available who would be capable of taking over the duties of an already over-burdened teaching staff, it would be impossible, at this time, to remove teachers from the schools for any significant period. Training therefore must take place in Guinea-Bissau, with short courses offered by consultants in various required subject matters. As a corollary to this training, a short course or educational travel grant is to be offered to senior level personnel of the Commissariat of National Education and Culture (CNEC). This short course/travel will be

related to the training given to the teacher training staff so that senior CNEC staff can become acquainted with the practice as well as the methodology of what is being introduced. An acquaintance with the training methods and how they are developed and used will increase the confidence of the GOGB in the purpose of such training and provide a large measure of confidence that the second part of the project purpose can be met.

3. Project Outputs

Project outputs are relatively simple and straight forward. The first outputs are strictly "bricks and mortar". The first physical output will be a renovated teacher training center at Bolama. This center will be for 240 enrollees, on a compact "campus". Renovation will include an expansion of existing facilities as well as some replastering of walls, replacement of windows and doors, repair and/or replacement of plumbing fixtures, and painting. It will continue to be a resident school and therefore equipment will be provided for dining and living facilities. Recreational facilities and equipment will be provided as a necessary component for any educational establishment.

A new teacher training center in Bissau will be constructed as the second physical output. This center will provide training for 400 enrollees, of which at least 50 per cent will be resident on campus. It is to be located in that part of Bissau known as the Granja, which is an agricultural area in the heart of the city. The GOGB is to maintain the area as such and it will be used for experimental agricultural activities. Thus, despite its location in the capital city, the teacher training center will be able to include agricultural activities as an integral part of teacher training.

The Bissau teacher training facility will include dormitories and dining facilities as well as classrooms. There will be recreational areas along with the agricultural area. Its location will also make it accessible to the Bissau community for additional functions. This is an important consideration, as the GOGB wishes their institutions and facilities to be as multipurpose and community-related as possible.

In addition to the physical requirements, there are also the non-physical outputs which are necessary if the project purpose is to be met. The first of these is an improved teacher training curriculum. The curriculum is currently lacking primarily because there are insufficient books, equipment, and materials to provide for adequate training. Choosing specific items for the curriculum in concert with the GOGB will assure the relevancy of the improved curriculum to Guinea-Bissau.

Necessary for an improved curriculum, as well as an output in and of itself, is the improved quality of the teacher training staff. Providing books, materials, and equipment for the improvement of the curriculum will be of little value if the staff does not know how to use them. Therefore, the teaching and administrative staffs of the two teacher training centers will go through intensive short-course training designed to improve their teaching abilities.

4. Project Inputs

AID will be financing three main categories of project inputs: equipment and commodities; technical assistance and training; and construction and renovation. Equipment will include dormitory furnishings, classroom furnishings, building hardware items, and necessary teaching equipment. Included will be three vehicles: three stakebed trucks for the schools' agricultural activities. The commodities to be purchased will be primarily for the teaching activities of the schools and will include books and educational supplies.

Technical assistance will include such necessary assistance as was included in the original project and is being provided at this writing. These are an educational consultant and architect to assist the CNEC to make final plans and specifications for the two schools and detail the procurement list for books, teaching materials, and supplies. This technical assistance category will be expanded to provide for a contract team of education professionals to train existing and new teaching staff in the use of new equipment and teaching materials. At the same time, improved methods of teacher training will be presented to this staff in a series of intensive training courses. These courses will be presented over a three, or possibly two, year period.

Educational travel grants are to be provided to senior CNEC personnel as an important adjunct to the training component. This travel will provide the CNEC staff with the opportunity to become familiar with teacher training methods in the United States. These travel grants will also help Guineans become better acquainted with the U.S. and with Americans, and thus increase, hopefully, mutual understanding and trust.

The major costs of the project will be in the construction and renovation component. The Bolama school will be the first of these to be undertaken and will involve the renovation of an existing facility. AID will finance the necessary construction materials and a construction contract to cover the renovation. The same will be done for the Bissau school, except that here AID will finance the construction of a completely new facility. Each of the schools will have land preparation for recreational fields as part of the construction.

The Government of Guinea-Bissau will contribute to the project both the land on which the schools are to be constructed and existing facilities. In addition, with some AID assistance, the GOGB Public Works Department is providing architectural and engineering services for the design of building renovations and new construction. Public Works will also provide the necessary construction supervision once construction begins. Life of project and beyond operations and maintenance will be the responsibility of the GOGB. The GOGB will also be required to provide necessary supplies and materials beyond those initial requirements provided by the AID contribution. These will primarily be related to specific student needs, such as paper and pencils for the classroom. In addition, the GOGB will be required to continue and expand its current policy of scholarships to student teachers and room and board for resident students.

4. Project Assumptions

Assumptions for the project will primarily concern the GOGB and the people of Guinea-Bissau if it is accepted that AID is committed to the project and willing to finance the higher projected costs. The GOGB therefore must be assumed to have a continuing priority interest in the provision of basic education and development of fundamental skills for the people of Guinea-Bissau. If this assumption is accepted it can then be assumed that the GOGB will provide the necessary financial support

to the teacher training centers for the life of the project and beyond. With GOGB acceptance of the financial requirements to be placed upon it, it is then assumed that there will be a continuing requirement for new and retrained teachers and the school-age population will be sufficient to utilize them. This last assumes that the population is highly motivated in seeking improved basic educational skills. If so, it will then be incumbent upon the CNEC to make available the teacher trainers and student teachers to meet an expanding need.

5. Project Beneficiaries

The beneficiaries of this proposed project can be generally stated as the people of Guinea-Bissau. The Government has placed a high priority on basic education, as it believes that social programs cannot be realized in Guinea-Bissau until the high rate of illiteracy is reduced. With an estimated 95 per cent of the population illiterate, this is a tall order.

Two distinct groups will benefit directly from the project. First will be the comparatively small number of student teachers who will receive better training and become more qualified teachers. Their primary students then will be able directly to benefit from this improved training. This can eventually include the entire primary school population of approximately 85,000. The benefits of a growing literate population will then be felt by the entire society.

The project will benefit all ethnic groups and strata of the Guinea-Bissau population, except perhaps a very tiny elite which is already educated. Because the GOGB has an established policy of decentralization, the majority of the extended beneficiaries will be in rural areas. Primary school curriculum is to include agricultural improvement in order to assist primary school graduates in earning a living in this sector. This emphasis is to help the government improve social conditions in rural areas with the hope that the migration to urban areas will be slowed if not halted. The project will assist the government, therefore, to implement national policies in both education and agriculture which will bring literacy to the rural population and teach skills which will improve their standard of living.

III. Project Analyses

A. Economic Analysis

As a nonrevenue producing or "noneconomic" project, the Primary Teacher Training Project does not lend itself to a quantitative analysis. Economic benefits will be a derivative of improved education at the primary school level, through a reduction in illiteracy and an increased level of intellectual activity. Primary school graduates will enter society better equipped with skills which can be used productively to assist the GOGB in achieving its national goals.

Indirect economic benefits can be assumed also by emphasizing agricultural skills and improving methods of cultivation taught at the primary school level. While it will probably not be immediately evident, increased agricultural production at local levels will be important nationally as the requirement for imported foodstuffs in rural areas is reduced. This will be in a direct relationship to the GOGB's goal of achieving pre-war levels of rice production, thus achieving self-sufficiency and becoming a net exporter. The GOGB will then be able to direct the savings on imports to further development efforts.

Consideration has been given to the choice of doing the project as now envisioned or delaying full implementation. Part of the decision to go ahead with full implementation now was based strictly on financial cost considerations. To delay the project by three years would increase project costs by 20 per cent if one assumes a steady six per cent rate of inflation on all project inputs.

The "social costs" to Guinea-Bissau were also considered and found to be sufficient to justify going ahead with full implementation. Without the project, the GOGB would continue to try training teachers with inadequate facilities and poorly prepared staff. It is believed that this would compound the situation of an unprepared population, for development purposes, by establishing a student generation with no useful skills that would migrate to urban areas, be unable to find work, and thus contribute to social ills rather than social development. Admittedly these concerns cannot be

economically quantified, but that they are important to the GOGB is amply demonstrated by its policy of delivering services (including education) to the rural areas.

Social, as opposed to financial, considerations, also prevailed in the decision to provide the expanded facilities at this time. Bolama is an overcrowded, inadequate, and unhealthy facility. Without the proposed assistance, the GOGB will attempt to expand teacher training in equally inadequate facilities with continued overcrowding. With the expanded facilities proposed, it is believed that the GOGB will have adequate facilities for the training and retraining of teachers for some time to come.

B. Social Analysis

Guinea-Bissau is not different from other small developing countries in Africa. It is a country of rural people with some 85 per cent of the population living in rural areas. There are over 30 ethnic groups, with the Balanta, Fulani, Manjaco, and Mandingo being the most important and comprising approximately 75 per cent of the population. Other important groups are the Pepel, Beafada, and Bijagos. Each of the groups within this profuse ethnic diversity has its own social structure and cultural identity. The project will be affecting all groups insofar as members of the various groups will be students, teachers and staff.

The various ethnic groups of Guinea-Bissau manifest the characteristics of similar groups throughout West Africa. Thirty per cent are Moslem, one per cent Christian, and the rest animist. The Fulani and Mandingos have a very structured social system with distinct stratifications. There is tribal mobility of chiefs and religious leaders, a second level of artisans and traders, and a peasantry of herders and farmers. Land is communally held and controlled. Women have, as in similar societies of West Africa, few rights outside the household and, while they take part in production, do not own the fruits of production.

At the other end of the spectrum are the Balanta, who have a very loose social organization with little social stratification. A village or group of villages chooses a council of elders to be the decision-making body. Property is communally owned and controlled with a family being assigned sufficient land to cultivate to ensure its subsistence. Each family owns its own means of production

and what it produces. Women have a higher level of rights in Balanta society. They can own their means for production and the fruits of their efforts as producers.

The official policy of the GOGB as stated by the PAIGC (African Party for the Independence of Guinea and Cape Verde), is one of egalitarianism. As the government works for the development of the country, it establishes policies and directives which include all members of society. A recognition of and sensitivity to social and cultural diversity has always been a tenet of PAIGC policy, which has, in turn been carried over into the governing policies of the GOGB. This has been especially true regarding the role of women: women played an important part during the struggle for independence, and they now occupy important positions in the government. As education is an important instrument in promoting social change and integration, it is perhaps significant that women are gaining highly influential, if not dominant, roles in education in Guinea-Bissau.

C. Technical Feasibility

1. Construction

The construction component of the proposed project is the most costly. It will provide necessary infrastructure for the GOGB to increase the capacity of primary education teacher training. Facility construction and improvement required include:

- Rehabilitation of the 240-student Primary Teacher Training Center (PTTC) in Bolama with resident facilities for all students;
- Construction of a new 400-student PTTC in Bissau with resident facilities for 50 per cent of the students;
- Through "adaptive re-use" of existing structures in Bolama, careful planning and designing of new facilities in Bissau and Bolama, and prudent selection of equipment, the two PTTC's will be fashioned to provide relatively uniform instructional environments.

Planning for the facilities has been carried out through a coordinated effort of the Commissariat of National Education and Culture (CNEC), The Commissariat of Public Works, USAID personnel and consultants. The sites for the PTTC's have been inspected by a USAID engineer and present no insurmountable problems.

The site for the new Bissau PTTC is centrally located within the Commissariat of Agriculture experimental farm (the Granja), which is located in Bissau proper. There is ample space within the area selected for all instructional, residential and recreational facilities. Final plans for the center will include, but not be limited to, all necessary data concerning access and utilities connections, along with necessary foundation, structural and layout plans and details.

Existing structures in Bolama will be rehabilitated to allow for ease in maintenance, reasonable space allocation, a more suitable learning atmosphere, and local construction technology. New structures also are to be designed to allow for the above factors. They will be constructed of plastered concrete block walls, reinforced concrete frames, treated wood truss roof structure with asbestos-cement roofing and wooden doors and window framing. The same construction will be used for the totally new facility in Bissau.

Bolama will be provided with independent electrical, water, and sewage systems, as public utilities are totally inadequate. Though intermittent in Bissau, electricity is adequate for the purposes of the teacher training center. An independent water system will be provided, however, as it is important that adequate water be available for sanitation and maintenance.

The budgets developed for the construction component have been based upon best available construction cost data. These data have been adjusted according to the judgment of the USAID engineer in order to provide a reasonable estimate of costs to the U.S. Government. The detailed plans, specifications, and itemized cost estimates are being prepared by the Commissariat of Public Works (at this writing). This work has been closely followed by the USAID engineer and found to be totally acceptable.

Because of the scarcity and difficulty of purchasing architectural materials in Bissau, AID is to reimburse the Commissariat of Public Works up to a maximum of \$15,000 for all materials and supplies used in performing A&E services for this project prior to bidding. Without this provision, unacceptable delays in project implementation would have to be endured.

a. Construction Management

All construction will be based upon the plans, specifications, and cost estimates prepared by the Commissariat of Public Works (CPW). The CPW, acting as the architectural and engineering consultants (A&E) will also provide project construction management (inspection). The CPW has been selected as project A&E consultant in accordance with Handbook 11, Part 1, paragraph B2K(3), and has been judged competent by REDSO/WA following an engineering review of previous work.

b. Constraints on Construction in Guinea-Bissau

Construction in Guinea-Bissau is at best difficult. The shortage of commodities in Bissau has been well-documented. This lack of commodities includes all basic construction materials such as cement, re-bar, wood and roofing materials. A limited number of private contractors are available, but they must depend on an inexperienced labor force. Add to this an overloaded construction market, and the result is long construction delays. Contractors often send their few experienced and skilled workers from site to site, depending upon availability of material, profit margins and pressures brought to bear by their various clients.

There is no quick and simple solution to this problem though various alternatives have been studied and considered. Using a U.S. contractor has been considered. The contractor would be responsible for bringing in all materials and required skilled labor. This would seem to be an easy, though costly, solution to the problem, especially in view of the small USAID staff in Bissau. It could eliminate considerable administrative headaches. Unfortunately, experience in attempting to get a U.S. contractor to come to Bissau to build the much more profitable American Embassy complex has so far shown this to be impossible to implement as a solution.

It may be possible to interest contractors from Senegal or Portugal to bid on the new construction in Bissau, especially if materials were provided in advance or, in the case of a Portuguese contractor, waivers were given to allow them to bring the necessary material. It is not likely, however, that the Bolama renovation will attract other than local contractors. It is this renovation which is of the highest priority and furthest advanced. Final detailed plans are almost complete (as of this writing) and a contract for the work can be let very shortly.

c. Strategy

After weighing the above, the USAID engineer and Public Works architect responsible for the project offer the following strategy. It is believed that this strategy will best serve the project's purpose and achieve project outputs in a timely and acceptable manner.

Work on the Bolama PTTC is to commence as soon as possible after acceptance of the final plans and specifications by the Commissariat of National Education and Culture. Locally established contractors will be sought to carry out the major part of this work. It is possible that certain parts of the work can be carried out by volunteer student labor. This could include leveling the football field, repairing the wall surrounding the school compound, and constructing a thatch roof for a proposed open-air recreation pavillion. Required materials would be procured locally as available by the contractor(s).

Waivers for procurement of cement and steel from AID Geographic Code 935 were provided for under the original project. It is required that additional waivers be obtained for the procurement of additional items such as plumbing fixtures and roofing tiles. These are detailed in Annex III, Procurement Plan.

Construction of the Bissau center is not expected to begin until 1979. Waivers are requested to permit procurement of 935 source and origin of construction materials for these facilities also. The right to procure from other than the United States, however, will be exercised only after a survey has been made of U.S. costs and found to be 25 per cent or more than 935 procurement. An increased cost of this magnitude is

considered unacceptable when coupled with the lack of U.S. procurement experience of the GOGB and frequent delivery delays to West Africa from U.S. sources.

Construction is expected to be by either local, Senegalese, or Portuguese contractors. Therefore, a waiver of AID Geographic Code 899 is requested to permit other than U.S. or local construction contracting. As previously stated, it is unlikely that an American construction firm will be interested in the project, and local firms may not be in a position to handle all construction.

The above strategy is to be as flexible as possible. This is due to the uncertain nature of the construction industry in Guinea-Bissau, as summarized below.

d. Budget Estimating and Market Factors

The process of estimating construction costs in Guinea-Bissau is more of an "art" than a "science". The cost of construction materials cannot be predicted and is very volatile. Prices have been known to increase 300 per cent over a two-month period, or even drop considerably if new suppliers come into the market (this according to the records of the Chief Estimator of Public Works). Standard sources of supply for imports change unpredictably. Delays in receiving materials on some jobs, and stockpiling of materials by contractors, cause incredible variations in the unit costs of construction.

The most significant factor in cost variation is possibly a "market factor". This is a factor which attempts (through engineering and cost estimating judgments) to allow for the market situation in Guinea-Bissau. The limited capacity of the construction industry has been severely overextended. This is due, to a large extent, to the relatively large amounts of money brought into the country by the donor community for development assistance. Significant levels of funding are provided for projects which require construction, and there has been an increase of activity in the construction market. This has allowed a situation

whereby contractors, who are already overloaded with work, attempt to bid high on work which they do not need and cannot handle. Nevertheless, bids will come in for work much lower than one would expect based on the market and cost of materials. This is due to a lack of experience causing poor estimating practices, an unawareness by the contractor of the work requirements, or some unknown factors. These underestimated bids will then need supplemental financing to cover "cost overruns".

The market factor and the volatile supply structure require a contingency add-on to the estimated construction budgets. The USAID engineer has judged this to be 15 per cent above and beyond the rule-of-thumb contingency factor of ten per cent which is provided for in budget estimates. Both have been added to the construction budget estimates presented in Annexes IV and V.

2. Education

Under Portuguese rule, education in Guinea-Bissau received generally inadequate support. According to the Commissariat for National Education and Culture, in 1965 there were only 13 colonial government schools with an approximate enrollment of 2,000 students. This was up from 11 schools and 700 students ten years earlier. The bulk of the education load was being carried by 96 mission schools with approximately 9,400 students in 1965. The curriculum adopted was that used in Portugal with little, if any, relevance to life in the colony.

During the war for independence, the PAIGC, as part of its liberation program, established a national education system. By 1965, the party had set up 127 schools in the areas under its control, with a student population of 13,400. By independence, this had increased to 156 schools and 15,000 students. The teachers in these schools were PAIGC loyalists who had had no formal teacher training. Many of these "professores combatentes", as they were called, are still bearing a large part of the teaching load.

In 1976 there were approximately 79,000 primary school students enrolled in 540 schools in Guinea-Bissau. As the GOGB is able to implement its

policy of making primary education -- kindergarten and the first four grades -- available on a universal basis, this population is expected to grow at an annual rate of 6,000 students. Partially because of hostilities, many students were unable to enroll in school before independence. This resulted in 54,000 of the 1976 primary school population being in kindergarten and the first grade.

The greatest failure rate, however, is in the first grade, where more than 50 per cent of the children do not pass the first time. This may be, to an extent, the result of language difficulties as well as the lack of properly trained teachers. The medium of instruction is Portuguese, which virtually all Guineans who speak it (about 30 per cent of the population) have learned as a second, or even third, language.

The principal weakness of the primary school system is the low level of training of the teachers. Of the 2,168 teachers in the system during the 1976/77 school year, 87 were professores primarios diplomados, teachers who have completed 12 years of education; 672 were professores de posto, with seven years of schooling and two years of teacher training; the remaining 1,409 were monitores escolares, with only five years of primary school. The GOGB plans to upgrade the qualifications of teachers and teacher trainers, and to insure that in the future, no teacher will be certified below the level of professore de posto.

To meet the demands of a rapidly expanding primary school-age population, the GOGB will be required to turn out between 140 and 180 primary school teachers annually. With the completion of the renovation and expansion of the Bissau Teacher Training Center, it should be possible to meet this requirement within four years of the project completion date. It is expected that the Bissau PTTC will turn out between 100 and 120 new teachers annually, while Bolama should turn out 50 to 65. These new teachers will all be at the level of professores de posto. In addition it is expected that up to 100 monitores escolares will be able to be "recycled" annually for upgrading of their skills.

The present state of primary teacher training in Guinea-Bissau can be understood through examination of the Bolama Teacher Training Center. The center's Director is the only member of the teaching staff who has had professional training. His education consists of nine years of primary and secondary school in Guinea-Bissau with an additional two years in Portugal to study education. The remaining seven members of the teaching staff have had between six and nine years of school in Guinea-Bissau. They all have taught, however, for at least four years in a rural school. No one is allowed to teach at the PTTC without this minimum experience.

The school has a four year course of study. The first two years are, in actuality, a continuation of elementary school for those who have completed only the first four grades prior to entering the Teacher Training Center. Those students who have completed six years of elementary school begin their course of study at the TTC in the third year. They are required to complete only two years of study before being certified as teachers.

Courses of study during the first two years include Portuguese, mathematics, social studies, chemistry, physics, biology and physical education. The third and fourth years include Portuguese, mathematics, history, teaching methodology, French, child psychology, cultural studies and one hour per week of art/drawing. In addition, fourth year students have primary school practice teaching.

In addition to the full course of study, each student contributes an average of two hours per week to the running of the school. All cooking, cleaning and maintenance is carried out by the students themselves. Every Saturday morning the entire student body also works in agriculture by assisting Bolama's farmers in the cultivation of their bean, peanut and banana crops. When seeds and materials are available, and the weather cooperates, the students cultivate a school garden to provide vegetables for the school kitchen.

Commencing with the October 1978 school year, the GOGB plans to raise both the entrance and certification requirements at the Bolama PTTC: only students who have completed six years of school will be admitted, and they will be required to complete a three year course of study, including practice teaching, in order to qualify for a teaching certificate. Agriculture

is to be made more of an integral part of the students' program and additional courses in hygiene and health (including sex education) are to be added to the curriculum. Admission to the Bissau PTTC will eventually be limited to students who have completed nine years of education. Graduates will then teach in the second cycle (the fifth and sixth years of elementary school). Those who graduate from the Bolama TTC will teach the first cycle, or grades one through four.

Carrying out the necessary expansion of teacher training and curriculum will be accomplished only after the Bolama Teacher Training Center is renovated with additional facilities built, and the Bissau Teacher Training Center is constructed. It will not be possible, however, until three or four years after completion of all project activities to see the fruits of the effort. It will be this long before one should expect to see the teacher training centers operating with full student bodies at all grade levels of training.

D. Administrative Feasibility

The preparation and inservice training of teachers is the responsibility of the Department of Training within the Commissariat of National Education and Culture. This department reports to the Director General for primary education, who in turn reports to the Commissioner of Education and Culture through the Secretary General of the Commissariat.

The State Commissariat of National Education and Culture is organized into five operating departments and the direction for the Friendship Institute. The five operating departments are Primary Education, Personnel, Secondary Teaching, Adult Education, and Finance. Each of these is divided into subdivisions of which the training department is one. All departments and the regional offices of the Commissariat report to the Commission through the Secretary General. Directly attached to the Secretary General's office is a Department of International Relations. Semi-autonomous units reporting to the Commissioner are an office for political and extra-curricular activities and the Direction for the National Museum and Library. The Office of Planning and Statistics is directly attached to the Commissioner's office. In actuality much of the Commissariat is a paper organization due to the lack of trained personnel. Consequently, it is necessary for most people within the Commissariat to carry several responsibilities beyond what a title may infer.

The responsible party for the proposed project within the Commissariat of National Education will be the Director General for Primary Education. Assistance will be given to the Director General by a member of the Office of Planning and Statistics. He will draw on other personnel of the Commissariat as needed in order to assure sufficient GOGB coverage of the project implementation.

As was previously stated under Part II.C.1, Technical Feasibility, construction management (inspection) will be the responsibility of the Commissariat of Public Works. All drawings and specifications will be approved by the Commission for Education before they are finalized and requests for bids issued. The Secretary General for Primary Education and other staff will make the final list of equipment and books to be purchased under the project. These lists will be subject to final approval by the Commissioner for Education.

It is anticipated that the construction contracts will be directly with the GOGB. Depending on with whom the contracts are let, they will probably be paid by letter of credit with a bank of the home country in that country's currency. Specific details and method remain to be worked out with the Regional AID Controller in Dakar as the CDO/Bissau is not staffed to handle this aspect.

The contract for the training technical assistance will be with AID. This contract will be with an American firm or institution operating from the United States and for short periods of time (2-3 months) in Bissau. A direct AID contract seems the most feasible method, as the GOGB is not familiar with American contracting procedures, nor presently equipped to learn and apply them.

Procurement of equipment, supplies, and commodities will also be the responsibility of AID, working with a procurement agent, (such as the African-American Purchasing Center), on behalf of the government. This arrangement is again necessary, as the GOGB has no experience in procurement with the United States, and the quantities are large enough that the government is not equipped to learn procedures and handle the procurement as well.

These requirements will put a project administrative burden on the CDO/Bissau. The CDO will require considerable assistance in carrying out its responsibilities if there is to be a smooth project implementation. TDY assistance from the AID Controller's Office in Dakar, Engineers, Contracts Officer, Procurement Advisor, Regional Legal Advisor in REDSO/WA, Abidjan, and perhaps either SER/COM in AID/W or the procurement agent, will all be necessary. Neither the GOGB nor the CDO/Bissau is equipped to handle all that is necessary for what, on the surface, is a relatively uncomplicated project; the large procurement of equipment, materials, and supplies is the complicating factor.

E. Environmental Concerns

An Initial Environmental Examination has been prepared for the proposed project and is attached as Annex II. It is deemed that no further environmental action is necessary and a negative determination is recommended. Environmental impacts are expected to be nil except in land use and socio-economic factors, where they will be low to moderate.

Land Use

The impact on land use will be negligible to low mainly due to the land use planning being done by the Commissariat of Public Works organization section.

Neither Bissau nor any other growing urban area is to be allowed to expand randomly. A master plan is being devised for Bissau, with major land use patterns already mapped out. The same is to be done for Bolama, which the GOGB wishes to restore as an historical and cultural center.

It was not necessary to select a site for the Bolama Teacher Training Center, since the school already exists. No land use patterns will be altered. Additional facilities will be built on grounds already in use. One building uninhabitable and in danger of falling will be leveled and a new building put on the site. Adequate sewage disposal will be provided for by renovation and expansion of the existing disposal system, which is self-contained.

The site selection for the Bissau Teacher Training Center was based on availability of land and the desire to put it in a place where it would not add to congestion and could simulate an agricultural setting. Other considerations included the physical characteristics of the land, future use of the site, the educational requirements of the school, and the planned use of surrounding land. Some land clearing and leveling will be required for the construction, but this will be of minimal impact. It will basically require some removal of ground cover, much of which will be replaced with landscaping. The A&E will provide for suitable disposal of sewage and adequate potable water supply in the design of the facilities. This will thus assure minimal impacts in these areas.

Socio-Economic

Socio-economic impacts will be a long-range phenomenon. Cultural and economic-employment patterns can be expected to become more diversified with increased literacy and an increased practical knowledge of a growing number of Guineans. The Literacy rate, however, will rise gradually, and the goal is to provide basic literacy and skills.

One cannot expect, therefore, hoardes of aspiring students clamoring for entry to scarce, overcrowded or nonexistent secondary schools. Other socio-economic impacts will be positive as Guinea-Bissau makes progress in its development in all sectors. All will benefit from the growing number of young Guineans who can be recruited for further practical or academic training to fill positions required for social and economic development.

IV. Project Financial Plan

The project budget is presented in three formats on the attached tables. Table 1, the source and use statement is a breakdown of the project components into foreign exchange and projected local currency costs. As one can see, the large AID contribution to local currency costs is in construction of the two teacher training centers. This is a reflection of the large labor input to construction projects in Guinea-Bissau which ranges from 40 to 60 per cent depending on the work involved.

Table 2 is a simple relationship of project inputs to outputs. As an accurate relationship there can be

some question. It is difficult to relate the improvement in teaching staff, for example, to the improvement of the physical teaching environment. The relationships here are those which can be most readily reflected in a budget table.

The projections in Table 3 are perhaps the most important in terms of planning funding allocations. These projections of expenditures are directly related to the expected, and hoped for, implementation. Based on these projections, AID's fiscal year 1979 obligations for the project will have to be increased. With an additional \$300 thousand obligation for FY 1978 scheduled as of this writing, the project will have had obligated \$1,056,000 going into FY 1979. These obligations will cover the previous expenditures of approximately \$50,000 through 1978, plus construction and equipping of the Bolama TTC and an initial amount for the training of teacher training staff and technical assistance. Unless it can be guaranteed that a first quarter obligation in FY 1980 will be forthcoming to cover expected expenditures, it is suggested that the FY 1979 expenditures be increased from the projected \$700 thousand to \$1,300,000. This will leave a final obligation of approximately \$160,000 for FY 1980 to be disbursed in FY 1981.

If the Commissariat of National Education and Culture (CNEC) were left to its own devices to finance the proposed project, it would be impossible to carry out. The CNEC has a projected budget for 1978 of approximately \$6.6 million equivalent, which represents approximately 18 per cent of the national budget. The project budget of \$2,821,500 is 42.8 per cent of the total budget for the CNEC for one year. If evenly spread over a three year period it would still represent 14.2 per cent of the CNEC budget, which is primarily for operating expenses and does not cover capital outlays other than for some equipment purchases. All major capital projects (construction) are being covered by the donor community.

Operations and maintenance costs (including staff salaries) will be the major costs to the GOGB after construction of the two training centers. Those are estimated to be between \$25,000 and \$35,000 annually for each school. This includes estimated utilities at \$500 per month and is based upon a 10-month school year. These O&M costs should present no budgetary problems for the CNEC.

As part of the economic analysis, the project paper has considered the economic/financial consequences of delaying or not doing the project. It was found that a delay could bring unacceptable cost increases and to not do the project was considered socially unacceptable. While all sectors of the Guinea-Bissau economy need assistance, none is felt to be more important, after agriculture, than education. It is felt that no meaningful development can be expected without providing for the basic education of the population. Financial support to the national education effort is considered a most effective investment for donor resources. This is evidenced by the support of UNICEF to a rural primary/secondary school complex and of Sweden to the construction of eight primary schools. With the request to AID for this teacher training facilities project, the GOGB is making an effective use of the available donor resources being provided.

Because AID and other donors have had relatively limited experience in Guinea-Bissau to date, detailed comparisons of this project with others is not possible. The cost estimates presented in the project budget are the result of study of information provided by the GOGB and from other accessible sources. They reflect the most accurate estimates possible under the circumstances, and are based on the judgment of AID personnel in Guinea-Bissau, with experience in neighboring countries.

Waiver of FAA Section 110(a) - 25 Per Cent Contribution

Guinea-Bissau is one of the poorest countries in the world. Though the gross national product is estimated at \$140 per capita (World Bank and other estimates), there are those who are convinced that it is considerably lower. Life expectancy at birth is approximately 35 years and the rate of literacy is five per cent. Guinea-Bissau ranks as the lowest country in the world on the physical quality of life index developed by the Overseas Development Council.

A 1977 World Bank Initial Economic and Project Identification Mission to Guinea-Bissau found economic information scarce and meaningless for making any projections of future economic performance. This Mission confirmed for Bank purposes the subsistence economy, lack of

infrastructure, institutions, trained personnel, and foreign exchange. It was determined that export receipts in 1975-76 were approximately \$5-6 million or 4-5 per cent of GNP. Foreign debt (including undispersed) amounted to approximately \$55 million or 40 per cent of the GNP. Exports covered only 15 per cent of a \$37 million import bill. The trade deficit was essentially financed by foreign assistance disbursements.

In 1975-76, foreign aid disbursements in Guinea-Bissau were averaging \$28 per capita annually or nearly 20 per cent of estimated GNP. Nearly all 1975 and 1976 public investments were financed by foreign aid and 90 per cent of that in grant form. The Bank mission was of the opinion that this pattern would continue for the foreseeable future with very limited local contributions to development investments. As investments in the provision of social services (primarily health and education) grow, current expenditures will grow correspondingly. The Bank Mission expressed the view that there probably will be budgeting problems considering the tight public finance position and the outlook for the future. This situation will preclude the GOGB from making substantial contributions to the development of the country.

At the time of this writing, information was not available as to whether Guinea-Bissau had been added to the United Nations list of relatively least developed countries. It was assumed that it was in view of Cape Verde's having been added to the list in January 1978. Based on that assumption, and in light of the fact that Guinea-Bissau "meets" all the criteria of a relatively least developed country (per capita GNP, literacy, delivery of services, etc.), it is recommended that the requirements of the Foreign Assistance Act, Section 110(a) be waived for this project. Not to do so would jeopardize, if not preclude, the project and seriously damage relations between the United States and Guinea-Bissau.

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TABLE 1
SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(U.S.\$000)

PROJECT PAPER

Project No. 657-0003

Guinea-Bissau Primary Teacher Training

Source	AID		GOGB		TOTAL
	FX	LC	FX	LC	
USE					
Construction	643.3	428.9	---	---	1,072.2
Equipment and Supplies	492.9	---	---	---	492.9
Technical Assistance and Training	392.5	---	---	---	392.5
Educational Travel	14.0	---	---	---	14.0
Operations and Maintenance	---	---	---	81.0	81.0
Construction A&E and Supervision	15.0	---	---	75.0	90.0
Land and Existing Facilities	---	---	---	150.0	150.0
Inflation Factor	164.7	51.5	---	---	150.0
Contingency	205.4	107.3	---	---	312.7
TOTAL	1,927.8	587.7	---	306.0	2,821.5

TABLE 2

COSTING OF PROJECT OUTPUTS/INPUTS
(\$000)

PROJECT PAPER

Project No. 657-0003

Title: Guinea-Bissau Primary
Teacher Training

<u>PROJECT</u> <u>INPUTS</u>	<u>PROJECT OUTPUTS</u>				<u>TOTAL</u>
	<u>Bolama</u> <u>#1</u>	<u>Bissau</u> <u>#2</u>	<u>Curriculum</u> <u>#3</u>	<u>Staff</u> <u>#4</u>	
<u>AID Appropriated</u>					
1. Construction Financing	527.0	942.0	---	---	1,469.0
2. Equipment and Supplies	146.3	238.8	196.9	---	582.0
3. Technical Assistance Training	13.3	17.5	48.3	385.4	464.5
<u>GOGB</u>					
1. Land and Existing Facilities	100.0	50.0	---	---	150.0
2. Construction A&E & Supervision	30.0	45.0	---	---	75.0
3. Facilities O&M	54.0	27.0	---	---	81.0
TOTAL	870.6	1320.3	245.2	385.4	2,821.5

TABLE 3

PROJECTION OF EXPENDITURES BY FISCAL YEAR

(U.S.\$000)

PROJECT PAPER

Project No. 657-0003 Guinea-Bissau Primary Teacher Training

<u>Fiscal Year*</u>	<u>AID</u>	<u>GOGB</u>	<u>TOTAL</u>
1977	14.0	--	14.0
1978	35.5	135.0	170.5
1979	1,296.4	90.0	1,386.4
1980	1,009.6	27.0	1,036.6
1981	160.0	54.0	214.0
TOTAL*	2,515.5	306.0	2,821.5

Inflation Factor 216.2

Contingency 312.7

TOTAL **528.9**

These included in above expected expenditures.

V Implementation Plan

Project implementation will be straightforward and geared to the construction of the two teacher training centers and delivery of equipment. The implementation calendar included herein shows the major actions to be expected over the life of the project. It is based on an authorization of the project in July 1978 and takes into account the rainy season (May to November) during the implementation period. During these periods, major outdoor construction activities will not be possible. If this calendar is adhered to, the Project Assistance Completion Date will be October 31, 1981. Because this date is beyond the three-year statutory limitation on capital projects assistance grants, it will be necessary to notify the Congress of the intent to go beyond the three year limitation.

Project monitoring will be the responsibility of the AID Country Development Office located in Bissau, Guinea-Bissau. Assistance will be required from the engineering office of REDSO/WA for the monitoring and acceptance of construction (see technical analysis of the construction component). Further assistance on the disbursement of funds will be required from the Regional Controller located in Dakar, Senegal. The GOGB will provide the direct supervision of construction through the Commissariat for Public Works.

Procurement of goods and services will also be the responsibility of AID. As pointed out in the administrative analysis, the GOGB does not have the capacity to carry out the necessary procurement. It will be formally requested that the GOGB designate AID as its procurement agent with the authority to contract with other agents as necessary to carry out this procurement. This responsibility will require that the CDO/Bissau be provided assistance by the procurement/commodity management advisor from REDSO/WA as well as contracting assistance from either REDSO/WA or AID/W.

Contracts for the construction activities will be directly with the GOGB/CNEC, with payment guaranties by AID (see Administrative Feasibility). These will be locally let contracts and/or with contractors from Portugal or Senegal. Using third country contractors for the construction of the two TTC's requires a waiver of AID source origin requirements for construction contracting. As shown in the technical analysis, these

contractors can be most advantageously procured from either Portugal or Senegal. The GOGB is familiar with contracting and construction in Portugal and has contracts with Portuguese contractors for other projects (e.g. renovation work for the Bissau airport). Senegalese contractors are just beginning to attempt entering the Guinea-Bissau construction market. They have the advantage of proximity. Therefore, advertisements of IFB's will be advertised in Lisbon and Dakar.

Contracting for technical assistance will be directly with AID. It is felt that since these contracts will be with American individuals and firms or institutions, contracting with AID will be most efficient and advantageous. All terms of reference for work, individuals, and contracts will have the approval of the GOGB before contract execution. Part of the reasoning for direct AID contracting is that AID is in a better position, with the assistance of the Embassy, to provide necessary logistic support to American contractors. Furthermore, until GOGB becomes more familiar with AID and American contracting procedures, this type of contracting will be necessary. See Annex VII for the statement of the senior AID official in Guinea-Bissau.

Waivers for procurement of several commodities will be required to assure timely project implementation. These waivers are detailed in Annex III, Procurement Plan, and include a waiver of FAA Section 636(i) for vehicles. Most commodities, however, including virtually all school equipment, will be procured in the United States. The major exceptions will be for construction materials (see construction technical analysis).

Except as outlined above, no special difficulties are anticipated in project implementation. As basically a construction project it is only the timely availability of contractors and the timely arrival of equipment and materials which is of basic concern.

IMPLEMENTATION CALENDAR

MONTH

ACTIVITY

- Previous authorization and grant agreement
- 0 Revised project authorization.
Plans for Bolama TTC approved.
- 1 Grant agreement amendment signed. Invitations
for bids for Bolama construction issued. GOGB
approves Bolama equipment and materials list.
- 2 PIO/C's for Bolama equipment and materials drawn
up with TDY assistance as needed.
- 3 Conditions precedent of grant agreement
amendment met.
- 4 Bolama construction contracts awarded after
reviews by GOGB and AID.
- 5 Bolama construction commences.
Decision required on procurement of construction
materials for Bissau TTC. If by AID, PIO/C's
drawn up and price survey conducted by procure-
ment agent, with TDY assistance as needed.
- 6 Requests for proposals for training technical
assistance issued.
PIO/C's for Bissau TTC construction materials
issued.
- 7 FY 1979 obligation of project funds. Plans
for Bissau TTC accepted.
- 8 Project proposals for training technical
assistance received AID/W. Review held in
Washington with GOGB assistance.
- 9 Contract for teacher training technical
assistance amended.
- 10 Bolama TTC equipment delivered, inventoried
and stored.
- 12 Bolama construction completed and accepted.
Invitations for bids on Bissau construction
issued. Training contractor team leader
arrives in country. GOGB approves Bissau
equipment and materials list.

MONTHACTIVITY

- 13 Equipment installed at Bolama TTC.
Contract training team arrives in country
and begins first cycle training program.
PIO/C's for Bissau equipment and materials
drawn up with TDY assistance as needed.
- 14 Bissau construction materials arrive,
inventoried and stored.
PIO/C's for Bissau equipment issued.
First cycle training program completed.
IFB's for Bissau construction received.
- 15 Contract for Bissau TTC construction awarded
after reviews by GOGB and AID.
- 16 Construction on Bissau TTC commences.
First year of classes in new Bolama school
begins.
- 19 FY 1980 obligation of project funds
- 22 Equipment and materials for Bolama TTC
delivered, inventoried and stored.
- 24 Training contractor team leader arrives
country to prepare for second cycle TTC
staff training.
- 25 Second cycle training begins.
- 26 Second cycle training ends.
Bissau TTC completed and accepted.
- 27 Equipment installed in Bissau TTC.
- 28 Second year at Bolama and first year at Bissau
TTC's begin.
- 36 Contract team leader arrives to prepare for
final cycle of training.
- 37 Training team arrives in country and begins
final cycle of training program.
- 38 Training ends.
Project evaluation begins.
- 39 Project evaluation completed and end of
project.

VI. Project Evaluation

An evaluation of the Guinea-Bissau Primary Teacher Training project will result in a planning document more than an evaluation per se. As primarily a construction effort, the project can practically be described as a "turnkey" operation: AID finances the construction and equipment of two teacher training centers and turns them over to the GOGB. Nevertheless, there are some measures of achievement of project success which can be looked at and measured in a project evaluation.

First of these is the actual use to which the GOGB puts the facilities. These can be measured by the faculty -- numbers and training -- number of students enrolled (if total capacity of 640 places being utilized), and the actual curriculum -- if it is that for which equipment and materials were provided. Except for the numbers, this part of the evaluation is likely to be highly subjective.

The second measure of project achievement will be the placement of teachers from the graduating classes of the TTC's. Project success will be measured by where they are placed and numbers of students they are reaching. This too is expected to be highly subjective. A positive factor will be if the graduating teachers are in fact teaching in rural areas and working with local populations in agriculture.

A third measure of project success will be the, again, more or less subjective, assessment of the competency of the teacher training staff. On the implementation calendar, the evaluation is scheduled to begin at the end of the third cycle of training. This will provide the evaluation team an opportunity to interview the teacher training staff after completing all training cycles.

The remainder of the evaluation will be a data gathering exercise with interpretation and projection of where teacher training should be directed in Guinea-Bissau. The CNEC has gathered some statistics and other relevant information which can be the basis for this aspect of the evaluation. This data should prove to be useful for planning purposes for the GOGB, and AID, in the absence of an Education Sector Assessment.

Details of the project evaluation are to be worked out with the CNEC in detail. The technical assistance budget includes money to provide at least one person-month of an evaluation expert to assist the GOGB and AID in planning for the evaluation. This planning is not expected to take place until approximately one year after the signing of the grant agreement. The evaluation plan will be submitted/approved by AID within eighteen months of the project agreement amendment.

VII. Conditions, Covenants and Negotiating Status

This revised project design reflects an accurate assessment of GOGB desires and priorities in the training of teachers aspects of their national education program. The details of the project assistance proposal have been thoroughly discussed with representatives of the Commissariat of National Education and Culture, including the Commissioner. All are agreed on the scope of the project and the actions necessary to carry out implementation.

Conditions precedent to the project agreement amendment will include the following:

- 1) A redesignation of those authorized to act on behalf of the GOGB for this project, including one person with authority to make project related decisions;
- 2) A letter of intent from the Commissariat of Public Works agreeing to supervise construction (assurance has been given verbally but we wish this to be formalized);
- 3) Formally designating the site of the Bissau Teacher Training Center;
- 4) Designation of AID as procurement agent for the GOGB with authority to contract with others for this service;
- 5) Plans and specifications for the two schools;
- 6) Executed contracts for construction services with firms acceptable to AID.

These conditions precedent have been discussed with the CNEC and should present no problems in being met. The last condition precedent is a formality insofar as AID will be actively involved in reviewing the contractor proposals (REDSO/WA engineers).

The project evaluation will be a covenant to the project agreement. This, too, has been discussed with the CNEC and they are in agreement. There is little concern that this can be met as AID is providing technical assistance to develop the evaluation plan.

Project Summary

Logical Framework

PROGRAM OR SECTOR GOAL

To extend to the people of Guinea-Bissau a basic education and the opportunity to develop basic skills.

MEASURE OF GOAL ACHIEVEMENT

1. Declining rate of illiteracy in Guinea-Bissau.
2. Increased percentage of students being promoted from lower grades to upper grades.
3. Quantitatively and qualitatively improved educational opportunities available to population of Guinea-Bissau.

PROJECT PURPOSE

To expand the physical capacity and improve the quality of primary school teacher training facilities and staff.

END OF PROJECT STATUS

1. Two teacher training facilities for up to 640 students/teachers constructed and equipped.
2. Adequate equipment and books available to institute an improved curriculum for teacher training.
3. 120-180 teachers being graduated and up to 100 teachers receiving upgrading training annually.

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Project Summary

Logical Framework

MEANS OF VERIFICATION

Goal

1. GOGB and donor statistics and surveys of education in Guinea-Bissau.
2. GOGB statistics on student population.
3. GOGB statistics on growth of education in Guinea-Bissau.

PURPOSE

1. Observation and records of payments to contractors and PIO/Cs.
2. Evaluation and PIO/Cs.
3. Evaluation and GOGB statistics.

GOAL ASSUMPTIONS

1. Education and fundamental skills development will remain high priority for GOGB.
2. International donor support will continue for education sector.
3. Education opportunities will grow such that population will remain highly motivated.

PURPOSE ASSUMPTIONS

1. GOGB will provide adequate fiscal support to maintain and operate TTC's and staff.
2. Adequate numbers of candidates available for teacher training and upgrading continues at high level.

OUTPUTS

1. Renovated, expanded and equipped teacher training facility at Bolama.
2. New teacher training facility constructed and equipped at Bissau.
3. Qualitatively improved teacher training curriculum.
4. Improved teacher training staff.

MAGNITUDE OF OUTPUTS

1. 240 student/teacher training facility.
2. 400 student/teacher training facility.
3. Core curriculum of 6-9 subjects adequately equipped and supplied.
4. 14-20 teacher training staff members completed intensive in-country training programs.

INPUTSAID

1. Financing for construction and renovation of teacher training facilities.
2. Facilities' equipment and supplies.
3. Technical assistance and training.

GOGB

1. Land and existing facilities.
2. Construction A&E and supervision.
3. Facilities O&M.

IMPLEMENTATION TARGET (\$000)

	<u>FY 1977</u>	<u>FY 1978</u>	<u>FY 1979</u>	<u>FY 1980</u>	<u>FY 1981</u>
<u>AID</u>					
1.	150.0	-349.5	969.0	—	—
2.	50.0	200.0	317.0	—	—
3.	306.0	60.0	14.0	100.0	—
TOTAL	506.0	609.5	1300.0	100.0	—
<u>GOGB</u>					
1.	—	100.0	50.0	—	—
2.	—	30.0	45.0	—	—
3.	—	—	—	27.0	54.0
TOTAL	—	130.0	95.0	27.0	54.0
G.TOTAL	<u>506.0</u>	<u>739.5</u>	<u>1,395.0</u>	<u>127.0</u>	<u>54.0</u>

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MEANS OF VERIFICATION

OUTPUTS

- 1 & 2. Payments records to construction contractors and reports of acceptance of facilities.
3. PIO/Cs and evaluation.
4. PIO/T and report of training consultant.

INPUTS

AID

1. Disbursement of funds for payment of construction contractors.
2. PIO/C's.
3. PIO/T's and contractor reports.

GOGB

1. Reports.
2. Plans and specifications for facilities and progress reports on construction.
3. Expense reports.

OUTPUT ASSUMPTIONS

1. Contractors available who will carry out construction on a timely basis.
2. Relevant equipment, books and supplies can be purchased and installed, and staff knowledgeable on their use.

INPUTS ASSUMPTIONS

AID

1. AID will accept increased costs and make funds available on a timely basis.
2. Equipment and supplies can be purchased and delivered on a timely basis.
3. Training consultant with adequate Portuguese language capability located and provides services as required.

GOGB

1. GOGB formalizes verbal commitments to provide sites to project.
2. Budgetary support adequate for O&M.

INITIAL ENVIRONMENTAL EXAMINATION

Project Location:

Bissau and Bolama
Guinea-Bissau

Project Title:

Guinea-Bissau Primary
Teacher Training

Funding:

FY: 1977-80

Amount: U.S.\$2,515,500

Life of Project:

4 years

Date: May 10, 1978

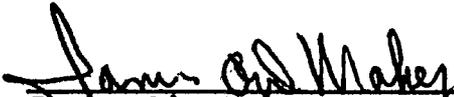
IEE Prepared by:

George P. Thompson
Laurance W. Bond
REDSO/WA

Environmental Action Recommended:

No further environmental action is required and a negative determination is recommended (see page 7).

Concurrence:


James O'D Maher
Country Development Officer

Assistant Administrator's Decision:

Approve: 

Date: 9/2/78

Disapprove: _____

Date: _____

IMPACT IDENTIFICATION AND EVALUATION FORM

IMPACT AREAS AND SUB-AREAS

IMPACT IDENTIFICATION AND EVALUATION^{1/}

A. Land Use

- | | |
|--|------------|
| 1. Changing the character of the land through: | |
| a. Increasing the population | <u>N</u> |
| b. Extracting natural resources | <u>N</u> |
| c. Land Clearing | <u>N-L</u> |
| d. Changing soil character | <u>N</u> |
| 2. Altering natural defenses | <u>N</u> |
| 3. Foreclosing important uses | <u>N</u> |
| 4. Jeopardizing man or his works | <u>N</u> |
| 5. Other factors | <u>N</u> |
| _____ | <u>N</u> |
| _____ | <u>N</u> |

B. Water Quality

- | | |
|-----------------------------------|----------|
| 1. Physical state of water | <u>N</u> |
| 2. Chemical and biological states | <u>N</u> |
| 3. Ecological balance | <u>N</u> |
| 4. Other Factors | <u>N</u> |
| _____ | <u>N</u> |
| _____ | <u>N</u> |

1/ Use the following symbols:

- N - No environmental impact
- L - Little environmental impact
- M - Moderate environmental impact
- H - High environmental impact
- U - Unknown environmental impact

- C. Atmospheric
- 1. Air Additives N
 - 2. Air Pollution N
 - 3. Noise Pollution N
 - 4. Other Factors N

- D. Natural Resources
- 1. Diversion, altered use of water N
 - 2. Irreversible, inefficient commitments N
 - 3. Other factors N

- E. Cultural
- 1. Altering physical symbols N
 - 2. Dilution of cultural traditions N
 - 3. Other Factors

- F. Socio-economic
- 1. Changes in economic/employment patterns L
 - 2. Changes in population N
 - 3. Changes in cultural patterns L
 - 4. Other factors
- Change in rate of illiteracy L

G. Health

- 1. Changing a natural environment N
- 2. Eliminating an ecosystem N
- 3. Other Factors

N

H. General

- 1. International impacts N
- 2. Controversial impacts N
- 3. Larger program impacts N
- 4. Other Factors

N

**Examination of Nature, Scope and Magnitude
of Environmental Impact**

I **Description of Project**

The goal of the project is to provide the people of Guinea-Bissau with a better basic education and fundamental skills. This means to equip students completing five years of primary school with a useful knowledge of literacy and numeracy, as well as other practical and cultural information so that they can become contributing members of a developing society. Because the country is ninety percent rural in make-up, the Government of Guinea-Bissau (GOGB) is including agricultural instruction at all levels of formal and non-formal education.

To achieve the project goal, the Government must (1) expand its capacity to train primary school teachers and (2) improve the quality of the present teacher training facilities and staff. The project proposes to assist in this effort by constructing and equipping a 400 student teacher training center in the capital city of Bissau. In addition the teacher training center on the Island of Bolama will be renovated and expanded to accomodate 240 students and equipped. Up to 60 person months of technical assistance is being provided to improve the teacher training program and staff.

By the end of the project the GOGB will have the capacity to train approximately 180 new teachers annually and provide in-service training for the improvement of up to 100 additional existing teachers. The resulting improvement in the quality of primary school teachers will make a significant contribution to reducing the current 95 percent illiteracy rate, and decrease the disproportionately large number of first year primary students.

II. **Description of Possible Impacts**

A. **LAND USE**

1. **Changing the character of the land through:**

- a.** **Increasing the population of people or animals in an area.** The project will do nothing to increase the population of either people or animals. The Bissau TTC will be built in an area which is currently uninhabited and the Bolama facility is already in existence. Both will have adequate sewage disposal designed into the project by the A & E.

- b. Extracting natural resources such as minerals or water. None are to be extracted thus no impact.
 - c. Land clearing. The only land clearing will occur as the land is leveled for the Bissau TTC. This will be minor and no impact is anticipated.
 - d. Changing the character of the soil. There will be no effect on soil characteristics.
2. Altering some of the significant natural defenses provided by an area. No natural defenses will be altered.
 3. Foreclosing important and perhaps better uses of the land. None will be foreclosed. The Bolama site is in existence and the Bissau site is on land currently not used within the city limits.
 4. Jeopardizing man on his works because either is put into a zone of potential disaster. Will not happen.

B. WATER QUALITY

Changing the physical state of the water. No impact as no water bodies or water tables are affected.

Changing the biological states of water. No impact as nothing will be added to any source of water.

Changing the ecological balance of a water body, thereby changing its chemical and biological balance. No water body will be affected.

C. ATMOSPHERIC

1. Air Additives. No herbicides, pesticides or other additives will be used in the project.
2. Air Pollution. The project will construct and renovate two schools. It is not anticipated that particulates harmful to workers will be raised and there will be no industrial type discharges into the air as a result of the project.
3. Noise Pollution. There will be no noise pollution as a result of the project.

D. NATURAL RESOURCES

1. Diversion, storage or increased use of water. There will be very minor increased use of water particular to the schools but this will have no effect on water tables. The only water storage will be in elevated water tanks sufficient to maintain water pressure levels at the schools.
2. Irreversible or inefficient commitments of natural resources. There will be no commitments of any kind of natural resources.

E. CULTURAL

1. Altering or destroying important physical symbols of a culture. No physical symbols will be affected in any way.
2. Diluting a culture . . . The only dilution of a culture would come about by the comingling of various ethnic groups at the schools. Since this will probably have already happened through previous education of students, no effects can be assumed.

F. SOCIO ECONOMIC

1. Changes in patterns of economic growth and employment. This is a long-range, and hoped for, positive impact. A general decline in illiteracy and improved education will help provide the trained people Guinea-Bissau needs to make progress in its development.
2. Movement, resettlement, or changes in population. These again will be long range changes which will come with progress in its development.
3. Changes in cultural patterns that could affect socio-economic patterns in a major way. These changes will also be long term as an increasingly educated population becomes available to take part in the development of Guinea-Bissau.

G. HEALTH

1. Altering or destroying a natural environment. No natural environment will be altered or destroyed.
2. Eliminating an element in an ecosystem. No ecosystem will be affected.

H. GENERAL

1. Activities that will affect the United States or other nations, directly or indirectly. There are none.
2. Activities that are matters of controversy locally, nationally or globally. There are no controversies attached to the project.
3. Activities that are part of a larger program ...
The project is discrete in and of itself.

III.

Recommendation for Environmental Action

The project examined herein is one of construction and renovation of two schools with technical assistance to improve the quality of primary teacher training in Guinea-Bissau. No impacts of any significance are expected on either the social or physical environments. It is therefore recommended that the Assistant Administrator for Africa endorse the recommendation that no further environmental action is required and make the Threshold Decision for a Negative Determination.

PROCUREMENT PLANA. Responsibility

Procurement of project goods and services will be the responsibility of the AID Country Development Office in Bissau. Procurement assistance will be requested from the REDSO/WA commodity management advisor. AID is to be designated as the authorized procurement representative for the Government of Guinea-Bissau. AID will work through a procurement agent such as the African-American Purchasing Center (AAPC). This arrangement is necessary as the GOGB does not have, at present, the capability to implement the necessary procurement actions, and there are no private concerns in Bissau capable of executing the necessary procurement actions in accordance with AID regulations.

The GOGB, working through the Commissariat of Public Works (CPW) and the Commissariat of National Education and Culture (CNEC), will assist the CDO/Bissau in carrying out actions necessary for local procurement. The local procurement will include construction contracting services and construction materials for the Bolama Teacher Training Center. While of local source these items will be of 935 origin, primarily from Portugal. Most items are expected to be readily available with the exception of cement. Items included are roofing, tiles, wall tiles for showers and toilet facilities (possibly of local origin as well as source), and plumbing and electrical fixtures.

Under the original project authorization and agreement, 935 procurement of cement and steel was authorized for the project. This is to be continued (see Waivers below). Total procurement locally is expected to be approximately U.S. Dols.350,000 for the Bolama School.

U.S. source procurement will be conducted through an American procurement services agent, selected by AID with the concurrence of the GOGB. The services of the African American Purchasing Center are being used for the Agricultural Development Project in Guinea-Bissau and AAPC will be queried as its availability and fee to provide these services for this project.

B. Equipment and Commodity Lists

According to current projections, the equipment list attached for the two TTC's will be purchased with project funds. Refinement of this list by the GOGB may result in minor shifts from one commodity to another, or minor substitutions, but the overall purchase costs will not be altered.

This listing of equipment shows the individual items or categories of items. They will all be of U.S. source and origin with the exception of typewriters and vehicles and certain teaching aids which are to be of Geographic Code 935 source and origin.

Construction materials are not individually listed as they have been generally lumped together in the overall construction budget (See Annexes IV and V).

Necessary quantities will be detailed by the A & E and a waiver of U.S. source and origin is requested. These items are expected to cost approximately U.S. Dols. 1.0 million. While the waiver is sought, construction materials for the Bissau construction will be sought from the U.S. if the cost is not unacceptably high and timely delivery can be assumed (see PP Section III.A. Construction).

C. Source and Origin

The authorized source and origin for commodities and services financed by AID under this project is to be the United States and Geographic Code 935. Local procurement is to be authorized in accordance with Handbook 15, Chapter 11, Sections 11B2 and 11B4, of commodities produced in Guinea-Bissau. While maximum effort is to be made to purchase suitable materials and equipment in the U.S., the practicality of project requirements will necessitate local purchase of many construction materials for the Bolama TTC, and Code 935 procurement of construction materials for the Bissau TTC. Shelf item procurement for which authorization is sought is described in Section D below, and requests for waivers of Code 000 (U.S.) source and origin requirements are included under Section E.

D. Shelf Item Procurement

Local cost shelf item procurement authorization is requested for commodities and equipment which are normally imported and kept in stock in the form in which they are imported for sale to meet a general demand. This is in accordance with AID Handbook 15, Section 11B3 and 11B4.

Shelf items of U.S. origin, which meet the requirements under the above sections of Handbook 15, may be purchased in unlimited quantities so long as within the total amount of authorized local cost financing.

Such procurement is not subject to a value limitation or an individual transaction. Shelf items of Code 899 origin, but not of U.S. source, are eligible for financing provided the total cost does not exceed ten per cent (10%) of the local costs financed by AID, and the unit price of goods bought as shelf items does not exceed U.S. Dols. 2,500.00.

For purposes of shelf item procurement, it is requested that the term "local" be extended to include Portugal and Senegal. The peculiar procurement situation in Guinea-Bissau, requires that maximum flexibility be built into the project. As shown in the analysis of construction, availability of supplies varies widely and with wide cost spreads. At times no supplies are available while at other times there may be a glutted market. Hoarding of supplies by contractors will artificially affect the market. In order to assure timely procurement of needed construction supplies, "local" currency procurement should be extended to include Senegal and Portugal where these supplies can be readily procured and expeditious delivery assured, as well as fit into normal trading patterns of Guinea-Bissau. It is understood that there is a precedent established for this in the case of a project in the Gambia.

A waiver is being requested of the limitation to ten percent (10%) of the local costs financed by AID. It is expected that local currency financing will amount to approximately U.S. Dols. 685,000 of which it is estimated that U.S. Dols. 375,000 will be required for shelf-item procurements of construction materials for the Bolama TTC (see below).

E. Waivers

1. Waiver of AID source and origin requirements, to authorize procurement from other than the U.S., is required as follows:

- a) Local procurement for construction services of the Bolama Teacher Training Center. Anticipated source and origin for these services in Geographic Code 935 (specifically Guinea-Bissau and Portugal). If these services are of Guinea-Bissau the source and origin waiver will not need to be exercised. However, majority owned Portuguese firms operate locally and the waiver is required for these firms if one is the successful bidder.

- b) Geographic Code 935 procurement for construction services of the Bissau Teacher Training Center. Anticipated source and origin for these services is Guinea-Bissau, Senegal or Portugal. Again, if source and origin of the successful bidder is a firm of Guinea-Bissau, the waiver will not have to be exercised.

Total cost for the above services is estimated at U.S. Dols. 784,000.

Justification: These services can be procured quickly and advantageously in Guinea-Bissau, Senegal and/or Portugal. The volume and type of construction would render procurement of these services from the United States impractical. There is firm evidence that American firms are not interested in providing construction services in Guinea-Bissau by the experience in soliciting interest for the construction of the much more lucrative American Embassy Compound/Complex.

- c) Geographic Code 935 procurement is requested for vehicles, thus waiving section 636(i) of the Foreign Assistance Act.

Justification: American vehicle manufacturers are not established in Guinea-Bissau with either dealers or service facilities, nor are these services readily available in nearby countries. AID experience with U.S. vehicles throughout West Africa demonstrates that these vehicles rapidly become of marginal utility. Because of a lack of spare parts, service facilities, and familiarity, U.S. vehicles become deadlined and remain so.

It is anticipated that the two stake-bed trucks to be procured for the project will be of Swedish, British or French manufacture. The Swedish Volvo is rapidly becoming the most familiar vehicle in Guinea-Bissau and plans are to establish a garage in Bissau. The British Bedford is serviced by LandRover, with which local mechanics are familiar and servicing facilities are within easy reach at Ziguinchor and Dakar, Senegal, or Banjul, the Gambia. The same is also basically true of the French Berliet, with servicing readily available at Ziguinchor and Dakar.

Section 636(i) of the FAA permits waiving the requirement for purchase of U.S. manufactured vehicles where "special circumstances" warrant such a waiver. In addition, AID Handbook 15, Chapter 2, Section 2A7a permits waivers of prevailing source policies due to the "nonavailability of essential commodities from eligible sources". It has been generally established and accepted that U.S. manufacturers do not have established outlets for U.S. vehicles in West Africa, nor the intention of establishing them in the near future.

Because of the desire of AID to support the Government of Guinea-Bissau in establishing agriculture as an essential part of the education program, the necessity of vehicles in doing so in this project, and based upon the above circumstances, it is believed that a waiver of FAA Section 636(i) is justified. The waiver is for two (2) 3-ton stake-bed trucks and relevant spare parts. Estimated cost is U.S. Dols. 45,000.

- d) Geographic Code 935 procurement is requested for construction materials and fixtures.

Justification: Waivers for procurement of cement and steel from AID Geographic Code 935 were provided for under the original project authorization. This is to be continued under the revised project. This list must be expanded to include plumbing fixtures, electrical fixtures, roofing materials and paint. These items can be readily and advantageously procure from Code 935 sources. Availability from the U.S. cannot be assumed and, when available, frequent delivery delays are experienced, as there are no direct shipping connections between the United States and Guinea-Bissau.

AID Handbook 15, Chapter 2, Section 2A7a permits waivers of prevailing source policies due to the "nonavailability of essential commodities from eligible sources". As the construction of the two teacher training schools are basically the project, and delays have been incurred already in project which can have a major bearing on the future AID-U.S. relations with Guinea-Bissau, it is believed that Geographic Code 935 procurement of construction materials is justified to assure timely project implementation. Estimated cost is U.S. Dols. 700,000.

- e) Geographic Code 935 procurement is requested for specific equipment and teaching items.

Justification: Portuguese language books and teaching aids such as maps and globes are not generally available in the United States. In addition, Portuguese language typewriter key-boards are not available. Under the provisions of AID Handbook 15, Chapter 2, Section 2A7a (cited above), waivers of prevailing source policies are permitted. Because these items are essential to the goal and purpose of this project to improve the quality of education in Guinea-Bissau, it is believed that Geographic Code 935 procurement is justified. Estimated cost U.S. Dols.145,000.

Due to the lack of adequate facilities on the Island of Bolama, a generator is to be provided for the Bolama TTC for purposes of health and safety. The type and size generator required has not been generally available from the United States. In addition, as with American vehicles, spare parts and servicing facilities are not readily available. The British Lister motor and generator are familiar to Guinea-Bissau. The American Embassy in Bissau has one installed on emergency standby power and parts and servicing are readily available in Senegal. Due to the essential nature of this equipment for purposes of health and safety, it is believed that Code 935 procurement is justified under the provisions of AID Handbook 15, Chapter 2, Section 2A7a cited above. Estimated cost U.S. Dols. 50,000 installed.

BOLAMA TEACHER TRAINING CENTER

<u>A. Residential Facility</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>Total CIF</u>
A.1 Bunk beds, metal	120	170 ea	22,440	31,416
A.2 Mattresses, 6"	240	80 ea	21,120	29,568
A.3 Steel Util. Cabinets, 15"x60" (240	38 ea	10,032	14,045
A.4 Bulletin Board, 3'x4'	4	50 ea	220	308
(A) TOTAL				<u>75,337</u>

B. Administration Center

B.1 Filing Cabinet, 4-drawer, letter size	1	155	171	239
B.2 Filing Cabinet, 4-drawer, legal size	1	155	171	239
B.3 Desk, large	1	200	220	308
B.4 Desk, small	2	81 ea	178	249
B.5 Typewriter	1	300	330	462
B.6 Typewriter table	1	30	33	46
B.7 Chairs	3	16 ea	53	74
B.8 Storage cabinets	2	138 ea	304	426
B.9 Bookcase	1	83	91	127
B.10 Clock 24hr	1	15	17	24
B.11 Bulletin Board, 3'x4'	1	50	55	77
B.12 Office Supplies (2 years): Typewriter ribbons, staplers, hole punchers, carbon paper, typing paper, etc.				<u>1,400</u>
(B) TOTAL				<u>3,671</u>

<u>D. Teaching Aids Prep.</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>Total CIF</u>
Facility/Classrm				
D.1 Duplicator, manual	1	250	275	385
D.2 Duplicator supplies				
- Master units	2000	6/50	264	370
- Dupl. Paper	10,000 sheets	80	88	123
- Fluid	20 gal	5/gal	110	154
D.3 Stand/Storage cab. for duplicator	1	120	132	185
D.4 Work Tables folding 36"x72"	6	75 ea	495	693
D.5 Chairs, folding	36	11 ea	435	609
D.6 Paper cutter, 15"	1	44	48	67
D.7 Paper punch, 3 hole	1	24	26	36
D.8 Typewriter	1	300	330	462
D.9 Typewriter table	1	30	33	46
D.10 Table easel	1	11	12	17
D.11 Floor easel	1	33	36	50
D.12 Bulletin Board	1	50	55	77
D.13 Blackboard, 4'x8'	3	62 ea	305	427
D.14 Silkscreen Apparatus + supplies		250	275	385
D.15 Woodworking tools		150	165	231
D.16 Sandpaper		50	55	77
D.17 Felt board, felt		100	110	154
D.18 Scissors	20	3	66	92
D.19 Paper, all sorts				600
D.20 Water Colors, crayons brushes				250
D.21 Misc. Supplies				900
D.22 Storage Units, 6-drawer	6	19 ea	125	175
D.23 Storage Cabinet	2	138 ea	304	426
D.24 Cassette Tape Recorder	1	150	165	231
D.25 Cassettes	100	1 ea	110	154
(D) TOTAL				7,376

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<u>E. Physical Education</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>Total CIF</u>
E.1 Table tennis table	1	100	110	154
E.2 Table tennis net	2	5 ea	11	15
E.3 Table tennis paddles	10	3 ea	33	46
E.4 Table tennis balls	20 doz	2.50/doz	55	77
E.5 Basketball standards permanent, w/backboard	2	425 ea	935	1,309
E.6 Basketball ^o goals + nets	4	15 ea	66	92
E.7 Replacement nets	4	4 ea	18	25
E.8 Basketballs	4	15 ea	66	92
E.9 Soccer Balls	6	15 ea	99	139
E.10 Soccer Goals	1 pr	420 pr	462	647
E.11 Net Standards	1 pr	330 pr	363	508
E.12 Volleyball nets	2	36 ea	79	111
E.13 Badminton nets	2	21 ea	46	64
E.14 Badminton rackets	6	10 ea	66	92
E.15 Badminton shuttlecocks	5 doz	7/doz	39	54
E.16 Ball pumps	2,	5 ea	11	15
E.17 Stopwatch	1	30	33	46
E.18 Repair Kit(for balls)	1	25	28	39
E.19 Heavy-duty plastic containers	2	20 ea	44	62
E.20 Steel Storage Beding, 10'x13'	1	440	484	678

(E) TOTAL 4,265

F. Two Classrooms: 25 Students ea

F.1 Stools	10	13 ea	143	200
F.2 Desks (50	22 ea	1,210	1,694
F.3 Chairs	52	16 ea	915	1,281
F.4 Teacher's Desk	2	150 ea	330	462
F.5 Storage Cabinet	3	138 ea	455	637
F.6 Blackboard, 4'x8'	6	62 ea	409	573
F.7 Bulletin Board	2	50 ea	110	154
F.8 Chalk	20 gross	3/gross	66	92
F.9 Erasers, sponges	12	1 ea	13	18

(F) TOTAL 5,111

G. <u>Five Classrooms:</u> <u>30 Students Each</u>	No.	Unit Cost (US Dols)	FAS U.S.	Total CIF
G1 Desks	150	22	660	924
G2 Chairs	155	16	2728	3819
G3 Teacher's Desk	5	150	825	1155
G4 Storage Cabinets	5	138	759	1063
G5 Blackboard, 4' x 8'	15	62	1023	1432
G6 Bulletin Board	5	50	275	385
G7 Chalk	50 gross	3/gross	165	231
G8 Erasers, Sponges	30	1	33	46
G9 Shelving, Starter Unit	3	105	347	486
G10 Shelving, add-on unit	3	79	261	365
(G) Total				9906
H. <u>Teaching Equipment (Math, Physics, Chemistry, Biology)</u>				
H1 Measuring Length Kit (metric)	2	16	35	49
H2 Metric Rulers	25	.50	13	18
H3 Measuring Vol. Kit	1	8	9	13
H4 Anemometer	1	200	220	308
H5 Barometer	1	40	44	62
H6 Thermometer	2	20	44	62
H7 Hygrometer	1	5	6	8
H8 Weather Vane	1	8	9	13
H9 Rain Gauge	2	5	11	15
H10 Evaporation Pan	2	5	11	15
H11 Balance Scale, Double Beam, w/weights, metric	2	60	132	185
H12 Model Motor/Generator	1	150	165	231
H13 Lab. First Aid Kit	1	30	33	46
H14 Pendulum, Foucault	1	60	66	92
<u>Electricity Demo Kits:</u>				
H15 Producing Electricity	1	46	51	71
H16 Batteries	1	48	53	74
H17 Electrical Materials	1	52	57	80
H18 Basic AC Circuits	1	40	44	62
H19 Principals of Wiring	1	53	58	81
H20 Voltmeter	1	60	66	92
H21 Utility Tester	2	30	66	92
<u>Science Kits: (H22-28)</u>				

H. <u>Teaching Equipment</u> (Cont'd)	No.	Unit Cost (US Dols)	FAS U.S.	Total CIF
H22 Heat	1	43	47	66
H23 Air	1	35	38	53
H24 Magnetism	1	33	36	50
H25 Water	1	37	41	57
H26 Sound	1	35	39	54
H27 Light	1	43	47	66
H28 Mechanics	1	42	46	65
H29 Chemical Glassware (variety)				1,000
H30 Alcohol Burners	3	4	13	18
H31 Hotplate	1	17	18	25
H32 Propane Stove	2	18	40	56
H33 Replacement Tanks for propane stove	10	5	55	77
H34 Prisms	15	7	116	162
H35 Mechanical tool sets	2	50	110	154
H36 Transformers	3	30	99	139
H37 Hand Pumps	2	25	55	77
H38 Magnifying glasses	15	6	99	139
H39 Compasses	3	8	26	36
H40 Solar System Model	1	52	57	80
H41 Star Chart	1	25	28	39
H42 Microscope Slides	6 dz.	4-6 dz.	4	6
H43 Microscopes (student)	3	42	139	195
H44 Prepared Slides	3 sets	6/set	20	28
H45 Flower Model	1	43	47	66
H46 Root-Stem-Leaf Model	1	43	47	66
H47 Plant transparencies	1 set	105	115	161
H48 Plant pots and seed trays	20	4	88	123
H49 Soil Testing Kit	2	12	26	36
H50 Trays w/Lids	10	5	55	77

Total (H) 4840

I. Kitchen/Dining Facility

I1 Table, folding, 30" x 96"	14	95	1463	2048
I2 Chairs, folding	140	11	1694	2372
I3 Dinnerware, plastic sets, (8 settings/set)	35	30/set	1155	1617
I4 Cooking Utensils and Serving Dishes	5 sets	30/set	165	231
I5 Cooking Set-ups	2 sets	400	880	1232
I6 Refrigerated storage unit	1	1000	1100	1540
I7 Waste Cans, 32 gal.	6	20	132	185
I8 Material for curtains	65 sq.yds.	8/sq.yd.	554	775
I9 Commercial Stove	1			1200

Total (I) 11200

J.	<u>Lawn and Garden Tools</u>	<u>No.</u>	<u>Unit Cost (US Dols)</u>	<u>FAS U.S</u>	<u>Total CIF</u>
J1	High-wheeled Cultivator	5	35		263
J2	Long handle shovels	30	7		315
J3	Bow Rakes	30	6		270
J4	Long handle garden hoes	30	5		225
J5	Garden spade	20	9		270
J6	Spading Ford	20	9		270
J7	Wheel Barrows	3	50		225
J8	Garden Carts	3	50		225
J9	Garden Hose	300 ft.	30/100 ft.		135
J10	Carpenter Tool Sets	4	133		798

(J) Total 2996

K. Transportation

K1	4-ton truck w/utility body	01		10,000	15,000
K2	Spare Parts	50% of cost		5,000	7,500

(K) Total 22,500

L. Building Maintenance

L1	Mop bucket & Squeezer	2	55	121	169
L2	Pails	4	6	26	37
L3	Floor Broom, 18"	3	15	50	70
L4	Floor Broom, 24"	3	18	59	82
L5	Wisk Broom	4	3	13	18
L6	Dustpan, Large	3	10	33	46
L7	Dustpan, Small	3	5	17	24
L8	Janitor's Cart	1	70	77	108
L9	Ladder, 21' Extension	1	72	79	110
L10	Ladder, 6' Step	1	33	36	50
L11	Mops, string	3	25	82	115
L12	Mop, replacement part	6	8	53	74
L13	Sponges	30	.50	17	24
L14	Rope, 50'	2	15	33	46
L15	Trash Cans, 26 gal.	4	13	57	80
L16	General Tool Kit	1	150	165	231
L17	Plumber's Tool Kit	1		500	700

(L) Total 1,984

M. <u>Teacher's Office/Workroom</u>	<u>No.</u>	<u>Unit Cost</u> <u>(US Dols)</u>	<u>FAS</u> <u>U.S.</u>	<u>Total</u> <u>CIF</u>
M1 Teacher's Desk, 40"x 20"	6	81	535	749
M2 Chairs	10	16	176	246
M3 Clock, 24 hrs.	1	15	17	24
M4 Hotplate	1	17	19	26
M5 Transformers	1	30	33	46
M6 Bulletin Board, 2' x 3'	2	40	88	123
*M7 Typewriter, manual	1	300	330	462
M8 Typewriter Table	1	30	33	46
M9 Shelving, Single Faced 72"H, 36"W, 12" Deep				
Starter Unit	1	105	116	162
Add-on Unit	3	79	261	365
M10 Paper Punch, 3 Hole	1	24	26	36
M11 Office Supplies (2 yrs)				1000

(M) Total 3285

N. Books

*N1 Textbooks	30000
*N2 Library Books	25000

(N) Total 55000

O. Translations into Portuguese

BISSAU TEACHER TRAINING CENTER

<u>A. Residential Facility</u>	<u>No.</u>	<u>Init Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
A.1 Bunk Beds, metal	100	170 ea	18,700	26,180
A.2 Mattresses, 6"	200	80 ea	17,600	24,640
A.3 Steel Util. Cabinets, 15"x60"	200	38 ea	8,360	11,704
A.4 Bulletin Boards, 3'x4'	4	50 ea	220	<u>308</u>
			(A) TOTAL	62,832
 <u>B. Administration Center</u>				
B.1 Filing Cabinets 4-drawer, letter size	2	287 both	315	441
B.2 Filing Cabinets, 4-drawer, legal size	1	155	170	238
B.3 Desk (Director's)	1	200	220	308
B.4 Desk (Office staff)	2	80 ea	176	246
B.5 Combination Desk - Typewriter table	1	125	138	193
B.6 Typewriter table	1	30	33	46
B.7 Typewriter (Manual)	2	300 ea	660	924
B.8 Chairs	9	16 ea	158	221
B.9 Storage Cabinets	2	138 ea	304	425
B.10 Bookcases	3	83 ea	274	374
B.11 Clock, 24 hr	1	15	17	24
B.12 Adding Machine, manual	1	75	83	116
B.13 Bulletin Board, 3'x4'	1	50	55	77
B.14 Office Supplies (2 years): Typewriter ribbons, staplers, hole punchers, carbon paper, adding machine, paper, typing paper, file folders, thumb tacks, dividers, etc.				<u>1,500</u>
			(B) TOTAL	5,133

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<u>C. Library/Study Area</u>	<u>No.</u>	<u>Unit Cost US Dols.)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
C.1 Shelving, double-faced, 72" H, 36" W, 10" Deep				
Starter Unit	2	154 ea	339	474
Add - on Unit	4	129 ea	567	794
C.2 Shelving, single-faced, 72" H, 36" W, 12" Deep				
Starter Unit	1	105	116	162
Add - on Unit	2	79 ea	174	244
C.3 Periodicals/magazine Rack	1	125	138	193
C.4 Study Tables, 36"x72"	12	105 ea	1,386	,940
C.5 Chairs	96	16 ea	1,690	!,366
C.6 Desks	3	150 ea	495	693
C.7 Clock, 24 hr	1	15	17	24
C.8 Bulletin Board	2	50	110	154
C.9 Filing Cabinet, 4-drawer, legal size	1	155	170	238
C.10 Storage Cabinets	2	100 ea	220	308
C.11 Card Catalogue, (*15-tray unit, w/base + top)	1	371	408	571
C.12 Typewriter, manual	2	300 ea	660	924
C.13 Typewriter Table	2	30 ea	66	92
C.14 Portuguese-language encyclopedia, dictionary atlas, other ref.books, mags., globe				5,000
C.15 Library supplies (2yr. supply): Index cards, gummed labels, ink pads + stampes, glue, staplers, file folders, etc.				900
		(C) TOTAL		<u>15,077</u>

<u>D. Two Teaching Aids Prep. Facilities/Classrooms</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
D.1 Duplicator, manual	2	250 ea	550	770
D.2 Duplicator Supplies				
- Master units	3000 sheets	6/50	396	554
- Dupl. Paper	15000 sheets	120	132	185
- Fluid for dupl.	30 gal	5/gal	165	231
D.3 Stand/Storage Cabinet for Duplicator	2	120 ea	264	370
D.4 Work Tables, folding, 36"x72"	8	75 ea	660	924
D.5 Chairs, folding	40	11 ea	484	678
D.6 Paper Cutter, 15"	2	44 ea	97	136
D.7 Paper Punch, 3 hole	2	24 ea	53	74
* D.8 Typewriters, manual	2	300 ea	660	924
D.9 Typewriter Table	2	30 ea	66	92
D.10 Table easel	1	11	12	17
D.11 Floor easel	1	33	36	50
D.12 Storage Units, 6-drawer	12	19 ea	251	351
D.13 Storage Cabinets	2	138 ea	303	424
D.14 Bulletin Board	2	50 ea	110	154
D.15 Blackboard, 4'x8'	4	62 ea	273	382
D.16 Silkscreen Apparatus + Supplies		250	275	385
D.17 Woodworking Tools		150	165	231
D.18 Sandpaper		50	55	77
D.19 Felt board + Felt		100	110	154
D.20 Scissors	40 prs	2/pr	88	123
D.21 Paper, all sorts, for use in making visual aids				800
D.22 Water colors, crayons brushes				250
D.23 Misc. Supplies				800
(D) TOTAL				7,396

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<u>E. Physical Education</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S</u>	<u>TOTAL CIF</u>
E.1 Table tennis tables	2	100 ea	220	308
E.2 Table tennis nets	3	5 ea	17	24
E.3 Table tennis paddles	16	3 ea	53	74
E.4 Table tennis balls	40 doz	2.50/doz	110	154
E.5 Basketball standards, permanent, w/backboard	2	425 ea	935	1,309
E.6 Basketball goals +nets	4	15 ea	66	92
E.7 Replacement nets	4	4 ea	18	25
E.8 Basketballs	4	15 ea	66	92
E.9 Soccer Balls	6	15 ea	99	139
E.10 Soccer Goals	1 pr	420/pr	462	647
E.11 Net Standards	2 pr	330/pr	726	1,016
E.12 Volleyball Nets	2	36 ea	79	111
E.13 Badminton Nets	2	21 ea	46	64
E.14 Badminton Rackets	8	10 ea	88	123
E.15 Badminton Shuttlecocks	8 doz	7/doz	61	85
E.16 Ball Pumps	3	5 ea	16	22
E.17 Stopwatches	2	30 ea	66	92
E.18 Repair Kit	1	25	28	39
E.19 Storage Cabinet	1	138	152	213
E.20 Heavy duty plastic containers	2	20 ea	44	61
(E) TOTAL				4,690

F. Typical Classroom
(Social Studies)

F.1 Desks	32	22 ea	474	664
F.2 Teacher's Desk	1	150	165	231
F.3 Chairs	33	16 ea	1,058	1,481
F.4 Storage Cabinet	1	138	152	218
F.5 Blackboard, 4'x8'	3	62 ea	205	287
F.6 Globe	1	25	28	39
F.7 Maps + Mountings		150	165	231

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F. Typical Classroom
(Social Studies)

	<u>No.</u>	<u>Unit Cost</u> <u>US Dols)</u>	<u>FAS U.S.</u>	<u>TOTAL</u> <u>CIF</u>
F.8 Bulletin Board	1	50	55	77
F.9 Chalk	10 gross	3/gross	33	46
F.10 Erasers, sponges	6	1 ea	7	10
(F) TOTAL				3,284

G. Typical Classroom
(Math Emphasis)

G.1 Desks	32	22 ea	774	1,084
G.2 Teacher's Desk	1	150	165	231
G.3 Chairs	33	16 ea	1,058	1,481
G.4 Storage Cabinet	1	138	152	218
G.5 Blackboard, 4'x8'	3	62 ea	205	287
G.6 Bulletin Board	1	50	55	77
G.7 Chalk	10 gross	3/gross	33	46
G.8 Erasers, Sponges	6	1 ea	7	10
G.9 Measuring Length kit. metric	4	16 ea	70	98
G.10 Metric Rulers	40	.50 ea	22	31
G.11 Measuring Vol. kit	2	8 ea	18	25
(G) TOTAL				3,588

H. Five (5) Typical Classrooms
(General)

H.1 Desks	160	22 ea	3,872	5,421
H.2 Teacher's Desk	5	150 ea	825	1,155
H.3 Chairs	165	16 ea	2,904	4,066
H.4 Storage Cabinets	5	138 ea	759	1,063
H.5 Blackboard, 4'x8'	15	62 ea	1,023	1,432
H.6 Bulletin Board	5	50 ea	275	385
H.7 Chalk	50 gross	3/gross	165	231
H.8 Erasers, Sponges	30	1 ea	33	46
(H) TOTAL				13,799

I. <u>Three (3) Lab Classrooms</u>	No.	Unit Cost (US Dols)	FAS U.S.	Total CIF
I1 Teacher's Desk	3	150	495	693
I2 Teacher's Chair	3	16	57	80
I3 Storage Cabinets, Large	4	163	717	1004
I4 Blackboard, 4' x 8'	9	62	614	862
I5 Bulletin Board	3	50	165	231
I6 Trays w/Lids	20	5	110	154
I7 Chalk	30 gross	3/grs	99	139
I8 Erasers, sponges	18	1	20	28
I9 Stools	33	.3	472	661
I10 Chairs	64	.6	1126	1576
I11 Desks, 2-man, 30" x 60", formica top	32	10	2816	3942

(I) Total 9370

J. Teaching Equipment for Physics, Chemistry and Biology

J1 Anemometer	1	200	220	308
J2 Barometer	1	40	44	62
J3 Thermometer	3	20	66	92
J4 Hygrometer	2	5	11	15
J5 Weather Vane	1	8	9	13
J6 Rain Gauge	2	5	11	15
J7 Evaporation Par.	2	5	11	15
J8 Balance Seals, double beam, w/weights, metric	4	60	264	370
J9 Model Motor/Generator	1	150	165	231
J10 Lab First Aid Kit, w/case	2	60	132	185
J11 Pendulum, Foucault	1	60	66	92
<u>Electricity Demonstration Kits:</u>				
J12 Producing Electricity	1	46	50	70
J13 Batteries	1	48	53	74
J14 Electrical materials	1	52	57	80
J15 Basic AC Circuits	1	40	44	62
J16 Principals of Wiring	1	53	58	81
J17 Voltmeter	1	60	66	92
J18 Utility Tester	4	30	132	185
<u>Science Kits (J19-25):</u>				
J19 Heat	1	43	47	66
J20 Air	1	35	38	53
J21 Magnetism	1	33	36	50
J22 Water	1	37	41	57
J23 Sound	1	35	39	54
J24 Light	1	43	47	66
J25 Mechanics	1	42	46	65
J26 Chemical glassware (variety)				1800
J27 Alcohol Burners	5	4	22	31
J28 Hotplates	3	17	56	78
J29 Propane Stove	2	18	40	56

<u>J. Teaching Equipment, con't.</u> <u>Science & Biology Lab. Equip.</u>	<u>No.</u>	<u>Unit Cost</u> <u>(US Dols)</u>	<u>FAS U.S.</u>	<u>TOTAL</u> <u>CIF</u>
J.30 Replacement tanks for Propane stoves	20	5 ea	110	154
J.31 Prisms	30	7 ea	231	323
J.32 Mechanical Tool Sets	4	50 ea	220	308
J.33 Transformers	8	30 ea	264	370
J.34 Hand pumps	4	25 ea	110	154
J.35 Magnifying Glasses	20	6 ea	132	185
J.36 Compass	5	8 ea	44	62
J.37 Solar system Model	1	52	57	80
J.38 Star Chart	1	25	28	39
J.39 Student Microscopes	8	42	370	518
J.40 High powered microscope	1	250	275	385
J.41 Microscopes slides	12 doz	4/6 doz	9	12
J.42 Prepared slides	3sets	6/set	20	28
J.43 Anatomical models+kits				1,000
J.44 Flower model	1	43	47	66
J.45 Root-Stem-leaf model	1	43	47	66
J.46 Plant Transparencies	1 set	105	115	161
J.47 Plant pots +seed trays	20	4 ea	88	123
J.48 Stethoscope	1	60	66	92
J.49 Soil Testing kit	4	12	53	74
	(J)	TOTAL		<u>6,576</u>

<u>K. Kitchen/Dining/Auditorium Facility</u>	<u>No.</u>	<u>Unit Cost (US Dols)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
K.1 Tables, folding, 30"x96"	20	95 ea	2,090	2,926
K.2 Chairs, folding	450	11 ea	5,445	7,623
K.3 Dinnerware, plastic sets(8settings/set)	56 sets	30/set	1,848	2,587
K.4 Cooking Utensils + Service Dishes	10 sets	30/set	330	462
K.5 Cooking Set-ups	4 sets	400/set	1,760	2,464
K.6 Refrigerated Storage Unit	1	1,000	1,100	1,540
K.7 Waste Cans, 32 gal.	10	20 ea	220	308
K.8 Material for stage curtain	63 sq.yd.	8/sq.yd.	554	775
K.9 Commercial Stove, propane gas burning	1			1,200
		(K) TOTAL		<u>19,885</u>

L. Lawn + Garden Tools

L.1 High wheeled cultivator	5	35		263
L.2 Long handle shovels	30	7 ea		315
L.3 Bow Rakes	30	6 ea		270
L.4 Long handle garden hoes	30	5 ea		225
L.5 Garden spade	20	9 ea		270
L.6 Spading fork	20	9 ea		270
L.7 Wheel Barrows	3	50 ea		225
L.8 Garden carts	3	50 ea		225
L.9 Garden hose	300 ft.	30/100 ft.		135
L.10 Carpenter tool sets	4	133		798
		(L) TOTAL		<u>2,996</u>

<u>M. Transportation</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
M.1 4-ton truck, w/utility body	1		10,000	15,000
M.2 Spare parts	50% of cost		5,000	7,500
(M) TOTAL				22,500

N. Building Maintenance

N.1 Mop bucket +squeezer	2	55 ea	121	169
N.2 Pails	4	6 ea	26	37
N.3 Floor broom, 18"	3	15 ea	50	70
N.4 Floor broom, 24"	3	18 ea	59	82
N.5 Wisk broom	4	3 ea	13	18
N.6 Dustpar, large	3	10 ea	33	46
N.7 Dustpar, small	3	5 ea	17	24
N.8 Javitor's Cart	1	70	77	108
N.9 Ladder, 21' ext.	1	72	79	110
N.10 Ladder, 6' step	1	33	36	50
N.11 Mops, string	3	25 ea	82	115
N.12 Mop, replacement part	6	8 ea	53	74
N.13 Sponges	30	.50 ea	17	24
N.14 Rope, 50'	2	15 ea	33	46
N.15 Trash cans, 26 gal	4	13 ea	57	80
N.16 General Tool kit	1	150	165	231
N.17 Plumber's Tool kit	1		500	700
(N) TOTAL				1,984

O. Teacher's Office + Workroom

O.1 Teacher's Desk	8	220	1,936	2,710
O.2 Chairs	18	16 ea	317	444
O.3 Table, folding, 36"x72"	1	75	83	116
O.4 Pencil Sharpeners	2	10 ea	22	31
O.5 Clock, 24 hr	1	15	17	24
O.6 Hotplate	1	17	19	26
O.7 Transformers	2	30 ea	66	92
O.8 Bulletin Board, 2'x3'	4	40 ea	396	554

<u>O. Teacher's Office + Workroom</u>	<u>No.</u>	<u>Unit Cost (US Dols.)</u>	<u>FAS U.S.</u>	<u>TOTAL CIF</u>
0.9 Bookcase	3	105 ea	347	486
0.10 Typewriters, manual	2	300 ea	660	924
0.11 Typewriter tables	2	30 ea	66	92
0.12 Paper punch, 3 holes	1	24	26	36
0.13 Storage Cabinet	1	163	179	251
0.14 Office Supplies(2-yr;supply): Typewriter ribbons, file folders, staplers. etc.				1,000
	(O)	TOTAL		<u>6,786</u>

P. Books

P.1 Textbooks				45,000
P.2 Library Books				25,000
	(P)	TOTAL		<u>70,000</u>

Q. Translation into Portuguese 10,000

TOTAL PROJECT = U.S. Dollars 265,896

BUDJETARY COST ESTIMATE - REHABILITATION OF BOLAMA PRIMARY TEACHER TRAINING CENTER

<u>COMPONENT</u>	<u>UNIT</u>	<u>QTY</u>	<u>UNIT PRICE</u>	<u>COST</u>
I. Floor renovation concrete and tile bathrooms and kitchen	M2	150	20.00	3,000
II. CIELING Replacement/Repair at 10% of total area	M2	170	20.00	3,400
III. Roof repair/replacement				
A. Replace tiles at 10% of normal proj.	M2	240	25.00	6,000
B. Replace total roof (horizontal projection old building only)	M2	360	50.00	18,000
IV. Plastering at 10% indoor wall	M2	300	6.00	1,800
V. Painting (incl:wash scrap/wire brush and mat'l, and labor) walls	M2	5475	3.00	16,425
VI. Painting (ceilings)	M2	1700	3.00	5,100
VII. Tile walls (baths and kitchen)	M2	300	20.00	6,000
VIII. Windows with screens at 10%	M2	28	50.00	1,400
IX. Framed screens	M2	225	25.00	5,625
X. Doors at 10%	M2	21.5	65.00	1,398

<u>COMPONENT</u>	<u>UNIT</u>	<u>QTY</u>	<u>UNIT PRICE</u>	<u>COST</u>
XI. Sanitary and plumbing				
A. Fixtures:				
. Toilets	N°	52	100.00	5,200
. Showers	N°	25	20.00	500
. Laboratories	N°	54	75.00	4,050
. Kitcher Sinks	N°	6	130.00	780
. Laundry Tubs	N°	20	50.00	1,000
. Bidets	N°	10	75.00	750
				<u>12,280</u>
B. Piping:				
. Sewage:				
100 mm (4")	LM	100	6.50	650
80 mm (3")	LM	240	5.00	1,200
50 mm (2")	LM	128	4.50	576
Couplings	N°	620	3.40	2,108
				<u>4,534</u>
. Water:				
40 mm (1 1/2")	LM	220	4.00	880
25 mm (1")	LM	108	3.00	324
20 mm (3/4")	LM	230	2.50	575
13 mm (1/2")				
(copper)	LM	170	5.00	850
Couplings	N°	700	1.70	1,190
				<u>3,819</u>
C. Labor at 60% of Total Cost				30,550
			TOTAL	<u>51,183</u>

<u>COMPONENT</u>	<u>UNIT</u>	<u>QTY</u>	<u>UNIT PRICE</u>	<u>COST</u>
XII. Electrical				
A. Wiring and Appurtenances	M2	3000	4.00	12,000
B. Generator and house and instal.	LS			50,000
XIII. Water Supply				
A. Water tower	M3	19	325.00	6,175
B. Pump	LS			700
C. Well rehab.	LS			3,000
XIV. Play Field	LS			1,000
XV. New Construction				
A. Additions simple kitchen	M2	195	235.00	156,275
	M2	40	300.00	12,000
B. New walls	M2	415	15.00	6,225
C. New conc.slab	M2	155	15.00	2,325
D. New doors	M2	52	65.00	5,330
E. New windows normal	M2	36	50.00	3,300
simple	M2	9	30.00	180
F. Open blockwork	M2	130	13.00	1,690
XVI. Demolition walls	M2	570	6.00	3,420
			TOTAL	\$ 384,750
			+ Contingency & Market Factor at 25% (x1.25)	\$ 96,200
			+ Transport at 8%	\$ 46,150
			<u>GRAND TOTAL</u>	<u>/\$ 527,000/</u>

BUDGET COST ESTIMATE - CONSTRUCTION OF BISSAU PRIMARY TEACHER TRAINING CENTER

<u>COMPONENT</u>	<u>UNIT</u>	<u>QTY</u>	<u>UNIT PRICE</u>	<u>COST</u>
I. Instructional Struct.				
A. 7-Regular classrooms	M2	420	235.00	98,700
B. 2-Art/Mat'ls preparation Rm.	M2	150	250.00	37,500
C. 3-Science Laborato.	M2	195	250.00	48,750
D. 1-Locker/Rm/Toilet Facility	M2	75	300.00	22,500
II. Library/Study Area for residences	M2	125	235.00	29,375
III. Eating/Assembly Facility A. Kitchen	M2	400	235.00	94,000
IV. Admin. Facility	M2	50	235.00	11,750
V. Teacher Office-Wkrm Conns.	M2	50	235.00	11,750
VI. Sanitary Facilities	M2	200	300.00	60,000
VII. Dormitories	M2	935	235.00	220,000
VIII. Storage Space	M2	70	235.00	16,450
IX. Football Field	LS		1,000.00	1,000
X. Volley/Basket Ball crt.	M2	400	15.00	6,000
XI. Pavillon	M2	176	15.00	2,640

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<u>COMPONENT</u>	<u>UNIT</u>	<u>QTY</u>	<u>UNIT PRICE</u>	<u>COST</u>
XII. Misc. Paving	M2	200	15.00	3,000
XIII. Water supply including well/tower/pump	LS			24,000
SUB TOTAL				\$ 687,415
25% Contingency & Market Factor (x1.12)				\$ 171,850
12% Inflation (x1.12)				\$ 82,490
<u>GRAND TOTAL</u>				\$ 942,000

GUINEA-BISSAU PRIMARY TEACHER
TRAINING PROJECT

Certification in compliance with Section 611(a) of the
Foreign Assistance Act

Pursuant to the requirements of Section 611(a) of the Foreign Assistance Act of 1961, as amended, I, James O'D Maher, Principal AID Officer in Guinea-Bissau, do hereby certify that adequate technical, engineering and financial planning, and a reasonably firm estimate of the cost to the U.S. Government have been completed. This certification is based upon revised technical and financial analyses and project budget prepared for the revised project paper.



James O'D Maher
Country Development Officer
Bissau, Guinea-Bissau

**GUINEA- BISSAU PRIMARY TEACHER
TRAINING PROJECT**

**Certification in compliance with Section 611(e) of the
Foreign Assistance Act**

The Guinea-Bissau Primary Teacher Training Project is designed to assist the Republic of Guinea-Bissau expand its capacity to provide training for primary teachers and improve the quality of that training.

Analyses have been carried out on the financial and human resources of the country and Government of Guinea-Bissau is considered capable of carrying out the project as described in the project paper. The GOGB has maintained and effectively utilized other AID and other donor assistance in the short time of that assistance.

Therefore, I, James O'd Maher, Principal AID Officer in Guinea-Bissau, having taken into account among other things, the financial and human resources of Guinea-Bissau and the maintenance and utilization of projects in the country previously and currently assisted by AID, do hereby certify that in my judgement the Republic of Guinea-Bissau has the capability to effectively maintain and utilize the project as described in the project paper.



James O'D Maher
Country Development Officer
Bissau, Guinea-Bissau

GUINEA-BISSAU PRIMARY TEACHER
TRAINING PROJECT

Principal Officer Determination on Exception to Policy
Determination 68

I, James O'D Maher, Principal AID Officer in Guinea-Bissau, having investigated the contracting capabilities of the Government of Guinea-Bissau, am of the opinion that an exception to Policy Determination 68 (Mode of Contracting for Country Specific Bilateral Project Assistance) is warranted.

The Agency for International Development as well as other donor experience in Guinea-Bissau is still relatively new and untested. The institutions and entities of the Government of Guinea-Bissau (GOGB) have not had experience contracting with American firms, institutions and individuals and are not familiar with AID regulations. Specifically for the Primary Teacher Training Project, the Commissariat for National Education and Culture (CNEC) is too seriously under-staffed to handle anything other than day to day operations. It is impossible to expect the CNEC to enter into direct contracting with U.S. firms, institutions or individuals.

The lack of experience and the inadequate staff resources, therefore, justify this determination for an exception to PD 68.


James O'D Maher
Country Development Officer
Bissau, Guinea-Bissau

PROJECT DESCRIPTION

The project represents a cooperative effort by the Republic of Guinea-Bissau and AID to increase the capacity and improve the facilities and staffs of primary teacher training centers in Bolama and Bissau. By the end of the project the GOGB will have the capacity to train approximately 180 new teachers annually and provide in-service training for the improvement of up to 100 teachers in the existing teacher corps.

1. Construction

AID will finance the renovation and expansion of the existing teacher training center in Bolama. The renovation will include repair and/or replacement of windows, doors and plumbing; replacement of roofing where required; repair and painting of exterior and interior walls. An expansion of the existing building will be carried out by closing off and construction of additional space. One building on the center grounds will be razed and a small dormitory constructed.

Further financing will be provided by AID for the construction of a new 400 student teacher training center in the capital city of Bissau. This facility will include dormitory space for 200 students in residence. Both centers will have landscape grading for football (soccer) fields and basketball and volley ball courts.

Construction commodities and materials will be provided as part of this assistance.

The Grantee will have responsibility for preparing detailed plans, specifications and cost estimates for the construction and renovation of the two school facilities, which together with the sites and existing buildings, represent a part of its contribution to the Project.

2. Equipment and Commodities

AID will finance the procurement and delivery of equipment and commodities for the Bolama and Bissau teacher training centers, including beds and other dormitory furniture; classroom desks, chairs, worktables, blackboards, etc.; storage cabinets and shelves; audio-visual, laboratory and other teaching materials; library and reference books; kitchen equipment and dining/cafeteria supplies; sports equipment; a stake-bed truck for each school; and architect and engineering supplies.

The Grantee will have responsibility for preparing detailed plans, specifications and cost estimates for procurement of the equipment and materials. Moreover, the Grantee will install the equipment and commodities and will guarantee their storage and security in Guinea-Bissau prior to their installation.

3. Technical Assistance and Training

Upon the specific request of the Commissariat for National Education and Culture (CNEC) AID will provide the services of short-term technical consultants in specialized areas of education and facilities construction. The services may be arranged through a contract with a U.S. educational institution, consulting firm or individuals acceptable to the Commissariat.

To increase the number of trained teachers, and improve the level of training, special short courses in specific subjects and disciplines of teacher training will be taught in Portuguese and will be given in Guinea-Bissau. In order to assure that each center has an adequate faculty, the CNEC will identify personnel with prior education and experience to complete successfully these courses.

The Grant will also provide for educational or short-course travel grants for selected CNEC personnel. These grants will permit those responsible CNEC personnel to observe and become acquainted with new teaching and training methodologies which could be applicable to Guinea-Bissau.

4. Project Management

As a part of the Grantees contribution, the CNEC will have overall responsibility for the planning and implementation of the Project. Architectural and engineering services will be provided by the Commissariat for Public Works (CPW) with AID financed technical assistance. The CNEC, with U.S. educational consultants will assess the need for other technical assistance, training requirements and develop detailed work plans for short-term advisors and training.

The AID Country Development Office will manage the contribution of that agency to the Project. Construction progress will be monitored by the CPW and the AID regional services office in Abidjan, Ivory Coast.

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6C(1) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR COUNTRY

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|--|---|
| 1. <u>FAA Sec. 116.</u> Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights? | The project will indirectly benefit the needy through expanding the capacity of the GOGB to provide basic education and skills training to rural populations. The GOGB is not in violation of human rights. |
| 2. <u>FAA Sec. 481.</u> Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? | No. |
| 3. <u>FAA Sec. 620(a).</u> Does recipient country furnish assistance to Cuba or fail to take appropriate steps to prevent ships or aircraft under its flag from carrying cargoes to or from Cuba? | No. |
| 4. <u>FAA Sec. 620(b).</u> If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement? | Yes. |
| 5. <u>FAA Sec. 620(c).</u> If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government? | No. |
| 6. <u>FAA Sec. 620(e) (1).</u> If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? | No.. |

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7. FAA Sec. 620(f); App. Sec. 108. Is recipient country a Communist country? Will assistance be provided to the Democratic Republic of Vietnam (North Vietnam), South Vietnam, Cambodia or Laos? No.
8. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression? No.
9. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property? No.
10. FAA Sec. 620(l). If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason? No.
11. FAA Sec. 620(o); Fishermen's Protective Act, Sec. 5. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters, No.
- a. has any deduction required by Fishermen's Protective Act been made?
- b. has complete denial of assistance been considered by AID Administrator?
12. FAA Sec. 620(q); App. Sec. 504. (a) Is the government of the recipient country in default on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds, unless debt was earlier disputed, or appropriate steps taken to cure default? No.
13. FAA Sec. 620(s). What percentage of country budget is for military expenditures? How much of foreign exchange resources spent on military equipment? How much spent for the purchase of sophisticated weapons systems? (Consideration of these points is to be coordinated with the Bureau for Program and Policy Coordination, Regional Coordinators and Military Assistance Staff (PPC/RC).)

An August 10, 1977 International Monetary Fund Report shows that in 1976 the GOGB allocated about 19 per cent of its Central Government Budget for defense expenditures. In 1977 it was 17 per cent. During the same year, the GOGB allocated 38 per cent of its Central Budget for activities in Agriculture & Natural Resources, Communications and Transportation, Public Works, Health and Welfare, and Education and Culture. Approximately 18 per cent is specifically for education.

Taken into account by the US

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14. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?
 15. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget?
 16. FAA Sec. 620A. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism?
 17. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA?
 18. FAA Sec. 669. Has the country delivered or received nuclear reprocessing or enrichment equipment, materials or technology, without specified arrangements on safeguards, etc.?
 19. FAA Sec. 901. Has the country denied its citizens the right or opportunity to emigrate?

No.
No.
No.
No.
No.

B. FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria
 - a. FAA Sec. 102(c), (d). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, (2) reduced infant mortality, (3) population growth, (4) equality of income distribution, and (5) unemployment.
 - b. FAA Sec. 201(b)(5), (7) & (8); Sec. 208; 211(a)(4), (7). Describe extent to which country is:
 - (1) Making appropriate efforts to increase food production and improve means for food storage and distribution.
 - (2) Creating a favorable climate for foreign and domestic private enterprise and investment.

There has not yet been developed a definite development plan. Yet the Government has established its commitment to socio-economic development through programs in the priority areas of agriculture, education and health.

The GOCB is engaged in several programs to increase rice production, the country's main staple, and other programs to increase overall food production. Various donors including the UNDP are assisting the Government in these efforts.

The GOCB is currently studying the establishment of an investment code.

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- (3) Increasing the public's role in the developmental process.
- (4) (a) Allocating available budgetary resources to development.

(b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations.
- (5) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.
- (6) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

Governmental and party organization encourage public participation in development decisions.

(a) Within its meager means, the GOGB finances a significant share of the local costs of development projects.

(b) No such diversions occurring.

Social, political and economic reforms are evolving as the Government continues to establish itself.

See 4 and 5 above.

c. FAA Sec. 201(b), 211(a). Is the country among the 20 countries in which development assistance loans may be made in this fiscal year, or among the 40 in which development assistance grants (other than for self-help projects) may be made?

Yes.

d. FAA Sec. 115. Will country be furnished, in same fiscal year, either security supporting assistance, or Middle East peace funds? If so, is assistance for population programs, humanitarian aid through international organizations, or regional programs?

No.

2. Security Supporting Assistance Country Criteria

Not Applicable.

a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? Is program in accordance with policy of this Section?

b. FAA Sec. 531. Is the Assistance to be furnished to a friendly country, organization, or body eligible to receive assistance?

c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

6C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
 (b) Is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

By established Congressional notification procedures.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes. Plans and specifications have been and will be reviewed by AID engineers. The cost of the project has been reasonably estimated.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

None required.

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)?

N.A.

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Yes.

6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?
7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

The project will foster general socio-economic development as the effects of a rising rate in literacy are felt.

U.S. equipment, commodities and services will be purchased under the project.

The Government of Guinea-Bissau will provide logistic support to U.S. technicians, and is performing A&E services.

U.S. does not own excess Guinea pesos.

FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

The project will expand the capacity of the GOGB to provide trained teachers to develop basic education and skills in rural areas.

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b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

N.A.

(2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

N.A.

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

Project is expanding capacity of GOGB to provide trained teachers for rural areas.

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(b) to help alleviate energy problem;

(c) research into, and evaluation of, economic development processes and techniques;

(d) reconstruction after natural or manmade disaster;

(e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

N.A.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

The Government will provide about 15 per cent of the project total cost. A cost-sharing criteria under the provisions for "relatively least developed countries"

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

Yes.. Justification is being provided to the Congress.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

The project will directly assist the GOGB to provide an improved worker force and encourage development of democratic, economic political and social institutions by attacking illiteracy.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

The project responds to the priorities of the GOGB and will be largely implemented by the GOGB with relevant assistance.

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g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

The project will contribute directly to the development of educational institutions and social progress. The PP analyses and conclusions show soundness and relate the activity to long range objectives of GOGB.

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

The project will not have detrimental effects on the U.S. economy. Technicians and commodities will be largely from the U.S.

2. Development Assistance Project Criteria (Loans only)

Not Applicable.

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

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d. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

N.A.

f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N.A.

3. Project Criteria Solely for Security Supporting Assistance

N.A.

FAA Sec. 531. How will this assistance support promote economic or political stability?

4. Additional Criteria for Alliance for Progress

Not Applicable

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

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6C(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? Yes.
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? Yes.
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? Yes.
4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? None to be Financed
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? Yes.
6. MMA Sec. 901(b). (a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Yes.
7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, Yes.

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are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

8. International Air Transport. Fair Competitive Practices Act, 1974

Yes.

If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?

It has been determined that U.S. firms show little interest in small-scale construction being carried out. PP justifies requirement for other than U.S. firms.

2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

Yes.

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

N.A.

C. Other Restrictions

1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?

N.A.

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?

N.A.

3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.?

Yes.

4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction?

Yes. A waiver is requested. Justification is included in the project procurement plan.

Will arrangements preclude use of financing:

- a. FAA Sec. 114. to pay for performance of abortions or to motivate or coerce persons to practice abortions? **Yes.**
- b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property? **Yes.**
- c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs? **Yes.**
- d. FAA Sec. 662. for CIA activities? **Yes.**
- e. App. Sec. 103. to pay pensions, etc., for military personnel? **Yes.**
- f. App. Sec. 106. to pay U.N. assessments? **Yes.**
- g. App. Sec. 107. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending). **Yes.**
- h. App. Sec. 501. to be used for publicity or propaganda purposes within U.S. not authorized by Congress? **Yes.**

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SPECIAL CHARGES

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09/01/78 EXT 29066

TEL EXT.

AFR/DR:JMKOEHRING

NAME

AFR/DR/CAWARAP:GTHOMPSON

2AFR/DR/ED:MSEYMOUR (DRAFT)

AFR/DR/ENGR:DDAVIES (DRAFT)

4AFR/SFWA:OLUSTIG (DRAFT)

GC/AFR:STISA (DRAFT) CES

6SER/COM:PHAGHAN (DRAFT) E S

SER/COM:BVTRAGH (DRAFT)

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E.O. 11652: N/A

TAGS:

SUBJECT: GUINEA BISSAU PRIMARY TEACHER TRAINING PROJECT,
NO. 657-0003

REFS: (A) BISSAU 993 (B) BISSAU 964

1. PROJECT COMMITTEE MET JULY 27 TO REVIEW PROJECT PAPER REVISION FOR SUBJECT PROJECT. A NUMBER OF ISSUES WERE RAISED; MANY OF WHICH HAVE BEEN RESOLVED AFTER DISCUSSION WITH REDSO/WA PROJECT OFFICER BOND. FOLLOWING IS DISCUSSION OF REMAINING ISSUES WITH SUGGESTIONS FOR RESOLVING THEM. WITH CDO CONCURRENCE, THIS CABLE WILL BE ATTACHED AS AN ADDENDUM TO PP AND CONSTITUTE NECESSARY CHANGES SO PROJECT MAY BE MOVED FORWARD FOR AUTHORIZATION DECISION.

2. REF A SATISFIES QUESTION OF 611(A) DETERMINATION AND WILL BE ATTACHED TO PP IF COPY ENGINEERING ADVISOR THOMPSON MEMO NOT RECEIVED IN TIME.

3. CONCERNS EXPRESSED OVER TECHNICAL ASSISTANCE, TRAINING AND CURRICULUM IMPROVEMENT ASPECTS OF PROJECT. BELIEVE THAT EXPECTED PROJECT OUTPUTS IN LOGICAL FRAMEWORK OVERSTATED.

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IT IS UNDERSTOOD, HOWEVER, THAT THERE IS A SENSITIVITY TO INVOLVEMENT IN CHANGING, DEVELOPING AND IMPROVEMENT OF THE CURRICULUM. AID/W CAN ACCEPT THAT THESE WILL COME ABOUT IN A SUBTLE WAY THROUGH THE PROVISION OF TEACHING EQUIPMENT, MATERIALS AND TEXTBOOKS, AND PROVISION OF SHORT-TRAINING COURSES IN COUNTRY ON HOW TO USE THEM.

IT IS UNDERSTOOD THAT TECHNICAL ASSISTANCE WILL TOTAL 52 PERSON MONTHS. THIS INCLUDES THE APPROXIMATELY 12 PERSON MONTHS ACCOUNTED FOR BY THE TWO EDUCATION CONSULTANTS AND ARCHITECT. THE REMAINING 40 PERSON MONTHS WILL COVER 39 PERSON MONTHS FOR A CONTRACTED TRAINING TEAM AND ONE PERSON MONTH FOR AN EVALUATION CONSULTANT.

IT IS FURTHER UNDERSTOOD THAT TRAINING WILL PRIMARILY CONSIST OF THE USAGE OF THE TEACHING AIDS BEING INTRODUCED BY THE PROJECT. THERE IS TO BE SOME OVERLAP AFTER EACH TRAINING PERIOD FOR THE TRAINING TEAM TO OBSERVE HOW THE TRAINEES PUT THEIR NEW SKILLS TO USE.

4. EVALUATION SECTION OF PP CONSIDERED WEAK. IT IS RECOGNIZED, HOWEVER, THAT AID INVOLVEMENT IN EDUCATION SECTOR IS BEGINNING AT GROUND ZERO AND WITHOUT A SECTOR ASSESSMENT DO NOT HAVE A BASIS ON WHICH TO MAKE JUDGMENTS. EVALUATION SHOULD INCLUDE REVIEW OF CURRICULUM AND RELEVANCE OF MATERIALS BEING PROVIDED TO THAT CURRICULUM. THE EVALUATION SHOULD ALSO INCLUDE A REVIEW OF THE COSTS OF THE PROJECT TO THE GOGB. THIS WILL INCLUDE HOW THE GOGB IS PICKING UP THE COSTS OF A BETTER TRAINED AND EXPANDED PRIMARY TEACHING FORCE. THE RECURRENT COSTS ANALYSIS OF THE PP WAS BELIEVED TO BE UNDERSTATED. BASELINE DATA FOR THE EVALUATION WILL REQUIRE INFORMATION ON THE TEACHING STAFF OF GOGB/CNEC INCLUDING BUDGET INFORMATION. THIS KIND OF DATA SHOULD BE AVAILABLE TO PERSON SENT TO WORK WITH CNEC IN DEVELOPING THE EVALUATION PLAN. AID/W WOULD LIKE TO RESERVE AN OPPORTUNITY TO COMMENT ON THE OVERALL PLAN.

5. IT IS UNDERSTOOD IN AID/W THAT THERE IS NO OVERALL EDUCATION DEVELOPMENT PLAN. THE ONLY OTHER ASSISTANCE FROM DONORS IS SWEDEN (SIDA), WITH A PROJECT FOR 8 PRIMARY SCHOOLS, UNICEF WITH A SECONDARY/PRIMARY SCHOOL COMPLEX AND SOME MATERIALS, AND SOME EASTERN BLOC SUPPORT FOR MATERIALS THAT NOT FOR PRIMARY TEACHER TRAINING PROJECT MATERIALS (BUT NOT FOR PRIMARY TEACHER TRAINING CENTERS SUPPORTED BY AID).

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6. SER/CM HAS REVIEWED PROCUREMENT PLAN AND WAIVER REQUESTS. SER/COM IS PREPARED TO CLEAR PLAN AND WAIVERS TO MOVE FORWARD WITH AUTHORIZATION BECAUSE IT AGREES THAT IT IS PRESENTLY UNLIKELY THAT CONSTRUCTION MATERIALS MAY BE OBTAINED FROM U.S. OR OTHER COUNTRIES IN CODE 941. HOWEVER, WAIVERS FOR CONSTRUCTION MATERIALS SHOULD BE EXERCISED ONLY AFTER U.S. AND OTHER 941 AVAILABILITIES HAVE BEEN EXPLORED AGAIN WHEN ORDERING OF MATERIALS COMMENCES. IT IS INCUMBENT UPON CDO TO ADVISE WHEN PROCUREMENT OF MATERIALS WILL BE REQUIRED. SER/COM WILL THEN ADVISE IF WAIVER AUTHORITY SHOULD BE EXERCISED.

7. THE REQUIREMENT OF A 25 PERCENT HOST COUNTRY CONTRIBUTION MAY BE WAIVED FOR A COUNTRY THAT IS DETERMINED BY AID TO BE A RLDC - BASED UPON UNCTAD LIST OF RLDC. GC/AFR IS OF THE OPINION THAT THIS AUTHORITY IS NOT LIMITED TO COUNTRIES ACTUALLY ON THE UNCTAD LIST THOUGH AID'S DETERMINATION MUST BE BASED ON THE LIST (OR SOME CRITERIA AS UNCTAD APPLIES). THUS FAR, WAIVER AUTHORITY HAS BEEN LIMITED TO COUNTRIES ACTUALLY ON THE LIST. PR# IT PROBABLY WILL BE NECESSARY TO RAISE THIS QUESTION TO A/AID. HOWEVER, USUN REPORTS THAT 101ST PLENARY SESSION OF THE UN STRONGLY RECOMMENDED THAT GUINEA BISSAU BE INCLUDED IN THE LIST OF RLDCS. THE UN IS EXPECTED TO ACT UPON THIS RESOLUTION IN THE FORTHCOMING 33RD GENERAL ASSEMBLY. AFR/SFWA AND AFR/DR ARE CONFIRMING THIS REPORT AND ARE COMPILING INFO REGARDING GUINEA BISSAU PER CAPITA GDP, PERCENTAGE OF ECONOMY IN MANUFACTURING AND PERCENTAGE OF ADULT LITERACY (UNCTAD CRITERIA) TO ADDRESS THIS ISSUE. IF GUINEA BISSAU DETERMINED TO BE A RLDC, THE REQUIREMENTS OF FAA, SECTIONS 110(A) AND 110(B) MAY BE WAIVED.

8. A LETTER OF REQUEST FOR ASSISTANCE FROM THE GOGB IS REQUIRED FOR THE PROJECT. CDO/BISSAU MAY CABLE TEXT OF REQUEST LETTER, THEN POUCH FOR THE RECORD.

9. REQUEST CDO ADVISE CONCURRENCE WITH ABOVE SO MAY MOVE FORWARD WITH AUTHORIZATION PACKAGE. 44

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INCOMING
TELEGRAM
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PAGE 01 BISSAU 01054 061103Z
ACTION AID-31

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INFO AMEMBASSY DAKAR
AMEMBASSY ABIDJAN

UNCLAS BISSAU 1054

AIDAC

E. O: 11652: N/A

TAGS:

SUBJ: GUINEA-BISSAU PRIMARY TEACHER TRAINING PROJECT NO. 657-0003

1. CDO BISSAU CONCURS REFTEL CONTENT AND REQUEST AID/W
MOVE FORWARD WITH AUTHORIZATION TO SIGN AMENDMENT NUMBER 2
BEIGNING COMMITTED FUNDS UP TO ONE MILLION ONE HUNDRED AND SIX-
TEEN THOUSANDS DOLLARS, TO REVIEW: DOLLARS 506,000 SIGNED IN
FY 77, DOLLARS 250,000 IN MARCH 3 (AMENDMENT NO. 1) FY 78 AND
NOW PRIOR END OF FY 78 AN ADDITIONAL DOLLARS 360,000 WILL
BE OBLIGATED MAKING TOTAL OBLIGATED FY 78 DOLLARS 610,000.

2. MEARES HAS COPY THIS PROJECT AGREEMENT AMENDMENT, G/C AID/W
HAS APPROVED IT.

3. THIS IS NOT A NEW PROJECT, BUT MERELY A PP REVISION. GOGB
HAS ALREADY REQUESTED PROJECT AND DOCUMENT WAS SENT TO AID/W
IN FY 77, THEREFORE IT WOULD BE EMBARRASSING TO ONCE
AGAIN REQUEST GOGB FOR A LETTER OF REQUEST AS SUGGESTED IN
PARA 8 REFTEL.

4. ADVISE. ORUM

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SEP 27 1978

MEMORANDUM

TO: AA/AFR, Mrs. Goler T. Butcher
FROM: AFR/DR, ^{JW Koehring} John Koehring
SUBJECT: Application for Assistance

The Government of Guinea Bissau ("GOGB") has not submitted a formal written application for the Primary Teacher Education Project as amended in the attached project paper. Although the GOGB cooperated in the design of the amended project, which adds technical assistance, training and an educational institution at Bissau to the original AID commitment to assist in financing one at Bolama, the formality of a written application has been overlooked for this revision.

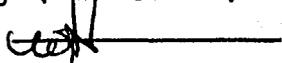
The Project Committee notified the field of this deficiency in early September. The field response of September 6th referred to a formal request received in FY 1977. Our records in AID/W indicate that such a request was received in FY 1977 for a similar project in Cape Verde but not for this revision to the project in Guinea Bissau. CDO/Bissau was notified of this confusion by telegram on September 8. He was requested to obtain a written request, but no response has been received.

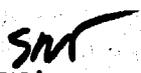
A formal written request from a recipient country is required as a matter of law under Section 201(e) of the Foreign Assistance Act of 1961, as amended, for loan financed projects. It is not required as a matter of law for grant financed projects. Such a request is required for grant projects, however, as a matter of AID policy as set forth at page 5-10 of Handbook 3 which states that funding should not be authorized in the absence of an application. The purpose of the requirement of a formal application is to ensure that the recipient wants the project as designed before it is authorized.

GC/AFR has advised that an authorization can be drafted subject to a condition that a written application for the assistance be provided to the CDO before the amendment to the project agreement is executed by GOGB and the CDO. We, ^{including GC/AFR,} all believe ~~however~~ that such a requirement would provide nothing of substance because if the GOGB is willing to execute the agreement, it is clear that the GOGB wants the project. Requiring a written application immediately before execution under this circumstance would be superfluous.

We, therefore, recommend that you authorize this project revision without a formal application for the GOGB. We have consulted with Ed Hogan of PPC/DPRE, and he agrees since this is a revision of an earlier project and we have been advised by CDO/Bissau that GOGB has cooperated in the design of the amendment. Of course, the amount authorized for obligation in FY 1978 will remain unobligated at the end of the fiscal year if the CDO's assessment of the GOGB's understanding and desire for the project as revised is incorrect. We believe that we should accept that assessment and that the CDO should accept responsibility if it is incorrect. For your information, the House version of the FY 1979 Appropriations Bill has a provision permitting the carry over into FY 1979 of unobligated FY 1978 funds, but the Senate version does not. The Conference Committee meets today, and it is believed that carryover of unobligated balances will not be permitted.

Clearances:

PPC/DPRE:EHogan (substance)
GC/AFR:EDragon (substance)
AFR/DR/CAWAP:GThompson (substance)
AFR/DR/CAWAP:RSolem (substance)
AFR/SFWA:OLustig (substance)
DAA/AFR:WHNorth 


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Mr. Lusty

SEP 27 1978

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 AFR/SFWA:CLustig (substance)
 DAA/AFR:WHNorth _____

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 GC/AFR:STisa:my:9/27/78:20379