

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT PAPER FACESHEET
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION CODE (FIX APPROPRIATE BOX)
 ORIGINAL CHANGE
 ADD DELETE

PP
 DOCUMENT CODE 3

2. COUNTRY/REGIONAL ENTITY/GRANTEE
 Chile

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER 513-0284

5. BUREAU
 A. SYMBOL LA B. CODE 3

6. ESTIMATED FY OF PROJECT COMPLETION
 FY 7 | 7 |

7. PROJECT TITLE - SHORT (STAY WITHIN BRACKETS)
 [Improved Rural Education Facilities]

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
 MO. YR.
 A. INITIAL [1 | 76] B. FINAL FY [7 | 6]

9. SECONDARY TECHNICAL CODES (MAXIMUM SIX CODES OF THREE POSITIONS EACH)
 080 | 248 | 350

10. ESTIMATED TOTAL COST (\$000 OR EQUIVALENT, \$1 = 6.7 pesos)

A. PROGRAM FINANCING	FIRST YEAR			ALL YEARS		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL		400	400		400	400
(GRANT)	()	(400)	(400)	()	(400)	(400)
(LOAN)	()	()	()	()	()	()
OTHER 1.						
U.S. 2.						
HOST GOVERNMENT		225	225		225	225
OTHER DONOR(S)		206	206		206	206
TOTALS		831	831		831	831

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

A. APPROPRIATION (ALPHA CODE)	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE	FY 76		FY 77		ALL YEARS		
			D. GRANT	E. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN	J. GRANT
EH	530	636	400					400	
TOTALS									

12. ESTIMATED EXPENDITURES 200 | 100 | 100

13. PROJECT PURPOSE(S) (STAY WITHIN BRACKETS) CHECK IF DIFFERENT FROM PID/PRP

1. To complete 250 school houses in very poor rural and marginal urban communities where self-help efforts have been halted by high costs.

2. To serve as model for future low-cost school construction in Chile.

14. WERE CHANGES MADE IN THE PID/PRP FACESHEET DATA NOT INCLUDED ABOVE? IF YES, ATTACH CHANGED PID AND/OR PRP FACESHEET.
 Yes No

15. ORIGINATING OFFICE CLEARANCE

SIGNATURE: Stuart H. Van Dyke *[Signature]*

TITLE: Director, USAID/Chile

DATE SIGNED: MO. DAY 8 YR 75

16. DATE RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MO. DAY YR.

PDABA-363

OPG PROJECT PROPOSAL

Operational Program Grant (OPG) Proposal Outline

PROJECT TITLE: Improved Rural Educational Facilities

TOTAL OPG REQUEST: \$400,000

PROJECT LOCATION: Chile

PVO NAME AND LOCATION: CARE-Chile, Santiago, Chile

CENTRAL HEADQUARTERS: CARE Inc., New York

CONTACT PERSON: E.T. Greaves, CARE-Chile Director

DATE OF SUBMISSION TO A.I.D: August 26, 1975

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OPG PROJECT PROPOSAL

I. Project Purpose & Description

A. Purpose & Beneficiaries

The primary objective of this project is to assist in the completion of 200 to 250 basic school buildings in low-income rural communities throughout Chile and in marginal areas on the periphery of large urban centers. The direct beneficiaries will be approximately 20,000 rural school children; secondary beneficiaries will be parents and community members who might utilize the buildings for such activities as adult literacy classes, community meetings, or as a central point for other technical and non-technical educational activities. Construction activities will be concentrated in low-income rural areas and marginal areas on the periphery of urban centers, whose inhabitants have been the most seriously affected by the spiraling inflation witnessed in Chile during the past fifteen months.

B. General Description of Project

The project will be implemented under the auspices and supervision of CARE Chile, a PVO registered with the U.S. Government and the GOC. Actual completion of construction of the schools will be carried out by members of individual communities, with supervision and technical assistance to be provided by the Society for Construction of Educational Establishments (SCEE), the GOC designated agency for school construction. Contributions by individual communities will include donated labor, land (in some cases) and basic construction materials such as sand, gravel and cement.

In addition to the significant community inputs, unskilled labor could also be provided by members of the "Minimum Employment Program", a GOC sponsored undertaking organized in each Municipality to partially absorb the country's growing ranks of unemployed laborers.

It is estimated that the average number of laborers per school will be ten, working over a period of four to six weeks each.

C. Conditions expected at end of project

1. 200-250 schools completed, equipped and functioning.
2. Provision of adequate teaching staff at each school.
3. Utilization of sites for community centers and for non formal educational activities.
4. Maintenance and upkeep of finished sites by community members.

II. Project Background

A. Project History & Development

CARE's approximately fifteen years experience in school feeding programs in Chile have brought it into close contact with local communities throughout the country. In the poorer rural sections of the country, the pressing need most often voiced by the local people is for additional classroom space.

It has been estimated by the Technical Commission of the National School Building Plan, that there presently exists a national deficit of 1,229,046 square meters of classroom space at the primary level. The annual influx of 114,000 primary students requiring approximately 342,000 square meters of new classroom space increases the national deficit by another 25% annually. Against this deficit, the GOC - largely through its school building agency, the SCEE - is at the present time able to construct less than 200,000 square meters per year, thus further increasing the already existing deficit.

The severe shortage of classroom space for the primary age child is particularly acute in rural areas, many of which have no school facilities at all. Children are often required to walk several miles to attend class in neighboring communities, thus overburdening already limited facilities.

The lack of adequate classroom space in rural areas has had a deleterious effect on educational levels. While Chile boasts of a national literacy level of around 90%, indications are that, in poorer rural sections, illiteracy could reach as high as 40-50% among young people and even higher among adults. Moreover, in many areas, the lack of acceptable facilities means that children attend class fewer days during the school year than do their urban counterparts, with concomitant adverse results on their educational levels.

The interrelated problems of extreme distances to be traveled, overburdened facilities and limited scope of education have resulted in increased rates of absenteeism, dropouts, and grade repetitions, as well as an overall deterioration in the quality of education at the primary level.

CARE estimates that there are some 200 to 250 rural schools wherein the conditions listed above currently exist. In order to alleviate some of these conditions, many localities have begun school construction on a self-help basis without government support. Due to the increasingly high cost of building materials, however, these efforts have been frustrated

prior to completion. In the majority of instances, the communities have managed - through raffles, dances or donations from influential individuals - to raise sufficient funds with which to initiate construction of new or additional classrooms, as well as entire new buildings to replace existing ones. In fact, the advancement of each school up to the present time has largely been accomplished with community purchased/ donated materials.

Other cases exist, however, wherein communities in need of new schools have simply been unable to raise funds due to severe financial strain brought about by the current inflationary economy. A low-cost pre-fabricated school building, especially designed for rural areas, is presently being investigated as a possible solution to the latter problem.

B. PVO Project Experience

Working in conjunction with the SCEE, CARE has recently completed participation in a project for the construction of nine rural schools during FY 1975. This project represented CARE's contribution to Chile's reconstruction effort during the difficult period following the 1973 change in government. It also helped to establish schools in rural asentamientos (large community owned farming areas created during the agrarian reform for the purpose of resettling people in rural areas) where none existed previously. Although unrelated to the present proposal, this earlier effort has served to provide CARE with valuable experience in rural school construction.

Concerned over the rapidly increasing deficit of classroom space and the apparent tendency on the part of SCEE to build costly, elaborate "showcase" schools, CARE has made repeated attempts during the past year to convince the Ministry of Education to opt for a functional, less expensive school which could be adapted to local conditions anywhere in the country (i.e. utilizing indigenous materials such as lumber, stone, etc.). These efforts have finally begun to pay off as witnessed by renewed GOC interest in the community school proposal and other ideas, such as low-cost pre-fab buildings.

In order to maintain this interest at a peak level, CARE has met frequently with the Minister of Education and SCEE officials to keep them informed of its findings in the field. These findings include extensive coverage of the eighth region (encompassing the four provinces of Arauco, Bio-Bío, Concepción and Ñuble) and visitation to some 25 community

started schools. Of these 25, 15 to 20 will be selected for initial inclusion in the project to be started by CARE, with its own funds, during the second quarter of FY 1976. A detailed list of these latter schools, including progress made to date by the communities and quantities of materials required, is included as Attachment #1 to this proposal.

A further joint exploratory visit was made recently by CARE representatives in the company of AID officials to two additional provinces. The findings were also positive and this region could possibly form part of the second group of schools to be constructed.

C. Host Country Activities

Chile has embarked on an economic austerity program designed to restore a badly dislocated economy during a period of severe balance of payments distress. The budgets of all government and quasi-governmental agencies have been severely trimmed as a result of this program. Hence the Ministry of Education and the school construction agency (SCEE) find themselves unable to finance the completion of the schools already partly constructed by local self-help in the rural areas. Nonetheless, both parties have fully endorsed CARE's participation in this project.

The Minister of Education, Admiral Arturo Troncoso Daroch, has recently assigned top priority to a pilot project for the replacement of 56 emergency school classrooms (now functioning in old busses) with a prototype classroom of pre-fabricated wooden components. Embraced within the overall OPG proposal is CARE's agreement to participate in this pilot project, by supplying materials for the construction of 26 of these emergency classrooms (in 3 schools) located in marginal areas on the periphery of Santiago. In addition to CARE's inputs, several government agencies (including SCEE), as well as a group of private businessmen and interested citizens who make up a group known as "The Private Corporation for Social Development", will participate in this pilot project, sharing costs of approximately \$112,000 for the total of 56 emergency classrooms.

The Minister has also designated as a priority effort repairs to existing schools in the above areas and has requested CARE, as well as the other parties, to participate. Repair costs are estimated to be minimal. For a more detailed outline of these two projects refer to Attachments #2 and #3.

III. Project Analysis

A. The major intended beneficiaries are some 20,000 school children of both

sexes who would benefit from vastly improved educational facilities, thereby greatly increasing the scope and the quality of the education received. Parents and community members could also be expected to benefit from the improved facilities by utilizing them for formal as well as non formal educational purposes. The per capita direct beneficiary cost is \$41.00 (\$825,000 ÷ 20,000 children) and much less if secondary beneficiaries are taken into consideration. This per capita cost could also be reduced by half (to approximately \$20.00) based on the assumption that the majority of these schools will operate in double shifts.

- B. CARE's counterpart for field implementation is the SCEE, an agency with many years experience in the field of school construction. The SCEE has an elaborate network of eight regional offices located at strategic points throughout the country. These offices are staffed by highly trained technicians (many of them engineers) who will play a very important role in the implementation of this project.

Following purchase of materials by CARE in Santiago or in regional headquarters (depending on availability and price), SCEE will arrange for delivery and storage at its regional warehouses. Municipalities and communities will be asked to arrange for transport from these points to the local sites. SCEE will supervise actual construction activities, lending technical advice where necessary. Many communities have already entered into consultation with SCEE regarding design and technical specifications of the buildings in question.

Technology to be used will be of the simplest nature. No machinery is contemplated. All construction work will require only hand labor which will be carried out by community volunteers.

- C. During previous government regimes, the concept of self-help was de-emphasized and people came to expect government support as a way of life. The past 18 months have witnessed a partial return to the principles of community commitment and self-help. This project represents a logical application of those principles by involving the local people in a community effort. Moreover, valuable lessons in low-cost school construction in rural areas can be learned from this project, which will prove extremely useful to the GOC once economic conditions permit a resumption of school construction on a large scale. Simpler, less expensive methods utilizing local materials and voluntary labor may well, in the long run, result in completion of a much greater number of schools than originally contemplated.

D. The previously submitted PID contemplated that a pilot project for school gardens would be included as a part of the present project. Although a reduced pilot plan is still contemplated (perhaps in some 30 schools), plans have not developed quite as rapidly as originally envisioned. Extensive research must be carried out as to the availability of land, types of crops and growing seasons, willingness and ability of the various parties involved to carry out their responsibilities, etc. Therefore, a viable garden project would not be feasible for another six months, at least, and would be submitted as a separate proposal at that time. Similar mention was made in the PID of participation by various other agencies (SNS, Ministry of Agriculture and IFICOOP). It has since been decided, however, that inclusion of these agencies at this time would be impractical and might possibly cause delays in the implementation of the proposal under consideration. Nevertheless, the desirability of the participation of these agencies, as described in the PID, will not be lost sight of in the future. While school construction is being accomplished, negotiations with the SNS, IFICOOP and the Ministry of Agriculture will continue.

IV. Project Design & Implementation

A. Implementation Plan

CARE will begin its project activity in September by purchasing and supplying construction materials for the pilot project of 26 emergency classrooms to replace existing busses, in marginal areas on the periphery of Santiago. It is estimated that these materials will cost approximately \$1,000 per classroom, or a total of \$26,000. Beginning in the second quarter of Fy 1976, CARE will purchase and effect delivery of materials to the first group of community schools (15 to 20 in number), which have been preselected according to need, by CARE and the SCEE and will logically be comprised of schools from the four provinces outlined in Attachment #1. According to the plan, more than one area (region) will be undertaken simultaneously. Once construction is initiated, CARE will rely heavily on SCEE expertise to supervise the community efforts. Estimated cost of the community efforts will range between \$500 and \$3,500, an average of \$2,000 per school or a total of approximately \$500,000. Community contributions in the form of land, labor and some materials are valued at between \$400 and \$500 per school, or approximately \$100,000 for the entire project. The SCEE will provide all technical and logistical support, valued at approximately \$100,000. CARE will contribute the equivalent of approximately \$100,000 for the purchase of construction materials. CARE will also fulfill a significant management role, which will be costed primarily in terms of time. The request from OPG funds is for \$400,000, exclusively for the

cost of building materials. Completion of the 200 to 250 schools is estimated to take twelve months, to be begun in FY 1976, if the project is approved.

CARE will shortly be signing formal agreements with GOC counterpart agencies covering such items as technical and logistical support for construction, guarantees that teachers will be provided for each school, etc. Agreements will also be signed with each individual community covering its responsibilities. Copies of the signed contracts will be forwarded at a later date, if necessary. CARE's FY 1975 agreement with the Ministry of Education and the SCEE included the former stipulations.

B. Measurement and Evaluation of Project Accomplishment

Conditions at start of project : 200 to 250 rural and marginal area schools on the periphery of urban centers in various stages of completion.

1. August, 1975 - Signing of contract with Ministry of Education and SCEE for community schools and emergency classrooms. Continued review of community school applicants. Review and selection of bids on construction materials for 26 emergency classrooms.
2. September, 1975 - Continued visitation and screening of applicants for community schools. Purchase and delivery of construction materials for 26 emergency classrooms. Work to begin on emergency classrooms.
3. October, 1975 - Review of competitive bids on construction materials for community schools. Signing of formal agreements with communities in first region. Continued visitation and screening of applicants in other provinces.
4. November, 1975 - Final bid selection, partial purchase and delivery through SCEE of materials for community schools. Construction initiated in first region. Continued visitation and screening of applicants in other provinces.
5. December, 1975 - Work finishes in first region (under supervision of SCEE technicians and monitored by CARE field personnel). Signing of formal agreements with communities in other provinces. Approval awaited from Washington on OPG proposal.

A similar schedule will be followed until completion of the project. It is estimated that CARE will complete the 26 emergency classrooms and

15 to 20 community schools during the first half of FY 1976. Following receipt of the OPG funds, however, bulk purchases of materials will be possible, thus allowing for construction to begin in several provinces simultaneously.

Quarterly evaluations will be carried out by CARE personnel (as a part of CARE's multi-year plan system) which will allow periodic measurement against indicators established at the outset of the project.

C. Logical Framework Matrix

Refer to attached sheet.

V. Financial Plan

1. Ministry of Education
 - A. \$100,000 - equipping classrooms
 - B. \$ 25,000 - CARE operational costs
2. SCEE - \$100,000 - technical assistance and logistical support
3. Communities - \$100,000 - land, labor and materials
4. CARE - \$100,000 - materials
5. AID - \$400,000 - materials
6. The Private Corporation for Social Development - \$4,500 .

ATTACHMENT NUMBER ONE:

LIST OF SCHOOLS, CLASSROOMS BEING CONSTRUCTED, TO BE CONSTRUCTED BY
COMMUNITY

Concepcion Province

I. Escuela # 70/108, Depto. de Talcahuano - Urban, constructed in 1972 by SCEE;

Two schools with a combined enrollment of 1250 students meet in the morning and afternoon respectively. Facilities are terribly overcrowded in both morning and afternoon sessions, therefore, Directorate and Centro de Padres have approached SCEE to design provisional classrooms which can be built with materials and labor supplied by the community. Community members are extremely cooperative and have organized dances, raffles, etc. in order to raise approximately E° 200,000 to assist in purchase of materials. The local Military Civic Action Group will provide most of the labor, along with some experienced community members who will also direct the effort. The estimated material requirements are listed below:

- 1) 260 floor boards, pine, (1 x 4)
- 2) 260 pieces external planking, pine, "California" (1 x 5)
- 3) 150 sheets Pizarreño G.O. (4ft.)
- 4) 500 pieces interior planking/ceiling, pine (3/4 x 5)

II. Escuela de Michaique (annex to #49 Boca Sur) Depto. de Coronel

A committee of several interested parties, including the local Carabinero major, Sr. Ricardo Bonilla (regional boss of SCEE), Director of the present school and a couple of Centro de Padres members have been organized to coordinate support for construction of a new school to replace the present #49 which is inadequate and in terrible condition. SCEE has formulated a plan for two blocks encompassing

4 or 5 classrooms and the administrative wing (i.e. multi-taller, kitchen, bodega, office, etc.); a third block including bathrooms, etc. is planned for later. The above mentioned group has been active in organizing the donation of materials from various parties, including local industries, the military, Carabineros, etc. For example, cement was donated by a local industry, lumber by a local saw mill. Up to now, the labor has been supplied by the Municipality under the minimum employment plan, as also by the local military, civic action group. The land was donated by the local community, but there are still some legal matters pending to make it official. Work has been very slow so far, as they started in January, but have only managed to lay the concrete foundation, due to lack of materials and various other problems.

Required materials are as follows:

- 1) 410 sheets of Pizarreño
- 2) 62 linear meters of caballetes (roofing joints)
- 3) 360 sq. met. pisoflex (flooring)
- 4) 8 wooden doors (2.10 x 0.90 cms.)
- 5) 42 wooden window frames (1.38 x 1.31)
- 42 " " " (1.38 x 0.43)
- 6) 76 sq. met. window glass (double)

III. Escuela # 47 Los Despachos, Depto. de Yumbel

This school is located in a very rural setting, about 100 kms. from Concepcion. In this case, the community has proceeded to build a new school, entirely on their own, using funds they have been able to raise and materials locally available. The new school which will consist of one classroom, kitchen and

office for the Director, will replace the present building which is literally falling down. In the three months or so that they have been working, the community has managed to put in the concrete foundation and raise the outside structure of the building. The SCEE supplied them with the basic design of the school and a few materials which they had on hand. Remaining material requirements are as follows:

- 1) 240 sheets Pizarreño G.O.
- 2) 800 floor boards, pine, (1 x 4)
- 3) 450 pieces exterior planking, pine, "California" (1 x 5)
- 4) 1000 pieces interior planking/ceiling, pine, (3/4 x 5)
- 5) 6 doors, wood, (0.90 x 2.10)
- 6) 24 sq. met. window glass

This school is also in need of a unit of latrines (for which SCEE has a standard design) and water system (i.e. pump, tower and pipe) they already have a tank which was donated by CARE last year as part of the BPA program.

IV. Escuela # 60 "Las Cachañas", Depto. de Coronel

This school was not visited, as it is inaccessible during this time of year. However, I have a picture showing the progress to date. As is evident, this school is located in a very rural setting and is being constructed entirely by the community. The design supplied by SCEE is similar to # 47 Los Despachos above and follows the "Chiloe" type developed by SCEE for use in rural areas, using indigenous lumber as the main component. The level of progress reached in approximately four months of effort is also similar to Los Despachos and therefore the material requirements would be virtually the same as above.

12'

Arauco Province

The situation in Arauco is a bit different in that all the construction efforts on the part of the communities are organized through the office of the Provincial Director of Education, Sr. Raul Carrasco who seems to be a very dynamic and persuasive individual. The other distinction is that these efforts, including design, labor, in short, the entire plan is carried out by the individual communities themselves, through the aforementioned office, and without prior consultation with the SCEE regional office. This could be a reflection of the deeper commitment on the part of the communities involved - even though this is one of Chile's poorest provinces - as well as a sense of disillusionment with SCEE and the government in general.

I. Escuela # 16, Hornona (anexo), Depto. Arauco

Located outside of Arauco city, this school has been built to alleviate the overcrowded conditions in school #16. It consists of two classrooms, bodega, kitchen and Director's office, and is virtually finished except for interior lumber for the walls and ceiling and windows. A new teacher has been assigned and the building is already occupied, having started classes in early June. The enrollment is approximately 100 students, with only half that number in attendance due to inclement weather. The SCEE seems a bit reluctant to include this school in the proposed program since it is badly designed (i.e. the classrooms are too narrow and poorly lit).

However, they gave me an estimate of remaining material requirements, which are as follows:

- 1) 450 pieces interior planking/ceiling (3/4 x 5)
- 2) 14 sq. met. of metallic windows with glass

II. Escuela Consolidada Arauco

A large primary school, located in the center of Arauco, which was built several years ago by the Ministry of Education. SCEE added three extra classrooms in 1971 to help relieve the overcrowded conditions. As the enrollment continues to increase, however, it has become necessary to construct others. A local committee consisting of community members, Centro de Padres, and other interested parties began the construction of three new classrooms about six months ago. Even without SCEE consultation, the structure shows a professional design and is obviously being supervised by trained people. Materials have been gathered from a number of nearby industries, both through donations and by means of purchases from funds collected by the committee. No details were immediately available on material requirements, however, it is assumed that the community representatives will be able to supply the necessary items and finish the job.

III. Escuela # 13 Punta Carampangue, Depto. de Arauco

Located about 5 kms. outside of Arauco, this school is a small, two room building constructed with community resources during the previous government. It is a simple, wooden structure that has been reinforced several times to stop leaks, and is grossly inadequate to accommodate the 94 students who attend grades 1 - 6 there. It is located on a large tract of land,

(also donated by the community), occupying only a small corner of the land. The community and Centro de Padres is now occupied in constructing a small kitchen adjacent to the present building, utilizing locally available materials and labor. The SCEE representatives showed little interest in including this in the program, probably since the design of what has already been accomplished toward the kitchen is of a very makeshift nature and will probably prove to be inadequate for the purpose. We did agree, however, that if this is to be included in the project, it should probably include a couple of new classrooms, and latrines, as well as the kitchen.

Ñuble Province

I. Escuela #22, Quileto, Depto. de San Carlos

This school which was built several years ago by the Ministry of Education, has an enrollment of 153 students and seems adequate as far as the physical plant is concerned. However, the building itself is in need of some repairs, as some of the exterior wall boards are rotting away and the window frames in one of the classrooms are also rotting. The Centro de Padres has collected about E° 50,000 to purchase some materials. It is also worth noting that they have already repaired a portion of the building by enclosing a patio and converted it into a dining area for the students. The estimated requirements for the classroom repairs are: 1) 120 pieces of exterior planking, pine, "California" (1 x 5) and 2) 6 window frames (1 x 2 - 4 pane). This school is also badly in need of a new kitchen to replace the present one which is literally falling a part.

A complete list of estimated material requirements for this unit is as follows:

Construction of Wooden Kitchen 3 x 6

46	Piezas pino 1" x 6"
65	piezas pino 2" x 3"
14	piezas pino 3" x 3"
20	piezas pino 1" x 2"
333	piezas pino mach. 3/4" x 4"
166	piezas pino california 1" x 5"
8	piezas pino 1" x 8" cep. 1 cara
12	piezas pino pilastras 3/4 x 3
18	planchas zinc acan. 250 cm.
4	ventanas 50 x 100 c/marco
1	puerta mad. ext. 80 x 200 c/marco
	quincallería: 1 chapa, 2 pestillos y 7 bisagras
	clavos diferentes medidas.
10	gal. pintura óleo (4 ext. y 6 int.)
33	m2 internit 3 mm. (sector cocina)
15	s/c cemento
1	N° campana humo (tipo Sociedad)
1	N° lavaplatos 2 secadores
1	N° mesón cocina
6	ml. caballete Fe. galv. 0,6 de 45 cm. desarr.

II. Escuela # 52, Verquicó, Depto. de San Carlos

This school is located about 15 miles from San Carlos, in a definitely rural community. Up until very recently, it functioned in a rented building which has since been turned over to its original owner. Classes now function in a rather dilapidated, half finished building which has been virtually thrown together, largely through the efforts of the Director (who serves as chief carpenter and work foreman) and whatever members of the community who choose to show up! Several dances, contests, etc. have been held to raise funds for the purchase of materials, but they have been largely unsuccessful due to the uncooperative and suspicious nature of the local people. The

school has a present enrollment of 48 students, but only about half of these attend because of the weather and the physical conditions of the building. For example, there are no windows (they have hung up burlap sacks to try and keep the wind out) the floor is dirt and covered with chicken litter (chickens and pigs run about freely through the rooms) and the kitchen is, at best, a shed which serves to warm up whatever food they are able to obtain, over a wood fire. This school is definitely in need of assistance, in spite of the non-cooperation on the part of the community. Attached is a detailed list of estimated material requirements for the school building, as well as the kitchen.

Construction of Wooden Kitchen 3 x 6.

46	Piezas pino 1" x 6"
65	piezas pino 2" x 3"
14	piezas pino 3" x 3"
20	piezas pino 1" x 2"
333	piezas pino mach. 3/4" x 4"
166	piezas pino california 1" x 5"
8	piezas pino 1" x 8" cep. 1 cara
12	piezas pino pilastras 3/4 x 3
18	planchas zinc acan. 250 cm.
4	Ventanas 50 x 100 c/marco
1	puerta mad. ext. 80 x 200 c/marco
	quincallería: 1 chapa, 2 pestillos y 7 bisagras
	clavos diferentes medidas.
10	gal. pintura óleo (4 ext. y 6 int.)
33	m2 internit 3 mm. (sector cocina)
15	s/c cemento
1	N° campana humo (tipo Sociedad)
1	N° lavaplato 2 secadores
1	N° mesón cocina
6	ml. caballete Fe. galv. 0,6 de 45 cm. desarr.

School building

50	Piezas pino 1 x 2 (suples)
1.463	piezas forro pino mach. 3/4 x 4
169	piezas forro pino california 1" x 5"
480	piezas piso mach. 1" x 4"
76	piezas roble 2" x 2"
37	piezas media caña 2" x 2"
10	piezas junquillo 1/4 rodon 1"
25	piezas guardapolvo 3/4 x 3
19	piezas pino 1 x 8 cep. 1 cara
13	galones pintura óleo exterior
19	galones pintura óleo interior
40	N° bisagras 3"
9	N° bisagras 4"
3	N° chapa puerta
10	N° pestillo ventana
70	s/c cemento

III. Escuela # 61, La Merced, Depto. de San Carlos

This school was built several years ago by the Ministry of Education and consists of 3 classrooms and quarters for the Director. The facilities have become too small for the present enrollment of 150 students, so the community and Centro de Padres has begun to collect money in order to purchase materials to build a new classroom and repair several of the existing doors, which are falling off their hinges. So far, only a few pieces of lumber have been purchased, but a local carpenter has promised to make his services available as soon as the materials are obtained. Sr. Santibañez, the area SCEE representative will determine the exact quantities of materials required and notify us accordingly. They are also direly in need of new latrine units, since the others have been knocked over several times by heavy winds; the SCEE has a standard design for these units should we wish to include them in the project, however, they feel a contract-

or would be required, since they are too technical to be installed by the community.

IV. Escuela # 22, San Javier, Depto. de Bulnes

With an enrollment of 94 students, this school now functions in a small, rented building which is terribly overcrowded and insufficient. Led by the dynamic young Director, the community organized several activities (including dances, sporting contests, etc.) and raised sufficient funds to initiate construction of a new school building last January. Working largely from their own resources and under the direction of a locally hired carpenter, they have made rapid progress on the new two room school which contains a small house for the Director and a kitchen. Basically, all that is lacking now, is the interior lumber, electrical installations, paint, etc. (refer detailed list attached). Activities have come to a halt recently, due to inclement weather and a lack of further funds.

600	Piezas forro mach. $3/4 \times 4$
30	piezas raulí 1 x 6 cep: 1 c
100	piezas media caña 2" x 2"
130	piezas pilastra $3/4 \times 3$
30	piezas junquillo $1/4$ rodon de 1"
1	N° bomba eléctrica
	letrinas: 1T2 y 1T3
	Instalación eléctrica:
	a) interior 10 centros
	b) exterior, extensión 220 mts.
12	galones pintura óleo ext.
30	lts. aceite linaza int.

V. Escuela # 49, Confluencia, Depto. de Chillan

This school has been functioning for the past several years in a dilapidated

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old building belonging to the railroad, which has been virtually condemned for years and with each new temblor, is expected to fall. The railroad has recently donated a piece of land near the present site for the construction of a new school and the community has begun to clear the land to make way for the new building. According to the Director, who is heading the community effort, they are well organized and very cooperative, but they have no funds available to initiate construction; she feels the only materials they would be able to provide would be sand and gravel from the surrounding area. Although their situation seems pretty bleak at the moment, the Director does not seem terribly worried. She says, "I have waited 18 years for a new school, so a few more years won't make that much difference".

_____ o _____

A total of 12 more community schools were visited in Ñuble and Bio-Bio provinces. We are presently awaiting lists of materials requirements from the local SCEE Inspector in order to make a final decision as to whether these schools will be included in the project.

A detailed list of these schools with material requirements can be forwarded at a later date if necessary.

MEMORANDUM

TO: Minister of Education Admiral Arturo Troncoso D.
FROM: President of the Private Corporation of Social Development, Ernesto Pinto L.
REF.: Project N°7 Ministry of Education

PROJECT OF AGREEMENT - MINISTRY OF EDUCATION - SCEE - CARE - MUNICIPALITY-
CORPORATION

At the meeting yesterday, August 7th, in the SCEE offices, attended by the President and General Manager of SCEE, Messrs. Edward T. Greaves and Eric W. Stockins representing CARE and Messrs. Ernesto Pinto L. and David Nahmias, President and Chief of Project N°7, representing the Corporation, the following project of agreement to repair and substitute insalubrious schools in the communities of Conchalí and Barrancas, referred to in our memorandum of August 7th, 1975, was established:

- 1.- Of the 87 busses referred to in our memo of August 7th, 1975, 35 are not being used and will be removed from the sites.
- 2.- SCEE will immediately call for bids for the construction of 30 metal classrooms (Plan A. Item I N°I.- memo 8.7.75) to replace a like number of irreparable busses.

The construction of these classrooms, which corresponds to the inicial stage of school projects in development by the SCEE, will be completed this year and will be financed with SCEE funds.
- 3.- SCEE will also ask immediately for proposals for construction of 26 pre-fabricated classrooms of wood type SAE (Plan B. Item N°IB memo 8.7.75) to replace the remaining 22 irreparable busses in schools N°72 of Conchalí, 444 and 445 of Barrancas, such that the construction be completed within 90 days.

The estimate and financing of Plan B is detailed below:

Approximate Estimate

	<u>Unit</u>	<u>Total</u>
a) Land	E° 2.000.000	52.000.000
b) Construction of classrooms	12.000.000	312.000.000
c) Completion interiors and exteriors	4.000.000	104.000.000
d) Furnishings	2.000.000	52.000.000
Totals	E° 20.000.000	520.000.000

Financing

a) Land will be provided by the Ministry of Housing		52.000.000
b) Construction of classrooms will be financed by:		
1) Ministry of Education	2.000.000	52.000.000
2) SCEE	3.000.000	78.000.000
3) CARE	6.000.000	156.000.000
4) Corporation	1.000.000	26.000.000
c) The interior and exterior completion will be financed by:		
1. Municipal labor program	3.000.000	78.000.000
2. Materials Corporation	1.000.000	26.000.000
d) The furnishings will be provided by the Ministry of Education		<u>52.000.000</u>
TOTAL		E° 520.000.000

4.- Repair of the ten schools referred to in Item 14 of our memo 8.7.75 plus N°407 of Barrancas and N°480 of Conchalí is planned as follows:

- a) Connections with public utilities will be covered by an agreement with the Ministry of Education and the respective ministries. The total cost is approximately E°11.500.000.-
- b) The repair of electrical and sanitary installations, inclosures and other minor imperfections is valued at E°45.000.000. This will possibly be financed by beneficiary communities and also by eventual support from CARE.

In order to commence this project, we ask for your approval, Mr. Minister of Education.

Very sincerely your,

Private Corporation of
Social Development

Ernesto Pinto L.
PRESIDENT

Enc. Mr. Edward T. Greaves
Messrs. SCDE
Mr. Colonel C. Castro
Messrs. Corporation

Santiago, August 8, 1975

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ATTACHMENT NUMBER THREE:

MEMORANDUM

TO: Minister of Education, Admiral Sr. Arturo Troncoso

FROM: The President of the Private Corporation for Social Development
Mr. Ernesto Pinto

REF.: Project N°7 - Ministry of Education

Interim report on project of reference

I.- Repair or substitution of unfit schools in the Communities of
Conchalí and Las Barrancas

This program has been studied on basis of the up-dated information prepared by the SCEE (School Building Society) whose support was considered indispensable, because of its preparation and experience in this field, and also to avoid interference with on-going programs, and it is broken down as follows:

I.- Substitution of 87 unrepairable buses by 56 standard school rooms of 45 m2 for 40 pupils each, in two programs:

PLAN - A : 30 metal (frames) school rooms in charge of the SCEE in those schools in which there are existing projects being implemented by the SCEE, and in which would be anticipated only a partial investment; and

PLAN - B : 26 pre-fabricated wooden school rooms in charge of the Corporation and according to the design of the SCEE.

The distribution of these school rooms is:

1...

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Schools N°	Buses	Not in use	In actual use	Plan-A SCEE	Plan-B Corpor.
Conchalí 72	2	-	2	-	3
321	1	1	-	-	-
415	5	2	3	3	-
428	5	-	5	5	-
480	8	4	4	4	-
Barrancas					
172	2	2	-	-	-
438	11	11	-	-	-
439	10	10	-	-	-
442	10	5	5	5	-
444	9	-	9	-	11
451	13	-	13	13	-
455	11	-	11	-	12
<hr/>					
	87	35	52	30	26

2.- The financing of the 30 school rooms of Plan A will be covered by the SCCE thanks to the availability resulting from a revision of its budget; the 26 school rooms of Plan B will be financed by the Corporation for which it will obtain funds from its members, from the neighbours committees of the four East Communes (I) and eventual support from CARE

Both programs also consider the support of manual labour for secondary work, coming from the "minimum employment programs" (2) which has already been approved by the Intendencia of Santiago (Lte. Grnl. Munizaga).

The cost of the school rooms is estimated at E°9,000.000.- each in terms of the construction, plus an equivalent amount for the ground, interior and exterior finishings, concrete side-walks, fences, etc., all of which will be made with manual labour provided by the community.

(1) The four East Communes are located at the east part of the city of Santiago with a population of higher economic status and they will cooperate to the welfare programs, in the communes of Conchalí and Barrancas (Lower economic status).

(2) "Minimum employ programs" are emergency programs organized by the Government to absorb unemployment during this period of National Economic readjustments.

- 3.- General Gustavo Leigh G., Commander of the Air Force, offered to the Corporation 3 C-47 obsolete airplanes, with a capacity of 25 students each, which could be adapted for emergency cases. Even though their capacity is not the most appropriate, it was considered convenient to accept this offer because of its great symbolic effect.
- 4.- During the review of the schools that may be repaired in both communities, the following damages have been noticed that merit a solution:

a) Normalization of connections to public utilities:

School N°421	Las Barrancas	Connection to drinking water
" " 451	" "	" " Electricity
" " 112	" "	" " drinking water and Elec.
" " 72	Conchalí	" " Electricity

It is suggested to the Minister to have direct agreements between the Ministry of Education and the different public utilities involved.

b) Repair of electrical installations that are in dangerous condition:

School N°72	Conchalí
" " 89	" "
" " 405	" "
" " 416	" "
" " 6	Special Conchalí

The communities that will be benefitted will be requested to support these repairs.

c) Repair of sanitary installations:

School N°421	Las Barrancas
" " 292	" "
" " 72	Conchalí
" " 428	" "

The same as above.

- 5.- The actual rules for hiring personnel in the construction field are highly restrictive, to the extreme that it is usual to avoid any second priority work so as not to hire labourers. In the present program in which a high number of labourers are required for a few weeks, it would be very convenient to have a modification of the rules valid for the future, that would allow hiring personnel on a weekly basis and to drop the contracts with a week's notice

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It is suggested to the Minister to propose this initiative to the Minister of (Public) Works, with the assurance that it would immediately increase the level of hiring construction labourers.

II.- Copy-books for needy students

A first offer has been received from Mr. Eduardo Nasser (Phone 94374) for the donation to the Ministry of Education of 10.000 Mis-tral copy-books of 40 pages each, that would have printed messages for the children exalting love towards study, patriotism, etc.

This donation has been posible with the cooperation of the CMPC (3) that will deliver the required paper in exceptional (price) conditions.

It is suggested to the Minister to thank Mr. Nasser and the CMPC with some publicity, so as to stimulate the cooperation from other industrial people in this field.

III.- Industrial, Commercial and High Schools.-

Noting the need of these institutions to repair, remodel and enlarge their installations, it is suggested that the students over and above their enrollment fee, pay a monthly sum, except those that be exempted by a resolution of the competent Social Assistance Office because of the economic situation of the family group.

This recomendation is based on the study of real cases, as, for example, the Industial School N°7 in Nuñoa, which in our judgement, would be important to promote.

With our kindest consideration to the Minister,

Private Corporation for
Social Development.

Ernesto Pinto L.
PRESIDENT

Santiago, August 7th, 1975
EPL/elm.-

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Country: Chile

GRANT ACTIVITY DATA

TABLE III

TITLE CARE-Chile OPG "Improved Rural Educational Facilities" NUMBER 513-0284	FUNDS Education (OPG)	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE PID dated 7/16/75, submitted with ABS	FY 76 \$400	IQ ---
		INITIAL OBLIGATION FY: 76	SCHEDULED FINAL OBLIGATION FY: 76

Project Target and Course of Action. There are two project purposes. The first is to assist the GOC in completing some 200 to 250 schools in rural and marginal urban areas. These are mainly schools which were begun with community funds and labor, but for which the communities have run out of funds for materials and have been unable to complete the schools. The School Construction Institute of the GOC Ministry of Education supports the project and will make a major contribution, but does not now have the funds to complete the schools due to temporary budget restrictions and the fact that its funds are tied to schools for which it has commitments dating from the past. The Ministry of Education has assured adequate equipment and teachers for the schools once completed.

The second purpose, more important in the long-run, is to serve as a model for future school construction in Chile. The schools being built are considerably less expensive than previously built schools and include a much greater local contribution of labor and materials. The project encourages community self-help efforts, a resource hitherto largely untapped by the GOC.

About 75% of the areas involved are rural communities with no schools or grossly inadequate schools. The other 25% are fringe areas of cities where the influx of migrants

has caused severe overcrowding of existing schools. Primary school aged children must often walk or travel long distances to obtain schooling, resulting in low or non-attendance. The project will enable 20,000 children to attend adequate schools in their own communities.

The project will be supervised by CARE/Chile, a PVO with 15 years experience in Chile, including experience in rural school construction.

FY 1976 Program. The OPG funds will finance construction materials needed to complete the schools. With approximately 60 schools to be completed each quarter, the project will be completed in about one year. Other contributions will be: (1) CARE: \$100,000 for additional materials; (2) Ministry of Education: \$100,000 for classroom equipment and \$25,000 for supporting CARE's operational costs; (3) School Construction Institute: \$100,000 worth of technical assistance and logistical support; (4) a group of interested businessmen: \$6,000 for materials; and (5) the individual communities: at least \$100,000 worth of labor and local materials, not including the substantial contributions already made in bringing most schools to a 40-60% level of completion.

U.S. DOLLAR COST (In Thousands)				CONTRACTORS/ AGENCIES										
Through 6/30/75	Obligations	Expenditures	Unliquidated		OBLIGATIONS									
					Estimated FY 1976			Proposed I.Q.			Proposed FY 1977			
Estimated FY 76	400	200		Cost Components	Direct AID	Contract Other Agency	Total	Direct AID	Contract Other Agency	Total	Direct AID	Contract Other Agency	Total	- CARE
Proposed I.Q.		100		U.S. Technicians										- MinEd
Proposed FY 77		100		Participants										- Inst. Sch. Const.
				Commodities										- Private Corp. for Social Dev.
				Other Costs	400	431	831							- Indiv. Commun.
Total	400	400		Total Obligations	400	431	831							

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 76 to FY 77
Total U. S. Funding \$400,000
Date Prepared: September 24, 1975

Project Title & Number: Improved Rural Educational Facilities - CARE OPG - #513-0284

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: Long range development goal of the GOC: Improvement of primary education in rural and fringe urban areas.</p>	<p>Measures of Goal Achievement: At end of one year: 1. Alleviation of deficit in rural and fringe urban classroom space by 22,500 sq. mt. 2. Attendance of 20,000 children in schools in their own communities. These children previously did not attend school, attended in other communities, or attended severely overcrowded schools. At end of succeeding years, equal gains based on momentum generated from this model project.</p>	<p>Statistics compiled by Ministry of Education.</p>	<p>Assumptions for achieving goal targets: Lessons in low cost school construction in rural areas learned from this project will be put to good use by GOC when economic conditions permit resumption of school construction on larger scale.</p>
<p>Project Purpose: To assist GOC in achievement of goal through: 1. Completion of 200-250 rural and marginal area urban schools. Communities will donate land, labor, and some of the materials. 2. Developing a model for future rural and marginal area urban school construction in Chile.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. 200-250 schools completed, equipped, and functioning, serving 20,000 children. 2. The GOC (SCEE) continues program of self-help low-cost rural schools.</p>	<p>1. Follow-up visits upon completion of project by CARE staff. 2. CARE observation; Ministry of Education and SCEE planning documents.</p>	<p>Assumptions for achieving purpose: 1. Communities willing to contribute land/labor/materials. 2. Community members/parents will contribute to upkeep and maintenance of site.</p>
<p>Outputs: 1. Completed school buildings. 2. Community participation</p>	<p>Magnitude of Outputs: 1. Average of 60 schools to be completed per quarter, or approximately 240 in one year. 2. Community investment of at least 20% of each school's value.</p>	<p>Periodic visits during life of project by CARE staff; periodic reports by SCEE regional staff.</p>	<p>Assumptions for achieving outputs: 1. Proper technical supervision at site level by SCEE. 2. No problems with existing logistical system. 3. Min/Ed will equip each school with adequate desks, blackboards, etc. 4. Min/Ed will provide adequate teaching staff at each school.</p>
<p>Inputs: 1. CARE: Construction materials; management role. 2. USAID: Funds for purchase of construction materials. 3. SCEE: Technical/Logistical support. 4. Min/Ed: Furniture and equipment; CARE operational costs (will also provide teachers). 5. The Private Corporation for Social Development: Funds for purchase of construction materials. 6. Communities: Land/labor/materials.</p>	<p>Implementation Target (Type and Quantity) 1. CARE contribution of \$100,000 in materials. Value of management support not determined. 2. \$400,000 through OPG funds. 3. Total value approximately \$100,000. 4. \$100,000 for classroom equipment; \$25,000 for CARE operational costs. 5. Approximately \$6,000. 6. Value of at least \$100,000. This does not include the substantial contributions already made.</p>	<p>Inputs by various parties to be bound by contractual agreements; CARE will provide quarterly reports on inputs.</p>	<p>Assumptions for providing inputs: 1. Timely arrival of CARE inputs and approval of OPG proposal by AID/W. 2. No delays in fulfillment of contractual arrangements of the communities, the Min/Ed, or the SCEE.</p>