

School Library Project
Satama Sokoro Junior High School
Côte d'Ivoire

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Sector : Health
COS Date : April 2003
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I. Proposal Summary

The Junior High School of Satama Sokoro, Côte d'Ivoire is interested in expanding their existing library in order to give all students equal access to classroom materials regardless of their family's financial situation, but also to attract more students to come to the school. They have already obtained a trained librarian and a large room which houses a small collection of french literature and grammar books. By supplementing the library's collection with several copies of each class's workbooks and textbooks, students who aren't able to afford their own copies will be able to use them both during and after class. By paying a small fee in the beginning of the school year, damaged books can be replaced and new editions can be bought to expand and upgrade the collection. In addition, it is hoped that this resource will motivate parents to continue their child's education, regardless of financial difficulties.

II. Problem Background & Description

A. Background Information

The commune of Satama Sokoro, Côte d'Ivoire, is comprised of five villages and the town of Satama Sokoro itself which is also the location of a Sous-Préfecture of over 9,000 people in twelve villages in the surrounding area. Satama Sokoro is situated 58 kilometers south of Dabakala and 66 kilometers northeast of Bouaké, Côte d'Ivoire's second largest city. The town itself, whose population is estimated at about 2,500 people, has many signs of modern development but has remained largely unknown to the rest of Côte d'Ivoire because it lies off of a heavily rutted and poorly maintained dirt road that requires an arduous 2-3 hour bus ride to reach its closest economic center. The habitants of Satama Sokoro are mostly farmers and cattle herders who spend the majority of their week in the fields. Though the local economy is based on agriculture, the town of Satama Sokoro has many civil servants and undeterred by its location, has taken advantage of many government programs implemented with community mobilization and can now boast electricity, a health center and maternity, two primary schools, telephone service, clean drinking water from a pump and a newly built secondary school which opened its doors in September 2000.

Since its opening, the Junior High School has made a great effort to integrate into the local community and to sensibilise the population, much of which have never been to school themselves, as to the importance of continuing their children's education. This past year, with the help from a grant from AOL, they were able to purchase computer equipment with internet capabilities and the teachers have successfully started computer literacy classes for the school. In addition to this, the school staff offer classes to the rest of the population in their free time for a minimal fee. They also hold annual celebrations and conferences where the students present original theater pieces on the subject of literacy and the importance of putting all children, and especially girls, in school.

Unfortunately, the school is suffering from a lack of students. In the 2001-2002 school year, there were only 96 students. The lack of revenue from the paltry inscription fees has made the school unable to provide much needed support for its students, especially those who are underprivileged. Because the cost of textbooks and other school supplies is vastly

greater than what the average family can afford, students either are forced to go without certain books, or else they are taken out of school altogether.

B. Proposed Solution

The Junior High School of Satama Sokoro would like to be able to offer its students the possibility of sharing classroom materials instead of forcing their families to take them out of school due to lack of finances. To do this, they wish to purchase at least five copies of all class textbooks, workbooks and novels. At the beginning of the school year, all interested students lacking books will pay a minimal fee to the school, between \$1-\$2. This gives them the right to borrow copies of the textbooks for use during class. After class, the librarian will collect all the books and return them to the library, where students are free to stay during time after school to study together and do homework. The fee will be used to replace any damaged books and also to expand the collection, should the book editions change. In addition, students who already have their own books will be encouraged to sell their books to the school at the end of the year to further expand the library.

This project is considered a priority because there are currently many students at the Junior High School that do not have the required books for their classes and are subsequently having difficulties in passing their exams. In addition, it has been estimated that over half of the students that successfully complete CM2 in Satama Sokoro, the last year of primary school, do not continue their education due to lack of finances. As a result, these children who are often no older than 13 must go to the cities in search of work or else are forced to stay in the village and try to earn enough money to support themselves, often resorting to arduous field work or hunting.

III. Community Participation

The Junior High School of Satama Sokoro is willing to contribute 285,000 FCFA, or 31% of the total project cost through the estimated value of furniture being built for the library : One large bookshelf, 6 tables and 12 benches.

IV. Project Implementation and Sustainability

Before the beginning of the 2002-2003 school year, both the principal and the Peace Corps Volunteer will purchase the textbooks. To make the most out of FOCI money, they will attempt to purchase only second-hand copies from the local market. The school librarian will then catalog all the books and note any defects. During the vacation, all the furniture will be completed for the library.

In September 2002, a meeting will be held with the village of Satama Sokoro, led by the PCV and the principal, which will explain this new resource and encourage parents to continue sending their children to school. At the beginning of the school year, the principal will make a list of all students wishing to use the library and will collect a small fee, between

\$1-\$2. This fee will be used by the school to replace damaged books and to obtain new copies.

At the end of the school year, in addition to encouraging all students who have their own books to sell them back to the school, the principal and librarian will evaluate the program, looking for signs of increased enrollment and higher test scores.

Action Plan and Timeline

Expected Project Start Date : August 1, 2002

| Activity | Who | When |
|--|--|------------------------|
| Step 1 : Acceptance and Funding of Proposal by Friends of Côte d'Ivoire | Peace Corps Volunteer and FOCI | August 2002 |
| Step 2 : Purchase of textbooks, building of library furniture | PCV and Junior High School Principal | August 2002 |
| Step 3 : Meeting to sensibelize village to explain the new resource | PCV, principal and village members | September 2002 |
| Step 4 : Collection of usage fee, start of library program | Principal, PCV advisory role, students | October 2002-June 2003 |
| Step 5 : Evaluation of program | Principal, PCV | June 2003 |

V . Use Of Funds

The Satama Sokoro Junior High School understands that the monies given are detailed in the budget and will only be used for the purchase of specific materials whose prices are detailed in the book list. However, because second-hand book prices are highly negotiable, an accurate price could not be given, and so it was decided to use the price of new copies in the book list. The used book price can be anywhere from 10-20% less, often relative to good negotiation skills. As a result, the amount asked for can be considered as an approximation. The PCV herself will be responsible for all purchases and will require signed receipts for any and all materials bought with the money FOCI provides.

VI. Budget

Total Project Cost : \$1304.43

Support Needed from FOCI : \$ 897.29

FOCI Contribution

| Quantity | Description | Unit Price | Total Price | US \$ |
|----------|---|------------|-------------|---------|
| 4 | Mathematics Text 6 th -3 rd | 3600 FCFA | 14400 FCFA | \$20.57 |
| 4 | Math Activities 6 th -3 rd | 1800 FCFA | 7200 FCFA | \$10.29 |
| 1 | Math Prep BEPC | 1900 FCFA | 1900FCFA | \$2.71 |
| 2 | Physical Science 6 th -5 th | 2850 FCFA | 5700 FCFA | \$8.14 |
| 1 | Physical Science 4 th | 2800 FCFA | 2800 FCFA | \$4.00 |
| 1 | Physical Science 3 rd | 3000 FCFA | 3000 FCFA | \$4.29 |
| 4 | Physical Sci. Activities 6 th -3 rd | 1800 FCFA | 7200 FCFA | \$10.29 |
| 1 | Physical Science Prep BEPC | 1900 FCFA | 1900 FCFA | \$2.71 |
| 4 | French Textbook 6 th -3 rd | 2350 FCFA | 9400 FCFA | \$13.43 |
| 2 | French Grammer 6 th -5 th | 4200 FCFA | 8400 FCFA | \$12.00 |
| 2 | French Grammer 4 th -3 rd | 4300 FCFA | 8600 FCFA | \$12.29 |
| 4 | French Activities 6 th -3 rd | 1950 FCFA | 7800 FCFA | \$11.14 |
| 1 | L'île aux trésors | 1975 FCFA | 1975 FCFA | \$2.82 |
| 1 | Les belles aventures d'Angile la tortue | 2300 FCFA | 2300 FCFA | \$2.29 |
| 1 | Le Capitaine Fracasse | 1975 FCFA | 1975 FCFA | \$2.82 |
| 1 | La Mare aux Crocodiles | 2000 FCFA | 2000 FCFA | \$2.86 |
| 1 | Les Frasques d'Ebintou | 2225 FCFA | 2225 FCFA | \$3.18 |
| 1 | Le Médecin malgré lui | 1950 FCFA | 1950 FCFA | \$2.79 |
| 1 | Novel : Sous L'orage | 2800 FCFA | 2800 FCFA | \$4.00 |
| 1 | Novel : L'Avare | 1800 FCFA | 1800 FCFA | \$2.57 |
| 2 | English Text 6 th -5 th | 2400 FCFA | 4800 FCFA | \$6.86 |
| 2 | English Text 4 th -3 rd | 2800 FCFA | 5600 FCFA | \$8.00 |
| 4 | English Activities 6 th -3 rd | 1500 FCFA | 6000 FCFA | \$8.57 |
| 1 | English Prep BEPC | 1800 FCFA | 1800 FCFA | \$2.57 |
| 4 | History-Geography 6 th -3 rd | 4000 FCFA | 16000 FCFA | \$22.86 |
| 2 | Biology Textbook 6 th -5 th | 3750 FCFA | 7500 FCFA | \$10.71 |
| 2 | Biology Textbook 4 th -3 rd | 4750 FCFA | 9500 FCFA | \$13.57 |
| 2 | German Textbook 4 th -3 rd | 2500 FCFA | 5000 FCFA | \$7.14 |
| 1 | Civics Textbook 4 th | 2500 FCFA | 2500 FCFA | \$3.57 |
| 1 | Civics Textbook 3 rd | 3000 FCFA | 3000 FCFA | \$4.29 |

| | | |
|---|-------------|----------|
| Subtotal-1 copy of each book | 157025 FCFA | \$224.32 |
| Subtotal-4 copies of each book** | 628100 FCFA | \$897.29 |
| % Participation | 69% | 69% |

Secondary School

| Quantity | Description | Unit Price | Total Price | US \$ |
|----------|---------------------|--------------|-------------|----------|
| 1 | Wooden Bookshelf | 102,000 FCFA | 102000 FCFA | \$145.75 |
| 6 | Large Wooden Tables | 20500 FCFA | 123000 FCFA | \$175.71 |
| 12 | Wood Benches | 5,000 FCFA | 60000 FCFA | \$85.70 |

| | | |
|-----------------------|-------------|----------|
| Subtotal | 285000 FCFA | \$407.14 |
| Percent Participation | 31% | 31% |

** Note : As mentioned above, the price of 4 NEW copies of each book is asked for so that the school will be able to purchase 5 USED copies.