



SUDAHSER FOUNDATION

SUSTAINABLE DEVELOPMENT AND HUMANITARIAN SERVICES



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Feasibility Report Government Bilingual Primary School, Banock Mbouda

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Table of Contents:

- 1. Introduction**
 - 1.1. Geographical Location**
 - 1.2. Economic Activity**
 - 1.3. Socio-Economic Character**
- 2. Baseline Information**
 - 2.1. General Information**
 - 2.2. Teachers and Enrolment**
 - 2.3. Classrooms**
 - 2.4. Floors**
 - 2.5. Walls**
 - 2.6. Roof**
 - 2.7. Windows**
 - 2.8. Equipment**
 - 2.9. Toilet**
 - 2.10. Water**
- 3. Problem Identification and Prioritization**
- 4. Problem Analysis**
 - 4.1. Problem**
 - 4.2. Effects**
 - 4.3. Coping Strategy**
- 5. Justification**
- 6. Envisaged Intervention**
- 7. Goals and Objectives**
 - 7.1. Overall Objective**
 - 7.2. Specific Objectives**
- 8. Beneficiaries**
 - 8.1. Direct Beneficiaries**
 - 8.2. Indirect Beneficiaries**
- 9. Stakeholder Analysis**
- 10. Resources**
- 11. Expected Outcome and Impact**
- 12. Sustainability**
- 13. Monitoring and Evaluation**

1. INTRODUCTION AND SCHOOL BACKGROUND

1.1 Geographic location

The Government Bilingual Primary School Banock is located at Mbouda; in Bamboutos Division, West Region of Cameroon. Mbouda has a surface area of 437 Sq.km, 19 villages, one distinct identified urban space as per outlined criteria. It is a highly complex community caught between a blend of urban, semi urban, rural and traditional settings. It is bounded to the north by the municipality of Wabane, to the south by the municipality of Baleng and Bamougoum, to the west by the municipality of Batcham and to the East by the municipality of Galim. Mbouda has moderate economy with agricultural, administrative, business, tourism and the financial sector taking the central stage of the town.

1.2 Economic activities

The dominant economic activity of this area is petit trade and agriculture which is both subsistence and cash crops. With subsistence, crops grown such as plantains, banana, cocoyam, Irish potatoes.

1.3 Socio economic character

The Mbouda community has approximately 125,000 inhabitants. This community is mixed, made up of people of diverse cultures, different languages as well as ethnic origin. The liberty of worship practiced in this community has giving rise to the growth of so many churches and different religion. The community is highly participative as far as community labor and development is concern. This can be seen at the level of community involvement in school activities

2. Baseline information

i. General Information

Government Bilingual Primary school Banock was created in September 2009 purely as a francophone primary school and was later transformed into a bilingual primary school as a way of promoting bilingualism in the country. Upon creation, the enrollment was 186 pupils. However, this figure has tremendously increased to 986 as a result of the IDP from the NW, cause by the Anglophone crises. Because of Bannock's proximity with the North West region, the actual number of internally displaced pupils enrolled into the school is 509. The School shares a campus with the francophone section with each having its unique buildings.



Cross section of the school

ii. Teachers and enrollment

Government Bilingual Primary School Banock has a population of 986 pupils and kids, with seven Teachers. There has been a massive enrollment in the school causing the number of pupils to be far above the carrying capacity of the classrooms.

iii. Classrooms

There are two classrooms in the school, one with roof and the other, uncompleted with no roof. It has been reported that because of the absence of roof pupils find it difficult during the rainy season to focus during lectures because of rain drops that penetrate into the classroom and

inconvenience the pupils. To curb this situation, the teachers are at times obliged to join all the pupils into the other classroom thereby causing overcrowding and a very deplorable learning environment. The number of benches and size of the classroom is equally small to contain the number of pupils. For this reason some pupils seat on the floor and some on the windows



Overcrowded classes of the school with more than 3 pupils per bench

iv. The floors and walls

Another deplorable aspect about the school is the state of the walls and the floor. The classroom has been built using mud bricks. Due to insufficient finance, the walls were not plastered but rather allowed bare. Likewise, the floor of the classroom is bare soil which is cracked and therefore constitute a breeding ground for parasites and dangerous insects which could harm the children. Moreover, the bare nature of the floor produces a lot of dust during the dry season causing cough and catarrh to the pupils



Floor of classroom not cemented and walls not plastered

v. Roof

The roof on some part of the classroom is old and very fragile while the other classroom hasn't any roof. Rain goes through this zinc during the rainy season. In the dry season, resilient winds shudder the zinc on the roof, causing some of the zinc to falloff. All of these things disturb and distract the pupils and teachers from concentrating.



Zinc of one classroom falling off because off as a result of rough winds



Classroom without a roof

vi. Equipment

The school has 130 benches for the section A and B. Given the school population, the benches are far too small and have resulted to overcrowding with more than four pupils on them. This makes it difficult for the pupils to write and have impacted so negatively on their hand writing. The school has six tables and six chairs for teachers and have serve only the need of some teachers, while the rest of the teachers have turn some benches to serve them as chairs and tables. This has made it so difficult for them to evaluate lessons taught

Vii. Toilet and water

The school has one toilet which is almost full and is used by both the pupils and the teachers. The sanitary condition of the latrine is very disgusting. This situation is precarious in the sense that the pupils, especially the girls can easily be infected given that they are more exposed than the boys. The absence of hand washing facilities favours the prevalence of diseases such as cholera, dysentery which can go a long way to cause an impediment in the education cursus of the children.

There is a lack of potable water on the school campus. Pupils in this primary school carry water from a nearby stream which is about 800 meters away from the school campus. As such, reduces the time of their lectures thereby causing a drop of the pupil's performance. This stream from where the children carry water is a doubtful (impure) source given that most of the community's human activities such as laundry, bathing, waste dispersal are carried out in the stream. Upon consumption of this water, the children become exposed to so many water diseases.



Dirty school toilet which can infect the pupils with chronic diseases

3. Problem Identification and Prioritization

The school staff, community members and the PTA chairperson identified the following problems facing the school:

Problem	Ranking
Need for renovation and completion of 2 classrooms	1
Construction of 2 new classrooms with head teacher office	2
Access to portable water	3
Poor and Insufficient toilet facilities	4

4. Problem Analysis

4.1. Problem During the feasibility studies carried out in the school from May to June last year, the principal, teachers, the P.T.A. and some members from the community identified 4 major problems the school was facing at the moment. According to them if these problems were rectified, the pupils living condition will improve and their school performance ameliorated. These problems in other of importance were;

- Need for renovation and completion of 2 classrooms
- Construction of 2 new classrooms with head teacher office
- Access to portable water
- Poor and Insufficient toilet facilities

4.2. Effects

The lack of infrastructure has several negative effects:

- Due to the ongoing crises in the neighbouring northwest region, many families moved to Banock village for security purpose and had to send their children to the school that initially had reasonable number of pupils which could be contained in the existing class infrastructures. With this increase in enrollment, the pupils became more than the carrying capacity of the classrooms there by causing overcrowding in classrooms, a poor teaching environment which can only lead to a poor performance
- The poor condition (no roof) of one of the classrooms imposes more often the teachers to join two classes in one of the classrooms which is better-off than the other. This may be due to the sun that is overheat at midday and the rains during the rainy season that may inconvenience lessons during the day. These joined classes into one, brings about fighting, noise making, playing in classroom that could limit the performance of pupils in school.
- The pupil's health is at risk due to the dusty classroom, the lack of accessible toilets as well as potable water. It has been reported that as a result of this toilet inaccessibility, many of these children tend to defecate around the school premises thereby exposing

themselves to severe chronic diseases such as cholera. Many children in the school suffer from water related diseases and upper respiratory track diseases like cough and catarrh due to the permanent presence of dust in classrooms during the dry season.

- Some children do not have access to education because their parents do not see a value in sending them to such a crowded and uncomfortable learning institution. While others have to travel long distances to acquire education since the school authorities won't accept to admit more pupils upon receiving a certain number of pupils.
- Teachers find it difficult teaching in such a crowded class, this hinders their ability to cover the full curriculum
- School property is insecure due to the open windows
- The over crowding in benches hinders an easy teaching learning process between the pupils and the teachers.

4.3. Coping Strategy

The pupils and teachers of Government Bilingual Primary School Banock have been doing their best to manage their growing population in the existing classrooms. As a means to prevent the pupils from getting disturbed by dust in the classrooms, the pupils under the supervision of the teachers carry water from a far away stream to water the classrooms before the beginning of lessons. Presently the PTA has borrowed 1 classroom from the francophone section and are trying to construct 2 classrooms but have ran out of funds.

5. Justification

Education is crucial to the development of an individual's social and economic potential. Without education, it is very hard for someone to expand his capacities to earn a livelihood for themselves and their families. The importance of education is enshrined in the sustainable Development Goal, which calls for universal access to primary education. The lack of education infrastructures and equipment in many rural areas in Cameroon is a strong barrier to the achievement of this goal. Often, the burden for providing classrooms and teachers falls on parents and communities, and they struggle to provide a conducive learning environment for students.

The community of Banock has done their best to operate within the current parameters of the school. Pupils and teachers struggle to learn and teach in the classroom space that they have access to; unfortunately, these structures do not provide an effective learning environment. The classes are small and therefore crowded, making it hard for teachers to teach and pupils to focus. In order for pupils to receive an adequate education, they need a healthy, conducive learning environment. The community feels that the construction of appropriate/sufficient school infrastructure would help to improve the education their children receive, and therefore increase the opportunities that their children have access to in order to improve their situations.

6. Envisaged Intervention

Following feasibility studies, SUDAHSER Foundation proposes the following intervention:

- Construction and renovation of classrooms
- Provision of potable water
- Construction of a toilet block with hand washing facilities
- Provision of benches, tables, and chairs

7. Goals and Objectives

7.1. Overall Objective

To improve the learning environment and performance and overall performance of the pupils of Government Bilingual Primary School Banock; To contribute to the achievement of the sustainable Development Goal 4 of access to education for all.

7.2. Specific Objectives

- To improve the performance of pupils at Government Bilingual Primary School Banock
- To improve the health status of pupils and reduce the risks of getting infected by water and air borne diseases
- To improve on the enrolment and school attendance rate of the school

8. Beneficiaries

8.1. Direct Beneficiaries

The direct beneficiaries are the pupils and their families who would benefit from a conducive learning environment. These pupils will be from both displaced and host communities

8.2. Indirect Beneficiaries

The indirect beneficiaries are the families in all quarters of the community of 125,000 inhabitants who could begin to send their pupils to the school once a conducive and sufficient space exists.

10. Resources

No	Resources/Ressources	Community	SUDAHSER
1	Human resource(Ressources humaines)		
1.1	Technical personnel(Personnel technique)		X
1.2	Builders (<i>mason</i>)		X
1.3	Carpenters (<i>menuziers</i>)		X
1.4	Iron benders (<i>ferailleur</i>)		X
1.5	Painters(<i>peintre</i>)		X
1.6	Unskilled labor(<i>main d'œuvre non qualifiée</i>)	X	

2	Material resource (<i>Ressource materielle</i>)		
2.1	Mud bricks(<i>les briques de terre</i>)	X	
2.2	Sand (<i>sable</i>)	X	
2.3	Gravel (<i>le gravier</i>)	X	
2.4	Plank (<i>planche</i>)		X
2.5	Rafters		X
2.6	Purlins		X
2.7	Cement(<i>ciment</i>)		X
2.8	Zinc(<i>toiture</i>)		X
2.9	Nails(<i>Clous</i>)		X
2.10	Tole (<i>bac</i>)		X
2.11	Binding wire		X
2.12	Door frame		X
2.13	Shutters		X
2.14	Door bolts, hinges, screws		X
2.15	Iron rods		X
3	OTHERS		
3.1	Accommodation/ <i>Logement</i>	X	
3.2	Transportation of material (<i>Transport du matériel</i>)	X	X
3.3		

11. Expected Output, out come and Impact

The expected output of the project is as follows:

- 2 new classrooms will be constructed
- 2 old uncompleted classrooms will be completed
- 1 toilet block of three compartment with hand-wash facilities will be constructed
- A water well will be constructed and hand pump installed.
- The school will have 4 chairs and 4 tables for teachers and 50 benches for pupils

The expected outcome and impacts are as follows:

- An improvement in pupil's performance by 2021
- A more secure environment for pupils and teachers
- A reduction in the prevalence of water and air-borne related illness among pupils

12. Sustainability

The PTA, school authorities and the community have demonstrated their commitment to the school, and will continue to ensure that the school is maintained. To facilitate their continued ownership of the school, the community and PTA will be involved at every step of the rehabilitation and construction process, and will provide local materials so that they are invested in the buildings.

13. Monitoring and Evaluation

The project will be monitored every four months for the first two years to see into it that all new installed infrastructures are well catered for so as to enable its sustainability. Moreover, a water management committee will be created and trained to keep the water spot clean and void of any eventual contamination. By so doing we involve the community in the management of their own school infrastructures hence fostering development and sustainability.