

## **Final Report**

Project title:

**Construction of school Building**

Project location:

**Vagonlar Settlement/community of  
Mingachevir city, Azerbaijan Republic**

Report period:

**1st of April –15<sup>th</sup> of October 2005**

Submitted to:

**Refugee International Japan  
WorldVision Japan  
WorldVision Australia**

Submitted on:

**10<sup>th</sup> of November 2005**

## Executive summary

This report provides information on the project called "construction of school building "for school students of 1<sup>st</sup> grade to 9<sup>th</sup> in the Vagonlar settlement of Mingachevir city situated in western part of Azerbaijan Republic

The project was funded by Refugee international Japan, world Vision Japan and World Vision Australia and implemented by Food Supply staff through the direct involvement of community development team dealing with implementation of the livelihood enhancement component of Food Supply Program. The actual construction of the building was to be started in early April and to be accomplished by first week of September but due to the number of factors, which were beyond the control of World Vision Azerbaijan, the project delayed for one month .These factors have affected to the process of getting relevant documents to start the actual construction work. The team has spent first two months of the implementation plan to get what was needed to implement the project in compliance with the set standards by the government. In general, implementation of the project can be divided into two stages: obtaining relevant documents and getting the community organized launched from 1<sup>st</sup> of April to 1<sup>st</sup> of June, and the actual construction of the building including furniture supply that went on till 15<sup>th</sup> of October.

## Community Participation



In order for the community to be organized and to establish trust and strong relationship before the start of construction work, the community development team has paid continuous visits to community during the first month of the project. Weekly meetings with different focus groups were held to explain the objective of the project to community residents and increase their awareness. This type of meetings has continuously taken place during the course of the project life.

In the very beginning of the project the community did not believe that World Vision would construct a school in the settlement. The community members have been

promised several times by the government to built school building in their community but it never happened and this had created some challenges for the staff to organize general community meetings and convince them of the school construction.

The existing IDP community development committee was as well involved in assisting the team in the beginning of the project and through their help a parents' committee consisting of 7 members with 4 female representatives was set up. The major role of the committee was defined as;

- To increase awareness in the community and be a link between the community and the organization
- To facilitate the community involvements in construction works and ensure their active participation in all phases.
- To mobilize the community members for helping in construction work when needed.

Applying community development approach throughout the project life has proved to be very effective in promoting the community members to be part of the project. One of the outcomes of the community involvement was their contribution in providing labor which has been very helpful to overcome the acute fund deficit that the project faced.

## Construction work and project accomplishment

Meetings with all relevant authorities have been hold and achievement in getting support letters from Mingachevir education department and head of Mingachevir city executive body as a respond to the letter submitted by world Vision was made. The head of executive body instructed the head of architectural department to assist world Vision in this matter in cooperation with the municipality of the city. Representative of the architectural department together with the municipality's representative and director/head master of the school # 8 had visited the Vagonlar settlement, identified the land for project site. The original place for the construction site was changed and 896 square meter of land plot for the project was allotted in the center of the village. The engineer from the head office was sent to the project site to work out the detail budget/estimation and drawing of the building. The drawing of the school has been sent to Ganja city for being ratified and then were submitted to the executive committee and municipality for official approval.



In early June the team has managed to get all required documents for the construction of the school building. Getting all the relevant documents was required by government standards that further facilitated procedure for the formal hand over of the school building to the education department of Mingachevir city.

Once the team ensured that all relevant documents are in place and then the actual construction process has been started.  
The following works has been performed throughout the construction to accomplish the project.

#	Description of work	Volume of work	
		UoM	Quantity
<b>I</b>	<b>Site preparation;</b> -Cleaning, transporting soil to raise the site up to 1 meter and leveling by bulldozer. -Excavating foundation trenches, 1m wide and 1.2 deep in size.	Square. m	980
		Cubic .m	151.2
<b>II</b>	<b>Foundation;</b> -Fill up the foundation trench up to 1 meter with crushed stone -leveling the trench with sand and placing ferroconcrete blocks ( 60 x60 c.m and 2.4 m long) -to construct (ferroconcrete) bond beam (width-40 and height 20 c.m) on the blocks - Damp-proofing of (ferroconcrete) bond beam with bitumen twice -Gravelling the area around the foundation trench and the surrounding ,0.5 m thick	Cubic .m	132
		Pieces	60
		Meter	126
		Square. m Cubic .m	151.2 520
<b>III</b>	<b>Wall construction;</b> -construction of internal and external walls (40 cm) -constructing frames for doors and windows by monolith ferroconcrete -constructing monolith ferroconcrete bond beam over and along the door and window frames	Square. m	460
		Cubic .m	8
		Cubic .m	10.1
<b>IV</b>	<b>Roofing and ceiling;</b> -Placing the wooden poles (15x5 cm) -Laying timber (2 x 15 cm) on the ceiling -making ceiling with plywood -constructing of roof frame -Covering the roof frame with galvanized iron slates	Running/ Cubic .m	281/2.4
		Square/ Cubic. m	305/6.1
		Square. m	270
		Square. m	454.8
		Square. m	545.8
<b>V</b>	<b>Staircase;</b> -Building the staircase and laying concrete tiles	Cubic .m	3.2
<b>VI</b>	<b>Floor;</b> -Making floor for the class-room by timber -Making floor for the corridor by concrete tile	Square. m	153.6
		Square. m	45.3
<b>VII</b>	<b>Doors &amp; windows;</b> -Making door and installing -Making window and installing	Pieces	7
		Pieces	16
<b>VIII</b>	<b>Plastering and painting works;</b> -Plastering the internal and external walls -Puttying external walls -Puttying the internal walls -Painting the external walls with waterproof paint (emulsion) -Painting of internal walls -Painting the ceiling with emulsion -Painting the floor with pre-painting oil and then with oiled paint -Painting/varnishing the doors and windows	Square. m	820
		Square. m	220,8
		Square. m	600
		Square. m	220.8
		Square. m	600
		Square. m	270
		Square. m	153.6
		Pcs	23
<b>IX</b>	<b>Electrification;</b> -Wiring (inside wall) -installation of circuit breaker -Installation of chandeliers -Installation of switches and wall outlets	Meter	300
		Pieces	1
		Pieces	15
		Pieces	24



School building and toilet after the completion



Corridor of the school

Apart from the school building construction a toilet consisting of 4 rooms-two for boys and two for girls were built. Similar works describe above for the school building construction was carried out to build up the toilet building including setting up sewage and water system. In general all works have been performed, the only work that was intended but has not been performed was that of enclosing the school building and yard by fence and the school yard was graveled instead of paving with asphalt due to the fund deficit. To carry out the uncompleted works, the head master of school # 8 has already made an appeal to the local government and Municipality. World Vision Azerbaijan will be present in the area for coming years and the community is welcome to approach World Vision Azerbaijan for the fund to carry out the remaining work in case the local municipality and local executive government do not respond to their appeal.

### **Project management aspect**

The project implementation went on with active involvement of one community worker who has been engaged in implementation of food for work activities in the same community for last one year and the Food Supply program field coordinator who supplied construction materials for the whole project life. The engineer from the main office have paid monthly site visits to ensure that the construction is in its right track and community development project supervisor responsible for the livelihood enhancement component of general food distribution have consistently visited the project site to ensure that the project is going as per proposal and provided reports for the program director. Apart from these, the Program Director has paid two visits to the site during the project life.

Throughout the construction 8 teams consisting of 73 skilled people were employed from the community itself. Off these, 33 were internally displaced people and 15 females.

These teams were for; site leveling, laying foundation, wall construction, roofing, making ceilings ,making floor, making windows and doors, completion works (plastering and painting) and electrification.

### **Meeting and coordination**

In early stage of the project, meetings with the head of executive committee of Mingachevir city and his deputies, head of the education department and, municipality were held. The

director/head master of the school # 8 was involved in all negotiation process and the meeting with head master of school # 8 was followed on regular basis through out the project life. By-weekly meetings with parent's committee and the IDP community development committee were held. All works were followed in coordination with educational department of Mingachevir city and the director/head master of school # 8 have paid a continuous site visits to follow the success in construction process.

## **Challenges encountered**

As it is aforementioned that the project went on with a slightly delay of schedule. The delay is attributable to the fact that in early May the head of the executive committee have been replaced by the central government which has resulted in delay of the process of getting relevant documents.

The new head of local executive committee had started major renovation works in Mingachevir city and this also had created difficulties for the project staff to find required skilled workers for construction.

Apart from the delay in obtaining required documents, the project has faced with acute fund deficit. The deficit is due to the adjustments made to the school building by the state construction institution, to the size of the class rooms by the project engineer, changing of construction sites by the local government and the inflations. In more detail the followings were the factors that led the project to face with fund deficit.

- The original drawing of the school that the budget was calculated on has been changed by the state projection institution which means that 228 meter of extra anti-seismic ferroconcrete bond beam for earthquake protection was required to be constructed.

- All projected 6 class-rooms and the corridors were enlarged in width and in length .In the original drawing the rooms' size were enlarged from 3.4 x 5.4 to 4 x 6.4 which is 36 square meters more than what was originally projected for the all 6 rooms.

- Inflation, dollars rate has dropped 300 manats since March 2005.

- The original project site was changed and it also cost extra fund to raise and level the surface of the ground.

In order to cover the deficit and to rectify the situation the following measures were taken.

The project team had to link the project to food for work activity funded by World Vision Australia.30 community members who are internally displaced people by status and listed as a beneficiary for the General Food Distribution were regularly involved in carrying out certain construction work, and these people will be provided with additional food of 4 kg during the bi-monthly general food distribution.

Putting up fence around the school building was avoided and the yard of the school was graveled instead of paving with asphalt.

GIK items were used to carry out the painting work and covering the isolating layer between the ceiling and roof with linoleum. (112 meter of linoleum and 275 kg of paint /emulsion)

To cover the remaining of the fund deficit, the project staff has mobilized the community to be involved in helping the skilled construction worker and this in turn has decreased the labor cost to be paid out to the skilled worker.

## **Opening ceremony**

Opening ceremony was held on October 15, 2005, Local authority's representatives, Municipality, head master and teachers of the school # 8, school students, community member, representative of world Vision Japan and the program directors for world vision Azerbaijan with national staff have participated in the opening ceremony of the school. On the same day when the school was opened, all pupils transferred from the School# 8 to the new school have taken their first lesson. The classes are delivered in shifts.

From the 1<sup>st</sup> to 5<sup>th</sup> grade will be studying in the morning shift and from the 6<sup>th</sup> to 9<sup>th</sup> grade in the afternoon shift.



### Budget narrative

As it has been several times mentioned in this report that the fund was not adequate to perform the activities due to the aforementioned factors (see the section “challenges encountered” for more detail) and the Organization had to look for other sources to complete the project successfully. For this purpose World Vision Azerbaijan used available GIK items and also covers some of the incurred cost from the fund donated by World Vision Australia for carrying out the Livelihood Enhancement Project in partnership with World Food Program. The budget for school building is turned over as described below.

Donor	Cash USD
Refugee International Japan	25,000
World Vision Japan	5,000
World Vision Australia	3,114
<b>Total</b>	<b>33,114</b>

GIK items from WVUS (112 meter of linoleum and 275 kg of paint/emulsion) valued 916 USD was used to paint the walls and ceilings of the building and cover the wooden isolation layer (between the ceiling and roof)

So the total Project cost turn-over is 33.114 USD in cash and 916 USD of the value of the GIK items used for the project.

## Output of the project

Though even the project had fallen some what behind the schedule, the overall objective have been met and the intended output was produced.

A school building of a total floor area of 258 square meters consisting of 6 rooms and a corridor and, a toilet with four separate toilet stalls of 18 square meter of floor area was built. Total floor area of the 6 rooms is 153.6 square meter and the corridor is 44, 8 square meter. The size of rooms is the same with 25, 6 square meter of floor area of each. All rooms were provided with required furniture.

12 teachers for teaching various subjects were transferred from the school # 8 and 1 cleaner and 1 guard were employed by educational department to ensure the normal function of the school. 103 children from the school # 8 were transferred to the new school and 2 children who could not previously attend the school and now are in school because it is closer enough for them to walk. The school was provided with various teaching visual aids by the educational department.



## Conclusion

Construction of school in the settlement by World Vision provide an opportunity to show caring to the community and bring joy to children at a difficult time of the year. The Physiological benefit of this can not be underestimated. The implementation the project has been an instrumental to attract the local officials and make them think about the settlement as the settlement has not been visited by any officials for the last 15 years. It has provided hope for the residents as the school building is the only building constructed after the collapse of Soviet Union. The CD team has experienced some hard time due to the constrains and challenges encountered during the implementation which was a test for them to prove their ability in management and implementing bigger project.

## Impact success story # 1

(This story is made 10 days after school was opened)

Gulsum Aliyeva is one the 103 pupils who are transferred to the new school. She is twelve years old and is in the six grades and her family lives in one the wooden barracks in the settlement. Her family holds 4 members; these are her brother and parents. Her mother does not work and is a housewife and her father works at the Hydro-electric power generating station and the only breadwinner .During her study she did not know anything about how

normal/standard school looks like and she never had access to normal education but she always wished to study in a school with bell, and large and light class-rooms having blackboard. Her wish lived in this little girl's heart for years and years. These words are from Gulsum during the talk with her: "The first year of my study, the teacher had organized a school in a premise where bread were baked before .The condition in the so-called class-rooms were very bad. I love rain very much but never wished that it rained when I was having my lessons in the bakery because, the rain poured into the class-rooms and children get wet. The desks were very old and broken .Many times, the desks broke and I and my class-mates fell down. Then we were moved to the vehicle repair work-shop but the condition was even worse and only in the last year we were moved to the eleven-year school # 8 in Mingachevir city which is 3 kilo meters far away from the settlement where my family lives. The condition in the school was better but walking 6 kilo meters every day had discouraged me and all my school-mates. Many of my class-mates had to go to school twice in a week. In winter it was very difficult get to the school in time. The roads were dirty and our feet get wet before we reached the school. We were shivering during the classes as the class-rooms were cold and our feet were wet. I always desired of having lessens in the warm class-rooms. It was very difficult to go the school by bus as the bus was always crowded with people in the morning



and at noon time. Because, many people were going to the city to work or to do shopping at the same time when we were going to school.

As we were tired we could not get our attention concentrated on what the teacher were explaining or even talking about. The road to school crosses the railway and once when I was crossing the railway I suddenly noticed that a train approaching me then I started to run and fell down, my left hand broke and I have to stay home away from the school for almost fifteen days.

Now, finally my wish turned into truth and fulfilled. All my 15 my class –mates and about hundred school-mates are sharing these joys with me and are very happy .All

of them come to school 10-20 minutes before the bell for the first lesson ring because the school is more comfortable than our houses and is only 20 meters away from my home. We will be always grateful for what World Vision has done for the children.

## Impact success story # 2

Ahmadova Leyla came to the settlement in 1983 from one of the district in central part of Azerbaijan. Her husband got job in Hydro-electric power generating station and is till working in the same station. She has a son who is in the 8<sup>th</sup> grade. Like Gulsum her son also had passed his study in bakery and later in the vehicle repair workshop and school # 8 for 7 years. When we visited her house she was busy in cleaning the yard and in respond to our questions she said the following; "My family is not so poor as others, we are three people and my husband has job but like others who are employed by the Hydro-electric power generating station they are badly paid, the salary is scarcely enough to purchase or produce food for monthly family consumption. Like all children my son also suffered a lot due to absence of school in the settlement. Many of the children and as well as my son get sick many times ,once he was so sick and I had to take him to the capital city to be cured. Due to the moisture in the class he still suffers from rheumatism even so he took 6 months treatment. Because of absence of school and the long distance to a school in the city, the head master of the school # 8 uses different premises for school, trying to solve our problem. The condition in the so-called school

which was actually the former bakery and vehicle repair shop were unhealthy. The class-rooms were awful, insecure, and in a terrible condition. The teachers had to put pots or basins under the leaking water when it rained .The school director had to move the children to the main

school in the city when the owner of the vehicle repair shop claimed his premise back.



Moving the children to the school # 8 was also a problem as the children have to get earlier and go to school, many of the parents could not afford to give money to their children for paying the bus and for having little food and because of these children had to walk to the school and come back earlier, not taking the last two classes. The children's cloths get dirty which in turns placed an added works on mothers to do washing very day. It as well affected the poor families' budget from which they have often to buy laundry soap or detergent. We had to tempt our

children to go school but now they even don't wish to come back from the new school even when the classes are over. I was lucky that I have only one child who went to the school; some families have 2 or more. Our children had to study in the same classes with the children from the city itself and as the residents of the settlement are very poor it also created a social problem for our children to get integrated and play with those children from the city. It is the only standard building constructed after the collapse of soviet. This is a settlement in slum and world vision is the only organization entered this settlement. The government officials have never come into this settlement .It was their first visit to the settlement when they participated in the opening ceremony of this school. It is the only modern and nice looking building in the settlement and it have a very strong emotional and physiological impact on the whole population. The construction of the school is the start of "reanimation" and prosperity of our settlement. Now our children get up and rush into school with full of joys. The school building and visits by the officials to participate in the opening ceremony has been instrumental to show our problems and now they have already started to get interested in our problems. Before finishing my words I would like to add the following; this school will not build a reliable future only for the current children in the school but as well for many of the little children who will be going to this school, who are already born or will be born .The pray of and happiness given to these children and parent will be heard by Allah and may Allah bless those who had put an input and had made the construction of this school building possible through both financially and physically.

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**November 10, 2005**