

CONSTRUCTING SIMPLE SCHOOLS USING GLOBAL GRANTS

Guidelines and Application Appendix

SIMPLE SCHOOLS GUIDELINES

Section 1: Program Requirements

1. Simple schools are an extremely limited project type that permits the construction of modest school buildings (e.g. 2-3 classrooms).
2. Simple schools must be built as a part of a comprehensive project that fits within the basic education and literacy area of focus. Providing a school building alone cannot educate children; in order to enhance educational outcomes, pedagogical teacher training is required as part of all simple school projects.
3. Only primary schools, secondary schools, and early-childhood education centers that follow a mandated government curriculum are eligible for construction. Construction of buildings for colleges, universities, vocational training centers, and community centers is not eligible for global grant funding. Additions to existing schools, such as computer labs or dormitories, are not eligible.
4. All simple school projects must include gender-separated toilets identified with signs, hand-washing stations, electricity, and drinkable water on each property. School administrators and teachers must receive training in hygiene and sanitation and menstrual hygiene management (required only for primary and secondary schools) in order to have teachers continue to provide additional training to students after the project is complete. Simple schools must also provide bins in the girls’ toilet areas for the disposal of sanitary napkins.
5. School maintenance personnel must receive training in the upkeep of construction elements like water wells, latrine blocks, roofs, etc. If the school does not have maintenance staff, sponsors must identify who will handle these matters and provide suitable training.
6. All global grant applications for simple schools must include a completed application appendix included at the end of this document.
7. A school management committee made up of teachers, students, school administrators, and parents must be formed to work with Rotarians to set sustainable practices for school maintenance, governance, water access, sanitation, waste management, and training. Members of the school management committee who will work with the school budgeting must receive financial management training. When possible, the committee is encouraged to work with local officials in the government’s education office to create sustainable practices.
8. Under the Rotary Foundation Code of Policies, grants may not be used to promote political or religious viewpoints. Therefore, religious schools are ineligible for construction.
9. The project’s sponsors should conduct a community assessment to identify the community that will receive a school.
10. As part of the application, project sponsors must complete a memorandum of understanding between Rotarian project sponsors and either the government’s education office or the responsible entity for private schools. The statement must include:
    1. Name of school
    2. Number of students anticipated
    3. Number of teachers anticipated
    4. Education levels, or grades, of school
    5. Size of school
    6. Agreement to form a school management committee
    7. Verification that all stakeholders agree to be involved in planning and implementation throughout the project’s lifecycle
    8. Verification that the government’s education office or the owning entity, in the case of a private school, agrees that it will not sell or lease the school or conduct other business in the school within the first five years of occupancy
    9. Confirmation that the teachers, students, and maintenance staff will complete the training agreed upon in the application
    10. Verification that the teachers are trained and certified by the government’s education office
    11. Verification that the government or owning entity of the private school will be responsible for maintaining the school and property
    12. Verification that either the government’s education office or the owning entity, in the case of a private school, will be responsible for paying all utilities
    13. Acknowledgment that teachers must be hired and certified before the project can be closed
    14. Verification that tuition will not be charged for public schools and that tuition costs for private schools will be reasonable and affordable
    15. Verification that those benefiting from the school are neither Rotarians nor their lineal descendants
    16. Confirmation that Rotary’s responsibility is limited to the amount of the grant award.

Section 2: Construction Requirements

1. The global grant funds must be used to build only single-story schools. If the school management committee, the government’s education office, or the owning entity of a private school is interested in adding a second story after the project is completed, it is responsible for confirming that the school can safely support a second story.
2. Simple schools built as part of a global grant must meet local government access requirements for children and adults with physical disabilities. Requirements may include ramps, wide doorways and hallways, and toilet accessibility. If the local government lacks accessibility requirements, the school must at least make these accommodations.
3. The project sponsors are responsible for confirming that the form and materials for the school conform to local conditions and comply with local building regulations. Global grant projects allot 10 percent of the project’s budget for project management. Beyond this allotment, the project sponsors can add the cost of licensed construction management to the project budget to help them ensure that contractors are coordinated, that the construction timeline is met, and that quality construction is maintained.
4. Materials and labor used in construction must not harm the local economy or environment. Construction materials deemed hazardous to human health (for example, asbestos) cannot be used in building schools and corresponding toilet blocks.
5. Simple schools must adhere to local regulations for teacher-to-student ratios established by the government’s education office, and the design must ensure that room sizes will accommodate this ratio.
6. Construction of simple schools must conform to reasonable local construction costs and building standards to ensure building sustainability and safety. Construction also must adhere to all applicable local building codes.
7. Demolition of existing structures on the donated land can be included in project costs as long as the costs are a small part of a comprehensive project that provides a simple school and meets the requirements of Rotary’s basic education and literacy area of focus.
8. Expansion of an existing building or additions immediately adjacent to an existing building are not allowed under a global grant. Additions can be made to the school only after the completion of the project, and at the owner’s expense.
9. Additional school buildings can be built on the property of an existing school if the new school buildings are not next to other structures and the construction does not interfere with the health, safety, and productivity of students currently on the property. A new school building constructed on the property of an existing one must meet all water, sanitation, and training requirements for new school construction. Additional buildings must be used as classrooms.
10. Contractors or construction managers must meet local regulations in acquiring necessary building permits. When local regulations do not require contractors and construction managers to acquire such permits, the Rotarian host project committee must acquire them.
11. The entire financial responsibility of Rotary International and The Rotary Foundation is expressly limited to payment of the total grant award. Any additional obligation, including but not limited to, expanding, altering, or maintaining the school beyond the initial approved design must be undertaken at no cost to Rotary International or The Rotary Foundation.

Section 3: Land Procurement

1. Schools are to be built or installed on donated land whose dimensions permit easy and safe access. Parents and community members must not be required to pay for the school or the land on which the school is built.
2. Donated land intended for simple school construction must be within short walking distance from the beneficiary community or be accessible via public transit from nearby economic centers.
3. Simple schools must provide a place for children to learn in a safe environment. Whenever possible, the area should be free of floods, rock slides, volcanic eruption, chemical contamination, etc.. Teachers must receive training in how to move children to safety quickly in case of an emergency.
4. The municipal government, government education office, and land donor must provide written commitments expressing full support of the grant and permitting the project to start as soon as grant funds become available. The written confirmation must indicate that the land is without any legal encumbrances, not the subject of any disputes, is zoned for school construction, and is suitable for the purposes of the global grant.
5. A hydrological survey and water quality tests are to be completed as part of the land procurement process, to ensure that school administrators, teachers, and students will have access to potable water on the property. If the goal is to connect the school to municipal water or an electrical grid, project sponsors should complete a memorandum of understanding with the municipal service providers, stating that the utilities plan to serve the area at a reasonable price.
6. Depending on local legal norms, whoever owns the land in the period from grant approval through completion of construction may wish to seek appropriate liability insurance.

Section 4: Payment and Reporting

1. Payments for simple school global grants will be made in installments, based on an agreed-upon spending plan, with the first payment released upon receipt of all payment requirements and subsequent payments made upon the completion of acceptable visits by a member of The Rotary Foundation’s Cadre of Technical Advisers, along with the receipt of acceptable interim reports that include photographic evidence of the project’s progress.
2. A cadre member will review all global grant applications for simple schools during the application phase and during construction, before a second installment is paid.
3. As a standard construction practice, Rotarian project sponsors are advised to withhold 10 percent of the final payment to the contractors until the sponsors do a final walk- through of the completed school.
4. Final reports to The Rotary Foundation must include photos of the school with the beneficiaries as well as photos of permanent Rotary signs, which simple schools built with global grants are required to display.

Section 5: Helpful Resources

1. Government education offices often provide guidelines for construction. Alternatively, the Inter Agency Network for Education in Emergencies has [standards for school construction](http://toolkit.ineesite.org/guidance_notes_on_safer_school_construction). Following guidelines from respected agencies such as these will help ensure your project’s acceptance and success.
2. The International Building Code recommends that a K-12 school provide each occupant 20 square feet (1.85 square meters) per occupant of net interior floor space, to ensure student and teacher safety and health. The code’s [occupancy load requirements](http://codes.iccsafe.org/app/book/content/2015-I-Codes/2015%20IBC%20HTML/Chapter%2010.html) for educational spaces has these tips and others to help in designing a successful simple school.

SIMPLE SCHOOLS APPLICATION APPENDIX

This completed appendix must accompany every global grant application submitted to build simple schools.

Program goal

The global grant model has improved overall project sustainability, making a measurable impact on the lives of beneficiaries through the provision of quality services and capacity building. In the spirit of sustainability, the goals of simple school projects are to create permanent structures that will provide quality, modest, sustainable, and culturally appropriate schools which will, through the provision of training, provide students with improved educational opportunities in well maintained schools.

Section 1: Documentation to include with the application:

1. [Global grant training plan](https://www.rotary.org/myrotary/en/document/training-plan-global-grants)
2. Contractor estimates for simple school design
3. Topographical map of donated land and surrounding area
4. Area site plan including locations of:
   1. Intended simple school
   2. Roads
   3. Public transit access points
   4. Homes and communities that could benefit from a simple school
   5. Future development sites
   6. Intended demolition sites
5. Architectural drawings (for each school building design):
   1. A building site plan that shows relation to nearby school buildings, toilet and hand-washing station (if detached), water storage, sanitation, and waste removal system, etc.
   2. Floor plans including dimensions, structural system, windows, doors, toilet, utility and water access sites
   3. Plans, including roof structure
   4. Relevant section drawings including the roof structural system and footings
6. Land donor letter(s) stipulating the absence of legal encumbrances, the donor’s intent to relinquish ownership of the land, and the understanding that the government’s education office or responsible entity of a private school will own the school and land after the school is ready for occupancy
7. If available, letter from the local municipal government providing the name(s) of the current landowner(s) as listed in municipal records; the letter should also include a statement declaring that the project has the local government’s full support, and that it will permit school construction to start without delay upon receipt of grant funds
8. Memorandum of understanding from municipal water, sanitation, and electrical utilities (if applicable) stating that they will provide utilities to the school at a fair rate
9. Hydrological survey showing that there is sufficient water to support the needs of students and teachers
10. Water quality test results
11. Soil contamination test results
12. Waste management plan
13. Signed memorandum of understanding with the government’s education office

Section 2: Simple school information

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Number of intended students: | | | Click here to enter text. | | | | |
| Number of intended teachers: | | | Click here to enter text. | | | | |
| Grades or levels to be taught: | | Click here to enter text. | | | | | |
| Intended construction completion date: | | | | | | | Click here to enter text. |
| Where the school will be built: | | | | Click here to enter text. | | | |
| Distance to neighboring homes: | | | | | Click here to enter text. | | |
| Distance to local economic center: | | | | | | Click here to enter text. | |
| In what setting will the school be built? (check one) | | | | | | | |
| Urban | Suburban | | | | | Rural | |

Is the school public or private? (check one)

Public  Private

Section 3: Selection of community

A community assessment is to be completed by the project sponsors to determine the need for a simple school and to identify the appropriate project activities. A beneficiary community of a simple school shall be an area where existing school facilities are overcrowded, that lacks a permanent school within walking distance of their homes, or where existing schools are deemed unsuitable for occupancy.

Explain how the beneficiary community of the school has been identified.

Click here to enter text.

Reason the school is needed (check one)

Overcrowding  Lack of existing permanent school  Other. Please explain below.

Click here to enter text.

Section 4: Environment and location

Describe the site’s soil conditions (sand, clay, or waterlogged areas, etc., are best avoided).

Click here to enter text.

Describe the potential for natural or other disasters, as well as what precautions will be taken to ensure that the structure is safe in locations that experience floods, earthquakes, rock slides, volcanic eruptions, cyclones, hurricanes, chemical contamination, etc.

Click here to enter text.

Indicate the type of access available (or planned) for the site, including public transit, roads, and access to economic centers and other civic services. Is this consistent year-round?

Click here to enter text.

Section 5: Construction criteria

The school form and materials for the school must conform to local regulations and norms. Materials and designs must be planned to allow for:

* Appropriate cross-ventilation; placement of doors and windows should be planned to maximize natural light inside the school
* Use of locally available materials
* A floor; concrete is a preferred material
* Roof materials that match environmental conditions (for example, lightweight materials in an earthquake-prone area); concrete slab roofs are discouraged

Other construction criteria:

* Materials deemed hazardous to human health (for example, asbestos) cannot be used to build simple schools and corresponding toilet blocks.
* Project sponsors must choose qualified and licensed contractors and construction managers if available in the region
* Schools should meet the [International Building Code](http://codes.iccsafe.org/app/book/content/2015-I-Codes/2015%20IBC%20HTML/Chapter%2010.html) for occupancy load. The schools must provide multiple exits, and must meet local construction criteria
* During construction, the site must have proper security measures in place (a fence, locked gate, no-trespassing signs
* School design shall include basic school security measures (for example, lockable doors and windows)

Section 6: Water supply

Safe water and sanitation must be available on the school property. Indicate how water will be provided.

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|  | Running water will be piped into the school from a main municipal water supply. |
|  | Municipal water supply is available at a central location on the school property |
|  | Tube well or bore well for each school building is a safe distance from sewage facilities. |
|  | Rainwater harvesting system will be installed as a source of non-potable water only. |
|  | Other. Please explain: Click here to enter text. |

Indicate the costs that the school may incur for access to and maintenance of potable water, as well as how the school will be able to cover these costs.

Click here to enter text.

Based on the results of the hydrological survey, verify that the donated land will provide enough water for the needs of the school population.

Click here to enter text.

Based on water quality test results, indicate what water contaminants require remediation, and what remediation method will be used.

Click here to enter text.

Section 7: Sanitation facilities

Indicate the type of toilet and hand-washing technology to be included in the school.

Click here to enter text.

Identify how sewage will be removed. Open pit disposal is not permitted.

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|  | Municipal sanitation system that carries waste to a central treatment facility |
|  | Septic tank |
|  | Central wastewater biological treatment facility |
|  | Latrine block with wastewater biological treatment (for example, ECOSAN) |
|  | Other. Please explain: Click here to enter text. |

Describe where the toilet facilities will be located on the property, including whether the toilet will be connected to the school or be detached. Toilets must include proper ventilation.

Click here to enter text.

Describe how close the toilet facilities will be to reservoirs and other water sources. Sealed septic systems must be no closer to a water source than 50 feet (15.25 meters), and leach pits or fields must be no closer to a water source than 100 feet (30.5 meters).

Click here to enter text.

Describe the project’s menstrual hygiene management plan. Please include information about methods for disposing of used sanitary products (for example, bins in stalls, or incinerators) and whether the school will provide replacement menstrual hygiene products.

Click here to enter text.

Section 8: Electricity

Electricity installation must comply with local safety standards. Indicate what method will be used to provide the school with electricity:

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|  | Municipal electrical system |
|  | Photovoltaic (PV)/solar panels |
|  | Other. Please explain: Click here to enter text. |

Describe the plan to ensure delivery of consistent electricity to the school as part of this project.

Click here to enter text.

Indicate the costs that the school may incur for regular electricity service and maintenance, as well as how it will be able to cover these costs.

Click here to enter text.

Section 9: Long-term maintenance

A school management committee must be formed that includes teachers, students, school administrators, and parents, to work with Rotarians on setting sustainable practices for school maintenance, governance, water access, sanitation, security, waste management, and training. For each of these items, a long-term maintenance plan and training to support common construction elements must be devised.

Indicate how project sponsors will help form a school management committee and work with its members to establish sustainable practices and training that will be incorporated into the project.

Click here to enter text.

Describe any property taxes for which the government’s education office will be responsible after the school is occupied.

Click here to enter text.

Agreement

As the host sponsor in the project country or the international sponsor in the partnering country, I hereby affirm that all information included in this document, and attachments to it, is true and accurate to the best of my knowledge. This complete application meets all established guidelines for the construction of simple schools.

The sponsors shall defend, indemnify, and hold harmless Rotary International (RI), The Rotary Foundation (TRF), and, if applicable, Rotary Foundation (India) (RF[I]), including their directors, trustees, officers, committees, employees, agents, and representatives (collectively “RI/TRF/RF(I)”), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney’s fees and other legal expenses), awards, judgments, and fines asserted against or recovered from RI/TRF/RF(I) arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a sponsor’s or participant's involvement in grant-funded activities, including all travel related to the grant.

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| --- | --- | --- | --- | --- | --- | --- |
| Host primary contact name: | | | | Click here to enter text. | | |
| Signature: | |  | | | | |
| Club/district: | | | Click here to enter text. | | President/DRFC: | Click here to enter text. |
| Date | Click here to enter text. | | | | | |

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| International primary contact name: | | | | Click here to enter text. | | |
| Signature: | |  | | | | |
| Club/district: | | | Click here to enter text. | | President/DRFC: | Click here to enter text. |
| Date | Click here to enter text. | | | | | |