

Appendix 7

Results of the Surveys (data only, for CD-R)

Appendix 7-1 Results of the Baseline Survey

1. Introduction

The baseline survey was conducted from 29th March 2006 to 12th May 2006 aiming to obtain baseline data and information of the target communities and groups before implementation of Micro Projects.

Target areas of the baseline survey were 33 schools in the project areas (Zone 1: Tonko Limba, Zone 2: Magbema and Zone 3: Bramaia) and those coverage communities, and selected two areas as a “control area” in Gbinleh Dixon chiefdom of Kambia District. The control area was selected based on the discussion with District Education Office. It consists of coverage areas of one government assisted primary school and one community school.

Before the survey, the trial survey was conducted on draft questionnaires and draft Focus Group Interview (FGI) guideline to finalize the questionnaire and the guideline. Major items checked in the trial survey were as follows.

- Are statements in the questionnaires clear to participants?
- Are statements in the questionnaires suitable to actual situation of the project areas?
- How long does it take to complete the interview/ FGI?

2 Methodology and Design of Baseline Survey

The Survey adopted the methodology of questionnaire survey to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Those data were integrated to analyze the baseline situation of the project areas. The details of the methodology are described in Chapter 5 of the main report.

3 Results of the Baseline Survey¹

3.1 General Characteristics of the Respondents and Participants

General characteristics of the respondents for the questionnaire survey are shown in Table 1. Total number of respondents was 1,022.

¹ When the results and analyses regarding the control areas are not mentioned in the text, it means they have basically similar tendency as the project areas.

Table 1: General Characteristics of the Respondents for the Questionnaire Survey

		Number			Age (Average)	Ethnic groups			
		Men	Women	Total		Temne	Susu	Limba	Other
Head teacher/Principals *1	Project areas	29	4	33	39.3				
	Control area	2	0	2	43.0				
Teachers	Project areas	55	10	65	34.1	25	20	19	1
	Control area	3	1	4	36.3	4	0	0	0
Students	Project areas	64	35	99	12.9	30	33	32	4
	Control area	3	3	6	13.8	3	2	1	0
Parents/Guardians	Project areas	60	39	99	44.7	35	34	28	2
	Control area	1	5	6	42.2	3	2	1	0
Out-of-school children	Project areas	18	16	34	11.5	10	11	13	0
	Control area	5	5	10	12.4	6	4	0	0
Youths	Project areas	18	15	33	22.3	9	12	11	1
	Control area	6	5	11	24.1	5	3	2	1
Village chiefs *1	Project areas	120	3	123	61.0				
	Control area	2	0	2	58.5				
ECDC members	Project areas	349	146	495	43.7	187	156	147	5
Total	Project areas	713	268	981	40.2				
	Control area	22	19	41	26.2				
Grand total		735	287	1,022	39.6				

*1: Including personnel designated by the target because of their absence at the survey period.

Note: "Project areas" include three areas where the Micro Projects is going to be implemented (Kamasasa, Rokupr and Kukuna). Control area is in Gbinleh Dixon as mentioned in prior section.

For FGI (Focus Group Interview), 33 groups (10 participants per group), or in total 330 persons participated.

3.2 Schools

The number of schools in the project areas and the control area, and the outline of their coverage are shown in Table 2.

The coverage of government assisted primary schools was larger than community schools. Generally, primary schools nearby JSS received students from many villages, while some community schools in remote areas covered only one village.

Table 2: Number and Coverage of the Schools

Category	Project areas				Control area	
	Tonko Limba	Magbema	Bramaia	Total		
JSS ^{*1}	1	1	1	3	/	
Coverage ^{*2}	11	16	18	45		
Gov. assisted PS ^{*3}	3	8	4	15	1	
Coverage ^{*2}	average	6.3	9.9	10.0	9.2	12
	max.	12	17	12	1	/
	min.	1	6	9	17	
Community school	5	4	6	15	1	
School with 6 grades	0	3	2	5	1	
Coverage ^{*2}	average	3.2	6.5	4.8	4.7	11
	max.	4	9	7	1	/
	min.	1	3	3	9	

*1: JSS=Junior Secondary School.

(As of April 2006)

*2: Number of villages which send children to the school

*3: PS=Primary School

As shown in Table 3, 27% of schools in the project areas had received external assistance for facility improvement including Sababu, school furniture, rapid education programs such as CREPS (Complementally Rapid Education Programs), etc. Major donors were the World Bank, United Nations agencies, international NGOs, NaCSA and Islamic Development Bank.

Table 3: Past Assistance

		Category			Total
		JSS	Gov assisted PS	Community school	
Tonko Limba	Assisted	1	0	3	4
	Never assisted	0	3	2	5
Magbema	Assisted	1	0	1	2
	Never assisted	0	8	3	11
Bramaia	Assisted	1	1	1	3
	Never assisted	0	3	5	8
Control area	Assisted	-	1	1	2
	Never assisted	-	0	0	0

(As of April 2006)

A half of schools in the project areas received assistance for school feeding from the World Food Program (WFP) as shown in Table 4. However, in Tonko Limba, only two primary schools out of eight received it because of the poor road condition to the schools to transport the foods.

According to WFP, outline of the criteria to receive the program was as follows.

- The school should have appropriate water and sanitation facilities, kitchen, storage and classroom.
- The school should be near from main and well maintained road to receive the foods directly from the WFP truck.

- The schools should provide person to cook, cooking fuel and additional food materials such as vegetables.

Table 4: School Feeding Supported by the World Food Programme (WFP)

		Gov assisted PS	Community school	Total
Tonko Limba	Supported	2	0	2
	Not supported	1	5	6
Magbema	Supported	7	1	8
	Not supported	1	3	4
Bramaia	Supported	4	1	5
	Not supported	0	5	5
Total of WFP supported schools in project areas			15 (50.0%)	
Control area	Supported	1	1	2
	Not supported	0	0	0

(As of April 2006)

Basically, school fee for students in class 1 to 3 in government assisted primary schools was provided by the Government. As shown in Table 5, some government assisted primary schools collected school-related cost. Community schools collected Le 3,000 or 5,000 per term as contributions. Generally, 20% to 30% of students had not paid the school-related cost in the last term.

Table 5: School-Related Cost and Unpaid Rate

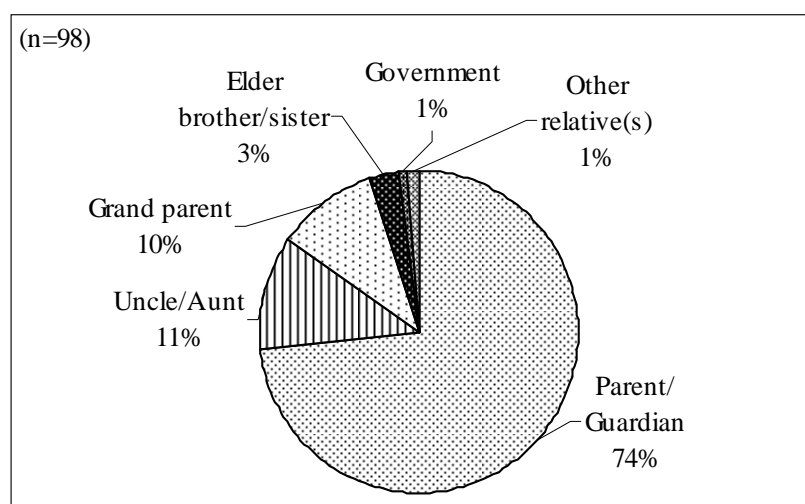
Category		Tonko Limba	Magbema	Bramaia	Control area
JSS	No. of collecting	1	1	1	-
	Amount ^{*1}	20,000	20,000	20,000	-
	Unpaid rate ^{*2}	12.8%	0.0%	15.4%	-
Gov. assisted PS	No. of collecting	2	3	3	1
	Amount ^{*1}	5,750	2,000	1,500	300
	Unpaid rate ^{*2}	9.2%	20.5%	36.5%	19.2%
Community school	No. of collecting	1	1	3	1
	Amount ^{*1}	3,000	3,000	5,000	3,000
	Unpaid rate ^{*2}	25.2%	26.5%	28.0%	27.0%

*1=Average of collected schools (per student per term)

*2=as of December 2005

As shown in Figure 1, among those who paid school-related cost, 74% were paid by their parents or guardians, while grandparents, uncle/aunts and brothers/sisters paid such cost for the students not living with their parents or guardians.

In addition to school fees/ contributions, parents and guardians had to pay for uniforms, textbooks and some events in the school such as sports competition and concert.



Note: "n" means the number of valid answers

Figure 1 "Who pay(s) your school-related cost?"

(1) Students

In the project areas, 13,802 students were enrolled in year 2005/06. Table 6 summarizes enrollment of the target schools of the survey.

Schools in Magbema had larger number of students than the other areas. Especially in the government assisted primary schools, 776 students were enrolled in average. Community schools received less number of students because some of them operate up to class 4 and their coverage areas were smaller than the government assisted primary school as described in the prior section.

Table 6: Enrollment in Year 2005/06 and Number of Students per School

	Tonko Limba			Magbema			Bramaia			Control area	
	JSS	Primary Schools		JSS	Primary Schools		JSS	Primary Schools		Primary Schools	
		Gov.	Com.		Gov.	Com.		Gov.	Com.	Gov.	Com.
No. of schools	1	3	5	1	8	4	1	4	6	1	1
Boys	150	866		576	4,342		375	1,797		531	
		530	336			3,615		727		1,133	664
Girls	46	774		193	3,413		143	1,127		362	
		486	288			2,593		820		699	428
Total	196	1,640		769	7,755		518	2,924		893	
		1,016	624			6,208		1,547		1,832	1,092
Number of students per school											
Average	196	338.7	124.8	769	776.0	386.8	518	458.0	182.0	522	371
Min.	-	250	65	-	331	135	-	436	109	-	-
Max.	-	489	176	-	1,503	599	-	503	296	-	-

Note: Gov. = government assisted primary schools Com.= community schools

Progression Rate (Figure 2)

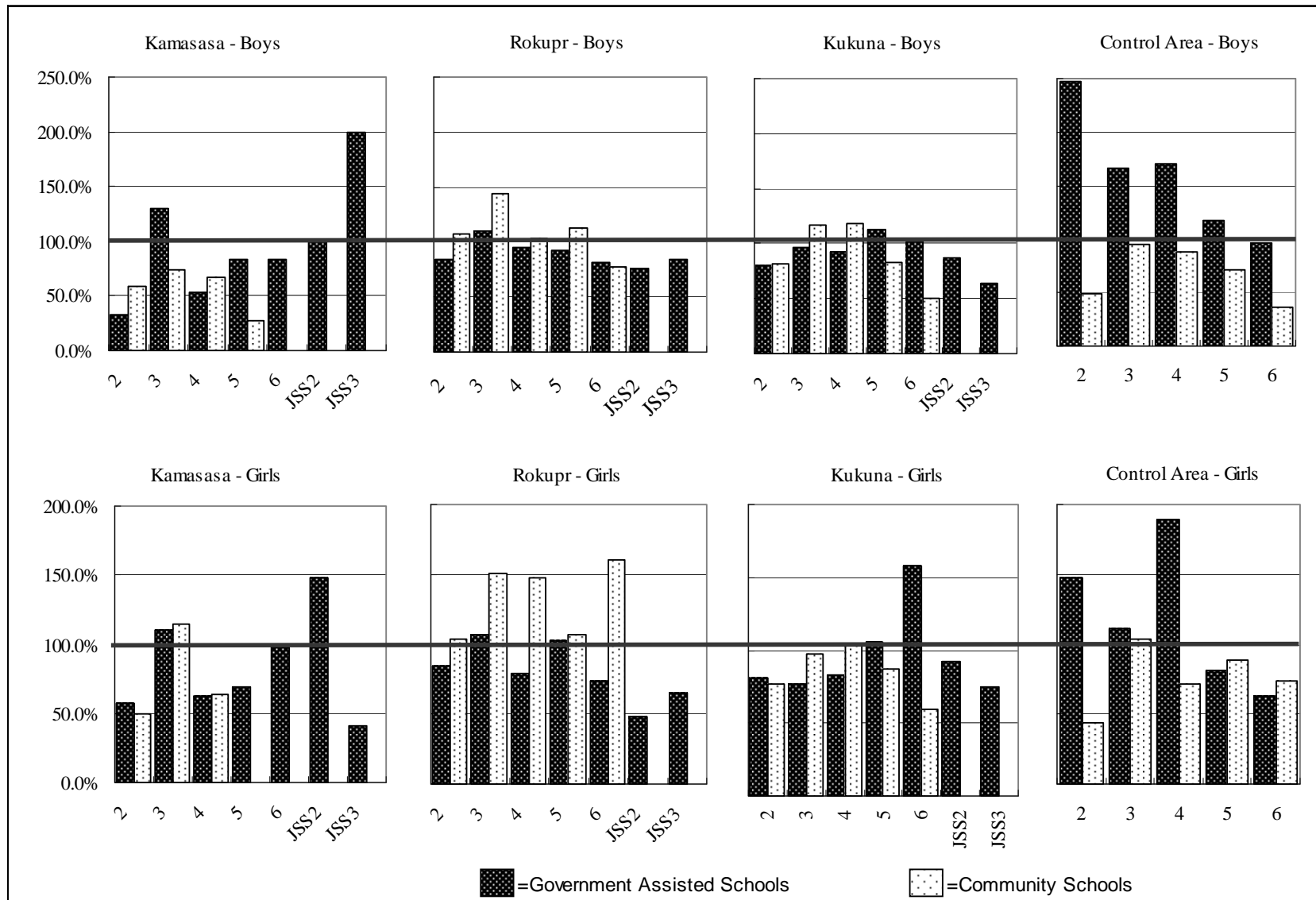
Progression rate from class 1 to 2 was generally lower than the other classes. The drop out in Tonko Limba might be higher than the other areas. As the rates in some classes were more than 100%, the transfer of schools might be common. Parents tend to change their children's school because of school feeding program and plan of external assistance. In fact, the enrollment had increased in some schools in the project areas.

Gender Gap (Figure 3)

Generally, the progression rate of girls tended to be higher than that of boys. However, fewer numbers of girls enrolled in the school, especially in government assisted primary schools. The differences between boys and girls were bigger in the higher classes, especially in JSS. It suggests that more girls might drop out from school in higher classes. Among the project areas, gender gap in Bramaia seemed to be the biggest, because more boys enrolled than girls in all classes.

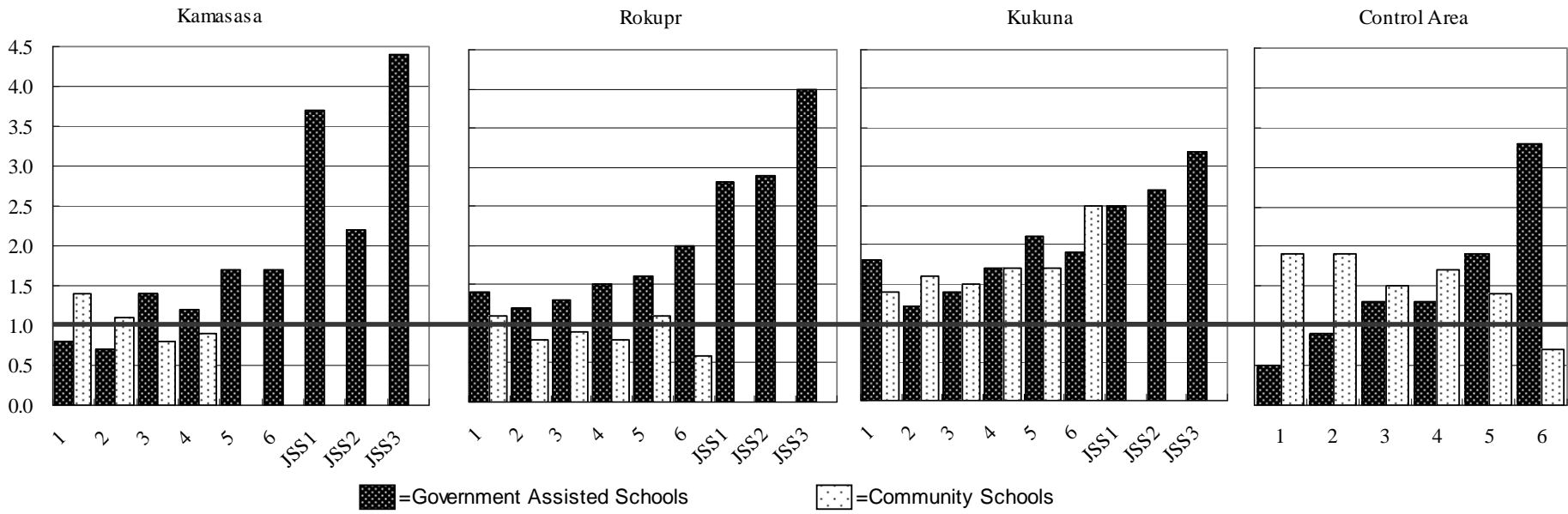
Attendance Rate (Figure 4)

Figure 4 shows average attendance rate based on the number of attendance on one sample day in April 2006. The rate in community schools was generally lower than government assisted primary schools in Bramaia and Magbema. Especially, it was less than 50% in class 5 in Bramaia, while in Tonko Limba, the rate in community schools was generally higher. As suggested in the prior section, because of fluidity of students, the attendance in some schools was higher than the enrollment of this year.



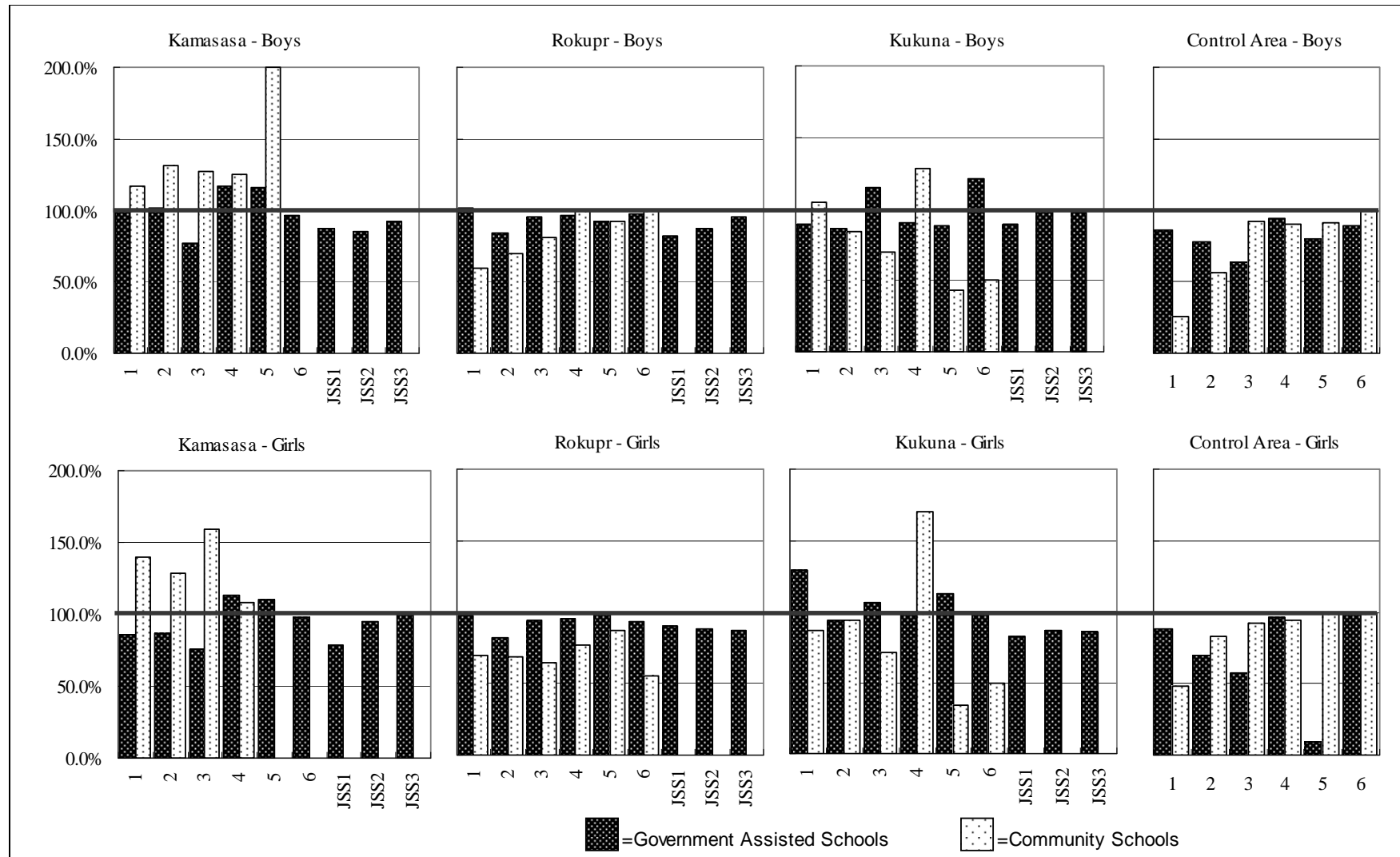
Note: Progression Rate = Enrollment in a class in 2005/06 ÷ Enrollment in class of one grade lower in 2004/05

Figure 2 Progression Rate from Year 2004/05 to Year 2005/06



Note: 1.0: Boys were same number as girls.
 >1.0: Boys were more than girls.
 <1.0: Girls were more than boys.

Figure 3 Gender Ratio (Boys to Girls)



Note: Attendance rate = No. of attendance on a sample day ÷ Enrollment in Year 2005/06

Figure 4 Attendance Rate on A Sample Day

Absence

As summarized in Figure 5, the major reasons for absence from schools were sickness or injury, and helping their parents in farming, domestic works and trading. Some teachers pointed out that parents sometimes withdrew their children from the school to make them work in farming, domestic works and trading.

Physical aspects also affected the attendance of students. Inadequate number of school furniture and learning books, congested classroom and inadequate toilet facilities sometimes demoralize students to go to school. Heavy rain, snakes and other animals also hindered them from going to school.

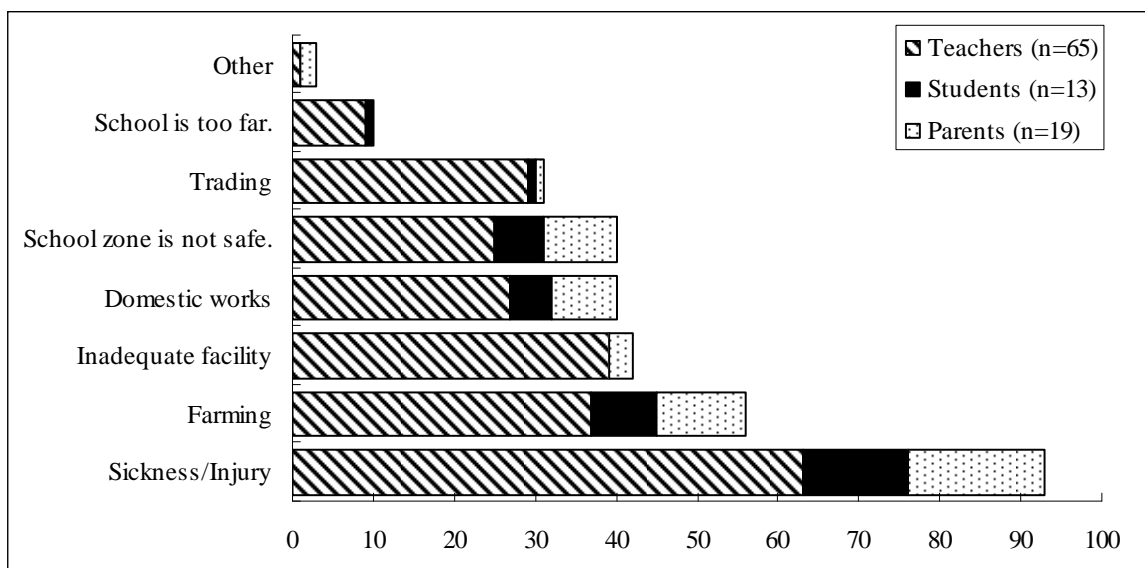


Figure 5 Reason for Absence (multiple answers)

Examination

Table 7 shows the pass rate of the last examination in the last grade² (class 6 in primary schools and class 3 in junior secondary schools). In the project areas, 971 students (277 girls and 694 boys) took the examination and 727 (187 girls and 540 boys) passed.

² NPSE (National Primary School Examination) for primary schools and BECE (Basic Education Certificate Examination) for junior secondary schools.

Table 7: Pass Rate of the Last NPSE/BECE^{*1}

	Tonko Limba			Magbema			Bramaia			Control area		
	No. ^{*2}	Boys	Girls	No. ^{*2}	Boys	Girls	No. ^{*2}	Boys	Girls	No. ^{*2}	Boys	Girls
JSS	1	5.0%	11.1%	1	97.2%	70.0%	1	46.8%	12.5%	-	-	-
Gov assisted PS	3	86.0%	88.9%	8	86.7%	83.3%	4	70.0%	60.0%	1	100.0%	100.0%
Community school	0	-	-	2	90.5%	100.0%	1	100.0%	0.0%	1	100.0%	100.0%

*1= JSS: BECE, PS:NPSE in 2005

*2=Number of schools sending students to the examination.

Generally, the pass rate in Magbema was higher than the other areas. The rate of Bramaia was lower. The pass rate of BECE in Tonko Limba was extremely lower than the other areas. In Magbema and Bramaia, the rate of boys was higher, while the girls' ratio was higher in Tonko Limba. One community school in Bramaia and Magbema did not send their students to the examination although they had students in class 6.

School Life

As shown in Figure 6, students liked to learn English and Mathematics. Some students in Bramaia preferred Arabic language.

Regarding the extracurricular activities, nearly 80% of students liked sports competition (Figure 7). The sports competition in the project areas was generally well organized and involved various community people. According to the observation of JICA Project Team, more than 300 students participated in competition which last for 2 to 3 days. Volunteer from youth groups and other community based organizations also helped to take care of the participants.

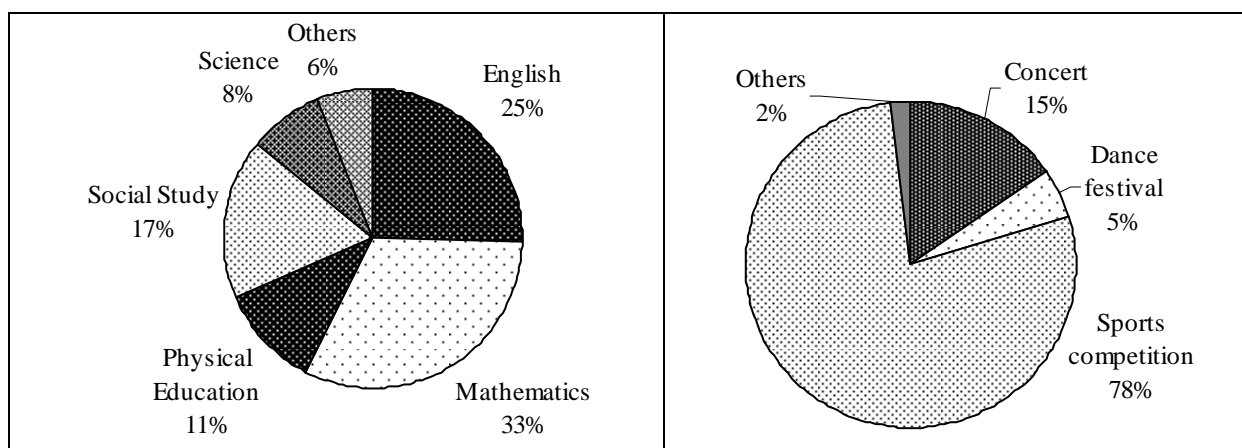


Figure 6 “Which subject do you like best?” (n=99)

Figure 7 “Which event do you like best?” (n=99)

Students thought that their parents/guardians always make their effort to send them to school as shown in Figure 8. Their parents/guardians encouraged them to be educated because some of them could not

receive any education and some expect better life of their children and themselves. And they managed to get school-related expenses and foods for school children, whereas some students in Bramaia and Tonko Limba thought that they sometimes could not receive enough support from their parents/guardians.

Sixty two percent (62%) of teachers thought that parents/guardians always made their effort to send their children to school. Especially in Tonko Limba, almost all teachers recognized the parents' effort, while in Bramaia, more than 50% of teachers sometimes thought parents/guardians were reluctant to send their children to school.

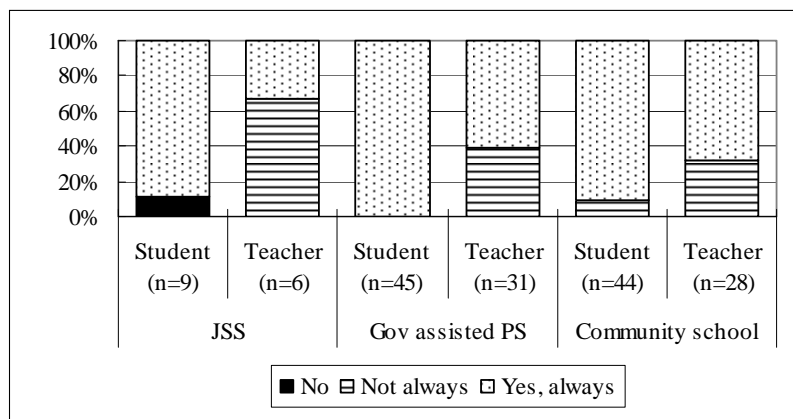


Figure 8 "Do you feel parents/guardians' effort to send their children to the school?"

As shown in Figure 9, teachers appreciated the efforts of parents/guardians because of their high awareness of the importance of education, expectation to school and children and eagerness for child education among parents, and increasing enrollments. When parents/guardians preferred their children helping them at home or farmlands to learning in school or they were reluctant to pay school-related cost, teachers doubted the parents' effort to send their children to school.

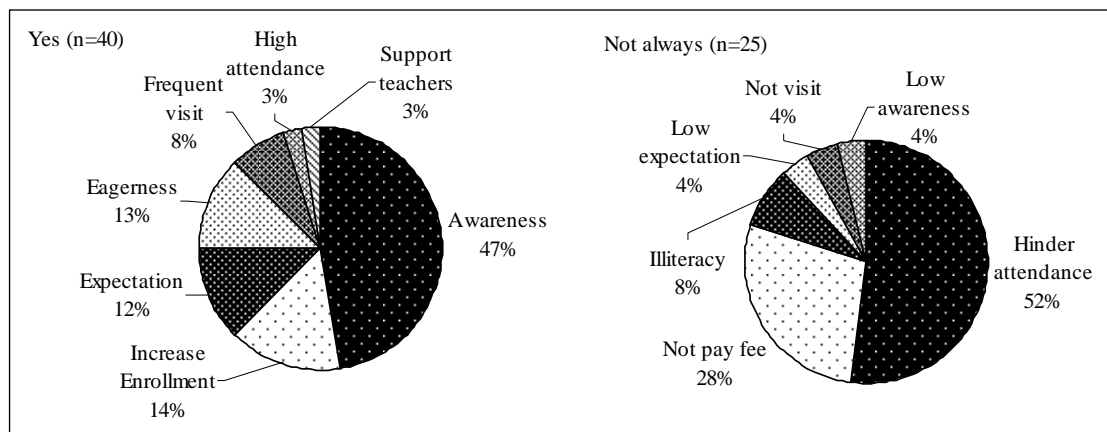


Figure 9 "Why do you think the parents make/ do not make effort?" (Teachers)

(2) Teachers

Table 8 summarizes the situation of teachers. The total number of teachers in the project areas was 248 (36 women and 212 men). Sixteen (16) schools out of 33 target schools had no women teachers. Eighty (80) to 100% teachers in community schools did not have teacher's certificate, therefore they could not receive salary from the government.

Table 8: Teachers

	Tonko Limba			Magbema			Bramaia			Control area	
	JSS	Gov	Com	JSS	Gov	Com	JSS	Gov	Com	Gov	Com
No. of schools	1	3	5	1	8	4	1	4	6	1	1
No. of teachers											
Women	0	5	2	0	18	6	0	2	3	5	0
Men	4	12	13	27	73	17	17	29	20	5	3
School without women teacher	1	1	3	1	0	2	1	3	4	0	1
Unqualified teachers*1	0.0%	70.6%	86.7%	33.3%	50.5%	82.6%	35.3%	67.7%	100.0%	40.0%	100.0%
Number of students per teacher											
Average	49.0	63.5	44.3	28.5	69.6	66.2	30.5	65.5	47.2	52.2	123.7
Max	-	83.3	70	-	107.4	82.7	-	88.8	62.3	-	-
Min	-	46.2	21.7	-	41.4	45.0	-	40.8	27.3	-	-

*1: Teachers without teacher's certificate

(As of April 2006)

Note: Gov= government assisted primary schools

Com= community schools

In government assisted primary schools, one teacher took care of 65 students in average. In community schools, the number of students per teacher varied. Generally, it was less than government assisted schools except Magbema, in which the situation was similar to government assisted primary schools.

However, the quality of teachers was not the same between government assisted primary schools and community schools. As shown in Figure 10, more than 90% of teachers in community schools did not graduate from a teachers' college and most of them did not graduate even from senior secondary schools.

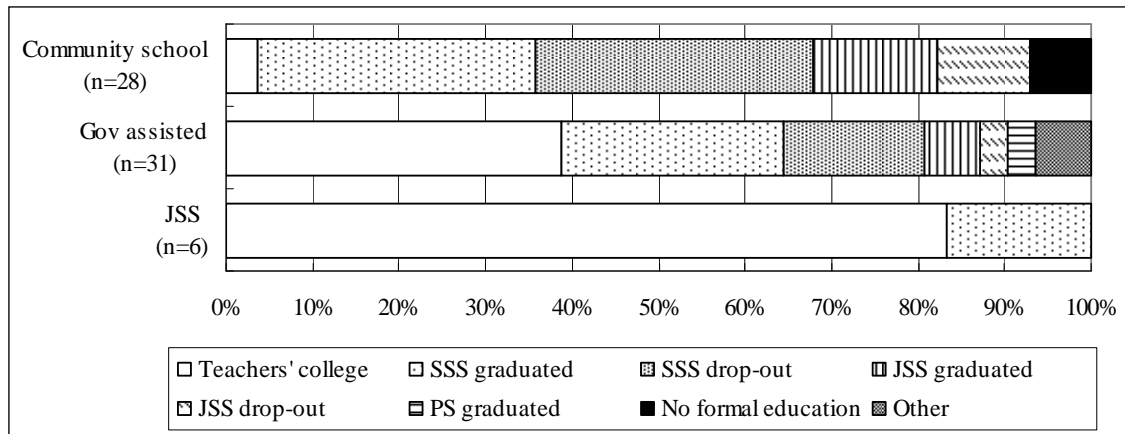


Figure 10 Education Level of Teachers

Although the common language in school was English, seven teachers among the respondents thought that it was difficult to speak English and four teachers had difficulty in writing and reading English.

For those who did not graduate from teachers' college, 12 teachers (11 in government assisted primary school and one in community school) had ever received the distance education to obtain the teacher's certificate, however, three of them might not have the certificate. Teachers sometime had financial difficulty to complete the distance education, such as transportation to and from Kambia Town and accommodation in Kambia Town during schooling. In the control area, only one teacher in government assisted primary school has the certificate and other teachers had never received the distance education.

Figure 11 shows that most teachers received their salary in cash from the government (government assisted schools) or the community (community schools). On the other hand, more than 20% teachers in community schools received neither salary nor incentives. Even if teachers received salary in cash, the payment was frequently delayed. Therefore, 85% of teachers had other jobs as shown in Figure 12 to feed themselves and their family.

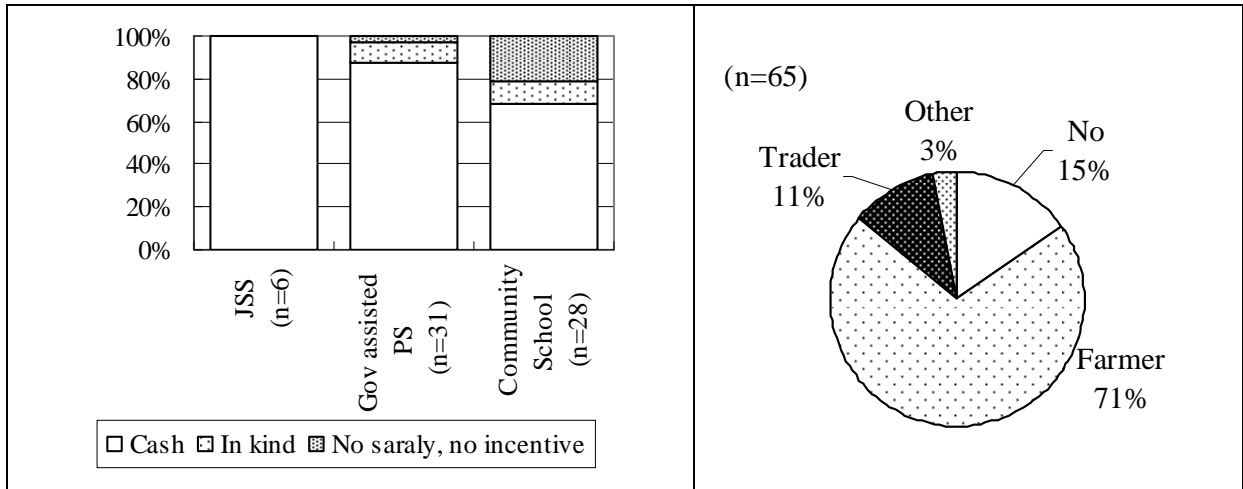


Figure 11 Form of Salary

Figure 12 Side Job of Teachers

Ninety seven percent (97%) of teachers were involved in some works in addition to teaching in the class as shown in Figure 13. Most of them were involved in school gardening and school management works. Supplemental lessons were common in the preparation period for the examination. Some teachers also worked in literacy class, especially in Magbema.

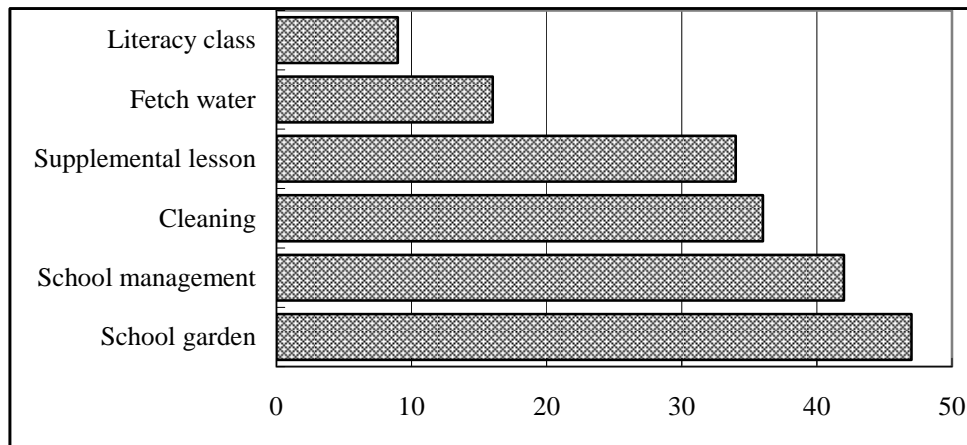
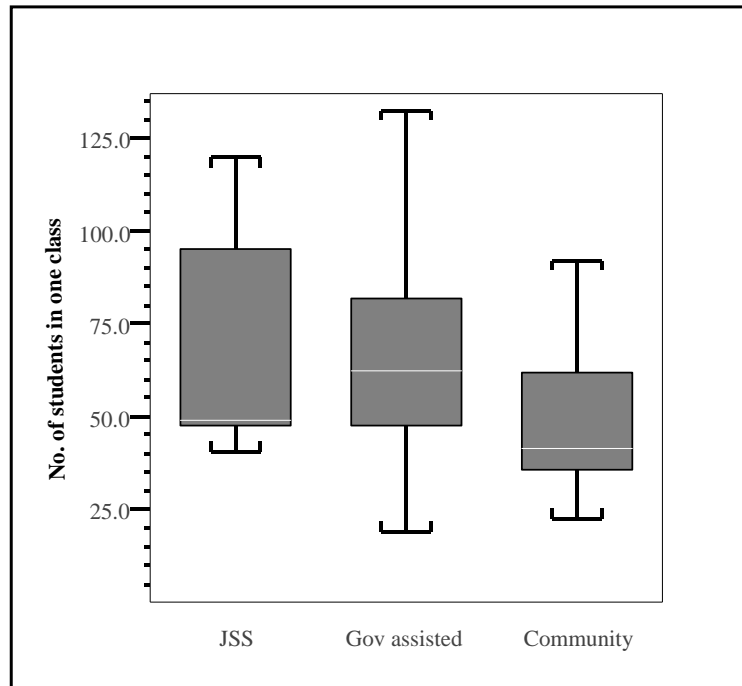


Figure 13 Other Works in the Schools (n=63, multiple answer)

One teacher taught 66 students, in average, in government assisted primary schools, 67 in junior secondary schools and 48 in community schools in one class. These numbers exceeded the theoretical standard number of students in one class, around 40. When teacher has too many students in one class, s/he could not take care of all the students, and students also could not concentrate in the lesson.

As shown in Figure 14, the maximum number of students in one class was 132 while in some schools in remote areas, the number was less than 20. The number becomes generally smaller in farming season, because many students were absent from school to help their family in farming.



Note: Maximum value (except extreme values and outliers) 75%
 Minimum value (except extreme values and outliers) Midpoint
 25%

Figure 14 No. of Students in One Class

According to parents/guardians, 88% of them received teacher's visit to their home more than twice a year and 83% among them were visited by teachers more than once every two month. According to teachers, 98% of them visited their students' home more than twice a year and 79% among them visit more than once every two months. The major purpose of their visit was to promote attendance in the class and some were to check the progress of home assignment and the student's behavior at home.

Major reasons why parents/guardians visit school were checking the progress of their children's development and school management activities. Seventy seven percent (77%) among them visited school more than once every two month.

Seventy two percent (72%) of the teachers received support from community and 92% of the parents provide some kinds of support to teachers. As shown in Figure 15, parents/guardians provided various kinds of supports to teachers. Both parents/guardians and teachers were aware of labor support for farming and gardening in teachers' farmland or garden and financial support such as contribution to school. Although providing foods was common among parents/guardians, few teachers acknowledged it. Other supports included providing free accommodation and mental support though conversation.

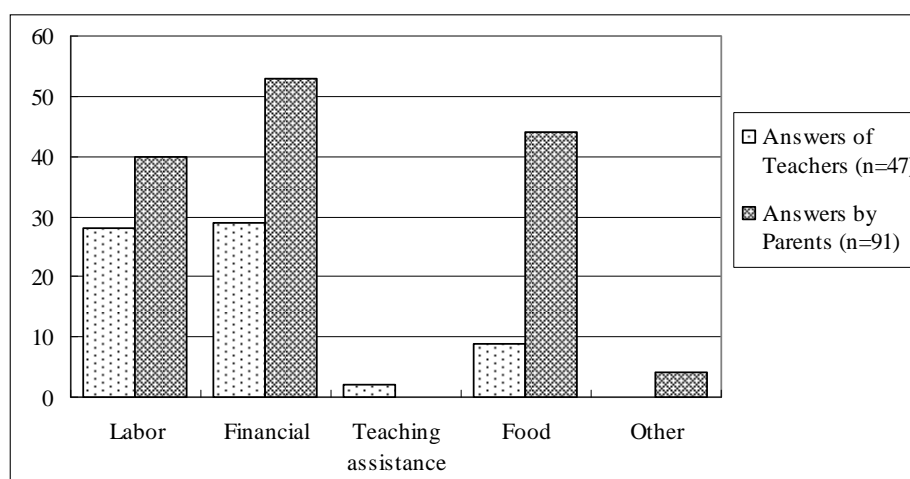


Figure 15 Support for Teachers (multiple answers)

(3) Facility and Equipment

The condition of the school facilities was summarized in Table 9. In government assisted primary schools, nearly 200 students shared one functioning classroom, in average. All JSS and 16 primary schools had classroom(s) which were not completed the construction works.

Table 9: School Facilities

	Project areas			Control area	
	JSS	Gov assisted PS	Community school	Gov assisted PS	Community school
Number of schools	3	15	15	1	1
No. of students per functioning classroom^{*1}					
Average	284.5	196.5	69.2	130.5	371.0
Min	32.7	34.6	10.8	-	-
Max	769.0	503.0	199.7	-	-
Number of schools with...					
Incomplete classroom(s)	3	6	10	1	1
Damaged classroom(s)	0	1	2	0	0
Staff room (incomplete)	3 (0)	7 (2)	6 (3)	1 (1)	0 (0)
Storeroom (incomplete)	0 (0)	10 (3)	5 (4)	0 (0)	0 (0)
Kitchen (incomplete)	0 (0)	13 (8)	9 (4)	0 (0)	0 (0)
Staff quarter (incomplete)	1 (1)	4 (3)	1 (1)	0 (0)	1 (0)

*1: A classroom which was completed the construction works and not damaged

(As of April 2006)

Some classrooms had been left for nearly one year without roofs and windows. A community school in Tonko Limba had no classroom with permanent or semi-permanent structure³. All classrooms were damaged in another community school in Tonko Limba.

Five (5) schools in the project areas had staff quarters, however all of them except in one government assisted primary school in Magbema had not been completed. As described in the prior section, 15

³ Permanent structure: classroom with concrete blocks, Semi-permanent structure: classroom with mud blocks

primary schools received WFP school feeding program Five government assisted schools and five community schools had completed kitchen and seven government assisted schools and one community school had completed store room.

As summarized in Table 10, 19 schools in the project areas had functioning wells. JSS in Tonko Limba had neither a toilet nor a well. One community school in Magbema and three in Tonko Limba had no functioning toilet. Even in schools with functioning toilets, a large number of students shared one toilet holes. This indicates that if a few students had a diarrhea, it could easily lead to an outbreak in the school.

Table 10: Water and Sanitation Facilities in the Schools

	Tonko Limba	Magbema	Bramaia	Control area
No. of school with functioning well				
JSS	0	0	0	-
Gov	2	6	2	1
Com	1	3	5	1
No. of school with functioning toilet				
JSS	0	1	1	-
Gov	3	8	4	1
Com	3	4	5	1
No. of students per functioning toilet holes^{*1}				
JSS	0.0	192.3	86.3	-
Gov	99.6	194.5	143.5	130.5
Com	46.0	142.6	76.2	92.8

*1: Numerator is number of enrollment in 2005/06. (As of April 2006)

Most of the toilets were pit latrines as summarized in Figure 16. The major type of well was deep well⁴ as presented in Figure 17.

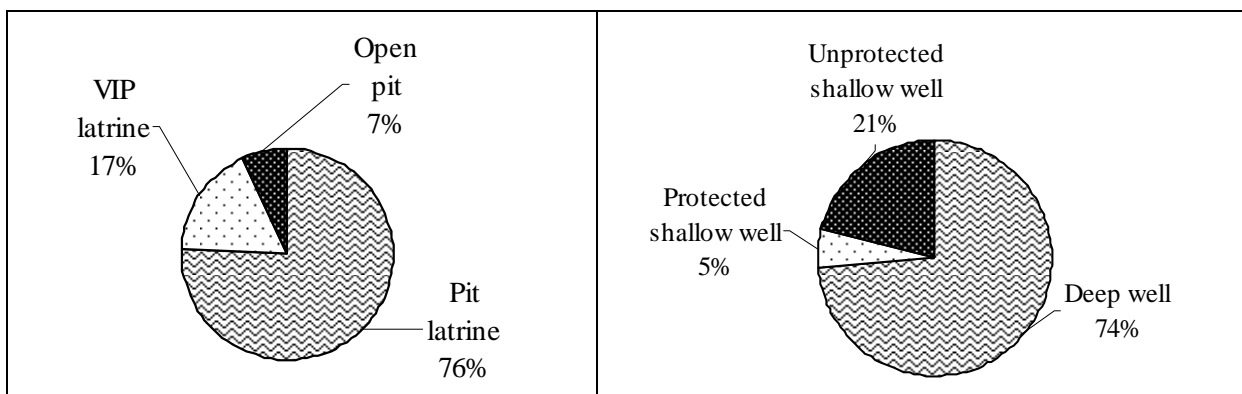


Figure 16 Type of Functioning Toilets

Figure 17 Type of Functioning Wells

(As of April 2006)

⁴ Although the respondents answer “deep well”, it suggested that some of them do not understand the correct definition of deep well and shallow well. However, the answers of the respondents are referred in this report.

Table 11 shows how many students shared one sitting space (desk and chair) in the classroom. Generally, the number of desks and chairs was not enough, especially in community schools.

Table 11: Estimated No. of Students Per Desk/ Per Chair

		Tonko Limba	Magbema	Bramaia	Control area
Students /desk	JSS	1.3	1.1	1.0	-
	Gov assisted PS	1.5	3.4	3.9	1.0
	Community school	7.2	5.0	3.2	1.5
Students /chair	JSS	1.9	1.1	1.0	-
	Gov assisted PS	1.3	10.2	2.8	1.0
	Community school	7.3	4.3	3.0	-*1

*1: It was no data although there was certain number of chairs in the school. (As of April 2006)

Note: Numerator is number of enrollment in 2005/06.

Capacities of long desk and bench chair were estimated 3 students per desk/ chair.

Table 12 shows number of schools which had no textbook of each subject and summarizes how many students shared one textbook in the school with it. In Bramaia, four out of six community schools had no textbook. Even in schools with it, more than ten students shared one textbook in most of the community schools, while the number of books exceeded the number of students in some government assisted primary schools.

Table 12: Learning Materials

		No. of school without text book				Students/book			
		Tonko Limba	Magbema	Bramaia	Control area	Tonko Limba	Magbema	Bramaia	Control area
Mathematics	JSS	0	1	0	-	1.0	-	3.4	-
	Gov	0	0	1	0	3.2	4.3	1.4	1.9
	Com	1	1	4	1	12.0	40.1	11.3	-
Language Arts	JSS	0	1	0	-	1.0	-	5.6	-
	Gov	0	0	1	0	3.1	4.7	1.5	2.2
	Com	1	1	4	0	11.5	50.4	14.7	16.5
Social Studies	JSS	0	1	0	-	1.0	-	3.4	-
	Gov	0	0	1	0	3.1	4.8	1.1	1.7
	Com	1	1	4	1	9.3	52.0	7.3	12.7
Science	JSS	0	1	0	-	1.0	-	1.0	-
	Gov	0	0	1	0	3.2	8.9	3.1	5.3
	Com	1	1	4	1	12.4	73.6	18.8	-

Note: Numerator is number of enrollment in 2005/06.

(As of April 2006)

As for sports equipment, six schools in the project areas had some such as volleyballs, footballs and volleyball net. The government assisted primary school in the control area had both sports equipment and science instruments.

(4) School Garden

Twenty eight (28) schools in the project areas had school gardens. They included six out of nine in Tonko Limba, all schools in Magbema, and nine out of 11 in Bramaia. Some of them had started it after sensitization by JICA Project Team as “self-help activities”. Acreage of the school gardens ranged from 0.5 to 6.0, and 2.5 in average.

As shown in Figure 18, major plants in school garden were cassava, okra and pepper. Others included groundnuts, rice, yams, millet, onion, oil palm, krain-krain⁵ and tomato.

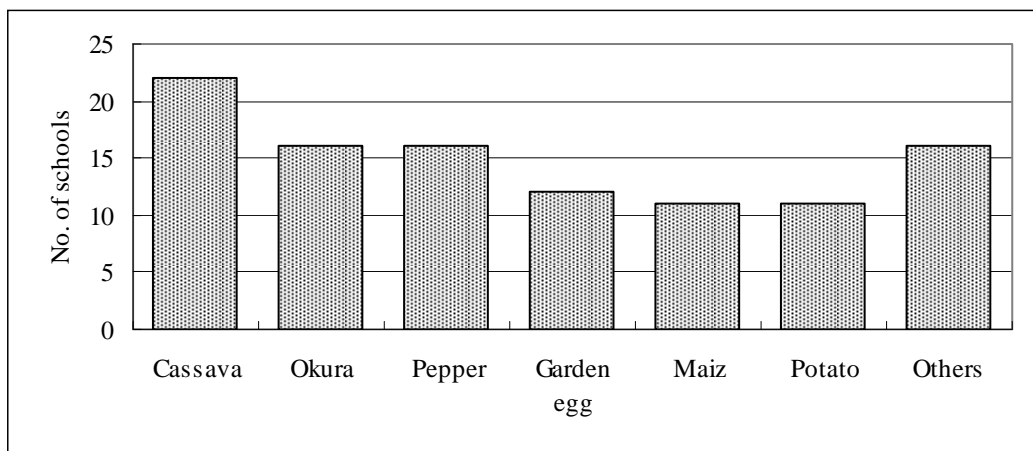


Figure 18 Plants in School Garden (n=28; multiple answers)

The major purposes of the school gardens were to generate income through sales of produce in the market and to provide supplemental foods for students in addition to school feeding program supported by WFP.

Teachers and students worked for the school garden in all schools which had school gardens as shown in Figure 19. Parents were also common labors and youth and women groups also contributed in some schools.

⁵ It is green leaf similar to Jew's marrow which is a little sticky when it was cooked.

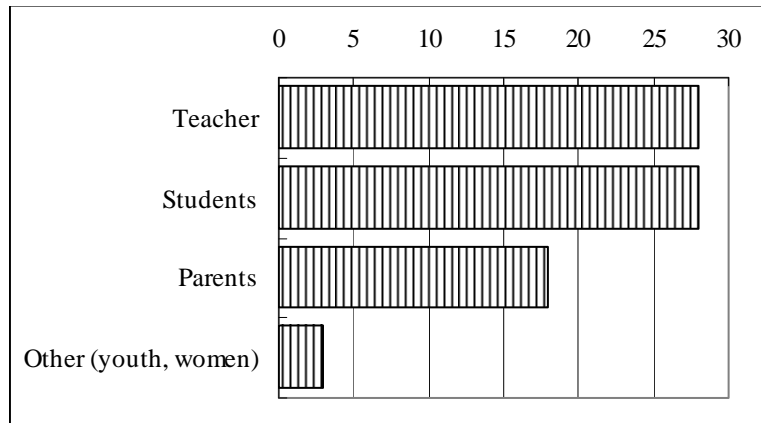


Figure 19 Labors for School Garden (n=28; multiple answers)

(5) Satisfaction with the Schools

As shown in Figure 20, 85% of the students enjoyed going to school, as they could eat lunch in school, play with their friends, and they wanted to be educated. Meal might also be an important factor for students who did not enjoy going to school. When they could not have meal in school, they were discouraged to go to school.

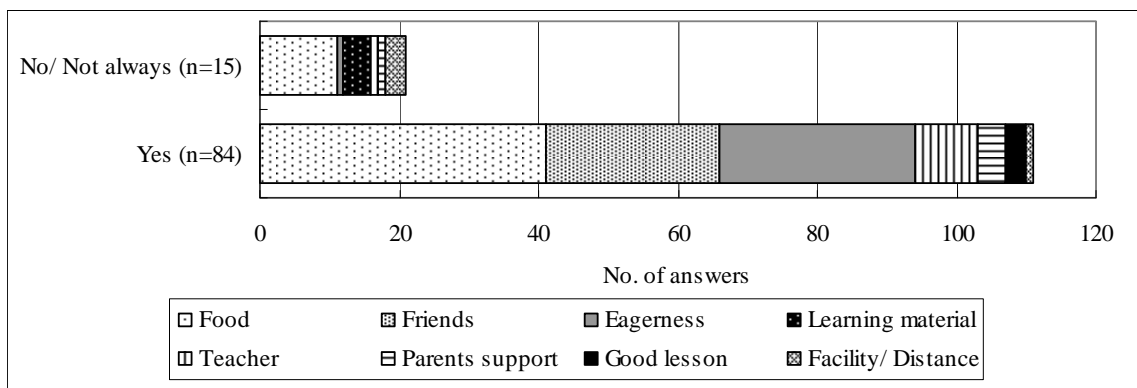


Figure 20 Reason for Enjoying/ Not Enjoying Going to the School (Students) (multiple answers)

In classrooms, 82% of the students enjoyed learning because the teachers gave them good lessons patiently and kindly, so that they could learn new things every day. Teachers' behavior might have also affected negatively. Some students could not enjoy learning because teachers sometimes complained about school facilities and equipment, and sent them to school garden to work. Others felt that parents' support was not enough to enjoy learning in the school. (Figure 21)

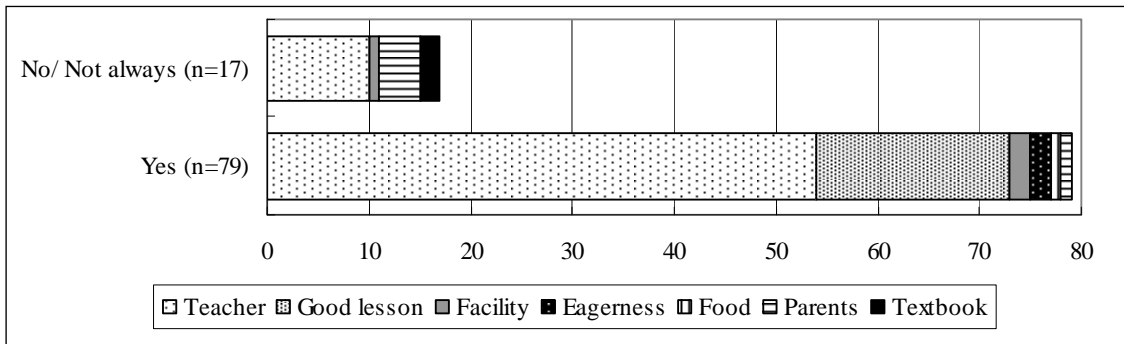


Figure 21 Reason for Enjoying/ Not Enjoying Learning in the School (Students)

More than 50% of the teachers did not always enjoy working in the school because they were not paid enough or regularly, and school facility and equipment were not adequate. These financial and physical conditions seemed to be discouraging them. Forty three percent (43%) of the teachers were positive, because they had good relationship with parents, students and colleagues. (Figure 22)

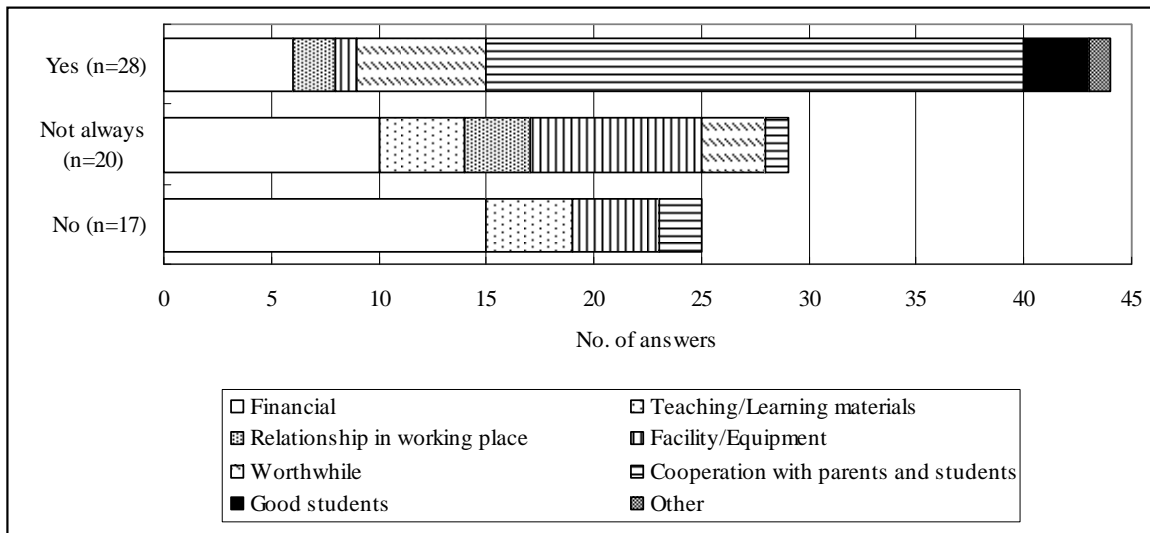


Figure 22 Reason for Enjoying/ Not Enjoying Working in the School (Teachers) (multiple answers)

Although teachers enjoyed working, no teacher was satisfied with the school. The major reasons were inadequate facilities and teaching aids as shown in Figure 23.

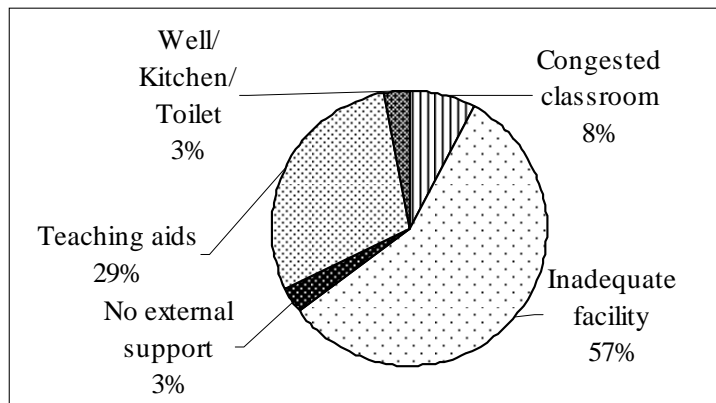


Figure 23 Reason for Dissatisfaction with the School (Teachers)

Eighty percent (80%) of parents/guardians were satisfied with the schools because teachers were good to their children, and they found the development of their children in discipline, new knowledge and good results of examinations. Some parents showed their ownership in their school saying “Because the school is ours.” Twenty percent (20%) of them were not always satisfied, because of inadequate school facilities. (Figure 24)

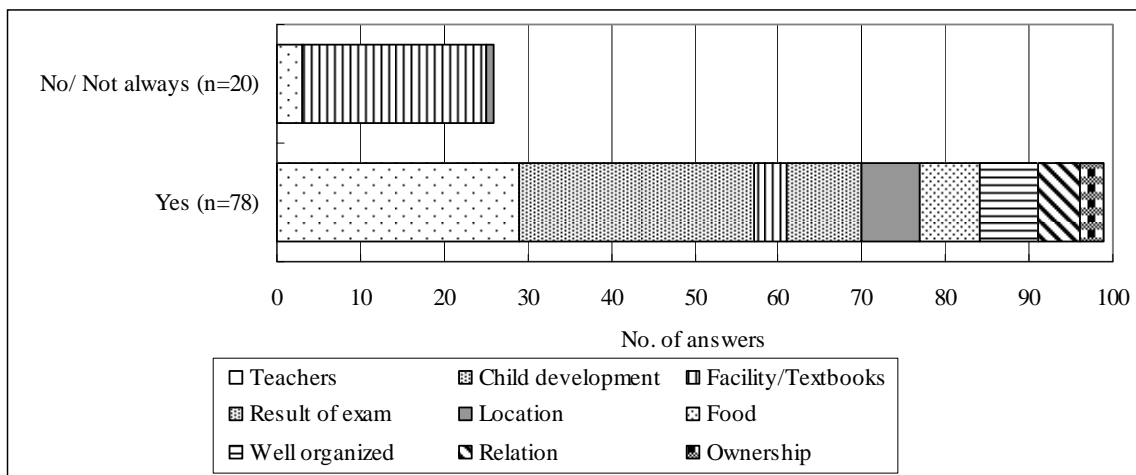


Figure 24 Reason for Satisfaction/ Dissatisfaction with the School (Parents/ Guardians) (multiple answers)

Ninety percent (90%) of parents/guardians were satisfied with teachers, because they found that the teachers were working hard to improve education in their areas and they were nice to children. Some answered so only because they had never received a negative report about teachers from their children. Some parents/guardians who send their children to community schools were not satisfied with teachers because the quality and quantity of the teachers were not adequate. (Figure 25)

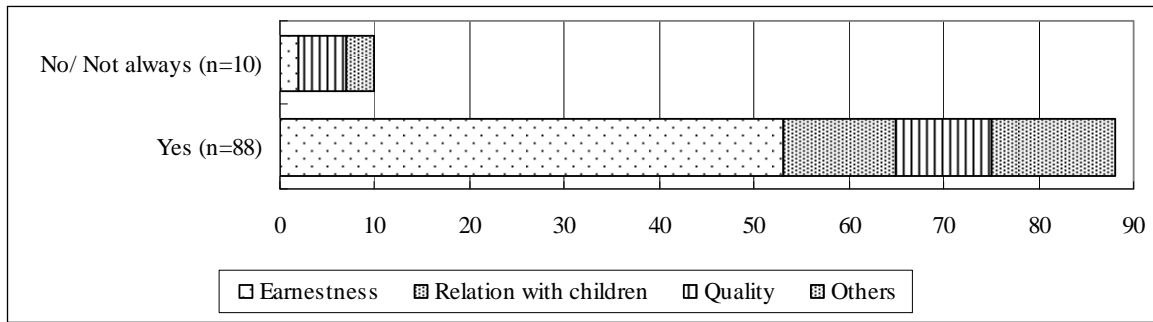


Figure 25 Reason for Satisfaction/ Dissatisfaction with Teachers (Parents/ Guardians)

(6) Community and Schools

All the parents/guardians provided support to the schools as shown in Figure 26. They mainly worked as labors for school facility improvement and school gardening. Some went and assisted teachers in the class.

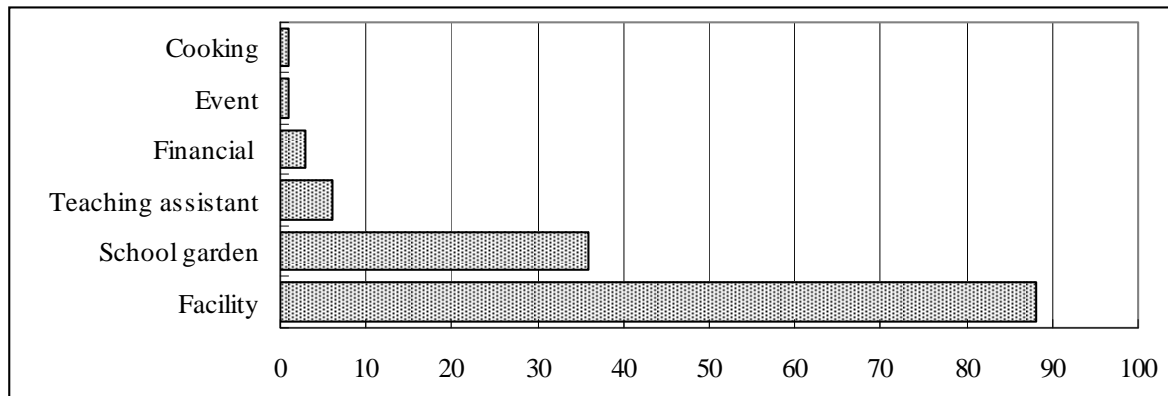


Figure 26 Support for Schools by Parents (n=99; multiple answers)

Generally, schools and communities helped each other. Labor was the common form of assistance. Community mobilized people for facility improvement, preparation for and participation in school-related events and cleaning of the school compound. School mobilized teachers and students to help road maintenance and cleaning of community or religious facilities.

The participants of FGI also mentioned that youth and women contributed to education development mainly by providing labor forces for school facility improvement and school-related events. However, they seemed to be expected as only labor forces and their voices were sometimes ignored. People in school management groups, such as School Management Committee (SMC), Board of Governors (BoG) and Community and Teachers Association (CTA), had regular meeting and frequent visit to school to discuss the problem in the school and solution with teachers.

3.3 Communities

(1) Demography

Demography in the target areas is summarized in Table 13. The total population in the project areas was approximately 121,000⁶. The nearest primary schools from most of the respondent communities were the target schools of this project.

Table 13: Demography of the Respondent Villages

		Tonko Limba	Magbema	Bramaia	Control area
No. of villages		26	53*	44	2
Population ¹	Average	445.4	1,366.1	897.7	423.5
	Median	339	400	183	423.5
	Min	14	100	15	355
	Max	2,169	15,300	20,000	492
	Total	11,581	69,672	39,500	847
Gender ratio ²	Average	0.86	0.77	0.64	0.93
Household	Average	67.1	337.1	170.1	35.5
	Median	54.5	120	28	35.5
	Min	5	8	1	30
	Max	217	8,000	4,000	41
	Total	1,744	17,192	7,511	71
Average size of household		6.6	4.1	5.3	11.9
Major ethnic group		Limba (73%) Fullah (19%) Susu (8%)	Temne (96%) Limba (4%)	Susu (100%)	Susu Temne
Major religious group		Muslim (69%) Catholic (8%) Protestant (23%)	Muslim (98%) Catholic (2%)	Muslim (100%)	Muslim (100%)

*Note: 1: Two villages in Magbema had no information of population and number of household.

2: Gender ratio = men population ÷ women population

Average gender ratio suggests that the number of women exceeded men in most of the communities.

According to the village chiefs, in 63% of the communities more people had moved in, and more people had moved out from 4% of the communities in a year and 32% has no change in population.

(2) Economy

The major income earning activity of the communities was agriculture. (Figure 27) The major sources of income of the sample households⁷ were both agriculture and trading/small business. (Figure 28)

⁶ Because some village chiefs do not know even approximate number of inhabitants, population in such villages is estimated according to the assumption utilized in the census. (8 family members/household)

⁷ Parents/guardians of the school going children.

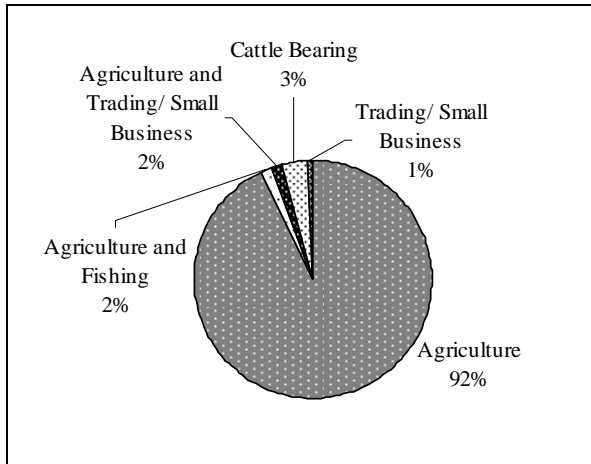


Figure 27 Major Income Earning Activity in the Target Villages (n=123)

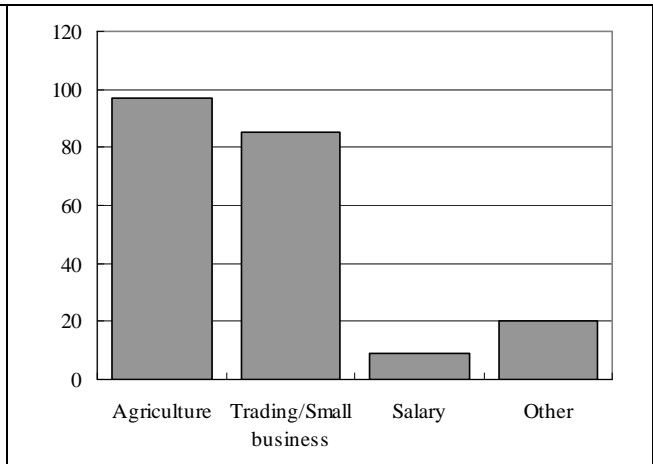


Figure 28 Major Source of Income of Sample Household (n=98) (multiple answers)

As shown in Figure 29, 64% of men and 82% of women in the sample household worked in agriculture sector. Among them, 55% of men and 68% of women were also engaged in small business or petty trading. Sixty seven percent (67%) of women worked in petty trade, as they were known as “market mammy”.

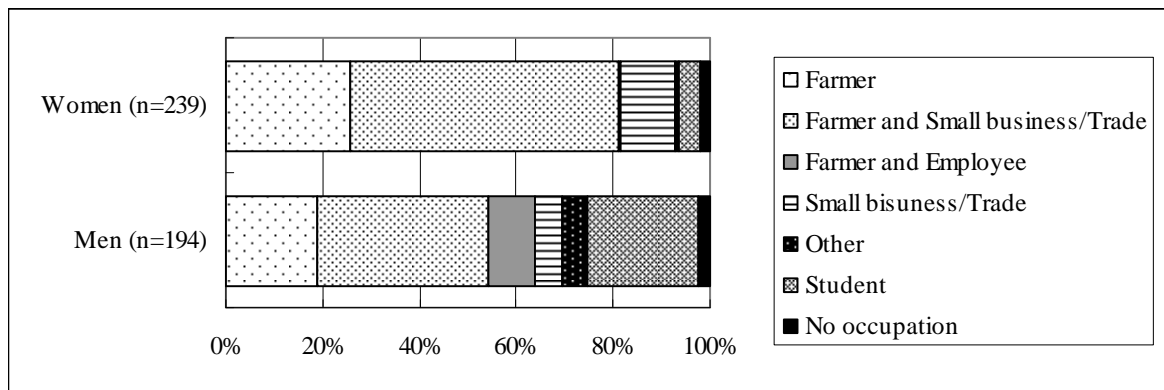


Figure 29 Occupation of Member of Household (Age 18 to 60)

According to the village chiefs, the living condition of the people has been getting worse in the last one year in 81% of communities because of lower yield in the last year and increasing commodity price. (Figure 30)

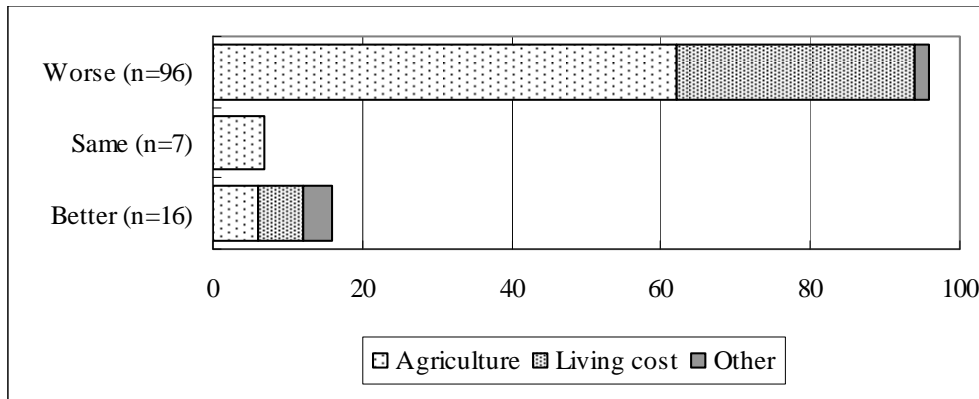


Figure 30 "Do you think the life of people here is better than the last year and what is the reason?"

(3) Water and Sanitation

Figure 31 shows the major water sources in the community, according to the village chiefs. In more than 70% of communities in Bramaia and nearly 90% in Magbema, people obtained water from unsafe sources such as unprotected spring, shallow well and river. It was different from the tendency among the sample households. According to the sample households, 38% took water from deep well⁸, 44% from unprotected shallow well/spring, and few from river.

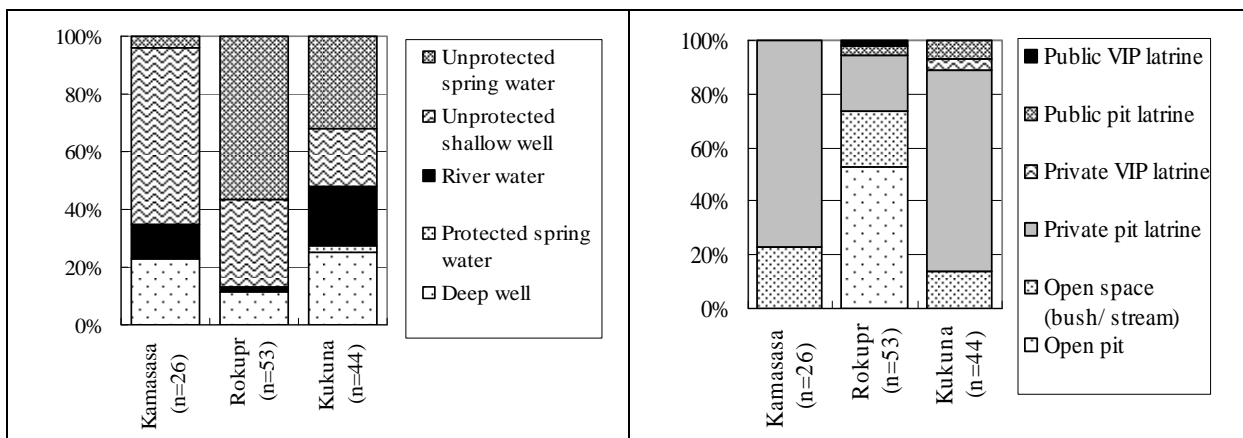


Figure 31 Major Water Sources⁹ in the Community

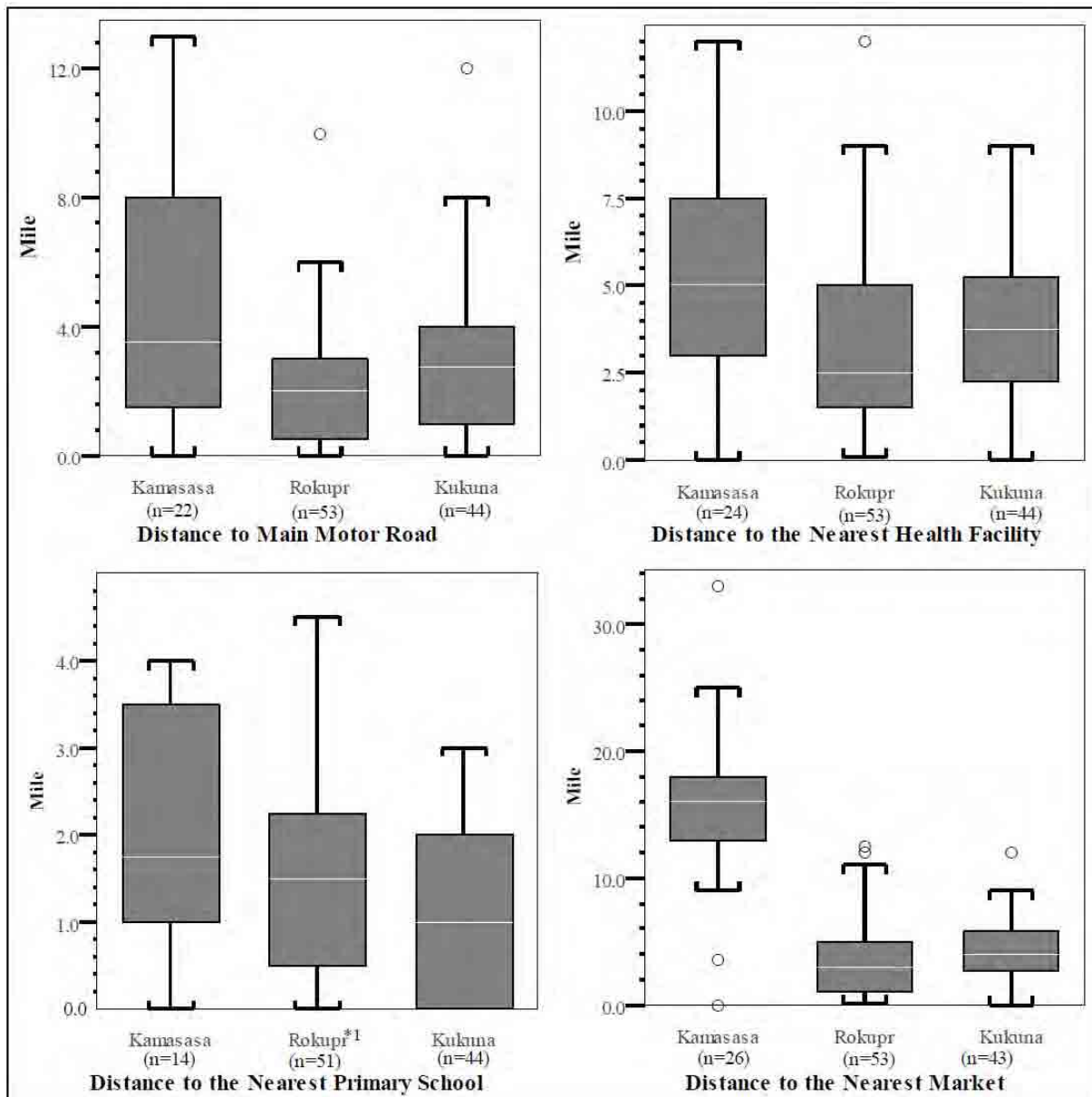
Figure 32 Major Type of Toilet in the Community

Figure 32 shows the major types of toilet in the community, according to the village chiefs. In Magbema and the control area, open space and open pit were still common. Private latrines seemed to be popular in Tonko Limba and Bramaia. However, the tendency among the sample households was different. In the sample household, 74% of them used private pit latrine and the uses of open pit or open space were less than 10%.

⁸ Although the respondents answer "deep well", it suggested that some of them do not understand the correct definition of deep well and shallow well. However, the answers of the respondents are referred in this report.

(4) Access to the Public Facilities

Figure 33 shows the distance to the nearest public facilities such as main motor road, primary school, health facility and market, according to the village chiefs.



Note: Maximum value (except extreme values and outliers) 75% 25% Midpoint Outliers *: Extreme value cases
 Minimum value (except extreme values and outliers)

(Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)

*1: Two extreme values (12 miles and 8 miles) are not shown.

Figure 33 Distances to the Nearest Public Facilities (Main Motor Road, Health Center, Primary School and Market)

Main Motor Road

Average distance to the nearest main motor road from the communities was 4.7 miles⁹ in Tonko Limba, 2.0 miles in Magbema, and 2.9 miles in Bramaia. Generally, people reached the road on foot or by bicycle.

As shown in Figure 34, most of the communities in the project areas had no regular public transportation. In the control area, on the other hand, there were such services as it was near Kambia town.

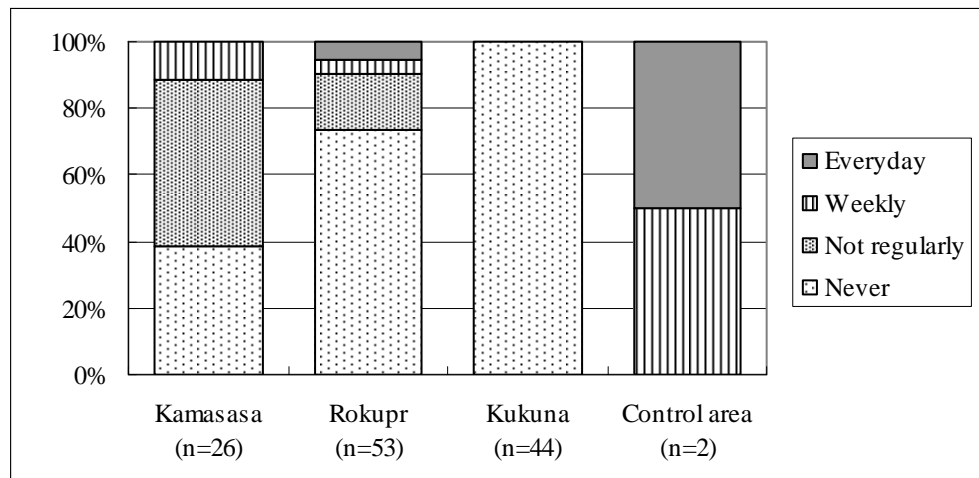


Figure 34 "How often the public bus goes through your community?"

Health Facility

Average distance to the nearest health facility from the communities was 5.3 miles in Tonko Limba, 3.3 miles in Magbema, and 3.8 miles in Bramaia. Generally, people accessed the facilities on foot or by bicycle, taxi and hammock to transfer the sick people.

As shown in Figure 35, the nearest health facility was a health center in the project areas in general. For one community in the control area near Kambia town, it was the government hospital.

⁹ One mile = approx. 1.6km

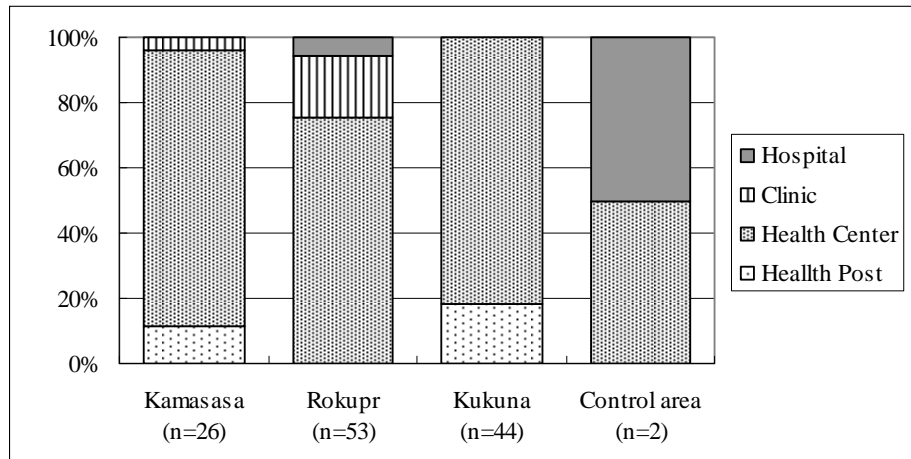


Figure 35 Type of the Nearest Health Facilities

In the remote areas without public transportation, medical care might be more costly, because people had to pay for the transportation.

As shown in the Figure 36, many people relied on health center in Tonko Limba and Bramaia. Because it was close to Kambia town, the hospital was popular among people in Magbema. Traditional healer also seemed to be popular in Bramaia.

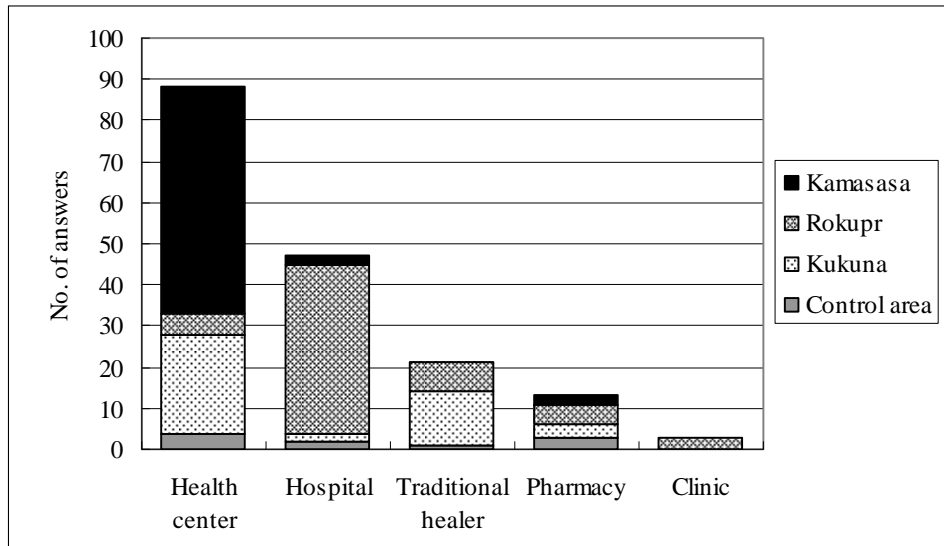


Figure 36 Care Seeking Behavior in the Last 3 Months (Sample households, multiple answers)

Primary School

The average distance to the nearest primary school from the communities was 1.9 miles in Tonko Limba, 1.8 miles in Magbema, and 1.0 mile in Bramaia. School was generally nearer than other public facilities, as 43% in Tonko Limba, 45% in Magbema and 59% in Bramaia had a primary school within

1 mile from their communities. However, the distance from two communities in Magbema to the nearest primary schools were extremely far (12 miles and 8 miles). Generally, students went to school on foot. Bicycle seemed to be also popular in Bramaia and Magbema.

Market

The average distance to the nearest market from the communities was 15.8 miles in Tonko Limba, 3.6 miles in Magbema, and 4.3 miles in Bramaia. The nearest market from the communities was Madina in Tonko Limba, Bamoi Luma in Magbema and Kukuna Town in Bramaia. These markets basically open every day with a small number of retailers and with many more traders in the “market days” twice a week. Generally, people accessed the facilities on foot or by bicycle.

As described in the prior section, one of the reasons of absence of the students was trading in the market. For example, in an Islamic school in the project area, the attendance rate on Sunday, the market day in their area, was generally lower than the other days because many parents sent their children to the market.

(5) Socially Disadvantaged Group

Involvement and Support

Table 14 summarizes the situation of socially disadvantaged groups, according to village chiefs. Support for these groups by the communities generally included providing foods and clothes, and encouraging them to have skills training or to start petty trade. For women, some communities provided farmlands and seeds for group farming.

In Bramaia and Magbema, physically handicapped people might not be involved in the community activities. Communities in Magbema tended not to be supportive of such socially disadvantaged groups comparing to the other areas.

Table 14: Socially Disadvantaged Groups
- Involvement in Community Activities and Support from the Community -

		n=	Involvement		Support	
Orphans	Tonko Limba	21	95.2%	(20)	90.5%	(19)
	Magbema	52	100.0%	(52)	67.3%	(35)
	Bramaia	41	100.0%	(41)	100.0%	(41)
	Control area	2		(2)		(1)
Physically handicapped	Tonko Limba	18	100.0%	(18)	94.4%	(17)
	Magbema	43	44.2%	(19)	41.9%	(18)
	Bramaia	38	18.4%	(7)	100.0%	(38)
	Control area	2		(2)		(1)
Out-of-school children	Tonko Limba	21	95.2%	(20)	81.0%	(17)
	Magbema	43	90.7%	(39)	37.2%	(16)
	Bramaia	41	92.7%	(38)	100.0%	(41)
	Control area	2		(1)		(0)
Dropout youth	Tonko Limba	18	100.0%	(18)	88.9%	(16)
	Magbema	46	91.3%	(42)	32.6%	(15)
	Bramaia	29	93.1%	(27)	96.6%	(28)
	Control area	2		(2)		(0)
Women as social disadvantaged group	Tonko Limba	26	96.2%	(25)	65.4%	(17)
	Magbema	48	93.8%	(45)	43.8%	(21)
	Bramaia	42	100.0%	(42)	97.6%	(41)
	Control area	2		(2)		(0)

Barrier to the School

Among the member of the sample households, 9% of children aged from 6 to 12 and 11% of those between 13 and 17 did not go to school.

According to the participants of FGI, barriers for the children to school were summarized in Figure 37. Some aspects affect each other. Especially the awareness and economic status of the parents were interlinked and influence the children.

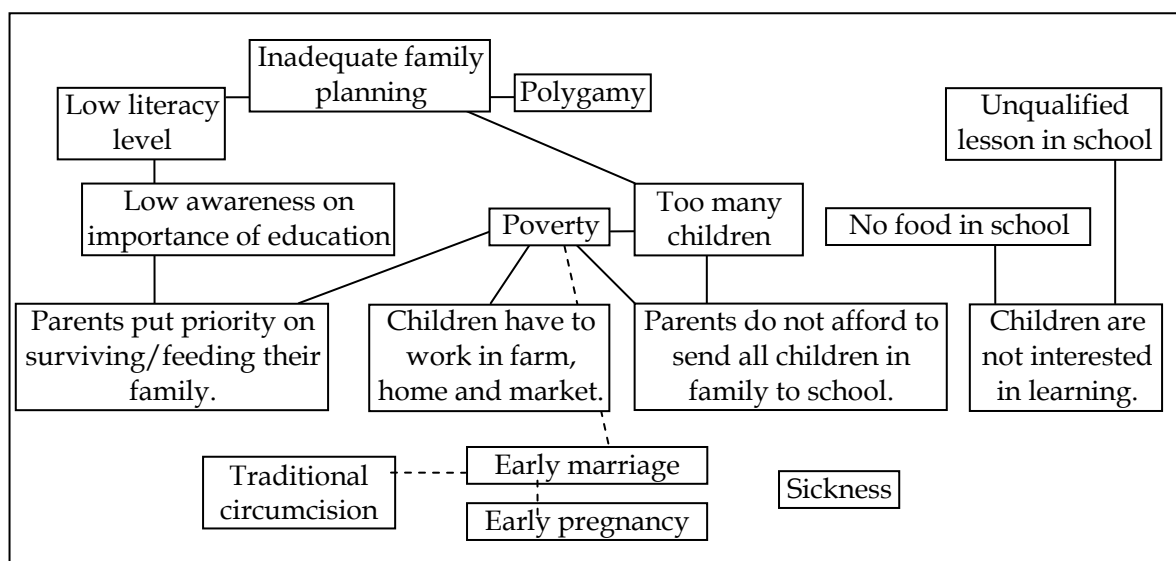


Figure 37 Barriers for Children to School

One of the major sicknesses among children in the target areas was diarrhea caused by contaminated water and foods, and inadequate hygiene practice. Poverty of parents and traditional circumcision might cause early marriage, especially for girls. Early pregnancy could be avoided if children had correct knowledge on reproductive health.

Figure 38 shows education background of youth. More than a half of the youth¹⁰ and 27% of the out-of-school children¹¹ had never received formal education. Thirty nine percent (39%) of the youth and 73% of the out-of-school children were school dropouts.

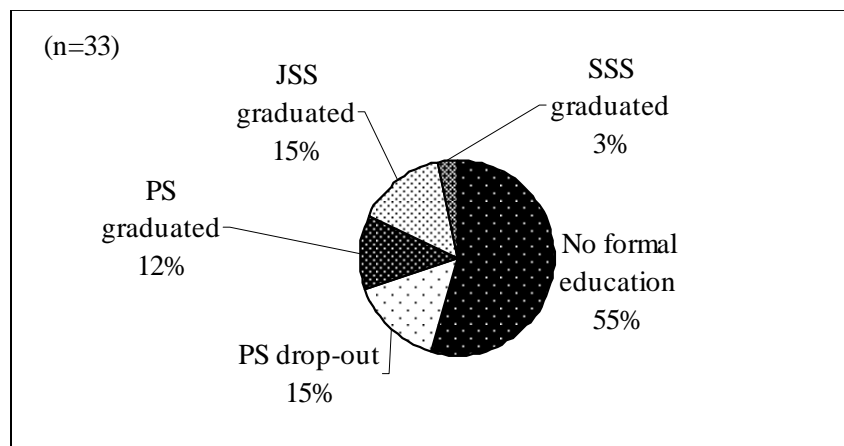


Figure 38 Education of Youth

Among the school aged children who dropped out from school, 54% of them dropped out in the class 2 to 3 in primary education. As a result, 36% of the youth could not communicate even in Krio fluently.

According to the youths and out-of-school children, the major reasons for dropout or not enrolling in the school were summarized in Figure 39.

¹⁰ Youth in this baseline survey are defined as men and women aged between 20 and 25. (Refer to Section 1.1)

¹¹ Out-of-school children in this baseline survey are defined as children not going to school aged 10 to 15. (Refer to Section 1.1)

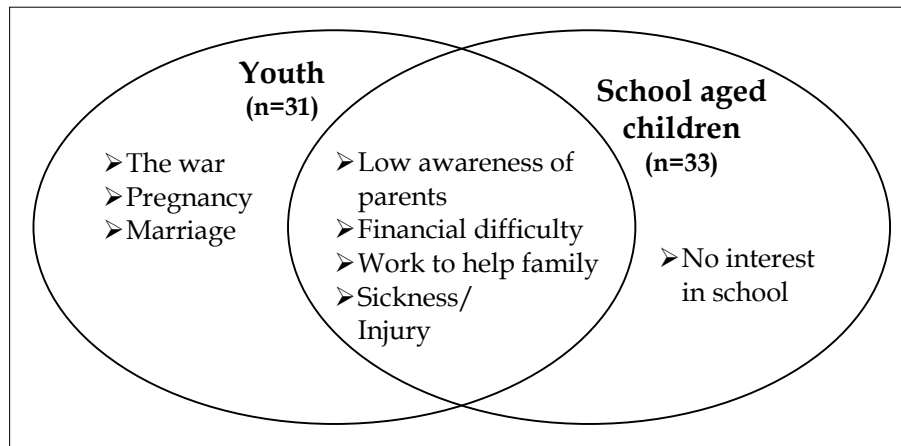


Figure 39 Major Reasons for Dropout/ Not enrolling Schools

Figure 40 shows the perception of the village chiefs on the situation of school aged children who did not go to school. According to them, the number of out-of-school children has not increased in a year in 64% of the communities due to the high awareness on the importance of education among the community members. The awareness had been raised by campaigns organized by the government, community based groups or NGOs. However, the number of out-of-school children had increased in 36% of the communities because the financial situation of the households was getting worse and parents could not afford to send their children to school any more.

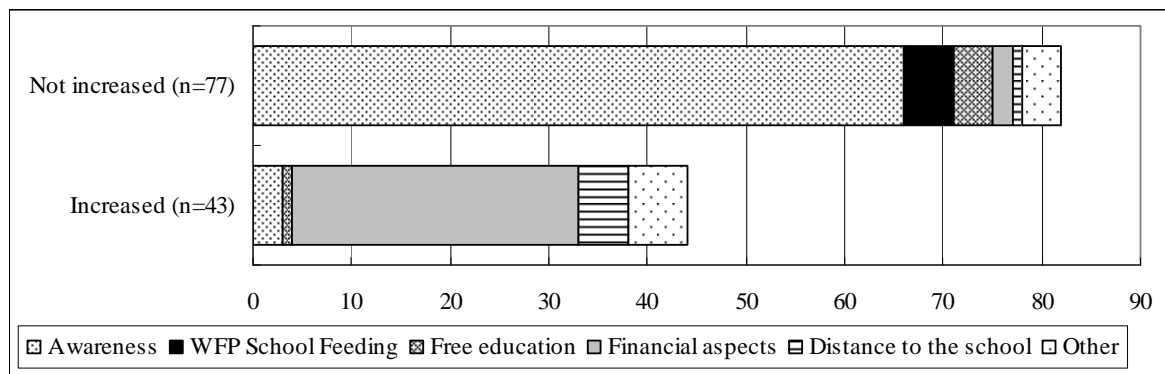


Figure 40 “Did out-of-school children increase in this year, and what is the reason?” (Village Chiefs)

As shown in Figure 41, more girls went to school than the last year in 85% of the communities thanks to the high awareness and government policy or programs regarding the girl’s education such as the following:

- Free education for girls (JSS)

Girl students with excellent performance in the schools were provided with school fees and other related cost such as uniforms by the government.

- Girls' incentive scheme in the school feeding program supported by WFP

Girl students who attend the school more than 80% of school days were provided CSB (Corn Soybean Blend) package to take home.

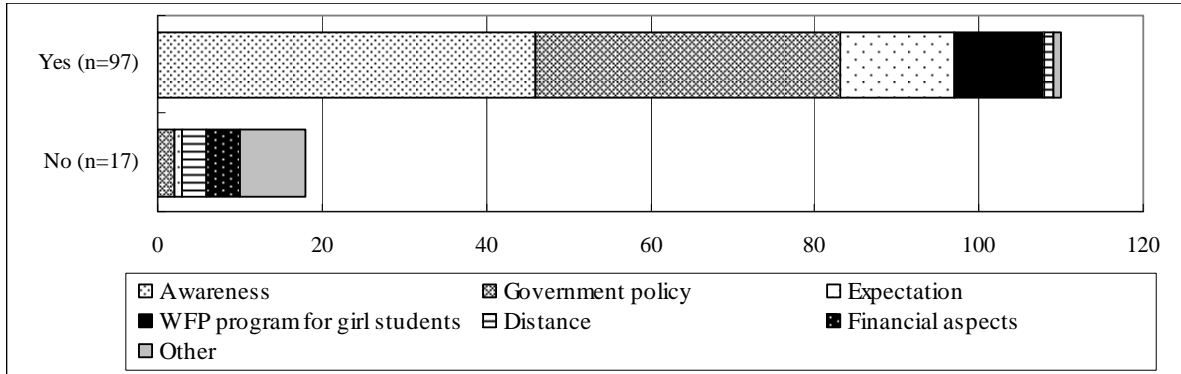


Figure 41 “Do more girl children go to school than last year, and what is the reason?” (Village Chiefs) (multiple answers)

Some pointed out that girls were more useful than boys when they were educated. However, it sometimes indicates that educated girls were “useful” to help their family in domestic works, marketing and getting married to a man with a good condition.

In 15% of the communities, the number of girl children going to school had not increased because of the inadequate government support, financial difficulty of their parents, fear of pregnancy, etc.

Forty seven percent (47 %) of the youth and 79% of the out-of-school children wanted to go or go back to school because they wanted to be educated;

- to be engaged in a better job,
- to help their family,
- to be a good leader in their community,
- to contribute to development of their community,
- to reduce the burden of domestic works and farming, and
- not to be looked down on from other people.

Fifty three percent (53%) of the youth and 21% of the out-of-school children were reluctant to go back to school because they, especially youth, were responsible for their family, preferred to learn skills to earn income, and thought it was difficult to convince their family to go to school.

Children, Youth and Women in Community

Table 15 summarizes the discussion in the focus group interview on weakness/problem and strength/opportunity of children, youth and women.

Table 15: Weakness/Problem and Strength/Opportunity of Children, Youth and Women

	Weakness/ Problem	Strength/ Opportunity
Children	<ul style="list-style-type: none"> • They have to rely on their parents. • They are not disciplined at home and sometimes defiant. • They are not strong enough to work as labor forces in farmland. 	<ul style="list-style-type: none"> • They can help their family in domestic works. • They can bring information from school to home and affect behavior change of their family. • They have potential to be educated.
Youth	<ul style="list-style-type: none"> • They are marginalized or ignored in decision making. • They are sometimes boycotted to be involved in the community activities. • They are not educated and many are unemployed. • They are inferior in the community. 	<ul style="list-style-type: none"> • They can be labors for community activities. • They form groups to contribute to road maintenance, community cleaning and fund raising activities.
Women	<ul style="list-style-type: none"> • They are marginalized or ignored in decision making. • They are inferior in the community. • They are not united. 	<ul style="list-style-type: none"> • They can be labors for community activities. • They form groups for group farming. • They can support their husbands in farming. • They can raise their children.

Some groups told that the information about community activities was sometimes not shared with youth and women groups. Although youth and women participated in meetings or committees for community development, they tended to be marginalized and ignored in the decision-making process. It was suggested from “strength” in the above table that they felt that they were expected as only labor forces. Therefore, some of them were discouraged to be involved in community activities.

Although most of youth had occupation such as farming, teaching in a school and trading, they could not earn enough to feed even themselves. Most of them relied on financial support from their parents or partners (husband/ wife).

Sixty four percent (64%) of the youth belonged to community groups to survive, to contribute to development of their community, and to ensure their position in the community. Major activities were micro finance and group farming. In addition to such group activities, most of youth participated in community activities, usually as labors, such as cleaning in the community, improvement of school facilities and road maintenance.

(6) Strength of the Community

In FGI, the participants discussed the strength of their community. They did not seem to think that they had unique strength. However, they assumed that they had rich natural resources (such as land, forest and river), traditional arts (songs and dances), and labor forces. Then, if they were united, they could utilize those resources to develop their community. It suggests that the participants thought unity of the community was not enough now.

3.4 Households

On average, ten to 11 members lived in one household including three to four children. Some families had around 20 family members and more than ten children. Other than their own children, 32% of the responded households lived with a step child or adopted child. Nine percent (9%) of the parents/guardians were woman-headed household. Thirty eight percent (38%) of the households were in polygamous family as shown in Figure 42.

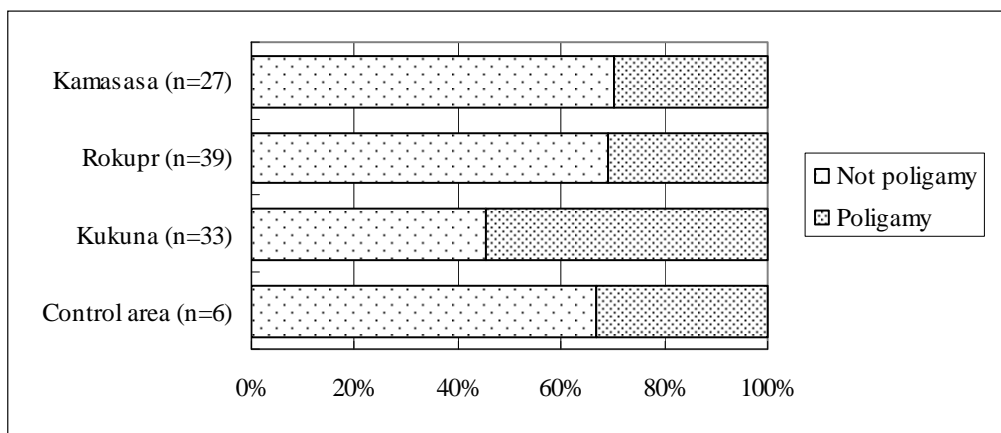


Figure 42 Polygamy and Monogamy in Sample Households

On average, three to four wives lived in the polygamous families. The average number of children was more in the polygamous families (5.0) than in monogamous ones (3.1).

As shown in Figure 43, around 50% of the household members were under the age of 17, who still needs care of parents/guardians. Men in working age (18 to 60) were less than those women.

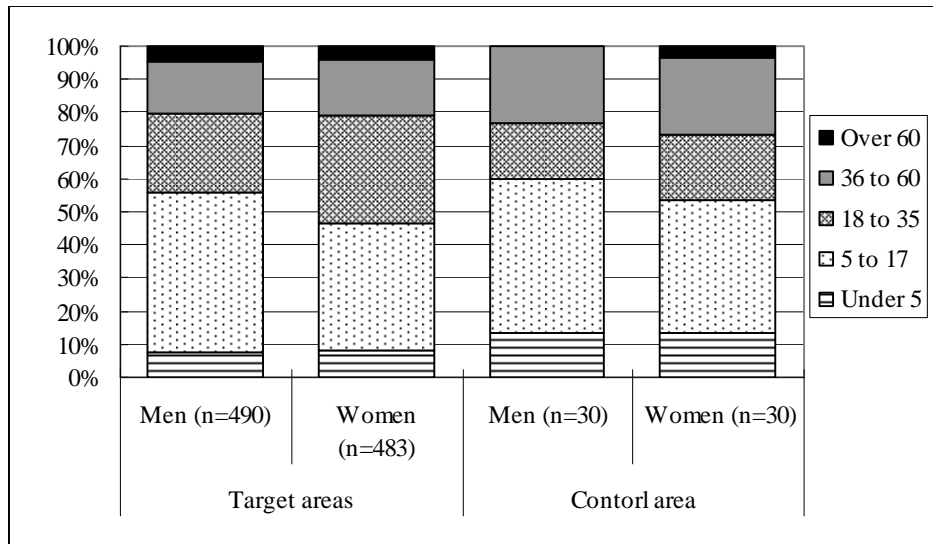


Figure 43 Age Groups in Sample Households

As shown in Figure 44, the level of education was different between men and women. Nearly 90% of women in the sample households did not graduate from primary school, while some men had education higher than JSS.

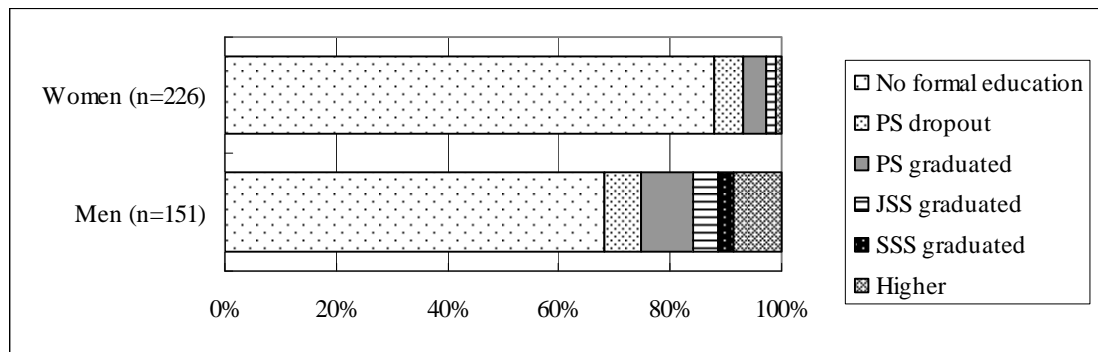


Figure 44 Education (Age 18 to 60, except students)

This might be affecting the gender gap in the literacy level as summarized in Figure 45. Nearly 40% of women had difficulty in communicating even in Krio. (Figure 45)

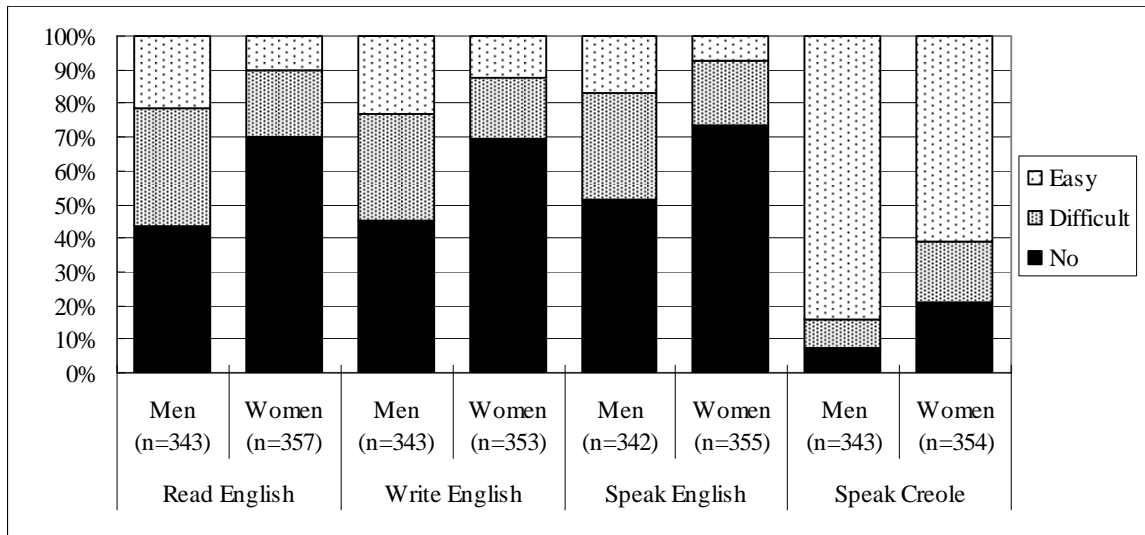


Figure 45 Literacy Level in Project areas (Age 10 to 60)

The gender gap in literacy in the control area was bigger as shown in Figure 46.

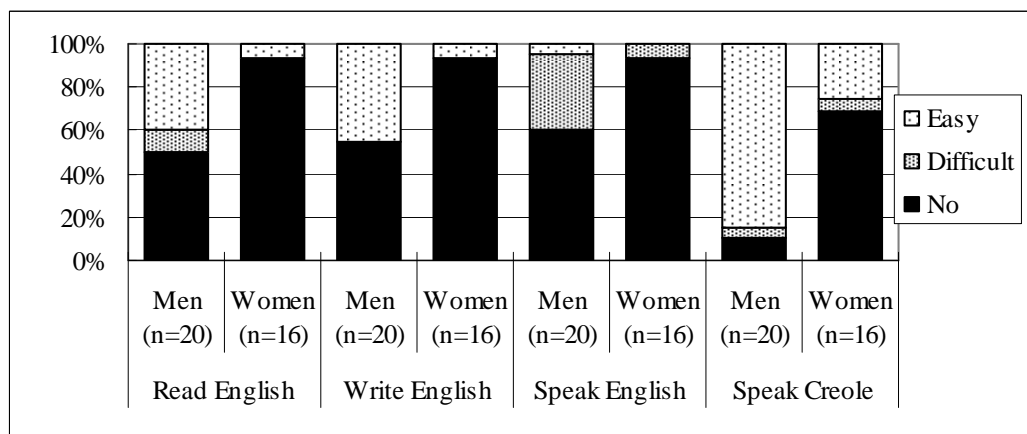


Figure 46 Literacy Level in Control Area (Age 10 to 60)

(1) Living Condition

The living condition of the sample households in the project areas was summarized as follows.

Tonko Limba: The gap was the smallest, and it was suggested that people live in similar condition.

Although cash income was low, they cultivated the largest farmlands and kept livestock.

Magbema: The gap was the biggest among the project areas. Farmers cultivated various plants. The proportion of the people engaged in small business or petty trade was the highest.

Bramaia: The gap between the rich and the poor was not as big as Magbema. Farmers cultivated various plants in small farmlands and were also engaged in small business or petty trade.

Figure 47 show the living standard of the sample households represented by the building material of their houses and durable goods in their households. Generally, their houses were made of tin/zinc (roof) and mud blocks (wall). As for the floor, dirt/straw was common in Bramaia and Tonko Limba, while tile/concrete was common in Magbema. The gap of the condition of the houses was the biggest in Magbema.

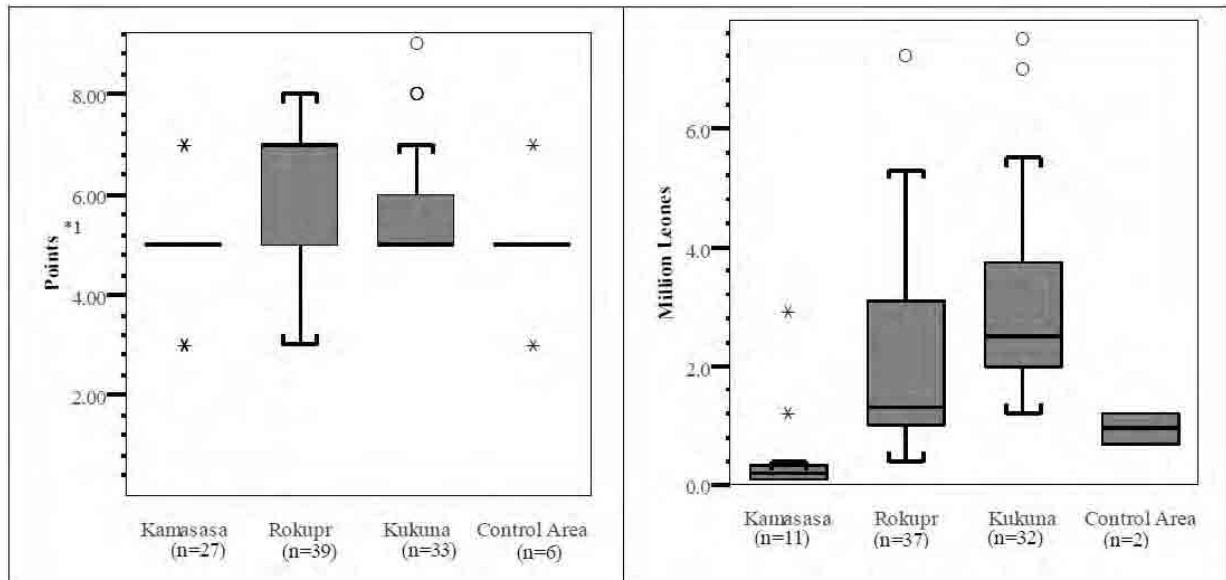


Figure 47 Materials of Houses (Roof, Floor and Wall)

Figure 48 Income from Major Source of Income

*1: Points of the materials of house are total of the points of each parts of the house allocated in accordance with kinds of materials from 1 to 3. Smaller point represents cheaper material such as dirt for floor, thatch for roof and mud block for wall.

Note: Maximum value (except extreme values and outliers) 75% Outliers
 Minimum value (except extreme values and outliers) Midpoint * : Extreme value cases
 25%

(Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)

As described in the prior section, the major sources of income were agriculture and trading/small business. Figure 48 summarizes the amount of annual income from these sources. The average was Le 0.5 million in Tonko Limba, Le 2.1 million in Magbema, Le 3.0 million in Bramaia and Le 1.0 million in the control area.

As for the durable goods (Figure 49), 80% of the households had a radio in the project areas, while 50% had it in the control area. One third of the households had a bicycle in both areas.

In Tonko Limba, the percentage of households which had goat(s) was the highest and some had more than five as shown in Figure 50. Only four households had cow(s) in the project areas.

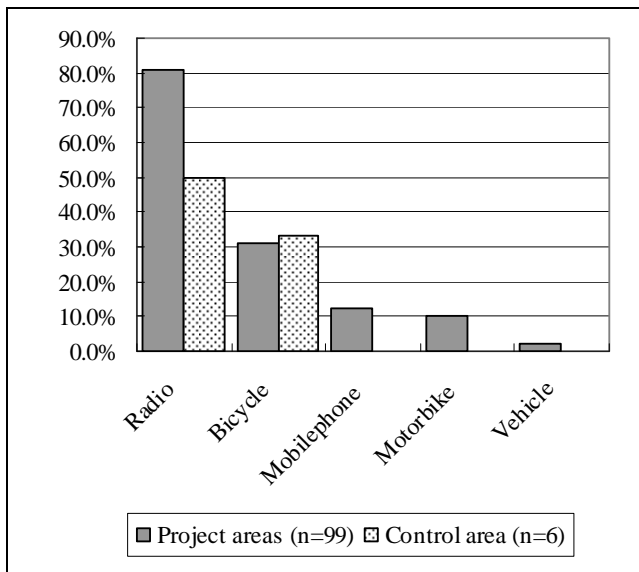


Figure 49 Durable Goods in Households

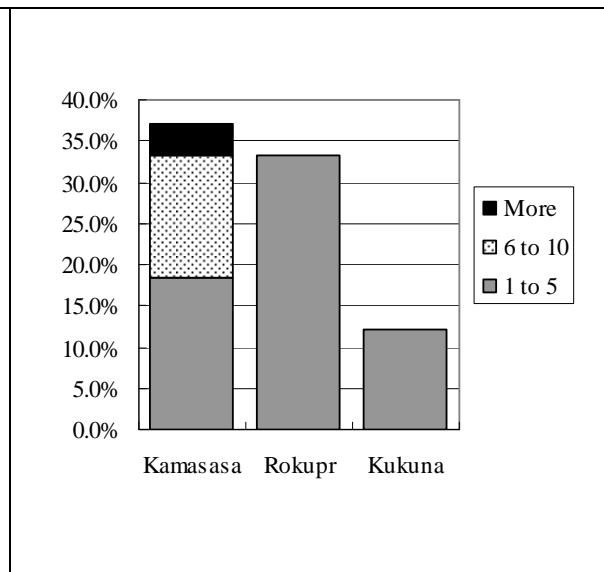


Figure 50 Household with Goat(s)

Figure 51 summarizes the acreage of farmlands. The average acreage was 11.3 in Tonko Limba, 5.3 in Magbema and 8.5 in Bramaia. Generally, the households cultivated more than two crops in their farmlands. Rice and ground nuts were common crops. (Figure 52)

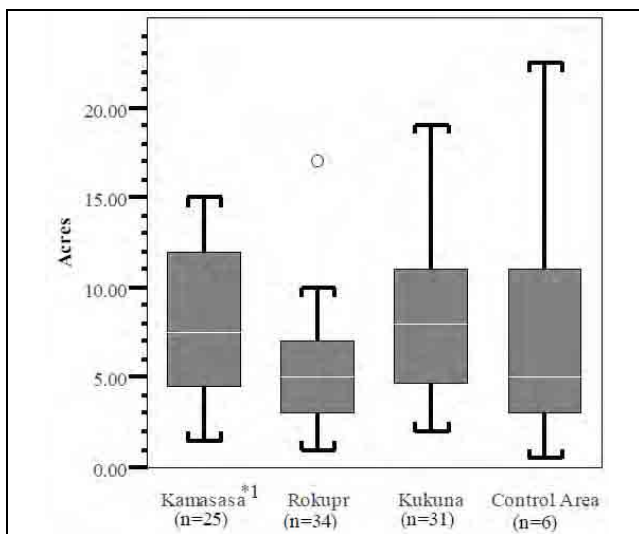


Figure 51 Acreage of Farmlands

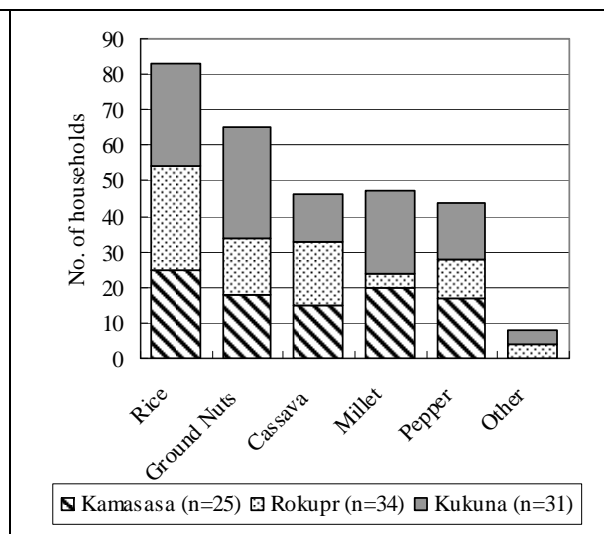
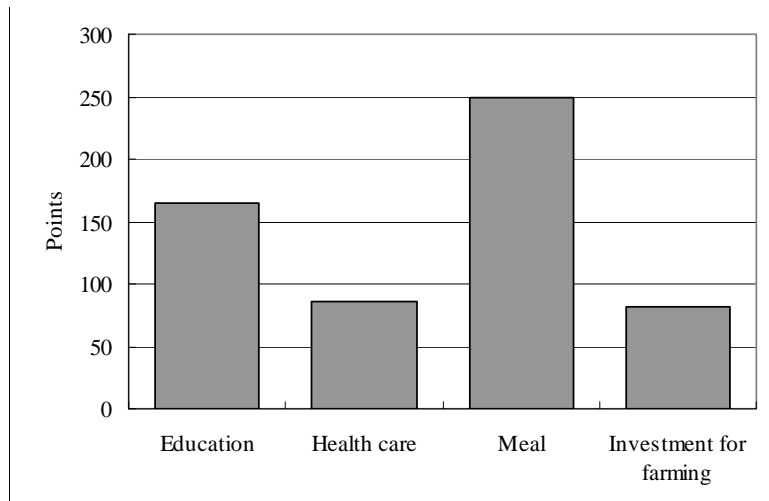


Figure 52 Crops Cultivated in the Farmlands (multiple answers)

Note: Maximum value (except extreme values and outliers) 75% Outliers
 Minimum value (except extreme values and outliers) 25% *: Extreme values
 (Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)
 *1: An extreme value case (105 acres) is not shown.

Education was the second most costly items in households as shown in Figure 53. No difference was observed among the target areas. Although the survey team provided more alternatives in the

questionnaire, the answers were focused on four items (meal, education, health, and investment for farming).



The respondents gave ranking from 1 to 3 to major items of expenses. Points are allocated to the ranking and totaled. Three points represents that the household spend the most on it.

Figure 53 “Which item does your family spend most?”

(2) Children Working for Family

As described in the prior sections, children were expected as “labors” for domestic works. They were also involved in school garden as labors. Although it was important for them to be engaged in these works to learn life skills, such situation sometimes obstructed their study.

As shown in Figure 54, collecting fire woods and fetching water were the women and children’s job in most of the households.

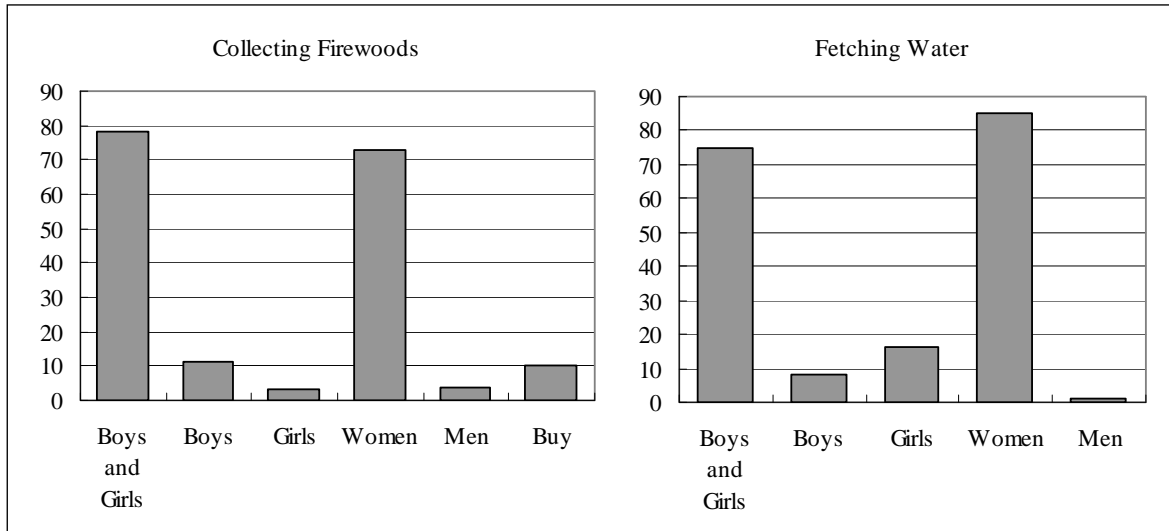


Figure 54 “Who mainly collect firewood and fetch water in your family?” (n=98, multiple answer)

Figure 55 also shows that most children were engaged in these two works. In addition, more than 80% of the children were engaged in washing the clothes and cleaning the home to help their family. In the project areas, out-of-school children did more works than school going children.

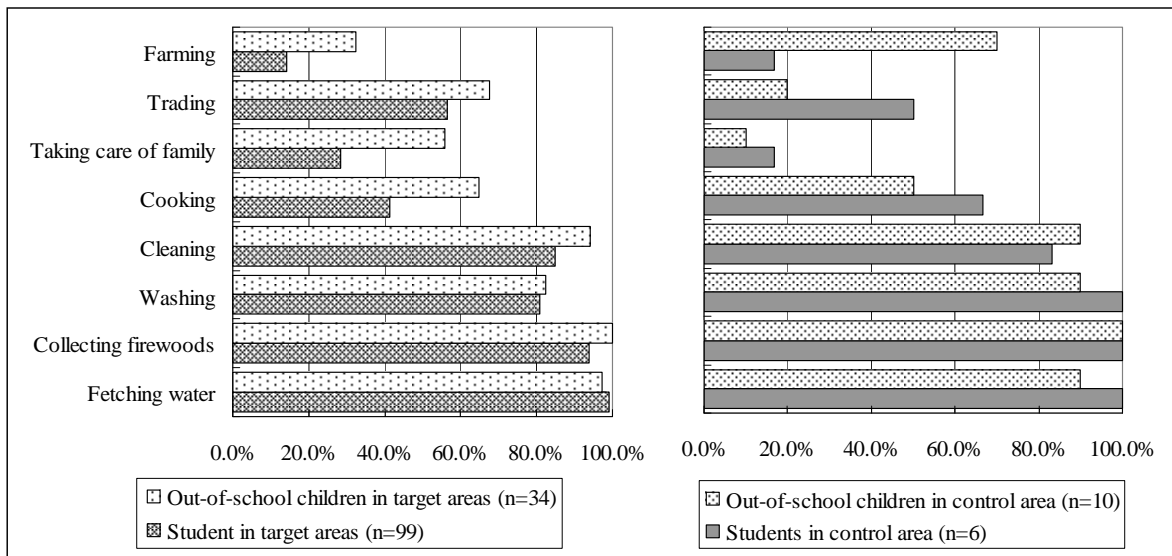


Figure 55 Domestic Works for Children (multiple answers)

Generally, children fetched water, cooked the meal, took care of other family members and cleaned the house every day. And once or twice a week, they collected fire woods, washed the clothes, sold goods in the market, and worked at farm. Figure 56 shows how long it took to do each work on average.

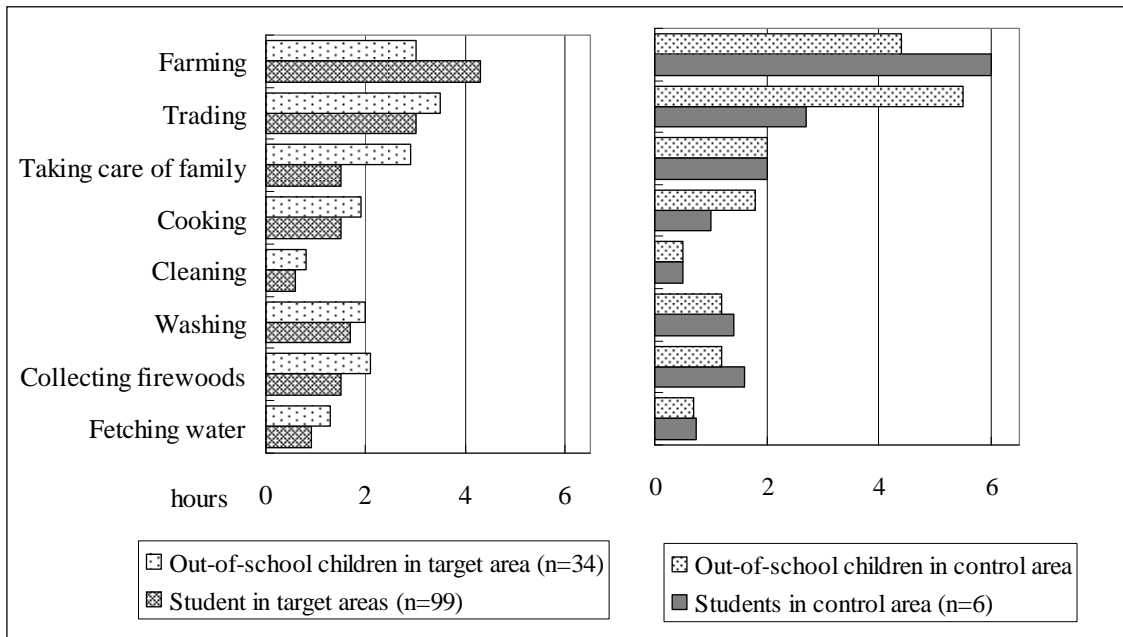


Figure 56 Hours to Do the Domestic Works for Children

It was estimated that school going children spent 26% of their daytime to help their family in a week, while out-of-school children spend 51%. There was a gender gap too. While school going boys spent 22% in the house chores, girls spent 32% because more girls were engaged in taking care of other family members and cooking. In addition, girls spent more time in the market than boys on average. Girl students sometimes were too tired to concentrate in the class.

3.5 ECDCs

(1) General Characteristics of ECDC Members

The average age of the members in each ECDC was 40 to 45 years old. Figure 57 summarizes the gender ratio and Figure 58 summarizes the ethnic group structure in ECDC. More women were involved in Tonko Limba, while the ratio of women was the lowest in Bramaia. According to the observation of JICA Project Team, the level of participation of women during the training workshop and in decision-making process was generally lower in Bramaia.

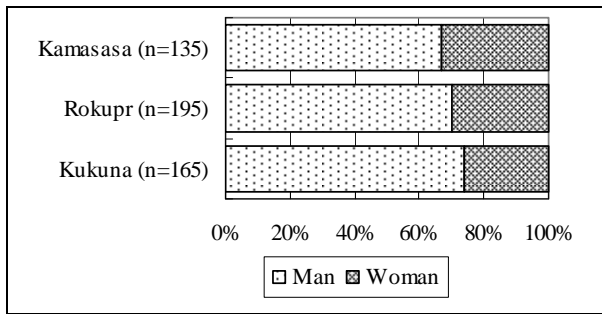


Figure 57 Gender Ratio in ECDC

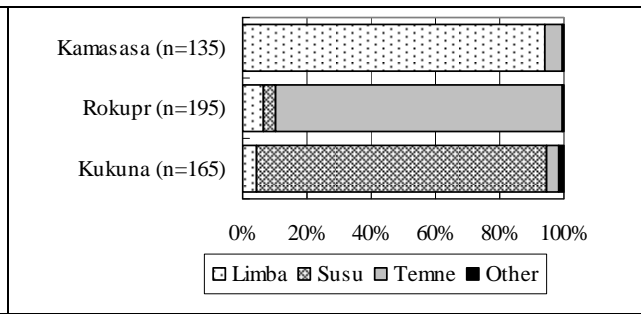


Figure 58 Ethnic Groups in ECDC

Figure 59 shows occupation of ECDC members. Most of them were engaged in farming in three areas.

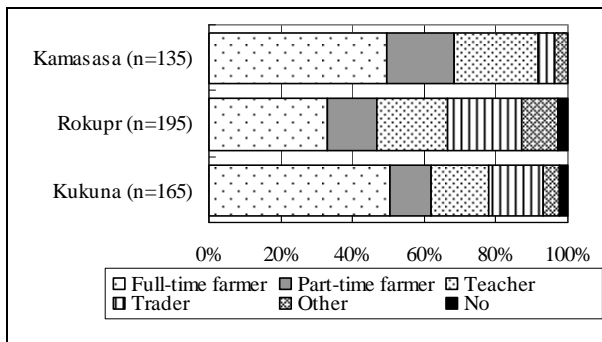


Figure 59 Occupation of ECDC Members

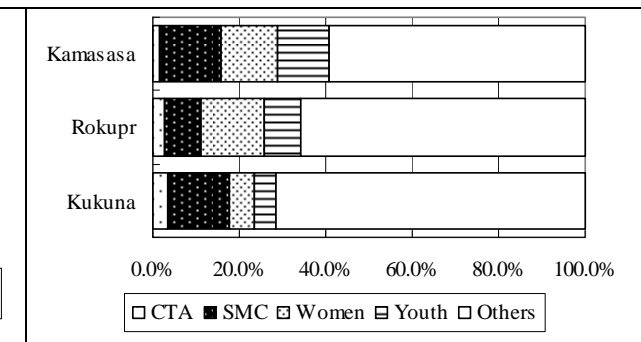


Figure 60 Presence of Related Groups in ECDC

Figure 60 shows the presence of related groups such as SMC, BoG, CTA, women group and youth group in ECDC. In Tonko Limba, representatives from each group were involved with better balance than in the other areas.

Seventy eight percent (78%) of ECDC members belonged to community groups. Most of them were farmers group, religious group, women group and youth group. In this Project, ECDC would cooperate with those groups, especially school management groups, women group and youth group. Therefore, it was suggested that the members in those groups might be indirectly affected by the Project. The approximate number of such members who might indirectly benefit from this Project was 4,500¹² in the project areas.

As ECDCs include school teachers, the level of education was generally higher than the general population (Figure 61). However, the highest percentage was those not graduating from primary schools, especially among female members in Bramaia. Indeed, one of the aspects affecting the level of participation might be the education level.

¹² It is estimated by totaling the number of members in each related group which ECDC members belong to.

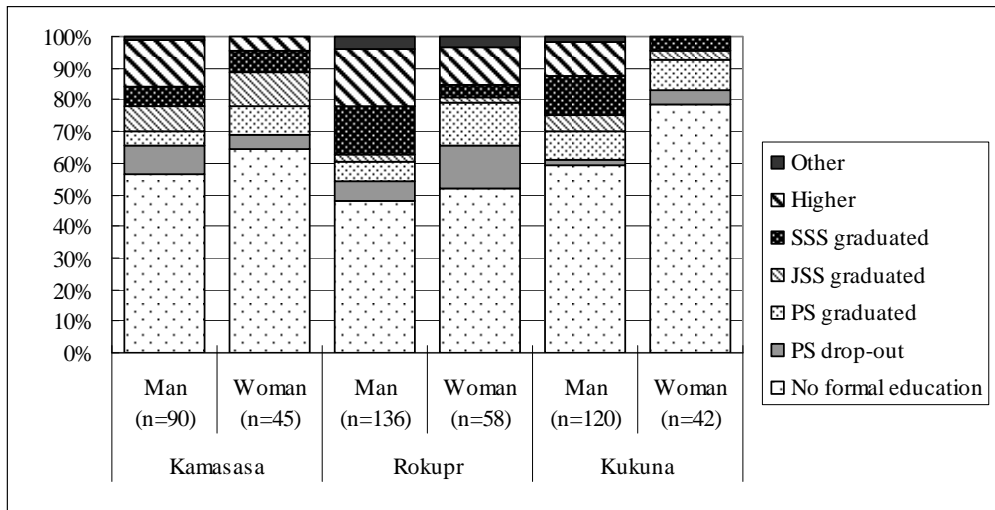


Figure 61 Education Level of ECDC Members

According to the observation of JICA Project Team, the illiterate people were sometimes passive in the decision-making process. They tended to give ways to literate and educated people. Figure 62 and 63 show the literacy level of English (reading)¹³ and the ability of oral communication in Krio of ECDC members. More than 60% of the members could not read or write English, although the project-related documents were to be prepared in English. Therefore, the burden of record keeping was concentrated onto one literate member in some ECDCs.

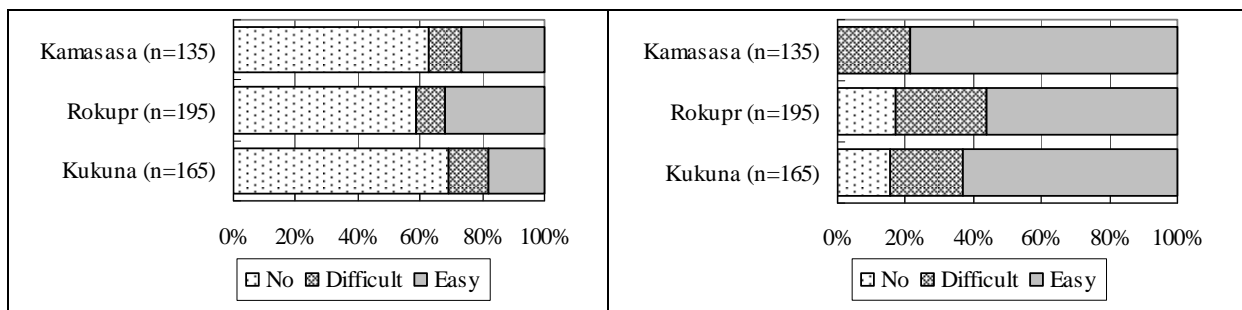


Figure 62 Literacy of English (Reading) in ECDC

Figure 63 Ability of Krio (Oral Communication) in ECDC

(2) Involvement in the Project and Acknowledgement of ECDC

Among the respondents of the questionnaire survey¹⁴, 37% in Tonko Limba, 55% in Magbema and 18% in Bramaia had ever been involved in this Project in various forms, and 59% of them were involved as ECDC members.

¹³ The result of the ability of writing English is almost the same as the reading ability presented in the figure.

¹⁴ It includes village chiefs, teachers, students, out-of-school children and youths.

Figure 64 summarizes the forms of participation of non-ECDC members to the Project activities. Most of them were involved in self-help activities organized by ECDC, such as school gardening and collecting construction materials, and some provide cash or materials as contributions.

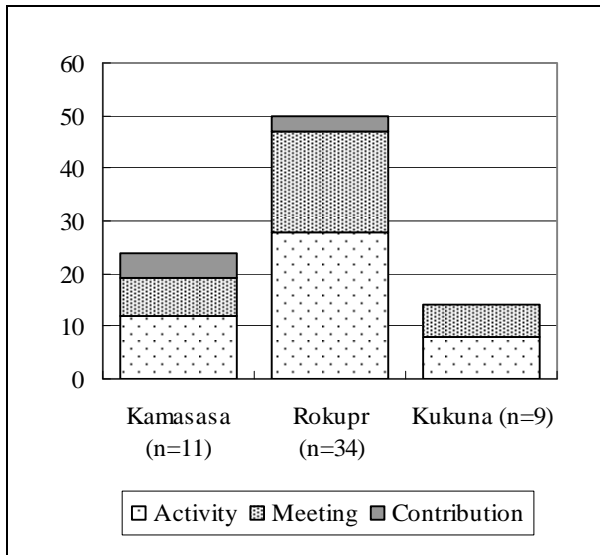


Figure 64 Involvement in the Project by Non-ECDC members (multiple answers)

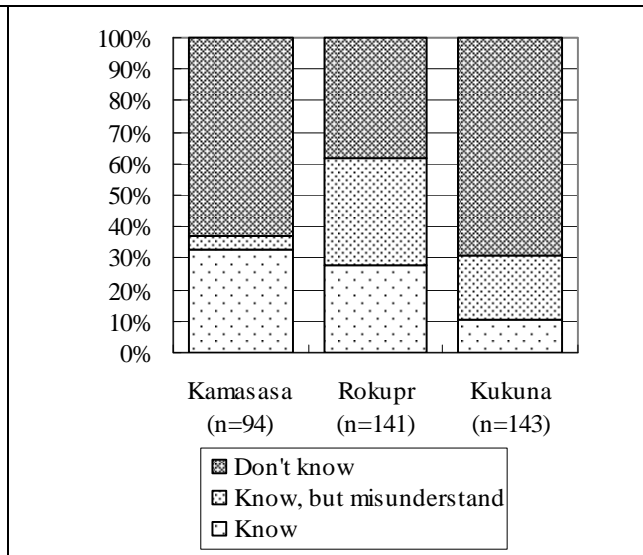


Figure 65 "Do you know ECDC?"

Figure 65 shows acknowledgement of ECDC among the respondents of the questionnaire survey¹⁵. More than 60% knew about ECDC in Magbema, while only 30% did in Bramaia.

Although the respondents knew about ECDC, some of them misunderstood the concept or purpose of ECDC. The major misunderstandings included "ECDC is the bridge to receive assistance from JICA"¹⁶, "They are responsible for agriculture development." and "They come to our community to construct school building." In Tonko Limba, most of them understand ECDC correctly.

(3) Involvement in ECDC Activities

Seventy four percent (74%) of those respondents who knew ECDC had been involved in ECDC's activities, such as collecting construction materials and school gardening. Village chiefs contributed by mobilizing his/her community people and supervising the activities.

¹⁵ It includes village chiefs, teachers, students, parents, out-of-school children and youths.

¹⁶ This answer is not completely wrong, however it illustrates their passive attitude that ECDC is something like receiver of external assistance.

Among village chiefs who knew ECDC in Magbema, 93% had ever attended ECDC meeting and 66% attend regularly. In other two areas, more than 50% of the village chiefs had also ever attended ECDC meeting.

(4) Satisfaction with ECDC

Among 98% of the respondents who knew ECDC were satisfied with ECDC so far. The major reasons for satisfaction included the expectation for future development and the members who were credible and hard working. However, a few respondents pointed out that ECDC worked only for JICA's satisfaction and transparency was not enough; therefore, they did not know what ECDC was doing. A few complained that despite they had worked for school garden mobilized by ECDC, they were not given any produces.

Ninety percent (90%) of respondents who knew ECDC thought that they would be positively affected by ECDC activities. The major reasons included that they could be empowered through participating in the process of the establishment and/or the activities of ECDC. The reasons given by some respondents were passive, such as "our school in project areas," "I'm in the target schools", and "They do not disturb me." A few respondents felt that they were affected negatively because their own activities such as income earning might be disturbed.

The participants of FGI were also generally satisfied with ECDC although some groups in Bramaia did not know well about it. The reasons for satisfaction were similar to the results of the questionnaire survey. In addition, some groups mentioned that ECDC seemed to control its activity and finance by them, and the activities were progressing smoothly. Some of them had experiences that the promise of donors for the assistance had not realized or reached to the community because the fund or goods was stopped "somewhere".

The FGI participants wanted ECDC to maintain transparency and accountability by disclosing information on what and how they were doing the activities to all community members.

Appendix 7-2 Results of the Endline survey

1. Introduction

The endline survey was conducted from 29 February to 31 March 2008 aiming to obtain endline data and information of the target communities and groups at the last stage of Micro Projects.

Target areas of the endline survey were the same as the baseline survey; 33 schools in the project areas (Zone 1: Tonko Limba, Zone 2: Magbema and Zone 3: Bramaia) and their coverage communities, and selected two areas as a “control area” in Gbinleh Dixon chiefdom of Kambia District.

2 Methodology and Design of Endline Survey

The Survey adopted the methodology of questionnaire survey to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Those data were integrated to analyze the endline situation of the project areas. The details of the methodology are described in Chapter 5 of the main report.

3 Results of the Endline Survey¹

3.1 General Characteristics of the Respondents and Participants

The general characteristics of the respondents for the questionnaire survey are shown in Table 1. The total number of respondents was 1,022.

¹ When the results and analyses regarding the control area are not mentioned in the text, it means they have basically similar tendency as the project areas.

Table 1: General Characteristics of the Respondents for the Questionnaire Survey

		Number			Age (Average)	Ethnic groups			
		Men	Women	Total		Temne	Susu	Limba	Other
Head teacher/Principals * ¹	Project areas	27	6	33	40.5				
	Control area	2	0	2	46.0				
Teachers	Project areas	51	14	65	32.3	25	15	23	2
	Control area	3	1	4	34.8	2	1	0	1
Students	Project areas	47	52	99	12.6	38	30	28	3
	Control area	3	4	7	11.7	4	3	0	0
Parents/Guardians	Project areas	61	39	100	48.0	33	27	33	7
	Control area	5	1	6	52.3	3	3	0	0
Out-of-school children	Project areas	14	16	30	11.9	9	10	10	1
	Control area	5	5	10	11.3	9	1	0	0
Youths	Project areas	17	17	34	23.6	12	10	12	0
	Control area	5	5	10	21.4	10	0	0	0
Village chiefs * ¹	Project areas	118	4	122	63.3				
	Control area	2	0	2	62.5				
ECDC members	Project areas	351	143	493	44.8	175	155	150	13
Total	Project areas	686	291	977					
	Control area	25	20	45					
Grand total		711	311	1,022					

*1: Including personnel designated by the target because of their absence at the survey period.

Note: "Project areas" include three areas where the Micro Projects is going to be implemented (Tonko Limba, Magbema and Bramaia). Control area is in Gbinleh Dixon as mentioned in prior section.

For FGI (Focus Group Interview), as described in section 1.1 (2), 33 groups (ten participants per group), or in total 330 persons participated.

3.2 Schools

The number of schools in the project areas and the control area, and their coverage are shown in Table 2.

The coverage of government assisted primary schools was larger than that of community schools. Generally, primary schools close to JSS receive students from many villages, while some community schools in remote areas cover only a few villages. The coverage of government assisted primary schools generally decreased, while it generally increased among community schools. As for JSS, the coverage decreased in Tonko Limba and Bramaia.

Table 2: Number and Coverage of the Schools

Category	Project areas				Control area	
	Tonko Limba	Magbema	Bramaia	Total		
JSS ^{*1}	1	1	1	3	/	
Coverage ^{*2}	9	16	14	39		
Gov. assisted PS ^{*3}	3	8	4	15	1	
Coverage ^{*2}	average	3.3	7.6	6.8	6.5	/
	max.	6	12	9		
	min.	1	4	5		
Community school	5	4	6	15	1	
School with 6 grades	3	4	4	11	1	
Coverage ^{*2}	average	4.0	6.5	4.2	4.8	11
	max.	5	8	7		
	min.	3	3	2		

*1: JSS=Junior Secondary School.

*2: Number of villages which send children to the school

*3: PS=Primary School

(As of March 2008)

During the project, three JSS, ten government assisted primary schools and five community schools received external assistance such as foods, medicine, stationary and/or school facilities/equipment from the religious mission, NGOs, UN agencies, and alumni.

A half of the schools in the project areas received assistance for school feeding from the World Food Program (WFP) as shown in Table 3. Because WFP changed the status of Sierra Leone from emergency stage to development stage, the budget had been drastically declined, and school feeding program had been scaled-down. As a result, supports for nine schools were cut off with stricter assessment. Among those nine, six (two in Tonko Limba and four in Bramaia) started receiving the support during the project period and three in Bramaia had received it even before the project.

Table 3: School Feeding Supported by the World Food Programme (WFP)

		Gov assisted PS	Community school	Total
Tonko Limba	Supported	1	1	2
	Supported, but stopped	2	0	2
	Never supported	0	4	4
Magbema	Supported	8	3	11
	Supported, but stopped	0	0	0
	Never supported	0	1	1
Bramaia	Supported	1	1	2
	Supported, but stopped	3	4	7
	Never supported	0	1	1
Total of WFP supported schools in project areas			15 (50.0%)	
Control area	Supported	1	0	1
	Supported, but stopped	0	1	1
	Not supported	0	0	0

(As of March 2008)

The support for the community school in the control area was also cut off. The reasons included the decreasing number of attendance (head count) and improper (old or damaged) school facility. In one community school in Bramaia, the reason was trouble between students and the head teacher caused by the lack of transparency in management of foods.

Table 4 shows school-related cost collected by the schools and unpaid rate as of December 2007 against the total number of enrollment. Basically, school fee for students in class 1 to 3 in government assisted primary schools was provided by the Government. However, the parents/guardians still had to pay for uniforms, textbooks, school feeding contributions and some events in the school such as sports competition and concert.

Three government assisted primary schools in Magbema collected school-related cost including contribution for school feeding. Some government assisted primary schools reduced the amount or stopped collecting such cost because ECDC provided financial support. Community schools collected Le 1,000 or 3,000 per term as contributions. Unpaid rate improved in community schools in Tonko Limba, Magbema and control area but worsened in Bramaia and government assisted primary school in control area.

Table 4: School-Related Cost and Unpaid Rate

Category		Tonko Limba	Magbema	Bramaia	Control area
JSS	No. of schools collecting fees	1	1	1	-
	Amount ^{*1}	20,000	20,000 – 25,000	20,000	-
	Unpaid rate ^{*2}	2.1%	10.0%	125.5%	-
Gov. assisted PS	No. of schools collecting fees	0	3	0	1
	Amount ^{*1}	0	500 – 5,000	0	500
	Unpaid rate ^{*2}	-	37.7%	-	79.8%
Community school	No. of schools collecting fees	1	3	4	1
	Amount ^{*1}	2,000	1,000 - 3,000	1,000 – 5,000	2,000
	Unpaid rate ^{*2}	17.2%	10.8%	42.7%	10.9%

*1=Range (per student per term)

*2=as of December 2007

Actually, some head teachers and students pointed out that the parents were now encouraged to pay school-related cost. As a result, the community teachers could receive cash incentives.

<Voices from Respondents>

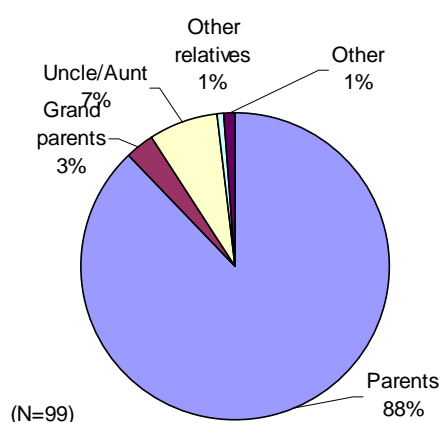
“Parents are now aware to pay school fees/ related cost on time.”

“Parents support their children to go to school.”

“Teachers can receive incentives.”

“More students in poor families attend school.”

As shown in Figure 1, 88% of those who pay school-related cost were the parents, while grandparents, uncle/aunts and brothers/sisters paid such cost for the students not living with their parents.



Note: "n" means the number of valid answers
Figure 1 "Who pay(s) your school-related cost?"

(1) Students

In the project areas, 12,729 students were enrolled in year 2007/08.

As shown in Table 5, schools in Magbema had larger number of students than the other areas. Especially in the government assisted primary schools, 636.9 students were enrolled on average. Community schools received less number of students because the capacity of the school facility was smaller.

**Table 5: Enrollment in Year 2007/08
and Number of Students per School**

	Tonko Limba			Magbema			Bramaia			Control area	
	JSS	Primary Schools		JSS	Primary Schools		JSS	Primary Schools		Primary Schools	
		Gov.	Com.		Gov.	Com.		Gov.	Com.	Gov.	Com.
No. of schools	1	3	5	1	8	4	1	4	6	1	1
Boys	159	899		954	3,590		188	1,513		456	
		429	480		2,669	921		771	742	304	152
Girls	75	872		290	3,187		67	925		337	
		475	397		2,426	761		488	437	231	106
Total	234	1,781		1,244	6,777		255	2,438		793	
		904	877		5,095	1,682		1,259	1,179	535	258
Number of students per school											
Average	234	301.3	175.4	1,244	636.9	420.5	255	314.8	196.5	535	258
Min.	-	263	113	-	176	175	-	261	88	-	-
Max.	-	357	295	-	1,284	852	-	361	450	-	-

Note: Gov. = government assisted primary schools Com.= community schools

Comparing with the baseline, the enrollment increased by more than 30% in six community schools (four in Tonko Limba and two in Magbema). Especially in Tonko Limba, the girls' enrollment increased by 45% on average (range: 27% to 79%) in all five schools. Among 15 government assisted primary schools, it decreased in ten schools (one in Tonko Limba, six in Magbema and four in Bramaia). Especially in six schools (one in Tonko Limba, two in Magbema and three in Bramaia), it decreased by more than 20% of the baseline. In all four government assisted primary schools in Bramaia, the difference between the baseline and endline was 31% on average. JSS in Magbema started receiving SSS students and the enrollment increased accordingly. In Bramaia, new JSS opened in Kukuna town and Kabaya village affected the decrease of enrollment of the target JSS. In control area, the enrollment of the government assisted primary school had not changed and it increased by 70% in the community school.

Progression Rate (Figure 2)

Progression rate in Tonko Limba was generally less than 100%, especially it was around 70% among girls. The rate among boys from class 1 to 2 in Tonko Limba was the lowest, or 46%. In community schools in Magbema, it was over 100% on average and 70% to 100% in the government assisted primary schools. In Bramaia, it was generally less than 100%, especially it was around 50% to 60% in class 3 to 4 and it was only 30% in class 2 to 3 in JSS.

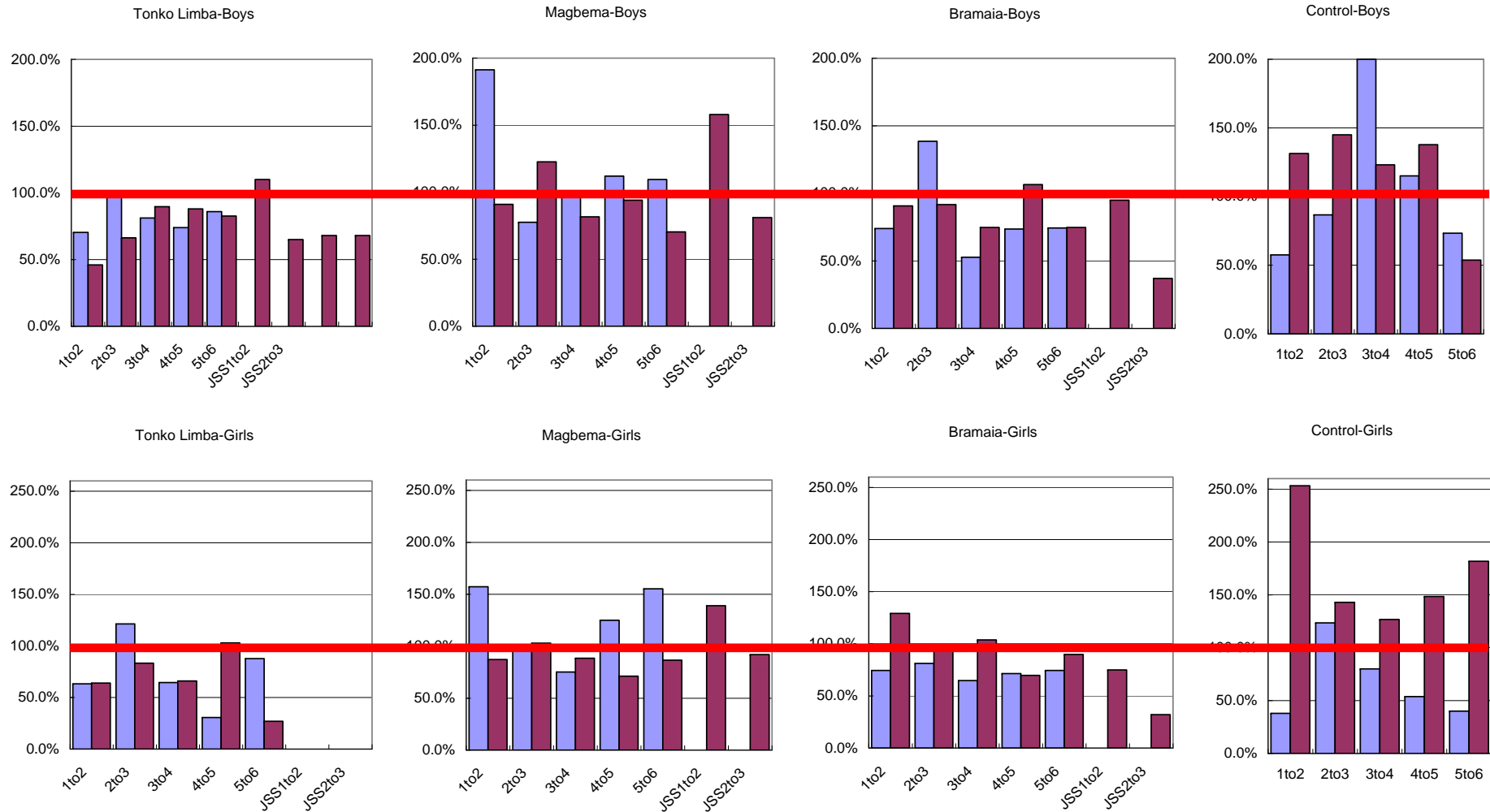
It suggests that the drop out in Tonko Limba and Bramaia might be higher, especially among girls in higher classes. As the rates in some classes were more than 100%, the transfer of school might be common. Parents tend to change their children's school because of school feeding program and plan of external assistance. In fact, the enrollment has increased in some schools in the project areas.

Gender Gap (Figure 3)

The difference between boys and girls was bigger in the higher classes, especially in JSS. It was same in the control area. It suggests that more girls might drop out from school in higher classes. Among the project areas, the gender gap in Bramaia seems to be the biggest because more boys enrolled than girls in all classes. In lower grades in Tonko Limba and Magbema, the gender gap was smaller.

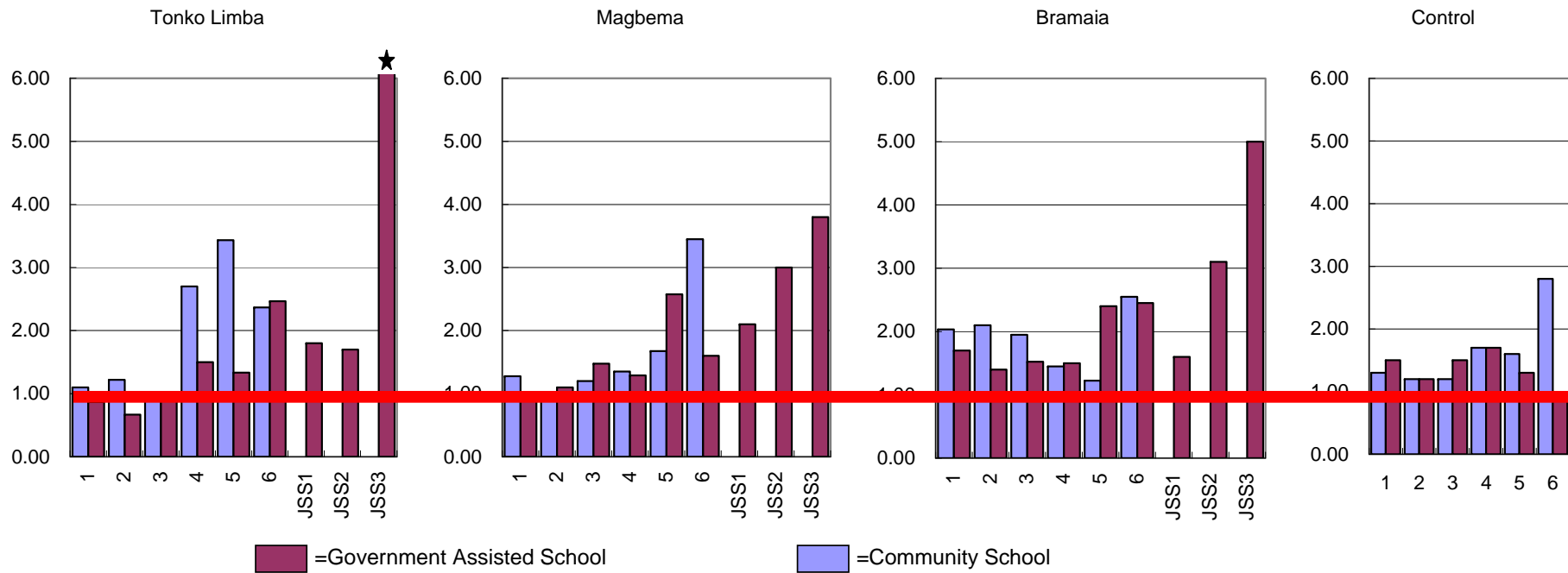
Attendance Rate (Figure 4)

Figure 4 shows the average attendance rate based on the number of attendance on one sample day in March 2008. The rate of the girls was generally lower than that of boys. Especially, class 3 in JSS in Bramaia had quite low attendance, less than 50%. In Tonko Limba, the rate was generally lower, 70% to 80%. The rate was also low in the control area.



Note: Progression Rate = Enrollment in Class 2 in 2007/08 ÷ Enrollment in Class 1 in 2006/07

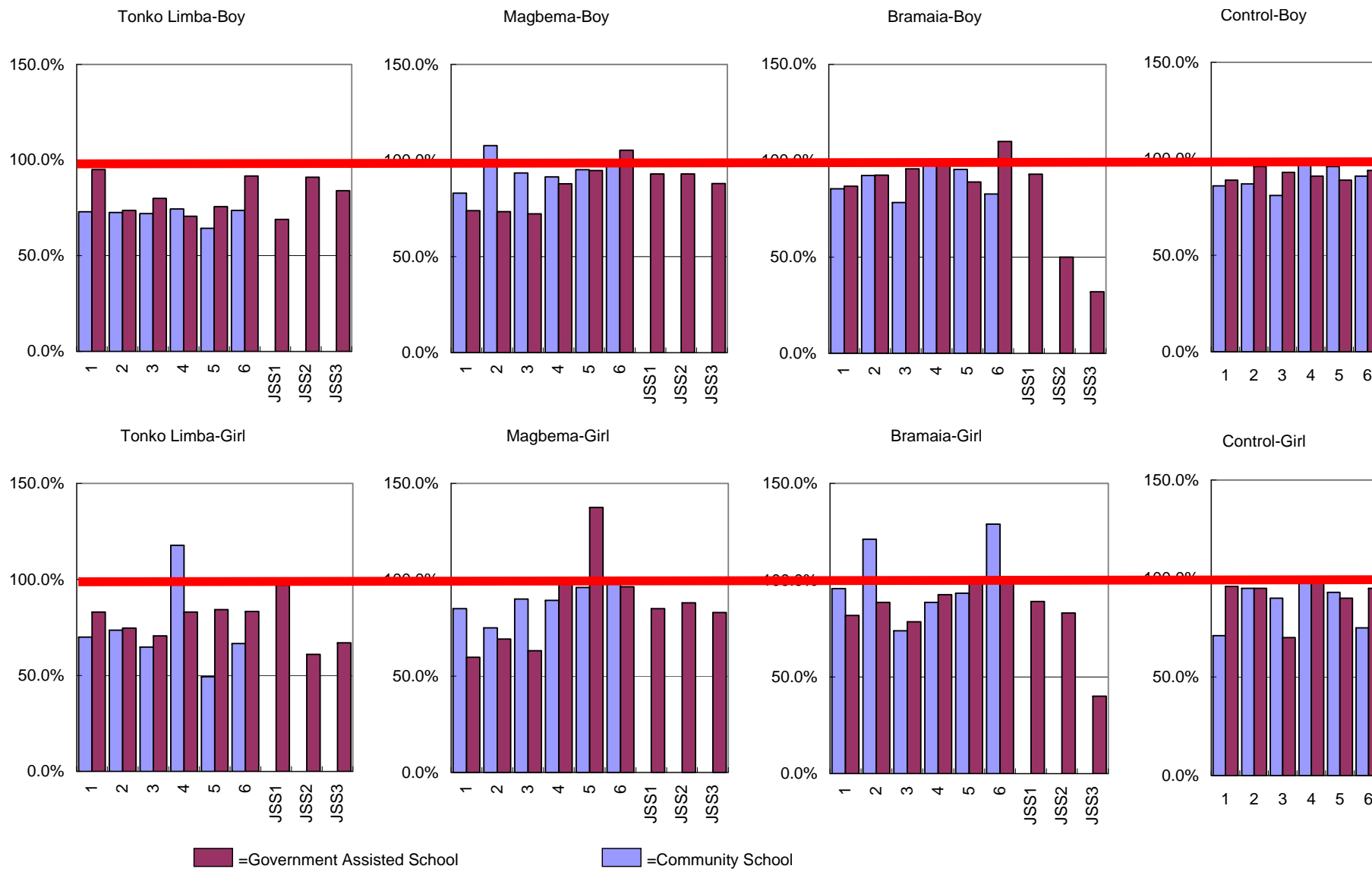
Figure 2 Progression Rate from Year 2006/07 to Year 2007/08



Note: 1.0: Boys were same number as girls.
>1.0: Goys were more than girls.
<1.0: Girls were more than boys.

★: Gender ratio of JSS3 in Tonko Limba was 10.3

Figure 3 Gender Ratio (Boys to Girls)



■ =Government Assisted School ■ =Community School

Note: Attendance rate = No. of attendance in a sample day ÷ Enrollment in Year 2007/08

Figure 4 Attendance Rate on A Sample Day

Absence

As summarized in Figure 5, the major reasons for absence from schools were sickness or injury, heavy rain and helping their parents in farming, domestic works and trading. Physical aspects, or school facilities, which were also common at the baseline, seemed not to affect the absence any more.

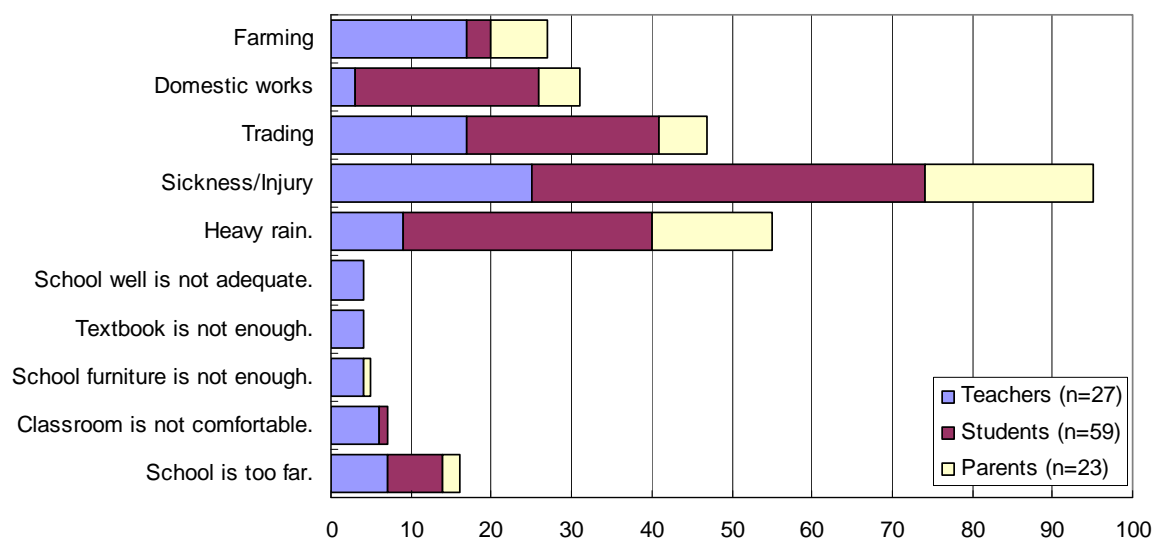


Figure 5 Reason for Absence (multiple answers)

Examination

Table 6 shows the pass rate of the last examination in the last grade² (class 6 in primary schools and class 3 in junior secondary schools). In the project areas, 1,161 students (381 girls and 780 boys) took the examination and 847 (260 girls and 587 boys) passed. Because some community schools started receiving upper classes, six of them (three in Tonko Limba, one in Magbema and two in Bramaia) sent the participants for the first time in 2007. The pass rate in Bramaia was the lowest. Generally, the rate of the boys was higher than that of the girls.

Table 6: Pass Rate of the Last NPSE/BECE^{*1}

	Tonko Limba			Magbema			Bramaia			Control area		
	No. ^{*2}	Boys	Girls	No. ^{*2}	Boys	Girls	No. ^{*3}	Boys	Girls	No. ^{*2}	Boys	Girls
JSS	1	41.7%	23.1%	1	93.8%	82.1%	1	44.9%	31.3%	-	-	-
Gov assisted PS	3	85.0%	64.5%	8	90.0%	86.9%	4	43.6%	38.0%	1	55.6%	40.0%
Community school	1	100.0%	100.0%	3	100.0%	94.4%	3	86.9%	57.8%	1	100.0%	100.0%

*1= JSS: BECE, PS:NPSE in 2007

*2=Number of schools sending students to the examination.

² NPSE (National Primary School Examination) for primary schools and BECE (Basic Education Certificate Examination) for junior secondary schools.

School Life

As shown in Figure 6, students liked to learn mathematics, science and English. Portion of students who liked science increased from 8% at the baseline to 15%. Some students in Bramaia preferred Arabic language also.

Regarding the extracurricular activities, nearly 70% of students liked sports competition (Figure 7). The sports competition in the project areas was generally well organized and involves various community people. The number of schools in Tonko Limba holding such events seemed to have increased because they can borrow the necessary equipment from the Resource Center constructed by the Project.

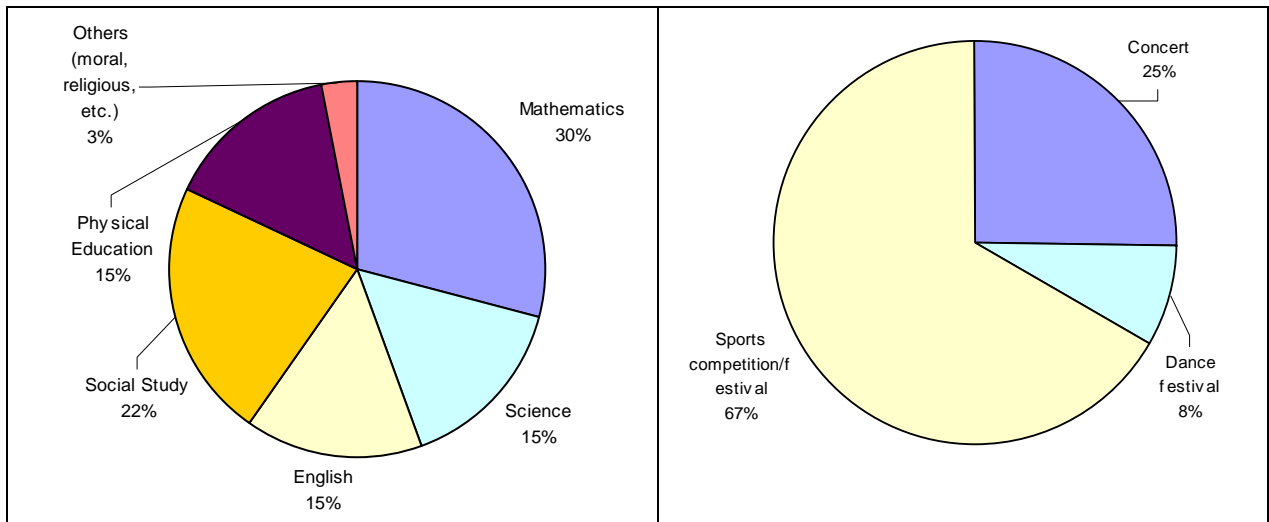


Figure 6 "Which subject do you like best?" (n=99)

Figure 7 "Which events do you like best?" (n=99)

Students thought that their parents/guardians always make their effort to send them to school as shown in Figure 8. Their parents/guardians motivated their children to be educated because some of them could not receive any education and some expect better life of their children and themselves. The parents/guardians managed to pay school-related expenses and foods for school going children, whereas some students in Bramaia and Tonko Limba thought that they sometimes could not receive enough support from their parents/guardians.

Sixty two percent (62%) of the teachers thought that parents/guardians always make their effort to send their children to school. (Figure 8) More community teachers felt parents' effort to manage to provide their children with an opportunity for education.

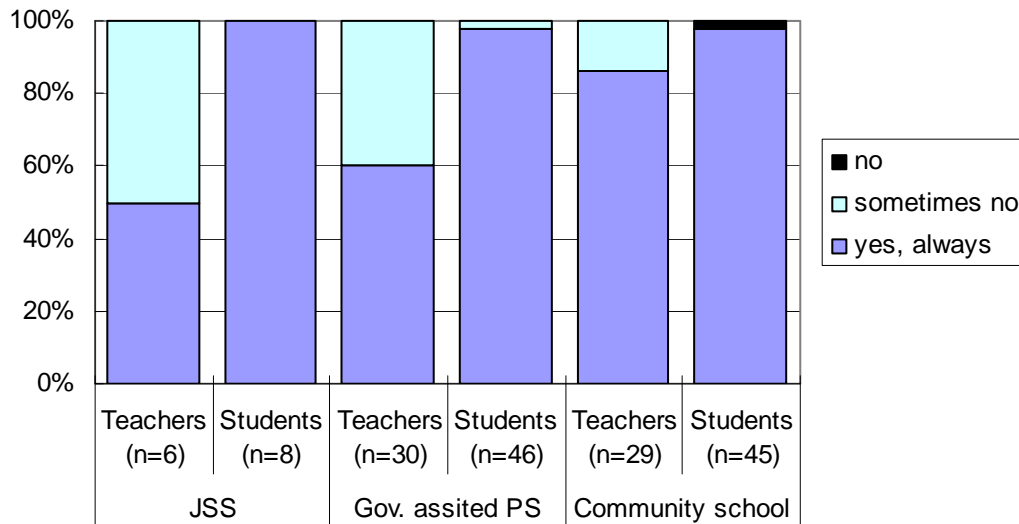


Figure 8 “Do you feel parents'/guardians' effort to send their children to the school?”

Most of the students felt their parents' expectation to continue learning so that they would become educated persons in the future and the parents' efforts to make ends meet to provide them with food and necessary materials.

As shown in Figure 9, teachers appreciated the efforts of parents/guardians because of their expectation to school and children, their high awareness of the importance of education, and increasing enrollments. When parents/guardians kept their children at home to help them at home or farmlands or did not provide them with necessary materials, the teachers doubted the parents' effort to send their children to school.

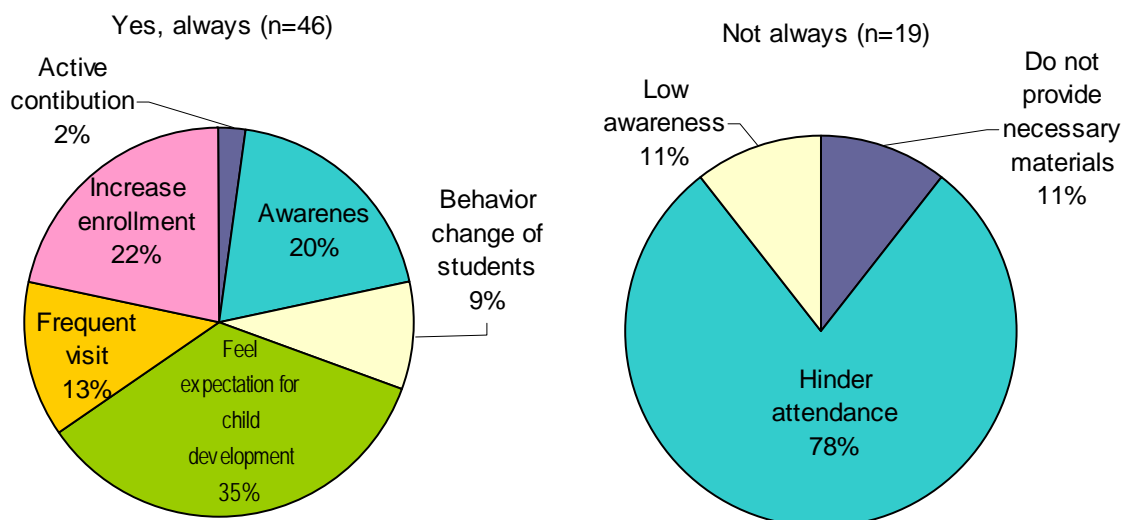


Figure 9 “Why do you think the parents make/ do not make effort?” (Teachers)

(2) Teachers

Table 7 summarizes the situation of teachers. The total number of teachers in the project areas was 274 (43 women and 231 men). Fourteen (14) schools out of 33 target schools had no women teachers. Especially in Bramaia, in eight out of 11 target schools there was no women teacher. Around 70% of the teachers in community schools do not have teacher's certificate, therefore they could not receive salary from the government. Some of them might receive incentives from other sources because the number of unpaid teachers was less than the unqualified teachers. The portion of unpaid teachers was the lowest in community schools in Tonko Limba. It might be the result of some ECDC's effort to provide financial support for teachers.

Table 7: Teachers

	Tonko Limba			Magbema			Bramaia			Control area	
	JSS	Gov	Com	JSS	Gov	Com	JSS	Gov	Com	Gov	Com
No. of schools	1	3	5	1	8	4	1	4	6	1	1
No. of teachers											
Women	0	4	3	2	21	7	0	3	3	3	0
Men	6	12	17	33	80	22	12	29	20	8	4
School without women teacher	1	1	3	0	0	1	1	3	4	0	1
Unpaid teachers	50.0%	31.2%	15.0%	42.4%	24.8%	69.0%	58.3%	25.0%	65.0%	26.2%	50.0%
Unqualified teachers ^{*1}	0.0%	62.5%	80.0%	28.6%	39.6%	82.7%	9.1%	56.3%	69.6%	54.5%	100.0%
Number of students per teacher											
Average	39.0	58.7	44.1	35.5	51.6	64.2	21.3	49.4	60.5	48.6	64.5
Max	-	87.7	59.0	-	70.0	121.7	-	78.3	93.0	-	-
Min	-	37.3	28.3	-	22.0	29.1	-	21.8	28.0	-	-

*1: Teachers without teacher's certificate

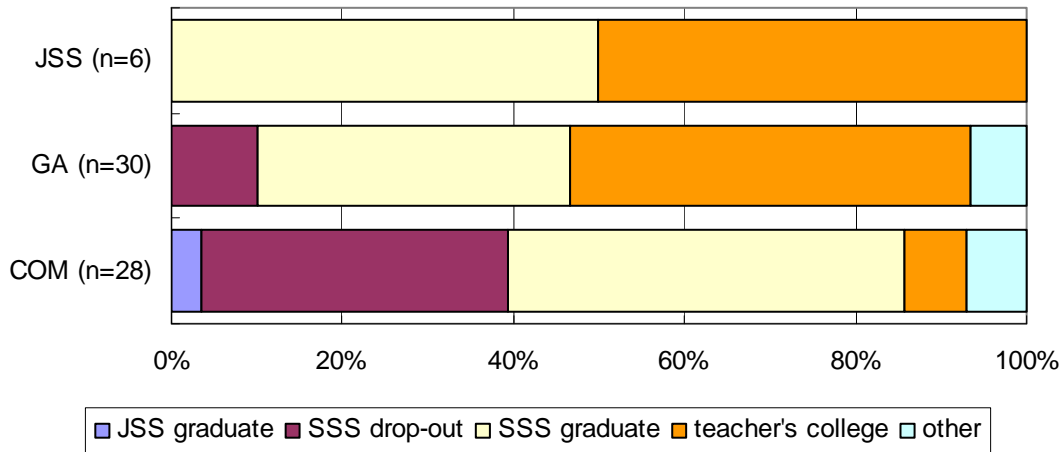
(As of March 2008)

Note: Gov= government assisted primary schools

Com= community schools

In government assisted primary schools, one teacher takes care of 50 to 60 students on average. In community schools, the number of students per teacher was higher in Magbema and Bramaia.

However, the quality of teachers was not the same between government assisted primary schools and community schools. As shown in Table 7, 70% to 80% of the teachers in community schools were not yet certified. As for the educational background of the teachers shown in Figure 10, more than 90% of the teachers in community schools did not graduate from a teachers' college and most of them did not graduate even from senior secondary schools.



Note: JSS=Junior Secondary School, GA=Government assisted primary school
COM=Community school

Figure 10 Highest Education of Teachers

According to the head teachers, 76% of the teachers in community schools, 57% in government assisted primary schools and 20% in JSS had not completed higher education (teacher’s college, etc.). Among them, 36% of men and 29% of women teachers have been engaged in distance education and 76% of them completed it. Three teachers were in the course and one terminated it because of the financial constraint.

Among the respondents of the survey (teachers), three teachers were currently receiving distance education, 11 have ever received it and one of them terminated it because of the financial constraint.

Figure 11 shows that most of the teachers received their salary in cash. Thirty eight percent (38%) of the teachers received their salary from the government. Although they receive salary in cash, the payment was frequently delayed. Therefore, 72% of the teachers had other jobs to feed themselves and their family as shown in Figure 12.

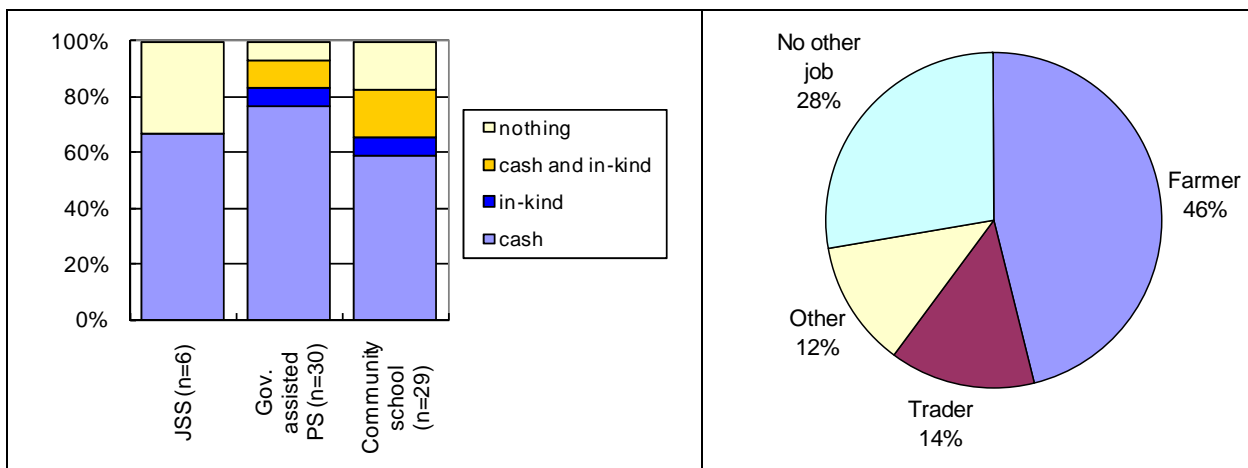


Figure 11 Form of Salary

Figure 12 Side Job of Teachers

Ninety seven percent (97%) of the teachers were involved in some works at school in addition to teaching in the class as shown in Figure 13. Most of them were involved in school gardening and school management works. Supplemental lessons were common in the preparation period for the examination. Some teachers also worked for literacy class, especially in Magbema.

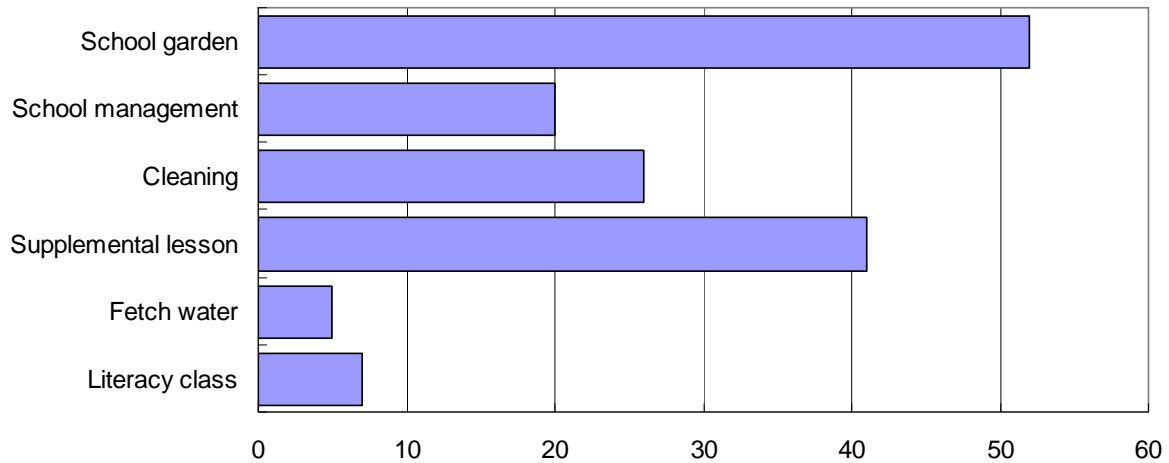


Figure 13 Other Works in the Schools (n=63, multiple answer)

According to the teachers, one teacher taught 37 students in government assisted primary schools, 37 in junior secondary schools and 30 in community schools in one class on average. (Figure 14) These numbers have improved from the baseline and became closer to the theoretical standard number of students in one class, which was around 40.

According to the teachers, the maximum number of students in one class was sometimes 222, while in some schools in remote areas the number was less than ten (Figure 14). The number of students generally becomes smaller in farming season, as many students were absent from school to help their family in farming.

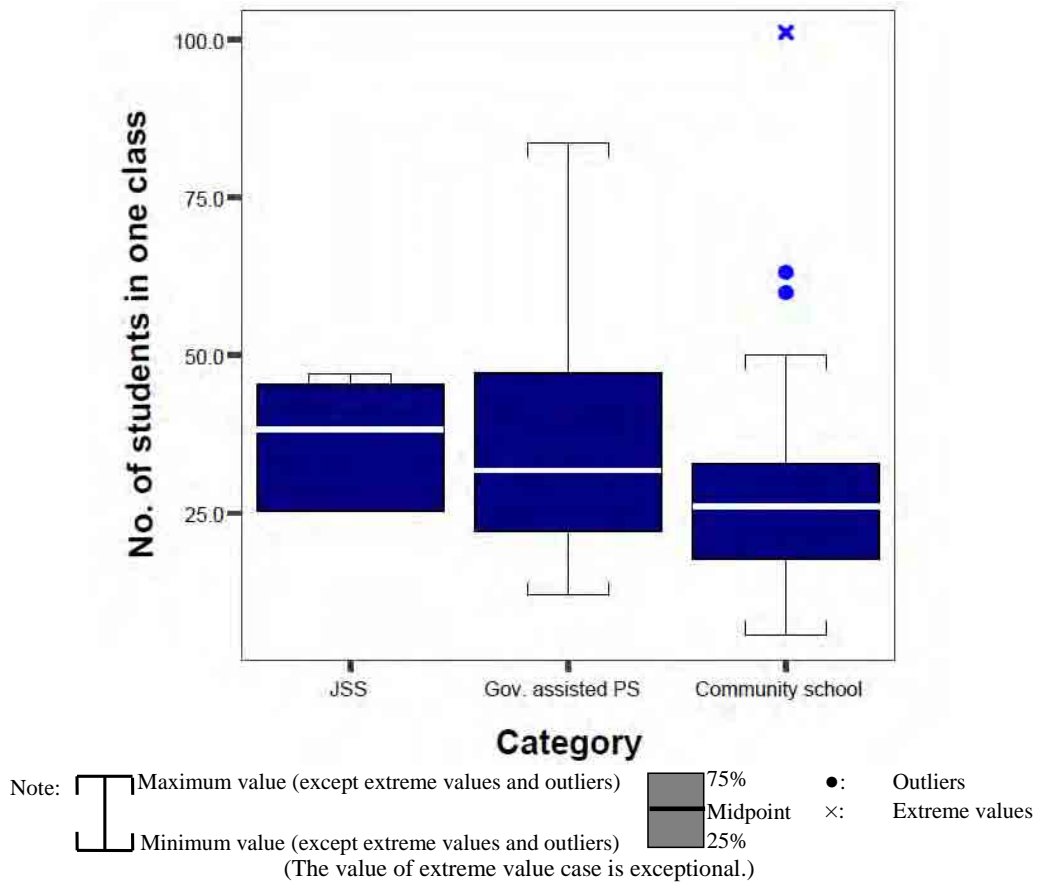


Figure 14 Average No. of Students in One Class (Teachers)

According to the parents/guardians, 86% of them received teachers visiting their house more than twice a year and 67% among them were visited more than once every two month. According to the teachers, 95% of them visited their students' house more than twice a year and 79% among them visited more than once every two months. The major purposes of the visit were to promote the attendance, while some aimed at checking the progress of home assignment and the student's behavior at home.

On the other hand, the major reasons for the parents/guardians to visit school included checking the progress of their children's development and school management activities. Eighty four percent (84%) of the parents/guardians sometimes visit school and 11% do so frequently.

Seventy two percent (72%) of the teachers received support from the community and 99% of the parents provided some kinds of support to teachers. As shown in Figure 15, parents/guardians provide various kinds of support to teachers. Both the parents/guardians and teachers were aware of labor support at teachers' farmland or garden and financial support such as contribution to school.

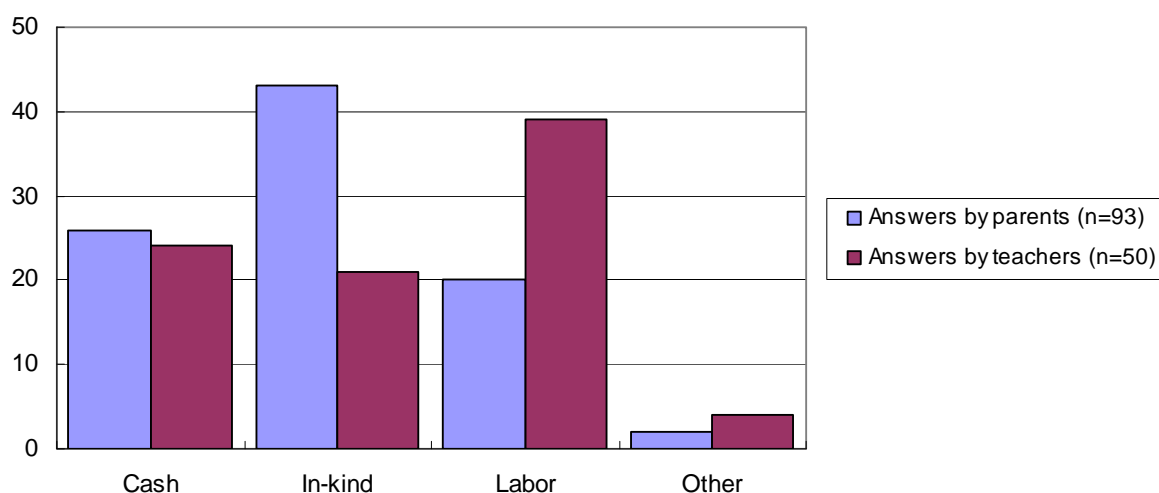


Figure 15 Support for Teachers (multiple answers)

(3) Facility and Equipment

The condition of the school facilities is summarized in Table 8. Around 60 students on average were accommodated in one classroom in primary schools and 76 in JSS. The number has improved from the baseline, in which it was 285 in JSS, 197 in government assisted primary schools, and 69 in community schools. One JSS, two government assisted primary schools and two community schools have classroom(s) whose construction works were not completed.

Eleven (11) schools do not use all classrooms; especially JSS in Bramaia did not use six classrooms because the number of students has decreased.

Table 8: School Facilities

	Project areas			Control area	
	JSS	Gov assisted PS	Community school	Gov assisted PS	Community school
Number of schools	3	15	15	1	1
Number of classrooms in use	21	100	66	5	4
No. of students per functioning classroom^{*1}					
Average	75.8	63.1	62.0	107.0	64.5
Min	36.4	26.1	9.8	-	-
Max	113.1	140.0	112.5	-	-
Number of schools with...					
Incomplete classroom(s)	1	2	2	0	0
Damaged classroom(s)	0	1	1	0	0
Staff room (incomplete)	3 (0)	11 (2)	9 (3)	1 (1)	0 (0)
Storeroom (incomplete)	0 (0)	14 (1)	12 (4)	0 (0)	0 (0)
Kitchen (incomplete)	0 (0)	14 (1)	13 (4)	0 (0)	0 (0)
Staff quarters (incomplete)	1 (1)	6 (1)	4 (3)	0 (0)	1 (0)

*1: A classroom which is complete without outstanding construction works, not damaged, and used for the students.
(As of March 2008)

One community school in Tonko Limba and Bramaia had no permanent structure, and these schools use private houses as temporally classrooms. Although the one in Bramaia was constructing school building under Micro Project, it had not been completed when the survey was conducted.

Eleven (11) schools in the project areas had staff quarters. However, five of them have not been completed when the survey was conducted.

As summarized in Table 9, 17 schools in the project areas had functioning wells. JSS in Tonko Limba has constructed toilets during the project.

Table 9: Water and Sanitation Facilities in the Schools

	Tonko Limba	Magbema	Bramaia	Control area
No. of school with functioning well				
JSS	0	0	1	-
Gov	2	7	1	1
Com	2	3	1	1
No. of school with functioning toilet				
JSS	1	1	1	-
Gov	3	8	4	1
Com	5	4	6	1
No. of students per functioning toilet holes^{*1}				
JSS	78.0	311.0	42.5	-
Gov	95.2	125.3	67.3	133.8
Com	74.8	146.4	72.1	64.5

*1: Numerator is number of enrollment in 2007/08. (As of March 2008)

All target schools had functioning toilet. However, a large number of students shares one toilet holes and JPT observed some students still went to bush for toilet. A half of the schools had pit latrines, but some schools installed VIP latrines during the project. (Figure 16)

Seventeen (17) schools had functioning wells. Some schools also had wells but those were out of use because of low water level or breakdown of the pump. The major type of wells was deep well³ as presented in Figure 17.

³ Although the respondents answer “deep well”, it should be noted that some of them do not understand the correct definition of deep well and shallow well. However, the answers of the respondents are referred to in this report.

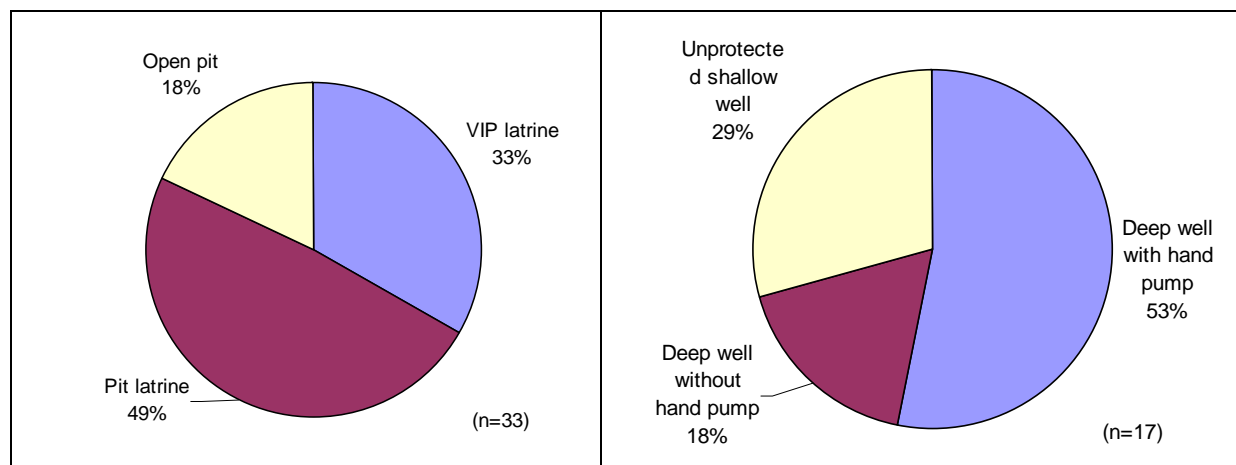


Figure 16 Type of Functioning Toilets

Figure 17 Type of Functioning Wells

(As of March 2008)

Table 10 shows how many students shared one sitting space (desk and chair) in the classroom. The number of desks and chairs was not enough in Magbema.

Table 10: Estimated No. of Students Per Desk/ Per Chair

		Tonko Limba	Magbema	Bramaia	Control area
Students /desk	JSS	0.9	1.3	0.5	-
	Gov assisted PS	1.2	3.0	1.3	1.3
	Community school	1.6	4.5	1.3	1.5
Students /chair	JSS	0.9	1.4	0.5	-
	Gov assisted PS	1.2	3.6	1.6	1.2
	Community school	1.6	4.5	1.2	1.4

(As of March 2008)

Note: Numerator is the number of enrollment in 2007/08.

The capacity of a long desk and bench chair is estimated as 3 students per desk/ chair.

All schools had textbooks for mathematics, language, social studies and science. JPT distributed some textbooks, and some schools purchased by their own efforts through the use of profit from school garden. Table 11 summarizes how many students shared one text book. Although all schools have textbooks, the number was generally not enough. More than 30 students shared one textbook in most of the community schools in Magbema. Around ten students shared one textbook in the community schools in Tonko Limba.

Table 11: Number of Students per Textbook

		Tonko Limba	Magbema	Bramaia	Control area
Mathematics	JSS	1.2	17.0	1.7	-
	Gov	1.9	9.0	2.0	2.1
	Com	15.9	46.5	9.4	15.8
Language Arts	JSS	1.2	28.3	2.0	-
	Gov	2.3	10.0	1.9	21.8
	Com	14.8	47.1	11.5	19.8
Social Study	JSS	1.2	99.0	1.7	-
	Gov	2.1	9.2	1.9	2.7
	Com	12.0	46.9	9.1	14.5
Science	JSS	1.2	28.0	1.7	-
	Gov	3.1	7.7	2.1	4.5
	Com	15.7	31.2	8.8	8.7

Note: Numerator is the number of enrollment in 2007/08.

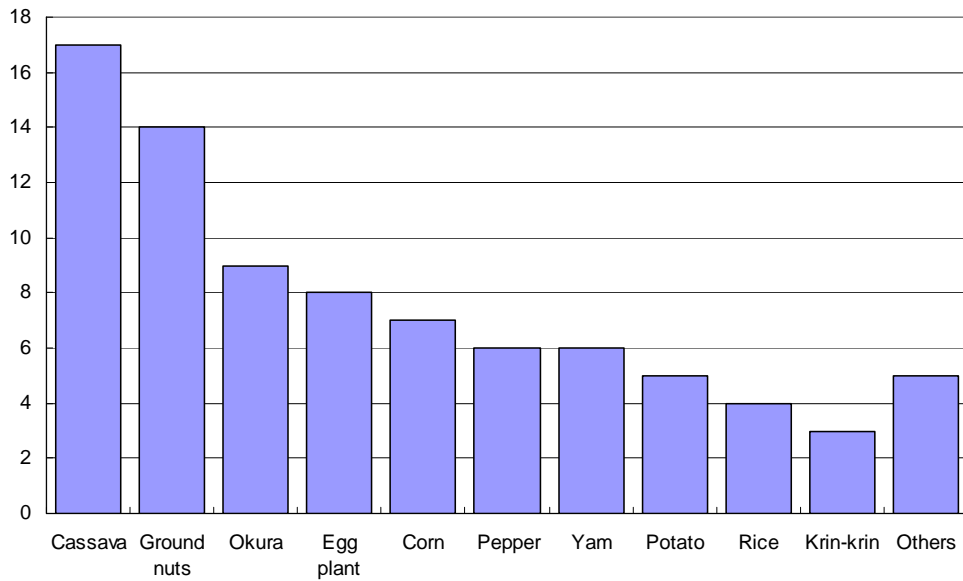
(As of March 2008)

As for sports equipment, seven schools in the project areas had some, such as volleyballs, footballs and volleyball net. No school had science education equipment, although JSS in Magbema had a plan to procure it when they could receive support from their religious mission.

(4) School Garden

Thirty (30) schools in the project areas, which included all schools in Magbema, ten out of 11 in Bramaia and seven out of nine in Tonko Limba, had school gardens. Some of them have started it after sensitization by JPT as “self-help activities,” and most of them have continued it throughout the project period. The acreage of the school gardens ranged from 1.0 to 6.0, and was 2.3 on average.

As shown in Figure 18, the major crops in the school garden included cassava, groundnuts, okra, and egg plant. Others included oil palm, tomato, etc.



Note: Krin-krin is local green leaf similar to Jew's marrow which becomes sticky when cooked.

Figure 18 Plants in School Garden (n=30; multiple answers)

The use of harvest from the school gardens is summarized in Figure 19. Most government assisted primary schools and community schools used the harvest for school feeding as supplemental food materials. Groundnuts and pepper were sold to earn cash to purchase stationeries or to support teachers' incentives and school facility improvement.

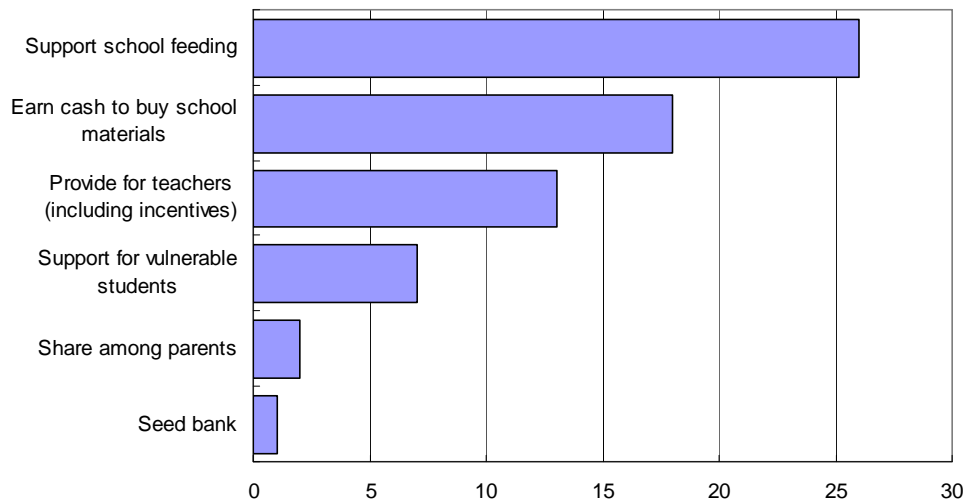


Figure 19 Use of Harvests from School Garden (n=30; multiple answers)

Teachers and students worked in the school garden in all of the schools with school gardens as shown in Figure 20.

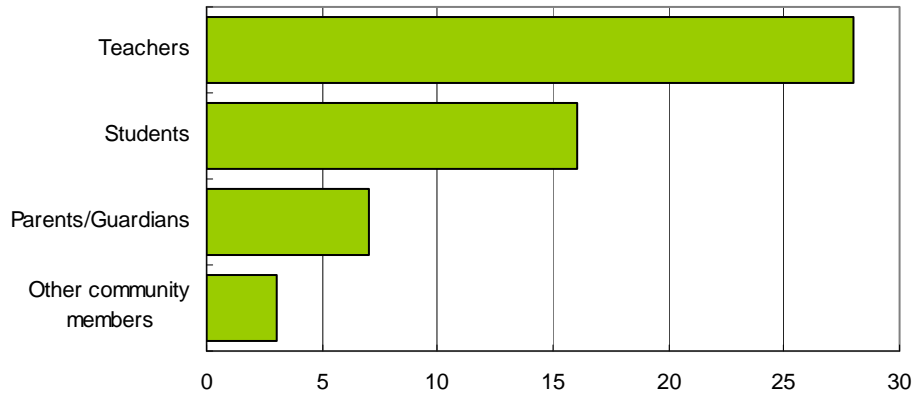


Figure 20 Major Caretakers of School Garden (n=30; multiple answers)

(5) Satisfaction with the Schools

As shown in Figure 21, 84% of the students enjoyed going to school because they could play with their friends, teachers' behavior was good, and they wanted to be educated. Provision of school meal might be an important factor for students who did not enjoy going to school. When they could not have a meal at school, they tended to be discouraged to go to school.

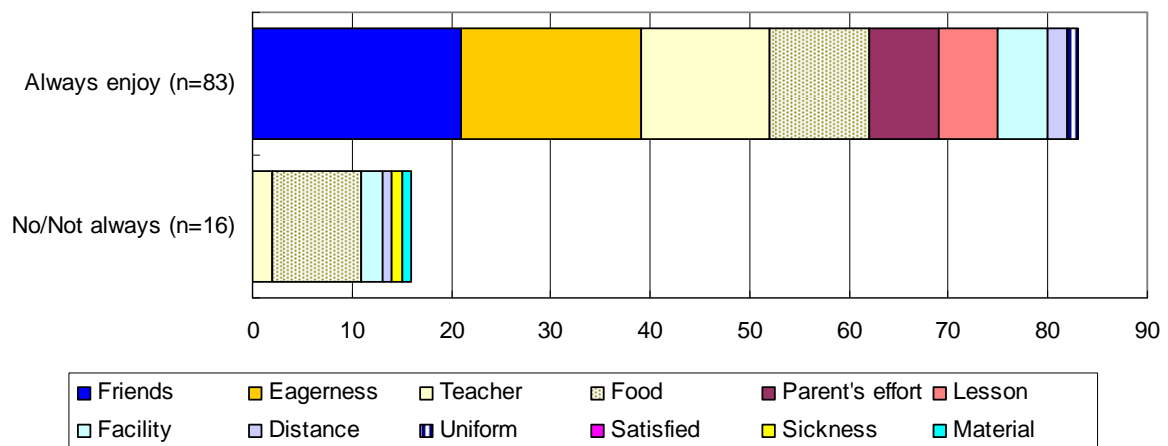


Figure 21 Reasons for Enjoying/ Not Enjoying Going to the School (Students)

In the classrooms, 90% of the students enjoyed learning because the teachers gave them good lessons patiently and kindly, so that they could learn new things every day. Some stated that their teachers had strong commitment. And now, the quality of lessons might have been improved because 26% of the students stated that the lessons were interesting and understandable. The teachers' behavior and quality of lessons might also affect the students negatively. Some students could not enjoy learning

because teachers sometimes got angry with them or digress from the subject. Others felt that parents' support was not enough to enjoy learning in school. (Figure 22)

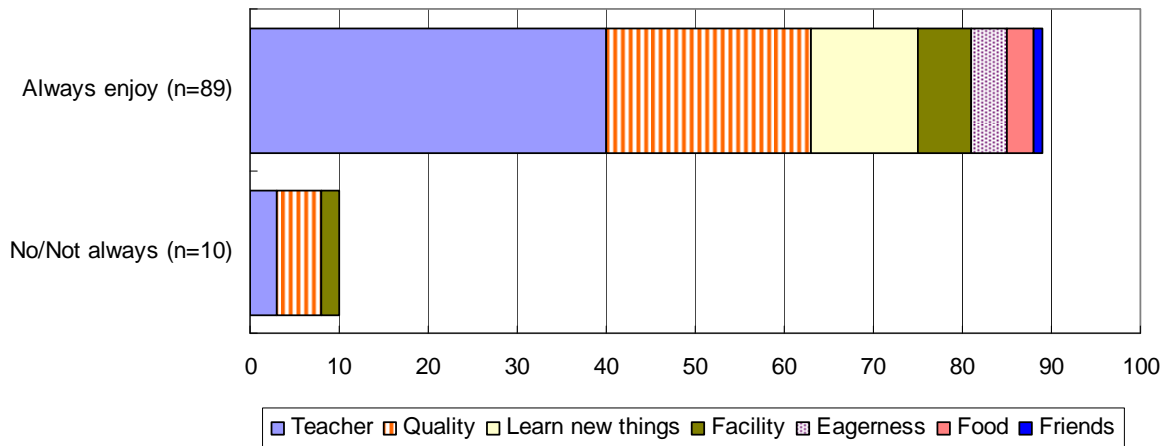


Figure 22 Reasons for Enjoying/ Not Enjoying Learning in the School (Students)

Thirty eight percent (38%) of the teachers did not always enjoy working in the schools because they were not paid enough or regularly. These financial conditions might discourage them. Sixty two percent (62%) of the teachers were positive because they had a good relationship with parents, students and colleagues, and they could receive necessary support from the community. (Figure 23)

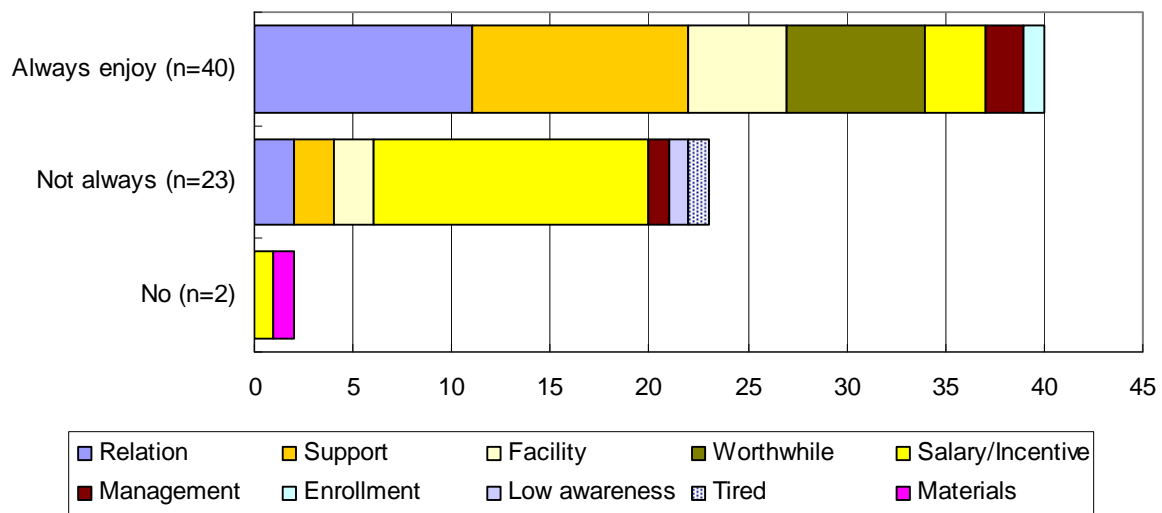


Figure 23 Reasons for Enjoying/ Not Enjoying Working in the School (Teachers)

Although teachers enjoyed working, 66% of them were not satisfied with the school. The major reasons included inadequate facilities, equipment such as school furniture, and teaching and learning materials as shown in Figure 24. Thirty three percent (33%) were satisfied with the improved facility and enough teaching and learning materials and equipment.

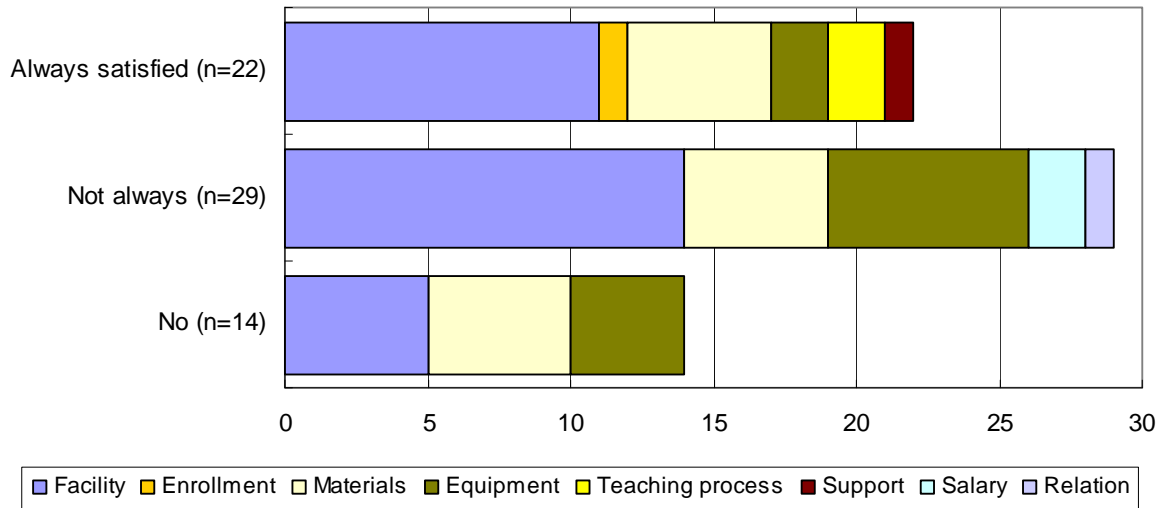


Figure 24 Reason for Satisfaction/Dissatisfaction with the School (Teachers)

Ninety three percent (93%) of the parents/guardians were satisfied with the schools as shown in Figure 25. The major reasons were related to the quality of education and child development. They stated that teachers provided good lesson for children and the results of examination were good. They found development of their children in their discipline and new knowledge. Some parents were also satisfied with the school facility.

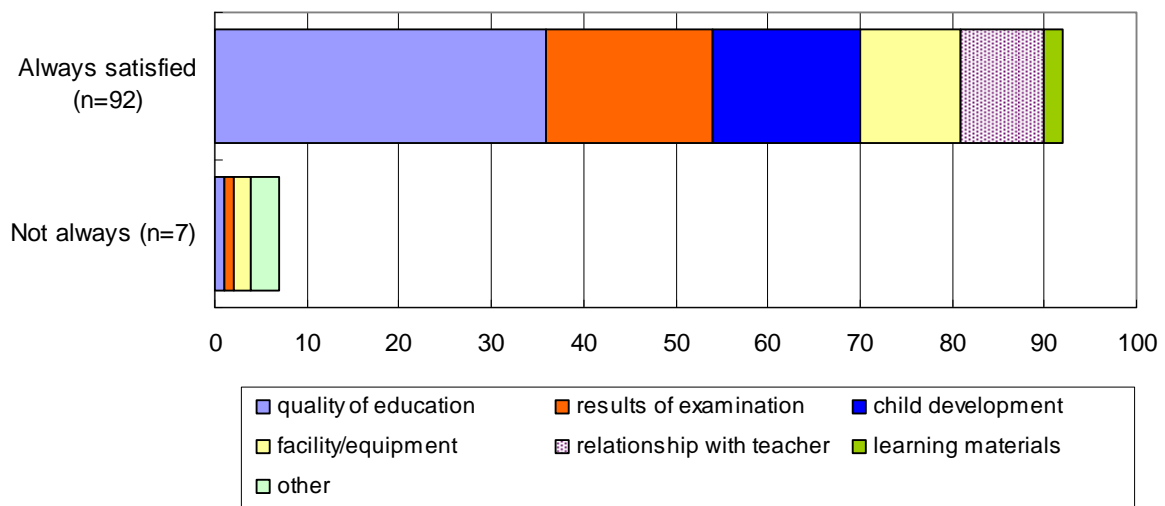


Figure 25 Reason for Satisfaction/ Dissatisfaction with the School (Parents/ Guardians)

Ninety four percent (94%) of the parents/guardians were satisfied with the behavior and commitment of teachers. They stated that teachers were dedicated to teaching and always paid attention to children. (Figure 26)

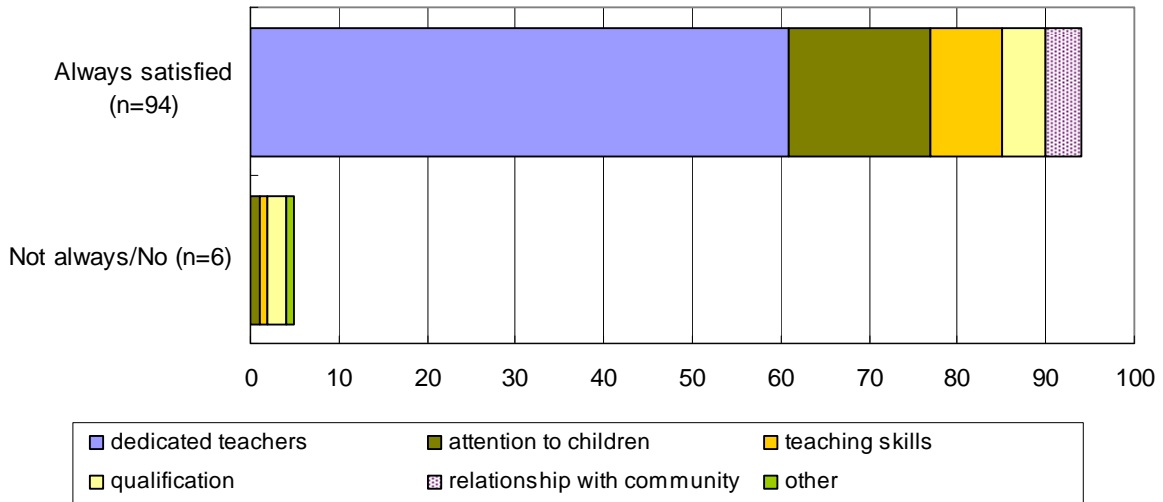


Figure 26 Reason for Satisfaction/ Dissatisfaction with Teachers (Parents/ Guardians)

(6) Community and Schools

All the parents/guardians provided support to the schools. As shown in Figure 27, most of them provided cash or in-kind support besides participation in school improvement works. Labor contribution here might be those for Micro Projects. Some assisted teachers in the class.

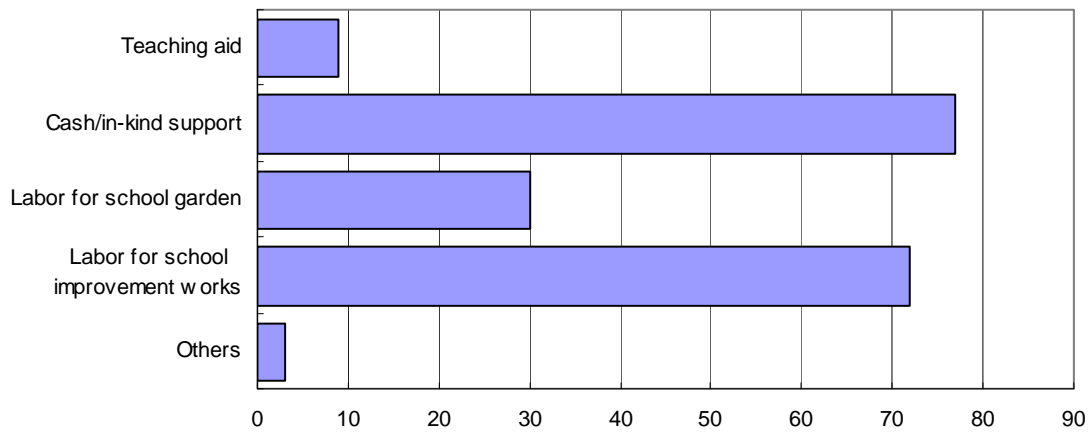


Figure 27 Support for Schools by Parents (n=99; multiple answers)

Generally, schools and communities helped each other. Labor was the common form of assistance. The community mobilized people for facility improvement, preparation for and participation in school-related events, and cleaning of the school compound. The school mobilized teachers and students to help road maintenance and cleaning of community or religious facilities.

The participants of FGI also mentioned that youth and women contributed to education development mainly by providing labor forces for school facility improvement and school-related events. However, they seemed to be expected only as labor forces and their voices were sometimes ignored. People in school management groups, such as School Management Committee (SMC), Board of Governors (BoG) and Community and Teachers Association (CTA), had regular meeting and frequent visit to school to discuss the problem in the school and its solution with teachers.

3.3 Communities

(1) Demography

Demography in the project areas is summarized in Table 12. The total population in the project areas was approximately 75,630, or 8,534 households.

Table 12: Demography of the Respondent Villages

		Tonko Limba	Magbema	Bramaia	Control area
No. of villages		26	54	42	2
Population ¹	Average	488.6	660.3	488.6	303.5
	Min	32	117	20	
	Max	2,532	5,800	10,500	
	Total	12,216	35,658	27,486	607
Gender ratio ²	Average	0.86	0.84	0.71	0.70
Household	Average	65.0	87.2	53.7	45.5
	Min	6	12	3	
	Max	251	1,400	700	
	Total	1,624	4,708	2,202	89
Average size of household		7.2	9.8	13.1	7.0
Major ethnic group		Limba (73%) Susu (10%) Other (26%)	Temne (98%) Limba (2%)	Susu (98%) Temne (2%)	Susu Temne
Major religious group		Muslim (62%) Catholic (8%) Protestant (19%) Other (15%)	Muslim (100%)	Muslim (100%)	Muslim (100%)

*Note: 1: Two villages in Magbema had no information of population and number of household.

2: Gender ratio = men population ÷ women population

The average gender ratio suggests that the number of women exceeds men in most of the communities.

According to the village chiefs, in 60% of the communities more people have moved in, while more people have moved out from 4% of them in the one year and 34% has no change in population.

(2) Economy

The major income earning activities in the community were agriculture and trading. (Figure 28) The major sources of income of the sample households⁴ were both agriculture and trading/small business. (Figure 29)

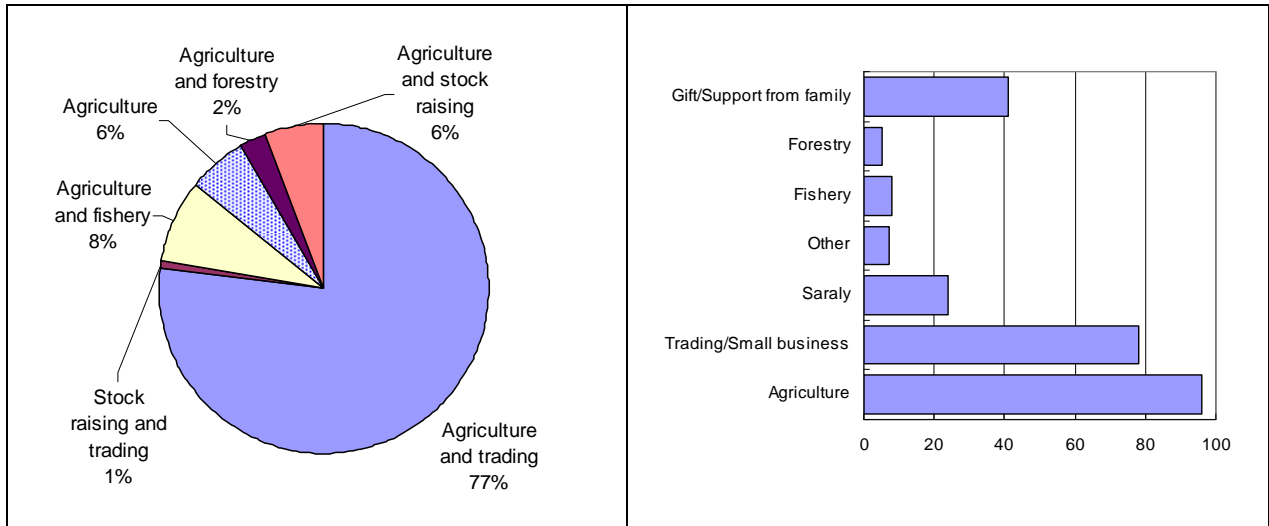


Figure 28 Major Income Earning Activity in the Target Villages (n=123)

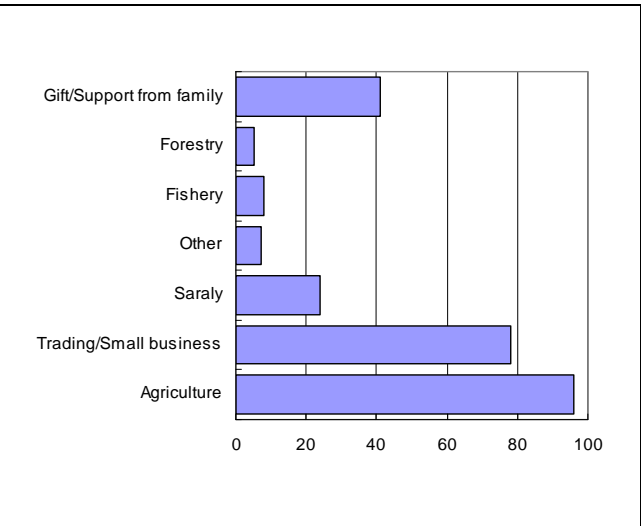


Figure 29 Major Source of Income of Sample Household (n=99) (multiple answers)

As shown in Figure 30, around 40% of men and women aged 18 to 60 in the sample household were still student and 24% of men and 7% of women worked in the agriculture sector as their primary occupation. Twenty five percent (25%) of women worked in petty trade, known as “market mammy”.

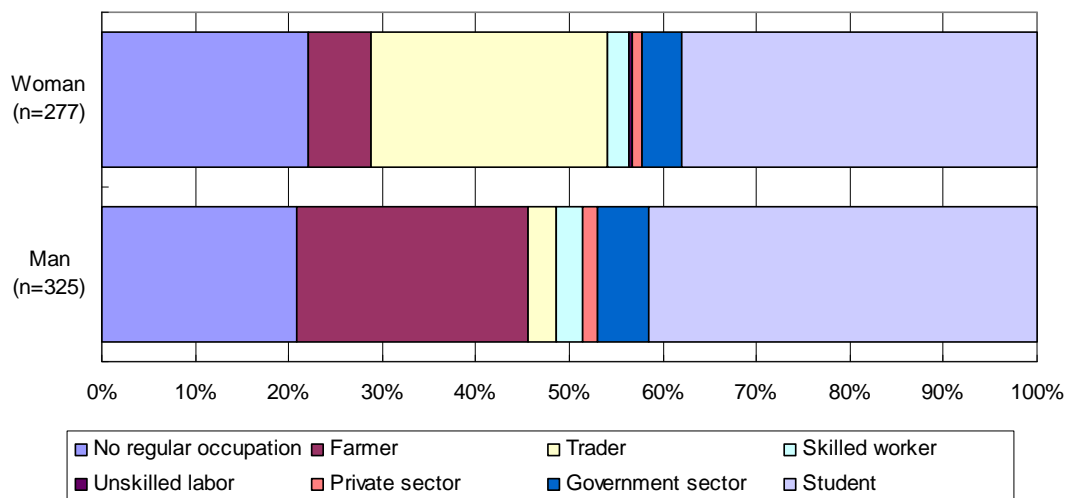


Figure 30 Occupation of Member of Household (Age 18 to 60)

⁴ Parents/guardians of the school children.

According to the village chiefs, the living condition of the people has been getting worse in a year in 61% of the communities because of the market situation. On the other hand, it got better in 27% of the communities thanks to the improvement of agriculture productivity and access to the market, although the prices had been sharply raised due to the oil price raise and the change of economic policy. (Figure 31)

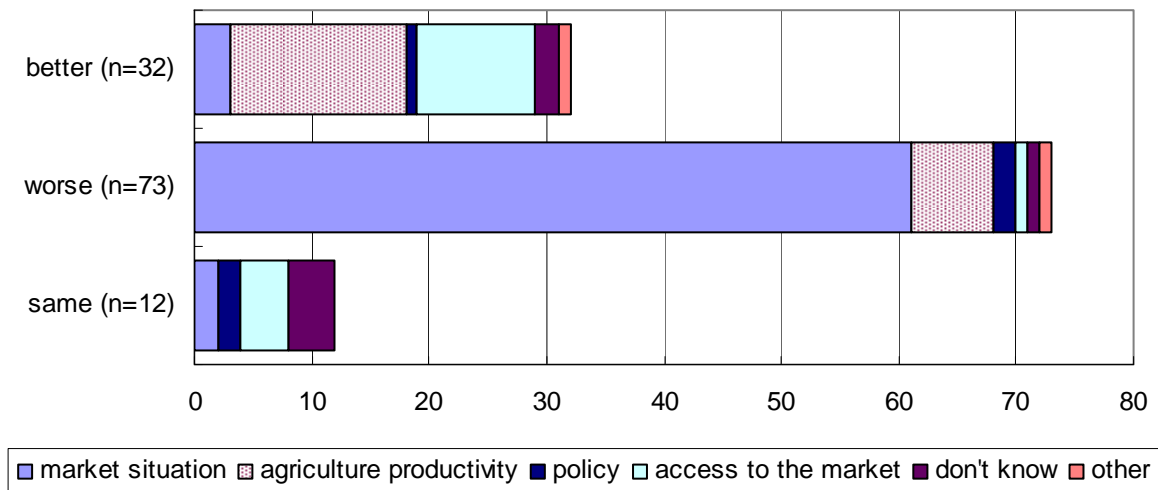


Figure 31 "Do you think the life of people here is better than the last year and what is the reason?"

(3) Water and Sanitation

Figure 32 shows the major water sources in the community, according to the village chiefs. In more than 60% of the communities in Bramaia and Tonko Limba and nearly 70% in Magbema, people obtained water from unsafe sources such as unprotected spring, shallow well, swamp and river. Especially in Tonko Limba, the major water source was swamp in 38% of the communities.

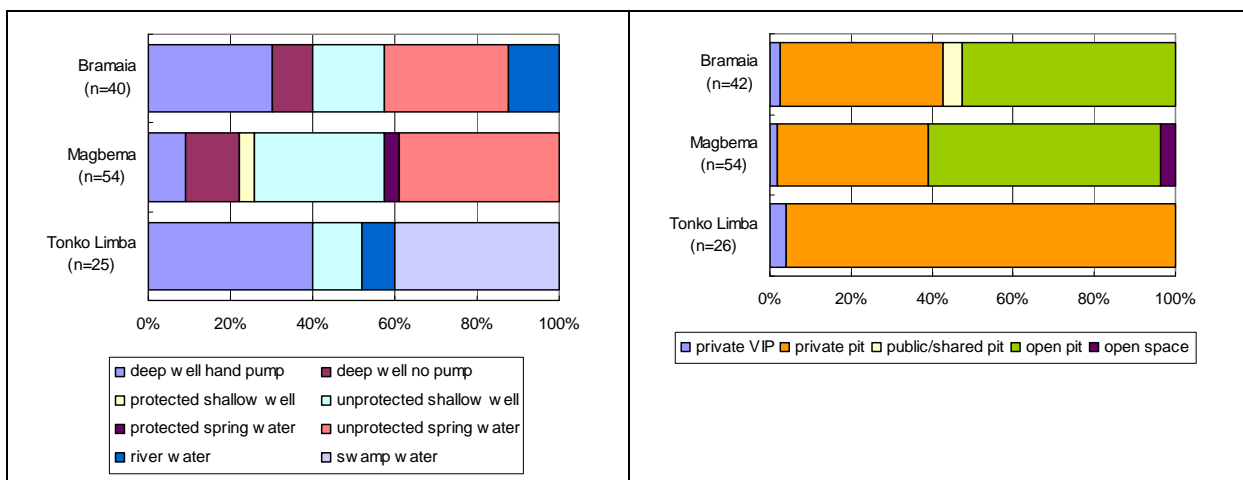


Figure 32 Major Water Sources⁹ in the Community

Figure 33 Major Type of Toilet in the Community

Figure 33 shows the major types of toilet in the community, according to the village chiefs. In Magbema and the control area, open space and open pit were still common. Private latrines seemed to be popular in Tonko Limba and Bramaia. However, the tendency among the sample households was different. In the sample household, 59% of them used private pit latrine and 20% use open pit and open space.

(4) Access to the Public Facilities

Figure 35 shows the distance from the communities to the nearest public facilities such as main motor road, primary school, health facility and market, according to village chiefs.

Main Motor Road

The average distance to the nearest main motor road from the communities is 7.5km in Tonko Limba, 8.1km in Magbema, and 5.3km in Bramaia. Generally, people reach the road on foot or by bicycle.

As shown in Figure 34, most of the communities in the project areas have no regular public transportation.

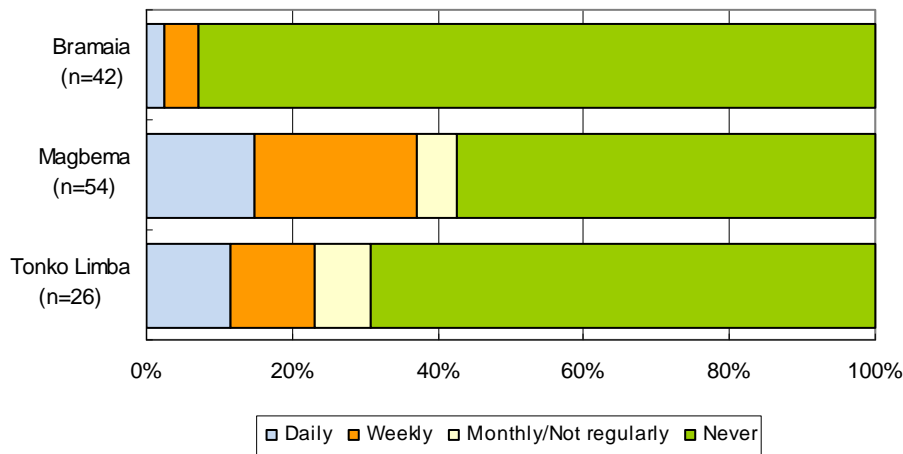
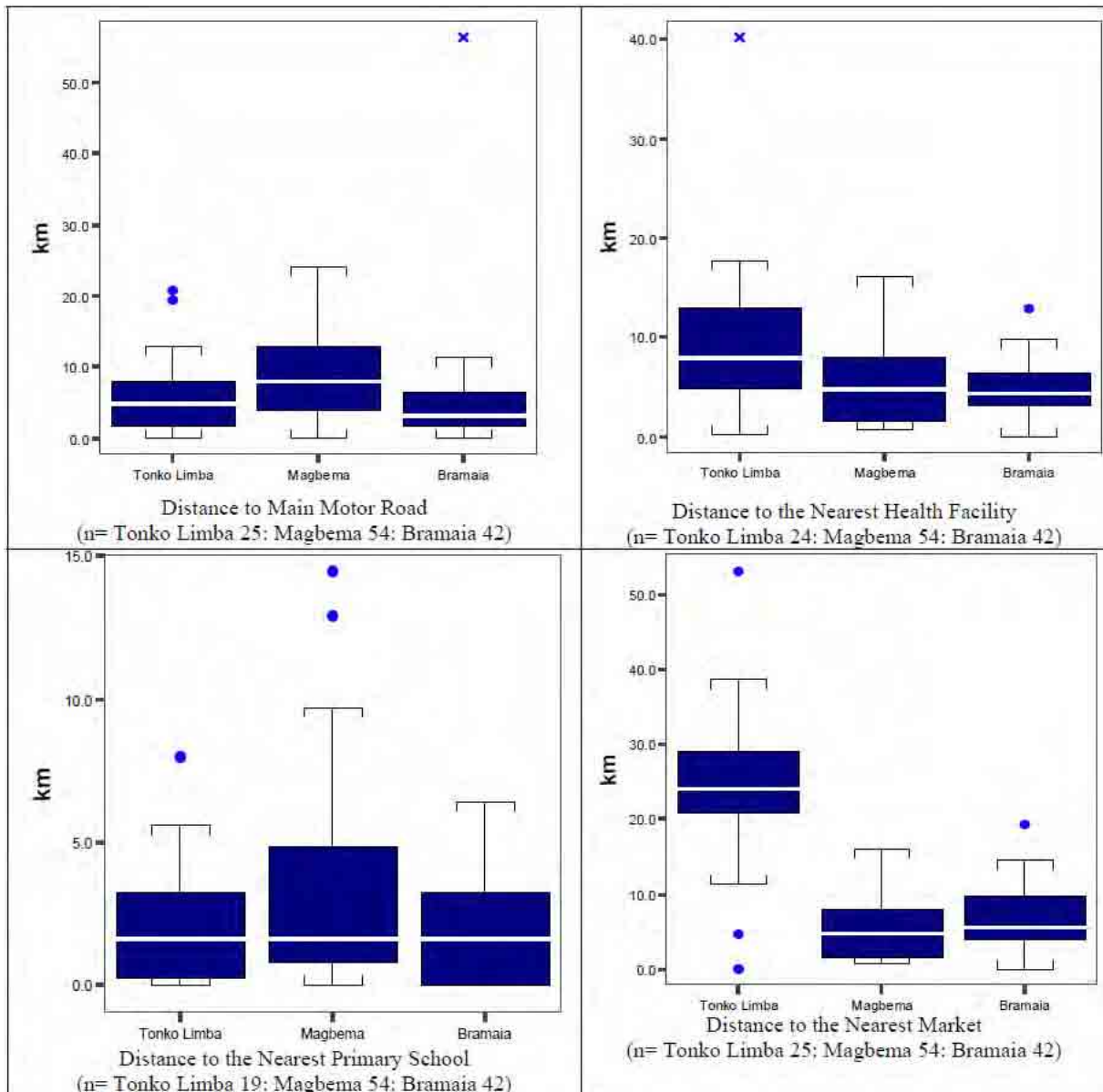


Figure 34 "How often the public bus goes through your community?"

In one remote village in Tonko Limba, after the feeder road had been improved by Micro Project, the public bus started running regularly.



Note: Maximum value (except extreme values and outliers) 75% Outliers
 Minimum value (except extreme values and outliers) 25% Extreme values
 (Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)

Figure 35 Distances to the Nearest Public Facilities (Main Motor Road, Health Center, Primary School and Market)

Health Facility

The average distance to the nearest health facility from the communities is 10.3km in Tonko Limba, 5.0km in Magbema, and 4.7km in Bramaia. Generally, people access the facility on foot or by bicycle, taxi and hammock to transfer the sick people. In the remote areas without a public transportation, medical care might be more costly as people have to pay for the transportation.

As shown in Figure 36, the nearest health facility is a health center in the project areas in general.

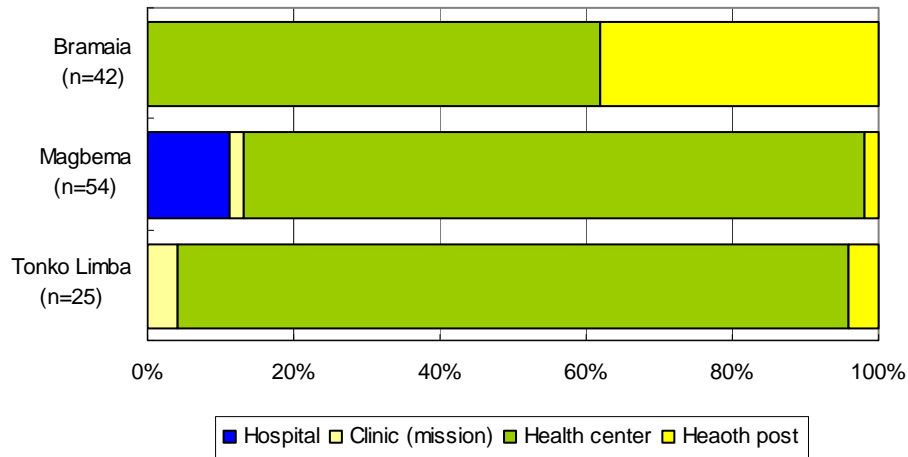


Figure 36 Type of the Nearest Health Facilities

A health post was established under the Micro Project in a remote area of Magbema and the access to health services might be improved in the surrounding area.

Common health problems for the last three months among the family members were fever and malaria. As shown in Figure 37, many people relied on health center for treatment in Tonko Limba and Bramaia. Because Magbema is located nearer to Kambia town, the hospital was popular among people in Magbema. Traditional healer seemed to be also popular in Bramaia. A certain number of people did not seek care.

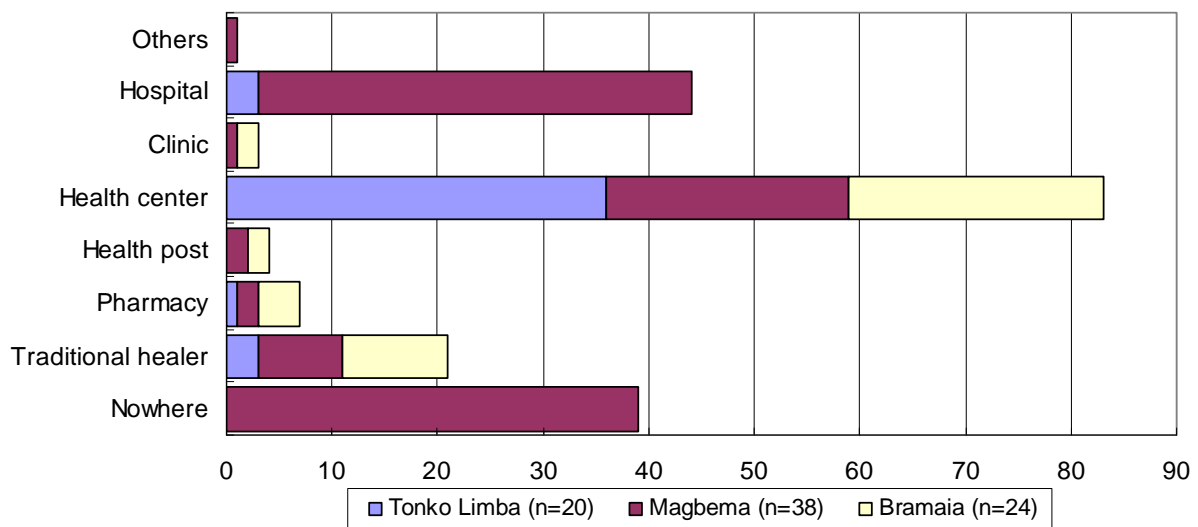


Figure 37 Care Seeking Behavior in the Last 3 Months (Sample households, multiple answers)

Primary School

The average distance to the nearest primary school from the communities is 3.3km in Tonko Limba, 3.1km in Magbema, and 1.8km in Bramaia. Generally, schools are available in closer distance to the communities than other public facilities. Generally, students go to school on foot. Bicycle also seemed to be popular in Bramaia and Magbema.

Twenty six percent (26%) of the villages have another nearest primary school than the target schools. According to the village chiefs, enrolment decreased in some of those schools.

Market

The average distance to the nearest market from the communities is 23.8km in Tonko Limba, 5.8km in Magbema, and 6.9km in Bramaia. Generally, the nearest markets from the communities are Madina in Tonko Limba, Bamoi Luma in Magbema and Kukuna Town in Bramaia. These markets basically open every day with a small number of retailers and have larger number of traders in two “market days” in a week. Generally, people access the markets on foot or by bicycle.

In a remote area of Tonko Limba, after the road was improved under Micro Project and the public bus started running, a weekly market has opened and operated regularly until now.

(5) Socially Disadvantaged Group

Involvement and Support

Table 13 summarizes the situation of socially disadvantaged groups, according to the village chiefs. At the endline, more villages provide support to such groups. The major support was in-kind, such as seed for agriculture and mental support. Some ECDCs provide financial support such as exemption of school-related fees (all or part) and stationery to students from vulnerable family. One ECDC in Bramaia prioritized the vulnerable people in its livestock bank. One ECDC in Magbema provided micro credit for hard working women in difficult situation.

Table 13: Socially Disadvantaged Groups
- Involvement in Community Activities and Support from the Community -

		n=	Involvement		Support	
Orphans	Tonko Limba	24	91.7%	(22)	87.5%	(21)
	Magbema	54	98.1%	(53)	96.3%	(52)
	Bramaia	42	95.2%	(40)	95.2%	(40)
	Control area	2	-	(2)	-	(1)
Physically handicapped	Tonko Limba	25	100.0%	(25)	84.0%	(21)
	Magbema	47	95.7%	(45)	95.7%	(45)
	Bramaia	34	38.2%	(13)	94.1%	(32)
	Control area	1	-	(1)	-	(1)
Out-of-school children	Tonko Limba	23	100.0%	(23)	95.7%	(22)
	Magbema	32	100.0%	(32)	100.0%	(32)
	Bramaia	33	75.8%	(25)	100.0%	(33)
	Control area	1	-	(1)	-	(0)
Dropout youth	Tonko Limba	23	100.0%	(23)	95.7%	(22)
	Magbema	53	100.0%	(53)	100.0%	(53)
	Bramaia	39	100.0%	(39)	87.2%	(34)
	Control area	2	-	(2)	-	(2)
Women as social disadvantaged group	Tonko Limba	25	100.0%	(25)	96.0%	(24)
	Magbema	54	98.1%	(53)	98.1%	(53)
	Bramaia	38	92.1%	(35)	89.5%	(34)
	Control area	2	-	(2)	-	(2)

Barrier to the School

Among the member of the sample households, 7% of the children aged from 6 to 12 and 7% of those aged from 13 to 17 were not in school.

According to the participants of FGI, the barriers for the children to go to school were summarized in Figure 38. Most of the groups pointed out that the difficult situations of parents (poverty, sickness or death) hinder children from going to school. Also, some mentioned that some teachers and parents do not encourage children to go to school. Bad influence of friends was also mentioned.

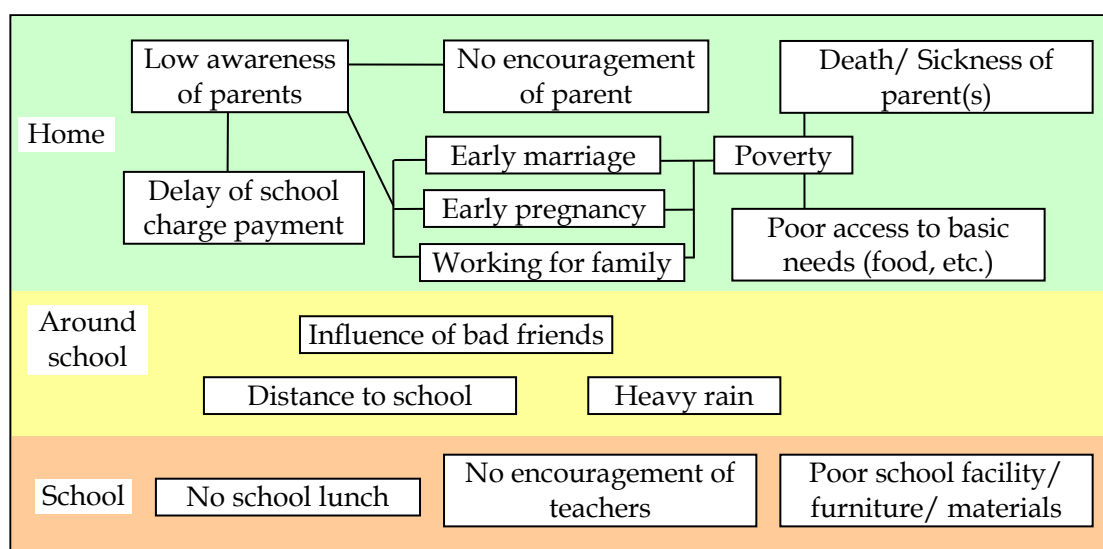


Figure 38 Barriers for Children to School

Twenty three percent (23%) of the out-of-school children⁵ have never received formal education. Forty three percent (43%) of the out-of-school children dropped out from primary education. Among them, 54% dropped out by class 3 in primary education. Thirty four percent (34%) of the out-of school children were actually registered in school but they were found in places outside school such as market or farm. The major reasons of being out of the school included that their parent did not pay school fees and they had to do some domestic works.

Figure 39 shows the highest education of youth. Thirty seven percent (37%) have never received formal education. In total, 30 % of the youth dropped out from primary or secondary education (15% dropped out from primary education).

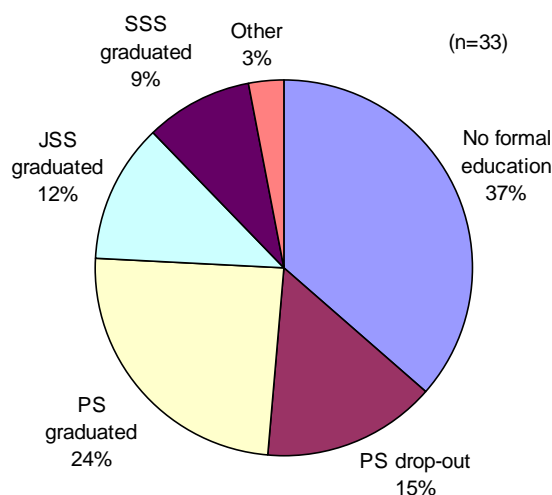


Figure 39 Education of Youth

As a result, 76% of the youth cannot read English fluently and 29% cannot communicate even in Krio fluently.

According to the youths and out-of-school children, the major reasons for dropout or not enrolling in school are summarized in Figure 40.

⁵ Out-of-school children in this endline survey were defined as children aged 10 to 15 who found out of school such as market or road during school hours.

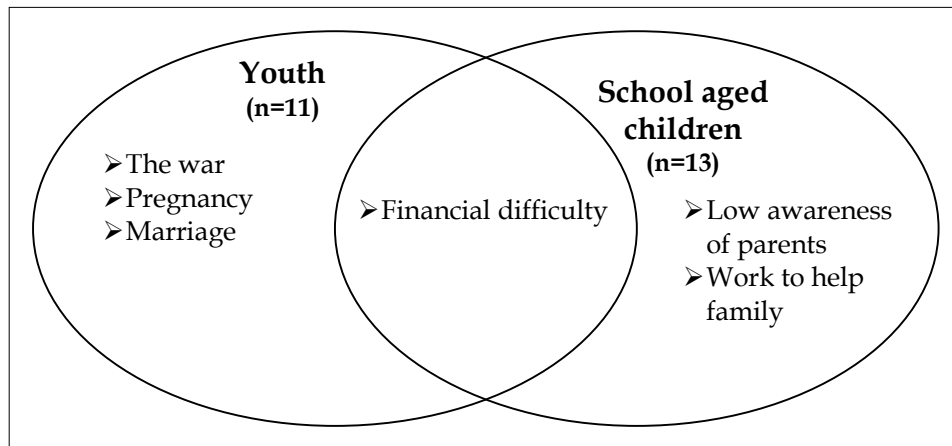


Figure 40 Major Reasons for Dropout/ Not enrolling Schools

Figure 41 shows the perception of the village chiefs on the situation of school aged children who do not go to school. According to them, the number of out-of-school children has decreased in 84% of the villages in the one year because of the high awareness on the importance of education among the community members.

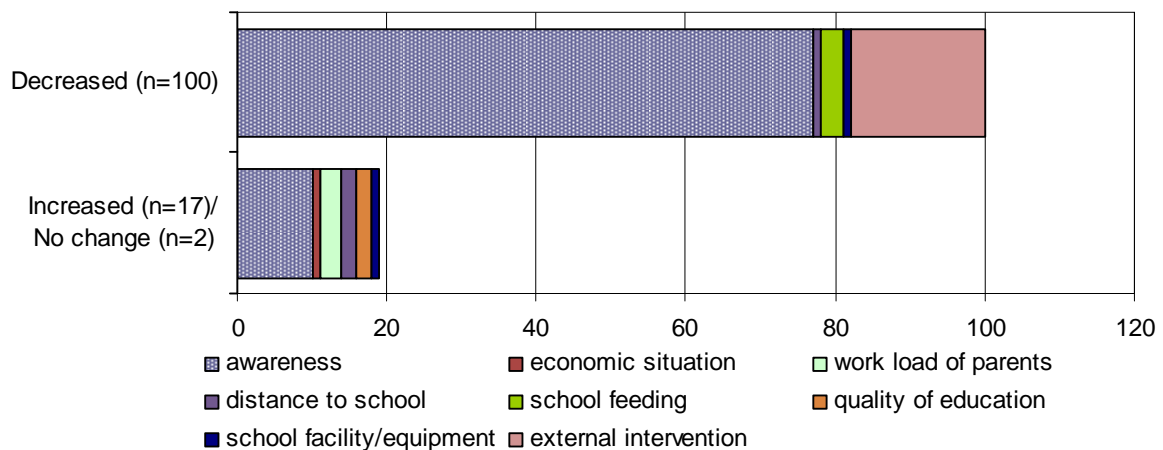


Figure 41 “Did out-of-school children increase in this year, and what is the reason?” (Village Chiefs)

As shown in Figure 42, more girls go to school than the last year in 93% communities thanks to the high awareness.

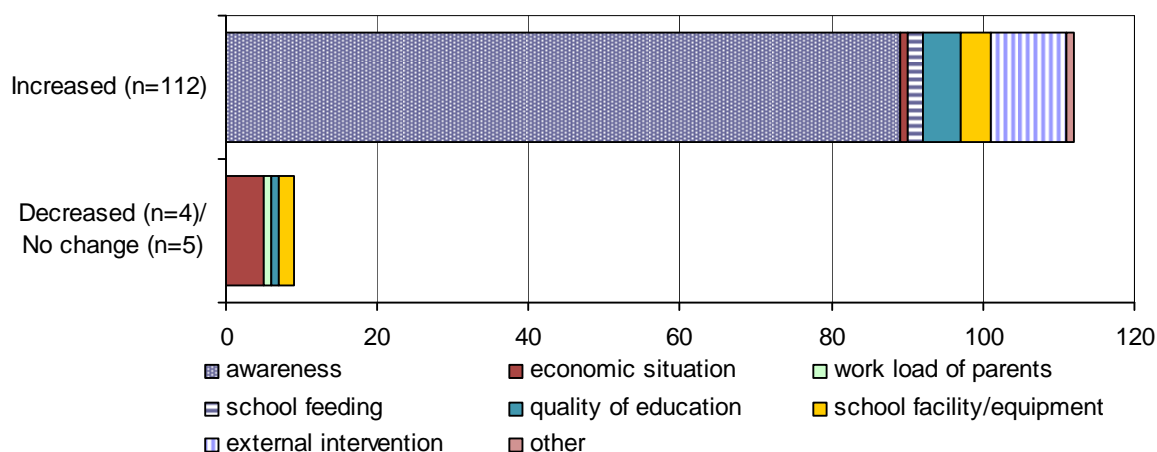


Figure 42 “Do more girl children go to school than last year, and what is the reason?” (Village Chiefs) (multiple answers)

Some village chiefs pointed out that because of intervention by this project, more people became interested in education and as a result, the awareness on the importance of education improved.

Forty six percent (46%) of the youth and 83% of the out-of-school children wanted to go or go back to school because they wanted to be educated;

- to be engaged in better job,
- to help their family,
- to be a good leader in their community,
- to contribute to development of their community,
- to reduce the burden of domestic works and farming, and
- not to be looked down on from other people.

However, 54% of the youth and 24% of the out-of-school children were reluctant to go back to school because they, especially youth, were responsible for their family, preferred to learn skills to earn income, and thought it was difficult to convince their family to go to school. Also, 73% of the youth have not received even non formal education such as skills training and literacy.

Children, Youth and Women in Community

Table 14 summarizes the discussion in the focus group interview on weakness/problem and strength/opportunity of children, youth and women.

Table 14: Weakness/Problem and Strength/Opportunity of Children, Youth and Women

	Weakness/ Problem	Strength/ Opportunity
Children	<ul style="list-style-type: none"> • They have to rely on their parents. • They are not disciplined at home and sometimes defiant. • They are sometimes influenced by bad friends/people. • Girl children are vulnerable to early marriage and pregnancy. 	<ul style="list-style-type: none"> • They can help their family in domestic works. • They can bring information from school to home and affect behavior change of their family. • They have potential to be educated to contribute to future development.
Youth	<ul style="list-style-type: none"> • They are marginalized or ignored in decision-making. • They are too much afraid of criticism. • They are easily influenced by the others. • They isolate themselves in the community. • They are not respected in community meeting/ community development activity. • Their ownership of community development is low. • Their groups sometimes have low transparency and unity. • They are not disciplined. 	<ul style="list-style-type: none"> • They can contribute to community activities as skilled and unskilled labors. • They form groups to contribute to road maintenance, community cleaning and fund raising activities. • They can learn things fast. • They can spread information quickly. • They monitor community asset. • They form groups to develop community/ improve their life. • They organize group farming.
Women	<ul style="list-style-type: none"> • They are marginalized or ignored in decision-making. • They are inferior in the community. • They are passive. • They respect elder men too much. 	<ul style="list-style-type: none"> • They can contribute to community activities as labors and cook for “food for work”. • They organize group farming and other self-help activity. • Their unity is strong. • They can support their husbands in farming. • They can raise their children. • They work hard at house, farm and market. • They are strong at home.

The participants thought that children needed education to take right way to develop themselves and community. This suggests that people in the project areas were aware of the importance of education. Comparing with the baseline, more strength of youth and women were pointed out. This suggests that people in the project areas were more interested in them. Although youth were sometimes isolated in the community, they could learn new method quickly and might become a key payer in development. Women were still reticent in public, but they had strong unity and sometimes could control their family. Participants also thought that women and youth could take action to improve their situation on their own initiative.

The following aspects were mentioned as the background of the above weakness.

- Influence of the war

- Poverty
- Lack of social services (health, recreation, etc.)
- High illiteracy rate
- Lack of education and skills training
- Old way of thinking of elders about gender and girls education
- Domination of administration/ decision-making by the elder

Youth seemed to be the one influenced by the war the most because they missed the opportunity for education and moral development during that period. Many of them could not get a stable occupation as some do not have enough sociability. Although most of the youth had occupation such as farming, teaching in a school and trading, they cannot earn enough to feed even themselves. Most of them rely on financial support from their parents or partners (husband/ wife).

On the other hand, 67% of the youth belong to community groups to survive, to contribute to development of their community, and to ensure their position in the community. The major activities of these groups were micro finance and group farming. In addition to such group activities, most of the youth participate in community activities, usually as labors, such as cleaning in the community, improvement of school facilities and road maintenance.

(6) Strength of the Community

In FGI, the participants discussed the strength of their communities. Although most of them did not seem to think that they have unique strength, some mentioned that they had the outcome of the Micro Projects such as seed bank, a power saw, a good school, a good access road, an oil palm farm, a drying floor, a toilet, and transparency and accountability in the community.

All groups mentioned that the most honorable person was chief and/or religious leader. The chief takes care of the community and keeps peace. The religious leader gives counseling and advice, and guides people's life.

3.4 Households

On average, eight to nine members lived in one household. Some families had 15 to 17 family members. Other than their own children, 15% of the responded household live with step child or adopted child. Twenty five percent (25%) of the parents/guardians were woman-headed household.

Polygamy seemed to be still common in Bramaia as shown in Figure 43. On average, three to four wives live in the polygamous families.

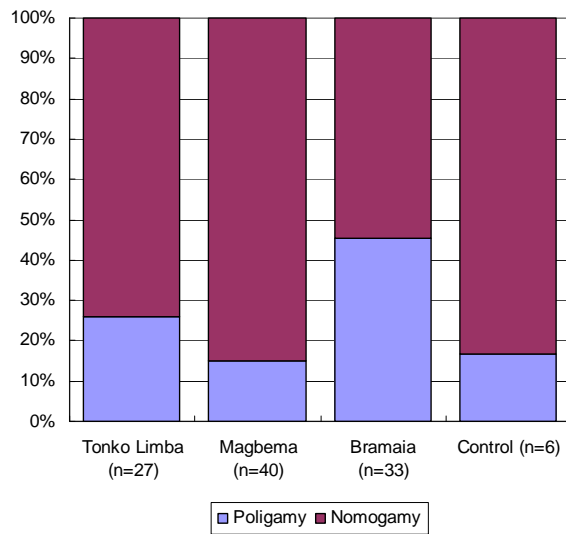


Figure 43 Polygamy and Monogamy in Sample Households

As shown in Figure 44, around 50% of the household members were under 17, which still needed care of parents/guardians. Men in working age (18 to 60) were less than women in the same age.

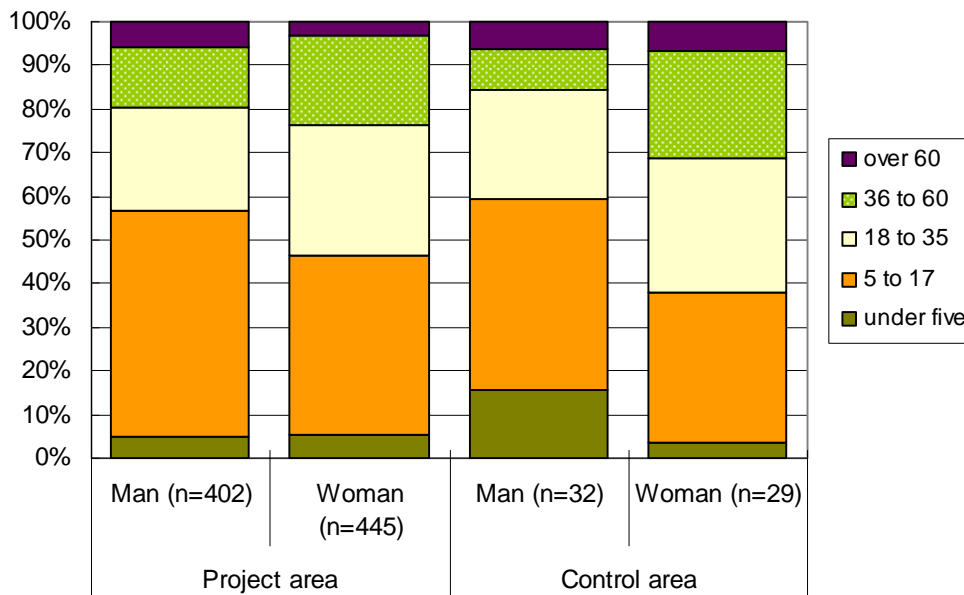


Figure 44 Age Groups in Sample Households

As shown in Figure 45, the level of education was different between men and women. More than 70% of women in the sample households did not graduate from primary school, while more than 20% of the men had education higher than JSS.

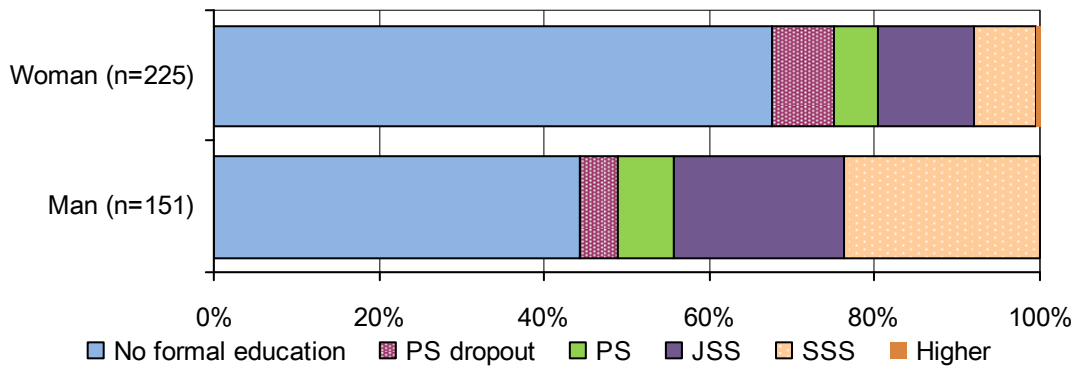


Figure 45 Highest Education of Family Members in Sample Household (Age 18 to 60)

This might affect the gender gap in the literacy level as summarized in Figure 46 (project area) and Figure 47 (control area). In the project area, nearly 30% of the women had difficulty in communicating even in Creole.

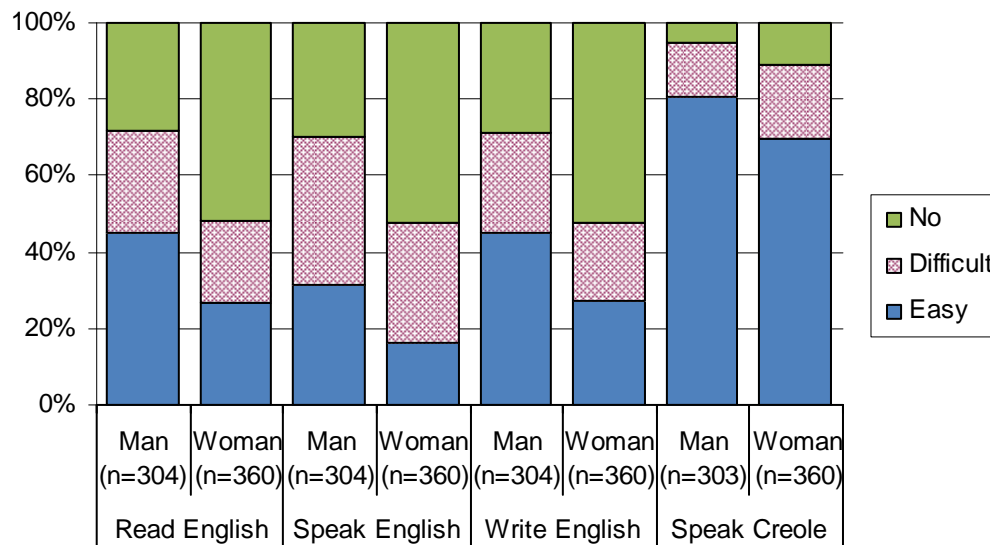


Figure 46 Literacy Level in Project areas (Age 10 to 60)

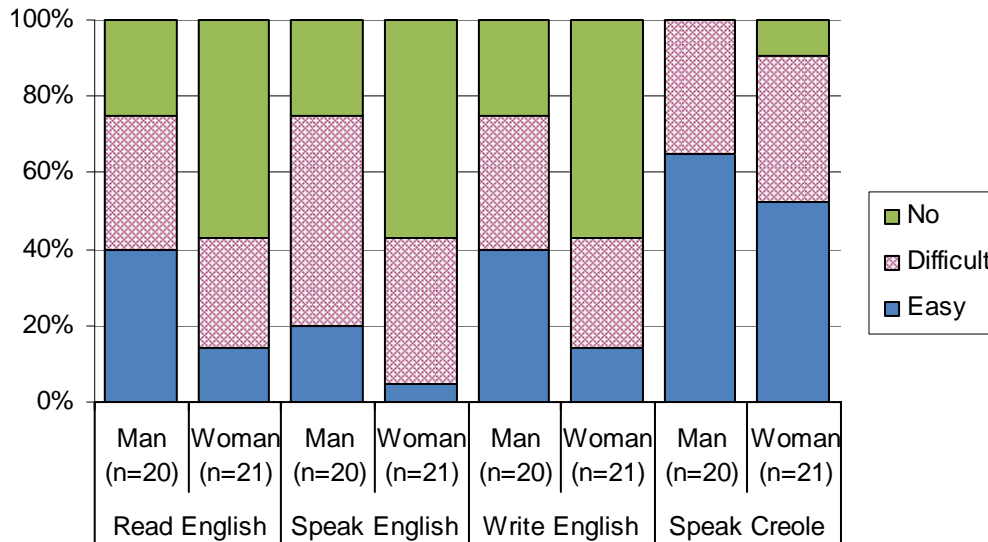


Figure 47 Literacy Level in Control Area (Age 10 to 60)

(1) Living Condition

The living condition of the sample households in the project areas is summarized as follows.

Tonko Limba: They mainly feed their family by farming and keeping livestock. The farm land was generally small. The recognized cash income was much more than the baseline and the gap among the households got bigger than the baseline.

Magbema: The gap was the biggest among the project areas. Farmers cultivate various crops. The proportion of people engaged in small business or petty trade was the highest. Households having goats increased and they kept more number.

Bramaia: The gap between the rich and the poor was not as big as Magbema. Farmers cultivate various crops and are also engaged in small business or petty trade. Households having goats increased. They cultivate the largest farm land, but the production per acre seems to be lower.

Figure 48 shows the living standard of the sample households represented by the material of their houses. Generally, their houses were made of tin/zinc (roof) and mud blocks (wall). For the floor, dirt/straw was common in Bramaia and Tonko Limba, while tile/concrete was common in Magbema. Generally, the gap of the condition of the houses was big in Magbema and Bramaia.

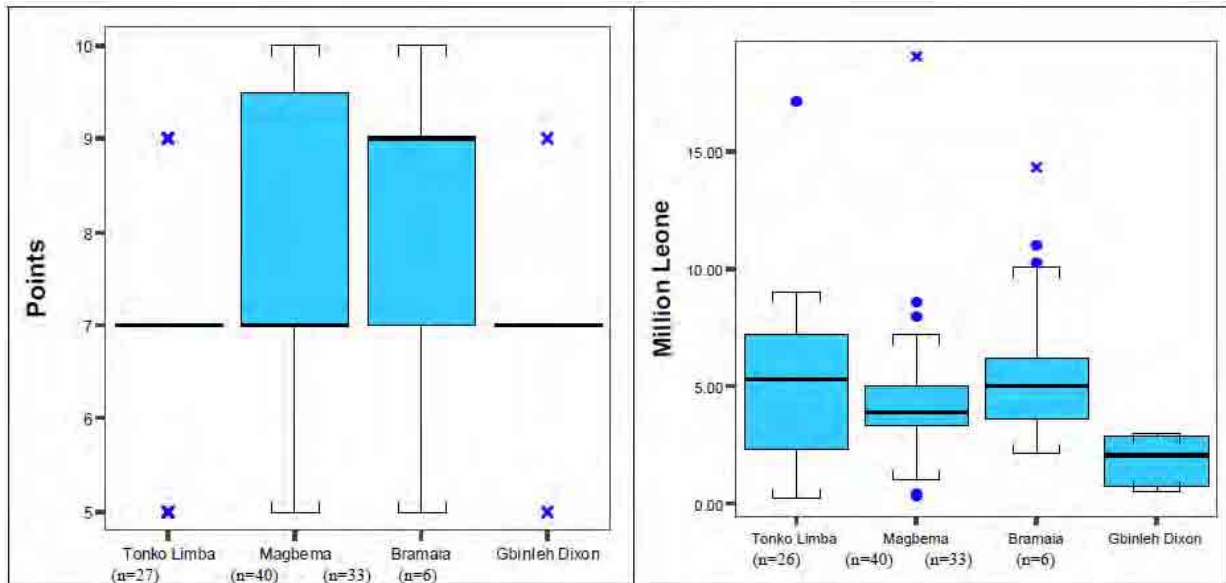


Figure 48 Materials of Houses (Roof, Floor and Wall)

Figure 49 Recognized Annual Cash Income from Major Sources of Income

Note: Points of the materials of house are total of the points of each parts of the house allocated in accordance with kinds of materials from 1 to 3. Smaller point represents cheaper material such as dirt for floor, thatch for roof and mud brick for wall.

Note: (Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)

As described in the prior section, the major sources of income were agriculture and trading/small business. Figure 49 summarizes the recognized amount of annual cash income from major sources of income (up to three) according to the respondents. Although JICA Project Team observed households in Magbema seemed to have more cash income and more opportunity to have it than the other two areas, the average income from these sources was Le 5.6 million (range: 0.2 - 17.0) in Tonko Limba, Le 4.4 million (range: 0.3 - 19.0) in Magbema, Le 5.8 million (range: 2.1 - 14.3) in Bramaia and Le 2.0 million (range: 0.6 - 3.0) in the control area. In Magbema, salary was also one of the major sources of income. Forty three percent (43%) of the households received cash from family or friends and it was rather large amount in some households.

As for durable goods (Figure 50), more than 80% of the households have radio in the project areas, while 50% did in the control area.

The number of households having goats was more than 50% in Magbema and Bramaia as shown in Figure 51. At the baseline, only around 35% in Magbema and 10% in Bramaia had one to five goats. In Tonko Limba, the number seems not to have changed.

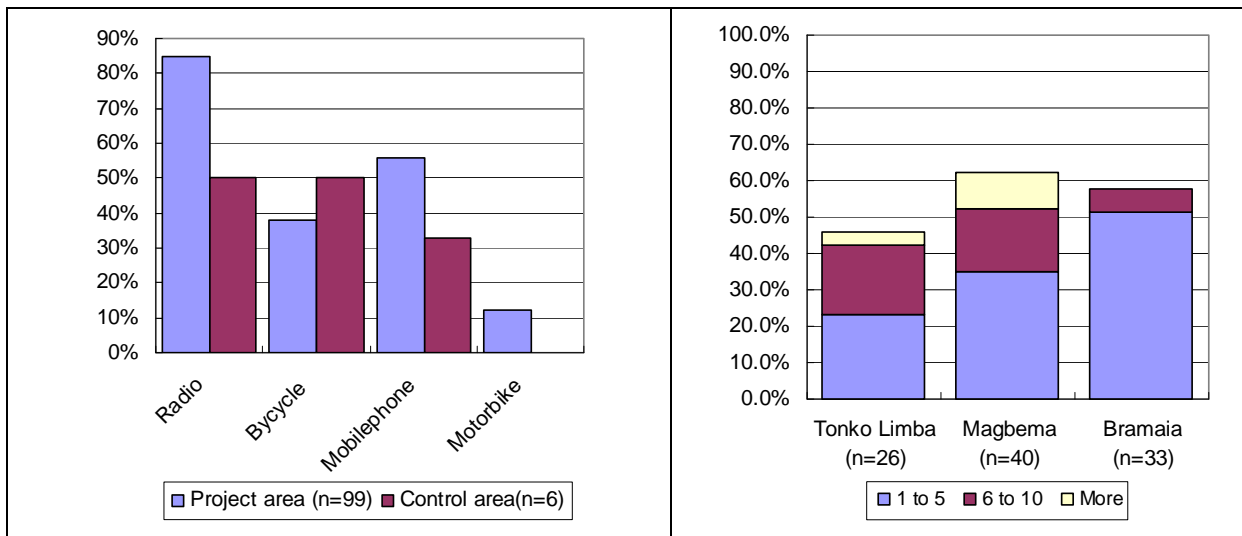


Figure 50 Durable Goods in Households Figure 51 Households with Goat(s)

Figure 52 summarizes the acreage of farmlands. The average acreage was 6.9 (range: 3 – 15) in Tonko Limba, 8.9 (range: 1 – 17) in Magbema and 20.8 (range: 6 – 24) in Bramaia. Generally, they cultivate more than two crops in their farmlands. As shown in Figure 53, rice and groundnuts are common crops among them. The rice cultivation did not show difference among the target areas, while in Tonko Limba and Bramaia, cultivation of crops other than rice per acre seemed to be lower. In Bramaia, they cultivated the largest land, but the harvest seemed to be not much.

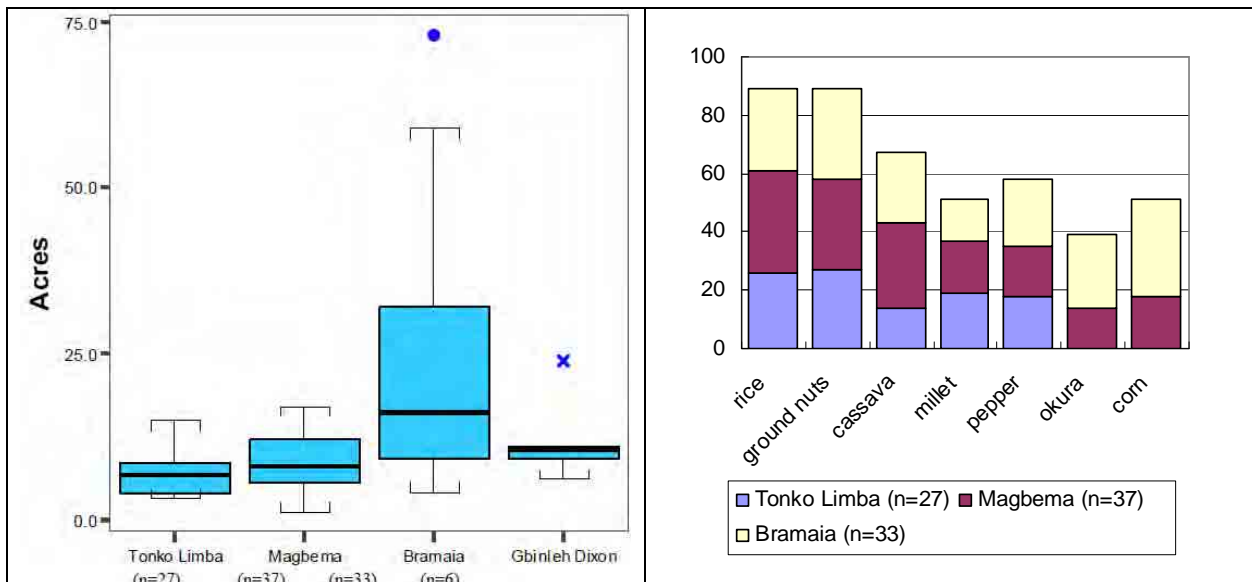
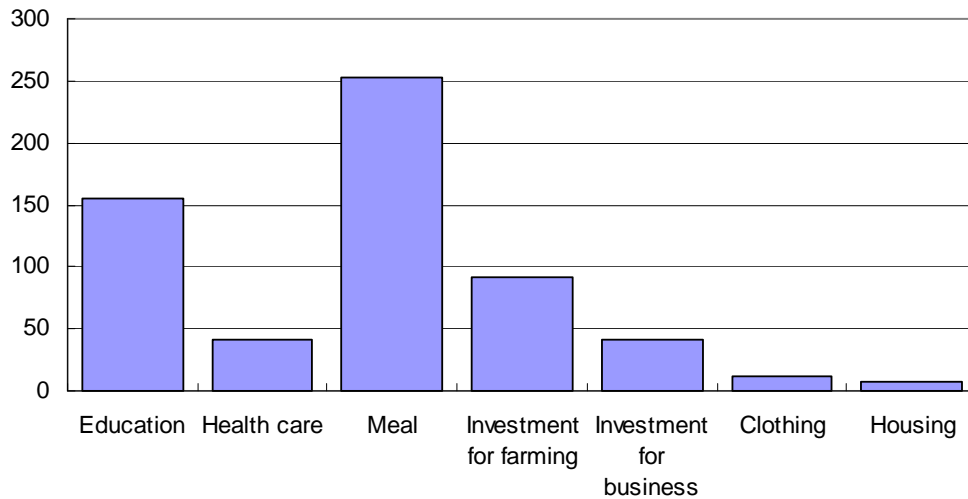


Figure 52 Acreage of Farmlands Figure 53 Crops in the Farmlands (multiple answers)

Note: Maximum value (except extreme values and outliers) 75% Outliers
 Minimum value (except extreme values and outliers) Midpoint Extreme values
 25%
 (Outliers and extreme values cases are the cases with values which are far different from the values included in the box. The value of extreme value case is exceptional.)

Education was the second most costly items in households as shown in Figure 54. No difference was found among the project areas. Although the survey team provided more alternatives in the questionnaire, the answers were concentrated in four items (meal, education, health, and investment for farming).



The respondents ranked the major items of expenses from 1 to 3 to. Points are allocated to the ranking and totaled. Three points represents that the household spend the most on it.

Figure 54 “Which item does your family spend most?” (n=99)

(2) Children Working for Family

As described in the prior sections, children were expected as “labors” for domestic works. They were also involved in school garden activities. Although it was important for children to be engaged in these works to learn life skills, such situation could sometimes disturb their studying.

As shown in Figure 55, collecting fire woods and fetching water were the jobs of women and children in most of the households.

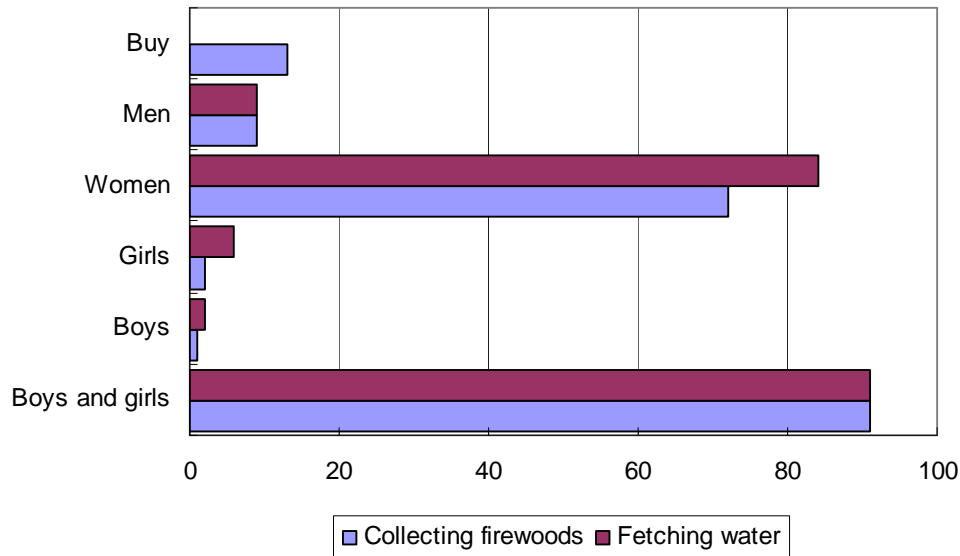


Figure 55 “Who mainly collect firewood and fetch water in your family?”
(n=99, multiple answer)

Figure 56 also shows that most children were engaged in the above two works. In addition, more than 70% of the children were engaged in washing the clothes, cleaning the house and working at farm to help their family. There was not much difference between the work loads of the out-of-school children and children going to schools.

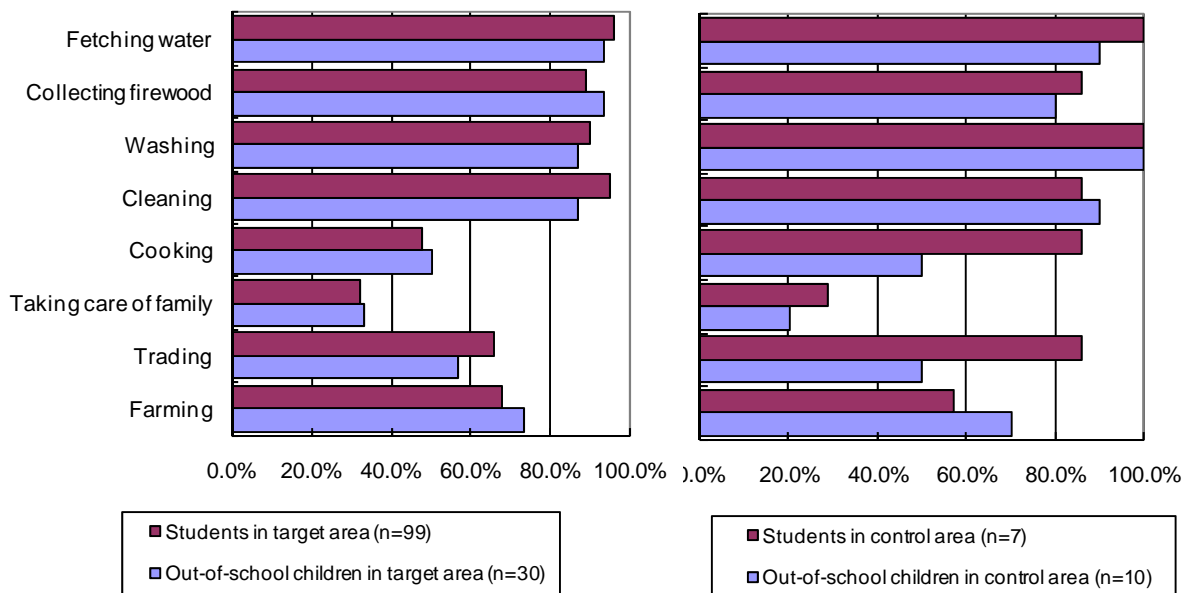


Figure 56 Domestic Works for Children (multiple answers)

Generally, children fetch water, cook meal, take care of other family members and clean the house every day. Once to twice a week, children collect fire woods, wash the clothes, sell goods in the

market, and work at farm. Figure 57 shows how long it takes for children to do these works per day on average.

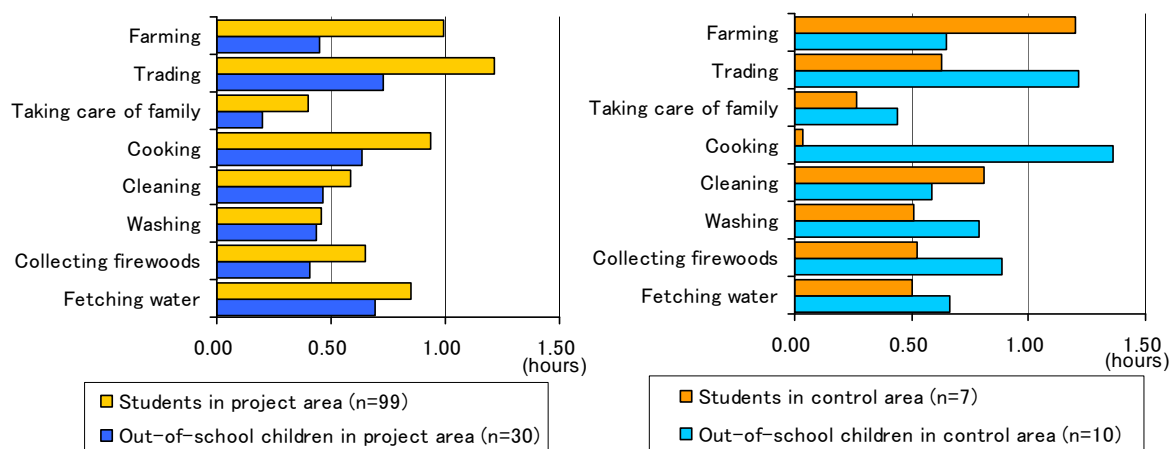


Figure 57 Hours to Do the Domestic Works for Children (per day)

It is estimated that children going to school spend 50% of their daytime to help their family, while out-of-school children spend 33% of their daytime. Generally, it was longer in the control area. Trading was the most time-consuming work for children going to school. In Figure 57, the working hours are shown as average per day, but actually, children engaged in the trading once to twice a week. It means that they worked in the market almost for a whole day.

3.5 ECDCs

(1) Acknowledgement of ECDC and Participation in ECDC Activity

As shown in Figure 58, around 60% of the respondents of the questionnaire survey⁶, except ECDC members did not know or knew but misunderstood ECDC, especially students, out-of-school children and village chiefs. The common misunderstanding about ECDC was that they thought it aimed at agriculture development, and some thought the Resource Center was constructed by ECDC.

Among the respondents of the questionnaire survey, 78% in Tonko Limba, 81% in Magbema and 24% in Bramaia have ever been involved in the Project in various forms. Figure 59 summarizes the forms of participation of non-ECDC members to the project activities. Most of them were involved in meeting and/or activity regularly.

⁶ It includes village chiefs, teachers, students, parents, out-of-school children and youths.

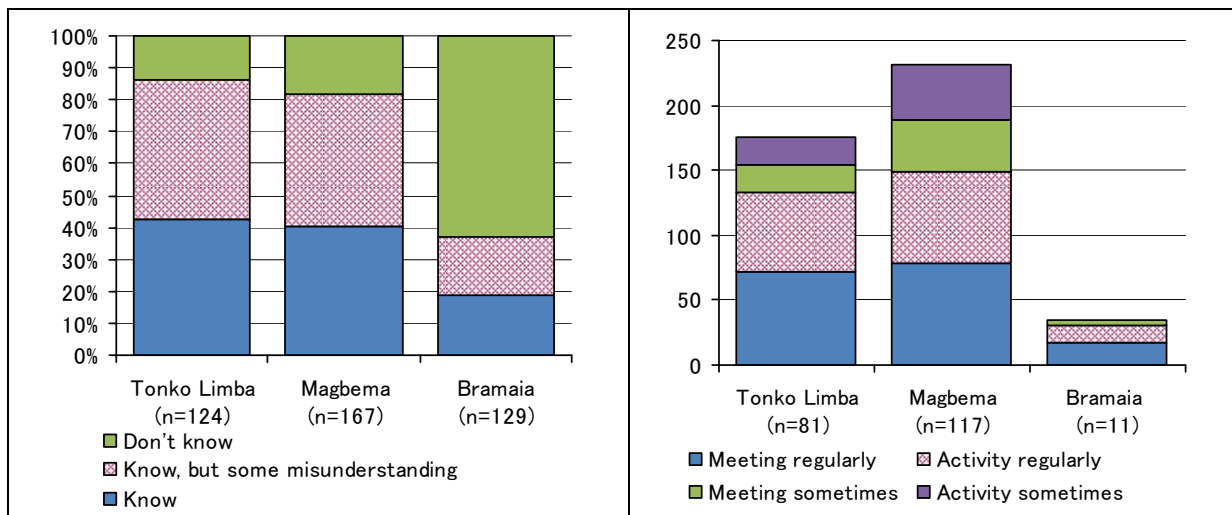


Figure 58 "Do you know ECDC?"
(Teachers, Students, Parents, Youth, Out-of-School Children, and Village Chiefs)

Figure 59 Involvement in the Project by Non-ECDC members
(multiple answers)

Generally, people in Bramaia were not involved in ECDC activity and as a result, they did not know about ECDC. According to observation of JICA Project Team, ECDC in Tonko Limba and Magbema called stakeholders to their regular meeting even though they were not ECDC members and shared information among the community, while in Bramaia, people tended to be reluctant to attend meeting and ECDC asked their cooperation just as labors. This kind of perception and level of participation might have affected the sense of change by the project and satisfaction with ECDC as described in the following section.

(2) Satisfaction with ECDC

Ninety percent (90%) of adult respondents⁷ who know ECDC were satisfied with ECDC. The major reasons included: "School environment has been improved", "Seed bank started", and "They have transparency". However, a few respondents pointed out that "Some people dominate the decision". A few complained that "The support have not reached to our community".

Ninety percent (90%) of all respondents who know ECDC thought they were positively affected by or benefited from ECDC activities. The major reasons were that they can learn new skills for self-help development. A few respondents felt that they were affected negatively because they were not involved in the activity and not benefited.

⁷ It includes village chiefs, teachers, parents and youths.

(3) Use of the Resource Center

In Tonko Limba and Magbema, around 50% of the respondents have used the Resource Center, while only 29% in Bramaia have. The major purposes of the use were renting PA system for school, participating training and/or meeting, and holding meeting.

(4) Perception of ECDC Members

As shown in Figure 61, most of the ECDC members assumed that they brought some changes to the community and schools. At the same time, they thought that they developed their capacity and perception of development.

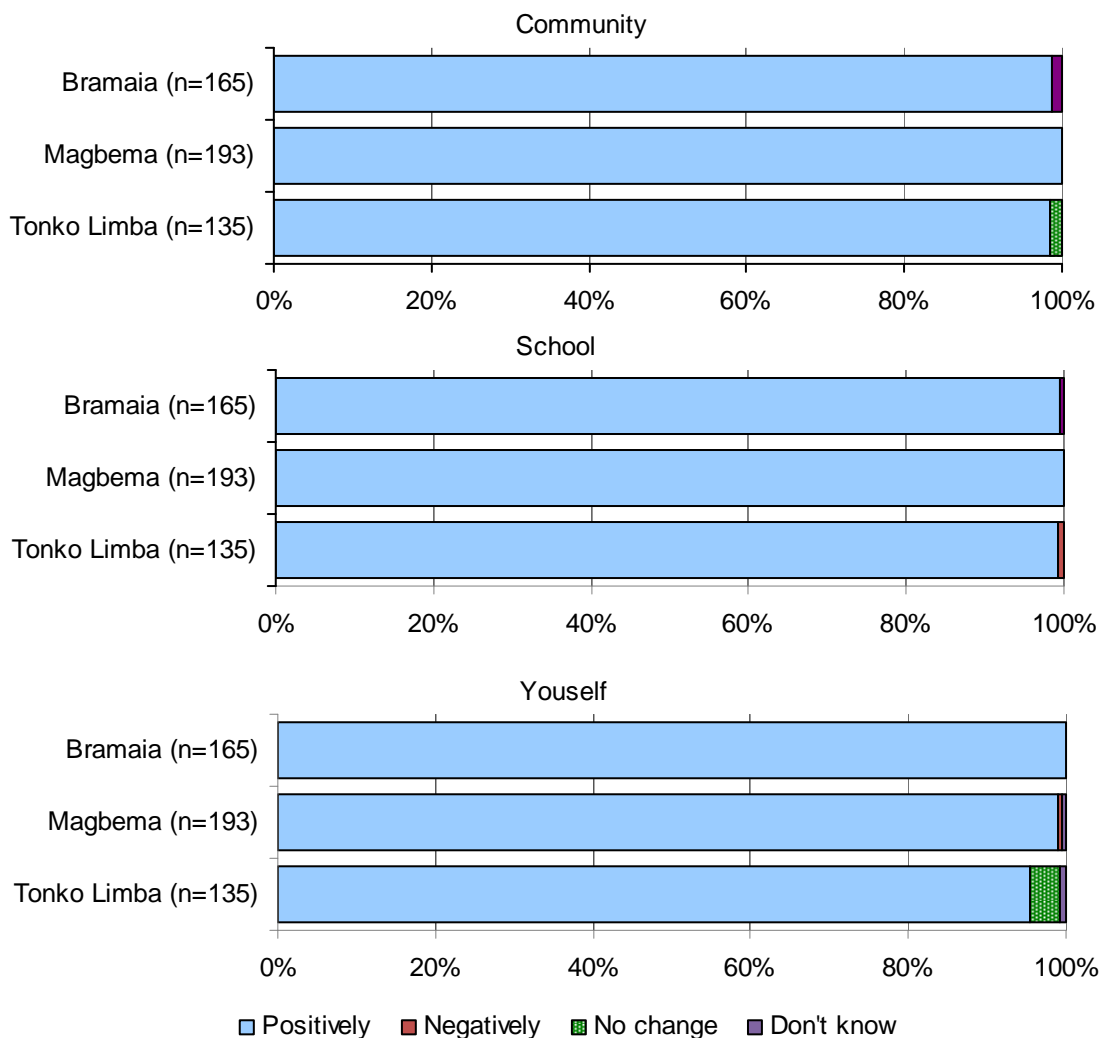


Figure 61 The Project Brought Any Change? (ECDC Members)

Most of the ECDC members wanted to sustain ECDC after the Project completed and thought it possible. (Figure 62)

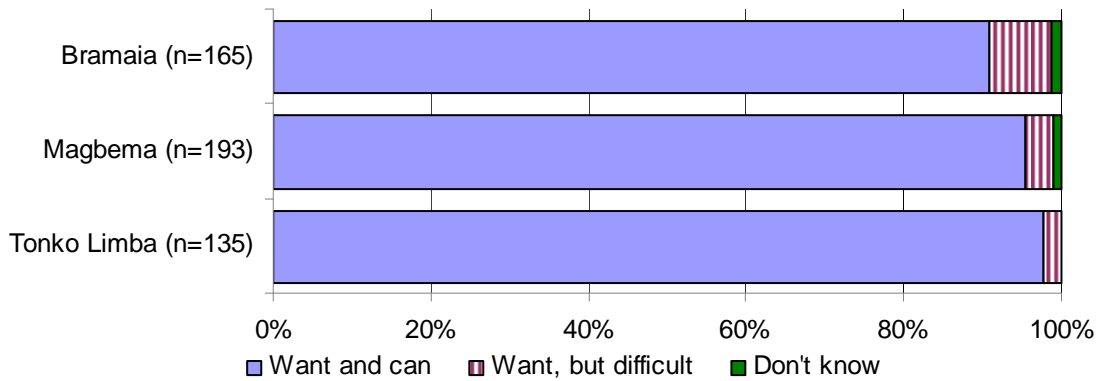


Figure 62 Do You Want to Sustain ECDC? (ECDC Members)

Most of the ECDC members thought that they and their community had obtained capacity to operate ECDC, financial sources, and know-how to access external support. Some made conditions to sustain ECDC; that was to maintain transparency and democracy. The members who thought it could be difficult were concerned that the current level of cooperation might not be kept when the external fund finished.

Appendix 8

Tender document for Resource Center Construction

(data only, for CD-R)



The Project on Children and Youth Development in Kambia District of the Republic of Sierra Leone

Freetown
C/O JICA Sierra Leone Field Office
125 Jomo Kenyatta Road, Freetown,
Sierra Leone
TEL: +232 22 242 258

Kambia
C/O Kambia JICA House
No. 1 Pakanata Lane, Kambia,
Sierra Leone

22nd February 2006

To: Tenderer

Madam Aminata Suma
General Equipment and Construction Company
55 Siaka Stevens Street,
Freetown.

Dear Madam,

Subject: Invitation to Tender, Construction of Resource Centres (Project No. RO-RC-01, KU-RC-01, KA-RC-01)

We, JICA Study Team for Children and Youth Development Project, represented by International Development Centre of Japan (IDCJ) and KRI International Corps (hereinafter referred to as "the Client") invites sealed tenders from Tenderers for the construction of Three (3) Resource Centres in Rokupr, Kukuna and Kamasasa in the Kambia District of the Republic of Sierra Leone (hereinafter referred to as "the works") in accordance with the following documents:

VOLUME 1	- Instruction to Tenderers
VOLUME 2	- Draft Contract
VOLUME 3	- Technical Specifications
VOLUME 4	- Drawings
VOLUME 5	- Bill of Quantities
VOLUME 6	- Sample Formats

The Tenders are required for the construction of the three (3) Resource Centres and their associated works for the Children and Youth Development Project as described herein under and to be submitted under sealed envelope in accordance with the Instruction to Tenderers.

1. List of Resource Centres to be constructed.

- Lot 1: Rokupr Resource Centre in Ahmadiya Secondary School Compound, Rokupr, Magbema Chiefdom, Kambia District.
- Lot 2: Kukuna Resource Centre in Saint Mary's Secondary School Compound, Kukuna, Bramaia Chiefdom, Kambia District.
- Lot 3: Kamasasa Resource Centre in Wesleyan Centennial Secondary School Compound, Kamasasa, Tonko Limba Chiefdom, Kambia District.

NOTE A minimum of two lot per tenderer to be tendered for:

2. Issuing of Tender Documents

The Client will issue the Tender Documents at the Kambia JICA House (Telephone – 076 606 310/076 846 932), From 9:00am to 5:00pm on the 22nd of February 2006.

3. Project Site Visit

Joint site visit will NOT be conducted by the Client, therefore the Tenderer must solely make sure of any conditions at the project sites. The Client will however assist the Tenderers in regard to the site locations of the project if requested by the Tenderer.

4. Clarification (Questions and Answers) on the Tender Documents.

If the Tenderer has any questions regarding the Tender documents and/or other detail conditions, the Tenderer shall submit questioner in writing to the Client by 12:00am on 23rd of February 2006. The Clarification; a written questions and answers will be distributed to all Tenderers on or before 24th of February 2006. at the JICA Kambia House by the Client and it will be part of the Contract.

5. Tender Submission and Opening.

The completed Tender should be submitted to JICA Sierra Leone Field Office at the following address, by 10:30am on the 28th of February 2006. (You are requested to return the Bid Documents)

Japan International Cooperation Agency (JICA)
Sierra Leone Field Office
125 Jomo Kenyatta Road,
Freetown, Sierra Leone.

The Tender Document will be opened at the above address in Freetown on the 28th of February at 11.00 am in a public session.

- 6) All other necessary requirements for the preparation and submission of Tenders are referenced in the Tender Document: INSTUCTION TO TENDERERS.

Sincerely Yours,

Keiichi Yoshida
Project Architect
Consortium of IDCJ/KRI

**THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.**

**CONSTRUCTION
OF
THREE RESOURCE CENTRES
AT
ROKUPR, KUKUNA AND KAMASASA
IN KAMBIA DISTRICT**

VOLUME 1

INSTRUCTION TO TENDERERS

FEBRUARY 2006

**CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTRE OF JAPAN
AND
KRI INTERNATIONAL CORP.**

INSTRUCTIONS TO TENDERERS

In submitting a tender, the tenderer accepts in full and without restriction the special and general conditions governing this/her contract as the sole basis of this/her tendering procedure, whatever his/her own conditions of sale may be, which he hereby waives.

Tenderers are expected to examine carefully and comply with all instructions, forms, contract provisions and specifications contained in this/her tender dossier. Failure to submit a tender containing all the required information and documentation within the deadline specified will lead to the rejection of the tender. No account can be taken of any reservation in the tender as regards the tender dossier; any reservation will result in the immediate rejection of the tender without further evaluation.

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- 2 INFORMATION/DOCUMENTS TO BE SUPPLIED BY THE TENDERER
- 3 ONLY ONE TENDER PER TENDERER
- 4 TENDER EXPENCES
- 5 SITE INSPECTION

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GENERAL PART

1 GENERAL INSTRUCTIONS

- 1.1. Tenderers within must tender for works required by a minimum of two lots in the dossier. Tenders will not be accepted for incomplete lots.
- 1.2 The tenderer will bear all costs associated with the preparation and submission of the tender. The Contracting Authority will in no case be responsible or liable for such costs, whatever the conduct or outcome of the procedure.

2 INFORMATION/DOCUMENTS TO BE SUPPLIED BY THE TENDERER

- 2.1 A power of attorney empowering the person signing the tender and all related documentation.

3 ONLY ONE TENDER PER TENDERER

- 3.1 Submission or participation by a tenderer in more than one tender for a contract will result in the disqualification of all those tenders for that contract in which the party is involved.

4 TENDER EXPENSES

- 4.1 The tenderer will bear all costs associated with the preparation and submission of the tender.
- 4.2 The Contracting Authority will neither be responsible for, nor cover, any expenses or losses incurred by the tenderer through site visits and inspections or any other aspect of his/her tender.

5 SITE INSPECTION

- 5.1 The tenderer is obliged to visit and inspect the site of the works and its surroundings for the purpose of assessing, at his/her own responsibility, expense and risk, factors necessary for the preparation of his/her tender and the signing of the contract for the works.
- 5.2 A clarification meeting and/or a site visit will not be held by the Contracting Authority.

TENDER DOCUMENTS

6 CONTENT OF TENDER DOCUMENTS

- 6.1 The set of tender documents comprises the following documents and should be read in conjunction with any modification issued:

VOLUME 1 INSTRUCTIONS TO TENDERERS
VOLUME 2 CONTRACT
VOLUME 3 TECHNICAL SPECIFICATIONS
VOLUME 4 BILL OF QUANTITIES / WORK SCHEDULE
VOLUME 5 DRAWINGS
VOLUME 6 SAMPLE FORMATS

- 6.2 Tenderers bear sole liability for examining with appropriate care the tender documents, including those design documents available for inspection and any modification to the tender documents issued during the tendering period, and for obtaining reliable information with respect to any and all conditions and obligations that may in any way affect the amount or nature of the tender or the execution of the works. In the event that the tenderer is successful, no claim for alteration of the tender amount will be entertained on the grounds of errors or omissions in the obligations of the tenderer described above.
- 6.3 The tenderer must provide all documents required by the provisions of the tender dossier. All such documents, without exception, must comply strictly with these conditions and provisions and contain no alterations made by the tenderer. Tenders which do not comply with the requirements of the tender dossier will be rejected.

7 EXPLANATIONS CONCERNING TENDER DOCUMENTS

- 7.1 Tenderers may submit questions in writing by 12.00am on 23rd of February 2006. The Client must reply to all tenderers' questions on or before 24th February 2006 at the JICA Kambia House.

8 LABOUR LAW

- 8.1 Particular attention is drawn to the conditions concerning the employment of labour in the Republic of Sierra Leone and the obligation to comply with all regulations, rules or instructions concerning the conditions of employment of any class of employee.

9 LAW

- 9.1 By submitting their tenders, tenderers are deemed to know all relevant laws, acts and regulations of the Republic of Sierra Leone that may in any way affect or govern the operations and activities covered by the tender and the resulting contract.
- 9.2 They must, in particular, comply with laws pertaining to minimum wages and customary laws in the location of their operations.

TENDERS PREPARATION

10 LANGUAGE OF TENDERS

- 10.1 The tender and all correspondence and documents related to the tender exchanged by the tenderer and the Client must be written in English Language.

11 CONTENT AND PRESENTATION OF TENDER

- 11.1 Tenders must satisfy the following conditions:
- 11.1.1 All tenders must be submitted in one original, marked "original", and 1 (one) copy signed in the same way as the original and marked "copy".
 - 11.1.2 All tenders must be received at the JICA Sierra Leone Field Office, 125 Jomo Kenyatta Road, Freetown, Sierra Leone **on or before 28th**

of February 2006 at 11.00am by hand with acknowledgement of receipt signed by the representative of JICA Sierra Leone Field Office.

11.1.3 All tenders, including annexes and all supporting documents, must be submitted in a sealed envelope/package bearing only:

- a) the above address;
- b) the reference of the invitation to tender concerned;
- c) The lot(s) to which the tender refers;
- d) the words "NOT TO BE OPENED BEFORE THE TENDER OPENING SESSION" in English;
- e) the tenderer's name.

11.2 The works are divided into lots but must be covered by a single tender.

11.2.1 Each lot will form a separate contract and the quantities indicated for different lots will be indivisible. The tenderer must offer the whole of the quantity or quantities indicated for each lot tendered for. Under no circumstances will tenders for part of the quantities required be taken into consideration.

11.2.2 Contracts will be awarded lot by lot.

11.3 The relevant pages of the documents specified in Sub clause 6.1 must be signed as indicated.

12 CURRENCIES OF TENDER AND PAYMENT

12.1 The currency of the tender is the national currency. All sums in the bill of quantities and other documents must be expressed in national currency.

12.2 Payments will be made at the Contractor's request after acceptance by the Client.

13.3 All correspondence relating to payments, including interim and final payment certificates, must be sent to the Client in the language of the procedure.

13 PREPARATION AND SIGNING OF TENDERS

13.1 Tenders must comprise the documents specified in Clause 6 above. Each complete tender must be prepared in 1 original and 1 copy in the English language, clearly marked "ORIGINAL" or "COPY". In the event of any discrepancy between them, the original will prevail.

13.2 The original of the tender must be written in indelible ink and signed by a person or persons empowered by the power of attorney submitted. Any pages on which entries or modifications have been made must be initialled by the person or persons signing the tender. All pages must be numbered consecutively by hand, machine or in any other way acceptable to the Client.

13.3 The tender will be rejected if it contains any modification, addition or deletion to the tender documents not specified in a modification issued by the Client, or if the tender documents are not filled in properly.

SUBMISSION OF TENDERS

14 LATE TENDERS

14.1 No liability can be accepted for late delivery of tenders. Late tenders will be rejected and will not be evaluated.

15 MODIFICATION AND WITHDRAWAL OF TENDERS

- 15.1 Tenderers may alter or withdraw their tenders by written notification prior to the above deadline. No tender may be altered after the deadline for submission.

OPENING AND EVALUATION OF OFFERS

16 OPENING OF TENDERS

- 16.1 Tenders will be opened in public session on Friday 28th of February 2004, at 11.00am, at the JICA Sierra Leone Field Office, 125 Jomo Kenyatta Road, Freetown, Sierra Leone.
- 16.2 At the tender opening, the tenderers' names, the tender prices, written notification of modifications and withdrawals and any other information the Client may consider appropriate will be announced.
- 16.3 Tender prices, totals of every tender, any reductions, variants and withdrawals of tenders and any other particulars the Client considers important must be announced by the Client at the public opening.
- 16.4 After the public opening of the tenders, no information about the examination, clarification, evaluation or comparison of tenders or decisions about the contract award may be disclosed before the signing of the contract by the Client and the successful tenderer.

17 SECRECY OF THE PROCEDURE

- 17.1 Information concerning checking, explanation, opinions and comparison of tenders and recommendations concerning the award of contract, may not be disclosed to tenderers or any other person not officially involved in the process until the name of the successful tenderer is announced.
- 17.2 Any attempt by a tenderer to approach any member of the evaluation committee/Client directly during the evaluation period will be considered legitimate grounds for disqualifying his/her tender.

18 CLARIFICATION OF TENDERS

- 18.1 When checking and comparing tenders, the Client may, on its own discretion, ask a tenderer to clarify any aspect of his/her tender.
- 18.2 Such requests and the responses to them must be made by letter or e-mail. They may in no circumstances alter or try to change the price or content of the tender.

19 EVALUATION AND COMPARISON OF TENDERS

- 19.1 The purpose of the evaluation process is to identify the tenderer most likely to enable the Client to achieve its objectives of having a facility that is completed on time, meets the requisite quality criteria and is within the budget available. The points above will feature in the evaluation of the tender (if any) which best meets the Client's expectations.

20 CORRECTION OF ERRORS

- 20.1 Admissible tenders will be checked for arithmetical errors by the Client. Errors will be corrected by the Client as follows:

- where there is a discrepancy between amounts in figures and in words, the amount in words will prevail;
 - except for lump-sums, where there is a discrepancy between a unit price and the total amount derived from the multiplication of the unit price and the quantity, the unit price as quoted will prevail.
- 20.2 The amount stated in the tender will be adjusted by the Client in the event of error, and the tenderer will be bound by that adjusted amount. If the tenderer does not accept the adjustment, his/her tender will be rejected.
- 20.3 When analysing the tender, the Client will determine the final tender price after adjusting it on the basis of Clause 20.

CONTRACT AWARD

21 RIGHT OF THE CLIENT TO ACCEPT OR REJECT ANY TENDER

- 21.1 The Client reserves the right to accept or reject any tender and/or to cancel the whole tender procedure and reject all tenders. The Client reserves the right to initiate a new invitation to tender.
- 21.2 The Client reserves the right to conclude the contract with the successful tenderer within the limits of the funds available. Should the technically admissible tender exceed the available budget, the Client reserves the right to negotiate with the relevant tenderer with a view to reducing the scope of the works or revising other terms of the contract in order to bring the tender price down to a level satisfactory to the Client. Such negotiations will be finished within **2 days** of the receipt by the tenderer of the invitation to negotiate a reduction in the works.
- 21.3 In the event of a tender procedure's cancellation, tenderers will be notified by the Client. If the tender procedure is cancelled before the outer envelope of any tender has been opened, the sealed envelopes will be returned, unopened, to the tenderers.
- 21.4 Cancellation may occur where:
- (a) the tender procedure has been unsuccessful, namely where no qualitatively or financially worthwhile tender has been received or there has been no response at all;
 - (b) the economic or technical parameters of the project have been fundamentally altered;
 - (c) exceptional circumstances or force majeure render normal performance of the project impossible;
 - (d) all technically compliant tenders exceed the financial resources available;
 - (e) there have been irregularities in the procedure, in particular where these have prevented fair competition.

In no circumstances will the Client be liable for damages, whatever their nature (in particular damages for loss of profits) or relationship to the cancellation of a tender, even if the Client has been advised of the possibility of damages. The invitation to tender does not commit the Client to implement the programme or project announced.

22 NOTIFICATION OF AWARD, CONTRACT CLARIFICATIONS

- 22.1 Notification of Award may take the form of an invitation to negotiate, in accordance with Sub clause
- 22.2. The successful tenderer will be informed in writing that its tender has been accepted (notification of award).

- 22.2 Only the signed contract will constitute an official commitment on the part of the Client, and activities may not begin until the contract has been signed by the Client and the successful tenderer.
- 22.3 After the contract has been signed and the financial guarantee has been provided by the successful tenderer, the Client will promptly notify the other tenderers that their tenders have not been successful.

23 CONTRACT SIGNING AND FINANCIAL GUARANTEE

- 23.1 Within 3 days of receiving the contract signed by the Client, the successful tenderer will sign and date the contract and return it to the Client with the financial guarantee. On signing the contract, the successful tenderer will become the Contractor and the contract will enter into force.
- 23.2 If he fails to sign and return the contract and any financial guarantee required within 3 days after receipt of notification, the Client may consider the acceptance of the tender to be cancelled without prejudice to the Client's right to seize the bank guarantee, claim compensation or pursue any other remedy in respect of such failure, and the successful tenderer will have no claim whatsoever on the Client.

24 ETHICS CLAUSES

- 24.1 Any attempt by a candidate or tenderer to obtain confidential information, enter into unlawful agreements with competitors or influence the Client during the process of examining, clarifying, evaluating and comparing tenders will lead to the rejection of his/her candidacy or tender and may result in administrative penalties.
- 24.2 The Contractor and his/her staff are obliged to maintain professional secrecy for the entire duration of the contract and after its completion. All reports and documents drawn up or received by the Contractor are confidential.

**THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.**

**CONSTRUCTION
OF
THREE RESOURCE CENTRES
AT
ROKUPR, KUKUNA AND KAMASASA
IN KAMBIA DISTRICT**

VOLUME 2

CONTRACT

FEBRUARY 2006

**CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTRE OF JAPAN
AND
KRI INTERNATIONAL CORP.**

THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.

CONSTRUCTION
OF
THREE RESOURCE CENTRES
AT
ROKUPR, KUKUNA AND KAMASASA
IN KAMBIA DISTRICT

This Contract is made on between the Contractor
(.....) represented by (.....) hereinafter referred to
as the Contractor and the Consortium of International Development Centre of Japan and KRI
International Corp. hereinafter referred to as the Client.

1. DEFINITIONS

Client:

The Project on Children and Youth Development in Kambia District of the Republic of Sierra Leone, represented by The Project Team Leader.

Completion of Works:

When the Client certifies with a Completion Certificate, after satisfactory inspection of works as described in the Contract.

Maintenance Period:

The period which starts from the date of issuance of the Completion Certificate and ends 6 months later traversing at least one rainy season.

2. LAW AND LANGUAGE OF THE CONTRACT

2.1 The Law of the Contract shall be the Laws in force in the Republic of Sierra Leone.

2.2 The Language of the Contract and all communication shall be English.

3. NOTICES AND WRITTEN COMMUNICATION

3.1 All notices and all other written communication shall be sent by hand delivery or by e-mail to the appropriate addresses designated for that purpose.

4. THE PROJECT ARCHITECT AND HIS REPRESENTATIVE

4.1 The Project Architect is the representative of the Client and will be responsible for monitoring the execution of the Contract as well as the performance of the Contractor.

4.2 The role of the Project Architect's Representative (Engineer and Assistant Engineer) shall be to supervise and inspect the works, to test and examine the materials employed and the quality of workmanship. Under no circumstances, the Project Architect's Representative will be empowered to relieve the Contractor of his obligations under the Contract, order works resulting in an extension of the period of performance, nor introduce variants in the nature or scale of the works.

Note: Any variants in the nature or scale of the works and any variation order affecting the price need to be authorized with a written approval by the Project Team Leader or Project Architect before execution (the request must be made at least 3 days before the expected approval date).

5. SCOPE OF WORKS

The scope of works of the project shall consist of the following as divided into 3 lots:

LOT 1: ROKUPR RESOURCE CENTRE at Ahmadiya Secondary School Compound, Rokupr, Magbema Chiefdom

- The Construction of a Resource Centre
- The Procurement, Fabrication and Delivery of Furniture
- The Provision and Installation of a Sign Post

LOT 2: KUKUNA RESOURCE CENTRE at Saint Mary's Secondary School Compound, Kukuna, Bramaia Chiefdom

- The Construction of a Resource Centre
- The Procurement, Fabrication and Delivery of Furniture
- The Provision and Installation of a Sign Post

LOT 3: KAMASASA RESOURCE CENTRE at Wesleyan Centennial Secondary School Compound, Kamasasa, Tonko Limba Chiefdom

- The Construction of a Resource Centre
- The Procurement, Fabrication and Delivery of Furniture
- The Provision and Installation of a Sign Post

6. CONDITIONS OF CONTRACT

- 6.1 The Contractor agrees to undertake the work specified in the above scope of works for a total amount of (.....) Leone only. This is the exact amount for the entire contract and cannot be increased in any way, unless approved in writing by the Client. By signing this Contract, the Contractor approves the bills of quantities attached. For clarification purposes, all quantities are subject to re-measurements, and the Client has to be informed in writing.
- 6.2 The Contractor agrees that all works specified in the scope of work shall be completed before the, 2006.
- 6.3 Upon successful completion of the works, a Certificate of Completion will be issued to the Contractor. The Project Team Leader or Project Architect will verify and sign this Certificate of Completion.
- 6.4 Before the issue of the Certificate of Completion, the Contractor submits a 10% of the Contract amount as a Maintenance Guarantee and, during the six months after the completion date, the Contractor executes any repairs or defects which may arise, free of charge. After six months of satisfactory implementation of the maintenance, the Maintenance Guarantee can be released to the Contractor.
- 6.5 After the end of the 6 month maintenance period, the Contractor is then relieved of his contractual duties.
- 6.6 Payment Schedule
- 1) First Payment: 30% of the Contract amount, which is (.....) Leone only, upon signing the contract. A 30% Bank Guarantee is needed for the first payment to be released. This Bank Guarantee covers the entire contract period and can only be released when works are complete. (Note: The Contractor needs to submit Bank Guarantee within 3 working days after awarding.)
 - 2) Second Payment: 30% of the Contract amount, which is (.....) Leone only, upon satisfactory completion of foundation works and issuance of certificate of completion of foundation works signed by the Client.
 - 3) Third Payment: 20% of the Contract amount, which is (.....) Leone only, upon satisfactory completion of roofing works, and issuance of certificate of completion of roofing works signed by the Client.

- 4) Fourth and Last Payment: 20% of the Contract amount, which is
 (.....) Leone only, upon satisfactory completion of all works and
 issuance of a Certificate of Completion, handing over of the keys and submission of a
 10% Maintenance Guarantee.
- 6.7 Any alterations or additional work must be agreed upon between the Contractor and
 the Client in writing, detailing work description and costs before commencement of
 works.
- 6.8 The Contractor shall supply all labour, tools and whatever else is required for the
 completion of this Contract, including safeguarding of unfinished and finished shelters
 until formally taken over by the Client.
- 6.9 The Contractor is responsible to collaborate with Targeted Schools/Organisations
 concerned, both at local and national level.
- 6.10 The Contractor is responsible for complying with all requirements of all relevant laws
 and regulations in Sierra Leone.
- 6.11 The Contractor is solely responsible for the storage and security of materials.
- 6.12 Where no specific detail is given about materials to be used, the Contractor is expected
 to use materials of good quality and suitable for the purpose.
- 6.13 The Contractor cannot let out work to sub-contractors without the authorisation of the
 Client.
- 6.14 Upon completion of the works, the Contractor shall remove from the sites all rubbish
 stemming from the works.
- 6.15 The Contractor shall be solely responsible for personal injuries or death of any person
 or injury or damage to any property arising from or in the course of the works
 executed by the Contractor.
- 6.16 The Contractor must be formally registered according to the laws of Sierra Leone.
- 6.17 The Client reserves the right to terminate the Contract if:
- the Contractor fails to adhere to any paragraph in this contract.
 - the Contractor does not adhere to the time schedule for the construction works at
 the contractual date.
 - it is found that insufficient fund prevents the Contractor from completing the
 Contract. In such case, the Contractor will be paid for the work that has actually
 been carried out, and any materials brought to site becomes the Client's property.
- 6.18 Force Majeure.
 This Contract will be terminated and suspended in the event of the occurrence of
 circumstances beyond the control of the both parties (outbreak of war, natural disasters,
 etc.) and no liability will be incurred by either part as a result.
- 6.19 Arbitration.
 Any dispute arising between the parties requiring arbitration will be dealt with in
 accordance with the arbitration laws and shall be final and binding upon both parties.

Made in two original copies, one for the Client and one for the Contractor.

Agreed and signed by:

CONTRACTOR:

.....(Name).....(Signature).....(Position)

CLIENT:

.....(Name).....(Signature).....(Position)

**THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.**

**CONSTRUCTION
OF
THREE RESOURCE CENTRES
AT
ROKUPR, KUKUNA AND KAMASASA
IN KAMBIA DISTRICT**

VOLUME 3

TECHNICAL SPECIFICATIONS

FEBRUARY 2006

**CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTRE OF JAPAN
AND
KRI INTERNATIONAL CORP.**

TECHNICAL SPECIFICATIONS

NOTE: The Project Architect/Engineer, prior their use, shall approve all materials and work methods.

1. PROTECTION OF WORKS

- 1.1. The CONTRACTOR shall provide at his cost all measures necessary to protect the new construction, all materials and plant and to protect third parties from any accident or injury whatsoever during the period of the Contract.
- 1.2. The loss of any protection measures from the site will be the Contractor's responsibility to replace without cost to the CLIENT.
- 1.3. The Contractor shall construct a temporary fence round the entire perimeter of the construction site.

2. SITE CLEARANCE

- 2.1. The CONTRACTOR shall carry out the Site Clearance in a manner recognised and approved by the Project Architect/Engineer and in such a way that minimum damage is inflicted on the integrity of the existing area through which the Site Clearance is undertaken.

3. EXCAVATION

- 3.1. The CONTRACTOR shall assume that the ground to be excavated shall be either soil, clay, ash or rubble fill (defined as loose block work, concrete, masonry etc.) or any other material excluding silt, running sand, rock, solid block work and concrete (these being defined as material that cannot possibly be excavated by any means other than wedging, compressed air, explosives or other special plant).
- 3.2. The Project Architect/Engineer must be notified immediately the CONTRACTOR is of the opinion that he has reached running sand or other materials listed in 4.1 so that approval, agreement as the extent, and the method to be used for this excavation and agreement as to the measurement of the work can be given before the work is undertaken.
- 3.3. Excavation and disposal have been measured in-situ as such the CONTRACTOR must allow for all increase in bulk, for volume occupied by earthwork support etc, for additional backfilling and making good any slips.
- 3.4. Materials must not be placed near to the edge of any excavation nor must plant be placed or moved near to any excavation so that persons employed in excavation and endangered. Any excavated materials must be placed at least 10m away from the edge of the excavated hole.
- 3.5. The formation to receive hardcore, concrete or other foundations shall be as shown on the drawings and be to the approval of the Project Architect/Engineer. Where the approved formation is damaged by weather or the movement of people, plant or materials during the excavation of the Works, the CONTRACTOR shall excavate until a suitable formation is reached and shall backfill to the original formation with hardcore, concrete or other approved material and such remedial work will be at his own expense.
- 3.6. The CONTRACTOR shall notify the Project Architect/Engineer prior to pouring concrete into prepared excavations.
- 3.7. Excavations should be made to the required depth and width and overburden limited

as far as is reasonable. If the CONTRACTOR unnecessarily excavates to a greater depth than required he shall backfill to the original formation with hardcore, concrete or other approved material. If the CONTRACTOR excavates to a greater width than that required he shall backfill with hardcore, concrete, earth or other approved material as directed by the Project Architect/Engineer.

- 3.8. If applicable all excavations shall be kept free of water during any concreting.
- 3.9. Selected material used for filling shall be laid in layers of maximum 225 mm, rammed and watered.
- 3.10. Hardcore shall consist of approved inert and incombustible material such as rock, dry brick or stone to pass a 75 mm ring, laid in layers not exceeding 225 mm thick, hand packed if required, each layer being thoroughly consolidated by a roller or other appropriate method agreed with the Project Architect/Engineer.
- 3.11. All hardcore has been measured from the specified formation and the CONTRACTOR shall allow for the loss of any material due to subsidence of foundation due to compaction.
- 3.12. All hardcore finished surfaces shall be blinded with sand or other fine material, free from dust and generously watered and rolled in.
- 3.13. The vertical faces of concrete foundation below ground, which abut faces of excavations, may be cast against the soil. However, where necessary, to prevent loose soil ingress into concrete during and after placing, exposed faces must be protected with formwork or other satisfactory means.
- 3.14. Protective shoring shall be provided or the sides battered in any excavation greater than 1.2m depth. Measures shall be taken to provide adequate means of access into and out of these excavations.
- 3.15. In particularly deep excavations, such as for wells, the CONTRACTOR is advised to provide a boson's chair for entry and exit at a minimum a ladder or rope must be provided steps cut into the side of the excavation will not be acceptable.
- 3.16. For safety when individuals are working on wells (when excavation is deep) the CONTRACTOR shall ensure there are a minimum of 4 people working on the well at any one time. No person should ever dig alone and there should always be at least one other worker in support at the top of the excavation at all times.
- 3.17. Excavations should be protected when digging is in progress and excavations should be made safe when workers are not on site in order to prevent people, animals or materials falling in.
- 3.18. Equipment should be checked regularly: ropes, ladders, lifting gear, tripods, buckets, pickaxe and hammer handles and heads etc.

4. **CONCRETE WORK**

- 4.1. The CONTRACTOR shall ensure that deleterious materials do not contaminate all construction materials, including water.
- 4.2. Cement shall be Ordinary Portland Cement or equivalent to comply with BS 12 Part 1. It shall be delivered to the site in the manufacturer's sealed bags, stored under dry conditions and used in strict rotation of delivery. Cement bags should not be stacked high (maximum 4 bags) as the compaction will encourage hardening and should be stored raised off the ground. Bags should be stored close together to reduce circulation of damp air. Cement that has been allowed to deteriorate shall not be used (lumps too hard to be crushed in the hand should be discarded).

- 4.3. Steel Reinforcement shall be rolled mild steel and deformed high yield steel bars to comply with BS 4449 and steel fabric to comply with BS 4483. All steel should be entirely free from rust or loose scale at the time of fixing. It shall not be oiled or painted.
- 4.4. Course aggregate shall be up to a maximum 20 mm size, well graded, no weathered approved rock. It shall be stored and handed to remain clean and well graded and shall be kept separate from finer aggregate until mixing.
- 4.5. Fine aggregate shall be clean, sharp, washed river sand or other approved grit of such a size that it will pass through a 4.8 mm square mesh, not more than 3% by weight to pass a no 100 BS sieve, and well graded between these limits.
- 4.6. Concrete mix proportions shall be as follows:
 - Reinforced concrete - cement: sand: aggregate, being 1:2:4
 - Apron and drainage - cement: sand: aggregate, being 1:3:6
 - Mortar - cement: sand, being 1:3
 - Sand Crete blocks - cement: sand, being 1:6
 - Plastering - cement: sand, being 1:4
 - Foundation concrete - cement: sand aggregate, being 1:3:6
- 4.7. When it is possible and practical concrete shall be mixed in a 'batch' machine of approved design and of a capacity to meet the requirements without producing such excess of output over. Consumption as would cause delay between mixing and depositing. The mixing shall continue until there is a uniform distribution of the materials and the mass is uniform in colour and consistency. The number of batches per hour per machine shall be any case is limited to 20.
- 4.8. Where conditions of work are such that machine mixing is not reasonably practicable, the concrete may be mixed by hand on a properly constructed close-boarded platform. This platform should be a clean, solid surface that will not allow contamination of the mix. Materials shall be measured using gauge boxes or a bucket / head pan levelled off with a straight edge for uniform measurement. The course aggregate should be mixed together and turned over once before cement is added.
- 4.9. The aggregate and cement should be turned over at least three times while dry until uniform in colour and texture. The water should be added by forming a crater in the pile and mixture turned over and water added until plastic and uniform in colour. The mix should be such that, when patted with a shovel, the surface is smooth but without excess cement water.
- 4.10. Concrete mixes shall contain the minimum amount of water necessary to permit placement, vibration and consolidation. In any event the water / cement ratio shall not exceed 0.5.
- 4.11. No mixes shall be used or re-mixed that shows indication of initial setting.
- 4.12. In no circumstances shall the concrete be thrown or dropped from a height or deposited under any conditions that would cause separation of the materials.
- 4.13. Concrete must be well compacted to eliminate air voids and to achieve maximum strength. If available, the concrete shall be vibrated by mechanical means but compaction can also be achieved by using a vigorous action with shovels, wooden or steel rammers. Compaction shall be repeated every 150-200 mm across the surface.
- 4.14. The vibrated and consolidated concrete is to be finished by trowelling or floating the

surface to a smooth and flat finish.

- 4.15. Sufficient water is essential for the concrete to harden through hydration. The concrete must be kept moist or 'cured' to ensure that it does not dry out. Poorly cured concrete will not reach its full strength and may shrink and crack. As such the CONTRACTOR shall ensure that following placement, vibration and finishing work to the concrete it shall be protected from direct sunlight, inclement weather, too rapid drying or damage by;
- If possible casting the concrete out of direct sunlight but at a minimum providing shade through building a temporary shelter.
 - Covering or wrapping with plastic sheet
 - Covering or wrapping with wet Hessian sacking or cement bag paper which is kept damp. A further cover made of plastic sheet will reduce evaporation, but Hessian underneath must be kept damp.
 - Covering with wet sand, which is kept damp (horizontal slabs)
 - Flooding with water (pounding) within a low clay dam (horizontal slabs)
- Ordinary mass concrete must be kept under these conditions for at least seven days and reinforced concrete for at least 14 days. No traffic over, loading, or shaking or jarring of concrete will be permitted until it is thoroughly set and hard. All damaged or inadequately cured work shall be cut out and replaced at the Contractor's expense.
- 4.16. Where concrete previously placed as part of the works is to be butted, jointed or raised with the addition of further concrete, except in the case where the initial concrete is blinding concrete, the first concrete surface must be suitably prepared by scabbling i.e. removing the laitance (fine concrete surfacing) before placement of the additional concrete. The method is to be approved by the Project Architect/Engineer. After scabbling, the concrete shall be a thoroughly wetted and thin layer of 1:2 cement: sand mortar applied just before pouring the new concrete.
- 4.17. Steel reinforcement shall be positioned with a clearance of 40 mm to the face of the concrete unless otherwise directed by the Project Architect/Engineer or shown in the Contract Drawings. It shall be adequately supported and fixed so as not to be disturbed during the placing of the concrete. Spacers used for achieving clearance must be made of concrete.
- 4.18. Steel reinforcement shall be clean and free of rust, scale, concrete and bond breaking materials such as oil and grease. If the steel has surface corrosion it shall be vigorously brushed with a wire brush prior to replacement.
- 4.19. Formwork for the concrete shall be to the approval of the Project Architect/Engineer and shall not allow grout loss from the concrete mix. Formwork shall be coated with oil or other approved preparation before the concrete is placed to prevent the adhesion of the concrete and before the reinforcement is assembled, care being taken to ensure that the steel reinforcement is perfectly clean prior to commencing concreting operations.
- 4.20. Prior to the placement of the concrete the formwork is to be inspected and all deleterious materials removed to the approval of the Project Architect/Engineer.
- 4.21. No mixing or placement of concrete is to be undertaken by the CONTRACTOR without the prior permission of the Project Architect/Engineer to proceed.

5. **BLOCKWORK**

- 5.1. The cement and mix proportions for sand Crete blocks and mortar shall be as described in section 7 'Concrete Work'.
- 5.2. All blocks shall be sound, hard, square, well made, uniform in size, free from embedded stones, "free" lime, excess of salts and all other defects and shall be from an approved block making machine with pallets true to shape and having square edges to all sides.
- 5.3. All blocks shall be fully cured as described in section 5.15 and should have matured for at least 7 days before being used. Blocks should be laid in cement mortar carefully with all corners, cross wall junctions and reveals properly bonded. The alignment should be checked through every second course.
- 5.4. Block work shall be allowed to dry thoroughly before rendering or plastering.
- 5.5. The blocks are to be built in stretcher bond rising four courses to 960 mm and to be pointed internally and externally with a neat flush joint as the work proceeds.
- 5.6. The ingredients for mortar shall be measured using gauge boxes or a bucket / head pan levelled off with a straight edge for uniform measurement and should be mixed on a closed platform as described in 5.4. Water should be added from a fine rose of watering can. Only sufficient for immediate use is to be mixed at a time and none shall be used which has commenced to set.
- 5.7. The rates for building up openings or items which include quoining jambs of walls shall include for an additional block work in cement mortar for bedding including any necessary pockets, wedging and pinning to underside of lintel.
- 5.8. Block work generally shall be built in stretcher bond and the blocks solidly bedded, jointed and rubbed into a bed of mortar and all joints thoroughly and solidly flushed up with mortar and grouted up at every course. The block work shall be carried up regularly to the various stages as practicable and no portion shall rise more than 1,220 mm at a time above the adjoining work unless ordered by the Project Architect/Engineer, the block work being racked back not toothed. No broken or half blocks shall be used except where required for the purpose of bonding.
- 5.9. All blocks shall be well soaked with water before use.
- 5.10. The whole of the work shall be of the best quality. All perpendicular ends to be thoroughly well kept and care shall be taken to select the blocks as required for this and to keep all arises at angles and jambs true and plumb and properly bonded.
- 5.11. All internal and external walls shall be left with keys to receive plaster, rendering etc. and the CONTRACTOR shall price accordingly. No claim for the cost of racking out joints or hacking for this purpose will be admitted.
- 5.12. All walls will be protected during inclement weather or rain to the approval of the Project Architect/Engineer. Any joints damaged by rain shall be deeply raked out and re-pointed as the work proceeds.
- 5.13. In items for cutting holes and chases the CONTRACTOR is to allow for cutting out in the required positions after building or for building in blocks dry and making good after as required.

6. ROOFING

- 6.1. Corrugated Iron roofing sheets shall be used.
- 6.2. Where sheets are fixed to steelwork, fastenings shall be of an approved means or as specified in the Bill of Quantities.
- 6.3. Where sheets are fixed to timber, galvanised springhead roofing nails and felt washers shall be used. Alternatively, galvanised steel drive screws, diamond shaped and felt washers may be used. All exposed nail heads in timber are to be punched well below the surface of the timber. Nails should be driven through ridges no valleys and should not be driven too hard.
- 6.4. Sheet shall, where possible, be laid from the end of the building away from the prevailing wind so that exposed edges face down wind.
- 6.5. Where sheets are to be bent parallel to the run of the corrugations, a generous radius should be maintained in order to avoid kinking. Bends are to be carefully marked by using pencil, not a sharp tool, to ensure that re-bending does not become necessary. Cuts across the corrugations can be made with fine-toothed tool.
- 6.6. Sheets are to be stored in a dry place.
- 6.7. Laps are to be in accordance with the manufacturer's recommendations but not less than the following:
 - Corrugated sheets 9" (225mm) end laps, 2 corrugations side laps
 - Toughed sheets 18" (450mm) end laps, 1 corrugation side lap
 - Side laps bolted at 15" – 18" (375mm – 450mm) centres
- 6.8. Ridges shall be patent pieces, suitable for the type of sheets used.

7. WOODWORK

- 7.1. Hardwood for structural work shall be select merchantable West Africa Mahogany or other West African hardwood of approved quality.
- 7.2. Hardwood for general work shall be Iroko or Obeche (Africa Whitewood) or other West African hardwood of approved quality.
- 7.3. All timber shall be the best of its respective kind and shall be cut square out of mature trees, clean, sound and well seasoned, free from large, loose, or dead knots, waney edges and all other defects. No sap whatsoever will be allowed in the timber.
- 7.4. Hardwood shall be of the variety named and shall be 'Prime Grade' of straight, good forest growth and full quarter sawn.
- 7.5. All hardwood shall be selected and kept clean for polishing or varnishing unless otherwise described.
- 7.6. Woodwork size shall be basic timber sizes as available locally.
- 7.7. All timber described as 'treated' shall be treated with standard 'Cuprinol' or Solignum' or other approved preservative treatment carried out by spraying or brush application; the treatment being carried out after the components are assembled and before priming.
- 7.8. Any cuts in the timber after treatment to be thoroughly impregnated with 'Cuprinol' or other approved end grain preservative.
- 7.9. Wooden fixing plugs for fixing woodwork shall be in hardwood cut on the twists.

- 7.10. Where described as plugged the rates shall be deemed to include for plugging to block work or concrete and shall include for all necessary drilling and mortising.
- 7.11. All woodwork immediately after delivery on site shall be stored and protected from the weather to the satisfaction of the Project Architect/Engineer.
- 7.12. All surfaces or woodwork where in contact with block work or plaster or where otherwise unexposed shall be primed and painted before fixing; the bottom edge of all doors shall be primed and painted with one coat just previous to hanging. (The priming and undercoating shall be as described in section 14 Painting and Decorating).
- 7.13. All woodwork described as wrought shall be finished with a clean even smooth surface in perfect condition to receive the decoration stated. Hammer marks and other damage arising will be considered as sufficient grounds for rejection and the CONTRACTOR must include for protecting the work against damaged by tradesmen, rates to include for slightly rounded arises.
- 7.14. Notwithstanding the size of timber linings and grounds measured and the sizes of block measured the CONTRACTOR will be held responsible for the provision of timber linings and grounds of such sections as are necessary to provide for the wall plaster thickness specified elsewhere.
- 7.15. All doors, cupboards, benches and other framed joinery work shall be framed at least one month before actual gluing and wedging up is commenced.
- 7.16. No work shall be glued or wedged up until required for use and a clear three days notice must be given to the Project Architect/Engineer before wedging up commences so that at her/his discretion the work when only roughly framed may be inspected. No piecing, lengthening, or unnecessary jointing will be permitted. All cross-tongued joints shall be glued and all mouldings in framing shall be properly mitred or scribed as required. The frames shall be put together with well fitting mortise and tenon joints, wedged up solid with glued joints and pinned. Top and bottom rails of all doors shall be double tenoned. All joinery work with splits, fractures, defects, want of seasoning or bad workmanship shall be removed and replaced with new materials at the Contractor's expense. Any work disturbed in consequence must also be made good at the Contractor's expense.
- 7.17. The rates for fixing ironmongery shall include for fitting, cutting, sinking, boring, mortising and for oiling, cleaning and leaving in perfect working order.
- 7.18. The rates for fixing to hardwood skirting shall include for all ends and angles.
- 7.19. All ironmongery shall be subject to the approval of the Project Architect/Engineer unless otherwise stated. Samples of all ironmongery shall be approved before fixing.

8. METALWORK

- 8.1. Welded work shall be neatly executed with members properly cut and fitted and prepared for welding with all welds filed or ground down to a smooth finish. Rates shall include for all welding whether executed during shop fabrication or on site, all plant and materials cutting and fitting in accordance with good metalwork practice to the entire satisfaction of the Project Architect/Engineer.
- 8.2. Cell doors shall be fabricated with a window opening of minimum size 1' x 10" to ensure adequate ventilation. The door shall have a 2" cross bar, 6 tonne lock with a tower bolt outside.

9. PLUMBING INSTALLATION

- 9.1. PVC and galvanised steel pipe work shall be from an approved manufacturer and jointed and fixed strictly in accordance with their recommendations.
- 9.2. The plumbing work shall be carried out to the requirements, rules and regulations of the Local Authority and the CONTRACTOR shall include for all testing and stamping fees.
- 9.3. The pipes have been measured net as fixed and rates shall include for all short lengths, cutting, waste and extra joints.
- 9.4. The rates for fixing UPVC and galvanised iron pipe work shall include for clips or brackets at centres not exceeding those recommended by the manufacturer.
- 9.5. On completion of the installation and immediately prior to testing, the whole of the installation shall be thoroughly flushed through to remove all dirty water, debris etc.
- 9.6. All pipe work is to be subject to hydraulic test for water pressure in the presence of the Project Architect/Engineer. Such tests are to be applied by test pump and are to comprise a test pressure of 1.11 N per square millimetre carried for thirty minutes. Leaks or other defects are to be repaired at the Contractor's own expense and the same test repeated until the whole of the pipe work is proved to be completely free from defects to the satisfaction of the Project Architect/Engineer.
- 9.7. The CONTRACTOR shall include for marking the positions of all holes, mortises, chases etc., in the structure for the installations in this section. Holes through concrete work or block work may be formed during construction and the CONTRACTOR shall include for all necessary setting out.

10. FLOOR, WALL AND CEILING FINISHING

- 10.1. The cement shall be as described in 'Concrete Works'
- 10.2. The walls and soffits shall be thoroughly brushed down and well wetted before rendering.
- 10.3. Rendering to internal and external wall shall have a smooth and durable finish suitable for paintwork.
- 10.4. The CONTRACTOR shall ensure that freshly, completed work can neither 'dry out' nor 'sweat out' to the detriment of the surfaces, which shall unless otherwise described be trowelled to a smooth even dry finish free from blemish.
- 10.5. The in-situ materials shall be mixed on a clean wooden platform or in mechanical mixers. No mix shall be re-tempered once it has commenced to set and no batch shall be mixed with another batch.
- 10.6. Notwithstanding the minimum thickness stated the rendering must be worked to the grounds fixed (generally 13 mm thick) and rates shall include for all necessary dubbing out to given straight, true and plumb surface trowelled perfectly hard and smooth.
- 10.7. Where dubbing out is necessary, it is essential that this dubbing out should consist of a succession of thin coats and each coat must be allowed to dry out thoroughly before the application of the following coat.
- 10.8. The cement and sand beds and backings shall be composed of one part of cement to six parts of sand by volume.
- 10.9. Before laying cement and sand beds on existing concrete floors, the concrete floor shall be hacked for key, brushed free from dust, well wetted and coated with a cement and sand (1:1) slurry of a thick cream like consistency, well brushed in

immediately before laying; and the rates of cement and sand beds shall include for this Cement and sand beds shall be allowed to set and season for at least seven days before the finish is laid and shall be covered and protected.

- 10.10. Before any screed is placed on newly laid concrete floor slabs, all surface water shall be removed and all screed shall be carried out from scaffold board runways to avoid walking on the 'green' concrete slab.
- 10.11. The internal and external rendering shall comprise one part of cement to 6 parts sand by volume and be applied in two coats, the undercoat being 6mm finishing coat, which shall be left, with a plain finish.
- 10.12. The Contractor shall at the completion of all works provide 5% of all Floor Tiles as spare. (To be inspected and approved by the Project Architect/Engineer.

11. GLAZING

- 11.1. The whole of the glass shall be of approved manufacturer of the best quality of its respective king and shall be picked clear of all specks, bubbles, smoke waves, air holes and other defects.
- 11.2. The putty for glazing to wood and to metal frames shall be of approved quality.
- 11.3. All glazing shall be delivered to the site in cut sizes.
- 11.4. All rebates shall be painted two coats of paint before glazing and the rates shall include for this.
- 11.5. The rates for glazing shall include for bedding in putty, back puttying, sprigging and except where beads are specified, from puttying and cleaning off.
- 11.6. The rates for glazing with beds to include taking out, adjusting as necessary, and re-fixing beads and well bedding glass and back puttying.
- 11.7. Edges of Louver Glass blades should be finished with Sand Paper and approved by Project Architect/Engineer.
- 11.8. The Contractor shall at the completion of all works provide 5% of the Louver Glass blades as spare. (To be inspected and approved by the Project Architect/Engineer.

12. PAINTING AND DECORATING

- 12.1. All paints and varnishes, except proprietary treatments described by name, shall be obtained from an approved manufacturer.
- 12.2. The primer for steel and ironwork shall be red lead paint.
- 12.3. Hard stopping to be an admixture of one part white lead paint to two parts putty with the addition of small portion of gold size, the putty to be best oil putty.
- 12.4. All surfaces to be painted or decorated shall be prepared and primed in accordance with the paint or varnish manufacturer's recommendations.
- 12.5. All paints shall be delivered in sealed containers, used as received from the manufacturers and used strictly in accordance with their recommendations. Orders for paint must indicate where interior or exterior quality is required.
- 12.6. All work shall be executed by brush application unless otherwise described.
- 12.7. The rates shall include for neatly cutting into all edges and glass.
- 12.8. The rates shall include for all necessary scaffolding, cradles, towers, planks, lines, dust sheets, etc.

- 12.9. Only interior quality finishes shall be used internally and exterior quality finishes used externally and any work executed in the wrong materials shall be re-executed at the Contractor's own expense.
- 12.10. On exterior work each undercoating must be complete all round the premises before the succeeding coat is commenced.
- 12.11. Exposed surfaces must be painted in suitable weather, exterior work, except in covered and protected places must be suspended during rain, mist, or when the atmosphere is laden with laterite or other dust and no surfaces painted while wet.
- 12.12. The CONTRACTOR is to allow in his rates for executing all painting in colour schemes specified by CLIENT. Unless otherwise instructed the colour scheme shall be as follows;
- 12.13. The tints of the undercoats are to be approximately to the finishing colour. In order to indicate the number of coats applied, a difference is to be made in the tint of each succeeding coat.

13. **EXTERNAL WORKS**

- 13.1. The Overhead Tank and Soak Away Pit shall be constructed in accordance with Ministry of Works Standard drawing No. 3,426.
- 13.2. Prior to the installation of signboard, the contractor should submit a shop drawing of the signboard to be approved by CLIENT.

**THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.**

**CONSTRUCTION OF
THREE RESOURCE CENTRES
AT
ROKUPR, KUKUNA AND KAMASASA
IN KAMBIA DISTRICT**

**VOLUME 4
DRAWINGS**

FEBRUARY 2006

**CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTRE OF JAPAN
AND
KRI INTERNATIONAL CORP.**

**THE PROJECT ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE.**

**RESOURCE CENTRE FOR
MAGBEMA, TONKO LIMBA AND
KUKUNA CHIEFDOM**

AS BUILT DRAWINGS

2006

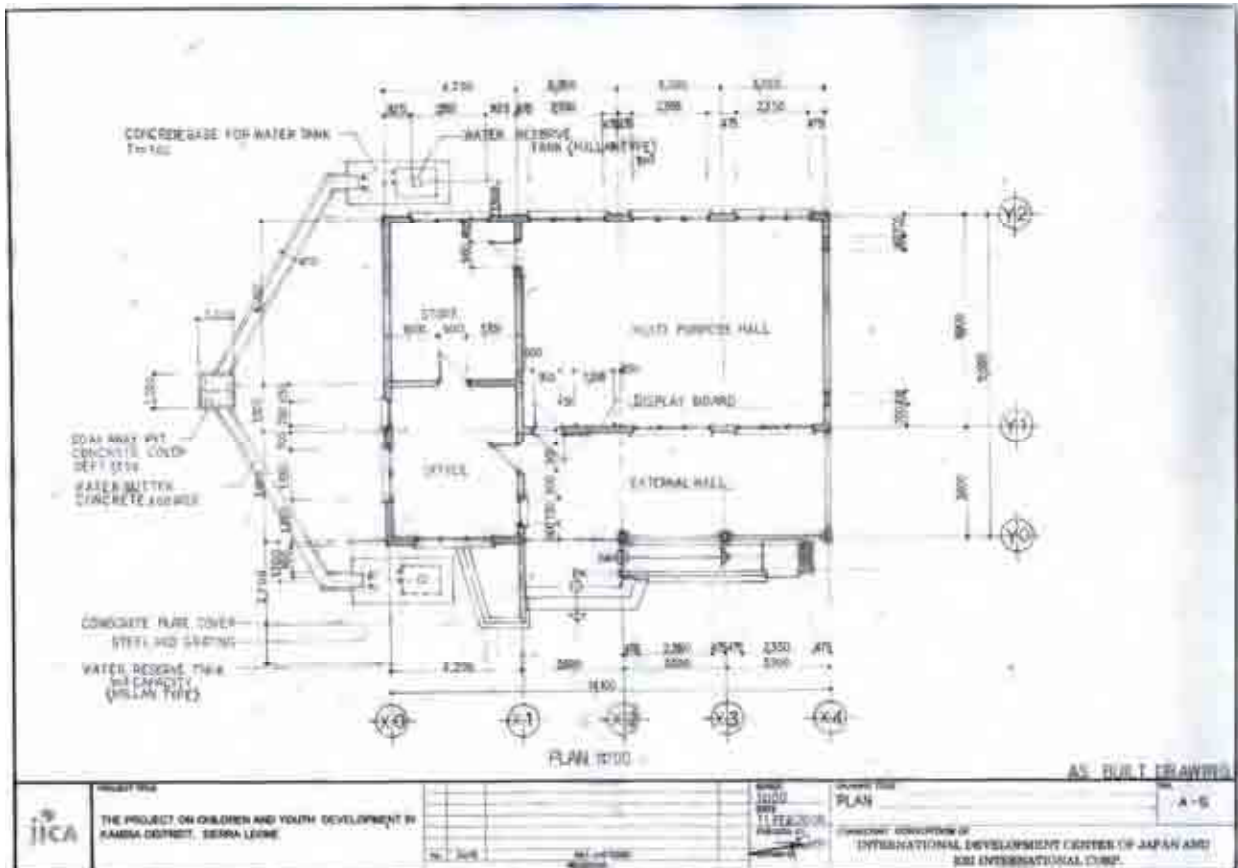
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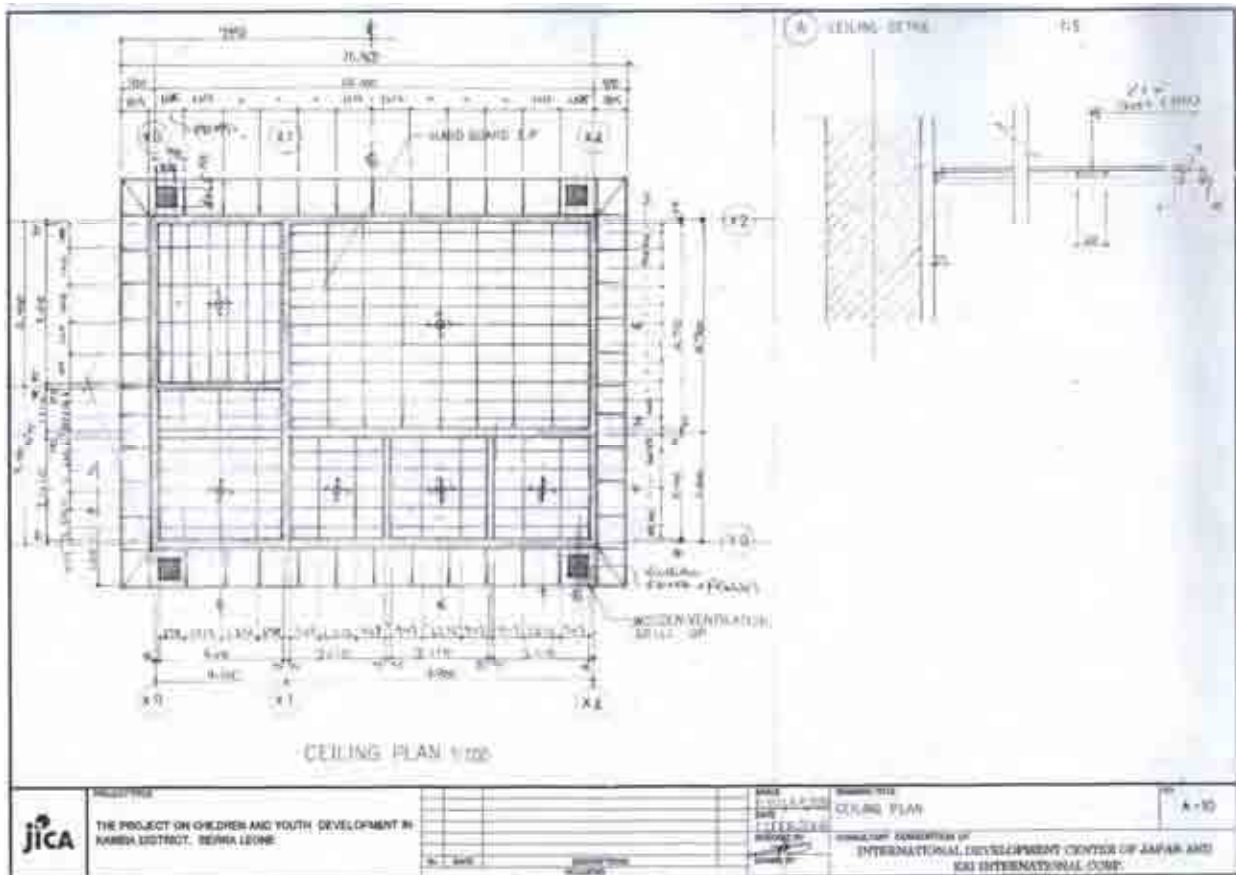
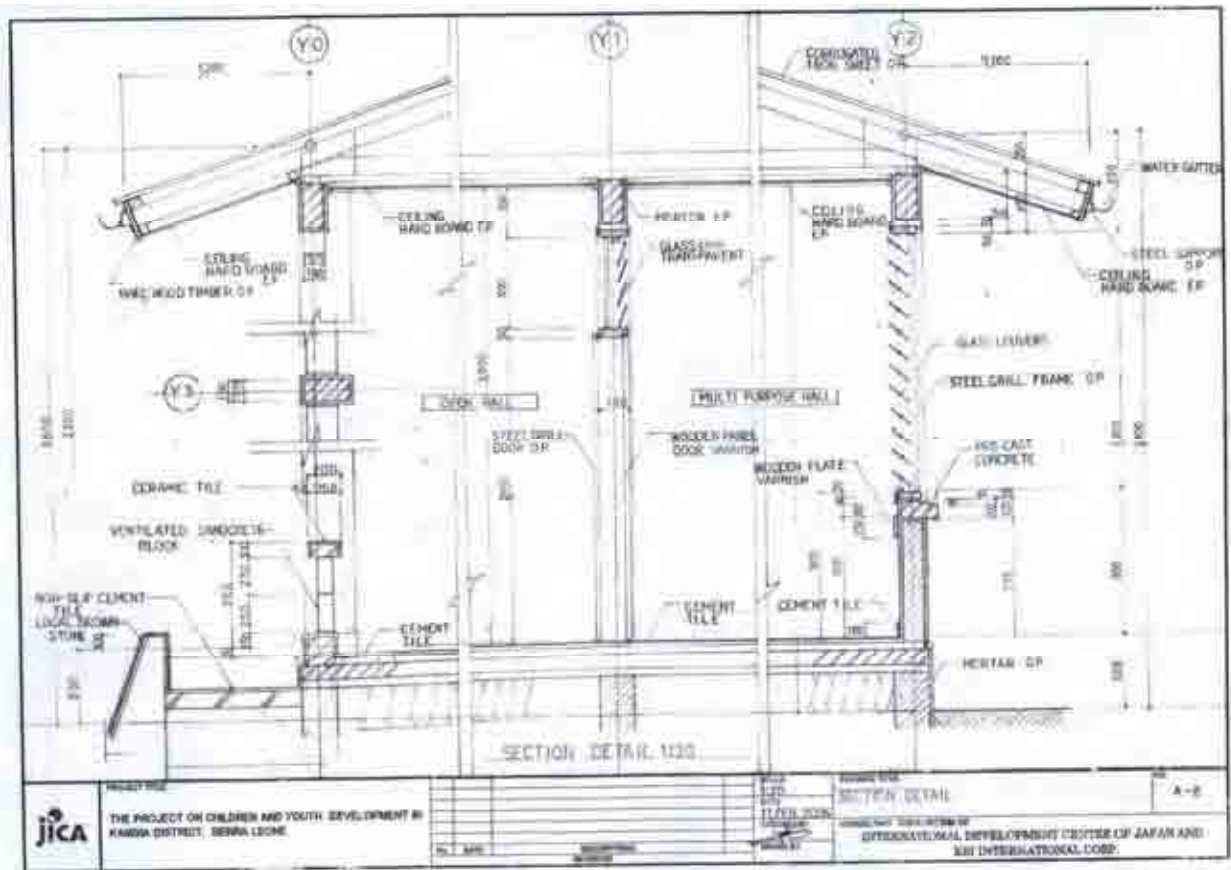
LIST OF DRAWINGS		OUTLINE OF WORKS	
ARCHITECTURE		PROJECT TITLE	The Construction of Three Resource Centres in the Kambia District
A-1	List of Drawings/Outline of Works		
A-2	Site Plan, Magbema Resource Centre		
A-3	Site Plan, Bramaia Resource Centre	KIND OF PROJECT	Construction
A-4	Site Plan, Tonko Limba Resource Centre	BUILDING SITES	Ahmadiya Secondary School, Rokupr Saint Mary's Secondary School, Kukuna Wesleyan Centennial Secondary School, Kamasasa
A-5	Plan		
A-6	Elevation		
A-7	Section	SITE AREA	Ahmadiya Secondary School, Rokupr Apr 10.5acr Saint Mary's Secondary School, Kukuna Apr 41.6acr Wesleyan Centennial Secondary School, Kamasasa Apr 14.8acr
A-8	Section Detail		
A-9	Doors & Windows Schedule		
A-10	Ceiling Plan	BUILDING AREA	Magbema Resource Centre 161m ² Bramaia Resource Centre 161m ² Tonko Limba Resource Centre 161m ²
		STRUCTURE	Sandcrete/Reinforced Concrete
		SCOPE OF WORKS	As specified in Drawings and Specification
STRUCTURE		FINISHING SCHEDULE	
S-1	Foundation Plan, Beam Plan	EXTERIOR FINISHING	INTERIOR FINISHING
S-2	Wooden Structure Plan	1) ROOF:	1) CEILING:
S-3	Reinforced Structure	Corrugated Iron Roofing Sheet (Corrugated and Painted) Galvanized Spring Head Roofing Nails with Felt Washers Minimum two Corrugation Side Laps	Ceiling Hard Board, Paint with Fillet
		2) EXTERIOR WALL:	2) INTERIOR WALLS:
		Cement Mortar Spray and Paint	Mortar Steel Trowel and Paint Wooden Pate Shamfered and Vanished
		3) VERANDA WALL:	3) FLOOR:
		Mortar and Paint Ceramic Tile as Coping	Cement Floor Tiles Enamel Paint Floor Skirting
		4) WINDOWS:	
		Ready Made Aluminium Carriers Plain Louvre Glass Blades with Dull Ends Steel Grill Frames	
FURNITURE			
F-1	Conference Table with Screen		
F-2	Conference Table		
F-3	Office Table		
F-4	Plastic Chair		
F-5	Wooden Cabinet		
F-6	Wooden Shelf		
F-7	Wooden Book Shelf		
F-8	Wooden Open Shelf		
F-9	Layout of Furniture		

LEGEND:

EP = Emulsion Paint
OP = Oil/Enamel Paint
VA = Varnish
PVC = Poly Vinyl Chloride
FB = Steel Flat Bar
DN = Down

SGW = Steel Grill Window
SGD = Steel Grill Door
WD = Wooden Door
SD = Steel Door





GRID PLAN OF CHILDREN ROOM

ELEVATION

ELEVATION 1:50

ELEVATION 1:50

NO.	DESCRIPTION	QTY	REMARKS
1	WOODEN PARTS		
2	STEEL FLASH		
3	WOODEN FLASH		
4	GLASS		
5	HARDWARE		
6	STEEL GRILL		
7	GLASS		
8	STEEL GRILL		
9	GLASS		

DOORS & WINDOWS SCHEDULE

PROJECT NO. _____

DATE _____

SCALE _____

THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KANBA DISTRICT, BIRBA LEONE

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KIU INTERNATIONAL CO., LTD.

FOUNDATION PLAN 1:100

BEAM PLAN 1:100

FOUNDATION PLAN 1:100

BEAM PLAN 1:100

PROJECT NO. _____

DATE _____

SCALE _____

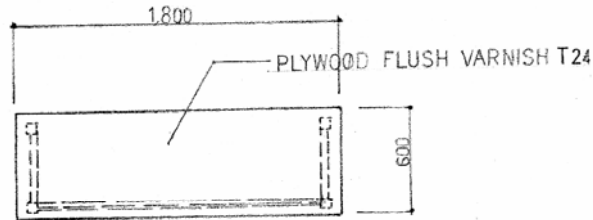
THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KANBA DISTRICT, BIRBA LEONE

INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KIU INTERNATIONAL CO., LTD.

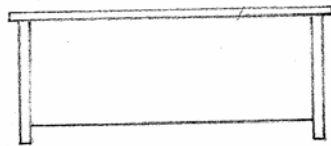
F
1

CONFERENCE TABLE WITH SCREEN

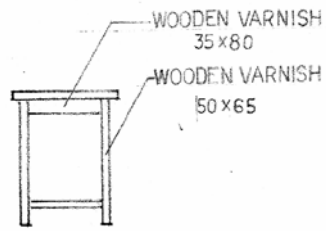
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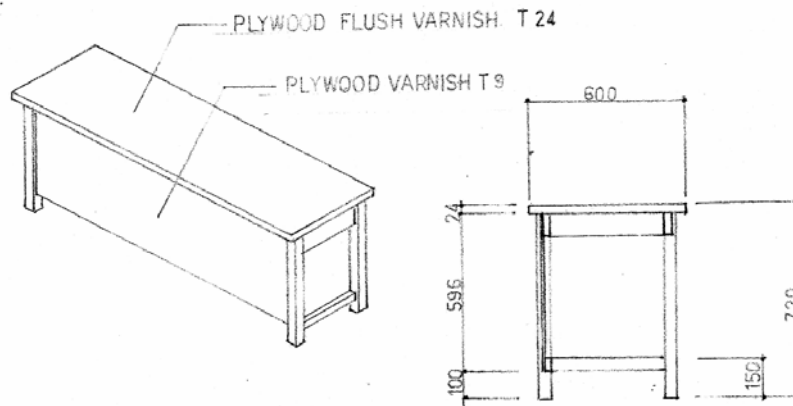
PLAN 1:30



ELEVATION 1:30



ELEVATION 1:30



SECTION 1:20



PROJECT TITLE
THE PROJECT ON CHILDREN AND YOUTH
DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE

SCALE
1:30, 1:20
DATE
11 FEB 2011
CHECKED BY
DRAWN BY

DRAWING TITLE
Furniture: CONFERENCE TABLE

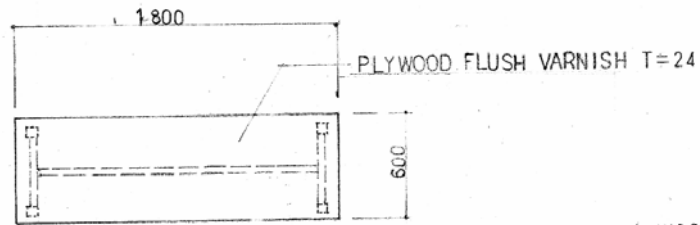
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F-1

CONSULTANT CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND
KRI INTERNATIONAL CORP.

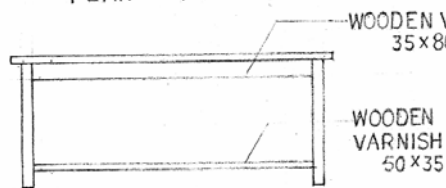
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CONFERENCE TABLE

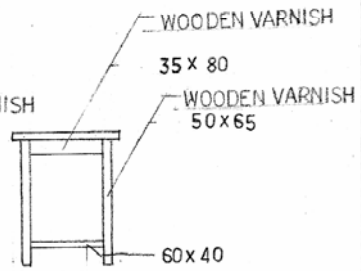
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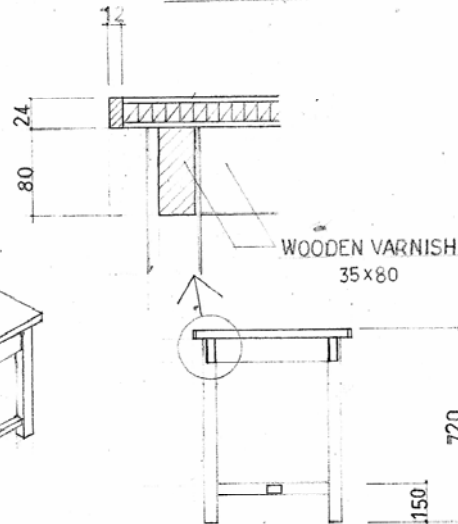
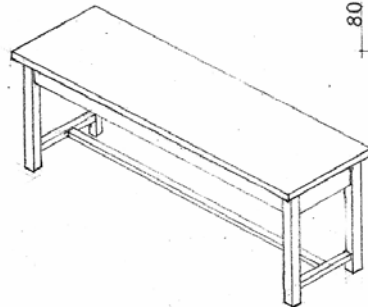
PLAN 1:30



ELEVATION 1:30



ELEVATION 1:30



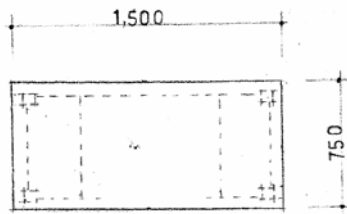
SECTION 1:20

	PROJECT TITLE	SCALE	DRAWING TITLE	NO.
	THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT, SIERRA LEONE	1:30 1:20 DATE 11 FEB 2006 CHECKED BY DRAWN BY	Furniture: CONFERENCE TABLE CONSULTANT CONSORTIUM OF INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KRI INTERNATIONAL CORP.	F-2

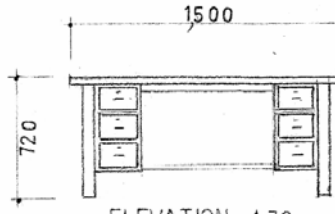
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OFFICE TABLE

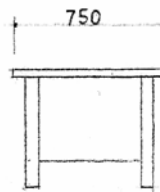
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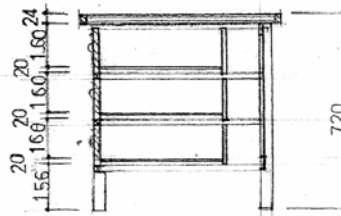
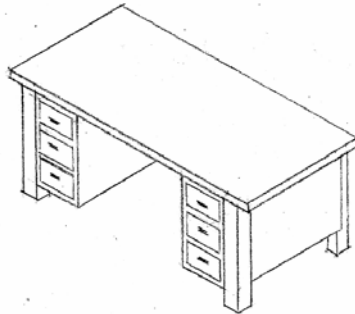
PLAN 1:30



ELEVATION 1:30



ELEVATION 1:30



SECTION 1:20



PROJECT TITLE
THE PROJECT ON CHILDREN AND YOUTH
DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE

SCALE
1:30 1:20
DATE
11 FEB 2006
CHECKED BY
DRAWN BY

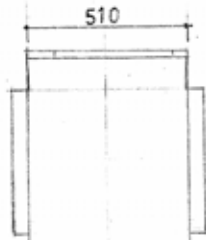
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CONSULTANT CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND
KRI INTERNATIONAL CORP.

NO.
F-3

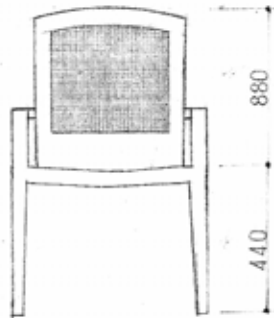
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PLASTIC CHAIR

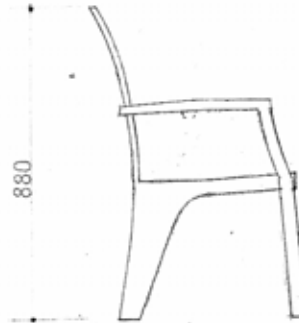
53 PCS



PLAN



ELEVATION



ELEVATION

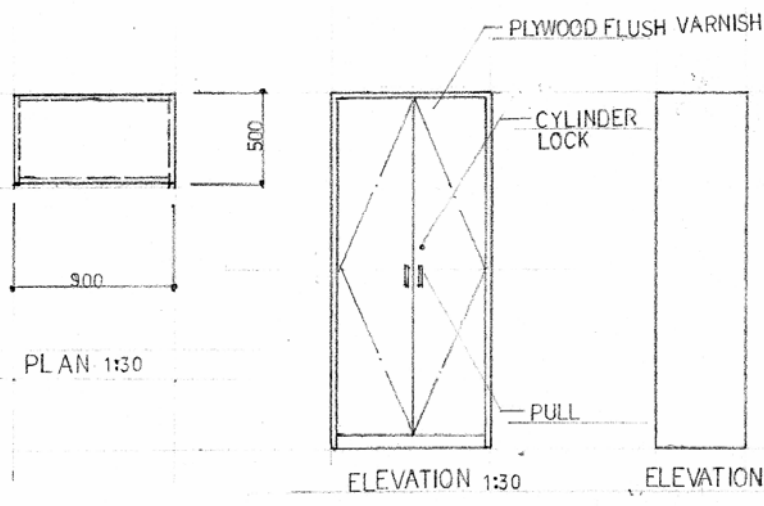


	PROJECT TITLE	SCALE	DRAWING TITLE	NO.
	THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT, SIERRA LEONE	DATE 11 FEB 2006 CHECKED BY DRAWN BY	Furniture: PLASTIC CHAIR CONSULTANT CONSORTIUM OF INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KRI INTERNATIONAL CORP.	F-4

F
5

WOODEN CARBINET

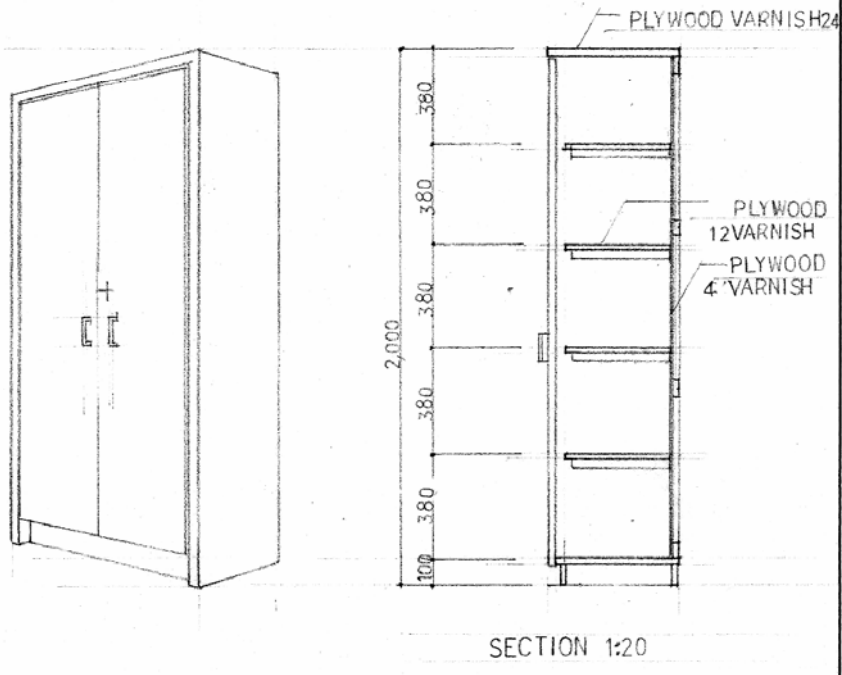
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PLAN 1:30

ELEVATION 1:30

ELEVATION 1:30



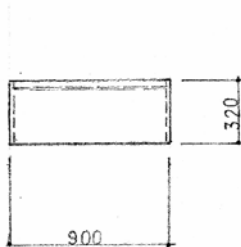
SECTION 1:20

	PROJECT TITLE	SCALE	DRAWING TITLE	NO.
	THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT, SIERRA LEONE	1:30 1:20 DATE 11 FEB 2006 CHECKED BY DRAWN BY	Furniture: WOODEN CARBINET	F-5
CONSULTANT CONSORTIUM OF INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KRI INTERNATIONAL CORP.				

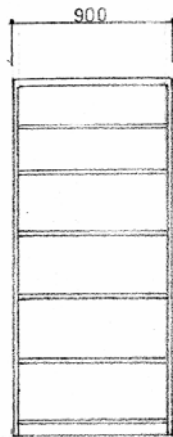
F
6

BOOK SHELF

2 PCS



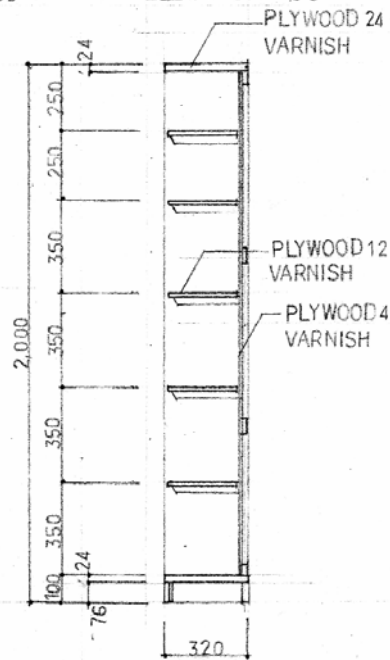
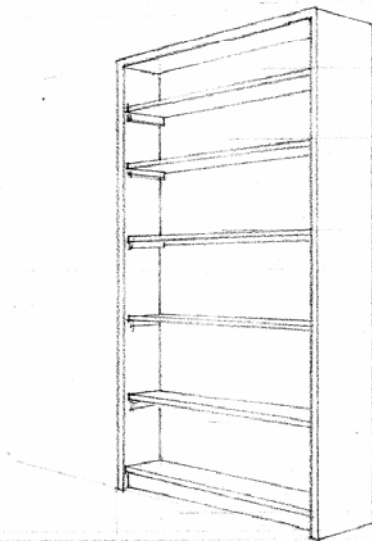
PLAN 1:30



ELEVATION 1:30



ELEVATION 1:30



SECTION 1:30



PROJECT TITLE
THE PROJECT ON CHILDREN AND YOUTH
DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE

SCALE
1:30 1:20
DATE
11 FEB. 2006
CHECKED BY
DRAWN BY

DRAWING-TITLE
Furniture: BOOK SHELF

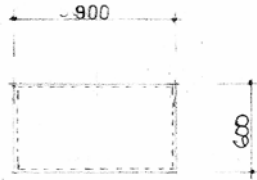
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CONSULTANT CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND
KRI INTERNATIONAL CORP.

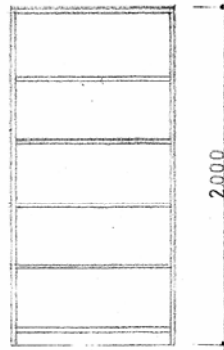
F
7

WOODEN SHELF

3 PCS



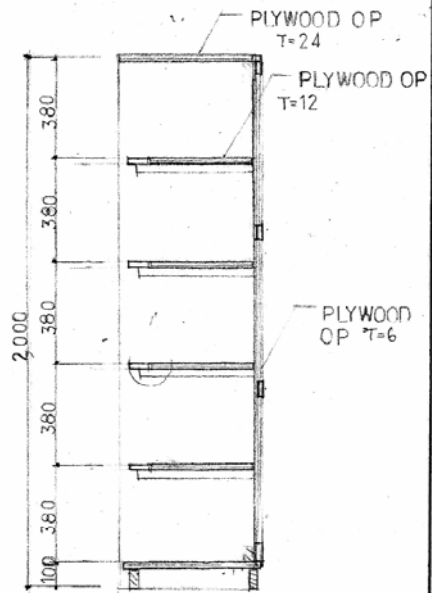
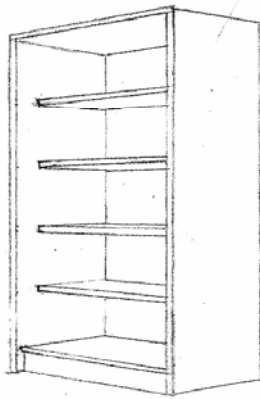
PLAN 1:30



ELEVATION 1:30



ELEVATION 1:30



SECTION 1:30



PROJECT TITLE
THE PROJECT ON CHILDREN AND YOUTH
DEVELOPMENT IN KAMBIA DISTRICT,
SIERRA LEONE

SCALE
1:30 1:20
DATE
11 FEB 2006
CHECKED BY
DRAWN BY

DRAWING TITLE
Furniture: WOODEN SHELF

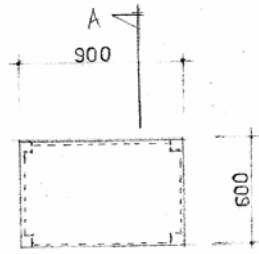
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CONSULTANT CONSORTIUM OF
INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND
KRI INTERNATIONAL CORP.

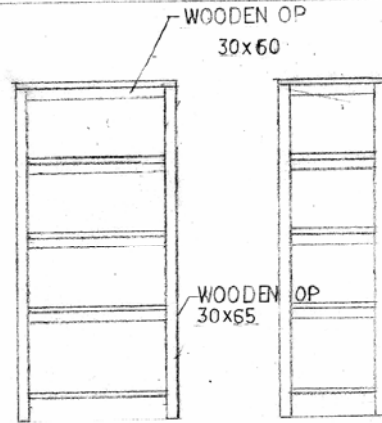
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8

WOODEN OPEN SHELF

3 PCS

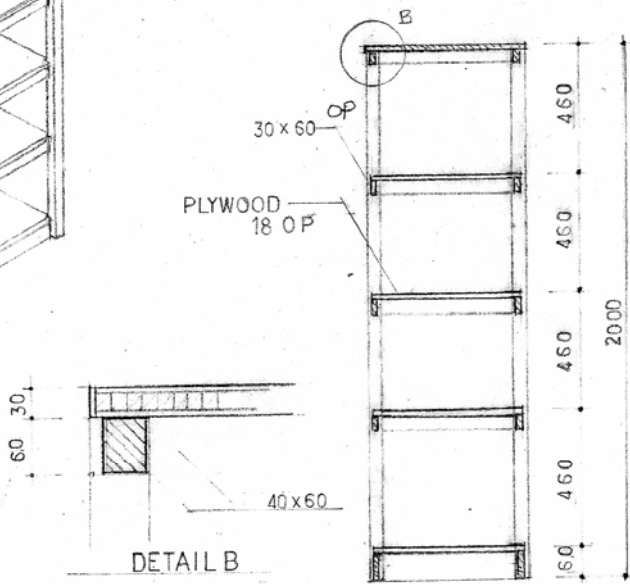
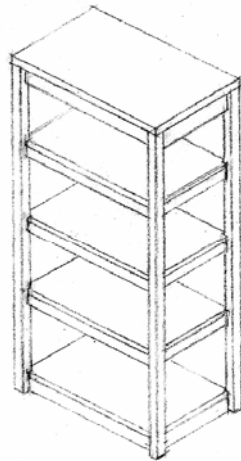


PLAN 1:30



ELEVATION 1:30

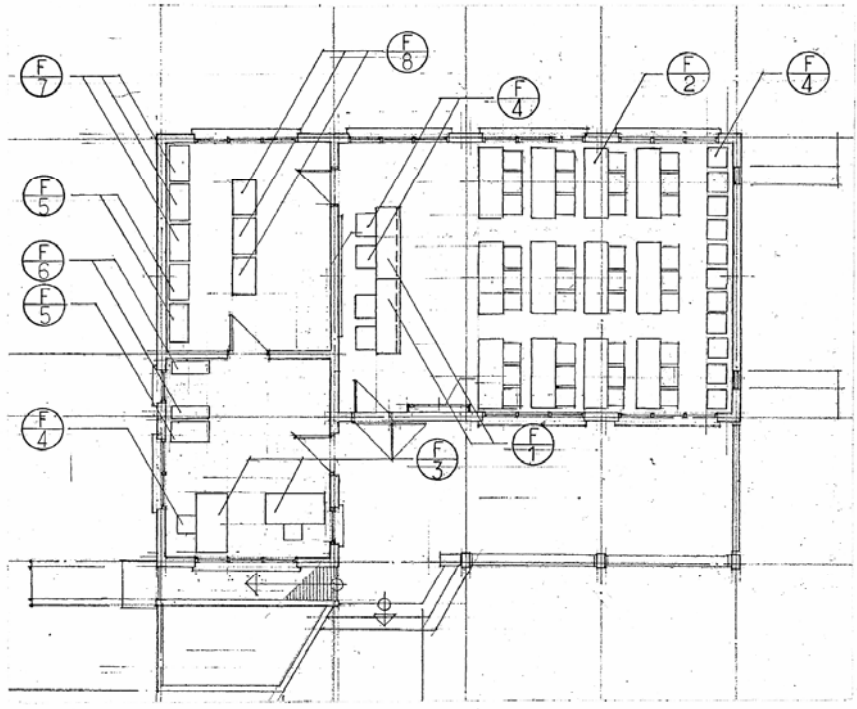
ELEVATION 1:30




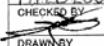
DETAIL B

SECTION 1:20

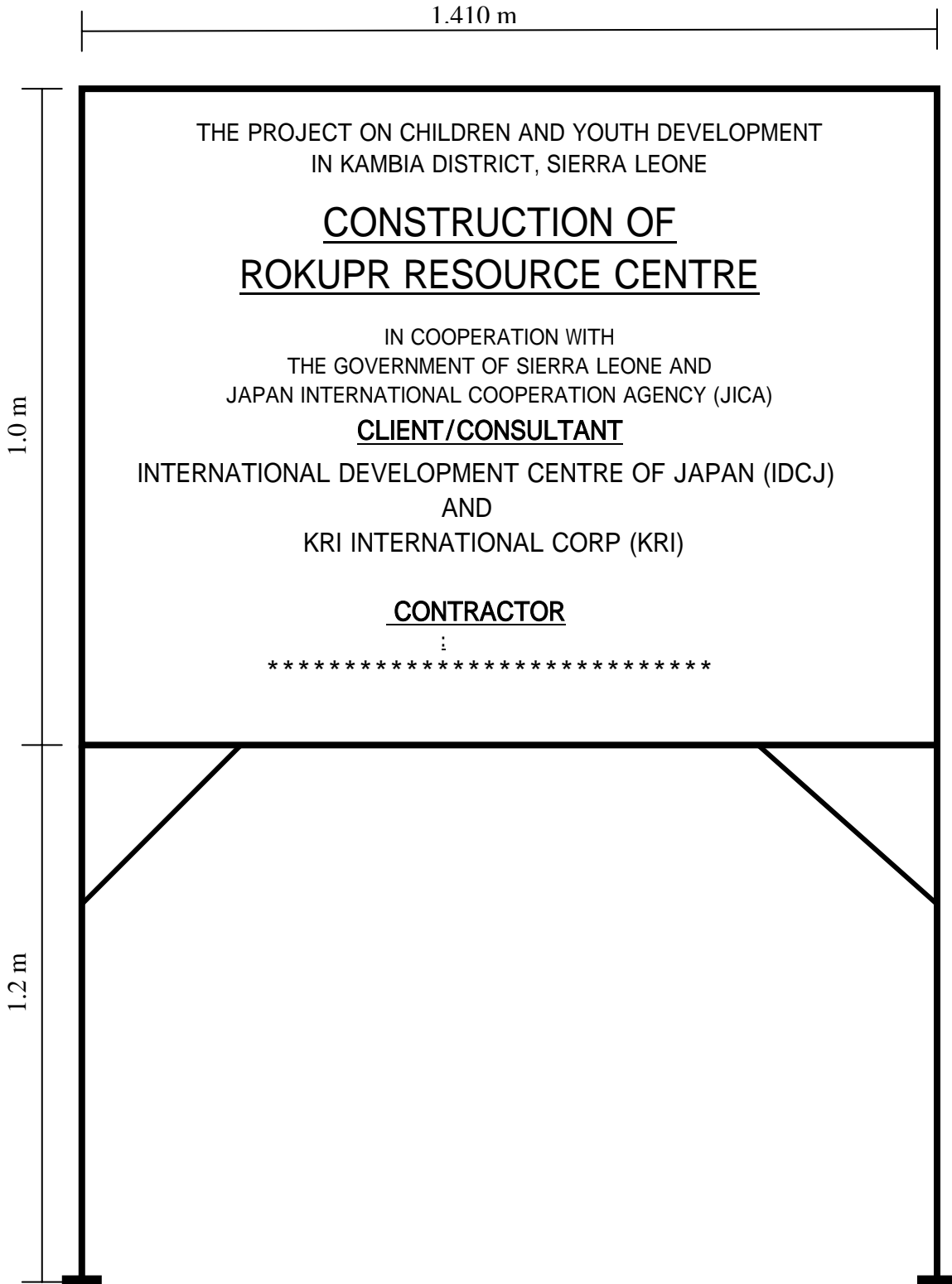
	PROJECT TITLE	SCALE	DRAWING TITLE	NO.
	THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT, SIERRA LEONE	1:20 DATE 11 FEB 2006 CHECKED BY DRAWN BY	Furniture: WOODEN OPEN SHELF CONSULTANT CONSORTIUM OF INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KRI INTERNATIONAL CORP.	F-8



LAYOUT OF FURNITURE

	PROJECT TITLE THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT, SIERRA LEONE	SCALE DATE 11 FEB 2006 CHECKED BY  DRAWN BY	DRAWING TITLE Furniture: LAYOUT OF FURNITURE CONSULTANT CONSORTIUM OF INTERNATIONAL DEVELOPMENT CENTER OF JAPAN AND KRI INTERNATIONAL CORP.	NO. F-9

SIGNBOARD



Front /Rare elevation

(Not to Scale)

SCHEDULE FOR THE CONSTRUCTION OF RESOURCE CENTRE

Items	Description	1st Month				2nd Month				3rd Month				4th Month				5th Month			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SUBSTRUCTURE																					
A	Installation of Sign Post																				
B	Earth Works																				
C	Foundation Block Work																				
D	Shuttering and Reinforcements in Foundation																				
E	Concrete Works in Foundation																				
F	Concrete Works in Ground Slab																				
SUPERSTRUCTURE																					
A	Superstructure Block Work																				
B	Shuttering and Reinforcements in Superstructure																				
C	Concrete Works in Superstructure																				
ROOFING FRAMEWORK																					
A	Wall Plate																				
B	Trusses																				
D	Purlins																				
D	Ceiling Joists																				
ROOFING AND CEILING																					
A	Roofing Sheets and Accessories																				
B	Ceiling																				
DOORS AND WINDOWS																					
A	Doors and Window Frames																				
B	Guard Bars to Doors and Windows																				
C	Doors with hardware																				
D	Window Louver Carriers																				
E	Window Louver Blades																				
FINISHING AND MISCELLANEOUS																					
A	Cement Mortar																				
B	Tiling																				
C	Painting																				
D	Rainwater Storage Tank and External Works																				
E	Donation Board																				
FURNITURE																					
A	Procurement and delivery of Plastic Chairs																				
B	Fabrication and delivery of Wooden Furniture																				

SUMMARY PAGE FOR KAMASASA RESOURCE CENTRE

(Prepared by IDCJ/KRI)

on 16th February 2006

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
1	Resource Centre	Nr.	1	96,038,479	96,038,479	
2	Furniture	Ls	1	7,699,250	7,699,250	
3	Sign Post	Nr.	1	257,500	257,500	
KAMASASA RESOURCE CENTRE - GRAND TOTAL						103,995,229

BILL OF QUANTITY FOR KAMASASA RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
1. SUBSTRUCTURE						
A	Clear unwanted materials from site	m ²	286	515	147,290	
B	Level entire site for construction to avoid slope	Ls	1	50,000	50,000	
C	Construct a temporary fence as temporary protection round entire perimeter of site using local construction materials	Ls	1	257,500	257,500	
EXCAVATION IN FOUNDATION						
D	Excavate trenches for foundation commencing at ground level and n.e 1m depth	m ³	66	9,270	611,820	
E	Excavate pits for column bases in foundation commencing at ground level and n.e 1.15m depth	m ³	1	13,905	18,396	
F	Allow for excavation in rocks and removal of surplus excavated materials	Ls	1	92,700	92,700	
G	Select and place suitable fill and back filling materials for foundation	m ³	97	7,210	699,370	
H	Select and place hard core filling 200mm thick to accept slab	m ³	39	12,875	502,125	
I	Select and place 50mm thick layer of coarse aggregate on top of entire layer of hardcore	m ³	8	27,810	222,480	
J	Select and place double layer of damp proof course (polythene sheet) on top of entire layer of coarse aggregate but excluding outside hall to accept mass concrete (see detail drawings)	m ²	109	1,390	151,510	
CONCRETE WORK IN FOUNDATION						
K	Plain insitu concrete in normal mix 1:2:4 - 3/4 aggregate in trenches as foundation footings 200mm thick	m ³	12	333,720	4,111,430	
L	Plain insitu concrete in normal mix 1:3:6 - 3/4 aggregate in ground slab 100mm thick	m ³	19	315,180	6,088,332	
M	Reinforced concrete in normal mix 1:2:4 - 3/4" aggregate in column bases (200mm thick) and column in foundations (1m high)	m ³	2	333,720	667,440	
REINFORCEMENT IN FOUNDATION						
N	Straight and bent Ø12mm M.S bars in columns and column bases	Kg	222	3,708	823,176	
O	Ø8mm M.S bar as links and hoops in columns	Kg	56	3,708	207,648	
FORM WORK IN FOUNDATION						
P	Form work to columns and column bases	m ²	10	18,540	185,400	
Q	Edges of beds n.e 100mm high	m	56	9,270	515,412	
BLOCK WORK IN FOUNDATION						
R	225mm thick solid sandcrete block work in cement and sand 1:6 mix	m ²	96	46,350	4,441,257	
SUBSTRUCTURE CARRIED TO SUMMARY					19,595,997	

2. SUPERSTRUCTURE						
CONCRETE WORK IN SUPERSTRUCTURE						
A	Reinforced insitu concrete in normal mix 1:2:4 - 3/4" aggregate in columns, lintels, beams and window seals (see detail drawings)	m ³	6	333,720	2,002,320	
REINFORCEMENT IN SUPERSTRUCTURE						
B	Straight and bent M.S bars in columns, lintels and beams 12mm diameter	Kg	1,138	3,708	4,219,704	
C	6 mm diameter M.S bars as links and hoops/stirrups in columns, lintels and beams	Kg	284	3,708	1,053,072	
FORM WORK IN SUPERSTRUCTURE						
D	Form work to sides of columns, soffits and sides of lintels and beams	m ²	63	18,540	1,168,020	
BLOCK WORK IN SUPERSTRUCTURE						
E	150mm thick solid sandcrete block work in cement and sand mortar mix 1:6 as building and gable walls	m ²	233	41,200	9,599,600	
F	150mm thick ventilation sandcrete block work in cement and sand mortar mix 1:6 as dwarf wall to outside hall	m ²	11	43,260	475,860	
G	100mm thick precast terrazo tile (250mm wide) as coping to outside hall walls	m	11	74,160	803,894	
SUPERSTRUCTURE CARRIED TO SUMMARY						19,322,470
3. ROOFING FRAMEWORK						
Treated hardwood timber as:						
A	50mm x 150mm Wall plate	m	42	9,270	386,559	
B	Truss 12.9m span @ 2m c/c and including 25mm thick plywood as gusset plates fixed to both sides with a minimum of 10 pieces of 100mm wire nail, 50mm x 100mm internal members and 50mm x 150mm external members (see attached drawings)	Nr.	8	602,550	4,820,400	
C	50mm x 75mm Purlins @ 1006mm c/c	m	231	5,150	1,189,650	
D	50mm x 50mm Ceiling joists @450mm c/c along the width and @450mm c/c along the length	m	985	2,781	2,739,285	
E	25mm x 225mm Fascia board	m	62	4,635	287,370	
ROOFING FRAMEWORK CARRIED TO SUMMARY						9,423,264
4. ROOFING						
A	Corrugated Iron roofing sheets with enamel paint to finish fixed with approved roofing nails and felt	m ²	234	49,440	11,568,960	
B	Cover ridge 300mm girth and fixed with approved roofing nails	m	17	32,445	551,565	
C	200mm wide imported PVC roof gutter including braces fixed to both ends of roof and gently sloping to plastic water tanks via a PVC funnel (see detail drawing)	m	37	30,900	1,143,300	
ROOFING CARRIED TO SUMMARY						13,263,825

5. DOORS AND WINDOWS						
	Provide and fix :					
A	Hardwood panel door (950mm x 2000mm) complete with frames hinges and approved imported 3- turn lock and handle - Single, as main entrance door (see detail drawing type WD/1)	Nr.	1	535,600	535,600	
B	Grilled steel door (970mm x 2050mm) complete with frames hinges and locks as protection to main panel door - Single (see detail drawing type SGD/1)	Nr.	1	618,000	618,000	
C	Grilled steel frame (970mm x 550mm) as protection to fixed louvre window above main panel door	Nr.	1	324,450	324,450	
D	Steel flush door (900mm x 2000mm) complete with frames hinges and lock to main office door - Single (see detail drawing type SD/1)	Nr.	1	597,400	597,400	
E	Grilled steel frame (900mm x 550mm) as protection to fixed louvre window above main office door	Nr.	1	309,000	309,000	
F	Wooden flush door (900mm x 2000mm) complete with frames hinges and lock as entrance from office to store and from store to inside hall - Single (see detail drawing type SD/2)	Nr.	2	283,250	566,500	
G	3 pannel Louvre window (2350mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/1)	Nr.	7	370,800	2,595,600	
H	2 pannel Louvre window (1550mm x 1700mm) with frame 50mm thick, carriers and glass blades to office (see detail drawings type LGW/2)	Nr.	1	278,100	278,100	
I	1 pannel Louvre window (750mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/3)	Nr.	2	139,050	278,100	
J	(200mm x 200mm x 75 mm) hard glass bricks as lighting to 2 positions (each 450mm x 1700mm) on inside hall (see detail drawings)	m ²	2	463,500	787,950	
K	Steel window frames (2350mm x 1700mm) as guard bars to 3 panel windows	Nr.	7	515,000	3,605,000	
L	Steel window frames (1550mm x 1700mm) as guard bars to 2 panel windows	Nr.	1	463,500	463,500	
M	Steel window frames (750mm x 1700mm) as guard bars to 1 panel windows	Nr.	2	370,800	741,600	
N	Steel grilled frames to 2 positions at verge to gable walls as ventillation to ceiling (see detail drawings)	Nr.	2	123,600	247,200	
DOORS AND WINDOWS CARRIED TO SUMMARY						11,948,000

6. FINISHING						
A	12mm thick cement and sand (1:4 mix) rendering to all walls (internally and externally), columns, lintels and beams	m ²	602	12,360	7,440,720	
B	Provide and cement tiles to entire floor and including 100mm floor skirting and access steps	m ²	156	25,750	4,017,000	
C	Provide and fix 8'-0" x 4'-0" hardboard to underside of ceiling joists and battens including eaves as ceiling	m ²	213	15,450	3,290,850	
D	Provide and fix 500mm x 700mm wire mesh with mosquito screen lining and chamfered plywood grilled framework as bat trap to eaves (see detail drawing)	Nr.	4	111,240	444,960	
E	Provide and fix 10mm x 150mm wooden plate (shamfered and polished) 800mm from finished ground level round entire perimeter of inside hall (see detail drawing)	m	33	6,489	214,137	
F	Provide and fix 570mm x 380mm x 2mm plastic donation plate with inscriptions (as may be directed by supervising engineer) to outside wall of hall 1200mm from finished ground level (see detail drawing)	Nr.	1	324,450	324,450	
G	Prepare and apply two coats enamel paint 800mm from floor level to window base level including ventilated blocks to outside dwarf wall round entire perimeter of building externally.	m ²	58	4,635	268,830	
H	Prepare and apply two coats enamel paint 500mm from foundation base level to floor level round entire perimeter of building externally.	m ²	25	4,635	115,875	
I	Prepare and apply two coats emulsion paint to external walls from window base level to ceiling round entire perimeter of building	m ²	123	3,708	456,084	
J	Prepare and apply two coats emulsion paint to entire ceiling both internally and externally and including eaves.	m ²	213	5,562	1,184,706	
K	Prepare and apply two coats emulsion paint to internal walls of entire building from floor to ceiling	m ²	236	3,708	875,088	
L	Prepare and apply two coats enamel paint to metal doors and frames, window frames and facia boards.	m ²	51	4,635	236,385	
M	Provide and fix 2400mm x 1200mm as notice board embedded 25mm in wall (as may be directed by supervising engineer) and with polished timber framework including plain glass as protection and lock to inside hall	Nr.	1	602,550	602,550	
FINISHING CARRIED TO SUMMARY						19,471,635

7. EXTERNAL WORKS						
A	Plain insitu mass concrete base 500mm x 1000mm x 1200mm in normal mix 1:3:6 - 12mm aggregate fixed to 2 positions of building with surface gently sloping towards surface drainage and cast to accept plastic water tanks (see detail drawings)	m ³	2	324,450	648,900	
B	1m ³ imported plastic water tank including 3/4" stop cork and a double layer of mosquito mesh as strainer to opening and including associated pipe works (see detail drawings)	Nr.	2	476,000	952,000	
C	Plain insitu mass concrete 50mm thick in normal mix 1:3:6 - 12mm aggregate and 500mm verge as drainage from plastic tanks to soak away pit 5.5meters from building (see detail drawing)	m ³	1	324,450	243,338	
D	1000mm x 1000mm x 1000mm excavation as soak away pit including 150mm thick hardcore material filled to the brim and 75mm thick reinforced precast cover slab	Nr.	1	370,800	370,800	
E	Construct mass concrete ramp 850mm wide, border and steps as access to entrance of building	Ls	1	695,250	695,250	
F	Clean and make good entire site	Ls	1	103,000	103,000	
EXTERNAL WORKS CARRIED TO SUMMARY						3,013,288
KAMASASA RESOURCE CENTRE BOQ - TOTAL						96,038,479

FURNITURE LIST FOR KAMASASA RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
Fabricate/Procure, Deliver and Arrange the following according to Detail Drawing Type F9 of Resource Centre:						
TABLES						
F1	(1800mm x 600mm x 720mm) Smoothened and vanished wooden Conference High Table with 20mm plywood finish to the top and front (See Detail Type F1)	Nr.	2	257,500	515,000	
F2	(1800mm x 600mm x 720mm) Smoothened and vanished Conference Table with wooden framework and 20mm plywood finish screwed to the top (See Detail Type F2)	Nr.	12	206,000	2,472,000	
F3	(1500mm x 750mm x 720mm) Smoothened and vanished wooden Office Table with 30mm plywood finish to the top and including 6 drawers (See Detail Type F3)	Nr.	2	309,000	618,000	
TABLES CARRIED TO SUMMARY					3,605,000	
CHAIRS						
F4	Coloured Imported Plastic Chairs for Office and High Table (See Detail Type F4)	Nr.	53	36,050	1,910,650	
CHAIRS CARRIED TO SUMMARY					1,910,650	
SHELVES/CUPBOARDS						
F5	5 Compartment Wooden Cupboard with lock for Office and Store (See Detail Type F5)	Nr.	3	309,000	927,000	
F6	(900mm x 320mm x 2000mm) Wooden Book Shelf for Office (See Detail Type F6)	Nr.	2	118,450	236,900	
F7	5 Compartment Wooden Shelf with 25mm plywood finish for Store (See Detail Type F7)	Nr.	3	175,100	525,300	
F8	(900mm x 600mm x 2000mm) Wooden Shelf with plywood finish for Store (See Detail Type F8)	Nr.	3	164,800	494,400	
SHELVES/CUPBOARDS CARRIED TO SUMMARY					2,183,600	
KAMASASA FURNITURE LIST - TOTAL					7,699,250	

BILL OF QUANTITY FOR KAMASASA RESOURCE CENTRE SIGN POST

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
Provide and Install:						
A	(1200mm x 1200mm) Metal Sign Post with Project Description to both sides as may be directed by Supervising Engineer	Nr.	1	257,500	257,500	
KAMASASA SIGN POST CARRIED TO SUMMARY						257,500
KAMASASA SIGN POST - TOTAL						257,500

WORK PROGRAMME FOR THE CONSTRUCTION OF KAMASASA RESOURCE CENTRE

Items	Description	1st MONTH				2nd MONTH				3rd MONTH				4th MONTH				5th MONTH				6th MONTH				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
SUBSTRUCTURE																										
A	Installation of Sign Post																									
B	Earth Works																									
C	Foundation Block Work																									
D	Shuttering and Reinforcements in Foundation																									
E	Concrete works in Foundation																									
F	Ground slab																									
SUPERSTRUCTURE																										
A	Superstructure Block Work																									
B	Shuttering and Reinforcements in Superstructure																									
C	Concrete works in Superstructure																									
ROOFING FRAMEWORK																										
A	Wall plate																									
B	Trusses																									
D	Purlins																									
D	Ceiling Joists																									
ROOFING AND CEILING																										
A	Roofing sheets and accessories																									
B	Ceiling																									
DOORS AND WINDOWS																										
A	Doors and Window frames																									
B	Guard Bars to Doors and Windows																									
C	Doors with frames, lockers and hinges																									
D	Window Louvre Carriers																									
E	Window Louvre Blades																									
FINISHING																										
A	Wall rendering																									
B	Tiling																									
C	Painting																									
D	Drainages and other external works																									

SUMMARY PAGE FOR KUKUNA RESOURCE CENTRE

(Prepared by IDCJ/KRI)

on 16th February 2006

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
1	Resource Centre	Nr.	1	95,723,963	95,723,963	
2	Furniture	Ls	1	7,624,500	7,624,500	
3	Sign Post	Nr.	1	255,000	255,000	
KUKUNA RESOURCE CENTRE BOQ - TOTAL						103,603,463

BILL OF QUANTITY FOR KUKUNA RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006
1. SUBSTRUCTURE					
A	Clear unwanted materials from site	m ²	286	510	145,860
B	Level entire site for construction to avoid slope	Ls	1	60,000	60,000
C	Construct a temporary fence as temporary protection round entire perimeter of site using local construction materials	Ls	1	255,000	255,000
EXCAVATION IN FOUNDATION					
D	Excavate trenches for foundation commencing at ground level and n.e 1m depth	m ³	66	9,180	605,880
E	Excavate pits for column bases in foundation commencing at ground level and n.e 1.15m depth	m ³	1	13,770	18,218
F	Allow for excavation in rocks and removal of surplus excavated materials	Ls	1	91,800	91,800
G	Select and place suitable fill and back filling materials for foundation	m ³	97	7,140	692,580
H	Select and place hard core filling 200mm thick to accept slab	m ³	39	12,750	497,250
I	Select and place 50mm thick layer of coarse aggregate on top of entire layer of hardcore	m ³	8	27,540	220,320
J	Select and place double layer of damp proof course (polythene sheet) on top of entire layer of coarse aggregate but excluding outside hall to accept mass concrete (see detail drawings)	m ²	109	1,377	150,093
CONCRETE WORK IN FOUNDATION					
K	Plain insitu concrete in normal mix 1:2:4 - 3/4 aggregate in trenches as foundation footings 200mm thick	m ³	12	330,480	4,071,514
L	Plain insitu concrete in normal mix 1:3:6 - 3/4 aggregate in ground slab 100mm thick	m ³	19	312,120	6,029,222
M	Reinforced concrete in normal mix 1:2:4 - 3/4" aggregate in column bases (200mm thick) and column in foundations (1m high)	m ³	2	330,480	660,960
REINFORCEMENT IN FOUNDATION					
N	Straight and bent Ø12mm M.S bars in columns, column bases and entire foundation trench	Kg	222	3,672	815,184
O	Ø8mm M.S bar as links and stirrups in columns	Kg	56	3,672	205,632
FORM WORK IN FOUNDATION					
P	Form work to columns and column bases	m ²	10	18,360	183,600
Q	Edges of beds n.e 100mm high	m	56	9,180	510,408
BLOCK WORK IN FOUNDATION					
R	225mm thick solid sandcrete block work in cement and sand 1:6 mix	m ²	96	45,900	4,398,138
SUBSTRUCTURE CARRIED TO SUMMARY					19,405,798

2. SUPERSTRUCTURE						
CONCRETE WORK IN SUPERSTRUCTURE						
A	Reinforced insitu concrete in normal mix 1:2:4 - 3/4" aggregate in columns, lintels, beams and window seals (see detail drawings)	m ³	6	330,480	1,982,880	
REINFORCEMENT IN SUPERSTRUCTURE						
B	Straight and bent M.S bars in columns, lintels and beams 12mm diameter	Kg	1,138	3,672	4,178,736	
C	6 mm diameter M.S bars as links and stirrups in columns, lintels and beams	Kg	284	3,672	1,042,848	
FORM WORK IN SUPERSTRUCTURE						
D	Form work to sides of columns, soffits and sides of lintels and beams	m ²	63	18,360	1,156,680	
BLOCK WORK IN SUPERSTRUCTURE						
E	150mm thick solid sandcrete block work in cement and sand mortar mix 1:6 as building and gable walls	m ²	233	40,800	9,506,400	
F	150mm thick ventilation sandcrete block work in cement and sand mortar mix 1:6 as dwarf wall to outside hall	m ²	11	42,840	471,240	
G	100mm thick precast terrazo tile (250mm wide) as coping to outside hall walls	m	11	73,440	796,090	
SUPERSTRUCTURE CARRIED TO SUMMARY						19,134,874
3. ROOFING FRAMEWORK						
Treated hardwood timber as:						
A	50mm x 150mm Wall plate	m	42	9,180	382,806	
B	Truss 12.9m span @ 2m c/c and including 25mm thick plywood as gusset plates fixed to both sides with a minimum of 10 pieces of 100mm wire nail, 50mm x 100mm internal members and 50mm x 150mm external members (see attached drawings)	Nr.	8	596,700	4,773,600	
C	50mm x 75mm Purlins @ 1006mm c/c	m	231	5,100	1,178,100	
D	50mm x 50mm Ceiling joists @450mm c/c along the width and @450mm c/c along the length	m	985	2,754	2,712,690	
E	25mm x 225mm Fascia board	m	62	4,590	284,580	
ROOFING FRAMEWORK CARRIED TO SUMMARY						9,331,776
4. ROOFING						
A	Corrugated Iron roofing sheets with enamel paint to finish fixed with approved roofing nails and felt	m ²	234	48,960	11,456,640	
B	Cover ridge 300mm girth and fixed with approved roofing nails	m	17	32,130	546,210	
C	200mm wide imported PVC roof gutter including braces fixed to both ends of roof and gently sloping to plastic water tanks via a PVC funnel (see detail drawing)	m	37	30,600	1,132,200	
ROOFING CARRIED TO SUMMARY						13,135,050

5. DOORS AND WINDOWS						
	Provide and fix :					
A	Hardwood panel door (950mm x 2000mm) complete with frames hinges and approved imported 3- turn lock and handle - Single, as main entrance door (see detail drawing type WD/1)	Nr.	1	530,400	530,400	
B	Grilled steel door (970mm x 2050mm) complete with frames hinges and locks as protection to main panel door - Single (see detail drawing type SGD/1)	Nr.	1	612,000	612,000	
C	Grilled steel frame (970mm x 550mm) as protection to fixed louvre window above main panel door	Nr.	1	321,300	321,300	
D	Steel flush door (900mm x 2000mm) complete with frames hinges and lock to main office door - Single (see detail drawing type SD/1)	Nr.	1	591,600	591,600	
E	Grilled steel frame (900mm x 550mm) as protection to fixed louvre window above main office door	Nr.	1	306,000	306,000	
F	Wooden flush door (900mm x 2000mm) complete with frames hinges and lock as entrance from office to store and from store to inside hall - Single (see detail drawing type SD/2)	Nr.	2	280,500	561,000	
G	3 pannel Louvre window (2350mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/1)	Nr.	7	367,200	2,570,400	
H	2 pannel Louvre window (1550mm x 1700mm) with frame 50mm thick, carriers and glass blades to office (see detail drawings type LGW/2)	Nr.	1	275,400	275,400	
I	1 pannel Louvre window (750mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/3)	Nr.	2	137,700	275,400	
J	(200mm x 200mm x 75 mm) hard glass bricks as lighting to 2 positions (each 450mm x 1700mm) on inside hall (see detail drawings)	m ²	2	459,000	780,300	
K	Steel window frames (2350mm x 1700mm) as guard bars to 3 panel windows	Nr.	7	510,000	3,570,000	
L	Steel window frames (1550mm x 1700mm) as guard bars to 2 panel windows	Nr.	1	459,000	459,000	
M	Steel window frames (750mm x 1700mm) as guard bars to 1 panel windows	Nr.	2	367,200	734,400	
N	Steel grilled frames to 2 positions at verge to gable walls as ventillation to ceiling (see detail drawings)	Nr.	2	122,400	244,800	
DOORS AND WINDOWS CARRIED TO SUMMARY						11,832,000

6. FINISHING						
A	12mm thick cement and sand (1:4 mix) rendering to all walls (internally and externally), columns, lintels and beams	m ²	602	12,240	7,368,480	
B	Provide and cement tiles to entire floor and including 100mm floor skirting and access steps	m ²	156	25,500	3,978,000	
C	Provide and fix 8'-0" x 4'-0" hardboard to underside of ceiling joists and battens including eaves as ceiling	m ²	213	15,300	3,258,900	
D	Provide and fix 500mm x 700mm wire mesh with mosquito screen lining and chamfered plywood grilled framework as bat trap to eaves (see detail drawing)	Nr.	4	110,160	440,640	
E	Provide and fix 10mm x 150mm wooden plate (shamfered and polished) 800mm from finished ground level round entire perimeter of inside hall (see detail drawing)	m	33	6,426	212,058	
F	Provide and fix 570mm x 380mm x 2mm plastic donation plate with inscriptions (as may be directed by supervising engineer) to outside wall of hall 1200mm from finished ground level (see detail drawing)	Nr.	1	321,300	321,300	
G	Prepare and apply two coats enamel paint 800mm from floor level to window base level including ventilated blocks to outside dwarf wall round entire perimeter of building externally.	m ²	58	4,590	266,220	
H	Prepare and apply two coats enamel paint 500mm from foundation base level to floor level round entire perimeter of building externally.	m ²	25	4,590	114,750	
I	Prepare and apply two coats emulsion paint to external walls from window base level to ceiling round entire perimeter of building	m ²	123	3,672	451,656	
J	Prepare and apply two coats emulsion paint to entire ceiling both internally and externally and including eaves.	m ²	213	5,508	1,173,204	
K	Prepare and apply two coats emulsion paint to internal walls of entire building from floor to ceiling	m ²	236	3,672	866,592	
L	Prepare and apply two coats enamel paint to metal doors and frames, window frames and fascia boards.	m ²	51	4,590	234,090	
M	Provide and fix 2400mm x 1200mm as notice board embedded 25mm in wall (as may be directed by supervising engineer) and with polished timber framework including plain glass as protection and lock to inside hall	Nr.	1	596,700	596,700	
FINISHING CARRIED TO SUMMARY						19,282,590

7. EXTERNAL WORKS						
A	Plain insitu mass concrete base 500mm x 1000mm x 1200mm in normal mix 1:3:6 - 12mm aggregate fixed to 2 positions of building with surface gently sloping towards surface drainage and cast to accept plastic water tanks (see detail drawings)	m ³	2	321,300	642,600	
B	1m ³ imported plastic water tank including 3/4" stop cork and a double layer of mosquito mesh as strainer to opening and including associated pipe works (see detail drawings)	Nr.	2	780,300	1,560,600	
C	Plain insitu mass concrete 50mm thick in normal mix 1:3:6 - 12mm aggregate and 500mm verge as drainage from plastic tanks to soak away pit 5.5meters from building (see detail drawing)	m ³	1	321,300	240,975	
D	1000mm x 1000mm x 1000mm excavation as soak away pit including 150mm thick hardcore material filled to the brim and 75mm thick reinforced precast cover slab	Nr.	1	367,200	367,200	
E	Construct mass concrete ramp 850mm wide, border and steps as access to entrance of building	Ls	1	688,500	688,500	
F	Clean and make good entire site	Ls	1	102,000	102,000	
EXTERNAL WORKS CARRIED TO SUMMARY						3,601,875
KUKUNA RESOURCE CENTRE BOQ - TOTAL						95,723,963

FURNITURE LIST FOR KUKUNA RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
Fabricate/Procure, Deliver and Arrange the following according to Detail Drawing Type F9 of Resource Centre:						
TABLES						
F1	(1800mm x 600mm x 720mm) Smoothened and vanished wooden Conference High Table with 20mm plywood finish to the top and front (See Detail Type F1)	Nr.	2	255,000	510,000	
F2	(1800mm x 600mm x 720mm) Smoothened and vanished Conference Table with wooden framework and 20mm plywood finish screwed to the top (See Detail Type F2)	Nr.	12	204,000	2,448,000	
F3	(1500mm x 750mm x 720mm) Smoothened and vanished wooden Office Table with 30mm plywood finish to the top and including 6 drawers (See Detail Type F3)	Nr.	2	306,000	612,000	
TABLES CARRIED TO SUMMARY					3,570,000	
CHAIRS						
F4	Coloured Imported Plastic Chairs for Office and High Table (See Detail Type F4)	Nr.	53	35,700	1,892,100	
CHAIRS CARRIED TO SUMMARY					1,892,100	
SHELVES/CUPBOARDS						
F5	5 Compartment Wooden Cupboard with lock for Office and Store (See Detail Type F5)	Nr.	3	306,000	918,000	
F6	(900mm x 320mm x 2000mm) Wooden Book Shelf for Office (See Detail Type F6)	Nr.	2	117,300	234,600	
F7	5 Compartment Wooden Shelf with 25mm plywood finish for Store (See Detail Type F7)	Nr.	3	173,400	520,200	
F8	(900mm x 600mm x 2000mm) Wooden Shelf with plywood finish for Store (See Detail Type F8)	Nr.	3	163,200	489,600	
SHELVES/CUPBOARDS CARRIED TO SUMMARY					2,162,400	
KUKUNA FURNITURE LIST - TOTAL					7,624,500	

BILL OF QUANTITY FOR KUKUNA RESOURCE CENTRE SIGN POST

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
Provide and Install:						
A	(1200mm x 1200mm) Metal Sign Post with Project Description to both sides as may be directed by Supervising Engineer	Nr.	1	255,000	255,000	
KUKUNA SIGN POST CARRIED TO SUMMARY						255,000
KUKUNA SIGN POST - TOTAL						255,000

WORK PROGRAMME FOR THE CONSTRUCTION OF KUKUNA RESOURCE CENTRE

Items	Description	1st MONTH				2nd MONTH				3rd MONTH				4th MONTH				5th MONTH				6th MONTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SUBSTRUCTURE																									
A	Installation of Sign Post																								
B	Earth Works																								
C	Foundation Block Work																								
D	Shuttering and Reinforcements in Foundation																								
E	Concrete works in Foundation																								
F	Ground slab																								
SUPERSTRUCTURE																									
A	Superstructure Block Work																								
B	Shuttering and Reinforcements in Superstructure																								
C	Concrete works in Superstructure																								
ROOFING FRAMEWORK																									
A	Wall plate																								
B	Trusses																								
D	Purlins																								
D	Ceiling Joists																								
ROOFING AND CEILING																									
A	Roofing sheets and accessories																								
B	Ceiling																								
DOORS AND WINDOWS																									
A	Doors and Window frames																								
B	Guard Bars to Doors and Windows																								
C	Doors with frames, lockers and hinges																								
D	Window Louvre Carriers																								
E	Window Louvre Blades																								
FINISHING																									
A	Wall rendering																								
B	Tiling																								
C	Painting																								
D	Drainages and other external works																								

SUMMARY PAGE FOR ROKUPR RESOURCE CENTRE

(Prepared by IDCJ/KRI)

on 16th February 2006

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
1	Resource Centre	Nr.	1	93,847,023	93,847,023	
2	Furniture	Ls	1	7,475,000	7,475,000	
3	Sign Post	Nr.	1	250,000	250,000	
ROKUPR RESOURCE CENTRE BOQ - TOTAL						101,572,023

BILL OF QUANTITY FOR ROKUPR RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
1. SUBSTRUCTURE						
A	Clear unwanted materials from site	m ²	286	500	143,000	
B	Level entire site for construction to avoid slope	Ls	1	0	0	
C	Construct a temporary fence as temporary protection round entire perimeter of site using local construction materials	Ls	1	250,000	250,000	
EXCAVATION IN FOUNDATION						
D	Excavate trenches for foundation commencing at ground level and n.e 1m depth	m ³	66	9,000	594,000	
E	Excavate pits for column bases in foundation commencing at ground level and n.e 1.15m depth	m ³	1	13,500	17,861	
F	Allow for excavation in rocks and removal of surplus excavated materials	Ls	1	90,000	90,000	
G	Select and place suitable fill and back filling materials for foundation	m ³	97	7,000	679,000	
H	Select and place hard core filling 200mm thick to accept slab	m ³	39	12,500	487,500	
I	Select and place 50mm thick layer of coarse aggregate on top of entire layer of hardcore	m ³	8	27,000	216,000	
J	Select and place double layer of damp proof course (polythene sheet) on top of entire layer of coarse aggregate but excluding outside hall to accept mass concrete (see detail drawings)	m ²	109	1,350	147,150	
CONCRETE WORK IN FOUNDATION						
K	Plain insitu concrete in normal mix 1:2:4 - 3/4 aggregate in trenches as foundation footings 200mm thick	m ³	12	324,000	3,991,680	
L	Plain insitu concrete in normal mix 1:3:6 - 3/4 aggregate in ground slab 100mm thick	m ³	19	306,000	5,911,002	
M	Reinforced concrete in normal mix 1:2:4 - 3/4" aggregate in column bases (200mm thick) and column in foundations (1m high)	m ³	2	324,000	648,000	
REINFORCEMENT IN FOUNDATION						
N	Straight and bent Ø12mm M.S bars in columns and column bases	Kg	222	3,600	799,200	
O	Ø8mm M.S bar as links and hoops in columns	Kg	56	3,600	201,600	
FORM WORK IN FOUNDATION						
P	Form work to columns and column bases	m ²	10	18,000	180,000	
Q	Edges of beds n.e 100mm high	m	56	9,000	500,400	
BLOCK WORK IN FOUNDATION						
R	225mm thick solid sandcrete block work in cement and sand 1:6 mix	m ²	96	45,000	4,311,900	
SUBSTRUCTURE CARRIED TO SUMMARY					19,025,293	

2. SUPERSTRUCTURE						
CONCRETE WORK IN SUPERSTRUCTURE						
A	Reinforced insitu concrete in normal mix 1:2:4 - 3/4" aggregate in columns, lintels, beams and window seals (see detail drawings)	m ³	6	324,000	1,944,000	
REINFORCEMENT IN SUPERSTRUCTURE						
B	Straight and bent M.S bars in columns, lintels and beams 12mm diameter	Kg	1,138	3,600	4,096,800	
C	6 mm diameter M.S bars as links and hoops/stirrups in columns, lintels and beams	Kg	284	3,600	1,022,400	
FORM WORK IN SUPERSTRUCTURE						
D	Form work to sides of columns, soffits and sides of lintels and beams	m ²	63	18,000	1,134,000	
BLOCK WORK IN SUPERSTRUCTURE						
E	150mm thick solid sandcrete block work in cement and sand mortar mix 1:6 as building and gable walls	m ²	233	40,000	9,320,000	
F	150mm thick ventilation sandcrete block work in cement and sand mortar mix 1:6 as dwarf wall to outside hall	m ²	11	42,000	462,000	
G	100mm thick precast terrazo tile (250mm wide) as coping to outside hall walls	m	11	72,000	780,480	
SUPERSTRUCTURE CARRIED TO SUMMARY						18,759,680
3. ROOFING FRAMEWORK						
Treated hardwood timber as:						
A	50mm x 150mm Wall plate	m	42	9,000	375,300	
B	Truss 12.9m span @ 2m c/c and including 25mm thick plywood as gusset plates fixed to both sides with a minimum of 10 pieces of 100mm wire nail, 50mm x 100mm internal members and 50mm x 150mm external members (see attached drawings)	Nr.	8	585,000	4,680,000	
C	50mm x 75mm Purlins @ 1006mm c/c	m	231	5,000	1,155,000	
D	50mm x 50mm Ceiling joists @450mm c/c along the width and @450mm c/c along the length	m	985	2,700	2,659,500	
E	25mm x 225mm Fascia board	m	62	4,500	279,000	
ROOFING FRAMEWORK CARRIED TO SUMMARY						9,148,800
4. ROOFING						
A	Corrugated Iron roofing sheets with enamel paint to finish fixed with approved roofing nails and felt	m ²	234	48,000	11,232,000	
B	Cover ridge 300mm girth and fixed with approved roofing nails	m	17	31,500	535,500	
C	200mm wide imported PVC roof gutter including braces fixed to both ends of roof and gently sloping to plastic water tanks via a PVC funnel (see detail drawing)	m	37	30,000	1,110,000	
ROOFING CARRIED TO SUMMARY						12,877,500

5. DOORS AND WINDOWS						
	Provide and fix :					
A	Hardwood panel door (950mm x 2000mm) complete with frames hinges and approved imported 3- turn lock and handle - Single, as main entrance door (see detail drawing type WD/1)	Nr.	1	520,000	520,000	
B	Grilled steel door (970mm x 2050mm) complete with frames hinges and locks as protection to main panel door - Single (see detail drawing type SGD/1)	Nr.	1	600,000	600,000	
C	Grilled steel frame (970mm x 550mm) as protection to fixed louvre window above main panel door	Nr.	1	315,000	315,000	
D	Steel flush door (900mm x 2000mm) complete with frames hinges and lock to main office door - Single (see detail drawing type SD/1)	Nr.	1	580,000	580,000	
E	Grilled steel frame (900mm x 550mm) as protection to fixed louvre window above main office door	Nr.	1	300,000	300,000	
F	Wooden flush door (900mm x 2000mm) complete with frames hinges and lock as entrance from office to store and from store to inside hall - Single (see detail drawing type SD/2)	Nr.	2	275,000	550,000	
G	3 pannel Louvre window (2350mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/1)	Nr.	7	360,000	2,520,000	
H	2 pannel Louvre window (1550mm x 1700mm) with frame 50mm thick, carriers and glass blades to office (see detail drawings type LGW/2)	Nr.	1	270,000	270,000	
I	1 pannel Louvre window (750mm x 1700mm) with frame 50mm thick, carriers and glass blades to office, store and inside hall (see detail drawings type LGW/3)	Nr.	2	135,000	270,000	
J	(200mm x 200mm x 75 mm) hard glass bricks as lighting to 2 positions (each 450mm x 1700mm) on inside hall (see detail drawings)	m ²	2	450,000	765,000	
K	Steel window frames (2350mm x 1700mm) as guard bars to 3 panel windows	Nr.	7	500,000	3,500,000	
L	Steel window frames (1550mm x 1700mm) as guard bars to 2 panel windows	Nr.	1	450,000	450,000	
M	Steel window frames (750mm x 1700mm) as guard bars to 1 panel windows	Nr.	2	360,000	720,000	
N	Steel grilled frames to 2 positions at verge to gable walls as ventillation to ceiling (see detail drawings)	Nr.	2	120,000	240,000	
DOORS AND WINDOWS CARRIED TO SUMMARY						11,600,000

6. FINISHING						
A	12mm thick cement and sand (1:4 mix) rendering to all walls (internally and externally), columns, lintels and beams	m ²	602	12,000	7,224,000	
B	Provide and cement tiles to entire floor and including 100mm floor skirting and access steps	m ²	156	25,000	3,900,000	
C	Provide and fix 8'-0" x 4'-0" hardboard to underside of ceiling joists and battens including eaves as ceiling	m ²	213	15,000	3,195,000	
D	Provide and fix 500mm x 700mm wire mesh with mosquito screen lining and chamfered plywood gridded framework as bat trap to eaves (see detail drawing)	Nr.	4	108,000	432,000	
E	Provide and fix 10mm x 150mm wooden plate (shamfered and polished) 800mm from finished ground level round entire perimeter of inside hall (see detail drawing)	m	33	6,300	207,900	
F	Provide and fix 570mm x 380mm x 2mm plastic donation plate with inscriptions (as may be directed by supervising engineer) to outside wall of hall 1200mm from finished ground level (see detail drawing)	Nr.	1	315,000	315,000	
G	Prepare and apply two coats enamel paint 800mm from floor level to window base level including ventilated blocks to outside dwarf wall round entire perimeter of building externally.	m ²	58	4,500	261,000	
H	Prepare and apply two coats enamel paint 500mm from foundation base level to floor level round entire perimeter of building externally.	m ²	25	4,500	112,500	
I	Prepare and apply two coats emulsion paint to external walls from window base level to ceiling round entire perimeter of building	m ²	123	3,600	442,800	
J	Prepare and apply two coats emulsion paint to entire ceiling both internally and externally and including eaves.	m ²	213	5,400	1,150,200	
K	Prepare and apply two coats emulsion paint to internal walls of entire building from floor to ceiling	m ²	236	3,600	849,600	
L	Prepare and apply two coats enamel paint to metal doors and frames, window frames and fascia boards.	m ²	51	4,500	229,500	
M	Provide and fix 2400mm x 1200mm as notice board embedded 25mm in wall (as may be directed by supervising engineer) and with polished timber framework including plain glass as protection and lock to inside hall	Nr.	1	585,000	585,000	
FINISHING CARRIED TO SUMMARY						18,904,500

7. EXTERNAL WORKS						
A	Plain insitu mass concrete base 500mm x 1000mm x 1200mm in normal mix 1:3:6 - 12mm aggregate fixed to 2 positions of building with surface gently sloping towards surface drainage and cast to accept plastic water tanks (see detail drawings)	m ³	2	315,000	630,000	
B	1m ³ imported plastic water tank including 3/4" stop cork and a double layer of mosquito mesh as strainer to opening and including associated pipe works (see detail drawings)	Nr.	2	765,000	1,530,000	
C	Plain insitu mass concrete 50mm thick in normal mix 1:3:6 - 12mm aggregate and 500mm verge as drainage from plastic tanks to soak away pit 5.5meters from building (see detail drawing)	m ³	1	315,000	236,250	
D	1000mm x 1000mm x 1000mm excavation as soak away pit including 150mm thick hardcore material filled to the brim and 75mm thick reinforced precast cover slab	Nr.	1	360,000	360,000	
E	Construct mass concrete ramp 850mm wide, border and steps as access to entrance of building	Ls	1	675,000	675,000	
F	Clean and make good entire site	Ls	1	100,000	100,000	
EXTERNAL WORKS CARRIED TO SUMMARY						3,531,250
ROKUPR RESOURCE CENTRE BOQ - TOTAL						93,847,023

FURNITURE LIST FOR ROKUPR RESOURCE CENTRE

Items	Description	Unit	Quantity	Rate	AMOUNT AS AT February 2006	
Fabricate/Procure, Deliver and Arrange the following according to Detail Drawing Type F9 of Resource Centre:						
TABLES						
F1	(1800mm x 600mm x 720mm) Smoothened and vanished wooden Conference High Table with 20mm plywood finish to the top and front (See Detail Type F1)	Nr.	2	250,000	500,000	
F2	(1800mm x 600mm x 720mm) Smoothened and vanished Conference Table with wooden framework and 20mm plywood finish screwed to the top (See Detail Type F2)	Nr.	12	200,000	2,400,000	
F3	(1500mm x 750mm x 720mm) Smoothened and vanished wooden Office Table with 30mm plywood finish to the top and including 6 drawers (See Detail Type F3)	Nr.	2	300,000	600,000	
TABLES CARRIED TO SUMMARY						3,500,000
CHAIRS						
F4	Coloured Imported Plastic Chairs for Office and High Table (See Detail Type F4)	Nr.	53	35,000	1,855,000	
CHAIRS CARRIED TO SUMMARY						1,855,000
SHELVES/CUPBOARDS						
F5	5 Compartment Wooden Cupboard with lock for Office and Store (See Detail Type F5)	Nr.	3	300,000	900,000	
F6	(900mm x 320mm x 2000mm) Wooden Book Shelf for Office (See Detail Type F6)	Nr.	2	115,000	230,000	
F7	5 Compartment Wooden Shelf with 25mm plywood finish for Store (See Detail Type F7)	Nr.	3	170,000	510,000	
F8	(900mm x 600mm x 2000mm) Wooden Shelf with plywood finish for Store (See Detail Type F8)	Nr.	3	160,000	480,000	
SHELVES/CUPBOARDS CARRIED TO SUMMARY						2,120,000
ROKUPR FURNITURE LIST - TOTAL						7,475,000

BILL OF QUANTITY FOR ROKUPR RESOURCE CENTRE SIGN POST

Items	Description	Unit	Quantity	Rate	0	
Provide and Install:						
A	(1200mm x 1200mm) Metal Sign Post with Project Description to both sides as may be directed by Supervising Engineer	Nr.	1	250,000	250,000	
ROKUPR SIGN POST CARRIED TO SUMMARY						250,000
ROKUPR SIGN POST - TOTAL						250,000

WORK PROGRAMME FOR THE CONSTRUCTION OF ROKUPR RESOURCE CENTRE

Items	Description	1st MONTH				2nd MONTH				3rd MONTH				4th MONTH				5th MONTH				6th MONTH				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
SUBSTRUCTURE																										
A	Installation of Sign Post																									
B	Earth Works																									
C	Foundation Block Work																									
D	Shuttering and Reinforcements in Foundation																									
E	Concrete works in Foundation																									
F	Ground slab																									
SUPERSTRUCTURE																										
A	Superstructure Block Work																									
B	Shuttering and Reinforcements in Superstructure																									
C	Concrete works in Superstructure																									
ROOFING FRAMEWORK																										
A	Wall plate																									
B	Trusses																									
D	Purlins																									
D	Ceiling Joists																									
ROOFING AND CEILING																										
A	Roofing sheets and accessories																									
B	Ceiling																									
DOORS AND WINDOWS																										
A	Doors and Window frames																									
B	Guard Bars to Doors and Windows																									
C	Doors with frames, lockers and hinges																									
D	Window Louvre Carriers																									
E	Window Louvre Blades																									
FINISHING																										
A	Wall rendering																									
B	Tiling																									
C	Painting																									
D	Drainages and other external works																									