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Grenada and Jamaica School Repair and Resupply Project

Final Report

Contract Number: EPP-I-00-04-00026-00

Task Order: 801

December 3, 2004 – March 15, 2006



September 2006

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government

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Acronyms

ARD	Agency for Reconstruction and Development (Grenada)
BOQ	Bill of Quantities
CDMP	Caribbean Disaster Mitigation Project
CETT	Centres of Excellence for Teacher Training
CUBiC	Caribbean Uniform Building Code
FFP	Food For The Poor
GBC	Grenada Building Code
GoG	Government of Grenada
GoJ	Government of Jamaica
JBTE	Joint Board of Teacher Education
JSIF	Jamaica Social Investment Fund
MoE	Ministry of Education
ONR	Office of National Reconstruction (Jamaica)
PADCO	Planning and Development Collaborative International
PIoJ	Planning Institute of Jamaica

I. Executive Summary

On September 7, 2004, Hurricane Ivan, the most powerful hurricane to hit the Caribbean region in the past decade, ravaged Grenada with winds of over 135 miles per hour. The Category Four hurricane left behind an unimaginable scene of destruction on this three-island nation with a population of 102,000. Three days later, Hurricane Ivan subjected Jamaica to heavy rains and strong wind. Particularly hard hit was the southern coast west of Kingston, which experienced significant flooding, landslides and infrastructure damage, affecting over 100,000 families.

USAID responded to this disaster by issuing the Grenada and Jamaica Schools Repair and Resupply Task Order to aid the recovery of the education sector. This 15-month program was designated a budget of \$11,913,000¹ to repair, reconstruct, and resupply primary schools and teachers' colleges, which also serve as emergency/disaster shelters during storms.

Planning and Development Collaborative International (PADCO) managed the planning and implementation of this USAID program in close coordination with the host governments of Grenada and Jamaica. In Grenada, the Ministry of Education and Ministry of Works were key partners, and in Jamaica, the Ministry of Education and the Office of National Reconstruction (ONR) were the primary collaborators.

PADCO tendered contracts for construction and procurement services to local contractors in both Grenada and Jamaica. PADCO subcontracted 8 local construction companies in Grenada to repair and restore 17 schools, benefiting 4,322 students; and 13 contractors in Jamaica, to repair and reconstruct 49 schools, benefiting 31,146 students. PADCO procured equipment and supplies for a total of 25 schools in Grenada and 66 schools in Jamaica, including desks, computers, education materials, and appliances such as stoves. Thousands of Grenadians and Jamaicans in the surrounding communities also benefit from the renovated schools, which double as community centers and emergency shelters during storms.

The Joint Board of Teacher Education (JBTE), an association for teachers' education in the Western Caribbean, and Food For The Poor, a U.S.-based nonprofit, were valuable partners in the resupply stage. The cooperation of the host country governments and NGOs as well as the active role of the USAID CTO and Wingerts, the independent contractor providing engineering oversight, all contributed to the success of this project in a challenging post-disaster environment.

This report follows the format and topics requested by USAID in fall of 2005, with one adjustment. Lessons learned for the Grenada and Jamaica sections of "IV. Results Achieved" have been combined with section "VII. Lessons Learned."

¹ All figures are in U.S. dollars unless otherwise noted.

II. Background

A. The Impact of Hurricane Ivan

A.1 Grenada

All six parishes on the island of Grenada were impacted by Hurricane Ivan. Four parishes—St. George, St. David, St. Andrew, and St. John—were most severely affected. These parishes constitute 80% of the island's population; 90-96% of the population in these parishes was affected. Moreover, 75% of the nation's poor live in these parishes, and more than half of these (52%) have a female head of household.

An event such as Hurricane Ivan underscores the inherent vulnerability of small island developing countries. Prior to Hurricane Ivan, the economy was projected to grow by 4.7% in 2004 and at an average rate of 5.0% between 2005 and 2007. Fueling the growth were the agriculture and construction sectors and the tourism industry. Central government fiscal operations had estimated a current account surplus of 1.3% of GDP.

In the wake of Hurricane Ivan, economic activity declined by approximately -1.3% of GDP in 2004, reflecting a contraction in tourism and a halt in production of traditional crops. In 2005, the economy remained essentially stagnant as Grenada's two main industries, tourism and nutmeg production, struggled to recover from the storm. The slowdown in these critical sectors caused many Grenadians to lose their primary means of income.

A.2 Jamaica

The southern coast of Jamaica west of Kingston, which experienced significant flooding, landslides and infrastructure damage, was hardest hit by Hurricane Ivan. Over 100,000 families were directly affected and 17 persons lost their lives. While all sectors of the economy were affected, agriculture was the hardest hit. Mining, the financial sector, services, and the all-important tourism sector were also impacted. This led to a drop in GDP growth from 4% to 2% for 2005. The Planning Institute of Jamaica (PIOJ)'s assessment puts the damage at \$362 million. Direct damage, which includes damage to infrastructure, amounts to nearly \$300 million, while indirect losses are estimated at \$62 million.

B. Damage to Targeted Sectors

B.1 Grenada

In Grenada, damage to the education sector was estimated at approximately 20% of GDP, second only to the housing sector in severity.

All 150 schools were affected—74 pre-primary, 57 primary, and 19 secondary schools (only two primary and secondary schools remained in usable condition). Of these, the PADCO schools project focused on 17 primary schools.

Typical losses included partial or total collapse of roof structures, collapse of walls, and rainwater damage to classrooms, offices and ancillary structures. Some schools also suffered damages resulting from their subsequent use as shelters. In addition to the structural losses, books, teaching aids, and teaching tools were damaged beyond repair.

B.2 Jamaica

In Jamaica, hurricane damage to schools ranged from the removal of a few sheets of roofing to complete destruction of the facility. Of the schools that were damaged, some 90% required repair, or about 333 schools.

In addition to damage from winds and heavy rains, many rural schools also sustained considerable damage resulting from their use as shelters.

Approximately one third of students enrolled in the public education system in Jamaica (204,000 children) were affected by Hurricane Ivan. Forty-two percent of these students were in primary school. The larger USAID/Jamaica education program targets schools with primary school students and includes Primary Schools, All Age Schools (which enrolls pre-school, primary, and junior high students) and combined Primary and Junior High Schools. Of these, the PADCO Schools Project in Jamaica focused on 47 schools sustaining major damage, i.e., \$10,000 and above. The project also repaired two teachers' colleges. These schools suffered extensive damage to roofs, windows, doors, and electrical systems, and required major repair or complete replacement of these features. Books, teaching aids, and teaching tools were also damaged beyond repair.

III. Approach and Assistance Strategy of the Project

A. Objective

The objective of the Grenada and Jamaica School Repair and Resupply Program was to (1) repair primary schools in Grenada, (2) repair primary schools in Jamaica, and (3) provide equipment and furniture for damaged schools.

The program aimed to use risk-reduction measures to increase the resilience of repaired schools to future storm damage. To this end, PADCO and USAID dubbed “build back better” as the overall objective of all tasks completed under the program.

B. Approach and Assistance Strategy

The underlying approach and assistance strategy of the program was defined by USAID’s Task Order for this program. PADCO provided overall leadership, guidance, and construction management services for all construction phases, which included, but was not limited to:

- Negotiating and awarding subcontracts to contractors for renovation and repair services; and
- Rapid repair and refurbishment of schools in Ivan-affected areas and for populations affected by Ivan to enable children and youth to continue their education.

Specifically, PADCO was tasked to:

- Conduct a materials assessment of repair, equipment, and other needs in order to develop RFPs;
- Develop and finalize a 56-week work-plan, which would provide a construction schedule that gives priority to CETT (Caribbean Centres of Excellence for Teacher Training) schools and requests from the Ministry of Education;
- Prepare detailed design and bidding documents for the rehabilitation of schools so that they would be “built back better” and would be in compliance with building codes and environmental hurricane-resistance standards; the design was to be completed to a level that would enable immediate commencement of full construction;
- Prepare and issue Requests for Proposals to USAID-pre-selected local or multinational construction firms currently in Jamaica/Grenada and other Eastern Caribbean countries; analyze bid submissions and recommend contract award;
- Subcontract building contractors to repair, furnish, and equip the facilities;
- Subcontract for the necessary engineering expertise (1) to monitor and certify that the work carried out by developers and contractors meets project specifications and all national building and environmental code requirements; and (2) to certify that these entities reached contract milestones prior to any disbursement of funds;
- Restore these educational facilities to functionality by repairing their roofs, doing other needed repairs and providing needed equipment and furniture; restore schools that serve as shelters so that they can fully function in this role, as well;
- Consult with USAID/J-CAR regarding key policy and operational decisions; and
- Develop performance indicators and targets for the 56-week activity, which would be reported on monthly.

This program also supported the Strategic Objectives (SO) of the USAID Mission’s educational programs of increasing literacy and numeracy among youth in targeted primary schools. In pursuit of this SO, the program pursued efforts to quickly mobilize and complete construction works. The program also focused on supporting, though not exclusively, schools that were part of the Caribbean Centres of Excellence for Teacher Training (CETT), the New Horizons Program, or the Transition Programs.

Through the above activities, this program aimed to achieve the following results:

- Rapid repair, refurbishing, and construction commencement;
- Risk reduction of structural damage and reduced disruption to the educational process;
- Build back to better than pre-Ivan conditions; and
- Maximize the funds available for repair and refurbishing.

C. Methodology

To achieve the objectives of this program, PADCO developed an implementation methodology formed around seven underlying themes. These themes and our activities under each are described below.

C.1 Ensure integration of risk reduction activities to mitigate future damage

PADCO provided construction standards that incorporated hurricane resistant methods to reduce the risk of future damage, while also ensuring that all work is compliant with national building codes and environmental standards.

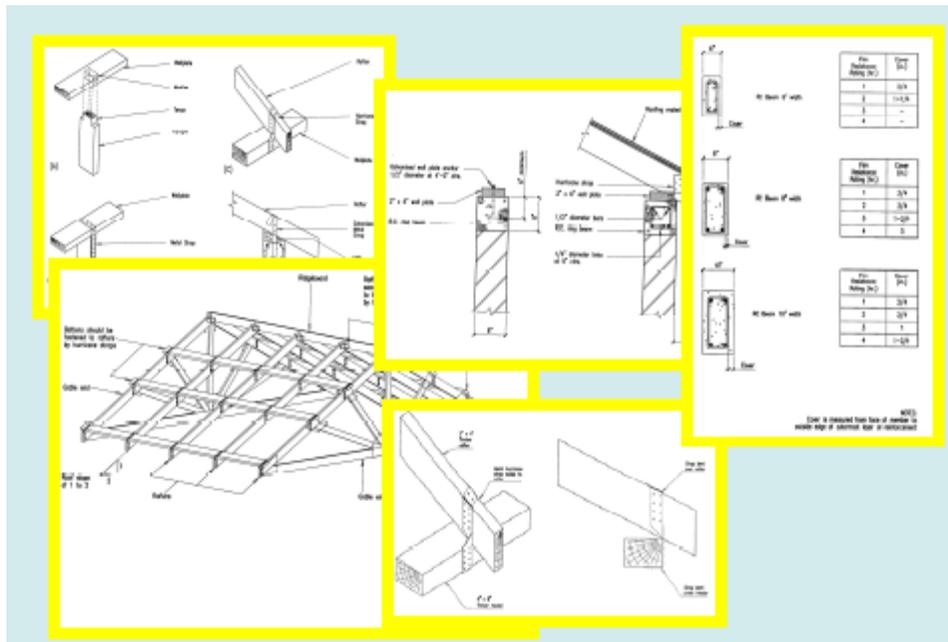
In Grenada, the Grenada Building Code (GBC) includes government standards for hurricane resistance for small buildings, incorporates by reference the Caribbean Uniform Building Code (CUBiC), which includes measures for hurricane wind resistance, and contains building guidelines developed by the Caribbean Disaster Mitigation Project (CDMP) as implemented by the Organization of American States Unit of Sustainable Development and Environment for the USAID Office of Foreign Disaster Assistance and the Caribbean Regional Program.²

Jamaica does not have an updated building code. Therefore, the recommendations of the CDMP were used as the standards by which to “build back better.” PADCO chose the CDMP guideline recommendations to help harmonize USAID measures in the region.

PADCO teams in each country worked to further educate contractors and workers on construction techniques and materials designed to mitigate hurricane damage. This was done by meeting with each contractor prior to construction to review, among other things, specific construction criteria. The need and basis for the requirements were discussed and payment was tied to adherence to the

² Building codes do not explicitly propose details or guidelines for construction; rather, they set forth the criteria by which such details, specifications and guidelines are to be developed. Each designer then has the responsibility to develop the design standards and details in accordance with the code criteria. To assist construction and aid in risk reduction, the CDMP prepared a series of guidelines, including drawing details for use by designers that would satisfy the code criteria. These guidelines and drawings were intended for use in “small” residential and commercial construction, i.e., up to 2500 to 3000 square feet, depending on which country was to use the drawings and guidelines. In essence, these guidelines would apply to a structure approximately 50ft. by 60ft. on a side. In reality, if a structure is limited to about 60ft. in width, they would also apply, in most instances, regardless of length. Thus, the guidelines as developed by the CDMP are suitable for hurricane resistance as applied to the size of the structures in the schools program.

requirements. During construction, PADCO inspected the work to determine conformance with the subcontract documents. If needed, PADCO reviewed the requirements with the subcontractor personnel and required that the work be brought into conformance with standards for hurricane damage mitigation. The Jamaica building industry is fairly knowledgeable regarding building for hurricane resistance. However, the CDMP recommendations are often for higher resistance than currently practiced in Jamaica. PADCO closely monitored its subcontractors to ensure that all identified standards, including the techniques and materials recommended by the CDMP, were utilized.



Above: Drawing supplied to subcontractors demonstrating such hurricane mitigation construction techniques as hurricane straps and slope of roof.

C.2 Collaborate closely with government ministries and USAID management team to establish program priorities

PADCO sought close coordination with host government agencies, ministries, and the USAID management team in order to identify the priority projects for repair and reconstruction.

In Grenada, PADCO met bi-weekly with the Ministry of Education. In Jamaica, PADCO met weekly with the Office for National Reconstruction (ONR) which coordinated the initiatives of other agencies, including the Jamaica Social Investment Fund (JSIF) and the Ministry of Education. PADCO also worked closely and regularly with USAID management teams in Grenada and Jamaica.

By working closely with government counterparts and the USAID Management Team, PADCO was able to more precisely target assistance to educational facilities most in need. In Jamaica, PADCO developed a hierarchy to prioritize schools that would be selected for repairs or reconstruction. These included, in descending order:

1. “Project” primary schools or teacher colleges. “Project” schools included those that were part of the Caribbean Centres of Excellence for Teacher Training (CETT), the New Horizons program, or the Transition programs.
2. Schools in targeted parishes. Targeted parishes included those most severely impacted by Hurricane Ivan.
3. Schools in non-targeted parishes.

Within each tier of the hierarchy, the schools were prioritized as 1, 2, or 3 by the MoE (except for the first tier, in which all schools had a priority of “1”). Program funds were budgeted first for “first tier” schools, and remaining funds were used to repair schools in the second and third tiers according to their priority.

Government and USAID counterparts were essential in determining which non-Project schools (schools not involved with the CETT, New Horizons, or Transition programs) had a higher priority and should be given earlier attention, and ensuring that the program aligned repair and resupply work with the priorities of the MoE.

USAID and PADCO used information furnished by the ONR and MoE in Jamaica to develop the finalized list of 49 Phase II schools to be repaired and 52 to be resupplied by the project. In Grenada, the information provided by the MoE was used to finalize a list of 17 schools for repair and 25 to be resupplied by the project (see Attachments B & C for locations and lists of prioritized schools).

C.3 Ensure project quality, sustainability, and timely delivery

PADCO aimed to deliver quality construction of schools that were “built back better” than before Hurricane Ivan to ensure their sustainability. PADCO also sought to complete these schools as quickly as possible to ensure that classes could resume as quickly as possible. To achieve this, PADCO carried out the following activities:

- a) PADCO subcontracted to local building contractors who have technical capacity to repair damaged education facilities. To enhance the efficiency of the project, contractors were pre-qualified. In Grenada, PADCO developed a list of pre-qualified contractors based on their determined ability to perform and the complexity of works. In Jamaica, PADCO utilized the National Contracts Commission (NCC) registration category and grade as a means of qualifying subcontractors as being “responsible” (see attachment D for further description of this process).
- b) PADCO carried out quantity surveys and cost assessments.
- c) PADCO utilized scheduling tools such as MS Project and Primavera Project Planner to coordinate, schedule, and manage activities to help ensure timely delivery and to report to USAID and its partners on project progress.
- d) In an effort to protect against construction pitfalls and to help maintain schedules, PADCO required each subcontractor to propose a time and task schedule to demonstrate that the work could be completed as specified. PADCO periodically reviewed the progress with each subcontractor and determined if the work was being implemented as scheduled. If this was not the case, PADCO required remedial actions. Where PADCO determined that a subcontractor did not have the resources or ability to properly schedule the work, PADCO set up a series of meetings with the subcontractor to review progress and assist in the development of a better schedule. PADCO replaced subcontractors who consistently failed to perform according to schedule.

e) Formal reporting of project activities was aimed at results achieved, i.e., the realization of project “indicators.” While this form of reporting was suitable for presenting progress towards overall targets, more information was needed to help PADCO, the Mission and the CTO better manage the project schedule and activities. To this end, PADCO developed a series of milestones to achieve in order to meet the goals of the projects.

These included:

- Master list of all schools developed
- CETT and/or Project (New Horizon and Transition) schools visited and analyzed by engineer and quantity surveyor
- Non-CETT, non-Project schools visited and analyzed by engineer and quantity surveyor
- Priority list developed
- Procurement Plan developed
- Standard form of contract and tender documents developed
- CETT/Project BoQ’s developed
- Non-CETT/Project BoQ’s developed
- CETT/Project Technical Specifications developed
- Non-CETT/Project Technical Specifications developed
- CETT/Project schools³ tendered
- Non-CETT/Project schools tendered
- CETT-Project schools awarded
- Non-CETT-Project schools awarded
- CETT/Project schools completed
- Non-CETT/Project schools completed

The milestones were reported weekly to USAID and used by PADCO to determine program progress. The milestone reporting was also used as a means of reporting program progress to USAID partners.

C.4 Leverage resources and successes

To quickly and efficiently realize the goals of the project, PADCO built on the successful launch of the Grenada Community Revitalization Phase I Task Order and the lessons learned from the schools damage assessment already conducted in Grenada. The Schools program was able to draw on established relationships with local implementing partners to quickly rebuild schools in Grenada.

In Jamaica, PADCO leveraged resources for school resupply and equipment by collaborating with Food For The Poor (FFP), an American non-profit that seeks to improve the health, social, economic, and spiritual conditions of impoverished people in the Caribbean and Latin America. Under a Letter of Agreement between the PADCO and Food For The Poor, FFP agreed to contribute furniture to identified PADCO Project Schools and Phase I DevTech Schools, and as many non-Project Schools as transportation funding would allow. In return, PADCO/USAID agreed to pay for all shipping and transportation costs.

³ The Schools program tracked the tendering of CETT or (Caribbean) Centres of Excellence for Teacher Training and Project (New Horizon and Transition) Schools and the tendering of non-CETT and non-Project schools separately.

Under this arrangement, PADCO was able to leverage the \$47,156 that was spent on shipping and delivery of the FFP items into the supply of approximately \$132,000 in commodities for 52 schools.⁴ Including shipping and handling costs, the total procurement value was approximately \$179,000.

C.5 Maximize the impact and reach of project funds for beneficiaries

Once on the ground, PADCO was able to provide a more realistic assessment of actual conditions, needs, and resources available for this reconstruction program. PADCO split out the budget between Grenada and Jamaica activities and then examined and reworked the budgets in an effort to maximize funds available for project activities.

PADCO also understood that the cost of interventions needed to be established early in order to maximize the reach and impact of available project funds. To develop cost vs. budget analyses as early as possible, PADCO developed construction cost estimates before the BoQs were complete. These early cost estimates were later adjusted as the BoQs were completed, and were further revised as projects were awarded.

C.6 Measure Success

PADCO developed indicators that measured the number of schools and number of students and teachers, disaggregated by gender, benefiting from the project (see Attachment A). Although the project is formally measured by these indicators, PADCO realized that success would include the informed consent and acceptance of intervention measures by USAID's government partners (the "clients") and by school officials (the end users). The intervention targets covered both repairs (construction) and resupply (equipment and furniture), and the allocation of limited funds to each target was accomplished through an assessment of priorities. PADCO also realized that measures taken under the project did in part support other long-term USAID educational objectives and programs by providing suitable educational facilities and equipment. As such, PADCO worked closely with USAID and the governments of Grenada and Jamaica to achieve an understanding and consensus in balancing the needs of construction with those of resupply, looking at both short-term and long-term objectives.

C.7 Ensure project quality control and documentation

PADCO established an aggressive construction monitoring program to help protect USAID's investment. The program ensured that all works were in strict compliance with construction specifications and subcontract requirements. The progress of the monitoring program was fully documented through the use of forms that PADCO developed to show adherence, corrective actions, approvals, and other pertinent information. PADCO established a change order (variation) approval process to track and document all subcontract changes and modifications. PADCO also established procedures and documentation for coordinating with end-users (principals, administrative staff, etc.) to help plan for construction activities at each school, identify issues and concerns during construction, and gauge customer satisfaction.

⁴ The 52 schools included 7 PADCO Project (CETT, New Horizon, Transition) schools, 14 Phase I DevTech schools, 30 non-Project schools, and one additional, non-targeted school, Hillsbrook All Age.

IV. Results Achieved

RESULTS ACHIEVED—GRENADA

A. Results Indicator Table—Grenada

Result #1: Targeted CETT schools damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.

Result #1 Indicators		Target	Achieved
A.	No. of schools repaired	10	10
B.	No. of teachers' colleges repaired	0	0
C.	No. of students benefiting from school repairs—Female	1,506	1352
D.	No. of students benefiting from school repairs—Male	1,686	1533
E.	No. of teachers benefiting from school repairs—Female	122	122
F.	No. of teachers benefiting from school repairs—Male	34	34
G.	No. of schools that serve as shelters repaired	10	10
H.	No. of schools resupplied and reequipped	10	10

Result #2: Targeted non-CETT schools damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.

Result #2 Indicators		Target	Achieved
A.	No. of schools repaired	7	7
B.	No. of students benefiting from school repairs—Female	1,132	979
C.	No. of students benefiting from school repairs—Male	612	458
D.	No. of teachers benefiting from school repairs—Female	73	73
E.	No. of teachers benefiting from school repair—Male	14	14
F.	No. of schools that serve as shelters repaired	7	7
G.	No. of schools resupplied and reequipped	15	15

B. Results by Program Activity—Grenada

B.1 School repair—Grenada

The Task Order indicated a repair target of 17 CETT schools, 1 community college, and 6 non-CETT schools, a total of 24 schools. Early in the project the number of CETT schools was reduced to 10 through coordination with the Ministry of Education and USAID. The costs to repair the community college were evaluated and found to be relatively high. The community college had received significant aid for several of the buildings from other donors, including

USAID under the Grenada Community Revitalization Project. The Ministry of Education, USAID, and PADCO concurred that the project would be able to achieve a greater impact with available resources by focusing on primary schools with no other sources of aid.



Photos: Happy Hill RC school—before (above) and after (below) repairs.



After continued coordination with the Ministry of Education and USAID, the non-CETT school target was increased from 6 schools to 7, and the one community college was dropped. This resulted in an overall repair target of 17 schools.

After award, project funds were reduced by \$914,000 (a 10% reduction to the Grenada portion of the project) to fund an accelerated CETT program that would be implemented by another USAID contractor. A portion of these diverted funds were used by the CETT program to procure needed

educational supplies and equipment. Hence the funds, although not available to PADCO for procurement of supplies and equipment, were still used for such procurement by USAID.

PADCO and USAID were able to coordinate the efforts of the Schools Project and the Grenada and Jamaica Community Revitalization II Project to help maximize benefits in Grenada. Continued land ownership issues for the Community Revitalization II Project in Grenada resulted in a reallocation of funds, some of which were used to repair an additional 3 schools, selected through coordination with ARD and Ministry of Education. The PADCO Schools program provided the resources for the evaluation, design, tendering, and selection of the subcontractor while the PADCO Community Revitalization Project provided the construction monitoring and subcontracting funds.

B.2 School resupply and reequip—Grenada

PADCO was able to coordinate the resupply of 25 schools in Grenada. These schools included 17 repaired by the Schools Project, 6 repaired under the Grenada Community Revitalization and Grenada Community Revitalization II projects, and 2 additional schools not repaired by PADCO. To meet the resupply and reequip targets in Grenada, PADCO subcontracted to the Joint Board of Teacher Education (JBTE) to assess and provide costing information on the schools' furniture and equipment needs. Under the subcontract, JBTE submitted a needs assessment and pricing list (see Attachment F). The information they submitted was later used in their follow-on bid to procure the commodities.

JBTE's follow-on bid to procure the furniture and equipment was above market and more expensive than the cost of procuring the goods in-house. Consequently, PADCO retracted the bid request, found more inexpensive suppliers, and executed the procurement with existing PADCO Schools staff. By supplying the goods in-house, PADCO was able to save the project around \$64,000.

B.3 Beneficiary targets

The number of students who benefited from the Schools Project was slightly below the target. This reflects a post-Ivan decrease in enrollment by 614 students (about 12%) for schools repaired under the project. A combination of factors can explain this:

- Population drift from rural to urban centers or off-island—the hurricane most severely impacted rural communities that relied on agriculture. These communities included many targeted by the repair program. In the case of major agricultural industries such as nutmeg, the effect is likely to be long term, as it takes about a decade to rebuild stock. As a result, people left rural areas to seek work;
- Economic hardship as a result of the hurricane also meant not being able to afford uniforms, bus fares, and school supplies, thus delaying or preventing re-enrollment;
- The Ministry of Education suggested that the disruption of lunch programs also could have affected enrollment (students affected were kept home to work);
- Despite our best efforts, several schools did not have sufficient repairs completed in time for the 2005-2006 school year—parents felt that those schools with incomplete repairs were inadequate and enrolled their children elsewhere.

Now that repairs are complete at all schools, enrollment figures are expected to rise in the 2006-2007 school year, probably beyond pre-hurricane numbers.

C. “Build Back Better” and Disaster Risk Reduction Implementation—Grenada

PADCO incorporated into construction subcontracts and oversight the Task Order stipulation that the repaired structures meet the *Grenada Building Code 1999 Edition* (see also section III. C. Methodology, point C.1 and footnote 2). This was done by using design assistance for re-roofing drawn from “Grenada Guidelines for Re-roofing Small Buildings” prepared by the Government of Grenada. These guidelines are based in large part on the guidelines of the Caribbean Disaster Mitigation Project (CDMP)⁵ for small structures. The guidelines, in the form of drawings, are based on the Caribbean Uniform Building Code (CUBiC). The Grenada Building Code is itself based on CUBiC and incorporates CUBiC by reference. Hence, the “Grenada Guidelines for Re-roofing Small Buildings” is compliant with both the Grenada Building Code and with CUBiC.

D. Exogenous Conditions and Events Affecting Implementation and their Impact—Grenada

D.1 Hurricane Dennis, Hurricane Emily and other weather events

Hurricane Emily had virtually no effect on the program. Had it been slightly stronger, the impact would likely have been significant. Unseasonably heavy rainfall in December 2005 and February 2006 also hindered the program, but PADCO’s constant pressure on its subcontractors minimized delays.

D.2 Local capacity

Local capacity with regard to skilled construction workers was very limited. Because of the relatively small dollar amounts associated with the repair subcontracts, it was difficult to get larger subcontractors interested in submitting proposals for works. As a result, high demand on the island as well as use of the subcontractors on the Community Revitalization II Project made it necessary to use already over-utilized subcontractors, thus increasing the time needed to complete works.

D.3 Government influences that affected implementation

In Grenada, local politics had little overall effect on the implementation of the program. At the national level, there were some difficulties developing a cooperative strategy in early stages of the program. As the Government of Grenada developed a better understanding of USAID assistance and implementation methods, it was able to better facilitate construction and other project activities.

The Ministry of Education helped ease the port requirements for delivery of goods, which saved money and time. However, on the construction side, the Ministry of Education’s decision to have the Public Works Department sign off on finished buildings created delays, as that agency had not previously been involved. The issue was resolved by carrying out a number of extra tasks and works, none of which were of large significance. For example, PADCO installed bat screening at schools where bat populations were common.

⁵ The CDMP was a joint effort of the Organization of American States (OAS) and the US Agency for International Development (USAID), with the aim of establishing sustainable public/private disaster mitigation mechanisms that measurably lessen loss of life, reduce potential damage, and shorten the disaster recovery period. The project was executed from September 1993 to December 1999.

D.4 Other factors that aided or impeded implementation

A region-wide cement shortage delayed completion of the construction activity portion of the program by as much as two months. The Government of Grenada was helpful in securing cement once shipments arrived on the island.

RESULTS ACHIEVED—JAMAICA

E. Results Indicator Table—Jamaica

Result #1: Targeted Project schools and community colleges (CETT, New Horizon, and Transition) damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.

	Result # 1 Indicators	Target	Achieved
A.	No. of schools repaired	7*	7
B.	No. of teachers' colleges repaired	2	2
C.	No. of students benefiting from school repairs—Female	3548	3321
D.	No. of students benefiting from school repairs—Male	2683	2456
E.	No. of teachers benefiting from school repair—Female	232	232
F.	No. of teachers benefiting from school repair—Male	59	59
G.	No. of schools that serve as shelters	9	9
H.	No. of schools and teachers' colleges resupplied and reequipped	12	27**

*In monthly reports, the figure for "No. of schools repaired" (formerly 9) included the 2 teachers' colleges.

**Includes 15 Phase I Schools (14 received furniture and/or equipment through the JBTE subcontract and one, St. Mary's, received a fence).

Result #2: Targeted non-CETT schools damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.

	Result #2 Indicators	Target	Achieved
A.	No. of schools repaired	40	40
B.	No. of students benefiting from school repairs—Female	12,792	12,565
C.	No. of students benefiting from school repairs—Male	13,031	12,804
D.	No. of teachers benefiting from school repair—Female	747	747
E.	No. of teachers benefiting from school repair—Male	117	117
F.	No. of schools that serve as shelters required	40	40
G.	No. of schools resupplied and reequipped	40	39*

*This includes one non-targeted school, Hillsbrook All Age.

F. Results by Program Activity—Jamaica

F.1 Schools repair



Photos: Ginger Ridge All Age School—before (above) and after (below) repairs.



The Task Order indicated a target of 219 schools to be repaired. This figure, however, was an early snapshot assessment of schools damaged, and did not consider the aid committed by the Office of Reconstruction (ONR), the Jamaica Social Investment Fund (JSIF), the Ministry of Education (MoE), and other donors. During mobilization it became apparent that the total number of primary schools and colleges to be repaired would be considerably less. Initial conversations

with USAID, ONR, and the MoE indicated that the Government of Jamaica (GoJ) was providing rehabilitation or funds to damaged schools. In concert with the ONR, GoJ participating agencies, and USAID, PADCO was assigned primary schools that (1) had estimated damages exceeding J\$600,000 (US\$10,000) and (2) received no aid from other agencies coordinated by the ONR. This resulted in an initial total of 62 schools and colleges, which was then pared down to 49. Nine of these were “Project” schools (CETT, New Horizon, Transition) or teacher colleges and the remaining 40 were “non-Project” schools. For Jamaica, the Task Order made no distinction between Project schools and non-Project schools. It did, however, make a distinction between targeted parishes and non-targeted parishes, and USAID expressed its preference that certain Project schools receive priority.

During mobilization PADCO contacted the U.S. Peace Corps to explore providing them an initial sub-grant for \$25,000 for schools with minor repair needs (in the range of \$500). This would have allowed about 40 schools to receive immediate repairs while the rest of the program was being formulated. However, as noted above, the GoJ had already funded minor damage corrective action through either repair or direct grants to the schools, and further coordination with the Peace Corps ceased.

F.2 School resupply and reequip

PADCO was able to coordinate the resupply of 65 Phase I and Phase II targeted schools and one non-targeted school in Jamaica, a total of 66 schools—14 more than the established target of 52. PADCO subcontracted to the Joint Board of Teacher Education (JBTE) and established a cooperative relationship with Food For The Poor (FFP) to assess and address the resupply and reequip needs of the Task Order schools in Jamaica.

There were two changes to the deliverables supplied under this activity that were not reflected in the targets. First, PADCO, USAID, JBTE, and FFP collaborated to resupply and reequip an additional 14 schools beyond the identified 52 and provided a fence for a 15th school, St. Mary’s School (see Attachment F—Jamaica). These were schools repaired under Phase I by DevTech Systems, Inc, but for which funding was insufficient to resupply.⁶

After the additional schools had been identified for resupply, it was difficult to meet the resupply/reequip target because of a reprioritization in funding for this activity during the final budget realignment. At USAID’s request, PADCO removed \$17,808 from the resupply and reequip budget. To offset the reduction, PADCO/USAID provided the schools with office furniture, equipment, and supplies from the program office that were no longer needed after close-out (see Attachment E—Jamaica). Some of the items were from the Schools Project, but many were generously provided by the Community Revitalization II Project, with the permission of its CTO. Eight “non-Project” schools, four “Project” schools, and one Phase I school (Sedgepond Basic) were resupplied with the inventory items.

⁶ For the fence at St. Mary’s School, PADCO/USAID provided \$7398. For the 14 schools resupplied and reequipped, JBTE provided \$30,000 of unused funds from its previous subcontract with DevTech, FFP contributed approximately \$28,000 in materials, and PADCO/USAID supplied around \$5,000 for shipping costs. The 14 schools were Linsted Primary, Fort George Primary, Trinity Primary, Tulloch Primary, Hazard Primary, Fergusson All Age, Mt. Airy All Age, Sedgepond Basic, Banks Basic, Longwood Basic, St. Thomas Church Basic, Victoria All Age, Norman Gardens Primary and Junior High, and Coffals Basic. For a further discussion of FFP’s contribution, please see section III C. Methodology, point C.4, above.

F.3 Beneficiary targets

Overall enrollment in the schools targeted for repair decreased slightly, by 908 students or 2.8%, resulting in a marginally lower number of students who immediately benefited from the renovated schools. One factor in this decline was concern from parents and guardians that the damaged schools were inadequate (a couple of schools had not completed renovation by the beginning of the school year). Some of these parents enrolled their children in schools less affected by the hurricane. However, based on evidence of increased enrollment at the schools renovated in time for the 2005-2006 school year, it is reasonable to expect that overall, enrollment in the schools repaired by the program will return to or exceed pre-hurricane levels now that all renovations are complete.

G. “Build Back Better” and Disaster Risk Reduction Implementation—Jamaica

As the PADCO Schools Project developed the construction standards and requirements behind the “build back better” approach, project staff researched the current situation in Jamaica regarding design and construction for hurricane resistance. The Government of Jamaica Information Service summarized the situation in a speech given by Noel daCosta, of the Jamaica Institute of Engineers (JIE):

“Currently, Jamaica does not have an up-to-date Building Code. The present legal code, which dates back to 1902, was updated in 1983 as a policy document and is therefore not enforceable. Additionally, a Caribbean Uniform Building Code (CUBiC) developed 19 years ago in 1985 has yet to be made a legal document and remains only a guideline.

An informal survey by the Jamaica Institute of Engineers (JIE) polling Jamaican engineers and their use of CUBiC revealed that approximately 46% of engineers used this most recent policy guideline. The JIE added that another 30% of engineers did not know about CUBiC, while 24% knew of CUBiC but did not use it. Forty-three percent of those surveyed used foreign codes such as the British Standard, the American Concrete Institute, the Structural Engineers Association of California, and the American Society for Testing Material and the International Building Code (IBC), among others.”⁷

There being no formal or universally practiced building codes or guidelines in Jamaica, especially as applied to hurricane resistance, the Schools Project further researched the practices and guidelines elsewhere in the USAID Latin America and the Caribbean (LAC) region. For hurricane resistance guidance, the PADCO Schools Program used the guidelines and accompanying drawings and publications issued by the Caribbean Disaster Mitigation Project (CDMP).

These CDMP guidelines and drawings were selected to be the basis for the “build back better” design and construction because:

- They would allow the PADCO Schools Project to harmonize its efforts with other past and present USAID LAC efforts, demonstrating the efficacy of such projects and expanding their benefits;

⁷Completion of the National Building Code was scheduled for May 2005, but later moved back to December 2005. See http://jis.gov.jm/trans_works/html/20040305t090000-0500_1916_jis_development_of_national_building_code_under_way.asp for full article.

- The technology used is simple and incorporates time-tested construction techniques. The guidelines and drawings represent an easily understandable and readily applied construction approach that can be used to educate Jamaican contractors; and
- The use of such guidelines would raise awareness of hurricane resistance considerations among the ministries and agencies and would help promote a higher consciousness of risk-reduction needs.

As important elements of the “build back better” strategy, the guidelines and drawings represented a much improved approach over existing school buildings and were used where repairs and roof replacement were to occur on existing buildings. The MoE furnished design drawings for new structures when it was determined that replacement of roofs on existing structures was not cost-effective, e.g., if the structure was in poor shape.

In order to better define the “build back better” concept, and to allocate expenditures to maximum benefit, PADCO developed the following prioritized ranking: (1) roofs, (2) electrical connections, (3) safety needs, (4) sanitary requirements, (5) windows, (6) doors and (7) paint and other aesthetics.⁸ With the permission and final approval of the CTO, PADCO worked with Wingerts technical staff to examine the needs at each school and determine spending for each priority. The spending decisions were based largely on whether the repairs would contribute to USAID’s overall investment in the structure and school. For example, if the walls of a building needed to be strengthened to properly support the roof and provide better hurricane resistance, and the cost was reasonable, the wall strengthening was included to protect the USAID investment. As another example, if repairs to windows and doors were needed to make the structure suitable for occupancy, repairs were done. Otherwise, investment in repairs to other parts of the structure would be wasted. After the spending priorities were set, PADCO’s recommendations were coordinated with the MoE and with the ONR for concurrence on the selected repairs.

H. Exogenous Conditions and Events Affecting Implementation and their Impact—Jamaica

H.1 Hurricane Dennis, Hurricane Emily, and other weather events

Hurricanes Dennis and Emily brought significant rainfall to parts of Jamaica. These weather conditions had only minor effects, varying from parish to parish, and only a few days of weather-related delays were claimed by subcontractors.

H.2 Local capacity

Local capacity in Jamaica in terms of materials and labor, both skilled and unskilled, was sufficient to complete the works necessary.

H.3 Other donors

As discussed above, Food For The Poor was able to provide a significant amount of furniture and equipment to resupply schools. Their contribution is valued at approximately \$132,000.

⁸ Items listed as 1, 2 and 3—roof, electrical connections, and safety, were all given equal weight in the project. Jamaica is fortunate in that the rural electrification program is quite effective and a priority over time is to electrify all schools. Therefore as a safety concern all electrical items in rebuilt roofs had to be addressed. In a country without a good electrical supply this item would take a lower priority below sanitation. It is recommended that the repairs priority list should be developed by country based on the root question used for this project: What makes this school usable?

H.4 Government influences that affected implementation

To implement the project, PADCO and USAID consulted mostly with upper-level government agencies, specifically, the Government of Jamaica (GoJ) and the Office of National Reconstruction (ONR). Consequently, the parish-level Ministry of Education building officers were less directly involved in the project, which streamlined the bureaucratic approval and consultation process. Had we operated under national and parish oversight—which is common—construction might have been significantly delayed. Delays were caused in cases where principals went through regular channels within the Ministry.⁹ Without continued recognition of disaster conditions on the part of Ministry, work could have come to a standstill.

H.5 Other factors that aided or impeded implementation

Despite the strict subcontractor requirements established by FAR and Jamaica's National Contract Commission (NCC), some subcontractors that met the requirements were still unable to complete the works. This occurred once in the Schools Project, making it necessary to re-bid the remaining works and delaying completion of the school and the project, as a whole.

For one school in particular, theft was a factor that impeded implementation of repairs. Major theft incidents and regular daily disappearances of building materials created delays and difficulties for the subcontractor. Some items, such as cement, were already in short supply and caused delays of more than six weeks at a time while replacements were found. In future projects and activities, a focus on increasing community participation and sense of ownership could help deter such on-site problems as persistent theft.

⁹ At one school, Bickersteth, the contractor lost a week because the building officer forbade the principal to take any action in relocating classes to the church property next door until he could find out if this was allowable. This was resolved by contact through the ONR, and the local office was encouraged to facilitate rather than prohibit the construction. It is notable that this delayed occurred even with (1) parental permission slips, (2) a letter from the church elders allowing the use, and (3) a safety inspection by the MoE office—all items requested by the local MoE office as the requirements to allow the move.

V. Impact Analysis

IMPACT ANALYSIS—GRENADA

A. Social Impact—Grenada

The greatest social impact of this program was enabling the timely return of children and teachers to their schools. Furthermore, since the schools were built to the highest hurricane standards, schools will now be able to provide their surrounding community with storm shelters, and school closings should be minimized in the event of future storms.

B. Sector and Microeconomic Impact—Grenada

B.1 Employment and incomes

PADCO subcontracted 8 construction companies in the completion of this program. The companies employed a total of approximately 15 staff and workmen when full-time work was available. PADCO's program management office also employed 11 staff over the course of this program. Those employed on these projects possess skill sets in the following areas: primary construction skills—carpentry, masonry, equipment operation, etc.; construction management; material, service, and equipment procurement; and office administration.

While no official measures were taken, there was a general shortage of skilled construction workers in Grenada, and in some cases, workers came from neighboring islands to work on various construction projects. This shortfall was magnified by a surge in demand for construction and repair services by public and private sector clients throughout the island after Hurricane Ivan. This high demand and short supply of skills resources allowed some suppliers to demand higher rates. This enhanced the ability of the project to provide income generation opportunities for Grenadians.

On average there were 12 people employed full-time per school and the construction lasted 60 days (10 weeks). With an average cost per construction worker of \$48/day, the project provided 12,240 man days of labor, generating a conservative estimate of \$587,520 in income.

B.2 Vulnerability reduction—Grenada

The Schools Project has contributed to vulnerability reduction in the following areas:

- The capacity of shelters to house those temporarily displaced in storms has been improved;
- Improved construction techniques and hurricane mitigation methods will reduce the potential damage to school buildings during future storms. This will lessen the likelihood of major disruptions to the school year and protect the physical assets of the schools.

C. Improved Institutional Capacity of Partners and Stakeholders—Grenada

PADCO was able to lend technical support in program management and construction supervision to a number of counterparts and subcontractors engaged in this program. In the case of government counterparts, PADCO ensured that USAID's objective of incorporating disaster

mitigation measures into the reconstruction agenda was achieved. By working with the subcontractors on a regular basis, PADCO was able to aid and instruct them in:

- Planning works
- Materials procurement methods
- Hurricane mitigation techniques
- Following improved building standards and codes
- Quality control

Overall, significant improvement in capacity will be most evident in project planning and contracts administration.

D. Political Impact—Grenada

A number of general observations can be made regarding the political impact of the Schools Program:

1. From USAID’s standpoint, communities in which schools were renovated, especially where the program was implemented quickly and efficiently, experienced an improved view of the U.S. Government and its aid programs.
2. From the GOG standpoint, the repair and reconstruction of schools under this program was utilized by counterpart agencies at the national local level to gain political capital. The attention given to the condition of school buildings by the host government and involved agencies increased their awareness to the general poor conditions of many schools throughout the country.
3. In general, by strengthening the ability of the Government of Grenada to respond effectively to the disaster—in this case, by stabilizing the physical institutions for the education sector—USAID/PADCO helped restore social stability after the Hurricane Ivan disaster.

E. Future Impacts of Activities Undertaken—Grenada

The projects completed under this program were “built back better” and will benefit the communities and students for many years to come, as institutions for education and shelters during future storm events. This program also helped increase the awareness of proper disaster mitigation building techniques and will contribute to better building practices by contractors and the community alike. More challenging to measure, but still important is the impact of this program on the socio-economic well being of students, teachers and their families served by the new and repaired schools. By quickly stabilizing Grenada’s education sector, this program mitigated the negative impact of a lost school year and invested in the long-term well-being of those in communities served by this program.

IMPACT ANALYSIS—JAMAICA

F. Social Impact—Jamaica

The greatest social impact of this program was enabling the timely return of children and teachers to their schools. In many rural communities, the schools also serve as community centers that provide adult education programs and technical skills training. Since the schools were built to the

highest hurricane standards, schools will now be able to provide their surrounding community with storm shelters, and school closings should be minimized in the event of future storms.

G. Sector and Microeconomic Impact—Jamaica

G.1 Employment and incomes (for beneficiaries, employees, trainees, private sector partners, etc.)

The Schools Project increased employment for local tradesmen and vendors and reduced the need to layoff or relocate teachers from damaged schools. By improving facilities, it also enabled schools to raise income from renting school facilities out for functions.

Most contractors tended to hire almost exclusively from local areas, bringing in senior tradesmen to supervise, if needed. The average number employed for each school repair (and therefore from each community) can be conservatively estimated at 10 workers for 8 weeks (for a total 23,520 man days during the project). The average salary was JA\$1500/day (JA\$1000 for laborer and JA\$2000 for skilled craftsman)—or US\$24.60/day. Across the Schools Repair Project, income generation for local construction workers could be estimated at US\$578,592.

One ancillary benefit is the retention of jobs for teachers. Some of the schools were facing reductions in classes and redistribution of students to other schools within their regions. Many teachers faced the possibility of redundancy without school repair and renovation.

Another benefit is that since much of the work was done during summer months, the vendors who traditionally sell to the children at the gates of the school were able to extend their season by selling to the construction workers.

Finally, many of the schools are now able to rent facilities for functions. This money tends to go back to the school for improvements—bettering both the facility and providing additional work for local tradesmen.

G.2 Vulnerability reduction—Jamaica

Every school repaired serves their respective communities as a storm shelter. Some locations—Ginger Ridge, Salt Marsh, Lower River and many more—were no longer tenable as shelters due to damage from the hurricane and long-term wear and tear from use as shelters.

The addition of railings, upgrading of electrical systems and demolition of unused structures (not necessarily derelict from hurricane damage) were all part of the building back better approach, in which increased safety of the students was a primary goal.

As with many developing countries, education can be seen as a luxury by the abject poor. The ability of schools to bounce back and service education provides a necessary stability that will encourage enrollment of students. Furthermore, if it were not for the schools and the schools' existing meals program, many would keep their children at home to work for their meals rather than send them to school.

H. Improved Institutional Capacity of Partners and Stakeholders—Jamaica

The institutional capacity of the subcontracted construction firms was most notable in their increased:

- Ability to prioritize and work with donors during the disaster response and revitalization process;
- Understanding of hurricane mitigation construction; and
- Awareness of administrative efficiency and inter-agency communication.

For JBTE, a resupply partner, their role provided them with an opportunity to better understand USAID requirements. This knowledge should allow them to perform more effectively in other USAID and international agency programs.

I. Political Impact—Jamaica

The schools in Jamaica also serve as polling centers for elections. Restoring these schools helps to ensure their availability during elections.

On the international side, very positive views of the U.S. were generated and expressed. Re-dedication ceremonies held for the schools focused on the contribution of USAID and the response to a need where none was seen coming from local sources. Additional impact was made through the willingness of USAID/PADCO to use local consultants. Most people were shocked to discover that so many project staff were not from the U.S. and appreciated that the U.S. embraced the skills available within Jamaica.

J. Future Impacts of Activities Undertaken—Jamaica

The projects completed under this program were “built back better” and will benefit the communities and students for many years to come, both as institutions for education and shelters during future storm events. The hurricane mitigation techniques and better overall construction standards introduced by the project have a greater chance of being repeated in and around the communities benefiting from the repaired schools.

More challenging to measure, but still important is the impact of this program on the socio-economic well being of students, teachers and their families served by the new and repaired schools. By quickly repairing and reconstructing Jamaica’s impacted schools, this program mitigated the negative impact of a lost school year and invested in the long-term well-being of those in communities served by this program.

VI. Financial Summary of the Program

A. By Activity

A.1 Grenada

Activity	No. of Schools	Cost
Repair of CETT Schools	10	\$3,248,684
Repair of non-CETT Schools	7	\$1,570,103
Resupply of Equipment & Furniture	25	\$486,119
Total Intervention Funds		\$5,304,906

A.2 Jamaica

Activity	No. of Schools	Cost
Repair of Project Community Colleges (CETT, New Horizon and Transition)	2	\$123,251
Repair of Project Schools (CETT, New Horizon, and Transition)	7	\$548,344
Repair of non-Project (non-CETT, New Horizon, Transition) Schools	40	\$1,305,808
Resupply of Equipment & Furniture	66 (65 target)	\$281,341
Total Intervention Funds		\$2,258,744

B. By Category of Partner

B.1 Grenada

Category of Partner	Type of Support	Cost
AE/Quantity Surveyor	Engineering Support and Construction Quantities Estimates	\$74,400
Subcontractor, Construction	Schools Repair and Reconstruction	\$4,744,387
Subcontractor, Materials & Commodities Estimation	School Equipment and Furniture Procurement	\$486,119
Total Intervention Funds		\$5,304,906

B.2 Jamaica

Category of Partner	Type of Support	Cost
AE/Quantity Surveyor	Engineering Support and Construction Quantities Estimates	\$70,388
Subcontractor, Construction	Schools Repair and Reconstruction	\$1,907,015
Subcontractor, Materials & Commodities Estimation	School Equipment and Furniture Procurement	\$281,341
Total Intervention Funds		\$2,258,744

VII. Lessons Learned

A. Contractor Implementation Strategy

A.1 Program design and approach: issues and lessons learned

- a) Cost vs. budget analyses were done as early as possible: PADCO developed construction cost estimates well before the Bills of Quantity were complete and adjusted them as the project progressed. This allowed PADCO, USAID, and the MoE and ONR to make informed decisions about how to “build back better” and balance the needs of structure repair versus those of resupply and re-equip.
- b) Accelerating the construction program: USAID and PADCO accelerated the program for completion of structural repairs in Jamaica and, where possible, in Grenada. As a result, the majority of targeted schools were completed by the beginning of the 2005-2006 School Year (September 1), four months before the original project completion date. This minimized disruption to teachers and students.
- c) Managing expectations for completion: Getting the schools up and running in a post-disaster setting underlined the need to manage expectations for completion. The focus on speed meant that the standards of finish had to be balanced against the need to finish quickly.
- d) Leveraging other donor resources: PADCO involved the NGO Food For The Poor (FFP) to help reequip and resupply schools in Jamaica. FFP donated a large amount of school equipment and furniture, and in exchange PADCO/USAID paid associated shipping costs. This enabled the project to leverage the funds spent on shipping into a procurement valued at many times the shipping cost.

A.2 Program management issues and lessons learned by component or sector

- a) The differences between the USAID/American and British quantity surveyors system (in place in Grenada and Jamaica) required resolution through a careful review of quantity surveyor estimates. While reviews occurred, they were often inadequate. Consequently, inappropriate materials were used in construction and required replacement. This suggests an important lesson learned: the terms of reference for quantity surveyors should be clear and specific. Some questions to focus on would include: (1) what are the quantity surveyors expected to do; (2) what is their liability in the case of errors; (3) what is their availability during construction in case of queries on their work; and (4) how will re-measurement of the work at the end of construction be resolved.
- b) The differences in the quantity surveyor systems also exacerbated existing weaknesses in local quantity surveyor expertise. This required additional monitoring and instruction by expatriate technical assistance.
- c) PADCO was generally impressed with the Jamaica National Contracts Commission (NCC) database in terms of its usefulness in selecting and screening subcontractors. However, several potential subcontractors who passed both the NCC and FAR tests still turned out to be “lemons.” This suggests a need for reexamining the criteria for the selection of (re)construction contractors. For example, more emphasis should be placed on technical and staffing qualifications. In Grenada, where no such body as the NCC exists, it is even more critical to incorporate contractor selection criteria based on technical and staffing qualifications.

- d) Most construction contractors are not aware of their country’s construction standards, and there is typically no agency, at least with sufficient capacity, to monitor quality or perform inspections. This increases the need for clear and simple criteria set out in the RFPs and schematics to ensure that construction contractors understand the work requested and thus are able to bid appropriately.
- e) Insufficient attention to detail on the part of several subcontractors required multiple close-out inspections, resulting in increased costs and wasted staff time. To prevent this in the future, consider including in all subcontracts a clause (perhaps associated with liquidated damages) that insists on only one close-out inspection.
- f) Regarding the acceleration of the program, PADCO adjusted its efforts and expenditures upwards through September and demobilized much of the staff and program once most schools were operational. While the intention was to save money on the project, in reality materials shortages and slow-moving subcontractors required the same level of attention, in order to see through the completion of all schools. The eagerness on all sides to complete the project quickly and under budget should have been tempered by the reality that both islands were still functioning under disaster recovery conditions and normally small problems were bound to be magnified. Where it is possible to accelerate such programs in the future, a more conservative or cautious draw-down in project staffing and oversight is recommended.

A.3 Financial issues and lessons learned

As noted in A.2 (f) directly above, the reduction of staff turned out to be somewhat early. While intended to save money, it ended up costing slightly more, as it was necessary to re-mobilize staff to follow up on new or lingering problems. Keeping original staff on for a longer period would have cost more in the short run, but may have allowed some problems to be dealt with early on, saved remobilization costs, and reduced the need for extended periods of short-term technical assistance.

A.4 Other lessons learned that could benefit similar programs in the future

- a) Where feasible, consider using host country contracts (HCC) and cooperative agreements with local NGOs for emergency response projects. This approach could help overcome challenges in conducting timely, reasonably accurate damage assessments—a critical ingredient for project design and scopes of work. It could also help build local capacity for conducting emergency response assessments. Naturally though, contractors engaged in the program implementation phase will still need to reassess preliminary damage estimates and prepare more detailed bill of quantities prior to commencing their work.
- b) Consider development of a USAID “tool kit” to assist Missions with rapid mobilization after a disaster. Putting together standard pre-defined deliverables rather than generally stated deliverables—such as uniform construction reporting documents and systems, uniform activity tracking systems, minimum design standards, etc.—could conceivably be done in advance of a disaster. Another method that would be less standardized, yet still effective, would be to require contractors to present early on a report on the system to be used for their disaster response/recovery program. This could include such things as:
 - i. Provide a simple construction manual that will set forth guidelines and requirements for work under the Contract;
 - ii. Provide tools for activity tracking and monitoring;

- iii. Outline the requirements to prepare procurement procedures for subcontracting in accordance with the Federal Acquisition Regulations (FAR) and USAID Acquisition Regulations (AIDAR) and submit it to USAID for approval;
 - iv. Define the monitoring required;
 - v. Ensure that all construction has a minimum one-year warranty or “defects liability period,” and that this warranty is supported by and is the responsibility of the Contractor or any subcontractor. This requirement should be clearly defined in the Task Order. A bank guarantee (10% of the value of works), if possible, is to be kept to ensure that warranty activities will be performed when requested. In accordance with procedures approved by USAID, the turnover of completed projects to the proper authorities will be with the appropriate one-year warranty. Procedures should also be developed for construction activities and invoicing during the warranty period.
 - vi. Requirements to evaluate, administer, and present recommendations on all requests for variation orders to USAID for approval. A variation order policy established by USAID and the Contractor will clearly define procedures and the approval process for both parties.
- c) Consider establishing a USAID “Disaster Response IQC” to facilitate mission-level planning and implementation efforts. Consider a hybrid procurement system for immediate use.
- d) Consider a USAID strategic planning initiative aimed at developing procedures specifically for disaster response.
- e) Consider developing a country-based, mission-specific disaster response plan that goes beyond the traditional USAID disaster response plan, which tends to be more administrative than development-oriented. Such a plan would include pre-determined procurement modes and a clear set of plans for transitioning the Mission into disaster response mode. Plans could include instructions for phasing in and out the “crisis modifier clause”—language that would be incorporated in all new long-term contracts and grants.
- f) Consider pre-determining a priority ranking for post-disaster construction interventions to better define “build back better.” Because the concept was loosely defined, there was some inconsistency in the amount of work done on individual facilities. This will help contractors quickly target approved interventions and may also help realize the desired impact of limited budget resources. As mentioned earlier, the PADCO Schools project used the following prioritized ranking: (1) roofs, (2) electrical connections, (3) structural and safety needs (these three were essentially all given equal priority), (4) sanitary requirements, (5) windows, (6) doors and (7) paint and other aesthetics. Another possible ranking method would be (1) hurricane mitigation measures (mandatory); (2) structural issues, whether hurricane-related or not (mandatory); (3) services—electrical, sanitary facilities, etc (negotiable); (4) fittings—windows, doors, etc. (negotiable, but where hurricane-damaged, replace); (5) painting—perhaps mandatory because of the impact it has on the morale of the students and teachers—at a minimum, provide paint to the schools so they can do the work themselves. Naturally, rankings in both cases will vary by country depending on the general state of infrastructure.

- g) Consider pre-determining which set of construction standards future USAID rehabilitation work should embrace, rather than leaving this up to individual prime contractors to determine, particularly in countries with outdated or insufficient standards. A good place to start is the enhanced Caribbean Unified Building Code (CUBiC), which is a product of the Caribbean Disaster Mitigation Project (see footnote 5). When pre-determining a set of construction standards and a set of building code criteria, it will be crucial to review the applicable standards and codes of each country and, if the assisted country has a higher standard or code, use it. A pre-determined set of construction standards can better guarantee consistent and quality work as well as help avoid conflict between regional and local standards and/or codes where they exist.
- h) Consider structuring public information and outreach activities to help alert specific communities (not just the national press) about pending USAID-funded works. This may help ease the start-up burden of the prime and subcontractors and may even help to mobilize community engagement in preventing crime and extortion by local gang members.

B. Local Political Influence

In Grenada, local politics had little overall effect on the implementation of the project. For further discussion, please see Section IV, D3.

It is important to quickly overcome bureaucratic bottlenecks and obstacles when trying to respond quickly in disaster recovery programs. As mentioned earlier, the project in Jamaica experienced some delays as a result of local political and bureaucratic processes. The Government of Jamaica was able to step in and clear some of the red tape. This was facilitated by ensuring that all levels of the host government had a clear understanding of USAID's implementation strategies and methods for "fast tracking" project activities.

C. Role of ARD and ONR

ONR's participation was essential to this programs rapid progress and meeting the needs of the Government of Jamaica. Some of the ONR's specific key roles included:

- Acting as a central coordinator/facilitator between all agencies participating in schools repair;
- Working with PADCO to rapidly develop a list of target schools, address coordination problems, and address security issues at construction sites;
- Providing much-needed resources to help with the quantity surveying effort, allowing the tendering to maintain its schedule; and
- Through its procurement program, ensuring the availability of critical materials at a reasonable cost.

The ONR approach should be used as a model for developing similar agencies in other countries as part of a risk management program.

D. USAID Management

D.1 Field-level monitoring role assigned to the independent contractor (Wingerts Consulting)

The approach followed by the independent contractor (IC), Wingerts Consulting, to provide engineering oversight was most effective in Jamaica. The IC approach in Jamaica followed the scope of work established by section A.7 (Technical Directions) of the Task Order by providing:

- a) Periodic review of milestones to assess progress and to enhance early identification of program scheduling and other problems;
- b) Periodic review and monitoring of construction progress and procedures, reporting to the CTO on non-compliance and other critical issues, and making recommendations to the CTO for corrective action, etc.;
- c) Review of subcontract consent to award packages (for submittal to the RCO) in line with that of an experienced CTO, such as review and concurrence on full and open competition, subcontractor selection practices, type of contracting mechanism required by the RCO and adherence to such, adequate documentation of all required procedures, etc.;
- d) Review of designs and subcontract documents for compliance with the intent of “building-back-better;”
- e) Review of variations and changes to the original subcontract documents, and concurrence with regard to necessity, adequacy, appropriateness, and documentation of time and cost modifications.¹⁰

The IC served as an extension of the CTO by providing the technical knowledge and expertise a CTO would need with regard to infrastructure project development (e.g., cost-estimating, design development, contract document preparation, construction monitoring, etc.) and with regard to procurement of construction works and services under FAR (e.g., tendering, full and open competition, subcontractor selection, documentation and reporting, etc.).

Where both the IC and PADCO adhered to these roles and cooperated closely on these responsibilities, the field level monitoring was an effective, value-added factor to quality assurance throughout the program. PADCO recommends that the Jamaica model be recognized as a USAID success story and used to develop and formulate similar IC roles and responsibilities for other USAID programs.

D.2 Environmental monitoring

No major environmental issues were expected or experienced. The environmental monitoring was more than adequate to address the relatively minor items that arose. The use of programmatic EA Checklists greatly reduced the necessary paperwork.

¹⁰ It is important to realize that the review and concurrence by a CTO (or through the IC) of items (a) through (e) in no way places any design or engineering liability or responsibility on the CTO or USAID. Such review is for the administrative items required by USAID by FAR, and by the contracting Officer, and any such reviews should not be limited or restricted by the IC.

D.3 Oversight and management role of the USAID Cognizant Technical Officer (CTO) and Contracting Officer (CO)

The CTO on the PADCO Schools Project exhibited a superior level of hands-on monitoring and oversight and an ability to balance between USAID's responsibilities and PADCO's responsibilities. Experience has shown that a CTO with a hands-on approach will ultimately prove better in helping a contractor succeed than one who takes a hands-off approach. A CTO that takes an active, hands-on role in project management allows for a better understanding of the issues, better assistance to a contractor with logistics, and a better ability to identify and resolve problems quickly. The CTO on this program played a large part in the success of the project.

The CTO took an early interest in PADCO's development of realistic budgets and schedules and demonstrated to the Mission how these were to be maintained. The CTO established reporting procedures not only for reports submitted to USAID but also for those submitted to USAID partners. The CTO's active interest in understanding the project issues and problems (both potential and real) allowed her to offer CTO assistance in a way that best facilitated progress of the program.

The CO, through the Mission contracts and acquisitions staff, provided early information and assistance on critical procurement issues. This aided PADCO in better understanding the CO's requirements. The Mission contracting staff continued to provide timely and detailed information and assistance throughout the program. They offered guidance not only on deficiencies in submittals, but took the time to offer suggestions and to review work-in-progress, which helped PADCO maintain project schedules.

D.4 Role of the U.S. Embassy

The U.S. Embassy in Barbados and Consulate in Grenada took an interest in the success of the project, attending meetings with USAID partners and maintaining an awareness of the project. Ambassador Kramer met with PADCO staff early in the project to achieve a more comprehensive understanding of how PADCO was implementing the project. Ambassador Kramer was also key in helping build a close working relationship between the Government of Grenada and USAID implementing partners.

VIII. Final Conclusions and Comments

The Grenada and Jamaica education sectors gained a strong measure of stabilization from the Grenada and Jamaica Schools Repair and Resupply Project. PADCO worked effectively with USAID and the host country governments to prioritize and allocate funds to reach the neediest schools—those hit worst by the hurricane and not yet aided by other national or international programs.

This program achieved impressive results in Grenada and Jamaica:

Grenada and Jamaica Result Indicators	Total Achieved
No. of schools repaired	64
No. of teachers' colleges repaired	2
No. of students benefiting from school repairs	35,468
No. of teachers benefiting from school repair	1398
No. of schools that serve as shelters	66
No. of schools and teachers' colleges resupplied and reequipped	91 ¹¹

The program also achieved many important intangible results. The program incorporated new and improved hurricane-resistant building techniques into school construction and laid the ground-work for continuing these advances into future projects. By holding the school repair subcontractors to robust construction standards, the project strengthened the knowledge- and skill-base of the construction sector, increased community awareness of hurricane resistant methods, and raised local and national construction standards. Taken together, these changes benefit not only the students, teachers, and communities associated with the schools repaired under this program, but also those who may need their schools repaired in the future.

By quickly rebuilding and repairing Grenada and Jamaica’s schools, this program also enabled the timely return of children and teachers to their schools. This will have important socio-economic benefits for the teachers, families, and communities served by these schools well into the future.

The projects completed under this program, and the lessons learned by all implementing partners, will benefit the communities and students for many years to come, as institutions for education and shelters during future storm events.

¹¹ Includes Hillsbrook All Age, a non-targeted school.

Attachments

Attachment A—Final Performance Indicators Spreadsheets - Grenada

USAID's Hurricane Ivan Recovery Program - Grenada

IR 3

IR3: Educational capacity in target schools restored.

CTO: Sonjai Reynolds-Cooper, PhD (OGD - SO3/ SO4)

Implementer: PADCO

Result #1: Targeted CETT schools and community college damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.

Indicators		Target	Achieved to Date
A.	No. of schools repaired	10	10
B.	No. of teachers' colleges repaired	0	0
C.	No. of students benefiting from school repairs - Female	1,506	1352
D.	No. of students benefiting from school repairs - Male	1,686	1533
E.	No. of teachers benefiting from school repair - Female	122	122
F.	No. of teachers benefiting from school repair - Male	34	34
G.	No. of schools that serve as shelters repaired	10	10

Activity	Subcontractors	Funding	Amount Spent*	Location	Status/Issues	Results to Date
Repair Schools	Sampson Construction, Arnwil Limited, Collaborative Designs and Consultancy Grouping Co. Ltd, Rickie Frank Construction, Javin Caton, Arnwil Ltd.	\$3,248,683.92	3,248,683.92	Parishes of St. George, St. Andrew, St. David, St. Mark, St. Patrick, and St. John plus Petite Martinique	Complete	Complete
Equip Schools	JBTE (assessment), Advanced Moulds (furniture)	86,668.51	86,668.51	Parishes of St. George, St. Andrew, St. David, St. Mark, St. Patrick, and St. John plus Petite Martinique	Complete	Complete
Furnish Schools	JBTE (assessment), Advanced Moulds (furniture)	138,099.32	\$138,099.32	Parishes of St. George, St. Andrew, St. David, St. Mark, St. Patrick, and St. John plus Petite Martinique	Complete	Complete
Sub Total		\$3,473,451.75	\$ 3,473,451.75			

*encumbered

Attachment A—Final Performance Indicators Spreadsheets - Grenada

Result #2: Targeted non-CETT schools damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building code and environmental/hurricane resistance standards, and are suitable for conducting classes.environmental/hurricane resistance

Indicators	Target	Achieved to Date
A. No. of schools repaired**	7	7
B. No. of students benefiting from school repairs - Female	1,132	979
C. No. of students benefiting from school repairs - Male	612	458
D. No. of teachers benefiting from school repair - Female	73	73
E. No. of teachers benefiting from school repair - Male	14	14
F. No. of schools that serve as shelters repaired	7	7

**An additional 8 schools were resupplied and reequipped, a total of 15 non-CETT schools.

Activity	Subcontractors	Funding	Amount Spent*	Location	Status/Issues	Results to Date
Repair Schools	Sampson Construction, Collaborative Designs and Consultancy Grouping Co. Ltd, Arnwil Ltd., Ian De Labastide & Associates, P and D, L.A.J. Barry	\$ 1,570,103.47	\$ 1,570,103.47	Parishes of St. George, St. Andrew, St. Patrick, and St. John plus Carriacou	Complete	Complete
Equip Schools	JBTE (assessment), Advanced Moulds (furniture)	\$ 89,863.69	\$ 89,863.69	Parishes of St. George, St. Andrew, St. Patrick, and St. John plus Carriacou	Complete	Complete
Furnish Schools	JBTE (assessment), Advanced Moulds (furniture)	\$ 171,487.18	\$171,487.18	Parishes of St. George, St. Andrew, St. Patrick, and St. John plus Carriacou	Complete	Complete
Sub Total		\$ 1,831,454.34	\$ 1,831,454.34			

*encumbered

Note: All prices are noted in US\$.

Attachment A—Final Performance Indicators Spreadsheets - Jamaica

USAID's Hurricane Ivan Reconstruction Program - Jamaica

IR 3

IR3: Educational capacity in target schools restored (Target schools repaired and resupplied)
 CTO: Sonjai Reynolds-Cooper (OGD - SO3/SO4)

Implementer: PADCO

Result #1: Targeted Project (primary) schools and teachers' colleges damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are appropriately equipped, fully function as shelters (where applicable), are in compliance with building codes.

Indicators	Target	Achieved to Date
A. No. of schools repaired	7	7*
B. No. of teachers' colleges repaired	2	2*
C. No. of students benefiting from school repairs - Female	3548	3321
D. No. of students benefiting from school repairs - Male	2683	2456
E. No. of teachers benefiting from school repair - Female	232	232
F. No. of teachers benefiting from school repair - Male	59	59
G. No. of schools that serve as shelters	9	9

*9 Phase II Project schools and 3 teachers' colleges resupplied/re-equipped; 15 Phase I schools resupplied/re-equipped. In previous monthly reports, the figure (9) for "No. of schools repaired" included the 2 teachers' colleges.

Activity	Subcontractor	Funding**	Amount Spent**	Location	Status/Issues	Results to Date
Repair Schools	Donaldson Enterprises, M and C Construction, ASB Construction, W. A Reid Construction, Bajad Construction, Island Woods, W. A Reid Construction, Peat Building and repairs	\$671,595	\$671,595	The parishes of St. James, Trelawny, St. Elizabeth, Westmoreland	Complete	Complete
Equip Schools	Food for the Poor (Letter of Agreement), JBTE	\$195,050	\$195,050	The parishes of St. James, Trelawny, St. Elizabeth, Westmoreland	Complete; includes fence for St. Mary's (Phase I school)	Complete
Furnish schools	Food for the Poor (Letter of Agreement), JBTE	\$30,176	\$30,176	The parishes of St. James, Trelawny, St. Elizabeth, Westmoreland	Complete; includes Phase I schools	Complete
Sub Total		\$896,821	\$896,821			

**direct benefits

Attachment A—Final Performance Indicators Spreadsheets - Jamaica

USAID's Hurricane Ivan Reconstruction Program - Jamaica

IR 3

IR3: Educational capacity in target schools restored (Target schools repaired and resupplied)

CTO: Sonjai Reynolds-Cooper (OGD - SO3/SO4)

Implementer: PADCO

Result #2: Targeted non-Project (primary) schools damaged by Hurricane Ivan restored to pre-hurricane or better conditions, are in compliance with building code and hurricane resistance standards, are suitable for providing conducting classes, and fully function as shelters, where applicable

Indicators	Target	Achieved to Date
A. No. of schools repaired	40	40***
B. No. of students benefiting from school repairs - Female	12,792	12565
C. No. of students benefiting from school repairs - Male	13031	12804
D. No. of teachers benefiting from school repair - Female	747	747
E. No. of teachers benefiting from school repair - Male	117	117
F. No. of schools that serve as shelters	40	40

***39 Schools reequiped/resupplied - 38 Phase II non-Project schools and 1 additional school (Hillsbrook)

Activity	Subcontractor	Funding**	Amount Spent**	Location	Status/Issues	Results to Date
Repair Schools	Artrog, M and C Construction, ASB Construction, Modern Waterproofing, Mega- B. Bisasor, Al-Frasure Structures	\$1,305,808.30	\$1,305,808.30	The parishes of St. James, Trelawny, St. Elizabeth, Westmoreland, Clarendon, St. Andrew, St Catherine, St. Mary	Complete	Complete
Equip Schools		\$0.00	\$0.00			
Furnish schools	Food for the Poor (Letter of Agreement), JBTE	\$56,114.60	\$56,114.60	The parishes of St. James, Trelawny, St. Elizabeth, Westmoreland, Clarendon, St. Andrew, St Catherine, St. Mary	Complete	Complete
Sub Total		\$1,361,923	\$1,361,923			
TOTAL		**direct benefits \$2,258,744	\$2,258,744			

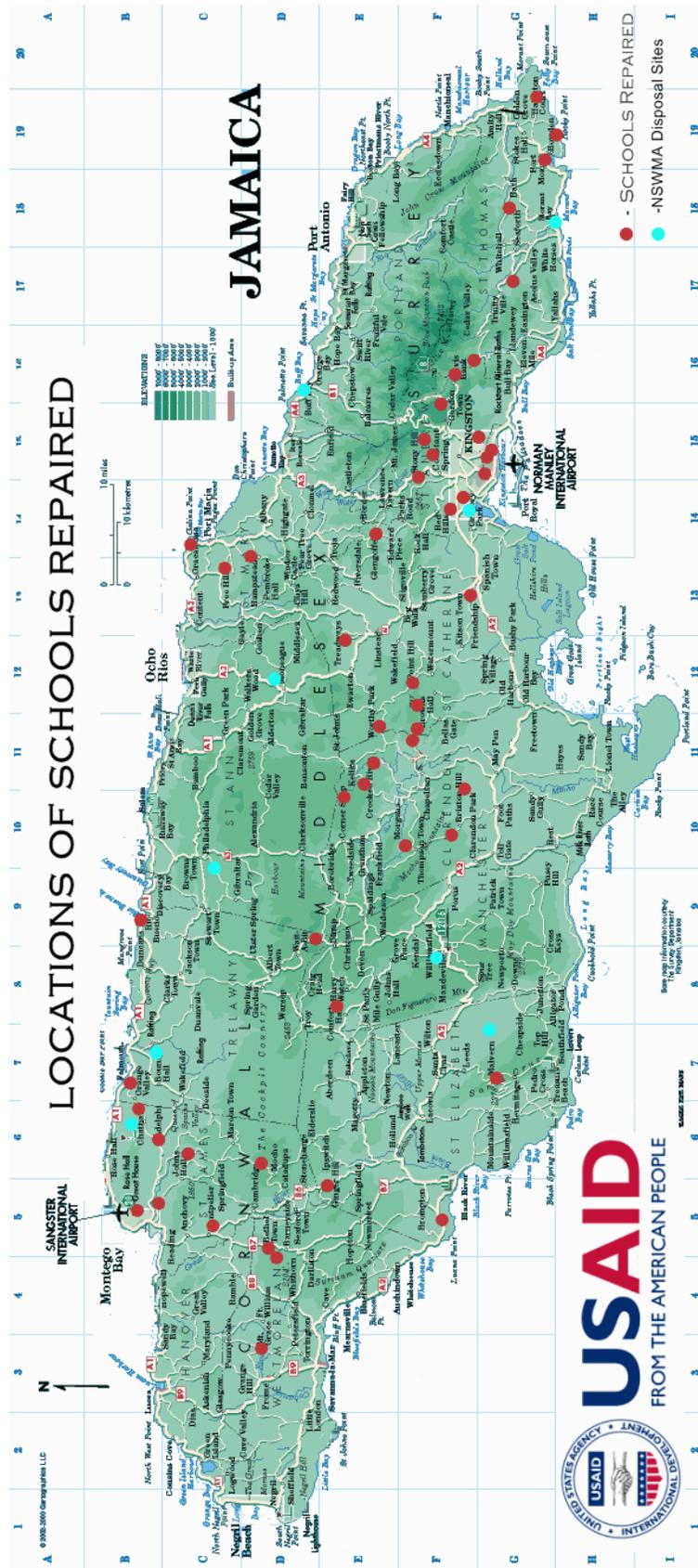
Attachment B—Maps of Project Locations - Grenada



SCHOOL REPAIR & RESUPPLY PROGRAM



Attachment B—Maps of Project Locations - Jamaica



Attachment C—Needs Assessments - Grenada

GRENADA List of Prioritized Schools

Bid Package	Program		School Used as Shelter	Priority School	Name of Schools	Parish	Students and teachers					
	No	CETT					Male Students	Female Students	Total Students	Male Teachers	Female teachers	Total teachers
1	x	x	yes	1	Grand Anse Roman Catholic	St. George's	200	185	385	3	15	18
2	x		no	1	St. Micheals Roman Catholic	St. Andrews	83	80	163	1	8	9
2	x		yes	1	St. Andrews Methodist	St. Andrews	388	390	778	6	24	30
2	x		yes	1	Happy Hill Roman Catholic	St. George's	211	140	351	5	14	19
2	x		yes	1	Bonair Government	St.Marks	256	209	465	7	14	21
2	x		yes	1	River Sallee Government	St. Patricks	158	102	260	7	8	15
3	x		yes	1	St. Thomas Aquinas Roman Catholic	Petite Martinique	67	73	140	2	5	7
4		x	yes	1	St. Andrews School for Special Ed.	St. Andrews	33	18	51	1	5	6
5	x		yes	2	Florida Government	St. Johns	75	94	169	2	11	13
6			yes	3	St. Louis Roman Catholic Girls	St. George's		650	650	1	21	22
7	TC		no	1	Chantimelle Roman Catholic	St. Patricks	52	58	110	1	5	6
8			yes	xx	Dover Government	Carriacou	86	76	162	1	6	7
8			yes	xx	Harvey Vale Government	Carriacou	65	53	118	1	5	6
9	x		yes	2	St.Dominics Roman Catholic	St. David's	165	161	326	1	16	17
10		x	yes	1	St. Johns Anglican School	St. Johns	261	212	473	6	19	25
10			yes	1	Grand Roy Government	St. Johns	109	71	180	3	12	15
11	x	x	yes	1	Happy Hill Roman Catholic (Same school as above)	St. George's			0			0
11	x		yes	1	Mt. Moritz Anglican	St. George's	83	72	155	0	7	7
12	x			3	Florida Government (Same school as above)	St. Johns			0			0
			yes	2					0			0
% aver. repair's completion							G	Total	M	F	Total	
								4936	48	195	243	

CETT
 Non-CETT

Attachment C—Needs Assessments - Jamaica

JAMAICA List of Prioritized Schools

Bid Package	Schools	M.O.E. School Code	Program		School Used as Shelter*	Priority School	Name of Schools	Parish	Students and teachers								
			CETT	New Horizon					Male Students	Female Students	Total Students	Male Teachers	Female teachers	Total teachers			
No	PS/NPS																
1	PS	7017	x		yes	1	Rio Bueno All Age	Trelawny	43	44	87	2	3	5			
1	PS	8001	x		no	1	Adelphi All Age	St James	91	71	162	2	4	6			
2	NPS	3009			yes	1	Dalvey Primary	St Thomas	50	56	106	1	4	5			
2	NPS	3011			yes	1	Font Hill Primary	St Thomas	59	56	115	1	4	5			
2	NPS	3022			yes	1	Old Pera Primary	St Thomas	26	27	53	0	4	4			
3	NPS	13007			yes	1	Brandon Hill All Age	Clarendon	219	181	400	8	12	20			
3	NPS	13036			yes	1	Mocho Primary & Infant	Clarendon	147	165	312	3	6	9			
4	PS	8011	x		yes	1	Goodwill All Age	St James	120	90	210	1	9	10			
4	NPS	11020			yes	2	Crawford Primary	St Elisabeth	104	101	205	0	7	7			
4	NPS	14014			yes	3	Garden Hill All Age	St Catherine	100	90	190	2	5	7			
5	PS	11990	TC		no	1	Bethleem Moravian Teacher's College	St Elisabeth	136	761	897	16	46	62			
6	NPS	3018			yes	xx	Minto All Age	St Thomas	26	49	75	0	5	5			
6	NPS	3030			yes	xx	Thornton Primary	St Thomas	44	38	82	2	2	4			
6	NPS	3045			yes	2	Penlyne Castel All Age	St Thomas	51	29	80	2	3	5			
7	PS	7015	x		yes	1	Lowe River Primary and Junior High	Trelawny	645	458	1103	3	31	34			
7	NPS	12056			yes	1	Waterloo All Age	Manchester	26	30	56	1	3	4			
8	PS	8004	x		yes	1	Bickersteth Primary and Infant	St James	310	270	580	2	14	16			
8	PS	8900	x		yes	1	Sam Sharpe Teacher's College	St James	63	467	530	8	44	52			
9	NPS	13005				3	Arthur's Seat Primary	Clarendon	61	65	126	1	5	6			
9	NPS	13045			yes	2	Pleasant Valley All Age	Clarendon	62	30	92	0	3	3			
9	NPS	13105			yes	3	Simon All Age & Infant	Clarendon	55	65	120	1	5	6			
10	NPS	1027			yes		St Georges Girls Primary & Infant	Kingston	0	825	825	0	23	23			
10	NPS	2022			yes	1	Jacks Hill All Age & Infant	St Andrew	43	34	77	1	4	5			
10	NPS	2023			yes	2	Jones Town Primary	St Andrew	332	285	617	1	16	17			
10	NPS	2256			no	3	Duhaney Park Primary	St Andrew	1054	1035	2089	8	61	69			
10	NPS	2259			yes	3	St Judes Primary	St Andrew	692	727	1419	2	36	38			
11	NPS	14003			yes	2	Bermaddy Primary	St Catherine	142	162	304	0	9	9			
11	NPS	14046			yes	1	Point Hill PJH	St Catherine	478	485	963	5	13	18			
12	NPS	2011			no	3	Content Gap All Age	St Andrew	68	44	112	0	6	6			
12	NPS	2051			no	1	Woodford All Age	St Andrew	62	44	106	1	3	4			
13	PS	10014	x		yes	1	Cornwall Mountain All Age	Westmoreland	181	124	305	2	6	8			
14	PS	7018	x		yes	1	Salt Marsh	Trelawny	144	152	296	0	9	9			
15	NPS	13014			yes	2	Elgin Primary	Clarendon	37	39	76	1	4	5			
15	NPS	13059			yes	2	Staceyville All Age	Clarendon	210	144	354	4	11	15			
15	NPS	14015			yes	3	Ginger Ridge All Age	St Catherine	125	118	243	3	7	10			
15	NPS	14062			yes	3	Top Hill All Age	St Catherine	67	60	127	1	4	5			
16	NPS	1008			yes		Calabar Infant & PJH	Kingston	906	699	1605	6	39	45			
16	NPS	2033			no	1	Hope Valley Experimental	St Andrew	482	522	1004	4	38	42			
16	NPS	2043			yes	2	Stony Hill PJH	St Andrew	641	559	1200	6	40	46			
16	NPS	14122			yes	3	St Johns Primary	St Catherine	904	951	1855	3	53	56			
17	NPS	5021			yes	1	Free Hill Primary and Infant	St Mary	256	250	506	4	12	16			
17	NPS	5022			yes	2	Galina Primary	St Mary	143	117	260	2	6	8			
17	NPS	5029			yes	2	Jackson PJH	St Mary	47	39	86	0	7	7			
18	NPS	3024			yes	2	Port Morant PJH	St Thomas	505	478	983	5	25	30			
19	NPS	8002			yes	3	Albion PJH	St James	864	687	1551	9	40	49			
19	NPS	8016			yes	1	Lottery All Age	St James	102	58	160	1	5	6			
19	NPS	8062			yes	2	Garlands PJH	St James	285	238	523	0	17	17			
19	NPS	10004			yes	1	Bethel Town all Age	Westmoreland	320	331	651	1	16	17			
19	NPS	10032			yes	3	Mount Grace PJH	Westmoreland	416	290	706	6	18	24			
20	PS						Cornwall Mountain All Age 2										
Out		6011			no	xx	Brown's Town Infant	St Ann	167	173	340	0	10	10			
Out		13053			yes	2	Rock River All Age	Clarendon	245	226	471	3	17	20			
Out 1		2004			yes	1	Bloxburgh All Age & Infant	St Andrew	16	6	22	1	4	5			
Out 1		2008			no	3	Clifton All Age	St Andrew	38	30	68	0	3	3			
Out 1		3031			yes	1	Trinityville Primary	St Thomas	251	257	508	1	16	17			
Out 1		4020			no		Fellowship PJH	Portland	360	237	597	4	15	19			
Out 1		5052			yes	1	Ramble All Age	St Mary	146	154	300	3	7	10			
Out 1		8028			yes	3	Somerton All Age	St James	217	213	430	0	15	15			
Out 1	PS	8066	x		yes	1	Flankers All Age	St James	596	536	1132	5	28	33			
Out 1		9004			yes	1	Cacoon All Age	Hanover	153	117	270	0	8	8			

Attachment C—Needs Assessments - Jamaica

Bid Package	Schools	M.O.E. School Code	Program		School Used as Shelter*	Priority School	Name of Schools	Parish	Students and teachers						
			CETT	New Horizon					Male Students	Female Students	Total Students	Male Teachers	Female teachers	Total teachers	
No	PS/NPS														
Out 1	PS	9008		x	no	1	Chester Castel All age	Hanover	251	202	453	4	11	15	
Out 1		9045			yes	xxx	Hillsbrook All Age	Hanover	40	41	81	0	4	4	
Out 1		10041			no	3	Porter's Mountain All Age	Westmoreland	36	24	60	1	2	3	
Out 1		11028			yes	1	Ginger Hill All Age	St Elisabeth	198	145	343	2	8	10	
Out 1	PS	12990	TC		no	1	Church Teacher's College	Manchester	103	373	476	14	27	41	
Out 1		14017			yes	1	Gratefull Hill Primary	St Catherine	345	356	701	1	13	14	
Out 1		14127			yes	2	Ensom City Primary	St Catherine	624	616	1240	6	48	54	
									B	G	Total	M	F	Total	
									15730	16346	32076	177	983	1160	

*Schools originally used as shelters. All schools are now shelter-ready.

Attachment D—Subcontractor Qualification Criteria

Grenada Schools Repair and Resupply Project

SUBCONTRACTOR QUALIFICATION

The prequalification and competitive bidding process used in awarding subcontracts for school repairs is described below. Some important constraints and local realities must be considered when assessing the merits of this process:

- Grenada’s infrastructure was decimated by Hurricane Ivan. The needed repairs and reconstruction are unprecedented in the country’s history;
- The Program is operating under a demanding timeframe;
- The pool of local contractors is very limited, with only a handful of medium and large-scale builders;
- The high number of subcontracts issued by this Program and USAID’s other programs;
- The fact that many international agencies are relying on the same pool of builders (including PADCO Community Revitalization Projects Phase I and II);
- Local builders are overwhelmed by the amount of work currently being done on island;
- With an average contract amount of \$166,000, the majority of the building repair work done under this Program is too insignificant to attract contractors from outside of Grenada;
- The task order makes clear that an objective of the Program is to strive for the inclusion of small to medium sized contractors (presumably Grenadian), with the goal of reinvigorating the country’s economy;
- There is a wide range of needed repairs to be done under the task order. The range of repairs, coupled with the different number of repairs packaged into single tenders, allows for the utilization of a broad spectrum of the island’s contractors.

USAID’s programs were announced in several venues and island-wide press coverage on several occasions. An invitation for prequalification was published on December 6-14, 2004 in two of the country’s national newspapers. In addition, the same text was announced on several of the national radio stations during informative interviews. Due to the conditions previously outlined above, no closing date was set for receiving the prequalification forms and the process remained open throughout the program.

By the end of the tendering process for all schools, 58 local contractors had submitted prequalification packages. Of these, the overwhelming majority were very small-scale builders with limited capacity, often limited company history (established post-Ivan), limited equipment, and limited manpower. These weaknesses are not just perceived by PADCO, but also acknowledged by the Agency for Reconstruction and Development (ARD), the UNDP, and most stakeholders involved in the reconstruction process. PADCO attended several consultations hosted by the ARD to try and better identify and deal with the many weaknesses of the local contractors. However, even these very small-scale builders are registered as capable of repairing small residential houses. By allowing local and regional builders to fill out pre-qualification forms (name, size and experience of company, registration, etc) through the

Attachment D—Subcontractor Qualification Criteria

end of the program, this allowed the process to be wholly inclusive, and to register interested and qualified regional contractors.

When construction repair projects were tendered, this list was used to identify qualified contractors. The School Repair and Resupply Program, Community Revitalization Phase I Program, and Community Revitalization Phase II Program pulled from the same list of pre-qualified contractors. Once qualified builders were identified, they were screened for inclusion in the tendering, based on the following criteria: (1) Availability (contractors are called to ascertain whether or not they are interested / capable of taking on additional work); (2) Performance on other USAID Hurricane Ivan Recovery building repair projects (consideration given to both quality and timeliness); (3) Current USAID project workload (several contractors are currently overextended by their commitments to USAID funded projects); (4) Contractors' desires to not participate in tenders below a specified amount (several of the larger contractors have made it clear that they are not to be invited to tenders of less than EC\$1 million); (5) Available resources (manpower, equipment, tools); (6) Work experience and company history; and (7) Any unique expertise needed to perform the repairs.

At least four contractors were always invited to participate in the competitive tender. For larger contracts, those that exceeded US\$250,000, every attempt was made to identify at least five qualified contractors. In most cases, not all those invited submitted a bid (on one contract 9 were invited and only one submitted a bid).

Once the qualified contractors were identified, they were invited to participate in a competitive bidding process. This process was thoroughly reviewed and monitored by a Wingerts Consulting Engineer to assure transparency and maximum competitiveness. The results of the tendering are assiduously documented in the negotiation memoranda submitted to USAID for consent to subcontract.

Jamaica Schools Repair and Resupply Project

SUBCONTRACTOR QUALIFICATION

PADCO reviewed the registration requirements of the Jamaica National Contract Commission (NCC) with regard to its practices and policies for contractor registration categories and grade classification, including information required to be submitted on an NCC registration Application Form.

The NCC was established to promote efficiency in the award and implementation of government contracts in Jamaica. Contractors desiring participation in public sector procurement must be registered with the NCC: Qualifications for which include documented proof that applicants are capable of satisfactory performance in the categories and grades within which they apply to be registered, i.e., carrying out the work, delivering the goods, providing the services or installing equipment. Evaluation criteria includes: experience,

Attachment D—Subcontractor Qualification Criteria

professional qualifications, performance record, legal capacity to enter into contract, tax compliance, and capacity (managerial, technical, and financial).

Based on the similarity of FAR requirements for determination of “responsible” with those of the NCC qualifications for registration in category and grade, PADCO decided that “responsible” bidders would be initially determined as those who were NCC registered in the proper category and grade, with a subsequent determination of recent “performance” of the prospective low bidder as available.

Attachment E—Inventory of Non-Expendable and Expendable Property - Grenada

PADCO Grenada

Contract No: USAID Contract No. EPP-I-00-04-00026-00/Task Order No. 801/Grenada School Repair and Resupply

Contract End Date: 15-Mar-06

Description	No. of Units	US \$ Unit Cost	US \$ Total Cost	Make	Model No.	Serial Number	Date Purchased	Title to Property Formerly Vested in	Expected Life	Salvage Value	Disposition	Condition	Former PADCO Location	USAID/ Assigned Tag No.
Non-Expendables Inventory with Value of US\$ 500 and Above														
Refrigerator	1 Unit	\$ 672.28	\$ 672.28	Kellon	None	RS-22DR4HA	02-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools - Near to Eamonn Kilmartin	1348
Fax Machine	1 Unit	\$ 648.46	\$ 648.46	Canon	L80	JJX09759	01-Apr-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools - Near to Eamonn Kilmartin	1348A
Computer Workstation	1 Unit	\$ 773.60	\$ 773.60	None	None	No Serial Number	13-May-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools - Eamon Kilmartin	1349
Comb Binding Machine	1 Unit	\$ 664.59	\$ 664.59	GBC	QAP 0088	None	15-Jun-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools - Near Front Door and Table	1296A
Photocopier	1 Unit	\$ 1,450.00	\$ 1,450.00	Canon	Image Runner Model No. 1346	JRK05106	21-Jan-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A/Near to Hemant Balgobin	1296B
Desktop Personal Computer	17" Color Monitor and Keyboard	\$ 1,291.12	\$ 1,291.12	Dell	Dimension 3000	4BI-32HI, CV8F561	07-Dec-04	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A/Near to Ann Dubissette	1281
Desktop Personal Computer	17" Color Monitor and Keyboard	\$ 1,291.12	\$ 1,291.12	Dell	Dimension 3000	4AB-44G7, 390K561	07-Dec-04	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A/Ann Dubissette	1282
Desktop Personal Computer	17" Color Monitor and Keyboard	\$ 1,549.00	\$ 1,549.00	Hewlett-Packard	PC P4 3.0 GHZ	2UA5040PYC	21-Jan-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Leslie Ann Coutain	1342
Desktop Personal Computer	17" Color Monitor and Keyboard	\$ 1,549.00	\$ 1,549.00	Hewlett-Packard	PC P4 3.0 GHZ	2UA5040PYF	21-Jan-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Victor La Toya	1343
Laser Printer	1 Unit	\$ 515.00	\$ 515.00	Hewlett-Packard	1320 N	Q5928A/CNDC51911Y	19-Jan-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Near to Ann Dubissette	1347C
Laser Printer	1 Unit	\$ 515.00	\$ 515.00	Hewlett-Packard	1320 N	Q5928A/CNDC51912W	19-Jan-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Near to Robin James	1347D
Laptop	1 Unit	\$ 1,797.95	\$ 1,797.95	Toshiba	Satellite A75 S2091 PA3373U - 1 MPC	X4328506K	31-Dec-04	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Ulric Dunlop	1299
Laptop	1 Unit	\$ 1,797.95	\$ 1,797.95	Toshiba	Satellite A75 S2091 PA3373U - 1 MPC	X4328503K	31-Dec-04	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Steel Cabinet assigned to ex-staff Otis Gay	1347F
Laptop, 40G with Docking Station/Port Replicator	1 Unit	\$ 1,304.03	\$ 1,304.03	Toshiba	Laptop:TECRA A3-S611/Port Replicator: Model PA 331 4U-IPRP	Laptop -35198878K; Docking Station - 15118498	22-Apr-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Eamonn Kilmartin	1347E
Subtotals		\$ 15,819.10	\$ 15,819.10											
Non-Expendables Inventory with Value Below US\$ 500 and above US\$ 100														
Microwave Oven	1 Unit	\$ 222.85	\$ 222.85	Magnum	None	M04060646	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Kitchennette	1
2000 Watts Transformer	1 Unit	\$ 145.88	\$ 145.88	EAB	None	None	26-Apr-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Kitchennete near Refrigerator	30
1000 Watts Transformer	1 Unit	\$ 103.18	\$ 103.18	None	None	None	26-Apr-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Near to Front Window and Ann Dubissette	32
Office Desk (1 of 5)	1 Unit	\$ 492.78	\$ 492.78	60" X 30", 4 Drawers, Double Pedestal, Steel	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Leslie Ann Coutain	4

Attachment E—Inventory of Non-Expendable and Expendable Property - Grenada

PADCO Grenada

Contract No: USAID Contract No. EPP-I-00-04-00026-00/Task Order No. 801/Grenada School Repair and Resupply

Contract End Date: 15-Mar-06

Description	No. of Units	US \$ Unit Cost	US \$ Total Cost	Make	Model No.	Serial Number	Date Purchased	Title to Property Formerly Vested in	Expected Life	Salvage Value	Disposition	Condition	Former PADCO Location	USAID/ Assigned Tag No.
Office Desk (2 of 5)	1 Unit	\$ 492.78	\$ 492.78	60" X 30", 4 Drawers, Double Pedestal, Steel	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Victor La Toya	5
Office Desk (3 of 5)	1 Unit	\$ 492.78	\$ 492.78	60" X 30", 4 Drawers, Double Pedestal, Steel	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Peter Augustine	6
Office Desk (4 of 5)	1 Unit	\$ 492.78	\$ 492.78	60" X 30", 4 Drawers, Double Pedestal, Steel	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - former desk of ex-staff Milton Evering	7
Office Desk (5 of 5)	1 Unit	\$ 492.78	\$ 492.78	60" X 30", 4 Drawers, Double Pedestal, Steel	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - former desk of ex-staff Otis Gay	8
Folding Table	1 Unit	\$ 249.10	\$ 249.10	60" x 30" Steel Frame	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Near Front Window and Door	9
Filing Cabinet, 4 Drawers	1 Unit	\$ 384.13	\$ 384.13	Steel, 4 Drawers with Lock1W463, Color/Putty	Global	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Kitchnette/Near to Eamonn Kilmartin	10
Executive Chair	1 Piece	\$ 388.05	\$ 388.05	Global, Color/Light Maroon	Chair # 4920	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Eamonn Kilmartin	11
Chair with Sled Base Arm (1 of 4)	1 Piece	\$ 228.72	\$ 228.72	Global, Color/Light Maroon	Chair # 2313	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - chair assigned to the desk of ex-staff Otis Gay	12
Chair with Sled Base Arm (2 of 4)	1 Piece	\$ 228.72	\$ 228.72	Global, Color/Light Maroon	Chair # 2313	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - chair assigned to the desk of ex-staff Milton Evering	13
Chair with Sled Base Arm (3 of 4)	1 Piece	\$ 228.72	\$ 228.72	Global, Color/Light Maroon	Chair # 2313	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Leslie Ann Coutain	14
Chair with Sled Base Arm (4 of 4)	1 Piece	\$ 228.72	\$ 228.72	Global, Color/Light Maroon	Chair # 2313	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Peter Augustine	15
Guillotine Paper Cutter	1 Piece	\$ 375.22	\$ 375.22	Guillotine	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Folding Table Near Front Window and Front Door	27
Printer Colour (1 of 2)	1 Unit	\$ 156.95	\$ 156.95	Canon	PIXMA IP2000	DN # 20339/K30229	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Eamonn Kilmartin Desk	28
Printer Colour (2 of 2)	1 Unit	\$ 156.95	\$ 156.95	Canon	PIXMA IP2000	DN # 20339/K30229	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Storage Room	29
Uninterruptible Power Supply	1 Unit	\$ 265.07	\$ 265.07	APC	APC 500	4XHUSA 25571XFN	26-Apr-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Near Rental Photocopier	31
Fire Extinguisher Powder	1 Unit	\$ 168.54	\$ 168.54	ABC	Type 6 kg.	None	31-May-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Beside Refrigerator/Kitchenette	33
Office Chair with Adjustable Arm (1 of 2)	1 Piece	\$ 234.61	\$ 234.61	MVL, Color/Grey	Chair # 10008	None	20-Jun-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Volunteer Table/Back of Victoria La Toya	34
Office Chair with Adjustable Arm (2 of 2)	1 Piece	\$ 234.61	\$ 234.61	MVL, Color/Grey	Chair # 10008	None	20-Jun-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Assigned to Victor La Toya Desk	35
Wooden Cabinet with Four Shelves	1 Unit	\$ 318.35	\$ 318.35	48" W x 67" H x 15"	None	None	15-Jul-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools - Near to Victor La Toya	36
Digital Camera	1 Unit	\$ 267.90	\$ 267.90	Canon	PowerShot A95 Digital Camera	9126213415	21-Jul-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1A - Steel Cabinet c/o Abigail Sparks	37
Digital Camera	1 Unit	\$ 267.90	\$ 267.90	Canon	PowerShot A95 Digital Camera	0626326226	21-Jul-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Eamonn Kilmartin	38
Flip Chart	1 Unit	\$ 105.00	\$ 105.00	With White Board and Three Leg	None	None	18-Dec-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Office 1B - Near Front Window and Abigail Sparks	40
Digital Camera	1 Unit	\$ 330.00	\$ 330.00	Canon	PowerShot A95 Digital Camera	6263266231	21/24-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Eamonn Kilmartin	41
Notice Board	2 units							PADCO Grenada			Transfer to Grenada Ministry of Education	New		
Subtotals		\$ 7,753.07	\$ 7,753.07											
		\$ 23,572.17	\$ 23,572.17											

Attachment E—Inventory of Non-Expendable and Expendable Property - Grenada

PADCO Grenada

Contract No: USAID Contract No. EPP-I-00-04-00026-00/Task Order No. 801/Grenada School Repair and Resupply

Contract End Date: 15-Mar-06

Description	No. of Units	US \$ Unit Cost	US \$ Total Cost	Make	Model No.	Serial Number	Date Purchased	Title to Property Formerly Vested in	Expected Life	Salvage Value	Disposition	Condition	Former PADCO Location	USAID/ Assigned Tag No.
Electric Kettle	1 Unit	\$ 82.40	\$ 82.40	Oster	Model 4F	3036-053	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Not Working	School - Kitchenette	2
Coffee Percolator	1 Unit	\$ 37.45	\$ 37.45	Oster	3297-012	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Kitchenette	3
Chair Armless (1 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Bldg Front Door and Entrance	16
Chair Armless (2 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Bldg Front Door and Entrance	17
Chair Armless (3 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Folding Table Near Front Window and Entrance	18
Chair Armless (4 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Folding Table Near Front Window and Entrance	19
Chair Armless (5 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Folding Table Near Front Window and Entrance	20
Chair Armless (6 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Folding Table Near Front Window and Entrance	21
Chair Armless (7 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Assigned to Robin James Table	22
Chair Armless (8 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Assigned to former desk of ex-staff Milton Evering	23
Chair Armless (9 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Near to Table of Eamonn Kilmartin	24
Chair Armless (10 of 10)	1 Piece	\$ 51.24	\$ 51.24	Global	Chair # 902	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Assigned to the former desks of ex-staff Otis Gay	25
TV Stand	1 Unit	\$ 95.02	\$ 95.02	Steel with Cart and Metal Frame Black	None	None	10-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Near to Table of Eamonn Kilmartin and HP Copier	26
Kitchen Trash Bin	1 Piece	\$ 39.99	\$ 39.99	Rubbermaid	None	None	21/24-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School - Kitchenette	39
Office Clock	1 Piece	\$ 34.99	\$ 34.99	Chicago Lighthouse White Background	None	None	21/24-Feb-05	PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	School Near to Eamomm Kilmartin	42
Pictures	4 Pieces					None		PADCO Grenada	NA	NA	Transfer to Grenada Ministry of Education	Good	Schools Office	None
		\$ 802.25	\$ 802.25											

Attachment E—Inventory of Non-Expendable and Expendable Property - Jamaica

Jamaica Non-Expendable Property Inventory Final Disposition

Contractor : PADCO
 Contract No. EPP-I-00-04-00026-00
 Contract End Date: 15-Mar-06

T.O. 801 - Jamaica Schools Repair & Re-Supply

Description	No. of Units	US Dols Unit Cost	U.S. Dols Total Cost	Cost Shared With CRII?	Make	Model Number	Serial Number	Date Purchased	Title to Property Formerly Vested in	Expected Life	Salvage Value	Former Location	Disposition	Condition
ITEMS VALUED AT \$500 OR MORE														
Photocopier	1	5,546.06	5,546.06	Shared	Kyocera		AHL 3 087446	Mar. 2005	PADCO			Padco/Jamaica	Bethlehem College	Good
PBX System	1	(see below)	(see below)	(see below)				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Telephone equipment		2457.52	2457.52	Shared	Cable&Wireless			Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Norstar Modular ICS		1665.37	1665.37	Shared	Cable&Wireless			Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Wall Panel set	1	2223.6	2223.6	Shared				Feb. 2005	PADCO			Padco/Jamaica	See below	Good
												Padco/Jamaica	Salt Marsh	
												Padco/Jamaica	Ginger Ridge	
												Padco/Jamaica	Lowe River	
Fire-proof vault	1	1,859.00	1,859.00	Shared	Gardex 4-door, fire-proof			April, 2005	PADCO			Padco/Jamaica	Education	Good
Laptop	1	1,797.97	1,797.95		Toshiba	Satellite A75	X4329596K	Dec. 2004	PADCO			Padco/Jamaica	USAID CTO	Good
Laptop	1	1,797.95	1,797.95		Toshiba	Satellite A75	Y4329804K	Dec. 2004	PADCO			Padco/Jamaica	Education	Good
Desktop PC	1	1,775.83	1,775.83		generic	FlatronL/G	00045 553 555 174	3/3/2005	PADCO			Padco/Jamaica	Education	Good
Desktop PC	1	1,741.01	1,741.01		generic	FlatronL/G	N/A	3/3/2005	PADCO			Padco/Jamaica	Education	Good
Desktop PC	1	1,741.01	1,741.01		generic	FlatronL/G	00045 553 555 117	3/3/2005	PADCO			Padco/Jamaica	Education	Good
Desktop PC	1	1,740.20	1,740.20		generic	FlatronL/G	X10 60273	2/25/2005	PADCO			Padco/Jamaica	Mocho	Good
Desktop PC	1	1,740.20	1,740.20		generic	FlatronL/G	2D045-005 TIREV	2/25/2005	PADCO			Padco/Jamaica	St. Georges	Good
Laptop	1	1,391.67	1,391.67		Toshiba	Satellite A75	Y4328519K	Dec. 2004	PADCO			Padco/Jamaica	Education	Good
Desktop PC	1	1,291.13	1,291.13		Dell	Dimension 3000	CT-OT6952-70821-4BK-11JU	Dec. 2004	PADCO			Padco/Jamaica	Mount Grace	Good
Desktop PC	1	1,291.13	1,291.13		Dell	Dimension 3000	CT-OT6952-70821-4BK-1KAB	Dec. 2004	PADCO			Padco/Jamaica	Font Hill	Good
Conference Table	1	678.67	678.67	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
ITEMS VALUED AT \$100 TO \$500														
Fax/Printer/Scanner	1	486.83	486.83	Shared				Mar. 2005	PADCO			Padco/Jamaica	Sam Sharpe College	Good
Camera	1	481.49	481.49		HP Photosmart	4.1MP	CN4984664Z	Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Camera	1	481.49	481.49					Mar. 2005	PADCO			Padco/Jamaica	Missing	Missing
Refridgerator	1	411.38	411.38	Shared				Mar. 2005	PADCO			Padco/Jamaica	Sedge Pond	Good
Binding Machine	1	395	395	Shared				Jan-05	PADCO			Padco/Jamaica	Sam Sharp	Good
External Hard-Drive	1	390.83	390.83		Maxtor			Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Desks	1	336.73	673.44					Mar. 2005	PADCO			Padco/Jamaica	Mt. Grace	Good
Supply Cabinet	1	325.00	325.00		global	N/A	N/A	Feb. 2005	PADCO			Padco/Jamaica	FontHill	Good
Desks	6	286.00	1,716.00					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Desk	1	286.00	286.00					Mar. 2005	PADCO			Padco/Jamaica	Education	Good
4-drawer	1	272.72	272.72		global	N/A	N/A	Feb. 2005	PADCO			Padco/Jamaica	St. Georges	Good
3-drawer pedestals	6	234.22	1,405.32			N/A	N/A	Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Fax Machine	1	200.45	200.45	Shared	Sharp	UX510		Mar. 2005	PADCO			Padco/Jamaica	Church College	Good
Shredder	1	175.77	175.77	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Shredder	1	175.77	175.77	Shared				Mar. 2005	PADCO			Padco/Jamaica	Broken	Not Usable
Modesty Panels	2	174.65	349.30					Mar. 2005	PADCO			Padco/Jamaica	St. Georges	Good
Modesty Panels	2	174.65	349.30					Mar. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Modesty Panels	2	174.65	349.30					Mar. 2005	PADCO			Padco/Jamaica	Mount Grace	Good
Scanner	1	166.42	166.42	Shared	HP Scanjet	3770 Flatbed		Jan. 2005	PADCO			Padco/Jamaica	Sam Sharpe College	Good
Fire-proof safe (small)	1	162.60	162.60	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Battery Backup	1	149.17	149.17		APC	BE750BP	PB0436133549	April, 2005	PADCO			Padco/Jamaica	Sam Sharp	Good
Battery Back-up	1	149.17	149.17		APC	BE750BP	PB0437130026	April, 2005	PADCO			Padco/Jamaica	Bethlehem	Good
Supply Cabinet	1	149.00	149.00		well-run	N/A	N/A	Mar-05	PADCO			Padco/Jamaica	Font Hill	Good
2-drawer file cabinet	1	146.63	146.63			N/A	N/A	Mar. 2005	Padco			Padco/Jamaica	St. Georges	Good
3-drawer pedestals	1	136.47	136.47		well run	N/A	N/A	Mar. 2005	Padco			Padco/Jamaica	Education	Good
3-drawer pedestals	1	136.47	136.47		well-run	N/A	N/A	Mar. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good

Attachment E—Inventory of Non-Expendable and Expendable Property - Jamaica

Description	No. of Units	US Dols Unit Cost	U.S. Dols Total Cost	Cost Shared With CRII?	Make	Model Number	Serial Number	Date Purchased	Title to Property Formerly Vested in	Expected Life	Salvage Value	Former Location	Disposition	Condition
Small Printer	1	131.40	131.40		HP Deskjet 3745		CN486153SJ	1/0/1900	PADCO			Padco/Jamaica	Education	Good
Desk Chairs	2	125.00	250.00					Mar. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Desk Chairs	6	124.00	744.00					Mar. 2005	PADCO			Padco/Jamaica	Minto All Age	Good
Desktop Calculator DR210	1	112.47	112.47		Casio	DR-210HD	Q2511517	Feb. 2005	PADCO			Padco/Jamaica	Old Pera	Good
Visitors' Chairs	8	107.38	859.05					Feb. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Microwave Oven	1	102.85	102.85	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Water Dispenser	1	101.45	101.45	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
ITEMS VALUED AT LESS THAN \$100														
Binding Machine Stand	1	99.53	99.53					Feb-05	PADCO			Padco/Jamaica	Sam Sharp	Good
Work Tables	2	84.15	168.30	Shared				Mar. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Work Tables	2	84.15	168.30	Shared				Mar. 2005	PADCO			Padco/Jamaica	Mt. Grace	Good
Work Tables	2	84.15	168.29	Shared				Mar. 2005	PADCO			Padco/Jamaica	Font Hill	Good
Zonet Cards	3	83.33	249.99		Zonet			Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Small Printer	1	82.50	82.50		HP Deskjet 3745		CN481154GN	3/1/2005	PADCO			Padco/Jamaica	Education	Good
Small Printer	1	82.50	82.50		HP Deskjet 3745		CN4AL153S2	Mar. 2005	PADCO			Padco/Jamaica	Font Hill	Good
Small Printer	1	82.50	82.50		HP Deskjet 3745		CN481155FN	Mar. 2005	PADCO			Padco/Jamaica	Broken	Not Usable
Small Printer	1	82.50	82.50		HP Deskjet 3745		CN46D160K1	Mar-05	PADCO			Padco/Jamaica	Education	Good
White Boards	2	81.27	162.54					Feb. 2005	PADCO			Padco/Jamaica	Old Pera	Good
Conference Chairs	5	69.02	345.10					Mar. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Cork Board	1	67.00	67.00					Feb.2005	PADCO			Padco/Jamaica	Old Pera	Good
Side Table	1	63.75	63.75					Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Coffee Urn	1	56.82	56.82	Shared				Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Laptop Bags	3	51.22	153.66					Dec. 2004	PADCO			Padco/Jamaica	Education	Good
Fans	2	48.66	97.32					April, 2005	PADCO			Padco/Jamaica	Broken	Not Usable
Fan	1	48.66	48.66					April, 2005	PADCO			Padco/Jamaica	St. Georges	Good
Petty Cash Box	1	37.02	37.02	Shared				Feb. 2005	PADCO			Padco/Jamaica	Education	Good
USB FlashDrive	3	32.5	97.5		Markvision			Feb.2005	PADCO			Padco/Jamaica	To store docs.	Good
Stapler - Large	1	28.01	28.01	Shared				Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Rolodex	1	27.00	27.00					Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Rolodex	1	27.00	27.00					Mar. 2005	PADCO			Padco/Jamaica	Font Hill	Good
In/Out Trays	1	26.77	26.77					Feb. 2005	PADCO			Padco/Jamaica	Minto All Age	Good
Kettle	1	24.13	24.13	Shared				Mar. 2005	PADCO			Padco/Jamaica	Broken	Not Usable
Calculators Cannon HS 1200TS	3	18.90	56.70		Cannon	HS-1200TS	N/A	Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Power Strips	5	18.28	91.40					Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Scientific Calculator	1	17.59	17.59					April, 2005	PADCO			Padco/Jamaica	Education	Good
In/Out Trays	3	17.17	51.51					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Punch	1	11.40	11.40					Mar. 2005	PADCO			Padco/Jamaica	Church	Good
Punch	1	11.40	11.40					Mar. 2005	PADCO			Padco/Jamaica	Sam Sharp	Good
Punch	1	11.40	11.40					Mar. 2005	PADCO			Padco/Jamaica	Bethlehem	Good
Desk Sorter	1	8.16	8.16	Shared				Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Staplers - Regular	4	7.63	30.51					Feb. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Desk Organier	1	7.25	7.25					Mar. 2005	PADCO			Padco/Jamaica	Minto All Age	Good
Desk Organizers	1	7.25	7.25					Mar. 2005	PADCO			Padco/Jamaica	St. Georges	Good
In/Out Trays	3	7.07	21.21					Mar. 2005	PADCO			Padco/Jamaica	Education	Good
Staplers - Regular	1	6.52	6.52					Feb. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good
Waste Baskets	5	6.13	30.65					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Waste Baskets	2	5.46	10.92					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Tape Dispensers	6	4.02	24.12					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Scissors	3	1.78	5.34					Feb. 2005	PADCO			Padco/Jamaica	Education	Good
Staple Remover	5	0.67	3.35					Feb. 2005	PADCO			Padco/Jamaica	Jackson PJH	Good

Attachment E—Inventory of Non-Expendable and Expendable Property - Jamaica

Distribution of Program Office Inventory to Jamaica Schools by Institution															
	Jackson Pr. & Jr. High	Mount Grace Pr. & Jr. High	Minto All Age	St. Georges Girls Primary and Infant	Moocho	Font Hill	Sam Sharpe College	Old Pera	Bethlehem College	Church Teachers' College	Salt Marsh	Ginger Ridge	Lowe River Pr & Jr. High	Sedgepond Basic	Total Received and Distributed
FURNITURE & OTHER ITEMS															
Desks (small)	8	6													14
Desks (large)	2	2	6	4											14
Modesty Panels	2	2		2											6
Desk Chairs	2	2	5	4											13
Visitor/Conf Room Chairs	13	6													19
Computers/Monitors		1		1	1	1									4
Small Printers		1		1	1	1									4
Supply Cabinets						2									2
2-Drawer File Cabinets				1											1
3-Drawer Pedestals	2	2	3	4											11
4-Drawer File Cabinets				1											1
Fax/Printer/Scanner							1								1
Fax Machine-Sharp										1					1
Photocopier-Kyocera										1					1
Scanner-HP							1								1
Binding Machine and Stand							1								1
Work Tables (folding)	2	2				2									6
Battery Backup							1			1					2
Power Strips		1		1	1	1									4
Whiteboards								2							2
Cork Boards								1							1
In/Out Trays	2	2	1	4											9
Desk Organizers			1	1											2
Calculators (small)								1							1
Calculator (large desktop)								1							1
Staplers	5														5
Staple Removers	5														5
Punch							1			2	1				4
Refridgerator														1	1
Standing Fans				1											1
Rolodex					1	1									2
Waste Baskets	3	4													7
Scissors						3									3
Panels (includes end cap and wall bracket)											6	6	7		19
TOTAL	46	31	16	25	4	11	5	5	4	2	6	6	7	1	169

Attachment F—JBTE Resupply and Reequip Reports - Grenada

JBTE PADCO PROJECT [GRENADA] [ASSESSMENT REPORT]

The Joint Board of Teacher Education, JBTE, Foundation undertook to assess the damage and destruction done to schools in Grenada which caused the loss of equipment, materials, books, tools, furniture, utensils and the like. The JBTE Foundation agreed to do the following:

1. Mobilize a Team to carry out the assessment of goods damage or destroyed in the 20 designated schools in Grenada.
2. From the List of items supplied by PADCO as having been damaged or destroyed at the 20 schools
 - a) Assess and verify the damage and destruction of equipment, furniture, books, tools, utensils and materials sustained at the 20 institutions.
 - b) Determine the technical specifications of the equipment, furniture, books, tools, utensils and materials currently applicable to the supply of such goods to schools in order to ensure that schools are re-supplied the latest edition of books, the current standard models of equipment etc.
 - c) Identify suppliers with respect to availability of supplies, their schedule of delivery of available items and price quotations on the various items. As far as it is possible and applicable JBTE Foundation will select suppliers with which it has established relationships based upon USAID specification of competing tenders and quotations and whose past performance with respect to delivery of goods has been satisfactory.
3. Draft List of goods damage and their replacement costs and submit the same to PADCO.

THE ASSESSMENT EXERCISE

In carrying out the Assessment the JBTE Foundation did the following:

- Organised a planning visit to Grenada, August 18th and 19th, during which the Coordinator and the Procurement Specialist held meetings with the Minister and Officials of the Ministry of Education; principals of selected schools from each District in Grenada; sought and obtained the assistance of the Ministry in identifying a Grenadian living in Grenada to serve as Facilitator of the local operations related to the Assessment, liaised with the PADCO office in Grenada and obtained agreement on the best times to conduct the Assessment exercise. The planning visit was undertaken by Mr Winston Kerr, Procurement Specialist and Professor Errol Miller, Coordinator.

Attachment F—JBTE Resupply and Reequip Reports - Grenada

- Shared with the Ministry officials and school principals Guidelines with respect to the specific information that was required when reporting the damage to the Assessors.
- Accepted the advice of the Officials of the Ministry of Education that the field work with respect to the Assessment would be best done beginning September 12, that is, in the week following the beginning of the new School Year on September 5.
- Obtained from the PADCO Office in Grenada the lists of equipment, tools, utensils and materials previously identified by schools as having been damaged.
- Created Check Lists to be used by the Assessors from the information provided by PADCO.
- Employed two experienced Educational Administrators, Mr Rudyard Ellis and Mr Dundee Hewitt, to carry out the task of assessing the damage and destruction done to the equipment, furniture, books, tools, utensils and materials in the twenty institutions using the Check Lists provided. After carrying out the assessment of damage and destruction in each school the Principal, or nominee, was required to sign the Check List for that institution.
- Employed a retired Education Officer, Mr Goderick Pierre to be the Local Facilitator of the Assessment exercise.
- Organised for the field work for the Assessment exercise to be carried out in the period September 12th to 24th by Mr Ellis and Mr Hewitt and facilitated by Mr Goderick Pierre. The Assessors visited all 20 schools during the specified period.
- Obtained Expert advice with respect to current specifications for the goods to be supplied to schools.
- Identified suppliers based on the lists of items reported damaged or destroyed by the schools and verified by the Assessors in order to determine availability of goods, estimated time of delivery and quotations on costs. As far as was possible and appropriate the JBTE Foundation identified suppliers with which it has current relationships, they having satisfied USAID procurement criteria.
- Obtained information on warehouse capacity in Grenada and the rates for storage.
- Obtained information on cost of trucking in Grenada and potential haulage contractors and their rates.
- Drafted and cost the list of items to be replaced at each institution, based on the assessment, review for appropriateness and interaction with suppliers as outlined above.

Attachment F—JBTE Resupply and Reequip Reports - Grenada

RESULTS OF ASSESSMENT

Table 1 below shows the categories the items damaged or destroyed by Hurricane Ivan, or in its aftermath and the summary cost of each category. Appendix 1 lists the items and their cost, by category and school.

Table 1: SUMMARY OF COSTS BY CATEGORY OF ITEMS (US\$)			
FURNITURE			688049.00
EQUIPMENT (GENERAL)			277453.00
HOME ECONOMICS/KITCHEN			49332.00
INDUSTRIAL ARTS			11,503
AGRICULTURE			8405.00
SPORTS			21,717
SCIENCE			60,582
OTHER RESOURCES			48,224
Total commodity Cost			1,165,265.00
Shipping & Handling Cost (25% of Commodity Cost)			291316.00
Sub-Total (CIF)			1,456,581.00
Customs Clearance Cost (4% of CIF)			58263.00
Grand Total (CIF + Clearance)			<u>1,514,844.00</u>

The costs shown in Table 1 are CIF costs to Grenada and the estimated cost of clearance through Customs. From the information gathered through the assessment the Joint Board of Teacher Education Foundation took the decision to obtain estimated costs from suppliers outside of Grenada. This decision was based on the fact that the vast majority of items that need to be procured are not produced in Grenada and such items that may be available from retailers in Grenada are at very high prices given the demand for such items in the re-building and re-supply processes currently taking place in the country.

PROBLEM WITH BOOKS

The Assessment Team reported a total of 6112 books damaged or destroyed by the hurricane. However, in the time available it was not possible to determine the following:

- Which of these books are in print?
- Their current prices
- The ability of the various publishers to supply these books in the timeframe specified for the completion of the re-supply of goods damaged or destroyed.

Appendix 2 shows the List of the Books.

Attachment F—JBTE Resupply and Reequip Reports - Grenada

The experience of the Joint Board of Teacher Education Foundation is that it takes somewhere between three to six months to completely satisfy orders for books, from the various publishers, assuming that the books are in print. Invariably, there are back orders justified on a host of reasons.

Appendix 1 (Attachment to email)

Appendix 2 (Attachment to email)

Attachment F—JBTE Resupply and Reequip Reports - Grenada

APPENDIX 1		SCHOOLS																				TOTAL	Unit Price (US\$)	EXTENDED Price (US\$)		
FURNITURE		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Lotius Girls' R.C.	Grand Anse R. C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R. C Sch					
CHAIRS																										
	Infant	50	10	30	50	24	80	15	55	45	20	36	40	102	30	0	70	40	0	75	120	892	19		16948	
	Junior	100	25	50	100	75	220	15	110	36	17	50	60	64	70	35	44	80	30	200	120	1501	24		36024	
	Senior	80		72	50	25	100	15		46	18	50	64		40		45	80	12	75	60	832	24		19968	
	Teacher	15		8	15	30	10	8	8	5	7	20	20	8	15	10	7	13	5	53	28	285	68		19380	
	Principal	1			1		1		1	1	1	1		1	1		1	1	1	1	1	14	95		1330	
DESKS																										0
	Infant	0	5	30	14	12	40	15														116	82		9512	
	Junior	0	25	50	60	75	220	15	54							30	24					553	47		25991	
	Senior	0		72	60	30	100	15									24				120	421	47		19787	
	Teacher	15	1	8	15		12	8	8	5	7	10	15	8	15	10	7	13	5	23	18	203	290		58870	
	Principal	1	1				1		1	1	1	1		1			1	1	1	1	1	13	405		5265	
TABLES																										0
	Infant octagon	25							30	30	20	9	20	52	30		15	20		50	30	331	243		80433	
	Junior	0								45	17	25	30	32	70			40	15	100		374	392		146608	
	Senior	0								38	18	25	32		40			40	6	50	30	279	392		109368	
	Teacher	0			18		2		2			10										32	150		4800	
OTHERS		0																				0			0	
	Table (lab) (30'x3'x2'6" high)						5															5	1600		8000	
	Chairs (lab) (standard)						12															12	24		288	
	Table on Wheels (4'x3') metal													1								1	207		207	
	Tables for Infant (round)																4					8	12	170	2040	
	Tables for Home Ec. Centre													1				10				5	16	90	1440	
	Chairs for Home Ec Centre																	20				4	24	50	1200	
	Table (Staff room) 10'x3'x30"																			2	1	3	800		2400	
	Bench 80"x18"																					6	6	500	3000	
	Drawing Table (wooden 16"x24"	12																				12	130		1560	

Attachment F—JBTE Resupply and Reequip Reports - Grenada

EQUIPMENT (GENERAL)	SCHOOLS																	Unit Price (US\$)	EXTENDED Price (US\$)						
		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Lotius Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R.C Sch	TOTAL			
Air conditioning unit														2									2	492	984
BLENDER		1		1	1	1					1	2	3	12		1	7						30	300	9000
CAKE MIXER		1			1								1	1			2						6	700	4200
CD/CASSETTE/RADIO				1	1	2					2	2	3	2		1			3	4			21	155	3255
COMPUTER SYSTEM		16	1	8	1	6	2	9	2	4	1		1	6	1	1					1		60	1734	104040
DVD Player									1														1	102	102
FAN	20" Standard (standing)			2			1		2	6	4		13	3		5	2						38	80	3040
FREEZER		2	1	1								2	1			1	1	1	1	1	2		13	900	11700
MICROWAVE OVEN										1		2					1						4	300	1200
O/HEAD PROJECTOR						1									1								2	225	450
P.A. SYSTEM						1																	1	932	932
PHOTOCOPIER		1	1			1	1				1		1			1				1	1		9	6000	54000
PIANO	Bently model	1																					1	5650	5650
PRESSURE COOKER	15 Qrt	1		1	1							3	2	2		1	1						12	160	1920
PRINTER		3	1	2	1		2	1	1	4	1		1	1		1			1		1		21	625	13125
REFRIGERATOR		1						1	1			1	1	2	1		2	1	1	1			13	1000	13000
SCANNER				1				1		4				1									7	150	1050
SEWING MACHINE		1		1				7	1		3	1											14	380	5320
STOVE	Industrial 6 burners (36"			1		1		1			1	1											5	2200	11000
STOVE (1)	4 burners (36")	1	1		1				1	1			4	3	1		4	2				2	21	800	16800
TELEVISION		1						1	1			2	2	1			2	2				1	13	700	9100
TRANSFORMER	StepUP/Down (2000W)								1				2						2	2			7	180	1260
VCR		1						1	1	1	1	2	1		1		2	1				1	13	102	1326
Stereo System w Microphone												1											1	429	429
Water Tanks (1000 gal)																	3						3	590	1770
Fire Extinguisher		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	140	2800
																									277,453.00

Attachment F—JBTE Resupply and Reequip Reports - Grenada

HOME ECONOMICS & OR KITCHEN	SCHOOLS															Unit Price (US\$)		EXTENDED Price (US\$)						
		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Lotius Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican		Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R. C Sch	TOTAL	
Baking tins (bun/cake) al		18										9	2	11			12					70	16	1120
Baking Tray/pan		12		6	12									11			6					65	20	1300
Bowls (Stainless steel)																	9					9	58	522
Bowl (Plastic 1-6 qts)				18									100	10								128	35	4480
Bread Plates																	6					6	8	48
Bread knife		2											4									6	16	96
Breakfast set													24	2			2					28	41	1148
Bucket (plastic)				12													6					18	22	396
Cake Mixer (hand)																	1					1	65	65
Chopper		1			2									4			2					13	32	416
Clothes Basket													4									4	34	136
Coffee Perculator												1		1								2	25	50
Colander (large, stainless)				1										6		1	3					11	37	407
Cooker (Rice) 20,30,40 Qts											3						1					4	200	800
Cooking fork																	2					2	2	4
Cooking pot (lg aluminium		4		1	3				2								1	4				15	68	1020
Cream and Sugar Bowls														5								5	5	25
Cups (drinking)				100	72		136		50	100			100			500	50					1108	2	2216
Cutter (cookie & doughnut)																	4					4	1	4
Cutlery Set (16 pcs)												2		4			2					8	89	712
Cutting Board													4	6			3					13	19	247
Dinner set				2								2	10	2			12					28	41	1148
Double Boiler												1										1	41	41
Drainer (lg plate drainer)		4			4																	8	35	280

Attachment F—JBTE Resupply and Reequip Reports - Grenada

HOME ECONOMICS & OR KITCHEN cont'd	SCHOOLS	River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Louis Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R.C Sch	TOTAL	0	0
Drinking Glass				18									10	36				12				76	1	76
Drinking Glass (plastic)		200			72													50				322	1	322
Egg Poucher (5 hole)													1									1	25	25
Egg Whisk					3										8							11	14	154
Food Cover				6														4				10	2	20
Food Storage container																			2		6	8	8	64
Fork (Dinner)					48		136		50									50				284	1	284
Fork (Kitchen)					4													2				6	2	12
Frying Pan				3			1								4			4				12	30	360
Garbage bin						12			6	4				14								36	30	1080
Glass Jugs				6	6									4	5			2				23	5	115
Grater										3								3				6	2	12
Gravey Boat															5							5	7	35
Iron				1						2			1	1				1				6	35	210
Ironing Board				1									1					1				3	26	78
Juicer					1									1				4				6	119	714
Kettle (electric)					1									1	1							3	40	120
Kettle (non-electric)					2									1	3			3				9	30	270
Knife (Dinner)					6		24								10			6				46	38	1748
Knife (kitchen set)		6					5		3	3			5	6	5			6				39	34	1326
L. Square				1									1		1							3	16	48
Measuring cups (set)					2									4	2			12				20	20	400
Measuring tapes															20							20	3	60
Milk Jugs															5			3				8	29	232
Mixing Bowl (stainless)				2													2	6				10	35	350
Mop Bucket		1							2	2												5	137	685
Office Shear				1									2									3	13	39
Pastry board				4																		4	17	68
Pizza Pans (12" diam)				3																		3	5	15

Attachment F—JBTE Resupply and Reequip Reports - Grenada

HOME ECONOMICS & OR KITCHEN cont'd	SCHOOLS															TOTAL								
		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Lotius Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R.C Sch	0	0	
Plate (plastic)		100			144		136		70	24			100				50					624	2	1248
Platter (fish)												4					2					6	28	168
Platter (serving)												6	13									19	60	1140
Pot set				2	3		2				1		6				1					17	113	1921
Pyrex dish (1-3 pints)				6													3					9	6	54
Rolling pin				3										8			4					15	19	285
Saucers																	12					12	1	12
Scale (Kitchen) (to 100lbs)					1							2	1	2			3					9	225	2025
Scoop																	6					6	6	36
Scissor (cutting/trimming)				3								3	10									16	5	80
Serving Tray																	6					6	26	156
Soup Bowl				50	144				24					40		500	20					778	12	9336
Soup Spoon				50												500						550	3	1650
Spatula etc				3													2					5	2	10
Spoon (eating)		200		100	144		150		50	100			100	160		500	60					1564	1	1564
Spoon (Pot)		6			4									8			6					24	2	48
Spoon (Tea)																500	36					536	1	536
Steamer												1	2									3	41	123
Sugar Bowl																	12					12	5	60
Storage Bucket (plastic)													9	3								12	8	96
Strainer (plastic)			7											6			4					17	2	34
Table cloth (120"x40")					6								40									46	18	828
Table Cloth (plastic)													12									12	10	120
Tea set				2								2	1				2					7	41	287
Timer				1																		1	4	4
Toaster Oven												1	1				1					3	40	120
Towels					12				4								12					28	6	168
Tray			12		24				6	12			24	8								86	3	258
Tray (tea)													12									12	19	228

Attachment F—JBTE Resupply and Reequip Reports - Grenada

INDUSTRIAL ARTS	SCHOOLS												TOTAL											
		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Louis Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R.C Sch	0	0	
Band saw							1															1	220	220
Bench vice		2												15								17	38	646
Carving Tools (set)														1								1	40	40
chisel									1													1	39	39
Circle Saw														1								1	120	120
Compressor									1					1								2	100	200
Coping Saw														15								15	7	105
cross cut saw														10								10	25	250
Drill									1													1	382	382
Drill Press							1							1								2	70	140
Gee Clamp		6																				6	130	780
Hammer		1												5								6	19	114
Industrial Spray Gun									1													1	60	60
Jack plane									6													6	50	300
Jig Saw														2								2	269	538
lathe									1					1								2	564	1128
Measuring Tape		1																				1	8	8
Mitre saw									1													1	235	235
Morticer														1								1	485	485
Panel saw														10								10	25	250
Plane Grinder														1								1	159	159
rip saw														10								10	40	400
router bit (set)									1													1	75	75
router set									1													1	554	554
sander (belt)		1							1													2	75	150
Sash Clamp		7																				7	60	420

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	SCHOOLS															TOTAL								
		River Salle Sch	Chantimelle R. C.	Happy Hill R. C	Beaulieur C	St. Andrew Methodist	St. Andrew R. Catholic	St. Thomas Aquinas	Dover Government	Bonair Govt. Sch	St. Andrew Sch for SP Ed	St. Michael's R. C.	St. Louis Girls' R.C.	Grand Anse R.C.	Grand Roy Govt Sch	St. John Anglican	Mt. Moritz Anglican	Florida Government Sch	Harvey Vale Govt. Sch	South St. George Govt	St. Dominic's R.C Sch	0	0	
AGRICULTURE																								
Chicken feeder																	4					4	50	200
Chicken water can																	4					4	100	400
cutlass		6				5	5	3	5	5			5	12	5		10		6	5		72	10	720
Feather plucker																	1					1	30	30
File							2	2	2	2			2		2		5			2		19	6	114
Fork	large	2				2	2	2	2	2	1	2		3	6	2		5		5	2	38	28	1064
Gloves (set)																	10					13	5	65
Hand Fork		6		5			5		5	5		6		5	6	5		6			5	59	4	236
Hand spade		6		5			5		5	5		6		5	6	5		6			5	59	4	236
Hoe						1						2						2		4		9	23	207
hose	100ft	2		1		1	1		1	1		2		2		1		2			1	15	83	1245
large spade		2				2	2	2	2	2	1	4		3	4	2		5			2	33	20	660
lawn mower															1							1	280	280
rakes				2		2	2	2	2	2		3		3		2		2		4	2	28	10	280
Screw Driver (set)														1								1	10	10
Shovel											1				2							3	22	66
Seed Tray 2ft x 1ft											3											3	50	150
spray pan (5L)										1		2						3				6	60	360
Sprinkler		1		2		1	2	1	2			3		3		2		3			2	22	21	462
Watering can				2		1	2	2	2	2		2		3		2					2	20	21	420
weed eater										1		1			1			1		2		6	200	1200
																								0
																								8,405.00

Attachment F—JBTE Resupply and Reequip Reports - Grenada

APPENDIX 2

PADCO GRENADA - [Details of Books Destroyed as Result of Hurricane Ivan.

Title	Author	Publisher	Year	Edition	Total
366 Amazing Facts	Clark, Colin	Brown Watson	1990		0
A Day in the life		Random House			6
A Day in the Life of a Teacher	Mary Bowman-Kruhm	Rosen Pub.			5
A Day in the life of Chuckie	David Lawrence	Viacom Int. Inc.	1999		5
A Mid Summer Night's Dream	William Shakespeare	N.T.C.			16
A number of things	Katie Ritching				2
ABC Teacher Resource Book	Katie Ritching				3
Aesop's Funky Fables	French, Vivian	VIK	1998		2
Agricultural Sc. for Carib. Prim. Sch. (Bk 1)	R. Persad/D. Maharaj	Nelson Caribbean	1981-82		2
Agricultural Sc. for Carib. Prim. Sch. (Intro)	R. Persad/D. Maharaj	Nelson Caribbean	1981-82		2
Aladdin	Kervin, Rosalind	DOR	1998		2
Aladdin and the Magic Lamp	Hautzig, Deborah	RDM	1993		2
All Kinds of Animals	Hewitt, Sally				2
Amazing Sea Creatures	Brown, Andrew	CBT	1997		2
American History	Ritchie	McGraw Hill			6
Analysis in Financial Management	Robert C. Higgins	McGraw Hill		6th	0
Anansi and the Moss Covered Rock	Kimmel, Eric	HLD	1988		3
Anansi and the Talking Melon	Kimmel, Eric	HLD	1994		3
Anansi does the impossible: An Ashanti Tale	Aardema, Verna	ATH	1997		2
Anansi Goes Fishing	Kimmel, Eric	HLD	1992		3
Anansi, The Spider Man	Phillip M. Shelock	McMillian			5
And to Think that I saw it on Mulberry Street	Seuss, Dr.	RDM	1964		2
Animal Homes	Everts, Tommy	CBT	1994		2
Animals (A-Z)	McPhial, David, M	SCH	1987		2
Animals Friends		Brown Watson			5
Animals of the Dessert		Raintree, Steck-Vaughn	1997		2
Animals of the Grasslands		Raintree, Steck-Vaughn	1997		2
Animals of the Oceans		Raintree, Steck-Vaughn	1997		2
Animals of the Rainforest		Raintree, Steck-Vaughn	1997		2
Animals Song	David L. Harrison	BMP	1997		2
Anno's Math Games il. 6-10 (RL4.0)	Anno, Mitsumasa	PHI	1982		2
Are You There God? It's Me Margaret	Blume, Judy	BDB	1970		2
At Home: Baby's First Words		Parragon	2001		0
Atlas - Longman Caribbean School		Longman Caribbean			146
Barbie the Bee	Alain Gree	Derrydale Books	1985	1st	4
Basic Skills in Fractions	W.R. Fox				2
Basic Technical Drawing	Stuart Soman	McGraw Hill	1995		4
Beauty and the Beast	John Patience	Peter Haddock Ltd.	2001		0
Bernstain Bear Scouts and the missing merit badges	Berenstain, Stanley	SCH			2
Bernstain Bears and the Blame Game	Berenstain, Stanley	RDM	1997		1
Bernstain Bears and the Homework Hassle	Berenstain, Stanley	RDM	1997		1
Bernstain Bears and the New Girl in Town	Berenstain, Stanley	RDM	1997		1
Bernstain Bears and the Truth	Berenstain, Stanley	RDM	1983		1
Bernstain Bears and too much Teasing	Berenstain, Stanley	RDM	1995		2
Bernstain Bears count there Blessings	Berenstain, Stanley	RDM	1995		2
Bernstain Bears Foget their Manners	Berenstain, Stanley	RDM	1985		1
Bernstain Bears get in a Fight	Berenstain, Stanley	RDM	1982		2
Bernstain Bears go out for the Team	Berenstain, Stanley	RDM	1982		1

Attachment F—JBTE Resupply and Reequip Reports - Grenada

Title	Author	Publisher	Year	Edition	Total
Best of Aesop's Fables	Clark, Margaret Goff	JOY	1990		2
Best Plays Advance Level	P. Opaskar & M.A. Trust	Jamestown Pub.	1998		0
Better English Book 5	Ronald Ridout				1
Big Book 1	McMillan/McGraw Hill	McMillan/McGraw Hill	2000		0
Biology	Vodopich & Moore	McGraw Hill		4th	26
Blackberry farm, Mrs. Squirrel and Hazel (Black Berry Farm)	Pilgrim, Jane	Brockhampton Press	1992		0
Blackberry farm: Henry goes visiting (Black Berry Farm)	Pilgrim, Jane	Brockhampton Press	1992		0
Booker T. Washington: Leader and Educator	McKissack, Pat	ENL	1992		2
Boy Who Wouldn't go to Bed	Cooper, Helen	DIA	1997		2
Bremen Town Musicians: A Tale.	Grimm, Jacob	NOS	1998		1
Brown Bear, What do you see?	Bill Martin Jr.				5
Bug Mania		Phidal			8
Butterfly Alphabet Books	Cassie Brian	CHB	1995		2
Cabbage Patch Kids					1
Caribbean English A: A Prep. For Sec Sch.	Esther O'Neale & Bernadine Payne	Stanley Thornes			110
Caribbean Prim. Agri. Textbook 1	Ramharacksing	Cassell			14
Caribbean Prim. Agri. Textbook 2	Ramharacksing	Cassell			14
Caribbean Prim. Agri. Textbook 3	Ramharacksing	Cassell			14
Caribbean Prim. Agri. Textbook 4	Ramharacksing	Cassell			74
Caribbean Prim. Agri. Textbook 5	Ramharacksing	Cassell			2
Caribbean Prim. Agri. Workbook 1	Ramharacksing	Cassell			50
Caribbean Prim. Agri. Workbook 2	Ramharacksing	Cassell			84
Caribbean Prim. Agri. Workbook 3	Ramharacksing	Cassell			94
Caribbean Prim. Agri. Workbook 4	Ramharacksing	Cassell			82
Caribbean Primary Maths Level 1 Part 1	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 1 Part 2	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 2 Part 1	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 2 Part 2	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 3	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 4	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	321
Caribbean Primary Maths Level 5	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	322
Caribbean Primary Maths Level 6	J. Redhead & Y. James-Brown	Ginn & Company	1997	New	76
Caribbean Primary Maths Tr. Guide 1	J. Redhead & Y. James-Brown	Ginn	2003	Revised	39
Caribbean Primary Maths Tr. Guide 2	J. Redhead & Y. James-Brown	Ginn	2003	Revised	10
Caribbean Primary Maths Tr. Guide 3	J. Redhead & Y. James-Brown	Ginn	2003	Revised	10
Caribbean Primary Maths Tr. Guide 4	J. Redhead & Y. James-Brown	Ginn	2003	Revised	10
Caribbean Primary Maths Tr. Guide 5	J. Redhead & Y. James-Brown	Ginn	2003	Revised	10
Caribbean Primary Maths Tr. Guide 6	J. Redhead & Y. James-Brown	Ginn	2003	Revised	14
Caribbean Primary Social Studies Bk. 1	Marcellus Atherson				1
Caribbean Social Studies Bk. 5	Mike Morrissey	MacMillan Caribbean			60
Caribbean Social Studies Bk. 6	Mike Morrissey	MacMillan Caribbean			60
Caribbean Story Book One (Foundations)	Claypole & Robotom	Longman Caribbean			60
Cat in the Hat	Seuss, Dr.	RDM	1985		1
Chicken Little		HPR	1998		1
Child Psychology	Hetherington Parke	McGraw Hill			16
Chinese Folk Tales	Howard Giskin	National Text Bk Co.	1997		6
Christmas in the forest	Bauer, Marion Dane	Dawson	1998		2
Cinderella: A fairy tale pop-up	John Patience	Peter Haddock Ltd.	2001		0
Cinderella: Or Little Glass Slipper	Brown, Marcia	SCR	1954		1
Classic Horror Stories	National Text Book Company	National Text Bk Co.	2001		0
Clothing	Jeanette Weber	McGraw Hill	1990		6
College girls (SVU 1)	John, Laurie	Bantam Books	1993		0

Attachment F—JBTE Resupply and Reequip Reports - Grenada

Title	Author	Publisher	Year	Edition	Total
Communication Matters	McCutcheon & Schuffer	National Text Bk Co.	1994		0
Communication Technology	Barden & Hacker	McGraw Hill			10
Complete L.A. Programme 3	Claire Prefontaine				1
Comprehensive Maths 2	Furlonge and Furlonge	Furlonge and Furlonge			1
Comprehensive Maths 3	Furlonge and Furlonge	Furlonge and Furlonge			1
Comprehensive Maths 4	Furlonge and Furlonge	Furlonge and Furlonge			9
Comprehensive Maths 5	Furlonge and Furlonge	Furlonge and Furlonge			9
Computer Confidence	Clarke, Oswalt	South-Western Pub. Co.	1991	2nd	2
Connect on Line	L. Schrum & G. Solomon	McGraw Hill	1996		0
Construction Technology	James F. Fales	Glencoe			0
Coping on the Playground		Random House			6
Correct English	Metcalfe & Astle	Clarion			0
Creative Living	L.R. Glosson & J.P. Meeks	McGraw Hill	1997	6th	14
D.I.Y. Manual	Costantio, Maria	Parragon	2002		0
Dealing with Arguments il. 8-10	Adams, Lisa K.	RSN	1997		4
Dealing with Hurt Feelings il. 8-10	Adams, Lisa K.	RSN	1997		3
Dealing with Lying il. 8-10	Adams, Lisa K.	RSN	1997		4
Dealing with Someone who dont listen il. 8-10	Adams, Lisa K.	RSN	1997		4
Dealing with Stealing il. 8-10	Adams, Lisa K.	RSN	1997		3
Dealing with Teasing il. 8-10	Adams, Lisa K.	RSN	1997		2
Dial Book of Animal Tales from Around the World	Alder, Naomi	DIA	1996		2
Dictionary - Nelson School	Anne Worrall et al	Longman Caribbean		New	102
Dictionary - Oxford					12
Dictionary & Thesaurus - New Webster's		Nichol's	2000		0
Does the Moon Change Shape?	Goldish, Meish	RTR	1992		1
Don't just stand there...pray something!	Dunn, Ronald	Harper Collins	1992		0
Dr. Seuss's (Series)	Seuss, Dr.	RDM	1963		2
Easy Maths Puzzles il Fisher 4-8	Alder, David A.	HLD	1991		2
Eclipses: Natures Blackouts	Aronson, Billy	WAT	1996		1
Economics	McConnell Bruce	McGraw Hill		14	0
Electricity and Magnetism	Atwater, Baptiste, Daniel, Hakette	McGraw Hill			20
Ella's Trip to the Museum	Clayton, Elaine	CRN	1996		1
Enchanted Kingdom	Kerven Rosalind	National Text Bk Co.	1997		6
Encyclopedia					1
Encyclopedia - A - Z (set)					1
Encyclopedia - Academic American (set)					3
Encyclopedia - Colliers	William D. Hasley	Crowell Collier	1969		0
Encyclopedia - Lexican					1
Encyclopedia - New Standard					0
Encyclopedia - World Book (set)	Pat & T.M. off Marca Regist.	A. Scott Fetzer Comp.	1994		7
Energy Technology	Schwaller & Gilbert	McGraw Hill		2nd	0
English. Spanish fun with words and Pictures	Clark, Colin	Brown Watson	2002		0
Every Boy's Handbook	Cote, Roger	Hamlyn Children's	1994		0
Fables Aesop Never Wrote	Krasnopolsky, Faralynn	VIK	1994		2
Fairy Tales of Hans Christian Andersen il. Brent, Isabelle 8-12	Andersen, Hans Christian	VIK	1995		3
Family Living	Cox and Canada	West			12
Farmer Fred's: Baby Animals	Goldsack, Gaby	Parragon	2002		0
Father Christmas and the Donkey	Clark, Elizabeth	VIK	1993		1
First step in Phonics, linking sounds with letter & shapes	Katie Ritching				3
First Step with Ladybird ADC					10

Attachment F—JBTE Resupply and Reequip Reports - Grenada

Title	Author	Publisher	Year	Edition	Total
Fisherman and His Wife: A Tale from The Brothers	Grimm, Jacob	FAR	1987		1
Five Little Ducks (Sing-along books)	Endersby, Frank	Parragon	2000		0
Focus on Health	D.B. Hahn & W.A. Payne	McGraw Hill	2001	5th	14
Focus on the family complete guide to caring for aging loved ones/endorsed by the focus on the family physicians resource council.		Tyndale House	2002		0
Foot Book	Seuss, Dr.	RDM	1968		2
Fox in Socks	Seuss, Dr.	RDM	1965		2
Fraction Fun il. Tobin, Nancy 4-8	Alder, David A.	HLD	1997		1
Frog Prince	Berenzy, Alix	HLT	1989		1
Full Moon Stories: Thirteen Native American Legend	Eagle Walking Turtle	HYP	1997		1
Geography - The World & its People	Armstion/Boehm Hunkins	McGraw Hill			16
Ginger Bread Man	Baumgartner, Barbara	DKI	1998		1
Girl Who Wanted to Haunt: A Siberian Tale	Bernhard, Emery	HLD	1994		1
Give a dog a bone	Cole, Joanna Comp.	SCH	1996		1
Golden Bk Series eg The Snoring Monster etal					12
Golden Tales: Myths, Legends, and Folktales from Latin America	Delacre, Lulu	SCH	1996		2
Grammar Mini-Lessons Grade 4		McMilan/McGraw Hill			1
Grammar Mini-Lessons Grade 5		McMilan/McGraw Hill			1
Grammar Mini-Lessons Grade 6		McMilan/McGraw Hill			1
Grammer Skills for the Caribbean Bk 1,2,3,4	Louis Fidge / Myra Murby	McMillian		1st	1
Green Days by the River	Michael Anthony	Heinneman			99
Green Eggs and Ham	Seuss, Dr.	RDM	1960		1
Grovers Own Alphabet					1
Hamlet	William Shakespeare	National Text Bk Co.	1994		6
Handmade Alphabet	Raakia, Laura	DIA	1996		2
Hannibal	Alex Simmons	McGraw Hill	1998		6
Happy Birthday to You	Seuss, Dr.	RDM	1959		1
Happy Mother's Day	Hautzig, Deborah	RDM	1991		2
Health	Meeks & Heit	Glencoe			18
Health Education for Tropical Schools	McNeil and Anderson				2
Hero and the Crown	McKinley, Robin	GRW	1984		1
History of a Free Nation	Bragdon & McCutcheon	Glencoe	1996		0
History of the WI People Bk. 1 (Our Heritage)	Carter Digby and Murray	Nelson Caribbean			37
History of the WI People Book 2 (Story of our Island)	Carter Digby and Murray	Nelson Caribbean			52
Holy Bible		NIV	1984		0
Hooked on Phonics (Levels 1-6)					4
Hop on Pop	Seuss, Dr.	RDM	1963		1
Horrible Harry & the Kickball Wedding	Suzy Kline	Scholastic	1995		4
How do our ears work?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How do our eyes see?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How do we feel and touch?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How do we move?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How do we taste and smell?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How do we think?	Ballard, John	Raintree, Steck-Vaughn	1998		1
How the Grinch Stole Christmas	Seuss, Dr.	RDM	1957		2
How the Ostrich got itd long neck: A tale from the Akamba of Kenya	Aardema, Verna	SCH	1995		1
How to be a friend	Brown, Laurene Krasny	Little			4
Human Body	Bruun, Ruth Dowling & Bertel				3

Attachment F—JBTE Resupply and Reequip Reports - Grenada

Title	Author	Publisher	Year	Edition	Total
Human Development	Vnian & Crandell	McGraw Hill		7th	32
Hurricanes.	Erlbach, Arlene	CHL	1993		1
I can read with my eyes shut	Seuss, Dr.	RDM	1978		2
I can't wait until Christmas		Publishing Co.	1994		2
If I ran the circus	Seuss, Dr.	RDM	1984		1
If I ran the zoo	Seuss, Dr.	RDM	1977		2
If you're happy and you know it (Sing along books)	Endersby, Frank	Bright Sparks	2000		0
In the Park: Baby's First Words		Parragon	2001		0
In the Town: Baby's First Words		Parragon	2001		0
Increasing your testing power in L.A.&Maths	MacMillan/McGraw Hill				29
Inside the walls of Troy: A Novel of the Women Who Lived The Trojan War	McLaren, Clemence	ATH	1996		1
Integrated L. A for the Carib. (Kiskidees)					0
Integrated L.A. for the Carib. - Pupils Bk 1	Anne Worrall et al	Longman Caribbean		New	30
Integrated L.A. for the Carib. - Pupils Bk 2	Anne Worrall et al	Longman Caribbean		New	67
Integrated L.A. for the Carib. - Pupils Bk 3	Anne Worrall et al	Longman Caribbean		New	59
Integrated L.A. for the Carib. - Pupils Bk 4	Anne Worrall et al	Longman Caribbean		New	56
Integrated L.A. for the Carib. - Pupils Bk 5	Anne Worrall et al	Longman Caribbean		New	58
Integrated L.A. for the Carib. - Pupils Bk 6	Anne Worrall et al	Longman Caribbean		New	18
Integrated L.A. for the Carib. - Reader 1	Anne Worrall et al	Longman Caribbean		New	86
Integrated L.A. for the Carib. - Reader 2	Anne Worrall et al	Longman Caribbean		New	10
Integrated L.A. for the Carib. - Reader 3	Anne Worrall et al	Longman Caribbean		New	10
Integrated L.A. for the Carib. - Reader 4	Anne Worrall et al	Longman Caribbean		New	10
Integrated L.A. for the Carib. - Reader 5	Anne Worrall et al	Longman Caribbean		New	11
Integrated L.A. for the Carib. - Wkbk 1A	Anne Worrall et al	Longman Caribbean		New	56
Integrated L.A. for the Carib. - Wkbk 1B	Anne Worrall et al	Longman Caribbean		New	54
Integrated L.A. for the Carib. - Wkbk 1C	Anne Worrall et al	Longman Caribbean		New	22
Integrated L.A. for the Carib. - Wkbk 2	Anne Worrall et al	Longman Caribbean		New	48
Integrated L.A. for the Carib. - Wkbk 3	Anne Worrall et al	Longman Caribbean		New	46
Integrated L.A. for the Carib. - Wkbk 4	Anne Worrall et al	Longman Caribbean		New	36
Integrated L.A. for the Carib. - Wkbk 5	Anne Worrall et al	Longman Caribbean		New	46
Integrated L.A. for the Carib. T. Guide Bk 5					1
Integrated Sc. for the Carib. Sch. Bk. 1	Commissiong Dalgety & Lambert	Heinneman			55
Integrated Sc. for the Carib. Sch. Bk. 2	Commissiong Dalgety & Lambert	Heinneman			1
Is it Larger? Is it Smaller?	Hoban, Tana	GRW	1983		1
Is it Red? Is it Yellow? Is it Blue: An Adventure in Color	Hoban, Tana	GRW	1978		2
It it Rough? Is it Smooth? Is it Shiny?	Hoban, Tana	GRW	1984		1
Jack and the Beanstalk	Bofill, Francesc	CHR	1998		5
Journeys in Science	Shymansky A. James	McMillian	1988		4
Jungle Book	Kipling, Rudyard	VIK	1994		1
Just Be Nice	Caroline Kenneth	Golden Books			8
Just So Stories	Kipling, Rudyard	MOR	1996		1
Know When To Stop	McLenighhan, Valjean	MCP	1981		1
Know Your Body book and chart					1
Ladybird Key Words Reading Scheme	W. Murray	Ladybird Bks. Ltd			20
Ladybird read it yourself series	W. Murray	Ladybird Bks. Ltd			34
Language Skills and Use	Scott, Foresman	Scott, Foresman			2
Large Print Nursery Rhymes	Brown, Watson		1999		4
Let there be light (Bible Stories)	Lesyaski, Loris	DUT	1997		2
Liar, Liar, Pants on Fire	Korman, Gordon	SCH	1997		2
Little Mermaid and other Fairy Tales il Brent, Isabelle. 8-12	Andersen, Hans Christian	VIK			2
Little Red Hen	Barton, Byron	HPR	1993		1

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Title	Author	Publisher	Year	Edition	Total
Liturature for Life & Work	Johnson & Bideganeta	National Text Bk Co.	1998		6
Magic Porridge Pot	Galdone, Paul	VIK	1973		1
Magic School Bus (series)		SCH	1986-1998		33
Map - Caribbean					2
Map - World					3
Map of the West Indies					4
Map of the World					3
Marketing Research	J.F. Hair & R.P. Bush	McGraw Hill	2000		0
Maths collaboration	Katie Ritching				2
Maths on Display	Katie Ritching				3
McMillan Prim. Sc. Wall Charts- Gen Sc.	McMillan/McGraw Hill	McMillan/McGraw Hill			0
Me First					2
Me Too!					1
Mechanical Drawing	Fresel, Svensen, Helsel Urbanick	Glencoe		12th	4
Mechanics of Composition (writing level)					1
Miss Meow Pageant	Keens-Douglas, Richardo	ANK			4
Modern Meals	R.L. Duyff & D. Hasler	McGraw Hill	1990		6
Monkey and the Crocodile: Jataka Tale from India	Galdone, Paul	CLN	1969		1
More, Fewer, Less	Hoban, Tana	GRW	1983		2
Multiple Choice Tests for Common Entrance (English)					15
Multiple Choice Tests for Common Entrance (Maths)	Wint, Sangster, Blackwood	Thomas, Nelson			15
My Cats Nick and Nora	Harper, Isabel	DSP	1995		2
My First Book of Proverbs	Gonzalez, Ralfaka	CBP	1995		2
My First Number Book					1
My Goodnight Book					3
My Little Golden Book about God		Publishing Co.	1994		1
My many coloured days	Seuss, Dr.	KNO	1996		1
Nanny Fox il. Young, Selina 4-7 (RL4.2)	Adams, Georgie	ATH	1994		2
Nelson Caribbean Mathematics Bk 1	Folkes & Maxwell	Nelson Caribbean			107
New Carib. Jun. English An Integ. App. Bk 4	Cecil Gray				3
New Comer Phonics	Kaye Wiley				11
New Common Entrance Maths	Walter, Phillips	Stanley Thornes		2nd	12
New Comprehensive Maths Low Prim. Lev.	Wesley A. Furlonge	Furlonge and Furlonge	2002		6
New Junior English Revised a Carib. Ed.	Hayden Richards et al	Ginn & Company			169
New World English Student Bk. 1	Denis Craig	Longman Caribbean	1981		2
Note Books (Hard Cover)					24
Office Systems and Procedures	Luck & Stiegler	Glencoe		2nd	16
Oh, the thinks you can think!	Seuss, Dr.	RDM	1975		2
Old McDonald Farm		Brown Watson	2001		0
Oliver Twist - Great Illustrated Classics					1
On the Farm: Baby's First Words		Parragon	2001		0
One fish, two fish, red fish, blue fish	Seuss, Dr.	RDM	1960		1
Our Wildlife World					10
Our World	Grimshaw, Caroine				2
Over, Under & Through: And other Spatial Concepts	Hoban, Tana	SIM	1973		1
Paint a Poem	Moria Andrew				2
Penpals-Teacher's Planning Guide	McMillan/McGraw Hill	McMillan/McGraw Hill	1997		0
Person to Person	Galvin & Book	NTC	1993	4th	0
Phonics Activity Book	McGraw Hill	McGraw Hill	1997		59
Physical Geography in Diagrams					3
Playful Pets					10

Attachment F—JBTE Resupply and Reequip Reports - Grenada

Title	Author	Publisher	Year	Edition	Total
Poems of Childhood il. 6-8	Anglund, Joan Walsh	HCT	1996		2
Poems to Enjoy	Dorothy Petit		1984		38
Pound Puppies	A.C. Chandler	Western Pub.	1986		10
Principles of Economics	Frank & Bernanke	McGraw Hill			0
Principles of Micro Economics	Frank & Bernanke	McGraw Hill			0
Principles of Science	Charles H. Heimler	Mervill			22
Psychology	Barry Smith	McGraw Hill			14
Psychology and You	McMahon McMahon & Romano	West P.C.			24
Pus in Boots	Galdone, Paul	CLN	1976		1
Quantity Food Techniques	Michael Pepper	McGraw Hill	1993	2nd	0
Rabbit makes a monkey of Lion: A Swahili Tale	Aardema, Verna	DIA	1993		2
Radio-Television Cable Management	Brown & Quaal	McGraw Hill		3rd	0
Rainbow Readers 1	Roma Sinanan/Uriel Narinesingh	Royards Pub. Com.	2002	1st	10
Rainbow Readers 2	Roma Sinanan/Uriel Narinesingh	Royards Pub. Com.	2002	1st	10
Rainbow Readers 3	Roma Sinanan/Uriel Narinesingh	Royards Pub. Com.	2002	1st	10
Rainbow Readers 4	Roma Sinanan/Uriel Narinesingh	Royards Pub. Com.	2002	1st	10
Rainbow Readers 5	Roma Sinanan/Uriel Narinesingh	Royards Pub. Com.	2002	1st	10
Rapunzel	Berenzy, Alex	HLT	1995		1
Reach for the Moon: Stories and Poems	Abeel, Samantha	PFH	1994		3
Reading Skills for the Caribbean Bk 1,2,3	Louis Fidge / Myra Murby	McMillian		1st	2
Romeo and Juliet	William Shakespeare	National Text Bk Co.	1992		4
Rumpelstiltskin	Galdone, Paul	CLN	1985		1
Scholastic Children Thesaurus	Ballard, John	Scholastic			10
Science Book of Air il. 7-10 (RL4.0)	Ardley, Neil	GUL	1991		2
Science Book of Colour il. 7-10 (RL4.0)	Ardley, Neil	GUL	1991		2
Science Book of Electricity il. 7-11 (RL4.5)	Ardley, Neil	GUL	1991		1
Science Book of Energy il. 7-11 (RL5.5)	Ardley, Neil	GUL	1992		2
Science Book of Gravity il. 7-11 (RL5.3)	Ardley, Neil	GUL	1992		2
Science Book of Hot & Cold il. 7-11 (RL4.8)	Ardley, Neil	GUL	1992		2
Science Book of Light il. 7-10 (RL6.0)	Ardley, Neil	GUL	1991		2
Science Book of Machines il. 7-11 (RL5.3)	Ardley, Neil	GUL	1992		1
Science Book of Magnets il. 7-11 (RL4.9)	Ardley, Neil	GUL	1991		2
Science Book of Motion il. 7-11 (RL4.7)	Ardley, Neil	GUL	1992		2
Science Book of Sound il. 7-11 (RL5.4)	Ardley, Neil	GUL	1991		2
Science Book of The Senses il. 7-11 (RL5.1)	Ardley, Neil	GUL	1992		2
Science Book of Things That Grow il. 7-11 (RL5.1)	Ardley, Neil	GUL	1991		3
Science Book of Water il. 7-10 (RL4.0)	Ardley, Neil	GUL	1991		3
Science Book of Weather il. 7-11 (RL4.7)	Ardley, Neil	GUL	1992		2
Science Interaction	Bill Aldridge	McGraw Hill			12
Seven At One Blow	Kimmel, Eric	HLD			2
Share the Music	Jothen & Barbara	McGraw Hill	1998		6
Shy little Angel	Brown, Ruth	Dutton			2
Sidewalk Games Around the World	Erlbach, Arlene	MBK	1997		1
Skills for Life	Couch, Felstehausen, Hallman	West			8
Spelling Skills for the Caribbean Bk 1,2,3,4	Louis Fidge / Myra Murby	McMillian		1st	1
Standard Test Lessons in Reading					1
Step Lightly	Willard, Nancy				2
Stone Soup: An Old Tale	Brown, Marcia	ATH	1975		2
Sun Girl and the Moon Boy	Choi, Yangsook	KNO	1997		2
Surprise	J. David Cooper	Houghton Mifflin	1997		5
Swing into English Bk 1	Cecil Gray				3
Swing into English Bk 4	Cecil Gray				3

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Title	Author	Publisher	Year	Edition	Total
Tale of Ali Baba and the forty thieves a story from the Arabian Nights	Kimmel, Eric	HLD	1996		4
Technology-Today & Tomorrow	Eric Thompson	Glencoe		3rd	0
Telecommunications	Lynne S. Gross	McGraw Hill	2000	7th	6
Ten Green Bottles (Sing-along books)	Endersby, Frank	Bright Sparks	2000		0
The Big Bicycle Race					1
The Bunyip Berkeley's Creek		Longman Caribbean	1973	1st	3
The Child Care	Karen Stephans	Glencoe			10
The Complete Reference (set)	J.A. Kettell	McGraw Hill			2
The Craft of Dection	National Text Book Company	National Text Bk Co.	1999		0
The Day Jimmy's Doy ate the Wash					1
The Do It Yourself PC Book	Kyle Mac Ray	McGraw Hill			14
The Elves and the Shoemaker		Golden Books	1994		2
The Ghost on the Hill	Grace Maccarone	Scholastic	1990		6
The Grouchy Lady Bug	Eric Carl				5
The Hedge Hog	Angela Royston	Ideals Children's	1989		4
The Mechanics of Composition Writing Bk 2					4
The New Book of Knowledge					0
The New Four Rules of Decimals	A.K. Hesse				2
The power of a positive mom	Ladd, Karol	Howard Publishing	2003		0
The Prostrate answer book: Remedies and cures for every man and what your doctor never tells you about surgery	Nickel, Curtis. J.	FC&A Medical	1997		0
The Sesame Street Library Volume 1-10					10
The Sun's Eye	Ann Walmsley	Longman Caribbean			93
The Tale of Peter Rabbit		Publishing Co.	1994		1
The Terrible Twos	Julia Gorton	Hyperion Bks		1st	10
The Trojan Horse					1
The Twelve Dancing Princesses		Publishing Co.	1994		1
The very clumsy Chicke beetle	Eric Carl				5
The Very Young Caterpillar	Eric Carl				5
The way Loney Finfly	Eric Carl				5
Thee Billy Goats Gruff	Galdone, Paul	CLN	1973		1
There's a wocket in my pocket	Seuss, Dr.	RDM	1974		2
Thesaurus - Webster's Pocket		Nichol's	2000	N.Rev	0
This for That: A Tonga Tale	Aardema, Verna	DIA	1997		2
Thomas and the Naughty Diesel	Josie Yee	Random House	1999		6
Thumbelina il. Graston, Arlene. 4-8 (RL3.3).	Andersen, Hans Christian	DOU	1997		1
Too Many toys - A Christmas Story	Clark, Carla Gillow	LEP	1996		1
Total Wellness: Improving your health by understanding the body's healing systems	Pizzorna, Josephs	Prima Publishing	1996		0
Town Mouse and Country Mouse	Watts, Bernadette				2
Trouble's Daughter	Kirkpatrick, Katherine A.	DEL			1
Tuck-Me-In-Tales: Bedtime Stories from around the world	MacDonald, Margaret Read	HPR	1998		2
Twelve Labors of Hercules	Cerasini, Marc A.	RDM	1997		1
Two Centuries of Process	Jackson & Perrone	McGraw Hill	1991	3rd	0
Vocabulary Skills Txtbk. 2	Furlonge and Furlonge	Furlonge and Furlonge			1
Weather Words and What They Mean	Eplk	HLD	1990		2
What Goes Around Comes Around	McGuire, Richard	VIK	1995		1
When Cows Come Home	David L. Harrison	BMP	1994		2
Why Mosquitos Buzz in Peoples Ears: A West African Tale	Aardema, Verna	DIA	1978		3
Wicked Prince il. Lemoine, Georges. 8-13	Andersen, Hans Christian	HCT	1995		1
Wood Technology & Processes	John L. Feirer	Glencoe		4th	4

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Title	Author	Publisher	Year	Edition	Total
Word by Word Intermediate wkbk	Molinsky/Bliss				12
Word By Word Literacy Wkbk	Molinsky/Bliss				2
Word By Word Prim. Lev. ABC Phonics Wkbk					2
Word with Wings					12
World History	Mounir Farah	McGraw Hill			6
Write About Mistakes! (Age 8-9)		Brown Watson	2003		0
Write About Mistakes! (Age 8-9)		Brown Watson	2003		0
Write Idea! Teacher's Planning Guide. A new view of Writing - Grade 4	McMillan/McGraw Hill	McMillan/McGraw Hill	1993		0
Writers Choice	Strong & Lester	Glencoe			12
Writing Skills for the Caribbean Bk 1,2,3,4	Louis Fidge / Myra Murby	McMillian		1st	1
Young Journalists Book	Bently, Nancy, Donna Cuthrie				2
Young Living	Manalee Clayton	Glencoe	1996	6th	0
Young Students Learning Literary Series	Graham/Thomas	New Field			1
Your Five Senses	Brocker, Roy	CHL	1984		2
		TOTAL			6112

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

FINAL REPORT

The Joint Board of Teacher Education Foundation undertook to:

1. To supply to PADCO, without charge, the list of furniture found to have been damaged or destroyed in the schools that had been assigned to DevTech and the cost of replacement of these items.
2. To mobilize a Team to carry out the assessment of goods damage or destroyed in designated schools and colleges identified by PADCO.
3. From the List of items identified by PADCO as having been damaged or destroyed at schools and colleges, to simultaneously begin the following three processes
 - a) The assessment and verification of the damage and destruction of equipment, furniture, books and materials sustained at the 12 institutions.
 - b) The determination of the technical specifications of the equipment, furniture, books and materials currently applicable to the supply of such goods to schools and colleges in order to ensure that schools and colleges are re-supplied with the latest edition of books, current standard models of computers and other equipment etc.
 - c) The identification of suppliers with respect to availability of supplies, their schedule of delivery of available items and price quotations on the various items. As far as it was possible and applicable JBTE Foundation selected suppliers with which it has established relationships based upon USAID specification of competing tenders and quotations and whose past performance with respect to delivery of goods has been satisfactory.
4. Draft List with costs and submit the same to PADCO.

ASSESSMENT EXERCISE

The Joint Board Foundation assembled a team of experienced Assessor comprised of Mrs. Rosemary Vernon, Mr. Rudyard Ellis and Mr. Dundee Hewitt. They visited the schools and colleges and carried out the assessment as specified in the Contract and as set out below:

- The Joint Board Foundation obtained from PADCO the list of equipment and materials previously identified by schools and colleges as having been damaged and from this list created Check Lists that were used by the three Assessors.
- The three assigned Assessors carried out the task of assessing the damage and destruction done to the equipment, furniture, books and materials in the twelve institutions using the Check Lists provided. After carrying out the assessment of damage and destruction in each school or college the Assessors had the principals of the respective institutions sign the Check List that had been filled out for that institution.
- Experts reviewed the Lists of supplied by PADCO with respect to current specifications for the goods to be supplied to colleges and schools. This exercise

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

was carried out to ensure that the items replaced are not only comparable to what was previously supplied but also appropriate to the current situation.

- Following the completion of the field exercise, and from the Check Lists submitted by the Assessors, Joint Board Foundation staff members identified suppliers of equipment, furniture, books and materials obtained quotations and estimated the cost of the replacement of the items that were damaged and destroyed.
- Based on the Assessment, Review for Appropriateness and Interaction with Suppliers as outlined above a list of items to be replaced at each institution has been compiled.

CHALLENGES EXPERIENCED IN THE FIELDWORK AND IN OBTAINING COSTS

The Joint Board experienced four main challenges in conducting the exercise to this point. These are listed briefly:

1. Schools and colleges had great difficulty in giving precise information to the Assessors with respect to the titles and authors of books damaged or destroyed as well as the quantities involved. Even follow-up activities by Joint Board Foundation Staff with teachers at the schools and librarians at the colleges have not substantially improved the quality of the information obtained. Without accurate information with respect to the books lost it is almost impossible to determine cost. The considered opinion of the Joint Board Foundation is that in the time available and within existing resources it would not be cost effective or practical to continue the exercise to obtain better information with respect to this category of items where schools and colleges have experienced losses.
2. In the case on schools colleges reports were made with respect to customised furniture and fixtures that were damaged in classrooms and laboratories. Estimations of the cost of the damage would entail visits by experts as well as several suppliers if these items were to be competed. The arrangements made with respect to the Contract did not allow for such to be done.
3. Despite the best efforts of the staff of the Foundation not all suppliers have responded to requests to provide quotations with appropriate costs.
4. For the items for which accurate information was provided and where we have quotations with costs, the total cost of the items to be supplied appears to be very close to the Budget that PADCO indicated that had been allocated to the re-supply of items lost or damaged as set out in the Contract.

Taking into consideration all of the Joint Board Foundation submitted an Interim Report which was discussed at the Meeting Shapiro/Kerr/Stewart/ Miller at the Joint Board on Friday July 22, 2005. The Meeting discussed the categories of items and their associated costs as shown below.

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CATEGORIES OF ITEMS AND ESTIMATED COSTS

CATEGORY OF ITEMS	COST OF GOODS US\$	TOTAL COST OF PROCUREMENT US\$	COMMENTS
Computers and equipment for Overseas Suppliers	77,426	115,922	Including shipping and handling, custom brokers fees, transportation etc plus 20 per cent G&A
Equipment and Chemicals from Local Suppliers	58,983	74,380	Includes transportation, labour for packaging for school plus 20 per cent G&A
Furniture Dev/Tech	70,115	90,338	Includes delivery to school plus 20 per cent G&A
Furniture for Colleges and School in this Contract	34,707*	45,249*	Includes delivery to school plus 20 per cent G&A
Home Economics Agriculture Physical Ed and Miscellaneous items	6,120	8,544	Includes transportation, labour for packaging for school plus 20 per cent G&A
Total	247,351	334,433	

* These cost cover standard items of school furniture e.g. Teachers and students desks and chairs but does not cover customised items included in the information supplied by the schools and colleges. See List attached.

It was accepted that the above costs did not include staff costs related to procurement and coordination that would be expected to be incurred by any entity carrying out the procurement exercise. These staff costs should not exceed US\$15,000. Hence the entire exercise could incur a total cost approximately US\$349,433.

However, in light of the possibility that there may be some funds that could be applied to the Furniture under DevTech, which could reduce the obligation under this project by approximately US\$30,000, the overall total cost of procurement could be of the order of US\$319,433.

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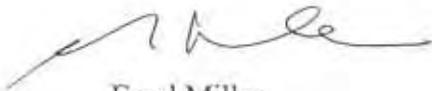
With respect to the fact that Food for the Poor could supply some of the items of furniture for the 12 schools and colleges in this Contract and that the costs involved would be only with respect to shipping, handling, custom fees etc, it was agreed that any reduction in cost related to procurement for the 12 schools and colleges could go to paying shipping, handling, customs and other fees for such additional furniture that Food for the Poor could bring in for non-Project Schools that had been damaged by hurricane Ivan.

Please find attached in Appendix 1 the List of Items to be supplied broken down by category of goods, local or foreign source of supply, number or quantity, institutions to receive them, and the estimated costs of these items.

AGREEMENT

The meeting agreed that based on the discussion:

1. That the planned meeting involving principals of schools and college with Joint Board Foundation, PADCO and USAID personnel be scheduled for next week. This meeting would discuss the issue with respect to inadequate information with respect to Books, Customised Fixtures and Miscellaneous items and therefore the problems posed to re-supplying the these items.
2. That PADCO would move expeditiously with respect to the matter of the contractual arrangements with respect to the procurements of the goods listed in Appendix 1 within the limit of a Budget not exceeding US\$320,000. Such expeditious action is necessary if schools are to be re-supplied with the items by the beginning of the School Year in September.



Errol Miller
Coordinator
July 25, 2005

APPENDIX

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

Overseas Suppliers											
EQUIPMENT (COMPUTERS & LARGER EQUIPMENT)	Rio Bueno	Lowe River	Chester Castle	Adelphi	Goodwill	Salt Marsh	Bethlehem TC	Church TC	Total No of Items	Unit Cost (US\$)	Total Cost (US\$)
ITEMS											
Computers	2		1	2	1		19	14	39	1734	67626
Print Server 3 Port/Parallel							1		1	1600	1600
10/100/1000 Switch G-bit Ethnet 24 Port							1		1	1500	1500
Multimedia projector								1	1	2300	2300
Laptop computer								1	1	1800	1800
Calculator	20								20	15	300
Digital Camera		2							2	325	650
Tape Recorder		3							3	60	180
Overhead Projector		1							1	270	270
SMC 8 PORT Network Hub								1	1	1200	1200
Total commodity Cost											77426.00
<p>Note: The cost stated above represents only the commodity cost and does not represent the full procurement cost. See full procurement cost on p.3.</p>											

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Local Suppliers											
EQUIPMENT & MATERIAL	Rio Bueno	Lowe River	Chester Castle	Adelphi	Goodwill	Salt Marsh	Bethlehem TC	Church TC	Total No of Items	Unit Cost (US\$)	Total Cost (US\$)
Printer			1	1			1	3	3	625	1875.00
Photocopy Machine (desk top model)					1	1			2	3800	7600.00
Scanner					1		1		2	150	300.00
Microwave oven				1		1			2	300	600.00
Component Set						1			1	429	429.00
Television Set (32")	1	1	1						3	600	1800.00
Stove (30' 4 burner)						1	8		9	800	7200.00
Ceiling Fan	1								1	100	100.00
Desk/Standing Fan	2			1					3	70	210.00
Projector Screen (small)		1							1	220	220.00
UPS System (700 VA)							1	1	2	520	1040.00
Freezer (eg. Chest Freezer)			1					1	2	790	1580.00
Refrigerator (20 cu ft)								3	3	766	2298.00
Electric Mixer (standing)								6	6	640	3840.00
Mixer (hand)								4	4	420	1680.00
Ice Cream Maker								6	6	700	4200.00
Blender								8	8	300	2400.00
Juice Extractor								3	3	300	900.00
Bedding/Mattress	2	2						90	94	55	5170.00
Reagents/equipment & Supplies - Science											15,541.22 *
Total commodity Cost**											58,983.22

* see attached list for items by institution (quantities & cost included)
 **Note: The cost stated above represents only the commodity cost and does not represent the full procurement cost. See full procurement cost on p.3.

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Local Suppliers										
REAGENTS/EQUIPMENT & other supplies for SCIENCE	Low River	Church TC								
Microscope	3	4						7	224	1568
Microscopic Slides	3							3	3.9	11.7
Camping Gas (small cylinder)	6							6	20	120
Bunsen Burners	6	6						12	13.6	163.2
Tripod Stand	6							6	5.07	30.42
Thermometers	12							12	3.67	44.04
Magnifying glasses & hand lens	12							12	4.17	50.04
Separating funnels	6							6	36.22	217.32
Filter Paper	6							6	5.23	31.38
Iron Filling	3							3	6.25	18.75
Petri Dishes	12							12	3.33	39.96
Clamps & Stands	3							3	22.8	68.4
Measuring Cylinders	12							12	9.78	117.36
Round bottom flasks	6							6	11.73	70.38
Test tubes & Boiling tubes	12							12	1.83	21.96
Test tube holders	12							12	1.75	21
Test tube stands	3							3	6.67	20.01
Vacuum flasks	6							6	0	0
Evaporating Dishes	12							12	3.12	37.44
Conical Flasks	12							12	2.28	27.36
Rain Gauge	3							3	14.17	42.51
Pipettes	12							12	6.72	80.64
Burnettes	12							12	27.63	331.56
Beam Balances	3							3	149.55	448.65
Lever Arms	3							3	0	0
Stop Watches	3	5						8	12	96
Voltmeters	3							3	23.83	71.49
Stethoscope	3							3	16.2	48.6
Dissecting Kits	2							2	24.83	49.66
Stirring Rods	6							6	1.33	7.98
Water Baths	6							6	869.02	5214.12
Gauzes	6							6	2.08	12.48
Capillary Tubes	6							6	14.67	88.02
Visking tubings	12							12	8.45	101.4
Lithmus Paper(red/blue)	6							6	3.33	19.98
Rubber Tubings	6							6	5.17	31.02
Mortar & Pestle set	3							3	14.73	44.19
PH meters	3	4						7	86.75	607.25
Universal Indicator Paper	6							6	2.22	13.32
Chromatography Paper	3	6						9	22	198
Bell jars	2							2	69	138
Metal rod/bars	3							3	0	0

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Benedicts Solution	3	4					7	10.75	75.25
Iodine	3						3	7.92	23.76
Solid Sodium Carbonate	3	4					7	14.25	99.75
Copper II Sulphate Crystals(blue)	3						3	14.33	42.99
sodium Hydroxide	3						3	6.33	18.99
Calcium Carbonate Solution	3						3	13.07	39.21
Sodium Hydrogen Carbonate	3						3	6.33	18.99
Zinc Powder	4						4	25.47	101.88
Magnesium ribbon	3						3	4.58	13.74
Copper (Cupric) Oxide	3						3	15.53	46.59
Ammonia Solution	3						3	15.68	47.04
Pepsin Solution	3						3	12.73	38.19
Cobalt Chloride Paper	6						6	1.83	10.98
Anhydrous Copper II Sulphate (pwd)	3						3	0	0
Sudan III Solution	3						3	10.08	30.24
1% Copper II Sulphahte Solution							0	0	0
Sodium Hydroxide Solution	3						3	0	0
Measuring cylinder (10x100cm)		10					10	10.83	108.3
Biuret 50cm3		10					10	0	0
Pipettes 25cm3		10					10	0	0
Pipette 10cm3		10					10	4.8	48
Chromatography Kits		6					6	0	0
Splints		2					2	5.17	10.34
Spatula		2					2	2	4
Electronic Balance		3					3	163	489
Reagent Bottles		6					6	13.62	81.72
Potassium Iodide	1	3					4	19.25	77
Cobalt Chloride		4					4	20.93	83.72
Biuret reagent		4					4	10.77	43.08
Copper II Sulphate		4					4	0	0
Barium Chloride		4					4	12.57	50.28
Sodium Hydroxide Pellets		4					4	0	0
Sodium Sulphate		4					4	6.47	25.88
Soda Lime		4					4	19.78	79.12
Ferrous Sulphate		4					4	11.5	46
Ferrous Ammonium Sulphate		4					4	29.7	118.8
Aquarium with Aerator		1					1	0	0
Perma slides of Plant Tissue (O&A level)		6					6	0	0
Animal Tissues		6					6	0	0
Prep Specimens of Pl & Animal kingdom		6					6	110.82	664.92
Film Slide Projector & Film Strips		1					1	0	0
Microscope cleaning kits		6					6	61.25	367.5
Power Supply		2					2	0	0
Concave Lens		4					4	1.67	6.68
Spring Balance		4					4	6.5	26
Crocodile Clips		20					20	1.67	33.4
Circuit Board		1					1	0	0
Ticker Taper Timer		2					2	81.88	163.76
Ripple Tank with accessories		1					1	654.92	654.92
Oscilloscope Dual trace		1					1	941.04	941.04
Signal Generator		1					1	340.69	340.69

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Ammeter			6					6	23.2	139.2
Convex Lens			4					4	1.67	6.68
Total Commodity Cost										15541.22

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FURNITURE FROM PREVIOUS (DEVTECH) PROJECT												
<i>ITEMS FURNITURE</i>										Total	UNIT COST (USD)	EXTENDE D COST (US\$)
Basic School chair (metal and wood)										22	14.43	317.46
Student's Chair										260	19.69	5119.40
Student's Desk										273	31.48	8594.04
Trapezoidal Table										8	44.6	356.80
Teacher's Chair (without arms)										59	34.13	2013.67
Chalkboard (Wall Mounted)										13	111.78	1453.14
Students desk/Chair combo (double)										135	99.7	13459.50
Teachers' Desks										64	141.04	9026.56
Teachers' Table										64	83.55	5347.20
Teacher's Cupboard (3 adj shelves)										20	237.24	4744.80
Folding Chairs										20	33.5	670.00
Folding Cupboards										34	334.43	11370.62
Metal Easel with whiteboard & clips										1	234.38	234.38
Chalkboard (Free Standing)										32	195.09	6242.88
Day Bed										6	139.35	836.10
Ply board (dressed 5/8 in)										10	32.79	327.90
Total Commodity Cost*											70114.45	
<p>*Note: The cost stated above represents only the commodity cost and does not represent the full procurement cost. See full procurement cost on p.3.</p>												

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

Local Suppliers

FURNITURE ITEMS FOR PADCO INSTITUTIONS	Flankers	Lowe River	Chester Castle	Goodwill	Salt Marsh	Cornwall Mountain	Bethlehem TC	Bickersteth	Adelphi	Church TC	Total No of Items	Unit Cost (US\$)	Total Cost (US\$)
Student's Chair								10	15	25	50	19.69	984.50
Student's Desk	10			20	20			79			129	31.48	4060.92
Trapezoidal Table									15		15	44.60	669.00
Teacher's Chair (without arms)	2		15	4	5				2		28	34.13	955.64
Teachers' Desks	2			4					2		8	141.04	1128.32
Tables								10		10	20	83.55	1671.00
Cupboards (for Teachers - Mobile)		5		5	2						12	240.03	2880.36
Cupboards (wall mounted)							7				7	33.50	234.50
Filing Cabinets (metal - 2 vertical doors)								14			14	313.09	4383.26
Stools (wooden)		48		15						25	88	27.83	2449.04
Chalkboard (Free Standing)					1			10			11	198.33	2181.63
Display cabinets							1			2	3	45.00	135.00
Benches (dual/wooden)	20	20	30	8	10	30		10			128	101.36	12974.08
Total commodity cost												34707.26	

*Note: The cost stated above represents only the commodity cost and does not represent the full procurement cost. See full procurement cost on p.3.

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Local Suppliers									
Home Economics/Agriculture Dept/PEDept/ Sick Bay/ Misc.	Rio Bueno	Lowe River	Church TC	Adelphi			Total No of Items	Unit Cost (US\$)	Total Cost (US\$)
Hose	2						2	50	100
Cutlass	2						2	25	50
Fan Rake	1						1	5.83	5.83
Mattock	1						1	8.33	8.33
Shovel	2						2	20	40
Sprinkler	2						2	13.33	26.66
Push Broom	1						1	9.17	9.17
Paint	25						25	28.33	708.25
Waterers		5					5	100	500
Tarpaulins		6					6	166.67	1000.02
Feedpans		4					4	41.67	166.68
Single Bed linen		6					6	25	150
Towels		12					12	11.67	140.04
Wash Rags		36					36	4.17	150.12
							0		0
Cereal Bowls & Plates		50					50	2.08	104
Large Cooking Pots		2					2	58.33	116.66
Large Dishpans		2					2	58.33	116.66
Dessert Bowls		12					12	0.92	11.04
Serving Jugs		6					6	50	300
Tea Pots		6					6	25	150
Tea Cups		36					36	0.92	33.12
Drinking Glasses		50					50	0.92	46
Platters		6					6	8.33	49.98
Dinner Plates		24					24	1.33	31.92
Sugar Bowls		6					6	3.83	22.98
Pyrex Dishes		6					6	2.08	12.48
Table Knives		12					12	0.67	8.04
Eating Forks		12					12	0.67	8.04
Serving Forks		16					16	1.67	26.72
Eating Spoons		12					12	0.67	8.04
Serving Spoons		16					16	1.67	26.72

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Rolling Pins	3					3	5	15
Cutting Boards	6					6	5.28	31.68
Pots (s/m)	3					3	8.33	24.99
Measuring Cups	3					3	16.67	50.01
Measuring Spoons	3					3	11.12	33.36
Spatula	2					2	16.67	33.34
Wooden Spoons	6					6	12.5	75
Plastic Bowls	12					12	3.33	39.96
Saucers	12					12	0.67	8.04
Baking Tins	12					12	2.5	30
Double sink	2					2	200	400
Recorders	64					64	4.17	266.88
Acoustic Guitar	1					1	166.67	166.67
						0		0
Mats	6					6	27.78	166.68
Footballs	2					2	50	100
Netballs	2					2	50	100
Cricket Balls	2					2	50	100
Wall clock	1					1	8.33	8.33
Frying Pan	1					1	8.33	8.33
First aid kit	1	1				2	166.67	333.34

6119.11

*Note: The cost stated above represents only the commodity cost and does not represent the full procurement cost. See full procurement cost on p.3.

Note: No costing on some items

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

FINAL REPORT TO PADCO [Re: PADCO/JBTE Foundation Sub-Contract (Jamaica) Purchasing]

1. Furniture Items that were to be purchased by JBTE for delivery to institutions covered by the contract

JBTE duly executed its responsibility with respect to handling the purchase and delivery of the quantities of furniture items in Table 1. The number of institutions was larger than initially indicated by JBTE to PADCO. JBTE clarified to PADCO that while the smaller number of institutions initially indicated was an error on the part of JBTE this did not affect the quantity of each item that was to be purchased.

Table 1

FURNITURE ITEMS	TOTAL EXPECTED to be Supplied by JBTE	TOTAL DELIVERED
Trapezoidal Table	23	23
Folding Cupboards	34	34
Wall-Mounted Chalkboards	13	13
Stationery cupboards (Royale)	14	14
Display cabinets	3	3
Wooden 2 seater Benches	128	128

Appendix 1 shows the distribution among project institutions.

2. Furniture and other Items that were supplied by Food for the Poor and delivered by JBTE to institutions covered by the contract (PADCO and formerly Detech institutions)

JBTE duly delivered to designated institutions, all the items made available at Food for the Poor (FFP) warehouse in Spanish Town (see Table 2). Appendix 2 details the items and quantities that JBTE had expected to received at FFP warehouse or otherwise from PADCO and the actual quantities received. PADCO was responsible for arranging the supply of the items; JBTE's responsibility was to receive and deliver these items from FFP warehouse. PADCO was duly notified of the shortfall for some items and the non-supply of others. A meeting was held at FFP warehouse at which PADCO, JBTE and FFP were represented.

Subsequent to this meeting no further supplies were received for distribution under this heading.

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

3. **Furniture and other Items that supplied by Food for the Poor and Delivered by JBTE to PADCO Non-Project Institutions**

JBTE was responsible for the receipt and delivery to Non-Project institutions items that were to be made available at FFP warehouse in Spanish Town. A list of schools with quantities of items per school was received by JBTE from PADCO (see Appendix 3). It was understood by JBTE that it (JBTE) would not necessarily receive for distribution all items or the quantities indicated. Further it was understood that the number of schools receiving items would be contingent on the items and quantities received at FFP. It was also understood that JBTE would apportion whatever it received on a pro rata basis where it was possible and feasible to do so. The initial list (see Appendix 3) had a total of forty (40) schools. PADCO later advised that the following schools were to be dropped from the list: Mount Grace Primary and Junior High, St. Georges Girls Primary and Calabar Primary and Junior High.¹ One new school, Hillsbrook All-Age, was added to the list. It should be noted that in some instances food for the poor actually supplied fewer items than they originally indicated were available, while in other instances larger number of particular items than original projected were supplied. Additionally, where types of furniture other than on the original list was available from FFP these were included in the delivery to schools.

Initially, FFP indicated that it could supply the items and quantities indicated in Table 3 and on that basis JBTE began distributing these items bearing in mind the foregoing understandings. Availability of other items or quantities (included in Table 3) was brought to JBTE's attention as the operation progressed and was delivered to project institutions.

Table 3

ITEMS	QUANTITY
Sewing machine	13
Blanket	10
Single Bed	9
First Aid Kit	3
Infant Chairs	172
Octagonal Table	6
Teacher' Chair	281
Teacher Desk	192
Student Chair	300
Student Desk	300

JBTE received and duly delivered all the items that were made available at FFP warehouse to non-project institutions. Table 4 shows the items and quantities received and distributed. The items were distributed among thirty-one (31) of the adjusted list of

¹ PADCO comment: JBTE misunderstood our request. We asked that one lower, third priority school be replaced with Port Morant, a second priority school. We did not request removing three schools from the list and adding Hillsbrook All Age in their place. Hillsbrook is not a targeted school.

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38 non-project schools. As far as was possible (under the severe weather and difficult road conditions prevailing at the time) JBTE attempted to deliver to schools designated to benefit from particular items. See Appendix 4 for distribution of items by school.

Table 4

ITEM	Quantity Supplied
Teacher's desk	170
Teacher's chair	76
Teacher's table	36
Octagonal table	30
Wheeled table	5
Computer table	16
Round Table	1
Student's desk	825
Student's chair	342
Filing cabinet	15
Sewing machine	11
Single bed	3
Blanket	7
Bookshelves	21
World map	4
Chair for Infant	160
Desk for Infant	16
3-Seater chair	1
Folding chair	24
Magazine Stand	1

4. Purchases placed directly by JBTE to overseas suppliers

JBTE purchased the items in Table 5 (largely from overseas) and delivered these to the institutions indicated in the table.

Table 5

EQUIPMENT (COMPUTERS & LARGER EQUIPMENT)	Rio Bueno	Lowe River	Chester Castle	Adelphi	Goodwill	Salt Marsh	Bethlehem TC	Church TC	Total No of Items Delivered
ITEMS									
Computers (including peripherals – monitors surge protectors, keyboards, etc.).	2		1	2	1		20	14	40
Server							1		1
10/100/1000 Switch G-bit Ethnet 24 Port							1		1
Multimedia projector								1	1
Laptop computer								1	1
Calculator	20								20
Digital Camera		2							2
Tape Recorder		3							3
Overhead Projector		1							1
SMC 8 Port Network Hub								1	1

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5. Purchases placed directly by JBTE to Local Suppliers

JBTE purchased and delivered to project institutions the items shown in Table 6.

Table 6

EQUIPMENT & MATERIAL	Rio Bueno	Lowe River	Chester Castle	Adelphi	Goodwill	Salt Marsh	Bethlehem TC	Church TC	Total No of Items
Printer			1		1			1	3
Photocopy Machine (desk top model)					1	1			2
Scanner					1			1	2
Microwave oven				1		1			2
Component Set						1			1
Television Set (32")	1	1	1						3
Stove (30' 4 burner)						1		8	9
Desk/Standing Fan	2			1					3
Refrigerator (20 cu ft)								3	3
Electric Mixer (standing)								6	6
Mixer (hand)								4	4
Blender								8	8
Juice Extractor								3	3

Two items (under the current heading) have been purchased but not yet delivered (Table 6a). These and will be delivered with the Laboratory Supplies (see below) since the recipients are either the same or in proximity.

Table 6a

Projector Screen (small)		1							1
UPS System (700 VA)							1	1	2

With respect to Laboratory Items we have received all the items that our supplier has indicated it can supply at this time (see Table 7). We have delivered a portion of the quantities recived (to Lowe River Primary and Junior High) and will deliver the balance (to Church teachers' College and Lowe River Primary and Junior High) within a day or two. The delay was consequent on the fact that our supplier had to source from overseas some items not normally held in local inventory.

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**Table 7
Laboratory Equipment and Reagents, etc.**

Local Suppliers									
REAGENTS/EQUIPMENT & other supplies for SCIENCE		Low River	Church TC						Total No of Items
Microscope		3	4						7
Microscopic Slide		3							3
Bunsen Burner		6	6						12
Tripod Stand		6							6
Separating funnel		6							6
Filter Paper		6							6
Petri Dish		12							12
Clamps & Stand		3							3
Test tube & Boiling tube		12							12
Test tube stand (rack)		3							3
Evaporating Dish		12							12
Conical Flask		12							12
Burette		12							12
Triple Beam Balance		3							3
Voltmeter		3							3
Gauze		6							6
Capillary Tubes		6							6
Lithmus Paper(red/blue)		6							6
Rubber Tubings (metres)		6							6
Copper II Sulphate Crystals(blue)		3							3
Sodium Hydroxide		3							3
Calcium Carbonate Solution		3							3
Sodium Hydrogen Carbonate		3							3
Zinc Powder		4							4
Magnesium ribbon		3							3
Copper (Cupric) Oxide		3							3
Ammonia Solution		3							3
Universal (PH) Indicator Paper		6							6
Iodine		3							3
Reagent Bottle			6						6
Potassium Iodide		1	3						4
Cobalt Chloride			4						4
Splints			2						2
Ammeter			6						6
Convex Lens			4						4
Concave Lens			4						4
Spring Balance			4						4
Ferrous Sulphate			4						4
Ferrous Ammonium Sulphate			4						4

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Local Suppliers									
REAGENTS/EQUIPMENT & other supplies for SCIENCE	Low River	Church TC							Total No of Items
Pipette 10cm ³		10							10
Barium Chloride		4							4
Visking tubings	12								12
PH meters (testers)	3	4							7
Benedicts Solution	3	4							7
Solid Sodium Carbonate	3	4							7
Cobalt Chloride Paper	6								6
Measuring cylinder (10x100cm)		10							10
Thermometer	12								12
Magnifying glass & hand lens	12								12
Iron Filling	3								3
Camping Gas (small cylinder)	6								6
Measuring Cylinder	12								12
Round bottom flask	6								6
Test tube holder	12								12
Rain Gauge	3								3
Pipette	12								12
Stop Watch	3	5							8
Stethoscope	3								3
Dissecting Kit	2								2
Stirring Rod	6								6
Water Bath	6								6
Mortar & Pestle set	3								3
Chromatography Paper	3	6							9
Pepsin Solution	3								3
Sudan III Solution	3								3
1% Copper II Sulphahte Solution									0
Sodium Hydroxide Solution	3								3
Burette 50cm ³		10							10
Pipettes 25cm ³		10							10
Spatula		2							2
Electronic Balance		3							3
Copper II Sulphate		4							4
Sodium Hydroxide Pellets		4							4
Sodium Sulphate		4							4
Soda Lime		4							4
Crocodile Clips		20							20
Ripple Tank with accessories		4							4
Oscilloscope Dual trace		4							4
Signal Generator		4							1

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

Table 8 shows the items/quantities purchased and delivered to project institutions under the category Home Economics/Agriculture Dept/PE Dept /Sick bay /Misc.

Table 8

Home Economics/Agriculture Dept/PE Dept/ Sick Bay/ Misc.	Rio Bueno	Lowe River	Church TC	Adelphi						Total No of Items
Hose	2									2
Cutlass	2									2
Fan Rake	1									1
Mattock	1									1
Push Broom	1									1
Waterers		5								5
Feedpans		4								4
Towels		12								12
Wash Rags		36								36
Cereal Bowls & Plates		50								50
Large Cooking Pots		2								2
Large Dishpans		2								2
Dessert Bowls		12								12
Serving Jugs		6								6
Tea Pots		6								6
Tea Cups		36								36
Drinking Glasses		50								50
Platters		6								6
Dinner Plates		24								24
Sugar Bowls		6								6
Pyrex Dishes		6								6
Table Knives		12								12
Eating Forks		12								12
Serving Forks		16								16
Eating Spoons		12								12
Serving Spoons		16								16
Rolling Pins		3								3
Cutting Boards		6								6
Pots (s/m)		3								3
Measuring Cups		3								3
Measuring Spoons		3								3
Spatula		2								2
Wooden Spoons		6								6
Plastic Bowls		12								12
Saucers		12								12
Baking Tins		12								12
Mats		6								6

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

The following items (in Table 8b) have been purchased but not yet delivered. We will deliver these with the other items we now have in hand. We felt it advisable to hold these until we had other items which were to be delivered to the same area.

Table 8b

Items	Quantities							Total
Netballs		2						2
Double sink		2						2
Sprinkler	2							2
Paint (gals)	25							25
Single Bed linen		6						

6. Items Included in Original List but not Supplied T-Date and Estimated Cost

We were unable to purchase and deliver some items that were submitted with the original listing. These are indicated in Table 9 with the estimated costs earlier submitted.

Table 9

ITEMS	QUANTITY							Est. COST
Biuret reagent			2				2	43.08
Prep Specimens of Pl & Animal kingdom			6				6	664.92
Bell jars	2						2	138.00
Microscope cleaning kits			6				6	367.50
Ticker tape timer			2				2	163.76
Ice Cream Maker								4200.00
Total								5577.26

Submitted by JBTE to PADCO

Marcia Stewart (Mrs.)
Administrator

January 25, 2006

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

Appendices follow

(see separate file)

Attachment F—JBTE Resupply and Reequip Reports - Jamaica

APPENDIX 1

DISTRIBUTION OF ITEMS BY INSTITUTION																										
FURNITURE & OTHER ITEMS	PARISHES																									
	TOTAL	Cofrals Basic	Norman Gardens Pr. & Jr. Victoria All-Age	St. Thomas Church Basic	Longwood Basic	Banks Basic	Sedgepond Basic	MT. Airy All-Age	Fergusson All-Age	Low River Pr & Jr. High	Hazard Primary	Tulloch Primary	Trinity Primary	Ft. George Primary	Linsted Primary	Church Teachers' College	Adelphi All-Age	Bickersteth Primary	Bethlehem Teachers' College	Cornwall Mountain All-Age	Salt Marsh All-Age	Goodwill All-Age	Chester Castle A.A	Flankers Pr. & Jr. High	Rio Bueno	
Trapezoidal Table	23	2				2	2									13										
Folding Cupboards	34	3	3	3	2	2	2	4	4		4				5											
Wall-Mounted Chalkboards	13	1			1					2	2				6											
Stationery cupboards (Royale)	14															14										
Display cabinets	3															1										
Wooden 2 seater Benches	128								20							10				30	10	8	30	20		

The items in this table were purchased by JBTE and delivered to the institutions indicated.

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APPENDIX 2

		DISTRIBUTION OF ITEMS BY INSTITUTION																TOTAL EXPECTED	Total Received and Distributed										
FURNITURE & OTHER ITEMS	PARISHES	Rio Bueno	Flankers Pr. & Jr. High	Chester Castle A.A	Goodwill All-Age	Salt Marsh All-Age	Cornwall Mountain All-Age	Bethlehem T. College	Bickersteth Primary	Adelphi All-Age	Church T. College	Linstead Primary	Ft. George Primary	Trinity Primary	Tulloch Primary	Hazard Primary	Low River Pr & Jr. High	Fergusson All-Age	MT. Airy All-Age	Sedgepond Basic	Banks Basic	Longwood Basic	St. Thomas Church Basic	Victoria All-Age	Norman Gardens Pr. & Jr.	Coffals Basic			
		Trelawny	St. James	Hanover	St. James	Trelawny	Westmoreland	St. Elizabeth	St. James	St. James	Manchester	St. Catherine	St. Ann	St. Mary	St. Catherine	Clarendon	Trelawny	Manchester	Westmoreland	Clarendon	Clarendon	Clarendon	Clarendon	Clarendon	St. Catherine	Kingston	Clarendon		
Teachers' Desks			2		4					2		9	3	4	2	8	9	6	10	2	2	3	3				3	72	81
Teacher's chair			2	15	4	5				2		9	3	2		7	9	6	10	2	2	3	3				3	87	23
Teachers Table												8	4	8	6	2	7	2	7	3	3	3	3	6			2	64	55
Students' Desks			10		20	20			79			16	15	10	50	20	75	50	27		5	5						402	422
Students' Chairs								10	15	25	13			8	40	20	75	50			5	5	32			12	310	330	
Cupboards for Teachers					5	2						6			3	5	5	5	1									32	nil
Free Standing Chalkboards					1				10			8	2		4	4			1	2				5	5			43	nil
Metal Easel w/whiteboard																							1					1	nil
Folding Chairs																			20									20	nil
Ply Board																	10											10	nil
Daybed																	1			1	1	1	1			1		6	nil
Basic School Desk																												0	25
Basic School Chair																							10			12	22	47	
Desk Chair/combo															25		20		20					70			135	70	
Tables								10		10																	20	20	

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APPENDIX 3

Too large to be included here

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APPENDIX 4

	Teachers Chairs	Teachers Desk	Students Chair	Student Desk	Octagonal Tables	Wheeled Table	Computer Table	Round table	Basic Schl Chair	Basic Schl. Desk	Filing cabinet	sewing Machine	Single Bed	Blanket	Bk. Shelves	Magazine Stand	World Map	Teacher Table	3-seater chair	Folding Chairs	
APPENDIX 4			40	40																	
Pleasant Valley			40	40																	
Content Gap		11		13			5		4		1				8						
Hillsbrook AA		5		50		1					8				8	1		8			
Simon AA		5		38			9	1	10		5				2						
Brandon Hill AA					2					16											
Staceyville AA		7	60	60														7			
Minto AA		2		50																	
Penlyne Castle AA		2		20																	
Ginger Ridge AA		14	10	10	10				60												
Top Hill All-Age												5									
Bermaddy Primary		10		75										4				10	1		
St. John's Primary		2		50			2											5			
Port Morant Pr. & Jnr High	8	12	20	20																	
Thornton Primary		2																			
Dalvey Primary	3	3										2									
Old Pera Primary	6				2				16					1							
Jonestown Primary		2											1								
Duhaney Park Primary		6										1						6			
St. Judes Primary					10				40												
Waterloo All Age												2	1	1							
Free Hill Pr. & Jr. High	5	5										1									
Galina Primary			96	96																	
Stony Hill Primary	8	8																			
Crawford Primary	46	47	63	63																	
Arthur's Seat Primary		6		100		2									1		2				
Garden Hill All Age		4	8	44		2									2		2				24

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Jack's Hill All Age		4	5	56							1		1	1							
Woodford All Age		5																			
Garland Prim. & Jnr. High					6				30												
Elgin Primary		5																			
Albion Prim. & Jnr. High		3	40	40																	
TOTAL		76	170	342	825	30	5	16	1	160	16	15	11	3	7	21	1	4	36	1	24

Distribution of Items to Non- Project Schools Institutions.