

**THE HURRICANE IVAN SOCIAL SECTOR INFRASTRUCTURE  
REPAIR AND RECONSTRUCTION PROJECT (HISSIRR)  
CONTRACT No. 532-C-00-05-00007-00**

**MID-TERM EVALUATION**

**NOVEMBER 2004 – FEBRUARY 2005**

**DevTech Systems, Inc.**

**Kingston, Jamaica**

**March 2005**

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**I. EXECUTIVE SUMMARY**

The DevTech team in Kingston has confronted multiple challenges in the implementation of the post-Hurricane Ivan restoration activity: shifting priorities and numbers of targeted facilities; a complex bidding process requiring workshops and training; and a dilatory system of authorizations for the subcontracts. Despite these challenges and the short time frame of the Project, DevTech has adhered to the schedule of its original Work Plan. By the end of April, the Project Team expects all repairs and refurbishing to be complete.

The Project is divided into four task areas for implementation and monitoring. The Performance Monitoring Plan (PMP) provided a clear series of Intermediate Results and indicators of achievement for each task area. The project Work Plan and the companion PMP are both models of clarity and served as the guides for the present mid-term evaluation.

All the activities specified for Task 1 were accomplished on schedule: establishing the office, drafting work and monitoring plans, conducting damage assessments, providing bidder workshops, and awarding contracts. The workshops deserve special mention, as they constituted an important training action undertaken in the project, affording local companies the opportunity to understand U.S. Government standards of acquisition, to appreciate clarity and transparency in both the bid and award phases of the procurement, and to implement sound procedures in safety, quality control, contract compliance, and site cleanliness.

Task 2 called for the restoration and refurbishment of educational facilities. Twenty-seven schools, including one college, are slated for restoration; all are now under contract for repairs, twelve are in process of restoration, and work has finished in five. No facility has been formally certified as completed. Refurbishment will be undertaken by the Joint Board of Teacher Education, which has a single contract for refurbishment and supplies.

Task 3 requires the restoration of health facilities. Of 127 clinics assessed for damage, the Project retained 66 for repairs. Of this number it has put 53 under contract, begun work on 15, and completed five. During the course of this evaluation, a final subcontract was under negotiation for the remaining 13 centers. Refurbishment of health centers was dropped as a project requirement.

Task 4 requires that NGO facilities be repaired. Only three NGOs were assessed and all three were retained for repairs. The contract for NGO restoration was the eleventh signed of thirteen total and work has begun on one of the three NGOs targeted, and all will be finished before the termination of the project.

While adequate data on progress were available in the project office, the imperatives of implementation left little time for development of an MIS. That situation is being rectified at present. The Project now has a basic questionnaire to address all the PMP indicators and a designated spreadsheet for recording the information. To assemble all information in a single repository, the project will have a set of relational tables completed on a MicroSoft ACCESS platform by the end of March. This database will greatly facilitate the final evaluation and will allow for effective reporting on its achievements.

## II. INTRODUCTION

Hurricane Ivan, which struck Jamaica on September 10, 2004, caused damage to a number of schools, health clinics, and NGO facilities across the island. As part of the reconstruction effort, USAID/Jamaica contracted DevTech Systems Inc. to provide technical services in the design, management, and supervision of repair and refurbishment of primary schools, teachers' colleges, NGO facilities, and health clinics. The vehicle for this effort is the *Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica Project*.

The purpose of this report is to provide USAID/Jamaica with a mid-term evaluation of the project. The evaluation team assessed progress towards achievement of the project's four core task areas. From February 17–25, 2005, a two-person consulting team comprising Dr. Donaldo Hart and Ms. Nina Etyemezian interviewed personnel from USAID, DevTech's project office in Kingston, the Ministry of Education, Youth and Culture, and the Statistical Office of Jamaica. The evaluation team also conducted site visits to schools and health clinics targeted for rehabilitation under the project and reviewed project files, documents, procedures, and data.

The evaluation team's findings are presented below in keeping with the four Task areas and their respective indicators delineated within the project's performance monitoring plan.

Task 1: Project Start-up

Task 2: Repair and Refurbishment of Educational Facilities

Task 3: Repair of Health Center Facilities

Task 4: Repair of NGO Facilities

Under each of the four tasks, findings are reported for the overall status of the Task and for the indicators under the Task.

### III. FINDINGS

#### A. Task 1: Project Start-up

**OVERALL STATUS: Task One is complete, with all intermediate objectives met.**

IR1.1: Project Office set up and operating.

**STATUS:** *Result achieved.*

IR1.2: Work Plan and Performance Monitoring Plan prepared.

**STATUS:** *Result achieved.*

IR1.3: Damage Assessment Completed and facilities prioritized.

**STATUS:** *Result achieved.*

IR1.4: Bidding Skills of contractors improved through workshops.

**STATUS:** *Result achieved.*

IR1.5: Contracts awarded for reconstruction work.

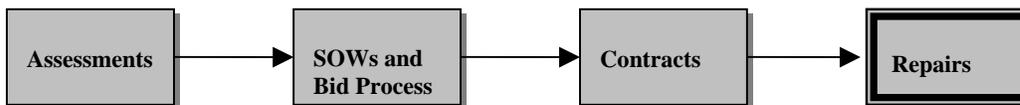
**STATUS:** *Result achieved.*

#### *Summary of Achievements*

**IR1.1.** At the time of this evaluation, the *Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica Project* (the Project) was operating from well-equipped, comfortable office space in a convenient area of New Kingston within walking distance of USAID, two premium hotels, and several government offices. Full-time staff included two expatriate experts—one designated Chief-of-Party—three engineers, a receptionist, a bookkeeper, and three drivers.

**IR1.2.** The Work Plan and the Performance Monitoring Plan are models of clarity, transparency, and completeness. They follow USAID guidelines, especially in respect to the PMP, which closely adheres to USAID’s Performance Monitoring Toolkit in structure. DevTech drafted both documents during the first phase of implementation. Both the Work Plan, with its activity schedule, and the PMP, with its Intermediate Results and Indicators, served as guides for the present evaluation, which was structured largely as a progress monitoring exercise. It would be difficult to overstate the case for preparing these plans at the outset of a project, and DevTech’s work on them was exemplary.

**IR1.3.** The assessment of damages took place over the first ten weeks of project implementation and thus overlapped with other project activities. Assessments had to be carried out by qualified engineers who then wrote the statements of work for the ensuing contracts. The project’s critical path thus followed the following steps:



Only 69 percent of facilities assessed were judged in need of repair for hurricane damage according to project criteria. Thus of 140 facilities assessed by Project staff, 96 were retained for

intervention. From an evaluation perspective, the only weakness in the assessment process was a frequent neglect of the standardized form that DevTech had developed in favor of individual, handwritten notes. The Project is at present making an effort to transfer the engineers' handwritten notes onto the standardized documentation of assessments.

**IR1.4.** Project guidelines called for DevTech to subcontract all repair work to local builders and qualified NGOs. With the help of short-term technical assistance, the project offered two workshops to interested parties. These seminars afforded potential bidders a chance to understand every relevant aspect of the project as well as the entire process of bids, awards, and construction based on U.S. standards. The workshops covered the following topics:

- Project objectives and timeline
- Who are qualified bidders
- Structure of RFPs
- Certifications
- Tendering procedures
- Evaluation procedures
- Scheduling (April 30 absolute deadline)
- Special concerns: safety, cleanliness, signage
- Invoicing and payments

Each workshop was delivered through a PowerPoint presentation, and the files are available in both hard and electronic copies in the Project Office.

This Intermediate Result—improving skills of bidders—deserves special comment, as it has proven to be an excellent training and development activity of a project otherwise intended for the repair of physical structures. Six building companies attended the first workshop in December 2004, and twelve companies attended the second event in February 2005. Subsequent to the workshops, a total of twenty-three contractors submitted bids on RFPs, leading to eight awards for construction and repair and one award for refurbishment and supply. Six of the construction contractors have begun work, employing from five to ten workers per site and disciplining them in matters of performance, quality, safety, and site cleanliness.

While the PMP counts only the beneficiaries of restored and refurbished facilities, the contracting companies, their directors, supervisors, and workers are equally project beneficiaries. They have been exposed to a bidding process that is clear, consistent, fair, and transparent, and they have accepted certain standards of timeliness and quality that in many if not most cases do not constitute part of their normal operations.

**IR1.5.** The acquisition process began in December and will terminate by the end of February. By the time of the field work for the present evaluation, the Project had awarded twelve contracts for a total value of US\$1,813,047; a thirteenth contract was expected to be signed by the end of February, raising the total value of all contracts, including actual and anticipated amendments, to \$2,298,076. Subcontracts have been subjected to thorough and multiparty review and authorization procedures. The contracts the evaluation team reviewed were clear and complete.

In sum, progress under Task 1 has been on-schedule and is complete in every Intermediate Result and projected activity. The status of assessments, awards, and repair work is summarized in the table below:

**STATUS OF FACILITIES**

Status	Schools	Clinics	NGOs	Colleges	Totals
Total assessments conducted	37	98	3	2	140
Facilities targeted for repairs	26	66	3	1	96
Facilities with signed contract	26	53	3	1	83
Work begun	12	15	1	1	29
Repairs complete	5	3	0	0	8
Work certified	0	0	0	0	0

Thus of the 140 facilities assessed by the engineers, 96 are slated for work, 83 are under contract, and 29 are in the repair phase. Only eight have been finished.

**B. Task 2: Repair and Refurbishment of Educational Facilities**

**OVERALL STATUS: Task 2 is on-schedule and in progress.**

IR2.1: Teacher college facilities restored to pre-Hurricane conditions.

**STATUS:** *In progress*

IR2.2: School facilities restored to pre-Hurricane conditions.

**STATUS:** *In progress*

IR2.3: College/schools refurbished with equipment and supplies.

**STATUS:** *No progress*

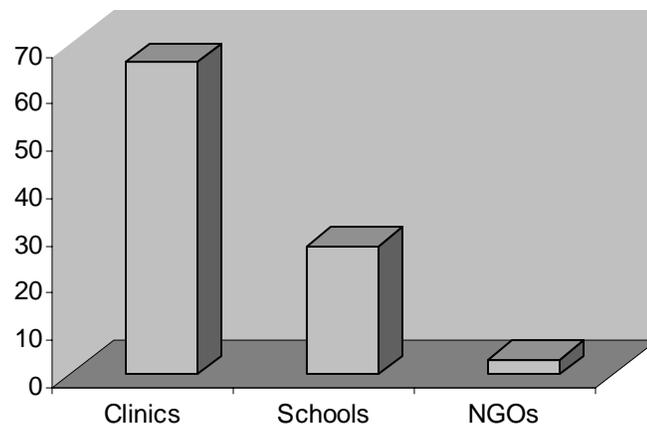
IR2.4: Teachers and students receiving services from restored facilities.

**STATUS:** *Results partially achieved*

**Summary of achievements**

As depicted in the chart, schools (including the single college) represent 27 percent of the facilities under contract. Their draw on the repair budget exceeds this percentage but the figures are not final. Compared to the clinics (health centers), work on schools is relatively advanced, with nearly half of the school facilities already under repair, while work has commenced on less than one quarter of the clinics. Work has finished on five schools (20 percent) but only on three clinics (<5 percent).

**Facilities for Repair**



**IR2.1.** Only one college figures into the repair schedule of the Project: CASE, the College of Agriculture, Science, and Education. This institution, on the north coast of Jamaica, suffered extensive roof damage to its classrooms, dormitories, science laboratories, walkways, and out-buildings in the farming and animal husbandry areas. The contractor began the repairs in mid-February. Unlike the other schools, CASE has a full-time director of properties and buildings who maintains vigilance over the quality of the contractor’s work, and he quickly contacted the responsible DevTech project engineer to call attention to some irregularities. This kind of internal quality control is unavailable in most of the targeted facilities.

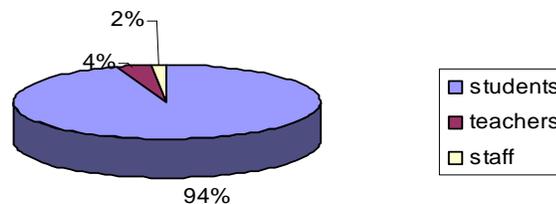
**IR2.2.** Project documents indicate that the repair work is finished in five schools. Numerous factors, including a slow, bureaucratic process of approvals for subcontracts, delayed much of the work in the early months of the activity. In response to expressions of frustration from some of the intended beneficiaries, DevTech, in coordination with USAID, undertook a public relations campaign to mitigate dissatisfaction by explaining the causes of delays. The campaign seems to have generated positive results, as responses from school principals during the course of the present evaluation indicated that they understood the inevitability of postponements when external funding is required.

The final step in recording a facility as fully rehabilitated involves formal certification that the work was completed as per contract. No facility has as yet been certified.

**IR2.3.** At the time of this evaluation, no facility had been refurbished or restocked with damaged supplies or equipment. An entirely separate contract, valued at US\$425,871, has been awarded to the Joint Board of Teacher Education (JBTE) to carry out refurbishment. This is a substantial award in relation to the other twelve contracts, as it represents over twice the amount given to any other entity in the Project. The JBTE has held a series of meetings to determine needs, and the evaluation team attended one such meeting. This activity requires close monitoring to ensure compliance, transparency, and timeliness.

**IR2.4.** The number of potential direct beneficiaries from school repairs is approximately 11,130. The term *direct beneficiaries* refers to students enrolled in the target schools and to teachers and other salaried staff, both administrative and ancillary, who work in these schools. The proportions are greatly in favor of the students and are represented in the chart below:

**SCHOOL BENEFICIARY DISTRIBUTION**



The actual numbers are as follows:

Students enrolled	10,531
Teachers	407
Other Staff	194

The reference to *potential* implies that the individuals will only become beneficiaries once the repairs have been completed; it also conveys some ambiguity, since in no case of which the evaluation team is aware did classes actually cease for more than a few days following the hurricane. It is testimony to the resourcefulness of the Jamaican people, and to the primacy they accord education, that little time was lost from instruction and that attendance rapidly returned to pre-hurricane numbers in most schools. In many schools, however, classes have had to be held in alternate buildings or under crowded conditions, affecting the quality of the learning environment.

That the numbers are only approximate is unavoidable and temporary. Where the evaluation team actually visited a facility, the numbers are presumed accurate. For all the remaining schools, however, the enrollment figures are drawn from 2003 data (see *School Profiles*). A full census of the target schools will be complete before the final evaluation of the project. (See Chapter IV of this report.) Regarding gender distribution, definitive figures will only be available when the census is complete. Based on the schools visited and—more reliably—on enrollment figures in Jamaica since 2001, one can assume that the distribution is close to equal among male and female students (*Education Statistics*).

*Indirect* beneficiaries are those individuals and families in the community, or communities, from which a school draws over 90 percent of its students. (See discussion of this issue in Chapter IV.) School authorities seem to have good knowledge of these figures, and they are the most reliable source for them. The mean figure for the schools visited during this evaluation was 5,500 individuals.<sup>1</sup> Only through a census of all the schools in the Project will final, reliable numbers become available.

### C. Task 3: Repair and Refurbishment of Health Facilities

**OVERALL STATUS: Task 3 is on-schedule and in progress.**

IR3.1: Health facilities restored to pre-Hurricane conditions.

**STATUS:** *In progress*

IR3.2: Facilities refurbished with equipment and supplies.

**STATUS:** *This IR has been eliminated: there will be no refurbishment of clinics*

IR3.3: Individuals and families benefiting from services at restored centers.

**STATUS:** *Results partially achieved*

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<sup>1</sup> Judgment is required for these data. CASE, for example, draws students from all the parishes of Jamaica, as well as from other Caribbean islands. While it draws a *majority* of students from adjacent communities, this majority is nowhere near 90 percent of the student body. The present evaluation team concludes that one cannot reasonably ascribe to CASE a figure for indirect beneficiaries that is consistent with figures given for other facilities.

*Summary of achievements*

**IR3.1.** The number of health centers, or clinics, targeted by the Project has fluctuated greatly. At one point the target universe approached 167 but fell to around 127 in a communication from the Ministry of Health in October 2004. Subsequent determinations of actual needs further diminished the number, and the current figures are reflected in the table below:

**HEALTH CENTERS**

Facilities Assessed	127
Retained for repair	66
Under contract	53
Repairs underway	15
Work completed	3
Work certified	0

From the numbers in the table, one can see thirteen health centers have not yet been assigned to a contract. In fact, the final subcontract from DevTech was in the negotiation phase when the evaluation team departed Jamaica.

For 82 percent of health centers retained for work, repairs are not yet underway. While this delay is not necessarily cause for alarm, the short time remaining in the life-of-project suggests that the DevTech field team will need to maintain pressure on the subcontractors to ensure timely completion of contracts as well as to ensure quality control. The health centers are situated in twelve of the country’s fourteen parishes. While they are more evenly distributed by parish than are the schools (which are found in eleven parishes in numbers ranging from one to six per parish), monitoring progress will demand considerable travel on the part of the engineers responsible.

**IR3.2.** USAID is no longer requiring DevTech to refurbish or resupply the health centers.

**IR3.3.** Direct beneficiaries of the health centers will include clients—visitors who seek or receive services—and the professional and nonprofessional staff, whether full- or part-time. As with the schools, indirect beneficiaries include the population of the communities served.

The evaluation team visited only two clinics. One of them received an average of 50 clients on each of two days per week; the other received an average of 80 per day five days per week. The evaluators were unable to find any source of documented information on the frequency of visits to health centers in the country.<sup>2</sup> During their field visits, Project staff will have the opportunity to complete this data.

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<sup>2</sup> STATIN, the statistical office of the government, did not have such information. The evaluators did not visit the Ministry of Health, where this data may exist.

#### D. Task 4: Repair of NGO Facilities

**OVERALL STATUS: Task 4 is on-schedule and in progress.**

IR4.1: NGO facilities restored to pre-Hurricane conditions.

**STATUS:** *In progress*

IR4.2: Clients benefiting from services at restored NGOs

**STATUS:** *On hold*

#### *Summary of achievements*

**IR4.1.** Only three NGOs were assessed; all three were retained for repairs. The status of NGOs is as follows:

**NGOs**

Facilities Assessed	3
Retained for repair	3
Under contract, work not begun	2
Repairs underway	1
Work completed	0
Work certified	0

The contract for NGO restoration was the eleventh signed of thirteen total, and it includes eight clinics, which have a higher urgency than the NGOs. Nonetheless, work has begun on one of the three NGOs targeted, and all will be finished before the termination of the project.

**IR4.2.** Direct beneficiaries of NGOs usually include the communities that NGOs serve and the professional and nonprofessional staff, whether full- or part-time of the NGOs. As with the health centers and schools, indirect beneficiaries include the larger population of the communities served.

The evaluation team did not visit any NGOs and the evaluators were unable to find any source of documented information on the frequency of visits or delivery of services by the NGOs. However, during their field visits, Project staff will have the opportunity to complete this data.

## IV. DATA AND MIS

### A. Data Availability, Validity, and Reliability

Most of the data items required by the PMP are simple numbers whose collection should be straightforward. Numbers of facilities, numbers and value of contracts, assessments, status of restoration, location of facilities, student and client numbers—these are all items that can quickly and easily be obtained through site visits or from project files.

Some of the PMP data is deceptively simple in appearance but problematic in final definition. The method of counting direct beneficiaries is not consistent between schools and health centers or NGOs. For example, students at a given facility attend classes each day of the week; health center clients may visit a facility one time only, or they may come at regular or at irregular intervals. Schools are open five or six days each week; some health centers receive clients only two or three days per week. When reporting the Project's direct beneficiaries, therefore, it would be misleading to aggregate those of targeted schools with those of clinics and NGOs. Schools' direct beneficiaries are students, teachers, and other staff. Health center and NGO beneficiaries are referred to as clients and should be understood as number of clients per week.<sup>3</sup> When a facility measures its clients in terms of visits per day, then the figure recorded should be the weekly average. For example, 50 visits each day to a facility that is open two days per week would represent 100 clients (per week).

USAID has requested figures for populations served by each facility. This report designates as *indirect* the assumed beneficiaries represented by the population served. It has also made a judgment that the population served be limited to the community or communities from which a given facility draws over 90 percent of its students or clients. Other donor projects proceed differently. New Horizons, for example, tallies a school's beneficiary population as the sum of all the districts from which student may by regulation attend the school. This method of calculating leads to inflated figures, such that a small primary school with 120 students is alleged to serve a beneficiary population of 50,000 citizens. These numbers distort reality and can be suggestive of negative circumstances—that there is only a single primary school for 50,000 people in a parish. DevTech will not report beneficiary populations on that basis.

USAID has also requested economic data for populations served—specifically GDP for the areas. Research conducted for this evaluation indicates that it is not possible to obtain such information in Jamaica in any straightforward manner. Economic statistics in Jamaica do not disaggregate GDP by region or parish, much less by community. The fact that wealth is unequally distributed among political divisions (parishes, communities) in the country means that a simple equation in which national GDP is divided by the referenced population would produce utterly misleading and incorrect figures. Even to estimate with a reasonable margin of error the GDP for a locality would require a separate, somewhat complex study. This report

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<sup>3</sup> One could calculate “beneficiary days,” multiplying students by school days in a week or year and clients per week by 50 or 52. It is simpler and less misleading to keep the types of beneficiary separate.

therefore recommends that efforts to acquire such information be abandoned, and that any third-party figures that allege to provide local GDP information be scrutinized for validity.<sup>4</sup>

## **B. Management Information System (MIS)**

Data management has fallen behind in the Project. Given the enormous challenges the Project Team has faced in adhering to the schedule proposed in the Work Plan, it is understandable that pressure for implementation has overshadowed the development of information systems. While not included in the SOW for this internal mid-project evaluation, the creation of basic elements of such a system became a part of the present exercise.

Creating mechanisms for recording and storing data related to project progress was greatly facilitated by the superb Performance Monitoring Plan that DevTech drafted during the initial phase of project implementation. The two instruments prepared during this evaluation are a one-page questionnaire, included in the Annexes, and a database on an Excel spreadsheet format.

The questionnaire is based on an analysis of data fields required by the PMP and on other variables requested either by Project staff or by USAID. The data fields cover five distinct categories:

- Facility identification
- Restoration status
- Refurbishment status
- Contract values
- Beneficiaries

All the data variables, except contract values, can be completed for any single questionnaire in five minutes in the field, and the remaining data are readily available in the Project Office. Input into the spreadsheet database takes less than three minutes per record. The engineers, during site visits, can complete the information for those facilities under their responsibility.

The data aggregated from the spreadsheet will serve to answer in detail all questions related to indicators, inputs, and outputs specified in the PMP. As long as the system is maintained, the Project can produce progress information for USAID or the GoJ in minutes.

While this database is fully responsive to the PMP, it does not cover all of the information requirements of the Project. Project leadership has foreseen the need for a more robust system that can provide extensive information in related tables on facilities, contractors, contracts, and jobs. Such a system can be organized in an Access platform and can import PMP data from the spreadsheet. An MIS of this nature is simple to construct and to maintain and can serve as a model for similar activities in the future—including grants management activities, whether or not related to disaster assistance. The Access database is being developed and will be operational by the end of March.

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<sup>4</sup> That GDP data are not disaggregated by region or district in Jamaica was confirmed by two respondents at STATIN and by the senior statistician at the Ministry of Education.

## V. CONCLUSION

Despite a slow start up phase, the project is still being implemented with a target end date of April 30, 2005. Repairs are underway on most targeted facilities and the refurbishment contract has been signed for equipment and furniture for schools. Weaknesses in monitoring and data collection are being addressed with the development of an MIS and the use of survey questionnaires by staff engineers overseeing the repairs of the facility.

## ANNEX A: METHODOLOGY

The evaluation team collected data, reports, and other relevant materials and conducted site visits to check the validity of the information collected. The team reviewed documents provided by the project office on assessments, bidding procedures, and contracts awarded and examined the project's files to assess compliance with pre-established procedures and forms aimed at ensuring a transparent and effective monitoring system. The meetings that the team held over the course of the ten-day visit were with four different stakeholders in the project's implementation.

### **USAID/Jamaica**

The team met with the CTO and other key USAID Office of Education staff to discuss the evaluation and gather information on USAID's perspective on project's performance.

### **Project Staff**

The evaluation team conducted several individual and group interviews with the team of engineers on the project to ascertain the number of facilities that were targeted for rehabilitation, the status of rehabilitation work, the issues and obstacles that the engineering team was facing in conducting their work and the level of controls and monitoring applied towards the subcontractors actually rehabilitating the facilities. The team also interviewed the Chief of Party and other technical staff and consultants working on the project to collect the widest range of information and to become familiar with the intricacies and issues of project implementation.

### **Government of Jamaica institutions**

The evaluation team met with representatives of the Ministry of Education, Youth and Culture in charge of rehabilitation efforts through the donor community as well as the Ministry's planning and statistics department. The team also reviewed documents and annual reports prepared by the Statistical Institute of Jamaica and met with staff from the Institute to identify the types of demographic, educational and economic data that is accessible, readily available and usable through the Institute.

### **Beneficiaries at the facility level**

In preparation for the site visits, the evaluation team developed a simple and rapid survey instrument to gather the data necessary for evaluating project inputs and outputs and to gather data on the impact of the rehabilitation of facilities on beneficiaries and the larger community that the beneficiaries are drawn from. The data fields covered in the survey respond to the data fields required by the PMP as well as other fields requested by the project and/or USAID. They are gathered under five categories: facility identification, restoration status, refurbishment status, contract values, and beneficiaries. The team visited three schools, two health clinics and CASE (College of Agriculture, Science and Education) and trialed the survey instruments on the school principals, health clinic managers, and college staff that they interviewed.

Before departing from Jamaica, the team finalized the survey instrument for the project's use to assist them in periodically monitoring the numerous data fields necessary for reporting on progress. Additionally, the evaluation team assisted the project staff in defining the parameters and creating a formal database for reporting and information dissemination purposes.

## ANNEX B: PERFORMANCE MONITORING QUESTIONNAIRE

*Interviewer:*

*Date:*

*Respondent:*

*Engineer:*

### Facility Identification

1. *Name:*

2. *Parish:*

3. *Village:*

4. *Type:*            School            Clinic            NGO

5. *Project Affiliation:*    New Horizons            CETT            Transition            Other:

6. *Established:*

7. *Grades:*

### Reconstruction Status

8. *Assessed:*    Y            N

9. *Contracted:* Y            N

10. *Begun:*        Y            N

11. *Completed:* Y            N

12. *Certified:*    Y            N

### Contract Values

22. *Initial Value:*

23. *Amended Value:*

24. *Final Value:*

25. *Expended:*

### Refurbishment Status

13. *Assessed:*    Y            N

14. *Contracted:* Y            N

15. *Begun:*        Y            N

16. *Completed:* Y            N

### Contract Values

26. *Initial Value:*

27. *Amended Value:*

28. *Final Value:*

29. *Expended:*

### Direct Beneficiaries

17. *Male students:*

18. *Female students:*

19. *Teachers:*

20. *Other Staff:*

21. *Clients:*

### Indirect Beneficiaries

## 22. Population Served:

### Notes to Questionnaire

*Header items.* Names of interviewer and respondent as well as the date of the interview are not recorded in the database or spreadsheet. The name of the responsible engineer is recorded. The questionnaires should be retained for reference.

*Item 6.* The project will have to decide whether or not to retain this datum. If it is retained as a single item, then the project will have to decide whether to use the date the facility was founded or established, the date it was first built, or the date of the current structures. All three could be different. We chose the date of the current facilities.

*Item 7.* The project must decide how to enter this data. A primary school with six grades could be entered as “6” or “1-6:”. A middle school with grades 6-9 could be entered as “3” or as “6-9”.

*Item 9.* Contracted means a contract (subcontract) was signed and authorized for repairs to the given facility, even if the contract included other facilities.

*Item 10.* Begun means the physical repairs have commenced.

*Items 17-19* do not apply to facilities other than schools.

*Item 20.* “Other” staff for schools means both administrative and ancillary. This same item should be used for *all* staff of clinics and NGOs.

*Item 21.* “Clients” refers to the beneficiaries of clinics and NGOs. The project should decide how to record this information. For example, a Health Center that is open only two days/week and receives 100 visitors those two days could be recorded as having 100 beneficiaries or 100 times 50 (weeks) or 5,000 clients. Either way requires consistency and transparency.

*Item 22.* Schools and clinics draw from both immediate and distant population centers. We recommend using the population figure for the community from which a facility draws over 90 percent of its student or clients. Other figures are unrealistic as the beneficiary base.

**ANNEX C: PERSONS INTERVIEWED**

<b>NAME</b>	<b>ORGANIZATION</b>	<b>POSITION</b>	<b>CONTACT</b>	<b>OTHER</b>
Mr. Olatunde Akanbi	Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica	Engineer	Tel: (876) 920-5294	
Mr. Michael Bent	May Pen Health Clinic	Clarendon Parish Manager	902-5852	Field Visit
Ms. Janet Brimm	Long Road All Age School (St. Mary, Region 2)	Acting School Principal	996-8042	During Principals' Meeting with JBTE. RE: Refurbishment
Mr. Antonio Burnett	Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica	Engineer	Tel: (876) 920-5294	
Mr. Clark	College of Agriculture, Science and Education	Director of Grounds and Maintenance	993-5490	
Ms. Dossette Creighton	Hillside Primary School (St. Thomas, Region 2)	School Principal	420-8085	During Principals' Meeting with JBTE. RE: Refurbishment
Mr. Errol Golding	Ministry of Education, Youth and Culture	Director, Technical Services	922-1400	

<b>NAME</b>	<b>ORGANIZATION</b>	<b>POSITION</b>	<b>CONTACT</b>	<b>OTHER</b>
Mr. Owen Gray	Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica	Engineer	Tel: (876) 920-5294	
Mr. William Hand	Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica	Project Director	Tel: (876) 920-5294	
Dr. Paul Ivey	College of Agriculture, Science and Education	President	993-5616	
Ms. Eugenia James	May Pen Health Clinic	Acting Administrative Officer	902-5852	Field Visit
Ms. Beverly Johnson	Jericho Primary School (St. Catherine, Region 6)	School Principal	985-1725	Field Visit
Mr. Eamonn Kilmartin	Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica	Senior Construction Advisor	Tel: (876) 920-5294	
Ms. Joyce Lattibeaudiere	Castleton Health Clinic	Nurse Assistant		
Ms. Iris Lewis	Crescent Primary and Junior High School (St. Catherine, Region 6)	School Principal	986-8783 986-8045	During Principals' Meeting with JBTE. RE: Refurbishment
Ms. McFarlane	Ministry of Education, Youth and Culture	Senior Statistician	967-0832 9673505	

<b>NAME</b>	<b>ORGANIZATION</b>	<b>POSITION</b>	<b>CONTACT</b>	<b>OTHER</b>
Ms Stephanie McKintosh	Sedgepond Basic School (Clarendon, Region 6)	School Director	987-4312	Field Visit
Ms. Lizette Morrison	Tulloch Primary School (St. Catherine, Region 6)	School Principal	985-8254	Field Visit
Ms. Linnet Nicholson-Phipps	King Weston All Age School (St. Andrew, Region1)	Acting School Principal	942-8619	During Principals' Meeting with JBTE. RE: Refurbishment
Ms. Clantis Pinnock	Victoria All Age School (St. Catherine, Region 6)	School Principal	985-7027	Field Visit
Ms. Sonjia Reynolds-Cooper	USAID/Jamaica	TAACA, Education Office of General Development	Tel: (876) 026-3645	
Ms. Claire Spence	USAID/Jamaica	Deputy Director, Office of General Development	Tel: (876) 926-3645	
Ms. Ava Turnbull	Trinity Primary School (St. May, Region 3)	School Vice Principal	994-9253	During Principals' Meeting with JBTE. RE: Refurbishment
Mr. Lauriston Wilson	Ministry of Education, Youth and Culture	Technical Services	922-1400	

## ANNEX D: BIBLIOGRAPHY

Ministry of Education, Youth and Culture, Annual Statistical Review of the Education Sector. *Jamaica Education Statistics, 2001-2002.*

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## ANNEX E: SCOPE OF WORK

### Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica

#### Statement of Work for Mid-Term Evaluation

(February 2005)

#### I. Background

Hurricane Ivan which struck the island of Jamaica on Friday September 10, 2004, caused damage to a number of schools, health clinics, and NGO facilities across the island. As part of the reconstruction effort, USAID/Jamaica contracted DevTech Systems Inc. to provide technical services in the design, management, and supervision of repairing and refurbishing primary schools, teachers' colleges, NGO facilities and health clinics in Jamaica. The Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica project will repair and re-supply schools and health clinic damaged and/or lost during the hurricane.

#### II. Purpose of Work

The purpose of this scope of work is to provide USAID/Jamaica with a mid-term evaluation of the Hurricane Ivan Social Sector Infrastructure Repair and Reconstruction in Jamaica project. The evaluation team will assess project inputs, outputs and progress towards the goals delineated in the contract with DevTech Systems. A two-person consultant team will work with USAID/Jamaica staff, Ministry representatives, implicated NGOs and staff of schools and health clinics to provide a mid-term evaluation of project performance.

#### III. Tasks and Methodology

##### a. Task

DevTech's monitoring and evaluation will team undertake an assessment of the impact of the project on project beneficiaries. The team will collect information available from records, beneficiaries and direct site visits to report on the following indicators.

<b>Table 1: Project Purpose: Selected Jamaican Social Sector Infrastructure Restored to pre-Hurricane Ivan Levels or Better</b>	
Project Task	Intermediate Results
<b>#1: Project Startup-</b> <b>Office set-up and operation</b> <b>Damage Assessment</b> <b>On-going Implementation</b> <b>Bidding skills workshops</b> <b>Performance Monitoring</b> <b>Progress Reporting</b>	IR1.1: Project Office set up and operating IR1.2: Work Plan and PMP in place for reporting performance toward targets IR1.3: Damage assessment completed and facilities repair/refurbishment prioritized IR1.4: Competitive bidding skills of contractors and NGO's improved thru workshops

	IR1.5: Contracts awarded for reconstruction work
<b>#2: Repair and Refurbishment of Educational Facilities</b>	IR2.1: Teacher college facilities restored to pre-Hurricane Ivan conditions or better IR2.2: School facilities restored to pre-Hurricane Ivan conditions or better IR2.3: College and School facilities refurbished with damaged equipment and supplies IR2.4: Teacher trainee and student beneficiaries receiving education services from restored facilities
<b>#3: Repair and Refurbishment of Health Facilities</b>	IR3.1: Facilities restored to pre-Hurricane Ivan conditions or better IR3.2: Facilities refurbished with damaged equipment and supplies IR3.3: Individuals and families benefiting from health services at restored centers
<b>#4: Repair of NGO Facilities</b>	IR4.1: Facilities restored to pre-Hurricane Ivan conditions or better IR4.2: Beneficiaries receiving NGO services and support from restored facilities

**b. Methodology**

The Performance Monitoring Plan will collect data from four sources of information for measuring, analyzing and reporting performance indicators for each intermediate result:

- Project administrative information maintained on each activity and deliverable will provide basic indicator data confirming date of completion.
- Interviews of beneficiaries, project staff, Jamaican Ministry officials, teachers, school directors, doctors, nurses and health administrators.
- Official national government statistics from the Jamaican Office of National Reconstruction, the Statistical Institute of Jamaica (STATIN), the MOE and MOH.
- Spot field survey checks for administrative data verification will be conducted by DevTech staff trained in methods of sampling and surveying. These reports will be used to validate the accuracy and quality of indicator data and to provide recommendations for improved program implementation.

**VI. Level of Effort**

The team will be comprised of Donaldo Hart, Senior Evaluation Expert, and Nina Etyemezian, Monitoring and Evaluation Specialist.

<b>Tasks</b>	<b>Donaldo Hart</b>	<b>Nina Etyemezian</b>
<b>Preparatory Work</b>	2	2
<b>Interviews and Data Collection</b>	7	7
<b>Report Writing</b>	4	2
<b>Finalizing Report</b>	2	1
<b>Total Days</b>	<b>15</b>	<b>12</b>

**V. *Deliverables***

- A draft mid-term evaluation report will be submitted to USAID/Jamaica prior to the team's departure from Jamaica.
- The finalized report will be submitted to USAID/Jamaica within 10 days of receiving Mission comments on the draft report.

**VI. *Performance Period***

This work will begin on/about February 15, 2005.