

ADB Education Sector Phase II

KA PROJECT REFERENCE: 8072W
INDUSTRY: Education
DISCIPLINES: Structural Engineering, Civil Engineering, Building Services Engineering, Architecture, Contract Administration

PROJECT SUMMARY

CLIENT

Government of Samoa

LOCATION

Apia and Upolu, Samoa

PROJECT TYPE

Education, Official
Development Assistance

YEAR COMPLETED

2006-2012



Samoa College



Falealili Secondary School

PROJECT DESCRIPTION

The Education Sector Project II aimed to support the Government of Samoa in its continued efforts to build a more equitable and effective education system, primarily by improving the quality of learning for primary and secondary school children. The project addressed priority areas in education service delivery, with a focus on disadvantaged areas. Despite positive achievements over the previous decade, including under the preceding Education Sector Project, the quality of education in terms of student test performance and functional literacy rates remained unsatisfactory. Large numbers of students did not complete primary education, the primary curriculum was outdated, and many teachers needed technical support to implement the new secondary curriculum and adopt new teaching methods. Other priority issues included a shortage of instructional materials, a lack of bilingual teachers, substandard infrastructure, and limited management capacity of the Ministry of Education, Sports and Culture. A secondary focus of the project was to improve government-led coordination and effectiveness of externally assisted and nationally funded programs.

Kramer Ausenco acted as the design and construction supervision consultant for 9 Secondary schools, 3 Secondary colleges, 1 Secondary school (Fagaloa School as a pilot community center) and 4 new teacher houses.

PROJECT ROLE

Kramer Ausenco acted as the design and construction supervision consultant, and services included

- Structural Engineers
- Civil Engineers
- Building Services Engineers
- Architects
- Contract Administrators

The consultancy covered investigation, design and construction supervision for 9 secondary schools, 3 secondary colleges and 1 community learning center. The Project consisted of upgrading the following education infrastructure:

- 9 secondary schools
- 3 secondary colleges
- 1 secondary school, Fagaloa School, as a pilot community learning center and
- 4 New Teacher Houses
- Update and finalize the Education Facilities Planning Handbook.

ADB Education Sector Phase II

PROJECT DATASHEET

Project Reference: 8072W

Industry: Civil Infrastructure - Education

ASSIGNMENT NAME:	APPROX. VALUE OF THE CONTRACT:
ADB Education Sector Phase 2	USD 8.0M
LOCATION & COUNTRY:	DURATION OF ASSIGNMENT (MONTHS):
Apia and Upolu, Samoa	36 Months
NAME OF FUNDING AGENCY:	TOTAL NO. OF STAFF-MONTHS OF THE ASSIGNMENT:
ADB	84 Person-Months
ADDRESS OF AGENCY:	APPROX. VALUE OF THE SERVICES PROVIDED BY YOUR FIRM UNDER THE CONTRACT:
6 ADB Avenue, Mandaluyong, Metro Manila	WST 1,777,433 (USD 686,682 equivalent)
START DATE (MONTH/YEAR): COMPLETION DATE (MONTH/YEAR):	NUMBER OF PROFESSIONAL STAFF-MONTHS PROVIDED BY ASSOCIATED CONSULTANTS:
Start date: March 2006 Completion date: March 2012	N/A
NAME OF ASSOCIATED CONSULTANTS, IF ANY:	NAME OF SENIOR PROFESSIONAL STAFF OF YOUR FIRM INVOLVED AND FUNCTIONS PERFORMED:
N/A	Jason Goddard (Project Director) Saju Abraham (Project Architect) Faufata Levi (Civil Engineer) Konrad Lober (Structural Engineer) Brad Pape (Building Services)

NARRATIVE DESCRIPTION OF PROJECT:

The Education Sector Project II aimed to support the Government of Samoa in its continued efforts to build a more equitable and effective education system, primarily by improving the quality of learning for primary and secondary school children. The project addressed priority areas in education service delivery, with a focus on disadvantaged areas. Despite positive achievements over the previous decade, including under the preceding Education Sector Project, the quality of education in terms of student test performance and functional literacy rates remained unsatisfactory. Large numbers of students did not complete primary education, the primary curriculum was outdated, and many teachers needed technical support to implement the new secondary curriculum and adopt new teaching methods. Other priority issues included a shortage of instructional materials, a lack of bilingual teachers, substandard infrastructure, and limited management capacity of the Ministry of Education, Sports and Culture. A secondary focus of the project was to improve government-led coordination and effectiveness of externally assisted and nationally funded programs.

Kramer Ausenco acted as the design and construction supervision consultant, and services included: Structural Engineering, Civil Engineering, Building Services Engineering, Architecture and Contract Administrating. The consultancy covered investigation, design and construction supervision for 9 secondary schools, 3 secondary colleges and 1 community learning center.

DESCRIPTION OF ACTUAL SERVICES PROVIDED BY YOUR STAFF WITHIN THE ASSIGNMENT:

Kramer Ausenco acted as the design and construction supervision consultant, and services included: Structural Engineering, Civil Engineering, Building Services Engineering, Architecture and Contract Administrating. The consultancy covered investigation, design and construction supervision for 9 secondary schools, 3 secondary colleges and 1 community learning center. The Project consisted of upgrading the following education infrastructure:

- 9 secondary schools
- 3 secondary colleges
- 1 secondary school, Fagaloa School, as a pilot community learning center and
- 4 New Teacher Houses
- Update and finalize the Education Facilities Planning Handbook.

The Fagaloa Project included refurbishment of existing classrooms into specialist rooms to make the school a pilot community learning center. The center promoted relevant technical skills including information and communication technology, mathematics for regular students, further education for out-of-school youth, and adult education.

In each secondary school, administrative and library blocks, science laboratories, design and textile workshop, and toilet blocks were required; in a number of cases, classroom blocks were also required. School design and construction include provision for full access facilities for special needs children to attend school, and adequate provision was made for sanitation facilities suitable for girls – which was a key outcome in the Strategy for the Development of Samoa to provide access for special needs students. These specific needs for each school were identified during the consultation process with communities and school committees. Kramer Ausenco, for each school, undertook full design, documentation and tendering.

The four Teachers houses were designed, documented, and the tendered as a complete new projects at the locations identified by MESC (Ministry of Education, Sports and Culture) AMU. In addition to the above Kramer Ausenco updated and finalized the Draft Education Facilities Planning Handbook for Primary and Secondary Schools complete with all dimensions and measurement. The Handbook and the Drawings were presented in PDF as a full document along with native files.

Detailed project components:

Component 3.2 - Secondary Schools and Colleges
Package #1 - Samoa College
Package#2 - Avele College
Package #3 - Vaipouli College
Package #4 - Savaii Sisifo
Package #5 - Aleipata & Falealili Secondary
Package #6 - Alofi o Taoa and Itu O Tane
Package #7 - Faqaloa Secondary
Package #8 - Lefaga & Safata Secondary
Package #9 – Sagaga & Aana Secondary
Component 3.3 - Teacher Houses
Package #10 - 2 Houses on Upolu
Package #11 - 2 Houses on Savaii
Component 3.5 - Maintenance of Schools & Colleges
Package #1 - Samoa College
Package#2 - Avele College
Package #3 - Vaipouli College
Package #4 - Savaii Sisifo
Package #5 - Aleipata & Falealili Secondary
Package #6 - Alofi o Taoa and Itu O Tane
Package #7 - Fagaloa Secondary
Package #8 - Lefaga & Safata Secondary
Package #9 - Sagaga & Aana Secondary

Detailed responsibilities of works:

- Liaison with all stakeholders.
- Procurement of the contractor for SCHOOLS construction using ADB's standard procurement documents for international competitive bidding.
- All requests for sub-contracting will have to be approved by the Engineer in writing.
- The Engineer shall keep himself/herself aware of all terms of sub-contracts entered into by the main Contractors and monitor their performance against the specifications of the work entrusted to them.
- The Engineer shall inspect the insurance policies of Contractors and Performance Bonds to be effected under the Contract, and make sure they remain current during the project.
- The Engineer may direct the Contractor to have removed from the site, or from any activity connected with the work under the contract, any Sub-Contractor or person employed in connection with the work, who is incompetent, negligent, and guilty of misconduct or whose involvement is not in the best interest of the project.
- The Engineer shall remain aware of the Contractor's and Sub-Contractor's organisation and people at site.
- The Engineer shall conduct site meetings at regular intervals for the purposes of reviewing progress, giving directions to Contractors and generally identifying and seeking to solve potential problems.
- The Engineer shall monitor safety measures provided by Contractors, approve safe work procedures and implement the Employer's Occupational Health & Safety requirements where those of the Contractors fall short.
- The Engineer shall monitor the progress of all works against the calendar of key events. He/she may grant extensions of time after review, keeping in mind any consequences of such extensions.
- The Engineer shall keep track of the tests to be carried out by Contractors on any materials or work and may order additional tests if so required in his/her opinion.
- The Engineer may impose "Hold Points" on works that he/she may require to be inspected and give approval for covering up works.
- The Engineer shall co-ordinate all commissioning procedures and document results.
- The Engineer shall satisfy himself/herself of the quality of all material being procured/supplied by the Contractors.

- The Engineer may direct the Contractors to re-design, remove, demolish, reconstruct, replace or correct or not deliver defective material or work.
- The Engineer may suspend the whole or part of the work under the Contract in writing, if reasons so warrant. The suspension may be revoked at his/her discretion.
- The Engineer shall have the power to order variations, if the MESC AMU changes its requirements, assess Contractor's estimates and negotiate prices for the variations.
- If any day work is ordered, the Engineer shall keep track of the records of labour, materials, constructional plant and other things for day work for verifying claims.
- The Engineer shall check and approve payment claims, recommending retentions and other deductions and advises the MESC AMU on monies to be released to Contractors. The Engineer shall satisfy himself that the Contractor has paid all dues to their employees and Sub-Contractors before scrutinizing the Contractor's claims to the MESC AMU.
- The Engineer shall issue Practical Completion Certificates and specify dates for the completion of defects liability periods, list defects and omissions and direct their rectification within a time frame and enter into necessary correspondence on the Employer's behalf in this regard.
- If the Contractor commits a substantial breach of Contract and the MESC AMU considers that damages may not be adequate remedy, the Engineer may give the Contractor a written notice to show cause.