

PROJECT PROPOSAL

CONSTRUCTION OF A TWO-STOREY TUITION BLOCK AT LUKOSI PRIMARY SCHOOL, MACHEWA WARD, SABOTI SUB COUNTY, TRANS-NZOIA COUNTY, KENYA



CONTACT DETAILS OF THE PROJECT SITE

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Date	19 th April 2024

1.0 STATEMENT OF COMMITMENT FROM THE PARTNERING MEMBERS

19 APRIL 2024

To sponsors and Partners

We the undersigned have collectively participated in the preparation this proposal. We affirm our commitment to bring the project to its fruition. We undertake to supervise and monitor the progress of the project till its fully completed and handed over to Lukosi Pry School.

Approved and authorized by the following alumni members:

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TABLE OF CONTENTS

1.0 STATEMENT OF COMMITMENT FROM THE PARTNERING BOARDS	2
2.0 EXECUTIVE SUMMARY	4
2.10 Introduction	4
3.0 ABOUT US.....	5
3.10 Lukosi Alumni Self Help Group.....	5
3.20 Lukosi S. A Primary School	6
3.30 Mission Statement:	7
3.50 Core Values:	8
4.0 NEEDS ANALYSIS AND JUSTIFICATION	8
5.0 PROJECT DESCRIPTION, GOALS AND UNDERLYING OBJECTIVES	9
5.10 Project Description:.....	9
5.20 Specific Objective of the project:.....	10
5.30 Underlying Objectives:	10
6.0 PROJECT DETAILS.....	11
6.10 Illustration of The Project’s Specific Goal	11
6.20 Timelines of Key Implementation Activities after Sanctioning	12
6.30 Key Elements towards Achieving the Project Goal.....	12
6.40 Project Beneficiaries and Overview of Investment Area of Priority	13
6.50 Our Commitment to a Culturally Responsive Education Service Delivery	15
6.51 Competent:	15
6.52 Responsive to cultural needs of diverse student population;	15
6.53 Relevant:.....	15
6.54 Accessible:	15
6.60 Project Risks and Constraints	15
7.0 PROJECT IMPACT MODEL.....	16
8.0 MONITORING AND EVALUATION	18
10.0 ESTIMATED COST OF THE PROJECT	19

2.0 EXECUTIVE SUMMARY

2.10 Introduction

The future of Kenya is intrinsically tied to the education and development of its young pupils, particularly those in primary schools. These children, aged under 12, represent the nation's future leaders, innovators, and contributors to society. Their growth and learning are pivotal for realizing Kenya's Vision 2030, a blueprint for national development and prosperity. Education serves as more than just a means of personal growth; it is the foundation upon which the country's progress is built, providing the skilled workforce necessary for various sectors of the economy. By emphasizing quality Education for Sustainable Development (ESD), Kenya can gain a competitive edge and effectively address pressing challenges aligned with the Sustainable Development Goals (SDGs), including poverty reduction, climate change, gender equality, and sustainable consumption.

Once celebrated as a top-performing institution in the region, Lukosi Primary School's academic achievements have faced challenges in recent years. Despite its illustrious history, characterized by rapid growth and recognition for extracurricular excellence, including an award-winning choir, Lukosi's academic standards have dwindled. Substandard learning conditions have persisted for over a decade, leading to poor academic performance among students. The primary contributing factor is the inadequate learning infrastructure at the school.



Condition of the classrooms.



Condition of the toilets

In response to these challenges, the school administration, Board of Management (BOM), and Alumni members are proposing the construction of a tuition block in collaboration with the County and National Government. This initiative aims to address the urgent need for improved

infrastructure at Lukosi Primary School. Through a comprehensive needs assessment, it has been identified that the school currently has only 11 classrooms out of the recommended 18, with existing ones suffering from severe structural deficiencies. Many structures are beyond repair, necessitating the construction of new buildings to provide a suitable learning environment.

Additionally, the school's environment fails to adequately accommodate disabled pupils, contributing to low enrollment of students with special needs.

The substandard conditions of Lukosi Primary's classrooms significantly impede students' learning experiences. Worn-out floors generate dust, leading to discomfort and distractions during lessons. Broken or missing windows further exacerbate the situation, hindering concentration and teacher student interaction. Overcrowded classrooms diminish the quality of learning, impeding effective teaching and monitoring of student progress.

In summary, Lukosi Primary urgently requires Kenya shillings forty-six million and five hundred thousand (KSH 46,500,000.00.) to improve infrastructure to restore its lost glory through accommodation of its growing pupils' population and enhance the quality of education provided. Implementing better structures that ensure comfort for both students and teachers is crucial. Students deserve a learning environment equitable to those in urban areas like Nairobi. By investing in modern facilities and creating conducive learning environment, we can instill hope, ambition, and purpose in the young generation of the Lukosi community, inspiring them to pursue their goals and contribute positively to society. Through collaborative efforts, we can empower our community and pave the way for a brighter future for Kenya and the world at large.

3.0 ABOUT US

3.10 Lukosi Alumni Self Help Group

Lukosi Primary School Alumni Group is a group that consists of former students of Lukosi Primary School. This group was formed in May 2020 by concerned members with an initial objective of reaching out to the former students to come together for a welfare contribution and attention to the Lukosi Primary School. The members developed an operational structure to necessitate the group functions, these consisted of an Alumni Group Constitution, Official WhatsApp Group, Group Email, Group Bank Account and a leadership structure that consisted of the Patron, chairperson, chief-whip, secretary, Treasurer and functional committees. Currently, the group has over 300 registered members with a growth projection of 1000 *members*. The Alumni members also opened a website for the school, the website is currently in operation and a lot of information about the school activities has been shared.

Through several visits by the Alumni members, the school was noted to be in dilapidated and deplorable conditions, unconducive for both students and teachers. The group has so far been taking part in motivational activities such as buying books or presents for the students at the school to promote better performances. From a better perspective, the learning conditions at Lukosi Primary School, the worn-out classrooms, unhygienic latrines, dusty classrooms, and broken windows are demotivating for both learners and teachers.



One of the Alumni's visit to the school



A section of the Alumni meeting

3.20 Lukosi S. A Primary School

Lukosi S. A primary school is an ordinary public education institution located in a remote village in the Rift Valley region, Trans-Nzoia County, Saboti constituency, Machewa ward, Lukhome Farm, or Lukosi village. The school started in the year 1988 and its establishment of this school was driven by the desire of parents from that local area to have a nearby Primary School to ease their children's access to Education in Lukhome farm, Machewa Ward. The governance structure of the school consists of Board Members (BOM) from various professional backgrounds and the Alumni Member group which is certified and registered as a Self-help Group (SHG). We are governed by the schools' Constitution and Code of Conduct.

Lukosi Primary School which was once known as the top-performing school within the region, has in recent years been recording dismal results. In 1991, Lukosi Primary School was officially registered as an Examination Center, marking a significant milestone. The school registered its first batch of Kenya Certificate of Primary Education (KCPE) candidates, from that onset the school emerged as a leading educational institution in the region, attracting a growing number of students. Beyond academic excellence, Lukosi excelled in extracurricular activities, notably winning accolades for its choir whose outstanding performance led to an invitation to perform at Nyayo House in Nairobi in the presence of the then President of Kenya, H.E. the late Mzee Arap Moi.

Teachers receiving presents from DEO for performing well in the region



Following the introduction of free primary education in January 2003 by the late President Mwai Kibaki, Lukosi Primary School experienced a surge in student enrollment. However, insufficient resource allocation and limited development initiatives for rural schools have left Lukosi struggling to cope with the increased student population, leading to a decline in academic performance. Presently, Lukosi Primary School faces significant challenges, including dilapidated infrastructure, unhygienic facilities, and overcrowded classrooms. These conditions not only affect students' ability to concentrate but also pose health risks to both students and teachers. The dire state of Lukosi Primary School's facilities jeopardizes the health and wellbeing of students and teachers alike, highlighting the urgent need for intervention to create a conducive learning environment.

Currently 675 pupils (372 Girls and 303 Boys) with only 12 classrooms; the school is located within the farms of Lukhome area where small scale farming is the main source of a living and we are the only center of learning within a radius of 10 kilometers. The school sits on one and quarter of an acre plot and are endowed with a teaching staff of 18. The School has 12 permanent classrooms, (but only 2 classrooms are in a better condition), an administration office (converted from one of the classrooms), a muddy kitchen, 2 pit latrine is for male and female, 12 dilapidated pit latrines for boys and girls and a borehole that supplies clean drinking water to the school and the whole community.

Presently, the plight of Lukosi Primary School epitomizes a stark reality confronting many rural educational institutions across the nation. Dusty floors, broken walls, and unhygienic latrines paint a grim tableau of adversity, posing formidable obstacles to both teaching and learning. Yet, amidst the gloom, glimmers of hope abound, as dedicated stakeholders, the alumni, rally in solidarity to uplift and rejuvenate their beloved alma mater.

3.30 Mission Statement:

To provide, promote and coordinate quality education, training, research and enhance integration of science technology and innovation into national production system for sustainable development.

3.40 Vision Statement:

A globally competitive education, training, research and innovation system for sustainable development.

3.50 Core Values:

- ✚ Commitment
- ✚ Partnerships
- ✚ Integrity and Discipline
- ✚ Teamwork
- ✚ Responsiveness
- ✚ Respect
- ✚ Environmental Soundness
- ✚ Student Centered Development

4.0 NEEDS ANALYSIS AND JUSTIFICATION

The Lukosi community, primarily comprising small-scale farmers and workers, struggles with inadequate income to provide essential learning facilities. A significant portion of the population relies on the school for educating their children. Kenya's educational landscape sees only half of boys and girls transitioning to secondary education, with notably high dropout rates, particularly among girls. This trend likely mirrors the reality within the Lukosi community. Addressing student retention and transition to secondary school is pivotal, necessitating the provision of a Minimum Package of Safe School Infrastructure (MPSSI) to support vulnerable students.

Recent census data indicates that approximately 8% of school-aged children in our district have disabilities, yet these students represent less than 2% of our total enrollment, signaling a significant lack of access. Failing to accommodate children with disabilities infringes upon their fundamental right to quality education as outlined in the UN Convention on the Rights of Persons with Disabilities. Inclusive education not only benefits students with disabilities by providing essential resources but also fosters understanding and acceptance among all students.

The current infrastructural limitations present challenges for teachers and learners, including high student-to-teacher ratios, environmental hazards, and distractions during class. Many students are unable to secure alternative placements due to their families' low-income status. The pressure to transition to secondary education is particularly stressful for those left without placements due to poor performance, leading to despair and engaging in detrimental behaviors such as teenage

pregnancies, criminal activities, substance abuse, HIV infections, and child labor. These consequences not only impact the Lukosi community but also pose broader societal risks.

Recognizing the transformative power of education, there is an urgent need to upgrade school infrastructure to address these challenges. The proposal seeks funding to construct a tuition block that will accommodate a minimum of 100 pupils with disabilities and a total school population of 1000 pupils. This initiative aligns with our commitment to provide Education for Sustainable Development and contribute to Kenya's Vision 2030 goals.

The Alumni, in collaboration with the school, are dedicated to providing quality education for all students, irrespective of ability. However, we acknowledge existing barriers to full inclusion and participation for students with disabilities. This proposal outlines steps to eliminate these barriers and create an accessible, inclusive environment for all children at Lukosi S.A Primary School. We seek partnerships with the government, civil society organizations, sponsors, and well-meaning individuals to realize this mandate and make quality primary education accessible to all students in our community.

5.0 PROJECT DESCRIPTION, GOALS AND UNDERLYING OBJECTIVES

5.10 Project Description:

The proposed Two-Storey tuition block will comprise 18 classrooms and a modern computer laboratory. It will have a capacity of holding a minimum of 800 students per sitting with consideration of pupils with special needs or disabilities, this will also nearly double the number of students enrolled at Lukosi Primary School.

The project aims at enhancing pupils' learning conditions through the construction of a new tuition block that will accommodate at least 18 classrooms and a computer laboratory. Currently, a population of about 670 pupils (Girls and Boys) are sharing only 11 classrooms which are in a poor and decapitated conditions. For instance, the available facilities at the school does not meet the minimum standards of hosting disabled pupils or students with special needs. According to the ministry of education, the standard ratio of pupils per classroom is 1:25. Lukosi Pr. School currently is in dare need of more classroom, these would be modern classrooms that will be spacious enough and be able to meet the National Council of People with Disabilities (NCPWD) standards.

Considering the fact that the school sits on a small piece of land, construction of a Two-Storey building will bared any long term solution. Having a Two-Storey building will occupy a small space of the school land, but provide space for enough classrooms, thus a sustainable infrastructure and a site with learning environment. Once the building is put in place, the school will not only celebrate the best learning and teaching environment but also will experience a higher number of pupil enrollment. This is because the building will provide more spacious and standard classrooms to accommodate more students and will meet the National Council of People with Disabilities (NCPWD) standards to accommodate also pupils with special needs of disability. Based on the economic status of most parents around Lukosi, Lukhome, Nyasi and

Koykoy, 90% of them cannot afford payment of fees for special school for their disabled children or those with special needs. Therefore, having this infrastructure in place will be a relief to most of the parents and hope to children with disability and special needs because they will have an opportunity to access education. In Trans-Nzoia county, special schools are located in Kiminini market, Sikhendu market and Kitale town; this is an average of about 20KM away from Lukosi community. Therefore, generations of children with special needs and disability in around Lukosi, Lukhome, Nyasi and Koykoy farms have been denied the opportunity and their rights to education just because of lacking suitable learning environment.

The new infrastructure will be designed to give priority to pupils with special needs and disabilities to provide equal opportunities for the young generations. This project implementation will solve the problem of poor academic performance and majorly improve the accommodation of People Living with Disabilities (PLWD). This is because more and better infrastructure will reduce congestion of student in classrooms, improve the teacher to student ratio in classrooms, improve the well-being or self-esteem of students, provide a conducive environment to pupils with special needs and disabilities and improve the general school attendance or enrollment. In that regard the direct beneficiaries of the project will include over 700 persons that is about 670 students and 25 staff members. The indirect beneficiaries of the project are people who attend seminars organized by The Salvation Army Church at the premises of the school. This is about 150 additional people every year. The first phase of ground breaking will commence once funding has been secured.

5.20 Specific Objective of the project:

The specific objective of the project is to support Lukosi Primary School in improving the general academic performances and increasing the enrollment of pupils at the schools through construction of the proposed Two-Storey tuition block to create an environment where students with disabilities will also have equal access to quality education. We aim to increase the school academic performance and also the population by an additional 300 pupils.

5.30 Underlying Objectives:

We are committed and focused to making Lukosi Primary School a Centre of Excellence within Saboti Constituency and beyond in the provision of Education for Sustainable Development. Our underlying objectives to our focus for excellence are:

- ✚ Improvement of academic standards and performance
- ✚ An increased student enrolment by inclusion of those with disability or special needs
- ✚ Service delivery within a conducive learning environment
- ✚ Establishment of a modern computer laboratory
- ✚ Foster an Inclusive School Culture
- ✚ Support Student Growth and Achievement
- ✚ Comply with Legal and Policy Requirements

6.0 PROJECT DETAILS

We plan to accommodate fifty students in each classroom of 1200 square foot area and retain the Pupil to Teacher Ratio, (PTR) at below 25. By pursuing these objectives holistically, Lukosi Primary aims to move beyond mere physical integration towards achieving meaningful inclusion - where all students are welcomed, supported, empowered and able to truly benefit from an equitable, high-quality education. The School, the Lukosi Community, parents, the BOM and Alumni Group members will also together contribute towards long-term maintenance costs of the project to ensure the new infrastructure is sustainable. The school's administration has an architectural plan for the tuition block hereby attached to this request for funding.

The school has an infrastructure committee that consists members of the BOM, Alumni Group members and teaching staff. This committee will monitor the implementation of the project on behalf of the BOM. The School's head teacher and a representative from the Alumni Group will play a key role in overseeing day to day operations of the project. The County and National Government Ministries of Public Works will provide Technical Expertise. There shall be a project manager whose duty will be to ensure efficiencies are achieved, overall supervision and completion of the project.

6.10 Illustration of The Project's Specific Goal

Desired Result	Key Strategic Activities	Indicators	Performance Commitment
Enhancement of the school academic performance and enrollment Through inclusion of disabled pupils at Lukosi Pr.	Consultations with the school infrastructure committee	Minutes of meetings held by infrastructure committee	Commitment to improve the school academic performance and increased number enrollment through outreach from local leadership (Chief's offices)
	Consultations with Government site engineer	Number of site visits made by Government site engineers	Establishment and furnishing of school laboratory
	Appointment of project manager	Terms of reference for the project manager	Better infrastructural education facilities and a conducive learning environment for students

School.	Institution of the tendering and bidding process for the constructor	Tender documents for the construction award	An improvement of student academic performance standards
	Construction of the Two-Storey tuition block	Completed tuition Block Student attendance registers	Serve as an incentive to build up good moral character to students and the Community

6.20 Timelines of Key Implementation Activities after Sanctioning

Key Strategic Activity	Timeline	Summary Activities
Construction of the Two-Storey tuition block	1ST Month	<ul style="list-style-type: none"> • Formation of Project Implementation Committee • Briefing Meeting to PTA and Community on objective • Seeking construction approval from County Authorities • Consultations with Government site engineers • Appointment of project manager • Tendering and bidding for construction
	2ND Month	<ul style="list-style-type: none"> • Selection of Contractor for construction work • Ground breaking ceremony and excavation • Purchase of building materials • Laying of the foundation
	3RD to 5TH Month	<ul style="list-style-type: none"> • Ground floor to 1st floor slab • 1st floor to 2nd floor slab • 2nd floor slab to roofing completion
	6TH Month	<ul style="list-style-type: none"> • Windows and doors installation • Floor and walls finishing • Electrical installation
	7TH Month	<ul style="list-style-type: none"> • Notification for admission of new students • Beginning of classes in the new school tuition block • Project report on outcomes, successes and lessons learnt

6.30 Key Elements towards Achieving the Project Goal

Elements	Achievement
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Construction of the Tuition Block	Focused on improving the academic performance and increasing the number of students within the school and impacting on community social advancement and Sustainable Development Goals. The facility should meet the required standards for disabled pupils and those with special needs.
Dosage of primary school education to the community	The project will serve as a catalyst in exposure to Education for Sustainable Development to the community. The school is Committed on absolute quality services.
We live in a Social Ecological Model	Primary education is aimed at influencing more than one level of the social ecological model: <ul style="list-style-type: none"> • Student: Education aimed at changing or influencing attitudes and adolescent beliefs. • Community: We engage with parents, village elders and the Local County Administration in mitigating adolescent vices and assist in formulating early warning signs. • Society: We take pleasure at influencing larger macro-level factors such as gender equality, poverty reduction, climate change, biodiversity and sustainable consumption
Appropriateness	The project is primarily targeted and tailored to the intellectual, cognitive, and social development level of secondary students
Socio Culturally Relevant	The project is relevant to teenagers and the local community norms, cultural beliefs and practices
Immediate Stakeholders	Direct: <ul style="list-style-type: none"> • Primary school students aged 6 to 17 years • Parents and guardians • School staff • Community members Indirect:
Outcome Evaluation	The school will generate the project evaluation report giving details of results, outputs and intermediate outcomes together with successes and lessons learnt

6.40 Project Beneficiaries and Overview of Investment Area of Priority

The Lukosi S.A Primary School Revitalization Initiative targets a critical issue: the persistent poor academic performance and rising rates of teenage illiteracy within the Lukosi Community. By focusing on enhancing the learning environment for young boys and girls aged 5 to 16, with particular attention to accommodating disabled pupils, the project aims to foster inclusivity and equality. This approach seeks to inspire students to excel and compete on par with peers in schools

with better infrastructure, thus mitigating social issues like early pregnancies, runaways, crime, and drug abuse often associated with academic underperformance.

Recognizing the pivotal role of elementary and primary education in shaping students' social and emotional development, aspirations, and values, the initiative intervenes early to safeguard education and nurture aspirations. This proactive approach aims to contribute significantly to regional and sustainable development goals.

The construction of a Two-Storey tuition block with 18 classrooms and a modern computer laboratory is central to the initiative. These infrastructure upgrades will nearly double the current enrollment capacity, addressing overcrowding and inadequate facilities. By providing spacious classrooms and specialized facilities for disabled pupils, the project aims to improve academic performance and social advancement while meeting Ministry of Education standards.

Moreover, the project's impact extends beyond academic improvements. The creation of teaching and non-teaching jobs during construction bolsters the local economy and provides opportunities for youth, potentially reducing crime and antisocial behaviors. Additionally, increased student enrollment will drive demand for school supplies, benefiting the community economically.

The initiative's direct beneficiaries include approximately 675 students and 25 staff members, with an additional 150 individuals indirectly benefiting from improved facilities during seminars organized by The Salvation Army Church. The initiative's success hinges on securing funding for the first phase of ground-breaking, paving the way for transformative change in Lukosi S.A Primary School and the broader community.

Developmentally, elementally and primary level classes are critical periods for pupils in terms of their social and emotional learning, aspiration as well as inspirations; it is the opportune time to learn and a stage in life when they are still connected to future opportunities and virtues. We believe that acting early to safeguard their education and triggering their dreams will go a long way towards achieving regional and sustainable development goals. The construction of the tuition block will directly benefit the Community and the society beyond through:

- ✚ Increased pupil's performance in their academic and social advancement.
- ✚ Creation of jobs in teaching and non - teaching staff; The construction itself will be a boost to the local economy providing employment to many youth and distract them from crime and other antisocial behaviors
- ✚ The increase in student population will create demand for a greater variety of school supplies all benefiting the community and beyond
- ✚ Greater educational access to the local community will translate into a more skilled workforce that is a necessary catalyst for social advancement.

6.50 Our Commitment to a Culturally Responsive Education Service Delivery

We have vested principles that reflect our commitment in undertaking culturally responsive services to create positive outcomes for our pupils. We demonstrate capacity to institute these principles through routine tasks toward student centered services that are culturally:

6.51 Competent:

We demonstrate this through a set of congruent behaviors, attitudes, and policies that come together in our teaching profession enabling us to work effectively in cross cultural situations. We have the ability to honor, understand, and respect beliefs, lifestyles, attitudes, and behaviors demonstrated by diverse groups of guardians and students, and to diligently act on that understanding. We have functioned effectively in the midst of cultural differences. We are armed with knowledge of cultural differences, are aware of individual cultural values, and ability to consistently function with members of other cultural groups.

6.52 Responsive to cultural needs of diverse student population;

We have the capacity to effectively serve and engage pupils of diverse backgrounds. Lukosi Primary school commits to practicing cultural responsiveness throughout all structural levels including policy, governance, staffing, and service model and delivery. We make every effort to recruit and retain a work force (paid and voluntary) and decision making bodies that are reflective of the target student population.

6.53 Relevant:

We accommodate and address the cultural needs of diverse student populations whose models of engagement or cultural standards differ from mainstream practices. We are staffed with teachers who have the cultural capacity to create authentic and effective relationships and provide congruent services for students from specific cultural groups and communities. Our commitment and experience also reflects effective, mutually beneficial relationships with other organizations, (the County Local Administration, Civil Society Organizations and Community networks) that are reflective of the Community we serve.

6.54 Accessible:

Through location and delivery style; we have the capacity to overcome mainstream barriers and provide effective teaching services that enable students to easily access a chance in life.

6.60 Project Risks and Constraints

The following issues may pose challenges to the construction:

- ✚ Delays in construction approval from the County or National Government. Approval has been previously granted for other school buildings and we anticipate approval before the second month after sanctioning of project
- ✚ Buy in of the project from village leaders: Given our experience with the community, we are confident that this will not pose a challenge

- ✚ Class disruptions during construction: We anticipate to begin construction after securing the necessary resources. Our counter measure is to put up semi-permanent classes away from the construction site

7.0 PROJECT IMPACT MODEL

We designed the impact evaluation model below to assist in measuring the outcome of increased academic performance and enrolment at the school:

Stage	Impact Evaluation	Evidence Sources
Inputs	<ul style="list-style-type: none"> • Identified target education population based on locality needs assessment and enrolment of disabled students. • Instituted education service that provides a basic quality, equal and comprehensive education to the community • Provision of construction ground for the tuition block and identification of funding partners • Raised awareness of project objective to • PTA and Community Agreed processes, protocols and timelines for construction • Identified key players – Government site engineers, project manager and constructor 	<ul style="list-style-type: none"> • Needs assessment observations made • Construction ground for the tuition block provided • PTA and Community meeting minutes to inform on project objective • Potential donors identified and donor contract signed • Information on project provided to County and National Government

Outputs	<ul style="list-style-type: none"> • Partners in funding identified and on board • Construction location and funding secured • Publication of the project to all stakeholders • Architectural plans designed • Tendering process undertaken and constructor identified • Inception of ground breaking and start of tuition block construction 	<ul style="list-style-type: none"> • Consultations with school infrastructural committee through meeting minutes • Funding contract agreement signed • Project manager and contractor engaged • Minutes from project meetings filed • Project contract tracking form established
Intermediate Outcomes	<ul style="list-style-type: none"> • Supervision of tuition block construction • Completion of tuition block construction • Increased uptake of pupil's placement in the School • An increased Community confidence with the School 	<ul style="list-style-type: none"> • Monitoring to ensure project success • Documentation on contract stages and costs of construction • Funding utilized to final construction success through budget • Publication of initial tuition block opening • Numbers of new student uptake registered and continuous
		<p style="text-align: center;">attendance register</p> <ul style="list-style-type: none"> □ Feedback from PTA and □ Community leaders

Final Outcomes	<ul style="list-style-type: none"> ☐ Increased long term student placement in the School ☐ Operational School computer Laboratory ☐ A more conducive learning environment for the students ☐ Raised aspirations for students and families within Community ☐ Increased academic performance and standards ☐ Increased positive attitudes and reduced cases of vices and risky behavior in locality 	<ul style="list-style-type: none"> ☐ Class continuous registers ☐ Laboratory class timetables ☐ Survey of parents, leaders and student attitudes to measure attainment of project success ☐ School academic performance reports ☐ Advocacy for replication of the project to nearby Schools ☐ General Community feedback and perceptions ☐ National education statistical indicators ☐ Final Project Report
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8.0 MONITORING AND EVALUATION

The project manager will supervise the construction while the School’s infrastructural committee will monitor its progress. The committee will assess the progress of the project through periodic review meetings with the project manager and contractor(s). The Committee will conduct periodic evaluation of the various parameters embedded within the Tender Contractual Agreement and Bill of Quantities in assessing the progress in qualitative and quantitative terms.

The committee will provide monthly progress reports regarding construction to the School’s Board of Governors.

Internally, the Board of Governors will assess the project impact after completion of the New Tuition block in terms of increase in pupil’s enrollment, performance of the new computer Laboratory, change in the learning environment, status of academic performance and general improvement in the infrastructure status of the schools. Externally, it will provide an evaluation of the project impact within the immediate locality that will be used to gauge the success of future projects. It will give its findings in the final report not later than 6 months after completion of the project.

9.0 SUSTAINABILITY

Lukosi Primary School, as a public institution, benefits from government funding. Typically, public schools receive an average of Kshs. 10,000.00 per academic term for maintenance purposes. However, the contributions from alumni members extend beyond mere maintenance costs, encompassing the funding of the new tuition block, additional education supplies and support of

potential new non-teaching staff. Moreover, the healthy of community members significantly influences the school's enrolment process each year.

The Lukosi Alumni Group comprises various committees representing diverse professions including civil, health, environmental, scientific, business, ICT, teaching, mechanical and electrical engineering. These committees are dedicated to ensuring all school programs are managed professionally. Additionally, the association actively recruits and mentors young alumni, ensuring a strong succession plan.

With clear roles and responsibilities assigned to individual possessing technical expertise, the project will be maintained sustainably. Furthermore, environmental and climate change actions will remain integral to all endeavors.

10.0 ESTIMATED COST OF THE PROJECT

SUB-STRUCTURE

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	SUB-STRUCTURE "ALL PROVISIONAL"				
	SITE CLEARANCE / PREPARATION				
A	Clear the site of all the vegetation, bushes, scrubs, undergrowth and the like; grub up their roots and clear or burn arising debris	4000	SM	70.00	280,000.00
B	Cut down trees center girth 600-900mm	5	NO	950.00	4,750.00
	EXCAVATION OF EARTHWORK				
C	Excavation of basement pit from ground level exceeding 1.5m deep but not exceeding 4.5m deep.	5000	CM	160.00	800,000.00
D	Excavation in pits for column bases not exceeding 1.5m deep commencing from stripped level.	28	CM	120.00	3,360.00
E	<u>Extra-over</u> , excavations in any position for excavating in soft rock.	500	CM	440.00	220,000.00
F	Return, fill and ram selected excavated materials around foundations	254	CM	120.00	30,480.00
G	Load and cart away surplus excavated materials from site	4000	CM	450.00	1,800,000.00
	SUNDRY ITEMS				
H	Allow for keeping excavated surface free from surface water by pumping, bailing or otherwise	1	ITEM		100,000.00
I	Allow for plunking and strutting or any other requisite means to uphold the sides of the excavation	1	ITEM		100,000.00
	CONCRETE WORK				

J	50mm thick Plain insitu concrete; class 15/20 (1:4:8 mix); using ordinary portland cement in column bases	52	SM	80.00	4,160.00
	Reinforced vibrated insitu concrete; class 20/20 (1:2:4 mix) using ordinary portland cement in:				
K	Strip footing	111	CM	8,500.00	943,500.00
L	Column pad	29	CM	11,000.00	319,000.00
M	Column	49	CM	11,500.00	563,500.00
N	Beams	103	CM	8,000.00	824,000.00
	REINFORCEMENT				
	High tensile round ribbed mild steel reinforcement bars to B.S. 4461, including spacer blocks, cutting, tying and bending in:				
	<u>Column pad</u>				
O	16mm diameter bars	250	KG	150.00	37,500.00
	12mm diameter bars	650	KG	150.00	97,500.00
	<u>Column</u>				
P	16mm diameter bars	600	KG	150.00	90,000.00
	<u>Beams</u>				
Q	10mm diameter bars	164	KG	160.00	26,240.00
	12mm diameter bars	1200	KG	140.00	168,000.00
	16mm diameter bars	2000	KG	145.00	290,000.00
	20mm diameter bars	1400	KG	150.00	210,000.00
	25mm diameter bars	300	KG	140.00	42,000.00
	<u>Suspended slab</u>				
R	8mm diameter bars	564	KG	150.00	84,600.00
S	10mm diameter bars	1380	KG	145.00	200,100.00
	FORMWORK				
T	Sawn softwood formwork to edges of basement bed 275-400mm	200	LM	400.00	80,000.00
U	Sawn softwood formwork to sides of column pad 400-525mm	200	SM	350.00	70,000.00
V	Ditto to column 275-400mm	200	SM	400.00	80,000.00
W	Ditto to beam	500	SM	400.00	200,000.00
X	Sawn softwood formwork to soffit of suspended slab	1200	SM	380.00	456,000.00
	SUBSTRUCTURAL WALLING				
Y	200mm solid concrete block walling bedded and jointed in cement and sand (1:4) mortar	300	SM	1,200.00	360,000.00
	20mm thick styroper lining to expansion joints	150	SM	450.00	67,500.00
	FINISHES				
Z	12mm (1:5) cement sand plaster in two coats to block wall	600	SM	300.00	180,000.00
	20mm (1:5) cement sand screed in two coats to concrete bed	1300	SM	350.00	455,000.00
	TOTAL SUBSTRUCTURE CARRIED FOWARD TO SUMMARY				9,187,190.00

SUPER-STRUCTURE:

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	SUPER STRUCTURE "ALL PROVISIONAL"				
	CONCRETE WORK				
	Reinforced vibrated insitu concrete; class 20/20 (1:2:4 mix) using ordinary Portland cement in:				
A	Beams	50	CM	10,000.00	500,000.00
B	Columns	45	CM	11,000.00	495,000.00
C	Suspended slab	500	CM	8,000.00	4,000,000.00
	REINFORCEMENT				
	High tensile round ribbed mild steel reinforcement bars to B.S. 4461, including spacer blocks, cutting, tying and bending in:				
	<u>Beams</u>				
D	12mm diameter bars	9000	KG	140.00	1,260,000.00
	<u>Columns</u>				
E	25mm diameter bars	10000	KG	130.00	1,300,000.00
	<u>Suspended slab</u>				
F	8mm diameter bars	5200	KG	145.00	754,000.00
G	10mm diameter bars	6500	KG	148.00	962,000.00
	FORMWORK				
H	Sawn softwood formwork to edges of suspended slab 275-400mm	131	LM	500.00	65,500.00
I	Sawn softwood formwork to sides of column 275-400mm	442	SM	400.00	176,800.00
J	Ditto to beam	693	SM	400.00	277,200.00
K	Sawn softwood formwork to soffit of suspended slab	120	SM	400.00	48,000.00

	WALLING				
L	200mm thick approved local machine cut natural stone walling bedded and jointed in cement and sand (1:4) mortar, reinforced with 25 x 20gauge hoop iron at every alternate course	1200	SM	1,800.00	2,160,000.00
	FINISHES				
M	12mm (1:5) cement sand plaster in two coats to stone wall	1100	SM	500.00	550,000.00
N	20mm (1:5) cement sand screed in two coats to floor slab	1100	SM	500.00	550,000.00
	STAIRCASE				
	CONCRETE WORKS				
O	VRC (1:2:4) to the staircase steps and strings	65	CM	9,000.00	585,000.00
P	Ditto in 150mm landing	20	CM	1,500.00	30,000.00
	REINFORCEMENT				
Q	High tensile round ribbed mild steel reinforcement bars to BS. 4461, including spacer blocks, cutting, tying and bending to staircase sizes	395	KG	150.00	59,250.00
	FORMWORK				
R	Sawn softwood formwork to edges of risers exceeding 75mm but not exceeding 150mm	1300	LM	70.00	91,000.00
S	Sawn softwood formwork to soffits of landing	500	SM	400.00	200,000.00
T	Sawn softwood formwork to sloping soffits of staircase	53	SM	400.00	21,200.00
A	Ditto to open strings of staircase	250	SM	400.00	100,000.00
	FINISHES				
B	12mm (1:5) cement sand plaster in two coats to soffit of landing	620	SM	400.00	248,000.00

C	Ditto to soffit of sloping staircase	1150	SM	400.00	460,000.00
D	20mm thick polished terrazzo paving in one coat	250	SM	1,500.00	375,000.00
	ROOFING				
	THE FOLLOWING IN 10.NO TRUSSES SPAN (10000×2020MM				

HIGH) JOINTED BY SCREWS AND HOI THE FLOOR:		<u>FIFTH</u>			
E	50x150mm treated softwood rafters exceeding 26m and not exceeding 17m	190	LM	250.00	47,500.00
F	50x75mm ditto struts and ties	190	LM	250.00	47,500.00
G	50x150mm ditto kingpost	20	LM	150.00	3,000.00
H	Ditto tie beam	190	LM	150.00	28,500.00
I	Ditto in treated softwood ridge	120	LM	200.00	24,000.00
J	50X100mm ditto purlins	125	LM	150.00	18,750.00
K	Ditto 25x25mm battens	125	LM	90.00	11,250.00
L	50x150mm ditto common rafters	324	LM	250.00	81,000.00
M	150x150mm ditto wall plate	239	LM	200.00	47,800.00
ROOF COVERING					
N	25 degrees clay tiles	485	SM	900.00	436,500.00
O	500 gauge polythene sheet	485	SM	450.00	218,250.00
P	Chicken wire	485	SM	300.00	145,500.00
ROOF WORKS					
Q	250x25mm wrot cedar fascia board	131	LM	200.00	26,200.00
R	Prepare and apply one undercoat and two finishing coats of polyurethane paint	131	LM	250.00	32,750.00
S	75x25mm wrote cedar tongued and grooved eaves boaring	105	SM	500.00	52,500.00
RAIN WATER GOODS					
T	150x150mm box gutter with holder bats spaced 1m centers	350	LM	530.00	185,500.00
U	Ditto 100x150mm down pipe	316	LM	680.00	214,880.00
<u>Extra over for:</u>					

V	Gutter stopped end	48	NO	560.00	26,880.00
W	Ditto swan neck	48	NO	500.00	24,000.00
X	Ditto bends	48	NO	500.00	24,000.00
Y	Ditto pipe outlets	48	NO	500.00	24,000.00
TOTAL CARRIED FORWARD TO FINAL SUMMARY					16,988,210.00

DOORS AND WINDOWS

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	EXTERNAL AND INTERNAL OPENINGS "ALL PROVISIONAL"				
	DOORS				
A	2500 x 1200 mm double leaf door consisting of 75mm thick timber panels with brass motif screwed to timber panel.	5	NO.	27,000.00	135,000.00
B	2500 x 1500 mm double door with two sidelights transom consisting of 75mm thick timber panels with brass motif screwed to timber panel.	13	NO.	25,000.00	325,000.00
C	2500mm wide by 2100mm high door with two sidelights 75mm thick timber panels with brass motif screwed to timber panel.	1	NO.	32,000.00	32,000.00
D	1360mm wide by 2500mm high arch sliding door with transom with brass motif screwed to timber panel. The arched door transom is recessed into wall by 75mm depth and chain motifs fixed to architects approval.	1	NO.	23,500.00	23,500.00
E	1200mm wide by 2800mm high rectangular door opening.	1	NO.	28,000.00	28,000.00
	IRON MONGERY				
	<u>Supply and fix the following ironmongery with matching screws and all necessary furniture:-</u>				
F	Pairs 100mm steel butt hinges.	142	PRS.	300.00	42,600.00
G	2 – Lever 75mm mortice lock complete with a set of chrome plated handles and keys as “Union” or other equal and approved.	119	NO.	2,500.00	297,500.00
H	38mm Diameter rubber door stop with rawlbolt fixed to concrete floor or walling.	119	NO.	250.00	29,750.00
I	Single control overhead door closer as "Union 8820" or other equal and approved	119	NO.	12,000.00	1,428,000.00
	WINDOWS				

	<u>Mediam duty anodized aluminium windows complete with all necessary framing, million, transome, mosquito proofed hooded permanent vents, all necessary pegs, prime, quality handle, pointing with approved mastic sealant all round, 6mm thick laminated glass</u>				
J	Window overall size 2000 wide by 1600mm high (W1)	36	NO.	16,665.00	599,940.00
K	Ditto overall size 2000mm wide by 1500mm high (W2)	24	NO.	16,665.00	399,960.00
L	Ditto overall size 2000 wide by 1800mm high (W3)	12	NO.	15,500.00	186,000.00
M	Ditto overall size 2700mm wide by 2400mm high (W4)	6	NO.	25,000.00	150,000.00
	<u>Mild Steel Metal Grill</u>				
N	Metal grills overall size 900 x 900mm high consisting of solid mild steel bars size 30mm diameter welded at 150mm centres	10	NO.	2,025.00	20,250.00
	<u>Window Cill</u>				
N	250 x 75mm Thick precast concrete sunk once weathered throated and grooved cill bedded on 200mm thick wall	93	LM	375.00	34,875.00
	<u>Curtain Track</u>				
O	Brass 1- section curtain track complete with fixing brackets and rollers and including minimum 150mm overlaps and stopped ends.	360	LM	350.00	126,000.00
	STAIRCASE BALUSTRADES				
	<u>Wrot Mahogany</u>				
P	150 x 75mm. Thick molded handrail screwed to mild steel flat (m.s).	55	LM	850.00	46,750.00
	<u>Prepare, knot, prime, stop and apply three coats Clear Varnish on woodwork:-</u>				
D	General surfaces	110	SM	220.00	24,200.00
	TOTAL CARRIED FORWARD TO FINAL SUMMARY				3,929,325.00

FINISHES

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	FINISHES "ALL PROVISIONAL"				
	CEILING				
A	12mm thick cement/lime putty/ sand plaster with steel trowell to ground floor slab and soffits of beams	600	SM	450.00	270,000.00
B	Prepare surfaces and apply 3 coats of first quality emulsion paint to the plastered surfaces	600	SM	300.00	180,000.00

	BEAM				
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C	12mm thick cement/lime putty/ sand plaster with steel trowell to sides of beams	200	SM	450.00	90,000.00
D	Prepare surfaces and apply 3 coats of first quality emulsion paint to the plastered surfaces	200	SM	300.00	60,000.00
	WALL				
	<u>External wall</u>				
E	Key pointing (Horizontal keys) on 200mm thick fine hand dressed natural stone walling	1850	SM	350.00	647,500.00
	<u>Internal wall</u>				
F	Prepare surfaces and apply 3 coats of first quality emulsion paint to surfaces of walls internally	1850	SM	350.00	647,500.00
	COLUMN				
G	12mm thick cement/lime putty/ sand plaster with steel trowell smooth finish to internal columns	400	SM	350.00	140,000.00
H	Prepare surfaces and apply 3 coats of first quality emulsion paint to plastered surfaces	400	SM	350.00	140,000.00
	FLOOR				
	<u>Printing Room</u>				
I	400×400×8mm thick 'SAJ' or equal and approved non-slip ceramic tiles bedded in cement/sand (1:4) backing and jointed in cement grouting	400	SM	1,200.00	480,000.00
J	100×25mm ceramic tile skirting	200	LM	150.00	30,000.00
	<u>Corridor and lobby</u>				
K	400 x 400 x 8mm thick 'SAJ' or equal and approved porcelein tiles to floor: bedded and jointed in cement and sand (1:4) mortar, including pointing with matching coloured grout as per architect's approval	600	SM	1,400.00	840,000.00
L	100×25mm porcelein tile skirting	400	LM	200.00	80,000.00
	<u>Kitchen</u>				
M	400×400×8mm thick 'SAJ' or equal and approved non-slip ceramic tiles bedded in cement/sand (1:4) backing and jointed in cement grouting	47	SM	1,300.00	61,100.00
N	100×25mm ceramic tile skirting	98	LM	350.00	34,300.00
O	200×250×6mm thick hygienic ceramic wall tiles bedded in c/s (1:4) mortar and jointed with cement grouting fixed to architect's approval	350	SM	1,600.00	560,000.00
	<u>Washrooms</u>				

P	400 x 400 x 8mm thick 'SAJ' or equal and approved travertine tiles to floor: bedded and jointed in cement and sand (1:4) mortar, including pointing with matching coloured grout as per architect's approval	300	SM	1,680.00	504,000.00
Q	100×25mm travertine tile skirting	344	LM	350.00	120,400.00
	Offices				
R	400 x 400 x 8mm thick 'SAJ' or equal and approved travertine tiles to floor: bedded and jointed in cement and sand (1:4) mortar, including pointing with matching coloured grout as per architect's approval	85	SM	1,800.00	153,000.00
S	100×25mm travertine tile skirting	169	LM	350.00	59,150.00
	Classrooms				
S	25mm thick Tongued and Grooved wrot mahogany timber wood strips on and including 50x50mm chamfered timber brandering at 600mm. centres both ways screed to floors as per Architect design intent including nailing and fixing adhesive:-	168	SM	2,400.00	403,200.00
T	15cm high wooden tile skirting	334	LM	500.00	167,000.00
	TOTAL FINISHES CARRIED FORWARD TO FINAL SUMMARY				5,667,150.00

PRIME COST AND PROVISIONAL SUMS

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	PRIME COST AND PROVISIONAL SUMS				
	<u>FURNITURE</u>				
A	Include the sum of Kenya Shillings One Million Five Hundred(Kshs.2,000,000.00) only for Furniture	--	SUM	--	1,500,000.00
B	Allow for Profit	--	2%	--	200,000.00
C	Allow for Attendance	--	ITEM	--	200,000.00
	<u>COMPUTER LAB INSTALLATIONS</u>				
D	Include the sum of Kenya Shillings one Million (Kshs.900,000.00) only for Comp laboratory Installations.	--	SUM	--	900,000.00
E	Allow for Profit	--	2%	--	18,000.00

F	Allow for Attendance	--	ITEM	--	18,000.00
	<u>KITCHEN EQUIPMENT AND L.P. GAS</u>				
G	Allow a Prime Cost (P.C.) of Kenya Shillings Nine Hundred Thousand (Kshs. 900,000.00) for Supply and Installation of Kitchen Equipment and L.P. Gas.	--	SUM	--	900,000.00
H	Allow for Profit	--	2%	--	18,000.00
I	Allow for Attendance	--	ITEM	--	18,000.00
	<u>ELECTRICAL INSTALLATIONS</u>				
J	Allow a Prime Cost (P.C.) of Kenya Shillings one Million (Kshs. 1,000,000.00) for electrical installation : including associated builders work for testing and commissioning	--	SUM	--	1,000,000.00
K	Allow for Profit	--	2%	--	20,000.00
L	Allow for Attendance	--	ITEM	--	20,000.00
	<u>PLUMBING, DRAINAGE AND FIRE FIGHTING INSTALLATIONS</u>				
M	Allow a Prime Cost (P.C.) of Kenya Shillings Six Hundred (Kshs. 600,000.00) for plumbing, drainage and firefighting installation : including associated builders work for testing and commissioning	--	SUM	--	600,000.00
N	Allow for Profit	--	2%	--	12,000.00
O	Allow for Attendance	--	ITEM	--	12,000.00
	<u>CONTINGENCIES</u>				
P	Include the sum of Kenya Shillings Five Hundred Thousand (Kshs. 500,000.00) only for contingencies	--	SUM	--	500,000.00
	TOTAL PRIME COST AND PROVISIONAL SUMS CARRIED TO GENERAL SUMMARY				5,936,000.00

EXTERNAL WORKS

ITEM	DESCRIPTION	QUANTITY	UNIT	RATE	AMOUNT
	EXTERNAL WORKS "ALL PROVISIONAL"				
	BOUNDARY WALL				
	Column reinforcement				
	<u>High tensile round ribbed mild steel reinforcement bars to B.S. 4461, including spacer blocks, cutting, tying and bending in:</u>				
A	12mm diameter bars	1000	KG	200.00	200,000.00
	Column formwork				
B	Sawn softwood formwork to column 275-400mm	100	SM	480.00	48,000.00
	V.R.C in column				
C	Reinforced vibrated insitu concrete; class 20/20 (1:2:4 mix) using ordinary portland cement	8	CM	14,800.00	118,400.00
	Walling				
D	Machine cut natural stone walling bedded and jointed in cement and sand (1:3) mortar 200mm thick wall with raked horizontal joints on both sides	500	SM	1,800.00	900,000.00
E	12mm (1:5) cement sand plaster in two coats to natural stone walling	500	SM	375.00	187,500.00
	METAL GRILLES				
F	Supply and fix M.S. palisade grilles above Boundary dwaf wall to Architect's details	200	SM	2,500.00	500,000.00
	GATES				
G	50mm thick double leaf gate overall size 5000x2400mm high comprising 50x50mm RHS horizontal and vertical frames at 500mm and 438mm centres respectively to panels infilled with gauge 14 mild steel sheets welded to frames, gate hung on concrete gate pillars , complete with all necessary ironmongery and rollers ,set of padlock keys , including oiling easing and adjusting, and primed before delivery to site	1	NO.	120,000.00	120,000.00
H	Ditto pedestrian gate overall size 1000x 2400mm high	1	NO.	32,400.00	32,400.00
	FINISHES				
	Paving blocks				
	<u>Precast concrete road paving blocks to regular pattern as "Bamburi Blox" or other equal and approved laid to manufacturers' specifications</u>				

I	60mm Thick medium duty paving blocks laid on 50mm thick sand bed (m/s) to falls (1:40) , crossfalls or sloping not exceeding 15 degrees from horizontal	100	SM	1,550.00	155,000.00
	TOTAL CARRIED FORWARD TO FINAL SUMMARY				2,261,300.00

SUMMARY PAGE:

ELEMENT	DESCRIPTION	AMOUNT (Ksh.)
1	Preliminaries	767,500.00
2	Substructure	9,187,190.00
3	Superstructure	16,988,210.00
4	Doors and Windows	3,929,325.00
5	Finishes	5,667,150.00
6	External Works	2,261,300.00
7	Prime Cost and Provisional Sums	5,936,000.00
8	Consultancy	1,789,467.00
	BILL SUMMARY	46,526,142.00
	SIGNATURE OF CONTRACTOR	.....
	<i>NAME</i>	.....
	<i>ADDRESS</i>	.....
	<i>DATE</i>	.....

	<i>WITNESS</i>	.....
	SIGNATURE OF EMPLOYER	.....
	<i>NAME</i>	.....
	<i>ADDRESS</i>	.....
	<i>DATE</i>	.....
	<i>WITNESS</i>	.....