

## 3.2. Situation Analysis of the Pilot Project Areas

The sections 3.2.1 to 3.2.4 analyze general features of the living standard, education and other socio-economic structures in the pilot project areas, based on findings from “the Village Household Survey” and “the Study on Present Condition of Schools and Socially Disadvantaged People”. These were carried out in cooperation with Professor Abudullah Mansaray, Dean, Faculty of Education, the Njala University College, and his team.

### 3.2.1. Living Standards of the Pilot Project Areas

#### (1) Methodology and Targets of the Living Standard Study

“The Village Household Survey” was conducted from May to June 2005. Forty households were randomly selected as samples in each pilot project area in Tonko Limba, Magbema and Bramaia. The data were collected through questionnaire-based interviews with representatives of the households.

#### (2) General Characteristics

General characteristics of the respondents are shown in the table below. 90% of the sample households have lived in the areas for more than 10 years. Most of them live in houses made of bricks with tin roofs. In Tonko Limba, half of their roofs are straw.

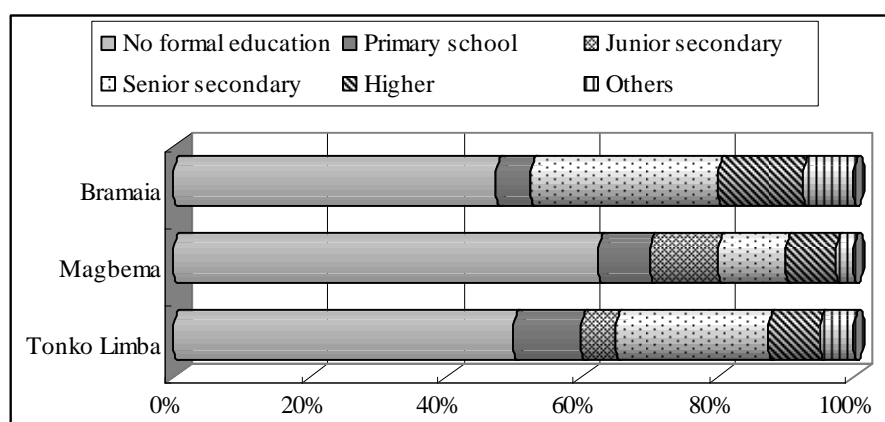
**Table 3.7: General Characteristics of Respondents**

		Tonko Limba		Magbema		Bramaia	
		(Men)	(Women)	(Men)	(Women)	(Men)	(Women)
No. of respondents (persons)		40		40		40	
		(36)	(4)	(28)	(12)	(37)	(3)
Average age (years)		47.7		48.4		47.6	
		(48.7)	(38.8)	(49.1)	(46.8)	(46.8)	(58.3)
Average household size (persons)		8.3		7.6		10.2	
Major ethnic groups		Limba (85%)		Temne (73%)		Susu (78%)	
Religion	Islam	63%		95%		90%	
	Christianity	37%		5%		10%	

(Source: JICA Study Team)

A third of the sample households are polygamy: 35% in Tonko Limba; 13% in Magbema; and 50% in Bramaia. Among the sample households, 14% are headed by women, and 20% live with wards or

adopted children<sup>71</sup>. As shown in the following figure, around 50% of respondents have not attended or completed formal education.



(Source: JICA Study Team)

**Figure 3.1: Level of Education of Respondents**

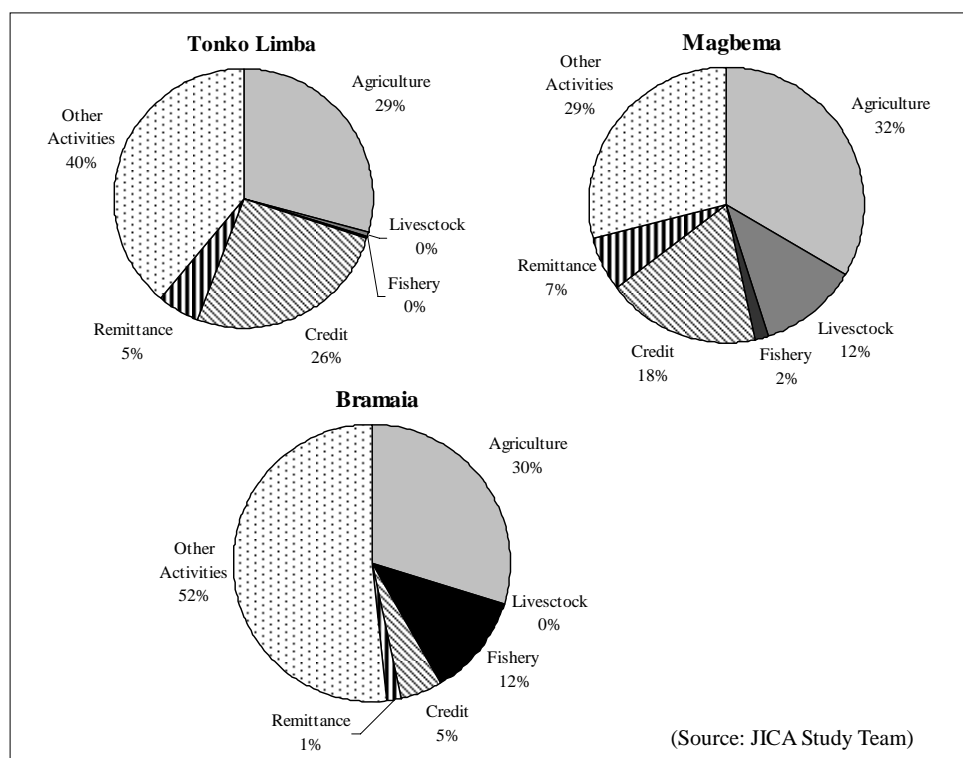
### (3) Livelihoods

Average monthly income of the sample households are about Le 195,000 in Tonko Limba, Le 462,000 in Magbema and Le 84,000 in Bramaia, while average expenses of the sample households are Le 306,000 in Tonko Limba, Le 557,000 in Magbema and Le 227,000 in Bramaia, according to the respondents.

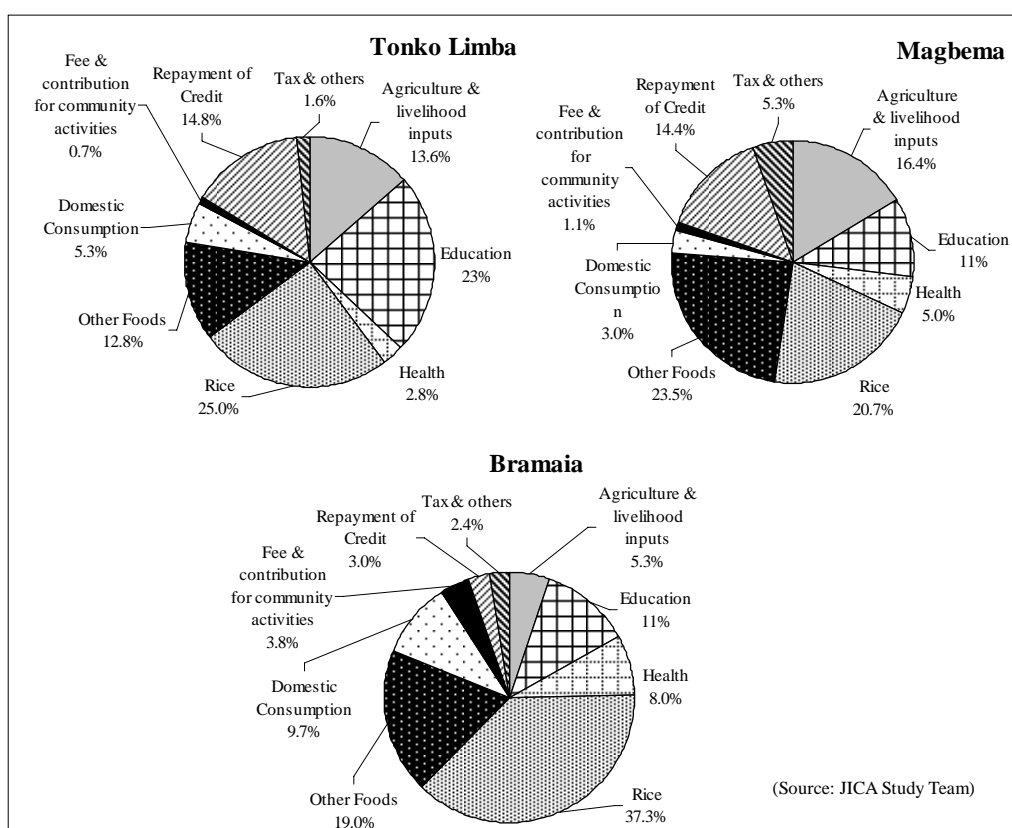
In Magbema and Bramaia, more than 40% of income is earned from agriculture, livestock and fishery products. In Tonko Limba and Bramaia, income from other activities such as small business including petty trade, carpentry and tailoring, has the largest share. In Magbema and Tonko Limba, around 20% of income relies on credit. (Figure 3.2)

Therefore, repayment of credit has a certain proportion of monthly expenses in Tonko Limba and Magbema as shown in Figure 3.3. Expenses for meals (rice and other foods) have the largest share in all three areas. Expenses for education might be a burden on average households especially in Tonko Limba.

<sup>71</sup> A ward is usually a child of relatives of the family. The family takes care of the ward to send him/her to the school instead of his/her parents who cannot send their children to school because of poverty or distance to school. Adopted children are to be treated as their own children. Some of them, like war orphans, have been adopted through the reintegration program after the war.

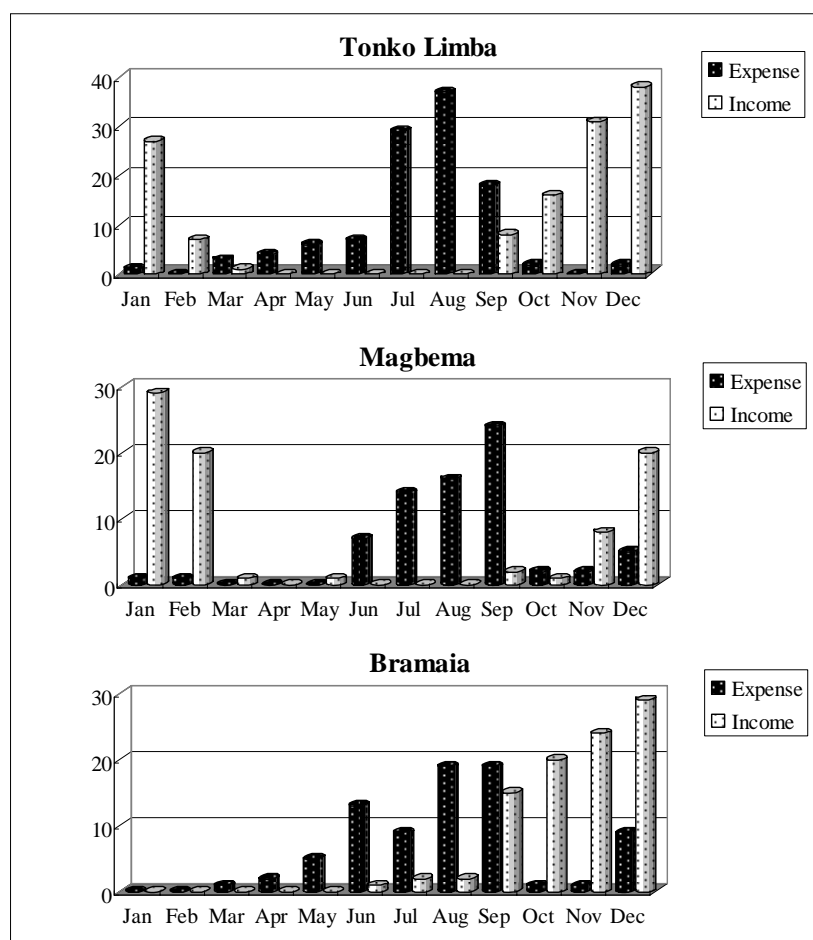


**Figure 3.2: Sources of Income of Sample Households**



**Figure 3.3: Expenditures of Sample households in Pilot Project Areas**

As shown in the figure below, sample households earn cash mostly from November to February, after harvest.



Multiple answers  
(Source: JICA Study Team)

**Figure 3.4: “Which month(s) do your household spend and earn cash most?”**

They tend to spend cash mainly from June to September. One of the reasons for expenses could be education, because school year starts from September and students take examinations such as Basic Education Certificate Examination (BECE) in July. Parents have to pay examination fees and prepare school uniforms, textbooks and other school related charges. Health-related expenses are also a reason for the increase in expenses because respiratory infections and water-borne diseases such as malaria and diarrhea might increase in the rainy season, specifically from May to October. Agricultural inputs are also necessary in the rainy season.

## (4) General Living Conditions

### Source of Information

The major source of information seems to be the radio in three areas: 50% in Tonko Limba; 58% in Magbema; and 83% in Bramaia. In Tonko Limba and Magbema, 35% and 40% of the respondents respectively obtain information from village chiefs, while only 10% do so in Bramaia. About 90% of the sample households have radio in Tonko Limba and Bramaia. Regarding health-related information, generally fathers bring information to their family in Magbema and Bramaia, while children bring information in Tonko Limba. The major sources of health-related information are health and/or education programs and schools.

### Water and Fuel

Major water sources in Tonko Limba are shallow wells (70%), while 30% of the sample households draw water from rivers. 70% in Magbema and 78% in Bramaia draw water from deep wells. Sources of water are not very far from their places. Most of the sample households reside less than 300m from water sources and draw water 3 to 4 times a day. In Tonko Limba and Magbema, drawn water is used without any treatment such as boiling, filtering or chlorinating, while in Bramaia 82% of the sample households treat water by using alum, boiling or filtering.

Firewood is one of the most popular fuel sources among the pilot project areas. In Magbema, firewood is bought from vendors, while it is collected in open forests in or near villages in Tonko Limba and Bramaia.

As shown in the following table, drawing water and collecting firewood are duties of children and women in the sample households.

**Table 3.8: “Who draw water and collect firewood in your family?”**

	Drawing water			Collecting firewood			
	Mothers/ Wives	Children	Other	Mothers/ Wives	Children	Other	No one*
Tonko Limba	9	37	1	8	34	1	0
Magbema	5	33	2	1	2	1	38
Bramaia	20	38	0	18	34	0	3

(Source: JICA Study Team)

\*They buy firewood from wood seller.

(Multiple answer)

## **Health Care**

The most popular disease among the sample households is malaria, and therefore the respondents want to have more information on it. Other water-borne diseases such as typhoid and cholera are also major causes of morbidity. In Bramaia, the information on sanitation is also in demand. Not only children but also adults suffer from these health problems. When household members are sick, 80% of the households seek medical care at the nearest clinics in Tonko Limba, because it is far from Kambia Town, where government and private hospitals are located. About 95% of the households in Magbema and 80% in Bramaia go to government or private hospitals to receive medical care.

No respondent goes to public health centers which might be located in or near the villages to receive medical treatment, because even basic or essential medicines are not in stock adequately in the health centers. Although children at government-assisted schools can receive health and medical services free of charge at public health facilities, they have to buy medicines in private pharmacies because of the lack of supply in the public facilities.

## **Community Groups**

Adult members of the sample households generally belong to community groups aiming to help each other. When one of the group members is in financial difficulty or on occasions of funeral or marriage, other members provide support in the form of cash, agricultural products or labor.

Among them, secret societies (refer to Box 3.1) are the most common, and bonds among the members are strong. The secret societies are based on traditional customs, and women and men belong to separate societies. In Magbema and Bramaia, some in the sample households belong to groups other than secret societies. Mutual finance associations, especially for women, are the most popular among such groups. Some groups like agricultural cooperatives or farmers' associations are also formed in Bramaia.

In the pilot project areas, there are women's groups which have been organized by facilitation of the Women in Agriculture Unit of the Ministry of Agriculture, Forestry and Food Security<sup>72</sup>. The groups in one section form one cluster, and one of the leaders of these groups serves as the leader of the cluster. The major activity of these groups is to cultivate communal farms to share profits. The farm

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<sup>72</sup> For details, see Box 2.3.

land is provided by community leaders with low fees. Some of these groups in Kamasasa, Tonko Limba started to also receive men as their members because of their past failure that some works were physically difficult or impossible for women.

Women and youth groups are sometimes mobilized for community activities, such as improvement of public facilities including schools and roads, cleaning their villages, and sensitization.

### **Box 3.1: Bondo Society**

The “Bondo Society” is a traditional secret society of women to initiate girls into marriage. When their mothers have decided, girls at ages between 12 and 15 are initiated into the society. They stay in a hut in bush, called “Bundubush”, for months with other girls to receive instructions and training in wifely and motherly duties that have been inherited by the community and handed down to generations of women before them. They are circumcised by “sowe”, a circumciser, usually an old, experienced "professional" who has studied under a superior for years<sup>73</sup>. This circumcision is known as female genital mutilation (FGM). The leader of the society has great influence among women in their community and members in the society offer moral and financial support each other in case of difficulty.

Initiating into the Bondo Society means that the girl is ready for marriage, and therefore most of the initiated girls do not return to school.

However, as awareness on the importance of education for girls among parents is increasing, the initiation period is sometimes shortened, only for a couple of days for the FGM, and some girls go back to school.

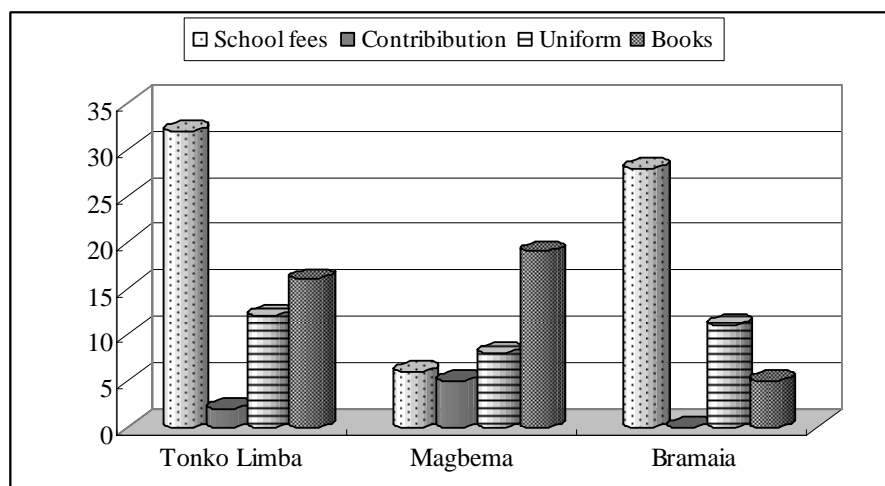
## **(5) Relationship with School**

Most of the children go to school on foot, and it takes about 20 to 30 minutes. Sometimes, their school routes are not safe because of wild animals or heavy rain. Generally, teachers in the pilot project areas visit their students’ home once or twice a term, and some visit more than 4 times in Tonko Limba and Bramaia.

The respondents visit school once to three times a term, and in Tonko Limba and Bramaia, 20 to 25% of them visit more than 5 times. Their major purpose of visiting school is to see the progress of their children in Magbema and Bramaia, and to attend meetings in Tonko Limba.

<sup>73</sup> <http://www2.rz.hu-berlin.de/sexology/GESUND/ARCHIV/GUS/SIERRALEONE.HTM>, Accessed on 28 June 2005.

Most of the sample households bear school fees, contribution, and costs for uniforms, books and other school supplies, while in Magbema, 40% of them do not pay school fees and 73% of them do not bear contribution.

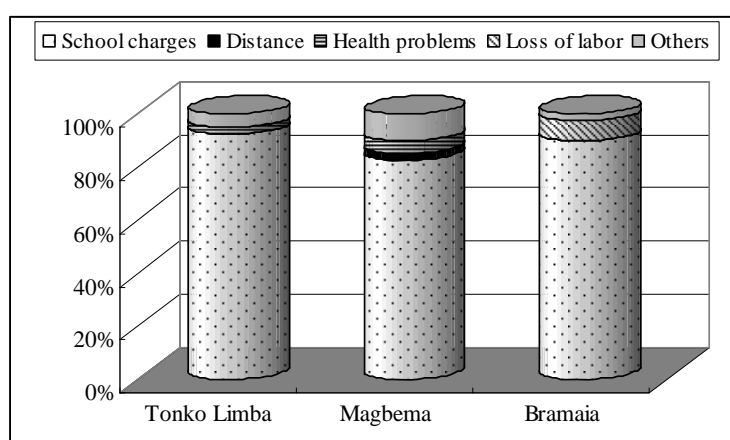


Multiple answer  
(Source: JICA Study Team)

**Figure 3.5: “Which education costs do you think to be costly?”**

As presented in the figure above, the respondents in Tonko Limba and Bramaia feel that school fees are costly. The cost for textbooks seems to be a burden in Tonko Limba and Magbema.

The following figure shows that school-related costs are the biggest problem for the sample households in the pilot project areas. Some in Bramaia think that they could lose labor forces if they send their children to school.



(Source: JICA Study Team)

**Figure 3.6: “What is the greatest problem caused by sending children to school?”**



### **3.2.2. Situation Analysis of Education**

This section outlines the results of two studies: i) “the Study on Present Status of Education and Socially Disadvantaged People in Kambia District”<sup>74</sup> which targeted junior secondary schools and government-assisted primary schools; and ii) a study with the same methodology with the focus on community schools (hereafter, “the Education and SDP Study” as two studies)<sup>75</sup>. A sub-section, “School Management,” is added at the end of the section in order to more comprehensively describe the present status of education in the target areas.

#### **(1) Methodology and Targets of the Education and SDP Study**

The Education and SDP Study was conducted from May to June 2005. Target groups of the Education and SDP Study included 3 junior secondary schools, 15 government-assisted primary schools and 30 community schools of the pilot project areas in Tonko Limba, Magbema and Bramaia. The Education and SDP Study was conducted through three components:

- i) quantitative data collection from the target schools with questionnaire forms;
- ii) interview survey with principals, teachers and community leaders following the guide for discussion; and
- iii) focus group discussion with sampled pupils of the primary schools according to the guide for focus group discussion.

#### **(2) Overview of the Basic Education Provision in Kambia Districts**

Before describing the achievements and problems of the pilot project schools in the basic education sector, the education status of the seven chiefdoms of Kambia District including the three chiefdoms, where the target schools are situated, is shown in the following table.

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<sup>74</sup> The detailed result of the Study is shown in the Final Report of “The Study on Present Status of Education and Socially Disadvantaged People in Kambia District”.

<sup>75</sup> Prof. A. Mansaray and his team of the Njala University carried out the former while individually hired local consultants completed the latter.

**Table 3.9: Government-assisted Primary Schools in Kambia District  
(as of January 2004)**

Chiefdom	No. of Schools	Students				Teachers		
		Total No. of Students	No. of Male Students	No. of Female Students	Percentage of Female (%)	Total No. of Teachers	No. of Qualified Teachers	Percentage of Qualified Teachers (%)
Tonko Limba*	37	9,107	5,071	4,036	44.3	89	26	32.1
Magbema*	34	14,319	8,565	5,154	36.0	158	80	50.6
Bramaia*	11	3,297	2,106	1,191	36.1	22	4	18.2
Masungbala	14	4,705	2,958	1,747	37.1	45	12	26.7
Mambolo	21	6,880	4,156	2,724	39.6	74	23	31.1
Samu	25	8,258	5,443	2,815	34.1	96	25	26.0
Gbinleh-Dixon	11	3,341	2,131	1,210	36.2	33	4	12.1
Total	151	49,907	30,430	18,877	37.8	517	174	33.7

Note: \* = Three (3) chiefdoms where the pilot project areas are located.

(Source: MEST, *Data Pack Education Sector*, October 2004)

Tonko Limba and Magbema show relatively better figures compared to Bramaia. Tonko Limba has 37 government-assisted primary schools, the largest number among the 7 chiefdoms, followed by Magbema, which has 34 schools. The enrollment of the government-assisted schools of Magbema is 14,319, which is the largest among the 7 chiefdoms. On the other hand, Bramaia has 11 government-assisted primary schools and 3,297 students, both of which are the smallest number among the 7 chiefdoms. In Tonko Limba, more female students, or 44.3% of the total students, go to school compared with other chiefdoms in Kambia.

In terms of the teachers, Magbema has far better record among the 7 chiefdoms. Magbema has twice more teachers than Tonko Limba, although they have similar number of schools. 50.6% of the teachers are qualified in Magbema, while 32.5% are qualified in Tonko Limba. In Bramaia, there are 22 teachers for 11 government-assisted primary schools, and 4 of them are qualified teachers (18.2%).

In addition to the government-assisted primary schools, 41 community schools were identified, with the names and locations, in the three pilot project areas during the field survey in May and June 2005 (Table 3.10).

**Table 3.10: Community Schools and Government-assisted Schools in Kambia District (as of June 2005)**

Chiefdom	No. of Community Primary Schools	No. of Government-assisted Primary Schools	Total No. of Primary Schools
Tonko Limba	13	37	50
Magbema	12	34	46
Bramaia	16	11	27
Total	41	82	123

(Sources: The number of the community schools: The field survey of JICA Study Team in June 2005; and  
The number of the government-assisted primary schools: MEST, *Data Pack Education Sector*, October 2004)

There are 12 secondary schools in Kambia. Of these, Tonko Limba has 2 schools; Magbema has 5 and Bramaia has 1. As shown in the table below, 14.5% of the total students are female in Magbema and 12.1% in Bramaia; Tonko Limba shows better percentage of 21.7%. In Magbema, 93.9% of the secondary school teachers are qualified teachers, while in Bramaia only 44.4% are qualified.

In general, among the 3 chiefdoms, where the pilot project areas are located, Magbema has the best figures of the educational access and quality achievement in basic education, while Tonko Limba shows best results in educational equity. Bramaia has the worst figures in access, quality and equity achievements among all of the 7 chiefdoms of Kambia.

**Table 3.11: Secondary Schools in Kambia District (as of January 2004)**

Chiefdom	No. of Schools	Students				Teachers		
		Total No. of Students	No. of Male Students	No. of Female Students	Percentage of Female (%)	Total No. of Teachers	No. of Qualified Teachers	Percentage of Qualified Teachers (%)
Tonko Limba*	2	766	600	166	21.7	30	20	66.7
Magbema	5	1,656	1,416	240	14.5	66	62	93.9
Bramaia*	1	290	255	35	12.1	9	4	44.4
Masungbala*	0	--	--	--	--	--	--	--
Mambolo	2	579	490	89	15.4	24	23	95.8
Samu	2	466	356	110	23.6	17	15	88.2
Gbinleh-Dixon	0	--	--	--	--	--	--	--
Total	12	3,757	3,117	640	17.0	146	124	84.9

Note: \* = Three (3) chiefdoms where the pilot project areas are located.  
(Data Source: MEST, *Data Pack Education Sector*, October 2004)

### (3) Achievements and Problems of Basic Education in the Pilot Project Areas

The current status of the primary and the secondary education in the pilot project areas are summarized below:

## Access

The lower grades have the largest number of enrollment in all of the primary and the secondary schools in the pilot project areas as shown in the following two tables. Magbema has the largest enrollment among the 7 chiefdoms (Table 3.9). However, the performance of each school, for example, enrollment of sample primary schools in Table 3.12, shows that the number of students is the largest in Class 1 but shows the steep decrease from Class 1 to Class 6. This implies that there is a serious dropout and/or repetition problems in the schools.

The data of the school-age population of the pilot project areas was not available; therefore, gross enrollment rate, net enrollment rate, or the number of children who do not attend schools were not identified through the Education and SDP Study.

**Table 3.12: Enrollment by Class of Sample Primary Schools in the Pilot Project Areas in Tonko Limba, Magbema and Bramaia (June 2005)**

Chiefdom	Tonko Limba				Magbema				Bramaia			
Sample Primary School	Roman Catholic Kabassa Primary School				Sierra Leone Muslim Brotherhood Primary School				DEC Kabaya Primary School			
	M	F	T	% of F	M	F	T	% of F	M	F	T	% of F
Class 1	79	89	168	53.0	164	335	499	67.1	80	59	139	42.4
Class 2	21	29	50	58.0	193	153	346	44.2	50	52	102	51.0
Class 3	30	20	50	40.0	184	108	292	37.7	36	14	50	28.0
Class 4	22	23	45	51.1	124	50	174	28.7	36	14	50	28.0
Class 5	9	13	22	59.1	91	44	135	32.6	32	18	50	36.0
Class 6	8	2	10	20.0	75	26	101	25.7	28	17	45	37.8

Note: M = enrollment of male students; F = enrollment of female students; T = total enrollment;

% of F = percentage of female students of the total students enrollment

(Source: JICA Study Team, *The Study on Present Status of Education and Socially Disadvantaged People in Kambia District*, 2005)

**Table 3.13: Enrollment by Class of Sample Secondary Schools in the Pilot Project Areas in Tonko Limba, Magbema and Bramaia (June 2005)**

Chiefdom	Tonko Limba				Magbema				Bramaia			
Sample Secondary School	Wesleyan Centennial Secondary School				Ahmadiyya Muslim Secondary School				St. Mary Secondary School			
	M	F	T	% of F	M	F	T	% of F	M	F	T	% of F
JSS-1	35	10	45	22.2	216	54	270	20.0	106	38	144	26.4
JSS-2	41	15	56	26.8	142	31	173	17.9	103	27	130	20.8
JSS-3	21	10	31	32.3	70	21	91	23.1	69	8	77	10.4

Note: M = enrollment of male students; F = enrollment of female students; T = total enrollment;

% of F = percentage of female students of the total students enrollment

(Source: JICA Study Team, *The Study on Present Status of Education and Socially Disadvantaged People in Kambia District*, 2005)

The following is the major problems regarding access to education in Kambia, which are related to the distance to school, school environment and children's readiness to go to school:

1. **Long distance to the schools:** Some students come from villages located 3 or 4 miles away from the school. It takes 3 hours for small children to go to school every day.
2. **Lack of security on the way to the schools and in the schools:** According to the Education and SDP Study, there are few traffic accidents because of limited number of vehicles. However, there are wild animals and insects which are not safe for small children on the way to school. Parents or guardians of female students are worried if their daughters might be attacked or kidnapped by someone.
3. **Poor health conditions:** According to the results of the Education and SDP Study, health conditions of school children in the pilot project areas are not very well in general. Some of them suffer from preventable diseases such as malaria, diarrhea, typhoid and other diseases related to poor sanitary conditions and malnutrition. Many parents cannot provide their children with essential drugs or take them to health facilities because they do not have money.
4. **Poor nutrition or Malnutrition:** Many students do not eat enough food every day because of the poverty of their families; they suffer from hunger or malnutrition. Most of the schools do not provide lunch unless they receive a school feeding program.
5. **Low income of parents (guardians):** According to the Education and SDP Study, many parents understand the importance of education. However, because of their low income, they cannot send their children to higher education; they have to send their children to the market to earn money; they have to keep their children home to do housework; and they have to marry their daughters in their early teens.
6. **Expenses for education:** Although it is free to attend primary school, parents are sometimes requested to pay small amount of money to school such as supplement for teachers' salary, who are not fully paid by the government, and money for notebooks and pencils, facility maintenance and school events etc. These expenses make it difficult for parents and guardians to send their children to school.

### **Quality**

The sample primary and secondary schools in the pilot project areas in Tonko Limba, Magbema and Bramaia have serious problems in quality of education such as high dropout rate, high repetition rate, low attendance rate and low completion rate. These problems are caused mainly by poor teaching and learning environment, lack of teaching materials, limited number of teachers, low level of teaching

skills, and poverty in the families. The quality problems in the pilot project areas revealed by the Education and SDP Study are summarized below.

Most of the classroom blocks are old and have no safe water supply or electricity. Many schools do not have toilets or pit latrines. They have no laboratory or library. Although some secondary schools have a principal's office and a staff room, most of the primary and secondary schools have only classroom facilities.

As for school furniture, some schools have enough furniture but others have very limited desks and chairs. For example, in Tonko Limba, Wesleyan Church Sierra Leone Kamasasa Primary School has 52 desks and benches (for two-seater) for 100 students in Class 1 and desks and chairs for teachers in the classroom. On the other hand, Roman Catholic Kamasasa Primary School has only 6 desks and benches for 123 students and no desk or chair for teachers. In Magbema, all the target schools are in critical condition in terms of school furniture. Ahmadiyya Primary School has no desk and 12 benches for 654 students in Class 1, no desk and 16 benches for 146 students in Class 2, and no desk and 26 benches for 131 students in Class 3 with no desk or chair for teachers.

Most of the secondary schools have very limited textbooks. In Tonko Limba, Wesleyan Centennial Secondary School has no textbook for students and only 1 teacher's guide for each subject for each class. Teachers are teaching only through the lecture with writing on the blackboard. The sample primary schools have more textbooks; however, some have very limited number of textbooks for teachers and no teacher's guide.

In Magbema, the textbook situation in the secondary school is worse than Tonko Limba. It has no textbook for students or teacher's guide. The sample primary schools of the pilot project area in Magbema has more textbooks and teacher's guide except for Ahmadiyya Primary School, which has only 15 textbooks, for example, for the 654 students in Class 1. Bramaia has the worst textbook situation. The sample secondary school has no textbook or teacher's guide. Some primary schools do not have textbooks and all the sample primary schools do not have teacher's guide at all.

In the pilot project areas, with the exception of the secondary school, the majority schools are staffed by unqualified teachers. All of the teachers of the sample secondary school in Magbema are qualified teachers, though there is no female teacher. In general, Magbema has the best figure of the percentage of qualified teachers in the sample primary and secondary schools, while Bramaia has the worst one.

**Table 3.14: No. of Teachers of the Primary and the Secondary Schools in the Pilot Project Areas in Tonko Limba, Magbema and Bramaia (June 2005)**

Chiefdom	Tonko Limba				Magbema				Bramaia			
Total of Sample Primary Schools (4 sample primary schools in Tonko Limba; 6 in Magbema; 5 in Bramaia)												
	M	F	T	% of F	M	F	T	% of F	M	F	T	% of F
No. of Teachers	17	6	23	26.1	59	14	73	19.2	29	2	31	6.5
Qualified	4	0	4	0	13	8	21	38.1	4	0	4	0
Unqualified	13	6	19	31.6	46	6	52	11.5	25	2	27	7.4
% of Qualified	23.5	0	17.4	--	22.0	57.1	28.8	--	13.8	0	12.9	--
Total of Sample Secondary School (1 sample secondary school from each of Tonko Limba, Magbema and Bramaia)												
	M	F	T	% of F	M	F	T	% of F	M	F	T	% of F
No. of Teachers	7	0	7	0	17	0	17	0	15	0	15	0
Qualified	6	0	6	0	17	0	17	0	7	0	7	0
Unqualified	1	0	1	0	0	0	0	0	8	0	8	0
% of Qualified	85.7	0	85.7	--	100	0	100	--	46.7	0	46.7	--

Note: M = number of male teachers; F = number of female teachers; T = total number of teachers;

% of F = percentage of female teachers of the total teachers

(Source: JICA Study Team, *The Study on Present Status of Education and Socially Disadvantaged People in Kambia District*, 2005)

## **Equity**

When considering the gender balance between male and female students in the sample primary schools, more than 50% of the total students are female in Class 1 and Class 2 in Tonko Limba and in Class 1 in Magbema. However, the percentage of female students decreases in the higher grades such as Class 5 and Class 6. In the secondary schools, only 20-30% of the total students are the female students in all of the pilot project areas; Tonko Limba has the better percentage of female students than the other two chiefdoms, while Bramaia has the smallest percentage.

Among the teachers in the secondary schools, there is no female teacher in the pilot project areas, which is the common tendency in Kambia. In the sample primary schools, they have a few female teachers, although most of them are unqualified. To increase the number of female students, it is important to invite more female teachers to make schools friendlier for female students and to make the female teachers a role model for female students, who want to be a teacher and/or to be educated.

## **(4) School Management**

Since the enactment of the Education Act in 2004, all government-assisted schools have been under obligation to establish School Management Committee (SMC). Accordingly, each government-

assisted primary school in the target areas of Kambia District has established a SMC, and each secondary school has in the same manner established a Board of Governance (Board). Although SMCs and Boards are expected to serve as an essential function to monitor, supervise, and facilitate school management in financial and operational terms, it appears that those committees and boards still have a room to improve their capacity, in the same way as the general phenomenon in Sierra Leone. It is partially why training for the SMCs is under operation in Kambia District though it is originally designed for the SMCs established under SABABU Education Project<sup>76</sup>.

Community and Teachers' Association (CTA) is another entity strengthening school management. It is contributing, to some extent, to decision making of the SMCs and Boards. In fact, decisions of the committees and the boards are more or less synchronized with those of CTAs since some CTA members are at the same time the SMCs and Boards members, according to education officials in Kambia District.

Awareness of SMC members on the other hand is not negligible regardless of generally recognized capacity of SMCs. In fact, it is observed during the PRA workshops held in mid-July that the SMC members of the target areas appeared to be aware of their roles and responsibilities, and some even showed their commitment to improving school management. For instance, a group of SMC members during the PRA workshop held in Kamasasa comprehensively elaborated their roles toward sustainable community development<sup>77</sup>.

### **3.2.3. Situation Analysis of Women and Girls in the Pilot Project Areas**

This section describes the situation of women and girls in the pilot project areas.

According to the results of the Education and SDP Study, women are recognized as “socially disadvantaged” in the pilot project areas (see the section 3.2.4 for details). They generally seem not to have ample opportunities for self-actualization. Most women do not have opportunities for schooling, which could enable them to fully utilize their potentials. There is a great deal of stereotyped roles of women and girls in the community, and those tend to stifle their initiatives.

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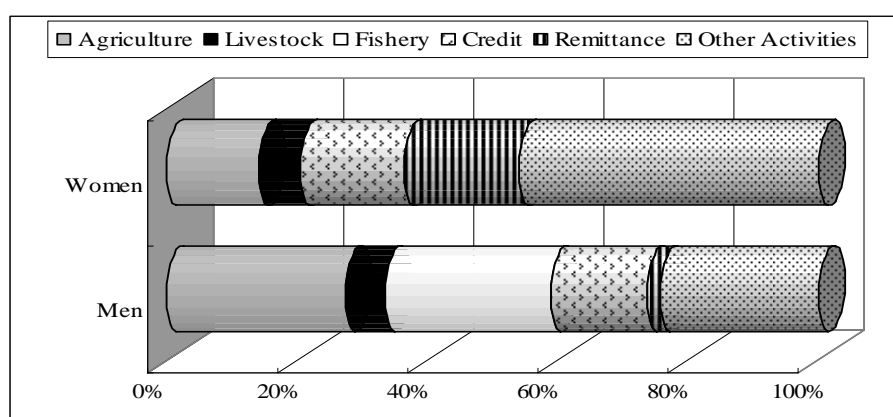
<sup>76</sup> The Ministry of Education, Science, and Technology prepared *Training Manuals For School Management Committee* in 2003 and the manual is being utilized for training of ex-SABABU schools.

<sup>77</sup> Results of Participatory Rural Appraisal (PRA) held in mid-July are presented in the section 3.2.6.



## (1) Women in Households

As described earlier, 14% of the sample households are headed by women. Major sources of income of female-headed households are different from those of male-headed households, as can be seen in the figure below. Female-headed households mainly earn income from small business activities including petty trade, tailoring and carpentry. Remittance from migrated family members is also their major source of income.



(Source: JICA Study Team)

**Figure 3.7: Gender Difference in Sources of Income of Sample Households**

33% of the sample households are polygamic family. Generally, two to four wives live in the same house with their children in a polygamic family. Heads of polygamic households seem to be older than those of monogamic households. The average age of husbands is 54 in polygamy and 42 in monogamy. The average size of polygamous households is about 10.8 persons, larger than that of monogamous households (7.6 persons). Some respondents in the Education and SDP Study pointed out that women in polygamic households are more vulnerable to poverty and abuse. (refer to Box 3.2 and the section 3.2.4 below)

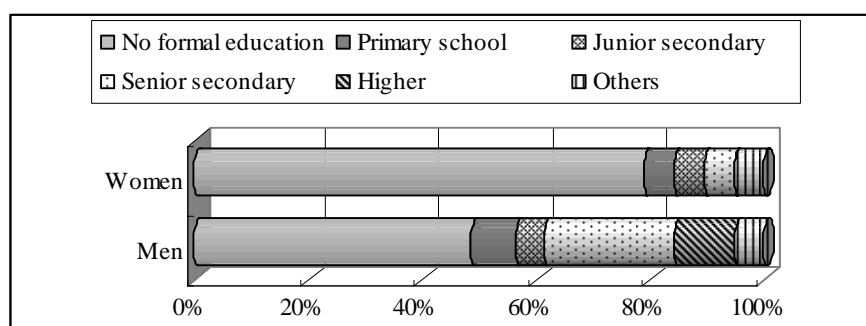
### Box 3.2: Wives in Polygamy

Generally, women in polygamy cannot express or address their family problems because it is too common, especially in rural areas. Wives usually live in the same house and sleep in one room. One of them who is loved by their husband most, “the favorite”, controls everything in their family. (“The favorite” is usually the youngest wife.) For example, when the family does not have enough income to send all children to school, the priority might be given to “the favorite’s” children; when they do not have enough foods for all family members, the foods might be taken first by husband, “the favorite” and her children.

Their husband takes earnings from wives and gives those to “the favorite”. Other wives sometimes are not given financial support by their husband, and therefore they have to feed themselves and their children by themselves. Most of these wives have to endure such situations because it is extremely difficult for them to divorce as they cannot leave their children or survive without any support from husband.

## (2) Women and Girls in Education

Among the respondents of “the Village Household Survey”, nearly 80% of women had no formal education (Figure 3.8). It could cause high illiteracy rate of both English and Creole, and high innumeracy rate among women<sup>78</sup>.



(Source: JICA Study Team)

**Figure 3.8: Gender Difference in Level of Education of Respondents**

As shown in the table below, the enrolment ratio of girl children in primary education is 64% of that of boys in whole Kambia. In pilot chiefdoms, the ratio in Tonko Limba is the highest.

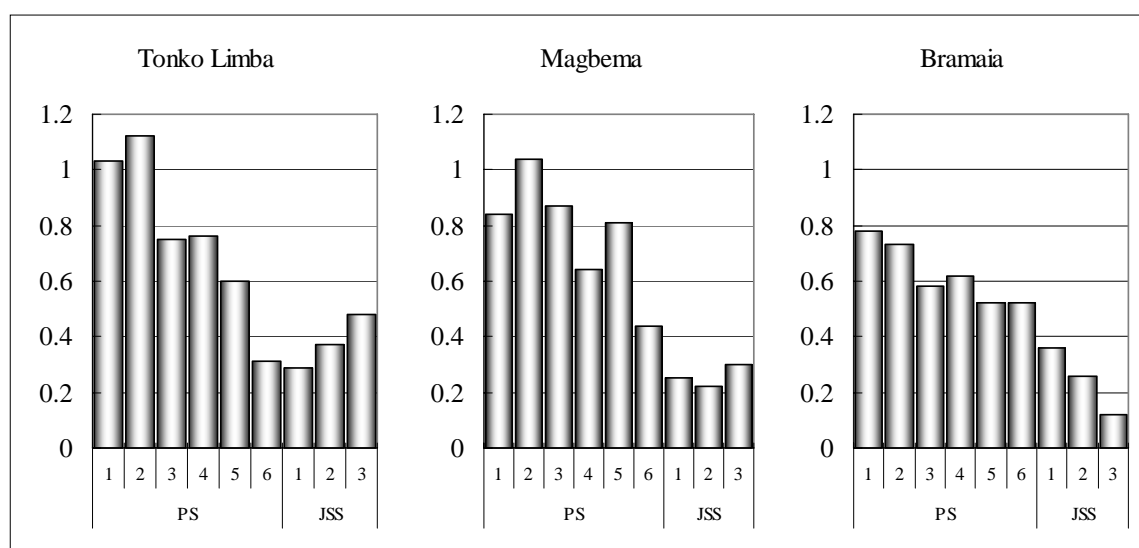
<sup>78</sup> Among participants of PRA (participatory rural appraisal) workshops held in the pilot areas, only one or two women, who were teachers, could understand English, and some women could not understand even Creole although they were leaders of women’s groups.

**Table 3.15: Gender Ratio in Primary Schools in Target Chiefdoms and in Whole Kambia in 2004**

	Boy	Girl	Girl/Boy ratio
Tonko Limba	4,684	3,336	0.71
Magbema	7,854	5,330	0.68
Bramaia	1,814	1,041	0.57
Whole Kambia	28,398	18,078	0.64

(Source: JICA Study Team)

The following figure shows girls to boys ratio in each class of government-assisted primary schools and junior secondary schools in the pilot project areas. In Tonko Limba, the number of girls and boys are almost the same, or there are more girls in class 1 and 2. In Bramaia, the number of boys is more than that of girls in all classes. In Tonko Limba and Magbema, the ratio is less than 0.5 from class 6 onwards.

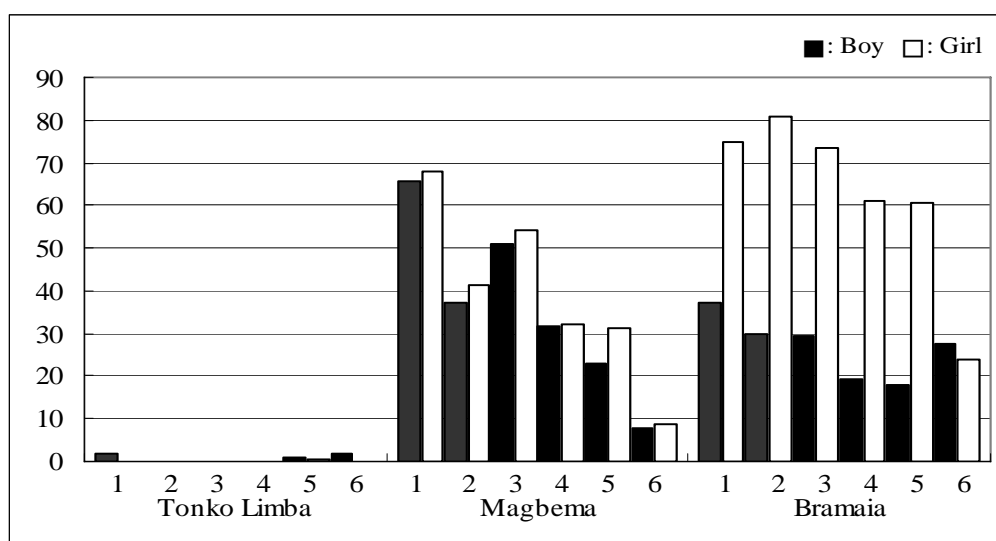


(Source: JICA Study Team)

**Figure 3.9: Girls to Boys Ratio in each class in Primary Schools and Junior Secondary Schools in the Pilot Project Areas (as of June 2005)**

The following figure shows average number of dropout in government-assisted primary schools in the pilot areas from 2001/02 to 2003/04. The figure of Tonko Limba is far less than that of the other two areas. However, as described in the prior section (3.2.2), the number of students is less in higher class. In Magbema, average numbers of dropout of boys and girls are almost equal. As the number of enrollment of boys and girls is different as described in the section 3.2.2, this suggests that the dropout rate among girls is higher than boys.

In Bramaia, much more girls have dropped out in the last 3 years compared to boys, especially in class 1 to 3 with more than 70 girls left schools on average.



(Source: JICA Study Team)

**Figure 3.10: Average Number of Dropout in Each Class in Government Assisted Primary Schools in the Pilot Project Areas (2001/02 to 2003/04)**

According to the findings from the field survey, the level of awareness of the importance of girl's education varies among the three areas. In Tonko Limba, both parents and communities generally appreciate girl's education and encourage girl children to go to school. They think the current situation of low enrollment and attendance of girls as one of the concerns in their communities. In spite of that, some parents want their children to help them or not to go to school because of poverty. In Magbema and Bramaia, the level of awareness of the importance of education both for boys and girls is generally low, and parents rather require their children to help their livelihood activities and household works.

As described in the prior section (3.2.2), there are various factors hindering children from going to school, some of which especially affect girl children, such as below:

(1) School environment

- Distance to school is too far and the route is not safe because of wild animals and heavy rain.
- There is no toilet in school.

(2) Family environment

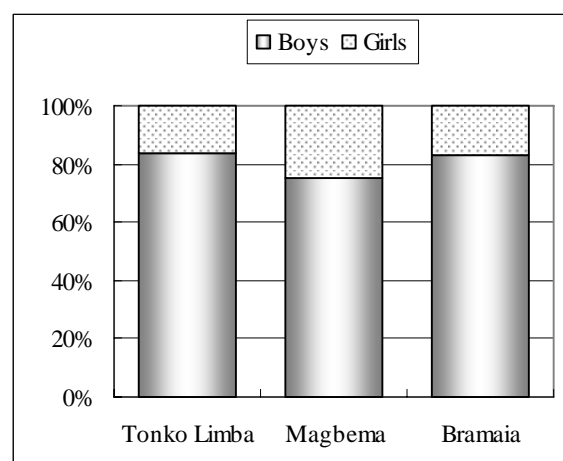
- Parents prefer early marriage of girls.

- Parents prefer boys going to school and girls staying at home to help housework.
- Parents keep unmarried girl children in pregnancy away from school because of the stigma
- Girls in large family have to take care of their younger family members.
- Girls are initiated into “Bondo Society” (Box 3.1).

Regarding early pregnancy, girls themselves also have to become aware of the importance of family planning and prevention of sexually transmitted infections (STI). According to some teachers in the pilot project areas, there is no concrete curriculum on sex education in primary and junior secondary schools. Considering the current situation in which early pregnancy is common among students in junior secondary schools as well as upper grades of primary schools, education and sensitization on family planning and STI prevention at school will also be one of the effective measures of school dropout prevention.

The following figures show average gender ratio of students who passed the NPSE and BECE in the last three years from 2001/02 to 2003/04.

About 20% of total students who passed the NPSE were girls in the three areas. In Magbema and Bramaia, more than 95% of students passed the examination, while 15% of boys and 45% of girls in Tonko Limba failed.

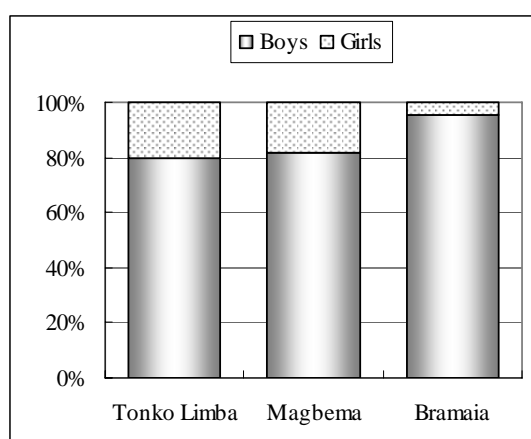


(Source: JICA Study Team)

**Figure 3.11: Average Gender Ratio in NPSE Passed Students  
(2001/02 to 2003/04)**

Regarding BECE, 20% of the total students who passed the exam were girls in Tonko Limba and Magbema, while the figure was less than 5% in Bramaia. At the same time, regarding the pass rate by

sex, the highest boy's pass rate was seen in Bramaia (95%), i.e., 244 boy students passed in the three years. On the other hand, only 12 girls passed the BECE out of 20 candidates. In Tonko Limba, 69% of boys and 33% of girls passed the BECE during the same period. In Magbema, although the number of girls who passed the BECE was much less than that of boys (102 boys and 23 girls), the pass rate of girls (68%) was higher than that of boys (60%).



(Source: JICA Study Team)

**Figure 3.12: Average Gender Ratio in BECE Passed Students  
(2001/02 to 2003/04)**

As shown in the table below, the number of female teacher is much less than that of male teacher because of the following reasons:

- Limited number of women can receive higher education.
- Women with higher educational background tend to select occupations other than teachers in rural areas, because of low and unstable salary and living condition of teachers in rural areas.

Percentage of qualified female teachers is higher in Kambia, and, among the chiefdoms, the highest is Magbema Chiefdom. Magbema enjoys better access to Kambia Town, the district center, compared to the other areas, which could be a factor that the percentage of qualified teachers is the highest among the target chiefdoms.

**Table 3.16: Teachers in the Target Chiefdoms and in Whole Kambia in 2004**

	Men	Qualified		Women	Qualified	
Tonko Limba	68	26	(38.2%)	25	3	(12.0%)
Magbema	119	80	(67.2%)	23	20	(87.0%)
Bramaia	17	4	(23.5%)	2	0	(0.0%)
Whole Kambia	421	189	(44.9%)	75	36	(48.0%)

(Source: JICA Study Team)

\*Qualified teachers include licensed and teacher's certificate.

As shown in the table below, none of the government assisted primary schools in the pilot areas has qualified female teachers in Tonko Limba and Bramaia. Moreover, there is no female teacher in junior secondary schools in the pilot areas.

**Table 3.17: Teachers in Government-assisted Primary Schools in the Pilot Project Areas (as of June 2005)**

	Tonko Limba		Magbema		Bramaia	
	Men	Women	Men	Women	Men	Women
Number	17	6	59	14	29	2
Qualified*	4	0	13	8	4	0
% of qualified	23.5%	0.0%	22.0%	57.1%	13.8%	0.0%

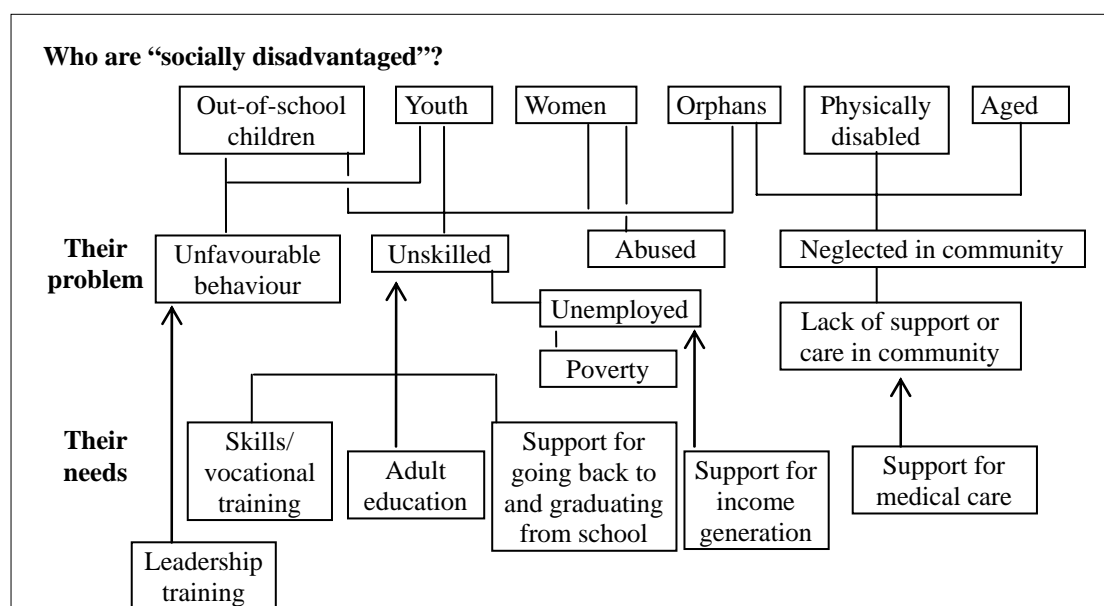
(Source: JICA Study Team)

\*Qualified teachers include licensed and teacher's certificate.

### **3.2.4. Situation Analysis of Socially Disadvantaged Groups in the Pilot Project Areas**

This section outlines the situation of socially disadvantaged groups in the pilot project areas, based on the results of the “Study on Present Condition of Schools and Socially Disadvantaged People” (Education and SDP Study) described in the prior section (3.2.2).

According to the Education and SDP Study, perceptions on “socially disadvantaged groups” among the respondents are summarized as follows.



(Source: JICA Study Team)

**Figure 3.13: Perception on “Socially Disadvantaged Groups” in the Pilot Project Areas**

As shown above, socially disadvantaged groups are generally living in poverty, since (1) they have lost/would lose their future opportunities; and/or (2) they have been socially and economically excluded from the community. This section looks at vulnerabilities and opportunities of those groups.

### (1) Youth and Children

First, those youths who are the school dropouts, the unskilled and/or the unemployed are considered socially disadvantaged among community people. Major reasons of the drop-out among youth are early marriage and pregnancy, the war, financial difficulties of their parents, and household and livelihood works to feed their family. Although some youths have strong intentions to go back to school, they feel that they are too old to do so. Because of the lack of education, they think themselves as unskilled and unemployed.

On the other hand, it is also difficult for the youth who have even graduated from secondary schools to find jobs in the pilot project areas. In addition, usually, they cannot be involved in decision making processes in their family and community structure. They are reluctant to live in such situations and consequently tend to leave for urban areas to find opportunities. However, it could not be a better alternative because job opportunities are not sufficient in urban areas, either.

Secondly, school-age children who do not or cannot go to school are considered to be unskilled and unemployed in the future. Orphans could become out-of-school children because their guardians



sometimes do not care about their education but want them to help make livelihoods such as farming and petty trading, and do housework. According to the Office of Social Welfare, Gender and Children's Affairs in Kambia District, there is no orphanage in the district at present. Although some NGOs have assisted in building orphanages in the past, those buildings are currently used for other purposes. Therefore, some orphans are taken care of by their relatives; others have to survive by themselves, since they are sometimes neglected by their community. Physically disabled children as a result of polio or the war could also be out-of-school children. In community schools, few disabled pupils are enrolled while some are in government assisted schools.

Having lost their opportunities, these youths and children are forced to involve in unfavorable activities such as stealing, gambling and prostitution for their survival.

During the course of the interviews, many of them expressed that they felt the importance of education, skill training and job opportunities to empower children and youths, including:

- If they could go back to school and complete primary education, they might have more alternatives.
- If they have access to learn skills in income generation, they could contribute to various community development activities, like small enterprises, road construction and maintenance, skilled construction works for installation of water and sanitation facilities, and social services including community sensitization.
- If agricultural inputs such as technical training, seeds, fertilizers, sprays and equipment are provided, such inputs could also be effective to empower them and their community, since agriculture is the mainstay of rural livelihoods.

## **(2) Women**

Some women in the pilot project areas are wives of polygamous family or heads of household, and therefore they, in some cases, have to feed themselves and their children. Polygamy is still common in the areas and wives in polygamy have difficulties in making their complaints in public. As mentioned in the section 3.2.3, wives who are not “the favorite” and their children are not supported by their husband, still have to give him their earnings. As “the favorite” controls everything in a household, other wives might have no or quite limited access to receive basic human needs such as health care and education and to manage family property. Some of them and their children are also at the risk of sexually and gender based violence (SGBV).

Consequently, women in polygamy might be forced to live in poverty and be “socially disadvantaged”. However, it is difficult for them to be economically independent because they are unskilled and have limited alternative means of livelihood. In such situations, without protection and adequate skills, some of women these turn to prostitution to feed themselves and their children.

During the course of the interviews, many of them expressed their feeling that community sensitization and mobilization are important to empower women in addition to education, skill training and job opportunities. Their opinions are such as follows:

- If they could go back to school and complete primary education, it might be possible for them to have more alternatives and to mobilize community activities such as gender and/or health related sensitization.
- If adequate support for entrepreneurship, such as business management skill training and micro credit, is provided, women would have opportunities to start petty trade to feed themselves and their family.
- If they are economically empowered or independent, some of their problems such as domestic violence and poverty would be mitigated.

### **(3) Other Groups**

It is also pointed out by the respondents that aged people and physically disabled people are socially disadvantaged. According to the results of the Education and SDP Study, they tend to be ignored and not to be supported in their community. Therefore, they are isolated and living in poverty.

In Tonko Limba, community school teachers define themselves as “socially disadvantaged” because they do not receive salary or incentives regularly and have no or quite limited opportunities for upgrading their teaching skills and status. If they have an opportunity to attend the distance education course and become “qualified teachers”, they believe that they could find a post at government-assisted schools and be on the government pay-roll.

In the meantime, some elderly people who are relatively wealthy and/or have a say in the community assist community school teachers in Tonko Limba. This case suggests that positive involvement of community authorities in management of school, especially in that of community schools, should be encouraged through awareness raising.

#### **(4) Support for Socially Disadvantaged Groups in the Pilot Project Areas**

Those socially disadvantaged groups generally do not receive attention by the community, and therefore are isolated. Community leaders have not had concrete ideas to support them yet. In Bramaia, some groups are supported in the context of the “extended family structure” and it could be a burden on the poor community.

As described in the prior section, the Office of Social Welfare, Gender and Children’s Affairs in Kambia District is in charge of protection of children and women in difficult situations<sup>79</sup>. In Tonko Limba, after setting up a permanent office of social welfare last year, SGBV cases have been decreasing through sensitization and practical monitoring by the office. The office has brought rape cases to the court in cooperation with the police, and women and children in difficult situations can consult their difficulty with others to find solution. In other chiefdoms where there is no permanent office, the Paramount Chief’s office takes charge of arbitration. However, such women and girls still need to be strongly encouraged so that they are able to ask consultation or solution to the office because of stigma and traditional value.

The Youth Pack Centers had been operated by the NRC in cooperation with ActionAid in Magbema and Bramaia Chiefdoms to provide skills and vocational training for the youth who was unable to complete primary education. Also UNICEF-funded CREPS centers have been operated by the NRC to provide education opportunities for school drop-outs. Due to the fact that some NGOs are in the process of phase-out from Kambia District, the local government is expected to take responsibilities to support those socially disadvantaged groups. However, the mechanism has not been set up yet.

It is worth noting that, in such circumstances, communities would play a role in supporting those groups. As stated above, socially disadvantage groups in general have lost opportunities in the community and been socially and economically excluded from the community. Therefore the community should look for ways to utilize such groups as resources for the community’s own development and stability.

Some implications for community’s efforts can be seen in Tonko Limba Chiefdom, which boasts strong unity among community members. In the area, agriculture is the mainstay of livelihoods and the community people expect the youth and women as labor forces, for example, men for manual labor

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<sup>79</sup> For details, see the *Progress Report No. 1* (JICA, 2005).

of cultivation and women for planting and harvesting. For involving youth and women in those hard works, the following kinds of incentives are provided by members of the community.

First, wages are paid in return for provision of manual labor in agriculture. Secondly, community groups make donation to youth and women's groups when they organize social activities, like dance and sports festivals. Thirdly, they try to develop a system of small scale loans for community members, not restricting to youth and women, though it is not being systematically in operation<sup>80</sup>.

This case shows that if a community shares economic and social opportunities with various population groups, and if each population group's roles and responsibilities in daily activities are properly allocated and widely recognized, it would facilitate strengthening social ties among community members.

#### **(5) Proposed Activities for Socially Disadvantaged Groups in the District Development Plan**

In the Draft Kambia District Development Plan, provision of social protection services for vulnerable groups, is stated as one of the development goals. In the plan, "vulnerable groups" are the disabled, street children, single mothers and the aged. These groups are considered to become the engine of community development if adequate supports are provided. In addition, the youth is a major target group and provision of certain opportunities is discussed so that the youth will be able to involve in decision making and economic activities in the community. Women are expected to apply better health practices to their family and to create an environment to send their children to school.

In the development plan, activities which might support or empower socially disadvantaged groups are listed as follows.

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<sup>80</sup> Refer to the section 2.8.2 of this report for some more details.

**Table 3.18: Proposed Activities in District Development Plan in Kambia  
(Related to Support for Socially Disadvantaged Groups)**

Activities	Expected beneficiary groups
<b>Agriculture</b> <ul style="list-style-type: none"> <li>• Training of youth groups in new farming technologies and infrastructure</li> <li>• Training of youth groups in road maintenance</li> </ul>	Youth Youth
<b>Health</b> <ul style="list-style-type: none"> <li>• Prevention of the spread of sexually transmitted diseases</li> <li>• Sensitization for awareness raising and behavior change: Campaigns to reduce the spread of HIV/AIDS</li> <li>• Provision of MCH delivery kits and strengthening of the health and information system</li> <li>• Construction of MCH training centers</li> </ul>	Youth and women Youth and women Women Women
<b>Water and Sanitation</b> <ul style="list-style-type: none"> <li>• Environmental sanitation training for the youth</li> <li>• Provision and training of youths on installation of hand pump well</li> </ul>	Youth Youth
<b>Community services</b> <ul style="list-style-type: none"> <li>• Establishment of adult literacy programs for women at community level</li> <li>• Establishment of skills training centers</li> <li>• Formation and support of SGBV (sexual and gender based violence) committees at chiefdom level</li> </ul>	Women Youth, women and physically disabled Women and girl children
<b>Microfinance</b> <ul style="list-style-type: none"> <li>• Identification of micro-credit organizations</li> <li>• Identification and provision of loans to vulnerable groups</li> </ul>	Youth and women Youth and women

(Source: *Draft District Development Plan in Kambia*, 2005)

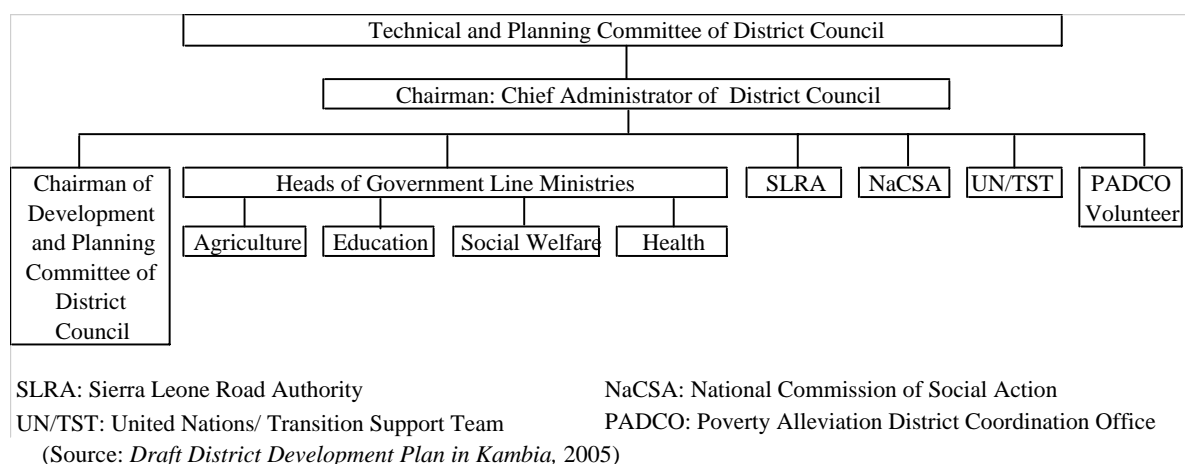
Some of the activities for socially disadvantaged groups pointed out in the prior section are included in the development plan, especially for youth and women. However, no activity to support aged people is proposed.

### **3.2.5. Kambia District Development Plan<sup>81</sup>**

#### **(1) Institutional Arrangements**

As shown in the figure below, according to the Local Government Act of 2004, the Kambia District Council has the responsibilities for planning, managing and implementing development activities within the District. To fulfill this mandate, the Kambia District Council has established a Technical and Planning Committee within the Council.

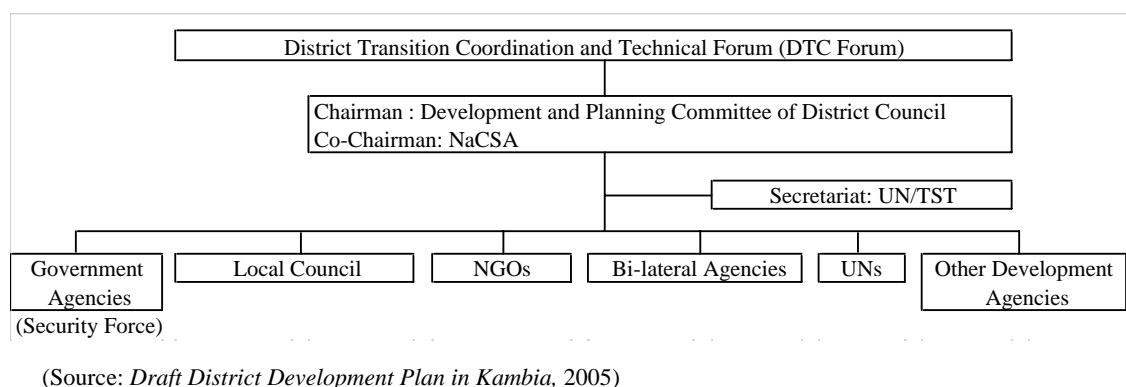
<sup>81</sup> This section is written based on the draft of Kambia District Development Plan, which was forwarded to Ministry of Local Government and Community Development for review.



**Figure 3.14: Institutional Arrangement (District Council)**

Development and Planning Committee and Technical and Planning committee are expected to conduct both mid-term and annual reviews to measure progress and constraints during the implementation of the Plan.

For coordination of planning and implementing development activities in the District, a District Transition Coordination and Technical Forum (DTC Forum) has been created for this purpose (Figure 3.15).

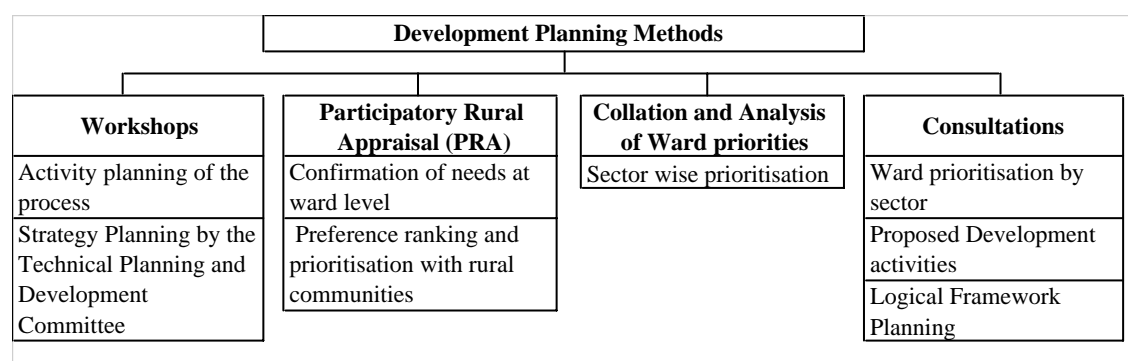


**Figure 3.15: Institutional Arrangement (DTC Forum)**

## (2) Planning Process

Following the institutional arrangements above, the Kambia District Council will formulate a District Development Plan that serves as a blue print for development interventions in the District. The District Development Plan is developed based on prioritized needs at Ward level, which have been established

through a Participatory Rural Appraisal (PRA) process conducted by the Technical and Planning Committee, as explained in detail below (Figure 3.16).



(Source: Draft District Development Plan in Kambia, 2005)

**Figure 3.16: Development Planning Methods**

### (3) Sector Priorities and Proposed Development Activities

Problems in each sector are diagnosed and the priority order for sectors is set through the development planning methods as shown the table below.

**Table 3.19: Sector Priorities**

No	Sector	Problem Diagnosis
1	Agriculture	(Inadequate food self-sufficiency in the district) - Inadequate availability of agricultural facilities. - Low food production. - Low income of farmers - Malnutrition - Hunger - Diseases - Starvation - Widespread use of traditional tools like hoes and machetes.
2	Roads	(Poor road network with in the district) - Poor bridges and culverts - Poor drainage system along the road - Inadequate accessibility to vehicular traffic - Frequent breakdown of vehicle along the roads - High incidence of accident along the roads in the district - Too many potholes along the roads in the district
3	Health	(Poor medical service delivery within the district) - Inadequate availability of primary health units (PHUs) - Inadequate availability of essential and quality medical drugs - Inadequate availability of trained and qualified medical personnel

No	Sector	Problem Diagnosis
		<ul style="list-style-type: none"> <li>- Increase in the outbreak of preventable and curable diseases.</li> <li>- Distant medical facilities</li> </ul>
4	Education	(Poor quality of education in Kambia district) <ul style="list-style-type: none"> <li>- High illiteracy rate in Kambia district</li> <li>- High pupil - teacher ratio</li> <li>- High incidence of drop out</li> <li>- Inadequate availability of teaching and learning materials</li> <li>- Inadequate school structures</li> <li>- Low income of parents</li> <li>- Inadequate trained and qualified teachers</li> <li>- Traditional beliefs / attitude of parents</li> <li>- Inadequate adult education facilities and skills training centers in the district.</li> </ul>
5	Water & Sanitation	(Inadequate availability of pure and safe drinking water and ventilated improved pit latrines (VIP) in Kambia district) <ul style="list-style-type: none"> <li>- High occurrence of water borne diseases</li> <li>- Bad environmental sanitation</li> <li>- Indiscriminate defecation in and around nearby bushes.</li> </ul>
6	Community Services	None
7	Micro-Finance & Banking	<ul style="list-style-type: none"> <li>- Unavailability of banking services and inadequate micro credit facilities</li> <li>- Lack of savings institutions</li> <li>- Poverty</li> <li>- Inadequate foreign exchange facilities</li> <li>- Insecure savings</li> <li>- Lack of access to credit facilities from banks in the district</li> </ul>
10		
8	Electricity	<ul style="list-style-type: none"> <li>- Lack of power supply in the district</li> <li>- Low economic activity</li> <li>- Industrialization discouraged</li> <li>- Lack of pipe borne water supply</li> <li>- Inadequate and affordable preservation facilities</li> <li>- Darkness</li> <li>- Insecurity</li> <li>- No food preservation</li> <li>- Wastage</li> </ul>
9	Telecommunication	None

(Source: *Draft District Development Plan in Kambia, 2005*)

Based on the sector problem diagnosis and priority setting of sectors and wards in the Chiefdoms, followings are the proposed activities for each sector in the Plan.



Table 3.20: Priorities and Proposed Development Activities

<b>Priorities and Proposed Development Activities (1/2)</b>					
<b>Priority Sector</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Agriculture</b>	<b>Roads</b>	<b>Health</b>	<b>Education</b>	<b>Water and Sanitation</b>
<b>Proposed Activities</b>	*Irrigation and Drainage *Setting up farmer associations *Training of Framers *Tree Planting *Inland Valley Swamp Development *Procure and supply Agricultural Machinery. Procure and supply fertilizers and seeds *Development of Cash Crop Plantations *Construction of Grain Stores and Drying Floors *Improve Animal Hygiene *Establish District Seed Banks *Train of Youth Groups in new farming technologies *Agro Processing machinery *Training of Extension Staff *Improved Seed Multiplication	*Construction of Feeder Roads *Construction of Communities Roads *Rehabilitation of Community Roads *Drainage Improvement *Construction of Culverts and Bridges *Rehabilitation of Culverts and Bridges *Banking and Embankment *Procurement and distribution of road construction materials, tools and Employ the services of road engineers and consultants *Identify community roads *Access funding *Registration and training of road workers *Youth training in the maintenance of road *Training on maintenance of road construction equipment and materials	*Construction of Peripheral Health Units (PHUs) *Rehabilitation of dilapidated Health Centres *Training of Health or Medical Personnel *Construction of TBA Canters *Construction of Medical Staff Quarters *Procure and supply essential medical drugs and equipments to PHUs *Training of TBAs *Organize workshops on health education for teenagers and youths *Conduct sensitisation awareness raising and behavioural change campaign to reduce the spread of HIV/AIDS, and other STIs. *Provision of TBA kits *Provision of sanitary tools, laboratory blood banking equipments and reagents for hospitals and PHUs *Strengthening the health information system *Construction of MCH Training Center *Provision of MCH delivery kits *Logistic support to mass campaign and emergencies	*Construction of additional primary and secondary school buildings *Rehabilitation of dilapidated primary and Secondary School structures *Construction of staff quarters for teachers *Procure and supply teaching and learning materials to primary and Secondary Schools *Establish and improve teacher training facilities *Support expansion of the school feeding programme *Construction of laboratories and libraries *Purchase and acquire school bus to transport pupils and teachers to school *Upgrading and equipping of community schools	*Construction and installation of more hand pump water wells *Rehabilitation of defunct hand pump wells *Chlorination of traditional and hand pump wells *Purification of water sources by the use of chemicals such as alum *Rehabilitation of existing pipe borne water systems *Environmental Sanitation training of youths *Provision and the training of youths on the installation and use of installation kits for hand pump well *Training of chiefdom overseers
<b>Priority Location</b>	<b>(First Priority Ward)</b> Tonko Limba II, Bramaia I&II, Samu I ,II & IV, Mambolo II <b>(Second Priority Ward)</b> Masungbala I, Magbema I & II, Samu IV <b>(Third Priority Ward)</b> Magbema II, Tonko Limba III, Masungbala II, Mambolo I	<b>(First Priority Ward)</b> Magbema I & II, Masungbala I, Gbinleh I <b>(Second Priority Ward)</b> Tonko Limba I,II,&III, Masungbala II, Bramaia II, Samu I, Mambolo II <b>(Third Priority Ward)</b> Bramaia II, Samu II	<b>(First Priority Ward)</b> Tonko Limba II & III <b>(Second Priority Ward)</b> Magbema III, Bramaia I, Samu III & IV Mambolo II <b>(Third Priority Ward)</b> Magbema II, Samu II & IV, Gbinleh I	<b>(First Priority Ward)</b> Bramaia I, Magbema II, Masungbala II Samu IV & V <b>(Second Priority Ward)</b> Samu II <b>(Third Priority Ward)</b> Tonko Limba I & II, Samu I&III, Gbinleh I	<b>(First Priority Ward)</b> Masungbala I <b>(Second Priority Ward)</b> Magbema I, Bramaia I, Samu II, Gbinleh I <b>(Third Priority Ward)</b> Magbema II, Tonko Limba I,II , & III Masungbala II, Samu III, Mambolo I & II

<b>Priorities and Proposed Development Activities (2/2)</b>					
<b>Priority Sector</b>	<b>6 Community Services</b>	<b>7 Micro-Finance</b>	<b>8 Electricity</b>	<b>9 Telecommunication</b>	<b>10 Banking</b>
<b>Proposed Activities</b>	<ul style="list-style-type: none"> <li>*Construction of Community Centres</li> <li>*Construction and rehabilitation of Market centers</li> <li>*Establishment of more skills training centers</li> <li>*Construction of jetties</li> <li>*Improvement of lorry parks</li> <li>*Establishment of a District Library</li> <li>*Improvement of town fields</li> <li>*Establishment or creation of recreational centers</li> <li>*Provision of office space and mobility facilities for the Ministry of Social Welfare</li> <li>*Formation of Child Welfare Committees in schools and the creation of Kids Clubs in schools</li> <li>*Establishment of Adult Literacy</li> <li>*Programmes for women at community level</li> </ul>	<ul style="list-style-type: none"> <li>*Identification of Micro credit organizations</li> <li>*Training in formation of groups</li> <li>*Identification and giving out loans to vulnerable groups</li> <li>*Introduction and training on sound monetary and financial management systems or policies</li> <li>*Organize training workshops on effective utilization of micro- credit</li> <li>*Capacity building training of beneficiary groups</li> <li>*Managing MFI diligence</li> <li>*Compare the list of clients of MFIs</li> <li>*Extend micro-credit facilities to teachers</li> </ul>	<ul style="list-style-type: none"> <li>*Rehabilitation of existing power supply stations in Kambia , Rokupr and Madina</li> <li>*Training of personnel in supply stations</li> </ul>	Nil	<ul style="list-style-type: none"> <li>*Construction of bank structure</li> <li>*Establishment of rural banking facilities</li> <li>*Creation and support to community financial institutions</li> </ul>
<b>Priority Location</b>	<b>(First Priority Ward)</b> Bramaia I &II, Samu III, Gbinleh I, Masungbala I <b>(Second Priority Ward)</b> Samu I &IV, Magbema I&II, Tonko Limba I, Masungbala II <b>(Third Priority Ward)</b> Magbema II &III, SamuV, Mambolo I, Tonko Limba III	<b>(First Priority Ward)</b> Mambol I <b>(Second Priority Ward)</b> Magbema III, Bramaia II, Samu I & V <b>(Third Priority Ward)</b> Tonko Limba III, Samu II &IV, Magbema I, Bramaia I	<b>( Priority Ward)</b> Magbema I &II, Tonko Limba I	Nil	<b>(Priority Ward)</b> Magbema I

(Source: Draft District Development Plan in Kambia, 2005)

#### (4) Interventions from Development Partners

Almost all relief and emergency agencies (UN agencies and international NGOs) have already phased out from Kambia District. But the following UN agencies are providing and will provide development support in the district.

**Table 3.21: Development Partners and Activities**

Name of Agency	Type of Development Activities	Location
<b>UNDP</b>		
SLIS	Information Technology/IT Capacity Building	All Chiefdoms
SRRP	Community Development	Kambia
TST	Transitional support	All Chiefdoms
Arms for Development	Disarmament/Development project/ Capacity building of communities	4 Chiefdoms
Youth	Support for job creation in agricultural activities	4 Chiefdoms
Gov. and Master Trainers	Decentralisation of Agriculture and Local Governance	-
	Training and deployment of justices of the peace	
Poverty Unit	Farmer Training in Field Schools	All Chiefdoms
	Capacity building for Micro Finance Institutions (training and funding)	District Level
<b>UNAMSIL</b>		
Human Rights	Monitoring and reporting of Human Rights violations	All Chiefdoms
	Sensitisation on thematic issues, including the rights of children and women.	
DDR	Youth Skills Development and empowerment (Youth Reintegration)	All Chiefdoms
CA	Sensitisation and spreading of the message on the National Youth Policy	All Chiefdoms
<b>UNICEF</b>		
Child Protection	Reintegration of Children affected by war	All Chiefdoms
	Rebuilding the Social Welfare System	All Chiefdoms
HIV&AIDS Protection	Partnership with religious and traditional leaders for HIV/AIDS Prevention	All Chiefdoms
	Organise national campaigns on HIV/AIDS	All Chiefdoms
	Produce and distribute IEC Materials	All Chiefdoms
Health	Immunisation	All Chiefdoms
	Nutrition (Vit A Supplementation, Growth Monitoring Program, Support sensitisation of increased use of iodised salt in household	All Chiefdoms
<b>WFP</b>		
Health	Supplementary Feeding: Children <5	PHUs/All Chiefdoms
Education	Community Based School Feeding Programme	All Chiefdoms
	Support to Basic Education	To be Selected
<b>FAO</b>		
Agriculture and Food Security	Development of a sustainable seed programme	All Chiefdoms
	Training of Farmers and Extension Staff	All Chiefdoms
	Procure and supply production input	All Chiefdoms
	Procurement and supply of training materials	All Chiefdoms

(Source: Draft District Development Plan in Kambia, 2005)

There are two remaining international NGOs, namely Norwegian Refugee Council (NRC) and Action Aid Sierra Leone. NRC, which implemented CREPS, Youth Packs and etc., plans to

phase out by the end of September 2005. Action Aid will continue to support for Youth Pack Programs that was formerly assisted by NRC.

## (5) Resource Mobilization and Budgeting

The table below shows the revenue estimates of the Kambia District Council for 2005.

**Table 3.22: Revenue Estimates**

(Unit: Leones)		1US\$: 2,700 Leones	
Total Revenue Estimates (1,619,568,781)	Own-Source Revenue (143,610,000) (9.73%)	Taxation Revenue (120,000,000) (83.56%)	Local Tax (100%)
		Non Taxation Revenue (23,610,000 ) (16.44%)	Market Dues (11.44%) Business Registrations (1.06%) Licences (46.84%) Fees and Charges (33.88%) Mining Revenue (6.78%)
	Government Grants (1,475,958,781) (90.27%)	Administration (13.37%) (197,400,000)	
		Education (391,240,000) (26.51%)	DEC Schools-School Fee Subsidy Textbooks Teaching and Learning Materials Examination Fees to WAEC-NPSE Examination Fees to WAEC-BECE
		Health (461,218,781) (31.25%)	District Peripheral Health Care Services Registration of Births and Deaths Environmental Health Care Public Health-IEC
		Solid Waste Management (1.22%) (18,000,000)	
		Local Government Development Grant (projects) (22.70%) (335,000,000)	
		Revenue Effort Grant (4.51%) (73,100,000)	

(Data Source: Kambia District Council)

The Kambia District Council should raise funds to finance its activities from its own revenue collection, government grant, and transfers for services delegated from Ministries. On this basis, resource mobilization will be a key to implementing programs and projects in the Plan.

To achieve resource mobilization, the Council made efforts for identification of revenue sources, establishment of collection points, recruitment of collectors, community sensitization, and use of standard receipt books. Reduced tax rates are also levied to increase the revenue base to 80 %, and compliance to 90% for local tax.

However, the financial situation of the Council is precarious. The Council is wholly dependent on transfers/allocation from the Government for its running and administration expenditures. For example, the district's own sources (143,610,000 Leones) are unable to cover even its recurrent expenditure (253,883,000 Leones) without Government tied-grant of administration grant (197,400,000 Leones) and revenue effort grant (73,100,000 Leones).

The table below shows the expenditure estimates of the Kambia District Council for 2005.

**Table 3.23: Expenditure Estimates**

(Unit: Leones)		1US\$: 2,700 Leones			
Total Expenditure Estimates (1,515,130,781)	Recurrent Expenditure ( 253,883,000) (16.75%)	General Public Services (236,572,000) (93.18%)	General Administration (219,261,000) (92.68%)	Personnel (52.69%) (115,521,000 ) Other Expenditure -Standard (41.79%) (91,640,000) Other Expenditure - Non Standard (5.52%) (4,000,000)	
			Capital (7.32%) (8,100,000)		
		Revenue Collection Cost (6.82%) (17,311,000)			
	Government Grant (870,458,781) (57.45%)	Social Services (870,458,781) (100%)	Education Affairs and Services (391,240,000) (44.95%)	Pre-primary and Primary Education (88.60%) (346,620,000) DEC Schools-School Fee Subsidy (40.89%) Text Books (21.40%) Teaching and Learning Materials (11.78%) Examination Fees to WAEC-NPSE (25.93%)	
				Secondary Education (11.40%) (44,620,000 ) Examination Fees to WAEC-BECE	
			Health Affairs and Services (461,218,781) (52.99%)	District Peripheral Health Care Services (395,965,012 ) Registration of Births and Deaths (24,916,145) Environmental Health Care (5.17%) (23,857,684) Public Health-IEC (3.48%)	
				Solid Waste Management (2.06%) (18,000,000)	
				Development Expenditure (408,100,000) (26.93%)	Local Government Development Grant (projects) (82.09%) (335,000,000)
	Revenue Effort Grant (17.91%) (73,100,000)				

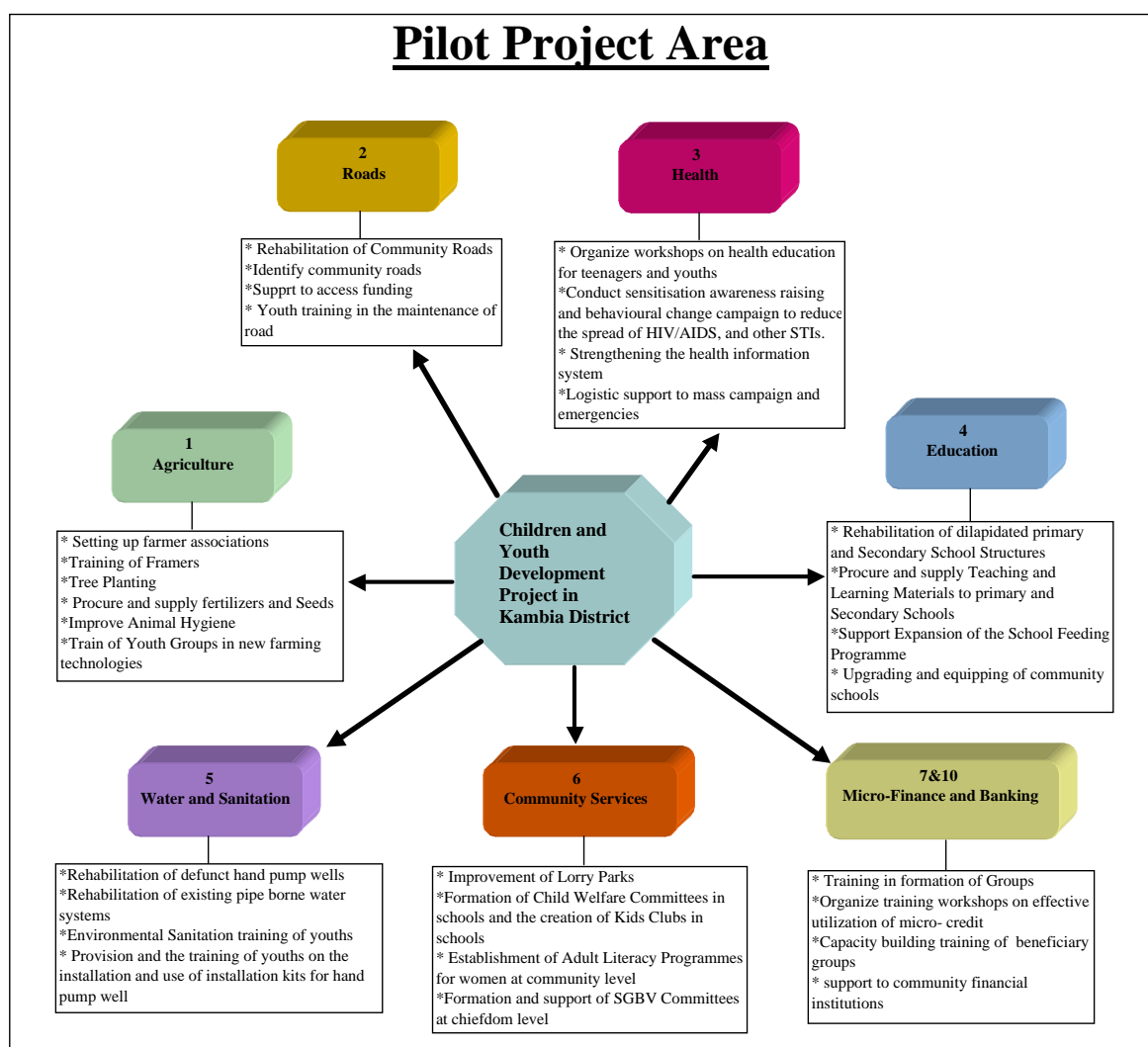
(Data Source: Kambia District Council)

For the implementation of development activities, the finance is anticipated to come from Local Government Finance Department, government agencies, and donor agencies. In this regard, holding meetings and discussing with donors on a regular basis to negotiate proposed supports would be useful.

## (6) Possible Linkages between the Project and the Plan

The Children and Youth Development Project would intervene in the District Development Plan and could support some of proposed development activities of the priority sectors in the Plan.

The figure below illustrates the possible linkages between the District Development Plan and the Project of each sector in the pilot project areas.



(Source: JICA Study Team)

**Figure 3.17: Possible Linkages between the Kambia District Development Plan and the Project**

### 3.2.6. Results of the PRA Workshops

This section summarizes the outputs of the PRA workshop held at the pilot project areas, namely Wesleyan Centennial Secondary School in Kamasasa section of Tonko Limba Chiefdom on 11 July, St. Mary Secondary School in Kukuna section of Bramaia Chiefdom on 13 July, and Ahmadiyya Muslim Secondary School in Rokupr section of Magbema Chiefdom on 18 July, based on a workshop report of the sub-contractor, headed by Prof. A. Mansaray, Njala University College.

The objective of the workshop and the participant groups (stakeholders) are stated in the table below. The lists of the participants of each workshop are attached in the Appendix 6.

**Table 3.24: Objective of the Workshop and Stakeholders of the Project**

Objective	Information on the yearly schedule and timetable of each stakeholder.	
	Information on what each stakeholder by him/herself can do for sustainable community development through Junior Secondary Schools and Primary Schools and for strengthening of linkages between the communities and the schools.	
	Information on what each stakeholder expects other stakeholders to do for sustainable community development through JSS and PSs and for strengthening of linkages between the communities and the schools.	
Stakeholders	1. Administration Group	(1) District Council officials (Chairman, Deputy Chairman, Councilors), (2) Line Ministry officials
	2. Teachers Group	(1) Junior Secondary School, (2) feeder Primary Schools including Community Schools.
	3. School-based groups and Chiefs	(1) Schools Management Committee (primary school), (2) Board of Governance (junior secondary school), (3) Community Teachers Association (4) Traditional Groups (Paramount chief, Section Chief, Town Chief, Village chief),
	4. Women Group including female representatives from Youth Groups	
	5. Youth Groups	

<Photos of PRA Workshop in the Project Areas>

		
<p>Snap Shots of Tonko Limba Chiefdom Workshop</p>		
		
<p>Snap Shots of Bramaia Chiefdom Workshop</p>		
		
<p>Snap Shots of Magbema Chiefdom Workshop</p>		




	January	February	March	April	May	June	July	August	September	October	November	December
Seasons												
	Dry Season					Rainy Season				Dry Season		
School Calendar	Second Term			Third Term					First Term			
Sport Activities	Inter-house and inter-school sports and games					Inter-school Sports competition						
Test		First test	Second test		First test		Second test			First test		Second test
Examination					NPSE	WASSC	BECE					
Agriculture Activities												
Swamp Rice	Harvesting			Ploughing and Nursing			Mapping and Transplanting				Harvesting	
Upland Rice			Brushing and Clearing		Broadcasting					Harvesting		
Groundnuts, Millets, Cassava				Planting			Harvesting					
Vegetables (Pepper, Ginger, Other Vegetables)		Planting of Pepper and Ginger					Harvesting					
Social Activities												
Cultural	Construction of house, Funeral, Circumcision (Feb)											
Sports,etc.	Sports, Game, Dramas,etc..											

Figure 3.18: Major Activities and Schedule in the Pilot Project Areas

Table 3.25: Yearly Schedule and Time Table for Each Stakeholder (Tonko Limba)

	S.M.C. AND CHIEFS	YOUTH	WOMEN	TEACHERS AND PRINCIPAL	ADMINISTRATORS
<b>January</b>	Harvesting of swamp rice Thrashing of upland rice Setting of traps	Thrashing of swamp rice Mapping of swamp for cassava planting	Cultural activities -male and female circumcision	Harvesting and thrashing of upland rice Transportation of rice from farm to town/village  Social activities begin –male and female circumcision Second Term of the school academic year begins	Beginning of program activities according to the year's work plan (Strategies and modalities are put in place)
<b>February</b>	Cultural activities - male and female circumcision, funeral celebrations Rehabilitation and building of houses Planting of swamp rice	Identification of farm land for planting  Old houses are rehabilitated and new ones are built	Weeding of upland farm	Grouping of vegetable crops on swamps  Funeral celebration Rehabilitation of old houses and building of new ones	
<b>March</b>	Burning, clearing and stomping of upland farms  Different community meetings	Brushing of upland farms	Brushing of upland rice farm	Initiation festivities for youth Youth organize other social activities like games and sports Brushing of upland farms	Implementation of program activities begins. High community participation is expected
<b>April</b>	Planting of groundnut farms and ploughing of lands	Brushing and clearing of farms continue	Brushing of groundnut farms and burning of such farms	Burning and clearing of farms Brushing of groundnut, millet farms End of second term school activities Two weeks school break Beginning of the third term	
<b>May</b>	Planting of groundnuts, millets and other vegetables	Digging and planting of groundnuts Gardening	Clearing and planting of groundnuts Brushing of farm for the planting of pepper farm	Planting of groundnuts Cultivation of millets, corn and other vegetable crops Planting of cassava	Mid term review of program activities
<b>June</b>	Ploughing of swamp and upland rice Nursing of swamp rice begins Broadcasting of upland rice begins	Broadcasting of upland rice and bird scaring  Mapping of swamp farm for planting of swamp rice	Mapping for pepper garden Broadcasting of upland rice Mapping of swamp for swamp rice plantation	Broadcasting of rice in upland farms Nursing of swamp rice Planting of pepper Revision of academic work	
<b>July</b>	Broadcasting of upland rice continues Weeding of groundnut farm	Planting of swamp rice	Weeding of groundnut farms Transplanting of swamp rice	Weeding of groundnut farms Mapping of swamp for planting End of the school year	Program activities continue on a low key. Low community participation
<b>August</b>	Weeding of upland rice farm Harvesting of groundnut begins Rice is transplanted in swamp farms	Weeding of groundnuts, millets, upland rice and other vegetables	Weeding of upland rice and pepper Harvesting of groundnuts	Transplanting of swamp rice Harvesting of millet, groundnuts etc Weeding of upland rice farm	
<b>September</b>	Harvesting of millet, groundnut and vegetables	Harvesting of groundnuts, cassava, corn etc	Groundnut harvesting continues Bird scaring on millet farms	Weeding continues Harvesting of groundnuts and other late varieties  School year begins	Resumption of program activities resulting from Mid-term review.
<b>October</b>	Birds scaring Fishing Fencing of swamp rice farm	Rehabilitation of houses, building of new houses  Bird scaring & (upland rice)	Birds scaring on upland rice continues  Pepper harvesting begins	Bird scaring begins Harvesting of pepper Construction of fish fences/traps for games	
<b>November</b>	Harvesting and thrashing of upland rice	Beginning of social activities-male and female circumcision, funeral & ceremonies	Harvesting of upland rice Harvesting of pepper	Harvesting of upland rice farms Gathering of upland rice	Final phase of program activities High community participation is expected
<b>December</b>	Harvesting of upland rice continues	Harvesting of swamp rice Social activities continue	Harvesting of swamp rice Thrashing of swamp rice	Harvesting of swamp rice Thrashing of swamp rice End of first term school work Christmas festivities	
					Monitoring and supervision continue Evaluation and reporting Planning for the following year.

Table 3.26: Yearly Schedule and Time Table for Each Stakeholder (Bramaia)

	S.M.C. AND CHIEFS	YOUTH	WOMEN	TEACHERS AND PRINCIPAL	ADMINISTRATORS
<b>January</b>	Search for new farm lands begin Harvesting of inland valley swamp rice Thrashing of swamp rice	Games and sports competition Social activities like dancing etc.	Clearing of swamp and upland farm for Agricultural activities Planting of upland and swamp rice	Harvesting and thrashing of swamp rice	Beginning of program activities according to the year's work plan (Strategies and modalities are put in place)
<b>February</b>	Brushing of upland farms Cultural activities - initiation of boys and girls Mapping of cassava and potato farm in inland valley swamp Vegetable gardening in swamps	Trading activities Cultural activities, Initiation ceremonies	Planting of upland and swamp rice		
<b>March</b>	Brushing of upland farms Ginger planting	Cultural and other social activities continue Burning of farm land begins	Planting of pepper and ginger Trading	Cassava planting on swamp farm The beginning of second Term	Implementation of program activities begins. High community participation is expected
<b>April</b>	Brushing and clearing of upland farms	Brushing of farms for planting of groundnut and millet takes place	Brushing of groundnuts and vegetable farms	Brushing of school garden Sierra Leone Independence day celebration School Inter-house sports competition Trading and other income generating activities. This	
<b>May</b>	Clearing of farms continues Mapping for pepper planting Groundnut planting	Planting of groundnut, millets Digging of farm land for rice planting	Vegetable planting (The busiest period for these women is in June, July and August)	Planting of crops N.P.S.E. Exams (Class 6)	Mid-term review of program activities
<b>June</b>	Planting and broadcasting of upland farms	Planting of pepper begins Cleaning of the town by the youth (Self-help)		Weeding of groundnut and millet farms W.A.S.S.C. Examination (SSS 3)	
<b>July</b>	Weeding of rice, groundnut, millet, cassava farms	Brushing of swamp and planting of swamp rice Weeding of groundnut farm	Transplanting of swamp rice	B.E.C.E. Examination (JSS 3). End of school year	Program activities continue on a low key. Low community participation
<b>August</b>	Transplanting of swamp rice	Weeding of rice farm Harvesting of groundnut	Harvesting of millet, corn and groundnuts	Interview of successful candidates in the NPSE examinations Weeding of upland rice farm Planting of swamp rice	
<b>September</b>	Harvesting of groundnut, millet, corn, etc.	Harvesting of millet		Beginning of school year Harvesting of groundnut and millets	Resumption of program activities resulting from Mid-term review
<b>October</b>	Planting of upland cassava and potatoes	Bird scaring Harvesting of upland rice	Women engage in non-agricultural vocation e.g. tailoring, coaching, etc.	First test. First term Planting of upland cassava	Final phase of program activities High community participation is expected
<b>November</b>	Bird scaring from upland and swamp farm				
<b>December</b>		Thrashing of upland rice Beginning of social activities	Social activities and other cultural activities begin – e.g. Bondo society	Second test, first term Harvesting of upland rice Planting of upland cassava	Monitoring and supervision continue Evaluation and reporting Planning for the following year.

Table 3.27: Yearly Schedule and Time Table for Each Stakeholder (Magbema)

	S.M.C. AND CHIEFS	YOUTH	WOMEN	TEACHERS AND PRINCIPAL	ADMINISTRATORS
<b>January</b>	Clearing of school compound Searching for farmland Clearing and digging of upland and low land farm SMC meeting	Social activities: games, sports, drama dance, etc.	Trading and vegetable gardening	Beginning of Second Term Harvesting of swamp rice Thrashing of upland rice Planting of vegetables	Beginning of program activities according to the year's work plan (Strategies and modalities are put in place)
<b>February</b>	Preparation for inter-house and inter-school sports		Social activities such as initiation, male and female circumcision	Inter-school games and Sports competition First test of Second term	
<b>March</b>	Participates in sports meeting of schools Brushing of farm land for nursery		End of the harvesting period Preparation of potato and cassava heaps	Sporting activities continue Brushing of upland farms Last test of second term CTA/SMC meetings	Implementation of program activities begins. High community participation is expected
<b>April</b>	School Examination and end of term Beginning of third term Burning of upland farm	Land negotiation for farming Brushing of farm land	Vocational training, e.g. soap making, tailoring etc.  Land preparation for the planting of groundnut	End of Second term holiday Sporting activities continue Prepare for planting in school garden	Monitoring and supervision of schools begin
<b>May</b>	Stumping and clearing of farm land Third term work continues in school	Burning and clearing of farms Planting of groundnuts and millets	Planting of groundnuts Nursing of rice seeds	Planting of groundnuts NPSE Examination Third term test takes place Midterm break	Mid term review of program activities
<b>June</b>	Nursery establishment for all inlands Planting and seeding for upland farm Evaluation of third term examination	Nursery of seeds Planting of groundnuts and millets Digging of swamp land	Assist husbands to prepare farm lands	Revision of yearly work End of school year test Planting on farm continues	Monitoring and supervision continues
<b>July</b>	Upland, puddling and transplanting of rice Evaluation of school work and distribution of report cards Weeding of upland farm	Broadcasting of upland rice Digging of swamp land Nursing and transplanting of swamp rice Weeding of groundnut, millet and upland farms	Weeding of groundnut farms	SMC and CTA meeting End of School year activities BECE Examination (JSS 3)	Program activities continue on a low key. Low community participation
<b>August</b>		Transplanting of swamp rice continues Weeding, digging and puddling continues	Harvesting of groundnuts begins Transplanting of rice seedlings	Interview and admission to JSS Long school holiday	Monitoring and supervision continue
<b>September</b>	Application of fertilizer to upland and low land farm products SMC meet to discuss school progress	Harvesting of groundnuts Harvesting of millets Bird scaring	Bird scaring groundnut	Beginning of school year Admission of pupils into different classes Harvesting of school garden	Resumption of program activities resulting from Mid-term review
<b>October</b>	Harvesting of early variety of upland rice Weeding of low land farms School visits by SMC members	Mapping of cassava farm Harvesting of upland rice Harvesting of millet Bird scaring		Harvesting of upland rice First test of the First term SMC and CTA meeting	
<b>November</b>	Harvesting of farm products	Harvesting of swamp rice	Harvesting of rice	Inter-school Sports competition Second test of first term Thrashing of upland rice	Final phase of program activities High community participation is expected
<b>December</b>	End of first term	Harvesting of swamp rice continues Thrashing of rice Cultural activities such as initiation and male and female circumcision begin Vocational training, such as soap making, gara tying and dying, hair dressing etc. begins	Beginning of social activities e.g. -Bondo- dance, Christmas festivities etc.  (Monthly meetings for the women group on every Sunday)	Initiation into societies- male and female Beginning of harvesting of swamp rice	Monitoring and supervision continue Evaluation and reporting Planning for the following year

The table below shows the summary of the discussion results on contribution of each stakeholder to development of the community through JSS and Primary Schools and also on their expectation to contribution of other stakeholders.

**Table 3.28: Summary of Roles and Responsibilities of Each Stakeholder and Stakeholders' Expectations to Others**

Stakeholder	What Stakeholder can do	Other Stakeholders' Expectations
<b>S.M.C. and Chiefs</b>	Provide materials for minor repairs of school building and furniture Provide regular information about the schools to Monitor the attendance of teachers and pupils through the school administration Hold regular SMC meetings with the School management Hold regular meetings with CTA Pay regular visits to schools Support Games and Sports activities in school by providing sporting materials	Hold frequent SMC meetings to discuss school problems Hold frequent meetings with CTA Assist in minor repairs of school property Assist the Head Teachers to take care of the day to day running of the school Pay regular visits to schools
<b>Youth</b>	Provide labour for schools for rehabilitation, construction, furniture and gardening Help in the cleaning of school compound Provide incentives to students by giving prizes to those who perform creditably well in	Provide labour as and when necessary for any Community Development Programme Encourage teachers by providing local teaching materials Protect and secure school premises and properties
<b>Women</b>	Provide, sand, stones and water to school building Mobilize other women from nearby Communities to provide food for those who are Provide food, clothing, shelter for their children Encourage their children to go to school Assist husbands to pay school charges Attend CTA meetings regularly	Actively involve in school development activities e.g. fetch water, carry local materials, prepare food for the workers Provide some form of financial support for some school activities like games and sports, cultural activities etc. Pay regular visits to schools
<b>Teachers and Principals</b>	Regular and practical in school Help maintain discipline in school Prepare proper work plan and records should be up to date Produce improved teaching and learning material Always arrange sitting accommodation so as to enable students to move freely in class Endeavour to pay frequent visit to the local inspectorate Check the Teachers School records as frequently as possible Hold regular meetings with the community through the CTA Assist the school by providing a conducive learning environment by providing charts and Endeavour to maintain a clean school environment	Maintain discipline among staff and students Supervise classroom teaching and evaluate other school records Endeavour to maintain a good relationship with the community Solicit support from MEST for the supply of school material. E.g. furniture and books, sporting equipment etc. Employ trained and qualified teachers Work according to the laid down rules and regulations of the school Teach well and do other aspect of their job effectively Participate actively at CTA and SMC meetings Endeavour to go for further training
<b>Administrators</b>	Provide furniture for schools and do minor repairs Assist in the rehabilitation of school building and furniture Pay pupils NPSE and BECE charges as soon as the Ministry pays the money into their account Undertake staff development exercises e.g. workshops, Seminars etc Review the School Curriculum every year Recruit Teachers to meet the increase in school enrolment to meet the Teacher Pupil ratio or 1:45 Train unqualified and untrained (UU) teachers and the newly recruited teachers Pay salaries and incentives as and when due	Ensure that salaries of Teachers are paid on time Help to provide teaching and learning materials Ensure that the number of teachers in the schools is in direct proportion to the number of pupils in school Ensure that the school is monitored supervised effectively Make provision for the training of Teachers Introduce feeding program to all schools Provide teachers with quarters Provide vocational and training centres for teachers and students Provide schools with games and sports, facilities School fees, subsidies and other school financial support should be given to the school on time Hold regular meetings with school and CTA Establish SMC and Board of Governance in the schools

**Table 3.29: Matrix on Roles and Responsibilities of Each Stakeholder and Stakeholders' Expectations to Others (Tonko Limba)**

Discussion Group	S.M.C. and Chiefs	Youth	Women	Teachers and Principals	Administrators
<b>S.M.C. and Chiefs</b>	Encourage the community to send their children to school Provide materials for minor repairs of School building and furniture Provide regular information about the schools to the different stakeholders Monitor the attendance of teachers and pupils through the school administration Hold regular SMC meetings with the School management Forester good relationship with other stakeholders			Sensitize Communities so that they can send their children to school Encourage parents to participate actively in school programmes Teach their school children well Endeavour to receive further training	Recruit teacher for the school Pay Teacher salaries on time Provide school materials including Furniture Assist parents to pay school charges Make provision for staff development Establish SMC and Board of Governors in the schools  Advocate for support from Development Agencies <MEST>: Among other things, should pay teachers salaries on time Rehabilitate schools; get additional classrooms for schools that are expanding quickly Provide teaching and learning materials Provide free lunch for all schools
<b>Youth</b>	SMC should sensitize parents and the Community on the importance of education, especially, for the girl child SMC to hold frequent SMC meetings to discuss school problems Hold frequent meetings with CTA Assist in minor repairs of school property	Provide voluntary labour during construction of school building or when school furniture is repaired  Provide incentives to students by giving prizes to those who perform creditably well in examination Encourage and educate parents and the entire community about the importance of sending their children to school.	Endeavour to send their children to school Make provision of food, shelter, books, and uniform for the children Assist the men during rehabilitation or construction of school buildings by transporting water and stones to building or rehabilitation sight <Parents>: Encourage their children to go to school Provide exercise books, uniform, food and shelter for their children Sensitize the community on the importance of education for their children	Teach their classes very well Hold frequent meetings with the Inspectorate	Employ more teachers and approve their appointment letter on time Provide adequate teaching/learning materials for schools Monitor and supervise teachers and principals through the Local District Council Provide school feeding facilities
<b>Women</b>	<Chief>: Meet other stakeholders, like parents, community, the SMC/MEST to solicit financial and other support for schools	Assist the schools by giving voluntary labour while rehabilitation and construction of school are going on  Assist in planting and harvesting of school gardens	Assist men in the construction of school by collecting sand, stone and other materials Endeavour to provide food, shelter, uniform, exercise books and other school-related materials for the children Assist husbands to pay school charges from income earned from their business Attend CTA meetings regularly		<Councillors>: Approach other stakeholders like NGOs, the Community, the Chief, MEST etc. for Developmental programmes
<b>Teachers and Principals</b>				Regular and punctual attendance to school Help maintain discipline in school Maintain proper work plan and records up to date Produce improved teaching and learning material Always arrange sitting accommodation so as to enable students to move freely in class Endeavour to pay frequent visit to the local inspectorate Check the Teachers School records as frequently as possible	Train SMC members and teachers Endeavour to supply school with relevant school materials Train Community Teachers Influence the MEST to pay salaries regularly Influence the supply of food to all primary schools including Community Schools Influence MEST to supply schools adequate school materials e.g. furniture and teaching and learning materials
<b>Administrators</b>	Assist the Head Teachers to take care of the day-to-day running of the school <Councillors>: Sensitize and mobilize their ward members so that they could send their children to school	<Community>: Protect the school and its properties  <Parents>: Endeavour to send their children to school Provide food, shelter, clothing and medical care when necessary		Be dedicated to their jobs Participate actively in CTA and SMC meetings	Provide furniture for schools and do minor repairs Assist in the rehabilitation of school building and furniture  Pay pupils NPSE and BECE charges as soon as the Ministry pays the money into their account Undertake staff development exercises e.g. workshops, Seminars etc Review the School Curriculum every year

**Table 3.30: Matrix on Roles and Responsibilities of Each Stakeholder and Stakeholders' Expectations to Others (Bramaia)**

Discussion Group	S.M.C. and Chiefs	Youth	Women	Teachers and Principals	Administrators
<b>S.M.C. and Chiefs</b>	<p>Sensitise community to send their children to school</p> <p>Provide materials for Minor repairs in school</p> <p>Provide regular information to the Inspectorate about school management</p> <p>Monitor attendance of Teachers and Pupils</p> <p>Hold regular meetings for proper school management</p> <p>Forester good relationship with other stakeholders</p> <p>&lt;Councillors&gt;: Intensify education awareness campaign so as to get parents to send their children to school</p>	<p>Provide communal labour for group activities that would benefit the community</p>	<p>Send their children to school and refrain from engaging them in street trading.</p>		<p>&lt;MEST&gt;: Employ more teachers and approve their appointment on time</p> <p>Pay Teachers salaries regularly</p> <p>Provide staff quarters</p> <p>Provide adequate teaching and learning materials and school furniture</p> <p>Provide other facilities like toilet facilities, recreation facilities</p> <p>Monitor and supervise school activities effectively</p> <p>Repair major damages of school building</p> <p>Provide "school feeding support"</p> <p>&lt;Administration&gt; : Solicit support- financial and material for vulnerable children</p>
<b>Youth</b>		<p>Assist construction of school buildings by providing labour, sand, stones etc</p> <p>If materials are provided for the construction of furniture, they could provide service and labour</p> <p>Provide incentives to student by providing prizes for students who perform creditably well in Examinations</p> <p>Encourage parents to send their children to school</p>			<p>Pay salaries or stipends for Community Teachers</p> <p>Assist the inspectorate to monitor and supervise schools and their activities</p> <p>Provide vocational training centres for those who dropout</p> <p>&lt;NGO&gt;: Provide building materials that could be used for the construction of school building</p>
<b>Women</b>	<p>&lt;Councillors/ Chiefs&gt; : Ask for assistance from donor agencies for the development of the schools and the Chiefdom</p>	<p>Take active part in Development programmes especially those that are for schools</p> <p>Sensitise the community on communicable diseases especially HIV/AIDS</p>	<p>Assist the men in construction of school building through collection and supply of sand and water</p> <p>Appeal to different stakeholder to increase school enrollment</p> <p>Assist husbands to pay school charges from the proceeds they realize from their business</p> <p>Attend CTA meetings regularly</p>	<p>Attend classes regularly</p> <p>Hold meetings with the community regularly</p> <p>Have direct communication with the Inspectorate by paying the frequent visits</p>	
<b>Teachers and Principals</b>	<p>&lt;Community&gt;: Send their children to school</p> <p>Attend school meetings regularly</p> <p>Pay regular visits to schools</p> <p>Provide manual labour for school activities e.g. building construction and gardening</p> <p>Encourage teachers by providing local teaching materials</p> <p>&lt;Councillors&gt;: Inform the inspectorate and the Direct Council about such problems; and their needs</p> <p>Pay regular visit to schools, so as to know their problems</p>			<p>Regular and punctual attendance to school</p> <p>Maintain discipline in school</p> <p>Have good knowledge of what they teach</p> <p>Maintain proper work plan and records up to date</p> <p>Principals should visit inspectorate regularly and hold regular meetings with the community through the CTA</p> <p>Arrange sitting accommodation so as to enable students to move freely in class</p> <p>Assist the school by providing a conducive learning environment by providing charts and other school materials</p> <p>Check school records, do classroom observation etc</p>	<p>&lt;Inspectorate&gt;: Inspect the school and its activities regularly</p> <p>Organise in-service training for Teachers</p> <p>&lt;M.E.S.T&gt;: Quick approval of Teachers appointment</p> <p>Prompt payment of salaries</p> <p>Provide more buildings and furniture, safe drinking water</p> <p>Provide adequate Teaching and Learning materials e.g. Library facilities</p> <p>Provide quarters for Teachers</p> <p>Improve the conditions of service for Teachers by introducing salary increase and paid training</p> <p>Introduce school feeding programme to other schools</p> <p>Introduce Technical and vocational skill training</p>
<b>Administra</b>	<p>Pay regular visit to schools</p> <p>Hold SMC meeting as and when it is due</p> <p>&lt;Councillors&gt; :  Sensitise their community at meetings about the need to send their children to school, especially the girl child</p>	<p>&lt;Parents&gt;: Endeavour to send their children to school</p> <p>Provide food, shelter, clothing and medicine for their children</p> <p>Pay regular visits to schools</p> <p>&lt;Community&gt;: Protect and secure school premises and properties</p> <p>Facilitate the formation and training of SMC, SMC members for primary schools and Board of Governors for JSS</p> <p>Supervise and monitor the activities of the SMC and the Board of Governors</p> <p>Sensitise the parents on the need to send their children to school, especially the girl child</p> <p>Cooperate with Development Agencies to assist their Communities</p>		<p>Follow and go by the schools regulations</p> <p>Teach well and do other aspect of their job effectively</p>	<p>Recruit Teachers to meet the increase in school enrollment to meet the Teacher Pupil ratio of 1:45</p> <p>Train unqualified and untrained (UU) teachers and the newly recruited teachers</p> <p>Provide Teacher Training facilities at all centres in the District</p> <p>Encourage Government to pay salaries and incentives as and when due</p> <p>Provide Teaching and Learning materials</p> <p>Pay school subsidies to schools as soon as MEST pays</p> <p>Provide furniture for schools and do minor repairs</p> <p>Assist in the rehabilitation of school building and furniture</p> <p>Pay pupils NPSE and BECE charges as soon as the Ministry pays the money into their account</p> <p>Undertake staff Development exercises e.g. workshops, Seminars etc.</p> <p>Review the School Curriculum every year</p>

**Table 3.31: Matrix on Roles and Responsibilities of Each Stakeholder and Stakeholders' Expectations to Others (Magbema)**

Discussion Group	S.M.C. and Chiefs	Youth	Women	Teachers and Principals	Administrators
<b>S.M.C. and Chiefs</b>	Provide resources to do minor repairs in the schools Help the Inspectorate with monitoring and supervision of schools Hold regular meetings with CTA Ensure that head teachers and teachers adhere to MEST policy Pay regular visits to schools Support games and sports activities in school by providing sporting equipment	Provide labour as and when necessary for any community development program Help cultivation of School farm	Actively involve in school development activities e.g. fetch water, carry local materials, and prepare food for the workers  Provide some form of financial support for some school activities like games and sports, cultural activities etc.	Operate the school according to government policies Maintain discipline among staff and students Supervise classroom teaching and evaluate other school records Endeavour to maintain a good relationship with the community Facilitate prompt payment of salaries Facilitate approval of Teachers appointments Solicit support from MEST for the supply of school material, e.g. furniture, books, sporting equipment etc. Employ trained and qualified teachers.	Ensure that salaries of teachers are paid on time Help to provide teaching and learning materials Ensure that the number of teachers in the schools is in direct proportion to the number of pupils in school Help the school to enforce the rules and regulations of the school Ensure that the school is monitored and supervised effectively
<b>Youth</b>	Hold regular meetings and discuss issues that have to do with the development of the school <Land owners in the Community>: Provide land so that schools could be built or expanded	Provide labour while schools are rehabilitated or constructed Provide labour for the construction of school furniture Assist school in preparing, cultivating and harvesting school garden Help the cleaning of school compound			Provide training for teachers Pay teachers' salaries on time Introduce school feeding to all schools Sensitise and mobilize the communities to school development programmes.
<b>Women</b>	<Parents>: Pay regular visits to school and enquire about the performance of their children and the problems in the school	Help the clearing of the school compound	Provide, sand, stones and water to school building sight Mobilize other women from nearby Communities to provide food for those who are constructing schools Provide food, clothing, shelter for their children Encourage their children to go to school Assist husbands to pay school charges		<Councillors and Chiefs>: Pay frequent visit to the schools and monitor the school activities Assist in the maintenance of the school building and furniture by sponsoring repairs
<b>Teachers and Principals</b>				Inform the government about the need to employ more teachers. Encourage the community and other stakeholders to give financial assistance to community school teachers Check the school records of teachers Teach their students/pupils well Sensitise the community about the importance of education to their children Provide (improved) teaching and learning materials Endeavour to maintain clean school environment	<M.E.S.T.>: More teachers should be employed to meet the teacher-pupil ratio Get more teachers to be trained and qualified Provide vocational training centres for teachers and students Pay a living wage to teachers and other members of staff These wages should be paid promptly Provide teachers with quarters Supply schools with adequate school furniture and teaching materials Provide schools with games and sports facilities School fees subsidies and other school financial support should be given to the school on time. <Administrators>: Recruit and train unqualified and new teachers Influence MEST to pay teachers' salary on time Influence MEST to give incentives to teachers Influence the government and other stakeholders to provide enough furniture for the schools Undertake staff development programme Inspect schools and review the curriculum yearly Involve in the maintenance of school properly Make appeals to the community and other stakeholders to help address school problems Hold regular meetings with school and CTA
<b>Administrators</b>	<Parents>: Provide food, shelter, clothing and medicine for the children Endeavour to send their children to school <MEST>: Supply the local Education Office with transport facilities and communication tools Provide teaching/learning materials for the schools Pay school subsidies on time			Work according to the rules and regulations of the school.	Provide furniture for schools and do minor repairs Assist in the rehabilitation of school building and furniture  Pay pupils NPSE and BECE charges as soon as the Ministry pays the money into their account Undertake staff Development exercises e.g. workshops, seminars etc Review the School Curriculum every year



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## 4. PROPOSAL FOR THE PILOT PROJECT (PHASE 2)

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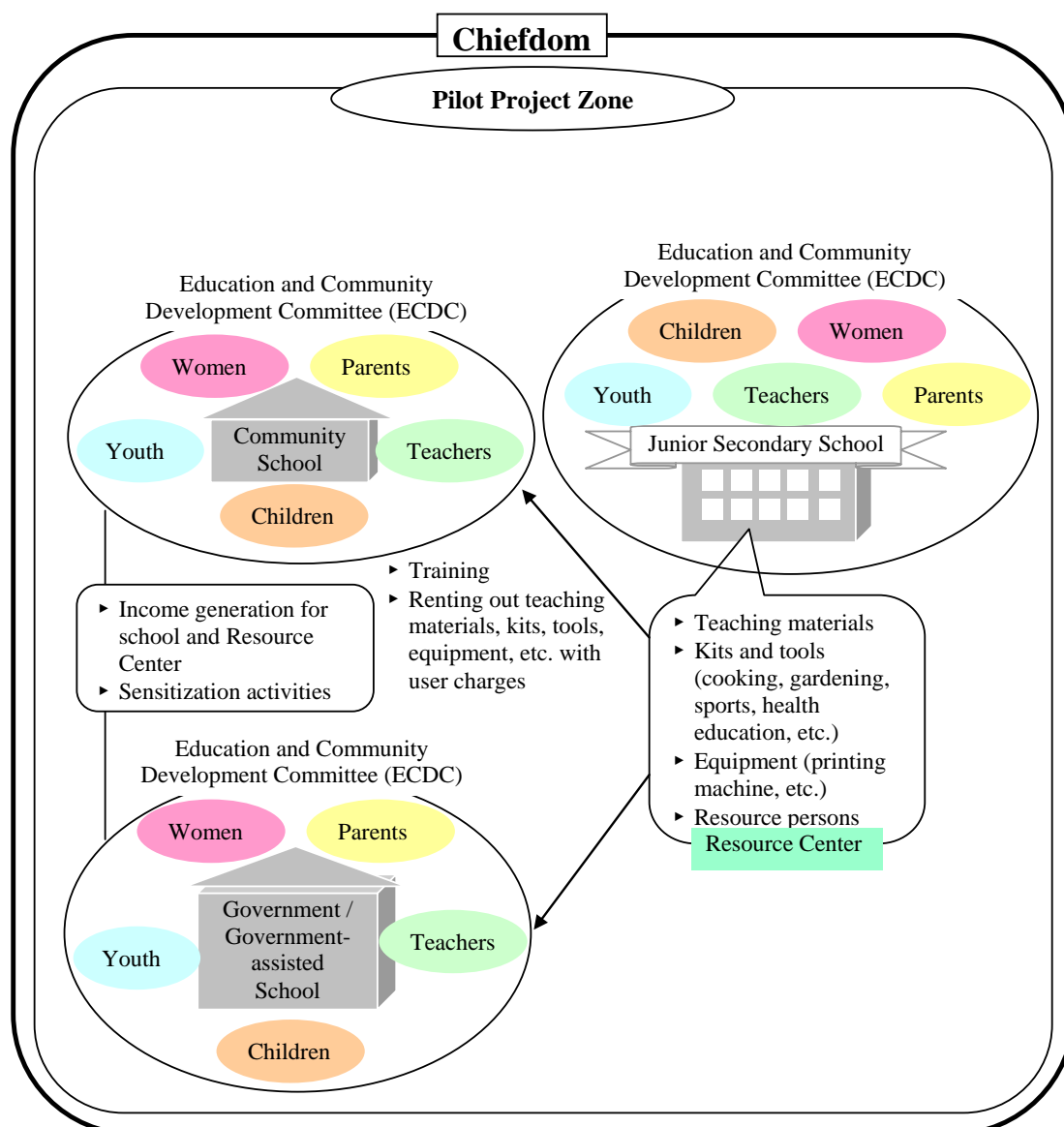
### 4.1. Basic Approach and Institutional Setup for the Pilot Project (Phase 2)

#### (1) Pilot Project Zone based on one Junior Secondary School

After the field survey in Kambia District, JICA Study Team discussed how to design the Pilot Project (Phase 2 of this Study) and select pilot chiefdoms, and has come up with an idea for the Pilot Project which is described in this chapter.

As explained in Chapter 3.1, JICA Study Team selected three junior secondary schools as the core institutions for the Pilot Project. The reasons to select junior secondary schools as the core institutions are as follows:

- Since there are many primary schools (government schools, government-assisted schools and community schools) and they are very different in terms of size, staff, facility, and development needs, it may be difficult to deal with them one by one without a core institution.
- The number of junior secondary schools is much fewer than that of primary schools, and it is easy to focus on fewer core institutions, because the project may not have enough resources to cover all schools equally. So it is important that the limited project resources can be concentrated in a few core institutions, and utilized more effectively: in each of target junior secondary schools, a Resource Center will be established in order to share these resources with primary schools and community groups (youth and women groups) in the junior secondary school's catchment area (hereinafter called as Pilot Project Zone). In order to maintain the Resource Center properly, the user charges for renting out equipment or using consumables will be charged. Figure 4.1 illustrates this idea of establishing a Resource Center based in the junior secondary school to serve for primary schools in the Pilot Project Zone.
- Generally speaking, junior secondary schools are equipped with more teachers, staff, equipment and rooms than primary schools, so they may have more capacity to implement the project, for example, managing the Resource Center, supporting the feeder primary schools, and organizing community development activities in collaboration with community groups (youth and women groups).



**Figure 4.1: Image of the Pilot Project Zone and the Resource Center**

## **(2) Resource Center attached to the Junior Secondary School**

As explained above, a Resource Center will be established at each target junior secondary school. The Resource Center will be provided with i) sports equipment, ii) skill training equipment and iii) teaching materials. These equipment and materials in the Resource Center will be rented out with user fees to the communities and schools.

In case of the Wesleyan Centennial Junior Secondary School in Kamasasa Section of Tonko Limba Chiefdom, there might be no room in the school to store these equipment and materials, so the special

arrangement might be made between the Wesleyan Centennial Junior Secondary School and a nearby primary school to use a room in the primary school as the Resource Center.

Each junior secondary school will establish the Management Group of the Resource Center. The Management Group will set renting rules/regulations of equipment and materials in the Resource Center. Setting up appropriate user fees for renting out equipment and materials to schools and community groups is particularly important not only for generating maintenance fund of the Resource Center, but also for supporting the transportation cost (fuel cost for motorbikes) for Zonal School Supervisors and Inspector of Schools to come to schools for monitoring and technical advice.

Proposed functions of the Management Group are:

- managing and maintaining equipment and materials in the Resource Center;
- providing training for teachers as well as community members;
- coordinating resource persons (farmers, cooks, sport trainers, health workers, agricultural extension worker, etc.) for school-based activities;
- renting out teaching materials such as textbooks, exercise books, children's books, reference books, teachers' manuals, visual aids (maps, illustrations), etc. to the feeder schools with user fees;
- renting out school equipment such as a printing machine, a tape recorder, etc. with user fees
- renting out tools and equipment for practical skill training such as school gardening, cooking and food processing, carpentry and metal works, etc. to the feeder schools and community groups with user fees;
- renting out tools and equipment for school-based activities such as sport festivals, community sensitization, etc. with user fees; and
- managing fund generated from renting equipment and materials, not only in order to maintain the Resource Center, but also to support the transportation cost (fuel cost for motorbikes) for Zonal School Supervisors and Inspector of Schools to conduct regular monitoring and supervision.

### **(3) Education and Community Development Committee (ECDC)**

To implement school-based community development activities, an Education and Community Development Committee (ECDC) will be established in each school (junior secondary school and primary school). The members of ECDC for a primary school (PS) will be selected from the representatives of PS's School Management Committee (SMC) and community groups (youth and

women). The members of ECDC for a junior secondary school (JSS) will be selected from the representatives of JSS's Board of Governance and community groups (youth and women). MEST's Zonal School Supervisor will also participate in ECDC. The members of ECDC will be trained to plan and implement the school-based sustainable community development activities based on their needs, priority and capacity.

In town areas such as Rokupr, some primary schools are located very close to each other, so it might be better for these schools to organize Joint ECDC to harmonize the community-based activities, because they are serving the same community and working with the same community groups.

#### **(4) Micro Projects planned and implemented by ECDC**

ECDC will plan and implement community-initiated small-scale pilot projects (hereinafter called as Micro Projects) at the following two levels, namely:

- i) at the school level: projects to improve learning environment at schools; and
- ii) at the community level: projects to improve educational environment in the communities (which include income generating activities for the community to support schools).

In order to ensure the sustainability of these Micro Projects after the completion of the JICA assistance, it is important to utilize local resources and institutions as much as possible, and keep the operating budget of the project affordable for the community. In other words, the Micro Projects must be in an appropriate small scale for the ECDC to sustain its operation, and utilize low-cost appropriate technologies whose operation cost is affordable for ECDC.

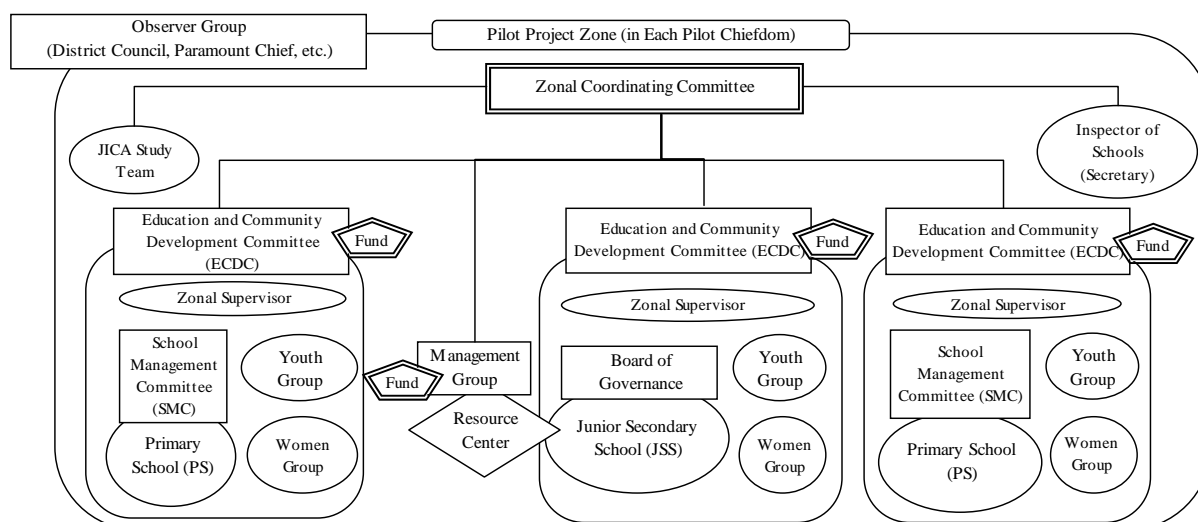
The Micro Projects can be classified into four types as shown in Table 4.1.

**Table 4.1: Four Types of Micro Projects**

	<b>Type of Micro Project</b>	<b>Objectives</b>	<b>Examples</b>
1	Teaching and learning improvement at the school	<ul style="list-style-type: none"> <li>● to attract children's interests and enhance children's understanding</li> </ul>	<ul style="list-style-type: none"> <li>● library for children and teachers</li> <li>● collecting traditional stories and songs from senior members of the society and performing them in the public</li> </ul>
2	Income generation activities by the school and community groups	<ul style="list-style-type: none"> <li>● to obtain financial sources to improve school facilities</li> <li>● to pay voluntary teachers and to contribute to the Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>● school gardening</li> <li>● cooking and food processing</li> </ul>
3	Sensitization activities for the community	<ul style="list-style-type: none"> <li>● to raise awareness on the importance of education (particularly for girls) among the community</li> <li>● to disseminate useful practical information to improve the community life (such as health, sanitation, nutrition, food processing and preservation)</li> </ul>	<ul style="list-style-type: none"> <li>● sensitization performance by school drama groups</li> <li>● thematic talks in the community by the resource persons</li> </ul>
4	Educational and entertaining activities through collaboration between the school and community groups	<ul style="list-style-type: none"> <li>● to strengthen linkage between the school and the community</li> </ul>	<ul style="list-style-type: none"> <li>● school festivals</li> <li>● sports competition</li> <li>● speech and writing competition</li> <li>● dance competition</li> </ul>

### **(5) Zonal Coordinating Committee (ZCC) to Select and Monitor Micro Projects**

To review ECDC's proposals for the pilot projects, select appropriate pilot projects and coordinate the implementation of the pilot projects, a Zonal Coordinating Committee will be established in each Pilot Project Zone. The members of the Zonal Coordinating Committee (ZCC) will consist of the representatives of each ECDC, Management Group of the Resource Center, Zonal Supervisor, Inspector of Schools, and JICA Study Team. District Council members and Paramount Chief will serve as the observer group to the Zonal Coordinating Committee. Figure 4.2 illustrates the image of the Zonal Coordinating Committee.



**Figure 4.2: Image of the Zonal Coordinating Committee**

## 4.2. Duration of the Pilot Project (Phase 2)

Duration of the Pilot Project (Phase 2) is proposed to be about three years from October 2005 to August 2008.

## 4.3. Geographical Coverage / Target Schools and Communities

As explained in Chapter 3.1, the Project will cover three Pilot Project Zones in three chiefdoms (Tonko Limba, Magbema and Bramaia) which include three junior secondary schools and 31 primary schools (government, government-assisted, and community schools) which send students to these junior secondary schools. The list of target schools in each Pilot Project Zone is shown in Table 4.2. The target communities are those which send children and youth to these target schools as day students.

**Table 4.2: Pilot Project Zones and Target Schools / Communities**

	<b>Pilot Project Zone 1</b>	<b>Pilot Project Zone 2</b>	<b>Pilot Project Zone 3</b>
Chiefdom	Tonko Limba	Magbema	Bramaia
Ward	Ward 1	Ward 2	Ward 2
Section	Kamasasa	Rokupr	Kukuna
No. of Schools Covered	10	13	11
Junior Secondary Schools	Wesleyan Centennial S.S.	Ahmadiyya Muslim S.S.	St. Mary S.S.
Primary Schools (Government / Government-Assisted Schools)	1. Roman Catholic Primary School (Kabassa II) 2. Roman Catholic Primary School (Kamabala) 3. Wesleyan Primary School (Kamasasa) 4. Wesleyan Church Sierra Leone Primary School (Kasuria) 5. Wesleyan Church Sierra Leone Primary School (Kutia)	1. Ahmadiyya Primary School (Rokupr) 2. Ahmadiyya Primary School (Wulatenkle) 3. Islamic Dawa Primary School (Rokupr) 4. Kulafai Primary School (Rokupr) 5. Roman Catholic Primary School (Rokupr) 6. Sierra Leone Muslim Brotherhood Primary School (Rokupr) 7. Warda Model Primary School (Rokupr)	1. K.D.E.C. Primary School (Kukuna) 2. K.D.E.C. Primary School (Kabaia) 3. Wesleyan Church Sierra Leone Primary School (Kasuria) 4. Omar Mucktar Primary School (Kukuna) 5. Roman Catholic Primary School (Kukuna) 6. K.D.E.C. Primary School (Teneba Bramaia)
Primary Schools (Community Schools)	1. Kabassa I Community School (Kabassa I) 2. Omar Muctar Community School (Kabassa II) 3. Kakonteh Community School (Kakonteh) 4. Maseleh Community School (Maseleh)	1. Gberika Community School (Gberika) 2. K.D.E.C. Primary School (Barmoi Luma) 3. Magbethie Community School (Magbethie) 4. Roman Catholic Masorie Primary School (Barmoi Luma) 5. Taintefor Community School (Taintefor)	1. Kabaia Community School (Kabaia) 2. Turaia Community School (Turaia) 3. Wesleyan Primary School (Seduya) 4. Surimanikaia Community School (Surimanikaia)
Communities	The target communities are those which send children and youth to the above primary schools and junior secondary schools as day students. The communities participate in School Management Committees (SMC) of primary schools.		

Note: K.D.E.C. = Kambia District Education Committee

#### 4.4. Overall Goal, Project Purpose and Outputs of Phase 2

##### (1) Overall Goal

The overall goal of Phase 2 will be that the model developed by the Project will be implemented as part of the District Development Plan after the Project, and then spread to other parts of the country.

## (2) Project Purpose

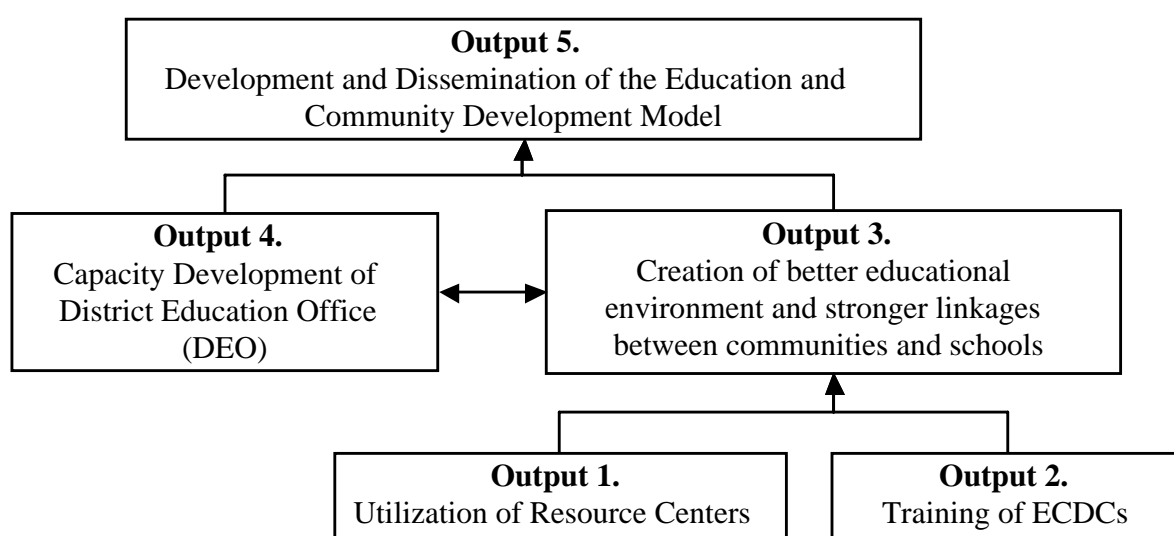
The project purpose of Phase 2 will be that an applicable education and community development model (collaboration among communities, schools, and local government for better education and community development) will be formulated and approved by the District Council.

## (3) Outputs

The expected outputs from the activities of Phase 2 will be as follows:

1. Established Resource Centers at three junior secondary schools will be fully utilized and sustained by communities and schools.
2. Project management capacity of school-based Education and Community Development Committees (ECDCs) at target primary and junior secondary schools will be enhanced.
3. Better educational environment both for communities and schools as well as stronger linkages between communities and schools will be created through the implementation of the pilot projects by ECDCs.
4. Administrative and monitoring capacity of District Education Office in Kambia District will be improved.
5. Education and Community Development Model will be developed and refined through implementation of the pilot projects and disseminated to concerned organizations.

The relationship among the above 5 outputs is shown in Figure 4.3.



**Figure 4.3: Relationships among Five Outputs**



#### 4.5. Implementation Schedule and Activities for Phase 2

PRA workshops conducted in three pilot chiefdoms in July 2005 have revealed that the busiest months for the community and schools are July and August (when there are the heaviest rains in a year, the farmers are busy in transplanting rice, and the school have the summer vacation), so it is important to avoid activities during July and August in scheduling Phase 2 activities. In general, the farmers are busy with agricultural works during the rainy season (from mid-May to November), so it is better for the project to keep low profile during the rainy season.

On the contrary, the best months for the community people to participate in community development activities are from January to April. If the project uses Japanese fiscal year (April to March), it will be impossible to work continuously from January to April, the best months for community participation. Therefore it is strongly recommended to set the project year from September to August to avoid this situation. This project year also fits well to the school schedule in which Term 1 starts in mid-September and Term 3 ends in mid-July, so it will facilitate the implementation of the Micro Projects by ECDCs at the school level. In this schedule, Micro Projects will start from September/October 2006 (beginning of the second year of the Project) when the school also starts the new school year. This will leave enough preparatory time to set up institutions such as ECDCs and ZCCs and train them for pilot project planning and implementation, which is very important because the project uses the completely new approach to the schools and communities; that is, emphasizing on self-reliance and sustainability rather than getting donations through emergency relief assistance.

So the schedule of Phase 2 can be divided into three steps as shown in Table 4.3: i) Preparatory Step, ii) Implementation Step and iii) Evaluation Step.

To achieve the five outputs described in 4.4.(3), Phase 2 will implement the five types of activities, each of which aims at achieving one particular output, as shown in Table 4.4.

The work schedule and work flow for Phase 2 are also shown in Figure 4.4 and Figure 4.5 respectively.

**Table 4.3: Three Steps of Phase 2 Implementation**

<b>Step</b>	<b>Period</b>	<b>Main Activities</b>
Preparatory Step	from October 2005 to June 2006 (Project Year 1)	<ul style="list-style-type: none"> <li>● Institutional setup (establishing ECDCs and ZCCs)</li> <li>● Training of ECDCs and ZCCs</li> <li>● Establishing and operating Resource Centers</li> <li>● Proposal preparation and selection of Micro Projects</li> </ul>
Implementation Step	about two years from September/October 2006 to June 2008 (Project Year 2 and 3)	<ul style="list-style-type: none"> <li>● Implementation of Micro Projects</li> <li>● Operation of Resource Centers</li> <li>● Continuous training of ECDCs</li> <li>● Organizing study tours among ECDCs</li> <li>● Monitoring</li> </ul>
Evaluation Step	from April 2008 to August 2008 (Project Year 3)	<ul style="list-style-type: none"> <li>● Evaluation of Resource Centers and Micro Projects</li> <li>● Development and dissemination of the Education and Community Development Model</li> </ul>

**Table 4.4: Proposed Activities for Phase 2**

<b>Proposed Activities for Phase 2 to Achieve Five Outputs (from October 2005 to August 2008)</b>
<b>Output 1. Utilization of Resource Centers</b> 1-1. Resource Centers will be established by identifying a suitable place in three target junior secondary schools (JSS). 1-2. Management Group of each Resource Center will be established. 1-3. Management Groups will set rules and regulations of the utilization by the communities and schools (including setting the user charges). 1-4. Sports equipment, skill training equipment, and teaching materials will be procured by JICA Study Team and delivered to Resource Centers at three JSS. 1-5. The materials and equipment will be rented to the communities and schools with user fees, and managed properly by the Management Groups. 1-6. The operation of Resource Centers will be monitored by District Education Office (DEO).
<b>Output 2. Training of Education and Community Development Committees (ECDCs)</b> 2-1. Micro Project Planning and Management Manual will be prepared by JICA Study Team. 2-2. Three facilitators (one per Pilot Project Zone) will be employed and trained by JICA Study Team, using the above manual. 2-3. Members for ECDC will be selected in each school and the rules (duties and responsibilities) in ECDC will be established. 2-4. ECDC members will be trained by facilitators in Micro Project planning and management. (It may include the study tour to relevant projects by other donors/NGOs.) 2-5. Study tours will be conducted among ECDCs in three Pilot Project Zones to exchange and share experiences of managing ECDCs and implementing Micro Projects.
<b>Output 3. Creation of better educational environment and stronger linkages between communities and schools</b> 3-1. Proposals for Micro Projects will be prepared by ECDCs with the help of facilitators and local technical experts. 3-2. A Zonal Coordinating Committee (ZCC) will be established in each Pilot Project Zone. 3-3. ZCC will determine rules and regulations for Micro Projects (including how to select Micro Projects and how to coordinate Micro Projects). 3-4. ZCC will review ECDC's proposals for Micro Projects and select appropriate Micro Projects within the budget. 3-5. Indicators to monitor and evaluate Phase 2 (Resource Centers and Micro Projects) will be determined and the baseline survey to collect these indicators will be conducted. 3-6. Selected Micro Projects will be implemented by ECDCs. 3-7. ZCC will be trained how to monitor and supervise Micro Projects. 3-8. Micro Projects will be monitored and evaluated by ECDCs and ZCC. 3-9. Mid-term review and evaluation will be conducted in the end of the first year implementation of Micro Projects in order to learn the lessons and feedback to the planning of the second year implementation. 3-10. The final evaluation of Resource Centers and Micro Projects will be conducted with all the stakeholders in participatory workshops.
<b>Output 4. Capacity Development of District Education Office (DEO)</b> 4-1. District Education Office (DEO) will participate in training of ECDCs. 4-2. DEO will participate in training of ZCC members on monitoring and evaluation of Micro Projects. 4-3. DEO will participate in monitoring and evaluation activities of Micro Projects. 4-4. Education and Community Development Model will be transferred to DEO through the seminar in Kambia.
<b>Output 5. Development and Dissemination of Education and Community Development Model</b> 5-1. Lessons learned from the monitoring and evaluation of Resource Center and Micro Projects in Pilot Project Zones will be collected and analyzed (including the analysis of sustainability and replicability). 5-2. Education and Community Development Model will be developed by obtaining comments from the stakeholders. 5-3. Dissemination seminar on Education and Community Development Model will be conducted in Freetown.

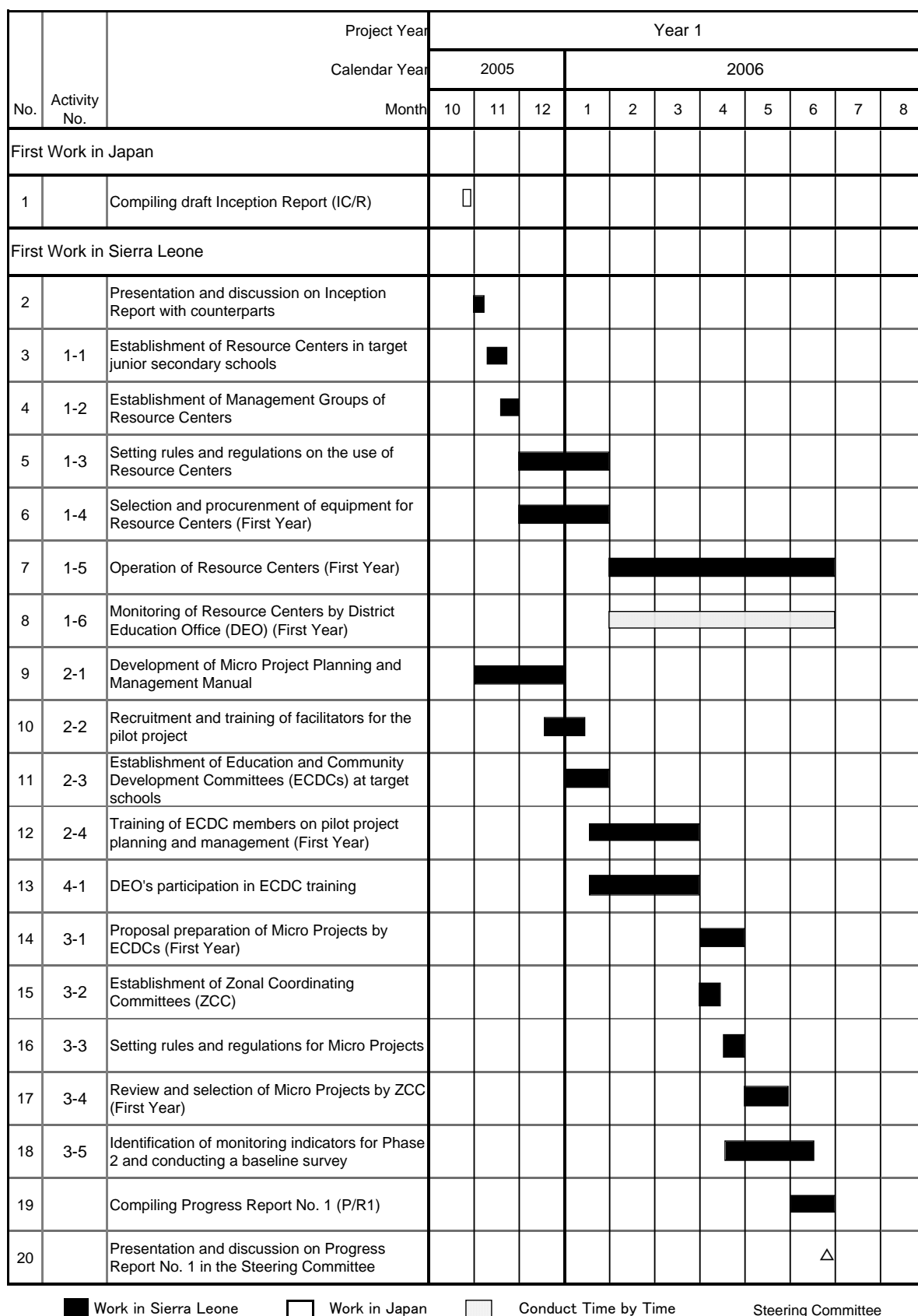


Figure 4.4: Work Schedule of Phase 2 (Year 1)

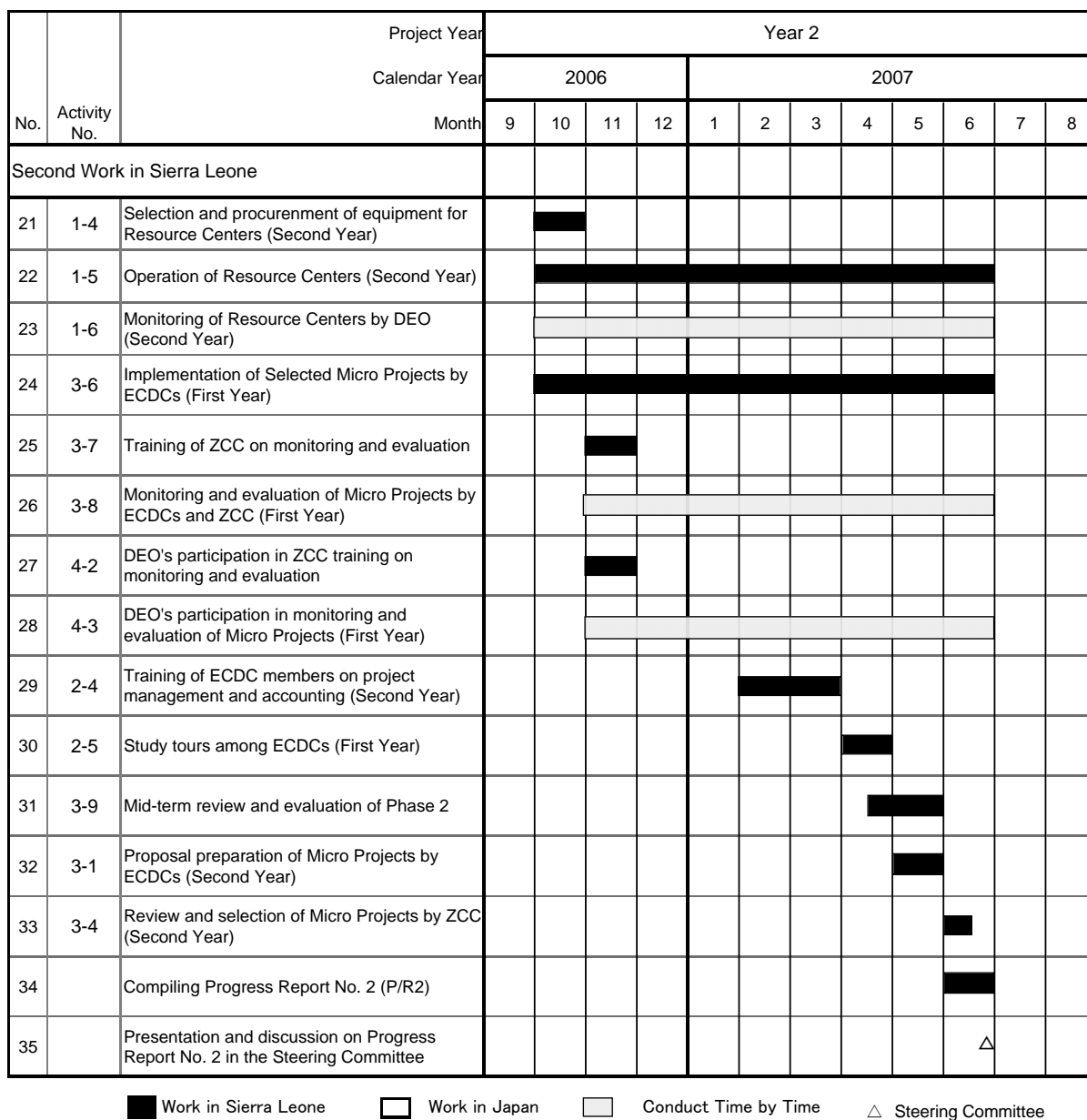


Figure 4.4: Work Schedule of Phase 2 (Year 2)

No.	Activity No.	Project Year Calendar Year Month	Year 3											
			2007				2008							
			9	10	11	12	1	2	3	4	5	6	7	8
Third Work in Sierra Leone														
36	1-4	Selection and procurement of equipment for Resource Centers (Third Year)												
37	1-5	Operation of Resource Centers (Third Year)												
38	1-6	Monitoring of Resource Centers by DEO (Third Year)												
39	3-6	Implementation of Selected Micro Projects by ECDCs (Second Year)												
40	3-8	Monitoring and evaluation of Micro Projects by ECDCs and ZCC (Second Year)												
41	4-3	DEO's participation in monitoring and evaluation of Micro Projects (Second Year)												
42	2-4	Training of ECDC members on project management and sustainability (Third Year)												
43	2-5	Study tours among ECDCs (Second Year)												
44	3-10	Final evaluation of Resource Centers and Micro Projects with all stakeholders												
45	5-1	Analysis of lessons, sustainability and replicability of Resource Centers and Micro Projects												
46	5-2	Development of Education and Community Development Model												
47	4-4	Dissemination seminar on Education and Community Development Model in Kambia												
48	5-3	Dissemination seminar on Education and Community Development Model in Freetown												
49		Compiling Draft Final Report (DF/R)												
50		Presentation and discussion on Draft Final Report in the Steering Committee												
Second Work in Japan														
51		Compiling Final Report (F/R)												

Work in Sierra Leone Work in Japan Conduct Time by Time Steering Committee

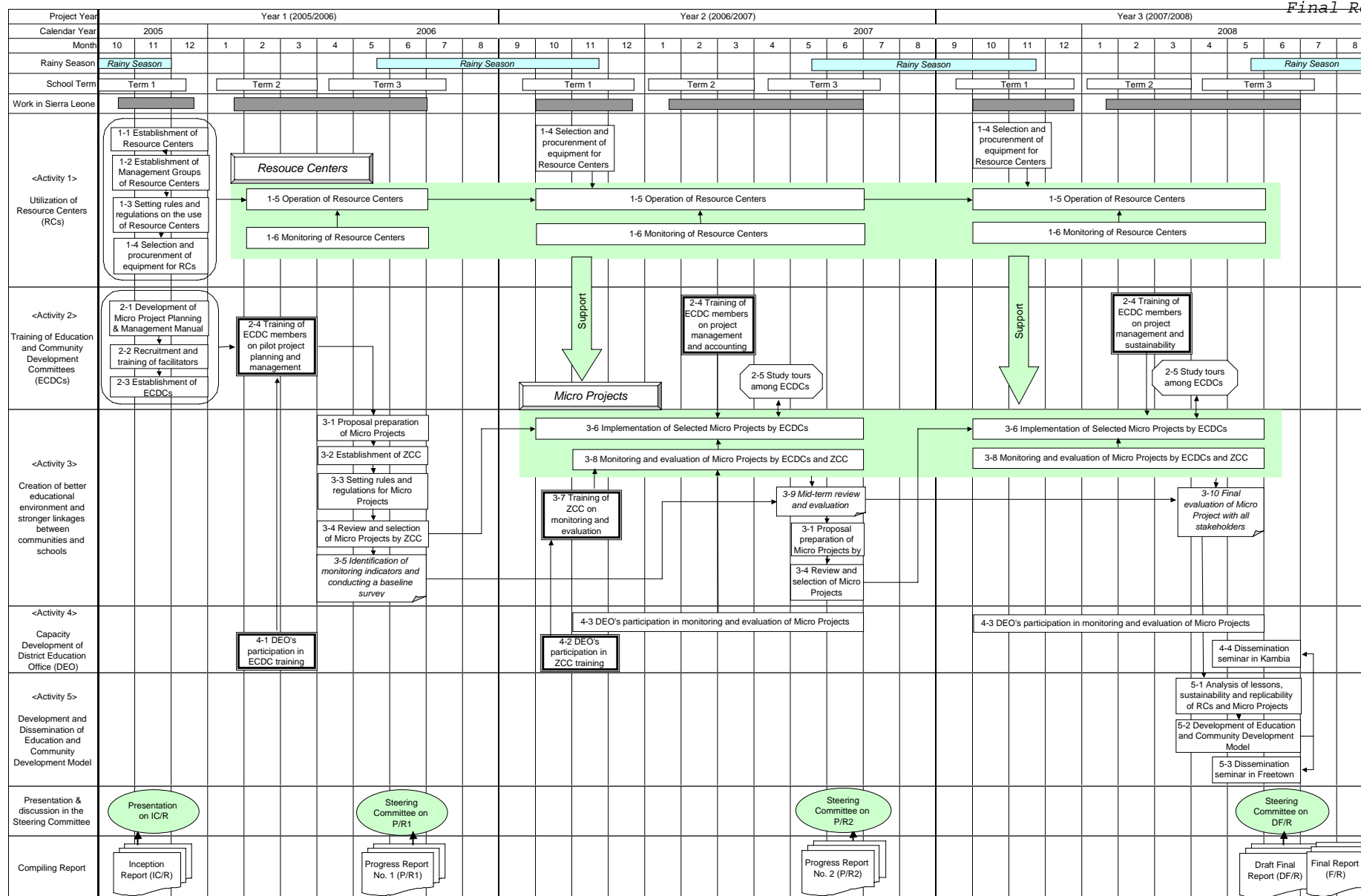


Figure 4.5: Work Flow of Phase 2

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

**Final Report  
Appendix**

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**Appendix 5. Summary of Anecdotal Evidence for Selection of Target Zones**

**Appendix 6. List of Participants, PRA Workshops**



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Appendix 1. (1)

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## List of Persons Whom JICA Study Team Met in Sierra Leone in March 2005

**In Freetown**

<b>Date</b>	<b>Organization/Agency</b>	<b>Position</b>	<b>Name</b>
<b>Sierra Leone Government</b>			
3/8	Ministry of Foreign Affairs and International Cooperation (MFAIC)	Director-General and Ambassador at Large	Mr. Umaru B. Wurie (022-222777)
3/8	MFAIC	Director, Asia and the Middle East Division	Mrs. Khadijatu Bassir (076-707510, 022-222760)
3/8	MFAIC	Protocol Division	Mr. Saspo I. Sankoh (022-222560, 222398, 076-609158)
3/8	Ministry of Education, Science and Technology (MEST)	Deputy Director General	Mr. Amadu Jallah (076-749776)
3/8	MEST	Deputy Director (Tertiary Education)	Mr. Mustapha B. Lahai (022-240391, 240641, 076-614096)
3/8	MEST	Assistant Director of Higher Education (Teacher Training)	Ms. Musu M. Gorvie (030-251048)
3/8	MEST	Deputy Director (Pre-primary/Primary Education)	Mr. Thomas J. Navo (022-240177, 030-204221)
3/14	MEST	Deputy Secretary	Mr. G. G. Bauya
3/14	MEST	Deputy Director (Science)	Mr. Sanasi M. Kuyaleh
3/16	MEST	Education Officer, Pre-primary/Primary Education	Mr. John A. Sawaray
3/17	Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA)	Child Welfare Secretariat	Mr. Francis M. Lahai
3/14	Ministry of Youth and Sports (MYS)	Assistant Director of Sports	Mrs. Pamela Williams
3/18	Ministry of Youth and Sports (MYS)	Acting Director of Youth	Mr. Anthony A. Koroma (022-235423, 076-692780)
3/9	Ministry of Agriculture, Forestry and Food Security (MAFFS)	Deputy Minister	Mr. Francis K. Ngebeh (022-235471, 076-648984)
3/9	MAFFS	Director General (Advisor)	Mr. Patrick Hanmer (076-769977)
3/17	MAFFS	Senior Agricultural Instructor, Women in Agriculture and Nutrition Unit	Mrs. Adama G. Kamwa (076-738423)
3/14	MAFFS	Training Officer	Mr. Musa Deekuray

Date	Organization/Agency	Position	Name
3/18	Ministry of Local Government and Community Development (MLGCD)	Deputy Director of Local Government	Mr. Duramani M. Kamara (022-235552, 076-743393, 076-607946)
3/18	MLGCD	Rural Development Officer	Mr. Simeon P/ Fatoma (022-225822, 076-626068)
3/16	Decentralization Secretariat (under MLGCD)	Capacity Building Manager	Mr. Alhassan J. Kanu (076-768846)
3/16	Ministry of Health and Sanitation (MOHS)	Donor/ NGO Liaison Officer	Mr. Yayah Conteh (076-603222, 030-603222, 022-240131, 022-242118)
<b>Donors</b>			
3/8	UNHCR	Representative	Mr. Musa Abiriga (076-609419)
3/8	UNHCR	Deputy Representative	Mr. Andrew Mayne (022-234321/2)
3/15	UNICEF	Program Coordinator	Ms. Waithira Gikonyo, Phd. (076-601308)
3/19	UNICEF	Assistant Project Officer (Child Protection)	Mr. Mioh Nemoto (076-601309, 741592)
3/15	World Bank	Country Manager	Mr. James Sackey (076-607854)
3/19	European Union (EU)	Head of Operations	Mr. Andreas Laggis (076-775640)
3/15	DFID	Senior Governance Adviser	Mr. Keith Bastin (076-637635, 022-233620)
3/16	Institutional Reform and Capacity Building Project (World Bank)	Evaluation Specialist	Ms. Katherine Whiteside (076-780865)
3/15	UNIFEM (United Nations Fund for Women)	Program Manager	Ms. Foster (076-684050, 022-233834, 022-231311 thru UNDP)
3/16	UNFPA (United Nations Population Fund)	Assistant Representative	Mrs. Diarra Mariama (030-218100, 022-230213, 022-233550)
3/18	USAID	Country Program Coordinator	Ms. Christine M. Sheckler (076-612118, 022-226481)
3/18	GTZ	Project Coordinator for International Services	Mr. Christian Smida (076-636843, 022-235782~3)
3/18	GTZ	Project Coordinator for Partnership Operations BMZ/ UNHCR/ GTZ	Ms. Julie Greene (076-638954)

Date	Organization/Agency	Position	Name
<b>NGOs</b>			
3/8	Save the Children UK	Program Director	Mr. Paul Roberts (076-686540)
3/8	Norwegian Refugee Council (NRC)	Country Director	Ms. Ellen Dahl (076-602094, 022-273148)
3/8	Norwegian Refugee Council (NRC)	Program Manager (Education)	Ms. Nancy Smart (076-604713)
3/13	ActionAid	Country Director	Mr. Tennyson Williams (076-653673, 022-231392, 234197)
3/13	ActionAid	Head of Finance	Mr. Admasu Abebe (022-231392, 234197)
3/17	ActionAid	Human Resources and Organizational Development Manager	Ms. Doris Sesay (030-208381)
3/15	Concern	Country Director	Ms. Paula Connolly (022-273177, 273180, 273012, 076-609301)
3/14	Right to Play	Communication Coordinator	Ms. Jennifer Rutter (076-742902)
3/16	Right to Play	Country Manager	Mr. Martyn van der Waart (076-683444)
3/16	Right to Play	Program Officer (in Makeni)	Ms. Nancy Waite (076-777855)
3/16	Right to Play	Program Officer (in Makeni)	Ms. Jennifer Spurlock (076-735699)
3/14	ARC	Country Director	Ms. Barbara Whitmore (076-684428, 022-235463, 235490, 235884)
3/17	CARE	Program Director, ENCISS (Enhancing Interaction and Interface between Civil Society and State)	Ms. Jeannette Eno (076-618031)
3/17	CARE	Governance Adviser, ENCISS	Mr. Saidu Conton Sesay (076-653285)
3/17	CARE	Youth and Gender Adviser, ENCISS	Mr. Alie B. Kargbo (076-727714)
3/17	CARE	Organizational Development and Communications Adviser, ENCISS	Mr. John Caulker (076-603038)
<b>University</b>			
3/17	Njala University College (NUC), University of Sierra Leone	Head and Senior Lecturer of Department of Geography and Rural Development	Dr. Andrew K. Bomah (076-625838)

Date	Organization/Agency	Position	Name
3/18	NUC	Social Scientist, Department of Geography and Rural Development	Mr. Thomas R. A. Winnebah (076-615229; twinnebah@yahoo.com)
3/18	NUC	Sustainable Development Specialist, Department of Geography and Rural Development	Mr. Braima Koroma (076-738383; koromabml@yahoo.com)
3/18	NUC	Environmental Planning and Management Specialist, Environmental Chemistry Department, Faculty of Environmental Science	Dr. Bashiru M. Koroma (076-706819; bashirukoroma@yahoo.co.uk )
3/18	NUC	Development Planning & Resource Assessment, Department of Geography and Rural Development	Mr. Isheka A. Turay (076-629135, 033-310794)
3/18	NUC	Economics & Development Studies, Dean's Office, Department of Education	Mr. Jumsa A. Ngebeh (076-774890)
<b>Honorable Consulate-General of Japan</b>			
3/8	G. Shankerdas & Sons (S.L.) Ltd.	Managing Director	Dr. Kishore Shankerdas (022-226768, 076-612044)

### In Kambia District

	Organization/Agency	Position	Name
3/10	District Council	Chairman	Mr. O. S. Fefana
3/10	District Council	Deputy Chairman, and Chief of District Education Committee	Mr. N. Y. Yillah
3/10	District Council	Chief Administrator	Mr. M. G. Kamara
3/21	Masungbala Chiefdom	Chiefdom Administration Clerk	Mr. Usman Mansarauly Tve
3/21	Tonko Limba Chiefdom	Paramount Chief	Mr. Abimany Bombo Lahai Kande Kongsa III
3/21	Bramaia Chiefdom	Paramount Chief	Mr. Arafan Mumini II
3/22	Gbinleh Dixon Chiefdom	Regent Chief (caretaker of Paramount Chief)	Mr. Ibrahim Kabba
3/22	Samu Chiefdom	Paramount Chief	Mr. Alhaji Bai Sheboru Yek II
3/22	Mambolo Chiefdom	Chiefdom Speaker	
3/23	Magbema Chiefdom	Paramount Chief	Mr. Bai Farimibubu Angbak III
3/10	Ministry of Education, Science and Technology (MEST)	Inspector of Schools in Kambia District	Mr. Alpha S. Jalloh

	Organization/Agency	Position	Name
3/22	MEST	Supervisor of Schools in Samu Chiefdom of Kambia District (stationed in Kassiri)	Mr. Moses Kvandi
3/10	SLMB Koya Magbema Community School (Gov. Assisted)	Head Teacher	Mr. A. S. Kamaka
3/10	Makaiba Community School	Head Teacher	
3/10	MSWGCA, Kambia Office	Social Development Officer	Mrs. Bakie Kamara
3/10	Ministry of Health, Kambia Office	District Medical Officer (General Practitioner)	Dr. M. M. Wilson (076-785126)
3/23	UNDP Transition Support Team (TST)	Field Officer in Kambia	Mr. Alpha Umoro Sesay (076-634753)
3/11	ActionAid Kambia Office	District Manager	Mr. Dauda R. Brimah-Salu (076-633924)
3/11	ActionAid Kambia Office	Administration / Human Resources	Mrs. Rugiatu Kaigbo
3/11	ActionAid Kambia Office	Program Officer	Mr. Amadu Sesay
3/11	Sierra Leone Broadcasting Corporation (in ActionAid Kambia Office)	Community Radio Program	Mr. Josua Nicole
3/11	Save the Children UK Kambia Office	Program Officer	Mr. Edmund S. Bundor (076-772617)
3/11	Save the Children UK Kambia Office	Database Officer	Mr. Kharifa K. Kamanda
3/11	NRC Kambia Office	Program Coordinator (Sababu Project)	Ms. Unni Lange
3/11	NRC Kambia Office	Program Coordinator (CREPS and Youth Pack)	Ms. Valbjorg Hoaas
3/11	NRC Kambia Office	Education Supervisor (CREPS)	Mr. James J. Brewah
3/21	Kambia Coach Association	Coach Trainer	Mr. Paul K. Amara (076-777855)
3/21	Masungbala Community Development Association (MaCDA) (local NGO in Masungbala Chiefdom)	Representative	Mr. A. B. S. Kamara
3/22	Kambia District Youth Coordination Council	Chairman	Mr. Abdul Grant (076-818414)

### In Lunsar, Port Loko District

	Organization/Agency	Position	Name
3/20	Clarrisan Missionary Sisters		Sr. Leticia Negishi Michiko (076-866120)
3/20	Clarrisan Missionary Sisters		Sr. Kazuko Shirahata

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Appendix 1. (2)

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## List of Persons Whom JICA Study Team Met in Sierra Leone From April to July 2005

**In Freetown**

<b>Date</b>	<b>Organization/Agency</b>	<b>Position</b>	<b>Name</b>
<b>Government of Sierra Leone</b>			
4/26	Statistics Sierra Leone	Statistics General	Prof. H. Borbor Sama Kandeh (076-609989, 022-223287; hbkandeh@sierratel.sl)
5/4	Ministry of Education, Science and Technology (MEST)	Deputy Director General	Mr. Amadu Jallah (076-749776)
5/4	MEST	Deputy Director (Tertiary Education)	Mr. Mustapha B. Lahai (022-240391, 240641; 076-683 157)
5/4	MEST	Assistant Director	Mr. Aloysuis M. Gassimu (076-732 564)
5/4	Statistics Sierra Leone	Database Manager	Mr. Moses Conteh (076-749 479; 033-399 883)
5/5	Ministry of Education, Science and Technology (MEST)	Secretary to Director General	Ms Toker (022-240 865)
5/6	Freetown Teachers College	Acting Vice Principal	Mrs Christina I. Vandi (022-263 128; 076- 698 820)
5/6	Freetown Teachers College	Assistant Coordinator, Distance Education	Mr. Lamin B. Kamara (076- 693 386)
5/6	Ministry of Education, Science and Technology (MEST)	Deputy Director (Tertiary Education)	Mr. Mustapha B. Lahai (022-240391, 240641; 076-683 157)
5/9	MEST	Director General (Administration)	Mr. Alhaji E.B. Kamara (022-240 865; 076-618 825)
5/11	Ministry of Education, Science and Technology (MEST)	Deputy Director General	Mr. Amadu Jallah (076-749776)
5/11	MEST	Assistant Director (Primary Education)	Mr. Momodu K. Serrie (076-625 210; 022-240 177)
5/11	MEST	Assistant Director (Primary Education)	Mr. John A. Swaarray (022- 240 177)
5/11	MEST	Director (Higher Education, Secondary and Technology)	Mr. Gabriel M. Sellu (076- 646 230)
5/12	Freetown Teachers College	Acting Vice Principal	Mrs Christina I. Vandi (022-263 128; 076- 698 820)
5/13	MEST	Assistant Director (Primary Education)	Mr. Momodu K. Serrie (076-625 210; 022-240 177)
6/17	MEST	Deputy Director (Tertiary Education)	Mr. Mustapha B. Lahai (022-240391, 240641, 076-614096)

Date	Organization/Agency	Position	Name
6/23	MEST	Deputy Director (Tertiary Education)	Mr. Mustapha B. Lahai (022-240391, 240641, 076-614096)
7/6	MEST	Assistant Director (Primary Education)	Mr. Momodu K. Serrie (076-625 210; 022-240 177)
7/6	MEST	Assistant Director (Primary Education)	Mr. Augustine B Songo (076-751 953)
7/20	MEST	Deputy Director General	Mr. Amadu Jallah (076-749776)
<b>Donors</b>			
5/10	UNDP	Senior Programme Advisor	Mr. Bengt Ljunggren (022-231 311; 076-637 323; bengt.ljunggren@undp.org)
5/10	UNDP	Transitional Support Team Coordinator	Mr. Bauke Van Weringh (022-233 171; 076-684 127; bauke.vweringh@undp.org)
5/13	UNHCR	Representative a.i.	Mr. Andrew Mayne (022-234-321/2; 076-607 459; maynea@unhcr.ch)
5/15	UNICEF	Assistant Project Officer, Child Protection	Mr. Mioh Nemoto (076-601309; mnemoto@unicef.org)
5/15	European Union (EU)	Head of Operations	Mr. Andreas Laggis (076-775640)
5/20	European Union (EU)	Head of Operations	Mr. Andreas Laggis (076-775640)
5/27	UNAMSIL	BOI Officer	Ms Aki Ogata (076- 777 698; ogata@un.org)
<b>NGOs</b>			
4/28	Norwegian Refugee Council (NRC)	Country Director	Ms Ellen Dahl (022-273 148, 076- 602094; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , <a href="mailto:elldah61@hotmail.com">elldah61@hotmail.com</a> )
4/28	Norwegian Refugee Council (NRC)	Program Manager (Education)	Ms Nancy Smart (022-273 148, 076-604713; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , <a href="mailto:nancyvsmart@yahoo.com">nancyvsmart@yahoo.com</a> )
4/28	Norwegian Refugee Council (NRC)	Project Coordinator	Mr. Georg Mevold (022-273 148, 076-674754; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , <a href="mailto:geo-me@online.no">geo-me@online.no</a> )
4/28	Action Aid Sierra Leone	National Programme Coordinator	Mr. Alpha Sankoh (076-616786; <a href="mailto:alsanma2@yahoo.com">alsanma2@yahoo.com</a> )
4/28	Action Aid Sierra Leone	District Manager	Mr. Dauda R. Brimah-Salu ( <a href="mailto:brimah@actionaidsierraleone.org">brimah@actionaidsierraleone.org</a> )
5/16	Norwegian Refugee Council (NRC)	Project Coordinator	Mr. Georg Mevold (022-273 148, 076-674754; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , <a href="mailto:geo-me@online.no">geo-me@online.no</a> )
5/20	Peace Winds Japan	Country Representative	Ms Miho Fukui (076-615 076, <a href="mailto:miho_fukui@peace-winds.org">miho_fukui@peace-winds.org</a> )
5/27	Peace Winds Japan	Country Representative	Ms Miho Fukui (076-615 076, <a href="mailto:miho_fukui@peace-winds.org">miho_fukui@peace-winds.org</a> )

Date	Organization/Agency	Position	Name
6/9	Peace Winds Japan	Country Representative	Ms Miho Fukui (076-615 076, miho_fukui@peace-winds.org)
7/28	Norwegian Refugee Council (NRC)	Country Director	Ms Ellen Dahl (022-273 148, 076-602094; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , elldah61@hotmail.com)
7/28	Norwegian Refugee Council (NRC)	Program Manager (Education)	Ms Nancy Smart (022-273 148, 076-604713; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , nancyvsmart@yahoo.com)
7/28	Norwegian Refugee Council (NRC)	Project Coordinator	Mr. Georg Mevold (022-273 148, 076-674754; <a href="mailto:nrc@sierratel.sl">nrc@sierratel.sl</a> , geo-me@online.no)
<b>Policy Dialogue Mission</b>			
5/27	Ministry of Foreign Affairs of Japan (MOFA)	Director, Country Assistance Planning Division	Mr. Naofumi Hashimoto
5/27	MOFA	Officer in charge of Sierra Leone, Country Assistance Planning Division	Ms Shiho Baba
5/27	JICA Head Quarter	Officer in charge of Sierra Leone, West and Central Africa Team	Mr. Keiichi Okitsu
5/27	Embassy of Japan in Ghana	First Secretary	Mr. Hiroyuki Kubota
5/27	JICA Ghana Office	Resident Representative	Mr. Kenichi Shishido
5/27	JICA Ghana Office	Project Formulation Advisor	Mr. Mikio Masaki
<b>Local Consultants</b>			
* This list of local consultants shows only the date of the first contact since the Study Team very frequently meet with the people listed			
4/29	Contrabec/ Njala University College (NUC), University of Sierra Leone	Social Scientist, Department of Geography and Rural Development	Mr. Thomas R. A. Winnebah (076-615229; <a href="mailto:twinnebah@yahoo.com">twinnebah@yahoo.com</a> )
4/30	Ecofin Consultants	Managing Director / Former State Minister	Dr Shamsu Mustapha (076-624785, <a href="mailto:scs@sierratel.sl">scs@sierratel.sl</a> )
5/9	Njala University College	Dean, Department of Teacher Education, Faculty of Education	Prof. Abdullah Mansaray (022-226986; 076-665-857 <a href="mailto:abdulmans2002@yahoo.com">abdulmans2002@yahoo.com</a> <a href="mailto:abdulmansaray@hotmail.com">abdulmansaray@hotmail.com</a> )
5/10	Njala University College	Lecture, Department of Teacher Education, Faculty of Education	Dr Bamidele Sannoh (030-257 847)
5/16	Econfin Consultants		Mr. Josie Elliot (076-605 167)
5/16	Contradec SIL		Mr. Thomas Winnebah (076-615-229)



Date	Organization/Agency	Position	Name
5/16	Mansaray and Associates		Prof. Abdullah Mansaray (022-226986; 076-665-857 abdulmans2002@yahoo.com abdulmansaray@hotmail.com)
7/4	Independent (hired by JICA Study Team)	Facilitator	Malam Bai Sesey (076-920-095)
7/4	Independent (hired by JICA Study Team)	Facilitator	Paul Amara (076-822-522)
7/4	Independent (hired by JICA Study Team)	Facilitator	Julius Bangra (076-818-342)

**In Lunsar, Port Loko District**

	Organization/Agency	Position	Name
5/1	Clarrisan Missionary Sisters		Sr. Leticia Negishi Michiko (076-866120)
5/1	Clarrisan Missionary Sisters		Sr. Kazuko Shirahata
5/29	Clarrisan Missionary Sisters		Sr. Leticia Negishi Michiko (076-866120)
5/29	Clarrisan Missionary Sisters		Sr. Kazuko Shirahata
6/19	Clarrisan Missionary Sisters		Sr. Leticia Negishi Michiko (076-866120)
6/19	Clarrisan Missionary Sisters		Sr. Kazuko Shirahata

**In Kambia District**

Date	Organization/Agency	Position	Name
5/1	MEM Jay Guest House		076-818377
5/2	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (Upper Tonko Limba and Bramaia) and NGO Focal Point, Inspectorate Office	Mr. Muhammad Sanugie N'Jai (076-816 119)
5/2	St. Mary Secondary School, Kukuna, Bramaia (JSS)	Treasurer/Bursary	Mr. Sheku Kabba
5/2	Youth Pack Centre (Bramaia)	Teacher	Mr. Mohamed Mansaray
5/2	Wesleyan Centennial Secondary School, Kamasasa, Tonko Limba (JSS)	Principal	Mr. Dominic A Conteh
5/2	Government Secondary School Madina (JSS & SSS), Bubuya, Madina, Tonko Limba	Principal	Mr. Amara Turay
5/2	UNDP Transition Support Team (TST)	Field Officer	Mr. Alpha Umara Sesay (076- 866 039)
5/3	Islamic Federation Secondary (JSS), Kambia, Magbema	Principal	Mr. Murana Abdunlei Turoy
5/3	Kolenten Secondary School, Kambia, Magbema	Guidance Counsellor	Mr. Ibrahim A.S. Kamara

<b>Date</b>	<b>Organization/Agency</b>	<b>Position</b>	<b>Name</b>
5/3	Ahmadiyya Muslim Secondary School (JSS & SSS, SSS not approved yet), Rokupur, Magbema	Principal	Mr. Musa K.D. Mahmood
5/3	Magbema Islamic Secondary School (JSS & SSS, SSS not approved), Rokupur, Magbema	Principal	Mr. Sembu B. Thoronka
5/30	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (Upper Tonko Limba and Bramaia) and NGO Focal Point, Inspectorate Office	Mr. Muhammad Sanugie N'Jai (076-816 119)
5/30	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (Central Zone), Inspectorate Office	Ms Fatmatu Doris Bangura
5/30	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (Lower Tonko Limba and Bramaia), Inspectorate Office	Mr. Nobie Lamin Bangura
5/31	St. Mary Secondary School	Principal	Mr. Brima Kargbo
5/31	Youth Pack Centre (Bramaia)	Teacher	Mr. Mohamed Mansaray
5/31	Women in Shelter and Skills Development Centre, Thormina Section, Kapairon Village (CEPs)	PMC Coordinator	
6/1	Wesleyan Centennial Secondary School, Kamasasa, Tonko Limba (JSS)	Principal	Mr. Dominic A Conteh
6/1	Omar Muttar Islamic Secondary School Kabassa II (Community School, CEPs)	Teacher	Mr. Foday Kamara
6/1	Omar Muttar Islamic Secondary School Kabassa II (Community School, CEPs)	CTA Chair Person	Mr. Idrissa Bangura
6/1	Shelter for Goats and Sheep, Yankanbor, Bubuya, Tonko Limba (CEPs)	PMC Coordinator	
6/1	Madina Women's Rice Milling Machine Project, Madina, Tonko, Limba (CEPs)	Member	Ms Isatu Kargbo
6/2	UNDP Transition Support Team (TST)	Field Officer	Mr. Alpha Umaro Sesay (076- 866 039)
6/2	Kambia Islamic Secondary School	On behalf of Principal	Mr. S.I.S. Turaygon
6/2	Kambia Islamic Secondary School	Teacher	Mr. Abu Bakarr Fofana

Date	Organization/Agency	Position	Name
6/2	One World Women in Gara Tie Dying Skill Training Programme, Magbema, Rokpr (CEPs)	PMC Coordinator	
6/3	Pankay Orphan Skills Training Centre	Former CEPs trainee	Ms Salaymatu Beatrice Conteh
6/3	Soap Maker	Former CEPs trainee	Ms Yankai Kamara
6/3	Hair Dresser	Former CEPs trainee	Ms Ema Kamara
6/3	Hair Dresser	Former CEPs trainee	Ms Isatu Bangura
6/4	Norwegian Refugee Council	Field Coordinator	Mr. James J. Brewah (076-855 107)
6/4	Ministry of Health, Kambia Office	District Medical Officer (General Practitioner)	Dr. M. M. Wilson (076-785126)
6/20	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Inspector of Schools, Inspectorate Office	Mr. A. S. Jalloh
6/20	St. Mary Secondary School	Teacher	Mr. Mura Turay
6/20	Bramaia Chiefdom	Ward I Councillor	Mr. Muhammed R. O. Bangura
6/20	Bramaia Chiefdom	Paramount Chief	Mr. Arafan Mumini II
6/21	Wesleyan Centennial Secondary School, Kamasasa, Tonko Limba (JSS)	Principal	Mr. Dominic A Conteh
6/21	Tonko Limba Chiefdom	Paramount Chief	Mr. Abimany Bombo Lahai Kadeh Kongsu II
6/21	National Commission for Social Action (NaCSA)	District Humanitarian Officer	Mr. Ahmed Haroon Charm
6/21	NaCSA	District Coordinator	Mr. Val Koka (076- 641 617)
6/21	District Council	Chairman	Mr. O. S. Fefana
6/22	District Council	Chairman	Mr. O. S. Fefana
6/22	District Council	Deputy Chairman, and Chief of District Education Committee	Mr. N. Y. Yillah
6/22	Ahmadiyya Muslim Secondary School (JSS & SSS, SSS not approved yet), Rokupur, Magbema	Principal	Mr. Musa K.D. Mahmood
6/22	Kambia District Office	Chief Administrator	Mr. M. G. Kamara
6/22	Kambia District Office	Chiefdom Financial Clerk	
6/28	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (in charge of Magbema), Inspectorate Office	Mr. A.B.S. Kamara
6/28	Holy Cross R.C. Primary School, , Rokupur, Magbema	Head Teacher	Mr. Soddy

Date	Organization/Agency	Position	Name
6/29	Ahmadiyya Muslim Secondary School (JSS & SSS, SSS not approved yet), Rokupur, Magbema	Principal	Mr. Musa K.D. Mahmood
7/4	Independent (hired by JICA Study Team)	Facilitator	Malam Baisesey (076-920-095)
7/4	Independent (hired by JICA Study Team)	Facilitator	Paul Amara (076-822-522)
7/4	Independent (hired by JICA Study Team)	Facilitator	Julius Bangla (076-818-342)
7/5	District Council	Deputy Chairman, and Chief of District Education Committee	Mr. N. Y. Yillah
7/5	District Council	Chief Administrator	Mr. M. G. Kamara
7/5	District Council	Dputy Chief Administrator	Mr. Alaji Bangla
7/6	Tomko Limba Chiefdom	District Councillar	Mrs Hawa Bangla
7/6	Norwegian Refugee Council	Field Coordinator	Mr. James J. Brewah (076-855 107)
7/6	Bramaia Chiefdom	Paramount Chief	Mr. Arafan Mumini II
7/9	Norwegian Refugee Council	Field Coordinator	Mr. James J. Brewah (076-855 107)
7/9	District Education Office, Kambia (Ministry of Education, Science and Technology, MEST)	Supervisor of Schools (Upper Tonko Limba and Bramaia) and NGO Focal Point, Inspectorate Office	Mr. Muhammad Sanugie N'Jai (076-816 119)
7/10	Wesleyan Centennial Secondary School, Kamasasa, Tonko Limba (JSS)	Principal	Mr. Dominic A Conteh
7/12	St. Mary Secondary School	Principal	Mr. Kargdo
7/12	District Council	Deputy Chairman, and Chief of District Education Committee	Mr. N. Y. Yillah
7/12	MSEGCA Kambia Office	Social Development Officer	Mrs. Bakie Kamara
7/12	Tomko Limba Chiefdom	District Councillar	Mrs Hawa Bangla
7/12	NaCSA	District Coordinator	Mr. Val Koka (Valesius Koker 076-641 617)
7/12	NacSA	District Humanitarian Officer (CEPs)	Mr. Ahmed Haroon Charm
7/12	Finance Salone, Ltd.	Kambia Branch Manager	Mr Jefferson Dincharley (076-817 145)
7/12	ABC Development	Field Coordinator	Ms Beatrice B. Bangura (076- 817 145)

**In Freetown**

<b>Date</b>	<b>Organization/Agency</b>	<b>Position</b>	<b>Name</b>
<b>Steering Committee</b>			
7/27	Ministry of Education Science and Technology (MEST)	Deputy Director General (Education)	Mr. Amadu Jallah (076-749 776)
7/27	Ministry of Education Science and Technology (MEST)	Assistant Director (Primary Education)	Mr. Momodu K. Serrie (076-625 210)
7/27	Ministry of Education Science and Technology (MEST)	Assistant Director (Teachers Training)	Mr. Aloysius M. Gassimu (076- 732 564)
7/27	Ministry of Foreign Affairs and International Cooperation (MFAIC)	Assistant Secretary	Mr. Aiah E. Mbawa (076-643 483)
7/27	Ministry of Youth and Sports (MOYS)	Program Manager	Mr. Mohamed M. Kamara (076- 625 158)
7/27	World Vision	Field Supervisor	Mr. Ansumana V. Koroma (076-706 214)
7/27	ActionAid Sierra Leone (AASL)	District Manager, Kambia	Mr. Dauda Brima Sillah (076- 633-924)
7/27	ABC Development.	Director	Mr. Mohamed Foday Kamara (076- 649 587)
7/27	Evangelical Model High School (Freetown)	Principal	Mr. Peter Koroma (076-622 051)
7/27	CAUSE CANADA Sierra Leone Program	Country Director	Mr. Prince Cotay (076- 602 816)
7/27	Peace Winds Japan	Administrator	Mr. Rashid Thomas (076-651 074)

## Appendix 2.

### Presentation Materials

- (1) Inception Report Seminar on 14 March 2005
- (2) Draft Final Report Seminar on 27 July 20

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## Appendix 2. (1)

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Inception Report Seminar on 14 March 2005

## Agenda for Inception Report Seminar (March 14, 2005)

1. Opening Remark by MEST
2. Self-Introduction of Participants
3. Presentation by JICA Team (K. Tanaka)
4. Questions and Answers
5. Discussions
6. Conclusion on Discussions
7. Closing Remark by JICA

## Children and Youth Reintegration Support Program in Kambia District, The Republic of Sierra Leone

### Inception Report - Summary

March 2005  
International Development Center of Japan (IDCJ)  
KRI International Corp.

## Background of the Program

- ✦ November 2000 - Agreement of cease-war
- ✦ January 2002 - Completion of Disarmament
- ✦ End 2004 - Completion of DDR of around 70,000 ex-soldiers
- ✦ Sierra Leone is now in a **transition stage** from an emergency assistance phase to a development and reconstruction phase.
- Need to avoid continued dependency on external aids, and to support **self-reliant and sustainable development** efforts by the local people.
- ✦ Problems on Ex-Child soldiers and Girls Affected by Fighting Forces (GAFF)
- **Schools** can be a good entry point for a new program.

## Situation of Sierra Leone

- ✦ Education
  - ✦ GER for primary education (2002) : Boys -51%, Girls - 41%
  - ✦ Primary education has become free since 2001/2002.
  - ✦ About 50% of primary schools need rehabilitation.
  - ✦ Problem of **teachers**: shortage and low quality of teachers (late, absent, low motivation ← low or delayed salary)
  - ✦ Adult literacy rate (2001): 36% → 80% of **youth** are jobless
- ✦ Health (world's worst indicators)
  - ✦ Life expectancy (2003): 37 years
  - ✦ Under 5 mortality rate (2003): 284 children out of 1000
  - ✦ Major diseases: malaria, ARI, diarrhea, HIV, TB, worms (for children) ← rains (May-October), sanitation, traditions
- ✦ Local administration
  - ✦ Low capacity due to shortage of staff and budget
  - ✦ Importance of chiefdom and paramount chiefs

## Situation of Kambia District

- ✦ Consists of 7 chiefdoms
- ✦ Population (2003, estimated) : 278,506
- ✦ About 25,000 people became refugees and IDPs.
- ✦ Majority are Muslims.
- ✦ **One of most severely damaged districts by the civil war** (especially 3 chiefdoms in the south) : 957 ex-soldiers including 151 ex-child soldiers
- ✦ 145 primary schools and 12 junior secondary schools + 60 **community schools**
- ✦ Rate of **female students** in primary level is the lowest in Sierra Leone.
- ✦ No. of student per teacher: more than 90
- ✦ Functioning Primary Health Care Units: 31
- ✦ 44% **lost houses**, cereal self-sufficiency rate - 41%

## Objective of the Program





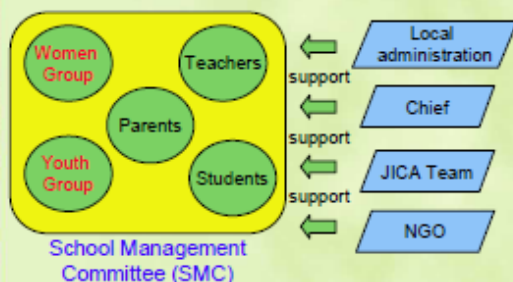
## Program Phases and Area

- \* **Two Phases** of the Program
  - **Phase 1: Project Formulation Study**
    - ↳ March 2005 to August 2005 (6 months)
  - **Phase 2: Pilot Project**
    - ↳ October 2005 to September 2008 (3 years)
  - To start Phase 2, the **official request** from Sierra Leone Government will be necessary.
- \* **Program Area: Kambia District**
  - Area for the Pilot Project (Phase 2) will be decided during Phase 1, but it is planned that **a few (2-4) chiefdoms** will be selected in Kambia District.

## Basic Approaches of the Program

- \* To support self-reliant development efforts by the community through education (schools)
- \* To target not only children, but also youth and women who missed education during the war
- \* To establish and support **School Management Committees (SMCs)** in which youth and women groups participate as equal stakeholders
- \* To teach **children** "a joy to learn" and "a value to live" through education
- \* To provide **youth and women** with practical vocational skills and help their own development initiatives
- \* To improve the **local administration's** capacity by adopting a multi-sector approach

## Image of (Expanded) School Management Committees (SMCs)



## Ideas for Pilot Projects

- \* JICA Team will train School Management Committees on how to prepare a proposal for their Pilot Projects by showing some possible ideas (menus) of Pilot Projects in two categories:
- \* **Category A:** activities targeting **school-aged children**
- \* **Category B:** activities targeting **youth and women**
  - B-1) Education and Training
    - ↳ Basic literacy and numeracy
    - ↳ Practical skill training (agriculture, income generation)
    - ↳ Health, sanitation and nutrition education (for mothers)
    - ↳ Group leadership and facilitation training
  - B-2) Help the start-up of income generation or development activities by youth and women's groups.
- \* Some Pilot Projects may cover both categories.
- Eg. Mothers Group may organize children's activities.

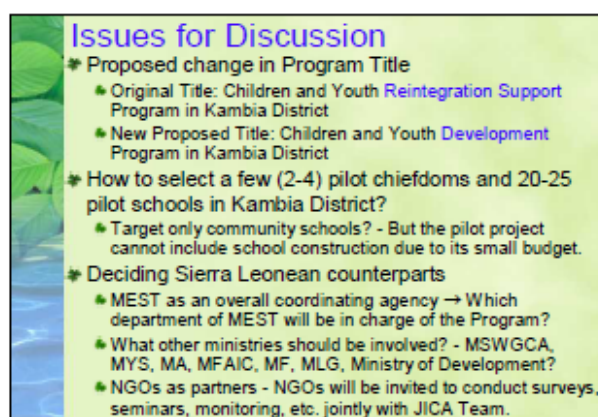
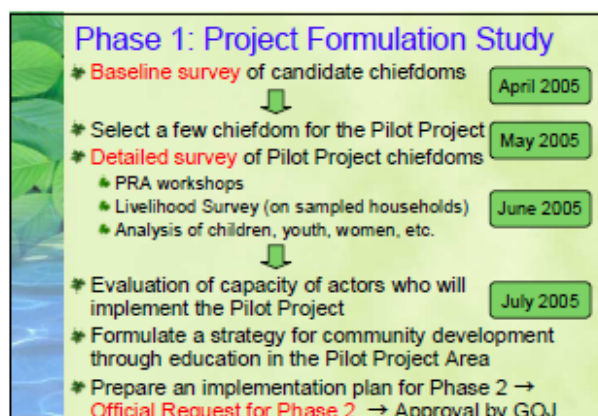
## Possible Educational Activities for Children (Category A)

- \* To teach children "a joy to learn" and "a value to live" through education



## Phase 1: Project Formulation Study

- \* **Situation analysis** of Sierra Leone and Kambia District
  - By target groups: children, youth, women, etc.
  - By sectors: education, health, decentralization, community development
- \* Discussion with **other donors and NGOs** (Learn from their experiences in Sierra Leone, and look for possible partners for the Pilot Project.)
- \* Selection of candidate chiefdoms for Pilot Project sites through the following **proposed selection criteria**
  - Village leadership (reputation of the chief)
  - Level of social capital (existing self-development efforts and the unity of the community)
  - Not overlapping with other donors and NGOs
  - Accessibility (especially during rainy season)
  - Chiefdoms which received Arm-Free Certificate from UNDP



## Appendix 2. (2)

## Draft Final Report Seminar on 27 July 2005

## Handouts for Steering Committee on July 27th, 2005

## Project Design Matrix for Children and Youth Development Project in Kambia District (1/2)

Duration of Project		2005 October - 2008 September (3 years) (Pilot Projects will be implemented from early October to late June)		
Target Areas and Groups		Pilot Project Zone 1	Pilot Project Zone 2	Pilot Project Zone 3
	Chiefdom	Tonko Limba	Magbema	Bramaia
	Ward	Ward 1	Ward 2	Ward 2
	Section	Kamasasa	Rokupr	Kukuna
	Junior Sec. Schools	Wesleyan Centennial S.S.	Ahmadiyya Muslim S.S.	St. Mary S.S.
	Primary Schools (Government / Government-Assisted Schools)	1. Roman Catholic Primary School (Kabassa II) 2. Roman Catholic Primary School (Kamabala) 3. Wesleyan Primary School (Kamasasa) 4. Wesleyan Church Sierra Leone Primary School (Kasuria) 5. Wesleyan Church Sierra Leone Primary School (Kutia)	1. Ahmadiyya Primary School (Rokupr) 2. Ahmadiyya Primary School (Wulatenkle) 3. Islamic Dawa Primary School (Rokupr) 5. Kulafai Primary School (Rokupr) 6. Roman Catholic Primary School (Rokupr) 7. Sierra Leone Muslim Brotherhood Primary School (Rokupr) 8. Warda Model Primary School (Rokupr)	1. K.D.E.C. Primary School (Kukuna) 2. K.D.E.C. Primary School (Kabaia) 3. Wesleyan Church Sierra Leone Primary School (Kasuria) 4. Omar Mucktar Primary School (Kukuna) 5. Roman Catholic Primary School (Kukuna)
	Primary Schools (Community Schools)	1. Kabassa I Community School (Kabassa I) 2. Omar Muctar Community School (Kabassa II) 3. Kakonteh Community School (Kakonteh) 4. Maseleh Community School (Maseleh)	1. Gberika Community School (Gberika) 2. K.D.E.C. Primary School (Barmoi Luma) 3. Magbethe Community School (Magbethe) 4. Roman Catholic Masorie Primary School (Barmoi Luma) 5. Taintefor Community School (Taintefor)	1. Kabaia Community School (Kabaia) 2. Turaia Community School (Turaia) 3. Wesleyan Primary School (Seduya) 4. Surimanikaia Community School (Surimanikaia) <i>* K.D.E.C.: Kambia District Education Committee</i>
	Villages (Communities)	The target villages (communities) are those that send children and youth to the above primary schools and junior secondary schools as day students.		
Institutional Settings				
<p>1. School-based <u>Education and Community Development Committee (ECDC)</u> will be established in each school (junior secondary school and primary school). The members of ECDC for a primary school (PS) will be selected from the representatives of PS's School Management Committee (SMC) and community groups (youth and women). The members of ECDC for a junior secondary school (JSS) will be selected from the representatives of JSS's Board of Governance and community groups (youth and women). MEST's zonal supervisor will participate in ECDC.</p> <p>2. Education and Community Development <u>Resource Center</u> will be established at each target Junior Secondary School. The Resource Center will be provided with i) sports equipment, ii) skill training equipment and iii) teaching materials. If there is no room to store these, a store room will be constructed. These equipment and materials will be rented with charging fees to the communities and the schools. The training for ECDC members and teachers of community schools will be conducted at the Resource Center. Each JSS will establish <u>Management Group of the Resource Center</u> and set renting rules/regulations of equipment and materials.</p> <p>3. To review and select the pilot project proposed by ECDC and coordinate the implementation of the pilot project, a <u>Zonal Coordinating Committee</u> will be established in each pilot project zone. The pilot project zone is the area that covers one JSS, feeder primary schools, and their communities. The members of the Zonal Coordinating Committee will consist of the representatives of each ECDC, Management Group of the Resource Center, Zonal Supervisor, Inspector of Schools, and JICA Study Team. District Council members and Paramount Chief will serve as the observer group to the Zonal Coordinating Committee.</p> <p>4. Community-initiated small-scale pilot projects (<u>micro projects</u>) will be formulated from the two categories: i) improvement of learning environment at schools and ii) improvement of educational environment of communities, then financed for the implementation, and monitored/evaluated by ECDCs.</p>				

Observer Group  
(District Council, Paramount Chief, etc.)

Pilot Project Zone (in Each Pilot Chiefdom)

Zonal Coordinating Committee (ZCC)

JICA Study Team

Inspector of Schools  
(Secretary)

Education and Community Development Committee (ECDC)

Fund

Zonal Supervisor

School Management Committee (SMC)

Youth Group

Women Group

Primary School (PS)

Management Group

Fund

Resource Center (RC)

Education and Community Development Committee (ECDC)

Fund

Zonal Supervisor

Board of Governance

Youth Group

Women Group

Junior Secondary School (JSS)

Education and Community Development Committee (ECDC)

Fund

Zonal Supervisor

School Management Committee (SMC)

Youth Group

Women Group


Primary School (PS)

## Project Design Matrix for Children and Youth Development Project in Kambia District (1/2)

<b>Overall Goal</b>	The model developed by the project will be implemented as part of the District Development Plan after the project, and then spread to other parts of the country.
<b>Project Purpose</b>	An applicable education and community development model (collaborative school management by communities, schools, and local government) will be formulated and approved by District Council.
<b>Outline of Model</b>	<ol style="list-style-type: none"> <li>1. The draft model will be applied in the pilot project zones, where Resource Centers will be established in three JSS under the above institutional settings, and ECDC-initiated micro projects will be implemented.</li> <li>2. Through ECDC, the linkages among local government, communities, and schools will be strengthened and each stakeholder will play its specific roles and take its responsibilities for schools management in the pilot project zone towards a self-reliant and sustainable education and community development.</li> <li>3. The <u>Education and Community Development Fund</u> will be created in each ECDC and benefits from the implementation of pilot projects will be put in the Fund and shared with the implementers and ECDC. In the future, the Fund in ECDC will finance community-initiated projects.</li> <li>4. The benefits from the Resource Centers will be shared between Management Group of the Resource Center and the ECDC's Fund.</li> </ol>
<b>Outputs</b>	<ol style="list-style-type: none"> <li>1. Education and Community Development Resource Centers will be fully utilized by communities and schools.</li> <li>2. Project management capacity of School-based Education and Community Development Committees (ECDCs) will be enhanced.</li> <li>3. Better educational environment both for communities and schools as well as stronger linkages between communities and schools will be created through the implementation of pilot projects by ECDCs.</li> <li>4. Administrative capacity of District Education Office in Kambia District will be improved.</li> <li>5. Education and community development model will be developed and disseminated.</li> </ol>
<b>Relationships between Outputs</b>	<pre> graph TD     5[5. Development and Dissemination of the Education and Community Development Model]     3[3. Creation of better educational environment and stronger linkages between communities and schools]     1[1. Utilization of Resource Centers]     2[2. Training of ECDCs]     4[4. Capacity Development of District Education Office]      1 --&gt; 3     2 --&gt; 3     3 --&gt; 5     4 --&gt; 3     3 --&gt; 4 </pre>
<b>Activities</b>	<p><b>1. Utilization of Resource Centers</b></p> <ol style="list-style-type: none"> <li>1-1. Resource Centers will be established by identifying a suitable place in three target junior secondary schools (JSS).</li> <li>1-2. Management Group of each Resource Center will be established.</li> <li>1-3. Management Groups will set rules and regulations of the utilization by the communities and schools (including setting the user fees).</li> <li>1-4. Sports equipment, skill training equipment, and teaching materials will be procured by JICA Study Team and delivered to Resource Centers at three JSS.</li> <li>1-5. The materials and equipment will be rented to the communities and schools with user fees, and managed properly by the Management Groups.</li> <li>1-6. The operation of Resource Centers will be monitored by District Education Office (DEO).</li> </ol> <p><b>2. Training of Education and Community Development Committees (ECDCs)</b></p> <ol style="list-style-type: none"> <li>2-1. Micro Project Planning and Management Manual will be prepared by JICA Study Team.</li> <li>2-2. Three facilitators (one per Pilot Project Zone) will be employed and trained by JICA Study Team, using the above manual.</li> <li>2-3. Members for ECDC will be selected in each school and the rules (duties and responsibilities) in ECDC will be established.</li> <li>2-4. ECDC members will be trained by facilitators in Micro Project planning and management. (It may include the study tour to relevant projects by other donors/NGOs.)</li> <li>2-5. Study tours will be conducted among ECDCs in three Pilot Project Zones to exchange and share experiences of managing ECDCs and implementing Micro Projects.</li> </ol> <p><b>3. Creation of better educational environment and stronger linkages between communities and schools</b></p> <ol style="list-style-type: none"> <li>3-1. Proposals for Micro Projects will be prepared by ECDCs with the help of facilitators and local technical experts.</li> <li>3-2. A Zonal Coordinating Committee (ZCC) will be established in each Pilot Project Zone.</li> <li>3-3. ZCC will determine rules and regulations for Micro Projects (including how to select Micro Projects and how to coordinate Micro Projects).</li> <li>3-4. ZCC will review ECDCs proposals for Micro Projects and select appropriate Micro Projects within the budget.</li> <li>3-5. Indicators to monitor and evaluate Phase 2 (Resource Centers and Micro Projects) will be determined and the baseline survey to collect these indicators will be conducted.</li> <li>3-6. Selected Micro Projects will be implemented by ECDCs.</li> <li>3-7. ZCC will be trained how to monitor and supervise Micro Projects.</li> <li>3-8. Micro Projects will be monitored and evaluated by ECDCs and ZCC.</li> <li>3-9. Mid-term review and evaluation will be conducted in the end of the first year implementation of Micro Projects in order to learn the lessons and feedback to the planning of the second year implementation.</li> <li>3-10. The final evaluation of Resource Centers and Micro Projects will be conducted with all the stakeholders in participatory workshops.</li> </ol> <p><b>4. Capacity Development of District Educational Office</b></p> <ol style="list-style-type: none"> <li>4-1. District Education Office (DEO) will participate in training of ECDCs.</li> <li>4-2. DEO will participate in training of ZCC members on monitoring and evaluation of Micro Projects.</li> <li>4-3. DEO will participate in monitoring and evaluation activities of Micro Projects.</li> <li>4-4. Education and Community Development Model will be transferred to DEO through the seminar in Kambia.</li> </ol> <p><b>5. Development and Dissemination of Education and Community Development Model</b></p> <ol style="list-style-type: none"> <li>5-1. Lessons learned from the monitoring and evaluation of Resource Center and Micro Projects in Pilot Project Zones will be collected and analyzed (including the analysis of sustainability and replicability).</li> <li>5-2. Education and Community Development Model will be developed by obtaining comments from the stakeholders.</li> <li>5-3. Dissemination seminar on Education and Community Development Model will be conducted in Freetown.</li> </ol>

### Work Schedule of Phase 2 (Year 1)

No.	Activity No.	Project Year Calendar Year Month	Year 1										
			2005			2006							
			10	11	12	1	2	3	4	5	6	7	8
First Work in Japan													
1		Compiling draft Inception Report (IC/R)											
First Work in Sierra Leone													
2		Presentation and discussion on Inception Report with counterparts											
3	1-1	Establishment of Resource Centers in target junior secondary schools											
4	1-2	Establishment of Management Groups of Resource Centers											
5	1-3	Setting rules and regulations on the use of Resource Centers											
6	1-4	Selection and procurement of equipment for Resource Centers (First Year)											
7	1-5	Operation of Resource Centers (First Year)											
8	1-6	Monitoring of Resource Centers by District Education Office (DEO) (First Year)											
9	2-1	Development of Micro Project Planning and Management Manual											
10	2-2	Recruitment and training of facilitators for the pilot project											
11	2-3	Establishment of Education and Community Development Committees (ECDCs) at target schools											
12	2-4	Training of ECDC members on pilot project planning and management (First Year)											
13	4-1	DEO's participation in ECDC training											
14	3-1	Proposal preparation of Micro Projects by ECDCs (First Year)											
15	3-2	Establishment of Zonal Coordinating Committees (ZCC)											
16	3-3	Setting rules and regulations for Micro Projects											
17	3-4	Review and selection of Micro Projects by ZCC (First Year)											
18	3-5	Identification of monitoring indicators for Phase 2 and conducting a baseline survey											
19		Compiling Progress Report No. 1 (P/R1)											
20		Presentation and discussion on Progress Report No. 1 in the Steering Committee											

 Work in Sierra Leone

 Work in Japan

 Conduct Time by Time

 Steering

## Work Schedule of Phase 2 (Year 2)

No.	Activity No.	Project Year Calendar Year Month	Year 2											
			2006				2007							
			9	10	11	12	1	2	3	4	5	6	7	8
Second Work in Sierra Leone														
21	1-4	Selection and procurement of equipment for Resource Centers (Second Year)												
22	1-5	Operation of Resource Centers (Second Year)												
23	1-6	Monitoring of Resource Centers by DEO (Second Year)												
24	3-6	Implementation of Selected Micro Projects by ECDCs (First Year)												
25	3-7	Training of ZCC on monitoring and evaluation												
26	3-8	Monitoring and evaluation of Micro Projects by ECDCs and ZCC (First Year)												
27	4-2	DEO's participation in ZCC training on monitoring and evaluation												
28	4-3	DEO's participation in monitoring and evaluation of Micro Projects (First Year)												
29	2-4	Training of ECDC members on project management and accounting (Second Year)												
30	2-5	Study tours among ECDCs (First Year)												
31	3-9	Mid-term review and evaluation of Phase 2												
32	3-1	Proposal preparation of Micro Projects by ECDCs (Second Year)												
33	3-4	Review and selection of Micro Projects by ZCC (Second Year)												
34		Compiling Progress Report No. 2 (P/R2)												
35		Presentation and discussion on Progress Report No. 2 in the Steering Committee												

 Work in Sierra Leone


 Work in Japan

 Conduct Time by Time

 Steering

### Work Schedule of Phase 2 (Year 3)

No.	Activity No.	Project Year Calendar Year Month	Year 3											
			2007				2008							
			9	10	11	12	1	2	3	4	5	6	7	8
Third Work in Sierra Leone														
36	1-4	Selection and procurement of equipment for Resource Centers (Third Year)												
37	1-5	Operation of Resource Centers (Third Year)												
38	1-6	Monitoring of Resource Centers by DEO (Third Year)												
39	3-6	Implementation of Selected Micro Projects by ECDCs (Second Year)												
40	3-8	Monitoring and evaluation of Micro Projects by ECDCa and ZCC (Second Year)												
41	4-3	DEO's participation in monitoring and evaluation of Micro Projects (Second Year)												
42	2-4	Training of ECDC members on project management and sustainability (Third Year)												
43	2-5	Study tours among ECDCs (Second Year)												
44	3-10	Final evaluation of Resource Centers and Micro Projects with all stakeholders												
45	5-1	Analysis of lessons, sustainability and replicability of Resource Centers and Micro Projects												
46	5-2	Development of Education and Community Development Model												
47	4-4	Dissemination seminar on Education and Community Development Model in Kambia												
48	5-3	Dissemination seminar on Education and Community Development Model in Freetown												
49		Compiling Draft Final Report (DF/R)												
50		Presentation and discussion on Draft Final Report in the Steering Committee												
Second Work in Japan														
51		Compiling Final Report (F/R)												

 Work in Sierra Leone

 Work in Japan

 Conduct Time by Time

 Steering

**Table A: Proposed Functions of the Resource Center**

Management	<ul style="list-style-type: none"> <li>● Managing and maintaining equipment and materials in the Resource Center</li> <li>● Managing a fund generated from renting equipment and materials, not only in order to maintain the Resource Center, but also to support the transportation cost (fuel cost for motorbikes) for Zonal School Supervisors and Inspector of Schools to conduct regular monitoring and supervision</li> </ul>
	<ul style="list-style-type: none"> <li>● Providing training for teachers as well as community members</li> <li>● Coordinating resource persons (farmers, cooks, sport trainers, health workers, agricultural extension worker, etc.) for school-based activities</li> </ul>
Renting equipment with user fees	<ul style="list-style-type: none"> <li>● Renting out teaching materials such as textbooks, exercise books, children's books, reference books, teachers' manuals, visual aids (maps, illustrations), etc. to the feeder schools with user fees</li> <li>● Renting out school equipment such as a printing machine, a tape recorder, etc. with user fees</li> <li>● Renting out tools and equipment for practical skill training such as school gardening, cooking and food processing, carpentry and metal works, etc. to the feeder schools and community groups with user fees</li> <li>● Renting out tools and equipment for school-based activities such as sport festivals, community sensitization, etc. with user fees</li> </ul>

**Table B: Four Types of Micro Projects**

	Type of Micro Project	Objectives	Examples
1	Teaching and learning improvement at the school	<ul style="list-style-type: none"> <li>● to attract children's interests and enhance children's understanding</li> </ul>	<ul style="list-style-type: none"> <li>● library for children and teachers</li> <li>● collecting traditional stories and songs from senior members of the society and performing them in the public</li> </ul>
2	Income generation activities by the school and community groups	<ul style="list-style-type: none"> <li>● to obtain financial sources to improve school facilities</li> <li>● to pay voluntary teachers and to contribute to the Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>● school gardening</li> <li>● cooking and food processing</li> </ul>
3	Sensitization activities for the community	<ul style="list-style-type: none"> <li>● to raise awareness on the importance of education (particularly for girls) among the community</li> <li>● to disseminate useful practical information to improve the community life (such as health, sanitation, nutrition, food processing and preservation)</li> </ul>	<ul style="list-style-type: none"> <li>● sensitization performance by school drama groups</li> <li>● thematic talks in the community by the resource persons</li> </ul>
4	Educational and entertaining activities through collaboration between the school and community groups	<ul style="list-style-type: none"> <li>● to strengthen linkage between the school and the community</li> </ul>	<ul style="list-style-type: none"> <li>● school festivals</li> <li>● sports competition</li> <li>● speech and writing competition</li> <li>● dance competition</li> </ul>



## Appendix 3.

- (1) Minutes of Meeting on 18 March 2005
- (2) Minutes of Meeting on 29 July 2005

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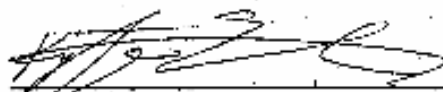
## Appendix 3. (1)

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### Minutes of Meeting on 18 March 2005

**MINUTES OF MEETINGS**  
**ON**  
**THE PROJECT FORMULATION STUDY**  
**ON**  
**CHILDREN AND YOUTH REINTEGRATION SUPPORT**  
**PROGRAMME IN KAMBIA DISTRICT**  
**BETWEEN**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**REPUBLIC OF SIERRA LEONE**  
**AND**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**

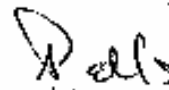
Freetown, March 18th, 2005.



MR. KIYOFUMI TANAKA

Leader of the Study Team

Japan International Cooperation Agency  
(JICA)



MR. AMADU JALLAH

Deputy Director-General

Ministry of Education, Science and Technology  
The Government of Sierra Leone

## I. Introduction

The Government of Japan (hereinafter referred to as "GOJ") through Japan International Cooperation Agency (hereinafter referred to as "JICA") dispatched a Team for a Project Formulation Study (hereinafter referred to as "the Study"), led by Mr. Kiyofumi TANAKA of International Development Center of Japan, to Sierra Leone in March 2005, and had meetings and discussions with the Government of Sierra Leone (hereinafter referred to as "GOSL") and other related organizations regarding the possibility of technical cooperation in the field of reintegration of the children and youth and community empowerment. The Study Team has a task to prepare a new technical cooperation programme tentatively entitled "Children and Youth Reintegration Support Programme in Kambia District of the Republic of Sierra Leone" (hereinafter referred to as "the Programme").

During its stay, the Study Team exchanged views and opinions through meetings and field surveys with officials of Ministry of Foreign Affairs and International Cooperation (hereinafter referred to as "MFAIC"), Ministry of Education, Science and Technology (hereinafter referred to as "the MEST"), Ministry of Social Welfare, Gender and Children's Affairs (hereinafter referred to as "MSWGCA"), Ministry of Youth and Sports (hereinafter referred to as "MYS"), Ministry of Health and Sanitation (hereinafter referred to as "MOHS"), Ministry of Agriculture, Forestry and Food Security (hereinafter referred to as "MAFFS"), Ministry of Local Government and Community Development (hereinafter referred to as "MLGCD"), and other relevant organizations.

The Study Team also organized a seminar to explain and discuss the Inception Report on March 14th, 2005 at the conference room in MEST. The participants of the seminar are listed in Attachment.

This document summarizes major points of the discussions in the seminar and meetings.

## II. Points of Discussions

### **(1) Title of the Programme**

It was suggested that the title of the Programme should be changed from "Children and Youth Reintegration Support Programme in Kambia District of the Republic of Sierra Leone" to "Children and Youth Development Programme in Kambia District of the Republic of Sierra Leone", in order to reflect the fact that reintegration has already been completed in Sierra Leone.

*Rolls*

*K. S.*

## **(2) Overall goal of the Programme**

It was agreed that the overall goal of the Programme is to empower communities through development of capacity of children and youth in Kambia District.

## **(3) Phases of the Programme**

The Programme comprises two phases: namely, Project Formulation Study Phase (Phase 1) and subsequent Pilot Project Phase (Phase 2). In the Project Formulation Study Phase, a baseline survey, selection of Pilot Project sites and project planning will be conducted through meetings and discussions with relevant authorities, NGOs and other donor agencies. Meanwhile, an official request for the Pilot Project (Phase 2) with "Application Form for Japan's Development Study Programme" is expected to be submitted to the Embassy of Japan in Ghana by MEST through the appropriate diplomatic channel.

In the Pilot Project Phase (Phase 2), the Pilot Project will be conducted based on the Scope of Work that is to be agreed and signed before the commencement of Phase 2, on condition that the project request is approved by GOJ.

## **(4) Inception Report (IC/R)**

Inception Report (IC/R) for the Study (Phase 1) was explained by the Study Team, and its contents were agreed by the GOSL.

## **IV. Study Area**

It is agreed that Kambia District will be the Study Area for Phase 1. Pilot Project sites will be selected within the Study Area in the course of the Project Formulation Study.

## **V. Study Schedule**

The period of Phase 1 (Project Formulation Study) is scheduled from March to August 2005.

At the end of Phase 1, Final Report (F/R) that covers the results of the Project Formulation Study and draft terms of reference for Phase 2 will be submitted to the GOSL.

*Pall*

*K.S.*

## **VI. Institutional Arrangements**

### **(1) Responsible/Counterpart organizations**

Both sides agreed that the MEST would be a responsible institution to coordinate the Project Formulation Study at a national level and the local government would be the direct counterpart organization for the JICA Team. The local government will provide appropriate counterpart staff to facilitate and support the JICA Team.

### **(2) Steering Committee**

It was agreed that a Steering Committee will be established for efficient implementation of the Study. The Steering Committee will be informed of the progress of the Study by the JICA Team, and it will make necessary decisions or arrangements for any issues that may arise in the course of the Study.

The Steering Committee will be comprised of the core members from the following ministries:

- (a) MEST (chairperson)
- (b) MSWGCA
- (c) MYS
- (d) MOHS
- (e) MAFFS

The Steering Committee will invite other ministries, donors and NGOs when necessary.

## **VII. Reports**

In addition to the Inception Report, JICA Team will prepare and submit the following reports in English to the Sierra Leonean side.

- (a) Progress Report No. 1: to be submitted in March 2005
- (b) Progress Report No. 2: to be submitted in July 2005
- (c) Final Report: to be submitted in August 2005

## **VIII. Security**

In order for the JICA Team to take necessary safety measures through the period of the Study, the Sierra Leonean side will provide the following arrangements, if requested.

- (a) Sierra Leonean officials will accompany the JICA Team on field surveys.
- (b) Information on security situation on the JICA Team's working area.

## Attachment.

## List of Participants in the Inception Report Seminar on March 14th, 2005

No.	Name	Position	Organization
1	Mr. Amadu Jallah	Deputy Director General	Ministry of Education, Science and Technology (MEST)
2	Mr. G. G. Bauya	Deputy Secretary	Ministry of Education, Science and Technology (MEST)
3	Mr. Mustapha B. Lahai	Deputy Director (Tertiary)	Ministry of Education, Science and Technology (MEST)
4	Mr. Sanasi M. Kuyaleh	Deputy Director (Science)	Ministry of Education, Science and Technology (MEST)
5	Mr. Francis M. Lahai	Child Welfare Secretariat	Ministry of Social Welfare, Gender and Child Affairs (MSWGCA)
6	Mrs. Pamela Williams	Assistant Director of Sports	Ministry of Youth and Sports (MYS)
7	Mrs. Adama G. Kamiwa	Senior Agricultural Instructor, Women in Agriculture and Nutrition Unit	Ministry of Agriculture, Forestry and Food Security (MAFFS)
8	Mr. Musa Deckuray	Training Officer	Ministry of Agriculture, Forestry and Food Security (MAFFS)
9	Mrs. Khadijato Bassir	Director, Asia and the Middle East Division	Ministry of Foreign Affairs and International Cooperation (MFAIC)
10	Ms. Jennifer Rutter	Communication Coordinator	Right to Play
11	Ms. Barbara Whitmore	Country Director	ARC
12	Mr. Nobuhiro Setoguchi	Project Formulation Advisor	JICA Sierra Leone Programme Office
13	Mr. Joseph Cummings-Lewis	Administrative Officer	JICA Sierra Leone Programme Office
14	Mr. Kiyofumi Tanaka	Team Leader / Community Development	JICA Study Team
15	Dr. Tetsuro Hamada	Deputy Team Leader / Participatory Development	JICA Study Team
16	Ms. Yoko Ishida	Basic Education	JICA Study Team
17	Ms. Keiko Nagai	Gender and Health	JICA Study Team
18	Mr. Daisuke Hamada	Social Consideration and Youth	JICA Study Team

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Appendix 3. (2)

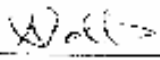
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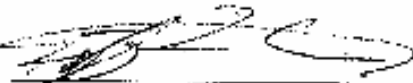
(2) Minutes of Meeting on 29 July 2005



**MINUTES OF MEETING**  
**ON**  
**THE PROJECT FORMULATION STUDY**  
**ON**  
**CHILDREN AND YOUTH DEVELOPMENT PROJECT**  
**IN KAMBIA DISTRICT**  
**BETWEEN**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**REPUBLIC OF SIERRA LEONE**  
**AND**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**

Freetown, 29<sup>th</sup> of July 2005.

  
\_\_\_\_\_  
Mr. Amadu Jallah  
Deputy Director General (Education)  
Ministry of Education, Science and  
Technology (MEST)  
The Government of Sierra Leone

  
\_\_\_\_\_  
Mr. Kiyofumi Tanaka  
Leader of the Study Team  
Japan International cooperation Agency  
(JICA)

JICA Study Team for the Children and Youth Development Project in the Republic of Sierra Leone (hereinafter referred to as "the Project") prepared a project design matrix (PDM) for the Project and submitted to the Ministry of Education, Science and Technology (MEST), together with Draft Final Report of Phase 1 (Project Formulation Study), on 27 July 2005.

On the same day, MEST, in cooperation with JICA Study Team, held a steering committee, inviting Ministry of Foreign Affairs and International Cooperation, Ministry of Youth and Sports, and other concerned NGOs. The list of attendees is attached as Annex.

During the committee, participants discussed the contents of the PDM, and proposed Phase 2 (Pilot Project) activities and schedule, following the JICA Study Team's presentation. Main points of discussion are summarized below:

1. MEST delivered a concern of the Minister for Education that existing classrooms should not be used for Resource Centers due to the fact that junior secondary schools would face serious shortages of classrooms due to the great increase of the NPSE pass rate. In lieu of this, the Minister had requested that the construction of Multi-purpose Resource Centers be a component of Phase 2 activities. MEST proposed that this construction component be implemented through a food-for-work type activity, with construction materials provided by JICA and labor provided by the community. JICA Study Team requested MEST to provide estimation of the standard costs for construction of the multi-purpose room, while agreed to convey the Minister's request to JICA Headquarters and Ghana Office.
2. MEST inquired about the management of funds generated from the micro-projects. JICA Study Team responded that the Education and Community Development Committee (ECDC) would be established and take a responsibility of the fund management under the supervision of proposed Zonal Coordinating Committee (ZCC).
3. MEST explained the coming process of decentralization and devolution of functions from MEST to the District Councils: management of District Education Committee (DEC) primary schools will be transferred from MEST to the District Council. So MEST emphasized that the District Council will not be a mere observer in Phase 2, but should be a key member of ZCC.
4. MEST also described assignments of MEST officials at the district level in the decentralized mechanism that Zonal Supervisors of Schools will be attached to the

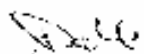
District Council, while Inspector of Schools will remain under MEST. MEST also addressed expected roles of the inspector and the supervisors in Phase 2, as a liaison officer of the central government and key actors in the chiefdom level, respectively.

5. Referring to JICA Study Team's Micro Project ideas, MEST agreed the importance of school gardening by quoting WFP's recommendation that each school have a school garden to supplement its School Feeding Program.
6. MEST further inquired about a library in Micro Project ideas, which aims at improving teaching and learning environment at school. JICA Study Team responded that either a mobile library or a library as a part of the Resource Center will be options.
7. JICA Study Team stressed that the contents of Micro Projects will be determined based on the request of the schools and communities and within the limit of the allocated budget. JICA Study Team also explained that JICA will provide Resource Centers with only minimal and essential equipment during the first year of implementation due to a possible budget limitation, although Resource Center activities might be expanded if the first year implementation is successful and the new needs arise. MEST fully understood this budget constraint and requested JICA Study Team to select the most appropriate equipment for the schools and communities.
8. As for a teachers' training component, MEST addressed an importance of a close collaboration with the Teachers' Training Division of MEST so that JICA Study Team would develop standardized manuals and training courses in line with MEST policies, while reflecting highly reputed JICA's experiences in the education sector. JICA Study Team agreed to do so. In addition, MEST requested JICA Study Team to think about the possibility to buy and keep teacher training modules of the distance education course in Resource Centers in order to mitigate a financial burden of community school teachers who attend the distant education course but cannot afford to buy these modules.
9. A concern was raised regarding the user fee collection from pilot project activities, and MEST subsequently requested JICA Study Team to have sufficient consultation with the ECDCs and the ZCCs on setting appropriate rules and regulations on user fee charge so as to strike a balance between the community's financial constraints and the project sustainability. JICA Study Team agreed to do so.

*Dicks*



10. MEST requested that all concerned stakeholders in Kambia District, including the District Council, NaCSA, youth and women's groups, and other donors and NGOs, be involved in the whole process of Phase 2. JICA Study Team agreed to facilitate coordination meetings with those stakeholders to share and utilize existing resources in Kambia District.
11. MEST addressed its strong intention to encourage, support and be involved in all activities of the Phase 2, so that a model developed in Phase 2 will be replicated by MEST in the future. However, MEST expressed its extreme financial difficulties in mobilizing its budget for counterpart officials to go to the district and hoped to discuss this matter with JICA Ghana Office representative when he will come to discuss the Scope of Works (S/W) for Phase 2 in mid-August.
12. At last, MEST and other participants agreed to send comments to JICA Study Team, if necessary. The deadline for the comment submission will be on 3 August 2005. Mr. A. Jallah, Mr. M. Serric and Mr. A. Gassimu of MEST were appointed as responsible persons to review the consistency of the Phase 2 PDM with MEST policies and forward the submitted comments to JICA Study Team via JICA Field Office in Freetown. JICA Study Team will welcome and appreciate this contribution, and promised to utilize the inputs for Final Report of Phase 1.



8



**Annex: List of Attendants****Steering Committee on 27 July 2005**

No	Name	Position	Organization
1	Mr. Amadu Jallah	Deputy Director General (Education)	Ministry of Education Science and Technology (MEST)
2	Mr. Momodu K. Serric	Assistant Director (Primary Education)	Ministry of Education Science and Technology (MEST)
3	Mr. Aloysius M. Gassimu	Assistant Director (Teachers Training)	Ministry of Education Science and Technology (MEST)
4	Mr. Aiah E. Mbawa	Assistant Secretary	Ministry of Foreign Affairs and International Cooperation (MFAIC)
5	Mr. Mohamed M. Kamara	Program Manager	Ministry of Youth and Sports (MOYS)
6	Mr. Ansumana V. Koroma	Field Supervisor	World Vision
7	Mr. Danda Brima Sillah	District Manager, Kambia	ActionAid Sierra Leone (AASL)
8	Mr. Mohamed Foday Kamara	Director	ABC Development.
9	Mr. Peter Koroma	Principal	Evangelical Model High School (Freetown)
10	Mr. Prince Coray	Country Director	CAUSE CANADA Sierra Leone Program
11	Mr. Rashid Thomas	Administrator	Peace Winds Japan
12	Mr. Kiyofumi Tanaka	Team Leader / Community Development	JICA Study Team
13	Dr. Ietsuro Hamada	Deputy Team Leader / Participatory Development	JICA Study Team
14	Mr. Yoshio Aizawa	Basic Education	JICA Study Team
15	Mr. Tatsuya Nakai	Social Consideration and Youth	JICA Study Team
16	Mr. Richard Suhr Matthew	Field Coordinator	JICA Study Team

Deals

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## Appendix 4.

- (1) TOR for the Baseline Survey on Children and Youth Development Program in Kambia District
- (2) TOR for the Village Households Survey in Kambia District
- (3) TOR for Study on Present Status of Education and Socially Disadvantaged People in Kambia District
- (4) TOR for PRA Workshops in Kambia District

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## Appendix 4. (1)

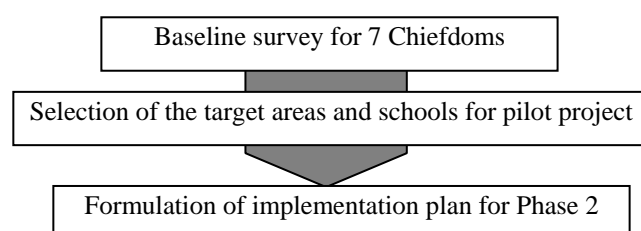
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### TOR for the Baseline Survey on Children and Youth Development Program in Kambia District

17 March, 2005  
JICA Study Team

#### 1. Purpose of the Baseline Survey

The Baseline Survey will be conducted in the wards in the seven (7) chiefdoms of Kambia district. The results of the Survey will be utilized for the selection of the target areas and schools and for the formulation of implementation plan of pilot projects to be conducted in Phase 2.



#### 2. Methodology

In order to identify current situation of target areas for pilot project, the Baseline Survey will collect basic data on the wards including quantitative and qualitative information through desk and field survey. Collected data shall be arranged for individual ward. The arranged quantitative and qualitative data shall be specified in a comparison table demonstrating differences of information and numerical data.

#### 3. Survey Period

The Baseline Survey shall be conducted and the draft report shall be prepared by 30 of April 2005.

#### 4. Survey Items

All the data described below are collected if data are available. If data are not available, please describe N/A. If data are available only at the chiefdom level, please collect them and mention that data are collected at chiefdom level.

##### 4-1 General Information

- (1) Ward boundary and the location of schools on the map (indicating ward headquarter)
- (2) Population (by sex)
- (3) Ward Council Member (indicating representative to District Council)
- (4) No. and name of village in the ward
- (5) Activities of the donors and NGOs (name of donor and activity) in the ward
- (6) Accessibility from Kambia town in consideration of road condition, hours, access to telecommunication (cellular phone. etc)

##### 4-2 Quantitative data

###### (1) Post-conflict Situation

- No. of child ex-combatants
- No. of refugees/IDPs
  - No. of orphans
  - No. of handicapped children and youth

###### (2) Primary and secondary education

- No. of schools (by Primary- community school/government assisted school, government school, by Junior Secondary, by Senior Secondary)

- No. of classrooms (with/without structure, building materials -concrete/bamboo trees)
- No. of students (by sex, by grade)
- No. of students (each grade)
- No. of enrollment of child (by sex)
- Attendance Rate (by sex)
- Dropout Rate (by grade, and by sex)
- Completion Rate (by sex)
- Progression rate of students to higher schools (by sex)
- No. of teachers (by sex, by subject)
- No. of qualified teachers (by sex, by subject)
- No. of students per a desk
  - No. of students per a text book (Math and English)
- (3) Technical vocational training /Special education
  - No. of vocational schools (each occupation)/organization for special education
  - No. of trainees/students (by sex)
  - No. of trainers/instructors (by sex)
    - Employment rate after graduation (by sex, by job)
- (4) Maternal and Child Health
  - No. of peripheral healthcare units (PHUs) per category
  - % of fully immunized children under 1 year
  - Infant mortality
  - Under-five mortality
    - % of delivery attended by skilled health personnel (and delivery attendants by category such as TBA, relatives and health personnel, if possible)
    - % of home delivery (and delivery place per category such as home, health center and hospital)
    - No. of children per household
- (5) Nutrition
  - Calorie intake per person
    - % of under weight children under 5 years (and school age, if possible)
    - % of anemia among women or pregnant women
- (6) Water supply
  - Access to safe water (by waterworks, wells and surface water, river, swamps)
  - Incidence of water-borne disease including Malaria, Diarrhea, Bilharzias and other parasitic diseases, and ARI
- (7) Rural society
  - Major agricultural activity
  - Other income source
    - Literacy rate
- (8) Community groups (by village, by inter-villages)
  - No. of Youth groups
  - No. of Women's groups
  - No. of farmer's groups
    - No. of farmer's organizations
    - Other groups/ organizations

#### **4-2. Qualitative data**

- (1) Paramount chief's understanding on education (esp. female education)
- (2) Safety of school zone

#### **5. Output**

The consultant shall prepare the draft Baseline Survey Report and submit it to JICA Field Office in Freetown by 30 April 2005. After incorporating comments made by JICA Study Team, the consultant shall prepare 3 sets of the final Baseline Survey Reports and electronic data (CD-Rom) and submit them to JICA Field Office within a week.



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## Appendix 4. (2)

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

### Terms of Reference (TOR) for Village Households Survey in the Kambia District

This TOR defines the tasks assigned to the Contractor to conduct Village Household Survey (hereinafter referred to as the “Survey”) for “the Study on Children and Youth Development Program in Kambia District of the Republic of Sierra Leone” (hereinafter referred to the “Study”).

#### 1. BACKGROUND

The current challenge for Sierra Leone is how to move from the emergency assistance phase which was largely dependent on foreign donors and NGOs to the more self-reliant development phase with a strengthened capacity of national and local administration and civil societies.

Under this circumstance the Government of Japan (GOJ) dispatched a project formulation mission on peace building and rehabilitation through Japan International Cooperation Agency (JICA) from August to September 2004, in order to collect basic information and develop GOJ’s strategy to assist GOSL. This mission identified the reintegration of child soldiers and the rehabilitation of communities as a priority need. JICA Ghana Office also followed up this mission and conduct further needs assessment. As a result, JICA decided to conduct a study on the Children and Youth Development Program in Kambia District. The objective of the Study is to empower communities for self-reliant and sustainable development in Kambia District, through (1) development of the capacity of children and youth (including women) in the communities, and (2) strengthening the functions and capacity of the communities and the government.

Kambia District is selected because it is one of the districts which were most affected by the civil war from 1991 to 2002, along with Kono and Kailafun Districts.

#### 2. OBJECTIVE

Following the objective of the Study, the Survey aims to grasp quantitatively the livelihood situation of about 200 village households in the pilot project area by conducting questionnaire-based household survey. At the same time, the result of the Survey will be utilized as the indicators to evaluate the outputs and outcomes of the pilot project at the end of the Study.

#### 3. SURVEY AREA

The Survey areas are the surrounding communities of the Secondary Schools specified below.

(Communities are the communities that the primary schools are located and that these primary schools are sending students to that Secondary School)

- (1) St. Mary Secondary School (JSS) in Bramaia Chiefdom
- (2) Wesleyan Centennial Secondary School (JSS) in Tonko-Limba Chiefdom
- (3) Ahmadiyya Muslim Secondary School (JSS) in Magbema Chiefdom

#### 4. METHODOLOGY

The Survey will make use of methodology of questionnaire-based household survey selecting random sample of about 200 households in the Survey Area. The questionnaire is composed of the following items.

##### 1) General Information

Interview Date	
Interviewer Name	
Section Name	
Ward Name	
Village Name	

## 2) Family structure

Name	Relation to the HH head	sex	age	Educational attainment	Major occupation

- What is your ethnic group?
- From when did the family start to live in this village? Where did the family live before coming to this village?
- Which member is living separately from the family? Where is he/she living? Is that permanent or seasonal?
- How does your HH obtain information? (e.g. from village head, neighbor villagers, groups that you belong to, others)

## 3) Household Monthly Cash Flow

- Income
  - Agricultural activities
  - Livestock
  - Fisheries
  - Credit
  - Non-farm activities (each activity-wise)
  - Remittance
  - Others (please specify)
- Expenditure
  - Agricultural input
  - Input for livestock
  - Input for fisheries
  - Education
  - Health (e.g. hospital, medicine)
  - Rice
  - Food (except rice)
  - Domestic consumption (except rice and other food)
  - Fee for group activities
  - Contribution to village activities (please specify)
  - Repayment of credit
  - Tax
  - Others (please specify)
- Annual Cash Flow
  - When does your HH need cash expense in the year? For what purpose? (cash outflow)
  - When does your HH get cash income in the year? From which source? (cash inflow)

## 4) Living Standard

- Condition of the house
  - House: cement, brick, wooden, straw or others (specify)
  - Roof: tile, tin, straw, or others (specify)
- Water for house consumption
  - Source: rain water, river, pond, deep well, shallow well, and others (specify)
  - How far is the water source from your house? (within 100m, 100m to 200 m, 200m to 500m, 500m to 1 km, more than 1m)
  - Who does go to collect water? How often in a day?
  - Does your HH have to pay for water? If yes, how much per day?

- How to treat water before using? (e.g. no treatment, boiling, filtering)
- Lighting
  - What kind of lighting appliance do you have? (e.g. kerosene, or gas lamp, others?)
  - What kind of electric appliance does your HH have? (e.g. radio)
- Cooking fuel
  - What kind of fuel does your HH use for cooking? (e.g. wood, charcoal, kerosene)
  - How much do you pay (per month)?
  - If your HH uses wood, who does go to collect? (mother, girl child, boy child, others)  
How often per week? (1 time, 2 times, 3 times, 4 times, 5 time, more than 5 times)  
Where is the source? (forest nearby HH, village forest, open forest, others)  
How far from the house? (100m, 100m to 200m, 200m to 500m, more than 500m)

#### 5) Education

- Your children's schooling (level, name of school, school location, distance from the house, how to go)
- What is relationship with these schools? (how many times you visited the schools in the last 12 months and what purpose)
- Does schoolteacher visit your HH? If yes, how many times the teacher visited your HH in the last 12 months and what purpose?
- What kind of expense do you have to pay? Which is most costly? (e.g. textbook, stationary, uniform, school fee, contribution)
- What level of education do you think enough for your children? (for boys and for girls)
- Problems (specify like school fee, distance, health, labor, etc)

#### 6) Health

- Family members who got serious illness in the last 12 months
  - Who was he/she?
  - What kind of illness? (specify the name)
  - To where was he./she taken for treatment? (traditional doctor, health post, clinic)
  - How long did it take for recovery? (within one week, one to two weeks, more than two weeks)
- Information/knowledge on health
  - Who gets information/knowledge on health in your HH at first? Where/how does he/she get it? (e.g. from village midwife, neighbor, education program)
  - What kind of information/knowledge do you want to know? (e.g. children's nutrition, any specific disease such as HIV/AIDS, sanitation)

#### 7) Group activities

- What kind of group does your family member take part in?

Family member (relation to the HH head)	Group name	Activities

### 5. SURVEY PERIOD

The Survey will start upon signing the Agreement by the end of May 2005 and complete the Survey within 15 working days after its commencement.

### 6. SCOPE OF WORK

The Contractor will form Survey Team and one of the Team members will be a leader who controls the village household survey. The leader also has responsibility of analysis of data and preparation of the report. The other member of the Survey Team will have responsibility for interview and collection of data on the questionnaire.

The Survey period will be divided into the three steps described below.

1) **First Step:** <Preparatory work >

The Survey Team will develop the questionnaire prepared by the JICA Study Team and finalize the questionnaire.

2) **Second Step:** <Sampling Survey>

The Survey Team will visit randomly selected sample of about 200 households in the Survey Area and the interview each household using the already-set questionnaire.

3) **Third Step:** <Data analysis and Reporting>

The Contractor is to analyze the obtained data, then prepare and submit a report. The Contractor is required to submit a report in an electronic format. The Contractor is also required to submit the completed questionnaire sheets.

## **7. QUALIFICATION OF CONTRACTOR**

The Contractor should have following qualification.

- To have a rich working experience in the field of household survey or similar sociological survey such as educational sector in rural communities.
- To have a working experience in the Kambia District.
- (Preferable) To have a good knowledge or understanding on the local peoples.
- (Preferable) Good command in local language

## Appendix 4. (3)

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

### Terms of Reference

For Study on Present Status of Education and Socially Disadvantaged People in Kambia District

#### 1. Purpose of Study

To collect qualitative and quantitative information about education and socially disadvantaged people in Kambia district

#### 2. Coverage of Study

The study shall cover **15 primary schools** and **3 junior/senior secondary schools** listed below and **surrounding communities** of those schools. Should the primary schools are not identified, the consultant shall enquire locations from each junior secondary school listed below.

Chiefdom	Tonko Limba	Magbema	Bramaia
Junior Secondary School (JSS), around which target primary schools are located	Wesleyan Centennial S.S. (JSS)	Ahmadiyya Muslim S.S. (JSS+ informal SSS)	St. Mary S.S. (JSS)
Target Primary Schools (Coverage of the Study)	<ul style="list-style-type: none"> <li>Wesliyan Church Sierra Leone Kamasasa P.S. (Within 1 miles from the SS)</li> <li>Roman Catholic Kamabala P.S. (5 miles)</li> <li>Wesleyan Church Sierra Leone Kasoria P.S. (12 miles)</li> <li>Roman Catholic Kabassa P.S. (2.5 miles)</li> </ul>	<ul style="list-style-type: none"> <li>Ahamadiyya P.S.</li> <li>Siera Leone Muslim Brotherhood P.S.</li> <li>Kuafai Rashedeen P.S.</li> <li>Roman Catholic P.S.</li> <li>Wadal Model P.S.</li> <li>Dawah P.S. (Farthest is 2 miles)</li> </ul>	<ul style="list-style-type: none"> <li>District Education Committee Kukuna P.S.</li> <li>Wesleyan CSL Kukuna P.S.</li> <li>District Education Committee Kabaya P.S.</li> <li>District Education Committee Teneba Baramaia P.S.</li> <li>Dmar Muktar Kukuna P.S. (Farthest is 2 miles)</li> </ul>
Total Number of Target Primary Schools	4 primary schools	6 primary schools	5 primary schools

#### 3. Study Items

The study items are in two categories: **Education** and **Socially Disadvantaged People**.

##### 1) Education

The consultant shall collect the quantitative and qualitative information listed below at each primary school stated in the list above. In addition, the consultant shall mark the location of each school on the map provided by the JICA Study team.

Quantitative	Qualitative
<ul style="list-style-type: none"> <li>➤ No. of classroom</li> <li>➤ No. of pupil (by class and by sex)</li> <li>➤ No. of teachers (by qualified and non-qualified)</li> <li>➤ No. of school desk for pupils</li> <li>➤ No. of text book</li> <li>➤ Attendance rate</li> <li>➤ Drop-out rate</li> <li>➤ Completion rate</li> <li>➤ NPSE/BECE pass rate</li> <li>➤ Transition rate to JSS and SSS</li> <li>➤ Income and expenditure of school (by major items)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health condition of pupil</li> <li>➤ Poverty situation of household</li> <li>➤ Eagerness of pupils in class</li> <li>➤ Understanding of parents and community toward education (particularly girls' education)</li> <li>➤ Safety of school zone</li> <li>➤ Teachers' commitment</li> <li>➤ School management in operational terms</li> <li>➤ School management in financial terms</li> <li>➤ Members of the School Management Committee (SMC) and roles of SMC</li> <li>➤ Other school related organizations (such as PTA and CTA), and members and roles of those organizations</li> <li>➤ Maintenance of school facilities</li> <li>➤ Communication with the education advisor (District Education Office, MEST) in charge</li> <li>➤ Assistance from NGOs and donors</li> </ul>

## 2) Socially Disadvantaged People

(such as out-of-school children, youth group, women's group, and the disabled)

The consultant shall collect qualitative information listed below at each primary and junior/senior secondary school and each surrounding community after categorizing and defining “socially disadvantaged people.”

- Problems that the disadvantaged people are facing
- Potentials of the disadvantaged people
- Groups assisting the disadvantaged people
- Relation of the primary schools with the groups
- Community leaders and role of the leaders to assist socially disadvantaged people

## 4. Study Method

### 1) Education

The consultant shall collect **quantitative** information by interviewing the head teacher (or an acting head teacher) or from written documents of the school.

The consultant shall collect **qualitative** information through focused group discussion among teachers and other key informants (such as village leaders, group leaders, etc). The consultant may ask the head teacher to arrange an improvised meeting after having interview with the head teacher.

### 2) Socially Disadvantaged People

The consultant shall collect information through key informant interview or/and focused group discussion. The consultant may ask the head teacher to introduce key persons who are familiar with and are able to give unbiased responses regarding socially disadvantaged people or/and utilize the same opportunity as organized for the purpose of collecting qualitative information in 1) Education above.

## 5. Outputs

The consultant shall fill in the SHEETs attached.

OUTPUTS	REMARKS
SHEET 1: EDUCATION (1) BASIC INFORMATION ABOUT TARGET SCHOOLS	Fill in the sheet by typing. Rearrange the table if the blank cells are too small.
SHEET 2: EDUCATION (2) SUMMARY OF FINDINGS THROUGH INTERVIEW AND DISCUSSION	Fill in the sheet by typing. Rearrange the table if the blank cells are too small. Prepare the sheet by school.
SHEET 3: SOCIALLY DISADVANTAGED PEOPLE SUMMARY OF FINDINGS THROUGH INTERVIEW AND DISCUSSION	Fill in the sheet by typing. Rearrange the table if the blank cells are too small. Prepare the sheet by school.

The consultant shall analyze obtained data above and submit a report. Specifically the consultant shall be requested to analyze the qualitative data, while the quantitative data will be analyzed by using tools such as SPSS.

## 6. Schedule

End of May	Commencement of the Study
June 15	Interim reporting at JICA Sierra Leone Office in Freetown
June 20	Deadline of the output

## SHEET 1 : EDUCATION (1)

**BASIC INFORMATION ABOUT TARGET SCHOOLS (Draft)**

	<b>Tonko Limba</b>									
	<b>Wesleyan Centennial S.S. (JSS)</b>									
	Wesliyan Church Sierra Leone Kamassassa P.S.		Roman Catholic Kamassassa P.S.		Wesliyan Church Sierra Leone Kasolia P.S.		Roman Catholic Kabassa P.S.		Wesleyan Centennial S.S. (JSS)	
No. of classroom										
No. of pupil (boys / girls)										
Class 1										
JSS 1										
Class 2										
JSS 2										
Class 3										
JSS 3										
Class 4										
Class 5										
Class 6										
No. of teachers										
Qualified										
Non-qualified										
No. of school desk										
No. of text book										
Attendance rate										
Drop-out rate										
Completion rate										

## SHEET 1 : EDUCATION (1)

**BASIC INFORMATION ABOUT TARGET SCHOOLS (Draft)**

	<b>Tonko Limba</b>									
	<b>Wesleyan Centennial S.S. (JSS)</b>									
	<b>Wesliyan Church Sierra Leone Kamassassa P.S.</b>		<b>Roman Catholic Kamassassa P.S.</b>		<b>Wesliyan Church Sierra Leone Kasolia P.S.</b>		<b>Roman Catholic Kabassa P.S.</b>		<b>Wesleyan Centennial S.S. (JSS)</b>	
NPSE/BECE pass rate										
Transition rate to JSS/SSS										
Income (in Leone)										
Major source: 1 e.g. School Fee										
Major source: 2										
Major source: 3										
Major source: 4										
Expenditure (in Leone)										
Major Item: 1 e.g. Rehabilitation of Classroom										
Major Item: 2										
Major Item: 3										
Major Item: 4										



## SHEET 1 : EDUCATION (1)

**BASIC INFORMATION ABOUT TARGET SCHOOLS (Draft)**

	<b>Magbema</b>							
	<b>Ahmadiyya Muslim S.S. (JSS+ informal SSS)</b>							
	Ahamadiyya P.S.	Siera Leone Muslim Brotherhood P.S.	Kuafai Rashdeen P.S.	Roman Catholic P.S.	Wadal Model P.S.	Dawah P.S.	Ahmadiyya Muslim S.S. (JSS+ informal SSS)	
No. of classroom								
No. of pupil (boys / girls)								
Class 1 JSS 1								
Class 2 JSS 2								
Class 3 JSS 3								
Class 4 SSS 1								
Class 5 SSS 2								
Class 6 SSS 3								
No. of teachers								
Qualified								
Non-qualified								
No. of school desk								
No. of text book								
Attendance rate								
Drop-out rate								
Completion rate								
NPSE/BECE pass rate								

## SHEET 1 : EDUCATION (1)

**BASIC INFORMATION ABOUT TARGET SCHOOLS (Draft)**

	<b>Magbema</b>						
	<b>Ahmadiyya Muslim S.S. (JSS+ informal SSS)</b>						
	Ahamadiyya P.S.	Siera Leone Muslim Brotherhood P.S.	Kuafai Rashdeen P.S.	Roman Catholic P.S.	Wadal Model P.S.	Dawah P.S.	Ahmadiyya Muslim S.S. (JSS+ informal SSS)
Transition rate to JSS/SSS							
Income (in Leone)							
Major source: 1 e.g. School Fee							
Major source: 2							
Major source: 3							
Major source: 4							
Expenditure (in Leone)							
Major Item: 1 e.g. Rehabilitation of Classroom							
Major Item: 2							
Major Item: 3							
Major Item: 4							

	St. Mary S.S. (JSS)											
	District Education Committee Kukuna P.S.	Wesliyan CSL Kukuna P.S.	District Education Committee Kabaya P.S	District Education Committee Teneba Baramaia P.S.	Dmar Muktar Kukuna P.S.	St. Mar S.S. (JSS)						
No. of classroom												
No. of pupil (boys / girls)												
Class 1 JSS 1												
Class 2 JSS 2												
Class 3 JSS 3												
Class 4												
Class 5												
Class 6												
No. of teachers												
Qualified												
Non-qualified												
No. of school desk												
No. of text book												
Attendance rate												
Drop-out rate												
Completion rate												
NPSE pass rate												
Transition rate to JSS/SSS												

	St. Mary S.S. (JSS)					
	District Education Committee Kukuna P.S.	Wesliyan CSL Kukuna P.S.	District Education Committee Kabaya P.S	District Education Committee Teneba Baramaia P.S.	Dmar Muktar Kukuna P.S.	St. Mar S.S. (JSS)
Income (in Leone)						
Major source: 1 e.g. School Fee						
Major source: 2						
Major source: 3						
Major source: 4						
Expenditure (in Leone)						
Major Item: 1 e.g. Rehabilitation of Classroom						
Major Item: 2						
Major Item: 3						
Major Item: 4						

## SHEET 2 : EDUCATION (2)

**SUMMARY OF FINDINGS THROUGH INTERVIEW AND DISCUSSION**

Name of the School		Section:	Chiefdam:
Interviewed with (names and designations)		Ward:	
		Village	
Health condition of pupil			
Poverty situation of household			
Eagerness of pupils in class			
Understanding of parents and community toward education (particularly girls' education)			
Safety of school zone			
Teachers' commitment			
School managements in operational terms			
School management in financial terms			
Members of the School Management Committee (SMC)			
Roles of SMC			
Other school related organizations (such as	(1)	(2)	(3)

## SHEET 2: EDUCATION (2)

**SUMMARY OF FINDINGS THROUGH INTERVIEW AND DISCUSSION**

Name of the School		Section:	Chiefdam:
Interviewed with (names and designations)		Ward:	
		Village	
PTA and CTA)			
Roles of above organizations			
Members of above organizations			
Maintenance of school facilities			
Communication with the education advisor (District Education Office, MEST) in charge * Please specify the name of the Education advisor.			
Assistance from NGOs and donors * Please specify the organization's name			

## SHEET 3 : SOCIALLY DISADVANTAGED PEOPLE

**SUMMARY OF FINDINGS THROUGH INTERVIEW AND DISCUSSION**

Name of the School			Section:	Chieftain:
Interviewed with (names and designations)			Ward:	
			Village	
Category of socially disadvantaged people (e.g. women, the disabled, out-of-school children)	(1)	(2)	(3)	(4)
Problems that the disadvantaged people are facing (by category)				
Potentials of the disadvantaged people				
Groups assisting the disadvantaged people				
Relation of the primary schools with the groups				
Community leaders and role of the leaders to assist socially disadvantaged people				

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## Appendix 4. (4)

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

**Terms of Reference (TOR)  
for Participatory Rural Appraisal (PRA) Workshops in Kambia District**

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This TOR defines the tasks assigned to the Contractor to organize Participatory Rural Appraisal (PRA) Workshops (hereinafter referred to as the “Workshops”) for “the Study on Children and Youth Development Project in Kambia District of the Republic of Sierra Leone” (hereinafter referred to the “Study”).

### **1. OBJECTIVE**

The Pilot Project Phase, which will possibly start in October 2005 and will be continued for three years, aims at supporting the communities, Junior Secondary Schools (JSSs), and Primary Schools (PSs) which are making efforts to empower themselves in a self-reliant manner for sustainable community development through education and for strengthening of the linkages between the communities and the schools. PSs include community primary schools and government assisted/government primary schools. The workshops will be organized to obtain the following information from the concerned stakeholders:

1. Information on the yearly schedule and timetable of each stakeholder.
2. Information on what each stakeholder by him/herself can do for sustainable community development through JSSs and PSs and for strengthening of linkages between the communities and the schools.
3. Information on what each stakeholder expects other stakeholders to do for sustainable community development through JSS and PSs and for strengthening of linkages between the communities and the schools.

Based on the information obtained in the workshops, the implementation plan of the Pilot Project Phase will be formulated.

### **2. Expected Stakeholders to be invited**

#### **(1) Tonko Limba Chiefdom**

- District Council Chairman
- Paramount Chief
- Councilor (Ward 1)
- Section Chief (Kamassassa)
- Villages /Town Chiefs  
(where JSS is located and School Management Committees are established for PSs )
- Wesleyan Centennial S.S.(JSS)
- Government/Government Assisted Primary Schools – (1) Wesleyan Church Sierra Leone Kamasasa, (2) Roman Catholic Kamabala, (3) Wesleyan Church Sierra Leone Kasoria, (4) Roman Catholic Kabassa
- Community Schools – (1) Omarr Muctar Islamic, (2) Kabasa, (3) Kakonteh, (4) Maseleh
- School Management Committees (SMCs) for PSs
- Board of Governors for JSS
- Youth Group Leaders
- Women Group Leaders (Women’s wing)
- Other village group leaders
- Zonal Supervisor
- Inspector



**(2) Magbema Chiefdom**

- District Council Chairman
- Paramount Chief
- Councilor (Ward 2)
- Section Chief (Rokupur)
- Villages /Town Chiefs  
(where JSS is located and School Management Committees are established for PSs )
- Ahmadiyya Muslim S.S.
- Government/Government Assisted Primary Schools – (1) Ahamadiyya, (2) Siera Leone Muslim Brotherhood, (3) Kuafai Rashedeen, (4) Roman Catholic (Rokupur), (5) Wadal Model, (6) Dawah, (7) Ahmadiyya (Wullah Tenkle)
- Community Schools – (1) Magbethei, (2) Gbereka, (3) Tintafor, (4) K.D.E.C. Community Primary School (Kamba), (5) Barmoi Luma, (6) R.C. Primary School (Barmoi Luma)
- School Management Committees (SMCs) for PSs
- Board of Governors for JSS
- Youth Group Leaders
- Women Group Leaders (Women’s wing)
- Other village group leaders
- Zonal Supervisor
- Inspector

**(3) Bramaia Chiefdom**

- District Council Chairman
- Paramount Chief
- Councilor (Ward 2)
- Section Chief (Kukuna)
- Villages /Town Chiefs  
(where JSS is located and School Management Committees are established for PSs )
- St. Mary S.S
- Government/Government Assisted Primary Schools - (1)District Education Committee Kukuna, (2) Wesleyan CSL Kukuna, (3) District Education Committee Kabaya, (4) District Education Committee Teneba Baramaia, (5) Dmar Muktar Kukuna)
- Community Schools – (1) Sorimanikaya, (2) Turata, (3) Kabaya, (4) Wesleyan Church of Sierra Leone (Konimakha)
- School Management Committees (SMCs) for PSs
- Board of Governors for JSS
- Youth Group Leaders
- Women Group Leaders (Women’s wing)
- Other village group Leaders
- Zonal Supervisor
- Inspector

**3. PERIOD AND PLACE OF WORKSHOP**

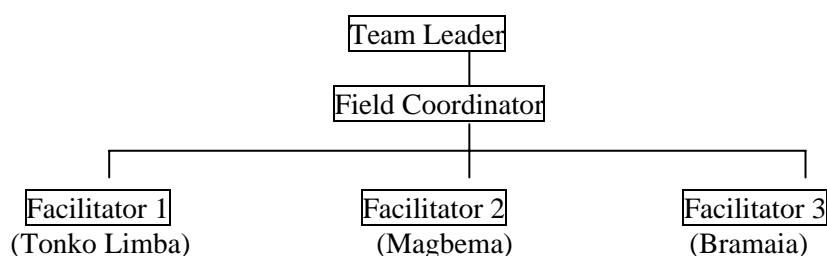
One-day workshops will take place at the target three Junior Secondary Schools on 11 July in Tonko Limba Chiefdom, on 13 July in Bramaia Chiefdom, and on 18 July in Magbema Chiefdom.

## 4. SCOPE OF WORK

### (1) Formation of the Workshop Implementation Team

The Contractor will form the Workshop Implementation Team. The Team consists of the following members (please see the table and figure below).

Title	Roles and Responsibilities
1. Team Leader	To take charges of the overall implementation of workshops and have responsibilities of data analysis and report writing.
2. Field Coordinator	To supervise three facilitators in the target areas.
3. Facilitators	To have responsibilities for arrangement and organization of Workshops in the three target Chiefdoms.



### (2) Implementation Steps

The implementation of workshops will be divided into the three steps described below:

#### 1) First Step: <Preparatory Work>

The Workshop Implementation Team will visit the all stakeholders listed above, then conduct preliminary consultations with them prior to the date of workshop. Preparatory work includes procurement of workshop materials, preparation of implementation plan of workshop, meetings among the team leader, the field coordinator, facilitators, and JICA Study Team, and arrangements of Workshops.

#### 2) Second Step: <Implementation of Workshops>

The Workshop Implementation Team will organize and facilitate three one-day workshops in the three target Chiefdoms with all stakeholders listed above.

#### 3) Third Step: <Data Analysis and Report Writing>

The Workshop Implementation Team will analyze the information obtained from the workshops, then prepare and submit a report. The Workshop Implementation Team is required to submit a report in an electronic format.

### (3) Implementation Schedule

The schedule of the implementation of workshop will be as follows:

Preparatory Work	Workshop	Report Writing	Total Days
8 days	9 days	5 days	22 days

The tasks of each member of the Workshop Implementation Team in each step will be as follows:

	Preparatory Work	Workshop	Report	Days
Team Leader	- Meeting with JICA Study Team (1 day) - Preparation of implementation plan of workshops (1 days) - Move to Kambia (1 day)	- Organize and facilitate workshops (3 days) - Stay in Kanbia and meeting with field coordinator and facilitators (5 days) - Move back to Freetown (1 day)	- Report writing (5 days)	17
Field Coordinator	- Meeting with JICA Study Team (1 day)	- Organize and facilitate workshops (3 days)	- Data input (3 days)	20

	- Move to Kambia (1 day) - Meeting with facilitators (1 day) - Preliminary arrangements with facilitators / stakeholders (5 days)	- Stay in Kambia and meeting with field coordinator and facilitators (5 days) - Move back to Freetown (1 day)		
Facilitators	- Move to Kambia (1 day) - Meeting with the field coordinator (1 day) - Preliminary arrangements with the stakeholders (5 days) - Arrangements for workshops (1 day)	- Help to facilitate workshops (1 day) - Clean-up and move back to Freetown (1 day)		10

## 5. EXPECTED OUTPUTS

The Workshop Implementation Team will produce the following outputs in the report by 25th July 2005.

- (1) Yearly schedule and timetable of each stakeholder.
- (2) Table of the roles and responsibilities of each stakeholder for sustainable community development through JSS and PSs.
- (3) Table of the roles and responsibilities of each stakeholder for strengthening of the linkages between the communities and the schools.
- (4) Table of who needs what from whom for sustainable community development through JSS and PSs
- (5) Table of who needs what from whom for strengthening of the linkages between the communities and the schools.

## 6. QUALIFICATION OF CONTRACTOR

The Contractor should have following qualification:

- To have rich working experiences in holding similar PRA workshops in the rural community, particularly in the field of education and community development.
- To have working experiences in Kambia District.
- (Preferably) To have a good understanding of the local people in Kambia District.
- (Preferably) To have a good command in local language

## Appendix 5.

Summary of Anecdotal Evidence for Selection of Target Zones

## APPENDIX 5.

## Summary of Anecdotal Evidence for Selection of Target Zones

	Tonko Limba		Magbema					Bramaia
	Wesleyan Centennial S.S. (JSS)	Madina S.S. (JSS+SSS)	Kambia Islamic S.S. (JSS)	Islamic Federation S.S. (JSS)	Kolestin S.S. (JSS+SSS)	Ahmadiyya Muslim S.S. (JSS+ informal SSS)	Magbema Islamic S.S. (JSS+ informal SSS)	St. Mary S.S. (JSS)
Communicability								
Transportation means of community people	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.	B • No definite means of transportation but on foot.
Communication means of S.S. and P.Ss	B • Oral communication • Communication by letter	B • Oral communication • Communication by letter	B • Oral communication • Communication by letter	B • Oral communication • Communication by letter	B Oral communication Communication by letter	B • Oral communication • Communication by letter • Announcement using a loud speaker	B • Oral communication • Communication by letter	B • Oral communication • Communication by letter
Accessibility								
No of P.Ss* mainly involved in social activities initiated by S.S.	4 primary schools • Wesleyan Church Sierra Leone Kamassassa P.S. (Within 1 miles from the SS) • Roman Catholic Kamassassa P.S. (5 miles) • Wesleyan Church Sierra Leone Kasolia P.S. (12 miles) • Roman Catholic Kabassa P.S. (2.5 miles)	11 primary schools 5 P.Ss are located in Madina town (Within 1 mile from the S.S.) 6 P.Ss are located outside the town (Farthest is 7 miles)	4 Primary School • Sierra Leone Muslim Brotherhood P.S. • Kambia District Education Committee P.S. • Roman Catholic P.S. • Sierra Leone Wesleyan Church P.S. (all in Kambia Town)	5 primary schools • Sierra Leone Muslim Brotherhood P.S. (within 1 mile from the S.S.) • Kambia District Education Committee P.S. (within 1 miles) • Roman Catholic P.S. (within 1 miles) • Sierra Leone Wesleyan Church P.S. (within 1 miles) • Roman Catholic Barracks P.S. (in Kambia town)	• 6 primary schools • St. Augustin P.S. • Kambia District Education P.S. • Sierra Leone Muslim P.S. • Sierra Leone Wesleyan Church Kambia P.S. • Roman Catholic Barracks P.S. • District Education Committee Rogberay P.S. (All in Kambia town)	7 primary schools • Ahmadiyya P.S. • Sierra Leone Muslim Brotherhood P.S. • Kuafai Rashedeen P.S. • Roman Catholic P.S. • Wadal Model P.S. • Dawah P.S. • Ahmadiyya P.S. (Farthest is 2 miles)	1 primary schools • Sierra Leone Muslim Brotherhood P.S. (Within 1 miles from the SS)	5 primary schools • District Education Committee Kukuna P.S. • Wesleyan CSL Kukuna P.S. • District Education Committee Kabaya P.S. • District Education Committee Teneba Bramaia P.S. • Dmar Muktar Kukuna P.S. (Farthest is 2 miles)
Access from S.S. to P.Ss*	A • The principal uses his private motorbike to visit the P.Ss.	B • The principal or teachers visits P.Ss on foot when necessary.	A • 4 P.Ss are located within walking distance	A • 5 P.Ss are located within walking distance	A • 6 P.Ss are all located within Kambia town where the S.S. is located.	A • 6 P.Ss are all located close to the S.S. as well as Rokupr town where a social event is sometimes held. • 3 P.Ss are located just around the S.S.	A • The P.S. is located in the same area as the S.S.	A • The teachers of the S.S. sometimes visit the P.Ss on foot.
Access from P.Ss* to S.S.	B • People living around 4 P.Ss access to the S.S. on foot when a social activity is held at the S.S. • Some of them have to leave their village the day before due to distance.	A • 5 P.Ss are located near the School while 6 P.Ss are located outside town. • People living around P.Ss access to S.S. or Madina town on foot when a social event is held.	A • 4 P.Ss are located within walking distance	A • 5 P.Ss are located within walking distance	A • 6 P.Ss are all located within Kambia town where the S.S. is located.	A • 6 P.Ss are all located close to the S.S. as well as Rokupr town where a social event is sometimes held. • 3 P.Ss are located just around the S.S.	A • The P.S. is located in the same area as the S.S.	A • People living around 5 P.Ss access to the S.S. on foot when a social activity is held at the S.S.

	Tonko Limba		Magbema					Bramaia
	Wesleyan Centennial S.S. (JSS)	Madina S.S. (JSS+SSS)	Kambia Islamic S.S. (JSS)	Islamic Federation S.S. (JSS)	Kolestin S.S. (JSS+SSS)	Ahmediyya Muslim S.S. (JSS+ informal SSS)	Magbema Islamic S.S. (JSS+ informal SSS)	St. Mary S.S. (JSS)
Financial Supportability								
Available Budget of S.S. for social activities	B	B	C	B	B	B	B	B
	<p>Income source is dependent only on school charge (fee).</p> <p>20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is dependent only on school charge (fee), though the school has a plan to school gardening.</p> <p><b>JSS</b> 20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p><b>SSS</b> 25,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is dependent only on school charge (fee).</p> <p>20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p> <p>However, the principal allows some pupils, who can not afford to pay school fee, to continue to study.</p>	<p>Income source is dependent only on school charge (fee).</p> <p>20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is dependent only on school charge (fee), though the school has a small income from occasional event (e.g. a dance festival)</p> <p><b>JSS</b> 20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p><b>SSS</b> 25,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is dependent only on school charge (fee). But, since the school becomes the owner of the school premise, the principal now tries to start some income generating activities, such as school gardening and carpentry.</p> <p><b>JSS</b> 20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p><b>SSS</b> 25,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>The principal paid for 4 students who cannot afford.</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is dependent only on school charge (fee).</p> <p><b>JSS</b> 20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p><b>SSS</b> 25,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>Boys and girls pay the same school charges</p>	<p>Income source is mainly from school charge (fee).</p> <p>20,000 Leone / term / pupil <math>\times</math> 3 = 60,000 Leone / year / pupil</p> <p>In addition, the S.S. is generating income by marketing crops grown in the school garden and receives some contributions from parents.</p> <p>Boys and girls pay the same school charges</p>
Institutional Supportability								
Recognition of magnitude toward community development	A	C	C	C	C	A	C	A
	<ul style="list-style-type: none"> <li>The principal recognizes magnitude of community development. Because in such a remote area, the JSS can become a centre of community activities.</li> <li>It may be because the S.S. is located right in a remote area where the linkage between education and community development is essential.</li> </ul>	<ul style="list-style-type: none"> <li>The S.S. has a stress on educational achievement rather than betterment of community.</li> <li>It is a boarding school accepting students not only within Kambia district but outside the district such as Freetown.</li> </ul>	<ul style="list-style-type: none"> <li>The S.S. located in the Kambia town area and thus emphasis on community development is relatively lower than those located in rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>The S.S. located in the Kambia town area and thus emphasis on community development is relatively lower than those located in rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>This S.S. is located in the Kambia town area and one of the most education-oriented S.S. in the district.</li> </ul>	<ul style="list-style-type: none"> <li>The principal is keen about improvement of community. He was born in Rokupr where the S.S. is located. He once lived in Freetown but came back home in order to contribute to development of community.</li> </ul>	<ul style="list-style-type: none"> <li>The principal is from a different chiefdom and still new to the place, involving only one P.S. in social activities.</li> </ul>	<ul style="list-style-type: none"> <li>The S.S. is making efforts to create a good relationship with the P.Ss so as to contribute to betterment of community.</li> <li>The school hall is utilized for community meetings.</li> </ul>

	Tonko Limba		Magbema					Bramaia
	Wesleyan Centennial S.S. (JSS)	Madina S.S. (JSS+SSS)	Kambia Islamic S.S. (JSS)	Islamic Federation S.S. (JSS)	Kolestin S.S. (JSS+SSS)	Ahmadiyya Muslim S.S. (JSS+ informal SSS)	Magbema Islamic S.S. (JSS+ informal SSS)	St. Mary S.S. (JSS)
Groups collaborating with S.S. or P.Ss	C  No remarkable collaboration	C  No remarkable collaboration  But neighboring people come together for some events, like annual thanks giving day, though contribution is not expected.	C  No remarkable collaboration	C  No remarkable collaboration	C  No remarkable collaboration	B  Students join a community-based youth group for agricultural activities.	C  No remarkable collaboration	B  There are many Groups having good relations with the P.S.
Others								
Others	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>This S.S is the least equipped school among others.</li> <li>The S.S sometimes initiates a football game, inviting the P.Ss.</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>The S.S. was providing supplemental lessons to the student with lower achievement.</li> <li>The S.S. initiate football match among the P.Ss.</li> <li>Community meetings are held at the local court.</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>The JSS joins other JSS's events</li> <li>The JSS has a support from SABABU education project and new school building is now under-construction</li> <li>The JSS sets lower admission score of NPSE (Gov. required: 220, the JSS required: 200), because of two reasons. One is the difficulty in recruiting enough number of pupils, and the other is to provide opportunities with some pupils whom the principal believes he/she has a potential.</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>The S.S. holds writing competition athletic game, and football game, utilizing facilities of Kolestin S.S.</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>This S.S. is the most equipped school. It has many spacious classrooms in a two-story building</li> <li>The S.S is only a school which has a photocopy machine and a manual duplication machine, some of which are donated by an OB who now resides in the USA.</li> <li>The S.S. organizes a football game inviting the P.Ss. When necessary, it borrows equipment from UNHCR</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>The S.S. frequently organizes social activities and games (table tennis, football, etc) involving P.Ss.</li> <li>The S.S. is now keen to involve other CBOs.</li> <li>The principal once visited a student who had been absent for a certain period, and found out that he was in a critical condition. The principal took the student to the hospital. He is now back to life and studying at the S.S.</li> <li>Le100/term/pupil is collected for purchasing pupils' common textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>Sports master (a teacher) of the S.S. initiate social activities such as a football game.</li> </ul>	<ul style="list-style-type: none"> <li>Community Teachers Association (CTA) exists at each school to ensure that the school runs properly and to share the problems with parents</li> <li>One teacher in the S.S. used to be a trainer for Youth Pack Project.</li> <li>The S.S. sometimes initiates social events such as dance festival and sports activities, inviting the P.Ss around the S.S.</li> </ul>

## Abbreviations:

JSS : Junior Secondary School  
P.Ss : Primary Schools  
S.S : Secondary School  
SSS : Senior Secondary School

## Basic Feature of the Secondary Schools

	Tonko Limba		Magbema					Bramaia
	Wesleyan Centennial S.S. (JSS)	Madina S.S. (JSS+SSS)	Kambia Islamic S.S. (JSS)	Islamic Federation S.S. (JSS)	Kolestin S.S. (JSS+SSS)	Ahmadiyya Muslim S.S. (JSS+ informal SSS)	Magbema Islamic S.S. (JSS+ informal SSS)	St. Mary S.S. (JSS)
Location	40 miles from Kambia 15 miles from Madina JCT.	25 miles from Kambia	In Kambia town	In Kambia town	In Kambia town	10 miles from Kambia	11 miles Kambia	33 miles from Kambia 8 miles from Madina JCT
No of Students	132 (38 girls)	JSS: 555 SSS:124	125 (Approx. 15 girls)	561 (Approx. 150 girls)	JSS: 548 (141 girls) SSS: 227 (43 girls)	JSS: Approx 600 (105 girls) SSS: Approx 120 (25 girls)	JSS: 697(Approx 200 girls) SSS: 79 (5 girls)	351 (37 girls)



## Appendix 6.

List of Participants, PRA Workshops

## Appendix 6.

**PARTICIPATORY RURAL APPRAISAL (PRA) WORKSHOP INVITEES****TONKO LIMBA CHIEFDOM – KAMBIA DISTRICT.**

NO	NAME	SEX	LOCATION	DESIGNATION
1	PC Kandeh Korgba III	M	Mabanda	Paramount Chief
2	Pa Issa Bangura	M	Mabanda	Speaker
3	Morlai Bangura	M	Mabanda	Chiefdom Police
4	Pa alimamy Bola	M	Kabassa I	Section Chief
5	Mr. Dauda Samura	M	Madina	Councillor Ward I
6.	Hawa Bangura	F	Madina	Councilor Ward II
7.	Au a. Samura	M	Madina	Social Welfare
8	Mr. M.S. Njai	M	Kambia	Zonal supervisor
9	Mr. M.a. Kamara	M	Kamasasa	WCSL Pri-school Kamasasa- H/T
10	Mr. Alimamy Kargbo	M	Kamasasa	WCSL Pri-school SMC Rep.
11	Mr. Dominic a. Conteh	M	Kamasasa	Principal Centennial Sec. Sch
12	Mr. M.B. Mansaray	M	Kamasasa	Centennial Sec Sch. SMC Chairperson
13	Marie Sam Bangura	M	Kamasasa	Women's Leader
14	Rev. Michael K. Bangura	M	Kamasasa	Board Member Centennial Sec. Sch.
15.	Mr. A.B., Sesay	M	Kamasasa	Senior Teacher CSS Kamasasa
16	Sieh Kargbo	M	Kamasasa	Youth Leader
17	Pa Morlai Kargbo	M	Lamasasa	Town Chief
18	Kongbeh Turay	M	Kamabala	Youth Leader
19	Maria Kargbo	F	Kamabala	Women's Leader
20	Kabba A. Turay	M	Kamabala	RC Primary Head teacher
21	Mr. Momoh dumbuya	M	Kamabala	RC Primary SMC Chairman
22	Samuel Kamara	M	Kasoria	WCSL Primary Head teacher
23	Pa Brima Bangura	M	Kasoria	WCSL Primary SMC Chairperson
24.	Mrs. Isata Kargbo	F	Kasoria	Women's Leader
25.	Mr. Alie Kargbo	M	Kasoria	Youth Leader
26	Emmanuel Ninka	M	Kabassa II	Head teacher RC Pri-school
27	Pa Sitta Samura	M	Kabassa II	RC Primary SMC Chairman
28	Mr. Foday S. Kamara	M	Kabassa II	Head teacher Omar Muctar Pri.
29	Mr. Idrissa Bangura	M	Kabassa II	SMC Chairman Omar Muctar Pri.
30	Isatu Turay	F	Kabassa II	Women's Leader
31	Sorie Samura	F	Kabassa II	Youth Leader
32	Makalay Samura	F	Kabassa I	Head teacher, Community Pri-school
33	Samuel Bola Bangura	M	Kabassa I	Youth Leader
34	Fatu Sesay	F	Kabassa I	Women's Leader
35	Pa Manso Y. Bangura	M	Kabassa I	SMC Chairman community Pri-school.
36	Joseph Abu Kargbo	M	Kakonteh	Head teacher Community Pri-school
37	Simah Dumbuya	M	Kakonteh	Youth Leader
38	Adama Bangura		Kakonteh	Women's Leader
39	Pa Bally Kargbo	M	Kakonteh	SMC Chairman Community Pri-

NO	NAME	SEX	LOCATION	DESIGNATION
				school
40	Mr. Ibrahim M. Bangura	M	Meselleh	Head teacher Community Pri-school
41	Mr. Abdul Kamara	M	Maselleh	Youth Leader
42	Mr. Abu M. Kamara	M	Rolunkuray	Community Head teacher primary
43	Pa Abu Samura	M	Maselleh	SMC Rep. Community Pro-school
44	Abdulai T. Karg bo	M	Yebaya	Tribal authority
45	Usifu Conteh	M	Kabubuya	Youth Leader
46	Soso Bangura	M	Kawuserie	Community Rep.
47	Serry Bangura	M	Kakutia	Community Rep.
48	Momoh Sesay	M	Banekeh	Community Rep
49	Sorie Bangura	M	Kakutia	Community Rep
50	Joseph Kamara	M	Banenkeh	Community Rep
51	O.S. Fofana	M	Kambia	Dist. Con. Chairman
52	Mr. N.Y. Yillah	M	Kambia	Vice Councilor/Chairman
53	Mr. Jalloh	M	Kambia	Dist. Inspectorate
54	Bakie Kamara	M	Kambia	Social Coordinator
55	M.G. Kamara	M	Kambia	Chief Administrator
56	Abu s. Kamara	M	Kolonkuray	Teacher
57	Rev. Sorie Sesay	M	Kamasasa	Pastor OB
58	Peter Lavalie	M	Kabassa I	Teacher OB
59	Ibrahim Samura	M	Kabubuya	

**PARTICIPATORY RURAL APPRAISAL (PRA) WORKSHOP INVITEES****BRAMAIA CHIEFDOM**

NO	NAME	SEX	LOCATION	DESIGNATION
1	Mr. O.S. Fofanah	M	Kambia	District Council Chairman
2	Mr. Njai	M	Kambia	Inspector of Schools
3	Madam Berkie Kamara	F	Bramaia	Zonal supervisor
4	Pa Alimany	M	Bramaia	Paramount Chief
5	Pa Mansaray	M	Kukuna	Section Chief
6	Mr. Bangura	M	Ward 1	Councillor
7	Salam Sillah	M	Ward 2	“
8	Mamoud Bangura	M	Kukuna	Chiefdom Speaker
9	A.M. Conteh	M	Kukuna	Chiefdom Court Clerk
10	Brima Kargvo	M	Kukuna	Principal St. Mary
11	Pa alhaji I. Koroma	M	Kukuna	Board member
12	Bangalie Sumah	M	Kukuna	Youth Leader
13	Iya Alimamy N. Bangura	F	Kukuna	Women Leader
14	Adama Kallay	F	Kukuna	Teacher, Youth Pack
15	Bangalie sumah	M	Kabaya	Youth Leader
16	L.B. Sumah	M	Kabaya	Chairman SMC
17	Adikalie Seine Conteh	M	Kabaya	Town Chief
18	Magudia Conteh	F	Kabaya	Teacher
19	Kadiatu Dumbuya	F	Kabaya	Women's leader
20	Francis B. Turay	M	Seduya	Teacher
21	Momoh Kamara	M	Seduya	CTA Chairman
22	Pa Alimamy Aruna Turay	M	Seduya	Town Chief
23	Amiatu Kamara	F	Seduya	Women leader
24	Lansana Daramy	M	Seduya	Youth Leader
25	Alhassan Bangura	M	Sorimanikayo	SMC Chairman
26	Abdulai K. Turay	M	Sorimanikayo	Teacher
27	Abdulai Kamara	M	Sorimanikayo	Youth Leader
28	Neneh Bangura	F	Sorimanikayo	Women's Leader
29	Foday Lansana Kamara	M	Sorimanikayo	Town Chief
30	Abu Bakarr Mansaray	M	Turaya	Teacher
31	Pa Adikalie Momoh Turay	M	Turaya	Town Chief
32	Mohamed Sumah	M	Turaya	SMC Chairman
33	Ya Alimamy Kanku	F	Turaya	Women Leader
34	Osman Tolo Kamara	M	Turaya	Youth Leader
35	Gibril Mahdi	M	Turaya	Court Clerk
37	Francess B. Kargbo	F	Kukuna	Organizer JSS
38	Mohamed L. Dumbuya	M	Kukuna	DEC
39	John F. Mansaray	M	Teneba Bramaia	DEC
40	Musa Turay	M	Kukuna	St. Marys Sec. School.
41	Mohamed Mansaray	M	Kukuna	St. Marys Sec. School
42	Bakarr S. Kamara	M	Kukuna	DEC
43	S.B. Kamara	M	Kukuna	DEC
44	Ibrahim K. Tarawallie	M	Kukuna	WCSL
45	Mrs. A.C. Jones	F	Kukuna	WCSL
46	Komrabai Kamara	M	Kabaya	DEC
47	Elizabeth Tarawallie	F	Kukuna	WCSL

NO	NAME	SEX	LOCATION	DESIGNATION
48	Ibrahim S. Fofana	M	Kukuna	R.C
49	Sheku Dumbuya	M	Kukuna	Opinion Leader
50	Mohamed S. Dumbuya	M	Kukuna	Omar Muctarr
51	Osman Bangura	M	Kabaya	DEC
52	M.S. Kamara	M	Kabaya	
53	Aminata Sumah	F	Kabaya	Women Organizer
54	Madam Berkie	F	Kabaya	Social Development Officer
55	N.Y. Yillah	M	Kabaya	Deputy D.C. Chairman
56	Mohamed Kamara	M	Kabaya	Teacher
57		M	Kabaya	Chiefdom Police

\* # 57 Name not given and was not invited.

**PARTICIPATORY RURAL APPRAISAL (PRA) WORKSHOP INVITEES****MAGBEMA CHIEFDOM**

NO	NAME	SEX	LOCATION	DESIGNATION
1	Idrissa M. Conteh	M	Barmoi Luma	Head teacher
2	Sheka Yansaneh	M	Barmoi Luma	Head teacher/Sec (SMC)
3	Baimba Bangura	M	Gbereka	Head teacher
4	Hassan K. Sesay	M	Taintefor	Head teacher/Sec. (SMC)
5	Abdul Khalie Kamara	M	Wullah Thenkle	Head teacher/Sec. (SMC)
6	Idrissa Jawah Kargbo	M	Rokupr	SLMB – Rokupr
7	Abdulai Alhaji Dumbuya	M	Rokupr	Head teacher
8	Kadiatu Kubra	F	Rokupr	Local Sch. Manger
9	S.a. Yillah	M	Rokupr	Head teacher
10	Musa Mahmoud	M	Rokupr	Principal
11	Patric S. Thoronka	M	Rokupr	Head teacher
12	T.J Foday	M	Rokupr	Head teacher
13	Hassan S. Bangura	M	Magbetteie	Head teacher (SMC – Secretary)
14	Pa Mohamed Kabba	M	Barmoi Luma	SMC Chairman
15	Ibrahim Sankoh	M	Gbereka	SMC Chairman
16	Issa Bangura	M	Taintefor	SMC Chairman
17	M.A. Bangura	M	Wullah Thenkle	SMC Chairman
18	Pa Amara Kargbo	M	Rokupr	SMC Chairman
19	A.B. Conteh	M	Rokupr	SMC Chairman
20	Hawa Meh Foday	F	Rokupr	SMC Treasurer
21	Adikalie Sulay Kamara	M	Rolupr	SMC Chairman
22	Bai Mamy Turay	M	Rolupr	SMC Chairman
23	S.B. Thoronka	M	Rokupr	SMC Chairman
24	I.S. Kamara	M	Rokupr	SMC Chairman
25	Pa B.D. Karama	M	Rokupr	Board Member
26	Pa L.M. Bangura	M	Rokupr	Board Member
27	Bai Farama B. N'gback	M	Magbema	Paramount Chief
28	Mr. O.S. Fofanah	M	Kambia district	District Council Chairman
29	Pa Alimamy Kafoir	M	Rokupr	Section Chief
30	Lamin Kayan Doe	M	Rokupr (Ward 2)	Councilor
31	Mr. M.G. Kamara	M	Kambia district	Chief Administrator
32	Pa Adikalie Kapen Bangura	M	Gbereka	Village Chief
33	Abdul Bangura	M	Taintefor	Village Headman
34	Balie s. Bangura	M	Wullah Thenkle	Village Headman
35	Ya alimamy Sesay	F	Rokupr	Town Chief (Waterloo section)
36	Pa Adikalie N'baba	M	Rokupr	Town Chief
37	Pa Adikalie gband Kamara	M	Petifu Section	Town Chief
38	Mr. N.Y. yillah	M	Kambia	Vice Chairman
39	Fatmata Kamara	F	Gbereka	Chair Lady
40	Posseh Kamara	F	Taintefor	Women Leader
41	Mrs. N'mah Kamara	F	Rokupr	Group Leader
42	Mbinty turay	F	Rokupr	Chairlady
43	Ya Alimamy N'gback-Kamara	F	Rokupr	Chairlady
44	Alie Kamara	M	Barmoi Luma	Chairman

NO	NAME	SEX	LOCATION	DESIGNATION
45	Foday Kamara	M	Taintefor	Youth Leader
46	Abu White Bangura	M	Wullah Thenkle	Youth group leader
47	Alhassan Kamara	M	Rokupr	Group leader
48	Sheriff Amin Kebe	M	Rokupr	Rokupr Youth Development Association
49	Sheriff Amin Kebbie	M	Rokupr	Group leader
50	Sunny Alie Kamara	M	Rokupr	Chairman
51	Mammy Bakie Kamara	M	Rokupr	Social Welfare Development Officer