

No.

Ministry of Education,
Youth and Sports (MEYS)
Republic of Sierra Leone

Children and Youth Development Project
in Kambia District
of the Republic of Sierra Leone

Final Report

August 2008

JAPAN INTERNATIONAL COOPERATION AGENCY

International Development Center of Japan
KRI International Corp.

GNO
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PREFACE

In response to the request from the Government of Sierra Leone, the Government of Japan decided to conduct Children and Youth Development Project in Kambia District and entrusted the project to the Japan International Cooperation Agency (JICA).

JICA dispatched a project team headed by Mr. Kiyofumi TANAKA of International Development Center of Japan with members from International Development Center of Japan and KRI International Corp. to Sierra Leone.

The team held discussions with the officials concerned of the Government of Sierra Leone and conducted field surveys at the study area. Upon returning to Japan, the team conducted further studies and prepared this final report.

I hope that this report will contribute to the promotion of this project and to the enhancement of friendly relationship between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Sierra Leone for their close cooperation extended to the study.

August 2008

Eiji HASHIMOTO,
Vice President
Japan International Cooperation Agency

August 2008

Mr. Eiji HASHIMOTO
Vice President,
Japan International Cooperation Agency
Tokyo, Japan

Letter of Transmittal

Dear Sir,

We are pleased to submit herewith the Final Report of Children and Youth Development Project in Kambia District of the Republic of Sierra Leone (hereinafter referred as the Project). The Report was prepared based on the results of the Project conducted for the period from October 2005 to August 2008.

Sierra Leone experienced 12-year civil war from 1991 to 2002, but DDR (disarmament, demobilization and reintegration) in Sierra Leone has completed successfully by the end of 2004. The Project started in 2005 when the emergency assistance ended, and aimed at promoting self-reliant and sustainable development by facilitating and supporting community's self-help efforts for education and community development. The Project established Education and Community Development Committee (ECDC) as a participatory and democratic community organization based on the school, and provided technical and financial support to ECDC-planned activities to improve education and community. Based on three-year experiences in Kambia District, the Project was able to formulate ECDC Model for self-reliant and sustainable education and community development in Sierra Leone.

ECDC Model is found very successful in Kambia District, because it responds to the community's needs directly, and trusts and supports the community to plan and manage their activities. Our counterparts, Ministry of Education, Youth and Sports (MEYS) and Kambia District Council (KDC) also praised ECDC Model as one of the best approaches for participatory rural development in Sierra Leone. Through ECDC Model, the community people learned the importance of starting from small-scale activities which they can do by themselves without external assistance, and continuing activities with every community members' collaboration. Now some ECDCs started to disseminate ECDC Model to the surrounding areas with their own initiative. The Report describes how the passive community people who used to wait for external assistance have been transformed to become active and independent in education and community development by gradually developing their capacity and discovering their own resourceful potentials through ECDC activities.

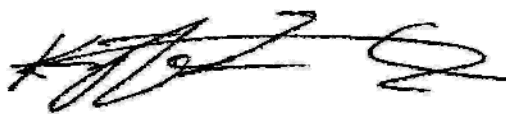
The Project was implemented with active cooperation and participation from Sierra Leonean counterparts (MEYS and KDC) as well as other government institutions, international organizations and NGOs at the national level and in Kambia District. Development of ECDC Model is a result of the community people's efforts, but we also appreciate that collaboration with the various stakeholders has contributed to it greatly.

We wish to express our deep appreciation and sincere gratitude to the officials concerned of your Agency and the Ministry of Foreign Affairs of the Government of Japan for the courtesies and cooperation kindly extended to us. We would also like to express our hearty gratitude to the officials concerned from the Ghana Office and the Sierra Leone Field Office of JICA and the Embassy of Japan in Ghana for the close cooperation and various forms of assistance extended to us during field operation in Sierra Leone.

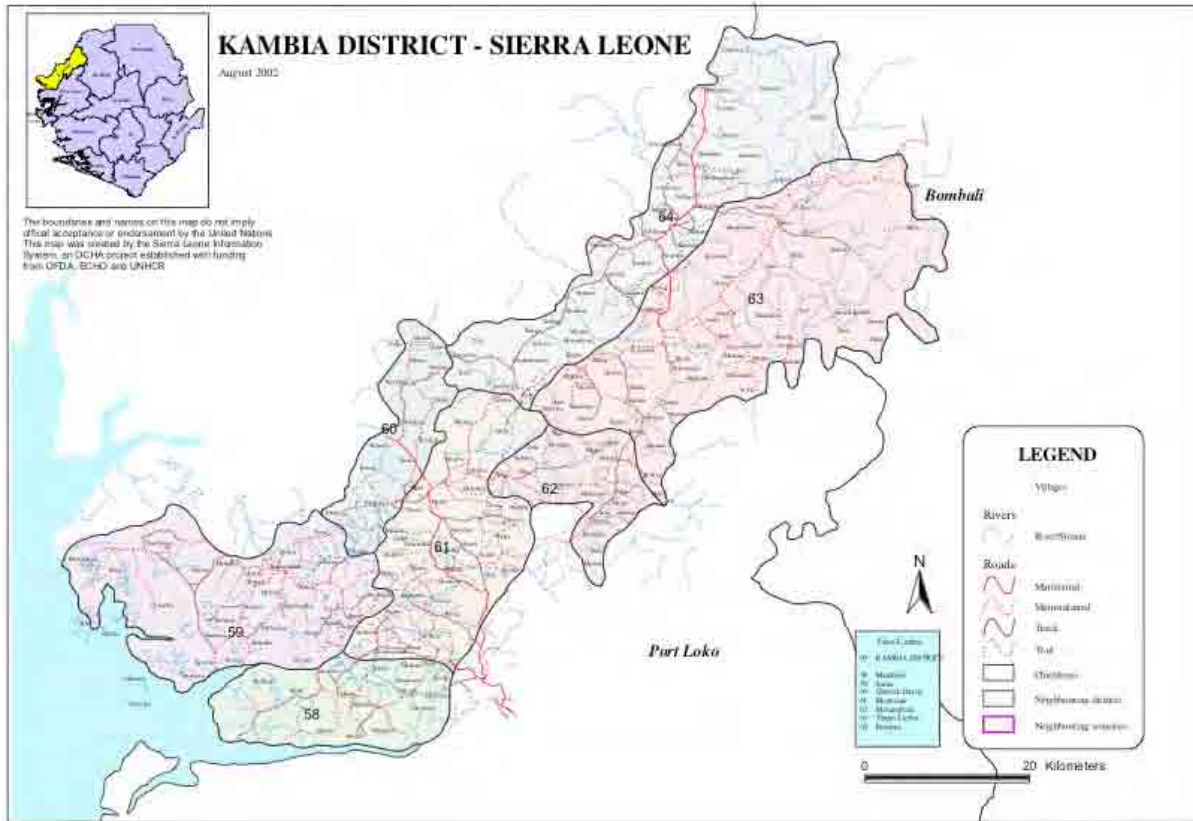
Finally we do hope that Sierra Leonean government will disseminate and utilize ECDC Model to many communities in Sierra Leone to promote self-reliant and sustainable education and community development and promote peace and development in Sierra Leone.

Very truly yours,

Kiyofumi TANAKA
Team Leader
Children and Youth Development Project
in Kambia District of the Republic of Sierra Leone



MAP 1: SIERRA LEONE AND KAMBIA DISTRICT



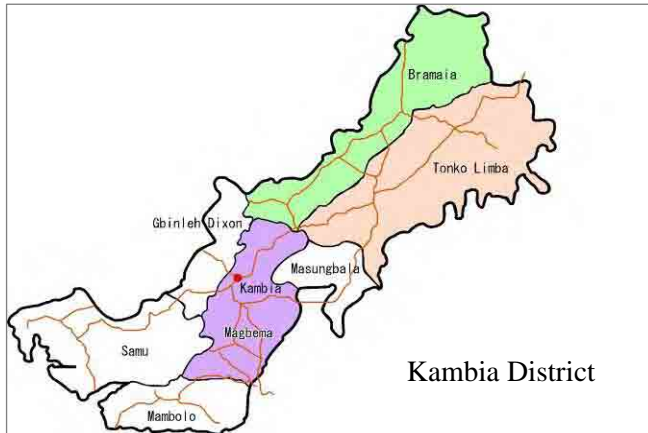
Map (Top): Development Assistance Coordination Office, *Data Pack: Kambia District*, October, 2004

- 58: Mambolo Chiefdom
- 59: Samu Chiefdom
- 60: Gbinleh Dixon Chiefdom
- 61: Magbema Chiefdom
- 62: Masungbala Chiefdom
- 63: Tonko Limba Chiefdom
- 64: Bramaia Chiefdom

Map (Bottom):
www.lib.utexas.edu/maps/africa/sierra_leone_rel82.jpg



MAP 2: PILOT PROJECT AREAS



Zone 1: Tonko Limba

Secondary School

T01 Wesleyan Centennial JSS

Primary Schools

T02 Wesleyan PS (Kamasasa)

T03 Roman Catholic Community School (Kamasasa)

T04 Kabasa I Community School (Kabasa I)

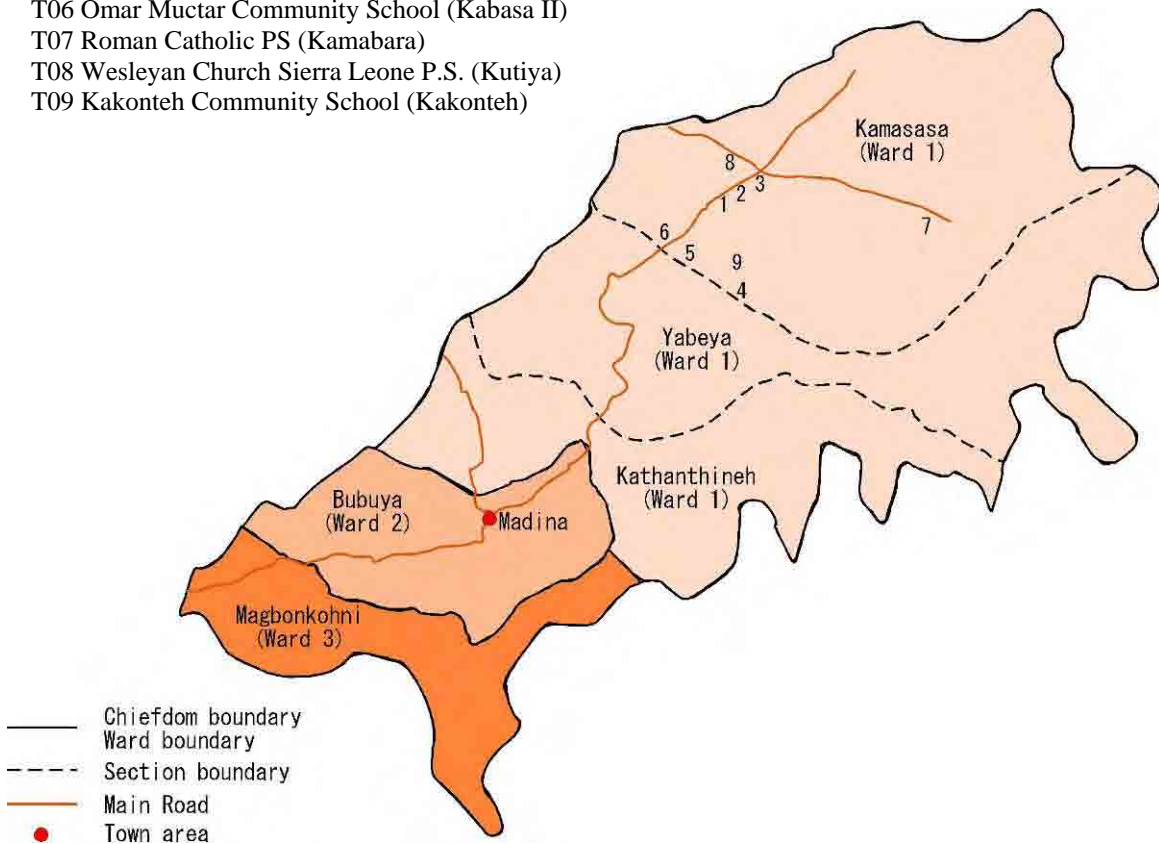
T05 Roman Catholic PS (Kabasa II)

T06 Omar Muctar Community School (Kabasa II)

T07 Roman Catholic PS (Kamabara)

T08 Wesleyan Church Sierra Leone P.S. (Kutiya)

T09 Kakonteh Community School (Kakonteh)



Zone 2: Magbema

Secondary School

M01 Ahmadiyya JSS (Rokupr)

Primary Schools

M02 Ahmadiyya PS (Rokupr)

M03 Roman Catholic PS (Rokupr)

M04 Kulafai Rashideen Islamic PS (Rokupr)

M05 SL Muslim Brotherhood PS (Rokupr)

M06 KDEC RRS Warda Model PS (Rokupr)

M07 Islamic Da-awah PS (Rokupr)

M08 KDEC Masorie (Masorie)

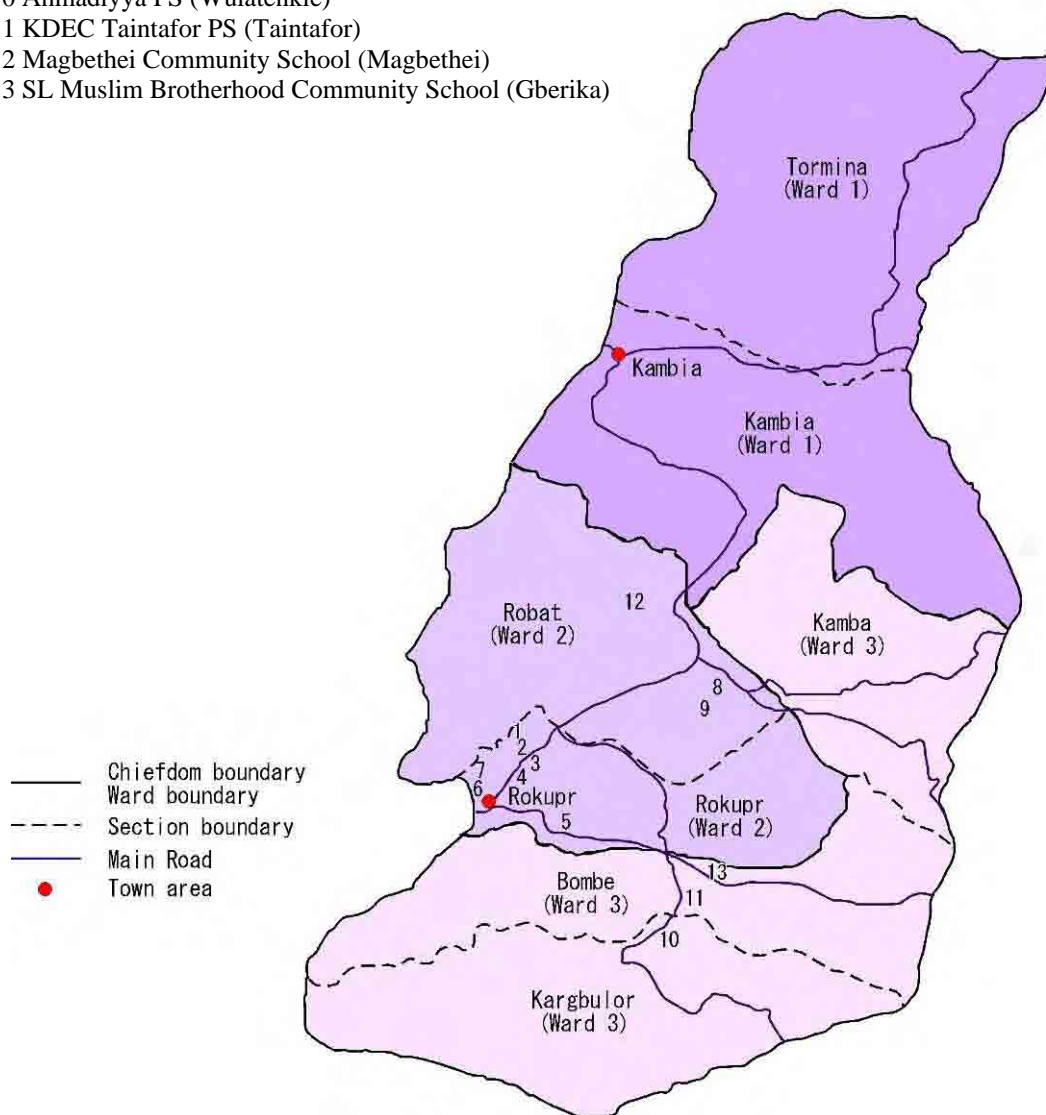
M09 St.Monica Roman Catholic PS (Masorie)

M10 Ahmadiyya PS (Wulatenkle)

M11 KDEC Taintafor PS (Taintafor)

M12 Magbethei Community School (Magbethei)

M13 SL Muslim Brotherhood Community School (Gberika)



Zone 3: Bramaia

Secondary School

B01 St. Mary JSS (Kukuna)

Primary Schools

B02 KDEC PS (Kukuna)

B03 Wesleyan Church Sierra Leone PS (Kukuna)

B04 Omar Muctar PS (Kukuna)

B05 Roman Catholic PS (Kukuna)

B06 KDEC PS (Kabaya)

B07 Kabaya Community School (Kabaya)

B08 KDEC PS (Teneba Bramaia)

B09 Turaya Community School (Turaya)

B10 Seduya Community School (Seduya)

B11 Sorimanikaya Community School (Sorimanikaya)

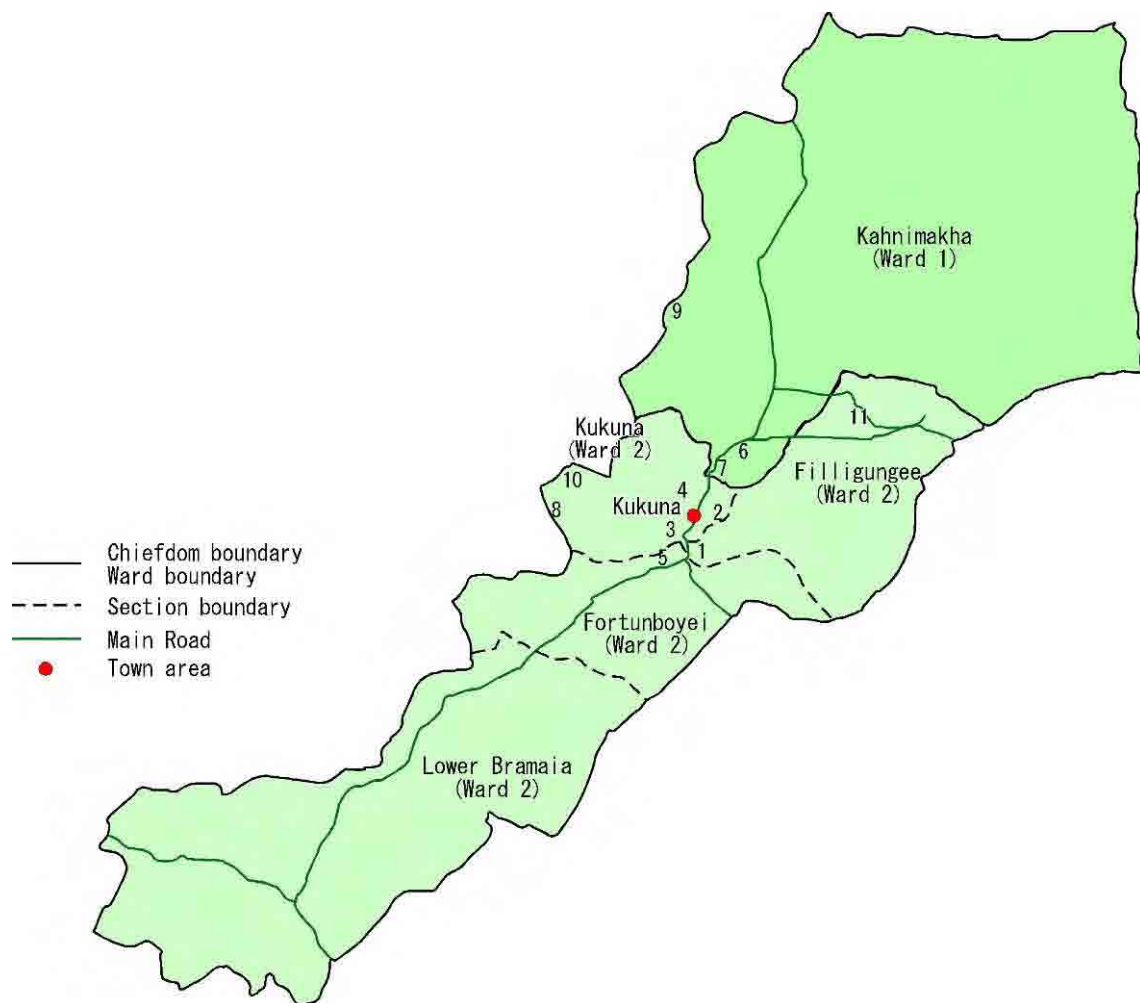


PHOTO 1: Micro Projects

Large Scale Construction Activities



Construction of 3 Classrooms



Rehabilitation of Classrooms



Construction of Staff Quarters



Construction of Health Post



Rehabilitation of Well



Making Basic School Furniture



Community Members Making Mud Blocks



Children at Newly Constructed Classroom

Small Scale Construction and Soft Type Activities for School Improvement



School Kitchen Construction



School Toilet Construction



Playground Construction and Sports Activities



Construction of Shed for Vendors



School Garden (Groundnut)



Awareness Raising Campaign



Teaching Aids and Volleyball (Use of Profit)



Woman Preparing Food for Work

Small Scale Construction and Soft Type Activities for Community Development



Community Garden (Rice)



Community Garden (Watermelon)



Seed Bank



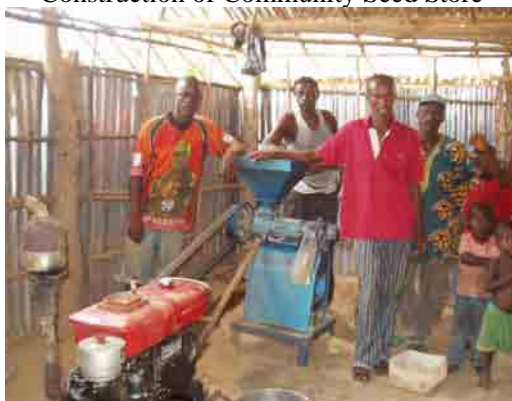
Distribution of Seeds



Construction of Community Seed Store



Construction of Drying Floor



Rice Milling



Palm Kernel Nut Cracking



Soap Making



Gara-Tie Dyeing



Buying and Selling of Agricultural Produce



Road Rehabilitation



Timber Production and Marketing (Power Saw)



Tree Planting



Livestock Bank



ECDC Members at Fund Disbursement

PHOTO 2: Resource Centers



Bramaia Resource Center (Front)



Magbema Resource Center (Side)



Construction Work



Construction Work



Equipment



Store



Refrigerator



Multi-Purpose Hall

PHOTO 3: Capacity Building of ECDCs

ECDC Trainings



First ECDC Training



Second ECDC Training



Third ECDC Training



Fourth ECDC Training

Study Visits



Study Visit on Micro Projects



Study Visit on Micro Projects



Study Visit on Water Well Management



Study Visit on Construction

Trainings at Resource Center



Training on Personal Hygiene



Training on School-based First Aid



Training on Basic Adult Literacy (Year 2)



Training on Basic Adult Literacy (Year 3)



Training on Primary School Mathematics



Training on Mathematics and Science



Training on Agriculture (Year 2)



Training on Agriculture (Year 3)



Training on Community Forestry Management



Training of Artisans

Others



Final Dissemination Seminar (Freetown)



Final Dissemination Seminar (Freetown)



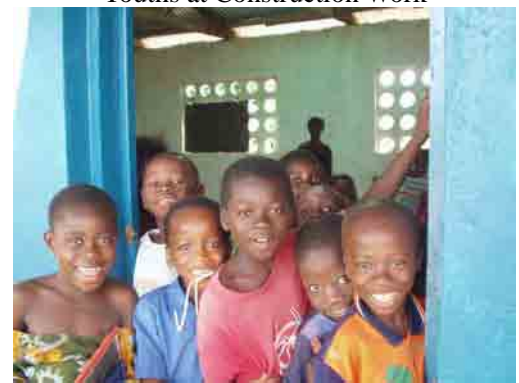
Meeting with ECDC Members



Youths at Construction Work



Women Singing about Their Micro Projects



Children at Newly Constructed Classroom

Children and Youth Development Project in Kambia District of the Republic of Sierra Leone

Final Report

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LIST OF ABBREVIATION

ASEI	Activity, Student, Experiment, and Improvisation
AfDB	African Development Bank
BECE	Basic Education Certificate Examination
BL	Baseline
BOG	Board of Governors
BR	Bramaia
CEDP	Community Empowerment and Development Projects
CFM	Community Forestry Management
CGI	Corrugate iron
COM	Community schools
CREP	Complimentary Rapid Education Program
CS	Community School
CTA	Community and Teachers' Association
DAO	District Agriculture Office
DDR	Disarmament, Demobilization and Reintegration
DEO	District Education Office
DF/R	Draft Final Report
DHMT	District Health Management Team
DSWO	District Social Welfare Office
ECDC	Education and Community Development Committee
EL	Endline
EMIS	Education Management Information System
F/R	Final Report
FAO	Food and Agriculture Organization
FAWE	Forum of African Women Educationists
FFS	Farmers Field School
FGI	Focus Group Interview
GA	Government assisted primary schools
GKK	Gendai Kenchiku Kenkyusho
GoJ	Government of Japan
GoSL	Government of Sierra Leone
IC/R	Inception Report
IDB	Islamic Development Bank
IDCJ	International Development Center of Japan
IDP	Internally Displaced Person
IGA	Income Generating Activity
IRC	International Rescue Committee
JICA	Japan International Cooperation Agency
JPT	JICA Project Team
JSS	Junior Secondary School
KDEC	Kambia District Education Committee
KDERP	Kenema District Economic Recovery Program
KRI	Koei Research Institute
MAFFS	Ministry of Agriculture, Forestry and Food Security
MCH	Maternal and Child Health
MEST	Ministry of Education, Science and Technology
MEYS	Ministry of Education, Youth and Sports
MG	Magbema
MIALGRD	Ministry of Internal Affairs, Local Government and Rural Development
MLGCD	Ministry of Local Government and Community Development
MNRRR	Ministry of Reconstruction, Resettlement, and Rehabilitation
MOHS	Ministry of Health and Sanitation
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs
MYS	Ministry of Youth and Sports
NERICA	New Rice for Africa

NGO	Non Governmental Organization
NPSE	National Primary School Examination
NRC	Norwegian Refugee Council
NaCSA	National Commission for Social Action
OJT	On the job training
ORS	Oral Rehydrant Solution
PA system	Public address system
PDSI	Plan, Do, See, Improve
PHAST	Participatory Hygiene and Sanitation Transformation
PR	Progress Report
PS	Primary School
RC	Resource Center
RC	Roman Catholic
RCMG	Resource Center Management Group
RRS	Rice Research Station (Rokupr)
RUF	Revolutionary United Front
SLAMAST	Sierra Leone Association of Mathematics and Science Teachers
SLMB	Sierra Leone Muslim Brotherhood
SMASSE	Strengthening of Mathematics and Science in Secondary Education
SMC	School Management Committee
SSS	Senior Secondary School
SSS	Salt and Sugar Solution
TBA	Traditional Birthing Attendants
TL	Tonko Limba
TOT	Training of Trainers
TP	Tripence pan
TST	Transition Support Team
UN	United Nations
UNAMSIL	United Nations Mission in Sierra Leone
UNCDF	United Nations Capital Development Fund
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIOSIL	United Nations Integrated Office in Sierra Leone
WATSAN	Water and Sanitation
WCSL	Wesleyan Church Sierra Leone
WFP	World Food Program
ZCC	Zonal Coordinating Committee

EXECUTIVE SUMMARY

Executive Summary

1. Introduction

1.1 Background, Objectives, Target Areas and Institutional Arrangement of the Project

When Children and Youth Development Project in Kambia District (hereinafter called as the Project) started in October 2005, which is a three-year technical cooperation project between the Government of Sierra Leone and Japan International Cooperation Agency (JICA), Sierra Leone was facing the challenge on how to move from the emergency assistance phase to the development phase which is more self-reliant and sustainable. In the education sector, there was still regional and gender imbalance of gross enrollment rates in primary and junior secondary schools. At the same time, the increased enrollment has brought increased pressure to under-capacitated schools with inadequate facilities where teachers are often unqualified or untrained.

Under this circumstance, the objective and outputs of the Project were agreed by the two governments as shown in Figure 1.1.

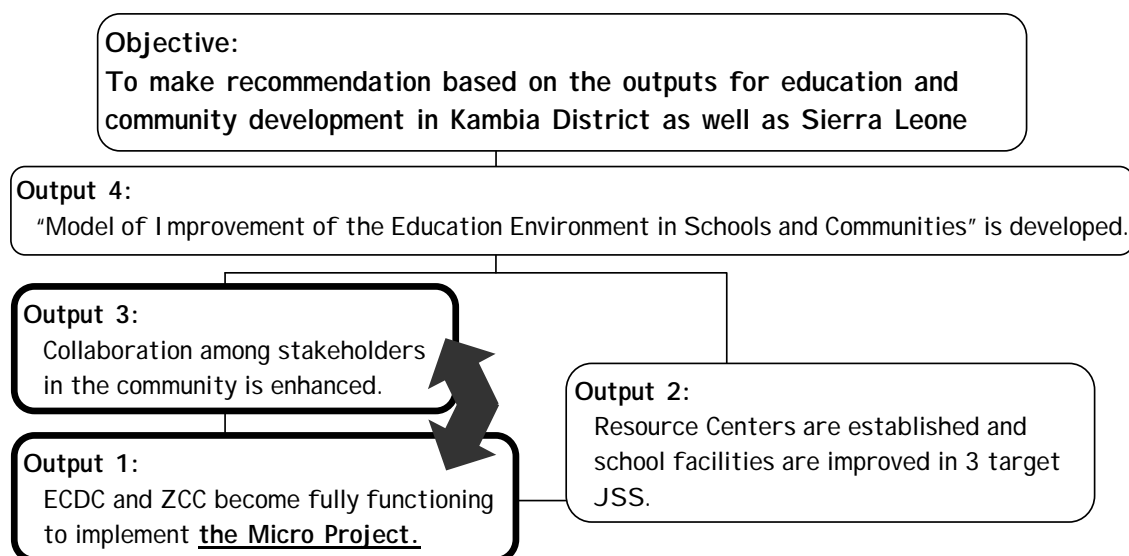


Figure 1.1: Objective and Outputs of the Project

The Project targeted Kambia District as a pilot district and selected three junior secondary schools and 30 primary schools in three out of the seven chiefdoms in the district as the target schools, as listed in Table 1.1.

Table 1.1: Target Areas and Schools

Zone	Code	School Name	Type of School
Zone 1: Tonko Limba Chiefdom	T01	Wesleyan Centennial JSS, Kamasasa	Government-assisted school
	T02	Wesleyan Church SL PS, Kamasasa	Government-assisted school
	T03	Roman Catholic PS, Kamasasa	Community school
	T04	Kabasa 1 Community School, Kabasa 1	Community school
	T05	Roman Catholic PS, Kabasa 2	Government-assisted school
	T06	Omar Muctar Community School, Kabasa 2	Community school
	T07	Roman Catholic PS, Kamabala	Government-assisted school
	T08	Wesleyan Church SL PS, Kutiya	Community school
	T09	Kakonteh Community School, Kakonteh (now Roman Catholic PS Kakonteh)	Community school
Zone 2: Magbema Chiefdom	M01	Ahamadiyya JSS, Rokupr (now Ahamadiyya SS, Rokupr)	Government-assisted school
	M02	Ahamadiyya PS, Rokupr	Government-assisted school
	M03	Roman Catholic PS, Rokupr	Government-assisted school
	M04	Kulafai Rashideen Islamic PS, Rokupr	Government-assisted school
	M05	SL Muslim Brotherhood PS, Rokupr	Government-assisted school
	M06	KDEC RRS Warda Model PS, Rokupr	Government school
	M07	Islamic Da-awah PS, Rokupr	Community school
	M08	KDEC PS, Masorie	Government school
	M09	St. Monica's Roman Catholic PS, Masorie	Community school
	M10	Ahamadiyya PS, Wulatenkle	Government-assisted school
	M11	KDEC PS, Taintafor	Government school
	M12	Magbethei Community School, Magbethei	Community school
	M13	SL Muslim Brotherhood PS, Gberika	Community school
Zone 3: Bramaia Chiefdom	B01	St. Mary JSS, Kukuna (now St. Mary SS Kukuna)	Government-assisted school
	B02	KDEC PS, Kukuna	Government school
	B03	Wesleyan Church SL PS, Kukuna	Government-assisted school
	B04	Omar Muctar PS, Kukuna	Community school
	B05	St. Mary Roman Catholic PS, Kukuna	Community school
	B06	KDEC PS, Kabaya	Government school
	B07	Kabaya Community School, Kabaya	Community school
	B08	KDEC PS, Teneba Bramaia	Government school
	B09	Turaya Community School ,Turaya (now Omar Muctar PS Turaya)	Community school
	B10	Seduya Community School, Seduya (now Wesleyan Church SL PS Seduya)	Community school
	B11	Sorimanikaya Community School, Sorimanikaya (now Omar Muctar PS Sorimanikaya)	Community school

Note: In some schools, the school name and/or the status of the school have changed in the course of the Project. The Project used the original name and status to avoid confusion. As of April 2008, only three schools (T03, M12, and B05) remain as community schools according to the definition of "government-assisted school" of District Education Office, which is existence of at least one teacher receiving salary from the government. The Project used the definition provided by the schools themselves. Schools not receiving subsidy from the government tend to consider themselves as community schools.

The Project was carried out jointly by the Sierra Leonean counterpart and JICA Project Team (JPT). Ministry of Education, Science and Technology (MEST)¹ was the responsible institution to coordinate the Project at the national level through a steering committee comprising of the concerned ministries and agencies. Kambia District Council and District Education Office were the district level counterparts for JPT, and provided appropriate counterpart staff members to facilitate and support the Project. International Development Center of Japan (IDCJ) and KRI International Corp. jointly formed JPT. JPT established an office in Kambia Town, and hired 11 local staff to implement the Project.

1.2 Basic Approaches of the Project

(1) Two-pronged approach for education and community development

The Project promotes simultaneous development of both the school and the community, as illustrated in Figure 1.2, because if the community remains poor, they will not send children to school and they cannot contribute to school improvement.

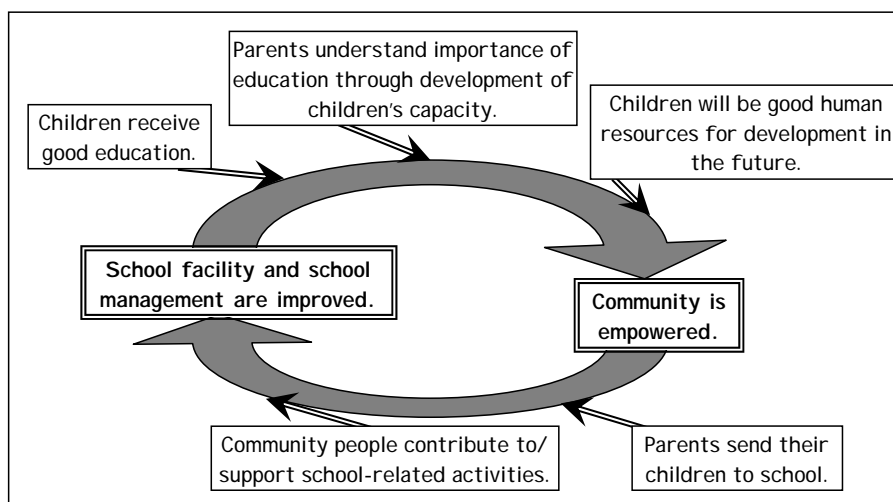


Figure 1.2: Synergy and Linkages between Education and Community Development

(2) Direct funding to the community based on their proposals in order to improve local ownership and promote local initiatives

The Project trains the community to prepare a proposal for education and community development activities (the Project calls them as Micro Projects), and if their proposal is logical, persuasive and technically and financially feasible, the Project will directly provide the fund to the community to implement and manage the Micro Project. This approach is totally different from a traditional approach by the government, donors and NGOs in which outsiders (such as the government, the donor, an NGO, or a contractor) implement the projects for the community.

¹ MEST was reorganized into Ministry of Education, Youth and Sports (MEYS) in October 2007.

As the Micro Project is based on the proposal from the community, the Project remains interactive and flexible in tailoring the assistance to the needs and capacity of each community. This approach of direct funding and flexibility is designed to maximize community-wide participation and ownership.

(3) Capacity development of community-based organization in order to promote local management and sustainability

To provide the development fund directly to the community, it is absolutely necessary to develop the capacity of community-based organizations (ECDCs in this Project) which plan, implement and manage Micro Projects. To develop ECDC's capacity, the Project uses the following strategies:

i) Step-by-step scaling up of the assistance based on the capacity of the community

Figure 1.3 illustrates the step-by-step gradual scale-up approach to provide the fund to ECDCs.

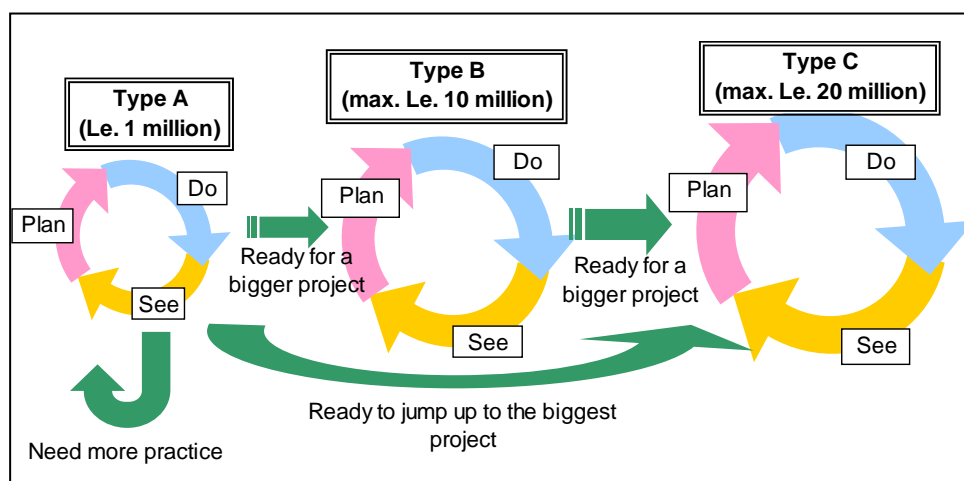


Figure 1.3: Step-by-step Scaling-up of Micro Project

In the first project year, ECDC started its activities by planning and implementing the small-scale Step 1 Micro Project with a maximum budget of Le 1 million (called Type A budget), that is basically self-help activities such as school kitchen and toilet construction or school gardening. Then, in the second and third project year, ECDC undertook a bigger scale Step 2 and 3 Micro Projects with a maximum budget of either Le 10 million (called Type B budget) or Le 20 million (called Type C budget), based on their needs and capacity shown through the previous Micro Project implementation. If ECDC's capacity was judged as low, they were not approved to implement Type C budget activities. By using this gradual scale-up approach, the Project hopes that ECDC can accumulate experiences step by step, and develop its management capacity gradually.

ii) Frequent monitoring and facilitation by the facilitators to improve their capacity

In order to develop the capacity of ECDCs, it is absolutely necessary to monitor ECDC's activities closely and frequently and make necessary advice and facilitation for them to solve problems or

improve its performance. The Project hires six facilitators to do regular monitoring and facilitation by visiting each ECDC at least once a week, and also asks District Education Office’s zonal supervisors to participate in the monitoring activities.

iii) Training and experience sharing among the communities through study visits

It is also important to provide ECDCs with opportunities for learning from training, workshops, seminars, or study visits. The Project emphasizes experience sharing among ECDCs through workshops and study visits, because peer-to-peer learning is one of the most effective ways for ECDCs to learn practical ideas and solutions to their problems.

(4) Design of ECDC based on local tradition and resources

Education and Community Development Committees (ECDCs) were set up based on 33 target schools and consist of representatives mainly from: 1) School Management Committee (SMC) or Board of Governors (BoG), including Community and Teachers Association (CTA); 2) youth groups, 3) women’s groups; and 4) other active community groups. ECDC, as a main player, is expected to involve people from all strata of the community in Micro Project and bridge the school and the community for their development and collaboration. Figure 1.4 presents the linkages between school and communities via ECDC.

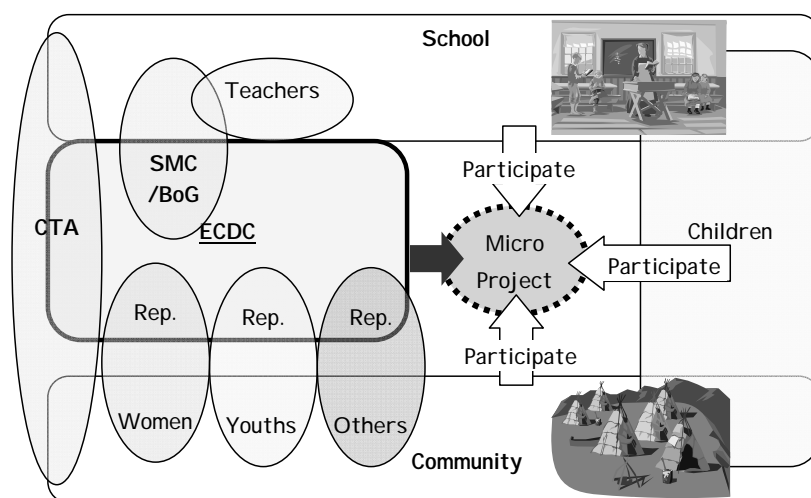


Figure 1.4: Linkages between School and Community via ECDC

ECDCs are designed as the means to utilize local traditions and resources as much as possible. In rural Sierra Leone, there has been a tradition of community contribution and mutual help, which are often mobilized by the traditional chiefs. To implement Micro Projects, ECDCs request the community to contribute whatever the community can do for Micro Project (such as providing labors, materials, cash, etc.), and many rural communities respond very positively. ECDC includes the representatives of existing self-help groups such as youth and women groups, so that ECDC can represent the wider population in the community than existing SMC (which is often dominated by the principal and

village elders). ECDC plans and implements Micro Project such as community farm, seed bank, soap making, gara-tie dyeing, and so on, because the community people already know these activities through their experiences in the past, when emergency assistance agencies or NGOs implemented these activities.

ECDC is organized around the existing school in the community, because the school is one of the key institutions (often only one institution) in the community which can link the community with the government. As testified by the fact that many communities established their own community schools without any assistance from the government, the local people have strong concerns in educating their children, so it is very likely that the community can unite for the improvement of education and children's welfare. In addition, educated and literate school teachers have a potential to become good facilitators for community development in the rural area where most of the population are illiterate or not well educated.

2. Establishment and Capacity Building of ECDCs

2.1 Establishment of ECDC

Education and Community Development Committee (ECDC) was established from December 2005 to January 2006 through the procedure shown in Figure 2.1. The ECDC members were selected based on the guideline shown in Table 2.1.

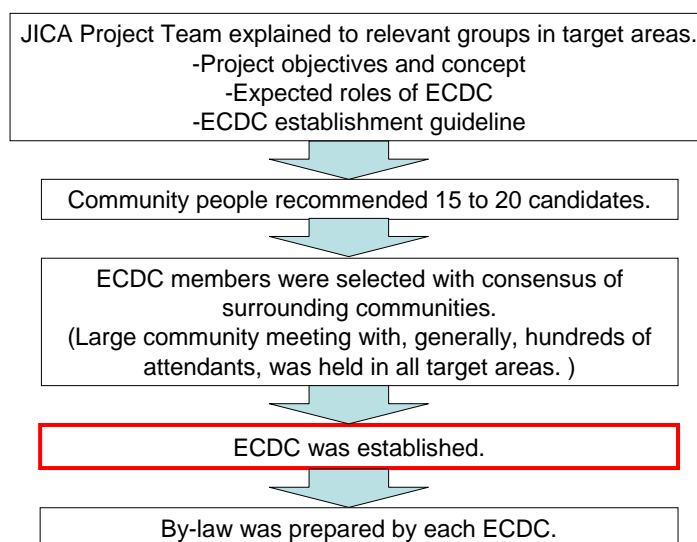
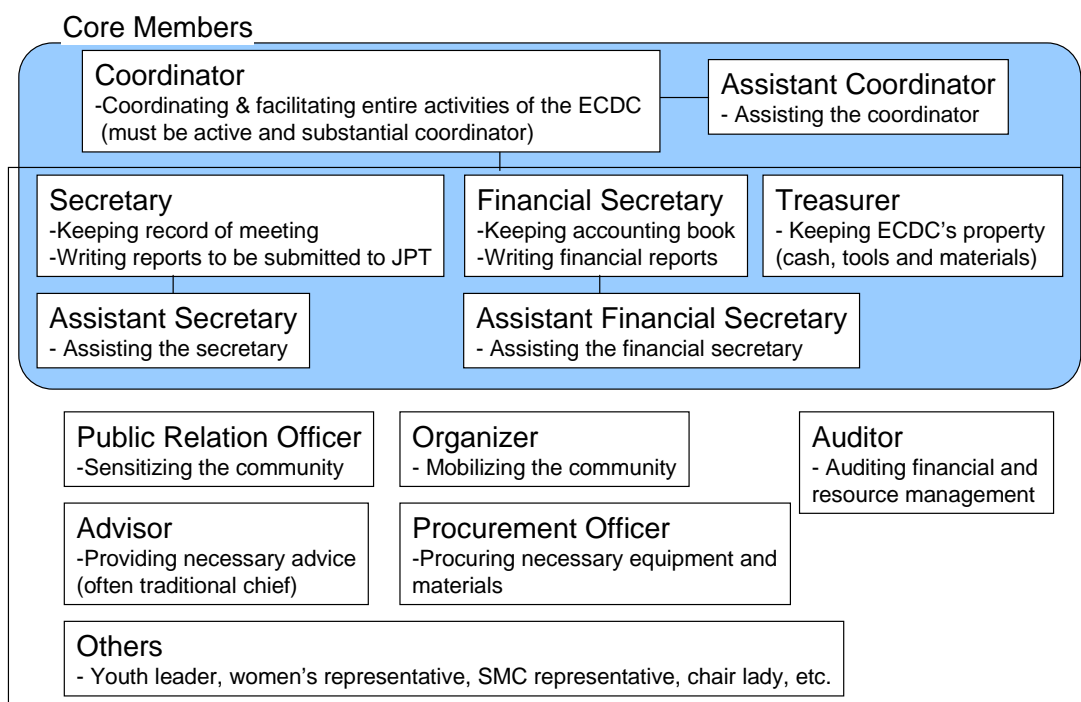


Figure 2.1: ECDC Establishment Process

General organization structure and basic roles of each position of ECDC are presented in Figure 2.2. It is a very flat structure. Although the coordinator is responsible for the entire activities of the ECDC, decision is made based on a consensus of all members through open discussion among members and sometimes with other community people.

Table 2.1: Guidelines for Establishment of ECDC

<p>Number of members: about 15</p> <p>Criteria:</p> <ul style="list-style-type: none"> - ECDC should include representatives from the following groups/organizations. <ul style="list-style-type: none"> • SMC (School Management Committee)/ BoG (Board of Governors) • Women's groups • Youth groups • Other active community groups, if any • Artisan (carpenter/mason) (added based on the experience of construction activities in Step 2) - ECDC members should be selected taking into consideration the balance of the following aspects: <ul style="list-style-type: none"> • Gender • Various communities covered by the school • Traditional and socio-economic groups • Community and SMC/BoG • Teachers and community members - ECDC members must be selected by avoiding political influence and unfavorable intervention and/or domination by local authorities. (As ECDC members need to be able to work substantially and voluntarily, ECDC membership should not be considered as an honorable title).

**Figure 2.2: General Organization Structure and Basic Roles of Each Position of ECDC**

2.2 Trainings and Study Visits

The Project organized various trainings and study visits for ECDCs throughout the Project period as shown in Table 2.2 and 2.3. First, ECDCs were trained on how to plan and implement Micro Projects utilizing *Micro Project Planning and Management Manual* developed by the Project. Second, trainings on various thematic areas were provided to supplement Micro Projects and meet potential needs of the community which were not prioritized by ECDC. Third, experience sharing among ECDCs was encouraged through workshops and study visits.

Table 2.2: List of Training Conducted by the Project (1/2)

Year	Name of Training	Dates	Trainers	Trainees (No.)	Main Objectives
Year 1	Training of Facilitators (TOT)	6 – 8 Feb 2006 (3 days)	JICA Team	JICA facilitators (6) JICA field coordinator (1) DEO staff (8) DSWO staff (1) District Council staff (2)	- To train facilitators and counterparts to become trainers in Training of ECDCs
	First Training of ECDCs on Micro Project Planning	4-5 Mar 2006 (TL) 10-11 Mar 2006 (MG) 18-19 Mar 2006 (BR)	JICA facilitators DEO staff DSWO staff District Council staff	ECDC core members (5 per ECDC)	- To understand JICA's approach and the concept of Micro Project - How to prepare a proposal for Step 1 and Step 2 Micro Projects
	Second Training of ECDCs on Micro Project Implementation and Management	22 Apr 2006 (TL) 29 Apr 2006 (MG) 6 May 2006 (BR)	JICA facilitators DEO staff DSWO staff District Council staff	ECDC core members (3 per ECDC)	- How to write monthly reports and financial reports
Year 2	Training of Trainers (TOT) on Monitoring and Evaluation	17 Oct 2006	JICA Team	DEO staff (7)	- To train DEO staff to become trainers in Training of ZCCs on Monitoring and Evaluation
	Training of ZCCs on Monitoring and Evaluation	28 Oct 2006 (TL) 4 Nov 2006 (BR) 10 Nov 2006 (MG)	DEO staff	ZCC members (1 per ECDC)	- How to monitor and evaluate Micro Projects
	Training of Moderators (TOT) on Personal Hygiene	6 Mar 2007 (MG) 7 Mar 2007 (BR) 8 Mar 2007 (TL)	JICA Team	ECDC members (2 per ECDC) DHMT staff (7)	- To understand PHAST (Participatory Hygiene & Sanitation Transformation) methodology for hygiene education
	Third Training of ECDCs on Micro Project Planning and Management	22 Mar 2007 (TL) 23 Mar 2007 (MG) 24 Mar 2007 (BR)	JICA facilitators DEO staff DSWO staff	ECDC core members (4 per ECDC)	- To facilitate experience sharing and mutual learning among ECDCs - How to prepare a proposal for Step 3 Micro Project
	Training on Primary School Mathematics	27 Mar 2007 (TL) 28 Mar 2007 (MG) 29 Mar 2007 (BR)	DEO staff	ECDC members (teachers) (2 per ECDC)	- How to teach difficult concepts in primary mathematics - How to make math lessons interesting
	Training of Moderators (TOT) on Basic Adult Literacy and Numeracy	30 Mar 2007 (MG) 2 Apr 2007 (TL) 4 Apr 2007 (BR)	JICA Team DSWO staff	ECDC members (2 per ECDC)	- To train moderators for 8-16 week basic literacy and numeracy course
	Training on Agriculture	15 May 2007 (TL) 16 May 2007 (BR) 17 May 2007 (MG)	DAO staff (District Coordinators of FAO Farmers Field School)	ECDC members (2 per ECDC)	- To obtain practical and theoretical knowledge on vegetable gardening

Year	Name of Training	Dates	Trainers	Trainees (No.)	Main Objectives
Year 3	Fourth Training of ECDCs on Micro Project Planning and Management	31 Oct 2007 (TL) 1 Nov 2007 (BR) 3 Nov 2007 (MG)	JICA facilitators DEO staff DSWO staff	ECDC core members (4 per ECDC)	<ul style="list-style-type: none"> - To self-evaluate ECDC's capacity to improve it for sustainable activities after JICA assistance - To understand the importance of managing community forestry
	Training of Artisans (Carpenters and Masons)	19-23 Nov 2007 (5 days)	Mr. Tucker (Senior Carpenter) VISPA Vocational Training Center, Kambia Visited M06, M07, M08, M09	13 ECDCs with construction works in Step 3 (1 carpenter and 1 mason per ECDC)	<ul style="list-style-type: none"> - To train 1) carpenters on wood working and 2) masons on plaster and concrete works - To train carpenters and masons on furniture making and painting
	Second Training of Moderators (TOT) on Basic Adult Literacy and Numeracy	21 Nov 2007 (MG) 22 Nov 2007 (BR) 23 Nov 2007 (TL)	JICA Team DSWO staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - To learn practical problem-solving in organizing literacy classes - To refresh participants' knowledge of the method of basic literacy education
	Training on Community Forestry Management	29 Nov 2007 (MG) 1 Dec 2007 (TL & BR)	DAO staff	ECDC and RCMG members (1-3 per ECDC)	<ul style="list-style-type: none"> - How to nurse and plant tree seedlings - How to operate and maintain power saw
	Training of Resource Center Management Groups (RCMGs)	5 Dec 2007	JICA Team Visited ABC Center in Kambia Town and Magbema Resource Center (RC)	RCMG core members (5 per RCMG)	<ul style="list-style-type: none"> - To learn from successful management of ABC Center and Magbema RC - To develop an action plan to improve operation and management of each Resource Center
	Training of Trainers (TOT) on Mathematics and Science	6-8 Mar 2008	SLAMAST teachers	DEO staff (10) Primary school teaches in Kambia Town (4)	<ul style="list-style-type: none"> - To train trainers for Training on Mathematics and Science based on ASEI/PDSI methodology developed in SMASSE Project in Kenya
	Training on Mathematics and Science	11 Mar 2008 (BR) 12 Mar 2008 (TL) 13 Mar 2008 (MG)	DEO staff Primary school teaches in Kambia Town	ECDC members (teachers) (2 per ECDC)	<ul style="list-style-type: none"> - To introduce ASEI/PDSI methodology for math and science - How to develop lesson plans based on ASEI/PDSI methodology
	Training on School-based First Aid	7 Apr 2008 (BR) 8 Apr 2008 (TL) 9 Apr 2008 (MG)	JICA Team DHMT staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - How to treat diarrhea and slight injury at school - To provide a first aid kit to schools
	Second Training on Agriculture	27 May 2008 (TL & part of MG) 29 May 2008 (BR & part of MG)	JICA Agriculture Team DAO staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - To learn from JICA Agriculture Team's experiences in vegetable farming

Table 2.3: List of Study Visits Conducted by the Project

Year	Name of Study Visit	Dates	Visited Sites	Participants (No.)	Main Objectives
Year 2	Study Visit on Micro Projects	13 Apr 2007 (TL) 19 Apr 2007 (BR) 20 Apr 2007 (MG)	Visited M05, M06, M08 (for TL); B01, B08, B10 (for MG); T02, T06, T07, T09 (for BR)	ECDC core members (2 per ECDC)	- To facilitate experience sharing and mutual learning on micro projects among ECDCs
	Study Visit on Water Well Management	24 May 2007	Visited Kabaya, Milikie, Kasiri Matatoi Resource Persons: DHMT, ActionAid, Well Technician	6 ECDCs with well works in Step 3 (2 per ECDC)	- To learn from the successful and problematic cases of community management of water wells
	Study Visit on School Construction	31 May 2007	Visited T04, T05, M06, B03	30 ECDCs with construction works in Step 2 and 3 (1-2 per ECDC)	- To facilitate experience sharing and mutual learning on school construction among ECDCs
Year 3	Study Visit to Kambia by Steering Committee Members	13-14 Feb 2008 (Study Visit) 15 Feb 2008 (Workshop)	Visited T01, T02, T03, T04, T05, T09, M01, M04, M06, M08, M13, B03, B07, B08, B10, B11	MESY staff (3) FAWE (1) DEO (2) NaCSA (1) (In the workshop, District Council (5) and DSWO (1) also participated.)	- To facilitate and promote Steering Committee members' understanding of JICA approach and Micro Projects
	Study Visit to Kambia by UNDP/UNCDF Kenema District Economic Recovery Program	20 Feb 2008 (Study Visit) 21 Feb 2008 (Workshop)	Visited T03, T05, T07, T09, M03, M05, M11, B07, B09, B11	UNDP/UNCDF (11) People from Kenema (17) District Council (7), DEO (3) Media (2) JICA Freetown Office (1)	- To exchange experiences between JICA Kambia Education Project and UNDP/UNCDF Kenema District Economic Recovery Program
	Second Study Visit on Micro Projects	9 May 2008 (Seed Bank in TL) 10 May 2008 (Machine Operation in MG)	Visited T02, T05, T09, M03, M08, M13	ECDC core members (1-2 per ECDC) MEYS staff (2) MIALGRD (1) District Council (1), DEO (1), DAO (2), NaCSA (1), IRC (1) JICA Ghana Office (1) JICA Freetown Office (1)	- To facilitate experience sharing and mutual learning on income-generating activities such as seed bank and operation of some post-harvest machines (e.g. rice milling machine, power saw, nut cracker) among ECDCs

3. Planning and Implementation of Micro Projects

3.1 Step 1, 2 and 3 Micro Projects

Starting from Step 1 project (with Type A budget) through to Step 2 and 3 projects (with Type B or Type C budget), ECDCs repeated the “Plan-Do-See Cycle” three times in the Micro Projects.

Table 3.1 shows the different kinds of activities implemented with three types of funding. Table 3.2 shows the list of all Micro Projects implemented through Step 1, 2 and 3 in 33 ECDCs.

Table 3.1: Kinds of Activities Implemented in Each Budget Type

Funding Type	Step	Kinds of activities	Number of ECDC	Ratio
Type A Le. 1 million	Step 1	School garden	22	37%
		School toilet construction/rehabilitation	10	17%
		School kitchen construction/rehabilitation	9	15%
		Other school facilities *1	8	13%
		Awareness raising campaign	4	7%
		Community facilities *2	3	5%
		Others *3	4	7%
		<i>Total</i>	60	100%
Type B Le. 10 million	Step 2 / Step 3	Agriculture trading	13	15%
		Furniture making / repair	12	14%
		Other IGAs *4	11	13%
		Seed bank	10	12%
		Other school facilities *5	9	10%
		Classroom construction/ completion/ rehabilitation	7	8%
		Group farming / school garden/ tree planting	6	7%
		Community facilities *6	4	5%
		Others *7	14	16%
		<i>Total</i>	86	100%
Type C Le. 20 million	Step 2 / Step 3	Classroom construction/ completion/ rehabilitation	19	29%
		Seed bank	11	17%
		Other IGAs *8	11	17%
		Community facilities *9	9	14%
		Other school facilities *10	7	11%
		Staff quarters construction	5	8%
		Others *11	4	6%
		<i>Total</i>	66	100%

*1: Playground, teacher's room, and completion/ minor repairs of classrooms.

*2: Drying floor and road rehabilitation

*3: Tree planting, securing land document, clearing the site and hauling of construction materials.

*4: Agriculture machine operations, power saw operations, soap making, gara-tie dyeing, and livestock bank.

*5: Water well, rehabilitation of staff quarters, shed, school toilet and kitchen.

*6: Drying floor, community store and shed for livestock construction.

*7: Awareness raising, trainings, stationery/uniform sales, sports, livestock bank, textbooks, hauling construction materials.

*8: Agriculture machine operations, power saw operations, agriculture trading, soap making, and livestock bank.

*9: Drying floor, community store, furniture for community store, health post, and toilet for health post.

*10: Water well, furniture making, and toilet and kitchen for staff quarters.

*11: Tree planting, training, sports, and procurement of textbooks.

Table 3.2: List of Micro Projects

Italicized Activity = Activity with Technical Team's support

JICA Fund: Type A = Le 1,000,000, Type B = Le 10,000,000, Type C = Le 20,000,000

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
T01	Wesleyan Centennial JSS Kamasasa	1) School toilet construction	1) Seed bank (rice and groundnut) 2) Provision of oil palm seedlings for school gardening	B	1) <i>Construction of 3 classrooms</i>	C
T02	Wesleyan Church SL PS Kamasasa	1) School garden (groundnut) 2) Drying floor construction	1) Seed bank (rice and groundnut) 2) Organizing sports activities	B	1) Grating machine for cassava processing 2) Soap making 3) Buying and selling of agricultural produce 4) <i>Rehabilitation of well</i>	C
T03	Roman Catholic CS Kamasasa	1) School toilet construction	1) Seed bank (rice and groundnut) 2) <i>Completion of school building and making school furniture</i>	C	1) Construction of 3 sheds for livestock 2) Livestock bank (chicken, goat, sheep)	B
T04	Kabasa I CS	1) School toilet construction	1) <i>Construction of 3 classrooms + office with store</i>	C	1) Making basic school furniture 2) Seed bank (rice and groundnut)	B
T05	Roman Catholic PS Kabasa II	1) School garden (vegetable)	1) <i>Rehabilitation of 4 classrooms</i> 2) <i>Making basic school furniture</i> 3) Seed bank (rice and groundnut)	C	1) Construction of drying floor 2) Construction of community seed store 3) Timber production and marketing (power saw)	B
T06	Omar Muctar PS Kabasa II	1) School garden (groundnut)	1) School garden (vegetable) 2) Provision of oil palm seedlings for school gardening 3) Nutrition training for women and school cooks	B	1) Seed bank (rice and groundnut) 2) <i>Construction of 2 classrooms</i>	C
T07	Roman Catholic PS Kamabala	1) Road rehabilitation	1) <i>Rehabilitation of school building and making school furniture</i>	B	1) Seed bank (rice and groundnut) 2) Timber production and marketing (power saw) 3) Construction of community seed store	C
T08	Wesleyan Church SL CS Kutiya	1) School toilet construction	1) <i>Construction of 2 classrooms + office with store</i> 2) Training in personal hygiene improvement	C	1) Rehabilitation of 3 classrooms (with self-finance) 2) Seed bank (rice and groundnut)	B
T09	Kakonteh CS (now Roman Catholic PS Kakonteh)	1) Road rehabilitation	1) Seed bank (rice and groundnut) 2) Construction of community seed store	C	1) Timber production and marketing (power saw) 2) <i>Rehabilitation of well</i> 3) Rehabilitation of school	B

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
M01	Ahamadiyya SS Rokupr	1) Awareness raising campaign 2) School garden (rice)	1) Repairing and fixing of windows, doors and ceiling 2) Making basic school furniture 3) Buying and selling of agricultural produce	B	1) Construction of 3 classrooms + office with store	C
M02	Ahamadiyya PS Rokupr	1) School garden (vegetable)	1) Making basic school furniture 2) Renovation of the incomplete school building 3) Buying and selling of agricultural produce 4) Rice and potato cultivation	B	1) Construction of 3 classrooms + office with store	C
M03	Roman Catholic PS Rokupr	1) School garden (groundnut)	1) Rice milling	B	1) Construction of 3 classrooms + office with store	C
M04	Kulafai Rashideen Islamic PS Rokupr	1) School playground construction	1) Soap making 2) Gara-tie dyeing 3) Buying and selling of agricultural produce	B	1) Construction of staff quarters and furniture 2) Staff quarters toilet and kitchen construction	C
M05	SL Muslim Brotherhood PS Rokupr	1) Completion of school building (3 classrooms)	1) Soap making 2) School and community gardening	B	1) Construction of 3 classrooms + office with store	C
M06	KDEC RRS Warda Model PS Rokupr	1) School garden (vegetable)	1) Construction of 3 classrooms + office with store	C	1) Power ploughing	B
M07	Islamic Da-awah PS Rokupr	1) School garden (groundnut) 2) Awareness raising campaign (school feeding)	1) Completion of 5 classrooms and making school furniture	C	1) Making basic school furniture 2) Buying and selling of agricultural produce	B
M08	KDEC Masorie PS	1) School garden (rice and sweet potato)	1) Making basic school furniture 2) Palm kernel nut cracking	B	1) Construction of staff quarters and furniture 2) Seed bank (rice)	C
M09	St. Monica's Roman Catholic PS Masorie	1) Staff room building construction	1) Construction of community store and an office 2) Making office table and chairs 3) Buying and selling of agricultural produce	C	1) Timber production and marketing (power saw) 2) Making basic school furniture 3) Training of teachers on methodology and contents	B
M10	Ahamadiya PS Wulatenkle	1) School garden (rice and groundnut)	1) Making basic school furniture 2) Seed bank (rice)	B	1) Construction of health post and furniture 2) Health post toilet construction	C
M11	KDEC Taintafor PS	1) School garden (groundnut)	1) Rice Milling 2) Seed bank (rice)	C	1) Buying and selling of agricultural produce 2) Renovation of the uncompleted staff quarters 3) Making basic school furniture	B
M12	Magbethei CS	1) School garden (vegetable)	1) Timber production and marketing (power saw)	B	1) Construction of 3 classrooms + office with store	C
M13	SL Muslim Brotherhood PS Gberika	1) School garden (vegetable)	1) Timber production and marketing (power saw)	B	1) Construction of staff quarters and furniture 2) Making basic school furniture	C

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
B01	St. Mary SS Kukuna	1) Awareness raising campaign 2) School playground construction	1) Buying and selling of agricultural produce 2) Making basic school furniture 3) Awareness raising campaign (importance of education) 4) Construction of shed	B	1) Planting fast growing trees and oil palm 2) Making of shelves for school library 3) Organizing sports activities 4) Seed bank (rice and groundnut) 5) Livestock bank (goat and sheep)	C
B02	KDEC Kukuna PS	1) School garden (groundnut and cassava) 2) Kitchen construction 3) Awareness raising campaign 4) School toilet rehabilitation	1) Repairing of 95 sets of desk and bench 2) Awareness raising campaign (importance of education) 3) Seed bank (rice and groundnut) 4) Buying and selling of agricultural produce	B	1) <i>Rehabilitation of well</i> 2) Rehabilitation of school 3) Construction of community seed store	C
B03	Wesleyan Church SL PS Kukuna	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut and vegetable)	1) <i>Construction of 3 classrooms + office with store</i>	C	1) Rehabilitation of old school structure 2) Making basic school furniture 3) Seed bank (rice and groundnut) 4) Buying and selling of agricultural produce	B
B04	Omar Muctar PS Kukuna	1) Secure land document 2) Clearing the site 3) Hauling local construction materials	1) Buying and selling of agricultural produce 2) School toilet and kitchen construction 3) Awareness raising campaign (importance of education)	B	1) <i>Construction of 3 classrooms + office with store</i>	C
B05	St. Mary Roman Catholic PS Kukuna	1) School kitchen construction 2) School garden (groundnut) 3) School playground construction	1) School toilet construction 2) Making basic school furniture 3) Procurement of school stationery for a revolving fund 4) Buying and selling of agricultural produce	B	1) Rice milling 2) Seed bank (rice and groundnut)	C
B06	KDEC Kabaya PS	1) School garden (groundnut and vegetable) 2) School toilet rehabilitation 3) School kitchen construction	1) Buying and selling of agricultural produce 2) Procurement of school stationery for a revolving fund 3) Hauling of local construction materials 4) Construction of temporal shed	B	1) <i>Construction of 3 classrooms + office with store</i>	C
B07	Kabaya CS	1) School kitchen construction 2) School garden (groundnut) 3) Repairing school doors & windows	1) Buying and selling of agricultural produce 2) Seed bank (rice and groundnut) 3) Awareness raising campaign (importance of education)	B	1) Construction of community seed store 2) Rehabilitation of school 3) Timber production and marketing (power saw) 4) Procurement of textbooks 5) Seed bank (groundnut)	C
B08	KDEC Teneba Bramaia PS	1) School playground construction 2) School kitchen construction 3) School garden (groundnut and vegetable)	1) Rehabilitation of old school building to staff quarters & store 2) Seed bank (rice and groundnut) 3) Sale of school uniform 4) Training of community farmers	B	1) <i>Construction of a new well</i> 2) Construction of drying floor	C

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
B09	Turaya CS (now Omar Muctar PS Turaya)	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut)	1) <i>Completion of school building and making school furniture</i>	C	1) Community swamp rice cultivation 2) Buying and selling of agricultural produce 3) Rehabilitation of local water well	B
B10	Seduya CS (now Wesleyan Church SL PS Seduya)	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut and vegetable) 4) Planting trees 5) Fixing school door locks	1) <i>Construction of staff quarters</i> 2) Seed bank (rice and groundnut)	C	1) Construction of community seed store 2) Construction of local water well at school 3) Procurement of textbooks, chalk, footballs, etc.	B
B11	Sorimanikaya CS (now Omar Muctar PS Sorimanikaya)	1) School toilet construction 2) School kitchen construction 3) School garden (groundnut)	1) <i>Rehabilitation of school building and making school furniture</i> 2) Seed bank (rice and groundnut)	B	1) <i>Rehabilitation of well</i> 2) Construction of staff quarters 3) Timber production and marketing (power saw)	C

3.2 Capacity Building Impact through Step 1, 2 and 3 Micro Projects

(1) Commitment of ECDC and Community

Through implementation of Micro Projects, ECDC members and community people in most of the target areas came to realize that no development assistance will come to them by just sitting and waiting for it and that they could improve their situation by their own efforts. Even illiterate members including women become confident and their ownership of the activities were high, as seen in the meetings where these people willingly speak up in front of a big audience.

When ECDCs were not approved for higher budget, that experience helped them realize that they need to show their commitment and build their capacity in order to receive what they wanted. The motivation to receive fund for their dream projects (usually construction activities) in Step 3 served as a driving force to develop the capacity and ownership of these ECDCs. In such cases, ECDCs often held meetings to reactivate ECDC through replacement of the “honorable (but not active) members.”

Moreover, most ECDCs has sustained, expanded and upgraded their Micro Projects by their own efforts. Furthermore, some have also embarked on many extra activities such as school garden, construction of a health post, and even dissemination of the Project’s concept in non-target schools.

(2) Mobilization of the Community

Micro Projects successfully tapped the local people’s potential to contribute to their own development. ECDC and community members contributed greatly to their Micro Projects, especially in terms of labor (farming, making mud blocks and other construction works, transporting materials, cooking, etc.) and in-kind contribution such as local materials (water, sand, stone, bush stick, etc.), working tools, food for work, and sometimes purchased materials such as cement or petrol. Micro Projects could not have completed without these contributions.

While facing constraints during the farming season, ECDCs also collected financial contribution through monthly contribution and other contributions from members, community and even relatives outside the community. The summary of the financial contribution collected in comparison with the external fund is shown in Table 3.3.

Table 3.3: Financial Contribution in Three Steps of Micro Projects

(Unit: Le.)

JICA Fund	Contribution *1				
	(n)	Tonko Limba (9)	Magbema (13)	Bramaia (11)	All ECDCs (33)
Type A *2 1,000,000	Average	514,722	1,243,785	73,727	654,930
	Ratio to JICA fund	51%	124%	7%	65%
	Range	95,000 - 1,164,000	200,000 - 3,702,000	0 - 478,000	0 - 3,702,000
	Ratio to JICA fund	10% - 116%	20% - 370%	0% - 48%	0% - 370%
Type B *3 10,000,000	Average	297,061	935,839	171,660	506,900
	Ratio to JICA fund	3%	9%	2%	5%
	Range	0 - 740,000	0 - 2,115,449	0 - 327,400	0 - 2,115,449
	Ratio to JICA fund	0% - 7%	0% - 21%	0% - 3%	0% - 21%
Type C *3 20,000,000	Average	507,211	2,941,687	247,865	1,379,798
	Ratio to JICA fund	3%	15%	1%	7%
	Range	0 - 2,048,000	13,008 - 7,898,440	0 - 484,000	0 - 7,898,440
	Ratio to JICA fund	0% - 10%	0% - 39%	0% - 2%	0% - 39%
Total 31,000,000	Average	1,318,994	5,121,311	493,252	2,541,629
	Ratio to JICA fund	4%	17%	2%	8%
	Range	701,000 - 2,534,500	987,240 - 12,783,742	245,525 - 921,000	245,525 - 12,783,742
	Ratio to JICA fund	2% - 8%	3% - 41%	0% - 3%	0% - 41%

*1: Excluding sales or profit but including interest earned in savings account (M01~M05, M08, M12, M13, B06).

*2: Type A: Step 1 (April-November 2006).

*3: Type B and Type C: Step 2 (December 2006-October 2007) or Step 3 (November 2007-April 2008).

(3) Record Keeping/ Transparency and Accountability

Transparency among the community was one of the key factors to sustain ECDC activity successfully. Although most ECDCs have only a few literate members, their record keeping capacity has been sharply developed with close monitoring and supervision of facilitators.

ECDCs in Magbema, especially in Rokupr, showed high performances in terms of record keeping due to their high literacy rate and daily exposure to the market area. On the other hand, in remote areas such as Tonko Limba and areas outside Kukuna in Bramaia, the high illiteracy rate was a big challenge for ECDCs' record keeping.

(4) Problem Solving

ECDCs have overcome various difficulties during the Micro Projects implementation. Major difficulties included:

- It was difficult to mobilize many community people for voluntary works in the peak farming season.
- Activities slowed down as the community became relaxed after the fund disbursement, or doubtful of ECDC due to miscommunication between the two.
- Due to price escalation, underestimation and overlooked indirect cost such as transportation, the activity cost turned out to be higher than expected.

- Construction/Gardening works were frequently disturbed by the heavy rain.
- Heavy wind destroyed roofs and walls of school facilities.
- School/Community garden was damaged by insects or animals.
- Materials, seeds and produce were stolen from their school/community garden.

ECDCs held meetings to solve problems with or without support of JPT facilitators and sometimes with support of traditional leaders. Only in extreme cases, they requested intervention of District Education Office and JPT.

ECDCs covered unexpected cost by their own contribution. ECDCs also raised contribution to recover damages, and took traditional methods to prevent damages by insects/animals. Some ECDCs in Tonko Limba mobilized people for the activities in rotation during the peak farming season to continue the work. Thefts occurred in Magbema and Bramaia township areas. ECDCs and the community jointly guarded their produce and seeds.

4. Establishment and Use of Resource Centers

The Project constructed three Resource Centers (RCs) at each of the three target junior secondary schools to serve as the training and resource center for teachers in feeder primary schools. Resource Center Management Group (RCMG) was established in each RC to operate and manage the RC. RCMG mainly consists of representatives of ECDCs in each pilot project zone.

Generally speaking, the activities in the RC can be divided into three types of activities: shop operation (stationery, mathematical kit, etc), rental center operation (sports equipment, generator, computer, TV, video player, PA system, megaphone, etc), and events/seminar/training. Based on the use plans developed by RCMGs, the Project procured necessary equipment and materials for three RCs.

5. Impact Evaluation of Micro Projects

5.1 Monitoring and Evaluation Framework

Monitoring and Evaluation of the Project has been conducted based on the monitoring and evaluation framework as shown in Table 5.1.

Table 5.1: Framework of Monitoring and Evaluation

Relevance	➤ Are the objectives of Micro Projects consistent with the development plan of Kambia District and do they respond to the needs of people in the project areas?		
Effectiveness	➤ The education environment in school and community has been improved through the implementation of Micro Projects?		
Efficiency	Output 1: ECDC and ZCC have been established and functioning as the main player of Micro Projects implementation and coordination.	Output 2: Resource Centers are utilized and managed	Output 3: Cooperation and collaboration between community and school are enhanced.
	➤ Do ECDC and ZCC function as main players of Micro Projects implementation?	➤ Are Resource Centers well managed and utilized?	➤ Do the school and community cooperate with each other?
Impact	➤ Have Micro Projects had impacts on the project areas and the surrounding community?		
Sustainability	➤ Are the activities of ECDC and ZCC sustainable?		

5.2. Baseline and Endline Surveys

The baseline and endline surveys were conducted to obtain data and information from the target communities and groups as well as those of control areas at the beginning and later stage of implementation of Micro Projects. The surveys adopted the methodology of questionnaire survey to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Those data were integrated to analyze the situation of the target areas.

Summarizing the impact, most of the respondents of the endline survey thought that the Project has brought some change, especially to school and school children, as shown in Figure 5.1. However in Bramaia, more respondents did not feel change in home, community and themselves.

Changes in School

Because changes in school are visible such as school facility and furniture, it was clear to many people. As a result of facility improvement, congestion in classrooms was eased as shown in Figure 5.2.

unpaid rate of school related cost in community schools in Tonko Limba and Magbema was improved, while it got worse in Bramaia. Some head teachers and students pointed out that the parents are now encouraged to pay school related cost. As a result, community teachers could receive cash incentives.

Changes in Teachers

The number of teachers has increased by 40% (248 to 348). The percentage of teachers with side job (farmer, trader, etc.) decreased from 85% to 72%. Teachers enjoying working in school increased from 50% to 62%. At the baseline, none of them was satisfied with the school while at the endline, 34% were satisfied with the school.

Changes in Children

According to the parents and teachers, children's behavior changed after the school environment was improved. They come to school without delay, stay until the end of school hour, and are well organized in school and at home. Teachers who thought that students stayed in class until the end of school hour increased from 52% to 82%.

Changes in Community

According to the students, economic burden of their parents were reduced by some activities of Micro Project such as seed bank, school garden and income generating activity, and they are now more supportive of them to go to school. Most of the respondents felt they were empowered, learned skills, and raised awareness on transparency and self-help.

According to the village chiefs, the life of the people was better than the last year in 28% of villages (it was 13% at the baseline), although the commodity prices had been sharply rose because of the rise in oil price and change of economic policy. The average household income increased in all areas, especially in Tonko Limba (from Le 0.5 million to Le 5.4 million).

Sustainability

Most of the ECDC members wanted and thought it possible to sustain ECDC after the completion of the Project. Most of them thought they and the community had obtained the capacity to operate ECDC, the financial sources or know-how to access to external support. Some made conditions to sustain ECDC that only if ECDC maintains transparency and democracy. The members who thought it could be difficult were concerned that the present level of cooperation might not be kept when the external fund finished.

6. Lessons Learned and ECDC Model Developed by the Project

6.1 Lessons Learned from Micro Projects

The followings are the lessons learned in general implementation of Micro Projects.

1. Involvement of various stakeholders of the community, such as women and youth groups, in ECDC forms the base of broad community participation and democratic decision making.
 - a) ECDC needs at least two to three active and capable core members, as dependence on only one strong leadership / literate member entails the risk of domination or vulnerability (activity stops when the leader is sick, absent or transferred).
2. Utilization of local tradition (community participation and contribution) and resources enables school and community development with the minimum input.
3. Direct funding promotes strong community participation and ownership.
4. Regular monitoring and facilitation is the key for effective implementation of Micro Project.
5. Through scaling up approach, capacity building of ECDCs is effectively achieved.
 - a) Gradual increase in the external fund not only helps step-by-step capacity development but also serves as a big motivation factor for ECDCs.
6. Community is open to new knowledge obtained through trainings and study visits.

(1) Soft-type activities

Table 6.1 shows the list of the soft-type Micro Projects implemented in Step 1, 2, and 3. During the implementation of these soft-type Micro Projects, JPT identified the following lessons.

1. Monitoring and capacity development on accounting and record keeping are indispensable in implementing income generating activities (IGAs).
2. Special attention is needed in approving IGAs, whether the activity is suitable to the needs and environment of each ECDC.
3. Implementation of IGA before construction type activities can be instrumental to smooth progress of construction activities.
4. Farming type activities such as school garden and seed bank are easy to start with, as they build on existing farming practices and no special skill or complicated accounting is required.

Table 6.1: List of Soft-type Activities

Farming related activities

- School garden (22)
- Community group farming (3)
- Tree planting (wind/sun breaker or oil palm plantation) (4)
- Seed bank (groundnut and rice) (20)
- Livestock bank (2)

Income generating activities

- Rice milling (3)
- Other agriculture machines (nut cracker, cassava grater, and power tiller) (3)
- Timber processing and marketing (power saw) (8)
- Soap making (3)
- Gara-tie dyeing (1)
- Agriculture trading (buying and selling of agricultural produce) (15)

Education related activities

- Training (personal hygiene, nutrition, farming, and teacher training) (4)
- Awareness raising campaign (importance of education) (6)
- Organizing school sports (2)
- Sales of school stationery or uniform (3)
- Procurement of textbooks and other teaching materials (2)

Table 6.2 shows the list of popular soft-type activities, summarizing the budget requirement, profit made in one step, impacts on school and community, advantages and difficulties of the activity, and suitable areas.

Table 6.2: Summary of Popular Soft-Type Activities

	School garden/ group farming	Seed bank	Rice mill/ agriculture machine	Timber processing	Soap making/ gara-tie dyeing	Agriculture trading
Budget requirement	Small (Le. 1 to 4 million)	Small to large (Le. 2 to 14 million)	Small to large (Le. 2.4 to 15 million)	Medium (Le. 4 to 10 million)	Small to medium (Le. 1.5 to 7 million)	Small to medium (Le. 1.5 to 8 million)
Profit made in one step (one year)	Small to medium (Le. 0 to 1 million: sales of produce)	Small to large (0 to 22 bushel rice/ groundnut: about Le. 0 to 2 million)	Small to medium (Le. 50,000 to 1.7 million)	Small to large (Le. 0 to 3 million)	Small to medium (Le. 0 to 1.5 million)	Small to large (Le. 0.6 to 2.6 million)
Impacts on school	<ul style="list-style-type: none"> - In-kind support for school feeding, community teacher, etc: better nutrition for children - School repair, teaching material, support poor/ disable children, etc. using the profit - Children learn farming 	<ul style="list-style-type: none"> - In-kind support for school feeding, community teacher, etc. - School repair, teaching material, support poor/ disable children, etc. using the profit 	<ul style="list-style-type: none"> - Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit 	<ul style="list-style-type: none"> - Provide timber for school construction, rehabilitation or furniture making - Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit 	<ul style="list-style-type: none"> - Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit 	<ul style="list-style-type: none"> - Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit
Impacts on community	<ul style="list-style-type: none"> - Reduced burden of school charge for parents - Idea of vegetable growing replicated in community 	<ul style="list-style-type: none"> - No need to rent seed from trader with high interest→ can afford education - Enough food at home 	<ul style="list-style-type: none"> - Access to machine reduce manual labor for women and children - No need to go far and fee set lower than other machine: less burden on user - Use of husk as manure for vegetable garden - Employment for operators 	<ul style="list-style-type: none"> - Easy access to quality timber for rehabilitation/ construction of houses and furniture production - Employment for operators 	<ul style="list-style-type: none"> - Youth and women trained with new skills - Easy access to soap (in rural area) 	<ul style="list-style-type: none"> - Generate income for youth and women who participate as sellers - Serve as market outlet for community farmers and reduce crop waste
Advantages	<ul style="list-style-type: none"> - Do not require special skill or much external input - Increase community participation in school affairs 	<ul style="list-style-type: none"> - Benefit and therefore motivate a large number of community members - Do not require special skill - If small scale, can start with school garden produce 	<ul style="list-style-type: none"> - Benefit many community members and encourage more cultivation 	<ul style="list-style-type: none"> - Large profit if successful 	<ul style="list-style-type: none"> - Steady profit if successful - Empower youth and women 	<ul style="list-style-type: none"> - Large profit if successful - Do not require special skill
Difficulties	<ul style="list-style-type: none"> - Need measures against disease, pest, thief, etc. - Risk of poor yield due to natural causes (lack of rain, etc.) - Acquisition of proper land and access to water can be difficult - Access to vegetable seeds and market outlet for the produce may be difficult for rural areas 	<ul style="list-style-type: none"> - Need measures to ensure recovery (by-law, regular monitoring of farms, knowledge on seed viability, etc.) - Need safe storage of seeds against pest and thief. - Risk of poor yield due to natural causes (lack of rain, etc.) - Procurement of many seeds in time of price escalation or scarcity 	<ul style="list-style-type: none"> - Demand is seasonal - Need thorough user estimation to make profit - Need regular and proper maintenance and skilled technician 	<ul style="list-style-type: none"> - Need plan for community forestry management, especially tree planting, with District Agriculture Office to avoid deforestation - Demand is seasonal - For rural area, market access is difficult - Need regular and proper maintenance 	<ul style="list-style-type: none"> - Because the work is labor intensive, not active during busy season - Marketing maybe difficult due to high competition - Need skilled trainer 	<ul style="list-style-type: none"> - Risk of price fluctuation and changing policy of government (export ban for example) - Sales is seasonal - Proper storage facility required
Suitable areas	Rural, semi-rural, township	Rural, semi-rural, township	Semi-rural, township	Semi-rural	Semi-rural, township	Semi-rural, township

(2) Construction Activities

During the implementation of construction activities of Micro Projects, we have learned the following good characteristics of Micro Projects.

1. Cost effectiveness (50-60% less than the NaCSA projects)
 - Can construct more facilities with the same amount of fund
2. Completion of uncompleted classroom building
 - Can revive previous efforts
3. Improvement in educational environment through rehabilitation of the existing old building
 - Can lower the construction cost by utilizing the existing facility
4. High level of community participation and contribution
 - Can increase and develop the community's sense of ownership and solidarity
5. Promoting community's respect for the artisans
 - Can motivate artisans through improvement of skill
6. Increase in the community's capacity to solve problems
 - Can increase community's unity and strength

The approach of construction activities of Micro Projects is good for the Sierra Leone Government as well as donors on rural infrastructure development, in terms of cost effectiveness, security of the developed facilities, and maintenance by the community. This methodology can be applied to construction of rural school facilities and other rural infrastructure development such as construction and rehabilitation of roads, health posts, community seed stores, teachers' quarters, community centers and water well. Table 6.3 shows the comparison of construction cost and rate of community contribution, and Table 6.4 shows the difference in specifications for each type of project and implementing agency.

Table 6.3: Comparison of Construction Cost

	Activity	Implementing Agency	Source of information	Floor Area (sqf)	Construction Cost (Y)		Community Contribution (Z)		Total Cost (Y) + (Z)
					(Le)	(Le/sqf)	(Le)	(%) of Comm. contribution	
A	3 Classrooms + Office + Store + Furniture	NaCSA	Estimate of NaCSA's Community Driven Project	2,496	73,800,000	29,567	8,200,000	10	82,000,000
B	3 Classrooms + Office + Store (mud block and mud joint)	JICA Support	JICA's Construction Guide for Ordinary Type	2,054	20,000,000	9,737	8,485,000	30	28,485,000
C	3 Classrooms + Office + Store (cement block and cement joint)	JICA Support	JICA's Construction Guide for M01, M02	2,054	20,000,000	9,737	10,540,000	35	30,540,000
D	Staff Quarters 3BR + Liv. + Furniture	NaCSA	Estimate of NaCSA's Community Driven Project	900	30,600,000	34,000	3,400,000	10	34,000,000
E	Staff Quarters 3BR + Liv. + Store + Furniture	JICA Support	JICA's Construction Guide	1,050	18,000,000	17,143	6,700,000	27	24,700,000
F	Health Post 4R + Store + Furniture	JICA Support	JICA's Construction Guide	1,007	18,500,000	18,371	5,571,900	23	24,071,900

Table 6.4: Comparison of Specification

	Activity	Implementing Agency	Wall Structure	Roof	Ceiling	Door/Window
A	3 Classrooms + Office + Store + Furniture	NaCSA	Cement Block + Cement Joint	CGI Sheet 28 gauge	Hardboard	Batten Door/Window
B	3 Classrooms + Office + Store (mud block and mud joint)	JICA Support	Mud Block + Mud Joint	CGI Sheet 34 gauge	no ceiling (some ECDC used transparent roofing sheet for lighting)	Batten Door/Window or Vent Block Window (some ECDC changed to panel door through community contributions)
C	3 Classrooms + Office + Store (cement block and cement joint)	JICA Support	Cement Block + Cement Joint	CGI Sheet 34 gauge	no ceiling (some ECDC used transparent roofing sheet for lighting)	Batten Door/Window
D	Staff Quarters 3BR + Liv. + Furniture	NaCSA	Cement block + Cement Joint	CGI Sheet 28 gauge	Hardboard	Batten Door/Window
E	Staff Quarters 3BR + Liv. + Store + Furniture	JICA Support	Mud Block + Mud Joint (some ECDC changed to cement joint through community contributions)	CGI Sheet 34 gauge	Hardboard	Panel Door/Window
F	Health Post 4R + Store + Furniture	JICA Support	Mud Block + Mud Joint (ECDC changed to cement joint through community contributions)	CGI Sheet 34 gauge	Hardboard	Panel Door/Window

Applicability of Micro Project Construction

Construction works in Micro Projects may not be suitable for urban areas because people of this area are normally individualistic. These Micro Projects may also not be suitable for very remote rural areas due to difficult accessibility for project execution and monitoring. Large package construction like the standard of Sababu project (including six classrooms, teachers' quarters, well and latrine) is too large to implement through the approach of Micro Project as the load for the community would be too much. It can be said that the approach of construction works in Micro Project is most applicable to a facility of medium size in the semi rural areas. In Kambia district, this approach can be applicable in around 50 to 60% of the areas. Table 6.5 shows the applicability of area, contents of the facility, materials, season and technology.

Table 6.5: Applicability of Micro Project Construction

	Applicable	Not Applicable
Area	<u>Accessible Rural Area</u> (Accessible by car, distance should be up to 2.5 hours from the Project Office for good monitoring)	<u>Urban Area</u> (People normally do things individually and it may be difficult to convince them to work together)
		<u>Very Remote Rural Area</u> (Transportation of materials may be very difficult, training program can also be hard to conduct)
Contents of Facility	Type: New construction, rehabilitation, completion of old projects, social facility (for education, health, etc.), well construction, road rehabilitation	Type: Bridge and road
	Total Budget: Maximum of Le 20,000,000 to Le 25,000,000 may be possible for new construction.	Large packages (e.g. 6-classroom buildings + 2 VIP latrine + well + staff Quarters + furniture) such as in the Sababu Project may be too big/hard for the community to implement.
	Size: Maximum of 2,500sqft, 3-classroom building with office and store or a 5-classroom building may be possible.	
Materials	The use of readily available local materials (e.g. mud blocks, sand, stones and bush sticks) will be easy.	The use of mostly imported materials (e.g. steel doors and windows, ceiling hard board, etc.) may be too expensive, not easy to transport and require more skill on the part of the communities.
Season	The Dry Season is the best and most recommended season.	Construction works can be difficult during the rainy season when community is busy in farming works.
		Some materials (e.g. sand) are difficult to get/access during the rainy season.
		Transportation of materials can be difficult during the rainy season due to deterioration of the road conditions.
Technology	The use of appropriate and local technology is strongly recommended.	The use of very modern and 'hard to grasp' (sophisticated) technology may not be possible.

6.2. Development of ECDC Model for Self-Reliant and Sustainable Education and Community Development in Sierra Leone

Based on three-year pilot experiences of the Project, JPT developed ECDC Model as a model approach for self-reliant and sustainable education and community development in Sierra Leone. To introduce ECDC Model to relevant ministries, donors and NGOs, JPT compiled a 42-page introductory booklet (ECDC Model Book). The following is the table of contents of ECDC Model Book. ECDC Model Book is available in Appendix A-2.

ECDC Model Book: Table of Contents

Chapter 1: Introduction

- 1.1. What is ECDC Model?
- 1.2. Why was ECDC Model developed?
- 1.3. How to Use this Model Book

Chapter 2: Two Key Elements to Make ECDC Model Effective: ECDC and the Block Grant

- 2.1. We Believe People's Potential to Develop Themselves
- 2.2. ECDC as a Platform for Broad Community Participation
- 2.3. Block Grant for Micro Project: Seven Key Characteristics

Chapter 3: How to Implement ECDC Model

- 3.1. Changes from Original Design: Modifications based on Reality
- 3.2. Three Key Actors in ECDC Model: Their Roles
- 3.3. How to Operate Block Grant System to ECDCs
- 3.4. Summary: Four Key Components in ECDC Model

Chapter 4: Good Practices and Lessons Learned

- 4.1. Good Practices
- 4.2. Lessons Learned

Appendix 1: List of 33 Target Schools and Their Micro Projects from Step 1 to Step 3

Appendix 2: Micro Projects by Kind of Activity

6.3 Future Prospect for Dissemination of ECDC Model

From April to June 2008, JPT has discussed the future prospect for disseminating ECDC Model in Sierra Leone with Kambia District Council (KDC) (District Education Office (DEO) is now a part of KDC under decentralization) and Ministry of Education, Youth and Sports (MEYS). The following are their ideas on how they want to disseminate ECDC Model to the wider areas.

Kambia District Council (KDC)

- ✓ KDC would like to disseminate ECDC Model to the neighboring areas (such as lower Tonko Limba, lower Bramaia, upper Magbema, Masungbala, Gbinleh Dixon) of the current pilot areas (upper Tonko Limba, upper Bramaia, lower Magbema).
- ✓ KDC has organized Project Follow-up Team in order to continue monitoring of the current 33 ECDCs and disseminate ECDC Model to the other areas in Kambia District. Project Follow-up Team consists of Chief Administrator, Procurement Officer, Monitoring and Evaluation Officer from District Council, Chairman of District Education Committee, Zonal Supervisor from

District Education Office, and so on. KDC will prepare an office space for Project Follow-up Team within KDC office.

- ✓ KDC would like JICA Project Team to hand over all relevant documents, reports and drawings on the Project, so that KDC can follow up the Project smoothly, equipped with appropriate information.
- ✓ Currently KDC suffers from a very low level of local revenues from head tax, property tax, market license, etc., so KDC is seriously handicapped in terms of mobility and communication in order to continue monitoring of ECDCs. KDC will appreciate it if JICA can help on this matter.
- ✓ Every year, KDC is receiving Local Government Development Grant from Decentralization Secretariat under the World Bank-funded Institutional Reform and Capacity Building Project (IRCBP). While KDC can decide how to use this grant, this grant is tied with IRCBP's objectives and regulations and often does not come on time (the grant for 2007 has not yet come at the time of June 2008), it is difficult to use this grant as the source for the Block Grant to ECDCs.

Ministry of Education, Youth and Sports (MEYS)

- ✓ MEYS is highly impressed with impacts and momentum created by ECDCs in Kambia District, and MEYS also understands that JICA is a technical cooperation agency so it is necessary for MEYS to find the funding source for the Block Grant to ECDCs in future. So MEYS plans to disseminate ECDC Model in the following ways:
 - 1) MEYS would like to introduce ECDC Model to the concerned NGOs and UNICEF through MEYS's Education Partnership Coordinator. UNICEF might be able to fund NGOs who are willing to utilize ECDC Model.
 - 2) Since the World Bank-funded Sababu Project will end in June 2009, MEYS plans to prepare a proposal to the World Bank for the next education project. MEYS will think about the use of ECDC Model in this proposal.

MAIN REPORT

Chapter 1

Introduction

1. Introduction

1.1. Background of the Project

The civil war in Sierra Leone began in 1991 and officially ended in 2002. The conflict caused significant damages in economic, social and physical infrastructure and resulted in the displacement of two million people, or 50% of the country's population. The lives of 20,000 people were lost, and over 480,000 refugees fled to the neighboring countries. The conflict also led to the total collapse of public service deliveries, in particular, those of health and education.

Following the ceasefire agreement between Government of Sierra Leone (GoSL) and Revolutionary United Front (RUF) in November 2000, the GoSL started its disarmament, demobilization and reintegration (DDR) program for ex-combatants in May 2001 and completed the program in February 2004 under the supervision of United Nations Mission to Sierra Leone (UNAMSIL)¹. The GoSL also completed the National IDP (internally displaced persons) Resettlement Program by January 2003, and the United Nations High Commission for Refugees (UNHCR) completed the repatriation operation for around 240,000 refugees by July 2004.

In the political and administrative front, the GoSL successfully conducted the presidential and parliamentary election in May 2002, the paramount chief election from December 2002 to January 2003, and the district council election in May 2004².

Despite the significant post-conflict improvement, the country still faces many challenges. The challenges include the capacity-building of the national security institutions, extreme poverty and unemployment of the youth. In addition, the GoSL faces the challenge on how to move from the emergency assistance phase to the more self-reliant development phase with strengthened administration and civil societies. Meanwhile, the needs are still high to continue rehabilitation of the communities and reintegration of children and the youth especially in rural areas. In the education sector, there is still regional and gender imbalance of gross enrollment rates in primary and junior

¹ Since December 2005, UNAMSIL's mission has been taken over by United Nations Integrated Office in Sierra Leone (UNIOSIL) which has a mandate to assist the GoSL in building the capacity of state institutions, developing action plans for human rights and enhancing the establishment of the National Human Right Commission as dictated by the Truth and Reconciliation Commission (TRC) and so on. The mandate of UNIOSIL is scheduled to be finished at the end of September 2008 and the office is to be replaced by the United Nations Integrated Peacebuilding Office in Sierra Leone (UNIPSIL).

² Then the subsequent presidential and parliamentary election was also conducted in 2007 during the Project implementation period. At the time of writing (June 2008), the district council election is scheduled in July 2008.

secondary schools. At the same time, the increased enrollment has brought increased pressure to under-capacitated schools with inadequate facilities where teachers are often unqualified or untrained.

Under these circumstances, Government of Japan (GoJ) dispatched a project formulation mission on peacebuilding and rehabilitation through Japan International Cooperation Agency (JICA) from August to September 2004, in order to collect basic information and develop a GoJ's strategy to assist the GoSL. This mission identified the reintegration of child soldiers and the rehabilitation of communities as a priority need. JICA Ghana Office then dispatched its staff and project formulation advisers to follow up this mission and conduct further needs assessment. As a result, Kambia District has been selected as the target district, because it is one of the districts which were most affected by the conflict.

In order to design a project to support children and youth reintegration in Kambia District, JICA conducted the Project Formulation Study on Children and Youth Development Project from March to August 2005. Following the recommendations by this study, the GoSL made an official request to the GoJ to implement the Project on Children and Youth Development in Kambia District (hereinafter called the Project). In response, JICA Ghana Office sent a mission to Sierra Leone and agreed to jointly undertake the Project with the authorities of the GoSL. The two governments signed the agreement of the scope of works for the Project on 6th September 2005 in Freetown, and the three-year Project commenced in October 2005.

1.2. Objective, Outputs, and Main Activities (Inputs) of the Project

The objective and outputs of the Project are agreed by the two governments as shown in Figure 1.1.

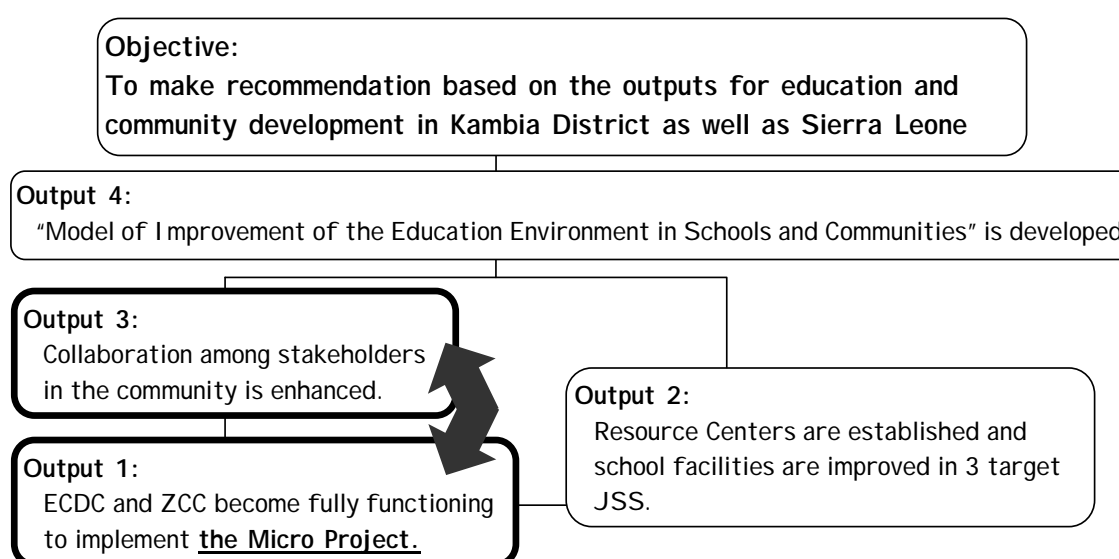


Figure 1.1: Objective and Outputs of the Project

1.3. Target Areas and Schools of the Project

JICA Sierra Leone Field Office has selected Kambia District as a pilot district for several development projects (education, agriculture, water and health) since 2004. Kambia District was selected because it was one of the most severely affected districts by the civil war along with Kono and Kailahun Districts³, while at the same time the security situation has been good and stable compared with other districts.

From March to August 2005, JICA Project Formulation Study Team conducted two-step screening process to decide the target areas for this Project. First, three chiefdoms of Tonko Limba, Magbema and Bramaia were selected out of seven chiefdoms in Kambia, based on i) presence of junior secondary schools, ii) distance from the district center, iii) accessibility during the rainy season, and iv) mobile phone access.

Then, the team visited all eight junior secondary schools (JSS) in these three chiefdoms and interviewed all JSS principals, and selected three JSS (Wesleyan Centennial JSS in Kamasasa, Ahamadiyya JSS in Rokupr, and St. Mary JSS in Kukuna) based on i) social disadvantageousness, ii) enthusiasm of stakeholders for community development, and iii) supporting system for community development. After selecting three JSS, all primary schools and community schools in each JSS's catchment area (the area within a walking distance from JSS), which send students to these JSS, were identified and selected as target schools for the Project. As a result, three JSS and 30 primary schools in three zones, as listed in Table 1.1, were identified as target schools for the Project, and their communities were identified as the target communities.

Table 1.2 shows how many percentages are covered by the Project in Kambia District in terms of the number of chiefdoms, wards, villages, households, population, schools, students, and teachers.

³ Around 10% of the population in Kambia District was displaced to Guinea or southern districts during the conflict.

Table 1.1: Target Areas and Schools

Zone	Code	School Name	Type of School
Zone 1: Tonko Limba Chiefdom	T01	Wesleyan Centennial JSS, Kamasasa	Government-assisted school
	T02	Wesleyan Church SL PS, Kamasasa	Government-assisted school
	T03	Roman Catholic PS, Kamasasa	Community school
	T04	Kabasa 1 Community School, Kabasa 1	Community school
	T05	Roman Catholic PS, Kabasa 2	Government-assisted school
	T06	Omar Muctar Community School, Kabasa 2	Community school
	T07	Roman Catholic PS, Kamabala	Government-assisted school
	T08	Wesleyan Church SL PS, Kutiya	Community school
	T09	Kakonteh Community School, Kakonteh (now Roman Catholic PS Kakonteh)	Community school
Zone 2: Magbema Chiefdom	M01	Ahamadiyya JSS, Rokupr (now Ahamadiyya SS, Rokupr)	Government-assisted school
	M02	Ahamadiyya PS, Rokupr	Government-assisted school
	M03	Roman Catholic PS, Rokupr	Government-assisted school
	M04	Kulafai Rashideen Islamic PS, Rokupr	Government-assisted school
	M05	SL Muslim Brotherhood PS, Rokupr	Government-assisted school
	M06	KDEC RRS Warda Model PS, Rokupr	Government school
	M07	Islamic Da-awah PS, Rokupr	Community school
	M08	KDEC PS, Masorie	Government school
	M09	St. Monica's Roman Catholic PS, Masorie	Community school
	M10	Ahamadiyya PS, Wulatenkle	Government-assisted school
	M11	KDEC PS, Taintafor	Government school
	M12	Magbethei Community School, Magbethei	Community school
	M13	SL Muslim Brotherhood PS, Gberika	Community school
Zone 3: Bramaia Chiefdom	B01	St. Mary JSS, Kukuna (now St. Mary SS Kukuna)	Government-assisted school
	B02	KDEC PS, Kukuna	Government school
	B03	Wesleyan Church SL PS, Kukuna	Government-assisted school
	B04	Omar Muctar PS, Kukuna	Community school
	B05	St. Mary Roman Catholic PS, Kukuna	Community school
	B06	KDEC PS, Kabaya	Government school
	B07	Kabaya Community School, Kabaya	Community school
	B08	KDEC PS, Teneba Bramaia	Government school
	B09	Turaya Community School ,Turaya (now Omar Muctar PS Turaya)	Community school
	B10	Seduya Community School, Seduya (now Wesleyan Church SL PS Seduya)	Community school
	B11	Sorimanikaya Community School, Sorimanikaya (now Omar Muctar PS Sorimanikaya)	Community school

Note: In some schools, the school name and/or the status of the school have changed in the course of the Project. The Project used the original name and status to avoid confusion. As of April 2008, only three schools (T03, M12, and B05) remain as community schools according to the definition of "government-assisted school" of District Education Office, which is existence of at least one teacher receiving salary from the government. The Project used the definition provided by the schools themselves. Schools not receiving subsidy from the government tend to consider themselves as community schools.

Table 1.2: Target Areas Covered by the Project

	Target Areas (March 2008)	Kambia District (October 2004)	% of Target Areas in Kambia District
No. of Chiefdoms	3	7	43%
No. of Wards *1	5	20	25%
No. of Villages (Localities)	122	908	13%
No. of Households	8,534	37,577	23%
Population	75,360	276,989	27%
No. of Primary Schools *2	15	151	10%
No. of Community Schools	15	85	18%
No. of Secondary Schools	3	12	25%
Total No. of Schools	33	248	13%
No. of Primary School Students *2	7,258	49,907	15%
No. of Community School Students	3,738	11,335	33%
No. of Secondary School Students	1,733	3,757	46%
Total No. of Students	12,729	64,999	20%
No. of Primary School Teachers *2	149	517	29%
No. of Community School Teachers	72	No Data	-
No. of Secondary School Teachers	53	146	36%
Total No. of Teachers	274	663	41%

Data Source: (For Kambia District) Data Pack Education Sector, MEST, October 2004.
(For Target Areas) JICA Endline Survey Data, March 2008.

Note *1: Wards covered by the Project:

(Tonko Limba) Ward 1 (T01-T09)

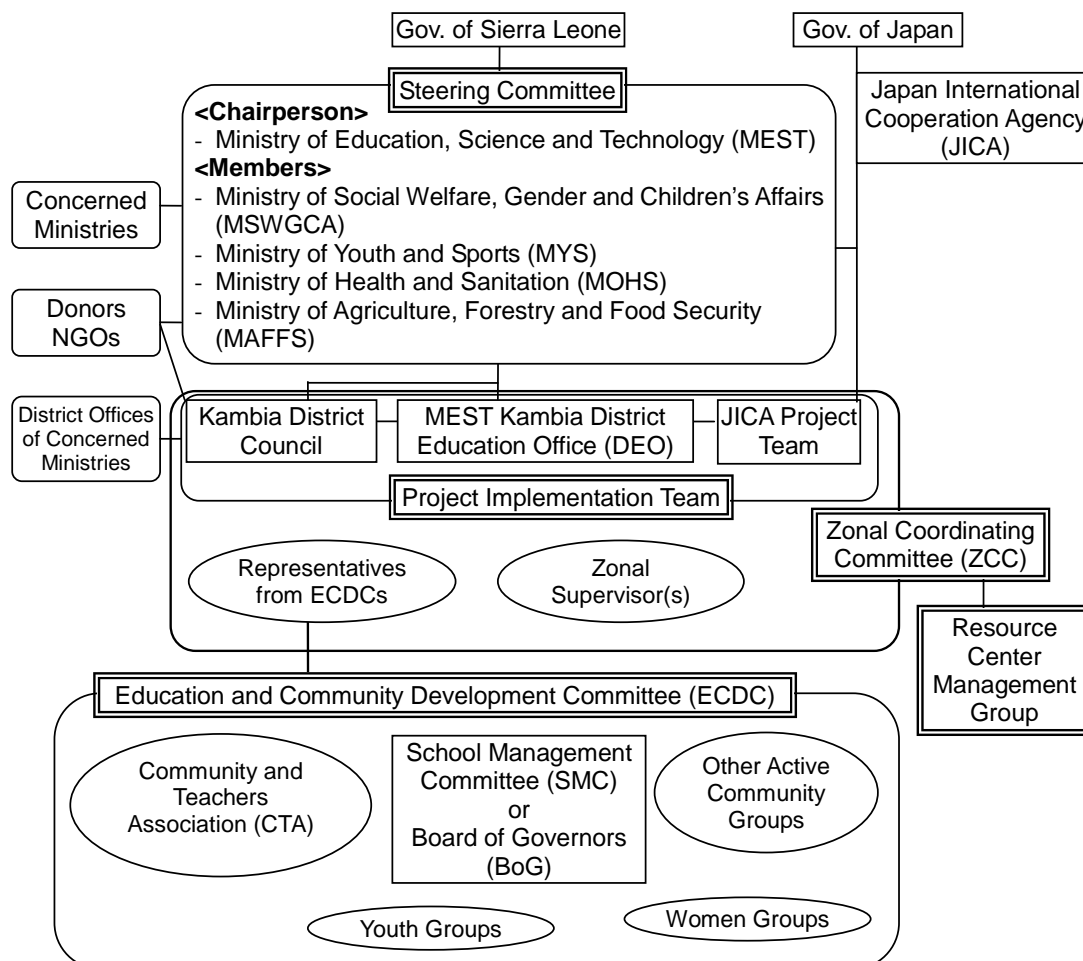
(Magbema) Ward 2 (M01-M09, M12), Ward 3 (M10, M11, M13)

(Bramaia) Ward 1 (B06, B07, B09), Ward 2 (B01-B05, B08, B10-11)

*2: Primary schools in this table mean government and government-assisted primary schools.

1.4. Institutional Arrangement of the Project

Stakeholders and concerned organizations of the Project are shown in Figure 1.2, followed by the brief descriptions of each.



Note: Although MEST and MYS became integrated as Ministry of Education, Youth and Sports (MEYS) in October 2007, the original names are used in this chapter. Also, during the project period, MAFFS changed its name to Ministry of Agriculture and Food Security (MAFS) but in 2008 the name was changed back to MAFFS.

Figure 1.2: Institutional Arrangement of the Project

(1) Steering Committee

The Project was carried out jointly by the Sierra Leonean counterpart team and JICA Project Team (JPT). The Sierra Leonean counterpart team consisted of concerned officials of the Ministry of Education, Science and Technology (MEST) and Kambia District. MEST was the responsible institution to coordinate the Project at the national level. Mr. Amadu Jallah, Deputy Director General of MEST (now Director General of MEYS), served as the chief counterpart for JPT. Kambia District

Council and District Education Office were the district level counterparts for JPT, and provided appropriate counterpart staff members to facilitate and support the Project.

To guide and coordinate the Project implementation, Sierra Leonean counterparts and JPT agreed to set up a steering committee, which was coordinated by MEST. Following members comprised the steering committee as the core members:

- (a) Ministry of Education, Science and Technology (MEST, chairperson)
- (b) Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA)
- (c) Ministry of Youth and Sports (MYS)
- (d) Ministry of Health and Sanitation (MOHS)
- (e) Ministry of Agriculture and Food Security (MAFS)
- (f) Other ministries, donors and NGOs as observers

The first steering committee meeting was held at the beginning of the Project in October 2005. The second meeting was held in June 2006 at the end of the first project year. The third meeting was held in June 2007 at the end of the second project year. The fourth meeting was held in June 2008, at the end of the Project. The minutes of the meetings are presented in Appendix 1 of this report.

(2) JICA Project Team

International Development Center of Japan (IDCJ) and KRI International Corp. jointly formed JICA Project Team (JPT). The names, assigned tasks and work schedules of the team members are shown in the Figure 1.3.

JPT established an office in Kambia Town, and hired the following local staff to implement this Project:

- 1 assistant field coordinator
- 3 facilitators (1 per zone)
- 3 assistant facilitators (1 per zone)
- 1 engineer
- 1 assistant engineer
- 2 secretaries (1 in Kambia and 1 in Freetown)

For successful implementation of the Project, the facilitators and assistant facilitators played a vital role in facilitating the field level activities and bridging between the target community and Project Implementation Team. They were selected based on the criteria including good understanding of local community as well as its socio-economic and tribal structures, experience in development/relief-related activities, fluency in both English and local languages, good personality, and possession of motorbike license.

(3) Project Implementation Team

Kambia District Council, Kambia District Education Office and JPT formed Project Implementation Team at the field level in Kambia District. The Project Implementation Team jointly coordinated project related trainings and workshops, and all parties were involved in the decision-making processes.

(4) Education and Community Development Committees (ECDCs)

Education and Community Development Committees (ECDCs) were set up based on 33 target schools and consist of representatives mainly from: 1) School Management Committee (SMC) or Board of Governors (BoG), including Community and Teachers Association (CTA); 2) youth groups, 3) women's groups; and 4) other active community groups. By involving existing self-help groups such as youth and women groups, ECDC can represent the wider population in the community than existing school-based bodies such as SMC which is often dominated by the principal and village elders. The characteristics of the ECDCs established are explained in detail in Section 2.2 of this report.

ECDC, as a main player, is expected to involve people from all strata of the community in Micro Project and bridge the school and the community for their development and collaboration. Figure 1.4 presents possible linkages between school and communities via ECDC.

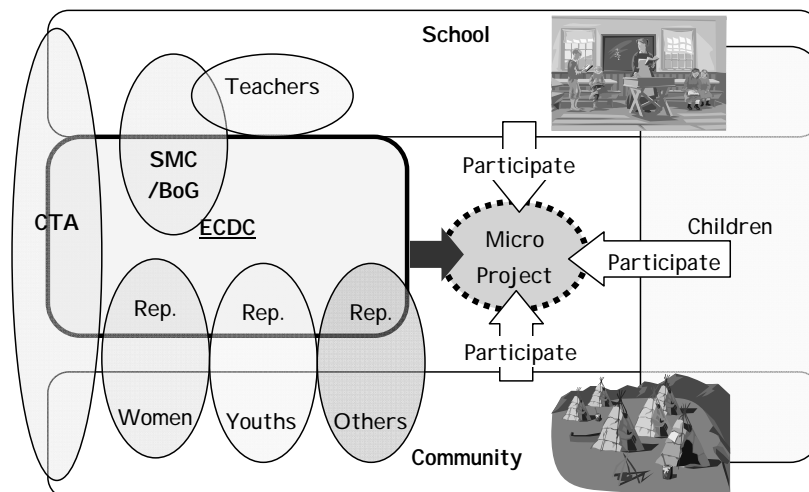


Figure 1.4: Linkages between School and Community via ECDC

(5) Zonal Coordinating Committees (ZCCs)

As shown in Figure 1.5, Zonal Coordinating Committee (ZCC) was established in each Project Zone during the ECDC Training on Micro Project Planning in March 2006, in order to coordinate and supervise the activities of ECDCs in each Project Zone.

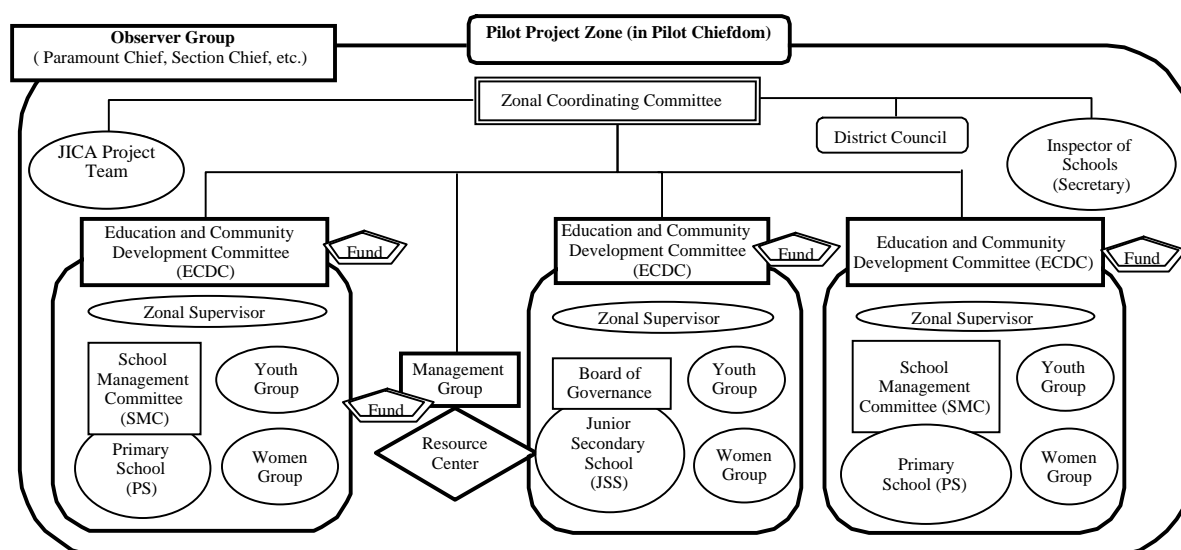


Figure 1.5: Zonal Coordinating Committee (ZCC)

The members of each ZCC consist of i) the Project Implementation Team, ii) Zonal Supervisor in charge of the Project Zone, and iii) representatives from all ECDCs in the Project Zone (one representative from each ECDC). Major roles of the ZCC are to: 1) evaluate and approve Micro Project proposals submitted by the ECDCs; 2) monitor process and progress of implementation of Micro Project; 3) audit ECDCs' activities; 4) provide technical supports to ECDCs; and 5) would manage Resource Center by setting up a sub-committee.

1.5. Basic Approaches of the Project

The basic approaches of the Project are as follows.

(1) Two-pronged approach for education and community development

The Project promotes both education and community development, because if the community remains poor, they will not send children to school and they cannot contribute to school improvement. So the Project emphasizes simultaneous development of the school and the community, as illustrated in Figure 1.6.

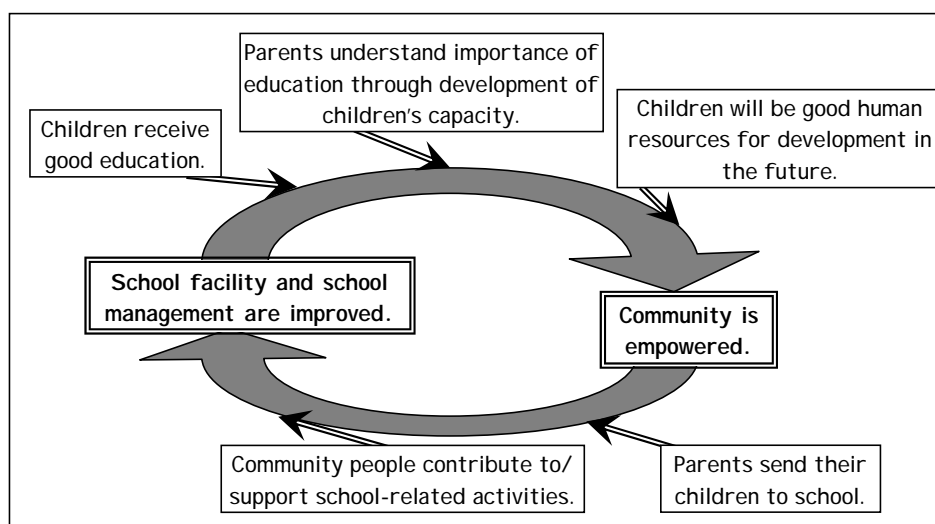


Figure 1.6: Synergy and Linkages between Education and Community Development

In order to “pull” children to school, ECDC can conduct the following education development activities:

- Classroom, office and store construction/rehabilitation
- Staff quarters construction/rehabilitation
- Kitchen, toilet construction and school garden to receive WFP’s school feeding program
- Teaching and learning materials provision
- Teacher training

In order to “push” children to school, ECDC can conduct the following community development activities:

- Income-generating activities (IGAs, mainly agriculture-related)
- Community infrastructure construction (road, drying floor, etc.)
- Various human resource and skill development through training, study visits, etc.

(2) Direct funding to the community based on their proposals in order to improve local ownership and promote local initiatives

The Project trains the community to prepare a proposal for education and community development activities (the Project calls them as Micro Projects), and if their proposal is logical, persuasive and technically and financially feasible, the Project will directly provide the fund to the community to implement and manage the Micro Project. This approach is totally different from a traditional approach by the government, donors and NGOs in which outsiders (such as the government, the donor, an NGO, or a contractor) implement the projects for the community.

As the Micro Project is based on the proposal from the community, the Project remains interactive and flexible in tailoring the assistance to the needs and capacity of each community. This approach of direct funding and flexibility is designed to maximize community-wide participation and ownership.

(3) Capacity development of community-based organization in order to promote local management and sustainability

To provide the development fund directly to the community, it is absolutely necessary to develop the capacity of community-based organizations (ECDCs in this Project) which plan, implement and manage Micro Projects. To develop ECDC's capacity, the Project uses the following strategies:

i) Step-by-step scaling up of the assistance based on the capacity of the community

The Project uses a step-by-step gradual scale-up approach to provide the fund to ECDCs, as illustrated in Figure 1.7.

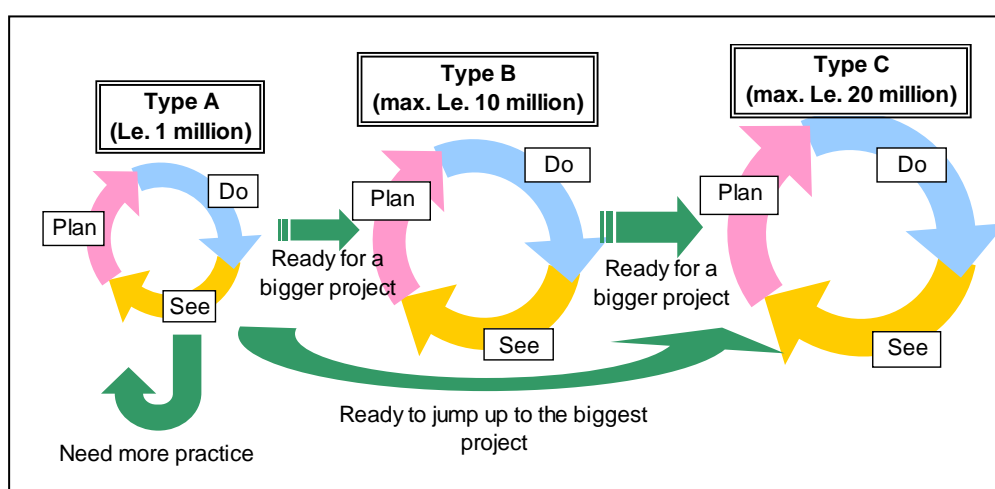


Figure 1.7: Step-by-step Scaling-up of Micro Project

In the first project year, ECDC started its activities by planning and implementing the small-scale Step 1 Micro Project with a maximum budget of Le 1 million (called Type A budget), that is basically self-help activities such as school kitchen and toilet construction or school gardening. Then, in the second and third project year, ECDC undertook a bigger scale Step 2 and 3 Micro Projects with a maximum budget of either Le 10 million (called Type B budget) or Le 20 million (called Type C budget), based on their needs and capacity shown through the previous Micro Project implementation. If ECDC's capacity was judged as low, they were not approved to implement Type C budget activities. By using this gradual scale-up approach, the Project hopes that ECDC can accumulate experiences step by step, and develop its management capacity gradually.

ii) Frequent monitoring and facilitation by the facilitators to improve their capacity

In order to develop the capacity of ECDCs, it is absolutely necessary to monitor ECDC's activities closely and frequently and make necessary advice and facilitation for them to solve problems or improve its performance. The Project hires six facilitators to do regular monitoring and facilitation by visiting each ECDC at least once a week, and also asks District Education Office's zonal supervisors to participate in the monitoring activities.

iii) Training and experience sharing among the communities through study visits

It is also important to provide ECDCs with opportunities for learning from training, workshops, seminars, or study visits. The Project emphasizes experience sharing among ECDCs through workshops and study visits, because peer-to-peer learning is one of the most effective ways for ECDCs to learn practical ideas and solutions to their problems.

(4) Design of ECDC based on local tradition and resources

ECDCs are designed as the means to utilize local traditions and resources as much as possible. In rural Sierra Leone, there has been a tradition of community contribution and mutual help, which are often mobilized by the traditional chiefs. To implement Micro Projects, ECDCs request the community to contribute whatever the community can do for Micro Project (such as providing labors, materials, cash, etc.), and many rural communities respond very positively. ECDC includes the representatives of existing self-help groups such as youth and women groups, so that ECDC can represent the wider population in the community than existing School Management Committee (which is often dominated by the principal and village elders). ECDC plans and implements Micro Project such as community farm, seed bank, soap making, gara-tie dyeing, and so on, because the community people already

know these activities through their experiences in the past, when emergency assistance agencies or NGOs implemented these activities.

ECDC is organized around the existing school in the community, because the school is one of the key institutions (often only one institution) in the community which can link the community with the government. As testified by the fact that many communities established their own community schools without any assistance from the government, the local people have strong concerns in educating their children, so it is very likely that the community can unite for the improvement of education and children's welfare. In addition, educated and literate school teachers have a potential to become good facilitators for community development in the rural area where most of the population are illiterate or not well educated.

1.6. Timeframe and Workflow of the Project

The Project has a three-year implementation period from October 2005 to August 2008 and is divided into three project years. Figure 1.8, 1.9, and 1.10 indicate the workflow of the Project.

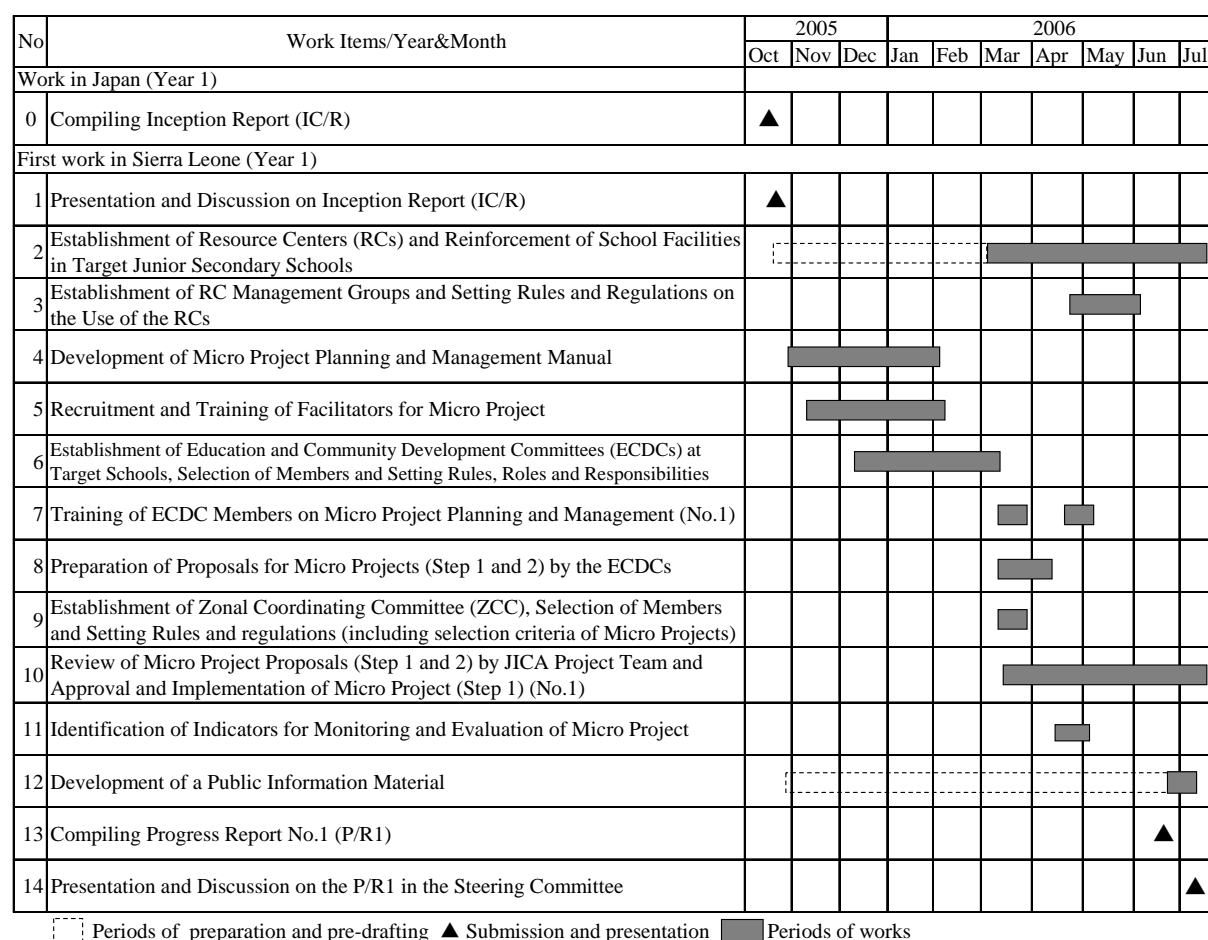


Figure 1.8: Workflow, First Project Year

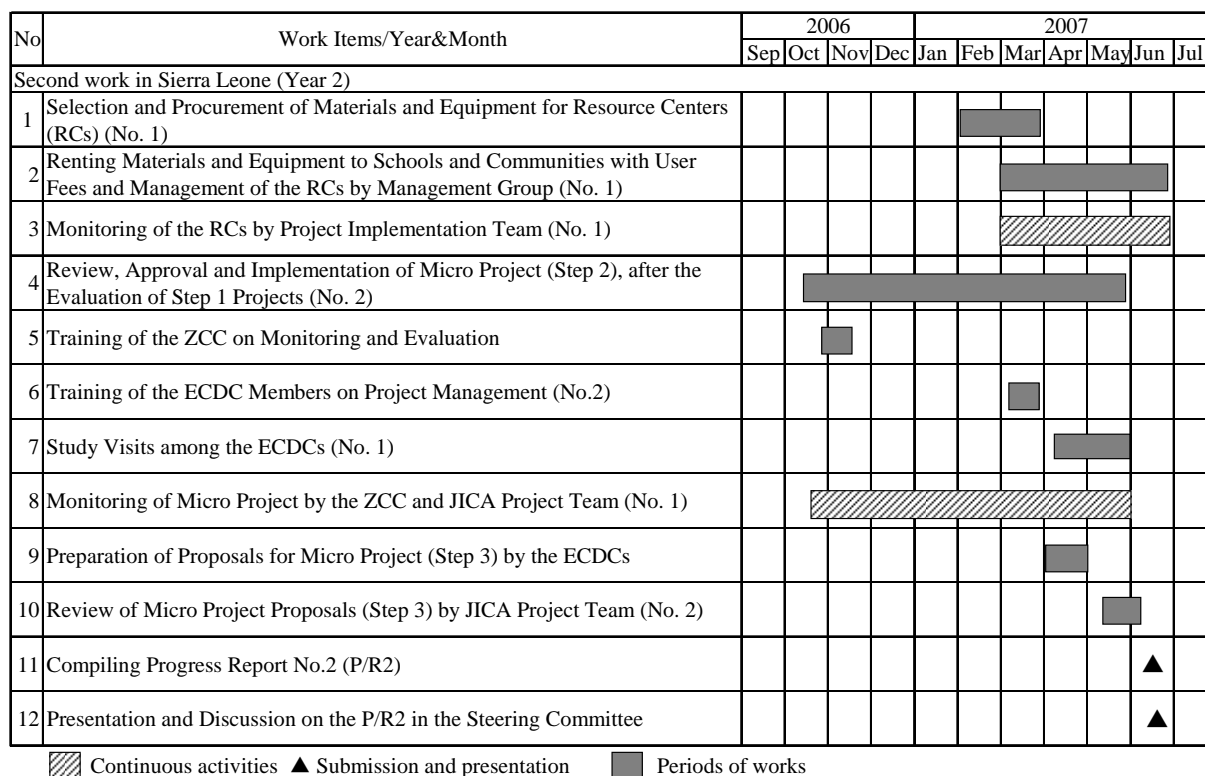


Figure 1.9: Workflow, Second Project Year

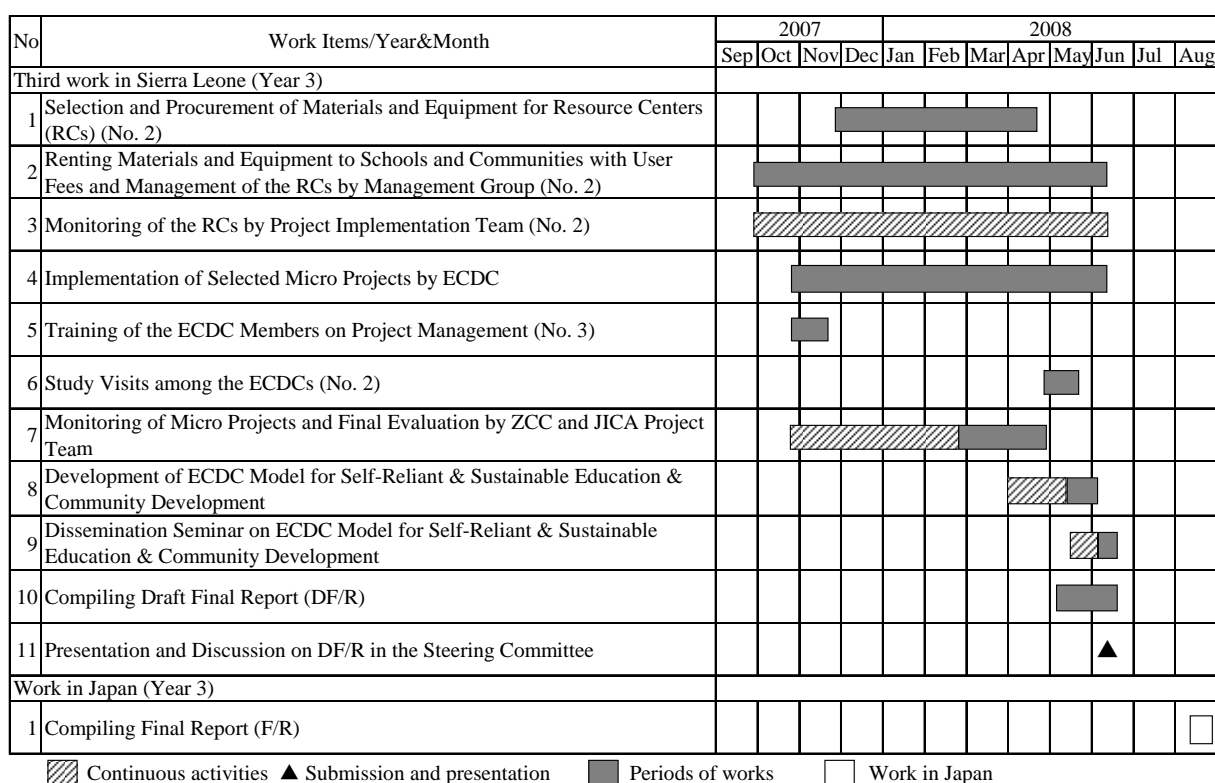


Figure 1.10: Workflow, Third Project Year

Chapter 2

Capacity Building of ECDCs and ZCCs

2. Capacity Building of ECDCs and ZCCs

2.1. Development of Micro Project Planning and Management Manual

JPT has developed *Micro Project Planning and Management Manual* for training of the Education and Community Development Committee (ECDC). It was also referred to and utilized by ECDCs, facilitators, and other people concerned during Micro Project implementation. The basic concepts of the Manual development are as follows.

- 1) Easy to understand so that ECDCs can plan and implement Micro Projects by themselves.
- 2) To be modified in accordance with the needs and actual situation during the project period.
- 3) To present the project's concept and project planning and implementation methods step-by-step.

The version 0.0 of the Manual was developed in November 2005. The manual was then revised for three times during the project period reflecting on the feedback in trainings and the experience of the Micro Project implementation. Then, rounding up the experience throughout the project, the manual was finalized in August 2008. The version 3.0 of August 2008 is presented in Appendix A-3.

2.2 Establishment of ECDC and their Characteristics

2.2.1 Establishment of ECDC

Education and Community Development Committee (ECDC) was established from December 2005 to January 2006 through the procedure shown in Figure 2.1 and according to the following guideline.

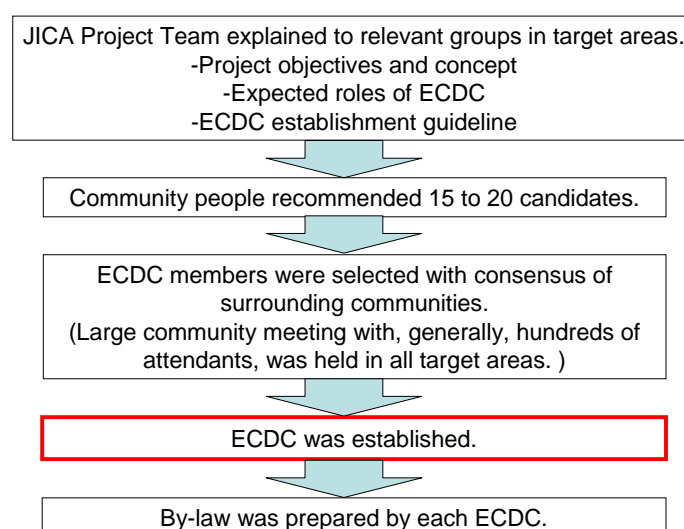


Figure 2.1: ECDC Establishment Process

Guideline for establishment of ECDC

Number of members: about 15

Criteria:

- ECDC should include representatives from the following groups/organizations.
 - SMC (School Management Committee)/ BoG (Board of Governors)
 - Women's groups
 - Youth groups
 - Other active community groups, if any
 - Artisan (carpenter/mason) (added based on the experience of construction activities in Step 2)
- ECDC members should be selected taking into consideration the balance of the following aspects:
 - Gender
 - Various communities covered by the school
 - Traditional and socio-economic groups
 - Community and SMC/BoG
 - Teachers and community members

In addition to the above guideline, JICA Project Team (JPT) advised the community to avoid political influence and unfavorable intervention and/or domination by local authorities. As ECDC members need to be able to work substantially and voluntarily, JPT carefully explained that ECDC membership is not an honorable title. However, in the initial stage, some ECDCs included many old men who have power to decide how the community uses the funds from donor but do not have capacity to take up the expected roles of ECDC. This happened because of the misunderstanding that JICA is the same as the emergency support donors who just drop money or materials, which they can share. By the beginning of Step 2, most ECDC members came to understand the concept and objectives of the Project and its difference from previous external assistances. Still, the misunderstanding remained among some communities until the later stage of the Project.

General organization structure and basic roles of each position of ECDC are presented in Figure 2.2. It is a very flat structure. Although the coordinator is responsible for the entire activities of the ECDC, decision is made based on a consensus of all members through open discussion among members and sometimes with other community people.

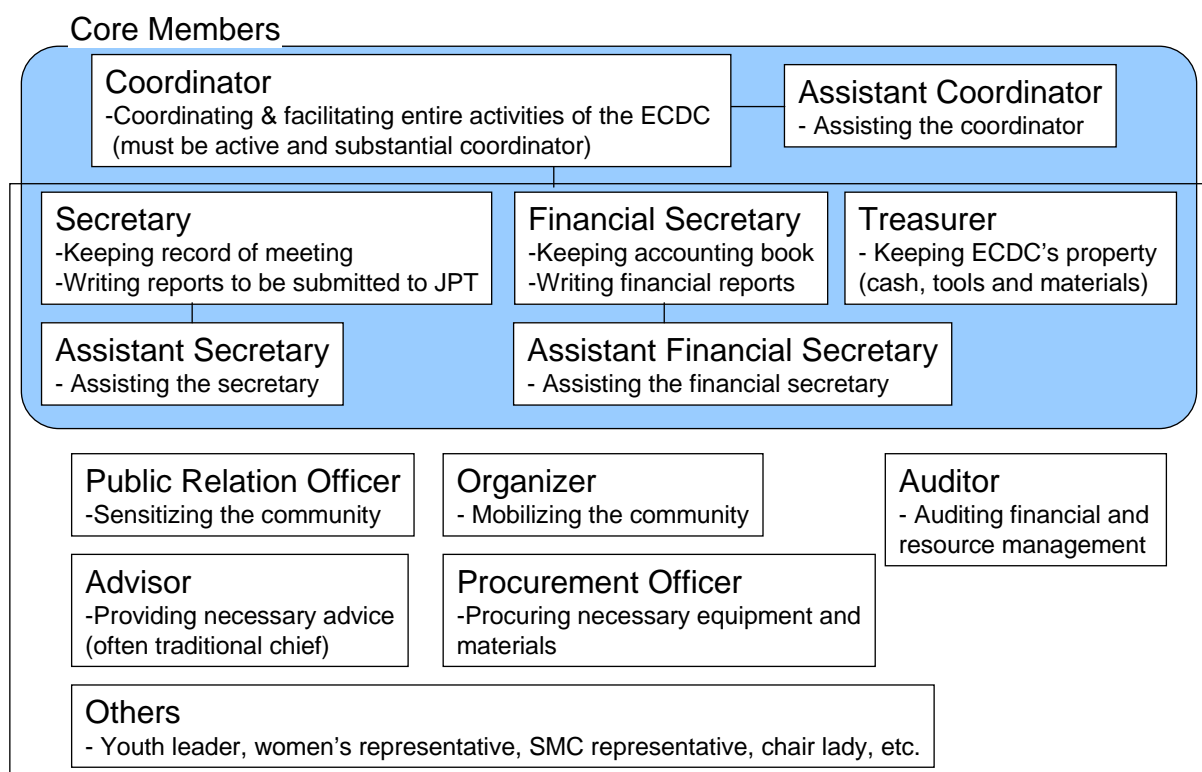


Figure 2.2: General Organization Structure and Basic Roles of Each Position of ECDC

After the establishment, ECDC made by-law. General contents of the by-law are summarized in Table 2.1.

Table 2.1: General Contents of ECDC By-Law

Article to be included in the by-law	Description
Meetings	Number of regular meetings per month Fine for late coming and/or absence
Participation	Provision of voluntary service to ECDC activities Participation in all levels of activities Contribution from ECDC members
Code of conduct/ discipline	Communication and information sharing with ZCC Submission of reports and records to ZCC No discrimination and respect for each other Roles and responsibilities of ECDC Arbitration and dispute settlement Misuse of fund and property
Amendment of by-law	Review of by-law Procedure of amendment
Appointment of members	Registration and appointment of members Regular review of the members Replacement

As the by-law was set based on discussion among ECDC members, articles and detail descriptions vary among ECDCs. Although many ECDCs set fine for late coming and absence in the meeting and regular monthly contribution to be paid by cash, it was observed that these rules are not followed

strictly in the later stage of the Project. Especially the fine was rarely recorded in the accounting book, while cash contribution (including membership fees and donation) continued in some ECDCs especially in Magbema.

2.2.2 Characteristics of ECDC

Many of the ECDC members were changed during the Project period. Major reasons of replacement include low commitment, transfer to the other area, and death. Figure 2.3 shows when the current member joined ECDC. In Tonko Limba, 78% are the original members, while 52% was changed before Step 2 in Bramaia. In Magbema, 17% joined in the later stage of the Project.

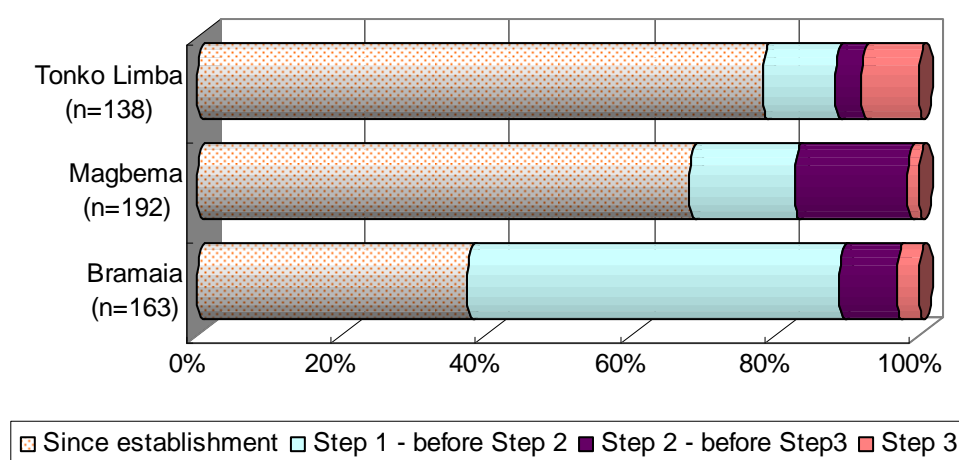


Figure 2.3: When did the current member join ECDC?

Despite the changes in membership, their characteristics have not drastically changed. The latest characteristics of ECDC members based on the results of the endline survey are described in this section.

(1) General Characteristics of ECDC Members

General characteristics of ECDC members are summarized in Table 2.2. Although the average age is almost the same in three areas, 30s is popular in Tonko Limba, while 40s and over are dominant in Magbema and Bramaia. More women are involved in Tonko Limba than the other two areas. According to the observation of JPT, the level of participation of women in training workshops and the decision making process is generally lower in Bramaia. In Tonko Limba and Bramaia, about 70% of ECDC members are the native of the village.

Table 2.2: General Characteristics of ECDC Members

As of March 2008

	Tonko Limba (n=138)		Magbema (n=192)		Bramaia (n=163)	
Number of members						
Man	95	68.8%	138	71.9%	117	71.8%
Woman	43	31.2%	54	28.1%	46	28.2%
Age (average) (years)	44.9		44.0		45.7	
Age group						
Under 30	14	10.1%	17	8.9%	10	6.1%
30s	53	38.4%	56	29.2%	40	24.5%
40s	29	21.0%	62	32.3%	57	35.0%
50s	19	13.8%	37	19.3%	30	18.4%
60 and over	23	16.7%	19	9.9%	23	14.1%
n.a. (age unknown)	0	0.0%	1	0.5%	3	1.8%
Ethnic groups						
Creole	2	1.4%	0	0.0%	1	0.6%
Temne	5	3.6%	167	87.0%	3	1.8%
Susu	2	1.4%	3	1.6%	150	92.0%
Limba	127	92.0%	17	8.9%	6	3.7%
Other	2	1.4%	5	2.6%	3	1.8%
Place of birth						
Within this village	97	70.3%	54	28.1%	113	69.3%
Within this chiefdom	25	18.1%	106	55.2%	40	24.5%
Within Kambia	1	0.7%	20	10.4%	2	1.2%
Other district/country	15	10.9%	12	6.3%	8	4.9%

Table 2.3 summarizes the ratio of the villages represented in ECDC against the ones covered by the school. Five ECDCs in Tonko Limba and Bramaia are dominated by representatives from one village where the school is located. Sixteen ECDCs have more than 80% of representation; especially five ECDCs in Tonko Limba and Magbema have more representation than the school coverage. One ECDC in Tonko Limba has representatives from four villages although the community school covers only one village.

Table 2.3: Representation of ECDC

As of March 2008

	No. of ECDC	Less than 50%	50% to 79%	80% to 100%	More than 100%
Tonko Limba	9	3 (2)	2	1	3
Magbema	13	1 (0)	4	6	2
Bramaia	11	4 (2)	4 (1)	3	0
Total	33	8 (5)	9	11	5

Note 1: () = Number of ECDC in which only one village is represented.

Note 2: Representation of ECDC = Number of villages where ECDC members live ÷ Number of villages sending children to the school

Note 3: Number of villages sending children to the school ranges from one to 16 (if excluding JSS, one to 12). There is only one school in Tonko Limba which covers only one village. All the other schools have more than two villages to cover. Number of villages represented in ECDC ranges from one to 11.

It should be noted that the level of representation is often affected by the distance between the schools and some villages. As analyzed in Section 3.7, the level of representation did not have a significant

relation with the levels of community contribution and participation. However, considering that some respondents of the endline survey stated that they did not know about ECDC although they lived in the coverage area of the target school, the low level of representation could mean that unrepresented villages did not know about ECDC in the first place, and therefore could not access the opportunity for contribution or participation.

Figure 2.4 shows primary occupations of ECDC members. In Tonko Limba and Bramaia, the majority of the members are engaged in farming. Teachers account for 20% to 28% of the membership. The minimum number of teachers involved is two, while at maximum eight teachers are involved in two ECDCs in Magbema and one ECDC in Tonko Limba. In average, 3.6 teachers are involved in EDCD in Tonko Limba, 4.1 in Magbema, and 3.1 in Bramaia. In Magbema and Bramaia, the ratio of traders is also sizable because these ECDCs are located near the market center.

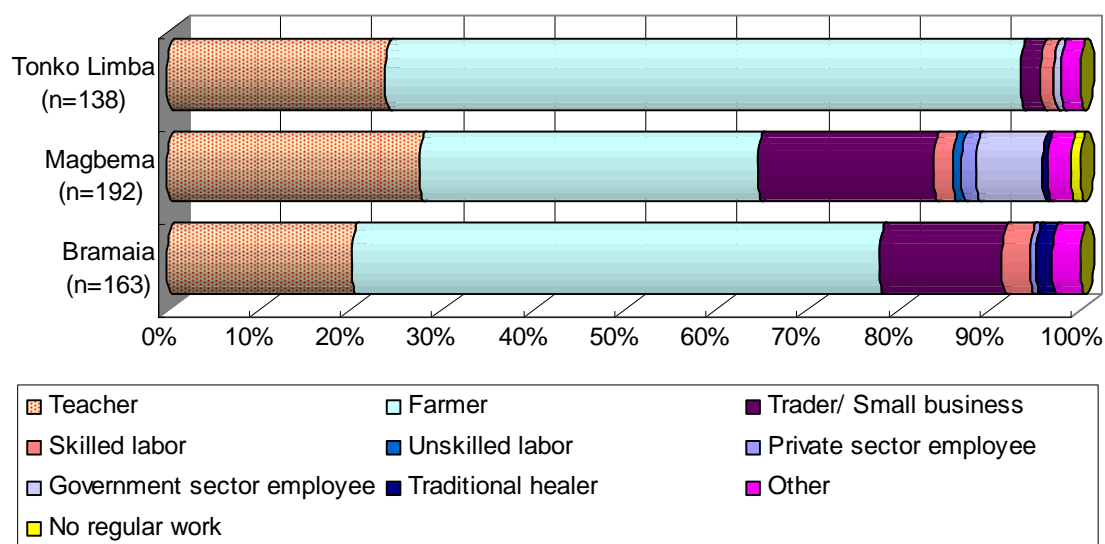


Figure 2.4: Primary Occupation of ECDC Members

As ECDC includes school teachers, the level of education is generally higher than the general population, especially in Magbema (Figure 2.5). In Bramaia, 63% of the members did not complete primary education.

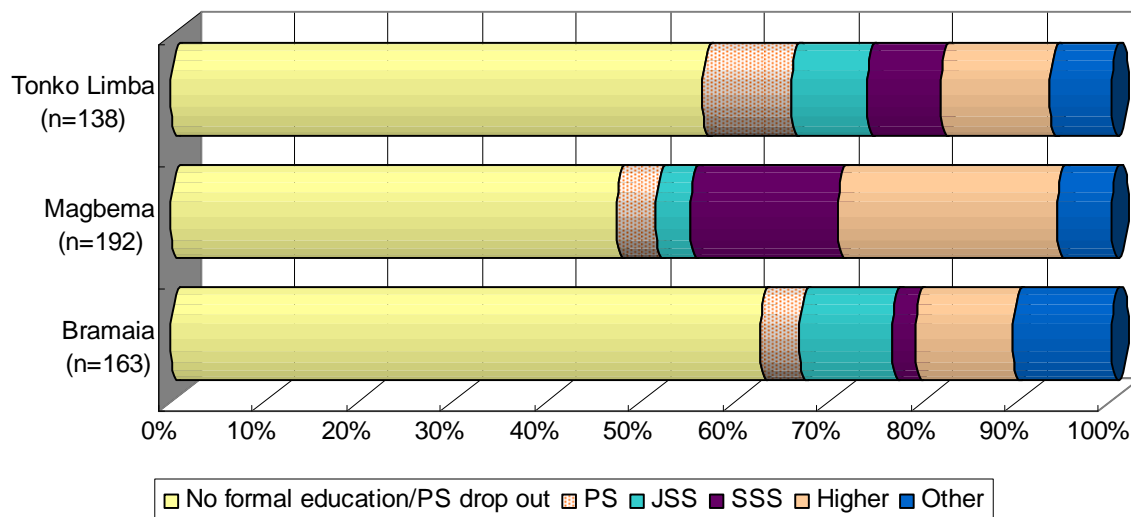
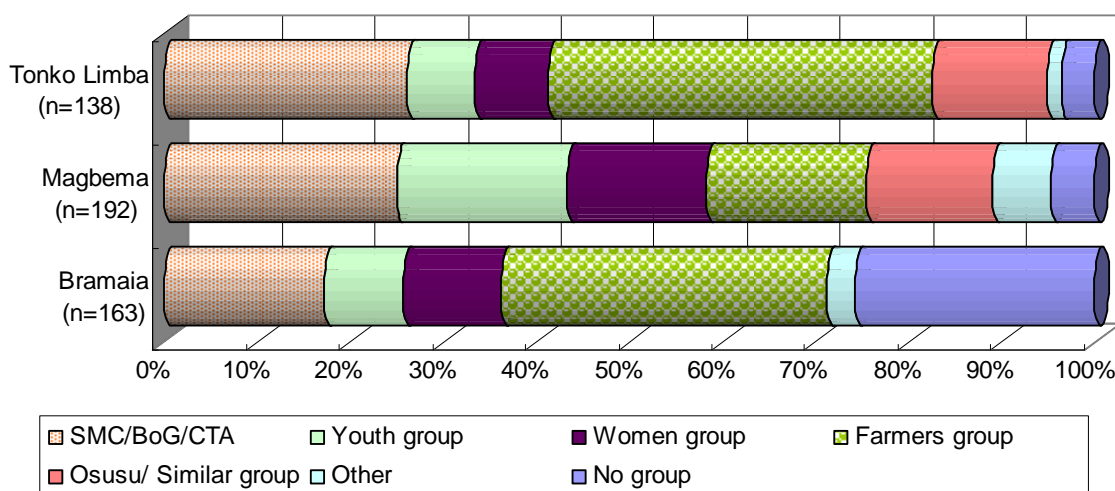


Figure 2.5: Highest Education of ECDC Members

Such educational background may affect the literacy level of ECDC members. In Bramaia, about 70% of the members cannot read or write English, even though some are literate in Arabic, and only less than 50% of the members can write their name in English, while in Tonko Limba and Magbema, 51% and 56% of the members can do so respectively.

Figure 2.6 shows the presence of the members from related community groups such as SMC/BoG/CTA, women group, youth group and other community-based groups/organizations. In Tonko Limba and Bramaia, the majority is farmers group. In Magbema, school groups (SMC/BoG/CTA), youth groups, women groups, farmers groups, and Osusu groups seem to be well balanced. A quarter of members in Bramaia do not belong to any community group.



Note: “Osusu” is like a small group for fund raising or micro credit. Each member contributes certain amount every month/week and one member can use the whole amount in turn.

Figure 2.6: Presence of Related Community Groups

67% of ECDC members have community titles such as the leader of another group, religious leader, local authority, and elder.

(2) Core ECDC Members

The characteristics of seven core ECDC members, which include a coordinator, a secretary, a financial secretary, their assistants and a treasurer, are different from the ECDC's general characteristics described above. This is because the core ECDC members have to take up the management tasks with strong leadership, high commitment and administrative skills such as accounting and report writing. Figure 2.7 shows English writing capability of the core ECDC members.

Although JPT has observed that there is only one member who can write reports in some ECDCs, more than half of the core members stated that they somehow can write English in the survey. This gap occurred because the survey was based on the subjective self-evaluation of the respondents. The actual capacity of the respondents varied: some really could prepare a certain level of document while others could write only their names.

Generally, there is a difference in English writing skills between township areas and remote areas. In Tonko Limba chiefdom, ECDCs in Kamasasa stated that around four to five core members can write English easily while ECDCs in remote areas stated only two to three can. In four ECDCs in Rokupr, Magbema, all core members stated that they can read and write English easily. In Bramaia, three ECDCs have only one member who can write English. Because Arabic is also common there, JPT observed that some members can write Arabic but not English.

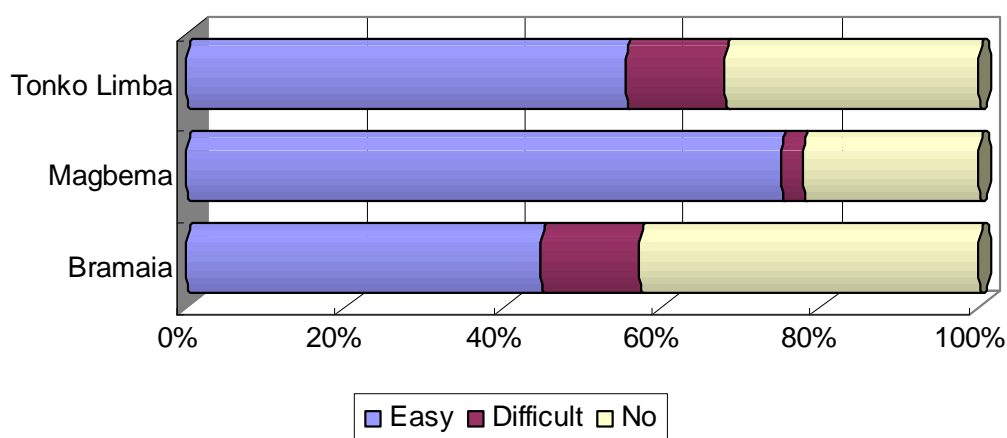


Figure 2.7: English Writing Capability of Core Members

Around 45% of the core ECDC members are teachers. They are mainly involved in report writing and accounting. Secretaries in 30 ECDCs and financial secretaries in 14 ECDCs are teachers. Some of them also have strong leadership. In eight ECDCs, coordinators are teachers.

Gender balance is also different from the general characteristics. Men account for more than 80% of the core ECDC members. On the other hand, the proportion of youth in the core ECDC members is almost the same as the general characteristics of ECDC members in Tonko Limba and Magbema, and more youth are assigned as the core ECDC members in Bramaia.

2.3. Training of Facilitators

Newly recruited facilitators were trained together with the members of the counterpart agencies in the manner shown in Table 2.4. The draft version of *Micro Project Planning and Management Manual* was used in this training, and comments from the participants were utilized to revise the Manual.

Table 2.4: Program of Training of Facilitators on “How to Plan and Manage Micro Project”

Date		6 to 8 February 2006	
Place		JICA Kambia Office	
Participants		JPT: 3 facilitators, 3 assistant facilitators, 1 field coordinator Kambia District Education Office (2 inspectors of schools and 6 zonal supervisors) Kambia District Council (2 staff) Kambia District Social Development, Gender and Children’s Affairs Office (1 staff)	
Objective		to train facilitators and counterparts as trainers for the forthcoming ECDC training	
Time		Contents	Facilitator
Day 1	08:30 - 08:45	Opening Remarks by District Council	District Council
	08:45 – 11:30	1. Situation of ECDC in three chiefdoms ~ Presentation from facilitators and information sharing among members ~	JPT
	11:30 – 12:45	(Lunch)	
	12:45 – 14:30 14:30 – 16:30	2. Comments on the Manual 3. Experience sharing for the Micro Project implementation	JPT
Day 2	08:30 – 10:00	4. Micro project preparation 4-1. Varieties of micro project ~ 3 types and 3 steps of the Micro Project, and idea of the Micro Project from facilitators ~	JPT
	10:00 – 13:00	4-2. Identification of the Micro Project ~ Stakeholder Analysis, Problem Analysis, Objective Analysis, and Resource Analysis ~	
	13:00 – 14:00	(Lunch)	
	14:00 – 16:30	5. Micro project implementation 5-1. Proposal writing 5-2. Proposal approval	JPT
Day 3	08:30 – 10:30	6. Financial management 6-1. Financial management	JPT
	10:30 – 13:00	6-2. Financial documents writing	
	13:00 – 14:00	(Lunch)	
	14:00 – 15:30	7. Role of facilitators for the Micro Project implementation	JPT
	15:30 – 16:00	Closing Remarks by District Education Office	DEO

2.4. First ECDC Training on Micro Project Planning

ECDC’s core members received two-day training on “How to Plan the Micro Project” in each Project Zone in March 2006 as shown in Table 2.5. Participants were selected by ECDC for those who are i) in charge of ECDC’s operation and financial management, ii) preferably literate in English, and iii) hopefully include female members. At the end of the training, ZCC was established in each Project Zone by electing one representative from each ECDC. The schedule for submission and appraisal of proposals for the Micro Project were also explained.

Table 2.5: Program of the First ECDC Training on Micro Project Planning

	Tonko Limba	Magbema	Bramaia
Date	4 and 5 March 2006	10 and 11 March 2006	18 and 19 March 2006
Place	WCSL PS, Kamasasa	Ahamadiyya JSS, Rokupr	St. Mary JSS, Kukuna
Participants	ECDC's core members (5 members selected by each ECDC)		
Trainers	JPT's facilitators and counterparts		
Materials	<i>Micro Project Planning and Management Manual</i> (Version 1.0)		
Objective	ECDC members to i) understand the JICA Project and the Micro Project (Step 1 and 2, as well as Type A, B and C) ii) learn how to prepare the proposal for the Micro Projects (Step 1 and Step 2) using the provided proposal formats		
Time	Contents		Chapter in the Manual
Day 1	09:00 – 09:30	1. Introduction ~ outline of JICA approach and this project ~	I.
	09:30 – 10:00	2. Presentation of Kambia District Development Plan and Ward-level Needs Assessment	
	10:00 – 12:00	3. Progress Report from ECDC ~ Selecting Members and Setting up By-Laws ~ (10 min for each ECDC)	
	12:00 – 13:00	(Lunch Break)	
	13:00 – 14:00	4. The Micro Project ~ 3 Types and 3 Steps of the Micro Project ~	II.
	14:00 – 16:00	5. Plan – Do – See Cycle ~ 5 Steps for Planning the Micro Project ~	III.1 ~ 3
Day 2	09:00 – 10:00	5. Plan – Do – See Cycle (Continued)	III.1 ~ 3
	10:00 – 12:00	6. Proposal Preparation	III. 4
	12:00 – 13:00	(Lunch Break)	
	13:00 – 14:00	6. Proposal Preparation (Continued)	III. 4
	14:00 – 14:45	7. Implementation and Monitoring of the Micro Project	III. 5 ~ 6
	14:45 – 16:00	8. Resource and Financial Management 9. Sustainability of the Micro Project	IV. V.
	16:00 – 16:30	10. Establishment of ZCC	II.2 (2)

2.5. Second ECDC Training on Micro Project Implementation and Management

Before fund disbursement and implementation of the Step 1 projects (with Type A budget), the second ECDC Trainings on Micro Project Implementation and Management were held in three zones as shown in Table 2.6. The training aimed to present the importance of record keeping for securing transparency and accountability within the ECDC. After the training, the ECDCs received the Step 1 project funds.



Figure 2.8: A Participant's Presentation (Bramaia)

Table 2.6: Program of the Second ECDC Training on Micro Project Implementation and Management

Date	Sat, 22 April 2006	Sat, 29 April 2006	Sat, 06 May 2006
Place	WCSL PS, Kamasasa	Ahamadiyya JSS, Rokupr	St. Mary JSS, Kukuna
Participants	ECDC (3 per ECDC, consisting of Coordinator, Secretary and Financial Secretary, etc) Counterpart Agencies (District Council, DEO and MSWGCA Kambia)		
Time	Contents	Form	Facilitators
09:00 - 09:15	1. Introduction: Opening remarks and agenda of the meeting	NA	CP
09:15 - 10:15	2. Announcement of Approved Proposals	NA	CP
10:15 - 10:30	(Tea Break)		
10:30 - 11:30	3. Workshop on Monthly Report Writing - Monthly Report and List of Participants	3-1 & 3-2	JPT & CP
11:30 - 12:00	- Resource Management Book	4	JPT & CP
12:00 - 13:00	(Lunch Break)		
13:00 - 14:00	- Accounting Book and Receipt	5 & 7	JPT & CP
14:00 - 14:30	- List of Contribution	6	JPT & CP
14:30 - 15:00	4. Confirmation of Resource Center Management Group Establishment as a ZCC sub-committee	NA	JPT & CP
15:00- 16:00	5. Fund Disbursement of the Type A activity	NA	JPT & CP

2.6. Third ECDC Training (Year 2)

For the third training of ECDC, JPT mainly worked with DEO who have been involved in monitoring. Commitment of other counterpart agencies such as District Council has been getting lower due to reasons such as the frequent transfer of the staff and inadequate internal communication. However, related agencies including District Council and United Nations Transition Support Team (TST)⁴ based in Kambia were invited to observe the training to share information and experience. The program of the third training of ECDC is shown in Table 2.7.

⁴ UN TST was established in 2003 to support the transition process from relief to development in Sierra Leone. TST was implementing the UNDP's Community Empowerment and Development Project (CEDP) funded by the Japanese Government and therefore was seeking to collaborate with the Project of JICA. The detail is explained in Section 6.4 of this report.

Table 2.7: Program of the Third ECDC Training

Date	Place	No. of participants
Thu, 22 March 2007	Tonko Limba	36 (4 per ECDC)
Fri, 23 March 2007	Magbema	52 (4 per ECDC)
Sat, 24 March 2007	Bramaia	44 (4 per ECDC)
Venue: Resource Center in each area Objective: Learn from your experience! 1) to get feedback (lessons) from Step 1 and Step 2 implementation 2) to prepare proposal writing for Step 3		
Time	Topic	Person in Charge
09:30 – 09:35	Opening Remark	JICA Project Team (JPT)
09:35 – 11:30	Exchange of Experiences among ECDCs	District Education Office (DEO)
11:30 – 11:45	How to Write Monthly Reports	DEO
11:45 – 12:00	How to Prepare Step 3 Proposal	JPT Facilitators
12:00 – 12:30	How to Prepare a Business Plan for Step 3 Income-Generating Activities (IGA)	JPT Facilitators
12:30 – 13:30	(Lunch Break)	
13:30 – 14:30	Group Work: Democracy and Transparency	DEO
14:30 – 15:45	Procedure of Construction Project for Step 3	JPT Technical Unit
15:45 – 16:30	How to Plan ECDC-level Training for Step 3 (Personal Hygiene, Adult Literacy, Science and Math Teaching, and Agriculture)	JPT
16:30 – 17:00	Planning for One-day Study Visit to ECDCs (Selecting a few ECDCs which they want to visit in order to learn from their activities)	DEO

(1) Experience Sharing among ECDCs

In this Project, experience sharing and mutual peer-to-peer learning among ECDCs are emphasized and encouraged. To promote this kind of learning, the first section of the third training of ECDCs was used for ECDCs to share their experiences on Micro Projects. The participants from each ECDC reported what they did in Step 1 and Step 2 Micro Projects, any problems they encountered in operation of ECDC and implementation of Micro Projects, how they solved these problems, and what lessons they learned from these experiences. Most participants presented confidently what they have accomplished through Micro Projects, and answered questions raised by other participants.

The most common problem to ECDCs was the difficulty in community mobilization, and most ECDCs tried to solve this problem by sensitizing the community on the importance of the school and working together for community development. Some participants were open and courageous enough

to admit even their failures, for example admitting that agricultural production in school/community farms was not good because of their low technical capacity.

(2) Revised Micro Project Planning and Management Manual

The third training also covered the revised *Micro Project Planning and Management Manual* (version 2). The major focus was on prevention of domination and open and fair operation of ECDC with transparency and accountability. A case study based on the actual problem in some ECDC was discussed in groups. Topics in this regards included the following.

- 1) Need to avoid domination of ECDC core members or bank signatories by families, close friends or single group (school management, women or youth)
- 2) Transparency in procurement
- 3) Importance of listening to the voice of vulnerable members, such as illiterate members, women and youth
- 4) Measures against domination or injustice

2.7. Fourth ECDC Training (Year 3)

The fourth training of ECDCs was held before implementation of Step 3 Micro Projects as shown in Table 2.8. After the training, 15 ECDCs which would not receive support from JPT's Technical Team signed the contract for Step 3 Micro Project with JPT and received the first disbursement of Step 3 fund. The signing of the contract and fund disbursement for ECDCs which received Technical Team's support took place about two weeks later, following the discussion on and finalization of the Construction Guides.

Table 2.8: Program of the Fourth ECDC Training

Zone	Dates	Participants
Tonko Limba	Wed, 31 October 2007	36 (4 per ECDC)
Bramaia	Thu, 1 November 2007	44 (4 per ECDC)
Magbema	Sat, 3 November 2007	52 (4 per ECDC)
Venue: Resource Center in each area Objective: to improve sustainability of ECDC activities by 1) planning how to improve ECDC capacity based on the self-evaluation of ECDC capacity during Step 2 Micro Project implementation, and 2) learning how to conduct transparent and democratic financial management for Step 3		
Time	Contents	Person in Charge
09:30 – 09:35	Opening Remark	JPT
09:35 – 12:30	1. ECDC's self-evaluation of their capacity and capacity improvement plan for sustainability after JICA assistance a) ECDC's presentation of self-evaluation of ECDC capacity during Step 2 Micro Project implementation (3 min/ECDC) b) ECDC's presentation of their plan to improve ECDC capacity and continue activities after JICA assistance (5 min/ECDC) c) Floor discussion on ECDC's self-evaluation of their capacity and their plan for capacity improvement and sustainability (7 min/ECDC) (15 min/ECDC x 9-13 ECDCs = 135 - 195 min)	District Education Office
12:30 – 13:30	(Lunch Break)	
13:30 – 15:30	2. How to improve transparent and democratic financial management in ECDCs a) How to fill out various Accounting Forms b) How to write IGA Record Form c) Introduction of good Monthly Reports	JPT Facilitators
15:30 – 16:30	3. Introduction to Community Management of the Forestry (Importance of the forestry for the community, and how to plan tree planting for sustainable forestry use)	Forestry Officer of District Agriculture Office
16:30 – 17:00	Signing of the Contract for Step 3 Micro Project and the First Disbursement of JICA Fund to ECDCs which will not receive support from JPT Technical Team (T03, T04, T05, T07, T08, M06, M07, M09, M11, B01, B03, B05, B07, B09, B10)	JPT

(1) ECDC's Self-Evaluation of Their Capacity and Capacity Improvement Plan for Sustainability

In the first session, all ECDCs presented their self-evaluation of ECDC's capacity based on their experiences in Step 2, then, discussed how to improve the management of ECDC and the Micro Project in Step 3.

(2) Financial Management

In the second session, the participants were briefed about the revised accounting forms and common mistakes in account keeping found during Step 2 Micro Projects. Then, explanation of record keeping specifically on income generating activities (IGA) followed. It is explained that by keeping IGA record, ECDC can learn important lessons about the profitability of its IGA, including timing of agriculture trading and seasonal differences in machine operation such as rice milling. The importance of recording “profit” (sales – cost) apart from Accounting Book was emphasized, as the confusion between “sales” and “profit” was the most common mistake during the Step 2 implementation. For both topics, explanation was followed by a practical case study exercise to make the session participatory.



Figure 2.9: ECDC member presents their strengths and weaknesses



Figure 2.10: Exercise on financial management

(3) Introduction to Community Management of the Forestry

In the third session, Forest Officer from District Agriculture Office gave a sensitizing lecture about deforestation and importance of planting trees. Participants were introduced to the guidelines and forms on community forestry management, which ECDCs with timber processing activity must submit to JPT. A separate training on community forestry management is explained in Section 2.11.8

2.8. Study Visits for ECDC Members (Year 2)

As part of the effort to facilitate information sharing and exchange of ideas among the ECDCs, the following Study Visits were organized in the second project year as shown in Table 2.9.

- (1) Study Visit on Micro Projects
- (2) Study Visit on Construction
- (3) Study Visit on Water Well Management

Table 2.9: Schedule of Study Visits (Year 2)

	Micro Projects			Construction	Water Well Management
	Tonko Limba	Magbema	Bramaia		
Date	Fri, 13 April 2007	Fri, 20 April 2007	Thu, 19 April 2007	Thu, 3 May 2007	Thu, 24 May 2007
Number of Participants	18 (2 members from each ECDC)	26 (2 members from each ECDC)	22 (2 members from each ECDC)	46 (ECDC core members and artisans from 30 ECDCs)	12 (2 members from 6 ECDCs proposing well construction/rehabilitation)
Sites Visited	M05, M06, M08	B01, B08, B10	T02, T06, T07, T09	T04, T05, M06, B03	Kabaya, Milikie, Kasiri Matatoi

(1) Study Visit on Micro Projects (Year 2)

JPT organized Study Visits for ECDCs in one zone to visit ECDCs in other zones. In order to maximize the learning and prevent the visit from merely becoming sightseeing, JPT presented ECDCs the characteristics of host ECDCs' activities and encouraged them to plan on some questions for each ECDC to be visited. Common questions are shown in Table 2.10.

Table 2.10: Common Questions Raised by Visitors

Type of Activity	Common Questions Raised
General	<ul style="list-style-type: none"> - What kind of benefit has the activity brought? - How do you manage to mobilize people in the busy season? - How do you use the profit to support school?
School / community gardening	<ul style="list-style-type: none"> - How did you acquire the land? Who owns the land? - Where do you get the varieties of seeds? - How do you market your produce? - How did you control pest or insect damage?
Construction / fabrication of furniture	<ul style="list-style-type: none"> - How did you make school furniture, by purchasing or making? - How did you find dedicated and good artisan? - How do you use the Construction Guide?
Seed bank	<ul style="list-style-type: none"> - How do you plan to continue seed bank? - How do you select beneficiaries for seed bank? - How do you prepare for the possible loss? - What method do you use to preserve seeds?
Income generating activities	<ul style="list-style-type: none"> - Is the activity making profit? - How did you learn the skill of soap processing? - How do you maintain the machine? - How do you go about buying/selling agricultural produce?

ECDCs from Tonko Limba were interested in learning details of income generating activities in Magbema, such as palm kernel nut cracking and soap making. In addition, they asked many technical

questions on farming and construction at M06, where many ECDC members belong to the Rice Research Station and a good artisan is working on the school construction activity. ECDCs from Bramaia learned effective methods for community mobilization from ECDCs in Tonko Limba, and visitors witnessed the lengths of roads rehabilitated and amount of rice and groundnuts purchased and stored, both of which require much participation.

Study Visit provided not only good learning opportunity but also encouraged the host ECDCs greatly. In most ECDCs which were visited, rather than a few members dominantly answering the questions, five to 10 members including women took turn to answer the questions. In rural areas (B08, B10, T06, T07, T09) many community members gathered to receive visitors. Some people listened to and answered the questions through interpretation between their local language and Krio. In Kamasasa (T02) and Kukuna (B01), on the other hand, members from neighboring ECDCs were sitting with members of host ECDCs so naturally that JPT was almost unaware of their presence. This showed that interaction among the ECDCs within the same zone takes place regularly and that ECDCs operate in an open manner.

Table 2.11: Program of Study Visit on Micro Projects (Year 2)

Dates	Fri, 13 April 2007		Fri, 20 April 2007		Thu, 19 April 2007	
Participants	18 from Tonko Limba (2 per ECDC)		26 from Magbema (2 per ECDC)		22 from Bramaia (2 per ECDC)	
Site visited	M05, M06, M08		B01, B08, B10		T02, T06, T07, T09	
Objective	1) to improve one's own ECDC activities by learning from other ECDCs 2) to prepare good proposal for Step 3 by learning from other ECDCs					
Contents						
For Tonko Limba ECDCs		For Magbema ECDCs		For Bramaia ECDCs		
08:00	Departure from Kamasasa to Rokupr	08:30	Departure from Rokupr for Kukuna	08:30	Departure from Kukuna to Kamasasa	
11:00 – 12:00	KDEC Masorie PS (M08)	11:00 – 12:00	St. Mary JSS, Kukuna (B01)	10:00 – 11:00	Kakonteh CS (T09)	
12:15 – 13:15	(Lunch Break at Resource Center)	12:00 – 13:00	(Lunch Break at Resource Center)	11:15 – 12:15	RC PS Kamabala (T07)	
13:20 – 14:20	SLMB PS Rokupr (M05)	13:15 – 14:15	Seduya Community School (B10)	12:30 – 13:30	(Lunch Break at Resource Center)	
14:30 – 15:30	KDEC RRS Warda Model PS Rokupr (M06)	14:30 – 15:30	Visit KDEC PS Teneba Bramaia (B08)	13:40 – 14:40	Visit WCSL PS Kamasasa (T02)	
15:30	Departure for Kamasasa	15:30	Departure for Rokupr	14:50 – 15:50	Omar Muctar PS Kabasa 2 (T06)	
18:30	Arrive at Kamasasa	17:30	Arrive at Rokupr	16:00	Departure for Kukuna	
				17:30	Arrive at Kukuna	



Figure 2.11: Explanation of Soap Making by a ECDC Member (M05)



Figure 2.12: Explains about School Garden by ECDC Secretary (M06)

(2) Study Visit on Construction

JPT also organized a visit specifically for construction Micro Projects to facilitate technical discussion among artisans and for ECDCs proposing construction activities for Step 3 Micro Projects to see actual examples and learn from others' experience.

The criteria for the selection of sites to visit included the distance between sites, conditions faced by the community such as location (rural or semi-urban) and availability of materials, ECDC's effectiveness in procurement and construction management, quality and type (local or outsider) of artisans, and the choice of different material and techniques. JPT ensured that participants can learn from varieties of examples, both positive and negative, and be exposed to various techniques.

Table 2.12: Program of Construction Study Visit

Date	Thu, 3 May 2007
Participants	46 (ECDC core members and artisans from 30 ECDCs) <ul style="list-style-type: none"> - Two members (ECDC and artisan) from ECDCs proposing construction in Step 3 - One member (artisan or ECDC) from ECDCs proposing rehabilitation in Step 3 - One member (good artisan or ECDC) from ECDCs undertaking construction in Step 2
Location	T04, T05, M06, B03
Time	Contents
08:30-09:30	Construction of 3 classrooms with office and store, KDEC RRS Warda Model Rokupr (M06)
11:30-12:15	Construction of 3 classrooms with office and store, Kabasa I Community School (T04)
12:15-13:00	Rehabilitation of 4 classrooms school building, RC Primary School, Kabasa 2 (T05)
13:15-14:00	Lunch
14:15-15:00	Construction of 3 classrooms with office and store, WCSL Kukuna (B03)
15:00-16:00	Final brainstorming session at Bramaia Resource Center Exhibition of M07 furniture and burnt brick from Turaya (B09)

Out of four sites visited, three were undertaking construction of three classrooms with office and store, with the same design. Participants could see various stages of construction, as these three ECDCs were incidentally in different stages: completed, painting, and yet to plaster. Participants could also see and compare different materials and techniques applied by different ECDCs including mortar joint (cement or mud), window (ventilation bricks or batten wooden window, and type of locks), and roofing (use of transparent plastic sheets for lighting, material and design of truss). Participants, especially artisans, eagerly examined the site, and discussion on site as well as at the final brainstorming session was active on both technical and management issues.

Technical issues included the quality of furniture, ideas on better lighting, security measures, strength of the building, the role of flower pod, and so forth. Management issues included the following points:

- How to mobilize the community and contribution
- How best to conduct procurement and the importance of negotiating the price rather than blankly paying the initially estimated price
- Analysis of the causes of delay and how to solve them



Figure 2.13: Participants Discuss at T04



Figure 2.14: Participants Discuss at M06

(3) Study Visit on Water Well Management

Study Visit on water well management was organized for six ECDCs proposing well construction or rehabilitation for Step 3 Micro Projects so as to learn positive and negative lessons on well construction, maintenance and management. Three villages in Tonko Limba and Bramaia chiefdoms were visited, where wells were constructed over 15 years ago and are still maintained. The technical team of JPT organized the visit and invited three resource persons, from Kambia District Health Management Team (DHMT), Action Aid, a NGO that have constructed wells and trained pump care takers in the district for a long time, and a local well consultant.

Table 2.13: Program of Well Study Visit

Date	Thu, 24 May 2007
Participants	2 members from 6 ECDCs (T02, T09, B02, B08, B10, and B11) proposing well construction/ rehabilitation. Total 12
Location	Kabaya, Milikie, Kasiri Matatoi
Resource persons	WATSAN coordinator of DHMT Program Manager of Action Aid Local well consultant
Time	Contents
09:30-10:30	Visit wells in Kabaya, Bramaia
11:15-12:15	Visit wells in Milikie, Tonko Limba
12:15-13:15	Visit wells in Kasiri Matatoi, Tonko Limba
13:30-14:15	Lunch
14:30-15:30	Final brainstorming discussion at Bramaia Resource Center

At the villages, participants saw functioning and nonfunctioning wells and actively asked questions to village chiefs, village pump caretakers and other community members regarding construction and management of the wells. Resource persons also made valuable input to stimulate the discussion. Lessons learned summarized at the brainstorming session included:

- Youth and community participation is crucial during the construction phase
- Fence can be built locally and the site should be kept clean
- Community should sit together and make by-laws on the use of the well to avoid breakdown, overuse or contamination
- Regular maintenance of pump and treatment of water (chlorination) is necessary every three months
- Financial contribution of the community for maintenance is the key for sustainability
- Committed care taker needs to be appointed and trained.



Figure 2.15: Discussion at the Well in Kabaya



Figure 2.16: Participants Observe the Well in Milikie

2.9. Study Visit for ECDC Members (Year 3)

In the study visit of the third project year, JPT focused on the experience sharing on effective management and sustainability of income generating activities. Based on the success and trouble cases in Step 2, the day one took up the seed bank activity and the day two focused on machine operations including agricultural machines and power saw.

In the day one, participants discussed such topics as distribution, monitoring, recovery, storage of seeds, use of interest, and sustainability. In the day two, participants discussed especially maintenance of the machine, marketing, use of profit, and sustainability. The visit received DAO officers as resource persons and also hosted many other counterparts and guests from Freetown and Kambia. The program of the study visit is shown in Table 2.14.

Table 2.14: Program of Study Visit on Micro Projects (Year 3)

Date	Fri, 9 May 2008	Sat, 10 May 2008
Place	Tonko Limba	Magbema
No. of participants	ECDCs with related Micro Project (2) Other interested ECDCs (1) Total: 47	ECDCs with related Micro Project (2) Other interested ECDCs (1) Resource Center Management Group (1) Total: 28
Resource persons: Mr. Sheku B. Lahai, Block Extension Supervisor/ Farmer Field School District Coordinator, DAO Mr. Fomba K. James, Subject Matter Specialist (Forestry), DAO		
Other counterparts and guests: Mr. Amadu Jallah, Director General, MEYS Mr. M.B. Gboyor, Assistant Secretary, MEYS Mr. Yajah Christian Fayia, Assistant Secretary, MIALGRD Mr. Alie B Fofana, Deputy Chief Administrator, District Council Mr. Hassan J. Jalloh, Procurement Officer, District Council Mr. Muhammad S. Njai, Zonal Supervisor, DEO Mr. Ibrahim S. Turay, Field Officer, NaCSA Mr. Brima Lamin, Cycle Project Manager, International Rescue Committee (observer)		
Objective: To enhance effectiveness and sustainability of soft-type Micro Projects by sharing experience among ECDCs with similar activities		
Time	Contents	
DAY 1	How to effectively manage and sustain Seed Bank	
09:15 - 09:45	T09, RC PS Kakonteh (groundnuts and rice seed bank as Step 2 activity)	
10:00 - 10:30	T05, RC PS Kabasa 2 (groundnuts and rice seed bank as Step 2 activity)	
10:45 - 11:15	T02, WCSL PS Kamasasa (groundnuts and rice seed bank as Step 2 activity)	
11:30 - 12:15	~ Lunch break ~	
12:15 - 14:00	Discussion session at Tonko Limba Resource Center	
DAY 2	How to effectively manage and sustain Machine Operation	
09:15 - 09:45	M08, KDEC Masorie PS (nut cracker as Step 2 activity)	
10:00 - 10:30	M13, SLMB PS Gberika (power saw as Step 2 activity)	
10:45 - 11:15	M03, RC PS Rokupr (rice mill as Step 2 activity)	
11:30 - 12:15	~ Lunch break ~	
12:15 - 14:00	Discussion session at Magbema Resource Center	
14:00 - 14:30	Information sharing on micro finance activity (M02)	

2.10. Capacity Building of ZCC on Monitoring

2.10.1 Monitoring and Evaluation Training for ZCC

ZCC (Zonal Coordinating Committee) started regular process monitoring in the second project year from late October 2006. Trainings were conducted to ensure ZCC members understand the objectives and methodology of the monitoring.

As shown in Figure 2.17, ZCC members in the district level monitor and evaluate performance and capacity of ECDC from neutral and objective perspective, while ZCC members in ECDC level monitor their activity internally.

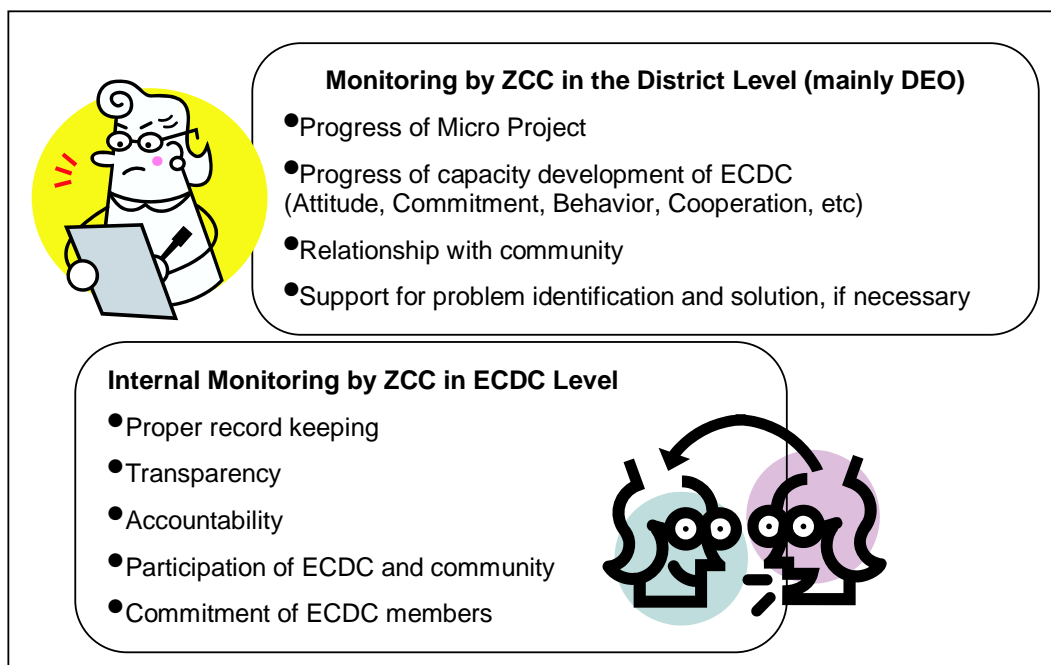
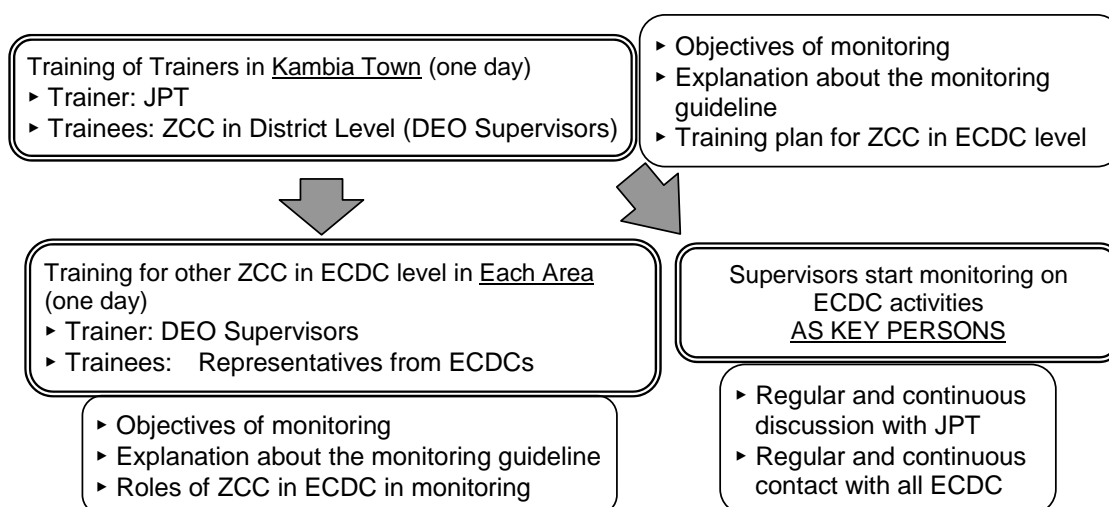


Figure 2.17: Concepts of Monitoring by ZCC in District Level and ECDC Level Monitoring Training

Training of monitoring activities was conducted from mid-October to early November 2006. Figure 2.18 shows the framework of the training, and Table 2.15 shows the program of the training of trainers.



DEO: District Education Office in Kambia

Figure 2.18: Overall Framework of Monitoring Training

Table 2.15: Training Program for ZCC in District Level (TOT)

Participants		2 Inspectors and 5 Zonal Supervisors, Kambia District Education Office
Date		17 October 2006
Location		District Education Office
Time	Subject	Contents
09:00-09:30	Outline of the Project	Concept of JICA's assistance and difference with emergency support Framework of the micro project Outline of target school
09:30-10:00	Basics of the Monitoring	Role of monitoring in the project cycle management Process monitoring and impact monitoring
10:00-11:00	Monitoring activity in the Project	Structure of monitoring in the Project (process monitoring by ZCC in district level; internal monitoring by ZCC in ECDC level; and Impact monitoring by JICA Project Team) Objectives of each monitoring
11:00-12:00	Monitoring formats and guidelines	Monitoring items and guidelines Administrative arrangements
13:00-14:00	Exercises 1: Trial monitoring	Filling the monitoring format by information in sample monthly reports submitted by ECDC Develop questions to obtain additional information
14:00-15:30	Exercises 2: Preparation of training plan for ZCC in ECDC level	Developing training plan including contents, time table, trainers and schedule for each area (Tonko Limba, Magbema and Bramaia)
15:30-16:00	Evaluation and conclusion	Evaluation on outputs from exercises from trainer Conclusion from an inspector

Trainees showed high level of understanding of the basics of monitoring and the guideline. The finalized monitoring guideline and format based on the suggestion for modification by the participants are presented in the following Table 2.16.

Table 2.16: Micro Project Monitoring Check Points for DEO Supervisors

Monitoring Points	Reason/ Remarks/ Advice given
Monthly Report	Check the monthly report. Prepared and submitted every month? Prepared properly? (no blank, clear, true, problem and solution, etc.)
Financial Management	Check the accounting book. If it's ok, sign for auditing. Calculations are correct? Balance in the book and cash in hand are same? Proper RECEIPTS for all expenses? Reported in regular meeting? (Transparency) No private expenses?
Resource Management	Check the resource management book. No damage and loss? If some damage or loss, what has ECDC done to recover it? No personal usage?

Monitoring Points	Reason/ Remarks/ Advice given
Progress of Micro Project	Check the monthly report and ask the coordinator and person in charge. Any delay? If so, ask the reasons and evaluate whether the reasons are acceptable?
Involvement of ECDC	Check the monthly report (list of participants in the meetings). Have they had meeting regularly? Attendance rate of ECDC members is more than 80% (>12), 8 to 10 or less?
Relationship among ECDC Members	Ask some ECDC members INDIVIDUALLY. No domination, no drop-put, no neglect, no conflict, no complain, etc.? Are they satisfied with ECDC?
Relationship with Community	Ask some community people. No complain, no conflict, no doubt (TRANSPARENCY) Do they know what and how ECDC is doing? (ACCOUNTABILITY) Check the monthly report. How many people participated in the activities?
Participation of Women	Check the monthly report. Do women members attend meeting regularly? Ask women members and other ECDC member INDIVIDUALLY. Do ECDC maintain good cooperation with women groups?
Participation of Youth	Check the monthly report. Do youth members attend meeting regularly? Ask youth members and other ECDC member INDIVIDUALLY. Do ECDC maintain good cooperation with youth groups?
Child Protection	Ask school teachers. Do ECDC activities disturb children learning in school/ home? Are children forced to help ECDC activities as labors?
School Environment	Ask the head teacher. School facility/ equipment have been improved? Services for children have been improved? (school feeding, quality of teaching, school events, etc.) Teachers have been motivated? Why?
Awareness on Education in the Community	Ask school teachers. Is the attendance rate improved? Have parents been motivated to send their children to school? Have payment rate of school charge improved?
Other Findings	Good practice; Bad practice; Problem and solution Advice/ comments given during your monitoring Other important issues

The training program developed and conducted by trainees for ZCC members in ECDC level is shown in Table 2.17. Through the training, ZCC members in each ECDC learned why monitoring is important and necessary to sustain their activities and exchanged their experience of solving their problems. After this training, the trainees started watching their own activities with the key points of monitoring.

Table 2.17: Training Schedule and Program for ZCC in ECDC Level

Place	Kamasasa	Kukuna	Rokupr
Date	Sat, 28 Oct 2006	Sat, 4 Nov 2006	Fri, 10 Nov 2006
No. of Trainees	9	11	13
Time	Subject	Contents	
09:15–10:00	Basic Knowledge of Monitoring	Basics of Monitoring Objectives of monitoring in this project	
10:15–11:15	Monitoring by ZCC in District level	Monitoring items and procedure Information sources for the monitoring	
11:15–13:45	Group Work: “What should ZCC in ECDC do in monitoring?”	Group work Participants formed small groups (three to four persons per group) and discuss on their understanding on the monitoring and their roles in the monitoring. Presentation of the conclusion and questions about the monitoring. Feedbacks and answers to the questions by trainers and participants	
13:45–15:00	Information Sharing	Presentation by each ECDC (5 min./ECDC) on: 1. Status of ECDC Activity 2. Problem 3. Achievements	
15:00–15:30	Question, Answer and Comments		

2.10.2 Monitoring Results by Kambia District Education Office

Following the aforementioned monitoring training, Zonal Supervisors of DEO started monitoring ECDC activities. However, despite JPT’s numerous request to DEO to assign more supervisors, the number of visits was extremely limited, as shown in Table 2.18. Indeed, the monitoring stopped since February 2007 until April 2008. In total, four supervisors conducted monitoring.

Table 2.18: Monitoring Visits by DEO-Kambia (Oct. 2006 to May 2008)

Zone	ECDC	Visit	Zone	ECDC	Visit	Zone	ECDC	Visit
Tonko	T01	1	Magbema	M01	2	Bramaia	B01	2
Limba	T02	1		M02	2		B02	2
	T03	2		M03	2		B03	2
	T04	1		M04	2		B04	2
	T05	1		M05	2		B05	2
	T06	2		M06	2		B06	3
	T07	1		M07	2		B07	3
	T08	2		M08	2		B08	2
	T09	0		M09	2		B09	2
		M10		2	B10		2	
		M11		2	B11		2	
		M12		2				
		M13		2				

Human resource in DEO is too limited to implement even their routine work such as supervising school operation and teaching in more than 200 schools (government assisted schools and community schools) in Kambia District. Furthermore, DEO has lots of additional works to do for the decentralization process, introduction of EMIS (Education Management Information System), and other trainings, seminars and workshops held or supported by donors.

Although the number of visits was small, those supervisors who conducted monitoring have been seriously engaged in monitoring. Because of their professional orientation, the supervisors could monitor aspects that are different from facilitators such as teaching skills and school environment. Indeed, it was a good opportunity for them to discuss with teachers and community people directly and see the reality in the field. It is also good for schools, especially community schools to ask advice or support from DEO to arrange for approval to be government assisted school, issue of the certification of teachers who have completed distance education, and assistance from missions and/or other donors. The results of monitoring are summarized in Table 2.19 below.

Table 2.19: Summary of Monitoring Results by DEO-Kambia

Monitoring Points	Monitoring Results
- Administration (reporting and resource management)	Generally, monthly reports and receipts are checked to be correct and properly prepared. In Magbema, supervisor found that ECDC has repaired the damaged tools and advised to repair damaged furniture (Year 3).
- Progress of Micro Project	Generally, Micro Projects were found to be in progress without a delay. Some ECDC were trying their best to catch up the schedule, such as B10, B03 (Year 2). In Magbema, supervisor monitored some delays in seed recovery and construction (Year 3).
- Involvement of ECDC, - Relationship among ECDC, - Members/ with Community, and - Participation of Women and Youth	ECDCs are active, maintain cordial relationship with other stakeholders in community and mobilize active support from women and youth. However, participation of women and youth is mainly as labors (Year 2). Generally, transparency and accountability are confirmed as people participate in ECDC activities actively (Year 3). In B07, transparency and accountability does not spread into all the people. ECDC procurement officer has not been made to do his duty and is neglected. There is some kind of conflict (Year 3).
- Child Protection	In all ECDC, there is no forced labor and their learning is not disturbed.

Monitoring Points	Monitoring Results
- School Environment	<p>Classroom, toilet, kitchen, furniture, playground, well, and teaching/learning materials are checked whether they are available, clean, safe and adequate.</p> <p>Teaching skill has been improved after teacher training of the World Bank-funded Sababu Education Project (B01, B02, Year 2).</p> <p>ECDC started/will start paying community teacher incentive. (B05, B06, B07, B10, M03)</p> <p>Some community teachers were waiting for certificate from the government. (B11, Year 2)</p> <p>DEO discussed with the mission to send additional teacher for class 6. (T08, Year 2)</p> <p>Most teachers have left due to lack of financial support from community. The only teacher seldom comes to school (B07, Year 3).</p>
- Awareness on Education in the Community	<p>In most ECDC, parents now send children to school willingly and visit school often. Attendance is regular without delay and school roll has increased.</p>
- Other Findings	<p>New teaching method on mathematics and science introduced in the Project's training is now in practice. But need follow-up monitoring.</p> <p>Many children tend to be absent from school with no reason. Supervisor advised the school to stop this bad habit (M09, Year 3).</p>

In May 2008, JPT held a meeting among the supervisors and JPT facilitators to share the findings so as to discuss any action to be taken and to improve their monitoring skills. The participants agreed to call a meeting at one ECDC (B07), to solve problems identified during the monitoring visit. The importance of frequency and relaxed attitude in talking to the communities was emphasized to hear about their actual situation and honest opinion.

Box 2.1: Computer Training for Counterparts

Responding to the request of counterparts in Kambia, JPT conducted a 14-day basic computer training from 9th to 20th July 2007 in JICA Kambia Office. Training was organized by Mr. Butua Kanu, JPT's secretary based in Freetown. Ten officers from DEO (Deputy Director, six Supervisors, two Secretaries and Store Keeper) and two officers from MSWGCA in Kambia (Financial Clerk and Social Worker) attended the training, which took place from 10 am to 12 pm from Monday to Friday.



Computer Training

As ten out of 12 participants had no previous training on computer literacy, the training covered not only basic Microsoft Word and Excel but also some aspects of Microsoft Windows. As the participants were enthusiastic to learn, the attendance and participation were very good. Although the duration of the training was very short and those without previous training found it difficult to comprehend all the contents, participants appreciated JPT very much for this extra activity to respond to their needs.

2.11. Training at Resource Centers and Follow-up Activities

In the second and third project year, the following trainings were provided in Resource Centers to meet potential needs of the community which were not prioritized by ECDC.

Year 2	Year 3
<ul style="list-style-type: none"> - Personal hygiene - Basic adult literacy - Mathematics - Agriculture 	<ul style="list-style-type: none"> - School-based first aid - Basic adult literacy - Mathematics and science - Agriculture - Community Forestry Management - Artisan Training

Trainings such as personal hygiene and basic adult literacy took the form of training of moderators and JPT encouraged ECDCs to include the extension activities in their Micro Projects. However, while many ECDCs were willing and planning to conduct these trainings, most of them decided not to include them in Micro Projects due to budget limitation. These ECDCs chose to conduct the training on their own, using income generated through their activities or raising extra funds from the community.

2.11.1 Personal Hygiene Training (Year 2)

(1) Framework of Personal Hygiene Workshop

The framework of the personal hygiene workshop is shown in Figure 2.19.

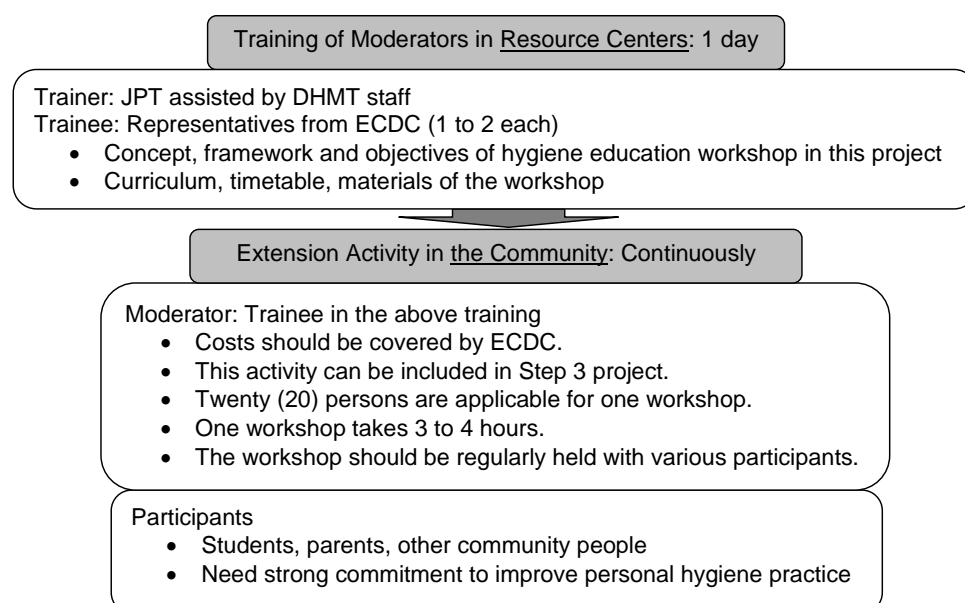


Figure 2.19: Framework of Personal Hygiene Workshop

JICA Project Team (JPT) provided training of moderators in Resource Center, in cooperation with WATSAN (water and sanitation) Coordinator and health center staff such as pharmacist and MCH (Maternal and Child Health) Aid from Kambia District Health Management Team (DHMT). The trainees in this training are expected to be moderators in each community to conduct the workshop in school and community.

(2) Methodology of Personal Hygiene Workshop

“Participatory Hygiene and Sanitation Transformation (PHAST)” method developed in East Africa to sensitize people to improve personal hygiene practice was introduced in the training. PHAST was designed to encourage people, including illiterate people and children, to participate actively.

Although complete PHAST method includes many tools, JPT selected the most essential ones for the target population of the Project, focusing on water and sanitation practice.

- Water Ladder
To arrange pictures showing various water sources and water supply facilities from the most preferable situation to the worst and to discuss the reason
- Sanitation Ladder
To arrange pictures showing various toilet facilities and excretion practice from the most preferable situation to the worst and to discuss the reason
- Hand Washing Ladder
To arrange pictures showing various hand washing situation from the most preferable situation to the worst and to discuss the reason
- Hand Washing Time
To arrange pictures showing various daily practice such as cooking, cleaning, etc. into two groups: (1) the person has to wash hand before the practice and (2) after, and then, to discuss the reason

(3) Training of Moderators in Resource Centers

The aim of the training was introducing PHAST to ECDC with minimum scale. Training of moderators was organized in the manner shown in Table 2.20.

Table 2.20: Program of Training of Moderators for Personal Hygiene

Time	13:30 - 17:00		
Date	Tue., 6 March 2007	Wed., 7 March 2007	Thu., 8 March 2007
Place	Rokupr	Kukuna	Kamasasa
No. of trainees	13 ECDC members 2 DHMT staffs	10 ECDC members 2 DHMT Staffs	16 ECDC members 3 DHMT staffs
Objectives			
<ul style="list-style-type: none"> - To understand about PHAST (Participatory Hygiene and Sanitation Transformation) - To learn how to organize extension activities in the community 			
Time	Subject	Contents	
13:30-14:00	What is PHAST?	Basic concept about PHAST Participatory learning process	
14:00-14:45	Water Ladder	Discussion on their water supply situation and steps to improve it.	
14:45-15:30	Sanitation Ladder	Discussion on their sanitation situation and steps to improve it.	
15:30-16:15	Hand Washing Ladder & Hand Washing Time	Discussion on their hand washing practice and steps to improve it.	
16:15-16:45	How to organize the extension activity	Model plan of extension activity in community	

The WATSAN coordinator actively participated in the training to support a trainer (JPT). He decided to introduce PHAST method to hygiene practice education of DHMT activity. Based on feedbacks from participants, the moderator's manual was revised. The revised manual is presented in Appendix A-5-1.



Figure 2.20: Participant presenting the result of group work



Figure 2.21: Participant arranging the pictures

(4) Activities at Community Level

Probably because of its simplicity, PHAST training was implemented within three months after the training by the trained moderators in as many as eight ECDCs, mostly in Tonko Limba. In T08, which was the only ECDC to include this training as part of Step 2 Micro Project, completed a total of eight

sessions by October 2007, targeting both school children and the community. In T07, in addition to sensitizing the community through training, moderators also fixed some of the posters at the community well and talked to women fetching water at the stream on hygiene practice. In M10, which proposes construction of health post for Step 3, has raised fund and started sensitizations on personal hygiene targeting school children and the community. In B11, ECDC not only conducted the training but also provided a container for washing hands in school toilet.



Figure 2.22: Training at T08



Figure 2.23: Moderator of T08

2.11.2. School-Based First Aid Training (Year 3)

(1) Framework of School-Based First Aid Workshop

JICA Project Team (JPT) provided training of school-based first aid providers in Resource Center, in cooperation with Kambia District Health Management Team (DHMT). The trainees in this training are expected to be school-based first aid provider.

Based on the discussion with DHMT, the topic on worm and de-worming was also included because it is a very common health problem among school children and can be prevented without medical intervention.

The topic on the use of the toilet constructed in Resource Center was also included because the toilet type is new and not familiar with most of the people. If they do not use and maintain it properly, it could be broken and become a cause of infectious diseases.

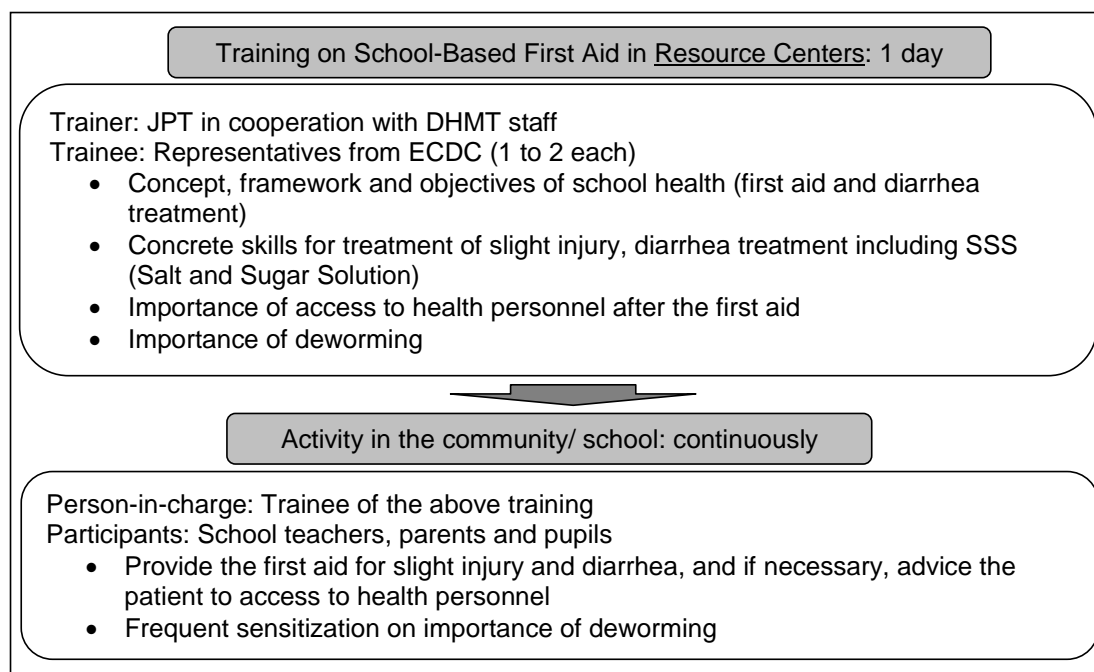


Figure 2.24: Framework of School-Based First Aid Workshop

(2) Training of School-Based First Aid Providers in Resource Centers

The aim of the training was to make participants learn skills on how to treat slight injury and diarrhea, learn how to sustain the school first aid system, and be aware of the importance of de-worming and medical treatment. The program of the training is shown in Table 2.21.

After the training, a school-based first aid kit was distributed to ECDCs. It included a kit for first aid for diarrhea and small injury which can be handled by non-health personnel. Based on the feedbacks from participants and DHMT during the training, the learning material was revised. The revised material to which the list of the kit is also attached is presented in Appendix A-5-2.



Figure 2.25: Distributed First Aid Kit



Figure 2.26: DHMT Staff Showing Treatment of Small Injury

Table 2.21: Program of Training of Moderators for School-Based First Aid

Date	Mon, 07 April 2008	Tue, 08 April 2008	Wed, 09 April, 2008
Place	Kukuna	Kamasasa	Rokupr
No. of trainees	22	18	26
Objectives			
<ul style="list-style-type: none"> - To learn skills how to treat slight injury and diarrhea - To learn how to sustain the school first aid system - To be aware of the importance of de-worming and medical treatment 			
Time	Subject	Contents	
09:00 – 09:15	Registration		
09:15 – 09:30	Introduction	- The trainer explain objectives and contents of the workshop	
09:30 – 10:30	Diarrhea treatment at school	<ul style="list-style-type: none"> - Why diarrhea treatment is necessary? - How to treat diarrhea children in school - Necessary tools - How to make the tools clean (sterilization) - How to prepare Oral Rehydrant Solution (ORS) - How to prepare Salt and Sugar Solution (SSS) 	
10:30 – 10:45	Tea break		
10:45 – 11:30	Demonstration	<ul style="list-style-type: none"> - Sterilizing the tools and make SSS - Checking temperature 	
11:30 – 12:00	Worm and de-worming	<ul style="list-style-type: none"> - What will happen if children have worm? - What will happen if a pupil has worm in school? - Why is de-worming necessary? 	
12:00 – 13:00	Lunch break		
13:00 – 13:45	First aid for slight injury	<ul style="list-style-type: none"> - How to make the tools clean (sterilization) - How to treat slight injury of school children 	
13:45 – 14:30	Demonstration	<ul style="list-style-type: none"> - Trainees practice sterilization, checking temperature and bandage - Explanation of the school-based first aid kit 	
14:30 – 14:45	Use of toilet in the Resource Center	- How to use toilet in the Resource Center properly	

**Figure 2.27: Participants Making Salt and Sugar Solution (SSS) Water****Figure 2.28: Use of First Aid Kit in School following the Training (M07)**

2.11.3 Basic Adult Literacy and Numeracy (Year 2 and 3)

(1) Framework of Basic Literacy Class

Low literacy and numeracy especially among women affect their attitude in community activity. For example, illiterate women tend to sit behind men or literate women and be reluctant to be involved in decision making. According to ECDC members, although some are aware that an adult literacy activity is necessary, such kind of long term and non profitable activity is not prioritized by the community.

Therefore, in cooperation with Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA) in Kambia, JICA Project Team (JPT) developed a new approach to introduce a minimum scale adult literacy activity. The goal of the curriculum was set that participants obtain skills to read and write alphabets and numbers, as well as basic calculation skills. The curriculum was designed for 16 lessons; eight weeks by twice a week or 16 weeks by once a week.

The training of moderators was held at Resource Centers, and the participants, who are mostly teachers, are expected to be moderators in each community to conduct continuous training courses.

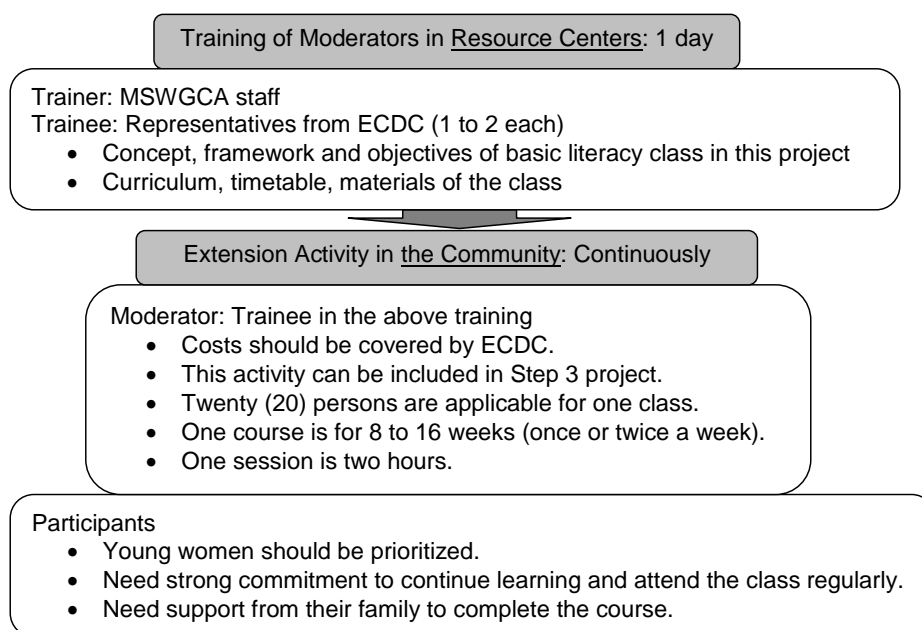


Figure 2.29: Framework of Basic Literacy Class

(2) Training of Trainers (TOT) Workshop

Prior to the training in Resource Centers, JPT provided training of trainers for MSWGCA in Kambia District. Seven social workers participated to learn the concept, curriculum and how to facilitate the

training. Initially, all the social workers were meant to be trainers for training of moderators in Resource Center. However, following observation of the first training in Rokupr, JPT and MSWGCW-Kambia decided to take only those who are active and understand the content well, because the level of understanding and commitment varied among them. Many tended to be passive probably because they have not been involved in field works frequently and therefore do not have hands-on views on the actual situation in the community. Actually, only two workers were capable of managing the training of moderators.

(3) Training of Moderators in Resource Centers (Year 2)

The aim of the training was introducing basic literacy class to ECDC with minimum scale. Training of moderators was organized as follows.

Table 2.22: Program of Training of Moderators for Basic Literacy Class (Year 2)

Date	Fri, 30 March 2007	Mon, 02 April 2007	Wed, 04 April 2007
Place	Rokupr	Kamasasa	Kukuna
No of participants (of which women)	22 (7)	16 (5)	20 (1)
Objectives			
<ul style="list-style-type: none"> - To introduce methodology of basic literacy education - To learn how to organize extension activities in the community. 			
Time	Contents		
08:30-09:30	Outline of basic literacy class: Goal, framework, and key players		
09:30-10:00	Curriculum: Outline of curriculum		
10:00-10:15	Tea break		
10:15-10:45	Class operation: Timetable and basic roles		
10:45-12:00	Detailed instruction for each class (1): 1 to 6		
12:00-13:00	Lunch break		
13:00-15:00	Detailed instruction for each class (2): 7 to 16		
15:00-15:30	How to organize the extension activity: model plan and budget		



Figure 2.30: Training in Magbema Resource Center



Figure 2.31: Trainees from ECDC in Shopping Simulation Game

(4) Training of Moderators in Resource Centers (Year 3)

In the third project year, the training on basic adult literacy and numeracy was conducted in the same manner as the second project year but as refresher training, with more focus on the community level dissemination⁵. Therefore, the training included model class by participants and discussion on the issues in conducting training in the community and its sustainability.

To this end, JPT requested ECDC who wish to participate in the training to submit basic proposal including the period, schedule, venue, target participants, and source of fund for the community level adult literacy class. Although no ECDC included literacy activity in their Step 3 Micro Project as they prefer to allocate the fund to larger activities such as construction or IGA, all ECDC proposed to conduct the community level training upon application to the training.

The manual developed in the second year was revised based on the feedback from the training and discussion with MSWGCA in Kambia. The revised manual is presented in Appendix A-5-3. Training of moderators was organized as shown in Table 2.23. Mr. Foday Tarawally, Social Development Officer of MSWGCA facilitated the entire session with support from JPT.

Table 2.23: Program of Training of Moderators for Basic Literacy Class (Year 3)

Date	Wed, 21 Nov 2007	Thu, 22 Nov 2007	Fri, 23 Nov 2007
Place	Rokupr	Kukuna	Kamasasa
No of participants (of which women)	26 (5)	21 (2)	18 (3)
Objectives			
<ul style="list-style-type: none"> - To refresh participants' understanding of the methodology of basic literacy education in this project - To discuss how to organize extension activities in the community 			
Time	Contents		
09:30-10:00	Outline of basic literacy class: Goal, framework, key players, and class operation (timetable and basic rules)		
10:00-11:30	Detailed instruction for each class		
11:30-12:00	Model lesson (by moderator)		
12:00-12:50	~ Lunch break ~		
12:50-15:30	Model lesson and discussion (by participants)		
15:30-16:30	Discussion and Experience sharing: How to organize extension activities		

⁵ Although ECDCs were asked to send preferably the same participant as the previous training, only 40% of the participants were participants of the training in Year 2. Therefore, the training also covered the same topic as the previous year such as outline of the class and detail instruction of each session.

Discussion session took up possible obstacles that communities may face in implementing literacy class in communities, including low attendance, drop-out, lack of incentive to motivate participants, family members against women participation, lack of textbook and learning materials, lack of moderator incentive, scheduling and so forth. The ideas to solve these problems included sensitization through community meetings, setting by laws once registering participants, making the class free of charge, relating the class to farming, IGA, contribution or Osusu (popular rotating saving and credit in Sierra Leone), encouraging spouses to participate together, etc. The facilitator concluded the session emphasizing the importance of “5 Ps” (Prior Proper Planning Prevents Problems).



Figure 2.32: Training in Magbema Resource Center



Figure 2.33: ECDC Member Plays a Role of Class Participant

(5) Activities at Community Level

At the Resource Center training in the third project year, JPT provided stationeries such as exercise books, pencils, white chalk and red pen, as well as alphabet cards to each ECDC as a minimum starter kit of the literacy activity in the community.

As shown in Table 2.24, 14 ECDCs started the literacy activities, and 11 have registered participants. The general characteristics of these classes are as follows.

Table 2.24: Status of Community Level Literacy Activities

	Tonko Limba	Magbema	Bramaia	Total
Implementing	T02, T03, T05, T07, T08, T09	M01, M08, M10, M11	B08, B09	12
Registered but not started	T01, T04, T06	M02, M04, M07, M13	B02, B05, B06, B10	11
Started but stopped			B03, B11	2
Not started/ Decided not to do		M03, M05, M06, M09, M12	B01, B04, B07	8

(As of May 2008)

- Schedule: Conducted mostly two times per week, at around 4 pm - 6 pm.
- Participants: Around 20 to 35 participants. One third to over half of them are women. Occupation is usually farmer and petty trader.
- Fee: Some ECDCs in Magbema set small participation fees such as Le 1,000 or Le 5,000 to be used for facilitator incentive, stationery, etc.
- Flexible schedule: the classes tend to stop during the busy construction/farming season. On the other hand, in some ECDCs in Tonko Limba, more courses are conducted than usual prior to the busy season.
- Stationery: When participants are more than 24, the number of exercise books and pencils supplied by JPT, either ECDC or participant buy them. When participants have to buy, it is a burden for them.
- Difficulty: For some ECDCs, it is very difficult to maintain participants' interest especially in busy season, and therefore the number of attendants becomes smaller and smaller.

2.11.4. Mathematics Training for Primary School Teachers (Year 2)

(1) Training at Resource Centers

In the target schools, there is a strong need to train teachers, because many teachers, especially in community schools, are untrained and unqualified. It was also found that many community schools have only a few textbooks which are usually used only by teachers, and the contents in the textbooks are not well covered and taught in these schools.

JICA Project Team (JPT) had several consultation meetings with District Education Office on what kind of in-service training for teachers in target schools would be most needed, and JPT decided to conduct mathematics training for primary school teachers the second project year. It is because mathematics is often considered as the most difficult subject to teach for primary school teachers, and some teachers often skip to teach the difficult parts of mathematics textbooks. The program of the mathematics training is shown in Table 2.25.

The training aimed at making the teacher understand the importance of showing pupils how the mathematics are useful and interesting for our daily life, using concrete examples, practical activities, and hand-made teaching aids such as paper rulers. To realize this objective, it was emphasized that the



Figure 2.34: Group Activity to Measure Length Using Paper Strips

teacher themselves must become interested in mathematics before teaching to pupils, so some mathematical puzzles and quizzes were also introduced for the teachers to realize the joy of thinking and solving interesting problems.

Since many participants informed JPT about their shortage of textbooks in school, JPT decided to distribute one set of primary school mathematics textbooks to all the target primary schools during this training. During the training, supervisors often referred to these textbooks and encouraged the teachers to study the textbooks carefully before the lesson and use the textbooks more actively and creatively. In the end of the training, most participants evaluated this training very useful to them, and requested JPT to organize more training for teachers in future.

Table 2.25: Program of Mathematics Training in Resource Centers

Date	Tue, 27 March 2007	Wed, 28 March 2007	Thu, 29 March 2007
Venue	Kamasasa	Rokupr	Kukuna
No. of trainees	18 teachers (incl. 4 females)	22 teachers (incl. 4 females)	17 teachers (incl. 2 females)
Participating Schools	1 JSS and 8 primary schools in Tonko Limba	12 primary schools in Magbema	10 primary schools in Bramaia
Objectives	<ul style="list-style-type: none"> - To learn how to teach difficult concepts in primary mathematics - To learn how to make the mathematics lessons interesting 		
Facilitators	<ul style="list-style-type: none"> - Mr. Muhammad S. Njai, Zonal Supervisor, District Education Office, Kambia - Mr. Nabie L. Bangura, Zonal Supervisor, District Education Office, Kambia 		
Teaching Materials	Photocopy of the Unit on Preparation of Lesson Notes from <i>Mathematics Teacher Training Module for Untrained and Unqualified Teachers in Primary Schools</i> , developed by UNICEF for The World Bank's Sababu Education Project - <i>Primary Mathematics for Sierra Leone (Activity Book 1-6)</i> (Macmillan)		
Time	Contents		
09:30-09:40	Opening Remark		
	Part 1: How to Teach Difficult Concepts in Primary Mathematics		
09:40-10:00	1) Identify difficult concepts in primary mathematics		
10:00-10:20	2) Developing typical lesson plans (Group Work, in 2 groups)		
10:20-10:50	3) Presentation of lesson plans by 2 Groups (15 min/group)		
10:50-11:10	4) Discussion on the presentation		
11:10-11:40	5) Demonstration of the lesson on length (by Mr. Njai)		
11:40-12:00	6) Discussion on demonstration		
12:00-12:30	7) Corrections and suggestions		
12:30-13:30	<i>(Lunch Break)</i>		
	Part 2: How to make the mathematics lessons interesting		
13:30-14:00	8) Presentation of activity-oriented lesson on difficult concepts (by Mr. Njai)		
14:00-14:45	9) Discussion on the presentation (What makes the lesson interesting/ not interesting?, etc.)		
14:45-15:15	10) Identifying interesting activities for difficult concepts (Group Work, in 3 groups)		
15:15-16:00	11) Presentation of interesting activities by 3 Groups (15 min/group)		
16:00-16:30	12) Discussion on the presentation (critiques and suggestions)		

2.11.5. Science and Mathematics Training for Teachers (Year 3)

(1) Training of Trainers (TOT) Workshop

A three-day TOT workshop for science and mathematics was organized for Zonal Supervisors of Kambia District Education Office (DEO) and four senior teachers of primary schools in Kambia town so that they can facilitate the Resource Center workshop in the following week. Sierra Leone Association of Mathematics and Science Teachers (SLAMAST) collaborated in sending four secondary school teachers to introduce ASEI/PDSI approach to them, which is the new educational approach promoted in Africa through one of JICA's projects in Kenya named "Strengthening of Mathematics and Science in Secondary Education (SMASSE)." The ASEI/PDSI module is presented in Appendix A-5-4 of this report. The program of the workshop is shown in Table 2.26.

Table 2.26: Program of Science and Mathematics Training (TOT)

Date	Thu, 6 - Sat, 8 March 2008 (Fri, 7 March is for a half day)	
Venue	District Education Office, Kambia	
No. of Participants	Ten (10) Zonal Supervisors, DEO Two (2) Senior Teacher for Primary School Mathematics Two (2) Senior Teacher for Primary School Science Total 14	
Objectives	Participants will gain knowledge and experience so that he/she will be able to conduct at least one demonstration lesson based on ASEI/PDSI approach to teachers in his district, using the lesson plan in the module.	
Facilitators	Four (4) instructors/facilitators from SLAMAST (2 for Primary Science, and 2 for Primary Mathematics)	
Time	Contents	
Day 1	09:00-10:00	1) Principles of ASEI Movement and PDSI Approach
	10:00-11:00	2) Effective Implementation of the ASEI/PDSI Approach
	11:00-12:00	3) Lesson Notes Preparation
	13:00-14:00	4) Lesson Preparation
	14:00-15:00	5) Lesson Skills
	15:00-16:00	6) Leveling of Expectation
Day 2	12:00-14:00	7) Subject Area - Demonstration of ASEI Lesson by SLAMAST Facilitators 1. Primary Mathematics: - Geometry: Angle - Operation of Fraction: Multiplication of Fraction - Measurement: Statistics
	14:00-16:00	2. Primary Science: Liquid: - Solutions, Suspensions, and Emulsions - Liquid: Mixing Liquids - Separating Mixtures: Filtering - Materials and Non-materials - Soil : Capillarity - Improvisation
Day 3	09:00-13:00	8) Presentation of Demonstration Lesson by Participants/Peer Review
	14:00-15:00	9) Monitoring and Evaluation



Figure 2.35: Science and Mathematics Training (TOT)

(2) Training at Resource Centers

Zonal Supervisors and teachers who took part in the above TOT workshop facilitated the one-day Resource Center Workshop to introduce the ASEI/PDSI approach. The workshop also provided them an opportunity to experience writing lesson plans based on the ASEI/PDSI approach, and then to demonstrate such lessons. The program of the workshop is shown in Table 2.27.

Table 2.27: Program of Science and Mathematics Training in Resource Centers

Date	Tue, 11 March 2008	Wed, 12 March 2008	Thu, 13 March 2008
Venue	Bramaia	Tonko Limba	Magbema
No. of Participants	22 (2 per ECDC)	18 (2 per ECDC)	22 (2 per ECDC)
Objectives	Participants will gain knowledge and experience of ASEI/PDSI approach		
Facilitators	Mr. M. S. Njai (Zonal Supervisor – Science) Mr. A. B. S. Kamara (Zonal Supervisor – Mathematics) Mr. N. L. Bangura (Zonal Supervisor) Mr. Mustapha Conteh (Teacher) Mr. Hassan B. Dumbuya (Teacher)		
Time	Contents		
09:00-10:00	Introduction of ASEI/PDSI Approach What is ASEI/PDSI? Why ASEI lesson is needed in classrooms? How do we prepare ASEI lesson?		
10:00-11:00	Demonstration of ASEI lesson by facilitators (Primary Mathematics)		
11:00-12:00	Demonstration of ASEI lesson by facilitators (Primary Science)		
12:00-13:00	Lunch		
13:00-14:00	ASEI lesson Note preparation (Group Work)		
14:00-15:00	Demonstration of ASEI lesson by participants Four groups (2 maths and 2 sciences) x 15 minutes		
15:00-16:00	Peer review/discussion		
16:00-16:30	Evaluation		



Figure 2.36: Science and Mathematics Training (Resource Center Workshop)

2.11.6 Agriculture Training (Year 2)

(1) Training on Site and at Resource Centers

Agriculture training was conducted as summarized in the table below. Originally, there was a plan among JPT to focus on traditional/local agricultural practice inviting resource persons from the villages rather than introducing new ideas and skills. However, after the consultation with ECDC members, facilitators, DEO supervisors, and extension officers based in District Agriculture Office (DAO), it was agreed that resource persons were to be invited from the MAFS, who were District Coordinator of FAO's Farmers Field School (FFS) program.

Table 2.28: Program of Agriculture Training (Year 2)

Date	Place	No. of participants
Tue, 15 May 2007	Tonko Limba	20
Wed, 16 May 2007	Bramaia	22
Thu, 17 May 2007	Magbema	20
Resource Persons/ Facilitators	Mr. Abu Bakar Kamara & Mr. Sheku B. Lahai, District Coordinator, Farmers Field School (District Office of Ministry of Agriculture and Food Security)	
Collaboration	1) "Bush-nor-Greedy": A farmers group of 25 members graduated from FFS, in Madina, Tonko Limba 2) Ahamadiyya Primary School, Kamaranka: The head-master went through 2 weeks training program on vegetable gardening provided by WFP	
Venue	(May 15-16) Vegetable Farm in Madina prepared by "Bush-nor-Greedy" (May 17) School vegetable garden of Ahamadiyya Primary School, Kamaranka Afternoon Session: Resource Center of each area	
Objectives	<ul style="list-style-type: none"> - To obtain both practical and theoretical knowledge on vegetable growing, so that participants can bring more benefits to the agriculture-related activities to ECDC on behalf of the community members and school children. - To share among participants from other ECDC members regarding their experiences of agriculture-related activities - To be introduced to Farmer Field School and their graduates 	

Time	Topic	Venues
09:00 – 09:20	Opening and Orientation	At farm/vegetable garden
09:20 – 12:30	1) Site Selection for Vegetable Garden (Land Viewing and Analysis) 2) Land Preparation 3) Seed Selection and Viability Test 4) Nursery Bed Preparation 5) Planting 6) Planting Bed Construction 7) Compost Heap Preparation	At farm/vegetable garden
12:30-13:30	Lunch	Resource Center
13:30-15:00	8) Harvesting 9) Post Harvesting 10) Others (NERICA, etc)	Resource Center
15:00-15:10	Evaluation / Closing	

At the opening, the facilitators emphasized the idea of “Good-bye to WFP and welcome to vegetable garden.” The idea is for the school to take up the responsibility of vegetable gardening to feed students and to teach students the skills of vegetable growing, so that they can be prepared for the ending of WFP support for school feeding.

The training provides good occasion where local knowledge that participants have and the new ideas and skills the resource persons can provide are exchanged and mixed, and that mixture is the best methods. The facilitators used some real samples for lessons, such as good seeds and bad seeds and method of vegetable viability test. The participants did the practice of nursery bed construction, direct planting, trans-planting and compost making. Hand-outs were given out to each participant, which is copied in the box below.



Figure 2.37: On the Site Session of Agriculture Training

At the end of the day, participants evaluated the training. The topic that participants felt to have learned most was the seed selection and viability test. Overall, 67% participants raised hand that they

have gained a lot of new knowledge, approximately 90% or more. There were more people in Magbema and Bramaia who raised hands for that they have known some of the things, but 50% of today's topic was new. In other words, there were more people who appreciated the training in Tonko Limba than Bramaia and Magbema. Participants expressed their hope that agricultural training in such areas as vegetable growing, rice growing, compost making, and marketing will be arranged.

(2) Activities at Community Level

Immediately after the training, some ECDCs started implementing what they have learned from the training in their school gardens. For example, B02 (KDEC PS Kukuna) conducted the seed viability test. M10 (Ahamadiyya PS Wulatenkle) prepared nursery beds utilizing the knowledge gained, with school children and community members. Several ECDCs in Tonko Limba applied the knowledge gained on seed selection, soil examination and site selection in their continuation of the Step 1 activities such as groundnuts cultivation.

Box 2.2: Handout from Agriculture Training: Recommendations for Field Management on Vegetable Garden

1. SITE SELECTION FOR VEGETABLE GARDEN

- a. Site should be near a permanent water source
- b. Soil should be loose and well drained
- c. Soil should be rich in humus (organic matter)
- d. Site should be easily accessible
- e. Site should be free from Land Tenure implication
- f. Site should be relatively flat.

2. SEED SELECTION AND VIABILITY TEST

- a. Identify proper ways to acquire seed from farmers.
 - Recognized seed market
 - Well managed home garden
- b. Select seeds and conduct viability test to ascertain germination of seeds.

3. NURSERY ESTABLISHMENT AND MANAGEMENT

- a. Prepare nursery site near water source by
 - brushing, clearing and digging
 - Prepare nursery bed properly – 1m x 2m
 - Spread manure over nursery beds properly
 - Before nursing allow temperature to cool down
 - Provide overhead shade against sun and rain
 - Water the beds every other day before germination
 - Water every day after germination.
- b. Nursery management
 1. Weed within nursery when necessary
 2. Protect seedlings against pests by cleaning round the nursery

4. LAND PREPATATION

- a. Land clearing
 1. Brush, clear and dig
 2. Lay-out plots
 3. Remove all roots and unwanted materials out
- b. Transplanting Bed Construction
 1. Prepare beds 1m wide with any convenient length and 0.5 m between beds as footpaths
 2. Make planting distances according to types of vegetable nursed for example 60cm x 60 cm for garden egg, okra, pepper, tomato etc. and dig holes (10cm – 15cm) deep.
- c. Manure/fill holes with manure to level up
- d. Allow two (2) days to cool down the temperature of manure compost.

5. TRANSPLANTING VEGETABLE SEEDLINGS

- a. Uproot of vegetable seedlings
 1. Water thoroughly before uprooting seedlings
 2. Up root seedlings with ball of earth to avoid shock
 3. Use head pan to carry seedlings to transplanting site/field.
- b. Water planting holes before planting seedlings
- c. Carefully, plant a seedling per hole and firm the soil round it to avoid falling- off after watering.
- d. Water properly the transplanted seedlings
- e. Provide shade when necessary

6. AGRONOMIC PRACTICES/CROP MANAGEMENT

- a. Water every day – preferably in the morning hours during dry season.
- b. Weed 2 -3 times as may be necessary
- c. Apply supplementary fertilizers (top dressing) as may be necessary
- d. Protect crops against pests by conducting proper sanitation practices with in and around the field by brushing.
- e. Mulch the transplanted plants with grass.

7. HARVESTING

- a. Harvest crops when just matured
- b. Use knives/blades to harvest
- c. Use appropriate containers for each crop.

8. PROCESSING

- a. Cut okra fruits in to pieces and dried
- b. Pepper fruits are steamed and dried
- c. Shell seeds, out of pods (beans, okra) and dried

9. DRYING

- a. Dry seeds on cemented floor (drying floors) for three days – (14% m)
- b. Dry seeds on mates and not on bear soil

10. STORAGE

- a. Dried vegetable seeds are kept in desiccators/bottles
- b. Keep on a dry, cool place.

Prepared by F.F.S, District Coordinator, Kambia District.

2.11.7. Agriculture Training (Year 3)

The objective of the agriculture training in the third project year was to enhance effectiveness and sustainability of ECDC's school and community farms by learning from the experience of the JICA

Agriculture Project's pilot site. A Japanese Expert in vegetables of the JICA Agriculture Project, his assistant and his counterpart in District Agriculture Office in Kambia (DAO) cooperated in facilitating the workshop. The handout prepared by JICA Agriculture Team is presented in Appendix A-5-5.

An additional session was arranged in connection with the tree seedlings that JPT provided for wind breaker and income generation for the school. Forestry Officers from DAO facilitated the session. The program of the training is shown in Table 2.29.

Table 2.29: Program of Agriculture Training (Year 3)

Date	Tue, 27 May 2008	Thu, 29 May 2008
Participants	All of 9 Tonko Limba ECDCs 7 Magbema ECDCs (M01–M07) (Total 31 participants)	All of 11 Bramaia ECDCs 6 Magbema ECDCs (M08–M13) (Total 30 participants)
Location	Magbema Resource Center and Makatick village near Rokupr, Magbema	
Objective	To enhance effectiveness and sustainability of ECDC's school and community farms by learning from the experience of the JICA Agriculture Project's pilot site.	
Theme and Trainers	Theme	Trainers
	How to grow and take good care of vegetables such as peppers and watermelon	Mr. Junnosuke Harada, JICA Expert Mr. Shebora Kamara, JICA Agriculture Team Mr. J.B. Kamara, FEW, DAO
	How to take care of tree seedlings which were distributed to ECDC	Mr. James Fomba, SMS (Forestry), DAO Mr. Andrew Mombo, Forest supervisor, DAO
Time	Contents	
09:00-10:00	1. Theoretical session I 1) Seed selection and viability test 2) Nursery preparation and raising seedlings 3) Field preparation, fertilizer application and transplanting 4) Crop management	
10:00-12:00	2. Practical session I (at Makatick Village) Nursery and seed pot preparation	
12:00-13:00	Lunch	
13:00-13:30	3. Theoretical session II Planting tree seedling (acacia, tectonia, mango, cashew)	
13:30-14:30	4. Practical session II (at Makatick Village) Transplanting of vegetable seedling	

Participants learned new techniques such as using of seed pots, sowing in line instead of broadcasting over the nursing bed. Women in Makatick village also collaborated in the workshop providing participants the chance to observe the backyard on which they have been practicing the new techniques in growing vegetables.



Figure 2.38: Practical Session at Makatick village

2.11.8. Community Forestry Management Training

While JPT was reviewing the proposals for Step 3 Micro Projects in October 2007, the media reported illegal logging activities, which was observed in Kambia District as well. It is reported that the rainforests are becoming scarce in Kambia District. Under such circumstance, several ECDCs proposed timber production and marketing with the use of a power saw as Step 3 Micro Projects. Hence, JPT organized a training workshop on community forestry management in collaboration with District Agriculture Office (DAO). The program of the training is shown in Table 2.30.

In addition to the lectures about knowledge for forestry management, participants had several hands-on activities, such as preparing nursery pots, maintenance of a power saw, and tree planting.



Figure 2.39: Workshop for Community Forestry Management

JPT, in collaboration with the Forest Officer of DAO, created a series of forms on the community forest management plan which are listed in Table 2.31. The forms are presented in Appendix A-5-6 of this report. ECDCs who proposed the activities with a power saw were instructed to fill out these forms and obtain permission from DAO before starting the operation. DAO showed their interest in monitoring these ECDCs continuously.

Table 2.30: Program of Community Forestry Management Training

Date	Thu, 29 November 2007	Sat, 1 December 2007
Venue	Petifu/Kamaranka Village, Magbema	Laya Village, Tonko Limba
Participants	20 from Magbema - 2 from ECDCs with related Micro Projects - 1 from Resource Center Management Group and interested ECDCs	40 from Bramaia and Tonko Limba - 2 from ECDCs with related Micro Projects - 1 from Resource Center Management Groups and interested ECDCs
Facilitators	1 Subject Matter Specialist (Forestry) and 2 Field Extension Workers (Forestry), DAO 1 Experienced power saw operator from Magbema	
Time	Contents	
	Persons in charge of CFM/Caretakers	Power saw operators
09:30-10:30	Field Activity 1 - site survey - site plan	
10:30-12:30	Field Activity 2 - seed/nursery - tree planting - maintenance & protection	Field Activity 2 - operation - maintenance - precautionary measures
12:30-13:30	Field Activity 3 -harvesting techniques -utilization of forest resource	
13:30-14:30	Lunch	
14:30-16:00	Lecture - type of land/soil/tree - activity chart - record keeping/reporting Recap/Discussion	

Table 2.31: Forms on Community Forestry Management Plan

<ul style="list-style-type: none"> ● Information & Assessment of Land for Community Forestry Management ● Activity Calendar for Community Forestry Management ● Memorandum of Understanding (MOU) / Guidelines for Community Forestry Management ● Authorization Note from Owners of Land ● Site Plan ● IGA Form for power saw operation
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2.11.9. Artisan Training (Year 3)

During the implementation of Step 2 Micro Projects, JPT observed that the lack of knowledge and skill in artisans has caused the delay of construction work as well as the loss of materials and fund because the work has to be repeated and so the money is wasted or misused. To this end, JPT arranged carpentry and masonry training for artisans who will be included in construction activities of Step 3 Micro Projects. At the beginning of the training, the trainees visited the construction site of Step 2 Micro Projects and Sababu project in Rokupr to see the cause and effect of bad works and good works.

Altogether 26 artisans participated in the five-day artisan training. The program of the training and characteristics of the participants are summarized in Table 2.32 and 2.33.

Table 2.32: Program of Refresher Training for Artisan

Date		Mon, 19 to Fri, 23 November 2007				
Venue		VISPA Vocational Training Center, Kambia				
Objective		Refresher training for artisans who will work for Step 3 Construction Project				
Participants		ECDCs	Tonko Limba (T1, T6)	Bramaia (B4, B6)	Magbema (M1, M2, M3, M4, M5, M8, M10, M12, M13)	Total
		Training A = Carpenter	2	2	9	13
		Training B = Mason	2	2	9	13
		Training C = Additional	4	4	19	26
Trainers		Coordinator: Mr. Patric A. Tucker Carpentry: Mr. Aruna Bangura and Mr. Geruma Mansalay, Trainer VISPA Masonry: Mr. Frances Bangura, Trainer VISPA				
		Contents				
Day	Time	Training A : Carpenter		Training B : Masonry		
1	10:00-10:10	Registration, Introduction of JICA Team, Trainer, Trainee				
	10:10-10:20	Opening Remarks				
	10:20-10:25	Items to be explained for Trainees				
	10:25-11:00	Detail explain of drawings and construction guide				
	11:00-12:00	Setting out				
	13:00-15:00	Observation tour for Carpenter	General Mason works			
	15:00-17:00	General Carpenter works	Observation tour for Mason			
2	09:00-10:30	Form work for Lintel, Brick	09:00-12:00 Brick works			
	10:30-15:30	Truss fabrication	13:00-17:00 Plaster works			
	15:30-17:00	Blackboard				
3	09:00-12:00	Panel door/window making	Reinforced concrete works			
	13:00-15:30	Grass window on gable wall	Concrete coping			
	15:30-17:00	Crate making	Vent brick making			
		Training C: Carpenter and Mason				
4	09:00-16:00	Furniture				
5	09:00-10:30	Tool box making for all trainees (for trainees)				
	10:30-12:30	Paint				
	13:30-14:00	Evaluate and by participants				
	14:00-14:15	Closing Remark				

Table 2.33: Characteristics of the Participants of Artisan Training

		Carpenter (n=13)	Mason (n=13)
Age	Average	42	37
	Minimum	28	26
	Maximum	70	55
Years of Experience	Average	15	12
	Minimum	6	3
	Maximum	30	21
Previous training	Yes	3	2
		Govt. Tech. Inst. (3 years) IMATECH F/T (2 years) DDR Program (6 years)	Govt. Tech. Inst (6 years) RED CROSS (3 years)
	No	10	11

Issues in training

- Communication language in the training was Krio because most trainees are familiar with Krio. For old people using ethnic languages such as Temne, Limba and Susu, the trainer or trainee interpreted for them.
- Very few trainees can understand drawing; therefore visual and practical training materials were required for the training.
- The trainer did not have much knowledge and experience, so JPT engineer had to guide and train the trainer.

Evaluation of Artisan Training

- Most of the artisans did not know the method of setting out (erection and layout) of building, therefore the building was warped or the size (dimension) was not correct. After the training, they learned correct work of setting out and could construct the building properly from the beginning of the construction period.
- Trainees learned the correct methods of laying blocks, determining the size of excavation, mixing of cement and sand for plastering, making of panel doors, truss fabrication, painting, and fabrication of blackboard and furniture. These are the essential items which artisans are required to know to carry out the construction works correctly. After the training, the previously common mistakes decreased in Step 3 construction activities.
- The impact of the training was not only upgrading the skill of artisans, but also empowering artisans to feel very confident to conduct the work. Also, JPT engineer came to know the capability and skill of the artisans and made cordial relationship with them during the training program.



Figure 2.40: Truss Fabrication



Figure 2.41: Panel Door Making



Figure 2.42: Black Board Fabrication



Figure 2.43: Furniture Making

Voice of a Carpenter:

Before my training I usually made wooden truss, arranging and nailing the timber directly above the wall. I learnt in the training that it is better to fabricate the wooden truss on the ground and then lift it up to the wall. “Since the length of the wooden truss is more than 30 feet, it is so heavy and we can not lift it up to the wall” few trainees said. Yes this is true and I agree with this argument. But Trainer said “it can be lifted up if you request and call villagers for help, and it is better than your method”. After coming back to construction site, I tried to make the truss this way, then ECDC asked the community people to assist for lifting the truss and help me and then we succeeded. I fixed the timber brace the way I learnt in the training, and we made strong wooden truss. In future I will work like this and will teach others also.

Box 2.3: Other Trainings conducted by ECDCs

Some ECDCs conducted trainings on their own as part of the Step 2 and 3 Micro Projects. For example, Omar Muctar Primary School ECDC in Kabasa II (T06) conducted Nutrition Training. The following is a report on the training prepared by Mr. Morlai Sesay, Assistant Facilitator of Zone 1.

Place: Omar Muctar Primary School, Kabasa II (T06)

Date: 30 April 2007

Trainers: 2 Health personnel from Kamasasa and Madina respectively (Female)

Participants: 50 (5 ECDC women, 2 school cooks, 3 pregnant women, 10 suckling/lactating mothers and 30 women, from the entire community)

Topic treated in theory

1. Personal hygiene practices
2. Dangers of after effect of not practicing personal hygiene
3. Importance of nutrients obtained from food been prepared
4. The use of iodide salt in the community
5. Proper care of water
6. Importance of joining antenatal care (ANC)
7. Family planning and methods
8. Dangers of giving food to child at early stage
9. Importance of getting fruits after meal

Practical topics demonstrated by the trainers

1. Source of potato leaves
2. Source of cassava leaves
3. How to prepare chicken for cooking
4. How to prepare fruits such as banana, mango, watermelon before and after meal
5. How to prepare Bennie Mix for children



Figures: (top) participants; (bottom) Bennie mix includes rice, beans, groundnut, iodized salt, palm oil, and bennie (sesame)

Achievement

- All participants are motivated with the training received and therefore actively involved in discussion/demonstration and practical work of the training.
- The participants learnt new skills of preparing the food mentioned above and also reflected their attitudes to the training with reference to personal hygiene and other topics.
- The participants however requested to ECDC for such trainings to be conducted after every three month (quarterly).
- Above all, the training was successful because the trainees understood the concept and more women turned out than the number expected.

On the other hand, ECDC from St. Monica Roman Catholic Primary School Masorie (M09) organized a one-day teacher training workshop. The following is the outline of the workshop.

Place: St. Monica Roman Catholic Primary School, Masorie (M09)

Date: 7 June 2008

Trainers: Four teachers from neighboring secondary/primary school

Participants: Six teachers of St. Monica RC PS

Topics:

1. Administrative Record
2. Classroom Record
3. Environmental Studies
4. Mathematics
5. Social Studies

Figure: (right) Teacher Training at St. Monica Roman Catholic Primary School



Chapter 3

Planning and Implementation of Micro Projects

3. Planning and Implementation of Micro Projects

3.1. “Plan-Do-See” Cycle and Schedule of Micro Projects

As mentioned previously in Section 1.5 of this report, “Plan-Do-See Cycle” has been applied in Micro Projects. Following the *Micro Project Planning and Management Manual*, ECDC repeated the cycle three times in the Micro Projects as shown in Figure 3.1 and 3.2.

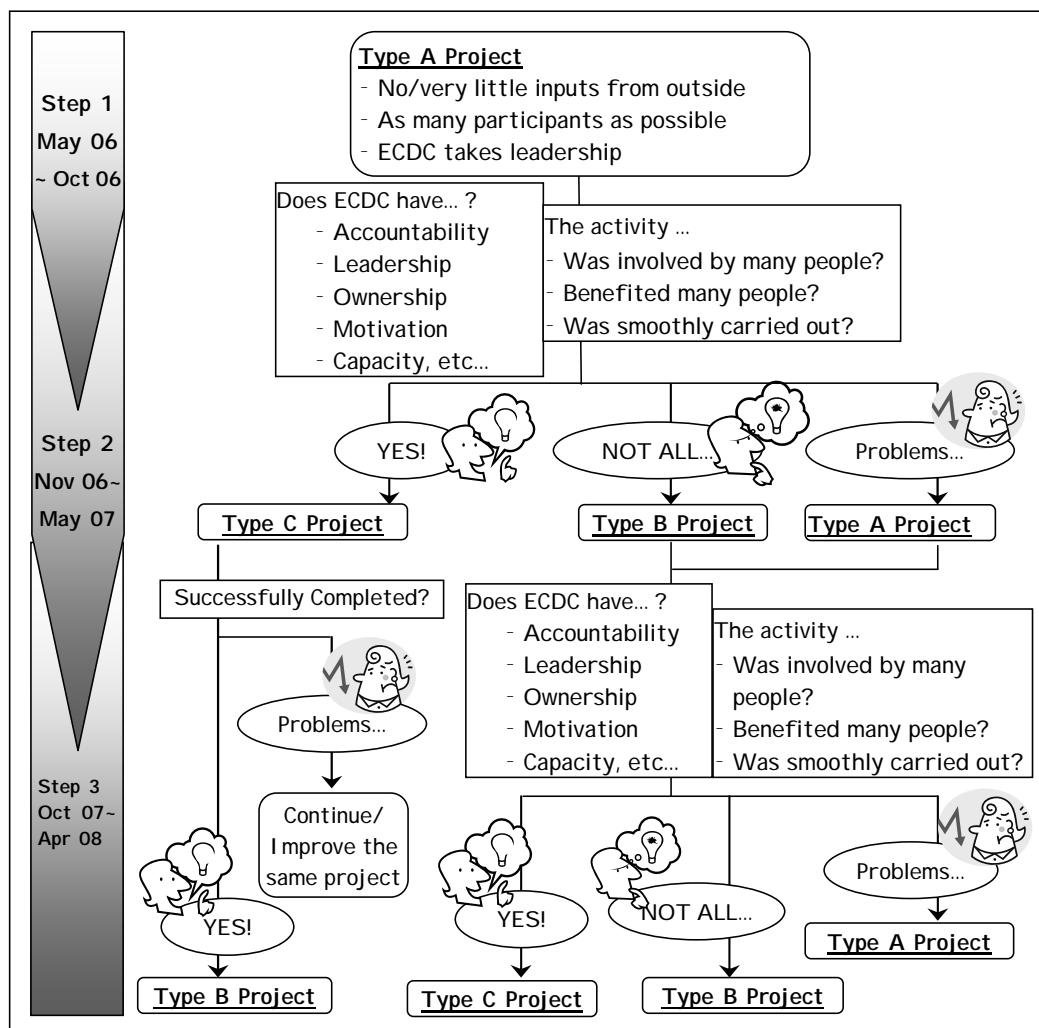


Figure 3.1: Three Steps of the Micro Project

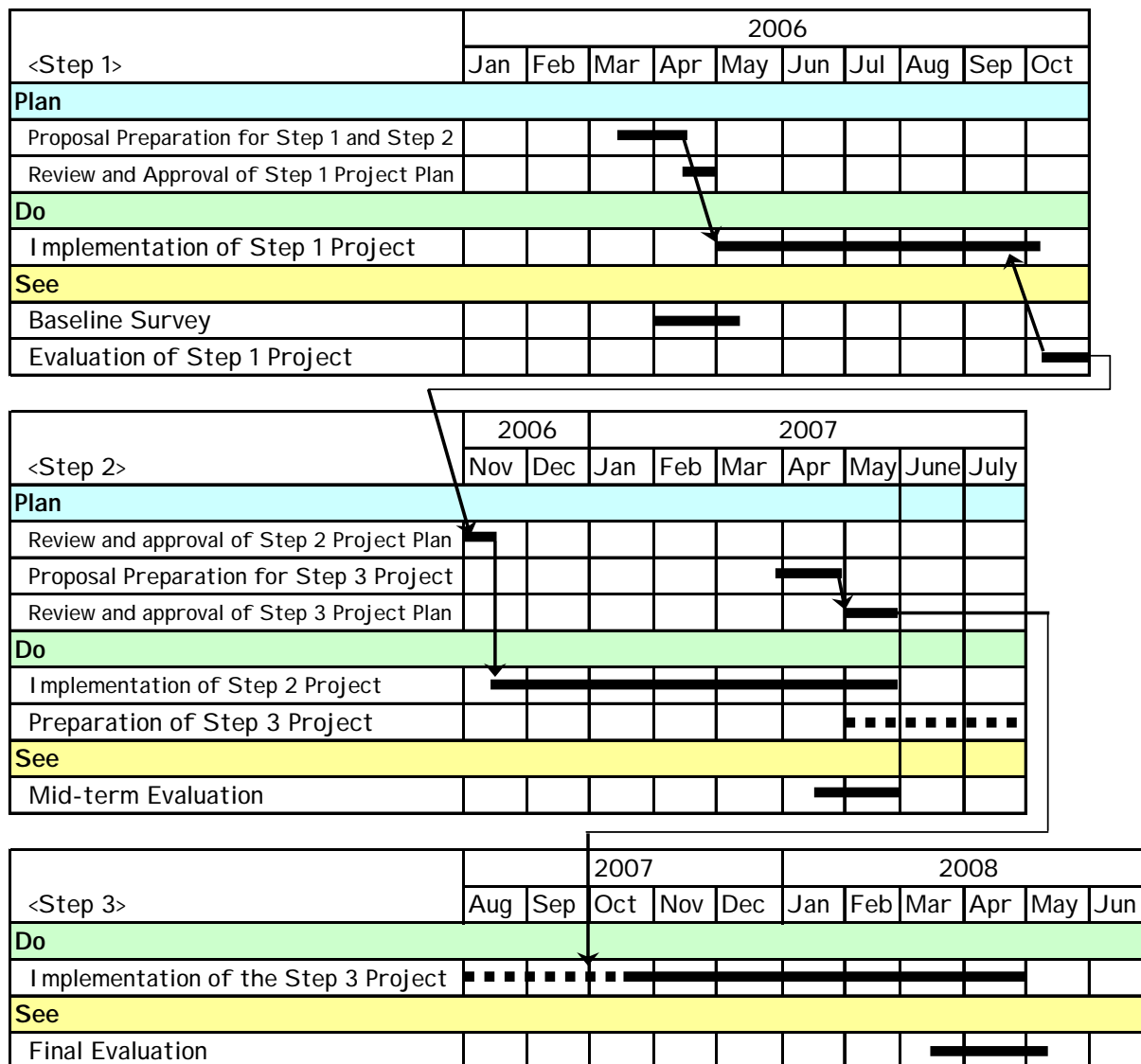


Figure 3.2: “Plan-Do-See” Cycle and Schedule of Micro Project

3.2. Proposal Appraisal and Approval of Step 1 Micro Projects

Following the first ECDC training, all ECDCs submitted proposals for Step 1 project (with Type A budget) and Step 2 project (with Type B or Type C budget) on schedule in April 2006⁶. The Step 2 proposals will be discussed later in this chapter. Immediately after the submission of the proposal, JICA Project Team jointly visited all of 33 ECDCs with Zonal Supervisors of Kambia District Education Office for the discussion of the Step 1 projects.

⁶ In the first project year, JPT asked ECDCs to submit Step 2 proposals together with that of Step 1, in order to start Step 2 project as soon as possible in the second project year and to grasp the general trend of the content of the proposal and prepare necessary input.

As described in *Micro Project Planning and Management Manual (Version 1.0)*, the following proposal evaluation criteria were used as shown in Table 3.1.

Table 3.1: Proposal Evaluation Criteria

Item	Criteria
Justification	<p>The target group of the Project (youth and children) and other socially vulnerable groups (women, disabled, etc.) are analyzed in “stakeholder analysis”.</p> <p>The problems of the above groups are identified properly.</p> <p>The problems are linked to education environment.</p> <p>Reasons/ criteria of prioritization are fair and reasonable.</p>
Objectives	<p>The goal is linked to improvement of education environment.</p> <p>Activities and outcomes are linked to the project goal properly.</p> <p>Activities are to involve and to affect as many people as possible.</p> <p>Activities are practical with considering actual situation of the community. (Can people really carry out the proposed activities?)</p>
Organization	<p>Different persons are selected for each role of management.</p> <p>Selected persons have a high commitment for each role for management of implementation of Micro Project.</p>
Sustainability	<p>The ECDC considers continuing the proposed activity without or with minimum external support.</p>
Contents of activities	<p>Activities included in Micro Project are well balanced to benefit both education development and community development.</p> <p>Activities are to benefit socially vulnerable groups (the poor, women, youths, children, etc.)</p>
Schedule	<p>Period of implementation for each action is practical.</p> <p>Proposed activities are able to complete within the period of each step.</p>
Resources	<p>All the resources required for the proposed activity are really necessary to implement Micro Project.</p> <p>Local resources are fully utilized.</p> <p>Needs of external funds are minimized.</p> <p>Cost estimate of external fund does not exceed the budget for each step.</p>

(Source: JICA Project Team (2006), *Micro Project Planning and Management Manual (ver 1.0)*.)

After the discussion with the ECDCs, Project Implementation Team held meetings on approval of the Step 1 Micro Projects. Project Implementation Team shared a consensus in the meeting that the Step 1 activities were a kind of trial and practical activities in preparation for the Step 2 Micro Projects. Hence, all projects were approved. Approved projects were officially announced by Kambia District Council on the days of the second ECDC Training on Micro Project Implementation and Management.

As summarized in Table 3.2, most ECDCs implemented school gardening aiming to support school feeding or raise income for school maintenance and paying incentive to community teachers by selling the produce. ECDCs whose school has not received school feeding support from WFP (World Food

Programme) tried to fulfill the criteria for WFP support by constructing a school kitchen and toilets. Other activities included road rehabilitation, awareness raising campaigns, etc.

Table 3.2: Summary of Step 1 Activities

Kind of activity	Number of ECDC
School garden	22
Toilet	10
Kitchen	9
Other school facilities	8
Other	11

3.3. Monitoring and Evaluation of Step 1 Micro Projects

The distribution of small amount of fund (Type A budget) for Step 1 activities proved to be successful, as many ECDCs learned precious lessons through the activities. Following the fund disbursement in May 2006, JICA Project Team (JPT) monitored the Step 1 activities together with Kambia District Education Office until June 2006, the end of the first project year, in two groups: one for overall progress of the activities and ECDC's capacity and the other for record keeping aspects.

At the beginning of the second project year in September 2006, JPT evaluated Step 1 Micro Projects based on the monthly reports submitted by ECDC, and observation of the field staff (facilitators and engineers). JPT evaluated commitment and capacity of ECDC members, participation of surrounding community, and other changes brought to ECDC, school and community during Step 1 Micro Projects based on the following points of view.

Table 3.3: Evaluation Criteria of Step 1 Micro Projects

ECDC members' commitment:	(1) Attendance rate in regular meeting; (2) Progress of the project; (3) Involvement in problem solution; and (4) Other observation of the field staff.
ECDC's capacity to:	(1) Keep accounting record properly; (2) Report on progress and status of activities regularly; (3) Mobilize community; (4) Implement their activities without or with little delay; (5) Share all information related to the project among members and with community; (6) Avoid domination; and (7) Identify the problem and solve it by their own efforts.
Community participation:	(1) Number of participants in each activity; (2) Quantity of community contribution (cash and in-kind); and (3) Other observation of field staff.

Notable differences were found between the township area (Rokupr and Kukuna) and others. In remote areas, schools are regarded as a common property of communities and the level of commitment, participation and in-kind contribution including labor was high. In town areas, on the other hand, although the capacity of project management, including documentation, was higher, mobilization of the community was not always easy. Table 3.4 shows the evaluation results of Step 1 Micro Projects.

Table 3.4: Evaluation Results of Step 1 Micro Projects

(1: poor to 5: very good)

Code	School	Location	Step 1 Micro Project	Commitment	Capacity	Participation	Total
Zone 1: Tonko Limba							
T01	Wesleyan Centennial Junior Secondary School (JSS)	Kamasasa	Toilet Construction	3	3	3	9
T02	Wesleyan Church SL Primary School (PS)	Kamasasa	Ground Nut Cultivation Drying Floor Construction	4	3	4	11
T03	Roman Catholic PS	Kamasasa	School Toilet Construction	4	4	4	12
T04	Kabasa 1 Community School (CS)	Kabasa 1	School Toilet Construction	3	4	4	11
T05	Roman Catholic PS	Kabasa 2	Vegetable Gardening	3	4	4	11
T06	Omar Muctar CS	Kabasa 2	Ground Nut Cultivation and Marketing	4	2	4	10
T07	Roman Catholic PS	Kamabala	Road Rehabilitation	3	4	4	11
T08	Wesleyan Church SL PS	Kutiya	School Toilet Construction	4	3	4	11
T09	Roman Catholic CS	Kakonteh	Road Rehabilitation	4	4	4	12
Zone 2: Magbema							
M01	Ahamadiyya JSS	Rokupr	Sensitization of Parents School gardening	3	3	4	10
M02	Ahamadiyya PS	Rokupr	Vegetable Gardening	1	2	1	4
M03	Roman Catholic PS	Rokupr	Groundnut Cultivation	3	2	4	9
M04	Kulafai Rashideen Islamic PS	Rokupr	School Play Ground Construction	3	3	4	10
M05	SL.Muslim Brotherhood PS	Rokupr	Completion of School Building (Three Class Rooms)	3	2	3	8
M06	KDEC RRS Warda Model PS	Rokupr	School Gardening	3	2	3	8
M07	Islamic Da-awah PS	Rokupr	Vegetable Gardening Awareness Raising on School Feeding	3	4	4	11
M08	KDEC Masorie PS	Masorie	Cultivation of Rice and Sweet Potato	3	3	3	9
M09	St. Monica's Roman Catholic PS	Masorie	Staff Room Building Construction	3	4	3	10
M10	Ahamadiyya PS	Wulatenkle	Cultivation of Rice and Groundnut	3	2	3	8
M11	KDEC Taintafor PS	Taintafor	Groundnut Cultivation	3	3	4	10
M12	Magbethei CS	Magbethei	Vegetable Cultivation	3	2	3	8
M13	SL Muslim Brotherhood PS	Gberika	Vegetable Gardening	3	2	3	8
Zone 3: Bramaia							
B01	St. Mary JSS	Kukuna	Awareness Raising Campaign Construction of School Ground	4	2	2	8

Code	School	Location	Step 1 Micro Project	Commitment	Capacity	Participation	Total
B02	KDEC Kukuna PS	Kukuna	School Garden Kitchen Construction Awareness Raising	3	2	2	7
B03	Wesleyan Church SL PS	Kukuna	Construction of Kitchen Rehabilitation of School Toilet School Garden	4	3	4	11
B04	Omar Muctar PS	Kukuna	Secure Land Document Clearing the Site Hauling Local Const. Materials	1	1	2	4
B05	St. Mary Roman Catholic PS	Kukuna	Construction of School Kitchen School Garden Preparing a Play Ground	3	2	3	8
B06	KDEC Kabaya PS	Kabaya	School Garden Rehabilitation of School Toilet Construction of Kitchen	3	2	3	8
B07	Kabaya CS	Kabaya	School Kitchen School Garden Repairing Doors & Windows	1	2	3	6
B08	KDEC Teneba Bramaia PS	Teneba Bramaia	Construction of a Playground Construction of a Kitchen School Garden	3	2	4	9
B09	Turaya CS	Turaya	Construction of Kitchen Rehabilitation of Toilet School Garden	4	2	4	10
B10	Seduya CS	Seduya	Kitchen Rehabilitation of Toilet School Garden Planting Trees Fixing of Lockers	3	3	4	10
B11	Sorimanikaya CS	Sorimanikaya	Digging Toilet Construction of School Kitchen School Garden	3	2	3	8



Figure 3.3: Planting Groundnuts at School Garden (T06)



Figure 3.4: A Pit for a School Toilet (T08)

3.4. Proposal Appraisal and Approval of Step 2 Micro Projects

The proposals for the Step 2 Micro Projects were submitted initially in April 2006 together with the Step 1 proposals. Then, JICA Project Team (JPT) received the revised proposals for Step 2 Micro Projects from ECDCs in September 2006 (Step 2 Micro Project Proposal (1)) and started appraisal of the proposals and approval of the project type and content as shown in the following procedure (Figure 3.5).

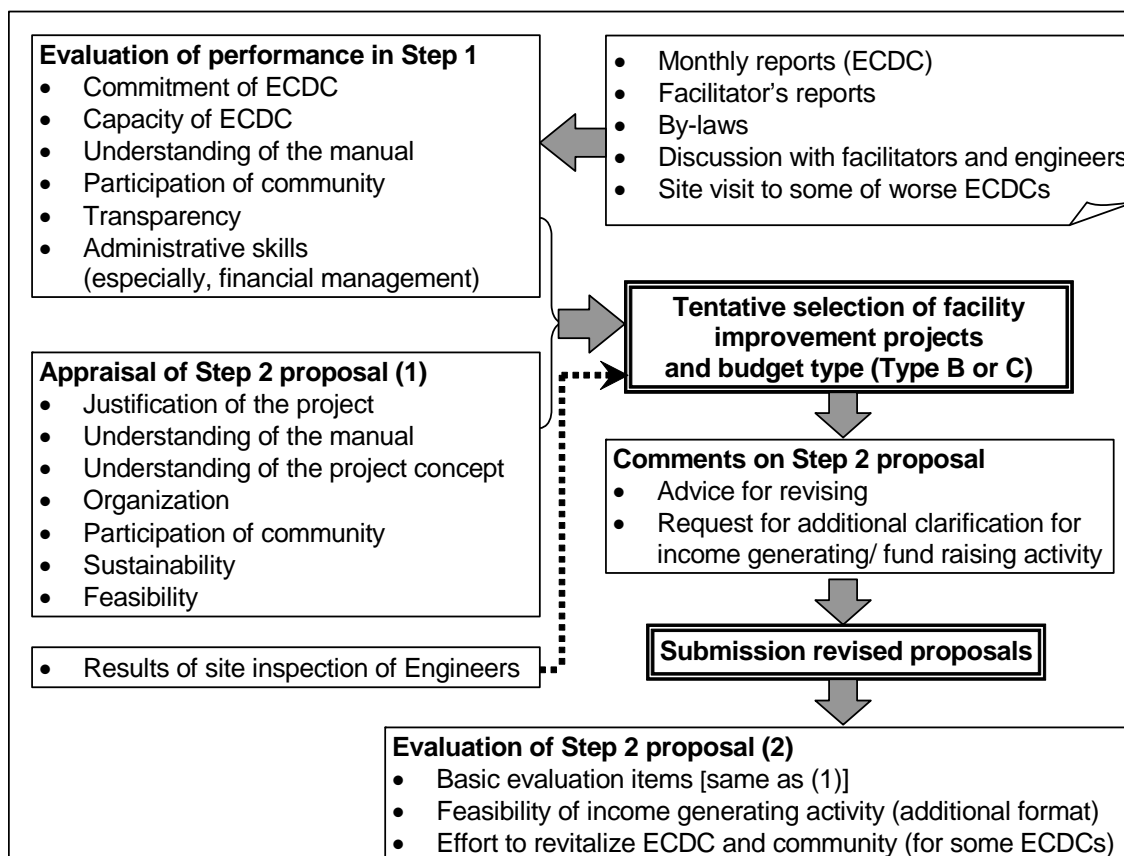


Figure 3.5: Evaluation Process of Step 2 Micro Project Proposals

(1) Appraisal and Approval of Step 2 Micro Project Proposals (1)

Step 2 Micro Project Proposals (1) were evaluated from the points shown in Table 3.5. The criteria was developed based on the criteria of Step 1 shown in Table 3.1 and the experience of monitoring and evaluation of Step 1 Micro Projects.

It was found that all proposals except for T06, which wrote the proposal by themselves, were written by facilitators or assistant facilitators based on the discussion with ECDC members. According to the facilitators, the limited number of literate ECDC members had not had enough time to write their proposals during the farming season and some were busy for schooling of distance education for

teachers. JPT was also informed that ECDC members were afraid if foreigners cannot read their handwriting properly. JPT reminded ECDCs that the format and guideline of proposal were developed in a way that can help ECDC to prepare the proposal by their own effort, and requested them to repeat the proposal preparation process from project identification, independently.

Table 3.5: Evaluation Criteria of Step 2 Micro Project Proposals

(1) Justification:	<ul style="list-style-type: none"> - Does ECDC understand the concept of Micro Project and logically think about their problem and solution? - Do all ECDC members agree with the project? If not all ECDC members signed, it was rated zero. - Does ECDC describe the background and needs of the project clearly with problem and objective trees?
(2) Sustainability	<ul style="list-style-type: none"> - Does ECDC consider how to sustain the project? And is their idea realistic and practical? - Does ECDC describe their idea clearly? - Does ECDC consider how to earn routine cost for their activity?
(3) Project Design	<ul style="list-style-type: none"> - Does ECDC consider alternatives to achieve their goal? If they proposed only activity to achieve the goal, it was rated lower. - Does ECDC decide responsible persons for each activity? - Does ECDC consider maximum use of local resources so as not to depend on external support only? - Is income generating activity feasible? (if any)

Generally, justification of the activities was neither clear nor reasonable in almost all proposals, because they tended to think “what they want” before finding the problems and issues in their community regarding education environment.

In the initial evaluation, the maximum budget for Step 2 Micro Projects (Le 10 million for “Type B” or Le 20 million for “Type C”) was decided based on the performance of the Step 1 Micro Projects and the Step 2 Micro Project Proposal (1) submitted in September 2006. Facility improvement projects to be supported in Step 2 Micro Projects were also tentatively identified based on the above and observation of JPT’s engineers.

The proposals were returned to ECDCs with comments and advice for revision. JPT advised ECDCs which were not going to be accepted for facility improvement project to identify other activities. JPT also requested ECDCs proposing income generating activity to submit a detailed plan including routine schedule, risk management, estimated income and expense, and use of profits to consider its feasibility.

(2) Technical Advice for Construction Projects

ECDC members do not have enough technical knowledge and capacity to prepare proposals for construction or rehabilitation projects. Therefore, JPT prepared the Construction Guide which contained drawings, cost estimate, construction schedule, including schedule of fund disbursement, and work procedure for 12 ECDCs which received tentative approval for facility improvement. Construction Guide was made based on the site survey and discussion with members of ECDC. This Construction Guide was integrated into the final proposal for approval and was used at construction site by JPT and ECDC members. Sample Construction Guides are presented in Appendix A-4 of this report.

(3) Appraisal and Approval of Step 2 Micro Project Proposals (2)

It took around one month for ECDCs to revise their proposal and prepare detailed plan of income generating activity. They submitted the revised proposal (Step 2 Proposal (2)) in late November to early December 2006. This time, the proposals were prepared by their own effort. The justification including problem and objective analysis was more logical and showed that the proposed projects would be effective to solve their problems. Table 3.6 summarizes proposed activities in Step 2 Proposals (2).

Table 3.6: Summary of Activities in Step 2 Micro Project Proposals (2)

Category of activity	Tonko Limba	Magbema	Bramaia	Total
Construction supported by JPT ¹	5	3	4	12
Construction not supported by JPT ²	1	6	9	16
Seed Bank	4	2	4	10
Trading	0	3	6	9
Group farming	4	2	1	7
Other IGA ³	0	8	0	8
Awareness raising	0	0	4	4
Other non-construction activity ⁴	3	0	5	8

- 1: Construction project supported by JPT includes construction/completion/rehabilitation of school building and community store
- 2: Construction project not supported by JPT includes minor rehabilitation of school building, furniture installation, and construction of toilet, kitchen and seed store.
- 3: Other IGA includes rice milling, nut cracking, timber production, soap making and gara-tie dyeing.
- 4: Other non construction project includes trainings, support for school materials, sports event, etc.

Some ECDCs proposed more than one income generating activities. Seed bank is popular in Tonko Limba and Bramaia. Access to the market might have affected the selection of IGA, as ECDCs in Magbema and part of Bramaia (Kukuna) who have better access to big markets selected agricultural trading (other IGA). Awareness raising is necessary especially in Bramaia, because of the cases of

drop out of girls caused by early pregnancy. Therefore ECDCs in Bramaia proposed to have the campaign on such topics in cooperation with District Education Office (DEO) and District Health Management Team (DHMT).

Table 3.7: Results of Evaluation of Step 2 Micro Project Proposal (2)

Code	Name	Proposed Step 2 Micro Project (Bold = Supported by JPT Technical Team) (Delete = Not approved)	Budget Type	Proposal (2) for Step 2				Approved amount (Fund from JICA)	
				Justification	Sustainability	Project design	Total	Breakdown	Total (m.=million)
T01	Wesleyan Centennial JSS	Provision of seed rice and groundnuts for cultivation (IGA: Seed bank)	B	5	3	3	11	6,422,000	10m
		Provision of oil palm seeding for school gardening						3,578,000	
T02	Wesleyan Church SL PS	Provision of seed rice and groundnut for cultivation	B	5	4	3	12	8,002,900	10m
		Organize sports activities to motivate children						1,997,100	
T03	Roman Catholic PS	Rice and groundnuts cultivation	C	4	4	3	11	4,202,900	20m
		Completion of school building and construction of school furniture						14,361,000	
		(Contingency)						1,436,100	
T04	Kabasa 1 CS	Conduct community awareness rising campaign on the importance of education	C	5	4	3	12	0	20m
		Construction of 3 classrooms with office and store						18,203,000	
		Provision of timbers for school furniture construction						0	
		(Contingency)						1,797,000	
T05	Roman Catholic PS	Rehabilitation of 4 classrooms school building	C	5	4	4	13	12,433,000	20m
		Provision and procurement of school furniture							
		Provision of seed rice and groundnuts for cultivation (IGA)						6,323,700	
		(Contingency)						1,243,300	
T06	Omar Muctar CS	Cultivation of vegetable gardening	B	5	3	3	11	2,798,000	10m
		Provision of oil palm seeding for school gardening						6,879,000	
		Nutrition training for women and school cooks						323,000	
T07	Roman Catholic PS	Rehabilitation of school and construction of school furniture	B	3	3	4	10	9,657,000	10m
		(Contingency)						343,000	
T08	Wesleyan Church SL PS	Construction of 2 classrooms plus office with store	C	3	3	4	10	16,935,000	20m
		Training in personal hygiene improvement						1,371,500	
		(Contingency)						1,693,500	
T09	Roman Catholic CS	Provision of seed rice and groundnut for seed bank/ plants	C	5	4	3	12	14,690,000	20m
		Construction of community seed store						5,310,000	
M01	Ahamadiyya JSS	Repairing and fixing of windows, doors and silotex	B	4	4	4	12	3,696,000	10m
		Furniture fabrication						2,198,000	
		Buying and selling agricultural products						4,106,000	
M02	Ahamadiyya PS	Provision of basic school furniture	B	5	4	4	13	2,500,000	10m
		Renovation of the uncompleted building						3,500,000	
		Trading in agricultural products						3,000,000	
		School/community cultivation of rice and potato						1,000,000	
M03	Roman Catholic PS	Rice milling	B	4	4	3	11	10,000,000	10m

Code	Name	Proposed Step 2 Micro Project (Bold = Supported by JPT Technical Team) (Delete = Not approved)	Budget Type	Proposal (2) for Step 2				Approved amount (Fund from JICA)	
				Justification	Sustainability	Project design	Total	Breakdown	Total (m.=million)
M04	Kulafai Rashideen Islamic PS	Soap making	B	5	4	3	12	7,000,000	10m
		Gara-tie dyeing						3,000,000	
M05	SL.Muslim Brotherhood PS	Soap processing for school development	B	5	4	4	13	6,225,000	10m
		School and community garden						3,775,000	
M06	KDEC RRS Warda Model PS	Construction of 3 classrooms with office and store	C	5	4	3	12	18,203,000	20m
		(Contingency)						1,797,000	
M07	Islamic Da-awah PS	Completion of 5 classroom structures and provision of basic school furniture	C	5	4	3	12	18,250,000	20m
		(Contingency)						1,750,000	
M08	KDEC Masorie PS	Provision of basic school furniture	B	5	4	4	13	5,500,000	10m
		Palm kernel nut cracking						4,500,000	
M09	St. Monica's Roman Catholic PS	Construction of 3 community store and an office	C	4	4	4	12	14,702,000	20m
		Provision of office table and chairs						3,827,800	
		Buying and selling of agriculture products/ commodities (Contingency)							
M10	Ahamadiyya PS	Provision of basic school furniture	B	5	4	4	13	4,000,000	10m
		Seed bank scheme (rice and groundnuts)						6,000,000	
M11	KDEC Taintafor PS	Rice Milling	C	5	4	3	12	15,610,000	20m
		Rice seed bank scheme						4,390,000	
M12	Magbethei CS	Timber production and marketing	B	4	3	3	10	10,000,000	10m
M13	SL Muslim Brotherhood PS	Timber production and marketing	B	5	4	3	12	10,000,000	10m
B01	St. Mary JSS	Buying and selling of agricultural produce	B	5	4	4	13	5,337,000	10m
		Making of furniture						2,700,000	
		Awareness raising (Importance of education)						520,000	
		Construction of shed						1,443,000	
B02	KDEC Kukuna PS	Repairing of 95 sets of desk and bench	B	5	4	4	13	1,425,000	10m
		Awareness raising campaign on the importance of education						800,000	
		Establishment of seed bank						4,690,000	
		Trading on agricultural produce						3,085,000	
B03	Wesleyan Church SL PS	Construction of 3 classrooms with office and store	C	4	4	3	11	18,203,000	20m
		(Contingency)						1,797,000	
B04	Omar Muctar PS	Buying and selling of agriculture products	B	4	3	4	11	6,000,000	10m
		Construction of 3 drop hole toilet and kitchen						2,478,000	
		Awareness rising campaign (importance of education)						1,522,000	
B05	St. Mary Roman Catholic PS	Construction of 3 drop hole toilet	B	4	3	4	11	1,638,000	10m
		Provision of furniture						1,500,000	
		Teaching and learning materials as a revolving fund						872,000	
		Buying and selling agricultural goods (IGA)						5,990,000	
B06	KDEC Kabaya PS	Buying and selling of agricultural produce	B	5	3	4	12	7,900,000	10m
		Provision of learning materials						605,000	
		Hauling of local construction materials						1,495,000	
		Construction of temporal shed						0	

Code	Name	Proposed Step 2 Micro Project (Bold = Supported by JPT Technical Team) (Delete = Not approved)	Budget Type	Proposal (2) for Step 2				Approved amount (Fund from JICA)	
				Justification	Sustainability	Project design	Total	Breakdown	Total (m.=million)
B07	Kabaya CS	Trading on agricultural products	B	5	4	4	13	5,530,000	10m
		Community group farming						3,120,000	
		Awareness raising campaign (importance of education)						1,350,000	
B08	KDEC Teneba Bramaia PS	Rehabilitation of store	B	5	3	4	12	700,000	10m
		Provision of seeds for community boli land farming						7,450,000	
		Sale of school uniform and stationery						119,000	
		Training of community farmers						500,000	
		Rehabilitation of old school building to staff quarters						1,231,000	
B09	Turaya CS	Completion of school building and fabrication of school furniture	C	3	4	3	10	19,051,000	20m
		(Contingency)						949,000	
B10	Seduya CS	Construction of teacher's quarters	C	4	3	3	10	15,435,000	20m
		Community group rice and ground nut farming (seed bank)						3,021,500	
		(Contingency)						1,543,500	
B11	Sorimanikaya CS	Rehabilitation of school and making of school furniture	B	3	4	3	10	7,439,000	10m
		Establishment of community seed bank						1,817,100	
		Training on hygiene practice, literacy and numeracy						0	
		(Contingency)						743,900	

(4) Fund Disbursement

Fund disbursement was made through bank accounts which were opened under the name of ECDCs at the newly opened Union Trust Bank Kambia Branch. The first fund disbursement was made on the date of contract. At least two signatories of the bank account came to sign the agreement and receive the check.

The second fund disbursement was made in late February 2007 for all ECDCs except for B10, which had severe delay in its project, after a brief review of the progress of Micro Project and capacity development of ECDCs.

3.5. Evaluation of Step 2 Micro Projects

Upon the submission of the draft proposal for Step 3 Micro Projects on 4th May 2007, the performance review of Step 2 Micro Projects was conducted. The emphasis was placed on what ECDCs can improve from June to September 2007 in the remaining Step 2 activities and revision of the final proposal for Step 3, toward the implementation of Step 3. To this end, the review of Step 2 Micro

Project focused on input/process, impacts/beneficiaries, and sustainability. The summary result per target zone is shown in Table 3.8.

Table 3.8: Summary of the Result of Step 2 Performance Review

1) Step 2 Performance Review		Fonko Limba	Mabgema	Bramaia	All
Point of view		Average	Average	Average	Average
1-1) Input/Process					
1-1-1) ECDC Management Capacity					
	a) Participation of all ECDC members, division of work by all ECDC members	1.77	1.64	1.27	1.55
	b) Democratic decision-making and fairness to all members	1.64	1.52	1.46	1.53
	c) Mobilization of the community	1.73	1.59	1.34	1.54
	d) Transparency and accountability of finance	1.82	1.78	1.41	1.67
	e) Record keeping and explanation to all ECDC members (Monthly Report, etc.)	1.51	1.75	1.12	1.48
	f) Schedule and time management	1.26	1.67	1.12	1.38
	g) Problem-solving capacity (local capacity to solve risks without external help)	1.70	1.85	1.37	1.65
	h) Local initiative (continuation of Type A activities, conducting extra activities)	1.57	1.59	1.17	1.45
Average 1-1-1 (in Scale 0-2)		1.62	1.67	1.28	1.53
1-1-2) Community Contribution					
	a) Monetary contribution (excluding ECDC membership fee)	1.21	1.58	0.64	1.17
	b) Labor contribution	1.81	1.64	1.38	1.60
	c) Contribution in kinds	1.36	1.31	1.17	1.28
Average 1-1-2 (in Scale 0-2)		1.46	1.51	1.06	1.35
1-2) Impacts/Beneficiaries					
1-2-1) School level					
	a) Impacts on children (<i>health, attendance, exam results,</i>	1.56	1.02	1.48	1.32
	b) Impacts on teachers (<i>attendance, motivation, quality of teaching, sense of responsibility and belonging to the community</i>)	1.46	1.26	1.49	1.39
1-2-2) Community level					
	a) Impacts on parents (<i>increase in interest in school matters, sending children to school, etc.</i>)	1.71	1.61	1.62	1.64
	b) Impacts on youth (<i>active participation in micro projects, more labor contribution, interest in school matters, etc.</i>)	1.78	1.55	1.45	1.58
	c) Impacts on women (<i>more participation, more interests, more attention, etc.</i>)	1.61	1.31	1.18	1.35
	d) Impacts on the poor and socially disadvantaged people (<i>more participation, more interests, more attention, etc.</i>)	1.21	0.89	0.79	0.94
1-2-3) Impacts on natural environment		1.16	1.69	1.74	1.56
Average 1-2 (in Scale 0-2)		1.50	1.33	1.39	1.40
1-3) Sustainability after JICA assistance					
1-3-1) Technical sustainability		1.73	1.77	1.26	1.59
1-3-2) Financial sustainability		1.44	1.63	0.93	1.34
Average 1-3 (in Scale 0-2)		1.58	1.70	1.10	1.47
Average Score (in Scale 0-2)		1.55	1.53	1.27	1.45

3.6. Proposal Appraisal and Approval of Step 3 Micro Projects

(1) Appraisal and Approval of Step 3 Micro Project Proposal

The draft proposals for Step 3 Micro Projects were submitted by ECDCs in May 2007. The draft proposals were assessed from the following two points of view:

- 1) The review of ECDC's performance in Step 2 Micro Project, in terms of
 - a) input/process,
 - b) impacts/beneficiaries and
 - c) sustainability, and
- 2) The appraisal of Step 3 proposal, in terms of
 - a) its preparation process (including time management to submit the proposal),
 - b) expected impacts/beneficiaries,
 - c) need for the proposed activities, and
 - d) sustainability.

The emphasis was placed not on the details of the plan, but what ECDCs can improve in the remaining Step 2 activities and revision of the final proposal for Step 3. Compared to the Step 2 proposals, the focus of appraisal of the Step 3 proposal was placed more on the process of preparation. The expected impacts/beneficiaries are also considered important so that the Micro Project can benefit both the school and community and involve and benefit various groups in the community.

Assessment was jointly done by Japanese members of JPT, facilitators and assistant facilitators, engineers, and counterparts at ZCC. As a result, the maximum budget for each ECDC (either Le 10 million for "Type B" or Le 20 million for "Type C") and Step 3 activities for each ECDC were tentatively approved at the ZCC meeting held on 8th June 2007, except three ECDCs (B01, B04 and B07) whose proposals were judged as "pending" due to their poor performance in Step 2. ZCC decided to review the three ECDCs' improvement on performance in October 2007. By the end of September 2007, ECDCs revised their Step 3 proposals and also prepared the business plans for income-generating activities (IGA) when their proposals include IGA, based on the comments which they received in June 2007.

In October 2007, JPT visited the three "pending" ECDCs above and found that their preparation for Step 3 Micro Project was well in progress, and the management of ECDCs had been improved by

replacing inactive senior members to active young and female members. As a result of this visit, JPT decided to approve these three ECDC's proposals for Type C budget.

All ECDC's proposals for Step 3 Micro Project were formally approved in the ZCC meeting held on 26th October 2007, in which Chairman of Kambia District Council, Deputy Director of District Education Office, and Head of District Social Welfare Office attended.

Initially eight ECDCs (T05, T07, T09, M07, M09, B07, B09 and B11) applied for timber production and marketing through power saw operation as IGA in Step 3. Because of the risk of deforestation from the unlimited use of the power saw, JPT decided that only ECDCs who develop a good management and replanting plan for their community forestry will be approved for this activity, and developed the guidelines for community forestry management in collaboration with District Forest Officer as mentioned earlier in Section 2.11.8. Of the eight ECDCs, M07 and B09 thought over their priority needs and eventually changed their activities.

Table 3.9 summarizes the budget types approved for Step 3 Micro Projects: 21 ECDCs approved for Type C budget (Le 20 million), and 12 ECDCs approved for Type B budget (Le 10 million). Table 3.10 summarizes the categories of the proposed activities in Step 3 proposals.

Table 3.9: Summary of Step 3 Micro Project Proposals

Budget type	Type B	Type C	Total
Construction only	0	11	11
Non-construction only	5	1	6
Combination of construction and non-construction	7	9	16
Total	12	21	33

Note: "Construction" includes construction/rehabilitation/completion of classrooms, staff quarters, school toilet, community store, rice milling house, drying floor, and water well.

Many ECDCs are finally approved for construction activities, the share of which occupies 49% of all activities. Some activities were proposed for the first time in Step 3: construction/renovation of a water well; livestock bank; construction of a health post; power tiller operation; cassava grater operation; procurement of teaching and learning materials; and teacher training.

Table 3.10: Summary of Activities in Step 3 Micro Project Proposals

Category of Activity	Tonko Limba	Magbema	Bramaia	Total	%
Construction supported by JPT ¹	2	9	2	13	17%
Construction not supported by JPT ²	7	7	10	24	32%
Water well supported by JPT	2	0	3	5	7%
Water well not supported by JPT	0	0	1	1	1%
Seed bank	4	1	4	9	12%
Livestock bank	1	0	1	2	3%
Buying & selling of agricultural produce	1	2	2	5	7%
Timber production and marketing	3	1	2	6	8%
Other IGAs ³	2	1	1	4	5%
Other activities ⁴	0	1	5	6	8%
Total	22	22	31	75	100%

- 1: "Construction supported by JPT" includes construction of classrooms, staff quarters, and a health post with or without furniture making.
- 2: "Construction not supported by JPT" includes rehabilitation of school building, school toilet construction, rehabilitation of staff quarters, furniture making, and construction of seed store, drying floor, and livestock shed.
- 3: "Other IGAs" include rice milling, power tilling, cassava grating machine, and soap making.
- 4: "Other activities" include teacher training, athletic sports, procurement of teaching and learning materials, tree planting, and community swamp rice cultivation.

(2) Fund Disbursement

Fund for Step 3 Micro Projects was disbursed through bank accounts using checks of Union Trust Bank's Kambia Branch in the same way as Step 2. The first fund disbursement was made in the two separate occasions as shown in Table 3.11. Chairman of Kambia District Council attended the disbursement for the 18 ECDCs which would implement construction activities with support from JPT Technical Team. The event was covered by Radio Kolenten, the community radio station in Kambia.



Figure 3.6: District Chairman at Fund Disbursement

Table 3.11: First Disbursement of Step 3 Fund

31 October – 3 November 2007	15 ECDCs (ECDCs with non-construction activities, and ECDCs with construction activities without JPT Technical Team's support)
15 November 2007	18 ECDCs (ECDCs with construction activities with JPT Technical Team's support)

M06 (KDEC RRS Warda Model PS Rokupr) originally planned to purchase a rice thresher and a power tiller in Step 3, but it faced a price escalation just after the first disbursement of the Step 3 fund

in November 2007, which made the total cost far beyond the set budget. The ECDC proposed to buy only a power tiller, which they can afford to buy together with a feasible amount of local contribution.

The second fund disbursement was made in three separate occasions as shown in Table 3.12. Three ECDCs (T06, B04 and B06) could not receive the fund as their construction activities were delayed too much. JPT organized a one-day study visit and workshop on 15th March 2008, in which four representatives from each of these three ECDCs participated and observed well-managed construction projects in Magbema and made their own action plan to fast track the work.



Figure 3.7: Study Visit for Delayed ECDCs

Table 3.12: Second Disbursement of Step 3 Fund

11 February 2008	15 ECDC (ECDCs with construction activities with JPT Technical Team's support, except T06, B04 and B06)
27 February 2008	15 ECDC (ECDCs with non-construction activities, and ECDCs with construction activities without JPT Technical Team's support)
14 March 2008	3 ECDCs (T06, B04, B06) whose Micro Projects were in delay more than 6 weeks

The third fund disbursement of Step 3 fund, which is contingency fund for construction activities, was made in three separate occasions as shown in Table 3.13. Five ECDCs implementing water well renovation/ construction received the third disbursement of Step 3 fund, which enabled them to complete installation of water pumps. Construction work in T06 was delayed more than six weeks, so the third fund disbursement was suspended. When T06 was able to catch up with the original schedule in the construction work, JPT disbursed the contingency fund to T06.

Table 3.13: Third Disbursement of Step 3 Fund (Contingency)

11 February 2008	5 ECDCs (ECDCs with renovation/construction of a water well, namely T02, T09, B02, B08 and B11)
14 April 2008	12 ECDCs (ECDCs with construction activities with JPT Technical Team's support, namely T01, M01, M02, M03, M04, M05, M08, M10, M12, M13, B04 and B06, except T06)
18 April 2008	1 ECDC (T06) whose Micro Projects were in delay more than 6 weeks

3.7 Capacity Building Impact through Step 1, 2 and 3 Micro Projects

(1) Commitment of ECDC and Community

High commitment for self-help

Through implementation of Micro Projects, ECDC members and community people in most of the target areas realized the difference between emergency assistance and development assistance. They found that no development assistance will come to them by just sitting and waiting for it and that they could improve their situation by their own efforts.

Generally, ECDCs in Tonko Limba showed high commitment most likely due to the small and rather closed character of communities in the area and strong unity of the Limba community. Also, as they have little or no experience of receiving external support, the momentum ECDC created drew strong commitment of the people. Initially, illiterate members of these ECDCs, especially women, tended to hesitate to speak up in the meeting or with facilitators. Through implementation of Micro Projects, solving various problems by their own effort, such members become confident and their ownership of the activities were high, as seen in the meetings where these people willingly speak up in front of a big audience.



Figure 3.8: A Woman Speaks at ECDC Meeting in Tonko Limba (T06)

Membership challenges and improvement through motivation factor

Initially, some ECDCs in township areas such as Rokupr in Magbema and Kukuna in Bramaia did not understand the difference between the Project and the previous external assistance provided through “local authorities” without any requirement for practical and active participation from the community. These ECDCs regarded their membership merely as “honorable” positions to receive the fund and selected community authorities and elders who did not actively participate and sometimes did not live in the community. In such ECDCs, attendance rate in regular meetings was low. Generally, ECDCs with low commitment tended to demonstrate low capacity in record keeping and problem solution. Some ECDCs failed to mobilize the community and some even could not complete their activities on time.

In the appraisal of Step 2 Micro Projects, 11 ECDCs had their proposals for construction activities disapproved. Some of them complained over this result, as they expected their proposals to be accepted without any appraisal of their performance and capacity. This experience helped many ECDCs realize that they need to show their commitment and build their capacity in order to receive what they wanted. The motivation to receive fund for their dream projects (usually construction activities) in Step 3 served as a driving force to develop the capacity and ownership of these ECDCs.

People became more interested in ECDCs and their activities. ECDCs held meetings to reactivate ECDC through replacement of the “honorable (but not active) members.” Indeed, 24 out of 33 ECDCs replaced members before the initial stage of Step 2 for reasons including low commitment or passive attitude, moving out, irregular participation, and little contribution (cash, labor or in-kind). For example, M02 (Ahamadiyya PS Rokupr) which was even withheld for approval of Type B fund, replaced ten out of 15 members. Because the new coordinator delegated responsibility to many members, ownership and confidence of each member became high. M02 successfully implemented their Step 2 Micro Project without a delay. In M12 (Magbethei Community School), apart from their Step 2 Micro Project, ECDC members and the community constructed the temporary shed and hauled local materials by their own initiative in preparation for the construction they aim for as Step 3 Micro Project.



Figure 3.9: School Building Rehabilitated without Technical Support (M02)



Figure 3.10: Temporary Shed (M12)

Community Initiatives

Many ECDCs has sustained their Step 1 activities such as school gardening and road rehabilitation after the completion of the Step 1 period, because they found some direct and indirect impacts. Many ECDCs expanded the school gardens on their own initiatives. Also, many ECDCs improved the quality of construction activities on their own, as described in section 3.9.3 below.

Furthermore, not only do ECDCs continue, expand or upgrade their Micro Projects, some have also embarked on many extra activities. For example, T07 (RC PS Kamabala, Tonko Limba) and the community started constructing a health post on their own. In M05 (SLMB PS Rokupr, Magbema), in order to meet the needs of furniture for the new classrooms they just constructed, ECDC held CTA (Community and Teachers Association) meeting asking for the community to contribute, while at the same time writing a letter to the SLMB mission for help. M05 also went to visit schools which are not target school of the Project, a school where construction of classrooms by another donor project has stopped for a long time, to sensitize the school that community can help school if they can mobilize them. M11 is planning to construct a community toilet in each of their six feeder villages from 2009, as sanitation is the biggest problem of the communities and the toilet will benefit all in the community with relatively small budget that they can manage through IGAs.

(2) Mobilization of the Community

Community participation

In the initial stage of Step 1 Micro Projects, some ECDCs had hard time to have the community people understand the concept of the Project and participate actively in their activities. They organized community meetings to explain that this Project would benefit not only the school but also the community, if they work hard by their own efforts. As a result, most ECDCs could mobilize the community people, including youth groups and women groups, and obtain contribution of cash, local materials, foods, etc.

However, because catchments of Junior Secondary School (JSS) were wide and some communities are far from the school, it was difficult for them to fully mobilize all the concerned communities. For primary schools and community schools in township areas such as Rokupr and Kukuna, as there are more than one school and most inhabitants are involved in business, ECDCs had to work hard to mobilize many people. In rural and remote areas, meanwhile, where there is no other school in the community and most people were engaged in farming, the community people were interested in the Project and contributed and participated actively. ECDCs whose school has already had close relationship with CTA, such as M05 and M06, showed strong capacity in community mobilization. CTA also provide monthly cash contribution and the members attend meetings regularly.

As shown in Table 3.14, the accumulated number of participants reported through three steps of Micro Projects was about 1,700 in average. As many ECDCs in Bramaia did not report the number of participants from June to August 2006, it might be more. On the other hand, the report of some

ECDCs in Bramaia may not be accurate because of their poor recording and over repeating of the same record of completed activities. Also, the participation is partly affected by the type of activities, as for example construction or farming requires more labor compared to machine operation or furniture making. In Magbema and Bramaia, the average accumulated number of participants was more in rural areas than in township areas. Tonko Limba had the highest average among three areas, as six out of top ten ECDCs are from Tonko Limba.

Table 3.14: Accumulated Number of Participants in Micro Projects

(Unit: persons)

Area/ zones		Tonko Limba	Magbema	Bramaia *1	All ECDCs
	(n)	(9)	(13)	(11)	(33)
Step 1 *2	Average	455	380	380	401
	Range	156 - 799	93 - 931	80 - 1,075	80 - 1,075
Step 2 *3	Average	1,322	755	838	937
	Range	487 - 2,964	410 - 1,615	377 - 1,194	377 - 2,964
Step 3 *4	Average	440	378	283	363
	Range	148 - 793	90 - 718	127 - 513	90 - 793
Total	Average	2,217	1,513	1,467	1,690
	Range	977 - 3,941	636 - 2,431	607 - 2,553	607 - 3,941

Area/ zones		Tonko Limba	Magbema	Bramaia *1	All ECDCs
Township *5	(n)	(3)	(9)	(5)	(17)
	Average	2,358	1,490	1,064	1,637
	Range	977 - 3,941	636 - 2,431	607 - 1,632	636 - 3,941
Rural *5	(n)	(6)	(4)	(6)	(16)
	Average	2,147	1,566	1,804	1,839
	Range	999 - 3,410	1,213 - 1,909	1,088 - 2,553	999 - 3,410

*1: Some ECDCs in Bramaia did not report the number from June to August 2006.

*2: Step 1: April-November 2006.

*3: Step 2: December 2006-October 2007.

*4: Step 3: November 2007-April 2008.

*5: Township: T01~T03, M01~M09, B01~B05; Rural: T04~T09, M10~M13, B06~B11

Community contribution

In general, ECDC and community members contributed greatly to their Micro Projects, especially in terms of labor (farming, making mud blocks and other construction works, transporting materials, cooking, etc.) and in-kind contribution such as local materials (water, sand, stone, bush stick, etc.), working tools, food for work, and sometimes purchased materials such as cement or petrol. Micro Projects could not have completed without these contributions.

While facing constraints during the farming season, ECDCs also collected financial contribution through monthly contribution and other contributions from members, community and even relatives

outside the community. ECDCs in Magbema obtained by far the largest cash contribution, as the top ten ECDCs are all in Magbema. In Tonko Limba and Magbema, ECDCs in township areas collected more financial contribution than rural areas. M01 (Ahamadiyya JSS Rokupr) collected the largest amount, or Le. 12,783,742, equivalent to 41% of the total fund by JICA, followed by M06 (Le. 8,856,400) and M03 (6,564,802). The financial contribution collected in each ECDC and its summary are shown in Table 3.15 and 3.16.

Table 3.15: Financial Contribution in Each ECDC

(Unit: Le.)

	Name	Type A	Type B	Type C	Total	Ranking
T01	Wesleyan Centennial JSS Kamasasa	264,500	222,000	2,048,000	2,534,500	11
T02	WCSL PS Kamasasa	1,164,000	435,800	75,000	1,674,800	14
T03	RC PS Kamasasa	349,500	0	700,900	1,050,400	18
T04	Kabasa 1 CS	602,000	270,750	860,000	1,732,750	13
T05	RC PS Kabasa 2	200,000	15,000	486,000	701,000	23
T06	Omar Muctar CS Kabasa 2	762,000	740,000	0	1,502,000	15
T07	RC PS Kamasasa	307,500	446,000	75,000	828,500	21
T08	WCSL PS Kutuya	95,000	394,000	250,000	739,000	22
T09	Kakonteh CS	888,000	150,000	70,000	1,108,000	17
M01	Ahamadiyya JSS Rokupr	3,702,000	1,183,302	7,898,440	12,783,742	1
M02	Ahamadiyya PS Rokupr	740,000	2,115,449	13,008	2,868,457	9
M03	RC PS Rokupr	1,185,000	926,823	4,452,979	6,564,802	3
M04	Kulafai Rashideen Islamic PS Rokupr	354,000	321,302	311,939	987,240	19
M05	SLMB PS Rokupr	2,750,000	1,581,177	1,836,446	6,167,623	4
M06	KDEC RRS Warda Model PS Rokupr	1,857,200	1,234,500	5,764,700	8,856,400	2
M07	Islamic Da-awah PS Rokupr	494,000	237,000	5,285,000	6,016,000	6
M08	KDEC PS Masorie	1,021,000	1,962,196	1,631,808	4,615,004	8
M09	St. Monica's RC PS Masorie	1,537,000	50,000	443,900	2,030,900	12
M10	Ahamadiyya PS Wulatenkle	568,000	1,000,000	4,450,000	6,018,000	5
M11	KDEC PS Taintafor	908,000	0	400,000	1,308,000	16
M12	Magbethei CS	200,000	990,812	4,328,766	5,519,579	7
M13	SLMB PS Gberika	853,000	563,343	1,424,950	2,841,293	10
B01	St. Mary JSS Kukuna	124,000	125,500	450,000	699,500	24
B02	KDEC PS Kukuna	10,000	235,525	0	245,525	33
B03	WCSL PS Kukuna	106,000	0	185,000	291,000	31
B04	Omar Muctar PS Kukuna	100,000	327,400	0	427,400	29
B05	St. Mary RC PS kukuna	187,000	250,000	484,000	921,000	20
B06	KDEC PS Kabaya	93,000	3,835	413,415	510,250	27
B07	Kabaya CS	0	275,000	200,000	475,000	28
B08	KDEC PS Teneba Bramaia	0	100,000	147,000	247,000	32
B09	Turaya CS	80,000	120,000	478,000	678,000	25
B10	Seduya CS	106,000	151,000	100,000	357,000	30
B11	Sorimanikaya CS	5,000	300,000	269,100	574,100	26

Note 1: Financial contribution excludes sales or profit but includes interest earned in savings account (M01~M05, M08, M12, M13, and B06).

2: Type A: Step 1 (April-November 2006). Type B and Type C: Step 2 (December 2006-October 2007) or Step 3 (November 2007-April 2008).

Table 3.16: Financial Contribution in Three Steps of Micro Projects

(Unit: Le.)

JICA Fund	Contribution *1				
	(n)	Tonko Limba (9)	Magbema (13)	Bramaia (11)	All ECDCs (33)
Type A *2 1,000,000	Average	514,722	1,243,785	73,727	654,930
	Ratio to JICA fund	51%	124%	7%	65%
	Range	95,000 - 1,164,000	200,000 - 3,702,000	0 - 478,000	0 - 3,702,000
	Ratio to JICA fund	10% - 116%	20% - 370%	0% - 48%	0% - 370%
Type B *3 10,000,000	Average	297,061	935,839	171,660	506,900
	Ratio to JICA fund	3%	9%	2%	5%
	Range	0 - 740,000	0 - 2,115,449	0 - 327,400	0 - 2,115,449
	Ratio to JICA fund	0% - 7%	0% - 21%	0% - 3%	0% - 21%
Type C *3 20,000,000	Average	507,211	2,941,687	247,865	1,379,798
	Ratio to JICA fund	3%	15%	1%	7%
	Range	0 - 2,048,000	13,008 - 7,898,440	0 - 484,000	0 - 7,898,440
	Ratio to JICA fund	0% - 10%	0% - 39%	0% - 2%	0% - 39%
Total 31,000,000	Average	1,318,994	5,121,311	493,252	2,541,629
	Ratio to JICA fund	4%	17%	2%	8%
	Range	701,000 - 2,534,500	987,240 - 12,783,742	245,525 - 921,000	245,525 - 12,783,742
	Ratio to JICA fund	2% - 8%	3% - 41%	0% - 3%	0% - 41%

		Tonko Limba	Magbema	Bramaia	All ECDCs
Township *4	(n)	(3)	(9)	(5)	(17)
31,000,000	Average	1,753,233	5,654,463	516,885	2,641,527
	Ratio to JICA fund	6%	18%	2%	9%
	Range	1,050,400 - 2,534,500	987,240 - 12,783,742	245,525 - 921,000	245,525 - 12,783,742
	Ratio to JICA fund	3% - 8%	3% - 41%	0% - 3%	0% - 41%
Rural *4	(n)	(6)	(4)	(6)	(16)
31,000,000	Average	1,101,875	3,921,718	473,558	1,832,384
	Ratio to JICA fund	4%	13%	2%	6%
	Range	701,000 - 1,732,750	1,308,000 - 6,018,000	247,000 - 678,000	247,000 - 6,018,000
	Ratio to JICA fund	2% - 6%	4% - 19%	0% - 2%	0% - 19%

*1: Excluding sales or profit but including interest earned in savings account (M01~M05, M08, M12, M13, B06).

*2: Type A: Step 1 (April-November 2006).

*3: Type B and Type C: Step 2 (December 2006-October 2007) or Step 3 (November 2007-April 2008).

*4: Township: T01~T03, M01~M09, B01~B05; Rural: T04~T09, M10~M13, B06~B11.

(3) Record Keeping/ Transparency and Accountability

Transparency among the community was one of the key factors to sustain ECDC activity successfully. Although most ECDCs have only a few literate members, their record keeping capacity has been sharply developed with close monitoring and supervision of facilitators. At the beginning of the Project, some ECDCs were reluctant to fill out the record keeping forms because of the fear of making mistakes. Nevertheless, ECDCs generally understood the concept of transparency and accountability and tried hard to practice it. The community, including women and non-ECDC members, were fully informed about the progress of procurement and financial management through a number of meetings. Decisions regarding procurement (what, when, who, how many and how much) were made at meetings. When the officer came back, another meeting was held to hear the result. On the other hand, when this kind of practice is not observed, the community tended to become skeptical of ECDC

members. Interestingly, many ECDCs chose a woman treasurer, since women were supposedly more trustworthy, being “ashamed of misuse and bad reputation.”

Although ECDCs learned basic accounting in Step 1 activities, it became clear through the implementation of Step 2 Micro Project that many ECDCs are yet to learn the sufficient skills, as many were confused by some of the new aspects such as opening of the bank accounts and starting of income generating activities (IGAs). In Step 2, difficulties included recording of IGAs in which funds were revolving, expenditure from the profit realized such as paying incentive to teachers, and more administration cost such as the bank charges and transportation to Kambia town for administration purposes. This resulted in mistakes of not recording certain items. In addition, opening of bank accounts caused some confusion in the balance calculation.

Initial training and continuous close monitoring were required to ensure correct record keeping. Development of the administrative capacity such as record keeping and financial management seemed to depend also on the capacity and carefulness of the facilitators. In Tonko Limba, ECDCs generally developed their capacity sufficiently because the facilitators checked the monthly reports and financial documents frequently and carefully and they instructed ECDCs appropriately. In Bramaia, the administrative capacity was not developed well because the facilitators received and filed the documents without a careful check or supervision. ECDCs in those areas could not fill the report format properly and at initial stages some even failed to submit the monthly report.

Challenge of high illiteracy rate

ECDCs in Magbema, especially in Rokupr, showed high performances in terms of record keeping due to their high literacy rate and daily exposure to the market area. On the other hand, in remote areas such as Tonko Limba and areas outside Kukuna in Bramaia, the high illiteracy rate was a big challenge for ECDCs’ record keeping. The vulnerability of depending on only one or two literate members was seen in some ECDCs. For example, when the coordinator of B09 became sick, the progress of their construction activity noticeably slowed down. For ECDCs in which the burden of record keeping is held by only one person, the likelihood of making careless mistakes in account keeping was high. JPT advised those ECDCs to include at least a few literate members in ECDC or call for active involvement of literate members of the community.

(4) Problem Solving

ECDCs have overcome various difficulties during the Micro Projects implementation. Major difficulties included:

- It was difficult to mobilize many community people for voluntary works in the peak farming season.
- Activities slowed down as the community became relaxed after the fund disbursement, or doubtful of ECDC due to miscommunication between the two.
- Due to price escalation, underestimation and overlooked indirect cost such as transportation, the activity cost turned out to be higher than expected.
- Construction/Gardening works were frequently disturbed by the heavy rain.
- Heavy wind destroyed roofs and walls of school facilities.
- School/Community garden was damaged by insects or animals.
- Materials, seeds and produce were stolen from their school/community garden.

ECDCs held meetings to solve problems with or without support of JPT facilitators and sometimes with support of traditional leaders. Only in extreme cases, they requested intervention of District Education Office and JPT. Some ECDCs in Kamasasa and Kukuna collaborated among themselves to tackle obstacles together. For example, ECDCs in the same/nearby villages jointly held meetings for information sharing, and with support from facilitators, they sent representatives to town areas in Step 1 for the group procurement to reduce the transportation cost, which was overlooked in their proposals, and cope with price escalation.

ECDCs covered unexpected cost by their own contribution. ECDCs also raised contribution to recover damages, and took traditional methods to prevent damages by insects/animals. Some ECDCs in Tonko Limba mobilized people for the activities in rotation during the peak farming season to continue the work. Thefts occurred in Magbema and Bramaia township areas. ECDCs and the community jointly guarded their produce and seeds.

Case 1: ECDC of Kulafai Rashideen Primary School in Magbema (M04)

In Step 2, after the second fund disbursement, some ECDC and community members of M04 complained about the problem of transparency and domination by the coordinator and the assistant coordinator who is the coordinator's husband. They did not delegate important roles related to financial management to the other members. For example, they kept all cash and did not disclose detailed information to other ECDC members such as how much the ECDC had earned from soap sales or how much they had in the savings account in the bank which the ECDC opened on their own. The coordinator and her husband became signatories of ECDC's savings account without any

consultation with the other members. They usually set the meeting agenda and did not encourage other participants to speak their opinions, objections or questions. Therefore, the other ECDC members were getting suspicious of the coordinator and the assistant coordinator.

Initially, the other ECDC members were afraid to discuss the situation. JPT investigated the actual situation and asked DEO to intervene. However, before the intervention, M04 decided to replace the assistant coordinator and signatory of the savings account, and transfer all cash to the treasurer, because they realized that all stakeholders were watching them in the third ECDC training in which a case study based on this case was introduced. After this case, guidelines to avoid such domination and miscommunication were added to *Micro Project Planning and Management Manual*.

Case 2: ECDC of Seduya Community School in Bramaia (B10)

The coordinator of B10 was so capable and active that he took most of the key responsibilities of ECDC such as reporting although there is a secretary. Other ECDC members appreciated and relied on him so much that they could not tell him objection or advice. Then the coordinator came to feel “I know everything about this project,” to the extent that he did not even listen to JPT engineers and as a result, complicated the construction works. When the coordinator became sick while the ECDC needed to accelerate their works, other members were motivated to take initiative in project implementation.

Although the coordinator changed his attitude and started to share responsibility with other members after his recovery, the problem continued. About two months later, the coordinator expressed his wish to leave the village for four months due to a family engagement in Freetown. However, the real reason, the community knew, was that he was so tired of the community not collaborating with him. Chiefs who had the power to mobilize the people were not helping him. The news of his resignation made the community leaders call for a meeting, and at the meeting they asked the coordinator to stay and promised to help him mobilize the community for continuation of the Micro Project. Without him, the community could not complete the project. JPT learned that he had been isolated in the community in spite of the fact that he was working very hard. There had been tension between traditional village chiefs and this well-educated man coming to the village from outside. In the end, it is hoped that the incident will turn into the stronger unity of the ECDC and the community.

(5) Institution, Capacity and Community Mobilization of ECDCs

In this section, three aspects of ECDCs, namely institution, capacity and the level of community mobilization, were assessed in terms of the following factors shown in Table 3.17.

Table 3.17: Factors to Assess Institution, Capacity and Community Mobilization of ECDCs

Aspect	Factors
1. Institution	1-1. Democracy (fairness and impartiality in decision making and discussion) 1-2. Proportion of youth members 1-3. Proportion of women members 1-4. Representation of surrounding communities (Section 2.2.2 (1)) 1-5. Commitment of ECDC members (attendance in regular meeting, ownership, etc.)
2. Capacity	2-1. Administrative capacity such as record keeping and reporting 2-2. Transparency (information sharing among members and with community) 2-3. Implementation of the Micro Project (progress and process) 2-4. Problem solving
3. Community mobilization	3-1. Level of community participation and contribution from the community

The factors above were evaluated by numerical grade (1–5) based on the following information.

- Performance evaluation of Step 1 and 2 (summarized in Section 3.3 and 3.5)
- Review of construction activity (summarized in Section 3.8.3 (1) and 3.8.3 (2))
- Qualitative information from regular monitoring (monthly report by ECDC, monitoring report by DEO and observation by JPT)
- Results of questionnaire survey of ECDC members in the endline survey

First, correlation of the above factors was analyzed by chi square test to assess if there was any influence of ECDC membership structure or synergy effect among these key factors. And then, correlation of institution, capacity and community mobilization of each ECDC was analyzed.

The result of the correlation analysis of the key factors is summarized in Figure3.11.

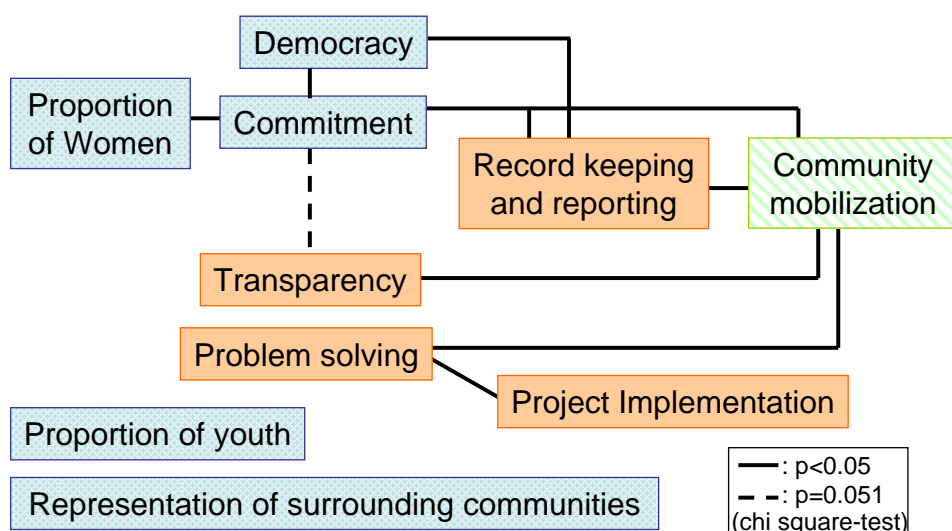


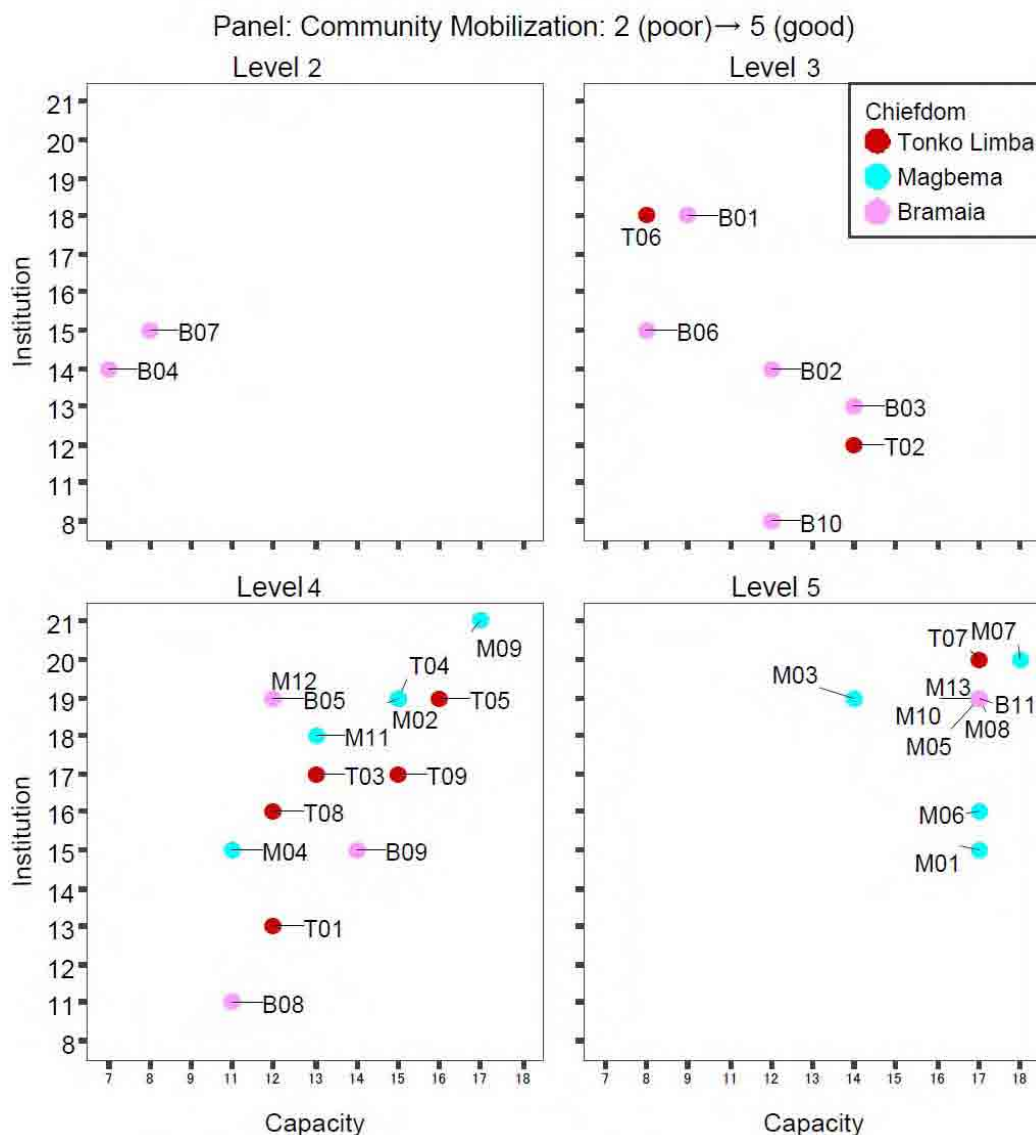
Figure 3.11: Correlations among Key Factors of ECDC

Community mobilization seemed to be affected by various factors such as commitment, record keeping, transparency and problem solving. Indeed, when community people doubt ECDC members or its operation, the level of community participation dropped. If ECDC could not solve problems smoothly, community people became suspicious and again the level of community participation dropped. On the other hand, when ECDC showed strong commitment to achieve its goal, community people were encouraged to support and collaborate with ECDC.

Commitment also showed correlation with many factors such as proportion of women members, democracy and record keeping. It means that ECDC with more women members showed higher commitment. Proportion of youth and representation of surrounding communities did not show significant correlation with any key factors.

Secondly, the numerical grades of the above factors were summed up based on the three aspects: institution, capacity and community mobilization. Then, each ECDC was plotted on the column scatter graph in terms of these three aspects as shown in Figure 3.12. In the graph, ECDCs were categorized into four panels (2–5) which show the different levels of community mobilization. Generally, ECDCs in Bramaia (except B11) had poor community mobilization, while ECDCs in Magbema had better results.

The graph clearly shows that ECDC with good institution and high capacity could mobilize the community well (level 5). However, some ECDCs with low capacity (B08 and M04) could maintain good relation with the community as well (level 4).



Note: ECDCs are categorized by Community Mobilization from level 2 to 5. On the panel of each level, ECDC which showed strong institution and high capacity can be plotted at the right top corner.

Figure 3.12: Institution and Capacity of ECDC and Community Mobilization

Generally, ECDCs which could not mobilize the community well did not have good institution or capacity to operate the organization (level 2 and 3). Although T06 and B01 seemed to have better institution, they frequently faced difficulty to mobilize people. B04 and B07 also had frequent problems in community mobilization until the last stage of the Project when the attitude of people drastically changed. This might suggest that it could take a long time to change the attitude of people and three years might be too short to realize this in some situations.

3.8 Success and Trouble Cases in Step 1, 2 and 3 Micro Projects

Table 3.18 shows the list of all Micro Projects implemented through Step 1, 2 and 3 in 33 ECDCs.

Table 3.18: List of Micro Projects

Italicized Activity = Activity with Technical Team's support

JICA Fund: Type A = Le 1,000,000, Type B = Le 10,000,000, Type C = Le 20,000,000

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
T01	Wesleyan Centennial JSS Kamasasa	1) School toilet construction	1) Seed bank (rice and groundnut) 2) Provision of oil palm seedlings for school gardening	B	1) <i>Construction of 3 classrooms</i>	C
T02	Wesleyan Church SL PS Kamasasa	1) School garden (groundnut) 2) Drying floor construction	1) Seed bank (rice and groundnut) 2) Organizing sports activities	B	1) Grating machine for cassava processing 2) Soap making 3) Buying and selling of agricultural produce 4) <i>Rehabilitation of well</i>	C
T03	Roman Catholic CS Kamasasa	1) School toilet construction	1) Seed bank (rice and groundnut) 2) <i>Completion of school building and making school furniture</i>	C	1) Construction of 3 sheds for livestock 2) Livestock bank (chicken, goat, sheep)	B
T04	Kabasa I CS	1) School toilet construction	1) <i>Construction of 3 classrooms + office with store</i>	C	1) Making basic school furniture 2) Seed bank (rice and groundnut)	B
T05	Roman Catholic PS Kabasa II	1) School garden (vegetable)	1) <i>Rehabilitation of 4 classrooms</i> 2) <i>Making basic school furniture</i> 3) Seed bank (rice and groundnut)	C	1) Construction of drying floor 2) Construction of community seed store 3) Timber production and marketing (power saw)	B
T06	Omar Muctar PS Kabasa II	1) School garden (groundnut)	1) School garden (vegetable) 2) Provision of oil palm seedlings for school gardening 3) Nutrition training for women and school cooks	B	1) Seed bank (rice and groundnut) 2) <i>Construction of 2 classrooms</i>	C
T07	Roman Catholic PS Kamabala	1) Road rehabilitation	1) <i>Rehabilitation of school building and making school furniture</i>	B	1) Seed bank (rice and groundnut) 2) Timber production and marketing (power saw) 3) Construction of community seed store	C
T08	Wesleyan Church SL CS Kutiya	1) School toilet construction	1) <i>Construction of 2 classrooms + office with store</i> 2) Training in personal hygiene improvement	C	1) Rehabilitation of 3 classrooms (with self-finance) 2) Seed bank (rice and groundnut)	B
T09	Kakonteh CS (now Roman Catholic PS Kakonteh)	1) Road rehabilitation	1) Seed bank (rice and groundnut) 2) Construction of community seed store	C	1) Timber production and marketing (power saw) 2) <i>Rehabilitation of well</i> 3) Rehabilitation of school	B

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
M01	Ahamadiyya SS Rokupr	1) Awareness raising campaign 2) School garden (rice)	1) Repairing and fixing of windows, doors and ceiling 2) Making basic school furniture 3) Buying and selling of agricultural produce	B	1) Construction of 3 classrooms + office with store	C
M02	Ahamadiyya PS Rokupr	1) School garden (vegetable)	1) Making basic school furniture 2) Renovation of the incomplete school building 3) Buying and selling of agricultural produce 4) Rice and potato cultivation	B	1) Construction of 3 classrooms + office with store	C
M03	Roman Catholic PS Rokupr	1) School garden (groundnut)	1) Rice milling	B	1) Construction of 3 classrooms + office with store	C
M04	Kulafai Rashideen Islamic PS Rokupr	1) School playground construction	1) Soap making 2) Gara-tie dyeing 3) Buying and selling of agricultural produce	B	1) Construction of staff quarters and furniture 2) Staff quarters toilet and kitchen construction	C
M05	SL Muslim Brotherhood PS Rokupr	1) Completion of school building (3 classrooms)	1) Soap making 2) School and community gardening	B	1) Construction of 3 classrooms + office with store	C
M06	KDEC RRS Warda Model PS Rokupr	1) School garden (vegetable)	1) Construction of 3 classrooms + office with store	C	1) Power ploughing	B
M07	Islamic Da-awah PS Rokupr	1) School garden (groundnut) 2) Awareness raising campaign (school feeding)	1) Completion of 5 classrooms and making school furniture	C	1) Making basic school furniture 2) Buying and selling of agricultural produce	B
M08	KDEC Masorie PS	1) School garden (rice and sweet potato)	1) Making basic school furniture 2) Palm kernel nut cracking	B	1) Construction of staff quarters and furniture 2) Seed bank (rice)	C
M09	St. Monica's Roman Catholic PS Masorie	1) Staff room building construction	1) Construction of community store and an office 2) Making office table and chairs 3) Buying and selling of agricultural produce	C	1) Timber production and marketing (power saw) 2) Making basic school furniture 3) Training of teachers on methodology and contents	B
M10	Ahamadiya PS Wulatenkle	1) School garden (rice and groundnut)	1) Making basic school furniture 2) Seed bank (rice)	B	1) Construction of health post and furniture 2) Health post toilet construction	C
M11	KDEC Taintafor PS	1) School garden (groundnut)	1) Rice Milling 2) Seed bank (rice)	C	1) Buying and selling of agricultural produce 2) Renovation of the uncompleted staff quarters 3) Making basic school furniture	B
M12	Magbethei CS	1) School garden (vegetable)	1) Timber production and marketing (power saw)	B	1) Construction of 3 classrooms + office with store	C
M13	SL Muslim Brotherhood PS Gberika	1) School garden (vegetable)	1) Timber production and marketing (power saw)	B	1) Construction of staff quarters and furniture 2) Making basic school furniture	C

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
B01	St. Mary SS Kukuna	1) Awareness raising campaign 2) School playground construction	1) Buying and selling of agricultural produce 2) Making basic school furniture 3) Awareness raising campaign (importance of education) 4) Construction of shed	B	1) Planting fast growing trees and oil palm 2) Making of shelves for school library 3) Organizing sports activities 4) Seed bank (rice and groundnut) 5) Livestock bank (goat and sheep)	C
B02	KDEC Kukuna PS	1) School garden (groundnut and cassava) 2) Kitchen construction 3) Awareness raising campaign 4) School toilet rehabilitation	1) Repairing of 95 sets of desk and bench 2) Awareness raising campaign (importance of education) 3) Seed bank (rice and groundnut) 4) Buying and selling of agricultural produce	B	1) <i>Rehabilitation of well</i> 2) Rehabilitation of school 3) Construction of community seed store	C
B03	Wesleyan Church SL PS Kukuna	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut and vegetable)	1) <i>Construction of 3 classrooms + office with store</i>	C	1) Rehabilitation of old school structure 2) Making basic school furniture 3) Seed bank (rice and groundnut) 4) Buying and selling of agricultural produce	B
B04	Omar Muctar PS Kukuna	1) Secure land document 2) Clearing the site 3) Hauling local construction materials	1) Buying and selling of agricultural produce 2) School toilet and kitchen construction 3) Awareness raising campaign (importance of education)	B	1) <i>Construction of 3 classrooms + office with store</i>	C
B05	St. Mary Roman Catholic PS Kukuna	1) School kitchen construction 2) School garden (groundnut) 3) School playground construction	1) School toilet construction 2) Making basic school furniture 3) Procurement of school stationery for a revolving fund 4) Buying and selling of agricultural produce	B	1) Rice milling 2) Seed bank (rice and groundnut)	C
B06	KDEC Kabaya PS	1) School garden (groundnut and vegetable) 2) School toilet rehabilitation 3) School kitchen construction	1) Buying and selling of agricultural produce 2) Procurement of school stationery for a revolving fund 3) Hauling of local construction materials 4) Construction of temporal shed	B	1) <i>Construction of 3 classrooms + office with store</i>	C
B07	Kabaya CS	1) School kitchen construction 2) School garden (groundnut) 3) Repairing school doors & windows	1) Buying and selling of agricultural produce 2) Seed bank (rice and groundnut) 3) Awareness raising campaign (importance of education)	B	1) Construction of community seed store 2) Rehabilitation of school 3) Timber production and marketing (power saw) 4) Procurement of textbooks 5) Seed bank (groundnut)	C
B08	KDEC Teneba Bramaia PS	1) School playground construction 2) School kitchen construction 3) School garden (groundnut and vegetable)	1) Rehabilitation of old school building to staff quarters & store 2) Seed bank (rice and groundnut) 3) Sale of school uniform 4) Training of community farmers	B	1) <i>Construction of a new well</i> 2) Construction of drying floor	C

ECDC Code	School Name	Step 1 (May - Oct 2006)	Step 2 (Nov 2006 - May 2007)		Step 3 (Oct 2007 - April 2008)	
		Activities (Type A)	Activities	Type	Activities	Type
B09	Turaya CS (now Omar Muctar PS Turaya)	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut)	1) <i>Completion of school building and making school furniture</i>	C	1) Community swamp rice cultivation 2) Buying and selling of agricultural produce 3) Rehabilitation of local water well	B
B10	Seduya CS (now Wesleyan Church SL PS Seduya)	1) School kitchen construction 2) School toilet rehabilitation 3) School garden (groundnut and vegetable) 4) Planting trees 5) Fixing school door locks	1) <i>Construction of staff quarters</i> 2) Seed bank (rice and groundnut)	C	1) Construction of community seed store 2) Construction of local water well at school 3) Procurement of textbooks, chalk, footballs, etc.	B
B11	Sorimanikaya CS (now Omar Muctar PS Sorimanikaya)	1) School toilet construction 2) School kitchen construction 3) School garden (groundnut)	1) <i>Rehabilitation of school building and making school furniture</i> 2) Seed bank (rice and groundnut)	B	1) <i>Rehabilitation of well</i> 2) Construction of staff quarters 3) Timber production and marketing (power saw)	C

Table 3.19 shows the different kinds of activities implemented with three types of funding.

Table 3.19: Kinds of Activities Implemented in Each Budget Type

Funding Type	Step	Kinds of activities	Number of ECDC	Ratio
Type A Le. 1 million	Step 1	School garden	22	37%
		School toilet construction/rehabilitation	10	17%
		School kitchen construction/rehabilitation	9	15%
		Other school facilities *1	8	13%
		Awareness raising campaign	4	7%
		Community facilities *2	3	5%
		Others *3	4	7%
		<i>Total</i>	60	100%
Type B Le. 10 million	Step 2 / Step 3	Agriculture trading	13	15%
		Furniture making / repair	12	14%
		Other IGAs *4	11	13%
		Seed bank	10	12%
		Other school facilities *5	9	10%
		Classroom construction/ completion/ rehabilitation	7	8%
		Group farming / school garden/ tree planting	6	7%
		Community facilities *6	4	5%
		Others *7	14	16%
		<i>Total</i>	86	100%
Type C Le. 20 million	Step 2 / Step 3	Classroom construction/ completion/ rehabilitation	19	29%
		Seed bank	11	17%
		Other IGAs *8	11	17%
		Community facilities *9	9	14%
		Other school facilities *10	7	11%
		Staff quarters construction	5	8%
		Others *11	4	6%
		<i>Total</i>	66	100%

*1: Playground, teacher's room, and completion/ minor repairs of classrooms.

*2: Drying floor and road rehabilitation

*3: Tree planting, securing land document, clearing the site and hauling of construction materials.

*4: Agriculture machine operations, power saw operations, soap making, gara-tie dyeing, and livestock bank.

*5: Water well, rehabilitation of staff quarters, shed, school toilet and kitchen.

*6: Drying floor, community store and shed for livestock construction.

*7: Awareness raising, trainings, stationery/uniform sales, sports, livestock bank, textbooks, hauling construction materials.

*8: Agriculture machine operations, power saw operations, agriculture trading, soap making, and livestock bank.

*9: Drying floor, community store, furniture for community store, health post, and toilet for health post.

*10: Water well, furniture making, and toilet and kitchen for staff quarters.

*11: Tree planting, training, sports, and procurement of textbooks.

In this section, success and trouble cases in different types of activities are analyzed in the following order:

1. Soft type activities
2. Small scale construction activities (without support of JPT Technical Team)
3. Large scale construction activities (with support of JPT Technical Team)

3.8.1 Soft Type Activities

As shown in Table 3.20, the following soft type Micro Projects were implemented in Step 1, 2, and 3. In this section, the major activities are illustrated with their successes and troubles.

<p>Farming related activities</p> <ul style="list-style-type: none"> - School garden (22) - Community group farming (3) - Tree planting (wind/sun breaker or oil palm plantation) (4) - Seed bank (groundnut and rice) (20) - Livestock bank (2) <p>Income generating activities</p> <ul style="list-style-type: none"> - Rice milling (3) - Other agriculture machines (nut cracker, cassava grater, and power tiller) (3) - Timber processing and marketing (power saw) (8) - Soap making (3) - Gara-tie dyeing (1) - Agriculture trading (buying and selling of agricultural produce) (15) <p>Education related activities</p> <ul style="list-style-type: none"> - Training (personal hygiene, nutrition, farming, and teacher training) (4) - Awareness raising campaign (importance of education) (6) - Organizing school sports (2) - Sales of school stationery or uniform (3) - Procurement of textbooks and other teaching materials (2)

Table 3.20: List of Soft Type Activities

	School Garden				Group farm	Tree planting	Seed Bank	Livestock Bank	Rice Mill	Other machine	Timber making	Soap making	Gara dyeing	Agric Trading	Training	Campaign	Sports	Statn/uniform sales	Teaching material
	rice	g/nut	vegt	cassava															
Tonko Limba	0	2	2	0	0	2	9	1	0	1	3	1	0	1	2	0	1	0	0
Magbema	3	4	5	0	2	0	3	0	2	2	3	2	1	6	1	2	0	0	0
Bramaia	0	9	4	1	1	2	8	1	1	0	2	0	0	8	1	4	1	3	2
Total	3	15	11	1	3	4	20	2	3	3	8	3	1	15	4	6	2	3	2

(1) School Garden/ Group Farming

School garden/ community group farming is the most popular activity in Micro Projects. A total of 22 ECDCs cultivated groundnuts, rice, vegetables or cassava in school garden as their first Micro Projects. Three ECDCs started community group farming as Step 2 or 3 Micro Projects. This activity served as a good starter for ECDC, as it is small-scale (external support from Le 55,000 to Le 1 million) and can build on the activity which is already common in the area.

Successes

Although the activity is small in scale, it realized visible impact. The harvest was used for school feeding to reduce parents' burden to pay school feeding contribution, in-kind incentives for community teachers, and sales to pay cash incentives for community teachers, buy teaching materials or do minor repair of school facilities and furniture.

For example, T02 (Kamasasa, Tonko Limba) used the profit to provide uniform, stationery and financial support for school charges to children in a difficult situation (orphans and the handicapped).



Figure 3.13: Beneficiary Student and ECDC Members (T02)

Troubles

During cultivation, ECDC faced various problems including poor soil, water shortage, pest, theft, and difficulty in community mobilization. By trying to cope with these problems, however, ECDC could build their management and problem solving capacities.

The result of the school garden/ group farming activity is summarized in Table 3.21.

(2) Seed Bank

Seed bank is also one of the most popular activities in Micro Projects. A total of 20 ECDCs established seed bank to lend groundnut and/or rice seeds to community farmers.

Successes

In the target area, especially in Tonko Limba and Bramaia, farmers have been suffering from the high interest rate to borrow seeds from traders, as high as 100% (one bushel interest for one bushel loan). With ECDC's seed bank, community members can obtain seeds at a right time for cultivation with a lower interest rate, between 23 to 68 % depending on ECDCs in Step 2. In Step 2, the number of beneficiaries varied from 54 to 170 depending on ECDC. The majority of beneficiaries of groundnut were women, and rice seeds were distributed more to men. After the first harvest in Step 2, nine out of 12 ECDCs collected all seeds with interest. Interests collected are used for expanding seed bank next year or supporting school (school feeding, community teacher incentive, teaching material, food for work, etc.) through sales or in-kind use.

Since seed bank benefits a large number of community members, it motivated the community to actively involve in ECDC activities. Moreover, seed bank has proved as good "pushing" factor for the community to send children to school. In T09 (Kakonteh, Tonko Limba) for example, according to the

ECDC members, through the seed bank the hunger level in the community was lowered and parents can now afford to send children to school. The success of the seed bank was also based on the fact that it was practiced in the area previously even before the war and has been proven to be sustainable.

Troubles

Three out of 12 ECDCs in Step 2 could not recover all seeds due to poor yield and lack of commitment of some farmers. These ECDCs decided to regard the uncollected seeds as seeds for second cultivation and collect the balance interest after the second cultivation.

In addition, many ECDCs had difficulty in procuring a large amount of seeds, as many as 200 bushels, because of the price escalation and scarcity of seeds. Also, the scheme was so popular that in many cases the number of applicants exceeded the available seeds. Beneficiaries had to be selected based on the criteria stated in by-law established. Some ECDCs reduced the amount to be distributed per person so that they can increase the number of beneficiaries.

The result of the seed bank activity is summarized in Table 3.22.



Figure 3.14: Seed Distribution (B10)



Figure 3.15: Beneficiary Women (B11)

Table 3.21: Summary of School Garden and Community Group Farming

Activity	School garden										Group farming		
ECDC	M01	M02	M03	M06	M07	M08	M10	M11	M12	M13	M02	M05	B09
Step	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 2	Step 2	Step 3
Type	A	A	A	A	A	A	A	A	A	A	B	B	B
Budget (excluding contribution)	Le. 645,000	Le. 1,000,000	Le. 1,000,000	Le. 1,000,000	Le. 700,000	Le. 1,000,000	Le. 1,000,000	Le. 1,000,000	Le. 1,000,000	Le. 1,000,000	Le. 1,000,000	Le.3,775,000	Le. 3,100,000
Size (acre)	1	1	3	1 + 1/2	9	2	>1	2	4	3	1	4	Unknown
No. of farms	1	1	1	1	3	1	2	1	2	1	1	4	Unknown
Agro-ecology of farms	Inland valley swamp	Boliland, inland valley swamp	upland	Inland valley swamp	upland, inland valley swamp	Inland valley swamp	Inland valley swamp, upland	upland	Inland valley swamp, upland	upland	Boliland, inland valley swamp	Inland valley swamp, upland	Inland valley swamp
Crops	Rice	Vegetable (pepper, egg plant, maize) and groundnut	Groundnut (sorghum and potato as ECDC initiative)	Vegetable (maize, pepper, egg plant) (rice as ECDC initiative)	Groundnut (rice as ECDC initiative)	Rice and sweet potato (cassava and groundnut as ECDC initiative)	Rice and groundnut	Groundnut (cassava as ECDC initiative)	Vegetable (potato, okra, maize, pepper, crain-crain, cucumber) (changed to rice in 3 rd year)	Vegetable (pepper, eggplant) (changed to Nerika rice and groundnut)	Rice and potato	Nerika rice, cassava and vegetables (pepper, egg plant, okra, cucumber, maize, tomato)	Rice
Date starting cultivation	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	Dec 2006	Dec 2006	Apr 2008
Use of produce (in-kind)	Seed for next year	School feeding	- School feeding - Expand the farm	- School feeding - Seed rice for community	- School feeding - Seed for next year	Seed bank for community	Incentive for community participation	Incentive for community participation	School feeding	Small scale seed bank for community	Seed to expand the farm	Seed to expand the farm	No produce yet
Total sales as of 30 Apr 08	Le. 1,212,000	Le. 300,000	-	Le. 889,000	Le. 875,000	Le. 155,000	Le. 360,000	Le. 1,300,000	Le. 520,000	Le. 200,000	Le. 240,000	Le. 250,000	
Use of profit	School fee for disabled and poor students	Support disabled and poor students	-	- Community teacher incentive - Support construction (Step 2)	Support construction (Step 2)	-	Repair school furniture	- School feeding - Volleyball set for school	- school feeding - stationery - community teacher incentive	-	Added to trading profit to support school	Support Step 3 construction	
Troubles and problem solving	- Heat and locust: harvest and re-cultivate - Poor soil: used fertilizer	- Pest destroyed all vegetables	Poor yield due to water shortage: replanted at another farm (inland valley swamp) provided by community	- Heavy rain destroyed some crops - Controlled pest with sprayer procured	Land originally planned for vegetable was taken back by owner: changed to groundnut	Community mobilization difficulty: sensitization	Pest and thief attack: used hunters and security.	- Seed stolen: replaced by contribution - Nonviable seeds: requested the vendor to change them	- Poor yield due to insect/pest: used local method. switch to rice 3 rd year - Poor soil: used organic manure	Insect attack: used local means to control		Low yield due to weather: started cassava	

Note: The table includes only school garden activities that are supported by Micro Projects. Schools not included in the table also have school gardens.

Activity	School garden											
ECDC	T02	T05	T06	B02	B03	B05	B06	B07	B08	B09	B10	B11
Step	Step 1	Step 1	Step 1, 2	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1	Step 1
Type	A	A	A, B	A	A	A	A	A	A	A	A	A
Budget (excluding contribution)	Le. 280,000	Le. 1,000,000	Le. 3,798,000	Le. 300,000	Le. 240,000	Le. 300,000	Le. 55,000	Le. 240,000	Le. 300,000	Le. 300,000	Le. 470,000	Le. 180,000
Size (acre)	12	3 + 3/4	7	1	9	unknown	>1	2	15	2	9	unknown
No. of farms	2	5	5	1	2	2	2	2	2	1	2	2
Agro-ecology of farms	upland, inland valley swamp	upland	upland, inland valley swamp	upland	upland, inland valley swamp	upland, inland valley swamp	upland, inland valley swamp	upland, inland valley swamp	Upland,	upland	upland	upland, inland valley swamp
Crops	Groundnut	Vegetable (potato, pepper, eggplant, okra, cucumber, pumpkin, tomato)	Groundnut and vegetable (pepper, eggplant, okra, maize, tomato, watermelon)	Groundnut (changed to cassava)	Groundnut and vegetable (potato, pepper, okra, onion, maize, etc.) (cassava as ECDC initiative)	Groundnut (vegetable as ECDC initiative)	Groundnut and vegetable (potato, pepper, eggplant, okra, tomato)	Groundnut (beans as ECDC initiative)	Groundnut and vegetable (potato, bean, pepper, ginger, eggplant, okra, cucumber, watermelon, tomato, etc)	Groundnut	Groundnut and vegetable	Groundnut (cassava and vegetable as ECDC initiative)
Date starting cultivation	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	May 2006	June 2006
Use of in-kind produce	Seed bank use	School feeding	- School feeding - Food for Step 3 construction	Support for community teacher and ECDC member	Seed for next year	- Support for community teacher - Seed for next year	Seed for next year	- Support for community teacher - Seed for next year	- Seed for next year - School feeding	Saved for school feeding if WFP comes.	-	Seed for next year
Total sales as of 30 Apr 08	Le. 595,000	Le. 675,500	Le. 780,000	-	Le. 10,000	-	Le. 100,000	Le. 40,000	-	Le. 836,000	Le. 447,600	Le. 70,000
Use of profit	Uniform, stationery and school fee for poor/disable children	- Support school rehabilitation (Step 2) - Additional seed for seed bank	-	-	-	-	School feeding	-	-	- Community teacher incentive - School furniture - Textbook	Dry seeds for next year	Save for school use
Troubles and problem solving		- Water shortage damaged pepper: planted cassava and beans - Work shift in busy season - Pest: used ash, trap and fire belt	- Changed some crops due to water shortage - Potato didn't do well as soil was not suitable: change farm next year	- Changed to cassava as the soil of school garden is not good for groundnut - Local chief called for community participation in busy season	- Changed to cassava as the soil not suited for groundnut - Crop theft: no solution taken	- Pest and thief: hired security guard. Children also guarded the garden - Poor yield as soil was over used	- Pest damage: early harvest and children to weed and kill insect. - Crop theft: appoint neighbor to watch			Low yield 2 nd year due to improper weeding in vacation time	- Poor yield due to flooding and poor soil - Pest and thief: youth and teacher took care but couldn't stop	Water shortage damaged groundnut: added more seed from contribution for next year

Note: The table includes only school garden activities that are supported by Micro Projects. Schools not included in the table also have school gardens.

Table 3.22: Summary of Seed Bank Activity (Step 2)

CRITERIA	T01		T02		T03		T05		T09		M10	
	Trust worthy		Must be honest		Resident in target area		Committed, dedicated and hard working people		Ready to pay interest		Hard working and honest farmer	
	Ready to pay on time		Must be hard working		Ready to pay interest		Honesty and trustworthy		Devoted farmers		a resident farmer in the community	
	Honest and hard working		Must pay in time		Honest and trust worthy		Law abiding		Honesty and Trustworthy		beneficiary with guarantors	
	Law abiding		Must abide by the by laws		Law abiding		Residence in target places		Law abiding		household head proved responsible	
Residence in target areas		Must be behaviour		Devoted farmer		Ready to pay interest		Residence in target farmers		law abiding		
CONDITION	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
Interest	6TP/bu	5TP/bu	5TP/bu	5TP/bu	5TP/bu	5TP/bu	10TP/bu	10TP/bu	12TP/2 bu	12TP/2 bu	3TP/bu	
Interest rate	27%	23%	23%	23%	23%	23%	45%	45%	39%	39%	25%	
Distribution date	28-Apr-07	16-May-07	Apr/May 07	Jun 07	14-May-07	31-May-07	7-May-07	23-May-07	9-May-07	9-May-07	May 07	
Planned recovery date	30-Nov-07	31-Jan-08	20-Oct-07	28-Feb-08	5-Nov-07	20-Dec-07	15-Nov-07	31-Jan-08	30-Oct-07	30-Jan-08	Mar/Apr 08	
Actual recovery date	30-Nov-07	31-Jan-08	20-Oct-07	28-Feb-08	5-Nov-07	20-Dec-07	15-Nov-07	31-Jan-08	15-Oct-07	30-Jan-08	Mar/Apr 08	
AMOUNT	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
Qty distributed	50 bu	50 bu	70bu	68bu	56bu	56bu	50bu	50bu	84bu	200bu	170 bu	
Qty recovered	63bu 14TP	61bu 8TP	85bu 20TP	83bu 10TP	68bu 16TP	65bu 1TP	72bu 16TP	72bu 16TP	106bu 20TP	254bu 12TP	148bu 6TP	
Interest recovery complete?	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	
BENEFICIERIES	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
No of beneficiaries	50	50	70	68	56	56	50	50	42	100	170	
Male	23	37	24	41	17	46	7	44	3	73	140	
Female	27	13	46	27	39	10	43	6	39	27	30	
No of villages benefitted	7	7	7	7	3	3	3	3	4	4	6	
Qty distributed per beneficiary	0.5~1bu	0.5~2bu	1bu	1bu	1bu	1bu	1bu	1bu	2bu	2bu	1bu	
No of those returned full interest	50	50	70	68	56	53	50	50	42	100	90	
No of those returned w/o interest	0	0	0	0	0	0	0	0	0	0	36	
No of those failed to return any	0	0	0	0	0	3	0	0	0	0	44	
Difficulties/ problems						transportation problem for recovery						Recovery was not complete due to poor yield. The remaining recovery will be made after 2nd harvest of the year
NEXT ROUND	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
No of next beneficiaries	63	61	80	83	57	0	60	60	50	110	148	
Increase in No of beneficiaries	13	11	10	15	1		10	10	8	10	22	
Qty to be distributed	63bu	61bu	80bu	83bu	56bu 16TP	0	60bu	60bu	100bu	220bu	148bu	
Other use	14TP	8TP	5bu 20TP	10TP		65bu 1TP	12bu 16TP	12bu 16TP	6bu 20TP	34bu 12TP	-	
Other use	Used as Food for Work for school construction	Used as Food for Work for school construction	Plan: community teacher incentive, school feeding	Plan: sell to buy condiment for school feeding	Sold for total Le 924,000 to buy fuel and lubricant for mechanical cultivation for group rice farming.	Formed farmer groups of total 400 persons to start group farming. The profit will be used to rebuild damaged school building	Plan: school support and support to disabled people in community	Plan: school support and support to disabled people in community	Sold to buy uniform, exercise books, pens and pencils for 25 poor children at school	Plan: community teacher support, school repair, support additional poor children	Balance 20bu interest to be collected from 36 +44 farmers at next recovery will be used for school support	

Note 1: 1 bushel = 22TP = 1 bag. In Magbema, 1 bushel = 12TP

Note 2: School Support = inkind support to teachers, school feeding and sales to buy T/L materials

Note 3: Magbema cultivates 2 times per year. Tonko Limba and Bramaia cultivate once per year.

	M11	B02	B07		B08		B10		B11		
CRITERIA	Hard working farmer living in the target areas	Men and women who are farmers	Male and Female		household level for both men and women		each household in Seduya and 5 covered villages		soriemanikaya every household and Dakadi		
	Beneficiary to provide 2 guarantors	Credible to repay	Credible farmers in Kabaya (B07area) and Duramaniya		in T. Brimaia and other villsges. Total 7 villages		All women who plant groundnut		Men and women		
	household head and responsible	Living in Komboma section of Kukuna					Credible farmers		Credible enough		
	honest and trustworthy										
	law abiding										
CONDITION	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
Interest	4TP/ bu	8TP/bu	8TP/bu	5TP/bu	5TP/bu	6TP/bu	6TP/bu	10TP/bu	6TP/bu	12TP/bu	15TP/bu
Interest rate	33%	36%	36%	23%	23%	27%	27%	45%	27%	55%	68%
Distribution date	15-Apr-07	23-May-07	26-Jun-07	11-May-07	11-May-07	6-May-07	6-May-07	14-May-07	14-May-07	4-Jun-07	4-Jun-07
Planned recovery date	Feb/Mar 08	Nov 07	Dec, Jan 08	Nov 07	Dec 07	Nov, Dec 07	Jan, Feb.08	Oct, Nov 07	Dec 07	Nov, Dec 07	Jan 08
Actual recovery date	5-Apr-08	12-Dec-07	18-Jan-08	Nov-07	Dec-07	Dec-07	Feb-08	30-Nov-07	30-Dec-07	15-Dec-07	26-Dec-07
AMOUNT	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
Qty distributed	83bu	25bu	29bu	30bu	30bu	50bu	60bu	29bu	62bu	10bu	20bu
Qty recovered	92bu 8TP	34bu 2TP	39bu 12TP	36bu 18TP	36bu 18TP	24bu 20TP	25bu 8TP	40bu	78bu 20TP	15bu 10TP	30bu
Interest recovery complete?	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
BENEFICIERIES	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
No of beneficiaries	55	25	29	30	30	50	60	58	62	30	60
Male	35	11	13	17	20	0	60	0	59	0	60
Female	20	14	16	13	10	50	0	58	3	30	0
No of villages benefitted	5	3	3	1	1	5	10	5	5	2	2
Qty distributed per beneficiary	1~3bu	1bu	1bu	1bu	1bu	1bu	1bu	1/2 bu	1bu	1/3 bu	1/2 bu
No of those returned full interest	38	25	29	30	30	7	5	58	62	30	60
No of those returned w/o interest	10	0	0	0	0	16	19	0	0	0	0
No of those failed to return any	7	0	0	0	0	34	36	0	0	0	0
Difficulties/ problems	Recovery was not complete due to poor yield. The remaining recovery will be made after 2nd harvest of the year	5 bags stolen from store. Use for school support is pending until 2nd recovery, which has increased interest rate to cover the loss.					Poor recovery b/c poor yield and low commitment. The remaining interest will be paid in the next harvest season				
NEXT ROUND	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice	G/nut	Rice
No of next beneficiaries	46	29	38	33	33	23	24	58	79	39	81
Increase in No of beneficiaries	0	4	9	3	3	0	0	0	17	9	21
Qty to be distributed	82bu	29bu	38bu	33bu	33bu	23bu	24bu	29bu	78bu 20TP	13bu	27bu
Other use	10bu 8TP	2 TP	1bu 10TP	3bu 18TP	3bu 18TP	1bu 20TP	1bu 8TP	11bu	0	2bu 10TP	3bu
Other use	Plan: school feeding and community teacher incentive	Plan: school support	Plan: school support	Plan: support of the school and to pay teachers incentives	Plan: support of the school and to pay teachers incentives	Not decided	Not decided	Plan: school support	Plan: school support	Plan: school support and incentives to teachers and T/L Materials.	

Note 1: 1 bushel = 22TP = 1 bag. In Magbema, 1 bushel = 12TP

Note 2: School Support = inkind support to teachers, school feeding and sales to buy T/L materials

Note 3: Magbema cultivates 2 times per year. Tonko Limba and Bramaia cultivate once per year.

(3) Agriculture Machines

Agriculture machines such as a rice mill were chosen by six ECDCs as their Micro Projects.

Successes

Not only has the machine supported the school using the profit realized, it has also brought benefit to the wider community. For example, M08 (Masorie, Magbema) has ventured to operate a palm kernel nut-cracking machine. In this area, which produces a lot of palm-oil, nut-cracking is usually done manually, often by children. ECDC knew it would be a good investment with assured profits, and besides, it would release children from nut-cracking job. The machine is rented on the weekly basis and has made the profit of Le 2,523,000 in one year.



Figure 3.16: Nut Cracker (M08)



Figure 3.17: Rice Milling Machine (M3)

Of three ECDCs which operate rice mills, M03 (Rokupr, Magbema) is the most successful. Due to its township location, where rice is produced in a larger scale, it has been operating smoothly. The access to the machine reduced burden on farmers in manual labor or traveling far to access a machine. The user fee is also set lower than the other machines to allow easy access.

Troubles

On the other hand, M11 (Taintafor, Magbema) did not make much profit initially from its rice mill as they overestimated the demand, considering their rural location where there are more palm oil growers than rice farmers. While M11 improved their profit in the second year of operation thanks to the marketing effort and getting to know more about the machine, the demand was still not enough. ECDC held a community meeting to discuss possible relocation of the machine. However, due to the high cost of relocation, ECDC and the community decided instead to intensify marketing effort in neighboring villages.

The result of rice milling and other agricultural machine operation is summarized in Table 3.23.

Table 3.23: Summary of Rice Milling and Agriculture Machine Operation

Activity	Rice Milling			Palm kernel nut cracking	Cassava grating	Power plough
ECDC	M03	M11	B05	M08	T02	M06
Step	Step 2	Step 2	Step 3	Step 2	Step 3	Step 3
Type	B	C	C	B	C	B
Budget (excluding contribution)	Le. 10,000,000	Le. 15,610,000	Le. 11,995,000	Le. 4,500,000	Le. 2,353,000	Le. 10,000,000
Date of starting operation	Jan 2007	Jan 2007	Jan 2008	Jan 2007	Late Feb 2008	Not yet started
Operation cost per month	Le. 116,000 (diesel, engine oil and operator). Excluding occasional spare parts	Le.54,000~Le.300,000, depending on season (diesel and engine oil). Excluding occasional spare parts. Operator receives in-kind incentive (remnants of milled rice).	Le. 205,000 (fuel, engine oil and operator) Initially fuel and oil were in-kind contribution	Le. 87,000 (petrol, engine oil, regular maintenance) except for occasional incentive to operator	Le. 341,000 (fuel, oil, plug, operator)	
User fee	Le. 2,000/ bushel	Le. 2,000/ bushel (raised to Le. 2,500 after discussion following the fuel price increase)	Le. 1,200/ bucket (a little smaller than a bushel)	Le 1,500/ bushel	Le. 4,000/ bag (processed produce)	Le 25,000/ acre
Estimated amount processed per month	100~250 bushel	50~70 bushel (1 st year) 250~450 bushel (peak season)	110 bucket	200~260 bushels	100 bag of processed cassava	Operation not yet started
Total profit as of 30 April 2008	Le.825,000	Le. 727,500	Le. 400,000	Le. 2,523,000	Le. 59,000	
Use of profit	- Savings account - Started agriculture trading to increase profit	- Support school gardening - Support school feeding - Planning to open savings account	Not yet used	- Community teacher incentive - School feeding - Furniture repair - School charge for poor children - Support school gardening - Savings account - Support Step 3 construction	Not yet used	
Troubles and problem solving	Demand is low in rainy season: stopped operation in rainy season	- Not enough customers for the machine size as not many rice farmers in the area: considered relocation, but due to its high cost, decided instead to intensify marketing effort in neighborhood. - Many breakdowns initially, as only 1 person could read the manual.	- Machine shed cost underestimated: ECDC made contribution. - Operator with less experience and frequent breakdown at first	- Difficult to find spare parts and machine stood still for over 4 months. - Limited number of people knowledgeable of its operation	- Not many cassava in neighborhood: marketing effort ongoing and now more people plant cassava. - Transporting the machine from village to village is burdensome.	Machine price escalated from the original budget: cancelled another activity (rice thresher) and raised community contribution

(4) Timber Processing and Marketing (Power saw)

Eight ECDCs are operating power saws to produce and sell timbers. Unlike power saws owned by private operators, the community regards ECDC's power saws as "community property" to benefit the community, especially the school.

In order to prevent deforestation, JPT ensured that ECDCs obtain permission from District Agriculture Office (DAO) for power saw operation and start tree planting in their community forests. From the third project year, JPT integrated the community forestry management plan into this timber processing activity, in close collaboration with the forestry officer of DAO. Training on community forestry management is explained in Section 2.11.8 of this report.

Successes

Two ECDCs (M12 and M13) which started this activity in Step 2 were very successful in marketing boards for furniture making and construction or renovation of housing and schools in the community. They have raised the profit of Le 3 million and Le 1.3 million respectively during the first one year and four months. They have used the profit for paying community teacher incentive, purchasing stationeries, school furniture and teaching materials, supporting construction in their Step 3 activities and starting large scale community group farming (rice).

While a power saw lent for construction projects by JPT frequently broke down, the two ECDCs' power saws have never had major breakdown because they do regular maintenance and ensure the appointed operator use the machine properly. It showed that the strong ownership is the key for sustainable use of a machine.



Figure 3.18: Timber Production (M13)

Troubles

ECDCs in Tonko Limba (T05, T07, and T09) which started power saw operation in Step 3 have difficulty to find market for boards they produced. Considering the remote location of these communities, the demand estimate of these ECDCs was too optimistic. Except for using for their own construction activities, these ECDCs will keep the boards in the community store and continue marketing activities.

The result of timber processing and marketing activity is summarized in Table 3.24.

Table 3.24: Summary of Timber Processing and Marketing Activity

Activity	Timber production and marketing (power saw)							
ECDC	T05	T07	T09	M09	M12	M13	B07	B11
Step	Step 3	Step 3	Step 3	Step 3	Step 2	Step 2	Step 3	Step 3
Type	B	C	B	B	B	B	C	B
Budget (excl. contribution)	Le. 4,701,000 For 1 machine	Le. 4,420,000 For 1 machine	Le. 4,962,000 For 1 machine	Le. 7,420,000 For 2 machine	Le. 10,000,000 For 2 machine	Le. 10,000,000 For 2 machine	Le. 3,940,000 For 1 machine	Le. 4,064,000 For 1 machine
Date of starting operation	Dec 2007	Feb 2008	Dec 2007	Feb 2008	Jan 2007	Dec 2006	Mar 2008	Feb 2008
Operation cost per month/ production	Le. 510,000/ production (fuel, engine oil, burn oil, chain, file, plug, operator)	Le. 330,000/ production (community contributed petrol and rice as in-kind incentive for operator)	Le. 501,500/ production (fuel, engine oil, burn oil, chain, file, plug, operator)	Le. 701,000/ month (fuel, engine oil, burn oil, operator, food for work)	Le. 528,000/ month (fuel, engine oil, burn oil, chain, file, plug, operator)	Le. 600,000/ month (fuel, engine oil, burn oil, chain, file, plug, operator, maintenance)	Le. 270,000 (fuel, engine oil, burn oil, operator fee)	Le. 310,000 (fuel, oil, operator fee)
Estimated No. of boards sold	281	138	34	598	About 1,200	About 1,050	No commercial use yet (timber is used for Step 3 construction)	No commercial use yet (timber is used for Step 3 construction)
Total sales as of 30 April 2008	Le. 1,532,000 (of which Le. 250,000 is rental)	Le. 723,000 (of which Le. 443,000 is bought by ECDC itself)	Le. 381,000 (of which Le. 300,000 is bought by ECDC itself)	Le. 1,795,000	Le. 6,545,000 (of which Le. 1,060,000 from rental)	Le. 5,569,500 (of which Le. 400,000 from rental)		
Total profit as of 30 April 08	Le. 1,022,000	No profit yet	No profit yet	Le. 203,700	Le. 3,060,000	Le. 1,357,000		
Use of profit	- Cement for dry floor (Step 3) - Planning to open savings account			Community teacher incentive	- Savings account - Community teacher incentive - Stationery - Construction materials (machine also used for Step 3 construction)	- Savings account - Construction materials - School items (clock, chairs, teaching aids, volleyball set, etc) - Community group farming (rice) (machine also used for Step 3 construction)		
Troubles and problem solving	- When operator was away, operation stopped. - Need to go to Freetown to get quality spare parts - Slow sales: Negotiating to contract with construction contractor in Madina (nearest town) - Because of foreign logger, timber price fall down	- Operator's sudden leave from the village delayed start of operation: Found new operator from Kambia. - Slow sales: Timber will be stored in community store. Sending messages around the area, but no means of transportation	Slow sales: Timber: will be stored in community store. Marketing effort is ongoing.	Slow sales: negotiating construction contractors to buy their timber	After 1 year operation, no more mature tree in the forest: now operate on a rental basis until the tree grows.	After 1 year operation, no more mature tree in the forest: now operate on a rental basis until the tree grows.	None yet	None yet

(5) Soap Making and Gara-tie Dyeing

Three ECDCs implement soap making and one conducts gara-tie dyeing as their Micro Projects.

Successes

Soap making is a simple business for ECDC, as long as there is a market as in Magbema. Especially M05 (Rokupr, Magbema) is producing good quality soaps almost every month during the dry season. The ECDC has made the total profit of about Le 3.6 million in the first one year and five months, which has been used for opening savings account, repairing school furniture and paying community teacher incentive. ECDC members as well as some women group members have acquired the skills through training by skilled trainer invited from outside by the ECDC at the beginning of the activity. Workers receive occasional cash incentive and by-product soaps as incentives, and some of them have started soap making business on their own.

Troubles

On the other hand, it was found that M04 (Rokupr, Magbema) is not making profit, although they have produced and sold soaps for six cycles. The lack of profit is partly due to inefficient use of raw materials in production, as it produces much more by-products compared to M05. While these by-products are utilized as in-kind incentive to soap makers, it also means they have less soap for sales. M04 also implements gara-tie dyeing activity. Though the activity involves many women and is a unique character of this ECDC, it has the same problem of lack of profit. JPT advised the ECDC to learn from its neighbor's soap production method (M05) and to improve its record keeping so that it can calculate the profit correctly and set the right price for its products.

The result of soap making and gara-tie dyeing activity is summarized in Table 3.25.



Figure 3.19: Soap Making Training for Community Members (M05)



Figure 3.20: Gara-Tie Dyeing (M04)

Table 3.25: Summary of Soap Making and Gara-tie Dyeing Activity

Activity	Soap making			Gara-tie dyeing
ECDC	M04	M05	T02	M04
Step	Step 2	Step 2	Step 3	Step 2
Type	B	B	C	B
Budget (excl. contribution)	Le. 7,000,000	Le. 6,225,000	Le. 2,353,000	Le. 1,500,000
Date of starting production	Jan 2007	Dec 2006	Apr 2008 (trial)	Apr 2007
Cost per production	Le. 600,000 (caustic soda, nut oil, centoline, hardener, ink, plastic, incentive to sellers) Workers receive by-product soap	Le. 835,000 (caustic soda, nut oil, centoline) occasional incentive to workers	No full-scale production yet	Le. 420,000 (Fabric, ink, powder, shiner, soda, etc.)
No. of product per production	600~800 pack (3 pieces)	190 dozen	500 dozen (plan)	6~21 suits
Unit price of the product	Le. 500 or 1,000/ pack (3 pieces)	Le. 5,000/ dozen	Le. 2,500/ dozen (plan)	Le. 30,000-40,000/ suit
Total profit as of 30 April 2008	No profit yet	Le. 3,622,000	No profit yet	No profit yet
Use of profit		- Savings account - Community teacher incentive - Furniture repair		
Troubles and problem solving	- Slow sales at times due to high competition - No profit due to inefficient use of raw material: JPT advised to learn from M05 - Accounting record was not properly kept	Market competition: sell by dozen on discount (Le. 500/soap → Le. 5,000/dozen)	None yet	- Slow sales due to competition with imported clothes - At times sell on loan but difficult to recover sales - No profit due to poor cost-benefit calculation - Accounting record was not properly kept

(6) Agriculture Trading

Agriculture trading, or buying and selling of agricultural produce, is also a very popular IGA. Fifteen ECDCs have embarked on this trading activity as their Micro Projects.

Successes

In Magbema, where agricultural produce is traded in a large scale at a big market called Barmoi Luma, five ECDCs in the area took this advantage. In Bramaia, Guinean traders come and buy agricultural produce directly from farmers. Seeing the good potential, eight ECDCs started the trading as Micro Projects. The produce traded includes rice, groundnuts, pepper, palm oil, beans, and garri. Some ECDC buy and sell quickly within one month period to steadily earn from small price margin, whereas others wait for higher price, sometimes even for one year.

For example, M01 (Rokupr, Magbema) trades produce monthly and changes the produce frequently depending on the market situation. Although the general monthly profit is between Le 100,000 to 400,000 after paying for transportation and tax, they have accumulated the total profit over Le 3 million in the first one year. On the other hand, B07 (Kabaya, Bramaia) waited for nine months to sell

200 pans of dry pepper which they purchased for Le 12,000 per pan in December 2006 and sold them for Le 15,000 per pan in September 2007, realizing the profit of Le 600,000.

In M07, ECDC decided at the beginning of Step 3 to build a new market near the school so that community women can engage in agriculture trading.

Troubles

Due to the uncontrollable nature of the agriculture market, some ECDC could only make small profit. For example, B07 had to sell rice at the same price as their purchase, therefore making a loss after paying for transportation. Many ECDCs were affected by the government's ban on rice export in early 2008, while they were waiting for the higher price to sell to Guinean traders.

Moreover, the account keeping became especially complicated in this activity. While ECDCs revolve the initial cost to continue the trading business, most ECDCs only recorded the initial procurement and profit realized in accounting books without recording the total sales. This is due to the way the trading is conducted. ECDCs usually divide themselves into two to three groups and distribute the produce procured initially, which each group takes the responsibility of selling. Each group reports only the profit, rather than sales, and keeps the money for the next purchase. JPT advised these ECDCs to report all the money every time including the money set aside for the next purchase to ensure correct balance keeping and transparency.

The result of agricultural trading activity is summarized in Table 3.26.



Figure 3.21: New Market Built by Community (M07)

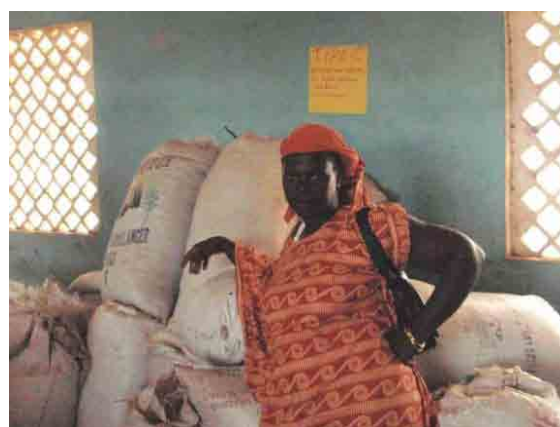


Figure 3.22: Groundnuts for Trading as Marked on the Store Wall (T02)

Table 3.26: Summary of Agriculture Trading Activity

Activity	Buying and selling of agricultural produce						
ECDC	T02	M01	M02	M04	M07	M09	M11
Step	Step 3	Step 2	Step 2	Step 2	Step 3	Step 2	Step 3
Type	C	B	B	B	B	C	B
Budget (excl. contribution)	Le. 5,949,500	Le. 4,106,000	Le. 3,000,000	Le. 1,500,000	Le. 3,899,000	Le. 3,827,800	Le. 4,400,000
Date of starting sales	Not yet started	Mar 2007	Jan 2007	Apr 2007	Dec 2007	Jan 2007	Dec 2007
Produce	Groundnut, rice, beans	Rice, groundnut, garri, palm oil, millet	Rice, palm oil	Rice	Rice	Rice, garri, groundnut, palm oil	Rice, palm oil, nut oil
Trading cycle	Wait for high price	Monthly	Monthly	Monthly	Monthly at first, now wait for high price	Monthly	Monthly at first, now wait for high price
Total profit as of 30 April 08	No profit yet	Le. 3,348,000	Le. 2,475,000	Le. 639,500	Le. 544,000	Le. 2,372,100	Le. 245,000
Use of profit	No profit yet	<ul style="list-style-type: none"> - Savings account - School fee for poor / disabled students - Step 3 construction materials - Repair school roof and furniture 	<ul style="list-style-type: none"> - Savings account - Started micro finance - Step 3 construction materials - Furniture repair - Community teacher incentive - Uniform for orphan children - Support disabled community member 	Savings account	Office and store construction at school	<ul style="list-style-type: none"> - Community teacher incentive - Lodging and feeding for student teachers - Support 9 poor children (uniform, books and pens) - Support 6 successful NPSE candidates from poor family 	Not yet used
Troubles and problem solving	Original plan to trade palm oil was stopped due to price escalation and scarcity	Trading sometimes slow down as it is affected by demand level of the market.	Low profits due to irregularity in demand	Too many expenses (transport, storage, tax, etc.): decided to stop and focus on other IGA.	Affected by government ban on rice export	<ul style="list-style-type: none"> - Sales slow down in rainy and political season but managed to find buyer. - Affected by government ban on rice export 	Community misunderstood the activity as micro finance: held a community meeting to explain

Activity	Buying and selling of agricultural produce							
ECDC	B01	B02	B03	B04	B05	B06	B07	B09
Step	Step 2	Step 2	Step 3	Step 2	Step 2	Step 2	Step 2	Step 3
Type	B	B	B	B	B	B	B	B
Budget (excl. contribution)	Le. 5,337,000	Le. 3,085,000	Le. 2,690,000	Le. 6,000,000	Le. 5,990,000	Le. 7,900,000	Le. 5,530,000	Le. 5,460,000
Date of starting sales	Jan 2007	May 2007	Not yet started	Apr 2007	Jan 2007	Apr 2007	July 2007	Not yet started
Produce	Groundnut	Beans, palm oil	Groundnut, rice	Groundnut, dry pepper	Groundnut, rice, beans, palm oil	Groundnut, rice, palm oil, pepper	Groundnut, rice, palm oil, pepper, beans	Groundnut
Trading cycle	Monthly at first. Now wait for high price	Wait for high price	Wait for high price	Wait for high price	Monthly at first, Now wait for high price	Wait for high price	Wait for high price	Wait for high price
Total profit as of 30 April 08	Le. 657,500	Le. 796,000	No sales yet	Le. 1,096,600	Le. 1,764,000	Le. 1,967,200	Le. 2,114,000	No sales yet
Use of profit	- Zinc and cement for disabled people in the community whose houses were damaged by the heavy wind - Community teacher incentive - Repair school furniture - School fee for orphan	-	(Plan to support literacy class)	Community teacher incentive	- Community teacher incentive - Furniture repair - Support school feeding	- Savings account - Community teacher incentive	Community teacher incentive	
Troubles and problem solving	Trading sometimes slow down as it is affected by demand level of the market, and sometimes it is difficult to procure enough groundnuts.	Accounting record was not properly kept: JPT corrected it and made advise	None yet	Accounting record was not properly kept: JPT corrected it and made advise	Accounting record was not properly kept: JPT corrected it and made advise	Accounting record was not properly kept: JPT corrected it and made advise	Accounting record was not properly kept: JPT corrected it and made advise	None yet

3.8.2 Small Scale Construction Activities

During Step 1, 2 and 3, ECDCs embarked on various types of construction activities. Of these, the following small scale construction activities were done without technical support from JPT Technical Team. The major activities are illustrated in this section.

<p>School-related construction</p> <ul style="list-style-type: none"> - Toilet construction or rehabilitation (14) (including 1 for staff quarters and 1 for health post) - Kitchen construction or rehabilitation (11) (including 1 for staff quarters) - School rehabilitation or completion (9) - Playground construction (4) - Staff room construction (1) - Staff quarters construction or rehabilitation (3) - Water well construction or rehabilitation (2) - Shed construction (vendor's shed, livestock shed, or temporary shed for school) (3) - Construction preparation (hauling local construction materials and clearing the site) (2) <p>Furniture making</p> <ul style="list-style-type: none"> - School furniture (13) - Library shelves (1) <p>Community-related construction</p> <ul style="list-style-type: none"> - Road rehabilitation (2) - Community store construction (6) - Drying floor construction (3)
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Table 3.27: List of Small Scale Construction Activities

	Toilet con/reh	Kitchen con/reh	School con/reh	Play Ground	Staff room	Quarter con/reh	Well con/reh	Shed con	Library shelves	School furntr	Road rehab	Comm store	Dryng Floor	Const Prep
Tonko Limba	4	0	2	0	0	0	0	1	0	1	2	3	2	0
Magbema	2	1	3	1	1	1	0	0	0	8	0	0	0	0
Bramaia	8	10	4	3	0	2	2	2	1	4	0	3	1	2
Total	14	11	9	4	1	3	2	3	1	13	2	6	3	2

(1) Road Rehabilitation

Two ECDCs in Tonko Limba (T07 and T09) embarked on road rehabilitation in Step 1, because their communities are located along a feeder road, far from the main road. In Kamabala (T07), public buses started to come to the village through the improved road in September 2006 and a new weekly market (Thursday) started. Since Step 1, both ECDCs have continued to rehabilitate the road every year.



Figure 3.23: Rehabilitated Road (T07)



Figure 3.24: Public Buses Coming to the Market in Kamabala (T07)



Figure 3.25: Weekly Market in Kamabala (T07)

(2) Toilet and Kitchen Construction

Twelve ECDCs constructed or rehabilitated a school toilet and ten ECDCs constructed or rehabilitated school kitchen in Micro Projects. Of these ECDCs, eight did so in order to qualify for the WFP (World Food Programme) school feeding program. As a result, out of 11 ECDCs which did not have WFP support before Micro Projects, three ECDCs (M07, B10 and B11) became approved as target schools of the program. The enrollment has increased sharply in these schools, as many parents were motivated to send their children to school and pupils stay at school from the beginning till the end. School toilet also contributes to the good attendance, as pupils, especially girls no longer need to go home to ease themselves.



Figure 3.26: Mothers Preparing School Lunch at School Kitchen (B11)



Figure 3.27: School Toilet Constructed (B11)

(3) Community Seed Store and Drying Floor

In Tonko Limba and Bramaia, six ECDCs constructed a community seed store and three ECDCs constructed a drying floor. By providing facility to dry seeds, the community can process seeds cleanly and ensure the viability of seeds. By providing safe space to store seeds, the community can protect seeds against pest, rodents and thieves. Through reduction of post harvest loss, a common problem in these predominantly farmer communities, families can have more food at home and afford to send children to school.

Moreover, this activity is also linked with other Micro Projects. All ECDCs which constructed these facilities have seed bank activity as Micro Project, which requires a space to process and store a large amount of seeds. Four ECDCs also have timber processing activity so that they could store boards processed. In some community schools such as B10 (Seduya, Bramaia), school does not have a store either, so the community store will also serve as a school store to keep school equipment.

Not to mention M09 (Masorie, Magbema), which constructed a community store near the main market purely for income generation with the support of JPT Technical Team (therefore not included in the number here), some ECDCs also plan to raise income from their community stores by collecting user fee from traders. For example, B10 is located near the main road which connects to Guinea. The ECDC members and the community had serious discussion on the store location so that they can attract the traders at the same time as ensuring security of the store.



Figure 3.28: Community Using Drying Floor (T02)



Figure 3.29: Community Seed Store (T09)

3.8.3 Large Scale Construction Activities

(1) Review of Construction Activities in Step 2

Twelve Micro Projects listed in Table 3.28 were implemented with support of JPT Technical Team in Step 2. These projects included new construction, rehabilitation and completion of classrooms and an office with a store, staff quarters, community store, etc. Each ECDC has different characteristics so JPT observed different levels of quality of works, ownership of project, participation of the community and management skills in ECDC.

KDEC RRS Warda Model Primary School (M06) in Rokupr was the best ECDC among the 12 ECDCs in Step 2. M06 ECDC requested graduates living in the urban area and the people of the community to donate money for construction works. They used the raised fund to buy materials such as cement to construct strong walls for the facility.

All the facilities included in Step 2 construction activities have been completed. These facilities such as classroom, staff quarters and community store are functioning well except for T03 with the problem mentioned below. Especially in M06, T05, B10, and B11, these facilities are being used in a very satisfactory manner.



Figure 3.30: Construction of 3 Classrooms and Office with Store Completed (M06)



Figure 3.31: Construction of Staff Quarters Completed (B10)

RC Community School Kamasasa (T03) faced very serious problems in their classroom completion project. The roof and the whole structure (wooden truss) were destroyed by the strong wind during the construction period. All the community efforts also collapsed. The Technical Team analyzed that this was caused by inferior structure works of the contractor hired by the catholic mission before JPT started supporting the project. Therefore, JPT informed ECDC to request the catholic mission to

fund for rehabilitation. According to the ECDC, the mission did not agree to provide fund, so T03 was very much discouraged. Now, T03 is going to manage classes under the shade of tree again.

Table 3.28: Review of Step 2 Micro Project, Construction Activity

Code	School Name	Activity	Review by JPT Technical Team (0: Poor to 5: Good)				
			Quality of Works	Ownership	Community Participation	Management	Total
T03	RC CS Kamasasa	Completion of 4 Classrooms and Furniture	1	2	3	2	8
T04	Kabasa ICS	Construction of 3 Classrooms plus Office with Store	4	5	5	4	18
T05	RC PS Kabasa II	Rehabilitation of 4 Classrooms plus Office with Store and Furniture	3	5	5	5	18
T07	RC PS Kamabala	Rehabilitation of 2 classrooms plus Office with Store and Furniture	3	4	4	4	15
T08	WCSL CS Kutiya	Construction of 2 Classrooms plus Office with Store and Furniture	4	5	4	5	18
M06	KDEC RRS Warda Model PS Rokupr	Construction of 3 Classrooms plus Office with Store	4	5	5	5	19
M07	Islamic Da-awah PS Rokupr	Completion of 5 Classrooms and Furniture	3	5	5	5	18
M09	St. Monica's Roman Catholic PS Masorie	Construction of Community Store and Office	3	5	4	4	16
B03	Wesleyan Church SL PS Kukuna	Construction of 3 Classrooms plus Office with Store	4	3	3	4	14
B09	Turaya CS	Completion of 2 Classrooms plus Office with Store and Furniture	2	4	5	2	13
B10	Seduya CS	Construction of Staff Quarters and Furniture	4	4	5	4	17
B11	Sorimanikaya CS	Rehabilitation of 3 Classrooms and Furniture	4	5	5	5	19

(2) Review of Construction Activity in Step 3

Eighteen Micro Projects listed in Table 3.29 were implemented with support of JPT Technical Team in Step 3. These included construction of classrooms and an office with a store, staff quarters, health post, and wells. Health post and wells are new in Step 3.

The health post proposed by Ahamadiyya Primary School Wulatenkle (M10) is smaller than the standard design of Ministry of Health because of the limited budget. After discussions with concerned people, the District Health Management Team (DHMT) approved the construction plan even though the design was smaller, considering the dire needs of solving health-related problems in the rural part of Magbema. There is great need and willingness for the construction of health post in the community and its surrounding villages, so the communities were highly committed and gave full support for construction work.

Table 3.29: Review of Step 3 Micro Project, Construction Activity

Code	School Name	Activity	Review by JPT Technical Team (0: Poor to 5: Good)				
			Quality of Works	Ownership	Community Participation	Management	Total
T01	WCSL JSS Kamasasa	Construction of 3 Classrooms and Furniture	3	3	3	2	11
T02	WCSL PS Kamasasa	Rehabilitation of Well	3	3	2	4	12
T06	Omar Muctar CS Kabasa 2	Construction of 2 Classrooms	2	2	2	2	8
T09	Kakonteh CS	Rehabilitation of Well	3	3	4	3	13
M01	Ahamadiyya JSS Rokupr	Construction of 3 Classrooms plus Office with Store	5	4	4	5	18
M02	Ahamadiyya PS Rokupr	Construction of 3 Classrooms plus Office with Store	5	4	3	4	16
M03	Roman Catholic PS Rokupr	Construction of 3 Classrooms plus Office with Store	4	5	5	5	19
M04	Kulafai Rashideen Islamic PS Rokupr	Construction of Staff Quarters and Furniture	3	4	4	4	15
M05	SL.Muslim Brotherhood PS Rokupr	Construction of 3 Classrooms plus Office with Store	4	5	4	5	18
M08	KDEC Masorie PS	Construction of Staff Quarters and Furniture	3	4	4	4	15
M10	Ahamadiyya PS Wulatenkle	Construction of Health Post and Furniture	3	5	5	4	17
M12	Magbethei CS	Construction of 3 Classrooms plus Office with Store	4	4	4	4	16
M13	SL Muslim Brotherhood PS Gberika	Construction of Staff Quarters and Furniture	5	5	5	5	20
B02	KDEC Kukuna PS	Rehabilitation of Well	3	3	3	4	13
B04	Omar Muctar PS Kukuna	Construction of 3 Classrooms plus Office with Store	4	4	4	4	16
B06	KDEC Kabaya PS	Construction of 3 Classrooms plus Office with Store	4	3	3	4	14
B08	KDEC Teneba Bramaia PS	Construction of New Well	4	5	5	4	18
B11	Sorimanikaya CS	Rehabilitation of Well	5	4	5	4	18

During the 1990s many wells were constructed in Kambia District but now it is found that many of them are out of operation. Based on the request from six ECDCs, during the dry season of early 2007, JPT investigated six old wells for rehabilitation and operation. Mr. Michael William, the head of a well construction company named Miki & Miki, Kambia town, supported the investigation and submitted the assessment report to JPT. After studying the assessment report by JPT and ECDCs, four ECDCs proposed the rehabilitation of the wells in Step 3. JPT prepared a construction guide for the rehabilitation of four old wells and the construction of one new well with support from Miki & Miki. The well construction work was supported very well by Miki & Miki. Participation of Miki &

Miki was a big advantage for the technical support to ECDC. JPT felt that the well rehabilitation project could not have been executed easily without the help of Miki & Miki.



Figure 3.32: Health Post Under Construction (M10)



Figure 3.33: Water Well Rehabilitated (B11)

Among the 18 Micro Projects in Step 3, SL Muslim Brotherhood Primary School Gberika (M13) was the best in terms of the level of skilled workers, community participation and management of construction works. Initially, M13 had faced problems such as illness of the trained artisan and difficulty to find timber from villager who has forest. But the ECDC immediately arranged another good skilled worker and the villagers also agreed to cut the tree to supply timber for construction. In other areas of Tonko Limba and Bramaia, there was no support from the community to provide non-skilled labor, so in these four ECDCs the work was delayed for about four to six weeks in March 2008. Omar Muctar Community School Kabasa 2 (T06) still has some problems and they have not been able to catch up with the work according to the schedule. All the construction work is expected to be completed from the end of April to the end of June 2008.

(3) Success Cases

Case 1: Arrangement of Skilled Labor from Urban Areas (T04 and T08)

Local skilled laborers usually cultivate their own agricultural land and work as carpenter or mason in the village when there is a demand at a construction site. Therefore, most local skilled labor have little experience and limited equipment to work with. Under this situation, T04 and T08 ECDCs found good skilled laborers by calling them over from urban areas. They were born in these villages and migrated to find a good job in urban areas some years ago. They have good skill through OJT in urban areas, high personal motivation to work at their home villages and sufficient equipment for construction work. So they did their work very well and worked smoothly in comparison to other ECDCs. It should be noted however that while their skills and commitment were instrumental, these

artisans sometimes went outside the community for other work, and this stalled the construction works.

Case 2: Changing to Better Materials by ECDC Contributions (M01, M02, M06, T04 and T08)

Because of the limited fund of the Project and its principle to utilize locally available materials as much as possible, mud mortar and mud blocks are generally used for construction works. But four ECDCs decided to use cement mortar instead of mud for block joint. For this purpose these ECDCs managed to generate funds through community contributions. As a result, the structure of these buildings using cement mortar was found to be more durable and strong as wished by the community.



Figure 3.34: Mud Mortar in Block Joint (B03)



Figure 3.35: Cement Mortar in Block Joint (M06)

In Step 3, M01 and M02 ECDCs proposed to make concrete block instead of mud block. During discussions in the planning phase, these ECDCs agreed to contribute the transportation cost, paint and 38 bags of cements, filling the budget gap created by using cement block for construction of 3 classrooms and an office with a store. Indeed, these ECDCs were so active that they managed to obtain these materials from the community contributions.



Figure 3.36: Cement Mortar in Concrete Block (M02)



Figure 3.37: Cement Mortar in Concrete Block (M01)

Case 3: Fund Saved by Using Power Saw (T01, T03, T04, T05, M10, B04, B06, and B09)

Timber is expensive in Kambia District due to the high demand and processing cost. In response to the request of some ECDCs, JPT provided a power saw on a rental basis to ECDCs for the processing of timber in Step 2. In Step 3, a power saw was provided to each Resource Centers so that ECDCs can use it on a rental basis. In both steps, nine ECDCs used the power saw for timber processing and they saved up to 30-50% of the cost of timber, except for B03, which will be explained below. The budget was saved even though they pay the fee for the operators. These ECDCs could use the saved money for the betterment of construction works.

Case 4: Provision of Light from Roof into Classroom

In Kambia, most of the classrooms of primary schools are very dark because they only have a small size wooden window or a block ventilation window. It is difficult to change the size of the window or the block ventilation block, or to fix glass windows because of the structure or the situation of primary schools. As a case study, JPT provided one transparent plastic sheet to T05 ECDC to fix to the roof for additional intake of light to the classroom. After fixing the transparent plastic sheet in one classroom, the room was lighter and it was also confirmed that there was no water leakage even during heavy rains. Given the success of this case study, this idea spread to other ECDC and the carpenters started fixing such transparent plastic sheet to roofs of other facilities. Seduya Community School (B10) even used this technique for their community seed store in Step 3, which they constructed without the support from JPT Technical Team.



Figure 3.38: Transparent Sheet in Roof for Light (T05)

Case 5: Communal Procurement of Cement

The price of one bag of cement made in Sierra Leone, including transportation cost, is Le 38,000 in Tonko Limba and Bramaia area. In Magbema area, it is much cheaper and costs Le 34,000. Le 4,000 difference per bag is because of the transportation cost to the site. Actually, ECDCs in remote areas have much difficulty in construction work because of this reason. Considering this, JPT discussed with a Lebanese dealer for communal procurement of cement to 12 ECDCs. After negotiation, the dealer agreed to sell cement at Le 33,500 per bag including transportation. This price is even lower than the price of cement in Magbema area. After this negotiation JPT proposed to the 12 ECDCs to make agreement for communal procurement of cement in Step 3. With this agreement, the four ECDCs in Tonko Limba and Bramaia saved about Le 500,000 to Le 1,000,000. In total Le

5,573,500 was saved in the Project, and at the same time, ECDC got good quality cement made in Portugal.

Table 3.30: Communal Procurement of Cement

ECDC	LOCATION	QTY	UNIT	CHIEFDOM	UNIT PRICE by Different Procurement		Total Ammount by Different Procurement		Balance (Saved fund)
					Communal (Portugal)	Individual (Sierra Leine)	Communal (Portugal)	Individual (Sierra Leine)	
M1	Rokupr	366	bag	Magbema	33,500	34,000	12,261,000	12,444,000	183,000
M2	Rokupr	366			33,500	34,000	12,261,000	12,444,000	183,000
M3	Rokupr	229			33,500	34,000	7,671,500	7,786,000	114,500
M4	Rokupr	171			33,500	34,000	5,728,500	5,814,000	85,500
M5	Rokupr	229			33,500	34,000	7,671,500	7,786,000	114,500
M8	Masourie	171			33,500	34,000	5,728,500	5,814,000	85,500
M10	Wulathekel	155			33,500	36,000	5,192,500	5,580,000	387,500
M12	Magbethi	229			33,500	36,000	7,671,500	8,244,000	572,500
M13	Gberika	171			33,500	36,000	5,728,500	6,156,000	427,500
B4	Kukuna	229			Bramaia	33,500	38,000	7,671,500	8,702,000
B6	Kukuna	229		33,500		38,000	7,671,500	8,702,000	1,030,500
T1	Kamasasa	174		Tonko Limba	33,500	38,000	5,829,000	6,612,000	783,000
T6	Kabasasa	128			33,500	38,000	4,288,000	4,864,000	576,000
TOTAL									

Case 6: Use of Steel Mold instead of Wooden Mold to Produce High Quality Ventilation Block

In Step 2, ECDC made ventilation blocks using wooden molds made by carpenters at the site. These mold blocks were not accurate in size and were also weak as well. Moreover, as the wooden mold breaks often, ECDC had to make the mold several times. After discussions with ECDC in the planning phase, JPT provided two steel molds for ventilation block to each RCMG. The RCMG made the molds available on a rental basis to ECDCs who wanted to make ventilation block. Many ECDCs made high quality ventilation block by using these steel molds.



Ventilation Block by Wooden Mold in Step 2



Step 3 Training for Ventilation Block Making



Step 3 Ventilation Block by Steel Mold for Classroom

Figure 3.39: Production of Better Quality Ventilation Block

(4) Problematic Cases and Actions Taken

Case 1: Poor Quality Work (T03 and M07)

The poor quality work of skilled workers directly affects the durability, strength and maintenance of the facilities. Some ECDCs have observed similar types of poor work quality in fixing and fabricating of truss, doors and windows, plaster work and making block ventilation windows. The following actions were taken to solve these problems.

- Artisan Training was conducted for artisans who will be assigned in construction project in Step 3
- Supervision of works was enhanced with strict instructions by JPT Engineers

Case 2: Poor Management of Material Procurement (T03, T04, T07, T08, B09, B10 and M07)

JPT had distributed cost estimates of construction materials to ECDCs as part of the Construction Guide. The price of some items such as cement in the estimates included the inflation factor. While procuring the materials, some ECDCs did not negotiate the price of materials with the shopkeeper. Instead they paid the amount indicated in the estimate in the Construction Guide. This shows the weakness of ownership of the members in these ECDCs. Sometimes the ECDC members even bought poor quality materials, most probably due to the lack of knowledge. The following actions were taken to solve these problems.

- Instruction was given to ECDCs to include a local artisan as their member. This member will accompany ECDC members during procurement to check the quality of the product and negotiate the price.
- JPT provided the updated price list of materials.

Case 3: Loss of Fund and Delay from Ineffective Use of the Power Saw (B03)

As mentioned above, many ECDCs used the rental power saw to save money to buy timber. However, the expenditure of B03 using the power saw was more than the estimated cost of purchasing timber in Step 2. This is because of the frequent breakdown of the power saw. The cost of repair, maintenance and spare part was high. Also the fee of the operator was high. The frequent breakdown of the power saw was due to the lack of ownership and the fact that the same power saw was operated by different persons in different ECDCs. The following actions were taken in Step 3 to solve these problems.

- In Step 3, JPT provided a power saw to each Resource Center Management Group (RCMG) which ECDCs can hire to process timber for construction. RCMG appointed one or two operator for operation and maintenance of the power saw. In this way, the power saw was

always operated by the same operator(s) and was therefore maintained well. After this arrangement was made, the problem of repair cost and delay related to the power saw was reduced in Step 3.



Figure 3.40: Youth at Work on School Construction (B03)



Figure 3.41: Power Saw Operator (B09)

Case 4: Delay in Work due to Little Community Cooperation (T01, T06, M12, B04, and B06)

Poor explanation of the project to the community people and the resulting lack of trust caused delay in the construction works. These issues were prominent in ECDCs in Tonko Limba and Bramaia. In Magbema area these problems did not occur so much, so there was not much delay. The following actions were taken to solve these problems.

- JPT instructed T01, M12 and B06 to have a community meeting to discuss the purpose of the project, community participation and the way to conduct the construction works in future. After ECDC's explanation with JPT's support, the community people understood the project and became committed to work through community contribution (community shall contribute by providing non-skilled labor as JPT does not allocate fund for it).
- Additional study visit was arranged for B04, B06 and T06 to observe ECDC construction sites in Magbema to learn from the progress and good work done through community participation.

Case in B06:

At first the community was divided into five groups. The first group participated in the work voluntarily, but the second group did not participate, and thereafter the participation was not continued. The ECDC decided to pay youth group for carrying water and sand to the construction site or excavation works. But the ECDC could manage it for only a few days. There was a complaint from the community in the group meeting that ECDC/JPT should pay for the labor. But after discussions and explanation by JPT, the community and town chief were committed to do work voluntarily.



Community Meeting (B06)

Case 5: Suspension by Poor Management and Over-Consumption of the Materials (T01)

In the Project, due to the limitation of the fund and low cost design, mud block, mud mortar and thin CGI (corrugate iron) roofing sheet were selected as construction materials. But ECDC and artisan of WCSL Junior Secondary School Kamasasa (T01) decided to construct reinforced concrete column and beam in structure. At the beginning, ECDC expected to get additional fund from graduates and relatives who live in urban areas. But it was too optimistic, and ECDC could not collect enough funds. The resources (cement and sand) were consumed for reinforced structure and cement block making and then the work was suspended due to the lack of materials. The following actions were taken to solve these problems.



Figure 3.42: Change to Reinforcement Concrete Structure (T01)

- JPT distributed contingency fund of Le 605,000 for additional procurement of cement and sand. However, the fund for cement and sand to construct the internal wall was to be managed by the community or outsiders.

Case 6: Move to Other Job and Sickness of Artisan

While having received training from the Project and having worked well in ECDC construction, a few artisans moved to other jobs such as construction of JICA Rokupr Water Supply and Agriculture projects or other donor-funded projects. These projects pay much more than the Micro Project. The sickness of the artisan during work was another obstacle for construction works.

Chapter 4

Establishment and Use of Resource Centers

4. Establishment and Use of Resource Centers

4.1 Construction of Resource Centers

4.1.1. Planning and Design of Resource Centers

In the Project, three Resource Centers (RCs) were constructed at three target secondary schools in Tonko Limba, Magbema and Bramaia. The RC was designed with due consideration of the local situation. Considering the natural environment of Kambia, wide windows were fixed on the south and north faces of building for room lighting, whereas the east and west sides were protected from sunlight in the morning and the late afternoon. Considering the socio-economic situation of Kambia, external doors were made of steel and windows were protected by steel grill for security reasons.

As for the rules and regulations in Sierra Leone, there is no government standard or building code on structures for flat building. The RC was designed to have steel reinforced structure as the basic structure and wooden truss for the roofing.

The three secondary schools do not have any water supply facility or wells, and they had to meet water requirements from the surrounding health center or residents. Therefore, two plastic water tanks were also installed at the RC for collection of rain water.

4.1.2. Tendering Process of Resource Centers

Bidders were selected based on the recommendations of the Kambia District Education Office, District Council of Kambia District and an international NGO, which had experience in the execution of construction works in this region. As a result, the following five construction companies were selected as bidders.

- JALMANS: Jalmans Construction & Trading Enterprise
- J Paradise: J Paradise Enterprise
- GEC: General Equipment & Construction Company
- MODCON: Modern Construction Company
- Joten: Joten Engineering & Equipment Construction Service

After processing and evaluation of the bidding documents and some negotiations, the contract amounts for three lots were agreed with two contractors as shown in Table 4.1. Contract agreements were signed on 6th March 2006 between JICA Project Team and the contractors JALMANS and GEC respectively. The tender documents are presented in Appendix A-8 of this report.

Table 4.1: Contract Amount (Le.)

Contractor ⁷	Lot-1 Magbema RC	Lot-2 Bramaia RC	Lot-3 Tonko Limba RC
JALMANS	101,289,000	—	—
GEC	—	103,621,600	104,210,000

4.1.3. Construction

Construction work of the Resource Centers started in the middle of March 2006, and the date of completion was planned as 21st June 2006 with contractors and stakeholders. But due to many problems and constraints and low capability of contractors mentioned below, the construction work was delayed. The final inspection of the work was carried out jointly by JPT, District Council and DEO in July 2006, and found that most of the work was delayed due to heavy rain during the rainy season. After completion of the outstanding work, three Resource Centers were officially handed over to Kambia District Council in February and March 2007.

Problems of the Local Contractors

- Lack of knowledge in the management of the construction works
- Changes and modification in the construction works due to misunderstandings of the drawings and redoing of the work on site
- Delay in the work due to problems in the supply of materials by the contractor
- Lack of the contractor's own fund

Problems during the construction works

- From March to mid June, the water shortage was a big problem for cement concrete work
- After June because of heavy rains, the roads were damaged and the transportation of materials to the project site was hampered
- During the rainy season, local workers were not available, because they were busy with farming works
- During the rainy season, workers often fell ill, so there was shortage of workers and thus the construction works were delayed
- No communication system (mobile phone, etc.) was available in the construction site

⁷ Contact person of Contractor:

JALMANS CONSTRUCTION & TRADING ENTERPRISE, Freetown, Makeni
Mr. Haroun Jalloh, Managing Director, 077-454-382

GENERAL EQUIPMENT & CONSTRUCTION COMPANY, Conakry, Kambia
Madam Aminata Suma, Managing Director, 076-537-128, 076-519-238

Completion Photos of Resource Centers



Figure 4.1: Magbema Resource Center



Figure 4.2: Tonko Limba Resource Center



Figure 4.3: Bramaia Resource Center



Figure 4.4: Multi-purpose Hall



Figure 4.5: Water Tank

4.1.4. Electric Work for Resource Centers

The Resource Centers required the use of personal computers and public address system, as well as lights for the community gathering at night. On this basis, JPT prepared a document with drawing and the cost estimate for electric wiring works. This document was used to explain the amount and

nature of the work in negotiation with the electrician. After the site meeting and negotiation, the contract for electric work was awarded to an electrician and completed by the end of March 2007.

4.2. Construction of Latrines in Resource Centers

4.2.1. Design and Commitment of Maintenance

District Council and Resource Center Management Groups (RCMG) requested JPT for constructing latrines beside the Resource Centers. In the planning stage, based on their request, JPT decided to install modern toilet seat with no water flushing type⁸. After discussions, RCMG showed commitment to securing the water for the toilet and also to keeping it clean. To this end, JPT prepared the construction guide for RCMGs to construct it by themselves.



Figure 4.6: Latrine at Magbema Resource Center



Figure 4.7: Toilet Seat and Water Container



Figure 4.8: Notice for Latrine Use on the Wall

⁸ Toilet seats were ordered to Freetown manufacturer with the cost of Le.140,000 per seat. For more information, contact the manufacturer Mr. Ali Sesay, Kissy town, Tel 077-870-540

4.2.2. Construction of Latrines in Resource Centers

RCMG started the construction work in November 2007. In Magbema RC, the work was completed by the end of February 2007. In Tonko Limba RC, the work was completed by the end of April. In Bramaia RC, the work was delayed for four months from the original schedule of the construction guide. In Magbema RC, the artisan and members of RCMG were strong, so there was no problem and the construction work was completed smoothly. In Tonko Limba RC and Bramaia RC, the capacity of artisan and RCMG was weak and they did not pay much attention to the construction works, therefore, the construction was delayed and the quality of the work was low.

4.3 Opening Ceremonies of Resource Centers

The Resource Centers were officially handed over to the Ministry of Education, Science and Technology (MEST) and Kambia District Council on 2nd February 2007 for Magbema Resource Center and on 28th March 2007 for Tonko Limba and Bramaia Resource Centers. At the Opening Ceremony of Magbema Resource Center on 2nd February 2007, Mr. Kuyate, Deputy Director in charge of science education represented MEST, and Mr. Yillah, Deputy Chairman represented Kambia District Council, while Mr. Harun Bah, Chief Administrator of Kambia District Council played a role of the master of ceremony. Paramount Chiefs or their representatives were also invited to participate in these handing-over ceremonies.

4.4 Establishment of Resource Center Management Groups

During the first project year, at the ZCC meeting on approval of the Step 1 Micro Projects, Resource Center Management Groups (RCMGs) were tentatively established in each zone, consisting of one member from each ECDC under the supervision of the ZCC.

The RCMG's first task was to discuss the potential needs of: 1) items/equipment for the RC; and 2) possible training programs at the RC. Tables 4.2 shows items and training which were listed after the discussion. Although justification and sustainability were emphasized by JPT, some proposed items were too ambitious to maintain financially compared to the present capacity of the ECDCs and communities. Indeed, many items were proposed with a logic of "We want this, because it is not available here" or "We want this, because we need it", and RCMGs failed to present "How the item will be utilized for education and community activities." Therefore, the Project Implementation Team requested that the RCMGs have further discussions to clearly identify their needs and priorities.

Table 4.2: Proposed Needs for Training and Tools/Equipment (Summary)

Zone	Zone 1: Tonko Limba	Zone 2: Magbema	Zone 3: Bramaia
Training	- Adult Literacy and Numeracy - Livestock/Farming - Health & Hygiene (including First Aid, Nutrition, HIV/AIDS)	- Farming - Adult Literacy and Numeracy - Health & Hygiene (including First Aid, Nutrition, HIV/AIDS)	- Adult Literacy and Numeracy - Vegetable Gardening - In-service Training to Community Teachers
School & Education (Teaching and Learning)	- Stationery for revolving - Textbooks (PS/JSS) - Teaching Guides	- Textbooks - Teaching Guides/Aids	- Stationery for revolving - Textbooks (PS/JSS) - Teaching Guides/Aids
School & Education (Sports and Others)	- School Band (Musical Instrument) - Track & Field (Sports Kits)	- First Aid Kits - Football & Volleyball Equipment - Trophy	- School Band - Football, Volleyball and Basketball Sets - Track & Field (Sports Kits)
Community Activity	- PA System - Generator - Megaphone	- PA System - Plastic Chairs - Megaphone	- PA System - Megaphone - Cassava Grater
Others	- Personal Computer and Printer - Photocopier - TV/Video (with Satellite Dish)	- Personal Computer and Printer - Photocopier - TV/Video (with Satellite Dish)	- Personal Computer and Printer - Photocopier - TV/Video (with Satellite Dish)

During the aforementioned handing-over ceremonies, MEST and Kambia District Council entrusted each Resource Center Management Group (RCMG) to operate the RC in order to serve the junior secondary school, primary schools and communities in the surrounding areas. RCMGs are mainly composed of representatives from ECDCs which they intend to serve for, as shown in Table 4.3, and developed rules and regulations to manage and operate the Resource Center in the form of the by-law.

Table 4.3: Composition of Resource Center Management Groups (RCMGs)

Resource Center	Magbema Resource Center, Rokupr	Tonko Limba Resource Center, Kamasasa	Bramaia Resource Center, Kukuna
Total No.	16 members	14 members	14 members
Manager	Mr. Musa K.D. Mahmood (M01)	Rev. Sorie Sesay (T01)	Mr. M.B. Suma (B06)
ECDC Members	14 members (M01 x 2, M02, M03, M04, M05, M06, M07, M08, M09, M10, M11, M12, M13)	12 members (T01 x 3, T02 x 4, T03 x 2, T04, T05, T07)	10 members (B01 x 2, B03, B04, B05 x 2, B06, B08, B09, B10)
Non-ECDC members	caretaker, security guard	caretaker, security guard	caretaker, paramount chief, Catholic mission representative, zonal supervisor of MEST

4.5. Formulating Resource Center Use Plans

Resource Center Management Groups (RCMGs) had a series of the meetings to discuss and formulate their Resource Center Use Plans from February to March 2007. Since the Resource Center must be run and sustained by RCMGs, JPT encouraged RCMGs to think how they can generate necessary income to operate the Center, through formulation of the Use Plans, which are designed to help RCMGs to plan income generating activities to cover necessary expenditures such as the salaries for a caretaker and security guards as well as diesels and spare parts for the generator. For all Resource Centers plan the shop to sell stationery to pupils and the rental center in which the sports equipment will be rented out to schools with fee. Magbema RCMG also proposed to sell cold soft drinks to students. All RCMGs wanted to charge the hall rental fee, so JPT agreed to pay when JPT uses the Resource Center in training or workshop during study tours.

Generally speaking, the activities in the Resource Center can be divided into three types of activities: shop operation, rental center operation and events/seminar/training, so the Resource Center Use Plan is composed of the following six forms:

Form 1: Expenditure and Income Plan (Summary Table)

Form 2: Shop Operation Budget Plan

Form 3: Rental Center Operation Budget Plan

Form 4: Event/Seminar/Training Implementation Plan

Form 5: Event/Seminar/Training Budget Plan

Form 6: General Resource Center Operation Budget Plan

4.6 Procurement of Equipment and Materials for Resource Centers (Year 2)

Based on the above-mentioned Resource Center Use Plans developed by RCMGs, JPT procured necessary equipment and materials for three Resource Centers, as listed in the Table 4.4.

JPT also provided 33 target schools with teacher's guides, and 15 community schools with textbooks, atlas and dictionaries, because most of schools do not have teachers' guides for their textbooks and most of community schools have a very few number of textbooks.

Table 4.4: Major Equipment and Materials Procured for Resource Centers (Year 2)

Use	Magbema Resource Center, Rokupr	Tonko Limba Resource Center, Kamasasa	Bramaia Resource Center, Kukuna
Materials for Sale to Pupils and Teachers	stationery mathematical kit flip chart paper	Stationery mathematical kit flip chart paper	stationery mathematical kit uniform materials fertilizer bulb
Materials for Rent (non-electric)	sports equipment plastic chairs flip chart stand	sports equipment trophies carpentry tools flip chart stand	sports equipment
Materials for Rent, Training, etc. (electric)	diesel generator computer x 2 printer TV video player PA system Megaphone light deep freezer cooler box	diesel generator computer x 2 printer TV video player PA system megaphone light	diesel generator computer x 2 printer TV video player PA system megaphone light
Educational Materials (Library)	Teacher Training (Distance Education) Textbooks	Teacher Training (Distance Education) Textbooks	Teacher Training (Distance Education) Textbooks

4.7 Monitoring of Use of Resource Centers

JPT monitored the use of three Resource Centers mainly through checking the monthly reports submitted by RCMGs. The format for the monthly report is shown in Table 4.5.

Table 4.5: Format for Monthly Report by the Resource Center Management Group

- | |
|--|
| <ul style="list-style-type: none"> ● RCMG meetings (date, major topics discussed, participants) ● Monthly summary of income and expenditure (shop operation, rental center operation, events/seminars/training, general administration) ● External auditor (ZCC) and internal auditor's signature to certify the above ● Use of the generator (date, hours, total amount and expenditure for fuel bought) ● Progress of each activity (status, when/how often, total number of beneficiaries, ECDCs benefited) ● Comments from District Education Office and JICA Project Team |
|--|

During 2007, all RCMG experienced the lower achievement than what they described in the Resource Center Use Plans for 2007. The major reasons are 1) their too optimistic estimate in

planning (especially in estimating the income through the sale or rental of equipment and materials), 2) frequent breakdowns of some key equipment, especially the generator, which disturbed the income-generating activities with use of such equipment, and 3) lack of PR for the Resource Centers which only few people in the community know its functions.

4.8 Study Visit and Action Planning for Activating Resource Centers

To remedy the above weakness in the operation of the Resource Centers, a one-day workshop was organized for the RCMGs on 5th December 2007. Its objectives were: 1) to learn from well-managed community/resource centers; 2) to learn about sustainability, transparency, and accountability for managing such centers; and 3) to draft an Action Plan for their Resource Center in order to activate its operation. Four participants from each RCMG participated in observing ABC Development Resource Center in Kambia Town and Magbema Resource Center in Rokupr. Presentations were delivered by representatives from ABC Development Center, Radio Kolenten, and Magbema Resource Center, which was followed by discussion among participants. Table 4.6 shows a list of promising activities which the participants saw in the visit and expressed interests in including in their action plans.

Table 4.6 List of Promising Activities in Community/Resource Centers

<ul style="list-style-type: none"> ● Satellite TV show ● Mobile phone charging ● Micro credit ● Library ● Rental (hall/equipment) ● Seeking external assistance ● Advertisement 	<ul style="list-style-type: none"> ● Monthly contribution from the members ● Sales of drinks ● Reduction of the price for items which do not sell well ● Drama/sports ● Computer training
--	--

In addition, participants shared information about mechanical capacity of the present PA system. The capacity was not fit for the use in an open space, so they suggested that the cost for upgrading the PA system should be included in their proposals for procurement of equipment and materials in the third project year.

4.9 Procurement of Equipment and Materials for Resource Centers (Year 3)

After the above workshop, each RCMG prepared the action plan for 2008 and proposal for procurement of equipment and materials for the Resource Center in the third project year by the end of January 2008. All RCMGs proposed to upgrade their PA system by purchasing more powerful

speakers and amplifier with a mixer. Based on their proposals, JPT and RCMGs jointly conducted a market survey by visiting electronic shops in Freetown in the middle of March 2008, modified their original proposals based on the actual price of electronic appliances, and made procurement in April 2008. Table 4.7 shows the final list of equipment and materials which RCMGs procured in the third project year.

Table 4.7: Major Equipment and Materials Procured for Resource Centers (Year 3)

Use	Magbema Resource Center, Rokupr	Tonko Limba Resource Center, Kamasasa	Bramaia Resource Center, Kukuna
Materials for Rent (electric)	generator amplifier mixer speakers	amplifier speaker stabilizer CD player standing fan table fan	generator amplifier speakers headphone

While JPT procured the equipment and materials for RCMGs in the second project year, this time each RCMG sent their procurement officer to Freetown to check the equipment and make decision on what to procure by themselves, which JPT believes to improve the sense of ownership in RCMGs and their willingness to use and maintain the equipment with their own initiatives and efforts.

Chapter 5

Impact Evaluation of Micro Project

5. Impact Evaluation of Micro Project

5.1. Inventory Survey

As the beginning of the Project, an inventory survey was conducted in order to: 1) obtain necessary information on target schools; 2) make presentations of project ideas to target schools; and 3) introduce the field coordinator and facilitators to concerned stakeholders, such as school, the paramount chief, Kambia District Council and Kambia District Education Office. Survey results, as of November 2005, were summarized as follows:

- | | |
|--|---|
| 1) Number of community schools: | 15 schools (out of 33 target schools) |
| 2) Number of beneficiaries (children): | 13,733 pupils (including 5,688 girls) |
| 3) Number of beneficiaries (teachers 1): | 241 teachers (including 34 female teachers) |
| 4) Number of beneficiaries (teachers 2): | 124 unqualified and unpaid teachers |
| 5) Number of beneficiaries (community): | 254 communities (more than one for each school) |
| 6) Percentage of assistance received: | 73% (from other donors and NGOs, past/present) |
| 7) Percentage of WFP's school feeding program: | 42% (having received the support) |
| 8) Percentage of school garden: | 73% (having introduced the gardening) |
| 9) Percentage of school toilet available: | 85% (but some in need of rehabilitation) |
| 10) Percentage of available school water well: | 21% (but some in need of rehabilitation) |

From the survey results, possible direction of the Micro Project and Resource Center related activities were focused on the following points:

- 1) Implementing projects for the survival of community schools or providing assistance to community schools in order for them to become government-assisted schools
- 2) Raising awareness on importance of education, specifically sending girls to school
- 3) Providing trainings to teachers for creating better learning environment
- 4) Taking into account locality of various communities
- 5) Avoiding duplication of activities with other agencies' assistances
- 6) Constructing necessary facilities for attracting WFP's support so that increased attendance rate can be expected
- 7) Making use of school gardening for improved nutrition of school feeding and for, by taking into consideration schools as entry points, agriculture technology transfer to communities

See Table 5.1 for more details about the above survey results, and some information had been updated based on baseline survey, stated in the section 5.3 below.

Table 5.1: Inventory Survey Result

Pilot Project Zone 1: Tonko Limba Chiefdom														No. of Schools: 9			() = not functional							
Code	Name of School	Location	km from Kamasasa	Establishment year	Category	Grade	Enrolment of Student		Teachers				Assistance Received	WFP Program	School Garden	School Facilities			Sports Equipment	Toilet	Well (*Deep)	No. of covered Community	No. of females in 15-members ECPC	
							Total	Girls	Total	Female	Unpaid	Unqualified				Needs	Classroom	Staff room						Storeroom
T01	Wesleyan Centennia JSS	Kamasasa	0.0	1991	JSS	I-III	171	38	4	0	3	0	No	No	Yes	no ground, no toilet and water	3	1	0	No	0	0	11	3
T02	Wesleyan Church SL PS	Kamasasa	0.0	1942	GOV	1-6	441	206	8	4	2	6	Action Aid	Yes	Yes	classroom shortage	12	1	1	Yes	6	(1*)	12	5
T03	Roman Catholic PS	Kamasasa	0.0	2005	COM	1-2	140	50	2	1	2	2	No	No		incomplete classroom	(4)	0	0	No	0	0	3	5
T04	Kabasa 1 Community School	Kabasa 1	8.0	2004	COM	1-4	176	101	3	1	3	3	No	No		no structure, no health facility	3	0	0	No	0	0	4	7
T05	Roman Catholic PS	Kabassa 2	3.2	1980	GOV	1-6	277	157	6	1	2	4	KPNG	Yes	Yes	incomplete classroom	4+(4)	1	1	Yes	3	0	6	6
T06	Omar Muctar Community School	kabassa 2	4.0	1995	COM	1-5	65	19	3	0	3	3	UNHCR	Yes		classroom shortage, no ground	3	1	1	No	2	0	1	5
T07	Roman Catholic PS	Kamabala	8.0	1979	GOV	1-6	250	123	3	0	1	1	Action Aid	No	Yes	classroom shortage, bad road, no health facility	2	1	0	No	2	(1*)	1	5
T08	Wesleyan Church SL PS	Kutiya	3.2	2004	COM	1-4	119	68	3	0	2	3	No	No		incomplete classroom	(3)	0	0	No	0	0	4	5
T09	Kakonteh Community School	Kakonteh	12.8	2001	COM	1-4	124	50	3	0	3	3	UNHCR/UNDP	No		plan to start 5th and 6th grades, bad road, no health facility	3	1	1	No	2	(1*)	4	4
Total				(GOV/TOTAL)			1,763	812	35	7	21	25		5	4	4				2	5	0		
							44%	46%	20%	60%	71%		56%	44%	44%				22%	56%	0%			

Pilot Project Zone 2: Magbema Chiefdom														No. of Schools: 13			() = not functional							
Code	Name of School	Location	km from Kamasasa	Establishment year	Category	Grade	Enrolment of Student		Teachers				Assistance Received	WFP Program	School Garden	School Facilities			Sports Equipment	Toilet	Well (*Deep)	No. of covered Community	No. of females in 15-members ECPC	
							Total	Girls	Total	Female	Unpaid	Unqualified				Needs	Classroom	Staff room						Storeroom
M01	Ahamidiya SSS	Rokupr	0.0	1971	JSS	I-III	769	193	27	0	10	5	No	No	Yes	classroom shortage	10	1	0	No	4	0	16	2
M02	Ahamidiya PS	Rokupr	0.0	1937	GOV	1-6	1503	509	14	4	4	5	UNICEF	Yes	Yes	classroom shortage	6	0	0	No	4	1	17	4
M03	Roman Catholic PS	Rokupr	0.0	1954	GOV	1-6	569	250	8	1	3	3	UNICEF	Yes	Yes	classroom shortage	4	0	0	No	3	1*	6	7
M04	Kulafai Rashideen Islamic PS	Rokupr	0.0	1994	GOV	1-6	473	150	7	1	2	5	SABABU/UNHCR/UNICEF	Yes	Yes	no ground	6	0	1	Yes	6	(1*)	9	4
M05	SL Muslim Brotherhood PS	Rokupr	0.0	1965	GOV	1-6	1299	566	25	3	5	9	NRC	Yes	Yes	classroom shortage (double shifts)	12	0	0	Yes	6	1*	10	4
M06	KDEC RRS Warda Model PS	Rokupr	0.0	1986	GOV	1-6	745	385	14	4	3	4	UNICEF/ Caritas/IOGT	Yes	Yes	classroom shortage	6	0	1	Yes	6	(1)	7	4
M07	Islamic Da-awah PS	Rokupr	0.0	1985	COM	1-6	599	339	9	4	9	7	Islamic Development Bank	No	Yes	no roof (thatch)	5	0	0	No	2	(1)	6	8
M08	KDEC Masorie PS	Masorie	9.6	2000	GOV	1-6	935	463	10	2	5	6	SABABU/NRC	Yes	Yes	incomplete classroom	9	1	1	No	3	(1)	13	4
M09	St. Monica's R.C Primary School	Masorie	6.4	2004	COM	1-6	565	296	8	2	7	3	No	Yes	Yes	classroom shortage	7	1	0	No	5	1*	9	5
M10	Ahamidiya PS	Wulatenkle	9.6	1977	GOV	1-6	331	123	7	0	3	5	SABABU	No	Yes	classroom shortage	3	0	1	Yes	4	0	11	3
M11	KDEC Taintafor PS	Taintafor	4.8	1996	GOV	1-6	353	147	5	2	3	4	SABABU	Yes	Yes	no health facility	3	0	1	No	2	0	6	4
M12	Magbethei Community School	Magbethei	8.0	2002	COM	1-4	135	67	3	0	3	3	Action Aid	No	Yes	incomplete classroom	3	0	0	No	4	0	8	3
M13	SL Muslim Brotherhood PS	Gberika	6.4	1990	COM	1-6	248	118	3	0	3	3	IDB/NaCSA/ UNICEF	No	Yes	incomplete classroom, need staff quarters, no health facility	3	0	0	No	2	(1*)	3	5
Total				(GOV/TOTAL)			8,524	3,606	140	23	60	62		11	10	13				4	13	4		
							69%	42%	16%	43%	44%		85%	77%	100%				31%	100%	31%			

Pilot Project Zone 3: Bramaia Chiefdom														No. of Schools: 11			() = not functional							
Code	Name of School	Location	km from Kamasasa	Establishment year	Category	Grade	Enrolment of Student		Teachers				Assistance Received	WFP Program	School Garden	School Facilities			Sports Equipment	Toilet	Well (*Deep)	No. of covered Community	No. of females in 15-members ECPC	
							Total	Girls	Total	Female	Unpaid	Unqualified				Needs	Classroom	Staff room						Storeroom
B01	St. Mary JSS	Kukuna	1.6	1996	JSS	I-III	518	143	17	0	12	4	No	No	Yes	ground under construction	13	1	0	Yes	6	0	18	6
B02	KDEC Primary School	Kukuna	0.0	1975	GOV	1-6	449	220	11	0	2	4	UNICEF/CREP/NRC/ IRC/SABABU	Yes	Yes	poor kitchen	7	1	0	No	10	1	10	3
B03	Wesleyan Church SL PS	Kukuna	0.4	1942	GOV	1-6	503	207	6	2	2	5	No	Yes	Yes	classroom shortage	3	0	0	No	3	0	9	3
B04	Omar Muctar PS	Kukuna	0.0	2002	COM	1-6	296	114	5	0	5	2	No	No		renting private house (no structure)	+9	0	0	No	0	1*	7	5
B05	St. Mary Roman Catholic PS	Kukuna	2.4	2004	COM	1-4	174	70	4	0	4	3	RC Mission	No	Yes	no ground	3	0	1	No	2	0	4	4
B06	KDEC Kabaya PS	Kabaya	0.4	1981	GOV	1-6	444	115	5	0	2	3	UNICEF/UNCHR	Yes	Yes		3	1	1	No	4	0	9	3
B07	Kabaya Community School	Kabaya	1.6	2000	COM	1-4	211	85	4	2	4	4	UNHCR	Yes		start 5th and 6th grades from 2006 (classroom shortage)	3	0	0	No	2	0	4	4
B08	KDEC Teneba Bramaia PS	Teneba Bramaia	8.0	1995	GOV	1-6	436	157	6	0	4	4	UNICEF/NRC/ UNDP/SABABU	Yes	Yes	plan fish pond	2	1	0	No	2	1*	12	4
B09	Turaya Community School	Turaya	12.8	1992	COM	1-6	187	72	3	0	3	3	OIC/Action Aid	No		incomplete classroom	3	0	0	No	4	0	6	3
B10	Seduya Community School	Seduya	4.8	1997	COM	1-3	109	39	2	0	2	2	UNHCR	No			3	0	0	No	2	0	5	3
B11	Sorimanikava Community School	Sorimanikava	9.6	2001	COM	1-5	119	48	3	0	3	3	Action Aid	No	Yes	incomplete classroom	3	0	0	Yes	3	0	3	4
Total				(GOV/TOTAL)			3,446	1,270	66	4	43	37		8	5	7				2	10	3		
							45%	37%	6%	65%	56%		73%	45%	64%				18%	91%	27%			

Total														No. of Schools: 18			() = not functional							
Code	Name of School	Location	km from Kamasasa	Establishment year	Category	Grade	Enrolment of Student		Teachers				Assistance Received	WFP Program	School Garden	School Facilities			Sports Equipment	Toilet	Well (*Deep)	No. of covered Community	No. of females in 15-members ECPC	
							Total	Girls	Total	Female	Unpaid	Unqualified				Needs	Classroom	Staff room						Storeroom
Total				(GOV/TOTAL)			13,733	5,688	241	34	124	124		24	19	24				8	28	7	0	
							55%	41%	14%	51%	51%		73%	58%	73%				24%	85%	21%			

(Source: JICA Project Team (2005), *Inventory Survey*.)

5.2. Monitoring and Evaluation Indicators on Micro Projects

The indicators have been established in accordance with the monitoring and evaluation framework as shown in Table 5.2.

Table 5.2: Framework of Monitoring and Evaluation

Relevance	➤ Are the objectives of Micro Projects consistent with the development plan of Kambia District and do they respond to the needs of people in the project areas?		
Effectiveness	➤ The education environment in school and community has been improved through the implementation of Micro Projects?		
Efficiency	Output 1: ECDC and ZCC have been established and functioning as the main player of Micro Projects implementation and coordination.	Output 2: Resource Centers are utilized and managed	Output 3: Cooperation and collaboration between community and school are enhanced.
	➤ Do ECDC and ZCC function as main players of Micro Projects implementation?	➤ Are Resource Centers well managed and utilized?	➤ Do the school and community cooperate with each other?
Impact	➤ Have Micro Projects had impacts on the project areas and the surrounding community?		
Sustainability	➤ Are the activities of ECDC and ZCC sustainable?		

The indicators established are presented in Table 5.3.

Table 5.3: Outline of Monitoring and Evaluation Indicators on Micro Projects

Items	Questions		Indicators	Method to obtain the data/ information		Source of the data/information	
	Topics	Sub-topics		Baseline	Monitoring/ Evaluation		
Relevance	Are the objectives of Micro Projects consistent with the development plan of Kambia District?		Development plan of Kambia District	from Report of Phase 1		Study Team Kambia District Council	
	Do the objectives of Micro Projects respond to the needs of people in the project areas?		Needs for improvement of education environment in the project areas	from Report of Phase 1 Questionnaire Survey		Study Team School Principals/Head Teachers, Teachers, Parents, Students MEST Kambia Office	
Effectiveness	Has the education environment been improved through the implementation of Micro Projects?	Are schools ready to receive children in the coverage areas?	Are school facilities improved?	Facilities in the target schools	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers, Teachers
			Are school equipment improved?	Equipment in the target schools	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers, Teachers
			Are school management improved?	School-related activities	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers, Teachers, Parents/ Guardians
			Is the quality of education improved?	Satisfaction with school of teachers	Questionnaire Survey	Questionnaire Survey	Teachers
				Number and status of teachers	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers
				Satisfaction with schools and lessons of students	Questionnaire Survey	Questionnaire Survey	Students
			Satisfaction with school of parents	Questionnaire Survey	Questionnaire Survey	Parents/Guardians	
		Are communities empowered to improve education environment?	Is awareness on importance of education of parents improved?	Enrollment	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers
				Attendance	Questionnaire Survey	Questionnaire Survey	School Principals/Head Teachers
				Absence	Questionnaire Survey	Questionnaire Survey	Teachers, Students, Parents
				Situation of child labor	Questionnaire Survey	Questionnaire Survey	Students, Out-of-School Children
				Situation of out-of-school children	Questionnaire Survey	Questionnaire Survey	Out-of-School Children, Community leaders
			Are socially disadvantaged groups involved in the community development?	Situation of participation	Questionnaire Survey	Questionnaire Survey	Youth, Out-of-School Children, Community leaders
Focus Group Interview	Focus Group Interview	Community members					

Items	Questions		Indicators	Method to obtain the data/ information		Source of the data/information
	Topics	Sub-topics		Baseline	Monitoring/ Evaluation	
Efficiency	<i>Has the inputs effectively transferred to the outputs?</i>					
	Input: Number of participants in ECDC training			from Progress Report 1		Study Team
	Output 1: Have ECDC and ZCC been established and functioning as the main player of Micro Projects implementation and coordination?	Does ECDC function as main player of Micro Projects implementation?	Characteristics and capacity of ECDC members	Questionnaire Survey	Questionnaire Survey	ECDC members
			Motivation of ECDC members	Observation of the Study Team	Observation of the Study Team	Study Team
			Institutional capacity of ECDC		Monthly Report of ECDC	ECDC
			Acknowledgement of ECDC of other stakeholders	Questionnaire Survey	Questionnaire Survey	Parents/Guardians, Teachers, Students, Community leaders, Youths, Out-of-School Children
			Satisfaction with ECDC of other stakeholders	Focus Group Interview	Focus Group Interview	Community members
				Questionnaire Survey	Questionnaire Survey	Parents/Guardians, Teachers, Students, Community leaders, Youths, Out-of-School Children
	Does ZCC function as main player of coordinator for Micro Projects implementation?		Number of participants in ZCC monitoring training	From Progress Report 2		Study Team
			Institutional capacity of ZCC	Observation of the Study Team	Observation of the Study Team	Study Team
					Monitoring report of ZCC	ZCC
			Satisfaction with ZCC of other stakeholders		Open-end Interview	ECDC
	Input: Facility and equipment in the resource centers			from Progress Report 2		Study Team
	Output 2: Are Resource Centers utilized and managed?	Are Resource Centers well managed?	Situation of management of Resource Centers		Resource Center Management Books	Resource Center Management Group
			Utilization of the equipment		Resource Center Management Books	Resource Center Management Group
		Are Resource Centers well utilized?	Utilization of Resource Centers		Resource Center Management Books	Resource Center Management Group
			Satisfaction with Resource Centers of other stakeholders		Focus Group Interview	Community members
Contribution of Resource Centers to Micro Projects					Questionnaire Survey	Parents/Guardians, Teachers, Students, Community leaders, Youths, Out-of-School Children
					Open-end Interview	ECDC
			Monthly Report of ECDC	ECDC		

Items	Questions		Indicators	Method to obtain the data/ information		Source of the data/information	
	Topics	Sub-topics		Baseline	Monitoring/ Evaluation		
	Input: Implementation of Micro Projects			From Study Reports		Study Team	
	Output 3: Are cooperation and collaboration between community and school enhanced?	Are Micro Projects accepted by other community members?	Acknowledgement of Micro Projects by other stakeholders		Questionnaire Survey	Parents/Guardians, Teachers, Students, Community leaders, Youths, Out-of-School Children	
			Participation to Micro Projects by other stakeholders	Questionnaire Survey	Questionnaire Survey	Parents/Guardians, Teachers, Students, Communities	
			Satisfaction with Micro Projects of other stakeholders		Monthly Report of ECDC	ECDC	
		Do the school and community cooperate with each other?	Contribution of school to community/ Contribution of community to school	Questionnaire Survey	Questionnaire Survey	Parents/Guardians, Teachers, Communities	
				Focus Group Interview	Focus Group Interview	Community members	
	Impact	Has Micro Projects had impacts on the project areas?	The surrounding community and community members are affected by Micro Projects?	General characteristics of the surrounding community	Questionnaire Survey	Questionnaire Survey	Community leaders
				General characteristics of the community members	Focus Group Interview	Focus Group Interview	Community members
Economic status			Economic status of the household	Questionnaire Survey	Questionnaire Survey	Parents/Guardians, Community leaders, Youths, Out-of-School Children	
Living standard			Social status of the household	Questionnaire Survey	Questionnaire Survey	Village Chiefs, Parents/Guardians	
Gender situation			Social and economic status of women	Questionnaire Survey	Questionnaire Survey	Village Chiefs, Parents/Guardians	
How many people are to be affected directly and indirectly?			Demography data of the surrounding communities	Questionnaire Survey	Questionnaire Survey	Village Chiefs	
			Number of participants in Micro Projects		Monthly Report of ECDC	ECDC	
			Number of members of the groups sending representative to ECDC	Questionnaire Survey	Questionnaire Survey	ECDC members	
Sustainability	Are the activities of ECDC and ZCC sustainable?	Are the activities of ECDC sustainable?	Capacity of ECDC		Monthly Report of ECDC	ECDC	
			Institutional capacity of ECDC		Monthly Report of ECDC	ECDC	
	Are the activities of ZCC sustainable?	Capacity of ZCC		Observation of the Study Team	ZCC		
		Institutional capacity of ZCC		Observation of the Study Team	ZCC		

5.3. Baseline and Endline Surveys

The baseline survey was conducted from 29th March 2006 to 12th May 2006 and the endline survey was conducted from 29th February to 31st March 2008. The surveys aimed at obtaining data and information from the target communities and groups as well as those of control areas at the beginning and later stage of implementation of Micro Projects.

Target areas of the surveys are 33 schools in the project areas (Zone 1: Tonko Limba, Zone 2: Magbema and Zone 3: Bramaia) and those coverage communities, and selected two schools as a “control area” in Gbinleh Dixon chiefdom of Kambia District⁹. The control area was selected based on the discussion with District Education Office. It consists of coverage areas of one government assisted primary school and one community school.

The survey items, questionnaires and survey guideline were developed according to the monitoring and evaluation indicators shown in Table 5.3 above.

Before the baseline survey, the trial survey was conducted on draft questionnaires and draft Focus Group Interview (FGI) guideline to finalize the questionnaire and the guideline. Major items checked in the trial survey were as follows.

- Are statements in the questionnaires clear to participants?
- Are statements in the questionnaires suitable to actual situation of the project areas?
- How long does it take to complete the interview/ FGI?

5.3.1 Method of the Surveys

The surveys adopted the methodology of questionnaire survey to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Those data were integrated to analyze the situation of the target areas.

Data collection was carried out by ABC Development under the supervision of JICA Project Team (JPT) except for the questionnaire for ECDC members, which was administrated by JPT facilitators.

(1) Questionnaire Survey

The questionnaire survey was carried out to obtain quantitative data regarding education environment such as situation of schools, satisfaction with school, readiness of school-aged children and parents/ guardians, and social and economic situation of the communities.

⁹ KDEC Primary School, Dares-salaam (CO1) and Ahamadiyya Muslim Primary School, Masiaka (CO2).

The selection criteria and sample size of each target group, and major interview items are shown in Table 5.4. The questionnaires for the surveys are attached in Appendix 6-1 (the baseline survey) and 6-2 (the endline survey).

Table 5.4: Selection Criteria for Survey Participants and Major Items Interviewed (Questionnaire Survey)

Target Group	Criteria	Sample Size	Major items to be interviewed
Head teachers/ School principals	1/school x 35 schools	35	- General characteristics - Basic school data (students, facilities, equipment, teachers, etc.) - School activities
Teachers	1 man and 1 woman/ school x 35 schools (including ECDC members)	70	- General characteristics - Satisfaction with their working place - Perception on and satisfaction with ECDC activities
Students	3/ school x 35 schools	105	- General characteristics - Satisfaction with school - Burden of household works - Perception on ECDC activities
Parents/ guardians	Parent/ guardians of the students of the target schools (3/ school x 35 schools)	105	- General characteristics of their households and family members - Household economic status - Satisfaction with school - Perception on ECDC activities - Information sources - Health behavior
Out-of-school children	10 from each area (age: 10–15) x 4 areas (3 project areas and one control area)	40	- General characteristics - Background of not going to school - Level of perception on ECDC activities
Youth	5 men and women from each area (age: 20 – 25) x 4 areas (3 project areas and one control area)	40	- General characteristics - Relationship with the community - Level of perception on ECDC activities
Community leaders	1 village chief from each village in coverage areas of the target schools 2 from control area	125	- General characteristics - General demographic information of the community
ECDC members	All ECDC members as of April 2006 (baseline) and March 2008 (endline)	495	- General characteristics - Opinion on discussion process of ECDC, change brought by the project and sustainability

(2) Focus Group Interviews (FGI)

FGI was carried out to obtain qualitative data regarding education environment and perception of Micro Projects in the community, especially from the point of view of non-ECDC members.

Criteria for the selection of participants in each group are shown in Table 5.5 and the guideline for each target group is attached in Appendix 6-1 (the baseline survey) and 6-2 (the endline survey).

Table 5.5: Participants of FGI

Group	Number	Criteria
CTA ^{*1} and SMC ^{*2} / BoG ^{*3}	10	- Basically, non-ECDC members ^{*4} - Members of CTA and SMC. BoG of JSS to be included for Location 1 in Table 5.6 - At least 2 teachers and 2 women should be included.
Women	10	- Non ECDC members - Members of women groups of the location
Youth	10	- Non ECDC members - Members of youth groups of the location

*1 CTA = Community and Teachers Association

*2 SMC = School Management Committee

*3 BoG = Board of Governors

*4 If all members are also ECDC members, non-core members were selected as much as possible.

FGIs with the above three groups were carried out in each location shown in Table 5.6.

Table 5.6: Location of FGI

Project Area	Location	No. of Focus Groups
Tonko Limba	1. Kamasasa and Kutiya 2. Kabasa 1, Kabasa 2 and Kakonteh 3. Kamabala	3 x 3 = 9
Magbema	1. Rokupr and Masorie 2. Wulatenkle, Gberika and Taintafor 3. Magbethei	3 x 3 = 9
Bramaia	1. Kukuna and Teneba Bramaia 2. Kabaya and Seduya 3. Turaya 4. Sorimanikaya	4 x 3 = 12
Control Area (Gbinleh Dixon)	1. Dares-salam	1 x 3 = 3

The major interview topics are as follows.

- Outline of the Target Groups
- Situation of the Target Groups: Weakness and Problems
- Situation of the Target Groups: Strength and Opportunity
- Participation of Woman Group and Youth Group in Community Development
- Participation of Each Group in Education Development
- Efforts for Education Development
- Strength and Opportunity of the Community
- Perception of “ECDC” <Only for the project areas>

5.3.2 Major Findings from the Surveys

The detailed results of each survey are described in Appendix 7-1 (the baseline survey (BL)) and 7-2 (the endline survey (EL)). This section summarizes the major findings from the comparison of the results of two surveys.

(1) Education Environment in Schools

In the project area, there are 33 schools (3 Junior Secondary Schools (JSS), 15 Government and Government Assisted Primary Schools (GA) and 15 Community Schools (COM)¹⁰), 274 teachers were working and 12,729 students were enrolled (Table 5.7). Among these schools, JSS in Magbema started Senior Secondary School and six community schools (three in Tonko Limba, one in Magbema and two in Bramaia) started receiving class 5 and/or 6 students during the Project.

Table 5.7: Number of Students and Teachers in the Target Schools

	Tonko Limba			Magbema			Bramaia		
	JSS	Primary Schools		JSS	Primary Schools		JSS	Primary Schools	
		GA	COM		GA	COM		GA	COM
No. of schools	1	3	5	1	8	4	1	4	6
No. of students									
Boys	159	899		954	3,590		188	1,513	
		429	480		2,669	921		771	742
Girls	75	872		290	3,187		67	925	
		475	397		2,426	761		488	437
Total	234	1,781		1,244	6,777		255	2,438	
		904	877		5,095	1,682		1,259	1,179
No. of teachers									
Women	0	4	3	2	21	7	0	3	3
Men	6	12	17	33	80	22	12	29	20
Total	6	16	20	35	101	29	12	32	23

(as of March 2008)

¹⁰ The impact analysis uses the same category of schools as that of the baseline survey which was defined based on the actual condition, although some community schools are "government assisted" because some teachers in these schools receive salary from the Ministry of Education, Youth and Sports.

Enrollment

As shown in Figure 5.1, enrollment in government assisted primary schools decreased, while it increased in community schools.

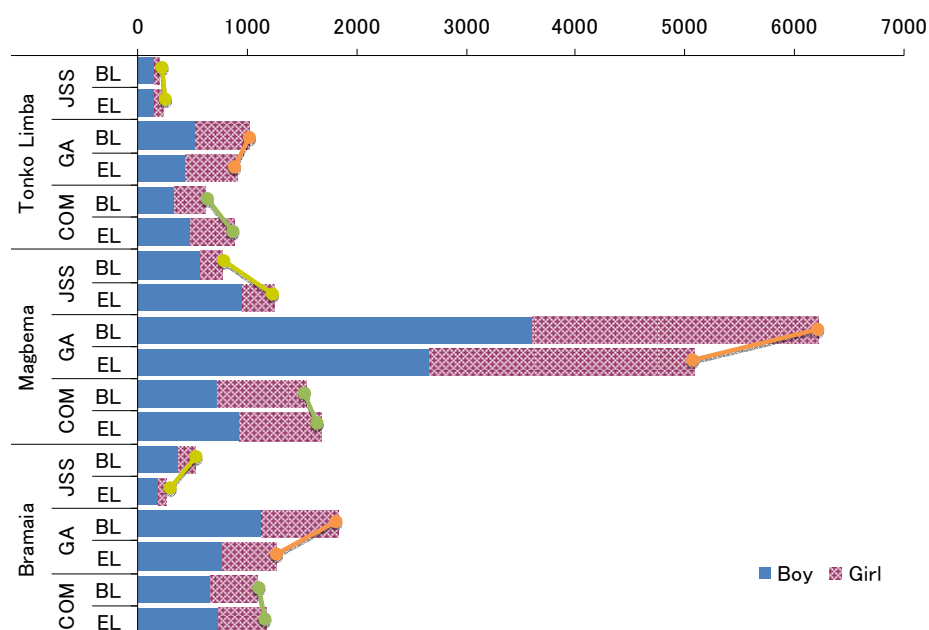


Figure 5.1: Comparison of Enrollment

Among 15 community schools, enrollment increased by more than 20% in seven schools (four in Tonko Limba, two in Magbema and one in Bramaia). It decreased by more than 20 % in six government assisted primary schools (one in Tonko Limba, two in Magbema and three in Bramaia). In Bramaia, as new JSS were established in Kukuna town and Kabaya village, the enrollment dropped. Gender ratio was generally improved in class 4 to 6 in community schools, but in JSS class 3 in Tonko Limba and Bramaia, the gap became much bigger than the baseline. In control area, enrollment of the government assisted primary school had not changed and it increased by 70% in the community school.

Parents in the coverage areas of the community schools might have become more interested in education and/or schools because most ECDCs of those schools implemented improvement of school facilities and equipment at the same time as some activities to reduce burden of households such as seed bank.

Facility

Generally, school facility has been improved. During the Project, through Micro Projects or other assistance such as religious mission or international donors, 21 schools had new classrooms constructed, three schools finished construction of incomplete classrooms and ten rehabilitated

damaged classrooms. As a result, schools with incomplete and/or damaged classrooms decreased from 22 to seven. And congestion in classrooms was also eased as shown in Figure 5.2.

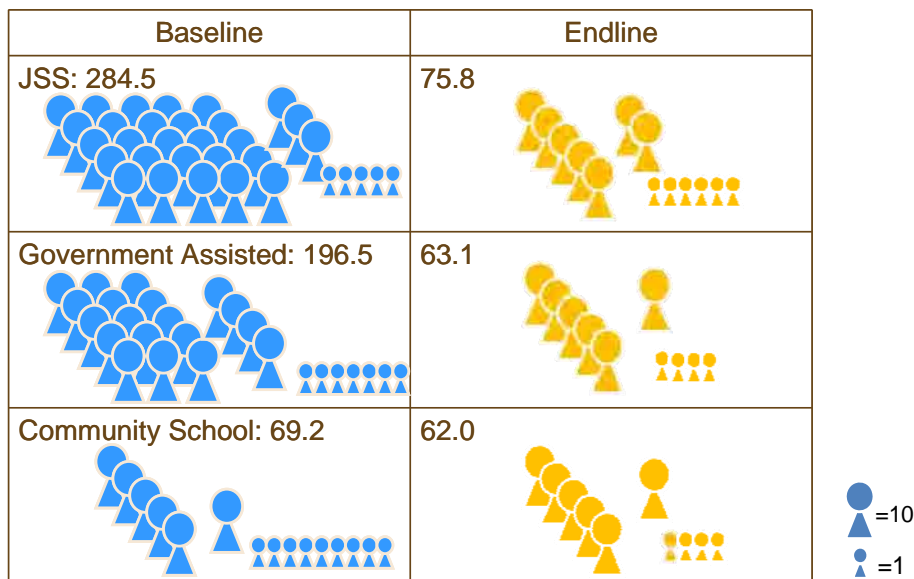


Figure 5.2: Congestion in Classrooms (Number of Students per Functioning Classroom)

However, it should be noted that the decrease of enrollment also contributed to it in some schools, especially JSS in Kukuna and some government assisted schools.

Other than classrooms, 12 schools constructed staff rooms, 12 constructed stores, ten built kitchens and seven built staff quarters.

Equipment and Materials

As most schools made additional school furniture or repaired damaged ones, the number of students per desk became almost one in most of the schools except for primary schools in Magbema (Figure 5.5). This might be also affected by the decrease of enrollment in some schools.

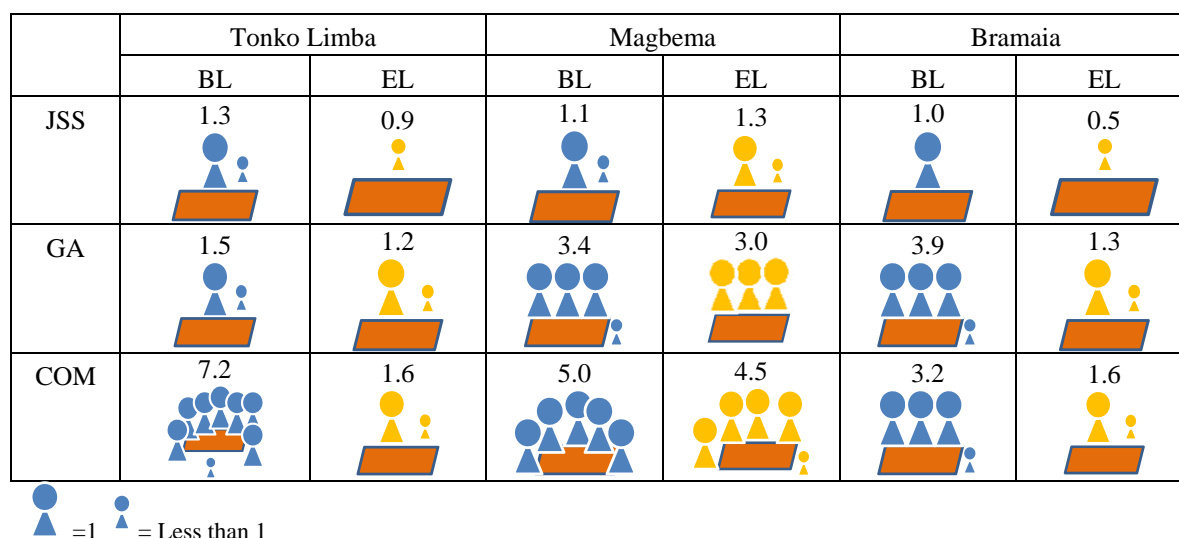


Figure 5.3: Number of Students per Desk

At the baseline, seven schools (one government assisted and six community schools) did not have any textbook at all. Two years later, all schools have textbooks for mathematics, language, social studies and science although dozens of students still share one book. JICA Project Team (JPT) distributed some textbooks, and some schools purchased themselves through Micro Project funds or the profit from school garden.

School Management

As some schools stopped collecting or reduced the amount of school development fund, or school feeding contribution, parents' burden was reduced. According to the head teachers, the unpaid rate of school-related cost in community schools in Tonko Limba and Magbema was improved, while it got worse in Bramaia, especially in JSS it was more than 100% (Table 5.8). It might be because the principal included students who had transferred to other schools in the numerator (total number of students).

Table 5.8: Unpaid Rate of School-Related Cost

	JSS		GA		COM	
	BL	EL	BL	EL	BL	EL
Tonko Limba	12.8%	2.1%	9.2%	-	25.2%	17.2%
Magbema	0.0%	10.0%	20.5%	37.7%	26.5%	10.8%
Bramaia	15.4%	125.5%	26.5%	-	28.0%	42.7%

Some head teachers and students pointed out that the parents are now encouraged to pay school-related cost. As a result, community teachers could receive cash incentives.

According to the observation of JPT, Community and Teachers Associations (CTA) of some schools might have been reactivated during the Project, and School Management Committees (SMC) have

also become more active than before. ECDC includes representatives from these groups and collaborates with them to implement Micro Project. In Magbema, some SMC also collected contributions for Micro Project and SMC and/or CTA representative regularly attended ECDC meetings.

During the surveys, JPT also observed that head teachers and/or senior teachers do not have enough capacity related to education management information system (EMIS). Some stated obviously incorrect answers about school facilities. During the endline survey, JPT made a trial to double check the enrollment of some schools, and found that the data provided to the surveyors and to the JPT staff were different¹¹. As this kind of information management is essential for school management; their capacity needs to be improved as soon as possible.

Students

Progression rate was generally better among boys in Magbema, while the rate of girls in Bramaia generally worsened from the baseline. Attendance rate in a sample day was better among girls than boys in community schools in Bramaia, while it was worse in community schools in Tonko Limba. Teachers who thought that students stayed in class until the end of school hour increased from 52% to 82%.

According to students, they seemed to be motivated to learn in school, because of the following changes brought by the Project.

“Comfortable school building and enough furniture, learning materials.”

“New teacher(s) have come.”

“I can understand what our teacher says.”

“Family start saying that education is important.”

“Burden of my parents has been reduced.”

At the endline survey, 90% of students said they enjoyed learning in school because of teachers and lessons given in the school (Figure 5.4), and complaint about teachers decreased. The major complaint of the students at the baseline was that teachers were sometimes in a bad temper because of the delay of their salary/ incentive payment. This might be one of the reasons that some ECDCs started providing incentives for such community teachers from the benefit of school garden or income generating activity.

¹¹ Because the trial was conducted in some schools only, the results of the endline survey use the data provided to the surveyors except for obvious mistakes.

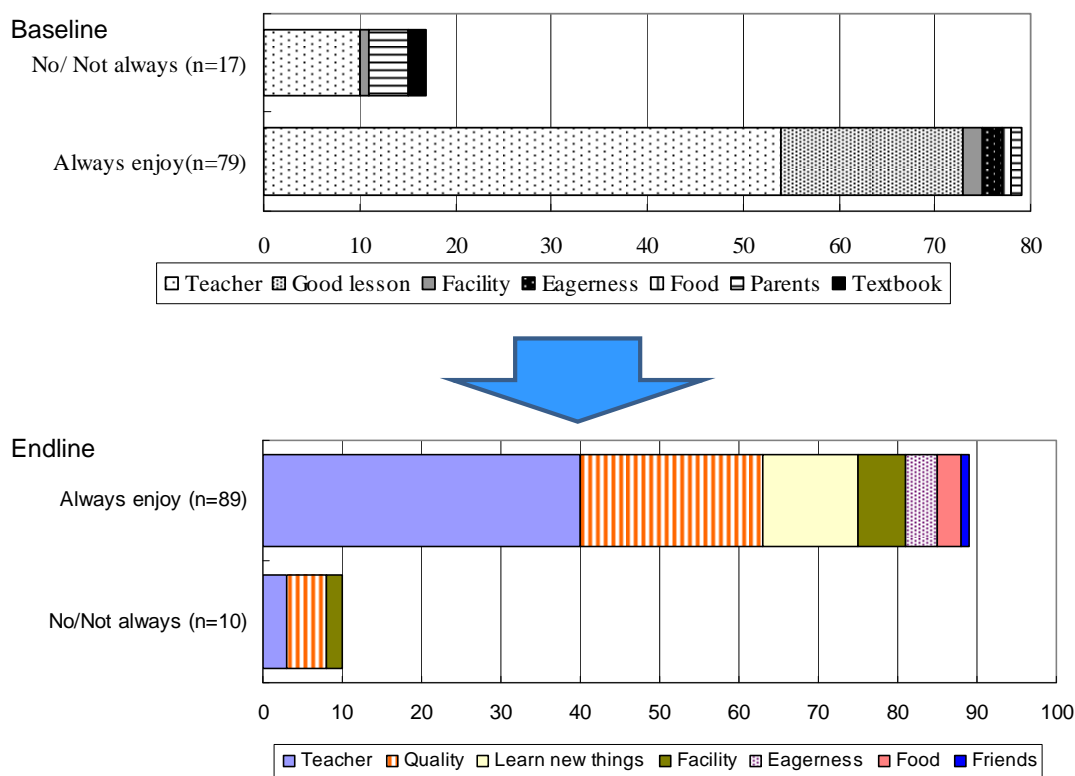


Figure 5.4: Reason for Enjoying/ Not Enjoying Learning in School (Students)

Participants of graduation examination (National Primary School Examination: NPSE and Basic Education Certificate Examination: BECE) increased as shown in Figure 5.5. Especially, the number of girls increased by 40% (boy: 20%). Because some community schools started receiving upper classes, six of them (three in Tonko Limba, one in Magbema and two in Bramaia) sent the participants for the first time in 2007.

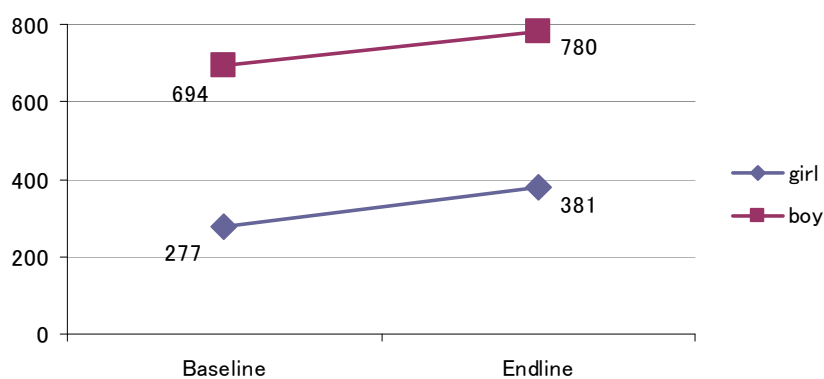


Figure 5.5: Participants of NPSE/BECE

For BECE, the pass rate of girls was improved; 11% to 23% in Tonko Limba, 70% to 82% in Magbema and 13% to 31% in Bramaia. For NPSE, the result of government assisted primary

schools improved in Magbema, but in other two areas, the rate became worse than the baseline, especially in Bramaia (boys 70% to 44%, girls 60% to 38%).

Teachers

The number of teachers has increased by 40% (248 to 274); women teachers were 1.6 times and men teachers were 1.4 times more than the number at baseline.

Because Kambia District Education Office (DEO) tried to increase “paid teachers”, portion of unpaid teachers was improved. Also some ECDCs start providing cash incentives to community teachers. As a result, the percentage of teachers with side job (farmer, trader, etc.) decreased from 85% to 72%. However, concern about the salary remained, including the delay of payment and insufficient amount to feed their family. Such a working condition might cause many well-qualified teachers leave schools to find another job such as NGO worker and staff of aid organization.

Teachers enjoying working in school increased from 50% to 62%. At the baseline, none of them was satisfied with the school while at the endline, 34% were satisfied with the school (Figure 5.6). However, they thought the facility, equipment and teaching and learning materials were still not enough.

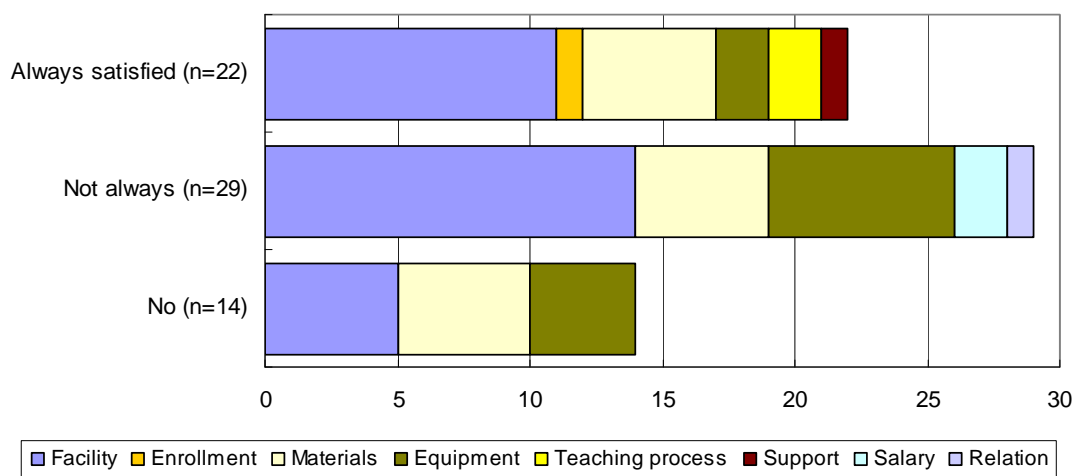


Figure 5.6: Reason for Satisfaction/Dissatisfaction with the School (Teachers)

Other than teaching in the regular lesson, the number of teachers involved in school garden increased because school garden became active through Micro Project. Also those providing supplemental lessons increased, because parents were more interested in education, especially the results of examination, and some teachers stated that they felt such expectation.

According to the teachers, they were affected by the Project in the following manners.

“I could learn new skills of management/ teaching.”

“I could develop my capacity.”

“I have been empowered.”

“The school environment has been improved. (new classrooms, school garden, etc.)”

“Children are now willing to come to school.”

Others

At the baseline, 15 schools (two in Tonko Limba, eight in Magbema and five in Bramaia) were receiving school feeding support from the World Food Programme (WFP). Some schools installed necessary facilities to fulfill the criteria such as toilet and kitchen and nine schools newly received support during the Project period. However, support to nine schools (two in Tonko Limba and seven in Bramaia) were cut off by various reasons such as low attendance, trouble between the head teacher and students, and damage of facility. Because WFP had changed the status of Sierra Leone from the emergency stage to the development stage and therefore drastically reduced the budget for the country, the assessment became stricter to reduce the number of schools to support. The support to the community school in the control area was also cut off recently. As a result, the number of schools with the support was two in Tonko Limba, 11 in Magbema and two in Bramaia at the endline. Although it was not caused only by the schools' fault, schools in Bramaia might need to consider how to improve the situation.

(2) Education Environment in Community

The target schools covered 122 villages and 75,360 people, 8,534 household in total¹² (Table 5.9). The number of villages at the baseline was 123. One village in Magbema was separated into two and one in Bramaia was difficult to access because it is beyond the border to Guinea and one in Bramaia and Tonko Limba disappeared because of the worsened water shortage. Nearby the disappeared village, a new village appeared in Tonko Limba.

Table 5.9: Demography of the Survey Areas

	Tonko Limba	Magbema	Bramaia	Control area
No. of villages	26	54	42	2
Total population	12,216	35,658	27,481	607
Average gender ratio	0.86	0.84	0.71	0.70
Total number of household	1,624	4,708	2,202	89
Average size of household	7.2	9.8	13.1	7.0

¹² Total population was 120,753 at the baseline. At the baseline survey, many village chiefs did not prepare the correct demographic data. On the other hand, most of them prepared it at the endline survey as JPT notified them well in advance of the survey based on the experience of the baseline survey. Therefore, the data at the endline survey is applied in this report.

Awareness of the Importance of Education

It can be suggested that people in the project areas is more interested in school and education environment after their ECDC operated with transparency, achieved their objectives such as classroom improvement, and provided benefit to surrounding community such as seed bank.

According to the village chiefs, school aged children not going to school in the year decreased in 100 villages as shown in Figure 5.7. At the baseline, the same answer was obtained only in 77 villages and in 43 villages they answered that out-of-school children increased in the year. The major reason of not going to school remained the same (awareness of community people), and around 20 chiefs thought because of the external intervention, the school facility and/or equipment was improved, or the awareness of people was raised, leading to the decrease of out-of-school children.

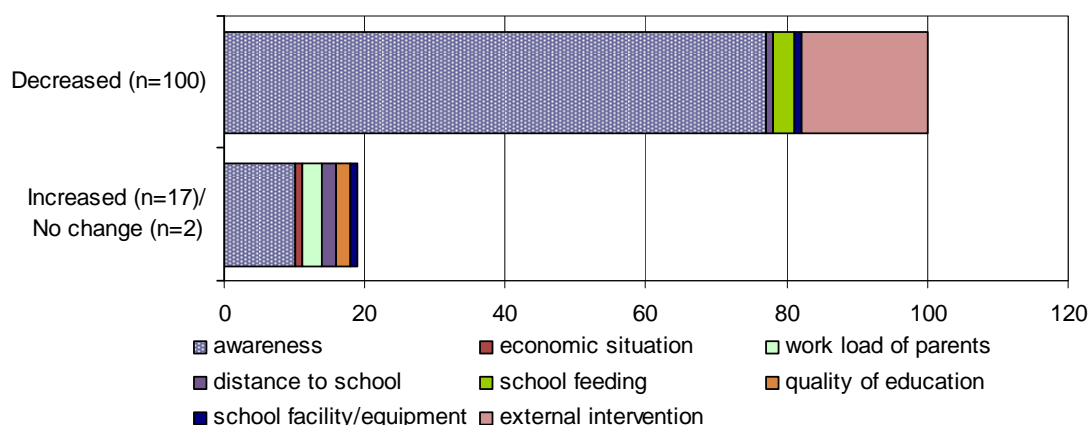


Figure 5.7: “Did out-of-school children increase in this year, and what is the reason?” (Village Chiefs)

Girls going to school increased in 112 villages (Figure 5.8), while the increase was only in 97 villages at the baseline. The major reasons of the increase pointed out by the chiefs changed from awareness and government policy to awareness only. It might mean people were getting aware of the importance of education for girls without incentives from the government.

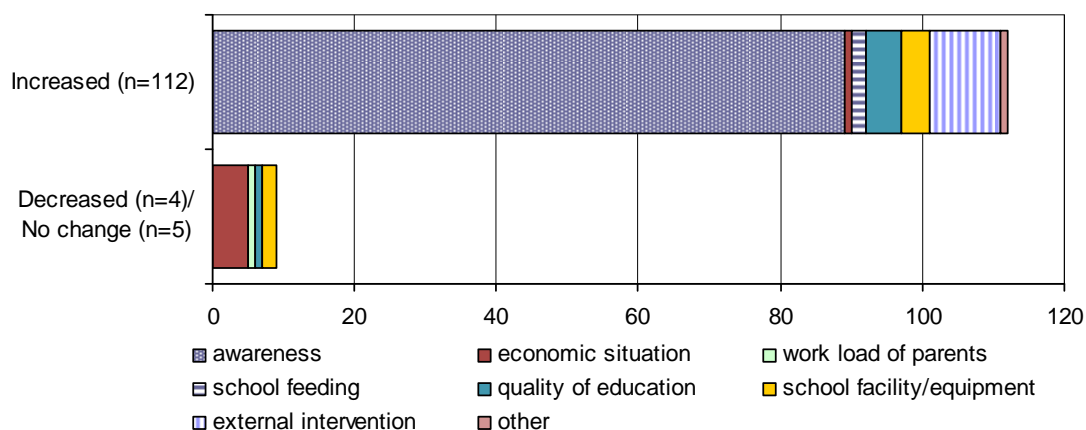


Figure 5.8: “Do more girl children go to school than last year, and what is the reason?” (Village Chiefs) (multiple answers)

Socially Disadvantaged Groups in Community

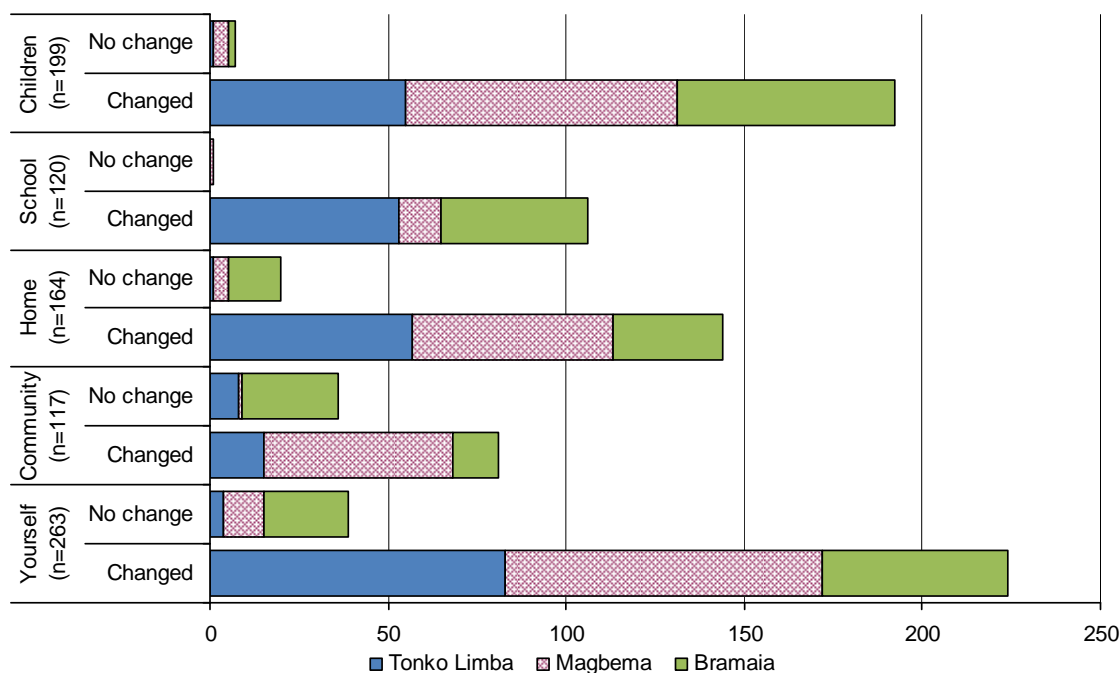
At the baseline, villages providing some support to socially disadvantaged groups such as orphans, the physically handicapped, out-of-school children, and youth and women in difficult situation were less in Magbema than in the other areas.

At the endline, more villages in Magbema provided support to such groups (from 67% to 96% for orphans, from 42% to 96% for physically handicapped, from 37% to 100% for out-of-school children, from 33% to 100% for youth, and from 44% to 98% for women).

Major support was in-kind, such as seed for farming and mental support. Some ECDCs provide financial support such as exemption of school-related fees (all or part) and stationery to students from vulnerable family. One ECDC in Bramaia prioritized the vulnerable as beneficiary of the livestock bank. One ECDC in Magbema provided micro credit for hard working women in difficult situation.

Changes brought by the Project in Community

As shown in Figure 5.9, most of the respondents thought the Project has brought some change, especially to school and school children. However in Bramaia, more respondents did not feel change in home, community and themselves.



Respondents Children: parents and teachers School: head teachers, teachers and students
 Home: parents, students and out-of school children Community: village chiefs
 Yourself: teachers, students, parents, out-of-school children and youth

Figure 5.9: “Do You Think School Children/ School/ Home/ Community/ Yourself Has Been Changed by the Project?”

Because changes in school are visible such as school facility and furniture, it was clear to many people. According to the parents and teachers, children’s behavior changed after the school environment was improved. They come to school without delay, stay until the end of school hour, and are well organized in school and at home. According to the students, economic burden of their parents were reduced by some activities of Micro Project such as seed bank, school garden and income generating activity, and they are now more supportive of them to go to school. Most of the respondents felt they were empowered, learned skills, and raised awareness on transparency and self-help.

According to the village chiefs, the life of the people was better than the last year in 28% of villages (it was 13% at the baseline), although the commodity prices had been sharply rose because of the rise in oil price and change of economic policy.

Figure 5.10 shows that the average household income increased in all areas, especially in Tonko Limba. It changed from Le 0.5 million to Le 5.4 million in Tonko Limba, from Le 2.1 million to Le 4.6 million in Magbema, and from Le 3.0 million to Le 5.8 million in Bramaia, while it remained same Le 1.0 million in the control area. Although JICA Project Team observed households in Magbema seemed to have more cash income and more opportunity to have it than the other two areas, the average income stated by the respondents of the endline survey was the lowest. This might

be because some respondents did not know their exact cash income. It might also suggest that people in Bramaia and Tonko Limba felt some positive change in cash income and answered accordingly.

Household with goat(s) also increased and more than 40% have at least one goat in all project areas.

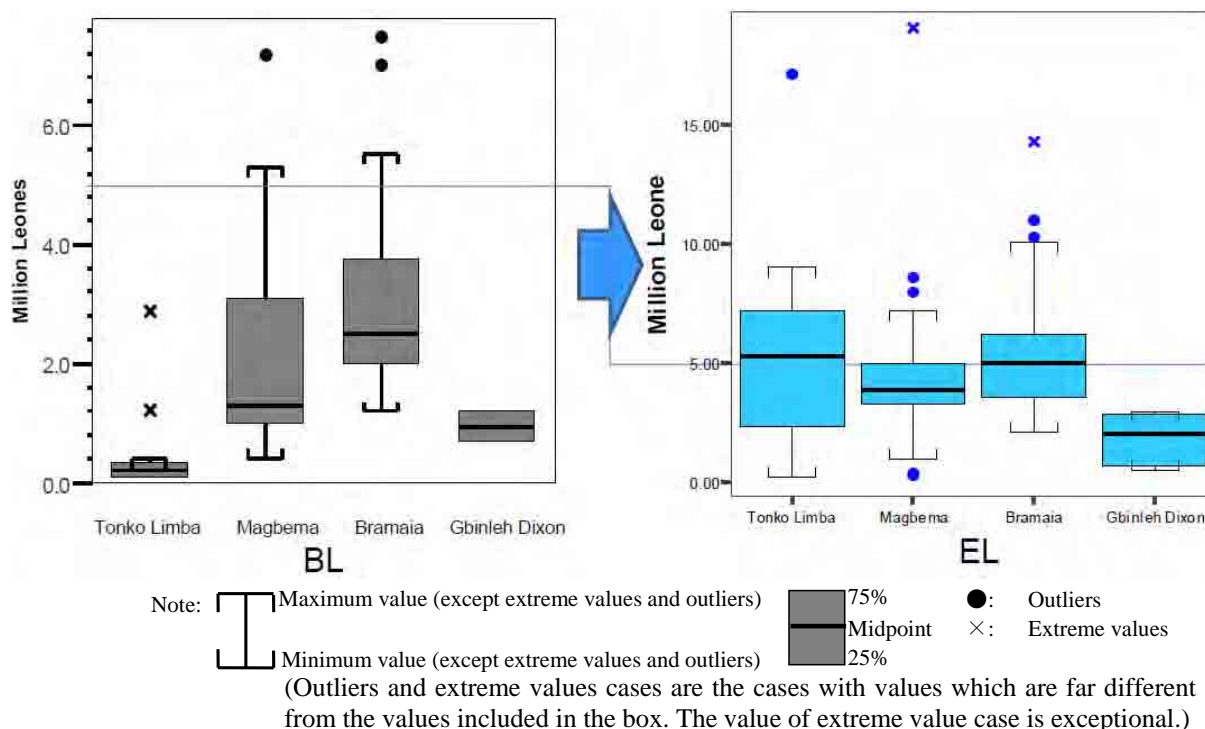


Figure 5.10: Income from the Major Source of Income

(3) Relationship between School and Community

Relationship between school and community seems to be closer than before and people watch what happen in the school more than before through ECDC activity. Enhancement of collaboration between schools and communities might be one of the outcomes.

Collaboration between School and Community

As shown in Figure 5.11, the type of support to school from parents changed. At the endline, more parents provided cash and/or in-kind support for school. Many of it might be for Micro Project. It can be suggested that satisfaction of parents with school affected the change.

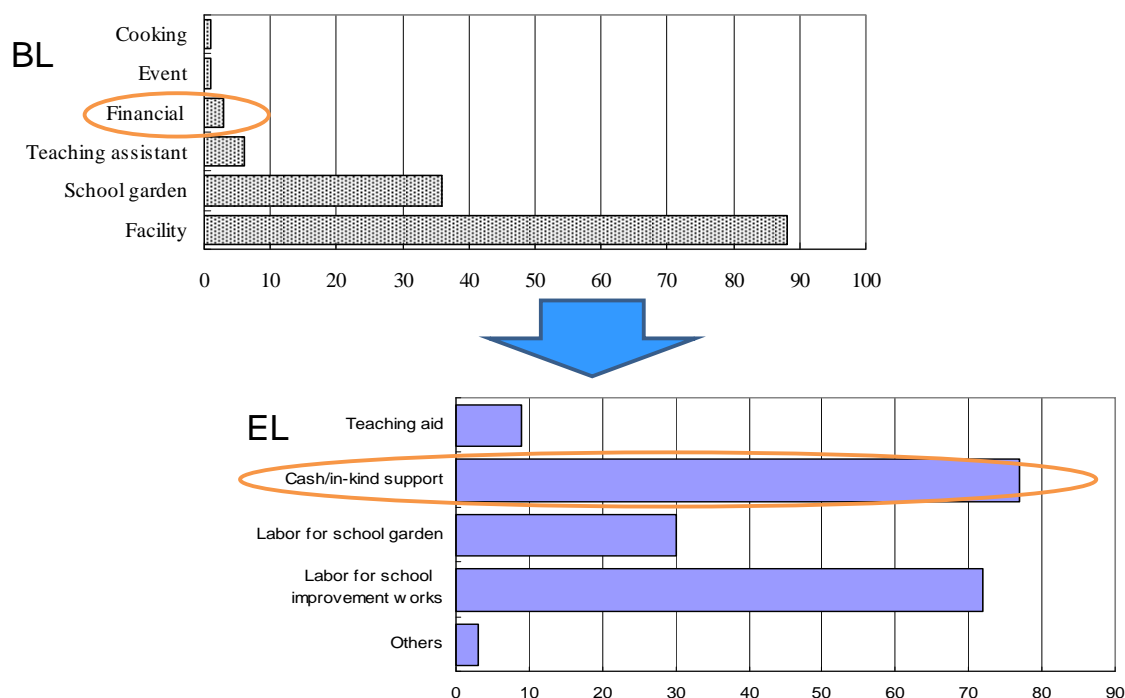


Figure 5.11: Support for Schools by Parents (multiple answers)

Parents/guardians who were satisfied with school increased from 80% to 93%, because the school environment such as classroom, furniture and materials was improved and their children's behavior positively changed. They also appreciate teachers who paid attention to students more carefully and worked harder.

Perception of ECDC

At the endline, around 80% of the respondents except ECDC members knew ECDC in Tonko Limba and Magbema, while less than 40% in Bramaia did so (Figure 5.12). At the base line, the number was only 37% in Tonko Limba, 55% in Rokupr and 18% in Bramaia. Generally, youth, out-of-school children and village chiefs did not know ECDC. In Bramaia, even some school children did not know ECDC.

The major misunderstanding about ECDC was found regarding its objectives, with incorrect understanding including agriculture development and construction of the resource center. Especially in the areas where ECDC implement the seed bank activity, many people thought that ECDC aimed at agriculture development.

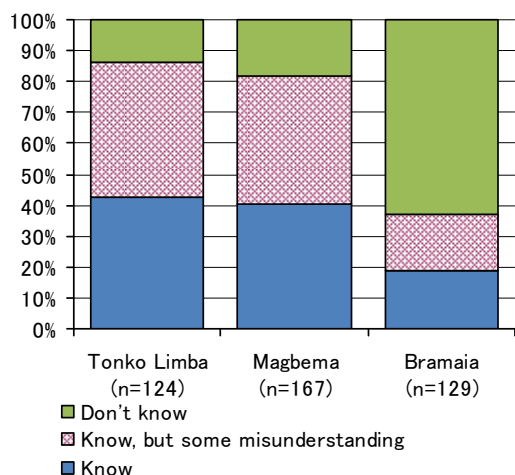


Figure 5.12: "Do you know ECDC?" (Teachers, Students, Parents, Youth, Out-of-School Children, and Village Chiefs)

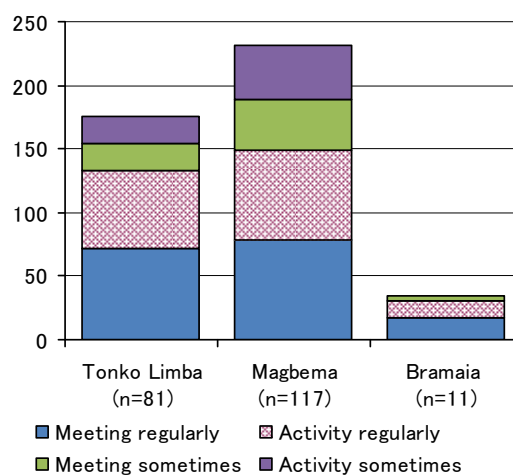


Figure 5.13: Involvement in the Project by Non-ECDC members (multiple answers)

As shown in Figure 5.13, non-ECDC members in Bramaia were not actively involved in the Project including ECDC activity. In Tonko Limba and Magbema, many people were involved in ECDC meetings and activities regularly.

Such situation might affect the smooth progress of ECDC activities. Generally, ECDCs in Magbema and Tonko Limba could implement their Micro Projects with fewer problems and they could solve their problems by their effort within community, while in Bramaia, some ECDCs faced serious problems and they could not solve it until JPT intervened seriously.

According to the participants of the focus group interview, ECDC members worked hard to bring benefit to their community with high commitment, transparency and accountability, and they created opportunity to involve community people in their activities. Some mentioned that ECDC also brought self-confidence and new awareness on self-reliant development with community unity to the stakeholders. Some pointed out that CTA became operating with transparency. Some women told that they could speak up their opinion now. However, some youth told that some members were not reliable and ECDC should be restructured to improve effectiveness.

(4) Resource Center

In Tonko Limba and Magbema, around 50% of the respondents have used the Resource Center, while only 29% in Bramaia have. Major purposes of the use included borrowing PA (public address) system for school, participating in trainings and/or meetings, and holding meetings.

(5) Sustainability

Most of the ECDC members wanted and thought it possible to sustain ECDC after the completion of the Project (Figure 5.14).

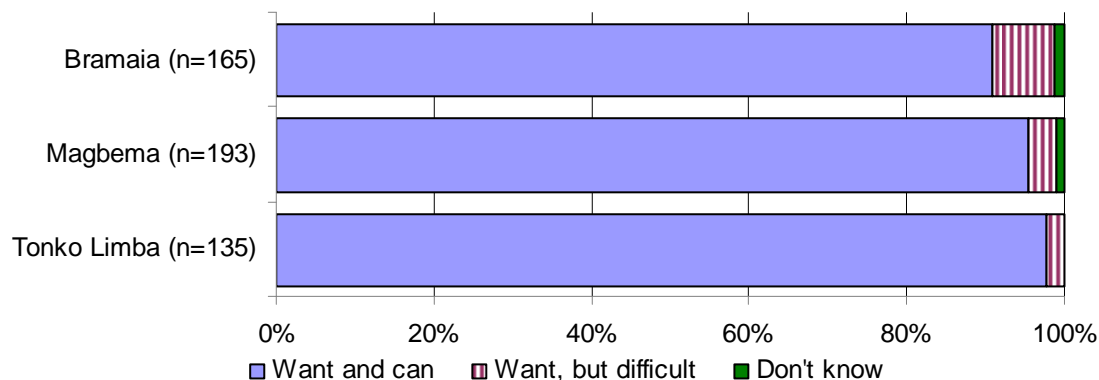


Figure 5.14: Do You Want to Sustain ECDC? (ECDC Members)

Most of them thought they and the community had obtained the capacity to operate ECDC, the financial sources or know-how to access to external support. Some made conditions to sustain ECDC that only if ECDC maintains transparency and democracy. The members who thought it could be difficult were concerned that the present level of cooperation might not be kept when the external fund finished.

5.3.3 Conclusion

Because the endline survey was conducted only two years after the baseline survey, the indirect impact of the Project could not appear clearly in quantitative data. However, many respondents stated that they were empowered and changed perception of a community-initiated development. Generally, they came to watch carefully how the public resources are used and whether ECDC operated democratically.

Such interest of stakeholders might be one of the important factors to realize positive impact from the Project. In Bramaia, such interest seemed to be lower than in the other two areas, as described in Section 5.3.2 (3). Comparing among the three areas, the positive impact in Bramaia was generally smallest, while it was biggest in Magbema.

JPT observed that when Micro Project was in delay, the community people had doubt about the use of fund and resources and they became reluctant to support such ECDC. Then, the activity was delayed even more. On the contrary, when ECDC achieved its goal, people became more supportive and cooperative.

The education level, economic status and access to public facilities in Magbema are the best among the three areas. It might be another factor to realization of the positive impact, as these can affect

their problem solving capacity positively. When they could overcome the difficulty through using local resources (ECDC, school and community), they developed self confidence, and implemented the project more actively.

Also, the unity of the community might also contribute to the positive impact. In Tonko Limba and remote areas in Bramaia, the relationship among people is generally closer and stronger than in town areas. In such areas, the level of participation was generally better, and ECDCs could achieve their goals and people enjoyed more positive impacts based on the JPT observation.

Chapter 6

Lessons Learned and ECDC Model Developed by the Project

6. Lessons Learned and ECDC Model Developed by the Project

6.1. Good Practices and Lessons Learned

In this section, lessons learned through the Project are presented in terms of the Micro Projects and the Resource Center so that they can be utilized when the Model developed through the Project is replicated in other areas of the country.

6.1.1 *Micro Project*

The followings are the lessons learned in general implementation of Micro Projects.

1. Involvement of various stakeholders of the community, such as women and youth groups, in ECDC forms the base of broad community participation and democratic decision making.
 - a) ECDC needs at least two to three active and capable core members, as dependence on only one strong leadership / literate member entails the risk of domination or vulnerability (activity stops when the leader is sick, absent or transferred).
2. Utilization of local tradition (community participation and contribution) and resources enables school and community development with the minimum input.
3. Direct funding promotes strong community participation and ownership.
4. Regular monitoring and facilitation is the key for effective implementation of Micro Project.
5. Through scaling up approach, capacity building of ECDCs is effectively achieved.
 - a) Gradual increase in the external fund not only helps step-by-step capacity development but also serves as a big motivation factor for ECDCs.
6. Community is open to new knowledge obtained through trainings and study visits.
(Training and study visits conducted by the Projects are summarized in Table 6.1 and 6.2).

Table 6.1: List of Training Conducted by the Project (1/2)

Year	Name of Training	Dates	Trainers	Trainees (No.)	Main Objectives
Year 1	Training of Facilitators (TOT)	6 – 8 Feb 2006 (3 days)	JICA Team	JICA facilitators (6) JICA field coordinator (1) DEO staff (8) DSWO staff (1) District Council staff (2)	- To train facilitators and counterparts to become trainers in Training of ECDCs
	First Training of ECDCs on Micro Project Planning	4-5 Mar 2006 (TL) 10-11 Mar 2006 (MG) 18-19 Mar 2006 (BR)	JICA facilitators DEO staff DSWO staff District Council staff	ECDC core members (5 per ECDC)	- To understand JICA's approach and the concept of Micro Project - How to prepare a proposal for Step 1 and Step 2 Micro Projects
	Second Training of ECDCs on Micro Project Implementation and Management	22 Apr 2006 (TL) 29 Apr 2006 (MG) 6 May 2006 (BR)	JICA facilitators DEO staff DSWO staff District Council staff	ECDC core members (3 per ECDC)	- How to write monthly reports and financial reports
Year 2	Training of Trainers (TOT) on Monitoring and Evaluation	17 Oct 2006	JICA Team	DEO staff (7)	- To train DEO staff to become trainers in Training of ZCCs on Monitoring and Evaluation
	Training of ZCCs on Monitoring and Evaluation	28 Oct 2006 (TL) 4 Nov 2006 (BR) 10 Nov 2006 (MG)	DEO staff	ZCC members (1 per ECDC)	- How to monitor and evaluate Micro Projects
	Training of Moderators (TOT) on Personal Hygiene	6 Mar 2007 (MG) 7 Mar 2007 (BR) 8 Mar 2007 (TL)	JICA Team	ECDC members (2 per ECDC) DHMT staff (7)	- To understand PHAST (Participatory Hygiene & Sanitation Transformation) methodology for hygiene education
	Third Training of ECDCs on Micro Project Planning and Management	22 Mar 2007 (TL) 23 Mar 2007 (MG) 24 Mar 2007 (BR)	JICA facilitators DEO staff DSWO staff	ECDC core members (4 per ECDC)	- To facilitate experience sharing and mutual learning among ECDCs - How to prepare a proposal for Step 3 Micro Project
	Training on Primary School Mathematics	27 Mar 2007 (TL) 28 Mar 2007 (MG) 29 Mar 2007 (BR)	DEO staff	ECDC members (teachers) (2 per ECDC)	- How to teach difficult concepts in primary mathematics - How to make math lessons interesting
	Training of Moderators (TOT) on Basic Adult Literacy and Numeracy	30 Mar 2007 (MG) 2 Apr 2007 (TL) 4 Apr 2007 (BR)	JICA Team DSWO staff	ECDC members (2 per ECDC)	- To train moderators for 8-16 week basic literacy and numeracy course
	Training on Agriculture	15 May 2007 (TL) 16 May 2007 (BR) 17 May 2007 (MG)	DAO staff (District Coordinators of FAO Farmers Field School)	ECDC members (2 per ECDC)	- To obtain practical and theoretical knowledge on vegetable gardening

Year	Name of Training	Dates	Trainers	Trainees (No.)	Main Objectives
Year 3	Fourth Training of ECDCs on Micro Project Planning and Management	31 Oct 2007 (TL) 1 Nov 2007 (BR) 3 Nov 2007 (MG)	JICA facilitators DEO staff DSWO staff	ECDC core members (4 per ECDC)	<ul style="list-style-type: none"> - To self-evaluate ECDC's capacity to improve it for sustainable activities after JICA assistance - To understand the importance of managing community forestry
	Training of Artisans (Carpenters and Masons)	19-23 Nov 2007 (5 days)	Mr. Tucker (Senior Carpenter) VISPA Vocational Training Center, Kambia Visited M06, M07, M08, M09	13 ECDCs with construction works in Step 3 (1 carpenter and 1 mason per ECDC)	<ul style="list-style-type: none"> - To train 1) carpenters on wood working and 2) masons on plaster and concrete works - To train carpenters and masons on furniture making and painting
	Second Training of Moderators (TOT) on Basic Adult Literacy and Numeracy	21 Nov 2007 (MG) 22 Nov 2007 (BR) 23 Nov 2007 (TL)	JICA Team DSWO staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - To learn practical problem-solving in organizing literacy classes - To refresh participants' knowledge of the method of basic literacy education
	Training on Community Forestry Management	29 Nov 2007 (MG) 1 Dec 2007 (TL & BR)	DAO staff	ECDC and RCMG members (1-3 per ECDC)	<ul style="list-style-type: none"> - How to nurse and plant tree seedlings - How to operate and maintain power saw
	Training of Resource Center Management Groups (RCMGs)	5 Dec 2007	JICA Team Visited ABC Center in Kambia Town and Magbema Resource Center (RC)	RCMG core members (5 per RCMG)	<ul style="list-style-type: none"> - To learn from successful management of ABC Center and Magbema RC - To develop an action plan to improve operation and management of each Resource Center
	Training of Trainers (TOT) on Mathematics and Science	6-8 Mar 2008	SLAMAST teachers	DEO staff (10) Primary school teaches in Kambia Town (4)	<ul style="list-style-type: none"> - To train trainers for Training on Mathematics and Science based on ASEI/PDSI methodology developed in SMASSE Project in Kenya
	Training on Mathematics and Science	11 Mar 2008 (BR) 12 Mar 2008 (TL) 13 Mar 2008 (MG)	DEO staff Primary school teaches in Kambia Town	ECDC members (teachers) (2 per ECDC)	<ul style="list-style-type: none"> - To introduce ASEI/PDSI methodology for math and science - How to develop lesson plans based on ASEI/PDSI methodology
	Training on School-based First Aid	7 Apr 2008 (BR) 8 Apr 2008 (TL) 9 Apr 2008 (MG)	JICA Team DHMT staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - How to treat diarrhea and slight injury at school - To provide a first aid kit to schools
	Second Training on Agriculture	27 May 2008 (TL & part of MG) 29 May 2008 (BR & part of MG)	JICA Agriculture Team DAO staff	ECDC members (2 per ECDC)	<ul style="list-style-type: none"> - To learn from JICA Agriculture Team's experiences in vegetable farming

Table 6.2: List of Study Visits Conducted by the Project

Year	Name of Study Visit	Dates	Visited Sites	Participants (No.)	Main Objectives
Year 2	Study Visit on Micro Projects	13 Apr 2007 (TL) 19 Apr 2007 (BR) 20 Apr 2007 (MG)	Visited M05, M06, M08 (for TL); B01, B08, B10 (for MG); T02, T06, T07, T09 (for BR)	ECDC core members (2 per ECDC)	- To facilitate experience sharing and mutual learning on micro projects among ECDCs
	Study Visit on Water Well Management	24 May 2007	Visited Kabaya, Milikie, Kasiri Matatoi Resource Persons: DHMT, ActionAid, Well Technician	6 ECDCs with well works in Step 3 (2 per ECDC)	- To learn from the successful and problematic cases of community management of water wells
	Study Visit on School Construction	31 May 2007	Visited T04, T05, M06, B03	30 ECDCs with construction works in Step 2 and 3 (1-2 per ECDC)	- To facilitate experience sharing and mutual learning on school construction among ECDCs
Year 3	Study Visit to Kambia by Steering Committee Members	13-14 Feb 2008 (Study Visit) 15 Feb 2008 (Workshop)	Visited T01, T02, T03, T04, T05, T09, M01, M04, M06, M08, M13, B03, B07, B08, B10, B11	MESY staff (3) FAWE (1) DEO (2) NaCSA (1) (In the workshop, District Council (5) and DSWO (1) also participated.)	- To facilitate and promote Steering Committee members' understanding of JICA approach and Micro Projects
	Study Visit to Kambia by UNDP/UNCDF Kenema District Economic Recovery Program	20 Feb 2008 (Study Visit) 21 Feb 2008 (Workshop)	Visited T03, T05, T07, T09, M03, M05, M11, B07, B09, B11	UNDP/UNCDF (11) People from Kenema (17) District Council (7), DEO (3) Media (2) JICA Freetown Office (1)	- To exchange experiences between JICA Kambia Education Project and UNDP/UNCDF Kenema District Economic Recovery Program
	Second Study Visit on Micro Projects	9 May 2008 (Seed Bank in TL) 10 May 2008 (Machine Operation in MG)	Visited T02, T05, T09, M03, M08, M13	ECDC core members (1-2 per ECDC) MEYS staff (2) MIALGRD (1) District Council (1), DEO (1), DAO (2), NaCSA (1), IRC (1) JICA Ghana Office (1) JICA Freetown Office (1)	- To facilitate experience sharing and mutual learning on income- generating activities such as seed bank and operation of some post- harvest machines (e.g. rice milling machine, power saw, nut cracker) among ECDCs

(1) Soft-type activities

During the implementation of soft-type Micro Projects, JPT identified the following lessons.

1. Monitoring and capacity development on accounting and record keeping are indispensable in implementing income generating activities (IGAs).
2. Special attention is needed in approving IGAs, whether the activity is suitable to the needs and environment of each ECDC.
3. Implementation of IGA before construction type activities can be instrumental to smooth progress of construction activities.
4. Farming type activities such as school garden and seed bank are easy to start with, as they build on existing farming practices and no special skill or complicated accounting is required.

1. Monitoring and capacity development on accounting and record keeping are indispensable in implementing income generating activities (IGAs).

As illustrated in Section 3.8 of this report, some ECDCs found it difficult to keep proper accounting record of their IGAs. Record keeping is critical in order for ECDC to know whether and how much they are making profit so that they can make any modification of the activity if necessary. Proper account keeping is also essential for transparency and accountability. As it is the first time for most ECDCs to manage the budget and keep its record, the initial training of record keeping and capacity building through continuous monitoring is indispensable in implementing Micro Projects, especially IGAs.

2. Special attention is needed in approving IGAs, whether the activity is suitable to the needs and environment of each ECDC.

As illustrated in Section 3.8 of this report, some ECDCs had difficulties in marketing in IGAs, such as rice milling operation or timber marketing. Although responding to the community's own choice of activities is the strength of the Project, it is also recommendable to pay special attention to the proposals for IGAs whether it is realistic in terms of budgeting and demand analysis so that ECDC can actually make profit. Though the proposals are supposed to be based on the needs analysis of the community, the community at times tends to jump onto ideas of purchasing fancy machines such as rice mill or power saw because "we don't have it." In these cases, facilitation is required to let ECDCs re-think the real needs of the community and whether the proposed activity can really address them. For assessing the suitability of activities, Table 6.3 will be a useful reference in which the advantages and disadvantages of popular IGAs are summarized.

3. Implementation of IGA before construction type activities can be instrumental to smooth progress of construction activities.

In Step 2, construction activities of some ECDCs stopped due to the shortage of fund. They could only resume the work after raising community contribution. On the other hand, many ECDCs which undertook construction activities in Step 3 utilized the profit they earned through IGAs in Step 2. Considering the limited budget of the Project, the existence of the pool of fund on the part of ECDC was instrumental to ensure smooth progress of construction works.

4. Farming type activities such as school garden and seed bank are easy to start with, as they build on existing farming practices and no special skill or complicated accounting is required.

It was found during Step 1 and 2 that many ECDCs successfully implemented school garden and seed bank based on their past experience and own expertise. While it is preferable that these activities also benefit from technical advice from such agencies as District Agriculture Office, these types of activities are easy to start with for ECDCs on their own initiatives.

Table 6.3 shows the list of popular soft-type activities, summarizing the budget requirement, profit made in one step, impacts on school and community, advantages and difficulties of the activity, and suitable areas.

Table 6.3: Summary of Popular Soft-Type Activities

	School garden/ group farming	Seed bank	Rice mill/ agriculture machine	Timber processing	Soap making/ gara-tie dyeing	Agriculture trading
Budget requirement	Small (Le. 1 to 4 million)	Small to large (Le. 2 to 14 million)	Small to large (Le. 2.4 to 15 million)	Medium (Le. 4 to 10 million)	Small to medium (Le. 1.5 to 7 million)	Small to medium (Le. 1.5 to 8 million)
Profit made in one step (one year)	Small to medium (Le. 0 to 1 million: sales of produce)	Small to large (0 to 22 bushel rice/ groundnut: about Le. 0 to 2 million)	Small to medium (Le. 50,000 to 1.7 million)	Small to large (Le. 0 to 3 million)	Small to medium (Le. 0 to 1.5 million)	Small to large (Le. 0.6 to 2.6 million)
Impacts on school	- In-kind support for school feeding, community teacher, etc: better nutrition for children - School repair, teaching material, support poor/ disable children, etc. using the profit - Children learn farming	- In-kind support for school feeding, community teacher, etc. - School repair, teaching material, support poor/ disable children, etc. using the profit	- Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit	- Provide timber for school construction, rehabilitation or furniture making - Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit	- Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit	- Support for school (community teacher, feeding, material, repair, support poor / disable children, etc.) using the profit
Impacts on community	- Reduced burden of school charge for parents - Idea of vegetable growing replicated in community	- No need to rent seed from trader with high interest→ can afford education - Enough food at home	- Access to machine reduce manual labor for women and children - No need to go far and fee set lower than other machine: less burden on user - Use of husk as manure for vegetable garden - Employment for operators	- Easy access to quality timber for rehabilitation/ construction of houses and furniture production - Employment for operators	- Youth and women trained with new skills - Easy access to soap (in rural area)	- Generate income for youth and women who participate as sellers - Serve as market outlet for community farmers and reduce crop waste
Advantages	- Do not require special skill or much external input - Increase community participation in school affairs	- Benefit and therefore motivate a large number of community members - Do not require special skill - If small scale, can start with school garden produce	- Benefit many community members and encourage more cultivation	- Large profit if successful	- Steady profit if successful - Empower youth and women	- Large profit if successful - Do not require special skill
Difficulties	- Need measures against disease, pest, thief, etc. - Risk of poor yield due to natural causes (lack of rain, etc.) - Acquisition of proper land and access to water can be difficult - Access to vegetable seeds and market outlet for the produce may be difficult for rural areas	- Need measures to ensure recovery (by-law, regular monitoring of farms, knowledge on seed viability, etc.) - Need safe storage of seeds against pest and thief. - Risk of poor yield due to natural causes (lack of rain, etc.) - Procurement of many seeds in time of price escalation or scarcity	- Demand is seasonal - Need thorough user estimation to make profit - Need regular and proper maintenance and skilled technician	- Need plan for community forestry management, especially tree planting, with District Agriculture Office to avoid deforestation - Demand is seasonal - For rural area, market access is difficult - Need regular and proper maintenance	- Because the work is labor intensive, not active during busy season - Marketing maybe difficult due to high competition - Need skilled trainer	- Risk of price fluctuation and changing policy of government (export ban for example) - Sales is seasonal - Proper storage facility required
Suitable areas	Rural, semi-rural, township	Rural, semi-rural, township	Semi-rural, township	Semi-rural	Semi-rural, township	Semi-rural, township

(2) Construction Activities

A. Good Points of Micro Project and Recommendation for Rural Infrastructure Development

During the implementation of construction activities of Micro Projects, we experienced the following six good points of Micro Projects.

1. Cost effectiveness (50-60% less than the NaCSA projects)
 - Can construct more facilities with the same amount of fund
2. Completion of uncompleted classroom building
 - Can revive previous efforts
3. Improvement in educational environment through rehabilitation of the existing old building
 - Can lower the construction cost by utilizing the existing facility
4. High level of community participation and contribution
 - Can increase and develop the community's sense of ownership and solidarity
5. Promoting community's respect for the artisans
 - Can motivate artisans through improvement of skill
6. Increase in the community's capacity to solve problems
 - Can increase community's unity and strength

This method is good for the Sierra Leone Government as well as donors on rural infrastructure development, in terms of cost effectiveness, increased security of the developed facilities and good maintenance by community. This methodology is also recommendable for construction of rural school facilities by UNICEF and rural infrastructure development such as construction of schools, health posts, community centers and well construction and rehabilitation, etc. by NaCSA, local councils and NGOs.

1. Cost Effectiveness (50-60% less than the NaCSA projects)
 - Can construct more facilities with the same amount of fund

Generally mud block and mud mortar joint for wall construction and thin (34-gauge) CGI sheet for roofing are used in construction work of Micro Projects so the specification of materials is lower than NaCSA's projects (cement block and cement joint, 28-gauge CGI sheet for roofing). Some ECDCs chose similar specification of materials as in NaCSA specification for construction of staff quarters and school facilities. By some cash (money) or in-kind contribution, the local community supplemented the JICA fund. So by using this methodology it is possible to construct more facilities with the same amount of fund because the cost estimate is smaller and there is contribution from the local community in the form of cash or in-kind. Even when using the same specification as NaCSA,

the cost can be reduced by 20-30%. In ECDC model, the overhead cost of the contractor and allowance for site staffs and labor charge can be reduced through the high rate of contribution by the local community. Table 6.4 shows the comparison of construction cost and rate of community contribution, and Table 6.5 shows the difference in specifications for each type of project and implementing agency.

Table 6.4: Comparison of Construction Cost

	Activity	Implementing Agency	Source of information	Floor Area (sqf)	Construction Cost (Y)		Community Contribution (Z)		Total Cost (Y) + (Z)
					(Le)	(Le/sqft)	(Le)	(% of Comm. contribution)	
A	3 Classrooms + Office + Store + Furniture	NaCSA	Estimate of NaCSA's Community Driven Project	2,496	73,800,000	29,567	8,200,000	10	82,000,000
B	3 Classrooms + Office + Store (mud block and mud joint)	JICA Support	JICA's Construction Guide for Ordinary Type	2,054	20,000,000	9,737	8,485,000	30	28,485,000
C	3 Classrooms + Office + Store (cement block and cement joint)	JICA Support	JICA's Construction Guide for M01, M02	2,054	20,000,000	9,737	10,540,000	35	30,540,000
D	Staff Quarters 3BR + Liv. + Furniture	NaCSA	Estimate of NaCSA's Community Driven Project	900	30,600,000	34,000	3,400,000	10	34,000,000
E	Staff Quarters 3BR + Liv. + Store + Furniture	JICA Support	JICA's Construction Guide	1,050	18,000,000	17,143	6,700,000	27	24,700,000
F	Health Post 4R + Store + Furniture	JICA Support	JICA's Construction Guide	1,007	18,500,000	18,371	5,571,900	23	24,071,900

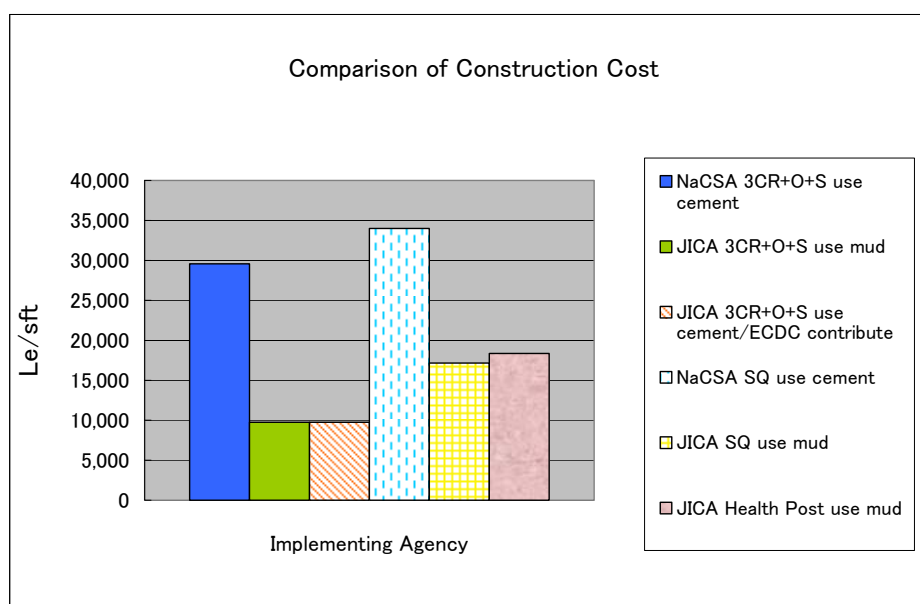


Table 6.5: Comparison of Specification

	Activity	Implementing Agency	Wall Structure	Roof	Ceiling	Door/Window
A	3 Classrooms + Office + Store + Furniture	NaCSA	Cement Block + Cement Joint	CGI Sheet 28 gauge	Hardboard	Batten Door/Window
B	3 Classrooms + Office + Store (mud block and mud joint)	JICA Support	Mud Block + Mud Joint	CGI Sheet 34 gauge	no ceiling (some ECDC used transparent roofing sheet for lighting)	Batten Door/Window or Vent Block Window (some ECDC changed to panel door through community contributions)
C	3 Classrooms + Office + Store (cement block and cement joint)	JICA Support	Cement Block + Cement Joint	CGI Sheet 34 gauge	no ceiling (some ECDC used transparent roofing sheet for lighting)	Batten Door/Window
D	Staff Quarters 3BR + Liv. + Furniture	NaCSA	Cement block + Cement Joint	CGI Sheet 28 gauge	Hardboard	Batten Door/Window
E	Staff Quarters 3BR + Liv. + Store + Furniture	JICA Support	Mud Block + Mud Joint (some ECDC changed to cement joint through community contributions)	CGI Sheet 34 gauge	Hardboard	Panel Door/Window
F	Health Post 4R + Store + Furniture	JICA Support	Mud Block + Mud Joint (ECDC changed to cement joint through community contributions)	CGI Sheet 34 gauge	Hardboard	Panel Door/Window

2. Completion of uncompleted classroom building → Can revive previous efforts

There are many uncompleted construction projects in Kambia due to the lack of funds or some other reasons or unavoidable situation. Some Micro Projects completed these facilities through community initiative and participation. The advantage of this type of Micro Project is to revive the previous efforts. Such Micro Projects are lower in cost and faster in process than new construction.



Figure 6.1: Islamic Da-awah Primary School (M07)

3. Improvement in educational environment through rehabilitation of the existing old building

→ Can lower the construction cost by utilizing the existing facility

Some Micro Projects rehabilitated facilities through repair and maintenance works such as repairing leaky roof, repairing broken windows and doors, etc. In terms of cost, the rehabilitation cost is much lower than getting a new one. This way with the handy use of the limited amount of fund, it is good to show to the children that existing old buildings can easily be repaired and utilized very quickly. Normally with a limited amount of fund, the local community does not choose to construct new buildings.

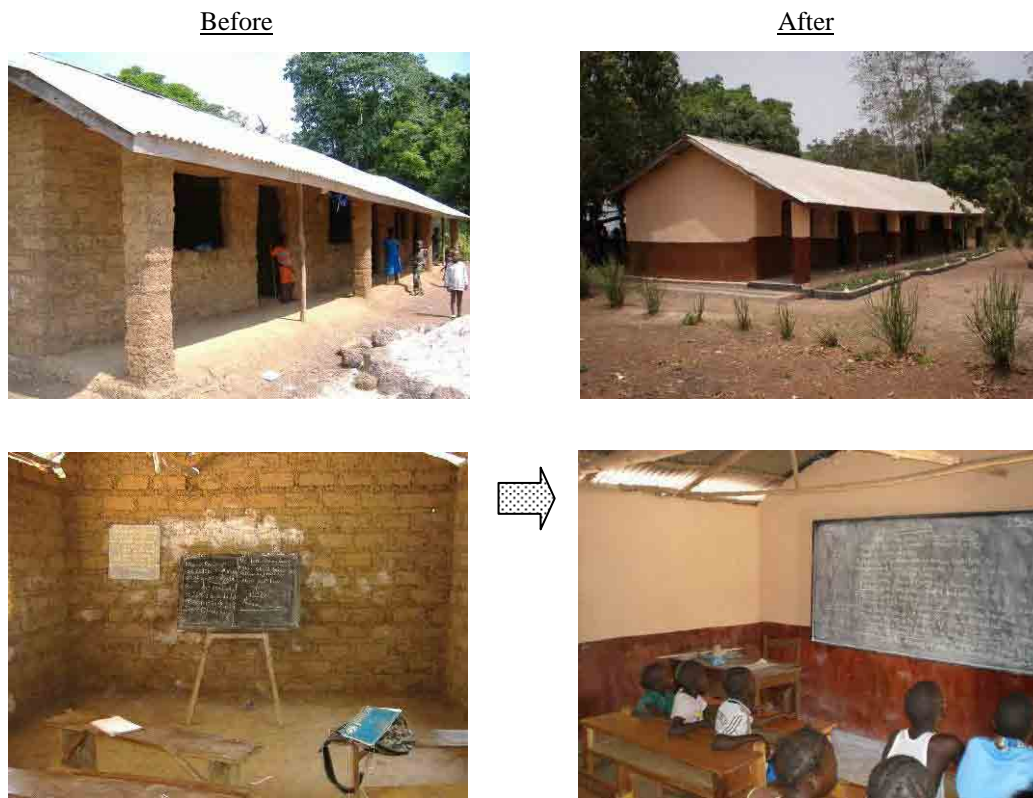


Figure 6.2: Sorimanikaya Community School (B11)

Voice of a girl student from Turaya Community School (B09):

Our classroom is a very simple structure and with simple finishing made by villagers. One day when we were studying in the classroom, the roof was blown away by a storm. A few days later, the mud block walls were washed away by rain. The wind in our village is normally very strong, so we often find destroyed schools and structures in this area.

Beside classrooms there is an uncompleted classroom building which an American NGO tried to construct it, but they went back to their country before completing it, so my father told me. This time another foreign donor came to help. But I do not know its name. The villagers started to work again to complete it with the support of this foreign donor. Many people are engaged in this construction. People are carrying sand from Kolenten river and calling an artisan from the neighboring village. My mother is cooking food for workers every day. My father said, "This time we will make a strong classroom." I trust my father and I am sure we will build a nice classroom like the secondary school in Kukuna soon. We are waiting for that day eagerly.



Wall Collapsed by Storm



Uncompleted Classroom



Completed Classroom

4. High level of community participation and contribution

- Can increase and develop the community's sense of ownership and solidarity

Through the planning and construction process, the local community has developed a strong feeling of ownership of the facility constructed by their artisan. So, the community uses the facility nicely and correctly and therefore can maintain it. The maintenance is easy for the community because they own it. With such an approach, the community has become stronger and at the same time developed a stronger link with neighboring villages, to increase the solidarity among villages.

Episode from Ahamadiyya PS Wulatenkle (M10):

Wulatenkle does not have a health facility nearby. It is very difficult for the people to go to the health centers either in Rokupr or Gbonkomaria about 10 km away from the community. The ECDC even lost one member, as they could not take her to the health center when she had birth complication.

So there is high demand for a new health center for many villages in this area. While proposing construction of a health post as their Micro Project, the community visited Kambia town several times to negotiate with the District Health Management Team (DHMT) to send a nurse for the community. The nurse is presently stays in a small village house not suitable to serve as a health center. The community was very much motivated and the construction project was implemented by ECDC members who were selected not only from Wulatenkle but from those surrounding villages.

5. Promoting community's respect for the artisans

- Can motivate artisans through improvement of skill.

After the training and guidance from JPT, artisans do good and recognizable work for the community. So the local people started to consult with him on various construction matters and the artisan gains respect from the community.

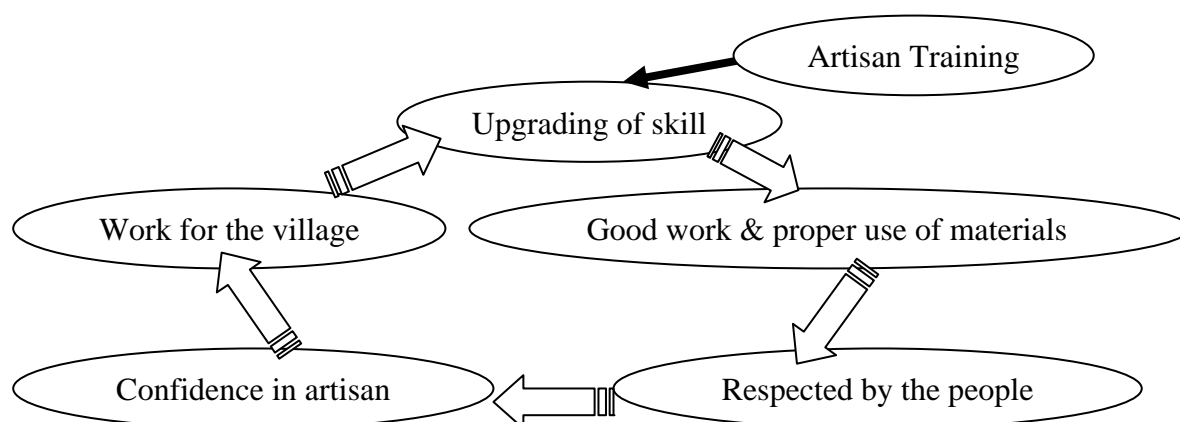


Figure 6.3: How Skill Upgrading of Artisans Influences the Villages

Episode of an artisan from Magbethei Community School (M12):

It was the first time for me to make a door panel in JICA training. I proposed the ECDC to change from easy batten doors to panel doors for classrooms and I was willing to do it. I was able to make the door panels which were better than my expectation. ECDC and local people were happy and thankful to get such panel doors. Meanwhile, I realized that people's attitude towards me changed when they saw me. To show their kindness, women started cooking meals for me when I was working at the site near their houses. I was very much satisfied to get the kind attention of the local people.

6. Increase in the community's capacity to solve problems

→ Can increase community's unity and strength

Episode from SL Muslim Brotherhood PS Gberika (M13):

We instructed the power saw operator to cut down the trees to make timber from rich man's forest. The rich man asked us money for this. We requested the town chief to solve this problem, because the staff quarters are for the village and we cannot afford to pay the rich man for the timber. After the town chief and villagers requested the rich man to provide the timber, he gave approval. After solving several problems and issues, we felt that when we have some problem or issue there is a need to talk and discuss the issue among the community people, so that it becomes easy to solve it. In this manner, mutual trust is created through the Micro Projects.

B. Three key components

The community gets the direct benefits from the Micro Projects, so they can implement the project with strong initiatives, and contribute more fund using this methodology. They have the strong willingness to contribute and work in such projects rather than other projects. On the other hand, the main livelihood of the community is agriculture and farming. The community does not have much information and knowledge on construction activities. Also the artisans do not have much experience with construction works, because they do not have much chance to engage in construction works and participate in refreshing training. So artisans and community usually make many mistakes during the construction work and it is difficult to construct correct and durable facilities. So the training of artisan is a very important component in the Project. It is also required to obtain knowledge on appropriate ways of working and the information about new technologies. And to learn from the experiences of past successful and failed cases, study visits are effective. The following three key components were taken into consideration while implementing construction work in Micro Projects.

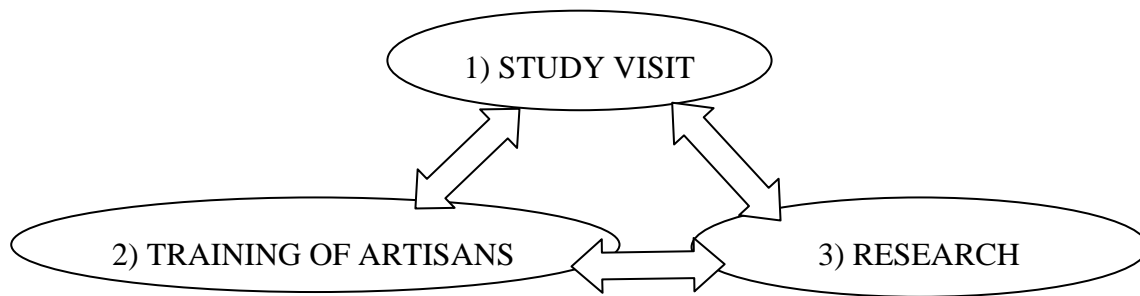


Figure 6.4: Three Key Components in Construction Work

1) Study Visit:

During the study visit by ECDC members, it is important to notice the good and bad experiences in construction works and differentiate mistakes which came from poor construction management with those which came from poor maintenance due to the lack of ownership of the facility. ECDC visited school facilities which were successful because of good management and adoption of new technologies for construction. During discussions and exchange of experiences, the participants understood that the successes of school and well construction works were coming from solidarity of the community.

2) Training of Artisans:

Mistakes in the construction work due to untrained workers directly affect the durability and strength of the facility. Also there is a loss of fund and construction materials when the facility has to be rebuilt and the work need to be done again. After the workers underwent the artisan training, this kind of problem was significantly reduced in Step 3.

3) Research:

Transparent roofing sheets were tested in classroom building in T05 (RC PS Kabasa II) to check the water leak in the roof and provide bright light in classroom. During the study visit ECDC realized the positive effect of transparent roofing sheet and all ECDC decided to install such transparent roofing sheets in each classroom in Step 3.

In one site in Kamasasa, Tonko Limba, the sand had to be carried from a river which is 16 miles far from the construction site, so the cost of sand in Tonko Limba area is Le 400,000 per truck. This is two times more costly than in other pilot areas. In the case of T01 (WCSL JSS Kamasasa), JPT recommended the ECDC discuss with B09 (Turaya CS) about the technical knowledge transfer of

burned brick making from the people of B09 who has the know-how, and make hard mud block using manual compression machine, instead of using sand and cement. Due to the time constraints, this was not possible and could not succeed, but this kind of research is important for rural construction. Appropriate technology and available local natural resource should be determined and considered while implementing the project in rural areas and islands in Sierra Leone. Research is another important approach to lower the cost of construction.

So it is better for the community to execute projects through own observation, ideas and methodology taking into consideration the combination of these three approaches. The JICA-supported projects could get good results by adopting this approach.

C. Applicability of Micro Project Construction

Construction works in Micro Projects may not be suitable for urban areas because people of this area are normally individualistic. These Micro Projects may also not be suitable for very remote rural areas due to difficult accessibility for project execution and monitoring. Large package construction like the standard of Sababu project (including six classrooms, quarters, well and latrine) is too large to implement through the approach of Micro Project as the load for the community would be too much. This kind of large package project is more suitable for conventional donor supported projects such as NaCSA or the World Bank. It can be said that the approach of construction works in Micro Project is most applicable to a facility of medium size in the semi rural areas. In Kambia district, this approach can be applicable in around 50 to 60% of the areas. Table 6.6 shows the applicability of area, contents of the facility, materials, season and technology.

Table 6.6: Applicability of Micro Project Construction

	Applicable	Not Applicable
Area	<u>Accessible Rural Area</u> (Accessible by car, distance should be up to 2.5 hours from the Project Office for good monitoring)	<u>Urban Area</u> (People normally do things individually and it may be difficult to convince them to work together)
		<u>Very Remote Rural Area</u> (Transportation of materials may be very difficult, training program can also be hard to conduct)
Contents of Facility	Type: New construction, rehabilitation, completion of old projects, social facility (for education, health, etc.), well construction, road rehabilitation	Type: Bridge and road
	Total Budget: Maximum of Le 20,000,000 to Le 25,000,000 may be possible for new construction.	Large packages (e.g. 6-classroom buildings + 2 VIP latrine + well + staff quarters + furniture) such as in the Sababu Project may be too big/hard for the community to implement.
	Size: Maximum of 2,500sqft, 3-classroom building with office and store or a 5-classroom building may be possible.	
Materials	The use of readily available local materials (e.g. mud blocks, sand, stones and bush sticks) will be easy.	The use of mostly imported materials (e.g. steel doors and windows, ceiling hard board, etc.) may be too expensive, not easy to transport and require more skill on the part of the communities.
Season	The Dry Season is the best and most recommended season.	Construction works can be difficult during the rainy season when community is busy in farming works.
		Some materials (e.g. sand) are difficult to get/access during the rainy season.
		Transportation of materials can be difficult during the rainy season due to deterioration of the road conditions.
Technology	The use of appropriate and local technology is strongly recommended.	The use of very modern and 'hard to grasp' (sophisticated) technology may not be possible.

6.1.2. Resource Center

(1) Use of Resource Center

The Project constructed Resource Centers (RCs) in close vicinity of three Junior Secondary Schools, namely Wesleyan Centennial JSS in Kamasasa, Ahamadiyya JSS in Rokupr, and St. Mary JSS in Kukuna, that are located in the center of each target zone of the Project. JICA Project Team expected those Resource Centers to serve as:

- I. Training center for teachers, students, and community members in the area through conducting workshops, video shows, PC training, meetings, etc.
- II. Shared library for the target schools in each Project zone
- III. Shop for selling stationery and renting equipment

Management of RCs was entrusted with the group of representatives from member schools called “Resource Center Management Group” (RCMG). The Group is an independent body responsible for managing the RC. Their tasks include making an annual activity plan and budget plan, carrying out rental and shop operations, and submitting monthly activity report as well as financial report to JPT. The Project supplied the equipment for rent as well as the initial stock of stationery for their shop operation at the beginning of their operation. Hence, the RCs were expected to become financially independent through the activities like selling shop items, renting equipment, and hosting events and seminars.

The following graphs show the profit realized from April 2007 to April 2008 through the RCs’ operation. The data came from their monthly reports.

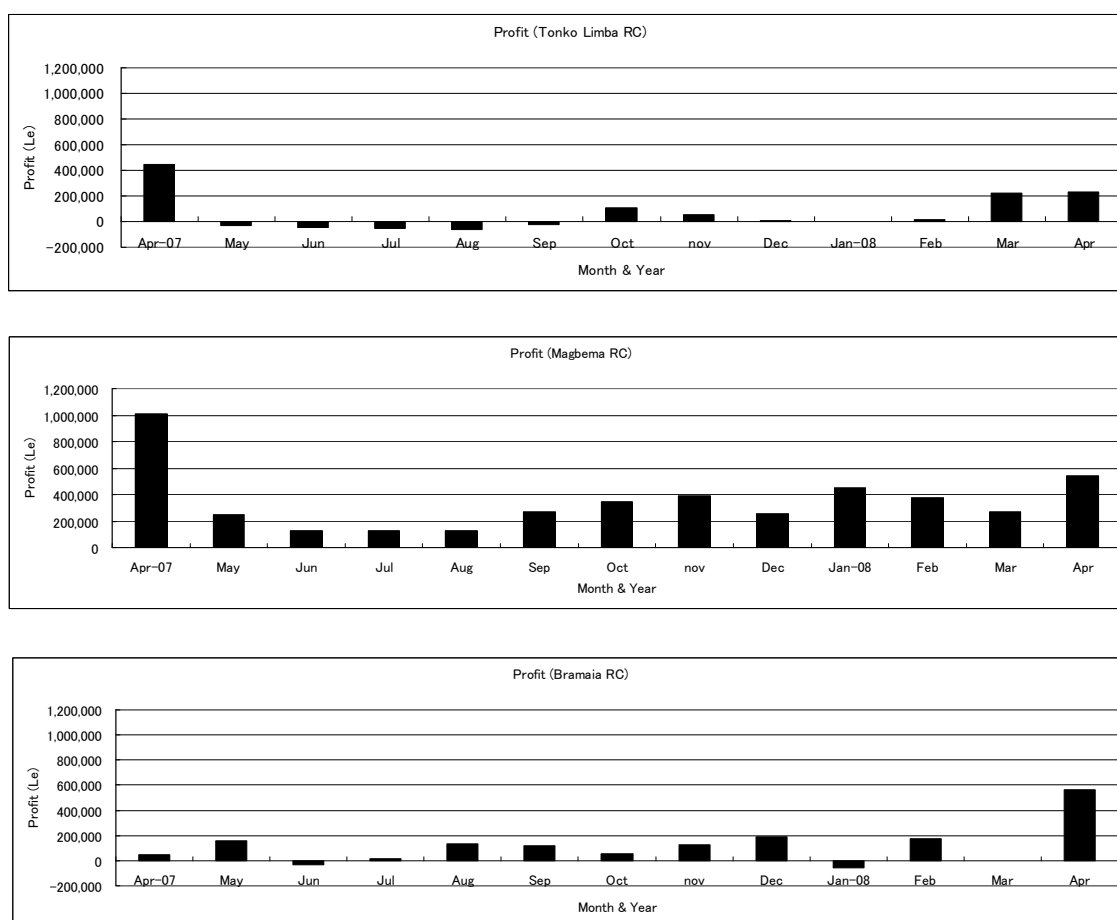


Figure 6.5: Profit Realized through Resource Center Operation

During the rainy season (June-August), all RCs had limited amount of income, hence the profit was also very limited or some time it went into deficit. Tonko Limba RC had been in the red from May 2007 to September 2007. This is due to the high cost of security guards. Bramaia RC also faced the same problem on June 2007. In January 2008, Bramaia RC went into deficit because of renting a generator from outside for running their PA system. Their original generator that the Project supplied has not been in good condition since September 2007. Magbema RC never went into deficit because they collected monthly contribution of Le 10,000 from each member school that compensated the less active period during the rainy season.

Figure 6.6 shows the amount of income realized through the RCs' operation from April 2007 to April 2008. Each bar indicates different kinds of activities which materialized incomes in different patterns.

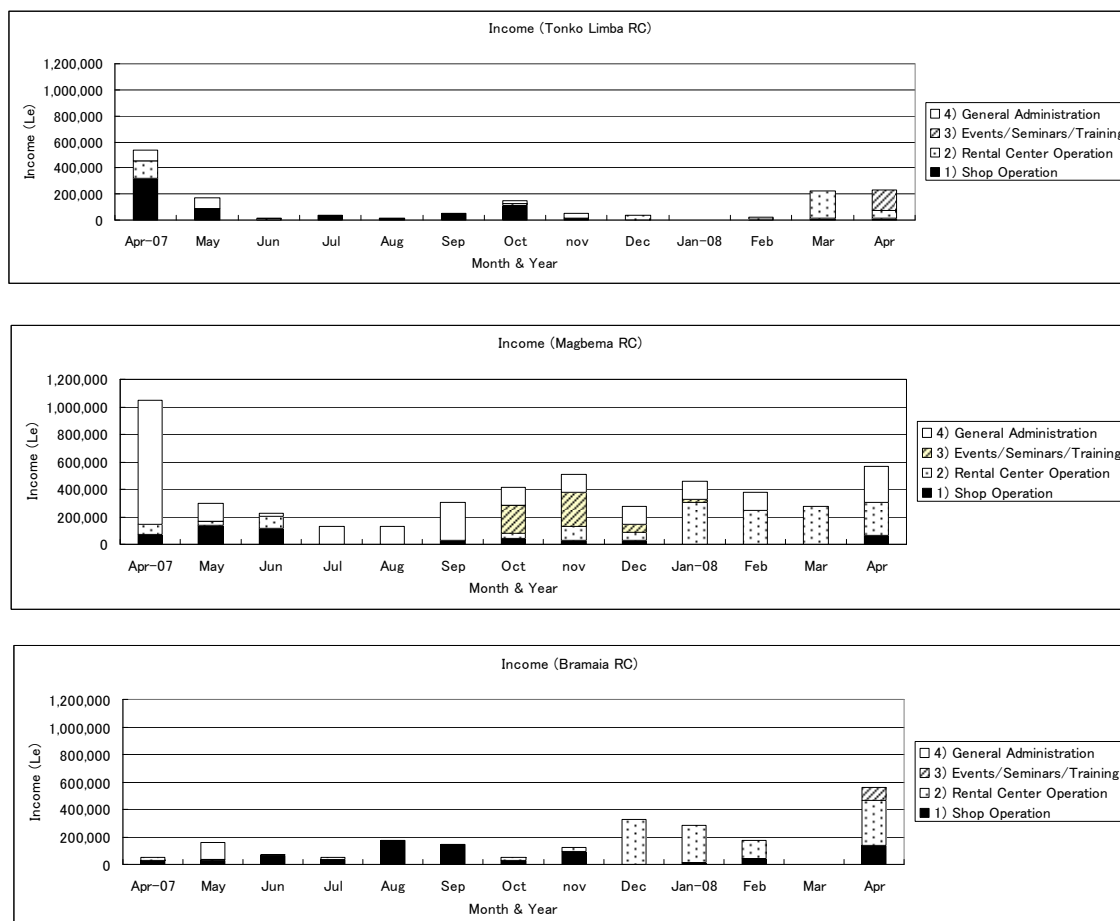


Figure 6.6: Income Realized through Resource Center Operation

As mentioned above, Magbema RC had a constant income from the monthly contribution which is indicated as “General Administration” in the graph. Bramaia RC had a constant income from its “Shop Operation.” The most selling items are mathematical kits, pens, exercise books, and uniform

materials (green & khaki). Bramaia RC's "Rental Operation" was boosted in December 2007 and January 2008 thanks to the start of power saw rental. Tonko Limba RC had very strong shop operation in the first month only to find it diminished in the following ten months. It seems that most of the member schools purchased items enough for the rest of the year at the beginning. Their most selling items are clear bags, pencils, and exercise books. As mentioned in Section 4.8, PA system did not do well contrary to the high expectation due to the mismatch of specification with the community needs. Tonko Limba RC's rental operation gained strength in December 2007 by renting items like power saw, chairs, megaphone, and mold. They also initiated a film show in April 2008, as indicated in "Event/Seminar/Training," accumulating Le 152,000 in a month. Magbema RC organized training for personal computers for students in October and November 2007.

(2) Recommendations

1. Collect Monthly Contribution/Membership Fee

All RCs experienced slow activities during rainy season, which is also the longest vacation period for schools in Sierra Leone. It is advisable for them to collect contribution/membership fee, like Magbema RC does, to compensate the limited amount of income during the period that can lead them into deficit.

2. Carefully Select Shop Items

Some items in shop are selling very well. In contrast, there are some items which have not been sold at all. For instance, items such as two-color ballpoint pen, carbon paper, A4 size envelope, HB pencil, color chalk, and flip chart pad recorded no sales in at least two RCs. RCMG should review the needs of schools, teachers, students, and parents and guardians, and select the items for restock. Those items that are not in demand should be sold in discount prices so that RCMG would get fund for restocking more selling items.

3. Promote Events/Seminars/Trainings

The events such as computer training and film show gave RCs opportunities to gain not only financial profit but also publicity. Such activities should be organized more frequently.

4. Carefully Plan Operation of Rental Equipment

Rental of equipment, such as generator, PA system, and power saw, can bring a large amount of income to RCs. However, those sophisticated machines require high cost in times of breakdown. Therefore, such operations need careful financial planning and monitoring in order to secure profit.

5. Identity Machine Specification on Their Own

When purchasing sophisticated equipment like PA system, the market needs should be carefully studied so that the equipment with most suitable specification would be selected. Otherwise, the equipment would not be in use at all and bring no income for the RCs. It is advisable that identifying suitable specification of equipment should be done by RCMGs themselves, so that their ownership over the equipment should be greater.

6.2. Development of ECDC Model for Self-Reliant and Sustainable Education and Community Development in Sierra Leone

Based on three-year pilot experiences of the Project, JICA Project Team (JPT) developed ECDC Model as a model approach for self-reliant and sustainable education and community development in Sierra Leone. To introduce ECDC Model to relevant ministries, donors and NGOs, JPT compiled and distributed a 42-page introductory booklet (ECDC Model Book) and explained its contents during the final dissemination seminars held on 10th June 2008 in Kambia and on 13th June 2008 in Freetown (Table 6.7).

Table 6.7: Program of Final Dissemination Seminars

Date	Tue. 10 June 2008	Fri. 13 June 2008
Venue	Paradise Entertainment Center, Kambia Town	British Council Hall, Towerhill, Freetown
Participants		
Community	33 ECDCs, 3 RCMGs, 2 control schools	12 ECDCs (T02, 05, 07, 09, M01, 05, 06, 07, B01, 04, 10, B11)
Kambia counterparts	District Council, DEO, DSWO, DAO, DHMT	District Council, DEO
Freetown counterparts	MEYS, MIALGRD	MEYS, MIALGRD, MAFS, MSWGCA, MoH, Min of Foreign Affairs and International Cooperation, Min. of Finance and Economic Development, Decentralization Secretariat
Other partners	NaCSA, UNDP, NGOs (ABC Development, Action Aid), Media (Radio Kolenten, etc.)	NaCSA, Donors (World Bank, UNICEF, UNDP, etc.), NGOs (IRC, Save the Children, etc.), Media
Time	Contents	
08:45-09:00	Registration	
09:00-09:15	Opening Speech	
09:15-10:30	Introduction to the ECDC Model ~ JICA's Approach for Education and Community Development in Kambia~ Q & A	JPT
10:30-10:45	Tea Break	
10:45-11:15	JICA's Experiences on School Construction/Rehabilitation Q & A	JPT
		Speaker

11:15-12:00	Reports from the Communities in Kambia ~ 10 minutes presentations from T07, T09, M01, M07, B04, B11 ~ Q & A (Pictures of T02, T05, M05, M06, B01, B10 are also exhibited and these ECDCs joined the Q & A session)	12 ECDC Representatives
12:30	Lunch Break	
13:30	Results of Impact Survey in JICA Education Project Q & A	JPT
14:00	Kambia District's Plan for Disseminating JICA's ECDC Model Q & A	Project Follow-up Team of Kambia District Council
14:40	Ministry's Plan for Disseminating JICA's ECDC Model Q & A	Minister for Education, Youth and Sports
15:20	Closing Remark	Resident Representative of JICA Ghana Office

The following is the table of contents of ECDC Model Book. ECDC Model Book is available in Appendix A-2.

ECDC Model Book: Table of Contents	
Chapter 1: Introduction	
1.1.	What is ECDC Model?
1.2.	Why was ECDC Model developed?
1.3.	How to Use this Model Book
Chapter 2: Two Key Elements to Make ECDC Model Effective: ECDC and the Block Grant	
2.1.	We Believe People's Potential to Develop Themselves
2.2.	ECDC as a Platform for Broad Community Participation
2.3.	Block Grant for Micro Project: Seven Key Characteristics
Chapter 3: How to Implement ECDC Model	
3.1.	Changes from Original Design: Modifications based on Reality
3.2.	Three Key Actors in ECDC Model: Their Roles
3.3.	How to Operate Block Grant System to ECDCs
3.4.	Summary: Four Key Components in ECDC Model
Chapter 4: Good Practices and Lessons Learned	
4.1.	Good Practices
4.2.	Lessons Learned
Appendix 1: List of 33 Target Schools and Their Micro Projects from Step 1 to Step 3	
Appendix 2: Micro Projects by Kind of Activity	

6.3. Field Visit by the Steering Committee Members

Four members from the Steering Committee visited the project sites in Kambia District for three days from 13th to 15th February 2008. The field visit included one-day workshop in the last day, where the members exchanged ideas with many stakeholders in Kambia District such as District Council and District Education Office. They discussed issues like sharing successful and problematic experiences in Micro Projects, how to disseminate this approach, etc. The program of the field visit is shown in Table 6.8.

Table 6.8: Program of Field Visit by the Steering Committee Members

Date		Wed. 13 - Fri. 15 February 2008		
Participants		Name	Position	Organization
		Mr. M. B. Gboyor	Assistant Secretary	MEYS
		Mr. A. B. Songo	Assistant Director (Primary Education)	MEYS
		Mr. A. M. Alpha	Teacher Supervisor (Western Urban Areas)	MEYS
		Mr. M. Foday	Education Manager	FAWE
Day	Time	Contents		
Day 1	08:00-11:30	Departing from Freetown		
	11:30-12:30	Arrival at Magbema Resource Center Observe 2 ECDCs (M01, M04) in Magbema		
	13:30-16:00	Observe 3 ECDCs (M06, M08, M13) in Magbema		
Day 2	Group 1: Field visit to Tonko Limba Chiefdom, Observe 6 ECDCs (T01, T02, T03, T04, T05, T09) in Tonko Limba			
	Group 2: Field visit to Bramaia chiefdom, Observe 5 ECDCs (B03, B07, B08, B10, B11) in Bramaia			
Day 3	09:00-12:30	Workshop at District Council Hall		
	13:30-17:00	Departing for Freetown		

After the field visit, three participants from MEYS compiled a report and explained it to the Director General (Education) of MEYS which has nine recommendations as shown in Table 6.9.

Table 6.9: Recommendation to MEYS

We recommend:	
(i)	that JICA should continue to operate in Kambia District to narrow the gap in development in the other 4 chiefdoms.
(ii)	that other districts and chiefdoms in Sierra Leone should be considered for the similar projects in future.
(iii)	that other donors and development partners should emulate the JICA's approach for education and community development.
(iv)	that the local council should work effectively with JICA in their district.
(v)	that the central government, especially the Ministry of Education, Youth and Sports (MEYS), should continue the bilateral cooperation between the Government of Japan and the Government of Sierra Leone.
(vi)	that JICA should train more MEYS officials in the field of "Rural Development and Education".
(vii)	that MEYS should renew the contract with JICA in Kambia District or any other district in Sierra Leone with the minimal delay
(viii)	that JICA should intervene in school health programs in their areas of operations.
(ix)	that JICA should help in teacher training in science and technology at least in every district in Sierra Leone.

6.4. Collaboration with UNDP

(1) Joint Workshop on Lessons Learned in Kambia and Kenema Districts

The Project hosted a two-day workshop entitled "Joint Workshop on Lessons Learned in Kambia and Kenema Districts" in Kambia in February 2008 in collaboration with the UNDP and the United Nations Capital Development Fund (UNCDF), which are currently implementing a project called "Kenema District Economic Recovery Program (KDERP)" in Kenema City and District. Among them were Mayor of Kenema City, Chairman of Kenema District, the Acting Chairman of Kambia District, Deputy Resident Representative of the UNDP, and Resident Officer of JICA.

Participants from Kenema/UNDP noted that "Step by Step Approach" of the Project would be advisable for other donor projects as an incentive structure to maintain motivation among community members. Frequent provision of trainings for ECDCs was also recognized as another motivation factor to the community. The participants were impressed by the high ownership of the Micro Projects by ECDC and community members. They also took note that seed bank recipients included illiterate farmers in the communities and they actually returned the rented amount of seeds together with interest. It was recommended that the JICA Project would have involved the District Council more, so that higher sustainability would be expected after the Project's implementation period.

Table 6.10: Program of Joint Workshop on Lessons Learned in Kambia and Kenema Districts

Date	Wed,20 and Thu, 21 February 2008			
Participants	12 from UNDP/UNCDF (incl. TST in Kambia) 17 from Kenema (District Council, City Council, DEO and civil society organizations) 13 from Kambia (District Council, DEO, paramount chief) 14 from JICA 3 from Media Total 59	12 from UNDP/UNCDF 16 from Kenema 6 from Kambia (District Council, DEO, DSWO) 6 ECDCs (T05, T07, M03, M11, B09, B11) 15 from JICA 3 from Media Total 58		
Day	Time	Contents		
Day 1	08:30-09:00	1. Registration (Old Kambia District Council Hall)		
	09:00-09:30	2. Opening Remarks (Representatives of Kambia, Kenema, JICA, UNDP and UNCDF)		
	09:30-10:30	3. Overview of JICA and UNDP KDERP Projects		
	10:30-11:00	Brunch		
		Group 1 & 2	Group 3	
	11:00-12:30	Transportation to Kamasasa / Kukuna area	11:00-11:45	Transportation to Rokupr area
	12:30-15:30	Group 1 visit Tonko Limba ECDCs (T05, T07) Group2 visit Bramaia ECDCs (B09, B11)	11:45-16:15	Visit Magbema ECDCs (M03, M05, M11)
	15:30-17:00	Transportation to Kambia town	16:15-17:00	Transportation to Kambia town
Day 2	09:00-09:30	4. Registration		
	09:30-11:30	5. Group Discussion (JICA's lessons learned) <ul style="list-style-type: none"> How has the incentive structure worked to ensure community mobilization? How has the local contribution (cash and in-kind) helped the sustainability of the project? What challenges have been faced in monitoring community projects? What is the way forward? 		
	11:30-12:30	6. Debriefing & Discussion: <ul style="list-style-type: none"> What can UNDP/Kenema District learn from JICA/Kambia District's experiences? 		
	12:30-13:30	Lunch		
	13:30-15:30	7. Group Discussion (UNDP's information sharing) <ul style="list-style-type: none"> How is the linkage between local development plan and community projects ensured? How could the ICT be leveraged to enhance community development in Kenema? How is the traditional structure (chiefdom) included in the governance structure? 		
	15:30-16:30	8. Debriefing & Discussion: <ul style="list-style-type: none"> What can JICA/Kambia District learn from UNDP/Kenema District's experiences? 		
	16:30-17:00	9. Conclusion		
	17:00-17:15	10. Closing Remarks (Representatives of JICA, UNDP and UNCDF)		



Figure 6.7: Discussion Session at Joint Workshop

(2) Community Empowerment and Development Project (CEDP)

Funded by the Japanese Government, UNDP's Community Empowerment and Development Project (CEDP) implemented by UN Transitional Support Team (TST) started in Sierra Leone from March 2006. CEDP targets seven districts, Kenema, Kailahun, Kono, Koinadugu, Bombali, Kambia and Tonkolili, which were severely damaged by the civil war and there is a high incidence of poverty. CEDP aims at bringing sustainable livelihood to vulnerable rural communities by empowering these communities to take the responsibility of their own development.

The Japanese Government, who sponsors CEDP, urged UNDP to collaborate with JICA in Kambia District, where JICA is implementing education and agriculture projects since 2005. TST has visited JICA Freetown Field Office as well as JICA Education and Agriculture Project Teams several times to discuss how to collaborate each other since January 2006. CEDP was originally planned to end in September 2007, but several key staff in TST including the field officer in Kambia District left UNDP during 2006-2007, and implementation of CEDP became standstill for some time, so UNDP was compelled to extend CEDP for one more year.

In May 2007, TST appointed a new field officer in Kambia District, and requested JICA Education Project Team (JPT) that CEDP wants to use ECDCs which are already trained by JPT as implementation partners, because CEDP does not have enough time to develop the capacity of new groups. So JPT informed all ECDCs that CEDP was looking for proposals from interested ECDCs, and the following two groups showed their interests in applying for CEDP fund in June 2007:

- 1) Tonko Limba Resource Center Management Group (RCMG) on personal computer training for all ECDCs in Tonko Limba, and
- 2) T01 (Wesleyan Centennial JSS Kamasasa) on rehabilitation of the old school building whose roof was seriously damaged by the strong wind in June 2007.

JPT helped these groups to prepare proposals for CEDP, and TST finally approved their proposals in October 2007 together with Kambia District Council (Approved budget: Le 3,321,000 for Tonko Limba RCMG and Le 28,846,500 for T01). But due to UNDP's bureaucratic procedure to disburse the fund, the above two groups are still waiting for CEDP fund to come at this moment (in June 2008).

6.5 Future Prospect for Dissemination of ECDC Model

From April to June 2008, JPT has discussed the future prospect for disseminating ECDC Model in Sierra Leone with Kambia District Council (KDC) (District Education Office (DEO) is now a part of KDC under decentralization) and Ministry of Education, Youth and Sports (MEYS). The following are their ideas on how they want to disseminate ECDC Model to the wider areas.

Kambia District Council (KDC)

- ✓ KDC would like to disseminate ECDC Model to the neighboring areas (such as lower Tonko Limba, lower Bramaia, upper Magbema, Masungbala, Gbinleh Dixon) of the current pilot areas (upper Tonko Limba, upper Bramaia, lower Magbema).
- ✓ KDC has organized Project Follow-up Team in order to continue monitoring of the current 33 ECDCs and disseminate ECDC Model to the other areas in Kambia District. Project Follow-up Team consists of Chief Administrator, Procurement Officer, Monitoring and Evaluation Officer from District Council, Chairman of District Education Committee, Zonal Supervisor from District Education Office, and so on. KDC will prepare an office space for Project Follow-up Team within KDC office.
- ✓ KDC would like JICA Project Team to hand over all relevant documents, reports and drawings on the Project, so that KDC can follow up the Project smoothly, equipped with appropriate information.
- ✓ Currently KDC suffers from a very low level of local revenues from head tax, property tax, market license, etc., so KDC is seriously handicapped in terms of mobility and communication in order to continue monitoring of ECDCs. KDC will appreciate it if JICA can help on this matter.
- ✓ Every year, KDC is receiving Local Government Development Grant from Decentralization Secretariat under the World Bank-funded Institutional Reform and Capacity Building Project (IRCBP). While KDC can decide how to use this grant, this grant is tied with IRCBP's objectives and regulations and often does not come on time (the grant for 2007 has not yet

come at the time of June 2008), it is difficult to use this grant as the source for the Block Grant to ECDCs.

Ministry of Education, Youth and Sports (MEYS)

- ✓ MEYS is highly impressed with impacts and momentum created by ECDCs in Kambia District, and MEYS also understands that JICA is a technical cooperation agency so it is necessary for MEYS to find the funding source for the Block Grant to ECDCs in future. So MEYS plans to disseminate ECDC Model in the following ways:
 - 1) MEYS would like to introduce ECDC Model to the concerned NGOs and UNICEF through MEYS's Education Partnership Coordinator. UNICEF might be able to fund NGOs who are willing to utilize ECDC Model.
 - 2) Since the World Bank-funded Sababu Project will end in June 2009, MEYS plans to prepare a proposal to the World Bank for the next education project. MEYS will think about the use of ECDC Model in this proposal.