

APPENDIX

Appendix 1

Minutes of the Meetings



SCOPE OF WORK
FOR
THE PROJECT
ON

CHILDREN AND YOUTH DEVELOPMENT

IN

KAMBIA DISTRICT

OF

THE REPUBLIC OF SIERRA LEONE

AGREED UPON BETWEEN

THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

AND

THE JAPAN INTERNATIONAL COOPERATION AGENCY

Freetown, September 06, 2005

Mr. Kenichi Shishido
Resident Representative
Ghana Office,
Japan International Cooperation Agency
(JICA)

Mr. Dr. Alpha T. Wurie
Honorable Minister
Ministry of Education, Science and Technology
(MEST)
The Republic of Sierra Leone

Mrs. Konah C. Koroma
Development Secretary
Ministry of Development and Economic
Planning (MODEP)
The Republic of Sierra Leone

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

I. INTRODUCTION

In response to the official request of the Government of the Republic of Sierra Leone (herein after referred to as "the Government of Sierra Leone"), the Government of Japan decided to conduct the Project on Children and Youth Development in Kambia District (hereinafter referred to as "the Project") in accordance with the relevant laws and regulations in force in Japan.

Accordingly, the Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for the implementation of the technical cooperation programmes of the Government of Japan, will jointly undertake the Project with the authorities concerned of the Government of Sierra Leone.

The present document sets forth the Scope of Work with regard to the Project.

II. OBJECTIVES OF THE PROJECT

The objective of the Project is:

to make a recommendation based on a model of improvement in the educational environment both in schools and communities in Sierra Leone, which will be formulated through the implementation of pilot projects (Micro Projects) and reinforcement of the relations between schools and communities.

III. PROJECT AREA

The Project will cover Magbera Chiefdom, Tonko Limba Chiefdom and Bramaia Chiefdom in Kambia District.

IV. SCOPE OF THE PROJECT

In order to achieve the objectives mentioned above, the Scope of Work for the Project shall cover the following items:

1. Establishment and training of School-based Education and Community Development Committees (ECDCs) and Zonal Coordinating Committees (ZCCs)

- 1-1. Micro Project Planning and Management Manual will be prepared by JICA Study Team.
- 1-2. Three facilitators (one per Pilot Project Zone) will be employed and trained by JICA Study Team using the above manual.
- 1-3. Education and Community Development Committees (ECDC) will be established in each primary and secondary school and members for ECDC will be selected. The rules, duties and responsibilities in ECDC will be established.
- 1-4. ECDC members will be trained by facilitators in Micro Project planning and management.
- 1-5. Zonal Coordinating Committee (ZCC) will be established in each Pilot Project Zone and members for ZCC will be selected. ZCC will determine rules and regulations for Micro Projects (including how to select and coordinate Micro Projects).
- 1-6. Indicators to monitor and evaluate Micro Projects will be determined by JICA Study Team.
- 1-7. ZCC members will be trained how to monitor and evaluate Micro Projects.
- 1-8. District Education Office (DEO) will participate in training of ECDC and ZCC.

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2. Establishment of Resource Centers and maintenance of school facilities in junior secondary schools

- 2-1. Resource Centers will be established in three target junior secondary schools and the school facilities in those schools will be reinforced (i.e. establishment of classrooms, toilets and wells)
- 2-2. The management group of each Resource Center will be set up and the rules and regulations of Resource Centers will be determined.
- 2-3. Materials and equipment (such as teaching materials, skill training equipment, sports equipment) will be selected and procured by JICA Study Team and delivered to each Resource Center.
- 2-4. The materials and equipment will be rented to the schools and communities with user fees, and managed properly by the Management Groups.
- 2-5. The operation of Resource Centers will be monitored by DEO.

3. Planning, implementation, monitoring and evaluation of Micro Projects

- 3-1. Proposals for Micro Projects will be prepared by each ECDC with the help of facilitators and local technical experts.
- 3-2. ZCC will review ECDC's proposals for Micro Projects and select appropriate Micro Projects within the budget.
- 3-3. Selected Micro Projects will be implemented by ECDCs. Micro projects should fall into two main categories below:
 - (a) Projects which contribute to the improvement in the learning environment in schools
 - (b) Projects which contribute to the stability and development of communities
- 3-4. Study tours will be conducted among ECDCs in three Pilot Project Zones to exchange and share experiences of managing ECDCs and implementing Micro Projects.
- 3-5. Micro Projects will be monitored and evaluated by ZCC.
- 3-6. DEO will participate in monitoring and evaluation activities of Micro Projects.
- 3-7. Mid-term review and evaluation will be conducted in the end of the first year implementation of Micro Projects in order to learn the lessons and feedback to the planning of the second year implementation.
- 3-8. The final evaluation of Micro Projects will be conducted with all the stakeholders in participatory workshops.

4. Development of a model of improvement in the educational environment both in schools and communities

- 4-1. Lessons learned from the monitoring and evaluation of Micro Projects will be collected and analyzed.
- 4-2. A model of improvement in the educational environment both in schools and communities will be developed.

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4-3. Dissemination seminar on a model of improvement in the educational environment both in schools and communities will be conducted both in Kambia district and Freetown.

V. SCHEDULE OF THE PROJECT

The Project will be carried out in accordance with the tentative schedule as attached in the Appendix. The schedule is tentative and subject to be modified when both parties agree upon any necessity that will arise during the course of the Project.

VI. REPORTS

JICA shall prepare and submit following reports in English to the Government of Sierra Leone.

1. Inception Report:

Inception Report will be submitted at the commencement of the first work period in Sierra Leone. This report will contain the schedule and methodology of the Project as well.

2. Progress Report I:

Progress Report I will be submitted at the time of eighth (8th) months after the commencement of the first work period in Sierra Leone.

3. Progress Report II:

Progress Report II will be submitted at the time of twentieth (20th) months after the commencement of the first work period in Sierra Leone.

4. Draft Final Report:

Draft Final Report will be submitted at the end of the last work period in Sierra Leone. The Government of Sierra Leone shall submit its comments within one (1) month after the receipt of the Draft Final Report.

5. Final Report:

Final Report will be submitted within one (1) month after the receipt of the comments on the Draft Final Report.

VII. UNDERTAKINGS OF THE GOVERNMENT OF SIERRA LEONE

1. To facilitate the smooth conduct of the Project, the Government of Sierra Leone shall take necessary measures:

- (1) To permit the members of the Team to enter, leave and stay in Sierra Leone for the duration of their assignments therein and exempt them from foreign registration requirements and consular fees;
- (2) To exempt the members of the Team from taxes, duties and any other charges on equipment, machinery and other material brought into Sierra Leone for the implementation of the Project;
- (3) To exempt the members of the Team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Team for their services in connection with the implementation of the Project; and

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(4) To provide necessary facilities to the Team for the remittance as well as utilization of the funds introduced into Sierra Leone from Japan in connection with the implementation of the Project.

2. The Government of Sierra Leone shall bear claims, if any arises, against the members of the Team resulting from, occurring in the course of, or otherwise connected with, the discharge of their duties in the implementation of the Project, except when such claims arise from gross negligence or willful misconduct on the part of the Team.

3. Ministry of Education, Science and Technology shall act as a counterpart agency to the Team and also as a coordinating body with other relevant organizations for the smooth implementation of the Project, on behalf of the Government of Sierra Leone.

4. Ministry of Education, Science and Technology shall, at its own expense, provide the Team with the following, in cooperation with other organizations concerned:

- (1) security-related information on as well as measures to ensure the safety of the Team;
- (2) information on as well as support in obtaining medical service;
- (3) available data (including maps and photographs) and information related to the Project;
- (4) counterpart personnel;
- (5) suitable office space with necessary equipment if necessary; and
- (6) credentials or identification cards.

VI. CONSULTATION

JICA and the Ministry of Education, Science and Technology shall consult with each other in respect of any matter that may arise from or in connection with the Project.

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Tentative Schedule

Appendix

Year	2005			2006												2007						
Month	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
Work in Sierra Leone	[Redacted]						[Redacted]						[Redacted]									
Work in Japan	[]																					
Report		Δ IC/R							Δ P/R1													Δ P/R2

Year	2007						2008								
Month	7	8	9	10	11	12	1	2	3	4	5	6	7	8	
Work in Sierra Leone			[Redacted]												
Work in Japan													[]		
Report												Δ DF/R		Δ F/R	

[Legend]
 IC/R: Inception Report
 P/R: Progress Report
 DF/R: Draft Final Report
 F/R: Final Report

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MINUTES OF MEETING
OF
THE PROJECT
ON
CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT,
THE REPUBLIC OF SIERRA LEONE

BETWEEN

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)
THE REPUBLIC OF SIERRA LEONE

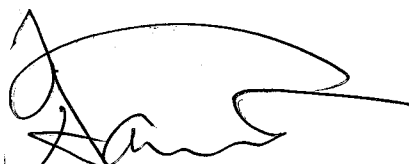
AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

Freetown, November 9th, 2005.



Mr. AMADU JALLAH
Deputy Director General
Ministry of Education, Science and
Technology (MEST), the Government of
Sierra Leone



Mr. TETSURO HAMADA
For Leader of the Study Team
Japan International Cooperation Agency
(JICA)

I . Introduction

The Government of Japan (GoJ) dispatched a project formulation mission on peace building and rehabilitation through Japan International Cooperation Agency (JICA) from August to September 2004, in order to collect basic information and develop 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 also dispatched its staff and Project Formulation Advisers to follow up this mission and conduct further needs assessments.

As a result, JICA decided to send a Project Formulation Study Team for Children and Youth Reintegration Support Program in Kambia District from March to August 2005.

Following the study results, the GoSL made an official request to the GoJ to conduct the Project on Children and Youth Development in Kambia District (hereinafter referred to as "the Project"). In response to the official request from the GoSL, JICA Ghana Office sent a mission to Sierra Leone and agreed to jointly undertake the study with the authorities of the GoSL. Both Governments signed the agreement of the Scope of Work for the Project on September 6th, 2005 in Freetown.

As stipulated in the Scope of Work, both an electronic format and hard copies of the Inception Report (Ic/R) of the Project were submitted to the GoSL on October 28th, 2005.

Ministry of Education and Science and Technology (MEST), on behalf of the GoSL, organized a meeting of the Steering Committee, which was established in the Phase I study, to discuss the Ic/R of the Project on November 8th, 2005 at the conference room of MEST.

In the meeting, JICA Study Team made a presentation of the Ic/R, and the GoSL agreed the contents of the Ic/R.

The list of participants of the Steering Committee meeting are attached as Annex

Major points of discussions in the Steering Committee meeting are summarized below.

II . Points of Discussions

(1) Construction of Resource Centers

MEST requested that a design of Resource Centers should be developed as a model, since there had not been a standardized model of the center in Sierra Leone. In relation to this,

members of the Steering Committee also advised that, in the course of the design and operation of Resource Centers, the locality which varied according to the lives and activities of each target zone should be considered for the development of communities and schools. In addition, it was suggested that the children of different ages should be taken into account so that even small children could utilize the structure and furniture.

JICA Study Team agreed that the needs of the concerned communities, schools and children would be reflected on the construction of Resource Centers.

(2) Involvement and Assistance of Socially Vulnerable People

The Steering Committee raised a concern of involvement and assistance of socially vulnerable people, such as the disabled and out-of-school children. In the discussion, it was suggested that it should be necessary to make some special arrangements, such as a barrier-free structure of Resource Centers and literacy education for people who had not attended school, and to incorporate awareness-raising of development of children through school into the Project.

JICA Study Team responded that community's sensitization on these issues would be emphasized and facilitated in the course of the project implementation.

(3) Equipment and Materials for Resource Centers

The Steering Committee suggested that Resource Centers should be equipped with following equipment and materials.

- Books for promotion of reading habit
- Computers and basic laboratory instruments for compliance with science and technology curriculum at the secondary school level
- A generator for making use of electric appliance
- Agricultural instruments for promotion of school gardening, implementation of school feeding program and enhancement of food security

JICA Study Team acknowledged the suggestion and agreed to take this into consideration, whereas responded that equipment and materials for Resource Centers would be selected by striking a balance between communities' needs and the allocated budget of the Project.

(4) Exchange of Ideas and Experiences among the ECDCs

A concern was raised by the Steering Committee that absence of JICA Study Team (July to September) would seriously affect the project implementation. In this regard, the Steering Committee recommended that, as a part of the project activity, ideas and experiences within/among the ECDCs should be exchanged through a study tour, for example, in this

period.

JICA Study Team appreciated this idea and answered that a study tour was a component of the Project, while some activities would be carried out with assistance of the team's field coordinator and facilitators, when JICA Study Team was out of the country.

(5) Collaboration with National Commission for Basic Education

MEST emphasized the importance of collaboration with National Commission for Basic Education (BEC) on the project implementation, since the BEC had played a vital role in the Education for All initiative.

(6) Environmental Education

In order to enhance the quality of life of the community people, the Steering Committee requested that the environmental education should be introduced during the course of the Project.

JICA Study Team replied that this issue would be discussed with the ECDCs and the ZCCs.

III. Any Other Business

(1) Schedule of Next Steering Committee

It was agreed that MEST would organize the Steering Committee meeting in June 2006 after the receipt of Progress Report I (Pr/R1) which would be submitted by JICA Study Team.

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Annex

List of Participants in the Inception Report Meeting on November 8th, 2005

No.	Name	Position	Organization
1	Mr. Amadu Jallah	Deputy Director General	Ministry of Education, Science and Technology
2	Mr. Momodu K. Sorie	Assistant Director, General Primary	Ministry of Education, Science and Technology
3	Mr. Alfred Lahai	Assistant Secretary	Ministry of Health and Sanitation
4	Mr. H. Nelon Williams	National EFA Coordinator	Ministry of Education, Science and Technology
5	Mr. John A. Swarray	Assistant Director	Ministry of Education, Science and Technology
6	Mr. Dehunge Shaika	Program Officer	Ministry of Social Welfare Gender and Children Affairs
7	Mr. Festus Seiwoh	Executive Secretary	Basic Education Commission
8	Mr. Joseph Cummings Lewis	Administrative Officer	JICA Sierra Leone Program Office
9	Dr. Tetsuro Hamada	Participatory Development	JICA Study Team
10	Mr. Tatsuya Nakai	Basic Education / Social Consideration	JICA Study Team
11	Ms. Akiko Kishi	Participatory Development and Gender	JICA Study Team
12	Mr. Keiichi Yoshida	Project Architect	JICA Study Team
13	Ms. Keiko Nagai	Gender and Monitoring and Evaluation	JICA Study Team
14	Mr. Richard Sahr Matthew	Field Coordinator	JICA Study Team

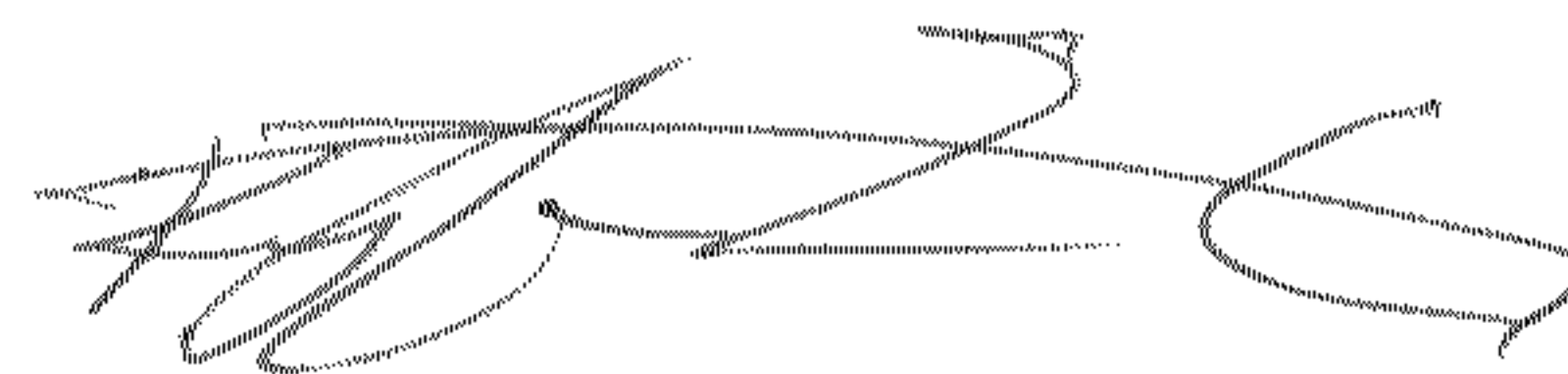
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MINUTES
OF
THE STEERING COMMITTEE MEETING
ON
CHILDREN AND YOUTH DEVELOPMENT PROJECT
IN KAMBIA DISTRICT
BETWEEN
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY,
REPUBLIC OF SIERRA LEONE
AND
JAPAN INTERNATIONAL COOPERATION AGENCY

Freetown, July 6th, 2006.



Mr. AMADU JALLAH
Deputy Director General
Ministry of Education, Science and Technology
The Government of Sierra Leone



Mr. KIYOFUMI TANAKA
Leader of the Project Team
Japan International Cooperation Agency
(JICA)

I. Introduction

Children and Youth Development Project in Kambia District (hereinafter called as the Project) started in October 2005 as a three-year technical cooperation project between the Government of Sierra Leone (GoSL) and Japan International Cooperation Agency (JICA), as agreed in the Scope of Work for the Project signed by both parties on September 6th, 2005 in Freetown.

JICA Project Team worked in Sierra Leone from October 2005 to July 2006, which is the first year of the Project, and compiled Progress Report No. 1 in the end of the first year of the Project, in order to report the progress of the Project up to June 2006.

Ministry of Education, Science and Technology (MEST), on behalf of the GoSL, organized a Steering Committee meeting to share the experiences of JICA Project Team among Ministries, NGOs and researchers through presentation and discussion of the Progress Report No. 1 on July 6th, 2006 at the conference room of MEST.

In the Steering Committee meeting, Team Leader of JICA Project Team made a presentation of Progress Report No. 1, and subsequent discussions among the participants are summarized below.

The list of participants of the Steering Committee meeting is attached as Annex.

II. Major Points of Discussions

(1) Sustainability of the Resource Centers

Assistant Country Director of Concern asked how the Project plans to manage and sustain the Resource Centers even after the pullout of JICA assistance, because Concern constructed similar Teachers' Resource Centers in Tonkolili District and how to manage and sustain them is the current issue for them. JICA Team Leader replied that the Project is also concerned with the sustainability of the Resource Centers, so possible ways to generate income for the Resource Centers to cover the operation cost will be discussed later this year with the Resource Center Management Groups. JICA Team Leader suggested that the Resource Centers might conduct "non-profit" activities (such as educational activities and a library for children) and "profit" activities (such as renting out some equipments to the community with a fee and organizing a video show for the public). Director of ABC Development mentioned that they also constructed Resource Centers in Kambia and felt similar needs on how to generate regular income for their Resource Centers, so he expressed his hope to exchange

more ideas with JICA Project Team. Deputy Director General of MEST also informed the participants that MEST usually assigns a librarian and a technician to manage a Resource Center properly.

(2) Involvement of District Education Office (DEO) in Kambia

Sababu Project Officer in MEST raised his concern about how the Project involves District Education Office (DEO) in Kambia in order for DEO to learn and duplicate the concepts of the Project in other areas. JICA Team Leader replied that DEO staff actively participated in training of trainers in February, training of ECDC members in March, reviewing and approving ECDC's proposals for Micro Projects in April, and monitoring visits to ECDCs in May-June. He also mentioned that JICA Project Team received DEO's request to assist fuel and maintenance of DEO's motorbikes for the school supervisors to visit ECDCs more frequently. Assistant Country Director of Concern asked how MEST can buy and maintain motorbikes after JICA pulls out, and Deputy Director General of MEST replied that DEO is currently seriously handicapped with a very low operational budget, so it is necessary for District Council to allocate more budget for DEO. JICA Team Leader asked Sababu Project Officer whether Sababu Project can support DEO's operational budget, but Sababu Project Officer replied negatively.

(3) Appropriate number and activeness of ECDC members

Sababu Project Officer in MEST asked whether 15 members of ECDC are the appropriate size or not. JICA Team Leader replied that JICA Project Team suggested a maximum of 15 members for ECDC, because it might be difficult for ECDC to manage a bigger member of members and ensure all members to participate actively and equally. Eventually all ECDCs decided to choose 15 members, but it is observed that some members who are literate and more educated are more active than others. In ECDC training, only five members from each ECDC participated, and they later shared information with the remaining members in the next ECDC meeting. JICA Project Team plans to promote more sharing among ECDC members in order to activate less active ECDC members in future. JICA Project Team also plans to conduct literacy classes for adult women to facilitate more active roles of women in ECDC and the Project. Deputy Director General of MEST informed that MEST has facilitators for literacy classes in every district, and recommended JICA Project Team to contact Director of Non-Formal Education in MEST who is responsible for literacy program in the country.

(4) Avoiding overlapping with other donor projects

Sababu Project Officer in MEST asked how the Project avoids overlapping with other donor projects such as Sababu Project. JICA Team Leader replied that generally DEO coordinates all existing projects in Kambia to avoid any possible overlapping among the projects, and

JICA Project Team also had several discussions with Roman Catholic Church in Madina to avoid overlapping efforts to improve Roman Catholic schools.

(5) Possible gap between ECDC's needs and capacity

Sababu Project Officer in MEST asked what JICA Project Team can do if ECDC's urgent need is school construction, which requires the biggest Type C budget, but their capacity is not good enough to implement Type C. JICA Team Leader explained that JICA Project Team cannot approve Type C for incapable ECDCs, but he stressed that during the implementation of Type A activities, JICA Project Team is doing their best to improve ECDC's capacity by providing on-the-spot advise and training to ECDC members, in order to avoid such a situation.

(6) Reason for gender imbalance in schools

Gender Desk Officer of MEST asked why in Kamasasa area, the percentage of girl students is higher in primary school level, but lower in junior secondary school level than Kukuna area, which indicates low progression rate of girls from primary to secondary level in Kamasasa area. She also asked why there are no female teachers in all of three target junior secondary schools. JICA Team Leader replied that the Baseline Survey did not explore the reasons for these questions, but JICA Project Team may ask these questions when they visit Kambia next time.

(7) Teacher training

MEST Officer asked whether teacher training is included in the Project. JICA Team Leader replied that while the Project cannot provide the scholarship for three-year distance education course for unqualified teachers at Teachers' College, the Project may organize short-term in-service teacher training in the Resource Centers, if there is a strong need and request from the target schools.

III. Any Other Business

(1) Schedule of the next Steering Committee Meeting

Chairperson of the meeting, Deputy Director General of MEST, concluded the meeting by thanking the participants and expressed his hope to see them again at the same conference room in June 2007, when JICA Project Team will present the next report, that is, Progress Report No.2.

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Annex:

List of Participants in the Steering Committee Meeting on July 6th, 2006

No.	Name	Position	Organization
1	Mr. Amadu Jallah	Deputy Director General	Ministry of Education, Science and Technology (MEST)
2	Mr. Momodu K. Serrie	Assistant Director (Primary)	Ministry of Education, Science and Technology (MEST)
3	Mr. Gloysuis M. Sassim	Assistant Director (Science)	Ministry of Education, Science and Technology (MEST)
4	Ms. Gloria Johnson	Gender Desk Officer	Ministry of Education, Science and Technology (MEST)
5	Mr. Augustine M. Alpha	Inspector, Urban East	Ministry of Education, Science and Technology (MEST)
6	Mr. M. Salieu Kamara	Partnership Program Coordinator, Sababu Education Project	Ministry of Education, Science and Technology (MEST)
7	Mr. Morie Manyeh	CBC, Sababu Education Project	Ministry of Education, Science and Technology (MEST)
8	Mr. Manso Bangura	Youth Officer	Ministry of Youth and Sports (MYS)
9	Ms. Marilena J. Johnson	Local Government Inspector	Ministry of Local Government and Community Development (MLGCD)
10	Mr. Saidu Timbo	Assistant Secretary	Ministry of Foreign Affairs and International Cooperation (MFAIC)
11	Mr. Alistair Short	Assistant Country Director	Concern
12	Ms. Charly Cox	Communication Advisor	Save the Children
13	Ms. Florie Davis	Education Manager	Forum of African Women Educationists (FAWE)
14	Mr. Charles S. Boye	Organization Secretary	Children's Forum Network (CFN)
15	Mr. M. F. Kamara	Director	ABC Development
16	Dr. Jeanne Harding	Senior Lecturer, Division of Education	Fourah Bay College, University of Sierra Leone
17	Ms. Megumi Kanada	Project Formulation Advisor	JICA Sierra Leone Field Office
18	Mr. Kiyofumi Tanaka	Team Leader / Community Development	JICA Project Team
19	Mr. Butua Kanu	Administration Officer	JICA Project Team

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MINUTES
OF
THE STEERING COMMITTEE MEETING
ON
CHILDREN AND YOUTH DEVELOPMENT PROJECT
IN KAMBIA DISTRICT

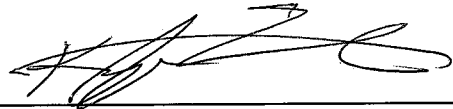
BETWEEN
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY,
REPUBLIC OF SIERRA LEONE

AND
JAPAN INTERNATIONAL COOPERATION AGENCY

Freetown, June 21st, 2007.



Mr. AMADU JALLAH
Deputy Director General
Ministry of Education, Science and Technology
The Government of Sierra Leone



Mr. KIYOFUMI TANAKA
Leader of the Project Team
Japan International Cooperation Agency
(JICA)

I. Introduction

Children and Youth Development Project in Kambia District (hereinafter called as the Project) started in October 2005 as a three-year technical cooperation project between the Government of Sierra Leone (GoSL) and Japan International Cooperation Agency (JICA), as agreed in the Scope of Work for the Project signed by both parties on September 6th, 2005 in Freetown.

JICA Project Team worked in Sierra Leone from September 2006 to June 2007, which is the second year of the Project, and compiled Progress Report No. 2 in the end of the second year of the Project, in order to report the progress of the Project up to June 2007.

Ministry of Education, Science and Technology (MEST), on behalf of the GoSL, organized a Steering Committee meeting to share the experiences of JICA Project Team among Ministries, NGOs and researchers through presentation and discussion of the Progress Report No. 2 on June 21st, 2007 at the conference room of MEST.

In the Steering Committee meeting, Chairperson of the meeting, Deputy Director General of MEST, introduced the background of the Project. Team Leader of JICA Project Team made a presentation of Progress Report No. 2, and subsequent discussions among the participants are summarized below.

The list of participants of the Steering Committee meeting is attached as Annex.

II. Major Points of Discussions

(1) Mathematics Training

EFA Project Coordinator of MEST commended the Project that in-service training is crucial even for trained teachers and asked why only mathematics is selected while science is also important. JICA Team Leader replied that because of the time limitation, this year only focused on mathematics, the weakest subject in primary schools, based on discussion with District Education Office (DEO), but science might be also included in the next year's training. Deputy Director (tertiary education) of MEST asked how well facilitators of the in-service training are grounded and suggested that the project may utilize Teacher Training College in Port Loko. JICA Team Leader replied that the mathematics training this year was conducted by DEO's Zonal Supervisors utilizing Sababu/UNICEF training material.

(2) Composition of ECDC members

Director of Inspectorate of MEST asked whether ECDC is overriding the role of pre-existing

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school management bodies such as School Management Committee (SMC) and Community and Teachers Association (CTA) and how the Project plans to fully involve these bodies in ECDC. Partnership Program Coordinator of Sababu Education Project in MEST underscored that SMC should be the major decision maker of the school and therefore ECDC should include all SMC members. JICA Team Leader explained that ECDC is currently functioning as an expanded version of SMC, but this might change after the end of this pilot phase. Deputy Director General of MEST also suggested that after the handing-over of the Project to MEST, ECDC and SMC could be merged.

Partnership Program Coordinator of Sababu Education Project in MEST asked what criteria the Project used to replace ECDC members. Deputy Secretary of Ministry of Local Government and Community Development (MLGCD) also mentioned that ECDC members who have problems of dictatorial leadership or corruption should be guided for improvement rather than removing and marginalizing them. JICA Team Leader replied that JICA Project Team has never ordered the change of ECDC members but only pointed out some problems of the ECDC who in turn decided to replace members in order to solve the problem. Deputy Director General of MEST reminded the participants that the role of JICA is just facilitation and ECDCs make decisions on their own.

(3) Comparison with other donors' approach

Program Manager of Planning, Monitoring and Evaluation of NaCSA pointed out that the simple comparison of construction cost between the Project and NaCSA or Sababu is misleading, as these donors' projects contain more components including construction of toilet, wells and staff quarters, and that comparison should be made component by component. He also highlighted that NaCSA has been taking a similar community-driven approach nationwide since 2003, so they are ready to share their experiences with JICA. JICA Team Leader replied that JICA Project Team will try to prepare more detailed comparison and analysis next year. He also requested that NaCSA and JICA Project Team could continue discussion and sharing of experiences.

(4) Involvement of relevant institutions and sustainability of the Project

Partnership Program Coordinator of Sababu Education Project in MEST emphasized the importance of involving relevant institutions such as Ministry of Health and Sanitation and Ministry of Agriculture and Food Security in relevant ECDC activities. He also mentioned that the Project should avoid substandard, so materials for training should be provided by relevant institutions such as Teacher Training College, and specification and dimension of school buildings or a health post should be based on the relevant ministries' standards. He also suggested the Project to provide more guidance because he has a concern that the

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capacity of some ECDCs might not be enough considering many ECDCs needed to revise their proposals and some ECDCs had trouble with income generating activities. Deputy Director General of MEST suggested that the revision does not always indicate the lack of capacity but sometimes simply means that cost estimation was too high.

Deputy Secretary of MLGCD emphasized that the activity of JICA in Kambia should be synergized with the decentralization process and the District Development Plan prepared by the District Council. He suggested that involvement of the Council's Development Committee, Ward Councils, Councillors, and the Council's subject committees such as Education Committee, is crucial, especially because the Council could take over JICA after its withdrawal to ensure continuity of the Project.

Deputy Director (science) of MEST asked what structure has been put in place to ensure sustainability of the Project. JICA Team Leader replied that JICA Project Team hopes that ECDCs can continue small activities by themselves after the end of the Project. He went on to say that since this is a pilot project, this issue is to be discussed with MEST in the next project year, so that the lesson from the Project could be used to make a larger impact such as extension of the approach nationwide or more institutionalization of the approach in GoSL. Resident Officer of JICA Sierra Leone Field Office introduced JICA's 8-year program focusing on rural development in Kambia and economic infrastructure in the Western Area. He mentioned that in addition to education sector, the rural development program include agriculture, health and water and sanitation sectors, all of which could contribute to improvement of educational environment.

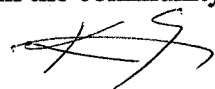
(5) Avoiding environmental degradation

Deputy Secretary of MLGCD raised a concern about possible deforestation caused by the use of power saws and requested for careful operation including minimization of the number of power saws provided and limiting the use only for the school use and not for sale. EFA Project Coordinator of MEST pointed out the importance of providing the means of tree planting such as promotion of fuel wood planting. JICA Team Leader replied that he shares the same concern and will ensure certain conditions are set for the power saw activities. He also introduced the idea of planting cashew nut trees, in addition to acacia trees provided by Ministry of Agriculture and Food Security, since there is a cashew nut factory in Kambia.

(6) Monitoring of income generating activities

Program Manager of Planning, Monitoring and Evaluation of NaCSA mentioned that based on NaCSA's experience, sharing of the benefit from income generating activities especially needs careful attention so as to avoid domination by the elite members in the community. EFA

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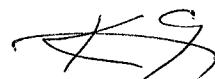
Project Coordinator of MEST suggested that a structure such as a committee should be in place to ensure no one but the entire community takes control of the benefit. Deputy Director General of MEST emphasized that although the community can make their own decision about the Micro Project, JICA can also provide good advice on this kind of issues.

III. Any Other Business

(1) Visit to Kambia

In response to JICA Team Leader's proposal of a 2-day study tour to Kambia around February 2008, Deputy Director (tertiary education) of MEST expressed his strong interest because the Steering Committee members need to witness what is happening on the ground rather than just reading the reports. Chairperson of the meeting, Deputy Director General of MEST, stated that MEST will maintain contact with JICA Project Team to plan for further details of the study tour to Kambia in the third project year, and concluded the meeting by thanking the participants.

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Annex:

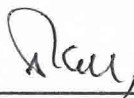
List of Participants in the Steering Committee Meeting on June 21st, 2007

No.	Name	Position	Organization
1	Mr. Amadu Jallah	Deputy Director General	Ministry of Education, Science and Technology (MEST)
2	Mr. Mustapha B. Lahai	Deputy Director (Tertiary education)	Ministry of Education, Science and Technology (MEST)
3	Mr. Sanasi M. Kuyateh	Deputy Director (Science)	Ministry of Education, Science and Technology (MEST)
4	Mr. Momodu K. Serrie	Assistant Director (Pre-Primary)	Ministry of Education, Science and Technology (MEST)
5	Mr. Aloysuis M. Gassimu	Assistant Director (Science)	Ministry of Education, Science and Technology (MEST)
6	Mr. Augustine M. Alpha	Teacher Supervisor, Urban East	Ministry of Education, Science and Technology (MEST)
7	Mr. M. Salieu Kamara	Partnership Program Coordinator, Sababu Education Project	Ministry of Education, Science and Technology (MEST)
8	Mr. H. Nelson-Williams	EFA Project Coordinator	Ministry of Education, Science and Technology (MEST)
9	Mr. A.B Songo	Education Officer	Ministry of Education, Science and Technology (MEST)
10	Mr. Dickson Rogers	Director of Inspectorate	Ministry of Education, Science and Technology (MEST)
11	Mr. Raymond K. M. Bindi	Deputy Secretary	Ministry of Local Government & Community Development
12	Mr. Prince Kamara	Program Manager, Planning, Monitoring & Evaluation	National Commission for Social Action (NaCSA)
13	Ms. Akiko Tsujisawa	Training Advisor	United Nations Development Programme (UNDP)
14	Mr. Dan Address	Project Assistant	Catholic Relief Service (CRS)
15	Mr. Katsuya Kuge	Resident Officer	JICA Sierra Leone Field Office
16	Mr. Kiyofumi Tanaka	Team Leader / Community Development	JICA Project Team
17	Ms. Mana Takasugi	Participatory Development/ Gender/ Project Administration Specialist	JICA Project Team
18	Mr. Butua Kanu	Secretary	JICA Project Team

Deels

MINUTES
OF
THE STEERING COMMITTEE MEETING
ON
CHILDREN AND YOUTH DEVELOPMENT PROJECT
IN KAMBIA DISTRICT
BETWEEN
MINISTRY OF EDUCATION, YOUTH AND SPORTS (MEYS)
REPUBLIC OF SIERRA LEONE
AND
JAPAN INTERNATIONAL COOPERATION AGENCY

Freetown, June 16th, 2008.



Mr. AMADU JALLAH
Director General (Education)
Ministry of Education, Youth and Sports (MEYS)
The Government of Sierra Leone



Mr. KIYOFUMI TANAKA
Leader of the Project Team
Japan International Cooperation Agency
(JICA)

Children and Youth Development Project in Kambia District (hereinafter called as the Project) started in October 2005 as a three-year technical cooperation project between the Government of Sierra Leone (GoSL) and Japan International Cooperation Agency (JICA), as agreed in the Scope of Work for the Project signed by both parties on September 6th, 2005 in Freetown.

JICA Project Team worked in Sierra Leone from October 2007 to June 2008, which is the third year of the Project, and compiled the ECDC Model Book and Draft Final Report ~~at~~ the end of the third year of the Project. The ECDC Model Book introduces the ECDC (Education and Community Development Committee) Model for Self-Reliant and Sustainable Education and Community Development in Sierra Leone, which was developed from three-year experiences of the Project, and the Draft Final Report documents all the activities and achievements of the Project for the three years.

Ministry of Education, Youth and Sports (MEYS), on behalf of the GoSL, organized a Final Dissemination Seminar and a Steering Committee meeting on June 13th, 2008, at the auditorium of the British Council, Freetown, in order to share the three-year experiences of JICA Project Team among the concerned Ministries, NGOs and donors through presentation and discussion of the ECDC Model Book.

In the Steering Committee meeting, Team Leader of JICA Project Team explained the table of contents and a list of appendix of the Draft Final Report, and requested the participants to read through the Draft Final Report carefully and submit the comments to JICA Freetown Office (c/o Ms. Eriko Kobayashi) by July 14th (Mon). All participants agreed that the Director General (Education) of MEYS will compile all the comments from MEYS at the central level, and Chief Administrator of Kambia District Council will compile all the comments from Kambia District Council and Kambia District Education Office, and they will submit the comments to JICA Freetown Office.

The list of participants of the Steering Committee meeting is attached as Annex.

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Annex:

List of Participants in the Steering Committee Meeting on June 13th, 2008

Name	Position/Organization	Contact Number
Mr. Amadu Jallah	Director General (Education), MEYS	030-513873
Mrs. Olive Musa	Director, Adult and Non-formal Education, MEYS	076-755315
Mr. Sam F. O. Koroma	Education Officer (Adult Education), MEYS	076-626928
Mr. Daniel S. Koroma	Education Officer, MEYS	077-269687
Mr. Augustine M. Alpha	Supervisor of Schools (Urban East), MEYS	076-836967
Mr. Harun Alrashid Bah	Chief Administrator, Kambia District Council	076-758287, 033-599187
Mr. Francis Kamara	Water and Sanitation Supervisor, Kambia District Council	076-705598
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Mr. Moses K. Vandi	Zonal Supervisor, District Education Office, Kambia District	076-980916
Mr. Nabie L. Bangura	Zonal Supervisor, District Education Office, Kambia District	076-816696
Mr. Kiyofumi Tanaka	Team Leader / Community Development, JICA Project Team	076-819349
Mr. Nobuhiro Setoguchi	Basic Education / Social Consideration and Youth Specialist, JICA Project Team	076-819348
Ms. Mana Takasugi	Participatory Development / Gender / Project Administration Specialist, JICA Project Team	076-819351

P. U. J.



Appendix 2

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



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



Japan International
Cooperation Agency
(JICA)
Japan

**ECDC Model
for
Self-Reliant and Sustainable
Education and Community Development
in Sierra Leone**

(Version 1.0)

August 2008

International Development Center of Japan
KRI International Corp.

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Chapter 1: Introduction

1.1. What is ECDC Model?

ECDC Model was developed as a model approach for self-reliant and sustainable education and community development in Sierra Leone, from three-year pilot experiences of Children and Youth Development Project in Kambia District (hereinafter called as the Project), which is a technical cooperation project between Sierra Leonean Government (Ministry of Education, Youth and Sports at the central level, and Kambia District Council at the district level) and Japan International Cooperation Agency (JICA).

ECDC means Education and Community Development Committee, which is the key institution established by the Project to promote the whole community's participation in education and community development.

1.2. Why was ECDC Model developed?

When the Project started in October 2005, many emergency assistance agencies (such as UNHCR, Norwegian Refugee Council (NRC) and Save the Children UK) were leaving Kambia District of Sierra Leone. So it was a transition time for Sierra Leone to move from post-war emergency state heavily assisted by external donors to more self-reliant and sustainable development based on its own local resources.

The Project was designed not only to assist Sierra Leonean Government's efforts for education and community development, but also to develop a self-reliant and sustainable model for education and community development by mobilizing the untapped local resources at the community level.

1.3. How to Use this Model Book

This Model Book was developed to disseminate the essence of the experiences and lessons learned from Children and Youth Development Project in Kambia District.

This Model Book consists of the following four chapters:

Chapter 1: Introduction

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

Chapter 3: How to Implement ECDC Model

Chapter 4: Good Practices and Lessons Learned

Chapter 2 explains why and how ECDC and the Block Grant are two key elements in ECDC Model. Chapter 3 introduces key actors and step-by-step operation of the Block Grant system to ECDCs. Chapter 4 is the summary of experiences of implementing various kinds of Micro Projects to improve not only the school but also the community.

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*

ECDC Model was developed based on our firm belief that Sierra Leonean people have the strong potential to develop themselves, if they are given “a right opportunity” with “an appropriate incentive”. Sierra Leone Government prepared Poverty Reduction Strategy Paper 2005-2007 and Education Sector Plan 2007-2015, but regrettably these policy documents have not tapped well these important potential of the local people to contribute to Sierra Leonean development.

In ECDC Model, we tried to tap these local people’s potential to contribute to their own development using two key elements:

- 1) establishment of Education and Community Development Committee (ECDC) in the target school, and
- 2) provision of the block grant to ECDC so that ECDC can implement Micro Projects for education and community development.

Our experiences have clearly shown that ECDC Model was really able to activate the local population’s potential to contribute to their own development, as shown in Table 2.1 which is the summary on how much the local population has contributed in cash in comparison with the Block Grant. In addition, we should not forget that the local population has also significantly contributed in labor as well as in kind.

Table 2.1: Community Contribution in Cash (Le)

Block Grant (Le)	Financial Contribution from ECDC and Community in Micro Projects (Le) *1				
	(No. of ECDCs)	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 Block Grant	51%	124%	7%	65%
	Range	95,000 - 1,164,000	200,000 - 3,702,000	0 - 478,000	0 - 3,702,000
	Ratio to Block Grant	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 Block Grant	3%	9%	2%	5%
	Range	0 - 740,000	0 - 2,115,449	0 - 327,400	0 - 2,115,449
	Ratio to Block Grant	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 Block Grant	3%	15%	1%	7%
	Range	0 - 2,048,000	13,008 - 7,898,440	0 - 484,000	0 - 7,898,440
	Ratio to Block Grant	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 Block Grant	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 Block Grant	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).

2.2. ECDC as a Platform for Broad Community Participation

(1) Who Are ECDC Members?

Education and Community Development Committee (ECDC) is established as a platform to promote broad community participation, which means participation from all kinds of people and groups in the community. So the members of ECDC must represent a variety of groups in the community, such as school groups, youth groups, women groups, farmers groups, traditional groups (Osusu groups, etc.), village elders, artisans, and so on.

Figure 2.1 illustrates ECDC members, their main roles, and three principles of ECDC:

- 1) Active Participation,
- 2) Democratic Decision-making, and
- 3) Transparent Accounting.

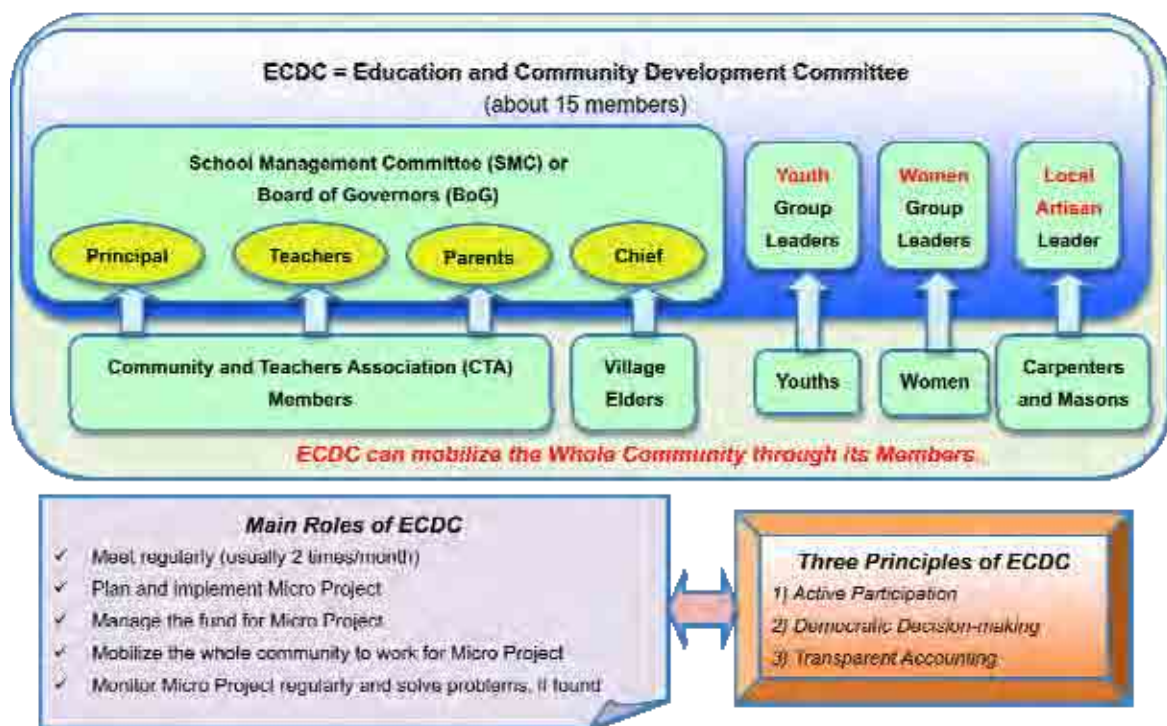


Figure 2.1: ECDC Members, Main Roles, and Three Principles

Table 2.2 shows the guidelines on how to select ECDC members:

Table 2.2: Guidelines on How to Select ECDC members

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) (for school infrastructure development)
- 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
- 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.)

(2) How is ECDC different from SMC/BoG?

The Education Act of 2004 made the provision for establishment of School Management Committee (SMC) in every government and government-assisted primary school, and Board of Governors (BoG) in every government and government-assisted junior secondary school in Sierra Leone.

SMC consists of the following seven members:

- 1) Head teacher (Principal)
- 2) Inspector of Schools (or his representative) (a non-voting member)
- 3) Proprietor's representative
- 4) Chairman of Community and Teachers Association (CTA)
- 5) The traditional ruler of the village or area concerned (paramount chief or his representative)
- 6) A female member of Chiefdom Education Committee (or her representative)
- 7) A prominent educationist

All SMC members except Inspector of Schools are elected every three years, and the Chairman of SMC is appointed by SMC members and needs to be approved by the Minister. All SMC members work voluntarily without any financial remuneration for day-to-day management of the schools.

BoG consists of the following 12 members:

- 1) Five representatives of the Minister, directly appointed by the Minister
- 2) Four members nominated by the proprietor of the school, appointed by the Minister
- 3) One member nominated by the local authority of the area, appointed by the Minister
- 4) One ex-pupil representative elected by Ex-Pupils Association
- 5) Principal (serve as Secretary to BoG)

The Chairman of BoG is appointed by the Minister among the BoG members, and BoG meets five times a year.

ECDC can be considered as an expanded SMC or BoG, and it has more community members who represent various segments of the society. Since one of the causes for the civil war was the social alienation of the youth and their antipathy against village elders' dominance, it is very important to include youth group leaders in ECDC and make democratic decision-making among all members with no dominance of one central member or village elders.

(3) How is ECDC different from CTA?

Community and Teachers Association (CTA) is a Sierra Leonean version of Parents and Teachers Association (PTA), but it includes more community members other than students' parents. So the membership of CTA is somewhat similar to that of ECDC, but CTA cares only for school matters, and ECDC cares not only for school improvement but also for community development, which makes ECDC a unique and important organization for all villagers.

The activeness of CTA varies a lot from school to school, but our experiences have shown that where CTA is very active, the community is well-united, valuing education and collaborating each other, so there is a high chance that ECDC also becomes a very active group.

2.3. *Block Grant for Micro Project: Seven Key Characteristics*

ECDC Model aims to improve education and the community by providing the Block Grant to ECDC. Using the Block Grant and their own contribution, ECDC can implement Micro Projects (small to mid-scale self-help projects with a budget of 1 to 20 million Le.) for education and community development.

This Block Grant system works well because of the following seven key characteristics.

(1) Activating Community Ownership and Self-Help Efforts

As demonstrated in Table 2.1 on the community contribution in cash, the Block Grant can be a good trigger to induce community's self-help efforts and contribution (cash, labor and in-kind) for education and community development. Since the Block Grant system lets the community to decide what to do by themselves, the community can feel "This is our project", so they become united to work together and become more willing to contribute anything they can offer in order to realize their own dreams!

Since the community has the strong ownership of Micro Project, when they encountered any problem during implementation of Micro Project, they tried to solve it with their own initiative and resources.

(2) Two Interlinked Purposes: Education and Community Development

ECDC is a unique organization due to its two interlinked purposes for establishment: 1) school improvement and 2) community development. If the local population is poor, they cannot help school improvement, so it is important for the school to help community development, so that the local population can afford to send children to school and help school improvement. This virtuous circle between community development and school improvement is illustrated in Figure 2.2.

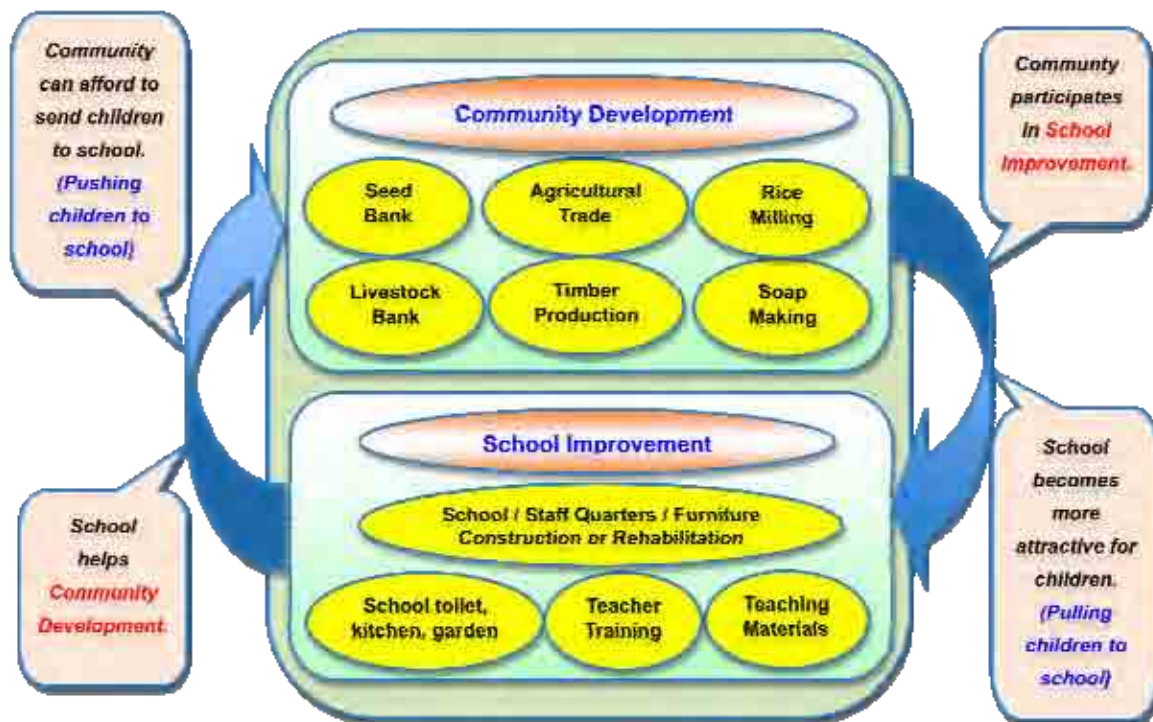


Figure 2.2: Two Interlinked Purposes: Education and Community Development

(3) Responding Directly to a Wide Variety of Community Needs

ECDC Model can respond directly to the community needs by providing the Block Grant based on ECDC's proposal. ECDC can propose any activities for education and community development, as far as (a) there is a firm consensus on the need for these activities among its members, and (b) activities are considered as effective to improve both education and the community. The Project has never instructed ECDC what to do.

Since Micro Projects were selected by ECDC and the community people based on their strongly felt needs, the contents of Micro Projects vary from ECDC to ECDC, which resulted in a wide variety of activities: classroom construction or rehabilitation, school furniture, teacher training, teaching and learning materials, sports event, awareness raising campaign, hygiene education, teachers' quarters, water well, health post, school garden, group farming, seed bank, seed store, agricultural trading, rice milling, palm kernel nut-cracking, livestock bank, soap making, gara-tie dyeing, etc.

(4) Learning by Doing: Capacity Development through Repeating Plan-Do-See Cycle

ECDC is responsible for the whole process of planning and implementing Micro Projects for education and community development. As illustrated in Figure 2.3, after establishment and training, ECDC assesses their situation, identifies priority problems, writes a proposal for Micro Project to solve the priority problems, implements Micro project with maximum community participation, and evaluates the results of Micro

Project by sharing experiences among ECDCs. The Project aims to improve ECDC's capacity by providing the opportunity for ECDC to repeat Plan-Do-See cycle three times from Step 1 to Step 3.

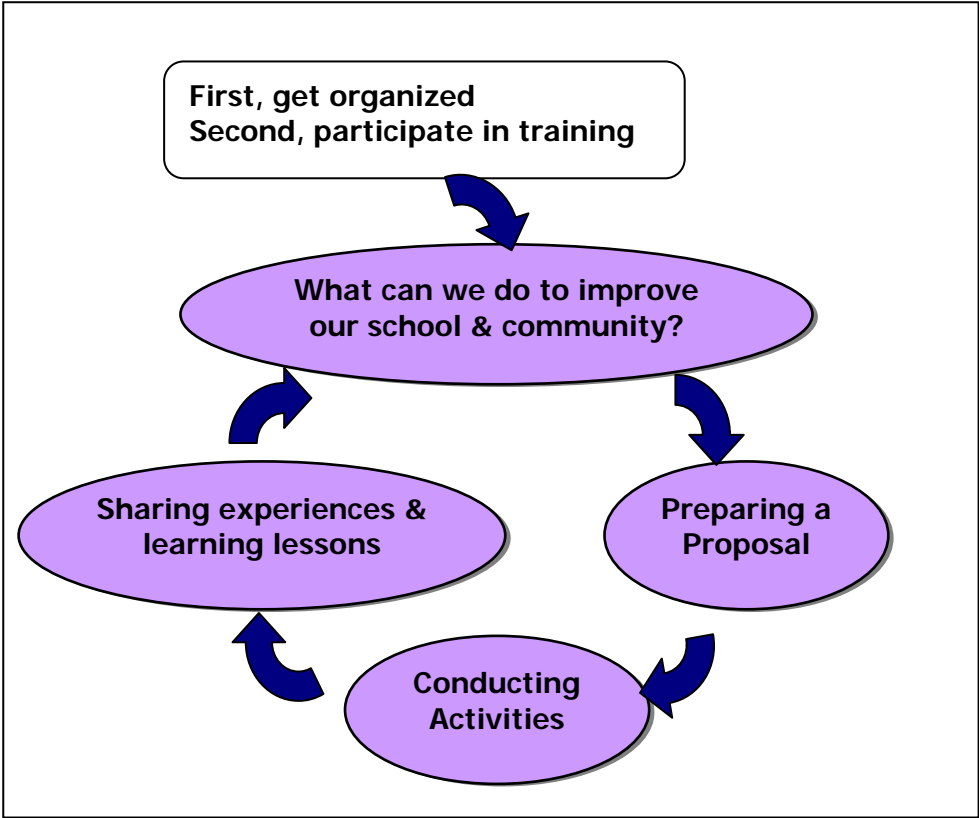


Figure 2.3: Continuous Cycle of Planning and Implementing Education and Community Development

(5) Step-by-Step Scaling-up of Micro Project: Incentive System to Improve ECDC's Performance

There are three types of the budgets for Micro Project: Type A (Le. 1 million), Type B (Le. 10 million) and Type C (Le. 20 million). In Step 1 (May – October 2006), all 33 ECDCs were allocated Type A budget, the smallest budget of Le. 1 million, to implement their selected Micro Project. Many ECDCs undertook school toilet and kitchen construction and school garden, in order to support or become eligible for receiving school feeding assistance by World Food Programme (WFP).

While implementing Step 1 Micro Project, all ECDCs were informed that if their performance during Step 1 is evaluated as excellent, they will be awarded to implement Type C budget, the biggest budget of Le. 20 million in Step 2 (November 2006 – May 2007), but if not, they will be awarded only Type B budget, the smaller budget of Le. 10 million to gain more experience before embarking on the bigger project using Type C budget. After Step 1, the Project Team evaluated the performance of each ECDC in implementing Step 1, and as a result, 12 ECDCs were awarded Type C budget, and 21 ECDCs were awarded Type B budget in Step 2.

ECDCs which received Type C budget in Step 2 will receive Type B budget automatically in Step 3 (November 2007 – April 2008), but ECDCs which received Type B budget in Step 2 need to improve their performance in order to receive Type C budget in Step 3. This pressure on weak ECDCs to improve their capacity has worked well, and eventually all of 21 ECDCs which received Type B budget have actually improved their capacity during Step 2, and they were successfully awarded Type C budget in Step 3.

This step-by-step scaling-up of Micro Projects from Type A to Type B or C based on ECDC's performance is illustrated in Figure 2.4, and this has served as a good incentive system for ECDCs to improve their performance.

Many ECDCs wanted to receive Type C budget to construct or rehabilitate classrooms or staff quarters, but only ECDCs with a strong management capacity were allowed to receive Type C budget in Step 2. Those ECDCs which were rejected for Type C budget in Step 2 used Type B budget to conduct income-generating activities (IGAs), and the profit generated from IGA in Step 2 really helped their implementation of Step 3 Micro Project. For example, they can upgrade specifications of the construction (such as using cement blocks instead of mud blocks) or fabricate school furniture using the profit from IGA in Step 2. They said "Because of JICA's step-by-step approach, we were finally able to construct a wonderful classroom with our own strengthened capacity. We are now very satisfied with what we accomplished!"

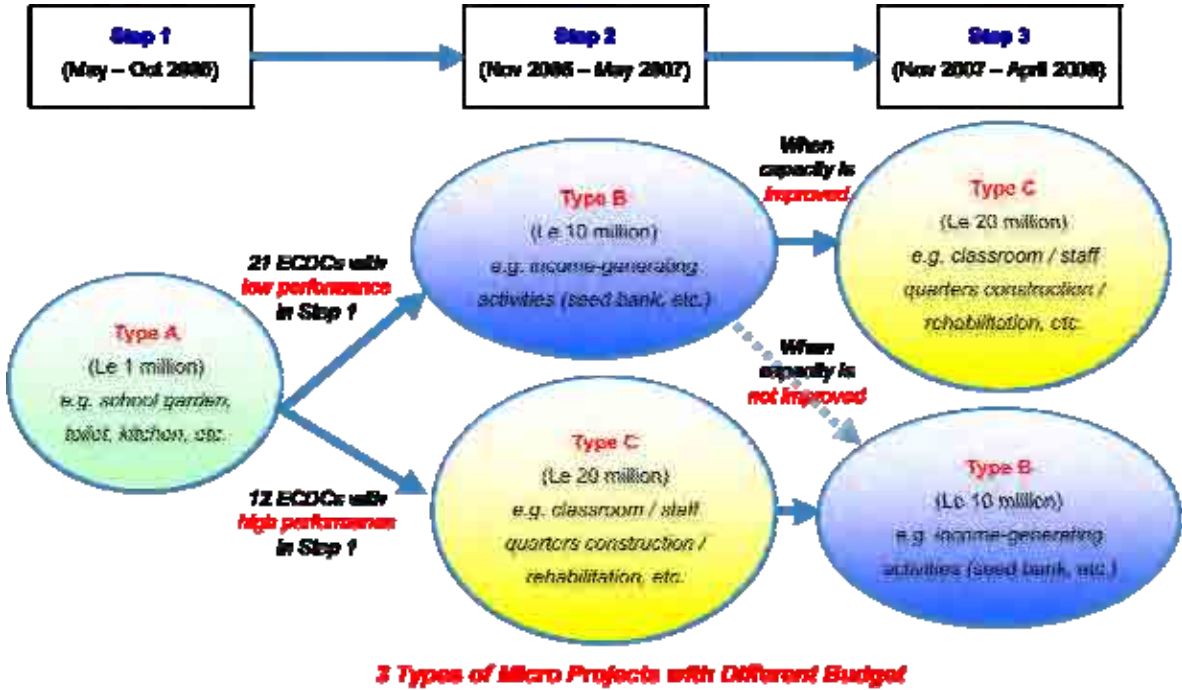


Figure 2.4: Step-by-Step Scaling-up of Micro Projects based on ECDC's Performance

(6) Democratic, Accountable and Transparent Management of the Block Grant

In ECDC Model, the Project and the community entrust the appropriate use and proper management of the Block Grant to ECDC. In turn, ECDC democratically decides how to use the Block Grant effectively (*democratic decision-making*), answers any inquiry by the community (*accountability*), and discloses and shares information with the community (*transparency*). Through implementation of Micro Project, ECDC has greatly improved these capacities including record keeping, by learning from troubles and mistakes.

(7) Regular Monitoring and Support

During implementation of Micro Project, Micro Project has been monitored closely and frequently by the Project. Whenever necessary, the Project has provided support and advice to ECDC, but the Project has never instructed ECDC what to do, and instead facilitated ECDC's own decisions and actions based on the consensus among ECDC members.

Chapter 3: How to Implement ECDC Model

3.1. Changes from Original Design: Modifications based on Reality

In this Model Book, we have changed the following three points from the Project's original design based on our experiences.

(1) Change from Zonal Coordinating Committee (ZCC) to District Coordinating Committee (DCC)

According to the original design, the Project is supposed to establish Zonal Coordinating Committee (ZCC), which consists of JICA Project Team, district officers and representatives from all ECDCs in each pilot project zone (namely Tonko Limba, Bramaia and Magbema zones), in order to

- 1) review and approve the Micro Project proposals from ECDCs,
- 2) monitor and facilitate implementation of Micro Projects, and
- 3) facilitate experience sharing among ECDCs in the pilot project zone.

But in reality, ZCC has been organized as a district-level committee without participation of ECDC's representatives, and its roles have been limited to the above 1) and 2), so we decided to rename ZCC to District Coordinating Committee (DCC) which consists of mainly district officers.

(2) Change from a junior secondary school as the core school to assist feeder primary schools to equal treatment of all primary schools

The Project first selected three target junior secondary schools in Kambia District and then selected 30 primary schools which send students to these three junior secondary schools. These junior secondary schools are expected to play the role of the core schools to the feeder primary schools in order to coordinate and guide ECDCs in these primary schools, but in reality this expected role has never been realized, due to lack of the capacity in some junior secondary schools.

So in ECDC Model, we decided to omit junior secondary schools from target schools

and include only primary schools from the following reasons:

- 1) junior secondary schools and primary schools have different needs;
- 2) the capacity of junior secondary schools is not necessarily higher than that of primary schools; and
- 3) junior secondary school covers the wider area than the primary school, which makes community mobilization in junior secondary school activities more difficult.

(3) Change from Resource Center Management Group (RCMG) to Federation of ECDCs (FECD)

The Project has established Resource Center in each of the three target junior secondary schools to serve as the training and resource center for teachers in feeder primary schools. Resource Center is managed by Resource Center Management Group (RCMG) which consists of representatives of ECDCs in each pilot project zone.

In reality, RCMG functions not only as a management body for the Resource Center, but also as a coordinating body among ECDCs in each zone. Since we omit junior secondary schools in the target schools in this Model Book and the Resource Center is not a mandatory component for ECDC Model, here we propose to establish Federation of ECDCs (FECD) in the ward level, instead of RCMG, in order to play the role of coordinating and promoting information exchange among ECDCs.

3.2. Three Key Actors in ECDC Model: Their Roles

There are the following three key actors to implement ECDC Model:

- (1) Education and Community Development Committee (ECDC) at the school and community level
- (2) Federation of ECDCs (FECD) at the ward level
- (3) District Coordinating Committee (DCC) at the district level

Roles and responsibilities of each actor are described below.

(1) Education and Community Development Committee (ECDC) at School Level

At the school level, Education and Community Development Committee (ECDC) should be formed to play the following roles:

- Participate in training and workshops organized by District Coordinating Committee (DCC);
- Assess needs for school improvement and community development;
- Prepare and submit the proposal for Micro Project to improve school and develop the community;
- Revise the proposal for Micro Project based on the discussion with DCC;
- Manage the Block Grant and implement Micro Project based on the proposal approved by DCC;
- Mobilize the community to contribute to Micro Project (in cash, in labor and in kind);
- Prepare and submit the Monthly Report and Financial Report to DCC;
- Review and evaluate Micro Project;
- Share and exchange experiences with other ECDCs to learn the lessons for the future activities; and
- Be responsible for transparency and accountability on the decision-making in ECDC and management of the Block Grant.

General organization structure and basic roles of each position of ECDC are presented in Figure 3.1. 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.

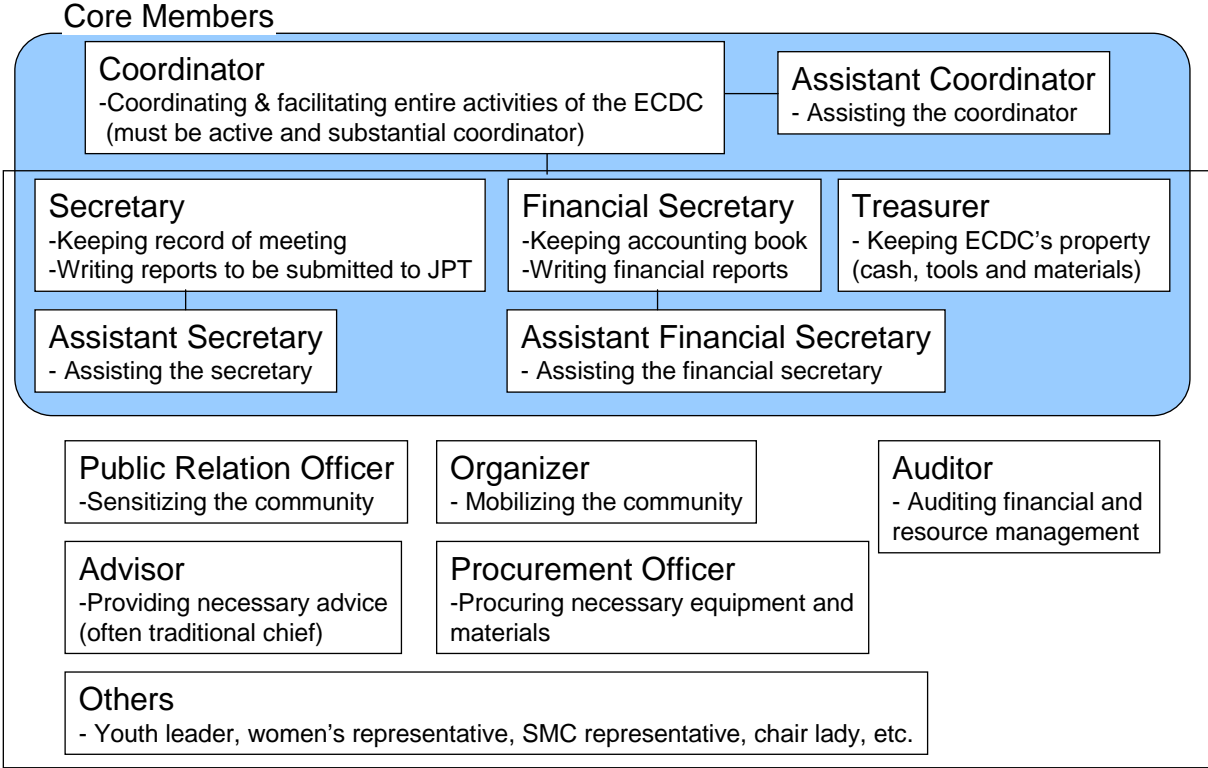


Figure 3.1: General Organization Structure and Basic Roles of Each Position of ECDC

Table 3.1 shows the basic policy in managing ECDCs:

Table 3.1: Basic Policy in Managing ECDCs

- Self-help efforts
- Transparency and accountability
 - ~ share information, good and bad experience, and positive and negative comments among all stakeholders ~
- Justice and equity
- Responsibility and commitment
- Continuation and sustainability

(2) Federation of ECDCs (FECDC) at Ward Level

At the ward level, Federation of ECDCs (FECDC) should be formed by getting together representatives from all ECDCs in the ward, in order to play the following roles:

- Promote sharing of information and experiences and mutual learning among ECDCs in the ward;
- Help ECDCs in trouble to solve the problem learning from other ECDCs;
- Represent voices of ECDCs in ward development committee, and
- Promote ECDC Model to other interested schools and communities.

(3) District Coordinating Committee (DCC) at District Level

At the district level, District Coordinating Committee (DCC) should be formed to coordinate and supervise the activities of ECDCs in the district.

DCC can consist of relevant district officers in District Council such as

- 1) Chief Administrator, Deputy Chief Administrator, Development Planning Officer, Monitoring and Evaluation Officer, Procurement Officer and Financial Officer from District Council,
- 2) Inspector of Schools and Zonal Supervisors from District Education Office,
- 3) District Social Development Officer from District Social Welfare Office, and so on.

DCC should play the following roles:

- Train ECDCs in planning and management of Micro Projects;
- Facilitate ECDCs to make proposals for Micro Projects;
- Review and approve proposals submitted by ECDCs;
- Disburse the Block Grant to ECDCs;
- Monitor ECDC's implementation of Micro Projects;
- Evaluate the impacts of Micro Projects;
- Check the Monthly Reports and Financial Reports submitted by ECDCs;
- Provide technical support to ECDCs when necessary; and
- Secure the budget for block grants to ECDCs as well as administrative cost to implement ECDC Model (which includes the cost of monitoring and support).

3.3. How to Operate Block Grant System to ECDCs

Figure 3.2 illustrates how District Coordinating Committee (DCC) can operate the Block Grant system to ECDCs. (Note: This chart still includes JICA Project Team and JICA-hired facilitators in DCC, but even after JICA Project Team pulls out, DCC can continue to function with relevant district officers from District Council.)

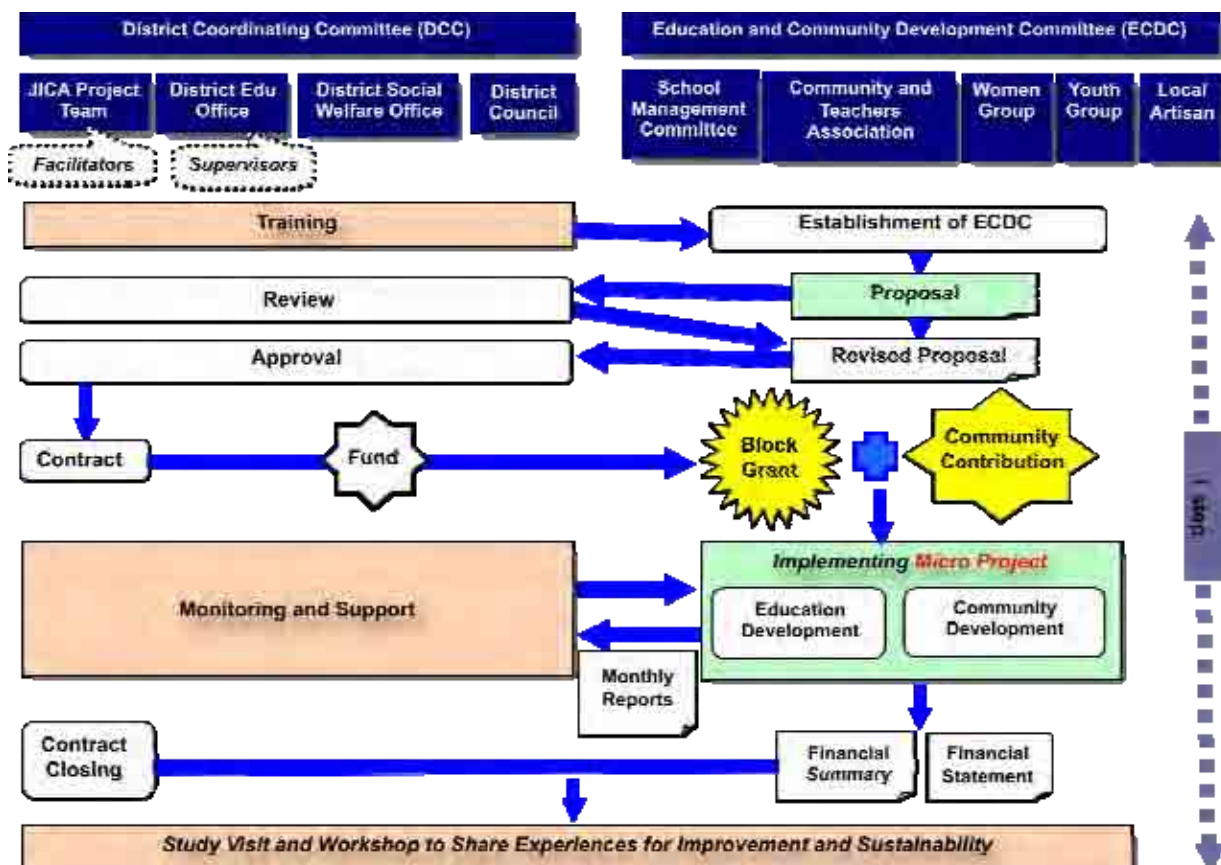


Figure 3.2: Block Grant System to ECDCs (in One Step)

Figure 3.2 shows one step of Micro Project planning and implementation. The Project has conducted three steps during three years from September 2005 to June 2008 as shown in Table 3.2.

Table 3.2: Overall Schedule of the Project

	Step 1	Step 2	Step 3
Establishment of ECDC	Dec 2005 – Jan 2006	-	-
Training of ECDCs	March 2006	March 2007	Oct – Nov 2007
Preparing Proposal	March – April 2006	March – April 2006	April – May 2007
Revising Proposal	-	May – Oct 2006	July – Oct 2007
Proposal Approval and Contract Signing	May 2006	Nov 2006	Nov 2007
Implementation of Micro Project (with Monitoring and Support)	May – Oct 2006	Nov 2006 – May 2007	Nov 2007 – April 2008
Contract Closing (deadline to use the Block Grant)	June 2006	May 2007	April 2008
Study Visit and Workshop to Share Experiences	-	April – May 2007	May 2008

The following is the step-by-step guide to the Block Grant system to ECDCs.

(1) Establishment of ECDCs

ECDC (Education and Community Development Committee) should be established through the procedure shown in Figure 3.3 and the guidelines described in Table 2.2.

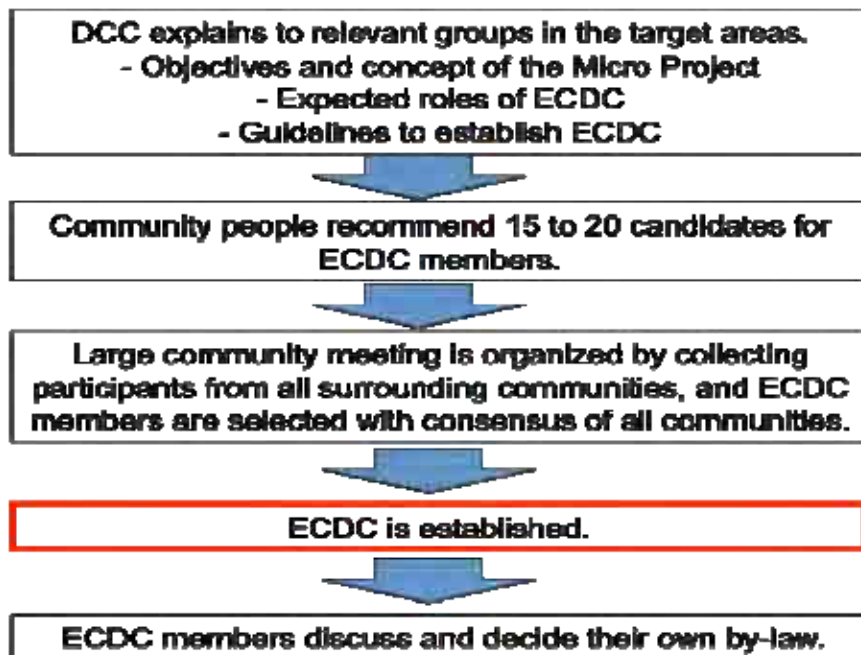


Figure 3.3: ECDC Establishment Process

After the establishment, ECDC is expected to make their own by-law. Typical contents of ECDC by-law are summarized in Table 3.3.

Table 3.3: Typical Contents of ECDC By-Law

Articles to be included in ECDC by-law	Description
Meetings	<ul style="list-style-type: none"> - Number of regular meetings per month - Fine for late coming and/or absence
Participation	<ul style="list-style-type: none"> - Provision of voluntary service to ECDC activities - Participation in all levels of activities - Contribution from ECDC members
Code of conduct / discipline	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Review of by-law - Procedure of amendment
Appointment of members	<ul style="list-style-type: none"> - Registration and appointment of members - Regular review of the members - Replacement

As the by-law is decided based on discussion among ECDC members, articles and detailed descriptions in ECDC by-law can vary ECDC by ECDC. Many ECDCs set the fine article for late coming and absence in the meeting and regular monthly contribution to be paid by cash, while it is often observed that these rules are not strictly followed.

(2) Training of ECDCs

In the beginning, ECDCs should be trained on what is Micro Project and how to plan and implement Micro Project. The Project has developed Micro Project Planning and Management Manual (version 2) for this training. Table 3.4 shows the typical time table for two-day training of ECDCs using the Micro Project Planning and Management Manual (version 2), which can be downloaded from the following web site.

Micro Project Planning and Management Manual (version 2)
<http://project.jica.go.jp/sierraleone/0605498/04/pdf/manua2007.pdf>
<http://project.jica.go.jp/sierraleone/0605498/04/pdf/attachments2007.pdf>

Table 3.4: Typical Time Table for Two-Day Training of ECDCs

Day	Time	Contents
Day 1	AM	1. What is ECDC Model?
		2. What are the expected roles of ECDC members?
	PM	3. What is Micro Project?
		4. How to assess your needs for education and community development
		5. How to prepare your proposal for Micro Project
Day 2	AM	6. How to implement Micro Project with community participation
		7. How to manage the Block Grant
	PM	8. How to prepare Monthly Report and Financial Report
		9. How to cope with troubles which you might encounter during implementation of Micro Project
		10. How to sustain Micro Project even after the external support

(3) Proposal Preparation and Review

After the above training, ECDCs are expected to assess their needs for school improvement and community development, and prepare the proposal for Micro Project. Table 3.5 shows the proposal format for Micro Project, and the details of each form are explained in the Micro Project Planning and Management Manual (version 2).

Table 3.5: Proposal Format for Micro Project

Form 2-1: Cover Pages (Name of ECDC, Justification, Objectives, Project Goal, Outputs, ECDC Positions and Persons in Charge, Sustainability of Micro Project)
Form 2-2: Problem Tree Analysis
Form 2-3: Objective Tree Analysis
Form 2-4: List of Activities
Form 2-5: Schedule, Output and Cost Estimate of Project Activity
Form 2-6: Detailed Plan for Income Generating Activity

After receiving the proposals from ECDCs, District Coordinating Committee (DCC) should review the contents of the proposal from the three viewpoints shown in Table 3.6, and ask revision of the proposal, if necessary.

Table 3.6: Viewpoints to Review Proposals

<p>1) Justification:</p> <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, the proposal cannot be approved.✓ Does ECDC describe the background and needs of the project clearly with problem and objective trees? <p>2) Sustainability</p> <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? <p>3) Project Design</p> <ul style="list-style-type: none">✓ Does ECDC consider alternatives to achieve their goal? If they proposed only activity to achieve the goal, it will be rated lower.✓ Does ECDC assign responsible persons for each activity?✓ Does ECDC consider the maximum use of local resources so as not to depend too much on external support?✓ Is income-generating activity feasible? (if any)

(4) Proposal Revision and Approval

After receiving the comments from DCC, ECDC is expected to revise the proposal until it will be approved by DCC.

(5) Contract Signing and Fund Disbursement

After approving the proposal from ECDC, DCC will sign the contract on implementing Micro Project with ECDC, and disburse the block grant to ECDCs based on the contract.

The block grant will be provided in two or three disbursements based on their activity schedule and contents, so that the successful completion of the activity using the

previous disbursement will become the prerequisite for the next disbursement. For the construction and rehabilitation works, the third disbursement (usually 2-6% of the total block grant) is set aside as a contingency to cope with the unexpected and emergent need for the additional fund.

(6) Implementation of Micro Project

After receiving the block grant, ECDC will implement Micro Project based on their proposal. During the implementation of Micro Project, ECDC is expected to report the progress every month by submitting the Monthly Report and Accounting Book to DCC. The forms for the Monthly Report (Form 3-1 and Form 3-2) and Accounting Book (Form 5) are attached in the Micro Project Planning and Management Manual (version 2).

(7) Monitoring and Support to Micro Project

During the implementation of the Micro Project, DCC should monitor Micro Project regularly in order to check whether there is any trouble or problem and make necessary advice and support to ECDCs. Table 3.7 shows the major check points for DCC to monitor Micro Project.

Table 3.7: Major Check Points to Monitor Micro Project

Monitoring Points	Actions and Questions To Be Asked
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?
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 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

(8) Financial Reporting and Contract Closing

During the implementation of Micro Project, ECDC is expected to record all financial transactions in Accounting Book (Form 5) with receipts and keep records of resources which are purchased by ECDC or contributed by the community using Resource Management Book (Form 4). At the end of the Micro Project, ECDC should submit Financial Summary and Statement (Form 7) to DCC for its approval. Form 4, Form 5 and Form 7 are attached in the Micro Project Planning and Management Manual (version 2).

(9) Study Visit and Workshop to Share Experiences

In the later stage of Micro Project implementation, DCC can organize the study visit to some well-performing ECDCs and workshops to share and exchange experiences and promote mutual learning among ECDCs. This exercise may stimulate the pride of ECDCs so that all ECDCs will try to improve their performance to catch up with the successful ECDCs.

3.4. Summary: Four Key Components in ECDC Model

In summary, ECDC Model is composed of the following four key components:

1. Establishment of ECDC as a platform for broad community participation
2. Micro Project for two interlined purposes to achieve community and education development
3. Support to community's initiatives and promotion of community ownership through provision of the Block Grant
4. Continuous monitoring and capacity development of ECDC to help ECDC solve problems by themselves

Figure 3.4 illustrates the relationship among these four components and their effects, and how these four components can lead to the self-reliant and sustainable education and community development, which is the ultimate goal of ECDC Model.

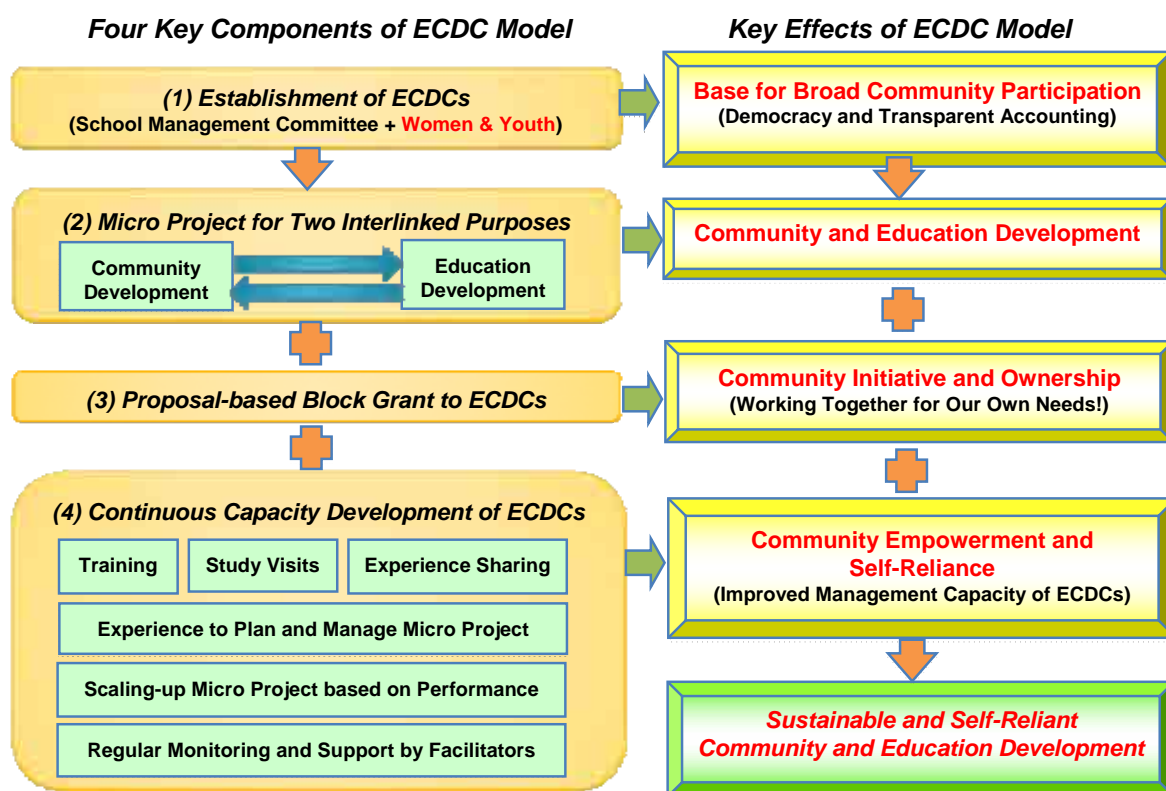


Figure 3.4: Four Key Components of ECDC Model and their Effects

Chapter 4: Good Practices and Lessons Learned

4.1. Good Practices

(1) School Construction: Upgrading Building Materials with ECDC Contributions

Using Type C budget (Le 20 million), many ECDCs embarked on construction or rehabilitation of classrooms or teachers' quarters. Due to the limited amount of fund and the Project's principle to utilize locally available materials as much as possible, mud mortar and mud blocks have been used for construction works in general.

But Ahamadiyya Secondary School (M01) and Ahamadiyya Primary School (M02) in Rokupr wanted to use cement mortar instead of mud for block joints for the stronger building structure. Through discussions during the planning stage of Micro Project, M01 and M02 agreed to contribute the transportation cost, paints and 38 bags of cements in order to supplement the Type C budget for construction of 3 classrooms and office with store. ECDCs in M01 and M02 were so active that they managed these funds and materials through community contributions. As a result, the structure of their school buildings using cement mortar is more durable and strong as wished by the community.



Figure 4.1: Cement Mortar in Concrete Block (M02)



Figure 4.2: Cement Mortar in Concrete Block (M01)

(2) Building a Health Post for the Community

After satisfying basic needs of the school (school garden, furniture, etc.) in Step 1 and Step 2, Ahamadiyya Primary School in Wulatenkle (M10) wanted to construct a health post in Step 3, because there was no health post in the area, and they had to transport sick people to the far away health post which is located more than one hour walk from Wulatenkle. They successfully negotiated with District Health Management Team (DHMT) to provide a nurse, medicine and medical equipment if they construct a health post with their own initiative. The constructed health post is smaller than the standard design of Ministry of Health due to the limited budget, but since there is a great need and willingness in the community to work for the construction of a health post, DHMT agreed on the design. The community was highly committed and gave full support to the construction of a health post.

In this case, the school has become the center for community development and the school teachers were instrumental for facilitating the community's collaboration towards realization of their dream.



Figure 4.3: Constructing a Health Post (M10)

(3) Road Rehabilitation Leading to Development

Kamabala is a remote village in Tonko Limba, and for a long time, they suffered from isolation from the information and development, because almost nobody has come to their village due to the bad access road. So Roman Catholic Primary School in Kamabala (T07) decided to embark on road rehabilitation using Type A fund (Le. 1 million) in Step 1. Using this small fund and a lot of community contribution in terms of voluntary labors, Kamabala people were able to rehabilitate the access road to the village so that the transport can come even during the rainy season.

As a result of this rehabilitated access road to the village, a public bus service started to come to Kamabala after September 2006 and a weekly market also started in Kamabala on every Thursday. Even Roman Catholic mission came to the school using the improved access road, and provided the fund to construct new classrooms. Since Step 1, ECDC in T07 is continuing to rehabilitate the road every year.



Figure 4.4: Rehabilitated Road (T07)



Figure 4.5: Public Buses Coming to the Market in Kamabala (T07)



Figure 4.6: Weekly Market in Kamabala (T07)

(4) Seed Bank for School and Community Development

Seed bank is one of the most popular activities in Micro Projects. A total of 20 ECDCs established the seed bank to lend groundnut and/or rice seeds to community farmers. 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% (1 bushel interest for 1 bushel loan). With ECDC's seed bank, community members can obtain seeds at right time for cultivation for lower interest rate, between 23 to 68 % depending on ECDC (12 ECDCs in Step 2). The number of beneficiaries varied from 54 to 170 depending on ECDC (12 ECDCs in Step 2). The majority of beneficiaries of groundnut were women, and rice seeds were distributed more to men. After the first recovery of 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 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 Kakonteh Community School (T09), the hunger level in the community was lowered through operation of the seed bank, 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.



Figure 4.7: Seed Distribution (B10)



Figure 4.8: Beneficiary Women (B11)

(5) School Garden, Toilet and Kitchen Construction for School Feeding

School garden 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 using Type A budget. This activity served as a good starter for ECDCs, 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.

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

For example, Wesleyan Church Sierra Leone Primary School in Kamasasa (T02) used the profit from the school garden to provide uniform, stationery and financial support for school charges to children in a difficult situation (orphans and the handicapped).



Figure 4.9: Beneficiary Student and ECDC Members (T02)

Twelve ECDCs constructed or rehabilitated a school toilet and 10 ECDCs constructed or rehabilitated a school kitchen in Micro Projects. Eight ECDCs did so to qualify for the school feeding program by WFP (World Food Programme). 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 school feeding 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 toilets also contributed to the good attendance, as pupils, especially girls no longer need to go home to ease themselves.



Figure 4.10: Mothers Preparing School Lunch at School Kitchen (B11)



Figure 4.11: School Toilet Constructed (B11)

(6) Soap Making for Simple Income Generation

Soap making is one of the simplest income-generating activities for ECDC, as long as there is a market as in Magbema, where the villages are close to the urban center and the use of soap is a common practice.

Especially Sierra Leone Muslim Brotherhood Primary School in Rokupr (M05) 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 a savings account, repairing school furniture and paying incentive to community teachers. ECDC members as well as some women group members have acquired the skills through training 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.



Figure 4.12: Soap Making Training for Community Members (M05)

(7) Agriculture Machine for Reducing Child Labors and Income Generation

Various agriculture machines such as rice milling machine, nut-cracking machine, or cassava grating machine were utilized by ECDCs in their Micro Projects. Not only have these machines supported the school by using the profit realized, they have also brought benefit to the wider community. For example, KDEC Masorie Primary School (M08) has ventured to operate a palm kernel nut-cracking machine. In this area, which produces a lot of palm oils, 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 4.13: Nut-Cracking Machine Demonstration (M08)

4.2. Lessons Learned

(1) Hard-type Activities

From the implementation of construction activities in Micro Projects, we have learned that ECDC Model for school construction and rehabilitation has the following good characteristics:

- 1) Cost effectiveness (50-60% less than the usual project)
 - Can construct more facilities with the same fund
- 2) Use of uncompleted classroom buildings instead of building new ones
 - Can revive previous efforts
- 3) Improvement in educational environment through facility rehabilitation
 - Can lower the cost and utilize the existing facility
- 4) Community participation and contribution
 - Can increase and develop community's sense of ownership and solidarity
- 5) Community respect for the artisans
 - Can motivate artisans through improvement of their skills and their contribution to the community
- 6) Increase in the community's capacity to solve problems
 - Can strengthen the community's unity and problem-solving capacity

ECDC Model 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. ECDC Model 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 4.1 shows the comparison of construction cost and rate of community contribution, and Table 4.2 shows the difference in specifications for each type of project and implementing agency. JICA Project Team developed Construction Guides for the various kinds of construction works, and deposited them in Kambia District Council as well as uploaded them in the following web site:

<http://project.jica.go.jp/sierraleone/0605498/04/index.html>

Table 4.1: 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 4.2: Comparison of Construction Specifications

	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 ECDC Model for Construction Works

Construction works in Micro Project may not be suitable in urban areas, because people in these areas are normally more individualistic and community participation is difficult. They also may not be suitable for very remote areas, due to difficult accessibility for project implementation and monitoring. Large-scale construction package such as those including construction of six classrooms, teachers' quarters, a water well, and a toilet may be too large, and the load for the community is too much. A facility of a medium size in the semi rural areas can be considered as the most applicable for construction works using ECDC Model. In Kambia District, ECDC Model can be applicable in around 50-60 % of the areas. Table 4.3 shows ECDC Model's applicable area, possible contents of the facility, materials, season and technology.

Table 4.3: Applicability of ECDC Model for Construction Works

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

(2) Soft-type Activities

Table 4.4 shows the list of the soft-type Micro Projects implemented in Step 1, 2, and 3.

Table 4.4: List of Soft-type Activities

<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)
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The following are the lessons learned from the implementation of these soft-type Micro Projects:

- ✓ Monitoring and capacity development on accounting and record keeping are indispensable in implementing income generating activities.
- ✓ Special attention is needed in approving an income generating activity, whether the activity is suitable to the needs and environment of each ECDC.
- ✓ Implementation of IGA before construction type activities can be instrumental to smooth progress of construction activities.

- ✓ Involvement of representatives of all feeder villages in ECDC membership ensures community participation.
- ✓ ECDC needs at least two or three strong core members, as dependence on only one leadership / literate member is more likely to lead to vulnerability and risk of domination.
- ✓ Utilization of local tradition (community participation and contribution) and resources enables school and community development with minimum input.

Table 4.5 shows the list of the 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 4.5: 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

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

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 Muhtar 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 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

Appendix 2: Micro Projects by Kind of Activity

Budget Type	Step	Kind of Activity	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 operation, power saw operation, 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.