

## **Appendix 3**

### **Micro Project Planning and Management Manual**



Ministry of Education, Youth  
and Sports



Japan International  
Cooperation Agency

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

**Micro Project  
Planning and Management Manual  
(Version 3)**

**August 2008**

**JICA Project Team**

## FORWARD

This manual serves need of the training<sup>1</sup> of Education and Community Development Committee (ECDC), which is to plan and implement the Micro Project under the Project on Children and Youth Development in Kambia District in the Republic of Sierra Leone (the Project). It is also to be referred and utilized during the Micro Project Implementation by ECDCs, facilitators, and other people concerned to the Micro Project.

It was developed based on the following concepts:

- Easy to understand for all ECDC members and facilitators;
- To understand step-by-step; and
- To be modified in accordance with needs and actual situation during the Project.

Therefore, this Version 3 was revised based on experiences accumulated in the step 1, 2 and 3.

Contents of this manual and objectives of each chapter are as follows:

Chapter I. Introduction

- To understand framework of the Project

Chapter II. The Micro Project

- To understand framework, concept and implementation procedure of the Micro Project

Chapter III. Plan-Do-See Cycle and Proposal Writing

- To understand project management cycle (Plan-Do-See)
- To learn how to plan the Micro Project (identification of problems and solutions)
- To learn how to prepare proposals for the Micro Project
- To learn how to implement and manage the Micro Project
- To know about monitoring and evaluation framework

Chapter IV. Resource and Financial Management

- To learn how to manage financial and other resources with transparency

Chapter V. Sustainability of the Micro project

- To understand how to continue the Micro Project and to sustain the outcomes

**Main players of the Micro Project are not project staff but ECDC, therefore, all ECDC members should understand this manual fluently.**

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<sup>1</sup> Training schedule is shown in Attachment-1.

**The Project on Children and Youth Development  
in Kambia District of the Republic of Sierra Leone  
Micro Project Planning and Management Manual**

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Attachment - 1: Timetable of ECDC Training

Attachment - 2: List of Target Schools

Attachment - 3: Blank Formats

Attachment - 4: Cost Estimate for the Construction/ Renovation of School Facility and Equipment in Kambia District

Attachment - 5: List of MEST Prescribed Text Book

## ABBREVIATION

BoG	Board of Governors
CTA	Community and Teachers Association
DEO	District Education Office
ECDC	Education and Community Development Committee
JICA	Japan International Cooperation Agency
JSS	Junior Secondary School
JPT	JICA Project Team
KDC	Kambia District Council
MAFFS	Ministry of Agriculture Forestry and Food Security
MEST	Ministry of Education, Science and Technology
MEYS	Ministry of Education, Youth and Sports
MOHS	Ministry of Health and Sanitation
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs
MYS	Ministry of Youth and Sports
NGO	Non Governmental Organization
PS	Primary School
RC	Resource Center
SMC	School Management Committee
UN	United Nations
ZCC	Zonal Coordinating Committee

## **I. Introduction**

### **I.1 How is JICA's approach to development assistance different from the previous assistance by emergency aid agencies?**

Sierra Leone is now in the transition stage from emergency assistance to development assistance. As a development assistance agency, the Japan International Cooperation Agency (JICA) stresses the importance of self-help by the local population, which means that JICA will assist only those who help themselves and work hard for their community. JICA cannot assist the people who are just requesting and waiting for external assistance.

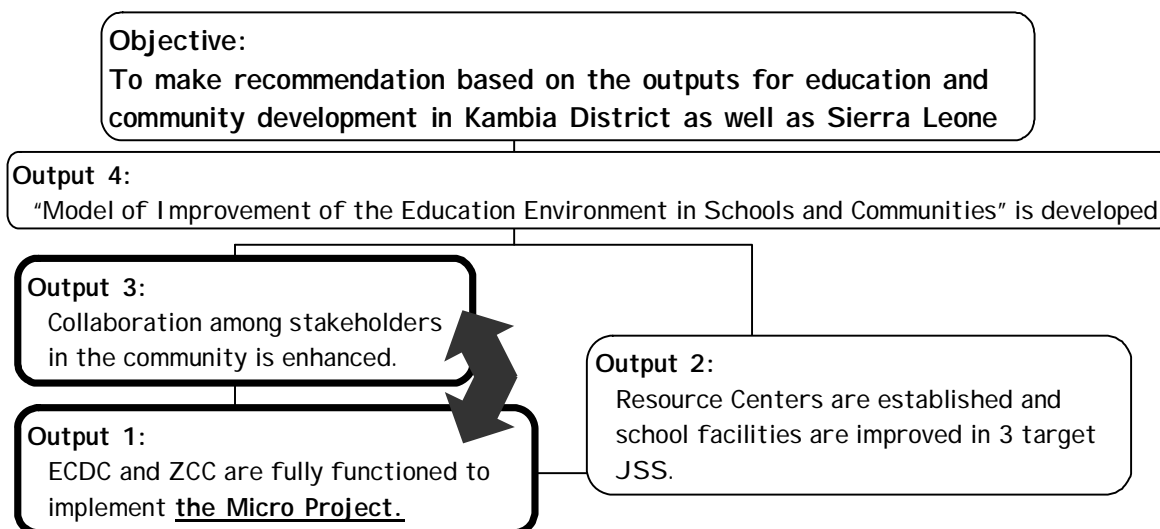
To help the local people develop by themselves, JICA emphasizes the capacity development of the local people. In this Project, JICA Project Team plans to strengthen the capacity of the local people to plan and implement the Micro Project that is suitable and appropriate for their capacity.

JICA plans to develop their capacity step by step, starting from very small scale activities, then gradually moving to little bit bigger scale activities based on development of their capacity through experiences.

### **I.2 What is "The Project on Children and Youth Development in Kambia District"?**

In response to the official request of the Government of the Republic of Sierra Leone, JICA undertakes "the Children and Youth Development Project in Kambia District (the Project)", jointly with the authorities concerned. Implementation Team for the Project consists of Kambia District Council, Kambia District Education Office and "JICA Project Team (JPT)".

The objective and outputs to be produced by the Project are shown in Figure I.1.



ECDC: Education and Community Development Committee  
ZCC: Zonal Coordinating Committee JSS: Junior Secondary School

Figure I.1 Objective and Outputs of the Project

Target groups of the Micro Project are community based organization to be formed in the Project, which name is "Education and Community Development Committee (ECDC)". ECDC is formed in coverage areas of 3 Junior Secondary Schools and 30 Primary/Community Schools in three selected areas in Kambia District; Kamasasa in Tonko Limba Chiefdom, Rokupr in Magbema Chiefdom and Kukuna in Bramaia Chiefdom.

The target schools are shown in Attachment - 2 with ECDC code numbers.

Schedule of the Project is summarized in Figure I.2.

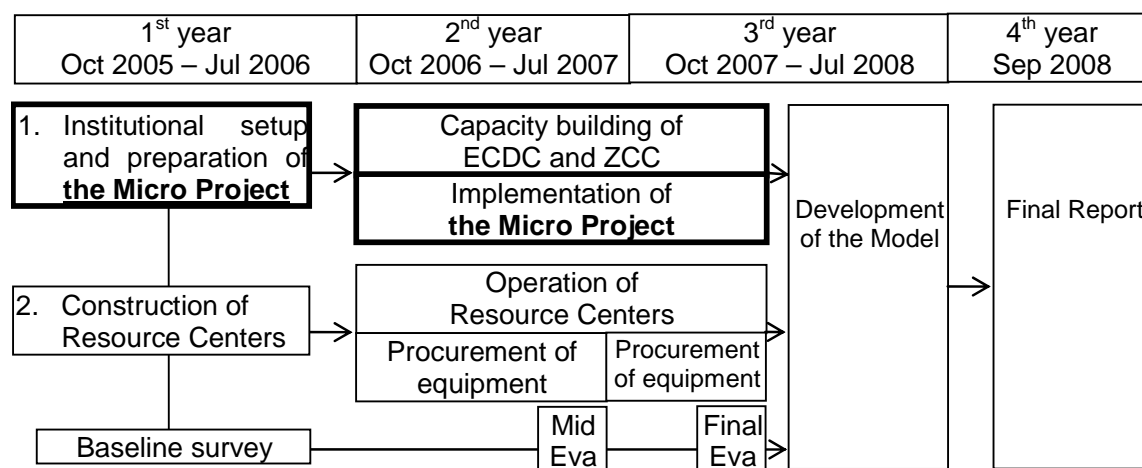


Figure I.2 Timeframe of the Project

Institutional arrangements are shown in Figure I.3.

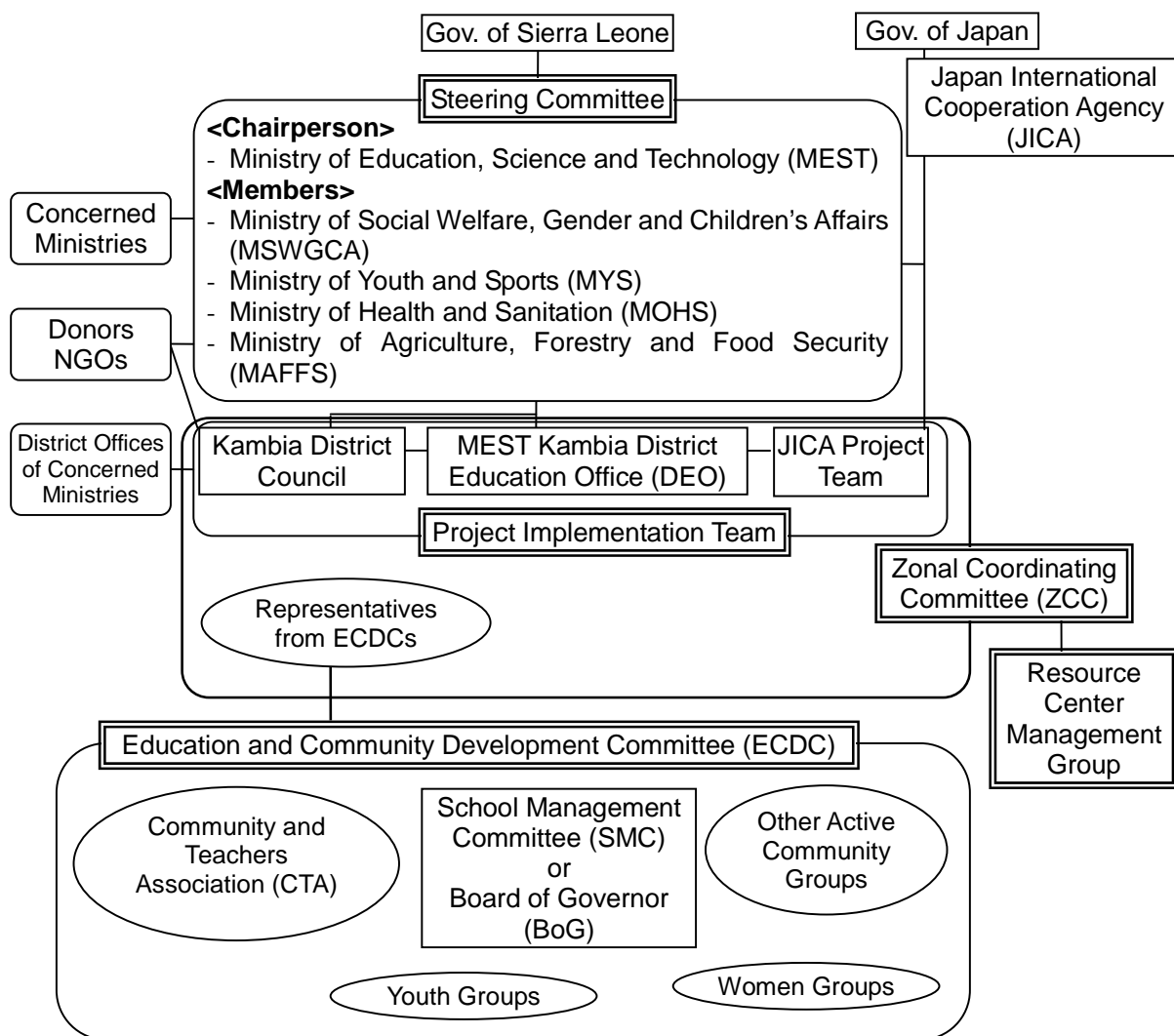


Figure I.3 Institutional Arrangements of the Project



## II. The Micro Project

### II.1 Why does ECDC participate in the Micro Project?

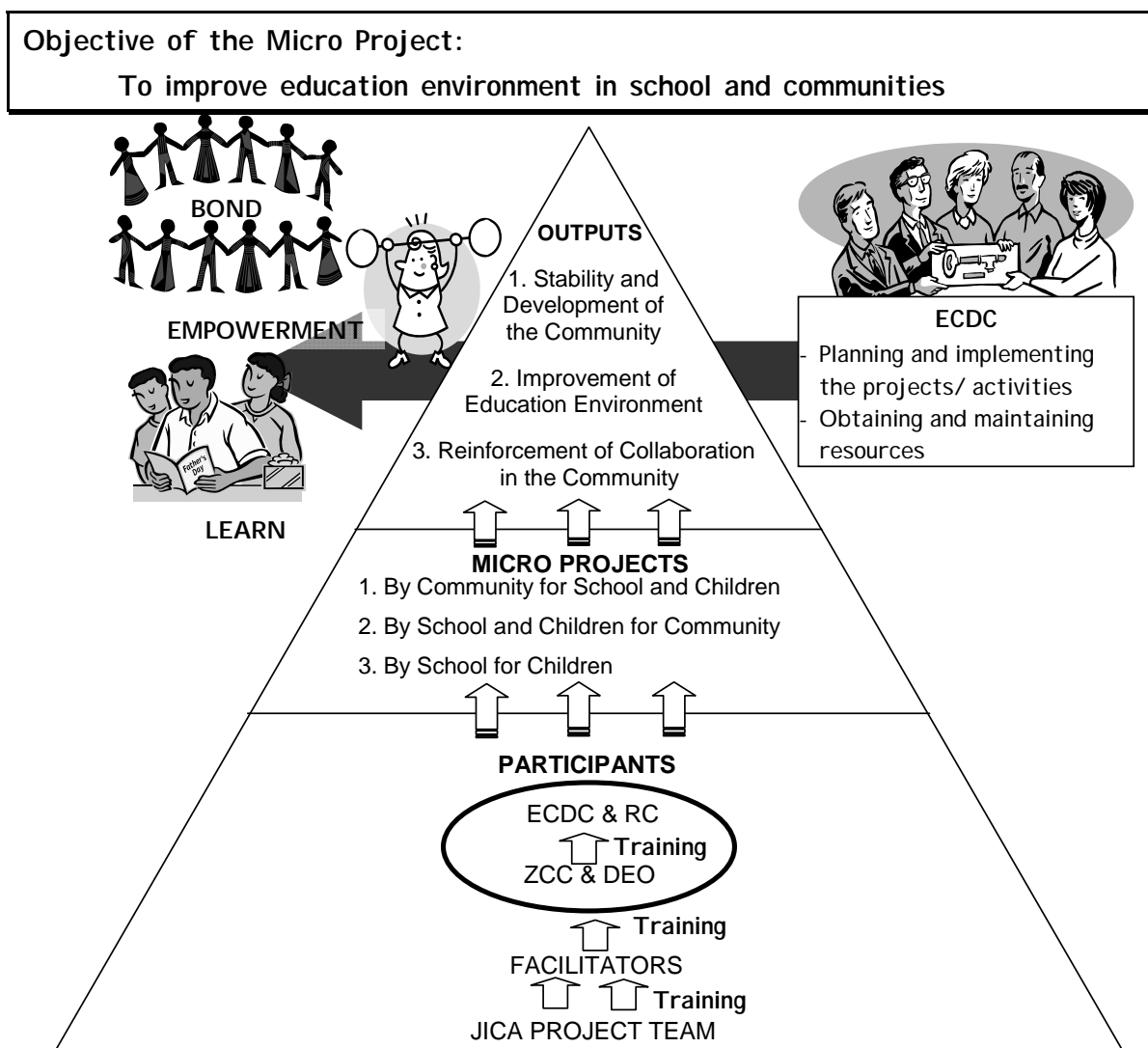


Figure II.1 Conceptual Framework of the Micro Project

Table II.1 Five key concepts of the Micro Project

<b>Key1: Maximization of Community Participation</b>	To design contents, timing and method to ensure community-wide participation in "Plan-Do-See" cycle and make it "Everybody's Project."
<b>Key2: Interactive and Flexible</b>	Assistance tailored to capacity of each community
<b>Key3: Simple and Easy to Disseminate</b>	Simple and low cost model
<b>Key4: Step-by-Step</b>	To start from a small-scale project and gradually move to larger projects.
<b>Key5: Repeat and Continue</b>	To build capacity and experience of communities through repeating "Plan-Do-See" cycle.

## II.2 Who participate in the Micro Project?

### Key 1: Maximization of Community Participation

#### (1) ECDC (Education and Community Development Committee)

ECDC, as a main player of the Micro Project, should involve people from all groups of the community in the Micro Project.

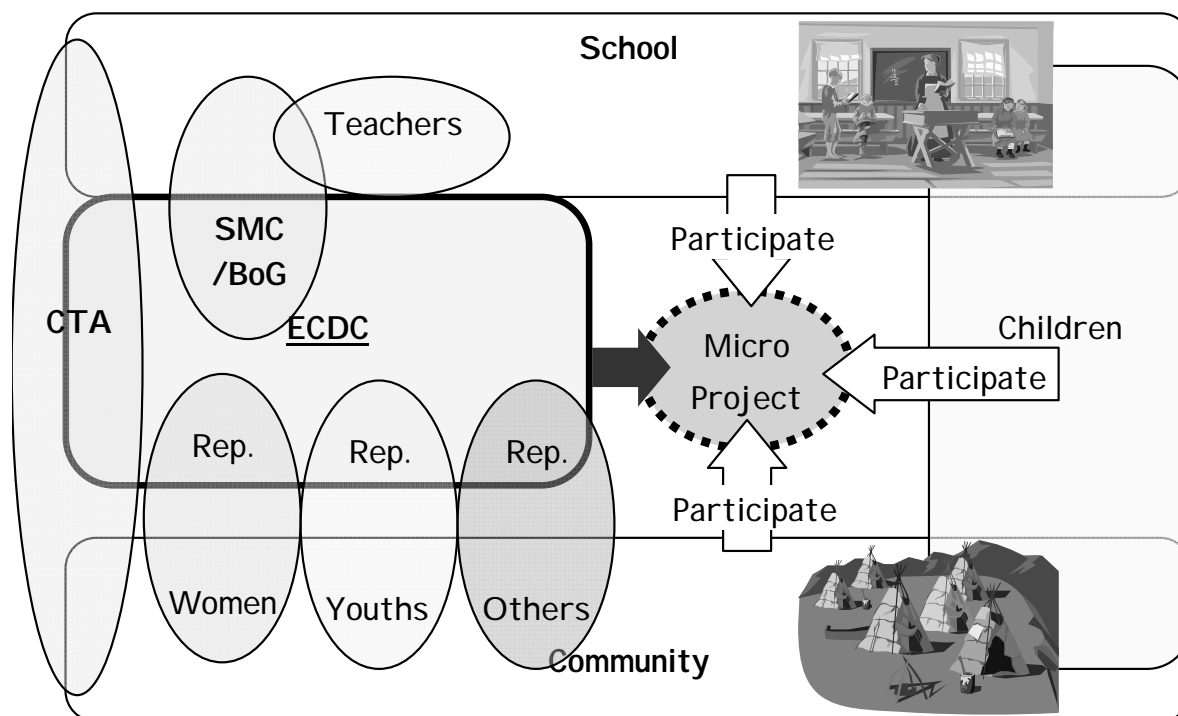


Figure II.2 Everyone can be participants in the Micro Project

ECDC selects executive members as follows. Executive members should be shared by all groups involved in ECDC (School, Women, Youth and other community groups).

Position	Roles
Coordinator / Assistant Coordinator	<ul style="list-style-type: none"> <li>To be responsible for all results of activities</li> <li>To facilitate and coordinate all stakeholders to achieve consensus on the activities</li> <li>To ensure equal participation of all ECDC members</li> <li>To ensure transparency and accountability</li> </ul>
Secretary*	<ul style="list-style-type: none"> <li>To keep records of meetings</li> <li>To prepare monthly report based on consensus of all ECDC members</li> </ul>
Financial Secretary*	<ul style="list-style-type: none"> <li>To keep record of all income and expense related to ECDC activities</li> <li>To ensure to have proper receipts for all expenses</li> </ul>
Treasurer	<ul style="list-style-type: none"> <li>To maintain all ECDC properties and resources including fund in proper condition</li> </ul>

\*Secretary can hold also the post of financial secretary if human resources are not enough.

Figure II.3 Major roles of executive members of ECDC

**Essential policy of ECDC**

- 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

ECDC is to set by-laws. Those should be consistent with customs and ordinances of the community. General items to be included in ECDC by-laws are suggested as follows.

**General items of ECDC By-law**

1. Name, Purpose of ECDC
2. Roles and responsibilities of ECDC, plus relationship between other related groups (CTA, SMC (BoG), women group, youth group, etc.) and ECDC
3. Membership (communities and school)
4. Meeting (regular and special meeting, notice, participants)
5. Executive members (positions, terms, duties, vacancies, resignation, fiscal year)
6. Amendments
7. Others

**(2) ZCC (Zonal Coordinating Committee)**

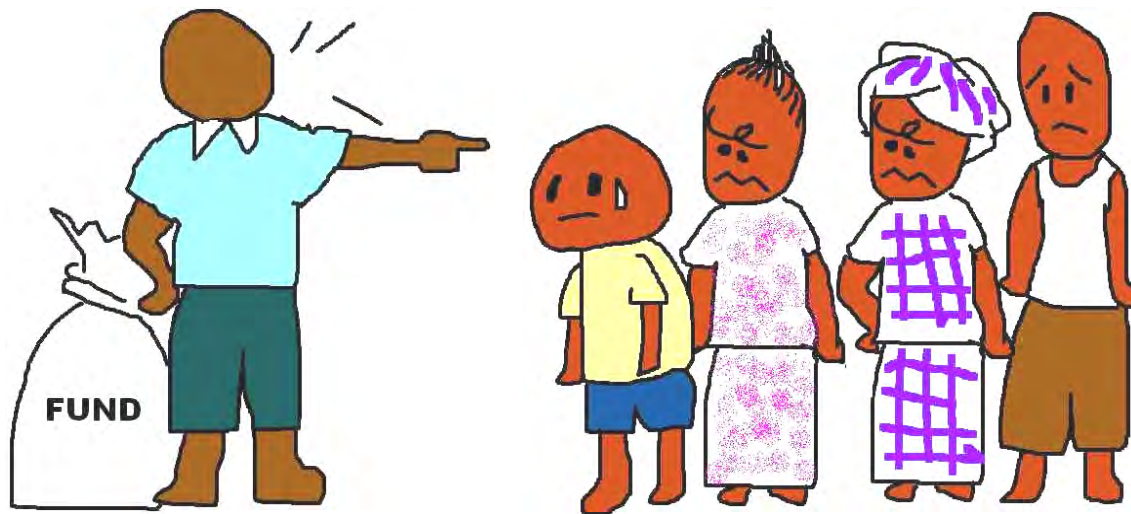
ZCCs are to be formed to coordinate and supervise the activities of ECDCs in each project zone.

ZCC consists of the Project Implementation Team (JPT, DEO and Kambia District Council), as core members, and representatives of ECDC as shown in Figure I.3.

Major roles of ZCC are:

- 🌀 To evaluate and approve proposals submitted by ECDCs (Core members only)
- 🌀 To monitor process and progress of implementation of the Micro Project
- 🌀 To make an audit of ECDCs
- 🌀 To provide technical support to ECDCs

## Group Discussion: Case Study on Democracy and Transparency



One day, some ECDC members talked to JPT for advice...

**Member A:** Our coordinator neither delegates works nor shares responsibilities to other ECDC members, especially financial management and procurement.

**Member B:** If we ask the coordinator about financial status, he says "I will report later." But we have never been informed how much we received and spend.

**Member C:** The coordinator set meeting agenda and make decision only with secretary. We just sit down during ECDC meeting without speaking.

**Member D:** We do not feel free to ask the coordinator and secretary about ECDC activity. They always scare us...

Then, JPT went to talk to the coordinator and secretary of this ECDC.

**Coordinator:** It's not really!! Members are illiterate and not well educated, so they do not understand what we talk in ECDC meeting. We are doing well. Trust me!!

**Secretary:** Absolutely!! Because we know more than other members, we have to do many things for ECDC activity with strong leadership. Because some community people are jealous us, they reported such wrong information to you! Trust me!

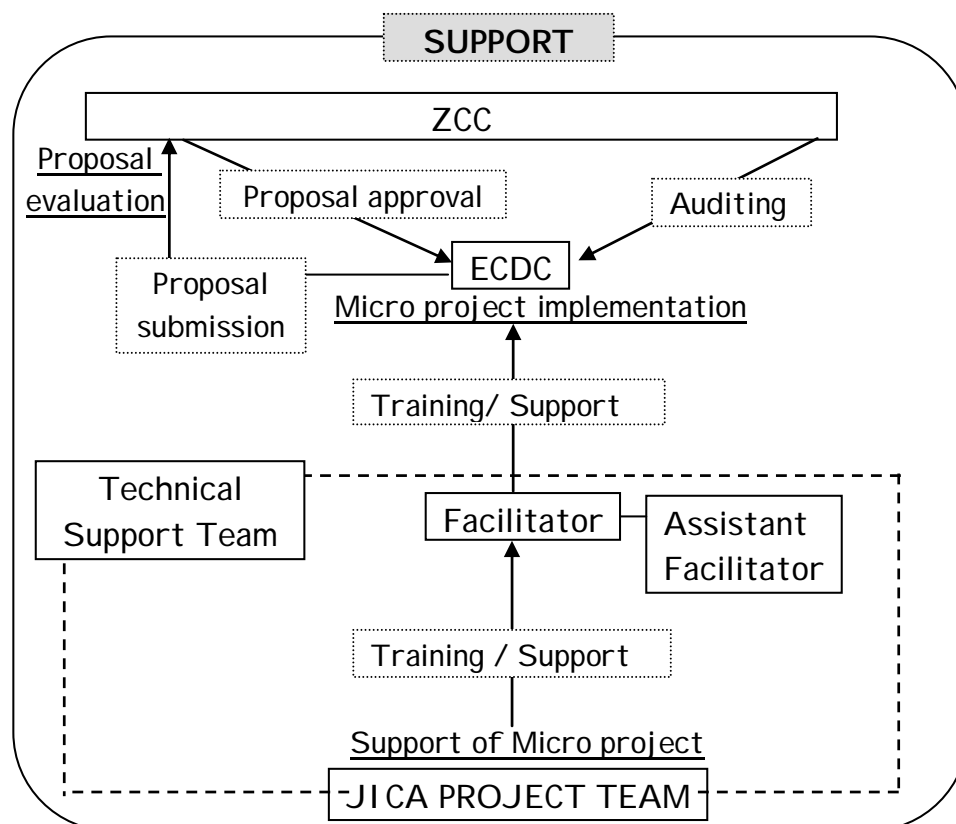
**Now, please discuss on:**

- ▶ What are problems of this ECDC?
- ▶ If you are a member of this ECDC, how will you solve those problems?

(Group discussion: 30 minutes, presentation 3 minutes for each group)

**Key 2: Interactive and Flexible**

ECDC is to be supported by local authorities and JPT as shown below. Technical support will be provided on demand.



**Figure II.4 Support System for Micro Project**

Basically, facilitators are to be the interface to provide necessary support to ECDC directly. Major roles of facilitators and assistant facilitators are as follows.

**Major roles of facilitators**

1. To facilitate ECDC activities
2. To facilitate formation of ECDC
3. To facilitate ECDC to identify problem and prioritize project in participatory way
4. To assist ECDC to manage and implement the Micro Project
5. To keep link between community and Project Implementation Team and other stakeholders
6. To support ECDC members to develop capacity
7. To ensure proper resource and financial management
8. To interpret concepts, ideas, policies, procedures of JPT
9. To report process and progress of ECDC activities weekly
10. To maintain constant supervision and monitoring of ECDC's activity

### 11.3 What kinds of activities are suitable for the Micro Project?

**Objective of the Micro Project:**

**To improve education environment in school and communities**

**The Micro Project should:**

1. Contribute to improvement of education environment in school.
2. Contribute to stability and development of the Community.
3. Involve equally by many people/ groups.
4. Require the minimum or no funds
5. Be implemented without too much dependence on outsiders.
6. Be really necessary for the Community members.
7. Be planned based on experience and idea of the Community members.
8. Be implemented by utilizing local resources (physical and human).
9. Benefit to the Community members equally and widely.

Therefore, the following activities/ projects are not suitable for the Project:

- X Construction works without activities by the Community
- X Provision of equipment/ facilities/ materials without activities by the Community
- X Any activities / projects carried out by external human resources only
- X Any activities / projects which benefit limited group/ persons

In addition to these, the following activities / projects are also not suitable for the Project:

- X Any activities / projects which are not environmentally friendly such as land degradation and deforestation
- X Any activities / projects which do not respect culture and tradition in the community

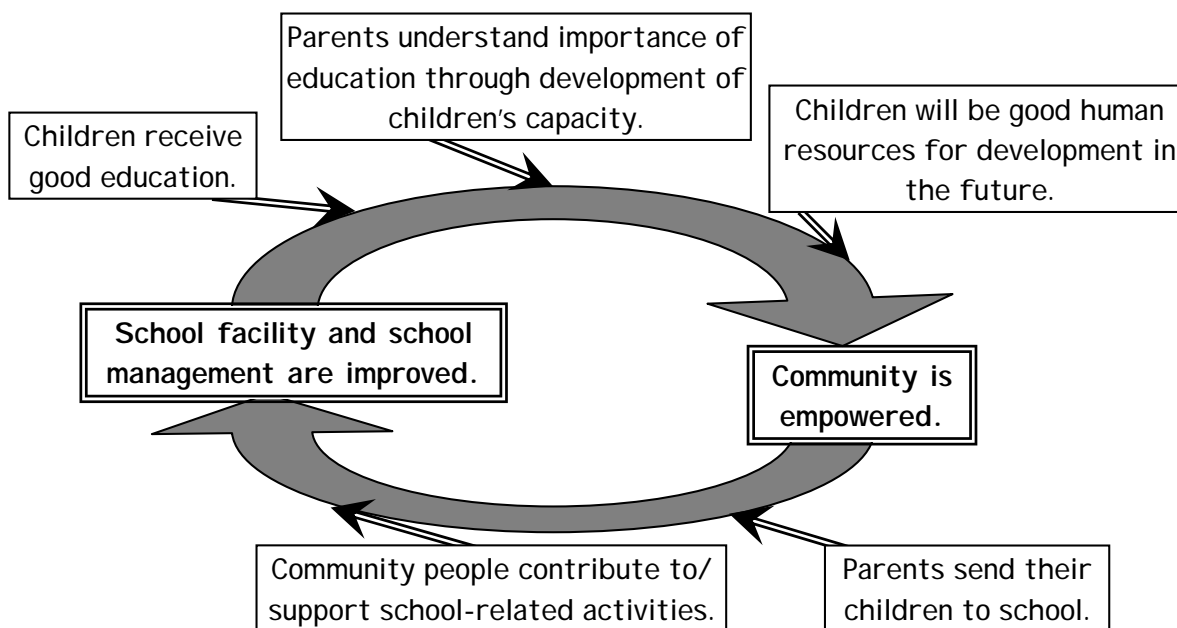
- X Salary for teachers and any allowance and any monetary incentives to ECDC members and community people are not provided by this Project. However, it is welcome that ECDC implements Income Generating Activities and uses the grain of the generated income for the salary and the allowance.

Varieties of the Micro Project are always based on ECDC's decision and needs.

**Key 3: Simple and Easy to Disseminate**

To fulfill the criteria of the Micro Project planning described above, the Micro Project should be simple and easy to disseminate. The Micro Project is expected to be sustained in the community and/or duplicated to other community.

Also, the Micro Project is to be effective on both school improvement and community empowerment, because those two aspects are strongly linked as shown in Figure II.5.



**Figure II.5 Synergy and Linkage in Improvement of Education Environment in School and Community**

For example, the following activities could be suggested.

**(1) To improve school management**

- Improvement of teaching skills
- Improvement of school operation management
- School gardening
- Income generating/ fund raising activities for school operation
- Improvement of equipment/ facilities in schools (desks, chairs, library, classrooms, etc.)
- Improvement of sanitation facilities in schools (toilet, well, drainage, etc.)

**(2) To improve education environment of children**

- Collecting and publishing traditional knowledge, legends, fables, etc.
- Improvement/ development of teaching materials/ methods
- Improvement of cooking facilities for school feeding activity
- School feeding (lunch/ supplemental meal)

*~ to be continued ~*

**(3) To improve living environment of children/ socially vulnerable groups**

- Sensitization on education, nutrition, environmental health, hygiene practices, HIV/AIDS, reproductive health, women's and children's right, etc.
- Community clean-up
- Adult literacy and numeracy
- Income generating activities for households which enable them to send children to school

The following examples based on experiences in other countries can be referred for planning the Micro Project. Those projects and activities were implemented in low cost and by full participation of the community.

**✂ Examples of the low-cost Micro Project - 1**

**Making picture books based on local folktales (at school)**

Sierra Leone is rich with local traditions and interesting folktales, but unfortunately the typical images of Sierra Leone for the world are those of child soldiers and the civil war, and the young generation is unaware of rich tradition of Sierra Leone.

So in order to improve the images of Sierra Leone and promote children's love for the country and respect for the senior people, it will be useful for the teacher to organize children collect local folktales from the senior persons in the community, which talk about traditional wisdom, peaceful lives and interesting relationships among the human, animals and the nature. The teacher can assist children to produce colorful picture books based on their favorite folktales, and these picture books can be shown to the world in order to improve the images of peaceful and beautiful Sierra Leone.

**✂ Examples of the low-cost Micro Project - 2**

**Learning practical skills and knowledge from village experts (at school)**

Children can learn not only from the teachers and textbooks, but also from living experts in the community. The teacher and community members jointly look for the possible village experts who can show and tell children how their skills and knowledge are useful to improve the village life.

Such village experts may include experienced farmers, fishermen, carpenters, blacksmiths, traditional birth attendants (TBAs), herbalists, etc.



✧ **Examples of the low-cost Micro Project - 3**

Using low-external-input agriculture technologies for the school garden

School can organize a school garden activity in order to give children a chance to learn from growing vegetables from seeds and observing the process carefully, as well as to use the harvests to improve children's nutrition or sell and generate income for the school.

To sustain the school garden, it is important to minimize the cost for it, so it is recommended to use the technologies of low-external-input agriculture or organic agriculture which makes the maximum use of locally available resources and the very little use of expensive external inputs such as chemical fertilizers and pesticides.

Typical technologies of low-external-input agriculture include:

- 1) making liquid or solid manure from animal dung as the natural fertilizer;
- 2) using cut grasses and unnecessary stalks after the harvest as mulch for vegetable beds; and
- 3) use herbs and ashes as the natural pesticide, etc.

✧ **Examples of the low-cost Micro Project - 4**

Linking literacy classes for women with income-generating activities and a saving and credit scheme based on traditional Osusu

There is a high illiteracy rate among women in Kambia, so a demand for literacy classes for women is high. But why is it important for women to learn how to read and write?

Literacy classes should be linked with income-generating activities and a saving and credit scheme for those women. In Sierra Leone, there are a traditional rotating saving and credit scheme called "Osusu", so it may be easy for women to understand the concept of saving and credit scheme.

Lessons from micro finance projects in other countries show the importance of:

- 1) mobilizing saving first before providing micro credit;
- 2) group-based lending based on group guarantee system under peer pressure; and
- 3) charging commercial-based interests to sustain the credit system, etc.

✧ **Examples of the low-cost Micro Project - 5**

Participatory Sensitization on Environmental Health

~ PHAST: Participatory Hygiene and Sanitation Transformation ~

PHAST is a sensitization method to raise awareness on environmental health. Participants can learn importance of changing behavior regarding hygiene and sanitation and prepare action plan to improve their environment through participatory workshop. Visual materials and exercises are used in the workshop; therefore, illiterate people can actively participate in group works.

Community people in urban slums in Zambia were participated three-day workshop to identify problems of hygiene practices in their community, and to prepare community environmental health map and action plan to improve their hygiene practice to be implemented by themselves.

The action plan included regular community clean-up, quiz and drama performance event related to hygiene knowledge, and regular sensitization activity at water taps and wells.

The following information can be also referred in considering project ideas.

👍 **For your information - 1**

✧ **Need for a good and detailed plan for (micro credit) and income-generating activities**

There may be many ECDCs which are interested in including micro credit for women's groups in their proposed activities, in order to improve income of poor households and to contribute a part of generated income to the school. But there are many failed cases of micro credit, so it is very important to make a good plan for micro credit, by describing the concrete and detailed ideas on the following items.

- 1) how ECDC plans to set up a maximum amount of the loan, the loan period, the repayment schedule, the interest rate, and the possible activities for which the loan money can be used
- 2) how ECDC plans to decide which group can receive what amount of the loan for how long for what purpose
- 3) how ECDC plans to ensure that the loan money will be repaid according to the agreed repayment schedule (what ECDC will do if the loan is not repaid on schedule)
- 4) how ECDC plans to use the collected interest for educational purpose
- 5) how ECDC plans to manage a revolving fund safely and securely
- 6) how ECDC plans to help the loan borrowers to reduce the risk of failure (for example, providing business management training or agricultural training for borrowers)

Because micro credit entails some risks, the budget for micro credit must not exceed **25%** of the requested total external fund.

It is recommended that ECDC should not depend solely on micro credit for their fund raising, and use a variety of strategies for fund raising instead. For example, ECDC can plan a school bazaar or a school festival for fund raising, or plan for the school to operate income-generating activities (agriculture, aquaculture, etc.) by themselves.

Remember that the plan for income-generating activities must indicate what part of the income generated will be used for educational purpose and how.

 **For your information - 2**

 **Possible Resource Persons on Agriculture Activities**

In Kambia, FAO trained 20 community facilitators (agricultural extension workers) and 10 farmer facilitators on Farmer Field Schools (FFS) where they will pilot and demonstrate new agricultural techniques such as organic agriculture, integrated pest management (IPM), animal husbandry and soil husbandry as well as train 25 farmers in each FFS. In Kambia, there are currently 47 FFS, and by the end of 2006, there will be 77 FFS.

Similarly, UNDP helped to establish 40 Agricultural Business Units (ABU) in Kambia (10 in Magbema, 10 in Mambolo, 8 in Samu, 5 in Tonko Limba, 3 in Bramaia, 2 in Gbinleh Dixon, 2 in Masungbala) under their Local Government and Agricultural Production (LoGAP) Program. The total number of ABU members in Kambia is 15,897 persons (9,473 men and 6,424 women), which means that the average number of ABU members is around 400 persons. These members were trained on 1) local governance, 2) agriculture and food security (post harvest losses, mixed cropping, time management, record keeping), and 3) surplus generation, saving and community contribution (ABU is requested to contribute 20% of the increased output to District Council as community contribution).

If ECDC plans to implement agricultural activities, it is recommended to utilize these farmers, who were already trained in FAO's FFS and UNDP's LoGAP program, as the local resource persons. Since seeing is believing, it is also recommended to go and observe the nearest FFS, and discuss possible ways of collaboration between ECDC and these trained farmers.

#### Key 4: Step-by-Step

Series of the Micro Projects will be implemented in "Step-by-Step". ECDC should start with small scale project (Type A) and proceed to larger scale projects (Type B and C) based on experience and lessons learned.

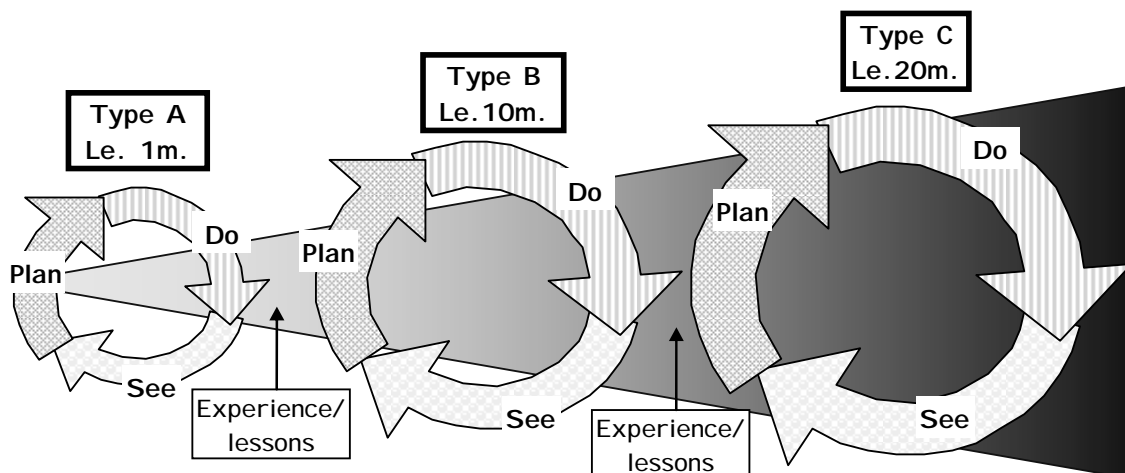


Figure II.6 Concept of "Step-by-step"

Type A project should be carried out by the community independently in step 1.

As the step 1 is during the farming season, ECDC plans realistically what kind of activities ECDC can implement during this busy season, in order to keep ECDC members' high motivation and enthusiasm.

Type of the Micro Project in the next step depends on achievement of the previous step in accordance with criteria presented in Figure II.7.

If ECDC fails to implement an activity or project, ECDC should repeat the same step, step down or be dropped out.

ECDC can undertake Type C Project only once during the whole project period. If an ECDC is approved to implement Type C Project for step 2, the ECDC will undertake Type B Project for step 3.

- 👍 Small, but continuous steps will make a big difference in your future.
- 👍 Think small things which you can do every day and immediately.

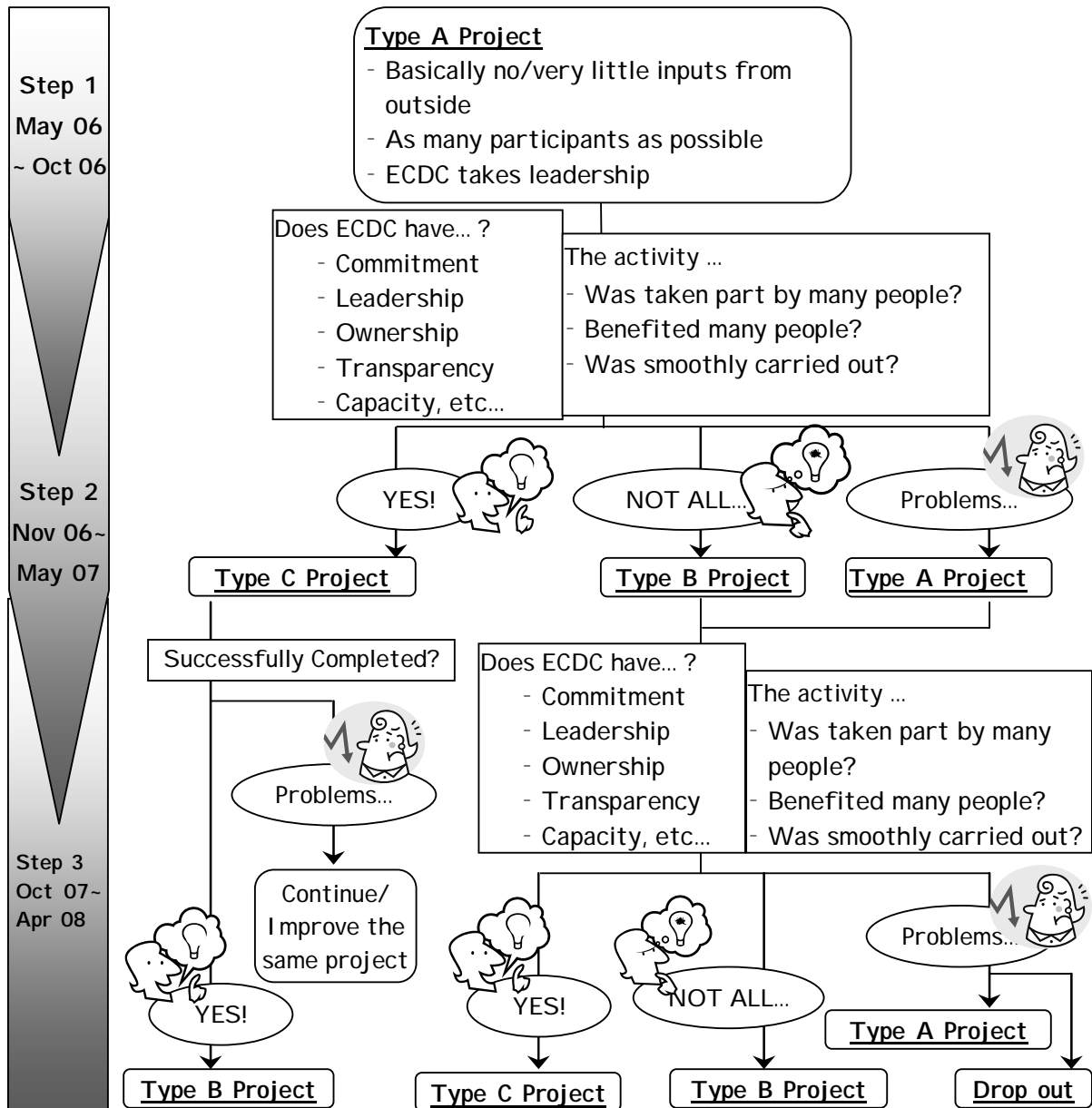


Figure 11.7 Three Steps of the Micro Project

### III. Plan-Do-See Cycle and Proposal Preparation

#### III.1 What is “Plan-Do-See Cycle”?

“Plan-Do-See Cycle” is one of project management tools to utilize lessons learned for next project planning. In the Micro Project, ECDC repeats the cycle three times:

- Step 1: May 2006 - October 2006
- Step 2: November 2006 - May 2007
- Step 3: October 2007 - April 2008

The cycle consists of the following three (3) stages:

- PLAN:** To identify problems and solutions  
To analyze resources available in the community  
To identify projects / activities and the goal and outputs  
To establish plan of implementation to achieve the goal
- DO:** To implement planned activities  
To revise plan for smooth implementation, if necessary
- SEE:** To monitor progress and process of the project  
To evaluate outcome of the project  
To obtain lessons learned  
To have suggestions and recommendations for future plan and implementation

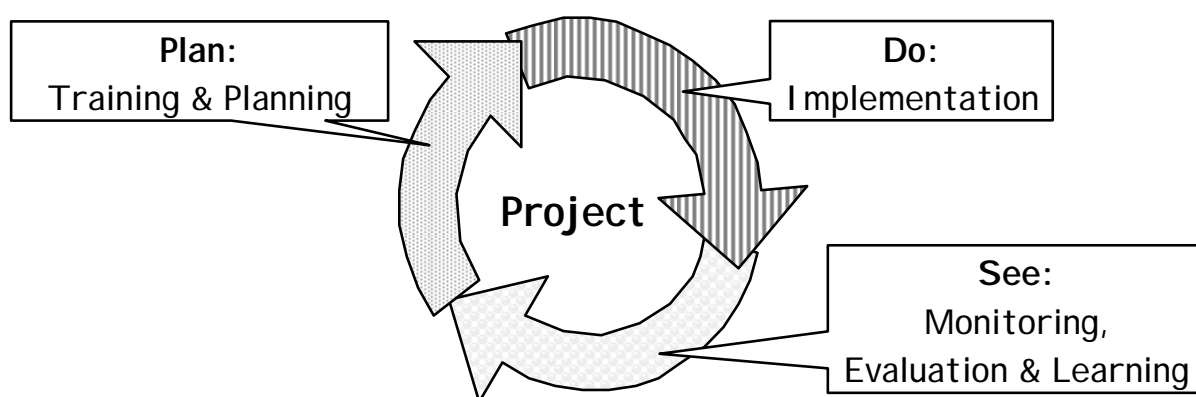


Figure III.1 Plan-Do-See Cycle

#### Important points in Plan-Do-See Cycle in the Project

- All ECDC members should equally participate in all stages; Planning, Implementation and Monitoring/ Evaluation
- Consideration for Socially Disadvantaged Groups will be strongly required.

### III.2 How does ECDC continue the Micro Project with “Plan-Do-See Cycle”?

#### Key 5: Repeat and Continue

“Plan-Do-See” Cycle in the Project is as follows.

In the first year, ECDC prepares a proposal, for the step 1 (Type A) and for the step 2 (Type B or C).

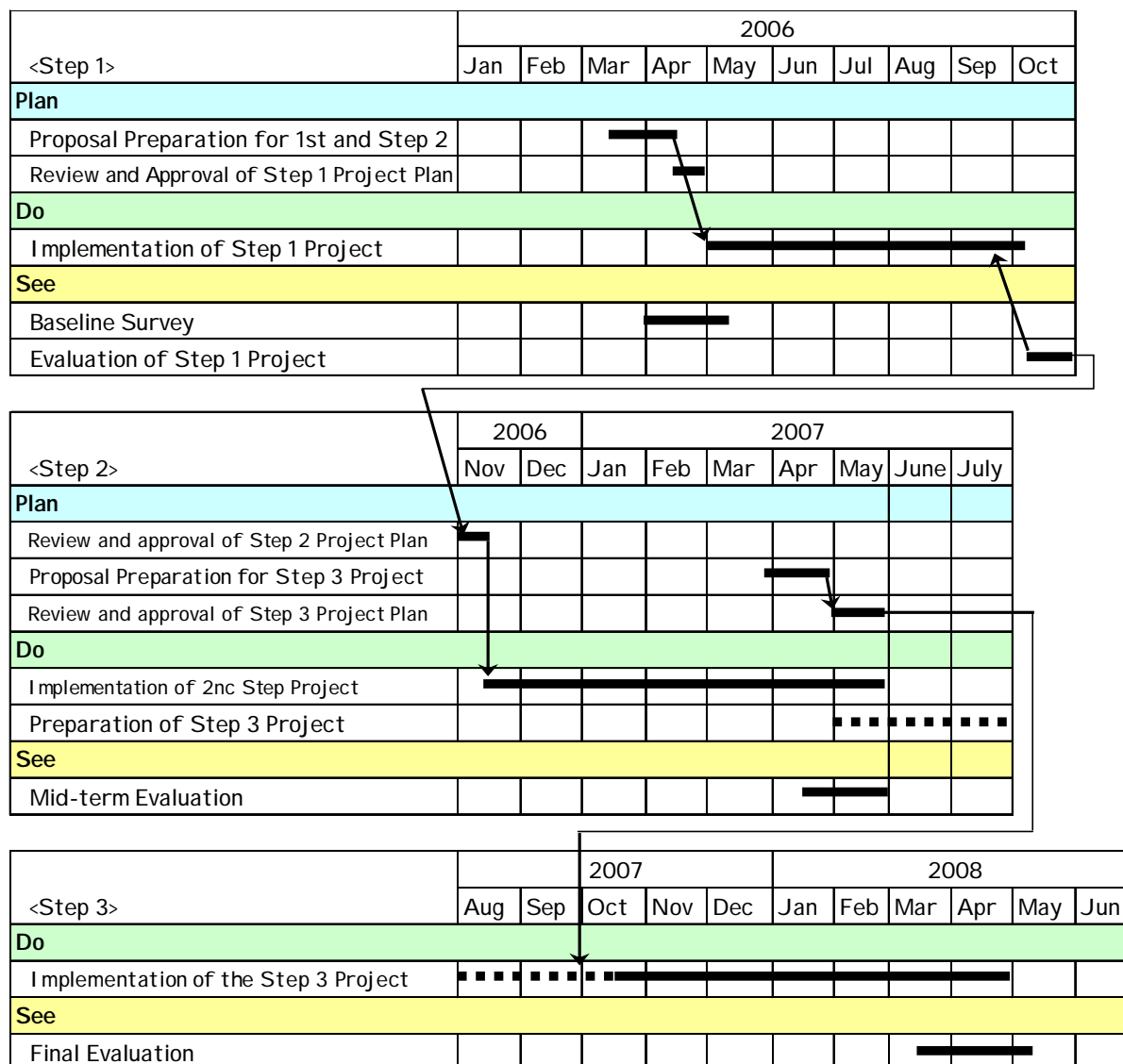


Figure III.2 “Plan-Do-See” Cycle and Schedule of the Micro Project

### III.3 <Plan - 1> How does ECDC identify the Micro Project?

Good plan is very important to use the limited resources effectively to achieve the goal.

In the Project, JPT introduces the logical way of planning, which starts from how to analyze relevant stakeholders and their problems, and leads to how to identify the best project that ECDC can implement by making the maximum use of their local resources.

ECDC can identify the Micro Project by six (6) steps as follows.

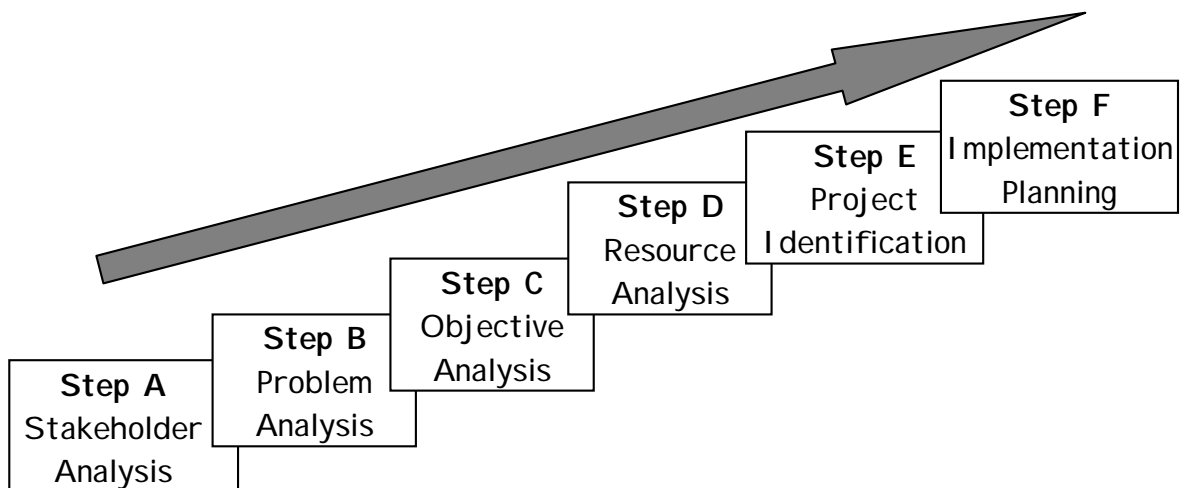


Figure III.3 Steps of Project Identification

Forms for planning (Form 1 and Form 2) mentioned in the following sections are presented in Attachment 2.



**Step A: Stakeholder Analysis**

<Form 2-1>

In stakeholder analysis, ECDC discusses the problem(s) and group(s) which is/are affected by the problem(s):

- ☉ To identify target group(s) of the Micro Project
- ☉ To identify the core problem of the Micro Project



**WHO** has **WHAT** kind of **PROBLEM**\*?

\* Problem should be related to "education environment".

Prioritizing

- The most urgent
- The most serious
- The most important
- Affecting vulnerable groups etc...

**WHOSE Problem** should be the first priority?

**Core Problem**

Figure III.4 Process of Stakeholder Analysis

Analysis on stakeholders is included in the proposal (Form 2-1) as shown in Table III.1.

Table III.1 Sample of Stakeholder Analysis (Form 2-1)

WHO has problem?	WHAT kind of the Problems?
School aged children	They do not enjoy in school.
"	They do not go to school.
School drop out youths	They cannot read English and calculate.
"	They have little opportunity to get job.
Parents of school aged children	They do not send children to school.

**PRIORITIZE**

< **Core Problem** > **WHOSE Problem** should be the first priority?

☉ Children do not enjoy in school.

**Why the core problem should be prioritized to be solved in this Micro Project?**

In Balmaya Community School, attendance rate of students is low, around 40 – 60% everyday. Especially, in grade 1, it is only 30% and drop out rate in grade 1 is very high. One hundred students in grade 1 dropped out last year. If children do not return to school, they will be illiterate and might be jobless in the future. So that, this problem is serious and affects many people.

**Step B: Problem Analysis (Problem Tree)**

<Form 2-2>

In problem analysis, ECDC discusses the causes of core problem identified in Step A and linkage among the causes by making a “problem tree” as shown in Figure III.5:

- ⊗ To identify direct causes of the core problem logically
- ⊗ To identify logical linkage among causes

As shown in the following sample:

✓ Every statement consists of Subject (Who), Verb (Do/ Is) and Object (How/ What). Think WHO has the problem/ WHO cause the problem. Therefore, “NO XXX” or “INADEQUATE XX” are not suitable for the statement in problem analysis.

✓ The boxes in vertical line (lower to upper) should be jointed by “BECAUSE”. For example:

Children do not enjoy in school, BECAUSE children are tired in school.

Children are tired in school, BECAUSE children have to work hard to help their family.

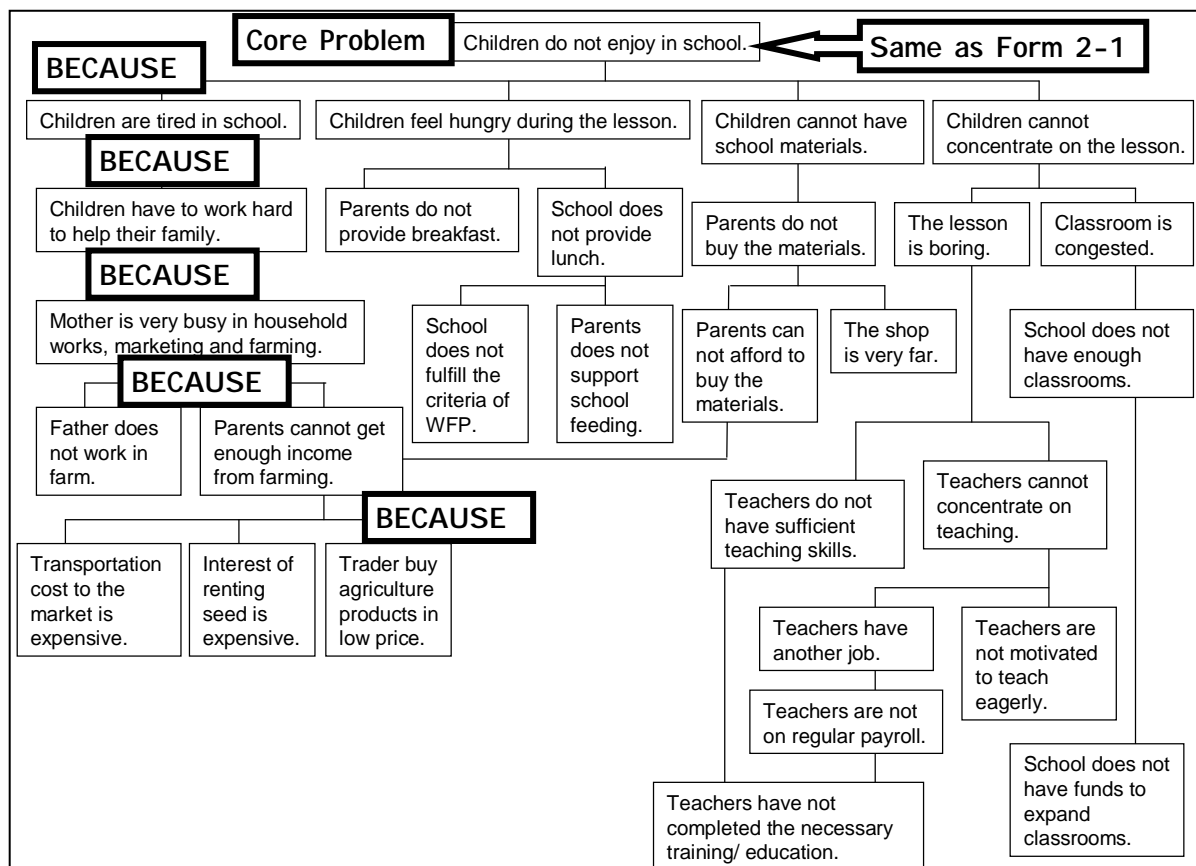


Figure III.5 Sample of Problem Tree (Form 2-2)

The problem three can be various forms. One problem may have more than one causes and one cause may affect to more than one problem as shown in the following figure.

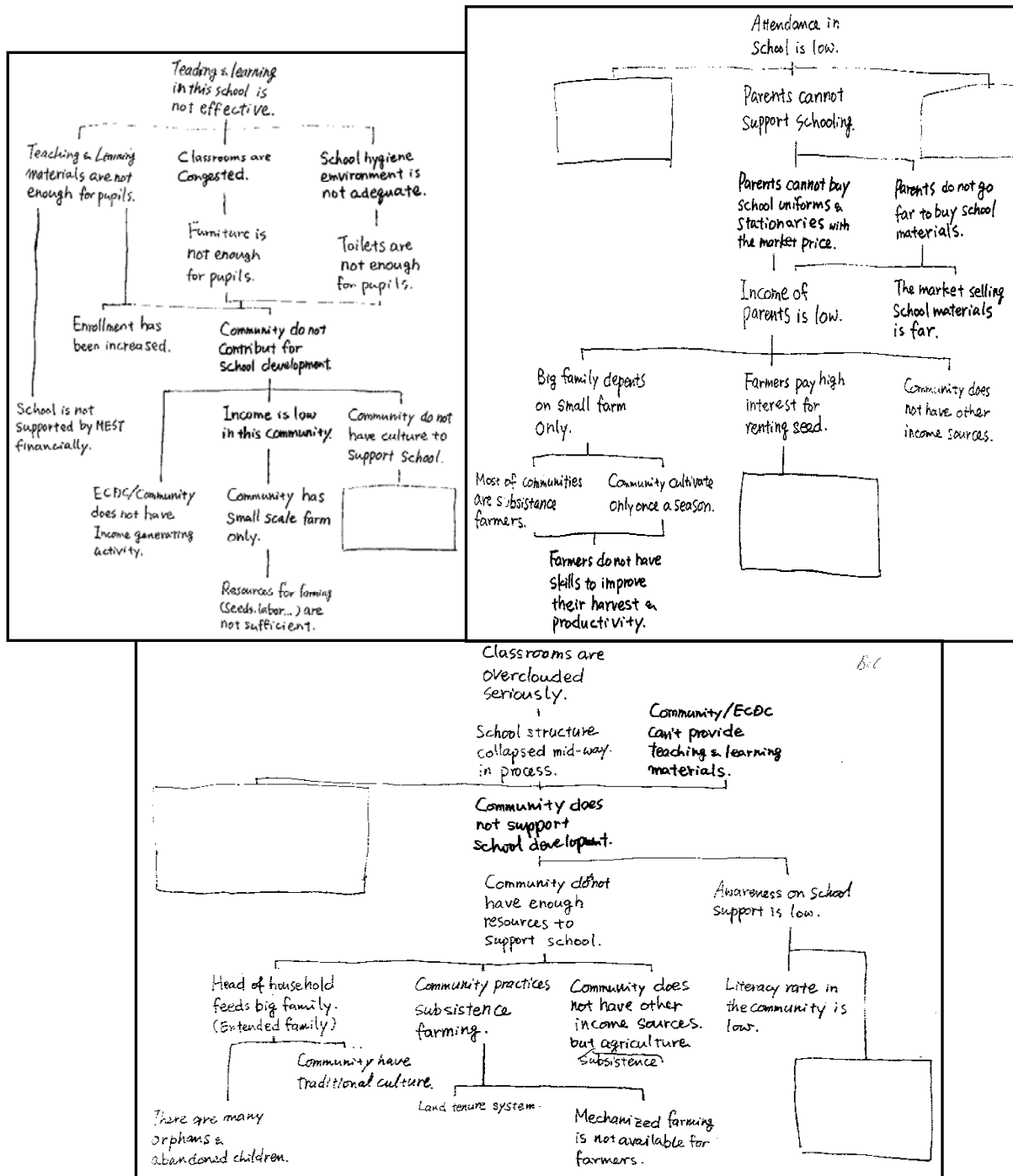


Figure III.6 Problem Trees ARE NOT Same Format!

**Step C: Objective Analysis (Objective Tree)**

<Form 2-3>

In objective analysis, ECDC makes an “objective tree” as shown in Figure III.7:

- 🕒 To identify “GOAL” of the Micro Project
- 🕒 To identify “how ECDC achieves the goal” = “OUTPUT”
- 🕒 To identify “how ECDC gets the outcome” = “ACTIVITY”

Basically, objectives are positive situation of the problem and the causes identified in Step B (Figure III.6: negative situation).

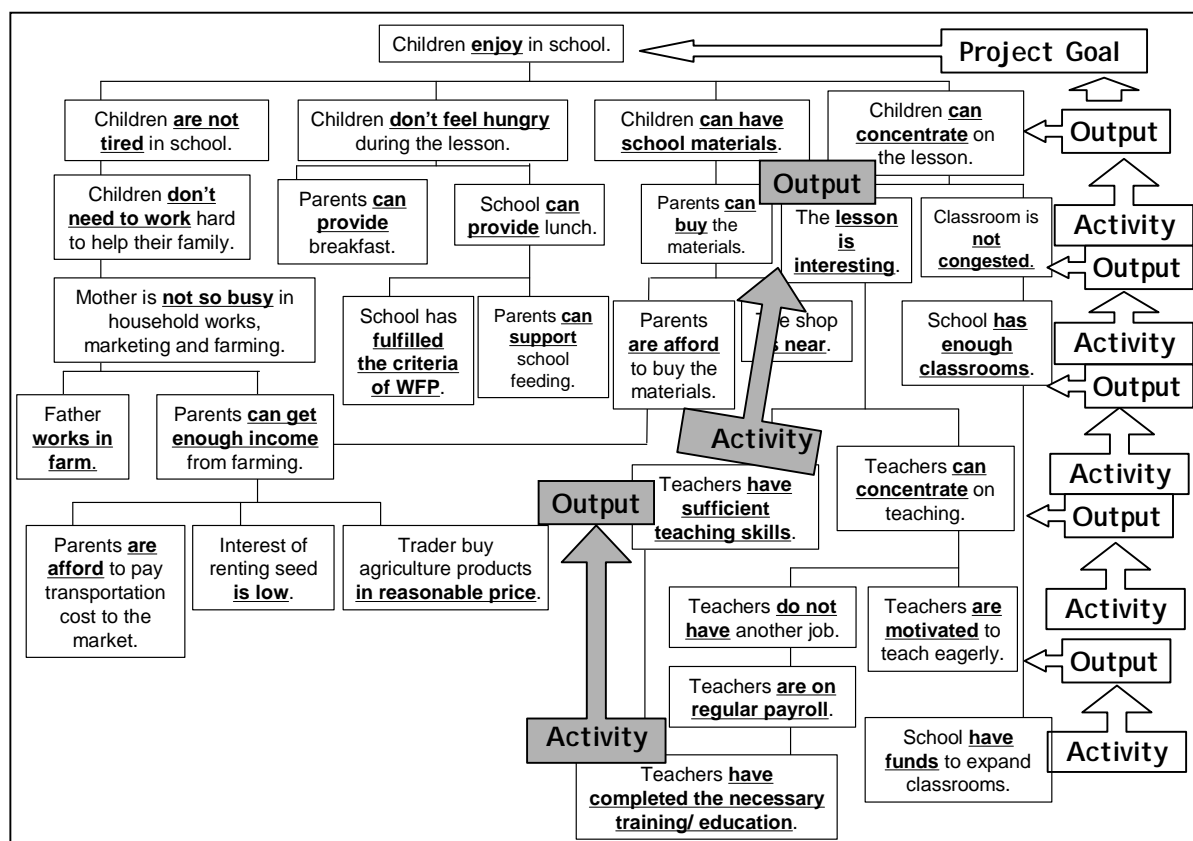


Figure III.7 Sample of Objective Tree (Form 2-3)

As shown in the above sample, lower box will be an activity to have an output in upper box, for example:

If **teachers have completed the necessary training/ education,**  
**teachers have sufficient teaching skills.**

If **teachers have sufficient teaching skills,** **the lesson is interesting.**

If **the lesson is interesting,** **children can concentrate on the lesson.**

If **children can concentrate on the lesson,** **children can enjoy in school (Project Goal).**

Therefore, to achieve the project goal, ECDC builds-up outputs step-by-step.

Then, ECDC should think which output(s) should be achieved to get the Project Goal with the limited resources in the particular year.

In this sample, project goal has been set “Children enjoy in school.”

For example, if ECDC select to achieve “to make the lesson interesting” to achieve the above project goal, ECDC should think what ECDC and community can do to obtain the output as shown in Figure III.8.

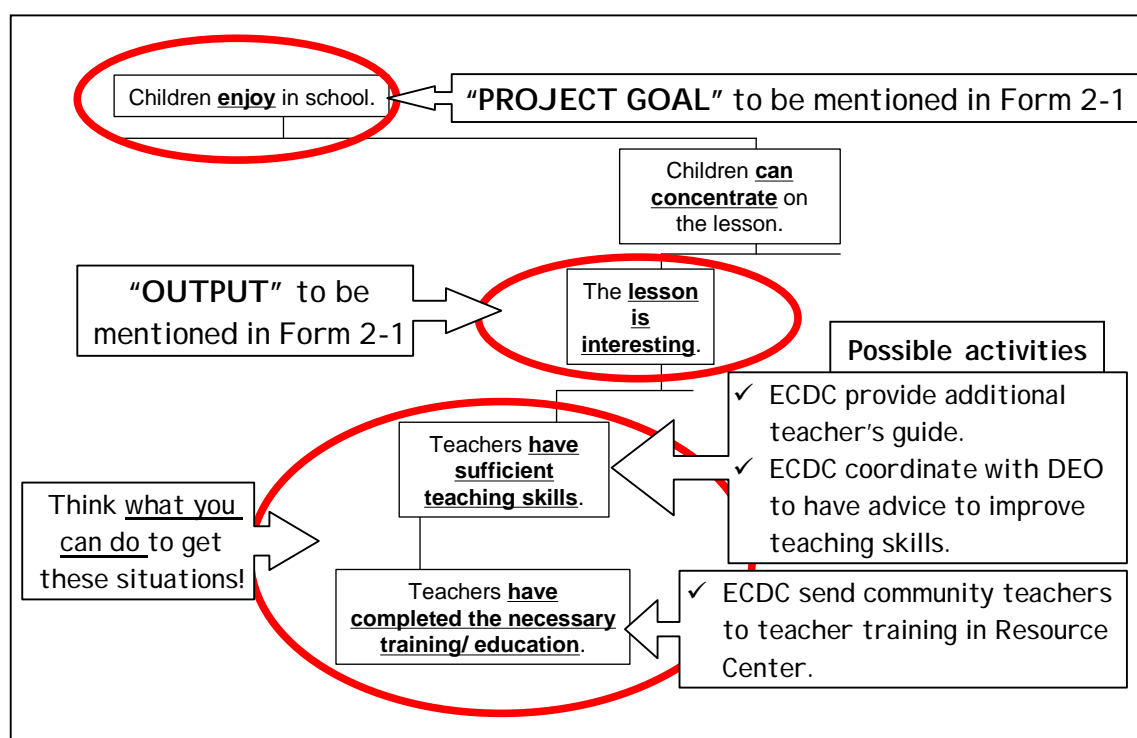


Figure III.8 Process to Select Activity

The project goal and output should be mentioned as “Objectives” in Form 2-1 as follows.

Table III.2 Sample of Objectives (Form 2-1)

Objectives	What does ECDC aim to achieve in this Micro Project?
Project Goal:	<i>Children enjoy in School.</i>
Outputs:	<ol style="list-style-type: none"> <li>1. <i>The lesson is interesting in school. (for the above activity)</i></li> <li>2. <i>..... (for other activity)</i></li> <li>3. <i>.....(for other activity)</i></li> </ol>

In the sample, ECDC might do the activities shown in Figure III.8.

After selecting activities, ECDC should analyze what resources are necessary for each activity in next step, Step D Resource Analysis.

**Step D: Resource Analysis**

<Form 1>

In resource analysis, ECDC discusses the resources to be utilized for the activities identified in Step C:

- ☉ To identify and list resources in the community needs for each activity, such as:
  - **Human resource:** such as carpenter, needle worker, fisherman, brick block maker, driver (motorbike, truck...), experienced farmer, artisan, experienced teacher, etc.
  - **Natural resource:** such as timber, fish in river, land, sand, forest, river water, stones, etc.
  - **Material resource:** such as fund, domestic animals, agricultural product, agricultural machines, well, public transportation, etc.
- ☉ To identify availability of each resource in the community and needs of external funds as shown in Table III.3.

**Table III.3 Sample of Resource Analysis for step 3 (Form 1)**

Item	Local Resources	Need(s) for External Funds	Type A	Type B	Type C
<b>Activity 3-1. Awareness raising campaign on education</b>					
Megaphone	○		/		
Batteries		○			
Drama performance group	○				
<b>Activity 3-2. School gardening to provide supplemental meals.</b>					
Seeds		○	/		
Labor	○				
Cooking tools	○	○			
Cooking facility	○	○			
Agriculture tools	○	○			
<b>Activity 3-3. Improve teaching methods.</b>					
Experienced teacher(s)	○		/		
Teaching materials		○			
Reference materials of teaching methods		○			
<b>Activity 3-4. School toilet construction.</b>					
Construction tools		○	/		
Sands	○				
Cement		○			
Woods	○				
Labor	○				

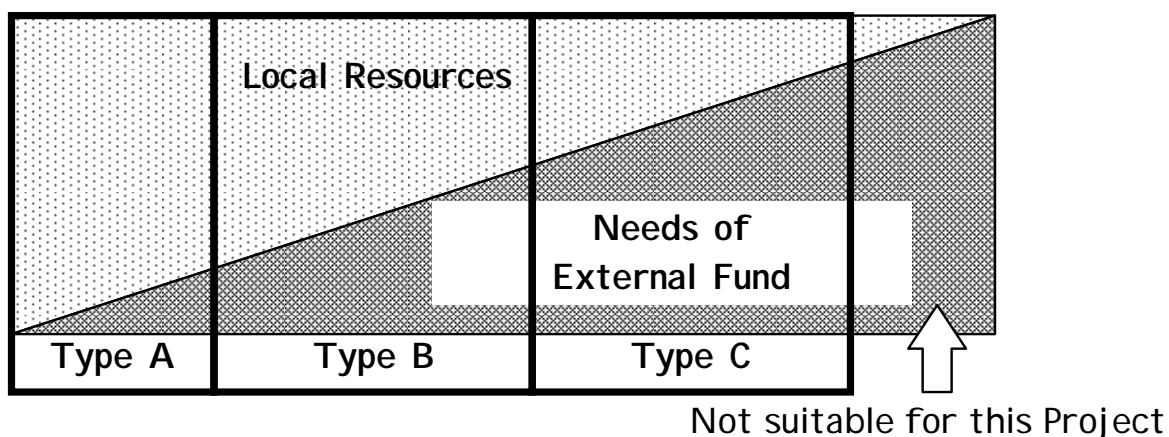
**Step E: Project Type Identification**

<Form 1>

In project type identification, ECDC discusses the feasibility of each activities identified in Step C based on availability of local resources and needs of external resources identified in Step D:

- ☉ To choose activities for Type A, B and C in accordance with the following criteria:
  1. Does ECDC utilize local resources as much as possible for the activity?
  2. Are needs of external resources minimized?
  3. How much does ECDC need external resources?

The activity which requires less needs of external fund could be included in Type A Project as shown in Figure III.9. In case that needs of external funds are too big, the activity is not suitable to the concept of the Micro Project.



**Figure III.9 Project Types Based on Balance of Local Resources and Needs of External Fund**

Based on the resource analysis in Step D, type of the project can be identified according to the balance of local contribution and needs of external fund (Figure III.9) as shown in Table III.3.

In the following sample, if this ECDC is approved type C, it could implement Activity 3-2, 3-3 and 3-4. If it is approved type B, it could implement Activity 3-3 and 3-4 only. If only type A is approved, Activity 3-1 could be carried out.

Table III.4 Sample of Resource Analysis for Step 3 (Form 1)

Item	Local Resources	Need(s) for External Funds	Type A	Type B	Type C
<b>Activity 3-1. Awareness campaign on education</b>			O		
Megaphone	O		/	/	/
Batteries		O			
Drama performance group	O				
<b>Activity 3-2. School gardening to provide supplemental meal.</b>					O
Seeds		O	/	/	/
Labor	O				
Cooking tools	O	O			
Cooking facility		O			
Agriculture tools	O	O			
<b>Activity 3-3. Improve teaching methods.</b>					
Experienced teacher(s)	O		/	/	/
Teaching materials		O			
Transportation cost for training		O			
Rental fee of reference books	O				
<b>Activity 3-4. School toilet construction.</b>				O	O
Construction tools		O	/	/	/
Sands	O				
Cement		O			
Woods	O				
Labor	O				



**Step F: Planning of Implementation**

<Form 2-1, Form 2-5a/b & Form 2-6>

- ☉ To prepare a plan of implementation of the project and each activity including:
  - Schedule;
  - Output;
  - Cost estimate;
  - Institutional setting;
  - Idea for sustainability; and
  - Business plan for income generating activity (if any).

**(1) Implementation schedule: Form 2-5a**

ECDC should decide “what will be done” to obtain the output of each activity identified in Step E (Contents of Activity). Then, implementation schedule should be made as shown in Table III.5.

**Table III.5 Sample of Implementation Schedule (Form 2-5a)**

<b>Activity No. 3 - 3</b>		Name of ECDC: <u>Sakura Primary School ECDC</u>					
<b>Which activities do you plan to solve the core problem?</b> Please state in order of priority.							
<b>Output of this Activity</b> - Lesson is interesting in school.		It should be included in Objective Tree in Step C.					
Contents of activity		Participants		Responsibility			
<ul style="list-style-type: none"> <li>✓ Fund raising for this activity</li> <li>✓ Send teachers to training course in RC</li> <li>✓ Organize feedback seminar for youth</li> <li>✓ Rent reference material from RC</li> <li>✓ Provide additional teaching material</li> </ul>		Community teachers ECDC members Motivated youth		Leader of this activity <i>James Kojo</i> Accountant of this activity <i>John Kamasasa</i>			
Schedule							
Action	<b>SAME</b>	2007			2008		
		Oct	Nov	Dec	Jan	Feb	Mar
Fund raising for this activity							
Send teachers to training course in RC							
Organize feedback seminar for youth							
Rent reference material from RC							
Provide additional teaching material							

**(3) Cost estimate: Form 2-5a and 2-5b**

In Form 2-5, ECDC should prepare rough cost estimate of necessary resources for each activity. The following items can be included in cost estimate.

**Table III.6 Items to be Included to Cost Estimate**

Item	Breakdown
Project implementation cost	<ul style="list-style-type: none"> <li>✓ Materials (only for initial investment)</li> <li>✓ Equipment (only for initial investment)</li> <li>✓ Skilled labor</li> <li>✓ Incentives (in-kind/ food for work/ small amount of cash) for unskilled labor</li> <li>✓ Transportation of the materials/ equipment</li> </ul>
Administration cost (It may be estimated as 5 % of total cost.)	<ul style="list-style-type: none"> <li>✓ Bank charges</li> <li>✓ Transportation costs for ECDC members and other personnel working for the Micro Project to go to: Bank, JPT office, resource center, procurement, training, etc. <u>purely for ECDC activities.</u></li> <li>✓ Stationary <u>purely for ECDC activities</u></li> </ul>

Basically, ECDC should get quotation from shops or suppliers and consider whether local contributions are available to minimize dependence on external funds. And please remember that all expenditure must be verified by proper receipts.

Attachment - 4, showing estimated unit costs of facilities and equipment prepared by an engineering unit of JPT, also might be referred, if necessary.

**Table III.7 Sample of Cost Estimate (Form 2-5a & 2-5b)**

Item	Q'ty	Unit price	Total cost	By local contribution	Need for external fund
1 Transportation cost for training	2	10,000	20,000	5,000	15,000
2 Training fee	2	15,000	30,000	10,000	20,000
3 Accommodation for training	2	25,000	50,000	10,000	40,000
4 Rental fee of reference materials	4	500	2,000	2,000	0
5 Atlas	1	100,000	100,000	0	100,000
6 Teacher's guide set	2	300,000	600,000	0	600,000
7 Refreshment for feedback seminar	15	5,000	75,000	75,000	0
8					
9					
<b>Total</b>			<b>877,000</b>	<b>102,000</b>	<b>775,000</b>

Get the correct TOTAL!

**(4) Institutional setting: Form 2-1**

ECDC should select core members to be responsible for important matters to implement Micro Project.

**Table III.8 Sample of Institutional Setting (Form 2-1)**

<b>How will you manage implementation of the Micro Project? Please state person in charge.</b>	
<b>Role</b>	<b>Name of person in charge (Post in ECDC)</b>
<i>1. Procurement management</i>	<i>James Kojo (Coordinator)</i>
<i>2. Community mobilization</i>	<i>John Kamasasa (Assistant Coordinator)</i>
<i>3. Financial management</i>	<i>John Sesay (Treasurer)</i>
<i>4. Schedule management</i>	<i>Tony A. Kamara (Secretary)</i>
<i>5. Internal monitoring and evaluation</i>	<i>Kiyomi Koroma (Auditor)</i>

**(5) Sustainability: Form 2-1**

ECDC should consider how to sustain the activities which will be started in Micro Project. Activity without sustainability is not suitable to JPT concept described in Chapter I and II.

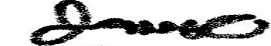


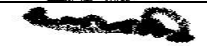

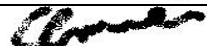





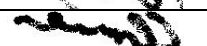


**Table III.9 Sample of Idea for Sustainability (Form 2-1)**

<b>How will you maintain the Micro Project? Please state ideas for sustainability of the Micro Project.</b>
<i>Regarding school feeding, we will sell products of school garden to get operating fund.</i>
<i>Regarding toilets, we will organize sensitization on proper usage and maintenance of toilets to keep the toilets clean.</i>

**(6) Consensus: Form 2-1**

The proposal must be prepared and submitted based on consensus of all ECDC members and by ECDC's own effort.

**Table III.10 Sample of Consensus for the Proposal (Form 2-1)**

<b>This proposal has been agreed by all ECDC members signed below:</b>			
<b>Name</b>	<b>Signature</b>	<b>Name</b>	<b>Signature</b>
<i>James Kojo</i>		<i>Erie B. Fofana</i>	
<i>John Kamasasa</i>		<i>Butua Kanu</i>	
<i>John Sesey</i>		<i>Richard Tiko</i>	
<i>Tony A. Kamara</i>		<i>Pierre Dumbuya</i>	
<i>Kiyomi Koroma</i>		<i>Kiyokiyo Bangura</i>	
<i>Al Haji Yossy</i>		<i>Joseph C. Louis</i>	
<i>Fudia Kamara</i>		<i>Frances Nyoro</i>	

**(7) Detailed plan of income generating activity: Form 2-6a and 2-6b(1)-(6)**

If ECDC propose the following activities, business plan should be submitted with the proposal to show the proposed activity is, sustainable, feasible and profitable.

- ✓ Income generating activity including:
  - Trading of agriculture produces
  - Production and sales of goods (soap, gara-tie dyeing, timber, etc.)
  - Processing of agriculture products (rice milling, nut cracking, etc.)
  - Operation of community store
- ✓ Revolving fund of school materials and other consumables.
- ✓ Group farming (community farm, school garden, etc.)
- ✓ Seed/ Livestock bank

Concept of income generating activity should be presented in Form 2-6a as shown in Table III.11.

**Table III.11 Sample and Instruction for Business Plan - Common - (Form 2-6a)**

No. and Name of activity	No. 3-3. Soap Making	<b>(Same as the proposal)</b>
Customers/ Targets	Farmers in Kakonteh and Kamabala	
Place	Kakonteh	
Responsibilities	Person in charge (ECDC)	Al Haji Yossy
	Accountant (ECDC)	Pierre Dumbuya
	Shop Keeper	Seiza Conteh
Operation schedule	- See attachment -	
Risk management -1: To ensure the borrower return the item with interest or the seller with profit, what will you do? (if applicable)		
<b>(Describe ideas to avoid the possible risk of the proposed activity.)</b>		
Risk management -2: If you cannot recover the rented seed or enough benefit to cover the expenses, what will you do to continue the operation?		
<b>(Describe ideas to overcome the possible risk of the proposed activity.)</b>		
Use of the benefit of the activity (See attached breakdown for amount)		
Education environment in school	Education environment in community	Criteria of "vulnerable" to be supported
<b>Profit must be used to improve education environment in school and community.</b>		<b>If "support for the vulnerable" is included, state its criteria clearly.</b>

Detailed business plan should be presented in Form 2-6b in accordance with type of income generating activity. For example, ECDC proposing seed bank will use Form 2-6b(1).

In preparing this format, ECDC should think about routine schedule, operation/ sales plan, routine operation costs and estimated profits for mid-term or long term as shown in Table III.12.

**Table III.12 Instruction for Business Plan - Detail - (Form 2-6b(1)~(8))**

Form	Activity	Form	Activity
Form 2-6b(1)	Seed Bank	Form 2-6b(2)	Livestock Bank
Form 2-6b(3)	Trading	Form 2-6b(4)	Group Farming
Form 2-6b(5)	Machine Operation	Form 2-6b(6)	Production
Form 2-6b(7)	Revolving Fund	Form 2-6b(8)	Timber Production
Item	Instructions		
Routine Schedule	<ul style="list-style-type: none"> <li>✓ Show routine works and those schedules, such as registration of beneficiaries, recovering, producing, sales, maintenance, financial reporting, etc.</li> </ul>		
Operation Plan	<ul style="list-style-type: none"> <li>✓ In seed/ livestock bank, you need to state the criteria of beneficiaries, total quantity of available materials clearly.</li> <li>✓ In processing services, you need to state how the customer can receive the services and how to pay for the services.</li> </ul>		
Sales Plan	<ul style="list-style-type: none"> <li>✓ Show which market is available to sell and set the appropriate price.</li> <li>✓ Avoid competition with other ECDC or other retailer as much as possible.</li> </ul>		
Estimated routine income and routine expense	<ul style="list-style-type: none"> <li>✓ Initial investments by the Micro Project are not to be included, but show the routine income and expenses.</li> <li>✓ Retain fund for risk management such as maintenance, spare parts and emergency recovery, etc. in all activity as much as possible.</li> <li>✓ If estimated balance is too small or minus, the activity must be canceled.</li> </ul>		

### III.4 <Plan - 2> How does ECDC prepare the proposal?

Now, ECDC is clear about:

ⓐ Problems and causes in the community	Step A and B
ⓐ Goal ECDC aims to achieve	Step C
ⓐ Outputs ECDC reaches by each activity	Step C
ⓐ Resources which the community can input and which ECDC will request for external support for the Micro Project	Step D
ⓐ Activities which are feasible for each type	Step E
ⓐ Plan of project implementation	Step F

As explained in Section II.3 (Figure II.7), the project type (type B or C) will be determined based on the performance of the previous step.

#### (1) Formats of the Proposal

Outputs of Step A to F in Section III.3 will be compiled in the proposal as shown in the following sample. (Blank format: Attachment-3, Form 1 and Form 2)

Proposal consists of the following forms:

<i>Form</i>	<i>Title</i>	<i>Explanation</i>	<i>Sample</i>
Form 1	Resource Analysis	Step D	Table III.3&4
Form 2-1	Cover Pages		
	Justification	Step A	Table III.1
	Objectives	Step C	Table III.2
	Institutional setting	Step F (4)	Table III.9
	Sustainability	Step F (5)	Table III.10
	Consensus	Step F (6)	Table III.11
Form 2-2	Problem Tree	Step B	Figure III.5&6
Form 2-3	Objective Tree	Step C	Figure III.7&8
Form 2-4	List of Activities	(Summary of Form 2-5)	
Form 2-5	Schedule, Output and Cost Estimate of Step 3 Project	Step F (1), (2), (3)	Table III.5, 6&8
Form 2-6	Detailed Plan for Income Generating Activity	Step F (7)	Table III.12

ECDC should prepare the proposal by own effort based on consensus of all ECDC members and community members. JPT will never accept the proposal written by outsiders or without sign of all ECDC members.

## (2) Submission of the Proposal

The proposal will be evaluated with "first come first served". Final deadline of the draft proposal is **Friday 04 May 2007**.

Tentative schedule after submission of draft proposal is shown in Figure III.10.

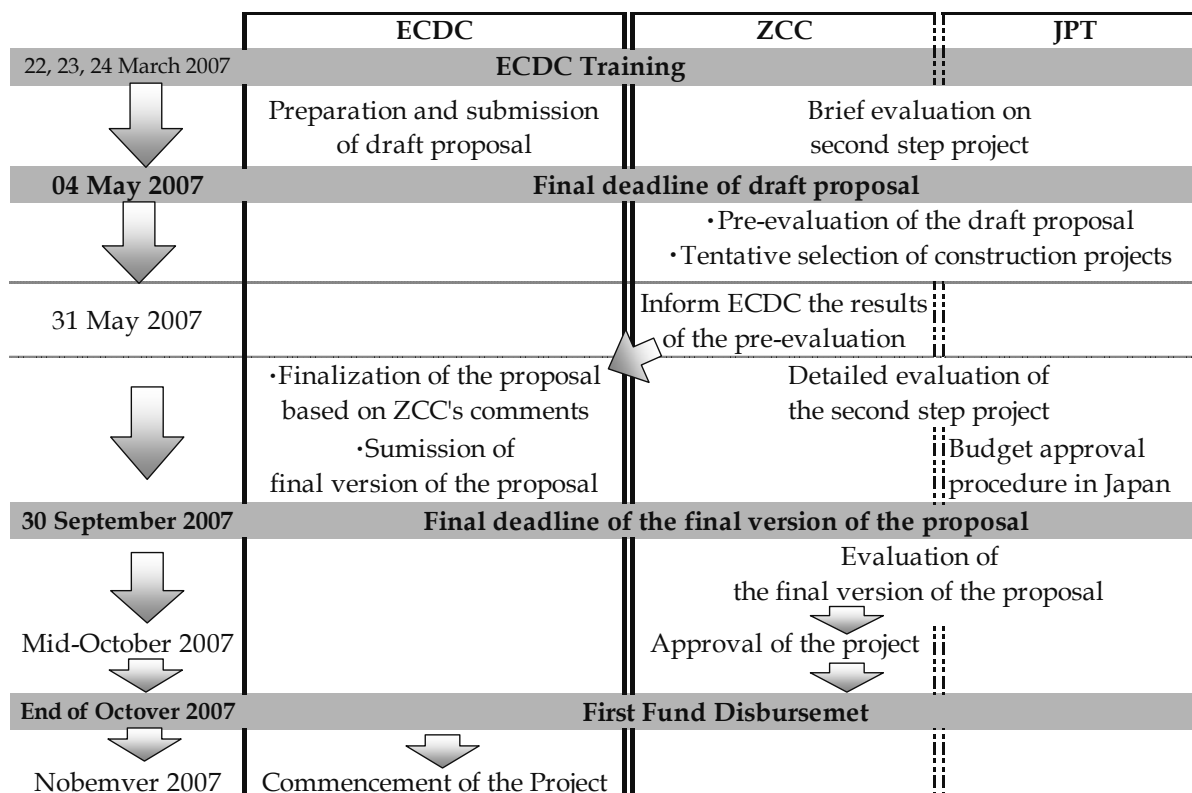


Figure III.10 Tentative Schedule for Proposal Preparation and Approval for Step 3

ECDC should revise and finalize the proposal based on the comments from ZCC and technical assistance of JPT to submit before 30 September 2007.

Construction projects will be tentatively approved in May to start detailed planning. However if commitment, participation and motivation of ECDC get lower during the finalization, the tentative approval will be canceled.

However, approval will depend on the quality of the proposal. As described in following section, ECDC should revise the proposal if it is not approved by ZCC.

## (3) Evaluation and Approval of the Proposal

ZCC will evaluate the first proposal from the following points.

- ✓ Justification and concept of the project: Is it appropriate JPT's concept?

- ✓ Project type: Is the proposed project type acceptable?  
\*Performance (capacity, commitment, achievement and participation) during the Step 2 are also evaluated briefly to consider “project type”.
- ✓ Contents of proposed activities: Are activities feasible?

ECDC should finalize the proposal based on the comments left by ZCC. Process to approve the final version of the proposal is shown in Figure III.11

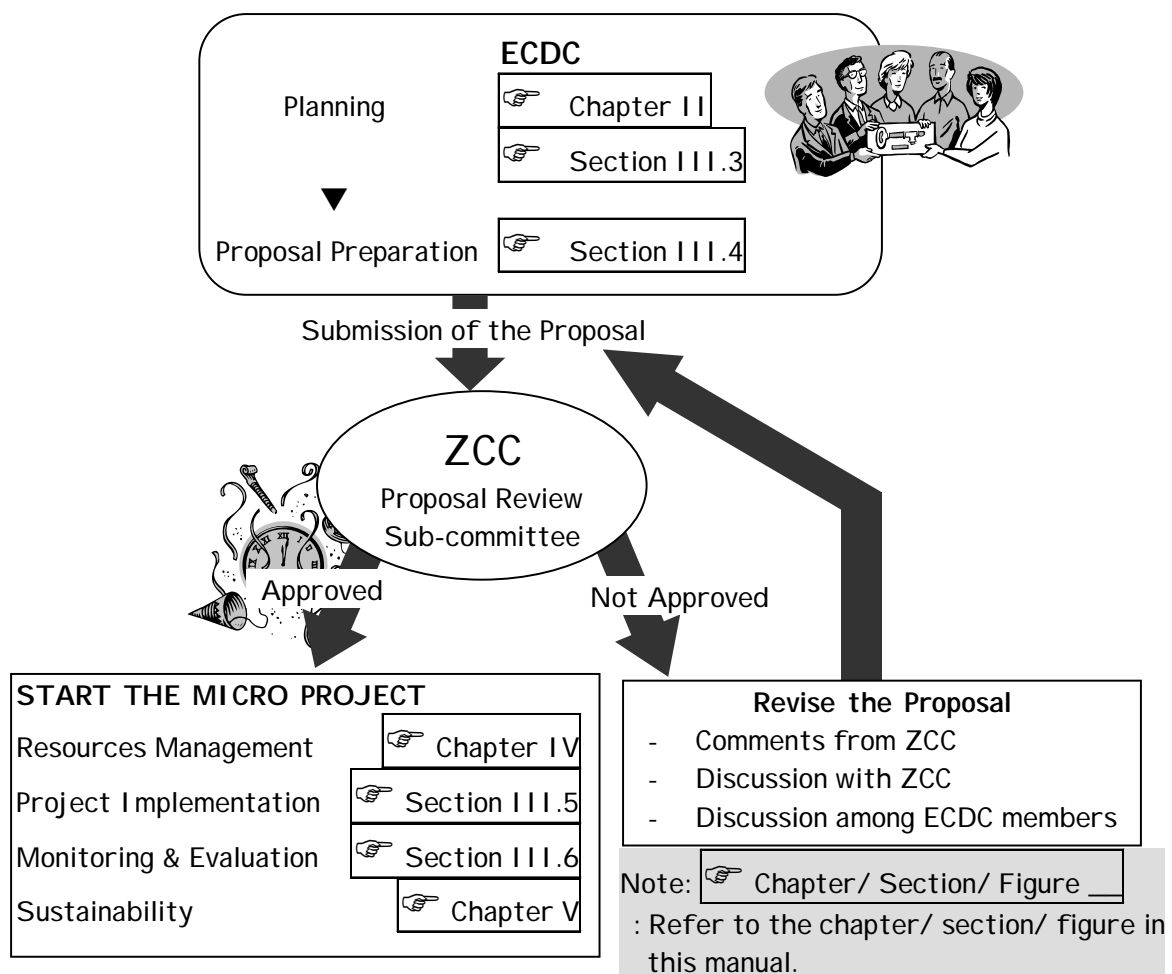


Figure III.11 Flow of Proposal Preparation and Approval

The proposals will be evaluated in accordance with the following criteria (Table III.13).



**Table III.13 Proposal Evaluation Criteria**

Item	Criteria
1. Justification	<ul style="list-style-type: none"> <li>- The target group of the Project (youth and children) and other socially vulnerable groups (women, disabled, etc.) are analyzed in "stakeholder analysis".</li> <li>- The problems of the above groups are identified properly.</li> <li>- The problems are linked to education environment.</li> <li>- Reasons/ criteria of prioritization are fair and reasonable.</li> </ul>
2. Objectives	<ul style="list-style-type: none"> <li>- The goal is linked to improvement of education environment.</li> <li>- Activities and outcomes are linked to the project goal properly.</li> <li>- Activities are to involve and to affect as many people as possible.</li> <li>- Activities are practical with considering actual situation of the community. (Can people really carry out the proposed activities?)</li> </ul>
3. Organization	<ul style="list-style-type: none"> <li>- Different persons are selected for each role of management.</li> <li>- Selected persons have high commitment for each role for management of implementation of the Micro Project.</li> </ul>
4. Sustainability	<ul style="list-style-type: none"> <li>- ECDC considers continuing the proposed activity without or with minimum external support.</li> </ul>
5. Contents of activities	<ul style="list-style-type: none"> <li>- Activities included in the Micro Project are well balanced to benefit both education development and community development.</li> <li>- Activities are to benefit to socially vulnerable groups (the poor, women, youths, children, etc.)</li> </ul>
6. Schedule	<ul style="list-style-type: none"> <li>- Period of implementation for each action is practical.</li> <li>- Proposed activities are able to complete within the period of each step.</li> </ul>
7. Resources	<ul style="list-style-type: none"> <li>- All the resources required for the proposed activity are really necessary to implement the Micro Project.</li> <li>- Local resources are fully utilized.</li> <li>- Needs of external funds are minimized.</li> <li>- Cost estimate of external fund does not exceed the budget for each step.</li> </ul>

### III.5 <Do> How does ECDC implement the Micro Project?

After approval of the proposal, ECDC implements the Micro Project. In the project implementation, three (3) administrative activities should be carried out by ECDC.

- (1) Contract/ Agreement between JPT and ECDC
- (2) Conducting the Micro Project and solution of problems/ difficulties
- (3) Record Keeping and ECDC Meeting

- (4) Resource and financial management
- (5) Construction Guide

**(1) Contract/ Agreement between JPT and ECDC**

- Ⓜ ECDC will implement the Micro Project in accordance with the Agreement with JPT.
- Ⓜ At least two (2) signers should come to sign the Agreement.
- Ⓜ Major contents of the Agreement are:
  - ▶ Contents of the Micro Project
  - ▶ Contract price
  - ▶ Terms of payment
  - ▶ Outputs to be submitted by ECDC
  - ▶ Termination of the Micro Project
- Ⓜ All ECDC members should understand the condition of the Agreement well.

**(2) Conducting the Micro Project and Solution of Problems/ Difficulties**

- Ⓜ ECDC members check the progress of the project/ activity regularly, for example, once a week/ two weeks.
- Ⓜ If any problems/ difficulty (delay, conflict, damage or loss of equipment, etc.) are identified, the following actions could be taken.

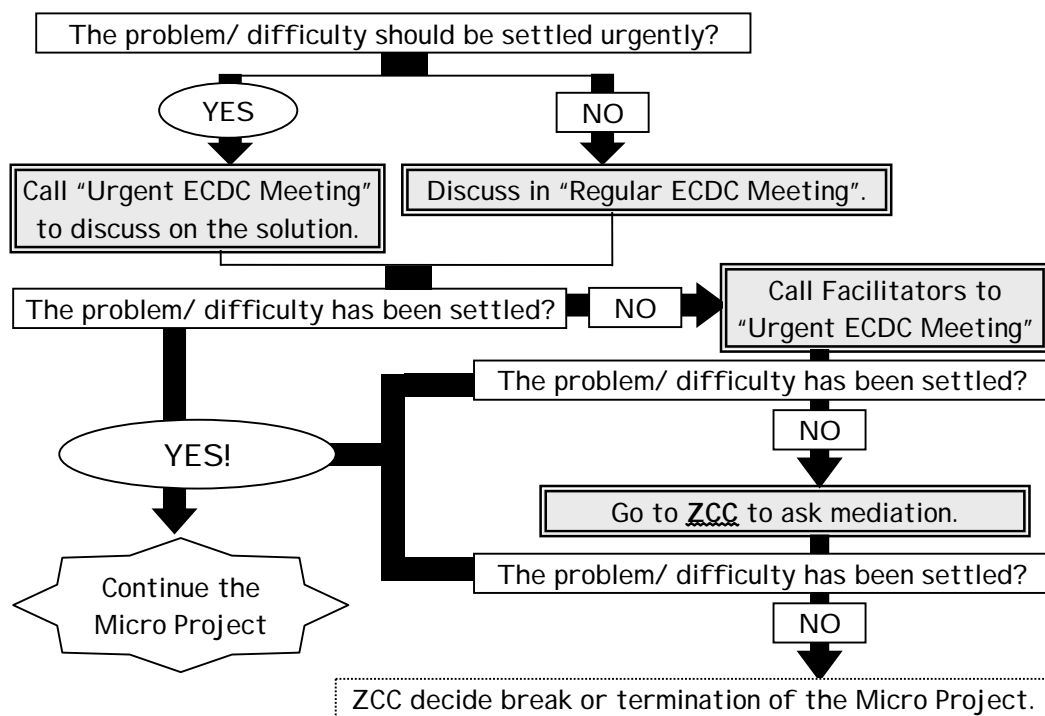


Figure III.12 Flow of Problem Solution

**(3) ECDC Meeting and Record Keeping**

- ☞ ECDC members should hold regular meetings according to the “ECDC BY-laws” to discuss:
  - Progress of the Micro Project
  - Resource and financial management status
  - Solution of problems/ difficulties in implementing the Micro Project
  - Others as required
- ☞ Urgent meetings will be held, if necessary.
- ☞ Basically, all ECDC members should attend the meetings.

In the meetings, a coordinator should encourage all members to speak out and ask questions, if any. Attendance without speaking is not accepted as “participation”.

“Monthly Report on the Micro Project” should be prepared as shown in the following sample and submitted to ZCC monthly. (Blank format: Attachment-3, Form 3)

<SAMPLE> **Monthly Report on the Micro Project** Form3-1

**Month:** \_\_\_\_\_, **Year 200**\_\_\_\_ **Code:** \_\_\_\_\_ -

Name of ECDC:		Date:	_____,200_
Name of School:		Chiefdom:	
Name of the Micro Project:			
Project Type;			
Meeting held:			
Date	Major topics	Participants	
▶ If you have meetings more than twice in a month, divide this column. ▶ “ <u>Report of Financial Status</u> ” should be included in the topics in the regular meeting. ▶ List of participants should be prepared for each meeting.		the attached list: <u>Form 3-2)</u>	
		the attached list: <u>Form 3-2)</u>	
<b>Progress of the activities:</b>			
Activities	Status	No. of Participants	
1	▶ Status should be described simply as follows. - Completed on schedule/ with delay - On-going/ On-going, but delay/ - Not started - Can't start on schedule/ - In Difficulty etc. ▶ And write the detail situation in the next page.		
2			
3			
4			
5			

Month; \_\_\_\_\_, Year 200\_\_ Name of ECDC: \_\_\_\_\_

Topics/ Problems	Status/ Solution	
1	<p>JPT wants to know how ECDC has identified the issues/ problems and how ECDC has solved/overcame those, or how you reach to conclusion/ consensus among the stakeholders. (If these columns are blank, JPT can't know how ECDC develop the capacity.)</p> <p>► Trouble: Conflict, theft, breakdown, accident, complaint from community, etc.</p> <p>► Problem: Miss-communication, Delay, Termination of activity, etc.</p> <p>► Income Generation: Where, How many have the products been sold? How have the benefit been utilized?</p> <p>► Modification: If you modify your plan, by-laws or members, write reason, revised plan/by-laws and replaced position.</p> <p>► Good practice, Lessons learned etc.</p>	
2		
3		
Contributions	Who/ Which group	How many/much?
(1) Labors/ Work force	Ex.) - Women group - Youth group	30 people x 10 days to prepare food 70 people x 5 days for weeding
(2) Materials	Ex.) - Mr. Kamara & 2	5 trips of sand
(3) Foods	Ex.) - Mrs. Dumbuya	1 bushel of rice
(4) Others	Ex.) - Mr. Bangura	1 dozen of pen
<b>Others:</b>		
<b>Comments from ZCC:</b>		

<SAMPLE> **List of Participants** Code: \_\_\_\_\_ - Form3-2

Date: \_\_\_\_\_ Name of ECDC: \_\_\_\_\_

No.	Name	Title	Signature
1	<p>► Need one list per meeting</p> <p>► Identify the ECDC members</p> <p>► "Attendance" without signature is not approved.</p>		
2			
3			
3	Ex.) James Kojo	Farmer	
4	Ex.) John Conteh	Coordinator (ECDC)	
5	Ex.) John Sesay	ECDC Member	
6	Ex.) Tony Kamara	Treasure (ECDC)	

### (3) Resource and Financial Management

② Detailed instruction for resource and financial management is described in Chapter IV.

② Essential principle of resource and financial management is as follows:

Democracy: Democracy indicates equality for all people involved, and all people have a right to participate in decision making process.

Key positions (executive members, signatories of bank account, etc.) should not be occupied by one family, one group, or close friends.

Responsibility: Executive members have more responsibility than other members.

Responsibility indicates:

- to keep financial record correctly every time there is movement of money,
- to clearly disclose and explain the detail of flow of money to all members,
- to grasp the balance all the time

Other members are also responsible for supervising the financial management.

Accountability: Executive members should explain all the items of expenditure, income and balance to other members, ZCC and the community regularly.

Transparency: Everybody has a right to know expenditure, income, and balance of their own ECDC. The Executive members cannot refuse request from other members or ZCC to review financial records.

At least TWO (2) ECDC members must be involved in procurement every time to maintain transparency.

**Column: If ECDC cannot keep resource and financial management well,,,**

If resource and financial management was conducted by a small number of people secretly, others cannot know what activities are going on, how the budget was spent, and how much was spent. Others may wonder whether the budget was spent fairly and appropriately, and may even suspect that the Executive members are spending money just for themselves or misuse of the fund.

With such kind of questions and suspicions among the people, their trust on ECDC will be lost. They would no longer have any motivation to participate.

And then, the project will be terminated and ECDC will disappear just leaving conflict in the community.

**If JPT suspect domination or personalization of ECDC activity or resource, JPT will terminate the support for the ECDC immediately.**

**(5) Procedure of Construction Project  
(only for Construction/ Rehabilitation Projects)**

- To procure materials and supervise the construction/ rehabilitation projects according to construction guide.

After approval of the proposal for construction/ rehabilitation project, JPT will provide "Construction Guide". All ECDC members should understand the guide properly to implement the construction/ rehabilitation project efficiently.

JPT and ECDC will carry out the works by following procedure from Planning to completion of works. However, disqualified construction project will be rejected according to the results of JPT's evaluation in planning stage.

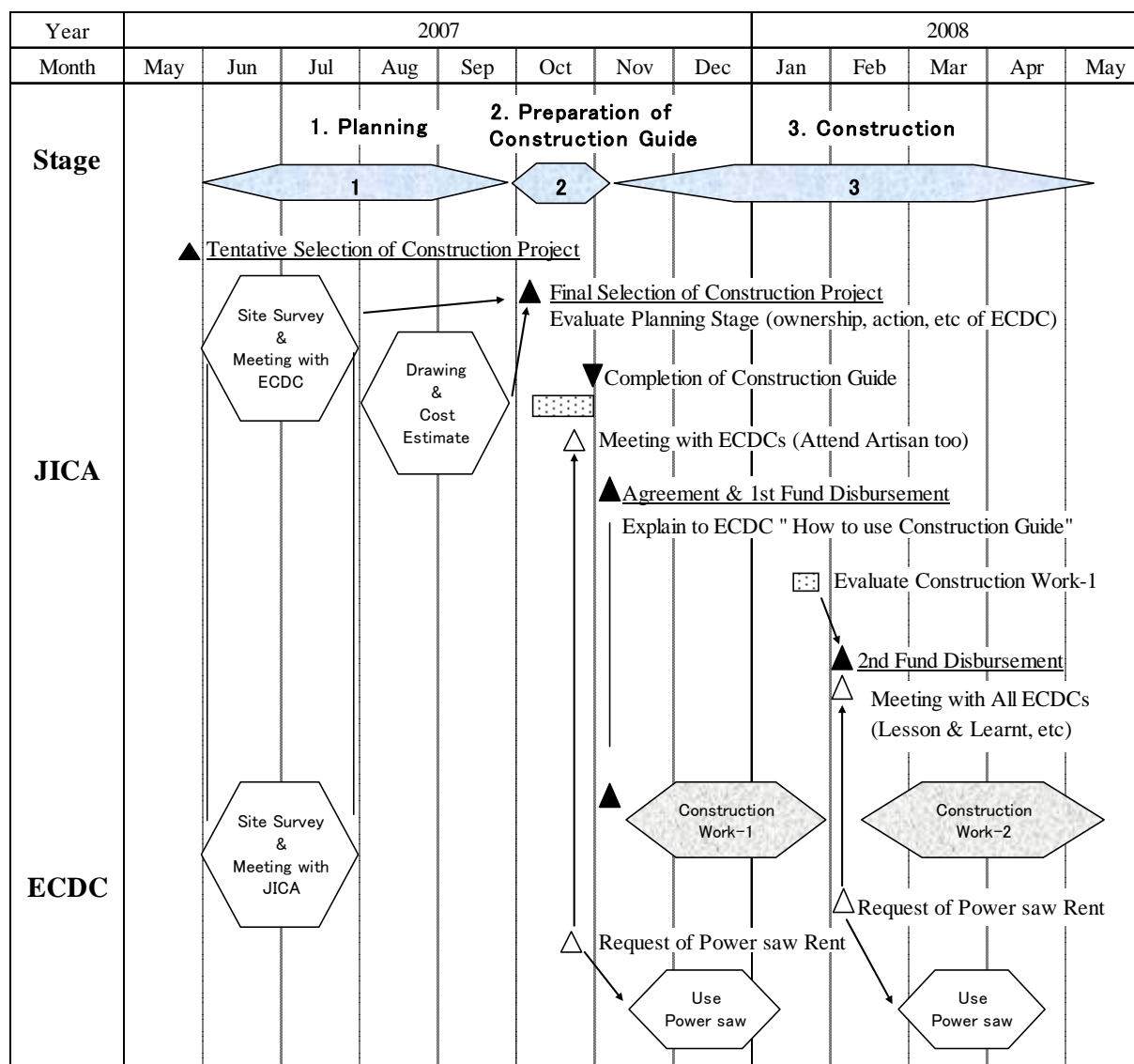


Figure III.13 Procedure of Construction Project for Step 3

**Table III.14 Major Contents of Works of Each Stage**

	<b>Works of JPT</b>	<b>Works of ECDC</b>
<b>Planning</b>	<ul style="list-style-type: none"> <li>- JPT will visit to site for site survey and discuss following items with ECDC.               <ul style="list-style-type: none"> <li>· Requirement of construction for building, furniture and rehabilitation of well, etc.</li> <li>· Layout of building</li> <li>· Plan, elevation, section</li> <li>· Identify defect of rehabilitation or completion of facility</li> <li>· Resource of materials/skilled workers</li> <li>· Local construction technique</li> <li>· Land ownership</li> <li>· Status of community forest</li> <li>· Statistic of pupils in each grade</li> </ul> </li> <li>- Prepare drawings and cost estimate according to the result of ECDC meeting</li> <li>- Select construction projects after evaluation by JPT.</li> </ul>	<ul style="list-style-type: none"> <li>- ECDC member and local artisan have to attend the meeting with JPT for planning.</li> <li>- Submit required information/data to JPT for survey</li> <li>- Suggest the type of appropriate building design.</li> <li>- Show traditional skills</li> <li>- Provision of current price of materials available in and around of community</li> </ul>
<b>Preparation of Construction Guide</b>	<ul style="list-style-type: none"> <li>- Prepare construction guide (drawing, estimate, etc, to see samples)</li> <li>- Price survey in major markets in Kambia district</li> <li>- JPT will explain design and cost estimate of construction and collect ECDC's request before finalize</li> <li>- Explain " How to use construction guide" in detail</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest own idea and request for construction works</li> <li>- Start to collect local materials</li> <li>- Request to rent a power saw where necessary</li> <li>- Start to arrange unskilled workers and skilled workers</li> </ul>
<b>Construction</b>	<ul style="list-style-type: none"> <li>- Disburse the fund for construction works by 2 phase</li> <li>- Technical supervision and guide</li> <li>- Evaluate the works and give instruction</li> <li>- Provide power saw for construction works as rental base</li> </ul>	<ul style="list-style-type: none"> <li>- Works for construction/rehabilitation/completion/furniture, etc</li> <li>- Collection of local materials</li> <li>- Procurement of construction materials</li> <li>- Mobilization of resources (artisan, volunteer worker, materials, etc.)</li> <li>- Submit all of expenditure according to construction guide and power saw guide</li> <li>- Management/maintenance of power saw</li> <li>- Inform JPT, if ECDC want to amend the construction guide</li> </ul>





JPT will make one copy to return to ECDC. The original monthly reports and accounting books with receipts will be kept by JPT.

ZCC members visit each ECDC and the Micro Project site regularly (basically, every month) to check the following items from documents and interviews with stakeholders.

**Table III.15 Outline of Monitoring by ZCC**

Monitoring Points	Reason/ Remarks/ Advice given
Monthly Report	<ul style="list-style-type: none"> <li>- Check the monthly report.</li> <li>- Prepared and submitted every month?</li> <li>- Prepared properly? (no blank, clear, true, problem and solution, etc.)</li> </ul>
Financial Management	<ul style="list-style-type: none"> <li>- Check the accounting book. If it's ok, sign for auditing.</li> <li>- Calculations are correct?</li> <li>- Balance in the book and cash in hand are same?</li> <li>- Proper RECEIPTS for all expenses?</li> <li>- Reported in regular meeting? (Transparency)</li> <li>- No private expenses?</li> </ul>
Resource Management	<ul style="list-style-type: none"> <li>- Check the resource management book.</li> <li>- No damage and loss? If some damage or loss, what has ECDC done to recover it?</li> <li>- No personal usage?</li> </ul>
Progress of Micro Project	<ul style="list-style-type: none"> <li>- Check the monthly report and ask the coordinator and person in charge.</li> <li>- Any delay? If so, ask the reasons and evaluate whether the reasons are acceptable?</li> </ul>
Involvement of ECDC	<ul style="list-style-type: none"> <li>- Check the monthly report (list of participants in the meetings).</li> <li>- Have they had meeting regularly?</li> <li>- Attendance rate of ECDC members is more than 80% (&gt;12), 8 to 10 or less?</li> </ul>
Relationship among ECDC Members	<ul style="list-style-type: none"> <li>- Ask some ECDC members INDIVIDUALLY.</li> <li>- No domination, no drop-put, no neglect, no conflict, no complaint, etc.?</li> <li>- Are they satisfied with ECDC?</li> </ul>
Relationship with Community	<ul style="list-style-type: none"> <li>- Ask some community people.</li> <li>- No complaint, no conflict, no doubt (TRANSPARENCY)</li> <li>- Do they know what and how ECDC is doing? (ACCOUNTABILITY)</li> <li>- Check the monthly report.</li> <li>- How many people participated in the activities?</li> </ul>
Participation of Women	<ul style="list-style-type: none"> <li>- Check the monthly report.</li> <li>- Do women members attend meeting regularly?</li> <li>- Ask women members and other ECDC member INDIVIDUALLY.</li> <li>- Do ECDC maintain good cooperation with women groups?</li> </ul>

Monitoring Points	Reason/ Remarks/ Advice given
Participation of Youth	<ul style="list-style-type: none"> <li>- Check the monthly report.</li> <li>- Do youth members attend meeting regularly?</li> <li>- Ask youth members and other ECDC member INDIVIDUALLY.</li> <li>- Do ECDC maintain good cooperation with youth groups?</li> </ul>
Child Protection	<ul style="list-style-type: none"> <li>- Ask school teachers.</li> <li>- Do ECDC activities disturb children learning in school/ home?</li> <li>- Are children forced to help ECDC activities as labors?</li> </ul>
School Environment	<ul style="list-style-type: none"> <li>- Ask head teacher.</li> <li>- School facility/ equipment have been improved?</li> <li>- Services for children have been improved? (school feeding, quality of teaching, school events, etc.)</li> <li>- Teachers have been motivated? Why?</li> </ul>
Awareness on Education in the Community	<ul style="list-style-type: none"> <li>- Ask school teachers.</li> <li>- Is the attendance rate improved?</li> <li>- Have parents been motivated to send their children to school?</li> <li>- Have payment rate of school charge improved?</li> </ul>
Other Findings	<ul style="list-style-type: none"> <li>- Good practice; Bad practice; Problem and solution</li> <li>- Advice/ comments given during your monitoring</li> <li>- Other important issues</li> </ul>

To listen to the voice of vulnerable members, such as illiterate members, women and youth, JPT will interview with these members frequently.

1. Did you hear about income and expenses in the last month from financial secretary in the monthly meeting?
2. Did all attendants speak out in the meeting and other activities?
3. Did limited persons dominate decision making of ECDC activities?
4. Do you believe that there are no misuses of money and ECDC resources?
5. Do you feel free to ask questions to executive members?

The personal information obtained by these interviews will be used only within JPT and never disclosed to other persons and organizations.

If any suspicion for violating democracy, transparency and accountability, ZCC will investigate it and take necessary action.

**(2) Impact Evaluation by JICA Project Team and ZCC**

- ☉ To evaluate impacts of the Micro Project on ECDC, children, youth, women and the community.
- ☉ To identify and to solve the problem/ difficulty, if necessary.

JPT and ZCC conduct surveys for impact evaluation in April 2006 (Baseline) and March 2008 (Final). Major items to be evaluated are as follows:

**Table III.16 Outline of Impact Evaluation by JPT and ZCC**

<b>Outcomes</b>	<b>Items to be evaluated</b>	<b>Information sources</b>
Capacity Development of ECDC	<ul style="list-style-type: none"> <li>- Ownership to the Micro Project</li> <li>- Accountability and transparency in the Micro Project operation</li> <li>- Achievement of the Micro Project</li> <li>- Capacity of problem solution</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews</li> <li>- Monitoring reports by ZCC</li> </ul>
Improvement of Education Environment	<ul style="list-style-type: none"> <li>- Awareness and behavior related to education of children, parents and other community members</li> <li>- Quality of education</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews</li> </ul>
Strengthening of Collaboration of the Community	<ul style="list-style-type: none"> <li>- Situation of participation/ involvement of the community in the Micro Project</li> <li>- Social consideration on disadvantaged groups</li> <li>- Collaboration among community groups and ECDC</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews</li> <li>- Monitoring Report by ZCC</li> </ul>

## IV. Resource and Financial Management

### IV.1 How does ECDC manage financial and other resources?

Democracy, responsibility, accountability and transparency are essential principles of resource and financial management. To realize these principles, ECDC should keep three (3) records. Detailed instruction is described in the following sections.

- (1) "Resource Management Book" (Form 4) See VI. 2
- (2) "Accounting Book" (Form 5) See VI. 3
- (3) "Financial Statement" and "Financial Summary" (Form 8) See VI. 4

Before going into details of the forms, the flow of resource and financial management during the Micro Project is as follows:

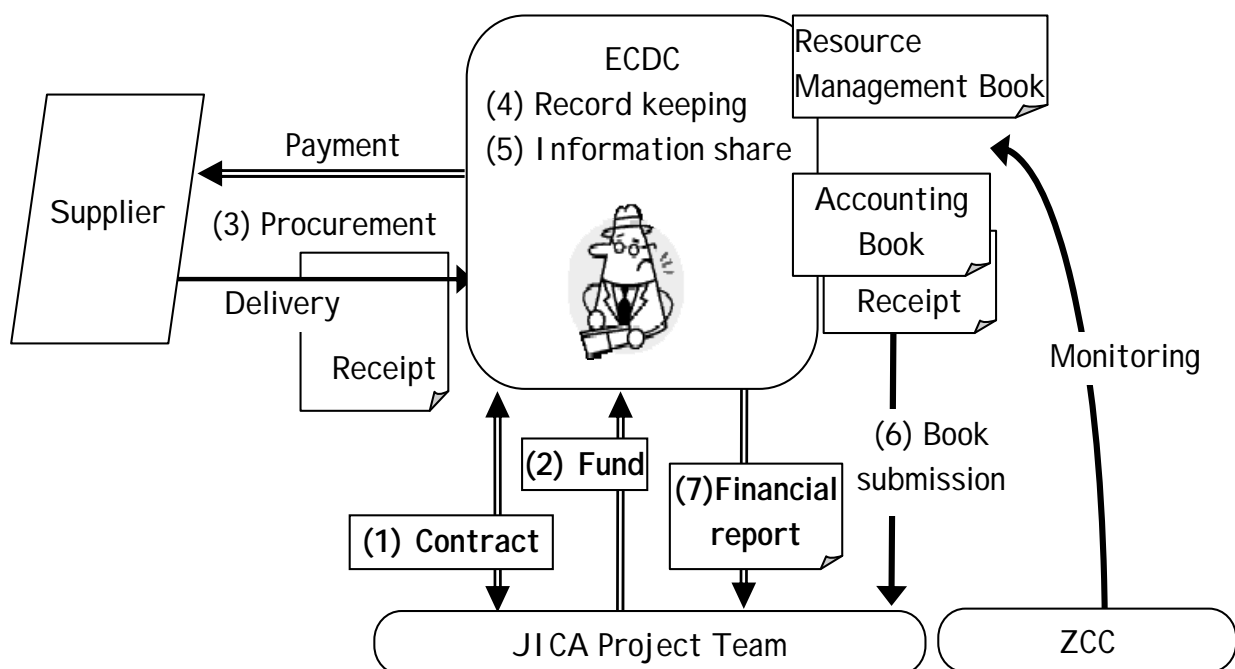


Figure IV.1 Resource Management Flow of the Micro Project  
~ After Approval of the Proposal ~

- (1) JPT and ECDC sign the agreement to implement the Micro Project.
- (2) JPT distributes fund for the Micro Project to ECDC based on the cost estimation in the approved proposal. The disbursement is divided into two to three times. The fund can only be used until the end of project period stated in the agreement.

- (3) ECDC procures equipment and materials by own responsibility based on the cost estimation in the approved proposal. The use of the fund should be **agreed by all ECDC members**. It is very important to **obtain a proper receipt** whenever ECDC purchases or rents something.
- (4) ECDC must keep records in two (2) books:
  - "Resource Management Book" (Form 4) See VI. 2
  - "Accounting Book" (Form 5) See VI. 3
- (5) ECDC should **report the status** of the above records to all ECDC members in the Regular Meeting. Considering that there are illiterate members, reporting should be done by reading the records and the Coordinator should make sure that all participants clearly understand the report. ECDC should also share the information with ZCC and ask ZCC core members to audit the records to at their regular monitoring.
- (6) ECDC submits "Accounting Book" with all receipts and statement of the bank account to JPT **monthly**.
- (7) Before the next fund disbursement by JPT, ECDC submits "Financial Statement" and "Financial Summary" to JPT (Form 8). After evaluation of the status of fund utilization, the next fund will be disbursed. ECDC also submits "Financial Statement" and "Financial Summary" at the end of the agreement. When ECDC does not use the entire fund, the remaining balance should be returned to JPT, and JPT will refund it to Japanese Government. See VI. 4

✂ **Column: How does ECDC keep records of contributions from the community?**

ECDC receives contributions from the community. The contribution could be human resources, funds and in kind (materials, equipment, etc.). ECDC should record contributions as follows:

- Labour contribution → "Monthly Report" (see Section III.5 (3))
- Cash contribution → "Accounting Book"
- In kind contribution → "Monthly Report" (consumable i.e. stone, rice etc.)  
or "Resource Management Book" (equipment)  
(see Section III.5 (3))

## IV.2 How does ECDC manage materials / equipment?

When ECDC procures materials and equipment for the Micro Project, ECDC should decide:

☉ WHO are going to procure?;

**More than TWO (2) ECDC members** have to be involved in the procurement for transparency and security.

Financial secretary should instruct how to obtain proper receipt and report what have been procured in the regular meeting.

☉ WHERE and HOW does ECDC store those to avoid any damage or loss?; and

☉ WHO is in charge of management of those?

“**Resource Management Book**” should be kept when ECDC obtains equipment by purchase or contribution. There is **no need to record consumable** (such as nails, timbers, cements, rice, seeds and fertilizers). “Resource Management Book” will be useful for ECDC to regularly check its inventory (what and how many properties ECDC has, and where it is stored).

A sample of “Resource Management Book” is shown below. (Blank forms are presented in Attachment-3, Form 4.) It is not necessary to submit “Resource Management Book” to JPT, but the book will be monitored by ZCC (District Education Office and facilitators).

<SAMPLE>						Form 4
<b>Resource Management Book</b>						
School Name: SLMB PS Kamasasa			ECDC	Code : T-10		
No	Item	Q'ty	Purchase/ Contribution	Date Obtained	Place/ Person to keep	
1	PickAxe	3	Contribution	5-Dec-06	School Store	
2	Hummer	2	Purchase	28-Nov-06	Community Store	
3	Watering Can	5	Purchase	28-Nov-06	School Store	
4	Axe	3	Purchase	2-Dec-06	Community Store	
5						

### IV.3 How does ECDC manage financial resources?

Whenever there is money transaction (receiving fund or contribution, making income, making payment, etc.), ECDC must record the transaction in "**Accounting Book**" immediately.

When ECDC receives fund or earns any income (from JPT, contributions, income generation activities, etc.), ECDC should record it under "**Income**" in "Accounting Book". When ECDC spends money (including administrative cost, use of profit, etc.), ECDC should obtain receipts and record the information under "**Expense**" in "Accounting Book".

It is important to check that how much ECDC currently has ("**Balance**") in "Accounting Book" and what ECDC actually has (cash and the balance in the bank account) are the same. ECDC should share the information recorded in "Accounting Book" with all ECDC members at meetings so that everyone knows that money is spent and managed well.

Sample of "Accounting Book" is shown below. (Blank forms are presented in Attachment-3, Form 5.) In the Accounting Book, "Activity" means "category of activities" shown in the agreement with JPT.

<SAMPLE>

Form 5

Accounting Book				Month	Nov. 2007	
School Name: <b>SLMB Freetown</b>					Page	<b>1</b>
ECDC				Code:	<b>F</b>	<b>- 1</b>
Date	Item	Income (Le.)	Expense (Le.)	Balance (Le.)	Evidence No.	Activity
1-Nov	Balance Brought from October	227,000		227,000	-	-
5-Nov	Monthly Contribution from ECDC Members (1,000 x 15)	15,000		242,000	-	-
1-Nov	Fund from JICA (First Disbursement)	10,000,000		10,242,000	-	-
1-Nov	Transportation for secretary and coordinator to bank		9,000	10,233,000	1	Z
1-Nov	Rice (30 bags)		1,350,000	8,883,000	2	B
28-Nov	Cement (50bags)		1,500,000	7,383,000	3	A
30-Nov	1st sales of rice	1,500,000		8,883,000	-	B
30-Nov	Teacher incentive		100,000	8,783,000	4	Z
30-Nov	Bank COT charge		10,000	8,773,000	state-ment	Z
Balance Cash in hand:		<b>2,583,000</b>		<b>Total Balance</b>	<b>8,773,000</b>	
Balance in bank account (current):		<b>6,090,000</b>		to be forwarded to next month:		
Balance in bank account (savings):		<b>100,000</b>		(new deposit this month <b>0</b> )		
<b>This accounting book has been reported to all ECDC members and accepted.</b>						
<b>External Auditor (ZCC):</b>			<b>Internal Auditor:</b>			
Checked and signed by JPT or Supervisor				Checked and signed by Auditor in ECDC		

Accounting book should be prepared by financial secretary. All evidences, cash in hand and balance in bank account should be checked by external ZCC member (JPT or Supervisor) and internal auditor before submission. The check list for preparing and checking the accounting book is shown below.

<b>Check List for Accounting Book</b>	
(1)	Is the opening balance brought from previous month same as the ending balance of last month's Accounting Book?
(2)	Are all expenditure (from JICA fund, ECDC's fund, and contribution) recorded as "Expense" and with proper receipts?
(3)	Are the Activity Codes correct?
(4)	Are all contribution and sales recorded as "Income"?
(5)	Are you recording "sales," not "profit"? (See the column on Page 52)
(6)	Are all bank charge/interest recorded?
(7)	Is the calculation correct?
(8)	Is the ending balance same as the bank statement and actual cash at hand? (Compare with the money ECDC actually has!)

**<Instruction on receipt>**

**JPT will never accept any expenses without evidences (receipts).**

Whenever ECDC officially purchases or rents items or hires services, ECDC must obtain receipts which include the following details:

1. Name of Payer (= Name of ECDC)
2. Date
3. Total Amount and Currency (e.g. USA Dollars or Leone)
4. Name of the Item
5. Unit Price
6. Quantity
7. Name of the Shop or the vendor (in Block letter)
8. Signature (or RTP) of the Shop Manager / Clerk and Stamp

As long as it contains the above items, a receipt can be the shop's own receipt or the receipt forms presented in Attachment-3 (Form 6). ZCC (including JPT) will never accept any receipt which misses the above items. A sample receipt is shown below.



**Form 6**

No. 3

**<SAMPLE>**

**RECEIPT**

Date **28-Nov-06**

TO: **SLMB PS Kmasasa** ECDC

I received the sum of

**Le. 5,700,000**

for Purchase of Items      specification  
Rent for Items                      **Purchase of following items**  
Photocopy  
Others

item	unit price	quantity	subtotal
<b>Cement</b>	@ <b>55,000</b>	x <b>100</b> =	<b>Le 5,550,000</b>
<b>Fertilizer</b>	@ <b>50,000</b>	x <b>2</b> =	<b>Le 100,000</b>
<b>Watering Can</b>	@ <b>10,000</b>	x <b>5</b> =	<b>Le 50,000</b>

TOTAL **Le 5,700,000**

Preferably, with stamp of the shop and signature

Shop / Company **Rokupr General Enterprise**

Name **A.B.S Conteh**

Signature **Conteh ABS**

✂ Column: How does ECDC keep records of Income Generating Activities (IGA)?

When ECDC has an income generating activity (IGA), ECDC needs to be especially careful in record keeping.

For IGA (except for seed/livestock bank), it is important to record "profit" (Sales - Cost), apart from Accounting Book. By keeping record of the profit, ECDC can learn important lessons about profitability of its IGA. For example,

- Whether IGA is making enough profit to sustain the activity
- Timing of buying and selling
- Seasonal differences in demand for machine operation (rice mill, power saw, etc)



1. Accounting Book (Form 5): Record all expenses and sales (the money ECDC receives from customer). Do not record profits here because it will make it difficult to keep the overall balance correct.
2. Record of IGA (Form 7-1): ECDC may use this form to calculate the profit as shown in the sample below.

<SAMPLE>

**Form 7-1**

**Record of IGA**

ECDC No.: **B12**

No. **1**

Activity: **Buying and Selling of Agricultural Produce**

→ should be recorded in Accounting Book

Cycle **1**

Income	Date	Unit rate	Q'ty	sub-total	Expense	Date	Unit rate	Q'ty	sub-total
Sales of <b>Rice</b>	11/11/2007	<b>50,000</b>	<b>x 30</b>	<b>1,500,000</b>	Purchase of rice	01/11/2007	<b>45,000</b>	<b>x 30</b>	<b>1,350,000</b>
			x		Transportation	01/11/2007	<b>50,000</b>	<b>x 1</b>	<b>50,000</b>
			x		Empty bag	01/11/2007	<b>1,000</b>	<b>x 30</b>	<b>3,000</b>
			x					x	
Total				<b>1,500,000</b>	Total				<b>1,403,000</b>
					<b>Profit in cash</b> (Income - Expense)			<b>Le. 97,000</b>	

3. Use of Profit (Form 7-2): ECDC may use this form to record how much profit it has made in total and what ECDC has used the profit for, as shown in the sample below.

<SAMPLE>

**Form 7-2**

**Use of Profit**

ECDC No.: **T10**

No. **1**

→ should be recorded in Accounting Book

Date	Description	Profit realized (In) (Le.)	Profit Used (Out) (Le.)	Balance
<b>15/12/2006</b>	<b>Profit from 1st sales of rice</b>	<b>97,000</b>		<b>97,000</b>
<b>30/01/2007</b>	<b>Profit from 2nd sales of rice</b>	<b>200,000</b>		<b>297,000</b>
<b>30/01/2007</b>	<b>Teacher Incentive for Jan</b>		<b>100,000</b>	<b>197,000</b>



#### IV.4 How does ECDC report Financial Statement and Summary?

ECDC submits "Financial Statement" and "Financial Summary" to JPT in two (2) occasions:

- (1) Before the next fund disbursement (for evaluation of the status of the fund use)
- (2) At the end of the project period stated in the agreement (for final evaluation and confirmation of the necessity and amount of refund)

Samples of "Financial Statement" and "Financial Summary" are shown below. (Blank forms are presented in Attachment-3, Form 8.)

<b>&lt;SAMPLE&gt;</b>		<b>Form 8-1</b>	
<b>Financial Statement</b>			
To Zonal Coordinating Committee and JICA Study Team for "The Project on Children and Youth Development in Kambia District of the Republic of Sierra Leone"			
On behalf of <u>SLMB PS Kamasasa</u> ECDC of <u>Tonko Limba</u> Chiefdom, Kambia District			
we hereby certify that all financial information included in Financial Summary is correct.			
		Revenue: Le.	<u>10,055,000</u>
		Expenditure: Le.	<u>10,072,000</u>
		Balance: Le.	<u>17,000</u>
		Refund to JICA: Le.	<u>0</u>
Date:	<u>01 February 2007</u>		
Signature	<u>KHK</u>	Signature	<u>Fudia K</u>
Name	Karafa Hassan Kamara	Name	Fudia Kamara
Title	Auditor	Title	Secretary, SLMB PS
Attachement: Financial Summary			

<b>&lt;SAMPLE&gt;</b>	<b>Form 8-2</b>																											
<b>Financial Summary (as of <u>31 January 2007</u> )</b>																												
School Name : <u>SLMB PS Kamasasa</u> ECDC	Code : <u>T - 1</u>																											
Period : From <u>November 2006</u> To <u>January 2007</u>	Type : <u>C</u>																											
<b>Expenditure</b>																												
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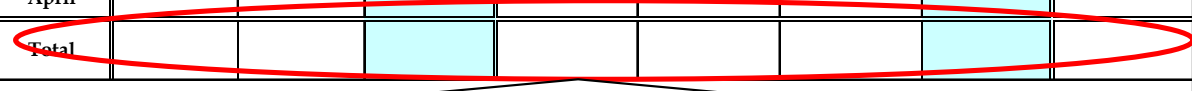
**<Refund>**

If the fund from JICA is not used all by the end of the project period stated in the agreement, the balance must be returned to JPT.

To calculate the amount of refund, ECDC can use "Financial Summary." When "Balance between Fund from JICA and Expenditure: (2)–(1)" is a minus (-), it means that ECDC spent all the fund and there is no refund. When it is a plus (+), it means that ECDC did not spend the entire fund and therefore the amount must be returned to JPT in cash.

In order to prepare "Financial Statement" and "Financial Summary" easily, ECDC may summarize the accounting book every month using the following memo. (Blank form is presented in Attachment-3, Form 9.)

<b>&lt;SAMPLE&gt;</b>								<b>Form 9</b>
								ECDC Code: _____
Category	REVENUE			EXPENDITURE				BALANCE
	Fund from JICA	ECDC own fund	Total	A	B	Z	Total	
Project Activity				School Rehabilitation	Buying & Selling of agricultural produce	Administrative and other expenditures	Total	* should be same as the total balance in Accounting Book
October	0	227,000	227,000	0	0	0	0	227,000
November	10,000,000	1,515,000	11,515,000	1,500,000	1,403,000	119,000	3,022,000	8,720,000
December								
January								
February								
March								
April								
<b>Total</b>								



This part is to be copied to Financial Summary

## V. Sustainability of the Micro project

### V.1 How can ECDC maintain the Micro Project effectively and efficiently?

Essential factors for sustainability of the Micro Project are as follows:

Accountability: ECDC members can explain about the activities - both successful and failed ones - to ECDC members, community members and ZCC.  
(through Meetings, monthly reports, etc.)

Transparency: ECDC lets all stakeholders know about resource management related to the activities. (through financial reporting in regular meeting and auditing of resource and financial management books)

Leadership: ECDC encourages the stakeholders to participate or to contribute for successful implementation of the Micro Project.  
Executive members of ECDC lead all members to work in good relationship and good cooperation.

Responsibility: Each ECDC member is aware of his/her responsibility for successful implementation of the Micro Project and satisfaction of the participants.

Multiple ideas: Multiple ideas (alternatives) to achieve the objectives and to solve problems will be more effective than a fixed idea.

Example of the only I dea:

- ECDC can not achieve the outcome, if the only one activity, "Nutrition awareness campaign", is not effective.
- ECDC can not take other alternative approaches to achieve the outcome.

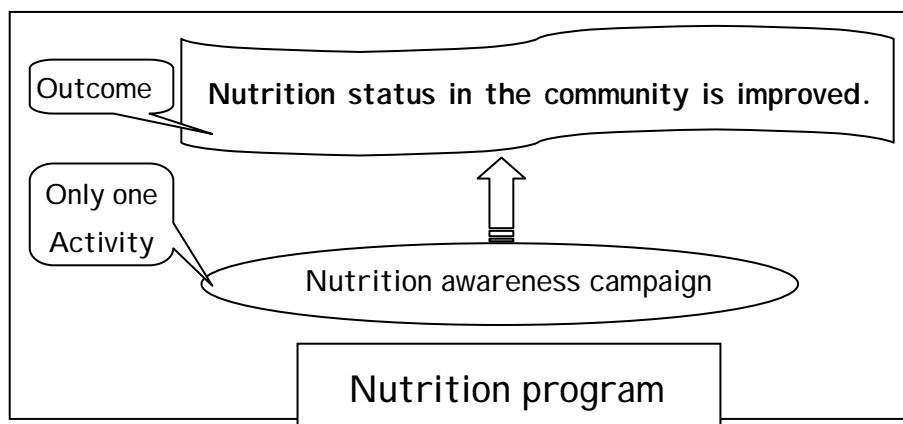


Figure V.1 Project Achievement Flow with the Only I dea

Example of multiple Ideas:

In case that ECDC has multiple ideas, ECDC can take various approaches. And ECDC can take other alternatives when one activity is not effective.

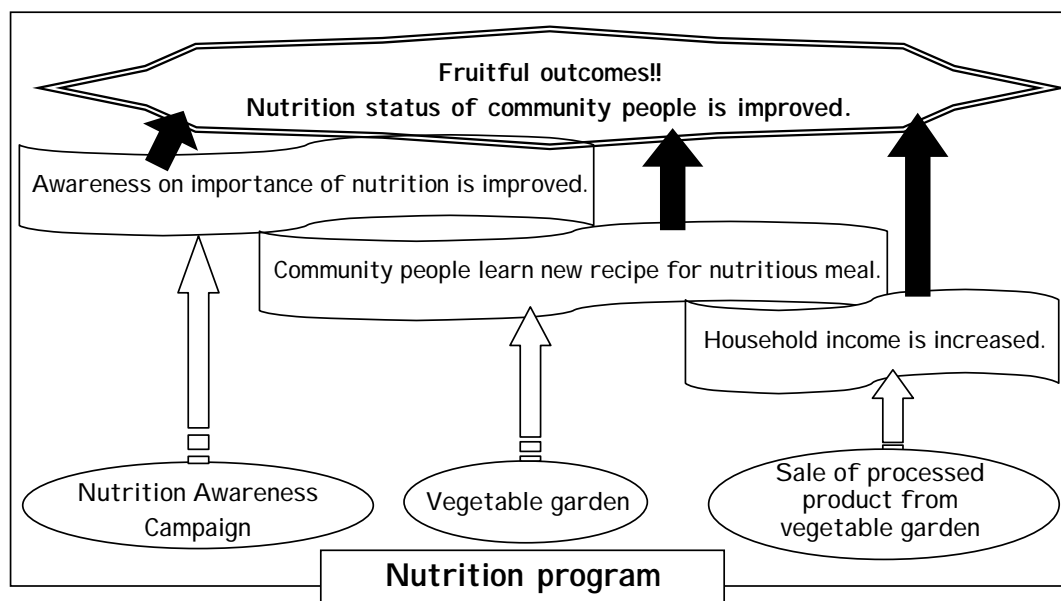


Figure V.2 Project Achievement Flow with Multiple Ideas

## V.2 How can ECDC continue its activities after JICA Project Team leaves?

To sustain ECDC activities after JPT leaves, ECDC needs to develop and maintain the following:

- ② ECDC's institutional capacity to plan, implement and monitor the activities/ projects
- ② Partnership with the community to obtain support to the activities/ projects
- ② Human resources in ECDC and the community to plan, implement and monitor the activities/ projects
- ② Facilities and equipment to implement the activities/ projects
- ② Financial resources:
  - to maintain facilities and equipment
  - to obtain materials
  - to hire manpower, etc.

As shown in the following figure, ECDC needs inputs to start and continue activities. And to ensure those inputs, ECDC should maintain good relationship with community, and financial sources, as well as institutional capacity to plan and carry out the activities effectively and efficiently.

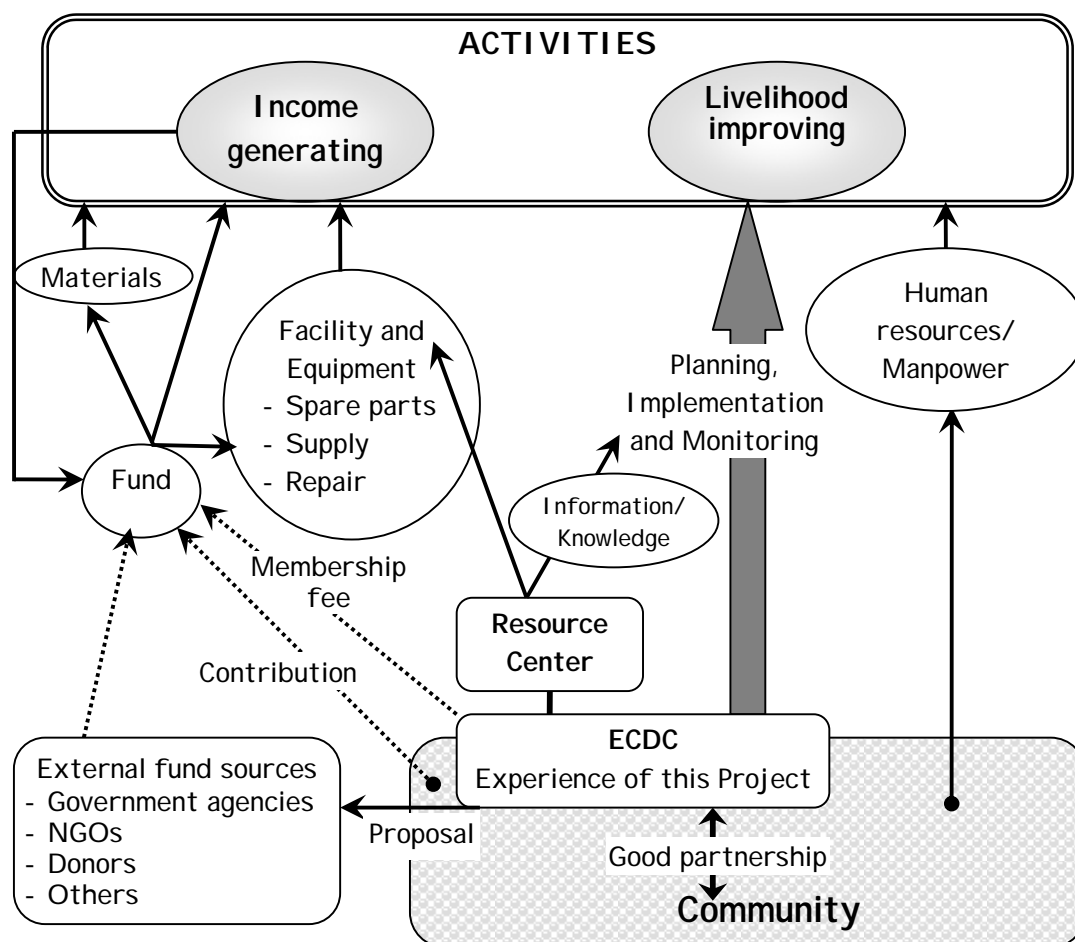


Figure V.3 Project Input and Resources to Maintain Sustainability

How can ECDC ensure resources and environment to continue activities?	
<p>📍 ECDC's institutional capacity:</p>	<p>ECDC utilizes experience and knowledge obtained in this Project, as well as this manual.</p>
<p>📍 Partnership with our community:</p>	<p>ECDC should keep accountability and transparency as a trustworthy and reliable organization for community people.</p>
<p>📍 Human resources:</p>	<p>Based on partnership with our community, ECDC could mobilize human resources from our community.</p>
<p>📍 Facilities and equipment:</p>	<p>ECDC should maintain those provided or obtained in this Project. Also, ECDC utilizes Resource Center.</p>
<p>📍 Financial sources:</p>	<p>ECDC might have some alternatives:</p> <ul style="list-style-type: none"> <li>- Income generating activities</li> <li>- Membership fees - Contribution</li> <li>- External funds</li> </ul> <p>(ECDC can refer this manual to prepare proposal)</p>



# ATTACHMENT - 1: Timetable of ECDC Training

## 2<sup>nd</sup> ECDC Training: Learn from your experience!

**Dates:** 1) March 22nd, 2007 (Thu) for Tonko Limba ECDCs

2) March 23rd, 2007 (Fri) for Magbema ECDCs

3) March 24th, 2007 (Sat) for Bramaia ECDCs

**Venue:** Resource Center in each area

**Participants:** 4 persons from each ECDC

**Objective:** 1) to get feedback (lessons) from Step 1 and Step 2 implementation

2) to prepare proposal writing for Step 3

### Program:

Time	Topic	Person in Charge
09:30 - 09:35	<b>Opening Remark</b>	JICA Project Team (JPT)
09:35 - 11:30	<b>1. Exchange of Experiences among ECDCs</b> (Presentation of Step 1 and 2 activities by each ECDC)	District Education Office
11:30 - 11:45	<b>2. How to Write Monthly Reports</b> (Instruction for new monthly report format)	District Education Office
11:45 - 12:00	<b>3. How to Prepare Step 3 Proposal</b> (Guide to logical problem analysis)	JPT Facilitators
12:00 - 12:30	<b>4. How to Prepare a Business Plan for Step 3 Income-Generating Activities (IGA)</b> (Introduction of the new form for a Business Plan and practice to fill it out.)	JPT Facilitators
12:30 - 13:30	(Lunch Break)	
13:30 - 14:30	<b>5. Group Work: Democracy and Transparency</b> (Group discussion and presentation on sample problem)	District Education Office
14:30 - 15:45	<b>6. Procedure of Construction Project for Step 3</b> (Easy-to-understand planning guide for ECDCs which plan school construction and rehabilitation; use of the power saw, etc.)	JPT Technical Unit
15:45 - 16:30	<b>7. How to Plan ECDC-level Training for Step 3</b> (after TOT Training at the Resource Center) a) Personal Hygiene (half-day workshop) b) Adult Literacy (16 classes) c) Science and Math Teaching d) Agriculture	JICA Project Team
16:30 - 17:00	<b>8. Planning for One-day Study Visit to ECDCs</b> (Selecting a few ECDCs which they want to visit in order to learn from their activities)	District Education Office

## ATTACHMENT - 2: List of Target Schools

### Pilot Project Zone 1: Kamasasa in Tonko Limba Chiefdom

Code	Name of School	Location	Category
T01	Wesleyan Centennial JSS	Kamasasa	JSS
T02	Wesleyan Church SL PS	Kamasasa	GOV
T03	Roman Catholic PS	Kamasasa	COM
T04	Kabasa 1 Community School	Kabasa 1	COM
T05	Roman Catholic PS	Kabasa 2	GOV
T06	Omar Muctar Community School	Kabasa 2	COM
T07	Roman Catholic PS	Kamabala	GOV
T08	Wesleyan Church SL PS	Kutiya	COM
T09	Kakonteh Community School	Kakonteh	COM

### Pilot Project Zone 2: Rokupr in Magbema Chiefdom

Code	Name of School	Location	Category
M01	Ahamadiya JSS	Rokupr	JSS
M02	Ahamadiya PS	Rokupr	GOV
M03	Roman Catholic PS	Rokupr	GOV
M04	Kulafai Rashideen Islamic PS	Rokupr	GOV
M05	SL.Muslim Brotherhood PS	Rokupr	GOV
M06	KDEC RRS Warda Model PS	Rokupr	GOV
M07	Islamic Da-awah Primary School	Rokupr	COM
M08	KDEC Masorie PS	Masorie	GOV
M09	St. Monica`s R.C Primary School	Masorie	COM
M10	Ahamadiya PS	Wulatenkle	GOV
M11	KDEC Taintafor PS	Taintafor	GOV
M12	Magbethei Community School	Magbethei	COM
M13	SL Muslim Brotherhood PS	Gberika	COM

### Pilot Project Zone 3: Kukuna in Bramaia Chiefdom

Code	Name of School	Location	Category
B01	St. Mary JSS	Kukuna	JSS
B02	KDEC Primary School	Kukuna	GOV
B03	Wesleyan Church SL Primary School	Kukuna	GOV
B04	Omar Muctar Primary School	Kukuna	COM
B05	Roman Catholic PS	Kukuna	COM
B06	KDEC Primary School	Kabaya	GOV
B07	Kabaya Community School	Kabaya	COM
B08	KDEC Primary School	Teneba Bramaia	GOV
B09	Turaya Community School	Turaya	COM
B10	Seduya Community School	Seduya	COM
B11	Sorimanikaya Community School	Sorimanikaya	COM

# **ATTACHMENT - 3: Blank Formats**

**Form 1: Resource Analysis**

**Form 2: Proposal**

Form 2-1: Cover Pages

Form 2-2: Problem Tree

Form 2-3: Objective Tree

Form 2-4: List of Activities

Form 2-5: Schedule, Output and Cost Estimate  
Project Activity

Form 2-6: Detailed Plan for Income Generating  
Activity

**Form 3: Monthly Report**

Form 3-1: Monthly Report

Form 3-2: List of Participants

**Form 4: Resource Management Book**

**Form 5: Accounting Book**

**Form 6: Receipt**

**Form 7: Record of IGA**

Form 7-1: Record of IGA

Form 7-2: Use of Profit

**Form 8: Financial Summary**

Form 8-1: Financial Summary

Form 8-2: Financial Statement

**Form 9: Memo for Monthly Accounting Summary**



## Proposal for the Micro Project

Code: -

Name of ECDC:		Date:	,200_																		
Name of School:		Chiefdom:																			
Justification:	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 45%; padding: 5px;"><u>WHO</u> has problem?</th> <th style="width: 55%; padding: 5px;"><u>WHAT</u> kind of <u>the Problems</u>?</th> </tr> </thead> <tbody> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> </tbody> </table> <p style="margin-bottom: 10px;">&lt; <b>Core Problem</b> &gt; <u>WHOSE Problem</u> should be the first priority?  <span style="color: red;">Ⓢ</span></p> <p><b>Why the core problem should be prioritized to be solved in this Micro Project?</b></p>			<u>WHO</u> has problem?	<u>WHAT</u> kind of <u>the Problems</u> ?																
<u>WHO</u> has problem?	<u>WHAT</u> kind of <u>the Problems</u> ?																				
Objectives	<b>What does ECDC aim to achieve in this Micro Project?</b> <b>*Please attach Problem Tree (Form 2-2) and Objective Tree (Form 2-3).</b>																				
Project Goal:																					
Outputs:																					

Name of ECDC: \_\_\_\_\_

**How will you manage implementation of the Micro Project? Please state person in charge.**

Role	Name of person in charge (Post in ECDC)
1. Procurement management	
2. Contribution management	
3. Financial management	
4. Schedule management	
5. Internal monitoring and evaluation	

**How will you maintain the Micro Project? Please state ideas for sustainability of the Micro Project.**

**This proposal has been agreed by all ECDC members signed below;**

Name	Signature	Name	Signature

This proposal has been approved by ZCC on \_\_\_\_ day of \_\_\_\_\_, 200\_.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

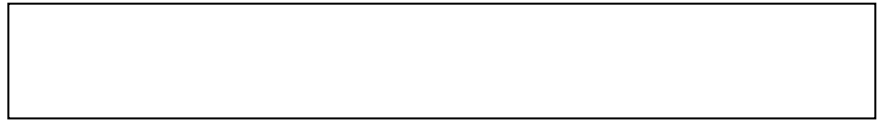
**Comments from ZCC:**

# Problem Tree

Name of ECDC: \_\_\_\_\_

**Please summarize in tree shape drawing.**

*☞ Chapter III / Section 3 / Figure III.5*



# Objective Tree

Name of ECDC: \_\_\_\_\_

**Please summarize in tree shape drawing.**

*☞ Chapter III / Section 3 / Figure III.6.*





## List of Activities

Name of ECDC: \_\_\_\_\_

### Step 3 Project

Activity No.	Name of Activity	Needs of External Fund	Selection of activities in accordance with approval of Type B or C	
			Type B	Type C
3-1				
3-2				
3-3				
3-4				
3-5				
<b>Type B</b> Total of Needs of External Fund				
<b>Type C</b> Total of Needs of External Fund				

## Schedule, Output and Cost Estimate of Project Activity

Activity No. 3- \_\_\_\_

Name of ECDC: \_\_\_\_\_

**Which activities do you plan to solve the core problem?** Please state in order of priority.

Output of this Activity

Contents of activity	Participants	Responsibility
		Leader of this activity
		Accountant of this activity

Schedule

Action	2007			2008			
	Oct	Nov	Dec	Jan	Feb	Mar	Apr

What materials/ equipment/ human resources are required for this activity? 〈Cost estimation〉

Item	Q'ty	Unit price	Total cost	By local contribution	Need for external fund
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
<b>Total</b>					

## Schedule, Output and Cost Estimate of Project Activity (continuation)

Activity No. 3- \_\_\_\_

Name of ECDC: \_\_\_\_\_

Which activities do you plan to solve the core problem? Please state in order of priority.					
Contents of activity			- Continue -		
What materials/ equipment/ human resources are required for this activity? (Cost estimation)					
Item	Q'ty	Unit price	Total cost	By local contribution	Need for external fund
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
<b>Total</b>	/	/			

## Detailed Plan for Income Generating Activity

ECDC No.:

Name:

No. and Name of activity	No. 3-		
Customers/ Targets			
Place			
Responsibilities * If you hire technician, shopkeeper, etc., employment agreement, working record and receipt are required.	Person in charge (ECDC)		
	Accountant (ECDC)		
Operation schedule	- See attachment -		
Risk management -1: To ensure the borrower return the item with interest or the seller with profit, what will you do? (if applicable)			
Risk management -2: If you cannot recover the rented seed or enough benefit to cover the expenses, what will you do to continue the operation?			
Use the benefit of the activity (See attached breakdown for amount)			
Education environment in school	Education environment in community	Criteria of "vulnerable" to be supported	

**SEED BANK**

ECDC No.: 

--

**Annual Routine Schedule**

Month																				
Registration of applicants																				
Appraisal on beneficiaries																				
Distribution of seeds																				
Cultivation of																				
Cultivation of																				
Monitoring of farming																				
Harvest of																				
Harvest of																				
Recovering																				
Reporting																				

**Detailed Condition**

Criteria for beneficiaries

Estimated Crops per year	Item	Q'ty	(unit)

Maximum renting q'tity per beneficiary	Item	Qty	Maximum No. of beneficiaries	Item	No.

Interest	Item	Qty	Recovering period	Item	

**Operation Plan**

Income	In-kind	Expense	In-kind
Item (unit)		Item (unit)	
Recovered		Seeds for next distribution	
Interest			
Total		Total	
		<b>Benefit</b> (Income - Expense)	

**Use of benefits**

for school	for community
Item (unit)	Item (unit)
Total	Total

**LIVESTOCK BANK**

ECDC No.: \_\_\_\_\_

**Annual Routine Schedule**

Month												
Rearing												
Veterinary care												
Registration of applicants												
Appraisal on beneficiaries												
Distribution of livestock												
Recovering												
Sales of livestock												
Reporting												

**Detailed Condition**

Initial number of livestock (male, female)	

	Livestock	Times per year	Number /time	Total per year
Estimated numbers produced/year		max		max
		max		max
		max		max

	Livestock	Qty		Livestock	Qty
Minimum No. to be kept at ECDC			Maximum retaining q'ty per beneficiary		

Criteria for beneficiaries

	Livestock	No.		Livestock	
Maximum No. of beneficiaries			Recovering period		

	Livestock	Qty		Livestock	Qty	price	total
Interest			No. to be sold				

**Operation Plan**

Income (In kind)	# of livestock			Expense (In kind)	# of livestock		
Recovered				Livestock for next distribution			
Interest							
Total				Total			
				<b>Benefit</b> (Income - Expense)			

**Use of benefits**

for school	In kind			cash	for community	In kind			cash
Total					Total				

**TRADING (Agricultural Produce)**

ECDC No.:

**Annual Routine Schedule**

Month													
Purchase of													
Purchase of													
Purchase of													
Purchase of													
Sales of													
Sales of													
Sales of													
Sales of													
Financial reporting													

Financial reporting: The number of times per month

**Financial Plan**

**(1) Sales plan**

Produce	Place to buy	Buying price	Place to sell	Selling price	Remarks (seller, market price, etc)

**(2) Estimated Income and Expense for the First Cycle of Trading**

Income	Unit rate	Q'ty	sub-total	Expense	Unit rate	Q'ty	sub-total
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
				Transportation			
<b>Total</b>				<b>Total</b>			
				<b>Benefit in cash</b>			
				(Income - Expense)			

**Use of benefits**

for school	Amount	for community	Amount
<b>Total</b>		<b>Total</b>	

**SCHOOL/ COMMUNITY GARDENING (Group Farming)**

ECDC No.:

**Annual Routine Schedule**

Month													
Cultivation of													
Cultivation of													
Cultivation of													
Cultivation of													
Sales of													
Sales of													
Sales of													
Sales of													
Financial reporting													

Cultivation: from nursing/ planting to harvesting    ○: Cultivation    △: Weeding    \*: Harvesting

**Financial Plan**

**(1) Sales plan**

Produce	Estimated crop	Amount for sale	Place to sell	Unit price	Remarks (market price, etc)

**(2) Estimated Annual Income and Expenses**

Income	Unit rate	Q'ty	sub-total	Expense	Unit rate	Q'ty	sub-total
Sales of		x		Seeds (                    )		x	
Sales of		x		(                    )		x	
Sales of		x		(                    )		x	
Sales of		x		(                    )		x	
		x		Transportation costs		x	
		x		Fertilizer		x	
				Tools			
<b>Total</b>				<b>Total</b>			
				<b>Benefit in cash</b>			
				(Income - Expense)			

**Use of benefits**

for school	Cash	In-kind	for community	Cash	In-kind
<b>Total</b>			<b>Total</b>		



**Agricultural Machine Operation**

ECDC No.:

**Weekly and Monthly Routine Schedule**

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Operation of machine							
Maintenance of machine							
Week	1	2	3	4			
Financial reporting							

**Financial Plan**

**(1) Sales plan**

Criteria for users

For: service operation / rental / both

**Service operation**

<b>Location</b>	
User's fee	per
Payment shall be made before / after service.	

**Rental**

Rental fee	per
Payment shall be made before / after service.	
ECDC / renter shall pay operational expenses.	
ECDC / renter shall provide an operator.	

**(2) Estimated Monthly Income and Expenses**

Income	Unit rate	Q'ty	sub-total	Expense	Unit rate	Q'ty	sub-total
User's fee	x			Fuel	x		
Rental fee	x			Engine oil	x		
	x				x		
	x				x		
	x			Fund for maintenance	x		
				Incentive for operator	x		
<b>Total</b>				<b>Total</b>			

**Benefit in cash**

(Income - Expense)

**Use of benefits**

for school	Amount	for community	Amount
<b>Total</b>		<b>Total</b>	



**REVOLVING FUND (Stationary, etc.)**

ECDC No.:

**Annual Routine Schedule**

Month																				
School schedule																				
Purchase																				
Sales																				
Financial reporting																				

**Monthly Routine Schedule**

Week	1	2	3	4
Purchase				
Sales				
Financial reporting				

**Financial Plan**

**(1) Estimated Income and Expense for the First Cycle of Trading**

Income	Unit rate	Q'ty	sub-total	Expense	Unit rate	Q'ty	sub-total
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
Sales of		x		Buy (            )		x	
				Transportation			
<b>Total</b>				<b>Total</b>			
					<b>Benefit in cash</b>		
					(Income - Expense)		

**Use of benefits**

for school	Amount	for community	Amount
<b>Total</b>		<b>Total</b>	

**Power Saw Machine Operation and Timber Production**

ECDC No.: \_\_\_\_\_

**Overall Plan**

Way of use	timber production / rental / both
------------	-----------------------------------

Permission from MAFS	
Location of the forest	
Acrage of the forest	
App. No. of trees in the forest	
No. of trees to be cut	/ year

**Planting**

Month to start nursing	
Month to plant seedling	
Type of tree	
No. of trees to be planted	/ year

**Monthly and Weekly Routine Schedule**

Week	1	2	3	4			
Purchase of the material							
Production							
Sales							
Financial reporting							
Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Operation of machine							
Maintenance of machine							

**Financial Plan**

**(1) Sales plan**

Product	Q'ty/mon	Place to sell	Price you set	Remarks (market price; appropriate?)

**(2) Rental plan**

Criteria for users

Rental fee	per
Payment shall be made before / after service.	
ECDC / renter shall pay operational expenses.	
ECDC / renter shall provide an operator.	

**(3) Estimated Monthly Income and Expenses**

Income	Unit rate	Q'ty	sub-total	Expense	Unit rate	Q'ty	sub-total
Sales of	x			Fuel	x		
Sales of	x			Engine oil	x		
Sales of	x			Burn oil	x		
Rental fee	x			Driving chain	x		
	x			Plug	x		
	x				x		
	x			Fund for maintenance	x		
	x			Incentive for operator	x		
				Transportation			
<b>Total</b>				<b>Total</b>			

**Benefit in cash**  
(Income - Expense)

**Use of benefits**

for school	Amount	for community	Amount
<b>Total</b>		<b>Total</b>	

## Monthly Report on the Micro Project

**Month:** \_\_\_\_\_, **Year 200**\_\_ **Code:** \_\_\_\_\_ - \_\_\_\_\_

Name of ECDC:		Date:	_____, 200__
Name of School:		Chiefdom:	
Name of the Micro Project:			
Project Type; A, B, or C			
Meeting held:			
Date	Major topics	Participants	
	1	(see the attached list: <u>Form 3-2</u> )	
	2		
	3		
	4		
	1	(see the attached list: <u>Form 3-2</u> )	
	2		
	3		
	4		
<b>Progress of the activities:</b>			
Activities	Status	No. of Participants	
1			
2			
3			
4			
5			
6			

Month; \_\_\_\_\_, Year 200\_\_

Name of ECDC: \_\_\_\_\_

<b>Topics/ Problems</b>	<b>Status/ Solution</b>	
1		
2		
3		
<b>Contributions</b>	<b>Who/ Which group</b>	<b>How many/much?</b>
(1) Labors/ Work force		
(2) Materials		
(3) Foods		
(4) Others		
<b>Others::</b>		
<b>Comments from ZCC:</b>		

**List of Participants**      **Code:** \_\_\_\_\_ - \_\_\_\_\_

Date: \_\_\_\_\_ Name of ECDC: \_\_\_\_\_

No.	Name	Title	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			







No. \_\_\_\_\_

# RECEIPT

Date \_\_\_\_\_

TO: \_\_\_\_\_ ECDC

I received the sum of

Le.

for Purchase of Items  
Rent for Items  
Photocopy  
Others

specification

item	unit price	quantity	subtotal
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le
@	x	=	Le

TOTAL Le

Shop / Company \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

**RECEIPT** No.: \_\_\_\_\_

Date \_\_\_\_\_

**To:** \_\_\_\_\_

I received the sum of **Le.** \_\_\_\_\_

For \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

**RECEIPT** No.: \_\_\_\_\_

Date \_\_\_\_\_

**To:** \_\_\_\_\_

I received the sum of **Le.** \_\_\_\_\_

For \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

**RECEIPT** No.: \_\_\_\_\_

Date \_\_\_\_\_

**To:** \_\_\_\_\_

I received the sum of **Le.** \_\_\_\_\_

For \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

**Record of IGA**

ECDC No.:

No. \_\_\_\_\_

Activity: \_\_\_\_\_

→ should be recorded in Accounting Book

Cycle \_\_\_\_\_

Income	Date	Unit rate	Q'ty	sub-total	Expense	Date	Unit rate	Q'ty	sub-total
Sales of			x					x	
			x					x	
			x					x	
			x					x	
Total					Total				
					<b>Profit in cash</b>				
					(Income - Expense)		Le. <input type="text"/>		

Cycle \_\_\_\_\_

Income	Date	Unit rate	Q'ty	sub-total	Expense	Date	Unit rate	Q'ty	sub-total
Sales of			x					x	
			x					x	
			x					x	
			x					x	
Total					Total				
					<b>Profit in cash</b>				
					(Income - Expense)		Le. <input type="text"/>		

**Use of Profit**

ECDC No.:

No. \_\_\_\_\_

→ should be recorded in Accounting Book

Date	Description	Profit realized (In) (Le.)	Profit Used (Out) (Le.)	Balance
		<b>Total Profit</b>	<b>Total Profit Used</b>	<b>Final Balance</b>

**Financial Statement**

To Zonal Cordinating Committee and JICA Study Team for "The Project on Children and Youth Development in Kambia District of the Republic of Sierra Leone"

On behalf of \_\_\_\_\_ ECDC of \_\_\_\_\_ Chiefdom, Kambia District,  
we hereby certify that all financial information included in Financial Summary is correct.

Revenue: Le. \_\_\_\_\_

Expenditure: Le. \_\_\_\_\_

Balance: Le. \_\_\_\_\_

Refund to JICA: Le. \_\_\_\_\_

Date: \_\_\_\_\_

Signature \_\_\_\_\_

Name

Title Auditor

Signature \_\_\_\_\_

Name

Title

Attachement: Financial Summary

## Financial Summary (as of \_\_\_\_\_ )

School Name : \_\_\_\_\_ ECDC Code : \_\_\_\_\_ - \_\_\_\_\_

Period : From \_\_\_\_\_ To \_\_\_\_\_ . Type : \_\_\_\_\_

### Expenditure

Category	Activity	(Le)
Z	Administrative and other expenditures	
A		
B		
C		
D		
E		
F		
<b>Total</b>		

(1)

### Revenue

Revenue	Realized Revenue (Le)
Funds from JICA	
ECDC's Own Funds (cash income, contribution and bank interest)	
<b>Total</b>	

(2)

### Balance

Item	Balance (Le)
Balance cash in hand	
Balance in Bank Account (current)	
Balance in Bank Account (savings)	
<b>Total</b>	

<b>Balance between Fund from JICA and Expenditure: (2)-(1)=</b>	
---	--





## Attachment - 4: Cost Estimate for the Construction / Renovation of School Facility and Equipment in Kambia District

(Prepared by JPT Technical Unit)

### A. CONSTRUCTION OF SCHOOL FACILITIES

	Item	Standard Spec.	Unit	Unit Cost (Le.)
1	School Block	3-Classrooms including office and store built with mud bricks, batten doors/windows, C.I sheets and timber roofing framework.	U	18,203,000
		2-Classrooms including office and store built with mud bricks, batten doors/windows, C.I sheets, timber roofing framework and furniture for staff and pupils.	U	16,935,000
2	Staff Quarter	3-Bedroom Quarter built with mud bricks, panel front door, batten doors/windows, ceiling, front and back verandah, living room, beds and furniture for living room.	U	15,435,000
3	Community Store	Store built with mud bricks, timber entrance gate, batten doors/windows, Office and furniture for office.	U	14,702,000
4	Shallow well	Without hand pump depth of 15m manually internal diameter 1.8m protected concrete ring 0.1m thick apron made by concrete and mortar finishing, water gutter 10m length and soak away pit made by concrete block.	U	10,000,000
		With hand pump (Indian mark II) depth of 15m manually internal diameter 1.8m protected concrete ring 0.1m thick apron made by concrete and mortar finishing, water gutter 10m length and soak away pit made by concrete block.	U	13,500,000
5	VIP latrines(WC)	1.2m(W) x1.8m(L) x3.6m(D) and including block work lining, vent pipe, batten door, C.I. sheets, mortar and painting to finish.	U	2,000,000
6	Kitchen shed	C.I. sheet roof w/paint, 6 post by wooden and concrete finishing in floor Size=3.5m(W) x6m(L) x2.2m and 2.8m(H).	U	4,000,000
7	Food storage	C.I. sheet roof w/paint, sand brick wall and concrete finishing in floor, batten, door w/hard ware Size=3.5m(W) x6m(L) x2.2m and 2.8m(H).	U	5,500,000

*To be continued...*

**B. SCHOOL EQUIPMENT**

	Item	Standard Spec.	Unit	Unit Cost (Le.)
1	Student table and chair	Wooden made for 3 pupils grade 1-3	set	60,000
2	Student table and chair	Wooden made for 3 pupils grade 4-6	set	65,000
3	Student table and chair	Wooden made for 1 pupil for secondary school	set	110,000
4	Teachers desk and chair	Wooden made table and chair	set	130,000
5	Office desk and chair for principal	Wooden made w/one side drawer 1.2m(L) × 0.75m(W) × 0.72m(H)	set	275,000
6	Meeting chair	Plastic	U	36,000
7	Open book shelf	Wooden w/5 shelf	U	235,000
8	Filing wooden cabinet	Wooden w/4 shelf	U	300,000
9	Duplicating machine		U	2,200,000
10	Table for Duplicating machine		U	50,000
11	Post for volley ball		set	600,000
13	Net for volley ball		set	200,000
14	Post for soccer		set	1,400,000
15	Net for soccer		set	450,000

**Note:**

- Material cost, manpower cost and transportation cost are included in each unit cost.
- This list does not cover all types of furniture actually used in the primary school, however the similar ones on the list can be inferred for your rough cost estimation.
- Prior to the detail cost estimation the advice by the technical staff of JICA project team shall be required with the technical investigation of the actual situation and the surrounding condition of the school facility.
- All prices are the standard and those prices are subject to change depending on the market of regions and seasons.

**ATTACHMENT - 5:  
LIST OF MEST PRESCRIBED TEXT BOOKS**

**5.1: PRIMARY SCHOOL**

**5.2: JUNIOR SECONDARY SCHOOL**

**5.3: DISTANCE EDUCATION**

**(TEACHER TRAINING)**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR PRIMARY SCHOOLS**

Subject	Description	Availability	Unit Price	Total Price	Total
Math	Primary Mathematics for Sierra Leone PB1	Yes	Le12,000	Le12,000	Le64,000
	Primary Mathematics for Sierra Leone PB2	No	Le13,000	Le0	
	Primary Mathematics for Sierra Leone PB3	Yes	Le13,000	Le13,000	
	Primary Mathematics for Sierra Leone PB4	Yes	Le13,000	Le13,000	
	Primary Mathematics for Sierra Leone PB5	Yes	Le13,000	Le13,000	
	Primary Mathematics for Sierra Leone PB6	Yes	Le13,000	Le13,000	
Environmental Studies / Social Studies	Sierra Leone Primary Environmental Studies PB 1	Yes	Le10,000	Le10,000	Le68,000
	Sierra Leone Primary Environmental Studies PB 2	Yes	Le10,000	Le10,000	
	Sierra Leone Primary Environmental Studies PB 3	Yes	Le12,000	Le12,000	
	Sierra Leone Primary Social Studies PB 4	Yes	Le12,000	Le12,000	
	Sierra Leone Primary Social Studies PB 5	Yes	Le12,000	Le12,000	
	Sierra Leone Primary Social Studies PB 6	Yes	Le12,000	Le12,000	
English	Sierra Leone Primary English PB1	Yes	Le12,000	Le12,000	Le63,000
	Sierra Leone Primary English PB2	No	Le12,000	Le0	
	Sierra Leone Primary English PB3	Yes	Le12,750	Le12,750	
	Sierra Leone Primary English PB4	Yes	Le12,750	Le12,750	
	Sierra Leone Primary English PB5	Yes	Le12,750	Le12,750	
	Sierra Leone Primary English PB6	Yes	Le12,750	Le12,750	
Science	Primary Science for Sierra Leone PB 3	Yes	Le13,000	Le13,000	Le52,000
	Primary Science for Sierra Leone PB 4	Yes	Le13,000	Le13,000	
	Primary Science for Sierra Leone PB 5	Yes	Le13,000	Le13,000	
	Primary Science for Sierra Leone PB 6	Yes	Le13,000	Le13,000	
Reading World	Level 1	Yes	Le4,500	Le4,500	Le40,500
	Level 2	Yes	Le4,500	Le4,500	
	Level 3	Yes	Le6,000	Le6,000	
	Level 4	Yes	Le6,000	Le6,000	
	Level 5	Yes	Le6,500	Le6,500	
	Level 6	Yes	Le6,500	Le6,500	
	Level 7	Yes	Le6,500	Le6,500	
Readers	Mary and the Map	Yes	Le4,500	Le4,500	Le46,000
	Kadie in a Hurry	Yes	Le6,000	Le6,000	
	Saffie's Mistake	Yes	Le6,000	Le6,000	
	Map on the wall	Yes	Le6,000	Le6,000	
	Ticket for the Zed Band	Yes	Le6,000	Le6,000	
	Six Tales fro Shakespeare	Yes	Le8,000	Le8,000	
	The Lorry and the River	Yes	Le4,500	Le4,500	
	The Calabash and the Box	Yes	Le5,000	Le5,000	
Macmillan Writer's Prize for Africa	Unanswered Cries	Yes	Le14,000	Le14,000	Le42,500
	Bambo girl	No	Le0	Le0	
	Begotton Gods	No	Le0	Le0	
	Wandi's	No	Le0	Le0	
	Daudi's Dream	Yes	Le8,000	Le8,000	
	Who are You	Yes	Le8,500	Le8,500	
	The Interview	Yes	Le12,000	Le12,000	
Today's Children	Level 1	Yes	Le6,500	Le6,500	Le19,500
	Level 2	Yes	Le6,500	Le6,500	
	Level 3	Yes	Le6,500	Le6,500	
Young Lives	Working as a wildlife Vet	Yes	Le4,500	Le4,500	Le22,500
	Mechanic on the Move	Yes	Le4,500	Le4,500	
	Social Worker in the City	Yes	Le4,500	Le4,500	
	Teaching Young Children	Yes	Le4,500	Le4,500	
	Flying High As a Pilot	Yes	Le4,500	Le4,500	

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR PRIMARY SCHOOLS**

Subject	Description	Availability	Unit Price	Total Price	Total
Atlas	First Atlas for Sierra Leone Schools - 3rd Ed.	Yes	Le10,000	Le10,000	Le10,000
	Social Studies Atlas	No	Le0	Le0	
	Sierra Leone Map	No	Le0	Le0	
	Macmillan World Map: Physical and Political	No	Le0	Le0	
Living Earth	Level 1	Yes	Le10,000	Le10,000	Le40,000
	Level 2	Yes	Le10,000	Le10,000	
	Level 3	Yes	Le10,000	Le10,000	
	Level 4	Yes	Le10,000	Le10,000	
Living Health	Level 1	Yes	Le10,000	Le10,000	Le40,000
	Level 2	Yes	Le10,000	Le10,000	
	Level 3	Yes	Le10,000	Le10,000	
	Level 4	Yes	Le10,000	Le10,000	
HIV/AIDS Action Readers	Level 1	Yes	Le10,000	Le10,000	Le30,000
	Level 2	Yes	Le10,000	Le10,000	
	Level 3	Yes	Le10,000	Le10,000	
Mactracks	Starters	No	Le0	Le0	Le0
	Sprinters	No	Le0	Le0	
	Runners	No	Le0	Le0	
	Winners	No	Le0	Le0	
	Ready.....Go	No	Le0	Le0	
	Hop, Step, Jump	No	Le0	Le0	
Dictionaries	Macmillan School Dictionary Pb	Yes	Le30,000	Le30,000	Le130,000
	Macmillan Essential Dictionary Pb	Yes	Le50,000	Le50,000	
	Macmillan Advance Dictionary Pb	Yes	Le50,000	Le50,000	
Wall Charts - Visual Aid	Macmillan Primary English Wallcharts (16 charts)	No	£32.00	£0.00	£0.00
	Macmillan Primary Mathematics Wallcharts (12 charts)	No	£32.00	£0.00	
	Macmillan Primary Agriculture Wallcharts (12 charts)	No	£32.00	£0.00	
	Macmillan Primary General Science Wallcharts (12 charts)	No	£32.00	£0.00	
	Macmillan Primary Health Wallcharts (12 charts)	No	£32.00	£0.00	
	Our World Environmental Primary Wallcharts(12 charts)	No	£32.00	£0.00	
	Environmental Impact 2000 Wallcharts (10 charts)	No	£32.00	£0.00	
	Macmillan Chemistry Wallcharts (12 charts)	No	£32.00	£0.00	
	Macmillan Human Biology Wallcharts (10 Charts)	No	£32.00	£0.00	
	Macmillan Secondary Biology Wallcharts (14 charts)	No	£32.00	£0.00	

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR PRIMARY SCHOOLS**

Subject	Description	Availability	Unit Price	Total Price	Total
Materials for Teachers - Practical	Life Skill	No	Le0	Le0	Le0
	Primary Ideas	No	Le0	Le0	
	Teaching Practice in Primary Schools	No	Le0	Le0	
	Teaching Primary Mathematics	No	Le0	Le0	
	Teaching Primary English	No	Le0	Le0	
	Teaching Primary Methods	No	Le0	Le0	
	Teaching Primary Science	No	Le0	Le0	
	Teaching Primary Social and Environmental Studies	No	Le0	Le0	
	Mathematics for Teacher Training	No	Le0	Le0	
	Mathematics Methods - Resource Book for Pri. Sch. Teachers	No	Le0	Le0	
	Primary Science Teaching	No	Le0	Le0	
	Running a Sch. Library - A Hand/bk for Teacher - Librarian	No	Le0	Le0	
Study skills for Teacher Training	No	Le0	Le0	Le0	
NPSE Prescribed Texts for Class VI	Common Entrance Mathematics	Yes	Le6,000	Le6,000	Le44,000
	Common Entrance English Language	Yes	Le6,000	Le6,000	
	NPSE Maths & Quantitative Aptitude	Yes	Le5,000	Le5,000	
	English and Verbal Aptitude Test (Joe Alie)	Yes	Le6,000	Le6,000	
	Junior Aptitude Test (Frank Mason)	Yes	Le5,000	Le5,000	
	Maths and Quantitative Apt. Test (B.A Browne)	Yes	Le6,000	Le6,000	
	First Aid in English	Yes	Le6,000	Le6,000	
	Bright Grammar Book I	Yes	Le4,000	Le4,000	
V.B. Coker Series for Class V	Social Studies	Yes	Le4,500	Le4,500	Le30,500
	Science	Yes	Le4,500	Le4,500	
	Agricultural Science	Yes	Le4,500	Le4,500	
	Home Economics	Yes	Le4,500	Le4,500	
	Physical/Health Education	Yes	Le4,500	Le4,500	
	Question & Answer	Yes	Le8,000	Le8,000	
V.B. Coker Series for Class VI	Social Studies	Yes	Le4,500	Le4,500	Le28,500
	Science	Yes	Le4,500	Le4,500	
	Agricultural Science	Yes	Le4,500	Le4,500	
	Home Economics	Yes	Le4,500	Le4,500	
	Physical/Health Education	Yes	Le4,500	Le4,500	
	Question & Answer	Yes	Le6,000	Le6,000	
<b>Grand Total</b>				<b>Le771,000</b>	<b>Le771,000</b>

Note: Availability\* in MEST as of Feb. 2007

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR JUNIOR SECONDARY SCHOOLS**

Unit: Le.

Subject	Description	Availability*	Unit Price	Total Price	Total/Year	
<b>JSS I</b>						
Math	New General Mathematics	Yes	15,000	15,000		
	S.L. Secondary Mathematics	Yes	15,000	15,000		
English	New Practical English	Yes	10,000	10,000		
	Sixtales from Shakespeare	Yes	6,000	6,000		
	Lambstaes from Shakespeare	Yes	6,000	6,000		
	Six one Art plays	Yes	3,000	3,000		
	African Helicon	Yes	5,000	5,000		
	My Rabbit	Yes	5,000	5,000		
	Stygian Darkness	Yes	5,000	5,000		
	Chike and the River	Yes	3,500	3,500		
	First Aid in English	Yes	6,000	6,000		
	Brighter Grammar	Yes	4,000	4,000		
	Social Studies	Social Studies Education Population	Yes	11,900		11,900
	Science	Integrated Science JSS I (Dupigny)	No	0		0
Integrated Science JSS I-III		No	0	0		
Physical/Health	Physical and Health Education JSS I-III	Yes	9,000	9,000		
Religion/Moral	Religious and Moral Education for JSS I-II	Yes	8,500	8,500		
Agriculture	S.L. JSS Agriculture Book I	Yes	6,000	6,000		
Technology	Introduction to Technology Book I	Yes	7,000	7,000		
Home Economics	Home Economics	No	0	0		
French	French, Et En Francais Book I	Yes	5,500	5,500	131,400	
<b>JSS II</b>						
Math	New General Mathematics	Yes	15,000	15,000		
	S.L. Secondary Mathematics	Yes	15,000	15,000		
English	New Practical English	Yes	11,000	11,000		
	Things Fall Apart	Yes	6,500	6,500		
	Merchant of Venice	Yes	7,000	7,000		
	Pot of Lotion	Yes	7,000	7,000		
	Julius Caesar	No	0	0		
	Brighter Grammar	Yes	4,500	4,500		
Social Studies	Social Studies Education Population	Yes	11,900	11,900		
Science	Integrated Science JSS I-III	No	0	0		
Physical/Health	Physical and Health Education JSS I-III	Yes	9,000	9,000		
Religion/Moral	Religious and Moral Education for JSS I-II	Yes	8,500	8,500		
Agriculture	S.L. JSS Agriculture Book II	Yes	6,000	6,000		
Technology	Introduction to Technology Book II	Yes	7,500	7,500		
Home Economics	Home Economics	No	0	0		
French	French, Et En Francais Book II	Yes	6,500	6,500		115,400
<b>JSS III</b>						
Math	New General Mathematics	Yes	15,000	15,000		
	S.L. Secondary Mathematics	Yes	19,000	19,000		
English	New Practical English	Yes	12,000	12,000		
Social Studies	Social Studies Education Population	Yes	11,900	11,900		
	Social Studies for BECE	Yes	6,000	6,000		
	Concise Notes on Social Studies	Yes	7,000	7,000		
Science	Integrated Science JSS I-III	No	0	0		
Physical/Health	Physical and Health Education JSS I-III	Yes	9,000	9,000		
Religion/Moral	Religious and Moral Education for JSS III	Yes	8,500	8,500		
Agriculture	S.L. JSS Agriculture Book	No	0	0		
Technology	Introduction to Technology Book III	Yes	9,000	9,000		
Home Economics	Home Economics	No	0	0		
French	French, Et En Francais Book III	Yes	8,500	8,500	105,900	
<b>Grand Total</b>				<b>352,700</b>	<b>352,700</b>	

Note: Availability\* in MEST as of Feb. 2007

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR DISTANCE EDUCATION**  
**( TEACHER TRAINING)**

Unit: Le.

Year	Description	Availability*	Modules	Unit Price	Total	Total Amt /Yr
<b>Year I</b>	<b>Core subjects</b>					
	Mathematics	Yes	2	11,750	23,500	
	Environmental Science	Yes	2	11,750	23,500	
	Language Arts	Yes	2	11,750	23,500	
	Prevocational Studies	Yes	2	11,750	23,500	
	Education	Yes	2	11,750	23,500	
	Creative Practical Arts	Yes	2	11,750	23,500	
	Social Studies	Yes	2	11,750	23,500	
	Community Development Studies	Yes	2	11,750	23,500	
	<b>Optional subject 1 (Sierra Leone Languages)</b>					
	Krio	Yes	2	11,750	23,500	
	Mende	Yes	2	11,750	23,500	
	Temne	Yes	2	11,750	23,500	
	Limba	Yes	2	11,750	23,500	
	<b>Optional subject 2</b>					
	Religious and Moral Education	Yes	2	11,750	23,500	
	French	Yes	2	11,750	23,500	
	Physical and Health Education	Yes	2	11,750	23,500	352,500
<b>Year II</b>	<b>Core subjects</b>					
	Mathematics	Yes	2	11,750	23,500	
	Environmental Science	Yes	2	11,750	23,500	
	Language Arts	Yes	2	11,750	23,500	
	Prevocational Studies	Yes	2	11,750	23,500	
	Education	Yes	2	11,750	23,500	
	Creative Practical Arts	Yes	2	11,750	23,500	
	Social Studies	Yes	2	11,750	23,500	
	Community Development Studies	Yes	2	11,750	23,500	
	<b>Optional subject 1 (Sierra Leone Languages)</b>					
	Krio	Yes	2	11,750	23,500	
	Mende	Yes	2	11,750	23,500	
	Themne	Yes	2	11,750	23,500	
	Limba	Yes	2	11,750	23,500	
	<b>Optional subject 2</b>					
	Religious and Moral Education	Yes	2	11,750	23,500	
	French	Yes	2	11,750	23,500	
	Physical and Health Education	Yes	2	11,750	23,500	352,500



**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)**  
**LIST OF THE PRESCRIBED TEXT BOOKS**  
**FOR DISTANCE EDUCATION**  
**( TEACHER TRAINING)**

Unit: Le.

Year	Description	Availability*	Modules	Unit Price	Total	Total Amt /Yr
<b>Year III</b>	<b>Core subjects</b>					
	Mathematics	Yes	2	11,750	23,500	
	Environmental Science	Yes	2	11,750	23,500	
	Language Arts	Yes	2	11,750	23,500	
	Prevocational Studies	Yes	2	11,750	23,500	
	Education	Yes	2	11,750	23,500	
	Creative Practical Arts	Yes	2	11,750	23,500	
	Social Studies	Yes	2	11,750	23,500	
	Community Development Studies	Yes	2	11,750	23,500	
	<b>Optional subject 1 (Sierra Leone Languages)</b>					
	Krio	Yes	2	11,750	23,500	
	Mende	Yes	2	11,750	23,500	
	Themne	Yes	2	11,750	23,500	
	Limba	Yes	2	11,750	23,500	
	<b>Optional subject 2</b>					
	Religious and Moral Education	Yes	2	11,750	23,500	
	French	Yes	2	11,750	23,500	
	Physical and Health Education	Yes	2	11,750	23,500	352,500
					<b>Grand Total</b>	<b>1,057,500</b>
					<b>Total (except Mende)</b>	<b>987,000</b>

Note: Availability\* in MEST as of Feb. 2007