

6. Monitoring and Evaluation

MONITORING AND EVALUATION INSTRUMENTS FOR STUDENT'S ACHIEVEMENT

- STUDENT'S ACHIEVEMENT
- SKILLS DEVELOPMENT IN ASSESSMENT OF STUDENT'S GROWTH

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BACKGROUND

The aim of SMASSE is ⁱⁿ upgrading the capacity of teachers demonstrated through learners achievement ^{which} is a major measure of the learner's success.

The extent of achievement is known through Assessment and Evaluation (A & E). Assessment and Evaluation skills are keys for teachers.

Focus of the session: A and E of cognitive growth.

ASEI/PDSI – Benefits of which we agree are abound – covered during the ^{sensitisation} ~~follow-up~~ ~~seminar~~.

A – Activity, we ^{have} ~~had~~ covered ways of sourcing activities for lessons.

S – Student

E – Experiment

I – Improvisation

P – planning lessons that target fostering learning

D – Do several methods of Mathematics and Science lesson delivery

S – ^{Secure} the activities have been properly carried out.

I – ^{Improve} on the lesson already taught.

Motivation for the session

Title of the Session – Skills for Assessing and Evaluating of students Cognitive Growth – usually referred to as achievement, whose purpose us to aid reconstruction of instruction strategies to the benefit of learning.

- As classroom teachers – to know and to reaffirm ways best suited to assess and evaluate – HOT ~~skills~~ (Higher Order Thinking) skills.

- As PRE-SET and INSET Educators – to reexamine the salient aspects in Assessing and Evaluating Students' Cognitive Growth.
- For method advisers – to be clear of the best strategies.

OBJECTIVES

- To identify challenges encountered in the process of assessing students achievement and generate ways of handling them.
- To differentiate between monitoring and evaluation.
- To share examples of teacher's evaluating behaviour with respect to knowledge and higher order thinking tasks.
- Suggest ways of strengthening the teacher's evaluating behaviours

MEANING OF ASSESSEMENT AND EVALUATION

Assessment and Evaluation should be continuous. They are closely interwoven processes.

Assessment – Gathering detailed information on the level of pupil's performance with set objectives.

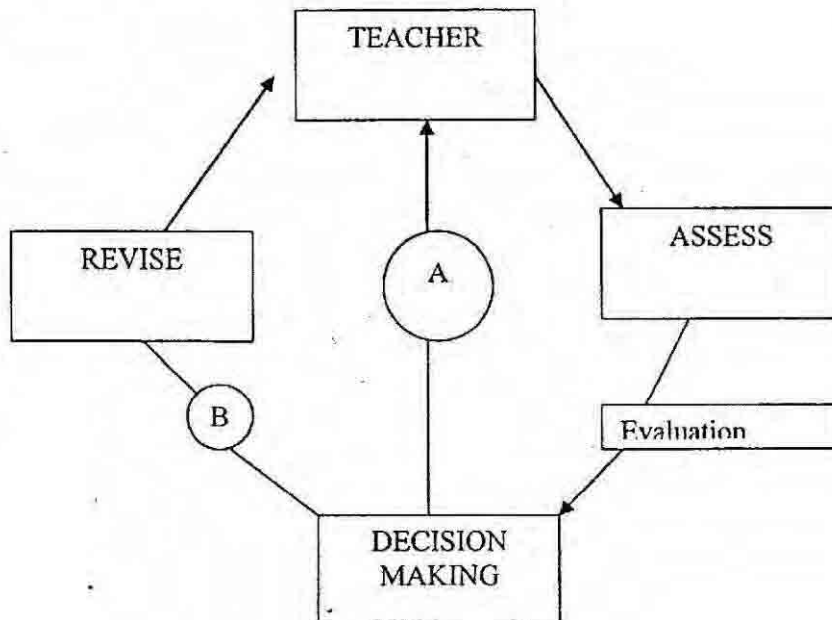
- Scores from administering tests
- Quantitative description

Evaluation - Process of making judgments about the scores.

Purposes of Assessment and Evaluation

- Determine relative effectiveness of a program, teaching techniques and learning materials.
- Make decisions about educational planning
- Ascertain the worth of energy and resources invested in a programme
- Help motivate the learners to want to learn more as they discover their process or lack of it in a given task - encourage students to develop a sense of discipline and systematic study habits.
- Provides educational and administration with adequate information about teacher's effectiveness and school need
- To identify problems that might hinder or prevent the achievements of set goals.
- To predict the general trend in the development of the teaching – learning process.
- To ensure an economical and efficient use of mathematics and Science resources.
- To provide an objective basis for determining the position of students from one class to another as well as the award of certificates.
- To provide a just basis for determining at what level of education the possession of certificates should enter a career.

Assessment and evaluation should be continuous in the teaching-learning process to enable the teacher to make necessary changes as the lesson proceeds. In classrooms, teachers constantly assess their pupils and remember pupils also do assess the teacher.



LEVELS OF CONDUCT OF ASSESSMENT & EVALUATION

- Diagnostic – to identify students needs in order to guide ^{them} towards desired goals.
- Formative – to ensure healthy acquisition of knowledge and skills done through teacher – Evaluation – Behaviour (TEB).
- Summative – concerned with purposes, progress and outcomes of the teaching – learning process. Administered at the end of the lesson, term, year or end of course.

ASSESSMENT & EVALUATION: INSTRUCTIONAL PROCESS- FORMATIVE EVALUATION (TEB)

- TEB – provides feedback: ^{to teachers} ~~to provide for~~ students regarding progress made toward desired goals/objectives
- Many TEB – applicable to any task structure
- TEB for knowledge acquisition tasks
- Aim to strength association ^{between} stimulus & Response
- Types
- Eye contact
- Verbal/non-verbal reinforcement of correct Behaviour/response
- Using simple negative feedback to indicate disapproval
- Short acknowledgement statement
- Providing clues in cases of knowledge deficiency.

- TEB for High Order Thinking (HOT) – to assist building and enrich knowledge structure.
- In line with constructivists view-learning involves establishing or constructing network of relationship b/w new and existing knowledge
- Should target to accord intrinsic motivation – Why?
- ^{because} B/C growth in knowledge results from learners psyching ^{their} own thought process and structures of knowledge

The TEB for HOT Includes:

- Supporting words such as “that is an intriguing point”
- Linking – point out relationship of new knowledge to other new or prior knowledge – using analogies, examples and illustrations.
- Challenging – Drawing student’s attention to discrepancy, contradiction of inconsistency
- Modeling – give a model, demonstration, standard, heuristic or guide
- To use to get started on an activity and,
- To which to refer to evaluate the adequacy of their actions or progress of their thinking.

TASK 1

- Identify challenge that teachers encounter in assessing student’s achievement at the classroom/school levels.
- Refer to the paper of presentation to list out and share examples of teacher Evaluating Behaviours in:
 - Knowledge acquisition tasks
 - Higher order thinking tasks – apply concepts in your subject area
 - Suggest ways of strengthening the teacher’s Evaluating behaviour.

ASSESSMENT & EVALUATION AFTER AN INSTRUCTIONAL PROCESS **— SUMMATIVE EVALUATION**

- Conducted at the end of the lesson: topic on a programme and focuses on ^{learned} abilities in cognitive domain.
- Cognitive domain – intellectual abilities
- Knowledge: Memorization/recall behaviours
- Comprehension: Understanding behaviours
- Application: Using prior information to solve unfamiliar problems
- Analysis: Breaking a large body of information into smaller parts
- Synthesis: Combing smaller bits of information into conclusion
- Evaluation: Judging the merit or worth

TABLE OF SPECIFICATIONS

- Matrix of concepts and abilities to be assessed and evaluated.
- Factors for assigning relative weights

TABLE OF SPECIFICATION/TEST BLUE PRINT

This is a two-way chart that relates the instructional objectives to the course content and specifies the relative emphasis to be given to each type of learning outcome, thus specifies the nature of the test sample.

How to construct a table of specification

- ①. List the general instructional objectives across the top of the table
- ②. List the manor areas of content down the left side
- ③. Indicate what proportion of the test item to be devoted to each objective and area of content.

Table of specifications – Class VI – Science

Content area	Knows common terms	Knows specific facts	Understanding principles & generalizations	Application principles & generalizations	Interpretation charts	Totals
Plants & animals	2	6	2	-	-	10
Natural resources	2	6	2	-	-	10
Forms of energy	4	2	2	2	5	15
Light	-	-	5	5	-	10
Food & nutrition	4	2	2	2	5	15
Water	4	2	6	8	-	20
Making new substance	4	2	6	8	-	20
Total	20	20	25	25	10	100
% of evaluation	20%	20%	25%	25%	10%	100%

- Requisition for materials, equipment
- Preparation of INSET rooms
- INSET programme

IMPLEMENTING THE INSET

- Time management
- Ensuring attendance and participation
- Reviewing of each day's activities
- Facilitating INSET
- Ensure session quality and organization

FACILITATING INSET

- Explain your role as a facilitator if need be
- Maintain good quality of facilitation
- Allow room for participants' involvement
- Provide effective leadership and guidance to participants during the activities
- Create a conducive environment of mutual respect for maximum participation

EVALUATING INSET

- Session evaluation
- Post – mortem
- Impact of INSET on
- Teacher's Classroom practices
- Quality of learning
- The learner
- School administration

SUMMARY OF DUTIES & RESPONSIBILITIES OF INSET PROVIDERS

- Needs Assessment
- Developing
 - INSET curriculum
 - Training manual
- Planning for INSET
- Conducting training (on – the- ground implementation)
- Managing INSET centres
- Evaluating INSET

ACTIVITY 1

It is common for teachers to base most of their assessment of learners on the cognitive domain.

Discuss the challenges that teachers face in assessing student's growth in the process skills and affective skills.

- List down all the process skills that you know
- List down all the affective skills
- Then discuss their challenges.

STUDENTS STANCES

- Rutto P.C (2005) in towards student centered teaching in Kenyan secondary schools. Missing model dilemma
- Claxon (1999) – Researchers on pedagogy emphasize cognitive level only.
- Students have stances that maximize their goals.

- ~~1) SWOT; like coping notes and feel safe doing so~~
- 1) Thinkers: seek intellectual engagement and like asking several questions
- 2) Socialites: gives half a hear to the teacher to pick only interesting intellectually less demanding information
- 3) Dreamers: withdrawn but happy
- 4) Rebels: try to maintain self esteem, seek peer approval and does not challenge authority.
- 5) Sinkers:

PROCESS SKILLS

Observing -Collecting/ recording/infering interpreting data
Comparing
Classifying /Ordering
Measuring

AFFECTIVE DOMAIN

(Categorized by Kpathwol and Bloom)

- Receiving: willingness to attend classroom activity.
- Responding- Do students activity participate in class?
- Value: are the students attaching any value to learning?
- Organisation: It student able to gather different values and bring them to organize knowledge?
- Characterizing: Does learners have value system/value complex?

We can develop instrument to test affective domain

- Time devoted for learning the content or needed for attaining the ability
- Importance attached to ability/content by curriculum developers.
- Applicability of the concepts in daily life of students; school or out of school life
- Retention and transfer value.

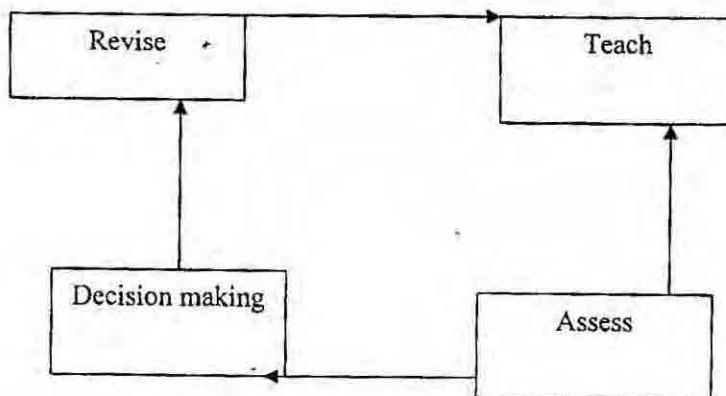
MONITORING AND EVALUATION: SKILLS FOR ASSESSMENT OF STUDENT'S GROWTH IN PROCESS AND AFFECTIVE DOMAINS

- Assessment gauges the acquisition of skills, knowledge and attitudes.
- Teachers need to monitor learners growth in skills, knowledge and attitudes at the classroom level
- Teachers need to enhance their ability in assessment of learner's growth.

OBJECTIVES

- To discuss the challenges experienced by teachers in assessing student's growth in process and affective skills.
- To describe instruments
- Each country has unique aims and objectives of Education
- There is need to promote student's growth in cognitive, psychomotor

STEPS IN INSTRUCTIONAL ASSESSMENT



PLANNING FOR INSET

- Making work plans
- Checking the feasibility of the work plans
- Distribution of tasks
- Preparation of write-ups
- Relevance based on objectives
- Quality control

Six areas of Cognitive domain to be tested

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

7. Discussion

Discussion items and reports on ASEI Movement and PDSI Approach

Merits of ASEI Movement and PDSI Approach

- (a) Gives room for student's participation i.e. predictions, interpretation and analysis
- (b) Makes lessons interesting and motivating for both teachers and students.
- (c) Teacher is a facilitator and learns from students
- (d) Teachers prepare well to meet any challenge
- (e) Instils and induces creativity, confidence, co-operation and leadership skills among students
- (f) Concepts are developed systematically/ from unknown to known
- (g) Takes care of needs of students individual differences
- (h) Simplify attainment of learning objectives
- (i) Aids memory retention and an autonomous, responsible individual with a creative and critical mind is trained.
- (j) Students acquire process skills and construct knowledge during learning.
- (k) Addresses all domains of learning i.e. psychomotor, cognitive and affective especially high lever cognitive domains.
- (l) Encourages use of local materials therefore not very expensive in some topics. This means valorisation and recuperation of materials.
- (m) Helps teachers prepare very well to meet challenges students pose
- (n) Makes teachers to be creative and innovative.
- (o) Easier to evaluate and to transfer acquired knowledge and skills to daily life.
- (p) Sharing of ideas is promoted since democratic environment is created
- (q) This approach makes mathematics real.
- (r) There is a possibility of self-evaluation of teacher and learner.
- (s) Helps in integration of concepts, notions and principles taught.

Enhancement of Merits of ASEI Movement and PDSI Approach

- (a) Pre -Prepared worksheets for students to follow
- (b) Make a careful pre-planning and post-evaluation.
- (c) Establish co-operation and commitment from the school administration and local educational departments.
- (d) Engage team teaching and networking with subject teachers with in the school and outside.
- (e) Develop worksheets, manuals, textbooks and instructional materials based on ASEI/PDSI approach

- (f) Materials locally available and others should be ready in time/before the lesson.
- (g) In -service training for teachers especially in improvisations
- (h) Relating the lessons to real life situation
- (i) provision of adequate funding
- (j) Sensitisation of relevant authorities in ministries of education.
- (k) Teaching starting from simple to complex (known to unknown)
- (l) Making ASEI/PDSI activities part of continuous activities
- (m) By closer supervision by the teacher
- (n) Begin ASEI/PDSI ways of learning early in primary school.
- (o) Teachers to be well remunerated to be able to give more time to students
- (p) Create appropriate atmosphere
- (q) Reward teachers for their creativity
- (r) Initiate and encourage technical exchange programmes between teachers
- (s) Reduce students' enrolment in classroom i.e. building more classrooms and recruiting more qualified teachers.
- (t) Change the attitude of teachers, students and parents
- (u) Encourage group work and social interaction amongst the students
- (v) Review the syllabus to reduce on the content

Demerits of ASEI Movement and PDSI Approach

- (a) It consumes a lot of time and the syllabus may not be completed at the required time
- (b) It is difficult for teachers to ensure an efficient classroom management
- (c) Pupils may be noisy in carrying out the activities
- (d) It is expensive since it is resource demanding
- (e) Creates a lot of bureaucracy in provision of materials
- (f) Both human and material resources are highly demanded. For materials, appropriate improvisation is required; and the teacher needs to fulfil the human resource needs- has to plan well, facilitate well e.t.c
- (g) Difficult to apply in large classes
- (h) Exposes students to risks and dangers
- (i) Objectives may not be achieved if all misconceptions are not corrected; or if "learning points" are not stressed by the teacher
- (j) Relies more on the competence and the dedication of the teachers.

How to manage the demerits of ASEI Movement and PDSI Approach

- (a) Continuous in-service training for teachers should be strengthened and made more frequent or regular.
- (b) Having good content mastery
- (c) Teacher should set SMART objectives

- (d) Proper planning and organisation of the syllabus to fit in the needs of the ASEI/PDSI Approach
- (e) Teachers' needs to have improved and efficient classroom management in place.
- (f) Teachers' should be assisted during improvisation through cost-sharing by the government.

8. Primary Mathematics

LEVELLING OF EXPECTATIONS

Facilitators: Mr. J.J. Bassie, Mrs. M. Brima

Rationale:

The primary school mathematics circular is the same for all schools. However, the challenges faced in the teaching and learning may vary from school to school from one level to another. This session will enable the participants to share their experiences in the teaching and learning of mathematics and their expectations at the end of the mathematics training sessions.

Objectives:

By the end of the session, participants will be able to:

1. State the expectations from the mathematics sessions
2. Identify the challenges faced in the teaching and learning of mathematics in schools.

Discussion task:

1. What challenges do teachers face in the teaching of mathematics? suggest some possible ways of over coming these challenges.
2. What are your expectations at the end of the mathematics training sessions

ACTIVITY:

Participants break into groups according to schools and perform the following task:

1. Identify the difficult topics in the teaching/learning of primary school mathematics.
2. State reason(s) attributed to the difficulty.
3. Suggest possible solutions to overcome such difficulties

Nature of Primary Mathematics INSET

The INSET in primary mathematics aims of improving mathematics education in line with the ASEI movement. The implication of the ASEi movement is that the teacher's competency be enhanced. This would be achieved through encouraging the teachers to:

- Focus keenly on the identification of instructional objectives
- Write up suitable work plans for their lessons
- Use improvised equipment/materials
- Apply suitable teaching skills/techniques eg. questioning, Probing learner's , reactions, appropriate use of teaching aids, appropriate management of group activities and discussions etc.

To enhance the participants competencies, the mathematics INSET intends of providing teachers with the opportunity to:

- a) Identify difficulties encountered in the teaching of individual topics in the syllabus and to make remedial suggestions.
- b) Develop suitable work plans for the topics and practice on some of them through peer teaching.
- c) Carry out some hands-on-activities related to topics to enhance competence and

confidence.

From a survey conducted by SLAMAST in some selected primary schools in the Western Area, teachers identified the following topics as difficult to teach:

- 1) Numbers and Numerals
- 2) Fractions
- 3) Time
- 4) Geometry
- 5) Measurement of solids
- 6) Collecting and Handling of data (statistics)

To overcome these difficulties, we have selected some of these topics to demonstrate how the teaching of these topics will be made interesting to the learners using the ASEI/PDSI approach.

Geometry

Introduction: This is a discussion paper that aims at identifying some of the problems encountered in the teaching and learning of the topic of Geometry and to suggest remedies. It entails session objectives, a description of sample demonstration that can be used to introduce various aspects of Geometry.

Furthermore, there are specific tasks involving reflection on participants experience in the teaching and learning, group discussion, designing of improved materials, preparation and presentation of an ASEI lessons.

Session Objectives

By the end of the session, the participants should be able to:

- 1) State the difficulties encountered in the teaching/learning of Geometry.
- 2) Design improvised teaching/learning aids of Geometry.
- 3) Use the appropriate vocabulary
- 4) Prepare and present/critique made ASEI lessons plans.

ACTIVITY 1

The participants are to break into groups and discuss the following task.

1. What are the difficulties experienced in the teaching and learning of Geometry?
2. What are the reasons attributed to these difficulties?
3. How are these difficulties effectively dealt with?

ASEI Lesson Demonstration – Geometry

TOPIC: Geometry

SUB TOPIC: Angles

Rationale: There are many plane shapes and solids in our every day life. Hence a knowledge geometry helps us to understand the world around us. It is application in areas such as carpentry, Fabrication of materials, art and building. For these reasons, geometry provide the learners with the opportunity to handle, name, classify and discuss the properties of plane shapes and solids that they encounter.

Objective: By the end of the session participants should be able to:

- Classify angles as acute, obtuse and right angles
- read and name angles using three letters.

- Use the words: angle, right angle, straight line angle, obtuse angle, measure.
- T/L resources: pencil, two strips of card pivoted at one end so that they can turn freely.

Teaching Procedure

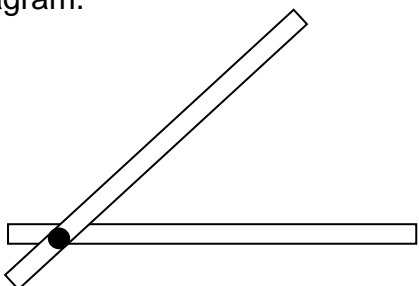
Activity 1 (The acute angle)

Carry out the following instructions and answer the questions which follow:

- Open out the arms of the cardboard strips to show a right angle.

Questions: What name do we give to this angle -----

- Move one of the arms towards the other so that they can look as shown in the diagram.



Question: Is this angle a right angle? -----

Is this angle greater than a right angle? -----

Learning Points: Any angle smaller than a right angle is called an acute angle.

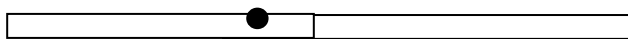
Activity 2: Open one arms of the cardboard strip so that the arms can look like the diagram.



What type of angle is this? -----

Activity 3:

Turn the vertical arm through another right angle, so that the arms look like the diagram.



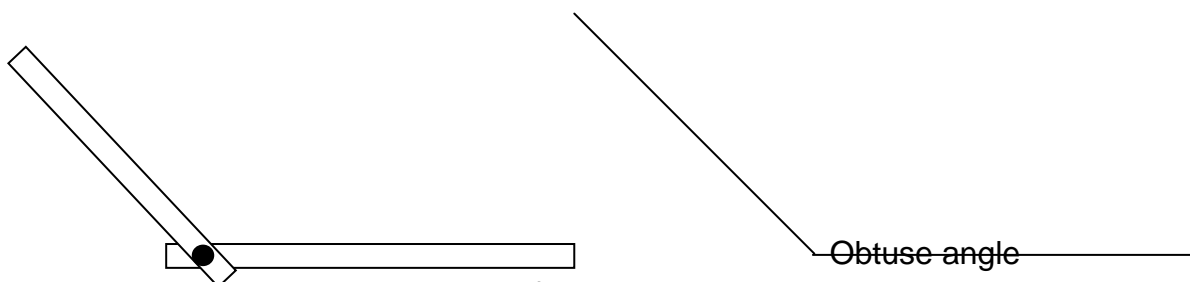
How many right angles this arm turned through? -----

What type of angle is this? -----

Angle formed by turning through two right angles is called a straight line angle

Activity 4: The obtuse angle

Hold the strips in the form of a straight line angle move one of the strips so that the arms look like this:



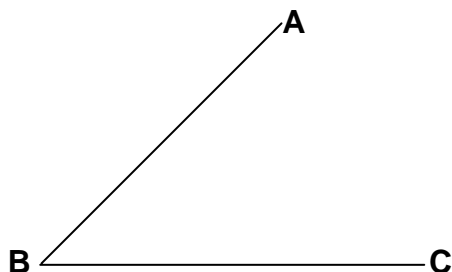
Is the angle greater than a right angle?-----

Is it as big as a straight line? -----

- An angle which is greater than a right angle but smaller than a straight line angle is called an obtuse angle.

Activity 5: Reading and naming angles using three letters.

Draw an acute angle on a chalkboard:



This angle is called angle ABC or CBA. The point B is called the vertex.

Time

Introduction

Time is very important in the daily life of man. It is an important part in any mathematics program, The understanding of time help pupils to be aware of things happening around them.

Time is also use to determine the weather, work on seasons. It helps pupils to aware of the different seasons and how long each season last.

Rationale

Time is applicable in all areas of life. It is most challenging to teach especially for beginners. It is also difficult for pupils by seeing relationships, and making connections to the real life situation.

Objectives

By the end of the session, the participant be able to

- 1) Identify difficult areas and misconceptions in different areas of time.
- 2) Develop practical activities to overcome these difficult areas.
- 3) Prepare sample ASEI lesson plans for peer teaching

Example of practical teachings in Time

Time

Rationale:

Time is another branch of mathematics that is important in every day life.

The knowledge of it can help pupils to relate time to the life situation.

Objectives: At the end of the lesson, pupils will be able to:

- i) to tell the time at five- minutes intervals,
- ii) to tell the time at one minute intervals

Materials

An old clock, a cupboard clock face, individual clock face.

Activity 1 Telling the time at five minutes intervals. Hold the clock or the large cardboard face and point both hands of the clock to 12 to show 12 o'clock. Ask one of the pupils to turn the minute hand of the clock while the other pupils counts in fives while the minute hand moves from 12 to (5), 1 to 2 (10), 2 to 3 (15) and so on up to 12 (60). Point out that the hour hand (short hand) slowly moves away from 12(In real clock). Ask how long does it take the minute hand to go round the clock face? (60 minutes), Ask how many hours is this (1hour) write 1hour = 60 minutes on the blackboard and ask the pupils to read it.

Give the pupils a lot of practice. Move the hands of the clock to show 50 minutes past

four (10 to five).

Ask a pupil to count in fives as you point to the 1, 2, 3 and so on up to (5, 10, 15, up to 50). Ask a pupil to say how many minute past four the clock is showing. (50 minutes past 4 which is written as 4:50), Ask how many more must the minutes hand can move through to reach 5 o'clock? (10minutes).

Explain that when the clock shows 50 minutes past four O'clock, it is also showing 10 minutes to 5' o'clock. So another way of telling the time 4:45 is 10 minutes to 5 or 10 to 5.

Tell the pupil that before the half hour, we tell the time using minutes past the hour. for example we say 5 minutes 10 minutes, 15 minutes, 20minutes, 25minutes past the hour. Move the clock hand to show the times 8:45, 5:40, 3:10, 11:55, 12:35 and 8:15. Ask the pupils to write them in their exercise book.

Activity 2 Telling the time at one minute interval. Put the hands of the clock face to show 12 O'clock. Move the minute hand to five past twelve. Ask them to tell the time on the clock face (5minutes past 12 or 12:05). Move the minute hand slowly to six minutes past 12 and ask a pupil to tell the time (Help the pupil by saying the minutes hand has moved on one more space or one minute). Move the minute hand on another minute and ask the pupil to the time (7minute past 12). Then move the minutes hand to show 8 minutes past, 12, 9minutes past 12 and 10 minutes past twelve. Each time tell the pupil to tell the time. Call out pupils to move the hands of the clock to show the times 11:13, 9:21, 4:16, 5:17, 8:26, and 4:28. Check that the position of the hour hand is correct each time. Give the pupils the clock face and ask them to work in pairs. One should call the time while the other moves the hands of the clock to show the time. They should change over when the first pupil has shown four times. Go round the class and correct any mistakes.

Activity 3:

Ask the pupil to turn to page 52 of the Activity Book, Let the pupil write each answer in two ways. Give them small clock faces and ask them to show the times. Give each pupil something circular (such as coin)to draw around. Let them draw circles to make the clock faces for exercise 2 on page 52 and 53. Go round and check that the pupils write the numbers round the clock faces so that they are evenly spaces, before they draw the hands on the clock faces.

Numerals

Introduction: Numbers are the fundamental parts of any mathematics program. The understanding of these numerals is vital to the study of mathematics. The understanding of numerals will strengthen one's ability to analyze and solve problems. A solid knowledge of numerals is important in interpreting, understanding and appreciating our world in which numerals are abound eg. in counting, moving from one place to another you count mileage, House wives going to the market, they use numbers, traffic police standing on the street use numbers to count how many lorries pass by, etc. It is a crucial branch of mathematics both as a preliminary topic and in real life, therefore pupils need to understand the concept in it clearly.

Providing students with meaningful activities design to help them comprehend

numerals and visualize figures can enhance learning. when considering an activity for pupils, One should know what he/she intend to achieve (objectives). This will help one to determine the appropriateness of the activity and hence select the best method of implementation.

Further, when considering activities for pupils, it is advisable to start with simple activities to more challenging activities (i.e. consider the level of student)

Finally, the activities should always be challenging and exciting to pupils because it will make hearing more effective and rewarding.

Rationale

Numerals are applicable in aspect of life. It is the beginning of all mathematics topics. Since it is the fundamental of mathematics pupils experience some difficulties conceptualizing, seeing relationships, and making connections to the real life situation.

Objectives

By the end of the session, the participants should be able to:

- 1) Identify areas and misconception in different areas of numerals
- 2) Develop practical activities to overcome these difficulties and misconception.
- 3) Prepare sample ASEI lesson plans for peer teaching.

Areas of concern:

1. Numbers
2. Addition and subtraction of numbers
3. Multiplication of numbers
4. Division of numbers

Examples of practical activities in numerals

In this particular example, we shall look at an activity in which pupils can undertake to determine the sum and differences for two digit and three digit numbers.

Objective

To enable the pupils:

- a) To add three or four numbers with two or three digits arranged horizontally.
- b) To add two or three four digit numbers
- c) To subtract four digit numbers
- d) To compare the sums and differences of two-digit and three digits numbers

Materials

An abacus, a place value chart, a number tray, additive card for both addition and subtraction.

Teaching Procedure. STAGE I

Activity I : Addition of two-digit numbers

Ask the pupils to revise the addition of two-digit and three digit numbers. Numbers in vertical form. If the pupils answer most of these correctly, then write the following problems on the black board.

John has 32 marbles, Sorie has 25 marbles and Lamin has 28 marbles, How many marbles are there altogether?

Ask the class what must be to find how many marbles there are altogether. (Add the

numbers)

Write the addition sentence on the black board. $32+25+28=$

Ask them to find the sum. Let them show their working on the blackboard. (the answer is 85).

Write another addition sentence on the blackboard, this time using four two-digit numbers: for example: $35 + 42 + 23 =$ (The answer is 85)

Activity 2: Addition of three digit numbers

Ask the class to find the sum of the numbers 345, 213, 254. Ask a pupil to work out his working on the blackboard.

$$345+213+254 =$$

1) Add the ones: $(5+3) + 4 = 8+4 = 12$ ones = 1 tens and 2 ones

2) Add the tens: $(4+1) + 5+1= 5+5+1= 10+1 = 11$ ten
= 1 hundreds and 1ten

3) Add the hundreds $(3+2)+2+1=(5+2)+1=7+1=8$ hundreds

$$\therefore 345+213+254 = 812$$

Talk to the people about the vertical and horizontal ways of setting out addition problem.

Activity 3: Addition using the short form

(Activity Book page 5).

Use the problem in activity two, but now ask the pupils to add the numbers without expanding. Write the problems on the blackboard and with the help of the pupils, that the sum using the short form.

$$2376$$

$$3265$$

$$5641$$

STAGE II Subtraction

(Activity Book Page 7) Revision

Write the following subtraction on the blackboard:

$$\begin{array}{r} 1) 87 \\ - 63 \\ \hline \end{array}$$

$$\begin{array}{r} 2) 93 \\ - 75 \\ \hline \end{array}$$

$$\begin{array}{r} 3) 283 \\ - 136 \\ \hline \end{array}$$

$$\begin{array}{r} 4) 325 \\ - 148 \\ \hline \end{array}$$

Ask the pupils to solve it, Problem 2 and 4 use remaining. If most of those pupils cannot find the correct answers, revise the techniques with them.

$$\begin{array}{r} 323 \\ - 148 \\ \hline \end{array}$$

$$2) 300+20+5 \longrightarrow 300+10+15 \longrightarrow 200+110+15$$

$$-100+40+8 \text{ Revenue}$$

$$- 100+40+8 \text{ Revenue}$$

$$\begin{array}{r} 200+110+15 \\ 100+ 40+ 8 \\ \hline 100+70+7 =177 \end{array}$$

Write another similar example on the board as ask the pupils to find the answer.

$$325$$

1) Subtract the ones (5-8 cannot be done)

$$\begin{array}{r} - 148 \\ \underline{177} \end{array}$$

2) Rename 25 in 325 as 10;15, cross out '2' and write 1 by 5 to show that is '25'

3) Subtract the ones ($15-8 = 7$), put 7 in the column.

4) Subtract the tens (1-4 cannot be done)

5) Rename 31 tens as 20 tens + 11 tens, cross out 3 in the hundreds and write 2 then write 1 by the 1= the tens column to show 11 tens.

6) Subtract the tens ($11-4 = 7$) write 7 in the tens column.

7) Subtract the hundreds ($2-1=1$) in the hundreds column.

Write some other examples on the blackboard to give the pupils more practices.

Bridge: The learners already know there addition and subtraction so fitting it to two and three digit numbers, the car clearly understood use it to add and subtract two-three digit numbers.

LESSON PLAN
SUBJECT: MATHEMATICS

Class: Six (6)

Roll: 50

Date: 5TH January 2008

Sex: Mixed

Duration: 60 minutes

Average Age: 11Years

Topic: Operation of Fractions

Sub-Topic: Multiplication of a fraction by a fraction


Previous Knowledge:

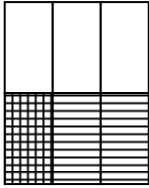
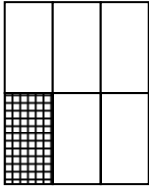
- (i) Pupils can find the area of a rectangle
- (ii) Pupils can multiply a fraction by a whole number

Objective:

By the end of the lesson, the pupil will be able to perform activities to solve at least two problems on multiplication of a fraction by a fraction

Lesson Development

Stage/Time	T/L activities	Learning points	Remarks
Introduction (5min.)	Teacher revises with pupils multiplication of a whole number by a fraction (e.g. $8 \times \frac{1}{2}$)		
Development	Mr. Jones had a plot of land in the shape of a square of 1 km. Kadiatu's father bought $\frac{1}{3}$ of the land and gave $\frac{1}{2}$ of it to Kadiatu. We want to find out the fraction of the plot Kasiatu got.		
Stage 1	Activities: Teacher gives pupils square sheets of paper to represent the plot of land.	Area = length x width Cut-out sheets	
Stage 2 (7 min.)	Teacher guides pupils to fold the paper into 3 equal parts vertically and shade the third part.		

Stage 3 (10min.)	Teacher guides pupils to fold the sheet again horizontally into halves and shade one half of it in another way.		
Stage 4 (5min.)	Pupils identify the region with double shading as Kadiatu portion of the plot ie $\frac{1}{2}$ of $\frac{1}{3}$		
		<p>In multiplying, find the product of the numerators and divide by the product of the denominators</p> $\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$	
Evaluation	<p>Teacher ask the pupils to find the product of :</p> <p>(a) $\frac{3}{5} \times \frac{2}{3}$</p> <p>(b) $\frac{1}{4} \times \frac{2}{5}$</p>	Understanding and application	
Conclusion	<p>Teacher and the pupils reach the conclusion on how to calculate the multiplication of two fractions. Teacher gives home work.</p> <p>(i) $\frac{5}{6} \times \frac{3}{4}$</p> <p>(b) $\frac{1}{3} \times \frac{1}{4}$</p>	<p>Find the product of the numerator and divide it by the product of the denominator.</p> $\frac{5 \times 3}{6 \times 4} = \frac{15}{24}$ $\frac{1 \times 1}{3 \times 4} = \frac{2}{12}$	

References: Primary School Maths. BK 5, p. 103 and 104

WORK SHEETS
SUBJECT: MATHEMATICS

NAME:

Topic: Operation of Fractions

Sub-Topic: Multiplication of a fraction by a fraction

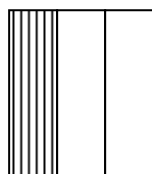
Class: Six (6)

Question:

Mr. Bassie had a plot of land in the shape of square of side 1 km. John's father bought $\frac{1}{3}$ of the land and gave $\frac{1}{2}$ of it to John. What fraction of the land did John get?

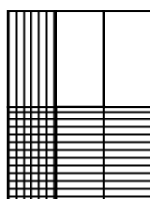
Activity 1

1. Divide into groups.
2. Group leaders collect square sheets of papers to represent plot of land.
3. Teacher instruct pupils to fold the paper into 3 equal parts vertically and shade a third of it



Activity 2

Teacher instruct pupils to fold the sheet again horizontally into halves and shade one half of it in another way



Activity 3

Pupils identify the region with double shading as John's portion

Statistics

Introduction

Statistics as the meaning implies is the collecting and analysing of facts. It has been very useful in the study of mathematics. It is applicable to our daily life, where in people collect information, analyse them and present them in the form of chart, diagrams and tables. It is therefore important for student to have a knowledge about statistics. It has been one of the more important topics in mathematics. A firm knowledge of it is important to appreciate the world we are living providing student with meaningful activities designed to help them understand the concept.

Rationale

Statistics is needed in our daily lives. It has been one of the most challenging topics to teach. Students experience difficulties in collecting, analysing and presenting data.

Objective

By the end of the session, the participant should be able to:

- 1) Identify difficult area in statistics
- 2) Develop practical activities to overcome these difficulties
- 3) Prepare sample ASEI lesson plans for peer teaching

Examples of practical activities in statistics

In this particular examples, we shall look at an activity in which student can undertake to collect information, represent these information in a form of table and interpret them.

Subtopic: Graph

Rationale

Despite the fact that statistics is need in our daily lives, collecting information systematically is not enough, as we also need record it in an organised way for easy accessing, analyzing and interpretation of information.

Objective

1. At the end of the activity pupils should be able to:
2. Collect information
3. Record information using pictograms and bar graphs
4. Interpret the information shown on pictograms and bar graphs

Stage 1: Collecting information

Materials

- Bottle tops from popular soft drinks bottle
- Sets of four cards showing drawing of bus, taxi, car and men walking
- Plasticine (or clay)

Teaching procedure

Activity 1: Our favourite drinks

Coke	Fanta	Top	Vimto	Sprite	7-up

Spread out the bottle tops on the table and ask each pupils to come and chose the bottle top of his favourite drink. Call out the name of each drink and ask the pupil to hold up their bottle tops when call out the appropriate name. Count the number of each drink and record it in the table. When the table has been completed ask which is the most popular one, which drink is least and which are is the second popular one. Ask them to copy.

Activity 2: How we come to school

Walk	Bicycle	Okada	Bus	Taxi	Car

Give the pupils a set of cards showing the drawings and then to choose the card which shows how he/she comes to school. Ask “who comes to school on foot”. Count the number of pupils who show their cards and fill the number in the table. Do so for all the pictures and record the answers in the table. When the table has been completed ask: How do most pupils come to school?; Which is the least popular way of coming to school?; and so on. Let the pupils copy the table in their notebooks.

Stage 2: Representing information

Materials: A set of cards each showing a drawing of a stickman

Teaching procedure

Activity 1: A pictogram “Our Favourite Drink”

Spread the bottle tops used in stage 1 on the table. Stick some plasticine on the inside of each bottle top. Draw the following table.

Coke	Fanta	Top	Vimto	Sprite	7-up

The line are drawn to help the pupils arrange the bottle tops in line. Ask the pupils to read the names of the drink on the board. Ask each pupil to choose the bottle tops and stick it on the blackboard in the correct column. Help to fix the bottle tops on the blackboard in lines. Tell the pupil that the blackboard shows a pictogram. Each bottle top represents a pupils favourite drink. Help them to draw the pictogram in their exercise books.

Stage 3: Interpreting graphs

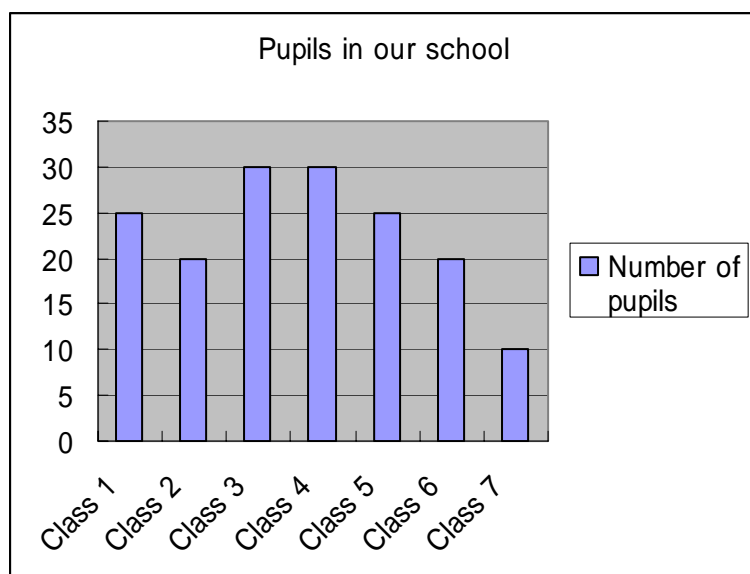
Materials

Wall charts showing the pictogram, “Animals in our Village” and a bar graph showing pupils in our school

Teaching procedure

Activity: Interpreting pictogram

Pin the wall chart showing the bar graph, Pupils in our school, on the blackboard.



Discuss the bar graphs with the class. Point out the numbers on the scale. Ask how many pupils are there in class 1 (25) in class 2 (20) and so on. Which class have the most pupils (3 and 4). Which class have the same number of pupils (1 and 5, 3 and 4, 2 and 6).

Tasks

The participants are asked to break into groups and discuss the following tasks.

1. What are the difficulties experience in the teaching and learning of statistics
2. Give reasons that attribute to these difficulties
3. How to overcome these difficulties

9. Primary Science

LEVELLING OF EXPECTATIONS

RATIONALE:

The Primary Science curricula in various schools may be more or less similar in terms of content and areas of coverage. The challenges face in teaching and learning may also be more or less common. This session will enable the participants to share their experiences in the teaching and learning of primary science and their expectations from the sessions.

OBJECTIVES: By the end of the session, the participants will be able to:

- i) Compare the topics offered in primary science in their schools and other schools.
- ii) Identify the challenges faced in the teaching and learning of primary science in their schools.
- iii) State their expectations from the primary science sessions.

DISCUSSION:

1 List primary Science topics offered in your schools and the grade/level at which they are offered.

No.	Topic	Grade / Level Taught

2. What challenges do teachers experience in the teaching and learning of primary science in your schools?

3. What are your expectations from the primary science subject sessions in this training?

SOLUTIONS

A solution is a uniform mixture of two or more substances. A solute is a dissolved substance which may be a solid, liquid or gas. A solvent is a substance (usually a liquid, although it may be a solid or a gas) which dissolves a solute.

For example, a solution is formed when a solid or solute, such as sodium chloride, dissolves in a solvent to produce a uniform mixture.

SUSPENSIONS

A suspension is a heterogeneous mixture of undissolved particles in a given medium. In suspension, the individual solute particulars are larger than the particulars of the true solution, but not large enough to be seen by the naked eye.

Some examples of suspension are starch and egg white in water.

EMULSIONS

Emulsions are examples of colloidal suspensions. In emulsions, a liquid is dispersed in another liquid. Examples of emulsions are milk, hair cream and cod liver oil emulsions. Butter dispersed in a solid medium.

ACTIVITY: To show that certain solutes dissolve only in certain types of solvents.

1. Arrange six rows of ten test-tubes each.
2. Add the relevant solvent (5.0 cm³) and solute (0.5g) to each tube and shake the mixture vigorously to dissolve the solute.
3. Record your results for each pair of solute and solvent as either soluble or insoluble solutes. (a) Sugar (b) Chalk (dust) (c) Milk Powder (d) Blue (e) Starch (f) Salt (g) Camphor (h) dust (i) sand (j) cool-aid powder

Solute /Solvent	(s)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Water										
Ethanol										
Petrol										
Turpentine										
Benzens										
Carbon (iv)sulphide										

MIXING LIQUIDS

When two or more liquids are mixed together, their particles are evenly dispersed in the mixture without any distinct boundaries. These liquids are called miscible liquids. Immiscible liquids are those that do not mix together. The lighter liquid settles out on top and the heavier separated by distinct boundaries.

ACTIVITY: Identifying liquids that mix and those that do not.

1. Collect the following liquids: water, kerosene, fresh milk, and cooking oil.
2. Put same amount of water and fresh milk in a transparent container.
3. Shake the mixtures thoroughly and observe. Can you see where each liquid is? Why yes or No.?
- 4 repeat the activity with water and kerosene. Can you see where each liquid is? Why yes or No.?
5. Now mix the liquids the liquids as show below:
 - (i) Water and fresh milk
 - (ii) Water and cooking oil
 - (iii) Kerosene and fresh milk
 - (iv) Kerosene and cooking oil
 - (v) Cooking oil and fresh milk
6. Record your observations in (5) above in the table below.

Mixture	Do they mix
Water and Kerosene	
Water and fresh Milk	
Water and cooking oil	
Kerosene and fresh milk	
Cooking oil and fresh milk	

SEPARATING MIXTURES

When we dissolve solids in water and mix liquids, we make mixtures. A mixture contains two or more different substances. Each constituent of a mixture still retains its individual properties. We can take advantage of this characteristic to separate mixtures. Thus, the techniques employed in separating mixtures make use of the physical properties of their constituents.

Types of separation techniques

1. Sieving:

Sieving is used to separate solid particles of different sizes. The mixture is placed on sieve with a mesh of a particular size. Particles smaller than the mesh size of the sieve will pass through the sieve while the bigger particles remain on the sieve.

Mining industries such as those involving diamond and gold and gari industries use this method extensively.

ACTIVITY: Separating mixtures by sieving

1. Take grains mixed with fine particles of dirt.
2. Put this mixture on a sieve
3. Shake the sieve to allow the dirt to pass through
4. Explain your observation

2. Winnowing:

Winnowing is used to separate chaff from grains. The wind blows away the chaff leaving behind clean grain.

ACTIVITY: Separating mixtures by winnowing

1. Take some seeds e.g. maize or beans
2. Mix them with dry leaves
3. Put the mixture on a long tray or basket
4. Place another basket on the floor
5. Pour the mixture into the basket
6. Explain what happens
7. Give another example of similar mixtures that can be separated using this method.

3. Picking:

Some mixtures can be separated by picking. You remove some objects leaving behind others. For instance a mixture of maize and beans can be separated by picking the maize and leaving the beans.

Separate the following mixtures by picking:

1. rice and small stones
2. maize and small stones
3. different types of beans

4. Filtering:

A porous material like filter paper can be used to separate insoluble particles from liquids. For example, if a suspension of chalk dust in water is poured onto a filter paper, the water passes through and is collected as a filtrate, leaving the chalk particles on the filter paper as residue.

Industries such as purification plants and breweries use filtration to remove solid particles from liquids.

ACTIVITY: Separating mixtures by filtering

1. Mix some chalk with water and stir
2. Pour the mixture through a funnel containing filter paper into a breaker.
3. Record your observation.

5. Decanting:

A mixture containing a liquid and solid particles, separate into two distinct layers on standing: a lower solid layer and an upper clear layer. Using a glass rod, the upper layer of clear liquid can be carefully poured or decanted into a second container.

This is a quick but inaccurate method of separating the components of a mixture. This method can also be used to separate two immiscible liquids.

ACTIVITY: Separating mixtures by decanting.

1. Put some water into a transparent container
2. Add insoluble solids like gari
3. Wait for the mixture to settle. Pour the water using a glass rod into another container leaving the gari particles behind.

6. Use of magnets:

A magnet is used to separating magnetic substances from non-magnetic impurities from tin ore.

ACTIVITY: Using magnets to separating mixtures

1. Mix A and B
2. Pass a magnet over the mixture
3. Which material is attracted to the mixture
4. State reasons for your answer

7. Evaporation:

Evaporation is used to recover a solid solute from a solution. In this process, the solvent is usually sacrificed.

A water bath is use to bring about a steady evaporation. The solute required is left behind in the dish while the solvent escapes into the air as vapour. This method is not suitable for salts easily destroyed by heating. Evaporation is used in salt-making industries.

ACTIVITY: Separating mixtures by evaporation

1. Take some salt and put in water in a container
2. Stir until it all dissolves to form a salt solution
3. Light a fire
4. Pour the solution in an evaporating dish
5. Place the dish in a beaker containing water on the lighted fire
6. What do you see as the solution is heated? Continue heating until there is no more water. What do you see in the container?
7. What do you think has happened to the water?
8. What remains in the tin?

HARD AND SOFT WATER

Hard water is water that cannot lather with soap easily. Water that forms lather easily with soap is called soft water.

The reason for hardness in water is due to the presence of dissolved salts in the water.

Rain water is soft because it does not dissolve many impurities as it passes through air. as water passes through soil it dissolves mineral particles. These mineral particles interfere with soap preventing it from forming lather. This is why water from wells, seas and boreholes is likely hard.

ACTIVITY: Finding out the difference between soft and hard water.

1. Collect some rain water
2. Collect some water from a well
3. Put equal amounts of water from the above sources in transparent containers.
4. Take the same amount of small pieces of soap and add to each container.
5. Stir the water in each container
6. Observe the water
7. Which water produced lather more easily?
8. Other than lather what else can you see in the water?
9. In which water does the lather formed last longer?

METALS AND NON-METALS

Introduction

Metals are elements, whose oxide, when dissolved in water, form solutions that cause red litmus to turn blue (i.e. basic)

Non-metals are elements whose oxides when dissolved in water form solutions that cause blue litmus to turn red (i.e. acidic)

In primary level pupils learn that objects/things are made of different materials. Examples of objects in the home include plastic bowl, wooden spoons, nail etc.

Some materials feel hard. E.g. nails, while others feel soft. Eg. a piece of cloth, a leaf. Some materials conduct electricity, while other do not.

Make a good collection of different objects in the environment and in every day life.

Activity 1

Use different types of objects to perform group activities using the instructions on the work sheet and record and report the out come. Look at each object:

1. What colour is it?
2. Feel it, is it hard or soft?
3. Polish it, can you make it shiny?
4. Bend it, can you bend it, does it remain bent.
5. Tap it with a stick. Does it make a ringing sound?
6. Find out the materials that can conduct electricity by using a simple electric circuit.
7. Find out the materials that are attracted by a magnet.

Activity 2 Guide the pupils to discuss the two general groups into which the materials could be put, with reasons.

Expected list:

Non –metals

Leaf

Drinking glass

Cup

Basin

Plastic spoon

Handle of scissors

Stick

Cloth

Outside of electrical wire etc

Metals

Inside of electrical wire

Cutting part of scissors

Key

Bowl

Metal spoon

etc.

Activity 3 Guide the people to discuss the characteristics of metals and non-metals based on the behaviour of the materials,

e.g.

Metals

1. Good conductors of heat and electricity
2. Usually hard
3. Some are attracted by magnets

Non-metals

1. Mostly poor conductors of heat and electricity
2. Usually soft
3. All are not attracted by magnets etc.

Activity 4 Mention the uses of metals and non –metals in every day life

Example:

Metals

1. Building Construction, building motor cars, engineering etc.
2. Gold is use for jewellery and filling of teeth.
3. Iron is use for door knobs
4. Copper is use for making electric wires
5. Aluminum is use for making cooking utensils and roofing sheets.

Non- metals

Non-metals are use for making tables, glasses, cloths, leather bags, paper/books etc.

SOIL

Soil and its water holding capacity.

Soil porosity

The smaller the particles of the soil, the greater the total surface area of the particles on which the water can collect. The further apart the particles the more easily water can pass through.

Clay soil has very small particles and hold water better than sandy and loamy soils, but it tends to become water logged and develops cracks when dry.

Sandy soil holds little water because it has large spaces between its particles.

Loamy soil holds water well. it does not become water logged. Humans also increase the water holding ability of soils.

“The ability of the soil to hold back water is called the water holding /retention capacity of the soil.”

Activity 1

Three soil samples are needed for these activities (Sandy, Clay, Loamy soils).

1. The three soil samples are examined carefully.
2. Touch/Feel and describe the colour, particle size and texture of the three samples of soil given and are to record their observations in a table provided.
3. Discuss observations and classify the soil types according to size of particle and texture by completing the following table.

Type of soil	Colour	Size of particles	Feel of texture
Sandy			
Clay			
Loamy			

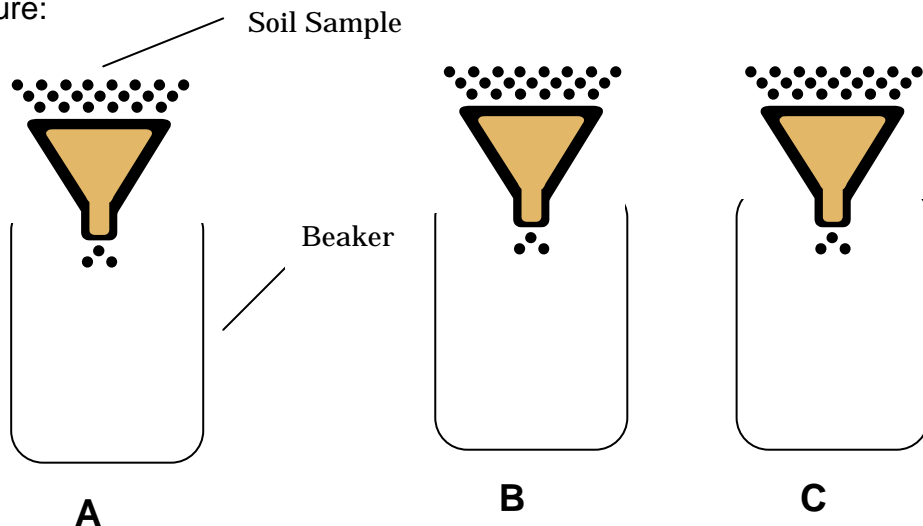
Activity 2

Using the same type of soil samples, pupils find out if different types of soil allow water to pass through them at the same time.

Materials: 1. three different transparent containers of equal size

2. Samples of sandy, clay, and loamy soils
3. Cotton wool
4. 3 funnels
5. A clock/stop watch

Procedure:



1. Take three plastic funnels and place them on top of three plastic containers
2. Put a little cotton into the bottom of the funnels and label the funnels A, B and C
3. Put some sand into funnel 'A'
4. Add an equal amount of clay and loom into funnels 'B' and 'C' respectively.
5. Add the same amount of water at the same time into each funnel
6. Using the clock, after three minutes note which type of soil allows most water to pass through.
7. Record your findings using the table below:

Type of soil	Level of water after three minutes
Clay	
Sand	
Loam	

Discuss the observation and come out with the type of soil that allows most water to pass through.

Discuss how each type of soil will look like in the rainy season and which type of soil is best for planting in the school garden.

Improvisation of Teaching/Learning Materials

Most teachers in primary schools find it difficult to conduct activity based lessons. They often complain that materials are too expensive or not available. It is therefore suggested that teachers improvise to make their lessons more practical, interesting and enjoyable.

What is improvisation?

Improvisation is to make or do something using whatever is available, usually, because you do not have what you really need.

What is the importance of improvisation?

- It enhances better understanding instead of teaching with the use of teaching and learning materials
- Improvised material are easily replaceable and therefore minimize cost and incidence of breakage
- The attitude of preserving certain discarded materials in the environment for future use is encouraged.
- Learners see science as part of their every day life in the use of locally available materials

WORKSHEET

ACTIVITY 1

No	Object	Colour	Feel it. Is it soft or hard?	Polish it. Can it be shining?	Bend it. Can it bend?	Tap with a stick. Does it make ringing sound?	Can it conduct Electricity?	Is it attracted by a magnet?
1	Leaf							
2	Drinking straw							
3	Cup							
4	Plastic spoon							
5	News paper							
6	Handle of scissors							
7	Stick							
8	Cloth							
9	Outside of electrical wire							
10	Cutting part of scissors							
11	Key							
12	Bowl							
13	Metal spoon							
	Etc.							

WORKSHEET

ACTIVITY 2

No	A	B	C	D	E	F	G	H
	Soft objects	Hard object	Object with shinning surface	Can be beaten into sheets	Can be drawn into wires	Can melt easily	Can be attracted by a magnet	Can conduct electricity
1								
2								
3								
4								
5								
6								
7								

WORKSHEET

ACTIVITY 3: Discuss two general groups into which the materials in activity 2 could be put, with reasons.

ACTIVITY 4: Discuss the characteristics of metals and non- metals based on the behaviour of the materials.

Metals	Non-metals

ACTIVITY 5: Mention the uses of metals and non-metals in every day life.

LESSON PLAN

SUBJECT: Science
Class: 6

REFERENCE: Brenda Davies et al
Primary Science Book 6 P1-6

DAY / DURATION	TOPIC/SUB -TOPIC	R.P.K / OBJECTIVES	T.L.M./ CLOSURE TEACHING/LEARNING ACTIVITIES	APPLICATION/ TEACHING /LEARNING POINTS	EVALUATION REMARKS			
FRIDAY 7 th MARCH, 2008	<u>TOPIC</u> Groups of animals <u>SUB-TOPICS</u> Grouping of animals	<u>R.P.K</u> Children play and care for animals and also use animals in various ways <u>OBJECTIVES</u> By the end of the lesson, the pupils will be able to i) Group animals according to their movement, living places and body coverings. ii) Give an importance of body	<u>T.L.M</u> Pictures/Charts of animals that live in water, in air and on land. Examples are tilapia, mud fish, goat, lizard, vulture, cat, horse, rabbit, tortoise, dog, snail and frog. <u>INTRODUCTION</u> 1) Pupils give names of animals they know. 2) Pupils group animals in two according to those that live in the home and those that live outside the home 3) Pupils give two differences between a dog and a fish <u>ACTIVITY</u>	<u>EXPECTED ANSWERS</u> Snake, cat, lizard, dog, Cockroach, fowl/hen, duck, tilapia. Animals that live at home include hen, duck, cat, dog, and cockroach. Animals that live outside home include snake, tilapia, Dog walks but fish swims, Dog lives on land but fish lives in water	1) Name 2 animals each that can swim, walk, fly or crawl. 2) Where do each of the following lives? Mud fish, Parrot, horse, cow 3) Match the animals in table A to their body coverings in table B			
				Animals and types of movement				
				Swim		Fly	Walk	
				Tilapia		Cockroach, Cricket, fowl, crow, vulture	Goat, fowl, tortoise, dog, cat, lizard, crocodile	
				Animals and their living places				
				In water		in air	on land	
Tilapia	Vulture, crow Cricket, cockroach, snail, goat, fowl, dog							
				<table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Bat, Mosquito Hen, horse Cricket, tilapia, vulture</td> <td>Scales Fur Feathers Cuticles shells</td> </tr> </tbody> </table>	A	B	Bat, Mosquito Hen, horse Cricket, tilapia, vulture	Scales Fur Feathers Cuticles shells
A	B							
Bat, Mosquito Hen, horse Cricket, tilapia, vulture	Scales Fur Feathers Cuticles shells							
				4. Give two uses of animal coverings 5. Write down 2(two) uses of 3(three)				

		<p>coverings in animals iii) mention two uses of named animals.</p>	<p>1) Give pictures of animals to pupils for grouping using their own criteria 2) Pupils give reasons to their groupings of the animals. 3) Guide pupils to re-group if necessary, the animals according to their movement, living places and body covering. 4) Discuss with pupils the uses of the animals 5) Discuss with pupils the uses of the animals listed, as well as the meaning of some new terms eg cuticle <u>CLOSURE</u> Summarize the lesson for the pupils</p>	<p>Animals and their body coverings</p>					<p>named animals</p>
				<p>Cuticle</p>	<p>Shell</p>	<p>Feather</p>	<p>Scale</p>	<p>Fur</p>	<p><u>REMARKS</u></p>
				<p>Cockroach Cricket</p>	<p>Tortoise Snail</p>	<p>Vulture Crow</p>	<p>Tilapia Lizard</p>	<p>Dog, cat, horse, rabbit, cat, bat</p>	
				<p><u>Some uses of body coverings in animals</u> 1. For protection of the parts inside the body 2. To prevent heat gain and loss 3. To act as water proof <u>Some uses of animals</u> 1. As pets (cats) 2. As food (snail) 3. Used for security (dog) 4. For games (horse race) 5. Transportation of humans and goods 6. For research purpose Application care for animals due to their importance.</p>					

TABLE OF SPECIFICATION/TEST BLUE PRINT

This is a two-way chart that relates the instructional objectives to the course content and specifies the relative emphasis to be given to each type of learning outcome, thus specifies the nature of the test sample.

How to construct a table of specification

- . List the general instructional objectives across the top of the table
- . List the major areas of content down the left side
- . Indicate what proportion of the test item to be devoted to each objective and area of content

Table of specifications – Class VI – Science

Content area	Knows common terms	Knows specific facts	Understanding principles & generalizations	Application principles & generalizations	Interpretation charts	Totals
Plants & animals	2	6	2	-	-	10
Natural resources	2	6	2	-	-	10
Forms of energy	4	2	2	2	5	15
Light	-	-	5	5	-	10
Food & nutrition	4	2	2	2	5	15
Water	4	2	6	8	-	20
Making new substance	4	2	6	8	-	20
Total	20	20	25	25	10	100
% of evaluation	20%	20%	25%	25%	10%	100%

Agriculture Training on Vegetable Production

27th & 29th, May 2008

Junnosuke Harada, JICA Expert

J.B. Kamara, FEW

District Agriculture Office

1. Seed selection:

The most important issue in vegetable production is getting very good seeds. It will be an advantage to the farmer to pre-test the seeds got from any source. Pre-testing can be done by putting the seeds (dry seeds) in a bowl containing clean water, seeds that float are not good and those that sink in water are the good seeds. It is better for growers to secure seeds from their last produce.

2. Raising seedlings (Nursery)

Raising seedlings is the most important process in vegetable production.

Advantages of raising seedlings are considered to be as follows:

- 1) Small plants can be effectively managed in the nursery, while it is difficult for them to grow in an open field due to unfavorable climatic condition and early pest attack;
- 2) Pests and diseases can be controlled effectively in a small area of the nursery;
- 3) Seeds can be saved by reducing mortality and disease damage after germination;
- 5) Help to replace early damaged seedlings in the main field;
- 6) Healthy seedlings can be selected for transplanting; and
- 7) Early weed competition in the main field is reduced.

Disadvantages of raising seedlings can be:

- 1) Require heavy labor and high skills i.e fertilizer application, thinning, protection and transplanting etc; and
- 2) Problem of getting equipment like, coffee cups etc.

2.1 Preparation of nursery soil.

- 1) Prepare soil free from contamination. Note that very rich compost mixed with chemical fertilizer might render rapid elongation in seedlings. Paddy soil or virgin soil is supposed to be less contaminated.

- 2) Use well decomposed compost.
- 3) Apply fertilizer as shown in the table below and mix well with the soil.

Recommended amount of fertilizer to be applied to nursery soil

Ingredient (g/1m ³ of soil)	Fertilizer (g/m ³ of soil)	
NPK compound	NPK compound (15,15,15)	866 ~ 1,800

Note: Used 4 buckets of top soil from uncontaminated field mixed with 3 to 4 hand grips of NPK compound (15,15,15) as nursery soil.

2.2 Sowing methods

(1) Broadcasting

Inconvenient for management of seedlings and waste of seeds

(2) Drilling

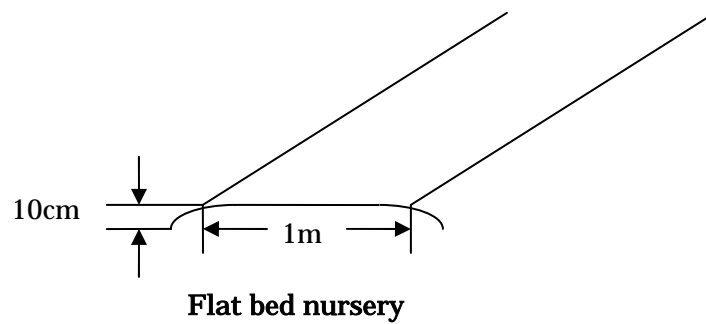
Convenient for management, easy to estimate number of seedlings in nursery and easy for thinning if necessary

2.3 Sowing procedure

Plow well and worked in prepared nursery soil in nursery beds (1m×2m) size.

- (1) Make sowing ditches keeping 15 to 25 cm between them using your finger or stick.
- (2) Sow seeds in the ditches and cover them with the same soil.
Note: Heavy soil like clay soil is not to be used for covering, fine soil containing sand and organic matter is recommended to be used.
- (3) Put rice straw or any sorts of light and dry leaves on the seed bed after sowing to keep soil wet.
- (4) After germination, remove the cover immediately.
- (5) If shade is set up on the nursery, it should be removed after germination when it does not rain.
- (6) Thinning is to be done to avoid dense population and eliminate abnormal and tiny seedlings.

In case of nursery set up on a bed, the soil might be contaminated with disease. It is recommended to bring the soil from paddy field or virgin area which should be much less contaminated with diseases. Recommended amount of fertilizer is applied and mixed well with soil at least 15 cm deep. Then seeds are sown in the procedure as mentioned above.



2.4 Raising seedlings using planting pots

In Sierra Leone, repeatable use of planting pots adequate for vegetable seedlings is not available. Coffee cups are suggested to be used.

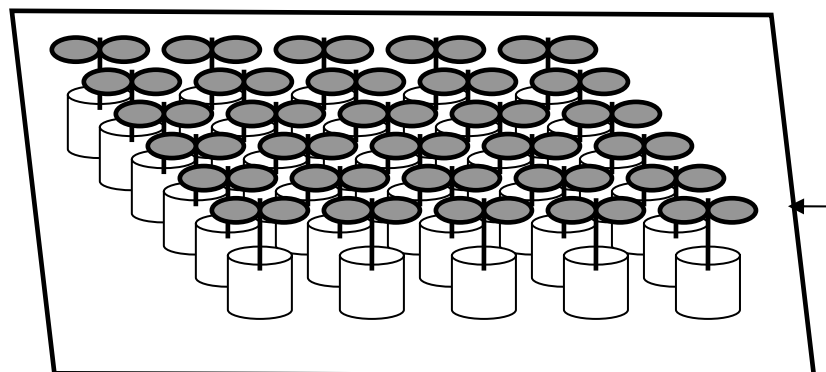
Advantages of using planting pots:

- 1) Seedlings can be planted completely with soil block without any damage of their root during transplanting.
- 2) Seeds can be saved
- 3) Seedlings can be managed intensively
- 4) Easy to move the seedlings if necessary

Utilization of plastic coffee cups

Cucurbit crops like cucumber, watermelon and other gourd plants are very sensitive for transplanting. Direct sowing has been commonly conducted in Sierra Leone to avoid transplanting shock, which may be beyond the recovery level. Considering the importance of intensive management at the seedling stage, raising seedlings is recommended for careful management on watering and fertilizer application, intensive control of pest and disease as well as maintenance of plant vigor in the small area of nursery.

Small size of plastic coffee cups can be substituted as planting pots for raising vegetable seedlings by making nail head size of hole on the bottom for drain. Colored cups are more suitable for root development because it prevents the sun light for roots.



Caution:

Watering must be carefully done because of its characteristics that soil in the pots easily gets dried up as compared with nursery on the ground soil.

Seedlings must be transplanted at a proper stage since the volume of pot is limited for root development.

2.5 Status of shading in the nursery:

Weather condition	Status of shade	Phenomenon of seedling
Sunny, High temp.	Shaded	Seedlings get elongated.
	Non-shaded	Seedlings may get wilted, but it can be amended by watering.
Rainy, High temp	Shaded	Seedlings get elongated and feeble in humid condition under the shade. Shading material should be thinly covered.
	Non-shaded	It facilitates disease occurrence

2.6 Thinning:

This is the reduction of seedlings in the nursery especially those nursed in the seed bed. This facilitates maximum space and nutrient utilization by seedlings.

3 Field preparation

3.1 Selection of the field

- a) Water source is near
- b) Loose soil and well drained
- c) Free from disease (virgin area or at least avoid continuous cropping)
- d) Flat area (Very steep slope should be avoided)

3.2 Plowing

Plowing is done for the following purpose.

- a) Swelling and softening of the soil to facilitate good drainage and aeration,
- b) Reducing the loss of soil moisture by destroying the capillary pores,
- c) Mixing the nutrients including applied fertilizer.

Shortage of agricultural machinery is serious constraint in Sierra Leone. Tractors can not be distributed to vegetable field due to tightly scheduled operation for rice and other major crops. At least soil around planting areas should be loosened even by a hoe and a shovel to soften it for young seedlings to grow.

3.3 Ridging

After the field is plowed, ridges are to be made at the standard interval depending on the planting crops as mentioned below. It depends on what and when to be planted whether making high or low ridge. Root tuber vegetables require rather high ridge than fruit and leaf vegetables. In the rainy season, higher ridges are suitable because of its characteristics of quick drainage. On the contrary in the dry season, lower ridges are better for plants to uptake water from the soil because of easy access to ground water for the plant root.

3.4 Spacing

vegetables	Spacing between rows (cm)	Spacing between plants (cm)
Carrot	25-45	10-12
Cabbage	60	40
Onion	30	10
Cowpea	45	25
Cucumber	90	45
Watermelon	180	150
Pumpkin	180	90
Eggplant	90	60
Pepper	90	45
Okra	90	36
Sweet potato	90	30
Yam	60-90	45
Taro	90	45-60
Ginger	60	30

3.5 Transplanting

Transplanting is the most crucial task for seedlings. It must be very careful to handle this work adeptly to mitigate transplanting shock as much as possible. Prior to transplanting, field must be well prepared to welcome the seedlings.

In Sierra Leone, temperature is always rather high all year round. Transplanting should be done in the evening when it is cooler than daytime. Procedures of transplanting are explained as follows.

- 1) Hardening of seedlings in the nursery is important to mitigate transplanting shock by reducing watering starting from 2 to 3 days before transplanting
- 2) Cutting interrow space by knife to stimulate new root growth 3 days before transplanting.
- 3) Water is given sufficiently to seedlings 1 hour before transplanting to facilitate easy uprooting with a ball soil around.

- 4) Field must be well prepared to be in better condition than nursery. Field soil should be well moistened than nursery soil.
- 5) Seedlings should be planted in the adequate depth which is 1 to 2 cm deeper than the surface level in nursery.
- 6) If seedlings are elongated, adjust the level by slanting seedlings
- 7) Seedlings should be transplanted in the evening to avoid transplanting shock from sunlight
- 8) Transplanting of seedlings should be suspended when it is windy and rainy to avoid wilting and disease infection.
- 9) If weather condition is severe like in a rainy season, younger seedlings should be transplanted because of its quick recovery from transplanting shock.

4. Crop management

4.1 Watering

The number of times you give water to the vegetable plants depends to the season i.e. in the rainy season, this number of times is greatly reduced but the root area of the plant should be adequately soaked. **Note:** Do not allow water to logged in the root area of the crop. Besides, it is advisable to use a bowl bored with tiny holes at the bottom to avoid heavy drops of water since vegetables have weak stems.

4.2 Weeding:

Remove any growing grass other than the vegetables cultivated using your hand or small hoe especially when vegetables are young.

4.3 Fertilizer application

Fertilizer application is to supply plant nutrient that is not sufficiently contained in the soil. Fertilizer is dispensable for vegetable production because vegetables are much more sensitive and weak in absorption of nutrients from the soil than other extensive crops like cereal crops. Fertilizer should be applied to the field at least one or two days before transplanting or sowing.

Determination of fertilizer dose

Absorption of total nutrient by vegetable crops

Vegetables	Total nutrient absorption (kg/ha)			No. of plants in 1 ha	Amount of NPK (15:15:15) to be applied on K base kg/ha	Amount of NPK (15:15:15) to be applied on K base g/plant
	N	P ₂ O ₅	K ₂ O			
Cucumber	15.8	9.0	31.9	24,000	212.6	8.9
Eggplant	21.0	4.5	34.1	18,000	227.3	12.6
Pepper	19.7	6.4	32.8	24,000	218.7	9.1
Cowpea	13.1	5.6	12.4	90,000	82.7	0.9
Cabbage	17.6	5.3	13.7	39,750	91.3	2.3
Onion	6.8	3.8	9.8	300,000	65.3	0.2
Carrot	11.6	5.6	13.5	180,000	90.0	0.5
Sweet potato	16.1	4.1	29.3	36,000	195.3	5.4

Practice:

In case of cucumber for example,

Total absorption of three major elements for cucumber

N : 15.8kg/ha, P₂O₅ : 9.0 kg/ha, K₂O : 31.9 kg/ha

These amounts are pure in major elements. These should be converted into the amount of fertilizer to be applied by multiplying by the percentage composition of the fertilizer used. In case that 15:15:15 is used, 31.9 kg of K is to be converted by multiplying by 100/15, which is equal to 212.6 kg.

Top dressing

Fertilizer is applied around the plants in the amount of NPK 6 kg/10 a at maximum if necessary

It is a usual practice to use a hand palm grip quantity of fertilizer for any plant stand being worked in the soil around the root area of the vegetable plant.

Method of fertilizer application

1) Ridge application

This is practiced for most of vegetables especially direct sown vegetable crops like onion, carrot etc. Fertilizer is applied along the ridges to be in uniform for all the plants.

2) Spot or ring application (around each plant stand).

This is adequate for transplanted vegetable crops. Fertilizer is applied around the plants.

4.4 Mulching

This is the use of dry grass, leaves or rice straw to cover the surface of the planting bed around the growing vegetables. This practice is important for both the dry and rainy seasons for the following reasons:

1. Suppress the growth of weeds; and
2. When decomposed add nutrients to the soil.

Mulching is appropriate:

- Prior to transplanting;
- Just after transplanting;
- When vegetables are well established; and
- It should be 10-15 cm thick.

In the dry season, watering should be done 3 times a day especially during the early period after transplanting.

4.5 Pinching

This is to encourage the growth of bigger and quality fruits.

Pepper and eggplant

Full vegetative growth after transplanting, select the best 3 to 4 vigorous primary branches and remove the rest of other branches using your fingers. All the shoots are left as they grow after three to four stems are determined. Probably the first flower shall be removed if the plants are weak in the growth.

Watermelon

- (1) Select the best 4 vigorous branches in each of two sides making them grow the same direction.
- (2) Remove all the fruits below the 10th leaf on each branches selected.
- (3) Pinch any secondary branches noticed below the fruit set position. The first fruit on each branch must be beyond the 10th leaf.

Step By Step Procedure for Community Forest Management (CFM)

Organization of management group for CFM
--

ECDC selects a person in charge of CFM, caretakers, and powersaw operator.
--

Sensitization

ECDC hosts a meeting for the community people where they learn from Forestry Division of MAFFS Kambia about the importance of forest and forestry for our life.

Identification of land

ECDC finds a land for community forestry development programme.

Assessment of land/advice by the Forestry Division
--

ECDC invites the Forestry Division to the proposed site for the community forestry for providing the following technical advices:

Objectives of forestry practices;

Is the land suitable for community forestry;

Which type of trees is the best for the type of soil;

How many trees that the plot of land is able to hold;

What is the year of cycle that the trees will be in good size for harvesting;

How many trees can be harvested from the plot of land (dependent on spacing);

How many trees that needs to be planted each year to maintain the forest (dependent on spacing);

How often maintenance and protection required; and

When should these events/activities be executed (techniques involved)?

Formulation of CFM plan/site plan

ECDC drafts up (i) a CFM plan as advised by the Forest Division in the above. Also prepares (ii) a Site Plan of area development for community participatory forestry, which should be certified by land owners, elders, and paramount chief of their chiefdom.

Approval of CFM plan/site plan

ECDC seeks approval on (i) the CFM plan and (ii) the Site Plan firstly from landowners, elders, and paramount chief of their chiefdom, then secondly from the Forest Division.
--

Exchange of Minutes of Understanding (MOU) for CFM

ECDC exchanges the MOU for CFM with the Forestry Division/JICA Study Team.

Afforestation activities starts

ECDC carries out: procurement of seeds; establishment of nursery; clearing underbush; and tree planting, etc.

Powersaw registration

ECDC submits following information to the Forestry Division for registration of powersaw: powersaw number, purpose of use, area of operation, duration, contact person and address. ECDC needs pay a fee for the registering.

Regular maintenance and protection

ECDC conducts maintenance and protection of the community forestry regularly.

Record keeping

ECDC keeps log of every activities which are listed in this documents.

Regular observation

ECDC conducts regular observation of the site, which should also be recorded in the log book.

Regular inspection/patrolling/supervision of activities during the programme

ECDC seeks for regular inspection by the Forestry Division to ensure efficient and effective forest management in their community.

Harvesting/utilization of resource from the forestry

ECDC should ensure the powersaw operator to observe the advice from the Forestry Division over harvesting of trees so that the utilization of the forest resource shall be sustainable.

Information & Assessment of Land for Community Forest Management (CFM)

Information about Management Group

Name of ECDC:	
Code:	
Address:	
Person in charge for CFM:	
Contact #:	
Caretaker/s:	1) 2) 3) 4)
Powersaw operator	
Contact #	

Information about proposed site for Community Forestry

Address:	
Current owner:	
His/her/their address:	
Contact #:	
Size of the land:	
History of the land*: (Preferably to have supplemental documents)	
Nature of the land:	

Current use of the land:	
Proposed activities:	

*Approval note from landowner/s for community forestry (timber processing, and re-planting) should be attached to this form.

Assessment of the land

Land ownership:	
Nature of soil:	
Suitable type of tree:	
Suggested use of tree:	
Capacity of the land (Maximum # of trees):	
Year of cycle**:	
Suggested # of trees to plant annually:	
Suggested # of trees for harvesting annually:	

**number of years expected to produce the first harvesting/complete the planting whole area

Assessed by:

Name of the officer:

Title of the officer:

Signature of the officer:

Date:

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			
Total				Total			

Benefit in cash
(Income - Expense)

Use of benefits

for school	Amount	for community	Amount
Total		Total	

Memorandum of Understanding (MOU)
which also serves as
Guideline for Community Forest Management
which involves use of Power Chain Saw

The under-mentioned Education and Community Development Committee (ECDC), MAFFS (Forestry Division) Kambia District Office, and JICA Study Team hereby agree to the followings:

- (1) The purpose of use of the said instrument shall solely be for sustainable community development, not for large scale extensive commercial activities which might encourage indiscriminate deforestation;
- (2) Prior to the start of using the said instrument, the ECDC shall agree to:
 - A) Establish a community forest plantation;
 - B) Act as/establish a committee for Community Forest Management (CFM), and select (i) a person in charge of CFM, (ii) caretaker/s of proposed site for the plantation, and (iii) an operator for the said instrument (The operator shall be an experienced person for care and maintenance of the instrument, and for proper selection of trees to be harvested. If necessary training shall be arranged in collaboration with the Forestry Division);
 - C) Host sensitization activities in collaboration with the Forestry Division;
 - D) Formulate (i) a CFM Plan and (ii) a Site Plan in collaboration with the Division; and
 - E) Register the instrument at the Forestry Division, and then inform about it to the District Council.
- (3) The ECDC shall implement the above plans in collaboration with the Forestry Division.

(4) The ECDC shall ensure the person in charge to keep log of every activities related with the Plan. The record shall be submitted to District Council, Forestry Division, or JICA, upon request from these organizations.

Failure to do in the above-listed requirement shall result the ECDC surrender the said instrument to District Council, Forestry Division, or JICA.

ECDC:

Name of Representative:

Signature:

Date:

Signature:

Mr. Fomba K. James
Subject Matter Specialist (Forestry)
Agriculture Office

Date:

Signature:

Mr. Kiyofumi Tanaka
Team Leader
JICA Study Team

Date:

Appendix 6

TORs for Sub-contracted Work (data only, for CD-R)

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

Terms of Reference (TOR) for Baseline Survey

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

1. BACKGROUND

In response to the official request of the Government of the Republic of Sierra Leone based on the results of the Project Formulation Study (March 2005 – August 2005), the Japan International Cooperation Agency (JICA) jointly undertakes “the Children and Youth Development Project in Kambia District” with the authorities concerned. The Project is to be implemented in Kambia District, especially in three pilot project areas (Kamasasa area in Tonko Limba Chiefdom, Kukuna area in Bramaia Chiefdom and Rokupur area in Magbema Chiefdom) from October 2005 to July 2008 by the implementing partner, “JICA Study Team” represented by International Development Center of Japan.

The objective and outputs to be produced by the Project are;

Objective: To make recommendation for improvement of education environment in school and communities based on the outputs of the Project.

Output 1: ECDC (Education and Community Development Committee) and ZCC (Zonal Coordinating Committee)¹ are fully functioned to implement the Micro Project².

Output 2: Resource Centers are established and school facilities are improved in the target areas.

Output 3: Collaboration among stakeholders in the community is enhanced through implementation of the Micro Project.

Output 4: “Model of improvement of the education environment in schools and communities” is established based on lessons learned and recommendations obtained through implementation of the Micro Project.

¹ ECDC and ZCC are community based organizations formed for implementation and/or coordination of the Micro Project.

² The Micro Project is a small scale project to be implemented under the pilot project. The Micro Projects are to be implemented by community based organizations in selected 33 school zones in three pilot project areas mentioned above aiming to improve education environment in schools and communities.

To analyze impacts and affects, to evaluate effectiveness, efficiency and sustainability of the Project, and to provide appropriate and timely support for the Micro Project, monitoring and impact evaluation surveys will be conducted in the Project. Tentative schedule of the surveys are as follows.

Baseline survey:	April to May 2006
Mid-term evaluation survey:	April to May 2007
Final evaluation survey:	April to May 2008
Regular monitoring by ZCC:	monthly/ bi-monthly during the Project implementation

2. OBJECTIVE

The Baseline Survey will be conducted aiming to obtain baseline data and information of the target communities and groups before the Project implementation. The data and information will be utilized to analyze impacts of the Project.

3. SURVEY AREAS

Target areas of the Baseline Survey are 33 schools and those coverage communities in the pilot project areas, and selected 2 control areas as listed in Table 1. (35 areas in total)

Table 1: List of Survey Areas and Target Schools

**Regend: JSS=Junior Secondary School
GOV=Government assisted Primary School
COM=Community School (primary level)*

<i>Code</i>	<i>Name of School</i>	<i>Location</i>	<i>Category*</i>
<u>Tonko-Limba Chiefdom</u>			
Pilot Project Area - 1			
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
<u>Magbema Chiefdom</u>			
Pilot Project Area - 2			
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

<i>Code</i>	<i>Name of School</i>	<i>Location</i>	<i>Category*</i>
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
Bramaia Chiefdom			
Pilot Project Area - 3			
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
Control Area (Gbinleh Dixon Chiefdom)			
C01	KECD Primary School	Daresalam	GOV
C02	Masiaka Ahamadya Community School	Masiaka	COM

4. METHODOLOGY AND SURVEY PARTICIPANTS

The Survey will make use of methodology of structuralized interview survey (SIS) to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Target groups and selection criteria of the participants and framework of each survey are described in the following sections.

(1) Structuralized Interview Survey (SIS)

SIS will be carried out to obtain quantitative data regarding education environment such as situation of schools, level of satisfaction with school, readiness of school-aged children and parents/ guardians, and general social and economical situation of the communities.

Questionnaires to be used for each group, guideline of interview survey and data sheets for data entry will be prepared by JICA Study Team. The questionnaires and guidelines will be finalized in cooperation with the Contractor. Selection criteria and sample size of the survey participants as well as major items to be interviewed are shown in the table below.

Table 2: Selection Criteria for Survey Participants and Major Items to be interviewed

<i>Target Group</i>	<i>Criteria</i>	<i>Sample Size</i>	<i>Major items to be interviewed</i>
Head teacher/ School principal	1/school x 35 schools	35	<ul style="list-style-type: none"> - General characteristics - Basic school data (students, facilities, equipment, teachers, etc.) - School activities
Teacher	1 man and 1 woman/ school x 35 schools (including ECDC members)	70	<ul style="list-style-type: none"> - General characteristics - Satisfaction with their working place - Perception and satisfaction with ECDC activities
Student	PS: One each from class 2, 4 and 6 (3 x 32 schools) JSS: One each from form 1, 2 and 3 (3 x 3 schools)	Max. 105	<ul style="list-style-type: none"> - General characteristics - Satisfaction with school - Burden of household works - Perception of ECDC activities
Parent/ guardian	Parent/ guardians of the target students (3 x 35 schools)	Max. 105	<ul style="list-style-type: none"> - General characteristics of their households and family members - Household economic status - Satisfaction with school - Perception of ECDC activities - Information sources - Health behavior
Out-of-school children	10 from each area (age: 10–12) x 4 areas (3 target areas and one control area)	40	<ul style="list-style-type: none"> - General characteristics - Background of not going school - Level of perception in ECDC activities
Youth	Each 5 men and women from each area (age: 20 – 25) x 4 areas (3 target areas and one control area)	40	<ul style="list-style-type: none"> - General characteristics - Relationship with the community - Level of perception in ECDC activities
Village chief	1 from each village in coverage areas of the target schools 1 from each control area (List of Target villages is shown in Attachment-1)	Max. 143	<ul style="list-style-type: none"> - General characteristics - General demographic information of the community

(2) Focus Group Interview (FGI)

FGI will be carried out to obtain qualitative data regarding education environment and perception of the Micro Project in the community, especially from the point of view of NON-ECDC members.

Guideline and information analyses format for FGI will be prepared by JICA Study Team and

finalized in cooperation with the Contractor.

FGI will be implemented in every location as shown in Table 3. Number of the groups for each location will be 3 (women, youth, and school related people (CTA, SMC/ BoG and teachers)).

Table 3: Location of FGI

<i>Project Area</i>	<i>Location</i>	<i>No. of Focus Groups</i>
Pilot Project Area – 1 Tonko Limba	1. Kamasasa and Kutiya 2. Kabasa 1, Kabasa 2 and Kakonteh 3. Kamabala	3 x 3 = 9
Pilot Project Area – 2 Magbema	1. Rokupr and Masorie 2. Wulatenkle, Gberika and Taintafor 3. Magbethei	3 x 3 = 9
Pilot Project Area – 3 Bramaia	1. Kukuna and Teneba Bramaia 2. Kabaya and Seduya 3. Turaya 4. Sorimanikaya	4 x 3 = 12
Control Area Gbinleh Dixon	1. Daresalam	1 x 3 = 3

Criteria for selection of participants in each group are shown in Table 4.

Table 4: Participants of FGI

<i>Group</i>	<i>Number</i>	<i>Criteria</i>
CTA ^{*1} and SMC ^{*2} / BoG ^{*3}	10	- NON ECDC MEMBERS - Members of CTA and SMC. BoG of the target schools listed in Table 1 in the location - At least 2 teachers and 2 women should be included.
Women	10	- NON ECDC MEMBERS - Members of women group in the location.
Youth	10	- NON ECDC MEMBERS - Members of youth group in the location

*1 CTA = Community and Teachers Association

*2 SMC = School Management Committee

*3 BoG = Board of Governance

5. SCOPE OF WORK

The Contractor will form 3 Survey Teams for 3 target chiefdoms. One team should consist of one chief surveyor and one surveyor.

The Survey period will be divided into the three steps described below. And the tentative schedule is shown in Attachment-2.

(1) **First Step:** <Preparatory work for SIS>

JICA Study Team will conduct training on SIS and FGI. The course of training includes trial survey on the questionnaire. Ten trainees participate the training and JICA Study team will select the best 6 trainees as surveyors.

The trial survey will be conducted and questionnaires will be finalized based on its results in cooperation with JICA Study Team. The Survey Teams will conduct a trial survey with participants as shown in the following table in the areas nearby the Kambia Project Office.

Table 5: Participants of Trial Survey

<i>Item</i>	<i>Participants of trial</i>
- Questionnaire for head teachers/ school principals	- 10 head teachers
- Questionnaire for school teachers	- 10 school teachers
- Questionnaire for school children	- 10 school children in 5~6 th grade
- Questionnaire for out-of-school children	- 10 out-of-school children
- Questionnaire for youths	- 10 youths
- Questionnaire for parents/ guardians	- 10 parents/ guardians
- Questionnaire for village chief	- 10 village chiefs

Major items to be checked in the trial survey are as follows.

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

(2) **Second Step:** <Implementation of SIS>

The Survey Teams will conduct SIS according to methodology described in item 4 above.

During SIS, the Survey Teams shall submit the completed questionnaires every day (if the surveyor stays in target areas; once two days) to JICA Study Team to be checked and input. In case that blanks or obscure answers are found, JICA Study Team could ask the Survey Team to return to the survey target.

Number of samples for each survey team is presented in Table 5. However, the demarcation should be coordinated among the teams according to the progress of the survey.

Table 6: Number of Samples for Each Survey Area

	Magbema Team	Bramaia Team	Tonko Limba Team*	Total
Head teacher/ School principal	1 x 13 = 13	1 x 11 = 11	1 x (9+2) = 11	35
Teacher	2 x 13 = 26	2 x 11 = 22	2 x (9+2) = 22	70
Student	3 x 13 = 39	3 x 11 = 33	3 x (9+2) = 33	105
Parent/ guardian	3 x 13 = 39	3 x 11 = 33	3 x (9+2) = 33	105
Out-of-school children	10	10	10 + 10 = 20	40
Youths	10	10	10 + 10 = 20	40
Village chief	58	53	30 + 2 = 32	143
Total	195	172	171	538

* Tonko Limba Team will conduct survey on Tonko Limba and the control area.

(3) **Third Step:** <Implementation of FGI>

The Survey Teams will conduct FGI according to methodology described in item 4 above.

The guideline of FGI will be finalized by JICA Study Team during the SIS period.

During FGI, the Survey Team shall submit reports to JICA Study Team one day after the FGI is held. The reports should be consisted of the following contents.

- List of participants (Name, Address, Gender, Age, Occupation/ Title in the community and Signature)
- Questions asked
- Discussions, opinions and answers of the participants to the questions
- Observation, conclusions and analyses of the surveyors

In case that blanks or obscure answers are found, JICA Study Team could ask the Survey Team to return to the survey target or to hold FGI again.

Number of the focus groups for each survey area is shown in Table 6. However, the demarcation should be coordinated among the teams according to the progress of the survey.

Table 7: Number of Focus Groups for Each Survey Area

Magbema Team	Bramaia Team	Tonko Limba Team*	Total
3 x 3 = 9	3 x 4 = 12	(3+1) x 3 = 12	33

* Tonko Limba Team will conduct survey on Tonko Limba and the control area.

6. OUTPUTS

The Survey Teams should submit following outputs to JICA Study Team before 12 May 2006.

- (1) Completed questionnaires (as shown in Table 2)
- (2) Completed FGI reports of 35 groups

7. QUALIFICATION OF CONTRACTOR

The Contractor should have following qualification.

- To have a rich working experience in the field of interview (individual and group) and other sociological surveys in rural areas related to education and/or community development sectors.
- To have a working experience in the Kambia District.
- Good command in local language and English.
- (Preferable) To have a good knowledge or understanding on the local peoples.
- (Preferable) To be based in the survey target areas; Kamasasa, Kukuna and Rokupur.

8. CONDITION FOR CONTRACTOR

Contractor should arrange transportation and accommodation for surveyor, if required.

Necessary costs for those should be included in the cost estimate.

List of the Target Villages

(1) Bramaia Chieftdom

Section	Village	ID	Section	Village	ID
Duramania	Dakadie	B001	Kukuna	Sabuya	B028
Kukuna	Duramania	B002	Kukuna	Moribaia	B029
Kukuna	Kelfalaya	B003	Kukuna	Kukuna	B030
Kukuna	Sorimanikaia	B004	Kukuna	Kabaya	B031
Kukuna	Barikuya	B005	Kukuna	Tolokoray	B032
Kukuna	Formeh	B006	Kukuna	Seduya	B033
Kukuna	Gberekuray	B007	Kukuna	Konta	B034
Kukuna	Kamakotie	B008	Kukuna	Gbolon	B035
Kukuna	Teneba Bramaia	B009	Kukuna	Kaskondae	B036
Kukuna	Saiduya	B010	Kukuna	Shekaya	B037
Kukuna	Bakohnie	B011	Kukuna	Heremankono	B038
Kukuna	Balamaligia	B012	Kukuna	Kalawolay	B039
Kukuna	Bramaia Teneba	B013	Kukuna	Labanyie	B040
Kukuna	Danbah	B014	Kukuna	Larandie	B041
Kukuna	Wondelaya	B015	Kukuna	Blalia	B042
Kukuna	Bankadie	B016	Kukuna	Dundunmakadie	B043
Kukuna	Koboto	B017	Kukuna	Forforh	B044
Kukuna	Kalama	B018	Kukuna	Funkunba	B045
Kukuna	Laya (Republic of Guinea)	B019	Kukuna	N'dambah	B046
Kukuna	Sobaneh	B020	Kukuna	Sansankoray	B047
Kukuna	Idondelaya	B021	Kukuna	Yomboyealy	B048
Kukuna	Iloboto	B022	Kukuna	Bandia	B049
Kukuna	Sehmereh	B023	Kukuna	Kallaydie	B050
Kukuna	Seibuya	B024	Kukuna	Maniadha	B051
Kukuna	N'Baindiya	B025	Kukuna	Turaya	B052
Kukuna	Madina	B026	Kukuna	Walia	B053
Kukuna	Fatmalaia	B027			

(2) Magbema Chieftdom

Section	Village	ID	Section	Village	ID
Bombeh	Gberika	M001	Robat	Rothun	M030
Bombeh	Makonteh	M002	Robat	Rowankly	M031
Bombeh	Marun	M003	Rokupr	Lungi Moribaya	M032
Kamba	Manumpu	M004	Rokupr	Makali	M033
Kamba	Kalangba	M005	Rokupr	Rokon	M034
Kamba	Makasa	M006	Rokupr	Funkuya	M035
Kamba	Masorie	M007	Rokupr	Wulla Tenkle	M036
Kamba	Sendugu	M008	Rokupr	Maconteh	M037
Kamba	Gbonko Maseseh	M009	Rokupr	Taintafor	M038
Kamba	Magbema	M010	Rokupr	Kaamba	M039
Kamba	Romaneh	M011	Rokupr	Kamaranka	M040
Kamba	Samu	M012	Rokupr	Rogbreka	M041
Kamba		M013	Rokupr	Royanka	M042
Kamba	Paitfu	M014	Rokupr	Kania	M043
Kamba	Junction	M015	Rokupr	Bombeh	M044
Kamba	Robat	M016	Rokupr	Fonkoya	M045
Kamba	Robombeh	M017	Rokupr	Mabah	M046
Kamba	Town	M018	Rokupr	Mankneh	M047
Kargbulo	Gbainkfay	M019	Rokupr	Rochain	M048
Kargbulo	Mamankie	M020	Rokupr	Rokon Bana	M049
Kargbulo	Rotain	M021	Rokupr	Sembeck	M050
Kargbulo	Gbarra	M022	Rokupr	Magbolontor	M051
Karkbulo	Kargbuloh	M023	Rokupr	Kabasa	M052
Karkbulo	Maforay	M024	Rokupr	Robolie	M053
Karkbulo	Roama	M025	Rokupr	Barmoi Luma	M054
Robat	Magbethei	M026	Rokupr	Rogbalan	M055
Robat	Royale	M027	Rokupr	Simbeck	M056
Robat	Masherie	M028	Rokupr	Konta Mango	M057
Robat	Romankeneh	M029	Rokupr	Makatic	M058

(3) Tonko Limba Chiefdom/ Gbinleh Dixon Chiefdom (Control Areas)

Section	Village	ID	Section	Village	ID
Kamasasa	Kabasa 1	T001	Kamasasa	Keselen	T018
Kamasasa	Worreh 1	T002	Kamasasa	Yebaya	T019
Kamasasa	Worreh 2	T003	Kamasasa	Kakuserie	T020
Kamasasa	Worreh 3	T004	Kamasasa	Kasasa	T021
Kamasasa	Kabasa 2	T005	Kamasasa	Kabananaya	T022
Kamasasa	Kakonteh	T006	Kamasasa	Kuradara	T023
Kamasasa	Kamasamapinde	T007	Kamasasa	Kutiya	T024
Kamasasa	Thambe	T008	Kamasasa	Banekeh	T025
Kamasasa	Kamasasa	T009	Kamasasa	Kasasa-Worreh	T026
Kamasasa	Kaboboli	T010	Kamasasa	Kaselen	T027
Kamasasa	Kamakindota	T011	Kamasasa	Kathabie	T028
Kamasasa	Kamawala-1	T012	Kamasasa	Layadie	T029
Kamasasa	Kamabala	T013	Kamasasa	Laadi	T030
Kamasasa	Kasekrie	T014			
Kamasasa	Kabasa	T015	Gbinleh Dixon	Daresalam	C001
Kamasasa	Kamawala	T016	(Control Areas)	Masiaka	C002
Kamasasa	Kasoria	T017			

Attachment - 2: Tentative Schedule for Baseline Survey

	March			April																											May																						
	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12								
Training & Trial																																																					
Finalization of Questionnaire																																																					
SIS																																																					
FGI																																																					
Data Entry																																																					
	*Data entry is taken by JICA Study Team.																																																				

Questionnaires for Baseline Survey

1. Questionnaire for Head Teachers/ School Principals
2. Questionnaire for School Teachers
3. Questionnaire for School Children
4. Questionnaire for Out-Of-School Children
5. Questionnaire for Youths
6. Questionnaire for Parents/ Guardians
7. Questionnaire for Village Chief
8. Questionnaire for ECDC Members

Children and Youth Development Project in Kambia District
Questionnaire for School Principals/ Head Teachers

Date: _____ Interviewer: _____ School code: _____

Name of School: _____ Category: _____

Year of establishment: _____ <For "Gov"> Year of gov. approval: _____

Location: _____ Distance from center of the zone: _____ Km

Double Shift: Yes No No. of Community Covering: _____

Cover Villages:

Assistance ever received: _____ WFP School Feeding: Yes No

Interviewee: _____ Title: School Principal Other...
 Head Teacher (Specify) _____

Age: _____ Gender: Man Woman

1. Students: number of enrollment of the last year (1.1) and this year (1.2), and attendance on the last day (1.3)
 (Some school days before the interview day)

Class	1.1 Enrollment in 2004/5			1.2 Enrollment in 2005/6					1.3 Attendance of (date: _____)		
	Boy	Girl	Total	Boy	Progression rate	Girl	Progression rate	Total	Boy	Girl	Total
1					(n.a.)		(n.a.)				
2											
3											
4											
5											
6											
Total					(n.a.)		(n.a.)				

2. School Fees

2.1 How much is the school fee for one term? Le _____

2.2 How many students **have not paid** the school fees until the end of _____ persons
 last term (December 2005)?

3. Number of Teachers

	Woman	Man
Total		
Unqualified		
Unpaid		

4. Results of the last NPSE/ BECE (Year: _____)

	Girl	Boy
No. of sit		
No. of passed		
Pass rate (%)		

5. School Garden

5.1 Do your school have a school garden?

Yes → to 5.2
 No → to 6.

5.2 How many acres is the school garden?

Acres

Children and Youth Development Project in Kambia District
Questionnaire for School Principals/ Head Teachers

5.3 What kind of plant(s) do you have in the school garden? (multiple answers)

- Garden Egg Okura Cassava Maize Rice Potato Pepper
 Kraiu-kraiu Other Plants (Specify: _____)

5.4 Who usually work for the school garden? (multiple answers)

- Parents Teachers Students Other com (Specify: _____)

6. Number of Textbooks for Students

Class	Mathematics	Language Art	Social Studies	Science
1				
2				
3				
4				
5				
6				

7. Facilities

7.1 **Number** of Classroom(s) and staff room(s) according to types of structure and completion of construction

	Classroom			Staff room	
	completed In-use	Not in-use as heavy damaged	incomplete	completed	incomplete
Permanent Structure (with concrete blocks)					
Semi-Permanent Structure (with mud blocks)					
No Structure (with straw, sticks, etc.)					
Total					

7.2 **Number** of store room(s), kitchen(s) and staff quarter(s) according to types of structure and completion of construction

	Store room		Kitchen		Staff Quarter	
	completed	incomplete	completed	incomplete	completed	incomplete
Permanent Structure (with concrete blocks)						
Semi-Permanent Structure (with mud blocks)						
No Structure (with straw, sticks, etc.)						
Total						

7.3 Number and types of sanitation facilities

Children and Youth Development Project in Kambia District
Questionnaire for School Principals/ Head Teachers

	No. of functioning	No. of not functioning	Type of Functioning Toilet/ Well
Toilet hole			<input type="checkbox"/> VIP Latrine <input type="checkbox"/> Pit Latrine <input type="checkbox"/> Open pit
Well			<input type="checkbox"/> Deep well with a hand pump <input type="checkbox"/> Protected Shallow well <input type="checkbox"/> Deep well without a hand pump <input type="checkbox"/> Unprotected Shallow Well

8. Equipment

8.2 Other equipment

8.1 Number of school furniture

	Desk	Chair	Black board
One setaer			
Long type			

	Do you have?	If yes, what kind of equipment do you have?
Sports	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Science	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Others	<input type="checkbox"/> Yes <input type="checkbox"/> No	

9. Community and School

<School to Community>

9.1 Have **your school contributed/ supported** the community events/ activities for **the last one year**?

Yes → to 9.2
 No → to 9.3

9.2 Please describe the details of your school's contribution/ support to the community.

Month/ Year	Name of Events/ Activities	What kind of contribution/ support provided?

<Community to School>

9.3 Have your school **been supported** for school events/ activities **by the community** for the last one year?

Yes → to 9.4
 No → End of interview, thank you.

9.4 Please describe the details of the community's contribution/ support to your school.

Month/ Year	Name of Events/ Activities	What kind of contribution/ support provided?

**Children and Youth Development Project in Kambia District
Questionnaire for School Teachers**

Date: _____

Interviewer: _____

ID:
(School Code+T+No.)

School Code: _____ Name of School: _____

<Interviewee>

Name: _____ Age: _____ Gender: Man Woman

Ethnic group: Creole Temne Susu Limba Other... (Specify) _____

Place of birth: Within this village Within this chiefdom Other...
 Within this section Within Kambia (Specify) _____

Address: Village _____ Section _____
Chiefdom Tonko Limba Magbema Bramaia Gbinleh Dixon

Years of experience as a school teacher: _____ Years

What is your highest education completed/ received?

- No formal education JSS drop-out SSS graduated Other...
 PS drop-out JSS graduated Teachers' college (Specify) _____
 PS graduated SSS drop-out University

Literacy:	<u>Read English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
	<u>Write English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
	<u>Speak English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
	<u>Speak Creole</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No

1. Working condition

1.1 When did you start working in this school? From year

1.2 How many days in a week do you work for this school? day(s) per week

1.3 Do you have a government certificate? Yes →
 No →

1.3(1) When did you have the teacher's certificate? Year: _____

1.4 (Except College and University graduates)
Have you received a distance education for teachers? Yes, in the past Yes, currently No

1.5 How do you have your salary or incentive?(multiple answers)

- Cash **FROM** Government
 In kind Community
 No salary, no incentive Other... (Specify) _____

1.6 Are you involved in school management works in addition to teaching? Yes →
 No →

1.6(1) What kind of work are you involved in? (multiple answers)

- School gardening SMC/BoG/CTA related works
 Water fetching Supplemental lesson
 Cleaning school facilities Other
 Literacy class (Specify)

Questionnaire for School Teachers

1.7 Do you have other occupation to earn income? Yes →
 No →

1.7(1) What is the occupation?
 Farmer Trader Other... (Specify) _____

2. Attendance of students

2.1 How many students, in average, attend in your class? (please express in **RANGE**.)

Minimum to Maximum

2.2 What are the major reason(s) of absence of your students? (multiple answers)

- Sickness/ Injury The lesson is boring.
- The school is too far. It's difficult for them to understand the lesson.
- The school facility/ equipment is not adequate.

→ Which facility is inadequate?

- Classroom Well Teaching/ Learning Materials
- Toilet Furniture Other... (Specify) _____

Their parents prefer them to help family with working for...

→ Trading Farming Domestic works

The school zone is not safe.

→ What is **the major** cause? Rain Animal Other... (Specify) _____

Other (Specify _____)

2.3 Do you think the parents/ guardians of your students make their best effort to send children to the school?

- Yes, always Almost yes, but sometimes no No

2.3 (1) Why do you think so?

3. Satisfaction with education environment

3.1 Do you enjoy working in this school?

- Yes, always Almost yes, but sometimes no No

3.1(1) What is the reason for 3.1?

3.2 Are you satisfied with facilities and equipment of this school?

- Yes, always Almost yes, but sometimes no No

3.2(1) What is the reason for 3.2?

Children and Youth Development Project in Kambia District
Questionnaire for School Teachers

3.3 Do you receive any support(s) from the community? Yes → to 3.2(1)
 No → to 4.

3.3(1) What kind of support do you receive? (multiple answers)
 Financial support Provision of food Provision of labor
 Support/ assistance for teaching activities Other support

3.3(2) Please describe the details of the support(s).

4. Relationship with parents/ guardians

4.1 How often, in average, do you visit to parents/ guardians of you students? (the NEAREST one)
 Never Once a year 2-6 times year More

4.1(1) (Except "Never" in 4.1) What is **the major** purpose of the visit?
 Promoting attendance of children Other...
 Collecting fees/ school related costs (Specify) _____

4.2 Do the parents/guardians of your students visit school ?
 Yes, frequently Yes, sometimes Never

4.2(1) (Except "Never" in 4.2) What is **the major** purpose of the visit? (Up to **2 MAJOR** ones)
 Cheking the progress in learning of their child School management activity Other... (Specify)
 School garden Helping teaching activity
 School facility improvement Community activiyy

5. Project activities

5.1 Have you been involved in this project? Yes → to 5.1(1)
 No → to 5.2

5.1(1) How have you been involved in this project? (multiple answers)
- As an ECDC member → to 5.3
- Not an ECDC member, but attending meetings regularly
- Not an ECDC member, but participating in the activities → to 5.2
- Not an ECDC member, but providing contribution
- Not an ECDC member, but involved in other ways
(Specify)

5.2 Do you know about "ECDC"? Yes → to 5.2(1)
 No → End of Interview. Thank you.

5.2(1) What do you know about ECDC activities?

Children and Youth Development Project in Kambia District
Questionnaire for School Teachers

5.3 Do you think you are affected by ECDC activities?

- Yes, positively Yes, negatively No Don't know

5.3(1) Why do you think so?

5.4 Do you think who benefit from ECDC activities? (multiple answers)

- Both community and school
 Only community
 Only school
 Only limited group
 Other... (Specify)



Who benefits?

5.5 Are you satisfied with ECDC activities? Yes No

5.5(1) What is the reason for 5.5?

Questionnaire for Students

Date: _____ Interviewer: _____ ID:
 (School Code+S+No.)

School Code: _____ Name of School: _____

<Interviewee>

Name: _____ Age: _____ Grade: _____ Gender: Man Woman

Ethnic group: Creole Temne Susu Limba Other... (Specify) _____

Place of birth: Within this village Within this chiefdom Other...
 Within this section Within Kambia (Specify) _____

Address: Village _____ Section _____
 Chiefdom Tonko Limba Magbema Bramaia Gbinleh Dixon

1. Family

1.1 Do you live with your parent(s)? Yes, both father and mother
 Yes, but only father
 Yes, but only mother
 No

} →
 } →

1.1(1) Who mainly look(s) after you?
 Grand parent(s) Parent(s)-in-law Other...
 Uncle/ Aunt Other relative(s) (Specify) _____

1.2 Who mainly pays your school fee or school related expenses? (other than the government)
 Parent(s) Uncle/ Aunt Other relative(s)
 Grand parent(s) Parent(s)-in-law Other... (Specify) _____

1.3 What kind of work(s) do you do to help your family? How often do you do the work?
 And how long usually does it take to do the work in a typical day?

Work	How often? (the nearest one)	How long?
FWater <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
FireWoods <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Washing <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Cleaning <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Cooking <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
TCfamily <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
<i>to be continued...</i>		

Questionnaire for Students

1.3 (Continued...) What kind of work(s) do you do to help your family?

How often do you do the work? And how long usually does it take to do the work?

Work	How often?	How long?
Trading <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Other <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
(Specify)	_____	

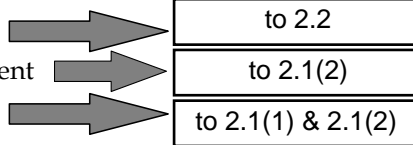
2. Education

2.1 Do you go to school every day?

Yes

Almost yes, but sometimes I am absent

No, I am absent regularly



2.1(1) How often are you absent from the school? (The nearest one)

Once to three times a months Once a week Twice to 4 times a week

2.1(2) What are the major reason(s) of the absence? (multiple answers)

The school is too far.

The school facility/ equipment is not adequate.

➔ Which facility is inadequate?

Classroom

Well

Teaching/ Learning Materials

Toilet

Furniture

Other... (Specify) _____

The lesson is boring.

It's difficult for me to understand the lesson.

Sickness/ Injury

My parent(s)/ guardian(s) prefer me to help family with working for...

- Trading
- Farming
- Domestic works

The school zone is not safe.

➔ What is the major cause? Rain Animal Other... (Specify) _____

Other (Specify _____)

2.2 Do you enjoy going to the school? Yes, always Almost yes, but sometimes no No

2.2(1) What is the reason for 2.2?

2.3 Do you enjoy learning in the school? Yes, always Almost yes, but sometimes no No

2.3(1) What is the reason for 2.3?

2.4 Which subject do you like **best**?

Questionnaire for Students

- Mathematics Science Physical education
 English Social study Other... (Specify) _____

2.5 Which activity/ event in the school do you like best?

- Sports competition/ festival Concert
 Dance festival Other... (Specify) _____

2.6 Do you think your parents/ guardians make their best effort to send you to the school?

- Yes, always Almost yes, but sometimes no No

2.6(1) What is the reason for 2.6?

3. Project Activity

3.1 Do you know "ECDC"? Yes →
 No →

3.2 What do you know about ECDC activities?

3.3 Have you attended ECDC meeting? Yes →
 No →

3.4 How many times did you attend the ECDC meeting?

- Regularly More than 5 times 2 to 4 times Once

3.5 Have you been involved in any ECDC activities? Yes →
 No →

3.5(1) What kind of activities have you been involved in?

3.6 Do you think you benefit from ECDC activities? Yes No

3.6(1) What is the reason for 3.6?

**Children and Youth Development Project in Kambia District
Questionnaire for Out-of-School Children**

Date: _____

Interviewer: _____

ID:
(Chiefdom+C+No.)

<Interviewee>

Name: _____ Age: _____ (10 to 12) Gender: Man Woman

Ethnic group: Creole Temne Susu Limba Other... (Specify) _____

Place of birth: Within this village Within this chiefdom Other...
 Within this section Within Kambia (Specify) _____

Address: Village _____ Section _____
Chiefdom Tonko Limba Magbema Bramaia Gbinleh Dixon

1. Family

1.1 Do you live with your parents? Yes, both father and mother
 Yes, but only father
 Yes, but only mother
 No

Yes, both father and mother } →
 Yes, but only father }
 Yes, but only mother }
 No } →

1.1(1) Who mainly look(s) after you?
 Grand parent(s) Parent(s)-in-law Other...
 Uncle/ Aunt Other relative(s) (Specify) _____

1.2 What kind of work(s) do you do to help your family? How often do you do the work?
And how long usually does it take to do the work in a typical day?



Work	How often? (the nearest one)	How long?
Fetching water <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Fire woods <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Washing clothes <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Cleaning house <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Cooking <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
TCFamily <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Trading <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
Other <input type="checkbox"/>	<input type="checkbox"/> Almost everyday <input type="checkbox"/> Once or twice a week <input type="checkbox"/> 3 to 5 times a week <input type="checkbox"/> Once to 3 times a month	_____ hour(s)
(Specify)	<input type="text"/>	

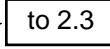
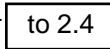
**Children and Youth Development Project in Kambia District
Questionnaire for Out-of-School Children**

2. Education

2.1 <Literacy level> Can you...?

<u>Read English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
<u>Write English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
<u>Speak English</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No
<u>Speak Creole</u>	<input type="checkbox"/> Yes, easy	<input type="checkbox"/> Yes, but difficult	<input type="checkbox"/> No

2.2 Have you ever been to school? Yes  No 

Yes  to 2.3
 No  to 2.4

2.3 Questions for SCHOOL DROPOUTS

2.3(1) When did you drop out the school?

- Primary school (PS), grade 1
- PS, grade 2 to 3
- PS, grade 4 to 6
- Junior Secondary School (JSS), grade 1
- JSS grade 2 to 3

2.3(2) Why did you drop out the school? (the nearest one)

- I got sickness/ injury.
- I got pregnant.
- I got married.
- My parent(s)/ guardian(s) could not pay school fees/related expenses.
- My parent(s)/ guardian(s) don't think that education is important for me.
- I need to work to help my family.
- School was too far.
- School facilities were not adequate.
- Other... (Specify) _____

2.3(3) Who decided that you should drop out the school?

- Father Grand father Other family member Teacher Other...
- Mother Grand mother Guardian Myself (Specify) _____

2.4 Questions for children who are NEVER ENROLLED IN SCHOOL

2.4(1) Why did you never enrolled in the school? (the nearest one)

- My parents (guardians) cannot pay school fees/ related expenses.
- My parents (guardians) don't think that education is important for me.
- I need to work to help my family.
- School is too far.
- School has no adequate facility.
- I don't like school.
- Other... (Specify) _____

2.5 Have you ever received non-formal education/ skills training?

- Yes, literacy class Yes, skills training Other...
- Yes, CREPS Never (Specify) _____

Children and Youth Development Project in Kambia District
Questionnaire for Out-of-School Children

2.6 Do you want to go/ go back to the school (formal education)? Yes No

2.6(1) What is the reason for 2.6?

3. Project Activity

3.1 Do you know about "ECDC"? Yes No

➔ to 3.2

➔ End of interview, thank you.

3.2 What do you know about ECDC activities?

3.3 Have you attended ECDC meeting? Yes No

➔ to 3.4

➔ to 3.5

3.4 How many times did you attend the ECDC meeting?
 Regularly More than 5 times 2 to 4 times Once

3.5 Have you been involved in any ECDC activities? Yes No

➔ to 3.5(1)

➔ to 3.6

3.5(1) What kind of activities have you been involved in?

3.6 Do you think you benefit from ECDC activities? Yes No

3.6(1) What is the reason for 3.6?

Questionnaire for Youths

ID (Chiefdom+Y+No.) Date: _____ Interviewer: _____

<Interviewee>

Name: _____ Age: _____ (20 - 25) Gender: 1. Man 2. Woman

Ethnic group: Creole Temne Susu Limba Other... (Specify) _____

Place of birth: Within this village Within this chiefdom Other...
 Within this section Within Kambia (Specify) _____

Address: Village _____ Section _____
 Chiefdom Tonko Limba Magbema Bramaia Gbinleh Dixon

Marital Status: 1. Unmarried 2. Married 3. Divorced 4. Widowed
 No. of children:

Literacy:	<u>Read English</u>	<input type="checkbox"/> 1. Yes, easily	<input type="checkbox"/> 2. Yes, but difficult	<input type="checkbox"/> 3. No
	<u>Write English</u>	<input type="checkbox"/> 1. Yes, easily	<input type="checkbox"/> 2. Yes, but difficult	<input type="checkbox"/> 3. No
	<u>Speak English</u>	<input type="checkbox"/> 1. Yes, easily	<input type="checkbox"/> 2. Yes, but difficult	<input type="checkbox"/> 3. No
	<u>Speak Creole</u>	<input type="checkbox"/> 1. Yes, easily	<input type="checkbox"/> 2. Yes, but difficult	<input type="checkbox"/> 3. No

1. Education

1.1 Have you ever received non-formal education/ skills training?
 Yes, literacy class Yes, skills training Other...
 Yes, CREPS Never (Specify) _____

1.2 What is your highest education?
 1. No formal education 4. JSS drop-out 7. SSS graduated
 2. PS drop-out 5. JSS graduated 8. Higher
 3. PS graduated 6. SSS drop-out Other... (Specify) _____

➡ Dropouts ➡ ➡ No Education ➡ ➡ Others ➡

1.3 Questions for SCHOOL DROPOUTS

1.3(1) Why did you drop out the school? (the nearest one)
 I got sickness/ injury.
 I got pregnant.
 My parent(s)/ guardian(s) could not pay school related expenses.
 My parent(s)/ guardian(s) don't understand importance of education.
 I need to work to help my family.
 School was too far.
 School facilities were not adequate.
 The war.
 I was dismissed because of miss-behavior.
 Other... (Specify) _____

1.3(2) Who decided that you should drop out the school?
 Father Grand father Other family member Teacher Other...
 Mother Grand mother Guardian Myself (Specify) _____

Questionnaire for Youths

1.4 Questions for youths who are NEVER ENROLLED IN SCHOOL

1.4(1) Why did you never enrolled in the school? (the nearest one)

- My parent(s)/ guardian(s) could not pay school related expenses.
- My parent(s)/ guardian(s) don't understand importance of education.
- I need to work to help my family.
- School is too far.
- Shool has no adequate facility.
- I don't like school.
- The war
- Other... (Specify) _____

1.5 Questions for SCHOOL DROPOUTS and NO EDUCATION

1.5(1) Do you want to go/ go back to the school (formal education)? Yes No

1.5(2) What is the reason for 1.3(1)?

1.5(3) If "Yes" for 1.5(2), Why you have not gone back to the school?

2. Economic Status

2.1 What is your occupation to earn the income?

- Full-time farmer
- Part-time farmer
- Trader
- Company/ NGO employee
- Teacher
- No occupation
- Other... (Specify) _____

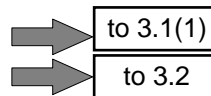
2.1(1) Who pay your living cost **other than you**?

- Wife/ Husband
- Grandparent(s)
- Parent(s)-in-law
- Noboby
- Parent(s)
- Uncle/ Aunt
- Other relatives
- Other... (Specify) _____

3. Participation in Community Activities

3.1 Do you belong to community based group? Yes No

(Except traditional groups such as Bondo or Osusu)



3.1(1) Please tell the outline of the group and your title in the group.

Name: Number of the members:

Type of the group:

- Women Group
- Youth Group
- Farmers Group
- Other... (Specify) _____

When you joined the group? Year: _____ Your title: _____

3.1(2) Why do you join the group?

3.1(3) What kind of activities does your group do?

Questionnaire for Youths

3.1(4) Are you satisfied with your group?

- Yes, always Almost yes, but sometimes no No

3.1(5) What is the reason for 3.1(4)?

3.2 Are you involved in community activities?

- Yes → to 3.2(1)
 No → to 4.

3.2(1) What kind of activities are you involved in?

4. Project activities

4.1 Have you been involved in this project?

- Yes → to 4.1(1)
 No → to 4.2

4.1(1) How have you been involved in this project? (multiple answers)

- As an ECDC member → to 4.3
- Not an ECDC member, but attending meetings regularly
- Not an ECDC member, but participating in the activities → to 4.2
- Not an ECDC member, but providing contribution
- Not an ECDC member, but involved in other ways

(Specify)

4.2 Do you know about "ECDC"?

- Yes → to 4.2(1)
 No → End of Interview, Thank you

4.2(1) What do you know about ECDC activities?

4.3 Do you think you are affected by ECDC activities?

- Yes, positively Yes, negatively No Don't know

4.3(1) Why do you think so?

4.4 Do you think who benefits from ECDC activities? (multiple answers)

- Both community and school Only limited group → Who benefits?
 Only community Other...
 Only school (Specify)

4.5 Are you satisfied with ECDC activities? Yes No

4.5(1) What is the reason for 4.5?

**Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians**

School Code: _____ Name of School: _____ Date: _____ Interviewer: _____

Family ID
(School Code+F+No.)

<House> Observation of the interviewer/ Ask to the interviewee

Floor: Wood/ Planks Tile/ Concrete Dirt/ Straw Other..(Specify) _____
 Wall: Concrete blocks Mud blocks Woods Straws Other.. (Specify) _____
 Roof: Tin/ Zinc Wood/Planks Thatch Other... (Specify) _____

<Interviewee>

Name: _____ Age: _____ Gender: 1. Man 2. Woman Ethnic group: Creole Susu Other...
 Temne Limba (Specify) _____
 Place of birth: Within this village Within this chiefdom Other...
 Within this section Within Kambia (Specify) _____

Address: _____
 Village _____ Section _____ Chiefdom Tonko Limba Magbema Bramaia Gbinleh Dixon

Relation with Head of Household: 1. Head of Household 4. Step-child 7. Parent-in-law 10. Uncle/ Aunt
 2. Wife 5. Grand child 8. Brother/Sister Other...
 3. Child 6. Parent 9. Brother/Sister-in-law (Specify) _____

Highest education: 1. No formal education 3. PS graduated 5. JSS graduated 7. SSS graduated 9. n.a.
 2. PS drop-out 4. JSS drop-out 6. SSS drop-out 8. Higher Other... (Specify) _____

Occupation 1: 1. Full-time farmer 3. Trader/ Small Business 5. Company/ NGO employee 7. Government officer 9. No occupation
 2. Part-time farmer 4. Casual laborer 6. Teacher 8. Student Other... (Specify) _____

Occupation 2: 1. Full-time farmer 3. Trader/ Small Business 5. Company/ NGO employee 7. Government officer 9. No occupation
 2. Part-time farmer 4. Casual laborer 6. Teacher 8. Student Other... (Specify) _____

Marital Status: 1. Unmarried 2. Married 3. Devorced 4. Widowed

Literacy:	<u>Read English</u> <input type="checkbox"/> 1. Yes, easily <input type="checkbox"/> 2. Yes, but difficult <input type="checkbox"/> 3. No	<u>Write English</u> <input type="checkbox"/> 1. Yes, easily <input type="checkbox"/> 2. Yes, but difficult <input type="checkbox"/> 3. No
	<u>Speak English</u> <input type="checkbox"/> 1. Yes, easily <input type="checkbox"/> 2. Yes, but difficult <input type="checkbox"/> 3. No	<u>Speak Creole</u> <input type="checkbox"/> 1. Yes, easily <input type="checkbox"/> 2. Yes, but difficult <input type="checkbox"/> 3. No

1. Family
 1.1 How many people live in your house? persons

Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians

1.2 Please tell me about basic information of your household members. (Write the applicable number)

No	Name	Age	Gender 1. Man 2. Woman	Relation with HH 1. Head of Household 2. Wife 3. Child 4. Stepchild 5. Grand child 6. Parent 7. Parent-in-law 8. Brother/Sister 9. Brother/Sister-in-law 10. Uncle/ Aunt 11. Other (Specify)	Marital Status 1. Unmarried 2. Married 3. Divorced 4. Widowed	Occupation (Major 2)		Highest Education (Except "Student" and children under 12) 1. No formal education 2. PS dropout 3. PS graduated 4. JSS dropout 5. JSS graduated 6. SSS dropout 7. SSS graduated 8. Higher	Literacy (for more than 10 years old) 1. Yes, easily 2. Yes, but difficult 3. No				
						Occupation (Major 2)			English		Creole		
						(1)	(2)		Read	Write	Speak	Speak	
1				1. Head of Household									
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													

Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians

2. Household Economy

2.1 What are the major sources of income? (**Top 3**) How much, approximately, was the annual income of each source in the last year?

Income Source		Annual Income
1	<input type="checkbox"/> Agriculture <input type="checkbox"/> Fishing <input type="checkbox"/> Forestry <input type="checkbox"/> Trading/ Small business <input type="checkbox"/> Salary <input type="checkbox"/> Other... (Specify) _____	Le m.
2	<input type="checkbox"/> Agriculture <input type="checkbox"/> Fishing <input type="checkbox"/> Forestry <input type="checkbox"/> Trading/ Small business <input type="checkbox"/> Salary <input type="checkbox"/> Other... (Specify) _____	Le m.
3	<input type="checkbox"/> Agriculture <input type="checkbox"/> Fishing <input type="checkbox"/> Forestry <input type="checkbox"/> Trading/ Small business <input type="checkbox"/> Salary <input type="checkbox"/> Other... (Specify) _____	Le m.

2.2 How many acres of farmland does your household cultivate this year? (Please answer by PLANT)

Plants					
Bushels/ Bags					
Acres					

2.3 How many cows and goats does your household currently have? Cows: Goats:

2.4 On which items does your household spend most? (**Put the NUMBER from top 1 to 3**)

Education Health/ Medical care Meals/ Foods Investment for farming Investment for trading/ business
 Other (Specify)

2.5 Which of the following do you have in your household? (multiple answers)

Radio Bicycle Private motorbike Private vehicle Mobile phone

Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians



2.6 What is the major cooking fuel in your household?

- Woods Charcoal Other...
 (Specify) _____

2.6(1) Who **usually** collect this fuel? (Up to **2 MAJOR ONES**)

- Children (boys and girls) Adult women Other...
 Boys only Adult men (Specify) _____
 Girls only Buy from a bender

3. Health and Sanitation

3.1 Has anyone been sick for the last three months? Yes  No  to 3.1(1)
to 3.2

3.1(1) Who became sick and where did you/ your family go to seek care?

Name	Where did you/ your family go?
	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinic <input type="checkbox"/> Health center <input type="checkbox"/> Health post <input type="checkbox"/> Pharmacy <input type="checkbox"/> Traditional healer <input type="checkbox"/> Other... (Specify) _____
	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinic <input type="checkbox"/> Health center <input type="checkbox"/> Health post <input type="checkbox"/> Pharmacy <input type="checkbox"/> Traditional healer <input type="checkbox"/> Other... (Specify) _____
	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinic <input type="checkbox"/> Health center <input type="checkbox"/> Health post <input type="checkbox"/> Pharmacy <input type="checkbox"/> Traditional healer <input type="checkbox"/> Other... (Specify) _____

3.2. What is the major source of drinking water?

- Deep well with a hand pump Protected shallow well Protected spring water River water
 Deep well without a hand pump Unprotected shallow well Unprotected spring water Other... (Specify) _____

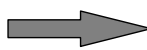

3.2(1). Who **usually** fetches water? (Up to **2 MAJOR ONES**)

- Children (boys and girls) Boys only Girls only Adult women Adult men Other... (Specify) _____

3.3 Which toilet do your family use?

- Private VIP latrine Private pit latrine Public VIP latrine Public pit latrine Open pit Open space (bush/ stream)

4. School

4.1 Do your child/ children go to school every day? Yes  to 4.2
 Almost yes, but sometime he/she/they is/are absent  to 4.1(1)
 No, he/she/they is/are absent regularly

Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians

4.1(1) What are the major reason(s) of the absence? (multiple answers)

The school is too far. The lesson is boring. It's difficult for our children to understand the lesson. Sickness/ Injury

The school facility/ equipment is not adequate.

➡ Which facility is inadequate? Classroom Toilet Well Furniture Teaching/ Learning Materials Other...

(Specify) _____

I/ My family sometimes prefer our children to help family with working for... ➡

- Trading
- Farming
- Domestic works

The school zone is not safe. ➡ What is the major cause? Rain Animal Other... (Specify) _____

Other (Specify _____)

4.2 Are you satisfied with the school? Yes Almost yes, but sometimes no No

4.2(1) What is the reason for 4.2?

4.3 Are you satisfied with the school teachers? Yes Almost yes, but sometimes no No

4.3(1) What is the reason for 4.3?

4.4 How often, in average, does the school teacher visit your home? Never Once a year 2-6 times year More

4.4(1) (Except "Never" in 4.4) What is **THE MAJOR** purpose of the visit?

- Promoting attendance of children Other...
- Collecting fees/ school related costs (Specify) _____

4.5 How often, in average, do you go to the school? Never Once a year 2-6 times year More

4.5(1) (Except "Never" in 4.5) What is **THE MAJOR** purpose of the visit?

- Checking the progress in learning of my child School facility improvement School management activity Other...
- School garden Talking to teacher Community activity (Specify) _____

4.6 Do you provide support to the school?

Yes ➡ to 4.6(1)
 No ➡ to 4.7

4.6(1) What kind of support do you provide? (multiple answers)

- School improvement Assisting teaching
- School garden Other (Specify _____)

Children and Youth Development Project in Kambia District
Questionnaire for Parents/ Guardians

4.7 Do you provide support to the school teacher? Yes → to 4.7(1)
 No → to 5.

4.7(1) What kind of support do you provide? (multiple answers)
 Cash Food Labor Other
 (Specify _____)

5. Project activities

5.1 Have you been involved in this project? Yes → to 5.1(1)
 No → to 5.2

5.1(1) How have you been involved in this project? (multiple answers)
 - As an ECDC member → to 5.3
 - Not an ECDC member, but attending meetings regularly
 - Not an ECDC member, but participating in the activities → to 5.2
 - Not an ECDC member, but providing contribution
 - Not an ECDC member, but involved in other ways
 (Specify) _____

5.2 Do you know about ECDC? Yes → to 5.2(1)
 No → End of interview, thank you.

5.2(1) What do you know about ECDC activities?

5.3 Do you think you are affected by ECDC activities?
 Yes, positively Yes, negatively No Don't know

5.3(1) Why do you think so?

5.4 Do you think who benefits from ECDC activities? (multiple answers)
 Both community and school Only limited group → Who benefits? _____
 Only community Other...
 Only school (Specify) _____

5.5 Are you satisfied with ECDC activities? Yes No

5.5(1) What is the reason for 5.5?

Children and Youth Development Project in Kambia District
Questionnaire for Village Chiefs

Date: _____ Interviewer: _____

ID: _____

Section: _____ Village: _____

- Chiefdom: Tonko Limba
 Magbema
 Bramaia
 Gbinleh Dixon

School:

<Interviewee>

Name: _____ Age: _____ Gender: Man Woman

Title: Village chief Other... (Specify) _____

1. Demography

1.1 Population Total: _____ (Men: _____ Women: _____) No. of Household: _____

1.2 Have more people move in or out of this community for the last three years?

- More people moving in Same Don't know
 More people moving out No/Few people moving in/out

1.3 What is **THE MAJOR ETHNIC GROUP** in this community?

- Creole Temne Susu Limba Other... (Specify) _____

1.4 What is **THE MAJOR RELIGIOUS GROUP** in this community?

- Catholic Muslim Pentecostal Protestant Other... (Specify) _____

2. Economy

2.1 What is **THE MAJOR INCOME EARNING ACTIVITY** of people in this community?

- Agriculture Forestry Other...
 Fishing Trading/ Small Business (Specify) _____

2.2 Do you think people's life this year is BETTER THAN THE LAST YEAR?

- Better Worse Same Don't know



Why do you think so?

3. Access to public facilities

<Road>

3.1 How many miles (approximately) is it to **MAIN MOTOR ROAD**? miles

3.1(1) How do people generally go to the main motor road? (up to **the most common 2**)

- Public Bus Taxi Bike Taxi Bicycle On foot Other... (specify) _____

3.1(2) How often do THE PUBLIC BUS run through your community?

- Everyday Weekly Monthly Not regularly Never

<Health Facility>

3.2 Where is **THE NEAREST HEALTH FACILITY** located?

3.2(1) How many miles (approximately) is it to the health facility? miles

3.2(2) What kind is the health facility?

- Hospital Clinic Health Center Health Post Other... (specify) _____

3.2(3) How do people generally go to the facility? (up to **2 MOST COMMON ones**)

- Public Bus Taxi Bike Taxi Bicycle On foot Other... (specify) _____

**Children and Youth Development Project in Kambia District
Questionnaire for Village Chiefs**

<School>

3.3 What is the name and type of **THE NEAREST PRIMARY SCHOOL**?

Name: Type: Gov. assisted Community

3.3(1) How many miles (approximately) is it to the school? miles

3.3(2) How do children generally go to the school? (up to **2 MOST COMMON ones**)

Public Bus Taxi Bike Taxi Bicycle On foot Other... (specify) _____

<Market>

3.4 Where is **THE NEAREST MARKET** located?

3.4(1) How many miles (approximately) is it to the market? miles

3.4(2) How often does the market open? Permanent (daily) → to 3.4(4)
 Weekly → to 3.4(3)
 Monthly

3.4(3) Which day(s) does the market open? Every in a week
 in a month

3.4(4) How do people generally go to the market? (up to **2 MOST COMMON ones**)

Public Bus Taxi Bike Taxi Bicycle On foot Other... (specify) _____

4. Water and sanitation

4.1 What is THE MAJOR SOURCE OF DRINKING WATER in this village? (**THE MOST COMMON one**)

Deep well with a hand pump Unprotected shallow well River water
 Deep well without a hand pump Protected spring water Other...
 Protected shallow well Unprotected spring water (specify) _____

4.2 What kind of TOILET do people here GENERALLY use? (**THE MOST COMMON one**)

Private VIP latrine Public VIP latrine Open pit
 Private pit latrine Public pit latrine Open space (bush/ stream)

5. Education

5.1 Do you think the number of out-of-school children has been increasing for **THIS YEAR**?

Yes → to 5.1(1)
 No
 Don't know → to 5.2

5.1(1) Do you think what is the reason for 5.1?

5.2 Do you think more GIRLchildren go to school **COMPARING TO THE LAST YEAR**?

Yes → to 5.2(1)
 No
 Don't know → to 6.

5.2(1) Do you think what is the reason for 5.2?

Children and Youth Development Project in Kambia District
Questionnaire for Village Chiefs

6. Social support/ Community activity

6.1 Do the following people live in your community?

6.1(1) Do you think they are INVOLVED in community activities?

6.2(2) What kind of SUPPORT do your community provide to such people?

	6.1 live?	6.1(1) Involvement	6.1(2) Support by the community
Orphans	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
handicap	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Out-of-school children	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
DoY	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Women	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

6.4 What kind of COMMUNITY BASED GROUPS are there in your community? (Active/ functioning group only)

I don't know.

	Group name	No. of members	Type of the group			
1	_____	<input type="text"/>	<input type="checkbox"/> Women Group	<input type="checkbox"/> Youth Group	<input type="checkbox"/> Farmers Group	<input type="checkbox"/> Other...
	Established in _____	by _____	(specify) _____			
	Type of establisher	<input type="checkbox"/> Government organization	<input type="checkbox"/> UN agency	<input type="checkbox"/> Other... (specify) _____		
		<input type="checkbox"/> NGO	<input type="checkbox"/> People in this community			
	The group covers	<input type="checkbox"/> Only this village	<input type="checkbox"/> Section wide	<input type="checkbox"/> District wide		
		<input type="checkbox"/> Neighbouring villages	<input type="checkbox"/> Chiefdom wide			
2	_____	<input type="text"/>	<input type="checkbox"/> Women Group	<input type="checkbox"/> Youth Group	<input type="checkbox"/> Farmers Group	<input type="checkbox"/> Other...
	Established in _____	by _____	(specify) _____			
	Type of establisher	<input type="checkbox"/> Government organization	<input type="checkbox"/> UN agency	<input type="checkbox"/> Other... (specify) _____		
		<input type="checkbox"/> NGO	<input type="checkbox"/> People in this community			
	The group covers	<input type="checkbox"/> Only this village	<input type="checkbox"/> Section wide	<input type="checkbox"/> District wide		
		<input type="checkbox"/> Neighbouring villages	<input type="checkbox"/> Chiefdom wide			
3	_____	<input type="text"/>	<input type="checkbox"/> Women Group	<input type="checkbox"/> Youth Group	<input type="checkbox"/> Farmers Group	<input type="checkbox"/> Other...
	Established in _____	by _____	(specify) _____			
	Type of establisher	<input type="checkbox"/> Government organization	<input type="checkbox"/> UN agency	<input type="checkbox"/> Other... (specify) _____		
		<input type="checkbox"/> NGO	<input type="checkbox"/> People in this community			
	The group covers	<input type="checkbox"/> Only this village	<input type="checkbox"/> Section wide	<input type="checkbox"/> District wide		
		<input type="checkbox"/> Neighbouring villages	<input type="checkbox"/> Chiefdom wide			
4	_____	<input type="text"/>	<input type="checkbox"/> Women Group	<input type="checkbox"/> Youth Group	<input type="checkbox"/> Farmers Group	<input type="checkbox"/> Other...
	Established in _____	by _____	(specify) _____			
	Type of establisher	<input type="checkbox"/> Government organization	<input type="checkbox"/> UN agency	<input type="checkbox"/> Other... (specify) _____		
		<input type="checkbox"/> NGO	<input type="checkbox"/> People in this community			
	The group covers	<input type="checkbox"/> Only this village	<input type="checkbox"/> Section wide	<input type="checkbox"/> District wide		
		<input type="checkbox"/> Neighbouring villages	<input type="checkbox"/> Chiefdom wide			
5	_____	<input type="text"/>	<input type="checkbox"/> Women Group	<input type="checkbox"/> Youth Group	<input type="checkbox"/> Farmers Group	<input type="checkbox"/> Other...
	Established in _____	by _____	(specify) _____			
	Type of establisher	<input type="checkbox"/> Government organization	<input type="checkbox"/> UN agency	<input type="checkbox"/> Other... (specify) _____		
		<input type="checkbox"/> NGO	<input type="checkbox"/> People in this community			
	The group covers	<input type="checkbox"/> Only this village	<input type="checkbox"/> Section wide	<input type="checkbox"/> District wide		
		<input type="checkbox"/> Neighbouring villages	<input type="checkbox"/> Chiefdom wide			

Children and Youth Development Project in Kambia District
Questionnaire for Village Chiefs

7. ECDC

7.1 Do you know "ECDC"? Yes →
 No →

7.2 What do you know about ECDC activities?

7.3 How did you know "ECDC"?
 I'm a member ECDC member came to report
 I attended meeting(s) Other people told me

7.4 Have you attend ECDC meeting? Yes →
 No →

7.5 How many times did you attend the ECDC meeting?
 Regularly More than 5 times 2 to 4 times Once

7.6 Have you been involved in any ECDC activities? Yes →
 No →

7.6(1) What kind of activities have been you involved in?

7.7 Do you think who benefit from ECDC activities?
 Both community and school Only community Don't know
 Only school Very limited people

7.8 Are you satisfied with ECDC activities? Yes No Don't know

7.8(1) What is the reason for 7.8?

ECDC Member List

Name of School: _____

Code	Name	Title in ECDC	Age	Gender	Ethnic Group	Occupation ()					
				<input type="checkbox"/> Man <input type="checkbox"/> Woman	<input type="checkbox"/> Creole <input type="checkbox"/> Temne <input type="checkbox"/> Susu <input type="checkbox"/> Limba <input type="checkbox"/> その他... _____	<input type="checkbox"/> Full-time farmer <input type="checkbox"/> Part-time farmer <input type="checkbox"/> School teacher <input type="checkbox"/> Trader <input type="checkbox"/> その他... (specify) _____					
Formal Education				Speaking English		Writing English		Reading English		Speaking Creole	
<input type="checkbox"/> No formal education <input type="checkbox"/> PS drop-out <input type="checkbox"/> PS graduated				<input type="checkbox"/> JSS drop-out <input type="checkbox"/> JSS graduated <input type="checkbox"/> SSS graduated		<input type="checkbox"/> Higher education graduated <input type="checkbox"/> その他... (specify) _____		<input type="checkbox"/> Yes, easy <input type="checkbox"/> Yes, but difficult <input type="checkbox"/> No		<input type="checkbox"/> Yes, easy <input type="checkbox"/> Yes, but difficult <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No				Do you belong to other community group?							
If "Yes"... Name of the group _____				Title in the Group _____		Type of group <input type="checkbox"/> Women group <input type="checkbox"/> BoG <input type="checkbox"/> Farmer group <input type="checkbox"/> SMC <input type="checkbox"/> Youth group <input type="checkbox"/> その他... (specify) _____					
How many members do belong to the group? _____											

**Guideline for Focus Group Interview
for Baseline Survey**

Guideline for Focus Group Interview

26 April 2006

- 1. Arrangement:** FGI is to be conducted by one facilitator and one record taker/observer.

It will take 2 to 3 hours per group.

The surveyors should submit the working plan in the field to JICA Study Team.

JST will join some of FGI.

The surveyors should summarize the essence of FGI in the hand-written reports in the designated format should be submitted to JST through facilitators or supervisors of ABC Development soon after each FGI.

- 2. Warming up:** Before starting the interview, the surveyor make the participants relax and feel free to talk their opinion. It could be some exercises, games, etc.

- 3. Questions and those purposes**

The surveyor facilitates all the participants to talk their opinion.

The multiple points-of-view is essential to analyze the situation. Therefore, almost all the questions should be asked to all focus groups. For example, questions about women group should be asked not only women but also youth and school management group.

WOMEN AND YOUTH ONLY <I. Outline of the Target Groups>

Purpose: To know about the hierarchy of women and youth groups.

- (1) How is the hierarchy of WOMEN/ YOUTH groups in this area?

ALL FOCUS GROUPS <II. Situation of the Target Groups: Weakness and Problems>

Purpose: Negative aspects of each target group of the Project should be discussed among the participants.

- (2) What are the weakness/ problems of WOMEN/ YOUTH in your community?
(3) What is the background of WOMEN's/ YOUTH's weakness/ problems?
(4) What are the weakness/ problems of CHILDREN in your community?
(5) What is the background of CHILDREN's weakness/ problems?

ALL FOCUS GROUPS <III. Situation of the Target Groups: Strength and Opportunity>

Purpose: Positive aspects of each target group of the Project should be discussed among the participants.

After discussing on the positive aspects, the participants should discuss how to utilize the positive aspects to solve their problem.

Facilitate the participants to find the solution NOT expecting external resources BUT maximizing and utilizing their internal resources.

- (6) What is the strength of WOMEN/ YOUTH in your community?
- (7) How do WOMEN/ YOUTH in your community maximize/ utilize the strength to improve their situation?
- (8) What is the strength of CHILDREN in your community?
- (9) How do CHILDREN in your community maximize/ utilize the strength to improve their situation?

ALL FOCUS GROUPS

<IV. Participation of Woman Group and Youth Group in the Community Development>

Purpose: To know the level of participation of women and youths in their community.
To know whether they are marginalized or ignored in their community.
Try to find if all the community groups have same opinion. (For example, although women groups think they are actively involved in development activities, other members do not know/ feel comfortable about it.)

- (10) How do the WOMEN/ YOUTH groups contribute to the community development?

ALL FOCUS GROUPS <V. Participation of Each Group in the Education Development>

Purpose: To know the level of contribution for education development of each group in their community.
To know the level of activeness of school management organizations (SMC and CTA) (For example, some CTAs are not active.)
To know whether they are marginalized, isolated or ignored in their community.
Try to find if all the community groups have same opinion. (For example, although women groups think they actively contribute to education development, other members do not know/ feel comfortable about it.)

- (11) How do the WOMEN/ YOUTH groups/ CTA and SMC/BoG contribute to the education development?

ALL FOCUS GROUPS <VI. Efforts for Education Development>

Purpose: To know the awareness on importance of education in the community.
To know barriers for children to go to the school and to continue learning.

- (12) What are the barriers for CHILDREN to go to the school?
- (13) What kind of efforts do WOMEN/ YOUTH groups/ CTA and SMC/BoG do to send CHILDREN to the school?

ALL FOCUS GROUPS <VII. Strength and Opportunity of the Community>

Purpose: To know UNIQUE and POSITIVE characteristics of their community.
To know what kind of resources do they have, such as HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL resources. (Please ask the participants for each category.)
Those characteristics will be utilized to identify the Micro Project.

- (14) What is the strength/ sales points/ of your community?
HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL ...?
- (15) What are you proud of your community?
HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL ...?
- (16) Who is the most honorable/ great person in your community?
What does he/ she do?
- (17) How do you maximize/ utilize the strength of your community for development of your community?

ONLY IN THE PROJECT TARGET AREAS <VIII. Perception of "ECDC">

Purpose: To know perception on ECDC among the community members as a baseline in the target areas.

- (18) What is your opinion about ECDC? (not for control areas)
- (19) What do you expect to ECDC? (not for control areas)

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

Terms of Reference (TOR) for End line Survey

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

1. BACKGROUND

In response to the official request of the Government of the Republic of Sierra Leone based on the results of the Project Formulation Study (March 2005 – August 2005), the Japan International Cooperation Agency (JICA) jointly undertakes “the Children and Youth Development Project in Kambia District” with the authorities concerned. The Project is to be implemented in Kambia District, especially in three pilot project areas (Kamasasa area in Tonko Limba Chiefdom, Kukuna area in Bramaia Chiefdom and Rokupur area in Magbema Chiefdom) from October 2005 to July 2008 by the implementing partner, “JICA Study Team” represented by International Development Center of Japan.

The objective and outputs to be produced by the Project are;

Objective: To make recommendation for improvement of education environment in school and communities based on the outputs of the Project.

Output 1: ECDC (Education and Community Development Committee) and ZCC (Zonal Coordinating Committee)¹ are fully functioned to implement the Micro Project².

Output 2: Resource Centers are established and school facilities are improved in the target areas.

Output 3: Collaboration among stakeholders in the community is enhanced through implementation of the Micro Project.

Output 4: “Model of improvement of the education environment in schools and communities” is established based on lessons learned and recommendations obtained through implementation of the Micro Project.

To analyze impacts and affects, to evaluate effectiveness, efficiency and sustainability of the Project, and to provide appropriate and timely support for the Micro Project, monitoring and impact evaluation surveys will be conducted in the Project. Tentative schedule of the surveys are as follows.

Baseline survey: April to May 2006

End line survey: March to April 2008

¹ ECDC and ZCC are community based organizations formed for implementation and/or coordination of the Micro Project.

² The Micro Project is a small scale project to be implemented under the pilot project. The Micro Projects are to be implemented by community based organizations in selected 33 school zones in three pilot project areas mentioned above aiming to improve education environment in schools and communities.

Regular monitoring by ZCC: monthly/ bi-monthly during the Project implementation

2. OBJECTIVE

The End line Survey will be conducted aiming to obtain end line data and information of the target communities and groups before the Project implementation. The data and information will be compared with the baseline data and utilized to analyze impacts of the Project.

3. SURVEY AREAS

Target areas of the Baseline Survey are 33 schools and those coverage communities in the pilot project areas, and selected 2 control areas as listed in Table 1. (35 areas in total)

Table 1: List of Survey Areas and Target Schools

**Regend: JSS=Junior Secondary School
GOV=Government assisted Primary School
COM=Community School (primary level)*

<i>Code</i>	<i>Name of School</i>	<i>Location</i>	<i>Category*</i>
<u>Tonko-Limba Chiefdom</u>			
Pilot Project Area - 1			
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
<u>Magbema Chiefdom</u>			
Pilot Project Area - 2			
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
<u>Bramaia Chiefdom</u>			
Pilot Project Area - 3			
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

<i>Code</i>	<i>Name of School</i>	<i>Location</i>	<i>Category*</i>
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
Control Area (Gbinleh Dixon Chiefdom)			
C01	KECD Primary School	Daresalam	GOV
C02	Masiaka Ahamadya Community School	Masiaka	COM

4. METHODOLOGY AND SURVEY PARTICIPANTS

The Survey will make use of methodology of structuralized interview survey (SIS) to obtain quantitative data and focus group interview (FGI) to obtain qualitative data. Target groups and selection criteria of the participants and framework of each survey are described in the following sections.

(1) Structuralized Interview Survey (SIS)

SIS will be carried out to obtain quantitative data regarding education environment such as situation of schools, level of satisfaction with school, readiness of school-aged children and parents/ guardians, and general social and economical situation of the communities.

Questionnaires to be used for each group, guideline of interview survey and data sheets for data entry will be prepared by JICA Study Team. The questionnaires and guidelines will be finalized in cooperation with the Contractor. Selection criteria and sample size of the survey participants as well as major items to be interviewed are shown in the table below.

Table 2: Selection Criteria for Survey Participants and Major Items to be interviewed

<i>Target Group</i>	<i>Criteria</i>	<i>Sample Size</i>	<i>Major items to be interviewed</i>
Head teacher/ School principal	1/school x 35 schools	35	<ul style="list-style-type: none"> - General characteristics - Basic school data (students, facilities, equipment, teachers, etc.) - School activities
Teacher	1 man and 1 woman/ school x 35 schools (including ECDC members)	70	<ul style="list-style-type: none"> - General characteristics - Satisfaction with their working place - Perception and satisfaction with ECDC activities
Student	PS: One each from class 3, 4 and 6 (3 x 32 schools) JSS: One each from form 1, 2 and 3 (3 x 3 schools)	Max. 105	<ul style="list-style-type: none"> - General characteristics - Satisfaction with school - Burden of household works - Perception of ECDC activities
Parent/ guardian	Parent/ guardians of the target students (3 x 35 schools)	Max. 105	<ul style="list-style-type: none"> - General characteristics of their households and family members - Household economic status - Satisfaction with school - Perception of ECDC activities - Information sources - Health behavior
Out-of-school children	10 from each area (age: 10–12, who found place other than school on school day and time) x 4 areas (3 target areas and one control area)	40	<ul style="list-style-type: none"> - General characteristics - Background of not going school - Level of perception in ECDC activities
Youth	Each 5 men and women from each area (age: 20 – 25) x 4 areas (3 target areas and one control area)	40	<ul style="list-style-type: none"> - General characteristics - Relationship with the community - Level of perception in ECDC activities
Village chief	1 from each village in coverage areas of the target schools 1 from each control area (List of Target villages is shown in Attachment-1)	Max. 143	<ul style="list-style-type: none"> - General characteristics - General demographic information of the community

(2) Focus Group Interview (FGI)

FGI will be carried out to obtain qualitative data regarding education environment and perception of the Micro Project in the community, especially from the point of view of NON-ECDC members.

Guideline and information analyses format for FGI will be prepared by JICA Study Team and finalized in cooperation with the Contractor.

FGI will be implemented in every location as shown in Table 3. Number of the groups for each location will be 3 (women, youth, and school related people (CTA, SMC/ BoG and teachers).

Table 3: Location of FGI

<i>Project Area</i>	<i>Location</i>	<i>No. of Focus Groups</i>
Pilot Project Area – 1 Tonko Limba	1. Kamasasa and Kutiya 2. Kabasa 1, Kabasa 2 and Kakonteh 3. Kamabala	3 x 3 = 9
Pilot Project Area – 2 Magbema	1. Rokupr and Masorie 2. Wulatenkle, Gberika and Taintafor 3. Magbethei	3 x 3 = 9
Pilot Project Area – 3 Bramaia	1. Kukuna and Teneba Bramaia 2. Kabaya and Seduya 3. Turaya 4. Sorimanikaya	4 x 3 = 12
Control Area Gbinleh Dixon	1. Daresalam	1 x 3 = 3

Criteria for selection of participants in each group are shown in Table 4.

Table 4: Participants of FGI

<i>Group</i>	<i>Number</i>	<i>Criteria</i>
CTA ^{*1} and SMC ^{*2} / BoG ^{*3}	10	- NON ECDC MEMBERS - Members of CTA and SMC. BoG of the target schools listed in Table 1 in the location - At least 2 teachers and 2 women should be included.
Women	10	- NON ECDC MEMBERS - Members of women group in the location.
Youth	10	- NON ECDC MEMBERS - Members of youth group in the location

*1 CTA = Community and Teachers Association

*2 SMC = School Management Committee

*3 BoG = Board of Governance

5. SCOPE OF WORK

The Contractor will form 3 Survey Teams for 3 target chiefdoms. One team should consist of one chief surveyor and one surveyor.

The Survey period will be divided into the three steps described below. And the tentative schedule is shown in Attachment-2.

(1) **First Step:** <Preparatory work for SIS>

JICA Study Team will request to select more than six candidates of surveyors and conduct short training on SIS and FGI for them. The course of training includes on-the-job training in Magbema Zone. JICA Study team may request to replace the candidates according to their performance and quality of work during the training course.

(2) **Second Step:** <Implementation of SIS>

The Survey Teams will conduct SIS according to methodology described in item 4 above.

During SIS, the Survey Teams shall submit the completed questionnaires every day (if the surveyor stays in target areas; once two days) to JICA Study Team to be checked and data entry. In case that blanks or obscure answers are found, JICA Study Team could ask the Survey Team to return to the survey target.

Number of samples for each survey team is presented in Table 5. However, the demarcation should be coordinated among the teams according to the progress of the survey.

As for the control areas in Gbinleh Dixson, the survey team should provide the complements (two footballs per school) before starting the interview survey with a head teacher.

Table 6: Number of Samples for Each Survey Area

	Team 1 (Magbema & Part of Daresalam ¹)	Team 2 (Bramaia)	Team 3 (Tonko Limba, Masiaka & Part of Daresalam ²)	Total
Head teacher/ School principal Trial in Magbema	1 x (11+1) = 12	1 x 11 = 11 1 x 1 = 1	1 x (9 + 1) = 10 1 x 1 = 1	35
Teacher Trial in Magbema	2 x (11+1) = 24	2 x 11 = 22 2 x 1 = 2	2 x (9 + 1) = 20 2 x 1 = 2	70
Student Trial in Magbema	3 x (11+1) = 36	3 x 11 = 33 3 x 1 = 3	3 x (9 + 1) = 30 3 x 1 = 3	105
Parent/ guardian Trial in Magbema	3 x (11+1) = 36	3 x 11 = 33 3 x 1 = 3	3 x (9 + 1) = 30 3 x 1 = 3	105
Out-of-school children Trial in Magbema	8	10 1	10 + 10 = 15 1	40
Youths Trial in Magbema	8	10 1	10 + 10 = 15 1	40
Village chief Trial in Magbema	51 + 1 = 52	44 1	26 + 1 = 27 1	125
Total	176	175	169	520

1: Team 1 also takes school related respondents and village chief of Daresalam.

2: Team 3 also takes Out-of-school children and Youth in Daresalam and all targets in Mashaka.

(3) **Third Step:** <Implementation of FGI>

The Survey Teams will conduct FGI according to methodology described in item 4 above.

The guideline of FGI will be finalized by JICA Study Team during the SIS period.

During FGI, the Survey Team shall submit reports to JICA Study Team one day after the FGI is held.

The reports should be consisted of the following contents.

- List of participants (Name, Address, Gender, Age, Occupation/ Title in the community and Signature)
- Questions asked
- Discussions, opinions and answers of the participants to the questions
- Observation, conclusions and analyses of the surveyors

In case that blanks or obscure answers are found, JICA Study Team could ask the Survey Team to return to the survey target or to hold FGI again.

Number of the focus groups for each survey area is shown in Table 6. However, the demarcation should be coordinated among the teams according to the progress of the survey.

Table 7: Number of Focus Groups for Each Survey Area

Magbema Team	Bramaia Team	Tonko Limba Team*	Total
$3 \times 3 = 9$	$3 \times 4 = 12$	$(3+1) \times 3 = 12$	33

* Tonko Limba Team will conduct survey on Tonko Limba and the control area.

6. OUTPUTS

The Survey Teams should submit following outputs to JICA Study Team before 12 May 2006.

1. Completed questionnaires (as shown in Table 2)
2. Completed FGI reports of 35 groups

7. QUALIFICATION OF CONTRACTOR

The Contractor should have following qualification.

- To have a rich working experience in the field of interview (individual and group) and other sociological surveys in rural areas related to education and/or community development sectors.
- To have a working experience in the Kambia District.
- Good command in local language and English.
- (Preferable) To have a good knowledge or understanding on the local peoples.
- (Preferable) To be based in the survey target areas; Kamasasa, Kukuna and Rokupur.
- (Preferable) To have experience of baseline survey of the Study.

8. CONDITION FOR CONTRACTOR

Contractor should arrange transportation and accommodation for surveyor, if required. Necessary costs for those should be included in the cost estimate.

Team 1: MAGBEMA and DARESALAM (Gbinleh Dixon)

Section	Village	ID	Section	Village	
Bombeh	Gberika	M001	Robat	Rothun	M030
Bombeh	Makonteh	M002	Robat	Rowankly	M031
Bombeh	Marun	M003	Rokupr	Lungi Moribaya	M032
Kamba	Manumpu	M004	Rokupr	Makali	M033
Kamba	Kalangba	M005	Rokupr	Rokon	M034
Kamba	Makasa	M006	Rokupr	Funkuya	M035
Kamba	Masorie	M007	Rokupr	Wulla Tenkle	M036
Kamba	Sendugu	M008	Rokupr		M037
Kamba	Gbonko Maseseh	M009	Rokupr	Taintafor	M038
Kamba	Magbema	M010	Rokupr	Kaamba	M039
Kamba	Romaneh	M011	Rokupr	Kamaranka	M040
Kamba	Samu	M012	Rokupr		M041
Kamba		M013	Rokupr	Royanka	M042
Kamba	Paitfu	M014	Rokupr	Kania	M043
Kamba	Rokupr Junction	M015	Rokupr	Bombeh	M044
Kamba	Robat	M016	Rokupr	Fonkoya	M045
Kamba	Robombeh	M017	Rokupr	Mabah	M046
Kamba	Rokupr Town	M018	Rokupr	Mankneh	M047
Kargbulo	Gbainkfay	M019	Rokupr	Rochain	M048
Kargbulo	Mamankie	M020	Rokupr	Rokon Bana	M049
Kargbulo	Rotain	M021	Rokupr	Sembeck	M050
Kargbulo		M022	Rokupr	Magbolontor	M051
Karkbulo	Kargbuloh	M023	Rokupr	Kabasa	M052
Karkbulo	Maforay	M024	Rokupr	Robolie	M053
Karkbulo	Roeama	M025	Rokupr	Barmoi Luma	M054
Robat	Magbethei	M026	Rokupr	Rogbalan	M055
Robat	Royale	M027	Rokupr	Simbeck	M056
Robat	Masherie	M028	Rokupr	Konta Mango	M057
Robat		M029	Rokupr	Makatic	M058
Control area			Gbinleh Dixon	Daresalam	C001

Team 2: BRAMAIA

Section	Village	ID	Section	Village	
Duramania	Dakadie	B001	Kukuna	Sabuya	B028
Kukuna	Duramania	B002	Kukuna	Moribaia	B029
Kukuna	Kelfalaya	B003	Kukuna	Kukuna	B030
Kukuna	Sorimankaia	B004	Kukuna	Kabaya	B031
Kukuna	Barikuya	B005	Kukuna	Tolokoray	B032
Kukuna	Formeh	B006	Kukuna	Seduya	B033
Kukuna	Gberekuray	B007	Kukuna	Konta	B034
Kukuna	Kamakotie	B008	Kukuna	Gbolon	B035
Kukuna		B009	Kukuna	Kaskondae	B036
Kukuna		B010	Kukuna	Shekaya	B037
Kukuna	Bakohnie	B011	Kukuna	Heremankono	B038
Kukuna	Balamaligia	B012	Kukuna	Kalawolay	B039
Kukuna	Bramaia Teneba	B013	Kukuna	Labanyie	B040
Kukuna	Dambah	B014	Kukuna	Larandie	B041
Kukuna		B015	Kukuna	Blalia	B042
Kukuna	Bankadie	B016	Kukuna	Dundunmakadie	B043
Kukuna	Koboto	B017	Kukuna	Forfor	B044
Kukuna	Kalama	B018	Kukuna	Funkunba	B045
Kukuna		B019	Kukuna		B046
Kukuna	Sobaneh	B020	Kukuna	Sansankory	B047
Kukuna		B021	Kukuna		B048
Kukuna		B022	Kukuna	Bandia	B049
Kukuna	Sehmereh	B023	Kukuna	Kallaydie	B050
Kukuna		B024	Kukuna	Maniadha	B051
Kukuna	N'Baindiya	B025	Kukuna	Turaya	B052
Kukuna	Madina	B026	Kukuna	Walia	B053
Kukuna	Fatmalaiia	B027			

Team 3: TONKO LIMBA and MASIKA (Gbinleh Dixon)

Section	Village	ID	Section	Village	
Kamasasa		T001	Kamasasa	Keselen	T018
Kamasasa	Worreh 1	T002	Kamasasa	Yebaya	T019
Kamasasa	Worreh 2	T003	Kamasasa	Kakuserie	T020
Kamasasa	Worreh 3	T004	Kamasasa	Kasasa	T021
Kamasasa	Kabasa 2	T005	Kamasasa	Kabananaya	T022
Kamasasa	Kakonteh	T006	Kamasasa	Kuradara	T023
Kamasasa	Kamasamapindi	T007	Kamasasa	Kutiya	T024
Kamasasa		T008	Kamasasa	Banekeh	T025
Kamasasa	Kamasasa	T009	Kamasasa	Kasasa-Worreh	T026
Kamasasa	Kaboboli	T010	Kamasasa		T027
Kamasasa	Kamakindota	T011	Kamasasa	Kathabie	T028
Kamasasa	Kamawala-1	T012	Kamasasa	Layadie	T029
Kamasasa	Kamabala	T013	Kamasasa		T030
Kamasasa	Kasekrie	T014			
Kamasasa	Kabasa 1	T015			
Kamasasa	Kamawala	T016	Gbinleh Dixon		
Kamasasa	Kasoria	T017	(Control Areas)	Masiaka	C002

Attachment - 2: Tentative Schedule for Endline Survey

	Feb	March																														April						
	29 Fri	1 Sat	2 Sun	3 Mon	4 Tue	5 Wed	6 Thu	7 Fri	8 Sat	9 Sun	10 Mon	11 Tue	12 Wed	13 Thu	14 Fri	15 Sat	16 Sun	17 Mon	18 Tue	19 Wed	20 Thu	21 Fri	22 Sat	23 Sun	24 Mon	25 Tue	26 Wed	27 Thu	28 Fri	29 Sat	30 Sun	31 Mon	1 Tue	2 Wed	3 Thu			
Briefing																																						
Structuralized Interview Survey																																						
Tonko Limba																																						
Bramaia																																						
Magbema																																						
Control areas																																						
Focus Group Interview																																						
Data Entry																																						
	*Data entry is taken by JICA Study Team.																																					

A-5-4-10

Questionnaires for Endline Survey

1. Questionnaire for Head Teachers/ School Principals
2. Questionnaire for School Teachers
3. Questionnaire for School Children
4. Questionnaire for Out-Of-School Children
5. Questionnaire for Youths
6. Questionnaire for Parents/ Guardians
7. Questionnaire for Village Chief
8. Questionnaire for ECDC Members

ID:**School**

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	Name of Interviewee:	3.1	
3.1	Age of Interviewer:	3.2	
3.2	Gender of Interviewer:	1. Man 2. Woman	3.3
3.3	Title of Interviewer:	1. School principal 2. Head teacher 3. Other ()	A
A	Basic information of the school		
A1	School name:	A2	
A2	Location:	Chiefdom 1. Tonko Limba 2. Bramaia 3. Magbema 4. Gbinleh Dixon	A2.1
A2.1		Section	A2.2
A2.2		Village	A3
A3	Distance from center of the Zone:	(km)	A4
A4	Year of establishment:	(year)	A5
A5	School type:	1. Government assisted school 2. Community school	A5.1 A6
A5.1	For Government assisted: Year of approval:		A6
A6	Double shift:	1. Yes 2. No	A7
A7	Name of cover villages:		A7.1
A7.1	No. of villages covering:		A7.2
A7.2	Have number of village sending children to this school increased since 2006?	1. Yes 2. No	A8
A8	School fees/ contributions per term per student:	0. None 1. Leone/term/student	B A.8.1
A8.1	No. of unpaid as of December 2007		B
B	External support		
B1	Did this school receive external assistance before this project?	1. Yes 2. No	B1.1 B2
B1.1	Which organization/ agency provided the assistance? (multiple)	1. UN agency (UNICEF/UNHCR/etc.) 2. Mission 3. SABABU 4. CREPS 5. Other ()	B2
B.2	Has this school received external assistance during this project?	1. Yes 2. No	B2.1 B3

ID:**School**

No.		To	Code						
D2	(1) Could you categorize teachers working for this school by education background? (2) How many of teachers without higher educations have experience of distance education? (3) How many of them completed and succeed to obtain teacher's certificate?		E						
		Men			Women				
		No formal education/ Elementary school			JSS	College/ higher	No formal education/ Elementary school	JSS	College/ higher
	(1)Total Number								
	(2)Distance education					n.a.			n.a.
(3)Completed			n.a.			n.a.			
E	School garden								
E1	Does this school have a school garden?	1. Yes 2. No	E1.1 F						
E1.1	How many acres is the school garden?	Approx. _____ Acres	E1.2						
E1.2	What did you MAINLY plant on the school garden in 2007? (multiple)	1. Cassava 2. Ground nuts 3. Egg plant 4. Okura 5. Krin-krin 6. Yam 7. Rice 8. Other ()	E1.3						
E1.3	What did this school MAINLY use the last harvests of the school garden for? (multiple)	1. To earn cash income 2. School feeding 3. Share among parents 4. Support for vulnerable students 5. Provide for teachers 6. Other ()	E1.4						
E1.4	Who usually take care of the school garden? (multiple)	1. Teachers 2. Parents/ Guardians of students 3. Students 4. Other community members	F						
F	Materials and Equipments								
F1	What kind and how many DESKS for students does your school have?	One seater desk:	F2						
		Long type desk:							
F2	What kind and how many SEATS for students does your school have?	Chair (for one):	F3						
		Bench type:							
F3	How many BLACKBOARDS does your school have?		F4						
F4	Does your school have SPORTS equipment?	1. Yes 2. No	F4.1 F5						
F4.1	What kind?		F5						
F5	Does your school have SCIENCE EDUCATION equipment?	1. Yes 2. No	F5.1 F6						
F5.1	What kind?		F6						

ID:**School**

No.					To	Code	
F6	Does your school have OTHER kind of equipment?				1. Yes 2. No	F6.1 F7	
F6.1	What kind?					F7	
F7	How many textbooks does your school have for students?					G	
	Class	Mathematics	Language art	Social studies	Science		
	1						
	2						
	3						
	4						
	5						
	6						
G	Facilities						
G1.1	How many classrooms with CONCRETE BLOCKS does your school have?				0. None 1. () room(s)	G1.2	
G1.2	How many classrooms with MUD BLOCK does your school have?				0. None 1. () room(s)	G1.3	
G1.3	How many class rooms with STRAW AND STICKS does your school have?				0. None 1. () room(s)	G2	
G2	Does your school use all of those classrooms for students?				1. Yes 2. No	G3 G2.1	
G2.1	How many classrooms are not used for students?				() room(s)	G2.2	
G2.2	Why those classrooms are not used?				1. Damaged 2. Not completed 3. Not necessary 4. Use for other purpose () 5. Other ()	G3	
G3	How many classrooms did you constructed under the Micro Project supported by JICA?				0. None 1. () room(s)	G4	
G4	Does your school have STAFFROOM?				1. Yes 2. Yes, but not completed or damaged 3. No	G4.1 G5	
G4.1	When was the STAFFROOM constructed?				1. Before this project 2. Under this project	G5	
G5	Does your school have STAFFQUARTER?				1. Yes 2. Yes, but not completed or damaged 3. No	G5.1 G6	
G5.1	When was the STAFF QUARTERS constructed?				1. Before this project 2. Under this project	G6	
G6	Does your school have STORE?				1. Yes 2. Yes, but not completed or damaged 3. No	G6.1 G7	
G6.1	When was the STORE constructed?				1. Before this project 2. Under this project	G7	
G7	Does your school have KITCHEN?				1. Yes 2. Yes, but not completed or damaged 3. No	G7.1 H	
G7.1	When was the KITCHEN constructed?				1. Before this project 2. Under this project	H	

ID:**School**

No.		To	Code
G8	Does your school have toilet? 0. No 1. Yes, VIP latrine type 3. Yes, Open pit type	G9 G8.1 G8.1	
G8.1	How many toilet holes are functioning now?	G9	
G9	Does your school have WELL IN USE (FUNCTIONING)? 0. No 1. Yes, Deep well with a hand pump 2. Yes, Deep well without a hand pump 3. Yes, Protected shallow well 4. Yes, Unprotected shallow well	H	
H	School and community		
H1	Did your SCHOOL SUPPORT the community events/ activities for THE LAST TWO YEARS? 1. Yes 2. No	H2 H2.1	
H1.1	Please describe the details of your school's contribution.		
	Month/ Year	Name of Event/ Activity	What kind of support? 1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
H2	Did THE COMMUNITY contribute your school's events/ activities for THE LAST TWO YEARS? 1. Yes 2. No	H2.1 H3	
H2.1	Please describe the details of the community contribution.		
	Month/ Year	Name of Event/ Activity	What kind of support? 1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
			1. Labor 2. Cash 3. In-kind 4. Other ()
H3	How many times did this school use RESOURCE CENTER? 0. Never 1. time(s)	H4 H3.1	
H3.1	How did you use? 1. Rent PA system 2. Rent other equipment(s) 3. Other ()	H4	
H4	Has your school experienced any change caused by this project? 1. Yes 2. No	H3.1 End	
H4.1	What kind of change? 1. 2. 3.	End	

Thank you very much for your kind cooperation!

JICA Project Team

ID:**Teacher**

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	School Name:	4	
4	Gender of Interviewee:	1. Man 2. Woman	5
A	Basic information of the teacher		
A1	Name		A1
A2	Age		A2
A3	Ethnic Group	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	A3
A4	Place of Birth	1. Within this village 2. Within this section 3. Within this chiefdom 4. Within Kambia 5. Other ()	A4
A5	Address	Village	A5.1
A5.1		Section	A5.2
A5.2		Chiefdom	1. Tonko Limba 2. Bramaia 3. Magbema 4. Other ()
B	Educational background		
B1	What is your highest education completed/ received?	1. No formal education 2. Primary school drop-out 3. Primary school graduated 4. JSS drop-out 5. JSS graduated 6. SSS drop-out 7. SSS graduated 8. Teacher's college 9. University 10. Other ()	B2
B2	Do you have a government certificate of a school teacher?	1. Yes 2. No	B3 B2.1
B2.1	When did you have the certificate?	Year	B3
B3	Have you ever learned in distance education?	1. Yes, completed (certified) 2. Yes, terminated 3. Yes, currently 4. Never	B4.1 B3.1 B4.1 B4.1
B3.1	Why did you terminated to learn in distance education?		B4.1
B4.1	Can you read English?	1. Yes, easily 2. Yes, but difficult 3. No	B4.2
B4.2	Can you write English?	1. Yes, easily 2. Yes, but difficult 3. No	B4.3
B4.3	Can you speak English?	1. Yes, easily 2. Yes, but difficult 3. No	B4.4
B4.4	Can you speak Creole?	1. Yes, easily 2. Yes, but difficult 3. No	C

ID:**Teacher**

No.		To	Code
C	Working condition		
C1	When did you start working for this school?	From year	C2
C2	How many days in a week do you work for this school?	Days/week	C3
C3	How do you have your salary or incentive?	1. Cash 2. In kind (agriculture products, labor, etc.) 3. Cash and in kind 4. No salary, no incentive	C3.1 C3.1 C3.1 C4
C3.1	Who pays/ provides your salary/ incentive? (Financial source)	1. Government 2. Religious mission 3. Community 4. Other ()	C4
C4	Do you have other occupation(s) to earn income?	1. Yes 2. No	C4.1 C5
C4.1	What is the occupation?	1. Farmer 2. Trader 3. Other ()	C5
C5	Are you involved in school management works in addition to teaching?	1. Yes 2. No	C5.1 D
C5.1	What kind of work(s) are you involved in? (multiple)	1. School gardening 2. Water fetching 3. Cleaning school facilities 4. Adult literacy class/ CREPS 5. Supplemental lesson for students 6. SMC/ BoG/ CTA/ Other committee 7. Other ()	D
D	In the classroom		
D1	How many students usually attend in your class? (in RANGE)	Minimum Maximum	D2
D2	BOFORE THIS PROJECT, did your students stay in classroom whole day/ until the end of lesson without escaping?	1. Yes, almost all students stayed 2. Generally yes, but frequently some left the class 3. No, many students left the class before the end of all lessons	D3
D3	CURRENTLY, do your students stay in classroom whole day/ until the end of lesson without escaping?	1. Yes, almost all students stay 2. Generally yes, but frequently some leave the class 3. No, many students leave the class before the end of all lessons	D4 D3.1 D3.1

ID:**Teacher**

No.		To	Code
D3.1	What are the MAJOR reason(s) of absence or leaving lessons? (multiple)	01. The school is too far. 02. Classroom is not comfortable. 03. There are not enough desks and chairs. 04. There are not enough learning materials. 05. There are no well./ The school well is not adequate. 06. There are no toilet./ The school toilet is not adequate. 07. The lesson is boring. 08. It's difficult for me to understand the lesson. 09. Sickness/ Injury 10. Parent(s)/ guardian(s) prefer me to help them with working for TRADING. 11. Parent(s)/ guardian(s) prefer me to help them with working for FARMING. 12. Parent(s)/ guardian(s) prefer me to help them with working for DOMESTIC WORKS. 13. There are dangerous animals on school zone. 14. Heavy rain 15. Other ()	D4
D4	Do you think the parents/ guardians of students make their best effort to send children to school?	1. Yes, always 2. Almost yes, but sometimes no 3. No	D4.1
D4.1	Why do you think so?		E
E	Satisfaction with education environment		
E1	Do you enjoy working in this school?	1. Yes, always 2. Almost yes, but sometimes no 3. No	E1.1
E1.1	What is the reason?		E2
E2	Are you satisfied with facilities and equipment of this school?	1. Yes, always 2. Almost yes, but sometimes no 3. No	E2.1
E2.1	What is the reason?		E3
E3	Do you usually receive any support from the community?	1. Yes 2. No	E3.1 F
E3.1	What kind of support do you receive? (multiple)	1. Financial support 2. Provision of food 3. Provision of labor 4. Support/ assistance for teaching activity 5. Other ()	E3.2
E3.2	Please describe exsample of the support which you usually receive.		F
F	Relationship with parents/ guardians		
F1	For these two years, how often, in average, do you visit parents/ guardians of your students?	1. Never 2. Once a year 3. 2-6 times a year 4. More	F2 F1.1 F1.1 F1.1

ID:**Teacher**

No.			To	Code
F1.1	What is the major purpose of the visit?	1. Promoting attendance of children 2. Collecting fees/ school related costs 3. Other ()	F2	
F2	Do the parents/ guardians of your students visit school?	1. Never 2. Yes, sometimes 3. Yes, frequently	G F2.1	
F2.1	What is the major purpose of the visit? (major TWO ones)	1. Checking the progress in learning of their child 2. School gardening 3. School facility improvement 4. School management activity 5. Helping teaching activity 6. Community activity 7. Other ()	G	
G	About the Project			
G1	Are you an ECDC member?	1. Yes 2. No	G5 G2	
G2	Do you know about ECDC?	1. Yes 2. No	G3 G8	
G3	Have you involved in this project?	1. Yes 2. No	G3.1 G4	
G3.1	How have you been involved in this project? (TWO MAJOR ONES)	1. I attend meeting regularly. 2. I participate in the activities regularly. 3. I attended meeting once or a few times. 4. I participated in the activities once or a few times.	G4	
G4	Do you know what the objective of ECDC?	0. Don't know 1. Yes, I know	G5 GG4.1	
G4.1	Could you tell me the objective as far as you know?		G5	
G5	Do you think you are affected positively or negatively by ECDC activities?	1. Yes, positively 2. Yes, negatively 3. No	G5.1	
G5.1	Why do you think so?		G6	
G6	Do you think who ESPECIALLY benefit from ECDC activities? (multiple)	1. School including teachers 2. Students 3. Parents of the students 4. SMC/BoG/CTA 5. Women in the community 6. Children in the community 7. Youth in the community 8. ECDC 9. Other group ()	G7	
G7	Are you satisfied with ECDC activities?	1. Yes 2. No	G7.1	
G7.1	What is the reason?		G8	

ID:**Teacher**

No.		To	Code
G8	Have you used the Resource Center? 1. Yes 2. No	G8.1 G9	
G8.1	How did you use the resource center? (multiple) 1. Borrow/ Rent books 2. Rent equipments for school lesson 3. Rent equipment for private purpose 4. Participated in training 5. Other ()	G9	
G9	Do you think the Project brought any change to your students? 1. Yes 2. No	G9.1 G10	
G9.1	What have been changed and how?	G10	
G10	Do you think the Project brought any change to your school environment? 1. Yes 2. No	G10.1 G11	
G10.1	What have been changed and how?	G11	
G11	Do you think the Project brought any change to yourself? 1. Yes 2. No	G11.1 END	
G11.1	What have been changed and how?	END	

Thank you very much for your kind cooperation!

JICA Project Team

ID:**Student**

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	School Name:	4	
4	Gender of Interviewee:	1. Boy 2. Girl	5
5	Grade of Interviewee:	1 2 3 4 5 6	A
A	Basic information of the student		
A1	Name		A2
A2	Age		A3
A3	Ethnic Group	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	A4
A4	Place of Birth	1. Within this village 2. Within this section 3. Within this chiefdom 4. Within Kambia 5. Other ()	A5
A5	Address	Village	A5.1
A5.1		Section	A5.2
A5.2		Chiefdom	B
		1. Tonko Limba 2. Bramaia 3. Magbema 4. Gbinleh Dixon	
B	At home		
B1	Do you live with your parent(s)?	1. Yes, both father and mother 2. Yes, only with father 3. Yes, only with mother 4. No	B2 B1.1
B1.1	Who mainly look after you?	1. Grand parent(s) 2. Parent(s)-in-laws 3. Uncle/ Aunt 4. Other relatives 5. Other ()	B2
B2	Who mainly pay your school fee and related expenses?	1. Parent(s) 2. Grand parent(s) 3. Parent(s)-in-laws 4. Uncle/ Aunt 5. Other relatives 6. Other ()	C
C	Now, I'll ask you about your work in hour home		
C1	Do you FETCH WATER to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C2 C1.1
C1.1	How long do you spend to FETCH WATER every time?	(hours)	C2

ID:**Student**

No.		To	Code
C2	Do you COLLECT FIREWOODS to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C3 C2.1
C2.1	How long do you spend to COLLECT FIREWOODS every time?	(hours)	C3
C3	Do you WASH CLOSES to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C4 C3.1
C3.1	How long do you spend to WASH CLOSES every time?	(hours)	C4
C4	Do you CLEAN HOUSE/ GARDEN to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C5 C4.1
C4.1	How long do you spend to CLEAN HOUSE/ GARDEN every time?	(hours)	C5
C5	Do you COOK to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C6 C5.1
C5.1	How long do you spend to COOK every time?	(hours)	C6
C6	Do you TAKE CARE OF OTHER FAMILY MEMBER(S) to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C7 C6.1
C6.1	How long do you spend to TAKE CARE OF OTHER FAMILY MEMBER(S) every time?	(hours)	C7
C7	Do you GO TRADE to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C8 C7.1
C7.1	How long do you spend for TRADING every time?	(hours)	C8
C8	Do you WORK IN FARM to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C9 C8.1
C8.1	How long do you spend for WORKING IN FARM every time?	(hours)	C9
C9	Do you USUALLY do other works to help your family?	1. Yes 2. No	C9.1 D
C9.1	What kind of works do you do?		D

ID:**Student**

No.		To	Code
D	At school		
D1	Do you go to school everyday?	1. Yes 2. Almost yes, but sometimes I am absent. 3. No, I am absent regularly.	D.2 D1.1 D1.1
D1.1	How often do you absent from the school? (The nearest one)	1. Once to 3 times a month 2. Once a week 3. Twice to 4 times a week	D1.2
D1.2	What are the major reason for the absent? (multiple answer)	01. The school is too far. 02. Classroom is not comfortable. 03. There are not enough desks and chairs. 04. There are not enough learning materials. 05. There are no well./ The school well is not adequate. 06. There are no toilet./ The school toilet is not adequate. 07. The lesson is boring. 08. It's difficult for me to understand the lesson. 09. Sickness/ Injury 10. My parent(s)/ guardian(s) prefer me to help them with working for TRADING. 11. My parent(s)/ guardian(s) prefer me to help them with working for FARMING. 12. My parent(s)/ guardian(s) prefer me to help them with working for DOMESTIC WORKS. 13. There are dangerous animals on school zone. 14. Heavy rain 15. Other ()	D2
D2	Do you enjoy going to school?	1. Yes, always I enjoy. 2. Almost yes, but sometimes no 3. No	D2.1
D2.1	What is the reason?		D3
D3	Do you enjoy learning in school?	1. Yes, always I enjoy. 2. Almost yes, but sometimes no 3. No	D3.1
D3.1	What is the reason?		D4
D4	Which subject do you like BEST?	1. Mathematics 2. Science 3. Physical education 4. English 5. Social study 6. Other ()	D5
D5	Which school activity/ event do you like BEST?	1. Sports competition/ festival 2. Concert 3. Dance festival 4. Other ()	E
E	Family		
E1	Do you think your parent(s)/ guardian(s) make their best effort to send you to the school?	1. Yes, always I feel their effort. 2. Almost yes, but sometimes no 3. No	E1.1
E1.1	What is the reason?		F
F	About the Project		
F1	Do you know "ECDC"?	1. Yes 2. No	F1.1 END
F1.1	What do you know about ECDC activities?		F2

ID:**Student**

No.		To	Code
F2	Have you participated ECDC activities?	1. Yes, frequently 2. Yes, a few times 3. Never	F2.1 F3
F2.1	What kind of activities have you participated? (multiple)	1. Construction 2. Gardening/ Farming 3. Event/ Festival 4. Marketing (selling and/or buying) 5. Awareness raising 6. Training 7. Other ()	F3
F3	Do you think you benefit from ECDC activities?	1. Yes 2. No	F3.1
F3.1	What is the reason?		F4
F4	Do you think the Project brought any change to your home or parents?	1. Yes 2. No	F4.1 F5
F4.1	What have been changed and how?		F5
F5	Do you think the Project brought any change to your school or teachers?	1. Yes 2. No	F5.1 F6
F5.1	What have been changed and how?		F6
F6	Do you think the Project brought any change to yourself?	1. Yes 2. No	F6.1 END
F6.1	What have been changed and how?		END

Thank you very much for your kind cooperation!

JICA Project Team

ID:**Out-of-School Children**

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	Chiefdom	1. Tonko Limba 2. Bramaia 3. Magbema 4. Gbinleh Dixon	A
A	Basic information of the student		
A1	Name		A2
A2	Gender of Interviewee:	1. Boy 2. Girl	A3
A3	Age		A2
A4	Ethnic Group	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	A3
A5	Place of Birth	1. Within this village 2. Within this section 3. Within this chiefdom 4. Within Kambia 5. Other ()	A4
A6	Address	Village	A6.1
A6.1		Section	B
B	Education		
B1	Are you registered to any school?	1. Yes 2. No	B1.1 B2
B1.1	Why you are not in school now?	1. Working in the market 2. Working in farm 3. Helping my family (domestic work) 4. My parents/ guardian have not paid school fee/ related charges. 5. My family prohibited going to school. I don't want to go to school today, because: 6. I don't like to study. 7. I'm afraid of teachers. 8. I didn't eat enough. 9. Other ()	B4
B2	Have you been registered to school?	1. Yes, but I dropped out. 2. No, I never enroll in the school	B2.1 B3
B2.1	When did you drop out the school?	1. Primary school (PS), grade 1 2. PS, grade 2 to 3 3. PS, grade 4 to 6 4. Junior Secondary School (JSS), grade 1 5. JSS, grade 2 to 3	B2.2

ID:**Out-of-School Children**

No.		To	Code	
B2.2	Why did you drop out the school? (the nearest one)	1. I got sickness/ injury/ handicapped. 2. I got pregnant. 3. I got married. 4. My parents/ guardian could not afford to send me to school. 5. My parents/ guardian are not aware of importance of education for me. 6. I need to work to help my family. 7. School was too far. 8. School facility was not adequate. 9. Other ()	B2.3	
B2.3	Who decided that you should drop out the school?	1. Father 3. Grand father 5. Other family member 7. Myself 9. Other ()	2. Mother 4. Grand mother 6. Guardian 8. Teacher	B4
B3	Why did you never enroll in the school? (the nearest one)	1. My parents/ guardian could not afford to send me to school. 2. My parents/ guardian are not aware of importance of education for me. 3. I need to work to help my family. 4. School is too far. 5. School facility is not adequate. 6. I don't like school/ to study. 7. I'm handicapped. 8. Other ()		B4
B4	Do you want to go/ go back to school?	1. Yes 2. No		B4.1 B4.3
B4.1	Why you want to go/ go back to school?			
	<for surveyor> 1. For future development 3. Economy 5. To reduce work load	2. For my self (dream, job, etc.) 4. For my family (marriage, children, etc.) 6. Other		B4.2
B4.2	Why you have not been/ been back to school though you want to do so?			
	<for surveyor> 1. Economy 4. Don't like study/ school	2. Family 5. Age	3. Working 6. Other	B5
B4.3	Why you do not want to go/ go back to school?			
	<for surveyor> 1. Economy 4. Don't like study/ school	2. Family 5. Age	3. Working 6. Other	B5
B5	Have you ever received non-formal education/ skills training?	1. Never 2. Yes, literacy class 4. Yes, CREPS 5. Yes, other ()	3. Yes, skills training	B6.1

ID:**Out-of-School Children**

No.			To	Code
B6.1	Can you read English?	1. Yes, easily 3. No	2. Yes, but difficult	B6.2
B6.2	Can you write English?	1. Yes, easily 3. No	2. Yes, but difficult	B6.3
B6.3	Can you speak English?	1. Yes, easily 3. No	2. Yes, but difficult	B6.4
B6.4	Can you speak Creole?	1. Yes, easily 3. No	2. Yes, but difficult	C
C	Parents/ Guardian			
C1	Do you live with your parent(s)?	1. Yes, both father and mother 2. Yes, only with father 3. Yes, only with mother 4. No		D C1.1
C1.1	Who mainly look after you?	1. Grand parent(s) 2. Parent(s)-in-laws 3. Uncle/ Aunt 4. Other relatives 5. Other ()		D
D	Now, I'll ask you about your work in hour home			
D1	Do you FETCH WATER to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month		D2 D1.1
D1.1	How long do you spend to FETCH WATER every time?	(hours)		D2
D2	Do you COLLECT FIREWOODS to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month		D3 D2.1
D2.1	How long do you spend to COLLECT FIREWOODS every time?	(hours)		D3
D3	Do you WASH CLOSES to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month		D4 D3.1
D3.1	How long do you spend to WASH CLOSES every time?	(hours)		D4
D4	Do you CLEAN HOUSE/ GARDEN to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month		D5 D4.1
D4.1	How long do you spend to CLEAN HOUSE/ GARDEN every time?	(hours)		D5
D5	Do you COOK to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month		D6 D5.1
D5.1	How long do you spend to COOK every time?	(hours)		D6

ID:**Out-of-School Children**

No.		To	Code
D6	Do you TAKE CARE OF OTHER FAMILY MEMBER(S) to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	D7 D6.1
D6.1	How long do you spend to TAKE CARE OF OTHER FAMILY MEMBER(S) every time?	(hours)	D7
D7	Do you GO TRADE to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	D8 D7.1
D7.1	How long do you spend for TRADING every time?	(hours)	D8
D8	Do you WORK IN FARM to help your family?	0. No 1. Yes, almost everyday 2. Ye, once/twice a week 3. Yes, 3 to 5 times a week 4. Yes, once to 3 times a month	C9 C8.1
D8.1	How long do you spend for WORKING IN FARM every time?	(hours)	C9
D9	Do you USUALLY do other works to help your family?	1. Yes 2. No	D8.1 E
D9.1	What kind of works do you do?		E
E	About the Project		
E1	Do you know "ECDC"?	1. Yes 2. No	E1.1 END
E1.1	What do you know about ECDC activities?		E2
E2	Have you participated ECDC activities?	1. Yes, frequently 2. Yes, a few times 3. Never	E2.1 E3
E2.1	What kind of activities have you participated? (multiple)	1. Construction 2. Gardening/ Farming 3. Event/ Festival 4. Marketing (selling and/or buying) 5. Awareness raising 6. Training 7. Other ()	E3
E3	Do you think you benefit from ECDC activities?	1. Yes 2. No	E3.1
E3.1	What is the reason?		E4
E4	Do you think the Project brought any change to your home or parents?	1. Yes 2. No	E4.1 E5
E4.1	What have been changed and how?		E5
E5	Do you think the Project brought any change to yourself?	1. Yes 2. No	E5.1 END
E5.1	What have been changed and how?		END

Thank you very much for your kind cooperation!

JICA Project Team

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	Chiefdom	1. Tonko Limba 2. Bramaia 3. Magbema 4. Gbinleh Dixon	A
A Basic information of the interviewee			
A1	Name		A2
A2	Gender of Interviewee:	1. Man 2. Woman	A3
A3	Age		A4
A4	Ethnic Group	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	A5
A5	Place of Birth	1. Within this village 2. Within this section 3. Within this chiefdom 4. Within Kambia 5. Other ()	A6
A6	Address	Village	A6.1
A6.1		Section	A7
A7	Marital status	1. Unmarried 2. Married 3. Divorced 4. Widowed	B A7.1 A7.1
A7.1	Number of children depending on you		B
B Education			
B1	What is your highest education completed/ received?	1. No formal education Drop-out from: 2. Primary school 3. JSS 4. SSS Graduated: 5. Primary school 6. JSS 7. SSS 8. Higher education 9. Other ()	B2 B3 B5
B2	Why did you never enroll in the school? (the nearest one)	1. My parents/ guardian could not afford to send me to school. 2. My parents/ guardian are not aware of importance of education for me. 3. I need to work to help my family. 4. School is too far. 5. School facility is not adequate. 6. I don't like school/ to study. 7. I'm handicapped. 8. The war 9. Other ()	B4

No.		To	Code
B3	When did you drop out the school?	1. Primary school (PS), grade 1 2. PS, grade 2 to 3 3. PS, grade 4 to 6 4. Junior Secondary School (JSS), grade 1 5. JSS, grade 2 to 3	B3.1
B3.1	Why did you drop out the school? <u>(the nearest one)</u>	1. I got sickness/ injury/ handicapped. 2. I got pregnant. 3. I got married. 4. My parents/ guardian could not afford to send me to school. 5. My parents/ guardian are not aware of importance of education for me. 6. I need to work to help my family. 7. School was too far. 8. School facility was not adequate. 9. The war 10. Other ()	B3.2
B3.2	Who decided that you should drop out the school?	1. Father 2. Mother 3. Grand father 4. Grand mother 5. Other family member 6. Guardian 7. Myself 8. Teacher 9. Other ()	B4
B4	Do you want to go/ go back to school?	1. Yes 2. No	B4.1 B4.2
B4.1	Why you want to go/ go back to school?		
	<for surveyor> 1. For future development 2. For my self (dream, job, etc.) 3. Economy 4. For my family (marriage, children, etc.) 5. To reduce work load 6. Other		B4.2
B4.2	Why you have not been/ been back to school though you want to do so?		
	<for surveyor> 1. Economy 2. Family 3. Working 4. Don't like study/ school 5. Age 6. Other		B5
B4.3	Why you do not want to go/ go back to school?		
	<for surveyor> 1. Economy 2. Family 3. Working 4. Don't like study/ school 5. Age 6. Other		B5
B5	Have you ever received non-formal education/ skills training?	1. Never 2. Yes, literacy class 3. Yes, skills training 4. Yes, CREPS 5. Yes, other ()	B6.1
B6.1	Can you read English?	1. Yes, easily 2. Yes, but difficult 3. No	B6.2
B6.2	Can you write English?	1. Yes, easily 2. Yes, but difficult 3. No	B6.3
B6.3	Can you speak English?	1. Yes, easily 2. Yes, but difficult 3. No	B6.4
B6.4	Can you speak Creole?	1. Yes, easily 2. Yes, but difficult 3. No	C

No.		To	Code
C	Economic status		
C1	What is your primary occupation to earn income?	0. No regular work 1. Full time farmer 2. Part-time farmer 3. Trader/ Small business 4. Skilled labor 5. Unskilled labor 6. Employee in private sector 7. Employee in Government sector 8. Student	C1.1
C1.1	Who pay your living cost OTHER THAN YOU?	0. Nobody 1. Wife/ Husband 2. Parent(s) 3. Grand parent(s) 4. Parent(s)-in-law 5. Uncle/ Aunt 6. Other relatives 7. Other ()	D
D	Community activity		
D1	Do you belong to community based group? (except traditional group such as secret society)	1. Yes, I belong to some groups. 2. Yes, I belong to one group. 3. No	D2 D2 E
D2	Please tell me the name of the group which you are most actively involved in.		D3.1
D3.1	What kind of the group is?	1. Women group 2. Youth group 3. Farmers group 4. Sports team 5. Other ()	D3.2
D3.2	How many members are registered in the group?		D3.3
D3.3	What kind of activity does the group mainly do? (Up to 2)	1. Micro finance/ credit 2. Income generation 3. Seed bank 4. Other agriculture support (training, etc.) 5. Holding/ supporting community event 6. Awareness raising 7. Other ()	D4
D4	When did you join the group?	Year	D5
D5	What is your position in the group?	1. Member 2. Leader/ Chairperson 3. Management position such as deputy leader, accountant, secretary, treasurer, etc. 4. Other position such as PRO, organizer, etc	D6
D6	Why do you join the group? (the nearest one)	1. To get financial support 2. To get social/ mental support 3. To empower myself 4. To help/empower my community 5. To ensure my social status 6. Other ()	D7
D7	Are you satisfied with the group?	1. Yes, I am always satisfied. 2. Almost yes, but sometimes I have complain. 3. No.	D7.1
D7.1	What is the reason?		
	<for surveyor> 1. Relationship with other members 2. Behavior of other member(s) 3. Fair/ Unfair support 4. Relationship with community 5. Contents of activity 6. Other		D8

No.			To	Code
D8	Are you usually involved in community activity other than the group activity?	1. Yes 3. No	D8.1 E	
D8.1	What kind of activity are you usually involved in? (Up to 2)	1. School improvement work 2. Other construction/ improvement works 3. Farming work 4. Cleaning community/ public facilities 5. Attending meeting 6. Awareness raising 7. Other ()	E	
E	About the Project			
E1	Are you an ECDC member?	1. Yes 2. No	E5 E2	
E2	Do you know about ECDC?	1. Yes 2. No	E3 E9	
E3	Have you been involved in this project?	1. Yes 2. No	E3.1 E4	
E3.1	How have you been involved in this project? (TWO MAJOR ONES)	1. I attend meeting regularly. 2. I participate in the activities regularly. 3. I attended meeting once or a few times. 4. I participated in the activities once or a few times.	E4	
E4	What kind of ECDC activity do you know?		E5	
E5	Do you know what the objective of ECDC?	0. Don't know 1. Yes, I know	E6 E5.1	
E5.1	Could you tell me the objective as far as you know?		E6	
E6	Do you think you are affected positively or negatively by ECDC activities?	1. Yes, positively 2. Yes, negatively 3. No	E6.1	
E6.1	Why do you think so?		E7	
E7	Do you think who ESPECIALLY benefit from ECDC activities? (multiple)	1. School including teachers 2. Students 3. Parents of the students 4. SMC/BoG/CTA 5. Women in the community 6. Children in the community 7. Youth in the community 8. ECDC 9. Other group ()	E7	
E8	Are you satisfied with ECDC activities?	1. Yes 2. No	E8.1	
E8.1	What is the reason?		E9	
E9	Have you used the Resource Center?	1. Yes 2. No	E9.1 E10	

ID:**Youth**

No.		To	Code
E9.1	How did you use the resource center? (multiple)	1. Borrow/ Rent books 2. Rent equipments for school lesson 3. Rent equipment for private purpose 4. Participated in training 5. Other ()	E10
E10	Do you think the Project brought any change to yourself?	1. Yes 2. No	E10.1 E11
E10.1	What have been changed and how?		E11
E11	Do you think the Project brought any change to your community?	1. Yes 2. No	E11.1 END
E11.1	What have been changed and how?		END

Thank you very much for your kind cooperation!

JICA Project Team

ID:**Parent**

No.					To	Code		
1	Date:				2			
2	Interviewer:				3			
3	School Name:				4			
4	Name, gender and grade of children going to this school	Name	Grade	Gender	A			
				1. Boy 2. Girl				
				1. Boy 2. Girl				
				1. Boy 2. Girl				
A Condition of the interviewee's house and propaties								
A1	Floor	1. Wood/ Planks	2. Tile/ Concrete	3. Dirt/ Straw	4. Other ()	A2		
A2	Wall	1. Concrete blocks	2. Mud bricks	3. Woods	4. Straws	5. Other ()	A3	
A3	Roof	1. Tin/Zinc	2. Wood/ Planks	3. Thatch	4. Other ()	A4		
A4	Does your household have RADIO?			1. Yes 2. No		A5		
A5	Does your household have BICYCLE?			1. Yes 2. No		A6		
A6	Does your household have PRIVATE MOTORCYCLE?			1. Yes 2. No		A7		
A7	Does your household have PRIVATE VEHICLE?			1. Yes 2. No		A8		
A8	Do any of your family members have MOBILE PHONE?			1. Yes 2. No		B		
B Basic information of the interviewee								
B1	Address	Village				B1.1		
B1.1		Section				B1.2		
B1.2		Chiefdom	1. Tonko Limba	2. Bramaia	3. Magbema	4. Gbinleh Dixon	5. Other ()	B2
B2	Ethnic Group	1. Creole	2. Temne	3. Susu	4. Limba	5. Other ()	B3	
B3	Place of Birth	1. Within this village	2. Within this section	3. Within this chiefdom	4. Within Kambia	5. Other ()	C	
C Family member								
C1	Could you tell me about each member including yourself? START WITH THE INTERVIEWEE				(Next page)	Next page		

Family ID:

Parent

No	Name	Age	Gender 1. Man 2. Woman	Relation with Head of HH 1. Head of household 2. Wife 3. Child 4. Step/ Adopted child 5. Grand child 6. Parent 7. Parent-in-law 8. Brother/Sister 9. Brother/Sister -in-law 10. Uncle/Aunt 11. Other (Specify)	Highest education (> 6 years old) 1. No formal education 2. PS drop-out 3. PS graduated/going 4. JSS drop-out 5. JSS graduated/going 6. SSS drop-out 7. SSS graduated/going 8. Higher 9. Other (Specify)	Literacy (> 6 years old)				Marital status (>15) 1. Unmarried 2. Married 3. Divorced 4. Widowed	Occupation (>15)	
						English			Creole		Primary	Secondary
						Read	Write	Speak	Speak			
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

No.		To	Code																												
D	Economic status																														
D1	<p>What were the major sources of income of your family and how much, approximately earned from those in the last one year? (TOP 3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="width: 33%;">1. Agriculture</td> <td style="width: 33%;">2. Fishing</td> <td style="width: 33%;">3. Forestry</td> <td rowspan="3" style="width: 20%; vertical-align: top;">Annual income (Approx.)</td> </tr> <tr> <td></td> <td>4. Trading/ Small business</td> <td>5. Salary</td> <td></td> </tr> <tr> <td></td> <td>6. Gift from family/ friend</td> <td>7. Other (specify)</td> <td></td> </tr> <tr> <td>1</td> <td colspan="3"></td> <td>Le. m</td> </tr> <tr> <td>2</td> <td colspan="3"></td> <td>Le. m</td> </tr> <tr> <td>3</td> <td colspan="3"></td> <td>Le. m</td> </tr> </table>		1. Agriculture	2. Fishing	3. Forestry	Annual income (Approx.)		4. Trading/ Small business	5. Salary			6. Gift from family/ friend	7. Other (specify)		1				Le. m	2				Le. m	3				Le. m	D2	
	1. Agriculture	2. Fishing	3. Forestry	Annual income (Approx.)																											
	4. Trading/ Small business	5. Salary																													
	6. Gift from family/ friend	7. Other (specify)																													
1				Le. m																											
2				Le. m																											
3				Le. m																											
D2	<p>How many acres of farmland does your household cultivate this?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">Rice</td> <td style="width: 12.5%;">Ground Nuts</td> <td style="width: 12.5%;">Cassava</td> <td style="width: 12.5%;">Millet</td> <td style="width: 12.5%;">Pepper</td> <td style="width: 12.5%;">Okura</td> <td style="width: 12.5%;">Corn</td> <td style="width: 12.5%;">Other ()</td> </tr> <tr> <td>Bushels</td> <td>Bushels</td> <td>Bags</td> <td>Bushels</td> <td>Bags</td> <td>Bags</td> <td>Peaces</td> <td></td> </tr> <tr> <td>Acres</td> <td>Acres</td> <td>Acres</td> <td>Acres</td> <td>Acres</td> <td>Acres</td> <td>Acres</td> <td>Acres</td> </tr> </table>	Rice	Ground Nuts	Cassava	Millet	Pepper	Okura	Corn	Other ()	Bushels	Bushels	Bags	Bushels	Bags	Bags	Peaces		Acres	Acres	Acres	Acres	Acres	Acres	Acres	Acres	D3					
Rice	Ground Nuts	Cassava	Millet	Pepper	Okura	Corn	Other ()																								
Bushels	Bushels	Bags	Bushels	Bags	Bags	Peaces																									
Acres	Acres	Acres	Acres	Acres	Acres	Acres	Acres																								
D3	How many COWS does your household currently have?	D4																													
D4	How many GOATS does your household currently have?	D5																													
D10	<p>On which items does your household regularly spend most?</p> <p>(PUT the NUMBER from top 1 to 3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="width: 45%;">1. Meals/ Foods</td> <td style="width: 50%;">2. Health/ Medical care</td> </tr> <tr> <td></td> <td>3. Education</td> <td>4. Investment for farming</td> </tr> <tr> <td></td> <td>5. Investment for business/ trading</td> <td>6. Housing</td> </tr> <tr> <td></td> <td>7. Clothing</td> <td>8. Other ()</td> </tr> </table>		1. Meals/ Foods	2. Health/ Medical care		3. Education	4. Investment for farming		5. Investment for business/ trading	6. Housing		7. Clothing	8. Other ()	D11																	
	1. Meals/ Foods	2. Health/ Medical care																													
	3. Education	4. Investment for farming																													
	5. Investment for business/ trading	6. Housing																													
	7. Clothing	8. Other ()																													
D11	<p>What is the major cooking fuel in your household?</p> <p>1. Woods 2. Charcoal 3. Other ()</p>	D12																													
D12	<p>Who among your family usually collect the fuel? (Up to 2)</p> <p>1. Children (both boys and girls) 2. Boys only 3. Girls only 4. Adult women 5. Adult men 6. Buy from a bender 7. Other ()</p>	E																													
E	Health and sanitation																														
E1	<p>Has anyone been sick or injury for the LAST THREE (3) MONTHS? (December to February)</p> <p>1. Yes 2. No</p>	E1.1 E2																													

No.		To	Code																																				
E1.1	Who got sick or injury and where did you seek care?																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">No.</th> <th style="width: 20%;">Name</th> <th style="width: 5%;">Age</th> <th style="width: 10%;">Gender</th> <th style="width: 20%;">Situation (ex. diarrhea, fever, injury, faint, etc.)</th> <th style="width: 40%;">Care seeking</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1. Man 2. Woman</td> <td></td> <td>0. Nothing 1. Hospital 2. Clinic 3. Health center 4. Health post 5. Pharmacy 6. Traditional healer 7. Other (specify)</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>			No.	Name	Age	Gender	Situation (ex. diarrhea, fever, injury, faint, etc.)	Care seeking				1. Man 2. Woman		0. Nothing 1. Hospital 2. Clinic 3. Health center 4. Health post 5. Pharmacy 6. Traditional healer 7. Other (specify)																								
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					1. Man 2. Woman		0. Nothing 1. Hospital 2. Clinic 3. Health center 4. Health post 5. Pharmacy 6. Traditional healer 7. Other (specify)																																
E2	What is the major source of drinking water?	E2																																					
E2.1	Who among your family usually fetches water? (Up to 2)	E2.1																																					
E3	What kind of toilet do your family members usually use?	E3																																					
F	Education environment	F																																					
F1	Do your children go to the nearest school?	F2 F1.1																																					
F1.1	Why do your children not go to the nearest school? (The nearest one)	F2																																					
F2	Do your school- aged children go to school every day?	F3 F2.1 F2.1																																					

Parent

No.		To	Code
F2.1	What are the major reasons of the absence? (multiple)	01. The school is too far. 02. Classroom is not comfortable. 03. There are not enough desks and chairs. 04. There are not enough learning materials. 05. There are no well./ The school well is not adequate. 06. There are no toilet./ The school toilet is not adequate. 07. The lesson is boring. 08. It's difficult for me to understand the lesson. 09. Sickness/ Injury 10. Parent(s)/ guardian(s) prefer me to help them with working for TRADING. 11. Parent(s)/ guardian(s) prefer me to help them with working for FARMING. 12. Parent(s)/ guardian(s) prefer me to help them with working for DOMESTIC WORKS. 13. There are dangerous animals on school zone. 14. Heavy rain 15. Other ()	F3
F3	Are you satisfied with the school?	1. Yes 2. Almost yes, but sometimes no 3. No	F3.1
F3.1	What is the reason?		
	<for surveyor> 1. Child development 2. Relationship with teachers 3. School facility/ equipment 4. Learning materials 5. Lunch/ food provided in school 6. Quality of education (good/bad lessons, etc.) 7. Results of examination 8. Other		F4
F4	Are you satisfied with the school teachers?	1. Yes 2. Almost yes, but sometimes no 3. No	F4.1
F4.1	What is the reason?		
	<for surveyor> 1. Attention to children 2. Relationship with community 3. Dedicated teachers 4. Teaching skills 5. Qualification 6. Other		F5
F5	For these two years, how often, in average, does a teacher visit your home?	1. Never 3. 2-6 times a year 2. Once a year 4. More	F6 F5.1 F5.1
F5.1	What is the major purpose of the visit?	1. Promoting attendance of children 2. Collecting fees/ school related costs 3. Other ()	F6
F6	Do you/ your family member visit school?	1. Never 3. Yes, frequently 2. Yes, sometimes	F7 F6.1
F6.1	What is the major purpose of the visit? (major TWO ones)	1. Checking the progress in learning of our child 2. School gardening 3. School facility improvement 4. School management activity 5. Helping teaching activity 6. Community activity 7. Other ()	F7

Parent

No.			To	Code
G8	Have you used the Resource Center?	1. Yes 2. No	G8.1 G9	
G8.1	How did you use the resource center? (multiple)	1. Borrow/ Rent books 2. Rent equipments for school lesson 3. Rent equipment for private purpose 4. Participated in training/meeting 5. Other ()	G9	
G9	Do you think the Project brought any change to your children?	1. Yes 2. No	G9.1 G10	
G9.1	What have been changed and how?		G10	
G10	Do you think the Project brought any change to your family?	1. Yes 2. No	G10.1 G11	
G10.1	What have been changed and how?		G11	
G11	Do you think the Project brought any change to yourself?	1. Yes 2. No	G11.1 END	
G11.1	What have been changed and how?		END	

Thank you very much for your kind cooperation!

JICA Project Team

ID:**Village Chief**

No.		To	Code
1	Date:	2	
2	Interviewer:	3	
3	Chiefdom	1. Tonko Limba 2. Bramaia 3. Magbema 4. Gbinleh Dixon	4
4	Section		5
5	Village		A
A	Basic information of the student		
A1	Name		A2
A2	Gender of Interviewee:	1. Man 2. Woman	A3
A3	Age		A4
A4	Title	1. Village chief 2. Deputy/ Assistant to village chief 3. Section chief 4. Other ()	B
B	Demography of the community		
B1	How many households are there in this community?		B2
B2	How many men and women live in this community?	Men: <hr/> Women	B3
B3	Have more people moved in or out of this community for THE LAST TWO YEARS?	1. More people moved in 2. More people moved out 3. Almost same number of people in and out 4. No/ Few people moving in or out 5. Don't know	B4
B4	What is the major ethnic group in this community?	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	B5
B5	What is the major religious group in this community?	1. Catholic 2. Muslim 3. Pentecostal 4. Protestant 5. Other ()	B6
C	Economic status of the community		
C1	Which sector is the major income earning activity of people in this community? (Up to 2)	1. Agriculture 2. Stock raising 3. Fishery 4. Forestry 5. Trading/ Small business 6. Other ()	C2
C2	Do you think people's life this year is better than the last year?	1. Better 2. Worse 3. Same 4. I don't know	C2.1 D
C2.1	What do you think is the background of the change? (THE MAJOR ONE)	1. Market situation (a rise/ a fall in prices) 2. Agriculture productivity 3. Policy 4. Weather 5. Access to the market 5. I don't know 6. Other ()	D

ID:**Village Chief**

No.		To	Code
D	Access to public facility		
D1	How many miles (approximately) is it to the MAIN MOTOR ROAD ? _____ miles	D1.1	
D1.1	How do people usually go to the main motor road? (TOP TWO) 1. Public bus 2. Taxi 3. Bike taxi 4. Bicycle 5. On foot 6. Other (_____)	D1.2	
D1.2	How often does the public bus run through/ come to this community? 1. Everyday 2. Weekly 3. Monthly 4. Never	D2	
D2	Where is the NEAREST HEALTH FACILITY located? (Name of town/village)	D2.1	
D2.1	What kind of facility is it? 1. Hospital 3. Clinic operated by NGO 2. Clinic operated by mission 5. Health post 4. Health center 6. Other (_____)	D2.2	
D2.2	How many miles (approximately) is it to the nearest health facility? _____ miles	D2.3	
D2.3	How do people usually go to the nearest health facility? (Up to 2) 1. Public bus 2. Taxi 3. Bike taxi 4. Bicycle 5. On foot 6. Other (_____)	D3	
D3	Where is the NEAREST PRIMARY SCHOOL located? (Name of town/village)	D3.1	
D3.1	Is it same as the target school of this project? 1. Yes 2. No	D3.3 D3.2	
D3.2	Do you know whether the enrollment of that school has been changed for these two years? 1. Increased 2. Decreased 3. No change 4. Don't know	D3.3	
D3.3	How many miles (approximately) is it to the nearest primary school? _____ miles	D3.4	
D3.4	How do students usually go to the nearest primary school? (TOP TWO) 1. Public bus 2. Taxi 3. Bike taxi 4. Bicycle 5. On foot 6. Other (_____)	D4	
D4	Where is the NEAREST MARKET located? (Name of town/village)	D4.1	
D4.1	How often does the market open? 1. Permanent (daily) 2. Weekly 3. Monthly	D4.2	
D4.2	Which day(s) does the market open? Every _____ in a week in a month	D4.3	
D4.3	How many miles (approximately) is it to the nearest health facility? _____ miles	D4.4	
D4.4	How do people usually go to the nearest health facility? (TOP TWO) 1. Public bus 2. Taxi 3. Bike taxi 4. Bicycle 5. On foot 6. Other (_____)	D5	

ID:**Village Chief**

No.		To	Code
D5	What is the MOST COMMON SOURCE OF DRINKING WATER in this community?	1. Public tap 2. Deep well with a hand pump 3. Deep well without a hand pump 4. Protected shallow well 5. Unprotected shallow well 6. Protected spring water 7. Unprotected spring water 8. River water 9. Other ()	D6
D6	What is the MOST COMMON TOILET TYPE in this community?	1. Private VIP latrine 2. Private pit latrine 3. Public/ Shared VIP latrine 4. Public/ Shared pit latrine 5. Open pit 6. Open space (bush, stream, etc.)	E
E	Education environment		
E1	Do you think the number of SCHOOL AGED CHILDREN not attending to school has been changed for these two years?	1. Increased 2. Decreased 3. No change 4. I don't know.	E1.1 E2
E1.1	Do you think what the reason is? <for surveyor> 1. Awareness of importance of education 2. Economic situation of parents 3. Work load of parents 4. Distance to the school 5. School feeding 6. Quality of education in the school 6. School facility/ equipment 7. Other		E2
E2	Do you think the number of GIRL CHILDREN attending school has been changed for these two years?	1. Increased 2. Decreased 3. No change 4. I don't know.	E2.1 F
E2.1	Do you think what the reason is? <for surveyor> 1. Awareness of importance of education 2. Economic situation of parents 3. Work load of parents 4. Distance to the school 5. School feeding 6. Quality of education in the school 6. School facility/ equipment 7. Policy (support for girl child) 8. Other		F
F	Social support/ Community activity		
F1	Do ORPHANS live in this community?	1. Yes 2. No	F1.1 F2
F1.1	Do you think they are involved in community activity?	1. Yes 2. No	F1.2
F1.2	What kind of support does your community provide to orphans?	1. No support 2. Financial support 3. In-kind support 4. Mental support 5. Other ()	F2
F2	Do the HANDICAPPED live in this community?	1. Yes 2. No	F2.1 F3
F2.1	Do you think they are involved in community activity?	1. Yes 2. No	F2.2
F2.2	What kind of support does your community provide to the handicapped?	1. No support 2. Financial support 3. In-kind support 4. Mental support 5. Other ()	F3
F3	Do children not going to school live in this community?	1. Yes 2. No	F3.1 F4

ID:**Village Chief**

No.		To	Code																																				
F3.1	Do you think they are involved in community activity? 1. Yes 2. No	F3.2																																					
F3.2	What kind of support does your community provide to the children not going to school? 1. No support 2. Financial support 3. In-kind support 4. Mental support 5. Other ()	F4																																					
F4	Do YOUTHS IN DIFFICULT SITUATION live in this community? 1. Yes 2. No	F4.1 F5																																					
F4.1	Do you think they are involved in community activity? 1. Yes 2. No	F4.2																																					
F4.2	What kind of support does your community provide to youths in difficult situation? 1. No support 2. Financial support 3. In-kind support 4. Mental support 5. Other ()	F5																																					
F5	Do WOMEN IN DIFFICULT SITUATION live in this community? 1. Yes 2. No	F5.1 F6																																					
F5.1	Do you think they are involved in community activity? 1. Yes 2. No	F5.2																																					
F5.2	What kind of support does your community provide to women in difficult situation? 1. No support 2. Financial support 3. In-kind support 4. Mental support 5. Other ()	F6																																					
F6	What kind of community based organizations/ groups are functioning in this community? (Five major ones) 0. I don't know. <table border="1" data-bbox="247 1064 1236 1612"> <thead> <tr> <th></th> <th>Name</th> <th>No. of members in this community</th> <th>Type 1. Women 2. Youth 3. Farmers 4. Other</th> <th>Founder 1. Government 2. NGO 3. UN agency 4. Community people 5. Other</th> <th>Coverage 1. Village wide 2. Neighboring villages 3. Section wide 4. Chiefdom wide</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Name	No. of members in this community	Type 1. Women 2. Youth 3. Farmers 4. Other	Founder 1. Government 2. NGO 3. UN agency 4. Community people 5. Other	Coverage 1. Village wide 2. Neighboring villages 3. Section wide 4. Chiefdom wide	1						2						3						4						5						G	
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1																																							
2																																							
3																																							
4																																							
5																																							
G	About the Project																																						
G1	Are you an ECDC member? 1. Yes 2. No	G5 G2																																					
G2	Do you know about ECDC? 1. Yes 2. No	G3 G9																																					
G3	Have you involved in this project? 1. Yes 2. No	G3.1 G4																																					
G3.1	How have you been involved in this project? (TOW MAJOR ONES) 1. I attend meeting regularly. 2. I participate in the activities regularly. 3. I attended meeting once or a few times. 4. I participated in the activities once or a few times.	G4																																					
G4	Do you know what the objective of ECDC? 0. Don't know 1. Yes, I know	G5 GG4.1																																					

ID:**Village Chief**

No.		To	Code
G4.1	Could you tell me the objective as far as you know?	G5	
G5	What kind of ECDC activity do you know?	G6	
G6	Do you think you are affected positively or negatively by ECDC activities?	1. Yes, positively 2. Yes, negatively 3. No	G6.1
G6.1	Why do you think so?	G7	
G7	Do you think who ESPECIALLY benefit from ECDC activities? (multiple)	1. School including teachers 2. Students in the school 3. Parents of the students 4. SMC/BoG/CTA 5. Women in the community 6. Children in the community 7. Youth in the community 8. ECDC 9. Other group ()	G8
G8	Are you satisfied with ECDC activities?	1. Yes 2. No	G8.1
G8.1	What is the reason?	G9	
G9	Have you used the Resource Center?	1. Yes 2. No	G9.1 G10
G9.1	How did you use the resource center? (multiple)	1. Borrow/ Rent books 2. Rent equipments for school lesson 3. Rent equipment for private purpose 4. Participated in training/meeting 5. Other ()	G10
G10	Do you think the Project brought any change to this community?	1. Yes 2. No	G10.1 END
G10.1	What have been changed and how?	END	

Thank you very much for your kind cooperation!

JICA Project Team

No.			To	Code
1	Date:		2	
2	Interviewer:		3	
3	School Name:		4	
4	Name		4.1	
4.1	Title/ position in ECDC	1. Coordinator 2. Assistant Coordinator 3. Secretary 4. Assistant secretary 5. Treasure 6. Financial secretary 7. Assistant financial secretary 8. Other ()	5	
5	Can you write your name in English or Arabic?	1. Yes 2. No	6	
6	Age	(Under 30 years old) (30 and over)	6.1 7	
6.1	<YOUTH> Do you think you can usually express your honest opinion to other members?	1. Yes, always 2. Yes, but sometimes it's difficult 3. No	7	
7	Gender of Interviewee:	1. Man 2. Woman	8 7.1	
7.1	<WOMAN> Do you think you can usually express your honest opinion to other members?	1. Yes, always 2. Yes, but sometimes it's difficult 3. No	8	
8	Ethnic Group	1. Creole 2. Temne 3. Susu 4. Limba 5. Other ()	9	
9	Place of Birth	1. Within this village 2. Within this section 3. Within this chiefdom 4. Within Kambia 5. Other ()	10	
10	Address	Village	10.1	/
10.1		Section	10.2	/
10.2		Chiefdom 1. Tonko Limba 2. Bramaia 3. Magbema	11	
11	What is your highest education completed/ received?	1. No formal education 2. Primary school drop-out 3. Primary school graduated 4. JSS drop-out 5. JSS graduated 6. SSS drop-out 7. SSS graduated 8. Teacher's college 9. University 10. Other ()	12.1	
12.1	Can you read English?	1. Yes, easily 2. Yes, but difficult 3. No	12.2	
12.2	Can you write English?	1. Yes, easily 2. Yes, but difficult 3. No	12.3	
12.3	Can you speak English?	1. Yes, easily 2. Yes, but difficult 3. No	12.4	
12.4	Can you speak Creole?	1. Yes, easily 2. Yes, but difficult 3. No	13	

No.		To	Code
13	What is the occupation?	0. No regular work 1. Teacher 2. Full time farmer 3. Part-time farmer 4. Trader/Small business 5. Skilled labor 6. Unskilled labor 7. Employee in private sector 8. Employee in government sector 9. Traditional healer/ TBA/ Herbalist 10. Other ()	14
14	Do you have any title in the community?	0. No 1. Leader of a group 2. Religious leader 3. Village authority 4. Section authority 5. Elder 6. Other ()	15
15	Do you belong to other community based organization?	0. No 1. SMC/ BoG 2. CTA 3. Youth group 4. Women Group 5. Farmers group 6. Osusu/ similar 7. Other ()	16
16	When did you join ECDC?	1. Initial stage of this project (Jun. to Sep. 2005) 2. During Sep. 2005 to Aug. 2006 3. During Sep. 2006 to Aug. 2007 4. After Sep. 2007	17
17	Do you think you changed after joining in ECDC?	1. Yes, positively 2. Yes, negatively 3. No change 4. Don't know	17.1 18
17.1	Could you tell me example of the major change which you experienced?		18
18	Do you think your community changed during this project?	1. Yes, positively 2. Yes, negatively 3. No change 4. Don't know	18.1 19
18.1	Could you tell me example of the major change which your community experienced?		19
19	Do you think the school changed during this project?	1. Yes, positively 2. Yes, negatively 3. No change 4. Don't know	19.1 20
19.1	Could you tell me example of the major change which the school experienced?		20
20	Honestly speaking, do you want to maintain ECDC?	1. Yes, I want and I think it's possible. 2. Yes, but I think it's difficult. 3. No	20.1
20.1	What is the reason?		END

Thank you very much for your kind cooperation!

JICA Project Team

**Guideline for Focus Group Interview
for Endline Survey**

Guideline for Focus Group Interview

17 March 2008

1. Arrangement: FGI is to be conducted by one facilitator and one record taker/observer.

It will take 2 to 3 hours per group. The surveyors should submit the WORKING PLAN in the field to JICA Study Team. JST will join some of FGI. The surveyors should summarize the essence of FGI in the hand-written reports in the designated format should be submitted to JST through facilitators or supervisors of ABC Development soon after each FGI.

Table 1: Location of FGI

<i>Project Area</i>	<i>Location</i>	<i>No. of Focus Groups</i>
Pilot Project Area – 1 Tonko Limba	1. Kamasasa and Kutiya 2. Kabasa 1, Kabasa 2 and Kakonteh 3. Kamabala	3 x 3 = 9
Pilot Project Area – 2 Magbema	1. Rokupr and Masorie 2. Wulatenkle, Gberika and Taintafor 3. Magbethei	3 x 3 = 9
Pilot Project Area – 3 Bramaia	1. Kukuna and Teneba Bramaia 2. Kabaya and Seduya 3. Turaya 4. Sorimanikaya	4 x 3 = 12
Control Area Gbinleh Dixon	1. Daresalam	1 x 3 = 3

Table 2: Participants of FGI

<i>Group</i>	<i>Number</i>	<i>Criteria</i>
CTA*1 and SMC*2/ BoG*3	10	- NON ECDC MEMBERS - Members of CTA and SMC. BoG of the target schools listed in Table 1 in the location - At least 2 teachers and 2 women should be included.
Women	10	- NON ECDC MEMBERS - Members of women group in the location.
Youth	10	- NON ECDC MEMBERS - Members of youth group in the location

*1 CTA = Community and Teachers Association

*2 SMC = School Management Committee

*3 BoG = Board of Governance

2. **Warming up:** Before starting the interview, the surveyor make the participants relax and feel free to talk their opinion. It could be some exercises, games, etc.

3. **Questions and those purposes**

The surveyor facilitates all the participants to talk their opinion.

The multiple points-of-view is essential to analyze the situation. Therefore, almost all the questions should be asked to all focus groups. For example, questions about women group should be asked not only women but also youth and school management group.

WOMEN AND YOUTH ONLY <I. Outline of the Target Groups>

Purpose: To know about the hierarchy of women and youth groups.

- (1) How is the hierarchy of WOMEN/ YOUTH groups in this area?

ALL FOCUS GROUPS <II. Situation of the Target Groups: Weakness and Problems>

Purpose: Negative aspects of each target group of the Project should be discussed among the participants.

- (2) What are the weakness/ problems of WOMEN/ YOUTH in your community?
(3) What is the background of WOMEN's/ YOUTH's weakness/ problems?
(4) What are the weakness/ problems of CHILDREN in your community?
(5) What is the background of CHILDREN's weakness/ problems?

ALL FOCUS GROUPS <III. Situation of the Target Groups: Strength and Opportunity>

Purpose: Positive aspects of each target group of the Project should be discussed among the participants.

After discussing on the positive aspects, the participants should discuss how to utilize the positive aspects to solve their problem.

Facilitate the participants to find the solution NOT expecting external resources BUT maximizing and utilizing their internal resources.

- (6) What is the strength of WOMEN/ YOUTH in your community?
(7) How do WOMEN/ YOUTH in your community maximize/ utilize the strength to improve their situation?
(8) What is the strength of CHILDREN in your community?
(9) How do CHILDREN in your community maximize/ utilize the strength to improve

their situation?

ALL FOCUS GROUPS

<IV. Participation of Woman Group and Youth Group in the Community Development>

Purpose: To know the level of participation of women and youths in their community.
To know whether they are marginalized or ignored in their community.
Try to find if all the community groups have same opinion. (For example, although women groups think they are actively involved in development activities, other members do not know/ feel comfortable about it.)

(10) How do the WOMEN/ YOUTH groups contribute to the community development?

ALL FOCUS GROUPS **<V. Participation of Each Group in the Education Development>**

Purpose: To know the level of contribution for education development of each group in their community.
To know the level of activeness of school management organizations (SMC and CTA) (For example, some CTAs are not active.)
To know whether they are marginalized, isolated or ignored in their community.
Try to find if all the community groups have same opinion. (For example, although women groups think they actively contribute to education development, other members do not know/ feel comfortable about it.)

(11) How do the WOMEN/ YOUTH groups/ CTA and SMC/BoG contribute to the education development?

ALL FOCUS GROUPS **<VI. Efforts for Education Development>**

Purpose: To know the awareness on importance of education in the community.
To know barriers for children to go to the school and to continue learning.

(12) What are the barriers for CHILDREN to go to the school?

(13) What kind of efforts do WOMEN/ YOUTH groups/ CTA and SMC/BoG do to send CHILDREN to the school?

ALL FOCUS GROUPS < VII. Strength and Opportunity of the Community >

Purpose: To know UNIQUE and POSITIVE characteristics of their community.
To know what kind of resources do they have, such as HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL resources. (Please ask the participants for each category.)
Those characteristics will be utilized to identify the Micro Project.

(14) What is the strength/ sales points/ of your community?

HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL ...?

(15) What are you proud of your community?

HUMAN, NATURAL, TOURISTIC, TRADITIONAL, AGRICULTURAL ...?

(16) Who is the most honorable/ great person in your community?

What does he/ she do?

(17) How do you maximize/ utilize the strength of your community for development of your community?

ONLY IN THE PROJECT TARGET AREAS < VIII. Perception of “ECDC” >

Purpose: To know perception on ECDC among the community members as a baseline in the target areas.

(18) What is your opinion about ECDC? (not for control areas)

(19) What do you expect to ECDC? (not for control areas)

ECDC Code:

**AGREEMENT FOR IMPLEMENTATION OF MICRO PROJECT (THIRD STEP)
FOR
THE PROJECT ON CHILDREN AND YOUTH DEVELOPMENT IN KAMBIA DISTRICT
OF THE REPUBLIC OF SIERRA LEONE**

This Agreement is made and entered into ___ of _____, 2007 by and between

The Joint Venture of International Development Centre of Japan and KRI International Corp. duly organized and existing under the laws of Japan, with principal office located at 4-12-6 Higashi-Shinagawa, Shinagawa-ku, Tokyo, Japan (hereinafter referred to as "JICA Study Team");

and (School Name) _____ ECDC (Code: _____),

in _____, _____ Chiefdom, Kambia District (hereinafter referred to as "ECDC").

WITNESS

WITNESSETH that the parties covenant, promise and agree with each other as follows:

ECDC agrees to do and complete all services for implementation of Micro Project (Third Step) (hereinafter referred to as "the Work") in accordance with the terms, conditions and requirements of this Agreement.

JICA Study Team agrees to pay ECDC in consideration of the fulfillment of the Work, the Contract Price of _____ Leone only (Le. _____) in accordance with the terms and conditions specified in this Agreement.

It is agreed that the terms, conditions and requirement of the Agreement shall prevail to the extent expressly specified in this Agreement.

Article 1: PERIOD OF THE WORK

ECDC shall initiate the Work upon the signing of this Agreement and complete all procurement and payment made by the Contract Price by _____.

Article 2: SCOPE OF THE WORK

2.1 ECDC shall implement the Work under the facilitation and supervision of JICA Study Team and its counterpart agencies, namely Ministry of Education, Science and Technology, and Kambia District Council, including Kambia District Education Office.

ECDC Code:

Activities to be included in the Work and estimated cost allocation are shown in Table 1 below.

Table 1: List of Activity and Estimated Cost Allocation

	Activity	Activity Type	Amount (Le)
A			
B			
C			
D			
	Sub total of activities w/ tech team's support	Sub-Total	
	Sub total of activities w/o tech team's support	Sub-Total	
	Administration Cost		
	Total		
	Contingency (___% of Total)		
	Grand Total (Total +Contingency)		

- 2.2 ECDC shall submit Monthly Report to JICA Study Team at the beginning of every month. The report format shall be provided by JICA Study Team.
- 2.3 ECDC shall submit Accounting Book every month with original receipts for all expenditures to JICA Study Team for auditing. No expenditure without proper evidence shall be accepted.
- 2.4 ECDC shall submit Financial Statement and Financial Summary to JICA Study Team as stipulated in Article 4.

Article 3: CONTINGENCY

Contingency is set if the Work includes an activity with support of Technical Team of JICA Study Team, as specified in Article 2. Contingency shall be paid upon written approval of JICA Study Team based on written request from ECDC and detailed investigation on all actual expenses, price escalation and other justifiable reasons and situations by JICA Study Team.

Article 4: TERMS OF PAYMENT

The payment for the Work shall be made by JICA Study Team to ECDC in the following manner:

First payment equivalent to _____(____) percent of the Contract Price (Le. _____) shall be made to ECDC within thirty (30) days after the signing of the Agreement.

ECDC shall submit interim Financial Statement and Financial Summary of all income and expenditures before the second payment.

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Second payment equivalent to _____(____) percent of the Contract Price (Le. _____) shall be made to ECDC within thirty (30) days after approval of the Financial Statement for the first payment.

ECDC shall submit final Financial Statement and Financial Summary of all income and expenditure upon completion of all procurement and payment for the Work and by the date stipulated in Article 1.

Article 5: TAXES AND DUTIES

All the income and other taxes, levies, imposition, deductions, charges, fees and similar assessments whatsoever imposed, assessed, levied or collected by the Government of Republic of Sierra Leone, or any sub-divisions thereof or any taxing authority therein, upon ECDC and its staff shall be paid and borne by ECDC.

Article 6: TIME FOR COMPLETION

The Work shall be completed by ECDC within the time specified in Article 1: Period of the Work. In the event of forcemajeure conditions, if either of the parties notifies it to the other in the written manner, such obligations shall be suspended.

Article 7: LIABILITY

ECDC shall assure the safety of its members and concerned people at its own expenses. ECDC shall be liable to and responsible for any claims, compensation resulting from damages, injuries or accidents that may occur during the execution of the Work under the Agreement.

Article 8: TERMINATION OF AGREEMENT

- 8.1 The Agreement shall be terminated if and when the Prime Contract between JICA Study Team and Japan International Cooperation Agency is terminated. JICA Study Team shall immediately notify such termination to ECDC.
- 8.2 In the event of termination due to the fault of the party other than ECDC or due to any forcemajeure event, ECDC shall be paid the costs of the Work performed up to the termination date.
- 8.3 Should ECDC's fault to comply with its responsibilities under Article 2 herein or with any

ECDC Code:

other requirement under the Agreement result in the suspension, the Agreement shall be terminated. Misuse of fund, facility and equipment of the Work, serious confliction among ECDC members or between ECDC and the third party, and other suspicious attitude of ECDC members also might be the reason for termination.

- 8.4 The Agreement shall be terminated if the Work is completed by ECDC to the satisfaction of JICA Study Team and if the final Financial Summary stipulated in Article 4 is approved by JICA Study Team.

Article 9: AMENDMENT

The Agreement shall be amended, in whole or in part, only by the mutual agreement by and between the parties in the written manner.

Article 10: REFUND

ECDC shall refund the balance between the Contract Price and total expenditures with proper evidences, if ECDC fails to complete all procurement and payment made by the Contract Price by the date stipulated in Article 1.

Article 11: REPRESENTATION AND WARRANTIES

The execution and the performance of the Agreement by ECDC have been duly authorized and approved by ECDC's requisite action.

The person signing the Agreement is fully authorized to represent ECDC. The Agreement when signed shall bind on ECDC.

Article 12: DISPUTES

In the event of any disputes arising between the parties hereto with respect to the Agreement and/or performance of the Work, the parties hereto shall endeavour to take immediate actions to amicably settle such disputes. The final decision shall be left with JICA Study Team.

Article 13: EFFECTIVENESS

The Agreement shall be effective on the date when the Agreement is signed, and shall remain in force until the Work and all payments thereof shall been completed.

ECDC Code:

IN WITNESS HEREOF, the parties hereto have caused the Agreement to be signed in their respective names as of the day and year first above written.

For and on behalf of JICA Study Team

For and on behalf of ECDC

Kiyofumi Tanaka
Project Manager,
The Project on Children and Youth
Development in Kambia District of the
Republic of Sierra Leone,
International Development Center of Japan

Name:
Designation;
(Name of school) ECDC

Witness

Osman Fofana
Chariman,
Kambia District Council