

END PROGRAMME EVALUATION REPORT
Of
THE COMMONWEALTH EDUCATION FUND
SRI LANKA PROGRAMME

By

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EXECUTIVE SUMMARY

Save the Children Sri Lanka (SCiSL) commissioned this study to evaluate its Commonwealth Education Fund programme (CEF) which was implemented in all the provinces of Sri Lanka over a period of six years from Mid-August 2002 to June 2008. The programme was implemented on pilot basis through a wider network of civil society organizations which were identified in the respective provinces.

The CEF programme was designed to promote greater awareness on EFA Goals and the Rights of Children for Education. The primary objective of the programme was to ensure Quality Education and maintaining equity in education for all children between the age group of 5-14 years. The major emphasis of the programme was on the achievement of EFA goals by advocating and influencing the government and relevant stakeholders. This programme was planned to implement under the Save the Children in Sri Lanka (SCiSL), the lead agency's Education Program in collaboration with Oxfam, Plan International and Action Aid Sri Lanka. The Commonwealth Education Fund, U.K. provided necessary funds for implementing the programme.

Although the programme activities were implemented in nine provinces, this evaluation study was conducted only in three provinces due to time constraint. In agreement with the lead agency, the following programme locations were selected to conduct the evaluation. (a) Weligepola in the Ratnapura District of the Sabaragamuwa Province; (b) Thihagoda in the Matara District of the Southern Province; and (c) Nuwara Eliya in the Nuwara Eliya District of the Central Province. Necessary information was collected from primary and secondary sources during a period of ten days. The primary sources include the programme beneficiaries, Civil Society Organizations (CSOs) and programme partners. The secondary sources were mainly the programme documents such as progress reports, Quarterly Reports and Narrative Reports. The data collected for the evaluation were qualitative in nature but quantitative data also collected as necessary. In collecting qualitative data the Participatory Rural Appraisal (PRA) method was utilized in order to understand the programme impact from the respondent's point of view. The data collection techniques used in the study include (a) Focus Group Interviews; (b) semi-structured interviews; (c) observations; and (d) review of documents.

In collecting the data, the emphasis was paid on the three criteria of the CEF programme.

Criteria 1- Strengthening civil society participation in the designing and implementation of national and local education plans and frameworks:

The CEF programme conducted a series of workshops and training programmes for capacity building of civil society organizations including the programme

partners. As far as the set objectives of the CEF programme are concerned, this activity was necessary for strengthening the civil society participation in design and implementing national and local level education plans. The knowledge gained from the capacity building programmes was useful to the teachers, parents, community groups and CBOs to participate in preparing and implementing school level education plans. Similarly, the Coalition for Educational Development (CED) also contributed to convince the policy makers about the need of educational reforms in the country. This national coalition is an umbrella body of a network of non-governmental organizations which were involved in the CEF programme. As a result of the capacity building of civil society organizations, they were able to advocate for policy changes at the school level and national level. Some of those advocacy campaigns made a grater impact on policy practice but some were not.

Criteria 2- Enabling local communities to monitor government spending on education both at national and local levels:

Initiation was taken by the programme to create awareness among parents, community groups and CBOs about government spending on education. The objective of this activity was to sensitize the civil society on how and to what extent the government allocations are used for providing quality education to the children. In fact, the created awareness did not lead to a broad based advocacy campaign either at school level or at regional or national levels but it resulted in launching a comprehensive research on Budget Tracking. The Coalition for Educational Development is currently engaged in the research programme. The main objective of the research is to monitor the implementation of educational programmes and utilization of funds and resources to ensure quality and equitable education for all.

Criteria 3- Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access primary education:

The programme made a significant impact on achieving the expected outcomes of the criteria 3. The findings of the evaluation study revealed that various methods had been followed at the school as well as the community levels to improve accessibility of disadvantaged children to the education. These include aid classes conducted for slow learners, introduction of Open School concept, advocacy against child labour, campaigns for equal educational opportunities to girls and attitudinal changes of teachers towards the students. These activities made an impact on readmitting the school dropout children and admitting the non-schooling children to schools. Similarly, the slogan '**No Children for Sale**' which was used in the advocacy campaigns lunched by Children's Clubs in the plantation sector resulted in a reduction of child labour.

It was found that a range of activities had been carried out in order to achieve the set programme objectives and the expected outcomes of the programme. Those activities include; (1) Advocacy on educational reforms, (2) Awareness creation on EFA goals, (3) Policy influencing, (4) Strengthening Civil Society Organizations for launching advocacy campaigns, (5) Promoting parents and community participation in education planning at school level, (6) Monitoring of education budget (Budget Tracking), (7) Formation of School Development Societies, parents and teacher forums, Children's Clubs, (8) Networking of Civil Society Organizations and coalition building, (9) Conducting of surveys, (10) Dissemination and (11) Capacity building of the programme partners. Among these activities the most success ones were awareness creation programmes, strengthening of Civil Society Organizations including parents and communities to participate in education planning at local level while lobbying educational issues, launching advocacy campaigns and influencing the policy makers for equal opportunities for children to gain quality education. In fact, it seems that attaining of the EFA goals through advocacy campaigns was the main strategy used in the CEF programme, but it did not succeed to the expected level due to two main reasons viz, (a) Lack of awareness among parents and CSOs on education advocacy and (b) Lack of capacity for working on advocacy at all levels. The programme staff made attempts to address these issues but the level of success was very limited in most of the programme locations. Although there were constraints to launch effective advocacy campaigns, the other implemented activities made successful results. In fact, sustainability of the whole programme is a question, but it can be expected that the new coalition i.e. Coalition for Educational Development (CED), may be able to continue the programme if the organization works towards a long term vision together with an agenda to overcome the existing structural problems that it faces at present.

The framework within which the CEF programme was implemented seems to be rather different from conventional community development approaches. It tried to protect the rights of children for education and make equal opportunities for children in getting quality education through influencing the educational authorities. The experiences gained from the programme teach some important lessons that are worthwhile to consider when designing similar programmes. Among those lessons, the following are the most important.

1. launching advocacy campaigns: the CEF programme made a greater effort to organize advocacy campaigns through its provincial network but it did not succeed to the expected level. The reason was the lack of awareness to CSOs to launch educational advocacy campaigns. Therefore this constraint should be considered very carefully when implementing similar programmes.

2. Importance of systematic monitoring of the progress achieved: It was learnt that systematic monitoring is necessary for identifying strength and weaknesses of the strategies adopted in advocacy programmes. The CEF programme did not consider this as an important aspect and as a result it was unable to identify alternative advocacy strategies which are suitable for different socio-political contexts.

3. Addressing the needs of poor: when designing the CEF programme an emphasis was not given to the needs of poor. In fact the purpose of the programme was not poverty reduction but it neglected the fact that the target group of the entire programme is marginalized and disadvantaged people. It is undeniable fact that every parent is very keen in the education of their children but that need becomes less important when they have problems for survival. Therefore, an advocacy programme should be coupled with a livelihood development programme for the poor.

The findings of the evaluation show that the CEF programme has been able to achieve its primary objectives but the following aspects are also important to consider when implementing a similar project.

(a) Education as a two way process involving teaching and learning or delivering and receiving knowledge: The emphasis of the CEF programme was on the delivery of knowledge and as a result it was not able to address the issues of receiving knowledge. Therefore, it is recommended to incorporate both these aspects in the future programmes. (b) It was found that there is a close link between poverty and non-schooling/school dropout children. Since these categories of children being a target group of the programme, an emphasis should be paid on a poverty reduction strategy coupled with an advocacy programme. (c) Coalition for Educational Development (CED) is the brain child of CEF programme in Sri Lanka. To a greater extent the sustainability of the programme will depend on the dedication of CED in continuing the programme activities. Therefore further support is needed to strengthen its capacity, particularly because of the organization is still in a developing stage.

IV

GLOSARY

ASPBEA	: Asia and South Pacific Bureau for Adults Education
CBOs	: Community Based Societies
CC	: Children's Clubs
CDC	: Community Development Circle
CED	: Coalition for Educational Development
CEF	: Commonwealth Education Fund
CRC	: Child Rights Convention
ECE	: Early Childhood Education
ECD	: Early Childhood care and Development
EFA	: Education for All
FGD	: Focus Group Discussions
GCE/OL	: General Certificate of Education/Ordinary Level
GEF	: Global Environment Fund
EPSMS	: Ekabadda Praja Sanwardana Maha Sangamaya
INGOs	: International Non-governmental Organizations
MC	: Management Committee
MDGs	: Millennium Development Goals
NGOs	: Non-governmental Organizations
Oxfam U.K.	: Oxfam United Kingdom
PREDO	: Plantation Rural Education and Development Organization

PO	: Partner Organization
PRA	: Participatory Rural Appraisal
SDS	: School Development Societies
SCiSL	: Save the Children Sri Lanka
TOR	: Terms of Reference
WFP	: World Food Programme

1.0 THE PROGRAMME ON COMMONWEALTH EDUCATION FUND (CEF)

1.1 INTRODUCTION

Save the Children Sri Lanka (SCiSL) implemented six years duration Education Program from August 2002 to June 2008 with the objective of ensuring positive involvement of the government and relevant stakeholders in placing policy and practices on Quality Education and ensure protecting of Rights of Education for all children between the age of 5-14 years. The Commonwealth Education Fund (CEF) programme commenced its activities in mid-August 2002 through the recruitment of a CEF coordinator and the establishment of the Working Group consisting of eminent academics and civil society activists. This programme was planned to implement under the lead agency's (SCiSL) Education Program in collaboration with Oxfam and Action Aid Sri Lanka. The Commonwealth Education Fund, U.K. provided the necessary funds for implementing the programme. When designing the programme, it was aimed to achieve four main objectives namely, (1) Civil Society Participation in reaching EFA goals, (2) Equity in resource allocation in public funds, (3) Reflect on Quality Education for all children of 5-14 years, particularly for those belonging to vulnerable and marginalized groups and (4) Reduced Gender disparities in primary and secondary education.

The CEF programme focused on three criteria that are supporting to the achievement of its primary objectives. Those criteria were (a) Strengthening Civil Society Participation in designing and implementation of national, provincial and local education plans; (b) Enabling local communities to monitor the spending in education both at national and local levels; and (c) Supporting innovative ways for civil society to ensure that all children specially girls and the most vulnerable, have access to quality education. The implementation was done through 63 partner organizations spread in island wide. They represented all the provinces of the country.

Although the CEF programme was implemented in all the provinces in Sri Lanka, the evaluation study was conducted only in three provinces due to the time constraint. Programme related activities that had been carried out in three locations in the respective provinces were evaluated and this report presents the findings of the evaluation.

1.2 SCOPE OF THE EVALUATION

The study is summative evaluation aimed at assessing the impact or outcomes of the seven years duration Commonwealth Education Fund Programme implemented in nine provinces of the country. The purpose of the evaluation is to

assess the programme success in achieving its stated goals. The specific objectives of the evaluation were;

(a) To evaluate major achievements of the CEF programme in terms of the outcomes and impacts. This includes the contribution to the long term goal of Education for All (EFA), contribution to the education policy changes in the country, changes to the policy practice at zonal and school level, influence made to the tracking of education budget, strengthening of civil society participation in school based education planning.

(b) To assess the factors that contributed to the positive or negative outcomes of the programme. These factors include programme management, inputs provided by the lead agency, partner's capacity in implementing the programme activities, advocacy and the networks building.

(c) To find out failures and challenges faced when implementing the programme. The power dynamics operated at the level of partners and the apex body, i.e. the Coalition for Educational Development (CED), intra agency collaboration, policy environment, natural disasters, and programme design are the major heads come under this objective.

(d) To document the lessons learnt from the programme. Programme design, implementation strategy, monitoring and evaluation, and documentation and dissemination were the key areas focused on this aspect.

(e) To evaluate sustainability of the outcomes of the programme. The emphasis on this aspect was paid on the status of apex body i.e. CED, (Apex body of provincial & district network) and the lead agency.

1.3 EVALUATION METHODOLOGY

The CEF programme demonstrates the importance of the civil society participation in improving the quality of education and accessibility of children to school education. Lack of clear teacher deployment policy for ill equipped schools in rural areas, absence of a clear policy for teacher recruitment, limited opportunities to civil society to participate in planning the education programmes at school level, absence of advocacy from the part of civil society to make appropriate education reforms are some of the key issues prevailing at present in the education system in the country. As a result of these issues and several other factors associated with them, the norm of the Education for All (EFA) is not practicing and it leads to exclude a considerable number of children from the formal education at schools. The CEF programme took an initiation to make the civil society aware about this situation and empower the civil society organizations to advocate for a better change of the system. This was done through a wider network of partner organizations and several other stakeholders including the Ministry of Education. In order to evaluate the outcome of the

programme it was necessitated collecting information from the both primary and secondary sources. When collecting information and data, an emphasis was paid on whether the programme has been able to achieve its primary objectives stated in the logical framework matrix. Those objectives were (1) Civil society participation in reaching CEF goals will be strengthened, (2) Policy and practice will reflect quality education for all children between 5-14 years, particularly for those belonging to vulnerable and marginalized groups, and (3) Reduced gender imbalances in primary and secondary education. The achievements of these objectives were assessed by collecting primary data from the field, particularly from three Partner Organizations, Coalition for Educational Development (Apex body of provincial and district network), key stakeholders and CEF programme implementing staff. The secondary sources from which the information collected include programme related documents available with CEF secretariat, the Coalition for Educational Development and the visited partner organizations.

As stated above, different sources were used for collecting necessary information and data. In collecting primary data, focus group interviews were conducted with a range of key actors including the programme beneficiaries, community leaders, key stakeholders, programme partners and the CEF staff (Please refer Annex 1 for details). The time period spent for field data collection was 10 days. The following were the data collection tools used in the evaluation.

Documentation available with the CEF programme: These include the progress reports and Quarterly Reports and Narrative Reports.

Focus group interviews: Ten focus group interviews were held with;

Children in the three locations

Parents of the interviewed children

Staff of the partner organizations

Staff of the Coalition for Educational Development

Semi-structured interviews were held with the following key informants.

Previous programme coordinator of the Save the Children Sri Lanka

The programme coordinator who replaced the former

(Please refer Annex 2 for the people interviewed)

Observations: Observed the programme related activities implemented in the selected three locations

The programme achievements were assessed on the evaluation criteria given in the TOR and the expected outputs and outcomes given in the logical framework matrix.

2.0 THE PROGRAMME ON COMMONWEALTH EDUCATION FUND (CEF)

The programme on Commonwealth Education Fund in Sri Lanka started its activities in August 2002. The primary objective of the programme was to contribute to the Millennium Development & Education for All (EFA) goals. In achieving this primary objective of the programme, an attempt was made to strengthen the capacity of civil society to advocate the government to ensure the rights of education of all children at the age group of 5-14 years. When implementing the programme, a particular attention was paid on increased access to and completion of free and compulsory education of poor and marginalized children. Similarly an emphasis was paid on ensuring gender equity when providing education. As described in the progress report June 2003, the first phase of CEF activity focused on building structures and strengthening civil society coalitions and programmes at micro-level (development of schools, promoting children's advocacy groups, building local coalitions). According to the programme documents of CEF, more emphasis had been placed on advocacy for educational policy reforms and practices in the second phase which was started in the end of 2004. For this purpose, network building with project partners were done by covering 8 provinces in the island. This shift of the focus is summarized in the Narrative Report in June 2004 where it states "In the absence of any previous systematic interventions into educational planning by civil society at grassroots and Provincial levels, the CEF programme activities have also become much sought after at local level, where schools, and even lower level government officials, need strong support to ensure effective education provision and increase school attendance. The CEF Sri Lanka strategy was a bottom-up approach to form a national education networking, has so far, in this way, shown effective results". From 2006 onwards the programme starts its third phase in which the focus was on sustainability of the initiatives that were carried out in the first and the second phases.

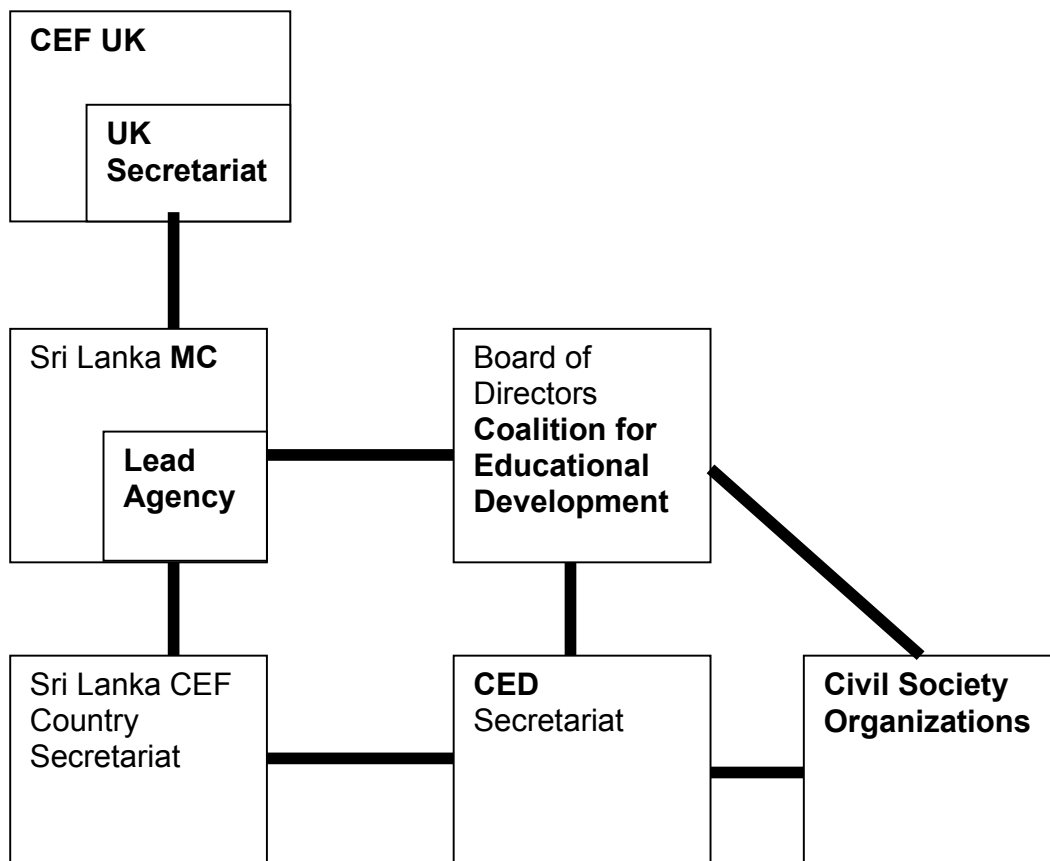
The CEF programme was designed to address the issues relating to the primary education of children through an active advocacy programme of the civil society. Here the civil society refers to the people and organizations/groups outside the state. These include communities, indigenous people, non-governmental organizations, charities, professional associations, parents, teachers and welfare associations. In the Sri Lankan context, it is believed that the state should take the responsibility of providing education and on that basis all the decisions pertaining to education are taken by the government in a highly centralized bureaucratic structure. This system does not make a room for the civil society participation in planning educational programmes at the school level or provincial and national levels. As a result of this situation, no changes are made to the conventional education system of the country that is continued from the past six

decades. For example, the present education system is governed by the provisions of the Education Ordinance No. 31 of 1939 and the amendments made to it in time to time. The existing ordinances make severe constraints in spending the budget allocated to rural schools and thus it creates disparities between rural and urban schools. This is one of the factors that affects in maintaining quality of education in the country. As clearly stated in the National Framework for 2007-2008 published by the Coalition for Educational Development, providing quality education at school level has been inefficient and amperes to be bypassing the poor and disadvantaged in Sri Lanka. Quality remains poor in many schools in deprived areas and particularly among children of disadvantaged groups. Successive governments have placed a low priority on their responsibility to provide good quality education for deprived and disadvantaged children. It is thus imperative that professional and civil society organizations should perform a dynamic role as a 'watchman' to monitor the implementation of changes and take measures to fulfill the right to education for all. When designing the CEF programme this prevailing education system in Sri Lanka was taken into consideration and it identified advocacy for educational reforms as a core area of intervention.

The CEF Sri Lanka programme is operated under the Secretariat of CEF UK. For implementation of the programme, Sri Lanka Country Secretariat has been established and it functions under a Management Committee of which Save the Children Sri Lanka is the lead agency. When implementing the programme, the Coalition for Educational Development (CED) plays a key role as the national apex body of civil society organizations (CSOs) through which the advocacy and other programme activities are implemented at provincial and district levels. It can be said that this structure functioned well since from the beginning. Although there are unresolved structural problems of CED, its smooth functioning will be the determinant factor of the sustainability of CEF Sri Lanka programme. The figure 1 presented below shows the structure of the CEF Sri Lanka programme.

Figure 1

CEF Sri Lanka Structure



2.1 MAIN ACTIVITIES OF THE CEF PROGRAMME

As stated in the original proposal, the main activities of the CEF programme are:

1. Strengthening civil society participation in the design and implementation of national and local education plans and frameworks.
2. Enabling local communities to monitor government spending on education both at national and local levels.

3. Supporting innovative ways for civil society to ensure that all children, especially girls and the vulnerable and disadvantaged access primary education.

The strategy adopted in implementing these activities was primarily the awareness creation by conducting workshops, formation and strengthening of civil society organizations, mobilizing community participation in activities relating to the education planning at school level, introducing innovative ways of education and encouraging civil society organizations to provide services to the schools in deprived areas.

2.2 INTER-AGENCY COORDINATION

The CEF programme in Sri Lanka paid a concern to establish a system of inter-agency coordination with other interested organizations. Hence actions were taken to establish collaboration with Action Aid, Oxfam and Save the Children in Sri Lanka. Although it was agreed these agencies at their headquarters level in UK, the inter-agency coordination did not materialize at the country level, other than physical participation in the Management Committee Meetings. It was mentioned in the quarterly report for the period of October-December 2003 that “support from the CEF Secretariat in London is expected for the inclusion of Oxfam in the Management Committee and as a coordinating agency” after one year of programme implementation. However, Oxfam UK was unable to join the Management Committee (MC) until February 2006. In June 2004, Plan International Sri Lanka shown an interest to join the Management Committee of the CEF and it was materialized in the same year. The Action Aid also joined the Management Committee in 2005. Since then Plan International, Action Aid and Save the Children Sri Lanka represented in the Management Committee and it was an advantage to design plans and resolve issues that were cropped up in the programme implementation. In the latter part of 2006 the representative of Action Aid (expatriate Program Director) left the country and as a result, the representation of Action Aid in the Management Committee lost for a short period. The newly appointed Programme Director continued the on-going commitment of Action Aid. Although Oxfam represented in the Management Committee until February 2006, the collaboration lost again as the position of country Programme Director of Oxfam did not fill up for a long period. As a result of these changes occurred within the institutional level and delays of appointing representatives to the CEF Management Committee, the expected outcomes could not achieve from the inter-agency coordination.

2.3. IMPLEMENTATION OF THE PROGRAMME

Programme implementation of the CEF started from August 2002 in collaboration with a network of project partners of which most of them are joined as members of the CED. By June 2006 the coalition building process had been successfully done and 49 organizations represented by 8 provinces in 21 districts had

became the coalition members. During that period, CEF activities had not been initiated in the districts of Mullativu, Mannar, Kilinochchi and Vaunia due to the war situation. As stated in the Narrative Report in December 2004, some of these provincial education networks had been able to demonstrate best practices in relation to community involvement, eradication of child labour, support of slow learners and support of urban slum and street children. The selection of the project partners had been done on the basis of three criteria. Those criteria were;

- a. Those organizations engaged in right based development work.
- b. Organizations that had recognition at provincial level.
- c. Those organizations preferably work with children and education.

The following table shows the number of partners selected from different provinces.

Table 1

Programme partners in the eight provinces

Province	Number of partners	Number of Districts covered
Central	07	03
North Central	13	02
Sabaragamuwa	05	02
Southern	04	03
Uva	06	02
Eastern	11	03
Northern	05	05
North Western	12	02
Western	00	03
Total	63	25

Source: Progress Report December 2005

An agreement tenable for a period of one year was signed between CEF Secretariat and the selected partners. At the initial phase of the programme, only a limited number of provinces were covered but later on the programme coverage expanded to all the provinces. The 63 programme partners worked as individual organizations at the beginning but the CEF programme took an initiation to bring them together as members of an Apex organization called Coalition for Educational Development (CED) Sri Lanka. The CED is now functioning as an independent legal entity with a mandate of implementing advocacy initiatives for educational policy reforms in the country.

Coalition for Educational Development (CED)

The Coalition for Educational Development (CED) was formed in 2004 and received the legal status as a non-profit making organization under the Company Act of Sri Lanka in 2006. The members of the CED are the civil society organizations which worked as the partner organizations of the CEF programme. The coalition members act in three levels i.e. district, provincial and national levels. Each province is represented by a provincial coordinator who is a member of the National Coalition (CED).

The objectives of the CED are;

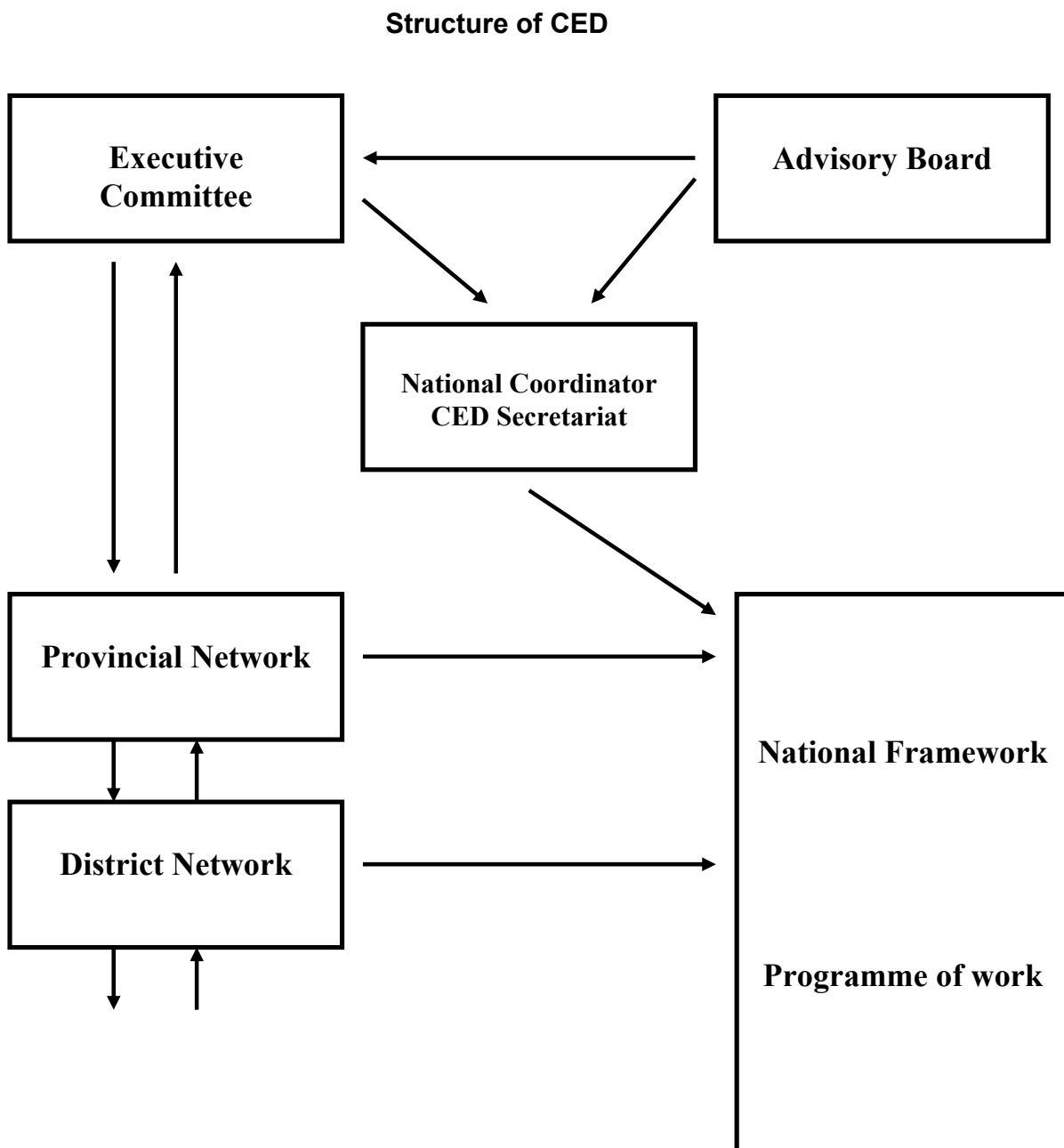
1. To promote and advocate the involvement of civil society organizations from community to national level when formulating and implementing national policies that will promote quality and equal education for all.
2. To advocate and support the reforms and programmes directed towards achieving educational development of the highest possible level in keeping with national needs and international standards.
3. To strengthen the capacity of civil society organizations (CSOs) at all levels in order to promote educational development activities in an inclusive manner and incorporate the participation of all stakeholders.
4. To monitor the implementation of educational programmes and utilization of funds and resources to ensure quality and equitable education for all.

The executive committee which comprises of 11 members (one from each province and 2 others for representing Tamil and Muslim communities) act as the decision making body of the organization. The executive committee is elected for a period of two years. Advocacy for educational reforms is the main area of work done by the Coalition and it is directed toward the achievement of educational development of the country.

The formation of CED as a national coalition was done in March 2004 for undertaking educational advocacy programmes initiated by the CEF programme. Initially there had been problems of strengthening of the organization but later on those problems could be resolved by intervening the CEF Secretariat and the lead agency. Lack of trust on the executive Committee by coalition members, controlling of the decision making process by the Executive Committee, lack of dealings with the provincial networks by the apex body were some of those problems. Power dynamics within the Coalition, and lack of trust on the Executive Committee by the coalition members were two major threats that were faced in the functioning of CED at the beginning. However, the Executive Committee of the CEF Sri Lanka programme resolved these problems to a grater extent by

dividing the work into two components as Advocacy Unit and Project unit. Advocacy unit is headed by the National Coordinator of CED (Director Advocacy) and the Director Projects is responsible for marketing new projects and to overlook the smooth operation of CED and the Secretariat (This decision is well documented in the 4th Quarterly Report 2007). Previously decision pertaining to these tasks was taken at the top level by the key office bearers and as a result, it not only made a barrier to the free flow of information to the both directions but also winning the cooperation of the provincial and district coalition members. However, as revealed from the discussions held with coalition members, the latter mentioned problem is yet to be resolved. It seems that these problems are not very much with the persons are concerned but rather structural ones. The existing structure of CED does not allow building up direct linkages between the lower and the upper levels.

Figure 2

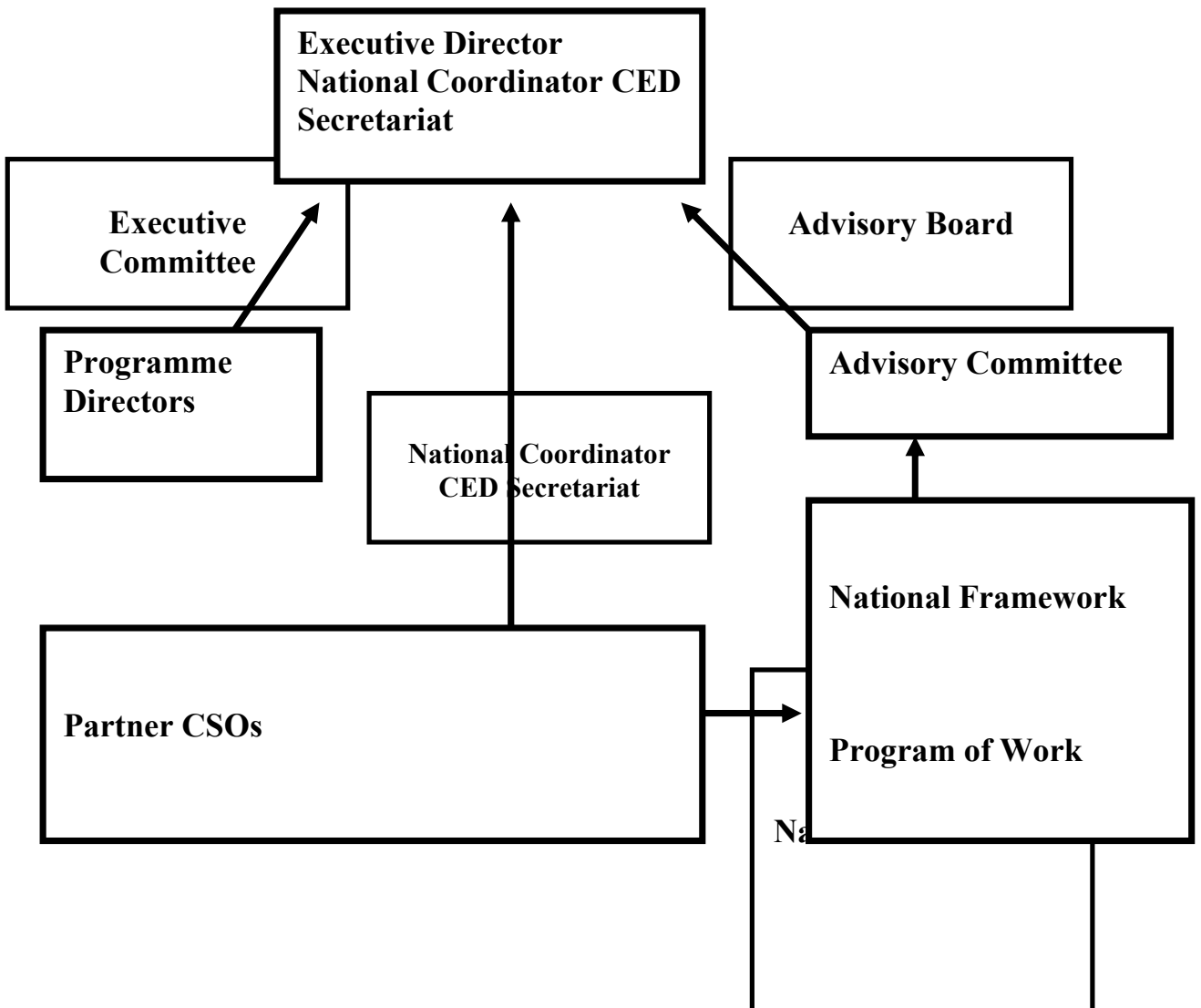


Partner CSOs



present structure of CED, it seems there are several structural problems from its role as a national apex body represented by network members at local level. The existing structure of the organization does not allow for local level network members to share their views directly with the executive committee. Instead they have to depend on the district and provincial level members who represent the decision making body i.e. Executive Committee. The present structure is too much rigid and organized in a hierarchical manner. Although it has taken certain measures to delegate responsibilities at the Executive Committee level, attention has not been paid on free flow of information from top to bottom. It is stated in the 4th Quarterly Report (October-December 2007) that 'It was decided to reform the structure of CED in order to facilitate rapid financial sustainability while retaining the advocacy as the prime focus of CED. This decision was taken in order to avoid conflict of interests and to avoid the risk of shifting interests', but so far there are structural problems particularly the links between local and national levels. Therefore, the following structure is proposed based on the views and concerns of the coalition members at the local level.

Figure 3



At present CED is involved in five different education related projects. Those projects are:

Project 1: Review of current educational legislation for advocating a new Education Act for Sri Lanka

Project 2: Education watch: Achieving Education for All by reaching the disadvantages children in Sri Lanka.

Project 3: Education Budgeting and Resource Allocation through Budget analysis and Tracking.

Project 4: Developing CSOs capacity for Advocacy in Educational Reforms and Development.

Project 5: Advocacy through print media: publishing the VOICE, two monthly newsletter.

The organization is planning two other development projects focused on children. Those projects are (a) Networking the Children's Societies with which Save the Children Sri Lanka is working at present (there are 527 such societies in the island wide with a membership of 60,000 children) and (b) Intervention in Natural Disasters for the benefit of children.

3.0 PROGRAMME LOCATIONS AND THE PARTNER ORGANIZATIONS

As mentioned at the beginning, three partner organizations were visited in three provinces. The following is a brief description of those partner organizations and the programme locations where they work.

WELIGEPOLA IN THE SABARAGAMUWA PROVINCE

Weligepola is a rural village close to the Balangoda town in the Ratnapura District. The programme partner of this location is the Ekabadda Praja Sanwardene Maha Sangamaya (EPSMS). The EPSMS is a non governmental organization engaged in socio-economic development activities over the last 10 years. The organization is operating in the Ratnapura District of the Sabaragamuwa Province. This is one of the partner organizations (PO) of the CEF programme which works with a district wide network of women associations. It is a self sustaining organization having well functioning micro credit programme. The staff of the organization comprises of 20 persons and it possesses two storied building for its functioning. This building was donated by

the Local Government Authority as an appreciation of its commitment to rural development through a micro credit scheme. Strong evidence in relation to its previous work in the field of education could not be found but after joining the CEF programme as a partner organization EPSMS has paid a serious concern of education and child labour issues in the area. It was found that the experience it gained from the CEF work has been well incorporated into other development projects that are being implemented by the organization. For example, supply of quality drinking water to schools has been the major focus of its community water supply project which is being implemented at present. Similarly, it has initiated a programme to assist the education of children from poor families by raising funds from diasporic Sri Lankans in abroad.

NUWARAELIYA IN THE CENTRAL PROVINCE

The programme activities in the Nuwara Eliya district were implemented in several locations where the programme partner i.e. Plantation Rural Education and Development Organization (PREDO) is implementing its other development activities. PREDO is a non-governmental organization working in the plantation sector. It has a long history of working in partnership with Save the Children in Sri Lanka and other INGOs. The organization is operated from Kandy, the capital city of the Central Province. The staff of the organization is big as 28 Field Staff and 181 Preschool Child Rights Promoters who are engaged in Early Child Care & Development activities. In addition to the child care activities, the organization also works in the fields of Gender, Income generation, Civil Society Participation and the Protection of Environment.

PREDO is one of the two organizations which implemented the Children's Clubs (CCs) programme in the Central Province. These clubs play a role in contributing to the child wellbeing and socio-economic development of children. The membership of a Children's Club is about 20-30 children who are living in close proximity. The club is used as a vehicle for promoting recreational activities and improving reading ability through self-organized library facilities. Further the members of CCs are engaged in religious activities, awareness creation of Child Rights Convention (CRC) among peer associates, conducting debates on issues pertaining to drug abuse, conflict resolution among peers, organizing exchange programmes with other CCs and discussing issues pertaining to EFA. Currently 137 children's clubs are functioning within the districts in the Central Province where the PREDO is operating.

THIHAGODA IN THE SOUTHERN PROVINCE

Thihagoda was one of the CEF programme locations in the Matara District of the Southern Province. The Community Development Circle (CDC) was the programme partner in the Matara which is a non-governmental organization involved in community development activities. The current staff of the CDC is 4 persons including the director. Although the CDC was selected as a programme partner, education and child related work are not the main subject areas of the

organization. The CDC is a member of the Coalition for Educational Development. It involved the CEF programme from April 2005 and the contract was ended in September 2006. The programme was implemented in Thihagoda Zonal Educational Division based on ten primary and secondary schools. The selection of the schools was done on the basis of their low standards of facilities and the level of school attendance by children. The table below shows the schools which were selected to implement the CEF programme.

Table 3

The school and the number of children enrolled in the classes from Grade 1-9

Name of the school	Number of children in 2005
Uggoda Maha Vidyalaya	86
Pahalavitiyala Primary School	113
Walakanda Maha Vidyalaya	185
Heellakanda Primary School	21
Ihala Vitiyala Primary School	53
Kadduwa Primary School	14
Galboda Sri Devananda Primary School	92
Kithalagama (East) Primary School	366
Yatiyana Maha Vidyalaya	612
Thihagoda Primary School	731
Total Number of students	2273

The programme related activities in the Matara District were carried out from April 2005 to September 2006.

3.1 CHALLENGES FACED IN THE PROGRAMME IMPLEMENTATION

In view of the programme partner PREDO, the major challenge faced in the implementation of CEF programme was the limitation of budget. This same point was stressed by CDC too. However, the point made by the two programme partners should be understood carefully because of the contradictory opinion made by EPSMS, the partner organization in the Ratnapura District. The EPSMS did not see the budget that was allocated to it as a challenge for implementing the programme activities in an effective manner.

The three partner organization which were visited in the study said that unpreparedness/unwillingness of the school teachers and principals to hear the opinions of civil society members was a challenge they faced in the

implementation of the programme. Although this kind of attitude was held by the school authorities, it is totally against the policy objective accepted by the Ministry of Education when drafting a bill for establishing School Development Societies (SDS). Because the policy objective of forming the SDS was to establish close linkage between parents/civil society organizations and the school staff and thus it is seen that this objective so far has not been realized at the school level.

The limited time frame given to the programme partners was also mentioned as a challenge for them to strengthen the School Development Societies (SDS) in their respective locations. As a result, the partner organizations were not able to produce all the outcomes that were expected from the programme.

The programme partners in the three locations mentioned that the Zonal Education Offices and the Provincial Ministry of Education did not cooperate with them in implementing the EFA concept. For example, EPSMS, the partner organization in Ratnapura mentioned the following experience in this regard. In the year the CEF programme was implemented in the Ratnapura District, the Zonal Education Department failed to distribute text books on time and as a result, the children in the area did not receive the text books until the middle of the year. When the issue was raised by NGOs and CSOs, the reply given by the Zonal Education Department was the issue is not a new one but it was prevailing over the past several years. This reply of the Zonal Education Office shows that the need of a long term advocacy programme for resolving some of the issues that are prevailing in the education sector in Sri Lanka.

Politicians often influence the decision making process of implementing the provincial education policies. In those influences, their intension is not the fulfillment of education needs of children but rather the personal political gains such as strengthening of the vote bank or mere popularity. It was said by the programme partners that such kind of issues cannot be resolved from a programme of this nature unless there is severe pressure from the masses.

Power dynamics in the national coalition and provincial networks is another challenge that was faced by the programme partners. They pointed out that information did not flow downwards but always it happened in the opposite direction. As a result, the stakeholders at the grassroots level were not able to know exactly what is happening at the top. For example, the programme partner in Weligepola (i.e. EPSMS) mentioned that even the disbursement of funds was done without knowing the coalition members in the same district. In this connection, EPSMS provided the information given in the following table.

Table 2

Disbursement of funds among the programme partners in the Ratnapura and Kegalle Districts

Kegalle District			Ratnapura district		
Dehiowita People Development Foundation	Hashard Organizations	Environment & Community Development Information Center	The Ekabadda Praja Sanwardene Maha Sangamaya (EPSMS)	Environment and Child Right Preservation Organization	Total
US\$ 5,434	US\$ 2,090	US\$ 5,434	US\$ 2,090	US\$ 9,867	US\$ 24,915

As shown in the above table, the CEF funds were distributed among the partner organizations of Kegalle and Ratnapura districts for implementing the programmes but the basis of distributing the funds was not known by many programme partners in the respective districts including EPSMS. Even the Coalition for Educational Development did not communicate this matter to the network members in the district.

The progress of the programme activities in the northern and the eastern provinces hampered due to the war. The provincial networks and partner organizations in the two areas were unable to implement the programme activities according to the time schedule due to the escalating of conflicts. Hence the programme activities in the conflict affected northern and eastern provinces shown a slow progress when compared with the progress in other provinces.

The tsunami disaster in December 2004 was another incidence that delayed the implementation of CEF programme activities according to the scheduled time. Most of the schools in the coastal areas of the southern and eastern provinces devastated by the tsunami and thus the implementation of provincial plans that had already been prepared were postponed. Most of the partner organizations also engaged in tsunami rehabilitation work and therefore it was not possible to implement the planned activities in time.

4.0 ACHIEVEMENTS OF THE PROGRAMME OBJECTIVES AND OUTPUTS

As mentioned earlier, the programme achievements were assessed based on the field visits carried out in the three locations. Those locations were Weligepola in the Sabaragamuwa Province, Nuwara Eliya in the Central Province and Thihagoda in the Southern Province. Although the sample is restricted to the three locations, it is sufficient to make an assessment as the implemented programme activities were same in all the locations. The only difference was that some of the programme partners made an attempt to replicate the programme by incorporating the CEF model into other development programmes that they implemented within the same area or outside.

4.1 CONTRIBUTION TO THE EFA GOALS

The programme activities carried out in all the three locations contributed to the achievement of EFA goals but the degree of success was different from one location to the other. For example, in Weligepola in the Ratnapura District, the contribution made to the achievement of EFA goals was highly satisfactory than in other two locations. It was found that the partner organization in Weligepola has been able to create awareness about Millennium Development Goals among the community members, children and other stakeholders such as school teachers in an effective manner. The participants of the focus group interviews stated that the training they received was useful for understanding the issues relating to the goal of Education for All. The intervention helped the partner organization, the community and CSO leaders to acquire knowledge on EFA articles such as Meaning of education, Education is a Fundamental Right of children, Value of Early Childhood Care and the importance of Civil Society Participation in Education Planning at local level.

Because of the wider network built through the micro credit schemes in the area, the programme partner was able to disseminate the CEF concept to a larger population without a grater effort. The “Meaning of Education” concept reached to a larger segment of the community together with the idea of Gender Equality and Women Empowerment. It was found that the achieved credibility of the organization has been instrumental to convince the community on Right to Education and other EFA goals.

The activities carried out by PREDO in the Central Province had been focused on advocacy in the field of the Rights of Children for education. The following two cases are examples to show how the programme partner used its advocacy campaigns for realizing the EFA goals.

Protecting the Rights of children for Education:

PREDO, the programme partner in the Nuwara Eliya District understood the puberty rituals that are practicing among the plantation workers in the area make an impediment to the continuation of education of girls. According to the puberty ritual practices of the plantation community in the area, the attended child should remain at home until the ritual practice called 'Sadangu' is completed. According to the customs of the plantation workers in the area, the expenses of the 'Sadangu' ritual practice have to be borne by the maternal uncle. It is frequent that the exact date of concluding this ritual is uncertain because of the inability of the uncle to raise the required expenses. It prevents the poor girl to come out from the home for a certain period and consequently such ritual practices affect her education at the school. Very often the period of home confinement extends up to one to two months, depending on the financial situation of the host. PREDO was able to convince this pathetic situation to the people through the Children's Clubs. It was so effective that the parents realized the issue and they willingly accepted to change the practice. Now the parents are sending the girls back to school within two weeks and fix the date for the 'Sadangu' ritual leisurely after one month or at a convenient date. This new practice does not disturb the education of the child.

No Children for Sale:

It is a common phenomenon in the plantation sector in Sri Lanka that child labour is frequently used for domestic work within and outside the family. In situation of extreme poverty, most of the parents send their children for domestic work as a source of income to the family. Until recently this was a business done by those who supply children for domestic work. In this business, the children of poor families were frequently taken to the Colombo city or other urban areas for employing as domestic workers. In many cases, the parents were unaware about the person under whom their child is working. The most pathetic situation of this child labouring was (and is) that neither the person under whom the child is working or the parents of the child do not take the responsibility of the future of the child.

On the realization of this situation of child laboring, PREDO made an intervention by using the slogan "No Children for Sale". This message was passed to the parents through the members of Children's Clubs with which it works. The slogan popularized soon among the plantation workers and as a result the child labouring in the plantation sector greatly reduced. This slogan was very effective in implanting the CEF programme in the Central Province.

Those children who participated in the focus group interview held in Nuwara Eliya agreed that the slogan did make a significant impact on reducing child labor. The participants of the focus group interview said that the children's clubs sometimes took steps to inform child laboring cases to the police in the area. As revealed from the interviews, such interventions were succeeded to reduce the number of cases of selling children for domestic work. It was also revealed that some of these Children's Clubs had assisted the vulnerable children financially to continue their education. Peer communication methods had been used by the club members to encourage victimized children for education and to get rid of the trauma that experienced from child laboring.

According to the children who participated to the interview, awareness creation events such as street dramas, parades with the slogan etc. were conducted to the parents and the community. The CEF programme assisted in these events and a considerable amount of progress could be achieved in accessing the poor children to school education. According to rough estimates given by the children and CBO representatives, more than 250 non schooling and school dropout children could be directed to primary education because of this intervention.

The message "No Children for Sale" publicized in media as a strategy to eliminate the practice of child labour in the plantation sector in Sri Lanka.

ECCD initiatives:

As a result of the realization of the value of EFA goals, the members of Children's Clubs in the Nuwara Eliya District had involved in the activities carried out by the Early Childhood Care and Development Centers (ECCD). Under such involvements, they had made in-kind contributions to the development of ECCD centers. The club members negotiated with the estate management for the supply of shelters, furniture and play grounds for the ECCD centers as a part of their support to these centers. Since the estate management is keen on developing strategic relationships with their workers, these initiatives were taken by the management in a positive manner.

Sufficient evidence could not be found during the evaluation in regarding active involvement of CSOs in the CEF programme in the Nuwara Eliya District. Although nearly 60 CSOs are working with PREDO, the area of their interest is not the Rights of Children but rather the individual issues such as obtaining of birth certificates and dealing the issues of plantation workers problems with the estate management.

In the programme location in Matara, several activities had been implemented by targeting the achievement of EFA goals. In this respect the following are the most notable activities.

- a. Building of Teacher-Parent relationship in schools

- b. Advocating for the shortage of teachers in schools
- c. Implementation of a system to help Slow Learners
- d. Formation of Children's Clubs
- e. Implementation of the Open School Concept at the community level.

Building of Teacher-Parent relationship: this activity was done through Shramadana activities that were organized for clearing and planting trees in the school garden. Three such shramadana activities had been carried out with the participation of teachers, children, parents and the community members. The School Development Societies in the respective schools played a key role in planning and conducting the shramadana activities. The parents who participated in the focus group interviews said that this intervention was useful in building a closer relationship between the parents and the teachers.

Advocacy campaign launched for obtaining teachers: the CSOs in collaboration with parents of the schools launched an advocacy campaign for obtaining teachers to the schools where there was a shortage of teachers. This campaign was very effective to the extent that the provincial education authorities took immediate actions to fill the vacancies of the schools.

Implementation of a system to help slow learners: the volunteers involved in the CEF programme conducted special classes to the slow learners in the schools. The principal and also the teachers of the schools extended their fullest cooperation to implement this programme. According to the volunteers who were interviewed during the field study, this activity was done through the Children's Clubs which were formed at the school level. The volunteers those who were capable of teaching to children conducted evening classes to the children with the support of their parents. It was found during the field verifications that some of the children were greatly benefited from this initiative. However, the activity did not continue after the termination of agreement between the programme partner and the CEF programme.

Formation of Children's Clubs: The programme partner took initiatives to form nine Children's Clubs in the programme location. As it was revealed from the interviews held with volunteers, those Children's Clubs functioned very well at the initial stage but thereafter became dysfunctional as no one shown a keen interest to revitalize them. As revealed from the interviews, those Children's Clubs did an appreciative role in disseminating the ideas of EFA, gender equity and Children's Rights for Education. However, it was found that those Children's Clubs are not anymore functional at present.

Implementation of Open School Concept: this concept was put into practice through the volunteers of the partner organization in the project location of Thihagoda. It supported slow learners, school dropout children in the area and non-schooling children to access to education and retention in schools. The programme of Open Schools was conducted at the school premises on

Saturdays. The study process followed under this concept was basically self learning through visual practices such as identification and writing of letters by visualizing appropriate pictures and learning through role play etc. One or two teachers of the respective schools attended to assist the volunteers who took the lead role in conducting Open Schools. It was explained by the involved volunteers, the emphasis was paid to the following aspects in conducting the Open Schools.

- a. Identification of letters.
- b. Training for the development of reading and writing skills of children.
- c. Training for developing listening abilities.
- d. Skills development in areas other than reading and writing.
- e. Development of literacy

Under the guidance of CEF programme, the CDC published a training manual for those who have an interest about the Open Schools concept. This manual was distributed among other schools in the Matara district. However, it was found that none of the Open School started in the pilot programme site is operating at present. In this regard the programme partner stated that the initiative was failed because of no one took interest to continue it after the conclusion of CEF programme. It seems that even the CEF programme itself had not taken an attempt to promote the concept. It is said because no reference has been made in this regard other than in the Progress Report in April – June 2006. The experience indicates that the new experimentations like Open School concept should be tried out with those who engaged in the field of education rather than with civil society organizations involved in community development activities.

One of the shortcomings that could be noted with the work of partner organizations was that the least importance given to the awareness creation on HIV/AIDS which was an important aspect in child protection. The justification given to this shortcoming by the programme partner in Weligepola was that absence of the recorded HIV/AIDS cases in the area; it was felt that the awareness creation in this particular aspect is not necessary. Similarly it was seen that the involved programme staff is reluctant to discuss this issue openly with children and community.

As in Weligepola, attention had not been paid by PREDO in Nuwara Eliya and CDC in Matara on the sensitization of community about HIV/AIDS. In this respect any justifiable reason was not give by these two partners.

Gender Equality in Education:

The CEF programme promoted the norm of gender equity in education through its awareness creation activities which were conducted for the members of Children's Clubs, parents and CSOs. As a result, some of the discriminatory practices followed against girl children at the family and school level could be

changed. One of such practices was the puberty ritual practiced among the plantation community in the Central Province. In that practice, the attained girl did not send to the school until the ritual practice called “Sadangu” is over, which normally takes about one and half months. During that period, the girl was confined to home by disturbing her school education. The unfairness created by this practice to the girl children was convinced through awareness creation programmes of the CEF programme and as a result, the parents themselves sensitized about the issue and tended to send the girls back to school within a short period and the ritual practice now being conducted at a convenient date without disturbing the school education of the girl (Progress Report April-June 2006).

The awareness creation of this same issue among the teachers at the school level also has made a positive impact on the girl’s education. When the news is conveyed to the school that the girl child has attained puberty, the class teacher sends a message through the principal to the parents that the child should be sent to the school within two weeks. This compels the parents to send the child to school and thus assure the continuity of her education.

Another important change that was made by the CEF programme on the reduction of discrimination against girl children was the equal opportunity created for them to participate in the sports activities in schools. Before implementing the CEF programme in the plantation sector schools in the Central Province, girl children were excluded from sports events in the schools as those events were designed to match with male children. This discriminatory practice was brought into the notice of the school authority by the Children’s Clubs and it made a greater influence in changing hitherto existed discrimination against girl children in the participation of sports events organized at the plantation schools.

4.1.1 CAPACITY BUILDING OF CSOs AND COMMUNITIES

A commendable work was done by the three programme partners in the capacity building of the CSOs and the community in the programme locations. Every partner said that the training received from the CEF programme was useful in building capacities of the CSOs and the communities. The outcome of this activity is discussed below in each programme locations.

Weligepola

The participants of the focus group discussions conducted in Weligepola said that the annual planning sessions of the schools did not conduct in a participatory manner before the CEF programme. During the pre-programme period only the Principals of the schools decided what should include into the annual plan. However, this system changed to a considerable degree as a result of the awareness created by the CEF programme amongst the community members and the parents. They motivated to pay attention on school needs and positively

participated to develop the school activities in the village. The trust that could be built among the respective community and village leaders through the micro credit scheme, the partner organization was able to produce the outputs of the CEF programme.

It was mentioned that the training received from the CEF programme has been useful in carrying out capacity building of the community. A number of strategies had been taken by the community to influence politicians on attending educational needs of selected rural schools (Progress Report April-June 2006). As stated by the respondents of the focus group interviews, nearly 40% of such strategies succeeded but the community is not very enthusiastic now due to the partial treatments of politicians. The politicians always take the advantage of such initiations to achieve their political goals.

Staff members of the EPSMS received training on the subjects of Advocacy, Budget Tracking, Book keeping, Management of the Programme Budgets and PRA techniques for data collection. The knowledge gained from these training events was used to disseminate the CEF goals among the community members and the parents. The outcomes of these training inputs have also been utilized by the partner organization when implementing other development programmes.

The EPSMS was able to form 32 Children's Clubs and 36 Women Development Societies in the area. These Women Development Societies are currently engage in the supplying of micro credit to women and also engage in the accomplishment of EFA goals at grassroots level. The capacity building training received by the partner has been utilized for strengthening the capacities of local level CSOs and Children's Clubs. In this respect one good example is the programme partner's intervention with CSOs and parents in resolving teacher shortage issue in the schools. Under this intervention they managed to win the consent of retired school teachers to work in the targeted schools on voluntary basis. These voluntary teachers also have paid attention to upgrade slow learners by conducting extra classes in schools. It was found that a number of education seminars had been organized by the programme partner by utilizing popular school teachers in the area for the benefit of slow learners. These initiatives are still carried out with the participation of the community and the parents.

Nuwara Eliya

As mentioned earlier, the programme partner in Nuwara Eliya focused more on capacity building of CSOs, especially the Children's Clubs. Its Children's Club programme and the capacity building activities of the CEF programme made opportunities for the deprived children to gain knowledge about the Rights of Children and the Child Protection Act. These capacity building programmes made a positive contribution to develop new leaderships, an exposure to the local level government institutions such as the Police, Divisional Secretariat,

Grama Niladhari, Child Rights & Probation Officer and also the Estate Management. In terms of achieving the EFA goals, the innovative methods that have been used by the children of children's clubs are commendable. As revealed from the interviews, awareness was created among the parents on the value of education by attending village level parent's committee meetings and home visits.

Thihagoda in Matara

In Thihagoda, three categories of people had been targeted in the implementation of capacity building programmes. The following were the targeted three categories in the capacity building.

- a. Capacity building of CSOs, Principals of schools and the officers of the Zonal Education Office in Thihagoda.
- b. Capacity building of the school teachers.
- c. Community awareness creation on EFA goals, Children's Rights for Education and the Child Protection Act.

Capacity building of CSOs, Principals and Education Officers:

The key themes discussed in the capacity building workshops conducted for this category include (a) the Child Protection Act, (b) Civil Society participation in designing and implementing local educational plans (c) Rights of Children for Education and (d) Gender equity in education.

Capacity building of the school teachers:

Several workshops were conducted to build the capacity of teachers who were selected from ten schools. The themes covered in the capacity building workshops were; (a) Goals of the EFA concept, (b) development of innovative teaching methodologies for improving quality of education and (c) designing teaching apparatus suitable for children in the age of 9-14 years and (d) conflict resolution. One teacher who participated in the capacity building workshops could be met during the field investigation. She appreciated the activity and felt that the knowledge gained from the training is very useful for improving the quality of education. She accepted that every school teachers in the country should gain knowledge on EFA goals. As revealed from the interview, the main outcomes of the capacity building programmes were; (a) the changes occurred in teaching, (b) creation of pleasant learning environment within the schools, (c) changes in the contacts between teacher and the child, and (d) improved participation of the child for learning.

Community awareness creation:

Eight volunteers were involved in the awareness creation programmes conducted to the community groups and parents. The focus of those awareness creation activities were on the Children's Rights for Education, Child Protection Policy and Civil Society participation in designing school level educational plans. During the focus group interviews, the participated parents said that this was the first time they learnt about the rights of children's for education. They further said that one of the reasons of increasing number of non schooling of children in the area is due to lack of knowledge about those rights of the children for education. The parents agreed that the civil society participation is necessary for making quality education in schools.

Other than the capacity building training, the programme staff of the partner organizations had received trainings from CEF, SCiSL and INGOs in the areas of Leadership building, Accounting, Book keeping, Social Mobilization, ECCD/ECE, Home Gardening , Kitchen Development, Organic Farming, PRA, Family Development Planning, Programme Management and Planning, Monitoring & Evaluation, Financial Report Preparation, Entrepreneurship Development, Gender and Counseling.

4.1.2 ADVOCACY

Except the programme partner in Matara others were in opinion that the CEF programme made a significant impact on awareness creation among parents, community groups and CSOs, particularly in advocacy campaigns aimed at educational reforms. It was found that a considerable number of advocacy campaigns had been conducted in the three programme locations. As a result of those advocacy campaigns, the community members in Weligepola were able to fulfill some of the education demands. For example, the advocacy initiatives were very effective on teacher recruitments to the vacant positions in some of the rural schools in the area. Another example was the community advocacy campaign organized for obtaining a building for a hardship school. This issue was advocated at various levels over a period of three years and as a result the authorities took actions to acquire government owned building for the purpose. Although the permission has been granted to acquire this state owned building for the purpose of school usage, the attempt did not fully succeed due to various political interventions (change of the government during this period) the acquisition process was purposely delayed by the politicians. According to the respondents of this focus group interview, the politicians do not hesitate to violate any right or terminate any benefit to children if they can not gain any political advantage form these activities.

These incidents tell us two important lessons in regarding the programme formulations. One could be explained as the community's inadequate skills and experience in negotiating such an issue strategically. The other one is the lack of specific strategies within the programme to change attitudes of policy makers and politicians. This former weakness had been identified by the programme in earlier but the actions taken to overcome it had not been successful until the end of programme period (Progress Report January-March 2005).

Influencing politicians to reduce political interferences in education seems to be a grating issue. These include political interferences occur in teacher transfers, misuse of resources allocated to schools, filling of teacher vacancies and closure of hardship schools. It was noted that the CEF programme made an attempt to change the political interferences in education but the attempt did not succeed to the level that it expected. For example, during the Global Action Week which was organized from 2004 under the leadership of the programme, the issue of political interference was lobbied and even specifically mentioned it in the event held in 2004 under the slogan "politicians go back to schools". However, it seems that such isolated events are not sufficient to change the existing situation particularly because of it is not a recent phenomenon in Sri Lanka. The experience is that it requires well planned advocacy campaign involving parents, teachers, and school children at all levels. The famous "Children Rally" organized by the Central Province Network of the CEF programme at Hatton Town on 7th May 2006 can be cited as an example in this respect. The rally was organized to demand immediate solutions to the long existing problems in the plantation sector education. The target of the agitation was the Minister of Education and after the massive rally of the children, the Minister took action to allocate Rs. 140 million to improve infrastructure facilities in the plantation schools in the Central Province (for details please refer the Progress Report January- March 2005).

Some of the advocacy campaigns conducted in the programme locations in Nuwara Eliya was very effective in achieving the EFA goals. Getting teachers to schools was one of the success stories in this location. Teacher shortage in schools was a crucial issue in the Central Province. This issue was brought to the notice of the public through Children's Clubs. The Children's Clubs in the Central Province highlighted the message "Every Child Needs a Teacher" during the Global Action Week. The children of those clubs sent 3,000 post cards to the Minister of Provincial Education and that strategy was successful to the extent of taking a policy decision to recruit 340 Tamil school teachers to the plantation sector schools in the Central Province. In this event PREDO took a leading role in organizing an advocacy campaign for demanding teachers to the schools in the plantation sector.

In Nuwara Eliya, the Children's Clubs were the main advocators for Children's Rights for Education. The followings were the achievements of advocacy campaigns launched by the Children's Clubs in the area.

- Obtaining clean drinking water to the schools
- Obtaining buildings and furniture to the schools
- Ensuring accessibility of young children to the school libraries (as a practice the school authorities in the area did not permit the young children (from grade 1-5) to use the school library)
- Collection of books to the school libraries
- Influencing parents to admit children to schools in the eligible age

In common to all the three programme locations, the following are some outcomes of the advocacy programme conducted by community groups and CSOs.

- Harmony within the family enhanced
- Parents realized that all the children should treat equally
- Norm of gender equity is maintained within the family as well as in the school
- Self Help attitudes promoted
- Shared responsibilities in community could be observed
- Participatory approach developed in the educational activities of the schools
- New leadership emerged in the villages
- Underprivileged communities and women's groups empowered
- Husbands realized the hidden capacities of their women counterparts
- Support from the philanthropist received to the improvement of quality education in schools
- Community members and women contributed their labour to the administration work of selected schools
- Community played a proactive role for the development of education in schools and contributed to resolve child protection issues

It was found that parents and CSOs have not been sensitized adequately to involve in the CEF advocacy initiatives. This shortfall was accepted by the community members and they treated it as one of the major drawbacks in their advocacy endeavors of promoting EFA goals. Therefore the community representatives and parents suggested incorporating an Adult Education component into the main CEF program.

PREDO, the programme partner for Nuwara Eliya trusts the strength of community and the Coalition to continue the advocacy initiatives. However, the partner organization pointed that the CEF programme should develop innovative methods for advocacy initiatives. The view of the partner was that advocacy initiatives on education should not be carried out in isolation. The events like "Global Action Week" should couple with other critical issues like fight against poverty or peace for all.

4.1.3 BUDGET TRACKING

The general practice in Sri Lankan education system is that most of the rural schools do not perform a financial planning with the participation of the parents and the community. These plans are prepared by the Principals or a few number of teachers in the schools. Hence community members or School Development Society (SDS) members do not have knowledge about budgetary system followed at the school level or zonal level. During the SDS meetings, the Principals of the school present the expenditure report but not the income statement or the method of the funds was utilized.

The CEF programme realized that the civil society organizations should be empowered on this aspect in order to influence the school administration to change the current practice of financial handling. The Asia South Pacific Bureau of Adult Education (ASPBAE) assisted the programme to initiate a research on budget tracking as there was no comprehensive research on the subject had been carried out before. Following the Second regional Education Watch Meeting held in July 2006, the participated countries held a meeting to plan a research on budget tracking in the region. The Sri Lankan delegates agreed to conduct a research in the subject and CED developed a concept paper in July for submitting to ASPBAE. The Research was planned to complete by the end of 2006 but it delayed almost a year.

A budget tracking workshop was held in May 2006 for the principals and the pressure group leaders. Both parties agreed that the training was useful. A pressure group of 10 volunteers were selected to attend the budget tracking process of selected schools (Progress Report April-June 2006). However, community participation in budget tracking initiatives did not take place in any of the programme locations visited during the evaluation. It is primarily because of the parents or community members do not find an opportunity to know about the school budgets. The respondents of the focus group interviews said that the budget information do not reveal to the School Development Society (SDS) by the authorities. The respondents of the focus group interviews conducted in Nuwara Eliya stressed that the financial regulations in SDS are violated by the school administration for unknown reasons. They pointed out that in such circumstances, the community and the parents are not in a position to argue with the school administration.

The respondents also pointed out that the parents or community members do not have a voice in the SDS owing to the fact that the school principal and few other teachers dominate the society. They further said that the parents do not have the privilege to elect an office bearer to the SDS as the school principal uses his/her powers to nominate pre-determined person to the post. Under such circumstances no one keeps hopes about good governance in the education

sector of Nuwara Eliya District. According to the Director of PREDO, a solution can be found for this problem after analyzing the findings of budget tracking survey which is being conducted by the Coalition for Educational Development.

The same situation is found in the Weligepola and Matara locations too. The lesson that could be learnt from this situation is the necessity of identifying a strategy to change this system by adopting a participatory method of both the school administration and the parents.

4.1.4 MONITORING AND EVALUATION

It was found that systematic monitoring and evaluation activities did not carry out in any of the programme locations visited. In two locations this activity was not carried out at all. Although it was done in ad-hoc manner, the programme partner in Weligepola was the only organization which had been paid an attention to conduct monitoring and evaluation of the implemented programme activities. In this location, the findings of the monitoring and evaluation exercises were taken to discuss in the monthly progress review meetings and documented for future reference.

4.1.5 MARKETING THE CONCEPT AMONG STAKEHOLDERS

An attempt had been taken to market the concept by way of distributing the documentary evidence among philanthropist, religious leaders, foreign donor contacts and businessmen who support this target group. The proposal forwarded by CED to donor agencies for the research project "Budget Tracking in General education in Sri Lanka" was one of the key areas for which donors pledged their support. Action Aid, ASPBAE, STROMME and Save the Children in Sri Lanka were the donors interested in supporting this project. In December 2007, an agreement was signed between SCiSL and CED for initiating the project.

A situational analysis was conducted in all provinces by CED through its partner network in order to identify province specific educational issues. Based on the findings of the exercise, 8 project proposals on right based advocacy were developed to address those issues. CED submitted these proposals to Plan Sri Lanka, Oxfam, Action Aid, Save the Children, UNICEF, Stromme Fund and FORUT for potential funding (Quarterly Report, December 2008).

In addition, the programme partner EPSMS used its credibility to market the concept among the provincial and national level NGO forums. The Director of PREDO stated that the organization participates enthusiastically in the meetings organized by the zonal educational departments in the capacity of a NGO and genuinely contributes to the formulation of future educational plans suitable to the district, particularly the plantation sector.

5.0 POLICY INFLUENCE

Provincial and district level CED networks engaged in various advocacy programs to change policies at Provincial Education Ministry and the Zonal Education Authority levels. These advocacy programmes made an impact on changing some of the policy practices relating to teachers recruitment and accessibility of outsiders into schools.

According to the programme partner and others (e.g. community members and the parents) who participated in the focus group interviews conducted in Weligepola, the following policy changes could be made at provincial, zonal and school education levels through the advocacy initiatives.

1. Filling the vacancies of the teachers who were on maternity leave.
2. Changing the system of allocating subjects to the teachers, e.g. in the pre-programme situation a number of teachers taught subjects in a class and it was changed to a system of teaching in a primary class by one or few teachers.
3. Restricting teachers to teach subjects that are not specialized by them e.g. school authorities appoint teachers who have specialized mathematics to teach religion.
4. Influencing the zonal/provincial education authorities to fill up the vacancies of the teachers.
5. Insisting the authorities to appoint retired teachers to cover the teacher shortage gaps in rural schools.
6. Advocating including History into the school curriculum.
7. Advocating against political interference in transferring school teachers.

The programme partner in Weligepola fought against the decision of restricting the access of outsiders into schools. This decision of restricting the access of outsiders into schools was implemented according to a decision taken by the Ministry of Education. The programme partner together with the community explained the negative impacts of this decision to the provincial education authorities and the provincial level politicians. As a result, the education authorities allowed the access of outsiders into selected schools to engage in humanitarian work.

The members of the Children's Clubs in Weligepola volunteered to educate the children on Child Protection Act passed by the government. As a result of this activity, the children in the area could be sensitized on the Act and peer communication was promoted to disseminate this knowledge to a wider segment of children in the area. The child protection has been assured in the community to a satisfactory level through implementing this mechanism.

It was revealed that the advocacy training received by the programme staff of the partner organizations has been useful to develop their skills in organizing advocacy initiatives at different levels. This skill has been instrumental in building rapport with the local level government officers such as Grama Niladhari, Samurdhi Officer and Probation & Child Right officers and it is used by the staff to promote CEF goals. However, the response of the police for Child Protection activities carried out by the partner organization in Weligepola was not very encouraging. According to the respondents, the police officers do not have a sufficient knowledge about the protection of Child Rights. As a result, no positive response was received from the police to the complaints made against the incidents of child labor. This indicates that the police officers also should include to the target group of the future training on Child Protection and the Rights of Children.

The National Education Commission, the apex body of policy formulation and monitoring in the government education sector, published its proposals for a National Policy Framework on General Education in Sri Lanka in 2003. The field coordinator of CEF and one of the CEF Working Group Members were invited to participate in the activity and it enabled to include several clauses relating to the civil society participation in education planning and implementing in Sri Lanka.

The success stories of getting funds for infrastructure development in schools in the North Central Province (Please refer Quarter 4 Report 2006), Sabaragamuwa Province (Progress Report 2005) and Central Province (Progress Report 2006) are several other examples for policy influences made by the CEF Programme.

5.1 ATTITUDINAL CHANGE

Another outcome of the programme was the change of attitudes of the teachers, parents and the community members towards the children. One of the teacher respondents from Matara said that the knowledge gained on the Rights of the Children for education made a significant impact on changing the attitudes towards children. The same teacher accepted that she did not know the education as a right of the child before gaining that knowledge through the CEF programme.

Recognition of the importance of children by the community is another example of impacts made by the CEF programme on attitudinal change. One respondent in Nuwara Eliya said that great recognition was earned by the children through the advocacy campaigns organized through Children's Clubs. According to him, this change was demonstrated in the occasions of religious festivals held in one of the programme locations. Previously these religious festivals were organized and given the leadership by wealthy people in the community. As a result of the influence made by the programme, children are recognized as equal of other community members and they are given a responsibility in organizing the

festivals. It was said by the respondents that the traditional oil lamp lighting event of the festivals does not perform now without the participation of children representatives. Such events prove that the children have been able to establish a strong position within the community.

Capacity building through awareness creation on Child Rights and Child Protection Act made a significant influence for strengthening the Children's Clubs. The knowledge gained from these capacity development programs has been used in changing attitudes of teachers, parents and the community. As a result, school teachers tend to pay individual attention to children in the classroom. This was confirmed by the parents who participated in the focus group interviews conducted in the programme locations. One of the outcomes of this change was the reduction of corporal punishments to the children in schools. These changes have made an impact on the increase of school attendance of children. For example, in the Weligepola location, 32 school dropouts of the Vimalawansa Vidyalaya and 52 dropouts of the Galpaya Vidyalaya readmitted as a result of this change.

It was reported in the both locations of Weligepola and Matara that the programme interventions made an impact on changing the attitudes of parents and community. As a result of this change of the attitudes towards the children, the practices such as keeping elder children to look after siblings and engaging children in agricultural work during schooling period have been reduced. The outcome of this change is the uninterrupted opportunities received by children for school education.

Another area of attitudinal change that could be observed is with parents and the community in the participation of planning of school level education and running the schools. In the pre-programme situation the parents and the community did think the sole responsibility in providing education to children should be taken by the government. Hence they did not pay an interest to participate in meetings and events organized by school authorities. However, this attitude has been changed at least of a few as a result of the awareness creation on civil society participation in education planning at school level.

As reported in the Narrative Report Quarter 3 in 2004, significant attitudinal changes were made among plantation sector communities (one of the most disadvantaged group in the country who are working in tea and rubber plantations) by the CEF programme. These changes were made on sending children to school, in creating conducive study environment in homes, and in increasing school attendance and decreasing child labour.

6.0 ACHIEVEMENTS OF PROGRAMME OBJECTIVES IN OTHER PROVINCES

This section presents a summary of the achievements made in other provinces which were not visited during the study. The information present in this section was collected from secondary sources. Since there are not empirical proofs to qualify the evidences, the presentation is made in a summary form.

Objective	Activity and time period	Target group	Result
Contribution to EFA goals	Focal Group Meeting-2003	Programme partners	Awareness creation on the principles behind CEF, advocacy on education at all levels
	Awareness creation workshops-2003	Programme partners	Knowledge in community involvement in education planning
	Set up 26 EFA committees in 26 schools in the Uva Province	Teachers and parents	Awareness on the practice
	Psycho-social counseling	Children in 26 schools in Sabaragamuwa	
	Establishment of links with government officials and communities-2004	Government officials and CSOs in 8 provinces	To garner support for EFA
	Global Action Week-2004	Policy makers/politicians and general public	Issues emerged on political interference in teacher transferring, transport, corporal punishment, misuse of resources allocation to

	Working with 80 hardship schools-2004	Policy makers	schools. Influence at national level
	National Education Lobby	Policy makers	Uva provincial Education Director pledged to put an end to the political transfer of teachers
	Lobbying at district and provincial levels against political interference in teacher appointments	Teachers and students	
	Counseling desk established in the Sabaragamuwa province schools- 2004	Street children	Psycho-social wellbeing of students High level of attendance of street children to education
	Established a Learning Center for Street Children in Ratnapura town- 2004	Slow learners in 21 schools	Act as monitors of school attendance
	Formation of Children's Clubs in Sabaragamuwa, North-Central and Uva Provinces- 2004	Children's Clubs	Formulated a programme to teach slow learners Civil society participation in

	<p>Implemented the slow learners project in the North-central, Eastern and Northern Provinces- 2004,2005, 2006</p> <p>Strengthening of EFA Committees- 2005</p> <p>Need based assessment on schools under threat of closure- 2005</p> <p>World Day against Child Labour- 2005</p> <p>Community mobilization and formation of EFA societies and SDS in Sabaragamuwa and Central Provinces- 2005</p> <p>Special programme for disabled children in the North Central</p>	<p>Slow learners, children with special needs</p> <p>100 schools in the Central Province</p> <p>Children who studied in hardship schools</p> <p>Parents, estate sector trade union leaders, community</p> <p>Parents, teachers and community</p> <p>Disabled children in the age of 5-14 years</p>	<p>lobbying education policy decisions</p> <p>Realization of issues relating to slow learners</p> <p>Advocacy on child labour</p> <p>Improved facilities in 33 schools</p> <p>Provincial, Zonal and Divisional education officers sensitized</p> <p>Facilities improved for disabled children and slow learners</p> <p>Increased access to education by disabled children, teachers received training on</p>
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	<p>Province- 2005</p> <p>Strengthen the SDS and community participation in schools</p> <p>Formed 2 new special education units and trained 30 teachers in the North Central Province-2006</p> <p>Open School system introduced in the Southern Province-2006</p> <p>Implementation of Community Education Action Plan (CEAP)- 2007</p>	<p>Children, teachers and parents</p> <p>Disabled children and slow learners</p> <p>Non-schooling and dropout children</p> <p>Civil society, parents, children</p>	<p>inclusive education,</p> <p>School attendance of children increased by 25-35% in the North Central Province, 30-40% in Uva and 10% in Sabaragamuwa.</p> <p>Increased access to education by disabled children, teachers received training on inclusive education,</p> <p>22 children brought back to the schooling system</p> <p>Improved children's access to schools</p>
Protecting the Rights of children for education	<p>Media campaign- 2003</p> <p>Establishment of Children's Clubs</p>	<p>General public</p> <p>Children</p>	<p>Awareness on EFA goals, increased knowledge in child rights, value of education, child abuse</p>
Capacity building	<p>2 day proposal writing workshop for</p>	<p>Pos</p>	<p>Preparation for the funding</p>

	<p>partners- 2004</p> <p>Training on data collection and data analysis, PRA techniques for Pos- 2006</p> <p>Workshops on child rights-2006</p> <p>Financial training-2006</p> <p>Advocacy & Lobbying workshops-2006</p>	<p>Pos</p> <p>Pos, teachers, CSOs</p> <p>Pos</p> <p>Pos</p>	<p>activities</p> <p>Increased the ability of data collection and analysis</p> <p>Enhanced the knowledge on child rights</p> <p>Improved financial reporting standards and transaction procedures</p>
Advocacy	<p>Education advocacy theater production-2004</p> <p>Formation of CED-2005</p> <p>Poster campaign in the Central Province-2005</p> <p>The Central Province network conducted a massive children rally at Hatton</p>	<p>Policy makers</p> <p>Parents, teachers, education officers at zonal level</p> <p>Policy makers and politicians</p>	<p>Informed the issue on non-schooling children</p> <p>For education advocacy</p> <p>Increased school attendance, decreased child labour</p> <p>Took measures to appoint teachers to the schools in the estate sector, Rs. 140 million allocated to improve infrastructure facilities in plantation schools</p>
Budget tracking	Budget tracking	Provincial networks, School principals, High rank officers of the	Awareness creation on

	<p>workshop-2005</p> <p>Budget tracking workshop-2006</p> <p>CED completed the pilot research project on Budget Tracking in General Education in Sri Lanka</p>	<p>Ministry of Education</p> <p>Principals and pressure group leaders</p>	<p>budget allocations</p> <p>Trained volunteers attended the budget tracking process in 10 schools</p>
Policy influencing	<p>Conducting policy level workshop- 2003</p> <p>Meetings were held with Education authorities and politicians to inform and influence on educational problems at provincial level-2006</p> <p>Meetings were conducted for principals, staff,</p>	<p>High-level representatives from ministries, universities and other national-level stakeholders</p> <p>Education authorities, politicians</p> <p>Principals, teachers and parents</p>	<p>Sensitized about compulsory education, quality education and children with special needs</p> <p>Sensitized on the prevailing issues</p>

	parents of backward schools- 2006		of children and slow learners
Attitudinal change	<p>Sending children to schools, creating conducive study environment in homes, increasing school attendance and reducing child labour-2004</p> <p>Home visits to identify non-schooling children in Uva Province-2005</p>	<p>Parents/teachers/children/community</p> <p>Parents</p>	<p>Increased school attendance</p> <p>Attitudinal change</p>
Research	Study on Non-school going children-2003	Policy makers	
Monitoring of information systems	<p>C-EMSI workshops- 2003</p> <p>CEMIS training workshops in 7 districts-2004</p> <p>CEMIS training workshops in 7</p>	<p>Community/CSOs in north central, Sabaragamuwa and Uva provinces</p> <p>Community/CSOs</p> <p>Community/CSOs in 7 districts</p>	<p>Awareness on Education Management Information Monitoring system</p> <p>Positive response from educational officers on the programme</p> <p>Creation of Village education Committees in 6 villages</p>

	districts-2004		
Formation of National Coalition	Working on draft constitution for CED -2004 Development of National Framework and 4 year action plan for CED-2006 CED prepared 5 project proposals for national level advocacy programmes-2007	Pos CED	
Gender equity	Changed the traditional puberty ritual practice among plantation workers -2006	Girls who had to undergo special ritual of 'Sadangu'	Enabled the girl children to continue their school education without a disturb

7.0 EVALUATION ISSUES

7.1 PROGRAMME RELEVANCE

When considered the achievements of the set objectives and outcomes of the CEF programme, it is clear that the intervention is highly relevant in changing the policy practices of education and ensuring equal opportunities for education while protecting the rights of children. The Western type modern education system was introduced to the country during the colonial period and it was formalized under the Education Ordinance No. 31 of 1939. Thus the current education system in the country originated in a colonial context and developed with that colonial legacy. Although various amendments were made to the original

Education Ordinance, no radical changes were brought out in a rational manner as to match with needs of the time and also to ensure quality of education. From the beginning till to date the concern was not the learning process but rather the delivering system, i.e. establishment of schools, recruitment of teachers, teacher training, deployment of teachers to schools etc. Even the delivering system of education was not satisfactory to the extent that it led to create disparities between schools and among children based on the quality of education delivered. Further, no rational basis was followed when establishing schools and no serious consideration was paid on deploying teachers. Most of the policy decisions were taken to cater to the political agendas of the successive governments rather than addressing the real needs of education of children in the country. At present, there are 9727 schools in the country and out of which 7271 (75.0%) schools are belonging to type 2 (with GCE O/L only) and type 3 (with classes up to 6 or 8 only). Meanwhile the three main streams i.e. Arts, Commerce and Science subjects are taught only in 646 schools which are about 6.6% from the total number of schools in the country. As far as the teacher deployment is concerned, almost 37.4% of the schools have less than 10 teachers. These include 517 schools where the available number of teachers is one or two. When considered the medium of instruction in schools, almost 9325 (96.8%) schools do conduct the classes either in Sinhala or in Tamil medium. The issue here is that the students of those where the medium of instruction is Sinhala and English or Tamil and English get more opportunities for a better education and thus the prospects for employment. The percentage of multi-lingual schools in the country is only 3.2 out of the total number of schools.

The CEF programme made an attempt to change this situation at least in a selected number of locations through a network of partner organizations at local, district and provincial levels. By implementing the programme in these locations it was demonstrated that the prevailing system can be changed if the civil society is ready to advocate and influence the concerned authorities to make educational reforms. In this evaluation, it was not possible to visit all the locations but the few were visited demonstrated that certain changes can be made through active participation of the civil society which comprises of parents, teachers, CSOs, NGOs and community groups.

Empowerment of civil society through capacity building was the strategy adopted in making the changes into the existing system of education. This could be the first attempt of this nature where the civil society advocated for educational reforms in the country. The level of success achieved in different locations was not similar but it made a signal to the education authorities that the civil society is ready to fight for educational reforms that ensure EFA goals in education.

Privileging of one section of the student population in the country is an issue that continued from the time of introducing the modern Western education into the country. Implementation of the policy of free education for all, in fact, made an opportunity to the children of underprivileged strata to gain school education but

the very objectives of the policy could not achieve due to the weaknesses of the policy implementation procedures. It is true that those weaknesses which were found in the policy implementation cannot be corrected from single location-based intervention, but nevertheless the intervention of the CEF programme is very much relevant in terms of making the civil society aware about the need for educational reforms in the country.

7.2 EQUITY

Creating equal opportunities for all in education is the core message of the EFA concept. The aim of the activities implemented under the CEF programme was to achieve the goal of EFA concept. The findings of the evaluation prove that the equity goal has been achieved from the programme interventions. This is reflected in several areas of work viz, concern paid on slow learners, vulnerable children and female children. Regarding the slow learners, formation of Children's Club has contributed to receive peer support to slow learners. This is a remarkable outcome of the programme since the parents of these children are not in a position to support them at home. In all the three locations a special consideration had been given on the education of slow learners. This activity contributed to promote social harmony within the school by way of reducing disparities of educational attainments of children.

Discrimination against female students was a common phenomenon in schools of the estate sector in Sri Lanka. This situation was changed to a significant level through the awareness creation activities conducted by the CEF programme. The Children's Clubs took a leading role to advocate this issue within the relevant circles including the community. Before such advocating campaigns, female children were excluded from participating in extracurricular activities and sports. The sport activities were designed specifically to suit the male students by marginalizing the female students. However, as a result of sensitization the teachers on the issue, this practice has been changed in schools in the estate sector.

As reported by the programme partner EPSMS in Weligepola location, female children are given the priority now in the events organized in schools. This same was practiced by the programme partner by offering the membership to the female children in the women societies. The female children who were members of Children's Clubs joined the women's societies after the age of 16 years. They are now entitled to benefit from the micro credit programme run by EPSMS. It was found that these women groups and the partner organization have established a fund for the education of vulnerable children. At present 25 children are benefiting from the fund. It provides a child with Rs. 250/- (US\$ 2.5) per month for covering monthly expenditure related to education and additional Rs. 500/- per year for purchasing educational materials. Therefore this activity can be regarded as a contribution made to the achievement of EFA goals.

Apart from these, a successful programme was implemented in the North Central Province to create equal opportunities for disabled children in school education. Prior to the CEF programme in the area, some parents treated the disabled children differently and they were not sent to schools for education. As a result of the awareness creation among the parents of disabled children, they motivated to send their children to school. The awareness creation on the right of disabled children to education was so effective to the extent that 7 parents of disabled children complained to the educational officers that the principals in the respective schools did refuse to admit their disabled children to schools. This matter was immediately solved by ordering the relevant principals to register these students in their schools.

A national event was organized on 25th April 2006 to sensitize children, parents, CSOs, education officials, politicians and the general public on equal rights of children to education. The event was held on the theme of “Every Child Needs a Teacher”. The chief guest of the event was the Minister of education

7.3 SUSTAINABILITY

The term sustainability is in the sense that the target community accrues benefits of the intervention even after conclusion of the programme. According to the findings of the evaluation, the sustainability of the programme is problematic because there is no continuity of the implemented activities, particularly the advocacy programme, which is the most crucial one in realizing the set objectives of the programme. It may not realistic to assume that the same situation is found in other programme locations which were not visited during the evaluation, but the empirical evidences gathered from the three locations demonstrate that most of the implemented activities have not been continued either by programme partners or by the civil society after conclusion of the programme in the respective locations. Among the three programme partners visited, only EPSMS in the Ratnapura district has made an attempt to continue at least a few activities that were initiated under the CEF programme. These include assisting the disadvantaged children to continue their education from the support of the Sri Lankan Diaspora in abroad, community sensitization on children's rights and gender equity. The programme partner in Nuwara Eliya i.e. PREDO is still plays an appreciative role in preventing child labour and dismissing of children's rights for education. However, it does not involve in any advocacy campaign for achieving the EFA goals. The programme partner in Matara does not pay any interest at the moment to continue the programme activities what were done with the community groups and civil society organizations. The explanation given in this regard was the lack of funds to reactivate those initiatives. This makes clear that some of the partner organizations like CDC in Matara involved in the programme with a project mentality without a broad based vision towards the long term goals of the EFA concept.

The issue of funding was raised by the Director of PREDO too. According to him, funding constraint may affect the sustainability of provincial and district level coalition networks even though it may not be the case of national level CED since it has adequate funds for continuing the planned activities. His opinion was that a self-sustaining mechanism should be tried out to ensure sustainability of the CEF programme interventions. Further he pointed out the importance of credibility development of the coalition while establishing contacts with other organizations which are active in the field of education and protection of child rights. This is the mechanism he proposes in achieving EFA goals in the long run. However, it is not clear which actors should take the lead at local, regional and national levels.

It was noted that a self-sustaining mechanism has not been developed yet for the district and provincial level coalition networks. Although these district networks and provincial coalitions were built with long-term objectives, no consideration has been given to the self-sustainability of district coalitions.

According to the Director of PREDO, some of the enthusiastic NGO representatives fully engaged in the coalition initiatives but some were not. The latter category worked in isolation without concern about coalition activities. The Director, PREDO saw this situation as a result of lacking coordination between national and provincial levels. In this respect, it is worthwhile to mention that this situation has been affected to keep the interests of some of the partner organizations. It seems that a mistake was done in the selection of partner organizations. If the coalition members were selected after a thorough screening process at the beginning, this situation would not arise at the phasing out stage of the programme.

According to the view of the Director, PREDO the CEF programme gave a good eye-opening to many local NGOs in Sri Lanka to involve in the field of education. PREDO appreciated the initiation and also the awareness creation activities carried out on the subject.

Although there are weaknesses in coordination, the Coalition for Educational Development (CED) is the potential actor at the moment for continuing the advocacy programme initiated by the CEF programme. As far as the long-term sustainability of the CEF programme is concerned, formation of an organization like CED is a salutary attempt taken by the programme. It is now engaged in five different projects relating to the achievement of EFA goals. Similarly, the government has recognized the importance of CED to intervene into educational reforms in the country. For example, the Ministry of Education responded positively to the invitation of CED for giving training to its high-ranking officials on the concept of EFA. The Ministry took action to participate the Secretaries, Directors of Planning and Accountants of the Provincial Ministry of Education. This indicates the potentiality that is opened for an organization like CED to engage in advocacy programmes for educational reforms. As a result of its

credibility as an organization that supports the education endeavors of the government, CED has given the privilege to work with educational institutions in the country. The other non governmental organizations to which this privilege is given at present include UNESCO, Save the Children, Plan International and GTZ. As revealed from the interview conducted with the present Chairman of the CED, funding is a major constraint to the sustainability of the organization. However, he hopes that this problem can be resolved from the potential support of the Asia South Pacific Bureau for Adults Education (ASPBEA) of which CED is a member. Apart from funds, there were another two threats in regarding the sustainability of CED. Those threats were; (a) power dynamics within the network of Coalition, and (b) lack of close affiliation of the partners to the national coalition i.e. CED. Appropriate measures have now been taken to resolve the former problem by way of delegating responsibilities for handling the tasks in relation to three critical areas namely, Networking, Adults Education and Children's Clubs. Previously decision pertaining to all these tasks was taken at the top level by the key office bearers of the organization. It not only made a barrier to the free flow of information to the both directions but also winning the cooperation of the provincial and district coalition members. However, as revealed from the discussions held with coalition members, the latter mentioned threat is yet to be resolved.

Even though there are some structural problems of CED, avenues are being opened up for continuing its activities relating to EFA goals in the country. For example, as a result of its advocacy initiatives, members of LEO club and Student Activity Clubs of 5 leading private higher educational institutes expressed their interest to work in cooperation. Following the preliminary discussion held by the parties, a MoU was designed to singe after the subsequent discussions which were planned to hold during 2008. This indicates the possibilities of continuing the CEF activities in collaboration with other parties which have an interest in children's education in the country.

7.4 REPLICABILITY

The CEF programme was designed to strengthen the capacity of civil society for advocating the achievement of EFA goals. The programme was implemented in all the provinces of the country through civil society organizations which were linked to a national level umbrella organization through network coalitions formed at the district and provincial levels. According to the findings of the evolution, some of the coalition members are continuing the programme activities by incorporating them into other development programmes and it may create an impact on other organizations to replicate the model in the long run.

7.5 CONTRIBUTION TO POVERTY REDUCTION

It was revealed that poverty is the major causes of non schooling and school dropout children. To address this problem, attempt had been taken by the

programme partner in Weligepola to establish a sponsorship programme by linking the vulnerable children with the Sri Lankan Diaspora in abroad, particularly in Australia. This is a commendable effort since it contributes to poverty reduction.

Shortage of quality drinking water is one of the health problems prevailing in the area. As a partial solution to the problem, the programme partner implemented an activity to supply quality drinking water to the schools with the involvement of philanthropist and the community.

The EPSMS is currently implementing several other programmes supported by national and international donors. When implementing those programmes an attempt had been taken to incorporate the CEF concepts and EFA goals as well. The attempt is definitely a result of the experience gained from the CEF programme, especially in changing community attitudes towards an equitable and quality education system. Initiatives taken by EPSMS to incorporate the CEF objectives into GEF and WFP programmes can be highlighted as good examples.

Specific intervention strategies for the economic empowerment of target communities did not include in the CEF programme. According to the respondent's view, this was a barrier to achieve the EFA goals fully. Thus they proposed to consider this factor in the future programmes of this nature.

7.6. DOCUMENTATION AND DISSEMINATION

Since this experience is useful to the development organizations which are working in the fields of protecting child rights and education, it is important to document and disseminate the programme experience. An initiation had not been taken to publish and wider dissemination of the programme experience at the time of this evaluation but it was found that the Coalition for Educational Development (CED) has been able to publish the following booklets and leaflets for disseminating among the interested parties.

1. Every Child needs a Teacher (in Sinhala and Tamil)
2. Right to Education (in Sinhala and Tamil)
3. Quality Education for All (a leaflet published in Sinhala and Tamil)
4. Coalition for Educational Development (a leaflet published in English)
5. National Framework (2007-2008) –Coalition for Educational Development (in English)

6. Budget tracking and analysis in school education in Sri Lanka, 2007.

CED developed 7 case studies on educational issues in the country and they were presented to the Minister of Education at a function held in Colombo on 27th April 2007. Educationists, intellectuals, CED members, CSOs, parents and child representatives of every disadvantaged sector in various provinces participated to the occasion.

In March 2007, a media campaign was held in Colombo involving representatives from media organizations. The objective of the campaign was to disseminate the message of Global Action Week and make the general public aware the threats that would hinder the enjoyment of rights to education by children.

A radio programme on the theme of the Global Action Week was also conducted by CED in April 2007. This was broadcasted live in radio channels and thus very effective in creating awareness among the general public on EFA goals.

An essay competition on the theme "Education is Our Right" was conducted in 2007 for children of age group of 11-14 years. The event was advertised in the press and applications were called from island wide. Certificates were awarded to all the children who participated to the event and prizes were awarded to the children who won the first three places in Sinhala and Tamil medium.

8.0 LESSONS LEARNT

As revealed from the evaluation, the important lessons learnt from the CEF programme can be summarized as follow:

The Approach

The CEF programme tried to influence the government to make educational reforms that ensure all children have access to primary education. In that respect, the strategy used was the capacity building of civil society for launching advocacy programmes at local, district, provincial and national levels. When designing the programme, it was thought that the strengthening of civil society is essential and it should be covered a broader areas of activities aimed at (a) networking of civil society organizations, (b) community capacity building, (c) skills development of the programme partners, and (d) advocacy. The programme proved that these are essential elements if a policy influencing programme to be successful. Accordingly, this is an important lesson that was learnt from the programme and can be shared with other development organizations which engage in advocacy work.

However, it was noted that some of the programme partners were unable to organize the intended advocacy campaigns successfully. This was a result of insufficient attention paid on sensitizing the partners and the community on real

issues. This tells that the necessity of conducting refresh programmes in regular intervals by taking into consideration the successes and failures met in the previous stage. In this connection, the failure of some coalition members to utilize the allocated funds productively can be cited as an example. The failure of getting the fullest corporation of network members to implement the advocacy programmes is another example in regarding the necessity of periodical sensitization.

Programme design

The set objectives of the CEF programme aptly match with the achieving of its long term goal. However, adequate emphasis was not given on the training of key stakeholders. Although short term training (i.e. one day workshops in most cases) was conducted to the key stakeholders, the knowledge they gained from those exercises seems to be inadequate. As a result, some of the partners and community groups were not able to implement the intended advocacy programmes in an effective manner. This tells the necessity of a thorough training to the stakeholders beforehand of launching advocacy campaigns.

Lack of emphasis given on systematic progress monitoring at the partner level made the partners unaware of their own weaknesses in the programme implementation. This could be clearly understood in the case of CDC, Matara where the programme partner did not know whether the implemented activities are in progress or not. In fact, EPSMS in Weligepola did some ad-hoc monitoring, but the exercise was carried out only for reporting purpose. No evidence could be found in regarding the action taken by a partner to correct or reorientation of an activity which was already implemented. This was mainly because of the programme partners did not think it is essential and progress monitoring is a part of their work. Hence this is an important lesson that should be taken into consideration when designing any development programme that is going to be implemented with programme partners.

Lack of a clear cut exit strategy was another weakness in the programme design. Now it is clear that the Coalition for Educational Development will take the responsibility of continuing the programme activities but such a strategy was lacking in the original programme design. Until the formation of CED, the programme partners and other stakeholders did not know "what shall do next". This uncertainty of a future plan affected the sustainable implementation of the programme.

Addressing the needs of poor

It is true that the CEF programme made some positive impacts in changing the policy practice of delivering education at the school level and protecting the rights of children for education. However, an emphasis was not paid on addressing

needs of the poor when designing the programme. This was affected in mobilizing participation of the civil society, particularly the parents of poor families. The success achieved by EPSMS is a case in this regard. The organization used its micro credit programme to mobilize women's participation in the advocacy campaigns of the CEF programme but other two partners did not have a strategic resource in that nature. As a result, they were not succeeded as expected in mobilizing the community participation in advocacy campaigns. Even the PREDO did its advocacy campaigns through the Children's Clubs but not with the community members. Therefore, this is a lesson to be learnt from the programme where an especial consideration should be paid to address the needs of the poor when designing a programme of this nature.

9.0 RECOMMENDATIONS

9.1 The process

Programme Design

Education is a two way process which involved teaching (or delivery of knowledge) and learning (or receiving what is delivered). However, it seems that the CEF programme has designed to address this former aspect of education than the latter. In a programme designed to address the educational issues both these aspects should be taken into account. It was found that a consultation exercise did not carry out to understand the ground realities of the problem (s). If the programme was designed after a consultation of local level people, the CEF programme could have been more successful. Therefore, it is recommended to consider the both aspects of education based on issues prevailing at the ground level when formulating a programme like CEF.

9.2 Programme Partners

Selection process

In any development programme which is going to be implemented through partners, a rigorous process should be followed when selecting the programme partners. This has not been happened in the CEF programme. Instead of adopting a rigorous process in the selection of partners, it used vaguely defined three criteria. As a result, the programme was failed to produce expected outcomes. Therefore, it is recommended to include a section in the programme proposal itself as to how the programme partners will be selected. Then it is no matter the person who is responsible for programme implementation, he/she can select the correct programme partners based on the criteria given in the programme proposal.

Agreement

It was found that the duration of programme partners' role is limited to the agreed period of the contract. Of course this is no matter in a programme like service delivery. But the nature of CEF programme was rather different where the partner's involvement is necessary even after conclusion of the programme. This crucial factor had been neglected when signing the agreements with partners.

9.3 Phasing out the programme

Further support to CED

As mentioned earlier, the CEF programme is different from conventional development programmes. Its main activity was the advocacy for changing the policy practice in delivering of education. Since the advocacy for policy reforms requires a long term involvement, a consideration is needed to support the CED until it gets established to a self sustaining level. This is a crucial factor in terms of sustainability of the CEF programme.

Strengthening the CED

The Coalition for Education Development is the brain child of CEF programme. Although it could have done at the inception of the programme, a long time was spent to form this organization as the formal body that is responsible for continuing the programme activities. It is now functioning smoothly but lacking a firm structure for undertaking administration work. There is an executive committee to take decisions regarding its activities but none of the committee members, including the Chairman engage in fulltime work of the office. In the long run, this type of loose administrative structure may affect the realization of organizational goals and therefore it is recommended to establish a formal administrative structure to the CED.

9.4 Skills Development

An appreciative attempt had been made to develop skills of the programme partners but only a little emphasis was given to some of the important areas such as programme monitoring & evaluation, conducting socio-economic assessments, situational analysis of issues etc. Even the programme partners demanded these skills. Therefore, it is recommended to include these training in the future programmes of this nature.

9.5 Poverty Reduction

It was found that that there is a close link between poverty and non-schooling/school dropout of children. According to the school teachers in the programme locations, almost all the non-schooling and school dropout children

are from the poor families. These people being the real target group of a programme like CEF, an emphasis should be paid on a poverty reduction strategy coupled with an advocacy initiative and policy influence.

ANNEX 1

WORKSHEET FOR SUCCESS INDICATORS

Project Activity	Indicators to measure the Success	Evaluation Tools	Source of Information
1. What were the major achievements in terms of outcomes?			
1.1 Contributing to realizing EFA	(a) Indicator 1. Knowledge gained by the PO, school & zonal education authority, community, children and other stakeholders on generic goals of EFA & articles 2. Continuation of work and amalgamating the learning to PO's other projects 3. Contribution to ; EFA Article 3 – meaning of education a. Article 6 –	Semi-structured interviews documentation Review Documentation review Focus group discussions	PO project implementing staff Progress Reports Records of partner organizations Parents, Communities, Civil Society public, institutions and organizations Children Education authority

	<p>Education is a fundamental right</p> <p>b. Article 7 – ECCE & education for vulnerable children</p> <p>c. Article 16 – Ministries & civil society organizations represent national EFA forums/plans</p> <p>d. Article 8, 27, 62,63,64 – combat & prevention of HIV/AIDS and change attitudes & behaviours</p> <p>MDG</p> <p>1. Goal 2; Achieve universal primary education</p>		
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	<p>n</p> <p>2. Goal 3; Promote gender equality and empower ment of women</p> <p>(b) Measures</p> <p>1. % of different target groups gained awareness on EFA & MDGs</p> <p>2. # similar accomplishment s linked with PO's other projects after consuming the project funds</p>		
<p>1.2 Building capacities of communities on advocating educational issues and participation in school based planning</p>	<p>(a) Indicator</p> <p>1. The knowledge used from CB programs in developing intervention programs at field level</p> <p>(b) Measure</p> <p>2. How many interventions commenced after participating to CB programs</p> <p>3. % communities</p>	<p>Semi-structured interviews</p> <p>Document review</p> <p>Records of community initiated programs</p>	<p>Parents & Communities</p> <p>Project documentations</p> <p>SDS members</p> <p>School principals</p>

	involved in School based planning after the CB program		
1.3 Capacity Building of NGOs and CBOs	<p>(a) Indicator</p> <ol style="list-style-type: none"> # CBOs & NGOs participated and areas of capacities built e.g. training programmes, workshops conducted, staff strength before and after the project. Project implementing capacity of participants increased e.g. nature of projects implemented, their number, relevance <p>(b) Measure</p> <ol style="list-style-type: none"> # of projects implemented after the capacity building programmes implemented. # of events of use the knowledge in 	<p>Documentation review</p> <p>Documentation Review</p> <p>Field verifications</p> <p>Semi-structured interviews</p> <p>Project financial records</p>	<p>Project Diary and</p> <p>Officers of relevant CBOs/Partners</p> <p>Parents & Communities</p> <p>PO's project implementing staff (participants of these CB programs)</p>

	<p>project implementation</p> <ol style="list-style-type: none"> 3. % of participants effectively used what they have learnt 4. Efficient & Effective use of project funds 		
1.4 Contribution to the policy changes national level	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. # national level advocacy initiatives conducted 2. # Provincial level programs conducted <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Outcomes of the national level advocacy initiatives 2. Type of benefits gained by the target group 3. Type of contributions to EFA & MDGs 	Personal interviews	Coalition for Educational Development Provincial Education Officers
1.5 Changes in the policies and practices of zonal and school levels	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. # changes of policy practices at the school level 2. % of increased participation of community 3. # successful advocacy 	Semi-structured interviews Documentation review	community & school administration Project diaries and reports

	<p>initiatives</p> <p>(b) Measure</p> <ol style="list-style-type: none"> 1. What and where policies & practices changed 2. Statistical records from school authorities 3. Types and changes occurred 		
1.6 Contribution to education budget analysis and tracking	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Participation in budget tracking/analysis workshop 2. # schools subjected to budget analysis and tracking <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Records & Type of information collected & surveys conducted to gather information 2. Children involvement 	Focused group interviews	<p>Project staff</p> <p>Communities</p>
2. What were the factors that led to these successes?			
2.1 Capacities of partners	(a) Indicator	semi-structured Key informant	project staff,

	<ol style="list-style-type: none"> 1. Statistics of district & provincial network representatives of CB programs (Nationally & Internationally) 2. Areas of capacity building & # projects implemented using these capacities 3. # staff members participated / involved 4. Types and # of CBOs, communities, children involved in related activities and success criterions <p>(b) Measure</p> <ol style="list-style-type: none"> 1. How the knowledge is managed 2. What events make significant impacts in the aim of contributing to project objectives 	<p>interviews</p> <p>semi-structured Key informant interviews</p> <p>documentation review</p>	<p>District & Provincial Coordinators</p> <p>Project diary</p>
<p>2.2 Capacities of staff in programme management</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. # of CB activities conducted for 	<p>Interviews</p>	<p>CEF Coordinator</p>

	<p>program management staff</p> <p>2. Number of CB activities benefited to achieve the project goals and objectives</p> <p>(b) Measure</p> <p>1. Statistical information</p> <p>2. # Experience sharing workshops attended and # and type of strategies & project reviews launched in achieving project goals after gaining from those exposures</p>		
<p>2.3 Capacities, inputs and commitment of the lead agency and other management partners</p>	<p>(a) Indicator</p> <p>1. CED coordinator & Directors</p> <p>2. Areas of capacities built</p> <p>3. Instances where the knowledge was utilized</p> <p>4. effectiveness and utilization of knowledge</p> <p>(b) Measure</p>	<p>Semi-structured Interviews</p> <p>Project Reports</p> <p>Project diary</p> <p>Other statistical information</p>	<p>CEF coordinators</p> <p>SCiSL</p> <p>Oxfam</p> <p>Action Aid</p> <p>Plan International</p>

	1. Records of CB programs participated by the above CEF coordinators		
2.4 Willingness of government officials and agencies to assist CEF work	<p>(a) Indicator</p> <p>1. Initiatives taken so far by the Gov. Officials to cater to the objectives of the program</p> <p>(b) Measure</p> <p>1. Records of types and # of the events organized and conducted successfully in school, zonal, district</p> <p>and provincial levels</p>	<p>interviews</p> <p>Other statistical information (PO level)</p>	Government officials
2.5 Constituencies developed (networks, coalitions)	<p>(a) Indicator</p> <p>1. # school development societies strengthened</p> <p>2. # CBO forums established</p> <p>3. # Children's Clubs established</p> <p>4. District level committees formed</p> <p>5. Provincial level committees</p>	<p>Focus group interviews</p> <p>Documentation review</p> <p>Physical verifications</p>	<p>District/provincial representatives</p> <p>Children's clubs</p> <p>Parents /Communities</p> <p>Legal entities</p>

	<p>formed</p> <p>(b) Measure</p> <ol style="list-style-type: none"> 1. # initiatives commenced 2. Records of activities, successes and failures 		
2.6 Contribution for evidence based advocacy	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. # and types of advocacy initiatives launched in school level 2. # and types of advocacy initiatives launched in zonal level 3. # and types of advocacy initiatives launched in district level 4. # and types of advocacy initiatives launched in provincial level <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Records of successes 2. Contributions to policy & practice changes 3. Attitude changes in the 	<p>Project Reports</p> <p>semi-structured interviews</p> <p>Other records</p> <p>Photo albums</p>	<p>POs</p> <p>School Principals</p> <p>Parents Community</p> <p>Children's clubs</p>

	<p>society</p> <p>4. Parent, Community, C.S. & Children involvements in these events</p>		
3. What were the major failures, challenges to take account of in future work of this nature?			
3.1 Capacity of coalitions and partners to manage funds	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Total budget handled 2. Incidents of Failures in fund management & inefficient patterns of spending records during project cycle 3. Quality of Book Keeping 4. Enthusiasm in continuing work towards achieving EFA & MDGs with other funds 5. Fund raising attempts made by coalition 6. Promotional initiatives launched in the aim of strengthening CED & involving other civil societies (e.g. Banks, Chamber of 	<p>Audit reports</p> <p>Fund management record keeping</p> <p>Book keeping records</p> <p>Audit reports</p> <p>Records of promotional activities</p>	<p>PO Heads</p> <p>Coalition Directors</p> <p>CEF Coordinator</p>

	<p>Commerce Teacher Unions and Corporate Sector)</p> <p>7. Strength of the Secretariat of the Coalition and degree of autonomy</p> <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Partner's fund management records, practices, audits conducted 2. Measures taken for raising funds for continuation of coalition 3. # Promotional activities initiated aiming to develop a sustainable mechanism 		
<p>3.2 Power dynamics in coalitions and networks</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Members feel less isolated 2. Conflict of interests if any 3. Structural adjustments took place in the aim of maintaining power struggle and their Pros & Cons 4. Structural adjustments took place in district & 	<p>Focus group interviews</p> <p>Project Reports</p>	<p>PO</p> <p>Coalition Directors</p> <p>District Committee members</p> <p>Provincial Committee members</p> <p>Coalition members</p>

	<p>provincial level networks to maintain designations and Pros & Cons (Coalition)</p> <ol style="list-style-type: none"> 5. Degree of participation of Board Members in Coalition Development activities 6. Relationship between the Secretariat / Board of Directors / and CED members 7. Transparency of CED 8. Degree of participation in network meetings & activities of members & their commitments <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Members POs get involved in Coalition initiatives (by what %) 2. # international exposure visits received by Coalition representatives 3. Other advantages gained and 		
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	<p>special interests</p> <p>4. Mechanisms of distribution of such events among the members and possible opportunities for members to gain a two way service from Coalition</p>		
3.3 Interagency collaboration	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Number of agencies with whom Relationship were built (Oxfam, Action Aid & Plan International) 2. # Collaborative efforts launched and confronted challenges <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Challenging situations faced by lead organization to gather other agencies to achieve the goals of this program 2. Non financial assistances received from other agencies 	<p>Project Reports</p> <p>Semi structured interviews</p>	<p>CEF previous and current Coordinators</p> <p>Supervisory staff of SCiSL</p> <p>representatives (Oxfam, Action Aid, International)</p>
3.4 Changing political & policy	(a) Indicator	Project Reports	Program Staff

environment	<ol style="list-style-type: none"> 1. Failures occurred during national level events and activities launched in the aim of changing political and policy environment 2. Challenges faced during implementing projects / events for policy changes <p>(b) Measure</p> <ol style="list-style-type: none"> 1. # National level events 2. # high level authority participations 3. # changes actually took place in influencing national policy environment 	<p>Evidence</p> <p>Semi structured interviews</p>	<p>CED Directors</p> <p>CEF Coordinator/s</p>
3.5 Natural disasters	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Availability or utilization of funds for catering natural disaster situations 2. Special projects launched for catering natural disaster situations 	<p>interviews</p> <p>Project report</p>	<p>PO</p> <p>Coalition representatives</p> <p>CEF Coordinator</p>

	<p>(b) Measure</p> <ol style="list-style-type: none"> 1. # Natural disaster situation handled by POs & Coalition 2. # and type of failure / challenges faced during such situations 		
<p>3.6 Communication between CEF, lead agency & other managing agencies, partner and communities</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Methods and frequency of communication took place between CEF and lead agency & other managing agencies 2. Methods and frequency of communication took place between CEF and partner organizations & Communities <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Types of challenges & barriers identified 2. Measures taken to overcome those failures 	<p>Documentation review</p> <p>Semi-structured interviews</p>	<p>Project reports</p> <p>CEF Coordinator</p>
<p>3.7 Programme design</p>	<p>(a) Indicator</p>	<p>Documentation</p>	<p>Project reports</p>

	<ol style="list-style-type: none"> 1. Changes made to the program designing <p>(b) Measure</p> <ol style="list-style-type: none"> 1. # program reviews took place during each year and the constraints 2. Changes of project activities to reach the goals and objectives 	<p>Review</p> <p>Semi-structured interviews</p>	<p>CEF Coordinator</p>
<p>3.8 Gender mainstreaming</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Initiatives taken for maintaining gender equity 2. Leadership positions held by women in the in the community programs <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Type and nature of failures experienced during maintaining gender equity 2. Strategies applied to overcome such issues in project implementations 	<p>Focus group interviews</p>	<p>Community</p>

<p>4. What are the lessons to take account of, for future work of this nature?</p>			
<p>4.1 Programme design</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Major Changes took place in the learning environment/policies 2. Strategies that can be used in future work of this nature <p>(b) Measures;</p> <ol style="list-style-type: none"> 1. Type of learning that can be used in future work 2. Type and nature of strategies that can be adopted in future initiatives 	<p>Semi-structured interviews</p> <p>One to one interview</p> <p>Field level project diary</p>	<p>CEF coordinator</p> <p>PO</p>
<p>4.2 Implementation</p>	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Method followed in the implementation of the project 2. Exist strategy <p>(b) Measures;</p> <ol style="list-style-type: none"> 1. Interest of PO's in using project 	<p>Documentation review</p> <p>One to one interview</p> <p>Discussions with direct and indirect beneficiaries</p>	<p>Project reports</p> <p>Project implementing staff of POs</p>

	implementation techniques & tools (e.g. PRA)		
4.3 Monitoring & Evaluation	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Methods used in progress monitoring and evaluating the impacts <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Interest and frequency of Project Staff of PO <p>to visit the grassroots level and measure impact</p>	<p>Semi-structured interviews</p> <p>Project diary</p> <p>One to one interviews</p>	<p>CEF Coordinators</p> <p>Project Staff of POs</p>
4.4 Documentation	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Number of documents produced, quality of the documentation <p>(b) Measure</p> <ol style="list-style-type: none"> 1. Documentary evidence at project level 	<p>Document review</p> <p>Financial records at PO levels</p> <p>Project /monitoring /evaluation reports</p>	<p>PO heads and project staff</p> <p>CEF Coordinator</p> <p>Coalition Records</p>
4.5 Marketing the concept among stakeholders	<p>(a) Indicator</p> <ol style="list-style-type: none"> 1. Number of inquiries 2. Coalition level interventions for marketing the 	<p>One to One Interviews</p> <p>Documentary evidence at Coalition level</p>	<p>CEF Coordinators</p> <p>Coalition Directors</p> <p>PO staff and Heads</p>

	<p>concept among probable stakeholders</p> <p>3. Involved and targeted stakeholders at field level (PO level)</p> <p>(b) Measure</p> <p>1. Inquiries received and contacts made</p> <p>2. Methods used for marketing the concept</p> <p>and the degree of the attention paid</p> <p>3. Types of stakeholders committed to achieve</p> <p>goals in grassroots levels</p>		
5. What are the things that need to be done to sustain outcomes and impact of CEF? By whom?			
5.1 Plans for coalitions	<p>(a) Indicator;</p> <p>1. Instances where the experience is replicated</p> <p>2. Members of Partner Organizations</p>	<p>One to one interviews</p> <p>Project diary</p> <p>Annual Operation Plan</p>	<p>Heads of PO</p> <p>Staff of POs</p> <p>Coalition Secretariat & Directors</p> <p>CEF Coordinator</p>

	<p>feel less isolated</p> <ol style="list-style-type: none"> 3. Partner Organizations are continuously linked with District & Provincial committees 4. In National Level the Coalition uses the knowledge gained during the past by their POs in developing new strategies <p>(b) Measure;</p> <ol style="list-style-type: none"> 1. Partners are continuing efforts for sustaining EFA & MDGs 2. Partners are frequently engaged with Coalition initiatives (By what %) 3. # of district & provincial committee activities engaged and the frequency 	<p>Project Review records</p> <p>Collaboration of other donors at field levels</p>	
5.2 Suggestions for lead agencies	<p>(a) Indicator;</p> <ol style="list-style-type: none"> 1. Heads of POs suggestions 	One to One interviews	<p>Heads and Staff of POs</p> <p>Direct/ indirect beneficiaries</p>

	<p>and views</p> <ol style="list-style-type: none"> 2. Views and perspectives of field level project implementing staff 3. Views and perspectives of direct and indirect beneficiaries <p>b. Measure;</p> <ol style="list-style-type: none"> 1. to be defined after the field level evaluation 	<p>Focus group discussions</p>	<p>CEF Coordinator</p>
<p>5.3 Measurements for improved publicity and communication</p>	<p>(a) Indicator;</p> <ol style="list-style-type: none"> 1. Lip services at field level 2. Lessons learnt from applied publicity and communication strategies at field levels 3. Success & failures of CEF Secretariat & Coalition level of publicity & communication <p>(b) Measure;</p> <ol style="list-style-type: none"> 1. Degree of community 	<p>Project diary</p> <p>One to one interviews</p> <p>Focus group discussions</p>	<p>Beneficiaries</p> <p>Project Staff</p> <p>CEF Coordinator</p>

	mobilization 2. % of wider scale dissemination of CEF objectives at field level		
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ANNEX 2

LIST OF PARTICIPANTS IN FOCUS GROUP INTERVIEWS PROJECT EVALUATION OF EKABADDA PRAJA SANWARDANA KANTHA MAHA SANGAMAYA - WELIGEPOLA

Date ; 2nd August 2008

Place ; Ekabadda Praja Sanwardana Kantha Maha Sangamaya,
Weligepola, Balangoda

Contact person; Mrs. M. Renuka Badrakanthi Gunewardene – Chief
Coordinator

Contact phone numbers; 045-2227068 (Office), 0602451043 (Residence)

Children;

1. Miss. Ranjika Jayasinhe
2. Miss. K. Pushpa Erangika
3. Master. Ajith Wijesinghe
4. Master. Viraj Priyantha
5. Master. S.K. Asoka

Mothers & Community Representatives;

1. Mrs. R.M.L. Shriyani Ranasinghe
2. Mrs. J. Indrani Jayawardene
3. Mrs. M. Priyadharshini
4. Mrs. Surangika Subhasini

Project Staff;

1. Mrs. M. Renuka Badrakanthi Gunewardene – Chief Coordinator
2. Mrs. Padma Jayasinghe - Chairman
3. Mrs. H. Anulawathi - Farm Coordinator
4. Mrs. Manike Sooriyaarachchi - Coordinator – Children Section

**LIST OF PARTICIPANTS IN FOCUS GROUP INTERVIEWS
PROJECT EVALUATION OF PREEDO – KANDY
WORKING AREA – HATTON PLANTATION SECTOR**

Date ; 5th August 2008

Place ; Shakthi Hall, Hatton

Contact person; Mr. Michael Joachim – Head of the Organization

Contact phone numbers; 081-2236747, 077 6017417

Children;

Participant	Representing Children's Club	Plantation Area	Number of Children in Children's Club
Miss. Asoka Narmadha	Venpura,	Bogawantalawa	30
Miss Y. Vanasja	Champion	do	30
Miss. J. Thanuja	Champion	do	30
Master. R. Roshan	Uthya Thargai V.	Norwood	30
Master. L. Thiyoplus	Melithe Hinhhas Waldl	do	56
Miss. N. Dharsheni	Malligie Kiriloswald	do	56
Miss. S. Vinothini	Malarum Mottum. Portree	do	56
Miss R. Dharsheni	Killaria . D	Hatton	40
Master E. Sri. Kuganeshan	Parathi Children Club	Norwood	30
Master K. Suganthan	Parathi Children Club	do	30
Miss. N. Dharshika	Champion	Bogawantalawa	30
Miss. K. Rohini	Everest Children Club	Norwood	20

Mothers and Community Representatives

Parent's & People's Forum

1. Mrs. M. Pushpam, Kotiyagalla L.D., Bogawantalawa
2. Mr. J. Jayakumar, Kirkosenald L.D.
3. Mr. A. Thyagamuttu, Kotiyagalla L.D.
4. Mr. L. Loganathan

Project Staff;

Mr. Michel Joachim – Head of the organization (PREEDO)
Two other Project Female Staff members

**LIST OF PARTICIPANTS IN FOCUS GROUP INTERVIEWS
PROJECT EVALUATION OF CDC – MATARA
WORKING AREA – THIHAGODA**

Date ; 2nd August 2008

Place ; Hiththatiya, Matara
Contact person: Mr. Wellala – Head of the Organization

Contact phone number: 0776901993

Children;

1. Miss. Nandani Samaradivakara
2. Miss. Hemali Waduge
3. Master. Sudath Rangana
4. Master. Nirmal Kasun Gamage
5. Master. S.K. Asoka

Parents and Teachers

1. Mrs. C.P.N. Perera (Teacher)
2. Mrs. Shiranthi Gunaruwan (Teacher)
3. Mr. S. Manawadu (Parent)
4. Mrs. G. Pandokorala (Parent)
5. Mrs. Anoma Fernando (parent)

Project Staff;

1. Mrs. Chithra Rohini – Volunteer
2. Ms Dammika Nishani-Volunteer
3. Ms. Nirmalee Gunarathna (Volunteer)

Coalition for Educational Development (CED)

10th august 2008

Mr. B. Charles Elamaldeniya – President- CED

Save the Children in Sri Lanka

Mr. Chandima Liyanagamage- Coordinator-CEF programme

Mrs. Dharshani Senavirathna- Former Coordinator- CEF programme

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