

## **JAN 2005- MAR 2007 REVISED CEF STRATEGY FOR SIERRA LEONE**

### **EXECUTIVE SUMMARY**

The 2004 project proposal was reviewed in a collaborative manner. The CEF Secretariat, the PMC, representatives of all the coalitions and all major stakeholders attended a two-day workshop in Freetown. In that meeting, it was obvious to the entire membership that a review of the context was crucial in order to adequately reflect in the strategy appropriate project activities that would address issues and take advantage of opportunities raised in the context.

Apart from the underlying decadence in the education sector, major changes and developments in the Sierra Leone context now include:

- The decentralisation of government and the transfer of responsibility for Basic Education to the District Councils
- The expected sustenance of democratic governance in the country
- The participatory formulation of the final draft of the Poverty Reduction Strategy Paper (PRSP)
- The production and dissemination of the Public Expenditure Tracking Survey report for financial year 2002 selected expenditures
- Enactment of the 2004 Education Act

With these significant developments, the current CEF strategy is formulated with the deep consideration that existing and new opportunities provided should be pulled together to add up to a coherent strategy to achieve the country CEF goal/aim. Alongside this consideration is the inclusion of two advocacy themes in the strategy namely; discrimination and violence against the girl child and advocacy on national HIV/AIDS policy suitable in school situations.

Against the contextual background 4 strategic thematic outputs have been identified for all CEF supported activities in Sierra Leone as following:

1. Advocacy capacity of civil society strengthened,
2. Civil society and community input into education,
3. School enrolment increased especially for the girl-child and retention ensured
4. Budget allocations to education improved and monitored

These outputs would be pursued and realized using the following approaches: I) capacity building that include sensitisation, training and development of coalitions ii) participatory approaches and research, iii) mobilization with the use of print and electronic media and performing arts, iv) campaigns and advocacy approaches around a) education of the girl child, b) increased allocation of resources to schools, c) equal access to basic educational opportunities for all, d) proper, timely and adequate remuneration for teachers, e) discrimination and violence against the girl child and f) advocacy on national HIV/AIDS policy in schools.

The overall aim of the strategy is to facilitate the emergence of well-capacitated and viable networks all operating under the guidelines of a strong national coalitions working collaboratively around the EFA goals. The CEF will provide technical, financial and material support as and when the need arises to networks in pursuit of the project activities outlined in the paragraph above. A strong national coalition, it is expected, will take over the management of the CEF fund after March 2007.

Against March 2007 CEF Sierra Leone would expect to realize the project success in the following indicators:

- SMCs participation in the planning and implementation of local and national education plans and policies
- CSO influence on budget allocation to education
- Removal of user fees in schools
- Monitoring of material and service delivery in schools
- Reduce leakages in the school delivery system
- Equitable and timely of distribution of materials and services to schools
- Increased enrolment and retention rate of the girl-child especially in the east and north of the country
- Providing for the special needs of the disabled and marginalized

## **1. INTRODUCTION**

Sierra Leone continues to maintain one of the lowest literacy rates in the world. As far back as 2002, it was estimated that more than 375,000 children had no access to schools. Funding for education sector is still low and expenditure tracking is still ineffective. In line with the two millennium goals of bridging the gap in school attendance between boys and girls by 2005 and ensuring equal access to basic quality education for all by 2015, the United Kingdom launched the Commonwealth Education Fund (CEF) in 2002 to coincide with the 50<sup>th</sup> Anniversary of Her Royal majesty Queen Elizabeth II. Through this fund, the United Kingdom makes available 10 million British Pounds through the British Department for International Development (DFID).

This fund, which is for 17 low income Commonwealth Countries, originally managed by Actionaid, OXFAM and Save the Children UK later replaced by Norwegian Refugee Council is now managed by Action Aid, Norwegian Refugee Council, World Vision, Standard Chartered Bank, Talking Drum Studio UNICEF and Oxfam GB) under the leadership of Action Aid.

Contrary to other interventions in the education sector that focus on physical infrastructure development (School construction and rehabilitation) the provision of adequate teaching/learning materials and teacher training, this fund will be for advocacy. It has the following national objectives:

- To strengthen civil society capacity to advocate for better access to education in collaboration with other key actors like the Global Movement for Children (GMC) and Education for All (EFA).
- To raise awareness within communities of the importance of creating equal access for girls and boys to school education and enable them advocate to service providers for equal access.
- To strengthen the ability of communities to monitor government spending on education, working closely with mechanisms set up by the Poverty Reduction Strategy Paper (PRSP) and others to improve access to free and quality education as a result of their involvement in advocacy and monitoring.

Since September 2003, there has been nationwide sensitisation on CEF activities. The CEF sensitisation campaigns led by Actionaid Sierra Leone, Talking Drums Studio and the Sierra Leone Teachers Union identified existing structures of coalitions/partnerships of Civil Society Movements that lacked coordination, cohesion and a sense of focus due to lack of training support. The campaign that called for participation, partnership and

coordination was an awakening moment for these groups. The sensitization took the form of CEF leaflets distribution to various stakeholders, radio discussions and stakeholder meetings.

The PMC in collaboration with Standard Chartered Bank have presented the CEF to the corporate sector consisting of 10 different business institutions to which representatives of the World Bank and other education stakeholders were invited. The presentations process surfaced key issues that would be followed up to ensure the effective engagement of the corporate sector

The CEF also supported the activities of the Global Week of Action for 3003 and 2004, which provided a common platform for deprived children, EFA advocacy groups and parliamentarians/members of the government to discuss issues affecting the education of children in the country. There were dialogue forums between children and members of parliament and between EFA advocacy groups and parliamentarians.

CEF participated and supported a meeting of education stakeholders with participants from all over the country and a representative from sub-regional ANCEFA office in Senegal primarily to review the EFA organizational structure and map out plans that would ensure everyone's effective engagement in the CEF processes. The output of the meeting was a draft action plan of capacity needs for campaign and advocacy activities for the EFA membership. Following this meeting, the EFA secretariat formulated a proposal on behalf of the EFA membership for submission to the CEF Project Management Committee for funding in the areas of networking, communication/advocacy, budget tracking and research targeting different parts of the country.

Training workshops on advocacy planning and implementation and budget literacy and tracking were conducted in the North South of the country. The workshop conducted in the south drew participants from the east of the country. A total of 52 participants drawn from stakeholder organizations and institutions including the newly revived local government councils were trained.

Series of planning meetings held with Global Movement for Children (GMC) resulted to the formulation of plans for around community sensitization and mobilization on CEF core objective 3 for implementation in the East and North of the country known to have the lowest enrolment rates, especially of the girl-child.

Five networks have been established in the south and eastern parts of the country. The national EFA coalition has worked out plans on how to effectively engage with these regional networks on campaign and advocacy issues. The EFA Coalition will link with the District networks through:

- Registration of networks with the national EFA coalition
- Networks identify issues or campaigns in their localities and feed back into EFA for harmonised Action
- Periodic National meetings and review of programmes or activities
- Regular updating on activity plan on both sides.
- Training to build the capacity of networks
- Invitation of networks to national project planning by EFA coalition. This will avoid duplication and open room for dialogue between the coalition and networks.
- Sharing of reports.

Responding to the 2004 approved strategy for Sierra Leone, the UK Management Committee raised issues of clarification on how the country level CEF would i) pull together the various opportunities outlined in the contextual analysis ii) plans to implement the strengthening and facilitate the inadequate collaboration amongst CSOs on issues of advocacy iii) carry out capacity building in the face of inadequate capacity in country and iv) will build and feed into the reconstruction and rehabilitation World Bank/IDB supported project.

Considering the level of project implementation so far, practical attempts have not been made to source funding from the participating donors in the 2000 Dakar summit who pledged to support low-income countries in the realisation of the EFA goals. However, in collaboration with the EFA coalition, a Real World Strategy has been formulated and submitted to ANCEFA for technical support and funding to EFA coalition activities in Sierra Leone. The CEF has drawn from the experiences of the PRSP community sensitisation messages and has incorporated in its strategy sensitisation activities similar to the ones used in the PRSP civic engagement process. Already, plans have been formulated by the GMC for sensitisation and mobilization in communities drawing experiences from the PRSP.

To date campaign and advocacy activities have not been undertaken in full. To ensure adequate collaboration, CEF has been supporting stakeholder meetings and encouraging dialogue forums around collaboration. Partnership has been put as a pre-condition for accessing funds from the CEF and groups have been working towards partnership formation.

The selection of trainers has been an open process. So far CEF has been drawing trainers from government institutions like the Bank of Sierra Leone and the Ministry of Finance and from NGOs; ActionAid Sierra Leone and Campaign for Good Governance who have had enough experience, exposure and training on issues of advocacy and budget tracking both within and outside the country.

In addition to material support provided to schools through the World Bank/IDA supported project, training of the School Management Committees is another component of the project. This is geared towards ensuring that communities actively participate in the management of their schools in a sustainable manner. CEF is working with the various service providers responsible for the training to ensure that aspects of budget tracking and monitoring of materials delivery to schools are included in the training package.

#### **Learning from the CEF mid-term review**

Learning from the MTR can be summarised as follows:

- There is little interface between EFA coalition and the networks at local or district level
- Coalitions are weak in carrying out research on advocacy themes identified in the advocacy consultation report
- The CEF secretariat loses focus by too many meetings with coalition partners not implementing because of lack of access to funds. The funds cannot be accessed because they cannot prepare activity plans in consonance with CEF criteria
- That non-committed and enlarged PMC with a fluid membership can completely slow down even operational activities.

- CEF team taking the initiative to call meetings is counter productive because it puts all responsibility on the team and gives an appearance of disengagement by other PMC members.
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- Budget tracking is not very useful in a situation where coalitions have to rely on the PETS report. In a corrupt system like Sierra Leone, the networks have to be proactive in budget tracking i.e. the National Secretariat of the coalition should have knowledge of allocations, the quantum of allocations and the timing of distribution for allocations to various regions and schools. It is highly technical and time consuming. It therefore requires commitment of the coalition secretariat before networks can have any impact.
- Sierra Leone has a long history of unaccountability of people controlling funds allocated to education. This unaccountability is supported by the local communities some of who benefit from the clientelism. Therefore the creation of networks and coalitions alone is not enough. We have to take on board key players who are indirect beneficiaries of this unaccountability to work for advocacy around education. This requires the creation of new advocacy themes, which are suitable for communities.

## **2. CONTEXTUAL ANALYSIS**

### **2.1 Current Education Situation**

Sierra Leone continues to maintain one of the lowest literacy rates in the world. Successive governments have not given education the priority that it deserves. Funding for the education sector continues to be inadequate for the demands and the available funding is not well utilised due to lack of effective monitoring mechanisms. The wanton destruction of life and property occasioned by the war has further contributed to the deterioration of the country's already low educational levels. Schools were either destroyed or comprehensively looted, thereby rendering them useless to their communities. The notorious abduction and/or recruitment of children into the ranks of the fighting forces have also deprived many children of access to basic education and exposed them to trauma and related psychosocial disorders. Of a pre-war population of 4.3 million people, only less than 15% have completed six years of primary school education. To worsen an already deplorable situation, there has been a mass exodus of trained and qualified teachers due to the unattractive conditions of service.

The situation for the girl child is even worse. Some cultural beliefs do not favour the education of the girl child. The situation is even worse in the north and east with government having to intervene by waving school fees for all girls entering Junior Secondary Schools in the northern and eastern provinces and offering further incentives. Getting girls into schools is however just one way of realizing the rights to Education but creating a conducive and non-violent learning environment is one way of getting them to stay in the schools. In Sierra Leone more emphasis is being placed on getting the girl child into schools than putting an end to the violence, which to a very large extent contribute, to the dropout rate of the girl-child.

With the prevalence of HIV/AIDS in the sub-region, it is obvious that it does affect the education of children especially the girl child. Recently there have been heightened awareness raising activities supported by NGOs and the Sierra Leone Government, but these have not been adequately addressing school situations.

Limited capacity to monitor the effectiveness of spending characterizes the educational system. Resources available to government are inadequate and allocations made to this sector are limited.

Rural community access to these allocations is minimal because of the over centralization of facilities, lack of transparency and mismanagement of funds of some service providers in education. The poor and marginalized do not participate in decision-making and policies formulation. A number of education policies formulated have not been sustainable at the strategic and operational levels, as lack of ownership has contributed to the limited commitments in implementation at different levels of public policy directives and projects. Very recently, however, emerging CSO concerns and pressure on government over accountability and transparency on national budgets led, for the first time, to open forum discussions on national sectoral budgets where participants from all over the country were drawn. This provided an opportunity for the participation for members of emerging networks in budget discussions beyond the CEF managed workshops. The discussions provided space for the public to challenge issues and factor in their concerns relating to the budget. Although the impact of this participation at the initial stage may be minimal, it has served as a foundation on which future budget advocacy could be built.

## **2.2 Key Players and Their Contributions to Education**

Government has set out for itself a number of priorities geared towards combating poverty and eradicating hunger. With the classification of Sierra Leone as a Highly Indebted Poor Country (HIPC), Sierra Leone benefits from over \$600,000,000.00 (Six hundred Million United States Dollars) in debt relief following the formulation of an Interim Poverty Reduction Paper (IPRSP). These funds should be spent on social projects geared towards addressing the basic needs of communities. A number of sectors, including the Ministry of Education, Science and Technology (MEST) are expected to benefit from these funds to help boost the educational infrastructure around the country. To date, a draft report of a Poverty Reduction Strategy Paper (PRSP) has been put together outlining the new visionary direction of the country for the short and medium term. The PRSP seeks an enhanced framework for poverty reduction with stronger links between debt relief and poverty reduction strategies, and takes the form of a poverty reduction strategy formulated by government in cooperation with other stakeholders, including civil society. It aims to place poverty reduction, as embodied in the 2015 international targets – or Millennium Development Goals – of the UN system, at the heart of the overall policy frameworks for low-income countries and provide a new basis for development cooperation between developing countries and the international community.

In addition to the HIPC funds and funds allocated on a quarterly basis to the MEST, the World Bank recently approved a loan of \$41,000,000.00 (Forty One Million United States Dollars) for the Rehabilitation of Basic Education Programme (REBEP/SABABU) of the MEST. These funds are expected to go a long way towards rehabilitating the shattered educational infrastructure that has been a consequence of years of a virtual absence of a culture of maintenance, compounded by 11 years of a dastardly and senseless war that saw schools and other educational institutions being unfortunate targets for destruction.

The period under review witnessed the enactment of the 2004 Education Act being measures to reform the education system, including provision of pre-primary education, technical and vocational training, adult and non-formal education. Currently on course is the implementation process of the Local Government Act of 2004, being an Act to provide for the decentralization and devolution of functions, powers and services, that were before now centralized, to local councils and authorities. Both Acts thus provide ample opportunities for the realization of the CEF activities and objectives. Firstly, the Education Act provides the basis around which education campaigns on EFA could be justified and mounted and secondly, the Local Education

Act offers the opportunity and legitimate responsibility for the effective engagement of communities on all matters and issues relating to education.

Other key stakeholders in education and their contributions are outlined below:

- The National Commission for Social Action (NACSA), a commission instituted by government to address post war issues is providing funding to implementing partners for the rehabilitation and reconstruction of education facilities.
- International NGOs and agencies including ActionAid Sierra Leone, PLAN, Norwegian Refugee Council (NRC) and UNICEF are supporting the Rapid Response Education now changed to Complimentary Rapid Education For Primary Schools (CREPS) Programme for children who have been out of school as a result of the war. A total of 184 centres have been established nation wide. For young children in deprived and inaccessible communities, MEST and UNICEF and NGOs currently support the Non-Formal Primary Education (NFPE) with 490 centres nationwide.
- Forum for African Women Educationalists (FAWE) has undertaken advocacy issues on the girl child at local and national levels. They have established Centres throughout the whole country.
- The Ministry of Education, Science and Technology through the Milton Margai College of Education is offering courses on Reproductive Health Education/Family Life Education to avert incidences of teenage/unwanted pregnancies and health related issues.
- Quality Education Campaign - Search for Common Ground, Oxfam, SL Teachers' Union, Campaign for Good Governance and the Anti-Corruption Commission conducting research into school funding, corruption and the extent of the government's achievement on delivering free, quality education to all.
- Partners in Adult Education through the coordinating office PADECO have contributed in upgrading the literacy rate of adults throughout the country.
- EU in May 2003 conducted accountability research, which provided recommendations on closing the gaps in service delivery in education sector among others.
- The Ministry of Finance, in collaboration with the UNDP and DFID/UK conducted and published the PETS report on the disbursement and utilization of public funds. The current report is the third one published so far. The survey was designed to: i) trace the flow of expenditures from central and line ministries to districts and Facilities; ii) assess community respondents' perception of the efficacy of public service delivery. In particular the report examined the flow of school fees subsidy, Teaching and Learning Materials and Essential drugs from the Central Government to schools and health units in financial year 2002. Time delays in the transfer of these resources were also measured.

### **2.3 Opportunities**

- At national and international levels opportunities exist for education key stakeholders to enhance the promotion of the rights to quality basic education. The World Bank, ADB and DFID are committed to the rehabilitation/reconstruction of community education facilities and have formed partnerships with credible organizations including the government and other NGOs to ensure that this process is successful.
- Through the intensive work of the World Education Forum in Dakar in 2000, a framework is now in place that offers significantly more space for civil society to influence education policy at every level. Equally in Dakar 2000 there has been a historic commitment from the international community that any country with a credible plan to educate its children will not be allowed to fail for lack of resources.
- There is now a shift towards encouraging wider participation in policy formulation through the PRSP processes and public expenditure monitoring.

- Both Acts (Education and Local Government) provide ample opportunities for the realization of the CEF activities and objectives. Firstly, the Education Act provides the basis around which education campaigns on EFA could be justified and mounted and secondly, the Local Education Act offers the opportunity and legitimate responsibility for the effective engagement of communities on all matters and issues relating to education.

#### **2.4 State of collaboration of civil society on education**

The prospect for comprehensive support to education requires concerted and deliberate civil society intervention to put the necessary pressure on government and other institutions involved in, or interested in supporting education, to commit the necessary resources and political will to facilitate the process of education renewal.

Generally speaking, not much has so far been done in terms of concrete efforts at doing advocacy on key educational themes and issues. Even though religious organisations (Christian and Muslim) continue to play a very significant role in promoting education in Sierra Leone, they have not been very active in terms of doing advocacy on crucial educational issues like the education of the girl child, equal access to educational services and facilities, proper, timely and adequate remuneration for teachers, post-training employment, education for self-reliance and job creation, etc.

Work in the area of education over the years has been largely centred on the construction/rehabilitation of physical infrastructure and the provision of basic teaching and learning materials. Teacher training and retention, and the formation and strengthening of Community – Teachers Associations (CTA) were not prioritised. However, the World Bank/ADB funded project on the rehabilitation of basic education programmes, locally dubbed the SABABU Education Project, places emphasis on the training of Teachers and School Management Committees (SMCs) as well as the provision of physical infrastructure and teaching and learning materials. The training of SMCs focuses on ensuring that communities deeply engaged in the management of schools in a sustainable manner. These trainings have been conducted in some parts of the country where the SABABU project is underway.

More recently, the Ministry of Education, Science and Technology (MEST), and NGO stakeholders came up with very alarming figures about the high drop-out rates of girls and their generally low ratios at the secondary level. These appalling statistics, coupled with the ever increasing gender awareness and the active agitation of the women of Sierra Leone about women's rights have drawn attention to this need and government has responded accordingly by providing uniforms and core textbooks and paying the fees of all girls entering Junior Secondary Schools in the North and East where the statistics were most alarming.

Talking Drums Studio, Sierra Leone Teachers Union and Anti Corruption Commission conducted an 8-month long assessment to ascertain community perspectives on quality education in Sierra Leone and made a presentation to the Parliamentary Sub-committee on Education outlining their findings and requesting that they initiate action geared towards addressing core issues that affect quality education in Sierra Leone. Key issues looked into included the government's quality education and free education policy, ownership and responsibility for education, parental responsibility, and motivation in classroom, the role of the Sierra Leone Teachers Union and the Ministry of Education Science and Technology. They recommended more intensive information and sensitisation at the community level; ownership, proprietorship and active participation of communities in the management and operations of schools; improvement in the conditions of service for teachers; equity and fairness in the distribution of resources and opportunities; combating poverty which poses a major limitation to equal access to education and combating corruption. This has to some extent resulted in the formation of SMCs for active participation in

the management of schools, mechanisms for combating poverty (PRSP) and involving the public in sectoral budget discussions.

The Sierra Leone Teachers Union (SLTU) on its part continues to advocate mainly on issues related to conditions of service for teachers (their constituents) though limited, if anything, otherwise. Peoples Educational Association (PEA) and PADECO have been active over the years in doing work on adult education and creating awareness in communities around the country about that, but not much has been done beyond that. PEA has worked with organisations like United Nations Children's Fund (UNICEF), Catholic Relief Services (CRS), Norwegian Refugee Council (NRC) and a few others on work with non-formal primary education, and rapid education programmes (CREPS) etc.

The national EFA coalition and the emerging networks have in their activity plans to advocate on educational issues in Sierra Leone. However, there is clear need to build the capacity of these to advocate for better access to education.

## **2.5 Advocacy gaps**

### **2.5.1 inadequate technical and professional expertise in advocacy**

In spite of CEF's initial support to training on advocacy and budget tracking in some parts of the country, most civil society groups and communities still do not have the expertise and professional requirements to do advocacy. This limits their institutional and programmatic capacity and subsequently their ability to forge viable networks for advocacy, access the required resources and build the political base or platforms for advocacy. There is need for more trainings to capacitate them.

### **2.5.2 Inadequate access to information and resources**

Civil society groups and communities have very limited expertise in basic data collection and documentation and as a result this limits their ability to collect, analyse, document and use such information to strengthen their advocacy platforms. It will, for instance, be difficult to advocate on the PRSP or the HIPC funds without adequate information on the quantum of resources available, how they have been allocated, the criteria for allocation, the distribution and volume of projects, the status of such projects, etc.

Civil society groups and communities even lack basic educational statistics on pupil/teacher ratios, sex and regional disparities, level and spread of services, etc. They could not therefore do advocacy from an informed point of view. No legal framework on free access to information. This may undermine budget tracking and advocacy activities. Information is power in advocacy and mechanisms are being put in place to strengthen this capacity

### **2.5.3 Inadequate resources for advocacy**

Civil society groups are handicapped in their work by inadequate resources - human, financial and material/logistic resources to do advocacy work. Even with available resources, some of them lack the skills and capacity to tap into such resources. Some of them also have not demonstrated sufficient ability to utilise resources responsibly. They are therefore handicapped and can fall easy prey to manipulation.

### **2.5.4 Inadequate networking capacity**

The viability of any advocacy organisation is largely dependent on its network capacity at the local, national and international levels. With such networks, advocacy groups can more easily access information, protection in cases of emergency and even financial and material resources.

The activities of CEF and partners have however resulted in the emergence of some networks and coalitions. Civil society groups have realised the need to work together as a unified force instead of as isolated entities. Partnership is also a pre-condition for accessing CEF funds; this has also served as a motivational factor in the formation of these networks.

### **2.5.5 Monitoring**

Attempts have been made by government to put in place monitoring mechanisms on public expenditures on education within civil society. But as the PETS report indicates there is still a lot more to do to make these mechanisms more effective. No current baseline data exists to address education advocacy issues. The situation is even worse for deprived rural communities that are not even aware of these resources.

### **2.5.6 Policy**

At the policy level, most civil society groups and communities lack the requisite knowledge on existing education policies. Because of this lack of awareness or ignorance, they are not fully aware of their rights and privileges. They therefore cannot articulate their positions and demand their rights. The policy implementation structures continue to be weak.

## **2.6 Challenges**

Sierra Leonean Civil Society is faced with a lot of challenges, most of which are as a result of its weaknesses. The institutional and human capacity of civil society is weak, thereby making it difficult to identify, analyse and attain its aspirations through sustained, organised and well-planned non-violent civil actions.

- Civil society organisations in Sierra Leone sometimes engage in unhealthy competition quite often for access to resources and for promoting their different agendas. This has contributed to the fragmentation of civil society to the extent that they rarely undertake collective actions. This situation is however gradually changing because of the emergence of coalitions. Moreover, civil society should expand its scope of operations beyond political issues. The trend has been for civil society to be active in issues relating to politics and painfully complacent in other equally important areas that demand their attention.
- Quite often, civil society finds it difficult to access information crucial to their advocacy work.

## **3. THE CEF PLANNING PROCESS**

A two-day workshop with PMC members, major stakeholders, EFA coalition, GMC coalition and networks was held to discuss and revise the CEF strategy on the 18<sup>th</sup> and 19<sup>th</sup> January 2005. A draft report was produced and circulated to partners for their comments and feedback after which a meeting of stakeholders was held. The respective members developed the strategic plan based on the feedback on the draft report.

The following agencies have so far been part of the process:

- ActionAid Sierra Leone
- Oxfam
- The Ministry of education, Science and Technology (MEST)
- Women's Forum

- Partners in Adult Education Coordination Office (PADECO)
- Forum for African Women Educationalists (FAWE)
- Sierra Leone Association of Non-Governmental Association (SLANGO)
- Norwegian Refugee Council
- Global Movement for Children
- Education for All Coalition
- World Vision
- Sierra Leone Teachers Union
- Civil Society Movement
- UNICEF
- Children Affected by War (CAW)

#### **4. NATIONAL PROJECT GOAL AND OBJECTIVES**

##### **Goal**

To attain education for all by facilitating the provision of equitable access to quality basic education through greater participation, transparency and accountability by all stakeholders

##### **Project Objectives**

- To strengthen civil society capacity to advocate for better access to education in collaboration with other key actors like the Global Movement for Children (GMC) and Education for All (EFA).
- To raise awareness within communities of the importance of creating equal access for girls and boys to school education and enable them advocate to service providers for equal access.
- To strengthen the ability of communities to monitor government spending on education, working closely with mechanisms set up by the Poverty Reduction Strategy Paper (PRSP) and others to improve access to free and quality education as a result of their involvement in advocacy and monitoring.

#### **5. THE NATIONAL CEF STRATEGY**

Against the above contextual background 4 strategic thematic outputs have been identified for all CEF supported activities in Sierra Leone as following:

5. Advocacy capacity of civil society strengthened,
6. Civil society and community input into education,
7. School enrolment increased especially for the girl-child and retention ensured
8. Budget allocations to education improved and monitored

These outputs would be pursued and realized using the following approaches: capacity building, participatory approaches, and sensitisation and advocacy.

##### **5.1 Capacity Building**

In response to the gaps and challenges identified among civil society groups in relation to advocacy work, the focus of CEF activities continues to be on building and strengthening of emerging and existing coalitions and to encourage or facilitate the emergence of partnerships or

networks through training capacity of civil society groups and communities and support with the requisite logistics and some financial resource requirements, establishment of appropriate structures for advocacy, development of viable advocacy programmes and campaigns around education, supporting the activities of viable coalitions for advocacy and establishing appropriate networks for advocacy at the local/grassroots, district, regional, national levels. Following the trainings already conducted on budget literacy and tracking and advocacy planning and implementation, a next logical step will be to facilitate the formulation of appropriate community plans that will ensure the engagement of partnerships on advocacy issues around budget and management of resources within their immediate localities. With the decentralization process on course and the eventual transfer of decision-making at local levels, partnerships will be encouraged to set up mechanisms through which direct links are maintained with the respective local governments to ensure access to relevant information related to issues of advocacy. CEF will support research activities on key advocacy issues and will provide training on the use of information collected.

**5.1.1 CEF Sensitisation:** Nationwide sensitisation of the CEF will be ongoing. The focus for this campaign is to ensure that as many stakeholders as possible are aware of the project and know how to participate as well as access funds from the CEF. In particular, action plans will be developed by the CEF Project Management Committee, with Standard Chartered Bank Sierra Leone Limited taking the lead, to map out ways of getting a wider and more effective engagement of the private sector in the CEF processes.

**5.1.2 Training:** Training is one of the major forms of building the capacities of people. Although CEF has supported some training, there is still a clear need for more trainings in advocacy and budget work. Training will also be provided on the use of information research findings. The management of this training will be the responsibility of the EFA and GMC coalitions to their respective memberships and will also be supported to provide the same training for other existing groups that are not part of their coalitions. The trainers will be drawn from identified trainers from within NGOs, government institutions, UN Agencies and private individuals with the requisite experience.

**5.1.3 Programme Participants:** Coalitions have and will continue to register partners based on common interest and themes. The trainers will assist organisations, existing coalitions and networks to carry out a training needs assessment in order to act as lead organisations for coalitions in their regions.

**5.1.4 Development of Coalitions:** The CEF Secretariat has been working mainly with the EFA coalition and GMC partnership and has facilitated the emergence of smaller networks in the east and south of the Country. The current focus is to fully capacitate the existing partnerships and facilitate the emergence of new ones in other parts of the country as well; with the ultimate goal of ensuring that all partnerships would come to function under the National EFA Coalition. This will be achieved through training, dialogue, community forums and national sensitisation through radios and newspapers.

## **5.2 Systematized Participatory Approaches**

Systemised participatory approaches have been used in the formation of the national EFA coalition to work in concert for the formulation and implementation of policies to promote participation and ensuring quality basic education. Its functions are to be replicated at the regional levels through focal persons for more effective communication coverage at all levels of the communities. Existing coalitions and networks would be encouraged to incorporate the District Education committees into their networks. These partnerships will continue to engage the

government and education stakeholders in ensuring that all obstacles to free education are surmounted even after end of CEF project life.

Another activity could be supporting learning forums to mobilize the ideas of key players of basic education for national and district level planning of advocacy and campaign strategies. Such exercise will be very useful in determining the strengths and weaknesses of on-going advocacy and campaigns, identify gaps, new strategies and resource needs.

The GMC partnership has submitted project proposals that will make available small-scale grants to partners for civil society activities in local communities around community mobilization and campaigns on the 3<sup>rd</sup> core objective of applying alternative ways to ensuring that the marginalized and poor have access to basic quality education. These groups will be provided with the necessary financial and technical support to ensure the success of the activity plans and the realization of the intended impact in communities.

### **5.3 Print and Electronic Media and Performing Arts**

Sensitisation approaches involving the use of all available media to reach out to various segments of the society will continue to be explored. These approaches include the use of Radio, TV, community meetings, drama, street theatre, posters, video shows to video viewing groups, meetings in markets and agricultural fields, town criers, radio listening groups, songs, proverbs and story telling. These approaches registered successes in the concluded PRSP civic engagement exercises in Sierra Leone. CEF will draw experiences from the PRSP learning and adopt similar measures for CEF sensitisation activities.

The approach emphasises the use of multi-media in the hope that when people hear the messages over and over again from different channels, they may be forced to take note and be induced to feel sufficiently sensitised to act on them

### **5.4 Advocacy Approaches:**

The advocacy approach will be most useful in calling attention to relevant international and national policies on Child rights and related educational issues that stand on in the way of achieving EFA by 2015.

It is the expressed view of the CEF partnership that intensification of advocacy work around the following themes or issues will significantly contribute to raising the profile of the two key millennium goals of providing access to basic quality education for all by 2015 and bridging the gap between boys and girls in school attendance by 2005.

#### **5.4.1. Education of the girl child**

The government in its efforts to increase the enrolment and retention rates of the girl child provides uniforms, core textbooks, exercise books, writing materials, a set of games tunic and pays the school fees of girls especially in the east and northern parts of the country. The current efforts notwithstanding, there is still need to intensify advocacy work in this area. Government and other donors and education providers need to invest more into the education of the girl child in order to bridge the gap in terms of school attendance between boys and girls.

Advocacy campaigns for girl child education will also include campaigns on violence against girls especially in schools. Coalitions and networks will be supported to conduct researches to determine the extent to which violence against girls is perpetrated in schools before engaging in advocacy campaigns.

#### **5. 4. 2 Equal access to basic educational opportunities for all.**

This suggestion is proffered against the backdrops of over centralization of resources in the urban centres to the detriment of the rural settlements in Sierra Leone. Children in most urban centres in Sierra Leone have access to basic quality education. The situation in rural areas is not equally positive.

However, the decentralization process and the 2004 Education Act effectively transfer the responsibility for Basic Education to the local government councils. Decentralisation of administrative structures for education offers an opportunity for the active participation of communities on all matters of education. Community advocacy groups will be supported to monitor and advocate on the effective implementation of the 2004 Education Act and the decentralization processes and its implications as required by law.

#### **5.4.3 Proper, timely and adequate remuneration for teachers**

Teachers continue to be unmotivated and not committed to their work because of poor remuneration. The efforts of the SLTU to advocate for better conditions of service are yet to attain the desired results. There is clearly the need to intensify advocacy work geared towards exerting pressure on government to improve the conditions of teachers so that their reputation, dignity and motivation can be restored. There should also be Equity between urban and rural teachers in terms of timely payment of salaries

#### **5. 4. 4 Allocation of resources to education.**

Although the education sector budget has increased over the last two years, this increase is not reflected in the implementation of basic education programmes. Communities and civil society must therefore continue to put pressure on government and funding agencies to allocate sufficient resources for this purpose. The gaps and flaws outlined in the PETS report and the accompanying recommendations would form the basis around which coalitions and networks would be supported to conduct research and mount campaigns and advocacy activities targeted on donors, government and key players engaged in the service delivery systems. Budget work is a crucial instrument for strategic intervention in issues related to governance and public policy.

#### **5.4.5 Advocacy on National HIV/AIDS Policy**

The AIDS epidemic obviously affects school children in two ways: most remain orphans when parents die and some without clear knowledge still engage in practices that expose them to the virus. This new challenge needs to be incorporated into the advocacy works of the coalitions on educational matters. Training of networks members at district levels should have an additional topic on HIV/AIDS causes and preventive measures to stop the spread of the syndrome. The coalitions will be encouraged to mount advocacy campaigns on the inclusion of HIV/AIDS causes and prevention on a more effective and practical way in the schools' curricula to create awareness among school going children.

#### **5.4.6 Policy**

Many issues that affect education in Sierra Leone are policy related. To address this, advocacy work must also target the policy level. The 2004 Education Act, for instance, is a policy document aimed at providing quality basic education for all. Civil society and communities must be seen to play a significant role in ensuring that all that is contained in the document is recognised and implemented to its fullest. The effectiveness of the decentralisation of administrative structures for education, for instance, could help improve upon educational service delivery.

The audience in advocacy approach may include the Head of State, cabinet ministers, Parliament, Opinion leaders, traditional authorities, community leaders, religious leaders, business leaders, NGOs and policy and administrative officers of relevant line ministries.

Certain activities could be employed in pursuit of advocacy. These include lobbying through interpersonal communication, backed by e.g. an information kit or a pamphlet with brief information on key relevant points. Another activity is media advocacy, in which journalists are briefed and influenced, through focus group discussions and workshops, to join the campaign.

Advocacy could also take the form of high profile workshops and seminars in which very influential personalities including the President, Vice President and other high-ranking personalities are asked to make statements, which may affirm their commitment to basic education.

It could also take the form of special events at which the children themselves advocate for support to basic education by pitifully narrating their plight in the absence of adequate provision for quality basic education for all.

### **5.5 Monitoring and Evaluation**

CEF Sierra Leone would encourage its various partners to adopt the CEF M&E framework to evaluate the successes and impact of their various activities on a monthly basis. Quarterly CEF reports would then be reflective of the various assessment reports of partners, including the perceptions of the PMC.

The output indicators will specifically guide the monitoring and evaluation of the CEF project as following:

- SMCs participation in the planning and implementation of local and national education plans and policies
- CSO influence on budget allocation to education
- Removal of user fees in schools
- Monitoring of material and service delivery in schools
- Reduce leakages in the school delivery system
- Equitable and timely of distribution of materials and services to schools
- Increased enrolment and retention rate of the girl-child especially in the east and north of the country
- Providing for the special needs of the disabled and marginalized
- HIV/AIDS awareness raising adopted to school situations

The above activities as outlined would be undertaken by the various partners with the approval of the PMC following the submission of proposals containing workable activity plans with well-defined roles and responsibilities of the various layers of the partnerships.

Below is a summary of the proposed activities for 2005-2007.



|  |  |
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| <p><b>CEF criterion 1: Strengthen civil society participation in the design and implementation of national and local education plans.</b></p>  |  |
| <p><b>Objective 1</b><br/>To strengthen civil society groups on issues bordering on education.</p>   | <p><b>Implementing partners</b><br/>EFA coalition, SLANGO, GMC, Networks (BODEN, KLDEN, MODEN etc)</p>   |
| <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Training on advocacy planning and implementation <ul style="list-style-type: none"> <li>• Sensitization campaigns on education of the girl child</li> </ul> </li> <li>• Sensitization and community mobilization on HIV/AIDS</li> <li>• Support education networks with logistics to run office, generate and disseminate information and publication.</li> <li>• Advocacy on increased support for education</li> <li>• Research and documentation</li> </ul> | <p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Greater engagement of civil society in education</li> <li>• Greater civil society demand on government for educational right</li> <li>• Increased literacy and awareness on government policies and programmes</li> <li>• Increased budgetary allocation to education.</li> <li>• Increased girl child enrolment and retention</li> </ul> |
| <p><b>Potential Allies</b></p> <ul style="list-style-type: none"> <li>• INGOs and LNGOs supporting civil society <ul style="list-style-type: none"> <li>• Government</li> <li>• Proprietors of educational institutes <ul style="list-style-type: none"> <li>• Parents</li> </ul> </li> </ul> </li> <li>• Religious groups</li> </ul>  | <p><b>Targets for influencing</b></p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Politicians</li> <li>• Proprietors of educational institutions</li> </ul>   |

| <b>CEF Criterion 2</b>  |   |
|---|---|
| <b>Enabling local communities to monitor government spending on education, both at national and local levels.</b>   |   |
| <b>Objective 2</b> To strengthen the monitoring mechanisms on issues bordering on education   | <b>Implementing partners</b><br>SLANGO, Youth in Perspective, EFA coalition   |
| <b>Activities</b> <ul style="list-style-type: none"> <li>• Training on economic literacy and budget analysis</li> <li>• Research on budget allocation and use               <ul style="list-style-type: none"> <li>• Presentation of research findings to key decision-makers</li> </ul> </li> <li>• Advocacy campaigns based on research findings.</li> <li>• Creating strategic networks to access information</li> </ul> | <b>Expected outcomes</b> <ul style="list-style-type: none"> <li>• Improvement in accountability and documentation by government and NGOs</li> <li>• Greater participation of civil society in educational processes, policies and practices</li> <li>• Greater alignment of expenditure with priority needs of educational institutions.</li> </ul> |
| <b>Potential Allies</b> <ul style="list-style-type: none"> <li>• School authorities/proprietors</li> <li>• Staff at the monitoring unit, MEST</li> <li>• Inspectors of schools               <ul style="list-style-type: none"> <li>• Communities</li> </ul> </li> <li>• Human rights groups</li> </ul>   | <b>Targets for influencing</b> <ul style="list-style-type: none"> <li>• School authorities/proprietors</li> <li>• Staff at the monitoring unit, MEST               <ul style="list-style-type: none"> <li>• Inspectorate</li> <li>• Communities</li> </ul> </li> </ul>  |

| <b>CEF Criterion 3</b>  |   |
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| <b>Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged are able to access education.</b> |   |
| <b>Objective 3</b><br>To facilitate girls and women's access to education.  | <b>Implementing Partners</b><br>GMC, SLANGO, networks, EFA coalition. |

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| <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Awareness raising campaigns on quality basic Education</li> <li>• Formation and training of School Management Committees (SMCs)</li> <li>• Publication and distribution of sensitization manual on QBE <ul style="list-style-type: none"> <li>• Research on enrolment and retention of girl children in schools.</li> </ul> </li> <li>• Advocacy for the creation of specific girl facilities</li> <li>• Campaign on core values and issues of morality</li> </ul> | <p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased enrolment of girls in schools</li> <li>• Increase in quality and quantity of schools</li> <li>• Incidence of violence against girls in schools reduced/stopped</li> <li>• Reduced incidences of drop outs through teenage pregnancy</li> </ul> |
| <p><b>Potential Allies</b></p> <ul style="list-style-type: none"> <li>• MEST</li> <li>• Teachers</li> <li>• Parents</li> <li>• Children</li> </ul>   | <p><b>Targets for influencing</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• SLTU</li> <li>• MEST</li> <li>• Teachers</li> <li>• Parents</li> <li>• Children</li> </ul>   |

**Sustainability Plans after 2007**

The management of CEF funds was originally conceived to run up to the end of 2005 under the management of ActionAid, Oxfam GB and Save the Children UK, but the management period has however been extended to March 2007. This notwithstanding, there is still need to continue the EFA activities as the EFA goals are still far from been realized. CEF Sierra Leone has been debating with its

partners on how to transfer the management of the CEF funds to another body after March 2007.

It is the consensus of the CEF membership that the CEF be nationalized and renamed Civil Society Education Fund (CSEF) under the management of the National EFA Coalition that will comprise of all education networks and coalitions. The EFA Coalition would manage the remaining funds from CEF's current management and would be utilized around current CEF strategy. A management body will be constituted having the same roles and responsibilities as the current PMC. This initial management composition would consist of some current PMC members and the Network Co-ordinator to ensure a smooth transition through experiences sharing based on past project activities. When a smooth transition is ensured, the management committees could be reconstituted, as it would benefit the existing situation.

Fund raising has been identified as a key activity to ensure sustainability of the after March 2007. In order to achieve this, the effective engagement of the corporate sector in the current CEF processes is considered crucial. The current relationship the CEF maintains with the corporate sector will therefore be strengthened to ensure their sustainable interest after March 2007. Plans are underway between Standard Chartered Bank, Sierra Leone, Limited and CEF on how to get the wider engagement and sustainable interest of the corporate sector on issues of education in general. The new management would work around the interest of the corporate sector to generate funds. Other sources of funding would be periodic membership contributions and identified sources through proposal writing within and outside the country.



## 5.6 LOGICAL FRAMEWORK

| Narrative  | Objectively verifiable indicators   | Means of verification  | Critical assumptions   |
|--|---|--|--|
| <p><b>Goal</b><br/>To attain Education For All by facilitating the provision of equitable access to basic quality education through greater participation, transparency and accountability by all stakeholders.</p>                      | <ul style="list-style-type: none"> <li>• Increased enrolment and retention of girls and boys in school</li> <li>• Increased engagement with local/district councils and community decision-makers</li> <li>• Increased engagement of CSOs with education policy</li> <li>• Increased participation on public expenditure tracking</li> <li>• Government more responsive to education priorities of the poor and marginalized</li> <li>• Increased government expenditure on basic quality education</li> <li>• Increased percentage of government expenditure on basic education</li> </ul> | <ul style="list-style-type: none"> <li>• School records</li> <li>• Advocacy issues raised and influenced at community level</li> <li>• Records</li> <li>• Number of pro-poor policies passed</li> <li>• Records</li> </ul> | <ul style="list-style-type: none"> <li>• Peace and stability sustained</li> <li>• Willingness of CSOs to participate in programme</li> <li>• Willingness of the education committees to work with non-committee members</li> </ul> |
| <p><b>Strategic Objectives</b><br/>1. To strengthen civil society capacity to advocate for better access to education in collaboration with other key actors like the Global Movement for Children (GMC) and Education for All (EFA)</p> | <ul style="list-style-type: none"> <li>• Implementation of project by coalitions</li> </ul>   | <ul style="list-style-type: none"> <li>• Memorandum of Understanding</li> </ul>  | <ul style="list-style-type: none"> <li>• Availability of funds</li> <li>• Willingness of government to cooperate</li> <li>• Sustained regional</li> </ul>  |

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| <p>2. To raise awareness within communities of the importance of creating equal access for girls and boys to education and enable them advocate to service providers for equal access.</p> <p>3. To strengthen the ability of communities to monitor government spending on education, working closely with mechanisms set up by the Poverty Reduction Strategy Paper (PRSP) and others to improve access to free and quality education as a result of their involvement in advocacy and monitoring</p> | <ul style="list-style-type: none"> <li>• Institutional and operational support provided to by December 2005</li> <li>• Increased campaigns on violence against girls in schools</li> <li>• Communities understand rationale of EFA and are advocating for it</li> <li>• Increased campaign on HIV/AIDS effect on education in schools</li> <li>• 50% increase in school attendance for girls by September 2005</li> <li>• Less than 6% dropout rate by 2005</li> <li>• Public and private expenditure on education effectively monitored by 2005</li> <li>• Prompt response from government on discovered gaps/anomalies on budget allocation and use</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring/Inspection reports</li> <li>• Periodic Evaluation reports</li> <li>• Spot checks</li> <li>• Evaluation reports</li> <li>• Activity reports</li> <li>• Monitoring reports</li> <li>• School reports</li> <li>• School records</li> <li>• Monitoring reports</li> <li>• Other project reports</li> </ul> | <p>socio-political stability</p> <ul style="list-style-type: none"> <li>• Willingness of communities to discuss sex openly with children</li> </ul> |
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| <p><b>Outputs</b></p> <p>1. Advocacy capacity of civil society coalition strengthened</p> | <ul style="list-style-type: none"> <li>• TOR for coalitions developed by March 2005</li> <li>• 8 regional coalitions/networks formed by March 2005</li> <li>• Trainers identified in the 4 regions by January 2005</li> <li>• 100 coalition members trained on various advocacy skills by September 2006</li> <li>• Effective functional coalitions</li> <li>• Relevant public education information dissemination on various media</li> <li>• 4 quarterly Stakeholders meetings held by the end of 2005</li> <li>• One national and 3 regional CEF advocacy coordination offices established by December 2005</li> <li>• 4 consultative meetings with communities/stakeholders and beneficiaries held by September 2005</li> <li>• Continuous sensitisation of</li> </ul> | <ul style="list-style-type: none"> <li>• Training reports</li> <li>• Existence of coalitions</li> <li>• Terms of Reference</li> <br/> <li>• Number of public education information programmes on the various media</li> <li>• Minutes of meetings organized</li> <li>• Research reports</li> <br/> <li>• Reports of consultative meetings held</li> <li>• Appraisal reports</li> </ul> | <ul style="list-style-type: none"> <li>• Availability of funds</li> <li>• Willingness of government to cooperate</li> <li>• Sustained regional socio-political stability</li> <li>• Policy makers and stakeholders will be receptive</li> </ul> |

|  |   |  |  |
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| <p>2. Civil society and community input into education policy formulation</p> <p>3. Girl child enrolment in schools increased</p> <p>4. Budget allocations to education improved and monitored</p> | <p>communities, stakeholders and beneficiaries on education plans and policies throughout the project life</p> <ul style="list-style-type: none"> <li>• Active involvement of CTA's, SMC's and other pressure groups/stakeholders in the preparation of school annual plans by September 2005</li> <li>• Community involvement in the preparation of school annual plans by September 2005</li> <li>• Increased girl child enrolment and retention rates from 38% to 70% in the next 3 years</li> <li>• Decreased girl child dropout rate from 25% to 5% in the next 3 years</li> <li>• All school charges dropped by September 2007</li> <li>• 80% increase in school enrolment and retention by 2006</li> <li>• By end of year one 100</li> </ul> | <ul style="list-style-type: none"> <li>• School records and research</li> <li>• School records</li> <li>• Recruitment reports</li> <li>• Training reports</li> </ul> |  |
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|  | <p>coalition members would have been trained in budget monitoring and advocacy by December 2005</p> <ul style="list-style-type: none"> <li>• Eight resource persons (2 per region) and 100 CSO budget monitors would have been identified nationwide in the second month of 2006 year one</li> <li>• 24 training sessions in budget monitoring and control conducted for 50 coalition members in each region by December 2005</li> <li>• 25% increase in budget allocation from government (HIPIC), World Bank (REBEP) and other allocations by December 2005</li> <li>• 50% increase in private sector contribution to education by December 2005</li> <li>• On-going lobbying (face to face) process of parliamentarians before the formulation and approval of budget in Parliament</li> </ul> | <ul style="list-style-type: none"> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Sustained regional socio-political stability</li> </ul> |
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## **6. Governance**

This being a participatory approach, the actual governance structure will have to evolve and be reviewed over time and CEF will give support to the evolution of the mechanism. A Project Management Committee consisting of seven agencies with ActionAid Sierra Leone as lead agency oversees the CEF country programme. As initial move, a National Secretariat of coalitions supported by the CEF to co-ordinate the day-to-day activities of the various coalitions has been established. This is staffed by a Network Co-ordinator and is remunerated from the CEF fund on a monthly basis. He maintains a direct link with the National CEF Co-ordinator on matters relating to the activities of coalitions and networks. In discharging his/her functions, the Network Coordinator liaises with coalition focal persons in the various regions and districts working in partner organizations/coalitions/networks.

The CEF National Secretariat maintains direct links with both the Network Co-ordinator and the networks/coalitions on matters relating to activities around the CEF objectives. Funds are released to the respective partnership after approval by the PMC following the submission of proposals containing workable activity plans with well-defined roles and responsibilities of the various layers of partnerships. The CEF management aims at ensuring the emergence of a national EFA coalition with networks and partnerships from all over the country. The CEF partnership would over the two-year period put in place mechanisms to ensure the sustainability of a Coalitions Secretariat effectively managed by the EFA coalition after the withdrawal of the CEF support.

## **7. Links between national, regional and international work**

National EFA coalition has been linked to the sub-regional and regional level by membership registration to the African Network Campaign on Education for All (ANCEFA). Identified national education issues could be raised to ANCEFA who in turn will feed such issues to the international level. Coalitions will be encouraged to make provisions for membership participation to national and international events and to engage in joint actions on education advocacy issues. The EFA National Facilitator (the Sierra Leone Teachers' Union) will serve as a national focal point that will monitor the relationships between national and international coalitions and give feedback sessions to coalition members.

## **8. Gender Issues**

Women constitute over half of the population and most of them live in rural areas engaged in subsistence farming, petty trading and non -remunerative domestic chores including management of the family. They constitute the majority of the rural labour force (80%) that produces 70% of the nation's supply. The strains and stresses arising from these have imposed a greater pressure on women. Only an insignificant number of women are in policy and decision-making positions both at traditional and central governance. A gender analysis of development issues reveals wide disparity and inequality between men and women in the economic, social, political and cultural aspects of development.

This notwithstanding, women's pressure groups are being formed to advocate for women's empowerment and equal representation in all spheres of life. A very good example is the 50/50 group, which has been training women as leaders and ensuring female participation in politics and public engagements. The governments, resulting in the setting up of Gender Ministries, have recognized gender imbalances. More women are being appointed Ministers of Government and to higher offices as well as being elected to parliament. With the exception of the North, women are elected paramount chiefs, the highest authority at community level in the Southern and Eastern provinces. Women have also played key roles in the peace process in the Mano River Basin.

We recognize the fact that gender inequality is one of the root causes of poverty; therefore both women and men would be encouraged to harness all available resources for maximum development and productivity. CEF will try to address the privileges and vulnerabilities of men as well as rights and aspirations of women through leading campaigners for women and girl-child like FAWE and the national Girl-Child Steering Committee.

### 9. Risks/Assumptions

This project will be successfully implemented based on the following assumptions:

- That the national peace achieved after the ten-year rebel war will hold
- The level of good governance aimed at decentralization of authority, devolution of power, strengthening the capacity of public service mechanisms to combat corruption and imbue a culture of transparency are maintained.
- Timely disbursement and additional allocations of funds to the national CEF.
- Cooperation and support of the Sierra Leone government towards the attainment of the core CEF criteria.
- Positive response of civil society movements to the CEF core values

### 11. BUDGET

Below is a summarized budget of the project from 2005 to 2006.

#### SUMMARY BUDGET FOR COUNTRY CEF PROJECT

| <b>COST CENTRE</b>   | <b>2005</b>    | <b>2006</b>    | <b>TOTAL</b>    |
|--|----------------|----------------|-----------------|
| <b>Criterion 1:</b> Strengthening Civil Society Movements    | 24,000         | 12,000         | 36,000          |
| <b>Criterion 2:</b> Tracking Public Expenditure on Education | 24,000         | 12,000         | 36,000          |
| <b>Criterion 3:</b> Support to Education Initiatives         | 20,000         | 10,000         | 30,000          |
| Personnel  | 11,916         | 11,916         | 23,832          |
| Local/International Travels                                  | 5,000          | 3,000          | 8,000           |
| Secretariat Running  | 3,500          | 2,000          | 5,500           |
| Monitoring and Evaluation                                    | 3,000          | 3,000          | 6,000           |
| Lead Agency Management Cost (10%)                            | 9,142          | 5,391          | 14,533          |
| <b>GRAND TOTAL</b>   | <b>100,558</b> | <b>59,307.</b> | <b>159,865.</b> |

Personnel Cost will cover the salaries for the CEF National Coordinator and 50% of the Accountant salary plus remuneration for the Coalitions Network Co-ordinator who would be responsible for the day to day running of the coalition secretariat over a two-year period.

