

CEF MOZAMBIQUE PROPOSAL TO THE MANAGEMENT COMMITTEE

BACKGROUND

Despite repeated promises by governments of recipient and donor countries, education remains one of the challenges facing most third world countries, particularly in Sub-Saharan Africa. According to the UNDP 2000 National Human Development Report the Human Development Index, the bottom 10 in the world are all Sub-Saharan African countries, with Mozambique falling in 4th position.

In 1980, heads of over 100 countries made a promise to make education free and compulsory for all by 2000. Unable to fulfil this promise, an Education Forum was held in Dakar, Senegal, in April 2000 where several recommendations and promises were again made to ensure the attainment of the free universal primary education by 2015. One of the recommendations was the need for a more active participation of civil societies in the design, implementation and evaluation of national education plans. When this recommendation was made, 63 participants from local, national and international NGOs, religious groups (Christians and Muslims) and independent individuals working in education in Mozambique had already formed the Mozambican Movement on EFA (MEFA) in 1999.

In Mozambique education represents 18% of the 2002 state budget. However, 1.4 million children aged 6 to 12 are denied access to education due inadequate number of teachers and schools and poor quality of education. The later results in education ineffectiveness translated by high repetition and drop out rates.

THE CEF IN MOZAMBIQUE

1.1 The Process and Inter-Agency Collaboration

Following the launch of the CEF and subsequent communication to different participating countries, ActionAid, Oxfam and Save the Children held several meetings to decide on the lead agency and how the fund would be used in Mozambique.

ActionAid Mozambique was unanimously selected the lead agency and a decision was made to approach the Mozambican Movement on EFA (MEFA) – the national education coalition - to discuss their priorities in order to assess how the CEF could best support Mozambican civil society efforts to accelerate the achievement of the EFA goals/targets. The three agencies together with MEFA agreed that the approach to the selection of priority policy and/or practice areas that block or delay Mozambique to meet the EFA targets should be participatory. Therefore, MEFA organised a workshop with its members in June where participants were explained about the CEF, issues to be taken forward as advocacy issues by the whole Movement and individual members were prioritised, a management committee was formed and the way forward was discussed.

Over 30 participants representing national and international NGOs, AIDS networks, donor community and UN agencies took part in the workshop. They agreed on the priority advocacy objective, strategy, key issues to be dealt with (see 2.1) and the management committee of the CEF. The management committee consists of ActionAid, Oxfam-GB, SCF, Community Development Foundation (FDC as chair of the MEFA), the Mozambican Presbyterian Church and Unicef.

2. CEF Priority Objective, Strategy and Key Issues

The CEF proposal development focussed on the three CEF criteria:

- Strengthen civil society participation in design and implementation of national and local education plans especially through support for broad based national alliances and coalitions
- Enable local communities to monitor spending on education both at national and local levels (budget analysis/tracking)
- To support innovative ways for communities to ensure that all children (especially girls and most vulnerable) are able to access quality education within a framework of national education plans - in a way that links to advocacy

2.1 Objective:

The primary objective is to enhance civil society participation in the planning, implementation, monitoring and evaluation of the whole education process in Mozambique, particularly that pertaining allocation of resources to the education sector. This objective focusses on criteria one *strengthen civil society participation*.

2.2 Strategy: informed civil society participation in the PRSP process and transparency in financial management and decision making at local level.

2.3 Key issues/areas where civil society should focus advocacy on to achieve the above objective were:

- *teacher training:* 5% increase in number of trained primary teachers and upgrade of teacher trainers in teacher training centres.
- *gender equity:* 10% increase of girls completing basic education within the next three years, through work with community leaders and local structures towards change of attitudes and behaviour that affects girls education.
- *decentralisation:* to ensure greater autonomy in budget and financial management and decision making at school level through training of head teachers, school administrators and community representatives in school councils.
- *full primary schooling:* to ensure the government introduces life skills related subjects such as carpentry, farming, arts, fishing, etc in primary schools to make education more relevant; and also to ensure all primary schools provide full basic education (up to grade 7) and have basic materials and furniture.
- *HIV/AIDS:* to ensure HIV/AIDS is integrated in the school curriculum and more systematic work is done in schools with teachers, students and education managers to address the HIV/AIDS crisis.

3. Operationalising the CEF Project

3.1 Introduction

The selected management committee was assigned to approve proposals from different NGOs/networks aimed to implement the priorities decided upon by the workshop participants. The management committee developed selection criteria. Given the MEFA's strategic dimension to CEF, it was decided they developed a national advocacy plan around the agreed objective and strategies. The following is a brief summary of key areas of intervention of the three implementing organisations showing how these relate to the three CEF criteria.

- **MEFA** will develop and implement national level advocacy initiatives aimed to *strengthen civil society participation*. Key to this strategy is opening up

space for a genuine CS participation in policy formulation, strategic planning, implementation and monitoring including the National Education Plan.

- **Fawemo, the Forum of African Women in Education – Mozambique**, will focus on criteria three *support innovative ways for communities to ensure that all children (especially girls and most vulnerable) are able to access quality education within a framework of national education plans.*
- **Magariro**, a Mozambican NGO, based in the Central Manica Province addresses the first two CEF criteria: to *strengthen civil society participation* and building the foundation to criteria two: *enable local communities to monitor spending on education both at national and local levels (budget analysis/tracking)* through strengthening of school councils.

3.2 The Mozambican Movement on EFA (MEFA)

The Mozambican Movement on EFA consists of more than 70 members including NGOs, religious institutions and trade unions. Its steering committee comprises the following:

- Fundação para o Desenvolvimento da Comunidade (FDC - chair),
- ActionAid-Mozambique,
- Forum of African Women in Education (FAWE) Mozambique,
- Organização Nacional de Professores (ONP i.e. the National Teachers Organisation),
- Organização da Juventude Moçambicana (OJM i.e. the Mozambican Youths Organisation),
- The Mozambican Presbyterian Church

MEFA's ultimate goal is to provide a space for civil society to participate more actively in the education process and take advocacy/lobbying opportunities with a stronger voice not only in a responsive but also in a proactive way. The role of MEFA is to engage the government and donors in fulfilling their promise of making education a basic right and of providing quality education to the Mozambicans. Civil society in Mozambique views its role as keeping an audit /watching brief and holding the government and donors accountable. MEFA is also the Southern Africa ANCEFA founding member and moderator, since 2001.

Civil Society (CS) is recognised by its passion and commitment to education, direct contact with the education reality on the ground and increasing access to donors. This places CS in a good position to contribute to significant improvement of education through a variety of strategies. CS has the potential of influencing national education policies and practices through spreading the debate with parents, students and teachers and lobbying with parliamentarians and donors whose decisions affect education.

However, lack of a coherent strategy and secure funding has not allowed adequate articulation of education issues from a CS's perspective at a national, sub-regional and regional levels and has undermined CS efforts to achieve the desired impact. This results in often reducing CS to a mere implementing partner of the current education strategy and policies decided by the government and donors without its real participation or being used to rubber stamp in cases where some consultation takes place. CS in Mozambique has not managed to tap on national advocacy opportunities that might be accessible if it presented itself authority in education issues. Enhancing and promoting its members' skills should enable MEFA to contribute critically to the relatively sophisticated debate with governments, World Bank and donor experts.

Objectives

MEFA is regarded as key to the success of this initiative CEF in Mozambique. In view of this, MEFA primary objective is to ensure CS informed participation in the achievement of the 2005 and 2015 EFA goals.

Strategy 1: *Strengthen CS advocacy skills to make key stakeholders institutionalise good practices and experience from the field aimed to accelerate the achievement of EFA goals.*

Activities

- Establish working relations with members of the Social, Gender and Environmental Affairs Committee of the Mozambican Parliament to influence them to develop new laws and ensure existing laws designed to the attainment of EFA goals are implemented.
- Establish a more systematic and institutionalised dialogue between CS and the Government to ensure CS participation in policy formulation, strategy design, implementation and monitoring on EFA issues including the National Education Plan.
- Promote community participation in school decision making through school school councils and setting the agenda for local curriculum design.
- Engage with donors to ensure fulfillment of their commitments and timely disbursement of resources necessary to meet the EFA targets.
- Strengthen MEFA engagement with other CS education networks in the sub-region and internationally to build a wider and stronger CS movement that can hold governments accountable to the Dakar commitments.

Strategy 2: *Capacity building of Mozambican CS organisations working in education related areas.*

Activities:

- Strengthen MEFA across the country (in all 11 provinces), through workshops, exchange visits and joint strategic planning to share experiences.
- Build the MEFA secretariate's capacity to assist its members and lead national advocacy initiatives including campaigns.

Duration: from April 2002 to December 2005

3.3 Magariro

Objective: contribute to increased opportunities for poor people participation in school management including budget monitoring.

Strategy: strengthening community (school councils) organisational capacity through training and organisational development in view of increased access to quality education in Gondola District.

Activities:

- Train 8 school councils in Gondola District in school management, budget design and control skills.
- Prepare communities for next step – budget tracking.

Duration: one and a half years

3.4 Fawemo, the Forum of African Women in Education – Mozambique

Objective: Mobilise and motivate girls towards education as a means to scientific, technical and cultural training and an opportunity for life skills learning and promote this approach to other actors in education.

Strategy: establish of four girls interest centres.

Activities:

- Convince parents, community leaders and community in general to prioritise girls enrolment in schools, support them to complete the levels in which they are and progress to higher levels.
- Make the girls interest centres learning spaces where illiterate girls and women can learn to read, write and make calculations as well as life skills.
- Make the the centre the privileged space for girls and women to discuss real problems and build own self-confidence and estim.
- Mobilise teacher participation in the girls interest centres.
- Document the experience
- Dissemination of the experience

Duration: 2 years from the date of receipt of funds.

5. The CEF Management Structure

The CEF management structure comprises a management committee, a Co-ordinator and a Financial Officer.

- **The management committee** steers for and provides leadership to the project. It approves proposals and reports of the project and manage the CEF Coordinator.
- **The CEF Co-ordinator** reporting to the CEF management committee, provide day to day support to Mozambican NGOs participating in the CEF project including monitoring visits, prepares plans and reports of the CEF project. Draft job description already developed pending finalisation.
- **The CEF Accountant** reporting to ActionAid Mozambique deals with all financial issues pertaining the CEF project, including budget preparation and financial reports in liaison with the CEF coordinator. Recruitment process already started with job description developed, pending signing of contract.
- **ActionAid Mozambique** will retain the overall responsibility for the financial management and reporting for the fund. The recruitment of a financial officer/accountant is now being finalised.

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