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**"THE REBEL WAR YEARS
WERE CATALYTIC TO DEVELOPMENT
IN THE SOCIAL ADVANCEMENT
OF WOMEN IN
POST-WAR SIERRA LEONE"**

A Dissertation

In fulfilment

For the Award of

Doctor of Philosophy

Submitted by:

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Dedication

To the Dead:

In Loving memory of

My late Grandmother Christiana Bethia Moses

My late Father – Joshua Boyzie Harold Thorpe

My late Brother Julius Samuel Harold Thorpe, and

My late aunty and godmother – Elizabeth Doherty.

To the Living:

My Mum: - Effumi Beatrice Thorpe.

My Sisters: - Cashope, Onike and Omolora

My Brothers: - Olushola, Prince and Bamidele

My Best Friend and Guide: Samuel Maligi II

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The entire membership and Institution of the Forum for African Women Educationalists (FAWE) Sierra Leone Chapter has been a reservoir of information for this study.

I thank Marilyn, Gloria and Samuel for their support with the Secretariat and research assistance. To the hundreds of interviewees for their timely responses, trust and confidence, I will ever remain grateful.

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Finally I would like to convey my gratitude to Dr. Le Cornu for his painstaking supervision in making this study a reality.

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PREAMBLE

0.1 Introduction

The first gun shots in the Sierra Leone civil war were heard in the village of Bomaru in the Kailahun District in Eastern Province of Sierra Leone on 23rd March 1991. These unusual sounds were sadly to become an all too familiar occurrence for a period of ten long years.

The rebel war which raged throughout the country like wild bush fire engulfed every sector of the nation and reached its watershed in the attack of the nation's capital Freetown on 6th January 1999.

It is generally accepted that the vulnerable groups who bear the brunt of the negative impact of war in any country are women and children.

This study, which is in four parts, looks at the impact of the Sierra Leone Rebel war on these vulnerable groups and analyse the active and proactive roles women played during the conflict. It attempts to show how women's social role metamorphosed from passive and fatalistic acceptance before the war to being active engineers and designers of their destinies during the decade and after. Using the Forum for African Women Educationalists FAWE-Sierra Leone Chapter an all female local Non Governmental Organisation as a case, the study underscores the truism "every cloud has a silver lining", while justifying the hypothesis that THE REBEL WAR YEARS WERE CATALYTIC TO DEVELOPMENT IN THE SOCIAL ADVANCEMENT OF WOMEN IN POST WAR SIERRA LEONE.

An interesting feature of this study is that its entirety is an 'eye witness' account of lived experience. Research work personally carried out form its basis, as does the unique opportunity of starting and running a local organisation for women that is now over a thousand membership strong within a ten year time span.

The justification of this study is to establish that progress can be achieved in any country when women are regarded as stakeholders in its national development. In the Sierra Leone context the realisation was brought about during the rebel war, and women are now being empowered to make their contribution to national development.

This is a groundbreaking and innovative study that I hope would give inspiration to women in Sierra Leone to make the best of our God-given talents and develop our potential to the fullest.

0.2 Study Goal and Objectives

This study intends to trace how women through bearing the brunt of the Sierra Leone rebel war metamorphosed from being passive dependents, before the war to active civil society leaders and community builders in post war Sierra Leone.

The following are the objectives of the study.

- 0.2.1 We establish the backdrop of the social status of the Sierra Leonean woman during the thirty-year span from independence in 1961 to the beginning of the civil war in 1991. This backdrop provides the framework for analytical comparison.
- 0.2.2 We examine the roles that women and women organisations assumed during the civil conflict 1991 – 2002, and the impact of these roles on society.
- 0.2.3 We juxtapose the above findings and highlight significant change patterns that emerged in the national social structure.
- 0.2.4 Specifically we demonstrate how the activities of the Forum for African Women Educationalists FAWE-Sierra Leone Chapter rolled with the war to impact on the emerging change process that is gradually resulting in a comparatively advanced social status for women in Sierra Leone.

0.3 Study Methodology

0.3.1 Historical Review

The historical review of the period 1961 – 1990 focusses on the background of issues that eventually led to the civil war. The social status of Sierra Leonean women during this period is evaluated against both national and international instruments in women.

0.3.2 Comparative Analysis

The comparative analysis highlights the change that emerged as well as their time sequence. These changes when inserted within the post war scenario reveal the nucleus of their impact on the social advancement of women in Sierra Leone in the 21st century.

0.3.3 Case Studies

As the proof of the pudding is usually in the eating, the final section takes the form of biographical case studies on women whose social status have significantly improved as a direct result of the rebel war and/or their interaction with FAWE. These case studies based on personal interviews, give justification to the relevance of the study.

0.4 Study Outline

The study outline has six chapters.

0.4.1. **Chapter 1 – Women in Post Independent Sierra Leone 1961 – 1990** – In six sections this chapter puts the status of women in historical perspective before the war.

0.4.2 **Chapter 2 – Women and the Sierra Leone Civil Conflict** - has five sections, looking at women's activities during the conflict period 1991 – 2002.

0.4.3 **Chapter 3 –New Roles, New Models and New Opportunities** –

The third chapter explores the interaction of the Forum for African Women Educationalists (FAWE) Sierra Leone Chapter with victims, donors, partners and governments both within and outside the country, in eight sections.

Benchmarks against which women's advancement can be measured are established in this part of the study.

0.4.4 **Chapter 4 – Transformation Case Studies** – Comprise six sections and deals with three sets of case studies, rape victims, care givers, and village community development.

0.4.5 **Chapter 5 – Impact** - The chapter which is in five sections, looks at the impact and achievement made as Sierra Leone takes its place once more among the International Community of nations. The Chapter highlights the increased number of local organisations and institutions headed by Sierra Leonean women, as a symbolic justification of the relevance of the study.

0.4.6 Chapter 6 – Conclusion: The Current Status of Sierra Leone Woman (2006)

This concluding chapter ties up the entire study with its justification.

Chapter 1 Women and Post Independent Sierra Leone

1.1.0 Introduction

Sierra Leone located in the tropical forest belt on the West Coast of Africa occupies a land mass of 71,740 square kilometres. It's coastline is washed by the Atlantic Ocean on the West and South West. It shares borders with Republic of Liberia on east and the south east and the Republic of Guinea on the north west and north east.

Agriculture is the basic economy with cash crops of cocoa, coffee, ginger, groundnuts, piassava, oil palm and rice. The sea coast has a rich marine life yet to be exploited and excellent beaches with great potential for tourism. Minerals, especially diamond, bauxite, iron ore, chromite, gold, kimberlite and rutile are a major potential source of foreign exchange earnings.

The population of just under five million people comprises sixteen ethnic groups of which fifty one percent are female. These include the temne and mende which together make up forty percent of the population. The remaining forty percent are Susu, Sherbro, Madingo, Loko, Limba, Koranko, Kono, Kissi, Fula, Yalunka, Vai and Creole.

Politically and administratively Sierra Leone has four regions subdivided into the fourteen districts.

1.1.1 Facts and Figures¹

The general statistics for the period between independence 1961 and the onset of the civil war in 1991 reveal that women made up 50.5% of the population. Other interesting statistics are as follows:

Size 27,699 square miles (71,740 sq.km)

Population (1994) 4.4

Population growth (1985-1995) 2.7% increase each year

Life expectancy (1990) 43 years

Infant Mortality Rate 143 per 1000 (second highest in the World)

Under-Five Mortality Rate (1991) 327 per 1000

Population per doctor (1984 – 89) 13,620

¹ National Report On Women: Government of Sierra Leone – 1995 pg11

Crude Birth Rate (1990) 46 per 1000
Crude Death Rate (1990) 19 per 1000
Contraceptive Prevalence Rate (%) (1991) 4
GNP per capita: total (US\$) (1990) 200
Total external debt About 1.2 billion dollars

Against this general picture the facts and figures for the Sierra Leonean women are as follows: ²

Population female (as % of total) (1985) 50.5

Number of women age (15-49) (1995) 1.0 million

Illiterate females (15+) (as of 1990) 86%

Literate women age 15+ (as %) (1990) 14%

Women in Labour force (as % of total labour) (1990) 33%

Maternal mortality rate (per 100,000 live births) (1990) 700

Women's life expectancy (1990) 45-47 years

1.1.2A Aim of Study

On March 23rd 1991, the first gunshots heralding a ten year bloody civil conflict rang out through the small village of Bomaru in the Kailahun District of the Eastern province.

The study will explore the implication of these facts and figures as it unfolds. It will highlight the contours that emerge revealing the changes that occurred in women's national development during the period 1961 – 2002.

The first part of the study entails a review of the historical development of immediate post independent Sierra Leone, its various applications to the rebel war, the social status of women and the prevalence or otherwise female leadership in the country.

The second part of the study uses a comparative and analytical approach. It examines the situation of women during the war, taking cognisance of Research activities already carried out by the writer.

² Ibid – pg11

The final section of the study consist of biographical case studies on women whose social status in society are now significantly advanced as a direct result of using or examining opportunities offered during the rebel war.

Method tools include:

- a. historical analysis and literature review,
- b. semi structured – topic specific interviews,
- c. relevant previously conducted Research by the writer,
- d. focus group discussions,
- e. case studies

1.2.0 Memories of Independence Day April 27 – 1961

How could one ever forget the gusto with which we pupils competed as we practiced day after day to sing the National Anthem even louder.

I have often wondered whether that volume was our childish interpretation of: line 5 of the anthem

“We raise up our hearts and our voices on high”

We had been learning the three verses of our National song³ and their meaning since we returned to school after the Christmas break of 1960, as well as the names of the author of the words Christopher Fyle and the music composer John Akar. Moreover, nothing less than a verbatim reproduction in writing would pacify our teacher for the Easter tests in early April of 1961.

High we exalt thee, realm of the free
Great is the love we have for thee
Firmly united ever we stand

³ Joe AD Alie – A New History of Sierra Leone pg 282

Singing thy praise, oh native land
We raise up our hearts our voice on high
The hills and the valleys re-echo our cry
Blessing and peace be ever thine own
Land that we love our Sierra Leone!

I was eleven years old and in the last grade of Primary School preparing for the Common Entrance Examination, which allowed us to gain access to secondary school education. We learnt to spell and pronounce the big long word I...N...D...E...P...E...N...D...E...N...C...E a thousand times over, and among the various shades of meanings explained to us, the one that stuck most for me was the idea of freedom. In a very rudimentary way we were able to link "the Hills and the Valleys" in the anthem with the Green, White and Blue horizontal stripes of our national flag. (Today I can analyse the links with pride)

Green signifying our forest covered, hills and valleys with their enormous potential for agriculture and other natural resources.

White for virtues extolled in the anthem and embossed in our Coat of Arms.

Colbalt-Blue reflects the Atlantic Ocean that peacefully caresses the shores of Sierra Leone and providing it with a unique natural harbour very appropriately, named the "Deep Water Quay."

The second and third stanzas capture the attributes of the leitmotif embossed in our Coat of Arms.

One with a faith that wisdom inspires
One with the zeal that never tires
Ever we seek to honour thy name
Ours is thy labour, thine the fame
We pray that no harm on thy children may fall
That blessing and peace may descend on us all
So may we serve thee ever alone
Land that we love our Sierra Leone

At the base of the colourful Coat of Arms on a white scroll is engraved the National Motto: Unity, Freedom, Justice.

The Arms itself comprises a golden lion on a green background strutting across two blue wavy lines representing the coastline. The serrated top to the background represents the mountain ranges.

Three flaming torches over the mountains symbolise the country's proud justification of being the Athens of West Africa during the colonial period, when Sierra Leone provided the only university for tertiary education on the West Coast of Africa. The Fourah Bay College, which was founded in 1827.

Finally a palm tree, supported by a climbing lion encases the arms on either side.

This Lion imagery of the Arms depicts the country's name Sierra Leone meaning Lion Mountain in Portuguese. A Portuguese sailor Pedro da Cintra discovered the crouching contours of these hills in 1462 and called them Sierra Leone.

One wonders was it co-incidental that these hills became the location for Fourah Bay College. University education in Sierra Leone started with the founding of Fourah Bay College by the Church Missionary Society (CMS) London, in 1827. The thrust then was the training of Africans as school masters, catechists and clergy. In 1876, the educational scope of the college was expanded to allow the admission of other students and the training of staff. This created the basis for the affiliation of Fourah Bay College to Durham University in England. In 1959, Fourah Bay College moved towards a University status through a Royal Charter, reconstituting the College as the University College of Sierra Leone. The new University College came into being in January, 1960.

The excitement, joy and pride with which our teacher imparted her civic education lessons as the Nation prepared for Independence was more than infectious. As the years went by I have been able to appreciate the meaningful connections between our national flag, coat of arms and the National Anthem, thanks to the enthusiastic seed that was sewn by my primary school teacher.

Finally, the Day itself dawned. I was too young to participate in the midnight flag raising ceremony of the 26th April 1961 but the lowering of the Union Jack giving way to the National Colours was a very emotional moment for both my parents.

What I remembered very vividly was the visit of Duke of Kent who represented the British Empire and Queen Elizabeth II at the celebration. At the National Stadium we waved our crisp nylon flags frantically. The Duke took the salute, as we march past in our school uniforms, black shoes and white socks. As most of us went to school barefooted everyday, the uniqueness of the occasion having new black shoes and socks was not lost on us. After the official ceremony when the dignitaries left, we were entertained with locally brewed ice-cold ginger beer and rock buns.

Knowledge and truth our forefathers spread
Mighty the nation whom they led
Mighty they made thee so too may we
Show forth the good that is ever in thee
We pledge our devotion, our strength and our might,
Thy cause to defend and to stand for the right.
All that we have be ever thine own
Land that we love our Sierra Leone.

Our National Anthem, national flag and coat of arms so meaningfully integrated were to be fully appreciated as the years went by. But on that auspicious Day of April 27th 1961 what was created in me was an indelible memory of happiness, joy and freedom as we danced with wild abandon to the music of the local drumming, grasping, holding or clutching on to our green, white and blue souvenir flags.

1.3.0 Changes in the political landscape

The three decades spanning Independence Day in 1961 and the onslaught of the Rebel war in 1991 were characterised by significant changes in the political landscape of the nation from multi party Democracy to Republican status and one party dictatorship.

1.3.1 Multi Party Democracy

In 1962 the first post Independence general elections were held. The Sierra Leone Peoples Party (SLPP) led by Sir Milton Margai won the elections to become the Ruling party. Significantly the All Peoples Congress (APC) led by Siaka Stevens became the first official opposition party. Barely two years later in April 1964, Sir Milton Margai died, and his brother Albert Margai was appointed Prime Minister by the Governor

General (Sir Henry Lightfoot Boston). This appointment was not welcomed by leading politicians in both ruling and opposition parties who criticized the Governor General's action vehemently.

The new Head of State made a political blunder by dismissing these critics from their ministerial positions. By so doing he sowed seeds of discord, which caused his party to lose the subsequent general elections in March 1967 to the opposition All Peoples Congress APC, though the results were a close shave. Siaka Stevens was appointed Prime Minister but had not yet appointed his cabinet, when on 21st March 1967 Sierra Leone experienced its first coup d'état. This was staged by the then army commander Brigadier David Lansana. Two days later on 23rd March Brigadier Lansana's junior officers staged a counter coup and established the National Reformation Council, which lasted for one year.

On 17th April 1968 another revolt within the army led to the formation of a National Interim Council, which reinstated Siaka Stevens as Prime Minister.

Two years later on 19th April 1971 Sierra Leone achieved Republican status and Siaka Stevens became the first Executive President of Sierra Leone. The amended Constitution conferred enormous powers on the president and these powers Siaka Stevens used to his full advantage. Between the attainment of Republic status in 1971 and the following general elections in May 1973, the President had so manipulated and stage-managed events that his All Peoples Congress party was the only political party in parliament.

In 1977 university and other students led a massive demonstration nationwide forcing the government to call a general election.

The election was again a win for the ruling All People's Congress (APC). The majority of its members were returned unopposed, as people were afraid to challenge their candidature for fear of reprisals.

The Sierra Leone Peoples Party came back to parliament as the official opposition party, and a very weak one at that.

1.3.2 Emergence Of The One Party State

With it's new mandate to rule, the APC went all out to get a change of constitution in order to establish a one party state.

A referendum was held in 1978. Arguments put forward for the motion was that the one party state would be the most realistic way to stop the

political violence which the multiparty system seemed to have engendered. Secondly, it would foster unity and co-operation as all would then work in the interest of the nation.

These arguments were bought by all peace loving nationals and thus Sierra Leone became a one-party state in June 1978. Under the new constitution a seven-year term of office was provided for the president. Thus Siaka Stevens ruled as President until 1985 by which time he had turned eighty.

During his 17 year tenure of office the army underwent several changes in leadership. By 1985, he had the situation so arranged that the head of the army Major General Joseph Saidu Momoh succeeded him. In the Presidential election of 1st October 1985 Joseph Saidu Momoh was the sole candidate to become the second Executive President of the Republic of Sierra Leone.

Joseph Saidu Momoh came into the Presidency saddled with enormous problems, which he categorised in his inaugural speech made on the 28th November 1985⁴ . In this maiden speech the new leader promised to instill discipline into all aspects of Sierra Leonean life.

“The malpractices of smuggling, tax-evasion profiteering, hoarding of vital commodities and black-marketing activities will be challenged with the greatest speed and most effective methods”

Unfortunately J.S. Momoh turned out to be a very weak leader incapable of enforcing the promised discipline and so the national situation deteriorated even further and faster. As leader of the Ruling A.P.C. party he maintained the one party state government until 1992 when his government was ousted by another military coup by then the rebel war had started.

Thus by the beginning of the last decade of the 20th century the euphoric optimism of Independence in April 1961 had deteriorated with meteoric speed to disenchanting poverty for the people within the relative short time span of thirty years.

⁴ J.D. Alie Pg 289 – New History of Sierra Leone

1.4.0 Who was Who among women and women's organisations

The immediate post independent Sierra Leonean woman's role in society was no different from that of many other African women of that period i.e. to bear and nurture children or be a wife and a mother. She was given a relational existence only; the wife of Mr. X The daughter of Mr. Y or the mother of C and D. But what about her rights as an individual person? They were non-existent especially in the political arena. Local administration was in the hands of Paramount Chiefs and traditional rulers and was 99% male dominated.

However during the period when Sir Albert Margai was Prime Minister 1964-1967, he instituted the system of "Mammy Queens" as an arm in Local Administration. This happened mainly in the southern and eastern regions of the country where female descendants in ruling houses were eligible to contest for chieftaincy. Mammy queens were like female chiefs... and their primary responsibility was to mobilize women in their chiefdoms. They were given the honour to sit in local court proceedings and served as advisers to the court. In some cases they influenced court decisions particularly when women were involved.

Unfortunately this privilege was manipulated by the ruling party to indoctrinate illiterate women into supporting the party, and so was consequently abolished by the National Reformation Council, after their coup d'etat, in 1967 calling the system of Mammy Queens a political agency.⁵

This decision created a big setback for women in the political arena in Sierra Leone as the Mamy Queen system had the potential of opening the doors into the participation in national politics for ordinary women. However one woman emerged to salvage the situation in the capacity of Paramount Chief.

⁵ Samuel J.M. Maligi II. Traditional leadership and the role of Paramount Chiefs in Sierra Leone's national politics.

1.4.1 Paramount Chief Madam Ella Koblo Gulama

Born on 26th January 1921 in the Kayamba chiefdom of Moyamba District in the Southern province of Sierra Leone, to Julius Momoh Gulama and Lucy Gulama, Ella was the third daughter. She attended a boarding school in Moyamba known as Harford School for Girls and made great strides in her studies. The father inherited paramount chieftaincy in June 1928, an event which was to have a significant impact for Ella, twenty five years later. On November 26th 1953 Ella was elected Paramount Chief at the age of 32.

By Independence in 1961 Paramount Chief Madam Ella Koblo Gulama had become a member of the legislative, the first woman to attain that position in Sierra Leone and a position she maintained for five years 1957-1962. Her determination for the government to provide equal opportunities for women was insatiable. As a Member of Parliament Madam Gulama's contribution to the development of womanhood in Sierra Leone is beautifully summarised by Dr. Talabi Lucan' in her work "The Life and Times of Paramount Chief Madam Ella Koblo Gulama".

*Hon. P.C. Madam Koblo Gulama argued endlessly for women to be given equal opportunities as men. During the discussion on Independence for Sierra Leone, she insisted that it would be meaningless if it did not have something worthwhile to offer every sector of the community including **WOMEN**. She reminded the Prime Minister that women had never been given their fair share and hoped that there would be a change in Independent Sierra Leone.⁶*

Hansard ➤ for November 22nd 1960 records Honourable Madam Ella Koblo Gulama's speech in parliament which she said:

"It is the desire of most women in Sierra Leone that the women of this country be given the same opportunities as are enjoyed by men. We have been hearing of promotions and elevations given to the men of Sierra Leone, but how many women have been elevated in the country."⁷

⁶ Dr. Talabi Asie Lucan - The life and times of PC Madam Ella Koblo Gulama

⁷ Ibid – pg 33

In 1962 Madame Gulama again contested and was re-elected as Paramount Chief for Parliament. In 1963 she was appointed Minister of State without portfolio by the Prime Minister. She headed the following Ministries at some stage when the substantive ministers were out of the country. Ministry of Education, Ministry of Foreign Affairs, Ministry of Social Welfare and Ministry of Trade and Industry.

Today, at 84, though ailing – she still retains the staff as Paramount Chief of Kayamba Chiefdom Moyamba district and is recognised as the woman who laid the foundation for female emancipation in Sierra Leone.

Her alma mater – the Harford School is one of the leading girls boarding secondary school in the country.

Paramount Chief Eila Koblo Gulama's challenging outburst during the pre-Independence debates, coming from a woman in the upper echelons of the Sierra Leone society took the country by storm. Government reacted positively and other women were promoted to senior positions for the first time in the civil service. The following are typical examples:

1.4.2 Prominent Women Outside The Political Arena

Mrs. Murietta Olu Williams⁸ rose to be the first female Permanent Secretary in 1962. She served in three ministries in this capacity. During her years as Permanent Secretary at the Ministry of Transport and Communication she piloted the creation of parastatals. The Road Transport Co-operation and the Sierra Leone Ports Authority.

Mrs. Oredola Fewry⁹, an Education Officer in the Ministry of Education since 1955 was made Assistant Chief Education Officer in 1973 and eventually became the first woman professional head of that ministry.

Dr. Marcella Davies¹⁰ who had been a medical officer since 1959, became the first woman to be appointed Chief Medical Officer on 1st August 1973.

⁸ Republic of Sierra Leone Staff List – Revised Edition 1974

⁹ Ibid

¹⁰ Ibid

Mrs. Lati Hyde Foster¹¹, the first female graduate from Fourah Bay College in 1945 was appointed member of the Public Service Commission in 1974. She was also the first local woman to head the first girls secondary school – after the missionary era.

Mrs. Constance Cummings John was the first Mayoress of City of Freetown. She initiated the first Municipal Secondary School in the capital city on 3rd October 1966 and founded the Roosevelt Secondary School for Girls, now known as the Vine Memorial School.

1.4.3 Women’s Educational Institutions

The female celebrities discussed above were all products of single sex female educational institutions established by Christian missionaries between 1847 – 1960.

Harford School for Girls in Moyamba Alma mater of P.C. Ella Koblo Gulama was established by the United Methodist Church (UMC).

Mrs. Murietta Olu-Williams was educated at the Freetown Secondary School for Girls.

The Annie Walsh Memorial School, Alma mater of Mrs. Lati-Hyde Forster and Mrs. Oredola Fewry was established by the Anglican Church Missionary Society.

St. Joseph Secondary School Alma mater of Dr. Marcella Davies was established by the Roman Catholic Mission.

These institutions became leading girls secondary and boarding schools in the country, which have turned out women in leadership position in all facets of the Sierra Leone Society.

Up to Independence all these formal educational institutions were headed and run by expatriate white missionaries. A situation, which changed soon after Independence through the Education Act of September 1964, entitled

“An Act to replace the existing provisions relating to Education in Sierra Leone and to make further and better provisions thereto.”¹²

¹¹ Who is Who: Sierra Leone Handbook 1978

¹² Supplement to the Sierra Leone Gazette Vol XCV No. 7 dated 24th September 1964 page 1

Paragraph 2 under the section Objects and Reasons on page 20 of the said Act states:

“The main change sought to be introduced by the Bill in connection with control of education is the power given to the Minister to establish Boards of Governors who shall be the managers of government schools, training colleges and assisted secondary schools on which public funds have been or are being expended..... It will be observed that the proposal implies that a mission or church, as the case may be, will no longer be the manager of such a school or college whenever a Board of Governors is established in respect of the same..... but it is not intended to deprive the missions in churches of all influence in the running of the schools or colleges since in nominating members of a Board of Governors for a mission or church school or college I shall appoint to it a substantial number of persons who are members of the particular religions denomination concerned”. ¹³

Consequent to this act Educational Institutions became nationalised between 1970 – 1990 (i.e had their management handed over to Sierra Leoneans). Unfortunately only a handful of the eighty-two secondary schools, which were in existence by 1970, were able to get female heads as very few Sierra Leoneans had the necessary educational qualifications by then. Mrs. Lati-Hyde Forster as discussed above, was one of these.

As this scenario of inadequate qualified females cuts across all segments of social arena in Sierra Leone, the next section will be devoted to looking at a detailed analysis of the status of the Sierra Leonean woman vis à vis existing international instruments on women and human rights.

¹³ Ibid page 20

1.5.0 The status of the Sierra Leonean woman by the 1990's mirrored against International Instruments on women.

The National Population Censuses of 1974 and 1985 were consistent in revealing that more than half of Sierra Leone's population were women.¹⁴

In 1974 the female population was 1,376,000 (one million three hundred and seventy six thousand) as against 1,359 (one million three hundred and fifty nine thousand) male, giving a total of 2,735 (two million seven hundred and thirty five).

In 1985, out of a total of three million five hundred and fifteen thousand, males were one million seven hundred and thirty six thousand as against female of one million seven hundred and seventy nine thousand.

The overall statistical data for that period revealed that the female population were mainly illiterate poor, powerless and under privileged.

This section concentrates on a situational analysis of the status of women in:

- Education
- Health
- Employment
- Resources
- Legal rights

The International Instruments used for this analysis are:

- a. Convention on the Elimination of Discrimination against women CEDAW. 1979.
- b. Declaration and programme of action of the World Conference on Human Rights Vienna – June 1993 (WCHR)
- c. Programme of Action of the International Conference on Population and Development Cairo September 1994 (ICPD)

¹⁴ Government of Sierra Leone – Annual Statistical Digest 2001 pg. 20

- d. Programme of Action and Declaration of the World Summit on Social Development Copenhagen March (WSSD)
- e. The Beijing Platform for Action of the Fourth World Conference on Women-May 24 1995 (FWCW).
- f. Convention on the Rights of the child (CRC) – New York 1999
- g. Security Council Resolution 1325 – October 2000.
- h. The protocol to the African Charter on Human and Peoples Rights on the Rights of women in Africa – Maputo, Mozambique July 2003

1.5.1 Education

a. What The International Instruments Recommend

<p style="text-align: center;">FWCW</p> <p style="text-align: center;">Fourth World Conference on Women</p>	<p style="text-align: center;">WSSD</p> <p style="text-align: center;">World Summit for Social Development</p>	<p style="text-align: center;">ICPD</p> <p style="text-align: center;">International Conference on Population and Development</p>	<p style="text-align: center;">CRC</p> <p style="text-align: center;">Convention on The Rights of the child</p>	<p style="text-align: center;">Protocol to the African Charter on Human and Peoples Rights on the Right of Women in Africa</p>
<p>Para 73:</p> <p><i>Discrimination in girls' access to education in persists in many areas, owing to customary attitudes, (early marriages) and pregnancies, inadequate and gender-biased teaching and educational materials. (sexual harassment), and lack of adequate and physically and otherwise accessible schooling facilities</i></p> <p>Para. 84(k): <i>"Ensure access to (quality) education and training at all appropriate levels for adult women..."</i></p>	<p>Programme, Para. 74 (1)</p> <p><i>"Providing equal access for girls to all levels of education..."</i></p>	<p>Para 6.8:</p> <p><i>"Equal educational opportunities must be ensured by boys and girls at every level..."</i></p> <p>Para. 4.18: <i>"all countries are urged to ensure the widest and earliest possible access by girls and women to secondary and higher levels of education, as well as to vocational education and technical training..."</i></p> <p>Para. 4.2: <i>"Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process..."</i></p>	<p>Article 28.1:</p> <p><i>(a) "Make primary education compulsory and available for free to all; (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) Make higher education accessible to all on the basis of capacity by every appropriate means."</i></p>	<p>Article 12. 2</p> <p>a) Promote literacy among women;</p> <p>b) Promote education and training for women at all levels and in all disciplines, particularly in the fields of science and technology;</p> <p>c) Promote the environment and retention of girls in schools and other training institutions and the organisation of programmes of women who leave school prematurely.</p>

Table 1

B Situation Analysis on Women in Sierra Leone

The National Education Action Plan of 1994 shows that national illiteracy was over 89 percent.¹⁵

The National report on women of 1995, revealed that 1.1million women 15years and above were illiterate in 1991.¹⁶

The 1985 National Population Census revealed that whereas 64.07 percent of the male population had no education, the percentage for females was 77.2 percent. At all levels of education, women lag behind men.

At the primary school level, girls' enrolment in 1980 was 43 percent and that for boys was 61 percent, in 1990 at the same level, the figures were 39 and 56 percent respectively. Although figures for survival rates for the cohorts fo the same period are not available, a government report on Demographic and Social Monitoring (1993) indicates a higher drop-out rate among girls.

Performance levels of girls and boys and show that females start off from a disadvantaged position. An analysis of the performance of girls based on the Selective Entrance Examination (SEE) for 1986 – 90 (Beckley, 1993) reveals that a lower percentage of girls failed the SEE. Performances for girls is generally lower than for boys, with girls' performances dropping from 50.1 percent in the top score range in 1987 to 38.8 percent in 1990. **Beckley Report 1993**

Graduation figures at the University of Sierra Leone show that in 1990, only 21 percent of those graduating were women. Women have tended also to predominate in the Faculties of African Studies and Adult Education which offer non-degree programmes. In the Institute of Public Administration and Management, which has a specialised vocational bias, female graduation in 1993 compares unfavourably with men.

With respect to the teaching staff from school to University level women are also poorly represented; at the University of Sierra Leone in 1993, of a total of 272 members of the academic staff only 37 (13.6 percent) were women. At Fourah Bay College, Faculty of Pure and Applied Science; at Njala University, there is one woman in Plant Protection, one in Biological Sciences and six Agricultural Education. Animal Science, Agricultural Engineering, Crop Science, Physics and Agronomy.

¹⁵ National Education Action Plan – Government of Sierra Leone Department of Education – 1994 pg 11

¹⁶ National Report on Women Government of Sierra Leone – 1995 pg 11

In higher education therefore, there are no role models in areas of study, which are traditionally thought to be a male preserve.

1.5.2 Health

B What International Instruments Recommend

Protocol to the African Charter on Human and Peoples Rights on the Right of Women in Africa	ICPD International Conference on Population and Development	WSSD World Summit for Social Development	WCHR	FWCW Fourth World Conference on Women
<p>Article 14: 2</p> <p>a. Provide adequate, affordable and accessible health services including information, education and communication programmes to women especially those in rural areas.</p> <p>b. Establish and strengthen existing pre-natal, delivery and post-natal health and nutritional services for women during pregnancy and while they are breast-feeding.</p>	<p>Par. 8.19:</p> <p><i>... "Greater attention to the reproductive health needs female adolescents and young women could prevent the major share of maternal morbidity and mortality through prevention of unwanted pregnancies and any subsequent poorly managed abortion."</i></p>	<p>Declaration Commitment 5(d):</p> <p><i>"... ensure on the basis of equality of men and women, universal access to the widest range of health-care services, including those relating to reproductive health care..."</i></p>	<p>Programme, Para. 41:</p> <p><i>"... a woman's right to accessible and adequate health care and the widest range of family planning services..."</i></p>	<p>Para. 107(e):</p> <p>"Provide more accessible, available and affordable primary health care services, including (sexual and reproductive health care as well as family planning information and services) and giving particular attention to maternal and emergency obstetric care (as contained in the report of the International Conference on Population and Development (as agreed in the Program of Action of the International Conference on Population and Development)."</p>

Table 2

B Situation Analysis on women in Sierra Leone

Health is a primary problem in the country; despite efforts to improve the health status through Primary Health Care Strategy, health problems persist due to shortage of trained health personnel, drugs and medical facilities. Women have special health needs because of their multiple roles particularly those of child bearing and rearing, therefore specific health programme to address these needs have been pursued by government and NGOs.

Since the last decade, life expectancy for both sexes have increased from 35.4 years in 1984 to 43 years in 1990 on the average. The 1995 statistics showed that female life expectancy was 45 years, as compared to 41 years for males (PRB, 1995).

The Maternal Mortality Rate (MMR), which has been fluctuating around (450 – 700/100,000 live births) in the late 1980's, is now believed to be higher, particularly amongst women in the rural areas, which have been ravaged by the war. The main causes of Maternal Mortality are haemorrhage, anaemia, obstructed labour, eclampsia and illegal abortions.

Infant Mortality Rate is high at 143 per 1000 live births (1995), one of the highest in the world. The Under-5 Mortality Rate is similarly very high, 327 per 1000 live births (1985). These deaths are mainly due to five infant killer diseases and protein energy malnutrition. The recent nutrition survey showed a prevalence of 21 percent chronic protein energy malnutrition, 5.7 percent acute malnutrition and 33.4 percent underweight.

The fertility rate has remained high. The Total Fertility Rate (TFR) as recorded in the early 1980s was 6.3 and recent figure for 1992 estimates is 6.5. Family planning is low and Contraceptive Prevalence Rate (CPR) is between 4 and 6 percent. In a 1988 survey for the western area, 9.2 percent of women were using modern methods while between 1.5 and 3.0 percent of rural women used modern contraceptives.

ACCESS TO HEALTH FACILITIES AND SERVICES

There is only one specialized government maternity hospital and 60 general hospitals/gynaecological wards. The ratio of women per hospital is 37:313 and there are 1,242 persons per bed. Peripheral health units provide services to rural women though none of the units has a doctor.

1.5.3 Women’s Access to resource

a. What International Instruments Recommend

Protocol to the African Charter UNFPA	CEDAW
Article 19 (c, d, f)	Article 3
<p>Right to Sustainable Development</p> <p>Women shall have the right to fully enjoy their right to sustainable development. In this connection, the States Parties shall take all appropriate measures to:</p> <ul style="list-style-type: none"> ❖ promote women’s access to and control over productive resources such as land and guarantee their right to property; ❖ promote women’s access to credit, training, skills development and extension services at rural and urban levels in order to provide women with a higher quality of life and reduce the level of poverty among women; ❖ ensure that negative effects of globalisation and any adverse effects of the implementation of trade and economic policies and programmes are reduced to the minimum for women. 	<p>By providing political, social, economic and cultural opportunities, government can advance and develop the lives of her women folk thereby ensuring the full enjoyment of their human rights and fundamental freedoms.</p> <p>Article 13</p> <p>Women must not be discriminated against in economic and social life</p>

Table 3

b Situation Analysis on Women's access in Sierra Leone to:

RURAL LAND

Communal (chiefdom) ownership of land is the prevailing practice and within this framework women farmers can have some measure of usufructuary right to land for subsistence farming by virtue of lineage or marriage. They would, however, have to apply to the chief or male head or husband to gain access. Female holdings are usually small due to the inadequacy of financial resources to hire labour and the rudimentary nature of technology at their disposal, among other things.

URBAN PROPERTY

Women can and do own property in urban areas. Under the statute law, applicable to the western area, women can inherit or purchase land. The constraint to women's access to real estate tenure lies in the restriction imposed by the relatively low average income most women earn in the formal wage or informal employment sectors.

INFORMATION AND TRAINING

Women's participation in extending information, training and supervisory services to farmers has always been low; it stands at an average of 18 percent and actually declined from 20 percent in 1980 to 16 percent in 1993. Given the cultural restraints, available information and extension training is usually directed mostly towards male farmers. Consequently, women's adoption of agricultural innovation is hindered by a lack of knowledge, money and access to land.

1.5.4 Women's Legal Right

a What the International Instruments Recommend

Protocol to the African Charter	CEDAW
<p>Article 8</p> <p><i>“In traditional law, women were treated as minors consequently, they were never allowed to hold supreme political positions. Politics and government were the business of men.</i></p> <p><i>Women could however become town and village heads”</i></p> <ul style="list-style-type: none"> c. support to local, national, regional and continental initiatives directed at providing women access to legal services, including legal aid; d. the establishment of adequate educational and other appropriate structures with particular attention to women and to sensitise everyone to the rights of women. e. Provide adequate, affordable and accessible health services including information, education and communication programmes to women especially those in rural areas. f. Establish and strengthen existing pre-natal, delivery and post-natal health and nutritional services for women during pregnancy and while they are breast-feeding. 	<p>Article 15: pg 15</p> <p>Women should enjoy equal rights before the law and should be given the right to exercise the same.</p>

Table 4

b. Situation Analysis on Women in Sierra Leone

Although Sierra Leone's one-party Constitution (1978) entitled every person to fundamental and inalienable rights and freedoms, section 17, which provides for protection against discrimination, substantially erodes women's rights as it excludes laws relating to adoption, marriage, divorce, devolution of property and other areas of customary law which adversely affect the lives of women. There are also areas such as the law relating to the bail and the acquisition of property under customary law which do not treat women and men equally.

With regard to the law relating to bail, section 79 of the Criminal Procedure Act of 1965 provides that any person of good standing in the community can act as surety. However, it is unfortunate that in reality only male persons are approved as sureties. Under customary laws, women do not own real property as they are regarded as "property" to be owned by men.

Sierra Leone approved the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1990. There is still a dire need to finalise the national CEDAW Report, which has been ratified even though Government had indicated its commitment to implementing the provisions of the Convention.

1.6.0 Deductions

The foregoing discussion clearly reveals the gradual but steady decline during the thirty-year post-Independence time span in all facets of Sierra Leonean socio-political life.

The slow awakening to the reality that, women can be active and positive players in nation building in a predominantly male dominated society, began during the mid 70^{'s}. This was perhaps too late to make any meaningful impact on the overall development during post-independent and pre conflict period.

Changes in the political landscape were rapid with the pendulum swinging from constitutional to non-constitutional leadership in an erratic rhythm. The abnormalities of the one party system trampled free expression of dissatisfaction underground only for this to ferment while awaiting an opening to erupt one day.

Subsequently women's issues were non-issues as the analysis against International Instruments clearly shows. Basic Education and health facilities; access and legal rights to resources were denied women as part of a socio-cultural heritage.

Though the women that hit the headlines during that period were only a handful, their achievements and records left a symbolic message of the possibilities and capabilities of womanhood in Sierra Leone. In the next chapter we will discuss how the ensuing rebel war as it were unleashed the latent potential in Sierra Leonean women while they were embroiled in a devastating and bloody civil conflict.

Chapter 2 Women and the Sierra Leone Civil Conflict 1990 – 2002

2.1. Introduction

The 1984 census recorded over 50% of the population in Sierra Leone as being females so it follows that any civil conflict of whatever nature would affect more women than men.

In this chapter after highlighting the root causes of the rebel war we will look at those various ways in which women were affected by the conflict and how they participated in the war. We examine whether women were victims or perpetrators or both. What activities were women involved in during the conflict? Were these activities with the rebels? or against the rebels? And finally how involved were they in the official decision making process for solutions to end the conflict.

The 1991 National Employment Survey shows that:

“Females account for seventy six percent of rural workers and that eighty one percent of rural based women were either involved in agricultural activities or agricultural related form of employment.”¹⁵

This observation is pertinent to the issue of women’s role in and during the conflict when almost all agricultural activities came to a halt because of the guerrilla warfare. Where there any alternative occupation for women?

As stated earlier, the rebel war started in the eastern province, in the rural village of Bomaru. As it advanced infantry wise through villages and towns, communities fled for their lives into forests or the next nearest town. Those who couldn’t make it were killed or captured and abducted. This latter comprised mainly women along with their babies or toddlers, and young people, boys and girls who were later indoctrinated into the rebel movement. This category of females comprises the group that our study refers to as getting involuntarily involved in the conflict and ending up as the direct **Victims**. Another category of organized women that mobilized in organisations to render assistance are referred to as **Activists**.

¹⁵National Human Development Report UNDP for Sierra Leone– 1996 Pg. 12
Poverty Eradication and Sustainable Human Development

But what triggered this, now commonly referred to as “senseless war” in a country noted for the hospitality and serenity of its people that caused these two categories to emerge?

2.2. Root Causes of the Rebel War

The one party state which came into being on 24th June 1978, when the All Peoples Congress (APC) became the only political party, has gone down in the annals of Sierra Leone more for its negative impact on national development than anything else. Today that entire epoch of one party rule from 1978 – 1982 is being regarded as the period during which the seeds of the causes of the rebel war were sown.

In a paper entitled Sierra Leone How we got here¹⁶ which was presented at a policy meeting on the conflict in Sierra Leone, held at the Law Society London on 11th March 1999, and jointly organized by the Interrights, the International Centre for the legal protection of Human Rights, Alliances for Africa and the Law Society, Dr. Kandeh Yumkellah former Minister for Trade, Industry and State Enterprise, Sierra Leone, and now Head of the United Nations Industrial Development Organisation (UNIDO) gave seven reasons why the one party state could be said to have created the long term origins of the crisis. He also argued that,

“The current crisis has its root in poverty and patronage. Deprived of educational and financial opportunities, denied access to justice, Sierra Leoneans, as members of the poorest country in the world, have been socialized to perceive politics as a means of gaining power and economic advantage for the individual or clan.”¹⁷

The following seven reasons he purported as the long-term origins of the war, are generally accepted as being the root causes of the said war, and I personally regard them as the seven descending steps into what could have easily become the annihilation for the Nation.

1. Systematic dismantling of the structures for participatory governance:
 - Destruction of the local government system, i.e. the system of traditional rulers and district councils;

¹⁶ Seeking a sustainable peace – Policy meeting on the conflict in Sierra Leone – March 11th 1999

¹⁷ *ibid* – page 9

- Brutal suppression of dissent, frequent arrests for careless talk;
 - Banning of certain political parties (some believe this was ethnically motivated);
 - Limited freedom afforded to newspapers – no criticism of the Head of State permitted.
- 2. Establishment of youth groups to terrorise opponents, particularly during 1973 and 1977 elections.
 - Some opposition candidates were kidnapped prior to nominations;
 - Votes were rigged;
 - In the Eastern and Southern provinces elections were postponed;
 - APC youth groups were encouraged to raid other regions, increasing ethnic divisions.
- 3. Disenchantment of certain ethnic groups, feelings of political and economic marginalisation.
- 4. Transformation of the civil service into a patronage system.
 - Colonial administrative discipline replaced with corruption; the 'get-rich-quick' syndrome institutionalized.
- 5. Neglect of education and politicization of universities.
 - The adage – learning is better than silver and gold was turned around.
- 6. Weakening of the army through purges and neglect, largely replaced by Cuban-trained paramilitaries.
- 7. Poverty and deprivation became pervasive.
 - The ordinary man cannot afford one meal a day for his family

While these descending steps did not occur in any chronological order, their accumulated effect was strong enough to reduce the entire country to a state of utter destruction.

Descending Step No. 2 "the establishment of youth groups to terrorise" was in my opinion the most lethal, as the destructive skills that were inculcated during those years matured into a deadly art that was

unleashed during the rebel war years and for which women became the major victims.

2.3 Women's Voluntary and Involuntary involvement in the conflict

Women participated in the conflict in two categories:

- a. Women as Activists.
- b. Women as Victims.

2.3.1 Women as activists with the Potential for Voluntary involvement

The Sierra Leone Women's Movement (SLWM)

Organised women activism in Sierra Leone dates back to ten years before Independence in 1951, when the Sierra Leone Women's Movement SLWM was established by a group of women, led by a dynamic lady called Mabel Dove. This movement was a non-political representative organization, which aimed to: "Improve the status of all Sierra Leonean women whether born in the colony or in the protectorate, and to seek female representation on government bodies concerned with education, social welfare and the economy".¹⁹

The establishment of the Movement was a significant step for the development of unity among women at a time when historically the question of indigenous Sierra Leoneans and those whose ancestors were returned as freed slaves was beginning to emerge as an issue. This was the only pre-independent non-political national movement of women that was recognized as a mass-based organization that actively worked to bring the various ethnic groups within its ambit and promote a common national identity among Sierra Leonean women. Its broad based membership had numbered up to five thousand women by the time of independence.

¹⁹ For Di People Newspaper – 18th October 2005 article entitled From The TRC File "Status of women before the conflict" pg 3

The Young Women Christian Association (YWCA)

Soon after Independence in 1961, a Christian based women's Association was established with the primary aim of promoting education and Christian values among young women. This group established a vocational institution for girls who dropped out of school in 1961.

The Sierra Leone Association of University Women (SLAUW)

The Sierra Leone Association of University Women at its inception in 1976

"Agreed to have education as the nucleus to all other project activities, being that education was seen as the key to addressing issues of illiteracy overwork and poverty of the girl child."²⁰

The Women's Association for National Development (WAND)

Another women's organization, the Women's Association for National Development (WAND) was established in 1987. This was also a non-political movement established "to ensure the participation of women in all aspects of the life of the nation."²¹

The Sierra Leone Girl Guides Association

The Girl Guides Association has existed in Sierra Leone for decades. This association with its motto: "Be prepared" worked to instill in young girls and women a sense of propriety and activism.

At the onset of the war, women were indeed not prepared. At organizational level they were nominally weak, and many organizations figuratively speaking were dormant. However the organizational potential was there awaiting the catalytic effect of the war.

During the decade before the war, in the 1970's – 1980's a few other women's organizations emerged, but as some of them were established by wives of politicians, they fizzled out as fast as the politicians went off stage. e.g. The National Congress of Sierra Leone Women (NCSLW).

²⁰ Sierra Leone Association of University Women's Brochure 1995

²¹ For Di People Newspaper – Ibid pg 10.

2.3.2 Women as victims who became involved involuntarily in the crisis (Involuntary involvement)

While it is generally accepted that everyone who lived in Sierra Leone between 1990-2002 was a victim of war there is no doubt that women and children got the brunt of it as is usual in all conflict situations. Yet it is almost impossible to ascertain how many women were direct victims.

In an attempt to answer this question I carried out a personal research in April 1996 when the war was at its peak at one of the five internally displaced camps established around the outskirts of the capital city Freetown. The goal of the research was to establish for humanitarian assistance purposes, the number of females of childbearing age resident in the camp, and to find out the female/male ratio of displaced people in the camp.

Between March and May of 1996 the Grafton displaced camp established ten kilometers from the city center had an approximate internally displaced population of one thousand nine hundred and thirty two people.²²

The following research findings were revealing.²³

²² Interview with Mr. J.D.T. Barlatt – Grafton Village Headman – April 1996

²³ Research carried out by Ms. Christiana Thorpe – unpublished - April 1996

2.3.2a Women of childbearing age
at Grafton Displaced Camp
April 1996

No.	Name	No.	Name
1.	Fatmata Koroma	2	Tity Koroma
3.	Sallay Koroma	4	Marie Kamara
5.	Sitta Bangura	6	Aminata Koroma
7.	Umu Bangura	8	Adama Sesay
11.	Mabinty Conteh	12.	Marie Kanu
13.	Aminata Kamara	14	Adama Sesay
15.	Hawa Mansaray	16	Kadiatu Kallon
17.	Ramatu Bangura	18	Mamatu Bangura
19.	Gbessay Mansaray	20	Debora Mansaray
21.	Mabinty Kamara	22.	Nancy Kamara
23.	Hawantu Conteh	24	Isatu Mansaray
25.	Monday Conteh	26.	Koroma
27.	Serah Koroma	28	Safie Kargbo
29.	Kadiatu Kargbo	30.	Marie Kamara
31.	Amie Kargbo	32.	Isatu Kargbo
33.	Ramatu Pratt	34.	Muyu Turay
35.	Yeabu Bangura	36.	Mabinty Bangura
37.	Besie Conteh	38.	Eguma Bangura
39.	Yankan Kanu	40.	Adama Mansaray
41.	Yankan Kamara	42.	Safie Kamara
43.	Hawa Turay	44.	Adama Conteh
45.	Amie Conteh	46.	Gbessay Kargbo
47.	Amie Bangura	48.	Kadiatu Kanu
49.	Memunatu Kalokoh	50	Isatu Kalokoh
51.	Yeabu Kabia	52.	Kadiatu Kamara
53.	Marie Sesay	54.	Baby Koroma
55.	Iere Koroma	56.	Aminata Koroma
57.	Fatmata Kamara	58	Marie Mansaray
59.	Makapri Kargbo	60.	Marie Kamara
61.	Marie Kanu	62.	Isatu Kamara
63.	Bora Bangura	64.	Kadiatu Koroma
65.	Fatmata Barie	66.	Bakie Bangura
67.	Mabinty Mansaray	68.	Manga Kamara
69.	Aminata Conteh	70	Isatu Conteh
71.	Isatu Tholley	72	Hana Koroma
73.	Teneh Sesay	74	Kadiatu Mansaray

NO	NAMES	NO	NAMES
75.	Fattu Kamara	76.	Isatu Bangura
77.	Yenor Sesay	78.	Yenkeh Kamara
79.	Yeabu Conteh	80.	Ballu Conteh
81.	Marie Conteh	82.	Emma Sesay
83.	Kadiatu Kamara	84.	Kadiatu Mansaray
85.	Amie Koroma	86.	Manu Jalloh
87.	Hawa Kamara	88.	Adama Fofana
89.	Isatu Kamara	90.	Aminata Kargbo
91.	Isatu Kamara	92.	Amie Koroma
93.	Dorah Koroma	94.	Amie Kargbo
95.	Hana Banjai	96.	Sallay Kamara
97.	Isatu Falloh	98.	Fattu Mansaray
99.	Marie Bangura	100.	Hawa Kargbo
101.	Adama Sesay	102.	Amie Rogers
103.	Marie Conteh	104.	Gbessay Bangura
105.	Bintu Turay	106.	Amie Kendor
107.	Teneh Sulaiman	108.	Hawa Macavoray
109.	Christiana Sesay	110.	Isatu Bangura
111.	Yayu Kaikai	112.	Mamei Musa
113.	Jeneh Amara	114.	Aminata Kamara
115.	Sallaymatu Kamara	116.	Zainabu Kaikai
117.	Christiana Moijui	118.	Mamei Gbessay
119.	Iye Mewa	120.	Baby Samu
121.	Sama Kamara	122.	Augusta Fatoma
123.	Mary Bangali	124.	Iye Musa
125.	Marie Williams	126.	Mamei Muctaru
127.	Musu Kamanda	128.	Edna Samu
129.	Zibiatsu Konneh	130.	Jebbeh French
131.	Baby Yella	132.	Jenne Koroma
133.	Hassa A Sumana	134.	Tidandy Conteh
135.	Baalu Jah	136.	Mabel Katta
137.	Haja Dabor	138.	Mariam Kamara
139.	Josephine Kallon	140.	Josepine Sanoh
141.	Baalu Bawo	142.	Mariama Bockari
143.	Hawah Dabor	144.	Betty Jaya
145.	Adama Kuyatte	146.	Rosaline Sonay
147.	Baby Sheriff	148.	Sao Dabor
149.	Gladys Sgwe	150.	Teresa Mogula
151.	Jitta Macayoray	152.	Regina Alcie
153.	Hawah Anthony	154.	Betty Mansaray
155.	Agnes Jogbawa	156.	Margret Gbekpa
157.	Memuna John	158.	Bernadet Jusu
159.	Iye Koker	160.	Mammie Somseh

NO	NAMES	NO	NAMES
161	Mariama Gbessay	162	Isatta Konme
163	Isatta Kamara	164	Fatmata Simbo
165	Aminata Dabor	166	Margaret Moimba
167	Hawah Sheku	168	Musu Moiwo
169	Kene Gbekpa	170	Fatmata Kallon
171	Nancy Smart	172	Hawah Allen
173	Kadija Kamuray	174	Enneh Monsery
175	Marie Batarumon	176	Musu Kamara
177	Fatmata Kamara	178	Aminata Foday
179	Mamie Kawa	180	Masukala Kamara
181	Lukaitu Pokawa	182	Baalu Sallia
183	Sony Sheku	184	Isatu Musa
185	Bio Sambe	186	Musu Moseray
187	Aminata Kamara	188	Jenet Kamara
189	Mamie Daoda	190	Mariama Momoh
191	Iye Nyallay	192	Mariama Macavory
193	Aminata Coomber	194	Jestina Borbor
195	Jeneh Lansana	196	Massah Sannoh
197	Isata Sanfa	198	Fatmata Warateh
199	Tidankey Warateh	198	Mariama Kallon
201	Moinya Alpha	202	Vini Alpha
203	Baindu Alpha	204	Jamie Alpha
205	Francess Brima	206	Theresa T Sam
207	Mamei Koneh	208	Mamba F Batty
209	Majubu Koroma	210	Mamei Ansumana
211	Aminata Gborie	212	Jenneh Kobba
213	Amie Kpulum	214	Fatmata Sannoh
215	Agnes Brima	216	Satta Alpha
217	Amie John	218	Seinya Musa
219	Nancy Thomas	220	Hawa Mansaray
221	Baby Sheriff	222	Batty Mohamed
223	Jestina Tamba	224	Faty Ensah
225	Aiana Jusu	226	Sao Musa
227	Jebbeh Vandj	228	Alice Musa
229	Mamei Musa	230	Watta Sannoh
231	Katumu Koroma	232	Haji Samuu Rogers
233	Mamei Johnny	234	Mamei Lamin
235	Iye Tamba	236	Fatmata Peters
237	Mariama Sam	238	Hannah Massaquoi
239	Fatmatta Sesay	240	Sera Massaquoi
241	Isata Fatoma	242	Hawa Amara
243	Messie Rogers	244	Alice Kaikai
245	Margaret Kongor	246	Adama Sandi

NO	NAMES	NO	NAMES
247	Hawa Bundor	248	Kanie Tengbeh
249	Mamei Sanfa	250	Mamei Mansaray
251	Fatmata Bockarie	252	Mamei Yambasu
253	Mamei Macfoy	254	Isata Kamara
255	Regina Koroma	256	Kadiatu Mansaray
257	Mamei Momoh	258	Fatmata Abu
259	Olive Kallon	260	Adama Komba
261	Memuna Kamara	262	Memuna Warateh
263	Iye Warateh	264	Serah Kamara
265	Jeneba Koli	266	Hawa Turay
267	Tenneh Sheriff	268	Iye Sheriff
269	Mariama Kandeh	270	Memuna Sillah
271	Bainau Kowa	272	Jenneh Brima
273	Moinjama Bundor	274	Ngonya Vandi
275	Kula Komba	276	Baindu Bundeh
277	Adama Tamba	278	Alice Alieu
279	Moyatu Sengu	280	Memunatu Turay
281	Teneh Sheriff	282	Musu Moray Musa
283	Mabel Jusu	284	Kumba Fillie
285	Fatu Kamara	286	Kumba Tamba
287	Finda M. Kpkiwa	288	Fatmata Brima
289	Kumba Senesie	290	Isatu Foday
291	Mariatu Komba	292	Sia Sandi II
293	Kadiatu Ellie	294	Judith Yamba
295	Bondu Allieu	296	Kadiatu Turay
297	Kumba Cole	298	Martha Bayoh
299	Hawa Bayoph	300	Emma Kamara
301	Elizabeth Gborie	302	Margaret Sandi
303	Sia Yawai	304	Mamei Kai
305	Finda Tarawally	306	Theresa Gborie
307	Femusu Issa	308	Satu Boya
309	Sia Gbonda	310	Mamei Kai
311	Kumba Bona	312	Kumba Kanesie
313	Finda Tumoe	314	Fatmata Turay
315	Fatu Sankoh	316	Mamakoh Youswa
317	Sitta Foday	318	Sia Soko
319	Finda Nyandemoquee	320	Kumba Keimbay
321	Sia Senessie	322	Hawa Yambasu
323	Finda Nyalom	324	Kumba Kanesie
325	Hanna Foyoh	326	Sia Maya
327	Fatmata Koroma	328	Amie Sheriff
329	Hawa Kuyateh	330	Umu Kurn
331	Marian Ngaoja	332	Marie Lahai

NO	NAMES	NO	NAMES
333	Ngobu Morsay	334	Finda Mondeh
335	Sia Tamba	336	Hawa Dauda
337	Ellie Ansu	338	Mariama Falla
339	Amie Moiwa	340	Femusu Brima
341	Sia Morsay	342	Satta Bowah
343	Tity Aruna	344	Kanko Kamara
345	Kumb Sam	346	Amie Komba
347	Musu Tamba	348	Rebecca Bockarie
349	Kadiatu Lahai	350	Kumba Filloh
351	Christiana Yowai	352	Sia Sandi I
353	Sia Mondeh	354	Agnes Brima
355	Sylvia Bull	356	Finda Posuwa
357	Finda Sandi	358	Kumba Jimmy
359	Ema Kamara	360	Finda Lamin
361	Bondu Kaiwandi	362	Kadiatu Ellie
363	Sia Gbonda	364	Kumba Tondoneh
365	Jeneba Tondoneh	366	Fatmata Kainessie
367	Yatta Vandy	368	Hawah Koroma
369	Miatta Fofanah	370	Hawa Sonnie
371	Margaret Abu	372	Nuyatta Sandy
373	Mildred Mengor	374	Fatmata Kpatewah
375	Jeneba Fabai	376	Emilyn Gamanga
377	Amie Kamara	378	Mary Kpuluhun
379	Agnes Lappia	380	Mary Lappia
381	Amie Mambu	382	Neneh Sama
383	Alice Francis	384	Mabinty Koroma
385	Theresa Sam	386	Amie Alfred
387	Mattu Kamara	388	Hawa Swarray
389	Battu Kpaka	390	Mabinty Kamara
391	Jeneba Koroma	392	Hawa Fabai II
393	Musu Baimba	394	Musu Pessima
395	Doris Quee	396	Kadiatu Sesay
397	Lucia Kamara	398	Miatta Kamara
399	Musu Mansaray	400	Theresa Bindi
401	Hawa Bockarie	402	Miatta Bewie
403	Amie Bao	404	Amie Sheriff
405	Hawah Sheriff	406	Battu Mohammed
407	Battu Brima	408	Hawa Kenneh
409	Baindu Kaikai	410	Lucia Prince
411	Mary Sulaiman	412	Kadiatu Aruna
413	Mariama Suma	414	Wadia Thomas
415	Massh Sandi	416	Esther Lappia
417	Jenneh Lappia	418	Massah Lappia

NO	NAMES	NO	NAMES
419	Tiangay Kallon	420	Amie Amara
421	Hannah Kandeh	422	Assie Benjoa
423	Baindu Konneh	424	Katumu Kamara
425	Fatmatta Kallon	426	Mariama Lassie
427	Hawa Johnny	428	Mamahawa Siaka
429	Naangorama Kabbia	430	Mamie Morovia
431	Mansah Kamara	432	Fatmata Gassimu
433	Agnes Daboh	434	Agnes Mambu
435	Margarette Lusenie	436	Kaday Wilfred
437	Katumu Soriba	438	Fatmata Kpatewa
439	Hawa Sama	440	Neima Abu
441	Amie Kallon	442	Theresa Alfred
443	Fatmata Turay	444	Fredrica Sesay
445	Susan Lappia	446	Kadiatu Lappia
447	Baby Kanu	448	Lizie Charles
449	Mariatu Brima	450	Margarette Charlley
451	Theresa Kallon	452	Sallay Sheriff
453	Fatmata Kamara	454	Mariama Kamara
455	Mamie Sama	456	Fatmata Faley
457	Mary Keimoh	458	Haja Rukiatu Kemokai
459	Haja Massah Wundu	460	Josephine Mansaray
461	Kadiatu Kpaka	462	Tiage Sesay
463	Mariama Sheriff	464	Massah Wundu
465	Isata Sesay	466	Mamie Sheriff
467	Fatmata Kamara II	468	Mammie Sama
469	Jeneba Sowa	470	Katumu Massaquoi
471	Kula Sesay	472	Musu Koroma
473	Katumu Koroma I	474	Betty Keimeh
475	Amie Sheriff	476	Mammie Kamara
477	Mammie Yaama	478	Hawah Sesay
479	Jacita Sesay	480	Kadie Koroma
481	Fatmata Kamara II	482	Yatta Turay
483	Abie Sheriff	484	Esther Momoh
485	Sunah Conteh	486	Lucy Kallon
487	Aminata Koroma I	488	Hawa Sandai
489	Cecilia Massaquoi	490	Nancy Mahuloi
491	Betty Kpaka I	492	Katumu Kamara
493	Wuya Kpaka	494	Binti Kamara
495	Haja Jenneh Kallon	496	Marian Williams
497	Jeneba Kposowa	498	Aminata Samah
499	Mariama Sandai	500	Betty Sheku
501	Massah Kamara	502	Amie Koroma II
503	Katumu Koroma	504	Jenneh Keigo

NO	NAMES	NO	NAMES
505	Kaday Mansaray	506	Yatta Tucker
507	Jebbeh Kamara	508	Mojjama Taluita
509	Mariama Gembeh	510	Mammie Sandy
511	Miatta Kamara	512	Jeneba Faba
513	Fatamata Koroma	514	Husinatu Feika
515	Regina Koroma	516	Mariam Sesay
517	Fatmata B. Sheriff	518	Hawa Sheriff
519	Jebbeh Mansaray	520	Kadie Mansaray
521	Betty Kallon	522	Mammie Sannoh
523	Sallay Sundai	524	Massah Koroma
525	Kadie Rogers	526	Juma Massaquoi
527	Mariama Kawa	528	Yatu Rogers
529	Aminata Koroma II	530	Mariama Koroma
531	Sallay Dauda	532	Jebbeh Sheriff
533	Massah Hassan	534	Isata Kattah
535	Umu Kattah	536	Fatmata S. Koroma
537	Wuya Borbor	538	Mamie Koroma
539	Sao Pabai	540	Kadie Jah
541	Fatmata Kabba	542	Memuna Kamara
543	Mahawa Fornah	544	M'ballu Kamara
545	Kanie Koroma	546	Nakoloneh Sesay
547	Mabinty Kamara	548	Isatu Sesay
549	Mabinty Kamara	550	Isatu Kanu
551	Mabinty Kamara	552	Asanatu Koroma
553	Ya Kaday Kamara	554	Iye Kamara
555	Mabinty Kamara	556	Ya Yainka Kabia
557	Gbessay Kamara	558	M'balu Kamara
559	Fatu Bangura	560	Hawanatu Forna
561	Memuna P. Koeh	562	Fannie Thollie
563	Adama Bangura	564	Kadiatu Kanu
565	Fatu Kamara	566	Yeabu Kamara
567	Hawa Kamara	568	Ya Sampa Kanu
569	Sallay Bangura	570	Ya Hawa Fornah
571	Isatu Sesay	572	Baby Fornah
573	Marian Turay	574	Mabinty Bangura
575	Ramatu Sesay	576	Yabom Komeh
577	Kadiatu Kamara	578	Yallu Kanu
579	Amie Sesay	580	Adama Conteh
581	Mariatu Koroma	582	Ya Bonrifa Turay
583	Memuna Sesay	584	Ya-May Puray
585	Ya-Marie Kamara	586	Kadiatu Sesay
587	Ya-Iye Barbar	588	Isatu Koroma
589	Ya Sallay Kanu	590	Ya-Iye Conteh

NO	NAMES	NO	NAMES
591	Safie Sankoh	592	Hawa Kamara
593	Abie Fornah	594	Mariatu Kamara
595	Kaday Bangura	596	Mabinty Bangura
597	Ramatu Sankoh	598	Baromie Thollie
599	Kadiatu Kanu	600	Isatu Kamara
601	Marie Kanu	602	Macia Kanu
603	Ya-Mbalu Kanu	604	Kaday Kanu
605	Ramatu Sesay	606	Aminata Kargbo
607	Aminata Fofana	608	Iye Fullah
609	Iye Kamara	610	Yeabu Bangura
611	Iye Sesay	612	Mamusu Bangura
613	Mabinty Bangura	614	Tity Bangura
615	Amie Tholley	616	Serah B. Kamara
617	Aminata Koroma	618	Isatu Black Kamara
619	Nandewa Conteh	620	Asanatu Sesay
621	Kadiatu Mansaray	622	Fatmata Kamara
623	Ya-Morla Sesay	624	Yeabu Koroma
625	Baby Koroma	626	Marie Fofana
627	Kadiatu Kamara	628	Adamsay Koroma
629	Ramatu Kanu	630	Ya-Makapri Kanu
631	Adama Conteh	632	Hanna Koroma
633	Fatmata Kargbo	634	Fatmata Mansaray
635	Senna Sesay	636	Mesie Kamara
637	Isata Bangalie	638	Serah Gbappi
639	Musu Kana	640	Mamusu Bangura
641	Adama Koroma	642	Dane Bangura
643	Miatta Sanye	644	Aminata Bangura
645	Kadiatu Sesay	646	Yeabu Sesay
647	Janet Williams	648	Mabinty Bansay
649	Marie Sesay I	650	Marie Sesay II
651	Hawa Kamara	652	Alice George 667
653	Alice George	654	Adama Koroma
655	Ndaneh Bangura	656	Marie Kamara I
657	Marie Kamara II	658	Yeabu Mansaray
659	Kadie Kargbo	660	Dukoh George
661	Kadiatu Tarawalley	662	Marie Kamara
663	Kadiatu Sesay	664	Adama Fofana
665	Nancy Turay	666	Fatu Sesay
667	Hanna Mansaray	668	Marian Fornah
669	Amie Kanu	670	Challote Brewa
671	Beadu kamara	672	Theresa Sumbo
673	Margaret Fullah	674	Alimatu Koroma
675	Augusta Kamara	676	Isatu Kafla

NO	NAMES	NO	NAMES
677	Isata Moriba	678	Jadya Fofanah
679	Iye Wai	680	Patricia Manne
681	Baby Songu	682	Kadiatu Turay
683	Ashmela Kamara	683	Ramatu Kamara
684	Hawa Tunkara	685	Margaret Bunting
686	Marie Kamara	687	Sonnie Bangura
688	Ramatu Bangura	689	Kadiatu Bangura
690	Marian Turay	691	Adeline Kamara
692	Selian Briama	693	Fatmata Turay
694	Iye Mansaray	695	Fatu Mansaray
696	Mamei Koroma	697	Daka Koroma
698	Sadiatu Koroma	699	Nancy Sesay
700	Marie M. Koroma	701	Adama Mansaray
702	Mariatu Mansaray	703	Agnes Kawa
704	Mariatu Kamara	705	Massa Sankoh
706	Fatmata Sesay	707	Salimatu Sheriff
708	Fatmata Kanlara	709	Mamei Massaquoi
710	Mamei Kpaka	711	Fatmata Kamara
712	Gbassay Jalloh	713	Fatu Kargbo
714	Musu James	715	Hawa Ismole
716	Isatu Komokai	717	Mary Sesay
718	Baby Sumbo	719	Jilo Brima
720	Margaret Pessima	721	Margaret Taylor
722	Iye Gbla	723	Theresa Thomas
724	Nancy Kombay	725	Musu Kanu
726	Marie Koroma	727	Salimatu Bangura
728	Frances M. Kamara	729	Mariama Massaquoi
730	Fatmata Fatoma	731	Isatu Musa
732	Katumu Massaquoi	733	Aminata Voonu
734	Massa Voonu	735	Hawah Koroma
736	Mary Jabbie	737	Batu Voonu
738	Fatmata Mansaray	739	Rachel Daboh
740	Adama Bockarie	741	Baby Villa
742	Hawa Kuyateh	743	Adama Fatoma
744	Agnes Koroma	745	Regina Koroma
746	Kadiatu Kallon	747	Helen Furnah
748	Mariam Fatorma	749	Christiana Caulker
750	Esther Gboko	751	Yatta Samah
752	Elizabeth Momoh	753	Janet M. Tucker
754	Haja Koroma	755	Abigail Challey
756	Boima Mbossa I	757	Boima Mbossa II
758	Nenneh Senesie	759	Josephine Sumah
760	Hawa Bay	761	Agnes Foray

NO	NAMES	NO	NAMES
762	Fatmata Musa	763	Mariama Jabbie
764	Salmatu Bah	765	Hawa Fatorma
766	Salamatu Koroma	767	Mary Swarray
768	Mary Steven	769	Rebecca Kamara
770	Debora Steven	771	Haja Kamara
772	Abie Kamara	773	Mariam Koker
774	Narsu Momoh	775	Frances Caulker
776	Lucy Moseray	777	Yenge Moseray
778	Mamie Mansaray	779	Jenneh Moseray
780	Komina Mattia	781	Mariam Momoh
782	Kadiatu Momoh	7832	Magdalene Koroma
784	Lucia Koroma	785	Boimah Kpana
786	Fattu Yambasu	787	Nyanda Yambasu
788	Fattu Yambasu	789	Nyanda Yambasu
790	Jeneba Moseray	791	Martha Moseray
792	Rebecca Amara	793	Massah Abu
794	Hawa Kpanabom	795	Kemah Kpanabom
796	Yema Kpanabom	797	Mariam Sheriff
798	Omu Kamara	799	Kadiatu Beabiteh
800	Mariama Beabiteh	801	Musu Buya
802	Isatta Mudiama	803	Isatu Ansumana
804	Isatta Gatowah	805	Seibatu Moriba
806	Marian Johnson	807	Mariama Jusu
808	Yahaya Sormana	809	Betty Sormana
810	Rosetta King	811	Henrietta King
812	Margaret Gbonma	813	Hennie Kaiya
814	Ya Amie Conteh	815	Mainbtyu Thoroka
816	Sallay Kamara	817	Fatmata Tarawallie
818	Fatu Koroma	819	Marie Turay
820	Bomkapri Sesay	821	Iye Dawo
822	Mabinty Thollie	823	Fatu Bangura
824	Posseh Kamara	825	Hawa Kanu
826	Sampa Turay	827	Mballu Sesay
828	Yelleh Kommeh	829	Sampa Conteh
830	Rugiatu Sesay	831	Fatmata Kamara II
832	Bomkapri Fullah	833	Fatmata Kamara I
834	Iye Bangura	835	Amina Conteh
836	Sallay Kanu	837	Isatu Sesay
838	Fatu Kamara	839	Iye Fullah
840	Kaday Conteh	841	Salamatu Kanu
842	Fatmata Kargbo	843	Adama Sesay
844	Marie Conteh	845	Adama Kamara
846	Rugiatu Conteh	847	Hawah Sesay

No	Names	No	Names
848	Hawah Thorakah	849	Amina Sesay
850	Mabinty Bangura	8541	Emma Conteh
852	Fatu Kamara	853	Sallay Fornah
854	Mabinty Gbla	855	Fatu Fornah
856	Fatmata Koroma	857	Mamie Kamara
858	Mahawa Sesay	859	Adama Kamara
860	Ramatu Bangura	861	Ramatu Kargbo
862	Marie Kamara	863	Adama Sankoh
864	Kadiatu Gbla	865	Kadiatu Kamara
866	Aminata Kabba	867	Ya Iye Turay
868	Mabinty Tholley	869	Fatmata Sankoh
870	Amie Bundu	871	Iye Kanu
872	Musu Sankoh	873	Adama Kamara
874	Digba Bangura	875	Warrah Bangura
876	Fatu Kamara	877	Mabinty Turay
878	Fatu Conteh	879	Kadiatu Sesay
880	Isatu Sesay	881	Hawah Sesay
882	Mabinty Koroma	883	Marie Kamara
884	Fatu Conteh	885	Seneh Kamara
886	Fatmata Gbla	887	Sampa Kanu
888	Mabinty Kargbo	889	Memuna Conteh
890	Ramatu Sesay	891	Kadiatu Mansaray
892	Sallay Kamara	893	Musu Sankoh
894	Kadiatu Bangura	895	Ya Iye Sesay
896	Kadiatu Bia	897	Amie Sheriff
898	Marie Kanu	899	Musu Johnson
900	Mrs. Mabel Sourie	901	Mrs. Annie F. Kawa
902	Sia Yomba Koineh	903	Marie Foray Momoh
904	Fatmata Sourie	905	Fatu Sourie
906	Hannah Dabvunde	907	Juliet Dabune

Table 5

2.3.2b **National Displaced Camp Grafton –
Names of Pregnant Women
April 1996**

NO	NAMES	NO	NAMES
1	Isatu Sesay	2	Isatu Kanu
3	Aminata Kargbo	4	Fatmata Sesay
5	Hawa Kanu	6	Aminata Kamara
7	Mariama Kamara	8	Adamsay Kamara
9	Mariatu Kanu	10	Hawa Kanu
11	Memuna Conteh	12	Kadiatu Bangura
13	Isatu Sesay	14	Isatu Koroma
15	Sallay Kargbo	16	Fatmata Sesay
17	Fatu kamara	18	Mariama Sheriff
19	Kadiatu Kpaka	20	Tidankay Sesay
21	Sarah Massaquoi	22	Marie Momoh
23	Agnes Brima	24	Tity Mansaray
25	Isatu Baryoh	26	Isatu Moigula
27	Mamie Koroma	28	Komeh Barie
29	Mamie Kpaka	30	Ijatu Nyande
31	Musu Pessima	32	Dorie Quee
33	Battu Brima	34	Miatta Kamara
35	Musu Mansaray	36	Theresa Bindi
37	Hawa Bockarie	38	Amie Mambu
39	Miatta Bewie	40	Miatta Fofana
41	Amie Bao	42	Juliana Koroma
43	Amie Sheriff	44	Hawa Sheriff
45	BattuMohamed	46	Fatmata Sesay
47	Salimatu Sheriff	48	Fatmata Koroma
49	Mamie Massaquoi	50	Kanko Kamara
51	Kumba Sam	52	Amie Komba
53	Kumba Filloh	54	Musu Tamba

Table 6

2.3.2c National Displaced Camp – Grafton

Names of Widows April 1996

NO	NAMES	No of Chrn	NO	NAMES	No. of Chrn
1.	Doris Quee	4	2	Martha Teika	2
3.	Hawa Sonnie	2	4	Batty Brima	2
5	Wuyatta S. Nyambe	2	6	Madam Sia Morsay	3
7	Kumba Bona	3	8	Kumba Torto	3
9	Kadiatu Ellie	2	10	Elizabeth Koi	2
11	Digba Koroma	3	12	Kadiatu Sesay	3
13	Kadiatu Conteh	2	14	Fatu Bangura	3
15	Zainab Koroma	3	16	Mamie S. Sheriff	5
17	Fatamata Kamara	6	18	Mariama Kamara	4
19	Mamie Sama	3	20	Fatmata Falley	5
21	Regina Allie	6	22	Tidanday Conteh	4
23	Haja Thomas	5	24	M argaret Gbekpa	6
25	Fatu Ansumana	5	26	Fatmata Turay	6
27	Iye Mansaray	4	28	Mamie Koroma	5
29	Daka Koroma	3	30	Jenneh Kabba	5
31	Therisa Sam	6	32	Aminata Coomber	5
33	Massa Boya	4	34	Katumu Koroma	7
35	Jestina Tgamba	7	36	Memuna Kamara	5
37	Sally Bangura	4	38	Yellie Kanu	3
39	Ramatu Kamara	2	40	Kadiatu Kanu	3
41	Isatu Kamara	2	42	Mabinty Bangura	2
43	Hawa Kamara	1	44	Mabinty Kamara	3
45	Nancy Kamara	4	46	Hawanatu Conteh	3
47	AmieKabba	3	48	Isatu Mansaray	4
49	Monday Conteh	5	50	Judith Yamba	1
51	Fatu Kamara	2	52	Bora Bangura	2

Table 7

2.3.2d

National Displaced Camp – Grafton

Women Past Child-bearing Age

April 1996

No.	Name	Age	No.	Name	Age
1.	Marie Lahai	50	2	Sia Soko	48
3.	Finda Nyandemoquee	45	4	Sia Senesie	60
5.	Nnie Moiwo	65	6	Sia Sandy I	45
7.	Finda Nyaloma	60	8	Kumba Kembay	58
11.	Soko Gando	64	12.	Bintu Koroma	52
13.	Hawa Dauda	54	14	Tity Aruna	56
15.	Mattu Allieu	51	16	Sia Jusu	53
17.	Lucy Mackieu	48	18	Musu Johson	46
19.	Sia Sorie	60	20	Musu Kamara	71
21.	Hannah Koroma	50	22.	Fatmata Kargbo	58
23.	Fatmata Mansaray	60	24	Sinnah Sesay	64
25.	Messie Koroma	60	26.	Isata Bangali	61
27.	Sarah Gbapi	64	28	Musu Kanu	60
29.	Manwen Bangura	58	30.	Adama Koroma	64
31.	Dane Bangura	62	32.	Miatta Sanye	60
33.	Aminata Bangura	61	34.	Kadiatu Sesay	64
35.	Yeabu Sesay	68	36.	Janet Williams	65
37.	Mabinty Bansay	60	38.	Marie Sesay I	59
39.	Marie Sesay II	57	40.	Marie Sesay III	55
41.	Hawa Kamara	60	42.	Alice George	63
43.	Adama Koroma	64	44.	Ndaneh Bangura	78
45.	Marie Kamara	68	46.	Marie Kamara I	70
47.	Yeabu Mansaray	68	48.	Kadie Kargbo	70
49.	Dukoh George	68	50	Kadiatu Tarawally	65
51.	Ramatu Sesay	50	52.	Isatu B.S. Kargbo	52
53.	Fatmata Tunkara	50	54.	Fatmata Sankoh	50
55.	Yeanoh Turay	51	56.	Marie Kanu	48
57.	Isatu Fullah	57	58	Fatu Kamara	63
59.	Sampa Conteh	64	60.	Kaday Bangura	64
61.	Sampa Bangura	62	62.	Iye Bangura	52
63.	Ya Sampa Bangura	70	64.	Sinnah Kamara	60
65.	Iye Kanu	80	66.	Ramatu Koroma	62
67.	Amie Bangura	45	68.	Fatu Koroma	62
69.	Kadiatu Kamara	59	70	Iye Bangura	46

NO	NAMES	NO	NAMES	NO	NAMES
71.	Warrah Bangura	82	72	Kadiatu Kamara	73
73.	Ya-Iye Sesay	50	74	Annie Conteh Mamoi	60
75.	Kadiatu Kamara	60	76.	Digba Koroma	45
77.	Amie Bundu	62	78.	Mabinty Sesay	4 7
79.	Yeabu Kargbo	67	80.	Ya-Dama Kamara	72
81.	Mabinty Koroma	69	82.	Iye Kanu	49
83.	Amie Kanu	56	84.	Mamasu Kamara	70
85.	Sallay Kamara	51	86.	Mabinty Tontonka	80
87.	Mmah Kamara	53	88.	Marie Kanu II	50
89.	Yeama Bangura	60	90.	Mabinty Thullah	63
91.	Hawa Sesay	50	92.	Ya Posseh Kamara	85
93.	Digba Bangura	70	94.	Musu Sankoh	50
95.	Bonkaprr Sesay	64	96.	Marie Kanu	53
97.	Kadiatu Tholley	70	98.	Adama Sesay	66
99.	Kadiatu Kamara	51	100	Kadiatu Conteh	50
101	Musu Bundu	71	102.	Uma Fatu Kamara	60
103	Fatu Conteh	64	104	Mamie Kamara	71
105	Salay Koroma	60	106.	Haja Massa Wundu	60
107	Isata Sesay	60	108.	Mamie S. Sheriff	50
109	Fatmata Kamara	55	110.	Mamie Sama	50
111	Fatmata Fallay	50	112	Katumu Massaquoi	50
113	Kula Sesay	54	114.	Musu Koroma	54
115	Katumu Koroma	50	116.	Betty Keimo	45
117	Mariama Kamara	60	118.	Mamie Yama	55
119	Hawa Sesay	45	120.	Jasta Sesay	50
121	Kadie Koroma	55	122.	Fatamata Kamara II	50
123	Yatta Turay	60	124.	Haja Rugiatu Kemokai	55
125	Marrie Keimoh	55	126.	Aminata Kargbo	45
127	Marie Conteh	48	128.	Gbesay Bangura	50
129	Kadie Voonu	48	130.	Hannah Sannoh	50
131	Tenneh Conteh	58	132.	Mariama Assie	65
133	Mariama Gbessay	55	134	Fatmata Kamara I	51
135	Saama Kamara	53	136	Mary Gboko	54
137	Amie Kendoh	50	138	Mariama Dabo	58
139	Aminata Siveley	47	140	Martha F. Kai	58
141	Yeawa Samba	90	142	Hawa Kama Sallu	86
143	Mama Musu Kposuwa	49	144	Iye Nyala	50
145	Hannah Charles	60	146	Baindu Duwai	58
147	Zainab Kaikai	55	148	Wadia Sam Nyande	55
149	Kadie Koroma	50	150	Madam Mabel katta	56
151	Fatmata Rogers	55	152	Madie Musa	63

NO	NAMES	NO	NAMES	NO	NAMES
153	Mojjama Feika	60	154	Mbalu Kabba	50
155	Mamie Williams	50	156	Mamie Tshombi	55
157	Mary Bindi	78	158	Fatmata Kallon	55
159	Jeneba Sowa	75	160	Mayeni Mansaray	60
161	Fatu Amara	70	162	Gbessay Sundufu	60
163	Mamie Muctarr	45	164	Isatu Bonguroh	58
165	Boi Sabe	45	166	Esther Momoh	55
167	Tenneh Sulaiman	55	168	Maddie Fogbawa	90
169	Mamie Ansumana	58	170	Rugiatu Swaray	45
171	Fatmata I. Sheriff	60	172	Musu Ansumana	60
173	Eva Quee	50	174	Fatmata Jalloh	49
175	Mariatu Kamara	60	176	Haja Isatu Khan	50
177	Hannah Kande	45	178	Amie Amara	56
179	Massa Lappia	54	180	Kadiatu Kpana	45
181	Waddia Thomas	57	182	Mamawa Siak	65
183	Satta Ndawa	55	184	Hawa Farma	52
185	Esther Lappia	56	186	Fatmata Kallon	48
187	Assie Bejua	70	188	Musu Tucker	50
189	Mariama Young	45	190	Fatmata Kamara	45
191	Wuyia Koroma	48	192	Sallay Kanu	50
193	Yabom Kamara	45	194	Marie Fullah	50
195	Isatu Koroma	50	196	Mabinty Kamara	50
197	Fatu Kamara	60	198	Makolone Sesay	60
199	Hawa Sesay	50	200	Mariama Kanu	55
201	Kadiatu Sesay	60	202	Iye Conteh	60
203	Adama Turay	45	204	Oya Forna	45
205	Isatu Conteh	60	206	Iye Sesay	65
207	Amie Sesay	45	208	Ya Mawa Sesay	56
209	Mamie Kanu	55	210	Marie Bangura	55
211	Adama Kamara	50	212	Adama Bangura	60
213	Yeabu ConteH	45	214	Baronie Thorley	60
215	Ya Kadiatu Kanu	48	216	Iye Conteh	50
217	Iye Babar	45	218	Amie Forna	45
219	Kadiatu Kamara	45	220	Amie Kanu	60
221	Makaprr Kanu	45	222	Foday Kanu	50
223	Adama Conteh	65	224	Sampa Thorley	45
225	Koloneh Sesay	45	226	Ginna Lansana	70
227	Hawa Amara	65	228	Tidankay Warateh	45
229	Nancy Sheriff	65	230	Hawa Mansaray	50
231	Massoh Sannoh	55	232	Fatmata Batty	66
233	Mamie Ansumana	60	234	Debora Mansaray	45
235	Mabinty Kamara	50	236	Nancy Kamara	50
237	Hawanatu Conteh	62	238	Isatu Mansaray	50

NO	NAMES	Age	NO	NAMES	Age
239	Monday Conteh	50	240	Kia Koroma	48
241	Sinnah Koroma	49	242	Saffie Kargbo	51
243	Kadiatu Kargbo	50	244	Marie Kamara	60
245	Ramatu Pratt	48	246	Muyu Turay	50
247	Bassie Sesay	50	248	E'gima Bangura	50
249	Yenken Kanu	60	250	Memuna Kalokoh	70
251	Isatu Kabia	55	252	Mabinty Kargbo	45
253	Jeneba Tondoneh	52	254.	Kumba Tondoneh	55

Table 8

2.3.2e National Displaced Camp – Grafton

Names of Children 0 – 5 years

April 1996

No	Name	Age	Sex	No.	Name	Age	Sex
1.	Mary Mansaray	7mths	F	2	Sia Kwami	8mths	F
3.	Sia Fayai	2mths	F	4	Aminata Jimmy	1 ½ mths	F
5.	Yusufu Lebbie	13mths	M	6	Santigie Sesay	1yr	M
7.	Fanta James	1 ½ yrs	M	8	Fannie Labai	4mths	F
11.	Komba Sumana	1 ½ mths	M	12.	Phebian Monde	1 ½ yrs	F
13.	Amie Posuwa	6mths	F	14	Junior Issa	1yr	M
15.	Adama Matia	1yr	F	16	Finda Lebbie	3mths	F
17.	Brima Sesay	6mths	M	18	Hannah Lahai	6mths	F
19.	Emmanuel Jusu	1 ½ yrs	M	20	Allie Fayai	6mths	M
21.	Hawa Fonah	8mths	F	22.	Foday Moiwo	1 ½ yrs	M
23.	Emmanuel James	3mths	M	24	Agnes Gbanie	1yr	F
25.	Naa Momoh	6mths	F	26.	Sahr Nyake	1 ½ yrs	M
27.	Tamba Monde	3mths	M	28	Tamba Tengbe	1 ½ mths	M
29.	Sia Kornya	1yr	F	30.	Binta Missah	4mths	F
31.	Komba Gborie	1yr	M	32.	Sia Koi	1 ½ yrs	F
33.	Tamba Yamba	5mths	M	34.	Finda Karimu	4mths	F
35.	Adama Kamara	1 ½ yrs	F	36.	Daniel Komba	1 ½ yrs	M
37.	Sia Daniel	6mths	F	38.	Yei Johnbull	9mths	F
39.	Tamba Samoe	6mths	F	40.	Mohamed Koroma	1 ½ yrs	M
41.	Betty Brima	3mths	F	42.	Fatamata Koroma	1 ½ yrs	F
43.	Bondu Fonoh	10mths	F	44.	Tenneh Bah	8mths	F
45.	Daniel Filloh	1 ½ yrs	M	46.	Sia Gbenda	6mths	F
47.	Gbongor Sesay	1 ½ yrs	F	48.	Karimu Fayai	1 ½ yrs	M
49.	Abibatu Sankoh	1yr	F	50	Adel Kawandi	1yr	M
51.	Yei Morsay	1 ½ yrs	F	52.	Sahr Morsay	5mths	M
53.	Sia Gborie	10mths	F	54.	Fanta Sankoh	1yr	F
55.	Yei Gborie	1 ½ yrs	F	56.	Zainabu Sannoh	11mths	F

No	Name	Age	Sex	No.	Name	Age	Sex
57.	Sahr Kaikai	3mths	M	58	Sahr Komba	1 ½ mths	M
59.	Fatu Kamara	3yrs	F	60.	Mabinty Kanu	5yrs	F
61.	Kadiatu Konneh	3yrs	F	62.	Abu Bakar Kamara	5yrs	M
63.	Moses Serry II	5yrs	M	64.	Brima Koroma	3yrs	M
65.	Mohamed M. Kanu	3yrs	M	66.	Manteneh Kamara	5yrs	F
67.	Jariatu A. Conteh	3yrs	F	68.	Amie A. Conteh	3yrs	F
69.	Kadiatu Kamara	5yrs	F	70	Isatu Kamara	4yrs	F
71.	Adamsay Conteh	5yrs	F	72	Zainab Conteh	4yrs	F
73.	Alfred Kamara	3yrs	M	74	Amie Kanu	3yrs	F
75.	Mariya Bangura	3yrs	F	76.	Samuel Koroma	5yrs	M
77.	Abass Koroma	4yrs	M	78.	Abu Kamara	3yrs	M
79.	Alimamy Turay	5yrs	M	80.	Salamatu Bangura	5yrs	F
81.	James Sankoh	5yrs	M	82.	Alpha Koroma	5yrs	M
83.	Isatu Kamara	3yrs	F	84.	Adamsay Kamara	3yrs	F
85.	Gibrilla Kamara	3yrs	M	86.	Sullay Mansaray	3yrs	M
87.	Fatmata Gbla	3yrs	M	88.	Foday Kamara	5yrs	M
89.	Kadiatu Sesay	5yrs	F	90.	Adama Sillay	4yrs	F
91.	Assanatu Kargbo	4yrs	F	92.	Marie Kargbo	4yrs	F
93.	Fatmata M. Kanu	5yrs	F	94.	Mohamed Kanu	3yrs	M
95.	Abdulai Sesay	3yrs	M	96.	Saidu Kamara	5yrs	M
97.	Foday Sesay	4yrs	M	98.	Alpha Sesay	5yrs	M
99.	Adamu Sesay	4yrs	F	100	Emmanuel E. Bangura	4yrs	M
101	Kadiatu Bangura	5yrs	F	102.	Hawanatu Bangura	5yrs	F
103	Allieu Bangura	5yrs	M	104	Gbassay Kanu	5yrs	F
105	Lamin Simbo	8mths	M	106.	Fatmata Kpaka	1 ½ yrs	F
107	Jinnah Gamanga	2yrs	F	108.	Sao Gamanga	2yrs	M
109	Doris Konteh	7mths	F	110.	Mohamed Dumbuya	2yrs	M
111	Fatmata Fofanah	11mths	F	112	Baby Alfred	1mths	M
113	Betty Turay	1 ½ yrs	F	114.	Isatu Sesay	2yrs	F
115	Ahmed Senesie	2mths	M	116.	Tejan Lappia	7mths	M
117	Mamie Mansaray	5yrs	F	118.	Abdul Konneh	5yrs	M
119	Madiyia Sandy	5yrs	M	120.	Alfred Sengalu	5yrs	M
121	Moses Pessima	5yrs	M	122.	Sam Pessima	5yrs	M
123	Nurse Koroma	5yrs	F	124.	Gbassay Brima	5yrs	M
125	Bockarie Brima	4yrs	M	126.	Martha Brima	3yrs	F
127	Tommy Nyambe	5yrs	M	128.	Sam Sama Menjor	5yrs	M
129	Bintu Fabai	5yrs	F	130.	Wuyia Nabieu	5yrs	M

No	Name	Age	Sex	No.	Name	Age	Sex
131	Feimata Kande	5yrs	M	132.	Isata Gamanga	5yrs	F
133	Musa Kamara	5yrs	M	134	Sullay Kamara	5yrs	M
135	Celina Senge	5yrs	F	136	Mamadu ASankoh	5yrs	M
137	Kadiatu Gassama	5yrs	F	138	Marie Bangura	5yrs	F
139	Abdul Koroma	5yrs	M	140	Fatmata Kamara I	5yrs	F
141	Fatmata Sesay	5yrs	F	142	Fatmata Brima	5yrs	F
143	Albert Renner	5yrs	M	144	Mohamed Koroma	5yrs	F
145	Fatu Mansaray	5yrs	F	146	Alusine Sesay	5yrs	M
147	Adamsay Kallon	5yrs	F	148	Alusine Sesay	5yrs	M
149	Bundu Kanu	5yrs	F	150	Fatmata Kamara II	5yrs	F
151	Mariatu Kargbo	5yrs	F	152	Mohamed Kamara	5yrs	M
153	Jariatu Mansaray	5yrs	F	154	Sallamatu Kargbo	5yrs	F
155	Salloh Kamara	5yrs	M	156	Tamba Petiqoi	5yrs	M
157	Isatu Yambasu	5yrs	F	158	Musu Koroma	5yrs	F
159	Hassan Tamba	5yrs	M	160	Komba Kaiwandi	5yrs	M
161	Kai Kaiwandi	4yrs	M	162	Hannah Saffa	5yrs	F
163	Tamba Yorpoi	5yrs	M	164	Abu Bakarr Cole	5yrs	M
165	Alimatu Cole	5yrs	F	166	Shekuba Wusah	5yrs	M
167	Shekuba Tarawally	5yrs	M	168	Aiah Kpakiwa	5yrs	M
169	Sia Sandi	5yrs	F	170	Komba Korfecy	5yrs	M
171	Vandi Mustapha	5yrs	M	172	Finnah Turay	5yrs	F
173	Momoh Bangura	5yrs	M	174	Jariatu A. Sannoh	5yrs	F
175	Tamba Amara	5yrs	M	176	Tamba Ellie	5yrs	M
177	Aiah Tamba	5yrs	M	178	Joseph Lebbie	5yrs	M
179	Margaret Kamara	5yrs	F	180	Samuel Bona	5yrs	M
181	Abu Morsay	5yrs	M	182	Jeneba Turay	5yrs	F
183	Mustapha Yama	4yrs	M	184	Amadu Kamara	5yrs	M
185	Kalilu Yama	2yrs	M	186	Mohamed Sheriff	5yrs	M
187	Betty Sheriff	4yrs	F	188	Francis Roger	3yrs	M
189	Alhaji E Rogers	5yrs	M	190	Musu Massaquoi	5yrs	F
191	Mariama Sheriff	5yrs	F	192	Charles Kpaka	2yrs	M
193	Fatmata Kallon	5yrs	F	194	Allieu Kamara	5yrs	M
195	Mohamed Koroma	4yrs	M	196	Kaddie Samaq	3yrs	F
197	Ballu Sama	4yrs	F	198	Fatmata Yama	5yrs	F
199	Augusta Borbor	4yrs	F	198	Fatmata Yama	5yrs	F
201	William Kpoi	2yrs	M	202	Foday Alpha	5yrs	M
203	Ansumana Kamara	3yrs	M	204	Baindu Ensah	4yrs	F
205	Abie Sampah	5yrs	F	206	Isata Vandi	5yrs	F
207	Tajoe Vandi	2yrs	F	208	Samuel Moray	5yrs	M
209	Morray Musa	5mths	M	210	Julius Musa	4mths	M
211	Mariama Sawaneh	5mths	F	212	Alimamy Kamara	2mths	M
213	Abdul Kamara	4mths	M	214	Yatta Brima	1½ yrs	F
215	Betty Brima	5yrs	F	216	Isata Konneh	3yrs	F

No	Name	Age	Sex	No.	Name	Age	Sex
217	Zainab Sheriff	4yrs	F	218	Mustapha Sheriff	4yrs	M
219	Bintu Sheriff	4yrs	F	220	Hassan S. Konneh	2yrs	M
221	Alhaji A. Konneh	5yrs	M	222	Salamatu Sheriff	2yrs	F
223	Baindu Konneh	4yrs	F	224	Alhaji Satamoh	5yrs	F
225	Kadia Satamoh	3mths	F	226	Mamusu Satamoh	5yrs	F
227	Yarokui Satamoh	4yrs	F	228	Mariama Morie	9mths	F
229	Fatu Konneh	3yrs	F	230	Baindu Tamba	2yrs	F
231	Salamatu John	5yrs	F	232	Momoh Sam	5yrs	M

Table 9

2.3.3 Research Findings

The Research as mentioned before was carried out to facilitate delivery of humanitarian assistance to the war victims. The findings were stupefying, and we will explore more in Chapter 3 the usefulness of these findings.

Four fifth of the occupants were women, and children aged zero to five years. Only one fifth were men and children aged six to twelve years.

Seven hundred and fifty-six women of childbearing age became household heads for the first time since they came to the camp. They had to become the breadwinners for their children and/or elderly family members overnight.

Consequently as household heads, these women became the responsible recipients of food, medicine and clothing for their respective huts. They had to interact and liaise with humanitarian agencies, get into working committees and become accountable on behalf of their households. Before the war these roles had been the prerogative of their husbands or male partners, now because of the war the women were learning the tricks of the trade.

The survival skills and sense of responsibility consequently developed during the process provided these women with basic developmental tools, a sense of independence, and the desire for social advancement on their return to their areas of origin after the war

In all there were fifteen internally displaced camps throughout the country. If by extrapolation these statistics reflect similar percentages in all the camps, than one can begin to deduce why these findings could justify the catalytic nature of the war vis-à-vis the development in the social advancement of women after the war.

2.4 The Establishment of The Forum for African Women Educationalists FAWE Sierra Leone Chapter

The early sections of this chapter endeavoured to show that around the beginning of the war years in 1990 there was a comparative dearth of organized women's groups in the country.

In order to address the burning issues of how the war was affecting women, more women's organizations began to emerge. One of them was the Forum for African Women Educationalists, FAWE-Sierra Leone Chapter.

Between November 1994 and March 1995 twenty-two women prepared themselves to establish the Forum for African Women Educationalists FAWE Sierra Leone Chapter.

The inauguration activities covered a period of four days from Thursday 23rd March to Sunday 26th March with the following programme:

Thursday March 23rd - 9.30a.m. – 12.00noon

Launching of FAWE Sierra Leone Chapter
British Council Hall
Tower Hill, Freetown

Friday March 24th - 1.15p.m

Dedication/Thanksgiving
Amdala Mosque
Brook Street/Naimbana Street

Saturday March 25th - 7.00p.m. – 9.30p.m.

Working dinner
Pre-School Centre
Kingtom Freetown.

Sunday March 26th - 9.30a.m.

Dedication/Thanksgiving Service
College Chapel Church
Rawdon Street, Freetown.

2.4.1 Official Launching of the Forum for African Women Educationalists (FAWE)

The background against which FAWE came into existence is very well reflected in the keynote address of its official launching which was given by the then Resident Representative of the United Nations Development Programme (UNDP) in Sierra Leone, Ms. Elizabeth Lwanga.

Talking on the theme **Action for Equality through the Education of Women**²⁴ the keynote speaker considered how the social and economic status of women was abysmally low due to cultural practices which denied women the opportunities for development; maternal morbidity and high infant mortality resulting from a fertile rate of 6.5 children per woman was rampant, while customary laws deprived women of rights to ownership of property.

To compound this dismal picture the illiteracy rate for women stood at 89% in 1995. It was evident why she therefore welcomed FAWE's initiative as most timely to formally launch a movement that would address the societal ills that were being highlighted.

The Founding Chair and Leader of the organization underscored the above concerns in a passionate address to her colleagues captured in three rhetorical questions during her inaugural address.

- "FAWE members our National Chapter is born in the midst of a rebel war. There are hundreds of our boys and girls now out of school because they are displaced. Do we have a challenge?
- War atrocities will leave so many of our young girls of school going age with unwanted pregnancies. Do we have a challenge?
- Parents having lost their sources of income because of the war have hardly anything to feed their families, let alone pay school fees or buy uniforms especially for the girl child.-Do we have a challenge?²⁵

There were three hundred and fifty two guests from all strata of society at the official launching ceremony. They ranged from government ministers and members of the Diplomatic corps to representative secondary and primary school children. This attendance was a big moral booster for the

²⁴ Keynote address by Mrs. Elizabeth Lwanga UNDP Resident Representative – 23rd March 1995

²⁵ Inaugural speech of Founding Chair – FAWE Sierra Leone Chapter 23rd March 1995

twenty-two women who would henceforth go down on record as the foundation members of the organization.

1. Ms. Christiana Thorpe - **Secretary of State for Education
National Chairperson**
2. Ms. Juliette Dworzak - **Senior Lecturer in Education, FBC.
USL - Vice Chairperson**
3. Mrs. Gracie Williams - **Principal Annie Walsh Memorial
School – Treasurer**
4. Dr. Kadi Sesay - **Senior Lecturer & Head,
Dept. of English
Fourah Bay College, University of
Sierra Leone (SL) – Public Relations
Officer**
5. Mrs. Josephine Nicol- **Regional Secretary, Basic Education
Secretariat – Secretary**
6. Mrs. Margaret Dabor – **Curriculum Officer, National
Curriculum Development Centre
– Asst. Secretary**
7. Mrs. Talabi Lucan - **Director, Sierra Leone Library
Board Ex. Officio**
8. Florence Dillsworth – **Chairman, Freetown City Council
- Member**
9. Dr. N. Eledy-Cole – **Senior Lecturer in Education,
Fourah Bay College University of
Sierra Leone. - Member**
10. Dr. Amy Davies – **Senior Lecturer and Dean, Faculty of
Education, Njala University
College– USL - Member**
11. Mrs. Georgiana Hedd – **Institute of Public Administration
and Management - Member**
12. Mrs. Catherine Kanu – **Headteacher, School for the Hearing
& Impaired – Makeni - Member**
13. Mrs. Philomena Kamara – **Pre-School Education Office
Catholic Education School
- Member**

14. Mrs. Sylvia Wachuku-King – **Director, Marie Stopes Society**
Sierra Leone - Member
15. Mrs. Marion Morgan – **Director,**
Christian Health Association
Sierra Leone - Member
16. Mrs. Mabel Kangbai – **Principal, Imperi Secondary School,**
Mokanji - Member
17. Mrs. Dulcie Lake – **Head, Department of English**
- Milton Margai Teachers College
- Member
18. Mrs. Easterline Palmer – **Ag. Curriculum Coordinator**
National Curriculum Development
Centre - Member
19. Mrs. Veronica Rogers – **Desk Officer, Gender Issues,**
State House - Member
20. Dr. Dele Sannoh – **Senior Lecturer, Dept. of Teacher**
Education – USL - Member
21. Mrs. Teresa Sandi – **Principal, Holy Rosary Secondary School**
Kenema
22. Mrs. Shirley Rogers-Wright – **Principal, Young Women**
Christian Association, Freetown.
- Member

2.4.2 Planning the new Organisation

Meeting the challenges highlighted above needed serious and effective planning on the part of FAWE. An analysis of meetings held during the month immediately after the inauguration gives us a glimpse of the internal workings of the young organization during those early days. Five meetings took place during a one-month period of 20th April to 20th May 1995. ²⁶ Three were regular weekly meetings; one was an executive meeting and one an extra-ordinary meeting. (CF Appendix)

The regular meetings dealt with the legal registration of the organization as a local non-governmental organisation. The quality of membership

²⁶ Archives – Resource and Documentation Centre for Forum for African Women Educationalists Sierra Leone Chapter

was critical if the organization were to command respect both at national and international levels. Strategies for nationwide expansion were also developed.

The Executive meeting²⁷ held on 18th May 1995 completed the appointment of the first Executive Secretary, by shortlisting two out of five applicants for interview the following week. A committee was set up to draft the organisations Constitution and suggestions made for developing medium and long-term work plans for the organisation.

The extraordinary meeting, which took place on 20th May 1995,²⁸ was a meeting with other stakeholders. FAWE was planning to establish an emergency camp school programme in order to respond to the educational needs of thousands of children displaced by the war. Aware that such a project was too big to handle single handedly, other local and international NGOs were invited to a brainstorming session. This interaction was the beginning of a positive collaboration with other partners in the field that will be discussed fully in Chapter Three. The commitment and dedication shown by the first members of the organization laid a very solid foundation on which the organization gradually developed to become a leading female local non-governmental organization in the country in a relatively short span of ten years.

2.5 Bintumani I and Bintumani II-Women fighting for Democracy in Sierra Leone

2.5.1 Bintumani I and II

The north eastern region of Sierra Leone is spectacular in its topography of majestic hills and mountains. Four of these are in the Koinadugu District. The Wara-Wara mountains, the Sula mountains the Loma mountains and the Tingi mountains. The peak of the Loma Mountains, known as the Bintumani Hills has the highest peak in Sierra Leone and is one thousand nine hundred and forty five metres high.²⁹

One of the major five-star hotels in the capital city Freetown named after this peak is the Bintumani Hotel situated on the coastline beach at the capital city Freetown looking out on Atlantic Ocean.

²⁷ Ibid

²⁸ Ibid

²⁹ First Atlas for Sierra Leone Schools – Macmillan Revision – 2nd Edition – 2005 pg8

It was at this imposing location that two historical consultative conferences took place on 15th – 17th August 1995 and on 12th February 1996 to be forever known as Bintumani I and Bintumani II. –Why?

By the mid nineties, Sierra Leone found itself at the crossroads. Since 1992 the nation had been subjected to a military regime of government that came into power through the barrel of the gun. The National Provisional Ruling Council NPRC had promised to put an end to the rebel war, but by the mid 90's the war was escalating rather than abating.

Agitation began for the return of a democratic form of non-military government. However, the big question was should there be elections in the height of the conflict or should we seek peace before holding democratic elections. Since there was no parliament to take a decision on the matter the only decision making alternative left was a national referendum. To effect this, the first Consultative Conference was convened by the Interim National Electoral Commission from 15th to 17th August 1995.

The Bintumani I Conference was the first national referendum held in Sierra Leone after Independence. All shades of society were represented in the seventy-seven formal policy statements and interventions recorded.³⁰ The decision unanimously arrived at was that there should be free and fair democratic elections rather than a selected government of national unity. The date of 26th February was selected for the said elections.

A palace coup d'état on the 5th January 1996 sent shock waves down the spine of Sierra Leoneans. The new regime tried to defer the said elections and offered to pursue the peace option. This dramatic turn of events necessitated the summing up of another conference. Bintumani II was subsequently held on the 12th February 1996. All the stakeholders reiterated that the proposed date of 26th February should be upheld and so it was.

2.5.2 - Participatory Impact of Women at the Bintumani Conferences

Both Bintumani Conferences were chaired by a woman which was a symbolic breakthrough in the decision making arena of Sierra Leone. But what was more significant was the fact that eight of the official policy statements were made by female led organisations representing women

³⁰ Report of the First National Consultation Conference on Electoral process – 15th – 17th August 1995 pg. 1

from all over the country. The chairperson of both conferences Mrs. Shirley Yema Gbujama is now (2006) Minister of Social Welfare, Gender and Children's Affairs.

For the purposes of this study the most important aspect of the Bintumani Conference was that for the first time women participated as organised groups on a national platform. The quality of the participation was historical. Officially the following eight representative bodies of women registered and participated in both conferences.

1. National Organisation of Women
2. Women's Movement for Peace
3. Women's Organisations – Western Area
4. Women's Organisations – Northern Province
5. Women's Organisation – Southern Province
6. Women's Organisation – Eastern Province
7. Forum of Muslim Women's Association – Sierra Leone FOMWASL
8. Sierra Leone Women's Development Movement (SILWODMO)

All the women's groups wanted democratic elections to be held even though the war was not over, rather than a selected government of National Unity without elections, secondly they were insistent that the proposed date of 26th February 1996 should not be changed.

Of the seventy four statements presented at Bintumani II,³¹ fifty seven statements called for elections to be held on 26th February 1996, and fourteen wanted the elections postponed and the peace process be expedited. There were three neutral statements.

The wish of the women carried the day as all the women's groups had called for free and fair democratic elections to be held on February 26th 1996.

A sampling analysis of the interventions made by the womens groups highlights the following: (CF Appendix)

- Determination for free and fair democratic elections.
- Demand that the date of 26th February remained as was originally proposed.

³¹ Report of the Second National Consultative Conference on the Electoral Process – 12th February 1996 – pg2

- Responsibility of government of the day to provide adequate security during the electoral process.
- Calling on all women to fully participate in the electoral process and cast their votes.

In a nutshell the consensus reached at Bintumani I was reaffirmed at Bintumani II

Indeed the nation was at the end of its tether but that national agony became the labour pains that gave birth to the realization of the strength in solidarity for womanhood in Sierra Leone.

2.5 Deductions

From the root causes of the rebel war we see that the politics of mismanagement and bad governance plunged the nation into an avalanche of catastrophe. While our menfolk killed each other on both sides of the battle front, women and children got caught up in the fray as victims and or survivors.

In their struggle to survive and care for their children, hitherto untapped potentials in women found release.

- The fearful became fearless.
- The voiceless became vociferous.
- The beneficiary became the benefactor.

As involuntary victims women who became household heads in displaced camps emerged from these camps armed with management and livelihood skills that would advance them socially in the future.

As voluntary activists women's organizations participated in the Bintumani I and Bintumani II conferences for the first time as equal partners on a National Platform of decision making.

The decision to have democratic elections in spite of the ongoing war became both a historical turning point and a major step towards the end of the hostilities of the civil conflict. Although it would take another five years for the war to be proclaimed over, the watershed was reached at the Bintumani Conferences of August 1995 and February 1996.

Chapter 3 - New roles, New models, New opportunities

3.1. Introduction

As already stated in Chapter 2 during the course of the war various organized womens groups came into existence. They registered with the Sierra Leone Association of Non-governmental Organisations (SLANGO), mainly as local humanitarian agencies to bring relief and assistance to a war weary nation especially to female war victims in multifareous ways. The Forum for African Women Educationalists (FAWE) Sierra Leone Chapter, which was established and officially launched on 23rd March 1995 as already mentioned in the last chapter, was one such organisation.

In this Chapter, we will use FAWE as a case study to exemplify how women's organizations contributed during the course of the conflict to address its consequences and initiate changes that would lead to the social advancement of women in Sierra Leone after the war. In particular the chapter will address the following initiatives:

- (i) FAWE's support to working with the educational needs of women and girls both in the country and in exile
- (ii) Coping with the emergence of child mothers consequent on sexual violence
- (iii) Breaking the traditional taboo on the silence on Rape.
- (iv) Building bridges-through peace making and peace building initiatives
- (v) Establishing strategies to include women in collaborative community participation to rebuild communities.

As Founder of the organization, the inspiration for the first of above initiatives came mainly from a five month Field Work Research which the writer did between April and August 1996. This work was done in the capacity of National Consultant on Gender and Development for the United Nations Development Programme in Sierra Leone. The Consultancy included; assisting UNDP programme teams to identify women specific needs in their programme areas, especially the needs of women for the post war Reconstruction, Rehabilitation and Resettlement.

During April and May work was done on the abstracts.

The months of June and July 1996 were spent on field work in the Western Area and Northern province due to security constraints, as the

rest of the country was unsafe. Interviews/mini workshops were conducted with varied women's groups. Individual first hand information was obtained from a random sample of four hundred and twenty six women and teenage girls with regard to their felt post war needs especially in the social and economic sectors. During the exercise the following four vulnerable groups were targeted and interacted with:

- Displaced women
- Market women
- War widows
- Girl mothers

The interaction and discussion focused on two questions:

1. What would I need to restart life back in my home place?
2. What do I want for my children?

The following tables capture the responses to those two questions.³³

QUESTION 1 – NEEDS TO RESTART?

	ROADS	HOUSING	FOOD SUPPLY	FARMING IMPLEMENT SEEDS	WATER & SANITATION	MONEY	BUSINESS/PETTY TRADING	CLOTHES	EDUCATIONAL SCHOOL OR VOCATIONAL CENTRES	MEDICAL HEALTH CENTRE
Kenema	-	X	-	X	-	X	X	-	-	-
Kono	-	X	-	X	-	X	X	-	X	X
Kailahun	X	X	-	X	-	X	X	-	X	X
Tonkolili	-	X	X	-	-	-	X	X	-	-
Port Loko	-	X	-	-	-	X	-	X	-	-
Kambia	-	X	-	X	-	X	X	-	X	X
Bonthe	X	X	X	X	-	X	X	-	X	X
Moyamba	-	X	X	X	-	X	X	-	-	-
Bo	-	X	X	X	-	-	X	-	X	X
Pujehun	-	X	X	-	X	X	-	X	-	X
Koya Rural	-	X	X	X	-	-	-	X	X	X
	2	11	6	7	1	8	9	4	5	6

TABLE 10

³³ Christiana A. Thorpe: Report on Gender and Development Consultancy on The Special Needs of Women – August 1996 pg 4 and 5

QUESTION 2 – What Do I Want For My Children?

	SCHOOL	FOOD	VOCATIONAL TRAINING	SAFE HEALTHY ENVIRONMENT	FARMING	SANITATION	CLOTHES	CIVIL EDUCATION
Kenema	X	-	X	-	X	-	-	-
Kono	X	X	X	-	-	X	-	X
Kailahun	X	-	X	-	X	-	-	-
Tonkolili	X	X	-	X	X	X	X	-
Port Loko	X	-	X	-	X	X	-	-
Kambia	X	-	-	-	-	-	-	-
Bonthe	X	-	X	-	X	-	-	-
Bo	X	X	-	-	-	X	X	-
Moyamba	X	X	X	-	-	-	-	-
Pujehun	X	-	X	-	X	-	-	-
Koya Rural	X	X	-	-	X	-	-	-
	11	5	7	1	7	4	2	1

TABLE 11

An analysis of the above table reveal some interesting features.

In Table 9 the highest rating 100% went to the need for housing closely followed by income generating activities. While Table 10 gave the highest rating 100% to Education of their children in any of its various forms. The clear message was that on their return back to their places of origin after the war, once they have acquired shelter, the women would be ready to engage in incoming generating activities to earn a livelihood so that their children can go to school, and be educated *at all cost*.

One salient feature in their displaced experience was the realization that 90% of the women were completely illiterate. The 10% who were nominally literate emerged as holders of responsible positions for camp transactions in relation to Donor agencies and NGO's. This observation heightened awareness of the importance of Education and the need to send their children to school. It took the war and their subsequent displacement for the majority of women in Sierra Leone to begin to appreciate the benefits of formal education. The dawning of this realization initiated a paradigm shift, which I have come to regard as the

silver lining in the clouds of the war for the social advancement of women in Sierra Leone.

The Research experience and their findings were so moving for me, that they inspired and empowered me to make a personal response. This I was able to do through the organization FAWE, which I had already initiated. During the course of Chapter three we will share FAWE's contribution and response to some of the needs identified above.

3.2 Education at all costs

3.2.1 Displaced camp schools

As the mandate of FAWE is to support girls and women to acquire education for development, FAWE's first task immediately after its inauguration, was a contribution to the then critical situation created by a severe rebel war. There were thousands of displaced school children from the affected districts roaming the streets of the capital Freetown, some of them had been out of school for as long as one year. The existing school system could not accommodate them due to lack of place. FAWE in collaboration with the Ministry of Education during this period worked on plans to ensure the continuation of the education of these needy children.

In June 1995, FAWE started an Emergency Displaced Camp School Programme. Four thousand five hundred children at both primary and Junior Secondary School level were able to go back to school. Supportive NGOs gave assistance to FAWE in different forms to run the camp school, which was then an innovative idea –

- The European Union constructed sixty additional classrooms.
- World Food Programme (WFP) supplied dry food rations supplemented by
- PLAN International together with United Nations Children Educational Fund (UNICEF) assisted with the payment of the teachers' allowances. Most of the teachers were volunteers from the Retired Teachers Association. The rest were displaced teachers from the different regions.

During the enrolment exercise, it was discovered that about two hundred and fifty girls aged 14-16 could not be admitted due to pregnancy related causes. ***We will discuss this particular issue in the section coping with the Emergence of child mothers.***

The site for the camp school was the disused poultry section of the Sierra Leone Produce Marketing Board (SLPMB), at Wellington on the outskirts of the city of Freetown. The activities included:

- monitoring the rehabilitation of the former Sierra Leone Produce Marketing Board (SLPMB), Poultry yard into classrooms.
- construction of the new permanent classroom structures in various school premises throughout the Western Area.
- organising detraumatization sessions, drawing the curriculum and supervising the teaching/learning process.
- provision and readiness of transport to convey pupils to their different learning centers as well as coping with the frequent breakdown of the bus;
- shopping, preparing and supervising food distribution meals for the children while at school.

To achieve all of these tasks was indeed no mean feat. Of course, timely payment of facilitators' remuneration and prompt and accurate reporting to donors helped to ensure the success of the project which at the end of three months; June – August 1995, saw about 4,500 displaced pupils hitherto out of school, legitimately placed in various primary and secondary schools in Freetown.

Ensuring continuity of these pupils at school led to the establishment of the Displaced School Children Endowment Fund (DICEF). FAWE Members again responded to the challenge of resource mobilization for this project. In July 1995, in a bid to address the educational needs of the displaced children in the FAWE Emergency Camp Schools Programme, the Displaced Children Endowment Fund was launched. Appeals were made to the general public especially the private sector and from money raised, a token amount per child was paid to each Principal/Headteacher hosting these displaced children. This initiative was the onset of FAWE scholarship programmes scheme an idea later on taken up by various NGOs and International bodies towards the education of war affected children especially girls. The current US Ambassador's Girls Scholarship Programme (AGSP) in Sierra Leone is a good example.

3.2.2 Formal/Non-formal Primary Schools – Initiating free primary education

At the end of the Emergency Camp School period in September 1995, FAWE Sierra Leone took over the management of one of the off shoots of the camp schools, which was then renamed FAWE School for Girls.

The FAWE management maintained the policy of the camp schools as only displaced girls 350 (three hundred and fifty) were enrolled in the six classes of the school. They were each given a uniform and a meal a day. No school fees were paid, learning materials were given free of charge. This initiative was to become the prototype for the national implementation of Education for All (EFA) goal No.2.

“Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.”³⁴

This was the first FAWE educational institution in the country. The aims and the objectives were to cater for the education of displaced/disadvantaged girls in the remote areas of Freetown e.g. Kroo Bay and Dworzak Farm. The school started with ten (10) teachers and 350 pupils.

Today the school has developed immensely with increase in the number of both teachers and students. The school population has increased over the years to its present enrolment figure of twenty teachers and one thousand and thirty (1030) pupils. The increase in roll had necessitated the two-shift system in the school. The morning shift is from 7.20a.m. to 12.20p.m. and the afternoon shift from 12.30p.m. to 5.30p.m. Classes 1, 2, 3 and 6 are in the morning shift and classes 4, 5 and PROMAL in the afternoon shift.

PROMAL is a special programme for matured learners. It is for girls that are above 14 years that have never accessed school. They are allowed to take the basic education subjects plus acquire skills in soap making, gara tie dyeing and catering for income generating.

The school has performed relatively well in the National Primary School Examination (NPSE) over the years. Students have also been sent out to participate in several national and international competitions. An exemplary case is that of a pupil named Victoria Kanu who represented the school in an Essay Competition for Primary schools in the sub region

³⁴ The Dakar Framework for Action: Education For All meeting our collective commitments: Adopted by the World Education Forum Dakar, Senegal, 26th – 28th April 2000 pg. 15

of West African in 2000. She won the first prize of one thousand United States dollars (\$1000).

Between 1995-2002, FAWE established eleven additional formal girls primary schools throughout the country as follows:

Northern Province: Makeni, Port Loko

Eastern Province: Kenema, Daru, Koidu

Southern Province: Bo, Mattru, Mogbwemo

Western Area: Goderich, Kroobay, Kissy

Seven thousand eight hundred and eighty one girls are currently receiving free education in these institutions, through FAWE supervised scholarship schemes.

In 2004 the new Education Act made provision for free Basic Education for all primary and junior secondary school children.³⁵ At present girls in the northern and eastern provinces who enter junior secondary school, automatically receive free books and uniforms from the government as in these two regions female education lags behind those of the rest of the country. All public examination fees are now being paid by government for students at primary and secondary school levels. This will enable more girls to complete the basic education cycle than had been the case before the war. An increasing number of girls would therefore be able to access tertiary education in post war Sierra Leone.

3.2.3 Non Formal Education Programmes – Best Practice

The Emergency Displaced Camp school project was implemented in collaboration with International partners, who provided most of the funding while FAWE provided the Human Resource and overall management of the project.

The entire project was a novel idea, which assisted the government with the education of displaced children. It kept them occupied and engaged while preparing them for transition into formal schooling after the war. After the Wellington Displaced Camp Project ended in 1995, it was regarded as a best practice. From 1996 – 2002 FAWE worked with the following organizations to establish similar non-formal education projects in displace camps and communities in various parts of the country. Plan International, Norwegian Refugee Council, UNICEF and UNHCR.

Plan International in 2000 provided funding for the Kissy Grassroot projects – a non-formal educational project for over two thousand

³⁵ The Education Act 2004 Sub Section 3 pg. 5

displaced children in six zones in the Kissy Community outside the city of Freetown in the Western Area of Sierra Leone.

Since the end of war in 2002, these non-formal education projects are gradually being transformed to community education schools with management being handed over to local authority by the Ministry of Education, Science and Technology.³⁶

We will now look at an example of this transformation process in Bombali District communities, where FAWE and UNICEF have been working together with local communities. Bombali District is in the Northern Province.

Bombali Community School Project

The Bombali project, funded by UNICEF started in September 2003 with the aim of achieving the all embracing objective – to provide access to children 6 – 14 years of age through the Non-formal Primary Education (NFPE) programme and to later provide further education to children already enrolled in the programme.

During the first stage – seventy-five (75) communities were reached. A total of 3000 children were registered with support in terms of teaching learning materials and 150 teachers were trained. The communities were also assisted in putting up structures by providing them with building materials such as zinc and nails.

The second stage, started in June 2004, registered 500 children in 44 communities and trained 125 teachers. This brought the total number of children to 8000 in 119 communities and 275 trained teachers. These new 44 communities were then provided with tarpaulin, cement and nails for the construction of temporary structures. Ten (10) of these communities were provided with building materials and tools for the construction of permanent pavilion structures with loft to shelter the children. Seven (7) of these have been roofed and tiles, awaiting the fixing of doors and lofts. The remaining three (3) have reached wall height awaiting roofing.

The third phase, which is currently in progress, began in December 2005 and is supporting 3200 children in 40 communities with 80 teachers who are presently undergoing training by People's Education Association (PEA).

³⁶ The Education Act 2004 Sections 29 and 30 – 1st April 2004

The current grand total number of children, teachers and communities benefiting from schools under the implementation of FAWE is 11,200 children, 355 teachers, trained in 150 communities.

In relation to this study the most striking feature about these community schools is that sixty percent of children accessing these schools are girls. This new phenomenon is bound to increase the female literacy rate in local communities throughout the country which will in turn impact positively the social advancement of women at all levels on the national grid.

3.2.4 Attempt at Female Adult Literacy Programmes

One of the pitiable findings of the Research work discussed in Chapter two was that 95% of that long list of women were illiterate. FAWE consequently started adult literacy programmes for eighty elderly women in the Grafton camp, concentrating mainly on functional literacy. However the overwhelming needs of the girl-mothers programme eventually gained monopoly and relegated the adult literacy classes into the background. Furthermore suffice it to say that before the war very little attention was given to Adult Education, by government.

In a position paper written by the Sierra Leone Adult Education Association (SLADEA) in October 1986, entitled: The status of Adult Education in Sierra Leone – The need for greater recognition, collaboration and co-ordination the Association complained that:

“The lack of a policy for Adult Education in Sierra Leone militates against the effectiveness of SLADEA.”³⁷

This complaint we are happy to note has been taken seriously in the post war reconstruction programme. In Section Two of the 2004 Education Act, government has now established a Non-formal Education Council, an autonomous body responsible “for developing and implementing programmes for adult and non-formal education in Sierra Leone”. As the majority of adult women in Sierra Leone are illiterate, this programme when initiated will definitely have positive influence on the social advancement of women in Sierra Leone, especially the elderly women.

3.3 The Guinean experience – Education for Sierra Leonean children in exile

³⁷ The Status of Adult Education in Sierra Leone: The Need for Greater Recognition, Collaboration and Coordination A Position Paper – Sierra Leone Adult Education Association (SLADEA) October 1986

On the 25th May 1997, a coup d'état took place, which overthrew the democratically elected government of President Alhaji Dr. Ahmad Tejan Kabbah.

The aftermath of this coup saw a mass exodus of Sierra Leone families including some members of FAWE into the countries of the sub region. The educational, social, political and economic sectors of Sierra Leone had been forced to a halt. The security of lives and properties especially of vulnerable groups like women, children and the elderly was greatly threatened. There was blatant abuse of basic human rights by members of the military junta and their collaborators.

The Republic of Guinea being the most accessible in terms of proximity and cost became the haven of most Sierra Leoneans seeking asylum. On arrival, they were faced with a major language barrier in Guinea a francophone country. Having fled from home without financial support and forced under deplorable conditions as refugees, parents and guardians lacked the necessary logistics for the inclusion of their children and wards into the regular Guinean Educational system. Many became destitute, frustrated and lost all hopes for the continuation of their children and ward's education.

Some FAWE members including the Founder seeing the plight of these children and young adults worked relentlessly to solicit sponsorship from FAWE International, UN Agencies, Plan International and other agencies to establish an educational training programme that would offer these children, youths and young adults a better alternative to idleness and forestall the possibility of subsequent involvement in some social evils.

Hosted by FAWE Guinea, the FAWE training programme, started on 8th of December 1997. It was officially opened on the 16th December 1997 by a representative of the Guinean Minister of Education for Vocational and Technical Training while the Late First Lady of Sierra Leone; Mrs. Patricia Kabba gave the keynote address. The ceremony was attended by representatives of the organizations and agencies that either sponsored or promised to sponsor the programme, parents, volunteer trainers, trainees, members of FAWE Guinea and FAWE Sierra Leone Chapter. The primary objectives of the programme, was to provide educational training facilities for children in the primary sector, youths in the Junior Secondary Sector and young adults in the Technical and Vocational sector.

The FAWE members being mostly educationists developed a series of seven training manuals for use in the programme entitled: Proposed Training Series For The Education of Children In Conflict Situations

Programme One - Trauma Counselling/Healing

Programme Two	-	Peace Education
Programme Three	-	Physical and Health Education
Programme Four	-	Drama and Self Expression
Programme Five	-	Mathematics
Programme Six	-	English Language
Programme Seven	-	French Language

3.3.1 Primary Programme

The Primary Programme took off prior to the official launching on the 16th December 1997. The "Lycee Donka" Primary school building situated at Donka was rented out to FAWE for use between the hours of 2p.m. and to 6p.m. Ten large classrooms were allocated to the primary division. The school catered for both male and female pupils between the ages of 5years and 15years for classes one to six. It was divided into two sections, the lower primary comprising of classes one, two and three; and the upper primary comprising of classes four, five and six. Five classes were allocated to the lower primary, which had two streams of class one, and two and two streams of class three. The upper primary too had five classrooms and was divided as follows: two streams of class four; two streams of class five and one stream of class six.

A total number of 1198 pupils were registered in the primary school but 958 actually turned up for the training as shown in the table below. This difference was due mainly to the fact that some parents were unable to meet transportation costs being in exile. The primary school staff had twenty-two trained, qualified and experienced teachers. UNICEF provided school in the box kits for the Basic Education Sector of the programme.

Primary Programme Attendance

CLASS	No. Registered		TOTAL
	BOYS	GIRLS	
1A	55	70	125
1B	60	59	119
2	97	89	186
3A	56	55	111
3B	63	46	109
4A	58	50	108
4B	52	44	96
5A	42	51	93
5B	52	59	111
6	67	73	140
	602	596	1198

Table 12

NO. In Attendance

CLASS	BOYS	GIRLS	TOTAL
1A	45	61	106
1B	44	50	94
2	84	81	165
3A	45	40	85
3B	50	26	76
4A	45	40	85
4B	40	36	76
5A	39	40	70
5B	41	43	84
6	56	61	117
	480	478	958

Table 13

3.3.2 Junior Secondary Programme

The Junior Secondary Programme comprised three forms namely forms one, two and three. The forms were subdivided into three streams (classes) except the third form, which had four streams due to the large number of pupils. The streams were named after the colours of the National Flag of Sierra Leone that is green, white and blue. There were twenty-seven teachers in the secondary division. Below is a table showing the streams and the number of pupils in each stream.

Junior Secondary Programme

STREAM	BOYS	GIRLS	TOTAL
1 Green	25	31	56
1 White	33	42	75
1 Blue	36	40	76
2 Green	30	45	75
2 White	33	45	78
2 Blue	30	45	75
3 Green	41	30	71
3 White	30	34	64
3 Blue	34	26	60
3 Yellow	34	26	60
	326	368	690

Table 14

The learning environment was conducive to the immediate needs of the trainees who had fled from a national conflict. The subjects taught aided the following:

- French the acquisition of a second official language
- Physical and Health Education enhanced Mental and Personal development; and helped to reduce the level of psychological shock and stress for most trainees,
- Trauma Counselling sessions and classes helped trainees come to terms with experiences that have adversely affected their lives.
- Peace Education although new to all of the trainees afforded them the opportunity to appreciate the value of conflict and provided information and ideas for reconciliation and rehabilitation with their families and eventually their communities in a non-violent way.
- Drama provided an avenue to let off steam and bottled up emotions and tension in a relaxing atmosphere.

Technical/Vocational Programme

The Technical/Vocational programme offered 16 course areas in eight training centers. This programme was 100% funded by UNDP. Trainees were divided into tutorial groups and there was maximum meeting time with the trainers. In addition to the resident staff, FAWE administration provided each center with liaison staff to assist with language barrier, Staff were also assigned for French language, Peace Education and Trauma Counseling. This arrangement worked extremely well in all centers. The table shows the number of registered trainees for each center and course area.

Vocational Training Programme Participation

COURSE	M	F	TOTAL	LOCATION
Metal Work	13	-	13	OICGuinee/Matham
Carpentry	17	-	17	OICGuinee/Matham
Masonry	18	-	18	OICGuinee/Matham
Construction	16	01	17	OICGuinee/Matham
Auto-Mechanics	86	02	88	Cepertam/Hamdalay
Hairdressing	02	96	98	IFORPAK/Bonfi
Tailoring	05	97	102	IFORPAK/Bonfi
Refrigeration	22	-	22	ENAM/Coleah
Electronics	134	06	140	ENAM/Coleah
Gara Tye-Dye	04	66	70	CAAF/Kaloum
Soap Making	10	05	15	CAAF/Kaloum
Indust. Electricity	42	-	42	ENSET/Matoto
Computer Studies	174	176	350	ENSAC/Donka
Accounting	108	84	192	ENSAC/Donka
Business Studies	125	91	216	ENSAC/Donka
Catering	16	84	100	CENFORTH
	792	708	1500	

Table 15

3.3.4 Female Participation

The male/female participation ratio was striking. The primary school attendance recorded only two more boys than girls. The Junior Secondary programme had thirty-eight more girls, while the vocational training programme had eighty-four more males than females.

Back in Sierra Leone before the war each of these programmes would have had only between 30 – 40 percent female participation. In the Tech/Voc section courses like computer studies accounting, business studies and tailoring had large number of female trainees. Others like hairdressing, gara tie-dyeing were predominantly female. Even the traditionally male dominated trades or skills were infiltrated by these young women; such included auto-mechanic and electronics. Some female trainees expressed interest in continuing the training in electronics and auto-mechanics if given the chance when they would have returned home.

This exposure was one of the contributing factors, which served as a wedge into the arena of male dominated trades for young women after the return from exile.

In a validatory letter at the end of the programme one trainee wrote:³⁸

Dear Ms. Christiana Thorpe,

I am very happy to write you this letter because you have done so much for me that I need to say thanks.

You promised to help me, if anything concerning sponsorship comes up and indeed you fulfilled your promise. I was expected to do computer literacy in the FAWE training programme for Sierra Leonean children and youth exiled in Conakry and now you have given me a special gift. You have not only given me knowledge in computer which will be useful to me for the rest of my life, but also transport to return home.

Thank you very much for what you have done for me and my fellow Sierra Leoneans. It is a gift which we can never forget and anytime I sit in front of a computer I will remember what FAWE has done for me. Once again, thank you very much for what you have done for me and I pray that you may continue doing the same for others who may be in the same situation.

Goodbye and God bless.

*Mariama D. Bah
Trainee*

Currently more and more girls are accessing these fields in the tech/voc institutions that have mushroomed throughout the country since the end of the war. Ultimately more women are entering into the middle level manpower work force to obtain their livelihood, thus enhancing their social status. This is very much in line with government policy, as at the policy level, the objective for technical and vocational education in the Education Act 2004 is:

“to encourage women and girls to participate in national development through the acquisition of technical and vocational skills.”³⁹

3.4 Coping with the Emergence of Child Mothers

As indicated Section 3.2 the registration for the displaced camp schools in April 1995 brought to light teenage girls between the ages of 14 – 16

³⁸ FAWE Activities Report on activities of FAWE Sierra Leone Chapter covering the period March 1995 –1996

³⁹ The Education Act 2004 – Section 9, subsection (b) (III) pg 12 1st April 2004

who could not be registered for the programme because they were pregnant. They were 250 in number and most of them were living at the Grafton Displaced Camp. This discovery was shocking for FAWE. At the end of the camp school programme in 1995, FAWE members visited the Grafton Displaced Camp. Stunned by the dismal living conditions of the women especially suckling mothers, FAWE responded within a month by providing their displaced compatriots with some of their requests including used clothing through the assistance of the British High Commission.

In order to address the needs of older women for literacy classes and skills development for young pregnant teenage girls and girl mothers a 10.4-acre piece of land was leased from then government of Sierra Leone in July 1996. A makeshift shelter was put up and that was the very humble beginning of the institution to address the issues of child mothers now famously known as FAWE National Skills Training Centre for Pregnant/Girl Mothers – Grafton. The British High Commission funded a project proposal to the tune of two thousand United States dollars and rudimentary sessions began with sixty-five girl mothers.

The curriculum for the girl-mothers was planned to enable the beneficiaries:

1. Acquire vocational, technical, educational and health care skills to equip them for employment, better health, improved standard of living and to enhance their self-reliance;
2. Receive healing/trauma counseling services that will help them cope with their traumatic experiences and once again become fully integrated into society.

Between 1996 and 2002, FAWE had established no less than fifteen skills training centers to assist girl-mothers throughout the country. Why was this intervention necessary? ***Because throughout the conflict rape was being used as a weapon of war.*** As FAWE believes in the dignity of womanhood, we were convinced that for the sustainable development of our nation after the war, we must restore the sense of dignity, that sense of honour to our women and girls for them to be able to contribute to national development. Thousands of them were raped. We said, “yes, you have been raped, but you still have a future”. Dozens of them were left handicapped – with their hands or feet cut off. We said “yes, but you still have a life – you still have a future”. We offered them hope, and we continue to do it in the post war era.

How did we do it and how do we continue to do it?" Through education. Most of the girls who come to us are illiterate.

They are girls between the ages of eleven and twenty-one, and over the last eight years we have had between 7,000 or 8,000 of them passing through our institutions. Each center caters for fifty to eighty trainees per year. The training period itself depends on their entry point – whether they require primary schooling or other forms of education. The period lasts between six and eighteen months.

Throughout their time with us, we try to give them a holistic package. The first six months have a psychosocial focus- the girls get to talk and talk and talk. A lot of counseling and a lot of medical assistance was given at this stage. Towards the end of these six months, one could begin to see the glimmer of life coming back into their eyes. Most of the girls had to be taught how to wash the babies, how to change the nappies, and, most of all, how to build a bond between mother and baby. Naturally, if the baby was the product of rape, the mother did not want to see the child at first. We started with a different premise: "look whatever you say and whatever you do, half of this child is you. So forget about the other part, just concentrate on the part that is you, and begin with that." And that approach usually worked.

By the end of the six months, they began to see what they could do. That was the time when specific skills training were introduced. We tried to build upon the skills the participants acquired when they were in the bush. Most of them were not fighters – they were the ones who were building the platforms, who were mending things, who were finding and distributing medicines and who were doing the planting. Therefore, the girls already have some skills – for example, those who have been engaged in building and construction work could have the capacity to become carpenters. At our centers, they would then start to learn how to be a good carpenter. Similarly, those who were cooks go into food sciences. Others are instructed in vegetable gardening – dealing with plants that they can grow, sell and use.

Above all, we established a crèche/nursing services. When the mothers were in class, the babies were in the crèche. Apart from these times they were with their mothers for breast-feeding and the like. We also made use of the opportunity of the babies being in the nursery to get the girl-mothers to learn about baby care.

Where did all this lead to? At the end of about eighteen months, we saw life coming back into people who had given up hope.

In the New Education Policy for Sierra Leone, the policy and actions on women and girls education have taken cognizance of the specific plight of girl-mothers among others:⁴⁰

Policy and Actions

1. Free and compulsory education shall be gradually provided for all girls at basic education level (i.e. first 9 years of schooling) as and when the national economy picks up;
2. Appeals shall be made through the Department of Education for legislation specifying a minimum marriage age for girls (i.e. 18yrs), and penalties for men/boys who impregnate girls before they are 18yrs;
3. Counselling and family life education shall be promoted as means of avoiding early pregnancy;
4. "Mother-girls" shall be re-admitted in schools;
5. Unmarried female students shall be allowed to continue their courses at tertiary level when pregnant;
6. Strategies shall be formulated for the increase participation of girls in mathematics, science and technology;
7. Official recognition shall be given to non-formal primary education delivery system for girls;
8. Assistance in the provision for child care centers/facilities near learning centres for women learners in Adult Education programmes and girls in the non-formal primary education system shall be made available by the government through provisions in the National Education Action Plan (NEAP);
9. Changes shall be made in the conditions of service of teachers to allow unmarried female teachers entitlement to maternity leave.

The implementation of these policies are now contributing tremendously to the advanced social status of women nationwide in Sierra Leone.

3.5 Breaking the silence on rape

The unfortunate events of the 6th January 1999 led to the FAWE's involvement in **Trauma counseling and medical assistance to raped**

⁴⁰ New Education Policy for Sierra Leone – July 1995 – pg. 71

victims/victims of sexual and gender based violence. With the whole nation flabbergasted by the atrocities of January 6, 1999, FAWE was the first organization to start to break the silence on rape; an issue hitherto considered a taboo that must be kept silent. Embarking on mass sensitization, FAWE was able to run a year long programme for raped victims/victims of sexual and gender based violence in Freetown. At the end 2,350 direct beneficiaries were assisted. The programme was subsequently replicated in the southern and eastern provinces servicing 400 clients. These programmes were realized with assistance from FAWE Regional Headquarters and Medecins Sans Frontieres (Holland). From 2000 – 2003, in partnership with UNHCR, FAWE provided similar services and skills training for displaced Sierra Leoneans in camps and hosts communities in different regions in the country and some Liberian refugees camped in the provinces.

3.5.1 The Rape Victims Programme

When the rebels invaded the capital city of Freetown on 6th January 1999, they abducted thousands of young people. FAWE recorded two thousand three hundred and fifty cases of whom two thousand and ninety were girls, who were brutally raped.⁴¹ A big need was felt by FAWE to assist girls and young women who had suffered from sexual violence, during the invasion.

It is significant to state that as recently as five years ago, rape was more or less a taboo-issue, which made it very difficult for women to talk about their experiences. Many victims were left or neglected by partners or husbands, and there was the danger that a woman or girl once known in her environment as having been raped was regarded 'public property', for new assaults to be made on her.

The rape victims programme was therefore designed to, and it reached out to a target population of approximately 2000 victims of sexual abuse in Freetown, with the following objectives:

- To raise awareness of the availability of the programme among the general population.
- To provide confidential counseling services for victims of sexual abuse.
- To provide appropriate and free medical treatment for victims of s.a.

⁴¹ The FAWE/MSF/SLAUW/MSWBCA Raped Victims Programme Report – March 1991 – March 2000

- To ensure the coordination and continued sustainability of the programme until December 31st 1999, in order to provide safe delivery services to victims who needed it.

To realise these objectives three components were established by FAWE in collaboration with:

- Medicin Sans Frontiers (MSF) Holland
- Sierra Leone Association of University Women (SLAUW)
- Ministry of Social Welfare, Gender and Children's Affairs

The components were:

- a. Sensitisation Unit
- b. Counseling team
- c. Medical team

3.5.2 Sensitisation Unit

In March 1999, FAWE got a media-campaign started, providing information about the rebel atrocities as well the situation of rape victims. Radio and TV programmes in local languages (krio, mende, limba in planning stage: temne and others) were broadcast at least once a week. The messages were meant to break the taboo of rape, increase the responsibility of the communities to care for rape victims and above all give information about the services of FAWE.

As FAWE's entry point to it's work in education, we sought collaboration with SLAUW to minimize the adverse effect on girls' school going and vocational training. We visited a good number of Secondary Schools and informed pupils and teachers about the rape and abduction issue and the available assistance. Collaboration was established with School Guidance Counsellors (SGC), who acted as animators in the communities. The Parent Teacher Association (PTA) was used as an effective way to reach the communities. Teachers and school counselors were invited to a workshop on peace-building and how to deal with war-affected children.

Leaflets, handouts and posters were distributed to schools, public places, supermarkets, hospitals and pubs, to sensitize different target groups especially men to change their attitudes towards rape.

Sample of Public Notice For Rape Victims Programme March 1999

Have you been sexually abused or molested?
 Do you need someone to talk about it?
 Do you want medical treatment and counseling?
 You don't need to be afraid or ashamed about it.
 Come now and share your grief with us.
 We are concerned about your education, health and future.
 Tomorrow will be too late
 Visit us now at any of these offices:

 On weekdays from 9.00a.m to 3.00p.m

 Forum for African Women Educationalists (FAWE) 83A Fort Street
 OR
 Sierra Leone Association of University Women (SLAUW)
 65 Siaka Stevens Street (entrance is at Wellington Street)
 OR
 Ministry of Social Welfare, Gender, Women and Children's Affairs – New England.

Table 16

The sensitization programme made a successful impact judging by the number of victims who turned up to join in the programme, as the following tables indicate.

DATA A - TABLE 17

Overall number of clients registered with age range and sex from March 1999 – March 2000

AGE RANGE (YEARS)	MALE	FEMALE	TOTAL
0-5	40	91	133
6-12	143	120	263
13-18	65	849	914
19-25	7	868	175
Over 27	5	160	165
TOTAL	260	2,090	2,350

Table 17

DATA B – TABLE 18

Number of clients registered per month, from March 1999 – March 2000⁴²

DATES (1999)	MALE	FEMALE	TOTAL
March	-	142	142
April	-	68	68
May	5	64	69
June	10	90	100
July	11	216	227
August	76	341	417
September	40	322	362
October	25	288	362
November	20	209	229
December	30	68	98
January (2000)	12	103	113
February	17	83	100
GRAND TOTAL	260	2,090	2,350

Table 18

3.5.3 Counselling Programme

Four counseling stations were established in FAWE National Secretariat, FAWE's Skills Training School in the IDP-Camp at Grafton, at the Ministry of Social Welfare and at the Sierra Leone Association of University Women (SLAUW) office.

In all there were thirty counselors. Twelve of them were trained and eighteen caregivers, not specialized in professional counselling, but experienced women who could do group counselling and sensitization in their local communities to enhance self-help in the neighbourhood according to African culture.

The clients found their way to FAWE through radio-information, referrals by other NGO's friends and fellow-abductees and were brought by family members or sent by teachers, as a result of the sensitization programme.

⁴² Ibid

The main problems of clients ranged from being bereaved and/or being separated from the family, without shelter, sparse food supply, little or no income, no clothes, to major medical and psychological problems as a result of the sexual abuse. Other atrocities suffered included amputations and the life in the bush. Psychological problems were described as: feeling ashamed and in the first place unable to talk about the sex-abuse, being withdrawn, depressed, sad, suffering from stress and lacking life perspective, having problems with lack of support of family members.

The counselling-methods initially were one-to-one sessions in a confidential and friendly atmospheres.

Some counsellors did follow up home visits and included the family in the counseling process. Group counseling developed spontaneously and more for those who had undergone a certain time of individual counseling.

Most counsellors saw their work as very rewarding and satisfying. Some expressed a feeling of helplessness towards the clients' unmet practical needs. Others had to struggle with the impact of the dreadful stories of clients. Emotional or moral problems when dealing with male or female perpetrators were very rarely conceived.

On the whole over two thousand victims were counselled, both at the FAWE Secretariat and the Ministry of Social Welfare, Gender and Children's Affairs.

3.5.4 Medical Team

The medical team was comprised of fifteen doctors. The coordination board directed clients with medical needs to the medical team. According to the records of the client through referral forms, all clients saw the doctors at least once, but the majority had continuous medical care (up to 6 visits) during the programme.

The medical team provided, antenatal care and delivery-services, as many victims returned pregnant. They also did referrals to other appropriate health facilities (Marie Stopes Clinic i.e.) They carried out various forms of medical tests and supplied drugs for malaria, worms, infestations, dermatological diseases and STD's.

The constraints included: Birth surgeries, which developed as a cost factor.

- Dealing with HIV-tests and illness as well as how to help women with unwanted babies were difficult matters which came up.

The medical report revealed that a total of 1168 abductees were treated:

Sex: Females treated: 901 (77%)
 Males treated: 139 (11.9%)
 Gender not specified: 128 (10.9%)

Age: The age range was from 1 month to 50 years

Years	<12	12	13	14	15	16	17	18	19	<19
No	207	37	24	48	83	92	127	103	67	294
%	17.7	3.1	2	4.1	7.1	7.8	10.8	8.8	5.7	25

Table 19

Occupation

- 1. School Girls/students - 541 (46.3%)
- 2. Trader/Business - 190 (16.2%)
- 3. Category not stated - 393 (33.%)

Abduction

99% of the patients were abducted. The majority of these abductees were captured in Freetown during the January 1999 invasion. A few were abducted from Makeni and Kono.

Trauma

- (a) Physical – 274 (23.4%) were beaten. The degree of violence ranged from slaps to severe and brutal beating.
- (b) Psychological – 114 (9.7%) clients suffered psychologically.
- (c) Sexual – 648 (55.4%) of the abductees were raped and some of the girls were raped by one, two, three or even ten men. Two women particularly were raped by 15 and 30 rebels respectively. The former had only given birth to a baby two weeks before being raped. She had to undergo a repair to replace the uterus in its proper position. The latter woman had a major degree of prolapse and therefore the uterus had to be taken out – (a total hysterectomy was done).

3.5.5 FAWE's CO-ordination

FAWE coordinated the Rape Victims Programme very successfully with the following achievements.

1. All the girl-mothers counselled were able to accept their babies and decided to keep them. Those who were able to, went back to school willingly without fear of castigation.
2. More than 100 school-going victims went back to school, including some who had their babies. Some also benefited from scholarships for a year.
3. Baby kits were provided for the mothers.
4. Some of the non-school-going clients rebuilt their lives, by getting engaged in petty-trading.
5. Girls who only met during counselling sessions became lifelong friends.
6. Clients became advocates for the programme, and brought in fellow victims to benefit from the service.
7. Over 2000 raped victims benefited from the medical services.
8. Surgical operations were successfully carried out. Antenatal and post-natal services were also successfully undertaken.

By the end of the programme in March 2001 various channels to expose rape were in place as several other organizations came on board the fight against the sexual violence in Sierra Leone.

In May 2001 a FAWE/UNHCR collaboration was established to assist female returnees and refugees being repatriated from Guinea. The Sierra Leone Police established a Family Support Unit to deal with rape issues in 2003 and FAWE now refers cases directly to this unit.

3.6 – Building Bridges – Peace making and Peace Building Initiatives

The exile experience in Conakry the Republic of Guinea, left various indelible impressions on the minds of Sierra Leoneans. For members of FAWE and myself their leader it accentuated the need to develop initiatives for peace and reconciliation on our return back home. During our stay in exile as discussed in the previous section, participants/students/pupils exhibited unexplained acts of active and passive violence as a result of the trauma they have experienced. We believe that men have caused the war and were destroying us all in the fighting physically or psychologically; we the women must therefore make the peace and sustain it for the future of our children and the nation.

Consequently on our return home in May 1998 FAWE entered into co-operation and collaboration with UNESCO for the special project on “Women and the culture of Peace” focusing on Africa. This was a two-year project in four phases between 1998 – 1999.

Phase One – Case Study on Women’s Traditional Mediation and Conflict Resolution Practices in Sierra Leone.

Phase Two - Development of a Gender Sensitive Training Module on education for a culture of peace.

Phase Three - Conducting a Pilot Test on the Training Module

Phase Four - Organising Training Workshops in Countries participating in the UNESCO Special Project on Women and Culture of Peace.

3.6.1 Phase I – Case Study on Women’s Traditional Mediation and Conflict Resolution Practices in Sierra Leone⁴³

This study was carried out between July and September 1998, by the writer and some FAWE members. It had four objectives:

⁴³ Christiana Thorpe et alii – UNESCO/FAWE cooperation and collaboration – Women and the culture of peace in Africa. A case study on Women’s Traditional Mediation and Conflict Resolution Practices in Sierra Leone October 1998

- to identify conflict resolution methods used by women in Sierra Leone
- to determine the level of participation of women in conflict resolution in Sierra Leone
- to identify constraints on women's mediation in conflict resolution
- to determine ways of enhancing the participation of more women in mediating processes in conflict resolution in Sierra Leone.

The study pioneered by myself, targeted women in various works of life. Women leaders and administrators, women's associations and groups, business women, housewives, female students, prostitutes and street girls, religious women and professional women. One hundred and sixty questionnaires were used as entry points for discussions on the topic to elicit information from the respondents.

Some significant outcome of the study included the following:

- a. revelation that the most commonly used method of settling minor disputes in Sierra Leone was mediation.
- b. That female alone mediation structures were in existence and recognized.
- c. That female alone mediation structures had a in 96% satisfactory to excellent rating.
- d. That women were excluded from eighty one percent of the official mediation structures within the community, because of various obstacles.
- e. That there were ways to overcome these obstacles.

Methods of overcoming obstacles to the mediation of women in resolution of conflicts

Table 18 – reveals that the most commonly used method of settling minor disputes in Sierra Leone was mediation.

Method	F.	%
Mediation	144	57.6
Litigation	60	24.0
Reconciliation	30	12.0
Submission	11	4.4
Separation	3	1.2
Retaliation	2	0.8
Unresolved	17	6.8
Total	250	100

Table 19

Table 18 shows that a total of 250 methods were commonly used to settle minor disputes within the community. Of these 144(57.6%) was by mediation, 60(24%) by litigation (summoning offenders to the elders or, to the police or other authorities for action. The witness sometimes refers the matter to these bodies if she realises that the case at hand is too complex for her to resolve. She then later serves as a key witness in resolving the conflict); 11(4.4%) by submission, (one party letting go of the matter, usually between husband and wife, co-workers and family members); 3(1.2%) by separation, (involve husband and wife or family members); 2(0.8%) by retaliation and 17(6.8%) of the disputes mentioned were unresolved.

Table

Assessment of Female alone mediation structures

	Frequency	%
Unsatisfactory	5*	4.3
Satisfactory	28	29.3
Good	25	21.7
Very good	38	33.0
Excellent	19	16.7
Total	115	100

Table 20

Table 20 depicts the assessment of the female alone mediation structures within the respondent's communities 5(4.3%) of the respondents rated these structures as unsatisfactory, 28(24.3%) as satisfactory, 25(21.7%) as good, 38(33.0%) as very good and 19(16.7%) as excellent (Female alone mediation structures include the soweis, alimamy, the ndigbas and other leaders in the secret societies. Such structures are common outside this circle. "Unsatisfactory" here was explained as the structure being harsh, uncompromising, primitive and

bureaucratic, "Excellent" as perfect, just, passing judgement without fear or favour).

One of the findings was that women were excluded from eighty one percent of the official mediation structures within the community, because of various obstacles.

Table 21 Obstacles to female participation in mediating the resolution of conflicts.

Obstacles	Frequency	%
Timing	58	28.0
Social/Professional	43	20.8
Age limit	35	16.9
Gender bias	33	15.9
Fear	17	7.2
Indifference	15	8.2
Health	6	3.0
Total	207	100

Table 21

As depicted in **Table 21**, 207 obstacles were identified by the women. Of these 58(28%) was due to inappropriate timing 43(20.8) due to social/professional criteria, 35(16.9%) due to age limit 33(15.9%) due to gender biases, 17(8.2%) due to fear, 15(7.2%) due to indifference and 6(3.0%) due to health problems. Obstacles to women participation were explained in various ways. Taking care of children, domestic chores, work schedules and the like made it impossible for their participation in mediation exercises.

- Social/professional criteria involves attaining special status in the society before membership of mediation structures
- Age limit was mentioned specifically by younger women especially school girls and college women.

Table 22 - Methods of overcoming obstacles to the mediation of women in resolution of conflicts

Method	Frequency	%
Equal opportunities	46	35.4%
Training	36	27.7
Motivation	28	21.5
Organisation	20	15.4
Total	130	100

Table 22

This table depicts methods of overcoming obstacles to women's mediation in the resolution of conflicts. 130 methods were suggested by the women and of these 46(38.4%) advocated for equal opportunities, 36(27.7%) for training facilities 28(21.8) for motivation and 20(15.4%) for better organisation of the mediation exercise. Equal opportunities here should transcend age limits, male domination, training facilities should be provided and motivation be a part of the exercise. Organisation here means recognising women gender/domestic roles in planning mediation exercises; reviewing mediation structures and setting flexible guidelines that will suit women and enhance women's participation.

The findings of the case study were used as the basis for the second phase of the UNESCO collaborative programme, which was to develop a training module. This turned out to be an eight-unit training module. It was conceived, planned, developed, critiqued and pilot tested in Sierra Leone before it was exposed for the International pre-testing both in Africa and Europe, as part of the UNESCO Decade for Peace 1995 - 2005

3.6.2 Phase Two - Development of a Gender Sensitive Training module for Education for a Culture of Peace.

Justification for training in Education for a Culture of Peace

As Sierra Leone moves into the twenty first century our need for a peaceful co-existence becomes evermore important. Development of any nation starts with a peaceful environment. As a nation devastated by war, but endowed with vast national resources, as a nation also with a higher percentage of female population the need for women's participation in decision making processes including conflict resolution becomes evermore increasing. The traumatized and destitute have multiplied as a result of the civil war. Until we find an appropriate solution method for our daily conflicts they will stay with us for as long as we live. To achieve this, we need tolerant, devoted and diligent people

to maintain a peaceful status quo in our society. Women would be significant partners in handling such daunting tasks.

Training women and enhancing their participation in resolution of conflicts would not only increase the confidence of our large female population but would also minimize the level of mistrusts, jealousies and other societal ills this country had witnessed in the past. Where conflicts are resolved in their early stages, dynamics would not protract into uncontrollable circumstances. Training women to mediate in the resolution of conflicts therefore would promote peace within the community.

The training module would be useful to curriculum planners, at primary, secondary and tertiary levels in designing training programmes for conflict resolution as part of the curriculum. The study would also be useful to managers, business women, women associations and clubs in designing gender aware programmes in conflict resolution. The eight units in the module are:

- Unit 1 – Understanding Gender and distinguishing between Gender and Sex Roles
- Unit 2 – Trauma Healing and Counselling
- Unit 3 – Conflict Resolution
- Unit 4 – Gender Awareness in Conflict Resolution, Concept of Repentance and Forgiveness
- Unit 5 – Mediation and the role of Women in Peace Building within the Family, the Community, the School and the total Social Environment
- Unit 6 – Raising Awareness of Gender Issues and Peace Building through the use of Drama
- Unit 7 – Understanding Basic Rights and Freedom and their limitation
- Unit 8 – Practices for sustaining Peace after the Resolution of Conflict/Institutionalising Transformation

The trainer's role is to adapt the content of each module to better serve the requirement and level of the particular group of trainees. The manual may be used in its entirety or relevant modules may be selected as deemed appropriate for each group. Each module is organized in a manner as to allow for the accommodation of experiences and ideas from

the participants as well as the socio-cultural considerations relative to them.

A pertinent aspect of the module is its gender sensitivity. It provides relevant information on practical ideas to enhance women's traditional conflict resolution and mediating practices since they are very important stakeholders in conflict situations.

3.6.3 Phase Three –Training of Trainers Workshop Pilot Testing – Training Module on Education for a Culture of Peace

The initial piloting was done in Sierra Leone. It started with a training of trainers' workshop in Freetown from 19th – 23rd April 1999. The twenty-five participants⁴⁴ fourteen women and eleven men were carefully selected to cover a representative cross section of training institutions in the society. There were four deputy heads of tertiary institution. Four heads of technical/vocational institutions, deputy heads of six secondary schools, deputy heads of five primary schools, one official from the Ministry of Youth, Education and Sports and four representatives from civil society organisations. (SEE APPENDIX)

The workshops objectives were:

- to enable participants to use the modules to train community members in their localities including their various institutions;
- to help participants acquire skills in viewing conflict resolution and mediating practices through gender lens;
- to orientate trainees to their role in developing a culture of peace in their community;
- to facilitate the process of learning via drama where individual participants experience trauma healing and counselling through group therapy.

The workshop was centered on active learner participatory methodology, which included plenary sessions, group work, brainstorming, dramatization, talk and chalk.

The participants gave a successful evaluation rating of 80% to the training and had two recommendations for the government and FAWE

⁴⁴ See Appendix for list

To the government: ⁴⁵

This workshop is something we all need in Sierra Leone. We are requesting government to ensure that this workshop is replicated all over the country as and when possible.

To FAWE: ⁴⁶

The participants would like FAWE to continue to strive for this workshop to reach all:- the churches, mosques, youths, women's organisations, local communities, victims and perpetrators.

At national level the training module had a tremendous impact. FAWE-Sierra Leone is proud to have been very instrumental in the task force set up by Ministry of Education to develop – Peace Education curriculum for Sierra Leone schools in 2003-2004. The current Sierra Leone Peace Education kit currently in schools was subsequently developed in collaboration with curriculum cooperation with funds provided by the World Bank. A Faculty of Peace Studies is now established at the Fourah Bay College – University of Sierra Leone headed by a woman – Mrs. Philomena Pratt.

3.6.4 Phase Four – Training Workshops for countries participating in the Special Project on Women and a Culture of Peace (Rwanda, Zanzibar, Tromso Norway) Athens, Greece

Before the final submission of the manual to UNESCO, successful pre-testing was done at international venues, within and outside Africa.

- The Pan-African Women's Conference on a Culture of Peace in Zanzibar in May 1999.
- The Higher Education for Peace Conference in at the Univeristy of Tromso in Norway May 2000
- The Balkan Women for Peace and Democracy meeting in Athens(Greece) in February 2001.

Within African training sessions were held in several countries including Rwanda, at each of these workshops the writer participated as a trainer/facilitator

⁴⁵ Christiana Thorpe: Report on Pilot Testing Training Workshop on Training Module for Education for a Culture of Peace – April 1999 pg. 4

⁴⁶ Ibid

3.6.4(1) Rwanda - Training workshop for girls at the FAWE School in Rwanda in Education for a Culture of Peace – 4th – 7th November 2001.

Participants were:

- 162 students between 11-16years
- 14 staff members
- 4 FAWE Rwanda members
- 1 Rep from Ministry of Gender
- 1 Rep from Kigali Institute of Education

The objectives of the workshop were:

- To help students identify the root causes of conflict and violence in the family, community school and country.
- To help students know the consequences of violence at all levels.
- Assist students to recognize Trauma symptoms and suggest some skills for coping mechanisms by victims.
- To assist students to identify and articulate methods of sustaining peace within their experience.

Being the only pre-testing carried out with mainly school children and girls at that, their evaluation of the exercise was very pertinent. The last day of the workshop was evaluation day.

The Evaluation took the format of songs, role-play, drawing and poetry with each participant opting for and working with the group of their choice.

The output showed that the workshop objectives were achieved.

A. Two peace songs were composed

- Song I entitled – “Peace is good, Peace is nice”
- Song II Chorus- Life is so sweet but very short indeed, without peace it becomes much shorter.

B. One group performed a role-play entitled – If we have to fight, let's fight for peace.

C. The drawings reflected:

- A flower - "This means Peace
- A home - This means Love
- Community Members hugging each other
- The Headgirl, talking to the girls about peace.

D. A Poem entitled 'PEACE' was composed by two students,

Peace oh peace

You are wonderful peace

Without you,

There can't be love, kindness, unity and happiness

We need peace in the whole world

In order to co-operate and understand each other

Rwanda our beloved nation, surely there is need for peace in our country

What is peace and how can we achieve it?

This is a state of being free, having kindness and unity.

We can achieve it by understanding and living together

We hope we shall give each other love

"Peace! Oh! Peace! The star of today"

- Umubyeyi Rehema & Ugriwabo Diana⁴⁷

Evaluation comments from the adult were:

- (1) The workshop was very beneficial, why not extend it into other schools
- (2) Men also have to know what is peace. Some are ready to help their sisters. It will be better if they also have the chance to participate in the workshop.

The training module on Education for a Culture of Peace made changes in the lives of people and communities especially in Sierra Leone after the war. We will examine how these changes came about in Chapter 4.

⁴⁷ Christiana Thorpe – Report on Training Workshop for girls from FAWE School in Rwanda in Education for a Culture of Peace November 2001

3.7 – Strategies for collaborative Community Participation

3.7.1 – Many hands make light work is the proverbial adage that lies beneath FAWE’s strategies for collaborative community participation. The physical, human and psychological destruction caused by the war was so much that in the effort for speedy and effective reconstruction and rehabilitation all hands needed to come on board at every level of the society.

FAWE-Sierra Leone is one of the few non-governmental organisations that is membership based, and among these it is so far the only female NGO that has institutionalized its membership in all districts in the country. This was strategically done. The FAWE National Constitution makes provision for five categories of membership in FAWE as follows:

- 1(a) i. **Life Membership:** Foundation members of FAWE Sierra Leone Chapter
- ii. **Full Membership:** Women Ministers, Female Paramount Chiefs, and eminent women EDUCATIONALISTS interested in the promotion of female education nationwide. At least one-third of the membership must be educationists.
- (b) **Associate Membership:**
 - i. Male: Ministers of Education, Vice Chancellors of Universities, Paramount Chiefs and prominent male personalities who have demonstrated commitment to the FAWE mandate;
 - ii. Female:- Members who for reasons of health or otherwise, can no longer participate fully/actively in FAWE activities.
- (c) **Friends of FAWE**
 - (i) Interested female who desire and volunteer to promote the FAWE mandate;

- (d) **Honorary Membership**
 - (i) Non-nationals who foster and promote the FAWE mandate.
- (e) Categories (a), (b) and (c i) shall have a membership of not less than 10 (ten) persons.

At least one third of the membership must be educationists.⁴⁹

The constitution caters not only for members from the various levels of the society but also for male membership at the associate level. As we live in a traditionally male dominated society, it would be like preparing for stillbirth of the organisation if provision for male participation were left out especially the participation of the Paramount Chiefs who are the traditional rulers. Within their jurisdictions, which are called chiefdoms, their authority is second to none. FAWE therefore made use of these traditional structures to enter the local communities. Consequently most husbands freely gave permission to their wives to become full members of the Association, and they themselves participate in the developmental programmes of the organisation.

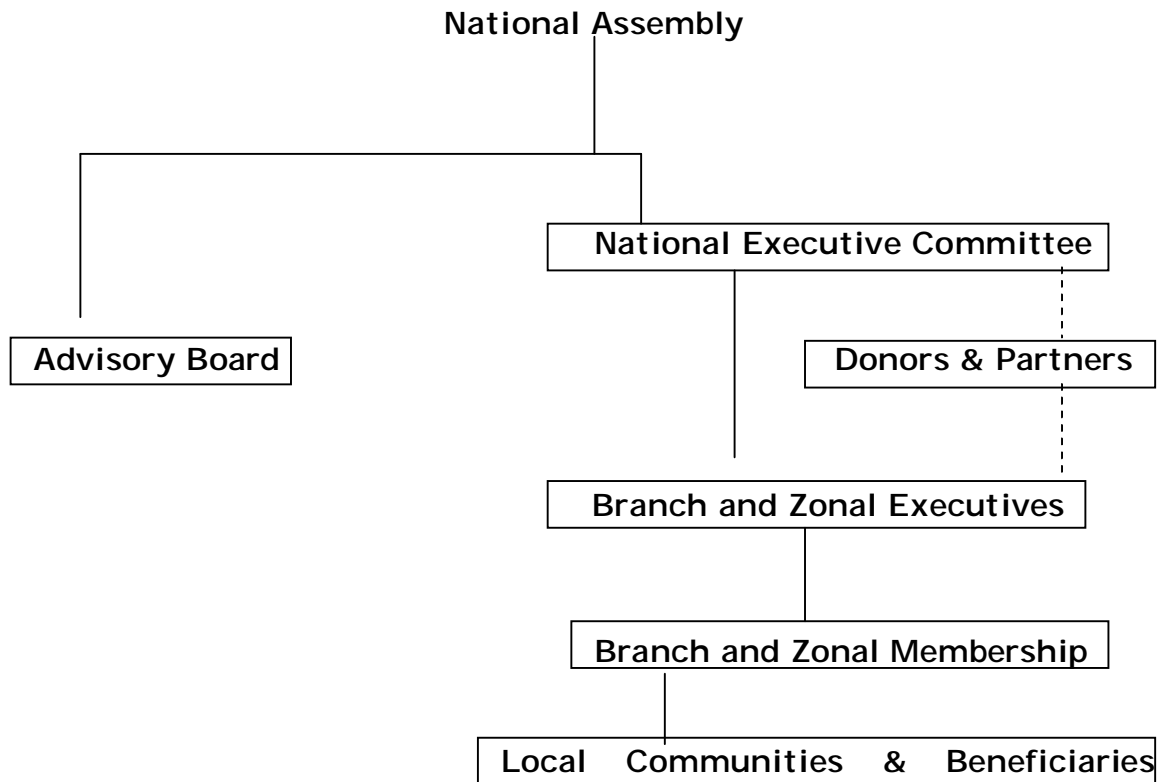
We have already remarked on the high illiteracy rate of adult women in the country. Category C membership Friends of FAWE caters for women who though illiterate may be opinion leaders in the communities. They are usually highly influential in advocacy and sensitisation as we found out during the Rape Victims, peace education and reconciliation programmes. They are therefore very significant in strategic community partnerships

3.7.2 Donors and Partners

Successful interactions with donors and partners have been critical for FAWE, in all its undertakings. FAWE's organizational chart demonstrates the important position they occupy. Our donors and partners interact with FAWE members at both National and Branch levels.

⁴⁹ FAWE-Sierra Leone National Constitution page 5

FAWE-Sierra Leone Chapter – Organisational Chart⁵⁰



⁵⁰ FAWE & FESIL Magazine 2002 Vol4. No. 1 pg.2 – March 2002

Some partners and organisations who have worked with FAWE over the years in addition to the UN agencies include the following:

1. Cordaid- Netherlands
2. Plan International, Sierra Leone
3. EDDI – AGSP – US Embassy
4. Children in Crisis – U.K.
5. FAWE Headquarters, Nairobi
6. World Vision International
7. Global Movement for Children, SL Partnership
8. Global Fund for Women
9. Preston Foundation
10. St. Albans Parish, Washington
11. World Rehabilitation Fund
12. International Rescue Committee
13. St. Martins Parish, Germany
14. Sierra Leone Opportunities Industrialisation Centre
15. Planned Parenthood Association of Sierra Leone
16. International Procurement and Construction Services
17. Sierra Leone Association of University Women
18. Kissy Grassroot Women Organisation
19. Action Aid – Sierra Leone
20. Sam-King Services – Sierra Leone
21. Banyan Tree Foundation
22. Fund for Global Human Rights
23. Oprah Winfrey's Angel Network.
24. Michael Duggan and Team – Canada
25. Women's Commission for Refugee Women and Children.
26. Norwegian Refugee Council

The impact of these strategic collaborations and partnerships on the social advancement of women in Sierra Leone has been tremendous. Without them FAWE would not have had this success story to tell today.

3.8 Deductions

The ten-year conflict period was also a period during which women and girls in Sierra Leone acquired or became accustomed to **New gender roles** like becoming household heads. This new phenomenon imposed by the war offered **New Opportunities** to local organisations like the Forum for African Women Educationalists (FAWE-Sierra Leone Chapter) through the use of their mandate to address issues of discrimination against women in Education, gender based violence and decision making.

The sections on **Education at all costs** and the **Guinean experience** portray equal educational opportunities being offered to both male and female, and also young women being brought to the threshold of acquiring traditionally male dominated skills. All facets of the national education system are now equally open to both sexes according to the Education Act 2004. There are also some laid down incentives for girl child education in addressing gender based violence as depicted in sections on **coping with the emergence of child mothers** and **breaking the silence on rape**. The establishment of Family Support Units within the Sierra Leone Police Force is one significant solution proffered to address the issue of sexual violence at public and national levels. The establishment of Family Support Units within the Sierra Leone Police Force was one such outcome.

Postwar Reconstruction and Rehabilitation can only be successful in a peaceful environment. FAWE has initiated, new modules for Peace Making through community interaction, and especially through the participation of women in the peace building initiatives

In the following chapter we will look at how these **new roles, new models** and **new opportunities** have affected the social advancement of women and communities as they settle down after the war.

Chapter 4 -Transformation Case Studies

4.1 Introduction

**PEACE AGREEMENT
BETWEEN THE
GOVERNMENT OF SIERRA LEONE
AND THE
REVOLUTIONARY UNITED FRONT
OF SIERRA LEONE**

THE GOVERNMENT OF THE REPUBLIC OF SIERRA LEONE and THE REVOLUTIONARY UNITED FRONT OF SIERRA LEONE (RUF/SL)

Having met in Lomé, Togo, from the 25 May 1999, to 7 July 1999 under the auspices of the Current Chairman of ECOWAS, President Gnassingbé Eyadéma.

Recalling earlier initiatives undertaken by the countries of the sub-region and International Community, aimed at bringing about a negotiated settlement and conflict, in Sierra Leone, and culminating in the Abidjan Peace Agreement of November, 1996 and the ECOWAS Peace Plan of 23 October, 1997;

Moved by the imperative need to meet the desire of the people of Sierra Leone for a definitive settlement of the fratricidal war in their country and for genuine national unity and reconciliation;

Recommitting themselves to the total observance and compliance with the Cease-fire Agreement signed in Lomé on 18 May 1999 and appended as Annex 1 until the signing of the Peace Agreement:

Hereby agrees as follows:⁵²

On 7th July 1999, a peace agreement was signed between the government of Sierra Leone and the Revolutionary United Front (RUF) in Lomé – the

⁵² Preamble to the Peace Agreement between the Government of Sierra Leone and the Revolutionary United Front of Sierra Leone Lomé, 7 July 1999

Capital of the Republic of Togo. This eight-part agreement popularly known as the Lomé Peace Accord, and comprising thirty seven articles, was the third initiative undertaken to bring about a negotiated settlement of the Sierra Leone conflict. The previous two being the Abidjan Peace Agreement in November 1996 and the ECOWAS Peace Plan of 23rd October 1997.

The first article of the Lomé Peace Accord called for immediate cessation of hostilities.⁵³

“The armed conflict between the Government of Sierra Leone and the RUF/SL is hereby ended with immediate effect. Accordingly, the two sides shall ensure that a total and permanent cessation of hostilities is observed forthwith”.

Article sixteen laid down the conditions for Encampment, Disarmament, Demobilisation and Re-integration⁵⁴

1. A neutral peace keeping force comprising UNOMSIL and ECOMOG shall disarm all combatants of the RUF/SL, CDF, SLA and paramilitary groups. The encampment, disarmament and demobilization process shall commence within six weeks of the signing of the present Agreement in line with the deployment of neutral peace keeping force.
2. The present SLA shall be restricted to the barracks and their arms in the armoury and their ammunitions in the magazines and placed under constant surveillance by the neutral peacekeeping force during the process of disarmament and demobilization.
3. UNOMSIL shall be present in all disarmament and demobilization locations to monitor the process and provide security guarantees to all ex-combatants.
4. Upon the signing of the present Agreement, the Government of Sierra Leone shall immediately request

⁵³ Article 1 - Peace Agreement between the government of Sierra Leone and the Revolutionary United Front of Sierra Leone Lomé, 7 July 1999

⁵⁴ Ibid - Article 16

the International Community to assist with the provision of the necessary financial and technical resources needed for the adaptation and extension of the existing Encampment, Disarmament, Demobilisation and Reintegration Programme in Sierra Leone, including payment of retirement benefits and other emoluments due to former members of the SLA.

Though this accord was signed in 1999, it was only three years later on, that the end of hostilities was finally declared.

On the 18th January 2002, President Ahmed Tejan Kabba President of the Republic of Sierra Leone declared in the local parlance – “War don don. (The war is over.)

This auspicious occasion took place at the International Airport Town of Lungi before a visibly excited crowd that had gathered to witness the official completion of the disarmament process, as spelt out in Article 16 of the Lome Accord. It took the form of a bonfire ceremony of over three thousand weapons that had been turned in by the ex-combatants during the disarmament process.

The President was indeed a happy personification of the nation on that day as he proclaimed:⁵⁵

“Today we are happy that those flames of war have been extinguished and that the flames of peace will destroy some of the implements of war

The flames of war were indeed extinguished, but most of sears they had caused would have remained for years to come, had not FAWE and other organizations intervened to help transform the lives of most of the female victims, who bore the burning heat of those flames.

Indeed there were many gaps in the Disarmament, Demobilisation and Reintegration (DOR) programme. The concerns and needs of most females who were with the fighting forces were not adequately addressed as the programme focused on males who were directly involved in the fighting. The main condition for registration in the programme was the handing over of guns in exchange for a training package and cash. As the majority of females did not “handle” guns per se they were automatically ‘disqualified’ from the support being offered through the programme.

⁵⁵ War don don: UNAMSIL Review – A publication of the United Nations Mission in Sierra Leone April 2002 – pg. 6

Those between 18-25 years were particularly marginalized as they could neither reunify with family or return to their places of origin due to lack of funds or family rejection. The popular alternative was to turn to commercial sex work for the soldiers of the peace keeping forces throughout the country. FAWE's intervention became pertinent at this point in an attempt to rehabilitate these victims.

This Chapter provides case-testimonies of transformation through statements and/or indepth interviews with some of the victims, caregivers and community leaders.

Caregivers who assisted in the various programmes also experienced transformation in their own lives. Traditional rulers and paramount chiefs in some of the communities give testimony to the changes that the programmes have brought into their chiefdoms. The need to address women's issues triggered the sprouting of women headed organisations all over the country.

4.2 Transformation of Victims

4.2.1 Victims Testimonies (2004)

4.2.1a *MARION KARGBO - Statement*

My name is Marion Kargbo. I was born on the 15th January 1980 in Freetown. I attended the Christ Church Primary School and Government Rokel Secondary School on to form two. I was staying with my family at Wellington when the AFRC/RUF invaded the city on January 6th 1999.

The unfortunate thing for us was that, seven men abruptly entered our house and I was taken away from my parents since I happened to be the eldest child. On that day I was raped by seven men and by then I was a virgin so I bled profusely till I became unconscious. When I regained consciousness, the boss of the seven men took me as his wife. When the battle became difficult for them, they decided to pull out, so we all traveled from Freetown to Makeni. On our way, there was an attack by the ECOMOG soldiers and unfortunately for me my jungle "husband" he was killed during the exchange of firing. The second in command straight away became my next husband under serious threat. From Makeni, we went to the next village called Binkolo, there were more (100) of us captured. We stayed in Binkolo for some time under hard struggle.

I managed to escape through the help of one Army Captain. He took me to Kambia on foot. From there I was lucky to find my way

to Freetown but by then I was already pregnant. The most unfortunate and discouraging part was that I was rejected by my parents.

One day I was sitting at home crying and one of my school friend was passing and she saw me, she came to me asked me why. I did not hide anything from her, I explained everything that have happened to me so she told me about FAWE and not wasting time we went straight to the office at Fort Street by then. I was interviewed by Ms. Hawa Sesay and since I was pregnant and was also very sick, I was sent to hospital for medical treatment by FAWE. This continued while I was undergoing Counselling till I delivered my baby safely. I was also enrolled at the FAWE Skills Training Centre at Grafton where I studied Catering for three years. I graduated with a certificate in Catering in 2003.

I am presently attached to the Canteen and Canteen Assistant at the FAWE National Secretariat. I have now accepted by my parents. I am very happy and proud to say that I can now pay school fees for my daughter who is now four years old and also care for her and myself.

I am intending to have a Canteen on my own so that I can help improve myself and my colleagues too. I will always remain grateful to FAWE.

4.2.1b COMFORT BALLIE - *Statement*

My name is Comfort Ballie. I attended the Experimental Primary School at Njala. I stopped at Class (5) I was staying with my parents in Njala on to the time the rebels attacked us. My father was killed by the rebels. We escaped with my elder sister to Bo. We stayed in Bo for two weeks and we traveled to Grafton where we settled.

During the January 1999 invasion, I was captured by a group of AFRC/RUF armed men. I was with them for (1) week and I was raped every day either two or three. I felt sick and unable to walk. One day the ECOMOG attacked the place we were based, they all ran away and I alone stayed because I was sick. Luckily for me I was saved by one man who took me to his home and I was able to see my sister again. She took me to the hospital for treatment.

I came into contact with FAWE through one of the tutors at the Skills Training Centre at Grafton. I was enrolled and I studied

Tailoring for three years and graduated with Certificate in Tailoring. I am presently attached to one Tailoring Shop. I can now sew and earn money on my own. I have one child a son, he is now three years. I am now able to care for him though not in all cases.

I am intending to have a tailoring shop on my own so that I can help my friends. I am very grateful and I will always be proud of FAWE.

4.2.1c ISHA KAMARA - *Statement*

I am Isha Kamara. I was born in Freetown on the 3rd of February 1971.

I am a victim of war and because I have no one to help and nowhere to go I heard about FAWE Lungi. I went to the women and I told them my problem so they assisted me in going into the Skills Training Centre. I am doing Catering at the Skills Training Centre and I am in Final Year. I am now on Job Experience at the Lungi Airport Hotel.

After my job training I will want to work at the Hotel to continue my career. I have gained a lot of experience during my training. I am very grateful to the women of FAWE Lungi: the Founding Chair and all my tutors who have helped me to be somebody to day.

4.2.2 Caregivers Testimonies on Victims Transformtion

4.2.2 A. *Testimony of Counsellor Mrs. Gloria Bayo (2002)*

4.2.2. a (i) Survivor A

This client was abducted on the 7th January from central Freetown, witnessed the killing of her husband by the rebels and was raped in the presence of 3 kids before being abducted and taken to the jungle where between 15-20men gang raped her while she was tied hands and feet apart to a tree. She was released after months. She came to seek medical help at FAWE with complete prolapse of the uterus. Her story line was as follows:

"On January 7th very early in the morning, we were still in bed when I heard gunshots in our compound. I quickly got up woke my husband called our three kids, one girl 8 years and two boys 11 and 6 respectively to our three kids, and took cover the wardrobe. My husband was so confused he didn't know what to do. Suddenly the rebels banged our door and forced it open. As soon as they entered our room they demanded money from my husband. He gave them fifty thousand leones (Le50,000.00) which was all the money we had. They asked for more, but my husband told them he had no money. One of the rebels cocked his gun and threatened to blow his head off if he refused to give them more money. "You people thought we had gone but we are here today to kill all you bloody civilians who refused to support us" the rebel said. "If you have no money then let me send you to eternal rest", the rebel with the gun cocked said. Then he shot my husband on the chest, and my husband fell shouting, "You have killed me". I couldn't bear it so I opened the door of the wardrobe shouting. "You killed my husband". So they got hold of me and told me not to worry that they will take care of me.

Immediately in the presence of my kids all six (6) soldiers raped me one after the other. After this first rape, they asked everybody else in the house to come out. By then everybody had left the compound except my own family members, my kids came out crying. One of them ordered me to march forward pointing his gun at me. While we were a little bit away from the house. I saw smoke coming from its direction. The rebel who held me under gun point started laughing at me and then told me that it is our house that is now on fire, so why can't I follow them since I had no husband and no house anymore. I cried throughout, but they refused to release me. Eventually they took me to the jungle as they retreated from ECOMOG advance. My two months in the jungle was a horrible experience. The six men who raided our house kept torturing me. They tied my legs and hands apart on a tree kicking me in the stomach accusing me of "overlooking". (Overlooking in the jungle means disrespect). They raped me again one after the other and invited other combatants to join them. Whenever I cried and begged them, they insulted me and intensified their assault. I counted between 15-20 men who raped me that night. I was so helpless I kept bleeding; eventually I felt something come out between my legs. I later learnt that it was my womb. I was left alone to die slowly for more than a month. With the help of the other women, native herbs were prepared to ease my pain, when my condition worsened. I was eventually released by my abductors in March 1999.

My relatives then immediately took me to FAWE. Thanks to FAWE I am alive today to narrate my horrible experience, an experience I'll

never forget. I trained in Masonry at the Grafton Skills Training center."

I have been following the development of this client ever since. She is now working with a building construction company. When she first came to FAWE for help, she was sent to one of the FAWE doctors who fixed the womb again to its position. In December 2000, the womb shifted again from its position, so it had to be completely removed. I was interested in the case of this particular woman, because she is an example of the suffering women in conflicts she had no ideas about. Today she enjoys improved health although she can have no more children.

4.2.2a (ii) SURVIVOR B 17YEARS

This client lost her parents on the night of January 6 when they were used as human shield, two brothers were forced to rape her, at gunpoint and she was also conscripted into the fighting force.

When the rebels entered the City on the night of 6th January 1999, they entered their house and ordered all of them to stay put. They were all then used as human shield as the rebels advanced towards, the centre of the City. Her parents were both killed that night in a cross fire. On 7 January 1999 abducted together with other girls, she was locked in an unfinished house where she was regularly raped by two young boys who were brothers. When ECOMOG troops chased the rebels out of Freetown, she was taken to Masiaka where they were based for some time.

During that period most of the abductees were conscripted into the fighting force. Everyday they used to go on looting mission. They would be drugged first thing in the morning before taken. My client was given a machet to cut people's hands and a pistol to fire at any enemy. Most of the children abducted died during those raids as they were given ammunition to carry.

During her abduction she was married to a Commando.

"He used to lock me in a cage naked for the whole day, anytime I refused to honour his request to have an affair he would leave me in the cage after beating me. Then whenever he felt like it he took me out of the cage and raped me. He kept threatening me in this manner until one day when I managed to escape together with a few other girls. By then I was five months pregnant".

My client escaped in December 1999. Her baby is now five years. She was among those who benefited from the FAWE Skills training programme and Rape Victims programme.

I later learnt that relatives took her children during her abduction. Her daughter who was by then eight years old stopped going to school because there was no money to send her to school.

Thank God she has since been enrolled in the FAWE School and is now in class 4. The survivor recently developed another complication in her pelvic bone that needed an operation. One of the international agencies has now taken up her responsibility, and will foot the bill for the surgery.

4.2.2 b Testimony of Founding Chair, on one of the Victim's Transformation - *Christiana Thorpe - 2004*

I would like to narrate an incident that happened once on my way back to Sierra Leone after getting a visa to attend a conference in Spain in 2004. I had to go to Guinea to get my visa for Spain. My journey would normally have been six hours, but it took twelve hours because the roads were so bad. At the border, a lady of about eighteen to twenty years of age came up to me. She carried a plastic bag, and in that bag, there were two cans of ice cold soft drinks. Since I had been travelling for so long, I was very thirsty. The young women came up to me and said "Auntie, Auntie, - that is the name we give to someone who is a semi mother. "That is for you", she said, I asked her why – and she responded "Oh Auntie, you don't recognize me. I was in your FAWE centre and did catering and food sciences." "The girl then showed me her shop: she had a little kiosk at the border town, where she sells drinks as well as making sandwiches and selling them. Her baby, which had been in our crèche, has now been enrolled in the primary school in the area. All the fatigue caused by my journey just disappeared. I felt so happy as I could see the difference that has been made in one person's life. What a transformation!

4.3 Transformation of Caregivers: *From "Volunteers" to Friends of FAWE*

Caregivers played very important roles in most of FAWE's activities during the war. Significantly however in two programmes, The Guinean

experience and Breaking the Silence on Rape, they were most outstanding.

FAWE members themselves through their voluntary services were the primary care givers. The hallmark of caregiving in FAWE's programmes was volunteerism. In the process of serving others voluntarily the care-givers themselves became transformed and enriched in one way or the other.

This section shows how caregivers in the training programme for Externally Displaced Sierra Leonean children and youths in Conakry Guinea, were themselves transformed from being just 'ordinary refugees' to becoming 'Friends of FAWE' the 3rd Category of FAWE membership.

The Guinea programme personnel comprised eighty-eight volunteers as trainers/teachers, administrative officers, doctors, nurses, counselors, office assistants and drivers. The planned and actual variances were minimal during the entire course of the programs:

4.3.1 PERSONNEL

	PLAN	ACTUAL	VARIANCE	TOTAL
a) Management	15	17	2	17
b) TRAINERS (general) Primary and Secondary	22	22	0	22
English	6	6	0	6
Maths	6	6	0	6
c) Specialist Areas For both Primary & Secondary				
French	12	12	0	12
Physical Education And Sports	6	6	0	6
Drama	6	3	3	3
Peace Education and Trauma Healing	12	16	4	16
Total of actual Personnel				88

Table 22

The personnel consisted volunteers who were themselves displaced Sierra Leoneans and they only received minimum transport allowance for their transport to and from the training center.

The school week was a four day week – Monday through Thursday for the children, leaving Friday as a training day for the trainers. All staff members underwent training in Peace Education and also received trauma counseling from the counseling unit of the programme, which was comprised of FAWE members.

These weekly sessions were most therapeutic for the staff traumatized by the war, and helped them cope better with even more traumatized children in their respective classes and teaching subjects.

In the coordinators report it was stated:

“that inspite of the small allowances paid to the trainers and staff, their services are really voluntary in nature and they remained very committed even when the allowances were delayed or not forthcoming.”⁵⁶

The most transforming aspect of this programme was the readiness of the eighty-eight trainers to assist FAWE Sierra Leone Review the entire programme in light of their experiences in Conakry. During a period of two weeks; seven training manuals used for the programme were reviewed and upgraded for future use in the education of children in Conflict situations.

The Preface to these series written by myself, as Founding Chair is pertinent to this study as it gives the rational for the entire exercise.

Proposed Training series for The Education of Children in Conflict Situations (Based on the Sierra Leone conflict situation experience)⁵⁷

These modules were prepared for the Forum for Africa Women Educationalists (FAWE) Nairobi Secretariat under the supervision of FAWE Sierra Leone Chapter during the latter's refugee sojourn in Conakry Republic of Guinea December 1997-March 1998.

⁵⁶ Samuel J. M Maligi II – Co-ordinator – FAWE Training Programme for externally. Mid Term Report pg. 6 January 1998

⁵⁷ Christiana Thorpe – Proposed Training series for The Education of Children in Conflict Situations (April 1998) based on the Sierra Leone Conflict Situation Experience.

They do not in the least underestimate the quality and content of respective national curricula in war affected countries. However in war and unrest the one discipline among others that suffers most is education. Strategies therefore need to be improvised to keep education on course. These modules are simply an experimental innovation specially designed to keep the real experience of two successful operations by FAWE Sierra Leone Chapter to provide education to (a) internally displaced children within the country, May-September 1995 and (b) externally displaced (Refugee) children in neighbouring Guinea December – March 1998.

In both operations the teachers comprised professionally trained men and women, themselves displaced or refugees, who came forward to offer voluntary services to keep the flame of learning alive during that most trying and difficult period in the country's history.

With the present war enigma around Africa there is every reason for developing and producing these modules so as to share experiences which could be used internationally in similarly affected countries. The modules respond to the actual situation of meeting the psycho-social needs of children during the critical period of displacement. To this end purely academic and thought provoking subjects are restricted to studies like Mathematics, English, Language Arts, and French each of which touch a cornerstone of human communication. The core disciplines are trauma counseling, Peace Education, Physical/Health Education, Drama. These studies address both the psychosocial and therapeutic needs of the target beneficiaries.

Seven, nine member working teams assisted in the development of modules. One team per subject area and one member for each of the nine levels (ages 6-14), spanning the Basic Education programmes of most educational systems.

The duration for each module is flexible ranging from three to twelve months and depends largely on the practical situation in each refugee/displaced set up

e.g. No. of teacher/trainers available, trainer/pupil ratio.

While normal school buildings are not envisaged, make shift classrooms must be identified within the refugee campus to facilitate a conducive learning atmosphere e.g. Grass huts, Tarpaulin shades zones, shades of large trees.

For teaching/learning materials in most refugee situation UNICEF can assist with "school in the box" kits. Other usables can be obtained from the surrounding e.g. pebbles, sand, sticks. Flexi and varied timing is recommending for the different subjects areas as disciplines like Trauma-counselling, Drama and Physical Education normally dictate their own time span for different categories of beneficiaries.

If users of these modules find themselves making a loving and remarkable contribution to their successful use, then the learners, the immediate beneficiares are assured of the best as they have been kept singularly in mind throughout of all the preparatory stages.

Our thanks to the designers, planners and all parties who at various stages and in many ways have poured in the expertise and time needed to make these documents available.

Thanks to any agency that will appreciate these modules, and to FAWE Nairobi for inviting us to share our experience through this medium.

These training manuals were later incorporated into various programmes for Education in conflict situations like the Rapid Education Response programme used by Ministry of Education. Plan International and UNESCO in 1999. From 2004 – to date they are also being used in a collaborative programme with FAWE Liberia being sponsored by Plan International – West African Region.

In appreciation of the tremendous contribution made by the training personnel, FAWE on return from the exile officially recognized the group as Friends of FAWE at a formal public ceremony at the British Council in Freetown. With the rapid expansion of the formal education system after the war most of these volunteers are now Heads of primary and secondary schools. They record their appreciation of the hands-on-

experience in curriculum development they imbibed through working on the modules in Conakry.

As friends of FAWE some of them also served as Caregivers or Counsellors in the Rape Victims Programme from 2000-2002.

A special programme code-named 'Helping the helpers' was made available to all counselors who were bearing the brunt of listening to the awful experiences of their victims day in day out. Through these programme caregivers and counselors were able to 'off-load' their 'stress accumulated during the heavy counselling sessions. Professional assistance for this programme was provided by Medecins Sans Frontier (MSF) Holland.

4.4 Community Transformation

Sierra Leoneans live out their lives in communities. Most of the communities which were destroyed during the war are beginning to settle down again. FAWE's activities have been helping in the transformation process from being war-torn villages to peace-living communities. One of the most effective ways through which this transformation is being achieved is through Educational programmes as discussed in Section 2.3 of Chapter 3.

4.4.1 *Kono Community Education Project - Eastern Province*

Sixty three communities in the Kono District of the Eastern Province are currently experiencing rapid transformation. FAWE's strategy is to begin with the children, target their needs and work with the adults to meet and provide those needs.

The Kono/FAWE/UNICEF Community schools project has the same all embracing objective as the Bombali project, which was discussed in section 3.2.3. Its first phase started in June 2004 reaching 25 communities and enrolling 3000 children and 75 teachers who have been trained. These communities have been assisted with building materials such as tarpaulins and nails to put up temporary structures. Teaching/learning materials being provided to all the teachers and children.

The current phase treats 300 children in thirty-eight (38) communities and seventy-five (75) teachers to be trained. The grand total as of now is 6000 children in 63 communities and 150 teachers.

The new 38 communities have been provided with zinc, cement, cover ridges, roofing nails and wire nails for the construction of semi permanent structures. Timber planks (25000) were supplied to these 63 communities for the fabrication of desks and benches for the 6000 children.

This programme is done in collaboration with People's Education Association (PEA) who train the teachers. Ministry of Education, Science and Technology is responsible for the training of the School Management Committee. The coordinating and monitoring of the entire project is done by FAWE through intensive interaction with the local community.

4.4.2 Kaffa Bullom Chiefdom Community Northern Province : Sexual Gender Based Violence Project (SGBV)

The Sierra Leone International Airport is located at Lungi Town in the Kaffu Bullom Chiefdom, Port Loko District. The airport was naturally a prime target for the rebels during the war. Several attempts were made to capture it in vain. The local communities acted as guides for the ECOMOG and the UNAMSIL (United Nations Mission in Sierra Leone) to frustrate all attempts by the rebels to enter the town. An outstanding feat for which the Octogenarian Paramount Chief, Bai Shebora Sheba Ballay Kombanda II is singularly proud today. The flip side of this success however is the fact that most of the women especially the young girls in these communities took on prostitution as a means of livelihood, thereby satisfying the sexual appetite of the foreign soldiers, who were stationed at the airport garrison. With the HIV/AIDS pandemic transcending the globe, FAWE became concerned. The ladies regarded prostitution as an improved alternative to the sex slavery that was meted out to them by the rebels in the bush before they came to Lungi. At least this time they had a choice of partnership they argued.

The Forum for African Women Educationalists FAWE established a branch in Lungi in the year 2001 to address this potentially destructive phenomenon for the community.

Impressions of Paramount Chief Bai Shebora Sheka Ballay Kumkanda II of Kaffu Bullom....

In a recent interview the paramount chief had this to say with regards to transformation of the communities in his chiefdom: ⁵⁸

"Thanks to FAWE, I have seen great changes in the lives of young women in my chiefdom. The women used to carry the burden of caring for the extended family system, during the war mainly as sex workers for the soldiers. Today FAWE has changed that system. The community is now fully sensitized on sexual gender based violence. Over three hundred women and girls have been weaned from prostitution and are now gainfully employed. The community now knows that women must have their independence as well. That women are not drums to be beaten. That women should avoid prostitution. That women should be educated

I have seen the young women in my chiefdom becoming educated, and being equipped with income generating skills they are now focused. I appreciate the work of FAWE and invite FAWE to extent its services to all the other communities in my chiefdom.

But achieving this transformation in the Mahera Community was initially an uphill task for FAWE as revealed in this report from the FAWE Lungi Branch: ⁵⁹

FAWE Lungi Branch started its full operation in May 2001 after the induction of its members on 14th May the same year. Fourteen Lungi Branch members were inducted on that day. Fourteen associate members were also inducted, with the Hon. P.C. Komkanda II of the chiefdom as the first honourable associated member of the branch.

We decided to open skills training centre for our young girl mothers at Suctor. We worked with abused war victims and those engaged in the sexual trade. 150 girls were taken care of in Lungi and Lokomassama.

Conditions were not quite favourable for us at Sector, and so on the 1st of August we opened our own skill training centre at a primary school at Masoila with 50 registered trainees. Three skills were than offered namely, Literacy/Numeracy, Home Economics and Handwork. However, with the reopening of school in September, we had no alternative but to leave the school. We

⁵⁸ Interview with paramount chief Bai Shebora Sheka Ballay Kumkanda II of Kaffu Bullom Chiefdom – Lungi Port Loko District – December 2005

⁵⁹ FAWE and FESIL magazine Vol. 4. No. I – March 2002

managed to secure an unfinished building at Perimeter and Agriculture, Guidance and counseling and Masonry were added to the course. The branch was able to access feeding programme from World Food Programme for the center, and this not only provided lunch for the staff and trainees, but also served as an incentive for the tutors as they were not being paid.

In October, we were asked to vacate this premise and we finally got a place at Mahera road. The building needed renovation, which we carried out and on Tuesday January 22nd 2002, the FAWE Skills Training centre at Mahera was formally opened. The work at the centre is going on well, and some amount of harvesting is being done in the agricultural sector. The young girl mothers enjoy doing masonry work, and those who could not read or write can now spell their first names. They have all recovered from their trauma and are co-operating full.

It is sad to report the death of two commercial sex workers at the centre. They died of HIV/AIDS. And also to report that another one who went mad because of drugs. Sensitisation needs to be done especially on HIV/AIDS so that we will not continue to loose our young girls. Although prostitution is primary and learning skills in secondary for them, with the help of the counseling desk, changes are taking place gradually. By the end of the programme prostitution will minimize.

The paramount chief promised to donate a swampland to the centre, where we hope to start rice farming. In future we hope to diversify our curriculum and manage a day care centre for the babies of our trainees. On the whole, the Branch is working assiduously towards making drop out girls become self-reliant, as their immediate alternative is to go after men in the streets for money. Now we have a good number of girls waiting to be enlisted in FAWE Skills Training Centre. We crave for more NGO's to assist us achieve our aim of making girl mothers become self reliant, self respected and useful to society.

4.4.3 - Gobaru Village Community: Southern Province - Kpanga Krim Chieftdom

By, Magdalene Jane Gbonda - wife of Paramount Chief of Kpanga Krim chieftdom and president FAWE-Gobaru Branch

In Gobaru, FAWE has done many things that benefitted the Gobaru Community.

1. The Sexual Gender Based Violence programme did well in our community. As our people, girl child-mothers returned from Liberia, FAWE sent a doctor to treat them as they were sexually abused.
2. FAWE also did a sensitisation, advocacy, counseling with traumatize victim in our community and encourage the victims not to be discouraged.
3. FAWE has opened a Nursery school in our community as their was no nursery school there. The community people at Gobaru-Kpanga Krim chiefdom are very happy for what FAWE has done for them.
4. FAWE has made them to know their Human rights, in their community and their country Sierra Leone.
5. FAWE has provided Skills Training Centre in our community by constructing a centre for the Victims and drop out, to learn, gara tie-dying, Bread baking and Adult Literacy. I myself I'm a proud graduate of the Adult Literacy Programme as today I'm able to write down this testimony. Women in my community are becoming self-reliant. Today, they can manage their homes and the community and benefiting from it.

4.4.4 Tinkoko Town – Southern Province

An appraisal of FAWE's activities by Paramount Chief Joe Kangbai Macavory II (January 2006)

In giving detailed appraisal on the impact of FAWE on Tikonko town it is but fitting to know the state of Tikonko town before the establishment of FAWE in the town.

Tikonko is the chiefdom headquarter town of the Tikonko Chiefdom. It is one of the fifteen chiefdoms, which make up Bo district , the capital town of Southern Province.

It is bounded on the West by Lembema, the East by Gelehun, the South by Dodo and on the North by Towama.

Tikonko Town is sub-divided into sections, namely, Taninihun, Bumpehwo, Kpavibu, Kandibu, Letihun, Gortihun, Kpateihungoon, Bo Road and District Council Quarters (D.C. quarters).

However, the ten years rebel war had an adverse effect on the town and its inhabitants. The war destroyed the educational system of the town that has been growing rapidly.

Furthermore, it's worthwhile to note that the war left most of the young girls in the town with fatherless babies and unwanted pregnancies. The effect of the war led to the high level of dropout among girls in the town.

In view of the above, there was a need for the empowerment of the girls in order to prevent the town and its inhabitants from decadence, Albeit, the women in the township with the help of the current president FAWE Tikonko branch Mrs. Beatrice Kangbai saw the need for the establishment of FAWE in Tikonko town. The following reasons were the major factors that necessitated the establishment of FAWE Tikonko branch.

Reasons for the establishment of FAWE Tikonko branch

- To improve the – level human resource base of the township through skill training activities among the girls and women in the town.
- To reduce the high level of illiteracy in the town and the entire chiefdom.
- To sensitise the decaying community about the hazardous negative effect of the 10years rebel war. Such effects like:
 - a. The high rampant reported rape cases in the town and its chiefdom as a whole.
 - b. The increasing rate of prostitution among girls as a result of not having what to do that will earn them their living.
 - c. To reduce the level of idleness in the township among girls, thereby engaging them in creative works.

The impact of FAWE on Tikonko Chiefdom

The coming of FAWE in Tikonko has been a blessing to the chiefdom. The richness of its programmes has transformed the lives of many girls and women in the chiefdom.

FAWE has helped to reduce the high illiteracy level in the chiefdom. Through its programmes, many young girls and women have acquired skills that have become their source of living.

The programmes of FAWE Tikonko branch have reduced the level of idleness amongst young girls within the town by engaging them in skills training activities and formal education.

Furthermore, through the activities of the branch there has been awareness among girls and women with regards rape, gender base violence, the human rights of girls and women, HIV/AIDS, STI's the role of women with in the family, and the importance of education to women.

The branch has improved the middle level man-power of women within the chiefdom thereby making them self-reliant. The activity of the women in their homes has brought peace and harmony in their homes. Most of the women no longer rely on their husbands for their basic needs; since they have been taught how to find money through the skills they have acquired.

Finally, the girls' secondary school established in the town has made the town to become a centre of focus to many people for the education of their girl-children in the chiefdom.

4.5 Women Headed Organisations/NGO's

The first chapter of this study highlighted the paucity of women's contributions in all facets of the social arena in Sierra Leone, apart from child bearing, child rearing and agriculture. There were less than ten women headed organizations in Sierra Leone up to 1990 prior to the beginning of the war. Today however, three years after the war Sierra Leone has about one hundred indigeneous female organizations. They operate in the areas of Health, Education, Environment, Agriculture, Rural Development, Human Rights, Religion and Girl-Child issues. As the following tables depict:

4.5.1 ✓ Women's Organisations at National level

NO	NAME	ACRONYM	ADDRESS	EDUCATION	HEALTH	ENVIRONMENT	AGRICULTURE	RURAL DEVELOPMENT	HUMAN RIGHTS	RELIGION	GIRL CHILD	OTHERS (Democracy/ Good Governance)
1.	Campaign for Good Governance	CGG	Tengbeh Town, Freetown								-	-
2.	Concern with the development of women affected by the war	CODWA-SL	8 Howe Street	-	-	-	-	-	-		-	
3.	Council for Human Ecology in Sierra Leone	CHECSIL	YWCA National Headquarter, Freetown	-		-	-	-				
4.	Elizabeth Agricultural Farmers Association	E.A.F.A	12 Bolling Street, Kingtom, Freetown				-					
5.	Enhancing Women & Girls through Sport for Development	EWGSD	11 Charlotte Street									-
6.	Federation of Muslim Women's Org in Sierra Leone	FOMWAAL	71 Kissy Road, Freetown	-			-	-	-	-		
7.	FOMCO II Women Development Association	FWDA	7 Waterside Road, Wilberforce		-		-					-
8.	Forum for African Women Educationalits	FAWE	4 Hill Street, Freteown	-		-	-	-	-		-	
9.	Graceland Counselling Services	GLCS	C/O YWCA HQ. Brookfields	-	-		-		-		-	-

NO	NAME	ACRONYM	ADDRESS	EDUCATION	HEALTH	ENVIRONMENT	AGRICULTURE	RURAL DEVELOPMENT	HUMAN RIGHTS	RELIGION	GIRL CHILD	OTHERS (Democracy/ Good Governance)
10.	Grassfield Women's Development Association	G.W.D.A	125 Bai Bureh Road, Brima Lane Wellington	-	-				-	-		-
11.	Grassroot Gender Empowerment Movement	GGEM	John Street, Freetown									-
12.	Grassroots Empowerment for Self-Reliance	GEMS	7, Percival Street, Freetown	-	-		-			-		-
13.	LEONARD Cheshire International	LCI	20 ^B Old Railway Line	-				-				-
14.	Mano River Union Peace Forum	MRU	Delco House, Lightfoot Boston Street						-		-	-
15.	Marie Stopes Society of Sierra Leone	Marie Stopes	Wilkinson Road	-	-							
16.	Moawoma Rural Women Development Association	MORWODA	1 ^b Kallon Lane, Kenema									
17.	National Women on the Move	NAWOMO	4 George Street, Freetown									
18.	Quinsawa Women's Organisation	QUINSAWA	41 Brook Street, Freetown									
19.	Sierra Leone Association on the Welfare of Women and Children	SLAWWC	20, Circular Road, Freetown	-	-							
20.	Search for Common Ground Talking Drum Studio	SECG. TDS	44 Bathurst Street, Freetown	-					-		--	
21.	Sierra Leone Association of University Women	SLAUW	65, Siaka Stevens Street, Freetown	-		-			-			

NO	NAME	ACRONYM	ADDRESS	EDUCATION	HEALTH	ENVIRONMENT	AGRICULTURE	RURAL DEVELOPMENT	HUMAN RIGHTS	RELIGION	GIRL CHILD	OTHERS (Democracy/ Good Governance)
22.	Sierra Leone Medical Women's Association	SLMWA	35-37 Edward Street (West End Clinic)			-						
23.	Soroptimist International	Soroptimist	21, Bathurst Street	-	-	-			-	-		
24.	United Programme for women in Agricultural Development and Social service	UPWARDS	9 Lunsar Road, Makeni, 15 Main Road, Juba	-			-				-	
25.	United Rural Women's Association	U.R.W.A.	13 Zainab Drive off Aberdeen	-	-	-	-		-	-	-	-
26.	Women Helpline	WHL										
27.	Women in Crisis Movement	WIC	137 ^B Hospital Road, Kissy Dock yard	-	-		-	-	-	-	-	
28.	Women's Development Association Community Education Centre	WODA	Peninsular Highway Juba Barracks	-								-
29.	Yomabang Womens Development Association	YOWODA	C8 Government Quarters Cockrill									-
30.	Young Womens Christian Association	YWCA	Brookfields, Freetown									
31.	50/50 Groups		King Harmann Road								-	-
32.	Young Women Leaders	YOWL	C/O British Council, Tower Hill	-							-	-

Table 23

4.5.2a Women's Organisations at Regional/District level

a. Western Area

NO.	Name	STREET
1.	Alpha Morlai Centre for Disadvantaged Women	C/O Alpha Morlai Building, Opposite Exam Council Tower Hill
2.	Anshariatu Muslim Women's Organisation	7 First Street
3.	Ariana Women's Development Association	13 Old Railway Line, Tengbeh Town
4.	Babadori Women's Organisation	29A Babadorie Hill, Off Spur Road
5.	Bambratown Women's Organisation	13 James Street
6.	Brookfields United Muslim Association (BUMA)	2 Morgan Lane, Freetown
7.	Christian Counselling & Fellowship Ministry for Women in Crisis	131 ^B Kissy Dockyard
8.	Comprehensive Women's Organisation	15 Lumley Street
9.	Concerned Women's Development Organisation	5 Benjamin Lane, Freetown
10.	Grassfields Women's Development Association	1 Access Road, Kissy Mess Mess
11.	Mano River Women's Network	4 TH Floor, Delco House
12.	Market Women's Development Association of Sierra Leone	1 Richard Street, Off Jones Street
13.	Masanga Community Women's Development Association	C/O Adventist Health Service, 20 Bathurst Street, Freetown
14.	Progressive Girls Organisation	8 Havelock Street, Freetown
15.	S.L. Market Women's Association	29 Liverpool Street
16.	Saben Women's Development Organisation	5 Regent Road, Freetown
17.	Sisters with Attitude	108 Bai Bureh Road, Grassfield Kissy
18.	Spiritus House,	Howe Street
19.	United Progressive Women's Association	31 Goderich Street
20.	Wearside Women in Need Sierra Leone	36 Pademba Road, Freetown
21.	Wives and Widows of Civil Defence Force	C/O Brookfields Hotel Tel: 272731 or 076-604-772

NO.	Name	ADDRESS
22.	Women in Action Development Association	8 ^F Technical Drive, Congo Cross
23.	Women in Business for National Recovery & Development	111 Campbell Street
24.	Women Network Society	181 ^B Bai Bureh Road, Rokupr Freetown.
25.	Women Unity Organisation	5 ^C Rokupa Estate, Wellington

Table 24

4.5.2b Southern – Province Bo District

NO.	NAME	ADDRESS/CONTACT PERSON
1.	Andegema Development Organisation	Alice Khanu, 17 Second Back Street Messima Bo
2.	Ganor Women's Group Isatta Momoh,	Nyandehun Kakua Chiefdom Bo
3.	Gbormuma Women's Group Mamie Moriba,	37 Prince Williams Street, Bo
4.	Kayoma Women's Development Association, Bo	Mrs. Theresa Bangalie (HRS Compound)
5.	Komayeh Women's Group Haja Jabbie,	Sembehun 17 Old Town
6.	Maranatha Women's Group BabyGabdi	13 Lebbie Street, Moriba Town – Bo
7.	Mogbongo Market Women's Fish Mongers Association Mamie Bangura,	R32 Old Railway quarters Bo
8.	Moluma Women's Group	Nyawo Moana Bo, No. 2
9.	Muloma Women's Association	Mamie Moriba, Koribondo
10.	One Family Women's Association, Bo	Mary Koker, May Ray's Relaxation Maxwell Khobe Park
11.	Tewoh Women's Organisation Sally Kargbo,	Bo, New London
12.	Tuba Women's Organisation Zainab Sannoh,	Sembehun 17
13.	Upper Sewa Road, Muslim Organisation Catherine Bawoh,	56 Kaitbe Street, Bo

Table 25

4.5.2c Eastern Province – Kono District

NO.	NAME	ADDRESS/CONTACT PERSON
1.	African Costume Training Centre for Women	Mrs. Kumba Judith Kellie, 555 Sport Tankoro Koidu Town
2.	Bandafafeh Child Welfare Association C/O Chief ,	The Chief Staff quarter Ngaiya, Nimikoro chiefdom-Kono
3	Barracks Women Association	Mrs. Josephine Brima & Mrs. Sarah Bangah, D.O. Barracks-Koidu
4.	Bassa-E Wandima Women's Association	Mary Rogers N9, New Sembehun Road, Koidu
5.	Benkoma Women's Association Gladys The,	Tombudu Kamara Chiefdom
6.	Chingima Women's Association C/O Chief ,	The Chief Staff quarter Ngaiya, Nimikoro chiefdom-Kono
7.	Eenekoe Women's Cooperative Society	Kumba Daisy Tamba, RP4 NDMC Camp Tankoro Koidu
8.	Forum for African Women Educationalists-Yengema	Veronica F. Kamara, Yormandu Road-Yengema Branch
9.	Jerecho Women's Association	Mrs. Esther S. Koineh, Tamba Jaiama Street-Gbense Koidu
10.	Kainsay Women's Development Association	Degba Senesie, Keinsay Town-Koidu
11.	Koidondonya Women's Association	Femusu Nyema Saquee, Sagse Tankoko-Kono
12.	Kono District Women's Cooperative	Isatu Ngebuva, N10 Caulker Street
13.	Kono Hair Dressers Association	Susan Ms'bayo, N7 Konomanyi Street-Koidu
14.	Kono Motomonyona Development Association	Yei Morseray, 22 Post Office Road-Koidu
15.	Kono Progressive Women's Association	Mrs. Sia D. Kamanda, N6 Main Kaikordu Road, Koidu
16.	Meg-ma-yanda Skills Training Centre	Susan Lebbie, N6 Tamba Abu St. Koidu or Yormandu Town, Kaylma ROAD Sandor Chiefdom

Table 26

4.5.2d

Northern Province – Koinadugu District

NO.	NAME	ADDRESS/CONTACT PERSON
1.	Community Action for Nation Building (CANB) Women's Association	Hannan Conteh
2.	Haldiforty Women's Development Organisation	Madam Harimatu Jalloh, Kabala
3	Helping Hands Women's Development Organisation	Mrs. Saudatu Kamara
4.	Mafatamba Agro Forestry Women's Farmers Association	Madam Tadie Samura
5.	Market Women's Petty Traders Thrift & Credit Society	Mr. Iyeba Kamara
6.	Minbeheyanday Women's Empowerment Programme	Mrs. Mama K. Mansaray
7.	Mraya Women's Farmers Association	Haja Mafereh Marah
8.	Ronko Agriculture Cooperative Society	Madam Fatmata Marah
9.	SLADEA Women's Association	Haja B. Mansaray
10.	Women Against Poverty	Theresa F. Kargbo
11.	Women's Petty Traders Association	Mrs. Yaebu Mansaray

Table 27

4.5.3 Glimpses of Social Advancement of women

A simple analysis of these tables reveal that one third of the female organizations are registered to operate at national level and that women's organisations are now operational in each district. At national level their areas of intervention range as follows:

- | | | |
|----------------|---|----|
| ➤ Education | - | 20 |
| ➤ Human Rights | - | 13 |
| ➤ Health | - | 12 |
| ➤ Agriculture | - | 12 |
| ➤ Girl Child | - | 11 |
| ➤ Others | - | 15 |
- Others - include programmes for Leadership Training Skills and Democracy and Good Governance.

Undeniably the highest areas of intervention are in the social and human rights sectors. A phenomenon, which is the direct response to the experiences of the war years, showing that transformation of the nation itself is gradually taking place through its womanhood.

4.5 Deduction

In this chapter we see how FAWE is contributing to women's transformation in different facets since the end of the rebel war

- Female war victims are rehabilitated and have their dignity reinstated,
- Local communities are re-emerging from the ashes of destruction through participatory community based programmes; initiated by FAWE.

Issues of basic education, health, legal and democratic rights denied to Sierra Leonean women before the war, are now being rigorously addressed by women headed organisations which have increased tenfold in the last decade.

The capabilities of womanhood in Sierra Leone are indeed gaining momentum towards national transformation. Definitely women's lives are being transformed at **individual, community** and **national level** all moving towards the overall **social advancement of women in post war Sierra Leone**.

Chapter 5 - Impact

5.1 Introduction

In Chapter four we looked at the overall ambience being created from which the social advancement of women in post war Sierra Leone is emerging. This final chapter specifically addresses and highlights examples of women who have emerged as leaders within the political arena and in Public service outside of direct politics. It looks at the profiles of women and female non-governmental organisations that are now blazing the trail in the social advancement of women.

Finally it examines regional and sub regional partnerships and collaboration that have emerged among women's groups within the Mano River Union and West African sub region. These developments impact not only on the social advancement of women but also on peace consolidation in the sub region.

5.2.0 Women and Leadership in Postwar Sierra Leone

5.2.1 Political Representation

The first multi-party elections after the one party era took place in February of 1996 and brought in the government that succeeded in putting an end to the civil war. The executive arm of that government had two women Ministers among a total of twenty-five, which was only 8%. They were:

Minister of Development and Economic Planning

Dr. Khadie Sesay

Minister of Social Welfare, Gender and Children's Affairs

Mrs. Shirley Gbujama

The second Ministry was a newly established one and it demonstrated government's commitments to the promotion of gender equality and the social advancement of women.

The Legislative arm of the 1996 government comprised one hundred and twenty four parliamentarians among which were the following eight women giving the proportion of seats held by women at the National Assembly to 7.8%.

Name	Political Affiliation
Hon. Alpha Lavalie	Sierra Leone Peoples Party (SLPP)
Hon. Rebecca Conteh	Sierra Leone Peoples Party (SLPP)
Name	Political Affiliation
Paramount Chief Mrs. Margaret Thompson Sebor	Sierra Leone Peoples Party (SPLL)
Hon. Mrs Marie Barnett	National Unity Party (NUP)
Hon. Catherine Kamara	Peoples Liberation Party (PLP)
Hon. Musu Kandeh	All Peoples Congress (APC)
Hon. Haja Kadiatu Kamara	United Peoples Party (UNPP)

Table 28

From the table we see that all the main parties have at least one female representation in parliament, which was a new phenomenon for political representation in Sierra Leone.

c. Post war Presidential, Parliamentary and Local Government Elections

In May 2002 Sierra Leone conducted presidential and parliamentary elections and in February 2004 Local Government Council's elections were conducted. The wake of both these elections saw a positive shift in the participation of women in public life, they were the first elections held after the war and their mandate continues till 2007.

At the executive level, women occupy three out of twenty one ministerial positions, which is 14.3%.

Trade, State Enterprise and Industrial Relations

Dr. Khadi Sesay

Social Welfare, Gender and Children's Affairs

Mrs. Shirley Gbujama

Health and Sanitation

Mrs. Abator Thomas

In the legislative nineteen out of one hundred and twenty four parliamentarians are women as listed in Table 29. This gives over one hundred percent increase on the parliamentary seats held by women between 1996-2002.

No.	Name	District
1.	Hon. Agnes Bassie	Bonthe
2.	Hon. Dr. Fatmata Hassan	Tonkolili
3.	Hon. P.C. Mamie Gamanga	Kenema
4.	Hon. Dr. Princess Baba-Jigida	West- Western Area
5.	Hon. Haja Hafsatu Kabbah	West- Western Area
6.	Hon. Isatu B. Kamara	Kambia District
7.	Hon. Musu Kandeh	Tonkolili
8.	Hon. Agnes Kabbah	Kailahun
9.	Hon. Lydia Y. Kutubu	Kailahun
10.	Hon. Mary Massalay	Pujehun District
11.	Hon. Dr. Bernadette Lahai	Kenema
12.	Hon. Bintu Myers	Kenema
13.	Hon. Janet M. Sam-King	Bo
14.	Hon. PCM Thompson Seibureh	Bonthe
15.	Hon. Mabel Turay	Tonkolili
16.	Hon. Rev. Marie Yansaneh	Bombali
17.	Hon. Elizabeth Alpha Lavalie	Kenema (Deputy Speaker)
18.	Hon. Veronica Sesay	Moyamba
19.	Hon. Zainab L. Kamara	West-East

Table 29

Tables 30 - 31 from the archives of the National Electoral Commission. They show a comparative percentage distribution of women participation in the political leadership process between 1996 - 2002.

Political Activity or Position in 1996	Male	Female	Total	% Male	% Female
Voters (General Elections 1996)	-	-	-	-	-
Presidential Candidates (1996)	15	0	15	100	0.0
Cabinet Ministers (1996)	23	02	25	92.0	8.0
Deputy Ministers (1996)	18	02	20	90.0	10.0

Parliamentarians (1996)	75	05	80	93.75	6.25
Paramount Chiefs	139	10	149	93.3	6.7
National Electoral Commission (Chief & Provincial Commissioners 1996)	05	00	05	100	0.0

Table 30

Political Activity or Position in 2002	Male	Female	Total	% Male	% Female
Voters (General Elections 2002)	1,172,313	1,155,661	2,327,974	50.4	49.6
Presidential Candidates (2002)	07	01	08	87.5	12.5
Cabinet Ministers (2002)	18	03	21	87.7	14.3
Deputy Ministers (2002)	07	03	10	70.0	30.0
Parliamentarians (2002)	106	18	124	85.5	14.5

Table 31

From these two tables we can conclude the following:

- That while there was no female Presidential Candidate in the 1996 General Elections; there was one female Presidential Candidates in the 2002 General Elections.
- The ministerial positions were downsized from 25 in 1996 to 21 in 2002 but the number of female ministers increased from two (2) in 1996 to three (3) in 2002 or from 8% in 1996 to 14.83 percent in 2002.
- The deputy ministerial position was similarly downsized from 20 in 1996 to 10 in 2002 but the number of female deputy ministers increased from two (2) in 1996 to three (3) in 2002.
- The number of Parliamentarians increased from eighty (80) in 1996 to 124 in 2002 and the number of female Parliamentarians increased from five (5) in 1996 to eighteen (18) in 2002.

5.2.2 Participation of Women in Public Service Leadership

A. JUDICIARY

Table 32 gives the current list of women in senior decision-making positions in the Judiciary which is about thirty five percent. This is a significant improvement on pre-war years when they comprised only twenty percent.

No.	Name	Position
1.	Mrs. W.A.D. Wright	Supreme Court Justice
2.	Mrs. Umu H. Tejan-Jalloh	Appeal Court Justice
3.	Mrs. S. Koroma	Appeal Court Justice
4.	Mrs. S. Bash-Taqi	Appeal Court Justice
5.	Mrs. Patricia E. Macauley	Appeal Court Justice
6.	Mrs. Naomi M. Tunis	High Court Justice
7.	Mrs. Claudia Taylor	High Court Judge
8.	Mrs. A. Showers	High Court Judge
9.	Mrs. L.A.E. –Marcus Jones	Retired High Court Judge
10.	Ms. M.A.E. Harding	Magistrate
11.	Ms. Tonia Mbawa	Magistrate
12.	Mrs. Musu D. Kamara	Master & Registrar

Table 32

b. Law Enforcement – The Sierra Leone Police

Article XV11 of the Lome Peace Accord made provision for the restructuring and training of the Sierra Leone Armed Forces⁶¹

The Sierra Leone Army and Police are two of the institutions that have undergone restructuring as a result, with a new focus on equal opportunity. Consequently female officers now occupy the following key positions in the Sierra Leone Police

⁶¹ Lome Peace Accord – Article XVII Section I July 7 1999

1. **Acting Inspector General Crime Services**
Mrs. Kadi K. Fakondo
2. **Regional Commander East**
Mrs. Elizabeth Turay
3. **Operational Support Division**
Mrs. Gloria Tarawallie
4. **Staff Officer to the Inspector General of Police**
Mrs. Memunata Bangura

5. **Director Family Support Unit**
Miss Settu Jenettie

Other key operational positions where women are performing very well are the CID and the Police Training School. We also see women now being posted to the Operational Support Division an area previously reserved exclusively for men before the restructuring of the Sierra Leone Police.

c. Public Service

Leadership in the public service sector in Sierra Leone has been getting increased number of female Heads since the beginning of the 21st century. The following key public service positions are currently being headed by women and all these appointments were made between 2000 and 2005.

- **The Deputy Speaker of Parliament;**
Elizabeth Lavalie

- **The Secretary, Public Service Commission;**
Martha Koroma

- **The Chief Immigration Officer;**
Alice Kamara

- **The Chairman, Independent Media Commission**
Bernadette Luke

- **The Chief Administrator, Freetown City Council;**
Sarah Lewis
- **The Chief Electoral Commissioner and Chairman National Electoral Commission (NEC);**
Christiana Thorpe
- **The Development Secretary, Ministry of Development and Economic Planning**
Kona Koroma
- **The Auditor General,**
Hannah Ceasar

5.2.3 Selected Profiles of women appointed to head key national posts in Sierra Leone

(A) PROFILE OF KADI K. FAKONDO

ASSISTANT INSPECTOR GENERAL CRIME SERVICES

Assistant Inspector General of Police Mrs. Kadi K. Fakondo in charge of Crime Services, attended the ST. Mary's Primary School and the St. Joseph's Secondary School, left for the USA where she enrolled in Tiffin University in Ohio and got a degree in Law Enforcement. She was enlisted in the Sierra Leone Police in 1984 as a Cadet Assistant Superintendent of Police and has held positions such as Public Relations Officer of the Sierra Leone Police, Officer Commanding Administration and the Principal Licensing Authority. She is the first female Chief Police Officer to head a division, the 'D' Division, Kissy, a difficult area to police in Sierra Leone immediately after the conflict.

Her affection for children and gender issues has helped her push for polices in the Sierra Leone Police, which are now benefiting women in the organisation. She initiated the establishment of a domestic violence unit at the Kissy Police Station. There was the need for such a unit to be established at that time because the division was infested with ex-combatants. This unit was later transformed to the Family Support Units and there are now twenty-two units established nationwide.

After her brief stay at Kissy Division in the rank of Superintendent she was then transferred to Police Headquarters and promoted to the rank of Senior Assistant Commission (SAC) responsible for Support Services. She was later given responsibility for Personnel, Training and Welfare a new position for two years where her performance was rated as very good. She eventually became the Senior Assistant Commissioner for Professional Standards responsible for the CDIID

(Complaints, Discipline, Internal Investigation Department), Community Relations Department, Media and the Police Band.

In 2005 the rank of Senior Assistant Commissioner of Police was disestablished and the new rank of Assistant Inspector General was established. She then became the first female police officer to carry such a rank.

In January 2006, she was then transferred to Crime Management and is now the Assistant Inspector General in charge of Crime Services. She is now the accountable officer for the Criminal Investigation Department (CID) Special Branch (SB) Criminal Intelligence Services (CIS) and Interpol.

Assistant Inspector General of Police Kadi K. Fakondo also does consultancy work for UNICEF Liberia where she has trained police officers to work in the Women and the Children Protection Section as prototype of the Family Support Unit (FSU) in Sierra Leone Police.

She has attended the Overseas Command Course at the Police Staff College Bramshill, in the UK and has participated in a range of Seminars and Conferences both nationally and internationally. She hails from Mano Dasse, Moyamba District and is married with three children.

b

Shirley Yeama Gbujama

Minister of Social Welfare, Gender and Children's Affairs

Born in 1936, Mrs. Gbujama attended primary school at Government Primary School in Jimmy-Bagbor, then at Minnie Mull (Bonthe Sherbro) and finally at Harford School in Moyamba. It is at the same Harford School that she undertook her secondary education, before proceeding to Fourah Bay College where she obtained an Advanced Teachers' Certificate. Later in 1963, she got a Bachelor of Science degree in Mathematics and English from the New Paltz College of the State University of New York. A year later, she obtained a Master of Arts degree with a major in Mathematics at the New York University in New York Cit.

In 1961 she started her Banking career as a senior research assistant; and ended as Director of Personnel from 1987 to 1991. During her career, she handled all kinds of issues relating to the Central bank activities and gained tremendous experience in the field of banking.

In 1972, she was appointed as the first women Ambassador ever of the Republic of Sierra Leone. From 1972 to 1976 she assumed the responsibilities of Ambassador Extraordinary and Plenipotentiary to Ethiopia, Tanzania and Zambia and as Sierra Leone's Representative to the Organisation of the African Unity (OAU) and to the

Economic Commission for Africa (ECA). And from 1976 to 1978, she was Sierra Leone's Ambassador and Permanent Representative to the United Nations in New York. In all she spent seven good years as a first class Sierra Leone diplomat.

In 1992 she became University Secretary and Registrar at the University of Sierra Leone. In 1996 she was appointed Minister of Social Welfare, Gender and Children's Affairs a position which she holds to the present date as her appointment was renewed in 2002 in recognition of her effective services.

c

Dr. Kadie Sesay

Minister of Trade, Enterprise and Industrial Relations

Kadi Sesay attended Magburaka Secondary School for Girls and St. Edwards Secondary School. She started her sojourn to higher academic height at the Fourah Bay College where, between 1969 and 1973, she pursued and obtained a Bachelor of Arts degree with honours, majoring in English and Literature. In the same year, she proceeded to the University of Sheffield in England, where in 1974, she got a Master's Degree in African Literature. Working hard, consistently and with diligence from 1977 to 1982 at the Institute of Education, University of London. She obtained her Ph.D. in English.

She was appointed Senior Lecturer in 1984 after having obtained her doctoral degree, and eventually rose to the position of Head of the Department of English.

In 1994 she was appointed as Chairman National Commission for Democracy (NCD), a Commission established by the National Provisional Ruling Council (NPRC) Decree No. 15 November 1994. The Commission began its operations in February 1995. The National Commission for Democracy has the responsibility of educating the citizens on their democratic rights and their duties and responsibilities as enshrined in the Sierra Leone Constitution. Furthermore, the Commission strives to inculcate in the minds of the citizens a sense of nationalism, patriotism and loyalty to the State.

After the 1996 multi-party elections she was appointed Minister of Development and Economic Planning. She is currently the Minister of Trade, State Enterprise and Industrial Relations an appointment made after the 2002 general elections.

d. Christiana Thorpe – Chairman National Electoral Commission and Chief Electoral Commissioner

Born in Freetown, Sierra Leone on 16th August 1949, where she received her primary and secondary education, she proceeded for university studies to Ireland at the University College Dublin Ireland, where she graduated with a joint honours degree in Modern Language in 1976. She returned home to take up teaching appointment in 1976. She rose up to the rank of Principal in 1982 at St. Joseph's Secondary School Makeni, and served in that capacity for ten years. She has also served on Boards of several secondary and tertiary institutions in Sierra Leone.

As a female religious leader and counselor, she initiated and worked with grassroots women groups in provincial towns in Sierra Leone. The focus of this work was on making more women functionally literate, promoting an awareness of self-worth and dignity in women, and sensitizing women on their civic and moral rights and responsibilities.

She was appointed as an official of the Basic Education Secretariat of the Department of Education in March 1993. Worked on national sensitisation and advocacy for the introduction of the new system of education in line with Jomtien goal of 'Education For All'.

In November 1993, she was appointed Under Secretary of State (Deputy Minister) for Education and elevated to the position of Secretary of State (Minister) for Education in August 1994 to become the only woman in a cabinet of 19.

As Minister of Education she piloted the New Policy on Education for Sierra Leone through Cabinet in 1995. The Policy introduced radical structural and other reforms in the system of education.

She became a member of the Forum for African Women Educationalists (FAWE) in 1994 and launched its Sierra Leone Chapter in March 1995. Has, as Founding Chairperson since that date, seen membership of the Chapter increased from 21 to embrace all four Regions and fourteen districts in the country with a current membership of almost one thousand women in 2005.

As Founder of the Forum for African Women Educationalists (FAWE) Sierra Leone Chapter, she has received various national and international awards in recognition of the good work and the impact being made through the organisation in respect of social advancement of women in Sierra Leone. These include:

- 1995 - Award of Honour for Pioneering work in the Field of Education and in enhancing the status of women and girls in Sierra Leone **by Staff of the Department of Education.**
- 1996 - Awarded membership of Palmes Academique Paris, France for the promotion of francophonies in Sierra Leone **by French Embassy in Sierra Leone.**
- 1997 - Awarded membership of Order of International Fellowship
- 1997 - Certificate of merit and Entry into 25th Edition of Dictionary of the International Biography (page 395) **by the International Biographical Centre – Cambridge**
- 2000 - UNESCO Award of Honourable Mention of the 2000 Madanjet Singh Prize for the promotion of Tolerance and Non-Violence
- 2000 - UNESCO Award of Honourable Mention of the 2000 UNESCO Prize for Peace Education
- 2002 - United Nations Defenders' Award for championing the rights of Sierra Leonean women and girls to dignity and education **by the International League for Human Rights**
- 2003 - The Sierra Leone Women of Excellence Awards 2003 Latie Hyde Foster Award for Education
- 2004 - National Award as Grand Officer of the Order of the Rokel **by the President of the Republic of Sierra Leone, Alhaji Dr. Ahmad Tejan Kabbah**
- 2004 - National Children of Excellence Awards – NaCEA 2004 Award as Goodwill Ambassador for the Children of Sierra Leone **by Children's Forum Network-Sierra Leone.**

- 2005 - She was appointed and is currently the chairman of the National Electoral Commission and Chief Electoral Commissioner of Sierra Leone.
- 2006 - Civitan International/USA/Sierra Leone – Award as Goodwill Ambassador **by Civitan International – Michigan USA**
- 2006 - Voices of Courage Award **by Women’s Commission for Refugee Women and Children – New York – U.S.A**

5.3.0 The Impact of Female Non-governmental Organisations

5.3.1 Community Education

Forum for African Women Educationalists (FAWE-SL)

Since the inception of FAWE Sierra Leone Chapter in 1995, the organisation has been one of significant channels in promoting the social advancement of women in Sierra Leone. The following table depicts the rate at which FAWE branches developed throughout the country between 1995 - 2005, and more significantly the number of beneficiaries (mainly female) that have been impacted upon

⁶²FACT SHEET OF BENEFICIARIES OF FAWE BRANCHES 1995 – 2005

NO

	FAWE BRANCH ACTIVITIES	DATE OF ESTABLISHMENT	CURRENT MEMBERS	CRECHE	PRE-SCHOOL	FORMAL PRIMARY EDUCATION	NON-FORMAL PRIMARY EDUCATION	PROGRAMME FOR MATURED LEARNERS	JUNIOR SECONDARY SCHOOL	SKILLS TRAINING CENTRE	PEACE CLUBS	EDUCATION FOR CULTURE & PEACE	RAPE VICIMS PROGRAMME	REHABILITATION OF COMMERCIAL SEX WORKERS
1.	Bo	1996	63				100					63	1443	
2.	Daru	2000	25				104			57			285	
3.	Freetown	1995	79		280	4672	10	75			110	162	3,500	
4.	Gbangbatoke	2003	30		68					40			213	
5.	Gobaru	2003	20				130			39			28	
6.	Goderich	2003	35										15	
7.	Kabala	2004	32	30						150			123	
8.	Kambia	2003	27							67			245	
9.	Kenema	1997	53			200				185	80	42	1,536	
10.	Koidu	2001	27		56	368				123			829	
11.	Lungi	2000	28	30						118			567	270
12.	Lunsar	2003	26				90							
13.	Magburaka	2000	32				50							
14.	Makeni	1996	64			260				254	125	75	1063	
15.	Matru Jong	2002	36			190							46	
16.	Mile 91	2003	22		20									
17.	Mogbwemo	2000	48		72	300				100			287	
19.	Port Loko	2001	30			259					86		341	
20.	Potoru	2002	20							60			28	
22.	Waterloo	2002	23	20						98			249	
23.	Yengema	2002	51				200			53			516	
24.	Yonibana	2004	10				100						64	

Table 33

⁶² FAWE and FESIL Magazine Vol 7 September - 2005

FACT SHEET OF BENEFICIARIES OF FAWE BRANCHES 1995 - 2005

NO

	FAWE HEADQUARTER ACTIVITIES			DATE OF ESTABLISHMENT	CURRENT MEMBERS	CRECHE	PRE-SCHOOL	FORMAL PRIMARY EDUCATION	NON-FORMAL PRIMARY EDUCATION	PROGRAMME FOR MATURED LEARNERS	JUNIOR SECONDARY SCHOOL	SKILLS TRAINING CENTRE	PEACE CLUBS	EDUCATION FOR CULTURE & PEACE	RAPE VICIMS PROGRAMME	REHABILITATION OF COMMERCIAL SEX WORKERS
1.	Secretariat			1995	55											
2.	Emergency	Camp	School	1995					4371							
3.	Grafton Complex			1995	60	40	276	562			11	780	56		435	
4.	Externally Displaced	Education	Programme	1997				1198			694	350		3,152		
5.	Kissy Grassroots			2000				2417								
6.	Ibo Town Kissy			2000				543								
7.	Quarry Kissy			2000				510								
8.	School Leavers			2000					250							
9.	Kroobay			2002				303								
10.	Bombali District			2004				8000								
11.	Kono District			2004				3072								
	GRAND TOTAL				863	195	536	7881	23147	325	705	2879	447	8,044	11,912	270

This fact sheet in table 33 that FAWE-Sierra Leone Chapter has established the following numbers of educational throughout the country which are now promoting social advancement of women in post war Sierra Leone as they are mostly female targeted.

Crèches	-	5
Pre-schools	-	6
Formal Primary Schools	-	8
Non-formal Primary Schools	-	18
Centres for Mature Learners	-	2
Junior Secondary School	-	2
Skills Training Centres	-	17
Peace Clubs	-	5

5.3.2 Promotion of Training for Female Leadership

As if to consolidate the gains made by FAWE and other female or organisations during the war years several local female organisations are currently operating throughout the country, as reflected in Section 4.5 of this study. Two such groups making significant impact on the social advancement of women through female leadership promotion and training are the 50/50 Group and the Young Women Leaders, as the following interviews reveal.

a The 50/50 Group

Haja Mariama Fofana is the President of the 50/50 group⁶³

Question: When was the 50/50 group founded?

Answer: The 50/50 group was founded on the 30th November 2000 by the present Minister of Health and Sanitation Mrs. Abator Thomas and Mrs. Nemata Eshunbaiden.

Question: What activities are your organisation engaged in?

Answer: We are presently engaged in training women in the district councils, women in parliament, sensitizing women voters on the electoral processes and making the women aware of the need to vote for their fellow women in order to have equal representation in parliament and in the country's politics as a whole.

⁶³ Interview conducted in January 2006

Question: Do you have staff who carry out the day to day administration of the organisation?

Answer: Work is done on voluntary basis by members; we have only one employed staff who receives a stipend. The other members give of their money and skills to carry out the work of the organisation. We do this because of lack of funding. However we sometimes receive funding to carry out the project.

Question: What is your membership strength?

Answer: Before the war, the country had only 3 women in Parliament, today we can boast of 17 women in parliament, also in the district council's election women came forward as councilors and acting chair of district councils. You can even see people like the present Chief Electoral Commissioner, Ms. Christiana Thorpe the first women ever to assume that position in the country. We also now have 3 women a full cabinet ministers and 3 as deputy ministers, so we are progressing, I am glad that women are now aware of that fact that politics is everybody's business and not just that of the men.

Question: What can you comment on the future of women in Sierra Leone?

Answer: In this new awakening, the women have a big role to play. They are not to be silent, not to keep back, they are to come forward and speak out. Be responsible in improving the politics of the country, improving the lives of children, women and men because that is what Governance is all about, to improve the lives of the citizens.

c The Young Women Leaders in Sierra Leone

Interview with Mrs. Lovetta Pratt, the President of the Young Women Leaders in Sierra Leone,⁶⁴

Question: When was your organisation founded?

Answer: The Young Women Leaders (YWL) in Sierra Leone was founded in November 2002, born out of a workshop held for young

⁶⁴ Interview conducted in January 2006

women leaders in Sierra Leone by National Democratic Institute (NDI) with training organized by the British Council. After the training the women came together to form the organisation.

Question: What is the goal of YWSL?

Answer: The goal is to see how best we can be able to work effectively with young women and other women groups in Sierra Leone and to look at other areas of importance like women's rights, gender equity and be able to compliment other women's groups in the development process in Sierra Leone.

Question: What activities are your organisation engaged in?

Answer: We are engaged in leadership training and capacity building for our colleagues. It's a nationwide program and we meet the women in different parts of the country. We have done training for women leaders in the Western area, Makeni and Kambia. We are all soliciting funds to continue the training in other parts of the country.

Question: What is your membership strength?

Answer: As of now we have trained up to 200 young women in the Western Area, Makeni and Kambia, so that is our membership.

Question: How do you compare women leadership before the war and now?

Answer: There has been significant improvement in relation to women knowing their rights. In fact the intervention of different organisations have created a lot of awareness and as a result women have taken the forefront to be part of the development processes in the country. Except that we still look out for more opportunities especially in the area of formal and information education. Before the war you would agree with me that all decisions were left in the hands of men and therefore all benefits went to them. But we have now seen massive transformation in the lives of urban and rural women.

Question: What can you comment on the future of women in Sierra Leone?

Answer: Definitely there are brighter prospects if only we are ready to work and be part of the process. We can only achieve if we are part of and make significant impact in decision making. Leadership for women in all works of life will be in the increase as long as we are

determined. Another aspect is that we need a formidable united force that would champion the voices of women in Sierra Leone. This process should not be for self but for all.

I would want to implore all women that we must make the best out of where we find ourselves. It is only when we work to make Sierra Leone that this country will achieve its objectives. We must rebuild our country ourselves.

5.3.3 Promoting a culture of peace

The Sierra Leone Girl Guides Association (SLGGA)

The SLGGA is one of the oldest female organisations in the country. Between 2001 – 2004 it conducted a peace promotion campaign in collaboration with FAWE. The theme of the campaign was “Picking up the challenge for peace in the new millennium”. Thirty one “peace messages” were developed and broadcast throughout the country on a monthly basis using one message per day. The following messages were conveyed through print, electronic and traditional media, on daily basis. These messages were translated in the various languages and became household conversation in this way they had a significant impact on the consolidation of the peace.

PEACE MESSAGE 1

When you make me poor and homeless
I may become more than harmless

PEACE MESSAGE 2

Do unto others kind and true as you
would have them do unto you

PEACE MESSAGE 3

Peace is the REAL thing

PEACE MESSAGE 4

Love More
Gain More
Hate More
Lose More

PEACE MESSAGE 5

POVERTY is the root of most violence

PEACE MESSAGE 6

It takes two to tango

PEACE MESSAGE 7

BLESSED are the PEACEMAKERS

PEACE MESSAGE 8

An eye for an eye
And a tooth for a tooth
Will only leave a world of
Blind and toothless people

PEACE MESSAGE 9

Forgive us our trespasses
AS
We forgive those
Who trespass against us

PEACE MESSAGE 10

How green is GREEN
Have you ever counted the different
shades of green?

PEACE MESSAGE 11

PEACE I leave with you My own peace, I
give to YOU

PEACE MESSAGE 12

SHALOM

PEACE MESSAGE 13

Peace begins with me
And ends with US

PEACE MESSAGE 14

Take all what I have and leave me the
peace that will make me recapture all that
I lost

PEACE MESSAGE 15

"Since wars begin in the minds of men, it
is in the minds of men that the defences
of peace must be constructed."

PEACE MESSAGE 16

It is better to forgive than to revenge

PEACE MESSAGE 17

Our vocabulary for peace

Please!

I am sorry!

I need you!

I love you!

Thank you!

PEACE MESSAGE 18

The more we are together

The happier we shall be

PEACE MESSAGE 19

Let love, peace and unity be the answer.

PEACE MESSAGE 20

FORGIVENESS

A command from

GOD

Is a KEY

To PEACE

PEACE MESSAGE 21

"This Day let no reproach be cast on you:
God will forgive you, and He is the most
merciful of those who show mercy"

PEACE MESSAGE 22

It may be that Allah will grant love and
friendship between you and those whom
ye (now) hold as enemies.
For God has power over all things: and
Allah is forgiving, most merciful.

PEACE MESSAGE 23

But if the enemy incline towards PEACE,
Do thou (also) incline towards PEACE,
and trust in God:
For He is the one that heareth and
knoweth (All things)

PEACE MESSAGE 24

The unrighteous deed of a people should
in no way be an excuse for you to commit
injustice pursue justice always That is
nearer to ALLAH

PEACE MESSAGE 25

SALAAM

PEACE MESSAGE 26

God will forgive only those who are truly
sorry and repent for all their sins

PEACE MESSAGE 27

Ignorance and Poverty are the root causes
of violence perpetuated with evil.

PEACE MESSAGE 28

With Allah, truth, justice, mercy and
peace are supreme. Pursue justice always
that is nearer to Allah.

PEACE MESSAGE 29

Lord make me an instrument of your
peace.
Where there is hatred let me so love.

PEACE MESSAGE 30

“Love one another”

Be of good courage for together we can transform the culture of war & violence into a culture of peace and non-violence.

In Jesus name.

PEACE MESSAGE 31

He is the most merciful, forgiving and gracious Allah to those who show mercy and forgive others.

Other peace promoting campaigns nationwide helped in promoting sustainability for peace in Sierra Leone. The most popular one being the (Love One Another Campaign). Social advancement for women and overall development of the nation can only happen in a peaceful environment, that the country is enjoying today.

5.4 Sub-Regional Female Initiative

a The Mano River Women Peace Network (MAWOPNET)

The Mano River Women Peace Network is a tripartite Inter-governmental organisation, made up from women in the Mano River Union countries of Sierra Leone, Liberia and the Republic of Guinea. It was formed in the year 2000 mainly to facilitate the consolidation of peace in the subregion. It has undertaken many shuttling mediation among the three respective Heads of State and actually succeeded on one occasion to bring together President Lansana Conte of Guinea, former President Charles Taylor of Liberia and President Alhaji Dr. Ahmad Tejan Kabbah of Sierra

Leone, to discuss their differences. In recognition of the activities, MAWOPNET was given observer status to the United Nations by the Security Council in 2002.

b. *Collaboration between the Sierra Leone and Liberian National Police Forces*

In April 2005, a joint meeting of a delegation from the Liberian National Police Force, Representatives of UNICEF and United Nations Mission in Liberia (UNMIL) visited and held fruitful discussions with current Assistant Inspector General Crime Services Mrs. Kadi K. Fakondo who was then the head of Professional Standards Department. Later on UNICEF Liberia made a formal request for a consultant from the Sierra Leone Police to help provide Liberia Police an expert that would train officers working in the women and children protection sections to deal with offences relating to sexual exploitation and abuse of women and children. Mrs. Kadi Fakondo was the lead Consultant. The first part of a two-phased training was conducted between 15th August and 2nd September 2005. The training took place in Monrovia the capital of Liberia and twenty-five participants benefited from an exercise, which is presently helping in protecting and defending the rights of Liberian women and children.

c. **Non-governmental Organisations**

Initiatives by female nongovernmental organisation are well advanced. Some organisations in the forefront include Alliances for Africa, The Federation of African Women's Human Rights and The Forum for African Womens Education

In Chapter three we dwelt at length on the successful collaborative efforts between FAWE-Sierra Leone and FAWE Guinea during the war years. As the Republic of Liberia embarks on postwar reconstruction, the FAWE Chapters of both countries are currently running non-formal education programmes for three thousand children in Liberia, in twenty centres throughout the country. This collaboration is being sponsored by Plan International from the West African Regional Office in Dakar (Plan WARO). It is a two-year programme, which started in 2004. The mid term review report conducted was so impressive that plans are now afoot to establish more collaborative programmes among all the FAWE Chapters in

the West African sub region. This will include both Anglophone and Francophone countries of:

Sierra Leone	Mali
Liberia	Senegal
Gambia	Niger
Ghana	Togo
Guinea	Benin
Burkina Faso	

Table 34

The proposed collaborative programme aims at getting the FAWE Chapters in West Africa to work closely with Plan WARO to address issues like Capacity Building, Communication and Technology and development of quality education programmes for women and girls in the West African sub-region July 2006 and June 2008.

5.5 Deductions

On the whole when we recall that Sierra Leone had no female Minister before the war and only one female member in the House of Representatives up to 1990, we begin to appreciate the catalytic nature of the war years in the social advancement of the Sierra Leone women.

From the evidence adduced throughout this study, the following highlights provide adequate support for us to conclude that indeed the war years of 1992-2002 were catalytic in promoting the social advancement of women in Sierra Leone.

- At the executive level of government women in political leadership increased from none in 1992 to three full Ministers and 3 deputy Ministers in 2005, which gives an increase of 14.3%.

- At the Legislative level women moved from zero Member of Parliament, to nineteen women parliamentarians in 2004 again with a percentage increase of about 16%.
- At public service level we now have to eight women heading National Commissions where there was none in 1992.
- At Community level, ninety-seven local female non-governmental organisations now address social, educational and economical needs of women as compared to only ten in the 1990's.
- More girls and adult women now have access to formal and non-formal educational institutions throughout the country.
- Female sub regional initiatives have emerged and are consolidating the peace in the West African Sub Region thus enhancing women's participation in National development.
- Finally, a permanent Ministry focused on addressing women's issues is now established in Sierra Leone. This was not there before the onslaught of the rebel war.

Chapter 6.0 - Conclusion

The Current status of the Sierra Leone Woman (2006)

Sierra Leone conducted its most recent census in 2004 giving a total female population of 2,556,653 (two million five hundred and fifty six thousand six hundred and fifty three) as against a male population of 2,426,218 (two million, four hundred and twenty six thousand, two hundred and eighteen). This gives the women a majority of 136,435 (One hundred and thirty six thousand, four hundred and thirty five)⁶⁵.

The fact that women continue to comprise over 50 percent of Sierra Leone's population is consistent with both 1974 and 1985 censuses.

In Chapter One we analysed the status of the Sierra Leone woman vis-à-vis the International instruments. We discovered that there were woeful inadequacies, and concluded that women's issues were none issues with no mechanisms even in place to address them.

The creation of a new Ministry of Social Welfare, Gender and Children's Affairs in 1998 opened the door for policy making to address those inadequacies. This move also served to accelerate the implementation and domestication of the provisions of the Convention on the Elimination of Discrimination Against Women (CEDAW) a Convention, which was signed and ratified by Sierra Leone, in 1988.

The Ministry focused on the implementation of the CEDAW and also on the implementation of the Protocol on the African Charter on Human and Peoples Rights on the Rights of women in Africa.

As a result two national policies emerged in 2000: The National Policy on the Advancement of women and the National Policy of gender mainstreaming.

⁶⁵ Final results 2004 Population and Housing Census – Statistics Sierra Leone February 2006– pg. 6

6.1 National Policies

The National Policy on the Advancement of Women has the following five goals:⁶⁶

1. To fully integrate women in the development process to empower them, enhance their capabilities as agents of economic, social and political development and in this way ensure full development of human resources for national development.
2. To achieve national awareness and respect for women's rights as citizens and as agents and beneficiaries of development.
3. To ensure that all forms of discrimination against women and abuse of women are eliminated.
4. To ensure the elimination of attitudinal, cultural traditional, legal and religious constraints to greater recognition of, and respect for an improvement of the status and situation of women.
5. To ensure that ingrained legal cultural, religious, political customary and economic practices that present obstacles to the advancement of women are removed.

The sectoral targets for this policy are the socio/economic areas of agriculture education, health and sanitation, employment and income. Cross cutting all of these are issues of conflict resolution and the peace process which foster a conducive atmosphere for decision making.

The goal of the ***policy of gender mainstreaming*** is to mainstream gender concerns in the national development process in order to improve the social, legal, civic, political, economic and cultural conditions of the people of Sierra Leone, in particular women.⁶⁷

⁶⁶ National Policy on the Advancement of Women – Ministry of Social Welfare, Gender and Children's Affairs 2000 pg. 3

⁶⁷ National Policy on the Advancement of Women – Ministry of Social Welfare, Gender and Children's Affairs 2000 pg. 6

Both these policies provided the major national framework needed to address the wide gaps in the social advancement of women that were highlighted in the analytical comparison made against the International Instruments on women in Chapter I.

We will therefore conclude this study by looking at how these policies now affect the current status of women in Sierra Leone against the issues analysed earlier on in the study:

- a. Education
- b. Health
- c. Employment
- d. Resources
- e. Legal Rights
- f. Land and Agriculture

a. Education

The National Policy on the advancement of women stipulates that government shall.⁶⁸

- *Set up mechanisms to increase enrolment of women and girls at all levels of the educational system.*
- *Legislate and provide financial and human support to reduce high illiteracy rates which negatively impact on women's self awareness, self esteem, as well as their capabilities for effective participation in modernized production in Sierra Leone.*
- *Intensify functional adult literacy programmes, facilitate and co-ordinate efforts made by non-governmental organisations engaged in advocacy for women's formal, informal and adult literacy programmes.*
- *Promote science and technology education among girls and women through counseling services on choice of subject.....*

⁶⁸ Ibid pg9

As a corollary to this policy the Education Act of 2004 makes provision not only for free primary education for all but also promotes girl child education up to secondary school through special provision of books and uniforms.

Section Two of the same act has also made provision for the establishment of a non-formal educational council, which will be responsible for developing and implementing programmes for adult and non formal education in Sierra Leone.⁶⁹ This move will accelerate education of adult women throughout the country who make up eighty percent of the illiteracy rate of the nation.

Already adult literacy rate in Sierra Leone increased from 13% to 30% according to the multi indicator cluster survey MICS2 Final Report of November 2000.⁷⁰

It also increased across gender from 17 percent (1985 census) to forty percent (MICS 2 2000) for males and from 9 to 20 percent for females during the same period. General attitudinal changes towards education, especially that of the girl child could be attributed to this positive trend. The percentage increase of a ratio of 2:1 towards the end of the war years is a big improvement on the 4:1 ratio that existed before the conflict.

b. Health and Sanitation

On Health and Sanitation the policy stipulates that:

*Government shall ensure that health care facilities reach especially rural grassroots women and girls through health workers.*⁷¹

In 1997 the Ministry of Health established a Reproductive Health Division, but it was not until after 2000 that the focus on maternal mortality reduction received attention at the Secondary and Tertiary levels of the health care delivery system.

The 2004 census result show some improvement on health facilities being accessible to women in that the maternal mortality

⁶⁹ The Education Act 2004 Government of Sierra Leone section 2 pg. 2

⁷⁰ Status of Women and children in Sierra Leone. A household survey report MICS2 Government of Sierra Leone – November 2000 pg. 30

⁷¹ Ibid pg. 12

morbidity rate which was estimated at 1,800 for 100,000 live births has now reduced.⁷²

c. Women's employment and income

The Sierra Leone Human Development Report of 1998 depicts in tabular form a gradual decrease of women in the labour force during the war years. 1992 – 1997.

INDICATOR	YEAR				
	1992/93	1993/94	1994/95	1995/96	1996/97
(1)	(2)	(3)	(4)	(5)	(6)
1. Labour Force (as % of Total Population)	46.61	45.54	44.03	43.35	42.89
2. Women Share of Adult Labour Force (Aged 15+)	32.3	32.1	31.9	31.7	31.5
Percentage of Labour Force in					
Agriculture	61.77	61.71	61.08	60.96	60.83
Industry	16.93	16.95	16.99	17.04	17.10
Services	21.30	21.34	21.93	22.00	22.07

Table 35

We observe that while there is a decrease in women working in agriculture there is a comparative increase in women working in Industry (Cottage) and the social services.

It therefore stands to reason that the National Policy on the Advancement of Women would stipulate that government:

- *take appropriate steps to increase female labour force participation within the overall strategy for full employment*
- *implement laws that should protect women in the formal sector.*⁷³

⁷² 2004, Population Census results – Statistics Sierra Leone February 2006

⁷³ National Policy on the Advancement of Women Ministry of

There is still great scope for improvement in this particular sector and the Ministry for Labour and Employment is now being challenged to ensure that the existing labour laws to protect women in the formal sector be implemented.

d. Resources - Land and Agriculture

Although sixty percent of women work on agriculture yet women farmers were disadvantaged by unequal access to land for agriculture. The policy now makes it incumbent on government to among others,

- *“Commission and support national women in Agriculture programmes aimed at ensuring women’s access to essential production of resources including land, alleviating production, processing and distribution problems, cutting down on season post harvest losses, and improving rural infrastructures⁷⁴*

On the issue of equal access to land by all Sierra Leoneans, the Law Reform Commission in its annual report 2004 drafted a Bill entitled **“The Commercial use of Land Act”** that is now being forwarded to parliament to be passed into law. The first and major provision in the Bill now makes it lawful.

“For any Sierra Leonean to acquire a freehold or any other interest in land in any part of Sierra Leone.⁷⁵

Once passed this provision will give women equal access and ownership to the land from which they earn their livelihood.

It will also establish equity of land tenure to all Sierra Leoneans in any part of the country a situation, which up to now has not been the case

⁷⁴ Ibid pg. 7

⁷⁵ Law Reform Commission Annual Report 2004 pg. 9

e. Legal Rights – Women and Marriage Laws

In Chapter One we highlighted how women's legal rights were being denied.

If any institution has succeeded in paradoxically slowing down the social advancement of women in Sierra Leone, it is the Institution of marriage. Traditionally there are four legally recognised marriages in Sierra Leone

- Christian marriage
- Mohammedan Marriage
- Customary marriage and
- Civil marriage

Getting or being married is culturally regarded as a status symbol for women wherein women who are married enjoy higher recognition in the social stratum. Ironically however the laws in Sierra Leone that govern marriage deny women certain rights and are very discriminatory with regard to succession and inheritance.

One of the activities which the Law Reform Commission undertook in 2004 was a review on the Law of marriage, succession and inheritance.

“The purpose of the review was to produce a legislation which would consolidate, simplify and modernize the rules and procedures governing the four legally recognized marriages in Sierra Leone. The review also aimed at identifying and recommending the repeal of discriminatory provisions in the law of marriage, especially against women, with a view to establishing parity and minimizing the numerous litigations that bedeviled marriage matters in Sierra Leone.....”

Recent developments in gender issues have made it clear that there is the need to reconsider the legal status of women under the law of succession and inheritance in the light of Sierra Leone's customary law which regards

*a women as part of a deceased husband's estate, and Islamic Inheritance law which precluded a widow from taking Letters of Administration.*⁷⁶

The three person committee, set up by the Commission to look at the law on marriage was headed by a female Justice of the Supreme Court Honourable Mrs. Justice Virginia A. Wright, who was assisted by two female barristers in the persons of Mrs. Myrette Tucker and Ms. M. Demby.

A second committee was set up to look at the law on succession and inheritance. Significant among the recommendations of both committees are the call for the creation of two new acts.

The Committee on the law on marriage recommends the creation of 'The Family Act'⁷⁷ "which would incorporate the Laws of Succession and inheritance and harmonise where possible the rights and obligations of the contractual parties of all the four types of marriages."

The second committee recommended the creation of a **"Devolution of Estate Act"** which will remove Gender discrimination in customary and Islamic laws on succession and inheritance.

Bills drafted on these two recommendations have among others been forwarded to the Attorney General and Minister of Justice for onward transmission to Parliament.

The subsequent enactment of these bills into law would go a long way to remove the fetters that currently slow down progress on the social advancement of the Sierra Leonean woman.

6.2 Finale

Justifying the preamble this study has demonstrated how women's social role in Sierra Leone have metamorphosed from passive and fatalistic acceptance before the war to their becoming active engineers and designers of their destinies during the war decade and after. This wind of change is also blowing across the sub region.

⁷⁶ Law Reform Commission Annual Report 2004 pg. 14

⁷⁷ Ibid pg 15

As if to symbolise the heralding of this new period, Ellen Johnson-Sirleaf of Liberia was democratically elected the first female Head of State in Africa on December 2005. Liberia is a member state of the Economic Community of West African States (ECOWAS) and also one of the tripartite Mano River Union countries which include the Republics of Guinea and Sierra Leone.

To commemorate the auspicious Inauguration ceremony on Monday 16th January 2006, a music track entitled: **"This is our time"** written and performed by the celebrated Liberian artist Miatta Fahnbulleh was released. I would like to end this study by associating myself with the sentiments expressed in the message dedicating the track:

*"The lyrics of the song... "this is our time" speaks to millions of women and girls across Africa and beyond. It is a rallying call for all of us to rise up and take our rightful places in the leadership of our communities and countries. As African women help rebuild their broken and fractured countries after decades of violent conflict, they are not only saying 'enough is enough' they are doing something about it."*⁷⁸

Sierra Leone is a case in point. The rallying call to join forces across the West African sub region is clear and women in Sierra Leone have taken up the challenge at regional, national, local and community levels.

⁷⁸ C.D. O BAA – Message from AWDF by Bisi Adedyee-Fayemi – Executive Director African Women's Development Fund ghana@awdf-awdf@awdf.org – 2006

APPENDICES

Appendix 1

Keynote address of the Official Launching of the Forum for African Women Educationalists (FAWE) Sierra Leone Chapter by the UNDP Resident Representative to Sierra Leone – 23rd March 1995

Chairperson, Honourable Ministers, Your Excellencies Members of the Diplomatic Corps, Distinguished Guests, Ladies and Gentlemen,

It gives me great pleasure on my personal behalf and on behalf of the United Nations System in Sierra Leone to be with you here today to present the keynote address and perform the official launching of the Sierra Leone Chapter of the Forum for Africa Women Educationalists (FAWE). I would like to congratulate the Secretary of State Education and the pioneering Women Educationalists for the excellent initiative of setting up a Sierra Leone Chapter of FAWE. Equally laudable is the vision of FAWE: Promoting the collaborative efforts needed for developing national capability to accelerate the participation of women in education at all levels. The theme of my address is **Action for Equality through the Education of Women**. The education of women is in this regard looked at from the broader perspective of the acquisition of information, knowledge, skills and resources, to foster effective participation in the development process at all levels. It is not limited to formal education or even functional literacy, which are components of the wider education of women.

An analysis of the situation of Women in Sierra Leone, reflective indeed typical of the situation of women in Africa and elsewhere in the third world, lends strong support to the quest for action for equality through the education of women.

Women constitute approximately 50.5% of the total population of Sierra Leone, and most live in rural areas and are mainly engaged in subsistence farming, trade and management of the family being subjected to cultural and traditional practices that relegate them to inferior social and economic status or keep them in the background. Women work long hours at low wages and are simultaneously engaged in productive activities and non-remunerative domestic and family tasks.

The fertility rate for women is 6.5 children. This high rate has an adverse consequence for mothers as childbearing can take a heavy toll on their health. The maternal mortality rate is 450 per 100,000 live births. Not only is this level unacceptably high, but the average woman especially in the rural areas continues to suffer from malnutrition and diseases.

Customary laws in some parts of the country impede women's efforts to assume policy and decision making responsibilities at various government levels. Such laws with respect to land allocation may restrict women to user rights only. The absence of ownership of agricultural land by women, which could be used as collateral, inhibit their chances of accessing credit facilities of the development and expansion of their productive activities. Yet, 90% of rural women are engaged in agricultural activities. They spend long hours at work using rudimentary equipment that are time consuming and can be dangerous.

Women are the main processors of agricultural produce. The traditional methods and techniques used for processing are inefficient and hazardous and fall short of the increasing demands of communities.

Little efforts have been placed on developing appropriate technology for use by women. Experience elsewhere shows that indeed, whenever technologies are introduced to increase productivity and to alleviate workload in predominantly women's areas, such roles are often taken over by men and the new technologies are used by them.

In the rural areas only about 30% of the population, have access to safe water supply. The majority of the population still gets their water from rivers, springs and swamps. Women collect the water and they spend long hours fetching it. In many cases, they are forced by circumstances to seek water from unprotected sources, infested with mosquitoes and often polluted and in poor sanitary conditions. Water borne diseases are very common in such areas and it is one of the major causes for the high rate of child mortality rate and low life expectancy.

A high percentage of urban and per-urban women are actively engaged in the marketing of agricultural commodities and in other small-scale productive activities in the informal sector. Their capacity and capability however are limited because of inadequate skills and knowledge and inaccessibility to meaningful credit

facilities. Market women operate in poor sanitary environment. Conditions are not conducive for such more enterprising businesses.

The policy environment with respect to employment in the public sector depicts a mixture of gender tolerance and gender balance. The general orders or the civil service do not contain employment or promotion regulation that apparently discriminates against women. Yet the disparity in gender representation at the senior and middle management levels is alarmingly high. Employment conditions are not conducive to women's multiple roles in the family. Family responsibilities impede women's chances for upgrading their skills.

Enormous disparities also exist in the sharing of power and participation in policy making. For example, only 4 out of 114 parliamentarians in 1990 were women and only 2 women have held full cabinet positions since independence some 34 years ago. Currently only one female member is in government.

In the all-important area of women's education the situation is equally grim. Despite numerous and costly international conferences, there has been little progress towards reducing gender disparities in education. The lower status of women in this respect is rooted in economic inequality, discrimination with regards to access to power, society's reluctance to change attitudes and sexually discriminatory practices and habits that negatively affect the education of women and girls.

While enrolment for girls for primary education has increased, it still lags far behind that of boys in most African nations. Enrolment for higher education is still less than 30% that of men. Even in areas which women are actively engaged in, such as agriculture, forestry and fishing, women in Africa are still denied access to training. While women have made significant progress in all the other regions of the world in advanced training for law and business, in Africa, women on average represent only about 26% of those enrolled in these fields. Again, in science and engineering, African women lag behind their sisters in other regions with regard to access to higher education and training. Even in the sphere of education, where in all other regions of the world women constitute at least half of primary level teachers, in Africa women make up only 39%. At the secondary school level the ratio of women to men teachers is one woman to three men. More than 70% of women aged 25 and over are illiterate.

Here in Sierra Leone, although access to education is open to both sexes, there is enormous disparity between men and women. The overall literacy rate is estimated as 23.7%. Of all women in Sierra Leone, only 11% can read and write. The net primary school enrollment (1994 estimate) is 59.4% for boys and only 40.6% for girls. It is estimated that 66% of children aged 6-14 years are out of school and the majority of these, an estimated 65% are girls. There are significant geographical and social disparities in respect of accessibility to schools.

Beyond the statistics are far reaching implications for the lives of women. Very high infant and maternal mortality rates are directly correlated to the limited and/often lack of knowledge of family planning and safe pregnancy and delivery practices and facilities. Lack of knowledge of opportunities for accessing production and other economic resources, means that women do not benefit from credit, inputs and technologies that will improve their socio-economic well being. The cultural and social barriers often complicate the situation.

The situation has been exacerbated by a war, which has had a devastating effect on the population and affected areas. Available statistics indicate that the war has impacted more negatively on women and children, who now constitute more than 80% of the displaced and refugee population. Women and girls suffer more from the breakdown of civil society, social services and infrastructures as well as population displacement. Women are victims of sexual assaults and stress, enormous trauma from losing husbands, children and other family members and assume additional responsibilities of providing for family members single-handed, with limited or no access to resources. The resulting decrease in self-confidence, well being and self esteem as well as increased vulnerability to assault, oppression and misuse, further complicate the situation of displaced and refugee women. The list of deprivation, marginalization and suppression of women's rights is unending.

I have repeated these frightening statistics only because we must continuously remind ourselves of the crude reality of the majority of women. I would also like to make a few suggestions for practical action for addressing these obstacles that women face.

I started off by suggesting the theme of "Action for Equality through Education of Women", as we launch the Forum for African Women Educationalists. I believe that FAWE gives us an

opportunity to focus on the goal of equality and put in place a practical Action Plan for the education of women. A practical plan of action for women's education should propose specific remedies or solutions to each of the obstacles that women face.

The starting point is indeed with formal education, ensuring that policy is in place and resources identified to guarantee every girl child born in this country the opportunity of a minimum level of education for self-support.

A World Bank Study on "Women's Education in Developing Countries: A review of Barriers, Benefits and Policy" indicates that nations that invest heavily in schooling, girls benefit through lower infant and maternal mortality, longer life expectancy of both men and women, broader knowledge of good nutritional practices and lower birth rates.

There are other areas that the Plan of Action should consider:

- 1 Career guidance for girls is important to ensure that young women are aware of the vast career opportunities that exist.
- 2 Role modeling in a practice that FAW could very well put in place in Sierra Leone.
- 3 Adult Literacy as a strategy for self-development and for the eradication of poverty needs to be an on-going practice of all development efforts. The ability to read for oneself is the first entry into the world of knowledge.
- 4 Skills development for women through short, easily accessible and practical training for girls and women will need to be made available for self-development, employment and income generation.
- 5 An all out effort to mobilize both local and international resources will be needed.
- 6 Official policy for the education of girls and removal of social obstacles to educational opportunities will need to be secured.

In the situation such as we have in this country one can ask what the relevancy of the goal of "equality" is. When the overall literacy rate is only 23% and most people live in poverty, and a fair percentage of the population is displaced, how can we talk about women's equality!

When we talk about equality we are talking about bridging these gaps that exist between men and women. Even in situations of extreme poverty and displacement, where the whole population is affected, gaps still exist. Due to social and traditional practices the gaps tend to favour boys and men.

It is also an accepted fact today that an educated women is more likely to control her fertility, provide better for her family and ensure an education for her own children. Investing in women's education is therefore an investment in future generations.

With the increasingly changing roles of men and women, due to displacement it is equally important that policy makers and planners educators and implementers of development programmes begin to take more seriously the issue of gender - the social roles of men and women and the impact these have on their access to resources, information and knowledge.

In this regard, the United Nations Development Programme has been working in collaboration with other agencies on the development of a training programme in social, economic and gender analysis (SEGA). This programme, which we hope will be soon piloted in a few countries including Sierra Leone, will aim at introducing a gender approach to development. The programme will establish training for policy makers, planners, educators, implementers, development agents and women in social, economic and gender analysis skills.

We would therefore hope that the Action Plan for FAWE would include SEGA training.

While advocating action I would also like to quickly point out that resources are a major constraint. For a country at war, it is an even greater problem.

The Action Plan will therefore need to be innovative and practical. It will need to depend less on institutional support and more on the people and communities. It will need to seize opportunities within on-going programmes and ensure that strategies for the education of women are an integral part. It will be necessary to mobilize women and local communities in support of girls and women's education. Community support could include local Associates of FAWE, fundraising activities for girls' education; and adult literacy clubs.

In closing let me once again congratulate the pioneers of FAWE in Sierra Leone, particularly Ms. Christiana Thorpe, our Secretary of State for

Education for the focus on women's education they are bringing into this country. We must all give them our support.

It is indeed an honour and it is with much pleasure that I formally launch the Forum for African Women Educationalists in Sierra Leone.

Appendix 2I

Inaugural Speech of the Founder and Leader of the Organisation – Ms. Christiana Thorpe at the Official Launching of FAWE – 23rd March 1995

Madam Chairman, Hon. Guests of honor, Secretaries and Under Secretaries of State, Madam Guest Speaker, Your Excellencies, Members of the Diplomatic Corps & NGO's, Country Representatives, Colleagues in the field of Education, Students, Members of the Press, Distinguished Guests, Ladies and Gentlemen,

On the 30th September 1994, I was introduced to the Forum for African Women Educationalists at their 44th Executive meeting in Geneva - Switzerland.

The Forum was founded in 1992 with the mandate of "supporting girls and women to acquire education for Development". Women Vice-Chancellors of Universities in Africa and other senior women Policy Makers in Education. Its current membership consists of thirty-two members from twenty-five African Countries.

An International level the Forum operates from Secretariat in Nairobi - Kenya headed by Mrs. Eddah W. Gachukia the Executive Director.

At country level the Forum operates through National and Regional Chapters for the effective implementation of its mandate. Our appreciation goes to UNICEF for sponsoring this launching and providing part assistance in the setting up of a Secretariat.

At the 44th Session of the International Conference on Education held in Geneva 3 - 8th October 1994, the Director-General of UNESCO Mr. Frederico Mayor awarded the Comenius Medal to the Forum for African Women Educationalists in recognition of its contribution in the field of women and girls education in Africa.

This medal was instituted jointly by the Ministry of Education of the Czech Republic and the Director General of UNESCO, on the

occasion of the Fourth Centenary of the birth of San Amos Comenius, a Czech Philosopher, Educationists and Social Reformer.

The Comenius Medal is awarded every two years to personalities and institutions from different regions of the world in recognition of outstanding achievements in the field of Education Research and Innovations.

Out of thirty-four nominations submitted FAWE was unanimously selected for the award because of:_

- (1) The excellent example it provides of effective regional cooperation through professional links and cooperation between countries.
- (2) Its activities and projects, which are most promising despite its recent establishment within a space of two years.
- (3) The strong influence it exerts through the active commitment of women decision markers at various levels on Government Policies in the field of Education.

Madam Chairman, ladies and gentlemen, if we are here today to launch the Sierra Leone National Chapter of the Forum its partly due to the first of these three reasons. In the five months between October 94 and February 95, I received no less than three encouraging notes from the Secretariat as to the establishment of the Sierra Leone Chapter. Today therefore is an important day for Education in Sierra Leone. We chose today when the world celebrates Mothers Day to launch the Sierra Leone Chapter as a symbol of our motherly concern for the future prospects of our nation being predominantly illiterate.

Important and relevant as today may be more relevant still in the question what happens after today? Members of FAWE Sierra Leone Chapter this is the challenge that we face. If I could quote from the Executive Director's Editorial note on the recent FAWE newsletter:

"The International recognition of a young organization is a great honour, but more importantly, a major challenge. It means that FAWE members individually and collectively have to live up to the very high expectations the organization has created for the education of Girls and Women in Africa".

FAWE members our national chapter is born in the midst of a rebel war. There are hundreds of our boys and girls now out of school because they are displaced. Do we have a challenge? War atrocities will leave so many of young girls of school going age with unwanted pregnancies. Do we have a challenge? Parents having lost their sources of income because of the war have hardly anything to feed their families, let alone pay school fees or buy uniforms especially for girl child. Do we have a challenge? Yes we have, as individuals in our different spheres of work and collectively as a forum. Included in our programme are Muslim prayers tomorrow and a dedication service on Sunday. May the Good Lord guide and enlighten our path.

Colleague Secretaries and Under Secretaries of State, your Excellency, members of the Diplomatic Corps and Country Representatives, you would no doubt have got a glimpse of FAWE through the window by now. We hope to set up a modest secretariat very soon, after which F.A.W.E. Sierra Leone Chapter will be knocking at your doors. I thank you in advance for the welcome I am sure the Forum will receive.

To our distinguished guests especially the ladies I say please join us. The Chapter is open to all women who are ready and willing to effect and impact on the Education of women and girls in any way within the parameters of their job situation.

Madam Chairman, Ladies and Gentlemen, Thank you for your kind attention.

Appendix 3
11th Minutes of Meeting of the Forum for African Women
Educationalists - Sierra Leone Chapter held on Thursday, 20th April
1995 in the conference room of the Department of Education,
New England

1. Attendance

- 1.1 Present
 - 1. Ms. Christiana Thorpe
 - 2. Ms. Juliette Dworzak

3. Ms. Margaret Dabor
4. Ms. Talabi A. Lucan
5. Dr. Amy Davies
6. Ms. Mabel Kangbai
7. Ms. Georgiana Hedd
8. Ms. Dulcie Lake
9. Ms. Veronica Rogers
10. Ms. Shirley V. Rogers-Wright
11. Mr. Dele Sannoh

- 1.2 Absent with Apology
 12. Ms. Josephine Nicol
 13. Dr. Kadie Sesay
 14. Ms. Florence Dillsworth
 15. Ms. Marion Morgan
 16. Ms. Easterline Palmer
 17. Ms. Gracie Williams
 18. Ms. Philomenia Kamara
 19. Dr. N.I.K. Eledy-Cole
 20. Ms. Sylvia Wachuku-King
 21. Ms. Catherine Kanu
 22. Ms. Teresa Sandi

2. Introduction

- 1.3 The meeting commenced at 4.30p.m. with prayers offered by Dr. Dele Sannoh

3. Minutes of the Previous Meeting

- 1.4 The minutes were read by Ms. Margaret Dabor, the Assistant Secretary.
- 1.5 Amendments
 - 1.5.1 Some typographical errors were corrected.
 - 1.5.2 In paragraph 3.7 the last part of the sentence should read: "was discussed at length in the last meeting."
 - 1.5.3 The end paragraph of 4.11 should read: "to be amended accordingly in the minutes."
 - 1.5.4 In paragraph 5.1 " a seven-man committee" should be replaced by a "committee of seven".
 - 1.5.5 The last sentence of paragraph 5.3 should read "It was then suggested that FAWE members would have to be placed in different small committees for effective supervision, monitoring and evaluation".
 - 1.5.6 Paragraph 7.1 should read: "Women Federation for peace. Members agreed that Ms. Daisy Bona was to invite two members of the above federation to the meeting on 4th May 1995".

1.5.7 There being no further amendments, the minutes were confirmed and accepted.

4. Matters Arising From The Minutes

1.6 Members recommended that Ms. Tonie French, Ms. Elizabeth Luke and Ms. Patricia Kabba were to be invited to the meeting of 4th May for the planning of the proposed FAWE programme for a day (i.e. Workshop on theme "A Day With FAWE").

1.7 It was also recommended that the grooming aspect of the programme should be in the form of a fashion show.

1.8 It was suggested that the proposed programme be attached to the agenda for the next meeting.

5. Membership

1.9 After a long discussion members decided that future members be selected from the following categories of people.

- a) Educationalists
- b) Top Civil Servants
- c) Legal Practitioners
- d) Medical Practitioners
- e) Successful Entrepreneurs
- f) Members of the Clergy
- g) Media
- h) Accountants

1.9.1 It was decided that at least three people should be invited from each of the above categories.

1.10 Members recommended that Ms. Daisy Bona should be invited formally as a member.

1.11 In response to the Chairperson's request for suitable people to be proposed as future members, the following names were recommended for invitation:

1. Ms. Abator Thomas - Deputy Director, The British Council/Librarian Medical Practitioner.
2. Ms. Gladys Carrol - Medical Practitioner
3. Ms. Tonie French - Public Relations Officer, National Leprosy & Tuberculosis Control Programme.
4. Ms. Claudia Taylor - Legal Practitioner
5. Ms. Agnes Lappin - Educationalists
6. Ms. Daisy Bona - Media

1.12 It was agreed that invitation letters of membership and to attend the meeting of the 4th May should be sent out to the people mentioned above.

1.13 The registration of the Chapter was discussed lengthily. Finally members agreed that the Chapter should be registered with the Department of Development and Sierra Leone Association of

Non-Goernmental Organisations. Ms. Veronica Rogers commented to help with registration procedures.

6. Membership Card

- 1.14 A specimen membership card submitted by Ms. Wachuku-King was accepted by members who also mandated her to proceed with the printing.
- 7. Any other Busiess
- 1.15 The proposed programme for " A D With FAWE" was briefly discussed. The duration would be from 9.00a.m. to 4:00p.m.
- 1.16 It was agreed that invitations would be sent out after the planning meeting of the 4th May.
- 1.17 Ms. Shirley Rogers-Wright and Dr.I Dele Sannoh were appointed to represent FAWE on the Technical Committee for the Camp School Project.
- 1.18 The motion to adjourn the meeting was put foraqrd by MS. Veronica Rogers and secoded by the Chairperson.
- 1.19 Date for next meeting: Thursday 4th May 1995 at 3.00p.m.

Submitted by,

Mabel Kangbai
For: Secretary

Appendix 4

13th Minutes of Meeting of the Forum for African Women Educationalists - Sierra Leone Chapter held on Thursday, 4th May 1995 in the conference room of the Department of Education, New England

1. Attendance

Present

- 1. Talabi A. Lucan
- 2. Juliette Dworzak
- 3. Josephine Nicol

4. Shirley Rogers Wright
5. Tonnie-French
6. Philomena Kamara
7. Margret Dabor
8. Agnes Lappia
9. Abator Thomas
10. Patricia Kabbah
11. Amy Davies
12. C.A. Thorpe
13. Easterline Palmer
14. Daisy Bona
15. Veronica Rogers
16. Mabel Kangbi

DDD

1.2 In attendance

1. Anna M. Kowa
2. Estina O. Luke
3. Gloria Rogers

1.3 Absent with Apologies

1. F.A. Dillsworth
2. Gracie Williams
3. Dr. Dele Sannoh
4. Dulcie Lake
5. Marion Morgan
6. Sylvia Wachuku-King
7. Goergina Hedd
8. Dr. Kadie Sesay
9. Dr. Nathaniel I.K. Eledy-Cole
10. Teresa Sandi
11. Cathering Kanu

2.0 Introduction

2.0 The Chairperson, Ms. Christiana Thorpe declared the meeting open at 3.45p.m and asked Mrs. Agnes Lappia to offer a short prayer. The Chairperson then welcomed members and extended a special welcome to the new members who were attending the meeting for the very first time. The presence of the resource people for the FAWE proposed programme was recognized by her. ves

2.1 The Chairperson asked the new members and the resource people in attendance to do self introduction after which the old members introduced themsel

2.3 Mrs. Josephine Nicol, the Secretary asked by the Chairperson to give an overview of FAWE for the benefit of the new members and other ladies who were in attendance.

2.4 The Chairperson further informed the new members that FAWE was working in collaboration with the Department of Education and Sierra Leone Retired Teachers Association (SLART) to set up camp schools for displaced school going pupils to be engaged soon in making the National Chapter Proposals.

3.0 Reading of the Previous Minutes

The minutes of the previous meetings were not read since there were non-members in attendance. On a suggestion by the Chairperson, the meeting commenced discussion on the next item the proposed FAWE Programme.

4.0 A Day With FAWE

4.1 The date and programme were discussed and final decisions were taken about the programme as follows:

4.2 DATE: 25th May 1995

4.3 Programme Duration : 9a.m. - 4p.m.

4.4 Sessions:

9.00a.m.	-	9.30p.m.	-	Arrival of Participants
9.30a.m.	-	11.00a.m.	-	Opening Ceremony & Grooming Session
11.00a.m.	-	12.30p.m.	-	1st part of Entertainment
12.30p.m.	-	2.15p.m.	-	Lunch - Including 2 nd part of Entertainment
2.30p.m.	-	4.00p.m.	-	Public Speaking

4.5 Volunteers

Members recommended that few members should volunteer to work with the resource people. The following members volunteered to assist.

1.1 Mrs. Abator Thomas offered to assist Mrs. Patricia Kabba for the grooming session.

1.2 Mrs. Talabi Lucan volunteered to work with Mrs. Tonnie French for the public speaking.

1.3 Mrs. Shirley Rogers-Wright volunteered to assist Mrs. Estina Luke and Ms. Anna Kowa with the entertainment session.

1.4 Members suggested that the resource people should arrange meetings with the members of their group for proper planning of their sessions so that they could report at the next meeting.

1.5 Members were informed that the cost per head for the lunch was Le4,500. Members decided that each member should take care of

her own bill for the lunch but that FAWE would foot the bill for invited guests.

- 1.6 Members agreed to prepare snacks to take along for the tea break, during the programme.
- 1.7 Chairperson was mandated to send out invitation for the programme.

1.0 Presentation of Typewriter by UNESCO

The Desk Officer of UNESCO, Mr. B.I.S. Konneh presented a typewriter to FAWE Secretariat. Ms. Gloria Rogers, the Secretary to the Secretary of State, Education was asked by the Chairperson to give the Vote of Thanks on behalf of FAWE.

1.1 Registration Form

The Registration Forms for members, which had been prepared by Mrs. Sylvia Wachuku-King were given out to members to fill in and return to the Secretariat later.

1.0 Meeting with Members of Women Federation For Peace

Three members from the above group were in attendance at the meeting from 5.00p.m. to 5.35 p.m. The Chairperson welcome them and told them that the members of FAWE had heard about their movement and therefore had requested their presence so that members could talk with them. The Chairperson informed them briefly about FAWE and asked the group to inform members about their own work.

- 1.1 The group members told FAWE members that hey preach moral and sexual education and that their ideology was Godism. They gave out few handouts to members.
- 1.2 Members of FAWE asked the group few questions.
- 1.3 The Chairlady thanked them and promised to get in touch with them again.

1.0 Camp Schools Project

- 1.1 Dr. Allieu Sesay, the Coordinator for the camp schools project was in attendance for a brief time. He gave an update account of the project. He informed members about the workshop wich was to orientate SLART members into the new system of education. He informed them that the workshop would take place on Friday 5th May 1995 to which he extended invitation to all members.
- 1.2 Members recommended that a small formal opening ceremony of the camp schools should take place after the schools have been opened and operated for sometime.

- 1.3 Mrs. Tonnie French read out a short jingle she had prepared. Members applauded her for the jingle and they recommended that it should be used to advertise the camp schools over the SLBS radio. Members asked Mrs. Tonnie French to work with pupils supplied by Mrs. Daisy Bona from the displaced school to work on the jingle to be produced over SLBS. She was asked to write a letter to the Director-General of SLBS for permission for this advertisement.

9.0 A.O.B.

9.1 Few more people were recommended to be invited as members of FAWE and the Secretary was directed by the Chairperson to write to the following inviting them as members:

1. Dr. Teresa Ganda
2. Mrs. Augusta Taqi
3. Mrs. Ida Lisk

9.2 Chairperson advised members of the executive to find time to meet and start work on the National Constitution and National Chapter Proposals.

The meeting was adjourned at 6.30p.m.

Next meeting was scheduled for Friday 12th May 1995 at 11.00a.m.

Appendix 5

FAWE Meeting held on Thursday, 12th May 1995 in the Chairperson's Office, Secretary of State, Education, New England

Present

1. Patricia Kabba
2. Augusta Taqi
3. Agnes Lappia
4. Juliette Dworzak

5. Talabi Lucan
6. Georgianna Hedd
7. C.A. Thorpe (Chairperson)

In Attendance

- 1.2 Anna Kowa
Estina O.V. Luke
Gloria Rogers

Introduction

2. The meeting was declared open at 11.30a.m., by the Chairperson. Mrs. Augusta Taqi offered prayers at the request of the Chairperson. The Chairperson welcomed members and told them that the meeting was not a regular meeting. She formally informed members about the death of Tonnie French and asked members to keep a minute silence for her.

Plan For Tonnie's Funeral

3. Members were told to wear black dress to the funeral with FAWE badge. Chairperson suggested another meeting on Tuesday at 3.30p.m. for final planning for the funeral.
- 3.2 Chairperson suggested that members visit the home of the deceased after the meeting on Tuesday.
- 3.3 Members were also informed about the death of Mrs. Philomena Kamara's mother. Members recommended that a member should volunteer to find out about plans for Mrs. Kamara's mother's funeral and report at the meeting on Tuesday.
- 3.4 Members suggested that a purse should be given to the family of Mrs. Tonnie French and the family of Mrs. Kamara's mother. It was also recommended that members should visit Mrs. Kamara on her return from the funeral ceremony.

4. Reports From Resource People

- 4.1 Mrs. Patricia Kabba and Mrs. Abator Thomas gave the following report: that the grooming session would have four units as follows:-
 - a. Grooming for an interview
 - b. Grooming for an official lunch
 - c. Grooming for an official dinner
 - d. Grooming to entertain
- 4.2 Mrs. Kabba and Mrs. Abator Thomas recommended that there would be three representatives in each of the groups.

that after each performance the audience would be asked for their comments.

They also recommended that members should volunteer to act as models in the grooming session.

They suggested that it would be finalized at the next meeting.

- 4.3 Mrs. Luke and Ms. Anna Kowa also gave a brief Report about their own session -

It was also confirmed by them that they would provide the snacks for the tea break.

- 4.4 Mrs. Lucan who should have worked with Mrs. Tonnie French for the public speaking informed members that she was completely devastated about the death of Tonnie so she couldn't compose herself to do anything. She recommended that a member should volunteer to work with her.

Dr. Kadie Sesay was recommended to work with her and Dr. Kadie Sesay was contacted by telephone by the Chairperson.

U.S.I.S. American Network.

5. Chairperson informed members that the above has invited FAW for a discussion on what FAWE was doing. The discussion would take place on Wednesday 24th May 1995. Chairperson recommended that members who would be interested to take part would indicate so at the next meeting.

Camp Schools

6. Chairperson informed members that the project will take off ground soon. She suggested that members should volunteer for the supervision of the camp schools. She suggested two volunteers for each site. The following members volunteered to supervise the undermentioned sites:-

- a. Fort Street - Mrs. Agnes Lappia
Mrs. Augusta Taqui
Mrs. Palmer
- b. Collegiate - Mrs. Talabi Lucan
Mrs. Georgiana Hedd
Ms. Juliette Dworzak
- c. K.P.M.U - Mrs. Josephine Nicol
Mrs. Margaret Daboh
Mrs. Shirley V. Rogers-Wright

EXECUTIVE MEETING

7. The chairperson recommended that an executive meeting should be scheduled for Thursday 18th May 1995 at 10.00a.m.

A.O.B

8. Members recommended that the programme for "A DAY WITH FAWE" should be kept as a resource material. It was recommended that SLTV should be contacted to cover the occasion.

- 1.2 In view of the fact that they would like wine to be served during lunch, members agreed to increase individual contributions from Le4,500 to Le5,000 per person. The Secretary was asked to contact Brookfields Hotel about it.

Meeting was adjourned at 12.20p.m.

Appendix 6

Executive Meeting of FAWE Held on 18th May 1995 in the Secretary of State, Education's Office - Department of Education

1.0 Attendance

1.1 Present

17. Mrs. Talabi Lucan
18. Miss Juliette Dworzak
19. Miss Christiana Thorpe
20. Mrs. Mabel Kangbai - Ag. Secretary

1.2 Absent with Apology

1. Mrs. Gracie Williams
2. Dr. Kadie Sesay
3. Mrs. Josephine Nicol

2.0 Introduction

2.1 The Chairperson, Miss C. Thorpe declared the meeting open at 10.40a.m.

The opening prayer was offered by Ms. Thorpe.

2.2 In her opening remarks, Miss Thorpe informed members that she had called the meeting because she thought it was time for the executive to sit down and work on ways and strategies to get the organization firmly established.

3.0 APPOINTMENT OF THE EXECUTIVE SECRETARY

3.1 The members went through the five applications they had received for that post and shortlisted two of them for interview. The interview was scheduled for Tuesday, 23rd May 1995 at 11.00a.m. in the Conference Room, Department of Education, New England.

3.2 Miss Thorpe recommended that all the members of the Executive should be on the interview panel. She also recommended that Mrs. Margaret Dabor and Dr. Dele Sannoh were to be co-opted as executive members.

3.3 During the interview, the following criteria were to be observed.

1. The knowledge of the Candidate about what FAWE is about.
2. The salary expectation of the candidate.
3. Whether the candidate has done any research work.
4. Whether the candidate has done any gender work.
5. The candidate's knowledge of the job expectations.
6. The candidate's experience in administration and her knowledge in computing.
7. The candidate's overseas experience/overseas connections.

3.4 Each candidate was to be graded out of ten marks.

3.5 The members of the Executive suggested that the successful candidate should take up appointment in July.

3.6 The successful candidate was to be invited to participate in the FAWE programme on 25th May 1995 and all other FAWE programmes.

4 FAWE Constitution - Sierra Leone Chapter

4.1 Miss Thorpe suggested that the members of the Executive should appoint a committee and mandate that committee to come up with a draft constitution for the local chapter drawing ideas from the National FAWE constitution.

4.2 The Executive recommended three members to work on the constitution. Dr. Amy Davies, Mrs. Veronica Rogers and Mrs. Easterline Palmer were recommended to carry out that assignment.

4.3 The Executive recommended that the draft constitution which is to be prepared should be ready by the end of May, and they suggested that it should be presented at the meeting of 1st June, 1995.

5.0 Work Plan For FAWE - Sierra Leone Chapter

5.1 The Chairperson recommended that the proposed work plan should cover two phases - a medium work plan and a long-term work plan.

5.2 Members recommended that the medium work plan should cover the establishment of mechanism for access of girls to formal schools at both primary and secondary level from September 1995.

5.3 To facilitate this the following strategies were recommended:

1. Determination of the percentage of girls in schools.
2. Analysis of the cultural and the social reasons responsible for the low enrollment of girls in school.
3. Sensitisation of paramount chiefs at a two-day workshop in Freetown aimed at soliciting their support and working out modalities for the success of the programme.
4. The Launching of local branches to start work on the medium work plan.
5. The members also suggested that for the plan to succeed, the possibilities of awarding scholarships to girls should be explored. Funding agencies are to be contacted for funds to award scholarship to girls.
6. To ensure the retention of girls in schools, members suggested that FAWE members should work with the Paramount Chiefs and teachers to monitor the girls enrolled in the schools.
7. Members also recommended that a yearly record of achievement of girls in schools should be kept.

6. Supervision of Displaced Camp Schools

Miss Thorpe recommended that an extra-ordinary meeting of supervisors of the camp schools and members of the Technical Committee should be held on Saturday 20th May at 5.00p.m. at Pre School Training Centre Kingtom. The acting Secretary was asked to make the necessary contacts.

The meeting was adjourned at 12.00noon.

Submitted,

Mabel Kangbai (Mrs.)
Ag. Secretary

Appendix 7

Meeting of Supervisors for Camp Schools For The Displaced Held on Saturday 20th May 1995 at St. Edwards Pre-School, Kingtom³⁰

Attendance		Phone
1. Miss Christiana Thorpe	-	240137/240881
2. J.A. Dworzak	-	31457
3. Josephine Nicol		
4. T.A. Lucan	-	30096
5. Augusta Taqi		26376
6. Philomina Kamara		42297
7. Agnes Lappia		23444
8. Margaret Dabor		25853
9. Dele Sannoh	-	272660
10. Anita A. John	-	222896
11. N.L. Hinga	-	224730
12. Dr. A. Seasay	-	240084
13. Georgiana Hedd	-	024-295
14. Shirley V. Rogers Wright	-	240070/240558
15. Easterline Palmer	-	024-388/226716
16. Veronica Rogers	-	272622/223493
17. Mabel Kangbai	-	240701/231494

2.0 Introduction

2.1 The meeting was declared open at 5.20p.m. by the chairperson – Miss Christiana Thorpe who offered the opening prayers.

2.2 Members were asked to observe a minute silence in honour of late Tonnie French and Mrs. Kamara's mother.

2.3 The chairperson, Miss Thorpe informed members that the meeting was called to acquaint members with the latest development about the camp schools for the displaced and for the supervisors of the schools to work out strategies for proper supervision of the schools.

3.0 Dr. Allieu Sesay's Report

Dr. Sesay, the coordinator for the camp schools reported to members as follows

3.1 European Union had consented to rehabilitate P.K. oil mi8II and that the contract for the job had already been awarded, which would likely start on Monday 22nd May 1995 and hopefully finish by end of May.

³⁰ Ibid

Three buildings at P.K. oil mill will be partitioned to provide 18 classrooms.

3.2 WFP had agreed to provide dried food ration while Plan International had already been contacted for utensils, condiments etc. A follow up was needed on the above.

3.3 UNICEF had consented to provide recreational kits for the camp schools.

3.4 The Department of Education had supplied 500 sets of furniture for the camp schools.

3.5 UNHCR was also ready to make available to the camp schools the furniture they had at Waterloo.

3.6 A committee should be set up to take care of recruitment of staff. UNICEF had agreed to come up with a programme for training teachers during the school session.

3.4 European Union had finally decided to erect buildings for the displaced at the following centers.

1. Richard Allen Secondary School - 2 blocks of classrooms each
2. Municipal Secondary School - 1 block of 5 classrooms each
3. Prince of Wales School - 1 block of 5 classrooms each
4. St. Edwards Secondary School - 1 block of 5 classrooms each
5. Collegiate - 1 block of 5 classrooms each
6. Model Secondary School - 1 block of 5 classrooms each
7. Goderich - 1 block with 5 classrooms

3.5 Building sites would be provided with VIP Latrine and the buildings erected would be equipped with furniture supplied by European Union. Buildings expected to be completed by mid July 1995.

4.0 Supervision and Management of Schools for the Displaced.

4.1 Members requested that they would like to pay a visit to the P.K. Oil Mill site. The chairperson recommended that this would be arranged for a later date.

3.2 The Chairperson, Miss Thorpe recommended that supervisors be divided into four categories as stated below:-

3.3 Curriculum Supervision

Five members opted to be in this group

1. Miss Juliette Dworzak)
2. Dr. Dele Sannoh) Secondary Sector
3. Mrs. Augusta Taqi)

4. Mrs Philomina Kamara)
5. Mrs. Talabi Lucan)Primary Sector
6. Mrs. Anita John to be co-opted.)
 - a. Members of the above groups should supervise school materials
 - b. Liaise with Task Force, UNICEF, DOE and SLART

3.4 Feeding Supervisors Members -

1. Mrs. Shirley Rogers-Wright
2. Mrs. Margaret Dabor
3. Mr. Veronica Rogers
 - (a) This group should liaise with WFP and Planned International
 - (b) Supervise menu for the pupils
 - (c) Supervise the contracted cooks and control them
 - (d) Do the day-to-day follow up.

3.5 Transport and Furniture

Members – Mrs. Easterline Palmer and Dolcy Lake and Doe two co-opted members from the Department of Education.

- (a) This group should liaise with the Department of Transport and Communication to ensure that transport is made available for the transportation of pupils to and from schools.
- (b) Make arrangements to transport furniture to the sites.
- (c) To ensure that the displaced pupils are given I.D. Cards.
- (d) Draw routes for the bus service.

3.6 Staffing and Personnel

Members –

1. Mrs. Georgian Hedd
2. Mrs. Agnes Lappia
3. Mrs. Josephine Nicol

This group should supervise staff record, teaches attendance, recruitment of staff and coordinate with SLART and UNICEF.

Registration Centre

1. Dr. Kadie Sesay
2. Mrs. Gloria Wachuku-King
3. Mrs. Mabel Kangbai
4. Mrs. Taylor

- 3.7 The chairperson, Miss Thorpe recommended that 1st of June should be set as the target date for the school at P.K. Oil Mill to be opened.

- 3.8 Miss Thorpe suggested that from each of the four groups, a leader must be elected and these four leaders and a representative from Department of Education, SLART and Internal Affairs will form the Board of Governors for the schools, (Seven in number)
- 3.9 Dr. Sesay was asked by the chairperson to give to each group copies of all up to date correspondence on the subject. Dr. Sesay promised to present a file to each group with all the necessary information.

The meeting was adjourned at 7.p.m

Submitted by,

Mabel Kangbai

Appendix 8
List of Interviewees who participated in the Research on
The Special Needs of Women in 1996

1. Women's Agro-Marketing Cooperative Society 35^c Guard Street, Freetown
2. Wilberforce Community – Wilberforce Freetown
3. Holy Cross Community Murray Town-Freetown
4. St. George's Community Murray Town - Freetown
5. War Widows – Juba Barracks – Juba
6. Girl Mothers – Women's Development Programme – Teko Village Makeni
7. Management Grafton Displaced Camp – Grafton
8. District Women's Representatives – Grafton Displaced Camp – Grafton
9. FORUM for African Women Educationalists – FAWE Northern Region Branch Makeni
10. Top Level Executive Women – IPAM
11. Director Caritas Sierra Leone – Savage Street – Freetown.
12. Visiting Delegation from Medga Evers College – Brooklyn New York – USA
13. Secretary Interfaith Task Force for Reconciliation and Resettlement (PMB901 – Freetown)

14. Sr. Claire Stanley R.C. Mission Sisters of St. Joseph of Cluny-Charlotte Street – Freetown.
15. Rev. Doris Lenga – Kroma United Methodist Church 103, Regent Road – Hill Station.
16. Rev. Judith Sulimani United Methodist Church
17. Haja Fatmata R. Kanu – FOMWASL – 32 Lower Pipe Wilkinson Road
18. Haja Major Fatmata Kamara FOMWASAL C/O Military Hospital Wilberforce
19. Mrs. Gracie Williams – Anglican Church – Sierra Leone – 44, Main Motor Road, Wilberforce
20. Mr. Barlatt – Village Headman – Grafton Village
21. Mr. Duramini Kamara – Local Government Co-ordinator Ministry of Local Government.
22. Major Khula Samba – RSLMF
23. Ms. Zainab Bangura – Chairperson Campaign for Good Governnance
24. Dr. Kadie Sesay – Chairperson National Commission for Democracy
25. Ms. Florence Dillsworth – Chairperson Committee of Management Freetown City Council

Appendix 9

Programme and list of participants representing institutions at the Training of Trainers Workshop on Education for a Culture of Peace - 19th - 23rd April 1999

Forum for African Women Educationalists (FAWE) Sierra Leone Chapter

Training Workshop for Education for a Culture of Peace

*At the Institute of Education, Tower Hill, Freetown
19th - 23rd April 1999*

Programme

DAY	DATE & SESSION	TIME	SESSION TOPICS
1	Monday 19 th April	0900- 1000	Welcome
			Workshop background, objectives and programme
	Session I	10.30- 1200	Understanding Gender and Distinguish between Gender and Sex: <u>Dr. Bernadette Lahai</u>
	Lunch	1200- 1230	
	Session 2	1230- 1330	Engendering Trauma Healing and Counselling <u>Ms. Vivian Baio & Ms. M.C. Dabor</u>
	Session3	1300- 1500	Resolving Conflicts: Ms. Miriam Murray
2	Tuesday 20 TH April		
	Session 4	0900- 1000	Linking Sessions 1, 2 and 3 using Drama Elvira Janneh-Jones and Elkanah Harding
	Session 5	1000- 1130	Counselling: The three phased Counselling Model and Traditional Helping Skills

	Lunch	1130-1200	
		1200-1330	Engendering Conflict Resolution: Dr. Bernadette Lahai
	Session 7	1330-15--	Linking Units 4,5 and 6 using Drama
DAY	DATE & SESSION	TIME	SESSION TOPICS
3	Wednesday 21 st April	0900-1000	Engendering Conflict Resolution – Concept of Repentance and Forgiveness – Ms. Thorpe
	Session 9	1000-1100	<u>Concept of Repentance and Forgiveness</u> Ms. Thorpe and Ms. Murray
	Session 10	1100-1200	Mediation
	Lunch	1200-1230	
	Session 10 (contd.)	1230-1330	Mediation : Ms. M.C. Dabor
	Session II	1330-1550	Role of Women in Peace Building within the family, the Community, the School, and the total social environment – Ms. M.C. Dabor and Ms. Vivian Bio
4	Thursday 22 nd April		
	Session 12	0900-1000	Reflection on Sessions 8 -11 through Drama Elvira Janneh-Jones and Elkanah Harding
	Section 13	1000-1200	Institutionalising Transformation and The role of Perpetrators and Peace Building Ms. Miriam Murray
	Lunch	1200-	

		1230	
	Session 14	1230-1330	Understanding Basic Rights and Freedom <u>Mr. W. Carew</u>
	Session 15	1330-1430	Understanding Basic Rights and Freedom <u>Elvira Janneh-Jones</u>

DAY	DATE & SESSION	TIME	SESSION TOPICS
5	Friday 23 rd April		
		0900-1100	Analysis of workshop evaluation
		1100-1140	<u>Modalities for further training workshops</u>
		1140-1200	Break
		1200	Official Closing Ceremony

Appendix 10

Training Workshop for Education for a Culture of Peace

Participants Registration Form

Workshop Topic: **Training Workshop for Education for a Culture of Peace**

Name:.....

Designation/Functional Title:.....
.....

Organisation/Institution/Agency:.....
.....

Brief Description of Major Responsibilities:.....
.....
.....

Have you ever heard about the Education for a Culture of Peace? Yes/No

If Yes
Where?

When?

What do you expect out of this Workshop?

Training Workshop for Education for a Culture of Peace
At the Institute of Education, Tower Hill, Freetown

OBJECTIVES OF WORKSHOP

1. To enable participants use the module to train community members in their locality.
2. To help participants acquire skills in viewing conflict resolution and mediating practices through gender lens.
3. To orientate trainees to their role in developing a Culture of Peace in their community.
4. To facilitate the process of learning via drama whereby individual participants experience trauma healing and counselling through group therapy.

Appendix 11

EVALUATION

Were the workshop objectives achieved?

1 being least)
10 being highest) Tick one

1 2 3 4 5 6 7 8 9 10

Objectives

- 1.
- 2.
- 3.
- 4.

Please make comments on any unit(s) scoring below 3.

EVALUATION OF THE TRAINING PROCESS

1. Objectives/Learning Outcomes

1. Are the Objectives/Learning Outcomes clearly stated?

Unit(s) 1 2 3 4 5 6 7 8 9 10

1.

2.

3.

4.

5.

6.

7.

2. How appropriate are they to the level of the trainees?

Unit(s) 1 2 3 4 5 6 7 8 9 10

1.

2.

3.

4.

5.

6.

7.

8.

3. Are they appropriate are they to the interest of the trainees? If no, why?

Unit(s) 1 2 3 4 5 6 7 8 9 10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II Are the objectives attained?

Unit(s) 1 2 3 4 5 6 7 8 9 10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Please make comments on any unit(s) scoring below 3.

III Activities

1. Are the activities appropriate and beneficial

Unit(s) 1 2 3 4 5 6 7 8 9 10

1.

2.

3.

4.

5.

6.

7.

8.

Please make comments on any unit(s) scoring below 3.

IV Trainees Input

Were the trainers input useful?

Unit(s) 1 2 3 4 5 6 7 8 9 10

1.

2.

3.

4.

5.

6.

7.

8.

V Review Session

1. Is the suggested review session at the end of each unit in the module useful?

Unit(s)	1	2	3	4	5	6	7	8	9	10
---------	---	---	---	---	---	---	---	---	---	----

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Please make comments on any unit(s) scoring below 3.

VI Background Information

1. Is the background information adequate/useful?

Unit(s)	1	2	3	4	5	6	7	8	9	10
---------	---	---	---	---	---	---	---	---	---	----

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Please make comments on any unit(s) scoring below 3.

VII Any Other Comments

Appendix 12

LIST OF PARTICIPANTS AT THE TRAINING OF TRAINERS WORKSHOP

CATEGORY - PRIMARY

NO.	NAME		INSTITUTION
1.	Baker	Mr. A.	St. Edwards Secondary School
2.	Conteh	Mr. Samba J.	Modern Elementary School
3.	Jojo	Ms. Bernadette	FAWE School for Girls
4.	Sillah Turay	Ms. Maseray	St. Anthony's Girls School
5.	Spaine Cole	Ms. Marina	Regent Square Municipal School

CATEGORY - SECONDARY

NO.	NAME		INSTITUTION
6.	Davies	Ms. Brenda	Annie Walsh Memorial School
7.	Elliott	Theodora	St. Joseph's Secondary School
8.	Moses	Mr. Michael Roy	Sierra Leone Muslim Brotherhood Secondary School
9.	Nelson	Ms. A.	Methodist Girls High School
10.	Sesay	Mr. A.N.M.	Government Rokel Secondary School
11.	Vandi	Mr. M.B.	Prince of Wales Secondary

CATEGORY - TECHNICAL/VOCATIONAL

NO.	NAME		INSTITUTION
12.	Elliott	Ms. P.E.	Freetown Technical Institute
13.	Kamara	Ms. Abie Paula	Kissy Computer Institute

14.	Sonny-Joe	Ms. Elizabeth	SLOIC, Freetown
15.	Vandy	Ms. A.S.	YWCA Vocational Institute

CATEGORY - TERTIARY

NO.	NAME		INSTITUTION
16.	Domingo	Ms. Zylette	Fourah Bay College
17.	Dugba	Dr. Thomas	Njala University College
18.	Sumner	Ms. S.C.	Freetown Teachers College

Interventions of Women's Organisations at the Bintumani Conferences

Appendix 13

The National Organisations for Women (NOW) - Bintumani I

Madam Chairman, All Protocols observed, Fellow delegates - one and all

I am delighted to bring you greetings from the National Organisation for Women, (NOW). NOW is a coordinating women's organization comprising a network of member organizations, associations, groups and clubs of various types and levels throughout Sierra Leone.

In conjunction with Sierra Leonean women of all shades of opinions and from many different walks of life, we have held several teaching and learning sessions, consultations and discussions on various elements that are pertinent to the purpose of this conference.

As a result of such process we have come to a united and considered position on these issues and hereby publicly declare on:

1. ELECTIONS

That our political system must return to legitimacy through elections under every circumstance. We are inspired by this challenge and seize the space it is providing.

We therefore affirm our commitment to the holdings of **free and fair** elections throughout Sierra Leone and call on the N.P.R.C. Government, INEC and the political parties to respect the electoral timetable already published.

2. **SECURITY**

Madam Chairman, Security, we emphasise, is the key and most vital issue at this critical time, in the context of the rebellion in which this electoral process unfolding. Everything else is hinged on it. We the women are genuinely concerned about the security situation and maintain that its primary and paramount importance cannot be overemphasized. Therefore, we hereby call upon and demand from the N.P.R.C. - our Government whose responsibility it is to assure and ensure the protection and safety of every citizen, to provide the security required for:

- a. Registration of all voters;
- b. Political campaigning;
- c. Voting;
- d. Counting of Votes;
- e. Final declaration of results (This, we stress must not be delayed. INEC must make a final declaration of results within 24 hours of the close of the polls); and
- f. Smooth handing over.

We hold the Government responsible for providing that adequate security required.

Also, we note that it is the binding duty of each and every citizen to be law abiding. We call on and encourage every member of society to observe strict adherence to such arrangements that must be in place to ensure security and safety. More than anything else, "tolerance" must be everyone's watchword.

3. **CODE OF CONDUCT FOR POLITICAL PARITES**

We support INEC's proposed Code of Conduct.

We must foster and continue to enable more meaningful participation than hitherto seen in Sierra Leone, and proactive participation of women in the electoral or political process. Therefore, we call on political parties, their leaders, members and

supporters to adopt and apply affirmative action, meaning that political parties should genuinely and actively involve themselves in the political development of this country. This we believe is a strategy implied in the draft code under section 5 (ii). It will facilitate the full and equal participation of women in the electoral or political process.

4. **SYSTEM OF VOTING**

That having carefully considered the advantages and disadvantages of both the Majority and Proportional Representation Systems, and in the light of the prevailing circumstances of Sierra Leone, particularly in light of the insecurity and displacement engendered by this rebel war, we the women are more inclined to and do accept the INEC proposal that the Proportional Representation system be applied in the forthcoming elections.

We commend INEC highly for its voter and civic education programmes designed to aid our understanding of the system. However, we urge INEC to mount more effective public education campaigns in order to enable the greater majority of voters to make reasonable judgements in applying the system.

We in NOW stand ready to assist INEC in the development and dissemination of relevant educational messages and materials for such purpose.

Finally, Madam Chair, members of this Conference, one and all, having faith and believing in Divine protection and guidance, let us **genuinely** and **fervently** pray in our hearts for peace. **This time**, Sierra Leone will be delivered from all Evils.

Appendix 14

WOMEN'S MOVEMENT FOR PEACE - BINTUMANI

We, the members of the Women's Movement For Peace having held consultations and discussions with Sierra Leonean women of all shades of opinion and from all walks of life declare our united and considered position to be as follows:

1. We want a **FREE and FAIR election** with free participation of all those eligible as soon as possible.

For all of us to be able to exercise our Human Rights without fear. There should be no visible armed personnel in military uniform forming the core of the security on the Election Day.

2. We emphasise the security is of primary and paramount importance and call on the Government to provide the security required throughout the whole electoral process and put in place a process that will ensure smooth handing over to the elected government.
3. It is everybody's Constitutional responsibility to ensure that elections are carried out in a safe and secure environment. In pursuance of this the Women's Movement for Peace is calling on all of us the entire citizenry of Sierra Leone to make a genuine commitment to the entire electoral process by being peaceful ourselves and educating our family, immediate relatives, and community on peaceful coexistence and bringing to the notice of appropriate authorities any suspected potential conflict situation.
4. Further to the draft code of conduct for political parties which advocates for full and equal participation of women the electoral process which is their Human Right, we the Women's Movement for Peace state that in order to ensure women's representation in the highest decision making structures in Parliament and Cabinet, legislation must be put in place for at least 30% representation of women to reflect the relative percentage of women in the electorate. It is to be noted that 55% of our population consists of women many of them heads of households.
5. We would like to commend INEC for its hard work, enthusiasm, tolerance, and professionalism shown so far. However, we feel their method of selection of representation to this Conference could have been more democratic.
6. We the members of the Women's Movement for Peace would like to pledge to work with all those committed to the democratic process to enable all our people to make informed democratic choices.

7. We would like to appeal to every SIERRA LEONEAN and friends of Sierra Leone to do everything in their power to bring back peace to our beloved nation - we are committed to this.

We wish all of us peaceful, fruitful and successful deliberations.

Appendix 15

National Organisation for Women - BINTUMANI II

Madam Chairperson, all other protocols observed

I am Nana Pratt representing the NOW (SL) a member of the Women's Forum.

Whilst we emphasise the view that the achievements of a peaceful condition in our beloved Sierra Leone is the priority issue in our agenda now, we are convinced that in the process of pursuing the peace agenda, two components are major, basic and essential. The two interact in a complimentary manner - reinforcing each other to create lasting peace and stability. These two are peace talks and Democratisation - beginning with holding of elections. The two we see and agree as not mutually exclusive, thus they go hand in hand. Both are required at the same time. One without the other simultaneously does not bring lasting peace.

The recent political changes seem to be bringing into play more confusing circumstances, and these have necessitated our resumed discussion here today.

The Government of Sierra Leone and its people - the suffering masses are being pressed to choose between the devil and the deep blue sea. Bringing in a chicken and an egg situation - which comes first. Before and After is not an essential issue, if it were Lebanon we would have achieved peace by now. Either way, in the light of recent political changes, the consequences are grave. We agree we must count the consequence. Either way we are already on the floor where we need to be lifted.

We, women, men and children have been maimed, plundered, raped etc. An analysis of the peace dialogue last Saturday, 10th February indicate that the other side is still unwilling to give the people respite peace even before its chosen date for further talks on 28th February - 1996 in Cote D'Ivoire. We must allow good sense to prevail, we must weigh the pros and cons and in a reasonable manner devoid of fear and coercion. One is reminded of the Hymn by James Howell and I quote various parts of its verses:

"Once to every man and Nation
Come the moment to decide

In the strife of truth with falsehood
For the good or evil side;
Then to side with truth is noble
And 'tis prosperous to be just"

We in NOW as part of the FORUM and most mindful of the pain we are all going through have carefully weighed the issues with a clear conscience.

In the best interest of the majority of the suffering masses, and to at least impart assurance that displaced and non-displaced, refugees and non-refugees, rebels and non-rebels, continue to have access to relief and sustenance, the women have decided to maintain the democratic process as scheduled. The lesser of the two evils must be pursued and i.e. go forward with elections on the 26th February, 1996.

God is our refuge and strength, a very present help in trouble and he will give us peace, if we pursue our course faithfully and truthfully.

Let's continue the peace dialogue and elections together. Therefore our Government must not be afraid, the people are with them. The Government should provide security on polling day to secure its people and make polling free from fear as it is today here in Bintumani in the spirit of Bintumani.

Appendix 16

WOMEN'S MOVEMENT FOR PEACE - BINTUMANI 11

We, the members of the Women's Movement for Peace having held consultation and discussion with Sierra Leonean women of all shades of opinions and from all walks of life declared our united and considered position to be as follows:-

1. No one is more committed to the Peace Process than we are.

We therefore affirm our whole hearted commitment and support for every genuine effort being made to bring a just and sustainable peace to our beloved Sierra Leone.

2. Mindful however that the journey to peace in Sierra Leone is going to be a long and torturous one, and that peace is an ongoing process and election is one means of achieving peace.

We therefore call for the elections and the peace process to be pursued simultaneously i.e. peace negotiations and elections must go hand in hand.

3. We therefore demand that the elections be held on the **26th February 1996** as agreed at the first National Consultative Conference (August 1995) and approved by the NPRC Government and promised by NPRC Chairman Brigadier General Bio), the Political parties, civil society and the INEC (Interim National Electoral Commission).
4. We condemn all forms of violence and tribalism which will only undermine the Peace process and Nation building.
5. We urge all parties to this deliberating civil strife to seize the opportunity to end the conflict in order to enhance the prospects for Peace and successful democratization.
6. We call on the NPRC Government and the RUF, and all others to rededicate themselves to ensuring peaceful elections on **26th February 1996**.
7. We emphasise that security is of primary and paramount importance and call on the Government to provide the security required through out the whole electoral process and put in place a process that will ensure smooth handing over to the elected government as soon as the elections are over.
8. This Nation is at the end of its tether. Please give us a break. Give Peace and Democracy a chance - Elections on the **26th February** is the right answer - Have the courage and wisdom to take this decision for your country and your people.

The urgency of the message was compelling. In both intervention the date **26th February** or its reference appeared at least six times. The allusion free and fair elections run throughout speeches. The resonance that emerges in the following cannot be ignored.

- We affirm our commitment to the holding of **Free and Fair elections**.
- We hold government responsible for providing the adequate security required.
- We must forster proactive participation of women in the electoral or political process.
- We demand that the elections be held on **26th February 1996**.

- We condemn all forms of violence
- We emphasize that security is of primary and paramount importance

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