

**The Government of Sierra Leone**



**Ministry of Education, Science and Technology**

**Education Sector Plan**

**2014-2018**

**“Learning to Succeed”**

*Final: September 2013*

*Minister's Message:*

**I**t is with great pride that the Government of the Republic of Sierra Leone, through the Ministry of Education, Science and Technology present the Education Section Plan. This document lays out our beliefs, strategies and aspirations for the most vital sector in the nation.

We have come far and done much to erase the damage and negative perception of our country over the last 11 years.

The proceeding document – albeit honest – is hopeful in its intent to enhance education in Sierra Leone to ensure our ardent desire for our people to prosper as able-minded global citizens, as well as economically.

I have no doubt that we will achieve and even surpass our goals. Our intent and expectations are fully aligned with our supportive partners and stakeholders and our economy is growing at a record pace. This is an unprecedented time in the history of Sierra Leone, as we embark on a path toward everlasting peace and prosperity.

We, the ministry and the Government, submit our plan and vision for the future of education in Sierra Leone. Learning is a life long commitment. Over the next five years we have outlined the way our children and adults will learn – learn to succeed.

Dr. Minkailu Bah  
Minister of Education, Science and Technology



*Minister Minkailu Bah  
Credit: Sierraexpressmedia.com*

<b>List of Acronyms and Abbreviations used in this document.....</b>	<b>5</b>
<b>Introduction.....</b>	<b>8</b>
<b>Background and context .....</b>	<b>8</b>
<b>Sierra Leone and its Education System.....</b>	<b>8</b>
Table 1.1: School-Age Population Projections, 2010-2025 .....	9
<b>Moving Forward: Strides made since the 2007-2015 Education Sector Plan.....</b>	<b>9</b>
<b>Analysis of the Education Sector .....</b>	<b>10</b>
<b>Girls in School- Gender Disparities:.....</b>	<b>11</b>
Chart 1.1: Ratio of girls-to-boys enrolment levels, by grade level and district.....	12
Table 1.2: Senior Secondary School Enrolment; year-over-year % increase.....	12
Source: Sierra Leone School Census Report Vol.2, 2012 .....	12
<b>Lessons learned: The previous ESP.....</b>	<b>13</b>
Chart 1.3: The previous ESP – Targets and results at the JSS level .....	13
<b>Challenges of the previous ESP .....</b>	<b>14</b>
<b>Understanding the 2013-2018 Education Sector Plan.....</b>	<b>14</b>
<b>Developing the ESP – Participants.....</b>	<b>15</b>
<b>Consultations.....</b>	<b>16</b>
Table 1.3: Targets and Results of the previous ESP.....	17
<b>Chapter I: Access, Equity &amp; Completion .....</b>	<b>20</b>
<b>Access.....</b>	<b>20</b>
<b>Equity .....</b>	<b>20</b>
<b>Completion.....</b>	<b>21</b>
<b>Challenges in Access, Equity and Completion.....</b>	<b>21</b>
<b>Strategic Objectives and Interventions.....</b>	<b>22</b>
Table 2.1- S.O. 1.1 Outcome Indicators- PCR.....	23
Table 2.2: S.O. 1.2 Outcome Indicators- Pre-primary GER.....	25
Table 2.3: S.O. 1.3 Outcome Indicators- JSS GER, GPI.....	26
Table 2.4: S.O. 1.4 Outcome Indicators- SSS transition, GER, GPI .....	27
Table 2.5: S.O. 1.6 Outcome Indicators- Higher Education.....	29
Table 2.6: S.O. 1.7 Outcome Indicators- Adult literacy rate.....	30
<b>Conclusion .....</b>	<b>31</b>
<b>Chapter II: Quality &amp; Relevance .....</b>	<b>32</b>
<b>Quality and Relevance Issues .....</b>	<b>32</b>
<b>Priorities from Consultations.....</b>	<b>33</b>
Table 3.1: S.O. 2.1 Indicators – Learning Environment.....	33
Table 3.2: Intervention 2.1b outputs- new desks & chairs.....	34
Table 3.3: Intervention 2.1c output-new wells and hand pumps .....	34
Table 3.4: Intervention 2.1d output – new school toilets.....	35
Table 3.5: Intervention 2.1e Output- new learning materials.....	35
Table 3.6: Intervention 2.1f output indicator – new wall posters, etc.....	35
Table 3.7: Intervention 2.1g output indicator- new core textbooks.....	36
Table 3.8: S.O. 2.2 outcome indicator- Curricula and Assessment .....	37
Table 3.9: S.O. 2.3 outcome indicator- reading at grade level .....	37
Table 3.10: S.O. 2.4 outcome indicators – quality teachers .....	39
Table 3.11: S.O. 2.5 outcome indicator- teacher deployment.....	40

Conclusion.....	42
<b>Chapter III: System Strengthening .....</b>	<b>43</b>
<b>Governance and Management Issues .....</b>	<b>43</b>
<i>Overlap and ambiguity in existing education policy and legislation .....</i>	<i>44</i>
<b>Strategic Objectives and Interventions.....</b>	<b>45</b>
<b>Conclusion .....</b>	<b>50</b>
<b>Chapter IV: Monitoring the ESP .....</b>	<b>51</b>
<b>Implementation.....</b>	<b>51</b>
<b>The Monitoring and Reporting Chain .....</b>	<b>51</b>
<b>Monitoring Framework .....</b>	<b>52</b>
Table 4.1: Monitoring Framework Matrix.....	53
<b>Risks .....</b>	<b>59</b>
Table 4.2: Risk factors of ESP implementation.....	59
<b>Chapter V: Costing the ESP .....</b>	<b>60</b>
<b>Economic Environment: .....</b>	<b>60</b>
<b>The Scenario Used:.....</b>	<b>60</b>
Table 5.1: Real Annual GDP Growth Rates over the life of the ESP.....	61
<b>Past Allocations to Education.....</b>	<b>61</b>
Chart 5.1: Government allocations to education, % of GDP .....	61
<b>Price of the ESP .....</b>	<b>62</b>
<b>The Cost of Primary Education .....</b>	<b>62</b>
Chart 5.2- Primary Education Expenditures (recurrent and development) .....	63
<b>The Cost of Junior Secondary Education .....</b>	<b>63</b>
<b>The Cost of Senior Secondary Education.....</b>	<b>64</b>
<b>The Cost of TVET .....</b>	<b>64</b>
<b>The Cost of Non-Formal Education (NFE) .....</b>	<b>64</b>
<b>The Cost of Higher Education .....</b>	<b>64</b>
<b>Domestic Resources for Education.....</b>	<b>65</b>
Chart 5.3: Recurrent spending allocations, by grade level .....	65
<b>Donor Contributions.....</b>	<b>65</b>
<b>Donor Support for the ESP.....</b>	<b>66</b>
<b>The Funding Gap .....</b>	<b>66</b>
Chart 5.4- Financing Gap.....	66
<b>Monitoring of the fiscal implementation of the ESP.....</b>	<b>66</b>
<b>References .....</b>	<b>69</b>
<b>ANNEXES.....</b>	<b>72</b>
<b>Annex 1.....</b>	<b>73</b>
<b>Annex 2a.....</b>	<b>75</b>
<b>Annex 2b .....</b>	<b>76</b>
<b>Annex 2c.....</b>	<b>82</b>

### **List of Acronyms and Abbreviations used in this document**

BECE	Basic Education Certificate Examination
CDS	Capacity Development Strategy
CSR	Country Status Report
CWIQ	Core Welfare Indicator Questionnaire
ECOWAS	Economic Community of West African States
EFA	Education for All
EMIS	Education Management Information System
FTI	Fast Track Initiative – now the Global Partnership for Education
ESR	Education Sector Review
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GPI	Gender Parity Index
GoSL	Government of Sierra Leone
HTC	Higher Teachers Certificate
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IEC	Internal Efficiency Coefficient
INPSS	Integrated National Public Services Survey
IRCBP	Institutional Reform and Capacity Building Project
MDGs	Millennium Development Goals
MEST	Ministry of Education, Science and Technology
MICS	Multiple Indicator Cluster Survey
MoFED	Ministry of Finance and Economic Development
MRY	Most Recent Year
NFE	Non-formal Education
NPSE	National Primary School Examination
OECD	Organisation for Economic Cooperation and Development
PCGDP	Per Capita Gross Domestic Product
PCR	Proxy Completion Rate
PIN	Personal Identification Number
PRSP	Poverty Reduction Strategy Paper
PTA	Parent-Teacher association
PTR	Pupil-Teacher Ratio
SLIHS	Sierra Leone Integrated Household Survey
SMC	School Management Committee
SSA	Sub-Saharan Africa

TC	Teachers Certificate
TVET	Technical and Vocational Education and Training
TVC/TVI	Technical and Vocational Centre/Institute
UIS	UNESCO Institute of Statistics
UNDP	United Nations Development Programme
UNECA	United Nations Economic Commission for Africa
UPE	Universal primary education
WAEC	West African Examination Council
WASSCE	West Africa Senior School Certificate Examination
WFP	World Food Programme
WHO	World Health Organisation



# INTRODUCTION

---

## Background and context

Sierra Leone, a small West African, coastal nation, covers approximately 72,000 square kilometres (28,000-square miles). The country is divided into four provinces, 14 districts, 19 local councils, and 149 chiefdoms.

Although the quality of life is steadily improving, a majority of our nearly 5.6 million inhabitants live in poverty. The nation was devastated by a ten-year civil war, which ended in 2002. A decade has passed in relative peace, but the effects of the conflict linger.

Education is a key pillar of society. A highly educated society is more likely to prosper in all areas. Education will be used to bring about a rise in the HDI and other international and domestic indices. The Growth Domestic Product rose 15.1 percent in 2012 thanks to returns from the extractive industries. The nation is also steadily moving up on the Human Development Index, due in part to the success of nationwide programmes such as free health care to pregnant women and children under five years of age.



The Sierra Leone Education Strategic Plan (ESP) provides a roadmap by which to make tangible improvement to the nation's primary, secondary, vocational and higher education institutes over the next five years. Our mission is to provide opportunities for children and adults to acquire knowledge and skills, as well as nurture attitudes and values that help the nation benefit and prosper.

We have a vision of an appropriately educated, entrepreneurial and innovative citizenry tolerant, productive and internationally competitive. This may be an ambitious goal, but a worthwhile one.

## Sierra Leone and its Education System

Currently the education system is based on a 6-3-4-4 system and organized into the following levels:

- Pre-primary / Early Childhood Education: (three years, beginning at age 3; proposed to become part of basic education)
- Basic Education: Includes Primary (six years) and Junior-Secondary School (three years)
- Senior Secondary School (four years)



- Technical and Vocational Education and Training (TVET)
- Tertiary (Colleges, Universities, Polytechnics and Teacher Training)
- Non-Formal and Adult Education

From improving overall access to a free, national primary and secondary education system to providing safe drinking water and sanitation facilities for students, Sierra Leone has the opportunity to harness advances in technology and governance to aid in improving teaching and strengthen the means by which education is delivered.

The demand for education across all levels is expected to grow as evidenced by population growth projections to 2025.

Table 1.1: School-Age Population Projections, 2010-2025

	2010		2015		2020		2025	
	Total	% of pop	Total	% of pop	Total	% of pop	Total	% of pop
<b>Total Population</b>	5,546,899		6,585,894		7,487,754		8,513,112	
<b>3-5 years old</b>	575,027	10%	614,342	9%	656,345	9%	701,220	8%
<b>6-11 years old</b>	979,009	18%	1,135,070	17%	1,316,008	18%	1,525,790	18%
<b>12-14 years old</b>	394,691	7%	512,136	8%	664,529	9%	862,268	10%
<b>15-17 years old</b>	339,688	6%	414,485	6%	505,752	7%	617,116	7%
<b>Total Student Population</b>	2,288,415	41%	2,676,033	41%	3,142,634	42%	3,706,394	44%

By 2015, school-age girls and boys will comprise 41 percent of the total population. There will not only be a demand for school buildings and teachers, but a demand for quality, technology-enhanced education, so they can compete with their peers globally.

### Moving Forward: Strides made since the 2007-2015 Education Sector Plan



Photo Credit: TDP ©

Several policies and pieces of legislations have been enacted since the previous ESP, which help guide the main tenets of this document. They include:

*The Child Rights Act, (2007)* - a local version of the United Nation's Convention on the Rights of the Child. The domestic act also states that every child has the right to have access to health care and a free, basic education. That education also includes a child's right to adequate classroom facilities and materials

and trained teachers.

The Teaching Service Commission Act, (2010) - passes much of the work of teacher management from the Ministry of Education, Science and Technology to the Teaching Service Committee, an autonomous entity.

The Government White Paper on Education (2010) - based on a report from the Gbamanja Commission of Enquiry on high failure rates on the Basic Education Certificate Examination (BECE) and West African Senior School Certificate Examination (WASSCE) of 2008. The White Paper accepts the recommendation for an additional year of senior secondary schooling and the phasing out of double-shift schooling as well as compulsory pre-primary schooling.

The Sierra Leone National Food and Nutrition Policy (2012-2016) - focuses on food and nutrition needs of all sectors of the population to improve quality of life.

### Analysis of the Education Sector

A detailed diagnostic analysis of the education sector has been performed and is outlined in the Sierra Leone Education Country Status Report (CSR). Many of the directives in this document are based on the recommendations of the CSR.

*There are several key points from the CSR which are applicable for this document:*

- a. Education expenditures have increased slightly between 2004 and 2011, reaching 3.5 percent of GDP in 2011. Of recurrent public expenditures, 29 percent are allocated for education, and indication of government's prioritization of the sector.
- b. There has been an increase in enrolment across all grade levels from 2000 to 2010.
- c. Enrolment has increased in all education subsectors over the 2000-10 period, particularly at the secondary level.
- d. Demand for junior secondary schooling (JSS) has grown as a result of the higher primary completion rate and the education system has responded favourably by increasing capacity at this level.
- e. The net impact of education on human development is noteworthy. Many fertility and maternal and child health indicators change or improve with education; the average age at which a woman gives birth to her first child increases, women have fewer children overall and probability of infant mortality rates. The likelihood of living in poverty and unemployment also drop considerably.

*The CSR also pointed out several challenges facing the education sector:*

- a. Increasing capacity: Demographic pressure on the education system is set to increase in the near future. Therefore, a 56 percent in the system's capacity is required in an effort to achieve universal primary education by 2020.
- b. Improving primary access and retention: Although the access rate to the first grade of primary was estimated at 120.5 percent for the 2010/11 academic year, about 14 percent of children did not have access to primary school in 2010, compared to 20 percent in 2003/04.
- c. Ensuring children enter primary school at the right age: At least 24 percent of children 6-years old to 11-years old were out of school in 2010. About 40 percent of new Grade 1 students are 7-years old or older.
- d. Improving internal efficiency: Repetition is particularly high for primary school students at 16 percent, well above the Sub-Saharan Africa average of 12 percent.
- e. Supporting pro-poor schooling: Across all age groups and grade levels household wealth remains a major factor for disparities in children's enrollment and the distribution is worsening.
- f. Further supporting girls' schooling: Gender disparities in access to education are slight, but tend to deepen gradually as children progress through their school careers. The systematic underperformance of girls on nearly all standard examinations is an issue of particular concern.
- g. Improving teacher management: There is clearly scope to improve the allocation of teachers to primary and secondary schools to ensure more consistent and equitable deployment. Providing untrained or unqualified teachers with the necessary training and skills and assessing the opportunity of formalizing the status of non-PIN teachers would also contribute to improving the situation.
- h. Reducing disparities among regions, districts and schools that persist despite decentralization: Improving supervision and accountability mechanisms at the local level may be effective interventions to ensure more efficient use of education inputs and resources at the school level.

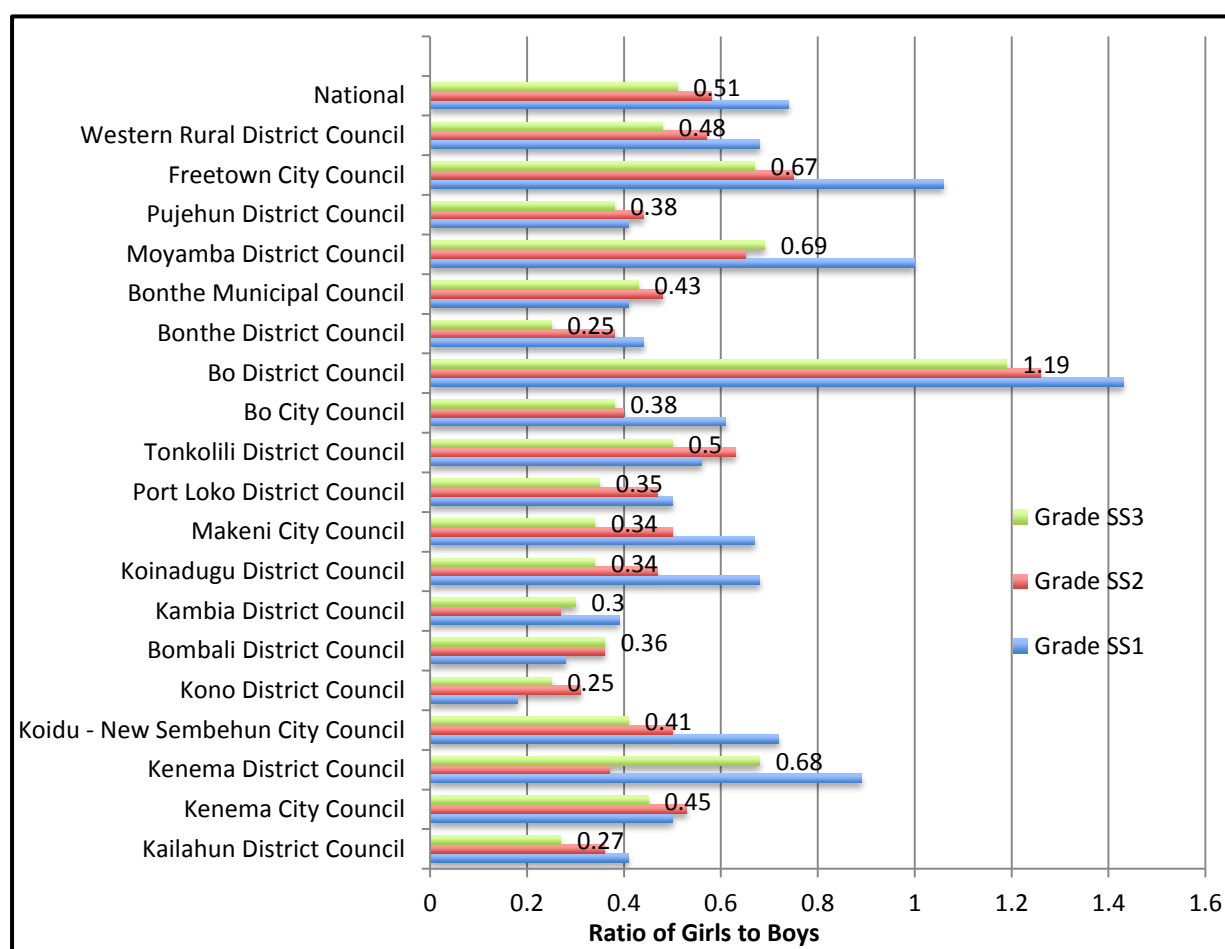
### **Girls in School- Gender Disparities:**

Overall, socioeconomic status and location account for the larger share of disparities in education, as detailed by the CSR. Yet, gender disparities in education are still acute.

It is heartening to note that the enrolment of girls from one year to the next has been increasing at a faster rate than boys'. This trend is seen across all grade levels. Despite an

increased enrolment rate, there is still concern among local councils that the girls-to-boys ratio at schools is too low.

Chart 1.1: Ratio of girls-to-boys enrolment levels, by grade level and district



At the SSS level, girls' enrolment has outpaced that of boys since the 2004/05 academic year, as seen in the table below. We expect that trend to continue and will take steps to ensure higher retention and success rates among girls at the senior level.

Table 1.2: Senior Secondary School Enrolment; year-over-year % increase

Academic Year	Male	Female	Both	% Change in Male Enrolment from Preceding Year	% Change in Female Enrolment from Preceding Year
2002/03	24,825	11,361	36,186	75%	40%
2003/04	26,292	12,032	38,324	6%	6%
2004/05	28,541	16,383	44,924	9%	36%
2010/11	67,283	40,960	108,243	136%	150%

Source: Sierra Leone School Census Report Vol.2, 2012

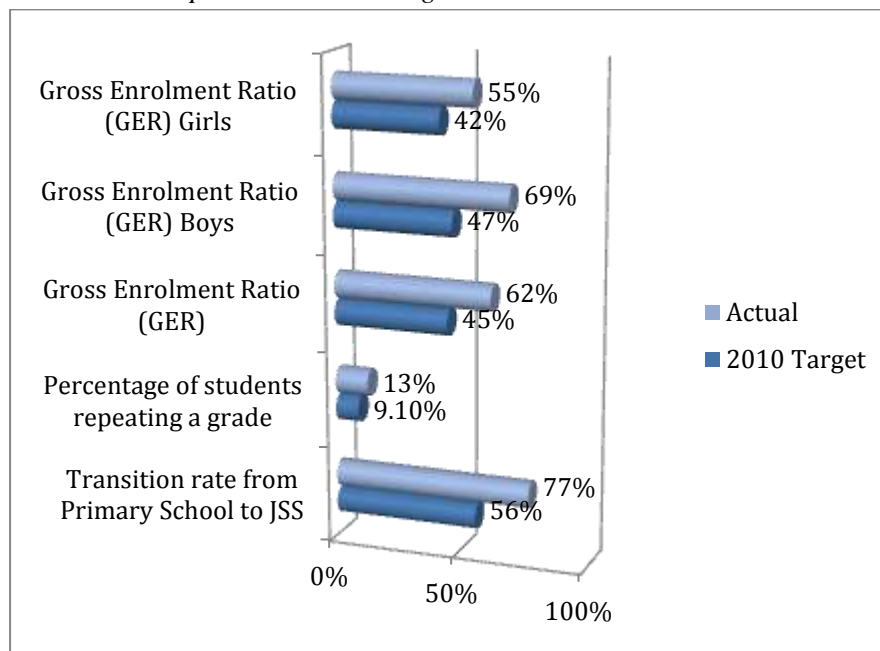
### Lessons learned: The previous ESP

The nation's previous Education Sector Plan, "A Roadmap to a Better Future (2007-2015)" saw several achievements. Although implementation of that plan has not been completed, the MEST believes a change in direction and approach is necessary at this juncture. The need for this change – resulting in a new five-year ESP – is based on systematic and policy changes that have come during a new administration and the preparation of a new Poverty Reduction Strategy Paper (PRSP II), reflecting new priorities for education.

Still, the success of the first ESP cannot be overlooked. There have been improvements in access to primary and junior secondary schooling in under-served areas. Since 2007, for example, the Sababu Education Project and the EFA-FTI Programme funded the construction of more than 150 primary schools and 30 Junior Secondary Schools in key areas. Additionally, there has been an estimated 1 percent decrease in the percentage of 6 to 11-year old children out of school.

There's also been a minor – but still noteworthy – increase in gender parity at all levels of schooling. There were also improvements in the completion and transition rates for both sexes at primary, junior and senior-secondary levels. The Proxy Completion Rate for primary education rose to 76 percent in 2010/11 academic from 67 percent. The transition rate from Primary to Junior Secondary School increased nearly 20 percent from 2007 to 2010. At the JSS level, most of the targets set in 2010 have been reached as of today, with the exception of a high number of students still repeating grade levels.

*Chart 1.3: The previous ESP – Targets and results at the JSS level*



More students have continued their education at the senior secondary level as well. The transition rate to SSS stood at 54 percent by the 2010/11 school year, up from 38 percent in

2007. Similarly, more students are completing their senior level of education, as the completion rate jumped to 29 percent in 2010, from 12 percent in 2007.

A full listing of baseline indicators, targets and results is shown in Table 1.3 at the end of this chapter.

### **Challenges of the previous ESP**

Some of the hurdles faced during the implement of the previous ESP informed our strategy for this current document. The MEST was unable to exert the level of control needed to successfully carry out the implementation plan due to staff shortages and other capacity constraints. This is why there is a strong focus on capacity building in the current plan.

In addition, implementing the GPE program was via the agreed upon “decentralised” mode was difficult, as local governments had just been reinstated following a long period in which they were virtually non-existent. An overlap of roles and responsibilities between the central Ministry of Education and Local Councils led to misunderstandings, which resulted in delays of critical activities such as school construction.

Procedural changes within the GPE programme (previously the EFA-FTI programme) caused some delays. There were also varying priority levels among donors implementing activities in the plan.

We – including our donors and partners– believe we can build upon the gains and learn from the mistakes in the development and implementation of the second ESP to build a successful and sustainable education system in Sierra Leone.

### **Understanding the 2013-2018 Education Sector Plan**

The Ministry of Education, Science and Technology aims to improve the access, quality and monitoring of education throughout the nation. The work of education must go beyond increasing enrolment and allow students to gain the critical skills and knowledge to benefit his or her livelihood, family, nation, and become good global citizens. Therefore this ESP seeks to address the following:

- Low learning outcomes – Poor performance in examinations conducted by the West African Examinations Council
- Teachers/Lecturers failing to complete syllabuses at all levels
- Large number of teachers without a teaching qualification
- Large number of individuals teaching at a level above the one they are qualified to teach
- Large numbers of institutions operating without MEST approval
- Lack of competence-oriented teaching and learning

A variety of activities and resources are needed to accomplish this. The Education Sector Plan outlines the ministry’s main goals and aligns those goals with specific strategic objectives, activities (interventions) and feasible outcomes. In particular, this document has

been fully aligned with the Education Sector section of the Poverty Reduction Strategy Paper (PRSP) – Agenda for Prosperity (AfP). The goals, strategies, interventions and costs have all been aligned, even though the structures, details and timelines of the two documents have slight differences. The following chapters detail these objectives, activities and expected results, along with plans for evaluation and financing.

The chapters also discuss how the MEST will advance the progress already made in areas of access, equity, completion, quality and system strengthening to achieve its desired goals for the sector. The interventions outlined offer more opportunities for boys and girls -- and adults -- throughout the country to enter the education system, receive much-needed knowledge and skills and prosper.

The final chapter outlines the cost to implement the activities listed, along with methods of funding. While the GoSL is better able to support the education sector, there is still a gap in funding our ambitious goals.

Not all the resources for achieving our goals are expected to come via the education budget and/or partners. Through their activities, sister line ministries and government agencies can also have a direct impact on education. In this regard, MEST is actively participating in inter-ministerial initiatives to leverage funds to achieve the outcomes as expressed in the plan. For example, the social safety net programme has the potential to impact on access, equity and retention/completion of the different levels of schooling.

Regular monitoring and evaluation will be key to ensuring that policies are adjusted to ensure that costs remain in line, as well as ensure the relevance of the curriculum and maintain a good balance between the skills the education system supplies and those that the labour market can absorb.

### **Developing the ESP – Participants**

The Ministry of Education, assisted by The World Bank and funds from the GPE hired a local consultant to put together several teams comprised of a cross-section of stakeholders, representatives of relevant ministries and government-funded entities. These stakeholders also included national experts, civil society representative, all who initially developed a rough draft of the plan. A small, national technical team led by the local consultant worked on the plan. UNICEF's education unit proposed the formation of a steering committee, and upon agreement of the MEST, one was established. The committee brought together representatives of the MEST and six donor organisations and INGOs to fast-track development ESP development and help shape the main themes and objectives of the plan. The ESP Secretariat provided support for the work of the local consultant and arranged meetings and consultations for different aspects of the work. The EDP and representatives of civil society groups – including those in the disabled community – along with the teacher's union participated in much of the preliminary work, drafting, and review of various drafts of the ESP.



A World Bank education economist provided support to the local consultant on the costing models used to inform the plan, a key element. A team consisting of the local consultant, a World Bank representative (a Sierra Leonean) and an editorial consultant wrote and edited the document based on feedback from MEST and the steering committee.

### Consultations

In order to ensure broad national ownership of the ESP, nation-wide consultations were carried out before commencement of drafting the document followed by consultations on the draft itself.

All 19 Local Councils were visited and discussions held with a broad cross-section of stakeholders that included students, teachers, petty traders, the disabled, traditional leaders, unemployed youths, etc. Annex 2A lists all Local Councils visited and the dates of meetings. Annex 2B lists the names and designations of all who participated in the various meetings.

The consultations proved extremely successful. It provided valuable pieces of information that have been found useful for fine tuning the ESP and putting together the Implementation Plan.



Table 1.3: Targets and Results of the previous ESP

Level	Indicator	2004 Baseline	2010 Target	Actual
<b>Preschool</b>				
	Gross Enrolment Ratio (GER)	4%	13%	6.50%
	% of pupils assisted by govt.	7.90%	7.90%	59%
<b>Primary</b>				
	Grade 1 (GIR)	159%	100%	121%
	Grade 1 (GIR) - Boys		100.00%	126%
	Grade 1 (GIR) - Girls		100.00%	115%
	Grade 6 (Proxy Completion rate)	55%	79%	76%
	Grade 6 (Proxy Completion rate) - Boys		83.80%	79%
	Grade 6 (Proxy Completion rate) - Girls		75.10%	73%
	Share of repeaters	12%	8%	16%
	Share of repeaters - Boys		8.20%	15%
	Share of repeaters - Girls		8.60%	16%
	Gross Enrolment Ratio (GER)	121%	98%	122%
	Gross Enrolment Ratio (GER) - Boys		100%	126%
	Gross Enrolment Ratio (GER) - Girls		96%	118%
	% of pupils in private schools	5%		3.50%
	Pupil teacher ratio (public)	61	52	32
	Teacher remuneration as multiple of GDP per capita	4.2	4.7	2.4
	Spending on inputs other than teachers as % of total recurrent spending	31%	33%	19

<b>Junior Secondary</b>	<b>Indicator</b>	<b>2004 Baseline</b>	<b>2010 Target</b>	<b>Actual</b>
	Transition rate (Primary to JSS)	63%	56%	77%
	Survival rate	69%	83%	83%
	Survival rate - Boys		86.10%	
	Survival rate - Girls		77.70%	
	Share of repeaters	14.00%	9.10%	13%
	Gross Enrolment Ratio (GER)	35%	45%	62%
	Gross Enrolment Ratio (GER) - Boys		47%	69%
	Gross Enrolment Ratio (GER) - Girls		42%	55%
	% of pupils in private schools	5%	8%	5.60%
	Pupil per class (Public)	48.5	46.6	54
	Pupil teacher ratio (public)	28.9	32.1	21.4
	Spending on inputs other than teachers as % of total recurrent spending	30%	41%	27%
<b>Senior Secondary</b>	<b>Indicator</b>	<b>2004 Baseline</b>	<b>2010 Target</b>	<b>Actual</b>
	Transition rate (JSS --> SSS)	39%	38%	54%
	Share of repeater	11.00%	7.70%	13%
	Gross Enrolment Ratio (GER)	12%	15%	32%
	Gross Enrolment Ratio (GER) - Boys		17%	40%
	Gross Enrolment Ratio (GER) - Girls		12%	24%
	% of pupils in private schools	1%	6%	23%
	Pupil per class (Public)	42.3	41.1	44
	Pupil teacher ratio (public)	27.1	28.7	24
	Spending on inputs other than teachers as % of total recurrent spending	28%	40%	30%

<b>Recurrent cost of service delivery (millions of LE constant base year)</b>	<b>Indicator</b>	<b>2004 Baseline</b>	<b>2010 Target</b>	<b>Actual</b>
	Primary Recurrent Cost as % of GDP	2.00%	2.10%	
	Post-Primary Recurrent Cost as % of GDP	1.90%	2.60%	
	Recurrent spending on education as % of GDP	2.90%	4.70%	2.60%
<b>Indicative framework</b>	<b>Indicator</b>	<b>2004 Baseline</b>	<b>2010 Target</b>	<b>Actual</b>
	Share of Primary Education in Overall Spending (%)	51%	45.40%	51%
	Domestically-generated revenues as % of GDP	12.3% (actual spend: 9.3%)	13.20%	11.30%
	% domestically-generated resources allocated to education	18.40%	19.30%	

## *CHAPTER I: ACCESS, EQUITY & COMPLETION*

---

**E**ducation is one of the most transformative social services delivered in a nation. Great strides have been made in ensuring access to education in Sierra Leone. The path to prosperity will require that the country improve its education systems, with wide access across the population to better meet the needs of society and growing investment opportunities.

The Ministry of Education plans to strengthen opportunities for education. It will continue with its efforts to get all children of primary school age into school to receive a complete, quality education. The MEST will at the same time increase its efforts to ensure those completing primary education are able to continue to at least complete junior secondary school and either continue on to college or a vocational school.

### Access

More children are entering school than ever before. Enrolment at all levels has been on the rise since the 2001/02 academic year, as the nation began to stabilise following the war. Demand for junior secondary school education is strong as a result of the higher primary completion rate. Since 2007, JSS enrolment has tripled, while SSS enrolment has quadrupled.

Pre-primary and higher education enrolment rates have increased, but our numbers still low compared to other countries in Sub-Saharan Africa. Primary enrolment has been levelling out and in fact seeming to drop slightly relative to a 2004/05 peak.

The MEST has also formed invaluable partnerships with the private sector to expand access to education beyond the primary level and plans to continue to leverage those relationships.

### Equity

Inequities, particularly those related to gender are on the decline. “Girl-child” interventions have successfully impacted the enrolment level of girls at all levels, but particularly the primary level, where gender parity has been achieved. There have also been positive results at the junior secondary levels in the Eastern and Northern regions.

Still, these regions lag behind the Western Area in gender parity. The situation is particularly alarming at the senior secondary level but even at the primary level, inequities persist in the Northern region, which could be one obstacle to achieving overall gender parity by 2015.

Enrolment of girls at the pre-primary level is heartening. In 2010 girls constituted 51% of all students enrolled.

There is a need to address the retention rate of girls as their education progress to higher grade levels. Girls' retention rates are lower than boys' at every level and although the primary to JSS transition rate is the same for boys and girls, the transition from JSS to SSS is more favourable to boys. Only 14 percent of school-aged girls access SSS 3, compared with 32 percent of boys.

There are still socio-economic disparities in school. Those from more wealthy households in urban areas are more likely to attend and complete school than those from poorer, rural areas.

Regional disparities partly mask the disparities that exist at the district, local council and chiefdom levels. The School Census Report and the CSR both provide details on disparities at levels below the regional.

Children with disabilities are particularly disadvantaged when comes to access because many of them are unable to freely and safely enter and navigate through a school structure. In addition, there is a need to train teachers to teach disabled students effectively and a need for learning materials for students who are differently-abled, whether they are blind or deaf.

### **Completion**

Although completion rates have risen at all levels, many children still do not complete primary school. In 2010, the primary completion rate was 76 percent, slightly shy from the MDG goal of 100 percent. There are older children and youth who did not complete primary school and for whom returning to formal primary schools is not an option. Even those who complete primary schooling take too long to do so as repetition rates are very high.

While there are no major gender disparities in access to primary and JSS, boys were more likely to complete the cycle once enrolled.

For lower secondary the completion rate increased to 48.6 percent from 30.7 percent, meaning Sierra Leone still has a way to go to provide universal basic education as guaranteed in its constitution.

### **Challenges in Access, Equity and Completion**

There are many reasons why children fail to access and complete school up to the JSS level. Supply and demand-side factors influence schooling decisions. On the supply-side, the further the distance to the nearest primary school, the higher the out-of-school rate. Grade discontinuity, or schools without all grade levels put nearly one-third of primary students at risk of dropping out before they can complete the six-year cycle.

Demand-side factors also account for nonattendance. Poverty limits a household's capacity to send their children to school and keep them there. Although there is a policy of fee-free primary education, there are still direct and indirect costs of attending school, which often stifle families.

The World Food Programme's 2011 Comprehensive Food Security and Vulnerability Assessment (CFSVA) found almost half (45%) of households in the country – 2.5 million people – are classified as food insecure. Of those, 6.5 percent are severely food insecure.

The report also identified three main reasons why parents do not enrol their child in school:

- Lack of money for school fees and other school-related costs - 48 percent of households
- No school in the village/area or the school is too far away - 14 percent
- The child's lack of interest in going to school - 10 percent

A 2008 UNICEF survey of children 6 to 15 years old across 54 communities found that the inability to raise the amount of money required for school fees prevented 56 percent of out-of-school children from attending. The children most at risk are orphaned children, those being exploited or abused and disabled students.

Sierra Leone is committed to having all children enter and complete primary education, and eventually junior secondary education as is stated in its constitution. We also want to expand access to post-basic education and skills training in an equitable manner. To accelerate progress towards these objectives, we will work in partnership with other MDAs (e.g. MoH, MSWGCA and MAFFS), civil society, international partners, private sector, and parents to ensure that we meet our obligations to the children of Sierra Leone.

### **Strategic Objectives and Interventions**

In the paragraphs that follow, the outcome indicators for each strategic objective are listed, except in cases where such indicators are believed to be less useful than the output indicators. In general, however, output indicators are detailed in the Implementation Plan based on this document. Additionally, Chapter 1 of the implementation plan has a full list of outcome indicators. Information on what has been done in the past can be found in the Country Sector Report.

Many of the interventions detailed under the various strategic objectives can be used to help address some of the key disparities that exist. The activities detailed in the implementation plan matrices make are more explicit but the manner of actual implementation is also important.

**STRATEGIC OBJECTIVE 1.1: ALL CHILDREN ENTER SCHOOL AND  
COMPLETE PRIMARY EDUCATION**

*Table 2.1- S.O. 1.1 Outcome Indicators- PCR*

<b>Outcome Indicators</b>	<b>2010</b>	<b>2018</b>
<b>Primary Proxy Completion Rate (PCR)</b>	76%	90%
<b>Percentage of 6 to 11-year olds who have never attended school</b>	23%	5%

*Outputs are listed in the Implementation Plan*

The MEST will work to get as near to get close to a 100 percent proxy completion rate over the life of the ESP, based on resources it and its partners can make available. The ministry is acutely aware of the post-primary implications and the likely effect efforts to improve the quality of teaching and learning will have at all levels, therefore it has set a target PCR of 90 percent by 2018. This is still extremely ambitious consider the PCR in 2010 was 76 percent. Maximum support of all partners will be needed to achieve this target. In order to move towards achievement of the objective of getting all children to enter primary school, annual targets to reduce the number of children of primary age who have never attended school will be set with the goal of achieving a much reduced number by the end of the lifetime of ESP.

The interventions needed to achieve this objective focus on creating more access and support to underserved areas and families.

***Intervention 1.1a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand***

Additional classrooms will be built in communities where there are no schools, or where more schools are needed in an effort to reduce the time spent to get to a school. New schools must make provisions for students with disabilities, by having access ramps and covered drainages. For a classroom to be considered “fully-functional and equipped”, it must have furniture, trained teacher, as well as teaching and learning materials.

***Intervention 1.1b: Organise campaigns working with vulnerable groups and leaders to encourage parents to send their children to school***

There’s a need to ensure that certain populations are informed about the benefits and the right time to send their children to school. In a number of rural communities, parents fail to send their children to school because they fear for their child’s safety. This is particularly true for girls and children with disabilities. Additionally, some question the usefulness of the education they receive in school. Multi-sectorial campaigns are required to convince parents, especially those in rural areas and derived communities, of the gains of having their children educated. These activities are already underway and continuing.

***Intervention 1.1c: Reduce the cost of schooling to parents and households***

Even though primary education is tuition-free, many schools still charge illegal fees. Other costs, such as those for uniforms, books and transportation, make education burdensome for many families.

The MEST will make efforts to provide school fee subsidies to school in a timelier manner, so head teachers have the funds needed to run their school without much reliance on fees from parents. The development of a school grants program is a key activity that will provide additional financial support to targeted schools in the neediest communities.

***Intervention 1.1d: Provide targeted support program for the neediest families***

Cost is a significant factor in determining enrolment and retention in education. Students from low-income families are particularly disadvantaged. Without targeted support for these families, large-scale, destabilising, socioeconomic inequities will remain. Therefore, the MEST intends to support more than 319,010 pupils from low-income food insecure families with cost efficient programmes over the next five years.

In partnership with other MDAs, donors and INGOs, targeted scholarships and other education-related incentives will be provided to families most in need of support.

***Intervention 1.1e: Provide support for extra-curricula activities such as sport and arts programs***

It is well known that non-academic activities such as sports and arts can help keep students engaged with their studies. The notion that education is only about a narrow range of subjects and disciplines has marginalised excellence in sports and arts and has led some students to drop out of school. Making necessary provisions within and outside of normal school hours should positively impact the demand for, and retention in, school.

***Intervention 1.1f: Provide accelerated primary education for older children and youth ages of 10 to 15 years old***

The attendance profile of students shows that about 15 percent of 10 to 15 year olds never attended school. The the percentage of those who entered, but did not complete school range from 1 percent (of 10 year olds), to 15 percent (of 15-year olds). While the younger children can go back to primary schools, some of the older children may need alternate forms of schooling.

MEST will partner with other non-state actors to provide accelerated primary education for older children and youth between the ages of 10 and 15-years old. This would allow learners to complete the primary school curriculum in three years rather than the usual six years. This model was used successfully immediately after the war to educate many of the young people who had missed out on schooling. The courses would be offered through already existing community education centres or in existing schools using trained facilitators. Those who



complete the three years will be eligible to take the end of primary school exams and transition to junior secondary schools.

**STRATEGIC OBJECTIVE 1.2: TO INCREASE ACCESS TO PRE-SCHOOL FOR CHILDREN 3 TO 5 -YEARS OLD**

*Table 2.2: S.O. 1.2 Outcome Indicators- Pre-primary GER*

Outcome Indicators	2010	2018
Pre-primary GER (as a percent)	6.50%	16%
Pre-primary GER GPI (Ratio of female-to-male GERs)	1.05	1

Beginning at age 3 and continuing to age 5, the objective of pre-primary school is to contribute to children’s physical, cognitive, emotional and social development and prepare them for primary school. There is demand for more pre-primary schools, with 85 of 149 chiefdoms without a pre-primary school, and many pre-school aged children enrolled in primary schools.

There were 37,351 children enrolled in pre-primary schools in the 2010 academic year, up from the 18,147 children signed up in the 2005 academic year, representing a 106 percent increase over five years. Despite this rise, Sierra Leone’s pre-primary gross enrolment rate is lower than its sub-Saharan African peers. According to figures from UNESCO/BREDA, the Gross Enrolment Ratio (GER) of pre-primary students across a sample of 21 sub-Saharan African countries is 20 percent, compared to 6.5 percent for Sierra Leone.

***Intervention 1.2a: Develop and pilot cost-effective community-based pre-school models, targeting the most marginalised communities. This includes constructing early learning spaces, developing minimum standards, and training teachers and caregivers.***

The majority of the pre-schools in Sierra Leone are private and fee-based, and they are mostly located in cities and large towns. There are very few pre-schools in rural communities, and in those areas many pre-school aged children are enrolled in primary schools even though they are not ready for school. MEST will develop and pilot community-based preschool models that will target the neediest communities.

This will involve constructing or rehabilitating learning spaces, developing minimum standards for pre-schools, training teachers and caregivers, and evaluating the effectiveness of pilots in terms of the school-readiness of the children that participate.

**STRATEGIC OBJECTIVE 1.3: TO INCREASE THE LEVEL OF COMPLETION AND  
EQUITABLE ACCESS TO JUNIOR SECONDARY SCHOOLS (JSS)**

*Table 2.3: S.O. 1.3 Outcome Indicators- JSS GER, GPI*

<b>Outcome Indicators- Junior Secondary</b>	<b>2010</b>	<b>2018</b>
<b>Transition rate (Primary to JSS) (%)</b>	77%	87%
<b>GER (%)</b>	62%	88%
<b>GPI for GER (ratio of GER of girls/GER of boys)</b>	0.8	0.9
<b>GPI for transition (ratio transition rate girls/boys)</b>	0.87	0.92

Intervention 1.3a: Construct additional fully-functional and equipped classrooms to accommodate current and projected demand

While there is at least one primary school in every chiefdom, 15 chiefdoms are without a Junior Secondary School. The quality of school structures is also an issue, as many schools in the rural areas and an increasing number of private institutions in urban areas are housed in make-shift structures, 55 percent of classrooms are need of major repairs. Only 62 percent of schools contain a functioning toilet.

**Intervention 1.3b: Provide additional trained teachers**

According to the CSR, only one-half of the teachers working are qualified for their level and position. At the JSS level, 41 percent of teachers are not qualified. There has been an increase in the proportion of unqualified teachers since 2004/05, when 40 percent and 10 percent of primary and secondary teachers were not qualified. This suggests that despite its broad scope, the teacher training system is facing difficulties to adequately respond to the growing demand for teachers following the surge in primary and secondary enrolment.

The teacher training colleges, with support from education partners, now offer distance education program for teachers to acquire the Higher Teacher Certificate required for teaching at JSS. The MEST and its partners will support serving teachers to get their certification through distance education, and hire more certified teachers to teach in JSS schools

**Intervention 1.3c: Expand tuition support program for girls to make JSS tuition free**

The tuition support program for girls (Girl-Child Support) program will be expanded to cover tuition in all three years of JSS. Prior to this, the program covered tuition support for three terms in JSS1, two terms in JSS2, and three terms in JSS3. With this effort, we are trying to reduce the socioeconomic barriers in education for girls and improve their retention and completion rates for JSS to get them on par with boys.

**Intervention 1.3d: Reduce cost of education for the most vulnerable (school grants, scholarship programs)**

MEST will encourage partnerships with non-state actors in the provision of scholarships for the neediest students to cover non-tuition related costs of schooling like the cost of uniforms. Through the provision of school grants and scholarships, MEST intends to ensure greater representation of the under-served (the poor, girls, disabled, etc.) at all levels. This

**STRATEGIC OBJECTIVE 1.4: TO INCREASE EQUITABLE ACCESS TO SENIOR  
SECONDARY SCHOOLS**

*Table 2.4: S.O. 1.4 Outcome Indicators- SSS transition, GER, GPI*

Outcome Indicators- Senior Secondary	2010	2018
Transition rate (JSS to SSS) (%)	54%	40%
Survival rate (%)	51%	53%
% of pupils in private schools	23%	40%
GER (%)	32%	37%
GPI for GER (ratio)	0.59	0.69

Access to upper secondary education stood at 26.4 percent in 2010/11, compared to 14.2 percent in 2004/05. This increase has been fuelled by the growing public perception of the importance of schooling as indicated by the increase in the number of students completing JSS and the improved transition rate between the two cycles, which rose to 54.4 percent from 46.4 percent over the period. The SSS completion rate was 25.9 percent in 2010/11, which is both a significant improvement over 2004/05 (10.1 percent) and implies that “dropout” has been virtually eliminated for the cycle. The retention rate is therefore estimated at 97.8 percent (up from 70.8 percent in 2004/05).

The interventions at this level follow the same reasoning as ones at other levels. Smoothing the pathway to senior secondary school is an important step to preparing students for higher education. At this level and beyond, the MEST will partner with private sector to ensure that the private schools can expand to satisfy some of the demands for SSS.

***Intervention 1.4a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand***

Although the transition rate is projected to decrease up to 2018 and enrolment in private senior secondary school and post-JSS skills training/TVET programs are projected to increase, the larger numbers completing JSS are expected to ensure a continued increase in the number of students enrolled in public SSSs. The increased enrolment is projected to necessitate construction of new classrooms. The fact that many chiefdoms lack SSSs, is also expected to fuel the construction of more SSS classrooms.

***Intervention 1.4b: Provide additional trained and qualified teachers***

More students and more classrooms mean that more teachers are going to be required in the future. These teachers have to be trained and qualified to teach at the SSS level. A key

challenge for many existing SSSs outside the Western Area is the availability of trained and qualified teachers. Many have resorted to using teachers who are trained for the JSS level but lack the minimum qualification to teach at the SSS level. This has an adverse effect on SSS students at these particular schools. Over the lifetime of this plan, new recruitment and training processes will be adopted and incentives introduced to increase the number of trained and qualified teachers into senior secondary schools. Opportunities will be provided for under-qualified teachers to upgrade themselves.

### **STRATEGIC OBJECTIVE 1.5: TO INCREASE EQUITABLE ACCESS TO TECHNICAL AND VOCATIONAL SCHOOLS**

The supply of graduates and post-graduates from our tertiary institutions (technical and vocational institutes, colleges, polytechnics and universities) does not meet the growing demand for mid-level technical and professional personnel with the skills, knowledge and attitude needed to transform Sierra Leone's economy. Few of the needed professionals (machinists, technicians, electricians, crane operators, irrigation engineers etc....) can be found here despite the growing demand for such employees in the natural resources and large-scale commercial agriculture sectors. Therefore, foreign companies making sizeable investment into Sierra Leone are importing foreign labour for positions that could easily be filled by trained Sierra Leoneans.

There is a need for a complete overhaul of skills training which includes the introduction of more demand-driven programs and new equitably distributed provision of sustainable TVET institutions.

#### **Intervention 1.5a: Encourage and support public-private partnerships (PPPs) to operationalise TVET centres across the country**

The GOSL has constructed a number of TVET institutions around the country. Ensuring that the structures and equipment are properly utilised and that programmes of quality are offered has been a challenge. In order to address the challenge the MEST has, amongst other things, encouraged public-private partnerships. Mining companies such as London Mining and African Mineral are already participating in such partnerships by supporting programmes in TVET institutions. Other entities in and out of Sierra Leone have shown interest in participating in TVET public-private partnerships with the GOSL. During the lifetime of this plan even more encouragement will be provided to private enterprises and individuals to invest in skills training / TVET so that Sierra Leone can obtain its needed middle level manpower.

#### **Intervention 1.5b: Train TVET teachers/instructors**

Very few institutions in Sierra Leone presently train TVET teachers/instructors. The consequence is that qualified, able and competent TVET instructors are very few. During the

lifetime of this plan more and improved training programmes/courses for TVET instructors will be started. Additionally, opportunities for the training of TVET instructors other friendly countries, especially those in the sub-region and Commonwealth, will be pursued.

***Intervention 1.5b: Finalise and implement TVET policy***

The Government of Sierra Leone, through the MEST seeks to make Technical and Vocational Institutions more effective with a focus on redirecting learning at this level to sectors seeing growth across the nation. Programmes will be restructured, courses revised and new ones designed to provide the necessary knowledge and skills in the mining, construction, agriculture, fisheries and hospitality sectors.

**STRATEGIC OBJECTIVE 1.6: TO INCREASE EQUITABLE ACCESS TO HIGHER EDUCATION INSTITUTIONS**

*Table 2.5: S.O. 1.6 Outcome Indicators- Higher Education*

<b>Outcome Indicators- Higher Education</b>	<b>2010</b>	<b>2018</b>
<b>Number of Students (local) per 100,000 inhabitants</b>	520 (Est.)	650
<b>Cost per student in PCGDP unit (in 2012)</b>	3.55	3
<b>% private</b>	20%	30%

The MEST is currently working to ensure that curricula at universities are revised to meet current demand. Public-private partnerships can also play a role here. Employer co-funding and proactive research by universities in the areas of needs assessment and forecasting will be introduced.

***Intervention 1.6a: Construct new and upgrade existing facilities to allow for the projected increase in enrolment at the higher education level***

Enrolment at the higher education level is projected to increase over the lifetime of the ESP as a consequence of larger numbers of students completing senior secondary schooling and qualifying for entry to higher education. Many tertiary level institutions were constructed with much smaller student populations in mind than they now have to accommodate. Some institutions have been elevated in status in recent years and their facilities still have to be upgraded. In addition to the foregoing, there are plans to create another public university by combining existing institutions. All of the foregoing means that in the lifetime of this plan, new lecture rooms / teaching learning facilities will be constructed and existing facilities upgraded.

***Intervention 1.6b: Use new information and communication technologies to expand access to higher education and skills training***

As part of its strategy to make higher education accessible to more and a broader cross-section of Sierra Leoneans, the GOSL is making greater use of ICT. A number of donors and

private entities are entering into agreements with the GOSL that will result in the greater use of ICT in education. Higher education in particular will benefit from ICT interventions that will make virtual lecture rooms and lectures from within and outside of Sierra Leone available nationwide. This will allow the GOSL to expand and improve on distance education.

***Intervention 1.6c: Better targeted financial support (grants or loans) to the neediest students, and continue grant support for females in STEM and for students with disabilities***

Available data suggests that more needs to be done to get the neediest benefitting from available GOSL scholarships. Data also suggests that females continue to be severely under-represented in certain STEM-related courses at the tertiary level and the disabled almost non-existent at university. In the lifetime of the ESP, revised criteria and screening processes will be employed to ensure that neediest students receive a much greater percentage of scholarships on offer. Support for females enrolling in STEM courses will also be improved together with the provision of more incentives for disabled students to successfully complete school and enrol in tertiary education.

The gap between the access rate of wealthiest quintile and the poorest quintile is quite large in higher education. MEST will reform the current process of awarding grants to ensure that they do indeed target students from the poorest quintile

***Intervention 1.6d: Develop a higher education strategy to consolidate the policies for addressing equitable growth, and quality and relevance improvements in a coherent framework***

A comprehensive strategy on higher education is currently lacking. At the request of the GOSL, the World Bank and JICA have conducted recent studies on higher education. During the lifetime of this plan, the MEST will use the findings from these studies to inform a strategy that will bring together current and new policies as well as new thinking on the direction for higher education in Sierra Leone.

**STRATEGIC OBJECTIVE 1.7: IMPROVE LITERACY RATE FOR YOUTH AND ADULTS**

Table 2.6: S.O. 1.7 Outcome Indicators- Adult literacy rate

Outcome Indicators- Literacy	2010	2018
Adult literacy rate (%)	42%	63%
GPI in adult literacy (ratio)	0.62	0.75

Literacy is low in the country, at about 42 percent. The Government of Sierra Leone recognise this to be a hindrance to the socio-economic improvement in the nation and is therefore committed to developing new learning centres and other mechanisms to ensure an increasing number of adults learn to read. Already there has been successful work through partnerships with NGO and other private sector groups.

***Intervention 1.7a: Launch a sustained national campaign on the benefits/advantages of being literate***

Literacy campaigns have over the years tended to be short 1 day affairs. MEST will over the next few years embark on more sustained campaigns targeting areas and groups with particularly low literacy rates. The campaigns will be more localized focusing not just on local council areas or chiefdoms but on communities known to have very low literacy rates.

***Intervention 1.7b: Train and provide improved incentives for literacy facilitators/ teachers***

More literacy facilitators/teachers will be needed for the projected increase in the numbers enrolled in literacy programs. This will necessitate the training of more facilitators and the provision of incentives that will motivate them to take up and stay on the job.

***Intervention 1.7c: Establish more and better resourced non-formal basic skills training and literacy centres***

In order to attract youths and adults, basic skills training will continue to be offered along with literacy classes in Literacy Centres. Existing educational institutions and other suitable structures will continue to be used but be better resourced with better-trained facilitators as well as more equipment and TLMs. Every effort will be made to ensure that communities with the lowest literacy rates are prioritized in the establishment of new centres.

**Conclusion**

Access and completion alone will not allow us to achieve our ultimate learning goals. Equally, if not more important, ensuring the relevant and needed learning takes place and that hence the education received is of good quality.



## CHAPTER II: QUALITY & RELEVANCE

---

There must be rapid economic growth in the coming years for Sierra Leone to make our aspiration of being a middle-income country by 2035 a reality. Research shows that the quality of education – what and how much children learn – has a stronger relationship to economic growth than the years of schooling completed. Therefore Sierra Leone is committed to improving education quality and relevance across all parts of the system.

### Quality and Relevance Issues

Quality and relevance are not one-dimensional concepts, as different people often ascribe different meanings to each. The Ministry of Education defines its quality and relevance in terms of a minimum set of deliverables:

- Healthy, safe learning environments, which provide adequate facilities and resources;
- Content and delivery of a curricula that gives students the opportunity to acquire the skills needed to be productive and decent citizens, and contributes to their personal development as well as to the development of their communities and the nation;
- Competent and trained teachers who use approaches that facilitate learning for all;
- Healthy, well-nourished students who are ready to participate and learn; and
- An education system encompassing knowledge, skills and attitudes that are linked to national goals and positive participation in society and the labour market.

One way to measure the quality of an education system is by the results of assessment and examinations. Unfortunately, results from regional examinations show that Sierra Leonean students are performing well below students from other countries in the sub-region. Profound concern about the poor performance of candidates on the WASSCE prompted the Government of Sierra Leone to set up the Gbamanja Commission of Inquiry to investigate reasons behind the high failure rate. Following the submission of the Commission's report, the government issued a White Paper, which now influences ongoing reforms in the education sector.

In order to ensure and at the same time check that desired learning does take place, the GOSL supported by its partners is developing SMART learning goals for basic and secondary education. These goals are expected to be outlined in a new curricula which is under development and which will have established baselines.

Concern about learning and skills acquisition is not restricted to the school level. It is increasingly understood that graduates from tertiary and other vocational institutions do not have the right mix of knowledge and skills that are required in the ever-evolving and



competitive national and global economies. This has resulted in an increase in the proportion of “unemployed graduates” as well as out-of-school youth with unmarketable skills.

The integrity of the entire education system hinges on the quality of learning and skills acquisition that take place at all levels. A critical focus on restructuring the education system in Sierra Leone is needed to not only halt the current decline, but raise quality to a higher level. For this, the MEST will, by the end of the lifetime of this plan, establish minimum standards for institutions and staff at all levels of education. Learning standards will also be established for students at the primary and junior secondary levels (basic education level). Staff students and institutions will be evaluated relative to these levels.

### **Priorities from Consultations**

There were three key priorities from the consultations in the areas of quality and relevance:

- Solving teacher-management issues
- Urgent development and use of new curricula that meets changing demands and needs
- Critical need to improve on the conduct and quality of examinations / student assessments

### **Strategic Objectives and Interventions**

The outcome indicators dependent on the interventions for the strategic objectives that follow have are detailed in the accompanying implementation plan. As a consequence, many of the indicators and targets given for the strategic objectives are outputs in nature rather than outcomes. These outputs are derived from the simulation model around which this ESP is built and informed by the CSR .

## **STRATEGIC OBJECTIVE 2.1: TO IMPROVE LEARNING ENVIRONMENTS**

*Table 3.1: S.O. 2.1 Indicators – Learning Environment*

<b>Indicators- Learning Environment</b>	<b>2010</b>	<b>2018</b>
<b>% of school buildings in good order (not needing rehab)</b>	35% (Est.)	55%
<b>% of schools with potable water</b>	65% (Est.)	80%

The environment in which teaching and learning take place exerts a significant influence on both the quantum and quality of the learning. “There is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn” (Earthman, 2004:18). Significant improvements in the learning environment have been shown to result in better attitudes to teaching and learning amongst all users (Berry in Higgins et al 2005:14).

The 2010/11 School Census reports that most classrooms-- more than 55 percent -- in the country are in need of repairs. Twenty-five percent of schools typically collect water from a

stream, while 38 percent of schools have non-functional toilets. The MEST has outlined several interventions at the pre-primary, primary and secondary levels to meet the desired outcomes of improved and healthier learning environments. The interventions planned to accomplish the strategic objective are similar across all levels.

***Intervention 2.1a: Rehabilitate/reconstruct existing classrooms to ensure safe learning environments***

Given the expected increases in the school-age population over the next five years, pressure on the education system will continue. While issues of access were addressed in the previous chapter, the infrastructures of existing schools need improvements. For example, many classrooms are not weatherproof. Some structures are constructed from window-less, aluminium roofing sheets and become unbearably hot during the dry season. For children to be able to concentrate and learn year-round, these classrooms need to be rehabilitated or completely reconstructed. The number of classrooms rehabilitated or reconstructed will indicate progress on this intervention.

***Intervention 2.1b: Provide adequate furniture in schools***

*Table 3.2: Intervention 2.1b outputs- new desks & chairs*

School Level	Baseline - 2010	Output 2018 – New Sets of Desks and Chairs
Pre-primary	0	2,339
Primary	0	50,943
JSS	0	12,432
SSS	0	5,690

Even in urban areas, school students can be found in grossly overcrowded classrooms, with four students sharing a bench intended for two students. Some students sit on concrete blocks. The situation is more acute in many rural schools. It is difficult for students to learn if they are physically uncomfortable.

To alleviate this problem, the MEST intends to provide more than 70,000 sets of desks and chairs distributed as indicated in the table above over the lifetime of the ESP. As expected, the majority of these seats and desk -- more than 50,000 -- will go to primary schools. The number of additional students seated will indicate progress with this intervention.

***Intervention 2.1c: Increase access to potable water***

*Table 3.3: Intervention 2.1c output-new wells and hand pumps*

School Level	2010 Baseline	Output 2018 New Sealed Wells with Hand Pumps
Primary	0	508
JSS	0	92

The availability or otherwise of safe drinking water directly impacts on the health of students, and hence, attendance. Despite all the evidence on the relation between diarrhoea prevalence

and conditions of the WASH facilities, the current WASH situations in educational institutions are worrisome. MEST and the MoHS have only a small budget allocation for WASH in schools and heavily rely on external support. Operation and maintenance of WASH facilities in schools remains a big challenge.

***Intervention 2.1d: Increase availability of sanitation facilities***

*Table 3.4: Intervention 2.1d output – new school toilets*

School Level	2010 Baseline	Output 2018 – New School Toilets
Primary	0	1,015
JSS	0	185

Special attention will be given to the provision of separate toilets for males and females, along with other sanitary arrangements. This should make girls feel more at ease and allow them to attend school regularly.

***Intervention 2.1e: Provide learning materials (notebooks, exercise books, ledgers, pens, rulers, etc.) for students***

*Table 3.5: Intervention 2.1e Output- new learning materials*

School Level	2010 Baseline	Output – 2018 – New Sets Made up of Notebooks / Ledgers, pens, pencils, rulers)
Primary	0	6,380,207
JSS	0	1,554,533
SSS	0	661,133

Many students lack books to write in and resort to using scraps of paper. Even those with exercise books are often without pens and/or pencils. This obviously hinders a student’s ability to learn, retain and recall information. The MEST will provide support for more than the numbers of students shown in the table below to have and use needed pedagogical materials. The change in the number of students using pedagogical materials supplied by the GOSL will indicate progress with this intervention.

***Intervention 2.1f: Provide teacher support and teaching materials, such as guides and posters***

*Table 3.6: Intervention 2.1f output indicator – new wall posters, etc*

School Level	2010 - Baseline	Output – 2018 – New Wall Posters, etc.
Primary	0	189,981
JSS	0	62,305
SSS	0	23,791

Schools in underserved communities usually lack the finances needed for procurement of the materials and are dependent on the provisions of the MEST. The ministry is cognizant of the fact that these allocations are less than ideal and is constantly reviewing non-teacher salary

expenditures over the lifetime of the ESP. Teachers that provide services in these areas require all the support available as they strive to offer students a better learning experience. In terms of materials, this includes teacher guides, posters, illustrations, and equipment and demonstration materials. Over the life of the ESP, the MEST expects to provide materials totalling more than 270,000 to teachers in government and assisted schools. The percentage of teachers receiving such support will indicate progress with this intervention.

***Intervention 2.1g: Provide textbooks that are new and contain updated material***

*Table 3.7: Intervention 2.1g output indicator- new core textbooks*

School Level	2010 - Baseline	Output – 2018 – New Core Textbooks
Primary	0	3,541,403
JSS	0	1,046,427

Nearly 33 percent of primary school students at government schools say the lack of textbooks is the biggest issue they face, according to a 2007 survey. A recent Government of Sierra Leone and World Bank impact evaluation of a textbook provision program found that simply getting textbooks to schools does not ensure that these textbooks actually reach the students. It appears many school heads store books instead of distributing them to students.

Inspectors of schools and supervisors will continue to monitor and ensure the proper use of textbooks. In addition, revamped performance contracts for the heads of schools will require heads of schools to distribute materials meant for pupils. Related to this issue, it should be noted that in addition to the stronger systems and monitoring network proposed in the next chapter, improvements will be made in the procurement and distribution of textbooks.

The acquisition of pedagogical items, which includes textbooks, teaching and learning materials and science equipment accounted for 9.7 percent of non-teacher salary recurrent expenditures. The highest allocation for pedagogical items was at the primary level (13.9 percent), while the least amount was spent at the senior secondary level (1.2 percent). The MEST is cognizant of the fact that these allocations are less than ideal and will be constantly reviewing non-teacher salary expenditures over the lifetime of the ESP.

At the primary and junior secondary levels, sufficient quantities of textbooks in English/Language Arts, Mathematics, Integrated Science, Social Studies and Civic Education will be supplied to schools to achieve a pupil-to-textbook-ratio of 1:1 at all GOSL and GOSL-assisted schools. The ESP calls for the addition of more than 4.5 million new textbooks at the primary and JSS levels. The number of new, updated textbooks supplied to schools will indicate progress made on this intervention.

**STRATEGIC OBJECTIVE 2.2: TO REVISE THE CURRENT CURRICULA AND STUDENT ASSESSMENT**

*Table 3.8: S.O. 2.2 outcome indicator- Curricula and Assessment*

Curricula and Assessment	2010	2018
New basic education curricula exists	no	yes
% of lower primary teachers trained on reading instruction	1%	25%

***Intervention 2.2a: Revise current curricula at all levels***

The current curriculum – at all levels – is outdated and does not produce the desired learning outcomes. Aware of the pressing need to revise education content in order to make education more relevant and responsive to development needs, the government has recently embarked on a series of curriculum revisions. For JSS, revisions began in 2010 in core subjects, -- Language Arts, Math, Social Studies and Integrated Science. Revisions were also made to the primary school curriculum, based on thematic areas of emerging issues, child-centred teaching techniques, reading and child-friendly schooling. The development of a new curriculum framework for basic education is underway. The development of the curricula and syllabi should be completed by the end of the ESP implementation period.

**STRATEGIC OBJECTIVE 2.3: TO IMPROVE ON STUDENTS’ ACQUISITION OF BASIC SKILLS OF READING AND NUMERACY**

*Table 3.9: S.O. 2.3 outcome indicator- reading at grade level*

Target	2010	2018
% of students that meet reading standards for their grade	NA	60%

Improving learning outcomes and skills acquisition at all levels constitutes the most critical focus of the current restructuring of the education system of Sierra Leone. Learning and skills acquisition in this context encompass the wide range of cognitive, affective and psychomotor outcomes, including literacy, numeracy and vocational skills, which the education system is being retooled to effect.

***Intervention 2.3a: Develop a national reading program to ensure that children in grades 1 to 3 are developing essential learning skills***

There’s a demand for greater attention on reading skills at the primary level. A 2011 Early Reading Assessment Survey found that the development of foundational reading skills is very low during the first three grades of primary school:

*“After three years of schooling: (i) the great majority of children do not master the alphabet correctly or understand how it works; (ii) reading and comprehension skills are weak, as children show great difficulty in reading simple words and make little meaning of a reading passage; and (iii) the majority of Grade 1 children (53 percent) could not write their own names and were reluctant to even attempt writing a simple sentence.”*

Overall, the results show that by the end of Grade 3, many children are not able to read to learn, but are still learning to read. Therefore children not only lack the most basic reading skills and knowledge to use books in subsequent grades, but they also lack personal confidence in their ability to learn. Children’s failure to learn the alphabet after three years of primary school points to a significant pedagogical failure. These figures highlight the need for a national campaign focused on the importance of reading at the primary level. There’s a need for supplemental reading materials at the primary level.

Primary leavers’ basic literacy and numeracy skills are weak, putting students at a disadvantage in JSS. Only 72 percent of Grade 6 pupils could correctly solve  $8/2=4$ , and Grade 5 pupil performance in sums is worse than that of Senegal, The Gambia, Ghana and Liberia. Overall, the NPSE (end of primary exam) pass rate has improved marginally, from 72 percent in 2005 to 75 percent in 2011, although this may reflect the expansion in the number of seats in JSS, for which the NPSE is effectively the admissions exam.

Under this intervention, a reading campaign utilising multiple channels (radio, television, newspapers, SMC and PTA meetings, etc.) will be rolled out, Readers for primary classes 1 to 3 and accompanying teacher guides will also be provided as well as carrying out in-service training of teachers of Classes 1 to 3 at the primary level.

### **Intervention 2.3b: Train teachers on reading instruction**

Many teachers are trained but either lack the competence to teach reading or have not been trained in that area. The training of reading in will become part of the TC and HTC programme for primary school teachers. Additionally, in-service updating and refresher programmes will be organised in the lifetime of this plan.

### **Intervention 2.3c: Assess children’s reading and numeracy skills in primary schools (lower and upper) and take necessary remedial action**

The effectiveness of interventions to improve the teaching of reading and mathematics has to be known to justify the investments being made and progress towards desired learning goals. At the lower primary level, MEST do this using EGRA and EGMA tests. Over the lifetime of the ESP, a minimum of two EGRA and EGMA tests each will be conducted across the nation. Public discussion of the EGRA scores will be used as a lead to the launching of a national reading campaign, which will fit in with adult literacy interventions.

## STRATEGIC OBJECTIVE 2.4: TO IMPROVE THE QUALITY OF TEACHERS

Table 3.10: S.O. 2.4 outcome indicators – quality teachers

Teachers	2010	2018	Targets-Quality teacher	2026
% of teachers with in-service training	10%	40%	% of teachers with in-service training	70%
% of teachers trained and qualified in primary	54%	100%	% of teachers trained and qualified in primary	146%
% of teachers relevantly trained and qualified in JSS	61%	100%	% of teachers relevantly trained and qualified in JSS	139%

The MEST is concerned about the quality of its teaching force and has undertaken a series of actions to improve teacher quality. Sierra Leone has a reasonable array of teacher training options as a result, to provide for every level. The quality of programs offered by the teacher training institutions is viewed as a contributing factor to the current situation. Teachers being employed at levels above that for which they are qualified also complicate the problem. A large number of untrained and unqualified teachers in underserved areas further exacerbate the situation.

The MEST is developing new, innovative pre-service programs with shorter on-campus durations that will result in the availability of more, better-trained teachers who would replace unqualified teachers at all levels, with special focus on teachers at the primary and JSS levels.

An indicator of progress with the intervention would be the percentage of appropriately qualified teachers at the primary and JSS levels.

### Intervention 2.4a: Provide support for innovative pre-service education at the primary and JSS levels

The normal and tradition pre-service training programmes have served the country well, but they have not been particularly flexible or able to meet the demand for trained and qualified teachers at various school levels. The MEST will, over the lifetime of the plan, embark on a number of innovative trials that may ultimately become the norm for pre-service teacher training. These trial programmes are likely to include those in which pre-service teachers spend less time on college campuses than they do presently and more time in classrooms acquiring skills and knowledge and new approaches.



**Intervention 2.4b: Provision of in-service knowledge and teaching skills upgrading short courses for all teachers**

Many teachers are trained but lack the competence necessary to incorporate and teach new material added to the curriculum or syllabi after their formal training. Others are using the same notes and methodologies they did 10 or 15 years ago.

In-service updating and refresher programs have been infrequent. Teachers themselves acknowledge the need for updating their syllabi and are looking for fresh teaching approaches. Over the next five years, the MEST will provide in-service training for teachers at all levels. Primary-level teachers will be the main beneficiaries, with more than 5,650 expected to participate in the program by 2018.

Alongside the refresher programs, the training of unqualified teachers through distance learning will continue. This program has proved particularly useful in training one or two people at rural area schools; the schools would have closed if residential training was the only option. Over the life of the ESP more than 1,000 people are expected to be trained using this methodology. The number of annual graduates will indicate progress with this intervention.

**STRATEGIC OBJECTIVE 2.5: TO EQUITABLY DISPERSE TEACHERS NATIONWIDE**

Table 3.11: S.O. 2.5 outcome indicator- teacher deployment

Teacher Deployment	2010	2018
Average Primary Pupil to Qualified Teacher Ratio (PQTR)	NA	65:1

At present, there is no clear-cut policy on where and how teachers are posted to schools. The employing authorities, or education secretaries for the city and district councils, tend to deploy teachers according to needs. Newly-hired teachers are posted to schools where vacancies are available and may be transferred by their employer. The responsibility for recruiting teachers ultimately lies with individual schools and school management committees (SMC).

There are district-level disparities in teacher deployment, which can be explained by various factors, such as:

- Teachers' preference to work in urban areas with access to better services and training opportunities;
- reduced professional mobility of married female teachers;
- growing demand of diploma-holding primary school teachers to work in new secondary schools; and
- difficult working and housing conditions in remote areas, making those positions less attractive



***Intervention 2.5a: Deploy and incentivize trained teachers to the neediest communities***

There is currently no official incentive package to attract teachers to remote and underserved zones and retain them, but discussions to formulate a package that would address the situation are in the advanced stages.

During the lifetime of this ESP, a Teaching Service Commission (TSC) will be established and commence operation. It is intended to become the employing authority for all teachers at government-run and at government-assisted schools. It would deploy teachers according to need to ensure a more equitable distribution of teachers. Trained and qualified teachers would be provided with the necessary incentives and deployed to communities with the greatest need.

A key challenge to the recruitment and retention of teachers is the length of time it takes a new teacher in a government-run or assisted school to get on the payroll. Teachers who are unable to get on the payroll quickly end up leaving the profession. In 2010, 40 percent of teachers in government-run and assisted schools were not on the payroll. On completion of the ongoing “clean-up” of the teacher payroll, funds from donors should allow speedier entry on to the payroll as well as a significant reduction in the number of GOSL and assisted school teachers who are not on the payroll.

Improvement in the quality and degree of commitment of teachers is the expected outcome when teachers get on the payroll faster, have revised conditions of service, are re-introduced to and see a improvement in various incentives. These changes are also bound be seen through the improved monitoring techniques as outlined in the proceeding chapter on system strengthening. Indications that these improvements are taking place can be measured by the teacher attendance rate and the pupil-to-trained/qualified teacher ratio.

***Intervention 2.5b: Approve community schools that meet pre-determined criteria***

Parents in rural communities are cautious about sending their children to a school across what they perceive as dangerous terrain, even if the school is less than a mile away. Some small communities prefer to start schools where they live with the intention of sending their children to a more centrally located ‘upper primary’ school when they get bigger. The consequence is that less than half of community schools (38.4 percent) offer the full primary school cycle. Many of these schools are based in poor communities on which they depend completely for support. The schools lack essential TLMs and the communities are unable to attract and pay the salaries of trained and qualified teachers. Partly as a consequence, the percentage of students dropping out of “incomplete” community schools is high – 43.7 percent in the 2010/11 academic year. In response to the challenge, MEST will approve all community schools which meet pre-determined minimum standards and provide financial assistance over the lifetime of the ESP.

**Intervention 2.5c: Establish literacy centres in rural and underserved areas and communities**

Adult literacy in Sierra Leone continues to be low. In 2010, 42 percent of adults were able to read with about 7.4 percent benefitting from literacy programs. The desire of the nation to achieve “middle-income” status by 2035 cannot be achieved with such a low literacy rates. In addition to the usual literacy campaigns, the GOSL will launch a minimum of 25 more fully-serviced literacy centres during the five-year tenure of the ESP. The number of additional centres established annually will indicate progress with this intervention.

A great deal of emphasis has been placed on the acquisition of reading and numeracy skills as pre-requisites for later learning. At the same time MEST is cognisant of the fact that knowledge of science is essential for survival in the modern world. In this regard, the GOSL welcomes the support of partners in mapping out a strategy to ensure that the learning of science goes on successfully in schools.

**Conclusion**

We believe the aforementioned interventions will allow us to achieve our goals to improve the quality of education in Sierra Leone. The next chapter outlines how the MEST will put in place – and sustain – systems to allow for improved access and quality in education

## CHAPTER III: SYSTEM STRENGTHENING

---

**G**ood governance and management of the education sector is critical for the efficient delivery of education services. Developing the capacity for improved governance and management of the education sector is a critical element in ensuring effective and efficient delivery of quality education services.

Realising the importance of capacity enhancement, the ministry – with the support of several partners – developed The Education Sector Capacity Development Strategy (CDS), which outlines strategic objectives for improved capacity throughout the sector.

The objectives discussed in the CDS are related to the following:

- Human resources planning and management
- Management of teachers
- Planning and coordination
- Decentralisation
- Financial capacity
- Communications and information-sharing;
- Systems data and records management
- Monitoring and supervision of institutions
- Procurement and distribution of textbooks and teaching and learning materials

The implementation of the key actions recommended in the CDS forms the starting point for improving government and management systems for the delivery of better education outcomes for all.

### Governance and Management Issues

The Local Government Act of 2004 sought to decentralise functions and resources away from the central government to local councils. This has led to the devolution of the administration and management of schools from the MEST to local councils. Councils were to have full control and supervision of all pre-primary, primary and JSS schools by 2008, including the provision of textbooks and TLMs and the construction and rehabilitation of schools. Fiscal decentralisation soon followed, consisting of grants to local councils or directly to schools.

The decentralisation is ongoing with more authority being devolved to local councils each year. There are additional pieces of legislation that must be harmonised and a national conference was held to further expedite the process and resolve disagreements.

In order to address the major challenges affecting the system, the MEST has developed a **Capacity Development Strategy**, in which it has identified the following issues in regards to system management:

### ***Overlap and ambiguity in existing education policy and legislation***

Both the Local Government Act and the Education Act of 2004 do not clearly delineate the roles of the central government and local councils. Ambiguities exist around monitoring, supervision and inspection, procurement and curriculum responsibilities.

### ***Lack of clarity of roles within the MEST***

There is confusion between MEST divisions, specialised agencies and commissions or councils regarding roles, responsibilities and function. This is not only due to shifting mandates over time (Local Government Act vs. Education Act) but also to human resource, institutional and other organisational gaps which affect the ability to deliver and manage education.

### ***Severe staff shortages***

Capacity is less than desired at both MEST and within local councils. Transfer of staff to local councils left District Education Offices short-staffed.

### ***Over-stretched management, limitations with current human resources, organisational and institutional capacity***

There is limited professional development planning across the sector, for teachers, managers and administrators within education at all levels, but also for MEST (central and district level) personnel.

### ***Lack of coordination between the District Education Offices (DEOs) and the Local Councils (LCs)***

A lack of co-ordination is resulting in a lack of joint monitoring of schools by DEOs and some LCs.

### ***Gender Imbalance***

There are a limited number of women in top managerial positions in the education sector.

### ***Lack of a fully- operational Education Management Information System (EMIS)***

Sierra Leone has yet to establish an effective and efficient system and infrastructure that supports harmonised and timely collection, processing and dissemination of data.

### ***Quality assurance***

Reports and actions by inspectors and supervisors of schools help ensure quality. Inspection and supervisory services did not recover after the war. Left free to themselves, unscrupulous proprietors and heads of schools are focused on personal financial gain at the expense of student learning, thereby contributing greatly to the nation's poor WAEC results.

Given the above, there's a need to strengthen not only central and local council staff capacities in planning, budgeting and the monitoring of funds and activities, but also those of school management committees (SMCs), in an effort to ensure services are adequately delivered and their quality enhanced. In addition, improving supervision and accountability

mechanisms at the local level may be effective interventions to ensure more efficient use of education inputs and resources at the school level, and the need for adequate and effective decentralised information and monitoring system is urgent. Decentralised financial and human resource management systems are also known to improve fiscal management and accountability systems.

### **Strategic Objectives and Interventions**

Unlike interventions outlined in the chapters related to access and quality, the indicators or targets outlined in this chapter are mostly qualitative milestones that need to be reached.

The activities to be undertaken are detailed in the implementation plan accompanying this document. In the case of the Teaching Service Commission, in addition to the activities detailed in an annex of the implementation plan, a separate report has been commissioned.

The Capacity Development Strategy (CDS) document on which this chapter is based deals exhaustively with the issues. Every attempt has been made to minimise unnecessary repetition of details covered more adequately in the CDS.

### **STRATEGIC OBJECTIVE 3.1: TO IMPROVE COMMUNICATION AND COORDINATION WITHIN THE EDUCATION SECTOR, AND WITH EXTERNAL STAKEHOLDERS AND THE GENERAL PUBLIC**

#### **Targets for S.O. 3.1:**

- i. Revitalise the Public Relations Unit (PRU) of the MEST and develop an external communications strategy
- ii. Develop a comprehensive Information Communications Technology (ICT) plan

The public is short on reliable and accurate information on education. A Public Relations Officer (PRO) is in office but he is in charge of a single-man unit Public Relations Unit (PRU). In this regard, the MEST will resuscitate, fully staff, fully equip and give a new mandate to the PRU during the lifetime of the ESP.

The quality chapter indicated the importance the MEST attaches to ICT as a tool to enhance communications and to boost teaching and learning at all levels.

Already, an *Intranet* involving schools is being put in place. A Local Area Network that would link ministry staff will be in place before December 2013. The Ministry of Information and Communications has attached ICT personnel to MEST. They are assisting MEST to develop a comprehensive ICT plan. The existence of the plan and its use will indicate that the intervention has been successful. This includes establishing an Intranet accessible to MEST administrators.

**STRATEGIC OBJECTIVE 3.2: TO DEVELOP CONSISTENT, COHERENT, ENABLING  
POLICIES AND LEGISLATION AND PUT FRAMEWORKS IN PLACE TO INFLUENCE ALL  
LEVELS**

***Targets for S.O. 3.2:***

- i. TVET policy finalised
- ii. NFE policy finalised
- iii. Minimum Standards for schools and other institutions developed
- iv. All policies available in MEST intranet
- v. Summary document of key goals, objectives, and outcomes of education developed and disseminated

A large number of education policies, plans and strategies have been developed within the sector and its constituent sub-sectors in recent years, yet many are in draft form and circulation and dissemination is limited. For senior staff, the CD assessment confirmed the suspicion that there is a lack of awareness, knowledge and understanding of the content, context, and inter-linkages of the various education sector policies and strategies among staff and stakeholders within MEST, especially at district and school levels. This has resulted in unsatisfactory integration and implementation of policies and a lack of coordination and consistency across the sector. In addition, the policy development process has to make greater use of data and evidence that is available.

**STRATEGIC OBJECTIVE 3.3: THE MEST PLANS AND MANAGES ITS OWN HUMAN  
RESOURCES**

***Targets for S.O. 3.3:***

- i. Competency framework covering all grades and roles within MEST
- ii. All officers at all levels have annually agreed objectives which are used as basis for annual performance assessment.
- iii. Staff development programme exists and being implemented

The MEST has job descriptions for all staff members. It is now developing performance contracts against which all will be assessed annually. In order to ensure that all are able to properly and effectively play their roles, staff development programmes will be designed and implemented during the lifetime of this plan. The staff development programme and implementation of annual assessments based on performance are regarded by MEST as essential in its endeavour to improve the quality of the services it provides.

**STRATEGIC OBJECTIVE 3.4: ESTABLISH EFFECTIVE, FUNCTIONING SYSTEMS FOR  
TEACHER RECRUITMENT, DEPLOYMENT, PERFORMANCE APPRAISAL, PROMOTION  
AND DEVELOPMENT THAT SERVE NATIONAL NEEDS**

***Targets for S.O. 3.4:***

- i. Establish and commence operation of a functional Teaching Service Commission (TSC)
- ii. Operationalise a teacher database
- iii. Put new HR guidelines and policies for recruitment and management of teachers that aligned with policies of the Public Service Commission

The teacher is the heart of “quality learning”. A Teaching Service Commission Act has been passed and process of appointing Commissioners has been begun. The work of the TSC in collaboration with the Teacher Division of the Higher Education Directorate of MEST is key to getting an effective and well-managed teaching force in Sierra Leone.

An accurate and comprehensive teacher database is essential for the work of the TSC. Work has already started on such a database but completion and validation will take place with the establishment of the TSC.

**STRATEGIC OBJECTIVE 3.5: TO IMPROVE STRATEGIC AND OPERATIONAL  
PLANNING FOR DEVELOPMENT AND SERVICE DELIVERY AT ALL LEVELS OF THE  
EDUCATION SECTOR, INCLUDING THE FULL INTEGRATION OF NGO AND DONOR  
CONTRIBUTIONS IN ACCORDANCE WITH SECTOR PRIORITIES**

***Targets for S.O. 3.5:***

- i. Establish a donor coordination entity under a division of the Planning and Policy Directorate
- ii. Produce and utilise an operational planning framework
- iii. Distribute the annual education calendar before the start of school year
- iv. Hold inclusive management team meetings monthly

The quality of service delivery provided is dependent on the quality of planning that precedes it. Getting needed information from some partners has proved challenging on many occasions. The MEST will take the necessary actions as detailed in the CDS, update and implement as appropriate and possible to improve strategic and operational planning.

**STRATEGIC OBJECTIVE 3.6: ENSURE THAT THE MEST HAS THE CAPACITY AND  
CAPABILITY TO COLLECT, MANAGE AND USE CURRENT DATA AND EVIDENCE TO  
INFORM ITS OWN WORK AND THAT OF OTHER EDUCATION SECTOR STAKEHOLDERS**

***Targets for S.O. 3.6:***

- i. Update EMIS data annually
- ii. Put records management system and guidelines in place

Accurate and reliable data is essential for planning and policy development. Over the lifetime of this plan, the EMIS Unit of MEST will be strengthened. Data collection will be devolved to the Local Council level initially, and later the individual institution. At the same time, the Records Management system will be modernised ensuring the availability of digital records. Hard, or printed copies of all records will also be retained.

**STRATEGIC OBJECTIVE 3.7: ENSURE THE STRUCTURES, SYSTEMS AND ROLES ARE IN PLACE TO EFFECTIVELY ADDRESS THE EMERGING OPERATIONAL CHALLENGES AND ANOMALIES OF DECENTRALISATION IN THE EDUCATION SECTOR**

***Target for S.O. 3.7:***

- i. Designate a focal person for decentralisation and have an office established within the MEST

Given the existing staff shortages and resources constraints, staff members of MEST are sometimes unable to give the attention necessary to decentralization matters. In order to effectively address emerging challenges in a timely manner, the MEST will liaise with appropriate sister line Ministries and other entities involved in the decentralization process.

**STRATEGIC OBJECTIVE 3.8: MEST STAFF MEMBERS AT ALL LEVELS AND APPROPRIATE LOCAL COUNCIL STAFF MEMBERS HAVE THE CAPACITY TO PLAN, DEVELOP AND DELIVER ON EDUCATIONAL BUDGETS EFFECTIVELY**

***Targets for S.O. 3.8:***

- i. Schools receives appropriate subsidies and transfers before the start of school year
- ii. Key and appropriate staff receive training on education budgetary processes
- iii. Operational guidelines exist for financial and budgetary processes and are distributed to MEST staff, district offices, councils, and schools
- iv. Develop and disseminate policy on use of school fee subsidies

The process of budget development is important for the adequate and timely financing of education activities. Budget delivery is even more important if educational institutions are to receive funds in a timely manner and if planned activities of the institutions are not to be derailed. The MEST, over the lifetime of this plan, will take the necessary action in collaboration with other line ministries and entities to ensure the capacity to plan, develop and deliver on educational budgets effectively is adequate.



**STRATEGIC OBJECTIVE 3.9: BUILD THE CAPACITY TO MONITOR PERFORMANCE  
AND SUPERVISE QUALITY IMPROVEMENT AT ALL LEVELS**

***Targets for S.O. 3.9***

- i. National minimum standards for schools exist and rolled out to all schools
- ii. Fifty percent of schools get a full supervision visit at least once every two years
- iii. Fifty percent of schools get an inspection at list once a year

The health of the system needs regular monitoring. This monitoring needs to be done against a checklist and expected minimum standards. Ideally all schools should be visited at least once yearly. The MEST has recently recruited a large number of inspectors and intends employing even more during the lifetime of this plan. A training programme has been developed for them and this will be used to increase their capacity and understanding of the job. Additional programmes are being designed by MEST, which, together with the initial training, should make the inspectors able to adequately monitor the schools assigned to them.

**STRATEGIC OBJECTIVE 3.10: REVIEW AND RE-ORIENT THE SELECTION,  
PROCUREMENT AND DISTRIBUTION OF TEXTBOOKS AND TLM TO ENSURE THAT  
BASIC EDUCATION MATERIALS' NEEDS ARE MET AND RISKS TO TRANSPARENCY AND  
ACCOUNTABILITY ARE MITIGATED**

***Targets for S.O. 3.10:***

- i. Develop and put in use a guide to the procurement, choice and supply of textbooks and TLMs
- ii. Develop and put in use a national policy on textbooks/TLM

The selection, procurement, distribution and delivery of textbooks and TLMs are subject to many challenges. Unfortunately, the student ends up being the loser and as a result, learning suffers. The MEST will address the matter during the lifetime of this plan to ensure that students win, and they're able to succeed because resources are allocated appropriately.

**STRATEGIC OBJECTIVE 3.11: DEVELOP A SCHEDULE OF KEY PERFORMANCE  
INDICATORS FOR SERVICE DELIVERY BASED ON THE PRECEDING CAPACITY  
DEVELOPMENT DETAILS**

***Target for S.O. 3.11:***

- i. A set of key performance indicators will serve as benchmarks for indicate progress towards achievement of service delivery goals.

Before the end of the first three months of ESP implementation, the MEST, through the Planning and Policy Directorate, will identify a set of indicators which will be shared with partners and other key stakeholders before finalisation and use.

**Conclusion**

The MEST is confident that meeting the foregoing targets will ensure a better and more robust education system whilst at the same time enhancing the possibility of achievement of our previously-stated goals surrounding access and quality.

## ***CHAPTER IV: MONITORING THE ESP***

---

**T**his chapter describes the implementation, monitoring, and reporting arrangements that will be put in place, presents a monitoring framework and finally identifies the key risks with their mitigating measures.

### **Implementation**

The ESP will be implemented through the existing structures of MEST, Local Councils, and other bodies, such as the Teaching Service Commission, all which play a key role in the delivery of education.

In addition, the MEST encourages and seeks out partnerships with national and international NGOs, donor partners, civil society organizations, and other parties who have traditionally been engaged in the education sector in Sierra Leone.

Education is a “cross-cutting” area, and as such the MEST will actively collaborate with MDAs such as the Ministry of Health and Sanitation, the Ministry of Social Welfare, Gender and Children’s Affairs and the Ministry of Youth Employment

One of the key capacity constraints identified in the capacity assessment strategy is that there is not enough coordination between MEST and the Local Councils, as sometimes coordination between various MEST departments is a challenge. However, new structures are being put in place to ensure better coordination between all players.

The ESP sets out expectations through a series of outputs and targets: a picture of what the education system will look like in 2018. There will be many more children in schools, all schools will be doing better in terms of their performance and all who are involved in providing a service will be far more accountable for what they do.

The system will produce, publish and use much more information about performance, as there will be a clearer and more consistent measure of progress, which will be shared widely.

### **The Monitoring and Reporting Chain**

National level oversight of ESP resides with the Inclusive Management Team (IMT) at the ministry. The IMT, under the direction of the Chief Education Officer (CEO), will review progress based on reports and quarterly meetings.

An implementation plan has been prepared that lays out key activities, outputs, and responsible unit for each of the strategic objectives of the ESP. This is presented in a separate document.

The Policy and Planning Directorate will play a central role in driving a robust planning, reporting and review process. Under this process all responsible units will be required to produce annual work plans that detail the activities they will undertake in order to deliver on the strategies agreed in the ESP.

Bodies such as the Chiefdom Education Committees – established in 2004 – will be used to assist the MEST in monitoring the implementation of the ESP. The MEST will also organize an annual sector review to ensure all stakeholders are aware of progress in the implementation of the Plan.

The Policy and Planning Directorate at MEST conducts an annual school census, which will provide most of the quantitative indicators needed monitor progress on the plan. MEST will set up a donor coordination unit within the Planning Directorate, which will coordinate partner activities in support of the plan and be directly responsible for monitoring progress on the plan. The MEST will continue to conduct annual sector reviews, where it will share progress on plan implementation with various education stakeholders

### **Monitoring Framework**

There will be an M&E system that will be responsible for monitoring the overall ESP. This system/unit keeps track of progress on key indicators and provides regular reports to the senior management team. Amongst other things, this team will have overall responsibility for the monitoring of the indicators in the framework that follows.

The following pages of this chapter detail a monitoring framework for the outcomes related to the high level strategic objectives are presented below. Output level indicators are presented in the Implementation Plan. Note that the annual school census report will be used to track most of the school level indicators. The report will provide additional details.

Table 4.1: Monitoring Framework Matrix

Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
<b>Strategic Objective 1: Increase access, equity, and completion at all levels of education</b>							
<b>SO 1.1 All children access and complete primary education</b>							
Proxy Primary Completion Rate (by gender and location)	73%	88%	91%	94%	97%	100%	EMIS
GPI based on Completion Rate	0.92	0.93	0.94	0.94	0.95	0.95	MICS
Gross enrolment rate (by gender and location)	124%	121%	121%	121%	121%	119%	EMIS
<b>SO 1.2 To increase access to preschool for children aged 3-5</b>							
Pre-primary Gross Enrolment Ratio (by gender and location)	8.4%	8.6%	9.2%	13.5%	17.9%	22.2%	EMIS
GPI based on Pre-Primary GER	1.07	1.05	1.03	1.02	1.01	1.00	EMIS
<b>SO 1.3 To increase equitable access to and completion of junior secondary school</b>							
Transition rate from primary to JSS (by gender and location)	77.1%	82%	83%	84%	86%	87%	EMIS
JSS Completion Rate (by gender and location)	57%	61%	65%	68%	72%	75%	EMIS
Gross Enrolment Rate JSS (by gender and location)	67%	74%	78%	81%	85%	88%	EMIS
<b>SO 1.4 To increase equitable access to senior secondary schools (SSS)</b>							
Gross Enrolment Rate Secondary	35%	35%	36%	36%	37%	37%	EMIS

Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
Gender Parity Index for GER	0.73	0.77	0.79	0.80	0.81	0.82	EMIS
Location Parity Index for GER	TBD					Awaiting baseline	EMIS
<b>SO 1.5 To increase equitable access to technical and vocational schools</b>							
Ratio of TVET to SSS enrolment of LCs with smallest and largest TVET enrolments	TBC					Awaiting baseline	EMIS
<b>SO 1.6 To increase equitable access to higher education institutions (HEIs)</b>							
Students in public HEIs per 100,000 inhabitants (by gender and location)	528	567	590	605	625	650	WB / JICA study
<b>SO 1.7 Improve literacy rate for youth and adults</b>							
Adult literacy rate (by gender and location)	42% (2010)	49%	52%	56%	59%	63%	MICS

Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
<b>Strategic Objective 2: To improve the quality and relevance of education at all levels</b>							
<b>SO 2.1 To improve learning environments for all</b>							
<b>% of schools or other institutions that meet minimum standards</b>	30% (Est.)	45%	57%	67%	76%	85%	MEST – P&P
<b>SO 2.2 To reform the basic education curricula</b>							
<b>Curriculum Revised</b>	Arrangements for revision commenced	Revision Underway	Revision continued. Trial started	Trial continued. Curriculum finalised.	New curriculum in use	Fine tuning	MEST Progs. + Curr
<b>SO 2.3 To improve literacy and numeracy skills at primary level</b>							
<b>% of children with literacy skills that 'meet expectations'</b>	Baseline TBD (2013)	Instrument developed and tested. Teachers trained	38%	47%	52%	60%	EGRA or Grade 4 assessment
<b>% of children with numeracy skills that 'meet expectations'</b>	Baseline TBD (2013)	As above	As above	As above	As above	60%	EGMA or Grade 4 assessment
<b>SO 2.4 To improve quality and distribution of teachers</b>							
<b>% of primary teachers who have received training in reading</b>	Not Known	25%	35%	45%	57%	70%	EMIS

Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
instruction							
% of primary teachers with TEC or better	50%	58%	63%	69%	74%	80%	EMIS
% of JSS teachers with HTC (Sec.) or better	43%	50%	55%	61%	61%	72%	EMIS
LC Parity in PTR	TBC (2013)	0.5	0.6	0.7	0.7	0.8	EMIS
<b>Strategic Objective 3: To strengthen systems for the effective delivery of education services</b>							
<b>3.1 To improve communication and coordination within the education sector, and with external stakeholders and the general public</b>							
			ICT Plan Developed	Strengthened Public Relations Unit			MEST Admin + ComM. Div
<b>3.1 To develop coherent, enabling policies and legislation and put frameworks in place to influence all levels</b>							
		TVET Policy Finalized  Minimum Standards for Schools and other institutions	All policies available on MEST intranet				MEST P&P; Progs.; HEST
<b>3.3 MEST plans and manages its own human resources</b>							
		HR framework in place	Staff development programme	Annual performance		MEST near to fully	MEST HR



Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
			implemented	appraisal underway		staffed (90% filled)	
<b>3.4 Establish effective, functioning systems for teacher recruitment, deployment, performance appraisal, promotion and development that serve national needs</b>							
		TSC staffed	Policy Guidelines for registration and licensing and recruitment developed	Teacher database in place	Payroll management transferred to the TSC		MEST Admin; P&P; Insp; TSC
<b>3.5 To improve strategic and operational planning for development and service delivery for all levels of the education sector, including the full integration of NGO and donor contributions, in accordance with sector priorities</b>							
		Donor coordination unit established and fully staffed					MEST P&P
		Education calendar produced and distributed prior to start of year					MEST P&P
<b>3.6 Ensure that the MEST has the capacity and capability to collect, manage and use current data and evidence to inform its own work and that of other education sector stakeholders</b>							
		Develop EMIS decentralization	Pilot EMIS decentralization in	Roll out EMIS decentralization	Roll out EMIS decentralization		MEST P&P

Indicators	Baseline 2011	Milestone 2014	Milestone 2015	Milestone 2016	Milestone 2017	Milestone 2018	Source
		plan	three LCs				
<b>3.7 Ensure the structures, systems and roles are in place to effectively address the emerging operational challenges and anomalies of decentralisation in the education sector</b>							
		Decentralisation Focal Person at MEST in place	Education Act and Local Govt. Act fully aligned	Quarterly meetings of MEST and Local Govt. commenced			MEST Admin
<b>3.8 MEST staff members at all levels and appropriate Local Council staff members have the capacity to plan, develop and deliver on educational budgets effectively</b>							
		Operational guidelines for financial and budgetary issues exist	Guidelines in use by MEST staff, district offices, councils, and schools	Regular meetings of MEST and LCs			MEST Accounts and P&P
<b>3.9 Build the capacity to monitor performance and supervise quality improvement at all levels</b>							
		National minimum standards for schools exist	Schools are visited at least once a term			75% of schools meet minimum standards	EMIS

## Risks

There are some risks to the successful implementation of the Education Sector Plan. Some are highlighted in the table below whilst others can be found in the associated project appraisal document prepared to source funds for implementation of some key activities.

*Table 4.2: Risk factors of ESP implementation*

Type of Risk	Mitigating Measures	Level of Impact	Level of Likelihood
<b>Lack of resources to implement activities</b>	Encourage implementation partnerships Fully brief partners in annual sector reviews and hold donors round table if necessary	High	Moderate
<b>Lack of political will</b>	Emphasise link with PRSP and ensure key objectives in performance contract of MEST	Moderate	Low
<b>Lack of capacity to sustain action</b>	Partnerships and donor support for capacity development	High	Moderate
<b>Lack of coordination</b>	Design effective coordination strategy and establish effective coordination unit	Moderate	Moderate

## *CHAPTER V: COSTING THE ESP*

---

**T**he cost to implement the ESP as discussed in the previous chapters is Le 4.1 trillion, or USD 951 million over five years. Sierra Leone has made significant economic strides in recent years, and is allocating for funding to education, meaning that as a nation, we are serious about making needed improvements in education. However, financing a vast, ambitious plan to make sustainable improvements to education is costly. The government can proudly fund a majority of the activities outlined in previous chapters, but based on the current level of government allocation, grants and monies from donors, a monetary gap still exists. Therefore, careful monitoring, evaluation and re-prioritising of strategic objectives and intervention will be necessary to achieve the desired outcomes.

### Economic Environment:

Sierra Leone's macroeconomic environment has been stable over the past few years as characterized by strong economic growth. The nation's economy grew by 15.1 percent in 2012 and growth is expected to grow steadily for several years based on revenue collection from mining companies extracting and exporting materials offshore. The recent sizeable jumps in GDP will not be sustained as the recent GDP leap was precipitated by the first run of production and exportation of minerals from major miners. The repeat generation of consistent revenue will level off the leaps in GDP. Still the intake of money bodes well for the mobilisation of substantial resources to education. But the challenge of raising revenue relative to the GDP remains.

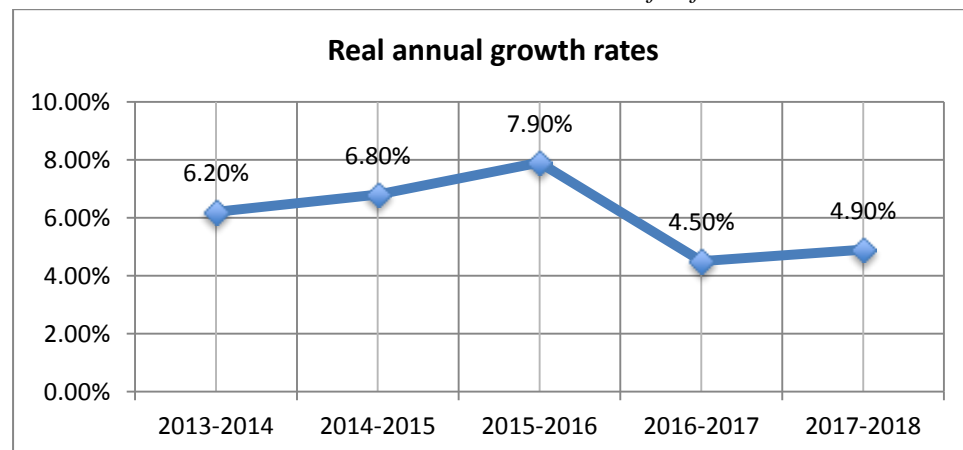
### The Scenario Used:

Based on projections that are midway between optimistic and pessimistic, the MEST has projected how much it is able to commit to the growing recurrent expenditures and to the one-time development expenditures necessary to achieve the outcomes outlined in the ESP.

The scenario used to determine the fulfilment of costs of the ESP assumes an average annual real growth rate of about 6.1 percent, as evidenced in Table 5.1.

The scenario takes account of the growing pressures at the post-primary level as a consequence of successes at the primary level. It also takes cognizance of the requirements for an improvement in the quality of education at all levels and the urgent need to strengthen the system.

Table 5.1: Real Annual GDP Growth Rates over the life of the ESP

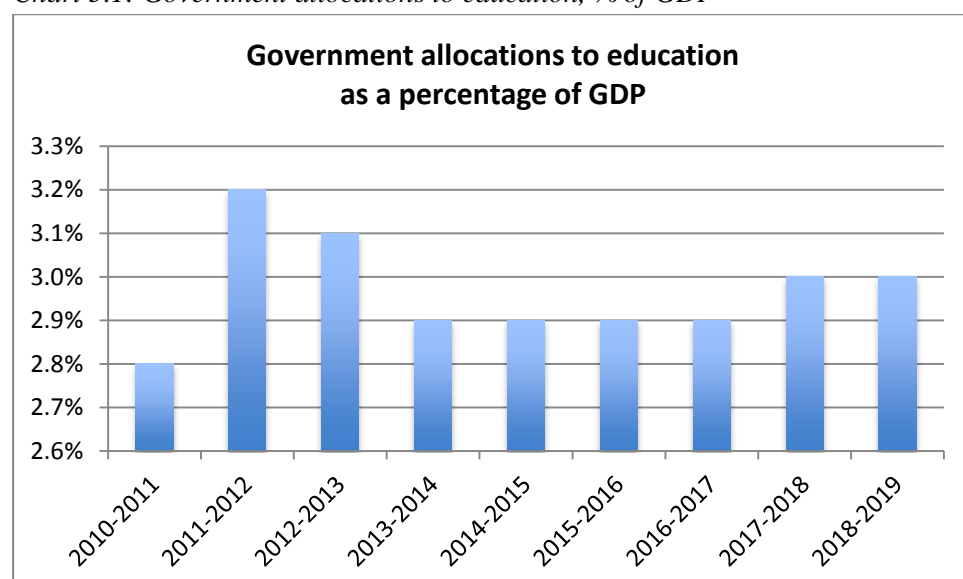


### Past Allocations to Education

The government’s allocation to education has improved over the past five years both in nominal and real terms. In 2011, the government supported 29 percent of the total recurrent expenditure to education. As a portion of all government recurrent expenditures, education funding was more than 25 percent. That’s higher than the 22 percent average in Sub-Saharan Africa.

As a percentage of GDP, government’s allocation to education stood at 2.8 percent, 3.2 percent and 3.1 percent, for 2010, 2011 and 2012 respectively. While recurrent expenditures account for the lion’s share of expenditures, its relationship to GDP has been lower than the SSA average. For example, recurrent expenditures for education were 2.6 percent of GDP in 2010, well below the SSA average of 4.7 percent. However, Sierra Leone’s recurrent education expenditures as a percentage to GDP rose to 3.7 percent in 2011 and 3.3 percent in 2012.

Chart 5.1: Government allocations to education, % of GDP



Capital expenditures have been relatively low constituting an average of about 2 percent during 2007-2011 and administered mainly by MEST.

The priority given to primary education is an indication of the efforts committed towards the achievement of the MDG goal of universal primary education. In 2010, 49.3 percent of funding went towards primary education, compared to the SSA average of 47.6 percent. The allocation is also higher than the SSA average for senior secondary education -- 10.2 percent compared to 8.2 percent. The nation's expenditure for tertiary funding was slightly higher, at 18.9 percent than the SSA average of 18.1 percent.

The MEST's share of expenditures for junior secondary was 16.5 percent in 2010, while TVET funding was 3.2 percent, both falling below the SSA average.

The GOSL acknowledges the need for even more resources for education. It is committed to a more efficient, focused and innovative use of available resources as well as partnerships that would ease the burden on the government.

### **Price of the ESP**

The scenario used to cost the ESP estimates expenditures to be 2.9 percent of GDP over the first four years of the plan with a slight rise to 3 percent in 2018. As Sierra Leone's economy steadily improves in terms of GDP, the real cash allocation to education also rises.

The Le 4.1 trillion needed to fulfil the goals of the ESP are spread out almost evenly over five years, with costs gradually rising to Le 872 billion needed in 2017, then falling slightly to Le 866 billion for 2018. This is due to a ramp-up of activities, where more funding is needed at the outset, and less needed for maintenance and sustainability.

As expected, recurrent expenditures make up the bulk – 80 percent – of the cost of the ESP, at Le 3.3 trillion. Development expenditures account for the remaining 20 percent at Le 8.2 million.

### **The Cost of Primary Education**

Given the focus placed on ensuring universal access and quality primary education, the financing needed for recurrent and development spending at the primary level comprises 44 percent of the total budget, at Le 1.8 trillion or USD 76 million.

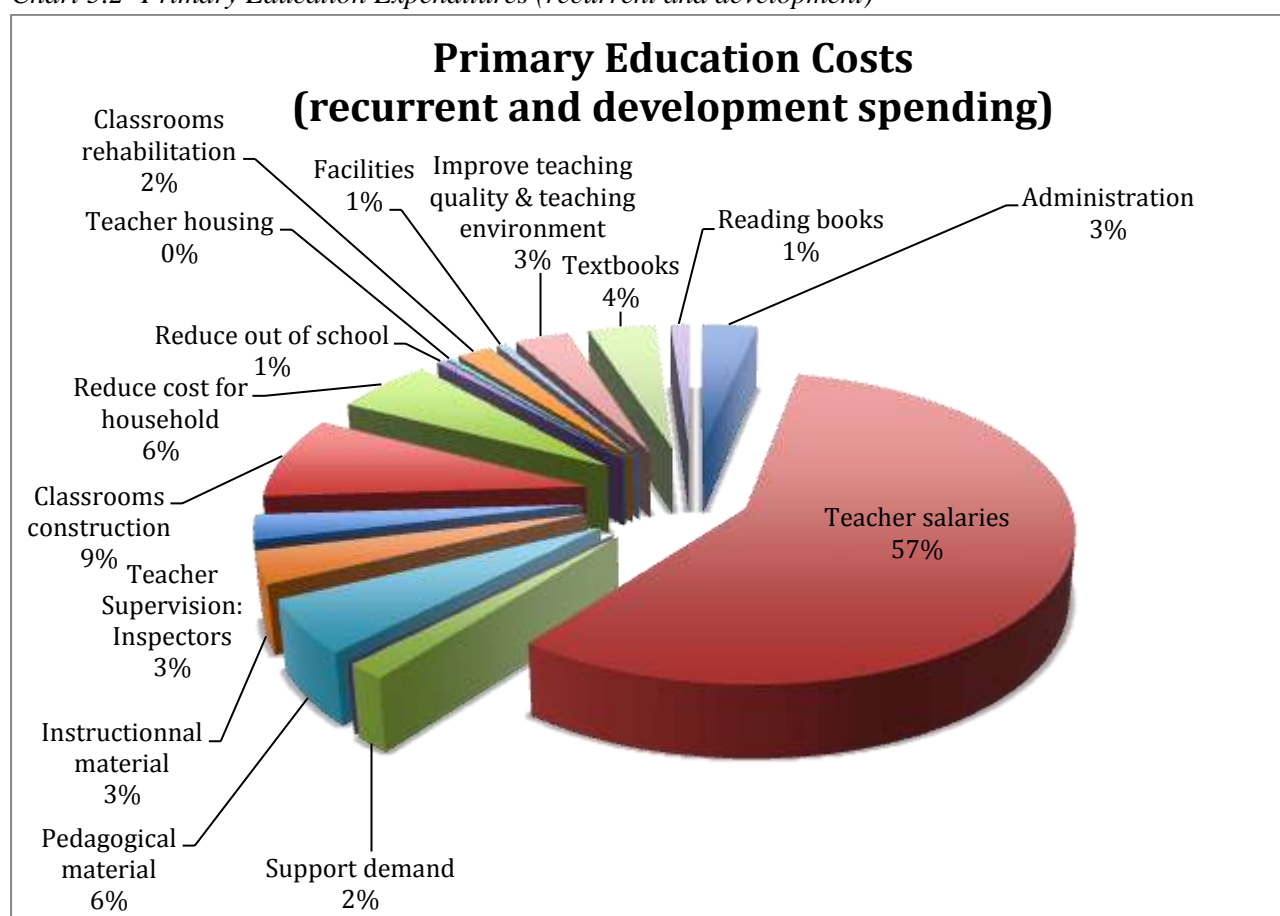
Recurrent costs, specifically teachers' salaries, make up a majority of the estimated expenditures at the primary level. Teacher salaries account for 77.5 percent of primary recurrent expenditures, or Le 1.03 trillion at this grade level. As the number of

trained, qualified grows, so does the expenditure over the life of the ESP. The cost to pay teachers over the next five years is estimated to rise 30 percent, to Le 233.1 billion in 2018, from Le 179.1 billion in 2014.

Supporting the growing demand for primary education is expected to cost Le 31.6 billion over five years. These expenses include costs for activities such as developing campaigns to encourage parents in the most vulnerable groups to send their children to school and support for incentive campaigns, as outlined in Chapter Two.

Constructing new classrooms make up the bulk of development costs for education at the primary level.

Chart 5.2- Primary Education Expenditures (recurrent and development)



### The Cost of Junior Secondary Education

The cost to fund recurrent and one-time improvements to junior secondary education is Le 785.1 billion, or USD 186 million, representing 19 percent of the ESP’s total budget. Development spending as a percentage of recurrent expenditures at this level is about 48 percent.

### **The Cost of Senior Secondary Education**

Financing for Senior Secondary Education comprises about 8.6 percent of total ESP budget at Le 351.3 billion. Outside of teachers' salaries, pedagogical materials make 15% of the allocation, followed by development spending on classroom construction.

Primary and junior secondary education together constitutes 'basic education'. The GOSL is committed to ultimately making basic education free and compulsory. Senior secondary level education is neither free nor compulsory. Enrolments at the primary and junior secondary levels are significantly greater than at the SS level. The GOSL pays subsidies to all public primary schools for all enrolled candidates and pays 'girl-child' support to all public junior secondary schools with female students. The consequence of the foregoing is that the budgetary allocation for SSSs is less than that for primary and junior secondary schools, independently.

### **The Cost of TVET**

Increasing attention is being given to skills training and TVET in general. During the lifetime of the plan existing non-functioning public TVET institutions will start operating, skills training programs focusing on youths being given much needed skills will commence and all TVET programs will be made more relevant and of a higher quality. Approximately 2% of the total ESP cost will be allocated to TVET excluding skills training that will take place at part of NFE and the cost of PRSP – Agenda for Prosperity Flagship Projects that may come into being during the lifetime of this plan.

### **The Cost of Non-Formal Education (NFE)**

Much focus will be given to improving adult literacy during the lifetime of this plan. Literacy will be linked with basic skills training. Approximately 2% of recurrent cost of the ESP will be allocated to NFE.

### **The Cost of Higher Education**

Increased enrolment is projected for higher education during the lifetime of this plan. As a consequence additional infrastructure will be needed. At the same time, relevance and quality considerations will necessitate important changes. Approximately 21% of the cost of the ESP is due to the projected cost of higher education. At the same time higher education institutions will be encouraged to generate more of their own funds so that they become more self-sufficient, efficient and effective entities



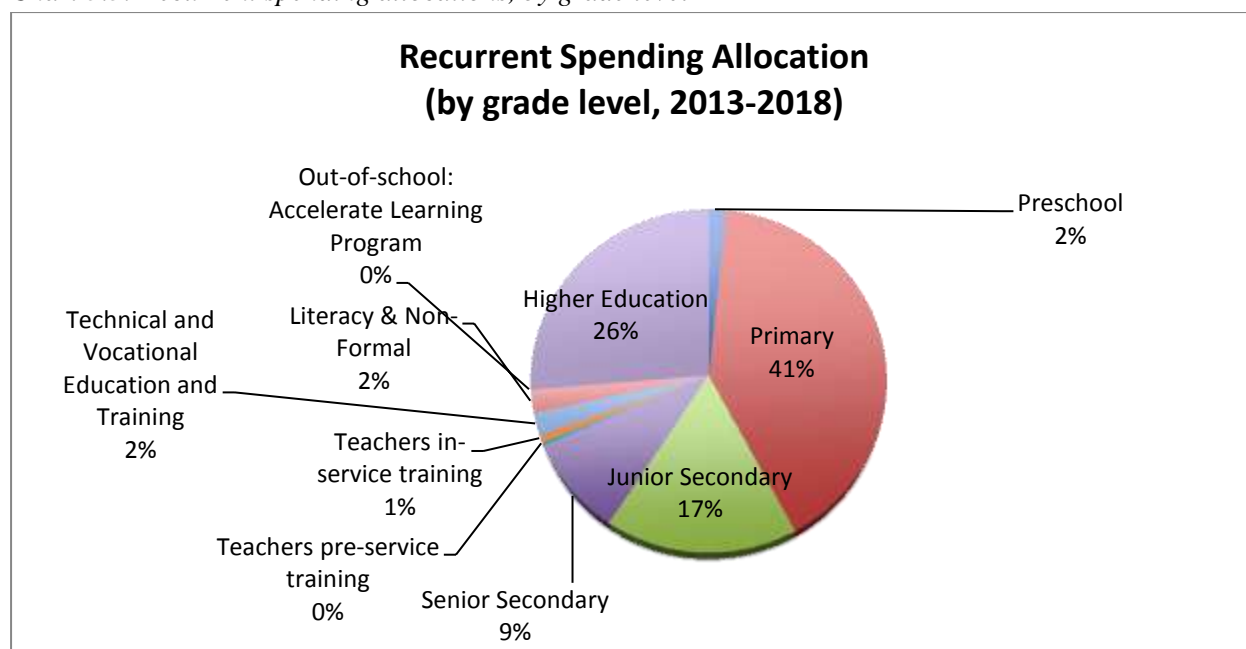
## Domestic Resources for Education

Under the scenario used, the Government of Sierra Leone will contribute financial resources totalling Le 2.5 trillion, or USD 570.1 million, to education over the five years the ESP is in effect. The government can cover about 60 percent of the cost stipulated in the ESP, which is an achievement itself, as only six years ago, donor funding paid for nearly the same percentage of education expenses. Of the domestic resources going towards education, 94 percent will be used to for recurrent expenses, such as teachers' salaries.

Using government funds alone there is a gap of Le 1.64 trillion, or USD 381 million. It is expected to be filled partly through grants to government and donor contributions, which total Le 1.02 trillion or USD 236.4 million.

Government grants to recurrent and development expenditures are expected to total Le 742.2 over the life of the ESP. The bulk of those grants will be used to close the Le 972 billion gap in recurrent spending, while the remaining funds will go closing the Le 665.6 billion gap in development funding.

*Chart 5.3: Recurrent spending allocations, by grade level*



## Donor Contributions

Since the end of the civil war in 2002, the GOSL has received resources to support education from various donors including the World Bank, UNICEF, AfDB, WFP, European Commission, DFID, the German government, JICA and others. Available data shows that donor assistance to the education sector was USD 34.4 million in 2009, but declined to USD 12.2 million in 2011. As a proportion of total expenditure

to education, the share has been trending downward, as the GoSL has been able to use its growing tax revenue base to fund education and other parts of the public sector. For example, donor funding comprised about 58 percent of total education expenditures in 2007, whereas that figure fell drastically to 15.5 percent in 2011.

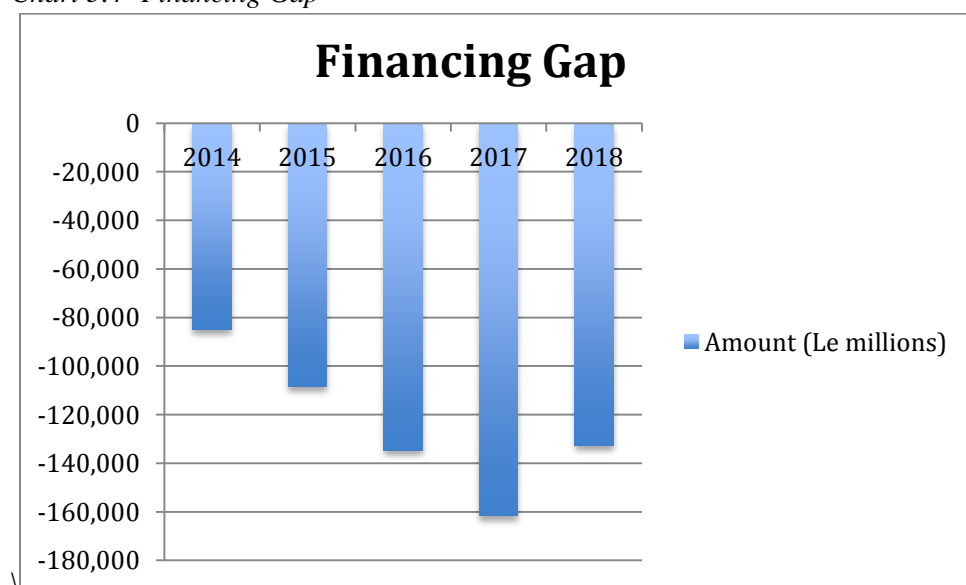
### Donor Support for the ESP

Donors’ expected contributions to development costs of the ESP total Le 274.4 billion, or USD 63.8 million. The funds are expected to close about 41 percent of the development gap that exists. DFID is expected to be the largest donor, contributing 65 percent of all donor funding and closing 26.6 percent of the development gap. Funding from GPE over the course of three years would close 11.6 percent of the development gap. UNICEF, GIZ and other contributions are also expected.

### The Funding Gap

There remains a funding gap of about 15 percent or Le 622 billion (USD 144.7 million). About 51 percent of that gap is related to uncovered development expenses. Since interventions such as handicapped accessible schools and WASH facilities fall under development spending, the MEST will be innovative and strategic in terms of sourcing this additional funding. Additionally, some important partners/donors were unable to provide estimated support at the time of drafting this document. They have however hinted at a level of support that should reduce the gap. Finally, there is some optimism that actual domestically generated resources will exceed the projected and this should help with further reduction of the gap.

Chart 5.4- Financing Gap



### Monitoring of the fiscal implementation of the ESP

The preceding chapter dealt with monitoring of this plan. Notwithstanding, additional remarks are appropriate in this chapter.

Our ESP has been designed to not only ensure maximum benefit for students but for Sierra Leoneans in general. There will therefore be careful monitoring and evaluation of the plan to ensure that it is being properly implemented and that the funding stipulated is being made available and spent to achieve the desired outcomes. The indicators detailed in the preceding chapters will be carefully monitored so that timely actions can be taken to ensure that the plan is kept on track.

There will be a joint sector annual review of the ESP to look at the various indicators and the progress made towards the stated goals. There will also be annual reviews to see how much is actually being spent on the interventions outlined in the ESP.

Tables relevant to the above detail the annual costs for each sub-sector the cost of each sub-sector (separating current expenditures and investment) and in parallel the evolution of the number of students as well as other tables showing year by year, resources, and the evolution of the financing gap for a three-year lifetime can be found in the implementation plan that accompanies this document. The same tables covering longer periods are available but have not been presented as there is a school of thought that the projections could change in the longer term. The 3 year long implementation plans proposed would ensure more accurate projections of costs.

The GOSL is confident about the availability and sustainability of resources for the lifetime of the ESP. The numbers used in the macro-economic framework part of the simulation model on which the costs are based have come from the Ministry of Finance and Economic Development (MOFED). The more conservative scenario in terms of generation of resources provided by the MOFED has been employed in the simulation model and there are indications that in the medium term resources could be greater than projected.

Government of Sierra Leone commitment to the ESP, which is its own plan for education, is guaranteed. This is aided by the fact that successful implementation of the Poverty Reduction Strategy (PRS) for Sierra Leone is dependent on successful implementation of the ESP. Additionally, elements of ESP implementation are built into the Performance Contract of the Minister of Education, Science and Technology.



## *REFERENCES*

---

- Bruns, B., A. Mingat and M. Rakotomalala. 2003. *Achieving Universal Primary Education by 2015: A Chance for Every Child*. World Bank.
- CWIQ. 2007. *Core Welfare Indicator Questionnaire Survey (CWIQ) 2007 – Sierra Leone*. Statistics Sierra Leone (SSL).
- ESR, 2012b. *Education Sector Review PowerPoint presentation on students’ learning and performance*. Given by Nelson-Williams et al. (MEST) at the review meeting.
- Gbamanja S. P. T. 2010. *Report on the Commission of Inquiry into the Poor Performance of Pupils in the 2008 Basic education Certificate Examination and West African Senior Secondary School certificate Examination*. Government of the Republic of Sierra Leone.
- GOSL, 2010. *Government White Paper on the Report of the Commission of Enquiry into the Poor Performance of Pupils in the 2008 BECE and WASSC Examinations* IMF/GOSL (International Monetary Fund/Government of Sierra Leone). 2012. Memorandum. June.
- IRCBP (Institutional Reform and Capacity Building Project). 2012. *Report on the IRCBP 2011 Integrated National Public Services Survey*. IRCBP Evaluations Unit. June.
- Kuyvenhoven, J. 2011. *Sierra Leone Baseline Assessment: Children’s Early reading Abilities, Class I-III*. Report for UNICEF.
- Lamin, M. B. and J. Massallay. 2012. *Final Report of the Study to Support the Establishment of a Policy Note on Higher and Tertiary Education in Sierra Leone*.
- Majgaard K. and A. Mingat. 2012. *Education in Sub-Saharan Africa: A Comparative Analysis*. A World Bank Study. The World Bank. Washington D.C.
- MEST (Ministry of Education, Science and Technology). 2012. *Sierra Leone NPSE 2011 – An Analysis*.
- MEST. 2011. *Joint Education Sector Review Report*.
- MEST. 2010. *National Education Policy*.
- MEST. 2009. *Education Sector Review 2009, Process Report*, New England, Freetown.
- MEST. 2008. *The Nature of Technical-Vocational Education in Sierra Leone*. Draft note.
- MEST, 2011. *Sierra Leone Education Sector Capacity Development Strategy 2011 – 2015 – Draft 3 – Education for Change*
- MEST, 2012. *Making Progress – Schools and Students in Sierra Leone – The 2010 School Census Report Vol. 1*
- MEST and UNESCO (United Nations Educational, Scientific and Cultural Organisation). 2011. *Report of a Country Literacy Situation Analysis in Sierra Leone*.
- MICS. 2010. *Sierra Leone Multiple Indicator Cluster Survey (MICS) 2010 Report*. December 2011.

PHC. 2004. 2004 Population and Housing Census – Analytical Report on Population Projection for Sierra Leone. Statistics Sierra Leone (SSL). 2006.

Pôle de Dakar UNESCO/BREDA. 2002. Universal Primary Education: A Goal for All. Statistical Document for the Eighth Education Ministers’ Conference for African Countries (MINEDAF VIII), held December, 6–12, 2002. Dar Es Salam.

PRSP (Poverty Reduction Strategic Paper). Sierra Leone’s PRSP 2013-2017 – An Agenda for Prosperity. Government of Sierra Leone.

Sabarwal, S. 2012. Snapshot of Primary Education Service Delivery in Sierra Leone. Note from an impact evaluation for the World Bank.

Sabarwal, S. 2012b. Textbook Provision in Primary Schools – Results from a Randomized Impact Evaluation in Sierra Leone. The World Bank.

SLDHS. 2008. Sierra Leone Demographic and Health Survey 2008. Statistics Sierra Leone (SSL).

SLIHS. 2004. Sierra Leone Integrated Household Survey (SLIHS) 2003/04 - Final Statistical Report. Statistics Sierra Leone (SSL).

Thompson E, and A. Mansaray, 2012. New Paths to Professional Development in Teacher Training and Evaluation of the One-Year Distance Training for Untrained and Unqualified (UU) Primary School Teachers in Sierra Leone. Draft Report.

UNDP (United Nations Development Programme). 2011. Human Development Report 2011.

WAEC (West African Examinations Council). 2010. The Statistics of Entries and Results for the May/June 2010 West African Senior School Certificate Examination (WASSCE) in Sierra Leone. Freetown.

WAEC (West African Examinations Council). 2009. The Statistics of Entries and Results for the May/June 2009 West African Senior School Certificate Examination (WASSCE) in Sierra Leone. Freetown.

World Bank. 2007. CSR (Country Status Report) Education in Sierra Leone: Present Challenges, Future Opportunities. Africa Human Development Series.

World Bank, UNESCO-BREDA – Pole de Dakar, UNICEF, UIS, GPE, 2013. CSR (Country Status Report) An Analysis for Further Improving the Quality, Equity and Efficiency of the Education System in Sierra Leone.



# *ANNEXES*

---



## Annex 1

### Definitions of Relevant Education Indicators

#### Adult Literacy or Illiteracy Rate

The percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Adult illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.

#### Gross Intake Ratio (GIR) In The First Grade of Primary

Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age

#### Net Enrolment Rate (NER)

Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population

#### Transition Rate (TR)

The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year

#### Gross Enrolment Ratio (GER)

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year

#### Repetition Rate by Grade (RR)

Proportion of pupils from a cohort enrolled in a given grade, at a given school year, who study in the same grade in the following school year

#### Percentage of Repeaters

Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade

#### Pupil-Teacher Ratio (PTR)

Average number of pupils (students) per teacher at a specific level of education in a given school year

#### Gender Parity Index (GPI)

The ratio of boys and girls enrolled in an educational level. It is usually computed as the ratio of the Gross Enrolment Rate (GER) of females to males at an educational level

#### Gross Completion Rate (GCR)/Proxy Completion Rate (PCR)

The number of students, regardless of age, completing the final year of each level of education divided by the population of the official completion age for the level

#### Official Age

The official age groups for each schooling level are:

Pre-primary 3 – 5 years

Primary 6 – 11 years

Junior Secondary School (JSS) 12 – 14 years

Senior Secondary School (SSS) 15 – 17 years

(Sources: UIS Education Indicators and Sierra School Census Report – 2010)

## Annex 2a

### National Consultations – Teams + Dates

Team	Team Members	Local Councils Visited	Date
North	Reginald C. King (ESP Coordinator) + Umaru A. Bah ( DDE Tonkolili District)	Kambia	2-Aug-13
		Port Loko	3-Aug-13
		Tonkolili	10-Aug-13
		Koinadugu	7-Aug-13
		Makeni City	5-Aug-13
		Bombali District	6-Aug-13
South	Musu M. Gorvie (DD HEST) + John A. Swarray ( DDE Bo District)	Bo City	6-Aug-13
		Bo District Council	7-Aug-13
		Moyamba	15-Aug-13
		Pujehun	16-Aug-13
		Bonthe City	17-Aug-13
		Bonthe District Council	17-Aug-13
East	Claudius O. Wilson (DDE Kenema District) + Aloysius Gassimu ( DDE Kailahun District)	Kailahun	3-Aug-13
		Kono District	5-Aug-13
		Koidu City	6-Aug-13
		Kenema District	7-Aug-13
		Kenema City	10-Aug-13
West	Reginald C. King (ESP Coordinator) + Musu M. Gorvie ( DD HEST)	Western Rural	13-Aug-13
		Freetown City Council	14-Aug-13

## Annex 2b

### Local Council Level Consultations – Sample Attendance Lists

#### *Northern Region - Tonkolili District*

No	Name	Designation	Organisation
1	Albert O. Kmara	Chairman	General Workers Union
2	Pa Alhaji Ibrahim Kamara	Chief Imam	Central Mosque
3	PC Bai Kurr (J.S Tholley)	P.C Rep.	Kunike Chiefdom
4	Alford Koroma	Headteacher	Pre-School Association
5	Janet M. Koroma	Headteacher	Pre-School Association
6	Haroun A. Sesay	Secretary	S.L.T.U Tonkolili
7	Joseph Komeh	Representative	Concern Worldwide
8	Paul I. Kamara	Inspector of Schools	D.E.O Tonkolili
9	Alex Kanu	Representative	CDHR
10	James E.S Turay	Paramount Chief	Representative
11	Ishmael Fofanah	President	Talent/Youth Group
12	Alhassan S. Bangura	President's Rep.	CPSS
13	Abubakarr Bangura	Headteacher's Rep.	Baptist Primary School
14	Salamatu Fofanah	Secondary Rep.	Govt. Sec. School Girls Mathora
15	Rev.Fr. Peter Mansaray	Priest	Catholic Church Magburaka
16	M.A Turay	Paramount Chief Rep.	Gbonkolenken
17	Rashid S. Koroma	Region Vice Chairman	S.L.T.U Magburaka
18	A.T Kamara	P.C Rep.	Sambaia Chiefdom
19	Pastor Barbar	Priest	Private Schools Secretariat
20	Yaya D. Koroma	Chairman SMC	TDC Girls School
21	Ben Turay	Chairman	Education Committee Council
22	I.M Kamara	P.C Rep.	Tane Chiefdom
23	Makallay Bah	Parent Teacher Association	Tonkolili District
24	Philip A. Kabia	P.C Rep.	Kunike Barina Chiefdom
25	Alimamy I. Koroma	Representative	MotorBike Union
26	Ibrahim Hassan	Chairman's Rep.	KHORYOC Tonkolili
27	Abdul K. Kanu	Representative	SLBC Magburaka
28	Idris M. Sankoh	Chairman	Headteacher's Council
29	Samuel Laggal	Representative	Drivers Union Magburaka
30	John Abdul Karim Kargbo	Representative	MSWCA Magburaka
31	Abdul A. Kargbo	Representative	Technical Institute
32	Momoh B. Kargbo	Representative	P.C Kafe Simira Chiefdom
33	Alimamy S. Kamara	C.A's Rep.	Tonkolili District Council
34	Fatmata Kamara	Trader	Market Women Association
35	Beatrice Kamara	Chairperson	Civil Society Tonkolili
36	Umaru Alusine Bah	Deputy Director	Tonkolili District Education Office

37	Pa Alimamy Koroma	P.C Rep.	Paramount Chief Kholifa
38	Mohamed S. Kabia	Secretary	Headteacher's Council
39	Samuel S. Fofanah	Line Manager	FSU Mile 91
40	John Serry Kamara	Disabled Chairman	Disabled
41	Ibrahim A. Conteh	Media Journalist	Radio Gbafth FM 91.0
42	Dauda S. Turay	B.R.A Chairman	B.R.A Yoni
43	Samuel Turay	Chairman	Yoni Musical Artist
44	David K. Sesay	P.C Rep.	Kholifa Mabang
45	Alimamy M. Bangura	P.C Rep.	Kafe Simiria
46	Kadie Lakoh	Chairlady	Union for disabled
47	Abubakarr Turay	Artist	Talented Artist
48	Bunduka Kargbo	Artist	Talented Artist

*Eastern Region - Kenema District Council*

No	Name	Designation	Organisation
1	P.C Alhaji S.M Fowai	PC Rep	Geima Dama
2	Anthony Fownie	PC Rep -	Gorama Mende
3	Hon. P.C Prince M Pensa	PC	Lagrama
4	Paul M. Musa	Principal	CPSS Blama
5	Alusine I.K Mustapha	Principal	CPSS Blama
6	Aminata Z Massaquoi	Headteacher	Blama
7	Patricia J. Allieu	Headteacher	Tongo
8	Edna Yarbah	PC Rep - Niawa Chiefdom	
9	Miatta H. Jusu	Member	Civil Society Movement
10	Boima Sundufu	Member	Drivers Union
11	Osman Tommy	Representative	Talent Group
12	Fatmata Fomba	Member	SMC
13	Prince Ngebeh	Inspector	MEST Tungie
14	Rebecca Moiwo	Supervisor Tunkia Chiefdom	MEST
15	Jonathan Kemokai	Chairman	SMC - Gauva Chiefdom
16	Maxco K. Bockarie	Education Chairman	Kenema District Council
17	Senesie Mbayo	Secretary	BRU Panguma
18	Mohamed Blango	Chairman	BRU Largo Nongowa
19	Janet W. Brima	Chairlady	Market Women Association
20	Ibrahim Kamara	Representative	SLUDI Gorahun
21	Idrissa Koroma	Representative	SLUDI Blama
22	Josephine E. Juanah	Lecturer	Eastern Polytechnic
23	Fatmata Swarray	Teacher	Pre-School Boajibu
24	Massah Sesay	Pupil	St. Joseph's Sec. School Blama
25	Jeneba Momoh	Teacher	Pre-School Bondama
26	Aminata Barrie	Pupil	SDA Primary

No	Name	Designation	Organisation
27	Fatmata Jah	Secretary	MEST
28	James M.B Sumaila	Rapporteur	MEST
29	Mohamed Dabor	Driver	Drivers Union
30	Hassan Sheriff	Reporter	Torchlight/ Print Media
31	Abubakarr Mansaray	PC Rep Nomo	
32	Mohamed Mansaray	Reporter	Gola Radio
33	Alicious Mboma	PC Rep.	
34	Tappia Koroma	PC Rep.	Leppiama
35	Allieu Swarray	PC Rep.	Tunkia
36	Tamba S. Yongai	PC Rep.	Wandor
37	Luke E Gbonah	Member	Talent Group
38	Emmanuel Turay	Representative	SLTU
39	Lamin Sheriff	PC Rep.	Gawura, Joru
40	Ibrahim Wurie	Representative	SLTU
41	Brima Mansaray	PC Rep	Dodo
42	Musu Senessie	Chief	Traditional Leader
43	Steven S. Timbo	CA Rep.	Nyadayama
44	Bosco V. Brima	Representative	MSWSCA
45	Yusuf A. Kallon	Imam	Council of Imams
46	Pst. Allieu M. Alpha	Member	IRC
47	Watta Sheriff	Worker	NGO Levuma Kandu
48	Joseph M.B Sumaila	Student	NUSS
49	Joseph Lamboi	Worker	General Workers Union
50	Richard S. Saffa	Representative	Eastern Polytechnic
51	Moses Kellie Koroma	Worker	General Workers Union
52	Brima Harold Tucker	Representative	Sierra Leone Police
53	Alpha Yambasu	Representative	UNICEF
54	Josephus Jah	Teacher	Simbaru Tech Voc.
55	Kula Koroma	Public Relation Officer	BRU
56	Mohamed Brima	Public Relation Officer	Petty Trader Union
57	Alhaji Aruna	Representative	Civil Society Movement
58	Mohamed kamara	Public Relation Officer	Disable Group
59	Alhaji Kamara	PC. Rep.	Lower Bambara
60	Claudius Wilson	District Director Education	MEST Kenema
61	Aloysius M. Gassimu	District Director Education	MEST Kailahun
62	Holima Samai	Program Assistant	MEST/ESP

*Southern Region – Bo District Council*

<b>No</b>	<b>Name</b>	<b>Designation</b>	<b>Organization</b>
1	PC Macumy III	Paramount Chief	Tonkonko
2	PC M T Kongoi	Paramount Chief	Wunde
3	PC Alhaji Njido III	Paramount Chief	Njwalenga
4	B A Joseph	Regent Chief	Ngalu Bagie
5	BM Dabor	Regent Chief	Jimmy
6	PC JT Kposowa III	Paramount Chief	Bumpe-Ngoi
7	PC Ruth Fawundu Songai	Paramount Chief	Gbo
8	Desmond Korogbi	Chief	Traditional Leader
9	PC MC Gbao	Paramount Chief	Jimmy Bagboi
10	PC AN Duney	Paramount Chief	Komboya
11	Hon PC Hidowa	Paramount Chief	Bajia
12	AJ Ngnoji	Regent Chief	Valunia
13	Mohamed Sandi	Trader	Tinkonko
14	Dr SKB Senesie	Senior Lecturer	NU
15	Joseph M Bindi	M&E	BODC
16	Ibrahim j Davis	Member	TYO
17	Momoh Kan	Student	NU
18	Mathwe M Suliman	Chairman	SMC
19	FF Tejan	Senior Lecturer	NU
20	Claud R Brewa	Chairman	HTCouncil
21	Albert Juma	Secretary	HTCouncil
22	Mary N Morlai	Cancellor	BDC
23	Dauda Koroma	Teacher	SOS
24	Melvin b Kowa	Secretary	FRC
25	Ibrahim M Mansary	Member	SLTU
26	Rosalin Belmoh	Member	SLUDI
27	Hawa Kargbo	Teacher	HRS Primary
28	Mamadu J Jalloh	Teacher	BDEC
29	John Saffa	Member	SLUDI
30	Charles Macarthy	Field Officer	WVI
31	Komba Sam	Student	MUSS
32	Mary S Priddy	Member	NUB
33	Hawa Bio	Teacher	Muloma Tec Voc
34	Tamba M T Komba	Member	AD
35	Alieu Fefoywo	Member	Traders Union
36	Stephen Govra	Member	DriverUnion
37	John Swaray	Deputy Director, Bo.	MEST
38	Musu Gorvie	Deputy Director, HEST	MEST
39	Wilary Noldred	Fin Asst	MEST/ESP

*Western Area – Western Rural District*

<b>No</b>	<b>Name</b>	<b>Designation</b>	<b>Organization</b>
1	Mohamed Bardie Kamara	Member	PHDA
2	Mohamed B Sesay	Member	BRU
3	Mohamed Opeh Koroma	Chief	Traditional Leader
4	Samauel I Fornah	Member	SMC, BasaTown
5	Pa Issa Kamara	Chief	Traditional Leader
6	Imam Mohamend Kamara	Imam	IRC
7	Kaditu B. Kamara	Trader	Traders Union
8	Rashid Turay	Registrar	MMCE
9	Gladys Deigh	Ag Vice Principal	FTC
10	Adama Kanu	Chairlady	Grass Field Youth
11	Mohamed Sbiram Kamara	Member	Grass Field Youth
12	Abdul Karim Kargbo	Member	General Workers Union
13	Alie Seasy	Member	BRU
14	Sheku Bello Bell	Member	CSO
15	Hassan Kamara	Secretary	Driver Union
16	Ya Bamara Kalokoh	Chief	Traditional Leader
17	Pa Alimany Cyaeh Turay	Chief	Traditional Leader
18	Pa Alimamy Kamara	Chief	Traditional Leader
19	Abubakarr Kamara	Head -Man	Maburreh
20	Fatmata Sankoh	Pupil	UMC
21	Mabinty O Kanu	Head teacher	MDA, Waterloo
22	Alice Gilo Turay	Chairperson	CTA
23	Haji Ya Alimmany Jalloh	Chief	Traditional Leader
24	Santigie Kanu	Member	MVTC
25	Sahr Richard Kai	Chairman	SMC, BasaTown
26	Baby Challay	Member	Womens Group
27	Gebrilla Barnet	Ampitee	Lump Camp
28	Fannyanu Doherty	Proprietress	Pre Sch Ass
29	Quadic Bangura	Editor	Radio Vascity
30	Rev. I E Doherty	Pastor	Anglican Church
31	Edward Sensie	Police	SLP
32	Unisa Keister	Councillor	WARDC
32	Samuel Tanner	Senior Inspector	MEST
33	Almammy S Bangura	Senior Inspector	MEST
34	Aguster Caulker	Inspector	MEST
35	Allieu Bangura	Reporter	SLBC
36	Macormi Browne	Reporter	SLBC
37	Alex A Koroma	Supervisor	MEST
38	Mrs Musu Gorive	Director, HEST	MEST
39	Holima A Samai	ESP , Prog Asst	MEST
40	Reginald King	ESP , Coordinator	MEST
41	Francess Kamara	DD, Waterloo	MEST



No	Name	Designation	Organization
42	Fatmata B Kamara	Councillor	WARD C
43	Sar Musa Mansaray	Supervisor	MEST
44	Naomi Sesay	Secretary	MEST
45	Tenneh Bangura	Member	Womens Group
46	Sarah Koroma	Trader	Market Women
47	Alfred Fallah	Member	Tarlent Group
48	Lansana Conteh	Motor Bike Rider	WBRU
49	Dennise O Browne	Member	CSO
50	Thomas Robin Mansaray	FSU	Waterloo Police Station
51	Hassan Kamara	Member	Ta, Tombo
52	Aminata Fofanah	Chief	Tombo
53	Chief Alimamy Kamara	Tribal Authority	
54	Alimanmy S Turay	Tribal Authority	Cole farm
55	Mbaimba Turay	Member	OGI
56	Francess S Kamara	Trader	Waterloo
57	Ibrahim Kamara	Motor Bike Rider	WBRU
58	Bockarie Samba	Motor Bike Rider	WBRU
59	Mohamed Cole	Driver	Drivers Union
60	Franklin Kargbo	Member	Union of Disability
61	Musu Conteh	Member	Union of Disability
62	Junisa Sumajo	Driver	Drivers Union
63	Alima Fua Tejah	Student	
64	Cecilia Cole	Student	
65	Franklin P Amara	Student	

## Annex 2c

### National Consultations Consolidation Workshop

No	Name	Institution	Position
1	Michael S Vandí	Kailahun District Council	Human Resource Manager
2	Jemba Ngobeh	Pre School Association, Kailahun	HeadMaster
3	Florence K Macarthy	National Sec School, Kailahun	Student
4	Fatmata Bangura	Kankaley Islamic, Pujehun	Teacher
5	Mustapha K Daboh	Bo District Council	Member, Ed Committee
6	Finda a Bunda	Bo District Council	Parent
7	Fatmata Mansaray	Police, Bo	FSU
8	Musu Vonu	Bo District Council	Parent
9	Edward S Poawai	Bo District Council	Member, Ed Committee
10	Martin R Sahr	MEST, Bo	Supervisor of School
11	Rev Janet J Kamara	MEST, Kailahun	Supervisor of School
12	Hawanatu E Baminhome	Bombali Dist	Head Teacher
13	Mariatu S Bangura	Min Dep, Agency, Waterloo	HeadTeacher
14	Amara E Conteh	Tec Voc, Makama, Makeni	Principal
15	Alice B Mansaray	Koinadugu Farmers Ass	Womens Group
16	Fred Karimu	Inter Religious Council, Kailahun	Chairman
17	Idrisa M Sankoh	NACOH, Tonkolili	Chairman
18	Kadiatu Lakoh	Petty Trader, Tonkolili	Chairman
19	Almanmy S Kamara	Tonkolili District Council	Member, Ed Committee
20	Abdul M Sesay	Police/FSU	Line Manager
21	Victor L Amara	ESP/ MEST	Finance Officer
22	Mohamed Jalloh	MEST,Freetown	Office Assistant
25	Blessed Alabie	Envegelical Mission	Secretary
26	Holima Samai	ESP/ MEST	Programme Asst
27	Abdul R Sesay	Kambia District Council	Councillor
28	Regina Markathy	Petty Trader, Kambia	Trader
29	Pastor Joseph B M Sowe	Amnet, Kambia	Youth Officer
30	Joseph Alieu Kamara	Union on Disability, Kambia	Director
31	Osman Y Sankoh	Bike Riders Union, Kambia	Member
32	Alpha Bah	Bo City Council	Chairman, Ed Committee
33	Jonathan Buntine -Willams	UNICEF, Freetown	Education Specialist
34	PC Kandeh Finoh III	Paramount Chief	
35	Dr Brian Conton	Ass of Independent School	President
37	Mohamed Lamin Kamara	Sierra Leone National Film Union	Project Officer
38	Emerica King	Sight Savers	Programme Manager
40	Salimatu N Koroma	MEST, Freetown	Asst Director, JSS/SSS
41	Sahr Richard Kai	SMC, Waterloo	Chairman
42	Momoh E Mansaray	SLUDI	Asst Secretary
43	Rossata I Kabia	SLTU, Kambia	District Leader

No	Name	Institution	Position
44	John K Ansumana	MEST, Freetown	Deputy Director
45	James A Mahoi	SLLC, Freetown	Executive Member
46	Amidu B Bah	Kenema City Council	Cancellor
47	Willam D Setuy	SLTU, Koidu	Secretary
48	Chief Jiba	CTA, KNSCC	Member
49	Sam Bauel	Talent Group	Secretary
50	Adaline K Kargbo	PSA	Member
51	Martin M Kamara	GEM,	Member
52	Agustea Kamara	Pre School Association	Member
53	Dominic T Lebbie	Bike Riders Union,	Member
54	Rosaline Kapka	KNO	Head Educator
55	Komba T Turner	Traders Union	Secretary
56	Simeon Abangalie	Port Loko District Council	Chairman, Ed Committee
57	Sulaiman Cole	SLTU, Port Loko	Branch , Chairman
58	Chief Almany Kamara	Tribal Authority, WARD C	Chairman
59	Rosaline Y Kamar	Head Teacher Council, Port Loko	Asst Chairperson
60	Haja Khadija Kamara	Mummy School, Port Loko	Secretary
61	Suard H Koroma	Makeni City Council	Chairperson, Education Committee
62	Fatmata S. Conteh	Pre School Ass, Makeni	Head Teacher
63	Isata Bangura	SLTU, Bombali	District Secretary
64	John C Vanjah	Head Teacher Council, Moyamba	Chairman
65	Joseph P Foday	Private School, Bo	Chairman Rep
66	Tamba M T Komba	MEST, Bo	Asst Director
67	Daisum Bockarie	Civil Society , Kenema	Secretary
68	Mathew Tholley	CSHC, Makeni	Manager
69	Philip A Kobu	Social Welfare, Mile 91	FSU, Field Coordinator
70	Andrea Dunlap	Ass of Independent School, F/town	Member
71	Fedrick S Kamara	MEST, Kabala	Senior Inspector
72	Abdul Koroma	Genemal Works Union, Kenema	Asst Secretary
73	Maxco K Bockarie	Kenema District Council	Education Committee, Chairman
74	Mohamed Jalloh	Y B G	Chairman
75	John Francis	Church of Christ, School, Tongure	SMC Chairman
76	Wuya J Brima	Market Women	Chair Lady
77	Brima Harold Tucker	Police, Kenema	Polic Constable
78	Thomas Lamin Sheriff	Bike Rider Union, Kenema	Secretary
79	Fallah Sahr Sadat	NIP Lango Town, Kenema	Head Teacher
80	Joseph Moriba	Eastern Polytechnic	Student
81	James M B Sumalia	MEST, Kenema	Inspector
82	Aioseh Lahai	SLUDI/ SLAB	District Chairman
83	Daisy M Bockarie	Civil Society , Kenema	Secretary
84	Edna Yarbah	PC Rep, Kenema	Chief

No	Name	Institution	Position
85	Sheku R Sesay	Con. Of Principal of Sec Sch, Makeni	President - CPSS
86	Mohamed W Jalloh	Bo City Council	Deputy Mayor
87	Pa Massm Conteh	Bomballi Seborra Chiefdom	Paramount Chief
88	Abu bakar Kamara	SLTU, Bombali	Asst Secretary
89	Joseph E Adu	MEST, Moyamba	Asst Director
90	Aloycius M Gassimu	MEST, Kailahun	Deputy Director
91	Mathew M Conteh	NUSS, Makeni	Vice President
92	Ibrahim Jalloh	Bombali District Youth Council	Chairman
93	H. Nelson Willams	MEST, Freetown	Executive Sec. Basic Ed Commission
94	Reginald King	MEST/ESP	ESP Coordinator
95	Mohamed Conteh	Bike Riders Union	Chairman
96	Sulaiman Nathin	Talent Group	Secretary
97	Agatha F Dramay	Pre Sch Ass	Teacher
98	John Saffa	Bike Rider Union, Bo	Member
99	James O Tholley	Chiefdom EducationComm, Tonk	President
100	Mohamed S Kabia	NACHOT, Tonkolili	Sec Gen
101	Paul Yayah Bangura	CPSS	Principal
102	Umarr A Bah	MEST, Tokolili	DeputyDirector
103	Awarr A B Bangura	Tonkolili District Council	Member Education Committee
104	Daniel N Ngebeh	MEST, Bo	Asst Director
105	Mabinty O Kanu	NACHOT, Western Area	Chairperson
106	Julian Paris	Nursery School Association	Teacher Supervisor
107	Edward Sensesie	Police, Waterloo	Polic Constable
108	James M Mansaray	NFED MEST, Freetown	Supervisor of School
109	Edward Marie Koroma	CRS, Freetown	Laison Officer
110	Moses Sellu Momoh	Civil Society	PRO
111	Rashid E Turay	MMCET	Registrar
112	Kiyomi H Koroma	JICA	Consultant
113	AA Koroma	PLTC	Vice Principal
114	Bidemi Carrol	World Bank	HD Specialist
115	PC Desmond Korgobon	Council of Paramount Chiefs	Paramount Chief - Sec Gen of Council
116	Nancy Gbamo	Talent Group	Member
117	Abdul H Fofana	St Joseph Pri School, Makeni	SMC Chairman
118	John S L Moody	Concern Group, Moyamba	Chairman
119	James K Navo	Education Comm, Moyamba DC	Chairman
120	Alice M Daramy	Moyamba Womens Group	Chairlady
121	Joan Moddy	FAWE, Moyamba	Vice Chair
123	Joseph Adu	MEST, Moyamba	Inspector
124	John A Swaray	MEST, Bo	Deputy Director
125	Thomas M Conteh	Head Teachers Council, Pujehun	Chairman

No	Name	Institution	Position
126	Fatmata M.Jalloh	Head Teachers Council, Pujehun	Secretary
127	Magdalena J Momoh	MEST, Pujehun	Secretary
128	Cahterine K Bureh	50/50 Group, Pujehun	Dist Coordinator
129	Mohamed A Massaquoi	SLTU, Pujehun	Chairman
130	Joseph S Mansaray	MEST, Kabala	Secretary
131	Santigie Bobson Kanu	Bombali District Council	Chairman Education Committee
132	David J N Smart	CTA Bo	Parent
133	Cathrine J Kamara	Civil Society, Bo	Member
134	Augustine B Amara	Bo City Council	Ag Chief Admin
135	Edward Alpha	Bo City Council	Devlopment Officer
136	Alhaji Kamara	Petty Traders Union	Chairman
137	Mohamed S Barrie	CFN- SL, Bo City	Chairman
138	Edward Davis	DFID	Adviser
139	Mohamed Momoh	SLTU, Kabala	Member
140	Gibril Mansaray	Talent Group	Secretary
141	Joseph Kamara	Traders Union	Chairman
142	Theophilus Mustapha	Drivers Union	Member
143	Moses Sellu Momoh	PRO	Secretary
144	Rosline Kamara	Petty Trader	Member
145	Mohamed Nallo	SLTU	Member
146	Bockarie Lahai	MRD	Secretary
147	Mustapha Koroma	Talent Group	Secretary
148	Mariatu Sannoh	Market Women	Member
149	Hassan Kamara	Civil Society	Member