



SIERRA LEONE EDUCATION SECTOR PLAN

A ROAD MAP TO A BETTER
FUTURE

2007 – 2015

Ministry of Education, Science and Technology
2007

MISSION

To provide basic education of quality for all in a phased manner, starting with the realisation of the right of all children to quality primary education, whilst at the same time providing marketable skills training and the relevant and appropriate tertiary education needed for advancement of the society and poverty reduction

Ministry Of Education, Science and Technology

VISION

The existence of an education system provides for and meets the needs of the society, whilst recognising the rights of all and ensuring the provision of opportunities for each individual to realise his/her educational potential and to contribute to the development of his community and hence the nation

Ministry Of Education, Science and Technology

List of Abbreviations

AAU		Association of African Universities
AER		Age-specific Enrolment Rate
AfDB		African Development Bank
AFRC		Armed Forces Revolutionary Council
AGD		Accountant General's Department
BEC		Basic Education Commission
BECE		Basic Education Certificate Examination
BoG		Board of Governors
BTC		Bo Teachers College
CAR		Cohort Access Rate
CASS		Continuous Assessment
CBO		Community Based Organisation
CCM		Composite Cohort Method
CEC		Community Education Centre
CERT		Certificate
COMAHS		College of Medicine and Allied Health Sciences
CPSS		Conference of Principals of Secondary Schools
CREPS		Complementary Rapid Education for Primary Schools
CSO		Central Statistics Office
CSR		Country Status Report
CTA		Community Teachers Association
DAC		Development Assistance Committee
DACO		Development Assistance Coordination Office
DEC		District Education Council
DFID		Department for International Development
DPCS		Department of Peace and Conflict Studies
ECCE		Early Childhood Care Education
EFA		Education for All
EMIS		Education Management Information System
EU		European Union
FAWE		Forum for African Women Educationalists
FBC		Fourah Bay College
FTI		Fast Track Initiative
GCR		Gross Completion Ratio
GDP		Gross Domestic Product
GER		Gross Enrolment Ratio
GIR		Gross Intake Ratio
GNI		Gross National Income
GOSL		Government of Sierra Leone
GTZ		German Technical Cooperation
HDI		Human Development Index
HDR		Human Development Report
HIPC		Heavily Indebted Poor Countries
HIV		Human Immunodeficiency Virus
HTCncl		Head Teachers' Council

HTC		Higher Teachers Certificate
ICE		Information Education Communication
IDA		International Development Assistance
IDB		Islamic Development Bank
IGAP		Improved Governance and Accountability Pact
IMF		International Monetary Fund
INGO		International Non-Governmental Organisation
IPAM		Institute of Public Administration and Management
IRCBP		Institutional Reform and Capacity Building Project
ISCE		International Standard Classification of Education
ISTT		In-Service Teacher Training
JICA		Japan International Co-operation Agency
JSS		Junior Secondary School
LGAct		Local Government Act
LGA		Local Government Authority
MDG		Millennium Development Goal
MEP		Ministry of Energy and Power
MEST		Ministry of Education, Science and Technology
MICS		Multiple Integrated Cluster Survey
MMCET		Milton Margai College of Education and Technology
MOF		Ministry of Finance
MOHS		Ministry of Health and Sanitation
MSWGCA		Ministry of Social Welfare, Gender and Children's Affairs
MTEF		Medium Term Expenditure Framework
NaCSA		National Commission for Social Action
NAS		National Aids Secretariat
NCDHR		National Commission for Democracy and Human Rights
NCRDC		National Curriculum Research and Development Centre
NCTVA		National Council for Technical, Vocational and other Academic Awards
NEPAD		New Partnership for Africa's Development
NER		Net Enrolment Rate
NFE		Non-formal Education
NGO		Non-governmental Organization
NIR		Net Intake Rate
NPRC		National Provisional Ruling Council
NPSE		National Primary School Examination
NRC		Norwegian Refugee Council
NU		Njala University
NVC		National Vocational Certificate
NVQ		National Vocational Qualification
ODA		Official Development Assistance
OECD		Organization for Economic Co-operation and Development
PAD		Project Appraisal Document
PADE		Partners in Adult Education
PADECO		Partners in Adult Education Co-ordinating Office
PCR		Primary Completion Rate
PETS		Public Expenditure Tracking Survey

PRGF	Poverty Reduction Growth Facility
PRIMUQ	Primary Unqualified
PRSP	Poverty Reduction Strategy Paper
PTR	Pupil Teacher Ratio
RCM	Reconstructed Cohort Method
RREP	Rapid Response Education Program
RUF	Revolutionary United Front
SECUQ	Secondary Unqualified
SER	Status of Education Report
SHARP	Sierra Leone HIV/AIDS Response Project
SLEGEN	Sierra Leone Girl Child Education Network
SLIHS	Sierra Leone Integrated Household Survey
SMC	School Management Committee
SSS	Senior Secondary School
SSS-TV	Senior Secondary School – Technical/Vocational
STIs	Sexually Transmitted Infections
TC	Teachers Certificate
TEC	Tertiary Education Commission
TSC	Teacher’s Service Commission
TTC	Teacher Training Colleges
TII	Teacher Training Institutions
TVC	Technical Vocational Centre
TVET	Technical and Vocational Education and Training
TVI	Technical and Vocational Institute
UBE	Universal Basic Education
UIS	UNESCO Institute for Statistics
UN	United Nations
UNAMSIL	United Nations Mission in Sierra Leone
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations International Children’s Fund
UNIFEM	United Nations Development Fund for Women
UPE	Universal Primary Education
USL	University of Sierra Leone
VTC	Vocational Trade Centre
WAEC	West African Examinations Council
WASSCE	West Africa Senior School Certificate Examination
WATSAN	Water and Sanitation
WB	World Bank
WFP	World Food Programme
WHO	World Health Organisation

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FOREWORD

Six years after the end of a brutal civil war that lasted for a decade we have a comprehensive education sector plan and strategy that will, when implemented, make Sierra Leone one of the faster developing nations in Sub-Saharan Africa.

In this document we have outlined our goals and aspirations for education up to the year 2015. We have emphasised primary education and skills training as well as relevant and appropriate tertiary education to meet pressing and future developmental needs. At the same time, we have attempted to lay the foundations for the achievement of universal basic education and expansion of post-basic secondary education after 2015.

In order to achieve our ambitious goals and targets many actions are urgent and necessary. In our Mission Statement, we have stated our goals and targets. Through the content and order of the matrices we have indicated our priorities. Needing to move forward rapidly after the civil war, we do not have the time to carry out all needed actions sequentially and so are compelled to do certain things simultaneously if we are to achieve our targets in a timely manner. Speed should not compromise quality and in this regard, the detailed implementation and monitoring and evaluation plans developed from the contents of this document will ensure that implementation is smooth and effective.

As we have pondered over our challenges in education we have come to the realisation that achievement of our goals is not dependent wholly and solely on the availability of funds but also on our ability to effectively utilise and create needed capacities and to follow through with actions which may meet with some initial resistance.

A plan such as this cannot succeed without the active support and collaboration of the partners of the Ministry of Education, Science and Technology. Key amongst these partners are our sister ministries such as Finance, Health and Sanitation, Agriculture, Social Welfare, Gender and Children's Affairs, Labour and Employment, Youths and Sports, Internal Affairs and Local Government, Transport and Communications and Information. The successful implementation of this plan is not only dependent on the partnership of GOSL line ministries but also on the partnership of civil society, NGOs, UN Agencies, bilateral and multi-lateral organisations, the Bretton Woods organisations and funding banks.

In order to get the Plan to its present state many have spent untold hours in thinking and writing. These unsung heroes are mentioned in the Acknowledgements and named in Annex 1.

Consultations have been extensive and exhaustive and comments on the various drafts preceding this document have been received from not only internal but external contributors. Annex 2 lists the various individuals and organisations that were consulted as well as the districts of Sierra Leone in which consultations were carried out.

It should be noted that this document is one of a pair. Much of the analysis and diagnosis of the system of education is to be found in the sister document – Education in Sierra Leone – Present Challenges, Future Opportunities, published by the World Bank. Please read alongside this document.

The words of this document are not chiselled into tablets of stone. Rather, the document is designed to take cognisance of improvements made over time and the need to make adjustments to meet changing needs as well as to be informed by new knowledge and advances. In short, this Plan is expected to be a 'living document'.

It is with this view of being an instrument of and for positive change and advancement that this document has been prepared. It is my hope and dream that implementation of this Plan will start the transformation of our society that we all long for. The children of Sierra Leone, many of whom have suffered unimaginable atrocities during the war, deserve a bright future – a future of hope. It is their right. This Plan is the Government's promise to them.

Alpha T. Wurie PhD
(Minister of Education, Science and Technology)

ACKNOWLEDGEMENTS

This document is the product of many hours of hard work by many and consultations involving thousands of individuals from every district of Sierra Leone. Representatives of line Ministries, House of Parliament, quasi-government institutions and organisations, paramount chiefs, civil society groups, teacher organisations, non-governmental and community based organisations, UN agencies, bilateral and multi-lateral donors, World Bank, African Development Bank and other international funding organisations, students and educational institutions, Sierra Leoneans in the diaspora and members of the Country Status Report writing team resident out of Sierra Leone have all contributed to the document in your hands.

Given below are the names of just a fraction of those to whom we should give our thanks. The many that we are unable to publicly acknowledge should note that their names are still in our files and will be made available to researchers requiring more detail than we can make available in these pages.

We start by acknowledging the significant role played by Dr. Alpha T. Wurie, Minister of Education, Science and Technology and the Government of Sierra Leone. The support provided by UNICEF, under the capable leadership of Geert Cappelaere, together with other in-country donors such as DFID, EC, Irish Aid, JICA, UNESCO, WFP, and the World Bank also deserve a worthy mention. In fact the financial and technical support provided by UNICEF in order to augment that provided by the GOSL made possible the completion of this Sector Plan in such a relatively short period of time. The support provided by the World Bank through the EPDF and in the person of Eunice Dapaah, Task Team Manager for the Rehabilitation of Basic Education Project also warrants a special mention.

Being supporting partners to government in the implementation of policy on education, non-governmental organisations such as Action Aid, Catholic Relief Services (CRS), CONCERN, International Rescue Committee (IRC), Plan – Sierra Leone, Save the Children – UK (SCUK), and Sight Savers International, also made valuable comments on the initial draft of this document.

Successful implementation of this Plan requires the support and co-operation of many different Ministries. It is for this reason that individual and/or group consultations were held with the Ministries of Agriculture, Development and Economic Planning, Finance, Health, Information, Labour and Employment, Local Government, Social Welfare, Gender and Children's Affairs, Transport and Communications, Works, Housing and Technical Maintenance and Youths and Sports. The level of participation and willingness to partner shown by many of these ministries during consultations bodes well for the future.

Government and Quasi-government organisations such as the Chairpersons of Local Councils, Decentralisation Secretariat, Parliamentary Sub-Committee on Education, the Technical and Vocational Council and the West African Examinations Council (WAEC), MEST Directors and Inspectors of Schools also made noteworthy inputs to the Plan at the time of consultations. Even outside of the official consultations, the input made by the senior and middle level officials of MEST has been invaluable in getting to the heart of the issues affecting education and which require urgent attention.

This Plan is meant not only for the GOSL but for all Sierra Leoneans. It is for this reason that many civil society groups were consulted individually and /or collectively. Those groups consulted included the Association of Independent Schools, Catholic Mission, Children's Forum, Civil Society Movement of Sierra Leone, CPSS, FAWE, HTC, PEA, Science and Technology Council, Sierra Leone Association for the Blind, SLMB Mission, SLTU and SLUDI.

Annex 2 contains a list of all groups / organisations / Ministries consulted.

Those who wrote the original draft from which the present document was extracted were many. Those with noteworthy and significant contributions were:

Dr. Dele Sannoh, Prof. S. P.T. Gbamanja, Prof. Amy E. Joof, Mr. Henry B. Fyfe, Mr. Samuel E. Johnson, Dr. Dalton F. Faulkner, Mr. John A. Swarray, Mr. Mohamed B. Lamin, Ms. Agnes J. S. Pessima, Mr. Raymond Bob Katta, Mrs. Ophelia Morrison, Dr. T. B. R. Yormah, Dr. Sullay Kamara, Mr. Michael A. Renner, Mrs. Blanche Macauley, Dr. Raymond G. Johnson, Dr. Reynold G. Johnson, Mrs. Shirley Rogers-Wright, Mr. Gabriel Sellu, Mr. Abdulai Konjoh, Mr. Umaru A. Bah, Mrs. Margaret Manley, Mrs. Dolly Martyn, Ms. Daphne Thompson-Clewry, Mr. Nathaniel A. Pearce, Mr. Simeon B. Labor, Mrs. Elfrida Scott, Dr. Victor E. A. Kabia, Mrs. Margaret Nelson-Williams, Mrs. Grace Fullah, Mr. Mohamed A. Jalloh, Dr. Jeanne B. Harding, Dr. Josie Beckley, Mr. Jonathan Kpakiwa, Mr. Alhassan Mansaray, Mr. Sonnia Magba Jabbie, Dr. Beresford M. Davies, Mr. Claudius Wilson, Rev. Llewellyn Rogers-Wright, Prof. (Assoc.) Jonas A. S. Redwoode-Sawyer and Prof. Alghali.

The areas handled by the above are given in Annex 1.

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The core writing team responsible for the structure, all revisions and putting together of final document were: Dr. A. C. T. Dupigny (ESP Co-ordinator), Dr. Bidemi Carrol, Mr. Reginald C. King and Dr. Timothy Brown.

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This Acknowledgement cannot be concluded without once again drawing attention to the fact that this document has only been made possible through the significant financial and personnel support provided by the Government of Sierra Leone assisted by UNICEF and the World Bank.

To the many who have in diverse ways contributed to this document but whose names do not appear in this document we say “thank you” and state that we will attempt to include present omissions in future reprints of this document.

EXECUTIVE SUMMARY

Peace was declared in Sierra Leone in January 2002 after a devastating civil war that lasted over a decade. During the war hundreds of schools were severely damaged or destroyed and thousands of teachers and children were killed, maimed or displaced. Since the war rapid progress has been made in the education sector in terms of government commitment and increased access to primary education. The government's decision to offer free primary education and free West African Examinations Council (WAEC) examinations led to primary school enrolment increasing from 659,503 to 1,280,853 between 2001/02 and 2004/05.

The Education Sector Plan of Sierra Leone is a strategic document which is based on the government's 2006 Country Status Report (the diagnostic and analytical foundation of the situation of education in Sierra Leone) and the 2004 Poverty Reduction Strategy Paper. Together they map out how GOSL will build on the education gains made since the war so that by the year 2015 all children will be going to school and receiving a quality education.

The major challenges that the country currently faces all strongly impact on the education sector: the need for continued healing and rehabilitation as the nation recovers from the effects of war; the need to prevent the occurrence of further conflict by fostering a conducive environment which prizes the values of peace, democracy, equality and tolerance; the need to produce qualified and relevant workforce to spearhead the development of the country; the need to cater for a steadily increasing population as peace flourishes and the economy grows. Additional and more detailed challenges are presented in the section on 'challenges' in Chapter 1.

The major strategies which address the above challenges and form the backbone of the education sector plan are as follows:

- building up infrastructure and an adequate qualified teaching force to cope with the present and future requirements for UPE
- reviewing the curriculum and making it more relevant to the needs of individuals, communities and the nation as a whole
- developing a policy to address, amongst other things, the gender issues which negatively impact on the education sector such as gender inequality and gender based violence
- directly tackling the problem of out-of-school children with targeted responses which break down the barriers preventing children from going to school and thereby reach those disadvantaged children who have special needs, come from underserved rural areas or live in extreme poverty
- supporting post-primary education as a linchpin for the education sector and society as a whole – since post-primary education produces skilled personnel and technicians such as administrators, qualified teachers and female role models essential for the healthy development of the nation
- making increased provisions for literacy and skills training, including the establishment of a book policy
- increasing the capacity of education actors at all levels – national, district and school – and promoting the decentralization process
- improving data collection and analysis for monitoring, planning and accountability purposes through the recently established EMIS
- improving on quality, mobilizing and making effective use of resources, including the promotion of public-private partnerships and cost recovery, at the tertiary level

In order to achieve UPE by 2015 the GOSL intends expanding facilities to cater not only for the out-of-school children being attracted into school but also for anticipated changes in enrolment due to an increasingly positive attitude towards schooling. As the GOSL intends achieving UPE **of quality** it will upgrade existing facilities, provide textbooks and teaching/learning materials and increase the number of teachers.

Ongoing consultations will continue with stakeholders during ESP implementation in order to ensure that strides are being made in the direction that would make possible the achievement of targets set and which allow the achievement of those goals and aspirations of the GOSL necessary for the development of the country and the advancement and well-being of individuals. Partnerships will be developed with the private sector as necessary to allow achievement of the goals for education.

During ESP implementation much attention will be given to capacity building, this will include in particular capacity building of the District Education Offices and divisions and units such as the Gender Unit of MEST. All divisions and units will be suitably strengthened to allow them to carry out their work well and properly.

In order to ensure achievement of UPE, MEST will take all actions to get the many children still not going to school in spite of the government's policy of free primary education to do so. More data is needed on vulnerable children, disadvantaged groups and household expenditures especially in remote and hard-to-reach rural areas. Amongst other things, MEST will, in collaboration with its partners, develop specific and relevant indicators to protect and monitor the rights of all vulnerable children who have special needs, come from underserved rural areas or live in extreme poverty. The Plan proposes child protection through eradication of those activities that result in the exploitation of children and which at the same time prevents them from enjoying their right to education.

The level of support proposed for post-primary education in the ESP is because of its importance in providing the skills and human capital required for building up the education sector and developing the country as a whole. Post-primary education is especially needed in the aftermath of the war since many qualified Sierra Leoneans have been killed or left the country as a result of the conflict. The existence of post-primary education is a strong motivating factor for children to complete primary school and climb the education ladder. The ESP prioritizes the rehabilitation and building of secondary classrooms, improvement in the quality JSS education and support for girls to enter and complete secondary school.

Committees chaired by the appropriate head will be established for each of the sub-sectors in post-primary education (JSS, SSS, TVET and higher) and these committees will work with the ESP Co-ordinator and be responsible for overseeing the development, implementation and monitoring of action plans within the sub-sector and for proposing new policies and policy changes.

As indicated earlier, the ESP prioritizes both institutional and individual capacity building since the capacity needs of the education sector are great at each and every level. Without adequate capacity, the various stakeholders cannot provide an education system of good quality and inputs will be ineffective. Capacity is needed at the central level so that appropriate policies are established and education programmes can be planned and properly budgeted for. Capacity is needed at the district level so that funds can be effectively channelled and distributed and the use of these funds can be monitored and evaluated. Capacity is needed at school level to ensure that schools are well managed, learning takes place and resources are used efficiently.

The MEST decentralisation focal point will continue to liaise with the Decentralization Secretariat so that decentralised roles are clarified while responsibilities are being devolved. MEST and the Ministry of Local Government will agree on a strategy and ensure training for the Education Committee of each local council. Training organised for School Management Committees concerning their roles and responsibilities in governance and support of schools will continue. At the central level, MEST officials will receive appropriate training in the management of education programmes. Capacity of MEST officials will be further enhanced through provision of necessary office facilities, logistics and communication support.

Good quality data is essential for all the planned ESP activities mentioned above. Although data exists from a variety of sources they are often inconsistent and of variable quality. Since reliable data is key to MEST's planning, monitoring and accounting functions, the ESP prioritises the ongoing establishment of an Education Management Information System (EMIS) Unit which will organise the collection of credible

and reliable data on all aspects of education and be responsible for its analysis and dissemination. In this regard, a school census will be conducted and data on education outcomes and quality will be collected every year in collaboration with SSL. The training of Inspectors and supervisors who in turn will pass on their knowledge to school heads and teachers has already started. MEST sees monitoring, accounting and data collection as a responsibility of all stakeholders. The community can play an important role in monitoring school attendance, identifying out-of-school children and raising the alarm bell when necessary. In a decentralized system the districts will be expected to provide timely accurate information on the core education indicators – essential information for MEST and the in-country donors to track progress towards the ESP’s intended goals. Monitoring of the Education Sector Plan is a vital component of the ESP and MEST will ensure that this function is performed rigorously and transparently.

Sierra Leone’s education system is in transition from post-conflict recovery to sustainable development. Expansion and upgrading of the education sector will require additional funding and more effective use of resources, given the enormous challenges which the nation faces. The government will increase the overall envelope for education through further donor support – and through its own funds as the economy improves year by year. MEST will align allocations of public spending to the various sub-sectors according to the stated policies and priorities as indicated in the ESP. The GOSL will also seek alternative ways of financing education such as by promoting private schools and universities and by engaging in cost recovery at the tertiary level. A “think-tank” in support of the Board of Education and the Basic Education Secretariat will be established in MEST that will meet on a regular basis to look into alternative financing mechanisms, promote public-private partnerships, monitor the efficiency of MEST’s operations and recommend ways of using resources more effectively.

Cost projections

The costs were estimated using a simulation model developed by the World Bank which takes into account certain macro-economic parameters and which has been successfully used by other countries when they made their own education sector plans. The model uses projections from a baseline year and targets to be met to estimate the costs, revenues and financing gaps for the country’s education sector over successive years. In order to evaluate trade-offs and find a sustainable model for the country to adopt, five different scenarios were considered in the Sierra Leone case. The financial implications of varying class size, private investment, transition rate to secondary school and teacher salaries were respectively considered. Cost projections were calculated for each model from 2007 up to 2015. The common base in all the scenarios was the achievement of UPE and UPC by 2015.

The key parameters and targets of the model found to be the most realistic and sustainable are given in the table below. This scenario targets increased enrolments at all levels, especially vocational skills training, and encourages more private investment in education. In recurrent expenditure terms, the chosen scenario predicts that approximately 5.5% of the GDP of Sierra Leone would be spent on education if the economy grows as predicted. Moreover, 47.7% of recurrent costs would be spent on only primary education and the overall dependency on external assistance would decrease slightly by 2015. According to World Bank experts, such a recurrent cost scenario is both ambitious and sustainable. This is therefore the adopted model for Sierra Leone. The estimated financing gap for the country up to 2015 is found to be an average of 28.4 million dollars per annum.

For achievement of UPE by 2015, the financing gap up to 2010 would be as shown in Figure 1.

Figure 1: Medium-Term (2007-10) Financing Gap for Universal Primary Education (Recurrent and Capital Costs) (millions of current US\$)

Primary Total gap (millions of current US\$)	2007	2008	2009	2010	Total
US \$ depreciation per year	3.0%				
Total in current millions of \$US	18.4	19.1	20.4	21.3	79.2
Gap for other levels on recurrent	12.3	12.9	13.5	14.1	52.9

In terms of recurrent costs only, the amounts involved are as shown below:

Figure 2: Medium-Term (2007-10) Financing Gap for Universal Primary Education (Recurrent Costs) (millions of constant US\$ base year)

	2007	2008	2009	2010	
Primary	-10.0	-10.4	-10.8	-11.0	-42
Other	-11.3	-11.9	-12.4	-12.9	-48
Total	-21	-22	-23	-24	-91

With regard to the EFA-FTE benchmarks, the chosen scenario compares as shown below

The Chosen Scenario and FTE Benchmarks

¹Figure 3: Recurrent Cost of Service Delivery (millions of constant Le base year)

	Base Yr	YEAR									Bench	
		2004	2007	2008	2009	2010	2011	2012	2013	2014		2015
Recurrent cost of service delivery (millions of Le constant base year)												
Overall	113,964	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599		
Indicative framework												
Domestically-generated revenues as % of GDP	12.3%	12.8%	12.9%	13.1%	13.2%	13.4%	13.5%	13.7%	13.8%	14.0%	14-18%	
Recurrent spending on education as % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%	2.8-3.6%	
% domestically-generated resources allocated to education	18.4%	18.8%	19.0%	19.1%	19.3%	19.4%	19.6%	19.7%	19.9%	20.0%	approx 20%	
Share of Primary Education in Overall Spending (%)	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7	approx 50%	
Grade 1 (GIR)	159%	129%	120%	110%	100%	100%	100%	100%	100%	100%	100%	
Grade 1 (GIR) - Boys	166%	133%	122%	111%	100%	100%	100%	100%	100%	100%	100%	
Grade 1 (GIR) - Girls	152%	126%	117%	109%	100%	100%	100%	100%	100%	100%	100%	
Grade 6 (Proxi Completion rate)	55%	67%	71%	75%	79%	84%	88%	92%	96%	100%	100%	
Grade 6 (Proxi Completion rate) - Boys	64%	74%	77%	81%	84%	87%	90%	94%	97%	100%	100%	
Grade 6 (Proxi Completion rate) - Girls	45%	60%	65%	70%	75%	80%	85%	90%	95%	100%	100%	
Prim Teacher remuneration as multiple of GDP per capita												
Category 2; Teacher	3.3	3.5	3.5	3.6	3.7	3.7	3.8	3.9	3.9	4.0	3.5	
Spending on inputs other than teachers as % of total recurrent spending	31%	32%	32%	33%	33%	33%	34%	34%	35%	35%	33%	
Prim Pupil teacher ratio (public)												
Repetition Rate	12%	10%	9%	9%	8%	8%	7%	6%	6%	5%	10% or less	
Annual Hours of Instruction (ave - single and double shift)	886	892	898	904	910	915	921	927	933	933	850 or more	
% of pupils in private schools	5%	6.4%	6.8%	7.3%	7.7%	8.2%	8.6%	9.1%	9.5%	10.0%	10% or less	

¹ Please note that apart from the base year, the numbers are estimates based on assumptions of population and GDP growth rates etc.

In order to obtain more background information and a deeper knowledge of the situation of education in Sierra Leone, the sister document to this, Education in Sierra Leone – Present Challenges, Future Opportunities published by the World Bank, should be read alongside. Certain pieces of information have been deliberately omitted from this document as they would simply be repetition of the contents of the World Bank published report.

No plan is perfect or rigid. Changes will inevitably occur as the situation evolves – as more comprehensive data comes in, as capacity is strengthened, as policy gaps are filled and as resources start to flow. After endorsement of the ESP, the regular in-country donors meetings facilitated by UNICEF will provide a forum for shared commitment promoting constructive dialogue between Government and donors. Remaining concerns identified during and after the appraisal/ endorsement process will be addressed at these donor meetings and through regular joint reviews during the implementation of the ESP.

SECTION I

PRELIMINARIES

Section Introduction

This Section provides the general background and context of Sierra Leone². Education is an all-embracing sector which cuts across all other sectors. The background and context is intended to indicate, in a few pages, where Sierra Leone is 'coming from' and give an indication of the challenges that it faces in education many of which would be addressed by successful implementation of this Plan.

Also presented in this Section is information on the key legislation and partner organisations that the Government of Sierra Leone works with in education. This information indicates the legal documents and organisations that have informed the ESP. A series of consultations with many stakeholders has taken place during the formulation of the Plan. (See Annex for more details on the consultations and the contact addresses of the organisations involved).

² Unlike the ESPs from some other countries, the conscious decision has been taken to provide this background in the Sector Plan rather than in the Education Policy produced alongside this document.

The Background and Context

Historical Context of Sierra Leone

In 1462, a description of Sierra Leone was written by a Portuguese adventurer who first coined the name “Serra Lyoa”, meaning Lion Mountains. Sierra Leone was used as an anchoring port for foreign vessels and a commercial centre in the 16th and 17th centuries. It was also known as an outpost for slave trade and in the 18th century, it became a settlement for freed slaves, founded by British philanthropists.

In 1808, a Crown Colony was established in the part of Sierra Leone known today as the Western Area while the hinterland was declared a Protectorate in 1896 also known today as provinces following independence. During the period of British colonisation, Sierra Leone played the role of the seat of government for other British West African Colonies.

In 1961 and 1971 it gained Independence and Republican status respectively within the Commonwealth of Nations. A referendum of 1978 made the All People’s Congress Party (APC) the sole political party, heralding the practice of politics of exclusion. The climax was the outbreak of a civil war lasting for eleven years from 1991 to 2002.

The devastating civil war fuelled by the country’s diamond resources which attracted various rogue elements and finally the intervention of foreign troops to restore constitutional democratic rule under the Sierra Leone People’s Party (SLPP).

On January 18 2002 a symbolic burning of arms occurred at Lungi, the international airport town across the river from the capital, with President Dr. Ahmad Tejan Kabbah declaring the war over. Since then the Government and partners have been using education as a tool to sustain peace and alleviate poverty.

Demographic, Socio-Economic, Geographic and Health Context

Figure 4: Demographic Data

Total Population	-	4,976,871
• Males	-	2,420,218
• Females	-	2,556,653
• Household Population	-	4,930,532
• Sex Ratio	-	94.2
• Total Number of Households	-	819,854
• Average Household size	-	6.0

Source: SSL, Freetown, Population Census, 2004

Socio-economic

There is considerable ethnic variety in the population of Sierra Leone. Thirteen distinct African Languages are spoken, but about two – thirds of the people speak either Temne or Mende as a mother tongue. Krio serves as a lingua franca, while English is the official language.

In addition to traditional African religion and customs, Islam and Christianity are widely practiced and educational institutions sponsored by both religions abound.

Adult literacy according to the 2004 Population Census is approximately 39%. This is a very low adult literacy rate. As shown in the table below, nationally, 29 percent of females can read in a language, compared to 49 percent for males.

Figure 5: Literacy Levels by Gender

	Literate	Illiterate	NS
Both	39%	60%	1%
Males	49%	50%	1%
Females	29%	70%	1%

Source: SSL, Freetown, 2004 Population Census

Agriculture is the main stay of the Sierra Leone economy, contributing over 36% to the GDP, and employing over 70 percent of the rural population. Although minerals (mainly Rutile, Gold, Bauxite and Diamonds) constitute a significant source of export earnings, smuggling of two of these commodities – gold and diamonds – have handicapped their effective contribution to the growth of the economy.

Rice is the major staple food and is the most important single crop cultivated by about 80% of farmers in the country. This is supplemented by cassava and other intensive crops such as sweet potatoes, coco-yams, corn and plantain

Local industry is a thriving venture in Sierra Leone. It provides a living for a significant number of individuals.

Geographic Context

Sierra Leone is a small country of about 28,000 square miles (74,000 km²) and lies on the Southwest coast of West Africa. It has a varied relief ranging from coastal swamps to the highest mountain (Bintumani 6,390 ft). Over half of the country is below 500 feet above sea level.

Sierra Leone has dense drainage network comprising nine major rivers. All of the rivers flow from the north-east to the Southwest, emptying into the Atlantic Ocean.

There are two major seasons, the dry season lasting from December to April and the rainy season from May to November. The mean annual rainfall over most of the central two-thirds of the country is between 100 and 120 inches. In general rainfall tends to decrease from the coast to inland and eastwards.

Health context

- There is a dire need to introduce school-based health services.
- The HIV/AIDS prevalence rate is low but could rise rapidly in the absence of a sufficiently well planned education programme. In fact from a prevalence of 1.4 in 2003, the rate had risen slightly to 1.53 in 2005. At 2.1%, the prevalence rate for the urban areas was significantly higher than the 1.3% of the rural area. The corresponding rate for the sexes was 1.5% for males and 1.6% for females. What is alarming is the 4.1% reported by the antenatal survey for 2006
- The number one killer in the country is malaria.
- In 2004, there were only 33 nurses, 4.7 midwives and 7.3 physicians for every 100,000 people in the country. This equates to 0.45 medical personnel per 1,000 people, well below the World Health Organization standard of 2.5 per 1,000.³

³ Medecins Sans Frontiers 2006.

- The country has one of the lowest life expectancy rates in the world. Average life expectancy is about 10 years shorter than the average for countries in Africa and 25 years shorter than the average for the world.

(Source: CSR, 2006)

Figure 6: Selected Health Indicators

Life expectancy at birth (years), 2000-05 ¹	
Total	41
Male	39
Female	42
Total fertility rate (births per woman), 2003 ²	
	5.6
Infant mortality per 1,000 live births, 2003 ²	
	166
Under five mortality rate per 1,000 live births ²	
	284
Maternal mortality rate per 100,000 live births, 2000 ²	
	2,000
Births attended by skilled health staff (% of total), 2000 ²	
	42
Access to health service (%), 2002 ⁴	
	40
Access to safe drinking water (%), 2002 ²	
	57
Access to safe sanitation (%), 2002 ²	
	39
Disability prevalence rate (%), 2002 ⁴	
	7.0
HIV/AIDS prevalence rate (%), 2003 ³	
National	1.4
Freetown	2.3
Outside Freetown	0.7

Sources: United Nations Population Division; ²World Bank 2005b; ³Government of Sierra Leone 2005, p.37; ⁴UNAIDS 2002

Education Context

Colonial Era

The evolution and development of Western education in Sierra Leone started as far back as the 18th Century with the establishment of the colony for freed slaves. When it became a British Crown Colony in 1808 the colonial government handed over the control of education to the Christian Missions who by 1840 were maintaining 28 primary schools in the Western Area and others in other regions. The pattern of education in Sierra Leone was patterned on the British system, and was used as a way to control social change.

The Church Missionary Society (CMS), which arrived in 1804, was the main mission body because it received direct financial support from the British Government. Other Christian and Muslim Missions interested in providing formal education opened schools all over the Colony and the protectorate.

At Independence in 1961, Sierra Leone inherited a British-type education system, aimed largely at the urban middle class. (CSR p.16) The system was biased towards academically gifted students who entered tertiary education and found formal employment in government offices

Development of Education in the post-Independence Era

The early post-independence era was a period of optimism and rapid change for education for Sierra Leone. Enrolments grew during this period, and though missions largely retained control of the schools they had founded, the Government of Sierra Leone played an increasingly important role.

Among the various policy documents at this time were the Education Act 1964, the White Paper on Education 1970, the Education Review 1976, the 1989 Taskforce Report, and the New Education Action Plan 1994/95, all of which helped to define a long term pattern of educational development for Sierra Leone.

The Education Act of 1964 made the Ministry of Education the supreme authority in control of education in the country. The 1989 Taskforce Report prepared the ground for the change to the 6-3-3-4 system,

which gave prominence to technical/education and skills training and recommended that every student got access to nine years of comprehensive basic education.

The 6-3-3-4 system was launched in 1993, and the first Basic Education Certificate Examination (BECE) was attempted in 1996. Unfortunately, the full implementation of these reforms were hampered by political turmoil and war. Indeed, the 1992 coup which brought the NPRC to power, the ensuing periods of military rule, and an intensified civil war, eventually brought the education sector to a standstill.

Progress in Education in the Post-war era

Much progress has been made in the sector since the end of the war. Free primary education for pupils in classes 1 to 3 was introduced in 1999 as was the National Vocational Qualification (NVQ). In 2000, free schooling was extended to classes 4 to 6. This led to a rapid rise in school enrolment.

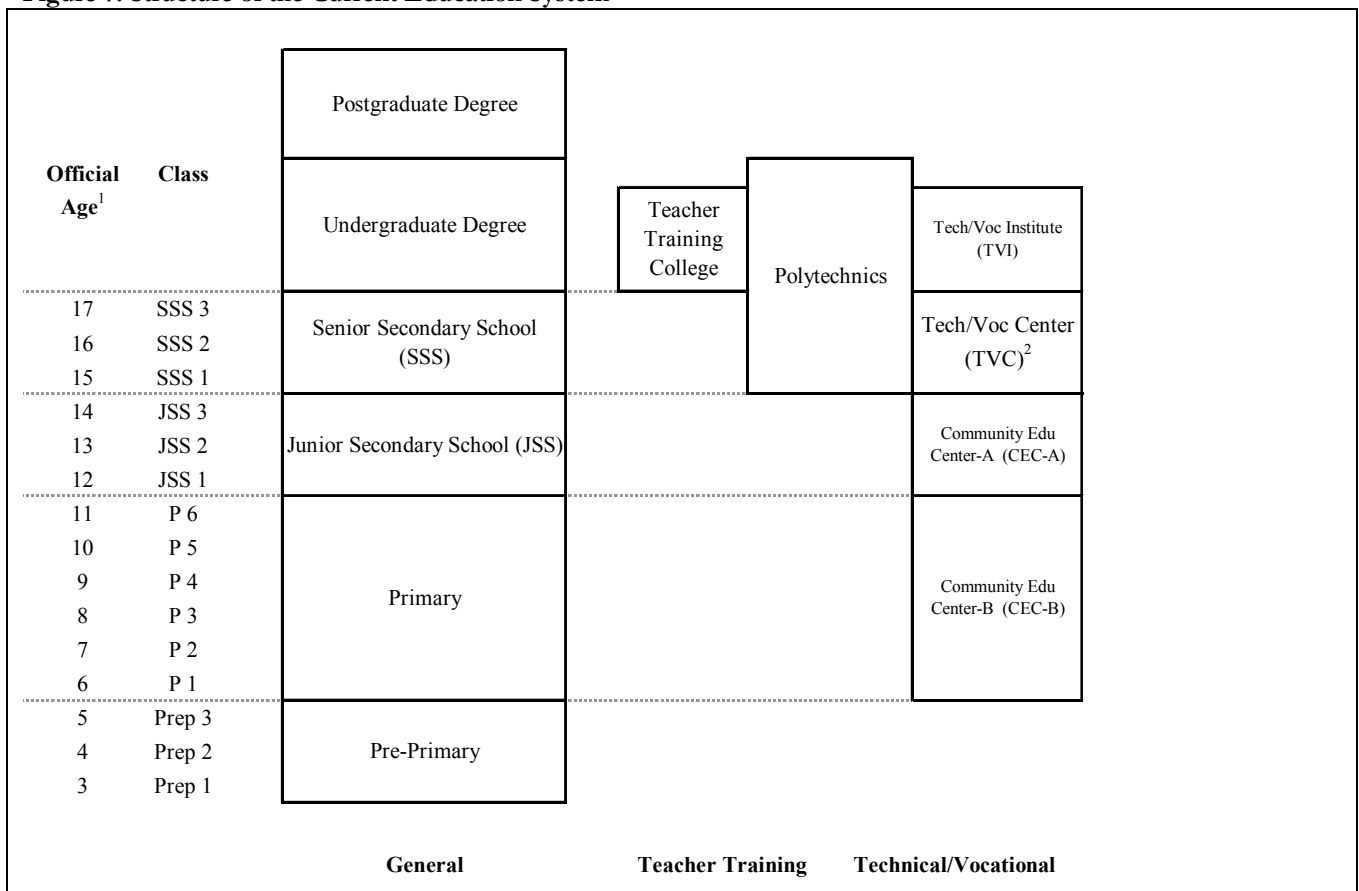
In 2001, the following three bills were passed by the Sierra Leone Parliament to improve the governance of the sector: (1) The Tertiary Education Commission (TEC) Act; (2) The Polytechnic Act, and (3) The National Commission for Technical/Vocational and other Academic Awards (NCTVA) Act.

Since 2003, two large programs to support basic education have been in effect:

- (i) The Rehabilitation of Basic Education Project/SABABU Education Project, funded by the Government of Sierra Leone, the World Bank and African Development Bank, provides support to basic education in the areas of school construction and rehabilitation, provision of teaching and learning materials and teacher education.
- (ii) The Girls Education Support Program, an affirmative action program that provides all girl pupils in the North and East regions with free junior secondary schooling.

The Structure of the Current Education System

Figure 7: Structure of the Current Education System



Source: The Ministry of Education, Science and Technology

The current structure of the education system is diagrammed above. General education consists of three optional years of pre-primary schooling followed by 6 years of primary schooling and 3 years of junior secondary schooling (JSS). The six years of primary and three years of junior secondary make up compulsory basic education. There are currently community education centres (CEC-A and CEC-B) that provide informal education corresponding to the primary and JSS levels, but the goal is for all children to have access to nine years of formal basic education or its equivalent. Education after JSS is optional, and students can continue on to senior secondary school, a Technical/Vocational Centre (TVC), or a polytechnic. Tertiary education can be obtained from universities, colleges, and Technical/Vocational Institutes (TVI). Each of these sectors will be dealt with in greater length later in the document.

Governance and Management

All educational institutions now operate under the Education Act of 2004. According to this Act, the control of education is in the hands of the Minister of Education advised by various officials and bodies.

With recent decentralization reforms, the management of basic education has been devolved to local governments. Details on governance issues are found in the chapter on governance.

Financing

Adequate mobilization of resources and judicious management of these resources is crucial to achieving Sierra Leone's education goals. Actual education spending by the Government has increased rapidly since 2000 but in relation to total expenditure and to GDP, it has remained relatively steady over that time period. The share of total government expenditure allocated to education hovered around 19 percent between 2001 and 2004.

Over the period 2000-2004, the largest multilateral donors to education in Sierra Leone were the World Bank (through IDA), the African Development Bank through the (AfDF) and the European Community (EC). The largest bilateral donors were the UK, Germany and Norway.

Domestic public funding represents only 35 percent of total spending on education; contributions from donors are about 22 percent; and the main contributors (with 44 percent of the total) are households. In primary education, households finance about half of total recurrent spending, this proportion rises to over 60 percent in secondary education.

Greater detail on the financing of education in Sierra Leone can be found in the Country Status Report which provides the analytical and diagnostic foundation of this Plan and which is published by the World Bank.

Challenges

Although rapid progress has been made in the post-war years due to the formulation and implementation of new policies, the education sector is still plagued with multiple challenges. These range from quality education, financial, human and material resources, security to meeting the commitments to external aspirations of EFA and MDGs and the country-owned PRSP programme.

The major challenge referred to in the CSR largely revolve around the issue of equity, quality and access. There are other threats like gender and geographical inequity and combating HIV/AIDS, malaria and other diseases. ...

A summary of these challenges is presented below.

Staffing:-

- Brain drain at higher education level.
- Preponderance of untrained and unqualified teachers especially at the primary level.
- Teachers for scarce subject areas like Mathematics, French, Science, Technical and Vocational subjects.
- Meeting the needs of expanding enrolment rates.
- Meeting the quality needs of the system

- Providing trained personnel for pre-schools, distance education and skills training

Access

- Planning for a 30% increase in primary school age children accessing school by 2015.
- Planning for increases in enrolment at all levels and a projected 2.9 million school-age population by 2015.

Finances

- Meeting the cost of post-war reconstruction
- Meeting the cost of an expanding education system
- Meeting skills training needs and the provision of a literate and skilled middle level manpower
- Meeting the cost of all 'free schooling' programmes and their consequences

Gender Issues

- Providing girl friendly environments in our educational institutions
- Addressing the gross disparities in male : female enrolment rates at the post-primary level
- Need for concrete programmes to address gender based violence within schools
- Obtaining more female role models

Geographic Parity Issues

- Obtaining an equitable distribution of educational institutions
- Obtaining an improved distribution of qualified teachers
- Obtaining more even distribution of enrolment rates
- Obtaining more even distribution of entry and pass rates

Health and Nutrition Issues

- Poor water, sanitation and toilet facilities
- Frequent absences from school through illness such as malaria and dysentery
- Danger and potential effect of HIV/AIDS on education

Providing for those with Special Needs

- Adapt and build facilities
- Training teachers for special needs students
- Provide special needs equipment and materials

Monitoring and Evaluation for Accountability

- A number of unsatisfactorily equipped District Education Offices and de-motivated inspectors.
- Quality of inspectors
- Co-ordination between central and local government

General Issues

- Certainty and security of teaching and learning materials supplies for schools
- Combating corruption and malpractices in the governance, planning and management of education

Innovations

There are further challenges in meeting the cost of innovative and creative ideas in the ESP. These include

- district teacher resource and in-service training centre
- Mobile Resource and IT Centres

- Solar-power for schools.
- School IT rooms.
- Setting minimum standards for schools and providing grant incentives for schools exceeding targets in terms of improvement from preceding year.
- Establishing community crèches
- Providing roving master teachers for the rural areas and for subjects experiencing severe teacher shortages

Conclusion

This Chapter has traced the historical context of Sierra Leone as well as its demographic, socio-economic, geographic and health context. There has also been a summary of the history of education in Sierra Leone.

A description has also been given of the structure and financing of the education sector and finally a summary of the multiple challenges besetting the government as it strives to meet external and internal hopes and aspirations.

Chapter 2

Key Education Legislation, Policies and Players in Sierra Leone

The Legislation and Policies Influencing Education in Sierra Leone

Sierra Leone has a web of legislation and policies that are all geared towards providing access and functional quality education to citizens of the country.

They are as follows:

- **The New Education Policy For Sierra Leone (1995):**
This is a compendium of all policy matters and practices grafted from most of the legal documents on education existing prior and up to 1995. It is an instant guide to all in education. An updated/revised policy is in the process of being written alongside this document and will be ready by the end of May 2007.
- **Tertiary Education Commission Act (2001):** This act established the Tertiary Education Commission (TEC) for the development of tertiary education. Its functions include: advising the Government on tertiary education; fund-raising for tertiary education; vetting the budgets of tertiary institutions; ensuring relevance of programmes offered; ensuring equity in admissions; recommending modifications in conditions of service and ensuring parity in appointment and promotion of staff.
- **The Polytechnics Act (2001)** This Act established polytechnic institutions and the Polytechnics Councils. Among its functions are control and supervision of polytechnic institutions; provision of instruction for learning, research and documentation of knowledge. It also grants diplomas and certificates through the NCTVA; it determines the content of instruction, manages student admission and staff employment.
- **The National Council for Technical, Vocational and other Academic Awards Act (2001)** established an independent body whose main functions are to validate and certify awards in technical and vocational education and teacher training; accrediting technical and vocational institutions and advising MEST on TVET and teacher training curriculum areas. It also provides the basis for the conduct of examinations for pupils of the SSSTV pursuing the NVQ course.
- **The Education Act of 2004:** This is the key legislation guiding education in Sierra Leone. It is based on its predecessor the Education Act of 1964. It outlines the structure of the entire education system from pre-primary to tertiary level including education for girls and women as well as special needs education.

The Act focuses to a great extent on management and control and the role of the various actors in the system including local authorities. Roles will be further clarified as powers are devolved to local authorities and school management committees during the decentralisation process.

- **Local Government Act (2004):** The Act re-established local councils and local governments and, amongst other things, describes the path for the transfer of the management and supervision of basic education from the central to local governments.
- **Universities Act (2005):** This Act made it possible for Sierra Leone to have more than a single university. It separated the 2 existing sets of institutions making up the then single university into two self-sufficient entities – Njala University and the University of Sierra Leone. It also allows for

university autonomy in matters of administration and academia and for the creation of private universities.

- **Moving Education Forward – Education Policy 2007:** This Policy revises, refines and takes forward the 1995 Policy. It encapsulates the essential elements of the legislations passed into law after 1995 and adds new directions and thinking part of which is captured in this document. It is more comprehensive and forward looking than all past policies.

2. *The Influence of Key Associations & Organisations*

There are a number of local and international associations and organisations involved in education in Sierra Leone. Their activities vary in scale and include support to school going children, development of infrastructure, advocacy, community education, curriculum development, provision of equipment and materials, recommendations on policies, plans and programmes to support the education of vulnerable groups. Below follows a brief discussion of some of the key local and international associations and entities that influence education in Sierra Leone.

Local Councils

Outside of central government, the recently re-established local councils are going to have the biggest influence on education in Sierra Leone. District Education Councils (DEC) and City/Town Councils are to take full control and supervision of all pre-primary, primary, and junior secondary schools by 2008, including such functions as the recruitment and payment of teachers, the provision of textbooks and teaching materials, and the rehabilitation and construction of schools. The process has already commenced.

Local Associations & Entities

- **Chamber of Commerce**
The Sierra Leone Chamber of Commerce (SLCC) is the umbrella body for businesses operating in Sierra Leone. The MEST has encouraged dialogue with the body in attempt to ensure the relevance of its curriculum and the products of the system to the needs of the labour market. Of late, the SLCC has been encouraging quality in the preparation of students from the tertiary education institutions so as to satisfy the needs of the job market.
- **Children’s Forum**
This is a non-statutory body focusing on the education and welfare of children. Amongst other things it provides children with opportunities to express their views on many subjects over the radio. It also educates children on their rights and responsibilities in society.
- **Christian and Muslim Missions**
These are proprietors of the majority of the primary and secondary schools and the non-governmental technical/vocational institutions of quality nation-wide. They are represented on Boards of Governors and other bodies that help with the delivery of education. Many provide no support, however, for the maintenance and development of schools and institutions bearing their names.
- **Civil Society Movement**
The Civil Society Movement is a non-statutory body. Its activities cover a range of issues including those relating to quality of education, civil law and order. It is very active and is increasing in influence on public interest matters.
- **Conference of Principals of Secondary School (CPSS):** This operates at national and branch levels. Branches meet twice a term and the national body, once a year. It speaks on behalf of heads of secondary schools and moderates the action of school managers (Principals) in the execution of their duties. They are represented on all bodies that deal with education nationally.

- **Council of Paramount Chiefs**
 This council is a statutory body empowered by the Local Government Act to assist in and oversee the implementation of government policies at the chiefdom levels in terms of the provision of land and access to certain areas. As traditional leaders, Paramount Chiefs are still very powerful in rural areas and success in matters of education in their chiefdoms is very much dependent on their support.
- **FAWE Sierra Leone Chapter**
 FAWE is concerned with the education of women and girls and advocates for policies in support of girl mothers and general education issues. It operates a number of schools nationally as well as vocational education / skills training programmes for girls.
- **Head Teachers Council (HTCncl)**
 This is the coordinating body at the primary level similar to the CPSS and which similarly influences decisions on matters relating to primary education.
- **National Aid Secretariat (NAS)**
 This is the body charged with co-ordinating the fight against HIV/AIDS in Sierra Leone. Amongst other things, it is charged with ensuring more and better education about HIV/AIDS and its prevention
- **Non-Formal Education Council**
 This is a partnership body that has responsibility for national non-formal education programmes. It mobilizes resources and oversees the implementation of various partners. Literacy and numeracy are its main priorities but it also supports skills training. Amongst other things, it gives guidance to partners on policy matters. Through its Monitoring Committee, MEST is kept abreast with development needs and projects in the non-formal education sector.
- **PADECO**
 This is a partnership body working solely in the area of adult literacy and non-formal education. It is arguably the most prominent of the non-governmental bodies working in this area.
- **Science And Technology (S & T) Council**
 The Science and Technology Council advocates for the provision of science and technology education at all levels of the educational system. Its main objectives are: to train sufficient people in Science and Technology to meet the demands of all sectors of the economy; to establish and develop curricula and educational infrastructures at all levels, adequately equipped with personnel, machinery, equipment and teaching materials for science and technology; to promote national economic development.
- **SHARP**
 The Sierra Leone HIV/AIDS Response Project is designed to assist the Government of Sierra Leone organise a response to the growing incidence of HIV/AIDS. Its main goals are to contribute to reducing HIV/AIDS prevalence and to mitigate the impact of HIV/AIDS on infected/affected persons.
- **Sierra Leone Teachers Union (SLTU):**
 This is a non-statutory body with a focus on improving conditions of service for teachers. It advocates for teacher welfare; fund-raises for their activities; conducts in- services training; creates opportunities for external training. It also arbitrates on teachers' behalf and negotiates for better conditions of service.

- **SLANGO**

This is the umbrella body of all NGOs and CBOs operating in Sierra Leone. It represents and speaks on behalf of the NGO community in a number of government appointed committees such as the Sababu Education Project Steering Committee. NGOs and CBOs are very active in education in Sierra Leone.

Key International Associations and Entities

- **Action Aid – Sierra Leone**

This organization is gradually increasing its involvement in education. It is an implementing partner in the Sababu Education Project.

- **African Development Bank**

Has been providing support to government in the area of education. It is presently supporting the rehabilitation and construction of schools through the Sababu Education Project and NaCSA.

- **CONCERN**

This organization is involved in school construction and support for primary education activities. It is an implementing partner in the Sababu Education Project.

- **DFID**

DFID is developing a joint strategy with EC which will shift support towards the education sector. It is helping MEST with the development of the Education Sector Plan and through its direct budget support programme contributes towards the cost of public service salaries, including those of teachers

- **European Community (EC)**

The main focus of EC activities in the past has not been education but a shift in this direction has started. EC has been supporting school construction in different parts of the country.

- **International Rescue Committee (IRC)**

IRC focuses its support on children vulnerable to child labour, refugees and marginalized young people by providing them with education and skills training through provision of education supplies, teacher training and sensitization on girl child education.

- **Irish Aid**

Irish Aid is the bilateral agency arm of the Irish government. It is presently focusing its attention mainly on providing assistance in the areas of health and governance but has indicated strong interest in moving into the education sector

- **Islamic Development Bank**

The interventions of this Bank in education in Sierra Leone are relatively recent. It is presently funding a project constructing primary schools nation-wide.

- **JICA**

JICA is implementing an education/community empowerment project in Kambia district. JICA provides funds to 33 target schools and communities for small projects, based on their project proposals, to rehabilitate and construct school facilities or to start income generating activities. JICA works closely with Kambia District Education Office.

- **PLAN-Sierra Leone**

This organisation is currently engaged in community development projects as well as in providing support for the education of children in the various communities. Outside of the World Bank., African Development Bank and UNICEF, it provides the largest support for education in Sierra Leone. Its support includes school construction, furniture and book supplies and capacity building of MEST District Education Offices (DEOs).

- **Save The Children – UK (SCUK)**

Save the Children is working with the most vulnerable children in Kailahun and the Western Area to improve quality of education through promoting participatory approaches to learning, training teachers in alternative forms of discipline, mobilising communities and training school management committees.

- **UNESCO**

This organisation continues to provide technical and financial assistance to Sierra Leone in the areas of education and culture. In particular it has been providing noteworthy support for EFA activities and programmes. Its most recent interventions have been in teacher training and the establishment of an EMIS system.

- **UNICEF**

UNICEF assists the government in its efforts to increase access and improve quality of learning in primary schools especially for girls and disadvantaged groups. It also helps government to develop education policies, improve curriculum and observe international treaties. It is the lead in-country agency for the EFA-FTI Proposal process and made an unmatched input to the production of this Plan.

- **World Bank**

The World Bank continues to provide significant support to Sierra Leone in the area of education. Its most recent inputs include capacity building through the writing of a Country Status Report on education, funding for the Sababu Education Project and support for the writing of this Plan.

- **World Food Programme (WFP)**

This organisation is involved in the on-going school feeding programme in some districts of Sierra Leone. This intervention has contributed to significant increases in enrolment in the areas of operation. Expansion and sustainability are the issues now receiving much attention.

Conclusion

In this chapter an attempt has been made to highlight and briefly describe important policies and legislation on education in Sierra Leone. This has been followed by a few lines on some national and international organizations who are key education players in the country and who have been involved in the consultation process for the ESP.

SECTION II

THE PLAN DETAILS

Section Introduction

The order of priorities of the Ministry of Education, Science and Technology / Government of Sierra Leone as indicated in the Poverty Reduction Strategy Paper (PRSP) and Mission Statement for education is as follows:

Basic Education → Vocational Skills Training → Tertiary Education → Pre-Schooling

In the case of Sierra Leone 'basic education' is composed of primary and junior secondary level education. It is more than formal schooling as non-formal education is provided at both the primary and junior secondary levels⁴.

The position of pre-schooling should not be interpreted as indicating a lack of concern by the government. In fact early childhood care and education is one of the major areas of partnership between the three Ministries: (i) Education, Science and Technology, (ii) Health and (iii) Social Welfare, Gender and Children's Affairs indicated in this Plan. Given its available resources and capacity however, MEST is, in the medium term, focussing on encouraging private investment in the running of pre-schools whilst it establishes the necessary policy framework, trains personnel/carers/teachers, established a book policy, develops methodologies and curricula and provides required teaching/ learning materials in collaboration with its development partners.

MEST prioritises the following issues which cut across all levels and sub-sectors of education: gender, HIV/AIDS with health and sanitation, disability/special needs, disadvantaged children and communities, obtaining and maintaining quality and keeping education affordable to parents.

Within each level, the priorities are the **targets** given for the level and a suggested order of priorities is the order of coverage in the matrices. This does not necessarily mean that the rows in the matrices represent the recommended sequence of interventions as reality is more complex. A good indicator of the changing priorities given to the different levels is given by the changing projected percentage of funding allocated to each level over time as shown in the costed simulation model on which the ESP is based.

The simulation model and the matrices are at the heart of the ESP. The narrative parts of the chapters briefly present the situation but the matrices and the extracts of the model presented indicate the strategies and actions proposed by the government to address deficiencies noted and/or achieve stated desirable goals.

The matrices are not intended to spell out the full implementation details. They simply indicate the required actions to be taken, when they could be carried out, who should carry them out and the expected outcomes and risks. The implementation plans will be fully fleshed out on approval of the recommended actions.

Notwithstanding the significant gains and advances, the challenges confronting education are still numerous. Amongst the core challenges requiring attention are the issues of building capacity to be able to deliver quality education as well as being able to pay the salaries of all the teachers required by the system whilst at the same time sparing parents from the hidden costs that they are required to undergo even when primary education is supposed to be free. Few of these challenges can be put on 'the back-burner' as delays can have undesirable consequences in terms of national unity and stability. The fact that many of those who participated in the atrocities of the civil conflict were youths of school going age cannot be ignored. Neither can we forget the message given by youth when they targeted and destroyed many educational institutions during the war.

The first chapter for this Section, Chapter 3, prepares the stage for the other chapters that follow. It positions the ESP relative to other important documents impacting on education in Sierra Leone, gives the areas of coverage of the ESP and provides baseline statistics. Chapters 4 to 12 cover the different levels of education as well as the management, monitoring and costing of the Plan.

⁴ Due to the fact that over 95% of Junior Secondary Schools are presently housed together and share staff with Senior Secondary Schools they are dealt with en-bloc in the Plan.

Framework and Baseline Statistics

This chapter is an introduction to the Plan itself. It describes the framework on which the ESP is based including the coverage of the ESP, the areas of focus as given by the title of each chapter, the linkages to broader policies such as PRSP, EFA and MDGs, the recommended management structure for ESP implementation and the baseline statistics for estimating Sector needs

The Plan covers issues of:

- Access, Retention and Completion
- Functional Quality Education
- Governance, Planning and Management
- Funding
- Monitoring and Evaluation

as they apply to all levels of education.

The areas of focus given by the subsequent chapter headings in this Section are as follows:

- Achieving Universal Primary Education and Completion of Quality
- Expanding and Improving Post-Primary Schooling
- Providing More and Improved Literacy and Skills Training Possibilities
- Meeting the Teacher Needs of an Expanding Schooling System
- Meeting our Human Resources Needs through Higher/Tertiary Education
- Providing Improved Governance, Planning and Management
- Providing Pre-school Opportunities for More Children
- Monitoring for Quality Improvement and Accountability
- Financing and Fiscal Sustainability of proposals

Cutting across all areas of focus are the issues of:

HIV/AIDS, Gender and Geographic Equity, Special Needs/Provisions for the physically and Mentally Challenged, Relevance of curriculum and type of education, Efficiency and Capacity Building

Poverty Reduction Strategy Paper

All the cross-cutting issues mentioned above are also highlighted in the policies of government as addressed in the PRSP.

The education focus areas highlighted in Sierra Leone's PRSP for the first three years of its implementation, and which form the backbone of the country's poverty reduction efforts and the ESP, are on expanding basic education and training. Specifically, they are:

Figure 8: The PRSP Objectives

- | |
|---|
| <p><i>a) promoting and expanding access to basic education with a focus on the girl child, qualitative improvement and teacher education,</i></p> <p><i>b) promoting tertiary training, especially technical and vocational skills in specialised disciplines, to meet the human resource needs for poverty reduction programmes,</i></p> <p><i>c) improving the learning environment,</i></p> <p><i>d) improving planning and management of the sector through capacity building and,</i></p> <p><i>e) promoting HIV/AIDS prevention education at all levels in the education system</i></p> |
|---|

Linkage between PRSP, EFA and MDG

Sierra Leone's Poverty Reduction Strategy Paper (PRSP) was written after both the EFA and MDG goals had been enunciated. Being a signatory to the EFA and MDG goals, the PRSP links some of its targets and goals to both. As stated in the PRSP,

"The Government's PRSP objectives in particular, Pillar Three objectives, are therefore set with reference to the MDGs . . ."

PRSP II, being presently developed, will be even more MDG based and will be informed by the contents of this document.

Whereas the EFA movement started in 1990, the MDG goals were only framed in 2000 and included the key EFA goals of universal primary education and gender parity as well as other equally important goals not directly related to education.

Linkage between Country Status Report (CSR) and Education Sector Plan (ESP)

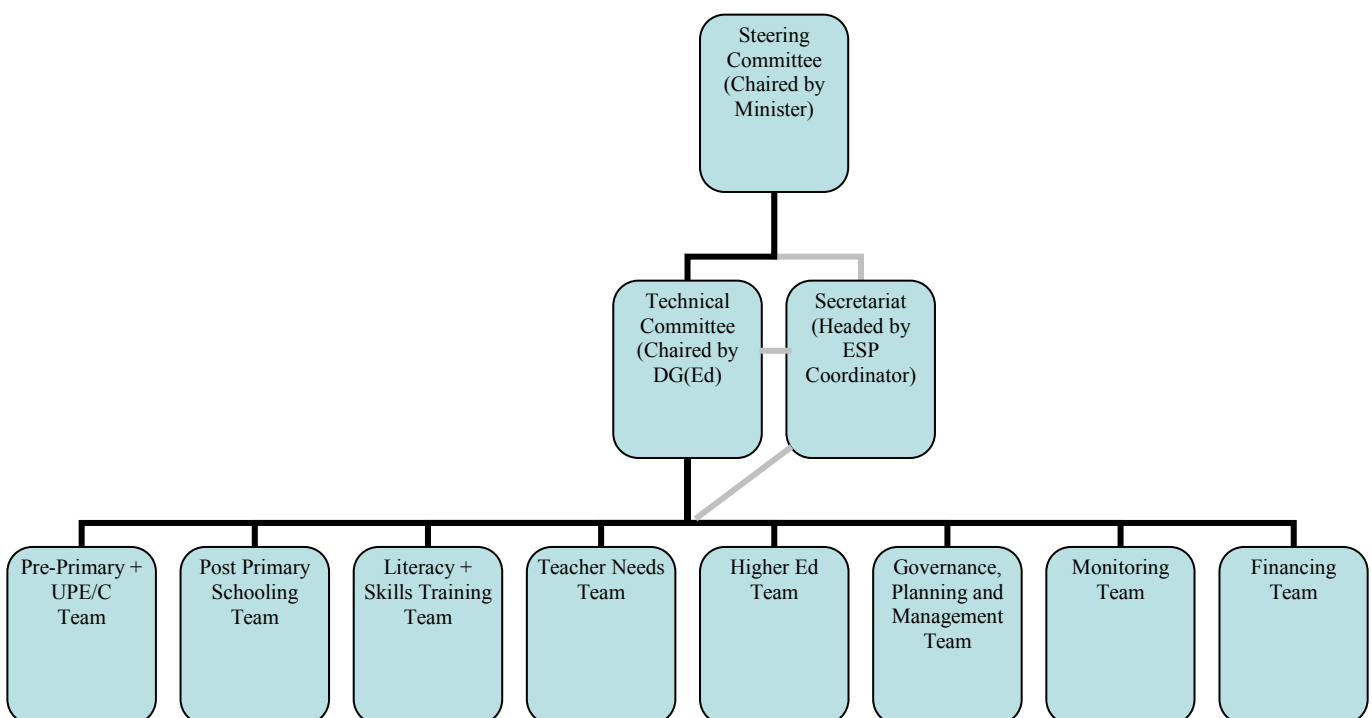
The CSR is a diagnostic analysis of the situation of education in Sierra Leone. It is the diagnostic and analytical foundation of the ESP. Some may even argue that the CSR should be part of the ESP, hence our advice that the CSR should be read before the ESP although an attempt has been made to provide additional updated details on the situation of education in Sierra Leone in the ESP. The major challenges and strategic responses to issues raised by situation analysis presented in the CSR and reinforced in the ESP are spelt out in detail in the chapters that follow.

This Education Sector Plan attempts to provide a way forward for education in Sierra Leone based on a detailed analysis of the situation and grounded on proposed credible, affordable and sustainable policies. A well planned implementation programme together with support and commitment from the government would result in a very positive transformation of education in Sierra Leone.

ESP Implementation Management Structure

Achievement of the goals and targets presented in this document are dependent on how well the contents are implemented and monitored. Different implementation management structures are possible but that proposed is indicated diagrammatically below:

Figure 9: Proposed Implementation Management Structure



The proposal is for monitoring and oversight of implementation to be done largely through the line divisions and units of MEST. The management of the implementation process however is to be through multi-level, multi-sectoral and multi-agency teams responsible for reporting on specific areas of the Plan. Each team would include as members the heads of Units and Divisions of MEST and other line Ministries and Agencies implementing an aspect of the area of focus. The teams follow-up, monitor and report to the Technical Committee on implementation of their focus areas. The Technical Committee, headed by the Director-General of Education, discusses and makes recommendations on issues presented by the teams to the Steering Committee. It also synchronises the work of the teams. The Steering Committee is a top level body, headed by the Minister of Education, Science and Technology, that takes decisions on recommendations made by the Technical Committee. Follow-up on technical issues, preparations for consultations and meetings, preparation of papers and reports and the maintenance of a database and information on the ESP is to be done by a small Secretariat headed by the ESP Coordinator who also functions as Secretary to the Technical and Steering Committees.

The leader of each focus area team is a member of the Technical Committee together with 2 other persons identified as possessing expertise that would facilitate the work of the Committee. Additional individuals may be co-opted as necessary to assist in the work of the Committee.

The Steering Committee is to be a maximum of 10 in number inclusive of the Minister of Education and the 2 Director Generals of MEST. Other members would be selected from heads of partner Ministries and heads of funding agencies and partners 3 of whom should be the World Bank head of office, the UNICEF Representative and the DfID Representative.

Base Year Statistics

For various reasons it is necessary for the statistics on which the ESP is based to be relatively reliable. A national census was conducted in Year 2004 and education statistics for that year were also cross-checked and cleaned for the purpose of the CSR. An EMIS Unit has been established to co-ordinate the collection of annual school data and to carry out analysis of the same. The first round of data collection is in process, but was not ready at the time of writing. So for the purpose of the ESP, the most reliable and available data is being used as the base year data. This is supplemented by the UNICEF MICS3 survey results of 2006, where applicable. Given below are some key statistics of interest for the base year.

Figure 10: Base Year Statistics

Level and Parameters	Base Year - 2003/04
Preschool	
Gross Enrolment Ratio (GER)	4%
% of pupils GOSL assisted schools	8%
Number of pupils enrolled in GOSL assisted	1,500
Number of pupils enrolled in other institutions	17,568
Subsidy for others as % of GOSL unit cost	0%
Total recurrent spending on preschool (in millions of Leones)	100
Primary	
Grade 1 Gross Intake Rate (GIR)	159%
Grade 1 Gross Intake Rate (GIR) - Boys	166%
Grade 1 Gross Intake Rate (GIR) - Girls	152%
Grade 6 (Proxy Completion rate)	55%
Grade 6 (Proxy Completion rate) - Boys	64%
Grade 6 (Proxy Completion rate) - Girls	45%
Share of repeaters	12%
Gross Enrolment Ratio (GER)	121%
Gross Enrolment Ratio (GER) - Boys	131%
Gross Enrolment Ratio (GER) - Girls	113%
Total enrolment	1,134,815
Total enrolment - Boys	618,747
Total enrolment - Girls	516,068

Level and Parameters	Base Year - 2003/04
% of pupils in private schools	5%
Enrolment in private institutions	56,741
Pupil teacher ratio (public)	61
Total number of teachers	17,668
Teacher remuneration as multiple of GDP per capita	4.2
Spending on inputs other than teachers as % of total recurrent spending	31%
Total recurrent spending (millions of Leones)	57,280
Junior Secondary	
Transition rate (Primary --> JSS)	63%
Total enrolment	133,401
Gross Enrolment Ratio (GER)	35%
Gross Enrolment Ratio (GER) - Boys	42%
Gross Enrolment Ratio (GER) - Girls	28%
JSS 1 (Grade 7) Access Rate	35%
JSS 1 (Grade 7) Access Rate - Boys	40%
JSS 1 (Grade 7) Access Rate - Girls	29%
JSS 3 (Grade 9) (Proxy Completion rate)	26%
JSS 3 (Grade 9) (Proxy Completion rate) - Boys	33%
JSS 3 (Grade 9) (Proxy Completion rate) - Girls	18%
% of pupils in private schools	5%
Enrolment in private institutions	6,670
Pupil per class (Public)	48.5
Teachers' average teaching workload (hours per week)	13.9
Pupil teacher ratio (public)	28.9
Total number of teachers	4,389
Teacher remuneration as multiple of GDP per capita	5.9
Spending on inputs other than teachers as % of total recurrent spending	30%
Total recurrent spending (millions of Leones)	19,781
Senior Secondary	
Transition rate (JSS --> SSS)	39%
Total enrolment	38,324
Gross Enrolment Ratio (GER)	12%
Gross Enrolment Ratio (GER) - Boys	17%
Gross Enrolment Ratio (GER) - Girls	6%
SSS 1 (Grade 10) Access Rate	10%
SSS 1 (Grade 10) Access Rate - Boys	14%
SSS 1 (Grade 10) Access Rate - Girls	6%
SSS 3 (Grade 12) (Proxy Completion rate)	11%
SSS 3 (Grade 12) (Proxy Completion rate) - Boys	17%
SSS 3 (Grade 12) (Proxy Completion rate) - Girls	4%
% of pupils in private schools	1%
Enrolment in private institutions	400
Pupil per class (Public)	42.3
Teachers' average teaching workload (hours per week)	14.9
Pupil teacher ratio (public)	27.1
Total number of teachers (Theoretically)	1,402
Teacher remuneration as multiple of GDP per capita	5.9
Spending on inputs other than teachers as % of total recurrent spending	28%
Total recurrent spending (millions of Leones)	6,157
Teacher training	
Total spending (millions) (Primary + JSS)	805

Education in and for Emergencies

One area on which this document is relatively silent is that of education during times of crisis and emergencies. Planning for the unexpected is difficult at the best of times but given the volatile nature of the sub-region and the tendency for problems in one country to spill over and affect neighbouring countries, there is a need to put a strategy in place. At the time of preparing this document, the two agencies leading in this area are UNICEF and SCUK. It is proposed that these two entities, working together with designated senior officers of MEST, produce a strategy to be scrutinised and endorsed by the Steering Committee for the implementation of the ESP before approval by GOSL.

Conclusion

An attempt has been made in this chapter to show the links between the documents that provide the foundation for the Plan and to set the scene for Chapters 4 to 13. The writers of the Plan are convinced that, if properly implemented, this Plan would contribute significantly to the alleviation of the endemic poverty presently reigning in Sierra Leone. In this regard, the Plan is not limited only to the achievement of Universal Primary Schooling and Completion, but considers education in a comprehensive and holistic way.

Most importantly, it must be noted that the achievement of our goals in education is only possible through full collaboration and partnership with other line ministries, Local Government Authorities, civil society, communities, NGOs, UN Agencies and donors.

Achieving Universal Primary Education and Completion (UPE + UPC)

A. Goal

To provide six years of good quality universal primary education to all children of primary school-going age (6-11 years) and the over-aged who had missed out - including those with special needs for both categories specified) and ensure that they all complete with necessary knowledge and skills.

B. Specific Objectives

1. To ensure that all children enter primary schooling at the age of 6 years.
2. To ensure that schools provide a safe environment for all children especially with regard to sexual exploitation and abuse and discrimination.
3. To improve the access of girls to and completion of primary education with the aim of attaining gender parity.
4. To ensure that the vulnerable and disadvantaged children including orphans, children in institutions, those with special needs and in need of protection, enrol and stay in school.
5. To ensure that all children starting primary education learn in a healthy and hygienic environment and finish school.
6. To improve the quality of primary education nationwide.
7. To ensure provision for the mentally challenged at the primary level

C. Key Challenges

The strides (free tuition, provision of per capita fee subsidies, teaching and learning materials, enactment of legislation) already taken by the Government of Sierra Leone to ensure that all children, regardless of gender and physical condition, access quality primary schooling has been tremendous. Yet still, there are 30%⁵ of children of primary school-going age still out of school. Those who eventually do access schooling do not complete. Getting all children to access and finish schooling are indeed phenomenal challenges which should be addressed effectively. Hinging on these major issues are sub-issues indicated below:

Access and Equity

Legislation enforcement: The legal provisions in the Education Act, 2004 should be strictly enforced if parents are to send their children to school. This will enable us meet the dictates of the Millennium Development and Education For All goals No. 2 as well as the Poverty Reduction Strategy by the stipulated deadline. The legal enforcement will help to reduce the large number of pupils of primary school-going age still out of school, especially those in the rural areas who should be in school at the right age. It will also be necessary to ensure that the enforceable provisions of the child rights bill are addressed when the latter is approved by Parliament.

Improving NER: Though the national Net Enrolment Ratio (NER) has improved from 42% in 1990 to 63% in 2004,⁶ the achievement of UPE requires an NER of 100%, which is indeed a tremendous challenge.

Gender parity: Enrolment at the primary level has soared from 400,000 in the late 1980s to an unprecedented 1.3 million in 2004/05. However, a gender gap still exists, with girls comprising 45 percent of the total enrolments in primary schools in 2004/05. The attendance of girls, especially those in the rural areas has to be improved.

Special needs: Access and provisions for the special needs pupils to be improved.

⁵ The Country Status Report for Sierra Leone, 2006; Population Census, 2004

⁶ Population Census, 2004

Inadequate number of schools: Schools have increased in number as enrolment has increased. Nevertheless, additional schools should be built if we are to cope with accommodating the expected enrolment of the 240,000⁷ children still not enrolled in school.

Completion

Poor internal efficiency of the system: Poor completion rates are an indication of internal inefficiency in the education system as are high repetition and drop-out rates. Primary completion rates are below 60% nationally, and gender disparities are pronounced (Male Gross Completion Rate GCR- 63.9% and Female GCR-47.6%)⁸. There are also large disparities among local councils in completion rates and some would require urgent large scale assistance if they are to achieve UPC by 2015.

The overall index of efficiency, considering both dropout and repetition rates, is 0.58. A system that operates at an efficiency rate of 0.58 wastes much-needed resources. Improvement in the internal efficiency would improve the completion rate and the management of resources in an attempt to reduce dropout and repetition.

School feeding programme expansion: There is a need to expand the school feeding programme to the other schools in the other districts which would not only encourage the children to access school but to stay without absenting themselves for lack of food. This would also help to improve primary completion.

Quality

Classroom conditions: As a result of the high percentages of damaged schools, classrooms are inadequate leading to overcrowding. More spacious classrooms needed for effective teaching and learning to take place. Desks and Chairs of teachers and pupils are inadequate and where available are of poor quality.

Teaching and learning material shortages: The provision of adequate quality teaching and learning materials is an issue that could not be dispensed with as we strive towards the accomplishment of quality primary education. The provision of core text books at a 1:1 ratio is the policy of MEST but is yet to be realized nationwide. The intention is to provide books in sufficient quantity that each child will have a set and readers to not only use in school but to take home. Phased replacement will be made every 3 years as necessary and as the curriculum is revised. MEST is yet to commission writers so that it owns the copy write to key books written using its syllabuses.

Libraries: Many primary schools do not have school libraries, and if they do they are ill equipped. Much improvement needed in that area. The high cost of books is not helpful to those schools wishing to start libraries from their meagre resources. A book policy can help matters greatly.

WASH facilities: A large number of schools lack toilets and clean water. Children in these schools are often not provided with hygiene lessons. This situation needs to be improved as safe water and sanitation are essential to protect children's health and ability to learn at school. The availability of clean water, adequate sanitation and hygiene education is directly related not only to physical, mental and social health but ultimately to economic and political development.

Teaching Staff: Contributing to poor education quality is the large numbers of untrained and uncertified teachers in the system. Nationally, 40% of teachers are unqualified, and in the Northern region, over half of all teachers are unqualified. The female teachers in primary constitute 32% of all teachers.⁹ The number and availability of qualified teachers especially in the rural areas are also to be increased.

Improving pupil-teacher ratio: Reduce high pupil teacher ratios. The country average is 66 pupils to a teacher and 112 pupils per qualified teacher. There is an obvious need to hire more qualified teachers, but a ceiling on teacher employment made necessary by MoF/IMF requirements has made that impossible. Further, keeping to our commitment of free quality education as stated in the 2004 Education Act and meeting

⁷ The Country Status Report for Sierra Leone, 2006

⁸ Population Census, 2004

⁹ The Country Status Report for Sierra Leone, 2006.

EFA-FTI benchmarks whilst at the same time keeping to teacher ceiling requirements which appear to take no cognisance of these fact places Sierra Leone in a very difficult position. The foregoing being the case, in setting the level of wage bill cap/reduction, reference must be made to the expenditures required to meet the MDGs and EFA goals in order to ensure that macroeconomic policies are not counter productive to the realization of these goals.

The cap placed on the wage bill has to be expanded to reflect the real situation and need for increasing the number of trained teachers and ensuring that untrained teachers are able to access in-service training to improve their skills. Unless the wage bill is expanded to increase the adequate number of teachers required (not just a nominal increase per year), the MDG/EFA goal of universal primary education by 2015 will not be realised.

Whilst macroeconomic policy considerations such as maintaining single digit inflation and low fiscal deficit targets are important and determine the amount of funds available for education, a framework needs to be developed which would not compromise important education targets and impact negatively on our fight against poverty in the long term.

Improving instructional hours and time on tasks: Double shift schooling especially in some urban areas as a result of the rapid growth in the student population has led to a reduction in instructional time¹⁰. Teacher and student absenteeism, both of which are too high, also contribute to reduced instructional time in primary schools.

Improving financial resource allocation: Timely payments of school subsidies and salaries to teachers as well as making the profession more attractive are essential to improved quality. In this regard, the ‘cleaning up’ of the teacher payroll, the establishment of a Payroll Unit and computerised IDs for all serving teachers are advocated.

Improving Monitoring and Supervision: Inadequate Monitoring and Supervision by the Inspectorate Directorate of the Ministry of Education, Science and Technology (MEST). This must be improved if we are to have quality education in primary schools. Vital logistics provision and increasing MEST capacity to monitor are essential to facilitate effective work. Apart from increasing and improving the capacity of the District Education Offices (DEOs) of MEST, the Education Committees of the Local Government Authorities/ Councils (LGAs/Cs) also need attention particularly as schools at the basic education level (i.e. primary and junior secondary schools) are their responsibility.

School Management Committees and Boards of Governors need training for monitoring of schools and teachers

D. Progress to date

Amidst all the challenges, there has been significant progress made to date. These are highlighted below:

- Provision of a legal framework (Education Act, 2004) to ensure that parents send their children to school. School enrolment has increased tremendously over the last few years.
- Formation of a technical working group (Pillar Working Group 3) to ensure that we achieve UPE/UPC as stated in Goal 2 of the Education For All (EFA), Millennium Development Goal (MDG) documents and the Poverty Reduction Strategy Paper (PRSP)
- Sensitisation of the population by the government, women’s organisations (FAWE, UNIFEM etc.), international and national Non-Governmental Organisations to send their girl-children to school to curb gender disparity.

¹⁰ Country Status Report for Sierra Leone, 2006

- Steps towards improvement of the quality in primary schools through the construction, reconstruction and rehabilitation of several primary schools, provision of text books and furniture, training of School Management Committees (SMCs) and in-service teacher training including untrained and unqualified teachers at the primary level through the jointly funded SABABU Education project (GoSL/IDA/AfDB). It should also be noted that some amount of ‘seed money’ is been given to the SMCs to help generate income for their respective schools.
- Significant inputs aimed at improving quality through the construction, reconstruction and rehabilitation of additional primary schools, V.I.P. toilets and water wells and the provision of teaching/learning materials are being made through the GoSL/Islamic Development Bank funded project.
- Reducing cost of education to parents by payment of all school tuition and examination fees which has improved access.
- Provision of per capita fee subsidies to schools by the government
- Government’s intervention to improve accountability and transparency by encouraging schools to have bank accounts into which subsidies and other subventions for the school should be paid.
- Establishment of School Management Committees (SMCs) to improve governance at the primary level.
- Devolution of all functions relating to primary education to the Local Council authorities for effective and efficient management of the system.

E. Strategies to Address Key Issues

The key strategies designed to address the specific objectives above are summarized in Figure 11. The corresponding log frame, indicating required actions, indicators of achievement, responsible entities and time, follows in the next section. It should be noted that some items in the log-frame are not contained in the narrative, this is to minimise the amount of repetition.

Figure 11: Specific Objectives and Key Strategies for Achieving Universal Primary Education and Completion

Specific Objective	Key Strategies
To ensure that all children enter primary schooling at the age of 6 years.	<ul style="list-style-type: none"> ▪ Enforce the legislation stipulated in the Education Act 2004. ▪ Ensure that all births are registered ▪ Provide school feeding ▪ Encourage more pre-schooling ▪ UPE sensitisation issues ▪ Ensure that no child has to travel more than 1.5 miles to access a school ▪ Ensure that facilities for the Special needs are in place
To ensure that schools provide a safe environment for all children especially with regard to sexual exploitation and abuse and discrimination.	<ul style="list-style-type: none"> ▪ Provide nation-wide sensitisation on issue ▪ Revise the terms and conditions of service of teachers to ensure the protection of children ▪ Enact and enforce legislation criminalizing sexual harassment by teachers and agree on a code of ethics with SLTU ▪ Provide safe environment for girls including separate toilets ▪ Institute severe penalties for child abusers

<p>To improve the access and completion of primary education by girls with the aim of attaining gender parity and equality.</p>	<ul style="list-style-type: none"> ▪ Make it easier for girls to access school ▪ Sensitizations to be continuous ▪ Allow child-mothers and drop-out girls to return to school ▪ Provide girls with incentives to complete school ▪ Increase percentage of female teachers – role models ▪ Gender-sensitive curriculum ▪ Encourage communities to find substitute for assistance of children as baby-sitters and traders during and after school hours.
<p>To ensure that the vulnerable and disadvantaged children including orphans, children in institutions, those with special needs and in need of protection, enrol and stay in school.</p>	<ul style="list-style-type: none"> ▪ Prevent exploitation of children ▪ Stop children being used by elders for begging ▪ Provide necessary social support and follow-up ▪ Conduct a study of children who are out of school, to determine what it would take to get them in school ▪ Strengthen government commitment and capacity to fulfill children’s rights to protection ▪ Provide sensitisation on rights of child as outlined in the Bill ▪ Address harmful traditional practices that are prejudicial to the health and education of children ▪ Encourage open discussion of child protection issues ▪ Build a school environment that is supportive, caring, develops democratic values in children and that offers role models for children
<p>To ensure that all children starting primary education learn in a healthy and hygienic environment and finish school.</p>	<p>To work towards achieving the 100% UPC by 2015,</p> <ul style="list-style-type: none"> ▪ Start by reducing absenteeism to 5% or less. ▪ Start by reducing repetition rate to 5% or less. ▪ Start by reducing drop-out rate to 5% or less. ▪ Increase access to safe water, latrines and hand washing facilities in schools. ▪ Ensure that hygiene education is taught in schools ▪ Reduce cost to parents
<p>To improve the quality of primary education nationwide.</p>	<ul style="list-style-type: none"> ▪ Ensure improvement in the quality of teaching nationwide ▪ Ensure that there is improvement in the quality of teaching/learning environment ▪ Ensure that there is an increase and improvement in MEST capacity to monitor and supervise schools ▪ Improve financial management ▪ Schools and examining bodies receive subventions on time ▪ Access to reference materials additional to that in schools is a must. ▪ Greater investment in assisted schools by proprietors and quality improvement in such schools is a necessity.
<p>To provide access and ensure completion for the mentally challenged at the primary level</p>	<ul style="list-style-type: none"> ▪ Create an enabling environment ▪ Train more staff to handle the mentally challenged ▪ Provide staff with salary incentives to encourage more to train and stay ▪ Construct more specially equipped and manned institutions

F. Log Frame

Figure 12: Log Frame with Prioritized List of Activities (short, medium and long term) for the Primary Sector

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
To ensure that all children enter primary schooling at the age of 6 years	Enforce legislation stipulated in the Education Act 2004	Sensitise paramount chiefs, parents and the rest of the community on the legal implications Strictly enforce the penalties.	100% of pupils aged 6 entered school	Paramount chiefs, Local Council authorities, Parents, Council of Head teachers of primary schools, Inspectorate Division, MEST, Legal enforcement agencies.	MT-LT
	Enforce registration of all births	Convince paramount chiefs local council authorities, central government to get parents/guardians to report births promptly	All births reported	Central government, Paramount chiefs, Local Council authorities, Parents, MOHS.	ST-MT
	School feeding provision	Expand school feeding programme to other schools in all districts	School feeding programme in operation in selected schools in every district	School feeding programme unit at MEST, WFP	MT-LT
	Universal Primary Education (UPE) sensitisation	Design and commence UPE sensitisations Adult literacy classes	All districts nationwide sensitised	MEST and all Stakeholders in education, including UN agencies and NGOs	ST-MT
	Home ↔ School distance not to exceed 1.5 miles and not through difficult terrain	Construction of new schools Rehabilitation of old schools Locate new schools according to school mapping design of MEST	Schools, especially new ones located within the specified walking distance	Planning Directorate of MEST, NGOs dealing in school construction	MT-LT
		Design and execute jointly formulated accessibility to school plan via difficult land terrain or rivers.	All towns and villages with schools accessible by road/rivers	MEST, Ministry of Transport and Communications, NGO Partners, Local Council authorities, Village and Town Communities under guidance of their traditional leaders	MT-LT
	Establish facilities for the special needs even at the early age of 6 years	Mandate all parents/guardians to send their special needs children to school at the right age	All special needs children start school at age 6 years	Sierra Leone Union for Disability Issues (SLUDI), All local and International NGOs handling the issues of the special needs, MEST, Ministry of Social Welfare Gender and Children Affairs (MSWGCA). Traditional leaders' and their Village and Town communities, Local Authorities	MT-LT
		Equip all primary schools with facilities for special needs children	100% of all primary schools with facilities for special needs children	MEST, All local and International NGOs handling the issues of the special needs, Traditional leaders' and their Village and Town communities, Local authorities	MT-LT
To ensure that schools provide a safe environment for all children especially with regard to sexual	Provide nation-wide sensitisation on issue	Link with press and radio to inform and have discussions on issue with children at the forefront	Individuals more informed and ready to take a stand on the issue	MEST, LGAs, MSWGCA, Traditional leaders, NGOs, UN Agencies	ST-MT
	Revise the terms and	Ensure the preparation and approval of	Revised terms and conditions	MEST, LGAs, SLTU, CPSS, HTC, Law	ST-MT

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
exploitation and abuse and discrimination.	conditions of service of teachers and introduce a code of ethics for teachers	revised terms and conditions of service for teachers which ensure the protection of children in their care Agree on and enforce a code of ethics with the SLTU that would, amongst other things, prevent the few male teachers who may so wish from having sexual relationships with their female pupils	and new code of ethics for teachers in operation Incidents of sexual exploitation of female pupils by male teachers greatly reduced Teachers more protective of pupils / students	Officers Dept	
	Safe environment and separate toilets for girls (See also below)	Embark on construction of separate toilets for male and female in all primary schools and provide other gender-sensitive facilities	All schools with separate male and female toilets. Separate Physical and Health Education facilities for females and males.	MEST, LGAs, School Proprietors, SMCs, NGOs, UN Agencies and donors	ST-MT
	Institute severe penalties for child abusers	Enforce existing legislations aimed at discouraging and preventing child abuse	Child abusers prosecuted and public made aware.	MSWGCA, Ministry of Justice, Law Officers Dept	ST-MT
To improve the access of girls to and completion of primary education with the aim of attaining gender parity and equality	Make it easier for girls to access school	In addition to the free tuition for all, provide 3 sets of uniform per girl child per year in Local Government Areas with lower than average female enrolment rates Construction of girl-friendly schools	Increase in girls primary attendance rate	MEST, LGAs, NGOs, UN Agencies and other education-funding donors	ST-MT
	Continuous sensitisations	Embark on sensitisation campaign on the benefits of education for girls	Increase in number of girls accessing primary schooling	MEST, LGAs, NGOs, Traditional leaders, including Paramount Chiefs.	ST-LT
	Child-mothers and drop-outs allowed to continue schooling	Provide affordable child care options for all	Increase in girls primary completion rate	MEST, LGAs, NGOs, UN Agencies and other funding partners	ST-LT
	Incentive for girls to complete school	Continue the practice of providing free education for girls in Junior Secondary Schools in districts with abnormally low GER and NER for girls starting with the most disadvantaged	Increase in girls primary-JSS transition rate	MEST, inputs from other education -funding partners	ST-LT
	Safe environment and separate toilets for girls (See also above)	Embark on construction of separate toilets for male and female in all primary schools and provide other gender-sensitive facilities	100% of schools with separate male and female toilets. Separate Physical and Health Education facilities for females and males. Decrease in absenteeism rate	MEST, LGAs, School Proprietors, SMCs, NGOs, UN Agencies and donors	ST-MT
	Equitable proportion of female teachers in primary schools	Aggressively recruit female teachers	Increase in percentage of female teachers in primary schools	Employing Authorities, MEST, Sierra Leone Teachers' Union, Council for Head Teachers of primary schools	ST-LT
	Gender-sensitive Curriculum	Revise the present curriculum	Curriculum 100% gender	National Curriculum Research and	ST-MT

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
			sensitive	Documentation Centre (NCRDC) of MEST	
	Arrest decrease completion rate of girls through impregnation by male teachers	Enforce punitive and disciplinary measures against male teachers who establish sexual relationships <u>with</u> female pupils	Fewer girls impregnated or forced into sexual relationships with male teachers	MEST, LGAs, Traditional Leaders including Paramount Chiefs, MSWGCA	ST-MT
	Abolish the idea of primary school-going aged children becoming baby-sitters, child-traders during school hours	Sensitisation of communities on alternatives of child labour	Reduced number of child traders in the streets Decreased rate of absenteeism	MEST, LGAs, MSWGCA, Law Enforcement Agencies	ST-LT
To ensure that the vulnerable and disadvantaged children including orphans, children in institutions, those with special needs and in need of protection, enrol and stay in school.	Encourage open discussion of child protection issues, reduce exploitation of children and strengthen government commitment and capacity to fulfill children's rights to protection	Provide nationwide sensitisation on child rights and the advantages of education Pass and enforce the child rights bill Stop child begging and prohibiting the use of children to beg	Individuals more knowledgeable about child rights issues Wider and more in-depth discussion of traditional practices that are potentially harmful to the child Child rights bill passed Child beggars absent from streets and attending school	MEST, MSWGCA, LGAs, Law Enforcement agencies, UN agencies and NGO partners in education	ST-LT
		Organise skills training for the blind and other disabled	More disabled with saleable / livelihood skills		
	Establish care and craft production centres for the blind and disabled poor with primary schools attached for their children/wards	Children/wards of disabled attending school but near enough to be of assistance if urgently needed			
	Appoint and train social workers with the specific responsibility of monitoring the schooling of vulnerable and disadvantaged children to ensure their protection	Vulnerable and disadvantaged children monitored to ensure that they are attending school and not being exploited Improved statistics on OVCs			
	Ensure school feeding programmes in all special needs schools	Decrease in the number of special needs children going hungry and dodging school to beg for food			
	Enforce the protection of vulnerable children through community work, fines and/or imprisonment if warranted	Decrease in the number of special needs children maltreated or abused.			
	Increase social support for all special needs	Disabled with less need to beg			
To ensure that all children starting primary education learn in a healthy and hygienic environment	To achieve 100% UPC by 2015, Reduce absenteeism by 5% or less	Provide incentives for parents to send kids to school regularly Construction of child-friendly schools Sensitisation of parents and adult literacy Extend school feeding programme to more	Reduction in rate of absenteeism of both teachers and pupils to 5% or less	MEST + MOH + LGAs + MSWGCA + SHARP + Chiefs + NGOs + UN Agencies + Donors	ST-LT

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
and finish school.		schools and districts and invite more NGOs to make input Provide health care by establishing school cluster health units Abolish 'extra charges' levied by schools Improved monitoring of attendance of pupils and teachers by SMCs Dialogue with chiefs, other traditional leaders and the community to discover the local cause of absenteeism			
	Reduce repetition rate to 5% or less	Require schools to limit repetition to less than 5%	5% or less pupils repeating the class	MEST + MOH + LGAs + MSWGCA + SHARP + Chiefs + NGOs + UN Agencies + Donors	ST-LT
		Improve teachers by providing more pre and in-service training	50% reduction in untrained and unqualified teachers numbers		
		Obtain and maintain a pupil textbook ratio of 1:1	Each pupil has a set of textbooks allocated each year		
		Provide more teaching and learning aids to improve teaching quality	More aids visible and in use in schools		
		Reduce double shift schooling by constructing more classrooms and operating smaller schools	single shift restored in most schools		
		Start multiple shift schooling 30 minutes earlier and reduce breaks by 5/10 minutes	Increase in average number of hours of schooling		
	Reduce drop-out rate to 5% or less	Provide uniforms at affordable costs	School children all have uniforms from shops at low costs	MEST + MOH + LGAs + MSWGCA + SHARP + Chiefs + NGOs + UN Agencies + Donors	ST-LT
		Extend school feeding programme to more schools and districts and invite more NGOs to make input	School feeding programme in operation in all schools nationwide		
		Provide health care by establishing school cluster health units	Health care units established in all schools		
		Abolish 'extra charges' levied by schools	Extra charges abolished		
		Make curriculum more relevant Train teachers in child-friendly, interactive and activity based methods	Revised curriculum Teachers trained		
		Establish community crèches to free older siblings to attend school	Community crèches in operations in most communities		
Increase access to safe water, latrines and hand washing facilities in schools and ensure that hygiene education	Ensure that all new schools have accompanying pipe-borne water or protected well, flush or VIP toilets, drinking buckets and cups and hand washing facilities	Safe water and hygienic toilets available in schools Pupils / students with good hygiene practices	MEST + LGAs + Proprietors + MOH + NGOs + UN Agencies	ST-MT	

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
	is taught in schools	Require proprietors of existing schools to provide similar facilities and give deadline for meeting requirement Encourage NGOs and UN Agencies to assist with provision of facilities	Fewer children regularly absent through illness due to poor hygiene		
To improve the quality of primary education nationwide.	Ensure improvement in the quality of teaching nationwide	Ensure that all UU teachers are trained within a specified period not exceeding 2 years	Reduction in percentage of UU teachers	Educational programmes and Higher Education Directorates of MEST, UN Agencies, NGOs, Teacher Training Colleges	ST-MT
		Establish a program by which each teacher participates in at least 1 in-service every 3 years	Over 50% of teachers with certificates of participation in in-service programs		
		School heads to monitor work plans and weekly records of teachers	Plans and weekly records of teachers monitored.	Inspectorate Directorate of MEST, Council for Head Teachers of Primary Schools, Head Teachers of respective primary schools	
		Incentives for qualified teachers to access remote/rural areas	Increase in percentage of teachers in remote/rural areas	MEST, Ministry of Finance (MoF), NGOs, UN Agencies	
	Ensure that there is improvement in the quality of teaching/learning environment	Secure public-private partnership/private support to provide essential teaching/learning materials	Private firms and parastatals donating more funds/materials and equipment to education	MEST,SLUDI+UN Agencies+ Donors+ Private firms +WATSAN Unit +LGAs	ST-MT
		Introduce IT in schools by providing relevant equipment and power supplied by solar panel	IT starter centres equipped and functioning with a working solar panel for each school		
		Ensure that schools can be safely used by physically disabled children	Ramp ways constructed, walking canes for the blind, wheel chairs and other facilities provided to make school safer and more comfortable and conducive to learning		
		Make WASH a must for all schools (Also see earlier)	Girl-friendly and disabled-friendly WASH facilities operational in all schools		
		Ensure the production and approval of a book policy	Books more readily available at an affordable price		
		Create an environment that is more conducive to encouraging reading by e.g. awarding reading prizes and incorporating reading into school tests – See also Chapter 6.	Improved reading habit and better understanding of the written word		
Provide each pupil in GOSL and assisted schools with a replenish-able learning kit of core textbooks, selected readers, exercise books, pens and pencils, rulers as appropriate		Learning kits in use in a 1:1 ratio			
Provide good quality furniture for teachers	Good quality furniture in all				

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
		and pupils	schools at the primary level.		
Ensure that there is an increase and improvement in MEST capacity to monitor and supervise schools		Restructure and re-staff District Education Offices (DEOs)	DEOs restructured and re-staffed by employing qualified inspectors	MEST + LGAs + UN Agencies + NGOs + Donors	ST-LT
		Re-train and review performance of Inspectors annually	All Inspectors with annual certificates of participation in special and specific in-service training programs		
		Streamline the tasks of MEST inspectors to monitoring and reporting on local council activities	Tasks streamlined and timely and better quality reports from DEOs		
		Re-equip all DEOs with computers, printers and photocopiers, solar panels and communications equipment and transport facilities	All offices fully utilising computers and equipments provided. All Inspectors and Supervisors mobile and with MEST supplied cell phones		
		Provide IT training for all inspectors and secretaries of DEOs	All inspectors and secretaries fully IT trained.		
Improve financial management	Prepare plans and budgets 1 year in advance Agree on processing timeline with MOF + MEST + LGAs Take action as per agreed timeline	Plans and budgets available Budgets submitted on time Funds received by schools and examining bodies on time	Schools + LGAs + WAEC + NCTVA + MEST + MOF	ST-MT	
Schools and examining bodies receive subventions on time	Prepare plans and budgets 1 year in advance Agree on processing timeline with MOF + MEST + LGAs Take action as per agreed timeline	Plans and budgets available Budgets submitted on time Funds received by schools and examining bodies on time	Schools + LGAs + WAEC + NCTVA + MEST + MOF	ST-MT	
Access to reference materials additional to that in schools is a must	Construct or rehabilitate, furnish and equip one structure per LGA to be a School Library/ Resource Centre Plan access/visits to Centre per school as well as outreaches by Centre personnel	Centres operational Centres be fully utilised by students and teachers	MEST + LGAs + NGOs + UN Agencies + Donors	ST-MT	
Greater investment in assisted schools by proprietors and quality improvement in such schools is a necessity.		Phase out payment of non-teaching staff and non-laboratory technician staff in assisted schools over a 3 year period	Proprietors paying non-teaching staff and more funds available for investing in GOSL schools	MEST + LGAs + Proprietors	ST-MT
		Share maintenance and repairs cost on a 70% GOSL to 30% proprietor basis starting in 2009	Greater responsibility for quality of schools by proprietors		
		Share running costs on a 75 GOSL to 25%			

Specified Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
		proprietor basis starting in 2010			
		Establish a minimum of 2 year handing over notice for schools to be handed over to GOSL by proprietors	Greater preparedness by GOSL for taking over schools		
		Establish minimum infrastructure, teaching and student performance criteria for schools	Schools operating at a minimum standard		
To ensure provision for the mentally challenged at the primary level	Create an enabling environment	Construct one school in every district for the mentally challenged	A school for the mentally challenged in every district	MEST,NGOs, UN Agencies	ST-MT
		Equip each school with facilities for games and sports	Games and sports facilities in each school and are being used	MEST, Ministry of Youth and Sports,MSWGCA,NGOs	
		Train specialist teachers	Specialist teachers trained	MEST, Teacher training institutions, MSWGCA,NGOs	
		Develop a relevant curriculum and syllabus	Relevant curriculum and syllabus developed and in use	NCRDC of MEST, Teacher Training institutions	
		Provide free tuition and meet extra charges	Free tuition provided and extra school charges met	MEST, MSWGCA, NGOs	
		Provide 3 free uniforms per child for the academic year	3 uniforms provided for each child each year	MEST, NGOs, UN Agencies, MSWGCA	
		Extend school feeding programme	School feeding programme in operation in mentally challenged schools	School feeding programme of MEST, WFP,MOH, NGOs, UN Agencies	
		Each school benefiting a health unit serving a cluster of schools	Health units serving clusters of primary schools	MEST,WHO,MOH,NGO partners	

¹¹The Context of Primary Education with Regard to the ESP Scenarios

For the purpose of this Plan, 5 scenarios were considered. The first (chosen) and the third scenarios are identical as far as the targets for the primary level are concerned. The difference is in terms of transition to and completion of JSS and ultimately the cost and sustainability. For scenario 2, amongst other things, the pupil to teacher ratio is reduced. This results in the need to employ more teachers and ultimately an increase in the financing gap and unsustainability. For scenario 4 every attempt is made to reduce the cost to the government by increasing class size and increasing private investment in primary schooling. The reduced cost leads to a scenario that is sustainable but undesirable class sizes and an unlikely tripling of present investment are the result. For scenario 5 all that is done is to significantly increase average teacher salary. The consequence is happy teachers but an unsustainable salary burden and an increased dependency on external support. Because of the foregoing, Scenario 1 is that preferred by MEST. For more details about the various scenarios considered, see Chapter 12. The simulation model used to calculate the costings was developed by the World Bank. It was also used in the Country Status Report. Senior officials of MEST were trained in Washington by the World Bank on how to use the model.

Key Pre-School to JSS Parameters for the 5 Scenarios Considered

	Current (2003/04)	2015 levels (unless otherwise stated)				
		Scenario 1 Chosen	Scenario 2 More Tchrs + Smaller Classes	Scenario 3 UBE + Increased JSS-SSS Transit	Scenario 4 Reduced Pub Enrol + Larger Classes	Scenario 5 - Higher Teacher Salaries
Pre-Primary						
Gross Enrolment Ratio	3.9%	20%	20%	20%	20%	20%
Percentage Government-Assisted	7.9%	8.0%	8.0%	8%	5%	8%
Subsidy to Private (US\$ million)	NA	0.52	0.52	0.52	0.54	0.52
Primary						
Gross Enrolment Ratio	121%	105%	105%	105%	105%	105%
Gross Intake Ratio	159%	100%	100%	100%	100%	100%
Gross Completion Ratio	55%	100%	100%	100%	100%	100%
Number of Head and Senior Teachers	3,576	7,000	7,000	7,000	7,000	7,000
Number of Teachers	12,865	17,816	20,918	17,816	14,093	17,816
Pupil-Teacher Ratio	61	45	40	45	50	45
Percentage of Pupils Private	5%	10%	10%	10%	15%	10%
Spending on Inputs other than Teachers (%)	31%	35%	35%	35%	35%	35%
Ave Teacher Remuneration as a multiple of per capita GDP	4.2	4.7	4.6	4.7	4.8	5.1
JSS						
Transition Rate Primary-JSS	63%	50%	50%	100%	50%	50%
Survival Rate	74%	90%	90%	100%	90%	90%
Repetition Rate	14%	5%	5%	5%	5%	5%
Number of Head and Senior Teachers	731	2,091	2,353	4,403	1,778	2,091
Number of Teachers	3,658	4,246	4,777	8,939	3,609	4,246
Pupil-Teacher Ratio	28.9	34.2	30.4	34.2	38.0	34.2
Pupil per Class	48.5	45.0	40.0	45.0	50.0	45.0
Percentage Private	5%	10%	10%	10%	15%	10%
Spending on Inputs other than Teachers (%)	30%	50%	50%	50%	50%	50%
Ave Teacher Remuneration as a multiple of per capita GDP	5.9	5.5	5.5	5.4	5.5	7.4

¹¹ Please note that the numbers quoted are projections from a model and are therefore largely estimates

UPE COSTINGS

Figure 14: Cumulative Primary Level Cost Implications of the Scenarios (US\$ millions)

	Sc 1		Sc 2		Sc 3		Sc 4		Sc 5	
	2010	2015	2010	2015	2010	2015	2010	2015	2010	2015
Domes generated recurrent resources for education	41.2	58.6	41.2	58.6	41.2	58.6	41.2	58.6	41.2	58.6
Indicative Framework domestic resources for primary education	18.5	25.7	18.5	25.7	18.5	25.7	18.4	25.7	18.5	25.7
Primary costs										
Total	34.7	53.0	39.3	61.2	34.7	53.0	29.1	43.1	36.4	57.3
Recurrent	30.5	48.5	32.0	53.7	30.5	48.5	28.6	42.3	32.2	52.9
Development (Classroom Construction)	4.2	4.4	7.3	7.6	4.2	4.4	0.5	0.8	4.2	4.4
Primary Recurrent Gap	-12.1	-22.9	-13.5	-28.0	-12.0	-22.9	-10.1	-16.7	-13.7	-27.2
Primary Recurrent As % of Tot Recurrent	45.4	47.7	45.3	47.1	39.9	36.1	45.8	48.0	44.8	46.0
Tot Recur Finance Gap 2007-15 (US\$)	-254.20		-298.6		-374.2		-197.2		-308.0	
Estimated Sustainability	Sustainable		Non-Sustainable		Non-Sustainable		Sustainable		Non-Sustainable	

Please note that the financing gap indicated is in terms of recurrent costs, as is the general practice, and excludes capital expenditures such as classroom construction which, although shown, has not been utilised in calculating financing gap.

¹²**Figure 15: GOSL Chosen Scenario - UPE Targets and Costs of Achievement (2007 -15)**

Level and Parameters	2007	2008	2009	2010	2011	2012	2013	2014	2015	Target
Primary	2007	2008	2009	2010	2011	2012	2013	2014	2015	2015
RECURRENT - RUNNING										
Grade 1 (GIR)	129%	120%	110%	100%	100%	100%	100%	100%	100%	100%
GIR Boys	133.1%	122.1%	111.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
GIR Girls	125.9%	117.2%	108.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 6 (Proxy Completion rate)	67%	71%	75%	79%	84%	88%	92%	96%	100%	100%
Grade 6 (Proxy Completion rate) - Boys	74.1%	77.3%	80.5%	83.8%	87.0%	90.3%	93.5%	96.8%	100.0%	100.0%
Grade 6 (Proxy Completion rate) - Girls	60.1%	65.1%	70.1%	75.1%	80.0%	85.0%	90.0%	95.0%	100.0%	100.0%
Share of repeaters	10%	9%	9%	8%	8%	7%	6%	6%	5%	5%
Share of repeaters - Boys	10.1%	9.5%	8.8%	8.2%	7.5%	6.9%	6.3%	5.6%	5.0%	5.0%
Share of repeaters - Girls	10.8%	10.1%	9.4%	8.6%	7.9%	7.2%	6.5%	5.7%	5.0%	5.0%
Gross Enrolment Ratio (GER)	109%	105%	102%	98%	99%	101%	102%	104%	105%	105%
Gross Enrolment Ratio (GER) – Boys	115%	110%	105%	100%	101%	102%	103%	104%	105%	105%
Gross Enrolment Ratio (GER) - Girls	104%	101%	99%	96%	98%	100%	102%	103%	105%	105%
Total enrolment	1,091,269	1,074,184	1,056,470	1,038,108	1,076,740	1,116,301	1,156,814	1,198,302	1,240,786	1,240,786
Total enrolment - Boys	576,450	562,447	547,974	533,017	549,999	567,379	585,165	603,366	621,994	621,994
Total enrolment - Girls	519,017	515,359	511,556	507,604	528,820	550,535	572,761	595,509	618,792	618,792
% of pupils in private schools	6%	7%	7%	8%	8%	9%	9%	10%	10%	10%
Pupil teacher ratio (public)	57	55	54	52	51	49	48	46	45	45
Total number of teachers	18,038	18,135	18,230	18,322	19,452	20,659	21,949	23,332	24,816	24,816
Teacher remuneration as multiple of GDP per capita	4.5	4.5	4.6	4.7	4.7	4.7	4.7	4.7	4.7	4.7
Spending on inputs other than teachers as % of total recurrent spending	32%	32%	33%	33%	33%	34%	34%	35%	35%	35%
Total recurrent spending (millions of Leones)	68,928	72,957	77,084	81,306	89,438	98,368	108,197	119,043	131,042	131,042
Teacher Training										
New teachers - Obtained thru Pre-service Training (Ave per year)	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
Teachers in-service training for primary education	223	223	223	223	223	223	223	223	223	223
Total spending (millions) (Primary)	1,374	1,414	1,454	1,158	1,191	1,225	1,259	1,295	1,332	1,332

¹² Please note earlier footnotes on the fact that apart from the base year figure, the others are estimates from the model underpinning the ESP.

UPGRADING									
Teacher qualification									
Number of teachers to be trained /year using distance education	965	965	965	965					
Total cost of teacher training (millions Leones)	1,125	1,157	1,190	1,224					
Classroom rehabilitation									
Number of classroom to be rehabilitated /year	201	201	201	201	201	201	201	201	201
Total cost of classroom rehabilitation (millions Leones)	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805
Teacher housing									
Number of teacher housing	27	27	27	27	27	27	27	27	27
Total cost per annum (millions of Leones)	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407
Capacity building (central and decentralized structure)									
Number of trainees / year	50	50	50	50	50	50	50	50	50
Total cost per annum (millions of Leones)	58	60	62	63	65	67	69	71	73
Infrastructure									
Rehabilitation per annum	4	4	4	4	4	4	4	4	4
Total cost per annum (millions of Leones)	27	28	30	31	33	34	36	38	40
EXPANSION (Capital)									
New classroom construction per annum (ave. for the period)	287	287	287	287	287	287	287	287	287
Total cost per annum (millions of Leones)	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625
Teacher housing									
Number of teacher housing	43	43	43	43	43	43	43	43	43
Total cost per annum (millions of Leones)	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266
Mobile Libraries									
New mobile library per annum (ave for the period)	1	1	1	1	1	1	1	1	1
Total cost per annum (millions of Leones)	344	344	344	344	344	344	344	344	344
All Costs - Primary (Le million)	85,960	90,063	94,266	98,229	105,174	114,140	124,008	134,894	146,933
All Costs - Primary (US\$ million)	32	33	35	36	39	42	46	50	54

Figure 16: Medium-Term (2007-10) Financing Gap for Universal Primary Education

Total gap for primary (millions of Leones)	2007	2008	2009	2010	Total
Recurrent	29,433	30,682	31,846	32,572	124,533
Capital					
Expansion	11,985	11,235	11,235	11,235	45,690
Upgrading	4,424	4,458	4,494	4,531	17,908
Total per annum (millions of Leones)	45,841	46,376	47,576	48,339	188,132

Already committed (millions of Leones)	2007	2008	2009	2010	Total
Recurrent	0	0	0	0	0
Capital					
Expansion	0	0	0	0	0
Upgrading	300	550	150	100	1,100
Total per annum (millions of Leones)	300	550	150	100	1,100

Net gap for primary (millions of Leones)	2007	2008	2009	2010	Total
Recurrent	29,433	30,682	31,846	32,572	124,533
Capital					
Expansion	11,985	11,235	11,235	11,235	45,690
Upgrading	4,124	3,908	4,344	4,431	16,808
Total per annum (millions of Leones)	45,541	45,826	47,426	48,239	187,032

Net gap for primary (millions of 2004 \$US)	2007	2008	2009	2010	Total
2004 exchange rate	2,701				
Recurrent	10.9	11.4	11.8	12.1	46.1
Capital					
Expansion	4.4	4.2	4.2	4.2	16.9
Upgrading	1.5	1.4	1.6	1.6	6.2
Total per annum (millions of 2004 \$US)	16.9	17.0	17.6	17.9	69.2

Total gap (millions of current US\$)		2007	2008	2009	2010	Total
US \$ depreciation per year	3.0%					
Total in current millions of \$US		18.4	19.1	20.4	21.3	79.2

Gap for other levels on recurrent		12.3	12.9	13.5	14.1	52.9
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¹³Figure 17: Long-Term (2007-15) Financing Gap for Universal Primary Education

Total gap for primary (millions of Leones)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Recurrent		29,433	30,682	31,846	32,572	37,328	42,661	48,658	54,128	61,743	369,051
Capital											
Expansion		11,985	11,235	11,235	11,235	11,985	11,235	11,235	11,235	11,985	103,366
Upgrading		4,422	4,457	4,493	4,530	3,310	3,313	3,317	3,321	3,324	34,486
Total per annum (millions of Leones)		45,840	46,374	47,574	48,337	52,623	57,209	63,210	68,683	77,052	506,903

Already committed (millions of Leones)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Recurrent		0	0	0	0	0	0	0	0	0	0
Capital											
Expansion		0	0	0	0	0	0	0	0	0	0
Upgrading		300	550	150	100	0	0	0	0	0	1,100
Total per annum (millions of Leones)		300	550	150	100	0	0	0	0	0	1,100

Net gap for primary (millions of Leones)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Recurrent		29,433	30,682	31,846	32,572	37,328	42,661	48,658	54,128	61,743	369,051
Capital											
Expansion		11,985	11,235	11,235	11,235	11,985	11,235	11,235	11,235	11,985	103,366
Upgrading		4,122	3,907	4,343	4,430	3,310	3,313	3,317	3,321	3,324	33,386
Total per annum (millions of Leones)		45,540	45,824	47,424	48,237	52,623	57,209	63,210	68,683	77,052	505,803

Net gap for primary (millions of 2004 \$US)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
2004 exchange rate	2,701										
Recurrent		10.9	11.4	11.8	12.1	13.8	15.8	18.0	20.0	22.9	137
Capital											
Expansion		4.4	4.2	4.2	4.2	4.4	4.2	4.2	4.2	4.4	38
Upgrading		1.5	1.4	1.6	1.6	1.2	1.2	1.2	1.2	1.2	12
Total per annum (millions of 2004 \$US)		16.9	17.0	17.6	17.9	19.5	21.2	23.4	25.4	28.5	187

Total gap (millions of current US\$)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
US \$ depreciation per year	3.0%										
Total in current millions of \$US		18.4	19.1	20.4	21.3	24.0	26.8	30.5	34.2	39.5	234

Gap for other levels on recurrent		12.3	12.9	13.5	14.1	15.2	16.4	17.6	18.8	20.2	141
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It is worth noting that the gap above has been computed with estimated donor support taken into account in the 'already committed' sub-table. Note in particular, the peak estimated for 2008 without which the financing gap would be larger. Chapter 4 of the sister document to this, i.e. the Country Status Report (CSR) - Education in Sierra Leone – Present Challenges, Future Opportunities, presents details on donor support for education up to 2004/2005. Annex 7 which shows external donor commitments for the period 2000 to 2004 is taken from the CSR. More up to date information on resource inflows are presently being put together by the Development Aid Co-ordinating Office (DACO) and the Improved Governance and Accountability Gap (IGAP) groups and will be used to update the level of the financing gap when available.

¹³ Please note that the financing gap has taken into account anticipated donor support / external funding which is presented in the table under 'already committed, capital, upgrading'.

Figure 18: The Chosen Scenario and FTI Benchmarks

	Base Yr	YEAR									FTI
	2004	2007	2008	2009	2010	2011	2012	2013	2014	2015	Bench
Recurrent cost of service delivery (millions of Le constant base year)											
Overall	113,964	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599	
Indicative framework											
Domestically-generated revenues as % of GDP	12.3%	12.8%	12.9%	13.1%	13.2%	13.4%	13.5%	13.7%	13.8%	14.0%	14-18%
Recurrent spending on education as % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%	2.8-3.6%
% domestically-generated resources allocated to education	18.4%	18.8%	19.0%	19.1%	19.3%	19.4%	19.6%	19.7%	19.9%	20.0%	approx 20%
Share of Primary Education in Overall Spending (%)	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7	approx 50%
Grade 1 (GIR)	159%	129%	120%	110%	100%	100%	100%	100%	100%	100%	100%
Grade 6 (Proxy Completion rate)	55%	67%	71%	75%	79%	84%	88%	92%	96%	100%	100%
Prim Teacher remuneration as multiple of GDP per capita											
Category 2; Teacher	3.3	3.5	3.5	3.6	3.7	3.7	3.8	3.9	3.9	4.0	3.5
Spending on inputs other than teachers as % of total recurrent spending	31%	32%	32%	33%	33%	33%	34%	34%	35%	35%	33%
Prim Pupil teacher ratio (public)	61	57	55	54	52	51	49	48	46	45	approx 40
Repetition Rate	12%	10%	9%	9%	8%	8%	7%	6%	6%	5%	10% or less
Annual Hours of Instruction (aver - single and double shift)	886	892	898	904	910	915	921	927	933	933	850 or more
% of pupils in private schools	5%	6.4%	6.8%	7.3%	7.7%	8.2%	8.6%	9.1%	9.5%	10.0%	10% or less
Indicative framework											
Financing gap for recurrent costs (constant millions of US \$ base year)											
Primary	-9.2	-10.0	-10.4	-10.8	-11.0	-12.7	-14.5	-16.5	-18.3	-20.9	
Other	-8.8	-11.3	-11.9	-12.4	-12.9	-13.9	-15.0	-16.1	-17.2	-18.5	
Total	-18	-21	-22	-23	-24	-27	-29	-33	-36	-39	

Expanding and Improving Post-Primary Schooling

Post-Primary schooling, also known as Secondary schooling has a six –year span in Sierra Leone in accordance with the 6-3-3-4 education system in operation. However, the first three of the six year period constitutes Junior Secondary Schooling and the next three, the Senior Secondary level. This chapter focuses on each of these levels independently.

It should be noted that primary and post-primary education are strongly linked and form part of an inseparable whole. As the policy of UPE is successfully implemented there will be an increasing bulge of primary leavers ready to enter post-primary schooling. The Government will provide increased opportunities at the post-primary level to ease the pressure at this bottleneck and keep the youth profitably engaged. The importance of post-primary education is underscored by the fact that its existence motivates children to complete primary school and its graduates provide the human capital necessary for the development of the country. It is for these reasons that MEST regards post-primary education as an essential factor contributing to a successful UPE programme.

The Junior Secondary School (JSS) Sector

A. Goal

To provide three years of good quality Junior Secondary education to all primary school completers, including those within the specified age-range (12-14 years), the over-aged who had missed out and the special needs, ensuring that those meeting pre-specified criteria are able to proceed to JSS and complete formal basic education.

B. Specific Objectives

1. To ensure that primary completers meeting pre-set criteria access Junior Secondary Schooling.
2. To improve the access of girls to and completion of Junior Secondary education with the aim of attaining gender parity and equality.
3. To ensure that all children starting Junior Secondary School finish.
4. To improve the quality of Junior Secondary education nationwide.
5. To provide for JSS children to realise their potential
6. To provide a rounded education for maximum student development

C. Key Challenges

The Government of Sierra Leone is committed to the provision of free and compulsory basic education as spelt out in key existing legislation and policy documents such as the 1991 Constitution, the Education Act, 2004 and the Poverty Reduction Strategy Paper. The Junior Secondary School (JSS) level is the second part of the nine year programme, the first being the six-year primary level. Given that these legislations and policies give basic (primary and JSS) education as the minimum level of schooling to be provided for all children, the magnitude of the challenge facing educators in Sierra Leone is daunting, especially as the percentage (26%)¹⁴ of 12 to 14 year olds out of school are quite high coupled with the 75%¹⁵ transition rate from primary to JSS in the 2004/05 academic year and the fact that enrolment at this level had more than doubled in the last 5 years, from about 60,000 in 2000/01 to just under 160,000 in 2004/05¹⁶. Some of these challenges are:

¹⁴ Population Census, 2004

¹⁵ Country Status Report for Sierra Leone, 2006

¹⁶ Ibid.

Access and Equity

Inadequate number and distribution of schools: There is an inadequate number of fully equipped and adequately furnished schools for the anticipated expansion in enrolment at the JSS level when you consider that there are about 4,000 primary schools feeding into less than 300 secondary schools. Access to JSS education would be highly feasible when the schools are well distributed especially closer to the community. The basis of this proposal is the outcome of the 2003/04 Sierra Leone Integrated Household Survey (SLIHS) on the issue of community perceptions on why children don't attend school. The survey revealed that 37% of the respondents (the second highest response) stated that the location of the schools were too far away from the community.

Improving the NER: The high percentage of 15 to 17 year olds enrolled at the JSS level indicates that the majority of children in JSS are well above the official age for the level i.e. 12 to 14 years as most children start schooling late and that matters are not aided by class repetition hence the high percentage of 'over-aged' children. The national Net Enrolment Ratio (NER) for the JSS level of 12%¹⁷ therefore must be improved by providing access to all the children of Junior Secondary School-going age (12-14years), especially the primary completers if they are to attain basic education.

Strengthening government interventions: Government over the years has been making significant inputs into the system but yet still those resources are inadequate if the Universal Basic Education is to be achieved. There is a need to further reduce the cost of JSS education to parents, especially in the area of prohibiting the extra-school charges usually levied. The 2003/04 Sierra Leone Integrated Household survey (SLIHS) on the issue of community perceptions on why children don't attend school revealed that 42% of the respondents stated economic difficulties as the primary reason.

Gender Parity: The awareness of the significant gender disparity by government culminated in the introduction of a girl-child education programme which was launched in the 2003/04 academic year. The programme provides uniforms, teaching and learning materials, and school fees for girls enrolled in JSS in the Northern and Eastern regions of the country where female enrolment has been lowest. As stated in the previous issue the challenge is for government to step up its inputs in these regions and at the same time including the other two regions, namely the Southern and Western regions in the interventions. Additionally, the government will take all measures necessary to ensure that the increasing difference in the pass rates of boys and girls in external examinations is halted and then reversed so that girls can achieve the equality in performance that they merit.

Completion

Improving repetition rate: Repetition rates at the JSS level is about 14% which is much higher than the primary repetition rates. Many of those who manage to access JSS are made to repeat classes. In fact the JSS has higher average repetition rates than all other school levels. However, dropout rates in the sector are low as indicated below. Many of those who start JSS1 eventually reach JSS3. Therefore the inefficiency at the JSS level is due more to repetition than to dropping out. However in terms of gender disparity there is a challenge of improving the completion rate of girls as there is ample evidence that girls leave school at an earlier age than boys. In fact the MICS 3 survey carried out in 2005 found that 62% of all women interviewed were married before the age of 18. This being the case, there is every need to get girls to start school at the right age so that they would have more chance of completing schooling before they leave and also a need to issue a policy to encourage girls to come back to school after a break.

¹⁷ Population Census, 2004

Figure 19: Index of Efficiency in Student Flow for JSS Schools, 2004/05

	JSS
Dropout-related	0.95
Repetition-related	0.86
Overall	0.81

Source: CSR Authors' calculations based on MEST data

Quality

Getting more instructional hours. The rate of repetition cannot be wholly unconnected with the fact that the number of hours of instruction is particularly low at the secondary level. In fact students attending government-owned and assisted double shift secondary schools (a largely urban phenomenon) have fewer hours of instruction than the EFA-FIT benchmark of 850 hours per year and are disadvantaged relative to students of private secondary schools who have many more hours of instruction per year.

Staff: There are inadequate numbers of trained, qualified and motivated teachers in Mathematics, Science, Technology, French and Language, and in the remote rural areas. There is also an inadequate number of relevant support staff such as Librarians, Laboratory Technicians, IT/Computer Specialists/Tutors, and in the remote rural areas. There is the challenge of retaining these staff as they have a high attrition rate due to unattractive salary structure and conditions of service for teachers.

Teaching and learning materials in schools: There is a scarcity of relevant teaching and learning materials or teaching aids in many Junior Secondary Schools. In addition, wherever they are found there are ill-equipped libraries, laboratories, Home Economic Centres, Workshops etc.

Curriculum: Irrelevant curriculum hardly meeting the needs of learners and society and hardly related to the cultures and values of the people.

Poor public examination results: Even though many students make it to the end of the junior secondary level, performance in the Basic Education certificate Examination (BECE) needs to be further improved. Some of the reasons for the poor performance in BECE may be attributed to lack of trained teachers in some key areas, relatively low instructional hours, and the absence of needed textbooks and materials amongst a host of others

Weak institutional capacity: Inadequate logistics for effective and efficient work has contributed to the relatively poor output by the quality assurance section (the Inspectorate Directorate) of the Ministry of Education, Science and Technology. Their capacity must be strengthened if we are to have effective monitoring, supervision and evaluation of basic education. There is also ineffective leadership in terms of governance, management and planning at the JSS level.

The functions of the JSS level have been devolved to the Local Councils. There is a need for human resource capacity building.

Weak financial management: Financial management of funds must be improved. They must be used prudently if quality is to be accomplished at the JSS level of education.

D. Progress to date

- The girl-child education support programme instituted in the Northern and Eastern regions of the country primarily aimed at reducing gender disparity. This has resulted in a significantly increased enrolment of girls at JSS.
- The SABABU Education Project is constructing, reconstructing and rehabilitating a large number of schools to meet this expected expansion. Implementation of the Sababu Education Project known as the Rehabilitation of Basic Education Project to the World Bank (IDA) and the Rehabilitation of Basic and Non-Formal Education and Skills Training Project to the African Development Bank, started in 2003 and has a value of US\$40 million, ten percent of which is to be provided by the GOSL. For the World Bank the project ends in June 2008 whilst for the ADB it ends in December 2007.

- Recently, the Ministry of Education, Science and Technology in trying to address the increase of successful primary school completers that should enter the JSS level has instituted the establishment of schools known as Basic Education schools, that is, primary schools with junior secondary schools component though most operate a double shift system with primary in the morning.
- Devolution of all functions relating to junior secondary education to the Local Council authorities for effective and efficient management of the system.

E. Strategies to address key issues

The key strategies designed to address the specific objectives above are summarized in Figure 20.

The log frame follows in the next section. It should be noted that some items in the log-frame are not contained in the narrative, this is to minimise the amount of repetition.

Figure 20: Specific Objectives and Key Strategies for Expanding and Improving JSS Education

Specific Objective	Key Strategies
To ensure that primary completers meeting pre-set criteria access Junior Secondary Schooling.	<ul style="list-style-type: none"> ▪ Enough schools for those accessing JSS ▪ All chiefdoms with JSS ▪ Accessibility to schools in difficult terrain ▪ Ensure that facilities for the Special needs are in place
To improve the access of girls to and completion of junior secondary education with the aim of attaining gender parity and equality	<ul style="list-style-type: none"> ▪ Reduce the cost of girls' education in all LGAs ▪ Sensitizations to girl-child education to be continuous ▪ Allow child-mothers and drop-out girls to return to school ▪ Provide girls with incentives to complete school
To ensure that all children starting junior secondary school do finish.	<p>As most children starting JSS do complete we should concentrate on:-</p> <ul style="list-style-type: none"> ▪ Improving the repetition rate ▪ Reducing drop-out rate to less than 5%.
To improve the quality of junior secondary education nationwide.	<ul style="list-style-type: none"> ▪ Ensure that there are good quality teachers in schools in all LGAs, with a special focus on rural areas ▪ Ensure that there is improvement in the quality of teaching/learning environment ▪ Effective monitoring and supervision of schools to ensure quality ▪ Improve financial management process in schools
To provide for JSS children to realise their potential	<ul style="list-style-type: none"> ▪ Create a challenging and attractive JSS environment ▪ Use the more able to help educate their peers
To provide a rounded education for maximum student development	<ul style="list-style-type: none"> ▪ Make improved provisions for the physical well-being of the pupil ▪ Further encourage the Psycho-social development of the pupil ▪ Encourage the development of more positive attitudes

F. Log Frame

Figure 21: Log Frame with Prioritized List of Activities (short, medium and long term) for the Junior Secondary School (JSS) Sector

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time	
To ensure that all primary completers access Junior Secondary Schooling.	Enough schools for those accessing JSS	Quick assessment of school need conducted per LGA by Local council authorities	Quick assessment report	MEST + LGAs + Chiefs +NGOs	ST-MT	
		Contract builders / contractors to rehabilitate and construct schools	New and rehabilitated schools			
	All chiefdoms with JSS	Visits to LGAs to find out and report on JSS need	Needs report submitted	MEST + LGAs + Chiefs +NGOs		
		Ensure that in school construction priority given to wards / chiefdoms without any JSSs and those with overcrowded schools	Reduction in over-crowded JSSs and all chiefdoms with JSSs			
Accessibility to schools in difficult terrain	Design and execute jointly formulated accessibility to school plan via difficult land terrain or rivers.	All towns and villages with schools accessible by road/rivers	MEST, Ministry of Transport and Communications, NGO Partners, Local Council authorities, Village and Town Communities under guidance of their traditional leaders, Sierra Leone Roads Authority (SLRA)	MT-LT		
Ensure that facilities for the Special needs are in place		Construct ramps and guides in order to make schools and toilet facilities more accessible to the disabled and blind	Special needs children able to move around school buildings easily	MEST + MSWGCA + MOH + LGAs + I/NGOs	ST-LT	
		Provide teaching/learning materials usable by the blind	More teaching learning materials available for the blind			
		Arrange for quarterly health checks for them	Less absenteeism and dropping out by special needs children			
		Ensure that special needs children benefit from feeding programme	Fewer disadvantaged children going hungry			
To improve the access of girls to and completion of junior secondary education with the aim of attaining gender parity	Reduce the cost of education to girls in all LGAs	Government to improve its intervention for girls in all LGAs	More girls in school at an average cost to parents that is lower than that of boys	MEST + LGAs + NGOs + UN Agencies+Donors	ST-MT	
		Prioritise girls for post-JSS sponsorship	greater percentage of girls than boys benefiting from post-JSS sponsorship			
	Sensitizations to girl-child education to be continuous	Embark on sensitisation campaign on the benefits of education for girls	Increase in number of girls accessing primary schooling	MEST, LGAs, NGOs, Traditional leaders, including Paramount Chiefs.		ST-LT
	Child-mothers and drop-outs allowed to continue	Provide affordable child care options for all	Increase in girls JSS completion rate	MEST, LGAs, NGOs, UN Agencies and other funding partners		ST-LT

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
	schooling				
	Incentive for girls to complete school	Continue the practice of providing free education for girls in Junior Secondary Schools starting with the most disadvantaged	Increase in girls JSS-SSS transition rate	MEST, inputs from other education -funding partners	ST-LT
To ensure that all children starting junior secondary school do finish.	Improving the repetition rate to 5% or less	Require schools to limit repetition to a maximum of 5%	5% or less pupils repeating the class	MEST, School Authorities	ST-LT
		Improve teachers by providing more in-service training	Improvement in 100% of teachers attending in-service training	MEST, NGOs, Donors, UN Agencies ME	ST-LT
		Provide more teaching and learning aids to improve teaching quality	More aids visible and in use in schools		
		Reduce double shift schooling by constructing more classrooms and operating smaller schools	single shift restored in most schools		
		Start multiple shift schooling 30 minutes earlier and reduce breaks by 5/10 minutes	Increase in average number of hours of schooling		
	Stop teachers basing class tests on own pamphlets. all pamphlets used by schools to receive prior NCRDC approval Stop teachers teaching part of their list of topics only during their fee-paying private lessons	Stop teachers basing class tests on own pamphlets.	Fairer school-based assessment of pupils	Inspectorate Directorate of MEST, School administration, Board of Governors of schools	ST
		all pamphlets used by schools to receive prior NCRDC approval	Written materials in use in schools of better quality		
		Stop teachers teaching part of their list of topics only during their fee-paying private lessons	Teachers more focused on their classroom teaching		
	Reduce drop-out rate to 5% or less	Provide uniforms at affordable costs	School children all have uniforms from shops at low costs	MEST + MOH + LGAs + MSWGCA + SHARP + Chiefs + NGOs + Law enforcement Agencies, Donors, WFP, WHO and other UN Agencies	ST-MT
		Start school feeding programme in JSS schools in all LGAs and invite NGO support	School feeding programme for JSS in operation		
		Provide health care by establishing school cluster health units and protect child	Health care units established in all schools		
		Abolish 'extra charges' levied by schools	Extra charges abolished		
		Establish community crèches to free older siblings to attend school	Community crèches in operations in most communities		
Allow pregnant girls and girl-mothers to continue with schooling		Many more girl mothers back at school			
Enforce 'rights of child' and child labour legislations		Fewer primary and JSS aged children being used for petty			

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
			trading, mining and begging during school hours.		
To improve the quality of junior secondary education nationwide.	Ensure that there are good quality teachers in schools in all LGAs with a special focus on rural areas	Employ trained and qualified teachers	Trained and qualified teachers in JSS schools	MEST + LAs + Proprietors + NGOs + UN Agencies + Donor Community	ST-LT
		Provide more planned and better quality in-service training and annual development workshops	More teachers with in-service training and Annual school based workshops going on		
		Revisit and review conditions of service	Revised conditions of service for teachers		
		Revival of 'remote' area and subject allowances	Remote area and subject allowances paid		
		Construction of staff quarters, especially in remote areas	More staff quarters for teachers, especially in remote areas		
	Ensure that there is improvement in the quality of teaching/learning environment	Improve the teacher training curriculum and syllabuses	Revised Teacher training curriculum and syllabuses		
		Reduce class sizes	Smaller class sizes		
		Provide more teaching/learning aids, including teacher guides to schools and training on their use	Schools with more aids and teacher guides that are in use		
		Construct teaching/learning resource centres in all LGAs	Teaching/learning resource centres in operation in all LGAs		
		Subsidy on costs of textbooks and reference materials	More pupils with textbooks		
		Partner with companies providing internet facilities	Schools able to visit internet websites and to download relevant materials		
		Provide each school with a television and VCR/DVD player for viewing 'master teachers' sample lessons	Improvement in learning		
		Provide solar power	Power supply available in schools		
		Review and revise BECE syllabuses to make them more relevant	Higher percentage successful in BECE and improvement in learning assessment scores		
		Ensure the production and approval of a book policy	Books more readily available at an affordable price		
		Create an environment that is more conducive to encouraging reading by e.g. awarding reading prizes and incorporating	Improved reading habit and better understanding of the written word		

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
		reading into school tests – See also Chapter 6.			
	Effective monitoring and supervision of schools to ensure quality	Annual Plan of inspection of schools to be developed by Inspectorate	Annual plan of inspection available and being implemented	MEST, and LGAs,	ST-MT
		Appoint more inspectorate staff	Increased number of staff	MEST, MoF	
		Develop annual budget for inspectoral activities to be conducted	Annual budget developed and MoF scaling finances provided to inspectorate	MEST and MoF	
		Biennial short term in-service training for all inspectorate staff	All inspectorate staff participating in short term in-service training	MEST and other educational Partners	ST-LT ST-LT
		Provision of communication equipment and transportation facilities	Cell phones, bicycles, motor bikes and pick-up vans provided	MoF, , UN Agencies, NGOs, Donor community	
Improve financial management process in schools	Financial management training for all principals/vice-principals and senior teachers of schools in all LGAs during the holidays	Judicious use of resources by schools administration	SLTU, LGAs, MoF, MODEP	ST-MT	
	Employ qualified and trained Bursars/Accountants	Qualified and trained Bursars /Accountants in all JSS schools	Board of Governors of schools	ST-LT	
To provide for JSS children to realise their potential	Create a challenging and attractive JSS environment Use the more able to help educate their peer	Establish district level schools of excellence at JSS level	Schools of excellence functioning	MEST + NGOs + UN Agencies	ST-MT
		Establish national, regional and district prizes for excellence in different subject areas	Criteria for awards agreed and prizes being awarded		
		Ensure that schools of excellence adequately equipped and staff	Schools equipped and staffed in accordance with agreed guidelines		
		Establish links between JSS and SSS schools of excellence Encourage methodologies to enable gifted children to interact with and educate other children Provide relevant knowledge and skills to gifted children that can be transferred to their parents	JSS and SS schools of excellence linked for continuity		
To provide a rounded education for maximum student development	Make improved provisions for the physical well-being of the pupil	Rehabilitate and improve on sports facilities for schools at the district level	Rehabilitated sports grounds/ facilities in use in districts	MEST, Ministry of Youths and Sports, LGAs, Community leaders, MSWGCA	ST-MT
		Revisit and re-organise / better structure PE/sport programmes at the JS school	Properly planned sports programmes in operation at		

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
		level	SS school level		
		Provide schools with sports equipment Organise inter-school sports competitions	A higher standard of sports at school level		
	Further encourage the Psycho-social development of the pupil	Provide support to schools to establish 'Let's Play' clubs	Greater understanding and interactions between schools and communities		
		Schools to organise clubs to work with community			
		Guidance Counsellors to be provided with in-service training on an annual basis	More competent Guidance Counsellors better able to give psycho-social counselling		
	Encourage the development of more positive attitudes	Provide teachers with further training on using the attitude rating scales presently in use in schools	Teachers understand and able to use attitude rating scales better		
Schools to organise meetings to explain rating scales and reasons for use to pupils and parents		Pupils and parents better able to understand rating scales and to give ratings more serious attention			

Figure 22: JSS Parameters

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Junior Secondary									
Transition rate (Primary --> JSS)	59%	58%	57%	56%	55%	54%	52%	51%	50%
Survival rate	78%	80%	81%	83%	84%	86%	87%	89%	90%
Survival rate - Boys	83.8%	84.5%	85.3%	86.1%	86.9%	87.7%	88.4%	89.2%	90.0%
Survival rate - Girls	70.3%	72.8%	75.2%	77.7%	80.1%	82.6%	85.1%	87.5%	90.0%
Share of repeaters	11.5%	10.7%	9.9%	9.1%	8.3%	7.5%	6.6%	5.8%	5.0%
Share of repeaters - Boys	10.6%	9.9%	9.2%	8.5%	7.8%	7.1%	6.4%	5.7%	5.0%
Share of repeaters - Girls	12.8%	11.9%	10.9%	9.9%	8.9%	7.9%	7.0%	6.0%	5.0%
Gross Enrolment Ratio (GER)	40%	42%	43%	45%	46%	47%	48%	49%	50%
Gross Enrolment Ratio (GER) - Boys	45%	46%	47%	47%	48%	49%	49%	50%	50%
Gross Enrolment Ratio (GER) - Girls	35%	37%	40%	42%	43%	45%	47%	49%	50%
% of pupils in private schools	6%	7%	7%	8%	8%	9%	9%	10%	10%
Pupil per class (Public)	47.6	47.3	46.9	46.6	46.3	46.0	45.6	45.3	45.0
Pupil teacher ratio (public)	30.6	31.1	31.6	32.1	32.5	33.0	33.4	33.8	34.2
Spending on inputs other than teachers as % of total recurrent spending	36%	37%	39%	41%	43%	45%	46%	48%	50%
Recurrent cost of service delivery (millions of Le constant base year)									
JSS Recurrent Cost as % of GDP	0.8%	0.9%	0.9%	0.9%	1.0%	1.0%	1.0%	1.0%	1.0%
Indicative framework									
Share of JSS Education in Overall Spending (%)	18.7	19.1	19.5	19.8	19.6	19.4	19.2	19.0	18.7

Figure 23: JSS Costs

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Running cost (millions of Leones)									
JSS	27,813	30,443	33,147	35,931	38,798	41,755	44,809	47,964	51,229
Other levels	120,576	128,731	137,273	145,886	159,041	173,354	188,961	204,723	223,370
Total recurrent	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599
Domestic Resources (millions of leones)									
JSS	16,438	18,493	20,760	23,258	25,378	27,664	30,127	32,782	35,640
Other levels	69,227	75,023	81,246	87,926	94,079	100,616	107,559	114,931	122,758
Total	85,664	93,516	102,007	111,184	119,457	128,280	137,687	147,713	158,398

Figure 24: Medium-Term (2007-10) Financing Gap for Junior Secondary Education

Total gap for JSS (millions of Leones)		2007	2008	2009	2010	Total
Recurrent		11,376	11,950	12,387	12,672	48,385
Capital						
Classrooms, Housing, etc		14,341	14,341	14,341	14,341	57,363
Total per annum (millions of Leones)		25,717	26,291	26,728	27,013	105,749
Total gap for JSS (millions of 2004 \$US)		2,007	2,008	2,009	2,010	8,034
2004 exchange rate						
Recurrent		4	4	5	5	18
Capital						
Classrooms, Housing, etc		5	5	5	5	21
Total per annum (millions of 2004 \$US)		10	10	10	10	39
Total gap (millions of current US\$)		2,007	2,008	2,009	2,010	8,034
US \$ depreciation per year						
Total in current millions of \$US		10	11	11	12	45

Figure 25: Long-Term (2007-15) Financing Gap for Junior Secondary Education

Total gap for JSS (millions of Leones)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Recurrent		11,376	11,950	12,387	12,672	13,420	14,092	14,681	15,183	15,590	121,351
Capital											
Classrooms, Housing, etc		14,341	14,341	14,341	14,341	14,341	14,341	14,341	14,341	14,341	129,067
Total per annum (millions of Leones)		25,717	26,291	26,728	27,013	27,761	28,432	29,022	29,523	29,931	250,418
Total gap for JSS (millions of 2004 \$US)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
2004 exchange rate	2,701										
Recurrent		4.2	4.4	4.6	4.7	5.0	5.2	5.4	5.6	5.8	44.9
Capital											
Classrooms, Housing, etc		5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	47.8
Total per annum (millions of 2004 \$US)		9.5	9.7	9.9	10.0	10.3	10.5	10.7	10.9	11.1	92.7
Total gap (millions of current US\$)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
US \$ depreciation per year	3.0%										
Total in current millions of \$US		10.4	11.0	11.5	11.9	12.6	13.3	14.0	14.7	15.3	44.8

The Senior Secondary School (SSS) Sector

Senior Secondary Schooling completes the secondary cycle and is the 3 years of secondary level education that follows successful completion of Junior Secondary Schooling. The policies on SSS are very similar to those on JSS with the exception that whilst the stated policy is for JSS to be compulsory, SSS is optional and based on meeting set criteria for admission in terms of Basic Education Certificate Examination (BECE) passes. Pupils who are successful at the BECE move onto either of two Senior Secondary Schools.

The first Senior Secondary School category which ends with the pupils taking the international West African Senior School Certificate Examinations (WASSCE) conducted by the West African Examinations Council. The other ends with a national examination, the National Vocational Qualifications (NVQ) examinations conducted by the National Council for Technical Vocational and other Academic Awards (NCTVA). The requirement to pursue the WASSCE course is a minimum of 5 passes including English Language or Mathematics, whereas the NVQ course requirement is a minimum of 4 passes with or without English Language or Mathematics.

At this level, regardless of the course pursued, students continue and improve upon their general education or specialize in preparation for university education, a professional school or other post senior secondary options. The aims of SSS include strengthening the knowledge, skills and attitudes acquired at the junior secondary school level as well as equipping students with skills that are in line with the manpower needs of the country.

A. Goal

To provide three years of good quality Senior Secondary education to all Junior Secondary School completers who opt to continue their secondary education, and ensure that they complete.

B. Specific Objectives

1. Expand enrolments in the Senior Secondary School sector, especially for girls.
2. To ensure that all children starting Senior Secondary School complete.
3. Better preparation of pupils for the world of work (those not continuing with tertiary education)
4. To improve the quality of Senior Secondary education nationwide.
5. To provide for SSS children to realise their potential
6. To ensure that SSS pupils receive a rounded education

C. Key Challenges

To address the manpower needs of the country it is but essential that we have a large number of JSS completers accessing the SSS level with the aim of entering and completing their tertiary education. To ensure that this is achieved there is a need to identify and address key challenges highlighted below:

Access and Equity

Increase number of schools and facilities: Even though the numbers accessing the SSS levels are relatively small, yet still there are presently not enough secondary schools operating either of both options (WASSCE/NVQ) to meet the demand for place. Physical infrastructure is therefore inadequate. Recently Schools which were purely Junior Secondary Schools have been upgraded by the addition of a senior component. This is still not enough to meet the expected demands linked with the increase due to Primary and Junior Secondary enrolments.

Improve national Net Enrolment Ratio (NER): The effect of increasing enrolment at the primary level is felt at all higher levels of the system. Approximately 53% presently transit from JSS to SSS. Due to increasing enrolment at the JSS level, the numbers accessing SSS and SSTV have increased as Figure 26 shows.

Figure 26: Senior Secondary School Enrolment Trends, 2000/01 to 2004/05

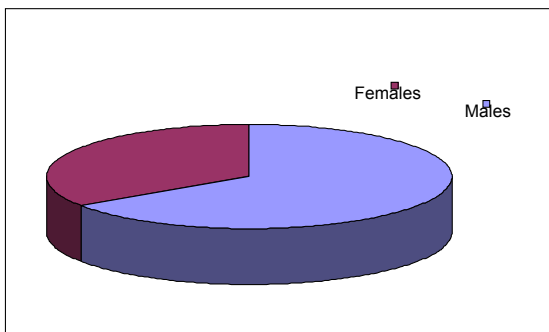
	Senior Secondary School (SSS)		
	Boys	Girls	TOTAL
2000/01	12,806	10,123	22,929
2001/02	14,154	8,103	22,257
2002/03	24,825	11,361	36,185
2003/04	26,292	12,032	38,324
2004/05	28,541	16,383	44,924

Source: MEST, From CSR, World Bank, 2006

Despite the growth in enrolments, access to the sector is quite low as evidenced by the following enrolment ratios¹⁸. The net enrolment ratio is 6% and the gross enrolment ratio 22% which are low compared to other countries. It can be improved if all those who access the primary level continue until they access the SSS level.

Gender Parity: Gender disparities in this sector are quite large as evidenced by national NER (male-7%, female-5%) and GER (male-30%, female-14%)¹⁹ parity indices above. For example for every 100 students enrolled in SSS and SSTV in 2004, 65 were boys and 35 were girls.

Figure 27: Enrolment in SSS and SSTV By Sex



From: 2004 Population Census Report, SSL, 2006

The need to provide more educational opportunities for women and girls at all levels of education, hence also the SSS level, is found in the *PRSP* as well as the *EFA* and *Millennium Development Goals*. Females who are successful at school become good role models for other girls who strive to emulate their success.

Completion

Improving on the high efficiency: Having entered into SSS 1 most students (88%)²⁰ survive until they reach SSS 3, the final level, and sit the WASSCE and NVQ as the table below indicates. The repetition rates are high, but lower than those for the primary and JSS sectors. The table below suggests that 98% of those entering SSS do not drop out but stay till the end.

Figure 28: Index of Efficiency in Student Flow for SSS Schools, 2004/05

	SSS
Dropout-related	0.98
Repetition-related	0.90
Overall	0.88

Source: CSR Authors' calculations based on MEST data

¹⁸2004 Population Census Report, SSI,2006

¹⁹ Ibid.

²⁰ Country Status Report of Sierra Leone, 2006

This is plausible since only the most advantaged access this sector. More work should be done for us to improve on the drop-out and repetition rates to enable achievement of a 100% completion rate. However, it is worthy of note that girls drop out earlier than boys which is often due to the early marriage factor.

Quality

Teaching staff: There is a lack of well trained and qualified teachers in scarce subjects (Mathematics, Science, Technology, French and English), and especially in rural areas. There is also a dearth of support personnel/technicians in SSS & SSS/TV schools. Teachers are not motivated enough to encourage quality delivery in class, and retention in the system. Their preference is to spend time on their private lessons at the expense of their full-time teaching job.

Inadequate facilities: Teaching and learning materials are in short supply. Classrooms/workshops/laboratories are totally lacking in modern technology and equipment, especially for the SSSTV options and where present there is no regular electrical power supply or standby generator. Few schools have functioning libraries and those that do lack up-to-date books and reference materials. Internet facilities are a rarity. Sanitation/toilet facilities are poor and rarely have provisions for the girl or the special needs.

Need for learning assessments: On completion of SS3 / SSTV3 (Grade 12), students sit the West African Senior School Certificate Examination (WASSCE) or the National Vocational Qualifications (NVQ) examinations. These are however measures or criteria that must be satisfied to enable the pupils progress to the next level. Instituting assessments of learning achievements would provide information as regards the scope of learning that has taken place, unlike the examinations specified which to a certain extent provides a slightly blurred picture of the quality of schooling at the SSS level.

Effective Quality assurance system: The governance structure of SSSs is identical with that of JSSs with the exception that whilst SSSs are directly under the jurisdiction of the MEST, JSSs are under the jurisdiction of local government authorities. MEST therefore has to build the capacity of its staff to ensure that there is quality education going on at the SSS level because this sector after their tertiary training will contribute immensely to the supply of skilled personnel necessary for the development of the country. The pupils, especially those of the SSSTV should be better prepared for the world of work.

D. Progress to date

- To meet the expanding enrolment, many schools have been upgraded from junior to senior level by being allowed to have a senior secondary component.
- Senior Secondary Schools are now being made independent and divorced from the Junior Secondary Schools. Each now have a separate administration.
- Schools of excellence have been identified and established which offer science or technical/vocational education. At present a further improvement has been made by adding the aspect of technology to the science option.
- In every other area science is now being linked up with technology.
- MEST have started to provide equipment for Laboratories and Workshops of some Senior Secondary Schools offering WASSCE and NVQ courses.

E. Strategies to Address Key Issues

The key strategies designed to address the specific objectives above are summarized in Figure 29.

Figure 29: Specific Objectives and Key Strategies for Expanding and Improving JSS Education

Specific Objective	Key Strategies
Expand enrolments in the Senior Secondary School sector, especially for girls and the disadvantaged	<ul style="list-style-type: none"> ▪ Make available access to SSS schools ▪ Curb the tradition of early marriages of the girl-child ▪ Accessibility to schools in difficult terrain ▪ Make SSSs 'special needs' friendly ▪ Girl-child education sensitizations to be continuous. ▪ Allow child-mothers and drop-out girls to return to school ▪ Provide girls with incentives to complete school ▪ Reduce the cost of education to SSS girls in all LGAs
To ensure that all children starting Senior Secondary School do complete.	<p>As most children starting SSS do complete we should concentrate on:-</p> <ul style="list-style-type: none"> ▪ Improving the repetition rate to 5% or less ▪ Reducing drop-out rate to 5%.or less
Better preparation of pupils for the world of work (those not continuing with tertiary education)	<ul style="list-style-type: none"> ▪ Examine the relevance of the curriculum to meet the needs of society. ▪ Provide required knowledge and resources for world of work
To improve the quality of Senior Secondary education nationwide.	<ul style="list-style-type: none"> ▪ Ensure that there are good quality teachers in SSS in all districts, with a special focus on rural areas ▪ Ensure that there is improvement in the quality of teaching/learning environment ▪ Effective monitoring and supervision of schools to ensure quality ▪ Improve financial management process in schools
To provide for SSS children to realise their potential	<ul style="list-style-type: none"> ▪ Create a challenging and attractive SSS environment ▪ Use the more able to help educate their peers
To ensure that SSS pupils receive a rounded education	<ul style="list-style-type: none"> ▪ Make improved provisions for the physical well-being of the pupil ▪ Further encourage the Psycho-social development of the pupil ▪ Encourage the development of more positive attitudes

F. Log Frame

Figure 30: Log Frame with Prioritized List of Activities (short, medium and long term) for the Senior Secondary School (SSS) Sector

Specific Objectives	Strategies	Required Action	Indicators of Achievement	Responsible	Time
Expand enrolments in the Senior Secondary School sector, especially for girls and the disadvantaged	Make available access to SSS schools	Quick assessment of school need conducted per LGA by Local council authorities	Quick assessment report	MEST + LGAs + Chiefs +NGOs	ST-MT
		Contract builders / contractors to rehabilitate and construct schools	New and rehabilitated schools	MEST + LGAs + Chiefs +NGOs	ST-MT
	Curb the tradition of early marriages of the girl-child	Protect the girl-child - enact legislations for early marriages of the girl-child	Legislations forbidding early marriage in place	MEST, Law Enforcement Agencies, Traditional Leaders, paramount Chiefs	ST-LT
		Sensitise chiefs and traditional leaders.	Early marriage practice greatly reduced		
	Accessibility to schools in difficult terrain	Design and execute jointly formulated accessibility to school plan via difficult land terrain or rivers.	All towns and villages with schools accessible by road/rivers	MEST, Ministry of Transport and Communications, NGO Partners, Local Council authorities, Village and Town Communities under guidance of their traditional leaders, Sierra Leone Roads Authority	MT-LT
	Make SSSs 'special needs' friendly	Construct ramps and guides in order to make schools and toilet facilities more accessible to the disabled and blind	Special needs children able to move around school buildings easily	MEST + MSWGCA + MOH + LGAs + I/NGOs	ST-LT
		Provide teaching/learning materials usable by the blind	More teaching learning materials available for the blind		
		Arrange for quarterly health checks for them	Less absenteeism and dropping out by special needs children		
		Provide School Guidance Counsellors trained to attend 'special needs' children	Schools more aware of needs of special needs children and how to provide for their learning needs		
	Girl-child education sensitizations to be continuous.	Embark on sensitisation campaign on the benefits of education for girls	Increase in number of girls accessing primary schooling	MEST, LGAs, NGOs, Traditional leaders, including Paramount Chiefs.	ST-LT
Allow child-mothers and drop-out girls to return to school	Provide affordable child care options for all	Increase in girls JSS completion rate	MEST, LGAs, NGOs, UN Agencies and other funding partners	ST-LT	
Provide girls with incentives to complete school	extend the practice of providing free education to girls in Senior Secondary Schools starting with the most disadvantaged	Increase in girls SSS-tertiary education transition rate	MEST, inputs from other education -funding partners	ST-LT	
Reduce the cost of education to SSS girls in all LGAs	Government to improve its intervention for girls in all LGAs	More girls in school at an average cost to parents that is lower than that of boys			

Specific Objectives	Strategies	Required Action	Indicators of Achievement	Responsible	Time
		Prioritise girls for post-SSS sponsorship	greater percentage of girls than boys benefiting from post-SSS sponsorship	MEST + LGAs + NGOs + UN Agencies+Donors	ST-MT
		Provide start-up assistance to parents of girls in remote and rural areas to generate funds to support the education of their girls	More poor rural parents able get funds from sale of agricultural products More communities able to take on and support teachers from their own resources	MEST, Ministry of Local government, LGAs, Chiefs, NGOs, Ministry of Agriculture	ST-LT
To ensure that all children starting Senior Secondary School do complete.	Improving the repetition rate to 5% or less	Require schools to limit repetition to a maximum of 5%	5% or less pupils repeating the class	MEST, School Authorities	ST-LT
		Improve teachers by providing more in-service training	Improvement in 100% of teachers attending in –service training	MEST, NGOs, Donors, UN Agencies ME	ST-LT
		Provide more teaching and learning aids to improve teaching quality	More aids visible and in use in schools		
		Reduce double shift schooling by constructing more classrooms and operating smaller schools	single shift restored in most schools		
		Start multiple shift schooling 30 minutes earlier and reduce breaks by 5/10 minutes	Increase in average number of hours of schooling		
		Stop teachers basing class tests on own pamphlets.	Fairer school-based assessment of pupils	Inspectorate Directorate of MEST, School administration, Board of Governors of schools	ST
		all pamphlets used by schools to receive prior NCRDC approval	Written materials in use in schools of better quality		
		Stop teachers teaching part of their list of topics only during their fee-paying private lessons	Teachers more focused on their classroom teaching		
Reducing drop-out rate to 5% or less		Provide uniforms at affordable costs	School children all have uniforms from shops at low costs	MEST + MOH + LGAs + MSWGCA + SHARP + Chiefs + NGOs + Law enforcement Agencies, Donors, WFP, WHO and other UN Agencies	ST-MT
		Start school feeding programme in SSS schools in all LGAs and invite NGO support	School feeding programme for SSS in operation		
		Provide health care by establishing school cluster health units	Health care units established in all schools		
		Abolish 'extra charges' levied by schools	Extra charges abolished		
		Establish community crèches to free older siblings to attend school	Community crèches in operations in most communities		
		Allow pregnant girls and girl-mothers to	Many more girl mothers back at		

Specific Objectives	Strategies	Required Action	Indicators of Achievement	Responsible	Time
		continue with schooling	school		
		Enforce 'rights of child' and child labour legislations	Fewer SSS aged children being used for petty trading, mining and begging during school hours.		
Better preparation of pupils for the world of work (those not continuing with tertiary education)	Examine the relevance of the curriculum to meet the needs of society. Provide required knowledge and resources for world of work	Ensure that revised curriculum makes provision for preparing students for work	SSS graduates better prepared for world of work	MEST + MLE + Chamber of Commerce + NGOs + Labour Congress	ST-MT
		Organise seminars to be given by various firms/companies about their businesses	Greater interaction between world of work and schools.		
		Organise visits to industries and offices			
		Train Guidance Counsellors to give careers guidance and jobs counselling.	Guidance Counsellors providing careers guidance and advice for students		
		Encourage schools to establish links with businesses/ industries	Smoother interface between school and work		
		Establish dialogue with businesses / industries on skills they would want school graduates to possess			
To improve the quality of Senior Secondary education nationwide.	Ensure that there are good quality teachers in schools in all LGAs, with a special focus on rural areas	Employ trained and qualified teachers	Trained and qualified teachers in SSS schools	MEST + LAs + Proprietors + NGOs + UN Agencies + Donor Community	ST-LT
		Provide more planned and better quality in-service training and annual development workshops	More teachers with in-service training and Annual school based workshops going on		
		Revisit and review conditions of service	Revised conditions of service for teachers		
		Revival of 'remote' area and subject allowances	Remote area and subject allowances paid		
		Construction of staff quarters, especially in remote areas	more staff quarters for teachers, especially in remote areas		
		Ensure that there is improvement in the quality of teaching/learning environment	Improve the teacher training curriculum and syllabuses		
		Reduce class sizes	Smaller class sizes		
		Provide more teaching/learning aids, including teacher guides to schools and training on their use	Schools with more aids and teacher guides that are in use		
		Construct teaching/learning resource centres in all LGAs	Teaching/learning resource centres in operation in all LGAs		
		Subsidy on costs of textbooks and reference materials	More pupils with textbooks		
		Partner with companies providing internet facilities	Schools able to visit internet websites and to download		

Specific Objectives	Strategies	Required Action	Indicators of Achievement	Responsible	Time
			relevant materials		
		Provide each school with a television and VCR/DVD player for viewing 'master teachers' sample lessons	Improvement in learning		
		Provide solar power	Power supply available in schools		
		Review and revise WASSCE/NVQ syllabuses to make them more relevant better indicators of learning	Higher percentage successful in WASSCE/NVQ and improvement in learning assessment scores		
		Employ more teaching support staff/technicians	More staff employed and teaching		
	Effective monitoring and supervision of schools to ensure quality	Annual Plan of inspection of schools to be developed by Inspectorate	Annual plan of inspection available and being implemented	MEST, and LGAs,	ST-MT
		Appoint more inspectorate staff	Increased number of staff	MEST, MoF	
		Develop annual budget for inspectoral activities to be conducted	Annual budget developed and MoF scaling finances provided to inspectorate	MEST and MoF	
		Biennial short term in-service training for all inspectorate staff	All inspectorate staff participating in short term in-service training	MEST and other educational Partners	ST-LT ST-LT
	Improve financial management process in schools	Provision of communication equipment and transportation facilities	Cell phones, Bicycles, motor bikes and pick-up vans provided	MoF, , UN Agencies, NGOs, Donor community	
Financial management training for all principals/vice-principals and senior teachers of schools in all LGAs during the holidays		Judicious use of resources by schools administration	SLTU, LGAs, MoF, MODEP	ST-MT	
Employ qualified and trained bursars/Accountants		Qualified and trained Bursars /Accountants in all SSS schools	Board of Governors of schools	ST-LT	
To provide for SSS children to realise their potential	Create a challenging and attractive SSS environment Use the more able to help educate their peers	Establish district level schools of excellence	Schools of excellence functioning	MEST + Tertiary instils + NGOs + UN Agencies	ST-MT
		Establish national, regional and district prizes for excellence in different subject areas	Criteria for awards agreed and prizes being awarded		
		Ensure that schools of excellence adequately equipped and staff	Schools equipped and staffed in accordance with agreed guidelines		
		Establish links between schools of excellence and tertiary level institutions Encourage methodologies to enable gifted children to interact with and educate other children	Tertiary level institutions linked with schools and latter benefiting from assistance with teaching etc		

Specific Objectives	Strategies	Required Action	Indicators of Achievement	Responsible	Time
		Provide relevant knowledge and skills to gifted children that can be transferred to their parents			
To provide a rounded education for maximum student development	Make improved provisions for the physical well-being of the pupil	Rehabilitate and improve on sports facilities for schools at the district level	Rehabilitated sports grounds/ facilities in use in districts	MEST, Ministry of Youths and Sports, LGAs, Community leaders, MSWGCA	ST-MT
		Revisit and re-organise / better structure PE/sport programmes at the SS school level	Properly planned sports programmes in operation at SS school level		
		Provide schools with sports equipment Organization of inter-school sports competitions	A higher standard of sports at school level		
	Further encourage the Psycho-social development of the pupil	Provide support to schools to establish 'Let's Play' clubs	Greater understanding and interactions between schools and communities		
		Schools to organise clubs to work with community			
	Encourage the development of more positive attitudes	Guidance Counsellors to be provided with in-service training on an annual basis	More competent Guidance Counsellors better able to give psycho-social counselling		
		Provide teachers with further training on using the attitude rating scales presently in use in schools	Teachers understand and able to use attitude rating scales better		
		Schools to organise meetings to explain rating scales and reasons for use to pupils and parents	Pupils and parents better able to understand rating scales and to give ratings more serious attention		

Figure 31: SSS Parameters

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Senior Secondary									
Transition rate (JSS --> SSS)	39%	38%	38%	38%	38%	38%	37%	37%	37%
Share of repeaters	9.4%	8.8%	8.3%	7.7%	7.2%	6.6%	6.1%	5.5%	5.0%
Share of repeaters - Boys	115.7%	112.4%	109.2%	106.0%	102.8%	99.6%	96.4%	93.2%	90.0%
Share of repeaters - Girls	76.4%	78.1%	79.8%	81.5%	83.2%	84.9%	86.6%	88.3%	90.0%
Gross Enrolment Ratio (GER)	14%	14%	15%	15%	15%	16%	16%	16%	17%
Gross Enrolment Ratio (GER) - Boys	17%	17%	17%	17%	17%	17%	17%	17%	17%
Gross Enrolment Ratio (GER) - Girls	9%	10%	11%	12%	13%	14%	15%	16%	17%
% of pupils in private schools	3%	4%	5%	6%	7%	8%	8%	9%	10%
Pupil per class (Public)	41.7	41.5	41.3	41.1	40.8	40.6	40.4	40.2	40.0
Pupil teacher ratio (public)	27.9	28.2	28.4	28.7	28.9	29.1	29.3	29.5	29.6
Spending on inputs other than teachers as % of total recurrent spending	34%	36%	38%	40%	42%	44%	46%	48%	50%
Recurrent cost of service delivery (millions of Le constant base year)									
SSS Recurrent Cost as % of GDP	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%
Indicative framework									
Share of Primary Education in Overall Spending (%)	6.2	6.5	6.7	6.9	6.9	6.9	6.9	7.0	6.9

Figure 32: SSS Costs

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Running cost (millions of Leones)									
SSS	9,245	10,274	11,352	12,481	13,665	14,909	16,217	17,595	19,048
Other levels	139,145	148,900	159,068	169,336	184,173	200,200	217,553	235,092	255,551
Total recurrent	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599
Domestic Resources (millions of leones)									
SSS	5,432	6,224	7,110	8,100	8,980	9,941	10,987	12,126	13,365
Other levels	80,+232	87,292	94,897	103,084	110,477	118,339	126,699	135,587	145,033
Total	85,664	93,516	102,007	111,184	119,457	128,280	137,687	147,713	158,398

Figure 33: Medium-Term (2007-10) Financing Gap for Senior Secondary Education

Total gap for JSS (millions of Leones)	2007	2008	2009	2010	Total
Recurrent	3,812	4,050	4,242	4,381	16,485
Capital					
Classrooms, Housing, sports	3,969	3,969	3,969	3,969	15,877
Total per annum (millions of Leones)	7,781	8,019	8,211	8,351	32,362
Total gap for JSS (millions of 2004 \$US)	2007	2008	2009	2010	
2004 exchange rate	2,701				
Recurrent	1.4	1.5	1.6	1.6	6.1
Capital					
Classrooms, Housing, sports	1.5	1.5	1.5	1.5	5.9
Total per annum (millions of 2004 \$US)	2.9	3.0	3.0	3.1	12.0
Total gap (millions of current US\$)	2007	2008	2009	2010	
US \$ depreciation per year	3.0%				
Total in current millions of \$US	3.1	3.3	3.5	3.7	13.7

Figure 34: Long-Term (2007-15) Financing Gap for Senior Secondary Education

Total gap for JSS (millions of Leones)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Recurrent		3,812	4,050	4,242	4,381	4,685	4,968	5,230	5,469	5,684	42,520
Capital											
Classrooms, Housing, sports		3,969	3,969	3,969	3,969	3,969	3,969	3,969	3,969	3,969	35,723
Total per annum (millions of Leones)		7,781	8,019	8,211	8,351	8,654	8,938	9,199	9,438	9,653	78,243
Total gap for JSS (millions of 2004 \$US)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
2004 exchange rate	2,701										
Recurrent		1.4	1.5	1.6	1.6	1.7	1.8	1.9	2.0	2.1	15.7
Capital											
Classrooms, Housing, sports		1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	13.2
Total per annum (millions of 2004 \$US)		2.9	3.0	3.0	3.1	3.2	3.3	3.4	3.5	3.6	29.0
Total gap (millions of current US\$)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
US \$ depreciation per year	3.0%										
Total in current millions of \$US		3.1	3.3	3.5	3.7	3.9	4.2	4.4	4.7	4.9	13.7

Providing More and Improved Literacy and Skills Training

A. Goal

To provide more and improved literacy and skills training in TVET institutions below the polytechnic level with the aim of bringing about an improvement in the quality of life and the achievement of sustainable development.

B. Specific Objectives

1. To raise the literacy rate of the country
2. To provide equitable access to literacy and quality skills training for individuals, especially the females and physically and mentally challenged with no schooling and those with education below the tertiary level.
3. To ensure that the appropriate quality skills training meet the skills training needs of the country.
4. To provide internationally recognised accreditations for TVET offerings.
5. To ensure that all individuals accessing TVET institutions at the pre-polytechnic level become self-sustainable.

C. Key Challenges

Access

Improving access to books and inculcating a reading habit: It is a truism that reading is not possible without reading materials. Many homes completely lack books and, sadly, many schools do not even possess reading rooms. The situation is not improved by the fact that local printers and publishers are very few and the quality of the products of most of these few is poor. The cost of production of these very small scale enterprises is high and so the relative cost of the printed material is also high and out of the reach of the majority of Sierra Leoneans. This being the case, there is dire need for a book policy. At MEST, work on such a policy is far advanced but there is now an urgent need to bring the matter to a close and to get the policy adopted.

Improving access to adult literacy programmes: The Population Census of 2004 found that, of those age 10 years and older, only 39% were literate. The rates varied greatly by age, for males and females and by region. Half of the male population is literate compared with only 29% of the female population. Given the very low levels of adult literacy there is a strong case for rapidly expanding adult literacy programmes throughout the country. The National Education Policy clearly states that top priority should be given to adult and non-formal education. Significantly improving literacy levels is essential for the attainment of poverty reduction goals. Moreover, literate parents are more likely to send their children to school. Adult literacy is therefore a key component of the UPE programme. Effort must be made to increase the coverage of adult literacy training, especially in the rural areas, where literacy is very low. In this regard, MEST would need to work closer with the Ministry of Local Government, the Decentralisation Secretariat, the Ministry of Youths and Sports and non-formal education and literacy focussed NGOs such as PADECO, PEA, etc.

Nationwide access to technology-related programmes: surveys have shown that only institutions in the Western Area of Freetown and 2 other provincial districts offer programs at the Higher National Diploma (HND) level. Additionally, some districts do not have technology-related programs beyond the Community Education Centre (CEC) level. The consequence is that access to technology courses above the most basic of levels is limited.

Legislation on fees: Legislation must be enacted to reduce fees if the 31,871²¹ already enrolled in TVET is to be surpassed. TVET is largely in the hands of private providers who charge commercial fees. Even though some receive subventions and other assistance from government, the fees make them out of the reach of many. The commercial fees undermine the desire for equity in access and exclude the poor majority from getting quality TVET.

Re-direct the focus of employees: Many employers prefer the focusing of resources on demand- driven formal sector training and skills up-grading of their employees through short term specific training, ignoring the competing need to provide training for the small scale and informal sectors and disadvantaged groups such as the pre-employed, the unemployed, as well as the physically and mentally challenged.

Increasing number of centres: By granting permission to providers to establish new centres, there can be an increase in the number of centres. The introduction of competition should also lead to an overall reduction in fees and more youths being able to access the programs on offer.

Quality

Improve quality intake: The quality of TVET nationwide is patchy. TVET institutions employ a variety of entrance examinations for access to their courses. The quality of many of these entrance examinations is questionable and hence the quality of intakes is poor, as reflected by the failure rate at the Certificate level. Those who eventually graduate are often of poor quality.

Inadequate TVET facilities: Though the cost of delivering TVET is rather high the existing physical facilities of TVET institutions such as workrooms, libraries, equipment and classrooms should be upgraded.

Paucity of qualified staff: There are very few trained and qualified teachers/instructors. They must be increased. Those already in the system should be provided with continuous upgrading of training skills to meet with the complex demands of technical and vocational skills

Improve skills training design: Skills training can be described/organised around 4 fundamental types of learning which Delores refers as the four pillars of education.

i - Learning to know; ii - Learning to do; iii - Learning to live together; IV. - Learning to be
These 4 pillars are being used as guides for the re-conceptualisation of TVET in Sierra Leone and to bring about fundamental change in what is taught so as to equip students with a wider range of skills that will enable them to perform at higher levels in applying knowledge in varied life situations. The change involves:

- balancing factual content of textbooks and learning materials with an emphasis on development of abilities such as problem solving creativity, team- working etc.
- introducing knowledge and skills standard in to the curriculum and also the HIV/AIDS programme.
- reviewing the treatment of women and girls and of (e.g.: physically and mentally challenged, women/girls) in the curriculum in the interest of promoting social cohesion.
- replacing narrow and excessively specialist vocational/technical instruction with broader based training.
- pushing more specialized training up to the post secondary level.

²¹ 2004 MEST/NCTVA Survey

Improve quality assurance mechanisms: TVET is experiencing quality assurance system problems. There is much room for improvement in the student learning outcomes as evidenced by the poor performance of candidates at the NCTVA examinations, particularly at the lower level. There is also an urgent need to develop an arm of NCRDC exclusively for TVET or to set-up a national training authority to act as the agency for developing and monitoring the TVET curriculum

Refocus limited financial resources: Given the resources available, it appears advisable for government to focus much of the funds available for TVET on the lower and top ends leaving the middle primarily to private providers whilst setting the standards, examinations and assuming responsibility for monitoring. It also makes sense for government to focus on those TVET subjects that the private sector is not investing in; those that involve high quality laboratories and equipment with skilled technicians.

Better organized TVET programme: TVET in Sierra Leone presently suffers from management weaknesses and the quality of available information on TVET. Matters are compounded by the absence of a body responsible for the registration of institutions and trainees, development of curriculum as well as monitoring and training standards. TVET planning and policy formulation should be strengthened and its education must be based on learning to know, to do, to live together and to be, but emphasis must be placed on learning to do. The TVET division at the Ministry of Education, Science and Technology (MEST) must be pro-active.

Labour market demands

Improve linkages with private sector: There is presently high unemployment among TVET graduates. There must be an improvement in the weak linkages with employers and industries. The employers normally use trainees as labour during their on-the-job training experience but the trainees are not employed on graduation. To have an effective linkage due consideration must be given to the labour market needs in planning training programmes. There must be established a TVET system that is flexible, adaptable and innovative and addresses the implications of changing labour markets.

D. Progress to date

TVET has in the recent past become recognized as an essential pre-requisite for national development in Sierra Leone. The introduction of the 6 – 3- 3- 4 system of education in 1993 brought into sharp focus the need to strengthen TVET in the country. Significant progress has been made though as mentioned earlier more has to be done.

- Government has improved the legal policy environment. There are key legislations (the 1991 National Constitution, 2004 Education Act) and policies (the National Education Master Plan (NEMP) for years 1996 – 2005, and the Sierra Leone Poverty Reduction Paper (PRSP)) in place that has impacted on Literacy and Skills Training
- The National Council for Technical, Vocational and other academic Awards (NCTVA) Act 2001 established a body to provide validation and certification services for awards in certain specialized and professional programmes in tertiary education institutions. They are also responsible for the provision of examination and validation services for the certificates at the Senior Secondary School Technical/Vocational option.
- Main streaming of TVET has been done in primary schools as well as strengthening of the integration of TVET in the secondary school curriculum
- Government is still making considerable inputs in the form of subventions and other assistance to TVET programme even though the national budget is over stretched by many diverse and ever increasing demands.

E. Strategies to Address Key Issues

The key strategies designed to address the specific objectives above are summarized in Figure 35.

Figure 35: Specific Objectives and Key Strategies for Providing More and Improved Literacy and Skills Training

Specific Objective	Key Strategies
<p>Raise the literacy rate in the country</p> <p>To provide equitable access to literacy and quality skills training for individuals with no schooling and those with education below the tertiary level.</p>	<ul style="list-style-type: none"> ▪ Continue with the nationwide literacy campaign ▪ Better coordination and administration of skills training by improving on existing structures ▪ Improve access and enrolment to all with focus on females and the physically and mentally challenged by establishing more literacy and skills training centres nationwide. ▪ Sensitise the public on the importance of the linkages between literacy eradication, skills training and poverty alleviation. ▪ Standardise the fees charged for the various courses and fix discount rates for the disadvantaged, females and physically and mentally challenged ▪ Create an environment that is more conducive to encouraging reading
<p>To ensure that the appropriate quality skills training meet the skills training needs of the country.</p>	<ul style="list-style-type: none"> ▪ Dialogue with industries and employers to ascertain needs. ▪ Development of improved and new standardised courses, curricula and syllabi for literacy and skills training at all levels below the tertiary to meet the needs of the country.
<p>To provide internationally recognised accreditations for TVET offerings.</p>	<ul style="list-style-type: none"> ▪ Harmonise the curricula of all TVET institutions below the polytechnic level. ▪ Conduct standardised examinations for certificate-granting TVET institutions ▪ Sensitise employers as to the accredited certificates for employment, without which employment cannot be done.
<p>To ensure that all individuals accessing TVET institutions at the pre-polytechnic level become self-sustainable.</p>	<ul style="list-style-type: none"> ▪ Ensure improvement in the quality of teaching ▪ Curriculum provision to be oriented but not limited to self-sustenance of individuals.

F. Log Frame

Figure 36: Log Frame with Prioritized List of Activities (short, medium and long term) for Literacy and Skills Training

Specific Objective	Strategies	Required actions	Indicators of Achievement	Responsible	Time
Raise the literacy rate in the country	Continue with the nationwide literacy campaign and create an environment more conducive to encouraging reading	<ul style="list-style-type: none"> Produce and adopt a book policy Ensure the establishment of more libraries in school and outside Train unemployed but literate youths to be trainers Provide literacy to adults with emphasis on females using messages focusing on child and maternal survival Provide functional literacy to adults with special needs focusing on livelihood skills Require schools to include reading in their school examinations Organise reading competitions for which attractive prizes are awarded 	Literacy rates increase	MEST, Ministry of Youth and Sports, MSWGCA, NGOs, Ministry of Local Government + Decentralisation Secretariat	ST-MT
To provide equitable access to literacy and quality skills training for individuals with no schooling and those with education below the tertiary level.	Better coordination and administration of skills training by improving on existing structures	<ul style="list-style-type: none"> Visit existing structures, review and identify shortcomings 	Existence of review report	MEST+ LGAs + Technical Vocational Council+Donors	ST-MT
		<ul style="list-style-type: none"> Restructure to obtain desired results 	New structure in operation and performing better than former		
	Improve access and enrolment to all with focus on females and the physically and mentally challenged by establishing more literacy and skills training centres nationwide.	<ul style="list-style-type: none"> Construction and rehabilitation of more literacy and skills training centres which are special needs and female friendly and with solar panel power source 	More and better quality CECs and TVCs structures which are special needs and female-friendly with power supply	MEST, NGOs, LGAs, Private enterprises and Donors	ST-MT
		<ul style="list-style-type: none"> Phased distribution of centres by districts and then by chiefdoms 	Sufficient CECs and TVCs in all districts and chiefdoms		
		<ul style="list-style-type: none"> Adequate provisions be made to cope with demands from primary and JSS school leavers and adult learners 	More disadvantaged and special needs pursuing VST courses.		
	Sensitise the public on the importance of the linkages between literacy eradication, skills training and poverty alleviation.	<ul style="list-style-type: none"> MEST in collaboration with NGOs working in the area, to sensitise the public on the importance and value of being literate and possessing a saleable skill 	Greater public understanding and appreciation of vocational skills training	MEST, NGOs, LGAs, Paramount Chiefs and other Traditional Leaders	ST-LT
Standardise the fees charged for the various courses and fix discount rates for the disadvantaged, females and physically and mentally challenged	<ul style="list-style-type: none"> Government to scrutinize and approve standardised fees for the various courses offered in each institution 	Affordable standardised fees for the various courses in all institutions and discount for special needs, disadvantaged and females	MEST, LGAs, Paramount Chiefs and other traditional Leaders, Proprietors	ST-MT	
	<ul style="list-style-type: none"> Fees discounts to be available for disadvantaged, special needs and female students in all courses ,especially in rural areas 				

To ensure that the appropriate quality skills training meet the skills training needs of the country.	Dialogue with industries and employers to ascertain needs.	<ul style="list-style-type: none"> Vocational Skills Training (VST) proprietors to dialogue with Employers' Federation and Ministry of Labour and Industrial Relations as valued partners in education so that courses reflect the needs of the country. 	Appropriate training skills meet the needs of the country	Technical Vocational Division of MEST, Employers Federation, Ministry of Labour and Industrial Relations and NGOs	ST-MT
	Development of improved and new standardised courses, curricula and syllabi for literacy and skills training at all levels below the tertiary to meet the needs of the country.	<ul style="list-style-type: none"> Invite representation from businesses in boards of educational institutions 	Businesses actively involved in VST through input to curriculum issues, representation on boards and sponsorship schemes	MEST + MOL&E + NCTVA + Chamber of Commerce + LGAs + NGOs + Donors	ST-MT
		<ul style="list-style-type: none"> Invite businesses to establish student / institution / programme sponsoring schemes 			
To provide internationally recognised accreditations for TVET offerings.	Harmonise the curricula of all TVET institutions below the polytechnic level.	<ul style="list-style-type: none"> Involve representatives of businesses in VST curriculum and syllabuses planning and development under the leadership of the NCRDC 	Standardised nationally endorsed literacy and skills training curricula and syllabi produced and in operation	National Curriculum Research and Documentation Centre (NCRDC) and Technical Vocational Division of MEST, and all Literacy and skills training providers.	ST-MT
	Conduct standardised examinations for certificate-granting TVET institutions	<ul style="list-style-type: none"> NCRDC work with literacy and skills training providers to harmonize curriculum 	A harmonized curriculum for Vocational Skills Training	NCRDC, TVET Division of MEST, all Literacy and Skills training providers	ST-MT
	Sensitise employers as to the accredited certificates for employment.	<ul style="list-style-type: none"> NCTVA takes examination on board 	Examinations for all skills and literacy providing institutions standardised.	NCTVA of MEST, TVET of MEST, WAEC	ST-MT
To ensure that all in TVET institutions below polytechnic level become self-sustainable.	Ensure improvement in the quality of teaching	<ul style="list-style-type: none"> Sensitisation of all employers and students in training institutions 	Employers and student sensitized on the importance of accredited certificates	NCTVA, MEST, Skills trainers, Employers Federation, MOL&IR	ST-LT
		<ul style="list-style-type: none"> Compel facilitators/trainers to participate in short training programmes 	More and better trained facilitators/trainers in literacy and skills training centres	MEST, NGOs, Donors, polytechnics handling VST	ST-MT
		<ul style="list-style-type: none"> All facilitators/trainers to attend licensing training programme once every 3 years. 	Better quality training in remote /rural areas.		
		<ul style="list-style-type: none"> Encourage use of salary and other incentives for all trainers , especially those subjects experiencing staff shortages and those willing to teach in remote/rural areas and special needs individuals 	Special needs and 'difficult' individuals receiving better quality training	MEST, NGOs, Donors, polytechnics handling VST + MoF	ST
	Curriculum provision to be oriented but not limited to self - sustenance of individuals.	<ul style="list-style-type: none"> Make Courses in the curriculum to have a self-sustaining focus Awareness of trainees on the possibility of self-sustenance on completion 	Curriculum developed to help the graduate trainee become self-reliant.	NCRDC of MEST, NGOs, Donors	ST

Figure 37: Literacy, Non-Formal Education (NFE) and Skills Training

Skills Training	2007	2008	2009	2010	2011	2012	2013	2014	2015
Enrol. Government & Government assisted TVQ Course	15,023	16,145	17,267	18,390	19,512	20,634	21,756	22,878	24,000
Vocational Cert Enrolment Primary School Leavers	22,728	25,873	29,254	32,883	36,770	40,928	45,368	50,104	55,148
Vocational Cert Enrolment Junior Sec School Leavers	14,766	16,177	17,635	19,138	20,686	22,276	23,905	25,572	27,274
Literacy & Non-Formal									
Annual Spending	141	148	156	163	172	180	189	199	209

Figure 37: Literacy, NFE and Skills Training Costs

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Running cost (millions of Leones)									
Literacy + NFE + Skills	10,724	12,120	13,639	15,295	17,064	18,989	21,087	23,379	25,886
Other levels	137,665	147,054	156,781	166,521	180,774	196,120	212,682	229,308	248,713
Total recurrent	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599
Domestic Resources (millions of leones)									
Literacy + NFE + Skills	4,342	5,039	5,824	6,708	7,515	8,399	9,367	10,426	11,583
Other levels	81,322	88,478	96,183	104,476	111,943	119,881	128,320	137,287	146,815
Total	85,664	93,516	102,007	111,184	119,457	128,280	137,687	147,713	158,398

Figure 38: Medium-Term (2007-10) Financing Gap for Literacy, Non-Formal Education and Skills Training

	2007	2008	2009	2010
Gap (millions of 2004 Leones)				
Recurrent cost				
Literacy + NFE + Skills	-6,383	-7,081	-7,815	-8,587
Other levels	-56,343	-58,577	-60,598	-62,046
Total	-62,725	-65,658	-68,413	-70,633
Capital cost (Le million)				
Expansion				
Classroom construction	-5,000	-1,953	-1,953	-1,953
Total	-5,000	-1,953	-1,953	-1,953
Gap (millions of 2004 US\$)				
Recurrent cost				
Literacy + NFE + Skills	-2.4	-2.6	-2.9	-3.2
Other levels	-20.9	-21.7	-22.4	-23.0
Total	-23.2	-24.3	-25.3	-26.2
Capital cost (millions of 2004 US\$)				
Classroom construction	-1.9	-0.7	-0.7	-0.7
Total Literacy + NFE + Skills	-1.9	-0.7	-0.7	-0.7
Total gap (millions of 2004 US\$)				
Recurrent	-2.4	-2.6	-2.9	-3.2
Capital	-1.9	-0.7	-0.7	-0.7
Literacy + NFE + Skills	-4.2	-3.3	-3.6	-3.9

Figure 39: Long-Term (2007-15) Financing Gap for Literacy, Non-Formal Education and Skills Training

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Gap (millions of 2004 Leones)									
Recurrent cost									
Literacy + NFE + Skills	-6,383	-7,081	-7,815	-8,587	-9,550	-10,590	-11,721	-12,953	-14,303
Other levels	-56,343	-58,577	-60,598	-62,046	-68,832	-76,239	-84,363	-92,021	-101,898
Total	-62,725	-65,658	-68,413	-70,633	-78,381	-86,829	-96,083	-104,974	-116,201
Capital cost (Le million)									
Expansion									
Classroom construction	-5,000	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953
Total	-5,000	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953	-1,953
Gap (millions of 2004 US\$)									
Recurrent cost									
Literacy + NFE + Skills	-2.4	-2.6	-2.9	-3.2	-3.5	-3.9	-4.3	-4.8	-5.3
Other levels	-20.9	-21.7	-22.4	-23.0	-25.5	-28.2	-31.2	-34.1	-37.7
Total	-23.2	-24.3	-25.3	-26.2	-29.0	-32.1	-35.6	-38.9	-43.0
Capital cost (millions of 2004 US\$)									
Classroom construction	-1.9	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7
Total Literacy + NFE + Skills	-1.9	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7
Total gap (millions of 2004 US\$)									
Recurrent	-2.4	-2.6	-2.9	-3.2	-3.5	-3.9	-4.3	-4.8	-5.3
Capital	-1.9	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7
Literacy + NFE + Skills	-4.2	-3.3	-3.6	-3.9	-4.3	-4.6	-5.1	-5.5	-6.0

Meeting the Teacher Needs of an Expanding Schooling System

Without teachers there can be no learning. The adequate provision of motivated and qualified teachers is the cornerstone of a successful UPE programme and a thriving education system.

A. Goal

To expand the number of teachers and provide teacher training of quality to meet the needs of an increasing number of pupils enrolled in increasing number of schools.

B. Specific Objectives

1. To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide.
2. To produce a higher proportion of female teachers
3. To recruit more qualified and trained teachers
4. To curb the high attrition rates of qualified teachers
5. To upgrade the quality of existing teachers in schools

C. Key challenges

Access to teacher training institutions: Teachers are essential for delivering education services and for improving student learning outcomes. To be able meet the expansion needs secondary school completers should be encouraged to access these institutions. Females pursuing the teacher training courses must be automatically offered grant-in-aid awards and may have admission criteria slightly less than that of the male candidates. Special effort should be made to enrol more women for teacher training courses in mathematics, the sciences and technical and vocational subjects

Employ more female teachers: MEST records show that approximately 30% of primary and 20% of secondary school teachers are female.²² These national figures even though a little misleading as they conceal large regional variations for example, the share of female primary teachers ranging from 49% in the Western Area to 25% in the Southern Region, the fact still remains that Sierra Leone has a lower share of female teachers in primary schools when compared to 20 other countries in Africa.

Need for qualified teaching staff: Over the years there has been a colossal increase in enrolment at all levels. Despite this, the production of teachers by the teacher training institutions has not kept pace with this increase. The consequence has been a high percentage of unqualified teachers and high pupil to teachers' ratio. Approximately 40 percent of primary school teachers and 10 percent of secondary teachers are unqualified. The lack of qualified staff is even worse in rural areas. The trained teacher situation is even worse in TVET institutions at school level. According to a recent survey, only 28 percent of teachers and administrators in the TVET sector have professional training. As stated in the Country Status Report, "considering that many of those who are classified as professional teachers may not be teaching TVET subjects but support subjects such as English, the percent of staff qualified to teach TVET subjects is even lower".

Provision of teachers' resource facilities: With the expectations of meeting an expanded schooling system, the teachers must also be equipped with teaching and learning materials which more often than not are scarce. Unavailability of sufficient infrastructure such as lecture rooms, laboratories, workshops and libraries in teacher-training institutions, polytechnics and universities are also serious problems. The establishment of

²² World Bank, 2005a.

well equipped Teaching Resource Centres in each inspectoral district for a variety of purposes and with access to information and communication technologies would help drastically.

Curbing teacher attrition. A significant percentage, of the products of teacher training institutions finds employment outside the classroom. Most who do end up in the classroom stay in the teaching profession for less than four years. Many who leave claim that they move on to jobs which offer better conditions of service. Matters are further compounded by the observation that many teachers from rural areas do not return to their villages on graduating but tend to stay in the urban areas where their training institutions are based hence depriving rural areas of trained and qualified teachers.

Teaching Service Commission: There is a need to establish a Teaching Service Commission for overall responsibility for all human resource management functions and be sole employing authority. The presence of a Teaching Service Commission will contribute immensely in the addressing of teacher issues.

Enhancing Teacher Status: As the need for teachers increase, so is the need to improve the conditions of service of the teachers. A re-visitation of the present conditions of service of teachers would also help given that 70% and above of the salaries of a number of teachers is consumed by travelling to the workplace and back. Timely payment of salaries on a regular basis, providing teacher housing, some form of transportation and incentives for teaching in rural areas, will all serve as motivating factors that will positively influence the retention of trained teachers in the classroom. Making it easier for teachers to get loans and ensuring that more teachers are considered for annual national awards would also contribute to reversing the present negative perception of the teaching profession.

Providing basic logistics to monitoring staff: Teachers, like the schools and the teaching/learning environment are all supposed to be monitored by staff of the Inspectorate Directorate of MEST. The Inspectors claim not to be provided with the resources, materials and equipment needed for them to do their jobs properly. The consequence is that the Inspectors and other officers of the Directorate could not effectively carry out their functions. In as much as there is an appeal for the provision of the essential logistics for the inspectors, it should also be noted that the criteria for appointment into that directorate should be re-visited if there must be efficiency in the conduct of the duties of that office.

D. Progress to Date

- In partial response to the problem of a large percentage of untrained and unqualified teachers and also to increase the percentage of trained teachers in the rural areas a distance education program for teachers has been introduced.
- Legislations (Polytechnics Act, 2001; NCTVA Act, 2001; Education Act, 2004; Local Government Act, 2004) and other key policy documents (National Education Action Plan, 1994; Poverty Reduction Strategy Paper) that would address the teacher factor are in place.
- More female candidates are now being admitted into teacher training colleges using a concessionary criterion.
- A committee of educationists has been set up and is now working on the document for the resuscitation of the Teaching Service Commission.

E. Strategies to address key issues

The key strategies designed to address the specific objectives above are summarized in in Figure 40.

Figure 40: Specific Objectives and Key Strategies for Meeting Teacher Needs

Specific Objective	Key Strategies
To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide.	<ul style="list-style-type: none"> ▪ Increase admission into colleges training teachers for all levels but especially the pre-school and primary levels and technical/vocational schools and centres ▪ Keep teacher training affordable ▪ Provide incentives for more individuals to train as teachers of the science subjects, vocational and technical subjects, Mathematics, French, English Language and Literature. ▪ Use the distance education in-service programme for unqualified primary teachers as an access programme for potential teachers without the requisite entrance requirements ▪ Expand the distance education programme nationwide and utilise the facilities of international bodies of which Sierra Leone is a member or has association such as the UNESCO TIESSA programme, Commonwealth of Learning and the African Virtual University (AVU) ▪ Revise and improve the teacher education curriculum and syllabus and ensure that issues such as HIV/AIDS education are well covered. ▪ Introduce innovative teaching strategies in the colleges and prepare teachers to use innovative child-friendly, girl-friendly approaches in the classroom ▪ Harmonise the content and approaches of the many in-service training programmes offered by various agencies.
To produce a higher proportion of female teachers	<ul style="list-style-type: none"> ▪ Make teacher training and the teaching profession more attractive to females. ▪ More female applicants offered teacher training places ▪ Ensure that the set-up in teacher training institutions are not gender biased
To recruit more qualified and trained teachers	<ul style="list-style-type: none"> ▪ International policies putting a ceiling on recruitments of teachers should be abolished. ▪ Recruit only individuals with the requisite professional teaching qualifications.
To curb the high attrition rates of qualified teachers	<ul style="list-style-type: none"> ▪ Bond the teachers ▪ Make teaching an attractive and financially secured life-long profession.
To upgrade the quality of existing teachers in schools especially in the rural areas	<ul style="list-style-type: none"> ▪ Provide in-service training workshops to introduce new teaching skills and updates in the subject-knowledge of teachers. ▪ Establishment of materials and resource centres / libraries ▪ Effective monitoring mechanisms of quality upgrading

F. Log Frame

Figure 41: Log Frame with Prioritized List of Activities (short, medium and long term) for Meeting Teacher Needs

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
To produce more highly trained and qualified teachers for all levels of the expanding school system nationwide.	Increase admission into colleges training teachers for all levels but especially the pre-school and primary levels and technical/vocational schools and centres	Establish more teacher training institutions especially in the provinces	Teacher training institutions established in all districts	MEST, NGOs, UN Agencies and other Education partners	ST-LT
		Organise training of trainers (trainers can be selected from the best teachers)	Trainers selected and trained		
	Keeping teacher training affordable	Establish a loan scheme for teacher training	Loan scheme established for teacher trainees	MEST, MoF	ST-MT
		Improve subsidies to teacher training institutions	Teacher training institutions have improved subsidies		
		regularise and agree on reasonable fees	Reasonable fees standardised		
	Provide incentives for more individuals to train as teachers of the science subjects, vocational and technical subjects, Mathematics, French, English Language and Literature.	Provide automatic grant-in-aid awards to trainees registered for the subjects mentioned.	Increase in the number of trainees in the selected subjects and more trained and qualified teachers on completion	MEST, MoF, all teacher training institutions	ST-LT
		Provide preferential treatment in allocation of accommodation in hostels of teacher training institutions			
		Encourage applicants with the prospect of an incentive attached to their salaries on completion			
	Use the distance education in-service programme for unqualified primary teachers as an access programme for potential teachers without the requisite entrance requirements	Encourage all unqualified teachers without the requisite entrance requirement to access the programme	Increase in enrolment in the number of unqualified teachers and also becoming qualified on completion	MEST, all Teacher Training institutions handling distance education	ST-MT
		Sensitise the teacher training institutions handling the distance education of the above provision	Teacher training institutions sensitized and cooperation received.		
Expand the distance education programme nationwide and utilise the facilities of international bodies of which Sierra Leone is a member or has association such as the UNESCO TIESSA programme, Commonwealth of Learning (COL) and the African Virtual University (AVU)	Establish distance education centres in each LGA of Sierra Leone and link these with the teaching resource centres in each district.	Distance education centres in all LGAs	MEST, NGOs, LGAs	ST-LT	
	Explore fully the cost effectiveness of distance teacher education with international bodies such as UNESCO TIESSA, COL and AVU and start a pilot programme	Report on cost effectiveness of distance teacher education using international bodies produced. Pilot distance education programme using international providers started More teachers qualified through distance education programmes			
Revise and improve the teacher education curriculum and syllabus and ensure that issues	Give directives to teacher training institutions to ensure that the curriculum	Revised and improved Curriculum and Syllabus for teacher training in	NCRDC of MEST, all Teacher Training	ST-MT	

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time	
	such as HIV/AIDS education are well covered.	and syllabus are revised incorporating HIV/AIDS, Peace Education and other issues	operation	Institutions, NGOs, UN Agencies and other donors		
	Introduce innovative teaching strategies in the colleges and prepare teachers to use innovative child-friendly, girl-friendly approaches in the classroom	Sensitise and organise in-service training for teacher trainers on innovative teaching strategies by Consultants on innovative teaching techniques	Teacher trainers sensitized and trained to use innovative teaching strategies	NCRDC, MEST, NGOs, UN Agencies	ST-MT	
		Teacher trainers introduce innovative teaching strategies to trainees	Trainees trained in the use of innovative approaches			
	Harmonise the content and approaches of the many in-service training programmes offered by various agencies.	Develop a harmonised training manual on content and approaches for in-service training programmes	Harmonised training manual in contents and approaches developed	NCRDC, MEST, NGOs, UN Agencies	ST-MT	
			Use of the manual as the ultimate condition for an agency to be granted permission to do in-service training	Manual in use		MEST
			Monitor its use and stop training of defaulting institutions if necessary	Monitoring mechanism and disciplinary action in place		Inspectorate Directorate of MEST

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
To produce a higher proportion of female teachers	Make teacher training and the teaching profession more attractive to females.	Give qualified and deserving females more of an opportunity to rise up the hierarchy of schools Scholarships for disadvantaged / needy female students at SSS	An increase in the percentage of senior school personnel that are female	MEST, Teaching Service Commission (TSC)	ST-MT
		Have the Teaching Service Commission ensure that no new condition of service puts female teachers at a disadvantage relative to their male counterparts	New conditions of service in which females are not disadvantaged	MEST, TSC	
		Establish crèches and day care centres in colleges for female students with babies and small children	More women with young children in teacher training	MEST, College Administration, NGOs	
	More female applicants offered teacher training places	Give preference to qualified female applicants for places when warranted and possible	More qualified and trained female teachers	MEST, College Administration	ST-MT
	Ensure that the set-up in teacher training institutions are not gender biased	Ensure that toilets and other female-related facilities in colleges allow female students to feel safe to use	More gender sensitive college set-ups	MEST, College Administration, NGOs	ST-MT
To recruit more qualified and trained teachers	International policies putting a ceiling on recruitments of teachers should be abolished.	Dialogue with financial policy making and enforcement international organisations	Positive dialoguing occurred	MEST, MoF, International Monetary Fund (IMF)	ST-MT
		Discontinue the teacher ceiling recruitment policy	Ceiling on teacher recruitment non-operational		
	Recruit only individuals with the requisite professional teaching qualifications.	Advert for staff recruitment emphasises requirements	Recruit more qualified teachers on the basis of Advert	MEST, Board of Governors of Schools, School Management Committees	
To curb the high attrition rates of qualified teachers	Bond the teachers	Get a commitment for teachers who have been educated through public funds to stay in the profession for a specified number of years.	Teacher attrition rate reduced	MEST, Law Enforcement Agencies	ST-LT
		Make teaching an attractive and financially secured life-long profession.	Establish Teaching Service Commission (TSC) to handle/establish guidelines and criteria for teacher recruitment, conditions of service and movement (transfers, promotions, increments) issues and to also liaise with the teacher's union	TSC established and functioning leading to better teacher management and satisfaction	MEST, Law Officers Dept., Ministry of Labour, Employers federation, Trade Union, Labour Congress, LGAs
	Establish and Capacitate Teacher's Unit (TU) in the Education Division of all LGAs to amongst other things work with and assist in the implementation of TSC		TU of MEST established, better staffed and equipped Reduction in teacher problems	MEST, LGAs, NGOs	

Specific Objective	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
		guidelines Train teachers in management skills for career development Provide incentives to teachers who work in rural areas	Teachers trained Incentives given		
To upgrade the quality of existing teachers in schools, especially in the rural areas	Provide in-service training workshops to introduce new teaching skills and updates in the subject-knowledge of teachers.	Organise in-service training workshops for teachers on new skills and updates in knowledge of the subjects	In-service workshops held and teachers updated	MEST, NGOs, UN Agencies and other education partners	ST-LT
	Establishment of materials and resource centres / libraries	Rehabilitate and equip a section of existing teacher colleges, polytechnics and selected secondary schools to also function as a Resource Centre and Library for teachers	Resource Centres and Libraries established and operating in all LGAs	MEST, NGOs, LGAs, Donors	
	Effective monitoring mechanisms of quality upgrading	MEST inspectorate strictly enforce monitoring mechanisms	Existing teachers have the necessary quality upgrade	MEST	

Figure 42: Teacher Training Numbers

Teacher Training	2007	2008	2009	2010	2011	2012	2013	2014	2015
New Primary Teachers Number Under/For Training	3,392	3,392	3,392	2,261	2,261	2,261	2,261	2,261	2,261
Primary Teachers trained/for training whilst in-service training	223	223	223	223	223	223	223	223	223
New JSS Teachers Number Under/For Training	933	933	933	933	933	933	933	933	933
JSS Teachers trained/for training whilst in-service training	62	62	62	62	62	62	62	62	62
Total	4,610	4,610	4,610	3,479	3,479	3,479	3,479	3,479	3,479

Figure 43: Teacher Training Costs

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Cost (millions of Leones)										
Prim Teacher Training Costs	1,374	1,414	1,454	1,158	1,191	1,225	1,259	1,295	1,332	11,701
JSS Teacher Training Costs	497	511	525	540	555	571	587	604	621	5,012
Total (Millions of Leones)	1,871	1,924	1,979	1,698	1,746	1,796	1,847	1,899	1,953	16,713
Total (Millions of US\$)	0.69	0.71	0.73	0.63	0.65	0.66	0.68	0.70	0.72	6.2

It should be noted that the above costs have been subsumed under primary or junior secondary education.

Meeting Our Human Resources Needs through Higher Education

Higher Education produces the skilled workforce – teachers, administrators, policy makers, planners – all of whom are essential in large numbers if a Government is to successfully provide and manage not only education but the whole country. The higher education sector refers to universities, colleges, teacher training institutions, and other professional institutes.

A. Goal

To provide good quality higher education and to generate and transmit knowledge that will promote social and economic development.

B. Specific Objectives

1. To improve the quality of higher education
2. To improve access to higher education in an equitable manner
3. To ensure adequate operating and capital resources

C. Key Challenges

During the conflict, the tertiary education sector, like other sectors was adversely affected. Buildings were destroyed, faculty members and students were displaced, and the quality of the sector deteriorated. Since the end of the war, some rehabilitation of institutions has taken place, and in the area of legislation, a number of Acts to govern the higher education system, detailed in Chapter 2, were signed into place. However, many challenges still remain.

Access and Equity

Low Coverage. Despite significant increases in enrolment since the end of the war (see table below), gross enrolment ratio in higher education is only 4% and lower than the average for sub-Saharan Africa.

Figure 44 - Tertiary Institutions Enrolment Trends, 1998/99 to 2004/05

Year	Males	Females	Total	% Female
1998/99	4,164	2,265	6,429	35
1999/00	5,398	2,752	8,150	34
2000/01	6,381	2,614	8,995	29
2001/02	9,123	3,772	12,895	29
2002/03	9,521	4,329	13,850	31
2003/04	10,128	5,369	15,497	35
2004/05	10,558	6,067	16,625	36

Source: MEST.

Inequitable Access. In 2004/05, only 36% of total enrolments were females. The gender disparities are even more glaring at the universities, and in faculties like Engineering and Pure & Applied Sciences.

Faculty Distribution. Enrolments are skewed in favour of Arts and for a number of reasons, faculties like Engineering and Pure & Applied Sciences have not attracted many students.

Sub-sector harmonization. The higher education sector is made up of different types of institutions from polytechnics to universities. Currently, these different institutions do not function as part of a coherent whole and the process of transferring credits from one type of institution to another is not transparent or seamless enough.

Quality

Staff. Attracting and retaining qualified academic staff is a challenge. A large percentage of staff do not have doctoral degrees, and non-competitive salaries mean that lecturers hold multiple jobs in order to make ends meet.

Library. Libraries need to be updated to include current and relevant materials from around the world. Information and communication technologies, mainstays of modern libraries, are limited.

Research Output. Research output at the public universities of Sierra Leone is limited. Where research does occur, it is usually in the context of consultancies for international organizations.

Quality Assurance. The higher education sector lacks quality assurance and accreditation systems.

Curriculum. The curriculum offerings need to be revamped and modernized. Innovation is needed in this area.

Infrastructure and Facilities. The level of infrastructure in all institutions of higher learning is weak. Libraries need to be updated, buildings and laboratories are in disrepair, equipment is lacking, information technology is limited, and teaching and learning materials are scarce.

Resources

Funds from the government and student fees are the main sources of income for higher education institutions. The challenge of diversifying the sources of revenue is one faced by all institutions.

Expanding activities, stagnant public allocations. GOSL is not expected to increase the share of resources going into higher education given that it currently spends 22% of education resources on the sub-sector. As such, any planned expansion of activities would have to come from savings made through better management of resources or from revenue diversification.

Financial Management. Better management of available resources, including putting in place systems that encourage transparency and accountability are needed.

D. Progress to Date

Since the end of the war, progress has been made on a number of fronts. These include:

- Passing of a number of Acts to support the higher education sector
- Formation of Tertiary Education Commission and the National Council of Technical, Vocational and other Academic Awards to steer tertiary and Tech/Voc education respectively
- Restructuring of certain aspects of university education such as changing to semester system
- Instituting flexible access policies at the University of Sierra Leone – such as the introduction of access courses for entry into the public universities – which helped increase access to tertiary education
- Innovative curriculum such as the establishment of FBC Human Rights Clinic in conjunction with other human rights organizations, which gives students practical experience in human rights law and provide services to human rights victims and the general public.
- Rebuilding and rehabilitation of structures
- Instituting open and flexible learning programs such the distance education program for practising teachers

E. Strategies to address key issues

The key strategies designed to address the specific objectives above are summarized in the table below.

Figure 45 - Specific Objectives and Key Strategies for Meeting Human Resources Need Through Higher Education

Specific Objective	Key Strategies
To improve the quality of higher education	<ul style="list-style-type: none"> ▪ emphasize staff development (both academic and administrative staff) ▪ develop and implement systems of quality assurance and accreditation ▪ update and modernize libraries and other facilities ▪ update and modernize curriculum ▪ promote research on community and local issues
To improve access to higher education in an equitable manner	<ul style="list-style-type: none"> ▪ reduce cost of higher education to disadvantaged groups ▪ provide incentives for entry into sciences and engineering ▪ encourage private provision of higher education ▪ continue and expand access programs ▪ develop policies to ease transfer between higher education institutions ▪ develop affirmative action strategies for under-represented groups ▪ continue and expand distance learning programs
To ensure adequate operating and capital resources	<ul style="list-style-type: none"> ▪ build partnerships with private sector, other universities, and the Sierra Leonean Diaspora ▪ improve management of existing resources ▪ leverage regional resources ▪ internal revenue generation

F. Log Frame

Figure 46: Log Frame with Prioritized List of Activities (short, medium and long term) for Meeting Human Resource Needs through Higher Education

Specific Objective	Strategies	Required Action	Indicators of Achievement	Responsible	Time
Improve quality of Higher Education	Professional development of academic and non-academic staff	Aggressively recruit qualified persons	100% of all staff have minimum qualifications required by law	Higher education institutions	MT-LT
		Develop opportunities for staff to upgrade their qualifications	50% of staff upgraded their qualification	MEST: Capacity Building Unit	
		Introduce incentive grants to cover some of the costs of having staff upgrade their qualification	Improvements shown in annual performance review of staff	MEST: Higher education department	
		Rewards or incentives in terms of promotion for staff with training	Research paper published		
	Develop systems of quality assurance and accreditation	Develop set of standards to be used for assessment and accreditation Accreditation becomes a core function of the TEC Train independent evaluators Establish links with other institutions at home and abroad	Standards for assessment and accreditation developed by TEC Evaluators trained Baseline assessment of all higher education institutions carried out Active links established	TEC NCTVA MEST: Higher Education Unit Higher Education institutions	LT
	Update and modernize libraries and other facilities	Determine critical infrastructure needs Develop an ICT strategy Set up a capital improvement fund and implement fund-raising strategy	Study of critical infrastructure needs done ICT strategy developed Fund-raising strategy developed and implemented 80% of funds needed to address critical infrastructure raised by 2015	Higher Education Institutions	ST-MT
	Update and Modernize Curriculum	Review of curriculum in all institutions and faculties	New curriculum agreed and in use	TEC ; NCTVA Academic Councils MEST: Quality Unit	Short Term
Improve Access and Equity	Implement affirmative action policies for disadvantaged students, including girls	Research equity issues in access to higher education to identify excluded groups and reasons for exclusion	Gender parity in university enrolment and graduation rates 50% increase in enrolments of	Higher Education Institution	ST-LT

Specific Objective	Strategies	Required Action	Indicators of Achievement	Responsible	Time
		Draft relevant affirmative action policies Implement policies	students from disadvantaged regions/households Procedure for means-testing developed Grant funding for bursaries available		
	Reduce the cost of tertiary education for the poor	Provide bursaries for disadvantaged students to enter public or private institutions		MEST-Higher Education MoF Institutions	ST-MT
	Outreach to communities	Female faculty members outreach to students in secondary school Provide career counselling for students in secondary school Provide opportunities for disadvantaged students to take summer courses at the university Make it easier for students to transfer credits between higher education institutions		Institutions	ST
Ensure adequate operating and capital resources	Continue and expand distance education programs Build collaborative partnerships with the private sector, industry, alumni, and foreign universities Internal revenue generation	Develop modules in areas other than teacher education Market programs to working individuals and professionals Experiment in the use of media other than print such as radio Determine principles and guidelines for partnerships Each institution should have a person/unit that manages such relationships Build mutually beneficial partnerships with industry, professional organizations, and other such parties Set up a system to keep track of graduate students, and encouraging the forming of alumni organizations Develop a plan for ways to generate funding Set up necessary financial and legal	Increase by 100% the numbers studying by distance Guidelines for partnerships established Unit to manage relationships established Alumni organizations formed Tracking system for graduates established 40% of institutional revenue from non-government funds 100% of financial managers and administrators trained Information system that will be common to all institutions developed Annual reports available on request for all institutions Courses introduced Submitted bids and results of his	MEST TEC Tertiary Institutions Higher Education Directorate of MEST, TEC and Institutions Higher Education Directorate of MEST, TEC and	MT

Specific Objective	Strategies	Required Action	Indicators of Achievement	Responsible	Time
	Improved management of existing resources	structures Implement plan Introduce additional special courses for private students Bidding for research contracts Create accountability systems, including financial management information system Train staff on finance and general administration Report back regularly to students and other stakeholders	position Maintain membership to regional organizations Links with Sierra Leonean Diaspora Industry-university relationships established Links established and active	Institutions Higher Education Directorate of MEST, TEC and Institutions	

Figure 47: Higher Education Numbers

Higher Education and Research	2007	2008	2009	2010	2011	2012	2013	2014	2015
Target Public Enrolment	14,052	14,171	14,289	14,408	14,526	14,645	14,763	14,882	15,000
Target Private Enrolment	675	900	1,125	1,350	1,575	1,800	2,025	2,250	2,475
Target Distance Education Enrolment	1,373	1,920	2,516	3,163	3,865	4,623	5,442	6,325	7,275
Research									
Annual Spending (Millions of Leones)	724	760	798	839	883	929	978	1030	1086

Figure 48: Higher Education and Research Costs

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Running cost (millions of Leones)									
Higher Education and Research	29,711	31,210	32,803	34,496	36,296	38,212	40,253	42,427	44,744
Other levels	118,679	127,964	137,617	147,321	161,543	176,897	193,517	210,260	229,855
Total recurrent	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599
Domestic Resources (millions of leones)									
Higher Education and Research	18,028	19,281	20,550	21,827	22,545	23,224	23,857	24,434	24,948
Other levels	67,636	74,235	81,457	89,357	96,912	105,056	113,830	123,279	133,450
Total	85,664	93,516	102,007	111,184	119,457	128,280	137,687	147,713	158,398
Capital cost (Le million)									
Expansion									
Classroom construction	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333
Total	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333	-1,333

Figure 49: Medium-Term (2007-10) Financing Gap for Higher Education and Research

	2007	2008	2009	2010	Total
Gap (millions of 2004 Leones)					
Recurrent cost					
Higher Education and Research	-11,683	-11,929	-12,253	-12,669	-48,533
Other levels	-51,042	-53,729	-56,160	-57,964	-218,896
Total	-62,725	-65,658	-68,413	-70,633	-267,429
Gap (millions of 2004 US\$)					
Recurrent cost					
Higher Education and Research	-4.3	-4.4	-4.5	-4.7	-18.0
Other levels	-18.9	-19.9	-20.8	-21.5	-81.0
Total	-23.2	-24.3	-25.3	-26.2	-99.0
Capital cost (millions of 2004 US\$)					
Total Higher Ed and Research	-0.5	-0.5	-0.5	-0.5	-2.0
Total gap (millions of 2004 US\$)					
Recurrent	-4.3	-4.4	-4.5	-4.7	-18.0
Capital	-0.5	-0.5	-0.5	-0.5	-2.0
Higher Education and Research	-4.8	-4.9	-5.0	-5.2	-19.9

Figure 50: Long-Term (2007-15) Financing Gap for Higher Education and Research

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Gap (millions of 2004 Leones)										
Recurrent cost										
Higher Education and Research	-11,683	-11,929	-12,253	-12,669	-13,751	-14,988	-16,396	-17,992	-19,797	-131,457
Other levels	-51,042	-53,729	-56,160	-57,964	-64,630	-71,841	-79,687	-86,982	-96,405	-618,441
Total	-62,725	-65,658	-68,413	-70,633	-78,381	-86,829	-96,083	-104,974	-116,201	-749,898
Gap (millions of 2004 US\$)										
Recurrent cost										
Higher Education and Research	-4.3	-4.4	-4.5	-4.7	-5.1	-5.5	-6.1	-6.7	-7.3	-48.7
Other levels	-18.9	-19.9	-20.8	-21.5	-23.9	-26.6	-29.5	-32.2	-35.7	-229.0
Total	-23.2	-24.3	-25.3	-26.2	-29.0	-32.1	-35.6	-38.9	-43.0	-277.6
Capital cost (millions of 2004 US\$)										
Total Higher Ed and Research	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-4.4
Total gap (millions of 2004 US\$)										
Recurrent	-4.3	-4.4	-4.5	-4.7	-5.1	-5.5	-6.1	-6.7	-7.3	-48.7
Capital	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-4.4
Total Higher Education and Research	-4.8	-4.9	-5.0	-5.2	-5.6	-6.0	-6.6	-7.2	-7.8	-53.1

Chapter 9

Providing Early Childhood Care and Pre-School Opportunities for More Children

Early childhood is a time of enormous brain and socialisation development. Research evidence shows that early childhood care and education (ECCE) contributes to later performance and retention in primary school and therefore contributes to the goals of UPE and UPC.

A. Goal

To develop high quality ECCE programs that would contribute positively to the cognitive, social, physical, and emotional development of all children.

B. Specific Objectives

1. To develop a comprehensive national policy for ECCE and pre-schooling
2. Improved access to ECCE and pre-school programmes
3. Establish good quality ECCE and pre-school programmes
4. Develop inter-sectoral and institutional partnerships to address ECCE in a comprehensive manner

C. Key Challenges

The 2007 Global Monitoring Report on Education For All makes a compelling case for investment in early childhood care and education (ECCE), which it defines as encompassing “children’s survival, growth, development and learning”.²³ This comprehensive vision includes children’s health, nutrition and hygiene as well as cognitive, social and emotional development.

Providing good quality ECCE programs is a huge challenge for GOSL. Competing demands for funds and prioritization of basic education (defined as primary and junior secondary) as well as few donors for education has meant that ECCE has largely been ignored. What programs do exist are uncoordinated and in the hands of various entities including MEST, Ministry of Health, and the Ministry of Social Welfare, Gender and Children.

Yet as summarized by the GMR 2007 report on early childhood care and education, the benefits of investing in quality ECCE programs especially for the most vulnerable children are many. ECCE programs prepare young children for school; support for young children is cheaper than remedial action at a later age; because the brain develops at an early age ECCE prepares children for later success; and finally, ECCE programs were shown to yield significant economic and social returns especially for the poorest children. This would mean that for Sierra Leone, where poverty is endemic, investing in quality ECCE programs would benefit young children and their families.

Data and Policy Limitations

The New Education Policy of 1995 stipulates that every child shall be encouraged to have between 1-3 years of early education at either a nursery or kindergarten school. Since then MEST has recognized the importance of early childhood care, but there is no comprehensive policy for the sector. Although ECCE is widely recognized to include more than just education, the New Education Policy only discussed formal schooling options as the ECCE strategy.

The EFA National Action Plan has 15 specific objectives related to early childhood care and education (ECCE), but no action has been taken in this area. These objectives include the development and implementation of a national policy on ECCE, the establishment of an ECCE Council, personnel training,

²³ GMR 2007. pg 2

provision of free compulsory education for all children aged 3-5 years, developing a pre-school curriculum, and provision of free health care services for under fives. The objectives were ambitious and comprehensive, but perhaps cost-prohibitive. Lack of prioritization of objectives also made it difficult to tackle the issues.

Planning for ECCE services is also plagued by a lack of data on the sector. In 2003, a rapid assessment of ECCE was carried out. Again in 2005 a pre-school survey was conducted by MEST. However, the quality of both surveys cannot be ascertained and they provide different pictures of the sector. The robust EMIS with school mapping presently being established would help alleviate this problem as indicated in earlier chapters.

Access

Access to formal pre-school education is currently very low. The MEST pre-school survey carried out in December 2005 revealed a total pre-school enrolment of 19,147. Of this number, 8619 (45%) were boys and 10,528 (55%) were girls.

The results of the Rapid Assessment of ECCE in 2003, as cited in the PRSP education sector review, show that there were 153 preschool institutions in urban and semi-urban areas, and that nearly two-thirds of these were located in the Western Area and over 40% of them were not on permanent sites.

In summary, the provision of ECCE is almost exclusively by private proprietors (individuals or missions) and mainly for children of the wealthy. The small number of pre-school institution, their cost and very uneven distribution is partly responsible for some under-age enrolment at the primary level.

Quality

MEST pre-school survey reports a teaching force of 1,064. Approximately 529 (50%) were trained and qualified teachers, but only an insignificant fraction of this figure were trained specifically for the pre-school level. These early childhood specialists were trained outside the country as there is limited provision made for the training of preschool teachers and caregivers in local training institutions.

The quality of pre-school institutions is mixed, with some quite good institutions catering to the wealthiest households in urban areas. But as the Rapid Assessment of ECCE shows a majority of the ECCE providers are of relatively poor quality.

Multiple threats

ECCE is not just about education or school readiness, but also relates to health, social and physical development of children. Health related statistics in Sierra Leone are very alarming. Child mortality rates, incidence of disease among under-fives and maternal deaths are amongst the worst in the world. Moreover female literacy rates are very low, and most children are born to mothers who cannot read and write. ECCE programs therefore have to take into account the health and other social conditions of young children and their mothers. The Sierra Leonean child is the most likely to die before the age of 5, and among those who survive, the quality of life experienced is poor.

D. Progress to date

The challenges are many, but there is some progress in this area. MEST in recent documents has acknowledged the importance of ECCE. Similarly, the Ministry of Health gives high priority to maternal and child health. The Maternal and Child Health/Expansion Programme of Immunization of the Ministry of Health has as two of its objectives to reduce infant and under-5 mortality rates dramatically over the next few years.²⁴

International partners such as UNICEF are strong partners with the government in supporting improvements in child and maternal health.

²⁴ http://www.health.sl/drwebsite/publish/page_48.shtml

E. Strategies to address key issues

Figure 51: Specific Objectives and Key Strategies for Early Childhood Care and Pre-School

Specific Objective	Key Strategies
To develop a comprehensive national policy for ECCE	<ul style="list-style-type: none"> ▪ Establish an inter-sectoral working group on ECCE to develop national policy. This should include representatives from Ministry of Health, Ministry of Education, Local Governments, Ministry of Social Welfare, Gender and Children Affairs, Children’s advocacy groups, and others ▪ Establish a lead ministry or agency to coordinate ECCE policy ▪ Consultative policy development process with key stake holders ▪ Lobby for increased and targeted budget for ECCE from various ministries, donors and private sector
Increased access to ECCE programmes	<ul style="list-style-type: none"> ▪ Create public awareness of the advantages of ECCE / pre-schooling ▪ Adequate infrastructural provisions
Establish good quality ECCE programs	<ul style="list-style-type: none"> ▪ Train teachers in specific issues related to ECCE ▪ Develop curriculum that combines health, nutrition, and education that build on indigenous practices and use mother tongue instruction ▪ Provide quality standards for public and private provision of programs ▪ Establish minimum operating standards ▪ Monitoring and evaluation of ECCE programs and practices ▪ Keep child: teacher ratio low by recruiting and training local community care givers
Community Partnerships/Education	<ul style="list-style-type: none"> ▪ Make pre-school programs affordable ▪ Provide education for mothers and other care takers on child-rearing practices using radio, community theatre and other outreach programs ▪ Provide ECCE services that take into account the needs of communities ▪ Establish workplace/marketplace/village ECCE facilities ▪ Form strong links with parents, primary schools, health centres and other stake holders

F. Log Frame

Figure 52: Log Frame with Prioritized List of Activities (short, medium and long term) for Early Childhood Care and Pre-School

Specific Objectives	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
To develop a comprehensive national policy for ECCE	Develop an inter-sectoral working group on ECCE to develop national policy. This should include representatives from Ministry of Health, Ministry of Education, Local Governments, Ministry of Social Welfare, Gender and Children Affairs, Children's advocacy groups, and others	Organise meetings with representatives of line ministries and education partners interested in ECCE to develop a national policy on ECCE	Several Inter-sectoral meetings held and comprehensive national policy on ECCE developed	Ministry of Health, Ministry of Education, Ministry of Local Government, Ministry of Social Welfare, Gender and Children Affairs, Children's advocacy groups, and others interested in ECCE	MT-LT MT-LT
	Establish a lead ministry or agency to coordinate development and implementation of ECCE policy	Selection of ministry or agency to lead the process	Lead ministry or agency selected to coordinate the development and implementation of the developed policy		
	Consultative policy development process with key stake holders	Nationwide-held Consultative sessions on policy development	Nationwide consultations held		
	Lobby for increased and targeted budget for ECCE from various ministries, donors and private sector	Discuss and approve the proposed budget for ECCE with line ministries, agencies and other key stakeholders before submission	Budget for ECCE discussed, approved and submitted by line ministries, agencies and key stakeholders for funding	Ministry of Finance, Ministry of Health, Ministries of Education, Local Governments, Social Welfare, Gender and Children Affairs, Children's advocacy groups, and others interested in ECCE	
Increased access to ECCE programs	Create public awareness of the advantages of ECCE	Sensitise public on advantages of pre-schooling with a special effort being made to attract and accommodate disadvantaged and special needs children	More public knowledge of pre-schooling	MEST + MSWGCA + LGAs + UN Agencies + NGOs + Donors	ST-MT
	Adequate infrastructural development	Construct/rehabilitate GOSL pre-schools in LGAs using the weighting of the population of 3 to 6 years old.	More pre-schools constructed / in existence		
		Ensure that mentally challenged children receive separate purpose built structures	Special institutions constructed for the mentally challenged		
		Ensure that provisions takes cognisance of the requirements of physically challenged children	Physically challenged considered in infrastructural development		

Specific Objectives	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
Establish good quality ECCE programs	ECCE teachers to be quality staff	Employ trained and qualified specialist ECCE teachers	Better educated and trained staff manning pre-schools	Proprietors, association of pre-schools Proprietors, association of pre-schools, MEST Teacher training Institutions	ST-LT
		advise existing untrained and unqualified ECCE teachers to be trained			
		Require all day-care and pre-school staff, including local community care-givers, to receive the equivalent of a month's in-service training every 3 years as a minimum			
	Develop a curriculum that combines health, nutrition, and education that build on indigenous practices and use mother tongue instruction	Establish a multi-sectoral team to produce a curriculum for use by all pre-schools	Pre-school curriculum produced and in use	MEST + MSWGCA + MOH + LGAs + UN Agencies + NGOs + Donors	ST-MT
	Provide increased public and private financial provision of programs	Encourage greater private investment in the establishment and expansion of ECCE	Increase in the number of privately owned child-care centres and pre-schools	MEST, Private investors, proprietors	ST-LT
		Increase the amount being spent on ECCE by government	Greater ECCE financial support by the government		
	Establish minimum operating standards	ECCE to have minimum operating standards with adequate materials and equipment	Minimum operating standards in place and publicised	MEST, Association of pre-schools, MSWGCA	MT-LT
		Establish model pre-schools ensuring that the special needs category are covered	Model institutions in operation		
	Monitoring and evaluation of ECCE programs and practices	MEST and LGAs employ Inspectors with pre-school training and experience to monitor and assist pre-schools	Inspectors with the requisite training and experience monitoring centres and pre-schools	MEST, LGAs, MSWGCA	ST-LT

Specific Objectives	Strategies	Required Actions	Indicators of Achievement	Responsible	Time
Community Education partnership	- Make pre-school programs affordable	Set fee ceiling on institutions receiving direct government input / support using early childhood and pre-school policy guidelines	Affordable fees and hence more parents sending their children to day-care centres and pre-schools	MEST, MOF, NGOs, UN Agencies	MT-LT
	Provide education for mothers and other care takers on child-rearing practices using radio, community theatre and other outreach programs	Allow trained parents more unrestricted access to day-care centres and pre-schools to be assistants at centres and pre-schools	More centres and pre-school involving parents in their operations and running	MEST, Chiefs, Association of Pre-schools	ST-LT
	Provide ECCE services that take into account the needs of communities	Establish ECCE facilities near workplace/marketplace/village	More centres and pre-school operating near marketplaces, workplaces and in villages	MEST, Chiefs, NGOs, UN Agencies	
		Revitalise the school health service and decentralise its activities	Schools clustered and being serviced by a health unit	MEST, MOHS, WHO, NGOs and other medical facilities donors, Chiefs	MT-LT
		Establish a pre-school health screening / monitoring programme	School health screening programme in operation		
		Establish a pre-school nutrition programme	A toddler school snack programme using locally available foodstuff in operation	MEST, WFP, WHO, MOHS, Chiefs	

Figure 53: Pre-School Parameters

Preschool	2007	2008	2009	2010	2011	2012	2013	2014	2015
Gross Enrolment Ratio (GER)	8.3%	9.7%	11.2%	12.7%	14.1%	15.6%	17.1%	18.5%	20.0%
Total enrolment	43,451	52,245	61,388	70,893	80,770	91,030	101,686	112,749	124,231
% of pupils Government assisted	7.9%	7.9%	7.9%	7.9%	8.0%	8.0%	8.0%	8.0%	8.0%
Indicative Framework									
Share of Pre-School in Overall Recurrent Spending (%)	0.4	0.5	0.6	0.6	0.7	0.8	0.8	0.9	1.0

Figure 54: Pre-School Costings

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Running cost (millions of Leones)										
Pre-School	593	756	941	1,150	1,386	1,651	1,948	2,280	2,649	13,354
Other levels	147,796	158,418	169,479	180,666	196,452	213,458	231,822	250,407	271,950	1,820,449
Total recurrent	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599	1,833,804
Domestic Resources (millions of leones)										
Pre-School	554	791	1,070	1,399	1,739	2,121	2,550	3,030	3,564	16,818
Other levels	85,110	92,726	100,936	109,785	117,718	126,159	135,136	144,683	154,834	1,067,087
Total	85,664	93,516	102,007	111,184	119,457	128,280	137,687	147,713	158,398	1,083,906
Capital cost (Le million)										
Expansion										
Classroom construction	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-21,000
Total	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-2,333	-21,000

Figure 55: Medium-Term (2007-10) Financing Gap for Pre-School Education

	2007	2008	2009	2010	Total
Gap (millions of 2004 Leones)					
Recurrent cost					
Pre-School	-39	35	129	249	374
Other levels	-62,686	-65,693	-68,543	-70,881	-267,803
Total	-62,725	-65,658	-68,413	-70,633	-267,429
Gap (millions of 2004 US\$)					
Recurrent cost					
Pre-School	-0.01	0.01	0.05	0.09	0.14
Other levels	-23.2	-24.3	-25.4	-26.2	-99.1
Total	-23.2	-24.3	-25.3	-26.2	-99.0
Capital cost (millions of 2004 US\$)					
Classroom construction	-0.9	-0.9	-0.9	-0.9	-3.5
Pre-School	-0.9	-0.9	-0.9	-0.9	-3.5
Total gap (millions of 2004 US\$)					
Recurrent	-0.01	0.01	0.05	0.09	0.14
Capital	-0.86	-0.86	-0.86	-0.86	-3.46
Total Pre-School	-0.88	-0.85	-0.82	-0.77	-3.32

Figure 56: Long-Term (2007-15) Financing Gap for Pre-School Education

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	
Gap (millions of 2004 Leones)											
Recurrent cost											
Pre-School	-39	35	129	249	353	470	602	750	915	3,464	
Other levels	-62,686	-65,693	-68,543	-70,881	-78,734	-87,300	-96,686	-	105,724	117,116	-753,362
Total	-62,725	-65,658	-68,413	-70,633	-78,381	-86,829	-96,083	-	104,974	116,201	-749,898
Gap (millions of 2004 US\$)											
Recurrent cost											
Pre-School	-0.01	0.01	0.05	0.09	0.13	0.17	0.22	0.28	0.34	1.28	
Other levels	-23.2	-24.3	-25.4	-26.2	-29.2	-32.3	-35.8	-39.1	-43.4	-278.9	
Total	-23.2	-24.3	-25.3	-26.2	-29.0	-32.1	-35.6	-38.9	-43.0	-277.6	
Capital cost (millions of 2004 US\$)											
Classroom construction	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-7.8	
Pre-School	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-7.8	
Total gap (millions of 2004 US\$)											
Recurrent	-0.01	0.01	0.05	0.09	0.13	0.17	0.22	0.28	0.34	1.28	
Capital	-0.86	-0.86	-0.86	-0.86	-0.86	-0.86	-0.86	-0.86	-0.86	-7.77	
Total Pre-School	-0.88	-0.85	-0.82	-0.77	-0.73	-0.69	-0.64	-0.59	-0.53	-6.49	

Note from the above, that the recurrent resources provided for pre-school education are sufficient to meet the cost to the government assuming that the percentage of institutions that are government owned / assisted stay at approximately 8%. If this does not happen then the funds available would allow a small increase in the commitment of the government. Additionally, the funding requirements for classroom construction / learning space construction exceeds the resources available and hence for pre-school education as a whole there is a small funding gap which donors are expected to bridge.

Providing Improved Governance, Management, and Leadership

A. Goals

To improve the overall governance and management of the education system

B. Specific Objectives

1. To develop improved accountability systems
2. To develop managers and leaders that will promote learning at all levels of government and at the school level

C. Key Challenges

Ambiguity in laws governing the system

In the few years since the end of the war GoSL has instituted various legislative measures to guide the governance of the sector. A summary of the key acts guiding the education sector is given IN Figure 57.

Figure 57: Summary of Key Education Acts, 2001 to 2004

Act (Year Passed)	Key issues
National Council for Technical, Vocational, and other Academic Awards (NCTVA) Act (2001)	Established the NCTVA, an independent body, whose main functions are to validate and certify awards in technical and vocational education and teacher training; accredit technical and vocational institutions; and advise MEST on curriculum areas.
The Polytechnics Act (2001)	Established the polytechnic institutions and the polytechnic councils. Functions of polytechnic councils are to: control and supervise polytechnic institutions; grant diplomas and certificates through the NCTVA; determine the content of instruction; manage student admission; and hire administrative staff.
Tertiary Education Commission Act (2001)	Established the Tertiary Education Commission (TEC) for the development of tertiary education. Functions include: advising the government on tertiary education; fund-raising for tertiary education; vetting the budgets of tertiary institutions; ensuring relevance of offerings; ensuring equity in admissions, conditions of service, and staff promotions.
University Act (2004)	The colleges of the University of Sierra Leone (Njala and Fourah Bay College) were constituted into two new universities - Njala University and the University of Sierra Leone. Allows for university autonomy in matters of administration and academics. Allows for the creation of private universities.
Education Act (2004)	Replaced the Education Act of 1964 and outlines the structure of the education system, management and control, and the role of various actors in the system including Local Authorities. Major points covered are the legalization of the 6-3-3-4 education system; and free and compulsory basic education. Ultimate authority for management and control of schools lies with the Minister of Education, but School Management Committees and Board of Governors will manage primary and secondary schools respectively. Local authorities recognized, but existence of education committees within local councils dependent on approval of the Minister.
Local Government Act (2004)	Established Local Councils and local governments and marks the return to decentralization in education after over 30 years of centralized governance. Transfers the management and supervision of basic education from the central to local governments.

The two most important of these acts are the Education Act (2004) and the Local Government Act (2004). The former lays out the vision, objectives, structure, and organization of the whole education sector. It outlines the system of management and control of education and briefly states the role of the various actors in the education system. The Local Government Act is important for education because it transfers the management and supervision of basic education to the local councils. One of the challenges highlighted by the recent County Sector Report on education is that there are ambiguities in the laws – in particular between the Education Act and the Local Government Act. This has resulted in some confusion about the roles and responsibilities of the national and local government regarding the management of education. The roles and responsibilities of MEST, local governments, school management committees, boards of governors, school proprietors are still not clearly demarcated. The

devolution schedule has been very aggressive, and as such there has been little time to reflect on what has been learned so far or to fill in the cracks in the system.

Another source of tension in governance is the relationship between the government and the proprietors of government-assisted schools. Currently, GOSL determines the composition of the school's governing board or SMC. Government also provides most of the funds required for the day to day running of the school and for the payment of teachers' salaries. As a result the government is asserting more control over the schools, which causes friction in the partnerships with proprietors.

Weak Accountability Structures

In the World Development Report (2004), accountability is explained broadly as the relationship among actors or institutions that has five features: (1) delegation (2) finance (3) performance (4) information about performance and (5) enforceability. The report goes further to outline the broad categories of actors among whom accountability is required

- Citizens and/or clients: students, parents, voters.
- Politicians/policymakers: Minister of education, MPs
- Providers: MEST, local government officials, private proprietors
- Frontline Professionals: teachers, head teachers, etc.

For various reasons, including the ambiguities in the laws governing the sector, *delegation* of education responsibility is weak. The roles of School Management Committees (SMCs), Boards of Governors (BoGs), education proprietors, MEST, etc regarding the delivery of basic education needs clarification.

Currently, adequate resources (whether technical, financial, or equipment) to ensure the successful implementation of simple tasks do not exist. As a result, performance in the sector overall is weak as reflected by indicators of completion and achievement. Building good accountability systems is also plagued by a general lack of reliable data on inputs, outputs and outcomes. The building of an Education Management and Information System is underway collection of data has already commenced, data entry will start soon and initial results would be available by the end of June 2007.

In terms of finances, the Public Financial Management structure presently being finalised would, it is hoped, go some way to addressing concerns about financial accountability.

Weak Management Capacity at MEST and Local Councils

Effective delivery of education services and learning for all children is impossible without effective managers and management capacity. Yet, nearly all of the studies of the education sector to date²⁵ have highlighted weaknesses in management and management capacity at MEST as one of the major issues.

One of the many consequences of prolonged periods of conflict is the weakening of both individual and institutional capacity. There is a dearth of skilled managers in the public sector and management systems either do not exist or are still new and not fully adopted. Various Public Expenditure Tracking Surveys have shown that financial and resource management and logistics are areas of weakness as resources do not reach the schools. The Management and Functional Reviews of the Education Sector conducted in 2002 and 2005 highlight these weaknesses in management at both central and local government.

MEST and local councils need bold leaders who will chart a new course for education and who are willing to embrace change and be innovative. Identifying and developing leaders at every rank will be a major challenge during the next decade.

²⁵ For example, Review of Education Sector for PRSP, Country Sector Report on Education and others

Key stumbling blocks in bringing about needed improvement in management capacity and accountability in MEST are the administrative structure and the mode of appointment into senior positions. Without a change in these, significant improvement in MEST management of the system would be difficult. There is a need for day to day implementation and management work to be done at the district level leaving the central office / headquarters with the responsibility of policy formulation, standards and targets setting, global allocation of resources, ensuring global enforcement of regulations, encouraging and publicizing good practices, global monitoring, performance evaluation, assessment of learning standards at the national and sub-national levels and reporting

Weak Management Capacity at School Level

Effective school management is important to ensure that all students learn. School Management Committees (SMCs) and Boards of Governors (BoGs) are responsible for the day to day management of public primary and secondary schools respectively. Yet, many of these bodies have not received necessary training in management – and many are non-functional. Teacher absenteeism and lateness as documented in IRCBP Baseline Study of Primary point to a crucial need for better monitoring and management of teachers and schools.

Many senior teachers and heads of institution lack management training and make limited effort to develop their capacity and competence whilst in office. The in-service capacity building measures indicated in earlier chapters for the different level must be enforced by MEST and relevant action taken.

MEST supported by UNICEF and NGOs such as Plan – Sierra Leone is carrying out training of SMCs but membership changes are frequent and a more sustained and regular training programme is necessary. In the case of BoGs, management training is perfunctory if any. The foregoing being the case, MEST, in collaboration with LGAs and the relevant school proprietor, is to plan and implement short in-situ training programmes for all newly appointed SMCs and BoGs within the first three months of appointment.

D. Progress to Date

As a result of political decentralization, the management of basic education has been devolved to the local councils. Yet, it is important to note that prior to this event decentralization of some activities to the school level was already underway. For example, school management committees had been instituted at each school to manage the activities of the school and capitation grants are now being sent directly to the schools. The schedule for the devolution of functions is indicated in the table below:

Figure 58: Schedule for the Devolution of Functions of MEST to Local Councils

Main Functions	Activities to Devolve	Year
Management and control of Council Schools (district, town, and city) from the pre-primary to JSS levels	Recruitment of teachers	2005
	Payment of salaries of teachers and staff	
	Provision of teaching and learning materials	
	Payment of school fee subsidies	
	Provision of furniture	
	Rehabilitation and reconstruction of schools	
Management and control of other government and government-assisted schools (primary to JSS schools)	Staff development (study leave matters)	2005
	Payment of examination fees	
	Payment of salaries of staff	
School Supervision	Provision of furniture	2006
	Provision of subsidized textbooks	
	Inspection of teachers and school curriculum	
Management and Control of Government Libraries	Inspection of pupils	2007
	Establishment of boards	
	Supervisory monitoring	
	Training of staff	

Source: The Local Government Act, 2004. Statutory Instrument No. 13. The Local Government (Assumption of Functions) Regulations

The process of devolution is already underway and is expected to complete in 2008. However, many details about the process remain to be worked out.

In the area of management capacity and building effective management structures, the Management and Functional Reviews of the education sector, conducted first in 2002 and later in 2005 to reflect the new decentralization process, made about 50 different recommendations to improve management. Few have been implemented, and these recommendations must be revisited in the near term by all stake holders – with an aim to prioritization and implementation of the agreed upon recommendations.

In 2003, a Presidential Commission was appointed to make recommendations for improving management and effectiveness of the management levels of the civil service. One of the main recommendations was that a Senior Executive Service (SES) be established. The SES will comprise of highly qualified individual, chosen on the basis of ability and merit, who will be remunerated well, and be judged by performance. Following this an SES Implementation Unit was set up in the Presidency Unit, and in 2006, a consultancy team was given the task of setting out the road map for the implementation of the SES. At the time of writing, the report from these consultants are about to be finalized, and it is believed that the implementation of the SES would be driven by their recommendation. The implementation of the SES would have important consequences for education, but it is not without risk as the financial costs are high and cannot be sustained without external support.

The Institutional Reform and Capacity Building Project, funded by the World Bank, has also made strides in capacity building at the local council level. Workshops in procurement and financial management among others have been conducted.

As part of the Sababu Education project, some members of SMCs have been trained on school management issues. Furthermore, NGOs such as JICA, also work with communities to train them to manage and monitor their schools.

Further details on key issues and background information can be found in the sister document to this i.e. the CSR – Education in Sierra Leone – Present Challenges, Future Opportunities, published by the World Bank.

E. Strategies to address key issues

In order to address the main issues highlighted above, the strategies shown in Figure 59 will be employed.

Figure 59: Specific Objectives and Key Strategies for Providing Improved Governance, Management, and Leadership

<u>Specific Objective</u>	<u>Key Strategies</u>
To improve accountability structures	<ul style="list-style-type: none"> ▪ Harmonize various Acts to remove ambiguities ▪ Determine reporting and management structure ▪ Develop an Education Management Information System including school mapping ▪ Introduce performance monitoring at all levels
To develop a cadre of managers and leaders at all levels	<ul style="list-style-type: none"> ▪ Support the GOSL SES plan ▪ Develop human resource management unit ▪ Conduct an initial needs assessment of the technical capacity gaps at school, local council, and MEST levels ▪ Develop long-term, on-going capacity building strategy for staff at all levels in collaboration with IPAM and other tertiary institutions ▪ Develop collaborative relationships with private sector, NGO, funding agencies to help with short term capacity building

F. Log Frame

Figure 60: Log Frame with Prioritized List of Activities (short, medium and long term) for Providing Improved Governance, Management, and Leadership

Specific Objective	Strategies	Required Action	Indicators of Achievement	Responsible	Time
Improved accountability	<ul style="list-style-type: none"> ▪ Harmonize various Acts to remove ambiguities ▪ Determine reporting and management structure 	<ul style="list-style-type: none"> ▪ Convene a series of workshops involving all stakeholders at all levels to revisit the various Acts ▪ Clarify roles and responsibilities 	<ul style="list-style-type: none"> ▪ Amendments to Act developed and accepted into law ▪ Reporting structure exists ▪ Management chart and structure exists 	MoLG MEST, Law Officers Department	ST-MT
	Develop an Education Management Information System including school mapping	<ul style="list-style-type: none"> ▪ Develop Terms of Reference ▪ Solicit bids ▪ Award contract ▪ Procure equipment ▪ Provide necessary study ▪ Conduct baseline including mapping ▪ Develop EMIS reports 	<ul style="list-style-type: none"> ▪ EMIS developed by 2007 ▪ Baseline survey conducted by 2007 ▪ EMIS reports developed 	Planning Directorate of MEST, Project Co-ordination Unit of SABABU Education Project, UIS of UNESCO	ST-MT
	Introduce performance monitoring at all levels	<ul style="list-style-type: none"> ▪ Determine set of performance indicators ▪ Quarterly reports ▪ Take action as necessary based on reports 	Performance indicators determined and monitoring commenced. Quarterly reports developed. Necessary action taken based on outcomes	MEST, MOLG	ST-MT
To develop a cadre of managers and leaders at all levels	Conduct initial needs assessment of the technical capacity gaps at school, local council, and MEST according to agreed upon roles and responsibilities	<ul style="list-style-type: none"> ▪ Build survey instrument ▪ Develop library (learning centre) 	Needs assessment survey instrument developed and in operation Library developed	MEST, LGAs, tertiary institutions, SSL	MT
	Develop human resource management unit	<ul style="list-style-type: none"> ▪ Acquire suitable HR manager or consultant ▪ Develop HR policies and guidelines 	HR manager or consultant appointed and functioning HR policies and guidelines already developed and in operation	MEST, NGOs, UN Agencies	MT

Develop long-term, on-going capacity building strategy for staff at all levels in collaboration with IPAM or other tertiary institutions	<ul style="list-style-type: none"> ▪ Develop courses on education finance, logistics, procurement, monitoring, administration, school management and other common functions ▪ Develop learning systems such as libraries, distance learning centres, and other information resource centres at MEST ▪ Link MEST and local councils via internet networks to facilitate sharing of ideas ▪ Encourage peer teaching and learning and information sharing 	Long-term on going capacity building strategy in place	MEST, IPAM and other tertiary institutions	LT
Further develop the capacities of SMCs	<ul style="list-style-type: none"> ▪ Produce a programme for further developing capacities of SMCs ▪ Require DEOs to work with LGAs to implement SMC training programme 	Programme developed and being implemented SMCs generating income to contribute to the development of schools	MEST, LGAs, Proprietors	MT
Develop collaborative relationships with private sector, NGO, Sierra Leonean Diaspora for short-term capacity building needs	<ul style="list-style-type: none"> ▪ Determine technical capacity at various NGOs and other organizations ▪ Encourage exchanges ▪ Technical assistants and consultants paired with MEST and 	Collaboration with private sector, NGOs and Sierra Leonean diaspora fully effective	NGOs, private enterprises, MEST, Sierra Leonean diaspora	MT-LT
Support the GOSL SES plan	<ul style="list-style-type: none"> ▪ As required by the plan 			
Develop capacity at the district, community and school levels	<ul style="list-style-type: none"> ▪ Ensure that members of communities are part of SMCs and BoGs ▪ Give SMCs and BoGs the training needed to manage and monitor schools and teachers ▪ Build clear lines of communication between SMCs and ▪ Develop a 	<ul style="list-style-type: none"> ▪ All SMCs trained and functioning effectively ▪ Members of SMCs and BOGs from community ▪ Community supports school in various ways 	MEST, local councils, community groups, community leaders	ST-MT

Figure 61: Upgrading of Institutional Capacity

Capacity building (central and decentralized structure)		2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Number of personnel to be trained over the 9 year time	450										
Number of trainees / year		50	50	50	50	50	50	50	50	50	450
Unit cost in multiple of capita GDP unit	2										
Total cost per annum (millions of Leones)		58	60	62	63	65	67	69	71	73	588

Infrastructure

Rehabilitation of local structure	36										
Rehabilitation per annum		4	4	4	4	4	4	4	4	4	36
Total cost per annum (millions of Leones)		27	28	30	31	33	34	36	38	40	296

Cost of Capacity Building											
Capacity building (central and decentralized structure)		58	60	62	63	65	67	69	71	73	588
Infrastructure		27	28	30	31	33	34	36	38	40	296
Total cost per annum (millions of Leones)		85	88	91	94	98	101	105	109	113	884
Total cost per annum (millions of US\$)		0.03	0.03	0.03	0.03	0.03	0.03	0.04	0.04	0.04	0.30

Note that the in-service training provided would include that for monitoring and evaluation of the system and ESP implementation progress.

Chapter 11

Monitoring For Quality Improvement and Accountability

A. Goal

The goal is to develop a system for monitoring and evaluating progress towards achieving learning for all students – a major goal of the education system.

B. Specific Objectives

1. To develop a monitoring and evaluation strategy and framework that defines a system for providing timely and relevant information on the education system, and in particular student learning achievement, to all stakeholders (parents, policy makers, providers of funds, etc.)
2. To democratically determine key outcomes to measure
3. To collect, analyze, manage, and report necessary data and information
4. To build capacity to maintain M&E as a core activity of MEST
5. To develop a system for reporting results and using information to improve learning and management

C. Progress and Challenges

The next few paragraphs outlines current state of monitoring and evaluation of the education sector focusing on the current legislations and policies, the current monitoring activities with the responsible bodies, and some of the challenges faced by the sector.

Legislations, Policies, and Strategies on Monitoring and Evaluation

Various policy documents point to the need for a strong and effective monitoring system if desired goals are to be achieved. The two main pieces of legislation concerned with monitoring at school level are the Education and Local Government Acts. The key sections of both are indicated below.

Education Act: 2004

Part X, Section 47, 1 – 6 of the Act provides for different forms of inspection of school, those who should inspect and penalties for obstruction.

Local Government Act

Part XIV, Section 97 provides for MEST to inspect and monitor the education provided by local councils. The representative of MEST would have power to enter and inspect the premises, property, books of accounts, stores records, and any other document and also to look into any matter on his/her own initiative.

Poverty Reduction Strategy Paper

The PRSP outlines GOSL's plan to develop a "participatory system to monitor and evaluate the progress of implementation and the impact of the poverty strategy." The main objectives of the M&E system are "(i) to provide timely and reliable information to all policy makers, implementing agencies, stakeholders and beneficiaries to ensure that the agreed strategy is being implemented; (ii) to promote transparency and accountability in the design and implementation of the poverty reduction strategy; and (iii) to set-up an effective management information system that will facilitate the flow of information among policy makers, implementing and executing agencies, beneficiaries, including civil society groups, and NGOs." (Chapter 4)

The monitoring framework for Pillar III of the PRSP, which relates to promoting human development, includes activities and indicators for monitoring progress in education.

Finally, a framework for monitoring the implementation of the PRS has been developed, and it relies on the formation of district level M&E committees that will be responsible for district level data collection, monitoring of implementation at the district level and reporting to the Pillar Working Groups.²⁶

The Institutional Reform and Capacity Building Project has been involved in the training of various local government officials on monitoring and evaluation practices.

D. Current Education Monitoring & Evaluation Activities

The current monitoring and evaluation activities in the education sector are carried out in an ad hoc manner. A framework for systematic monitoring is yet to be put fully in place, neither are there identified key indicators related to student learning that are tracked from year to year although the latter is now being addressed with the assistance of training and logistics provided by the World Bank and UNICEF.

Establishment of an Education Management Information System (EMIS)

The importance of good and reliable data for the planning, operation and diagnosis of an education system cannot be over-exaggerated. In the past years there has been a scarcity of good quality, reliable data. MEST has been trying to address the problem through a number of measures one of which has been the establishment of an EMIS Unit. The expertise of the UNESCO Institute of Statistics (UIS) is being utilised in the establishment of the Unit and its first product, data on primary education, is expected by the end of May 2007. The design of the EMIS is such that it should be able to provide information that would assist in various monitoring and evaluation exercises of MEST and its development partners, including NGOs.

Monitoring of Schools and Students

The Inspectorate department at MEST, with its inspectors at the district education offices, has been primarily responsible for overall monitoring and supervision of the education sector. The inspectors collect data on schools and students mostly limited to student numbers and teacher numbers.

At the school level, school management committees and boards of governors also play a monitoring role.

With the devolution, MEST officials at the district level are to work closely with local council education committees to support and monitor their activities. However, the exact working relationship remains unclear.

Monitoring of Teacher Numbers and Payroll

Although the Ministry of Finance has made some progress with computerizing the teacher payroll, there is evidence that some unscrupulous individuals are receiving more than one salary as a teacher, others impersonate colleagues, and others still collect salaries even though they are not teaching. These individuals are able to succeed because of the absence of a fully computerized ID system. Given the estimated present loss in funds through fraud and the potential gains not only through recovery of monies but also through the employment of real teachers and improvement in the teaching and learning situation, the MEST intends establishing a Teacher Identification and Payroll Unit in 2007 and issuing computerized IDs to all teachers. This would make it possible to monitor teacher numbers, movements and salaries and to better plan and predict teacher needs.

Monitoring of Student Performance and Learning

At the school level, monitoring of student performance and learning is the responsibility of teachers and principals. Schools are expected to use continuous assessments to track student performance. Students also sit final year examinations which usually determine transition to a higher grade.

At a national level, school leaving examinations are conducted by the West African Examinations Council (WAEC) at the end of primary, JSS, and SSS levels. The National Council for Vocational, Technical and other Academic Awards (NCTVA) coordinates testing for TVET students.

²⁶ Information from: http://www.daco-sl.org/encyclopedia/5_prs/5_1process.htm

The tests carried out by the West African Examinations Council (WAEC) and National Council for Vocational, Technical and other Academic Awards (NCTVA) are norm-referenced tests. They perform an important role in providing a relatively objective measure for movement up the educational ladder and comparing the performance of candidates from different schools, but they are unsuitable for assessing learning or for helping to improve student performance.

For this reason, 2 senior personnel of MEST, 1 staff of WAEC and 1 of Statistics Sierra Leone (SSL) have been trained in producing, carrying out and evaluating learning assessments. Pilot tests will be carried out at the end of 2007 with the intention of starting annual tests in 2008 if funds allow.

With the tremendous increase in the number of candidates and an accompanying increase in the number of institutions both WAEC and the NCTVA are finding it difficult to release examination results on time. With the anticipated further increases both WAEC and NCTVA need to be re-equipped and provided with additional resources.

Monitoring of curriculum

The National Curriculum Research and Development Centre (NCRDC) is responsible for monitoring and improvements of the school curriculum.

The education sector review for the PRSP considers curriculum reform, including language of instruction, an area of needed reform for the education sector.

The Tertiary Education Committee is responsible for curricular and standards in tertiary level institutions, whereas the NCTVA is responsible for the Tech/Voc sector.

Financial Monitoring or Audit

The overall responsibility for financial monitoring lies with the *Ministry of Finance and Auditor-General's Office*.

Several Public Expenditure Tracking Surveys (PETS) have been completed by the Economic Policy and Research Unit of the Ministry of Finance. These surveys have tracked the flow of education resources from the Ministry of Finance to the schools. For example, PETS 2004 tracked the payment of school fee subsidies and textbooks. These surveys have shown a worrying leakage of resources from the Ministry of Finance to schools. However, the reports of some of these surveys should be read very carefully as unfortunately, in the eagerness to demonstrate that something is amiss which sometimes is the case, some key pieces of information are not sought or utilised and so the full information package is not presented to the readers. Notwithstanding the foregoing, a reading of the surveys show that a variety of methods have been tried to get funds to schools with minimum leakage. These have included getting heads of schools to collect subsidies in person at the central headquarters of MEST, payment to Education Secretaries / Managers for schools under their care, direct payment to schools by an internationally renowned accountancy firm KPMG, payment into bank accounts for schools with such accounts and payment at district headquarter towns. None have been found to be problem free. In addition to the findings of the PETS Unit, it is hoped that when the EMIS is fully established, information will become available that would aid in the monitoring of subsidies paid not only to schools but to other entities such as the West African Examinations Council (WAEC).

Monitoring of Local Government and MEST Performance

With the implementation of LGA 2004, one of the main roles of MEST in basic education is the monitoring and evaluation of the performance of local governments in the delivery of basic services. As such an even greater emphasis needs to be put on building monitoring and evaluation capacity at MEST and as well in the local councils. The Management and Functional report on MEST suggests that the

Monitoring & Evaluation function be a unit within the Planning & Budget directorate. However, it is unclear how this unit interfaces with the Inspectorate Directorate.

The National Commission for Basic Education (NCBE) is tasked with the monitoring of MEST, but do not have the resources to perform this role.

E. Key Challenges

Lack of qualified staff

The units responsible for monitoring and evaluation are lacking qualified staff in many areas. Building capacity on monitoring and evaluation at both central and local levels is an important challenge.

Lack of basic infrastructure and working materials

The District Education Offices are plagued with problems of infrastructure. Furthermore, there is a general lack of stationery, equipment, transportation, communications and financial resources.

Similarly, the monitoring of standards in non-school technical/vocational institutions below tertiary level is the responsibility of the NCTVA. However, paucity of staff and needed resources has made it impossible to carry out its monitoring and evaluation tasks.

Relationship with Local Councils

With responsibility for basic education now being devolved to Local Councils, the education wings of these Councils are also going to become very involved in the monitoring process. Even so, the Local Government Act provides for MEST to monitor the education activities of Local Councils.

Monitoring and Evaluation Framework

There is currently no M&E strategy or framework for the education sector.

Lack of Resources

In addition to the lack of M&E strategy, the units responsible are not well-funded. It is clear that M&E is not a funding priority

Data Management

Data collection, collation, and management are critical for monitoring and evaluation. Currently, the sector has no central data bank. Data on education exists in a number of different places such as: inspectorate division (mostly paper based and incomplete), various household surveys (such as SLIHS and MICS), rapid assessments surveys, one-time reports. There is little sharing of information, and there is currently no library of education materials. The Management and Functional Review recommends the creation of a Central Information Unit within the Planning Directorate, but this has not been implemented. The review recommends a policy on records management that do not currently exist.

Monitoring of Subsidies

The PETS Unit of the Ministry of Finance is vested with the responsibility of tracking how public funds are being spent by key Ministries such as MEST. Much of the data used by the PETS Unit is obtained from MEST. The District Education Offices which should provide the information are often handicapped by a lack of logistics and many schools are very difficult to reach and some are inaccessible for part of the year. Additionally, there is sometimes a suspicion and reluctance to make available needed information especially if schools believe that they would be at a disadvantage. Reliable information on which to base reports is therefore at a premium and strategies have to be put in place to overcome the myriad obstacles to obtaining monitoring data. The recently established SMCs could potentially be very useful in addressing a significant part of the problem.

F. Strategies to Address Key Issues

Monitoring and evaluation of progress towards achieving education goals are of paramount importance. Whatever strategy MEST decides on would have to align and feed into overall PRSP M&E strategy, and would have to build on M&E activities at the local level. Below are strategies to address the main issues identified above. These objectives rely on some of the activities in the Management chapter – in particular that roles and responsibilities have been clarified and reporting links established. Further, background details to some of the issues can be found in the Governance and Management chapter of the CSR – Education in Sierra Leone – Present Challenges, Future Opportunities published by the World Bank.

Figure 62 - Specific Objectives and Key Strategies for Monitoring for Quality Improvement and Accountability

Specific Objective	Key Strategies
Develop a monitoring and evaluation strategy	<ul style="list-style-type: none"> ▪ Determine needs and capabilities of current M&E bodies ▪ Build on PRSP M&E strategy to develop a strategy and policy for M&E at district and central levels ▪ Decide where MEST responsibility for overall M&E should lie ▪ Decide on M&E structure at local councils ▪ Fully staff and resource M&E activities
Determine key outcomes to monitor	<ul style="list-style-type: none"> ▪ Decide on overall framework for monitoring & evaluation ▪ Workshop series with key stakeholders to agree upon key outcomes to monitor and evaluate. The indicators suggested in this plan are a good starting point for discussion ▪ Determine as well short, medium, and long-term targets for the agreed upon outcomes ▪ Conduct a baseline study
Collection, analysis, and management of data necessary to track process	<ul style="list-style-type: none"> ▪ See Chapter on Management ▪ Decide on a strategy for data collection – frequency, responsible entity, data flow, etc. ▪ Make greater use of SMCs ▪ Decide on a strategy for data management – the development of a central information unit as recommended by the Management and Functional Review is a good start ▪ Establishment of a fully functional EMIS system ▪ Make data publicly available and accessible to all in a format that is relevant and understandable
To build capacity to maintain M&E as a core activity of MEST	<ul style="list-style-type: none"> ▪ Determine the skill sets required at all stages ▪ Partner with other organizations such as IRCBP to train central and local government staff ▪ On-going workshops and sensitivity for all staff on importance of M&E
To develop a system for reporting results and using information to improve learning and for better	<ul style="list-style-type: none"> ▪ Produce simple and easy to read reports for key stakeholders at all levels from parents to policymakers. Reports should be relevant to the audience. For e.g. student reports for parents, school report cards for district education officers and principals, etc. ▪ Establish a time table for the publication of reports, using various media from newspapers to radio ▪ Train teachers, principals, district education officers on how to use results to improve on teaching and management practices

²⁷Making Difficult Choices - The Costing and Financing of the Education Sector Plan

Introduction

The preceding chapters have analysed and discussed the various aspects of the Education Sector Plan (ESP), which include, but are not limited to a review of Sierra Leone's demographic dynamics as it relates to the education sector and the setting of targets consistent with the Fast Track Initiative for Education for All (FTI EFA), the Poverty Reduction Strategy Paper (PRSP) and the Millennium Development Goal (MDG) as well as the resource envelop which is informed by historical and projected budgetary outcomes.

Approximately 20% of current government spending, the largest of any of the sectors, is allocated to education. An estimated 48% to 50% is allocated to primary education, and about 25% of the rest to secondary education with junior secondary having around 19%. In GDP terms, around 4.9% of government expenditure is presently on education.

Expenditure on education is not only by the GOSL, households contribute significantly to education. Research has shown that about 50% of the spending on primary education comes from households. For secondary education the percentage is even higher at approximately 60%. In terms of consumption, the CSR estimates that only about 43% of the expenditure on education is consumed by females.

With the resuscitation of local councils and their responsibility for education at the basic education level, primary school fees subsidies are now being given by the Ministry of Finance (MOF) to councils to be paid directly to schools. In the case of examination fees, payment is by the MOF directly to the West African Examinations Council (WAEC).

Details on the financing of education and the channelling to local councils and schools can be obtained from Chapters 4 and 6 of the sister document to this i.e. the CSR – Education in Sierra Leone – Present Challenges, Future Opportunities, published by the World Bank.

The purpose of this chapter is two-fold: (i) to identify and cost activities associated with achieving the overall and sub-sectoral targets using different assumptions, and (ii) to quantify the resulting financing gaps and design alternative strategies for reducing the financing gaps under various scenarios.

The beginnings of the 5 scenarios considered for the ESP can be traced back to the targets for education in the Poverty Reduction Strategy Paper (PRSP) and the scenarios presented in the Country Status Report (CSR). For the purpose of the ESP, the thoughts behind the presentations in the PRSP and CSR were exposed to further and closer scrutiny before arriving at a common base and slight differences in what is built on that base to arrive at 5 scenarios.

In particular, the policy implications below from the expenditure and financing chapter of the CSR came in for detailed consideration as the requirements for the scenarios were being put together:

“Increasing the Resource Envelope through Further Donor Support. Expansion of the education system will require additional funding. The government is already allocating a proportion of its expenditure to education in line with the FTI benchmark and, given the post-war needs of all sectors, there may be little scope for the government to increase the share of budget that goes to education. Households are already contributing a

²⁷ Remember that apart from the base year figure, the others are estimates obtained from the model under-pinning the ESP.

substantial amount to primary and secondary education. Therefore, further funding will need to be mobilized from various sources including communities, private-public partnerships, the Sierra Leonean Diaspora, external funding agencies, and private foundations. Even though it is possible to reduce the dependency on external funding through more community participation, collaboration, ownership and financing, significant support will still be required from the donor community if UPE is to be achieved by 2015.

Aligning Public Spending with Stated Policy. If the government is to prioritize technical and vocational education, as stated in the Poverty Reduction Strategy Paper (Government of Sierra Leone 2005), then the share of education spending that goes to this sub-sector will need to be increased. The technical and vocational education sector has experienced a recent decrease in expenditure in absolute terms (a drop of 40 percent between 2000 and 2004), and in the percentage share (from 9 percent of education spending in 2000 to 4 percent in 2004). Prioritizing this area will require a change in this general trend.

Accounting for Projected Needs in Sub-sectors. The rapid expansion in enrolments at the primary level means that there will be many students in the coming years requiring places in junior secondary education. Currently, the junior secondary education system does not have the places to support this large influx, or to sustain the numbers that should be coming through when the primary system stabilizes and achieves universal primary completion. The secondary level has experienced an increase in real spending that is disproportionate to that of other sub-sectors. The percentage share of current expenditure on secondary has actually decreased from 25 percent in 2000 to 22 percent in 2004. To adequately supply the resources needed for this sub-sector, this allocation will likely need to increase.

Reducing Costs to Households for Basic Education. The Constitution and Education Act of Sierra Leone makes reference to free and compulsory basic (primary and junior secondary) education. Yet the contribution of households to education in Sierra Leone is very high (50 and 60 percent of total education expenditure in primary and secondary schools, respectively). To ensure that all children are able to access basic education, the cost to individual households, particularly poor households, will need to be reduced.

Promoting Public-Private Partnerships at the Tertiary Level. Given the competing demands for public funds at the different levels of education, there is scope for seeking alternative ways of financing education, such as promoting private schools and universities and recovering the costs of tertiary education. There are many different models of public-private partnership and cost recovery operating in other countries that could be examined and considered for Sierra Leone.

Increasing Student-Teacher Ratios. As a key component of unit costs, the student-teacher ratio is low in tertiary education, and savings could result by increasing it. It may also be possible to reduce the number of non-academic staff, given that a high proportion (two-thirds of all tertiary staff) are non-academic. Although there are trade-offs for every policy choice, the currently modest values of the pupil-teacher ratio in JSS and SSS and the requirement for a large expansion in capacity at these levels suggest that an increase in the pupil-teacher ratio at these levels could be considered.

The common base in all the scenarios is the achievement of Universal Primary Education (UPE) and completion by 2015. Also common to all the scenarios is the acceptance that there is a need to invest more in skills training and to encourage more private investment in education.

The Scenarios and Trade-offs

Given below are the 2015 targets of the 5 scenarios considered an abbreviated version of which has been presented earlier in Chapter 4.

Figure 63 – The 5 Scenarios

	Current (2003/04)	2015 levels (unless otherwise stated)				
		Scenario 1 Chosen	Scenario 2 More Tchrs + Smaller Classes	Scenario 3 UBE Increased JSS-SSS Transit	Scenario 4 Reduced Pub Enrol + Larger Classes	Scenario 5 - Higher Teacher Salaries
Pre-Primary						
Gross Enrolment Ratio	3.9%	20%	20%	20%	20%	20%
Percentage Government-Assisted	7.9%	8.0%	8.0%	8%	5%	8%
Subsidy to Private (US\$ million)	NA	0.52	0.52	0.52	0.54	0.52
Primary						
Gross Enrolment Ratio	121%	105%	105%	105%	105%	105%
Gross Intake Ratio	159%	100%	100%	100%	100%	100%
Gross Completion Ratio	55%	100%	100%	100%	100%	100%
Number of Head and Senior Teachers	3,576	7,000	7,000	7,000	7,000	7,000
Number of Teachers	12,865	17,816	20,918	17,816	14,093	17,816
Pupil-Teacher Ratio	61	45	40	45	50	45
Percentage of Pupils Private	5%	10%	10%	10%	15%	10%
Spending on Inputs other than Teachers (%)	31%	35%	35%	35%	35%	35%
Ave Teacher Remun - mult of per capita GDP	4.2	4.7	4.6	4.7	4.8	5.1
JSS						
Transition Rate Primary-JSS	63%	50%	50%	100%	50%	50%
Survival Rate	74%	90%	90%	100%	90%	90%
Repetition Rate	14%	5%	5%	5%	5%	5%
Number of Head and Senior Teachers	731	2,091	2,353	4,403	1,778	2,091
Number of Teachers	3,658	4,246	4,777	8,939	3,609	4,246
Pupil-Teacher Ratio	28.9	34.2	30.4	34.2	38.0	34.2
Pupil per Class	48.5	45.0	40.0	45.0	50.0	45.0
Percentage Private	5%	10%	10%	10%	15%	10%
Spending on Inputs other than Teachers (%)	30%	50%	50%	50%	50%	50%
Ave Teacher Remun - mult of per capita GDP	5.9	5.5	5.5	5.4	5.5	7.4
SSS						
Transition Rate JSS-SSS	39.2%	37.0%	37%	50%	37%	37%
Survival Rate	108%	90%	90%	90%	90%	90%
Repetition Rate	11.0%	5.0%	5%	5%	5%	5%
Number of Head and Senior Teachers	233	703	1,124	2,110	590	703
Number of Teachers	1,169	1,427	2,283	4,285	1,198	1,427
Pupil-Teacher Ratio	27.1	29.6	18.5	29.6	33.3	29.6
Pupil per Class	42.3	40.0	25.0	40.0	45.0	40.0
Percentage Private	1%	10%	10%	10%	15%	10%
Spending on Inputs other than Teachers (%)	28%	50%	50%	50%	50%	50%
Ave Teacher Remun - mult of per capita GDP	5.9	6.1	6.1	6.0	6.2	7.4
Technical and Vocational Centres						
Enrol. Government & Government assisted TVQ Course	11,657	24,000	24,000	24,000	20,000	24,000
Vocational Cert Enrolment Primary School Leavers	NA	55,148	55,148	0	55,148	55,148
Vocational Cert Enrolment Junior Sec School Leavers	NA	27,274	27,274	38,383	27,274	27,274
Tertiary						
Number Enrolled	13,697	24,750	24,750	24,750	24,750	24,750

Percentage Private	NA	10.0%	10.0%	10.0%	20.0%	10.0%
Subsidy to Private (US\$ million)	NA	0.23	0.23	0.23	0.46	0.23
Total Spending On Distance Education (US\$ millions)		2.01	2.01	2.01	2.01	2.01
Total Spending On Research (US\$ millions)	NA	0.40	0.40	0.40	0.35	0.40

Figure 64 - Cumulative Cost (US\$ millions) Implications of the Scenarios

	Scenario 1			Scenario 2			Scenario 3		
	2007	2010	2015	2007	2010	2015	2007	2010	2015
Domes generated recurrent resources for education	31.7	41.2	58.6	31.7	41.2	58.6	31.7	41.2	58.6
Indicative Framework domestic resources for primary education	15.1	18.5	25.7	15.2	18.5	25.7	15.1	18.5	25.7
Primary costs									
Total	30.5	34.7	53.0	34.3	39.3	61.2	30.4	34.7	53.0
Recurrent	26.0	30.5	48.5	26.7	32.0	53.7	26.0	30.5	48.5
Development (Classroom Construction)	4.4	4.2	4.4	7.6	7.3	7.6	4.4	4.2	4.4
Primary Recurrent Gap	-10.9	-12.1	-22.9	-11.5	-13.5	-28.0	-10.9	-12.0	-22.9
Other level costs									
Total	35.7	43.6	59.9	38.9	48.0	69.6	51.4	65.6	105.7
Recurrent	28.9	36.8	53.1	29.5	38.6	60.2	31.7	45.9	86.0
Development (JSS + SSS Classroom Construction)	6.8	6.8	6.8	9.4	9.4	9.4	19.7	19.7	19.7
Other Levels Recurrent Gap	-12.3	-14.1	-20.2	-12.9	-16.0	-27.2	-15.1	-23.2	-53.0
Total Recurrent Gap	-23.2	-26.2	-43.0	-24.5	-29.4	-55.2	-26.0	-35.2	-75.9
Total Recurrent Spending as % of GDP	4.4%	4.7%	5.5%	4.5%	4.9%	6.2%	4.7%	5.3%	7.3%
Primary Recurrent As % of Tot Recurrent	47.4	45.4	47.7	47.6	45.3	47.1	45.1	39.9	36.1
Tot Recur Finance Gap 2007-15 (US\$)	-254.20			-298.6			-374.2		
Estimated Sustainability	Sustainable			Non-Sustainable			Non-Sustainable		

	Scenario 4			Scenario 5		
	2007	2010	2015	2007	2010	2015
Domes generated recurrent resources for education	31.7	41.2	58.6	31.7	41.2	58.6
Indicative Framework domestic resources for primary education	15.1	18.4	25.7	15.1	18.5	25.7
Primary costs						
Total	25.9	29.1	43.1	31.1	36.4	57.3
Recurrent	25.1	28.6	42.3	26.7	32.2	52.9
Development (Classroom Construction)	0.8	0.5	0.8	4.4	4.2	4.4
Primary Recurrent Gap	-10.0	-10.1	-16.7	-11.5	-13.7	-27.2
Other level costs						
Total	33.0	39.2	51.2	36.7	46.4	68.9
Recurrent	27.7	33.8	45.8	29.9	39.6	62.1
Development (JSS + SSS Classroom Construction)	5.4	5.4	5.4	6.8	6.8	6.8
Other Levels Recurrent Gap	-11.0	-11.1	-12.8	-13.3	-17.0	-29.1
Total Recurrent Gap	-21.1	-21.2	-29.5	-24.8	-30.7	-56.3
Total Recurrent Spending as % of GDP	4.3%	4.3%	4.8%	4.6%	5.0%	6.3%
Primary Recurrent As % of Tot Recurrent	47.6	45.8	48.0	47.2	44.8	46.0
Tot Recur Finance Gap 2007-15 (US\$)	-197.2			-308.0		
Estimated Sustainability	Sustainable			Non-Sustainable		

For all scenarios, ‘sustainability’ was determined using the yardstick employed for other ESPs by the World Bank team assisting with simulation model costing. This yardstick was based on recommendations

of the EFA-FTI Secretariat, experience of working with many countries over many years and knowledge of economics. Amongst other things, it requires recurrent spending on education to be below a pre-specified percentage, around 5%, of the GDP (less than 5.6% in this instance) and recurrent allocation to primary education to be as near to 50% as possible (greater than 45% in this instance). Additionally, a dependency on external support ratio was computed to see whether dependency in future years would increase significantly relative to the present situation. For the chosen scenario, the computation indicated a small decrease in overall dependency between the base year and the target year of 2015 as shown below.

Figure 65 – Percentage Dependency on External Funding

Parameter	Base Yr	2007	2008	2009	2010	2011	2012	2013	2014	2015
	2004									
Dependency: % recurrent costs financed by external sources										
Primary education	43%	42%	41%	41%	39%	41%	43%	44%	45%	47%
Other levels	43%	43%	41%	40%	38%	38%	38%	38%	38%	38%
Overall dependency	43%	42%	41%	40%	39%	40%	40%	41%	42%	42%

Scenario 1, the GOSL chosen scenario, targets the achievement of UPE by 2015, increased enrolments at all levels, especially vocational skills training, increased private investment relative to the current situation, smaller average class sizes, more efficient use of teachers, increased spending on inputs other than teachers, increased average remuneration in GDP terms for teachers at the primary and SSS levels, increased enrolment on distance education programmes and more spending on research at the tertiary level relative to the existing situation. In recurrent expenditure terms as the table below shows, the model employed predicts for scenario 1 that approximately 5.5% of the GDP of Sierra Leone would be spent on education by 2015 if the economy grows as predicted. Additionally, approximately 47.7% of recurrent costs would be spent on primary education. Such a recurrent cost scenario is ambitious but sustainable. The estimated financing gap up to and including 2015 is an average of 28.4 million dollars per annum.

Scenario 2 differs from Scenario 1 in that class sizes are reduced and consequently pupil: teacher ratios are also reduced. The result of this seemingly minor change is a significant increase in recurrent and capital costs with recurrent costs rising to approximately 6.2% of GDP by 2015 and the allocation of recurrent costs to primary education falling to 47.1% by 2015. The high percentage of the GDP that should be spent on education by 2015 according to scenario 2 makes it unsustainable in fiscal terms.

For Scenario 3, achievement of UBE and increase in the JSS to SSS transition rate by 2015 are the main goals. Relative to Scenario 1 there is an increase in enrolment and teacher numbers above the primary level and the wage bill and capital costs also increase. The sum of it all is that recurrent expenditure on education rises to 7.3% of the GDP and the percentage spending on primary education goes down to 36.1% by 2015. With the rather high percentage of GDP going to meet the recurrent costs of education and the percentage spent on primary level education being rather low, Scenario 3 is adjudged to be unsustainable.

Relative to Scenario 1, Scenario 4 is built on the assumptions that government chooses to reduce its expenditure on education by increasing private investment and increasing class sizes thus reducing the number of teachers required and hence the wage bill and capital costs. The consequence of these moves is that total recurrent spending on education goes to 4.8% by 2015 and, because of the larger reduction in total salary at the post-primary level, the percentage of the recurrent spending on education that is allocated to primary schooling goes to 48.0% by 2015. Based on the foregoing, Scenario 4 can be considered as fiscally sustainable but in terms of quality of the teaching learning environment it has significantly more problems than Scenario 1, not the least among which are the large class sizes. Further, the likelihood of 15% of the parents of secondary school students being able to afford private schooling is unlikely given the very high poverty rate prevailing in the country.

For Scenario 5, the assumption is made that the GOSL agrees to pay school teachers significantly higher salaries than is proposed for the chosen scenario. Because secondary school teachers get higher average

salaries than their primary counterparts, one consequence is that the percentage of the recurrent budget on education spent on primary schooling goes down relative to Scenario 1 and the total recurrent spending on education as a percentage of GDP goes up to 6.3% by 2015. Given the foregoing, the sustainability of Scenario 5 is called into question.

The table below shows the recurrent financial requirement in terms of the cost projections of Scenario 1, the chosen scenario, for the period 2007-2015. The costs are broken down by sub-sector/level of education in a way that allows separate identification of the financial resource requirements for achieving the EFA FTI and the MDG targets.

Figure 66²⁸: Scenario 1 - GOSL Chosen - Estimated Recurrent Cost of Financing the ESP, 2007-2015

Summary (millions of Leones)	2004	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Primary											
Primary school	57,280	68,928	72,957	77,084	81,306	89,438	98,368	108,197	119,043	131,042	846,363
Pre-service teacher training	855	930	956	983	674	693	713	733	754	776	7,214
In-service teacher training	0	445	457	470	484	497	511	526	541	556	4,487
Total Primary	58,135	70,303	74,371	78,538	82,464	90,629	99,592	109,456	119,043	131,042	855,437
Other levels											
Preschool	100	593	756	941	1,150	1,386	1,651	1,948	2,280	2,649	13,354
Junior Secondary School	19,781	27,317	29,933	32,622	35,390	38,243	41,184	44,221	47,360	50,608	346,878
Senior Secondary School	6,157	9,245	10,274	11,352	12,481	13,665	14,909	16,217	17,595	19,048	124,786
Technical & Vocational Centres	4,583	10,583	11,972	13,484	15,132	16,893	18,809	20,898	23,180	25,677	156,627
Literacy & Non formal education	122	141	148	156	163	172	180	189	199	209	1,557
Higher education and Research	25,086	29,711	31,210	32,803	34,496	36,296	38,212	40,253	42,427	44,744	330,151
Total other levels	55,829	78,086	84,804	91,882	99,353	107,210	115,517	124,314	133,644	143,557	978,367
Total	113,964	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599	1,833,804
Total recurrent spending as a % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%	
Total (US\$ millions)	42.2	50.3	54.0	57.8	61.6	67.1	72.9	79.2	85.7	93.1	621.6
Summary (%)											
Primary	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7	
Other levels	49.0	52.6	53.3	53.9	54.6	54.2	53.7	53.2	52.9	52.3	

Diagnostic result

Sustainable Scenario

We used 2004 as the base year for calculating the figures in table 12.1 above, and constant 2004 US\$ exchange rate. The costing projection is based on extrapolation of the 2004 figures combined with the application of the indicative targets and benchmark parameters set for key factors, such as Gross Enrolment Ratios, Pupil Teacher ratios, etc. The overall expenditure by level is projected to increase in all sub sectors in real terms. However, the projected proportionate increase will vary between 2007 and 2009 due to the full implementation of the Value Added Tax (VAT). The sustainability of the

Primary level of education represents the largest share of the recurrent cost of the sector plan. This is in line with the objective of meeting the second Millennium Development Goal of ensuring that, by 2015, all Sierra Leonean children will be able to complete a full course of primary education.

The sector plan caters for the provision of housing facilities for teachers, recreational and sporting facilities for pupils and students, the provision of mobile and fixed libraries, special needs friendly facilities, etc. The plan would also boost vocational skills training in order to mitigate the problem of early dropouts and to improve the middle level skilled man power.

²⁸ This table will be revised and extended as and when necessary in the light of actual data becoming available for later years, and the macroeconomic situation.

Recurrent Expenditure

The total recurrent expenditure up to and including 2015 is projected at Le1,833,804 million (US\$621.6 million).

The Education Act of 2004, which made basic primary free and mandatory, induces imperative financial obligations on government for adequate provision of teaching and learning materials as well as expansion of the education infrastructure especially for preschool (which had always been wholly supported by the private sector).

Capital Expenditure

The total expansion capital cost for achieving Universal Primary Education (UPE) is projected at Le101,116 million for the period 2007 to 2015. Upgrading capital cost is projected at Le12,955 million for the same period.

Education expenditure allocation is targeted at reaching 20% of the total domestic budget revenue by 2010 and the growth in allocations to the sector is based on the macro-economic projections that the GDP will grow, on average, at the rate of 5% per annum.

Financing the Sector Plan

The total recurrent budget for the education sector strategy, covering all critical areas from 2007 to 2015, is Le1,833,804 million (US\$621.6 million), of which an average of 53% annually would be financed from domestically generated revenue (i.e. exclusive of donor support viz debt relief, budget support, etc) if the domestic resource envelope is devoted to meeting recurrent costs and the gap financed through external grants and loans. Domestic resource projections for the Education sector are based on the previous funding trends and consistent with the target of 20% of domestic budget revenue, the medium term commitments set out in the SL-PRSP and long term plans embedded in Sierra Leone's Vision 2025. External funding will be based on pledges and commitments from the country's development partners. There are however, indications that government could scale up the amounts shown in the projections made in table 12.2 with increased revenue mobilisation, mainly through the introduction of Value Added Tax which is expected to contribute an addition of 3% - 5% to GDP and giving appropriate incentives to enhance voluntary tax compliance. The government is committed to progressively adjusting allocations to education in line with sub-regional and international best practices and in line with its capability.

Figure 67: GOSL Chosen Scenario - Expansion Recurrent Funding Gap in the Financing of the Education Sector

	Base Yr									
	2004	2007	2008	2009	2010	2011	2012	2013	2014	2015
Recurrent cost of service delivery (millions of Le constant base year)										
Total recurrent spending for primary	58,135	70,303	74,371	78,538	82,464	90,629	99,592	109,456	119,043	131,042
Total recurrent spending for other levels	55,829	78,086	84,804	91,882	99,353	107,210	115,517	124,314	133,644	143,557
Overall	113,964	148,389	159,174	170,420	181,816	197,839	215,109	233,770	252,687	274,599
Primary Recurrent Cost as % of GDP	2.0%	2.1%	2.1%	2.1%	2.1%	2.2%	2.3%	2.4%	2.5%	2.6%
Post-Primary Recurrent Cost as % of GDP	1.9%	2.3%	2.4%	2.5%	2.6%	2.6%	2.7%	2.8%	2.8%	2.9%
Recurrent spending on education as % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%
Share of Primary Education in Overall Spending (%)	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7
Domestically-generated revenues as % of GDP	12.3%	12.8%	12.9%	13.1%	13.2%	13.4%	13.5%	13.7%	13.8%	14.0%
Indicative framework										
% domestically-generated resources allocated to education	18.4%	18.8%	19.0%	19.1%	19.3%	19.4%	19.6%	19.7%	19.9%	20.0%
Indicative framework										
Total domes. generated recurrent resources for education	65,510	80,555	86,266	92,364	98,874	105,822	113,237	121,150	129,592	138,598

Domestic resources for primary based on indicative framework	33,418	40,870	43,689	46,692	49,892	53,300	56,931	60,798	64,915	69,299
Domestic resource envelope for other levels	32,092	44,794	49,828	55,315	61,292	66,157	71,349	76,889	82,798	89,099
Financing gap for recurrent costs (constant millions of Le base year)										
Primary	-24,717	-29,433	-30,682	-31,846	-32,572	-37,328	-42,661	-48,658	-54,128	-61,743
Other	-23,737	-33,292	-34,976	-36,567	-38,060	-41,053	-44,168	-47,425	-50,846	-54,458
Total	-48,454	-62,725	-65,658	-68,413	-70,633	-78,381	-86,829	-96,083	-104,974	-116,201
Financing gap for recurrent costs (constant millions of US \$ base year)										
Primary	-9.2	-10.0	-10.4	-10.8	-11.0	-12.7	-14.5	-16.5	-18.3	-20.9
Other	-8.8	-11.3	-11.9	-12.4	-12.9	-13.9	-15.0	-16.1	-17.2	-18.5
Total	-18	-21	-22	-23	-24	-27	-29	-33	-36	-39

Funding Gap Analysis

The recurrent funding gap is calculated as the difference between domestically generated resources allocated to the education sector and recurrent cost of the sector plan. The total recurrent funding gap for the 9 year period from 2007 to 2015 (inclusive) is Le749,898 million (US\$254 million). The increase in the gap with time is a consequence of the greater numbers staying on in education for a longer period of time and the inputs made to improve quality.

It must be emphasised that the financing gap given above is in terms of recurrent funding. The financing gap given at the end of each section for each level is the total funding gap i.e. recurrent and capital costs. For the purpose of completeness, the financing gap for recurrent and capital costs together and assuming an annual depreciation rate of 3% is presented below.

Figure 68: Chosen Scenario – Total (Recurrent + Capital) Funding Gap for the Financing of the Education Sector

Level		2007	2008	2009	2010	2011	2012	2013	2014	2015	2015 Total	2010 Total
Total Pre-School		-0.88	-0.85	-0.82	-0.77	-0.73	-0.69	-0.64	-0.59	-0.53	-6.49	-3.32
Primary		-16.86	-16.97	-17.56	-17.86	-19.48	-21.18	-23.40	-25.43	-28.53	-187.27	-69.24
JSS		-9.52	-9.73	-9.90	-10.00	-10.28	-10.53	-10.74	-10.93	-11.08	-92.71	-39.15
SSS		-2.88	-2.97	-3.04	-3.09	-3.20	-3.31	-3.41	-3.49	-3.57	-28.97	-11.98
Literacy + NFE + Skills		-4.21	-3.34	-3.62	-3.90	-4.26	-4.64	-5.06	-5.52	-6.02	-40.58	-15.08
Higher Education and Research		-4.82	-4.91	-5.03	-5.18	-5.58	-6.04	-6.56	-7.15	-7.82	-53.11	-19.94
ALL		-39.17	-38.77	-39.96	-40.81	-43.54	-46.39	-49.82	-53.11	-57.55	-409.13	-158.71
Total gap (millions of current US\$)												
US \$ depreciation per year	3.0%											
Total in current millions of \$US		-42.81	-43.64	-46.32	-48.73	-53.55	-58.77	-65.00	-71.38	-79.66	-509.86	-181.50

The gap is expected to be financed by savings made from the efficient use of current and projected domestic resources, support from development partners through direct budget and project support, and technical assistance.

As already indicated in the UPE chapter, it is worth noting that the gap above has been computed with estimated donor support taken into account. Details on donor support for education up to 2004/2005 can be found in Annex 7. The website, www.oecd.org/dac/stats/idsonline also contains information on donor support to education but this tends to be from the past rather than presently or in the future. More up to date information on resource inflows are presently being put together by the Development Aid Co-ordinating Office (DACO) and the Improved Governance and Accountability Gap (IGAP) groups and will be used to update the level of the financing gap when available. The variability / unpredictability in the quantum of donor funds makes estimating for future years very tricky, but donor support can

reasonably be estimated to be between 30% and 38%²⁹ of the total requirements for education. The largest multilateral donors to education continue to be the World Bank and the African Development Bank. The Islamic Development Bank has made some inputs in the last two years but on a much smaller scale than the other two banks. The largest bilateral donor has been the United Kingdom through general budget support. Most of the donor funding has been targeted at basic education. Relative to other developing countries, Sierra Leone has relatively few donors for education³⁰. The extent of the donor support for the ESP will become better known when the in-country donors complete and submit their support funds forms to the EFA/FTI Secretariat.

Target Rates and Ratios

The progress towards achieving Plan target rates and ratios are to be monitored and are presented in the next chapter.

Conclusion

The cost of meeting the targets and goals set for education up till 2015 exceeds what can be provided from domestic resources hence the financing gap. The financing gap is challenging but can be bridged. According to the yardstick used for assessing the sustainability of costed plans, Sierra Leone's costings are sustainable and the plan is ambitious but credible. It is for donors to now go by their words and provide the necessary support.

Please remember that the detailed situation analysis on the financing of education and the channelling to educational institutions can be found in the sister document the CSR – Education in Sierra Leone – Present Challenges, Future Opportunities.

²⁹ CSR, Page 106

³⁰ CSR, Page 105

SECTION III

LOOKING FORWARD

Monitoring and Tracking the Plan

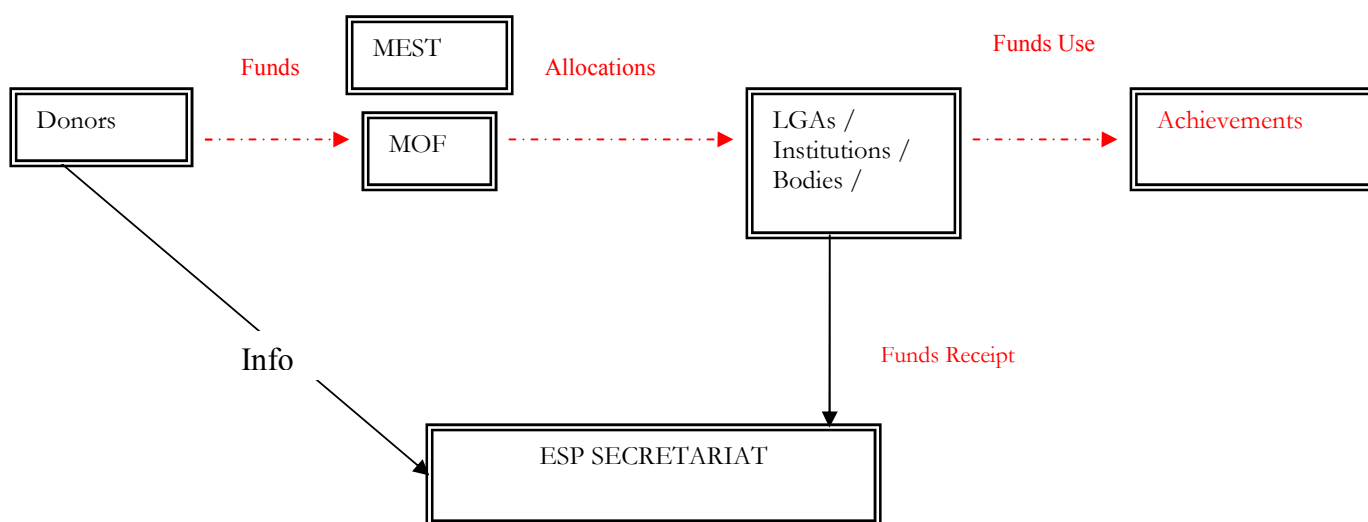
In terms of the Education Sector Plan, monitoring is essentially the tracking of the agreed set of targets to verify whether they have been achieved according to an established time frame. Monitoring and tracking reports are produced and circulated to concerned stakeholders for their attention and possible action. The reports indicate which targets are met and which are not together with accompanying explanations. As a follow-up to the reports, remedial action or a re-evaluation of the whole situation may be necessary to re-define the objectives, targets and time frames. The latter could happen when there are sudden significant changes in the surrounding circumstances such as an unexpected drop in funding from a particular source, a natural disaster or a change of government.

Monitoring of the ESP and reporting are both necessary to verify that yearly progression towards achieving the stated targets is actually taking place. Donors need to be satisfied that their funding has been well used. Monitoring the utilization of external aid will be done in collaboration with the Development Assistance Coordination Office (DACO) making reference to the country's PRSP framework.

The act of monitoring requires a good system of data collection and consolidation to be in place and it therefore contributes to the establishment of an effective EMIS system which is essential for a proper planning and management of the education system. Monitoring is also a vehicle to enhance effective participation and ownership of the education system. The quality, relevance and sustainability of an education programme are strongly dependent on the quality of the monitoring system in place.

ESP Monitoring Framework

In the diagram below is an outline of some other important issues that have to be monitored in addition to the FTI targets. These are financial issues involving the flow of funds: funds availability and forwarding to MEST by donors; the allocation of funds by MOF and MEST; receipt of funds by beneficiary institutions/bodies; fund use by entities receiving resources; and the achievements resulting from use of these funds..



Monitoring will be coordinated by the central government through the ESP Secretariat in MEST. Responsibilities of MEST include the strengthening of policies and strategies in the monitoring and evaluation of the education sector and in ensuring that an effective monitoring system is in place throughout the country. This will involve close collaboration with the Local Government Authorities, educational institutions and their SMCs/Boards and other Ministries. MEST will send information, guidance and clear directives to the District Education Offices (DEOs) and will be responsible for

receiving, compiling and analyzing the education data for the whole country. Appropriate reports will be written and disseminated.

In particular, the monitoring unit in the ESP Secretariat of MEST will be in charge of the overall coordination of monitoring the Education Sector Plan. This unit will be responsible for formulating the monitoring and evaluation plans, identifying priorities and gaps, managing the monitoring process, harmonizing the collection, dissemination and analysis of information, report writing and instigating corrective measures if and when targets are not reached. If corrective measures are beyond the capacity of the monitoring unit, it will sound the “alarm bells” and alert the appropriate competent authorities in the Ministry. Amongst its first actions, the unit will re-confirm the capacity of MEST to fully implement the ESP in a timely manner and make recommendations as to how implementation gaps can best be filled.

As mentioned earlier, monitoring is a responsibility for all stakeholders and the role of the ESP Secretariat will be to ensure that each actor can effectively play its part. It is necessary to set up a system of “focal points” at all levels and in all locations to ensure that accurate and comprehensive information can freely pass up and down the communication chain in a timely and reliable fashion. The monitoring unit of the ESP Secretariat will be responsible for drafting the generic terms of reference of the various focal points in the monitoring chain. Examples of focal points include heads of DEOs, heads of education in LGAs, education supervisors, head-teachers and community leaders.

Information sharing will not be limited to just the implementers of the ESP but will include the public at large. In this regard, the public information unit of MEST and the various donors and participating NGOs will be fully utilised to ensure that the public is fully informed and is able to request accounts on how the funds provided for ESP implementation are being utilised. In this regard, bi-weekly radio phone-in programmes and regular newspaper articles are planned together with periodic visits to educational institutions and participation in programmes organised by the Civil Society Movement and professional meetings such as those organised by CPSS, SLTU, etc. Some of the radio programmes, especially those broadcasted by the district FM stations will be in the language of the area and will involve local people. Important conduits of the ESP message will be the SMCs and CTAs who will be able to enlighten their communities about relevant matters.

Capacity for monitoring and evaluation will be built at both central government level and in the districts. In this regard, the Ministry is already establishing an effective EMIS system and organizing training in data collection and analysis for relevant staff at the various levels. . Training in data collection is ongoing for head teachers and principals, and appropriate training will also be organized for teachers and community members at the grassroots level since these people play vital roles in identifying and monitoring children who have dropped out of school or who have never been to school at all. Data will be collected on education provision, access, completion, gender issues, education quality and learning outcomes as well as on the overall progress towards set goals and targets. Data will be gender disaggregated wherever relevant.

Monitoring will occur at the donor level through the regular in-country donors meetings facilitated by the lead education agency UNICEF. Mutual accountability will be promoted at these meetings through the principle “one country, one plan, one monitoring framework”. There will be coordination with DACO to ensure harmonization with the broader PRSP goals. Harmonization and alignment of donor funding will promote an efficient use of funds. Donors will be encouraged to make occasional field monitoring trips to witness the situation in the schools for themselves. The various donors should make joint monitoring trips and use the same set of indicators to improve the efficiency and effectiveness of their monitoring.

The in-country donors meeting will be the forum for annual sector reviews to be conducted by MEST and its donor partners in a spirit of peer reviewing, learning and joint accountability. The results of the joint sector reviews will indicate areas of success and areas of concern requiring corrective action. The results of the review will be communicated to the FTI Secretariat in Washington in order to obtain approval for the release of the next tranche of the Catalytic Fund grant. Moreover, by sharing with Washington it will

be possible to track progress of the ESP at the global level thus fostering cross-country sharing of lessons and good practice through the FTI website.

What is to be monitored in the ESP?

The essential indicators and benchmarks indicated below will be monitored on a yearly basis up to 2015. The indicators are largely those recommended by the FTI Secretariat and they are concerned with resource mobilization, student flows and service delivery. They monitor overall progress towards achievement of targets indicated.

Figure 69: Indicators and Benchmarks to be Monitored Annually

Level and Parameters	Base Yr									
	2004	2007	2008	2009	2010	2011	2012	2013	2014	2015
Preschool										
Gross Enrolment Ratio (GER)	4%	8%	10%	11%	13%	14%	16%	17%	19%	20%
% of pupils Gvt assisted	7.9%	7.9%	7.9%	7.9%	7.9%	8.0%	8.0%	8.0%	8.0%	8.0%
Primary										
Grade 1 (GIR)	159%	129%	120%	110%	100%	100%	100%	100%	100%	100%
Grade 1 (GIR) - Boys		133.1%	122.1%	111.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 1 (GIR) - Girls		125.9%	117.2%	108.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 6 (Proxy Completion rate)	55%	67%	71%	75%	79%	84%	88%	92%	96%	100%
Grade 6 (Proxy Completion rate) - Boys		74.1%	77.3%	80.5%	83.8%	87.0%	90.3%	93.5%	96.8%	100.0%
Grade 6 (Proxy Completion rate) - Girls		60.1%	65.1%	70.1%	75.1%	80.0%	85.0%	90.0%	95.0%	100.0%
Share of repeaters	12%	10%	9%	9%	8%	8%	7%	6%	6%	5%
Share of repeaters - Boys		10.1%	9.5%	8.8%	8.2%	7.5%	6.9%	6.3%	5.6%	5.0%
Share of repeaters - Girls		10.8%	10.1%	9.4%	8.6%	7.9%	7.2%	6.5%	5.7%	5.0%
Gross Enrolment Ratio (GER)	121%	109%	105%	102%	98%	99%	101%	102%	104%	105%
Gross Enrolment Ratio (GER) - Boys		115%	110%	105%	100%	101%	102%	103%	104%	105%
Gross Enrolment Ratio (GER) - Girls		104%	101%	99%	96%	98%	100%	102%	103%	105%
% of pupils in private schools	5%	6%	7%	7%	8%	8%	9%	9%	10%	10%
Pupil teacher ratio (public)	61	57	55	54	52	51	49	48	46	45
Teacher remuneration as multiple of GDP per capita	4.2	4.5	4.5	4.6	4.7	4.7	4.7	4.7	4.7	4.7
Spending on inputs other than teachers as % of total recurrent spending	31%	32%	32%	33%	33%	33%	34%	34%	35%	35%
Junior Secondary										
Transition rate (Primary --> JSS)	63%	59%	58%	57%	56%	55%	54%	52%	51%	50%
Survival rate	74%	78%	80%	81%	83%	84%	86%	87%	89%	90%
Survival rate - Boys		83.8%	84.5%	85.3%	86.1%	86.9%	87.7%	88.4%	89.2%	90.0%
Survival rate - Girls		70.3%	72.8%	75.2%	77.7%	80.1%	82.6%	85.1%	87.5%	90.0%
Share of repeaters	14.0%	11.5%	10.7%	9.9%	9.1%	8.3%	7.5%	6.6%	5.8%	5.0%
Share of repeaters - Boys		36.5%	37.7%	38.9%	40.1%	41.2%	42.2%	43.2%	44.1%	45.0%
Share of repeaters - Girls		25.3%	27.8%	30.3%	32.8%	35.2%	37.7%	40.2%	42.6%	45.0%
Gross Enrolment Ratio (GER)	35%	40%	42%	43%	45%	46%	47%	48%	49%	50%
Gross Enrolment Ratio (GER) - Boys		45%	46%	47%	47%	48%	49%	49%	50%	50%
Gross Enrolment Ratio (GER) - Girls		35%	37%	40%	42%	43%	45%	47%	49%	50%
% of pupils in private schools	5%	6%	7%	7%	8%	8%	9%	9%	10%	10%
Pupil per class (Public)	48.5	47.6	47.3	46.9	46.6	46.3	46.0	45.6	45.3	45.0
Pupil teacher ratio (public)	28.9	30.6	31.1	31.6	32.1	32.5	33.0	33.4	33.8	34.2
Spending on inputs other than teachers as % of total recurrent spending	30%	36%	37%	39%	41%	43%	45%	46%	48%	50%
Senior Secondary										
Transition rate (JSS --> SSS)	39%	39%	38%	38%	38%	38%	38%	37%	37%	37%
Share of repeater	11.0%	9.4%	8.8%	8.3%	7.7%	7.2%	6.6%	6.1%	5.5%	5.0%
Share of repeaters - Boys		7.1%	6.8%	6.6%	6.3%	6.1%	5.8%	5.5%	5.3%	5.0%

Level and Parameters	Base Yr										
		2004	2007	2008	2009	2010	2011	2012	2013	2014	2015
Share of repeaters - Girls		12.6%	11.6%	10.7%	9.7%	8.8%	7.8%	6.9%	5.9%	5.0%	
Gross Enrolment Ratio (GER)	12%	14%	14%	15%	15%	15%	16%	16%	16%	17%	
Gross Enrolment Ratio (GER) - Boys		17%	17%	17%	17%	17%	17%	17%	17%	17%	
Gross Enrolment Ratio (GER) - Girls		9%	10%	11%	12%	13%	14%	15%	16%	17%	
% of pupils in private schools	1%	3%	4%	5%	6%	7%	8%	8%	9%	10%	
Pupil per class (Public)	42.3	41.7	41.5	41.3	41.1	40.8	40.6	40.4	40.2	40.0	
Pupil teacher ratio (public)	27.1	27.9	28.2	28.4	28.7	28.9	29.1	29.3	29.5	29.6	
Spending on inputs other than teachers as % of total recurrent spending	28%	34%	36%	38%	40%	42%	44%	46%	48%	50%	
		2004	2007	2008	2009	2010	2011	2012	2013	2014	2015
Recurrent cost of service delivery (millions of Le constant base year)											
Primary Recurrent Cost as % of GDP	2.0%	2.1%	2.1%	2.1%	2.1%	2.2%	2.3%	2.4%	2.5%	2.6%	
Post-Primary Recurrent Cost as % of GDP	1.9%	2.3%	2.4%	2.5%	2.6%	2.6%	2.7%	2.8%	2.8%	2.9%	
Recurrent spending on education as % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%	
Indicative framework											
Share of Primary Education in Overall Spending (%)	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7	
Domestically-generated revenues as % of GDP	12.3%	12.8%	12.9%	13.1%	13.2%	13.4%	13.5%	13.7%	13.8%	14.0%	
Indicative framework											
% domestically-generated resources allocated to education	18.4%	18.8%	19.0%	19.1%	19.3%	19.4%	19.6%	19.7%	19.9%	20.0%	

The targets given in the matrix for each year are derived from the scenario which Sierra Leone has adopted and they are believed to be both realistic and achievable. By year 2015 the basic benchmarks required by the FTI process will be attained. The matrix is useful for all concerned stakeholders. Donors in particular should find the matrix useful because they need some overall global targets and general guide to indicate whether their money has contributed to producing the right results. However, these are not the only parameters which will be monitored during the tracking of the ESP.

Statistics can be misleading because they tend to smooth out data into average overall values ignoring regional or individual differences. Because the education rights of all children are to be guaranteed the plan is to pro-actively search for the “last 10% of children out of school” and get them into school. These children are likely to have very special needs. For example, they may be disabled, affected or infected by HIV/AIDS, survivors of various kinds of abuse or they may even be in the position of heading a large family with all the responsibilities entailed. Moreover, these children are likely to be in extreme poverty or come from hard to reach areas. It is for this reason that access to education of disadvantaged children will be specifically monitored in the implementation of the ESP in addition to the monitoring of general global trends – to ensure that the rights of the most vulnerable girls and boys are respected. This will entail close collaboration with the EMIS unit in MEST to ensure that the necessary data is being collected and analyzed.

Other issues that will be monitored – in addition to the disadvantaged groups and the FTI benchmarks in the indicative framework – are donor financing flows (referred to earlier) and progress in aid coordination and harmonization. They will be built into existing review processes at the country level. In particular, the regular in-country donors meeting facilitated by the lead education agency UNICEF will play a key role in the monitoring process. Attention will also be given to monitoring and addressing the gaps in policy, data, capacity and finance which will be necessary for effective implementation of the ESP.

Implementation Plan

The model under-pinning this ESP details the teacher, classroom, capacity building etc. requirements for the achievement of indicated targets. Details on how to achieve the numbers however are only indicated in the log-frames / matrices and need to be further elaborated in annual and tri-annual plans. Amongst other things, these plans, which are now being developed, would further facilitate monitoring and evaluation of targets on an annual basis.

Funding of Monitoring

Monitoring and tracking the ESP is a costly exercise but the returns greatly outweigh the cost of poor or inadequate monitoring. The Government of Sierra Leone is committed to providing the maximum resources at its disposal. It is for the government's partners to fill the gap to ensure that the ESP is successfully monitored.

Conclusion

The success of the ESP is dependent not only on a sound document or on the magnitude of initial support but also on the implementation process and the fulfilling of commitments. Whether implementation is on or off track and whether the partners are meeting their commitments can only be known through a monitoring process. Without timely interventions to address the shortcomings/problems revealed by the monitoring process goals and targets will not be met and the consequence will be disastrous. It is for this reason that monitoring and tracking and responding to monitoring reports are placed at the heart of Sierra Leone's ESP.

Beyond the Education Sector Plan a Vision for the Education System

Vision Statement

The existence of an education system that provides for and meets the needs of the society, whilst ensuring the provision of opportunities for each individual to realise his/her educational potential and to contribute to the development of his community and hence the nation. (MEST)

The previous chapters outlined a detailed and ambitious plan for growing the education system and achieving universal primary education by 2015. This chapter steps back from the plan details to outline the vision that guides the ESP and to reflect on two questions: (1) how do we ensure that the steps taken in the next decade brings us closer to our vision for education (2) how do we sustain the changes past 2015 and build on them - especially if we are unsure of continued international support at the current requested level. The chapter describes the broad vision of the education system and considers the institutional structures that would have to be in place to ensure progress towards the vision for education.

The 3 E's: Excellence, Equity, and Equilibrium

In the broadest sense, the overall vision for education derives from the constitution – to build an education system that provides all citizens with high quality education and opportunities for learning. We start from the assumption that all children can learn and perform to adequate standards and that education professionals and teachers and schools can indeed provide the opportunities for all students to realize their maximum potential. The vision for the education system will be founded on the **3 E's: Excellence, Equity, and Equilibrium.**

Excellence

We will constantly work to ensure that all students are provided with a quality education that will make them better citizens and people. Our schools will be well-equipped and well-run and will occupy a central place in communities, and our leaders will be committed to this vision of excellence and will work relentlessly to realize that vision. We believe that the learning process is continuous. It starts from birth and takes place in many different spaces – both formal and informal.

Working in partnership with other sectors, parents and other caretakers will be given the skills they need to stimulate their young children from birth until they are old enough to enter learning centres. The formal schooling process will instil students with a desire for life-long learning who will seek out learning and teaching opportunities in their jobs and communities. Specific strategies to promote excellence. Develop strong in-service training component to ensure that teachers are trained to promote learning in their classrooms

- Reform the curriculum to focus on the fundamentals of reading, critical reasoning, communication, civic responsibility, and other broad capacities needed to develop life-long skills
- Build a strong teaching profession that encourages peer teaching and learning, mentoring, and support
- Provide teaching and learning materials for students and teachers
- Build schools that are safe for all students and schools that become centres of community learning and activity.
- Create a department within MEST (Quality and Equity Promotion) with a mandate to improve the quality of the education system

Equity

One of the findings of the Truth and Reconciliation Committee on the causes of the war was that gross disparities between elites and the majority who were poor as a result of corruption and greed played a role in the outbreak of the war. Sierra Leone remains an unequal country in which opportunities are not evenly distributed based on historical and other contextual factors.

We believe that one way in which inequities can be allayed is by ensuring *equity* in educational opportunities and outcomes. For that reason, promoting equity is a cornerstone of our vision. We will work diligently to ensure that all students regardless of their circumstances have equal opportunities to succeed. When this calls for reallocation of resources to favour the disadvantaged, we will do so. In Sierra Leone, the disadvantaged include the poor, girls in certain regions, children with disabilities (the war left many without limbs), orphans, and child head of households. The prolonged war took a heavy toll on people, but especially so on children. Child soldiers, many of whom are now entering into young adulthood, need special services.

Pursuing equity goals takes courage and determination, but we remain committed to this goal, as the social costs of not doing so are high. Particular strategies outlined in the plan to promote equity include:

- Reducing the cost of schooling to parents including abolishing school fees, uniforms optional or providing uniforms to the poor, building schools closer to communities, school feeding, providing health services in school
- Partner with NGOs and other partners to reach the underserved population
- Create department (Quality and Equity Promotion) within MEST whose mandate is to promote inclusive education
- Pre and in-service teacher education provide strategies for ensuring that all children learn regardless of their circumstances
- Affirmative action strategies in the university to increase enrolments of girls and young women
- Building schools that are accessible to learners of all abilities and flexible to the needs of learners
- Curriculum reform that promotes inclusive education

Equilibrium

The third pillar, *equilibrium*, seeks to achieve balance in the education system. The education system is complex with many interdependencies among the different sub-sectors. We will build a balanced education system that recognizes the interdependence and synergies among the different sectors. We believe that post-basic education is just as important for meeting our national vision of education as basic education. It is not possible to provide quality education at the basic level if there are not enough qualified teachers or principals with post-basic education. Similarly, without opportunities in post-basic education many primary school students have little incentive to continue. Early childhood education is important for success in primary school, and literate adults are more likely to stimulate their children to get them ready for school. Even though we may sometimes need to focus or prioritize sub-sectors, we will always treat the education system as a whole. A second aspect of equilibrium is to attain balance and harmony among the activities of all the different partners in education - NGOs, external funding and technical assistance agencies, civil society, and the private sector. Finally, a vision of progress in education cannot be separated from progress in other sectors such as the economy, health, agriculture, infrastructure and others. In Sierra Leone, where poverty is high and the basic needs of so many go unmet, a broad inter-sectoral approach will be needed to provide opportunities for learning for the most disadvantaged. Particular strategies to address the issue of equilibrium and balance include:

- Building a strong unit within MEST that coordinates activities of funding agencies and other partnerships with the private sector and community
- Seek partnerships with other entities to develop different areas of the education system under the purview of the Sector-wide plan. These include inter-sectoral partnerships (such as with the

Ministry of Health and Ministry of Youth and Sports), public private partnerships, the Sierra Leone diaspora, and university partnerships

- Develop strong planning and policy capabilities within MEST and local governments

Achieving the 3 Es relies on the commitment of parents, students, communities, teachers, school administrators, government officials, researchers, and policy makers. In order to ensure that the ESP will take us closer to the realization of the vision and that changes are sustained, the education sector has to build a solid foundation focusing on good leadership, strong teaching profession, monitoring and assessment, right policies, and resources – all of which will be discussed in some detail below.

Leadership and management

Leadership and management at all levels of the system is an important ingredient for progress and sustainability. Leaders are responsible for articulating the vision for the education system and ensuring that others work towards that vision with energy and commitment. Managers are responsible for the successful implementation of the vision or the steps to attain the vision.

We will develop leadership skills in school principals as they will lead the implementation of the vision in schools. School principals will energize and motivate teaching staff to perform at their best, and to ensure sustainability, he/she will nurture leadership skills among the teachers and administrative staff.

Leadership development during this ESP period will be important to progress on education. One study of leadership in education has shown that leaders need to have five characteristics: (1) a strong sense of moral purpose, (2) an understanding of the change process, (3) well developed relationship skills, (4) a capacity to facilitate knowledge sharing, (5) and an ability to help others achieve coherence and connectedness.³¹ We will ensure that leaders who exhibit these characteristics exist at all levels to sustain education change beyond 2015.

Building Management and Technical Capacity

Successful realization of any vision will need enough competent managers and skilled technicians to implement plans and policies. Furthermore, success will need staff with a clear understanding of the vision and a commitment to working towards that vision. Rather than short term capacity building, we will need to develop a culture of continuous and integrated professional development for education officers. Technical capacity in the areas of data management, human resource management, economics, psychology, EMIS, teacher management, curriculum building, monitoring and evaluation – just to name a few.

We recognize that capacity building in and of itself is futile if organizational structures that support action employees and give them the authority or space to perform their jobs.

The education ministry together with various partners will take the following steps to support professional development:

- (1) Support the creation of a department of education management at the appropriate higher education institutions, which will provide short and long-term courses for managers and education staff. This department will integrate both theory and practice in a way that is meaningful to learners.
- (2) Provide short training seminars and workshops for education officers, and include participation in such courses in the review and promotion process
- (3) Encourage staff exchange with the private and NGO sector to encourage sharing of knowledge and expertise

³¹ Fullan, Michael (2005)

- (4) Encourage the development of a culture of learning at all education institutions from the Central Ministry to the schools. For example, those who participate in workshops should be required to train others and managers will be rewarded based on their ability to train junior staff
- (5) Utilize information and communication technologies to provide training where appropriate and to provide access to a broad base of knowledge for education staff
- (6) Encourage current graduates in fields such as economics, psychology, business management to consider the education sector as a place where their skills can be utilized
- (7) Institute a system of annual reviews within the Ministry and encourage local governments to do likewise. Bonuses and salary raises would be based on these reviews.
- (8) Build a library within the Ministry to provide resources for personal and professional development.
- (9) Develop a mentorship program that pairs off more experienced staff members with junior staff members
- (10) The Ministry should work together with partner agencies so that when technical specialists are brought in, they are encouraged to share knowledge through workshops or seminars to education officials broadly and not just for those working within particular projects. Similarly, any study on education or relevant areas conducted by consultants should be presented at MEST and copies of the document given to the library.
- (11) .

To give such initiatives a chance for success, every person would be aware of their roles and responsibilities within the education system. The recently established EMIS will help to provide the data needed for management, planning, and evaluation.

Building the Teaching Profession

Achieving learning for all children cannot be achieved without committed professional teachers. Building the teaching profession will be key to sustaining learning for the future. Teachers will be equipped with content knowledge and with knowledge of teaching methodologies that promote learning. Teachers are called upon at various times to be counsellors, child advocates, surrogate parents, and we will invest in developing these capabilities among teachers. Teachers will have a sense of moral purpose and with professional codes of conduct. To achieve this vision of the teaching profession, we will focus on recruitment, improving working standards, and more effective teacher education.

Recruitment

Because of the current low status of teaching, the ‘profession’ does not attract the best students who are committed to teaching. Instead, many of those in teacher training colleges are there because they could not get into their profession of choice. This means that many will either not practice as teachers or will leave the profession at the earliest possibility. Paying teachers a living wage and paying them on time would go a long way into attracting good candidates. In addition, a campaign to recruit teachers that highlights the important roles they play in transforming lives and communities would help change the image of the profession. Our vision is that teaching will become a profession of choice for bright, capable, and committed students. Government will contribute to this by laying down policies and institutions that support teachers and by providing resources needed for teacher education.

Professional codes of conduct

The behaviour of current teachers and lecturers contributes to the perception of the profession among potential recruits. Students learn more from teachers than content knowledge – if teachers are chronically absent or late or show no pride in their profession or any interest in the achievement of their student – then they will be poor ambassadors to potential recruits. However, a committed and professional teaching corps will serve as an inspiration to others. Our vision is a teaching profession with a professional code of conduct that will hold teachers accountable for their actions and behaviours.

Teacher Education

At the system and policy level, teacher training will be given the priority that it deserves. If teachers are going to be held accountable for student achievement, which they should be, then they must be given the education that they need. The purpose of teacher education will be explicit and the definition of professional success must be linked to student success. Teachers will graduate believing that all children can learn and perform adequately, and they will believe in their abilities to help each child learn. The curriculum in colleges of education will be rigorous and coherent with the vision of learning for all children.

The curriculum will balance theory with practice by having student teachers work with experienced teachers in schools throughout their training. The faculty members themselves will have both academic training and practical experience in teaching – the link between colleges of education and schools should be like the link between the colleges of medicine and hospitals where medical students work closely with doctors in hospitals. In addition to pre-service teaching, teachers like any other professionals, will have the opportunity to upgrade their skills regularly. There will be opportunities to learn from each other. Retired ‘master’ teachers can play the role of mentors and school principals should also encourage constant learning.

Once teachers are in schools, peer learning and sharing will be encouraged. Time and space for reflection and sharing good and bad experiences must be commonplace in all schools.

Assessment & Learning

Assessing Student Learning

We will continually assess our progress towards achieving learning for all in order to learn from our experiences and suggest new ways of doing things if needed. Traditionally, exam systems have been mostly used to rank and sort students. However, if we start from a belief that all students can learn, then assessment systems will be less about ranking students and rather for learning whether the education system is achieving its goals, and if not, how to make improvements. These assessments will help teachers, principals, and parents understand what to do to help students achieve to an adequate level by giving them notice of instruction that is not working or which students need more or different type of attention. The data from assessment will be managed effectively, analyzed, and presented in a way that is useful for various parties – teachers, parents, and even children themselves.

Assessing Institutional Learning

The evaluation of student learning is a very important component of institutional effectiveness, but by no means the only one. Organizations such as schools or MEST are themselves systems that learn.³² Indeed, that is the only way towards progress. We want our schools to become learning communities where teachers, principals, and others generate knowledge from their experience and practices and learn from each other to improve student learning. Participation in such a community builds professionalism and promotes institutional learning.

We will encourage reflection and learning and generation of knowledge in our schools – knowledge that will further our vision for learning for all. We believe that education is complex, and that trying to achieve learning for diverse students is no easy challenge – it takes patience, commitment, and courage. It takes a culture of institutional learning.

Leveraging Information and Communication Technologies

We live in a world of advancing information and communication technologies (ICT), which provide opportunities for leveraging change in the education sector. In our vision for the future, information

³² Peter Senge (2000) , Schools that learn

technology will be integrated into the education system and will provide numerous opportunities to stimulate growth.

ICTs will open up new modes of communication among the different stakeholders and will facilitate better management of data. The new technologies will be used to expand access to education and to stimulate student's learning. ICT will be incorporated into the curriculum of post-primary schools so as to enhance the employability and workforce skills of students. Every community will have a learning centre that provides adult literacy skills, early childhood stimulation, and access to ICTs and even areas with no electricity or telephone lines will make creative use of solar and wireless technologies to become connected.

The education system will become an early adapter of these technologies and will develop a national strategy for integrating ICTs into the education system. Furthermore, education leaders will work with the national government to develop a national ICT framework that will provide opportunities to develop partnerships with private companies to build a vibrant ICT sector.

E-learning (more broadly: Open Distance and Flexible Learning ODFL)

With a good ICT infrastructure, it will be possible to take advantage of numerous opportunities for virtual education or e-learning. Creative use of these technologies can allow the country, not just the education sector, to leap into the future and provide opportunities to connect learners wherever they are.

Currently, ODFL is being used to provide training for teachers that need to upgrade their skills. However, ODFL technologies could be used to reach the large numbers of children and youth that are out of school. Technologies such as interactive radio instruction have been shown to increase education levels of out of school children in some countries.

ODFL technologies can also be used for professional development for education professionals at MEST and local governments. Knowledge that is generated can be captured and put into a course format which other officials will be able to access.

Partnering with other ministries, who undoubtedly face the same challenges, would reduce the cost of providing the infrastructure.

More and better use of resources

In order to be able to achieve our vision for the education sector, resources will be needed. In a cash-strapped country such as ours, we will need to think creatively about generating resources. Public expenditure in education is expected to grow if the economy grows and government remains committed to education. In addition to public monies, we will need to generate resources through partnerships with communities, private sector, individuals, and other non-governmental institutions that are within Sierra Leone. We will instil confidence in the system by building accountability and management systems to encourage efficient use of resources towards achieving our vision

Engaging the Sierra Leone Diaspora

In addition to tapping skills and expertise from resident Sierra Leoneans, there is a large and well-educated community of Sierra Leoneans living abroad, who could contribute significantly towards the development of the education sector. Many have already shown their willingness to support education by paying school fees for family members, making contributions to their alma mater, and by setting up NGOs that work with community schools. The skills, experiences, and capital of this group will be a great resource for the education system, and we consider this community of Sierra Leoneans in the Diaspora as partners in the development process. They will be encouraged to contribute their ideas and energies towards education sector. They will be encouraged to return home for short or long-periods of time to share their knowledge and expertise with and learn from educators in Sierra Leone. For those who for various reasons cannot

return, developing a strong ICT infrastructure as referred to above will make it easier for virtual participation and networking to occur. Virtual professional associations will be formed that will encourage mutually beneficial learning and sharing.

Public Private Partnerships

The government will embark on mutually beneficial structured public-private partnerships with private organizations to further progress towards education goals. The government recognizes that improving learning will take the collaboration of a number of actors including businesses, NGOs, and professional organizations. Building partnerships with other organizations to further education means that the different and unique resources and capacities from the public and private sector will be pooled together to achieve education outcomes. The expertise of businesses and private partners in areas such as management and administration, technology, logistics, and school-work linkages will be particularly useful. The MEST will setup a task force to look into the process of setting up public private partnerships.

Other potential sources of funding

- setting up an education fund for contributions from private individuals and corporations
- requiring mining and other multi-national companies to contribute a fraction of their profits to education fund
- partnering with schools and universities abroad
- increased cost recovery at the university level while providing access to grants and loans for the disadvantaged
- leveraging resources of regional and international initiatives (such as NEPAD, African Virtual University, etc.) to realize economies of scale
- community development initiatives to support education

Conclusion

After decades of war and strife, Sierra Leone is at a crossroads with regards to education and economic progress. This chapter has outlined a vision for the education system, focusing on strategies to ensure that our vision of providing a good quality education for all children is realized and sustained. The vision is based on the three E's: Excellence, Equity, and Equilibrium, and the drivers identified for sustaining progress include: strong and capable school leadership, commitment to and assessment of student and institutional learning, leveraging information and communication technologies, a strong teacher profession, and more and better use of resources.

We will not rest until our vision of schools as sites that develop the intellectual, moral, emotional and social lives of all children is realized. Such schools will build on the backgrounds of students to develop basic literacy at the early years and teach the values of democracy, peace, and good citizenship throughout the curriculum. Schools will instil in students the joy of learning and teach them enough to become life-long learners and productive in the work force.

Annex 1 – Names and Areas of Coverage of Writers

Theme Leader - Access	
Access, Completion and Retention	Dr.Dele Sannoh (USL)/ Prof. S. P. T. Gbamanja (NU)
Sub-Theme Leaders - Access	
Access, Completion and Retention (Primary)	Prof. A. Joof (USL)
Access, Completion and Retention (Secondary)	Mr. H.Fyfe (Prncp, Govt Tech SSS)
Access, Completion and Retention (Tertiary-TVCs, TVIs, Teacher Training Colleges)	Mr. S.E. Johnson (MMCET)
Access, Completion and Retention (Tertiary-Univ and Polys)	Dr. D.Faulkner (USL)
Consultants - Access	
Access, Completion and Retention (Primary)	Mr. J. Swarray (MEST)
	Mr. M. B. Lamin, (Chair, NFE Plan-SL)
	Ms. A. J. S. Pessima (USL)
Access, Completion and Retention (Secondary)	Mr. R. Bob Katta (Prncp, Govt Boys, Bo)
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Access, Completion and Retention (Tertiary)	Dr. Sullay Kamara
Theme Leader - Quality	
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Sub-Theme Leaders	
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Quality: Examinations/Assessment	Mr. M. A. Renner (MEST)
Primary level	Mrs. Blanche Macauley (USL)
Secondary level	
Tertiary level (Universities and Polytechnics)	Dr. Raymond Johnson (USL)
Tertiary level (Tech Voc)	Mrs. Rogers-Wright (NCTVA)
<i>Quality (Monitoring & Evaluation)</i>	Mr. G. Sellu (MEST)
	Mr. A. Konjoh (MMCET)
	Mrs. M. Manley (Ex – NCRDC)
	Mr. Claudius Wilson (MEST)
<i>Quality (Primary)</i>	Mr. Bah (Insp) (MEST)
	Mrs. Dolly Martin, (VP, Int School – Prim)
	Ms. D. Thompson-Clewry (Head, Jomo Prim)
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	Mr. S. Labor (MEST)
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Key: USL = University of Sierra Leone; NU = Njala University; Prncp = Principal; Govt Tech SSS = Government Technical Senior Secondary School, MMCET = Milton Margai College of Education and Technology; Govt Boys , Bo = Government Secondary School for Boys, Bo; VP = Vice-Principal; Int School – Prim = International School Primary Division; Jomo Prim = Jomo-Kenyatta Primary School, MBHS = Methodist Bys’ High School; Govt Municipal JSS = Government Municipal Junior Secondary School; RO = Research Officer; YWCA Voc Inst = Young Women’s Christian Association Vocational Institute; AED = Association for Educational Development; Decent Sec = Decentralisation Secretariat; Snr. Lect = Senior Lecturer; VC = Vice-Chancellor; Dep Dir = Deputy Director

(Please note that abbreviations and acronyms for which a key has already been provided at the start of this document are not repeated here.)

Annex 2a – Consultative Meetings (excluding those at district level) Dates and Venues

NO	AGENCY/ORGANISATION	DATE	NO. OF PARTICIPANTS	VENUE	REMARK
1	Forum for African Women Educationists - Sierra Leone Chapter (FAWE)	1st Meeting - 15th July, 2006 2nd Meeting - 26th July, 2006	3 6	Hill Vally Hotel, Signal Hill, Freetown	A written submission was presented on Friday 29th July, 2006
2	Chamber of Commerce	25th July, 2006	2	Chamber of Commerce, Guma Building, Lamina Sankoh Street, Freetown	No written submission. Referred to Sierra Leone Brewery, National Petroleum and other commercial houses for information on the labour market
3	Employees Federation	25th July, 2006	1	Employers Federation Office, Guma Building, Lamina Sankoh Street, Freetown	No written submission. Referred to Ministry of Labour, Industrial Relations and Social Security on Employment status.
4	Sierra Leone Teacher's Union	1st Meeting - 19th July, 2006 2nd Meeting - 9th August, 06	4 8	Sierra Leone Teachers Union, Rogaland House, Kissy, Freetown	Written submission presented after consulting other members of the union on 18th August, 2006
5	Civil Society Movement	10th August 2006	60	Civil Society Movement, Headquarters, ECOWAS Street, Freetown	One-day meeting with groupwork and plenary. Report submitted on the same day - 10th August, 2006
6	Catholic Mission	11th August 2006	2	Catholic Mission, Headquarters, ECOWAS Street, Freetown	A written submission was presented on 22nd August, 2005
7	Ministry of Labour, Industrial Relations and Social Security	1st meeting with Commissioner of Labour - 28th July 2006 2nd meeting - 16th August 2006	4	Ministry of Labour, Industrial Relations and Social Security, New England, Freetown	A written submission was presented on 23rd August, 2006
8	Head Teachers Council and Teachers of primary school	22nd August 2006	30	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on the same day - 22nd August, 2006
9	Conference of Principals of Secondary Schools and teachers of secondary schools (JSS and SSS)	23rd August, 2006	30	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on the same day - 23rd August, 2006

10	Parliamentary Sub-Committee on Education	1st meeting with Chairperson 11th August, 2006	1	Parliament, Tower Hill, Freetown	After consulting members of the committee a written submission was presented in a meeting held on Tuesday 30th August, 2006
11	Inspectors of Schools, Regional Deputy Directors and Chairpersons of Education Committees of Local Councils	7th September, 2006	50	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on the same day - Wednesday 7th September, 2006
12	Sierra Leone Union on Disability Issues - SLUDI	1st meeting - 31st August 2006 (Coordinated by Desk Officer, MEST) 2nd meeting (NGOs) 7th September, 06	30 13	Ministry of Social Welfare, Gender and Children's Affairs Hall, New England, Freetown FABS Media Services, Wilberforce, Freetown	Written submission were presented for both meetings
13	Local and International Non-Governmental Organisation	7th September, 2006	40	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on the same day - 19th September, 2006
14	West African Examination Council (WAEC)	16th September, 2006	20	WAEC Conference Hall	Written submission presented on 14th September, 2006
15	Al -Muhajireen Development and Social Services	4th September, 2006	16	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on - Wednesday 5th October, 2006
16	HIV/AIDS Focal Desk. MEST and National HIV/AIDS Secretariat	11th September 2006	-	Arranged for FABS Media Services Hall, Wilberforce, Freetown	Written submission presented on 14th September 2006
17	Association of Independent Schools	26th September 2006	11	HIV/AIDS Secretariat, Kingharman Road, Freetown	One-day meeting with groupwork and plenary. Report submitted on - 27th September, 2006
18	Tech./Voc Division, MEST, Tech/Voc Councils and Institutions	27th September 2006	25	FABS Media Services Hall, Wilberforce, Freetown	One-day meeting with groupwork and plenary. Report submitted on - 10th October, 2006
19	United Methodist Church (UMC)	3rd October 2006	2	UMC Head Office, Lightfoot Boston Street, Freetown	Written submission presented on 10th October 2006
20	MEST, Line Ministries and Organisations	8th February 2007	70	Hill Valley Hotel, Signal Hill, Freetown	One-day meeting with groupwork and plenary. Report submitted on - 14th February, 2007

Annex 2b

Contact List of Ministries Consulted in the Formulation of ESP

Ministry	Contact Person/Position	Email address/phone number
MEST	W. A. Taylor, Director-General (Ed)	+232-76-621-373
Finance	Mrs. Khadijatu Bassir, FS	+232-33-470-225
Economic Development and Planning	John Sumaila (Dep. Sec.)	+232-76-684-681
Health and Sanitation	Dr. K. M. Kpakima, SHP	+232-76-963-854
Social Welfare, Gender and Children's Affairs	Edward Cowan	+232-22-241-968
Agriculture	S. S. Kasibo	+232-76-793-634
Local Government	Simeon Fatorma, SAS	+232-76-626-068
Labour and Social Security	Foday Musa, SLO, Employment	+232-76-683-089
Youths and Sports	Idrissa Lungay, Admin. Off.	+232-77-462-261
Transport and Communications	Elizabeth Hawa Ellie	+232-76-646-154
Information and Broadcasting	P. A. Bell, Director	+232-22-240034
Works, Housing and Technical Maintenance	Osman Kanu	+232-77-255-100
Fisheries and Marine Resources	Umaru Tarawally	+232-77-580-082
Foreign Affairs	Mohamed Mansaray	+232-76-738-046

Annex 2c

List of Other Government and Quasi-Government Committees/ Organisations Consulted

Committee/Organisation	Contact Person/Position	Email address/phone number
Parliamentary Sub-Committee on Education	Mrs. Lydia Kutubu, Chair	+232-76-707-526
Decentralisation Secretariat	Jonathan Sahr Kpakima	+232-76-611-639
Local Government Authority Chairpersons	S. Woobay	
Local Government Commission	B. A. B. Minah	
Science and Technology Council	I. L. M. Sesay, Exec. Sec.	+232-76-676-898
Technical and Vocational Council	Mrs. Frances Cummings	+232-76-635-784
West African Examinations Council (WAEC)	Patrick Ndulu	+232-76-748-720
National Council for Technical, Vocational and other Academic Awards	Mohamed A. Jalloh, Exec Sec.	+232-76-686-983
MEST HIV/AIDS Focal Point	Ms. Mabel Gamanga	+232-76-603-154
Tertiary Education Commission	Prof. Harry Turay	+232-76-632-704

Annex 2d - Contact List of Main Local Organisations Consulted

Organisation	Contact person/position	Email address/phone number
Association of Independent Schools	Mrs. Cheryl Webber	+232-33-860-569
Catholic Mission	Rev. Fr. Moses Sao Kailie	+232-77-595-436
Children's Forum	Dehunge Shaka, Co-ordinator	+232-77-235-002
Civil Society Movement	Festus Minah, Chairman	+232-33-344-404
Conference of Principals of Secondary Schools (CPSS)	Henry Fyfe, Chairman	+232-30-210-510
FAWE	Mrs. Eileen Hanciles, Nat. Co-ord.	+232-30-217-043
Head Teachers' Council (HTC)	Ibrahim Kamara-Kargbo	+232-76-689-335
Local Government Authority Chairpersons		
Peoples' Educational Association (PEA)	Dominic Simbo	+232-76-622-212
Sierra Leone Association for the Blind	Ms. Emma Parker	+232-30-206-447
Sierra Leone Muslim Brotherhood Mission	A. R. Tejan-Jalloh, Dev. Sec. Gen.	+232-76-601-835
Sierra Leone Teachers' Union (SLTU)	Morris Conteh, Ag. Sec Gen	+232-33-344-403
Sierra Leone Union for Disability Issues (SLUDI)	Mr. Kabakeh Noah	+232-30-206-283
Rokel Commercial Bank	Stephen Sandy	+232-76-640-546
National School for the Deaf	Abib S. Sankoh	+232-33-497-203
Freetown Cheshire Home	Ms. Hawa Sombie	+232-76-962-931
PADECO	Peter O. Koroma	+232-76-632-039

Annex 2e - List of Districts Consulted

District	Contact person/position	Email address/phone number
<i>Eastern Region</i>		
Kailahun	Mr. Fredrick Lansana, IoS	+232-76-952-212
Kenema	Mr. Peter Thomas, IoS	+232-76-650-425
Kono	Mr. Tamba M. T. Komba, IoS	+232-76-696-956
<i>Northern Region</i>		
Bombali	Mrs Ramatu Kanu, IoS	+232-76-690-451
Kambia	Mr. Milton Mansaray-Pearce, IoS	+232-76-672-620
Koinadugu	Mr. Saradugu Mansaray, IoS	+232-76-706-362
Port Loko	Mr. Hadiru I. Kalokoh, D/D NW	+232-77-265-499
Tonkolili	Mr. Umaru A. Bah, IoS	+232-76-750-364
<i>Southern Region</i>		
Bo	Mr. Paul J. Lappia, D/D, South	+232-76-642-861
Bonthe	Mr. Mohamed Fofanah, IoS	+232-76-665-320
Moyamba	Mr. John Moody, IoS	+232-76-668-808
Pujehun	Mr. Sandy L. Kpaka, D/D	+232-76-792-352
<i>Western Area</i>		
Western Rural	Mr. J. J. Blackie, IoS	+232-76-720-865
Western Urban	Mr. Claudius Wilson, D/D West	+232-76-617-933

Annex 2f - Contact List of Main Agencies Consulted

Agency	Contact person/position	Email address/phone number
Action Aid	Tennyson Williams Country Director	tennyson.williams@actionaid.org +232-76-653673
African Development Bank (ADB)	Margaret Kilo Country Manager	m.kilo@afdb.org +232-76-572-828
Concern	Paula Connolly Country Director	sierraleone.cd@concern.net +232-76-609-301
CRS	Brian Gleeson Country Representative	bgleeson@crssl.org +232-76-607-892
DFID	Jane Hobson Social Development Adviser	jane-hobson@dfid.gov.uk +232-76-801-498
EC	Francesca Varlese	francesca.varlese@ec.europa.eu +232-76-863-635
IRC	Alan Glasgow Country Director	alan.glasgow@theirc.org +232-76-611-602
Irish Aid	Grainne O'Neill Country Representative	grainne.oneill@dfa.ie +232-76-771-984
JICA	Megumi Kaneda Project Formulation Adviser	kaneda.megumi@jica.go.jp +232-22-242-258
PLAN	Fadimata Alainchar Country Director	fadimata.alainchar@plan-international.org +232-22-242-067
Save the Children – UK (SCUK)	Dieneke van der Wijk Programme Director	d.vanderwijk@savethechildren.org.uk +232-76-686-540
SLANGO	Aiah Khabenje Chair	efsl2003@sierratel.sl +232-22-228-670
UNDP	Graham Chipande Senior Economic Adviser	Graham.chipande@undp.org +232-76-744-348
UNESCO	Ahmed Ferej	fereja.unescolr@undp.org +231-658-87-27
UNICEF	Geert Cappelaere Representative	gcappelaere@unicef.org +232-76-601-312
WFP	Felix Gomez Country Director	felix.gomez@wfp.org
World Bank	Engilbert Gudmundsson Country Director	egudmundsson@worldbank.org +232-22-227-555

Annex 2g – List of Main Banks, NGO and UN Agency Supporting Education in Sierra Leone as of March 2007

Agency	Contact person/position	Email address/phone number
African Development Bank (ADB)	Margaret Kilo Country Manager	m.kilo@afdb.org +232-76-572-828
PLAN	Fadimata Alainchar Country Director	fadimata.alainchar@plan-international.org +23222242067
UNICEF	Geert Cappelaere Representative	gcappelaere@unicef.org +23276601312
World Bank	Engilbert Gudmundsson Country Director	egudmundsson@worldbank.org +23222227555

Annex 3

District Consultative Meetings on the Education Sector Plan (ESP) Summary Report on Main Issues

No. of districts	12
Target	100 participants per district
Total	1,200 participants
No. of districts covered	10
(Kono and Koinadugu are not yet covered)	
No. of participants	891

Details:

No.	District	Date	No. of participants
1	Bombali	21/2/07	93
2	Tonkolili	22/2/07	110
3	Kambia	23/2/07	91
4	Port Loko	24/2/07	100
5	Bo	25/2/07	115
6	Pujehun	25/2/07	60
7	Kenema	27/2/07	80
8	Kailahun	28/7/07	60
9	Moyamba	2/3/07	87
10	Bonthe	3/3/07	95
	TOTAL		891

Composition of Participants:

- District education staff
- Local and international NGO'S
- Paramount chiefs
- Non-formal education institutions and implementing partners
- Tertiary institutions
- Board of Governors of Secondary School/representatives
- School Management Committees (SMC)
- Head teachers and teachers of secondary schools
- Principal and teachers of secondary schools
- Pre-schools
- Civil groups
- Women advocacy groups
- District Council representatives
- Line Ministries
- Disability institutions and organizations
- Women's political groups
- Community Teacher Associations (CTAs)
- Tech/Voc institutions and implementing partners
- Parents
- Students of tertiary institutions, secondary and primary schools
- Press, etc.

Programme

Meetings commenced at 9.00 am and ended at 4:30 pm. A presentation on the overview of the ESP, its structure and key issues addressed in the contents preceded the group work sessions. Copies of an early draft of the ESP were circulated for comments / additional inputs.

After each meeting live interviews and discussions were conducted with local FM radio stations in districts with such facilities. During these discussions listeners were invited to send in their own comments and suggestions.

Summarised Group-work Report

Issues: Pre-Primary

- Few pre-schools in the districts, most are privately owned with high charges affordable by only a selected few.
- Very little facilities for special needs pre-schools. Where they exist they are grossly inadequate.
- Lack of trained / specialist teachers for pre-schools.
- No harmonized curriculum for pre-school education.
- No advocacy / sensitization on pre-school education.

Recommendations

- Pre-schools be attached to existing primary schools.
- Every district to be provided with at least one special needs school for varying disabilities.
- All Teacher Training Colleges should offer programmes / courses on pre-school education.

Issues: Primary

- Inadequate number of primary school to meet the growing enrolment.
- High number of untrained and unqualified teachers in remote areas within the districts.
- Unattractive conditions of service for teachers.
- Ineffective school health programmes.
- Inefficient management structures – SMCs, local education authorities / missions etc.

Recommendations

- Expand existing schools / establish new schools in growing communities.
- Develop housing schemes for teachers in remote areas / revive remote area allowances.
- Provide structured in-service programmes for 'UU' teachers.
- Review current recruitment policy to ensure that teachers are approved against the stint of the academic year and payment effected immediately.
- MEST, MOHS, UNICEF and local authorities collaborate to ensure the provision of free health services to school children.
- Training workshops for all stakeholders in school management annually.

Issues: Secondary

- Poorly equipped libraries and science laboratories
- Ineffective Guidance and Counselling in schools.
- Poor performance at examinations.

Recommendations

- Ensure at least one well equipped library and laboratory existing in every chiefdom.
- Guidance and Counselling department in schools to be made functional to help with social problems of especially girls.
- Competent, trained and experienced professional teachers to serve at the SSS level.
- All SSS schools should run for a minimum of 7 hours per day and should only be single shift.

Issues: Higher Education

- Inadequate teacher training institutions.
- Distance Education programmes for teachers not in all districts.
- Inadequate technical/ vocational institutions in the districts.

Recommendations

- Provision of Teacher Training Colleges in every district. This college should incorporate Distance Education and In-service programmes for teachers..
- To engage the partnership of the Chamber of Commerce, Industry and Agriculture in the development of Tech/Voc. Education in every district.

Monitoring and Supervision

- Inadequate staff, logistics and technical capacity

Recommendation

- Recruit subject Inspectors/ Supervisors
- Recruit/ train staff for administrative work
- Provide office equipment, transportation facilities and stationeries
- Organization of a regular annual Conference for Districts Education Officers and other stakeholders to review policies and activities undertaken during the year.

Annex 4

Action Already Taken by MEST to Address Gender Disparity Issues

Actions Taken

- i. Establishment of a Women's Desk at the Ministry
- ii. Highlighting of the achievement of female candidates in national and international examinations
- iii. Advocacy for the education of girls in meetings held at district and community levels
- iv. Encouragement and enhancement of the working relationship with the national branch of the Forum for African Women Educationalists (FAWE)
- v. Provision of free Junior Secondary education for girls in the Eastern and Northern Regions where gender disparity in terms of access and retention is most marked
- vi. Encouragement of girls in higher education through award of scholarship
- vii. Infusion of gender issues into the curriculum
- viii. Construction of more schools in rural areas so that girls have shorter distances to walk and can feel more protected, safe and secure.
- ix. Provision of opportunities for girl mothers to go back to school and continue with higher education

Outcomes/Results

- i. More parents now willing to send daughters to school
- ii. Significant increase in numbers of girls accessing schooling in the Eastern and Northern Regions
- iii. Increase in number and percentage of girls accessing schooling and progressing to tertiary education
- iv. Increase in the retention rates of girls
- v. More girl mothers back in education

Difficulties and Challenges

- i. Cultural constraints including early marriages. Some societies believe that schooling moves girls away from accepting their traditional roles and unsupportive of some cultural practices. This makes some parents reluctant to send their girls to school.
- ii. Short term loss in household income as a consequence of sending a girl to school. Girls do much of the household chores in a family as well as petty trading to generate income for the family. Sending a girl to school negatively affects both of the foregoing in the short term. Getting parents to appreciate the greater gains in the medium and long term is difficult.
- iii. Encouraging more girls to pursue the sciences and technology at school and to take courses in engineering and the sciences at the tertiary level.
- iv. Creating gender sensitivity in teachers

Annex 5

Actions Already Taken by MEST to Mitigate the Impact of HIV/AIDS on Education

Actions Taken

- i. Preparation of an HIV/AIDS policy for education in 2006 to protect children
- ii. Establishment of an HIV/AIDS Focal Point at the Ministry
- iii. Infusion of HIV/AIDS education into the school curriculum
- iv. Infusion of HIV/AIDS education into the teacher training curriculum
- v. Inclusion of HIV/AIDS education as an emerging issue into the short in-service training programme for teachers in schools participating in the Sababu Education Project
- vi. Training of peer educators and counsellors for HIV/AIDS
- vii. Holding of HIV/AIDS awareness raising workshops and seminars

Outcomes/Results

- i. HIV/AIDS issues more openly discussed
- ii. Pupils, students and teachers more aware about HIV/AIDS, its danger and effect on society
- iii. Pupils and students more careful about sexual liaisons

Difficulties and Challenges

- i. Resistance to the use of condoms by some
- ii. Overcoming stigma of being identified as HIV positive
- iii. Mobilisation of resources needed to scale up the HIV/AIDS campaign
- iv. Non-availability of funds to provide enhanced HIV/AIDS services for pupils and students
- v. Funds to establish HIV/AIDS desks in every District Education Office
- vi. Funds to scale up campaign and extend to all skills training and tertiary-level institutions

Annex 6

Some Key Primary Level Statistics / Numbers

Annex 6 Table 1 - 2004 School Attendance Profiles of 6 – 11 Year Olds By Sex

	Attending School	Not Attending School	Never Attended School
Male +Female (6-11)	69%	1%	30%
Males (6-11)	70%	1%	29%
Females (6-11)	69%	1%	30%

Source: SSL – Population Census 2004

Annex 6 Table 2 - Year 2004 National NIR and GIR for Class 1

Intake Rates	Combined	Male	Female
NIR	29%	28%	29%
GIR	128%	126%	130%

Source: SSL – Population Census 2004

Annex 6 – Table 3 - Primary Level NER and GER by Sex, Region and Local Government Area – 2003/04

	Male NER	Female NER	Parity Index	Male GER	Female GER	Parity Index
National	65%	63%	0.97	110%	98%	0.90
Eastern Region	66%	64%	0.98	119%	107%	0.90
Kailahun District	65%	65%	1.00	122%	111%	0.91
Kenema LG District	61%	60%	0.98	108%	96%	0.89
Kenema Town	81%	78%	0.96	136%	124%	0.92
Kono LG District	64%	58%	0.90	116%	100%	0.86
Koidu Town	61%	75%	1.23	135%	126%	0.94
Northern Region	60%	55%	0.90	102%	84%	0.82
Bombali LG District	64%	57%	0.89	112%	89%	0.79
Makeni Town	83%	80%	0.97	143%	132%	0.92
Kambia District	62%	53%	0.85	105%	80%	0.76
Koinadugu District	41%	38%	0.92	71%	59%	0.82
Port Loko District	63%	56%	0.89	103%	84%	0.82
Tonkolili District	62%	59%	0.95	106%	92%	0.87
Southern Region	61%	64%	1.05	103%	100%	0.97
Bo LG Dist	63%	62%	0.99	107%	97%	0.91
Bo Town	81%	78%	0.97	134%	121%	0.90
Bonthe LG Dist	46%	53%	1.15	81%	85%	1.06
Bonthe Town	77%	76%	0.98	142%	128%	0.90
Moyamba District	62%	64%	1.02	106%	100%	0.94
Pujehun District	52%	58%	1.12	85%	90%	1.06
Western Area	78%	76%	0.97	120%	113%	0.94
West Rural	73%	69%	0.95	116%	103%	0.89
West Urban	80%	77%	0.97	122%	115%	0.95

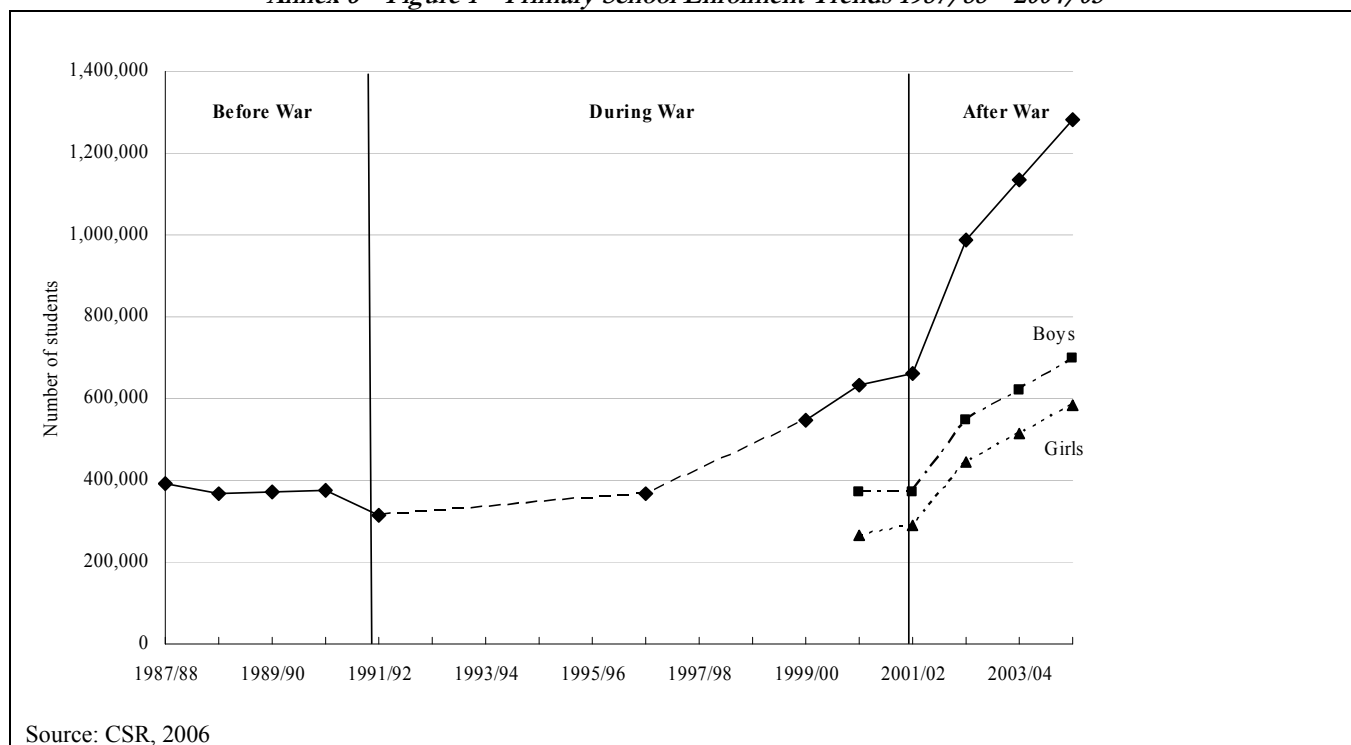
Source: SSL – Population Census 2004

Annex 6 – Table 4 – Primary Level Gross Completion Rates by Region, Local Government Area and Sex

	GCR	Male GCR	Female GCR	Parity Index
National	56.2%	63.9%	47.6%	0.74
Eastern Region	56.8%	67.2%	45.3%	0.67
Kailahun District	83.4%	98.7%	65.8%	0.67
Kenema LG District	35.2%	42.3%	26.8%	0.63
Kenema Town	74.1%	82.6%	65.4%	0.79
Kono LG District	32.7%	42.7%	22.1%	0.52
Koidu Town	69.9%	80.5%	60.1%	0.75
Northern Region	38.8%	47.2%	29.1%	0.62
Bombali LG District	34.6%	43.6%	23.8%	0.55
Makeni Town	79.6%	91.5%	67.9%	0.74
Kambia District	35.6%	46.3%	22.4%	0.48
Koinadugu District	23.3%	29.0%	17.5%	0.60
Port Loko District	41.3%	50.3%	30.7%	0.61
Tonkolili District	42.6%	49.8%	34.5%	0.69
Southern Region	53.4%	59.9%	45.8%	0.76
Bo LG District	42.2%	50.7%	31.5%	0.62
Bo Town	87.2%	103.5%	72.1%	0.70
Bonthe LG District	38.4%	40.0%	36.2%	0.90
Bonthe Town	155.0%	180.9%	135.6%	0.75
Moyamba District	45.2%	51.6%	37.4%	0.72
Pujehun District	45.6%	49.0%	41.1%	0.84
Western Area	87.7%	95.9%	80.0%	0.83
Western Rural	63.6%	75.6%	51.7%	0.68
Western Urban	92.7%	100.3%	85.7%	0.86

Source: SSL – Population Census 2004

Annex 6 – Figure 1 – Primary School Enrolment Trends 1987/88 – 2004/05



Source: CSR, 2006

Annex 7

Commitments for Education and General Budget Support from DAC Countries and Multilaterals to Sierra Leone (constant 2003 US\$ millions), 2000 to 2004

	2000	2001	2002	2003	2004
Education commitments					
ALL Donors -Total	1.7	7.3	27.7	59.7	8.1
DAC Countries -Total	1.5	7.0	3.5	3.8	7.7
Australia	-	-	-	-	-
Austria	0.0	0.0	-	-	0.0
Belgium	-	-	-	-	-
Canada	-	1.5	-	-	-
Denmark	-	-	-	-	-
Finland	-	-	0.8	0.4	0.2
France	0.1	0.1	0.1	0.1	0.1
Germany	0.8	1.0	1.4	2.4	5.3
Greece	-	-	-	-	-
Ireland	-	0.2	0.3	0.8	0.3
Italy	-	0.0	-	-	-
Japan	-	-	-	0.0	0.1
Netherlands	-	-	-	-	-
Norway	-	3.5	0.9	-	1.4
Portugal	-	-	-	-	-
Spain	-	-	-	-	0.2
Sweden	-	-	-	-	-
Switzerland	0.6	-	-	-	-
United Kingdom	-	0.0	-	-	-
United States	-	0.7	-	-	-
Multilateral -Total	0.2	0.3	24.3	55.9	0.4
AfDF	-	-	23.5	-	-
IDA	-	-	-	55.0	-
UNICEF	0.2	0.3	0.8	0.9	0.4
EC	-	-	-	-	-
General budget support					
ALL Donors -Total	144.1	111.5	0.0	54.7	47.6
United Kingdom	53.5	52.3	0.0	0.5	24.0
Multilateral -Total	90.7	59.2	-	54.2	23.6
AfDF	-	-	-	24.2	23.5
IDA	45.3	59.2	-	30.0	-
EC	45.3	-	-	-	0.1
Education commitments + allocation of general budget support (17%)¹					
ALL Donors -Total	26.2	26.2	27.7	69.0	16.2
DAC Countries -Total	10.6	15.8	3.5	3.8	11.8
Multilateral -Total	15.6	10.4	24.3	65.1	4.4

¹ Based on 2004 education spending as a percentage of total government expenditure (17%), MOF.

Source: CRS Online Database on Aid Activities (www.oecd.org/dac/stats/idsonline), Table 2, Last updated Jan 30, 2006

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