



SIERRA LEONE GOVERNMENT

DEPARTMENT OF EDUCATION
NEW ENGLAND
FREETOWN, SIERRA LEONE

NEW EDUCATION POLICY

FOR

SIERRA LEONE

JULY 1995

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FOREWORD

Since the publication of the last policy White Paper on Education in 1970, there have been many changes and developments in education. In 1976, an Education Review — All Our Future, was published. It contained many educational ideas that were far ahead of their time. 1979 saw the publication of an Education Sector Review produced jointly by the Government of Sierra Leone and the IDA. This review very much influenced the subsequent IDA input into education. It took another ten years for the most significant development during this period. It came in the form of a publication titled 'Report of the Task Force on external Examinations for Secondary Schools in Sierra Leone'. This Task Force which was set up early in 1988, met sixty-nine times before making, in August 1989, the recommendations on which the present 6-3-3-4 system of education is based.

It took four years and the arrival of the NPRC Government for the recommendations of the Task Force to be implemented. By this time a conference of note had already taken place in Jomtien, Thailand. This conference on 'Education For All By The Year 2000', in March 1990, resulted in Sierra Leone making a commitment to basic education which culminated in NPRC Decree No. 4 of 1994 establishing the National Commission For Basic Education. A year after the Jomtien Conference, in August 1991, the Report of the Advisory Committee on the Management of Schools, commonly referred to as the Mondeh-Fewry Report, was published. The revolutionary recommendations on the running of schools made in this report are now to become law.

Over the period 1970 to 1990, the socio-economic situation of the country deteriorated very seriously and this has had an adverse effect on educational development throughout the country. For the period 1970 to 1985, the average annual growth rate for primary enrolment was just over 6%, whilst that for secondary enrolment was a little over 6.5%. In the five years that followed, i.e. 1985 to 1990, the average annual growth rate for primary enrolment fell to -2.0% whilst that for secondary enrolment fell to 1.6%¹. The figures indicate a trend that Government is trying hard to address against the background of an ongoing rebel war and scarce financial resources.

Apart from concerns over the enrolment rate at both the primary and secondary levels, the outputs of institutions at the technical/vocational and teacher education levels have also been found wanting in terms of meeting the nation's demand for skilled and well trained manpower.


To compound the above, the present adult literacy rate is only 21% (male - 31%, female - 11%)², and this is having an adverse effect on the rate of development of the country. In order to attack the problem, a new and greater emphasis is being placed on non-formal and adult education as well as the education of girls and women.

Source : A statistical profile of education in sub-Saharan Africa in the 1980s. Donors to African Education

To ensure that all who enter formal education are provided with a firm foundation, the basic education cycle is now defined in terms of six years of primary and three years of junior secondary schooling. With this and the earlier mentioned measures in place, it is hoped that the literacy rate will not only rapidly increase but also that a greater percentage of the populace will become enlightened.

Faced with these challenges, the education sector is encouraged by the Government's determination to increase access to education and improve its quality, equity and relevance.

The contents of this policy document have been formulated to address the issues highlighted in this foreword. They come from a consensus reached after a series of seminars, committee meetings and workshops involving participants from the primary, secondary, and tertiary levels. For a more complete sampling of views, educationists other than those from the institutions participating in the workshops, and private individuals from all over the country were also invited to make their contributions. It can be said therefore that this is a truly national document. It is my hope that the thought and work that have gone into the document will not be in vain and that all of those in the world of education and the public at large will do their utmost to ensure that through implementation of the contents of this document, Sierra Leone will regain the enviable position it once held in the field of education.

 22.8.95.
CHRISTIANA A. THORPE,
Secretary of State,
Department of Education.

² Source : A statistical profile of education in sub-Saharan Africa in the 1980s. Donors to African Education

ABBREVIATIONS AND ACRONYMS

6-3-3-4	-	6 Years Primary, 3 Years Junior Secondary, 3 Years Senior Secondary, and 4 Years Tertiary Education
ADB	-	AFRICAN DEVELOPMENT BANK
ADF	-	AFRICAN DEVELOPMENT FOUNDATION
AT	-	ALTERNATIVE TECHNOLOGY
B. Ed	-	BACHELOR OF EDUCATION
BECE	-	BASIC EDUCATION CERTIFICATE EXAMINATION
BES	-	BASIC EDUCATION SECRETARIAT
COMAHS	-	COLLEGE OF MEDICINE AND ALLIED HEALTH SCIENCES
DOE	-	DEPARTMENT OF EDUCATION
FAWE	-	FORUM FOR AFRICAN WOMEN EDUCATIONALISTS
FBC	-	FOURAH BAY COLLEGE
HNC	-	HIGHER NATIONAL CERTIFICATE
HND	-	HIGHER NATIONAL DIPLOMA
HTC	-	HIGHER TEACHERS' CERTIFICATE
IDA	-	INTERNATIONAL DEVELOPMENT ASSOCIATION
IPAM	-	INSTITUTE OF PUBLIC ADMINISTRATION AND MANAGEMENT
JSS	-	JUNIOR SECONDARY SCHOOL
MMCE	-	MILTON MARGAI COLLEGE OF EDUCATION
NCBE	-	NATIONAL COMMISSION FOR BASIC EDUCATION
NCDC	-	NATIONAL CURRICULUM DEVELOPMENT CENTRE
NCRDC	-	NATIONAL CURRICULUM RESEARCH AND DEVELOPMENT CENTRE
NCTVE	-	NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION
NEAP	-	NATIONAL EDUCATION ACTION PLAN
NFPE	-	NON-FORMAL PRIMARY EDUCATION
NPRC	-	NATIONAL PROVISIONAL RULING COUNCIL
NPSE	-	NATIONAL PRIMARY SCHOOL EXAMINATION
NUC	-	NJALA UNIVERSITY COLLEGE
OND	-	ORDINARY NATIONAL DIPLOMA
PEO	-	PRINCIPAL EDUCATION OFFICER
SEO	-	SENIOR EDUCATION OFFICER
SLADEA	-	SIERRA LEONE ADULT EDUCATION ASSOCIATION
SSS	-	SENIOR SECONDARY SCHOOL
SSSCE	-	SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION
T/V Cert	-	TECHNICAL/VOCATIONAL CERTIFICATE
TC	-	TEACHERS' CERTIFICATE
UNDP	-	UNITED NATIONS DEVELOPMENT PROGRAMME
UNESCO	-	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION
UNICEF	-	UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND
WAEC	-	WEST AFRICAN EXAMINATIONS COUNCIL

PART I

- A - SITUATION ANALYSIS**
- B - EXECUTIVE SUMMARY**
- C - ECONOMIC AND EDUCATIONAL BACKGROUND**

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SECTION A

SITUATION ANALYSIS

Basic Demographic, Educational, Health and Socio-Economic Data

A1 - DEMOGRAPHIC DATA

Land Area:		71,470km ² /28,000 miles ²
Population	(1994 estimates)	4.2 million
	<i>Female</i>	2.226 million (53%)
	<i>Male</i>	1.974 million (47%)
Population density:		58.77 per sq. km.
Population growth rate (1985-1990):		2.6% per year
Population distribution (1991):	<i>urban</i>	32%
	<i>rural</i>	68%
Land Use:	<i>Cultivated</i>	8.0%
	<i>Grazing</i>	0.01%
	<i>Forest and Woodland</i>	0.01%
	<i>Other Land</i>	91.9%
Temperature Range:		18°C - 35°C

A2 - DATA ON EDUCATION

Illiteracy Rate	-	80%
Female	-	88.7%
Male	-	69.3%

Pupil and Teacher Numbers (1991/'92)³

SEX	PRIMARY LEVEL			SECONDARY LEVEL		
	PUPILS	TEACHERS		PUPILS	TEACHERS	
		QUALIFIED	UNQUALIF		QUALIFIED	UNQUALIF
MALE	184,880	3,402	3,434	44,093	1,826	1,970
FEMALE	130,266	1,819	1,168	28,423	531	396
TOTAL	315,146	5,221	4,602	72,516	2,357	2,366

Note that data were not collected from Kailahun district because of the rebel war.

³Source: Statistics on Education - 1991-1993, Planning Division, Department of Education

Enrolment characteristics Non-Formal Primary Education(NFPE), UNICEF Supported Programme (1994)⁴

Total Enrolment (for 1993):		941
Female	-	498 (53%)
Male	-	433 (47%)

Registered Learners in Adult Literacy Classes (1993)⁵

Total Enrolment ((for 1993):		8,478
Females	-	4,791
Male	-	3,687

A3 - SOCIO-ECONOMIC DATA

Per capita income (1992):	US\$170
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Some GDP Figures (1992/'93)

Agricultural Sector:	37.5%
Mining Sector:	10.0%
Manufacturing Sector:	4.7%
Electricity and water:	0.2%
Construction:	2.5%
Transport and Communications:	10.0%
Other non-governmental services:	13.8%
Government services:	4.5%

A4 - DATA ON HEALTH

Crude Death Rate (1992):	23 per 1,000 population
Infant Mortality Rate (1992):	150 per 1,000 live births
Maternal Mortality Rate (1992):	700 per 100,000 live births
Life Expectancy at Birth (1992):	47 years
Crude Birth Rate (1992):	48 per 1,000 population
Total Fertility Rate (1992):	6.5 births per woman

Access to Safe Water (1988-1990)

Percentage of population:	43%
Urban	- 83%
Rural	- 22%

⁴Source: NFPE Feasibility Study, UNICEF/GOSL Mission, 1994

⁵Source: Study of Accelerated Enhancement of Literacy in Sierra Leone, Hilken, P. et al, 1993

SECTION B

EXECUTIVE SUMMARY

B1 BACKGROUND AND PURPOSE

B1.1 The 1980s saw Sierra Leone in rapid economic decline primarily because of an inefficient trade system and great indiscipline in public sector management. The 1990s saw Sierra Leone under rebel attack and spending much of its revenue on military hardware whilst at the same time having to cope with displaced citizens totalling over 20% of the total population, as well as an influx of Liberian refugees equivalent to 5% of the indigenous population. The resultant effect on the economy has been devastating.

B1.2 Until very recently, the educational system was in 'shambles'. As its contribution to reversing this trend, the NPRC Government designed and began to implement a wide ranging National Education Action Plan to support the recently introduced 6-3-3-4 System of Education and the Basic Education Reform. The latter is intended, among other things, to ensure the provision of basic education for the majority of the population, and to enhance the participation of women and girls in education.

B1.3 This document outlines government's policy on education at all levels in three parts:

Part I is divided into three sections. In Section A a situation analysis is presented, Section B is the Executive Summary and in Section C the Economic and Educational Background to the policy is presented.

Part II provides The Context and Detailed Statements regarding government's plans for education. It is divided into the following chapters:

Chapter 1 - Aim of, Guiding Principles, Objectives and Strategies for Education in Sierra Leone.

Chapter 2 - The New Structure of Education - 1 Educational Programmes.

Chapter 3 - The New Structure of Education - 2 Educational Services.

Chapter 4 - Planning, Educational Management and Administration.

Chapter 5 - Miscellaneous - Student Awards, Councils and Commissions.

Part III itemises and makes explicit the aims and objectives of the various sections of education covered in this document and the policy statements applicable to each.

B2 AIMS AND OBJECTIVES OF EDUCATION

B2.1 The aim of education in Sierra Leone is the integral development of the individual for the building of:

- a cohesive, healthy and strong nation with a sustainable and dynamic economy.

- a free, just and peace-loving society;
- a democratic and harmonious society;
- a moral and disciplined society;

B2.2 The major objectives for education in Sierra Leone include:

- the development of a broad-based education;
- increased access to basic education;
- improving the quality and relevance of education;
- expansion and upgrading of technical/vocational education;
- promoting literacy and numeracy in adult and non-formal, as well as formal, education;
- providing equity in education;
- developing relevant attitudes, skills and values in children.

B3 **STRATEGIES FOR DEVELOPMENT IN EDUCATION**

The development and implementation of the policy is based on strategies contained in or relevant to the following:

- the National Education Action Plan;
- the 6-3-3-4 System;
- basic education;
- maximising resources for education;
- training education sector personnel;
- improving the management of the education sector;
- financing of education to optimise domestic sources and encourage external donors and NGOs.

B4 **THE NEW STRUCTURE OF EDUCATION**

B4.1 To achieve the objectives of the policy, government has decided on the following structure for the education system:

- optional pre-school for 3 to 6 year old age group;

- broad-based nine years basic education comprising six years primary schooling and three years junior secondary schooling;
- three years of senior secondary or technical/vocational education;
- four years of higher/tertiary education.

B4.2 Top priority to be given to adult and non-formal education as a complement to formal education. There is to also be a positive bias towards the education of women and girls.

B4.3 The meeting of the high level manpower needs of the nation by the university. In particular,

- i) Fourah Bay College shall continue with its present programme but shall concentrate more on the Pure, Applied Sciences and Technology. The Department of Education at Fourah Bay College shall be transferred to the proposed Milton Margai College of Education;
- ii) Njala University College in addition to its present role in promoting the Sciences, Agriculture, Home Economics, Environmental Science and Education, shall introduce new programmes in Forestry and Veterinary Science;
- iii) the Institute of Education shall move to Njala University College to broaden its activities and effectiveness;
- iv) the Institute of Public Administration and Management shall be upgraded to degree awarding status with a mandate to offer courses for professional qualification in specific areas;

B5 EDUCATIONAL SERVICES

The following shall be the policies governing Educational Services provided by the Department of Education:—

B5.1 Curriculum Research and Development

An autonomous Curriculum Research and Development Centre shall be established to develop curricula for the schools and control and evaluate the provision, use and availability of curricula, syllabuses and textbooks within the system.

B5.2 Guidance and Counselling

The unit providing this service shall be upgraded and better structured to serve the 6-3-3-4 reform more effectively, especially in the area of providing counselling for children.

B5.3 School Broadcasting

The unit providing this service shall be re-structured and upgraded to include distance education programmes in support of the 6-3-3-4 reform.

B5.4 Special Needs Education

A data bank for the disabled and special needs shall be established to be used as a source of information for the re-organising and establishing of institutions throughout the country. A new unit for Special Education shall be established at the Department of Education.

B5.5 National Languages

B5.5.1 National Languages shall be taught throughout the school system, teacher colleges and university. English shall be the medium of instruction throughout the system starting from Class 3. French shall be compulsory at the primary and junior secondary levels, but optional at the senior secondary level. Arabic shall be optional at both junior and senior secondary levels.

B5.5.2 For Adult and Non-Formal education, the choice of language shall depend on the interest and needs of the learner.

B5.5.3 A National Institute of Sierra Leone Languages shall be established, the functions of which shall be to promote the development and use of Sierra Leonean languages as a whole, both within the educational system and in the community at large.

B5.6 Examination System

B5.6.1 New examinations shall be introduced in collaboration with the West African Examinations Council (WAEC) in response to the new education reform requirements. There shall be three main new school level examinations:

- National Primary School Examination (NPSE) - to be taken at the end of primary schooling;
- Basic Education Certificate Examination (BECE) - to be taken at the end of junior secondary schooling;
- Senior Secondary School Certificate Examination (SSSCE) - to be taken at the end of senior secondary schooling.

B5.6.2 Continuous assessment shall be an integral part of the assessment process.

B5.7 Women and Girls

Definite measures to increase access and retention of women and girls in education shall be established at every level.

B6 EDUCATIONAL MANAGEMENT AND ADMINISTRATION

For the Department of Education to become more effective and efficient in the implementation of the 6-3-3-4 System and the National Education Action Plan, it shall be restructured and decentralised with suitable and qualified staff.

B6.1 Education Funding and Financial Management

The management and control of the finances available to education at all levels shall be strictly reviewed and extensively improved to eliminate all possible wastage, omissions or misappropriations. This shall be done through the establishment of an effective financial management system and the introduction of cost-saving measures.

B6.2 General Services

General services provision in support of educational development shall be re-organised for effective co-ordination and management of facilities, stores, purchasing, transportation, secretarial/clerical duties and information/communication systems.

B6.3 School Facilities

The basic infrastructure shall be provided for all levels of education in the country.

B7 COUNCILS AND COMMISSIONS ON EDUCATION

The following Commissions, Boards and Councils shall help the Department of Education to implement the National Education Action Plan and the 6-3-3-4 System.

B7.1 Board of Education

In addition to its function according to the Education Act 1964, the Board shall be reactivated to assist the Department of Education in monitoring the implementation of the policy.

B7.2 Teaching Service Commission

It shall be established and shall deal with the employment, management and deployment of teachers.

B7.3 National Commission for Basic Education

It has been established in accordance with NPRC Decree No. 4 of 1994. It shall, among other things, co-ordinate and control basic education programmes in Sierra Leone.

B7.4 UNESCO Commission

It shall be made an autonomous body dealing with, among other things, UNESCO's area of competence within the National Education Action Plan.

B7.5 The Sierra Leone National Service Commission

Government shall establish a National Service Commission to give young men and women opportunities to improve their physical and mental fitness, sharpen their perception of national issues and take part in community development.

B7.6 Financial and Other Assistance to Students

Financial and other assistance to students shall continue in the form of scholarships, loans, grants or a combination of these, administered by a Scholarship Advisory Committee at the Department of Education.

SECTION C

ECONOMIC AND EDUCATIONAL BACKGROUND

1. Since the last policy White Paper on Education in 1970, much has changed in Sierra Leone. During the 1980s, Sierra Leone's economic situation deteriorated considerably mainly because of falling incomes from the mining sector due to an inefficient trade system as well as indiscipline in public sector management. Budgetary revenues fell sharply, from 16 per cent of GDP in 1980/81 to 5 per cent of GDP in 1985/86. Investment in new social and physical infrastructure and maintenance virtually ceased, causing rapid decay in existing facilities.
2. Rebel incursions into the Eastern and Southern Provinces since March 1991 have imposed additional strains on the economy. The consequential military expenditures, influx of nearly 200,000 Liberian refugees (equivalent of 5 per cent of Sierra Leone's population) and Sierra Leone's participation in the West African States peacekeeping initiative have exerted additional pressure on Government finances.
3. The population of 4.2 million is growing at 2.6 per cent a year, a rate too high to have allowed any rise of income in per capita terms during the recent years. Infant mortality (150 per 1,000 live births), maternal mortality (700 per 100,000 live births) and the illiteracy rate (80 per cent) are among the highest in the world, while other key indicators such as average life expectancy (47 years) are among the lowest.
4. According to the 1992 census of schools and teachers, enrolment rates in education continued to decline and has been put at 35% for Primary schools and 11% for Secondary schools. (Interestingly the Donors to African Education figures for 1990 were 48% — primary, and 16.3% — secondary). Suffice it to say that in terms of the UNDP's Human Resources Development Index, the country ranks almost last in the world.
5. To combat the above problems and Sierra Leone's widespread poverty and also to reduce population growth, in itself an obstacle to further social and economic development, the NPRC Government is pursuing a two-pronged approach of complementing its macro-economic policies in support of structural adjustment and sectoral reform, with policies designed to provide basic social services to directly improve the education and health of the poor.
6. Accordingly, the Government's educational development strategy aims at improving the quality of basic education, substantially reducing the illiteracy rate (with special attention to reducing female illiteracy) and substantially increasing the enrolment ratio in basic schooling throughout the country. At the same time, the Government also aims at strengthening public sector administrative/financial capacity to deliver services effectively and efficiently.
7. Inevitably, there are short and long term implications arising from the above aims, and awareness of these has promoted the need for an Action Plan to be formulated and implemented. The National Education Action Plan (NEAP) was developed in February

1994 to support the introduction of the 6-3-3-4 system which Government had commenced implementing in September 1993.

8. The 6-3-3-4 System is so called because of the number of years allocated to successive levels in the educational structure. The core objectives within it are:
 - i.* the extension of the initial cycle of formal schooling from 6 to 9 years and,
 - ii.* increasing the proportion of non-school and post-school populations involved in non-formal educational and training programmes.
9. One intended outcome of this extended educational experience includes a significant increase in the retention of pupils, especially girls.
10. Other important objectives of the system are:
 - i.* the raising of standard/quality of education and the strengthening of those aspects of tertiary education that bear directly on pre-service and in-service teacher education adult and non-formal education and gender issues;
 - ii.* a real improvement in the acquisition of literacy, numeracy and technical and vocational skills, and a rise in the standards of achievement in all areas.

All of these will be reinforced by the development of new curricula, new examinations, a language policy, a Teaching Service Commission and a new financial and management system.

11. It is within the framework of the above that the policy statements that follow are stated.

CHAPTER 1

THE CONTROL, AIM OF, GUIDING PRICIPLES, OBJECTIVES AND STRATEGIES FOR EDUCATION IN SIERRA LEONE

1.0 Control of Education

The control of education in Sierra Leone shall continue to be in accordance with the existing Education Act.

1.1 The General Aim of Education

1.1.1 The general aim of education in Sierra Leone is the integral development of the individual for the building of:—

- i)* a cohesive, healthy and strong nation with a sustainable and dynamic economy.
- ii)* a free, just and peace-loving society;
- iii)* a democratic and harmonious society;
- iv)* a moral and disciplined society;

1.1.2 In this regard, education is to be operated on the basis of partnership. It shall also be fair, universal, life long, free of unwarranted discrimination and accessible to all both in the formal and non-formal sectors. It shall focus on providing every citizen with an education which takes full account of:—

- a)* the rights of each individual/child to basic education;
- b)* character development and the cultivation of desirable attitudes;
- c)* his/her interests, abilities and aptitudes;
- d)* the manpower needs of the country;
- e)* the need to correct gender imbalances;
- f)* the economic resources of the State with a view to ensuring that the education provided is of use to the country and at the same time of value to the individual in terms of achieving success in life.

1.1.3 All of the above are to operate within the framework of the Constitution and other international agreements on education to which Sierra Leone is a signatory or with which Sierra Leone is in agreement.

1.2 The Guiding Principles Underlying the Policy

The rationale behind the present policies for the educational development of Sierra Leone include the following: —

- a) Every child shall be encouraged to have between one and three years of preparation at Nursery or Kindergarten school.
- b) Each child shall start formal education at the age of 6 years.
- c) Basic formal education shall last for 9 years. It shall ultimately be free and compulsory.
- d) Formal education shall be broad-based with practical programmes that lead to skills acquisition.
- e) At the pre-University level, emphasis shall be placed on the: —
 - i) acquisition of manual skills and the development of practical activities;
 - ii) development and study of indigenous languages, science and mathematics;
 - iii) development of leadership qualities, creativity, self-reliance through the promotion of religious education, physical education, games and sport, cultural and youth programmes;
 - iv) relevant teacher education, that is in accordance with the National Education Action Plan;
 - v) full economic use of educational facilities.

1.3 Major Objectives for Education

The main objectives for education at all levels shall be the following: —

- a) to provide a broad-based education for Class 1 to JSS3 children through development of relevant curricula, teaching/learning resources and teacher education;
- b) to increase access to basic education especially for girls through the development of incentives, cost-recovery measures, scholarships, community involvement and work study programmes;
- c) to improve the quality and relevance of education through improved curricula, teacher effectiveness, school facilities, environment, developing a new structured teacher education programme for pre- and in-service teacher education and also to provide a significant number of teaching/learning materials;

- d) to expand technical and vocational education within the formal and non-formal sectors of education;
- e) to increase opportunities for the acquisition of literacy, numeracy, technical and vocational skills within the formal and non-formal sectors of education;
- f) to provide equity in education by enforcing the policy of non-discrimination in all schools and also to monitor the standards and quality of education to be similar in all schools for all children regardless of where they attend school;
- g) to develop in children relevant skills, attitude and values that will enable the individual to be an effective and responsible citizen.

1.4 Strategies for Development of Education

1.4.1 These major policy and implementation strategies arise from the urgent need to address and resolve the problems outlined in the Background and Purpose section of this document. The Government decided to commence implementation of the restructuring of the school system called the 6-3-3-4 System of education in September 1993. The short and long term implications arising from this decision prompted the need for an Action Plan to be formulated and implemented. The reform represents the core of a human resource development thrust, feeding into all the economic and social sectors. Without such support from basic and widespread educational improvement, significant and sustained national development will not be realised. The following strategies have been developed for educational development in the short and mid term.

1.4.2 The 6-3-3-4 System

1.4.2.1 The new 6-3-3-4 System of Education in Sierra Leone started eight years ago in the primary schools and has now replaced the old system of education up to the second year of secondary schooling.

1.4.2.2 By 1999, the old system, consisting of seven years primary education, seven years of secondary education (five years up to GCE 'O' level followed by two years for the 'A' level), would have been gradually phased out. In the new system, the first six years consist of primary education followed by three years of junior secondary education for all primary school graduates. This block of 6-3 (i.e., nine years) makes up the formal part of basic education. At the end of junior secondary school, students shall take the Basic Education Certificate Examination (BECE) which, together with their continuous assessment profiles, shall determine whether they will continue their education for three more years at general or specialist senior secondary schools, or proceed to technical and vocational schools of varying course content and duration. Senior secondary school students shall sit for the international Senior Secondary Certificate Examination (SSSCE), in competition with other students in English-speaking West Africa. This examination shall be conducted by the West African Examinations Council.

1.4.2.3 Candidates who meet the matriculation and other requirements of the University of Sierra Leone may continue their formal education for four years for a first degree. Junior secondary students who are in technical and vocational schools may, on graduation, enter the world of employment or may continue their formal education in a technical/vocational institute.

1.4.2.4 The 6-3-3-4 system shall introduce continuous assessment to facilitate thorough guidance and counselling of school students and it shall also form part of their terminal examination grades in NPSE, BECE and SCE.

1.4.2.5 Sierra Leone languages shall be studied and examined as subjects in the curriculum with English remaining an important school subject and medium of instruction after Class 3 of Primary school. More emphasis than before shall be put on communication skills (literacy and numeracy) and the natural and social sciences. The student shall be encouraged to know his own country and identify with it without losing sight of the fact that he/she is part of a wider interrelated world.

1.4.2.6 Whilst developing the cognitive aspects of the students' knowledge, every care shall be taken to educate their affective and the psycho-motor domains so their education is holistic. Practical and physical skills of the students shall be emphasised and developed.

1.4.3 Basic Education

1.4.3.1 The Government of Sierra Leone agrees that education is a right of the citizen but because of the sad neglect of the educational system since independence, the literacy rate in Sierra Leone is one of the lowest in the world (about 80%). Basic education provides facilities for all citizens to be literate and numerate and help them to cultivate the knowledge, skills and attitudes that will enable them to earn a good living, improve their social and health circumstances, be patriotic citizens of Sierra Leone and understand the complexities and opportunities of the modern world.

1.4.3.2 In the formal system, basic education consists of both primary and junior secondary education, which shall be a contiguous rectangular block. More emphasis shall be put on non-formal education for children and adults who did not have the opportunity to go to school and for drop-outs from school. Because of the healthy multiplier effects of the education of girls and women on families and communities and the educational disadvantages, women have suffered over the years, there shall be, in basic education programmes, positive discrimination in their favour.

1.4.4 National Education Action Plan (NEAP) Components

1.4.4.1 The National Education Action Plan (NEAP) of March 1994 addressed all the elements of the education system. It was a total renewal exercise to parallel and support the introduction of the 6-3-3-4 system of education and the Basic Education reform. To this end, the Action Plan concentrated on several key issues in educational development, their interrelationships and co-ordination. These key components included the following: —

- i) the co-ordination of provision for basic schooling (9 years) and for the non-formal education of adults;

- ii) a phased increase in the enrolment of the population of school age and their retention;
- iii) a large and sustained programme of economically productive skills acquisition in association with the upgrading of technical/vocational education — formal and non-formal;
- iv) the increased production, localisation and availability of teaching/learning materials for all levels, but especially in support of the Basic Education Reform;
- v) the strengthening of procedures and support services for the regular assessment of pupil progress, including both continuous assessment and external examinations;
- vi) the rehabilitation/construction of educational facilities of all types, including the provision of equipment and furniture;
- vii) the development of adequate guidance and counselling services in schools and colleges;
- viii) a significant improvement in the quantity and quality of training for educational sector personnel of all types, but especially in respect of teachers;
- ix) a major reform of the structure and operations of the Department of Education with a view to achieving:
 - optimum de-centralisation of routine functions to districts, the upgrading of the acquisition and processing and storage and retrieval of education data and of planning and policy formulation, with greater efficiency and accountability in the financing of education;
- x) the establishment of an integral project implementation unit to facilitate co-operation and co-ordination among different development projects;
- xi) increasing female participation and performance in education;
- xii) strengthening special provision for the education of the disabled, disadvantaged and gifted;
- xiii) the strengthening of the University of Sierra Leone (USL).

1.5 Maximising Resources for Education

1.5.1 For the Sierra Leone Government to meet its educational objectives aforementioned, there is the need to maximise and improve the use of existing resources for education.

This shall be done through the use of the following strategies: —

- a)* double shift system;
- b)* user charges;
- c)* ensuring that relevant learning materials and school facilities are properly used and maintained;
- d)* increased community participation in education (e.g., non-formal primary education through self-help schemes, work study programmes and loan schemes);
- e)* re-allocation of funds within the Government budget in favour of basic education;
- f)* encouraging private investment in education;
- g)* continued use of non-Governmental organisations in support of education;
- h)* ensuring that external assistance matches policy priorities.

1.6 Training Education Sector Personnel

1.6.1

The effective implementation of the 6-3-3-4 Reform and the National Education Action Plan (NEAP) requires a comprehensive and co-ordinated policy for the professional development of all education personnel. This is very important and critical for teachers at the basic education level. Further, for substantial improvement in the quality of education in general, there is a need to include educational planners, curriculum researchers and developers, teacher trainers, inspectors, adult educators, school broadcasters, subject specialists, computer specialists, technical and vocational subject teachers, headteachers and principals.

1.6.2

Training shall either be internal or external. Careful attention shall be given to devising low cost training strategies like school-based training, and the use of distance learning.

1.7

Improving the Management of the Education Sector

In addition to training educational managers, the implementation of the 6-3-3-4 system of education, as manifested in the National Education Action Plan (NEAP), shall require improved co-ordination of all education services and in particular an enhanced capacity to develop policy, to undertake long-term planning, monitor and evaluate education programmes and projects. These shall include: —

- a)* the re-structuring and de-centralisation of the Department of Education so that the headquarters can concentrate more on policy development and monitoring policy implementation;
- b)* improving the efficiency of the Planning and Finance divisions by establishing a Resource Management Team;

- c) rationalising the organisation of regional administration and building up the professional capacity and status of regional education officers and inspectors;
- d) improving co-ordination and management of non-formal/adult education, technical and vocational education through the formation of Councils/Committees;
- e) improving teacher effectiveness through the establishment of a Teaching Service Commission;
- f) improving the participation and education of girls/women;
- g) reforming the management of education through the establishment of an Executive Management Team;
- h) encouraging the participation of all staff members in the development of programmes and management of education through the setting up of an Inclusive Management Team (for the heads of departments) and a variety of committees (consisting of senior and junior members of staff).

1.8 Financing of Education

To achieve the aims and objectives set for the National Education Action Plan (NEAP) for improved access to basic education and to enhance its quality and relevance, the educational system shall require increased levels of funding.

However, the following measures shall be implemented to optimise domestic sources as well as encourage external Donor and NGO educational funding: —

- a) increase in central Government funding to education with more support to basic education;
- b) Government budget shall be re-allocated in support of basic education especially at the primary level;
- c) user charges for use of textbooks, technical and vocational equipment and materials shall be introduced;
- d) community participation in education shall be encouraged;
- e) local Governments shall be required to provide substantial support to education;
- f) development of self-help schemes;
- g) external assistance to primary education through investment and recurrent expenditure shall be encouraged;

h) non-Governmental agencies and inter-Governmental organisations contribution to education shall be solicited;

i) development of work study programmes and loan schemes.

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CHAPTER 2

THE NEW STRUCTURE OF EDUCATION

1 — EDUCATIONAL PROGRAMMES

- 2.0** To achieve the aims and objectives of the 6-3-3-4 system of education and the National Education Action Plan (NEAP), Government has decided on the following structure for the education system.
- 2.1 Pre-Primary Education**
- 2.1.1** Pre-primary or nursery education shall consist of the schooling a child receives before he/she is old enough to enter the primary school at the statutory age of six years. It can be non-formal but in this section emphasis is on the formal. It is usually given to pupils between ages of 3 and 6 years.
- 2.1.2** The main objective of nursery education is to prepare children for primary education. It enlarges and enriches their use of language and gives them other communication skills, furthers their acculturation into the values and mores of their society, enlarges their social awareness beyond the confines of their family and helps them to relate to people other than those in their home, refines their manipulative skills in such basic areas as eating, dressing and bowel movements and develops their control over their body, in order to accelerate the learning process during formal schooling.
- 2.1.3** Pre-school education cannot, at this stage of our development, be a 'right' for every child. It is now given in private schools of varying quality mainly in Freetown and the large towns. The Government pays the salaries of serving teachers in these schools. The Government controls these schools through the Nursery Schools Association and the Inspectorate Division of the Department of Education and shall continue this control, but along carefully worked out guidelines to maintain accepted quality. The Government shall continue to give help to the teachers colleges producing teachers for this sector and assist in the development of curricula and the raising of standards.
- 2.1.4** Guidelines for opening and maintaining pre-schools shall be published by the Department of Education.
- 2.2 Primary Education**
- 2.2.1** Primary education shall consist of full-time formal schooling which children receive for six years from age six to twelve. It is the first step (the 6-) in the new 6-3-3-4 System.
- 2.2.2** Primary education shall be the first part of the nine year cycle of formal basic education and shall not be terminal.
- 2.2.3** All primary schools shall be controlled by the Department of Education. The Inspectorate Division shall ensure that new schools are inspected and that they conform to specified minimum national standards before being allowed to operate, especially in the areas of

the quality of the teaching staff, accommodation and equipment, the curriculum, continuous assessment and preparation for the NPSE. The Department of Education shall inspect all primary schools, including private schools, regularly in order to help them maintain and improve their quality and, if necessary, order them to close down if they do not meet the minimum standards.

- 2.2.4** Primary schools shall continue to be operated by private proprietors, missionary bodies, local governments or such institutions as large businesses or university colleges for the children and wards of their workers.
- 2.2.5** Primary education shall be enlarged due to increase in access to alternative primary education and shall give children early structural cross cultural socialisation opportunities and an elementary introduction to those fundamentals necessary to produce individuals able, at a basic level, to improve and enrich their own circumstances and to contribute meaningfully to life in their community and thus to its development.
- 2.2.6** Primary schools shall be organised on a teacher:pupil ratio of 1:40. As far as possible, enrolment should be such that the school does not become unwieldy in size. Each school shall be controlled by a competent, qualified and experienced headteacher, who may have a deputy to assist them.
- 2.2.7** Primary schools, where possible, shall be divided into subject departments headed by experienced, committed subject experts. All teachers are to be required to regularly update their knowledge of their subjects at refresher and in-service courses.
- 2.2.8** The curriculum of primary schools shall be controlled by the Department of Education and prepared by the National Curriculum Research and Development Centre. Emphasis shall be put on the communication competence of the children and their ability to understand and manipulate figures.
- 2.2.9** In Classes One, Two and Three, the medium of instruction shall be the children's community language and English the medium of instruction in the higher classes. The teaching of standard English (both spoken and written) shall be considerably improved to minimise any language interference effects.
- 2.2.10** The study of Sierra Leone shall form a serious part of the children's education so that they will have a sound basic grasp of the facts of the country and its relation to the wider world. The natural sciences shall be studied, not as facts to be memorised and regurgitated, but as a body of interesting interrelated principles impinging on the children's lives and their communities. Social Studies shall be given a new focus of interest and as far as possible this subject shall be studied in real life contexts.
- 2.2.11** Continuous assessment of the totality of the children's education shall be done by teachers who will take extreme care that the measures are appropriate, correct and taken throughout the school lives of the children. The guidelines to be followed shall be those issued by the Department of Education in a Continuous Assessment Handbook. All continuous assessment records shall be kept as confidential and security documents.

They are to be used for guidance and counselling purposes. Continuous assessment scores in subjects specified in the handbook shall form part of the children's terminal assessment at the end of Class Six. The continuous assessment record card specified in the handbook shall be submitted to the Principal of the junior secondary school into which the pupil is accepted after sitting the National Primary School Examination (NPSE).

2.2.12 A Guidance Counsellor/Teacher shall be attached to each primary school.

2.2.13 At the end of Class Six, all children shall take the NPSE, which shall be an external examination conducted by the West African Examinations Council and which shall test the whole range of the children's competence. The result of this examination shall be used for Junior Secondary School placement.

2.3 Secondary Education

2.3.1 Secondary education under the 6-3-3-4 System shall consist of three years junior secondary schooling after six years of primary education followed by another three years of senior secondary schooling.

2.3.2 All primary school graduates who sit for the National Primary School Examination (NPSE) shall continue to Junior Secondary School (JSS). This course will end with the Basic Education Certificate Examination (BECE). According to their performance in this examination and their aptitudes and interests (as revealed primarily in this examination and their continuous assessment profiles), students shall proceed to Senior Secondary Schools (SSS) for three years further study or to technical and vocational courses of varying duration or shall begin employment. Enrolment into secondary school shall be enlarged gradually due to increased enrolment at the primary level.

2.4 **The Junior Secondary School (JSS)** is the final part of basic education at the formal level. It continues the educational development of the pupil started in the primary school. It is for pupils between the ages of 12 and 15 years approximately, who are given a broad-based, general education in preparation for senior secondary schooling, technical and vocational education or the world of employment.

2.4.1 The general aims and objectives of junior secondary education shall be:—

- i)* the provision of opportunities for the continued acquisition of basic skills and knowledge, as formal basic education is to encompass the first three years of secondary schooling as well as the six years of primary;
- ii)* the introduction of subjects encouraging the development of nationally desired and saleable skills;
- iii)* the fuller utilisation of each individual's ability, aptitude and interests;
- iv)* preparation for the next level of education;

- v) the postponing of too-early specialisation and the provision of an opportunity for more informed and appropriate counselling and placement advice;
- vi) the acquisition of abilities appropriate and necessary for entry into modes of employment or self-employment not requiring prior training in specialist skills;
- vii) the development of character and personality in a manner that will help cultivate desirable attitudes for the good of the individual and also help further the development of the Nation;
- viii) training in community awareness and community responsibility.

2.4.2 There shall be junior secondary schools all over the country so that children of the relevant age range will gain access to them. A junior secondary school may form part of a larger school (e.g., in the same compound as and with shared facilities with a senior secondary school or a technical/vocational centre) but each JSS shall have its own complete administrative structure headed by a Principal under whom will be a Vice-Principal, Heads of Departments, at least one Guidance Counsellor, Senior Teachers, Teachers, and Non-Teaching Staff. Under normal circumstances, a JSS should not have an enrolment above 700 so that the Principal does not lose touch with the pupils.

2.4.3 Each JSS shall be generally controlled by a Board of Governors. A Parent/Teacher Association shall be set up to link home and school.

2.4.4 As has been emphasised, the JSS curriculum shall be general and broad-based, paying full attention to the whole range of knowledge, attitudes and skills in the cognitive, affective and psycho-motor domains. The areas studied shall be divided into core subject, compulsory for all JSS pupils, and electives chosen for study by the pupils with the help of their Guidance Counsellors and parents.

2.4.5 Teaching shall be guided by the teaching syllabus for each subject provided by the National Curriculum Research and Development Centre. Each teaching syllabus shall clearly state the objectives of the lessons, their content, supporting teaching/learning activities and materials and means of evaluation. As much as possible, active pupil participation in the learning process will be encouraged.

2.4.6 Throughout the pupil's course he/she shall have the benefit of guidance and counselling directed by his/her continuous assessment profile. The system of continuous assessment that shall be used will be the same for all schools and its use shall be frequent, rigorous and systematic. The Department of Education shall develop this system, and its Inspectorate Division shall ensure that it is properly operated.

2.4.7 The JSS course shall be rounded off by a Basic Education Certificate Examination (BECE) conducted by the West African Examinations Council on behalf of the Department of Education in conformity with an approved syllabus and regulations. Each candidate's continuous assessment score shall form part of his/her final grading.

The Department of Education shall set criteria for the recognition of a JSS. Each school must meet these criteria before being allowed to operate. The Department of Education shall ensure that these standards are maintained for recognition to continue.

The Department of Education shall also set up a mechanism for constant monitoring of the quality of work done by each JSS, i.e., in subject areas for different JSS years and for performance at BECE. The results of such evaluation shall be made public.

2.5 The Senior Secondary School (SSS) completes the secondary school course. It lasts for three years and is for students between the ages of 15 and 18 years approximately who have completed the JSS course and obtained the required BECE grades. Though it continues and improves the student's general basic education, it contains an element of specialisation, preparing the student to further his/her education at a university or a professional school or any other post-secondary institution.

2.5.1 The general aims and objectives of the Senior Secondary School shall be:—

- i) the provision of opportunities for personal fulfilment, as well as rational development, through stimulation of the varied potentials of the students, by making available a rich diversified curriculum and opportunities;
- ii) the continuation of education through the further development and strengthening of knowledge, skills, and attitudes acquired at the Junior Secondary School level;
- iii) the provision of individuals equipped with skills in line with the Nation's manpower needs and with the ability to effectively contribute to the achievement of national goals, thus becoming useful members of society;
- iv) the fostering of those qualities of the individual which make possible appreciation of the virtues and values of others, labour, and our cultural heritage;
- v) development of the desire in the individual for continued self-enhancement;
- vi) the preparation of individuals, with the required aptitudes and abilities, for further and higher education;
- vii) the promotion of international consciousness in the light of increasing global interdependence.

2.5.2 There shall be two kinds of senior secondary schools strategically placed throughout the country - General Senior Secondary schools which will, as far as possible, operate a comprehensive curriculum, and Specialist Senior Secondary schools which will cater for pupils whose interests and aptitudes are for such specialised subject areas as science and mathematics, technology, the liberal arts or business studies.

- 2.5.3** Each SSS shall be administratively autonomous and controlled by a Board of Governors. The Principal shall be the administrative and academic head, assisted by a Vice-Principal, Heads of Departments, Senior Teachers, Teachers and Non-Teaching Staff.
- 2.5.4** One major department shall be that of Guidance and Counselling. Matters to do with continuous assessment and record keeping shall also be dealt with by this Department.
- 2.5.5** To link home and school, each SSS shall have an active Parent/Teacher Association.
- 2.5.6** The curriculum of each SSS shall be determined by its nature (General or Specialist) or its particular objectives. On the whole, however, students shall offer a set of core (compulsory) subjects and some optional subjects. Lists of such subjects shall be published from time to time by the Department of Education in consultation with the West African Examinations Council.
- 2.5.7** All teaching shall be guided by the teaching syllabuses developed by the National Curriculum Research and Development Centre, which will influence and be influenced by the external international examinations the students shall be required to take at the end of the three-year course. The West African Examination Council (WAEC) shall produce the examination syllabuses.
- 2.5.8** At the end of SSS III, a student shall sit for the Senior Secondary School Certificate Examination (SSSCE). Continuous assessment shall contribute a pre-specified percentage to the scores received in this examination.
- 2.5.9** The Department of Education shall develop criteria for the establishment and continuing recognition of SSS by type.
- 2.5.10** The Department of Education shall also continuously monitor and evaluate each SSS and the system as a whole, and publish its findings.

2.6 Tertiary - Higher Education

2.6.1 Tertiary education consists of all formal education received after the completion of Secondary schooling in institutions demanding entry qualifications not lower than a number of General Certificate Ordinary and/or Advanced Levels or the proposed Senior Secondary School Certificate (or their equivalents).

2.6.2 In Sierra Leone this level of education shall comprise:

- the University of Sierra Leone with its constituent colleges and institutes;
- the Open University;
- polytechnics;
- the teachers colleges;

- technical/vocational institutes;
- professional schools such as the National School of Nursing and the School of Hotels and Tourism.

2.6.3 The general aims and objectives of Higher Education shall be:—

a) For the Students

- continuation, widening and deepening of the education gained in school;
- specialisation in one or more disciplines of knowledge and skills for which the student has the aptitude and in which he/she has been given appropriate preparation in school;
- helping the student to gain the knowledge, skills and attitudes required for self enhancement and to earn a living;
- continued development of the student in all facets of knowledge (affective, cognitive and psycho-motor);
- giving the student opportunities for enhancing creativity, originality, empathy, good work habits, and inculcating positive moral values, and self-reliance;
- helping the student gain positive values towards Sierra Leone and other Sierra Leoneans, especially those of other ethnic groups;
- fostering in the student a consciousness that he/she lives in an increasingly interdependent world;
- fostering in the student a desire to continue his/her education after the course he/she is engaged in, and to pursue life-long education.

b) For the Staff and Institutions

- the imparting of knowledge, skills and fostering attitudes that are relevant to Sierra Leone as a developing country, and constantly up-dating the content and methodology of this teaching;
- examining students using the best and most appropriate methods and techniques for the disciplines, subject, and levels and aims of the course;
- guiding the student to make full use of his/her aptitudes, abilities and interests and helping him/her to solve problems that militate against his/her full positive growth;
- doing research, especially in areas relevant to the socio-economic and other needs of the country and into problems peculiar to Sierra Leone;

- publishing and disseminating knowledge, especially new ones and those of value to Sierra Leone;
- contributing to the accelerated enhancement of literacy and the widening of educational opportunities in the country.

2.6.4 There are several underlying principles and considerations for this policy. The most important of these is the provision for highly qualified and specialised manpower.

2.6.5 Higher education must adjust to and help bring about the aims and objectives of the 6-3-3-4 System. This system has as its primary goals:

- the rapid enhancement of literacy in Sierra Leone and the improvement of the educational opportunities for women and girls, of those living in the rural areas and those now disadvantaged in the acquiring of formal education;
- the acquisition of knowledge and skills valuable and relevant for employment and self-employment;
- the improvement and expansion of the teaching of mathematics, the natural sciences and technology;
- a vast expansion of facilities and programmes to teach technical and vocational subjects;
- the inclusion in the educational system of new subjects which shall give and enhance a proper and positive understanding of Sierra Leone — such subjects as Indigenous Languages and Sierra Leone Studies;
- the introduction of new and more appropriate methods of examining students to complement or replace the present methods;
- the education of the whole student instead of a concentration on only his/her cognitive education.

2.6.6 Higher education must pay greater attention to the provision of personnel and programmes to improve and expand non-formal and adult education so that more high quality administrators and tutors for these programmes can be turned out.

2.6.7 The higher education system must be rationalised to avoid unnecessary duplication of courses and minimise wastage of resources and the time students take to qualify. This shall be done in several ways including:

- the Department of Education through the Institute of Education setting up of a system of accreditation whereby courses across institutions can be stringently evaluated and graded so that a student can be given 'credits' which he/she could carry across levels, of programmes and institutions;

- the transfer of courses that are not economically or efficiently run from one institution to another where the courses could be absorbed or added, to give greater value to the students and the nation;
- the merging of departments and units that are not viable or are wasteful (in terms of the staff/student ratio and the use of resources) with a similar but viable department or unit.

2.6.8 The system must minimise failures, repetition or the dropping out of students. This could be effected by better teaching, better structured curricula and syllabuses, remedial courses and improved pastoral care. Investigations should be undertaken into more efficient ways of teaching and examining, and pedagogical methods should be continuously improved. All tutors and lecturers, who do not have teaching qualifications, should be given short courses to improve their teaching.

2.6.9 The system must maximise the use of its expensive and scarce resources in personnel and equipment at a time when the whole system of education is expanding in the country beset as it is with economic difficulties. Teaching must be intensified and, whenever possible, courses made accessible to part-time students. More team research must be encouraged.

2.7 The University

2.7.1 The university shall continue to cater for the production of high calibre top level manpower needs of the nation.

2.7.2 Unfortunately, the university has suffered from the problems of quality and relevance. It is hoped that with the implementation of the White Paper on Kwame Report, these issues shall be addressed.

2.7.3 Fourah Bay College (FBC)

FBC shall continue with its role in providing education in Pure and Applied Sciences with special emphasis on professional career development in Engineering, Technology, Law, Arts and Behavioral Sciences.

2.7.4 Njala University College (NUC)

NUC shall play its traditional role in promoting the Sciences, Agriculture, Home Economics, Environmental Science and Education. It shall introduce programmes in Forestry and Veterinary Science.

2.7.5 Institute of Public Administration and Management (IPAM)

The Institute of Public Administration and Management shall be upgraded to degree awarding status with a mandate to offer courses for professional qualifications such as the ACCA.

2.7.6 College of Medicine and Allied Health Sciences (COMAHS)

COMAHS shall strengthen and promote the medical profession and allied health sciences.

2.8 Teacher Education

- 2.8.1** Teacher education is so vital for the success of the 6-3-3-4 system of education that arrangements for it, separate from the above general policy on tertiary education, are now outlined in this policy. The success of the system depends, to a very large extent, on the availability of a sufficient number of trained high quality teachers. The new structure demands these teachers for primary, junior secondary and senior secondary schools, technical and vocational centres in the formal system, and for non-formal and adult education.
- 2.8.2** The basic education component of the system (i.e., primary and JSS) is a rectangle with nearly all primary school leavers entering the JSS stage. It is envisaged that there will be a gradual but steady increase in enrolment at primary Class I and greater pupil retention at the formal basic education level (i.e., Primary and JSS), until all the children of the relevant age range (6 to 15 years) are in school. This will increase considerably the demand for teachers. The need for teachers for the non-formal and adult education classes and programmes will increase this demand dramatically.
- 2.8.3** The new international Senior Secondary School Certificate Examination (SSSCE) is higher in standard than the present 'O' levels, and the spread of subjects to be taken by each candidate is larger than the present 'A' level. Teachers for this level shall have to receive rigorous, high quality education in their subject areas, and adequate provisions have to be made for their education and training.
- 2.8.4** The 6-3-3-4 programme has widened the curricula of primary, junior and senior secondary schools with the inclusion of Sierra Leone Languages, Sierra Leone Studies, French, Arabic and a range of Technical and Vocational subjects. These must be effectively and efficiently taught. The emphasis on technical and vocational education accelerates the demand for teachers of these subjects. At present there are very few qualified professional teachers in this area.
- 2.8.5** The terminal examinations for JSS and SSS stipulate that the candidates offer core subjects, which must be taught in all secondary schools. This stipulation expects that there should be enough qualified teachers for each of these core subjects. Provision shall have to be made for a large number of guidance counsellors; and for teachers to administer and service the essential and compulsory continuous assessment of each student throughout the school system.
- 2.8.6** Finally, because of the complexity of the new system and the need constantly to monitor and evaluate the system at the level of the subject and classroom up to that of the school and even the levels of education, there is a great need for the training in educational administration and management of headteachers, principals, vice-principals, heads of departments, senior teachers and inspectors.
- 2.8.7** Teachers now in service, who do not have the new knowledge and techniques expected for their particular roles, have to receive instruction in in-service courses and re-training and upgrading programmes.

All these new demands necessitate complete restructuring of the whole system of teacher education for the production of teachers of high quality and in sufficient quantity. This re-structuring shall entail one or more of the following:—

- i) the setting up of new institutions and programmes;
- ii) the re-structuring of institutions by way of mergers and/or pooling of resources to effect efficiency or economics of scale;
- iii) the revising of courses and programmes for the maximum and efficient use of time, personnel and resources.

At all levels of teacher education, steps must be taken to ensure that:—

- i) far more women than at present qualify as teachers;
- ii) teachers are provided for the new subjects and skills needed in the schools;
- iii) all teachers are given courses for teaching non-formal and adult education classes, and for teaching Sierra Leone Languages, Guidance Counselling and Continuous Assessment, and basic skills in handling unseverely disabled students.

2.8.10 The Department of Education shall, through the Teaching Service Commission licence teachers to teach in Sierra Leone whether their certificate has been issued by an institution here or by some other recognised certificating body outside Sierra Leone. The licence by the Department of Education shall only be given to a teacher who has completed one year of satisfactory probationary teaching in Sierra Leone after gaining his/her certificate or other professional qualification(s). During his/her year of probation, the probationer teacher would be issued a temporary permit to teach.

2.8.11 For this re-structuring, Government shall see that the following changes are made:—

2.8.11.1 Teacher Training Colleges

The present Primary Teacher Training Colleges shall train teachers for the pre-primary and primary levels. Students shall qualify for the Teachers Certificate (TC) and Higher Teachers Certificate (HTC Primary) as at present.

They shall also start to offer HTC courses for the junior secondary level. All the above courses shall be re-structured and intensified to take 2 years instead of the present 3 years. Specialist courses shall be taken at the HTC level. Each college shall opt for a limited number of specialist areas.

2.8.11.2 Milton Margai Teachers College

Milton Margai Teachers College (MMTC) shall be re-named Milton Margai College of Education (MMCE). It shall become affiliated to the University of Sierra Leone and shall be upgraded to degree awarding status in selected subjects. The MMCE shall

continue its HTC programme which shall be shortened to 2 years. The B.Ed degree course shall be offered to HTC holders who have taught for at least 2 years after qualification. The course shall last for 2 years.

2.8.11.3 The Diploma in Education Course

The above mentioned course presently being run at Fourah Bay College shall be transferred to the MMCE. This course has for some time now been unable to attract a large enough number of graduates in mathematics and the natural sciences. The present staff of the Department of Education at Fourah Bay College should transfer to and strengthen the MMCE staff for the education side of their new degree programme.

2.8.11.4 The Institute of Education

- i. Shall be attached to the Faculty of Education at Njala with re-defined functions and mandate. At present its principal task is the certification of student teachers of MMTC and the other teachers colleges. This attachment shall enable it to continue this certification of TC and HTC teachers and to perform other important duties like the training of education administrators and the running of higher degree courses in education.
- ii. It shall also be responsible for reporting to DOE on the operation of teacher education programmes. It shall have specialised functions for educational research, in-service training for primary and secondary school teachers and managers of schools.
- iii. The Institute of Education shall work out a system whereby students are given 'credits' for courses satisfactorily completed at every level. These 'credits' shall be transferable to other courses. This move would avoid duplication of efforts, wasting of resources and wasting of the time of the student.

2.9 Institute of Library, Archive and Information Studies

The Institute shall be strengthened to fulfil its mandate to educate and train librarians, archivists, record managers, and information scientists at all levels, technicians, para-professionals, professionals and action-oriented research scholars in these fields. It shall introduce relevant courses which shall take into account the needs of the 6-3-3-4 Education System and the Basic Education programme.

2.10 Technical/Vocational Education

2.10.1 Technical and Vocational Education is defined in this document as that education provided in Government approved educational institutions which meet the aims and objectives spelt out later.

2.10.2 The new 6-3-3-4 system is much more biased towards technical and vocational education than the one it is replacing.

2.10.3 The envisaged destinations of young persons emerging from the 9 years of basic education are: — senior secondary school (25%), technical and vocational (25%), and 'world of employment' (50%). In practice, the majority of the 'world of employment' group may not find income-generating employment unless they are equipped with skills to work for themselves.

2.10.4 Technical and vocational education needs to serve not only the majority of school leavers, but older adults as well. The present provision of technical and vocational institutions falls far short of what is needed to support and sustain development, and is deficient in both quantitative and qualitative terms. There are, however, some technical institutions that are models of appropriate and good practice. The core objective of this component is to combat the general shortage of skilled manpower through organised and sustained support of good practice in technical skills training and the network of such example throughout the country. This shall require investment in technical teacher training, upgrading institutions and courses, as well as the creation of new institutions for this sector.

2.10.5 The aim of Technical and Vocational Education as outlined in this document is:

- the development of self-reliance and self-actualisation in individuals as well as the progressive development of the society and the economy of the country through technical and vocational training in all areas of urgent need, especially the agricultural, industrial and commercial sectors.

2.10.6 The objectives of technical and vocational education are to:

- fill the technical/vocational manpower need gap by substantially increasing the number of indigenous skilled lower middle level 'blue collar' workers;
- produce a more literate, numerate and enterprising lower middle level technical/vocational workforce and thus speed up national development;
- encourage women and girls to participate in national development through the acquisition of technical and vocational skills;
- correct the present geographical imbalance in distribution of technical and vocational resources;
- develop appreciation and understanding of the increasing complexity of science and technology;
- create an enabling environment for the development of appropriate indigenous technology;
- provide training for technical and vocational instructors, teachers and lecturers;
- develop an appreciation of cultural and aesthetic values in productive work.

2.10.7 Technical and Vocational Education shall be organised as follows:—

i) it shall be at three levels in terms of certification—

Level 1 leading to a Technical/Vocational Certificate;

Level 2 leading to an OND or HNC as its highest qualification;

Level 3 leading initially to the HND as its highest qualification;

ii) duration of the courses shall be—

Level 1 3 years for Technical/Vocational Certificate (T/V Cert.) Stage 3
2 years for T/V Cert. Stage 2 1 year for T/V Cert. Stage 1;

Level 2 2 years (for OND after obtaining T/V Cert. Stage 3);

Level 3 2 years (for HND after obtaining OND);

iii) entry requirements for the courses shall be —

Level 1 completion of Junior Secondary schooling and the Basic Education Certificate Examination subjects and grades stipulated by the 6-3-3-4 Implementation Committee or satisfactory performance in the access course for girls mentioned later or Animation/Community Education Centre awards approved by the NCTVE;

Level 2 completion of Senior Secondary schooling and the Senior Secondary Certificate Examination (SSSCE) subjects and grades stipulated by the 6-3-3-4 Implementation Committee or the Technical/Vocational Certificate with grades stipulated by the National Council for Technical and Vocational Education (NCTVE);

Level 3 an OND in an area relevant to that to be studied at the HND level;

iv) the above mentioned courses shall be provided by institutions categorised as follows:

A — Polytechnic — offers HND as its highest qualifications

B — Technical/Vocational Institutes—offer the OND and HNC as their highest qualification;

C — Trade/Technical/Vocational Centres—offer the T/V Certificate Stages 1 to 3;

D — Community Education/Animation Centres —offer, amongst other

things, courses to early school leavers and adult learners which would qualify them for entry into Technical/Vocational Centres;

- v) in order to be able to offer the HND course, the Department of Education shall take all actions necessary to be able to upgrade, initially, the Freetown Technical Institute to the level of a Polytechnic as soon as practicable.

1.10.8 Freetown Technical Institute

Shall, in collaboration with the Milton Margai College of Education (MMCE), provide professional training for teachers of technical and vocational subjects leading to the HTC qualification.

This collaboration will ensure that the expertise in pedagogy of the MMCE will be coupled with the technical expertise and wide range and variety of tools and equipment at the Institute.

1.10.9 The National Council for Technical and Vocational Education (NCTVE)

To help ensure the achievement of the above mentioned objectives and structure, Government shall establish a National Council for Technical and Vocational Education (NCTVE). This body shall among other things:

- i) ensure, with the assistance of the National Curriculum Research and Development Centre (NCRDC), the development of a harmonised curriculum for all technical/vocational subjects at all levels. As a precursor to the production of the harmonised curriculum and syllabuses, a training-needs survey covering industry and the rest of the employment market shall be conducted. The findings obtained shall serve as reference material for the preparation of the national syllabuses. These syllabuses are to be phased in starting in the 1996/97 academic year. The harmonised curriculum and syllabuses are to help facilitate linkages between the various levels of learning and skills acquisition;
- ii) ensure, at the request of the Department of Education, the establishment of national examinations for technical/vocational studies at the three levels of certification given above;
- iii) encourage networking and information flow between technical/vocational institutions;
- iv) encourage the development and exchange of teaching and learning materials at all levels;
- v) encourage the participation of technical/vocational trainees in rural development;
- vi) encourage and support a national apprenticeship scheme to enable trainees to become employable;

- vii) ensure the inclusion of aspects of entrepreneurship in the curriculum of all technical and vocational institutions;
- viii) set up an incentive scheme to attract more individuals to train as technical/vocational teachers;
- ix) in conjunction with the Department of Education, organise regular workshops to upgrade the knowledge and skills of staff members of technical and vocational institutions;
- x) sensitise the public, and in particular women's organisations, about the need for more women to take up technical/vocational education at the formal or non-formal level;
- xi) set up a scholarships award committee.

2.10.10 The Departments of Education, Labour, Trade and Industry shall through the NCTVE:

- provide linkages for those learning on the job to upgrade their skills through short courses;
- provide opportunities for work placements which will enhance the practical experiences of trainees.

2.10.11 To offset the disadvantages experienced by girls through a lack of formal education, Trade Centres and Technical/Vocational Centres shall provide 3-month access courses for girls applying for entry without formal qualifications but with some non-formal training.

2.10.12 In order to assist able individuals unable to meet the cost of studying at technical/vocational institutions, the Department of Education shall set up a bursary system for disadvantaged students, especially girls.

2.10.13 The Department of Education shall work towards the establishment of at least one Technical/Vocational Institute in each district.

2.10.14 The Department of Education shall, through the NCTVE, establish a national clearing house for appropriate technology based on the new Alternative Technology (AT) Development Centre at Njala and relevant activities of the Animation Centres planned for each of the teacher training colleges.

2.10.15 In order for technical/vocational institutions to operate successfully, the Department of Education shall, with the assistance of external funding agencies, seek to provide supplies of equipment, tools and training materials.

2.10.16 Government shall encourage the production of locally made tools and farming implements using the Kissy Trade Centre as the 'lead' institution.

The various institutions, working together with representatives from business and industry, shall provide opportunities for work placement of trainees.

Crash in-service training programmes for technical/vocational teacher technicians shall be provided as directed by the Department of Education.

Professional Schools

Established Professional Schools such as the School of Nursing, Hotel and Tourism Training Centre, the Institute of Library, Archive and Information Studies, IPAM, and the Law School, shall remain dedicated to the training of professionals; and be required to improve in the quality and quantity of their output. The Department requests these schools to take cognisance of the changes in the new system of education and make the necessary changes to their curricula. To ensure that the foregoing is done, the Department of Education shall bring together representatives of all existing professional schools so that an Association of Professional Schools can be established. This body shall, among other things, facilitate dialogue and communication between the schools themselves and between the schools and the Department. It shall also bring about the establishment of new schools dedicated to the training of professionals.

2.12 Implementation of Tertiary Level Recommendations

The teachers colleges and other arms of tertiary education are to examine the above aims, principles and guidelines and in partnership with the Department of Education which shall oversee the process, set up machinery for implementing expeditiously those parts of these guidelines that relate to each institution.

2.13 Adult and Non-Formal Education

2.13.1 Sierra Leone has one of the highest illiteracy rates in the world with about 69.3% of men and 80% of women illiterate. In recognition of this fact, government has established a National Commission for Basic Education part of the mandate of which is the co-ordination of adult and non-formal education.

2.13.2 With a significant percentage of 6-16 year olds not attending school, a high rate of school drop-outs and a population growth rate of approximately 2.6 percent a year, the literacy rate cannot improve significantly without massive, urgent intervention by the Government assisted by Donor Agencies.

2.13.4 The work to be done in the area of Adult and Non-Formal education are many and varied. There is a need to prioritise and focus on specific areas such as literacy and the education of women and girls, particularly those living in the rural areas. The framework through which this is to be achieved shall be that spelt out in the Country Plan for Basic Education developed by the National Commission for Basic Education. The main aims and objectives of this Policy on Adult and Non-Formal education are: —

- i) to establish a 13-man Adult Education Committee which shall work within the framework established by the Basic Education Commission and comprise of the following:
 - a UNDP representative

- a UNESCO representative
 - a SLADEA representative
 - a Women's Bureau representative
 - a UNICEF representative
 - a Paramount Chief from each of the 4 regions
 - a Forum for African Women Educationists (FAWE) representative
 - a Provincial Literature Bureau representative
 - a Plan International representative
 - a Basic Education Commission Secretariat representative
 - the SEO Adult Education — will be Secretary to the Committee
- ii) to develop a National Plan of Action for Adult and Non-Formal education built around the Country Plan for Basic Education;
- iii) to devise programmes and strategies for the accelerating of adult literacy;
- iv) to obtain and provide supporting resources (personnel and materials) for these programmes from the Government and interested Donor Agencies, to enable the Department of Education, through the Basic Education Commission, to co-ordinate, supervise, monitor and evaluate all programmes and interventions in the country aimed at improving the literacy rate and providing Adult education for early school leavers.

2.13.5 In order to achieve the above-mentioned aims and objectives, Government (through the Department of Education and Basic Education Commission) shall, with the assistance of the Adult Education Committee: —

- i) implement a language policy to facilitate the use of English and indigenous languages in literacy and non-formal education classes;
- ii) provide (mainly through the National Curriculum Research and Development Centre and the Adult Education Committee) relevant curricula for all levels of literacy and non-formal education classes;
- iii) devise and establish links between the formal education system (especially Basic Education component) and non-formal/adult literacy system, such as that found in Animation Centres utilising the Bunumbu Community Education concept;
- iv) control, co-ordinate, monitor and evaluate all programmes of literacy, adult and non-formal education;
- v) ensure that by the year 2020 AD, Animation Centres/Community Education Centres are present in every district and attached to all teacher training colleges;
- vi) create a Non-Formal Primary Education (NFPE) section/unit within the Primary Division of the Department of Education;

with saleable skills shall also be recruited for literacy work and given special training for the purpose. It is hoped that recruitment of such local people would further enhance community participation and support;

- **curricula** — curricula, tests and examinations will be devised to enable completers of adult literacy programmes (especially children and school drop-outs) to continue their education in formal classes, and suitable programmes shall be developed for adults to continue in non-formal education classes.

2.13.11 Positive grassroots support shall be sought from communities for all literacy and adult education classes.

2.13.12 As preliminaries to the foregoing, the Department of Education and the Basic Education Commission, with the assistance of the Adult Education Committee, are to have a survey carried out to ascertain the present illiteracy rate and the resources available to bring about the desired improvement in the literacy rate to 60% for men and 50% for women by the year 2020 AD. To achieve this improvement would necessitate, among other things, a nationwide sensitisation and public relations campaign on the need to fight illiteracy.

2.13.13 To facilitate the development of a National Plan of Action for Adult and Non-Formal Education and its implementation, the Adult Education Unit of the Department shall be upgraded to the status of a Division.

2.14 Education for the Disabled, Disadvantaged and Gifted

2.14.1 There are problems of definition here in that in all LDCs and especially one of the poorest like Sierra Leone, that very context creates a higher proportion of disadvantaged people, by international norms. Nonetheless, in this country there are degrees of disadvantage, and a significant minority of the population may reasonably be categorised as "disadvantaged". Poverty, poor standards of nutrition, medicine and health care and safety all combine to create a disproportionately large number of physically and mentally disabled people of all ages. The war has obviously also created not only additional numbers of disabled, but also a very high number of traumatised people, again of all ages.

2.14.2 Given this severe problem, concern about the gifted may seem a luxury, but it is not uncommon for the gifted to be associated with disadvantage and the truly gifted can make unusually significant contributions to social and economic development. They are a scarce resource. So the core problem/objective is to gain an accurate picture of this dimension of Sierra Leonean society and to reduce the number/proportion of disadvantaged, including the provision of new systems and facilities to support particular categories within this broad definition, including the gifted.

2.14.3 Phase One of this plan should end in 1997, by which time a much more accurate assessment shall have been made of the extent of the problem, at least outside of the war affected areas. A database shall be in place, with a capacity for regular updating.

All existing specialist facilities for the disabled shall have been upgraded and new special schools designed and constructed in a number of locations. Staff will have received appropriate training in particular forms of special education and the use of equipment obtained and installed during this period.

A new unit and accompanying posts shall have been created in the Department of Education to oversee this work and to develop it.

By the year 2000 the new system of special provision shall have been extended further with professional career paths for those undertaking special training opportunities. Additional facilities shall have been constructed in new locations. For the purposes of this plan, it is assumed that the presently war-affected areas shall have been normalised at least during the years of phase two (1997-2000). By the end of Phase Two, a distinct policy and provision for identifying and supporting the gifted shall be in place.

In every school therefore every effort shall be made to absorb the disabled into the normal school system. In each school zone, therefore, and at every level of schooling, a school or schools shall be identified to take in such students. Schools shall be gradually equipped and staffed for the purpose. Teachers should be trained in the handling of disabled children.

The curricula of teacher training colleges shall include training for coping with children that are not severely disabled.

Special schools shall be provided for severely disabled children and children with mental disabilities. Highly specialised and trained teachers shall service these schools and also serve as resource persons for the 'ordinary' schools.

Societies, organisations and missions who work with disabled children shall be given all assistance possible by Government.

In order to co-ordinate developments in this field, a suitable appointment shall be made as Special Needs Advisor at the Department of Education. The first task shall be to organise and conduct a rigorous National Review of the existing situation in respect of provision for the disabled, disadvantaged and gifted, and to set up a sophisticated database from which information shall be generated and disseminated to raise awareness of this issue at all levels. Regular updates of information shall be made. Two new facilities for the education of the disabled will be constructed during phase one, and appropriate training provided by the international consultants. During phase two, further facilities and training shall be provided, including it is hoped the presently war-affected areas. Scholarships shall be made available to disabled, disadvantaged and gifted children and young people to continue their education/training as well as for staff who need to undertake specialist training overseas.

2.15 Private Institutions

Private Institutions have been with, and are in every sense, part of the system of education in Sierra Leone, the distinguishing feature being that they do not receive assistance from public funds. The establishment or maintenance of private institutions is guaranteed in Part II Section 3 (c) of the Education Act No. 63 of 1964.

2.15.2 In pursuance of this recognition therefore, and in furtherance of the principle of partnership in educational provision, Government shall continue to support the establishment of private institutions as long as the *raison d'être* of such institutions is not to discriminate against school age going children on grounds of race, creed or religion.

2.15.3 In addition, private institutions shall follow the prescribed national curriculum with specific reference to Sierra Leonean Languages, Sierra Leone Studies and life skills subjects. Like Government or Government-Assisted schools, private institutions shall be subject to regular and systematic inspection by the Department of Education Inspectorate staff. Pupils attending these institutions shall be allowed to take the NPSE, BECE and SSSCE. In order to ensure that competent Sierra Leonean teachers are not unduly restricted, at least 25% of the teaching staff shall be Sierra Leoneans.

2.16 Heads of Institutions

Positions of Heads in all educational institutions shall be reviewed every 5 years.

CHAPTER 3

THE NEW STRUCTURE OF EDUCATION

2 — EDUCATIONAL SERVICES

3.0 Despite earlier programmes of materials/textbook development and distribution, there is still an acute dearth of such items in schools. The implementation of the 6-3-3-4 system of education, including new curricula and, hopefully, increased enrolment, creates even more demand. There are a number of dimensions to the problems. The first is an urgent need to support the early cohorts already experiencing the new curricula in Primary and Junior Secondary schools. The second is how to overcome dependence on external authorship and physical publication. Another key problem area is in the procurement, distribution and cost recovery of materials and texts for both schooling and adult education. Related to this is the next collapse of the library service. The core objective of this programme component is therefore to resolve these problems by way of both emergency/short term measures and also by medium/long term strengthening of capacity in terms of both human and physical resources and operations.

3.1 National Curriculum Research and Development Centre

3.1.1 An autonomous National Curriculum Research and Development Centre shall be established that will deal with curriculum research, development and evaluation as well as the development of materials, textbook production and development.

3.1.2 The main aims and objectives shall be:—

- a) to conduct research and situational analyses which provide detailed information about the educational process and the criteria for such changes in the curriculum as may be necessary;
- b) to provide guidelines for systematic curriculum development, dissemination and implementation;
- c) to undertake frequent monitoring as well as formative and summative evaluation of curriculum programmes;
- d) to initiate, promote and develop new curricula in consonance with research findings and to articulate the objectives of the approved educational structure/system;
- e) to conduct seminars and workshops for the development of curricula or the preparation of teaching materials;
- f) to determine the textbook needs of the educational system for Basic Education and commission authors for their preparation;
- g) to conduct in-service training courses for teachers, inspectors of schools and college lecturers, in support of curriculum changes and organise orientation courses, seminars and workshops on new curriculum programmes and the use of new textbooks;

- h) to solicit non-commissioned authors whose manuscripts fall in line with the national curricula;
- i) to submit prepared curricula and texts to an Advisory Technical Committee set up by the Governing Council for the evaluation as to their suitability for publishing and dissemination;
- j) to prepare approved materials for tender by publishers to be chosen by international competitive bidding;
- k) to undertake other activities in curriculum research and development and in textbook writing and production as may be requested by the Department of Education.

3.1.3 There shall be an Advisory Council which will be empowered to set up committees, e.g., Technical Committee, for ensuring the suitability of curriculum and text materials, a Standing Committee for urgent matters, and a Finance Committee and General Purpose Committee, for supervision of budgeting, expenditure and accounting.

3.2 Women and Girls Education

3.2.1 It is imperative that action be taken to increase participation of all school age children. However, particular attention should be paid to girls whose participation lags behind that of boys. It is estimated that 66% of children of school-going age are not at school and 65% of these are girls.

3.2.2 The need for equity in educational opportunities must be met by multiple interventions to ensure that women's enrolment, retention and achievement are significantly increased to enable them to serve the Nation at the highest levels of decision making.

3.2.3 To this end, the Policy objectives are to:—

- a) increase enrolment, retention and graduation rates at all levels of education, to at least a graduation target of 70% of girls at Basic Education level and to at least 30% female literacy by the year 2000 AD;
- b) increase the participation and achievement of females in Mathematics, Science, Technical and Vocational subjects in Formal and Non-Formal education;
- c) take positive action to enable girls and women to enter new fields/occupations in Science and Technology including those not traditionally considered appropriate for women;
- d) take action to promote cultural, social and attitudinal change in favour of female advancement through education.

3.2.4 The following strategies shall be implemented within the National Education Action Plan:—

- a) the gradual provision of free and compulsory education for all girls at Basic Education level (i.e., first 9 years of schooling) as and when the national economy picks up;
- b) legislation specifying a minimum marriage age for girls (i.e. 18 years), and penalties for men/boys who impregnate girls before they are 18 years;
- c) the promotion of counselling and family life education as means of avoiding early pregnancy;
- d) the re-admission of “mother-girls” into schools;
- e) allowing unmarried female students to continue their courses at tertiary level when pregnant;
- f) the increased participation of girls in mathematics, science and technology;
- g) giving official recognition to non-formal primary education delivery system for girls and its linkage with the formal system;
- h) assistance in the provision for child care centres/facilities near learning centres for women learners in Adult Education programmes and girls in the Non-Formal Primary education system;
- i) allowing unmarried female teachers entitlement to maternity leave.

3.3 National Languages

3.3.1 At present, the official community languages in Sierra Leone are Mende, Temne, Limba and Krio. English is the official language of the country and an excellent communication medium with the wide work of diplomacy, business and commerce, science and technology. Another European language that is worth studying in school is French as this would open up important contacts with neighbouring countries and with other French-speaking countries in the sub-region and the world at large. Also worth learning is Arabic. This is the language of the Koran and the religion of a sizeable number of Sierra Leoneans. Knowledge of it further gives access to North Africa and much of the Middle East.

3.3.2 English shall be the medium of instruction at almost all stages of the educational system. French will also be studied as a core subject in the Junior Secondary schools, and as optional subject thereafter, and Arabic as an optional subject starting at the Junior Secondary school level.

3.3.3 The high rate of illiteracy is a setback to national development in Sierra Leone. Therefore, strategies must be developed to eradicate illiteracy. One of the quickest and best ways of doing so is to give citizens the opportunity to be literate in their mother-tongues and/or one of the community languages in the country. Also, there are other

social, psychological and pedagogical benefits that could be derived through literacy in the mother-tongues and community languages.

3.3.4 This language policy has taken all the above factors into consideration and can be summarised as follows: —

3.3.4.1 At Primary Level — the prevailing language of the district (as far as possible) shall be the language of instruction in Classes 1, 2 and 3. Class 3 shall be the transition class from this language to English as the language of instruction. In Classes 4 to 6, English shall be a medium of instruction and taught as a subject while French shall be taught as a subject;

3.3.4.2 At Junior Secondary Level — English shall continue to be the language of instruction and a school subject. The predominant community language shall continue to be taught and also another community language, which is not the students' mother-tongue, as core subjects. French shall be studied as a core subject and Arabic as an optional subject;

3.3.4.3 At Senior Secondary Level — English shall continue to be the language of instruction and a school subject. A community language (Krio, Mende, Temne, Limba) which is not the student's mother tongue, shall be a core subject. Arabic and French shall be optional subjects;

3.3.4.4 At Tertiary Level — English shall continue to be the language of instruction and an optional subject for study and research. A community language (Krio, Mende, Temne, Limba) shall be a core subject in the first year. The University and teachers colleges shall be responsible for research into and the development of the Sierra Leonean languages, the encouragement of literature and the training of teachers for these languages;

3.3.4.5 At Adult Literacy Classes — the choice of language for adult literacy classes will depend on such factors as the interest and needs of the learners and the objective of the class. There shall be three main choices open to each class of learners, i.e., the use of:

- the mother-tongue language as a language of grassroots communication ;
- a community language for interaction with other groups;
- 'basic' English as a language for specific purposes, e.g. hotel workers, drivers.

3.3.5 National Institute of Sierra Leonean Languages — there shall be established an Institute of Sierra Leonean Languages, the functions of which shall be to promote and co-ordinate the development and use of Sierra Leonean languages as a whole, both within the educational system and in the community at large through research, teaching, training and the development of literature and materials. For these purposes, the Institute shall work closely not only with the Department of Education but also with the Departments of Culture and Information, Governmental and Non-Governmental and

other organisations involved in the promotion of literacy, education and national communication.

Curricula — the Institute of National Languages shall collaborate with the National Curriculum Research Development Centre to develop, revise and periodically update the curricula for languages (both teaching and examination syllabuses) for the whole school system and for the Basic Education Certificate Examination and the SSSCE, in collaboration with other relevant bodies, particularly the West African Examinations Council.

3.7 Textbooks, Teachers Guides, Reading and Other Teaching Materials for Education and National Communication —

the range and quantity of materials needed here are large. Production of these needs a network of close co-operation between teachers, schools curriculum developers, policy makers, writers and publishers. The National Institute of Sierra Leone Languages shall collaborate with the National Curriculum Research Development Centre in this activity.

3.3.8 University Backstopping — in collaboration with the National Institute of Sierra Leone Languages, the University of Sierra Leone and the teachers colleges shall provide the backstop scholarship in Sierra Leone Languages crucial for the success of the language policy. Among other things, definitive orthographies shall be devised for national use.

3.4 Examinations Component/System

3.4.1 Assessment is an important component at all levels of the 6-3-3-4 Reform. The purpose of the examination component of the Reform shall be to make the examination system at all levels more responsive to the objectives of the education system of Sierra Leone. The focus for the years 1995 to 2000 shall be the Primary, Junior Secondary, Senior Secondary and the post-JSS Technical/Vocational levels. At school level the main objectives are: —

- a) provision of 9 years of Formal Basic Education (a 6-year Primary and a 3-year Junior Secondary cycle) comprising a range of knowledge and skills to increase the self-reliance, adaptability, flexibility and employability of the products of the system;
- b) increase of the transition rates from the Primary to Secondary levels in order to minimise wastage at the former level. The **emphasis of terminal examinations** at the end of each cycle will be primary certification although there shall be aspects of selection particularly for the move to the Senior Secondary level.

3.4.2 Specifically, the objectives of the examination component are: —

- i) to develop locally designed and administered Primary and Junior Secondary School Examination, i.e., the National Primary School Examination (NPSE) and the Basic Education Certificate Examination (BECE), respectively;

- ii) the development of examination syllabuses for subjects in the new examinations;
- iii) the establishment of continuous assessment (CASS) schemes at all levels.
- iv) the development of instruments that would be more reliable indicators of:
 - a) what a student 'understands' and 'can do';
 - b) student progress;
 - c) the talents possessed by a student;
 - d) the affective nature of a student (assessed/rated not 'examined');
 - e) the efficiency and effectiveness of institutions of learning.

- 3.4.3** At the Primary level, only the continuous assessment scores in Classes 5 and 6 shall contribute to the National Primary School Examination (NPSE) scores. Continuous assessment in Classes 1 to 4 shall be largely for internal purposes, i.e., for progress monitoring, diagnostic and remedial purposes.
- 3.4.4** At the Junior Secondary level, continuous assessment scores received in classes JSS1, JSS2, JSS3 shall all contribute to the end of level Basic Education Certificate Examination (BECE) scores. The contribution of the scores received in the different classes shall be in the ratio 1:1:2 (JSS1:JSS2:JSS3).
- 3.4.5** At the Senior Secondary level, continuous assessment scores in classes SSI,SS2,SS3 shall all contribute to the end of level examinations, i.e. the Senior Secondary School Certificate Examination (SSSCE) in the ratio 1:1:2.
- 3.4.6** By the year 2000 the percentage contribution of CASS to end of level scores shall be a minimum of 30% and a maximum of 40% at school level.
- 3.4.7** At non-school, post-secondary and tertiary levels, the continuous assessment contribution to end of year and end of course scores shall in each instance not be less than 30%.
- 3.4.8** To achieve the above, the following Examinations shall be developed and implemented:
- i. At the end of the Primary level, a new examination, the National Primary School Examination (NPSE) shall now be taken by Class 6 completers. The new Examination shall be based on locally developed syllabuses and administered by the West African Examinations Council. All NPSE scores shall be made up of a terminal assessment component and a continuous assessment component in a ratio determined by the guidelines given earlier. The continuous assessment component shall consist of a combination of continuous assessment scores received in Classes 5 and 6. The subject areas to be assessed at the NPSE shall be determined by the Department of Education but shall include English Language and Mathematics. All, and only, pupils sitting the NPSE shall be eligible for placement into a Junior

Secondary school. Exceptions shall be made for the equivalent of Class 6 completers from a country without a similar system. Repetition of the NPSE shall not be encouraged.

- ii. At the end of the Junior Secondary School level (JSS), there shall be a national examination known as the Basic Education Certificate Examination (BECE). This examination shall determine the post-JSS educational route to be taken by all students. The Examination shall be based on locally developed syllabuses and administered by the West African Examinations Council. The Examination shall consist of stipulated compulsory (core) subjects and electives. The list and number of subjects falling into each category shall be as determined by the Department of Education. The list and number of subjects shall be reviewed periodically. The requirements for entry into post-JSS institutions and to the world of employment, apprenticeships, etc., shall be those determined by the Department of Education. The requirement shall be reviewed periodically. Scores in the Examination shall be determined by a continuous assessment and a terminal assessment input. The ratio of continuous assessment scores to terminal assessment scores shall be determined in accordance with the policy guidelines given earlier. The continuous assessment scores employed shall be based on scores earned over the whole three year period of Junior Secondary schooling. Only pupils who have completed Year 3 of the Junior Secondary school, or its equivalent, shall be allowed to enter for the BECE. The first two years of its operation aside, repetition of the BECE shall be discouraged;

- iii. At the end of Senior Secondary schooling (SSS), there shall be an international examination known as the Senior Secondary School Certificate Examination (SSSCE).

The Examination shall be based on internationally developed syllabuses into which Sierra Leone has had an input. The Examination shall be run and administered by the West African Examinations Council. The Examination shall consist of stipulated compulsory (core) subjects and electives. The list and number of subjects falling into each category shall be as determined by the Department of Education and shall be subject to periodic review. Subject scores in the Examination shall be made up of a continuous assessment component and a terminal assessment component. The ratio contributions of the components shall be as agreed by the partner countries entering candidates for the Examination. One repetition only of the SSSCE shall be allowed.

3.4.9 Teaching for all three terminal examinations (i.e., NPSE, BECE and SSSCE) shall be based on teaching syllabuses developed by the National Curriculum Research Development Centre in collaboration with the West African Examinations Council.

3.4.10 A set of Technical and Vocational examinations shall be developed and administered locally for school and non school students at the post-junior secondary school level.

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3.4.11 Institutions at the Tertiary level shall re-examine their system of assessment and submit to the Department of Education, a report detailing changes/improvements in the method and procedure of assessment to be implemented.

3.5 Guidance Counselling Services

3.5.1 These services are to be made available at educational institutions at all levels. Therefore, guidance and counselling courses shall be offered in all teacher training institutions.

3.5.2 The Guidance Counselling Unit of the Department of Education shall be manned by a team of at least six professionals, three of whom shall be based at the Regional Headquarters offices.

3.5.3 The 6-3-3-4 system of education calls for the integral development of the child. All four major developmental areas of the student are equally addressed. The Guidance Counselling Department shall be the schools' mechanism for ensuring that no one area lags behind at any stage during the student's programme.

3.5.4 The four major developmental areas are: —

i) **The Psycho-Motor or Physical Development**

The rapid developmental changes that occur between the ages of 11-16 years are most obvious and extensive for the JSS student. Girls as well as boys enter puberty during this period, and bodily changes accompany sexual maturation. There are early and later maturers among boys and girls, therefore individual differences and variations in growth patterns are to be taken into account. All students at this stage exhibit restlessness, fatigue and short attention span. Physical/health education must feature prominently in the curriculum as students need the physical activity to expend their increased energy. Bodily changes cause awkward uncoordinated behaviour which may leave the student with a feeling of inadequacy and shyness. They realise that they are no longer children and that they are not yet adolescents. Yet they lack the know how to cope with their present stage of transition — transesence. The Guidance Counselling Department, through its home base programmes, should help the students to better understand and cope with these changes.

ii) **Cognitive or Intellectual Development**

There is a wide range in the mental development of JSS students. The shift from concrete to formal modes of operation begin around age eleven. However, the rate of shifting varies from student to student. Subject teachers must be adept in adjusting their presentation to suit the developmental stage of the students. The attention span of the JSS student is equivalent to his/her age in minutes, i.e., ranging between 10-15 minutes. Teachers should use (a) concrete examples when abstract ideas are not understood, and (b) teaching methods that actively engage the whole student during the learning process. Continuous talking at the students is just 'hot air' drifting undisturbed out of the door and windows of the classroom.

iii) **Affective or Emotional Development**

The Guidance Counselling Department concerns itself with the emotional developmental problems of the transescent. These problems arise because the student at this stage is very sensitive about the changes that have or have not occurred. He/she needs every help and support in controlling and containing emotions, because his/her overall performance and achievement can be blocked by emotional disorganisation. The year one programme of the JSS undertakes to help the transescent student become emotionally stable. Until some degree of emotional stability is achieved, natural talents and potentials will remain submerged underneath the layer of confused state the student is going through. The home base programme will be particularly helpful in achieving this goal.

iv) **Socio-Moral Development**

The JSS student is drawn towards belonging to a group. The need and search for approval from his/her peers is very strong. The student strives for a social position within his/her group and will resort to strange patterns of behaviour and dress to get this. He/she uses group acceptance to cover up feelings of inadequacy. Moral development at this stage involves decision-making in situations where values, accepted up to now from parents, come into conflict with peer group values. While yearning for independence, he/she still depends on adults for identity and acceptance. Though parental beliefs and values may not be rejected outrightly, they are somehow questioned and weighed against prevailing factors. Social skills of the transescent lags far behind his intellectual and physical maturity. The community base programmes offer students positive growth opportunities in social skills and the different aspects of group membership.

v) When preparing their scheme of work, teachers should ensure that the four areas are addressed at some stage during the lesson.

3.5.5 The Junior Secondary school programme cannot be run successfully without an effective Guidance Counselling Department in each school. The following programmes shall be introduced:—

3.5.5.1 In JSS I, the Guidance and Counselling Department should endeavour to give the student a sense of positive self-worth and confident assurance. When this is successfully done, buds of latent potentials will begin to emerge.

3.5.5.2 In JSS II, the Guidance Counsellor observes the development of these potentials very closely, while helping the student to decipher and own them.

3.5.5.3 In JSS III, all the information gathered so far is used to guide the student towards a positive post JSS activity: (a) entering the world of work, (b) continuation into Vocational/Technical Institute, (c) continuation into Senior Secondary School.

3.5.6 Although much emphasis has been placed on the junior secondary level, Guidance and Counselling is just as important at all other educational levels and for all types of courses and programmes. Relevant guidance and counselling shall be provided at all levels.

3.5.7 Parents, students and the community at large must have confidence in the integrity, honesty and sincerity of the Guidance and Counselling Department of each institution.

3.5.8 Trained and qualified Guidance Counsellors are essential to the programme. This necessitates the production of more teachers with training in this area both at certificate and graduate levels.

3.5.9 Finally, the intricate relationship between guidance counselling and continuous assessment cannot be overemphasised. The teacher in charge of Continuous Assessment records shall be a member of the Guidance Counselling Department. He/She may even head the Department if he/she is the most capable. The teaching load of full-time members of this Department shall not be more than half of that stipulated by the Department of Education for a full-time teacher, so that they have adequate time to give the necessary help and direction to the future generations of Sierra Leone.

3.6 Educational Broadcasting

3.6.1 There was, for a short time, a functional School Broadcasting Unit in the Department (then Ministry) of Education. The Unit is no longer in operation, though it retains an official who is deployed to other duties. The case for the revival of this Unit is very strong. An efficient and fully functional Education Broadcasting Unit is necessary for expansion of the educational base (i.e., the 6-3 in 6-3-3-4) and making education available to all children between the ages of 6 and 14 years; to accelerate the level of literacy from the present 20% to 75% by the year 2025 and to expand considerably the participation of women and girls in formal and non-formal education programmes. Quality radio programmes can be beamed relatively cheaply all over the country but particularly to rural areas where populations are thinly dispersed and access by road difficult. The broadcasts will be of immense benefit to all learners.

3.6.2 The aim of an educational broadcasting system is to produce and deliver quality educational radio and TV programmes to complement and enrich lessons given in formal and non-formal education classes.

3.6.3 The objectives of the educational broadcasting system shall be:

- i.* — to revive, strengthen and broaden the scope of the School Broadcasting Unit of the Department of Education, upgrade it into a Division for Radio and TV broadcasts and re-name it the Educational Broadcasting Division;
- ii.* — to produce and obtain by purchase or donation education programmes centrally related or complementary to the aims and objectives of formal and non-formal education programmes in the country;
- iii.* — to efficiently deliver the services of the Division to full-time and/or part-time students in formal and non-formal education.

3.6.4 The new division shall consist of a Head with knowledge of and some experience in broadcasting and education. The Head will be supported by technical experts in radio

and tv broadcasting and an efficient administrative support staff. Opportunity will be given to members of staff to have further training both locally and abroad in the various techniques of educational broadcasting.

- 3.6.5** The Division shall have at least one studio, facilities for producing programmes both for Radio and TV, a workshop for repair and maintenance, mobile units for recording programmes and for showing films, etc., in the open air and where there are no facilities for connecting electrical equipment with the central or local electrical grid.
- 3.6.6** It shall have its own library of books and other printed materials, tapes, films and videos. There shall also be facilities for publishing and disseminating written materials to back up the programmes of the Division.
- 3.6.7** For developing programmes, the Division shall work closely with the Language Division of the Department of Education for teaching Sierra Leonean languages, English, French and Arabic, and any other language(s) in the curricula of the educational system; with the Adult Education Unit of the Department of Education, the National Curriculum Research Development Centre, the Basic Education Commission, the Teachers Colleges, the Milton Margai College of Education and the University. It shall also work closely with SLBS and SLTV for technical support and may partly depend on them for the delivery of its programmes.
- 3.6.8** By the year 2000 AD, all regions in the country will be within range of Radio and TV signals. Educational programmes shall reflect regional needs and interest without losing sight of national aims and objectives.
- 3.6.9** All schools, colleges and adult education classes shall be encouraged to possess at least one radio set each and, where the national TV signals are within range, one television set.

3.7 Library Services

- 3.7.1** The National Library Service shall continue to take all such steps as may be necessary to establish, equip, manage and maintain libraries in Sierra Leone. The main aims and objectives will include: —
- a) the establishment, equipping, management, maintenance and development of an efficient library service in the national capital, the headquarters provincial towns and eight districts in Sierra Leone;
 - b) the acquisition of books produced in and outside Sierra Leone and the collection of library materials both current and retrospective relating to Sierra Leone;
 - c) the receipt of all books and publications required to be deposited in the Central Library and headquarters of the National Library of Sierra Leone in accordance with the Publications Amendment Act 1962 and to preserve such books and publications;

- d) the establishment and maintenance of rural community libraries and information services for adult and general community education in Sierra Leone and participation in literacy campaigns;
- e) the provision of effective services for children and young people including requisite services for schools;
- f) the establishment of a National Bibliographic Agency which shall compile and publish a comprehensive national bibliography of Sierra Leone, provide bibliographical and reference services and act as the agency for the international exchange of library material;
- g) the stimulation of public interest in books generally and in Sierra Leonean literature in particular and to the promotion of reading for knowledge, information and enjoyment;
- h) sponsoring, promoting, assisting and engaging in the preservation of indigenous and traditional literary works;
- i) encouraging the running of workshops and seminars in creative writing in English and indigenous languages for the provision of reading materials with a local background for rural children's supplementary reading;
- j) providing leadership and co-ordinating library and documentation services in Sierra Leone and promoting inter-library co-operation;
- k) advising Government, parastatals, local authorities and other public bodies, on matters relating to library documentation and related services including library education and training needs for library documentation and related services;
- l) encouraging and providing advisory services and technical assistance to schools, teacher training colleges and other educational institutions in the establishment, maintenance and re-furbishment of their libraries;
- m) carrying out and encouraging research in the development of library and related services;
- n) sponsoring, arranging and providing facilities for conferences and seminars for discussion of matters relating to library and documentation services;

3.7.2 The Sierra Leone Library Board shall consist of a Chairman and fourteen members appointed by the Secretary of State for Education. They shall hold office for a period of three years, meeting once a quarter.

3.7.3 There shall be an Executive Committee elected by the Board for the expeditious despatch of such business as does not necessitate a meeting of the full Board.

- 3.7.4** The day to day running of the Library Services shall be under the administration of a staff headed by a qualified librarian désignated Chief Librarian.
- 3.7.5** The Sierra Leone Library Board shall co-operate with the Institute of Library, Archive and Information Studies to ensure that a satisfactory number of librarians are trained each year.

CHAPTER 4

PLANNING, EDUCATIONAL MANAGEMENT AND ADMINISTRATION**4.1 General Systems Management**

- 4.1.1** The existing condition of the organisation and management of education in Sierra Leone is grossly inadequate to meet the social, economic, technological and human resources challenges of the time, Government is committed to redress the situation. The Department of Education has embarked on systematic reform and re-organisation of the management and administration of education at all levels. To do this it has carried out a comprehensive review of all the structural, managerial and facilities capacities. It has also examined operational constraints to effective and efficient educational delivery nationwide.
- 4.1.2** In order to overcome constraints and weaknesses revealed by the aforementioned review, the management and administration of education shall, given the approval of the government, be extensively de-centralised and professionalised. The organisational structure of the Department of Education shall reflect professionalism and participative management. Consequently, all executive and headship posts under the Secretary of State shall, as far as possible, be held by professional educationists. It is assumed that all authority and responsibility for the control, direction and dimension of education in Sierra Leone shall continue to be vested in the Secretary of State for Education, who may delegate such authority to pertinent agencies, directorate divisions, units or institutions as may be necessary for proper management and administration. Administrative and service matters shall be de-centralised to the regional and district education authorities as appropriate.
- 4.1.3** Assuming the approval of the government, a directorate system of management shall be adopted. As much decentralisation and devolution of power and authority as is necessary for the smooth functioning of the new system shall be granted. The Director General and Chief Advisor to the Secretary of State in the organisation shall be the professional and administrative head of the Department of Education. There shall be separate directorates for Planning, Educational Programmes, Educational Services, Inspectorate, Resources - Personnel and Finance, and Support Services. The day to day administration of education at regional and district levels shall be under the Inspectorate of Education which shall be co-ordinated at Headquarters by a Director of Education (Inspectorate). The locus of grassroots management and delivery of education shall be the regional and district offices.
- 4.1.4** Education programmes and services, including the administration, management and supervision of schools, shall operate through the four administrative regions namely - Western Area, Northern Region, Southern Province and Eastern Province. The Regional Education Offices shall contribute the focus of administrative decisions for all districts and secondary educational institutions in the area. There shall be district education offices corresponding with the district level administration of Government. They function by their regional education offices.

4.2 Funding of Education and Financial Management

4.2.1 The downturn in the Nation's economy, particularly in the past two decades, has occasioned a dramatic decline in the public funding of education. The seriousness of the situation is evident in the inadequacy of all critical inputs to effective education, from teach/learning materials, equipment, supplies, programmes to teachers salaries.

4.2.2 Government is currently poised to reverse the unacceptable history of resource deprivation to this vital but rapidly growing sector. To this end, the Department of Education is to re-examine, in order to maximise, all possible sources of funding for education at all levels. Particular attention shall be given to alternative sources. Correspondingly, the existing partnership between Government and Proprietors shall be encouraged and strengthened. In addition, external sources of funds from donor agencies shall be fully harnessed. In this regard, Government acknowledges the useful assistance of such donors as the African Development Bank, the World Bank, UNDP, UNICEF, etc., the World Food Programme and Plan International. All Project Implementation Units shall now be harmonised to benefit the relevant unit within the Department of Education directly.

4.2.3 The Department has adopted a systematic strategy to strengthen the involvement and support of local NGOs in the financing of specific programmes, segments, projects or activities at different levels of education. The active participation and financial contribution of local bodies and committees such as youth organisations, retired professionals, private individuals, etc., shall be explored and harnessed. Parents as individuals and groups shall be sensitised and mobilised for their roles in ensuring adequate financial and moral support for schools.

4.2.4 The management and control of the limited finances available to education at all levels shall be strictly reviewed and extensively improved to eliminate wastage, omissions or misappropriations. To this effect, the Department of Education has set up a Directorate for Resources under the Deputy Director-General and headed by a Director of Resources. In addition, the Department of Education shall established a Resource Management Team to advise the Secretary of State on matters relating to resources. The capacity of the sub-Directorate for finance, now the Accounts Division, shall be strengthened both technically and operationally through appropriate personnel, structures, strategies and training, to make it capable of the critical functions of effective identification and mobilisation of funds, budgeting, disbursements, accounting, auditing and control, and reporting and alarm systems.

4.3 Human Resources Management

4.3.1 The Government of Sierra Leone is conscious of the fact that no level of the educational system can be better than the people who manage it. The personnel situation of the educational system, both in numbers, quality and motivation is precariously inadequate. A majority of the education personnel remain unqualified, untrained or poorly motivated.

4.3.2 Data and information on teacher demand and supply are lacking and this hampers efforts at realistic planning, deployment and development of teachers. Routine statutory exercises such as transfers, placements, promotion and discipline, are often carried out *ad hoc*. This 'dampens' productivity and commitment.

4.3.3 The Department of Education is to embark on certain specific and targeted staff personnel programmes aimed at improving the manpower and human resources situation at all levels of the education system including:

4.3.3 a) re-organisation and rationalisation of educational system, with emphasis on:—

- i) comprehensive job analyses and job descriptions with performance reviews of all staff;
- ii) review of posts and relevant job contents to eliminate dichotomous work tags;
- iii) revision with the co-operation of allied Departments of Finance and Establishments of staff salaries and wages;
- iv) intensive in-service training;

4.3.3 b) professionalism of the teaching force, with emphasis on:—

- i) re-organisation and strengthening of the Teaching Service through the establishment of a Teaching Service Commission;
- ii) strengthening the programmes of the teacher training colleges especially in the areas of Science, Mathematics, Technology and Vocational training;
- iii) registration and classification of teachers of all categories;
- iv) review of the conditions of service of teachers;
- v) extensive in-service and other forms of training of teachers;

4.3.3 c) developing appropriate service structures, functions and motivational strategies for non-teaching education personnel at all levels.

4.3.4 Currently, the Department of Education shall establish a Directorate for Personnel under the Deputy Director-General to administratively handle for and advise the Secretary of State on all matters relating to personnel reviews, employment, welfare, training and records.

4.3.5 Furthermore, a Teaching Service Commission is being set up to cater for the specific professional, technical and development needs of teachers. Appropriate steps shall be taken by the Department of Education in collaboration with the Establishment Department to harmonise the teaching service.

4.4 General Services

4.4.1 It has been observed (in the National Education Action Plan document) that the quality of the secretarial, clerical, technical, maintenance and general services staff is vital for the efficient and effective provision of any service, including the delivery of educational programmes. The performance and the resources of these support services are inadequate.

Basic skills need to be rapidly acquired and sustained in a number of areas. Without some degree of efficiency among the general service personnel, the functions of the supervisory, middle and top management will be stalled.

4.4.2 The Department of Education shall establish a sub-Directorate (Unit) for Support Services under the Deputy Director-General for effective administration and mobilisation of the general services staff. The support services section of the Department of Education shall be responsible for effective organisation, co-ordination and management of matters relating to facilities, stores, purchasing, transportation, secretarial/clerical duties and general information /communication systems.

4.4.3 A systematic re-organisation and improvement of the personnel, facilities, support and general services of the Department of Education is being embarked upon. This work includes:—

- a) intensive and extensive review of all existing staff positions of the proposed Directorates and Units to determine, rationalise and regularise the posts and appointments within specified job descriptions;
- b) recruitment, as necessary, of competent staff for the different segments of general services, particularly the areas of:—
 - i) facilities procurement, acquisition, management, maintenance and repairs;
 - ii) estate and plant planning, management and maintenance;
 - iii) stores and supplies management, records and inventory reports;
 - iv) logistical support including scheduling and monitoring of vehicles and consumables;
 - v) others;

All of the foregoing shall be done with the co-operation of the Establishment Secretary's Department, and the Department of Finance.

- c) procurement of relevant equipment and repairs of available non-functional ones;
- d) training and re-training of the different skills levels and categories of the general services personnel at all levels of the Department of Education and the institutions.

4.5 School Facilities

4.5.1 This is an important component for educational development and expansion, which provides the basic infrastructure for effective teaching/learning purposes. In this regard, the Planning Division at the Department of Education shall be responsible for the following:—

- a) assessing the quality of the existing school facilities throughout the country and also the possibility of expansion;

- b) developing a school map showing the location of all schools and colleges in the country;
- c) developing new school designs to match the National Education Action Plan (NEAP) requirements;
- d) assessing the furniture requirements of the expanded system and ensuring that there is an adequate supply of furniture and equipment.

4.6 Departmental Management Teams and Working Committees

4.6.1 The participatory approach has been established to enhance maximum input and output by all members of the Department of Education at all levels. Every member associates, shall continue to associate, with one of the following Working Committees:—

1. Executive Management Team
2. Resource Management Team
3. Inclusive Management Team
4. Primary Committee
5. Intermediate Committee
6. Tertiary Committee
7. Personnel Committee
8. Public Relations and Information Committee
9. Transport Committee
10. Decor Committee
11. Literacy Committee
12. Project Committee
13. Vigilantes Committee

Whilst the lifetime of some of these committees may be limited, others are likely to come into existence as circumstances demand. The overall aim is the smooth, efficient and effective operation of the Department.

CHAPTER 5**MISCELLANEOUS****STUDENT AWARDS, COUNCILS AND COMMISSIONS****A — STUDENT AWARDS****5.1 General Issues**

5.1.0 The Department of Education shall provide awards aimed at meeting the country's human resource needs.

5.1.1 The Department of Education shall continue to administer and process all the awards that it now handles but in addition shall also administer and process all Fellowships and Training Awards of a general nature formerly being administered by other Departments irrespective of the Donor Government/Embassy.

5.1.2 Fellowships and training awards received by the Department of Foreign Affairs and International Co-operation for short term on the job departmental training shall be immediately passed on to the respective line departments for selection of those they wish to be trained. Information on the awardees shall be deposited with the Department of Education for records, monitoring and evaluation purposes.

5.1.3 The Department of Foreign Affairs and International Co-operation is to request all foreign donors to send copies of all correspondence involving the granting of fellowship and other training awards to the Department of Education.

5.1.4 The Fellowship Awards Officer of the Department of Foreign Affairs and International Co-operation shall become a member of the Scholarship Awards Advisory Committee/ Fellowship and Training Awards Committee.

5.1.5 Representatives of Donor Governments/Embassies/Agencies shall be invited to sit in and participate in the selection procedure for their respective awards.

5.1.6 The Students' Section of the Department of Education shall be provided with adequate facilities and trained personnel to effectively monitor the planned changes detailed above and below.

5.1.7 The budgetary provisions for the Scholarship Awards Advisory Committee shall be increased in order for it to be able to accommodate its planned additional responsibilities.

5.2 Financial and Other Assistance to Students

5.2.1 The Government of Sierra Leone shall continue to make available financial and other assistance to students in the school system, in institutions of higher education, and in non-formal education courses both in Sierra Leone and abroad. Such help shall take the form of scholarships or loans or a combination of the two. This help shall be

administered by the Department of Education through its Scholarships Awards Advisory Committee/Fellowship and Training Awards Committee at Headquarters or by one of its regional sub-committees.

- 5.2.2** These sub-committees shall be of two kinds, that is, (i) four Provincial and Area Sub-Committees to deal with awards for basic education and senior secondary schooling and their equivalents for institutions in each of their geographical areas (Northern, Southern, Eastern Provinces and the Western Area), and (ii) the Scholarships Award Committee of the National Council for Technical and Vocational Education for all technical/vocational/commercial awards above the junior secondary level and its equivalent but not up to tertiary level, all over the country. All of these sub-committees shall be guided and controlled by the Scholarships Awards Advisory Committee/Fellowship and Training Awards Committee at Headquarters.
- 5.2.3** At the tertiary level, the Department of Education shall investigate the possibilities of the introduction of a student's loan scheme to replace the current grants-in-aid scheme.
- 5.2.4** The provision of adequate collateral shall form part of the terms and conditions for the granting of loans.
- 5.2.5** Each applicant for an overseas awards shall be required to submit a written commitment to return to Sierra Leone after completion of his/her course of study and work for a minimum of three years, which should be witnessed by two sureties with collaterals sufficient to restore the cost of the award in the event of the applicant failing to return home.
- 5.2.6** The Scholarships Awards Advisory Committee/Fellowship and Training Awards Committee shall itself do the selection for all tertiary education and overseas awards and shall additionally assist with follow-up action on the progress of students benefiting from awards.
- 5.2.7** The Department of Education shall develop and publish criteria for such awards and the Scholarships Awards Advisory Committee/Fellowship and Training Awards Committee and its sub-committees shall follow these criteria in selecting candidates for the awards and in making the conditions attached to each. Such criteria shall take into consideration the manpower needs of the country, the need to encourage those who have excelled in selected areas of study or show marked potential in these areas, the need to address regional educational imbalances, the need to help students suffering from gender, socio-economic and other disadvantages.
- 5.2.8** Every three years, the Department of Education shall review the conditions and criteria for awards, the categories of students to benefit from them and the total outlay that would be available for the awards over the three-year period. These reviews shall be conducted with the help of representatives of relevant Departments of State such as Labour, Trade and Industry, Development and Economic Planning, Foreign Affairs and International Co-operation and other bodies like the Training and Recruitment Division of the Establishment Secretary's Office, the Chamber of Commerce, Industry and Agriculture, the Trade Union Congress, and all levels and categories of education.

- 5.2.9** The Scholarship Awards Advisory Committee/Fellowship and Training Awards Committee shall also select students for such awards on behalf of persons, agents, institutions and foreign governments who want to give these awards to Sierra Leone nationals. In all such cases, the conditions of the awards shall be agreed on by both the donor(s) and the Department of Education on terms that conform to the Department's general criteria for such scholarships, loans or grants, especially the need to return home on completion of the sponsored course of study.

B — COUNCILS AND COMMISSIONS

5.3 The Sierra Leone Teaching Service Commission

- 5.3.1** Since the late 1970's, the teaching profession in Sierra Leone has suffered evident decline in the real value of wages and salaries. Salaries have often been poorly insulated against inflation. But raising teachers salaries all by itself does not lead to greater job satisfaction without streamlining the payment system, and developing efficient national and in-school managerial and professional support systems.
- 5.3.2** The main thrust of past efforts by Government in improving the welfare of teachers in Sierra Leone has been in salaries and wages increases. Although an Inspectorate had been established in the early 1970's to give professional support and raise the ethos of teachers and school heads, a systematically deteriorating economy rendered the Inspectors immobile and deskbound.
- 5.3.3** Teachers records, management and control mechanisms were poorly handled resulting in undue delays in answering to teachers' concerns on promotion, recruitment, transfers, recognition and general discipline.
- 5.3.4** So far, the Department has managed, with limited success, the affairs of teachers, but with increased demand on its attention especially occasioned by current reforms, it has now become necessary to re-visit the management control mechanisms.
- 5.3.5** In order to improve the present teacher management and control system, it is proposed that a National Teaching Service Commission be established and maintained by Government for the recognition, transfer, promotion and discipline of all teachers in the Sierra Leone Teaching Service. Overall, it is proposed that the Commission absorbs the functions of the Joint Committee for Teachers of Article 30 of the Education Act of Sierra Leone of 1964, and the relevant parts of Act No.18 of 1971 - the Regulations of Wages and Industrial Relations Act, which replaced it. (Article 30 was repealed by NPRC Decree No.10 of 1994, and Act No.18 amended to accommodate teachers by NPRC Decree No.9 of 1994)
- 5.3.6** The recommended composition of the Commission is as follows: —
- i.* representatives of the Department of Education;
 - ii.* representatives of five employing agencies;
 - iii.* a representative of the Conference of Principals;
 - iv.* a representative of the Sierra Leone Teachers' Union;
 - v.* a representative of the Headteachers Council;
 - vi.* a representative of the heads of technical/vocational institutions.

5.3.7 The Commission shall be headed by a Chairman assisted by a full time Secretary with a full complement of staff. It is to operate along the same lines as the Public Service or Judicial Service Commissions.

5.3.8 The Commission shall, in addition to the duties stated in 5.3.5, take on duties/tasks delegated to it from time to time by the Secretary of State for Education.

5.4 The National Commission for UNESCO

5.4.1 The Sierra Leone National Commission for UNESCO was established by Cabinet on 24th June 1971 in response to Article VII of the Constitution of UNESCO.

5.4.2 The aims and objectives of the National Commission for UNESCO shall be:—

- i) to co-operate with various Ministerial Departments, agencies, institutions, organisations and individuals working in UNESCO's areas of competence so as to contribute to the maintenance of peace and security and the common welfare of mankind by participating in the activities of UNESCO;
- ii) to encourage the participation of National Government and Non-Government institutions and various individuals in the formulation and execution of UNESCO's programmes by mobilising on its behalf the assistance and support of Sierra Leone's specialised communities, and by assuming operational responsibility for some of UNESCO's programme activities;
- iii) to ensure the permanent presence of UNESCO in Sierra Leone and contribute to UNESCO's efforts to promote international co-operation in the field of intellectual activities;
- iv) to disseminate information on the objectives, programme and activities of UNESCO and endeavour to arouse public interest in them through the mass media, and individuals and institutions concerned with any aspect of UNESCO's work;
- v) to participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of other UN Agencies and international programmes;
- vi) to participate in the search for candidates for UNESCO posts, and in the placement of UNESCO Fellowship holders;
- vii) to assume responsibility for the operation of UNESCO projects in Sierra Leone and for National participation in sub-regional, regional or/and international UNESCO activities;
- viii) to co-operate with the delegations of Sierra Leone at the General Conference and at other inter-Governmental meetings convened by

of these meetings, and to inform National agencies and institutions of the conclusions and recommendations adopted by these meetings, or included in studies and reports with a view to encouraging their discussion in the light of National needs and priorities, and to provide for such follow-up activities as may be required;

ix) to undertake on its own initiative other activities related to the general objectives of UNESCO.

5.4.3 A National Commission for UNESCO shall be established as an autonomous body with the following structure:—

5.4.3.1 The General Assembly — this is the highest and decision making part of the Commission with the Secretary of State of the Department of Education as Chairman.

5.4.3.2 The Executive Committee — this Committee comprises all the Chairmen of the respective Sub-Committees and ten other elected members of the General Assembly who are selected from the various disciplines of UNESCO's fields of competence.

5.4.3.3 The 6 (six) Sub-Committees — these Sub-Committees comprise members of the General Assembly placed by their respective specialities and interests.

5.4.4 The Permanent Delegation to UNESCO — this office, based in UNESCO Headquarters, Paris (France), provides useful liaison between UNESCO and the National Commission for UNESCO for meaningful and regular lobbying and interaction for our varied project proposals. It also helps in the acquisition of prestigious seats in UNESCO's inter-Governmental bodies, and ensures among other things, that our reactions to certain recommendations and resolutions are highlighted. It is unfortunate that the office of the permanent delegate to UNESCO has been dysfunctional for the last five years, as this has deprived the nation of the valuable services and assistance UNESCO renders. This situation should be put right with immediate effect.

5.5 The Sierra Leone National Service Commission

5.5.1 There is a need for the youths of a country to undergo a sustained course of physical training, to be given structured exposure to the problems and needs of their country and also an opportunity to participate actively in its development. Such experience is most important for the educated youths of developing countries, who should share their privilege of education and help to improve the life of less favoured citizens.

5.5.2 To this end, the Government of Sierra Leone shall establish a National Service Commission to give its young men and women opportunities to improve their physical fitness, to sharpen their perception of national issues and problems and to give them a chance to participate actively in the development of the nation.

5.5.3 The Commission shall be headed by a Chairman who shall be appointed by the Head of State. The Chairman shall be a distinguished citizen of Sierra Leone who has shown sustained public commitment to the country and its young people. The Commission

shall comprise other citizens drawn from all regions of the country and all important sections of national life. It shall include in its membership representatives from the Army, Police, the Departments of Education, Health, Agriculture, Internal Affairs, Youth & Sports, Social Services, and Development & Economic Planning.

5.5.4 The headquarters of the Commission shall be established at a central location in the country and shall have strong, functional branches in the three Provinces and in the Western Area.

5.5.5 No full time and permanent employment (whether in the public service or in business) shall be undertaken by a graduate of any educational institution above the level of JSS III until he/she obtains a certificate of satisfactory completion of National Service. All citizens of Sierra Leone, on completion of senior secondary schooling or equivalent courses/training in the country or abroad, shall be posted for National Service for a minimum period of one academic year (i.e. from September to July).

5.5.6 Military and other training courses shall be given to all National Service members. Such training shall include courses on health, education, first aid, self defence, developmental and environmental issues as well as the history, geography, culture, economy and sociology of the country.

5.5.7 Members shall serve in any area in the country or in any capacity the Commission feels they will be of benefit to the country or a particular community according to their educational background, interests, abilities and training.

5.5.8 The Government of Sierra Leone shall set up a Committee to work out modalities and the machinery for the establishment of the National Service Commission.

PART III

POLICY STATEMENTS

6.0 — EDUCATIONAL PROGRAMMES

6.0.1 THE 6-3-3-4 SYSTEM

Aims and Objectives

- i) To rapidly enhance literacy in Sierra Leone and improve the educational opportunities for women and girls, rural areas dwellers and those now disadvantaged in the acquiring of formal education;
- ii) To make possible the acquisition of knowledge and skills valuable and relevant for employment and self-employment;
- iii) To improve and expand the teaching of mathematics, the natural sciences and technology;
- iv) To vastly expand facilities and programmes to teach technical and vocational subjects;
- v) To introduce into the curriculum new subjects such as Indigenous Languages and Sierra Leone Studies which shall give and enhance a proper and positive understanding of Sierra Leone;
- vi) To introduce new and more appropriate methods of examining students to complement or replace the present methods;
- vii) To bring about the education of the whole student instead of a concentration on only his/her cognitive education.

Policy and Actions

1. The system of six years of primary education, five/seven years of secondary education and a varying number of years of tertiary education shall be phased out and replaced by six years of primary education, three years of junior secondary education, three years of senior secondary education or one to three years of technical/vocational education, and four years of tertiary/first degree education (6-3-3-4).
2. The first nine years of schooling (i.e. the six years of primary and the three years of junior secondary schooling) shall make up the years of basic formal education.
3. Pupils shall take the examinations detailed in the Examinations section of the policy.
4. All schools shall operate a Department of Education approved system of continuous assessment. WAEC conducted external examination scores shall include pre-specified continuous assessment percentage contributions.
5. All institutions shall operate a Department of Education approved system of Guidance and Counselling.

6. Movement to tertiary level institutions shall be dependent on meeting the matriculation and other requirements of those institutions.
7. Sierra Leone languages shall be studied and examined as subjects in the curriculum with English remaining an important school subject and the medium of instruction after Class 3 of Primary school.
8. Greater emphasis shall be placed on communication skills (literacy and numeracy) and the natural and social sciences.
9. The student shall be encouraged to know and identify with his/her country without losing sight of the fact that he/she is part of a wider interrelated world.
10. The type of education provided shall be holistic.

6.0.2 PRE- PRIMARY EDUCATION

Aims and Objectives

To prepare children for primary education by:—

- i) Enlarging and enriching their use of language and giving them other communication skills;
- ii) furthering their acculturation into the values and mores of their society;
- iii) enlarging their social awareness beyond the confines of their family and helping them to relate to people other than those in their home;
- iv) refining their manipulative skills in such basic areas as eating, dressing and bowel movements and developing their control over their body, in order to accelerate the learning process during formal schooling.

Policy and Actions

1. Pre-primary education shall be the education given to pupils between the ages of 3 and 6 years.
2. Government shall continue to control pre-primary education through specified divisions/units of the Department of Education and the Nursery Schools Association.
3. Government shall continue to give help to the teachers colleges producing teachers for this sector.
4. Assistance in the development of curricula and the raising of standards of the institutions shall continue.
5. Guidelines for opening and maintaining pre-schools shall be published by the Department of Education.

6.0.3 PRIMARY EDUCATION

Aim

To give children early structural cross cultural socialisation opportunities and an elementary introduction to those fundamentals necessary to produce individuals able, at a basic level, to improve and enrich their own circumstances and to contribute meaningfully to life in their community and thus to its development.

Policy and Actions

1. Primary education shall consist of full-time formal schooling which children receive for six years from age six to twelve.
2. Primary education shall be the first part of the nine year cycle of formal basic education and shall not be terminal.
3. Primary education and hence all primary schools shall be controlled and inspected by the Department of Education.
4. Primary schools shall continue to be operated by the government and other approved individuals and bodies/organisations.
5. Primary education shall be enlarged.
6. Primary schools shall be organised on a teacher:pupil ratio of 1:40.
7. Primary schools, where possible, shall be divided into subject departments headed by experienced, committed subject experts.
8. The curriculum of Primary schools shall be controlled by the Department of Education and prepared by the National Curriculum Research and Development Centre.
9. At the primary level, emphasis shall be put on the communication competence of the children and their ability to understand and manipulate figures.
10. The study of Sierra Leone shall form a serious part of the children's education.
11. The natural sciences shall be studied as a body of interesting interrelated principles impinging on the children's lives and their communities.
12. Social studies shall, as far as possible, be studied in real life contexts.
13. Continuous assessment of all primary level pupils shall be carried out by all primary schools along the lines given to schools by the Department of Education in a Continuous Assessment Handbook. Continuous assessment scores shall be employed in the manner stipulated in the aforementioned handbook.
14. A Guidance Counsellor/Teacher shall be attached to each primary school.

15. At the end of Class Six, all children shall take the National Primary School Examination (NPSE).
16. The NPSE shall be conducted by the West African Examinations Council. The result of this examination shall be used for junior secondary school placement purposes.
17. The Department of Education shall control and inspect all primary schools.
18. All primary schools shall conform to minimum stipulated national standards or be closed down.

6.0.4 JUNIOR SECONDARY EDUCATION

Aims and Objectives

- i) To provide opportunities for the continued acquisition of basic skills and knowledge, as formal basic education is to encompass the first three years of secondary schooling as well as the six years of primary;
- ii) To introduce subjects encouraging the development of nationally desired and saleable skills;
- iii) To more fully utilise each individual's ability, aptitude and interests;
- iv) To prepare for the next level of education;
- v) To postpone too-early specialisation and to provide an opportunity for more informed and appropriate counselling and placement advice;
- vi) To facilitate acquisition of abilities appropriate and necessary for entry into modes of employment or self employment not requiring prior training in specialist skills;
- vii) To develop character and personality in a manner that will help cultivate desirable attitudes for the good of the individual and also help further the development of the nation;
- viii) To provide training in community awareness and community responsibility.

Policy and Actions

1. The Department of Education shall set criteria for the recognition and approval for each JSS to operate.
2. The Department of Education shall establish a mechanism for the monitoring of the quality of education at the JSS level. The result of this evaluation shall be made public.
3. Junior Secondary Schools (JSS) shall be located in every region and district.
4. Each Junior Secondary School shall have its own administration.

5. Each JSS shall be controlled by a Board of Governors.
6. The JSS curriculum shall be broadbased and divided into 'core' and 'elective' subject areas.
7. Teaching shall be guided by teaching syllabuses produced by the National Curriculum Research and Development Centre.
8. Guidance and Counselling shall be provided for the pupils by all schools.
9. All JSSs shall operate the same Department of Education approved Continuous Assessment scheme.
10. The JSS course shall be rounded off by a Basic Education Certificate Examination (BECE) based on an examination syllabus by and conducted by the West African Examinations Council on behalf of the Department of Education.
11. A pre-specified percentage of each candidate's BECE final mark shall come from his/her continuous assessment score.

6.0.5 SENIOR SECONDARY EDUCATION

Aims and Objectives

- i) To continue and improve the student's general basic education and to prepare the student to further his/her education at a post-senior secondary institution.
- ii) To provide opportunities for personal fulfilment, as well as rational development, through stimulation of the varied potentials of the students, by making available a rich diversified curriculum and opportunities;
- iii) To continue education through the further development and strengthening of knowledge, skills, and attitudes acquired at the Junior Secondary School level;
- iv) To provide individuals equipped with skills in line with the nation's manpower needs and with the ability to effectively contribute to the achievement of national goals, thus becoming useful members of society;
- v) To foster those qualities of the individual which make possible appreciation of the virtues and values of others, labour, and our cultural heritage;
- vi) To develop the desire in the individual for continued self enhancement;
- vii) To prepare individuals, with the required aptitudes and abilities, for further and higher education;
- viii) To promote international consciousness in the light of increasing global interdependence.

Policy and Actions

1. There shall be two kinds of senior secondary schools: General and Specialist.
2. The Department of Education shall develop criteria for the establishment and continuing recognition of SSS by type.

3. Each senior secondary school shall be administratively autonomous and controlled by a Board of Governors.
4. Each senior secondary school shall have a Guidance and Counselling Department which shall also co-ordinate continuous assessment matters.
5. Each school shall have an active Parents/Teachers Association (PTA).
6. The curriculum of each senior secondary school shall be determined by its nature (General or Specialist) or its particular objectives.
7. Each school shall offer a set of core (compulsory) subjects but shall choose its optional subjects. The list of available subjects shall be published by the Department of Education.
8. All teaching shall be based on teaching syllabuses developed by the National Curriculum Research and Development Centre.
9. At the end of the senior secondary school course, the Senior Secondary School Certificate Examination (SSSCE) shall be taken. The examination shall be based on the WAEC examination syllabuses.
10. A pre-specified percentage of each candidate's SSSCE final mark shall come from his/her continuous assessment score.
11. The Department of Education shall continuously monitor and evaluate each senior secondary school and publish its findings.

6.0.6 TECHNICAL/VOCATIONAL EDUCATION

Definition

Technical and Vocational education is defined as that education provided in Government approved educational institutions which meets the aims and objectives spelt out below.

Aim

To develop self-reliance and self-actualisation in individuals as well as the progressive development of society and the economy of the country through technical and vocational training in all areas of urgent need, especially the agricultural, industrial and commercial sectors.

Objectives

- i. To fill the technical/vocational manpower need gap by substantially increasing the number of indigenous skilled lower middle level 'blue collar' workers;
- ii. To produce a more literate, numerate and enterprising lower middle level technical/vocational workforce and thus speed up national development;
- iii. To encourage women and girls to participate in national development through the acquisition of technical and vocational skills;

12. The Department of Education shall, with the assistance of external funding agencies, seek to provide technical/vocational institutions with supplies of equipment, tools and training materials.
13. Government shall encourage the production of locally made tools and farming implements.
14. The various technical/vocational institutions, working together with representatives from business and industry, shall provide opportunities for work placement of trainees.
15. In-service training programmes for technical/vocational teacher technicians shall be provided as directed by the Department of Education.

6.0.7 TERTIARY/HIGHER EDUCATION

Definition

Tertiary/Higher Education consists of all formal education received after the completion of Secondary schooling in institutions demanding entry qualifications not lower than a number of General Certificate Ordinary and/or Advanced Levels or the proposed Senior Secondary School Certificate (or their equivalents).

Aims and Objectives

- i) To continue, widen and deepen the education gained in school;
- ii) To provide specialisation in one or more disciplines of knowledge and skills for which the student has the aptitude and in which he/she has been given appropriate preparation in school;
- iii) To help the student to gain the knowledge, skills and attitudes required for self-enhancement and to earn a living;
- iv) To continue development of the student in all facets of knowledge (affective, cognitive and psychomotor);
- v) To give the student opportunities for enhancing creativity, originality, empathy, good work habits, and inculcating positive moral values, and self-reliance;
- vi) To help the student gain positive values towards Sierra Leone and other Sierra Leoneans, especially those of other ethnic groups;
- vii) To foster in the student a consciousness that he/she lives in an increasingly interdependent world;
- viii) To foster in the student a desire to continue his/her education after the course he/she is engaged in, and to pursue life-long education.
- ix) To impart knowledge, skills and foster attitudes that are relevant to Sierra Leone as a developing country;

- x) To guide the student to make full use of his/her aptitudes, abilities and interests and help him/her to solve problems that militate against his/her full positive growth;
- xi) To provide academic staff opportunities to do research, especially in areas relevant to the socio-economic and other needs of the country and into problems peculiar to Sierra Leone;
- xii) To disseminate knowledge, especially new ones and those of value to Sierra Leone;
- xiii) To contribute to the accelerated enhancement of literacy and the widening of educational opportunities in the country.

Policy and Actions

1. General

- i. Tertiary/Higher Education shall be rationalised by:
 - a) The Department of Education setting up a system of accreditation whereby courses across institutions can be stringently evaluated and graded so that a student can be given 'credits' which he/she could carry across levels, of programmes and institutions;
 - b) The transfer of courses that are not economically or efficiently run from one institution to another where the courses could be absorbed or added, to give greater value to the students and the nation;
 - c) The merging of departments and units that are not viable or are wasteful (in terms of the staff/student ratio and the use of resources) with a similar but viable department or unit.
- ii. Implementation of all tertiary level recommendations shall be overseen by the Department of Education.

2. Teacher Education

- i. Teacher education shall be re-structured by:—
 - a) The setting up of new institutions and programmes;
 - b) The re-structuring of institutions by way of mergers and/or pooling of resources to effect efficiency or economies of scale;
 - c) The revising of courses and programmes for the maximum and efficient use of time, personnel and resources.
- ii. More women teachers shall be trained.
- iii. Teachers shall be trained for the new subjects and new skills needed in the schools.

iv. Courses in teaching non-formal and adult education classes, teaching Sierra Leone Languages, Guidance and Counselling, Continuous Assessment, and the handling of students not severely disabled, shall be provided in all teacher training institutions.

v. The Department of Education shall, through the Teaching Service Commission, licence teachers seeking to teach and teaching in Sierra Leone.

vi. The aforementioned licence shall only be given to a teacher who has completed one year of satisfactory probationary teaching in Sierra Leone.

vii. All present Primary Teacher Training Colleges shall train teachers for the pre-primary, primary and junior secondary levels. Students shall qualify for the Teachers Certificate(TC), Higher Teachers Certificate(HTC-Primary) and Higher Teachers Certificate (HTC-Secondary).

viii. All of the above courses shall be re-structured and intensified to take 2 years instead of the present 3 years without any loss in quality.

3. Milton Margai Teachers College MMTC)

i. Milton Margai Teachers College (MMTC) shall be re-named Milton Margai College of Education (MMCE).

ii. It shall become affiliated to the University of Sierra Leone and shall be upgraded to degree (B.Ed.) awarding status in selected subjects.

iii. The B.Ed degree course shall be offered to HTC holders who have taught for at least 2 years after qualification. The course shall last for 2 years.

iv. The MMCE shall continue its HTC programme which shall be shortened to 2 years.

4. The Institute of Education

i. Shall be attached to the Faculty of Education at Njala with re-defined functions and mandate.

ii. It shall also be responsible for reporting to the DOE on the operation of teacher education programmes. It shall have specialised functions for educational research, in-service training for primary and secondary school teachers and managers of schools.

iii. The Institute of Education shall work out a system whereby students are given 'credits' for courses satisfactorily completed at every level. These 'credits' shall be transferable to other courses.

5. Fourah Bay College (FBC)

i. FBC shall continue with its role in providing education in Pure and Applied Sciences with special emphasis on professional career development in Engineering, Technology, Law, Arts and Behavioural Sciences.

- ii. The Diploma in Education course presently being run at Fourah Bay College shall be transferred to the MMCE. The present staff of the Department of Education at Fourah Bay College should transfer to and strengthen the MMCE staff for the education side of their new degree programme.
6. **Njala University College (NUC)**
NUC shall play its traditional role in promoting the Sciences, Agriculture, Home Economics, Environmental Science and Education. It shall introduce programmes in Forestry and Veterinary Science.
 7. **The College of Medicine and Allied Health Sciences (COMAHS)**
COMAHS shall strengthen and promote the medical profession and allied health sciences.
 8. **The Institute of Public Administration and Management (IPAM)**
The Institute of Public Administration and Management shall be upgraded to degree awarding status with a mandate to offer courses for professional qualifications such as the ACCA.
 9. **Institute of Library, Archive and Information Studies**
 - i. The Institute shall be strengthened to fulfil its mandate to educate and train librarians, archivists, record managers, and information scientists at all levels, technicians, para-professionals, professionals and action-oriented research scholars in these fields.
 - ii. It shall introduce relevant courses which shall take into account the needs of the 6-3-3-4 Education System and the Basic Education programme.

6.0.8 PROFESSIONAL SCHOOLS/EDUCATION

Aims and Objectives

- i) To provide expert and specialist education in a specific field of human endeavour/profession.
- ii) To extend the knowledge of a student beyond that which would have been gained in earlier more general institutions of study.
- iii) To provide the nation with the core of experts/professionals needed for development.

Policy and Actions

1. An Association of Professional Schools (APS) shall be established to assist the Department of Education in ensuring that professional schools function properly, that their outputs meet the needs of the nation, and that there is a satisfactory flow of information between the Department and the schools.
2. New professional schools shall be established to meet the nation's needs.

6.0.9 Adult and Non-formal Education

Aims and Objectives

- i) To ensure the provision of quality adult and non-formal education through a framework established by the National Commission for Basic Education.
- ii) To establish a 13-man Adult Education Committee comprising the members listed earlier in this document.
- iii) To develop a National Plan of Action for Adult and Non-Formal education built around the framework spelt out in the Country Plan for Basic Education;
- iv) To devise programmes and strategies for the accelerating of adult literacy;
- v) To obtain and provide supporting resources (personnel and materials) for these programmes from the Government and interested Donor Agencies to enable the Department of Education, through the Basic Education Commission, to co-ordinate, supervise, monitor and evaluate all programmes and interventions in the country aimed at improving the literacy rate and providing Adult education for early school leavers.

Policy and Actions

1. The Basic Education Commission shall initiate and develop a Country Plan for Basic Education which shall provide the framework for the development of adult and non-formal education. It shall also maintain its legislated overall co-ordinating and controlling role.
2. Government shall, through the Department of Education and the National Commission for Basic Education and with the assistance of the Adult Education Committee;
 - i) implement a language policy to facilitate the use of English and the indigenous languages in literacy and non-formal education classes;
 - ii) provide (mainly through the National Curriculum Research and Development Centre and the Adult Education Committee) relevant curricula for all levels of literacy and non-formal education classes;
 - iii) devise and establish links between the formal education system (especially Basic Education component) and non-formal/adult literacy system;
 - iv) control, co-ordinate, monitor and evaluate all programmes of literacy, adult and non-formal education;
 - v) ensure that by the year 2020 AD, Animation Centres/Community Education Centres are present in every district and attached to all teacher training colleges;

- vi) create a Non-Formal Primary Education (NFPE) section/unit within the Primary Division of the Department of Education;
- vii) encourage the enrolment and retention of female pupils by gradually, as and when the economic situation allows, making their primary education free and compulsory;
- viii) make possible the re-admission of 'mother- girls' into the formal system of education.

3. The Adult and Non-formal Education Committee shall be primarily concerned with the implementation of the foregoing and with such other duties as shall be agreed by the National Commission for Basic Education from whose membership many members of the Committee shall be drawn.

4. An adult literacy Materials Development Department shall be set up by the Basic Education Commission.

5. Linkages shall be established between the formal and non-formal systems of education in terms of buildings and accommodation, equipment, personnel and curricula.

6. A survey shall be carried out to ascertain the present illiteracy rate and the resources available to bring about the desired improvement in the literacy rate to 60% for men and 50% for women by the year 2020 AD.

7. The Adult Education Unit of the Department shall be upgraded to the status of a Division.

6.0.10 Education for the Disabled, Disadvantaged and Gifted

Aims and Objectives

- i. To obtain an accurate picture of the situation regarding the disabled, disadvantaged and gifted in Sierra Leone.
- ii. To reduce the number/proportion of disadvantaged in the society.
- iii. To provide systems and facilities to support the different categories of disabled, disadvantaged and gifted.

Policy and Actions

- 1. A survey and review shall be carried out to accurately assess the situation regarding the disabled, disadvantaged and gifted in Sierra Leone. The information obtained shall be used to set up a database.
- 2. Existing specialist facilities for the disabled shall be upgraded and new special schools designed and constructed in a number of locations.
- 3. Staff of the aforementioned facilities and schools shall receive appropriate training in particular forms of special education and the use of equipment obtained and installed during this period.

4. A new unit and accompanying posts, including that of a Special Needs Advisor, shall be created in the Department of Education to oversee 'special education' work and to develop it.
5. As much as is possible, children that are not severely disabled shall be absorbed into the normal school system. In each school zone, therefore, and at every level of schooling, a school or schools shall be identified to take in such students. Schools shall be gradually equipped and staffed for the purpose.
6. The curricula of teacher training colleges shall include training for coping with children that are not severely disabled.
7. A policy and provisions for identifying and supporting the gifted shall be in place by the year 2000.
8. Special schools shall be provided for severely disabled children and children with mental disabilities. These schools shall be serviced by specially trained teachers.
9. Societies, organisations and missions who work with disabled children shall be given all assistance possible by Government.
10. Scholarships shall be made available to disabled, disadvantaged and gifted children and young people to continue their education/training.

6.0.11 Private Institutions

Aim

- i. To improve and further strengthen the contribution of private institutions to the development of education in Sierra Leone.

Policy and Actions

1. Government shall continue to support the establishment of private institutions as long as the *raison d'être* of such institutions is not to discriminate against school age going children on grounds of race, creed or religion.
2. Private institutions shall follow the prescribed national curriculum.
3. Private institutions shall be subject to regular and systematic inspection by the Department of Education Inspectorate staff.
4. Pupils attending these institutions shall be allowed to take the NPSE, BECE and SSSCE.
5. A minimum of 25% of the teaching staff of each private institution shall be Sierra Leoneans.

6.1 — EDUCATIONAL SERVICES

6.1.1 The National Curriculum Research and Development Centre

Aims and Objectives

- i) To conduct research and situational analyses which provide detailed information about the educational process and the criteria for such changes in the curriculum as may be necessary;
- ii) To provide guidelines for systematic curriculum development, dissemination and implementation;
- iii) To undertake frequent monitoring as well as formative and summative evaluation of curriculum programmes;
- iv) To initiate, promote and develop new curricula in consonance with research findings and to articulate the objectives of the approved educational structure/system;
- v) To conduct seminars and workshops for the development of curricula or the preparation of teaching materials;
- vi) To determine the textbook needs of the educational system for Basic Education and commission authors for their preparation;
- vii) To conduct in-service training courses for teachers, inspectors of schools and college lecturers, in support of curriculum changes and organise orientation courses, seminars and workshops on new curriculum programmes and the use of new textbooks;
- viii) To solicit non-commissioned authors whose manuscripts fall in line with the National curricula;
- ix) To submit prepared curricula and texts to an Advisory Technical Committee set up by the Governing Council for the evaluation as to their suitability for publishing and dissemination;
- x) To prepare approved materials for tender by publishers to be chosen by international competitive bidding;
- xi) To undertake other activities in curriculum research and development and in textbook writing and production as may be requested by the Department of Education.

Policy and Actions

1. An autonomous National Curriculum Research and Development Centre shall be established that will deal with curriculum research, development and evaluation as well as the development of materials, textbook production and development.

2. An Advisory Council of the NCRDC shall be established and empowered to set up committees for ensuring the suitability of curriculum and text materials and the overall smooth functioning of the Centre.

6.1.2 Women and Girls Education

Aims and Objectives

- i) To increase enrolment, retention and graduation rates at all levels of education, to a graduation target of 70% of girls at basic education level and to a female literacy rate of 30% by the year 2000 AD;
- ii) To increase the participation and achievement of females in mathematics, science, technical and vocational subjects in formal and non-formal education;
- iii) To take positive action to enable girls and women to enter new fields/occupations in science and technology including those not traditionally considered appropriate for women;
- iv) To take action to promote cultural, social and attitudinal change in favour of female advancement through education.

Policy and Actions

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

6.1.3 National Languages

Aims and Objectives

- i. To provide opportunities for individuals to learn about their own and other cultures and languages and become literate.
- ii. To give citizens the opportunity to be literate in their mother-tongues and/or one of the community languages in the country and thus help eradicate illiteracy.
- iii. To reap the social, psychological and pedagogical benefits that are to be derived through literacy in the mother-tongues and community languages.

Policy and Action

1. Primary Level

- a. The prevailing language of the district (as far as possible) shall be the language of instruction in Classes 1 to 3. Class 3 shall be the transition class from the prevailing language to English as the language of instruction.
- b. In Classes 4 to 6, English shall be a medium of instruction and taught as a subject while French shall be taught as a subject.

2. Junior Secondary Level

- a. English shall continue to be the language of instruction and a school subject.
- b. The predominant community language shall continue to be taught and also another community language, which is not the students' mother-tongue, as core subjects.
- c. French shall be studied as a core subject and Arabic as an optional subject.

3. Senior Secondary Level

- a. English shall continue to be the language of instruction and a school subject.
- b. A community language (Krio, Mende, Temne, Limba) which is not the student's mother-tongue, shall be a core subject.
- c. Arabic and French shall be optional subjects.

4. Tertiary Level

- a. English shall continue to be the language of instruction and an optional subject for study and research.
- b. A community language (Krio, Mende, Temne, Limba) shall be a core subject in the first year.
- c. The University and teachers colleges shall be responsible for research into and the development of the Sierra Leonean languages, the encouragement of literature and the training of teachers for these languages.

5. Adult Literacy Classes

There shall be three main choices open to each class of learners, i.e., the use of:

- the mother-tongue language as a language of grassroots communication;
- a community language for interaction with other groups;
- 'basic' English as a language for specific purposes, e.g. hotel workers and drivers.

6. The National Institute of Sierra Leonean Languages

- a. There shall be established an Institute of Sierra Leonean Languages, the functions of which shall be to promote and co-ordinate the development and use of Sierra Leonean Languages.
- b. The Institute shall work closely not only with the Department of Education but also with the Departments of Culture and Information, Governmental and Non-Governmental and other organisations involved in the promotion of literacy, education and national communication.

7. Curricula

The Institute of National Languages shall collaborate with the National Curriculum Research Development Centre to develop, revise and periodically update the curricula for languages (both teaching and examination syllabuses) for the whole school system, in collaboration with other relevant bodies, particularly the West African Examinations Council.

8. Textbooks and Related Materials

The National Institute of Sierra Leone Languages shall collaborate with the National Curriculum Research Development Centre in the development and production of textbooks and related materials.

9. University Backstopping

In collaboration with the National Institute of Sierra Leone Languages, the University of Sierra Leone and the teachers colleges shall provide the backstop scholarship in Sierra Leone Languages crucial for the success of the language policy. Among other things, definitive orthographies shall be devised for national use.

6.1.4 The Examinations Component/System

Aims and Objectives

- i. To develop locally designed and administered Primary and Junior Secondary School Examination, i.e., the National Primary School Examination (NPSE) and the Basic Education Certificate Examination (BECE), respectively;
- ii. To develop examination syllabuses for subjects in the new examinations;
- iii. To establish continuous assessment (CASS) schemes at all levels.

iv. To develop instruments that would be more reliable indicators of:

- a) what a student 'understands' and 'can do'
- b) student progress
- c) the talents possessed by a student
- d) the affective nature of a student (assessed/rated not 'examined')
- e) the efficiency and effectiveness of institutions of learning.

Policy and Actions

1. At the end of the Primary level the National Primary School Examination (NPSE) shall be taken by Class 6 completers. Details shall be as spelt out in 3.4.8 i.
2. Continuous Assessment (CASS) scores in Classes 5 and 6 shall contribute to the National Primary School Examination (NPSE) scores. CASS scores in Classes 1 to 4 shall be largely for internal purposes.
3. At the end of the Junior Secondary School level (JSS), there shall be a national examination known as the Basic Education Certificate Examination (BECE). Details shall be as spelt out in 3.4.8 ii.
4. Continuous Assessment scores received in classes JSS1, JSS2, JSS3 shall all contribute to the end of level Basic Education Certificate Examination (BECE) scores. The contribution of the scores received in the different classes shall be in the ratio 1:1:2 (JSS1:JSS2:JSS3).
5. At the end of Senior Secondary schooling (SSS), there shall be an international examination known as the Senior Secondary School Certificate Examination (SSSCE). Details shall be as spelt out in 3.4.8 iii.
6. Continuous Assessment scores in classes SSI, SS2, SS3 shall all contribute to the end of level examinations, i.e. the Senior Secondary School Certificate Examination (SSSCE), in the ratio 1:1:2.
7. By the year 2000 the percentage contribution of CASS to end of level scores shall be a minimum of 30% and a maximum of 40% at school level.
8. The NPSE, BECE and SSSCE shall be based on teaching syllabuses developed by the National Curriculum Research and Development Centre, and examination syllabuses developed by the West African Examinations Council who shall also conduct the exams.
9. At non-school, post-secondary and tertiary levels, the continuous assessment contribution to end of year and end of course scores shall in each instance not be less than 30%.
10. A set of Technical and Vocational examinations shall be developed and administered locally for school and non-school students at the post-junior secondary school level.

11. Institutions at the Tertiary level shall re-examine their system of assessment and submit to the Department of Education, a report detailing changes/improvements in the method and procedure of assessment to be implemented.

6.1.5 Guidance and Counselling Services

Aims and Objectives

1. To ensure that the four major developmental areas of a student are equally addressed during his/her period of structured learning.
- ii. To ensure that careful developmental records of each student are kept and utilised in the student's interest.
- iii. To help each student better understand and cope with the changes and experiences encountered during his/her period of structured learning.
- iv. To better prepare students for life inside and outside the walls of educational institutions and thus to make them capable of greater positive contribution to the development of the society.

Policy and Actions

1. Guidance and Counselling shall be made available at all educational levels and in all institutions.
2. The Guidance and Counselling Unit of the Department shall be strengthened and better equipped to carry out its functions.
3. Guidance and Counselling courses shall be made available at all teacher training institutions.
4. The Guidance and Counselling Department of each educational institution shall ensure that the affective/emotional, the cognitive/intellectual, the psychomotor/physical, and the socio-moral areas of each student receive attention.
5. The Guidance and Counselling Department of each educational institution shall also be responsible for the Continuous Assessment records of that institution.
6. Full-time members of the Guidance and Counselling Department shall be given no more than half the teaching load stipulated by the Department of Education for full-time teachers.

6.1.6 Educational Broadcasting

Aims and Objectives

- i. To produce and deliver quality educational radio and TV programmes to complement and enrich lessons given in formal and non-formal education classes.
- ii. To revive, strengthen and broaden the scope of the School Broadcasting Unit of the Department of Education, upgrade it into a Division and re-name it the Educational Broadcasting Division.

- iii. To produce and obtain by purchase or donation educational programmes centrally related or complementary to the aims and objectives of formal and non-formal education programmes in the country.
- iv. To efficiently deliver the services of the Division to full-time and/or part-time students in formal and non-formal education.

Policy and Actions

1. The School Broadcasting Unit shall be revived, strengthened, upgraded and re-named the Educational Broadcasting Division.
2. The Division shall produce, obtain and broadcast Radio and TV programmes relevant to education in Sierra Leone.
3. The Division shall ensure the efficient delivery of quality Radio, and TV, when feasible, programmes to all corners of the country.
4. The Division shall be provided with all the facilities necessary for the production, storage and broadcasting of Radio and TV programmes as well as mobile units for 'outside' work, showing educational films and videos, etc. It shall also be equipped for small scale production of written material in support of its broadcasts if these are not within the remit of other divisions/units/centres.
5. The Division shall work closely with all necessary to ensure that the earlier stated aims and objectives are achieved.
6. The Division shall be headed by an educationist with a background in Radio or/ and TV work and staffed as necessary.
7. All educational institutions shall be encouraged to possess at least one Radio and, where worthwhile, a TV set each.

6.1.7 Library Services

Aims and Objectives

- i. To establish, equip, manage, maintain and develop an efficient library service in the national capital, provincial headquarter towns and eight districts.
- ii. To acquire books produced in and outside Sierra Leone and collect written materials both current and retrospective relating to Sierra Leone.
- iii. To receive all books and publications required to be deposited in the Central Library and headquarters of the National Library of Sierra Leone in accordance with the Publications Amendment Act 1962 and to preserve such books and publications.
- iv. To establish and maintain rural community libraries and information services and to participate in literacy campaigns.

- v. To establish a National Bibliographic Agency.
- vi. To stimulate public interest in books generally and in Sierra Leonean literature in particular and to promote reading for knowledge, information and enjoyment.
- vii. To sponsor, promote, assist and engage in the preservation of indigenous and traditional literary works.
- viii. To encourage the running of workshops and seminars on creative writing in English and the indigenous languages.
- ix. To provide leadership and co-ordinate library and documentation services in Sierra Leone and promote inter-library co-operation.
- x. To advise Government, parastatals, local authorities and other public bodies, on matters relating to documentation and library services.
- xi. To encourage and provide advisory services and technical assistance to schools, teacher training colleges and other educational institutions in the establishment, maintenance and re-furbishment of libraries.
- xii. To carry out and encourage research in the area of library and related services.
- xiii. To sponsor, arrange and provide facilities for conferences and seminars involving discussion of matters related to library and documentation services.

Policy and Actions

1. The National Library Service shall continue to be run by the Sierra Leone Library Board which shall consist of a Chairman and fourteen members appointed by the Secretary of State for Education. They shall hold office for a period of three years, meeting once a quarter. All existing legislation governing the functions of the Sierra Leone Library Board shall still hold.
2. The National Library Service shall continue to take all such steps as may be necessary to establish, equip, manage and maintain libraries in Sierra Leone.
3. The day to day running of the National Library Service shall be under the administration of a staff headed by a qualified librarian designated Chief Librarian.
4. A National Bibliographic Agency shall be established. It shall compile and publish a comprehensive national bibliography of Sierra Leone, provide bibliographical and reference services and act as the agency for the international exchange of library material.
5. The National Library Service shall receive and acquire books produced in and outside Sierra Leone and collect library materials both current and retrospective relating to Sierra Leone. The acquisition of books shall be in accordance with the Publications Amendment Act 1962.

6. The National Library Service shall establish and maintain rural community libraries and information services and participate in literacy campaigns.
7. The National Library Service shall promote reading for knowledge, information and enjoyment. It shall also sponsor, promote, assist and engage in the preservation of indigenous and traditional literary works.
8. Conferences, workshops and seminars on various aspects of the production of reading materials, documentation and related services shall be encouraged, and if the funds permit, sponsored by the National Library Service.
9. The Sierra Leone Library Board shall through the National Library Service, advise Government, parastatals, local authorities and other public bodies, on matters relating to documentation and library services. It shall also encourage and provide advisory services and technical assistance to educational institutions at all levels.
10. The National Library Service shall encourage and carry out research in the area of library, documentation and related services.
11. The Sierra Leone Library Board shall co-operate with the Institute of Library, Archive and Information Studies to ensure that a satisfactory number of librarians are trained each year.

6.2 PLANNING, EDUCATIONAL MANAGEMENT AND ADMINISTRATION

6.2.1 General Systems Management

Aims and Objectives

- i. To systematically reform and re-organise management and administration of education at all levels.
- ii. To carry out a comprehensive review of all structural, managerial and facilities capacities.
- iii. To examine operational constraints to effective and efficient educational delivery nationwide.

Policy and Actions

1. Since the control of education in Sierra Leone shall continue to be in accordance with the existing Education Act, all authority and responsibility for the control, direction and dimension of education in Sierra Leone shall continue to be vested in the Secretary of State for Education, who may delegate such authority as directed by the aforesaid Education Act.
2. Assuming acceptance by government of present proposals, the management and administration of education shall be extensively de-centralised and professionalised. Decentralisation shall be accompanied by some devolution of power and authority.

3. All executive and headship posts under the Secretary of State shall, as far as possible, be held by professional educationists.
4. Administrative and service matters shall be de-centralised to the regional and district education authorities as appropriate.
5. Assuming government approval of present proposals, a decentralised directorate system of management shall be adopted. The Director General and Chief Advisor to the Secretary of State in the organisation shall be the professional and administrative head of the Department of Education.
6. The directorates shall include Planning, Educational Programmes, Educational Services, Inspectorate, Resources - Personnel and Finance, and Support Services.
7. The day to day administration of education at the regional and district levels shall be under the Inspectorate of Education which shall be co-ordinated at Headquarters by a Director of Education (Inspectorate). The details shall be as spelt out in Section 4.1.4 of this document.

6.2.2 Funding of Education and Financial Management

Aims and Objectives

- i. To reverse the trend of resource deprivation experienced by education.
- ii. To re-examine, in order to maximise, all possible sources of funding for education at all levels.
- iii. more fully harness external sources of funding.
- iv. To adopt a systematic strategy for strengthening the involvement and support of local NGOs in the financing of specific programmes, segments, projects and/or activities at different levels of education.
- v. To explore and harness the participation and financial contribution of local organisations and individuals towards the development of education.

Policy and Actions

1. Government shall explore and harness all internal and external sources of funding necessary to ensure the proper funding of education.
2. Government shall further encourage and strengthen its partnership with private individuals and organisations in the provision of education.
3. The Department of Education shall adopt a more systematic strategy to solicit the involvement and support of NGOs in the provision of education.
4. The management and control of the limited finances available to education at all levels shall be strictly reviewed and extensively improved to eliminate wastage, omissions or/and misappropriations.
5. A Resource Management Team to advise the Secretary of State on resource matters shall be established.

6. The Accounts Division, to be designated the Finance sub-Directorate, shall be strengthened as detailed in Section 4.2.4 of this document.
7. Parents shall be made more aware of the need for them to financially support schools in the community.

6.2.3 Human Resources Management

Aims and Objectives

- i. To increase and improve the motivation and quality of individuals working in education.
- ii. To improve productivity and commitment in education and thus to improve the manpower and human resources situation at all levels of the educational system.
- iii. To obtain reliable data on teacher demand and supply.
- iv. To re-organise and rationalise the educational system.
- v. To further professionalise the teaching force.
- vi. To develop appropriate service structures, functions and motivational strategies for non-teaching education personnel at all levels.

Policy and Actions

1. The Department of Education shall establish a Directorate for Personnel under the Deputy Director General to administratively handle and advise the Secretary of State on all matters relating to personnel reviews, employment, welfare, training and records.
2. Appropriate steps shall be taken by the Department of Education in collaboration with the Establishment Department to harmonise the teaching service and to set up a Teaching Service Commission.
3. The Department of Education shall re-organise and rationalise the educational system emphasising those aspects detailed in Section 4.3.3a of this document.
4. The Department of Education shall improve the professionalism of teaching force emphasising those aspects detailed in Section 4.3.3b of this document.
5. Up to date data on teacher demand and supply shall be collected by the Planning Division of the Department of Education.
6. Appropriate service structures, functions and motivational strategies for non-teaching education personnel at all levels shall be developed by the Department of Education.

6.2.4 General Services

Aims and Objectives

- i. To improve the quality, efficiency and effectiveness of the secretarial, clerical, technical, maintenance and general services staff of the Department of Education.
- ii. To systematically re-organise and improve general services at the Department of Education.
- iii. To better equip the Department of Education.

Policy and Actions

1. General services at the Department of Education shall be re-organised and improved as detailed in Section 4.4.3 of this document.
2. The Department of Education shall establish a sub-Directorate (Unit) for Support Services under the Deputy Director General for effective administration and mobilisation of general services staff.
3. Improved training of general services personnel in education shall be immediately embarked upon.
4. Procurement of relevant equipment and repairs of available non-functional ones.
5. Training and retraining of the different skills, levels and categories of the general services personnel at all levels of the Department of Education and the Institutions.

6.2.5 School Facilities

The division of Planning at the Department of Education shall be responsible for the following:—

- i. assessing the quality of the existing school facilities throughout the country and also the possibility of expansion;
- ii. developing a school map showing the location of all schools and colleges in the country;
- iii. developing new school designs to match the National Education Action Plan class sizes;
- iv. assessing the furniture requirements of the expanded system and ensuring that there is an adequate supply of furniture and equipment.

Policy and Actions

1. The Planning Division of the Department of Education shall ensure that a nationwide school mapping exercise is carried out.
2. The Department of Education shall ensure that, finances permitting, adequate supplies of furniture and teaching equipment are provided for all schools.
3. A new design of school shall be developed to meet NEAP requirements.

6.2.6 Departmental Management Teams and Working Committees***Aim and Objective***

To establish a participatory approach aimed at getting the best out of all members of staff of the Department of Education.

Policy and Action

Every member of staff of the Department of Education shall participate as a member in one of the committees listed in Section 4.6.1 of this document.

6.3 MISCELLANEOUS - STUDENT AWARDS, COUNCILS AND COMMISSIONS**6.3.1 Student Awards*****Aims and Objectives***

- i. To provide awards and assistance aimed at meeting the country's human resource needs.
- ii. To operate a loan scheme for students at the tertiary level.

Policy and Actions

1. The Department of Education shall continue to administer and process all awards including all Fellowships and Training Awards of a general nature formerly being administered by the Department of Foreign Affairs and International Co-operation irrespective of the donor government/embassy.
2. The Department of Education shall administer all awards through its Scholarships Awards Advisory Committee/Fellowship and Training Awards Committee at Headquarters or by one of its regional sub-committees. The nature of the sub-committees shall be as stated in Section 5.2.2 of this document.
3. Awards shall be at all levels and take various forms.
4. At the tertiary level, the Department of Education shall investigate the possibilities of the introduction of a student's loan scheme to replace the current grants-in-aid scheme. Additional details shall be as stated in Sections 5.2.4 and 5.2.5 of this document.
5. The Fellowship Awards Officer of the Department of Foreign Affairs and International Co-operation shall become a member of the Scholarship Awards Advisory Committee/Fellowship and Training Awards Committee.

6. Representatives of donor governments/embassies/agencies shall be invited to sit in and participate in the selection procedure for their respective awards.
7. Conditions and criteria for awards shall be as published by the Department of Education. These shall be adhered to by the Scholarship Awards Advisory Committee and the various sub-committees in their selection procedures, and be reviewed every three years.
8. The Students' Section of the Department of Education shall be provided with adequate facilities and trained personnel to effectively monitor the planned changes detailed above.
9. The budgetary provisions for the Scholarship Awards Advisory Committee shall be increased in order for it to be able to accommodate its planned additional responsibilities.

6.3.2 The Sierra Leone Teaching Service Commission

Aims and Objectives

- i. To improve the present teacher management and control system.
- ii. To give professional support and raise the ethos of teachers and school heads.

Policy and Actions

1. A National Teaching Service Commission shall be established and maintained by Government for the recognition, transfer, promotion, discipline and overall control and management of all teachers in the Sierra Leone Teaching Service.
2. The recommended composition, duties and functions of the Commission shall be as spelt out in Sections 5.3.5, 5.3.6, 5.3.7 and 5.3.8 of this document.

6.3.3 The National Commission for UNESCO

Aims and Objectives

- i. To co-operate with various Ministerial Departments, agencies, institutions, organisations and individuals working in UNESCO's areas of competence so as to contribute to the maintenance of peace and security and the common welfare of mankind by participating in the activities of UNESCO.
- ii. To encourage the participation of the Government and non-governmental institutions as well as individuals, in the formulation and execution of UNESCO's programmes by mobilising on its behalf the assistance and support of Sierra Leone's specialised communities, and by assuming operational responsibility for some of UNESCO's programme activities.
- iii. To ensure the permanent presence of UNESCO in Sierra Leone and contribute to UNESCO's efforts to promote international co-operation in the field of intellectual activities.
- iv. To disseminate information on the objectives, programme and activities of UNESCO and endeavour to arouse public interest in them.

- v. To participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of other UN Agencies and international programmes.
- vi. To assume responsibility for the operation of UNESCO projects in Sierra Leone and for National participation in sub-regional, regional or/and international UNESCO activities.
- vii. To co-operate with the delegations of Sierra Leone at the General Conference and at other inter-Governmental meetings convened by UNESCO and to inform national agencies and institutions of the conclusions and recommendations adopted by these meetings.
- viii. To participate in the search for candidates for UNESCO posts, and in the placement of UNESCO Fellowship holders.
- ix. To undertake on its own initiative other activities related to the general objectives of UNESCO.

Policy and Actions

1. A National Commission for UNESCO shall be established as an autonomous body. The structure shall be as spelt out in Sections 5.4.3.1, 5.4.3.2 and 5.4.3.3.
2. The National Commission shall ensure that the aims and objectives detailed above are achieved.
3. The Department of Education shall ensure that there is a permanent delegation to UNESCO based in UNESCO Headquarters, Paris and that it is manned by Sierra Leoneans.

6.3.4 The Sierra Leone National Service Commission

Aims and Objectives

- i. To give youths of Sierra Leone a structured exposure to the problems and needs of the country and an opportunity to participate in its development.
- ii. To provide a sustained course of physical and mental training for youths of Sierra Leone.
- iii. To provide an opportunity for youths to gain greater inter-ethnic understanding, to develop greater love for the country and to share in national aspirations.

Policy and Actions

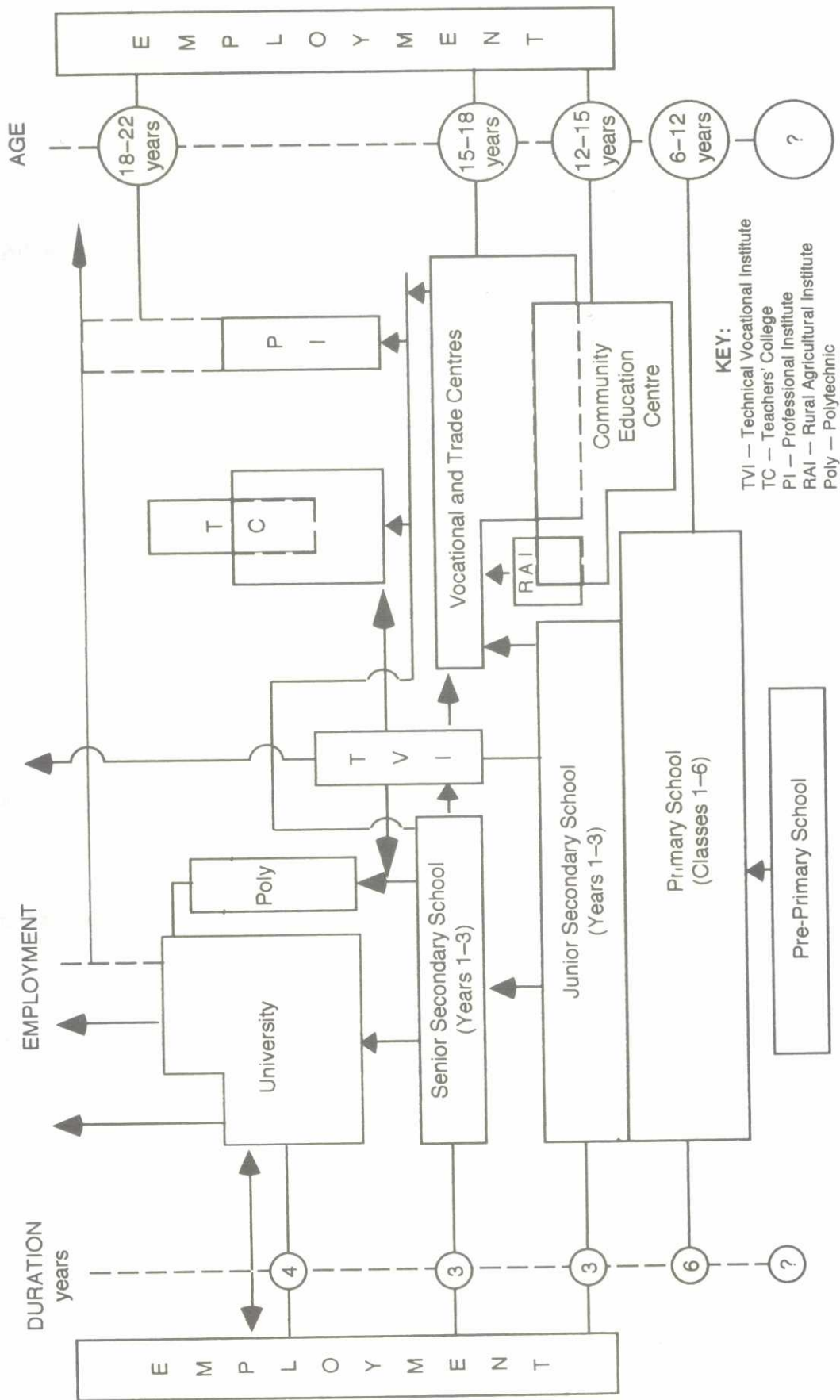
1. The Government of Sierra Leone shall establish a National Service Commission. Its structure and functions shall be as detailed in Sections 5.5.3, 5.5.4, 5.5.6 and 5.5.7.
2. Government shall set up a Committee to work out modalities and the machinery for the establishment of the National Service Commission.

3. No full time and permanent employment shall be undertaken by a graduate of any educational institution above the level of JSS III until he/she obtains a certificate of satisfactory completion of National Service. This shall include citizens of Sierra Leone returning home after a period of study abroad on an award obtained through government.
4. National Service shall last for a minimum period of one academic year (September to July). It shall involve service in any area of the country and take cognisance of the interests, ability and skills of each individual.

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APPENDIX 1 THE NEW EDUCATIONAL SYSTEM



APPENDIX 2

PROPOSED DEPARTMENT OF EDUCATION ORGANIZATION STRUCTURE (FINAL REVISED)

