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EDUCATION SECTOR CAPACITY DEVELOPMENT STRATEGY

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ACRONYMS

CCTT	Child-centred teacher training
CDS	Capacity Development Strategy
CEC	Community Education Centre
CEO	Chief Executive Office, MEST
CPD	Continuing professional development
CSO	Civil society organisation
CTA	Community and Teachers Association
DBOC	District Budget Oversight Committee
DD	Deputy Director (of Education)
Dec Sec	Decentralisation Secretariat
DEO	District Education Office
DSDP	Decentralised Service Delivery Project
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
ESP	Education Sector Plan
GoSL	Government of Sierra Leone
HR	Human resource
HRMO	Human Resource Management Office
IEC	Information, Education and Communication
INGO	International Non Governmental Organisation
IPAM	Institute of Public Administration and Management
JSS	Junior secondary school
LC	Local Council
LGA	Local Government Act
LGFC	Local Government Finance Committee
LGFD	Local Government Finance Department
LGSC	Local Government Service Commission

MDA	Ministry, Department and Agencies
MDG	Millennium Development Goal
MEST	Ministry of Education, Science and Technology
MLGCD	Ministry of Local Government and Community Development
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs
NCTVA	National Council for Technical, Vocational and other Academic Awards
NFE	Non-formal education
NGO	Non Governmental organisation
NGSP	National Gender Strategic Plan
NIETAR	National Institute of Education, Training and Research
PFMRU	Public Financial Management Reform Unit
PSC	Public Service Commission
PSRU	Public Sector Reform Unit
SMC	School Management Committee
SSS	Senior secondary school
TAB	Textbook Advisory Board
TEC	Tertiary Education Commission
TLM	Teaching and Learning Materials
TRMIP	Teachers' Records Management Improvement Programme
TSC	Teaching Service Commission
TTC	Teacher training college
TVET	Technical and vocational education
UUT	Untrained and Unqualified Teachers
WASSCE	West Africa Senior School Certificate Examination

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Foreword

Preparation of the Strategy

This Education Sector Capacity Development Strategy (hereafter “the Strategy”) was developed in 2010/11 by Education for Change Ltd for the Ministry of Education, Science and Technology (MEST) of Sierra Leone after an extensive research and participatory consultation process at national and district levels, and under the guidance of a Capacity Development Committee convened by the Education Development Partners.

Organisation of the Strategy document

The Capacity Development Strategy covers the short- and medium-term, outlining strategic actions to be undertaken for the forthcoming five years.

Section 1 addresses the management of the substantial changes in organisational structures, working practices and individual approaches that the implementation of this Strategy will both require and facilitate at all levels in MEST and other sector stakeholders.

Section 2 addresses the context and environment within which the Strategy has been developed and will, in the short-term, be implemented, outlining critical and sometimes unresolved issues that impact upon the education sector.

Section 3 addresses capacity issues that affect the whole of the education sector at both national and local levels, namely:

- Policy context and regulatory framework
- Human resource planning and management for the civil service in MEST
- Management of teachers
- Planning and coordination
- Decentralisation
- Financial capacity
- Communications and information-sharing
- Systems data and records management
- Monitoring and supervision of institutions
- Procurement and distribution of textbooks and teaching and learning materials

For each of these areas the Strategy summarises critical capacity issues, identifies key strategic objectives and proposes a number of strategic actions that will enable the achievement of those objectives, along with time scales, dependencies, responsible bodies and inputs required.

Section 4 uses the same model to address capacity issues specific to education sub-sectors, namely:

- Technical and vocational education and training
- Non-formal education
- Early childhood care and education
- Inclusion

The annexes to this Strategy provide disaggregated views of these sectoral and sub-sectoral strategic actions, and should

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be read alongside the main text of the Strategy:

- by timeline and dependencies;
- in a monitoring and evaluation framework; and
- in a gender framework

The final annex includes more detailed information on the roles and activities required for the management of change that will underpin the implementation of this Strategy.

How the Capacity Development Strategy fits into the education sector's policy and regulatory framework

The policy and regulatory framework of the education sector in Sierra Leone is principally defined by four key documents: the Education Act (2004), the Local Government Act (2004), the PRSP II: An Agenda for Change (2008-2012), and the Education Sector Plan (2007-2015). A number of more recent documents, particularly the Government White Paper on the Gbamanja Report (2010) and the revised National Education Policy (2010), as well as specific sub-sector policies, also have important implications for the education sector's priorities and objectives.

Capacity development has been consistently identified in these key documents as one of the most critical factors for the progress of the sector towards effective programme implementation and the achievement of defined targets. In both the PRSP II and the Education Sector Plan (ESP) in particular, capacity development has been included as a

specific strategic priority and goal for the education sector.¹

This Capacity Development Strategy was developed to provide a coordinated and coherent response to these concerns, through which the underlying capacity required to deliver on education policy objectives across the sector can be strengthened. It therefore links directly to the specific priorities of the PRSP II and ESP and underpins the development and implementation of all other legislation, policies, strategies, plans and programmes in both the education sector as a whole and its constituent sub-sectors.

Aim of the Capacity Development Strategy

The aim of the Education Sector Capacity Development Strategy is to enhance Government of Sierra Leone (GoSL) and civil society stakeholder capacity to be able to:

- make informed policies for the education sector;
- plan and deliver education services; and
- ensure educational quality in ways that can identify and respond to change and drive improvement.

¹ The PRSP II includes "Improve capacity to effectively and efficiently deliver education" as one of its four strategic priorities for education, whilst "Providing improved governance, planning and management" is one of the nine critical focus areas of the Education Sector Plan.

Strategic Objectives

The Capacity Development Strategy has 14 objectives:

1. Consistent, coherent and enabling **policies, legislation and regulatory framework** are in place and informing practice at all levels in the education sector.
2. MEST is able to plan and manage its own **human resources**.
3. Effective, functioning systems in place **for teacher recruitment, deployment, performance appraisal, promotion, development and separation** that serve all national needs.
4. MEST is able to mobilise the data, tools and personnel to undertake **strategic and operational planning** for all levels of the education sector, including the full integration of NGO and donor contributions, in accordance with sectoral priorities.
5. MEST has the capacity and capability **to collect, manage and use current data and evidence** to inform its own work and that of other education sector stakeholders.
6. The structures, systems and roles are in place to address effectively the emerging operational challenges and anomalies of **decentralisation** in the education sector.
7. MEST staff at all levels have the capacity **to plan, develop and deliver on educational budgets** effectively.
8. MEST has the infrastructure, structures and procedures in place to **communicate and coordinate more efficiently and effectively** within the education sector, and with external stakeholders and the general public about the challenges and benefits of investing in education.
9. The education system has the capacity to **monitor performance and supervise quality improvement** at all levels.
10. The **selection, procurement and distribution of textbooks and TLM** is rehabilitated and reoriented to ensure that basic education materials' needs are met and risks to transparency and accountability are mitigated.
11. The **technical and vocational education and training (TVET)** system provides demand-led qualifications that meet regional and international standards and enhance national employment prospects for sustainable development.
12. The structures, capacities and data are in place to provide an effective **regulatory and operational framework for Non-Formal Education (NFE)** that can begin to standardise and coordinate NFE provision.
13. **Early childhood care and education**, where available, provides a safe and positive environment.
14. The education system identifies children with **special educational needs** (for emotional, mental or physical reasons) and is able to provide them with suitable support, where possible within a mainstream school environment.

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Timing of strategic actions

This Strategy covers the period 2012 to 2016. However, the strategic actions outlined in this document have completion dates well within the five year timeframe as many of the actions (particularly around the establishment of systems, strategic reviews, and the development of policies and procedures etc.) are starting points for a process of capacity development that will take time to become embedded and fully functional within the education sector. In the case of reviews or developing policies and plans, these strategic actions will also result in a range of detailed actions and strategies to be carried forward. The timeframe for this Strategy recognises and accommodates these issues by allowing sufficient time for the subsequent implementation, embedding and follow-up of strategic actions.

It is also important that this Strategy is fully reviewed after three years to take into account the outcomes of completed strategic actions as well as the ongoing development and shifts in the education sector and the wider context.

Inputs to strategic actions

A number of the inputs for the strategic actions of this Strategy specify the need for a consultant. It is recognised that these consultancy inputs are relatively high. However, given the limited capacity and staffing currently available within MEST, the sourcing of external assistance (both national and international) is unavoidable for many of the technical tasks involved in this Strategy.

The consultancy inputs are listed as short, medium or long, referring to consultancies of: up to 2 months; 3-6 months; and 6-12 months respectively.

Costs

On the basis of these estimated inputs the Strategy has estimated costs for each strategic objective. The total cost for the CDS is estimated at US\$3.32million

It must be emphasised that these are estimates and need to be reviewed on the basis of more detailed needs assessments (e.g. for training duration and numbers of persons) and potential economies of scale.

Change management

The implementation of this Strategy relies on, and has the potential to facilitate, a transformation in the way that MEST, in particular, and other sector agencies work. This transformation will manifest itself in three important ways:

- Staff will be introduced to new ideas and acquire new skills and competences underpinning their own capacity to innovate and develop;
- Organisational structures and working practices that currently inhibit positive change will be modified;
- Organisational cultures that are bureaucratic, closed and non-accountable will move towards that of open, communicative and receptive organisations, committed to transparency and accountability.

Such transformation is an essential condition for the implementation of this Strategy. It will entail considerable change on the part of individuals and necessitates their willingness to participate and take responsibility for their own and their agencies' capacity development.

To accomplish this transformation within the framework of the Strategy, change management mechanisms and methods should be put in place as a precursor and facilitator of successful strategy implementation.

Change management in context

Change management is a broad set of activities aimed at successfully introducing change, which enables all change aspects of a project or programme (i.e. process, people, performance, stakeholder engagement, organisation and technology) to be integrated for successful results, and helps to prepare people for planned changes with the least disruption to the organisation or system.

In the context of the Capacity Development Strategy, change management should focus on:

- supporting the overall acceptance of the Strategy across the education sector and among key stakeholders;
- proactively promoting engagement and adoption of the strategic actions rather than simply reacting to issues as they arise;
- preparing key stakeholders and those impacted by the strategic actions for change well in advance of implementation;
- linking the strategic actions with other current programmes within the education sector where possible;
- ensuring that the Strategy implementation is monitored, reviewed and updated in the light of new developments that impact on the education sector (see Annex 4).

Change management roles

The following personnel should be identified within the existing education system and tasked with key change management responsibilities in the framework of the Strategy. In order for this change management process to be fully embedded within the education sector's structures and operations, it is important that the personnel chosen for these roles are appropriately positioned throughout the sector. Individuals should enact their change management responsibilities within the context of their existing roles, utilising their understanding of how their specific team or colleagues operate to support the introduction of change in ways that are directly relevant and appropriate to them. More detailed descriptions of the change management roles can be found in Annex 4.

Change Sponsor

The change sponsor has the authority, seniority, power, enthusiasm and time to lead and oversee the implementation of the Strategy. The change sponsor should not get involved with the day-to-day management of strategic actions, but should support and monitor overall progress.

The change sponsor also ensures that the necessary resources are available throughout the Strategy implementation process and accepts ultimate responsibility for its successful implementation.

Change Manager

The change manager has the expertise to manage the Strategy implementation. As the Planning and Policy Directorate of MEST should play the lead role in the overall management of Strategy implementation, the change manager should be located within this Directorate. He or she may be an experienced project or programme manager with responsibility for the day-to-day implementation of the strategic actions. The change manager:

- finalises the implementation and action plans and agrees these with the responsible bodies;
- designs the communication plan to promote and advocate for the strategic actions;
- monitors overall progress;
- facilitates key events to build commitment for and engagement in the strategic actions; and
- liaises with stakeholder groups on Strategy implementation.

Change Agents

The change agents are those people that really make the difference implementing the strategic actions at departmental or local levels. The role of change agent often falls to middle managers because they have the influence and the authority to take action. Effective change agents need to be dedicated to the planned strategic changes and should be provided with

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the support and time to accept the change implications of the Strategy before they are required to seek commitment from their staff and departmental colleagues.

Change agents are usually responsible for:

- gaining commitment for the strategic changes;
- monitoring and reporting progress, and facilitating evaluation activities;
- consulting and identifying bottlenecks; and
- disseminating lessons learned.

Context and environment

There are a number of contextual and organisational issues, at a wider governmental and national level, which strongly impact upon how the education sector operates and develops, but which lie beyond the boundaries of MEST to influence. The development of this Strategy has taken into account and been shaped by these issues.

HR management and planning

MEST personnel

- Recruitment into MEST is guided by the 2009 Scheme of Service and is an ongoing process. However, not enough qualified and experienced people are available for recruitment into most of the currently vacant positions within MEST at both national and district levels.

- The Public Services Commission (PSC) and HRMO play key roles in recruitment into senior and middle management posts in the civil service, including MEST, within the limitations of government budgets for new recruitment across all ministries, departments and agencies (MDAs). The recruitment process through HRMO and the PSC can be lengthy and delays have been exacerbated by MEST's poor performance in the annual manpower and HR planning process.
- Whilst recruitment to MDAs is guided by the annual manpower and HR planning process overseen by HRMO, political influence amongst the MDAs can cause divergences from these plans and the reallocation of agreed numbers of vacancies to be filled between MDAs.
- HRMO has introduced new procedures on recruitment, promotion and separation for civil servants. New performance management procedures are also to be developed and rolled out, but there may be a long lead in time for this as the HRMO staff are themselves new to HR and performance management.

Local Councils

- The Local Government Act 2004 states that Local Councils, in consultation with the Local Government Services Commission (LGSC), may establish thematic departments (e.g. education) and that school supervisors are to be devolved from MEST to Local Councils.

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However, there is an evident lack of absorptive capacity and willingness among Local Councils to take on school supervision staff from DEOs.

- At local levels there are not enough qualified and experienced people available for recruitment into the majority of vacant positions.

Teachers

- There are significant financial constraints on increasing recruitment into the teaching workforce and bringing existing teachers onto the payroll (both qualified and unqualified).
- The Public Sector Reform Unit's (PSRU) Civil Service Reform Programme has initiated staff verification exercises to overhaul staff records, remove 'ghost' names on the payroll and retire over age employees across the civil service (including teachers). The completion of these staff verification exercises is a pre-condition for the implementation of a number of government-wide and MDA-specific human resource initiatives.
- For the education sector the verification of the teaching workforce, under the Teacher Records Management Improvement Programme (TRMIP), has been delayed due to funding constraints. There are, therefore, delays to HR developments in the sector including restarting larger-scale teacher recruitment, the devolution of the teacher payroll, the implementation of the civil service pay review,

and the introduction of Personnel Management training for MEST by HRMO as part of the Integrated Financial Management Information System's (IFMIS) Human Capital Accountability module,

Decentralisation

- According to the National Decentralisation Policy, all functions are to be devolved to Local Councils by the end of 2012. There are a number of government-wide and education sector tasks that require progressing and completion before then (e.g. TRMIP should be completed before payroll devolution).
- The regulatory and operational frameworks of decentralisation have yet to be settled fully, with a number of anomalies remaining between the Local Government Act and sectoral regulation (including education), and the recent introduction of District Officer positions.
- The Information, Education and Communications (IEC) strategy on decentralisation has yet to be developed and rolled out to promote and increase understanding of decentralisation among members of the public.

Finance

Budget allocations and planning

- The Medium-Term Expenditure Framework (MTEF) sets sectoral budget planning for three years (current term 2010-2012), but adherence to these figures is very

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challenging for the Ministry of Finance and Economic Development (MoFED) due to high dependence on unpredictable national revenue collection and donor funding which make annual (or even quarterly) budget forecasting difficult. The Macro Fiscal Section now established within MoFED is taking steps to improve this situation by enhancing the credibility and reliability of revenue flow forecasts.

- Budgets are released quarterly, but delays in overall and sectoral government budget approvals often means the first quarter release is delayed with knock-on effects on all planned activities and programmes.
- MoFED has recently issued a directive to all MDAs stating that underspent quarterly budget allocations will no longer be rolled over into the next quarter, thus putting pressure on the efficient and timely execution of budget plans by MDAs.

Financial accountability and transparency

- The Integrated Public Financial Management Reform Project has introduced policy and budget hearings, with participation from Budget Oversight Institutions and civil society representatives, where each MDA is required to present and defend their strategic plans and proposed plan of activities and budget for the year.

- The IFMIS continues to be rolled out across MDAs, including MEST, with ongoing support and capacity building by the Public Financial Management Reform Unit.
- A Financial Management Information System is also being rolled out across Local Councils to improve accountability, transparency and financial management at this level.

Local capacity and revenues

- There is a widespread lack of adequately trained and experienced people available for financial officers' and bursars' positions in DEOs and schools.
- The role of District Budget Oversight Committees (DBOCs), who report to the Budget Bureau in MoFED, is crucial to improving the accountability and financial monitoring of Local Councils, but DBOCs' capacities, activities and effectiveness are highly variable across districts.
- The relationship between Local Councils and chiefdoms in receiving and managing local revenues, and their willingness to allocate revenue funds to education, is inconsistent across districts.

Information and communications

- National telecommunications provision, allowing internet connectivity and broadband provision, is currently very weak, making central-local government communication extremely difficult, and much depends upon national plans

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for improvement. Meanwhile, there is increasing use of mobile broadband among individuals.

- An e-government initiative is underway in five MDAs (as part of Civil Service Reform Programme Component 3), although MEST is currently not involved since it lacks sufficient ICT capacity; it could be included in the second phase.
- Transport infrastructure (road construction) has been a GoSL development priority; travel off the main routes is nonetheless challenging and time-consuming.
- The National Decentralisation Policy includes the creation of IEC units in Local Councils and the establishment of communication systems and protocols for local to central government communications under the IEC strategy for decentralisation. These are not yet fully in place, and dependent in part on national infrastructures.

Gender

- Under the Gender and Anti-Corruption component of the PSRU's Civil Service Reform Programme, gender audits are to be carried out in MDAs, supported by HRMO, with subsequent gender action plans identified in each MDA. The capacity of HRMO and the plans for the roll-out of such audits in the MDAs, however, are unclear.
- The National Gender Strategic Plan (NGSP) 2010-2013 makes the enforcement of the Girl-Child Education Policy

a priority, including incentive schemes for girls' retention in the education sector.

- The capacity for gender budgeting at all levels of government remains limited, and the initiatives identified in the NGSP to enhance this are yet to be fully realised, including: training on gender budgeting and accountability for focal points, planners, Local Councils and DBOCs; gender-responsive budgeting committees at national, regional and district levels; and gender allocation budget tracking in all MDAs.
- Further support on gender for Local Councils should be forthcoming under the strategic actions of the National Decentralisation Policy which include the establishment of Gender Units in Local Councils, facilitating gender mainstreaming in Local Council development planning, and training to enhance Council staffs' gender analytical skills. Further clarification is needed, however, on how, when and by whom these actions are to be implemented.
- Village level Child Welfare Committees, created under the Child Rights Act 2007, are responsible for monitoring the advancement of girl child education.

Capacity development across the education sector as a whole

Policy context and regulatory framework (Code PR)

Critical issues

The regulatory framework of the education sector is largely defined by two key pieces of legislation: the Education Act (2004) and the Local Government Act (2004). Ambiguities and inconsistencies exist in critical overlapping areas of these two Acts, however, particularly in relation to the delineation of roles and responsibilities between DEOs and Local Councils. As a result there has been considerable confusion, tensions and delays in the process of devolving education functions to Local Councils, which threaten institutional capacities for the delivery, support and monitoring of education at district levels.

An amendment to the Local Government Act has recently been drafted which aims to increase its consistency with other key legislation, including the Education Act. A taskforce has also been proposed to examine the Education Act itself. How both of these initiatives are to be rolled out, coordinated and defined (i.e. which legislation and amendments take precedence over existing legislation) will be critical in determining the extent to which the ambiguities in the regulatory framework for education will be clarified.

A further major challenge for the education sector is the effective translation of policy into practice. An expanding

range of education policies, plans and strategies have been developed within the sector and its constituent sub-sectors in recent years, creating the potential for enhanced coordination and coherence in the pursuit of agreed objectives. Yet the development, circulation and discussion of these documents has remained within very limited circles, with many key stakeholders having only had minimal access to and engagement with them. There is thus a widespread lack of awareness, knowledge and understanding of the content, context and inter-linkages of the various education sector policies and strategies among staff and stakeholders within MEST and especially at district and school levels. This has inevitably resulted in the poor integration and implementation of policies and a lack of coordination and consistency across the sector.

Difficulties in policy integration and implementation have also been greatly exacerbated by weaknesses in the policy development process. There is a widespread lack of evidence in the sector and insufficient use of what limited evidence is available to inform policy and planning. This has created a disjuncture between policy contexts, approaches, objectives and timelines, and the realities and possibilities on the ground. As well as strengthening the collection and utilisation of education data, stronger institutionalisation of consultation processes to feed into policy design, implementation and evaluation is also required to bridge this gap and enhance stakeholder ownership and engagement with policy.

The education sector as a whole: Policy context and regulatory framework (PR)

In this context, how MEST makes best use of the limited research capacities within the country to support the education sector is a crucial question. If placed within an overarching body such as NIETAR (should the government choose to pursue this proposal), research is unlikely to receive sufficient priority and focus among the wide range of functions that is proposed for this institution. Given the existing capacity constraints for research, it is also impractical for MEST to be able to build up adequate research capacity internally. It is important, therefore, that strategic partnerships with wider research providers within Sierra Leone are forged.

The estimate cost of this strategic objective is 215,000USD

Strategic objective 1

Consistent, coherent and enabling policies, legislation and regulatory frameworks in place and informing practice at all levels

The education sector as a whole: Policy context and regulatory framework (Code PR)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
PR1	Establish proposed taskforce to coordinate with the work of the Local Government Commission in harmonising the Local Government Act and the Education Act	Mid 2012		MEST Planning and Policy Directorate	Expenses for taskforce Legislative drafting etc.
PR2	Draw up appropriate amendments and revisions to other education-related legislation and derived policies	Late 2012	PR1	MEST Planning and Policy Directorate	Legislative drafting etc. Printing and dissemination of amendments
PR3	Ensure public consultation process and mechanisms are used to widen stakeholder ownership and engagement for policy and legislative development, implementation and evaluation	Ongoing		MEST Planning and Policy Directorate	Expenses for consultation (public meetings, transport etc.)
PR4	Develop and disseminate a clear summary document of the key goals, objectives, outcomes and strategies for basic education from all relevant policies and planning documents that underpin education sector development	Early 2013	PR1 PR2 ESP review	MEST Planning and Policy Directorate	Design cost Printing and dissemination meetings On-line distribution

The education sector as a whole: Policy context and regulatory framework (Code PR)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
PR5	Establish systems to ensure available evidence and data are integrated into policy formulation and planning processes	Early 2013	SD2 SD3	MEST Planning and Policy Directorate	Consultant (medium): approaches to statistical reporting and identification of policy issues
PR6	Strengthen and utilise national education research capacities through a coordinated approach	Mid 2013	Decision taken on NIETAR role and responsibilities	MEST Research and Curriculum Directorate Universities	Support to joint research programmes regionally and internationally Research funding

Human resource planning and management for the civil service in MEST (Code HR)

Critical issues

Lack of personnel is the most crucial capacity gap across all parts of the education sector, particularly in MEST itself. One of the first steps must be to accelerate recruitment so that there are sufficient staff in place to carry out other capacity development responsibilities.

Rapid recruitment is partially outside MEST control as it is subject to HRMO and PSRU processes, political influence between MDAs overruling established recruitment plans, and the limited availability of sufficiently qualified and experienced people for education posts at all levels. However, unless ways are found to accelerate recruitment to core MEST vacancies at national and district levels, the implementation of many of the strategic actions in this Strategy will face delays.

Within this context there are a number of critical issues in MEST itself which must be addressed to enhance the efficiency of recruitment. There are significant weaknesses in HR planning within MEST, resulting in a heavy reliance on HRMO support. A lack of capacity to coordinate and prioritise recruitment effectively across the sector means MEST is unable to take full advantage of the annual manpower and HR planning process to establish its strategic HR needs within the government-wide framework. Its annual recruitment plans are thus susceptible to changing MEST Directorate agendas,

causing additional delays for the recruitment process.

The challenges for new recruitment also enhance the importance of making the most of existing human resources. The capacity within MEST to manage staff performance and to ensure that current staff members have the capabilities and skills to match their roles is limited. The strengthening of support structures for staff development is therefore crucial to underpin MEST's ability to operate effectively and deliver on its responsibilities. Such structures must move away from the existing *ad hoc*, piecemeal staff development approaches, and become an integral part of a coordinated, strategic and effective HR management framework in which the new HRMO performance management guidelines will form a crucial element. This framework must clearly map out and link required roles, performance, competencies and pathways to achieve these for individuals, divisions and directorates.

This in turn is reliant on having a sufficiently staffed and trained HR Division within MEST to develop and support such a framework. The ongoing recruitment process for MEST and support from HRMO are currently tackling this issue and are critical first steps in strengthening MEST's HR capacity.

The estimate cost of this strategic objective is 125,000USD

Strategic objective 2

MEST is able to plan and manage its own human resources

The Education Sector as a whole: HR planning and management for the civil service in MEST (Code HR)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
HR1	Establish and institutionalise a transparent annual HR planning process in MEST that follows established HRMO procedures and schedules, and aligns with long-term MEST recruitment plan	Late 2012	MEST HR Division adequately staffed and functional	MEST HR Division	Consultant (short)
HR2	Provide sufficient support, guidance and training for MEST managers to ensure that performance management is adopted and institutionalised in MEST	Early 2013	HRMO guidelines for performance management	MEST HR Division, HRMO	Performance management training from HRMO Printing of Performance Management guidance
HR3	Develop and disseminate a competency framework covering all grades and roles within MEST	Mid 2013	MEST HR Division adequately staffed and functional	MEST HR Division, HRMO	Dissemination of competency guidelines
HR4	Develop and embed a training needs analysis (TNA)	Late 2013	HR3 Adequate numbers of staff in posts	MEST HR Division and Professional wing of MEST	Consultant (medium): TNA process and design TNA assessments
HR5	Develop and initiate a coordinated staff development programme at all levels of MEST	Early 2014	HR3 HR4	MEST HR Division	Training costs

Management of teachers (Code TM)

Critical issues

With dramatic increases in basic education enrolments over the past decade there have been huge challenges in maintaining adequate teacher numbers and quality. Many schools have vacant posts and this is exacerbated by uneven geographical teacher deployment (with difficulties attracting and retaining teachers in rural areas) and teacher shortages in certain subjects such as Maths and Science. The 2010 School Census data will provide a much needed update on the scale and scope of these issues.

New teacher recruitment is currently on hold, pending the completion of TRMIP and the summary retirement of teachers over sixty years of age. These initiatives will free up posts for both newly qualified teachers and those qualified teachers currently occupying vacant teaching posts but not on the national teaching payroll.

Until these initiatives are completed, many schools will remain reliant on qualified teachers who are not on the national teaching payroll and untrained /unqualified teachers to fill their vacant posts.

Once new teacher recruitment is underway, financial constraints will necessitate a strategic and long-term approach to building the teacher workforce in line with prioritised national needs (such as subject area shortages, geographical deployment, and increasing the numbers of

female teachers). Establishing and maintaining accurate teacher data will be essential in this regard, particularly in light of the eventual devolution of teacher recruitment under the Local Government Act. Both the Teaching Service Commission Act (2011) and the National Policy on Teacher Training and Development (2010) recognise this in calling for a national teacher database. The foundations and baseline data for this will be provided by the completion of the teacher record verification exercise under TRMIP, but effective and robust systems and processes are required to ensure that this data is maintained and updated.

A related issue is the efficiency of procedures for teacher recruitment, deployment, promotion and separation which minimise delays and improve quality in both processing applications and updating corresponding systems to reflect and act on changes in teachers' statuses (e.g. remuneration levels on promotion). Strengthening these procedures will not only support accurate and up-to-date data for strategic planning and monitoring, but will also impact positively on the morale and performance of the teaching force as changes to their official status are seen to produce more timely and tangible effects. HRMO's new human resource procedures and guidelines for civil servants provide a strong template and framework for such improvements.

A further key question is how the large numbers of untrained and unqualified teachers are to be incorporated into the formal teacher workforce. Existing distance education initiatives have

The Education Sector as a whole: Management of teachers (Code TM)

begun to address this issue, but remain limited in comparison to the scale of the national situation.

Teacher development and high levels of teacher attrition are also of concern. Coordinated teacher management systems at national and local levels, which incorporate structured professional development to meet the needs of teachers, Head Teachers and Principals, are currently lacking. The teacher career structure is also relatively flat and rigid, offering few opportunities for teacher advancement and development.

The recently approved Teaching Service Commission (TSC) will play a crucial role in addressing many of these issues. However, considerable work remains to ensure that this becomes an effective body with the capacity to deliver on its wide-ranging functions.

The estimate cost of this strategic objective is 525,000USD

Strategic objective 3

Effective, functioning systems in place for teacher recruitment, deployment, performance appraisal, promotion, development and separation that serve all national needs

The Education Sector as a whole: Management of teachers (Code TM)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
TM1	TSC is established, staffed and functional	Early 2012		MoFED, MEST, Office of the President	
TM2	Clarify and confirm the operational functions, structures and capacity of the TSC (personnel and organisational) required to fulfil its responsibilities as set out in the TSC Act	Late 2012	TM1	TSC	Consultant (medium): organisational, functional review
TM3	Develop a specification on a) what teacher data needs to be held and where, and b) how this will be collected, used, updated and disseminated and who has the responsibility and ownership of this process	Mid 2012		TRMIP, TSC	Intended outcome of TRMIP Consultation with stakeholders Specification disseminated
TM4	Develop a Teacher Management System consistent with the specification and serving all stakeholders	Mid 2013	TM3	TSC	Consultant (medium) Storage infrastructure and security for records
TM5	Develop and adopt new HR standards, guidelines and procedures for the management of teachers, consistent	Early 2013	TM1 TM2	TSC	Development of standards and guidelines

The Education Sector as a whole: Management of teachers (Code TM)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
	with those now operational for the Civil Service, including recruitment, promotion, transfer and separation				Dissemination of guidelines Training design Training (national scale)
TM6	Support Local Councils to adopt HR standards, guidelines and procedures for the management of teachers consistent with those now operational for the Civil Service	Mid 2014	TM1 TM5 D1	TSC in collaboration with Dec Sec	Development of standards and guidelines Dissemination and training workshops
TM7	Establish systems for quality assurance and monitoring of Local Councils for teacher recruitment, dispute resolution etc.	Mid 2014	TM1 TM5 TM6 D1	TSC	Consultation meetings Training
TM8	Develop a ten-year teacher recruitment plan that is evidence-based, addresses regional needs, subject areas etc, and prioritises bringing onto the payroll qualified and practising teachers currently not on the payroll and legitimising unqualified teachers	Mid 2013	TM1 TRMIP completed TM4	TSC, MEST	Consultant (medium): teacher recruitment and deployment planning

The Education Sector as a whole: Management of teachers (Code TM)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
TM9	Undertake a review of teacher grading and career structures and link this to performance appraisal systems	Mid 2013	TM1	TSC	Consultant (medium)
TM10	Establish systems to identify the professional development needs of Head Teachers, Principals and teachers, and to evaluate the effectiveness of professional development inputs	Early 2014	TM1 TM4	TSC in collaboration with universities and teacher training colleges	Professional development needs assessment Consultant (short): tools to evaluate professional development Operational costs to monitor professional development
TM11	Develop means of coordinating professional development activities for Head Teachers, Principals and teachers	Mid 2014	TM1 TM10	TSC	No cost
TM12	Investigate incentive systems, recruitment practices, bonding etc. to ensure equitable deployment of teachers across the country	Late 2014	TM1 TM8	TSC, MEST Planning and Policy Directorate	Consultant (medium): deployment strategies and systems review

Planning and coordination (Code PC)

Critical issues

The capacity of MEST to lead the planning and coordination of the education sector effectively is a fundamental element in achieving sectoral goals and objectives. This is particularly the case in light of budgetary constraints and decentralisation, which have enhanced the importance of the efficient use of resources and increased the complexity of relationships and inputs between sector stakeholders.

To match the ambitions of the education sector, planning and coordination capacities and processes require significant strengthening and expansion at all levels within MEST. Lack of personnel with appropriate skills, competences and mandate for senior and middle management posts has exacerbated the difficulties arising from directorates operating largely as entrenched silos. Having an overview of programmes or plans is therefore extremely challenging and the intervention of any coordinating function faces significant barriers.

These difficulties within central MEST extend to, and are compounded. in the districts. Articulated planning cycles and reporting between different levels in MEST and with other stakeholder agencies are currently inadequate to ensure coordination and coherence in activities, priorities, timings and resource-utilisation across the sector and the country.

This is closely related to the limited access to and use of accurate data, regulatory and guidance documents that should provide the framework for such coordination.

The estimate cost of this strategic objective is 310,000USD

Strategic objective 4

MEST is able to mobilise the data, tools and personnel to undertake strategic and operational planning for development and service delivery for all levels of the education sector, including the full integration of NGO and donor contributions, in accordance with sectoral priorities

The Education Sector as a whole: Planning and coordination (Code PC)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
PC1	Prioritise recruitment to the Policy and Planning Directorate, provide appropriate staff training, and integrate the ESP Secretariat into the Directorate structure	Mid 2012		MEST HR Division, Planning and Policy Directorate	Training: for new Planning and Policy staff Integration of ESP Secretariat to be considered in ESP review
PC2	Provide all central MEST Directors with appropriate training and support in strategic and programme planning	Late 2012		MEST HR Division	Training IT support
PC3	Provide all District Deputy Directors with appropriate training in strategic planning	Late 2012		MEST HR Division	Training IT support
PC4	Establish systems to ensure that DEO technical advice and strategic plans are fed into the educational components of Local Council district development planning	Mid 2013	PC3	Dec Sec, Local Councils	Print guidance and protocols Meeting costs (national)
PC5	Establish monitoring systems to ensure the educational components of District Development Plans are aligned to sectoral priorities and goals	Mid 2013	PC3 PC4 PR4	Monitoring Unit of Dec Sec, DEOs	Coordination with DSDP Phase II monitoring Guidelines Training District Plan review process

The Education Sector as a whole: Planning and coordination (Code PC)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
PC6	Develop systems (including the fortnightly Inclusive Management Team meetings) to enable all MEST Directorates and other relevant Ministries to coordinate and exchange information on operational plans	Mid 2012		CEO	No cost
PC7	Develop a framework of operational planning of key MEST activities (budget planning, data collection, procurement of textbooks and TLMs, examinations etc.) across all levels (centre-district-schools) and ensure that this is updated annually	Mid 2012	PC6	MEST Administration, with input from all MEST Directorates	Consultant (short): approaches to planning Dissemination costs
PC8	Produce an annual education calendar that provides key dates and requirements for districts and schools; the calendar to be delivered to district stakeholders before the start of each academic year to act as a standardised template for operational planning at district levels	Late 2012	PC7	MEST Administration	Publication and dissemination costs
PC9	Establish processes to coordinate the operational planning of the education sector at district level within the annual education calendar framework	Early 2013	PC8 SD1	Local Councils and DEOs	District and Local Council coordination meetings

The Education Sector as a whole: Planning and coordination (Code PC)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
PC10	Establish guidelines for MEST-NGO coordination that integrate donor and NGO plans and activities into the established operational planning cycles and procedures of MEST	Late 2012	PC7	MEST Aid Coordination Division	Guidelines Consultation costs Dissemination of information
PC11	Establish a system of regular information exchange between the MEST Aid Coordination Division and the DEOs on relevant NGO and donor plans so as to ensure effective coordination at district level	Early 2013	PC10	MEST Aid Coordination Division, DEOs	Document and dissemination costs
PC12	DEOs and Local Councils hold regular consultation meetings with NGOs at district level to feed into their annual operational planning and reporting	Early 2013	PC9	DEOs, Local Councils	Meeting costs

Systems data and records management (Code SD)

Critical issues

Currently the sector has a poor evidence base and there is limited use of data to underpin planning and decision-making.

However, the Planning and Policy Directorate of MEST has recently completed a 2010 school census, which provides essential information and data on the education sector. Efforts are also underway to strengthen the EMIS Division within this Directorate.

The results of the TRMIP (when completed) should also provide a robust evidence-base for teacher workforce planning and management.

There is lack of clarity about the purpose of some school level data gathering, whether for control, for planning or for both, and on the reconciliation and use of that data. The same data may be requested by different sources within the education sector, for instance Local Councils and DEOs may each collect varying enrolment data for different purposes and at different times.

There has been no reconciliation of the different tools and procedures: most data is collected manually at school level by head teachers with no IT support.

The 2010 school census and current plans for the 2011 school census are positive and significant steps forward in establishing basic data on the education sector but further

efforts are required to develop a comprehensive data system that can integrate administrative and other data to inform management and planning.

There is a strong need to strengthen the culture of record keeping and use of records for diagnosis and planning at all levels, and records management requires a coordinated approach across the system.

The estimate cost of this strategic objective is 95,000USD

Strategic objective 5

MEST has the capacity and capability to collect, manage and use current data and evidence to inform its own work and that of other education sector stakeholders

The Education Sector as a whole: Systems data and record management (Code SD)

Strategic actions:

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
SD1	Forge an agreement between MEST and MoFED and other MDAs on education data collection and reporting to ensure a single system for educational data	Late 2012		MEST Planning and Policy Directorate	Meeting costs Publication and dissemination of educational data procedures to all stakeholders
SD2	Develop standards, procedures and responsibilities for education data, covering collection, storage, exchange, reporting and dissemination to meet the data needs of MEST and other education stakeholders	Late 2012	TM3 SD1	MEST Planning and Policy Directorate, in collaboration with Statistics Sierra Leone and TSC	Consultant (medium): data management
SD3	Establish a records management system and guidelines, with training provided across MEST	Late 2012		MEST Administration	Consultant (short): records management Training

Decentralisation (Code D)

Critical issues

Decentralisation has been introduced into education sector structures without adequate attention to the structural and operational changes needed to harmonise those pre-existing structures with the requirements of decentralisation.

As a consequence of these structural issues, decentralisation processes have not yet been fully worked out or implemented.

In particular, at district and school levels there is evident confusion when different stakeholders interpret different meanings and approaches to decentralisation from the various frameworks that exist, creating conflicts and stalled operations. There is a need to reinvigorate decentralisation implementation and improve clarity and understanding of roles and relationships.

The recent National Decentralisation Strategy (2010) should provide a new impetus to the decentralisation process across all sectors. A very ambitious target has been set in this strategy for the completion of the full transfer of functions from the central government to local governments by the end of 2012. Two critical steps have been outlined for this: the harmonisation of sectoral policies with the decentralisation policy; and the development by each devolving MDA of a Strategy and Action Plan to guide devolution in their sector. This presents an opportunity for MEST to take stock of the existing progress towards decentralisation in the education

sector, identify the challenges and obstacles, and develop appropriate ways forward.

The estimate cost of this strategic objective is 280,000USD

Strategic objective 6

The structures, systems and roles are in place to effectively address the emerging operational challenges and anomalies of decentralisation in the education sector

The Education Sector as a whole: Decentralisation (Code D)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
D1	Develop a Strategy and Action Plan (as required in the National Decentralisation Policy) to guide the devolution of those educational functions still to be devolved	Mid 2012	PR1	MEST Policy and Planning Directorate, Dec Sec	Consultation meetings
D2	Review the job descriptions and establish clear reporting lines for District Deputy Directors, inspectors and supervisors, and Local Council Education Officers (where they exist), to reflect their changed roles under decentralised structures	Late 2012	PR1 PR2	MEST Directorate of Inspectorate, Local Councils	Dissemination meetings for reviewed job descriptions and clarified reporting lines
D3	Ensure the devolution of supervisors to Local Councils is enforced, with systems to maintain data and information flow between supervisors and the DEOs	Mid 2013	D1 PC9 MS2	LGFD, MEST	No cost
D4	Implement the decentralisation of teachers' payroll and recruitment to Local Councils	Late 2014	TRMIP completed D1 TM6	MoFED, TSC	Payroll and recruitment guidelines IT infrastructure Training Monitoring

The Education Sector as a whole: Decentralisation (Code D)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
D5	Introduce School Development Plans as a three-year planning tool for schools, incorporating a focus on quality improvement in schools	Mid 2014	MS3	MEST Planning and Policy Directorate, Inspectorate Directorate	Consultant (medium): school development planning Guidelines National training (HT/Principals, supervisors and inspectors)

Financial Capacity (Code FC)

Critical issues

Financing for education is inadequate for all needs; however, within the overall financial constraints of the GoSL, the total amounts available to the education sector from central government are unlikely to be increased dramatically in the near future.

Efforts need to be focused on increasing the efficiency of both the financial processes and the use of finances within the education sector to make best use of the available resources.

A core problem is the lack of adequately trained financial personnel at all levels, which hampers the capacity of MEST and local government to deliver on their education financial systems and responsibilities.

Currently budgets are under-utilised due to a combination of unpredictable GoSL revenues, poor financial planning and review of plans as budgets change, *ad hoc* budget priorities, delays in financial processes due to the lack of qualified and competent personnel, and inadequate information and knowledge at all levels.

Awareness, understanding and monitoring of financial disbursement and liquidation processes (fee subsidies, grants, JSS girl fee subsidies) among responsible staff at all levels are weak.

The estimate cost of this strategic objective is 225,000USD

Strategic objective 7

MEST staff at all levels have the capacity to plan, develop and deliver on educational budgets effectively

The Education Sector as a whole: Financial capacity (Code FC)

Strategic actions:

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
FC1	Appoint financial staff to DEO Financial Officer posts, appraise officers' competencies and plan and provide appropriate training and support	Late 2013	HR1HR5	MoFED, MEST HR Division	Training needs analysis tools (from HR4) Training and support
FC2	Establish procedures to ensure that the preparation of the MTEF in MEST is based on evidence from educational data	Mid 2013	PR5 PC2 SD2	MEST MTEF Budget Committee	No cost
FC3	Commission a detailed review of budget execution and monitoring procedures at all levels in MEST to identify constraints, barriers and opportunities	Early 2012		MEST Budget Committee	Consultant (medium): budget execution review
FC4	Prepare a single set of guidelines that set out the operational procedures and processes (e.g. which forms to fill in, when, by whom and submitted to whom) that are required by DEOs, Local Councils and schools in order to carry out relevant financial policies and legislature	Early 2013	PR1 PR2 PC8	MEST, MoFED	Working group meetings Publication of guidelines (paper and online) Dissemination and orientation training Annual guideline update process

The Education Sector as a whole: Financial capacity (Code FC)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
FC5	Revise the supervision and inspection grant allocation formula to take account of differences in terrain and distance involved in visiting schools	Late 2012		LGFD	Dissemination costs Monitoring
FC6	Undertake a review of existing guidelines on the use of school subsidies, ensure that these are disseminated to all schools, DEOs and LCs, and put in place robust systems of monitoring the implementation of these guidelines	Early 2013	FC4	MEST Inspectorate Directorate, Local Councils	Dissemination Training for financial monitoring Monitoring costs
FC7	Develop a training and monitoring plan for school bursars and SMCs on financial procedures	Mid 2013	FC4 FC6	Teacher training colleges and MEST	Training materials Training costs

Communications and information-sharing (Code C)

Critical issues

The GoSL lacks the infrastructure, organisational and staff capacity, organisational culture and governance systems that enable and facilitate effective public information and communications. The education sector is no exception and currently struggles to communicate policies, plans and procedures effectively both to those who work within the sector itself, and to the general public and external stakeholders (e.g. parents).

Communication as a two way process is not the norm: information, if it is disseminated, is delivered from the top downwards, using inappropriate or inadequate channels and using language and formats that do not facilitate public understanding of and engagement with the changes and challenges in question.

Lack of national infrastructure (telecommunications and broadband connectivity, transport, etc) severely constrains communication and information dissemination. Organisations lack basic tools and structures for effective information management and communication (IT equipment, paper, photocopying capacity, established inter- and intra-departmental meetings and working teams, etc.).

MEST has no functioning unit responsible for public information and communication that can engage, inform and coordinate internal and external stakeholders around the education system as a whole.

The estimate cost of this strategic objective is 355,000USD

Strategic objective 8

MEST has the infrastructure, structures and procedures in place to communicate and coordinate more efficiently and effectively within the education sector, and with external stakeholders and the general public about the challenges and benefits of investing in education

The Education Sector as a whole: Communication and information sharing (Code C)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
C1	Introduce into the Scheme of Service a Communications Division to handle public relations, information dissemination and management of MEST's web presence	Early 2013	HR1	MEST HR Division	Staff recruitment Training (through regional study visit)
C2	Develop a comprehensive ICT plan for all levels of MEST covering infrastructure, equipment specification, staff training and skills upgrading	Late 2013	C1	MEST Communications Division	Consultant (medium)
C3	Establish, as part of the ICT Plan, a MEST intranet through which all internal procedures, guidelines, records, data and information, and enquiries are circulated and accessed by MEST staff	Early 2014	C2	MEST Communications Division	ICT infrastructure Support contracts Training
C4	Visits by DDs and other DEO officials to MEST are coordinated through the fortnightly Inclusive Management Team meetings (PC6) to avoid duplication and inefficiencies	Mid 2012	PC6	CEO and MEST Directors	No cost
C5	Develop a MEST Public Information Strategy to strengthen MEST's external communications and public relations	Early 2014	C1	MEST Communications Division	Consultant (short)

The Education Sector as a whole: Communication and information sharing (Code C)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
C6	Publish and disseminate all relevant budget information for both internal and external stakeholders to ensure accountability and transparency and enable efficient operational planning	Late 2012		MEST Budget Committee; DEOs and Local Councils; Schools	Publication and dissemination costs

Monitoring and supervision of institutions (Code MS)

Critical issues

Inspectors and supervisors in reality appear to have the same role: there is no apparent distinction between supervision/advisory visits and inspection visits, which undermines the credibility and effectiveness of both supervision and inspection.

Whilst a new supervision and inspection protocol has been developed to aid standardisation and focus in these areas, a clear overall framework that lays out and differentiates the responsibilities of supervision and inspection and guides their operational processes and standards is lacking.

Supervisors' and inspectors' understanding of their mission is thus very broad, and not specifically related to the ESP or quality improvement in schools. A considerable part of their time is currently allocated to administrative tasks.

As part of decentralisation, supervisors are to be devolved to Local Councils, which would dramatically enhance Local Councils' technical expertise in delivering basic education and provide a clearer demarcation between the responsibilities of supervisory support to and inspection of schools between the Local Councils and the DEOs. This devolution, however, has not been implemented as yet, partly because of the Local Councils' limited capacity and willingness to take on these additional staff.

Vacant posts and mobility issues constrain inspection and supervision at all levels.

How supervision and inspection reports are written, disseminated, stored and used at all levels of the sector is currently very unclear and variable. At both local and national levels, there are inadequate systems of records management to make use of such reporting, with the result that both supervision and inspection visits to an individual school are isolated, one-off events that rely on the individual supervisor's or inspector's personal knowledge of the school and often fail to connect with its longer term support, development or sanction..

The estimate cost of this strategic objective is 90,000USD

Strategic objective 9

The education system has the capacity to monitor performance and supervise quality improvement at all levels

The Education Sector as a whole: Monitoring and supervision of institutions (Code MS)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
MS1	Prioritise recruitment to the Inspectorate Directorate in MEST (including district inspectors) to achieve full staffing with appropriately trained and experienced personnel	Late 2012	HR1	HRMO, MEST HR Division, MEST Inspectorate Directorate	Staff costs Training
MS2	Develop operational manuals for the two differing roles of supervision and inspection to facilitate the devolution of supervision of basic education to Local Councils	Mid 2013	MS1 D2	MEST Inspectorate Directorate	Working group meeting costs Publication and dissemination of operational manuals Training, supervision Training, inspection Reporting tools
MS3	Establish an Inspection and Supervision Framework that sets out clear school performance indicators with a focus on quality improvement, and specifies procedures for the delivery and utilisation of supervision and inspection reports at district and national levels	Mid 2013	MS1 MS2 SD3	MEST Inspectorate Directorate	Consultant (medium): inspection and supervision frameworks

Procurement and Distribution of Textbooks and Teaching and Learning Materials (Code TT)

Critical issues

Provision at all levels of the education sector is inadequate, leaving pupils and teachers without access to sufficient numbers of textbooks, teachers guides and supplies of paper, pencils, science equipment and materials etc.

There are no up-to-date policies, guidelines or procedures on textbook selection, approval, provision, access and renewal, and no planning guidelines or properly documented procedures to underpin operations at all levels. Textbook and teaching and learning materials (TLM) procurement and distribution are not coordinated with wider operational and financial planning within the sector. Under decentralisation procurement should be devolved to Local Councils but this has not been put into effect, so budgets are allocated but the funds continue to be spent and managed centrally.

The current situation is characterised at all levels by poor planning, inadequate and badly maintained stores, poorly staffed and organised departments operating as silos with no effective communication or coordination, and a lack of clarity over roles and responsibilities especially in the light of decentralisation.

MEST's organisational structure does not allow the separation of curriculum development (focused on the curriculum framework and pedagogical issues) and the review and

approval of specific textbook titles to meet curriculum needs and procurement processes. MEST also has hands-on involvement in textbook and TLM warehousing and distribution (for donor-funded materials), although contracted commercial suppliers have proved competent to distribute books and TLM direct to district levels. These factors all leave the system open to a lack of transparency and accountability, and to a high risk of malpractice and corruption.

The estimate cost of this strategic objective is 345,000USD

Strategic objective 10

The selection, procurement and distribution of textbooks and TLM is rehabilitated and reoriented to ensure that basic education materials' needs are met and risks to transparency and accountability are mitigated.

The Education Sector as a whole: Procurement and distribution of textbooks and TLM (Code TT)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
TT1	Commission a comprehensive review of textbook procurement and distribution, including development of a textbook policy, procurement and distribution procedures and guidelines, the establishment of properly mandated and independent oversight of selection and procurement, and skills and knowledge upgrading for procurement staff, supervisors and inspectors	Mid 2012		Permanent Secretary	Consultant (medium)
TT2	Implement the policies, reforms, restructuring and procedures recommended in the review (TT1)	Mid 2013	TT1	MEST Procurement Division	Consultant (medium)
TT3	Decentralise aspects of the procurement of textbooks and TLM to Local Councils, with all districts assessing their schools' needs and submitting district procurement requirements to be collated and procured by MEST centrally	Early 2014	TT1 TT2	MEST Dec Sec	Training for Local Councils Data systems (record keeping at school and district levels) Storage facilities
TT4	Develop system to collect and manage data about textbook stocks within the overall education data management system	Mid 2014	SD2 SD3	MEST EMIS Division	Consultant (short)

Capacity development for the education sub-sectors

Technical and vocational education and training (Code TVET)

Critical issues

TVET is offered in a wide variety of institutions, which are weakly regulated for quality, and operate at a number of different levels within the education system (including an indistinct division with the NFE sub-sector).

TVET curriculum development is not responsive to labour market change and there is too little interaction with employers.

The TVET examining body has a mixed brief in relation to paid and non-paid examinations which introduces perverse incentives.

A national TVET policy has recently been drafted and is awaiting finalisation and approval. This will provide a road map to guide the development of the TVET sector in the medium term.

The estimate cost of this strategic objective is 100,000USD

Strategic objective 11

The TVET system provides demand-led qualifications that meet regional and international standards and enhance national employment prospects for sustainable development.

Education Sub-sectors: Technical and vocational education and training (Code TVET)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
TVET1	Finalise and promulgate the TVET policy	Mid 2012		MEST	Dissemination
TVET2	Review the criteria for registration of TVET providers, including cost and cost-recovery criteria	Late 2012	TVET1	MEST TVET Division NCTVA	Consultant (medium): licensing of TVET centres
TVET3	Revise licensing and standards enforcement system for TVET providers	Early 2013	TVET2	MEST TVET Division NCTVA	Consultant (medium): as above
TVET4	Commission a business review on making the NCTVA a cost-centre, based on registration and examination income	Mid 2013	Decision on NIETAR roles and responsibilities	MEST TVET Division	Consultant (short) Market study
TVET5	Establish employer consultation mechanisms	Early 2013		MEST TVET Division	Employer consultation meetings Market survey
TVET6	Identify options for regional and international collaborations on qualifications, standard-setting etc. with the possible delivery of an international qualification	Mid 2013	TVET2 TVET3	MEST TVET Division NCTVA	No cost

Non-Formal Education (Code NFE)

Critical issues

Non-formal education is considered an important contributor, especially for adult literacy, and the 300,000 children currently outside the formal education system

There is currently a huge variety of providers and types of NFE provision across the country. The situational analysis undertaken by PADECO and the NFE Directorate, with UNESCO support, has provided an overview of what providers exist but there are still significant knowledge and data gaps on the needs, scope, delivery and quality of NFE provision across the country.

Whilst there are a number of national bodies aimed at providing a regulatory and operational framework for NFE in Sierra Leone, including the NFE Council, the NFE Directorate in MEST, and PADECO, the capacities and resources of these bodies remain woefully inadequate to address the needs of the NFE sub-sector. Coordination thus remains a significant ongoing challenge, with no formal mechanisms or standards in place to accredit or monitor NFE providers.

The position of NFE within the education sector is also problematic. There is a lack of clarity on how NFE integrates with formal education systems, particularly TVET, with no clear pathways or progression established between NFE and formal education, creating two parallel rather than complementary systems.

The estimate cost of this strategic objective is 190,000USD

Strategic objective 12

The structures, capacities and data are in place to provide an effective regulatory and operational framework for Non-Formal Education (NFE) that can begin to standardise and coordinate NFE provision

Education Sub-sectors: Non-formal education (Code NFE)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
NFE1	Develop legislation detailing the functions and responsibilities of the NFE Council to establish it as an effective body for the oversight of NFE provision in the country	Late 2012		MEST	No cost
NFE2	Commission a more detailed survey of literacy and NFE provision and facilities in each district to update and extend the previous situational analysis of NFE	Late 2012		NFE Directorate	Survey data collection Survey publication and dissemination
NFE3	Ensure the collection of NFE data is integrated into the ongoing, coordinated Local Council-DEO data collection process, with the support of NFE Council and PADECO	Mid 2013	SD2 PC12	Local Councils, DEOs, PADECO, NFE Directorate and NFE Council	Meeting costs
NFE4	Develop, with providers, minimum standards for NFE in critical areas, including literacy, and encourage providers to establish results-based monitoring mechanisms	Mid 2013	NFE2	NFE Council, NFE Directorate	Consultant (medium): NFE standards Publication and dissemination costs Training and technical support to providers

Education Sub-sectors: Non-formal education (Code NFE)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
NFE5	Develop a national framework for NFE course certification, enabling movement between the non-formal and formal education sectors	Mid 2014	NFE4	NFE Directorate, NFE Council, NCTVA	Working group meetings Dissemination costs Training for providers

Early Childhood Care and Education (Code ECCE)

Critical issues

The White Paper lays out compulsory early childhood care and education (ECCE), but the current coverage, capacity and resources available for this sub-sector makes the time-frame for this objective long-term. There are many critical foundations that need to be established for this sub-sector before widespread provision is possible.

The current provision of ECCE is small-scale, largely through private institutions, and mainly reliant on untrained and unqualified teachers. Whilst ECCE teacher training courses have recently been established in a number of teacher training institutions, the qualified ECCE workforce remains very small, and is not helped by the lack of recognition given to the ECCE sub-sector in teacher career and remuneration structures.

Much of the existing provision of ECCE is *ad hoc* in terms of content and relies on the primary school materials rather than distinct curricula and resources that are based on ECCE theory and practice.

Standards are lacking for the delivery of quality ECCE and it remains on the fringes of existing education supervision and monitoring structures.

The estimate cost of this strategic objective is 165,000USD

Strategic objective 13

Early childhood care and education, where available, provides a safe and positive environment.

Education Sub-sectors: Early childhood care and education (Code ECCE)

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
ECCE1	Finalise and approve a National ECCE Policy that establishes a clear and realistic framework for gradual ECCE expansion	Early 2013		MEST Planning and Policy Directorate in consultation with Pre-primary and Primary Divisions	No cost
ECCE2	Develop and promulgate standards for early childhood care and education providers that ensure safe and friendly environments.	Late 2013	ECCE1	Pre-primary and Primary Divisions and MEST Inspectorate Directorate	Consultant (medium): ECCE standards Publication and dissemination costs
ECCE3	Review approaches to licensing providers to support effective supervision and inspection	Mid 2014	MS3 ECCE2	MEST Inspectorate Directorate and Pre-primary and Primary Unit Divisions	Consultation meetings Training for supervisors Training for inspection
ECCE4	Facilitate ECCE providers to strengthen networks for exchanging information and experiences	Late 2012		Pre-primary and Primary Divisions	Meeting costs

Education Sub-sectors: Early childhood care and education (Code ECCE)

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
ECCE5	Develop and disseminate a national harmonised curriculum for ECCE providers	Early 2014		Curriculum Directorate, Pre-primary and Primary Divisions	Consultant (medium) Publication and dissemination costs

Inclusion (Code IN)

Critical issues

Policy aspirations for inclusion are ambitious in relation to the resources and capacity available within the education system.

There is some commitment and facilities for special schooling, but this is extremely limited in comparison to existing needs, and lacks sufficient central regulation, coordination, guidance and standards. There is very little experience of working inclusively, and systems for identifying and addressing special needs are *ad hoc* (often supported by specialist NGOs) or non-existent.

A sufficient body of expertise and research needs to be built up within Sierra Leone to underpin and inform significant decisions around inclusion/special educational needs approaches and operational frameworks of support and/or integration at all levels.

The estimate cost of this strategic objective is 300,000USD

Strategic objective 14

The education system identifies children with special educational needs (for emotional, mental or physical reasons) and is able to provide them with suitable support, where possible within a mainstream school environment

Strategic actions

Code	Strategic action	Timing	Dependencies	Responsible body	Inputs
IN1	Build professional capacity within the universities, teacher colleges etc. to strengthen inclusion components within teacher training and lead the work of identifying and accommodating children with special educational needs.	Mid 2013		HEST Directorate, Universities and Teacher training Colleges	Training (including international training)
IN2	Develop national tools and systems to identify children with special needs and classify their needs.	Mid 2014	IN1	MEST Special Needs Unit, in collaboration with Ministries of Health and Social Welfare	Consultant (medium)
IN3	Develop guidance for teachers to identify children with hearing or visual impairments.	Late 2014	IN2	MEST Special Needs Unit, in collaboration with Ministry of Health	Consultant (medium)

ANNEXES

Annex 1 CDS strategic actions timeline and dependencies

The table below disaggregates the strategic actions by completion date within the timeframe of the Strategy. For each strategic action, the dependencies are also marked in the timeline (according to when those dependencies should also be in place).

This Strategy covers the period 2012 to 2016. However, as shown in the table below, the strategic actions outlined in this document have completion dates well within the five year timeframe as many of the actions (particularly establishment of systems, strategic reviews, and the development of policies and procedures etc.) are starting points for a process of capacity development that will take time to become embedded and fully functional within the education sector. In relation to reviews or developing policies and plans, these strategic actions will also result in a range of detailed actions and strategies to be carried forward. The timeframe for this Strategy recognises and accommodates this by allowing sufficient time for the subsequent implementation, embedding and follow-up of strategic actions.

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
	CHANGE MANAGMENT												
TM1	TSC is established, staffed and functional												
FC3	Commission a detailed review of budget execution and monitoring procedures at all levels in MEST to identify constraints, barriers and opportunities												
PR3	Ensure public consultation process and mechanisms are used to widen stakeholder ownership and engagement for policy and legislative development, implementation and evaluation												
PR1	Establish proposed taskforce to coordinate with the work of the Local Government Commission in harmonising the Local Government Act and the Education Act												

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
PC1	Prioritise recruitment to the Policy and Planning Directorate, provide appropriate staff training, and integrate the ESP Secretariat into the Directorate structure												
PC6	Develop systems (including the fortnightly Inclusive Management Team meetings) to enable all MEST Directorates and other relevant Ministries to coordinate and exchange information on operational plans												
PC7	Develop a framework of operational planning of key MEST activities (budget planning, data collection, procurement of textbooks and TLMs, examinations etc.) across all levels (centre-district-schools) and ensure that this is updated annually		PC6										
TM3	Develop a specification on a) what teacher data needs to be held and where, and b) how this will be collected, used, updated and disseminated and who has the responsibility and ownership of this process												
D1	Develop a Strategy and Action Plan (as required in the National Decentralisation Policy) to guide the devolution of those educational functions still to be devolved		PR1										
C4	Visits by DDs and other DEO officials to MEST are coordinated through the fortnightly Inclusive Management Team meetings (PC6) to avoid duplication and inefficiencies		PC6										

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
TT1	Commission a comprehensive review of textbook procurement and distribution, including development of a textbook policy, procurement and distribution procedures and guidelines, the establishment of properly mandated and independent oversight of selection and procurement, and skills and knowledge upgrading for procurement staff, supervisors and inspectors												
TVET1	Finalise and promulgate the TVET policy												
PR2	Draw up appropriate amendments and revisions to other education-related legislation and derived policies		PR1										
PC8	Produce an annual education calendar that provides key dates and requirements for districts and schools; the calendar to be delivered to district stakeholders before the start of each academic year to act as a standardised template for operational planning at district levels		PC7										
HR1	Establish and institutionalise a transparent annual HR planning process in MEST that follows established HRMO procedures and schedules, and aligns with long-term MEST recruitment plan		MEST HR Division staffed										
TM2	Clarify and confirm the operational functions, structures and capacity of the TSC (personnel and organisational) required to fulfil its responsibilities as set out in the TSC Act	TM1											
PC2	Provide all central MEST Directors with appropriate training and support in strategic and programme planning												
PC3	Provide all District Deputy Directors with appropriate training in strategic planning												

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
PC10	Establish guidelines for MEST-NGO coordination that integrate donor and NGO plans and activities into the established operational planning cycles and procedures of MEST		PC7										
SD1	Forge an agreement between MEST and MoFED and other MDAs on education data collection and reporting to ensure a single system for educational data												
SD2	Develop standards, procedures and responsibilities for education data, covering collection, storage, exchange, reporting and dissemination to meet the data needs of MEST and other education stakeholders		TM3	SD1									
SD3	Establish a records management system and guidelines, with training provided across MEST												
D2	Review the job descriptions and establish clear reporting lines for District Deputy Directors, inspectors and supervisors, and Local Council Education Officers (where they exist), to reflect their changed roles under decentralised structures		PR1	PR2									
FC5	Revise the supervision and inspection grant allocation formula to take account of differences in terrain and distance involved in visiting schools												
C6	Publish and disseminate all relevant budget information for both internal and external stakeholders to ensure accountability and transparency and enable efficient operational planning												
MS1	Prioritise recruitment to the Inspectorate Directorate in MEST (including district inspectors) to achieve full staffing with appropriately trained and experienced personnel			HR1									

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
TVET2	Review the criteria for registration of TVET providers, including cost and cost-recovery criteria		TVET1										
NFE1	Develop legislation detailing the functions and responsibilities of the NFE Council to establish it as an effective body for the oversight of NFE provision in the country												
NFE2	Commission a more detailed survey of literacy and NFE provision and facilities in each district to update and extend the previous situational analysis of NFE												
ECCE4	Facilitate ECCE providers to strengthen networks for exchanging information and experiences												
PR4	Develop and disseminate a clear summary document of the key goals, objectives, outcomes and strategies for basic education from all relevant policies and planning documents that underpin education sector development		PR1, ESP Review	PR2									
PR5	Establish systems to ensure available evidence and data are integrated into policy formulation and planning processes			SD2, SD3									
HR2	Provide sufficient support, guidance and training for MEST managers to ensure that performance management is adopted and institutionalised within MEST	HRMO guidance in place		HRMO training rolled out									
TM5	Develop and adopt new HR standards, guidelines and procedures for the management of teachers, consistent with those now operational for the Civil Service, including recruitment, promotion, transfer and separation	TM1		TM2									
C1	Introduce into the Scheme of Service a Communications Division to handle public relations, information dissemination and management of MEST's web presence			HR1									

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
PC9	Establish processes to coordinate the operational planning of the education sector at district level within the annual education calendar framework			PC8, SD1									
PC11	Establish a system of regular information exchange between the MEST Aid Coordination Division and the DEOs on relevant NGO and donor plans so as to ensure effective coordination at district level			PC10									
PC12	DEOs and Local Councils hold regular consultation meetings with NGOs at district level to feed into their annual operational planning and reporting				PC9								
FC4	Prepare a single set of guidelines that set out the operational procedures and processes (e.g. which forms to fill in, when, by whom and submitted to whom) that are required by DEOs, Local Councils and schools in order to carry out relevant financial policies and legislature		PR1	PR2									
FC6	Undertake a review of existing guidelines on the use of school subsidies, ensure that these are disseminated to all schools, DEOs and LCs, and put in place robust systems of monitoring the implementation of these guidelines				PC4								
TVET3	Revise licensing and standards enforcement system for TVET providers			TVET2									
TVET5	Establish employer consultation mechanisms												
ECCE1	Finalise and approve a National ECCE Policy that establishes a clear and realistic framework for gradual ECCE expansion												
HR3	Develop and disseminate a competency framework covering all grades and roles within MEST		HR Division staffed										
TM4	Develop a Teacher Management System consistent with the specification and serving all stakeholders		TM3										

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
TM8	Develop a ten-year teacher recruitment plan that is evidence-based, addresses regional needs, subject areas etc, and prioritises bringing onto the payroll qualified and practising teachers currently not on the payroll and legitimising unqualified teachers	TM1	TRMIP done		TM4								
TM9	Undertake a review of teacher grading and career structures and link this to performance appraisal systems	TM1											
FC2	Establish procedures to ensure that the preparation of the MTEF in MEST is based on evidence from educational data			PC2, SD2	PR5								
PC4	Establish systems to ensure that DEO technical advice and strategic plans are fed into the educational components of Local Council district development planning			PC3									
PC5	Establish monitoring systems to ensure the educational components of District Development Plans are aligned to sectoral priorities and goals			PC3	PR4	PC4							
PR6	Strengthen and utilise national education research capacities through a coordinated approach			Decision on NIETAR									
MS2	Develop operational manuals for the two differing roles of supervision and inspection to facilitate the devolution of supervision of basic education to Local Councils			MS1, D2									
D3	Ensure the devolution of supervisors to Local Councils is enforced, with systems to maintain data and information flow between supervisors and the DEOs		D1		PC9	MS2							
FC7	Develop a training and monitoring plan for school bursars and SMCs on financial procedures				FC4, FC6								

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
MS3	Establish an Inspection and Supervision Framework that sets out clear school performance indicators with a focus on quality improvement, and specifies procedures for the delivery and utilisation of supervision and inspection reports at district and national levels			MS1, SD3		MS2							
TT2	Implement the policies, reforms, restructuring and procedures recommended in the review (TT1)		TT1										
TVET4	Commission a business review on making the NCTVA a cost-centre, based on registration and examination income			Decision on NIETAR									
TVET6	Identify options for regional and international collaborations on qualifications, standard-setting etc. with the possible delivery of an international qualification			TVET2	TVET3								
NFE3	Ensure the collection of NFE data is integrated into the ongoing, coordinated Local Council-DEO data collection process, with the support of NFE Council and PADECO			SD2	PC12								
NFE4	Develop, with providers, minimum standards for NFE in critical areas, including literacy, and encourage providers to establish results-based monitoring mechanisms			NFE2									
IN1	Build professional capacity within the universities, teacher colleges etc. to strengthen inclusion components within teacher training and lead the work of identifying and accommodating children with special educational needs.												
HR4	Develop and embed a training needs analysis (TNA)					HR3							
FC1	Appoint financial staff to DEO Financial Officer posts, appraise officers' competencies and plan and provide appropriate training and support			HR1									

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
C2	Develop a comprehensive ICT plan for all levels of MEST covering infrastructure, equipment specification, staff training and skills upgrading				C1								
ECCE2	Develop and promulgate standards for early childhood care and education providers that ensure safe and friendly environments.				ECCE1								
TM10	Establish systems to identify the professional development needs of Head Teachers, Principals and teachers, and to evaluate the effectiveness of professional development inputs	TM1				TM4							
HR5	Develop and initiate a coordinated staff development programme at all levels of MEST					HR3	HR4						
C3	Establish, as part of the ICT Plan, a MEST intranet through which all internal procedures, guidelines, records, data and information, and enquiries are circulated and accessed by MEST staff						C2						
C5	Develop a MEST Public Information Strategy to strengthen MEST's external communications and public relations				C1								
TT3	Decentralise aspects of the procurement of textbooks and TLM to Local Councils, with all districts assessing their schools' needs and submitting district procurement requirements to be collated and procured by MEST centrally		TT1			TT2							
ECCE5	Develop and disseminate a national harmonised curriculum for ECCE providers												
TM6	Support Local Councils to adopt HR standards, guidelines and procedures for the management of teachers consistent with those now operational for the Civil Service	TM1	D1		TM5								
TM7	Establish systems for quality assurance and monitoring of Local Councils for teacher recruitment, dispute resolution etc.	TM1	D1		TM5					TM6			

Annex 1: Strategic actions timeline and dependencies

Code	Strategic action	Completion Date											
		2012			2013			2014			2015		
		Early	Mid	Late	Early	Mid	Late	Early	Mid	Late	Early	Mid	Late
TM11	Develop means of coordinating professional development activities for Head Teachers, Principals and teachers	TM1						TM10					
D5	Introduce School Development Plans as a three-year planning tool for schools, incorporating a focus on quality improvement in schools					MS3							
TT4	Develop system to collect and manage data about textbook stocks within overall education data management system			SD2, SD3									
NFE5	Develop a national framework for NFE course certification, enabling movement between the non-formal and formal education sectors					NFE4							
ECCE3	Review approaches to licensing providers to support effective supervision and inspection					MS3	ECCE2						
IN2	Develop national tools and systems to identify children with special needs and classify their needs.					IN2							
TM12	Investigate incentive systems, recruitment practices, bonding etc to ensure equitable deployment of teachers across the country	TM1				TM8							
D4	Implement the decentralisation of teachers' payroll and recruitment to Local Councils		TRMIP done, D1						TM6				
IN3	Develop guidance for teachers to identify children with hearing or visual impairments.								IN2				

Annex 2 Monitoring and Evaluation framework

The monitoring and evaluation framework outlined below specifies indicators and means of verification against the 14 Strategic Objectives of the Strategy.

Strategic Objectives	Indicators	Means of Verification
1 (PR) Consistent, coherent and enabling policies, legislation and regulatory frameworks are in place and informing practice at all levels in the education sector.	<ul style="list-style-type: none"> • Consistency and harmonisation of legislation and policies • Policies for sub-sectors • Awareness of policy 	<ul style="list-style-type: none"> Regulatory review by taskforce Policy gap analyses Field survey
2 (HR) MEST is able to plan and manage its own human resources .	<ul style="list-style-type: none"> • HR Division staffed and functioning • HR planning annually in alignment with HRMO timescales • Competency framework in place • Coordinated professional development programme 	<ul style="list-style-type: none"> HR Plans Competency framework Professional development needs assessment and planning process
3 (TM) Effective, functioning systems in place for teacher recruitment, deployment, performance appraisal, promotion, development and separation that serve all national needs.	<ul style="list-style-type: none"> • TSC with data systems, organisational capacity in place • Appropriate HR management of teachers • Teacher records up-to-date • Local Councils taking role in teacher recruitment 	<ul style="list-style-type: none"> Review of TSC operation HR standards and guidelines in place Record of recruitment, deployment etc. Teacher recruitment plan

Annex 2: Monitoring and Evaluation framework

Strategic Objectives	Indicators	Means of Verification
	<ul style="list-style-type: none"> • Long-term teacher recruitment plan 	
4 (PC) MEST is able to mobilise the data, tools and personnel to undertake strategic and operational planning for all levels of the education sector, including the full integration of NGO and donor contributions, in accordance with sectoral priorities.	<ul style="list-style-type: none"> • Policy and Planning Directorate staffed and fully functional • System wide data available to inform planning • Evidence on interventions • Plans at different levels are aligned • Educational calendar produced • Liaison with NGOs at national and District levels 	<p>Staff in posts</p> <p>Plans</p> <p>Education calendar</p> <p>Liaison meetings</p>
5 (SD): MEST has the capacity and capability to collect, manage and use current data and evidence to inform its own work and that of other education sector stakeholders.	<ul style="list-style-type: none"> • Single source for all education system data • Up-to-date and reliable data available in real time to all MDAs concerned 	<p>Agreement on education data between MEST and other MDAs</p> <p>Validation of data and its availability</p> <p>Data collection systems in place and functioning</p>
6 (D) The structures, systems and roles are in place to address effectively the emerging operational challenges and anomalies of decentralisation in the education sector.	<ul style="list-style-type: none"> • Decentralisation Strategy and Action plan • Clarity of functions at LC and DEO • Decentralised teacher recruitment and management • Schools are using School Development Plans 	<p>Regulation</p> <p>Job descriptions and reporting lines in place</p> <p>Observation of decentralised functions</p>

Annex 2: Monitoring and Evaluation framework

Strategic Objectives	Indicators	Means of Verification
7 (FC) MEST staff at all levels have the capacity to plan, develop and deliver on educational budgets effectively.	<ul style="list-style-type: none"> • Timely budgeting • Evidence-based, MTEF-based budgeting • Financial guidelines in use • Financial control of schools in place 	<p>Budgets produced</p> <p>MTEF linked to up-to-date data</p> <p>Guidelines</p> <p>Financial monitoring</p>
8 (C) MEST has the infrastructure, structures and procedures in place to communicate and coordinate more efficiently and effectively within the education sector, and with external stakeholders and the general public about the challenges and benefits of investing in education.	<ul style="list-style-type: none"> • Establishment of Communications Division • Use of communication technologies to communicate between MEST and DEOs • Intranet for MEST service • Availability of MEST documents on web. 	<p>Posts allocated</p> <p>ICT plan</p> <p>Review of work practices</p> <p>Number of journeys to and from Districts</p>
9 (MS) The education system has the capacity to monitor performance and supervise quality improvement at all levels.	<ul style="list-style-type: none"> • Schools performance is monitored regularly • Monitoring informs supportive action (or disciplinary measures) • Use of standardised school performance measures 	<p>Separation of supervision and inspection roles</p> <p>Reports of supervision and inspection visits and follow-up</p> <p>Supervision and Inspection Framework</p>
10 (TT) The selection, procurement and distribution of textbooks and TLM is rehabilitated and reoriented to ensure that basic education materials' needs are met	<ul style="list-style-type: none"> • Procurement and distribution plan that separates and clarifies responsibilities • Decentralised responsibility for textbook procurement 	<p>Review of existing processes</p> <p>Comprehensive plan for textbook and TLMs</p>

Annex 2: Monitoring and Evaluation framework

Strategic Objectives	Indicators	Means of Verification
and risks to transparency and accountability are mitigated.	and supply	
11 (TVET) The technical and vocational education and training (TVET) system provides demand-led qualifications that meet regional and international standards and enhance national employment prospects for sustainable development.	<ul style="list-style-type: none"> • TVET policy • Standards and procedures for registration and inspection • Consultation with industry 	Policy and standards ToR and reports of consultation meetings
12 (NFE) The structures, capacities and data are in place to provide an effective regulatory and operational framework for Non-Formal Education (NFE) that can begin to standardise and coordinate NFE provision.	<ul style="list-style-type: none"> • NFE policy and regulations in place • Data on NFE provision collected • Standards for NFE in critical areas 	Inspection of policy, standards
13 (ECCE) Early childhood care and education , where available, provides a safe and positive environment.	<ul style="list-style-type: none"> • National policy for ECCE • Standards and procedures for licensing providers • ECCE curriculum in place, disseminated 	Inspection of policy, standards Curriculum
14 (IN) The education system identifies children with special educational needs (for emotional, mental or physical reasons) and is able to provide them with suitable support, where possible within a mainstream school environment	<ul style="list-style-type: none"> • Centre of expertise for special education • Special needs are included in teacher education • Courses available for teacher of special needs 	Curricula of pre-service providers Course plans

Annex 3 Gender framework

This annex identifies and outlines the specific considerations and issues that should be integrated into each strategic action to ensure the promotion of gender equality and gender sensitive programming and activities at all levels of the education sector.

Policy context and regulatory framework

Code	Strategic action	Timing	Gender issues
		Late 2012	Develop an overarching Gender Policy for MEST that consolidates and builds on the existing policy and legislative gender commitments and priorities affecting the education sector (such as the National Gender Mainstreaming Policy (2000), the National Gender Strategic Plan (2010-2013), the ESP (2007-2015), the National Education Policy (2007), the Policy on Support of Girl Child Education etc)
PR1	Establish proposed taskforce to coordinate with the work of the Local Government Commission in harmonising the Local Government Act and the Education Act	Mid 2012	
PR2	Draw up appropriate amendments and revisions to other education-related legislation and derived policies	Late 2012	Coordinate the development of MEST Gender Policy with this process
PR3	Ensure public consultation process and mechanisms are used to widen stakeholder ownership and engagement for policy and legislative development, implementation and evaluation	Ongoing	Ensure that consultation mechanisms include women's' and girls' voices, and recognise and include the means to capture different constraints and needs of women, girls, men and boys and the gendered impacts of policies and programmes

Annex 3: Gender framework

Code	Strategic action	Timing	Gender issues
PR4	Develop and disseminate a clear summary document of the key goals, objectives, outcomes and strategies for basic education from all relevant policies and planning documents that underpin education sector development	Early 2013	Ensure that this summary document reflects the focus on girls' and women's education included in the proposed MEST Gender Policy, the ESP, the Education Act, the MEST Policy on Support to Girl-Child Education, the National Gender Strategic Plan and the Child Rights Act
PR5	Establish systems to ensure available evidence and data are integrated into policy formulation and planning processes	Early 2013	Incorporate within these systems a focus on gender analysis of evidence and data, to ensure they reflect different constraints on and needs of women and girls, men and boys and that these are integrated into policy formulation and planning processes
PR6	Strengthen and utilise national education research capacities through a coordinated approach	Mid 2013	Incorporate a specific focus on strengthening national education research capacities on gender issues and gender analysis in the education sector, to enable more evidence-based gender programming and improve understanding.

Human resource planning and management for the civil service in MEST

Code	Strategic action	Timing	Gender issues
HR1	Establish and institutionalise a transparent annual HR planning process in MEST that follows established HRMO procedures and schedules, and aligns with long-term MEST recruitment plan	Late 2012	Ensure that HR planning and recruitment procedures are sensitive to gender needs and interests of both men and women, to support progress towards gender equality within MEST and the education system. Undertake a gender audit of appointments and promotions, and integrate considerations of gender balance in staffing and in decision-making positions within MEST
HR2	Provide sufficient support, guidance and training for MEST managers to ensure that performance management is adopted and institutionalised within MEST	Early 2013	Integrate gender mainstreaming indicators into the performance management of individual staff members where appropriate to provide a tracking and accountability mechanism for the progress of gender mainstreaming in MEST in accordance with the National Gender Mainstreaming Policy (2000).
HR3	Develop and disseminate a competency framework covering all grades and roles within MEST	Mid 2013	Develop gender mainstreaming competencies as part of this competency framework for relevant staff at all levels, and especially for those with specific gender-related responsibilities (e.g. Gender Focal Point)
HR4	Develop and embed a training needs analysis (TNA)	Late 2013	Integrate gender mainstreaming competencies and skills into this TNA and work with other partners such as the Ministry of Social Welfare, Gender and Children's Affairs to design and implement appropriate training programmes
HR5	Develop and initiate a coordinated staff development programme at all levels of MEST	Early 2014	Ensure appropriate gender mainstreaming training is available for staff at all levels of MEST

Management of teachers

Code	Strategic action	Timing	Gender issues
TM1	TSC is established, staffed and functional	Early 2012	
TM2	Clarify and confirm the operational functions, structures and capacity of the TSC (personnel and organisational) required to fulfil its responsibilities as set out in the TSC Act	Late 2012	Appoint a gender focal point within the TSC to support gender mainstreaming across its operations, ensuring clear responsibilities are set for the role and that the person appointed has sufficient expertise (or opportunities to build necessary skills and competencies), capacity and authority to act on those responsibilities.
TM3	Develop a specification on a) what teacher data needs to be held and where, and b) how this will be collected, used, updated and disseminated and who has the responsibility and ownership of this process	Mid 2012	Ensure gender disaggregation of data
TM4	Develop Teacher Management System consistent with the specification and serving all stakeholders	Mid 2013	Provide a reliable basis through this teacher records system for sex-disaggregated data on teachers at national and district levels.
TM5	Develop and adopt new HR standards, guidelines and procedures for the management of teachers, consistent with those now operational for the Civil Service, including recruitment, promotion, transfer and separation	Early 2013	Incorporate a gender-sensitive analysis in the development and adoption of new HR guidelines and procedures to ensure sensitivity to different gender needs, interests and constraints of female and male teachers, and that monitoring and accountability measures are in place.

Annex 3: Gender framework

Code	Strategic action	Timing	Gender issues
TM6	Support Local Councils to adopt HR standards, guidelines and procedures for the management of teachers consistent with those now operational for the Civil Service	Mid 2014	Build the capacity and gender analytical skills of Local Council staff to mainstream gender institutionally within Councils themselves, as well as within their plans and programmes, with the support of Local Council Gender Units set up under the National Decentralisation Policy
TM7	Establish systems for quality assurance and monitoring of Local Councils for teacher recruitment, dispute resolution etc.	Mid 2014	Ensure quality assurance and monitoring systems that recognise and incorporate gender mainstreaming and gender equality indicators. Place strong emphasis on the monitoring and enforcement of the Code of Conduct, particularly regarding zero tolerance for all sexual and gender-based violence, exploitation and abuse, and adherence to Child Rights legislation.
TM8	Develop a ten-year teacher recruitment plan that is evidence-based, addresses regional needs, subject areas etc, and prioritises bringing onto the payroll qualified and practising teachers currently not on the payroll and legitimising unqualified teachers	Mid 2013	Undertake a gender analysis of teacher data (including untrained and unqualified teachers, subject specific gender disparities), teacher training requirements, teacher recruitment processes and legitimisation processes for unqualified teachers to provide the evidence base for this ten-year recruitment plan to address gender inequalities in the teaching workforce. Ensure specific gender-related indicators are integrated into the monitoring system for this plan.
TM9	Undertake a review of teacher grading and career structures and link this to performance appraisal systems	Mid 2013	Identify gender-related barriers and needs in teachers' career structures and grading system as a central element of this review

Annex 3: Gender framework

Code	Strategic action	Timing	Gender issues
TM10	Establish systems to identify the professional development needs of Head Teachers, Principals and teachers, and to evaluate the effectiveness of professional development inputs	Early 2014	Incorporate professional development needs around gender equality awareness (particularly girl child education), gender sensitive approaches in schools, classrooms and in teaching methodologies as part of this system. Ensure these aspects are reflected within the evaluation framework.
TM11	Develop means of coordinating professional development activities for Head Teachers, Principals and teachers	Mid 2014	Encourage the mainstreaming of gender across all professional development activities undertaken by MEST and other education sector partners
TM12	Investigate incentive systems, recruitment practices, bonding etc. to ensure equitable deployment of teachers across the country	Late 2014	Ensure a central focus on methods to promote gender equality and equity in the teaching workforce in this investigation

Planning and coordination

Code	Strategic action	Timing	Gender issues
PC1	Prioritise recruitment to the Policy and Planning Directorate, provide appropriate staff training, and integrate the ESP Secretariat into the Directorate structure	Mid 2012	Incorporate capacity building around gender analysis and gender-sensitive policy and programme development into staff training programmes, with support from the Gender Policy and Advocacy Directorate of the Ministry of Social Welfare, Gender and Children's Affairs
PC2	Provide all central MEST Directors with appropriate training and support in strategic and programme planning	Late 2012	Provide gender awareness and gender analysis capacity building as part of MEST Directors' training and support, providing the MEST Gender Focal Point with sufficient resources and capacity to support this.
PC3	Provide all District Deputy Directors with appropriate training in strategic planning	Late 2012	Provide gender awareness and gender analysis capacity building as part of District Deputy Directors' training and support
PC4	Establish systems to ensure that DEO technical advice and strategic plans are fed into the educational components of Local Council district development planning	Mid 2013	Ensure gender-related education programmes (e.g. JSS Girl Child Education Programme) are coordinated and effectively planned at district levels
PC5	Establish monitoring systems to ensure the educational components of District Development Plans are aligned to sectoral priorities and goals	Mid 2013	Ensure gender equality and mainstreaming priorities and goals in the education sector are adequately reflected and reported on within this monitoring system. Once established the Gender Units of Local Councils can support this process in accordance with the National Decentralisation Policy.

Annex 3: Gender framework

Code	Strategic action	Timing	Gender issues
PC6	Develop systems (including the fortnightly Inclusive Management Team meetings) to enable all MEST Directorates and other relevant Ministries to coordinate and exchange information on operational plans	Mid 2012	Include MEST Gender Focal Point in these meetings to report on gender mainstreaming activities and coordinate these with operational plans across MEST
PC7	Develop a framework of operational planning of key MEST activities (budget planning, data collection, procurement and distribution of textbooks and TLMs, examinations etc.) across all levels (centre-district-schools) and ensure that this is updated annually	Mid 2012	Raise awareness of gender issues through the incorporation of key gender-related activities in this framework (such as Girls' Education Week)
PC8	Produce an annual education calendar that provides key dates and requirements for districts and schools; the calendar to be delivered to district stakeholders before the start of each academic year to act as a standardised template for operational planning at district levels	Late 2012	Raise awareness of gender issues through the incorporation of key gender-related activities in this annual calendar (such as Girls' Education Week)
PC9	Establish processes to coordinate the operational planning of the education sector at district level within the annual education calendar framework	Early 2013	Ensure gender-related education programmes (e.g. JSS Girl Child Education Programme) are coordinated and effectively planned at district levels

Code	Strategic action	Timing	Gender issues
PC10	Establish guidelines for MEST-NGO coordination that integrate donor and NGO plans and activities into the established operational planning cycles and procedures of MEST	Late 2012	
PC11	Establish a system of regular information exchange between the MEST Aid Coordination Division and the DEOs on relevant NGO and donor plans so as to ensure effective coordination at district level	Early 2013	
PC12	DEOs and Local Councils hold regular consultation meetings with NGOs at district level to feed into their annual operational planning and reporting	Early 2013	Ensure gender-related activities in pursuit of gender priorities and objectives are regularly reviewed

Systems data and records management

Code	Strategic action	Timing	Gender issues
SD1	Forge an agreement between MEST and MoFED and other MDAs on education data collection and reporting to ensure a single system for educational data	Late 2012	
SD2	Develop standards, procedures and responsibilities for education data, covering collection, storage, exchange, reporting and dissemination to meet the data needs of MEST and other education stakeholders	Late 2012	Strengthen the scope and availability of sex-disaggregated and gender-related data in the education system through these new data procedures
SD3	Establish a records management system and guidelines, with training provided across MEST	Late 2012	

Decentralisation

Code	Strategic action	Timing	Gender issues
D1	Develop a Strategy and Action Plan (as required in the National Decentralisation Policy) to guide the devolution of those educational functions still to be devolved	Mid 2012	Ensure this Strategy and Action Plan mainstreams gender in the processes of decentralisation, and is aligned with the planned Gender Policy and Strategy in support of decentralisation (as stated in the National Decentralisation Policy)
D2	Review the job descriptions and establish clear reporting lines for District Deputy Directors, inspectors and supervisors, and Local Council Education Officers (where they exist), to reflect their changed roles under decentralised structures	Late 2012	
D3	Ensure the devolution of supervisors to Local Councils is enforced, with systems to maintain data and information flow between supervisors and the DEOs	Mid 2013	
D4	Implement the decentralisation of teachers' payroll and recruitment to Local Councils	Late 2014	Build the capacity and gender analytical skills of Local Council staff to mainstream gender institutionally within Councils themselves, as well as within their plans and programmes, with the support of Local Council Gender Units set up under the National Decentralisation Policy
D5	Introduce School Development Plans as a three-year planning tool for schools, incorporating a focus on quality improvement in schools	Mid 2014	Ensure gender issues are incorporated into School Development Planning, such as girl-friendly school infrastructure, gender disaggregated data and analysis, gender-sensitive teaching methodologies etc.

Financial Capacity

Code	Strategic action	Timing	Gender issues
FC1	Appoint financial staff to DEO Financial Officer posts, appraise officers' competencies and plan and provide appropriate training and support	Late 2013	Provide proactive support and encouragement to MEST financial staff at central and district levels to build their understanding and capacity in gender budgeting, utilising training, support and sensitisation opportunities offered by the MEST Gender Focal Point, the national Gender Budgeting Committee, the Ministry of Social Welfare, Gender and Children's Affairs, HRMO-led gender audits (under the Civil Service Reform Programme II) and District Budget Oversight Committees
FC2	Establish procedures to ensure that the preparation of the MTEF in MEST is based on evidence from educational data	Mid 2013	Integrate gender-sensitive budgeting approaches into the MTEF preparation procedures
FC3	Commission a detailed review of budget execution and monitoring procedures at all levels in MEST to identify constraints, barriers and opportunities	Early 2012	Incorporate a gender audit within this review (with HRMO support on methodology), to result in the development of a MEST Gender Action Plan (as specified in the Civil Service Reform Programme II) to strengthen the efficiency and effectiveness of gender-related activities such as the Girl Child Education Programme in JSS
FC4	Prepare a single set of guidelines that set out the operational procedures and processes (e.g. which forms to fill in, when, by whom and submitted to whom) that are required by DEOs, Local Councils and schools in order to carry out relevant financial policies and legislature	Early 2013	These guidelines to be reviewed as new financial processes related to gender-sensitive budgeting are introduced at national and district levels

Code	Strategic action	Timing	Gender issues
FC5	Revise the supervision and inspection grant allocation formula to take account of differences in terrain and distance involved in visiting schools	Late 2012	
FC6	Undertake a review of existing guidelines on the use of school subsidies, ensure that these are disseminated to all schools, DEOs and LCs, and put in place robust systems of monitoring the implementation of these guidelines	Early 2013	
FC7	Develop a training and monitoring plan for school bursars and SMCs on financial procedures	Mid 2013	

Communications and information-sharing

Code	Strategic action	Timing	Gender issues
C1	Introduce into the Scheme of Service a Communications Division to handle public relations, information dissemination and management of MEST's web presence	Early 2013	
C2	Develop a comprehensive ICT plan for all levels of MEST covering infrastructure, equipment specification, staff training and skills upgrading	Late 2013	
C3	Establish, as part of the ICT Plan, a MEST intranet through which all internal procedures, guidelines, records, data and information, and enquiries are circulated and accessed by MEST staff	Early 2014	Ensure gender policies, strategies and plans are accessible and up to date through this intranet
C4	Visits by DDs and other DEO officials to MEST are coordinated through the fortnightly Inclusive Management Team meetings (PC6) to avoid duplication and inefficiencies	Mid 2012	
C5	Develop a MEST Public Information Strategy to strengthen MEST's external communications and public relations	Early 2014	Promote girls' education issues and programmes through improved external communications
C6	Publish and disseminate all relevant budget information for both internal and external stakeholders to ensure accountability and transparency and enable efficient operational planning	Late 2012	Disaggregate gender-specific budgeting to enable monitoring of gender-related programmes

Monitoring and supervision of institutions

Code	Strategic action	Timing	Gender issues
MS1	Prioritise recruitment to the Inspectorate Directorate in MEST (including district inspectors) to achieve full staffing with appropriately trained and experienced personnel	Late 2012	Integrate considerations of gender balance and differing gender needs in the recruitment and training processes.
MS2	Develop operational manuals for the two differing roles of supervision and inspection to facilitate the devolution of supervision of basic education to Local Councils	Mid 2013	
MS3	Establish an Inspection and Supervision Framework that sets out clear school performance indicators with a focus on quality improvement, and specifies procedures for the delivery and utilisation of supervision and inspection reports at district and national levels	Mid 2013	Ensure gender-related aspects (girl-friendly infrastructures and environments, enrolment figures, gender-sensitive approaches and methodologies etc) are incorporated in performance indicators

Annex 4 Change management roles and activities

Introduction

Change has three highly interrelated aspects: people; processes; and culture.

Much of the emphasis in the Capacity Development Strategy for the Education sector is on changing the processes – get the processes right and everything else will follow. However, for effective change management it is necessary to achieve a better balance and to acknowledge the importance of each of these three aspects.

People engaged in planning and delivering education – both the implementers and the beneficiaries of the changes proposed in the Capacity Development Strategy – need to be motivated and sometimes persuaded and incentivised to change the way they work and the way they think about their work.

Organisational ‘culture’ is invariably described as ‘the way we do things around here’. Culture involves both the explicit way of working (the formal systems and processes in place and how they operate), and the tacit level of operation (the informal and semi-formal networks and other activities that people employ to get things done and by-pass, subvert or seek to influence the more formal processes).

Ways of achieve and manage change

The implementation over a relatively short period of time (five years) of the Capacity Development Strategy in the Education sector in Sierra Leone will require GoSL, MEST and other agency managers to adopt a mix of methods to manage the changes underpinning the Strategy.

This mix will include:

- ‘Directive’ management, driven by the use of authority to impose change quickly but with little or no involvement of other people;
- The use of experts to address more technical problems, such as the introduction of new ICT systems, working with a specialist project team or senior manager; and
- ‘Participative’ management which, although driven by senior managers, will be less management dominated and driven more by groups or individuals within the organisation.

Change management roles

The following personnel should be identified within the existing education system and tasked with key change management responsibilities in the framework of the Strategy:

- Change sponsor
- Change manager
- Change agents (within each department or division of MEST)

In order for this change management process to be fully embedded within the education sector's structures and operations, it is important that the personnel chosen for these roles are appropriately positioned throughout the sector. Individuals should enact their change management responsibilities within the context of their existing roles, utilising their understanding of how their specific team or colleagues operate to support the introduction of change in ways that are directly relevant and appropriate to them.

The personnel taking on these change management roles will lead the changes that will lead to transformation in the way that the MEST and other sectoral agencies work.

The staff chosen for these roles will come from different grades and professional backgrounds. Nonetheless, they will all need to share (with differing emphases) a range of key competencies and skills common to all effective change managers.

Key competencies for change management

Planning competencies

- Sensitivity to changes in key personnel, senior management perceptions and changes in the external environment, and to the way in which all these can impact the achievement of positive organisational change.
- Setting of clearly defined, realistic goals.

- Flexibility in responding to changes without the control of the project manager, perhaps requiring major shifts in project goals and management style.

Management competencies

- Team-building abilities, to bring together staff and other stakeholders and establishing effective working groups.
- Ability to define and delegate respective responsibilities clearly.
- Networking skills in establishing and maintaining appropriate contacts within and outside the organisation.
- Tolerance of ambiguity, to be able to function comfortably, patiently and effectively in an uncertain environment.

Communication and interpersonal skills

- Ability to transmit information effectively to colleagues and subordinates around the need for change in operational goals and in individual tasks and responsibilities.
- Interpersonal skills, across the range, including selection, listening, collecting appropriate information, identifying the concerns of others and managing meetings.
- Personal enthusiasm in expressing plans and ideas.
- Stimulating motivation and commitment in others involved.

Negotiating and influencing skills

- Selling plans and ideas to others by creating a desirable and challenging vision of positive change.

- Negotiating with key players for resources, for changes in procedures, and to resolve conflict.
- Influencing skills, to gain commitment to project plans and ideas from potential sceptics and resisters.
- Political awareness in identifying potential coalitions, and in balancing conflicting goals and perceptions.

Change Sponsor

This is the individual or group who has the ultimate responsibility to legitimise changes.

The Change Sponsor has the authority, seniority, power, enthusiasm and time to lead and oversee the implementation of the Strategy. The Change Sponsor does not get involved with the day-to-day management of strategic change actions, but supports and monitors overall progress.

The Change Sponsor also ensures that the necessary resources are available throughout the implementation process and accepts ultimate responsibility for its successful implementation.

Responsibilities of the Change Sponsor

- Agree the strategic changes necessary and the case for change and agree how this can be communicated in a way that is compelling for all stakeholders.
- Build commitment to this case for change across the set of individuals who will need to be seen to authorise the

change (e.g. senior change managers and other senior staff).

- Constantly communicate the compelling case for the change and urgency of implementation.
- Ensure realism in the plans for the implementation of the changes in the context of other operational activities.
- Agree and clearly communicate the relative priority of the changes.
- Agree a strategy for implementing the changes that is realistic give the organisation's history of change, the 'change levers' available and the likely resistance to be encountered.
- Maintain an environment that enables changes to be made on time and within budget.
- Positively reinforce steps forward in the change process and negatively reinforce actions that hinder the success of change.

Change Manager

The Change Manager will have the expertise to manage implementation of strategic and operational changes. He or she may be an experienced project or programme manager with responsibility for the day-to-day implementation of the strategic actions, helping the different projects and initiatives meet their objectives on schedule and within agreed budget.

The Change Manager will focus on the people side of change – including changes to business processes, systems and

technology, job roles and organisational structures. The primary focus will be implementing the strategic plans while minimising staff resistance and maximising staff and other stakeholder engagement.

Responsibilities of the Change Manager

- Build a network of Change Agents throughout all professional and administrative departments and divisions.
- Working with the team of Change Agents, develop the Strategy into a set of specific and coordinated tasks (a work plan for each department and key stakeholder).
- Identify potential people-side risks and anticipated points of resistance, and develop specific plans to mitigate or address the concerns.
- Communicate progress and problems in the change initiative through periodic formal reports (to the Change Sponsor) and informal briefings for staff (e.g. newsletter).
- Respond to feedback from implementation team(s) and from front-line impacted staff to ensure they believe the change is being led well.
- Support departmental and divisional teams in implementing the agreed work plans.
- Be an active and visible coach to the team of Change Agents.
- Identify indicators and measures to monitor progress and achievements in implementation of the work plans.

- Identify performance gaps, and work to develop and implement corrective actions.
- Create and enable reinforcement mechanisms and celebrations of success.

Change Agents

The Change Agents are those people that really make the difference implementing the strategic actions at departmental or local levels. The role is likely to fall to middle managers because they have the influence and the authority to take action. Effective Change Agents need to be dedicated to the planned strategic changes and should be provided with the support and time to accept the change implications of the Strategy before they are required to seek commitment from their staff and departmental colleagues.

Characteristics of a Change Agent

- Commitment to change, they will see the planned actions as exciting, worthwhile and essential to the future success of the organisation, as well as to their own personal satisfaction.
- Personal initiative to go beyond defined boundaries, to work with others to solve unexpected problems, break bottlenecks, challenge the status quo, and think outside the box.
- Motivation of themselves and others, with the power to motivate others around them, to provide opportunities for

people around them to follow their example and take personal responsibility for changing.

- Caring about how people are treated and enabled to perform, they are fair-minded and sensitive to helping other people succeed.

Change Agents (in MEST and other key agencies) will be actively engaged in implementing planned activities in the Strategy and work plan. They may be managing critical parts of the work, working alongside an external expert or part of an implementation team. Their role, in any of these positions, is to act as a key liaison between the Change Manager and the target stakeholders and beneficiaries of the proposed new developments and changes, helping to make change happen on a local level by making progress in implementing the changes and supporting other staff to work in new ways.